Provide a transformative learning community that prepares students for advanced education, careers and purposeful living.
2026 SP2 goals and metrics

Goal 1: Binghamton University has a dynamic and transformative learning community.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Impact Practices (HIPs)</td>
<td>100% by 2026</td>
</tr>
</tbody>
</table>

Goal 2: Undergraduates seeking graduate degrees are prepared for the challenges of graduate school; Students are prepared to enter the workforce and successfully navigate their own career choices.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement rates</td>
<td>90% overall placement rate by 2026</td>
</tr>
</tbody>
</table>
2026 SP2 goals and metrics

Goal 3: Undergraduate students graduate in four years.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>One-year retention rate</td>
</tr>
<tr>
<td></td>
<td>93% by 2026</td>
</tr>
<tr>
<td>Grad 4-year</td>
<td>Four-year graduation rate</td>
</tr>
<tr>
<td></td>
<td>75% by 2026</td>
</tr>
<tr>
<td>Grad 6-year</td>
<td>Six-year graduation rate</td>
</tr>
<tr>
<td></td>
<td>85% by 2026</td>
</tr>
</tbody>
</table>
Goal 4: Binghamton University will provide opportunities for students to engage in a healthy lifestyle, supporting continuous well-being.

**Metric** | **Target**
---|---
1. Students will report knowledge of health and wellness opportunities on campus | 75% of respondents indicate they “strongly agree” or “agree” by 2026
2. Students will participate in health and wellness opportunities offered | 85% of students will participate in at least one health and wellness opportunity annually by 2026
3. Alumni will report that health and wellness programs and resources offered at Binghamton have positively influenced a healthy lifestyle post-graduation | 50% of responding alumni will “strongly agree” or “agree” that health and wellness programs and resources offered have positively influenced a healthy lifestyle post-graduation by 2026
First-year retention rate over time

GOAL: 93%

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>91.3%</td>
</tr>
<tr>
<td>2015</td>
<td>91.7%</td>
</tr>
<tr>
<td>2016</td>
<td>90.9%</td>
</tr>
<tr>
<td>2017</td>
<td>92.1%</td>
</tr>
<tr>
<td>2018</td>
<td>89.9%</td>
</tr>
<tr>
<td>2019</td>
<td>92.1%</td>
</tr>
<tr>
<td>2020</td>
<td>90.7%</td>
</tr>
</tbody>
</table>
### Four-year graduation rate over time

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>72.9%</td>
</tr>
<tr>
<td>2012</td>
<td>73.1%</td>
</tr>
<tr>
<td>2013</td>
<td>71.4%</td>
</tr>
<tr>
<td>2014</td>
<td>72.6%</td>
</tr>
<tr>
<td>2015</td>
<td>74.7%</td>
</tr>
<tr>
<td>2016</td>
<td>74.8%</td>
</tr>
<tr>
<td>2017</td>
<td>76.7%</td>
</tr>
</tbody>
</table>

**Goal:** 75%
Six-year graduation rate over time

GOAL: 85%

Cohort year

- 2009: 81.2%
- 2010: 83.2%
- 2011: 82.6%
- 2012: 82.6%
- 2013: 81.6%
- 2014: 82.4%
- 2015: 83.7%
FTFT 4-year graduation rate (%) vs entering cohort year

- **ALL**
- **Pell-eligible**
- **URM**
- **OOS**
- **International**

### Graduation Rates for Various Categories
- **Fall 2011:**
  - ALL: 70%
  - Pell-eligible: 75%
  - URM: 60%
  - OOS: 45%
  - International: 50%
- **Fall 2012:**
  - ALL: 70%
  - Pell-eligible: 75%
  - URM: 60%
  - OOS: 45%
  - International: 50%
- **Fall 2013:**
  - ALL: 70%
  - Pell-eligible: 75%
  - URM: 60%
  - OOS: 45%
  - International: 50%
- **Fall 2014:**
  - ALL: 70%
  - Pell-eligible: 75%
  - URM: 60%
  - OOS: 45%
  - International: 50%
- **Fall 2015:**
  - ALL: 70%
  - Pell-eligible: 75%
  - URM: 60%
  - OOS: 45%
  - International: 50%
- **Fall 2016:**
  - ALL: 70%
  - Pell-eligible: 75%
  - URM: 60%
  - OOS: 45%
  - International: 50%
- **Fall 2017:**
  - ALL: 70%
  - Pell-eligible: 75%
  - URM: 60%
  - OOS: 45%
  - International: 50%
FTFT 6-year graduation rate (%) vs entering cohort year

