

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).

Total student population (Start term: End term:)

| | | | |
|--|--|--|--|
| 1a: Number of students who never enrolled in first course: | 2a: Number of students who passed the first course, but did not enroll in the second course: | 3a: Number of students who passed the second course, but did not enroll in the third course: | 4a: Number of students who completed the sequence within the timeframe: |
| Start: Number of students who placed into first course: | 1b: Number of students who enrolled in first course: | 2c: Number of students who enrolled in second course: | 3c: Number of students who enrolled in third course: |
| | 2b: Number of students who did not pass first course during the timeframe: | 3b: Number of students who did not pass second course during the timeframe: | 4b: Number of students who did not pass third course during the timeframe: |

Population Group 1 (Start term: End term:): **Veteran**

| | | | |
|--|--|--|--|
| 1a: Number of students who never enrolled in first course: | 2a: Number of students who passed the first course, but did not enroll in the second course: | 3a: Number of students who passed the second course, but did not enroll in the third course: | 4a: Number of students who completed the sequence within the timeframe: |
| Start: Number of students who placed into first course: | 1b: Number of students who enrolled in first course: | 2c: Number of students who enrolled in second course: | 3c: Number of students who enrolled in third course: |
| | 2b: Number of students who did not pass first course during the timeframe: | 3b: Number of students who did not pass second course during the timeframe: | 4b: Number of students who did not pass third course during the timeframe: |

Population Group 2 (Start term: End term:): **Non-Veteran**

| | | | |
|--|--|--|--|
| 1a: Number of students who never enrolled in first course: | 2a: Number of students who passed the first course, but did not enroll in the second course: | 3a: Number of students who passed the second course, but did not enroll in the third course: | 4a: Number of students who completed the sequence within the timeframe: |
| Start: Number of students who placed into first course: | 1b: Number of students who enrolled in first course: | 2c: Number of students who enrolled in second course: | 3c: Number of students who enrolled in third course: |
| | 2b: Number of students who did not pass first course during the timeframe: | 3b: Number of students who did not pass second course during the timeframe: | 4b: Number of students who did not pass third course during the timeframe: |

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.