

Four Strategies to Reinforce the Career-Education Connection

Overcoming Barriers to Equity in Student Success Part III



Jahanara Saeed

Senior Analyst

jsaeed@eab.com

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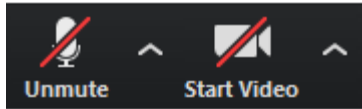
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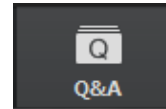
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Asking a Question

To ask the presenter a question, type it into the Chat panel and press send.





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An Equity Moment in Education and Beyond

Political and Social Forces Bring Historical and Current Inequalities to Light

*"Being Not-Rich':
Low-Income Students
at Michigan Share
Savvy Advice"*

THE CHRONICLE OF HIGHER EDUCATION

*"Canadian Universities,
Colleges Working to
Indigenize Programs,
Campus Life"*



*"Mobility Report Cards:
The Role of Colleges in
Intergenerational
Mobility"*



*"Long After Protests,
Students Shun the
University of Missouri"*

The New York Times

*"Homophobic and anti-
Semitic incidents took
place [at UMass
Amherst] last week"*

THE MASSACHUSETTS
DAILY COLLEGIAN
(The student newspaper of the University of Massachusetts Amherst)

*"A Black Yale Student
Was Napping, and a
White Student Called
the Police"*

The New York Times

*"Higher Education Alone
Can't Bridge the Wealth
Gap That Separates
Black Americans from
Their White Peers"*

