



# Making the Dream a Reality

Positive Outcomes in College Enrollment,  
Persistence, and Employment of GEAR UP Alumni

2012

Washington State GEAR UP  
Evaluation Report Series, Volume III

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## **ACKNOWLEDGEMENTS**

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# PREFACE

In this series of third-party evaluation reports, we share findings that evaluate the progresses we have made in GEAR UP. Applying both qualitative and quantitative data and research methods, these evaluation reports highlight best practices, delineate impactful program approaches, and summarize student education achievements and program outcomes.

It is indisputable that today's economy needs an educated workforce, a workforce that is different from our parents' generation's, a workforce that is ready to meet the needs of employers, a workforce that leads the world in development, creativity, and innovation.

Each year, millions of dollars are spent in preparing students, especially those from low-income families, to be college and career ready. Their success is measured, in part, by whether they enroll in postsecondary studies, whether they persist in pursuing a college degree, and ultimately whether they succeed in the labor force.

This third installment of the Washington State GEAR UP evaluation series analyzes outcomes of Washington State GEAR UP students who earned scholarship credits prior to graduating in the Classes of 2001 through 2005. For comparison purposes, parallel statistics have been included for a statewide population of low-income students from the same graduating classes who participated in the Free and Reduced Price lunch program.

Our evaluator concludes: "Contrasting GEAR UP participants with a comparison group of other low-income students, GEAR UP students had more positive outcomes on virtually all measures of enrollment, persistence, and degree attainment."

In addition, GEAR UP participants were significantly more likely to have been employed than the comparison group, a positive indicator that GEAR UP participants have been better prepared for the workforce.

The data and analysis in this report prove that more GEAR UP participants enrolled in college, stayed in college and graduated with credentials than their comparison group. Their successes provide strong evidence that this program works. It levels the playing field for low-income students. It works for our economy and meets workforce needs, and it contributes to a better future for all of us.



Weiya Liang

Director, Washington State GEAR UP

# EXECUTIVE SUMMARY

## BACKGROUND

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal initiative that provides matching grants to high-poverty middle and high schools and college scholarships to low-income students, with the goal of increasing the number of low-income students who enter and complete postsecondary education.

## METHODS

This report analyzes outcomes of Washington State GEAR UP students who earned scholarship credits prior to graduating in the Classes of 2001 through 2005. During their high school years, students “earned” scholarship credit through participation in GEAR UP program activities. The analysis focuses on 769 students who earned scholarship credit through the program. A range of measures of college enrollment and persistence were computed for five years after high school graduation. Credential completion was analyzed for six years after high school graduation.

For comparison purposes, parallel statistics have been included for a statewide population of low-income students from the same graduating classes who participated in the Free and Reduced Price Lunch program.

## RESULTS

Contrasting GEAR UP participants with a comparison group of other low-income students, GEAR UP students had more positive outcomes on virtually all measures of enrollment, persistence, and degree attainment. For example, first year college attendance for GEAR UP participants was 68% higher than in the comparison group – including 117% higher four-year college attendance. This pattern of positive differences prevailed, not only for GEAR UP students as a whole, but also for subpopulations by ethnicity, gender and high school grade point average (GPA). Even among the high school students with GPAs of A or B, the subset of GEAR UP students had significantly more positive results than the comparison group.

# INTRODUCTION

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal initiative that provides matching grants to education/community partnerships and states to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Washington State GEAR UP provides services to individuals and student cohorts at high-poverty middle and high schools, and college scholarships to low-income students.

This report analyzes student outcomes from five of the early cohorts of participating students, those graduating in the 2000-2001 through 2004-2005 school years. These students “earned” scholarship credit through participation in GEAR UP program activities prior to graduation.

During those program years, a total of 1,202 students graduated after participating in GEAR UP. This included 433 students who earned little or no scholarship credit due to low levels of participation in GEAR UP activities. After describing the overall demographics of program participation, this analysis focuses on the remaining 769 students who actively participated in the program and earned scholarship credits.

Data on college enrollment was provided by the Washington State Education Research and Data Center, based on three sources:

1. The Public Centralized Higher Education Enrollment System (PCHEES) provided data from Washington’s public four-year institutions for school years 2001-2002 through 2009-2010.
2. The State Board for Community and Technical Colleges (SBCTC) provided data from Washington’s public two-year institutions for school years 2003-2004 through 2010-2011.
3. The National Student Clearinghouse (NSC) provided data from private and out-of-state institutions for school years 2001-2002 through 2010-2011. NSC data was also used for public two-year institutions for years 2001-2003 when data was not available through SBCTC and for public four-year institutions for 2010-2011 when data was not available through PCHEES.

Statewide comparison numbers include only those students who participated in the Free and Reduced Price Lunch program. The USDA’s Free and Reduced Price Lunch program (FRPL) provides an indicator of lower income status. To qualify for the program students’ families must meet income eligibility requirements. Not all students who are eligible choose to participate in the FRPL program; thus, the comparison group of FRPL students is a non-random sample of the low-income population. The comparison cohort included 43,901 low income students.<sup>1</sup>

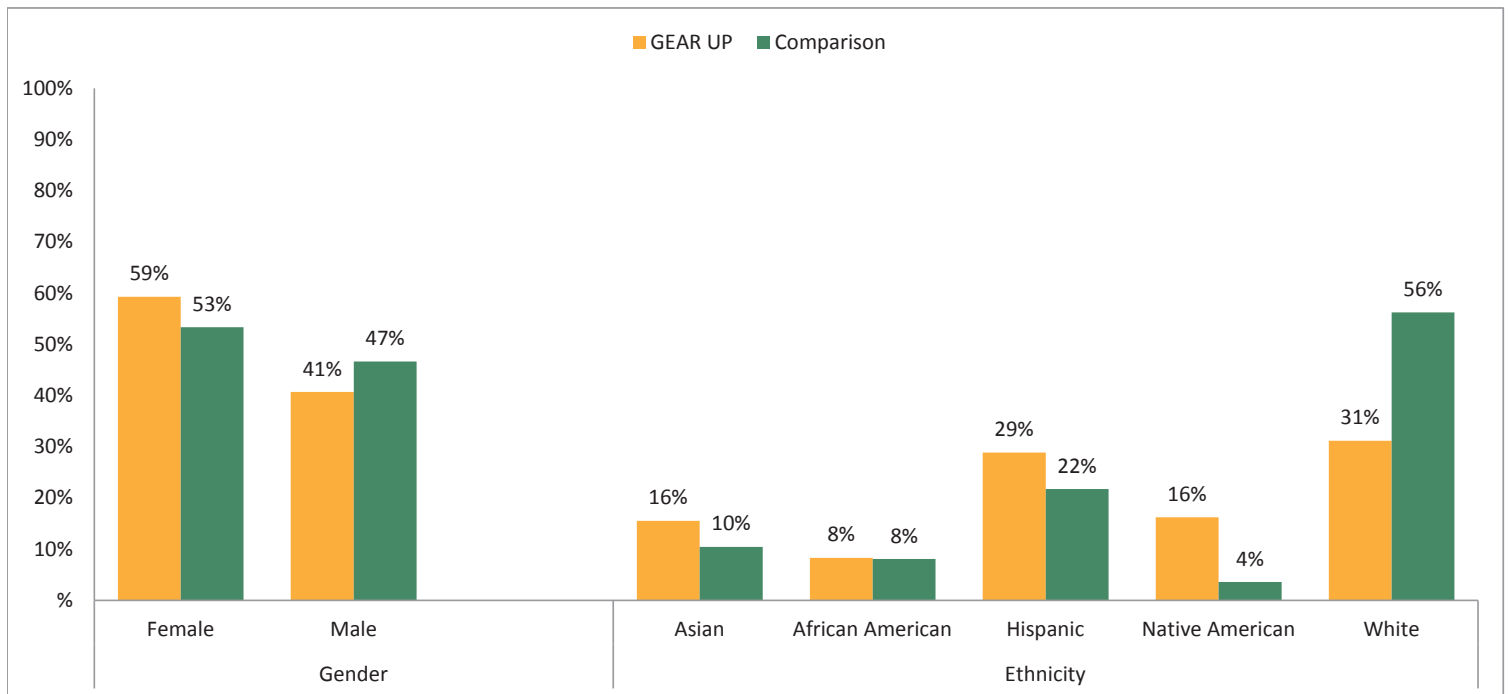
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<sup>1</sup>Differences reported in the text as statistically significant refer to the 95% confidence level unless otherwise noted. “Statistically significant” means the differences between groups are very likely to be real and not just due to chance. Some differences may appear large enough to be significant, but because of small sample sizes, do not meet statistical significance criteria.

# GENERAL CHARACTERISTICS

The proportion of females participating in GEAR UP was significantly larger than those in the comparison group (59% compared to 53%). In terms of ethnicity, GEAR UP students had a significantly larger proportion of minority students than FRPL graduates statewide. Minority students comprised more than two-thirds of the GEAR UP students (69%) and less than half of the statewide FRPL students (44%).

FIGURE I - GENDER & ETHNICITY



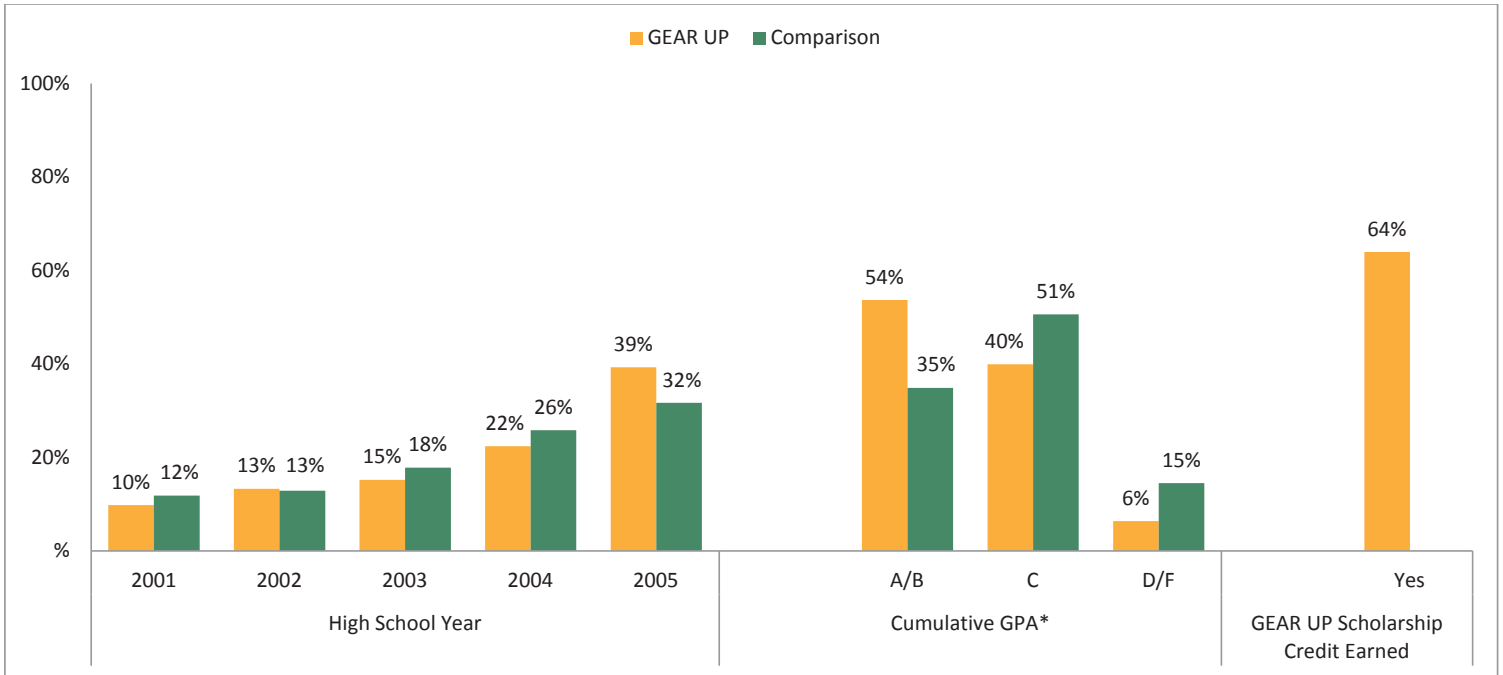


The study included GEAR UP and FRPL comparison group students from the high school graduation years 2001 through 2005. In both groups, the highest proportion of students included in the study were from the class of 2005.

The GEAR UP students had significantly higher cumulative grade point averages (GPAs) than the comparison group, with over half of the GEAR UP group earning a GPA of A or B (54%), compared to 35% of the comparison group.

The majority of the GEAR UP participants earned scholarship credit (64%).

**FIGURE 2: HIGH SCHOOL YEAR, CUMULATIVE GRADE POINT AVERAGE, AND SCHOLARSHIP CREDIT EARNED**

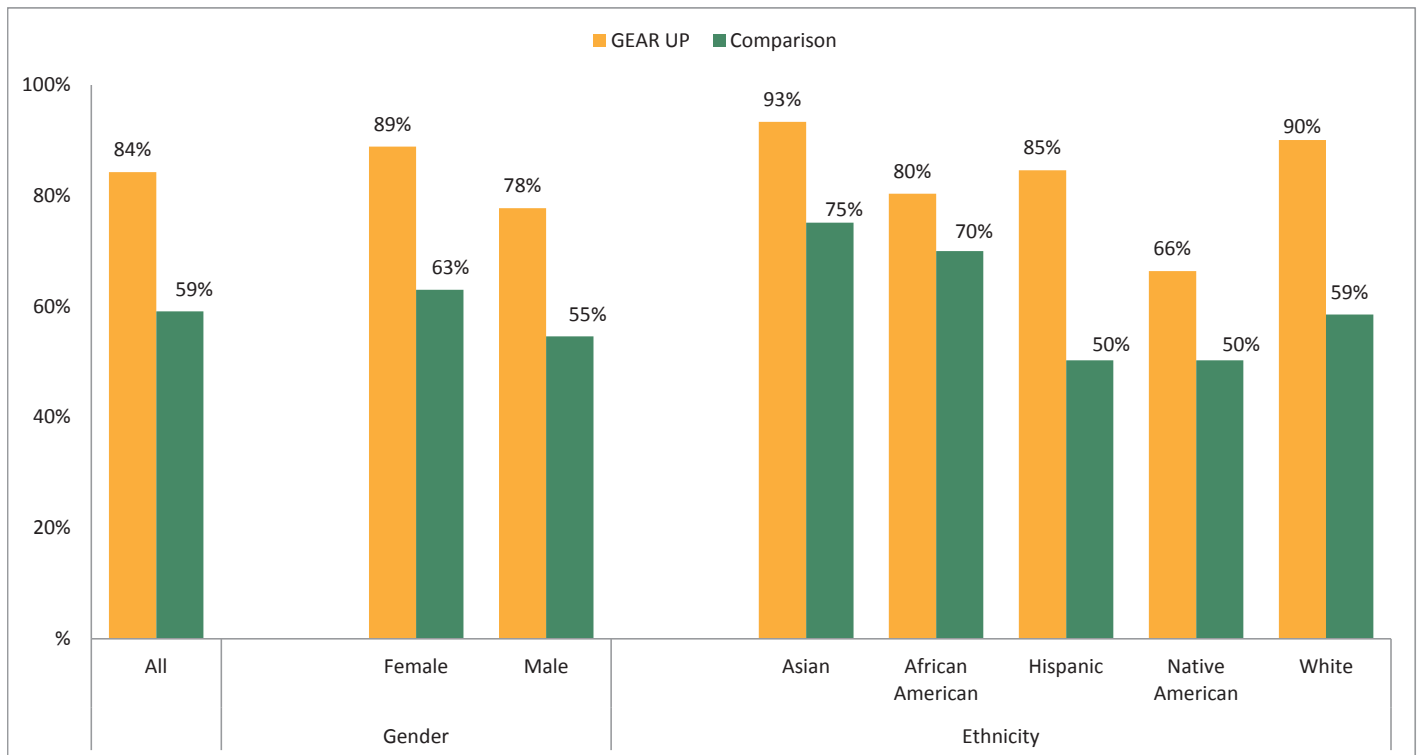


# COLLEGE ENROLLMENT RATES

Several different measures of college attendance were compiled for the 769 students who earned scholarships. In the broadest measure included in this report, college enrollment was defined as taking at least one college course in the first five years post high school.

