

Three Ways to Build Academic Confidence During the College Transition

Overcoming Barriers to Equity in Student Success Part I



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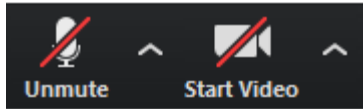
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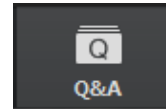
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Asking a Question

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





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right-fit students

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more students



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for the future

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"*

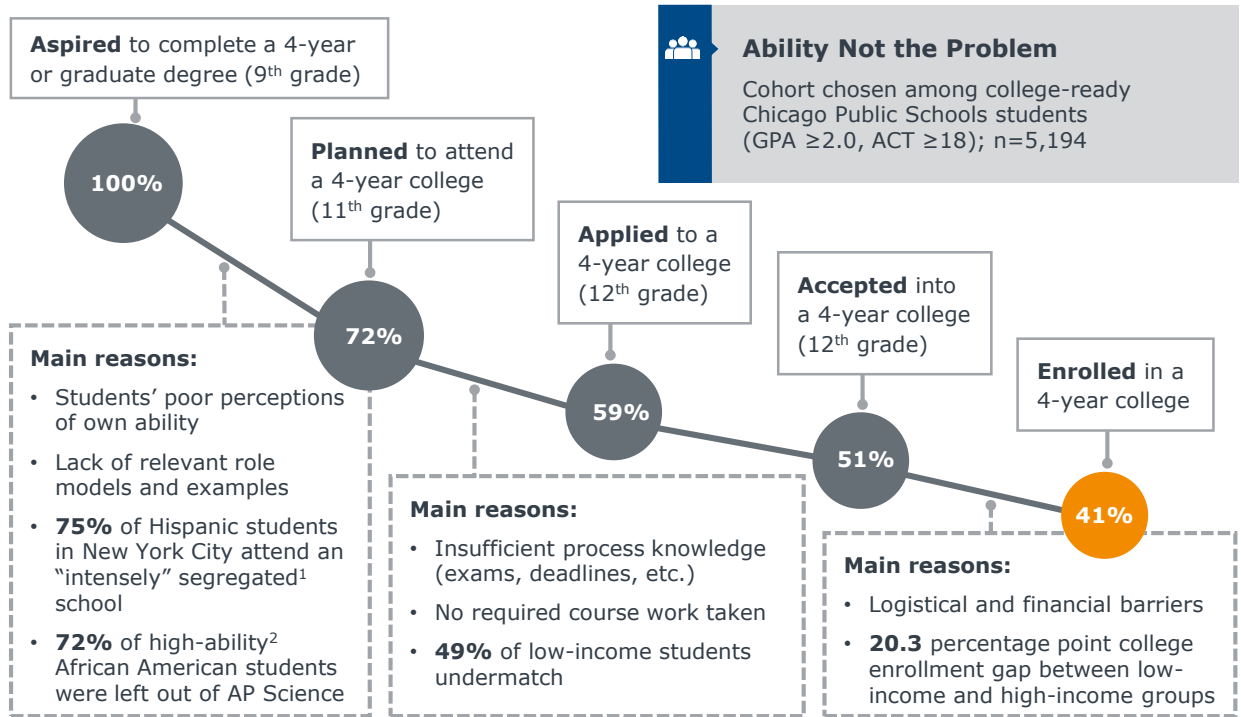


2023

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.

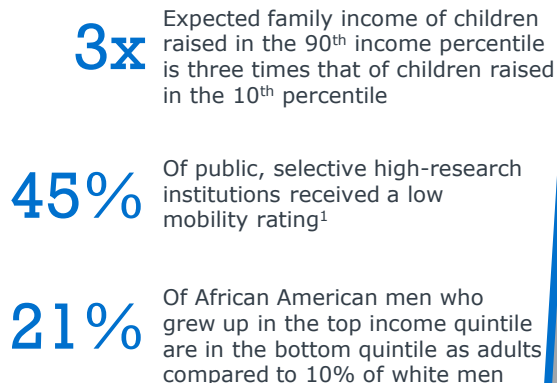
Sources: "From High School to the Future: Potholes on the Road to College," Consortium on Chicago School Research at the University of Chicago, March 2008; Nikole-Hannah Jones, Choosing a School for My Daughter in a Segregated City, *The New York Times*, June 9, 2016; "Finding America's Missing AP and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

"The chances of going to college soon after high school are very strongly related to household income. In theory, college education is the great equalizer; in practice it is the great stratifier."

