

GOLDSMITHS

UNIVERSITY OF LONDON

**Occasional Statistical Review: Analysis of Black, Asian & Minority Ethnic students
throughout the student lifecycle**

2019 Update

MANAGEMENT COMMENTARY

Goldsmiths presents its second statistical review of the relative performance of black, Asian and minority ethnic (BAME) students compared to other groups of students at the College. Our aim is to facilitate an evidence-based approach to ensuring all our students can achieve the best possible outcomes throughout their time with us.

This report follows the appointment of Dr Nicola Rollock to the role of Academic lead for addressing the BAME attainment gap. The data that follows will doubtless inform her evaluation of the scope of the work that there is to do at Goldsmiths in this area, and her recommendations for future action.

This report again demonstrates that Goldsmiths recruits a high number of BAME students. On average, these students arrive with promising entry profiles. However, their progression through study years at the College and eventual degree attainment is typically not as good as that of their White peers. We cannot escape the fact that there has been insufficient closing of these gaps over the last three years.

Let me be clear: this is unacceptable. These figures strengthen our resolve to work with any willing stakeholders, most notably our academic community and Students' Union, to work tirelessly to tackle the discrepancies in student outcomes evident from this report.

Initiatives recently announced include mandatory training for student-facing staff on race awareness, a comprehensive audit of the experience of BAME students and staff led by Nicola, and increased investment in student wellbeing services. Colleagues in academic departments have been designing initiatives as part of the annual planning round, and sharing good practice with each other.

The figures below indicate there is much more to do, both within the College and beyond. This will inevitably be a long term mission – and I do not blame anyone for being impatient for change. It is my hope that our commitment to publishing this data transparently helps to demonstrate the seriousness with which we take this challenge, and our resolute commitment to effecting real progress.

Professor Elisabeth Hill, Deputy Warden and Pro-Warden Learning Teaching Enhancement

INTRODUCTION

1. A first statistical analysis of Black, Asian and Minority Ethnic Students through the student lifecycle was produced in January 2018¹. Since then a BAME Working Group has been created to provide a specific forum for collaboration between senior management staff, the Students' Union and academic departments to address the BAME progression and attainment gap at Goldsmiths. The key development of the group to date has been the appointment of an expert academic lead, Dr Nicola Rollock, to help Goldsmiths develop a more strategic approach to addressing its BAME attainment gap. Since the last report, the Office for Students (OfS) has also published a set of recommendations for overcoming the challenges of racial inequality in relation to progression and success in higher education². Continued analysis of our previous and current position in relation to diversity and the student journey can inform this on-going area of work.
2. The Higher Education Statistics Agency (HESA) has recently released student data in reference to the 2017/18 academic year. It is timely to refresh the data, provide longer trend analysis where applicable, and provide a positional update on any noticeable movements in the metrics. In line with OfS recommendations relating specifically to diversity data, the focus of this paper is on numbers of individual students, with data presented as proportions *and* counts of students where applicable – with numbers less than 5 suppressed for data protection purposes.³
3. The report looks at key quantifiable steps in the student journey – intake, average entry tariff, continuation at Goldsmiths, and degree outcomes. The ethnicity groupings used are consistent across all data sets with the HESA defined 5-way ethnicity split of: Asian, Black, White, Other (including Mixed) and Unknown/Not Applicable. Refer to [Appendix 1](#) for a mapping of individual ethnicity codes to these groupings, and for data definitions behind all the metrics provided.

APPLICATIONS

4. Looking at the number of applications-to-offers and offers-to-acceptances can provide analysis of applicant progression, and is sometimes an analysis used in other areas of reporting. However, as ethnicity is not a mandatory field in the UCAS application process there are a large number blanks in application ethnicity data, as illustrated in Table 1. This renders any application progression metric less meaningful than it could be as it would be based on incomplete information. On this basis, this report does not include an analysis of application data.

¹ <https://www.gold.ac.uk/media/documents-by-section/about-us/governance/statistical-reviews/BAME-statistics-paper-22Jan18.pdf>

² <https://www.officeforstudents.org.uk/media/d21cb263-526d-401c-bc74-299c748e9ecd/ethnicity-targeting-research-report.pdf>

³ The OfS reasoning given is that presenting statistical data as proportions or percentages can be unhelpful where numbers are low, and we do have small numbers at Goldsmiths when breaking the data down to departmental level. Proportional figures will continue to be used in instances of sector and comparator group benchmarking at institution level, as this continues to be the only way to compare this type of data. However, in Goldsmiths-only trend analyses, readers are encouraged to focus more on numbers of individual students. This also helps to personify students with inequitable outcomes and can serve as a useful counter to increasingly abstract discussions around what data tells us.

	All applications			All offers			All acceptances		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Asian	850	1067	1181	744	942	1060	635	797	898
Black	433	421	391	378	356	352	334	319	299
Blank	8778	9104	10067	4279	4596	5498	59	10	42
Other (inc. mixed)	381	481	506	339	435	439	296	363	364
Unknown/NA	668	716	748	617	662	694	558	582	617
White	1588	1764	1593	1449	1613	1441	1296	1403	1208

Table 1 Total applications, offers and acceptances by ethnicity: 2016-17 to 2018-19

5. Without ethnicity being a mandatory field captured by UCAS, or separately requested by Goldsmiths during the application process, we do not get a true picture of the applicant profile during application progression. A review of application data would be in line with OfS recommendations to consistently capture good quality data to ensure effective evaluation and targeting of interventions⁴.