Overall, GEAR UP students enrolled in college at significantly higher rates (84%) than the comparison group (59%).<sup>2</sup> Among the GEAR UP students, females were significantly more likely than males to attend college (females: 89%; males: 78%). Over three-quarters of Asian, white, Hispanic and African American GEAR UP students continued on to college. The largest differences between the enrollment rates of GEAR UP and comparison groups were among the Hispanic students (85% GEAR UP, 50% comparison group) and the white students (90% GEAR UP, 59% comparison).<sup>3</sup>

FIGURE 3: COLLEGE ENROLLMENT IN FIRST FIVE YEARS BY GENDER AND ETHNICITY

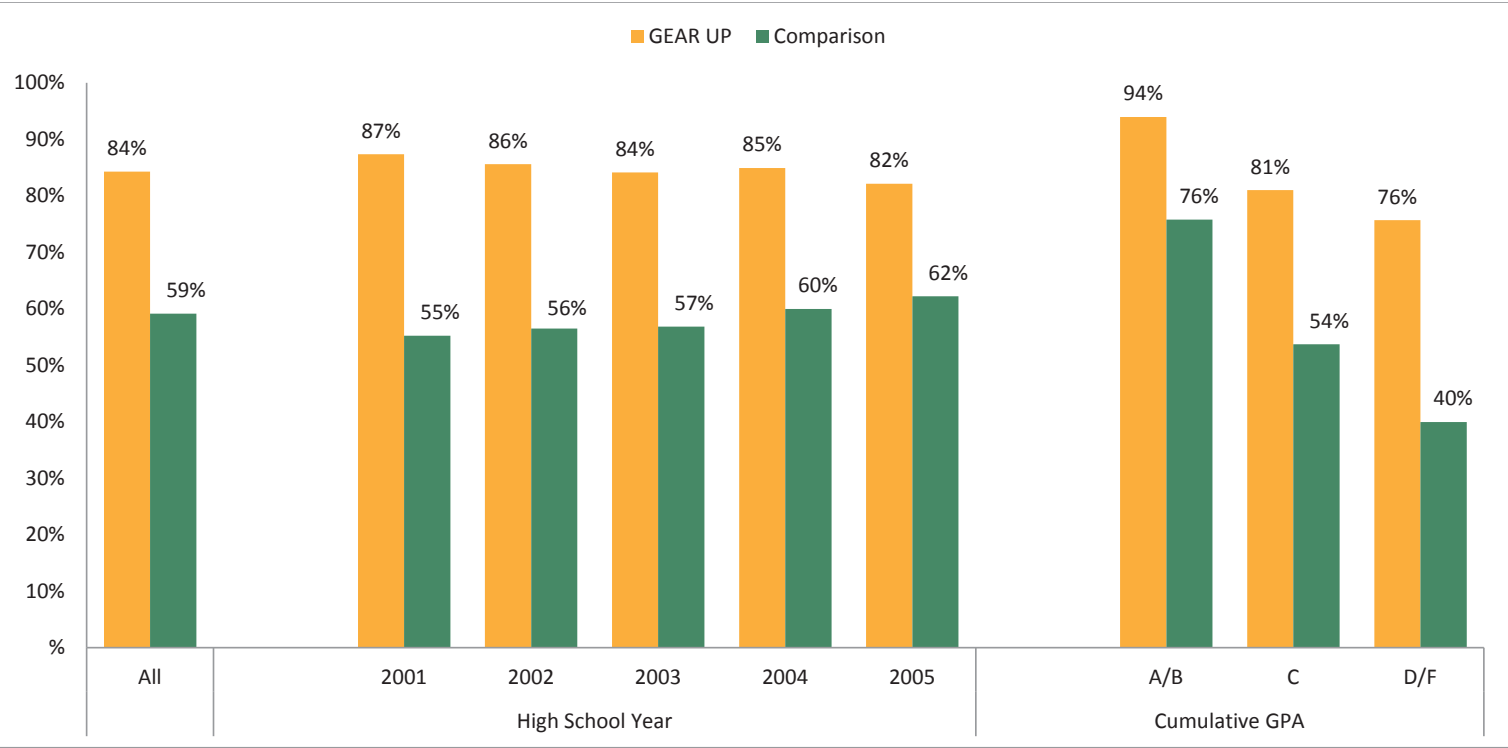


<sup>2</sup>Washington State has several different programs under which high school students can enroll in college courses before graduation. Only college enrollment after high school graduation is included in this analysis.

<sup>3</sup>Note: See Appendix B for subgroup sizes on most tables.

At every GPA level, the GEAR UP students enrolled in college at higher rates than the comparison group. Even among the high performing students (those earning an A or B average), the GEAR UP students were more likely to enroll in college (94% GEAR UP, 76% comparison). Among both groups, the students' likelihood of attending college increased as their cumulative GPA improved.

**FIGURE 4: COLLEGE ENROLLMENT IN FIRST FIVE YEARS BY HIGH SCHOOL GRADUATION YEAR AND CUMULATIVE GPA**

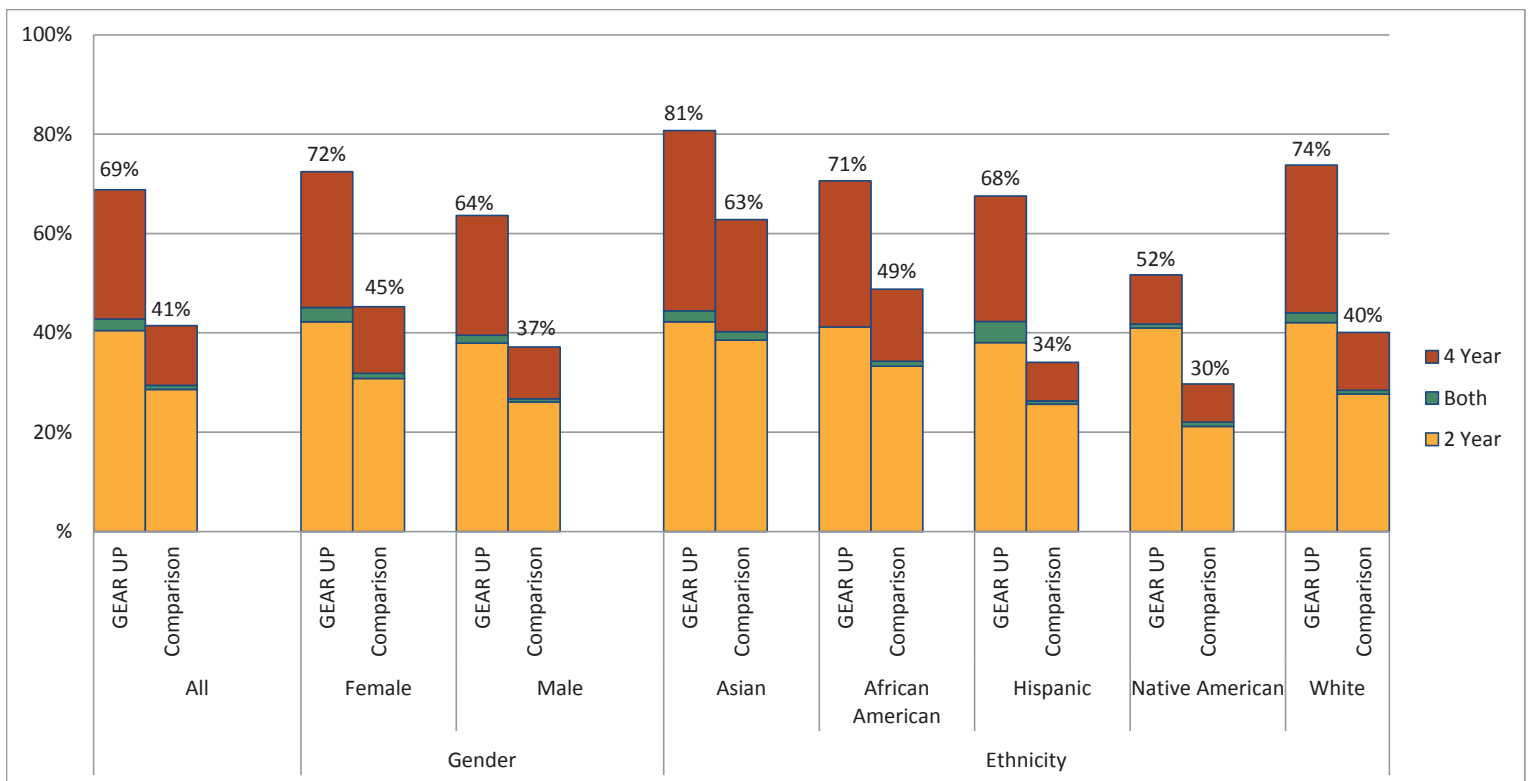


## Year One College Enrollment

The chart below shows the enrollment rates in the first year after high school graduation, by type of college attended (two-year, four-year or both). Overall, GEAR UP students attended college in the year after high school at a significantly higher rate than the comparison group (69% compared to 41%). Within each ethnicity, GEAR UP students were more likely to attend college than the comparison group. These differences were largest for white students (34 percentage points higher for GEAR UP students) and Hispanic students (also 34 percentage points higher).

Enrollment rates at four-year colleges and universities were also higher for the GEAR UP participants than the comparison group, particularly among African American, Hispanic and white students.

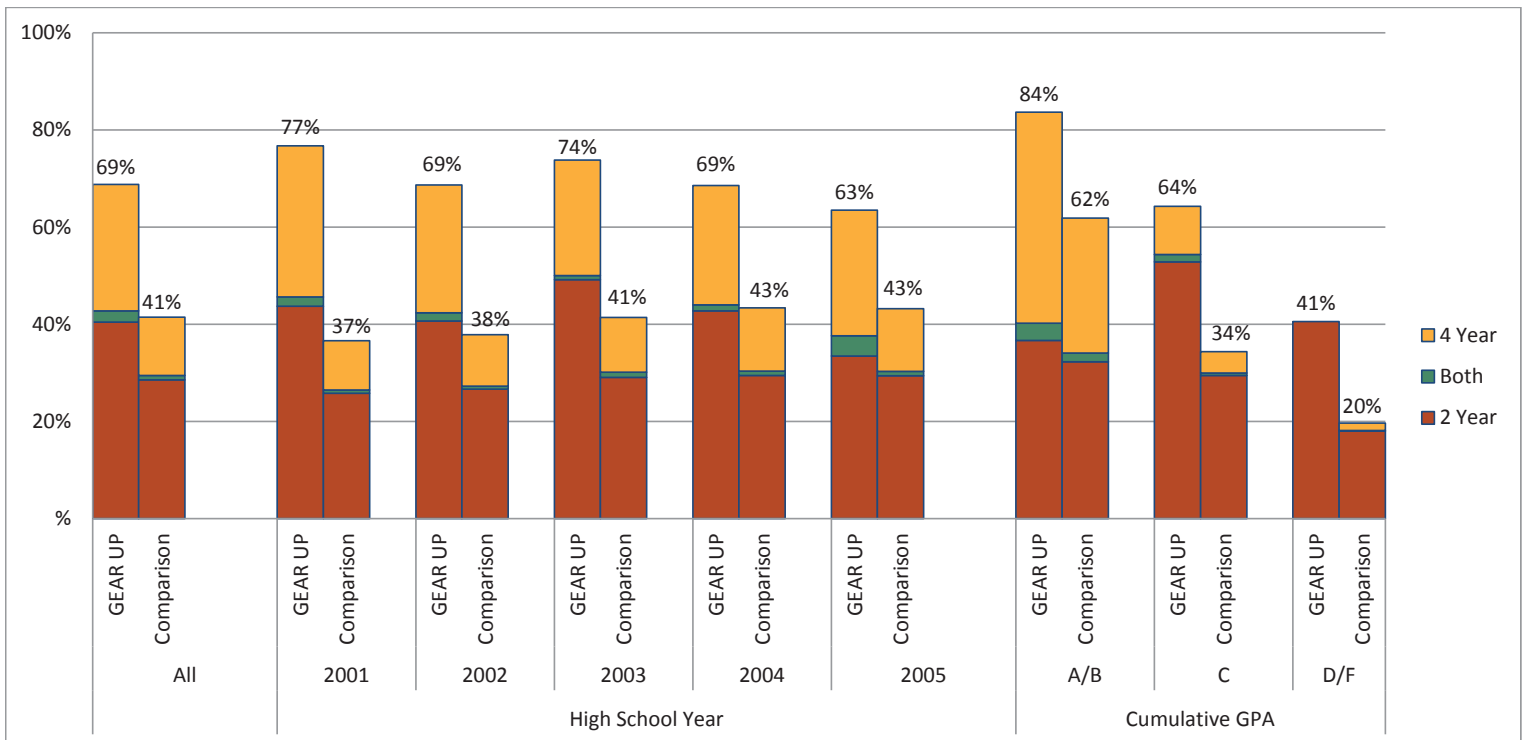
**FIGURE 5: YEAR ONE COLLEGE ENROLLMENT BY GENDER AND ETHNICITY**



In all of the graduating classes, college enrollment in the first year after high school was much higher for GEAR UP participants than the comparison group.