The Atlantic

*"A Confederate Statue
Continues To Stir Unrest
At UNC-Chapel Hill"*

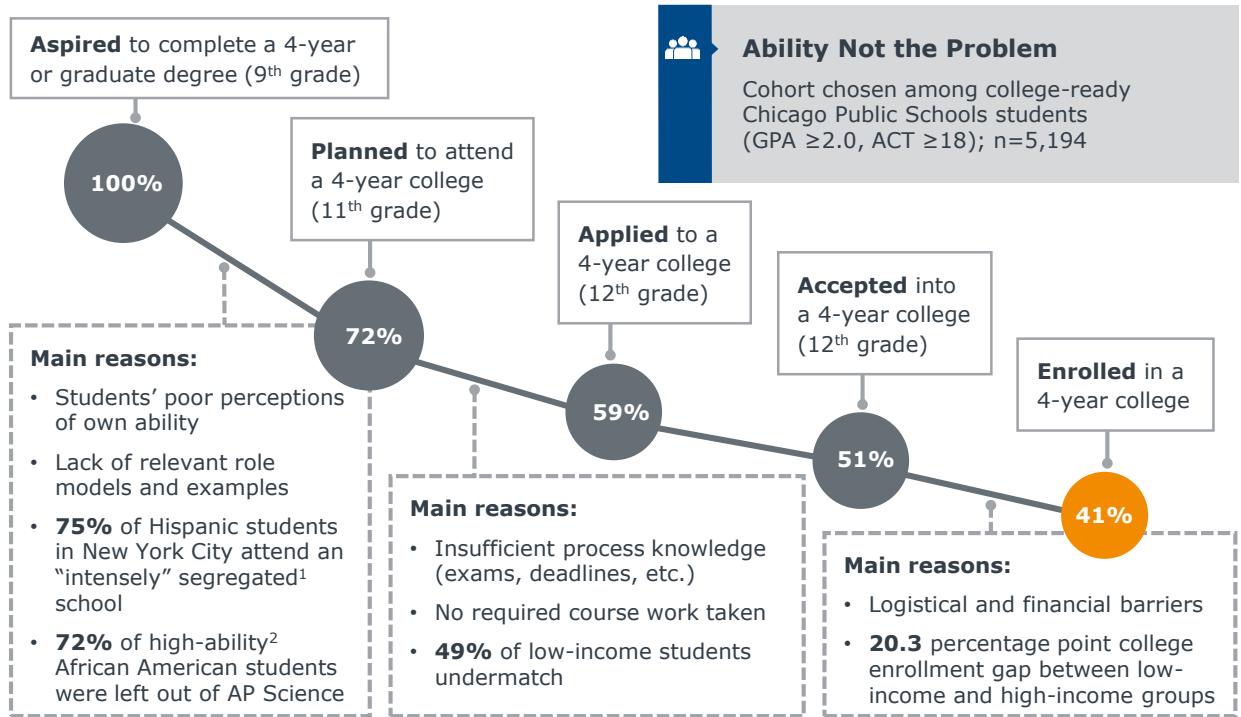


2023

Projected year when U.S.
high school graduating class
becomes majority-minority

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.

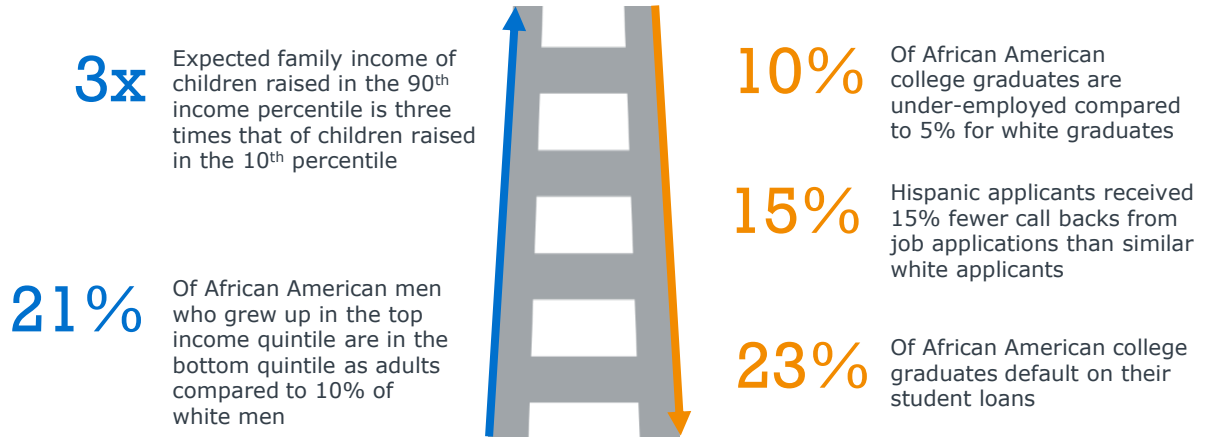
Sources: "From High School to the Future: Potholes on the Road to College," Consortium on Chicago School Research at the University of Chicago, March 2008; Nikole-Hannah Jones, Choosing a School for My Daughter in a Segregated City, *The New York Times*, June 9, 2016; "Finding America's Missing AP and 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...

...Thwarted by Bias and Debt



"Many [Indigenous] people on reserves don't have the resources they need to rise above the poverty rates of their parents, and struggle against a legacy of deprivation and neglect. A key factor causing low income mobility among many Indigenous communities, economists say, is the lack of high-quality educational opportunities in reserves and northern communities."

-Doug Saunders and Tom Cardoso, on Canadian mobility data

Source: Halikias, Dimitrios and Richard V. Reeves, "Ladders, Labs, or Laggards? Which Public Universities Contribute Most?" *Brookings Institute*, July 2017. ; Reeves, Richard V. and Eleanor Krause, "Raj Chetty in 14 Charts: Big Findings on Opportunity and Mobility we Should all Know," *Brookings Institute*, January 2018. ; Mitnik and Grusky, "Economic Mobility in the United States," *Stanford University's Center on Poverty and Inequality*, July, 2015; Badger et al., "Extensive Data Shows Punishing Reach of Racism for Black Boys," *New York Times*, March 19, 2018.; Carnevale and Smith, "Sharp Declines in Underemployment for College graduates," *Center on Education and the Workforce*, 2015.; Quillian et al., "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."

