



GARDNER INSTITUTE

By the Numbers

June 2025



Who We Are

The John N. Gardner Institute for Excellence in Higher Education is a 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. The Institute supports postsecondary education's efforts to ensure that **every learner earns a credential** that leads to a meaningful career and a highly fulfilling life. Through its work, the Institute will advance higher education's broader mission of **expanding opportunity and success for all students**.

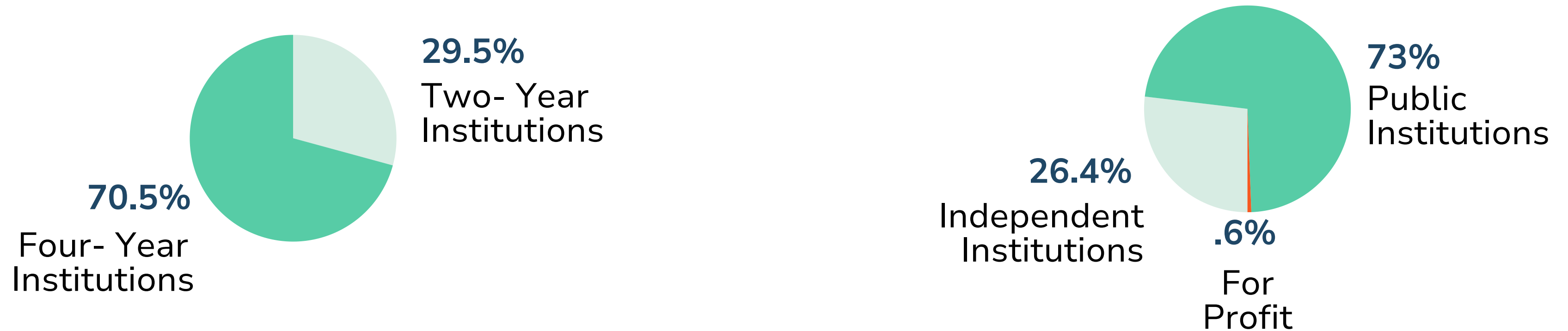
gardnerinstitute.org



**GARDNER
INSTITUTE**

722

Colleges and Universities Served



266 Minority Serving Institutions

70

Historically Black Colleges
and Universities

35

Tribal Serving
Institutions

119

Hispanic Serving
Institutions

5,061,017

Undergraduate Students Served

Profile of Student Demographics at Institutions Served by the Gardner Institute

6.1%

Asian Students

.86%

American Indian
Students

13.2%

Black Students

21.7%

Latinx Students

.25%

Native Hawaiian
Students

4.1%

Two or More Races

47.8%

White Students

32.5%

Pell Grant Recipients

Outcomes

Graduation Rate Increase

Graduation rates for institutions involved in the Gardner Institute’s first-year redesign process all increased significantly:



Figure 1:

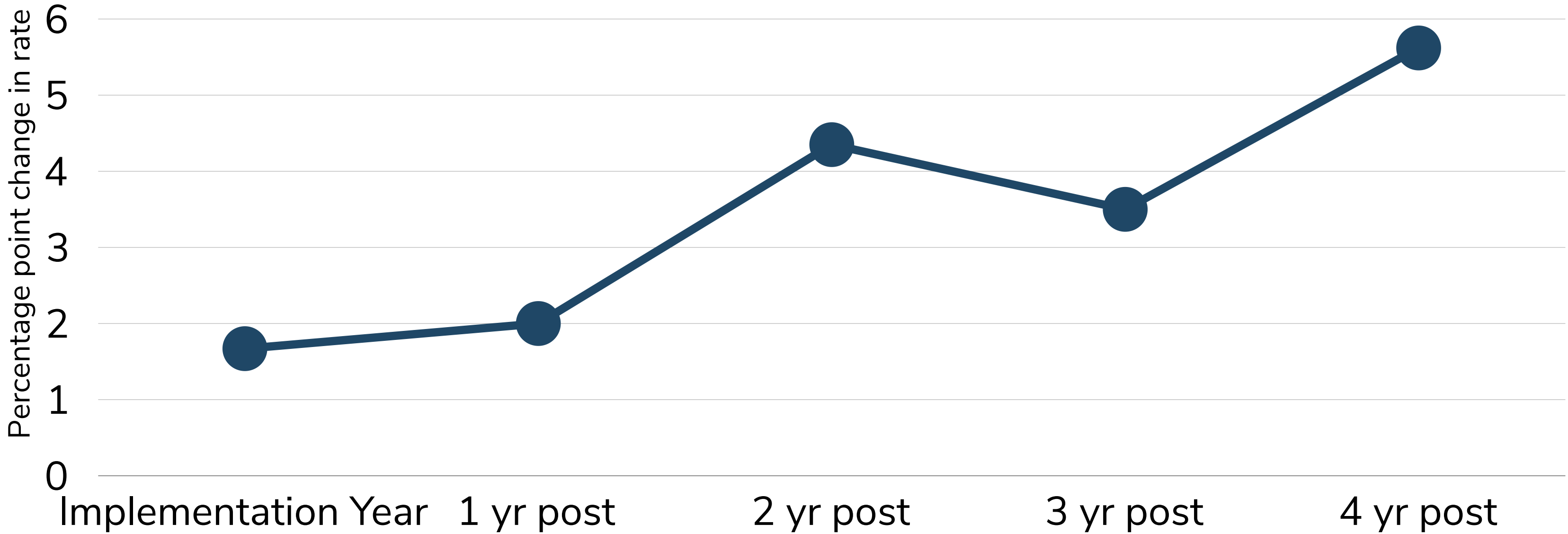
Changes in Four-, Five-, and Six-Year Graduation Rates for	Four-year percentage point increase	Five-year percentage point increase	Six-year percentage point increase
Black Students	4.29	5.30	3.17
Indigenous Students	6.36	4.26	5.09
Latinx Students	7.30	4.11	7.28

Outcomes

Retention Rate Increase

Change in First-to-Second Year IPEDS Retention Rates

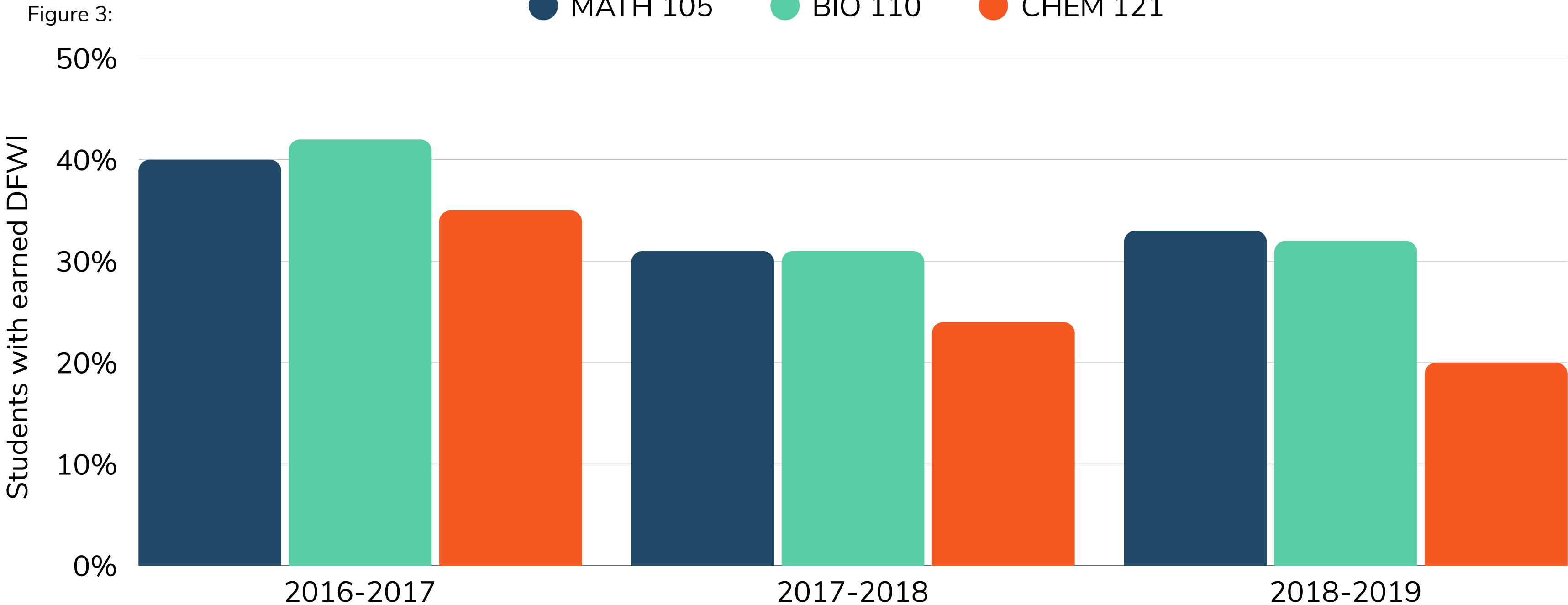
Figure 2:



Course Redesign

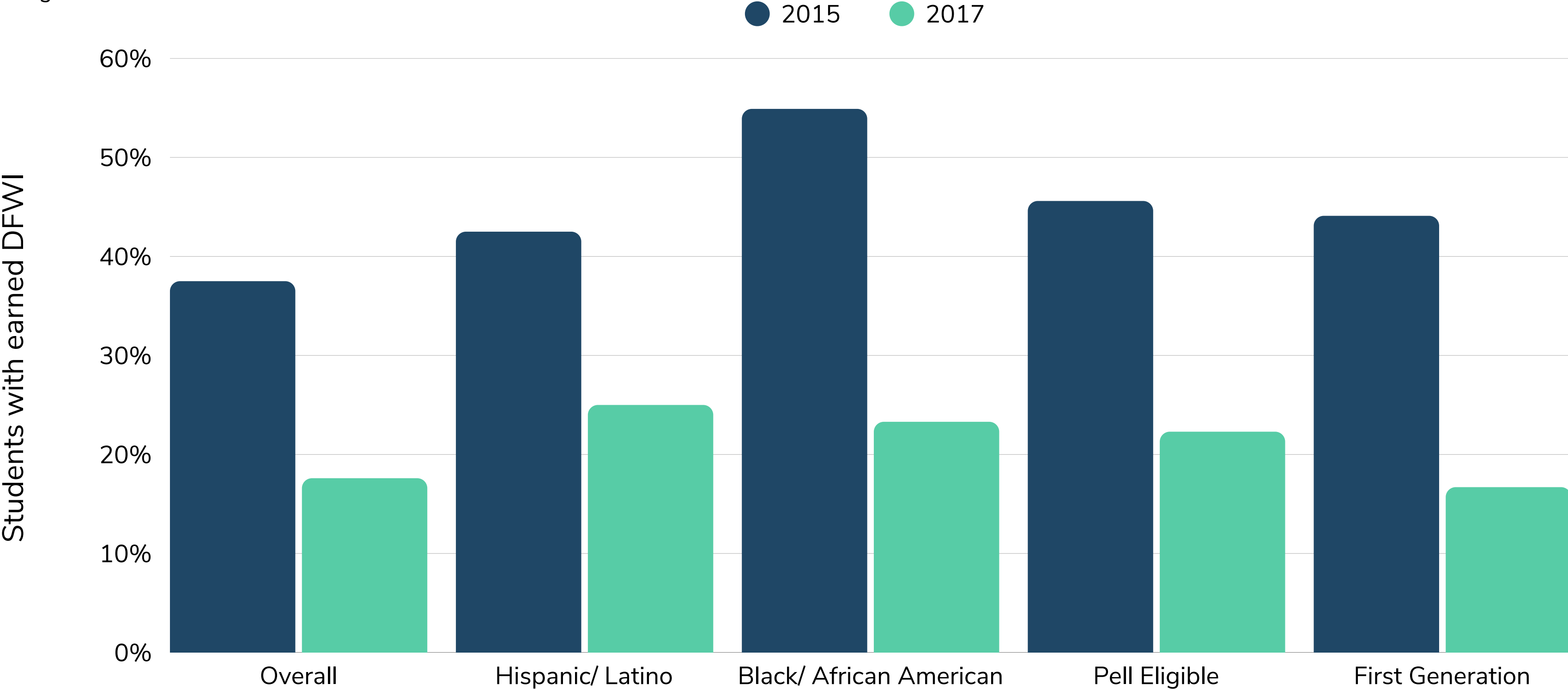
Aggregate DFWI Rates in Course Redesign Courses During the 2016-17, 2017-18, and 2018-19 Academic Years

