

Setting the context for A World of Difference

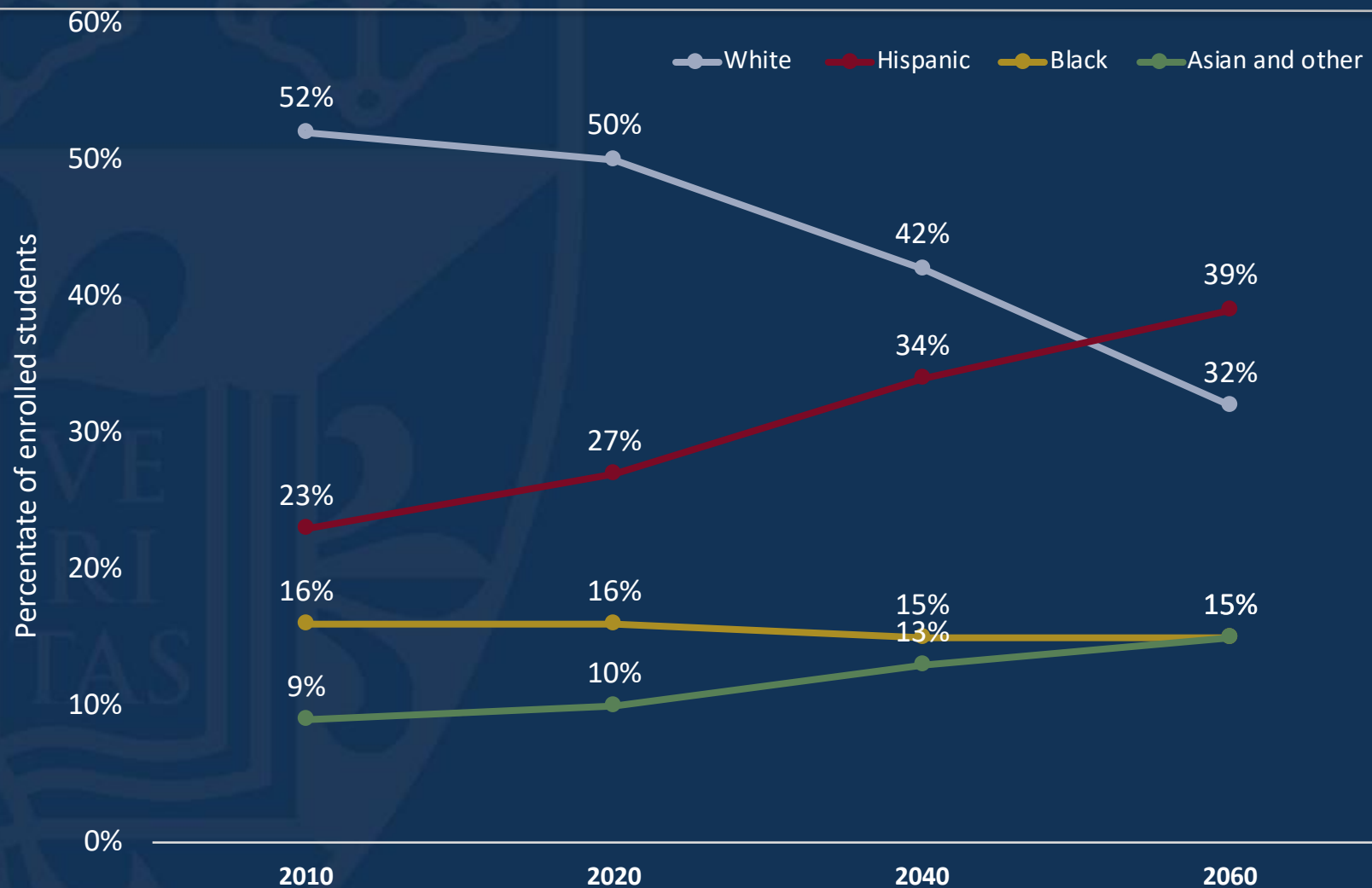
The changing demographics in higher education

