

RISING TO THE CHALLENGE

HISPANIC COLLEGE GRADUATION RATES
AS A NATIONAL PRIORITY



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Foreword

Higher education policy often focuses more on college access than college completion. Recently, however, the Obama administration, the Bill and Melinda Gates Foundation, and the Lumina Foundation for Education have articulated the goal of increasing college completion. While we may argue about the diverse pathways to meet this national goal, data are clear that raising the college completion rates of Hispanic students will be critical.

This AEI report, *Rising to the Challenge*, acknowledges the reality that our success as a nation in meeting our college completion goals will be determined by how well we serve our Hispanic population. The authors document the fact that the status quo will not get us there: though some institutions do an excellent job of helping their Hispanic students earn a degree, many more fail to keep pace. The report offers policy recommendations at both the national and institutional levels that can improve college completion, but, equally important, the authors raise awareness of the need to better understand and serve Hispanic students in higher education. And serving the Hispanic population in higher education means more than just enrolling them in colleges and universities—serving students well also requires improving the chances that they complete a degree.

The current pace of degree completion is not sufficient to get us to our national goal. We must find ways to accelerate college completion. Graduation

rates are one valuable measure of how quickly our students are attaining degrees, and disaggregating graduation rates of students within and among similar institutions can inform both institutional efforts and broader public policy. Knowing where students enroll and, in turn, what institutions are doing to retain and graduate them are important components to increasing college completion.

At *Excelencia* in Education, we are working to increase awareness and to identify promising practices to improve Latino college completion. However, more work needs to be done to ensure our youngest and fastest-growing population—Latinos—earns college degrees. We must continue to examine the pathways, choices, and graduation rates of Latino students in higher education. We must continue to identify what is working to increase college completion and use this to inform what institutions and policymakers can do to increase our national levels of educational attainment. As students navigate our complex higher education system, we must highlight the institutions that have proven they are graduating Latino students, learn from them, and replicate or scale up their effective practices. This report represents a productive step in the nation's quest to better understand this challenge.

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Executive Summary

President Barack Obama has called for the United States to reclaim its position as the nation with the highest concentration of adults with postsecondary degrees in the world. Given the changing demographics of the United States, this target cannot be achieved without increasing the rate at which Hispanic* students obtain a college degree. In this report, we explore the dimensions of this challenge and identify steps that can be taken to help meet this ambitious national goal.

We show that:

- At the average college or university, 51 percent of Hispanic students complete a bachelor's degree in six years compared to 59 percent of white students at those same schools. Even after accounting for the type of students schools admit, Hispanic students graduate at lower rates than their white peers at all levels of admissions selectivity.
- There is considerable variation in Hispanic graduation rates across schools with similar admissions criteria. Among schools in the “competitive” category, as defined by *Barron's Profiles of American Colleges*, the ten highest-performing schools graduate more than three times as many of their Hispanic students, on average, as the ten lowest-performing schools.
- The gaps between white and Hispanic graduation rates are smaller at Hispanic-Serving Institutions (HSIs). This is not due,

however, to higher Hispanic graduation rates at HSIs but to the tendency of these institutions to have below-average white graduation rates. HSIs do about as well as non-HSIs with similar admissions criteria in graduating their Hispanic students.

- Hispanic women graduate at consistently higher rates than Hispanic men and often graduate at the same rate as white men in their schools.

We explore why some colleges are more successful than others in helping Hispanic students with similar academic backgrounds earn degrees, and we identify some obstacles Hispanic students face in completing a bachelor's degree. Finally, we note specific conditions that seem to affect graduation rates and discuss actions that can be taken to improve them. Among the most important:

A High Level of Institutional Commitment. The most consistent finding of our report is that an institutional focus on and commitment to high levels of retention and completion for *all students* is a crucial prerequisite to maintaining and improving the percentage of Hispanic students who complete a bachelor's degree.

Better Consumer Information. Hispanic students and their families often suffer from a lack of information about the true cost of college, the type of college they are qualified to attend, and college practices and culture. Hispanic students are especially likely to

* We use the term “Hispanic” throughout the report when referring to data from the National Center for Education Statistics and the Census Bureau because that is the term they use to categorize their data.

be “undermatched,” or to enroll at a college that is less selective than they are qualified to attend. Given the relationship between selectivity and graduation rates, undermatched Hispanic students are more likely to leave college without completing their degrees than if they had attended more selective schools. Reforms that help to disseminate information about which schools are within students’ reach, both financially and academically, and which schools have a successful track record with Hispanic students could lead to a better match between the qualifications of Hispanic students and colleges and universities. This would in turn increase graduation rates. Better counseling about available financial aid also would likely lower the rate at which Hispanic students drop out of college for financial reasons.

A Focus on Retention and Graduation Rates.

Improving consumer information is unlikely to promote college completion in the absence of incentives for schools to focus on retention and graduation rates. The undermatch argument largely ignores the role institutions play in ensuring that their students remain enrolled, engaged, and moving toward a degree. Put simply, all students should be encouraged to go to more selective schools if they are qualified, and schools *must* do a better job with the students they enroll.

Incentives for Institutional Improvement. Government aid to colleges and universities should be tied to whether schools meet meaningful performance

metrics. At the federal level, the criteria that designate a college or university as an HSI should be augmented. Fulfilling the criteria to become an HSI makes schools eligible to compete for federal Title V funding and marks the institution as being at the forefront of Hispanic higher education. At present, the HSI designation does not reflect an institution’s performance on outcomes, such as student retention, graduation, and labor-market success. Rather, becoming an HSI is entirely a function of enrollment. Thus, there are incentives to enroll more Hispanic students but few incentives to ensure that those students successfully complete a bachelor’s degree. We believe the HSI designation should be more tightly coupled to performance. At the state level, funding formulas should be revised to reward institutional performance rather than enrollment. Were state policymakers to structure funding formulas in a way that rewarded schools for successfully retaining and graduating their students, and provided extra benefits to those schools that serve underrepresented or at-risk individuals, institutions would have incentives to improve their completion rates.

Without higher retention and graduation rates on the part of Hispanic students—who will make up an increasing share of the college-age population in the years to come—the country will be hard-pressed to reach the goals set out by Obama. And without recognizing the conditions that foster high completion rates for Hispanic students and implementing the reforms outlined above, increasing Hispanic graduation rates will be difficult, if not impossible.

Introduction

The elevation of Sonia Sotomayor to the Supreme Court focused the eyes of the nation on the achievements of Latinos in American higher education. Sotomayor, a product of two of the nation's best universities, was lauded for her ability to overcome a disadvantaged childhood in the South Bronx, graduate from Princeton and Yale, and rise to the top of the legal profession. According to President Barack Obama, Sotomayor “faced down barriers, overcame the odds, [and] lived out the American Dream.” But Sotomayor's personal narrative obscures one of the more troubling facts in American higher education: the odds that Sotomayor had to overcome are far too high.

In 2007, Hispanics represented about 15 percent of the American population and about 12 percent of full-time college students. But Hispanics received only 7.5 percent of the bachelor's degrees awarded that year. Even more discouraging are the low attainment rates among Hispanics. According to a 2003 report by the National Center for Education Statistics (NCES), about a decade after graduating from high school, only 23 percent of Hispanic students in the National Education Longitudinal Study of 1988 had earned a postsecondary credential—half the percentage of white students in the same cohort.¹

Low Hispanic graduation rates are due, in part, to the tendency of highly qualified Hispanic students to attend less-selective institutions than their similarly qualified white peers.² But even among institutions of similar selectivity, Hispanic students have a lower probability of earning a degree than their fellow white students.

Demographic trends suggest low Hispanic graduation rates will have an increasingly large effect on national educational attainment. According to the U.S.

Census Bureau, 37 percent of the 44 million Hispanic U.S. residents are under the age of twenty. By 2020, Hispanics will make up 22 percent of the nation's college-age population. Clearly, it is not likely we can achieve Obama's goal of returning the United States to its historical position as the nation with the largest concentration of adults with higher education in the world without increasing Hispanic graduation rates.

Many bachelor's degree-granting schools fail to graduate even half of their Hispanic students in six years, and nationally, the average bachelor's degree-granting college with at least ten Hispanic students in its incoming cohort graduates only 51 percent of its Hispanic students in six years. The average rate for white students at the same schools is close to 60 percent.

These averages mask significant variation across individual schools that admit students with similar qualifications. Put simply, some schools successfully graduate a large number of their Hispanic students within six years, while others fall woefully short of the mark. This report represents one of the first efforts to use national data on Hispanic graduation rates to document the variation across bachelor's degree-granting institutions of higher education.

Under the 1990 Student Right to Know Act, any bachelor's degree-granting school receiving federal Title IV funding must report the proportion of first-time, full-time students who have received a degree within six years and must disaggregate those numbers by race, ethnicity, and gender. Though the first sets of graduation-rate data began trickling out in 2001, reliable data on graduation rates by race and ethnicity were not available until 2004. Researchers have since used these data to document the gap between institutional graduation rates for white and African American students;³ less attention has been

paid to institutional graduation rates for Hispanic undergraduates.

The results profiled here build on our earlier work documenting widespread variation in graduation rates across schools with similar admissions standards.⁴ Our new analysis shows that:

- Completion rates for Hispanic students consistently lag behind those of their white peers and are distressingly low at many colleges and universities, even after accounting for differences in the type of students these schools admit.
- There are large gaps in the completion rates of Hispanics and non-Hispanic whites among schools within the same selectivity category.
- The gaps between white and Hispanic students are smaller at Hispanic-Serving Institutions (HSIs), defined by law as schools where more than 25 percent of undergraduates are Hispanic. (The smaller gaps at these schools are not due to higher Hispanic graduation rates at HSIs, but to the tendency of these minority-serving institutions to have below-average white graduation rates.)
- Hispanic women graduate at consistently higher rates than Hispanic men and often graduate at the same rate as white men in their schools.

These findings raise an important question: why are some colleges so much more successful than others in helping Hispanic students with similar academic backgrounds earn degrees?

A recent report from *Excelencia* in Education, a nonprofit organization promoting Latino educational success, suggests that some simple policy changes—such as a free preorientation immersion program,

mandatory academic advising, and the elimination of late registration—can improve graduation rates for all students. The report also finds that an explicit emphasis on completion sets some of these schools apart.⁵

To explore these institutional practices further, we interviewed school administrators in selected colleges and universities. We contacted individuals at schools that performed better than their peers in graduating Hispanic students and those that underperformed. We found consistency in the challenges Hispanic students face across a wide variety of institutions, but there are important differences in institutional commitment to raising completion rates overall between schools with high Hispanic graduation rates and those with low rates.

Colleges with high rates often attributed their success to comprehensive efforts to raise graduation rates among all students. Echoing the *Excelencia* report, some of the high-performing colleges described intensive “summer institute” programs that bring students to campus over the summer before matriculation to help them acclimate and learn academic and collegiate skills. Others emphasized the value of building a sense of Hispanic community among students and faculty and revising course withdrawal policies that led to students dropping out. Most people we spoke with at the underperforming schools recognized their lackluster completion rates and acknowledged a need to rethink current practices and learn from high-performing peers. They worried, however, that a lack of sufficient financial commitment by the institutions, exacerbated by budget deficits, would stunt efforts to improve their minority retention and completion rates.

This report examines schools that outperform their peers as well as those that must do more to facilitate college completion. While it only begins to tackle the question of what works, it provides a road map of practices associated with student success. At the very least, the variation in graduation rates suggests that while student motivation and academic preparation influence completion rates, the practices and policies of institutions matter as well.

Data and Methods

This report is based on data that most four-year colleges and universities must report to NCES. The Integrated Postsecondary Education Data System (IPEDS) at NCES collects data from all institutions of higher education in the country whose students receive federal financial aid. For four-year bachelor's degree-granting schools, these data include information on the proportion of first-time, full-time, bachelor's-seeking students that finished a bachelor's degree within six years of their first semester of enrollment. Institutions are required to disaggregate these numbers by race, ethnicity, and gender, producing graduation rates for particular demographic groups (whites, African Americans, Hispanics, African American women, Hispanic men, and so forth).

As of this writing, the latest three years of graduation-rate data in IPEDS are from 2005, 2006, and 2007, based on the entering class of bachelor's degree-seeking students (called a cohort) six years earlier. We use these data to identify the set of four-year bachelor's degree-granting colleges and universities that averaged ten or more Hispanic students in each of the three incoming classes (1999, 2000, and 2001). Graduation rates increase as the selectivity of the institution increases, suggesting much of the variation in graduation rates is related to the type of students different schools enroll. It would therefore be unfair to compare the graduation rate of a large, open-admission school to the graduation rate at a small, selective, liberal arts college. To account for differences in admissions selectivity, we coded schools into six selectivity categories as defined by the 2009 edition of

Defining Selectivity Categories

“Noncompetitive” colleges generally require only evidence of graduation from an accredited high school (although they may also require completion of a certain number of high school units for admission).

“Less competitive” colleges have median freshman test scores that are generally below 500 (per section) on the SAT and below 21 on the ACT; require entrance examinations but do not report median scores; admit students with average high school grades below C who rank in the top 65 percent of their graduating class; and usually admit 85 percent or more of their applicants.

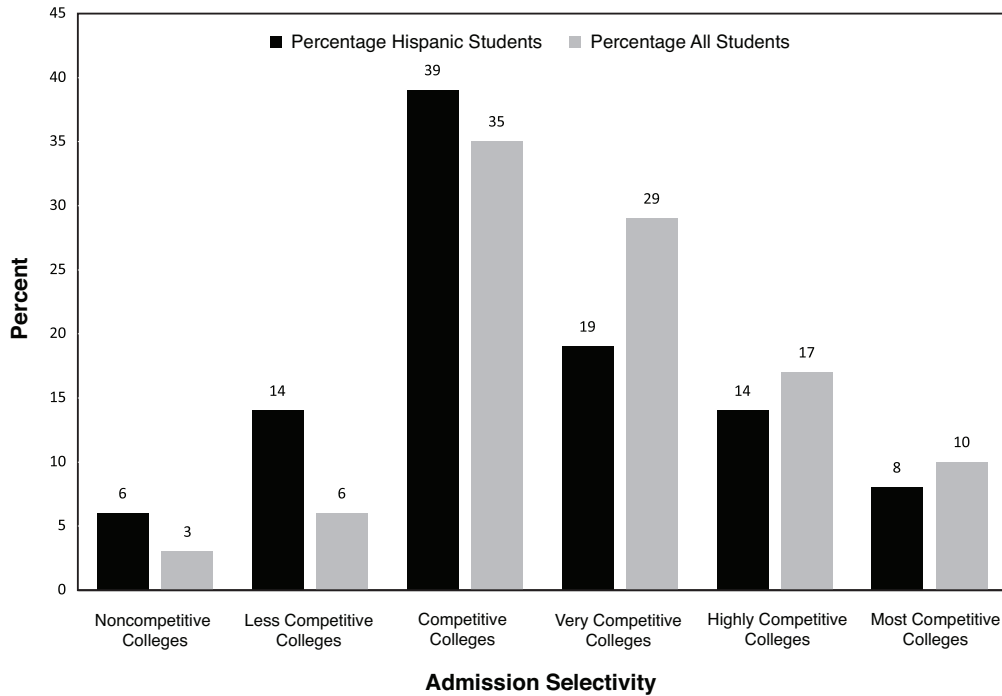
“Competitive” colleges generally have median freshman test scores between 500 and 572 on the SAT and between 21 and 23 on the ACT; require minimum high school grades that range from C to B–; admit students in the top 50–65 percent of their high school graduating class; and accept between 75 and 85 percent of their applicants.

“Very competitive” colleges typically admit students with high school grade averages no lower than B– and who rank in the top 35–50 percent of their graduating class; have median freshman test scores between 573 and 619 on the SAT and from 24 to 26 on the ACT; and admit between one-half and three-quarters of their applicants.