- The Brookings Institute,
on Raj Chetty 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

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

Family Expectations and Academic Performance	
9. Geographical access to higher education institutions	12. Family expectations of student success
10. Diversity of high-school teachers	13. Family expectations of student success
11. Segregation of high-school	14. Student expectation of success
15. Resilience during the college experience	15. Resilience during the college experience
16. Impact of first-aided or second-aided students	16. Impact of first-aided or second-aided students
17. Acceptance rates in college	17. Acceptance rates in college
18. Family perception of institutional success	18. Family perception of institutional success
19. Underachievement in college	19. Underachievement in college
Financial	
20. Access to financial aid	21. Perception of cost of college
22. Ability and desire to take on debt	22. Ability and desire to take on debt
23. Application fee waiver request rates	23. Application fee waiver request rates
24. FAFSA submission rates	24. FAFSA submission rates
25. Financial aid verification selection rates	25. Financial aid verification selection rates
26. Financial aid verification completion rates	26. Financial aid verification completion rates
27. Impact of unmet financial need	27. Impact of unmet financial need
28. Ability to afford social experiences	28. Ability to afford social experiences
College Navigation	
29. Likelihood to register late for classes	30. Understanding of re-enrollment
31. Student expectations of coursework rigor	31. Perceptions of time needed
32. Utilization of mental health resources	32. Parental engagement by ELL
33. FAFSA resubmission rates	33. Expectations of faculty involvement
34. Summer melt rates	34. Understanding of academic
35. Unproductive credit accumulation	35. Impact of academic jargon
36. Enrollment in track course combinations	36. Knowledge and use of resources
37. Graduation application submission rates	
Policies and Practices	
38. Academic research	39. Student loan default rates
40. Broad opportunities for career advancement	40. Participation rates in internships
41. Participation rates in learning communities	41. Participation rates in learning communities
42. Participation rates in service-learning	
43. Faculty development	
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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