Office of Institutional Effectiveness – March 2019

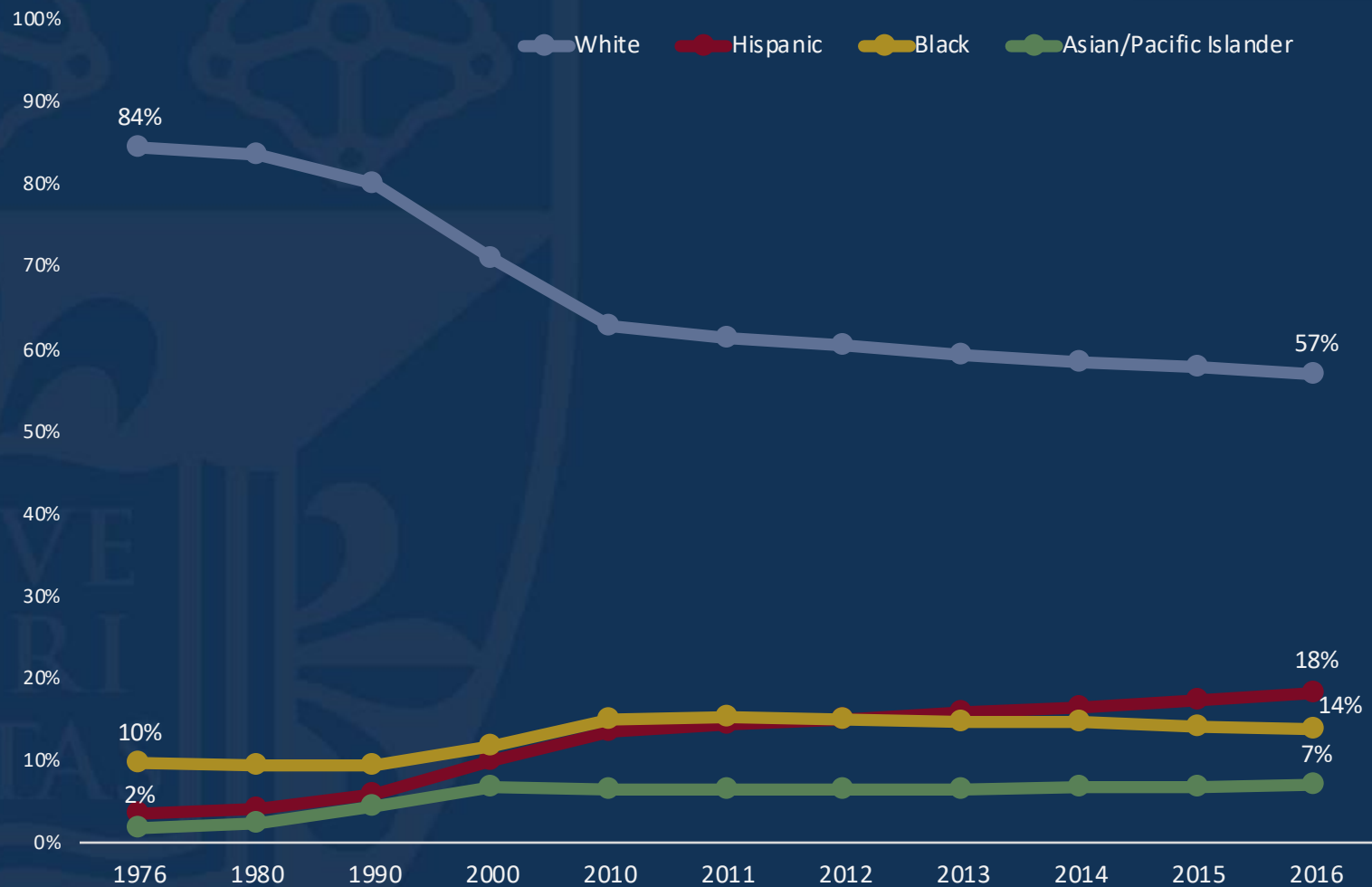


DOMINICAN UNIVERSITY
Where Learning Demands More