NUMBER OF STUDENTS – TOTAL AND NEW INTAKE

6. Asian, Black and Other (including mixed) students, both as a total count and proportion over the last four years and as a count and proportion of new starters, continues to increase, as shown in Table 2. Our BAME⁵ new starter student body was 45.3% in 2017-18, as seen in chart 1. It is worth noting that the number of 'Unknowns' within Goldsmiths' own data has decreased in recent years, indicating improved processes and data quality and ensuring increased accuracy.

		2014-15		2015-16		2016-17		2017-18	
		Count	Proportion	Count	Proportion	Count	Proportion	Count	Proportion
Asian	All students	1217	14.9%	1515	17.8%	1766	18.9%	2137	21.4%
	New Starters	577	14.0%	864	19.9%	990	20.4%	1188	22.9%
Black	All students	702	8.6%	748	8.8%	956	10.2%	1015	10.1%
	New Starters	344	8.3%	396	9.1%	528	10.8%	525	10.1%
Other (inc. mixed)	All students	840	10.3%	974	11.4%	1065	11.4%	1257	12.6%
	New Starters	389	9.4%	522	12.0%	542	11.1%	642	12.4%
Unknown/NA	All students	568	7.0%	192	2.3%	277	3.0%	144	1.4%
	New Starters	568	12.0%	104	2.4%	152	3.1%	89	1.7%
White	All students	4840	59.3%	5096	59.8%	5283	56.5%	5449	54.5%
	New Starters	2312	56.2%	2452	56.5%	2648	54.5%	2751	52.9%

Table 2 Total and new students counts and proportions by ethnicity: 2014-15 to 2017-18

⁴ Paraphrased from page 18, recommendation 1 of the OfS report cited in footnote 2.

⁵ BAME is presented as grouping Asian, Black and Other (including mixed) ethnicities together.

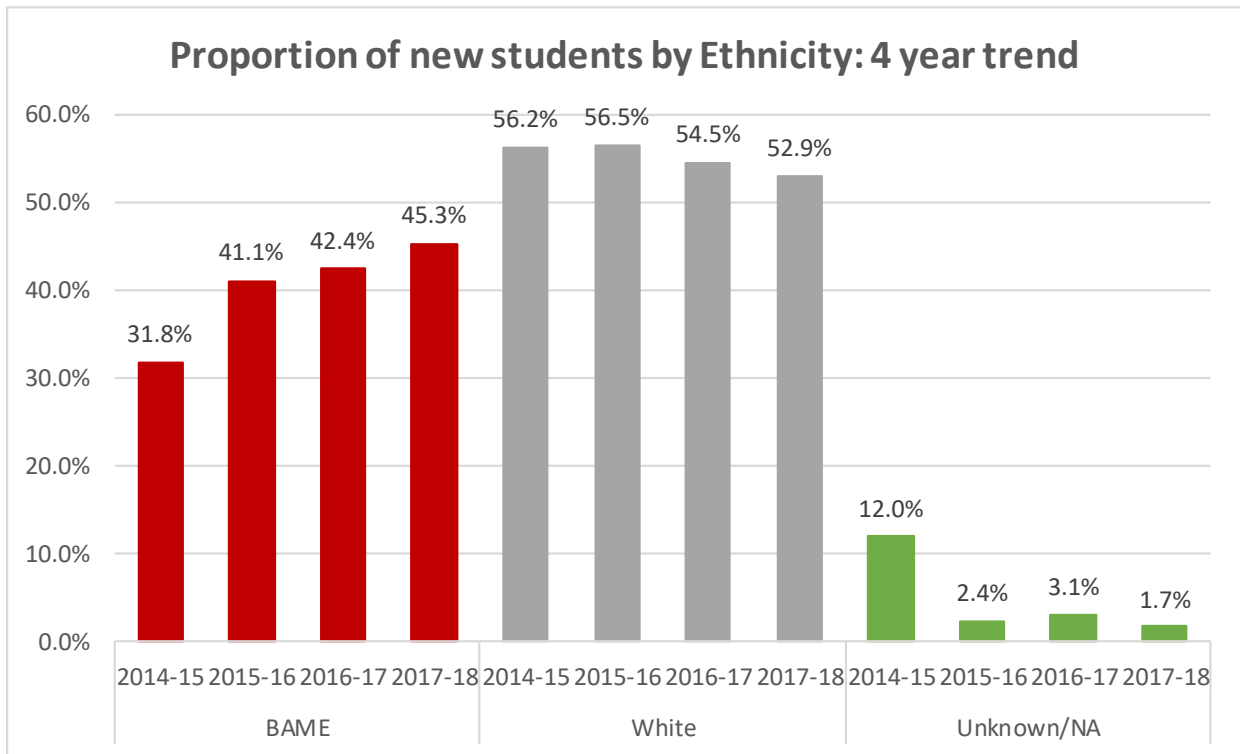


Chart 1 Proportion of new students by ethnicity 2014-15 to 2017-18

7. Chart 2 shows how over time, the sector UK domiciled proportions remain relatively stable for Asian, Black and Other ethnicities whilst Goldsmiths' proportions are increasing, widening our positive difference from the sector average for these ethnicities. In comparison with our London comparator group⁶, we have a notably higher proportion of White students and lower proportion of Asian students, though there has been a shift in the position of both of around 2 percentage points between 2016-17 and 2017-18.

