



Building Academic Perseverance Early in the College Experience

Academic Affairs Forum

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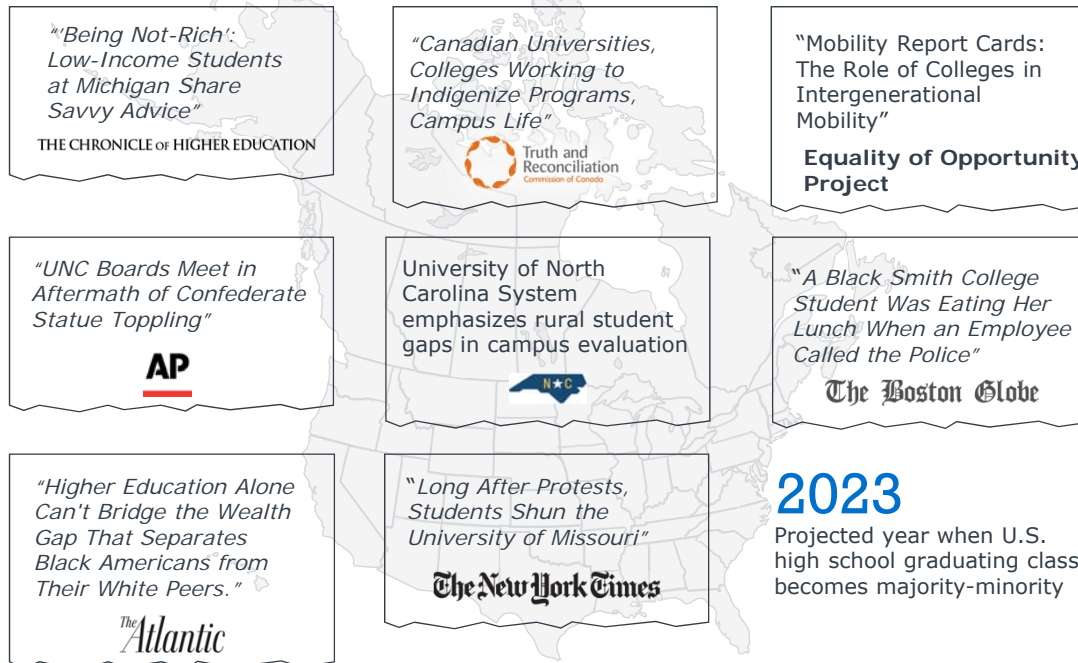
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An Equity Moment in Education and Beyond



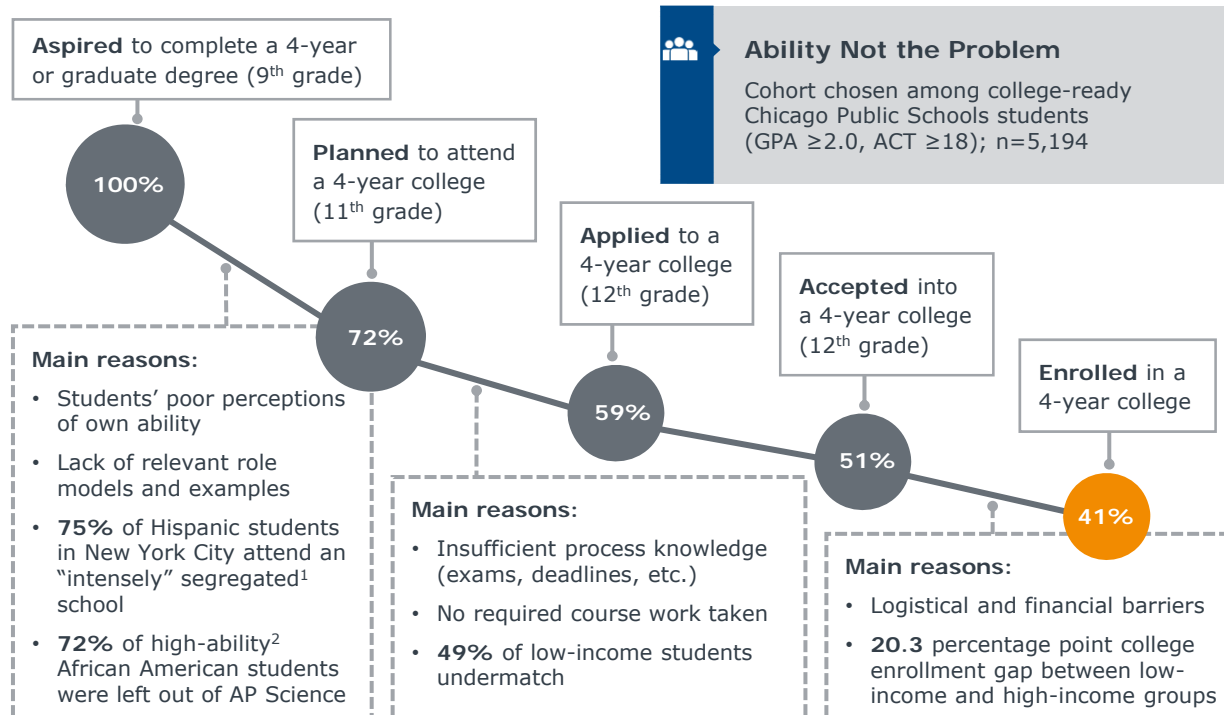
Political and Social Forces Bring Historical and Current Inequalities to Light



Pre-College Narrative Focuses on Access



Identifying the Breaks in the High School to College Pipeline



1) Schools that are less than 10 percent white
2) With PSAT scores suggesting success in relevant AP course.

