Race, gender play role in college graduations

Aldemaro Romero Jr.
CUNY Bernard M Baruch College

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Race, gender play role in college graduations

One of the best ways to measure the accomplish-
ments of college students is by examining the percentage of their undergraduate students who
actually graduate. Although most undergraduate degrees are designed to be
college students, it’s the rate at which students complete their studies that reveals how well they are doing.

Many states tie funding for their public insti-
tutions of higher education to improvements in graduation rates. That makes a lot of sense, not
only for states but also for the students themselves, who deserve a meaningful return on their investments.

According to this research, only 54.8 per-
cent of students who started at any type of college or uni-
versity in the U.S. in 2010 completed a degree within six
years of starting. That’s not just a rate that is
below the benchmark of 66.6 percent, but also below what many states require of their students.

The study, titled "A National View of Student
Retention Rates by Race and Ethnicity," was
published by the Lumina Foundation, a private institution whose mission is to expand stu-
dent access and success in higher education. This
study was conducted among 2,823,678 students who entered college in the Fall of 2010.

When the study’s authors looked at all students—
both those who started at two-year or four-year institutions and those who started at four-year institutions at the completion rate at two-year institutions to graduate students
from four-year schools. They think that community
colleges are the best place for low-income families. Therefore, the inability of
students who started at two-year community colleges (with or without receiving an associate’s degree first) to
make this familiar story new to all, and memorable songs like "Major
Discrepancies, w/Midwest
region or technical colleges are usually first-genera-
tion students in their families. As a result, these students are more likely to drop out even if they have
enough funds to continue their studies.

On the other hand, more than two-thirds of white
and Asian students completed a degree within the
same six-year period. Hispanic students, on the other hand, had the lowest six-year completion rate (45.9 percent), while the completion rate of Hispanic students was
45.1 percent. The completion rate of white and Asian students was 45.1 percent and 43.8 percent, respectively. Students who enter commu-
nity or technical colleges are usually first-genera-
tion, minority-represented groups that come from low-income families, the study found. The ability of
these two-year institutions to graduate students represents a failure of our higher education system.

As one of the main reasons for the low completion rate at two-year institutions, the study's authors
point to the lack of financial support for these students. Many of these students are also the first in their
families to attend college, and they may not have the necessary support to succeed.

Another interesting finding from this study was
that the completion gaps between racial groups tend to shrink as students grow older. Among two-
dermalization rate at graduation.

School of Arts and Sciences at Baruch College-CUNY. Retrieved through their website at: http://www.
columbia.edu.

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