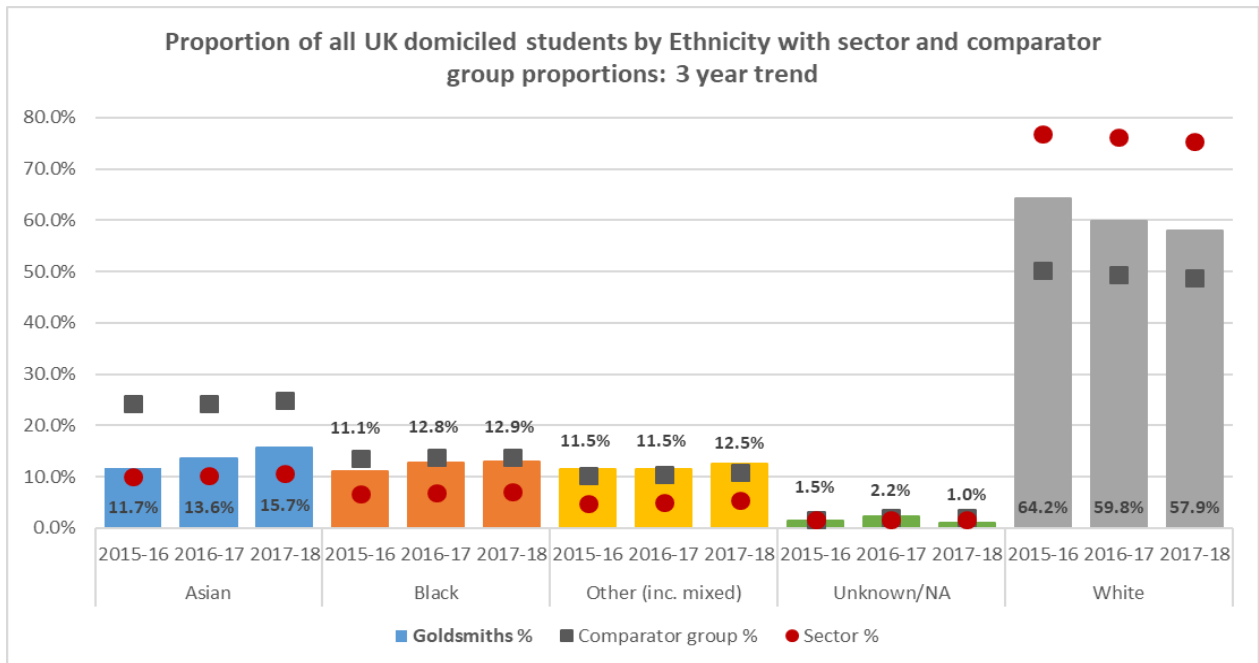


Chart 2 Proportion of UK domiciled students by ethnicity against Sector and Benchmark Group proportions 2015-16 to 2017-18

⁶ Our self-defined comparator group of London institutions is: Brunel, City, Kingston, LSE, Queen Mary, Roehampton, Royal Holloway, SOAS, Greenwich, Westminster, UAL.

AVERAGE TARIFF

8. An important note to make here is that as of 2017-18, HESA moved to using a new UCAS tariff structure. In 2016-17 both old and new tariff scores were returned, so only these last two years of average tariff can be presented in this updated report.
9. Chart 3 shows that between 2016-17 and 2017-18, average entry tariff for Black and Other (including mixed) groupings has decreased, whereas for Asian students it has increased, but only by one tariff point from 119 to 120. Now the average entry tariff for all BAME populations is less than the overall Goldsmiths average of 132 – which roughly equates to ABB/BBB at A-level. This is due to higher proportions of BAME students studying in departments with lower entry qualifications, as described below (para 11).
10. HESA have only made available sector level data with the new tariff for 2017-18, so we can only compare that year of data to the sector and our London comparator group, as seen in chart 4. Our comparator group average tariff is roughly in line with the sector average for all BAME groups whilst Goldsmiths average tariff is below this. It should be noted that the comparator group includes a range of high, medium and low tariff institutions and the average hides a range of difference within the group. Of particular note at Goldsmiths is the drop in the average entry tariff for Asian and Black students whilst in the comparator group institutions the average for these students has increased to meet sector average. It is important to note that processes around our recording of entry qualifications data are currently being reviewed and improved, and our data may not yet be fully comparative with other institutions where a broader range of qualification are often reported.