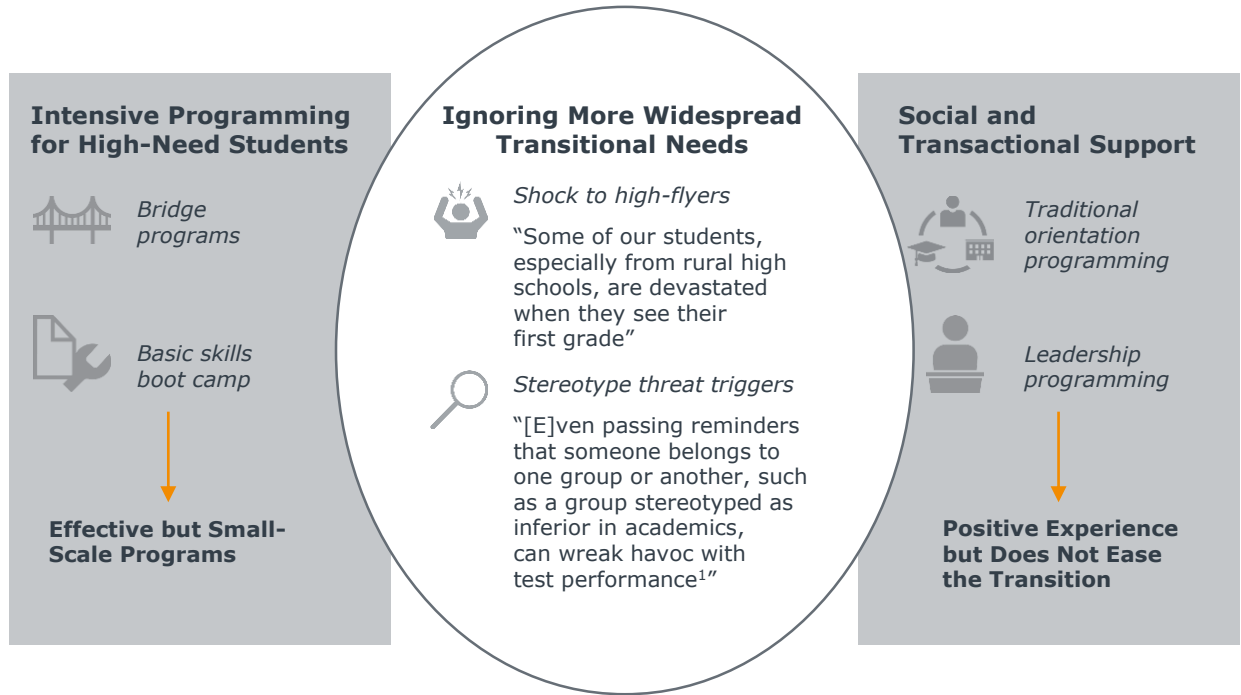


Responses of faculty to comments on student discussion boards

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

Three Strategies to Build Academic Confidence



1

Growth Mindset
Priming Exercise

2

Pre-College Academic
Simulation

3

Math Catch-Up
Pathway

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)

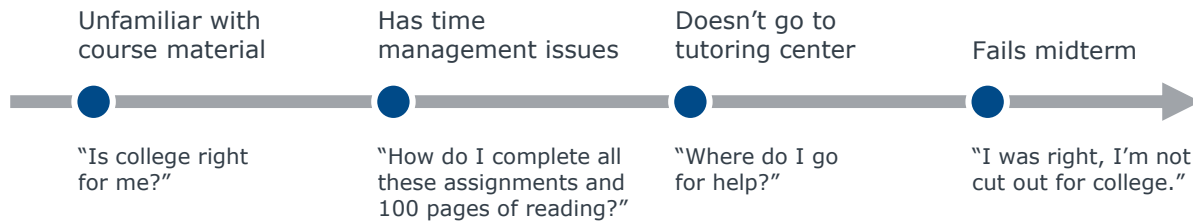
Source: Jeremy Redford and Kathleen Mulvaney Hoyer, "First-Generation and Continuing Generation College Students: A Comparison of High School and Postsecondary Experiences", *Stats in Brief, U.S. Department of Education*, September 2017; William Elliot, "Children's college aspirations and expectations," *Children and Youth Services Review*, February 2009; "Parental Expectations for Their Children's Academic Attainment," *Child Trends Data Bank*, October 2015; Nicholas Papageorge and Seth Gershenson, "Do Teacher Expectations Matter?" *Brookings Institution*, September 2016; Goyer et al., "Self-affirmation facilitates minority middle schoolers' progress along college trajectories," 2017; JED Foundation, "New Partnership To Support Mental Health of College Students of Color", January 13, 2016; EAB interviews and analysis.

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 Academic Performance Remain a Problem¹

7%

Of **continuing generation** students at ABC University² were placed on academic probation in their first year



17%

Of **first generation** students at ABC University² were placed on academic probation in their first year

9%

Of **white men** at ABC University² were placed on academic probation in their first year



21%

Of **URM men**³ at ABC University² were placed on academic probation in their first year

1) Data for 2017 entering cohort

2) Public R1 institution on West Coast.

3) Includes domestic student who identify as African American/Black, Native American or Alaskan Native, or Chicano/Latino (Hispanic).