Sources: "From High School to the Future: Potholes on the Road to College," Consortium on Chicago School Research at the University of Chicago, March 2008; Nikole-Hannah Jones, Choosing a School for My Daughter in a Segregated City, *The New York Times*, June 9, 2016; "Finding America's Missing AP and IB Students," The Education Trust, June 2013; Jonathan Smith, Pender Matea, and Jessica Howell, "The Full Extent of Student-College Academic Undermatch," The College Board, October 2012; "Percentage of recent high school completers enrolled in 2- and 4-year colleges, by race/ethnicity: 1960 through 2015," National Center for Education Statistics; EAB interviews and analysis.



Off-Campus But Not Off Our Minds

Post-Graduate Outcomes Muddled by Bias and Economic Conditions

Attempted Intergenerational Mobility...

3x Expected family income of children raised in the 90th income percentile is three times that of children raised in the 10th percentile

21% Of African American men who grew up in the top income quintile are in the bottom quintile as adults compared to 10% of white men



...Thwarted by Bias and Debt

10% Of African American college graduates are under-employed compared to 5% for white graduates

15% Hispanic applicants received 15% fewer call backs from job applications than similar white applicants

23% Of African American college graduates default on their student loans

"With family income too low to afford tuition payments or qualify for additional credit, low-income students must often carry the debt themselves... This debt greatly compromises social and economic mobility while simultaneously obstructing their pursuit of the American Dream."

- *The Horatio Alger Association*

Mitnik, Pablo A. and David B. Grusky. "Economic Mobility in the United States." *Stanford University's Center on Poverty and Inequality*. July, 2015.; Badger, Emily, Claire Cain Miller, Adam Pearce, and Kevin Qealy. "Extensive Data Shows Punishing Reach of Racism for Black Boys." *New York Times*, March 19, 2018.; Carnevale, Anthony P. and Nicole Smith. "Sharp Declines in Underemployment for College graduates." *Center on Education and the Workforce*, 2015.; Qullian, Lincoln, Devah Pager, Ole Hexel, and Arnfinn H. Midbøen. "Meta-Analysis of Field Experiments shows no Change in Racial Discrimination in Hiring over Time." *PNAS* 114, no. 41: 10870-10875.; Miller, Ben. "New Federal Data Show a Student Loan Crisis for African American Borrowers," *Center for American Progress*, October 16, 2017.; "Student Debt and the American Dream." *The Horatio Alger Association*, 2014.

Attempting to Navigate Shifting Policy Agendas



Financial Aid and Student Equity Policy Under Growing Scrutiny

Still Awaiting a Two-Page FAFSA



Photo: AP Photo/Mamoud Balce Ceneta

Sen. Lamar Alexander (R-Tenn.) unrolls full FAFSA form to illustrate its length and complexity.



Use of Race in Admissions in the Spotlight as SCOTUS Changes

Justice Department sides with groups suing Harvard over use of race in admissions



Title IX Regulations in the Crosshairs of DeVos's ED

Changes in accountability, due process, and standards of evidence add to an already confusing set of rules and requirements



Free College Spreads, but not Without Controversy

Questions remain about who benefits most, low-income or wealthier students?

Source: Katie Benner, "Justice Dept. Backs Suit Accusing Harvard of Discriminating Against Asian-American Applicants", *The New York Times*, August 30, 2018; Anya Kamenetz, "Is Free College Really Free?", *NPR*, January 5, 2017; Sarah Brown, "DeVos's Rules on Sexual Misconduct, Long Awaited on Campuses, Reflect Her Interim Policy", *The Chronicle of Higher Education*, August 29, 2018.

More Innovation May Not Equal More Equality



Questions Remain about Discrimination Hardwired into Technology



Bias in Predictive Analytics and Artificial Intelligence



URG¹, First-Generation Student



Non-URG¹, Continuing Generation Student



How do predictive analytics engines influence personal bias when interacting with a student?



An Emerging Paradox Colors the Debate about Equity as More Students Embrace Multi-Modality



Lower grades, higher completion rates among multi-modal students

↓ 0.5

Point decrease in GPA of lowest performing students (based on previous term GPA) in online courses

45%

Of low-income adults have access to broadband service at home

1) Refers to historically underrepresented groups, including racial and ethnic minorities

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Source: "Internet/Broadband Fact Sheet", Pew Research Center, February 5, 2018; Eric Bettinger and Susanna Loeb, "Promises and pitfalls of online education", *Brookings Institution*, June 9, 2017; EAB interviews and analysis.

Focusing on What Higher Ed Can Control



What Institutions Do (or Don't) to Create or Worsen Gaps

Seeking to
Increase Access
and Improve K-12
Education



Overcoming Barriers to Equity in
Student Success on Your Campus



Helping to Create
Jobs and Meet
Employer
Workforce Needs



Two Guiding Questions

*"What gaps do we have to react to
and attempt to remedy?"*

*"What gaps do we contribute to or
make worse by action or inaction?"*

Infographic: Barriers to Student Success



102 Disparities Identified Across the Student Lifecycle

Barriers to Student Success
Achievement Gaps Across the Student Lifecycle

A Guide for Gap Identification
EAB has identified over 100 hidden disparities that may impact single or multiple underrepresented students on your campus. Each gap can impact a student's feelings of belonging on your campus and make them more susceptible to conditions of stereotype threat. Use this handout as a guide to identify potential disparities across your campus.