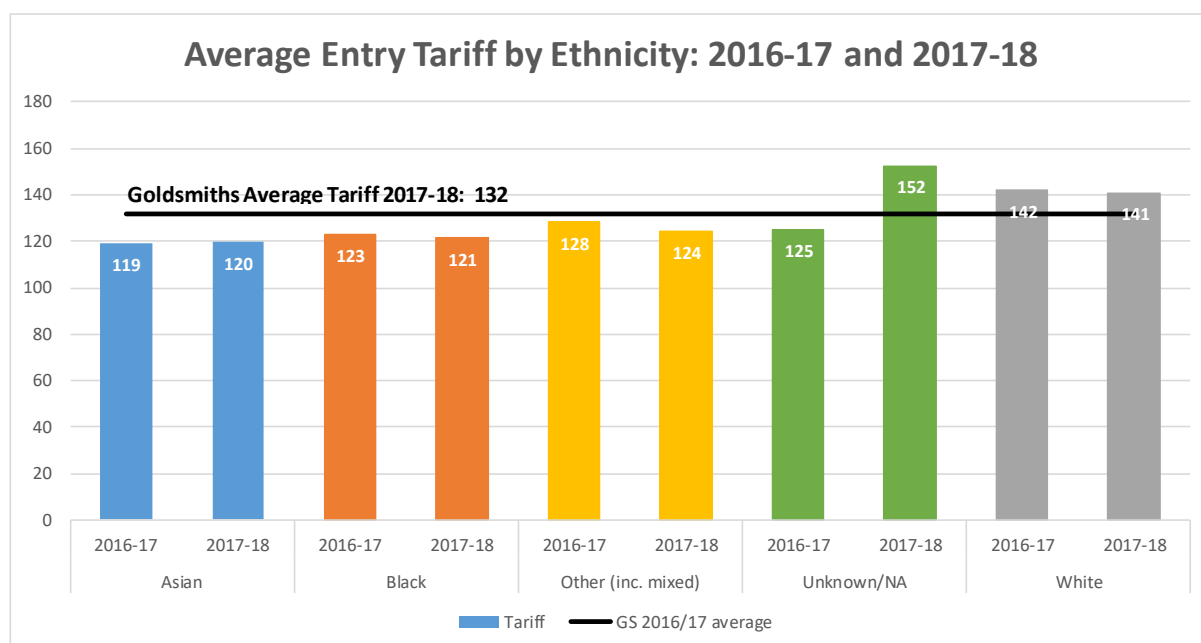


Chart 3 Average entry tariff by ethnicity: 2016-17 and 2017-18

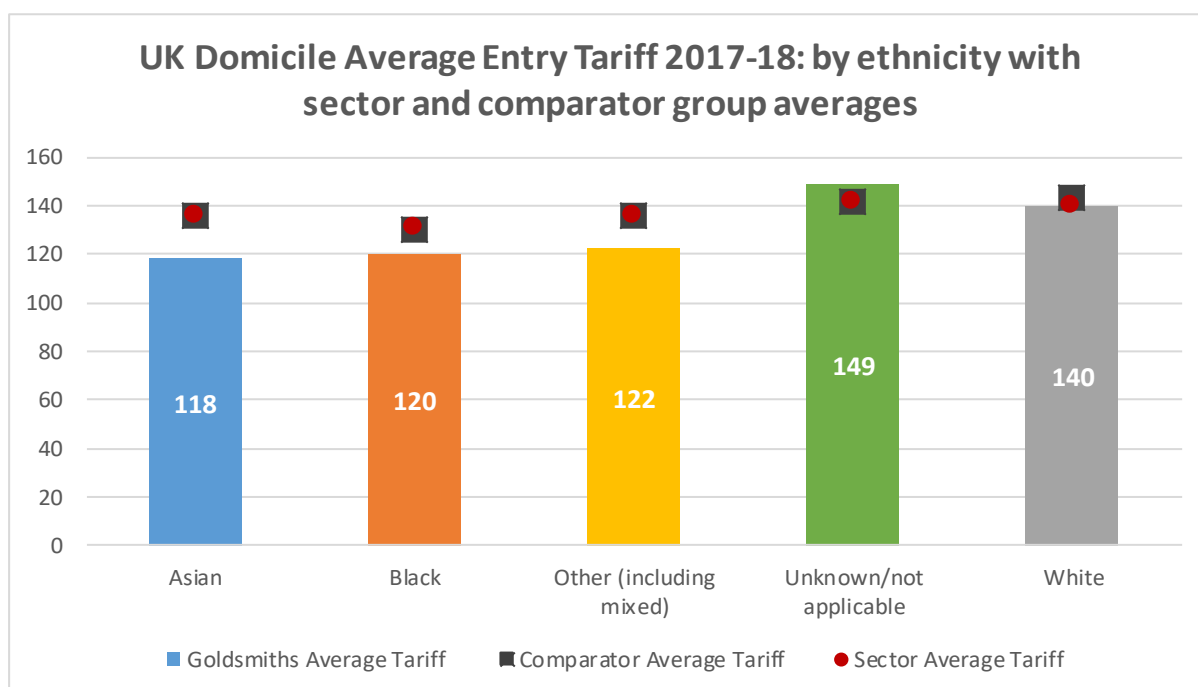


Chart 4 UK domicile average entry tariff by ethnicity against Sector and Benchmark group averages 2017-18

11. It is important to note the distribution of BAME students across differential average tariff by department⁷. BAME students tend to hold entry qualifications at a similar tariff level to White students in the same department. However, the proportion of BAME students is higher in departments where the average tariff is at or lower than the Goldsmiths average. Students in departments attracting higher average tariff tend to be predominantly White.

NON-CONTINUATION

12. Retention is currently an area of focus at Goldsmiths as our overall drop-out rates are high. The most recent published HESA Performance Indicator of non-continuation, looking at UG entrants in 2016-17 who did *not* continue into their second year at either the same institution or a transfer institution, is represented in Table 3. Goldsmiths' non-continuation in HE rates continue to be higher than our HESA benchmark and the sector average,. The 2016-17 non-continuation rate has decreased slightly to 12.4%, whilst our HESA benchmark has increased to 8.7%, reducing our deviation from benchmark to 3.7 percentage points.