First year college enrollment rates increased as cumulative GPA increased, and the mix of two-year and four-year colleges changed as well. Students earning the highest grades were more likely to attend a four-year college or university, and students earning the lowest grades were more likely to attend a two-year college. These trends were true for both the GEAR UP students and the comparison group. At every GPA level, the GEAR UP participants were more likely to attend college. Within the highest grade earners (averaging an A or B), most of the difference was in four-year enrollment (GEAR UP: 43%; comparison group: 28%).

**FIGURE 6: YEAR ONE COLLEGE ENROLLMENT BY HIGH SCHOOL YEAR AND CUMULATIVE GPA**

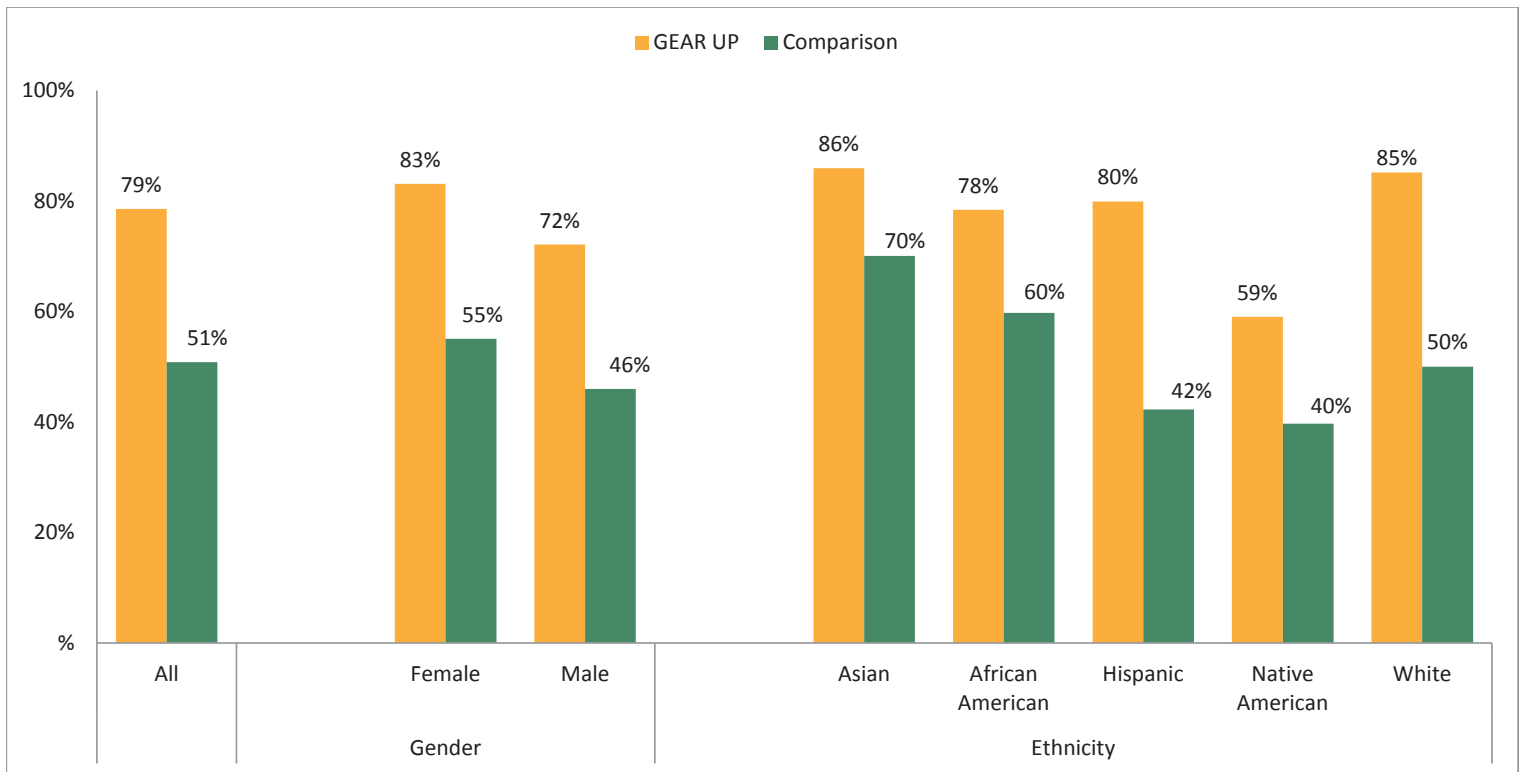


## College Enrollment in First Two Years

Because some recent graduates delay their initial enrollment in college until the second academic year, Enrollment data was also analyzed for this longer span. Students were included if they enrolled for one or more terms during those first two years.<sup>4</sup>

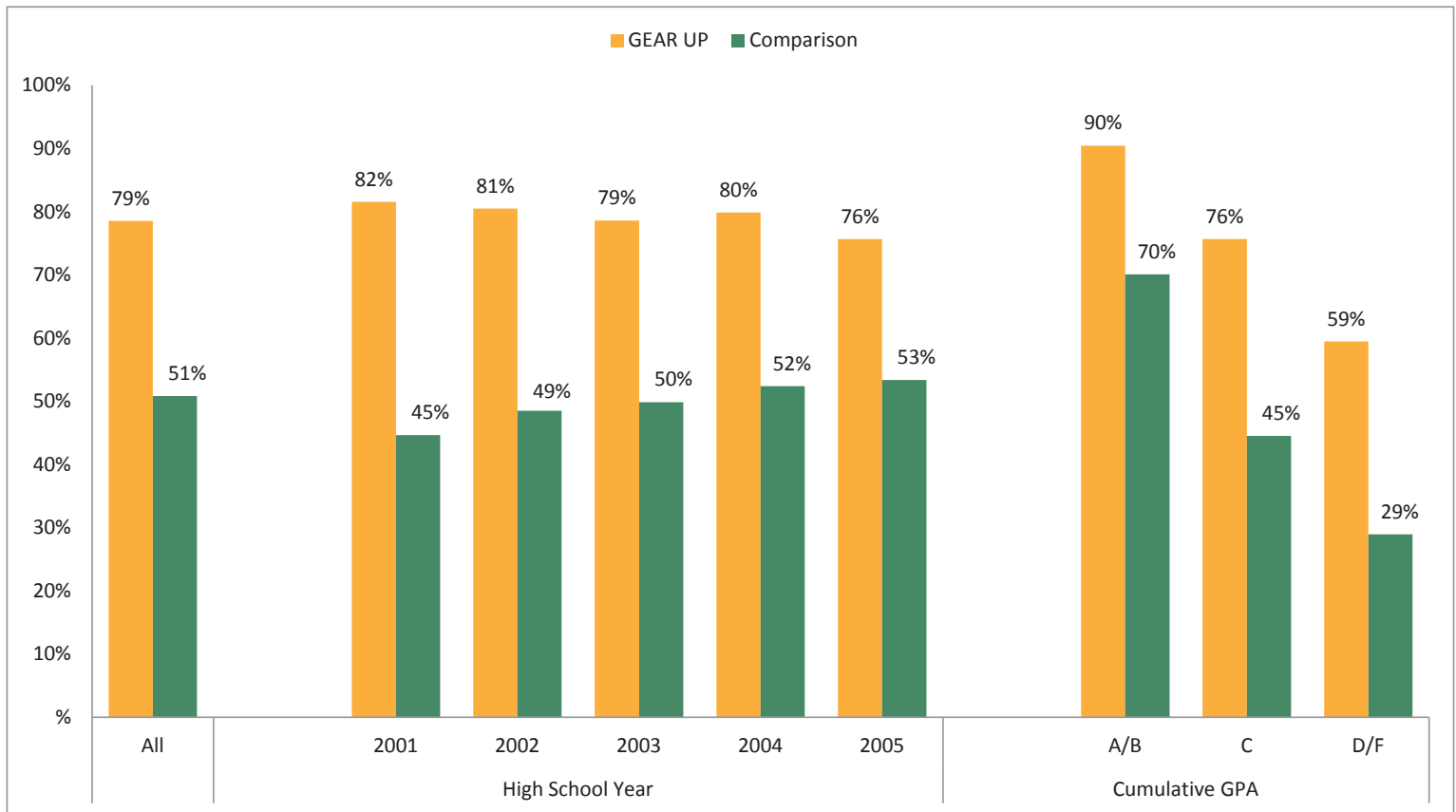
Compared to the first year enrollment discussed in the prior section, the college enrollment rates increased by 10 percentage points among both the GEAR UP students and the comparison group when the second year after high school graduation was added. While enrollment rates increased, the difference in enrollment between the GEAR UP and comparison group remained consistent, with GEAR UP participants attending college at a rate 28 percentage points higher than the comparison group.

**FIGURE 7: YEAR ONE OR YEAR TWO COLLEGE ENROLLMENT BY GENDER AND ETHNICITY**



<sup>4</sup>As noted previously, college enrollment increased as high school GPA increased. This was true for GEAR UP and comparison group students.

**FIGURE 8: YEAR ONE OR YEAR TWO COLLEGE ENROLLMENT BY HIGH SCHOOL YEAR AND CUMULATIVE GPA**



# COLLEGE PERSISTENCE RATES

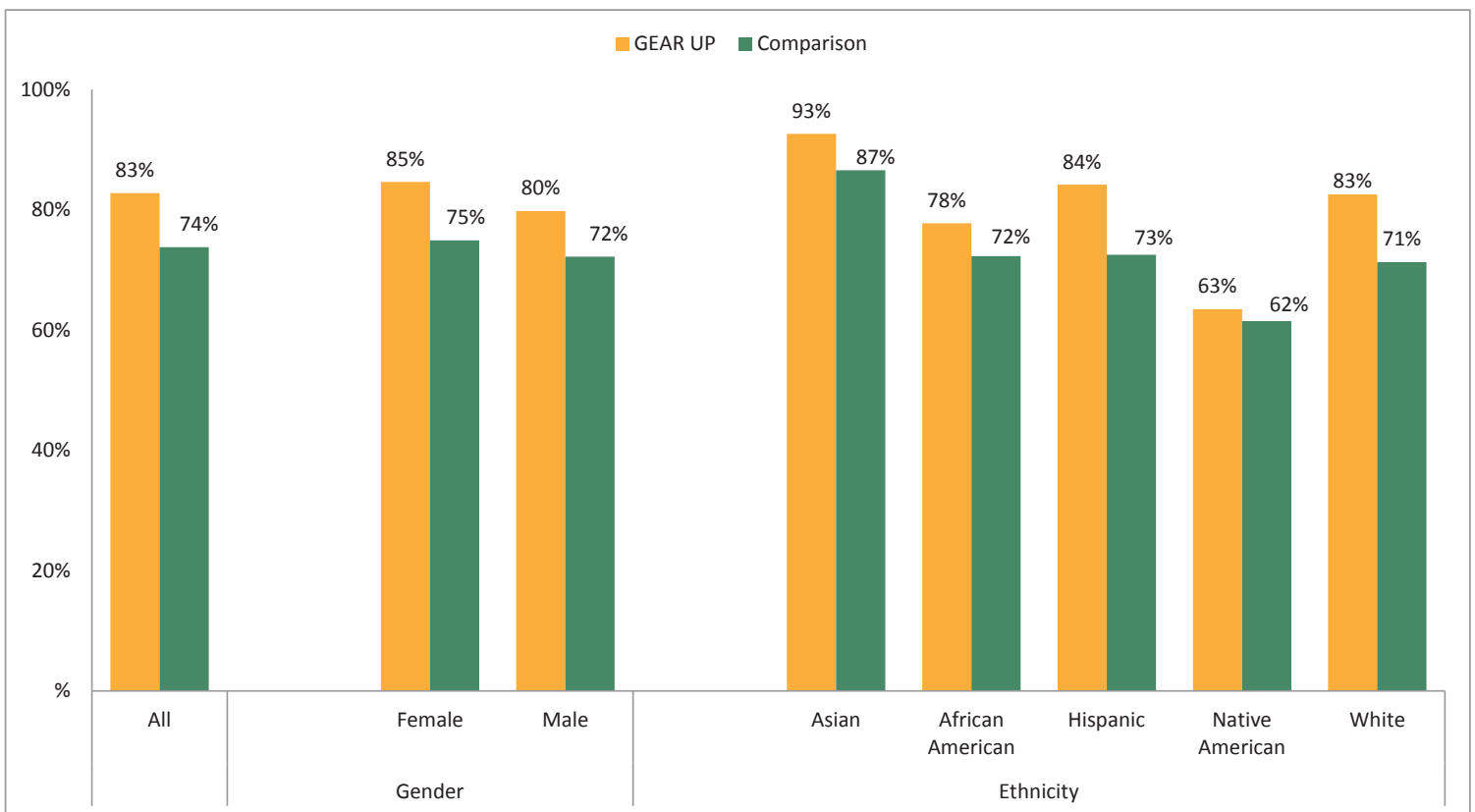
Beyond students enrolling in college, the ability of students to progress within the postsecondary environment is a major predictor of later success. Many students do not proceed to degree completion in the “normal” two- or four-year span, but they succeed nevertheless if they remain engaged and continue to make educational progress.

A major portion of the risk of disengagement from higher education occurs in the transition from the first to second year of college. Therefore, whether or not students return for a second year of college was used as the second indicator of successful college preparation.

## Persisting into a Second Year

Of the GEAR UP students who enrolled in college their first year post high school, 83% (438 out of 529) also enrolled in the subsequent year. This is significantly higher than the comparison group (74%).