1) Includes both R1 and R2 institutions, defined as Percent of students who have parents in the Bottom 20% of the income distribution and reach the Top 20%

Attempting to Navigate Shifting Policy Agendas

Financial Aid and Student Equity Policy Under Growing Scrutiny

Still Awaiting a Two-Page FAFSA



Photo: AP Photo/Manuel Balce Cervera

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



Concerns and Questions about Proposed Title IX Regulation Changes

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



Use of Race in Admissions in the Spotlight as SCOTUS Changes

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



Free College Spreads, but not Without Controversy

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

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

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?"

New Infographic: Barriers to Student Success

116 Disparities Identified Across the Student Lifecycle



EAB

Barriers to Student Success

Leading Indicators of Achievement Gaps Across the Student Lifecycle

A Guide for Gap Identification

EAB has identified 116 demographic disparities that institutions need to address or that they themselves create. These items are the leading indicators of gaps in common metrics like retention, graduation, and career outcomes and often reflect the influence of institutional policies on students' sense of belonging. Members should consider these items as they try to identify the barriers to equity on their own campuses.

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

Preparation	Family Expectation
9. Geographical access to higher education institutions 10. Impact of diversity of high school teachers 11. Segregation of K-12 schools 12. Access to guidance counselors 13. SAT/ACT scores by income quintile 14. AP exam pass rates	15. Family expectation 16. Family expectation 17. Student expectation 18. Resilience during transition 19. Impact of first failure 20. Acceptance rates at college 21. Family perception of college 22. Undermatching in college
Financial	College Navigation
23. Perception of cost of college 24. Ability and desire to take on debt 25. Application fee waiver request rates 26. FAFSA submission rates 27. Timing of FAFSA submission 28. Financial aid verification selection rates 29. Financial aid verification completion rates 30. Impact of unmet financial need	31. Perceptions of time needed 32. Parental engagement by gender 33. Expectations of frequency of communication 34. Understanding of academic requirements 35. Impact of academic jargon 36. Knowledge and use of institutional resources 37. Enrollment by discipline 38. Knowledge and use of institutional resources
Postsecondary	Policies
39. Graduate research 40. Advanced opportunities abroad 41. Career advancement rates 42. Mobility 43. Employment 44. Degree credential	45. Student loan default rates 46. Participation rates in internships 47. Participation rates in learning communities 48. Participation rates in service-learning 49. Ability to receive letter of recommendation from faculty member 50. Graduate school application rates
	51. Need 52. Ability 53. Faculty 54. Need 55. Misuse 56. Billing 57. Misuse 58. Financial 59. Placement 60. Referral

