PERSISTENCE AND GRADUATION GAPS BY DUPLICATED RACE AND ETHNICITY

Institutional Research, Planning and Effectiveness

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Introduction

The purpose of this report is to explore differences in persistence and graduation rates among self-identified racial categories. This report serves as an update to earlier reports that highlighted gaps for all racially minoritized (RM or minoritized) groups. Institutional research data by racial groups are often presented according to federal guidelines, which masks variation and undercounts all racial /ethnic groups since students are forced into one category based on federally defined priority grouping. For instance, a student that identifies as Black and Asian is mixed-race according to federal guidelines and this report the student is included with both Black and Asian.

Included in this report are RM first-time, full-time (FTFT) and transfer students from the three most recent cohorts. Non-racially-minoritized (non-RM) students are included as a reference group. Second and third fall persistence and 6-year graduation rates are calculated for each racial and ethnic identity overall, within identity (i.e., Black-only versus Black Multi-racial), and by major college.

Executive Summary

Full-time, first-time (FTFT) racially-minoritized (RM) student enrollment has increased by 82.7% when comparing cohorts across time (Fall 2010, N=884; Fall 2017, N=1615). Many of these students hold more than one identity, which is not accurately represented by counts defined by federal guidelines. For example, 3 out of every 4 Native American students hold additional identities, but would not be considered Native American by federal reporting standards for the three most recent cohorts. Nearly 40% of Black-identified students also identify as multiracial during the same time period; almost two-thirds of multiracial Black students also identify as white, while another third also identify as Latinx.

Despite growing representation on campus, persistence and graduation gaps continue to exist for RM students compared to non-RM students. At 2nd fall, RM students from the three most recent cohorts persist at an overall rate of 81.1%, 4.6 percentage points (PP) lower than non-RM students (85.7%). At 3rd fall, they persist at 74.4%, 4.0 PP lower than non-RM students (78.4%). At 6-year graduation, the gap widens to 9.6 PP.

Persistence and graduation gaps vary by students' racial identity (see Figures 1-3). When examining FTFT students, gaps are smallest for students who identify as Asian, Hawaiian, or Pacific Islander across all three time points. Gaps are largest for students who identify as Native American across all three time points. Multi-racial and Latinx students also have notably large gaps.

Gaps also vary for full-time transfer students with RM identities (see Figures 4-6). Full-time Asian/Hawaiian/Pacific Islander (AHPI) identified transfer students persisted above non-RM transfer students at each time point. Full-time Black-identified transfer students exhibited the largest persistence and graduation gap at each time period, followed by Native American and multi-racial students. In general, transfer RM students have smaller persistence and graduation gaps compared to first-time students, with the exception of Black and Multiracial transfer students, who exceed the gaps for FTFT students with the same identity.

RM students are overrepresented in the College of Natural Sciences, and second fall persistence in Natural Sciences falls below their overall gap, with the exception of Native American students. Representation across all other majors is within 0-2 percentage points. The largest overall persistence gap for RM students is in Health and Human Sciences; representation within this college is nearly equal to non-RM students.

A summary for each identity is included below.

Black-Identified Students

- Black-identified enrollment among FTFT and transfer student cohorts has increased by 53%, from 171 in Fall 2010 to 261 in Fall 2017. Black students represent 4.2% of all new FTFT and transfer student cohorts in Fall 2017, compared to 3.1% in Fall 2010.
- Across the Fall 2015 to Fall 2017 cohorts, the number of Black-identified students represented by federal guidelines is only 55.7% of the total population who identify as Black (see Fig. 7). The remaining 44.3% of students identify as Black in addition to at least one other identity.
- Multi-racial black-identified students persist and graduate at rates much lower than students whose only racial identity is black. This is important to note, given the proportion of Black-identified students who also identify as multiracial has increased over time by 12 PP (see Fig. 8).
- Black students are overrepresented in Natural Sciences and Liberal Arts, and underrepresented in Engineering and Natural Resources. Black identified students in Natural Sciences have large gaps in their persistence to second fall, but Black identified students in Liberal Arts have very small gaps (see Fig. 11).

Asian, Hawaiian, and Pacific Islander Students

- Asian, Hawaiian, and Pacific Islander (AHPI) student enrollment among FTFT and transfer cohorts increased by nearly 94% between Fall 2010 (n=241) and Fall 2017 (n=467). AHPI representation among FTFT and transfer student cohorts increased from 4.3% to 7.5% over this timeframe.
- The number of students identified as Asian by federal reporting guidelines represents only 44.7% of students who identify as Asian. The remaining 55.3% identify as Asian in addition to at least one other identity. The number of students who identify as Hawaiian/Pacific Islander by federal reporting guidelines represents only 23.5% of the total number of students who identify this way (see Fig. 7).
- Unlike black-identified multi-racial students, multi-racial AHPI students persist and graduate at rates that are very similar to AHPI students who only identify as AHPI (see Fig. 11).
- AHPI students are overrepresented in Natural Sciences and CVMBS, and underrepresented in Natural Resources and Health and Human Sciences. Representation across the remaining colleges is similar to non-RM students (see Fig. 12). AHPI students persist to second fall at a lower rate compared to their overall gap in Natural Sciences, Engineering, and Liberal Arts. They persist at a higher rate than non-RM students in Health and Human Sciences (see Fig. 13).

Native-American Identified Students

- Native-American identified student enrollment among FTFT and transfer cohorts has increased by nearly 62% between Fall 2010 (n=104) and Fall 2017 (n=168). Native American representation among FTFT and transfer student cohorts increased from 1.9% to 2.7% over this timeframe.
- The number of students identified as Native American by federal reporting guidelines represents only 22.2% of students who selected Native American as at least one of their identities (see Fig. 7).

- Native American identified students that are multi-racial tend to have higher persistence and graduation rates compared to students that only identify as Native American. Some caution needs to taken when looking at the students that only identify as Native American since this is a very small group and rates can be volatile. (see Fig. 18).

- Native American students are overrepresented in Natural Sciences and Health and Human Sciences, and underrepresented in Engineering and Business (see Fig. 22). At second fall, Native American students in Natural Sciences and Engineering have a smaller persistence gap and Native American students in Health and Human Sciences and Business have a larger persistence gap (compared to their overall gap)(see Fig. 23).

Hispanic/Latinx Identified Students

- Hispanic/Latinx student enrollment among FTFT and transfer cohorts has increased by 114% between Fall 2010 (n=466) and Fall 2017 (n=999). Latinx students represent 16% of FTFT and transfer student cohorts in FA17, an increase from about 8% in Fall 2010.

- The number of students identified as Hispanic/Latinx by federal reporting guidelines is representative of the entire population. This is due to federal reporting guidelines, and 83.3% of all Hispanic/Latinx students have at least one additional identity (see Fig. 7). The proportion of new and transfer Latinx students who identify as multiracial has increased dramatically, from about 50% in the FA10 cohort to about 90% in FA18 (see Fig. 8).

- Across all colleges, Hispanic/Latinx students are overrepresented in Natural Sciences, and underrepresented in Engineering, Natural Resources, and Business (see Fig. 18). At second fall, students persisted at lower rates than their overall gap within Natural Sciences and Business, and above their average in Natural Resources and Engineering (see Fig. 19).

Population and Student Success Outcomes

This report includes full-time, first-time and transfer students that identified as Latinx, Black, AHPI, and/or Native American on their undergraduate application from the FA10 through FA17 cohorts. Differences in 2nd and 3rd fall persistence as well as 6-year graduation are explored across the racial/ethnic identities as well as within each identity. Depending on the timeframe of the outcome, the most recent three applicable cohorts are used. For instance, 6 year graduation includes the FA10-F12 cohorts but second fall persistence includes FA15-FA17 cohorts. It is best to assess gaps among more recent groups in terms of this analysis informing work by student or academic affairs' units; however, there could be some cohort effects skewing interpretations. For instance, FA16 and FA17 2nd fall persistence rates have dropped considerably compared to FA12 through FA15 so an increase gaps might be due to overall cohort differences rather than differential changes.

The focus of this report is on the difference in persistence and graduation between a specific group and non-RM students. The differences in persistence and graduation are calculated by subtracting the specified racial/ethnic identified group's rate from the rate for non-RM students. These PP differences are referred to as gaps. A larger magnitude in the PP difference indicates that the population's rate differs greatly from the comparison group and a small magnitude in the PP difference indicates that the population's rate is similar to the comparison group. It is an institutional goal for all ethnicity groups to display no gaps in six-year graduation rates.

