

PA 10: Student Success

Rationale

This credit recognizes institutions that are working to ensure that students succeed irrespective of economic status, gender identity, indigeneity, or racial/ethnic identity. Gathering data on comparative student completion rates provides an important foundation for advancing social equity, helping an institution identify strengths and opportunities for growth.

Applicability

Applicable to all institutions.

Points available

A maximum of 3 points are available for this credit.

Criteria

10.1 Completion rate for low-income students

An institution earns 1 point when the ratio of the **completion rate** for **low-income** students to the overall student completion rate is 0.9 or more, as outlined in Table I.

Table I. Ratio of the completion rate for low-income students to the overall completion rate

Completion rate for low-income students		Overall student completion rate		Ratio
	÷		=	

Measurement

For this credit, an institution may report on its entire student body or limit its analysis to the **predominant student body** and may report on graduation rates and/or success rates (which include transfers). Report the most recent data available from within the previous three years. An institution may elect to report on average completion rates over a three or five year period as long as it does so consistently.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

Documentation

Report the following information in the online Reporting Tool, with completion rates provided within a range of 0 to 100.

- Overall student completion rate (required)
- Does the institution have completion rate data for low-income students? (required)

If Yes, the following field is also required:

- Completion rate for low-income students

If data on low-income students is provided, the Reporting Tool will automatically calculate the following figure:

- Ratio of the completion rate for low-income students to the overall completion rate

10.2 Completion rate for students with marginalized gender identities

An institution earns 1 point when the ratio of the completion rate for students that identify as women or other **marginalized gender identities** to the overall completion rate is 0.9 or greater, as outlined in Table II.

Table II. Ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate

Completion rate for students that identify as women or other marginalized gender identities		Overall student completion rate (from indicator 10.1)		Ratio
	÷		=	

Measurement

Report on the same time period and student body used for the overall student completion rate. An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data system.

Documentation

Report the following information in the online Reporting Tool, with the completion rate provided within a range of 0 to 100.

- Does the institution have completion rate data for women and/or students with other marginalized gender identities? (required)

If Yes, the following field is also required:

- Completion rate for students that identify as women or other marginalized gender identities

If data on students with marginalized gender identities is provided, the Reporting Tool will automatically calculate the following figure:

- Ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

An institution earns 1 point when all of the **marginalized racial, ethnic, and/or Indigenous groups** served by the institution have equitable completion rates, i.e., that the ratio outlined in Table III is 0.9 or greater for each group. Incremental points are available and earned as outlined in Table IV.

Table III. Ratio of the completion rate for students from marginalized groups to the overall completion rate

Completion rate for students that identify as members of a marginalized racial, ethnic, and/or Indigenous group		Overall student completion rate (from indicator 10.1)		Ratio
	÷		=	

Table IV. Points earned for indicator 10.3

Number of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates		Total number of marginalized racial, ethnic, and/or Indigenous groups served by the institution		Points available		Points earned
	÷		×	1	=	

Measurement

Report on the same time period and student body used for the overall student completion rate and the same marginalized racial, ethnic, and/or Indigenous groups reported in the Racial and Ethnic Diversity credit. If the Racial and Ethnic Diversity credit is not being pursued, the following guidance applies:

The institution’s analysis must be based on the prevailing social characteristic(s) by which one or more **dominant groups** are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution’s national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include

those figures to the extent the data allow. Groups that comprise less than 1 percent of the student population may be excluded.

International students may be included to the extent that they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups or else excluded from the analysis altogether. Other students who have not identified themselves as members of any groups (marginalized or dominant) must be included in the analysis and classified as part of a dominant group.

Documentation

Report the following information in the online Reporting Tool.

- Does the institution have completion rate data for students from marginalized racial, ethnic, and/or Indigenous groups? (required)

If Yes, the following two fields are also required:

- Total number of marginalized racial, ethnic, and/or Indigenous groups served by the institution
- Number of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates. Report the number of groups for which the ratio of the completion rate for students that identify as members of the group to the overall completion rate for students is 0.9 or greater.

If the preceding figure is greater than zero, at least one of the following two fields is also required:

- Narrative and/or website URL providing completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution
- Document that includes completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution. Upload

If data on marginalized groups are provided, the Reporting Tool will automatically calculate the following figure:

- Percentage of marginalized, racial, ethnic, and Indigenous groups with equitable completion rates

Glossary

Dominant group – A group whose power and privilege depends on the systematic denial and extraction of material and non-material resources from marginalized groups. This dynamic is experienced by marginalized groups as racism and other forms of discrimination.

Low-income – Having or earning relatively little money compared to others. This may include individuals who are living in poverty, at risk of poverty, or eligible for or in receipt of need-based assistance. Low-income students may be identified by their receipt of or qualification for need-based assistance (e.g., US Pell or Canadian Full-Time/Part-Time Student Grants), a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution.

Marginalized gender identities – Individuals whose internal sense of self is being female, neither male nor female, both male and female, or other non-male gender(s). This includes people who identify as women, non-binary, trans*, and/or gender non-conforming. [Adapted from the LGBTQIA Resource Center Glossary (University of California, Davis).]

Marginalized racial, ethnic, and/or Indigenous groups – Social groups that have less power and access to resources than one or more dominant groups and are subject to racism, settler-colonialism, and other forms of oppression and discrimination related to their racialized status, ethnicity, indigeneity, nationality, religion, or language. Dependent on an institution’s context, these groups may include:

- Indigenous and tribal peoples
- Racialized people with non-dominant status, e.g., Black people, people of African descent, people of color, “visible minorities”
- Roma, Sinti, and Travelers
- Ethnic, national, religious, and linguistic minorities

[Adapted from the work of The Office of the High Commissioner for Human Rights (UN Human Rights).]

Predominant student body – The primary academic division (e.g., undergraduate or graduate) that enrolls the greatest share of the total student population. For example, the predominant student body of an institution with 5,000 undergraduate students, 2,000 graduate students, and 500 post-graduate students would be undergraduate students.