Using this Infographic

- Thematically organized around key functional areas of your portfolio
- Assists taskforces in identifying potentially hidden disparities
- Prioritize key areas of focus based on broader strategic and institutional goals
- Designed to identify leading indicators of gaps in common success metrics

Surprising Gaps Identified:

- Impact of grading practices
- Effect of parental expectations on academic perseverance
- Effect of student self-efficacy on first-year course grades
- Faculty dropping students from courses
- Responses of faculty to comments on student discussion boards

Family Expectations

- 9. Geographical access to higher education institutions
- 10. Diversity of high-school teachers
- 11. Segregation of high schools
- 12. Family expectations of students
- 13. Family expectations of students
- 14. Students' expectations of parents
- 15. Residence during the high school years
- 16. Impact of first- or second-generation college students
- 17. Acceptance rates on college
- 18. Family perception of college
- 19. Undermatching in college

Financial

- 20. Ability to afford college
- 21. Perception of cost of college
- 22. Ability and desire to take on debt
- 23. Application fee waiver request rates
- 24. FAFSA submission rates
- 25. Financial aid verification completion rates
- 26. Financial aid verification completion rates
- 27. Impact of unmet financial need
- 28. Ability to afford social experiences
- 29. Perception of cost of college
- 30. Ability and desire to take on debt
- 31. Application fee waiver request rates
- 32. FAFSA submission rates
- 33. Financial aid verification completion rates
- 34. Financial aid verification completion rates
- 35. Impact of unmet financial need
- 36. Ability to afford social experiences

College Navigation

- 37. Likelihood to register late for classes
- 38. Student expectations of coursework rigor
- 39. Utilization of mental health resources
- 40. FAFSA re-submission rates
- 41. Summer math rates
- 42. Unproductive credit accumulation
- 43. Enrollment in basic course combinations
- 44. Graduation application submission rates
- 45. Understanding of re-enrollment
- 46. Perception of time needed to complete degree
- 47. Parental engagement by ECU
- 48. Expectations of faculty roles
- 49. Understanding of academic policies
- 50. Impact of academic progress
- 51. Knowledge and use of fresh start policies

Faculty and Student

- 52. Faculty dropping students from courses
- 53. Ability to afford social experiences
- 54. Faculty dropping students from courses
- 55. Need for social experiences
- 56. Resurgence in social experiences
- 57. Placement in social experiences
- 58. Placement in social experiences
- 59. Responses of faculty to comments on student discussion boards
- 60. Impact of social experiences

How to Use the Infographic on Your Campus



Creating a Data-Driven Student Equity Action Plan

5 Steps to Use EAB's Student Equity Audit



Start with common success metrics e.g. graduation rates, first-year retention



Consider your current student success and equity goals



Select two to three of the gaps EAB has identified that align with your institutional and strategic goals



Work with your institutional research office and academic units to collect relevant data to understand your current practice



Develop a solution-oriented action plan



Forthcoming Resources in Q1 2019

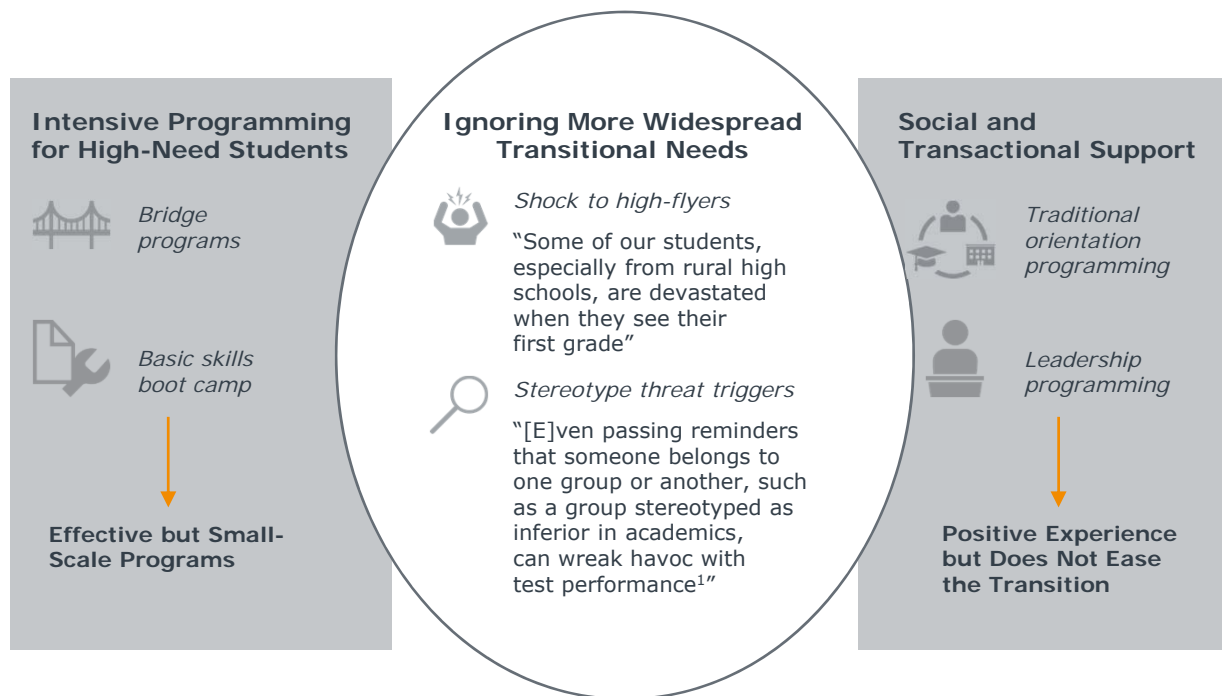
- Updated Student Completion Policy Audit
- Student Equity Diagnostic
- Innovative Institutional Gap Analysis Repository