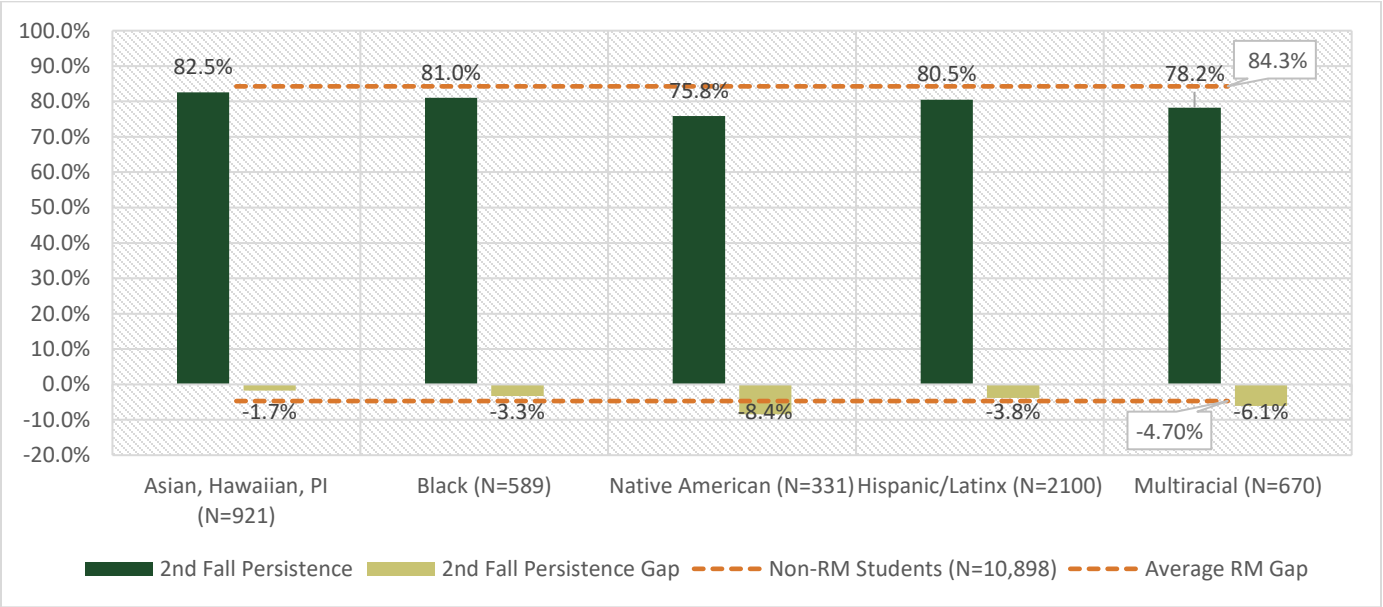
Percentage Point Differences in Persistence and Graduation by Racial/Ethnic Identity

This section explores gaps for RM students versus non-RM students. All students who identify within each racial/ethnic identity are included within that group; therefore, these identities are not mutually exclusive (students may be represented in multiple categories).

First-Time, Full-Time Students

Figure 1 displays second fall persistence rates among FTFT students in the FA15-FA17 cohorts by identity. The green bars show retention by ethnicity group, and the dotted orange line shows the comparison group rate (non-RM students). The gold bars display the gaps between each group's observed persistence rate and the comparison group. The orange line at the bottom displays the average RM persistence gap.

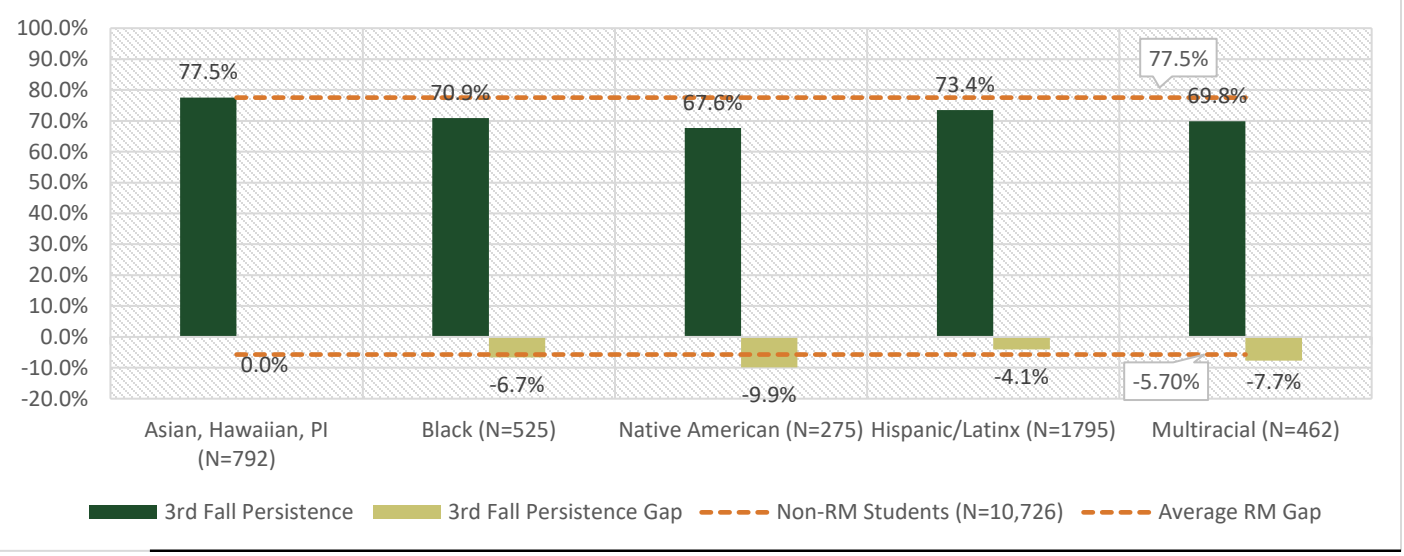
Figure 1. Second Fall Persistence by Duplicated Ethnicity, FA15-FA17 FTFT Cohorts



Native American students have a second fall persistence rate of 75.8%, which is 8.4 PP lower than the 84.3% persistence rate among non-RM students. This represents the largest gap among minoritized students, followed by multiracial (6.1 PP), Hispanic/Latinx (3.8 PP), and Black students (3.3 PP). The gap for AHPI students (1.7 PP) is relatively small. Given the large proportion of RM students who identify as Hispanic/Latinx, closing this cap will have a larger impact on closing the overall RM gap compared to other groups.

Figure 2 illustrates third fall persistence gaps using Fall 2014 through Fall 2016 cohorts.

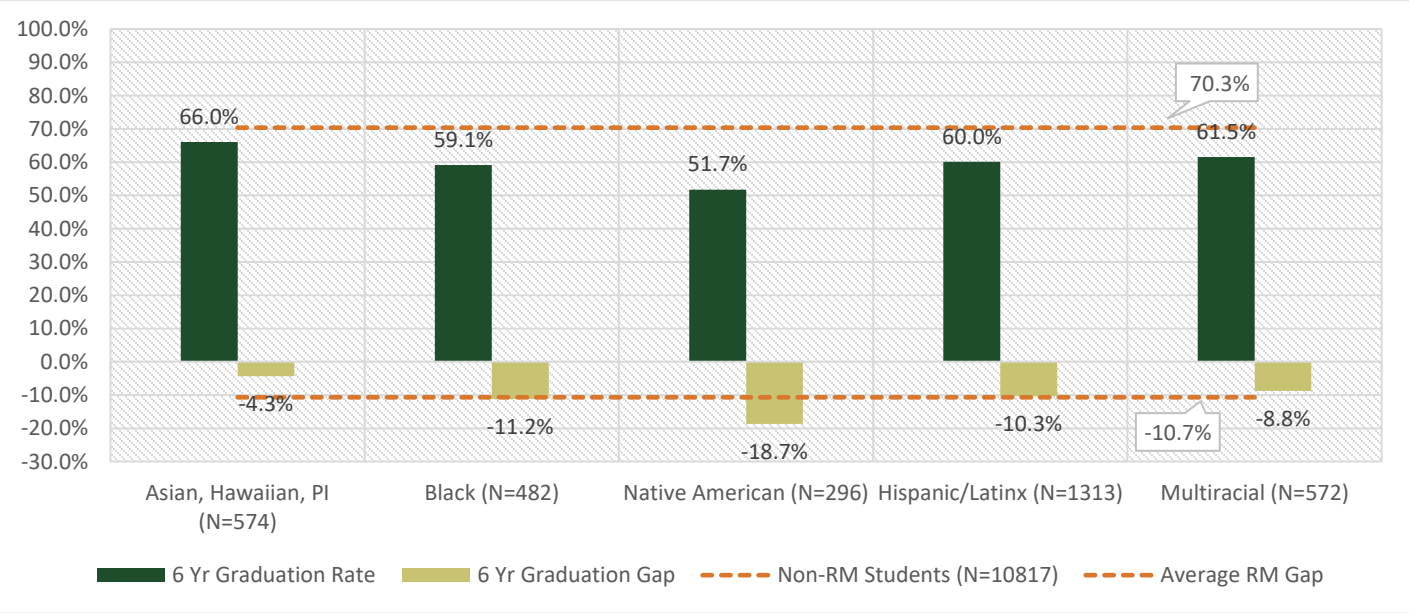
Figure 2. 3rd Fall Persistence by Duplicated Ethnicity, FA14-FA16 FTFT Cohorts



The third year persistence gap is largest for Native American students (9.9 PP), followed by multiracial students (7.7 PP), black students (6.7 PP), and Hispanic/Latinx students (4.1 PP). Generally, gaps in the third fall are slightly larger than the gaps in the second fall. For instance, Black identified students from the FA15-FA17 cohorts have a second fall persistence rate that is 3.3 PP lower than non-minoritized students. This gap grows to 6.7 PP at the third fall when comparing black identified students from the FA14-FA16 cohorts to non-minoritized students from the same cohorts.

Figure 3 shows gaps in six-year graduation rates across each identity.