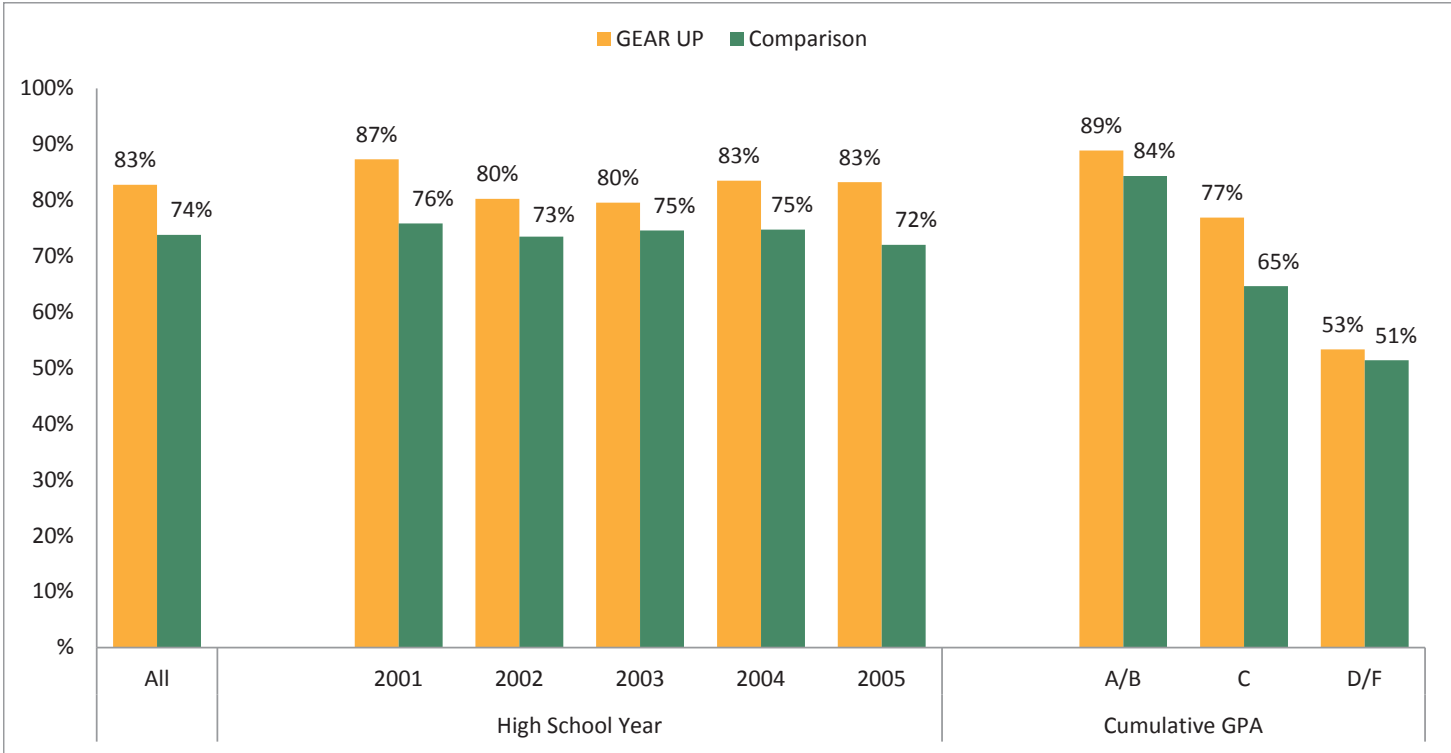
**FIGURE 9: PERCENT OF YEAR ONE COLLEGE STUDENTS ALSO ENROLLED IN YEAR TWO BY GENDER AND ETHNICITY**





At all GPA levels, the GEAR UP students were more likely than the comparison group to continue to the second year of college. The largest difference between the two groups was in the mid-performing students, those with a C average (77% GEAR UP, 65% comparison).

**FIGURE 10: PERCENT OF YEAR ONE COLLEGE STUDENTS ALSO ENROLLED IN YEAR TWO BY HIGH SCHOOL YEAR AND CUMULATIVE GPA**

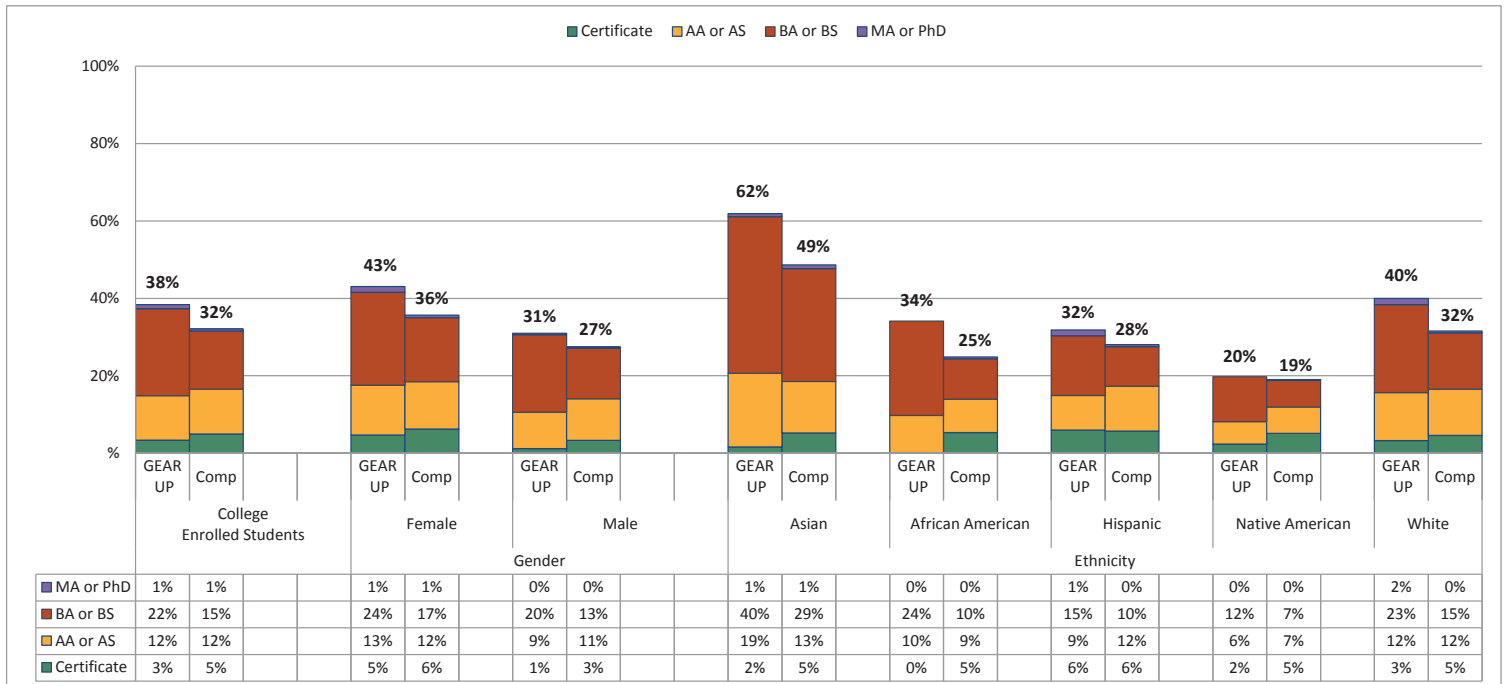


# CREDENTIAL ATTAINMENT

Degree and certificate attainment was also analyzed. Since many college students take more than four years to complete a degree program, the study followed the students for six years after high school graduation. Postsecondary credentials were grouped into four categories: certificates; Associate’s degrees (AA or AS); Bachelor’s degrees (BA or BS), and graduate degrees (MA, MS, or PhD).<sup>5</sup>

Among the college students, GEAR UP students were not only more likely to enroll in and persist in college (as noted previously), they were significantly more likely to complete a degree or certificate (38%) than the comparison group (32%). The majority of credentials in both groups were Bachelor’s degrees or higher (23% GEAR UP, 16% comparison). In both groups, females, Asian students and white students were more likely to complete a degree or certificate. For instance, 43% of the female GEAR UP students earned a degree or certificate, compared to 31% of the males. The differences by gender and ethnicity were statistically significant for both the GEAR UP students and for the comparison group.

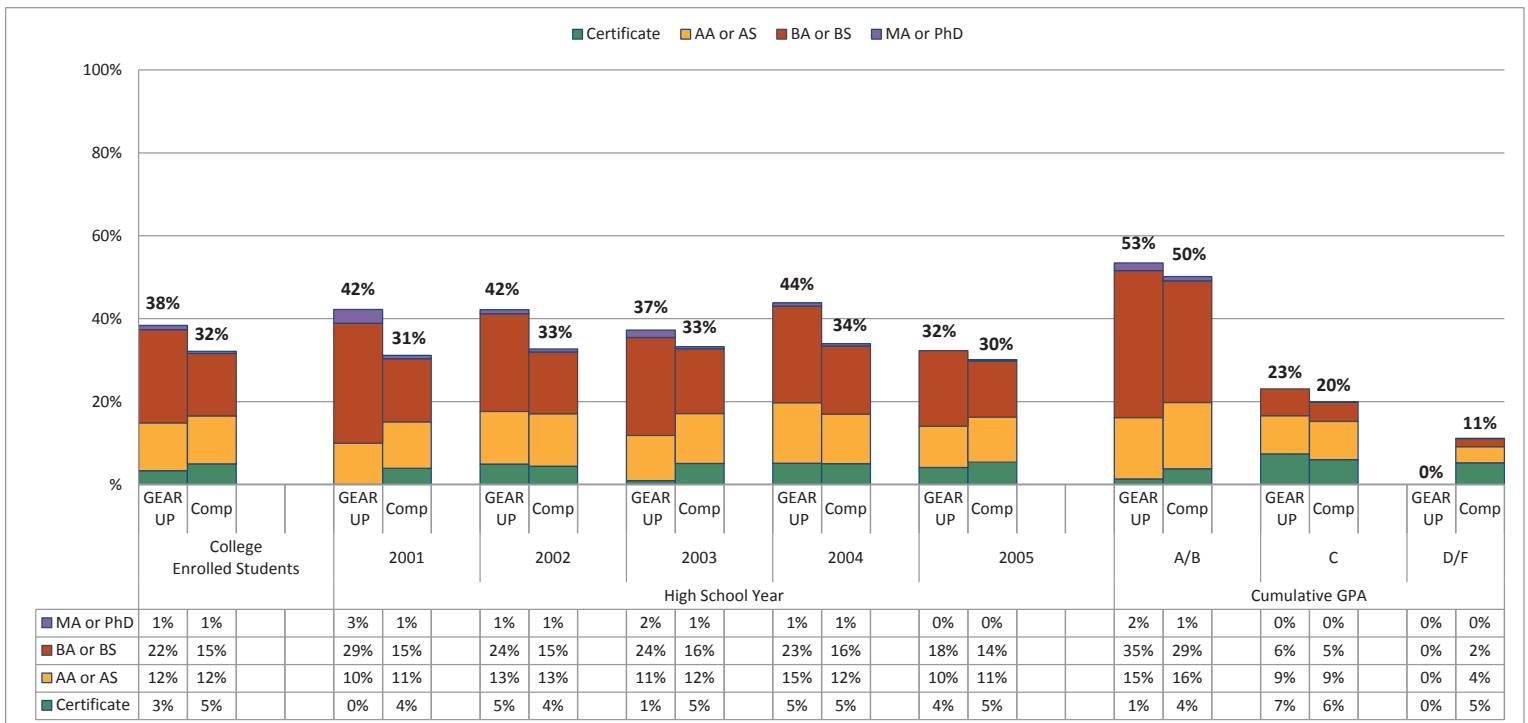
**FIGURE 11: AMONG COLLEGE STUDENTS, TYPE OF COLLEGE DEGREE EARNED BY GENDER AND ETHNICITY**



<sup>5</sup>Students who attained multiple credentials were counted at the “highest” level of credential they received. Thus, some of those counted as achieving baccalaureate degrees had also earned Associate’s degree en route but are not double counted in the Associate’s degree data.

College students who had earned a high school GPA of A or B were more than twice as likely to earn degrees as those with lower GPAs. The largest proportion of those degrees were Bachelor's degrees.

**FIGURE 12: AMONG COLLEGE STUDENTS, TYPE OF COLLEGE DEGREE EARNED BY HIGH SCHOOL YEAR AND GPA<sup>6</sup>**

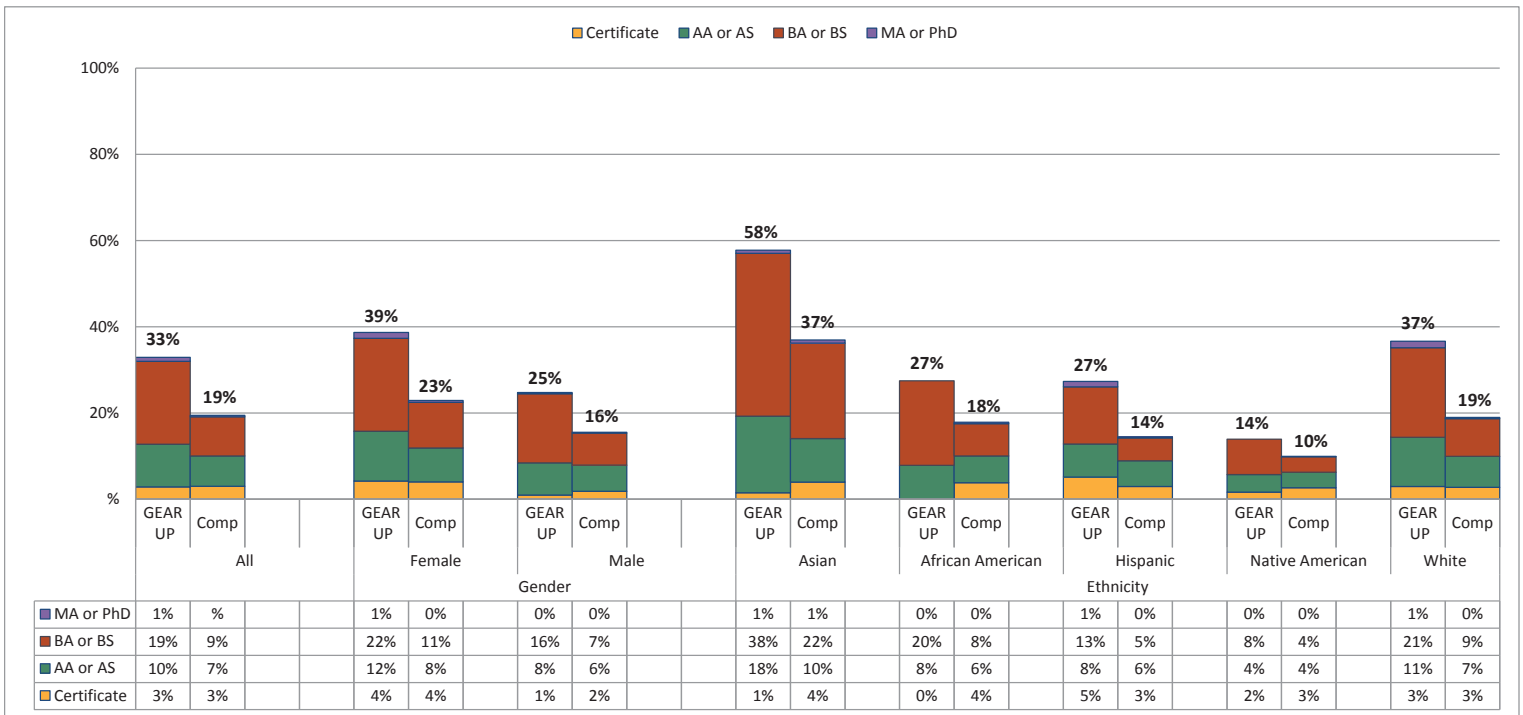


<sup>6</sup>The Class of 2005 had the smallest difference in credential attainment between the GEAR UP and comparison groups. This result should be interpreted with caution since degree and certificate attainment data for the sixth year of the Class of 2005 was not complete from all sources.