Missing Less Visible Contributors to Stop-Out



Orientation and Bridge Programs Narrowly Focus on Social, Remedial Needs



1) American Psychological Association citing Claude Steele, Joshua Aronson, and Steven Spencer

Limits to Staff Economics and Efficacy



The Future Student Success Support System May Already Be on Campus

Never Going to Hire All the Advisors and Staff We Need...

Current Staffing



Ideal Staffing



Not enough funding to make initial investment



Struggle to determine the exact placement of new staff

...And We Miss an Opportunity to Engage Students and Close Trust Gaps



Chance to build belongingness among current students plus experiential learning among mentors



Perceived lack of common experience



Less able to normalize help-seeking behaviors among hesitant students

Clear Benefits to Using Peers as Coaches and Mentors

Retention

- Retention gains over similar non-participants

Sense of Belonging

- Students with engaged mentors report less feeling of isolation on campuses

Lower DFW, Higher GPA

- Course performance gains in sections with course assistants

Failing to Deploy Peers Broadly



Disconnected from core academic experiences



Mentorship not leveraged as experiential learning



Relegated to programs tangential to primary student success efforts

Source: Kring, Matthew. "Supporting College Students through Peer Mentoring: Serving Immigrant Students." *Metropolitan Universities*, 28 no. 3: 102-110.; Kochenour, E.O., D.S. Jolley, J.G. Kaup, D.L. Patrick, K.D. Roach, and L.A. Wenzler. "Supplemental Instruction: An Effective Component of

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Today's Focus



Overcoming Barriers to Equity in Student Success

The Two Questions Guiding Our Research



What disparities from outside of higher education do institutions need to remedy when their students enroll?



What do institutions do (or not do) to create or make gaps worse among their increasingly diverse student bodies?

Three Imperatives to Reduce Demographic Disparities in Academic Performance, Retention, and Graduation

- 1 Create opportunities for early academic wins to prepare students for future challenges**
 - Growth mindset priming exercise
 - Pre-college academic simulation
 - Math catch-up pathway
- 2 Scale student support and normalize help-seeking behavior by expanding the use of peer coaches and mentors**
 - Peer support expansion diagnostic
 - Peer advisor-led outreach and service referral campaigns
 - Mentor career skill reflection exercises
- 3 Regularly reinforce the connection between students' education and long-term goals**
 - Course-based goal reflection exercise
 - Step-by-step bounce back plans
 - Scholarship recovery intervention
 - Experiential learning incentive scholarship

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-



Primed with Internal and External Doubts

Disparity in Self and Others' Expectations Creates Uneven Starting Point

Others' Doubts Tarnish Interactions with College Faculty and Staff

40%

African American teachers were 40% more likely than White teachers to predict the same African American student would finish high school

7%

African American high school students were 7% more likely to finish college if assigned to teachers with higher expectations

39%

Of first-gen parents who expect their child will attain a BA or higher



Self-Doubt Affects Access, Course Placement, and Transition to College Coursework

54%

Of low-income students between the ages of 12 and 18 who expect to attend college

23%

Of African American students feel more emotionally prepared for college than their peers (compared to 35% of white students)

2x

Hispanic students are twice as likely to require academic remediation if students lack academic self-efficacy¹ (vs. comparable students)

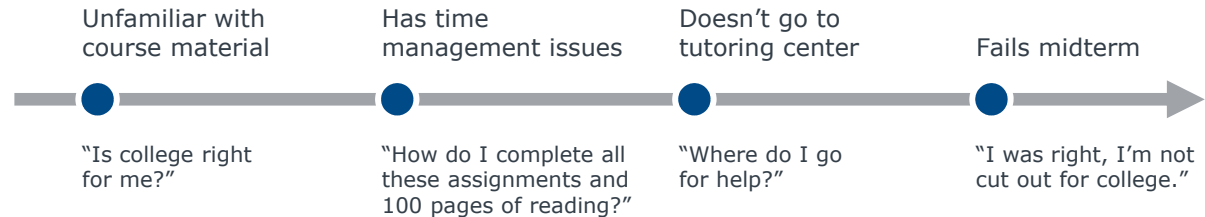
1) Self-efficacy refers to an individual's belief (conviction) that he or she can successfully achieve at a designated level on a task or a specific goal, i.e., confidence.