- **ALL**
- **Pell-eligible**
- **URM**
- **OOS**
- **International**

- **90%**
- **85%**
- **80%**
- **75%**
- **70%**
- **65%**
- **60%**
- **55%**

- Fall 2011
- Fall 2012
- Fall 2013
- Fall 2014
- Fall 2015
Peer comparison

Full-time retention rate in comparison to US NEWS Peer Institutions

- Clemson University: 94%
- William & Mary: 93%
- Binghamton University: 92%
- University of California-Santa Barbara: 91%
- University of California-Riverside: 91%
- University of Delaware: 90%
- The University of Texas at Dallas: 90%
- University of Massachusetts-Amherst: 89%
- Miami University-Oxford: 88%
- University of Maryland-Baltimore County: 87%
- University of New Hampshire-Main Campus: 86%
- University of Vermont: 85%
- University of California-Santa Cruz: 85%
- University of Rhode Island: 85%
- University of Arkansas: 85%
- University of Nebraska-Lincoln: 85%
- University of Oregon: 84%
- University of Maine: 78%
- Northern Illinois University: 78%
- The University of Texas at Arlington: 76%
Peer comparison

Four-year graduation rate in comparison to US NEWS Peer Institutions

- William & Mary: 84.6%
- University of Massachusetts-Amherst: 75.7%
- Binghamton University: 72.1%
- Miami University-Oxford: 70.7%
- University of California-Santa Barbara: 69.1%
- University of Delaware: 67.4%
- University of New Hampshire-Main Campus: 66.6%
- University of Vermont: 64.2%
- Clemson University: 63.4%
- University of California-Riverside: 62.4%
- University of Oregon: 57.5%
- University of California-Santa Cruz: 55%
- The University of Texas at Dallas: 52.3%
- University of Arkansas: 50.4%
- University of Rhode Island: 50.1%
- University of Maryland-Baltimore County: 44.3%
- University of Maine: 39.6%
- University of Nebraska-Lincoln: 37.4%
- The University of Texas at Arlington: 27.8%
- Northern Illinois University: 26.9%
Peer comparison

Six-year graduation rate in comparison to US NEWS Peer Institutions

<table>
<thead>
<tr>
<th>University</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>William &amp; Mary</td>
<td>91.3%</td>
</tr>
<tr>
<td>Clemson University</td>
<td>84.9%</td>
</tr>
<tr>
<td>University of California-Santa Barbara</td>
<td>84%</td>
</tr>
<tr>
<td>University of Massachusetts-Amherst</td>
<td>83.3%</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>82.5%</td>
</tr>
<tr>
<td>Binghamton University</td>
<td>81.7%</td>
</tr>
<tr>
<td>Miami University-Oxford</td>
<td>81.6%</td>
</tr>
<tr>
<td>University of California-Riverside</td>
<td>77.3%</td>
</tr>
<tr>
<td>University of New Hampshire-Main Campus</td>
<td>76.5%</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>75.9%</td>
</tr>
<tr>
<td>University of California-Santa Cruz</td>
<td>75.5%</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>73.9%</td>
</tr>
<tr>
<td>University of Rhode Island</td>
<td>70.6%</td>
</tr>
<tr>
<td>University of Maryland-Baltimore County</td>
<td>70.3%</td>
</tr>
<tr>
<td>The University of Texas at Dallas</td>
<td>69.2%</td>
</tr>
<tr>
<td>University of Arkansas</td>
<td>68.5%</td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>66%</td>
</tr>
<tr>
<td>University of Maine</td>
<td>56.5%</td>
</tr>
<tr>
<td>The University of Texas at Arlington</td>
<td>52.4%</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>47.9%</td>
</tr>
</tbody>
</table>
SUNY Centers peer comparison

6-year graduation rate in comparison to SUNY Research Centers:
- SUNY at Albany: 65%
- University at Buffalo: 75.1%
- Stony Brook University: 76.3%
- Binghamton University: 81.7%

4-year graduation rate in comparison to SUNY Research Centers:
- SUNY at Albany: 57.8%
- University at Buffalo: 60.8%
- Stony Brook University: 63.2%
- Binghamton University: 72.1%

1-year retention rate in comparison to SUNY Research Centers:
- SUNY at Albany: 83%
- University at Buffalo: 87%
- Stony Brook University: 90%
- Binghamton University: 92%
HIP by type over time
Non-participants by HIP

What do students want to complete?