Figure 3. 6 Year Graduation Rates by Duplicated Ethnicity, FA10-FA12 FTFT Cohorts



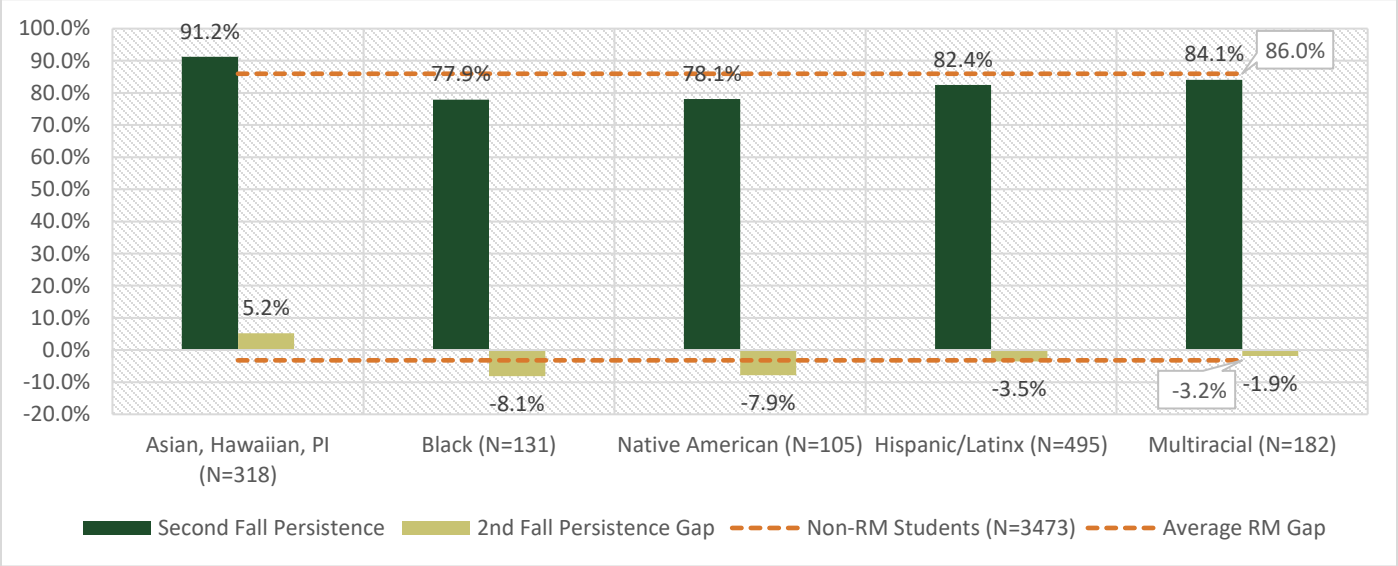
The most significant graduation gap for these cohorts is for Native American students at 18.7 PP. Black, Hispanic/Latinx, and multi-racial students experienced similar gaps (~-10 PP); the gap for AHPI students is 4.3 PP. The gaps at 6 year graduation are considerably larger than the gaps at third fall. This indicates that attrition rates to the third and fourth years do not decrease at the same rate for RM students compared to non-RM students.

Full-Time Transfer Students

This section reviews the same information for full-time transfer students. Transfer students are a smaller proportion of students compared to first-time students, but have significant representation of demographic attributes that are typically underserved by higher education. For instance, over the last five fall semesters about 21% of undergraduates are first-time students and only about 7% of undergraduates are transfer students. Over this same time period about 18% of transfer students identified with a minoritized race/ethnicity and about 32% of transfer students are first generation compared to 23% of FTFT students that are RM and 24% of FTFT students that are FG.

Figure 4 displays the 2nd fall persistence rates by identity. Like the previous figures, the green bars represent 2nd fall persistence by identity, the upper dotted orange line shows the rate among non-RM students, the lower dotted orange line shows the average gap for RM students, and the gold bars display the PP difference between each group's observed persistence rate and the non-RM rate.

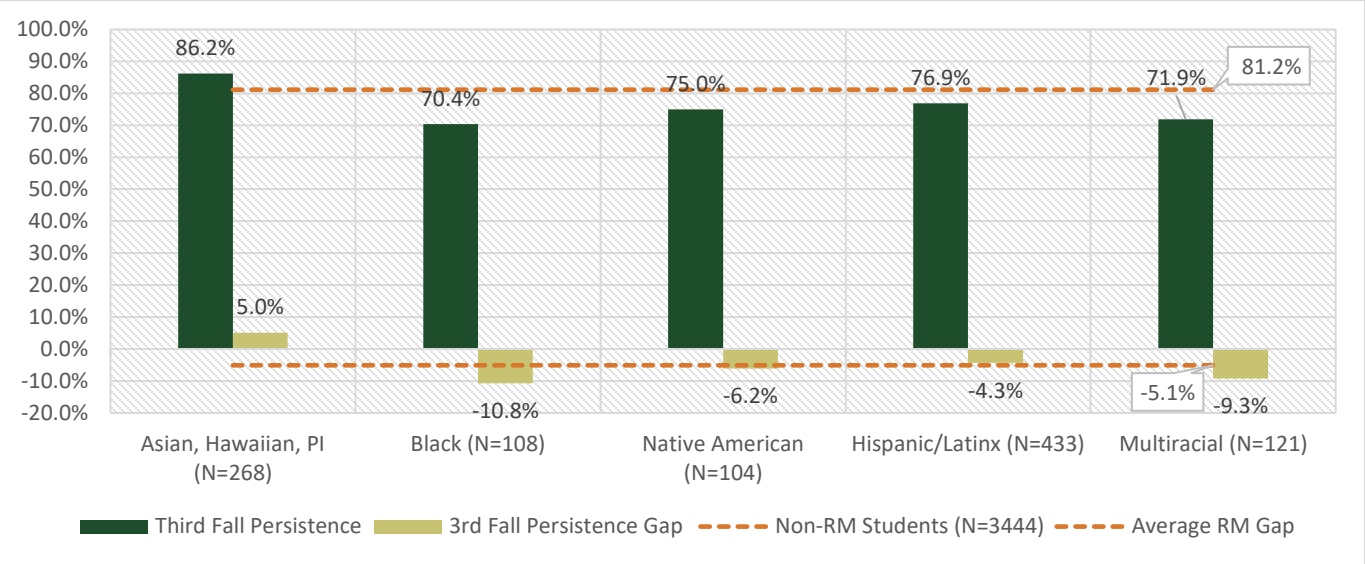
Figure 4. 2nd Fall Persistence by Duplicated Ethnicity, FT Transfer FA15-FA17 Cohorts



Overall, gaps by racial/ethnicity identity are smaller for transfer students compared to first-time students, except for black-identified transfer students. For instance, the second fall persistence gap for FTFT Native American students is 9.5 PP, while the gap for transfer students with the same identity is 8.7 PP. The greatest difference between FTFT and transfer students was in the multi-racial group; the gap for FTFT students was 7.2 PP and 2.7 PP for transfer students. It should be noted that the number of transfer students with these identities are considerably smaller.

Figure 5 shows third fall persistence rates for full time transfer students across Fall 2014 through Fall 2016 cohorts.

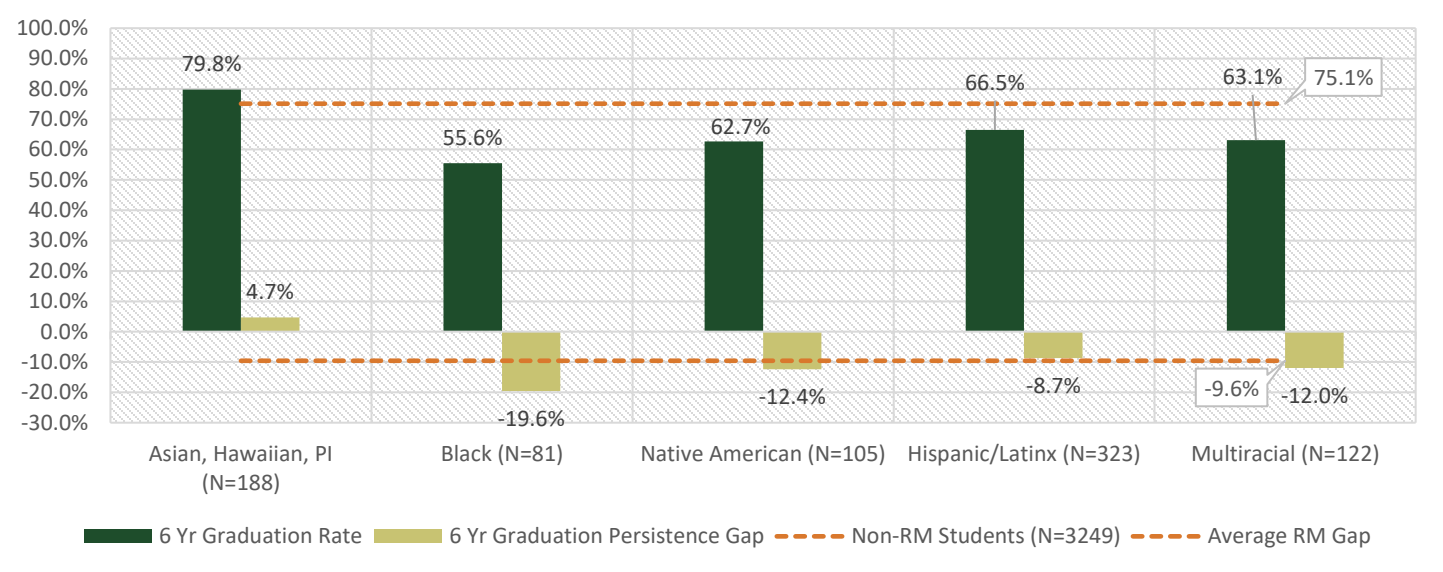
Figure 5. 3rd Fall Persistence by Duplicated Ethnicity, FT Transfer FA14-FA16 Cohorts



Gaps at third fall generally increased slightly for transfer students with the exception of Native American and Hispanic/Latinx students when compared to 2nd fall persistence gaps, which is similar to the pattern among first-time students. Notably, the gap for multiracial students increased a substantial 6.6 PP from second fall (2.6 to 9.3 PP). The gap for Native American students decreased by 2.5 PP, and remained almost the same for Hispanic/Latinx students.

