

Barriers to Student Success

Leading Indicators of Achievement Gaps Across the Student Lifecycle

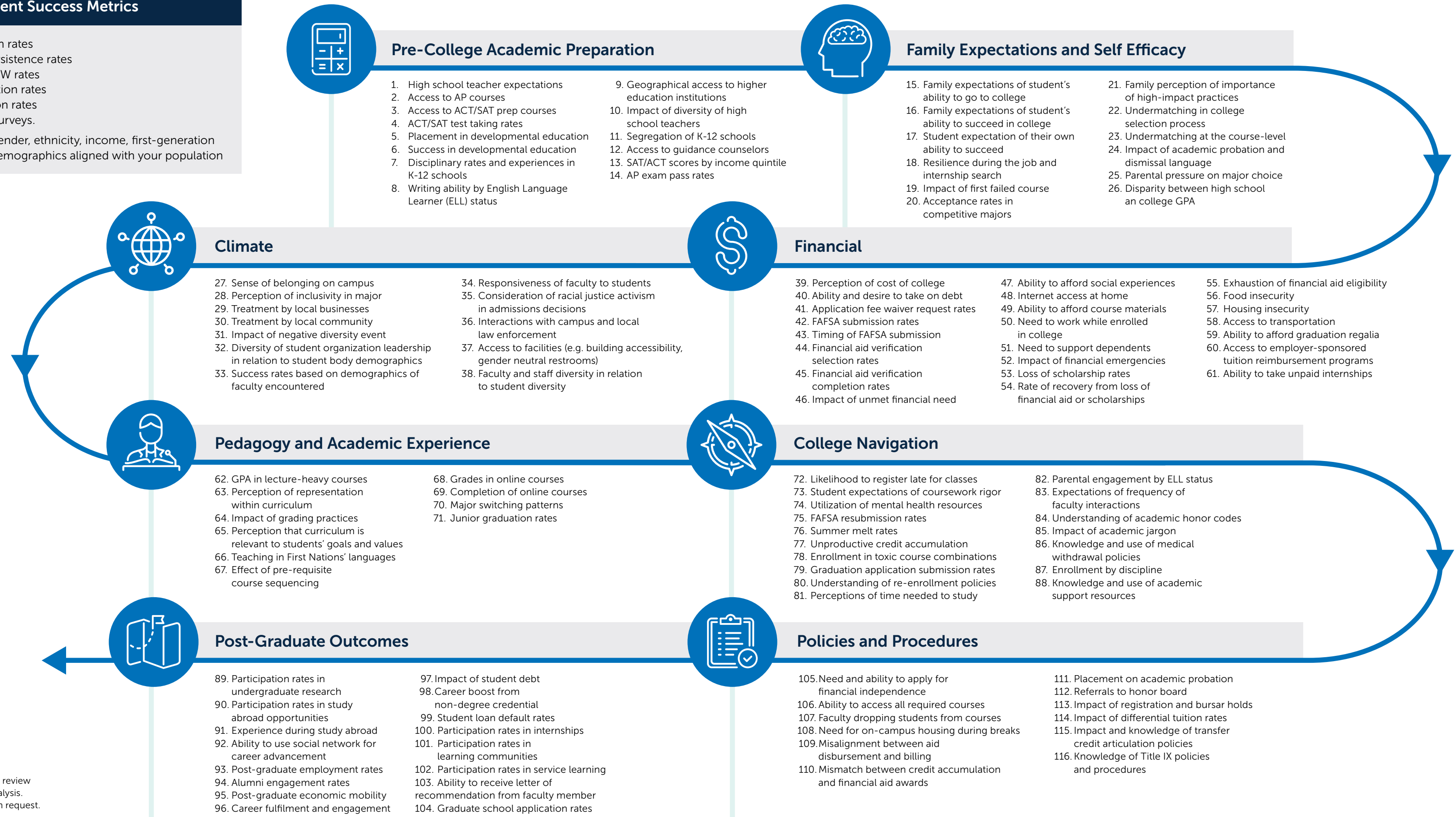
A Guide for Gap Identification

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.

Common Student Success Metrics

- First year retention rates
- Term-to-term persistence rates
- Critical course DFW 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



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

Implementation Planning Guide

Identifying Barriers and Actions Associated with Closing Demographic Disparities

Analyze Institutional Data and Develop Implementation Plan

Use this planning guide to identify leading indicators of demographic disparities in key student success metrics. Many campuses will begin prioritizing their work by conducting analyses with strategic goals such as promoting experiential learning or accelerating time to degree. After determining the most important gaps, campus leaders should select a small number to prioritize and task student success, faculty, and staff leaders to craft solutions.

Input Your Institutional Data Analyze your overall institutional data and develop targets for each student success metric. Cut your data by race, gender, ethnicity, income, first-generation status, and other demographics aligned with your population to identify where you have the biggest disparities.	Leading Indicators of Equity Gaps: List the leading indicators of the gap and/or barrier that you hope to eliminate on your campus.	Programs and Offices Involved: Identify the academic program or administrative office that has direct oversight of the gap or barrier in question.	What Information Do You Need to Get Started Solving the Problem? How Will You Get It? Use this space to think about what data or evidence you will need to convince faculty and/or staff to start addressing the gap/barrier.	Solution Owner: Designate an individual or team to lead efforts to collect information and manage the solution.	Next Steps: List the first two to three actions you will take on this gap or barrier upon returning to campus.
Sample: Critical Course DFW Rates Overall: 23% Goal: 17% Biggest Gap: Between first-gen and continuing-gen students	Sample: GPA by type of pedagogy; Impact of grading practices	Sample: Chemistry; Biology	Sample: Chemistry; Biology	Sample: Center for teaching and learning, but they would also need a member of the faculty from those departments. We could ask the department chair.	Sample: First, pull GPA data by first-generation status from each department's courses. Start with the introductory courses. Then, show the data to the CHEM and BIO departments
First Year Retention Rates Overall: Goal: Biggest Gap:					
Term-to-Term Persistence Rates Overall: Goal: Biggest Gap:					
Critical Course DFW Rates Overall: Goal: Biggest Gap:					
Four-Year Graduation Rates Overall: Goal: Biggest Gap:					
Six-Year Graduation Rates Overall: Goal: Biggest Gap:					