“Highly competitive” colleges generally admit students with high school grade averages of B to B+ and accept most students from the top 20–35 percent of their high school class; have median freshman test scores ranging from 620 to 654 on the SAT and 27 or 28 on the ACT; and accept between one-third and one-half of their applicants.

“Most competitive” colleges usually require high school rank in the top 10–20 percent and high school grade averages of B+ to A; have median freshman test scores between 655 and 800 on the SAT and 29 on the ACT; and typically admit fewer than one-third of applicants.

FIGURE 1
 PERCENTAGE OF STUDENTS IN EACH SELECTIVITY CATEGORY



SOURCE: Authors' calculations based on data for first-time, full-time students in three incoming classes (1999, 2000, and 2001) of 641 colleges studied, as reported in the National Center for Education Statistics Integrated Postsecondary Education Data System.

Barron's Profiles of American Colleges: noncompetitive, less competitive, competitive, very competitive, highly competitive, and most competitive.

There were 641 colleges and universities that reported graduation-rate data, had the requisite number of Hispanic students in the three incoming classes, and could be coded for selectivity.⁶

Figure 1 shows how the bachelor's degree-seeking students at these 641 schools are distributed across the six selectivity categories. It displays both the overall percentage of students and the percentage of Hispanic students in each category. The largest category is the "competitive" tier, which includes 39 percent of the total number of first-time, full-time Hispanic students for these three cohorts.

A quick look at the percentage of Hispanic students versus the percentage of total students shows that Hispanic students are overrepresented in the three lowest selectivity categories (noncompetitive,

less competitive, and competitive) and underrepresented in schools in the three highest. This distribution is consistent with the "undermatch" idea documented in the 2004 Pew study of Hispanic retention and graduation rates and elaborated on in the recent work by William G. Bowen, Matthew M. Chingos, and Michael S. McPherson.⁷ Put simply, the undermatch hypothesis argues that many disadvantaged students, particularly Hispanics, choose colleges and universities that are less selective and academically rigorous than other schools that these students are qualified to attend. Students who undermatch have a lower probability of completing a bachelor's degree than similarly qualified peers who attend more selective institutions.

The graduation rates we use are combined for the last three years for which NCES reported data.⁸ Using three years of data produces rates less susceptible to outliers that may result from exceptionally

small cohorts or particular events that could depress graduation rates in a given year.

These official graduation-rate data have two basic limitations. First, they cover only a limited number of students at each school. The Student Right to Know rate is based on the number of full-time, first-time students that graduate in six years—what many people might call a traditional college freshman. This count excludes any students who attend part-time or who transferred from another institution like a community college or another four-year institution. Though these types of nontraditional students are increasingly common, especially among Hispanics, the IPEDS measure does not count them in calculating graduation rates.⁹

Second, the graduation-rate data do not account for students who transfer out of their first school but

may go on to finish their degree in six years at another institution. Therefore, IPEDS provides an “institutional” and not an “individual” graduation rate. Since roughly one-quarter of students who start college as a full-time student in a four-year institution transfer within six years of matriculation and some of them go on to earn bachelor’s degrees, estimates of the individual graduation rate are about 8–9 percentage points higher than the institutional graduation rate. But while transfer students drive down a school’s graduation rate, our earlier analyses of these data showed that transfer rates were not very different across schools within the same selectivity categories that had vastly different graduation rates. When the graduation rates of two schools are separated by 40–50 percentage points, the transfer rate is unlikely to be driving the entire gap between them.

National Findings

Figure 2 compares the average graduation rate of Hispanic students to that for white students in each selectivity category. In every category, there is a gap between the graduation rates of Hispanics and whites that is never less than 6 percentage points and is as large as 8.5 percentage points at the non-competitive, open-admission level.

Figure 3 plots the average six-year Hispanic graduation rate across three cohorts within each selectivity category. The diamond indicates the average, while the vertical lines show the range from the highest to the lowest graduation rate in a specific category.

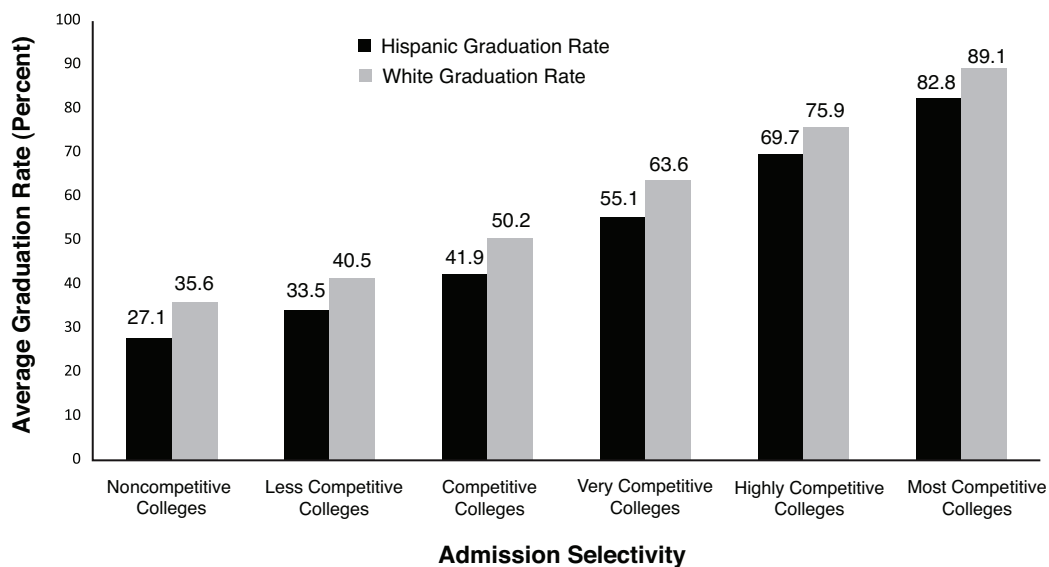
While Hispanic graduation rates increase with selectivity, figure 3 shows the large range between institutions at the same level of selectivity—over 50 percentage points in the competitive and very

competitive categories in which most Hispanic students are enrolled. To look at this another way, a competitive student enrolled at the school with the highest Hispanic graduation rate is, on average, more than *seven times* as likely to receive a bachelor's degree than a competitive student enrolled in the lowest-performing school.

These broad ranges could be due to outliers at the top and bottom of the graduation-rate distribution. Therefore, after ranking the schools in each category according to their rate, we examine average graduation rates at the top ten and bottom ten institutions. Figure 4 displays the average Hispanic graduation rate at the top ten and bottom ten schools in each category and the gap between them.

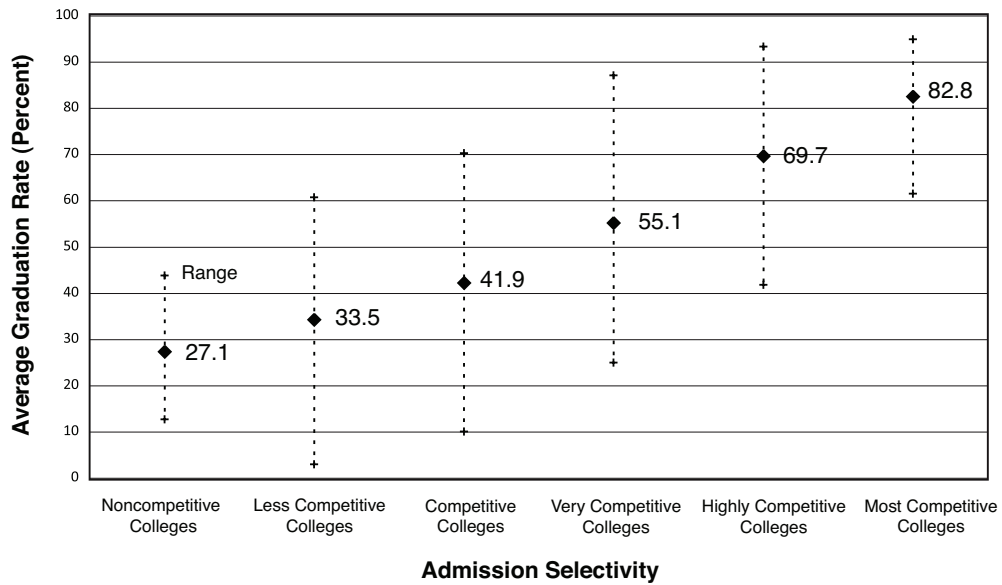
The track record of noncompetitive schools is

FIGURE 2
HISPANIC GRADUATION GAP, BY SELECTIVITY



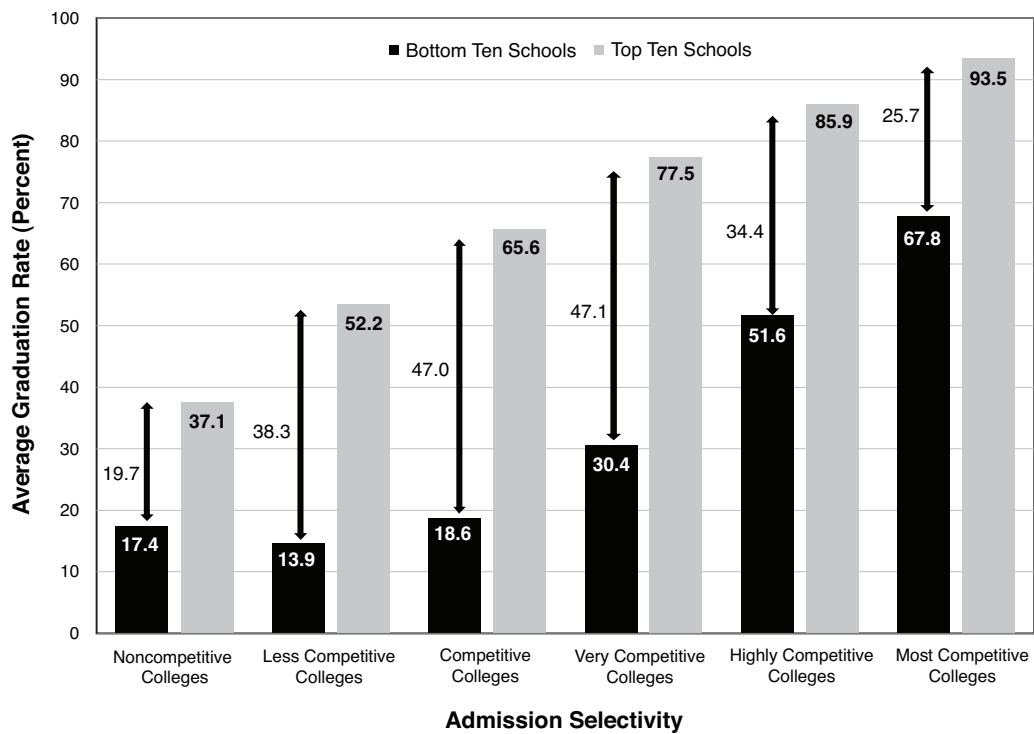
SOURCE: Authors' calculations based on data for first-time, full-time students in three incoming classes (1999, 2000, and 2001) of 641 colleges studied, as reported in the National Center for Education Statistics Integrated Postsecondary Education Data System.

FIGURE 3
HISPANIC GRADUATION RATES AND RANGES, BY SELECTIVITY



SOURCE: Authors' calculations based on data for first-time, full-time students in three incoming classes (1999, 2000, and 2001) of 641 colleges studied, as reported in the National Center for Education Statistics Integrated Postsecondary Education Data System.

FIGURE 4
AVERAGE HISPANIC GRADUATION RATES AMONG TOP TEN AND BOTTOM TEN SCHOOLS, BY SELECTIVITY



SOURCE: Authors' calculations based on data for first-time, full-time students in three incoming classes (1999, 2000, and 2001) of 641 colleges studied, as reported in the National Center for Education Statistics Integrated Postsecondary Education Data System.

NOTE: Gap may not reflect simple arithmetic due to rounding.

dismal: even the top ten schools graduate, on average, only a little over 35 percent of their Hispanic students in six years. The bottom ten graduate only about 17 percent. The gaps for the next four tiers are large—averaging between 35 and 40 percentage points—and sizable gaps remain even at the highest level of selectivity.

Figure 2 shows Hispanic graduation rates typically lag behind white graduation rates at each level of selectivity. A closer look at the graduation gaps among the top ten and bottom ten institutions in each category reveals that these gaps vary in a systematic fashion. In general, schools with the lowest Hispanic graduation rates also tend to have the lowest white graduation rates, reflecting a general failure to graduate a high percentage of their incoming students in six years. The reverse is also generally true; schools that graduate the highest proportion of their Hispanic students also tend to have high white graduation rates.

Of the sixty schools in the bottom ten in each selectivity category, Hispanic students graduate at the same rate or better than white students at only three. The dismal graduation rates for white students at two of these—the University of Houston, Downtown, in the noncompetitive category (9.2 percent) and Chicago State University in the competitive category (6.9 percent)—provide little guidance on how to close the graduation gap in low-performing schools.

In contrast, of the schools with the ten highest Hispanic graduation rates in their category, twenty out of the sixty top ten schools graduated a *higher* proportion of Hispanic students than white students. In the very competitive and most competitive categories, Hispanic students at the top ten institutions are keeping pace with their non-Hispanic peers. Hispanic students attending the top ten schools in the highly competitive and competitive categories actually graduate at *higher* rates, on average, than their white classmates.

Our data show that white and Hispanic graduation rates are highly correlated. Most schools with high Hispanic graduation rates seem to do an excellent job of graduating their white students. Our interviews with school administrators suggest why.

Most of the officials at top-performing schools said it was overall institutional commitment to student retention and completion, not specific attention to the success of particular groups, that drove high Hispanic completion rates. Likewise, administrators at schools with low Hispanic graduation rates often pointed out that their graduation rates were lackluster across the board.

Overall, these results suggest some institutions do a better job of ensuring that their bachelor's students earn a degree in six years and that the institutional policies and practices that facilitate student completion may pay dividends for all types of students, leading to high rates across the board. At schools where overall graduation rates are low, Hispanic students appear to be especially prone to noncompletion.

Hispanic-Serving Institutions

Title V of the Higher Education Act recognizes colleges and universities where Hispanic students make up 25 percent or more of their full-time equivalent undergraduate enrollment as HSIs. In contrast to Historically Black Colleges and Universities (HBCUs), designation as an HSI is a function of enrollment rather than the school's mission.¹⁰ Because the classification is enrollment-based, as the population of Hispanic students in postsecondary institutions expands, so too will the ranks of the HSIs. From the mid-1990s to the early 2000s, the number of HSIs increased by 80 percent. As of 2004, HSIs made up less than 10 percent of all postsecondary institutions, but they account for about half of the Hispanic enrollment in postsecondary education, and they award upward of 40 percent of all two-year and four-year degrees earned by Hispanic students.¹¹ Though designation as an HSI does not *entitle* institutions to any federal aid, only HSIs are eligible to compete for Title V grants, and between 1995 and 2005, the Department of Education awarded more than \$550 million in Title V grants to HSIs.

The Department of Education does not publish an official list of HSIs, and there is some confusion about how many such institutions there are in the country. However, *Excelencia* in Education has cataloged their emergence in recent years, and we used their most recent list of HSIs (2006–2007) to code our graduation-rate data. The majority of HSIs are community colleges and primarily associate’s degree–granting schools, which are not included in our data. Among the four-year, primarily bachelor’s degree–granting institutions we examined, fifty-five were identified as HSIs that could be coded for admissions selectivity.¹² Eight are in the noncompetitive category (15 percent), fifteen are less competitive (27 percent), twenty-nine are competitive (53 percent), two are very competitive, and one (Occidental College) is in the most competitive category.

Figure 5 displays the average Hispanic and the average white graduation rates at HSIs; figure 6 displays these graduation rates for schools that are not designated as HSIs. The figures present both the white and Hispanic graduation rates at the four lowest levels of selectivity and the overall white and Hispanic graduation rates across all schools in those categories.