As noted above, the degree completion rate among the GEAR UP college students was six percentage points higher than among the comparison group (38% GEAR UP; 32% comparison). However, this understates the extent of the difference between these two groups—because GEAR UP students not only completed degrees more often if they attended college but also attended college at a higher rate.

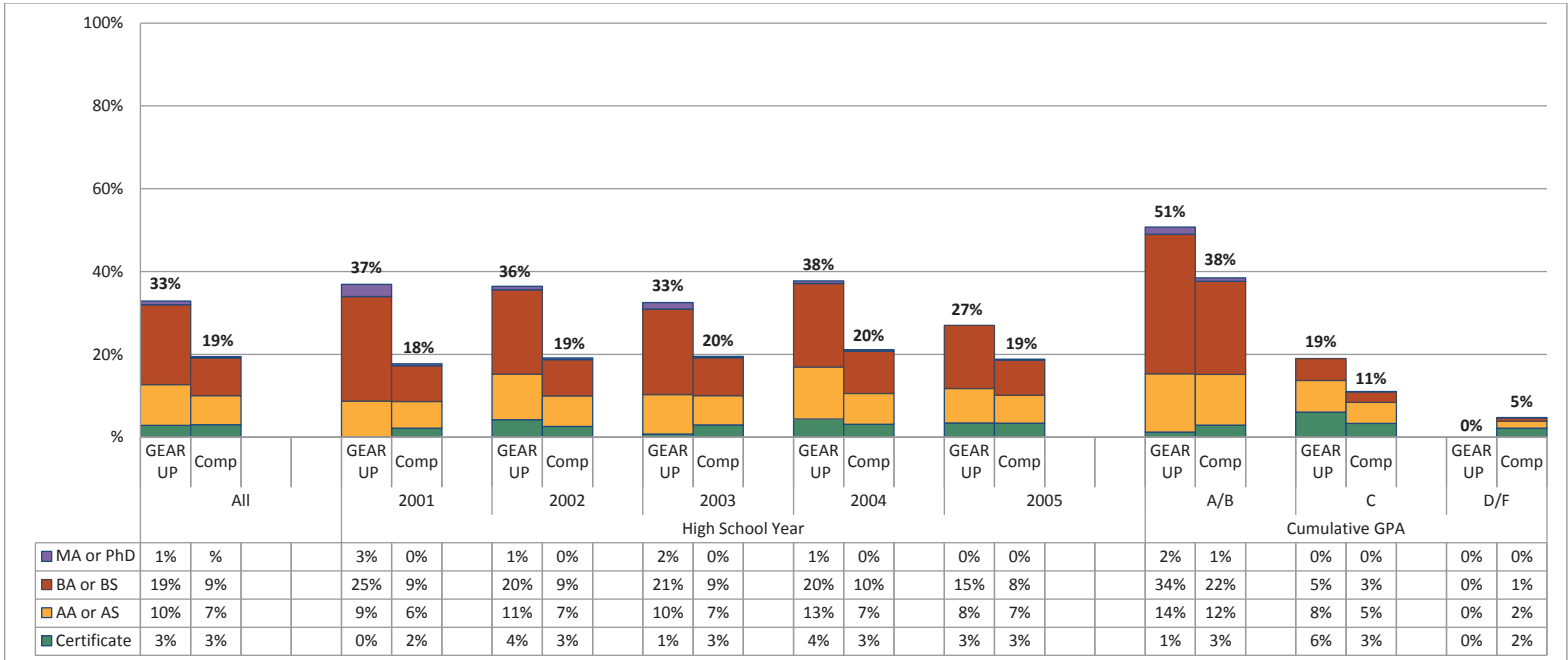
When the proportion of graduates attaining a degree or certificate within six years is compared between GEAR UP students and the comparison group, statewide FRPL graduates, the differences are much larger, with 14% more GEAR UP students overall attaining college credentials.<sup>7</sup> By subpopulation, the greatest proportionate differences are for female students, Asian students, and white students.

**FIGURE 13: AMONG ENTIRE COHORT, TYPE OF DEGREE OR CERTIFICATE EARNED BY GENDER AND ETHNICITY**



<sup>7</sup>The percentages of students completing credentials drops from the previous graphs (from 38% to 33%) due to including students who never enrolled in college in the denominator.

**FIGURE 14: AMONG ENTIRE COHORT, TYPE OF COLLEGE DEGREE EARNED BY HIGH SCHOOL YEAR AND GPA**



By credential type, the largest difference was in the attainment of Bachelor's and graduate degrees, where GEAR UP students earned these degrees at greater than twice the rate of the comparison group (GEAR UP: 20%; comparison group: 9%). Associate's degrees were earned by three percentage points more of the GEAR UP group (10%) than the comparison group (7%). Three percent (3%) of both groups earned certificates.

There were noticeable differences by gender and ethnicity in the pattern of rates of attaining different types of credentials, though for statistical purposes, the size of some of the minority populations in the GEAR UP cohort is quite small.

**FIGURE 15: BACHELOR'S AND GRADUATE DEGREES BY GENDER AND ETHNICITY – ALL STUDENTS**

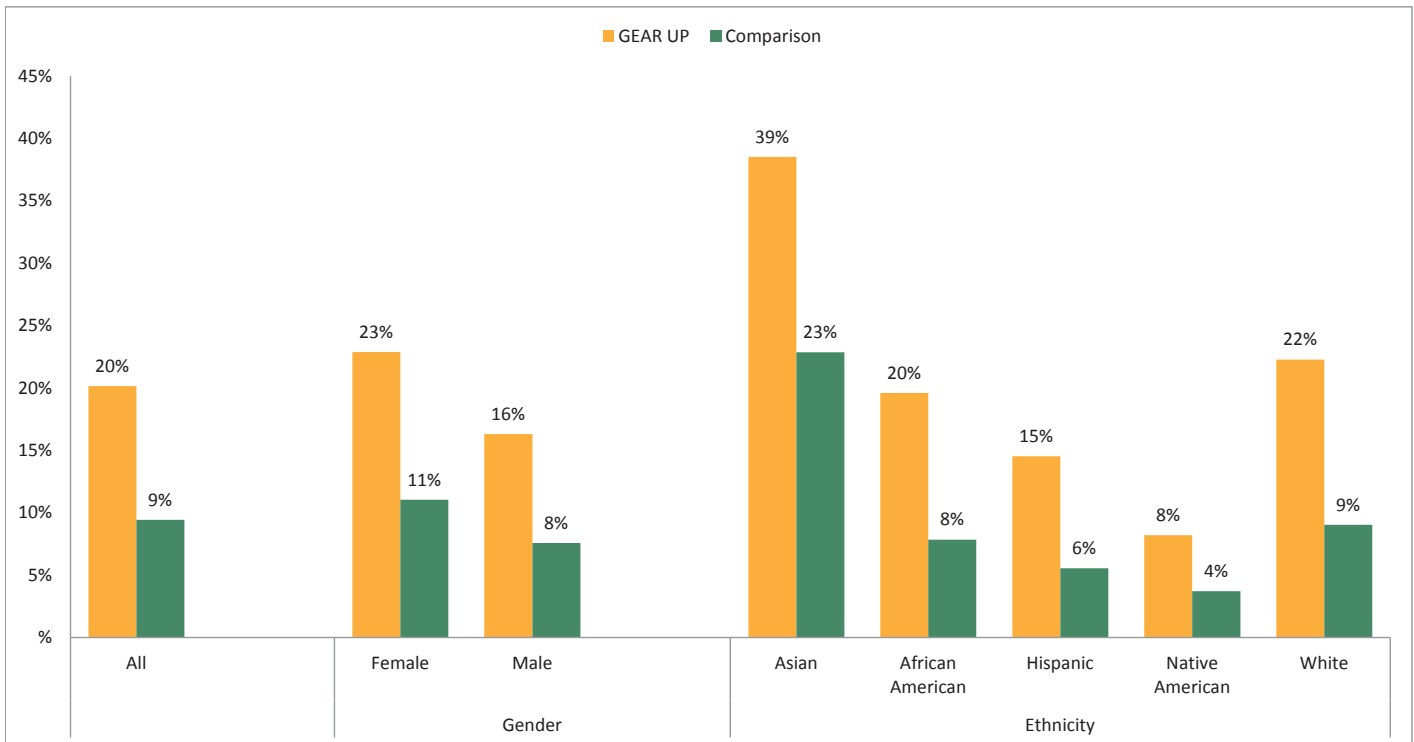
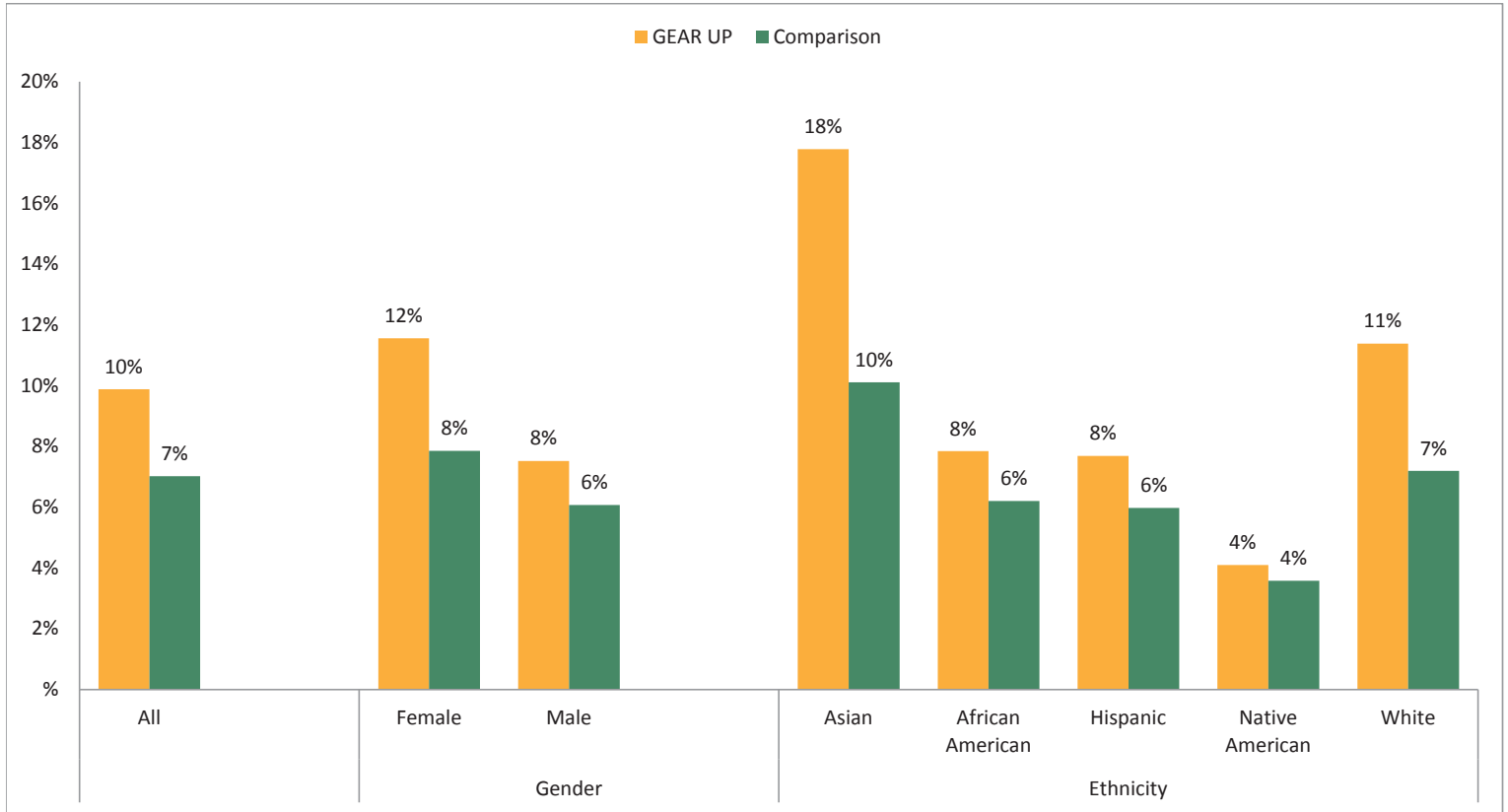
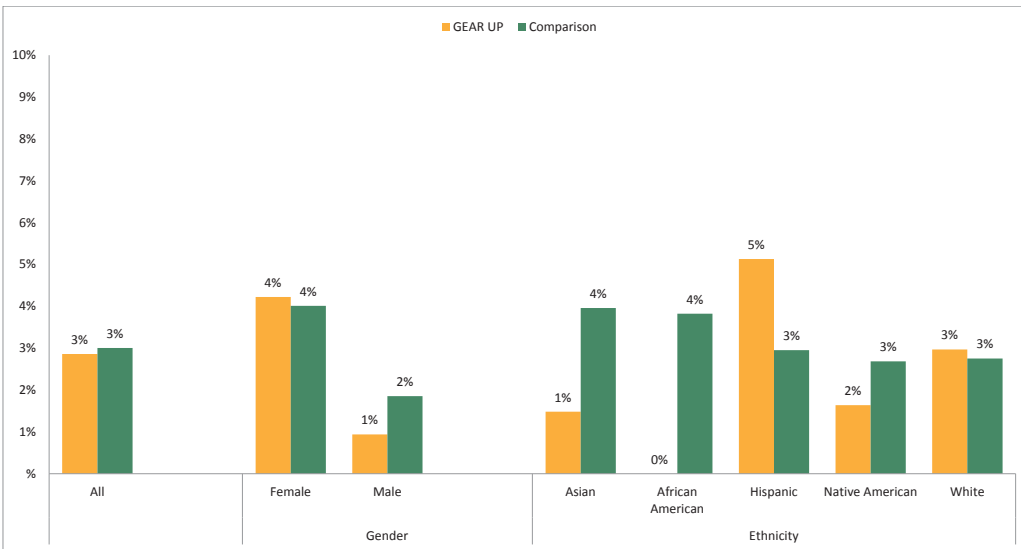