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

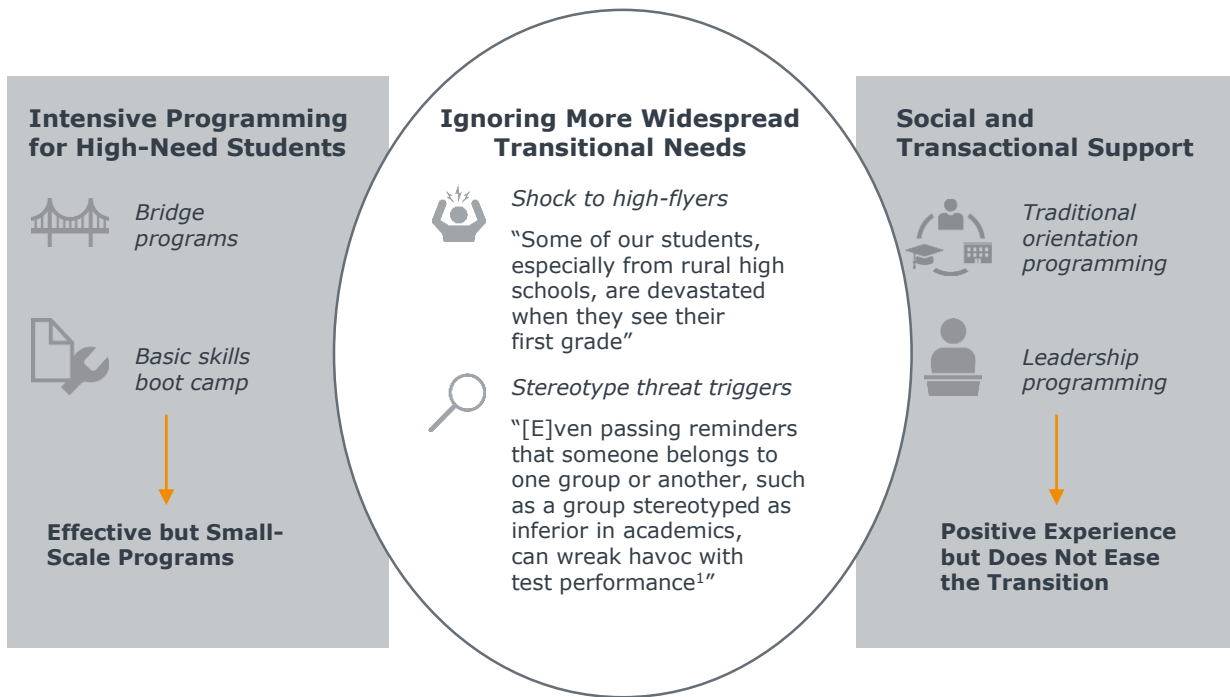


Responses of faculty to comments on student discussion boards

To access the *Barriers to Student Success Infographic and Implementation Planning Guide*, please see eab.com

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 Advising's Economics

More Professional Staff Not Enough to Destigmatize Help-Seeking

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

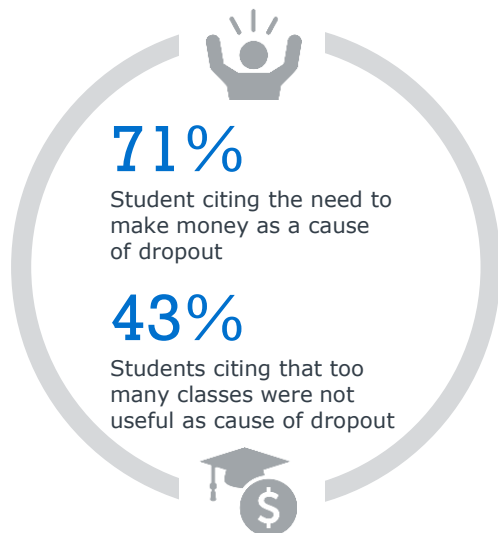


Relegated to programs tangential to primary student success efforts

A Vicious, Self-Reinforcing Cycle

Financial Need and Lack of Perceived Educational Relevance Fuel Stop-Outs

Financial and Personal Obligations



Perception of Irrelevance Adds to Stop-Out Pressure



"[Y]oung Americans who dropped out of college often faced the double-edged challenge of working to make a living and going to school at the same time. What's more, **many seem to have drifted into college without a specific goal or purpose beyond hoping for a "better job" or a "better future..."** the findings here suggest that young people who leave college before finishing...are less likely to strongly agree that their parents always instilled in them the importance of college, **less likely to strongly agree that people who have a college degree make more money and less likely to say they would still go to college if they knew they could get a good job without a degree."**

*"With Their Whole Lives Ahead of Them,"
Public Agenda*

Four Ways to Build Career-Education Connection



1

Course-based goal
reflection exercise

2

Step-by-step
bounce back plans

3

Scholarship recovery
intervention

4

Experiential learning
incentive scholarship

Student Focus Pulled in Multiple Directions

Doubts about Relevance and Practicality Compound Existing Pressures

Relevance Concerns

Financial and Life Pressures

Ability to Give Attention to Courses



Is this course relevant?



Study or take a few more hours of work?



Pressures on Major Choice



I picked this major because my parents thought it was best



If I'm already not going to succeed in the major, should I just leave?



Ability to Access Experiences



How much would study abroad help me get a job?