Figure 6 illustrates 6-year graduation gaps for full-time transfer students across Fall 2010 to Fall 2012 cohorts.

Figure 6. 6 Year Graduation Rates by Duplicated Ethnicity, FT Transfer FA10-FA12 Cohorts



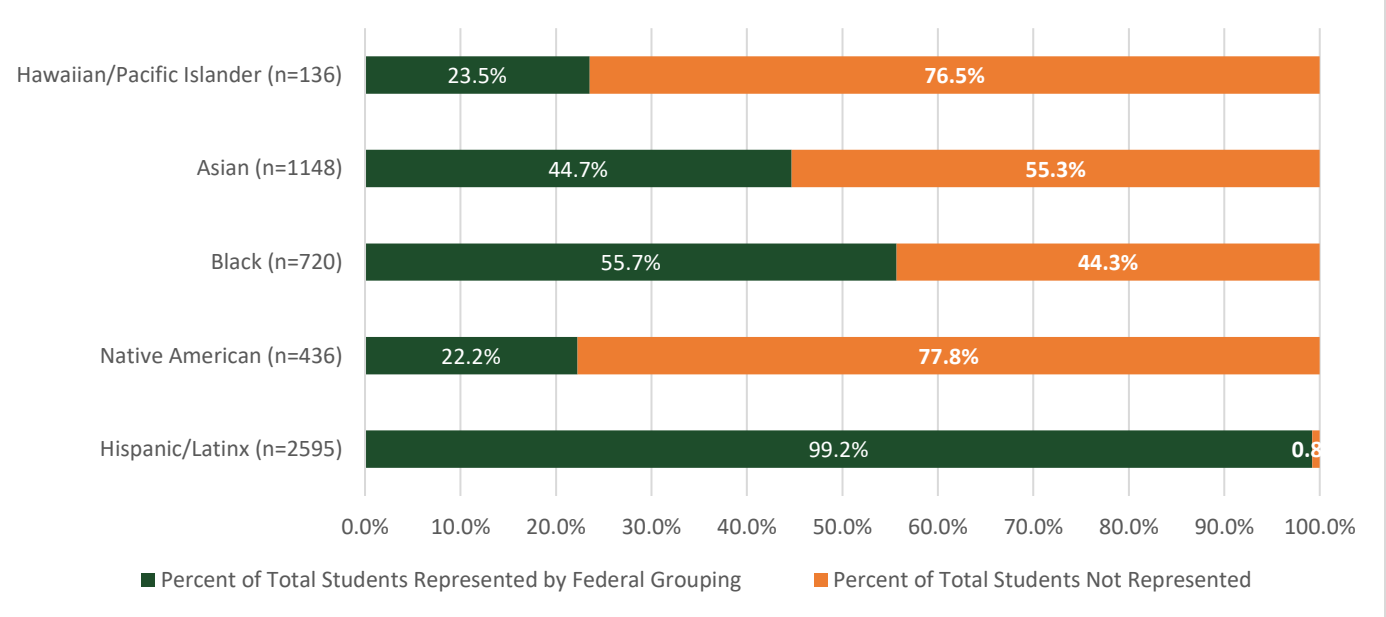
Similar to first-time students, transfer student gaps at 6-year graduation grow considerably compared to third fall gaps. The one exception is for AHPI students, who continue to exceed the non-RM rate. Black-identified transfer students experienced the largest gap at 19.6 PP, which is 8.8 PP greater than the third fall persistence gap, and 8.4 PP larger than the gap for first-time, full-time Black students. Some caution should be noted, given that only 81 Black-identified students are included with this analysis so the rate could be volatile. Across all racially minoritized groups, Black transfer students have larger persistence and graduation gaps.

Differences in Persistence and Graduation Within Identity and by First Fall Major College

This section explores persistence and retention among each identity by comparing students who identify as a single race or ethnicity to those students with at least one additional identity. Second fall persistence among FTFT is also explored by the college students declare their major within during their first fall.

Figure 7 represents the proportion of students who identify as a single race or ethnicity per federal grouping guidelines (shown in green) and those who identify as that race or ethnicity in addition to at least one other identity (shown in orange). Both new and transfer students are included.

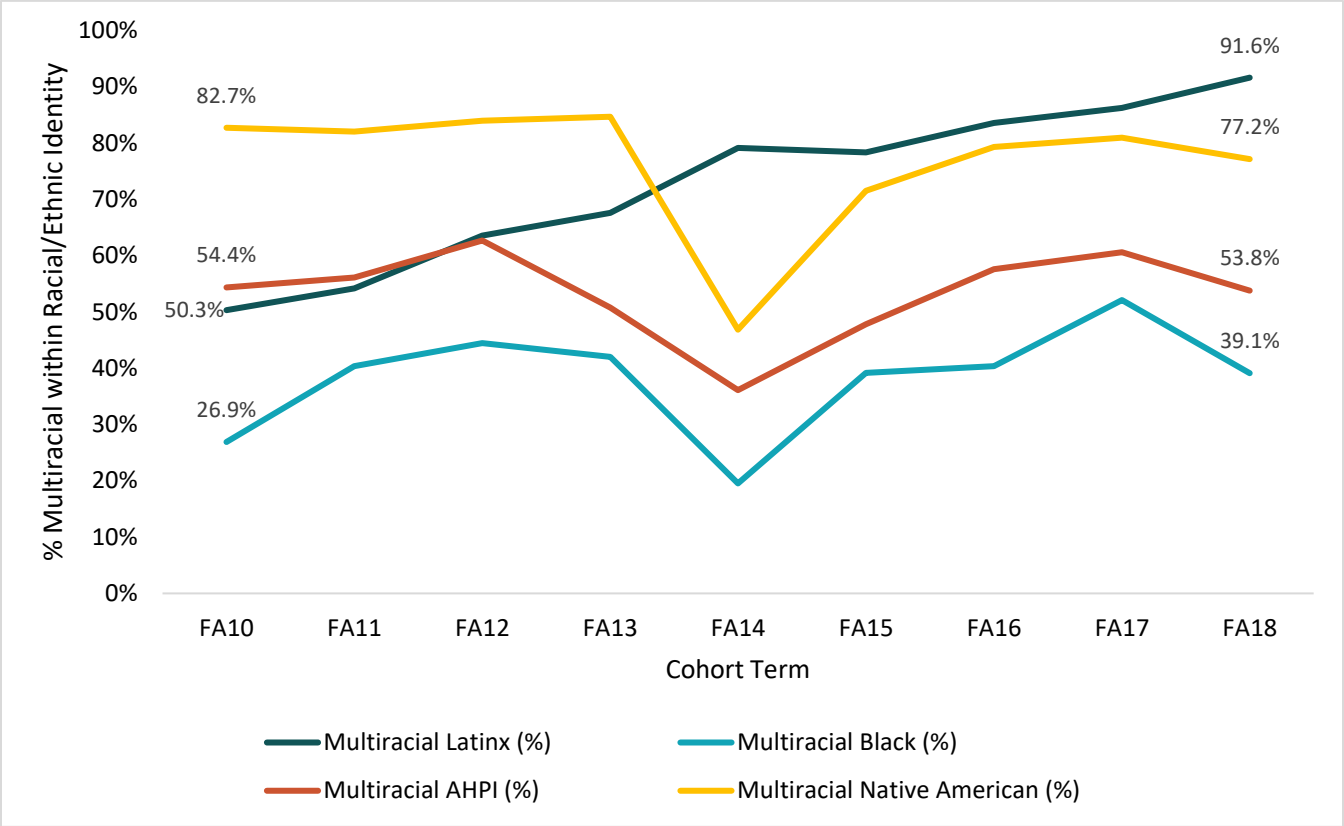
Figure 7. New and Transfer Students by Race/Ethnicity, Cohorts FA15-FA17



Federal reporting standards only count students who identify as a single race or ethnicity, which is not an accurate representation of students served by CSU's SDPS offices. For instance, only 97 students would be identified as Native American by federal standards (22.2%), which excludes 339 students (77.8%) who identify as Native American in addition to at least one other identity. The number of students not represented by federal standards is significant for all SDPS offices, with the exception of El Centro. This is due to federal reporting priority standards, not because Hispanic/Latinx/multi-racial students do not exist at CSU. Of the 2595 students who identified as Hispanic/Latinx within the FA15-FA17 cohorts, 83.3% (N=2161) also identified with other racial categories.

Figure 8 represents the proportion of full-time students within the FA10 to FA18 cohorts, both new and transfer, who identify as Hispanic/Latinx, Native American, Black, or AHPI *and* multiracial (versus that identity only). For example, in FA10, 50.3% of all Hispanic/Latinx students identified as multiracial Hispanic/Latinx; by FA18, this proportion increased to over 90%.