		Total full time entrants	Number no longer in HE	% No longer in HE	Benchmark	deviation from benchmark	deviation from sector
Goldsmiths	2015-16	1810	230	12.6	8.3	4.3	5.1
	2016-17	1950	240	12.4	8.7	3.7	4.9
Sector	2015-16	405265	30235	7.5			
	2016-17	411345	30660	7.5			

Table 3 Non-continuation at Goldsmiths for 2015-16 UK domiciled first degree entrants compared to benchmark and the sector

13. The change in the HESA benchmark is significant as it reflects a higher tendency to drop-out amongst our shifting student intake. HESA benchmarks take into account a

⁷ Departmental data is provided separately to department management teams.

range of factors about the intake, including ethnicity, academic qualifications, and subject studied.

14. As HESA do not provide ethnicity breakdowns in their Performance Indicator data we are unable to breakdown the 'Non-continuing in HE' metric on this basis. However, we are able to use internal data to report where students are 'not continuing at Goldsmiths' or 'no longer at Goldsmiths' (i.e. these students may have left Goldsmiths but may still be in HE elsewhere) as seen in Table 4.

Department	BAME	2015-16 (2014-15 entrants)			2016-17 (2015-16 entrants)			2017-18 (2016-17 entrants)		
		Continue or qualify at GS	No longer at GS	% no longer at GS	Continue or qualify at GS	No longer at GS	% no longer at GS	Continue or qualify at GS	No longer at GS	% no longer at GS
Goldsmiths	Asian	150	17	10.2%	383	60	13.5%	427	98	18.7%
	Black	139	30	17.8%	196	51	20.6%	219	72	24.7%
	Other (inc. mixed)	153	37	19.5%	221	52	19.0%	236	55	18.9%
	Not known/NA	359	50	12.2%	48	7	12.7%	61	21	25.6%
	White	860	134	13.5%	989	188	16.0%	969	193	16.6%
Goldsmiths Total		1661	268	13.9%	1837	358	16.3%	1912	439	18.7%

Above Goldsmiths total

Above 20%

Table 4 No longer at Goldsmiths following year of entry: UK domiciled full-time first degree entrants 2014-15 to 2016-17

15. Of particular note is that the proportion of Black entrants no longer at Goldsmiths after their first year of entry is continuing to increase at a higher rate than other BAME groups. It should be noted that the picture varies by academic department, which suggests it is difficult to interpret or predict retention based on ethnicity alone. More multi-variant analysis, taking into account other factors such as level and type of entry qualification, is under development to allow for more analysis of this.

PROGRESSION

16. Previous attempts at cohort progression have been restricted to Full Time, standard three-year undergraduate degree programmes. Analysis currently under development will provide a more holistic view, with integrated degree programmes included, the ability to slice the data on an intersectional basis and will provide a more detailed breakdown of withdrawal reasons. For this reason, updated cohort progression is not covered in this report. The further analysis will be shared internally with departments in due course.

DEGREE CLASSIFICATION

17. White undergraduate qualifiers continue to perform better than all other ethnicities for good honours⁸, remaining constant at 90% in the last two years. Good honours for Black qualifiers continue to be lower than all other ethnicity groupings. Good honours for Asian students, while on a sustained increase between 2014-15 and 2015-16, has declined by 5 percentage points in 2017-18 to 68%, to have a similar rate as Black qualifiers.

18. Table 5 provides counts for the last two years, to give some context to the charts and to draw attention to the small numbers involved for some of the proportion

⁸ Defined as the proportion of students obtaining first class and upper second class degree classifications.

calculations. Chart 6 indicates Black qualifiers obtaining first class honours are static at 10% over the last two years. This would indicate that the 2% first class honours proportion for Black qualifiers in 2015-16 was a self-contained anomalous downturn. Asian qualifiers obtaining first class honours have decreased by two percentage points from 12% to 10%. Other (including mixed) qualifiers obtaining good honours have increased by four percentage points between 2016-17 and 2017-18 to 83%, which is one percentage point above the Goldsmiths average benchmark of 82%.

	1st		2.1		'good honours'		2.2		3rd		Total qualifiers	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Asian	30	32	147	193	177	225	64	99	<5	6	244	330
Black	12	15	70	83	82	98	34	44	<5	8	119	150
Other (including mixed)	37	46	95	105	132	151	31	28	<5	<5	167	181
Unknown/not applicable	11	<5	20	8	31	12	9	<5			40	15
White	263	291	569	500	832	791	83	84	<5	8	919	883
Total classifications	353	388	901	889	1254	1277	221	258	14	24	1489	1559