- Internships: 54%
- Study Abroad: 31%
- Undergraduate Research: 36%

What stands in their way?

- Financial barriers
- Academic barriers
- Scheduling barriers

What are the next steps?

Consider attainable solutions to address barriers

Conduct a wider survey with connections to department and student demographics

Conduct focus groups and/or interviews for deeper understanding
Knowledge rate has improved from 17% in 2011 to 90% in 2019.

Overall placement rate has improved from 57% in 2011 to 84% in 2020.

SP2 overall placement target = 90%
Placement by type

Employment

- 2016: 67%
- 2017: 71%
- 2018: 77%
- 2019: 76%
- 2020: 77%

Furthering education

- 2016: 85%
- 2017: 91%
- 2018: 90%
- 2019: 93%
- 2020: 92%

Overall placement

- 2016: 74%
- 2017: 78%
- 2018: 82%
- 2019: 84%
- 2020: 84%
SP2 health metric

Binghamton University will provide opportunities for students to engage in a healthy lifestyle, supporting continuous well-being.

- Change in approach to national benchmarking of healthy campuses
- Measuring institutional culture around wellness
- Participation in health and wellness opportunities and services
- Alumni survey data
Reignite Road Map funds

$250,000 per year for two years awarded to SP2

- Summer Intervention for calculus and chemistry: $65,000
- Academic assessments in courses enrolling new students: $15,000
- Program Coordinator for Success Coaching: $55,000
- Student Success Manager in Enrollment Management: $60,000
- Recovery courses for students: $25,000
- Expand services provided by supplemental instruction: $30,000
Reignite Road Map funds

Summer Intervention

First Year Workshops (FYW) offered to students who scored low on the chemistry or math placement exam

<table>
<thead>
<tr>
<th>First Year Workshop</th>
<th>Invited</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>217</td>
<td>123</td>
</tr>
<tr>
<td>Math</td>
<td>0</td>
<td>59</td>
</tr>
</tbody>
</table>

Grades earned in chemistry or math courses — fall 2021

<table>
<thead>
<tr>
<th>FYW Outcomes</th>
<th>A through C-</th>
<th>DFW</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>98</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Math</td>
<td>48</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>
Reignite Road Map funds

Academic assessments

Formative academic assessments in courses enrolling new students

Many faculty moved up an assessment to correspond with Academic Assessment Day

Spring 2022:
• Target courses/instructors with high DFW rates
• Instructional Designers will work with faculty to review and modify their syllabi, learning objectives and assessments, and align assessments tied to learning objectives

Spring 2022 recovery courses

Harpur College
• Increase capacity from 20 to 100 seats (5 sections)
• Updated structure — begin after the add/drop deadline

Watson College
• Personalized outreach
Reignite Road Map funds

Professional staff positions hired

Program Coordinator for Success Coaching

- Student-facing staff person to coordinate the expansion of the success coaching model
- Work closely with Fleishman Center, B-Engaged and advising departments
- Partner with services focused on student success to refer students based on individual needs to map out a personalized, proactive, future plan for success
- Hold targeted programs and workshops to help students be successful
- Rather than a deficit model, help students gain awareness of personal strengths and areas for continued growth

Assistant Director for Student Success, Enrollment Management

- Focus on intervention strategies and connecting students to campus
- Communication series — expectations of a student
- Spring 2022:
  - Concentrate on the “gap” population
  - Develop intervention strategies to increase student and faculty responsiveness
Reignite Road Map funds

Fall 2021 success coaching

191 appointments for 121 unique students
  • 47% were first-semester students
  • 53% were continuing students
  • 45% were part of an URM population

Participated in 44 presentations and programs with a reach of 589 students

Reasons for student appointments:
  • Time management, productivity and procrastination: 30.2%
  • Motivation and accountability: 21.1%
  • Task management: 10.6 %
  • Study strategies and methods: 20.6%
  • Major, career or class concerns: 8.0%
  • Follow-up and progress: 4.5%
  • Student and social engagement: 3.0%
  • Test anxiety: 2.0%
Reignite Road Map funds

Academic Division of unique students (121) who engaged with success coaching appointment