I need to keep working the whole time in college

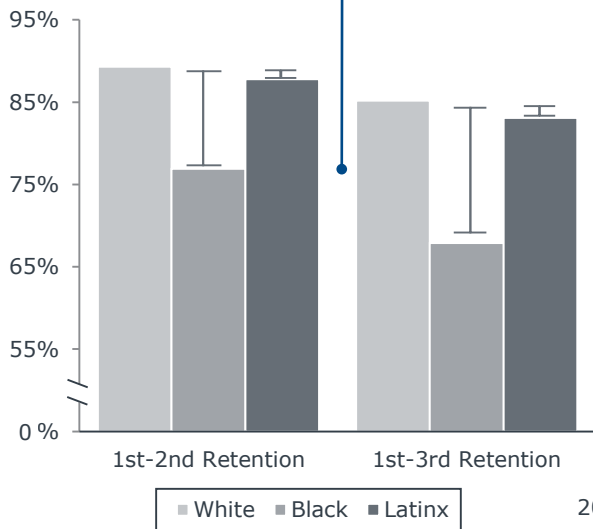


Attention on First Year But Gaps Worsen Later

Selective Private University¹

Retention Gaps Widen 2nd to 3rd Year

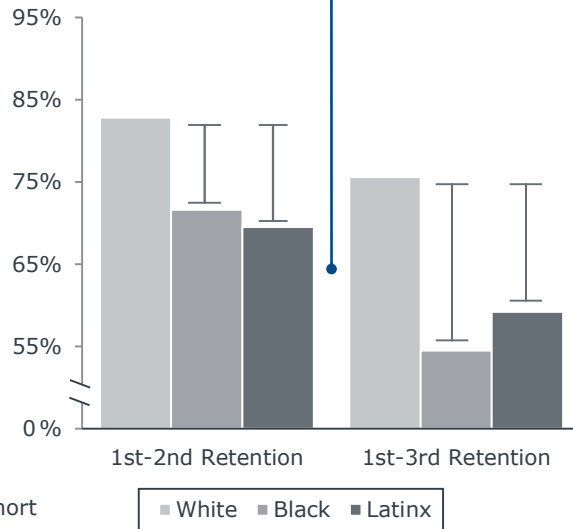
➤ "When I step on this campus... I feel like a tourist... I feel a distinct feeling of 'you are not supposed to be here.'"



Large State Institution¹

Retention Gaps Widen 2nd to 3rd Year

➤ "Sophomore year brought a whole new round of challenges. I felt old habits returning and let myself slip."



1) Data is for the 2015 cohort

Source: Marketwatch. "I Feel like a Tourist: Inside Poor Students' Ivy League Isolation." *New York Post*. April 22, 2015.; Seamands, Rachael. "Why I left College, Twice, and Why I Came Back." *Study Breaks*. April 26, 2017.; Data obtained from institutions via Tableau Public sites; EAB interviews and analysis.

Reinforce Link Between Courses, Goals, and Values

Simple Class Activities Buffer Students Against Doubt and Stereotypes

Sample Syllabus: Biology 111

Professor B. Macklin

Course Goals:

- Goal 1

Assignments:

- Assignment 1



- Conduct at multiple times during semester, especially prior to major exams
- Include activities on course syllabi

In-class writing assignment to target students' perceived value of and engagement in coursework

"Write an essay addressing [topic] and discuss the **relevance of the concept or issue to your own life**...include some concrete information from the unit, **explaining why this specific information is relevant to your life or useful to you.**"

61%

Decrease in course performance gap¹ between first-gen URM students and continuing-gen majority students in biology course

In-class exercise to safeguard students against the possibility of confirming stereotypes about their groups

"From the list provided, **select two or three values most important to you and explain**, in a few sentences, **their importance and relevance to you**. List the top two reasons the selected values are important to you."