Table 5 Counts of degree classifications 2016-17 and 2017-18

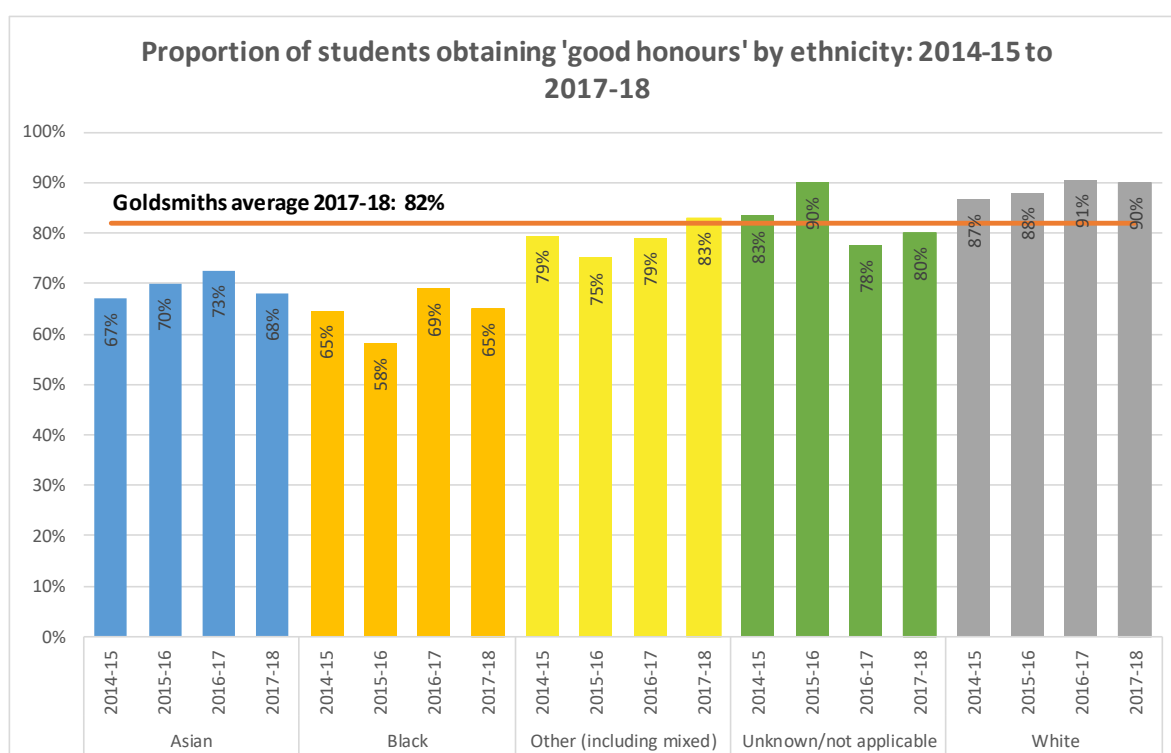


Chart 5 Proportion of students obtaining 'good honours' by ethnicity: 2014-15 to 2017-18

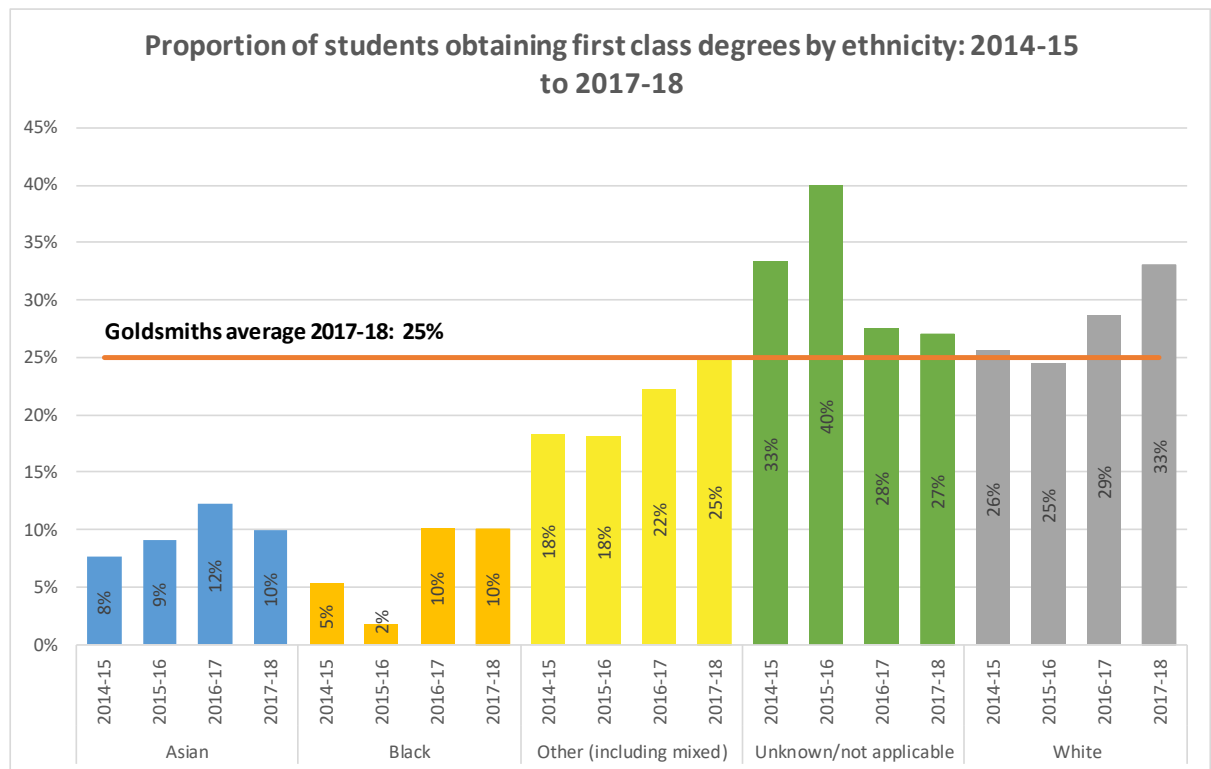


Chart 6 Proportion of students obtaining first class degrees by ethnicity: 2014-15 to 2017-18

Charts 7 and 8 display the UK Domiciled good honours and first degree proportions compared to the sector and our Comparator group for the last three years' worth of available data. For good honours, our Black and Other (including mixed) qualifiers are performing well within our sector and comparator group benchmarks. Asian good honours have dropped 4 percentage points between 2016-17 and 2017-18 to 65% which is now below both sector and comparator group. For first class degrees, the proportion of Other (including mixed) qualifiers has increased over time to now overtake the sector and comparator group benchmark, whereas the proportion of Asian qualifiers obtaining a first class degree has fallen, and the negative difference from sector and comparator group has increased. The number of White students achieving first class degrees has also increased.