A Mindset to Overcome Academic Hurdles

Asset-Based Communication and Growth Mindset Strengthen Perseverance

Orientation Exercises Inoculate Students Against First-Term Shocks

Amherst
College

THE UNIVERSITY OF
TEXAS
AT AUSTIN



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 underrepresented and majority¹ students

50%

Reduction in the GPA gap between African American and white graduates²

1) Underrepresented students defined as African American, Hispanic, and first-generation students (Tough, 2014)
 2) Replication of growth mindset intervention at elite, northeastern private university
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Simulation

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Math Catch-Up
Pathway

Reimagining Bridge Programs

Pre-Semester Boot Camp Creates Opportunity to Course Correct Early



University of Nevada, Reno

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

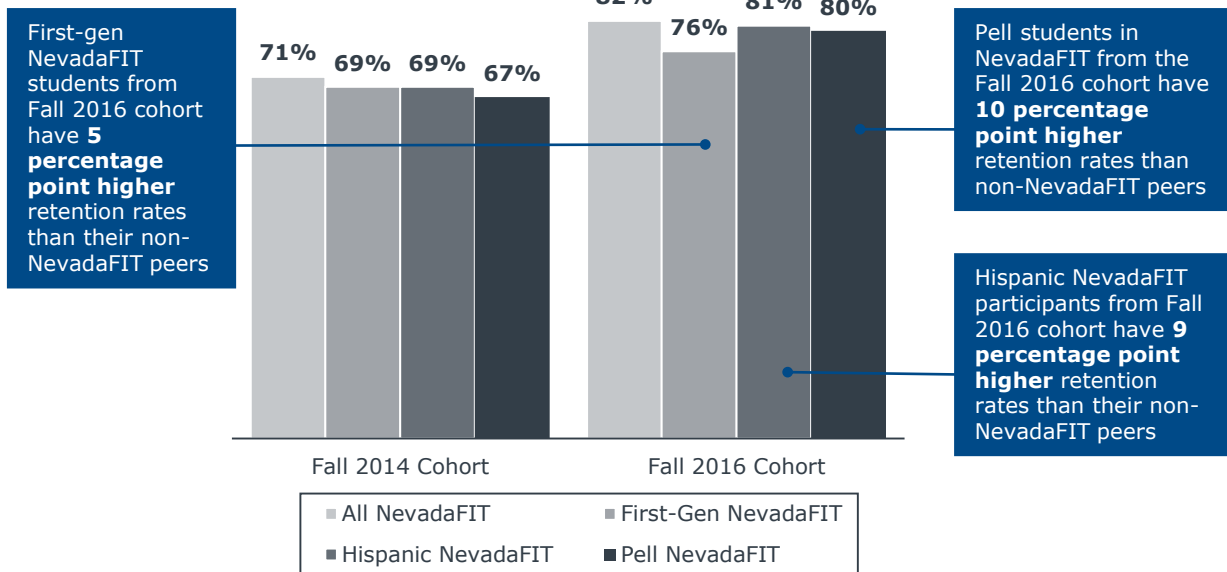
First-Gen, Pell Recipients, and Hispanic Students Persist at Higher Rates



University of Nevada, Reno

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%

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



10%

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*

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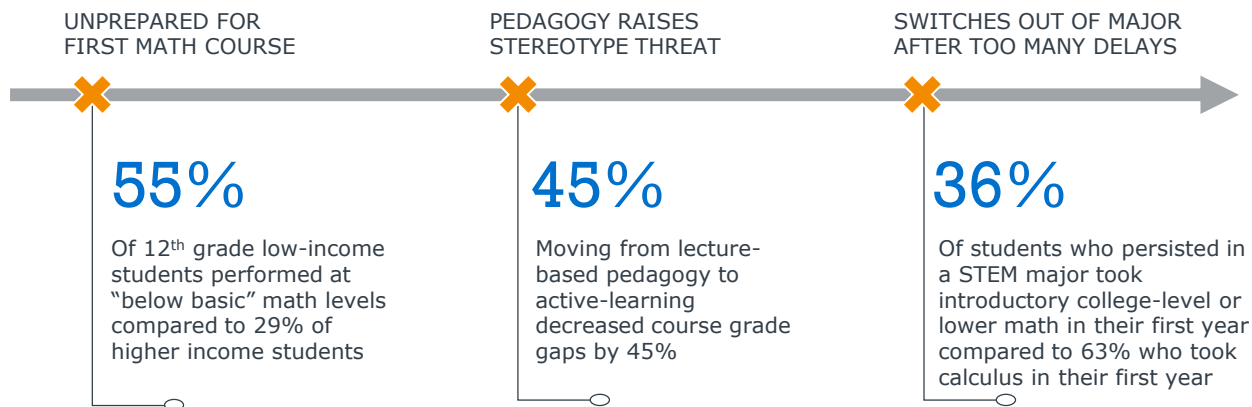
Math Catch-Up
Pathway

