

# Six Year Graduation Rates By Minority and Residency Status

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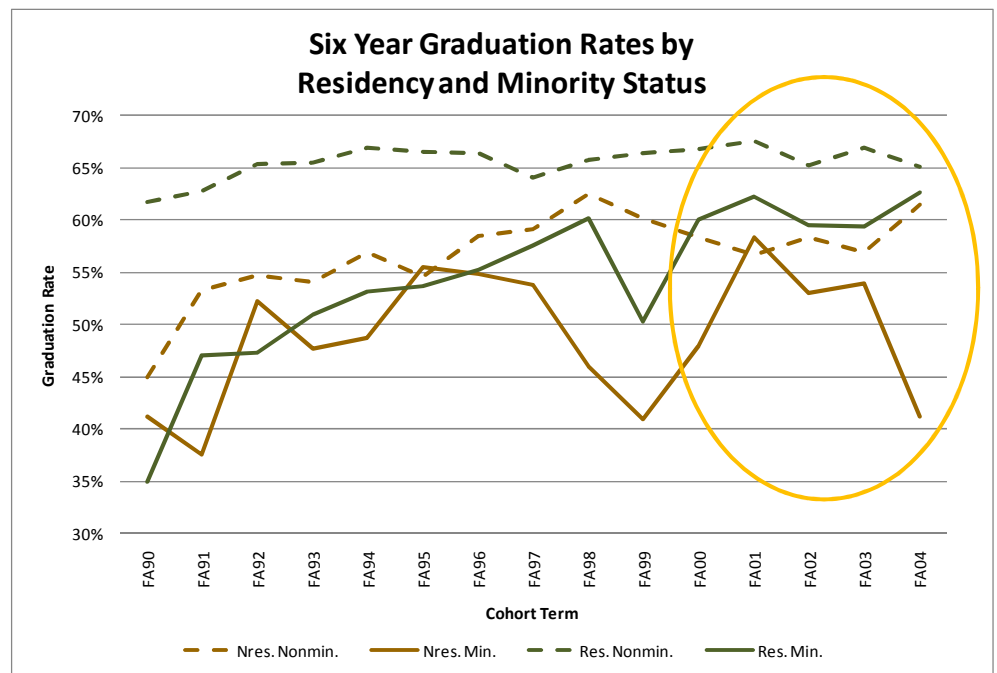
## Highlights:

- ❖ Until fall 2000, generally, nonminority students had higher graduation rates than their minority peers regardless of residency.
- ❖ The graduation rate for residents is now higher than nonresidents regardless of minority status and has been for the last five cohorts (FA00-FA04).

Overall, our six-year graduation rate for nonminority students remains relatively stable at 64%. The six-year graduation rate for minority students lags slightly behind at about 59%. A similar gap has been documented for our nonresident students as compared to our residents. Chart 1 displays the six-year graduation rates by residency and minority status.

Until fall 2000, generally, nonminority students had higher graduation rates than their minority peers regardless of residency. However, this seems to be changing. It is interesting to note that the graduation rate for residents is now higher than nonresidents regardless of minority status and has been for the last five cohorts (FA00-FA04). This trend is circled.

Chart 1.



Actual graduation rates by group are displayed in table 1.

Table 1.

Cohort Term	Nonresident		Resident	
	Nonminority	Minority	Nonminority	Minority
FA90	45.0%	41.2%	61.8%	34.9%
FA91	53.3%	37.5%	62.8%	47.0%
FA92	54.7%	52.2%	65.4%	47.3%
FA93	54.1%	47.7%	65.5%	51.0%
FA94	56.9%	48.7%	67.0%	53.2%
FA95	54.6%	55.5%	66.6%	53.7%
FA96	58.5%	54.8%	66.4%	55.2%
FA97	59.2%	53.8%	64.1%	57.6%
FA98	62.5%	46.0%	65.8%	60.2%
FA99	60.2%	40.9%	66.4%	50.3%
FA00	58.4%	47.9%	66.8%	60.1%
FA01	56.7%	58.4%	67.6%	62.3%
FA02	58.3%	53.0%	65.3%	59.5%
FA03	56.9%	54.0%	67.0%	59.4%
FA04	61.5%	41.2%	65.1%	62.6%

This analysis may provide quantitative support to indicate campus efforts to close the graduation gap for minority students are making progress. However, those efforts may not be as effective for the nonresident minority students as they are for the resident minority students. This nonresident subgroup still lags behind each of the other three groups. This is important to flush out because the minority rate of our entering cohorts, both residents and nonresidents, is on the rise. Further refining the definition of the minority achievement gap to include residency status may help to even more effectively address student support needs on campus. Future analysis may look at Pell status as another factor of interaction.