Figure 8. Multiracial Representation within Each Racial/Ethnic Identity, FA10-FA18

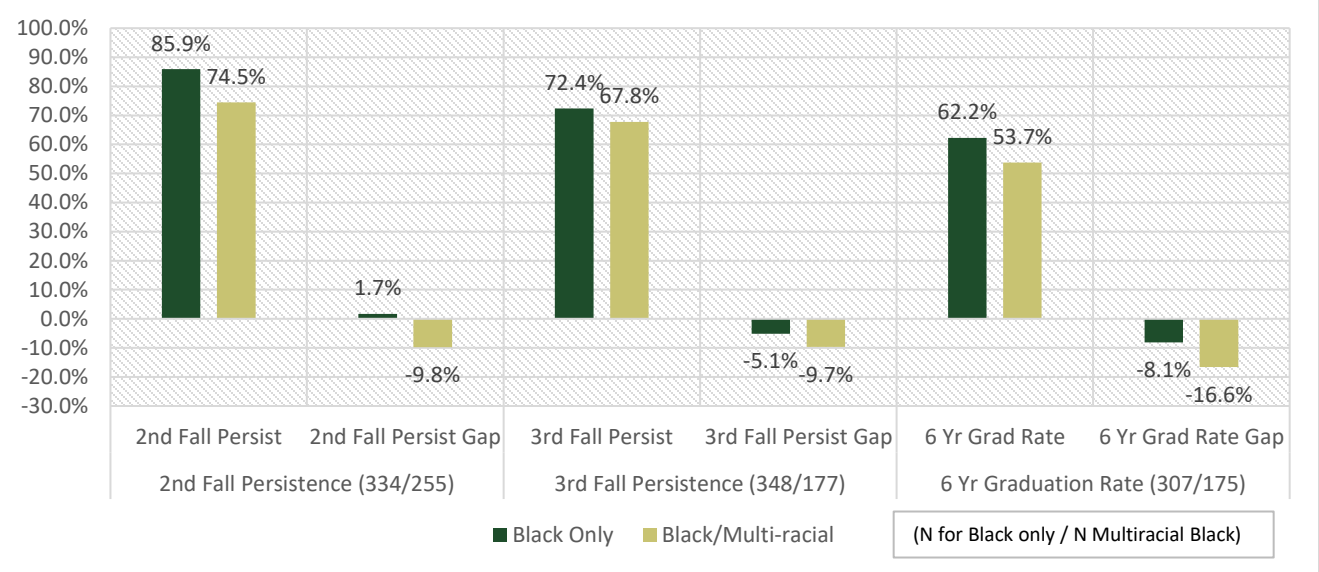


The proportion of students who identify as multiracial Latinx increased dramatically from FA10 to FA18. The proportion of multiracial Black students has also increased over time by about 12 PP. Rates for other identities should be interpreted with caution given the small number of multiracial students each term, as this causes rates to appear more volatile.

First-Time, Full-Time Black Students

Figure 9 describes persistence and graduation by comparing FTFT students who identify as Black-only (green bar) versus Black in addition to at least one other identity (gold bar), labeled as 'Black/Multi-racial.' The previous graphs considered these students as a single group. All time points (2nd fall, 3rd fall, 6-year graduation) are included in the figure below.

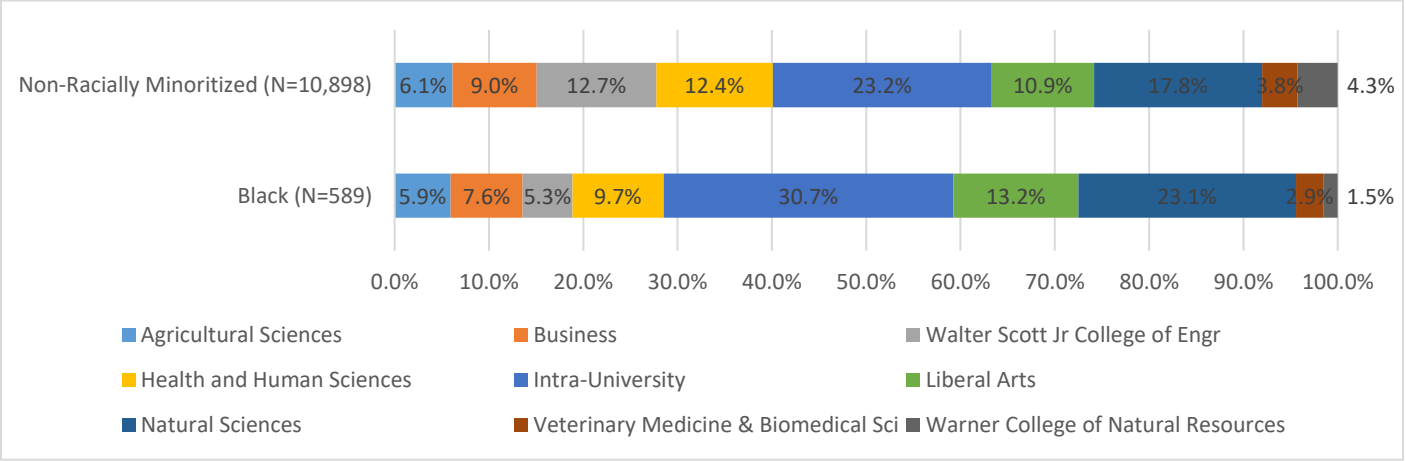
Figure 9. Fall Persistence and Graduation Rates Among FTFT Black-Identified Students



Persistence and graduation gaps are significantly larger for students who identify as Black/multi-racial versus Black-only students. At second fall, Black-only students persisted at the same rate non-RM students. At third fall, the gap increased to 5.1 PP, and to 8.1 for the 6-year graduation rate. Larger persistence gaps exist for Black/multi-racial students at each time point. For all black-identified students, gaps increase as students progress toward graduation.

Figure 10 describes the distribution of majors by college for FTFT Black-identified students for the most recent cohorts. Students are combined into a single group rather than dividing by single versus multiple identities like Figure 9.

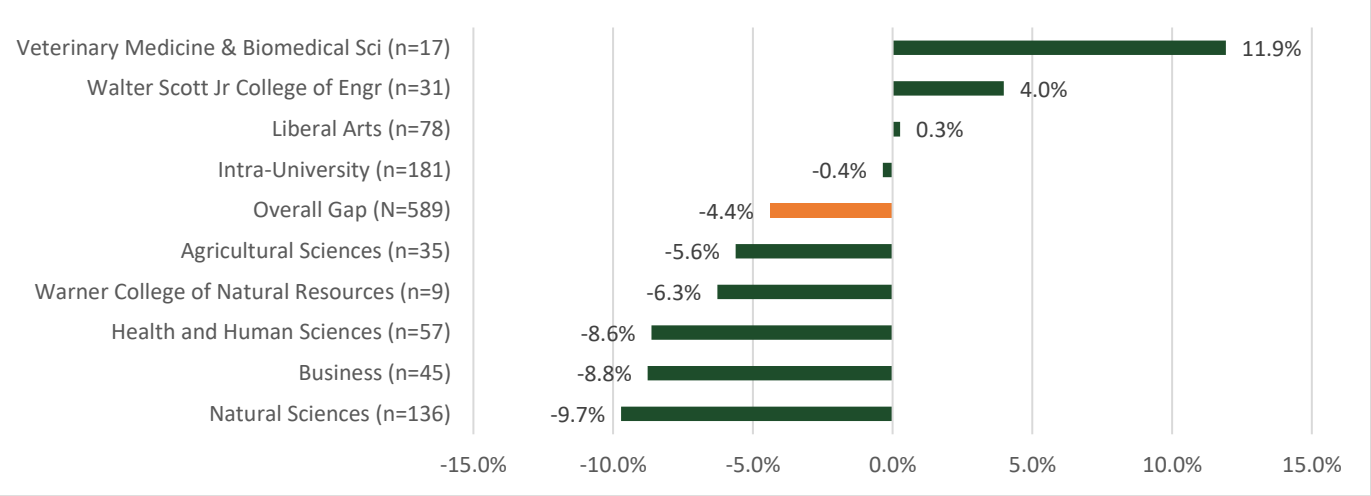
Figure 10. Distribution of Majors by College for FTFT Black-Identified Students, FA15-FA17



Black-identified students are overrepresented in Natural Sciences (5.3 PP) and Liberal Arts (2.3 PP) compared to non-RM students. They are underrepresented Engineering (7.4 PP), Health and Human Sciences (2.7 PP), and Warner College of Natural Resources (2.8 PP). Representation across the remaining colleges is similar to non-RM students.

Figure 11 describes 2nd fall persistence by students' selected major college during their first term. The overall 2nd fall persistence gap for Black-identified students is highlighted in orange (Overall Gap). Third fall persistence and 6 year graduation rates are not displayed by college, given the likelihood that students will change majors over time.

