Who We Are

The John N. Gardner Institute for Excellence in Undergraduate Education is a 24 year-old non-profit organization dedicated to partnering with colleges, universities, philanthropic organizations, educators, and other entities to increase institutional responsibility for improving outcomes associated with teaching, learning, retention, and completion. Through its efforts, the Institute will strive to advance higher education’s larger goal of achieving equity and social justice.

www.gardnerinstitute.org
579
Colleges and Universities Served

Four-Year Institutions
- 71.8% Public Institutions
- 28.2% Independent Institutions

Two-Year Institutions
- 71.7% Public Institutions
- 28.3% Independent Institutions

172
Minority Serving Institutions

Historically Black Colleges and Universities
- 48

Hispanic Serving Institutions
- 88

Tribal Serving Institutions
- 4

Asian American and Native American Pacific Islander Serving Institutions
- 30

Predominantly Black Institutions
- 16

Alaska Native and Native Hawaiian Serving Institutions
- 8

Native American Serving - Nontribal Institutions
- 6
4,403,734
Undergraduate Students Served

Profile of Student Demographics at Institutions Served by the Gardner Institute

- Black Students: 13%
- Latinx Students: 21.3%
- American Indian Students: 0.59%
- Pell Grant Recipients: 32.6%
- Asian Students: 5.7%
- White Students: 49%
- Native Hawaiian Students: 0.26%
- Two or More Races: 4%
Graduation rates for institutions involved in the Gardner Institute’s first-year redesign process all increased significantly:

<table>
<thead>
<tr>
<th>Changes in Four-, Five-, and Six-Year Graduation Rates for</th>
<th>Four-year percentage point increase</th>
<th>Five-year percentage point increase</th>
<th>Six-year percentage point increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Students</td>
<td>4.29</td>
<td>5.30</td>
<td>3.17</td>
</tr>
<tr>
<td>Indigenous Students</td>
<td>6.36</td>
<td>4.26</td>
<td>5.09</td>
</tr>
<tr>
<td>Latinx Students</td>
<td>7.30</td>
<td>4.11</td>
<td>7.28</td>
</tr>
</tbody>
</table>

Figure 1:
Outcomes

Retention Rate Increase

Change in First-to-Second Year IPEDS Retention Rates

Figure 2:
Gateway Course Redesign

Aggregate DFWI Rates in Gateway Course Redesign Courses During the 2016-17, 2017-18, and 2018-19 Academic Years

Disaggregated DFWI Rates

Figure 3:

- MATH 105
- BIO 110
- CHEM 121

Figure 4:

- Students with earned DFWI
- Overall
- Hispanic/Latino
- Black/African American
- Pell Eligible
- First Generation

GARDNER INSTITUTE
DFWI Rate Decreases for Black and Latinx Students in Courses Redesigned in the Gardner Institute’s Gateway Course Redesign Process

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Courses</th>
<th>DFWI Rate Decrease Range</th>
<th>Range in Number of Additional Successful Students Across Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Students</td>
<td>BIOS 1120, MATH 1110, MATH 1220, PSY 1000</td>
<td>8.8 - 17.4 Percentage Pts.</td>
<td>22 – 239 Students</td>
</tr>
<tr>
<td>Latinx Students</td>
<td>BIOS 1120, CHEM 1100, MATH 1220, PHYS 2050, PSY 1000</td>
<td>6.2 - 17.8 Percentage Pts.</td>
<td>14 – 97 Students</td>
</tr>
</tbody>
</table>
$26.40 in retention revenue for every $1 used to pay the Gardner Institute participation fee.\(^6\)
Examples of Recent Thought Leadership

Compiled and edited by John N. Gardner and Andrew K. Koch
Chapters authored by John N. Gardner, Andrew K. Koch, Brent M. Drake, and Stephanie M. Foote

Gateways to Completion Case Study Anthologies Volumes 1 & 2
Edited by Stephanie M. Foote

Seeing intelligence as fixed only makes inequity worse
Andrew Koch
The Chronicle of Higher Education
September 22, 2020

Many Thousands Failed: A Wakeup Call to History Educators
Andrew K. Koch
Perspectives on History
May 2017
Sources:

**Figure 1, 3, 4, 5:**
Accelerating Socially Just Design in Postsecondary Education A Business Plan for Attaining Racial and Socioeconomic Justice in and Through Postsecondary Education Submitted on December 18, 2021

**Figure 2:**

**Figure 5:**

**Figure 6 & reference:**

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