FIGURE 16: ASSOCIATE'S DEGREES BY GENDER AND ETHNICITY – ALL STUDENTS

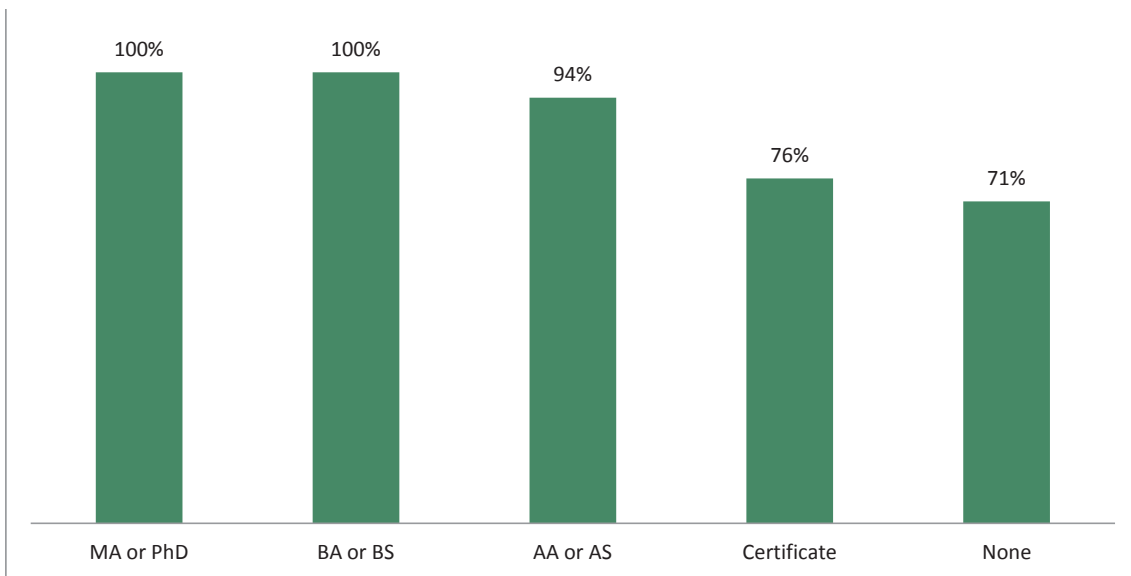


**FIGURE 17: CERTIFICATES BY GENDER AND ETHNICITY – ALL STUDENTS**



Examining the relationship between degree attainment and returning for a second year of college supports the significance of first-year persistence as a predictor of success. None of the GEAR UP students who eventually completed a baccalaureate, masters or doctoral degree had failed to return for their second year.<sup>8</sup>

**FIGURE 18: PERCENT OF YEAR ONE STUDENTS ALSO ENROLLED IN YEAR TWO BY DEGREE/CERTIFICATE EARNED**



<sup>8</sup>Analysis limited to students starting college in the year following graduation.



# CONCLUSIONS

Contrasting GEAR UP participants with a comparison group of other low-income students, GEAR UP students had more positive outcomes on virtually all measures of enrollment, persistence, and degree attainment.

This pattern of positive differences prevailed not only for GEAR UP students as a whole, but in almost all instances, for subpopulations as well.<sup>9</sup>

- First year college enrollment rates were significantly higher. GEAR UP students enrolled in four-year colleges at rates more than twice as high as the comparison group. Even among the students with high cumulative PAs, the GEAR UP students enrolled in college at more than twice the rate of the comparison group.
  - GEAR UP students persisted into the second year of college at significantly higher rates than the comparison group, by about nine percentage points.
  - Degree and certificate attainment within the six year period was significantly greater among the GEAR UP students than in the comparison cohort. GEAR UP students completed Bachelor's and graduate degrees at more than twice the rate of the comparison group.
- 

<sup>9</sup> Among Asian, African American and Native American students, the comparison group was more likely to earn certificates than the GEAR UP students.

# ADDENDUM: EMPLOYMENT OUTCOMES OF GEAR UP PARTICIPANTS

This is an addendum to the 2011 report on Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), which analyzed the educational outcomes of GEAR UP students in the Classes of 2001 through 2005. This addendum provides additional information about employment outcomes in the six years after high school graduation, including employment rates, wages, and the number of quarters employed.

The analysis focuses on 769 GEAR UP participants who earned scholarship credit through the program. For comparison purposes, parallel statistics have been included for a statewide population of low-income students from the same graduating classes who participated in the Free and Reduced Price Lunch program and had a social security number in the dataset (N=27,905).

## DATA NOTES

### Data Source:

Employment data was provided by the Washington State Education Research and Data Center, based on Employment Security Department Unemployment Insurance records. The dataset contains primarily Washington State employment data (99% of the records), though some federal, military and out-of-state records are included as well. There is one record per individual per quarter per employer.

### Study Period:

The study examines employment outcomes in the six years after high school graduation for the Classes of 2001 through 2005.

### Definitions of Calculated Fields:

**EMPLOYMENT RATE:** An individual is counted as having been employed if he or she worked at some point in the study period. No minimum amount of employment is designated.

**WAGES:** For each individual, the maximum wage in the study period was selected. Mean wages were then calculated.

**NUMBER OF QUARTERS EMPLOYED:** For each individual, the number of quarters employed during the study period was calculated. Note that this number does not necessarily equate to the number of quarters of consecutive employment.

## FINDINGS

### Employment Rates:

In the study period (six years after high school graduation), GEAR UP participants were significantly more likely to have been employed (91.2%) than the comparison group (88.5%). This finding held true regardless of gender or high school graduation year. (See Figures 1 and 2) Asian, Hispanic, and white GEAR UP participants had higher employment rates than the comparison group within each ethnicity, while African American and Native

American GEAR UP participants had slightly lower employment rates.

GEAR UP participants earning at least a bachelor's degree had higher employment rates than the comparison group, as did those who completed a certificate. Employment rates of the two-year degree holders were virtually identical between the GEAR UP and comparison groups. (See Figure 3)

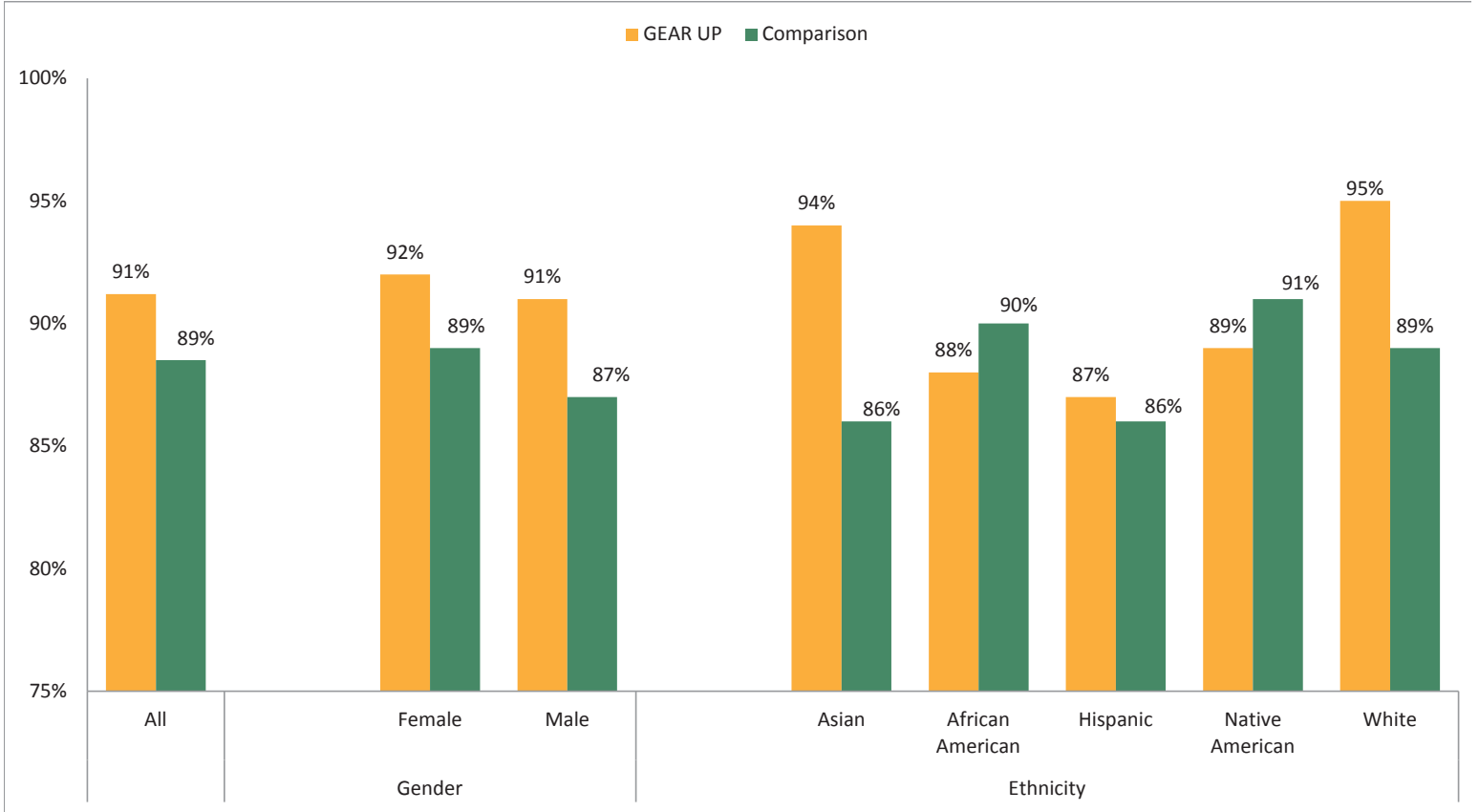
#### Wages:

GEAR UP participants had slightly higher mean wages (\$20.51) than the comparison group (\$20.07), though this finding was not statistically significant. When examined by demographic factors, males, females, and most of the ethnic groups earned similar wages between the GEAR UP and comparison groups. African American and Asian GEAR UP participants earned higher wages than the comparison groups within these ethnicities, but these findings should be treated with caution due to the small sample sizes. (See Figure 4) GEAR UP participants from the high school classes of 2001 through 2003 had slightly higher mean wages than the comparison group, and this trend reversed for the classes of 2004 and 2005. (See Figure 5) GEAR UP students with a two-year degree (AA/AS) earned higher wages than individuals in the comparison group with these degrees. Wages were similar between the groups at all other degree levels. (See Figure 6)

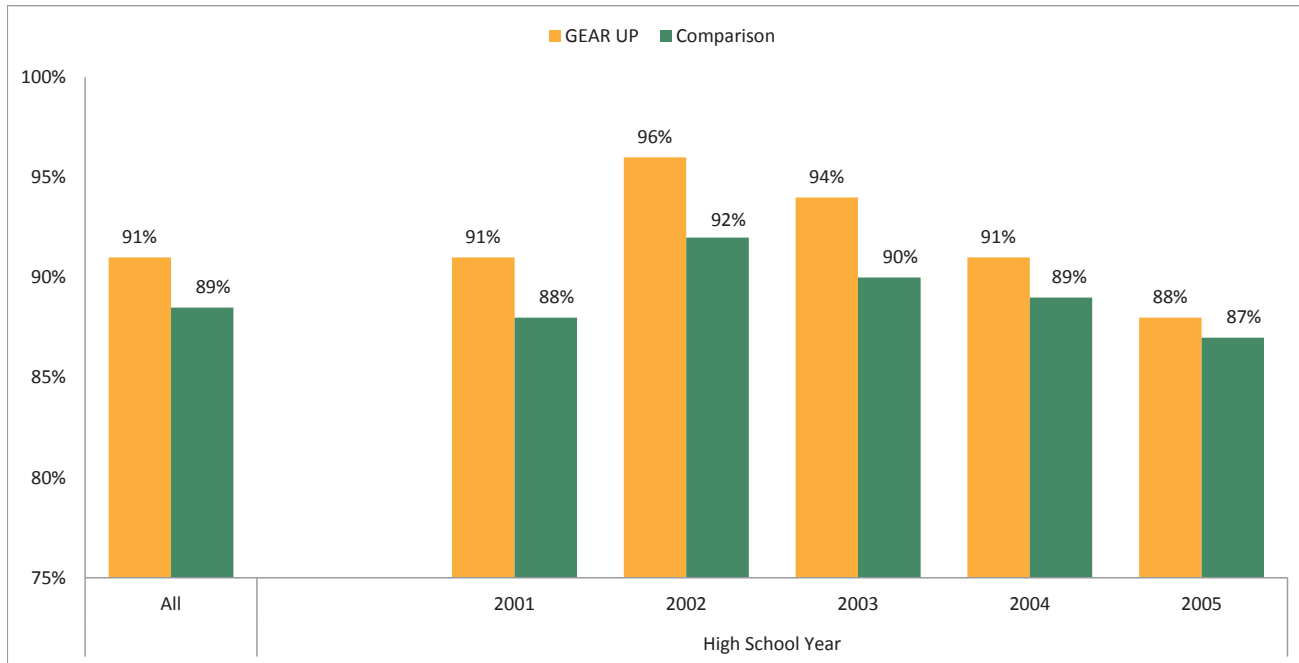
#### Number of Quarters Employed:

Among the GEAR UP and comparison group participants who were employed, there were no statistically significant differences in the number of quarters they worked. GEAR UP participants worked a mean of 15.15 quarters in the six years after graduating from high school, while the comparison group had a mean of 15.47 quarters of employment. (See Figures 7, 8, and 9)

