

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

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 K-12 schools
8. Writing ability by English Language Learner (ELL) status
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

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 and internship search
19. Impact of first failed course
20. Acceptance rates in competitive majors
21. Family perception of importance of high-impact practices
22. Undermatching in college selection process
23. Undermatching at the course-level
24. Impact of academic probation and dismissal language
25. Parental pressure on major choice
26. Disparity between high school and college GPA

Climate

27. Sense of belonging on campus
28. Perception of inclusivity in major
29. Treatment by local businesses
30. Treatment by local community
31. Impact of negative diversity event
32. Diversity of student organization leadership in relation to student body demographics
33. Success rates based on demographics of faculty encountered

34. Responsiveness of faculty to students
35. Consideration of racial justice activism in admissions decisions
36. Interactions with campus and local law enforcement
37. Access to facilities (e.g. building accessibility, gender neutral restrooms)
38. Faculty and staff diversity in relation to student diversity

Financial

39. Perception of cost of college
40. Ability and desire to take on debt
41. Application fee waiver request rates
42. FAFSA submission rates
43. Timing of FAFSA submission
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. Need to work while enrolled in college
51. Need to support dependents
52. Impact of financial emergencies
53. Loss of scholarship rates
54. Rate of recovery from loss of financial aid or scholarships

55. Exhaustion of financial aid eligibility
56. Food insecurity
57. Housing insecurity
58. Access to transportation
59. Ability to afford graduation regalia
60. Access to employer-sponsored tuition reimbursement programs
61. Ability to take unpaid internships

Pedagogy and Academic Experience

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

College Navigation

72. Likelihood to register late for classes
73. Student expectations of coursework rigor
74. Utilization of mental health resources
75. FAFSA resubmission rates
76. Summer melt rates
77. Unproductive credit accumulation
78. Enrollment in toxic course combinations
79. Graduation application submission rates
80. Understanding of re-enrollment policies

81. Perceptions of time needed to study
82. Parental engagement by ELL status
83. Expectations of frequency of faculty interactions
84. Understanding of academic honor codes
85. Impact of academic jargon
86. Knowledge and use of medical withdrawal policies
87. Enrollment by discipline
88. Knowledge and use of academic support resources

Post-Graduate Outcomes

89. Participation rates in undergraduate research
90. Participation rates in study abroad opportunities
91. Experience during study abroad
92. Ability to use social network for career advancement
93. Post-graduate employment rates
94. Alumni engagement rates
95. Post-graduate economic mobility
96. Career fulfillment and engagement
97. Impact of student debt
98. Career boost from non-degree credential

99. Student loan default rates
100. Participation rates in internships
101. Participation rates in learning communities
102. Participation rates in service-learning
103. Ability to receive letter of recommendation from faculty member
104. Graduate school application rates

Policies and Procedures

105. Need and ability to apply for financial independence
106. Ability to access all required courses
107. Faculty dropping students from courses
108. Need for on-campus housing during breaks
109. Misalignment between aid disbursement and billing
110. Mismatch between credit accumulation and financial aid awards
111. Placement on academic probation
112. Referrals to honor board

113. Impact of registration and bursar holds
114. Impact of differential tuition rates
115. Impact and knowledge of transfer credit articulation policies
116. Knowledge of Title IX policies and procedures

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.

<p>Gaps and Barriers to Equity in Success: List the gaps and/or barriers that you hope to eliminate on your campus</p>	<p>Populations Affected: Identify the populations most likely affected by the gaps you have identified</p>	<p>Programs Involved: Identify the academic program or administrative office that has direct oversight of the gap or barrier in question</p>	<p>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</p>	<p>Solution Owner: Designate an individual or team to lead efforts to collect information and manage the solution</p>	<p>Next Steps: List the first two to three actions you will take on this gap or barrier upon returning to campus</p>
Sample: GPA by type of pedagogy	First-generation students	Chemistry; Biology	How do we collect type of pedagogy? Charge departments with recording the type they use?	Center for teaching and learning, but they would also need a member of the faculty from those departments. We could ask the department chair.	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