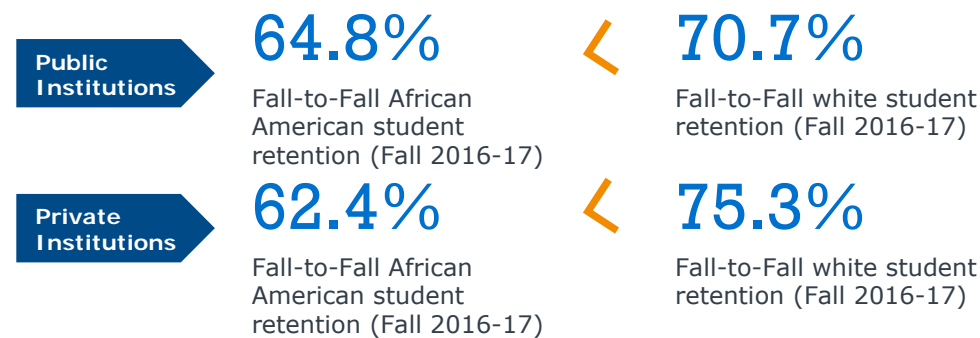
A Self-Fulfilling Prophecy

High-Stakes Failures Compound Stereotype Threat

Early Semester Obstacles Reinforce Student Fears About Belonging in College



Gaps in First-Year Retention a Problem Despite Institutional Control





A Mindset to Overcome Academic Hurdles

Asset-Based Communication and Growth Mindset Strengthen Perseverance

Orientation Exercises Inoculate Students Against First-Term Shocks



Review Information on Growth Mindset

- Letters from other students
- Online modules about the ability to gain new skills and overcome challenges



Reflect on Personal Story of Overcoming Obstacles

- Essay on past struggles that the student has overcome
- Write a letter to the student's past self about resilience



Give Advice on Overcoming Challenges

- Record a video reflecting on what the student learned
- Write to a suggested high school student summarizing information from exercise

50%

Reduction in the gap in 12+ credit completion between "disadvantaged and advantaged"¹

50%

Reduction in the GPA gap between African American and white graduates²

1) Disadvantaged students defined as African American, Hispanic, and first-generation students (Tough, 2014)

2) Replication of growth mindset intervention at elite, northeastern private university

Reimagining Bridge Programs

Pre-Semester Boot Camp Creates Opportunity to Course Correct Early



Three Components of NevadaFIT's Success

Course Simulation Boosts First-Term Readiness

- Pre-semester, for-credit week-long math intensive course with semester-long corollary
- 8 boot camps operated by individual colleges
- College-level, graded assignments and exams with in-depth faculty feedback



Peer-Led Cohorts Build Belongingness

- Creation of smaller, six-student cohorts with assigned peer mentors who check-in with students across the first term
- Peer mentors are academic and social role models and help students balance competing priorities

Mentors and Faculty Normalize Help-Seeking

- Daily academic and college navigation skills workshops
- Early introduction to available resources

Focus on Early Academic Success Increases Student Confidence

“What makes this work is focusing the program on what it means to be successful in a college class and letting students experience that early in their college career.”

*Kevin Carman, Executive Vice President and Provost,
University of Nevada, Reno*

“The most surprising part of NevadaFIT was how much more confident I felt about college afterwards...I felt like I could accomplish a lot within my first semester.”

NevadaFIT Participant 2015, Mentor 2016 and 2017



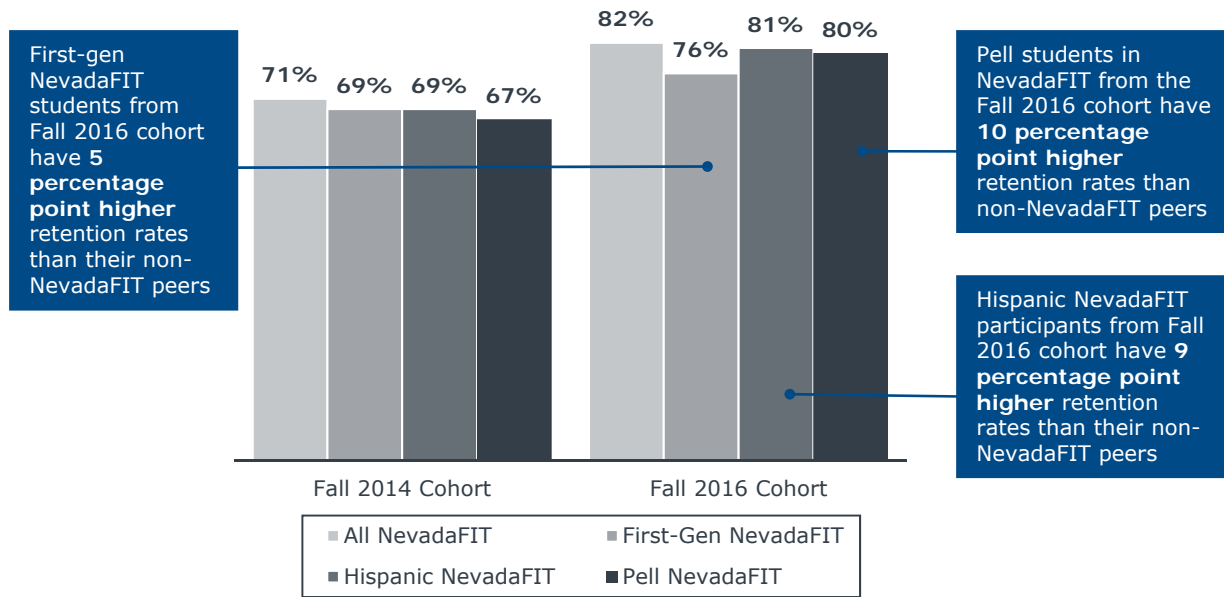
Acceleration of First Challenges Closes Gaps

First-Gen, Pell Recipients, and Hispanic Students Persist at Higher Rates



NevadaFIT Eliminates Gaps in Retention

Student Retention to Spring 2017 by Demographic, NevadaFIT Participation, and Cohort Year





Scalable, Self-Supporting Success Program

Students Looking for Opportunities To Fail, Build Confidence, and Succeed



University of Nevada, Reno

Selection: NevadaFIT is open to all incoming first-year students and mandatory for students in The College of Science, the College of Agriculture, Biotechnology, and Natural Resources, and the College of Education. Undecided students may select a program of their choosing.