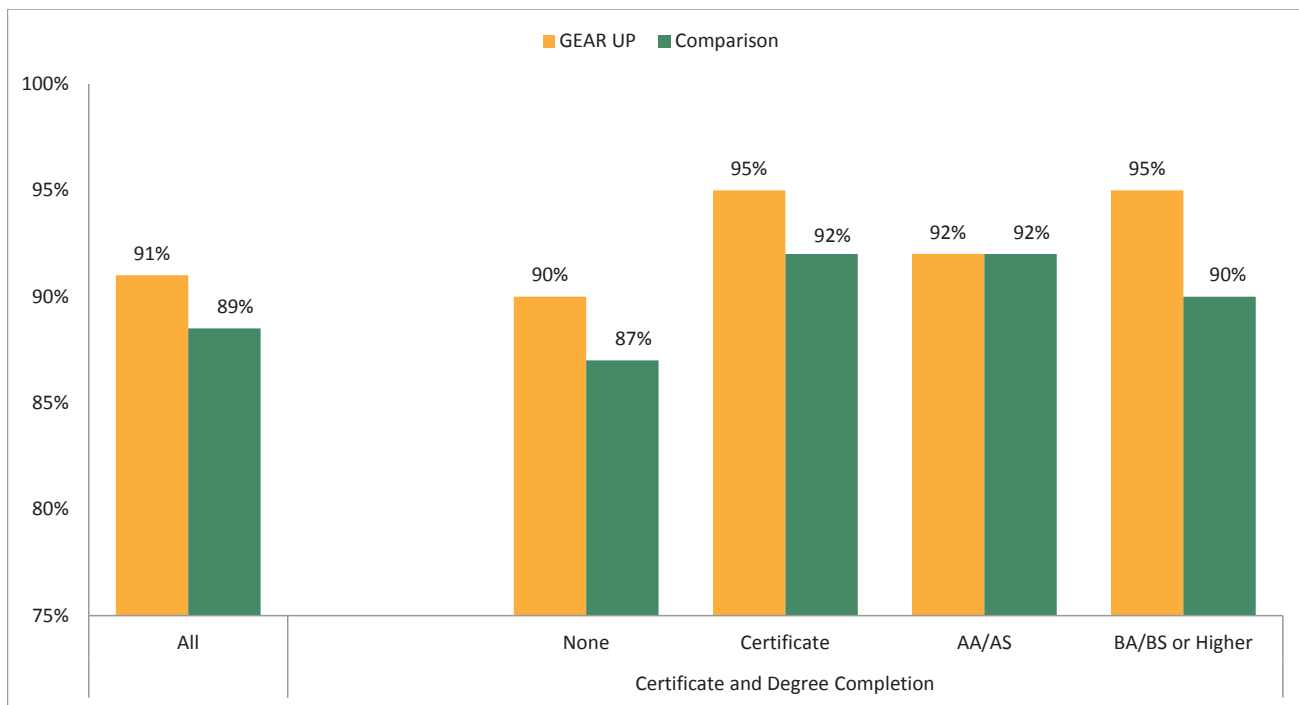
**FIGURE I: EMPLOYMENT RATES, GEAR UP AND COMPARISON GROUPS BY GENDER AND ETHNICITY**



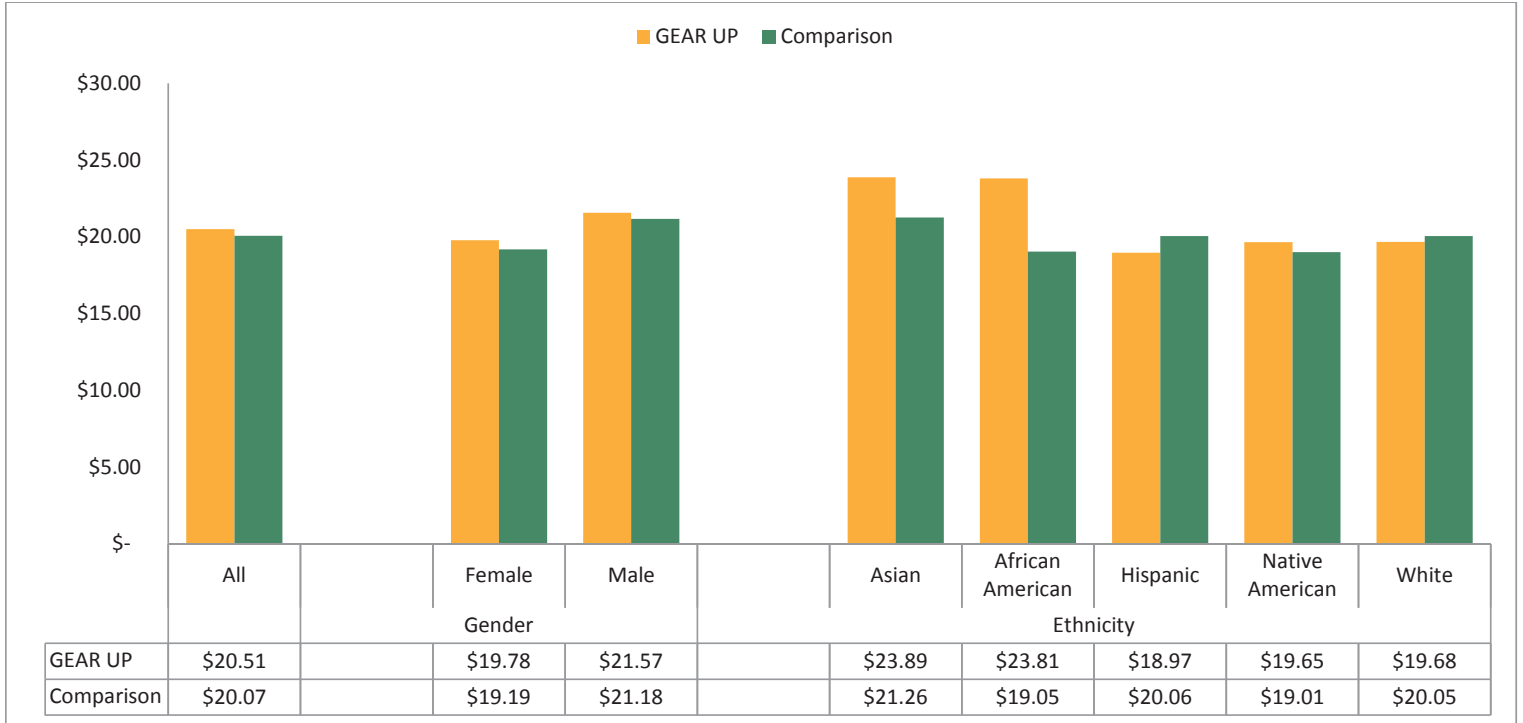
**FIGURE 2: EMPLOYMENT RATES, GEAR UP AND COMPARISON GROUPS BY HIGH SCHOOL GRADUATION YEAR**