61%

Decrease in in-class exam score gap between men and women in introductory physics course²

1) Based on course grade
2) Results after controlling for prior SAT/ACT Math scores

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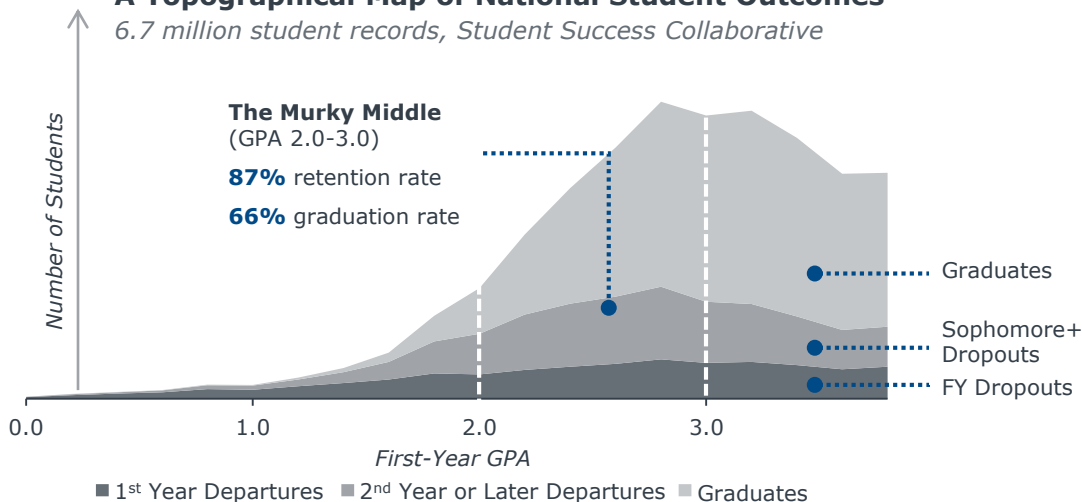
Experiential learning
incentive scholarship

It's Not an Ability Problem

Focusing on Those in Good Standing to Find Equity Gaps

A Topographical Map of National Student Outcomes

6.7 million student records, Student Success Collaborative



Critical Decisions on the Horizon

- Chose a major
- Consider jobs and internships
- Begin a career path

Possible Roadblocks

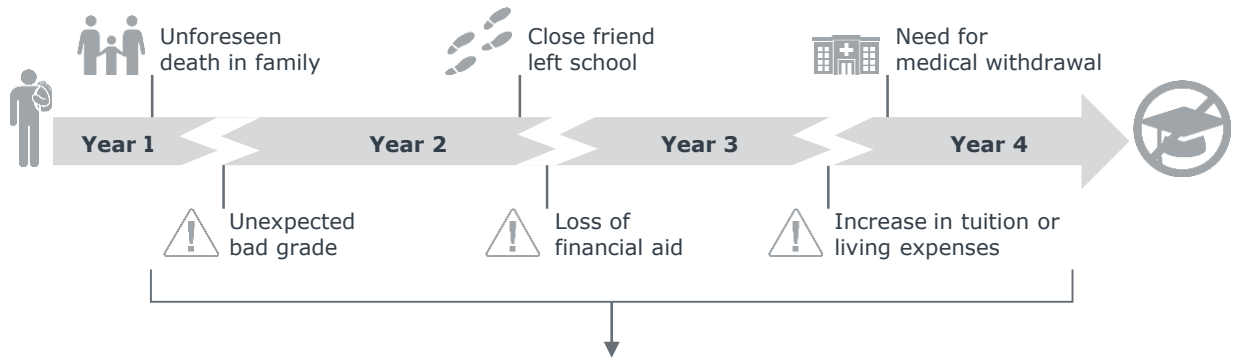
- Inability to get into a major
- Financial pressures
- Increasingly challenging work

Loss of Motivation

- Coursework doesn't connect to goals
- Conflicted about need to support dependents