Comparing figures 5 and 6, there are two patterns to note. First, overall, HSIs appear to lag behind non-HSIs on both Hispanic and white graduation rates. However, when we look within selectivity categories, the evidence is mixed with respect to Hispanic graduation rates: HSIs appear to graduate Hispanic students at roughly the same rate as non-HSIs with similar admissions criteria. In contrast, non-HSIs graduate a higher proportion of their white students than HSIs at each of the four selectivity levels.

Second, because HSIs exhibit below-average graduation rates for white students, they exhibit smaller gaps between their Hispanic and white graduation rates at each level of selectivity. While it would be tempting to interpret these data as evidence that HSIs are narrowing the completion gap, it is the poor performance of white students at HSIs rather than higher completion rates among Hispanic students that explains this pattern. In other words, HSIs do not appear to be making up ground by

actively increasing the rate at which their Hispanic students complete a bachelor’s degree.

Of course, it could be that HSIs are achieving the same results with a more at-risk population of students than non-HSIs. The lower graduation rates among white students at HSIs might suggest that the Hispanic graduation rates at HSIs are higher than one would expect given the characteristics of the students they enroll. Unfortunately, due to the limitations of IPEDS data, we cannot answer this question here.

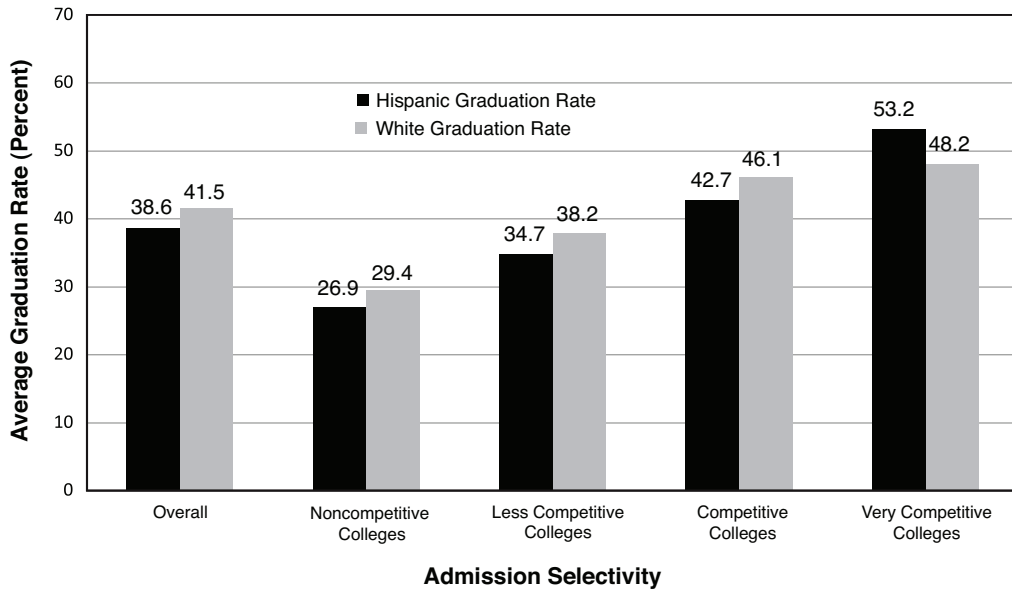
Hispanic Men versus Hispanic Women

The data also allow us to examine gender differences across all schools with a requisite number of Hispanic men and women.¹³ We selected schools from the full sample that had a minimum number of both Hispanic men and women in their incoming cohorts across the three years. We included schools that averaged at least ten students in *each gender group* in each cohort (thirty or more Hispanic men and thirty or more Hispanic women across the three years). This threshold produced a set of 433 schools.¹⁴ Figure 7 shows that in every category of selectivity, Hispanic women graduate at higher rates than Hispanic men; indeed, they do about as well as white men. Note, too, that white women outperform all groups, graduating at the highest rates in each of the categories.

The gaps between Hispanic men and Hispanic women are between 5 and 9 percentage points. On average, Hispanic women graduate at a slightly higher rate than their white male peers in the non-competitive, less competitive, and competitive categories and about 1–2 percentage points below white men in the more selective categories.

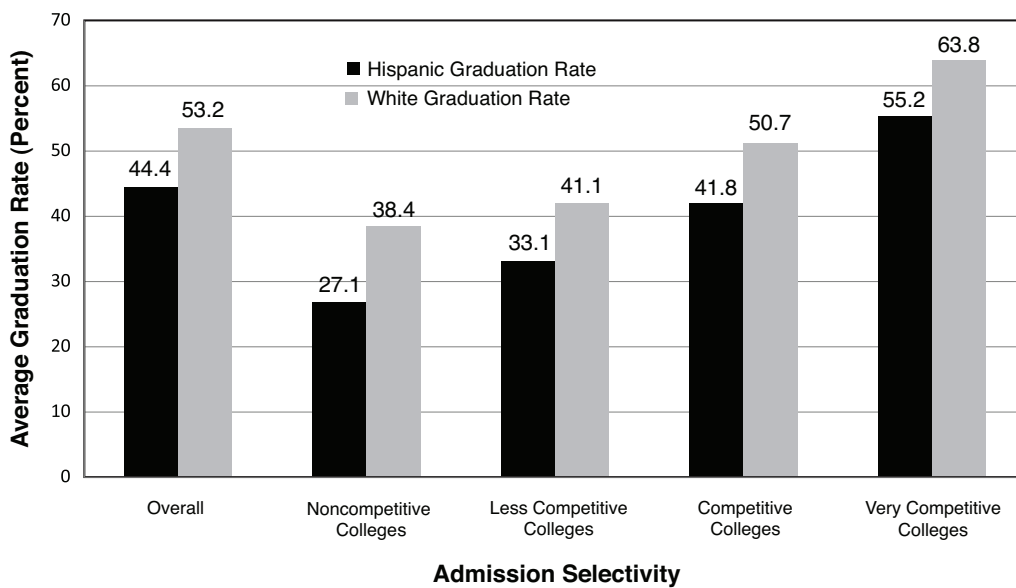
The gap between Hispanic women and white women ranges from about 4 to 9 percentage points, with Hispanic women narrowing the gap as you move up the selectivity scale. In contrast, Hispanic men lag far behind their white peers in each category of selectivity. The gaps are largest at the lowest levels of selectivity; Hispanic men fall a full 13–17 percentage points behind white women and 5–9 percentage

FIGURE 5
 HISPANIC AND WHITE GRADUATION RATES AT HISPANIC-SERVING INSTITUTIONS,
 OVERALL AND BY SELECTIVITY



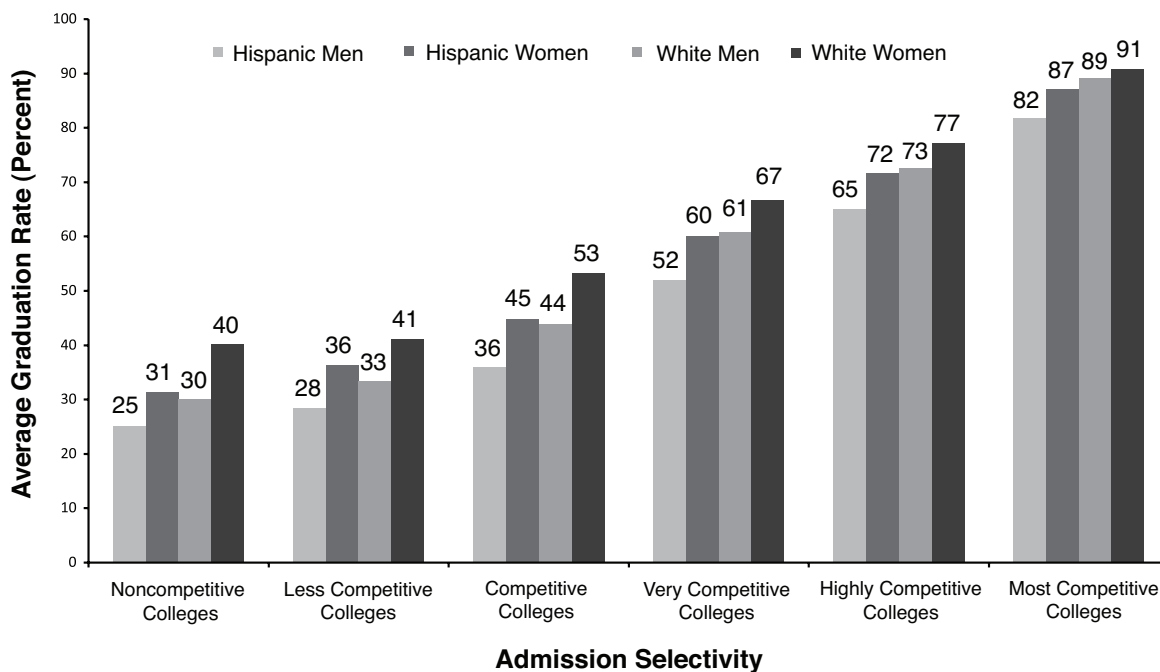
SOURCE: Authors' calculations based on data for first-time, full-time students in three incoming classes (1999, 2000, and 2001) of fifty-four institutions in these categories classified as HSIs, as reported in the National Center for Education Statistics Integrated Postsecondary Education Data System.

FIGURE 6
 HISPANIC AND WHITE GRADUATION RATES AT NON-HISPANIC-SERVING INSTITUTIONS,
 OVERALL AND BY SELECTIVITY



SOURCE: Authors' calculations based on data for first-time, full-time students in three incoming classes (1999, 2000, and 2001) of 442 colleges in these categories that are not classified as HSIs, as reported in the National Center for Education Statistics Integrated Postsecondary Education Data System.

FIGURE 7
GRADUATION RATES OF HISPANIC AND WHITE STUDENTS IN EACH SELECTIVITY CATEGORY, BY GENDER



SOURCE: Authors' calculations based on data for first-time, full-time students in three incoming classes (1999, 2000, and 2001) of 433 colleges studied, as reported in the National Center for Education Statistics Integrated Postsecondary Education Data System.

points behind white men in the bottom four selectivity categories.

In short, Hispanic women are completing college at rates that are only slightly lower than their non-Hispanic peers, and in almost half of the schools they are performing about as well as or better than their

male white peers. Hispanic men lag well behind both groups in their average six-year completion rates, and in only 16 percent of the 433 schools in our sample do they perform at least as well as their white male peers. It may be no coincidence that the first Hispanic Supreme Court justice was a woman.

Rising to the Challenge?

To better understand the conditions that may promote high levels of Hispanic completion, we interviewed administrators from eight schools. Four of these schools performed far better than the others in their selectivity category, while the other four lagged behind most of their peer institutions. These schools all had sizable cohorts of Hispanic students; each school in the interview sample averaged more than forty incoming Hispanic students per year. We asked these college officials about their awareness of how their Hispanic graduation rate compared to other institutions, why they thought their rate is high or low in comparison, the challenges Hispanic students face in trying to complete a degree, and what policies and procedures their school had in place or was planning to implement to promote higher completion rates among Hispanic students.

All the administrators we talked with were familiar with their schools' overall record of completion and were aware that the graduation rates of individual groups were closely related to the rate overall. Schools that performed above average were quick to point out that the success of Hispanic students was part and parcel of a high overall level of institutional performance. "Our high Hispanic graduation rate is a byproduct of the overall campus environment," one assistant dean remarked, "and we're aware of our high graduation rate, period." Another had a similar assessment: "What we do here is good for all students, not just Hispanic students. Looking at completion and retention data is simply a way of life for us."

A 2009 report on successful HSIs found a similar sentiment from college presidents, who often pointed out that institutional practices promoting higher Hispanic completion rates were thought to bolster the success of all students. According to a president of a highly successful school, "We believe

that institutional activities that help Latino students succeed also benefit all students because many of them have common needs."¹⁵ On occasion, presidents reported that innovative approaches to serving Hispanic students were used to improve the completion rates of all students. In sum, a commitment to completion pays dividends for all students, including traditionally underrepresented ones.

Other administrators were quite familiar with how well they were doing at serving particular groups of students. "We are constantly benchmarking against our peer institutions, so we know how we compare, given our demographics, to other schools in our tier," said an assistant provost at an eastern public university with high graduation rates. She added: "Why not disaggregate data by race and ethnicity to see how you're doing with different groups? These are goals that we pay attention to."

Officials from schools performing below average argued that low Hispanic rates mirrored the need for the institution to improve its overall graduation rate. "There is no reason why the Hispanic graduation rate should be any lower compared to the rate for other groups," one assistant dean asserted. "Our African American rate is even lower, just to put that number in context," the director of a Hispanic student center at another school said. "At many urban, commuter universities like ours," he went on, "graduation rates are low whether you are black, brown, or white." An assistant dean from a southwestern school echoed an even more heartfelt sentiment that points to a problem at far too many schools: "Our statistics [for Hispanic students] are horrible. It is painful to see so many students leave and not return."

Where gaps existed between white and Hispanic students, however, school administrators often chalked them up to the challenges Hispanic students

face rather than to any specific shortcoming of the university. The urban university mentioned above drew most of its minority students from the city's public school system, while most of its white students came from the surrounding suburbs. The school's white students were better prepared academically and financially for college, the administrator said, while the minority students arrived with about a tenth-grade education.

In contrast, the enrollment manager at a school with below-average graduation rates refused to blame the students, arguing that after an internal "equity audit" revealed their minority students were not graduating at the same rate as white students, the school launched a concerted effort to rethink policies that might boost minority enrollment and completion. The dean at the low-performing southwestern school echoed this sentiment of institutional responsibility: "Too many decisions are made at the students' expense. They deserve more, and I'm always willing to say they deserve more. Students who come here should be given the utmost respect and academic support so that they can reach their potential."

The Challenge for First-Generation College Students

In addition to academic preparation, a handful of administrators referenced the unique challenges facing first-generation college students of any background, but specifically for Hispanic students whose familial and social ties to home are particularly strong. First-generation students lack the informational resources other students have at home. "We have mostly first-generation Hispanic students, and they have nobody at home to go and ask questions about college decisions," said one assistant dean at a low-performing state university in the Southwest. "We take for granted that we know the terminology spoken on campus, but we are college graduates." As an example, she pointed out that for many first-generation students, a "catalog" was where one looked for new clothes, not the necessary courses to complete a degree.

Parents and students without Internet access or previous experience with higher education are likely to miss critical information often listed online about financial aid, registration deadlines, and course requirements. Over eight hundred incoming and returning students at one university had not finalized their enrollment in writing by one week before classes began, yet many showed up intending to register.

The information deficit is often compounded by the strong ties to family and community that can pull first-generation Hispanic students back home. According to one student life dean from a high-performing state university in the West, "Sometimes the pull of the family is so powerful that it is tough to keep students here. Those from [other parts of the state] feel the pull homeward, so we have to cultivate a sense of family here on campus." Research has confirmed that the draw of family or friends from home can be especially acute for disadvantaged students.¹⁶ In light of the important force exerted by ties to home, administrators often cited the need to develop a sense of community among Latino students, staff, and faculty on campus.

Financial Challenges Take Their Toll

School officials also identified financial challenges as an obstacle for Hispanic students, particularly their tendency to work in addition to attending school.

Officials at two low-performing schools noted that many of their Hispanic students were working more than thirty hours per week to support themselves, leading them to juggle a full courseload and an almost full-time job. The director of the Hispanic center had recently completed a study of work hours among minority students and found that "at least" 60–65 percent of Hispanic students were working a minimum of thirty hours per week while attending full time. At the other urban campus with low Hispanic completion rates, administrators had shifted from a traditional four- or five-day class schedule to a Tuesday-Wednesday model so working students could more easily attend school while working Mondays, Thursdays, and Fridays.

