Barriers to Student Success
Achievement Gaps Across the Student Lifecycle

Common Student Success Metrics
- First year retention rates
- Term-to-term persistence rates
- DFV rates
- Four-year graduation rates
- Six-year graduation rates
- First destination surveys
Cut data by race, gender, ethnicity, income, first-generation status, and other demographics aligned with your population.

Pre-College Academic Preparation
1. High school teacher expectations
2. Access to AP courses
3. Access to ACT/SAT prep courses
4. ACT/SAT test taking rates
5. Placement in developmental education
6. Success in developmental education
7. Disciplinary rates and experiences in high school
8. Writing ability by ELL status
9. Geographical access to higher education institutions
10. Diversity of high school teachers
11. Segregation of high schools
12. Access to guidance counselor
13. SAT score by income quintile
14. AP exam pass rates

Family Expectations and Self Efficacy
15. Family expectations of student’s ability to go to college
16. Family expectations of student’s ability to succeed in college
17. Student expectation of their own ability to succeed
18. Resilience during the job search
19. Impact of first failed course
20. Acceptance rates in competitive majors
21. Family perception of importance of HPS
22. Undermatching in college selection process

Climate
53. Sense of belonging
54. Perception of inclusivity in major
55. Treatment by local businesses
56. Treatment by local community
57. Impact of negative diversity event
58. Diversity of student organization leadership in relation to student body demographics
59. Success rates based on demographics of faculty encountered
60. Responsiveness of faculty to students
61. Consideration of racial justice activism in admissions decisions
62. Interactions with campus and local law enforcement
63. Access to facilities (e.g. building accessibility, gender affirming restrooms)
64. Faculty and staff diversity in relation to student diversity

Financial
40. Perception of cost of college
41. Ability and desire to take on debt
42. Application fee waiver request rates
43. FAFSA submission rates
44. Financial aid verification selection rates
45. Financial aid verification completion rates
46. Impact of unmet financial need
47. Ability to afford social experiences
48. Internet access at home
49. Ability to afford course materials
50. Summer melt rates
51. Unproductive credit accumulation
52. Enrolment in toxic course combinations
53. Graduation application submission rates

Pedagogy
60. GPA in lecture-heavy courses
61. Perception of representation within curriculum
62. Impact of grading practices
63. Perception that curriculum is relevant to students’ goals and values
64. Teaching in First Nations’ languages
65. Effect of pre-requisite course sequencing
66. Grades in online courses
67. Completion of online courses
68. Major switching patterns

College Navigation
69. Likelihood to register late for classes
70. Student expectations of coursework rigor
71. Utilization of mental health resources
72. FAFSA resubmission rates
73. Summer melt rates
74. Unproductive credit accumulation
75. Enrolment in toxic course combinations
76. Graduation application submission rates
77. Understanding of re-enrollment policies
78. Perceptions of time needed to study
79. Parental engagement by ELL status
80. Expectations of frequency of faculty interactions
81. Understanding of academic honor codes
82. Impact of academic jargon
83. Knowledge and use of medical withdrawal policies
84. Enrolment by discipline

Post-Graduate Outcomes
99. Participation rates in undergraduate research
100. Participation rates in study abroad opportunities
101. Experience during study abroad
102. Ability to use social network for career advancement
103. Post-graduate employment rates
104. Alumni engagement rates
105. Post-graduate economic mobility
106. Career fulfillment and engagement
107. Impact of student debt
108. Career boost from non-degree credential
95. Student loan default rates
96. Participation rates in internships
97. Participation rates in learning communities
98. Participation rates in service-learning

Policies and Procedures
85. Need and ability to apply for financial independence
86. Ability to access all required courses
87. Faculty dropping students from courses
88. Need for on-campus housing during breaks
89. Misalignment between aid and billing
90. Mismatch between credit accumulation and financial aid awards
91. Placement on academic probation
92. Referrals to honor board
93. Impact of registration and bursar holds
94. Impact of differential tuition rates

Sources: Based on literature review and EAB interviews and analysis. Bibliography available upon request.
Disparity Snapshot Across the Lifecycle

Demographic Gaps from Campuses, National Datasets, and Academic Studies

What are the most important leading indicators of demographic gaps on college and university campuses?
The most common measures of student success—retention, graduation, and post-graduate outcomes—rarely help campuses understand how they should change policy or practice to promote equity. EAB has compiled some of the most surprising, challenging data below that can direct member action to specific causes of demographic disparities. Use these data as well as the 108 gaps on the reverse side to guide your own campus’ analysis.

### Starting point: Common student success metrics
- First-year retention rates
- Term-to-term persistence rates
- DFY rates
- Four-year graduation rates
- Six-year graduation rates
- First destination surveys

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### Climate
#### Campus Climate
- 20% of students have reported bias and hate crimes incidents on campuses

Southern Poverty Law Center

#### Engagement with Campus Community
- 38% of Native and Indigenous students do not feel like a part of their campus community, compared to 21% of white students

NSSE

#### Sexual Violence
- 23% of undergraduate women have experienced rape or sexual assault

Rape, Abuse & Incest National Network

### Financial
#### Loss of Scholarships
- 18% of first-year students lose their GPA-restricted scholarships

Regional Private University

#### Access to Basic Needs
- 56% of Aboriginal post-secondary students experience food insecurity

Five Canadian Universities

#### Cost of Materials
- 6% of first-generation students acquire 6 fewer textbooks than their continuing-generation peers

The Chronicle of Higher Education

### Pedagogy
#### Impact of Grading Practices
- 37% of students who did not pass in courses using norm-referenced grading were underrepresented minorities when they made up 19% of enrolments in these courses

Elite Public University

#### Major Switch Patterns
- 80% of underrepresented STEM first-year students switched their major out of STEM

Small Polytechnic Institute

#### Impact of Lecture-Based Teaching
- 1 in 3 African American students and 1 in 7 Hispanic students received a D or F in a lecture-based introductory biology course, compared to 1 in 14 white students

Beginning Postsecondary Students Longitudinal Study

### College Navigation
#### FAFSA Resubmission Rates
- 16% of first-year Pell recipients did not resubmit the FAFSA in their sophomore year

Boston Globe

#### Utilization of Mental Health Resources
- 26% of African American students with clinically significant symptoms of a mental health condition received mental health treatment, compared to 46% of white students

Social Science Quarterly

#### Summer Melt Rates
- 13% of low-income students who intend to go to college do not enroll, compared to 8% of affluent students

### Policies and Procedures
#### Referrals to Honor Committee
- 33% of the cases brought before Honor Committee were against African American students even though they only make up about 7% of the student population

Elite Public University

#### Undergraduate Research
- 18% of first-generation seniors engage in research with a faculty member, compared to 27% of continuing-generation seniors

NSSE

#### Internship Opportunities
- 40% of African American seniors engage in an internship or field experience, compared to 53% of white seniors

NSSE

#### Academic Probation
- 16% of students of color were on academic probation or suspended, while only 7.2% of white students were

NSSE

#### Post-Graduate Outcomes
- 11% of African American seniors are enrolled in math remediation, compared to only 19% of white students

Complete College America

#### Parental Expectations
- 39% of parents of first-generation students expect their child to obtain a BA or higher degree, compared to 88% of parents of continuing-generation students

Child Trends Data Bank

#### Self Expectations
- 2x Hispanic students are twice as likely as comparable students to require academic remediation if students lack academic self-confidence

Proceedings of the National Academy of Sciences of the United States of America

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Source: Based on literature review and EAB interviews and analysis. Bibliography available upon request.