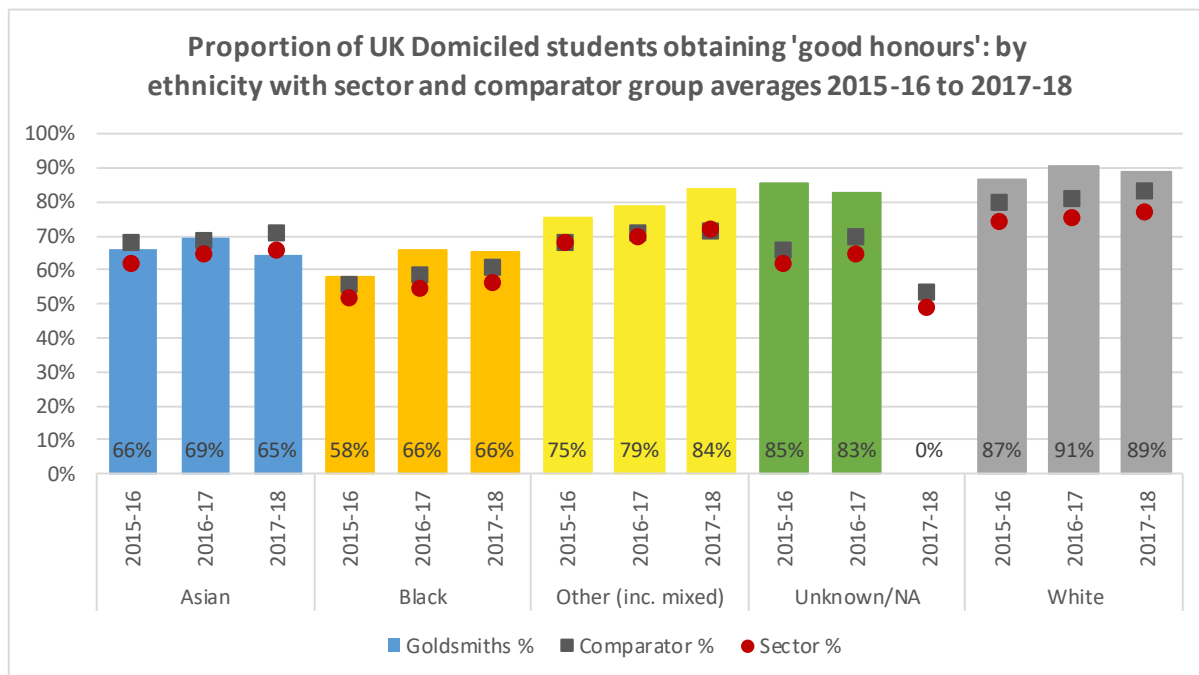


Chart 7: Proportion of UK domiciled students obtaining good honours by ethnicity compared to sector and comparator group averages 2015-16 to 2017-18

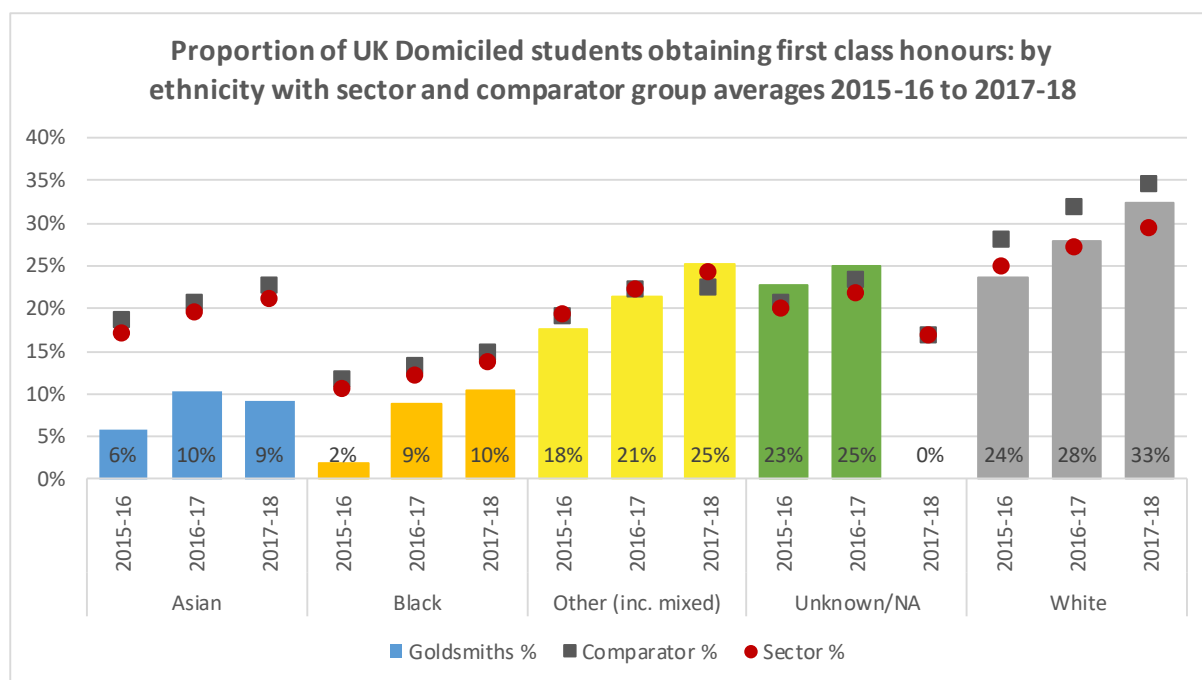


Chart 8: Proportion of UK domiciled students obtaining first class honours by ethnicity compared to sector and comparator group averages 2015-16 to 2017-18

UPDATED CONCLUSIONS

- Goldsmiths total student population continues to include a relatively large proportion of BAME students. Close to 50% of our total student population now declare an Asian, Black, or Other minority ethnicity.