Figure 11. 2nd Fall Persistence Gaps by Major College for FTFT Black-Identified Students, FA15-FA17



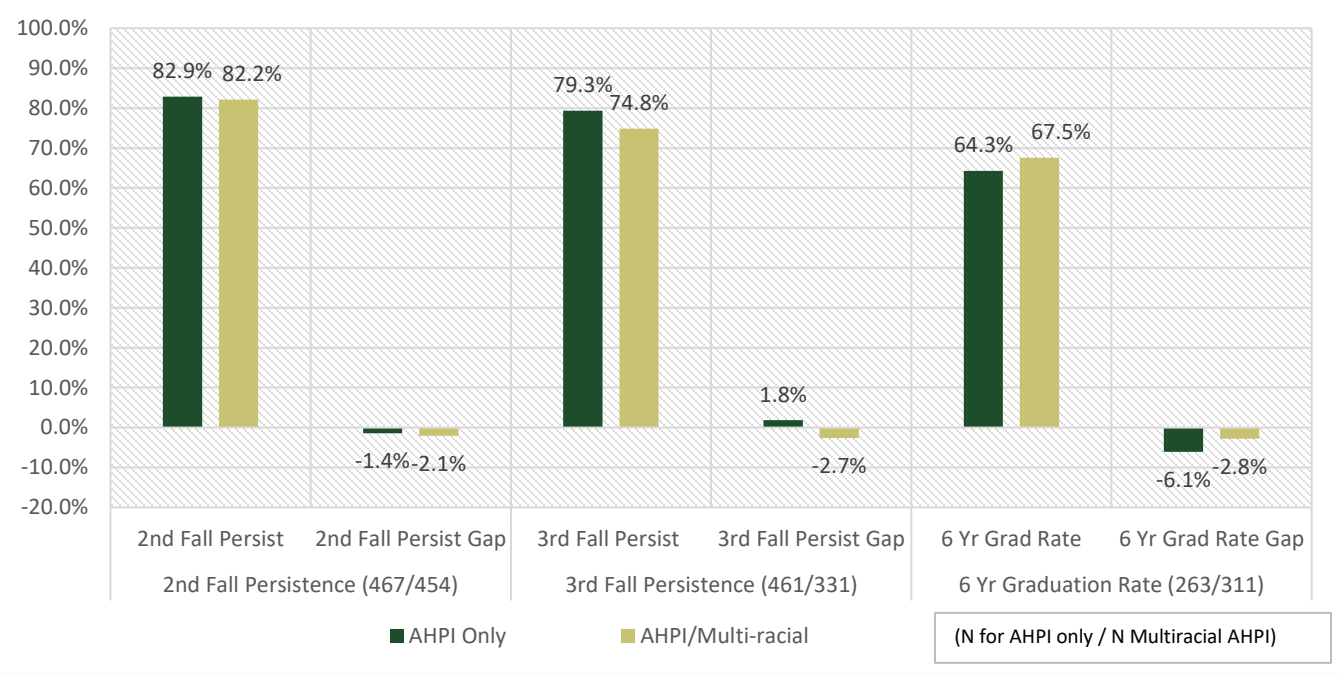
CVMBS and Engineering Black-identified students persist to their second fall at a higher rate as compared to non-RM students; however, these results should be interpreted with caution given the very small number of students and overall underrepresentation in these colleges. Second fall persistence for Black students in Liberal Arts is nearly the same as non-RM students, which is important given that Black-identified students are overrepresented. Gaps in Business, Health and Human Sciences, and Agricultural Sciences are also difficult to interpret given small sample sizes. The gap for students in Natural Sciences is significant at 9.7 PP, given their overrepresentation in this college.

First-Time, Full-Time Asian, Hawaiian, and Pacific Islander Students

This section explores persistence and graduation among students who identify as Asian or Hawaiian/Pacific Islander (AHPI) by comparing students who identify as AHPI only and AHPI in addition to other identities (AHPI/Multi-racial). These groups were combined because of the small number of students who identified as Hawaiian/Pacific Islander (see Fig. 7). Differences in second fall persistence are explored by what college students declare for their major during their first fall for all AHPI students.

Figure 12 describes persistence and graduation gaps for AHPI students by comparing students who identify as AHPI-only and AHPI/multi-racial to non-RM students.

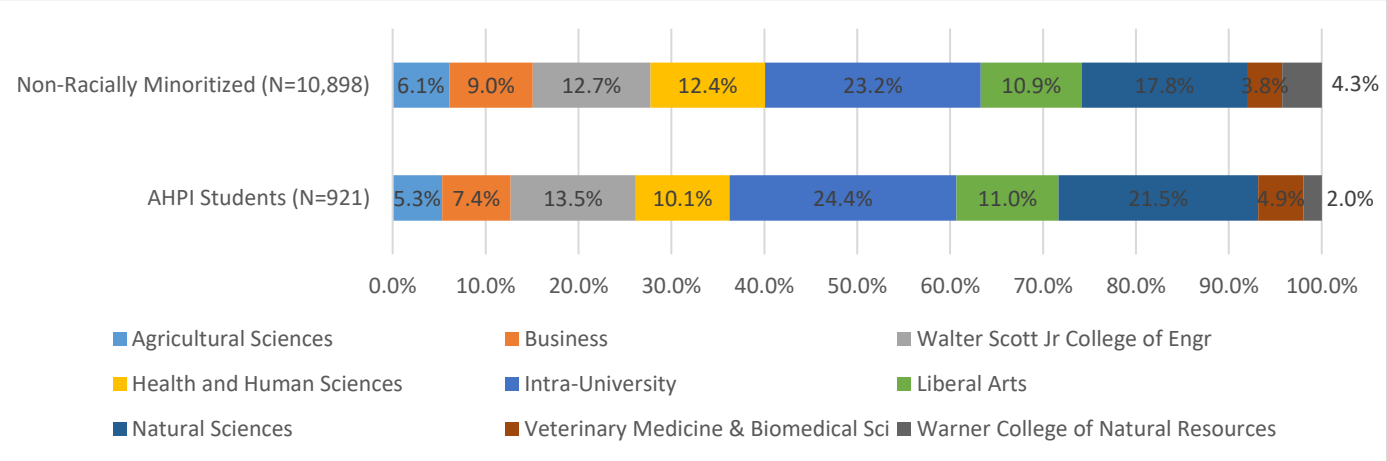
Figure 12. Fall Persistence and Graduation Rates Among FTFT AHPI Students, FA15-FA17 Cohorts



When compared to each other, AHPI and AHPI/multi-racial students persist and graduate at very similar rates, and gaps are minimal as compared to non-RM students, with the exception of AHPI-only students at six-year graduation (6.1 PP).

Figure 13 shows major by college distributions for AHPI and non-RM students for the most recent cohorts.

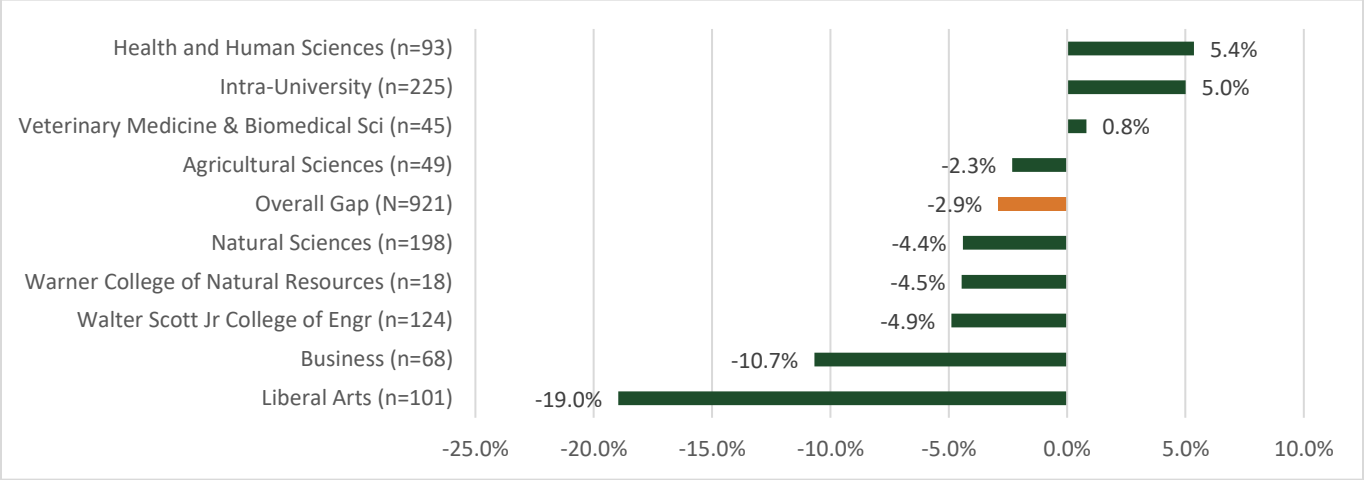
Figure 13. Distribution of Majors by College for FTFT AHPI Students, FA15-FA17 Cohorts



AHPI students are overrepresented in Natural Sciences (3.7 PP) and CVMBS (1.1 PP), and underrepresented in Natural Resources (2.3 PP), Health and Human Sciences (2.3 PP), and Business (1.6 PP). Representation across the remaining colleges is similar to non-RM students.

Figure 14 describes 2nd fall persistence gaps for AHPI students compared to non-RM students by major college using the three most recent cohorts.