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

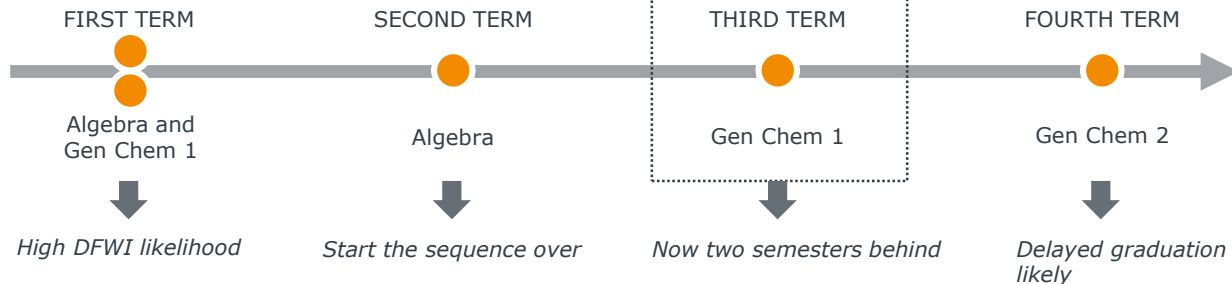
The Equity Barriers Built into Our Pathways

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

Algebra-Ready Student

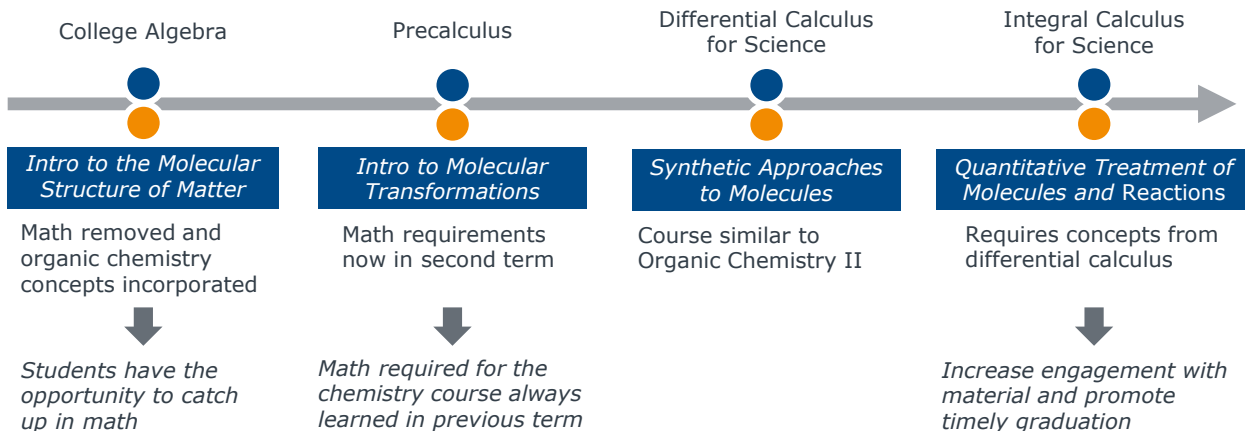


Non-Algebra-Ready Student



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

UTSA

The University of Texas at San Antonio™



We Hope You'll Join Us Next Time

Upcoming Webconferences in the Series



Jahanara Saeed

Senior Analyst

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[How to Scale Peer-to-Peer Support Programs to Close Equity Gaps](#)

Tuesday, July 9th 2019

12 PM ET – 1PM ET

[Four Strategies to Reinforce the Career-Education Connection](#)

Tuesday, August 13th 2019

12 PM ET – 1PM ET



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