Participation: NevadaFIT has grown from 48 students in 2013 to 1,700 in Fall 2018

Costs: The program largely pays for itself as a result of retention gains, though philanthropic support also contributes

- \$250 faculty stipend
- Student costs include early move-in fee, course fees, and tuition
- 30% of NevadaFIT participants in 2017 received financial aid to attend

Next Steps: The College of Business and the College of Engineering will make participation in NevadaFIT mandatory in 2019. Goal to make NevadaFIT mandatory for all students by 2020

Student Participation Continues to Grow

47%



10%

Proportion of first-year class that participated in NevadaFIT in Fall 2018

Proportion of first-year class that participated in NevadaFIT in Fall 2014



“They sign up because they are allowed to fail, so it gives them permission to try out harder majors, to gain confidence, and see if they have what it takes to succeed.”

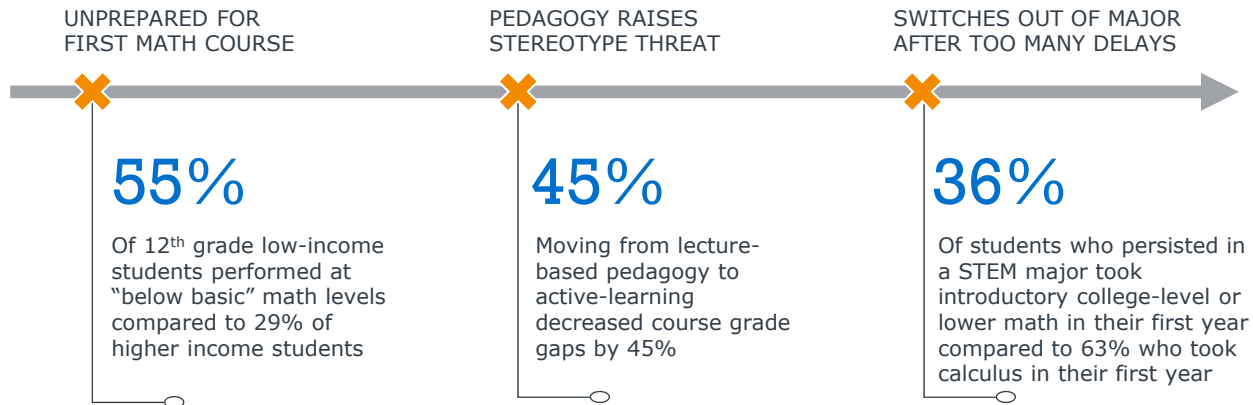
*Felicia DeWald, NevadaFIT Coordinator,
University of Nevada, Reno*

Past Academic Experiences Determine the Future



Student Preparation Differences Create Curricular Navigation Hurdles

Points Within the Curriculum That Create Gaps Based on Preparation



Bromberg, Marni and Christina Theokas. "Breaking the Glass Ceiling of Achievement for Low-Income Students and Students of Color," *The Education Trust*, 2013; Haak, D. C., J. Hille Ris Lambers, E. Pitre, and S. Freeman. "Increased Structure and Active Learning Reduce the Achievement Gap in Introduction to Biology." *Science*, 332 no. 6034: 1213-6.; Chen, Xianglei and Mathew Soldner. "STEM Attrition: College Students' Paths into and Out of STEM Fields." *U.S. Department of Education*, 2014