**FIGURE 3: EMPLOYMENT RATES, GEAR UP AND COMPARISON GROUPS BY CERTIFICATE OR DEGREE COMPLETION**



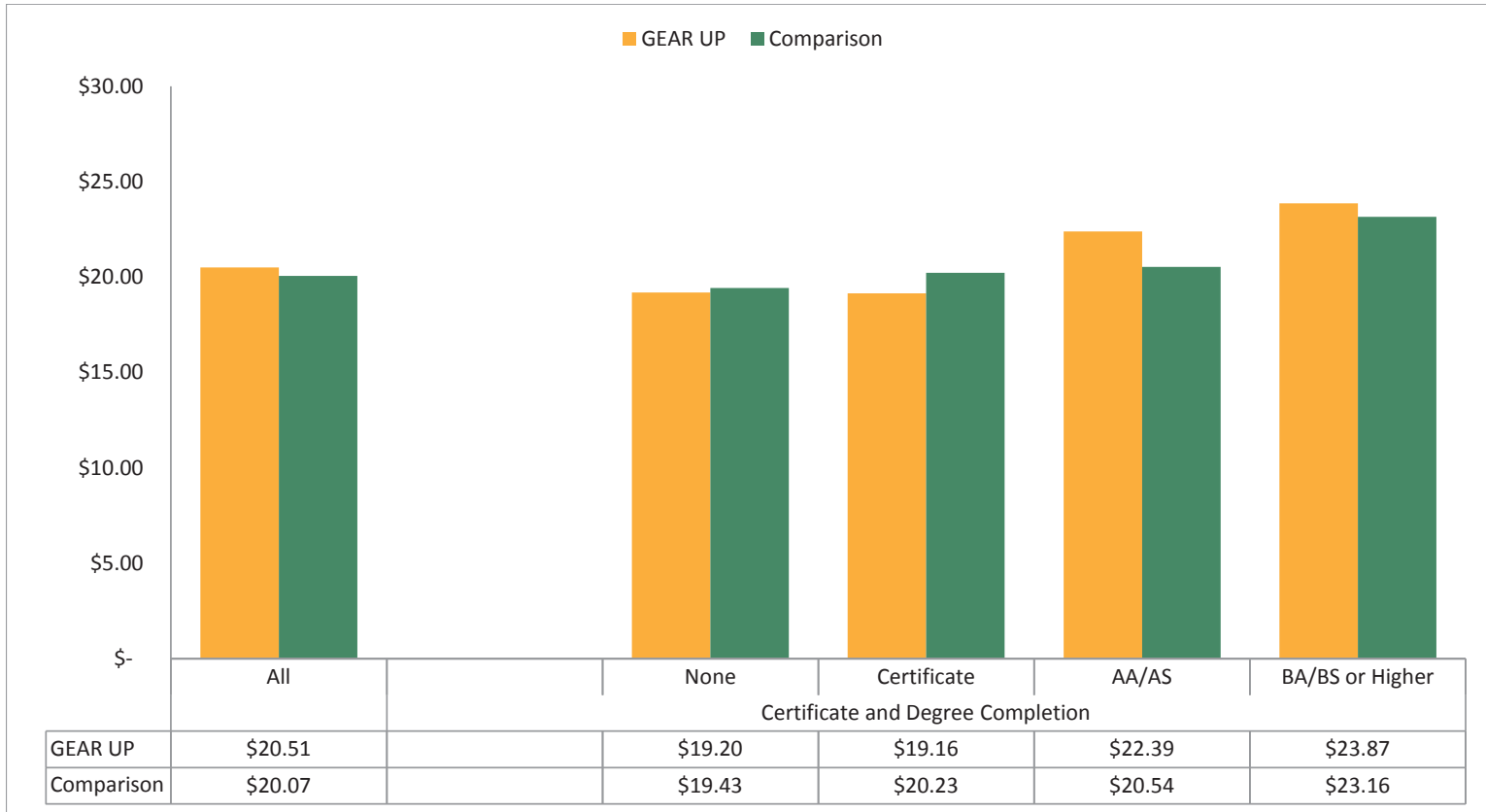
**FIGURE 4: MEAN WAGES, GEAR UP AND COMPARISON GROUPS BY GENDER AND ETHNICITY**



**FIGURE 5: MEAN WAGES, GEAR UP AND COMPARISON GROUPS BY HIGH SCHOOL GRADUATION YEAR**

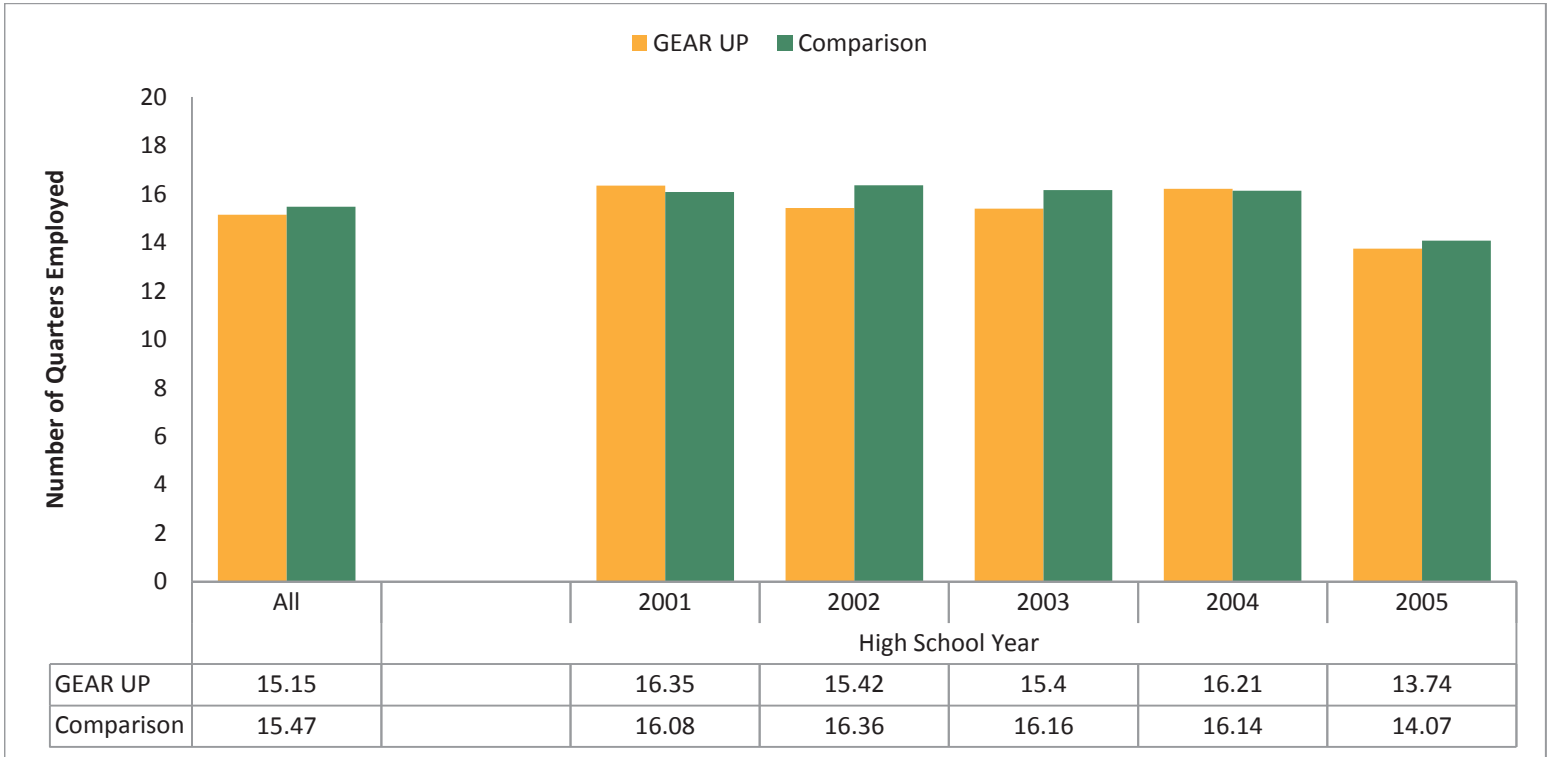


**FIGURE 6: MEAN WAGES, GEAR UP AND COMPARISON GROUPS BY CERTIFICATE OR DEGREE COMPLETION**

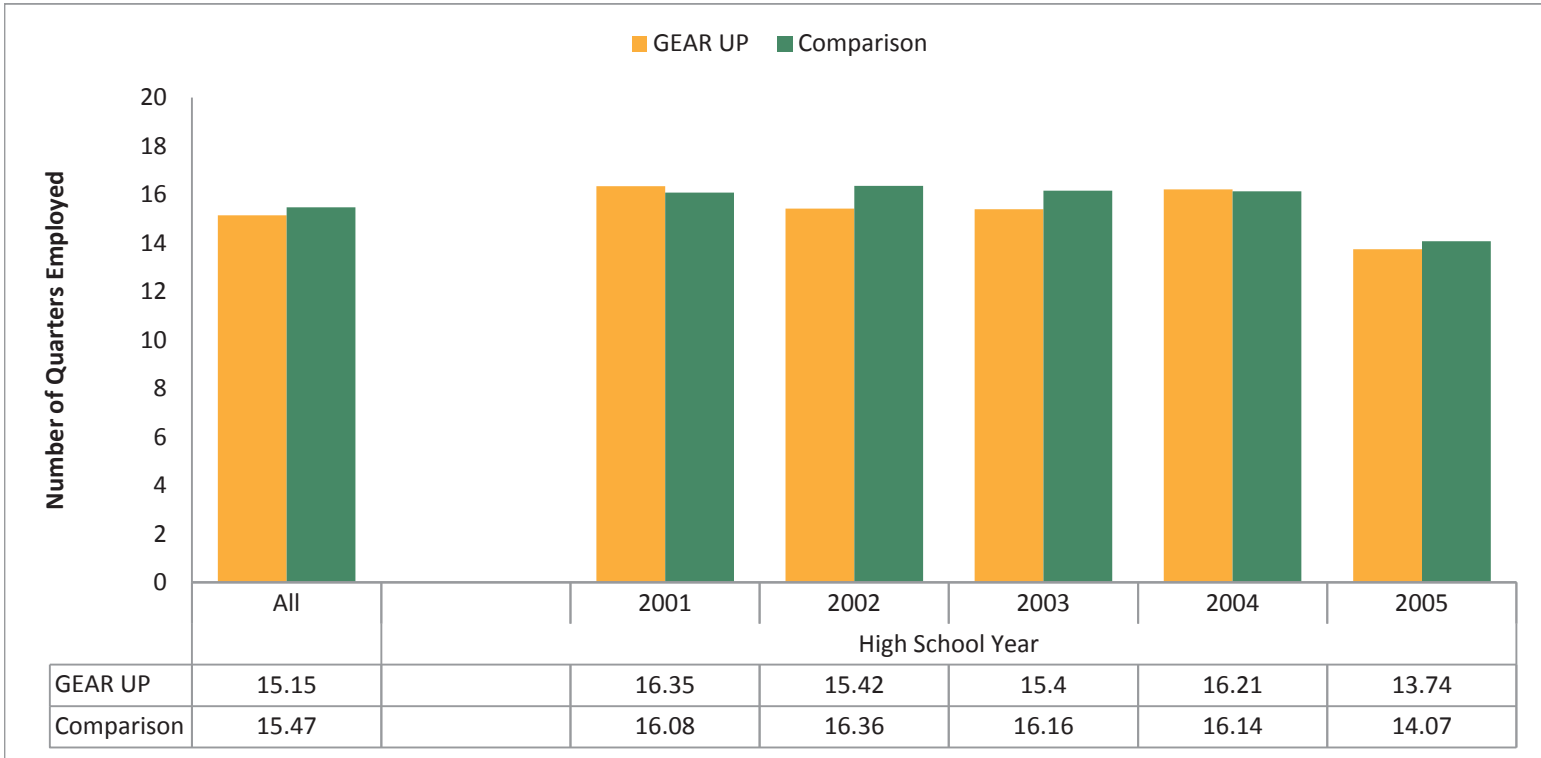




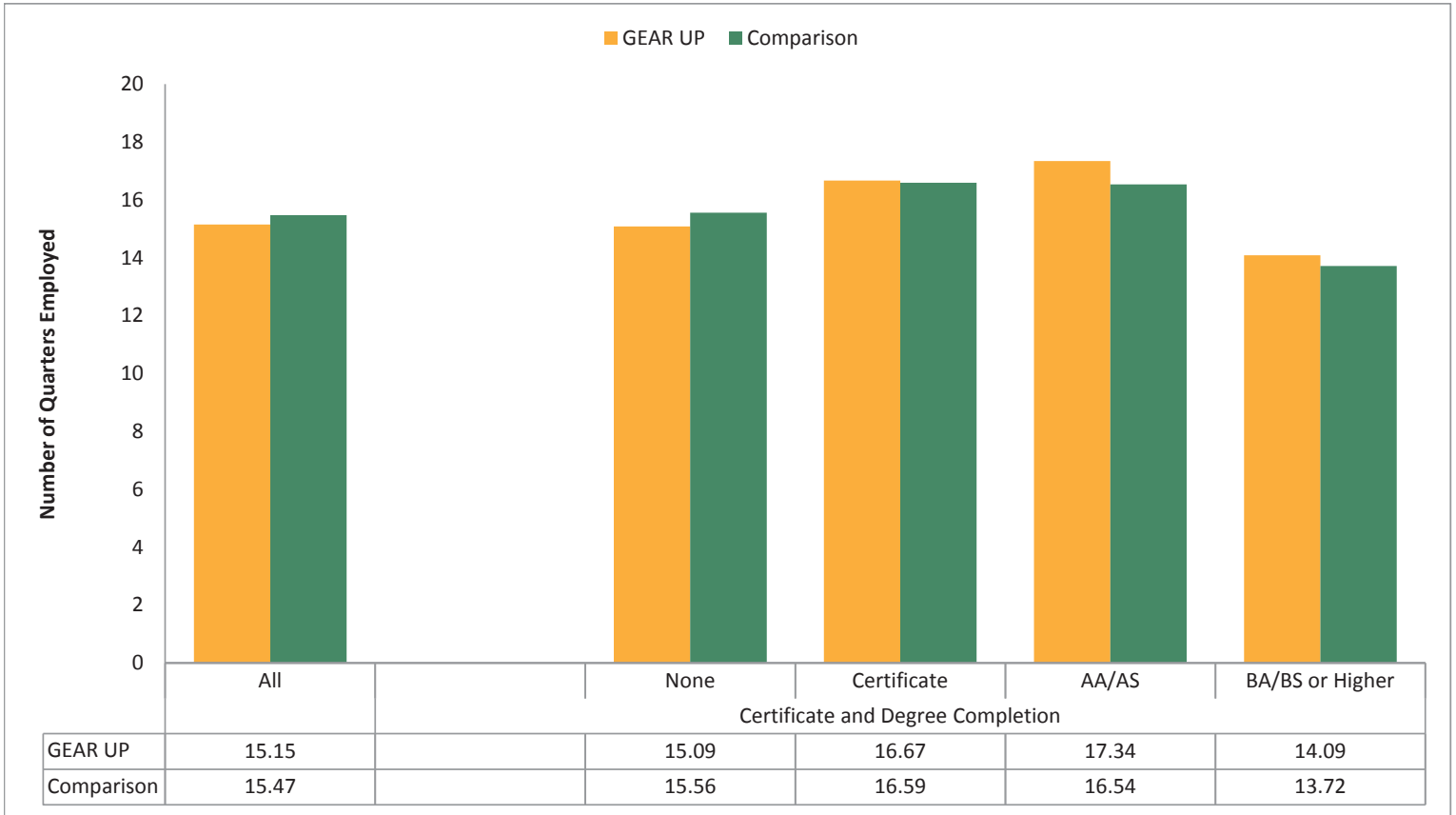
**FIGURE 7: AMONG EMPLOYED INDIVIDUALS, NUMBER OF QUARTERS EMPLOYED, GEAR UP AND COMPARISON GROUPS BY GENDER AND ETHNICITY**



**FIGURE 8: AMONG EMPLOYED INDIVIDUALS, NUMBER OF QUARTERS EMPLOYED, GEAR UP AND COMPARISON GROUPS BY HIGH SCHOOL GRADUATION YEAR**



**FIGURE 9: AMONG EMPLOYED INDIVIDUALS, NUMBER OF QUARTERS EMPLOYED, GEAR UP AND COMPARISON GROUPS BY CERTIFICATE OR DEGREE COMPLETION**



# APPENDIX A

DATA TABLE FOR YEAR ONE ENROLLMENT BY TYPE OF COLLEGE:  
GENDER AND ETHNICITY

	All		Gender				Asia
			Female		Male		
	GEAR UP	Comparison (Statewide FRPL)	GEAR UP	Comp	GEAR UP	Comp	GEAR UP
<b>2 Year</b>	40%	29%	42%	31%	38%	39%	42%
<b>4 Year</b>	26%	12%	27%	13%	24%	10%	36%
<b>Both</b>	2%	1%	3%	1%	2%	1%	2%
<b>Total</b>	69%	41%	72%	45%	64%	37%	81%
<b>2 Year</b>	311	12557	190	7210	121	5341	57
<b>4 Year</b>	200	5276	123	3140	77	2136	49
<b>Both</b>	18	377	13	244	5	133	3
<b>Total</b>	529	18204	326	10594	203	7610	109

Ethnicity								
	African American		Hispanic		Native American		White	
Comp	GEAR UP	Comp	GEAR UP	Comp	GEAR UP	Comp	GEAR UP	Comp
39%	41%	33%	38%	26%	41%	21%	42%	28%
23%	29%	15%	25%	8%	10%	8%	30%	12%
2%	%	1%	4%	1%	1%	1%	2%	1%
63%	71%	49%	68%	34%	52%	52%	74%	40%
1760	21	1176	89	2438	50	331	85	6820
1033	15	512	59	741	12	120	60	2864
78	0	34	10	67	1	14	4	183
2871	36	1722	158	3246	63	465	149	9867

DATA TABLE FOR YEAR ONE ENROLLMENT BY TYPE OF COLLEGE:  
HIGH SCHOOL YEAR AND CUMULATIVE GPA

	All		High School Year					
	GEAR UP	Comparison (Statewide FRPL)	2001		2002		2003	
			GEAR UP	Comp	GEAR UP	Comp	GEAR UP	Comp
<b>2 Year</b>	40%	29%	44%	26%	41%	27%	49%	29%
<b>4 Year</b>	26%	12%	31%	10%	26%	11%	24%	11%
<b>Both</b>	2%	1%	2%	1%	2%	1%	1%	1%
<b>Total</b>	69%	41%	77%	37%	69%	38%	74%	69%
<b>2 Year</b>	311	12551	45	1340	48	1505	62	2276
<b>4 Year</b>	200	5276	32	528	31	597	30	883
<b>Both</b>	18	377	2	34	2	36	1	81
<b>Total</b>	529	18204	79	1902	81	2138	93	3240

				<b>Cumulative GPA</b>					
<b>2004</b>		<b>2005</b>		<b>A/B</b>		<b>C</b>		<b>D/F</b>	
<b>GEAR UP</b>	<b>Comp</b>	<b>GEAR UP</b>	<b>Comp</b>	<b>GEAR UP</b>	<b>Comp</b>	<b>GEAR UP</b>	<b>Comp</b>	<b>GEAR UP</b>	<b>Comp</b>
43%	29%	33%	29%	37%	32%	53%	29%	41%	18%
25%	13%	26%	13%	43%	28%	10%	4%	0%	2%
1%	1%	4%	1%	4%	2%	2%	0%	0%	0%
69%	43%	63%	43%	84%	64%	64%	34%	41%	20%
68	3343	88	4078	146	4779	139	6323	15	1109
39	1478	68	1790	173	4111	26	950	0	93
2	98	11	128	14	264	4	101	0	7
109	4919	167	6005	333	9154	169	7374	15	1209

# APPENDIX B: Subgroup Size Tables

**Figure 19: Subgroup Sizes: College Enrollment in First Five Years by Gender and Ethnicity**

	All	Gender		Ethnicity				
		Female	Male	Asian	African American	Hispanic	Native American	White
GEAR UP	769	450	319	135	51	234	122	202
Comparison	43,901	23,417	20,484	4,570	3,531	9,522	1,565	24,632

NOTE: There were 25 GEAR UP students and 81 comparison students with no ethnicity information.

**Figure 20: Subgroup Sizes: College Enrollment in First Five Years by High School Graduation Year and Cumulative GPA**

	All	High School Year					Cumulative GPA		
		2001	2002	2003	2004	2005	A/B	C	D/F
GEAR UP	769	103	118	126	159	263	398	263	37
Comparison	43,901	5,191	5,646	7,822	11,337	13,905	14,801	21,449	6,152

NOTE: There were 71 GEAR UP students and 1,499 comparison students with no GPA information.

**Figure 21: Subgroup Sizes: Persistence into Second Year by Gender and Ethnicity**

	All	Gender		Ethnicity				
		Female	Male	Asian	African American	Hispanic	Native American	White
GEAR UP	529	326	203	109	36	158	63	149
Comparison	18,204	10,594	7,610	2,871	1,722	3,246	465	9,867

NOTE: There were 14 GEAR UP students and 33 comparison students with no ethnicity information.



**Figure 22: Subgroup Sizes: Persistence into Second Year by High School Year and GPA**

	All	High School Year					Cumulative GPA		
		2001	2002	2003	2004	2005	A/B	C	D/F
GEAR UP	529	79	81	93	109	167	333	169	15
Comparison	18,204	1,902	2,138	3,240	4,919	6,005	9,154	7,374	1,209

NOTE: There were 12 GEAR UP students and 467 comparison students with no GPA information.

**Figure 23: Subgroup Sizes: Among College Students, Type of College Degree by Gender and Ethnicity**

	All	Gender		Ethnicity				
		Female	Male	Asian	African American	Hispanic	Native American	White
GEAR UP	659	404	255	126	41	201	86	185
Comparison	26,591	15,038	11,553	3,471	2,534	4,915	820	14,805

NOTE: There were 20 GEAR UP students and 46 comparison students with no ethnicity information.

**Figure 24: Subgroup Sizes: Among College Students, Type of Degree by High School Year and GPA**

	All	High School Year					Cumulative GPA		
		2001	2002	2003	2004	2005	A/B	C	D/F
GEAR UP	659	90	102	110	137	220	378	217	28
Comparison	26,591	2,958	3,310	4,582	7,049	8,692	11,349	11,859	2,602

NOTE: There were 36 GEAR UP students and 781 comparison students with no GPA information.

**Figure 25: Subgroup Sizes: Among Entire Cohort, Type of College Degree by Gender and Ethnicity**

	All	Gender		Ethnicity				
		Female	Male	Asian	African American	Hispanic	Native American	White
GEAR UP	769	450	319	135	51	234	122	202
Comparison	43,901	23,417	20,484	4,570	3,531	9,522	1,565	24,632

NOTE: There were 25 GEAR UP students and 81 comparison students with no ethnicity information.

**Figure 26: Subgroup Sizes: Among Entire Cohort, Type of Degree by High School Year and GPA**

	All	High School Year					Cumulative GPA		
		2001	2002	2003	2004	2005	A/B	C	D/F
GEAR UP	769	103	118	126	159	263	398	263	37
Comparison	43,901	5,191	5,646	7,822	11,337	13,905	14,801	21,449	6,152

NOTE: There were 71 GEAR UP students and 1,499 comparison students with no GPA information.

**Figure 27: Subgroup Sizes: Year One Students also Enrolled in Year Two by Degree/ Certificate Earned**

	Total	MA or PhD	BA or BS	AA or AS	Certificate	None
GEAR UP	529	7	144	71	17	290





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