At some schools with low completion rates, a lack of financial resources often leads students to withdraw because they cannot pay to remove holds on their registration. According to an administrator at one of the urban commuter schools, the majority of Hispanic students who withdrew from his institution did so because they owed the bursar fees ranging from \$200 to \$3,000, which precluded them from registering for classes. Though not a seemingly large barrier, many students are simply unable to come up with the additional money. Even those schools that graduate a very high percentage of their Hispanic students cited costs as the main driver of withdrawal. Rather than allowing some cash-strapped students to slip through the cracks, however, the assistant provost at a high-performing state school said they often counsel students about other, lower-cost options within the state university system that the student might be able to afford.

In addition, some college officials believe Hispanic students are reticent to borrow money to pay off such charges. The leader of the Hispanic center at one urban commuter school with low graduation rates argued that this reluctance is driven, in part, by the immigration status of parents and, perhaps, the students themselves: “There is an aversion to signing any official paperwork on the part of parents who are concerned about their documentation.” This reluctance to borrow has been found in other studies. In focus groups, Hispanic parents and students reported that they were uncomfortable taking out large loans to pay for school, preferring to “pay as they go” rather than go into debt.¹⁷

Other recent research on financial aid echoes this emphasis on the financial challenges facing Hispanic students. One of the most recent studies of college pricing and financial aid indicates that low-income students are less likely to graduate in four or six years as the net price of school increases. According to Bowen, Chingos, and McPherson, “Even temporary financial disruptions are likely to prove real setbacks for students seeking to graduate in four years who are struggling to make ends meet.”¹⁸ Not surprisingly, students with the least financial resources,

many of whom are Hispanic, are also the most likely to finance their education via a combination of grants and loans, suggesting that even small bumps in the financial road might derail their ability to earn a degree in a reasonable amount of time.

Policy Interventions

The institutions we contacted varied in their actual or proposed policy interventions, but some common approaches emerged from the interviews. One recurring theme was the benefit of enrolling first-generation and low-income students in pre-matriculation “summer institute” programs. These programs generally bring new students to campus a few weeks early for a series of intense academic workshops designed to get them ready for placement tests, to teach them study skills, and to help them learn the ins and outs of the registration, course-scheduling, and major-selection processes. The programs at two of the schools were student-run, and they paired each participant with a mentor from the junior or senior class. School officials at three of the schools argued that highlighting minor details, like the location of the library or the nearest food store, or even coaching new undergraduates on how to shop for food and necessities, helped integrate students into the life of the campus more fully. Moreover, this early relationship enabled school officials to keep tabs on these students throughout the critical first year and often throughout the students’ college careers. Though promising, constraints on the number of summer institute students—especially at schools with fewer financial resources dedicated to such early interventions (which also happen to be those with lower graduation rates)—limit the potential for such programs to drive significant improvement.

Once students had matriculated, most school officials argued, the key was building an infrastructure that both cultivated a sense of community among Hispanic students and ensured ongoing support for at-risk individuals. In light of the pull of

close familial and social ties, some administrators credited their burgeoning Latino or Chicano studies departments, and the affiliated faculty and personnel within these departments, as crucial community-building programs.

At a western state university with a high Hispanic graduation rate, the dean of student life argued that their living and learning communities, which integrated academic work on Chicano/Latino culture and community outreach, were key to the “staying power” of Hispanic students. Likewise, some faculty positions in the ethnic studies departments at her institution were “hybrid academic and student support positions,” designed to provide both academic and social services.

Each of the high-achieving schools also highlighted its extensive support network for students from underrepresented groups. One flagship state school created a multicultural center within each individual college, the director of which was tasked with maintaining a high rate of minority student retention. The school’s support service was so involved, an assistant provost said, that some students complained about the frequency of staff inquiries. Student-run peer advising and mentoring efforts were thought to be equally important at these institutions. At a western university, students had recently approved a student-run program of recruitment and retention for minority students that has proven “especially powerful because it is students recruiting other students, and students serving other students,” the student life dean said.

Not all of the proposed and actual policy interventions revolved around increased student services; school officials also highlighted the need to enforce new and existing rules governing withdrawal and course selection. Because many low-achieving students tend to withdraw from classes multiple times, one low-graduation-rate state institution decided to implement a limited withdrawal policy. Too often, an assistant dean argued, students would withdraw after their first round of midterms for fear they would continue to perform poorly and not receive credit. To convince such students to persevere, the school implemented a policy whereby students were

allowed only five withdrawals over the course of their tenure, providing an incentive for students to complete courses.

At one of the urban commuter schools with low Hispanic graduation rates, the enrollment manager reported that after studying the practices of more successful HSIs, the school realized that lax enforcement of remedial education rules had allowed too many students to complete upper-level courses without first taking necessary remedial courses. This led to a bottleneck at the end of their studies when they needed those remedial courses to graduate.¹⁹ More conscientious application of these rules, coupled with the implementation of small “learning communities” in remedial courses, had curbed the number of students who advanced without the necessary remedial courses.

The importance of tightening up enrollment policies is not simply anecdotal. Research suggests that even small procedural changes can have a significant effect on the probability that students will complete a bachelor’s degree. Clifford Adelman found that students who withdrew from or repeated more than 20 percent of their courses cut their probability of completion by 50 percent.²⁰ Unfortunately, many schools have lenient withdrawal policies. Adelman points out that in a 2002 survey, 55 percent of undergraduates reported that students could repeat any course as many times as they wanted. Unlimited withdrawals, and withdrawals without penalty, have the potential to generate “negative momentum,” and the earlier this string of withdrawals occurs, the less likely students are to graduate.²¹ In short, promoting completion among disadvantaged students is not only a function of dedicating more resources to retention efforts, but of ensuring that enrollment policies provide incentives for students to complete courses.

The Importance of Institutional Commitment

In addition to specific policies and programs, many administrators argued that the overall level of institutional focus on the retention and completion of

Hispanic students was a key influence on graduation rates. Officials at lower-performing schools often suggested that a lack of such institutional commitment, in addition to pinched budgets, prevented them from realizing their goals.

In general, administrators in the schools with high Hispanic graduation rates all noted the level of institutional commitment to maintaining high completion rates. As an assistant provost at a top-performing East Coast state school put it, “We have a university-wide strategic plan to maintain a diverse student body, which provides a lot of momentum to push this agenda. Minority student success is not the purview of one office, but is everyone’s business. . . . We’ve got hands-on, nuts and bolts support [from] our provost, president, and board of trustees, and that makes a difference in sustaining this effort.” Her school’s plan is so widely regarded as a successful model of minority retention and completion that administrators from other schools often visit and seek information on how to make their recruitment, retention, and completion plans more robust. At another high-performing state university in the West, the student life dean was most impressed by the level of *student* commitment to minority recruitment and retention; twice in the past two years, the student body had passed referenda to create more elaborate recruiting and mentoring networks for minority students and a multicultural student center.

The emphasis on institutional commitment and a shared sense of responsibility across the various units on campus draws directly from existing research on successful institutions. A recent study of twelve state colleges and universities with exceptionally high graduation rates argues that a shared commitment to a “student success-oriented” culture, driven by the campus leadership, was a crucial linchpin of institutional success.²² Making student-retention goals both concrete and collective was a recurring trend across these twelve institutions.

In contrast, two officials at the schools with low Hispanic graduation rates implied that a low level of

institutional commitment to promoting Hispanic retention and completion had left their offices understaffed and underfinanced. “I’d like to see a higher level of commitment,” said a dean from a southwestern state university. “I plead and I beg and I don’t go away,” she added. “I’m a twenty-four-hour person when it comes to these students. But my job here used to be two full-time directors and two full-time secretaries and now they are merged and it’s just me. They told me I’d have an assistant in a year but that has not happened yet.” At a southern state university, the view of an assistant dean of students was largely the same: “I think we do the best we can with what we have, but we could do much more with more funding.”

At a low-performing urban school in the West, however, an administrator refused to blame financial resources or student shortcomings for the school’s lackluster record. Instead, she argued that the institution had recognized that it must recommit itself to serving minority students, so much so that it is currently undertaking a long-term effort to become an HSI. Mobilizing the campus around the issue of low minority completion, however, had proven more difficult than expected: “One of the interesting things we’ve discovered is that you cannot discuss race, and racial differences in success rates, without spawning very emotional discussions on campus.” Though the conversation has proven divisive, the administration remains committed to increasing its number of Hispanic students and, more importantly, to boosting Hispanic completion. The administrator went on to argue:

Access without support is not success. Our goal is to graduate students, not just to let them in. We know that if we were able to get our students of color to graduate at the same rate as our white students, it would be an economic boon to the state. We’ve got to do it at the bigger institutions where the majority of our Latino students are.

Policy Implications

Hispanic students will make up over 20 percent of the college-age population by 2020. Moreover, the fastest-growing Hispanic populations in the United States are no longer located in the Southwest. Indeed, the five states with the highest Hispanic population growth from 2000 to 2006—Arkansas, Georgia, South Carolina, Tennessee, and North Carolina—are all in the Southeast. This trend will continue to bring an entirely new set of students to schools that have not traditionally enrolled many Hispanic students.

Clearly, the number of Hispanic students in America's colleges and universities will grow. What is less clear is whether Hispanic college-completion rates will also grow. The results outlined earlier highlight the scope of this challenge.

Hispanic completion rates are low, particularly for Hispanic men. The variation in Hispanic graduation rates across schools that enroll similar types of students suggests that some schools are doing a better job than others. The gaps between the top and bottom performers in each selectivity category may capture what is possible for minority students when schools commit to getting their students over the finish line.

In addition to providing a snapshot of graduation rates for Hispanic students in the United States today, this report also points out practices associated with student success. The results suggest that while the motivation and preparation of Hispanic students matters, there are institutional practices and policies that facilitate completion. Given the looming demographic shifts of the next ten to twenty years, institutions would be wise to figure out what those policies and practices are. Though this research only begins to get to the bottom of “what works,” five general lessons emerge from our analysis.

1. A Rising Tide Raises All Boats

Perhaps the most consistent message from the graduation-rate data and from our interviews is that graduation rates for Hispanic students are highly correlated with overall graduation rates. Administrators at high-performing schools argued that an institutional focus on and commitment to high levels of retention and completion for *all students* is a crucial prerequisite to maintaining and improving the rate at which Hispanic students complete a bachelor's degree. Though some suggested that policies and programs specifically targeted toward Hispanic students, like Latino studies departments and multicultural centers, can help to boost student engagement, these programs are unlikely to be successful in isolation from a broader, institution-wide effort to promote retention and degree completion. Such targeted policies and programs are also likely to be a natural outgrowth of a deep-seated institutional goal, rather than a substitute for it.

2. Consumers Need Better Information

For consumers to readily recognize which schools maintain a level of commitment requisite to student success, graduation-rate data must be made available and accessible to Hispanic parents and students in the market for a college education. This is no small feat; as many of the administrators pointed out and as research has further documented, minority parents and those from the lowest income groups, many of whom are Hispanic, have low levels of information about institutional cost, reputation, and success. Moreover, as Bowen, Chingos, and McPherson's recent exploration of the undermatch thesis shows, there is little evidence that the

market for higher education is effectively matching Hispanic students to the institutions that would serve them best in the long run. Better data—about which schools are within their reach and which schools have a successful track record with Hispanic students—could attract more students to high-quality institutions, thereby putting pressure on underperforming institutions to improve their performance. While some governments and private foundations have initiated efforts to improve the flow of information, further efforts along these lines must be launched. As part of this effort, the role of high school counselors in helping steer students to higher-performing schools should be explored and expanded. As we learned when we released our earlier report, while graduation-rate data are widely available, key intermediaries in the flow of information—including counselors, news outlets, and even state legislators—are often unaware of the differences in institutional success.

Improving the information Hispanic students and parents have about financing higher education could be a step in improving completion and attainment rates. As others have documented, there is both a lack of awareness about the true cost of college and a reticence to borrow money on the part of Hispanic students, which hinders their ability to enroll in school and, once there, to remain. As one of the administrators we talked to remarked, some low-income Hispanic students are dropping out because of debts as low as \$200. While the federal government has launched a major reform effort to simplify the Free Application for Federal Student Aid, more must be done to streamline financial aid application procedures and educate families about the true cost of attending different institutions, which is often far lower for low-income students than the posted sticker price.

3. Combatting Undermatch Is Not Sufficient

Improving consumer information is unlikely to promote college completion in the absence of incentives for schools to focus on retention and graduation

rates. The undermatch argument largely ignores the role institutions play in ensuring that their students remain enrolled, engaged, and moving toward a degree. For us, a key question flows from the undermatch hypothesis: how can schools enrolling “overqualified” students, many of whom are minorities, still manage to graduate fewer students than peer institutions? Clearly, these institutions are failing their students.

Moreover, there could be negative consequences of improving the match between minority students and institutions: the movement of overqualified, undermatched students out of less selective institutions will likely depress the completion rates at those schools even further. This is unlikely to help the students left behind at low-performing institutions without systematic efforts to hold those colleges and universities responsible for the quality of the education they provide.

Put simply, while all students should be encouraged to go to better schools if they are qualified, schools must do a better job with the students they enroll. This is particularly true for schools that enroll large numbers of Hispanic students, who are especially susceptible to undermatch.

4. Policymakers Should Reward Performance, Not Just Enrollment

What tools might state and federal policymakers use to push institutions to focus more intently on retaining and graduating students? The most obvious strategy would be to tie financial rewards to meaningful performance metrics.

At the state level, state funding formulas should be revised to reward institutional performance rather than enrollment. In the current system, most state colleges and universities receive the bulk of their funding based on the number of students enrolled on a given day of classes rather than on the number of students who complete the requisite courses or receive a degree. Were state policymakers to structure funding formulas in a way that rewarded schools for successfully retaining and graduating their

students, and that provided extra benefits to those schools that serve underrepresented or at-risk individuals, institutions would have incentives to improve their completion rates. Ohio is currently working on such a system, and other states have done so in the past, but most performance-based funding schemes have been short-lived. The current budget environment may provide the political window, and the political will, to design and implement such a system of performance-based rewards.²³

At the federal level, the program that designates colleges and universities as HSIs may be a lever for improving graduation rates at those schools. Fulfilling the criteria to become an HSI makes schools eligible to compete for federal Title V funding and marks the institution as being at the forefront of Hispanic higher education. As one college president put it, “Being an HSI opens up some doors and gives the institution a greater national presence than before, since the Latino population is growing. This label also creates greater attention and focus on what’s going on in our community that can impact the nation.”²⁴ Their formal title implies that HSIs are supposed to serve Hispanic students, not simply to enroll them. Lawmakers should reformulate the HSI criteria and the goals of the Title V programs to reflect this emphasis on serving their students.

At present, there are financial and reputational incentives to being designated as an HSI, but the designation does not reflect an institution’s performance on critical outcomes, such as student retention, graduation, and labor-market success. Because becoming an HSI is entirely a function of enrollment rather than institutional mission or record of success educating Hispanic students, there are incentives to enroll more Hispanic students but few incentives to ensure that those students successfully complete a bachelor’s degree.

The HSI designation, and the benefits that come with it, should be augmented so it also reflects an institution’s record in educating, retaining, and graduating those students. The performance criteria need not be based on completion rates alone, and they should be weighted to reward schools that demonstrate success

with students who are particularly at risk of dropping out. Such a distinction should be awarded to schools that have a proven record of serving, rather than simply enrolling, Hispanic students.

5. What Can We Learn from Gender Differences?

The success of Hispanic women raises important questions about differences in the college readiness and college experiences of Hispanic men and women. Many of the obstacles administrators cited as specific to Hispanic students—the lack of information, the reticence to borrow, and the pull of local communities and family ties—are not unique to Hispanic men or women. Yet, as our data show, their probabilities of finishing a bachelor’s degree are often very different.