The Equity Barriers Built into Our Pathways

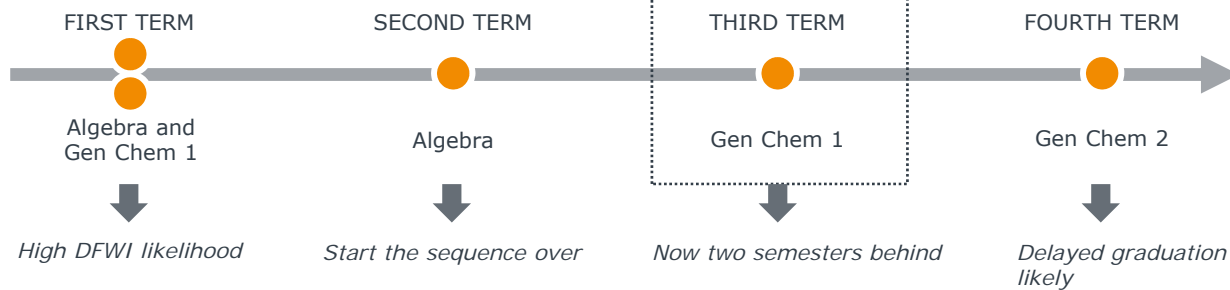


Front-Loading Math-Heavy Content Can Create Multi-Term Delays

Algebra-Ready Student



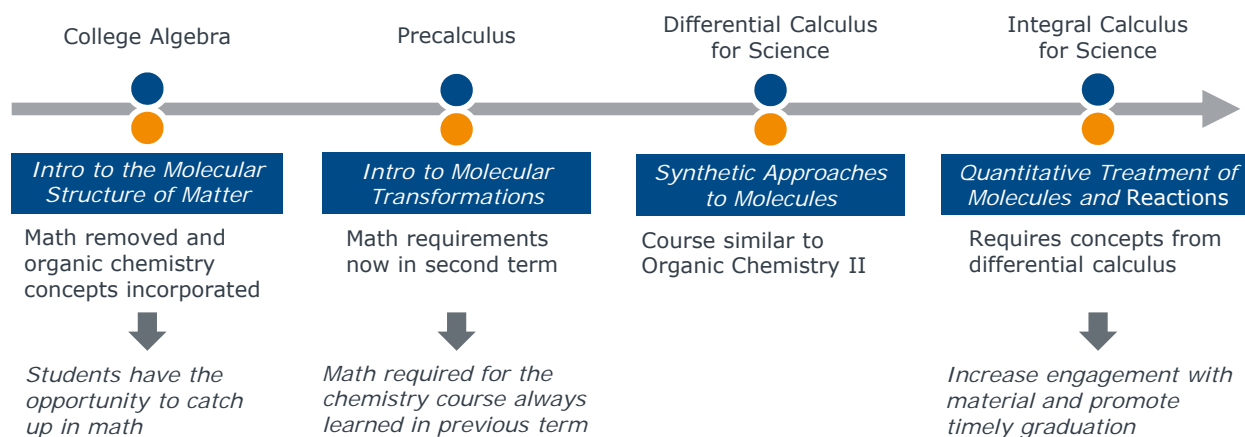
Non-Algebra-Ready Student





Delay Math but Boost Engagement and Equity

Faculty-Driven Curricular Redesign Experiment May Level the Field



A Pilot with Non-Majors (Hopefully) Leading to Major Path Change



- New pathway created by John Frederick, former provost and professor
- First cohort will include 50 Environmental Science majors
- First course emphasizes elements of inclusive pedagogy including peer-led learning, instruction on working together in groups, multiple formats to learn the material, and open educational resources

- 1 Create opportunities for early academic wins to prepare students for future challenges
- 2 Scale student support and normalize help-seeking behavior by expanding the use of peer coaches and mentors
- 3 Regularly reinforce the connection between students' education and long-term goals

Three Future Areas for Exploration on Equity and Student Success

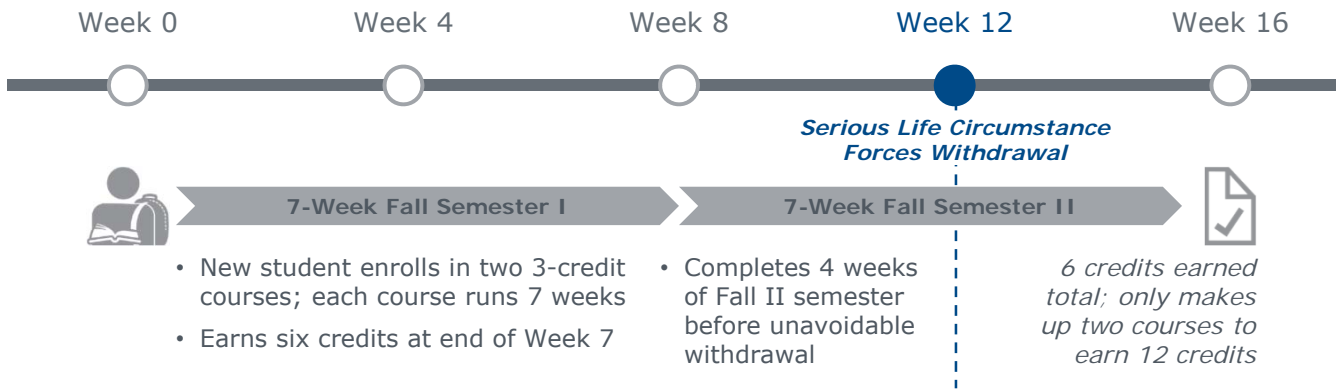
- Radical Flexibility
- The Future of Learning
- Innovative Cost Reduction



Radical Calendar Transformation

All Mini-Term Calendar Reduces the Penalty for Stop-Out

Compressed Terms Minimize the Cost of Life Interruptions



Trident Tech's Mini-Terms Improve Course Success and Retention Rates

+14

Percentage point increase in course pass rates after implementing mini-terms

87%

Fall to spring retention rate after mini-term implementation, the highest in the college's history



Default Mini-Terms Increase Credit Accumulation

Accommodating the Need to Balance Many Responsibilities

Multiple Compressed Term Options Accommodate Student Lifestyle

Sample Year-Round Schedule



Fall 1

Aug. 28-Oct. 23

- 6 credits

Fall 2

Oct. 30-Dec. 22

- 6 credits

Spring 1

Jan. 1-Feb. 26

- 6 credits

Spring 2

Mar. 5-Apr. 30

- 6 credits

Summer 1

May 7-Jun. 29

- 3 credits

Summer 2

Jul. 9-Aug. 27

- 3 credits

30 Number of total credits accumulated in calendar year

Student Success Results Prove Good Reason for Mini-Term Popularity



Percentage point increase in course completion rates compared to 16-week term



Completion rate for students taking at least 24 credits per year

“Quit wishing for a different kind of student...we want to be the right college for the students we have”