MATH 105 BIO 110 CHEM 121



Disaggregated DFWI Rates

Figure 4:



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

Figure 5:

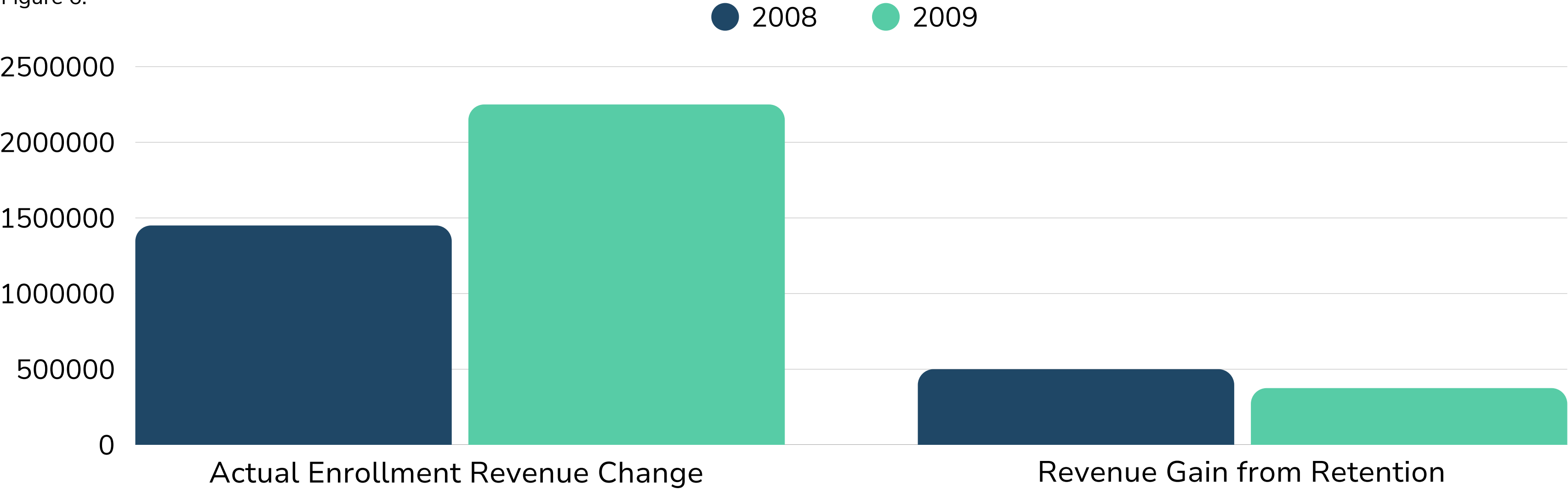
Student Population	Courses	DFWI Rate Decrease Range	Range in Number of Additional Successful Students Across Courses
Black Students	BIOS 1120 MATH 1110 MATH 1220 PSY 1000	8.8- 17. 4 Percentage Pts.	22 – 239 Students
Latinx Students	BIOS 1120 CHEM 1100 MATH 1220 PHYS 2050 PSY 1000	6.2- 17. 8 Percentage Pts.	14 – 97 Students

Return on Investment

\$26.40 in retention revenue for every **\$1** used to pay the Gardner Institute participation fee.⁶

Tuition Revenue Growth Due to Retention Increases

Figure 6:



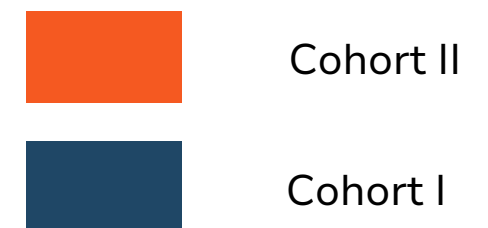
Transforming the Foundational Postsecondary Experience®