20. Asian, Black, Other (including mixed) and also White entrants' average tariff has decreased over the last two years of new tariff data.
21. Despite similar entry profiles for BAME students to White students, BAME students continue to have a higher drop-out rate, and there has been little discernible progress in reducing the proportional differences in drop-out rates between different ethnicities over the last three years.
22. When it comes to degree attainment, BAME students achieve 'good honours' at lower rates than White students, with this being particularly true for Black graduates. In comparison to the sector, attainment by Goldsmiths students has been consistently higher than sector and comparator group averages, with the exception of Asian graduates in the most recent year. Conversely, Goldsmiths continues to award a lower proportion of First Class honours than the wider sector for most groups of students. While the picture varies from year to year, the proportion of BAME students achieving First Class honours is generally following an upwards trajectory in common with their White peers, but BAME students start from a much lower point (with around 10% of Black and Asian students achieving first class honours over the last two years, compared to around 30% of White students).
23. The 2017/18 data shows a downturn in the average entry tariff, continuation and degree attainment of our Asian student populations, and the average entry tariff for Other (including mixed) ethnicity students has also dipped.

NEXT STEPS

24. A review of the processes around data collection at student application stage will help to ascertain if ethnicity could be accurately reported from the admissions cycle.
25. An updated cohort progression dashboard, enabling multi-variant analysis, is being developed and will give a better picture of when and why particular groups of students drop-out of their programmes. This will be made available to departments within the next academic term.
26. More broadly, beyond statistical analysis, Goldsmiths is pursuing a range of work to address the discrepancies identified between different groups of students, including the key organisational developments outlined in paragraph 1 above. It is not the purpose of this paper to report on the range of initiatives being undertaken, though a flavour of these can be gained from the [Senior Management Team's response to student campaigners on 1 April 2019](#) and from [Goldsmiths' Equality and Diversity Strategy and Action Plan](#). The Deputy Warden's commentary note introducing this paper provides further context.
27. As with last year's inaugural report, Goldsmiths would welcome comments on this paper. We are also aware of the imminent publication of a Universities UK/NUS report on the subject of BAME attainment, and remain keen to co-operate with any efforts undertaken across the sector to ensure all students can fulfil their academic potential and enjoy a positive experience of higher education, whatever their ethnicity or background.

Strategic Planning and Projects

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April 2019

Appendix 1

Data definitions

Applications

2016, 2017 and 2018 entry year end of year stats taken from <R:\Admissions\Stats\004 - End of year stats for previous cycles>
[Filtered by UG applicants only](#)

For conversion rate comparison, all offers defined as: C/_ , C/D, C/F, C/I, U/_ , U/D, U/F, U/I
all accepts defined as: C/F and U/F

Total Students

2014-15 to 2017-18: HESA student core files

Filtered by standard registration population, and First year flag for new starters

Benchmark and sector averages calculated from HEDI+ sector HESA Full Person Equivalent data - UK Domiciled students only, as Heidi+ uses a derived field for ethnicity which is only applicable to UK domicile (all EU and Overseas ethnicity is classed as 'unknown' so they are filtered out to not skew the proportions)

Average Tariff

2014-15, 2015-16, 2016-17, 2017-18: HESA student core files

Filtered by standard registration population only, excluding over 21 year olds, and is first year UG students only.

Benchmark and sector averages calculated from HEDI+ sector HESA data - UK Domiciled students only, as Heidi+ uses a derived field for ethnicity which is only applicable to UK domicile (all EU and Overseas ethnicity is classed as 'unknown' so they are filtered out to not skew the proportions)

Non-Continuation

Taken from HESA UK Performance Indicators files: non-continuation indicators for 2016-17 'No longer at Goldsmiths' calculated using 2014-15, 2015-16, 2016-17 and 2017-18 HESA student core files. Filtered by 1st December population, first year identifier of 'yes', level of study first degree, Mode of study full time and domicile UK.

Degree Classification

2014-15 and 2015-16, 2016-17 and 2017-18: HESA student and subject core files

Filtered by First degree qualifiers only, counts and proportions of Full Person Equivalent

Ethnicity code groupings

Asian	Black	Other (Including Mixed)	Unknown/not applicable	White
31 Asian or Asian British - Indian	21 Black or Black British - Caribbean	41 Mixed - White and Black Caribbean	90 Not known	10 White
32 Asian or Asian British - Pakistani	22 Black or Black British - African	42 Mixed - White and Black African	98 Information refused	13 White - Scottish
33 Asian or Asian British - Bangladeshi	29 Other Black background	43 Mixed - White and Asian		14 Irish Traveller
34 Chinese		49 Other mixed background		15 Gypsy or Traveller
39 Other Asian background		50 Arab		19 Other White background
		80 Other ethnic background		

Comparator Group members:

Brunel, City, Kingston, LSE, Queen Mary, Roehampton, Royal Holloway, SOAS, Greenwich, Westminster, UAL