Pain Points Amplify Belonging Uncertainty

Determining Which Shocks Worsen Demographic Disparities

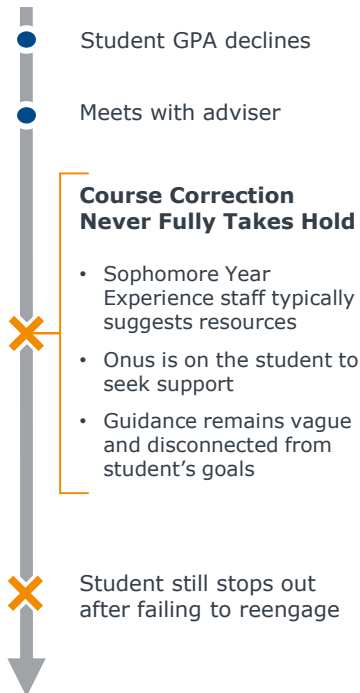


Harmful to All, but Worse for Those Already Experiencing Uncertainty and Distress

- Creates potential for stereotype threat to arise
- Reinforces uncertainty of ability to succeed
- Challenges college navigation skills during recovery
- Inspires doubts about relevance of education due to immediacy of financial needs

Set a Specific Recovery Plan

Beyond an Advisor Meeting, A Step-by-Step Plan Helps Close Gaps



Step-by-Step Positive and Negative Goal Setting Makes Course Correction a Reality

Student Self-Authoring Worksheet	
Goal 1	
Goal 2	
Goal 3	
What will your life look like if you meet these goals? If you do not?	
In detail, describe your plan for meeting these goals. Also, describe what will happen if you don't follow this plan.	



Implementing a Goal-Setting Intervention

- Who** Benefits new first-year and continuing students
- Format** Interventions have been effective both in-person and online
- Results**
- Closed ethnicity GPA gaps
 - Increased credits earned
 - Students made significant progress towards stated goals

Source: Schippers, Scheepers, and Peterson. "A Scalable Goal-Setting Intervention Closes Both the Gender and Ethnic Minority Achievement Gap." *Palgrave Communications*, June 2015.; Morisano, et al. "Setting, Elaborating, and Reflecting on Personal Goals Improves Academic Performance." *Journal of Applied Psychology*, 95 no.2: 255-264. Sorrentino, Diane M. "The SEEK Mentoring Program: An Application of the Goal-Setting Theory." *Journal of College Student Retention*, 8 no. 2: 241-250.; Ward, Thomas, and Disch. "Goal Attainment, Retention and Peer Mentoring." *Academic Exchange Quarterly*, Summer 2010.; EAB interviews and analysis.

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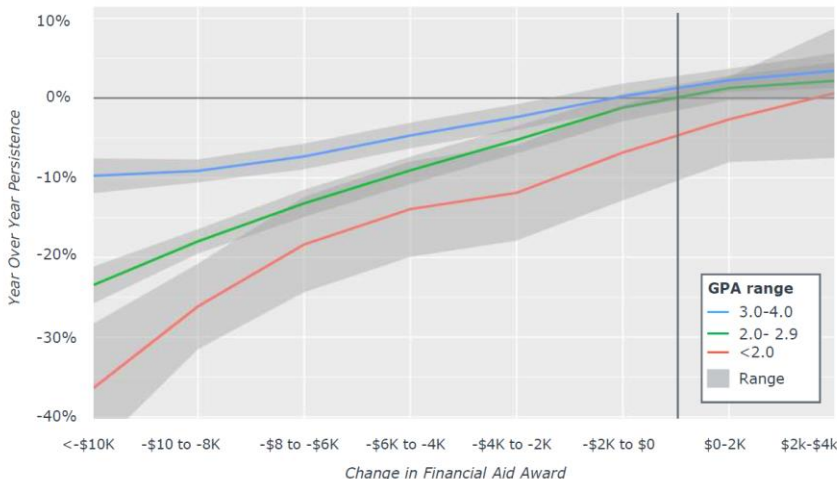
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Depleting the Already Depleted

Across All GPA Bands, Students Who Lose Aid Are Less Likely to Persist
Next-Year Persistence Rates by GPA Range and Change in Financial Aid Award¹