<table>
<thead>
<tr>
<th>Academic Division</th>
<th>Unique students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>25</td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>Harpur Undeclared</td>
<td>39</td>
</tr>
<tr>
<td>Harpur Interdisciplinary</td>
<td>6</td>
</tr>
<tr>
<td>Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Management</td>
<td>8</td>
</tr>
<tr>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>Engineering and Computer Science</td>
<td>25</td>
</tr>
</tbody>
</table>
Reignite Road Map funds

Fall 2021 Supplemental Instruction (SI)

Total session attendance: 1,371 students

22 sessions per week in eight content areas for 10 sections
  • PYSC 111, PYSC 220, PYSC 243, ECON 162, PHYS 121, CS 240, BIOL 113, BIOL 114

“SI leader was very knowledgeable and friendly and helped me actually understand the questions we went through. I felt more confident taking the midterm thanks to the session. I hope to attend more sessions to help me understand what goes on in the course.”

Feedback from the SI Attendee Satisfaction Survey:
  • 72.6% of the students attended two or more sessions
  • 91.9% of the students believed that the sessions will improve or has improved their academic performance in the course
  • 98.4% of the students rated their SI Leader as being Moderately to Very Attentive and Accommodating during the session
B-Successful: Early Alerts

Courses with raised alerts

<table>
<thead>
<tr>
<th>Total distinct courses</th>
<th>534</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Level courses</td>
<td>188</td>
</tr>
<tr>
<td>200 Level courses</td>
<td>140</td>
</tr>
<tr>
<td>300 Level courses</td>
<td>142</td>
</tr>
<tr>
<td>400 Level courses</td>
<td>64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total alerts raised</th>
<th>6,554</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kudos</td>
<td>3,065</td>
</tr>
<tr>
<td>Medium level: Attendance or class participation concern, low quiz score</td>
<td>1,279</td>
</tr>
<tr>
<td>High level: In danger of failing, withdrawal or grade option change recommended, low exam score</td>
<td>2,210</td>
</tr>
</tbody>
</table>
## Early Alerts: Student information

<table>
<thead>
<tr>
<th>Number of alerts</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>2419</td>
<td>497</td>
<td>127</td>
<td>48</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3,104</td>
</tr>
<tr>
<td>Transfer</td>
<td>765</td>
<td>141</td>
<td>39</td>
<td>16</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>968</td>
</tr>
<tr>
<td>Re-enroll</td>
<td>18</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Continuing</td>
<td>8,826</td>
<td>1,032</td>
<td>249</td>
<td>88</td>
<td>28</td>
<td>14</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>10,249</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12,028</strong></td>
<td><strong>1,676</strong></td>
<td><strong>416</strong></td>
<td><strong>152</strong></td>
<td><strong>39</strong></td>
<td><strong>17</strong></td>
<td><strong>11</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>14,346</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students who had (X) courses with an alert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>First-year</td>
</tr>
<tr>
<td>Transfer</td>
</tr>
<tr>
<td>Re-enroll</td>
</tr>
<tr>
<td>Continuing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
Early Alerts: Outcomes

<table>
<thead>
<tr>
<th></th>
<th>A/A-</th>
<th>B+/B/B-</th>
<th>C+/C/C-</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>No alert</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>597</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kudos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium alert</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>116</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High alert</td>
<td>47</td>
<td>331</td>
<td>501</td>
<td>96</td>
<td>181</td>
<td>450</td>
<td>62</td>
</tr>
</tbody>
</table>

Withdrawal deadline extended to December 10

Communicated multiple ways, including a text message to all students

High-level alerts
- 879 students recovered (A through C-)
- 96 students received a D
- 181 failed the course
- 450 withdrew from the course
Early Alerts: First-year outcomes

145 students received at least one F, **24 have not enrolled for the spring semester**

**High-level alerts**
- 407 students recovered (A through C-)
- 28 students received a D
- 36 failed the course
- 91 withdrew from the course

**Students with at least one F**

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>0.01–1.0</td>
<td>21</td>
</tr>
<tr>
<td>1.01–2.0</td>
<td>48</td>
</tr>
<tr>
<td>2.01–2.5</td>
<td>42</td>
</tr>
<tr>
<td>2.51–3.0</td>
<td>15</td>
</tr>
<tr>
<td>3.01–4.0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>145</strong></td>
</tr>
</tbody>
</table>
Early Alerts: Student engagement