The gender gap in postsecondary completion rates is similar to the gap for Hispanic high school students. Data from NCES show that Latino men are much more likely to drop out of high school and be suspended from high school and are much less likely to engage in extracurricular activities. Given their high school experiences, Hispanic women are likely to be better prepared for the rigors of college than are Hispanic men. While these differences in preparation likely explain some of the gap in postsecondary completion in the aggregate, the fact that Hispanic women graduate at higher rates than Hispanic men within the same institution suggests that there are other influences at work.

One potential explanation, offered by Victor Saenz and Luis Ponjuan, is that Hispanic men are especially likely to feel a sense of loyalty and obligation to provide for their extended family (a feeling the authors label “*familismo*”).²⁵ These feelings of obligation help to explain why many choose to move into the workforce, rather than completing their degree. Hispanic men in college may also feel obligated to work a job outside of school to ensure that their family is taken care of, even if such work jeopardizes their chances of finishing school.

Further research on the different experiences of Hispanic men and women may provide clues about

the forces that influence student engagement and retention and what institutions can do to improve completion rates.

How to Get There

Most of these lessons relate to the pressing need to develop a rigorous but sensible system of accountability that rewards high performance and provides underperforming schools with both carrots and sticks to focus on serving their students. While there are many obstacles to developing such a system of accountability, one of the most fundamental is deciding what outcomes we should measure and how we should measure them. The institutional graduation rate used here is admittedly coarse and misses the growing number of “nontraditional”

students in higher education. However, any metric of institutional performance that will be used for accountability purposes must include completion rates of some kind and should include those rates for students of different races, ethnicities, and genders. As our data show, overall graduation rates can obscure important gaps between demographic groups, gaps that should be reported to the public and considered in evaluating the overall quality of an institution. An accountability system that included such information would prompt schools to improve the completion rates of all students, not just those who are easiest to educate. Without higher retention and completion on the part of Hispanic students, who will make up an increasing slice of the college-age population in the years to come, the country will be hard-pressed to reach the goals set out by Obama.

Appendix

COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Alabama										
Auburn University, Main Campus	50	65	-15	57	40	67	62	63	Research	Pub.
Spring Hill College	65	63	2					62	Master's	Priv.
University of Alabama	58	64	-6	67	48	69	58	64	Research	Pub.
State Average	58	64	-6	62	44	68	60	63		
Alaska										
University of Alaska, Anchorage	18	26	-8					24	Master's	Pub.
State Average	18	26	-8					25		
Arizona										
Arizona State University at the Tempe Campus	50	57	-7	55	43	61	53	56	Research	Pub.
DeVry University, Arizona	35	38	-3	36	35	44	37	37	Master's	Priv.
Embry Riddle Aeronautical University, Prescott	47	57	-10					56	Baccalaureate	Priv.
Grand Canyon University	41	51	-10					47	Master's	Priv.
Northern Arizona University	45	49	-4	50	37	53	44	48	Research	Pub.
University of Arizona	50	59	-9	53	45	62	56	57	Research	Pub.
State Average	45	52	-7	49	40	55	47	50		
Arkansas										
Harding University	32	62	-30					60	Master's	Priv.
University of Arkansas at Little Rock	20	24	-4					21	Research	Pub.
University of Arkansas, Main Campus	46	58	-11					57	Research	Pub.
University of Central Arkansas	31	44	-13					42	Master's	Pub.
State Average	32	47	-14					45		
California										
Azusa Pacific University	63	67	-4	67	52	68	64	66	Research	Priv.
Biola University	71	69	2	73	66	71	65	69	Research	Priv.
California Baptist University	61	61	0					59	Master's	Priv.
California Institute of Technology	67	91	-23					89	Research	Priv.
California Lutheran University	58	67	-9	58	58	69	63	64	Master's	Priv.
California Polytechnic State University, San Luis Obispo	57	69	-12	67	49	75	63	67	Master's	Pub.
California State Polytechnic University, Pomona	41	49	-9	48	35	59	42	48	Master's	Pub.*
California State University, Bakersfield	38	46	-8	41	32	50	38	40	Master's	Pub.*
California State University, Chico	43	56	-13	46	37	60	50	53	Master's	Pub.

* Denotes Hispanic-Serving Institution

† Gap may not reflect simple arithmetic due to rounding.

COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
California State University, Dominguez Hills	39	35	3	41	33	40	29	32	Master's	Pub.*
California State University, East Bay	40	44	-4	41	39	51	35	42	Master's	Pub.
California State University, Fresno	41	54	-13	45	35	59	48	46	Master's	Pub.*
California State University, Fullerton	45	53	-9	51	35	61	41	49	Master's	Pub.*
California State University, Long Beach	42	52	-10	47	31	55	47	47	Master's	Pub.*
California State University, Los Angeles	31	33	-3	36	20	40	26	33	Master's	Pub.*
California State University, Monterey Bay	35	34	1	36	34	33	37	35	Baccalaureate	Pub.*
California State University, Northridge	37	44	-8	43	26	52	36	39	Master's	Pub.*
California State University, Sacramento	37	47	-10	40	32	52	41	42	Master's	Pub.
California State University, San Bernardino	44	45	-1	47	36	51	35	41	Master's	Pub.*
California State University, San Marcos	33	42	-8	39	25	49	32	39	Master's	Pub.
California State University, Stanislaus	52	52	0	57	42	56	46	51	Master's	Pub.*
Chapman University	57	66	-9	65	47	70	61	66	Master's	Priv.
Claremont McKenna College	81	90	-8	87	74	91	88	88	Baccalaureate	Priv.
Concordia University	60	61	-1					59	Master's	Priv.
DeVry University, California	35	35	0	35	35	38	34	37	Master's	Priv.
Dominican University of California	50	55	-5					55	Master's	Priv.
Fresno Pacific University	49	69	-19	52	44	68	69	59	Master's	Priv.*
Humboldt State University	40	46	-6	41	38	50	40	44	Master's	Pub.
La Sierra University	33	39	-5	37	28	37	42	34	Master's	Priv.*
Loyola Marymount University	77	75	2	83	68	76	74	75	Master's	Priv.
Mount St. Mary's College	59	53	6					55	Master's	Priv.*
Notre Dame de Namur University	44	60	-17					53	Master's	Priv.*
Occidental College	77	83	-6	79	74	84	81	82	Baccalaureate	Priv.*
Pacific Union College	28	34	-6					34	Baccalaureate	Priv.
Pepperdine University	83	81	1	83	82	82	81	79	Research	Priv.
Pitzer College	76	72	5					72	Baccalaureate	Priv.
Point Loma Nazarene University	65	70	-5	69	57	70	70	68	Master's	Priv.
Pomona College	93	95	-2	94	91	94	96	94	Baccalaureate	Priv.
Saint Mary's College of California	64	71	-7	68	58	71	72	67	Master's	Priv.
San Diego State University	50	59	-9	53	45	62	55	56	Research	Pub.*
San Francisco State University	36	42	-6	41	29	44	40	42	Master's	Pub.
San Jose State University	35	43	-8	39	30	52	35	41	Master's	Pub.
Santa Clara University	85	85	1	88	81	84	85	85	Master's	Priv.
Sonoma State University	49	54	-5	55	35	55	50	52	Master's	Pub.
Stanford University	93	95	-2	93	92	95	95	95	Research	Priv.
University of California, Berkeley	79	88	-9	81	75	91	84	88	Research	Pub.
University of California, Davis	73	82	-9	77	68	85	79	80	Research	Pub.
University of California, Irvine	71	77	-6	75	66	78	76	80	Research	Pub.
University of California, Los Angeles	83	90	-7	86	78	92	88	89	Research	Pub.
University of California, Riverside	64	64	0	68	58	66	61	65	Research	Pub.*
University of California, San Diego	78	84	-6	79	77	85	84	85	Research	Pub.
University of California, Santa Barbara	76	81	-5	79	71	83	78	79	Research	Pub.
University of California, Santa Cruz	66	70	-4	68	63	72	68	69	Research	Pub.
University of La Verne	56	54	1	62	43	62	46	54	Research	Priv.*

* Denotes Hispanic-Serving Institution

† Gap may not reflect simple arithmetic due to rounding.

COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
University of Redlands	69	69	0	74	58	71	66	66	Master's	Priv.
University of San Diego	72	75	-3	72	73	74	77	74	Research	Priv.
University of San Francisco	63	62	1	68	53	64	58	66	Research	Priv.
University of Southern California	82	84	-2	86	78	87	82	84	Research	Priv.
University of the Pacific	62	68	-6	62	63	70	66	67	Research	Priv.
Vanguard University of Southern California	66	49	17	71	58	51	46	49	Baccalaureate	Priv.
Westmont College	60	74	-15					73	Baccalaureate	Priv.
Whittier College	63	58	5	67	55	66	48	59	Baccalaureate	Priv.*
Woodbury University	55	50	5	59	48	58	39	51	Master's	Priv.*
State Average	58	62	-5	61	52	65	58	61		
Colorado										
Adams State College	35	33	2	37	33	39	27	34	Master's	Pub.*
Colorado College	84	84	0	82	85	82	86	83	Baccalaureate	Priv.
Colorado School of Mines	56	69	-13	65	53	74	67	68	Research	Pub.
Colorado State University	55	64	-9	58	51	65	63	63	Research	Pub.
Colorado State University, Pueblo	31	37	-5	33	29	39	35	34	Baccalaureate	Pub.
Fort Lewis College	27	33	-5	23	31	40	28	30	Baccalaureate	Pub.
Mesa State College	27	34	-7	25	31	36	31	33	Baccalaureate	Pub.
Metropolitan State College of Denver	21	24	-3	23	17	27	20	22	Baccalaureate	Pub.
Regis University	56	61	-6	54	58	64	58	59	Master's	Priv.
United States Air Force Academy	73	78	-4	69	74	77	78	77	Baccalaureate	Pub.
University of Colorado at Boulder	58	68	-10	62	54	71	65	66	Research	Pub.
University of Colorado at Colorado Springs	35	42	-7	41	26	46	36	41	Master's	Pub.
University of Colorado, Denver	31	41	-10	33	27	43	37	39	Research	Pub.
University of Denver	63	74	-11	71	48	76	71	72	Research	Priv.
University of Northern Colorado	41	49	-7	45	36	53	42	48	Research	Pub.
Western State College of Colorado	31	36	-4	38	28	44	31	35	Baccalaureate	Pub.
State Average	45	52	-6	48	43	55	48	50		
Connecticut										
Albertus Magnus College	52	57	-5					54	Baccalaureate	Priv.
Central Connecticut State University	30	44	-14	30	30	50	38	42	Master's	Pub.
Connecticut College	81	85	-4					85	Baccalaureate	Priv.
Eastern Connecticut State University	32	48	-16	35	28	53	40	46	Master's	Pub.
Fairfield University	67	83	-16	72	59	86	78	81	Master's	Priv.
Post University	23	42	-20					31	Baccalaureate	Priv.
Quinnipiac University	71	71	0	77	59	72	69	71	Master's	Priv.
Sacred Heart University	58	66	-8	59	56	69	61	65	Master's	Priv.
Southern Connecticut State University	31	38	-6	36	24	44	28	36	Master's	Pub.
Trinity College	81	86	-5					85	Baccalaureate	Priv.
University of Bridgeport	28	40	-12					40	Research	Priv.
University of Connecticut	64	75	-11	67	61	77	72	73	Research	Pub.
University of Hartford	43	57	-14	45	41	58	56	54	Research	Priv.
University of New Haven	24	45	-21	36	13	51	40	39	Master's	Priv.
Wesleyan University	89	92	-3	90	88	93	90	91	Baccalaureate	Priv.

* Denotes Hispanic-Serving Institution

† Gap may not reflect simple arithmetic due to rounding.

COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Western Connecticut State University	32	38	-6	31	33	44	32	36	Master's	Pub.
Yale University	95	97	-2	95	94	97	96	96	Research	Priv.
State Average	53	62	-10	56	49	66	58	60		
Delaware										
University of Delaware	72	78	-6	71	73	80	75	77	Research	Pub.
State Average	72	78	-6	71	73	80	75	77		
District of Columbia										
American University	72	73	-1	75	68	74	71	71	Research	Priv.
George Washington University	73	80	-6	77	68	82	77	78	Research	Priv.
Georgetown University	91	94	-4	91	90	94	94	94	Research	Priv.
State Average	79	82	-4	81	75	83	81	81		
Florida										
Barry University	48	40	8	54	38	43	35	41	Research	Priv.*
Eckerd College	52	61	-9					60	Baccalaureate	Priv.
Embry-Riddle Aeronautical University, Daytona Beach	62	62	0					61	Master's	Priv.
Florida Agricultural and Mechanical University	28	33	-6					42	Research	Pub.
Florida Atlantic University	39	35	3	43	32	39	31	37	Research	Pub.
Florida Gulf Coast University	33	36	-3	33	33	41	30	35	Master's	Pub.
Florida Institute of Technology	39	57	-17					56	Research	Priv.
Florida International University	51	43	8	57	42	49	35	49	Research	Pub.*
Florida Memorial University	49	86	-37					31	Baccalaureate	Priv.
Florida Southern College	61	54	7	64	57	56	51	54	Baccalaureate	Priv.
Florida State University	66	68	-2	70	62	70	65	68	Research	Pub.
Jacksonville University	51	62	-11					58	Master's	Priv.
Lynn University	38	45	-7	44	33	46	45	36	Master's	Priv.
Northwood University, Florida Education Center	30	28	2					29	Special Focus	Priv.
Nova Southeastern University	45	43	2	47	41	43	42	43	Research	Priv.*
Palm Beach Atlantic University, West Palm Beach	33	49	-15	35	31	52	43	47	Master's	Priv.
Rollins College	70	67	2	70	69	68	67	67	Master's	Priv.
Saint Leo University	31	45	-13					42	Master's	Priv.
Saint Thomas University	35	51	-16	42	26	57	46	35	Master's	Priv.*
Southeastern University	39	40	-1	36	44	39	41	39	Baccalaureate	Priv.
Stetson University	63	66	-3	67	57	67	63	65	Master's	Priv.
University of Central Florida	52	59	-7	57	46	63	54	58	Research	Pub.
University of Florida	78	82	-3	80	76	84	79	80	Research	Pub.
University of Miami	78	72	5	82	72	73	72	74	Research	Priv.
University of North Florida	45	47	-2	45	45	50	42	47	Master's	Pub.
University of South Florida	49	48	1	54	40	51	44	49	Research	Pub.
University of Tampa	52	54	-2	52	52	57	49	54	Master's	Priv.
University of West Florida	40	45	-5	42	38	47	42	44	Research	Pub.
State Average	49	53	-4	54	47	55	49	50		
Georgia										
Augusta State University	27	24	3					23	Master's	Pub.

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† Gap may not reflect simple arithmetic due to rounding.

COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Columbus State University	24	33	-8					32	Master's	Pub.
Emory University	92	89	3	94	89	89	89	89	Research	Priv.
Georgia Institute of Technology, Main Campus	77	77	0	92	73	84	74	77	Research	Pub.
Georgia Southern University	33	42	-9	39	27	48	36	43	Research	Pub.
Kennesaw State University	30	30	0	34	23	36	23	31	Master's	Pub.
University of Georgia	72	76	-4	71	74	78	73	75	Research	Pub.
University of West Georgia	26	34	-8					34	Master's	Pub.
State Average	48	51	-3	66	57	67	59	50		
Hawaii										
Chaminade University of Honolulu	38	31	7					39	Master's	Priv.
Hawaii Pacific University	28	34	-6					39	Master's	Priv.
University of Hawaii at Manoa	32	37	-5					52	Research	Pub.
State Average	33	34	-1					43		
Idaho										
Boise State University	23	26	-3	25	21	28	23	26	Master's	Pub.
Idaho State University	10	23	-13	17	2	27	18	22	Research	Pub.
University of Idaho	42	56	-14	44	40	58	54	55	Research	Pub.
State Average	25	35	-10	29	21	38	32	34		
Illinois										
Augustana College	77	78	-1					77	Baccalaureate	Priv.
Aurora University	45	51	-6					49	Master's	Priv.
Benedictine University	53	68	-14	50	58	70	65	55	Master's	Priv.
Bradley University	71	76	-5					74	Master's	Priv.
Chicago State University	21	7	14					17	Master's	Pub.
Columbia College Chicago	28	40	-11	33	23	42	37	33	Master's	Priv.
Concordia University	21	59	-38					51	Master's	Priv.
DePaul University	57	66	-9	61	51	67	65	63	Research	Priv.
DeVry University, Illinois	36	41	-5	37	35	40	41	37	Master's	Priv.
Dominican University	55	70	-15	59	47	73	64	65	Master's	Priv.
Eastern Illinois University	50	63	-13	55	42	67	56	60	Master's	Pub.
Elmhurst College	57	74	-17					71	Master's	Priv.
Illinois Institute of Technology	55	66	-11					68	Research	Priv.
Illinois State University	49	66	-17	55	39	69	61	64	Research	Pub.
Lewis University	40	60	-19					52	Master's	Priv.
Loyola University Chicago	60	70	-9	62	57	72	65	67	Research	Priv.
Millikin University	70	67	3					66	Baccalaureate	Priv.
North Park University	42	60	-19	47	33	59	63	54	Master's	Priv.
Northeastern Illinois University	16	23	-7	19	12	27	18	18	Master's	Pub.*
Northern Illinois University	46	57	-10	50	42	60	54	51	Research	Pub.
Northwestern University	91	93	-2	94	88	94	93	93	Research	Priv.
Roosevelt University	32	42	-10					34	Master's	Priv.
Saint Xavier University	47	62	-15	49	43	67	55	55	Master's	Priv.
Southern Illinois University, Carbondale	32	48	-15	41	25	54	43	43	Research	Pub.

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COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Southern Illinois University, Edwardsville	36	49	-13					45	Master's	Pub.
University of Chicago	88	90	-2	91	84	92	89	90	Research	Priv.
University of Illinois at Chicago	43	52	-9	47	37	55	49	50	Research	Pub.
University of Illinois at Urbana-Champaign	67	85	-18	72	63	88	83	82	Research	Pub.
University of St. Francis	59	61	-3					59	Master's	Priv.
Western Illinois University	60	57	3	69	53	62	53	56	Master's	Pub.
Wheaton College	73	88	-15					87	Baccalaureate	Priv.
State Average	51	61	-10	55	46	64	59	58		
Indiana										
Ball State University	48	58	-10	54	43	61	53	56	Research	Pub.
Indiana State University	24	42	-18	23	25	45	38	40	Research	Pub.
Indiana University, Bloomington	67	73	-6	69	64	74	72	72	Research	Pub.
Indiana University, Northwest	25	32	-8	28	18	34	31	27	Master's	Pub.
Indiana University–Purdue University, Fort Wayne	10	22	-11	10	11	24	20	21	Master's	Pub.
Indiana University–Purdue University, Indianapolis	22	28	-7	20	24	30	27	28	Research	Pub.
Indiana University, South Bend	14	27	-13					26	Master's	Pub.
Purdue University, Calumet Campus	20	23	-3	20	20	26	19	21	Master's	Pub.
Purdue University, Main Campus	54	69	-15	57	51	70	68	69	Research	Pub.
Saint Mary's College	80	74	6					74	Baccalaureate	Priv.
University of Notre Dame	93	96	-4	95	90	97	96	95	Research	Priv.
University of Southern Indiana	3	33	-30					32	Master's	Pub.
Valparaiso University	69	76	-7					75	Master's	Priv.
Wabash College	63	74	-10					72	Baccalaureate	Priv.
State Average	42	52	-10	42	38	51	47	51		
Iowa										
Drake University	59	72	-13					71	Master's	Priv.
Graceland University, Lamoni	43	55	-11					51	Master's	Priv.
Grinnell College	85	89	-4					88	Baccalaureate	Priv.
Iowa State University	60	68	-8	63	57	71	65	67	Research	Pub.
University of Iowa	58	67	-9	61	54	69	65	66	Research	Pub.
University of Northern Iowa	40	67	-27					66	Master's	Pub.
State Average	58	70	-12	62	56	70	65	68		
Kansas										
Emporia State University	25	46	-21	26	24	50	41	45	Master's	Pub.
Friends University	17	45	-28					39	Master's	Priv.
Kansas State University	38	60	-22	44	32	63	57	58	Research	Pub.
Pittsburg State University	42	53	-10					51	Master's	Pub.
University of Kansas	58	60	-3	61	52	62	58	59	Research	Pub.
Wichita State University	36	40	-3	39	33	44	35	38	Research	Pub.
State Average	36	51	-15	43	35	55	48	48		
Kentucky										
University of Kentucky	49	61	-13	58	38	63	59	60	Research	Pub.
University of Louisville	25	41	-16					40	Research	Pub.

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COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Western Kentucky University	36	48	-13					48	Master's	Pub.
State Average	36	50	-14	58	38	63	59	49		
Louisiana										
Louisiana State University and Agricultural and Mechanical College	56	59	-3	61	49	61	56	57	Research	Pub.
Louisiana Tech University	48	50	-2					49	Research	Pub.
Loyola University, New Orleans	65	66	-1	69	59	68	62	66	Master's	Priv.
McNeese State University	18	36	-17					34	Master's	Pub.
Nicholls State University	17	30	-13					27	Master's	Pub.
Northwestern State University of Louisiana	25	35	-10					33	Master's	Pub.
Southeastern Louisiana University	27	30	-3	33	21	35	23	29	Master's	Pub.
Tulane University of Louisiana	63	75	-12	63	63	77	73	73	Research	Priv.
University of Louisiana at Lafayette	37	42	-5	42	30	47	37	40	Research	Pub.
University of New Orleans	20	28	-8	24	15	30	26	24	Research	Pub.
State Average	38	45	-7	49	40	53	46	43		
Maine										
Bowdoin College	76	93	-17					92	Baccalaureate	Priv.
University of Maine	41	57	-16					57	Research	Pub.
State Average	59	75	-17					74		
Maryland										
Columbia Union College	26	32	-7					32	Baccalaureate	Priv.
Frostburg State University	29	50	-21					48	Master's	Pub.
Goucher College	58	70	-11					67	Baccalaureate	Priv.
Johns Hopkins University	92	90	2	89	95	91	89	90	Research	Priv.
Loyola College in Maryland	88	83	5					82	Master's	Priv.
Mount St. Mary's University	59	69	-10					68	Master's	Priv.
Salisbury University	55	71	-16					69	Master's	Pub.
Towson University	64	63	1	72	51	67	57	62	Master's	Pub.
United States Naval Academy	81	87	-6	79	82	87	87	85	Baccalaureate	Pub.
University of Maryland, Baltimore County	55	58	-2	67	43	63	54	58	Research	Pub.
University of Maryland, College Park	72	81	-9	77	66	84	78	79	Research	Pub.
State Average	62	68	-7	77	67	79	73	67		
Massachusetts										
American International College	38	55	-17					49	Master's	Priv.
Amherst College	93	97	-3	93	93	95	98	96	Baccalaureate	Priv.
Assumption College	56	72	-17					70	Master's	Priv.
Atlantic Union College	36	28	8					38	Baccalaureate	Priv.
Babson College	93	88	5					87	Special Focus	Priv.
Bentley College	83	85	-2	88	78	87	84	84	Master's	Priv.
Boston College	86	93	-7	88	84	93	92	91	Research	Priv.
Boston University	78	80	-3	79	75	80	80	80	Research	Priv.
Brandeis University	79	89	-10					88	Research	Priv.
Bridgewater State College	34	51	-16					49	Master's	Pub.

* Denotes Hispanic-Serving Institution

† Gap may not reflect simple arithmetic due to rounding.

COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Clark University	56	76	-20					73	Research	Priv.
College of the Holy Cross	84	93	-9	89	79	93	93	92	Baccalaureate	Priv.
Curry College	45	46	-1					46	Baccalaureate	Priv.
Emerson College	71	73	-2	64	79	72	74	72	Master's	Priv.
Emmanuel College	47	59	-12					57	Master's	Priv.
Framingham State College	40	46	-6					45	Master's	Pub.
Harvard University	95	98	-3	95	94	97	98	97	Research	Priv.
Lasell College	54	47	7					47	Baccalaureate	Priv.
Massachusetts Institute of Technology	86	94	-9	92	83	94	94	93	Research	Priv.
Mount Holyoke College	80	82	-2					84	Baccalaureate	Priv.
Newbury College, Brookline	48	51	-3					48	Baccalaureate	Priv.
Northeastern University	58	65	-7	64	52	66	64	64	Research	Priv.
Pine Manor College	32	42	-10					44	Baccalaureate	Priv.
Regis College	56	62	-6					60	Master's	Priv.
Smith College	89	85	4					86	Baccalaureate	Priv.
Springfield College	54	68	-14					65	Master's	Priv.
Stonehill College	71	86	-15					84	Baccalaureate	Priv.
Suffolk University	50	52	-2					50	Master's	Priv.
Tufts University	85	92	-7	88	79	93	92	90	Research	Priv.
University of Massachusetts, Amherst	55	68	-13	60	50	69	66	66	Research	Pub.
University of Massachusetts, Boston	29	34	-5	35	19	43	25	35	Research	Pub.
University of Massachusetts, Dartmouth	47	50	-3	50	44	53	47	48	Master's	Pub.
University of Massachusetts, Lowell	37	47	-10	49	27	58	41	45	Research	Pub.
Wellesley College	91	92	-2					93	Baccalaureate	Priv.
Wentworth Institute of Technology	33	46	-14					43	Special Focus	Priv.
Western New England College	47	62	-15					61	Master's	Priv.
Westfield State College	54	56	-2					55	Master's	Pub.
Williams College	92	96	-5	96	87	97	95	95	Baccalaureate	Priv.
Worcester Polytechnic Institute	71	76	-5					75	Research	Priv.
Worcester State College	30	41	-11					40	Master's	Pub.
State Average	62	68	-6	75	68	79	76	67		
Michigan										
Andrews University	50	53	-3	62	38	57	49	54	Research	Priv.
Central Michigan University	45	58	-13	47	43	60	56	57	Research	Pub.
Davenport University	18	30	-12					22	Master's	Priv.
Eastern Michigan University	30	43	-13	33	25	47	36	39	Master's	Pub.
Grand Valley State University	47	53	-6	49	44	55	50	52	Master's	Pub.
Hope College	87	77	10					76	Baccalaureate	Priv.
Kettering University	49	63	-14					60	Special Focus	Priv.
Michigan State University	56	78	-22	56	56	79	76	74	Research	Pub.
Michigan Technological University	53	63	-10					61	Research	Pub.
Northern Michigan University	24	45	-21					43	Master's	Pub.
Oakland University	44	47	-3					44	Research	Pub.
University of Detroit, Mercy	48	60	-12					52	Master's	Priv.

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COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
University of Michigan, Ann Arbor	81	91	-10	83	78	92	90	87	Research	Pub.
University of Michigan, Dearborn	49	51	-2					50	Master's	Pub.
Wayne State University	22	44	-21	29	12	49	38	34	Research	Pub.
Western Michigan University	44	55	-12	52	35	60	50	54	Research	Pub.
State Average	47	57	-10	51	41	62	56	54		
Minnesota										
Carleton College	86	92	-6	91	80	93	91	91	Baccalaureate	Priv.
Macalester College	67	86	-19					85	Baccalaureate	Priv.
Minnesota State University, Mankato	38	51	-13					49	Master's	Pub.
Saint Cloud State University	47	48	-1					46	Master's	Pub.
University of Minnesota, Duluth	34	50	-16					50	Master's	Pub.
University of Minnesota, Twin Cities	52	64	-13	54	48	65	64	62	Research	Pub.
University of St. Thomas	54	74	-21					73	Research	Priv.
Winona State University	43	60	-17					53	Master's	Pub.
State Average	53	66	-13	73	64	79	78	64		
Mississippi										
Mississippi State University	50	61	-11					57	Research	Pub.
State Average	50	61	-11					57		
Missouri										
Missouri State University	46	53	-7	43	50	57	48	52	Master's	Pub.
Missouri Valley College	19	26	-6					24	Baccalaureate	Priv.
Missouri Western State University	23	31	-7					29	Baccalaureate	Pub.
Northwest Missouri State University	48	55	-7					54	Master's	Pub.
Rockhurst University	50	66	-16					62	Master's	Priv.
Saint Louis University, Main Campus	71	77	-5	73	70	78	75	75	Research	Priv.
Truman State University	56	69	-13	60	50	70	66	68	Master's	Pub.
University of Central Missouri	53	51	2					49	Master's	Pub.
University of Missouri, Columbia	59	68	-10	55	63	71	65	67	Research	Pub.
University of Missouri, Kansas City	30	44	-14	31	28	46	41	44	Research	Pub.
Washington University in St. Louis	88	92	-4	86	90	93	92	91	Research	Priv.
State Average	49	57	-8	58	58	69	65	56		
Montana										
Montana State University	42	49	-8					48	Research	Pub.
Montana State University, Billings	13	28	-15					26	Master's	Pub.
University of Montana	34	43	-9	45	21	46	40	42	Research	Pub.
State Average	29	40	-11	45	21	46	40	39		
Nebraska										
Creighton University	67	76	-9	58	76	76	75	74	Master's	Priv.
University of Nebraska at Kearney	28	56	-29					55	Master's	Pub.
University of Nebraska at Omaha	38	40	-2	45	29	43	37	39	Master's	Pub.
University of Nebraska, Lincoln	41	64	-23	46	38	67	61	63	Research	Pub.
State Average	43	59	-16	49	48	62	58	58		

* Denotes Hispanic-Serving Institution

† Gap may not reflect simple arithmetic due to rounding.

COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Nevada										
University of Nevada, Las Vegas	38	40	-3	42	32	45	34	40	Research	Pub.
University of Nevada, Reno	43	49	-6	50	34	54	43	49	Research	Pub.
State Average	41	45	-4	46	33	49	39	44		
New Hampshire										
Dartmouth College	94	95	-1	93	94	96	94	94	Research	Priv.
University of New Hampshire, Main Campus	64	74	-10					73	Research	Pub.
State Average	79	85	-5	93	94	96	94	84		
New Jersey										
Bloomfield College	33	34	-1	34	30	41	29	33	Baccalaureate	Priv.
Caldwell College	48	53	-5	51	42	58	44	50	Master's	Priv.
College of New Jersey	69	87	-18	71	64	90	82	84	Master's	Pub.
College of Saint Elizabeth	61	72	-11					65	Master's	Priv.
Drew University	70	74	-4					73	Baccalaureate	Priv.
Fairleigh Dickinson University, College at Florham	46	55	-10	49	41	64	47	52	Master's	Priv.
Fairleigh Dickinson University, Metropolitan Campus	39	41	-2	39	40	45	37	39	Master's	Priv.
Felician College	27	39	-11	28	26	41	31	31	Baccalaureate	Priv.
Kean University	38	49	-11	45	27	57	38	44	Master's	Pub.
Monmouth University	54	59	-5	64	43	64	53	57	Master's	Priv.
Montclair State University	53	63	-11	60	40	68	57	60	Master's	Pub.
New Jersey City University	29	39	-10	35	20	42	35	34	Master's	Pub.*
New Jersey Institute of Technology	49	51	-2	46	50	63	50	53	Research	Pub.
Princeton University	93	97	-4	93	92	98	96	96	Research	Priv.
Ramapo College of New Jersey	52	65	-13	55	47	67	62	63	Master's	Pub.
Rider University	58	59	-1	58	57	61	56	57	Master's	Priv.
Richard Stockton College of New Jersey	52	67	-15	52	51	71	61	64	Master's	Pub.
Rowan University	44	68	-24	44	45	74	62	64	Master's	Pub.
Rutgers University, Camden	46	62	-16	54	32	66	58	59	Master's	Pub.
Rutgers University, New Brunswick	63	73	-10	67	57	78	69	72	Research	Pub.
Rutgers University, Newark	48	59	-11	56	34	64	55	57	Research	Pub.
Saint Peter's College	43	54	-10	49	36	63	47	47	Master's	Priv.*
Seton Hall University	49	61	-12	57	40	67	55	57	Research	Priv.
Stevens Institute of Technology	73	73	-1	70	74	83	71	74	Research	Priv.
William Paterson University of New Jersey	42	53	-11	45	36	60	46	49	Master's	Pub.
State Average	51	60	-9	53	45	65	54	57		
New Mexico										
College of Santa Fe	41	42	-1					42	Master's	Priv.
Eastern New Mexico University, Main Campus	28	35	-8	30	24	40	30	32	Master's	Pub.*
New Mexico Highlands University	24	20	3	27	21	29	14	22	Master's	Pub.*
New Mexico Institute of Mining and Technology	42	47	-5	50	38	54	44	47	Master's	Pub.
New Mexico State University, Main Campus	39	45	-7	43	33	50	40	41	Research	Pub.*
University of New Mexico, Main Campus	40	46	-7	43	36	51	41	42	Research	Pub.*

* Denotes Hispanic-Serving Institution

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COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Western New Mexico University	9	17	-8	13	4	21	13	12	Master's	Pub.*
State Average	32	36	-5	34	26	41	32	34		
New York										
Adelphi University	55	66	-11	56	54	69	60	60	Research	Priv.
Alfred University	44	66	-22					64	Master's	Priv.
Barnard College	91	88	3					88	Baccalaureate	Priv.
Berkeley College	34	33	1	35	31	35	30	35	Special Focus	Priv.
Canisius College	48	67	-18	48	48	67	67	64	Master's	Priv.
Colgate University	83	91	-8	93	69	91	91	90	Baccalaureate	Priv.
College of Mount Saint Vincent	51	50	0	55	41	53	42	50	Master's	Priv.*
College of New Rochelle	36	45	-9					36	Master's	Priv.
College of Saint Rose	60	67	-7					66	Master's	Priv.
Columbia University in the City of New York	90	93	-4	92	87	94	93	93	Research	Priv.
Cooper Union for the Advancement of Science and Art	74	82	-8					83	Baccalaureate	Priv.
Cornell University	88	93	-4	92	84	94	91	92	Research	Priv.
CUNY Bernard M. Baruch College	49	59	-11	54	41	66	55	59	Master's	Pub.
CUNY Brooklyn College	30	53	-23	31	27	58	45	44	Master's	Pub.
CUNY City College	28	37	-9	35	22	52	31	34	Master's	Pub.*
CUNY College of Staten Island	34	53	-19					49	Master's	Pub.
CUNY Hunter College	32	39	-7	35	24	45	30	37	Master's	Pub.
CUNY John Jay College Criminal Justice	35	42	-7	39	27	47	38	40	Master's	Pub.*
CUNY Lehman College	32	38	-6	36	24	43	32	33	Master's	Pub.*
CUNY Queens College	40	58	-18	45	31	65	47	52	Master's	Pub.
CUNY York College	22	30	-8	27	8	35	22	27	Baccalaureate	Pub.
DeVry Institute of Technology and Keller Graduate School of Management, New York	32	27	4	33	31	26	28	28	Special Focus	Priv.
Dominican College of Blauvelt	48	55	-7					46	Master's	Priv.
Dowling College	31	39	-8	37	23	41	36	35	Master's	Priv.
Fordham University	72	81	-9	71	74	84	79	78	Research	Priv.
Hamilton College	88	89	-1					88	Baccalaureate	Priv.
Hartwick College	48	57	-10					57	Baccalaureate	Priv.
Hobart William Smith Colleges	64	73	-9					72	Baccalaureate	Priv.
Hofstra University	47	57	-10	57	35	61	52	55	Research	Priv.
Iona College	52	60	-8	58	47	71	50	57	Master's	Priv.
Ithaca College	69	76	-7	69	69	78	74	76	Master's	Priv.
Laboratory Institute of Merchandising	48	48	-1					45	Special Focus	Priv.
Le Moyne College	61	71	-10	67	55	73	69	69	Master's	Priv.
Long Island University, Brooklyn Campus	19	31	-12	22	11	34	25	19	Master's	Priv.
Manhattan College	62	70	-7	65	60	75	65	68	Master's	Priv.
Manhattanville College	63	58	5	65	57	58	59	60	Master's	Priv.
Marist College	72	79	-6	75	68	80	77	77	Master's	Priv.
Marymount Manhattan College	41	45	-4	43	33	45	46	43	Baccalaureate	Priv.
Mercy College, Main Campus	20	34	-14	23	16	42	22	23	Master's	Priv.*

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COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Metropolitan College of New York	50	27	23					46	Master's	Priv.
Molloy College	51	65	-14					61	Master's	Priv.
Mount Saint Mary College	48	57	-9					55	Master's	Priv.
New York Institute of Technology, Old Westbury	39	46	-8	31	44	56	43	44	Master's	Priv.
New York University	75	83	-8	75	75	82	83	84	Research	Priv.
Niagara University	57	65	-9					63	Master's	Priv.
Nyack College	29	48	-19	31	24	46	51	39	Master's	Priv.
Pace University, New York	47	59	-12	50	39	64	52	55	Research	Priv.
Polytechnic University	27	51	-23					47	Research	Priv.
Rensselaer Polytechnic Institute	78	83	-5	81	78	88	82	82	Research	Priv.
Rochester Institute of Technology	46	63	-16	58	43	70	60	60	Master's	Priv.
Saint John Fisher College	23	68	-45					66	Master's	Priv.
Saint Thomas Aquinas College	39	57	-18	44	32	65	48	52	Master's	Priv.
Siena College	58	80	-22					79	Baccalaureate	Priv.
Skidmore College	76	81	-6	84	62	83	80	80	Baccalaureate	Priv.
St. Francis College	45	56	-11	50	37	63	49	56	Baccalaureate	Priv.
St. John's University, New York	57	68	-11	61	50	72	63	61	Research	Priv.
Stony Brook University	54	52	2	64	42	59	47	59	Research	Pub.
SUNY at Albany	58	64	-6	67	48	66	61	63	Research	Pub.
SUNY at Binghamton	69	78	-9	75	60	80	76	77	Research	Pub.
SUNY at Buffalo	52	62	-10	63	44	67	59	60	Research	Pub.
SUNY at Fredonia	57	63	-7					63	Master's	Pub.
SUNY at Geneseo	55	82	-27	59	47	84	79	79	Master's	Pub.
SUNY College at Brockport	48	58	-9	52	45	62	53	57	Master's	Pub.
SUNY College at Buffalo	39	43	-5	39	38	49	35	42	Master's	Pub.
SUNY College at Cortland	52	57	-5	60	43	62	50	56	Master's	Pub.
SUNY College at New Paltz	61	63	-2	64	55	68	55	62	Master's	Pub.
SUNY College at Old Westbury	30	28	2	35	18	29	26	33	Baccalaureate	Pub.
SUNY College at Oneonta	41	55	-14	42	40	59	49	55	Master's	Pub.
SUNY College at Oswego	44	54	-10	48	40	56	52	53	Master's	Pub.
SUNY College at Plattsburgh	39	54	-16	41	34	60	47	53	Master's	Pub.
SUNY College at Purchase	45	48	-3	47	43	49	48	48	Baccalaureate	Pub.
SUNY Maritime College	36	60	-25					54	Baccalaureate	Pub.
Syracuse University	76	82	-6	79	73	82	83	81	Research	Priv.
The New School	54	58	-4	57	49	58	57	60	Research	Priv.
Union College	77	86	-9					85	Baccalaureate	Priv.
United States Military Academy	75	84	-9	78	75	88	84	83	Baccalaureate	Pub.
University of Rochester	74	82	-8	76	72	85	79	80	Research	Priv.
Utica College	45	55	-10	47	42	61	49	50	Master's	Priv.
Vassar College	86	92	-7	85	87	92	93	92	Baccalaureate	Priv.
Wagner College	56	65	-10	66	41	68	62	62	Master's	Priv.
State Average	52	61	-9	55	46	64	56	59		
North Carolina										
Appalachian State University	60	63	-3	76	42	67	58	63	Master's	Pub.

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COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Campbell University Inc.	28	58	-29					53	Master's	Priv.
Duke University	94	94	-1	94	94	95	94	94	Research	Priv.
East Carolina University	47	55	-8	57	31	59	51	55	Research	Pub.
Fayetteville State University	36	22	13					39	Master's	Pub.
North Carolina State University at Raleigh	58	72	-14	66	51	76	69	70	Research	Pub.
University of North Carolina at Chapel Hill	82	85	-3	87	75	86	83	83	Research	Pub.
University of North Carolina at Charlotte	52	49	3	54	49	52	46	50	Research	Pub.
University of North Carolina at Greensboro	43	50	-7					51	Research	Pub.
University of North Carolina, Wilmington	53	65	-12					65	Master's	Pub.
State Average	55	61	-6	72	57	73	67	62		
Ohio										
Bowling Green State University, Main Campus	49	60	-10	53	45	62	56	59	Research	Pub.
Case Western Reserve University	62	80	-18					78	Research	Priv.
Cleveland State University	18	35	-17	21	15	41	31	30	Research	Pub.
Denison University	74	80	-6					78	Baccalaureate	Priv.
Franciscan University of Steubenville	71	72	-1					70	Master's	Priv.
John Carroll University	66	76	-10	74	57	77	73	75	Master's	Priv.
Kent State University, Kent Campus	39	48	-9	45	30	52	43	47	Research	Pub.
Kenyon College	75	85	-10					84	Baccalaureate	Priv.
Miami University, Oxford	78	81	-4	80	74	83	80	80	Research	Pub.
Oberlin College	74	84	-10	73	76	85	83	83	Baccalaureate	Priv.
Ohio State University, Main Campus	59	72	-13	61	56	75	69	70	Research	Pub.
Ohio University, Main Campus	70	71	-1	72	68	73	69	71	Research	Pub.
University of Akron, Main Campus	27	39	-12	32	21	43	35	35	Research	Pub.
University of Cincinnati, Main Campus	41	54	-12	31	51	55	52	51	Research	Pub.
University of Dayton	66	78	-12	67	65	80	77	77	Research	Priv.
University of Toledo, Main Campus	34	47	-14	32	36	49	45	44	Research	Pub.
Wright State University, Main Campus	28	43	-15					42	Research	Pub.
Youngstown State University	27	39	-13	23	32	43	35	37	Master's	Pub.
State Average	53	64	-10	51	48	63	58	62		
Oklahoma										
Cameron University	14	26	-12	17	11	30	23	27	Master's	Pub.
Oklahoma State University, Main Campus	49	60	-11	50	48	63	57	59	Research	Pub.
Oral Roberts University	61	56	5	66	56	58	54	54	Research	Priv.
Southwestern Oklahoma State University	28	36	-7	28	29	40	30	35	Master's	Pub.
University of Central Oklahoma	31	33	-2	38	25	37	27	33	Master's	Pub.
University of Oklahoma Norman Campus	55	59	-4	57	53	63	56	58	Research	Pub.
University of Tulsa	57	62	-5					61	Research	Priv.
State Average	42	48	-5	43	37	49	41	47		
Oregon										
Linfield College	67	71	-5					70	Baccalaureate	Priv.
Oregon State University	50	62	-11	55	46	63	61	61	Research	Pub.
Portland State University	38	35	3	43	32	39	30	36	Research	Pub.

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COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Reed College	68	74	-6					74	Baccalaureate	Priv.
Southern Oregon University	31	38	-7	32	30	38	38	38	Master's	Pub.
University of Oregon	61	65	-4	63	57	65	64	64	Research	Pub.
University of Portland	63	70	-8	62	63	72	68	69	Master's	Priv.
Western Oregon University	49	45	4	58	36	47	40	44	Master's	Pub.
Willamette University	64	79	-15	71	58	83	74	77	Baccalaureate	Priv.
State Average	55	60	-5	55	46	58	53	59		
Pennsylvania										
Albright College	63	62	1					58	Baccalaureate	Priv.
Bloomsburg University of Pennsylvania	46	64	-18					63	Master's	Pub.
Bryn Mawr College	76	82	-6					83	Baccalaureate	Priv.
Bucknell University	79	90	-12					89	Baccalaureate	Priv.
Carnegie Mellon University	76	88	-13	81	73	89	88	86	Research	Priv.
Dickinson College	76	83	-8					83	Baccalaureate	Priv.
Drexel University	52	62	-10	58	46	64	61	61	Research	Priv.
Duquesne University	62	72	-10	67	56	76	67	70	Research	Priv.
East Stroudsburg University of Pennsylvania	33	53	-19	37	31	57	46	51	Master's	Pub.
Franklin and Marshall College	66	83	-17					82	Baccalaureate	Priv.
Haverford College	88	93	-5					91	Baccalaureate	Priv.
Indiana University of Pennsylvania, Main Campus	42	51	-9					49	Research	Pub.
Kutztown University of Pennsylvania	55	53	2					53	Master's	Pub.
La Salle University	57	76	-20	59	53	79	73	73	Master's	Priv.
Lehigh University	70	87	-17	69	71	90	85	85	Research	Priv.
Millersville University of Pennsylvania	34	67	-33					64	Master's	Pub.
Pennsylvania State University, Main Campus	73	86	-13	77	68	88	84	84	Research	Pub.
Pennsylvania State University, Penn State Altoona	49	68	-19	61	41	71	66	66	Baccalaureate	Pub.
Pennsylvania State University, Penn State Erie- Behrend College	37	67	-31					66	Baccalaureate	Pub.
Philadelphia University	38	56	-19					54	Master's	Priv.
Saint Joseph's University	73	77	-3					75	Master's	Priv.
Shippensburg University of Pennsylvania	56	66	-10					64	Master's	Pub.
Slippery Rock University of Pennsylvania	26	53	-27					52	Master's	Pub.
Susquehanna University	64	82	-18					81	Baccalaureate	Priv.
Swarthmore College	85	93	-8	98	66	95	91	93	Baccalaureate	Priv.
Temple University	49	60	-11	51	46	64	56	58	Research	Pub.
University of Pennsylvania	93	95	-1	95	92	95	94	94	Research	Priv.
University of Pittsburgh, Pittsburgh Campus	61	74	-13	65	57	76	72	73	Research	Pub.
University of Scranton	80	80	0	80	81	81	77	79	Master's	Priv.
Villanova University	85	87	-2	90	79	88	86	86	Master's	Priv.
West Chester University of Pennsylvania	58	62	-3	59	57	66	54	61	Master's	Pub.
State Average	61	73	-12	70	61	79	73	72		
Rhode Island										
Brown University	91	96	-5	95	85	96	96	95	Research	Priv.
Bryant University	63	72	-10					70	Master's	Priv.