Participating Institutions



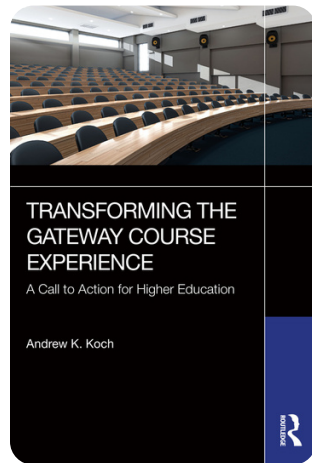
1. Bridgewater State University
2. California State University- San Bernardino
3. Capital University
4. CUNY Queensborough Community College
5. Columbia College of Chicago
6. Louisiana State University- Shreveport
7. Mississippi State University
8. Normandale Community College
9. Purdue University Global
10. University of Alaska Fairbanks
11. University of Alaska Southeast

12. Bellarmine University
13. Brevard College
- *Starts in Spring 2025
14. Emmanuel College
15. Frank Phillips College
16. Kentucky State University
17. Lindsey Wilson College
18. Mary Baldwin University
19. Simmons College of Kentucky
20. Thomas More University
21. University of New Orleans

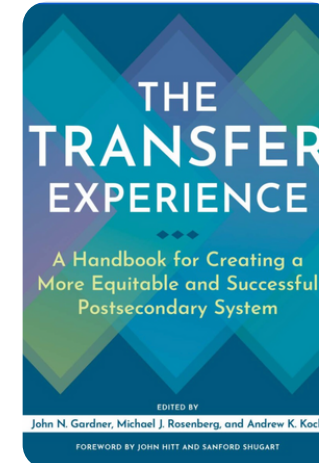


August 2024

Examples of Recent Thought Leadership



Transforming the Gateway Course Experience
Andrew K. Koch



The Transfer Experience
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



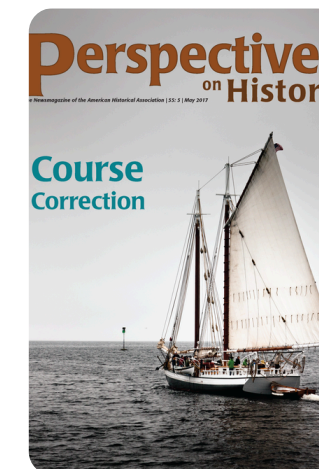
Board, Presidents, and Cabinets Partnering for Student Success: Case Studies from Three Years of Work in Kentucky
Chapters authored by Victoria McGillin and Brent M. Drake



Don't Weed Out Students. Help Them Flourish. Seeing intelligence as fixed only makes inequity worse
by Andrew K. Koch
The Chronicle of Higher Education
September 22, 2020



Launching the First-Year Experience Movement: The Founder's Journey
John N. Gardner



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

Examples of Recent Thought Leadership

Case Studies



Gateways to Completion Case Study Anthologies Volumes 1 & 2

Edited by Stephanie M. Foote



High-Impact Online Teaching and Learning Practices Collection

Compiled by Monica Flippin Wynn

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:

Brent M. Drake, Foundations of Excellence in the First College Year: 2010 Retention Analysis Executive Summary, John N. Gardner Institute for Excellence in Undergraduate Education, Brevard, NC, 2010,
<https://static1.squarespace.com/static/59b0c486d2b857fc86d09aee/t/59c58b2dedaed88dfdeb4415/1506118446672/RetentionAnalysisExSummaryPDF.pdf>.

Figure 5:

Brent M. Drake, Overall Course Redesign Results: Georgia, USG G2C Conference, March 2020.

“Michigan Gateways to Completion Final Report for Kresge Foundation Grant G-1509-253198,” John N. Gardner Institute for Excellence in Undergraduate Education, Brevard, NC, January 31, 2020.

Figure 6 & reference:

Drake, B, and Koch, A. (2011). Foundations of Excellence® Tuition Revenue Impact and Return on Investment Analyses. John N. Gardner Institute for Excellence in Undergraduate Education, Brevard, NC.