Figure 14. 2nd Fall Persistence Gaps by Major College for FTFT Asian, Hawaiian, and Pacific Islander-Identified Students, FA15-FA17

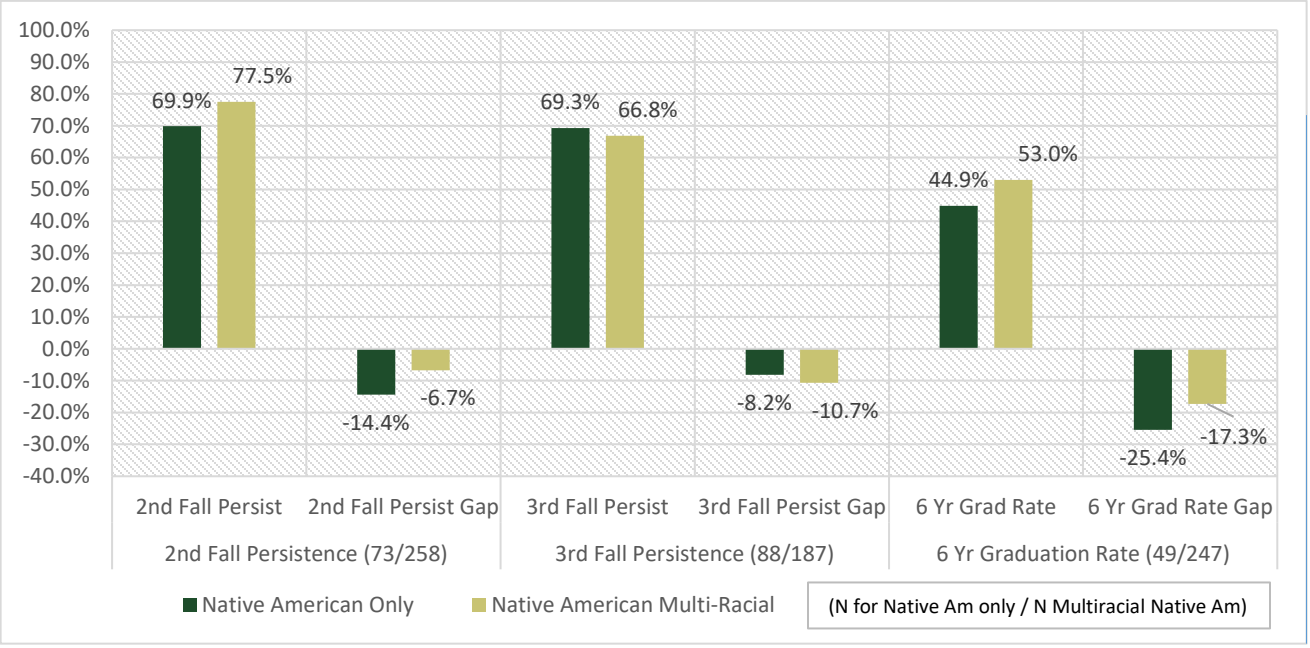


Second fall persistence gaps in Natural Sciences (4.4 PP) and Engineering (4.9 PP) are significant given AHPI representation in these colleges; these rates fall below the overall gap for AHPI students. The largest gap exists for students in Liberal Arts (19 PP). Students persist at higher rate than non-RM students within Health and Human Sciences and CVMBS.

First-Time, Full-Time Native American Students

Figure 15 describes persistence and graduation gaps by comparing students who identify as Native American-only to Native American/multi-racial students for the most recent cohort terms.

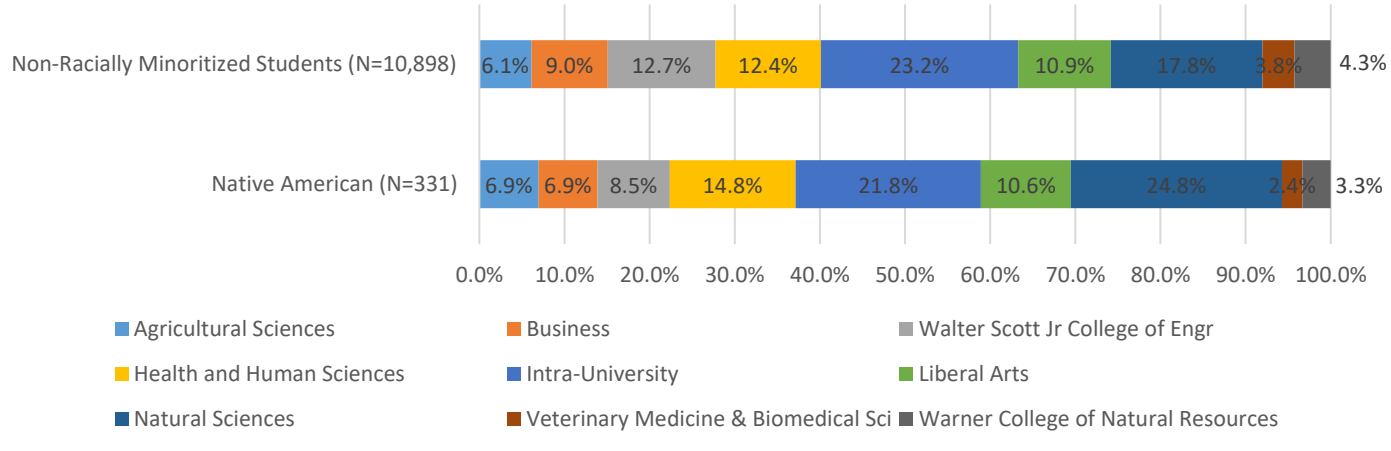
Figure 15. Persistence and Graduation Gaps Among Native American Students, FA15-FA17



Students who identify as Native-American only and Native American/multi-racial demonstrate lower persistence and graduation rates versus non-RM students. In general, Native American-only students experience larger persistence and graduation gaps than multi-racial Native American students. Native American students overall experience the largest gaps compared to other RM identities; however, it is also the smallest RM group. Native American-only students are a particularly small group, making rates more volatile.

Figure 16 describes distribution of majors by college for all Native American-identified students in the most recent cohorts.

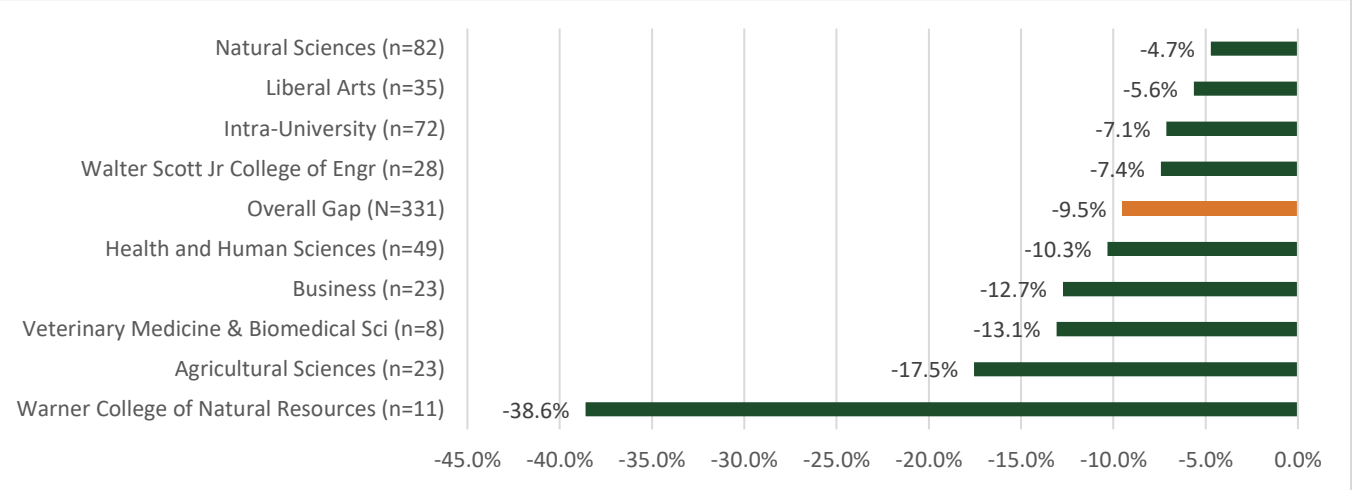
Figure 16. Distribution of Majors by College for All Native American Students, FA15-FA17



Native American students in the FA15-FA17 cohorts are overrepresented within Natural Sciences (7 PP) and Health and Human Sciences (2.4 PP) as compared to non-RM students. They are underrepresented in Engineering (4.2 PP), Business (2.1 PP), and CVMBS (1.4 PP). Representation across the remaining colleges is similar to non-RM students.

Figure 17 displays 2nd fall persistence gaps by major college for the most recent cohorts.

Figure 17. 2nd Fall Persistence Gaps by Major College for Native American Students, FA15-FA17