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COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Johnson and Wales University	58	56	3	57	60	59	53	55	Master's	Priv.
Providence College	87	88	-1					87	Master's	Priv.
Rhode Island College	24	47	-23	23	29	53	37	45	Master's	Pub.
Roger Williams University	45	60	-15					58	Baccalaureate	Priv.
Salve Regina University	55	62	-7					62	Master's	Priv.
University of Rhode Island	48	59	-11	51	45	62	55	57	Research	Pub.
State Average	59	67	-8	56	55	67	60	66		
South Carolina										
Citadel Military College of South Carolina	65	68	-3					67	Master's	Pub.
Clemson University	72	77	-4	82	65	81	73	76	Research	Pub.
Coastal Carolina University	36	42	-6					43	Baccalaureate	Pub.
College of Charleston	52	59	-7					59	Master's	Pub.
University of South Carolina, Columbia	58	65	-7	63	50	67	62	63	Research	Pub.
State Average	57	62	-6	73	58	74	68	62		
Tennessee										
Austin Peay State University	26	31	-6	34	17	33	29	30	Master's	Pub.
East Tennessee State University	33	40	-6					39	Research	Pub.
Lee University	44	48	-4					48	Master's	Priv.
Middle Tennessee State University	42	42	0	43	42	47	37	42	Master's	Pub.
Southern Adventist University	31	53	-22	37	22	55	49	50	Baccalaureate	Priv.
University of Memphis	36	38	-2	37	33	42	32	34	Research	Pub.
University of Tennessee	66	59	7	71	59	62	55	58	Research	Pub.
Vanderbilt University	89	89	-1	86	91	89	90	89	Research	Priv.
State Average	46	50	-4	51	44	55	49	49		
Texas										
Abilene Christian University	52	59	-8	52	51	63	54	57	Master's	Priv.
Angelo State University	32	35	-3	37	25	38	31	34	Master's	Pub.
Austin College	83	74	9	85	80	79	67	76	Baccalaureate	Priv.
Baylor University	64	74	-9	67	61	75	71	73	Research	Priv.
Concordia University Texas	32	37	-5	43	19	37	36	33	Baccalaureate	Priv.
Dallas Baptist University	34	55	-21					51	Master's	Priv.
DeVry University, Texas	27	31	-4	26	27	27	32	28	Master's	Priv.
Hardin-Simmons University	24	52	-27	26	23	56	46	49	Master's	Priv.
Houston Baptist University	47	56	-10	55	31	57	55	54	Master's	Priv.
Howard Payne University	29	39	-10	40	18	44	34	36	Baccalaureate	Priv.
Huston-Tillotson University	10	17	-7					17	Baccalaureate	Priv.
Lamar University	33	35	-3	34	31	40	30	33	Master's	Pub.
Lubbock Christian University	24	45	-21	27	20	48	41	41	Master's	Priv.
McMurry University	28	46	-17	37	24	52	40	43	Baccalaureate	Priv.
Midwestern State University	22	30	-8	28	16	33	28	30	Master's	Pub.
Northwood University	36	35	2	46	26	38	32	33	Special Focus	Priv.
Our Lady of the Lake University, San Antonio	37	35	2	38	31	33	42	37	Master's	Priv.*
Prairie View A & M University	40	19	21					36	Master's	Pub.

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† Gap may not reflect simple arithmetic due to rounding.

COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Rice University	86	92	-5	90	82	94	90	91	Research	Priv.
Saint Edward's University	55	53	2	57	53	59	47	53	Master's	Priv.*
Sam Houston State University	40	43	-3	45	35	46	40	43	Master's	Pub.
Schreiner University	41	40	2	54	29	48	30	41	Baccalaureate	Priv.
Southern Methodist University	71	73	-2	74	67	76	69	72	Research	Priv.
Southwestern Adventist University	35	34	1	35	35	36	32	34	Baccalaureate	Priv.*
Southwestern University	73	75	-2	78	63	80	70	75	Baccalaureate	Priv.
St. Mary's University	57	59	-1	60	53	61	56	58	Master's	Priv.*
Stephen F. Austin State University	32	39	-7	33	30	42	33	37	Master's	Pub.
Sul Ross State University	17	22	-4	23	14	28	17	19	Master's	Pub.*
Tarleton State University	33	42	-9	33	34	46	39	42	Master's	Pub.
Texas A & M International University	35	24	11	38	30	33	18	35	Master's	Pub.*
Texas A & M University	69	79	-10	75	62	83	75	77	Research	Pub.
Texas A & M University at Galveston	24	31	-8	24	23	35	27	30	Baccalaureate	Pub.
Texas A & M University, Commerce	33	36	-2	34	33	42	29	36	Research	Pub.
Texas A & M University, Corpus Christi	38	37	1	40	34	40	32	37	Master's	Pub.*
Texas A & M University, Kingsville	31	33	-3	34	28	41	29	30	Research	Pub.*
Texas Christian University	60	70	-11	61	58	71	69	69	Research	Priv.
Texas Lutheran University	43	52	-9	52	36	60	43	50	Baccalaureate	Priv.
Texas Southern University	24	31	-7					13	Master's	Pub.
Texas State University, San Marcos	50	54	-4	53	45	59	46	53	Master's	Pub.
Texas Tech University	46	57	-11	50	43	60	54	56	Research	Pub.
Texas Wesleyan University	24	24	0	25	22	25	23	26	Master's	Priv.
Texas Woman's University	35	40	-5					39	Research	Pub.
Trinity University	72	78	-6	71	72	82	73	76	Master's	Priv.
University of Dallas	52	69	-17	46	65	69	69	65	Master's	Priv.
University of Houston	39	39	1	45	32	44	34	42	Research	Pub.
University of Houston, Downtown	18	9	8	21	13	17	4	14	Baccalaureate	Pub.*
University of Mary Hardin-Baylor	30	45	-15	35	24	52	35	41	Master's	Priv.
University of North Texas	41	44	-4	45	34	49	38	44	Research	Pub.
University of St. Thomas	58	52	6	58	57	53	51	53	Master's	Priv.*
University of Texas at Arlington	36	36	0	44	27	40	33	39	Research	Pub.
University of Texas at Austin	69	77	-9	74	63	81	73	77	Research	Pub.
University of Texas at Dallas	49	52	-3	50	48	58	49	55	Research	Pub.
University of Texas at El Paso	28	29	-1	32	23	35	23	29	Research	Pub.*
University of Texas at San Antonio	30	28	3	33	27	31	24	29	Master's	Pub.*
University of Texas of the Permian Basin	34	33	1	36	30	36	27	33	Master's	Pub.*
University of Texas-Pan American	32	29	2	36	26	31	27	32	Master's	Pub.*
University of the Incarnate Word	40	41	-1	43	33	46	33	39	Master's	Priv.*
Wayland Baptist University	29	41	-12	35	20	49	33	35	Master's	Priv.
West Texas A & M University	29	38	-9	35	22	45	30	36	Master's	Pub.
State Average	40	45	-4	45	37	50	42	44		
Utah										
Brigham Young University	67	76	-9	69	61	78	72	75	Research	Priv.

* Denotes Hispanic-Serving Institution

† Gap may not reflect simple arithmetic due to rounding.

COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
University of Utah	42	48	-6	45	39	55	40	48	Research	Pub.
Utah State University	43	47	-4	46	39	46	49	46	Research	Pub.
Weber State University	34	40	-7	29	40	42	38	39	Master's	Pub.
Westminster College	52	61	-9					58	Master's	Priv.
State Average	48	55	-7	47	45	55	50	53		
Vermont										
Middlebury College	88	94	-6	89	87	94	94	93	Baccalaureate	Priv.
Norwich University	41	50	-9					48	Master's	Priv.
University of Vermont	71	68	3	75	67	71	65	68	Research	Pub.
State Average	67	71	-4	82	77	83	79	70		
Virginia										
Christopher Newport University	37	50	-13					49	Baccalaureate	Pub.
College of William and Mary	83	92	-10	90	68	93	91	91	Research	Pub.
George Mason University	56	54	2	62	47	59	48	56	Research	Pub.
James Madison University	81	81	0	86	75	83	79	80	Master's	Pub.
Liberty University	34	49	-16	36	30	54	44	47	Master's	Priv.
Longwood University	60	64	-4					64	Master's	Pub.
Marymount University	57	50	8					50	Master's	Priv.
Old Dominion University	35	48	-14	40	27	54	42	49	Research	Pub.
Radford University	42	55	-13	42	42	57	51	55	Master's	Pub.
University of Mary Washington	64	77	-14					76	Master's	Pub.
University of Virginia, Main Campus	91	94	-3	93	87	94	93	93	Research	Pub.
Virginia Commonwealth University	44	45	-2	48	38	51	39	45	Research	Pub.
Virginia Military Institute	61	70	-10					69	Baccalaureate	Pub.
Virginia Polytechnic Institute and State University	75	79	-4	78	73	83	76	78	Research	Pub.
State Average	58	65	-7	64	54	70	62	64		
Washington										
Central Washington University	49	53	-5	51	47	56	50	52	Master's	Pub.
Eastern Washington University	42	51	-9	45	35	53	46	48	Master's	Pub.
Evergreen State College	58	57	1					57	Master's	Pub.
Gonzaga University	79	81	-2	72	86	81	80	80	Master's	Priv.
Heritage University	13	25	-12					14	Master's	Priv.*
Seattle University	70	67	3	74	62	68	65	68	Master's	Priv.
University of Puget Sound	60	76	-16					74	Baccalaureate	Priv.
University of Washington, Seattle Campus	67	75	-8	68	66	77	74	75	Research	Pub.
Walla Walla University	31	51	-20					49	Master's	Priv.
Washington State University	56	63	-8	57	54	67	59	62	Research	Pub.
Western Washington University	57	67	-10	60	50	68	65	65	Master's	Pub.
Whitman College	75	87	-12					87	Baccalaureate	Priv.
State Average	55	63	-8	61	57	67	63	61		
West Virginia										
West Virginia University	45	55	-11	48	43	60	52	54	Research	Pub.
State Average	45	55	-11	48	43	60	52	54		

* Denotes Hispanic-Serving Institution

† Gap may not reflect simple arithmetic due to rounding.

COMPLETE LISTING OF COLLEGES AND UNIVERSITIES ALPHABETICALLY BY STATE (CONTINUED)

Name	Hispanic Grad. Rate (%)	White Grad. Rate (%)	Gap†	Graduation Rates (%)				Overall	Carnegie Class.	Type
				Hispanic Women	Hispanic Men	White Women	White Men			
Wisconsin										
Alverno College	50	48	2					41	Master's	Priv.
Beloit College	54	75	-21					74	Baccalaureate	Priv.
Marquette University	73	79	-6	71	77	81	78	78	Research	Priv.
University of Wisconsin, Eau Claire	55	60	-5					59	Master's	Pub.
University of Wisconsin, La Crosse	49	65	-16					64	Master's	Pub.
University of Wisconsin, Madison	62	80	-18	65	58	81	78	78	Research	Pub.
University of Wisconsin, Milwaukee	26	46	-19	28	24	49	42	42	Research	Pub.
University of Wisconsin, Oshkosh	33	47	-14					47	Master's	Pub.
University of Wisconsin, Parkside	30	32	-3	33	23	37	27	30	Baccalaureate	Pub.
University of Wisconsin, River Falls	30	56	-26					54	Master's	Pub.
University of Wisconsin, Stevens Point	30	60	-30					58	Master's	Pub.
University of Wisconsin, Whitewater	43	53	-10	48	38	56	50	52	Master's	Pub.
State Average	45	58	-14	49	44	61	55	56		
Wyoming										
University of Wyoming	54	58	-5	54	53	61	55	57	Research	Pub.
State Average	54	58	-5	54	53	61	55	57		

* Denotes Hispanic-Serving Institution

† Gap may not reflect simple arithmetic due to rounding.

Notes

1. U.S. Department of Education, National Center for Education Statistics, *Racial/Ethnic Differences in the Path to a Postsecondary Credential*, 108th Cong., 1st sess. (Washington, DC, June 2003), available at <http://nces.ed.gov/pubs2003/2003005.pdf> (accessed March 1, 2010).

2. Richard Fry, *Latino Youth Finishing College: The Role of Selective Pathways* (Washington, DC: Pew Hispanic Center, 2004).

3. Kevin Carey, *Graduation Rate Watch: Making Minority Student Success a Priority* (Washington, DC: Education Sector, 2008).

4. Frederick M. Hess, Mark Schneider, Kevin Carey, and Andrew P. Kelly, *Diplomas and Dropouts: Which Colleges Actually Graduate Their Students (and Which Don't)* (Washington, DC: American Enterprise Institute, 2009), available at www.aei.org/paper/100019.

5. Deborah A. Santiago, *Leading in a Changing America: Presidential Perspectives from Hispanic-Serving Institutions* (Washington, DC: *Excelencia in Education*, June 2009), 11, available at www.edexcelencia.org/research/leading-changing-america-presidential-perspectives-hispanic-serving-institutions (accessed March 2, 2010).

6. Two schools identified as Hispanic-Serving Institutions (HSIs) were not coded in the 2009 edition of *Barron's*. In order to assign them to selectivity categories, we linked them to similar schools using the Education Trust's "College Results Online" application (www.collegeresults.org), then placed them in the same selectivity category as their peer institutions.

7. Richard Fry, *Latino Youth Finishing College: The Role of Selective Pathways*; and William G. Bowen, Matthew M. Chingos, and Michael S. McPherson, *Crossing the Finish Line: Completing College at America's Public Universities* (Princeton, NJ: Princeton University Press, 2009).

8. The graduation rates for each institution were the sum of first-time, full-time Hispanic students who received degrees in six years in 2005, 2006, and 2007 divided by

the sum of first-time, full-time Hispanic students in each "adjusted" graduation-rate cohort six years earlier (the 1999, 2000, and 2001 incoming classes).

9. Overall, slightly less than half of all college students are included in the IPEDS cohort.

10. For an authoritative discussion of the history and present status of HSIs, see the work of Deborah A. Santiago and *Excelencia in Education*. Deborah A. Santiago, *Inventing Hispanic-Serving Institutions (HSIs): The Basics* (Washington, DC: *Excelencia in Education*, 2006); and Deborah A. Santiago, *Hispanic-Serving Institutions List: 2006–2007* (Washington, DC: *Excelencia in Education*, 2008).

11. Deborah A. Santiago, *Inventing Hispanic-Serving Institutions (HSIs): The Basics*, 11–12.

12. One of the only schools that was started with an explicit Hispanic-serving mission, the National Hispanic University in San Jose, was not rated by *Barron's* and was not included in the Education Trust's database. Therefore, though it is a high-profile HSI, it is not included in this analysis. Occidental College and Notre Dame de Namurs University, both in California, were included as HSIs because the Hispanic Association of Colleges and Universities labels them as such.

13. A recent study of graduation rates at Historically Black Colleges and Universities found that the low graduation rates at many of these schools were largely driven by the low completion rates of African American men compared to much higher rates among African American women. Justin Pope, "Men Struggling to Finish at Black Colleges," Associated Press, March 30, 2009.

14. We also used a threshold of nine students per cohort, which would have allowed us to include 458 schools, but this cutoff produces findings that are quite similar.

15. Deborah A. Santiago, *Leading in a Changing America: Presidential Perspectives from Hispanic-Serving Institutions*.

16. See Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 2nd ed. (Chicago:

University of Chicago Press, 1993). On Hispanic men in particular, see Victor Saenz and Luis Ponjuan, "The Vanishing Latino Male in Higher Education," *Journal of Hispanic Higher Education* 8, no. 54–89 (2009).

17. Deborah A. Santiago and Alisa F. Cunningham, *How Latino Students Pay for College: Patterns of Financial Aid in 2003–04* (Washington, DC: *Excelencia* in Education and Institute for Higher Education Policy, 2005).

18. William G. Bowen, Matthew M. Chingos, and Michael S. McPherson, *Crossing the Finish Line: Completing College at America's Public Universities*, 184.

19. The associate provost did not comment on students being able to complete their degree programs without the remedial course work; the deficiencies the remedial course was supposed to correct would still be intact.

20. Clifford Adelman, *The Toolbox Revisited: Paths to*

Degree Completion from High School Through College (Washington, DC: U.S. Department of Education, 2006).

21. *Ibid.*, 74.

22. American Association of State Colleges and Universities, *Student Success in State Colleges and Universities: A Matter of Culture and Leadership* (Washington, DC, 2005).

23. See Bridget Terry Long, "Higher Education Finance and Accountability," paper prepared for the AEI conference "Increasing Accountability in American Higher Education," November 17, 2009, available through www.aei.org/event/100134.

24. Deborah A. Santiago, *Leading in a Changing America: Presidential Perspectives from Hispanic-Serving Institutions*, 12.

25. Victor Saenz and Luis Ponjuan, "The Vanishing Latino Male in Higher Education."

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