Attrition Equity Gap Analysis

Before using this tool, identify a course sequence that you wish to investigate, and the timeframe. Also identify population groups that you will use to disaggregate the data.

Course Sequence (e.g. elementary algebra, intermediate algebra, statistics):

Timeframe: (e.g. one year, two years, etc.): Two Years

Population Group(s) of interest (e.g. ethnicity, gender, veteran status, etc.): Veteran Status

Fill in the tables below using appropriate data based on the categories identified above (worksheet shown for a three-course sequence and two population groups – add or subtract more columns or tables as necessary).

<table>
<thead>
<tr>
<th>Total student population (Start term:</th>
<th>End term:</th>
<th>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Number of students who never enrolled in first course:</td>
<td>2a: Number of students who passed the first course, but did not enroll in the second course:</td>
<td>3a: Number of students who passed the second course, but did not enroll in the third course:</td>
</tr>
<tr>
<td><strong>Start:</strong> Number of students who placed into first course:</td>
<td>1b: Number of students who enrolled in first course:</td>
<td>2c: Number of students who enrolled in second course:</td>
</tr>
<tr>
<td>2b: Number of students who did not pass first course during the timeframe:</td>
<td>3b: Number of students who did not pass second course during the timeframe:</td>
<td>4b: Number of students who did not pass third course during the timeframe:</td>
</tr>
</tbody>
</table>
### Population Group 1 (Start term: Veteran

<table>
<thead>
<tr>
<th>1a: Number of students who never enrolled in first course:</th>
<th>2a: Number of students who passed the first course, but did not enroll in the second course:</th>
<th>3a: Number of students who passed the second course, but did not enroll in the third course:</th>
<th>4a: Number of students who completed the sequence within the timeframe:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Number of students who placed into first course:</td>
<td>1b: Number of students who enrolled in first course:</td>
<td>2c: Number of students who enrolled in second course:</td>
<td>3c: Number of students who enrolled in third course:</td>
</tr>
<tr>
<td>2b: Number of students who did not pass first course during the timeframe:</td>
<td>3b: Number of students who did not pass second course during the timeframe:</td>
<td>4b: Number of students who did not pass third course during the timeframe:</td>
<td></td>
</tr>
</tbody>
</table>

### Population Group 2 (Start term: Non-Veteran

<table>
<thead>
<tr>
<th>1a: Number of students who never enrolled in first course:</th>
<th>2a: Number of students who passed the first course, but did not enroll in the second course:</th>
<th>3a: Number of students who passed the second course, but did not enroll in the third course:</th>
<th>4a: Number of students who completed the sequence within the timeframe:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Number of students who placed into first course:</td>
<td>1b: Number of students who enrolled in first course:</td>
<td>2c: Number of students who enrolled in second course:</td>
<td>3c: Number of students who enrolled in third course:</td>
</tr>
<tr>
<td>2b: Number of students who did not pass first course during the timeframe:</td>
<td>3b: Number of students who did not pass second course during the timeframe:</td>
<td>4b: Number of students who did not pass third course during the timeframe:</td>
<td></td>
</tr>
</tbody>
</table>
1. Now, determine the percent of students (from the initial number of students placed in the first course – Start box) in each table who:
   - Never enrolled in first course (1a):
     - Total:
     - Category 1:
     - Category 2:
   - Enrolled in and passed the first course, but did not re-enroll for the second course (2a):
     - Total:
     - Category 1:
     - Category 2:
   - Enrolled in but did not pass the first course during the timeframe (2b):
     - Total:
     - Category 1:
     - Category 2:
   - Enrolled in and passed the second course, but did not re-enroll for the third course (3a):
     - Total:
     - Category 1:
     - Category 2:
   - Enrolled in but did not pass the second course during the timeframe (3b):
     - Total:
     - Category 1:
     - Category 2:
   - Enrolled in and but did not pass the third course (4b):
     - Total:
     - Category 1:
     - Category 2:
   - Successfully completed the entire course sequence (4a):
     - Total:
     - Category 1:
     - Category 2:
2. Where do you notice any difference in percentages/equity gaps?

3. What systemic barriers might be contributing to these differences? What other barriers might be contributing?

4. Identify a plan to close any equity gaps that were identified.