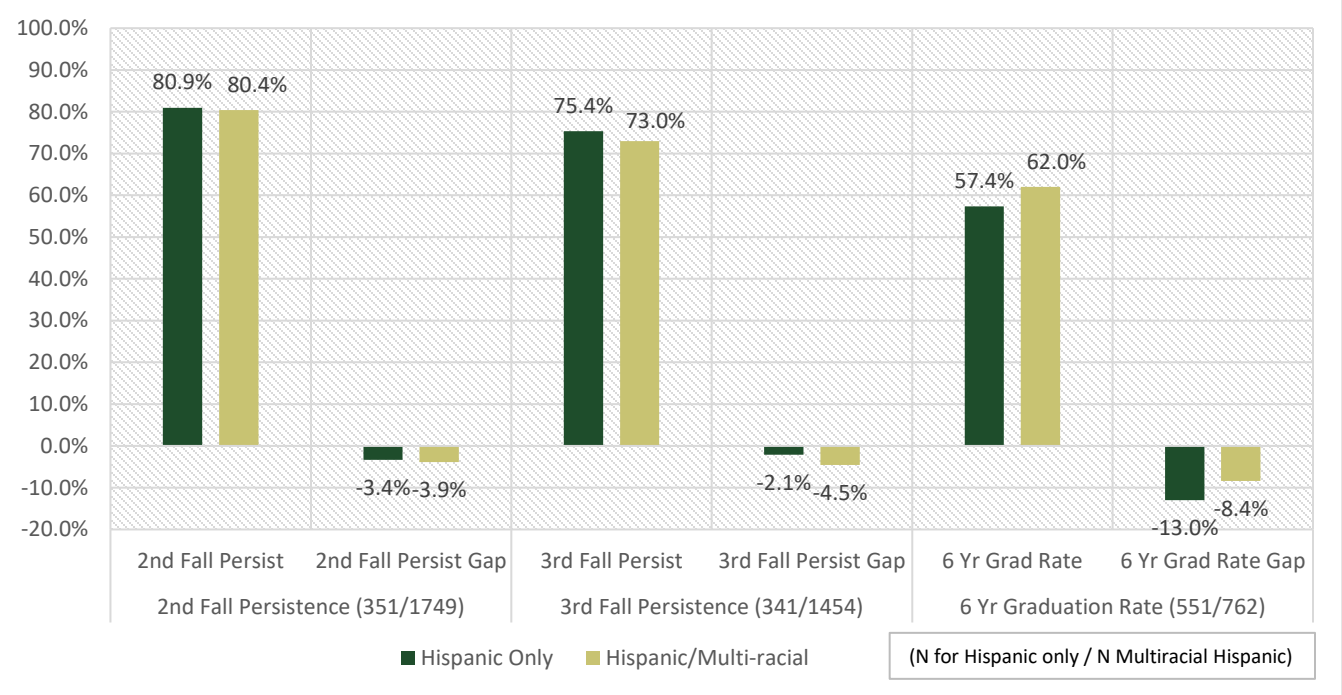


The smallest persistence gap exists for those students who selected Natural Sciences (4.7 PP), which is significant given their overrepresentation in this college. Native American students fall below their overall gap rate within Health and Human Sciences (10.3 PP). The largest gaps, Warner College of Natural Resources (38.6 PP, n=11) and Agricultural Sciences (17.5 PP, n=23), have very few students and should be interpreted with caution.

First-Time, Full-Time Hispanic/Latinx Students

Figure 18 displays persistence and graduation among Hispanic/Latinx students who identify as Hispanic/Latinx only and students who are Hispanic/Latinx with at least one other identity.

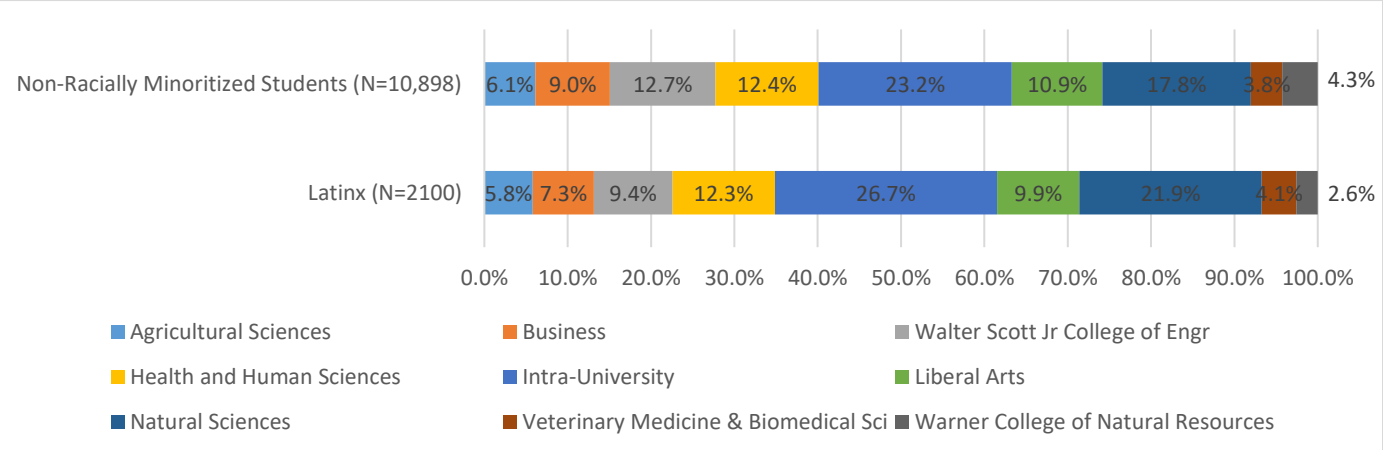
Figure 18. Fall Persistence and Graduation Rates Among FTFT Hispanic/Latinx Students



At second fall, the persistence gap for both groups is similar; at third fall, the gap is larger for Hispanic/multi-racial students at 4.5 PP. The gap becomes more pronounced for Hispanic/Latinx-only students at the 6-year graduation mark at 13 PP, which is 4.6 PP larger than the gap for Hispanic/Multi-racial students (8.4 PP).

Figure 19 displays distribution of majors by college for Hispanic/Latinx students compared to non-RM students for the most recent cohorts.

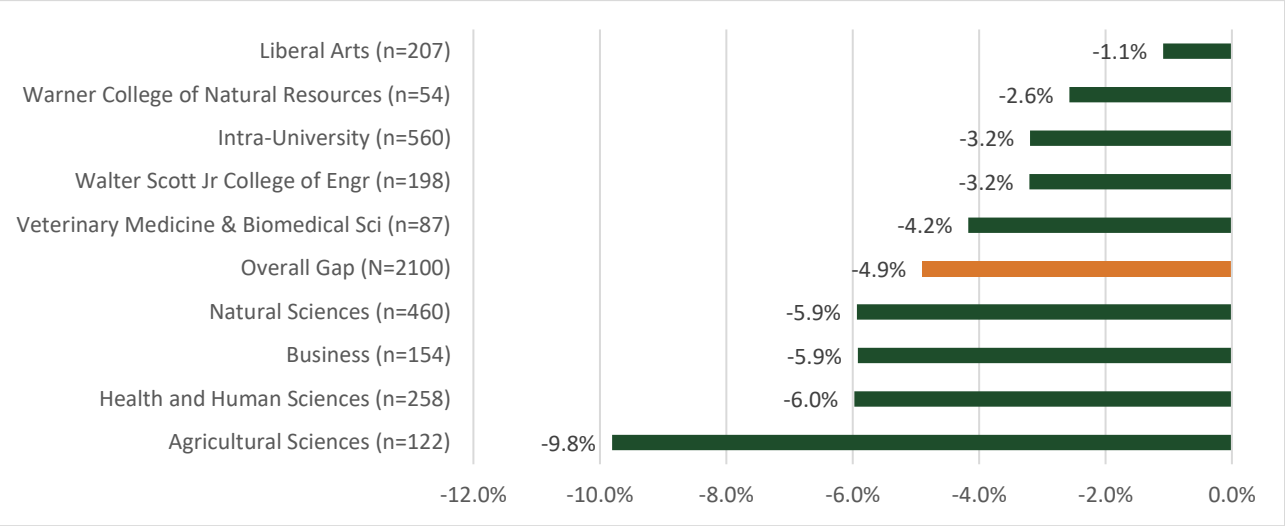
Figure 19. Distribution of Majors by College for FTFT Hispanic/Latinx Students, FA15-FA17



Hispanic/Latinx students are represented across colleges in very similar proportions compared to non-RM students. Small differences exist in Intra-University (3.5 PP), Natural Sciences (4.1 PP), and Engineering (3.3 PP).

Figure 20 describes 2nd fall persistence gaps for Hispanic/Latinx students compared to non-RM students for the most recent cohorts.

Figure 20. 2nd Fall Persistence Gaps by Major College for Hispanic/Latinx Students, FA15-FA17



Agricultural Sciences has the largest persistence gap at second fall (9.8 PP), followed by Health and Human Sciences (6 PP), Natural Sciences (5.9 PP), and Business (5.9 PP). The gap in Natural Sciences is important to note, given their overrepresentation in this college (see Fig. 18). Students persist within Liberal Arts, Natural Resources, and Engineering at a higher rate than their overall gap.

Conclusions

RM student enrollment continues to increase each academic year. Across all groups, racially minoritized students consistently experience persistence gaps and even larger gaps at six-year graduation. This suggests that the magnitude of persistence gaps continues to grow as students progress toward graduation.

For FTFT RM students, persistence and graduation gaps are most significant for Native American students. It is important to note that this is also the smallest RM group. Multi-racial students have the second largest persistence gap at second and third fall. By 6-year graduation, Black and Hispanic/Latinx student gaps exceed Multiracial. These gaps demonstrate the need to continue success initiatives across students' academic career, as barriers to persistence and graduation continue to be significant over time.

Gaps also vary for full-time transfer students with RM identities. Full-time AHPI transfer students persisted above non-RM transfer students at each time point. Full-time Black-identified transfer students exhibited the largest persistence and graduation gap at each time period, followed by Native American and multi-racial students. In general, transfer RM students have smaller persistence and graduation gaps compared to first-time students, with the exception of Black and Multiracial transfer students, who may require more support to be successful.

RM students are overrepresented within the College of Natural Sciences, and underrepresented in Engineering and Business. RM identities also tend to have a larger representation of students who are undeclared (Intra-University) at first fall. In terms of second fall persistence by major college, gaps in Natural Sciences exist for all minoritized identities with the exception of AHPI students. These results suggest that students that declare within Natural Sciences could benefit from more focused interventions. Those colleges with a smaller proportion of RM students may want to consider initiatives aimed at recruiting and retaining more minoritized students.