As a result of the alert(s), students received automated and personalized emails, phone calls and text messages

Responses varied:

• “This is really embarrassing but I'm glad you reached out to me because I have realized I'm doing a poor job in my classes.” (1.0 Term GPA)

• “I'm doing okay definitely stressed and struggling with time management, something that hasn't come easy to me this first semester.” (1.0 Term GPA)

• “In terms of academic struggles, It just took more time than I thought I get fully accustomed with brightspace in order to figure out what assignments were due when. Now, I have a better grasp on workload.” (2.94 Term GPA)

• “I have contacted my professors regarding concerns of my first exams as I felt they do not accurately represent my understandings and abilities in the class.” (2.65 Term GPA)
# Early Alerts: Appointments

<table>
<thead>
<tr>
<th></th>
<th>Univ. Tutorial Services</th>
<th>Athletic Tutoring</th>
<th>EOP Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students</td>
<td>1,700</td>
<td>1,427</td>
<td>6,795</td>
</tr>
<tr>
<td>Students</td>
<td>1,427</td>
<td>116</td>
<td>907</td>
</tr>
<tr>
<td>Appointments</td>
<td>6,795</td>
<td>907</td>
<td>1,131</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appointments</td>
<td></td>
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## Academic Advising

<table>
<thead>
<tr>
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<th>Academic Advising</th>
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<tbody>
<tr>
<td>Students</td>
<td>4,569</td>
</tr>
<tr>
<td>Appointments</td>
<td>7,114</td>
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Questions going forward

• Developing a teaching metric
• Consideration of Equitable Value Explorer as a measure
• Understanding 6-year “GAP” and targeting interventions
• Challenge of maintaining strong performance with changing profile of entering students
• Strategies regarding retention at scale
• Strategies to eliminating barriers to HIP participation
A Tool to Compare Colleges

The Bill & Melinda Gates Foundation has unveiled a tool to help college leaders and policymakers carry out its recommendations on how institutions can increase equity and attainment.

By Scott Jascyk, November 4, 2021

The Bill & Melinda Gates Foundation sponsored a 115-page report in May that called for the release of more information to help students make better choices about where to go to college, in the hopes of eliminating "completion gaps" and "removing affordability as an impediment to postsecondary value." The report noted that these goals very much relate to inequities in education by race, gender, and class. "Without explicit attention to racial, socioeconomic, and gender equity, postsecondary education will continue to sustain and exacerbate inequalities, but a more equitable postsecondary education system can build a more just society," it says. "We urgently need to transform the nation's postsecondary system to ensure value for the very populations most impacted by racial and gender violence and the coronavirus pandemic and the dire economic - and life-or-death - consequences they impart to marginalized communities."

One question about the work of the Postsecondary Value Commission, which produced the report, has been how it will achieve those goals. Today, the Gates Foundation launches a new tool: the Equitable Value Explorer, to help colleges and policymakers act on the report's recommendations. (The Gates Foundation has provided funds to support Inside Higher Ed's coverage of value in higher education.)

Equity Value Explorer (EVE)

Exploring Equitable Postsecondary Value

This chart shows the relationship between access, completion, and post-college earnings. Institutional performance on the economic value thresholds can be influenced by many factors. To generate useful information from the data tool, compare institutional performance on each economic value threshold across institutions who serve similarly diverse populations.

Click on an institution’s profile to see their performance relative to disaggregated thresholds.

Click on an institution’s profile to highlight other schools serving similar student populations.

Overall Median Earnings (10 Years After Initial Enrollment) compared to T0 Minimum Economic Return

Binghamton University

<table>
<thead>
<tr>
<th>Pell</th>
<th>59%</th>
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<tbody>
<tr>
<td>Overall Median Earnings (10 Years After Initial Enrollment)</td>
<td>$65,041</td>
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<td>Threshold 0</td>
<td>$36,292</td>
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<tr>
<td>Earnings Compared to T0</td>
<td>$28,749</td>
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<td>Completion Rate</td>
<td>81%</td>
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<tr>
<td>Cumulative Net Price</td>
<td>$91,140</td>
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Profile → Close X
FTFT first-gen graduation rate (%) vs entering cohort year

- Fall 2012
- Fall 2013
- Fall 2014
- Fall 2015
- Fall 2016
- Fall 2017

Graduation rates:
- All: 80%, 75%, 70%, 65%
- First-gen: 80%, 75%, 70%, 65%