Institutional, GPA-Dependent Aid Can Be a Double-Edged Sword

18%

Proportion of first year students who lose GPA-restricted scholarships at EAB University²

\$1,000

Average amount of institutional grant aid students at private colleges lost between first and senior year 2011-12

19

Percentage point increase in proportion of student costs covered by Gates Millennium Scholars Program from first year to sophomore year³

1) Data from SSC analysis of data at three large public universities

2) Private university in the north east

3) Attributed to change in financial aid from first to second year

A Plan to Keep HOPE Alive

Academic, Personal, and Financial Intervention Course Corrects Students



Improving Outcomes for HOPE Regainers and All Participants

20.2

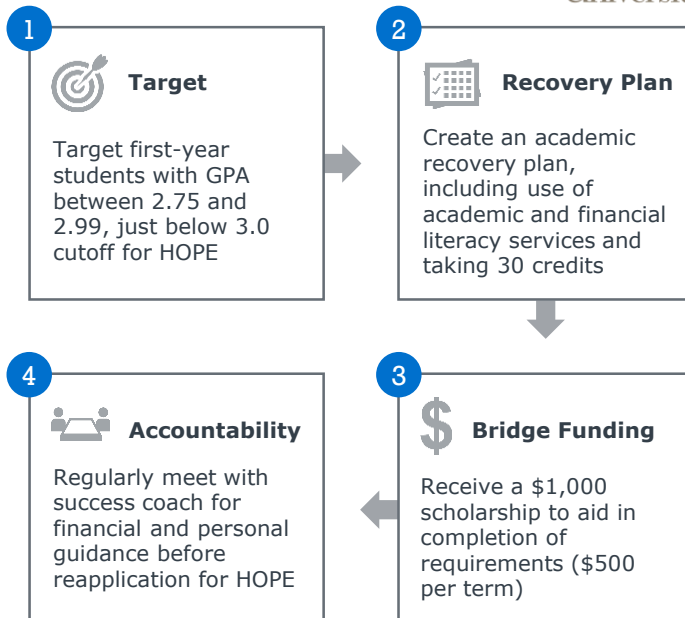
Percentage point improvement in 6-year graduation rate of participants, even for students who never regain

55%

Of participants regained the scholarship by the next marker (2011-2015)

>377

Number of students served since 2009



Source: Tim Renick; *Four Strategies for Supporting Low-Income Students*, Student Financial Success Conference at Georgia State University, May 30, 2018; Georgia State University, *Keep HOPE Alive*; Complete College Georgia, "Georgia State 2016 Financial Aid Interventions"; Martin Kurzwil and D. Derek Wu, "Building a Pathway to Student Success at Georgia State University", *Itasca S+R*, April 23, 2015; Georgia State University, "Keeping HOPE Alive", Georgia State University Giving, September 26, 2012.

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Facilitating Career Development Opportunities



Get Ahead of Critical Loss Points to Keep Focus on Student Goals



Curriculum of Career Development Milestones

Career development course

Meetings with peer and professional staff



Proactive Clearance of Administrative Barriers

Guaranteed access to high-demand courses



Access to a Pre-Made, Engaged Professional Network

Special events with industry leaders

Mentoring relationships with alumni and campus partners



Compliance-Based, Aid-Like-A-Paycheck Scholarship

Monthly distribution of aid after hitting milestones

THE UNIVERSITY OF
TEXAS
AT AUSTIN

55%

Actual four-year graduation rate of first ULN cohort

UT Austin University Leadership Network



33%

Predicted four-year graduation rate of first ULN cohort

Hamilton
90%

Summer internship participation for Hamilton low-income and first-gen students

Hamilton College
Joan Hinde Stewart Program



BRAVEN

+30

Percentage points **more likely to have an internship** than first-generation students nationally

Braven Fellowship Program
with Rutgers- Newark, SJSU,
and National Louis University

Questions



If you have any questions, please type them into the Zoom Q&A box.

Thank You For Your Participation!

EAB Contact Information



Jahanara Saeed

Senior Analyst

jsaeed@eab.com

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