Russell Lowery-Hart, President, Amarillo College

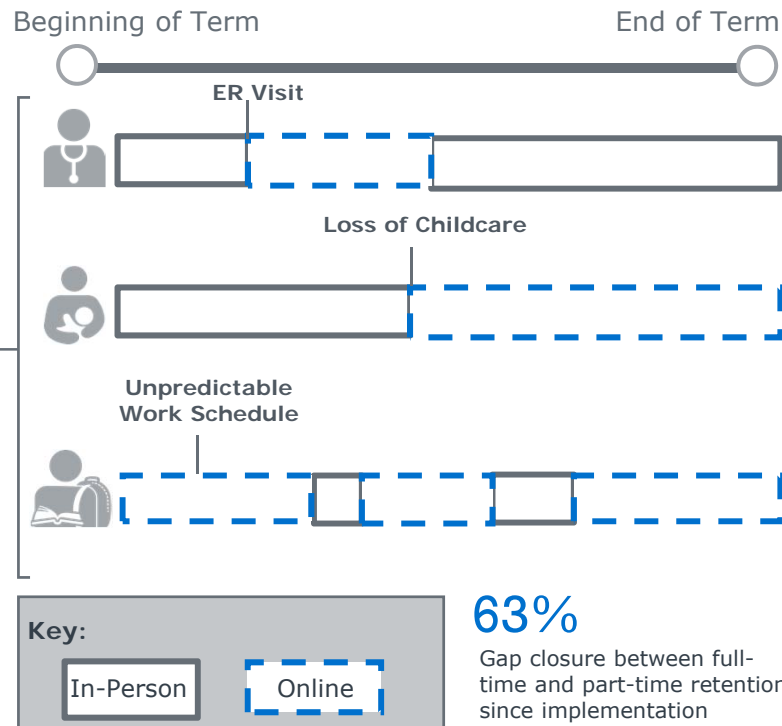
Flexible Modality, Responsive Schedules

Dual Delivery Offers In-Person Engagement and Flexibility



The Next Level of Student-Centric Scheduling

- 1 Course content delivered in a traditional, face-to-face manner
- 2 Class sessions and course materials are recorded and uploaded to Blackboard
- 3 Students can flex attendance at-will
- 4 Discussions and assignments available in both modalities





A Radically New Future for Student Learning?

The Influence of Gaming, Social Media, and Artificial Intelligence

Artificial Intelligence and Adaptive Learning



The Jill Watson Experiment



AI teaching assistant or human?

19%

Increase in the average number of student comments in discussion boards after implementation of AI TAs

1) Adults between the ages of 18 and 29
2) While young adults are less trusting of the media in general they are not less trusting of news brands they are familiar with

Gaming as a Learning Tool?



"Fortnite May Be Addictive, But Could Also Promote Learning, Say Stanford Experts"

"Gaming addiction classified as disorder by WHO"



"Games have the potential to make learning more relevant...so many engineering students come in and they fail calculus. Games may be a way to keep them engaged."

Susan Pedersen, Associate Professor, Texas A&M University

Source: Jason Maderer, "Jill Watson, Round Three: Georgia Tech course prepares for third semester with virtual teaching assistants.", *Georgia Tech News Center*, January 9, 2017; Jane Wakefield, "Gaming addiction classified as disorder by WHO", *BBC*, January 2, 2018; Patti Zarling, "Can video games help students learn complicated concepts?", *Education Dive*, March 20, 2018; Amy Mitchell, Jeffery Gotfried, Michael Barthel, and Elisa Shearer, "The Modern News Consumer", *Pew Research Center*, July 27, 2016.

Social Media and Information Literacy



"Higher Ed Takes on the Fake News Epidemic"

10%

Of young U.S. adults¹ trust the information they receive from the national media a lot²

12%

Of young U.S. adults¹ say the national media do a very good job keeping them informed



Reaching New Markets for Less

New Pricing Models and Funding Arrangements



Radical Price and Cost Reductions

50%

Capital University is offering half-off tuition for students whose parents work in the public sector or for a non-profit

30%

UPenn will be the first Ivy League to offer an online bachelor's degree for 30% less than the on-campus degree



New Agreements on State Funding



In an effort to promote accessibility, the NC state legislature will match the revenue loss dollar for dollar

- ▲ Increase in applications
- ▼ Decrease in student debt



Expansion of Open Educational Resources

96,000

Students at SUNY and CUNY schools have saved \$12 million dollars after 5,000 course sections switched to OER.

6%

Students in courses with OER persist at rates 6% higher than students in traditional courses at Tidewater Community College.

On the Horizon

Federal legislation is closer than ever to modifying accreditation regulations, which could permit alternative providers to offer federal financial aid. These providers, such as coding academies and workforce skills boot camps, could offer competition and business models that attract cost-conscious students.

"Capital University Offers Half Tuition with New 'Good Guarantee.'" *Capital University Website*, September 5, 2018.; McCurtie, Beth. "U. of Pennsylvania Says it will be First Ivy to Offer Online Bachelor's Degree." *The Chronicle of Higher Education*, September 18, 2018.; "The NC Promise Tuition Plan." *NC Promise.*; Lederman, Doug. "New York Doubles Down on Open Educational Resources." *Inside Higher Ed*, May 23, 2018.; Lieberman, Mark. "OER and Affordable-Textbook Labeling Gains Ground." *Inside Higher Ed*, December 6, 2017.

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