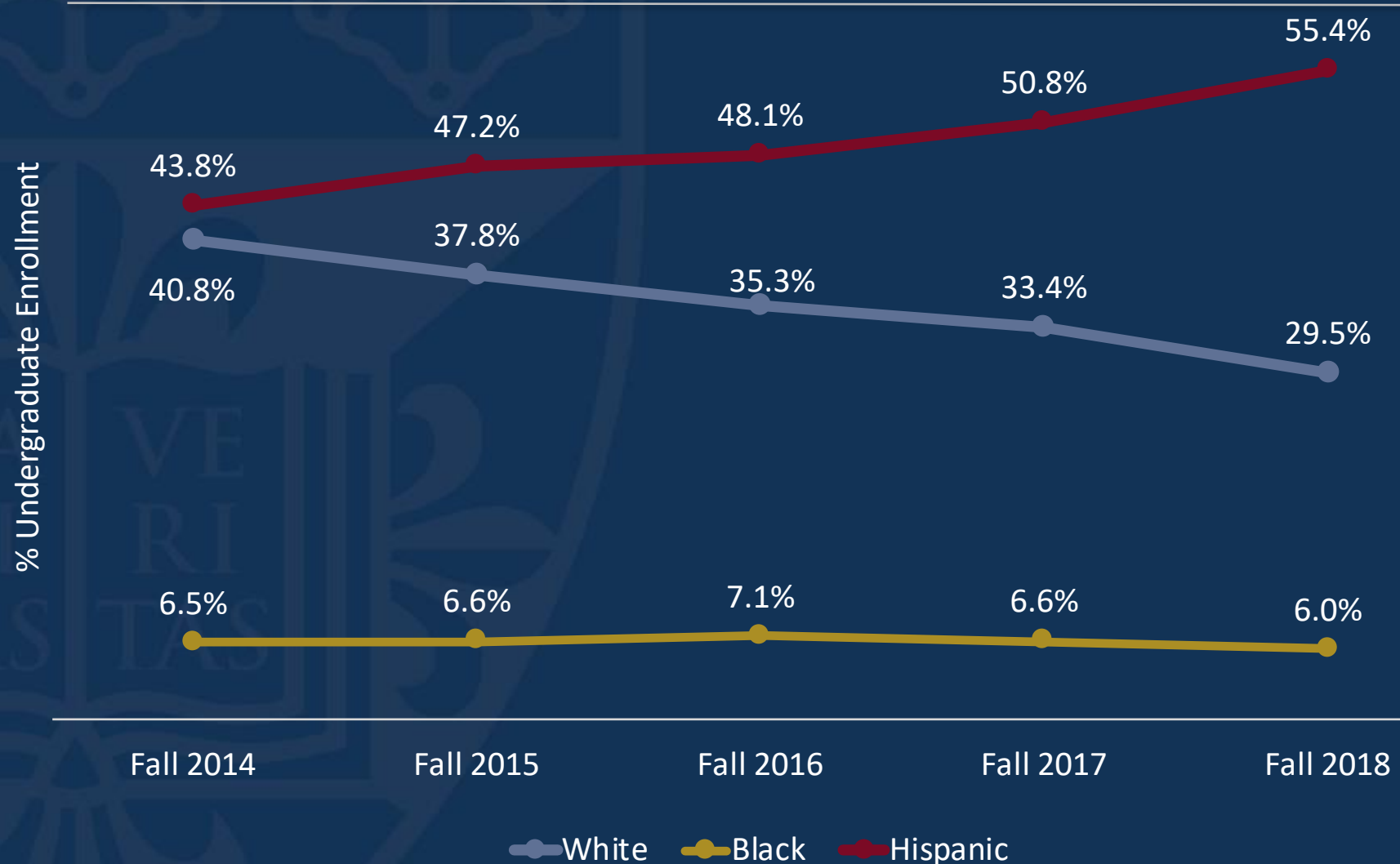
Public elementary and secondary school enrollment: 2010 to 2060 projected



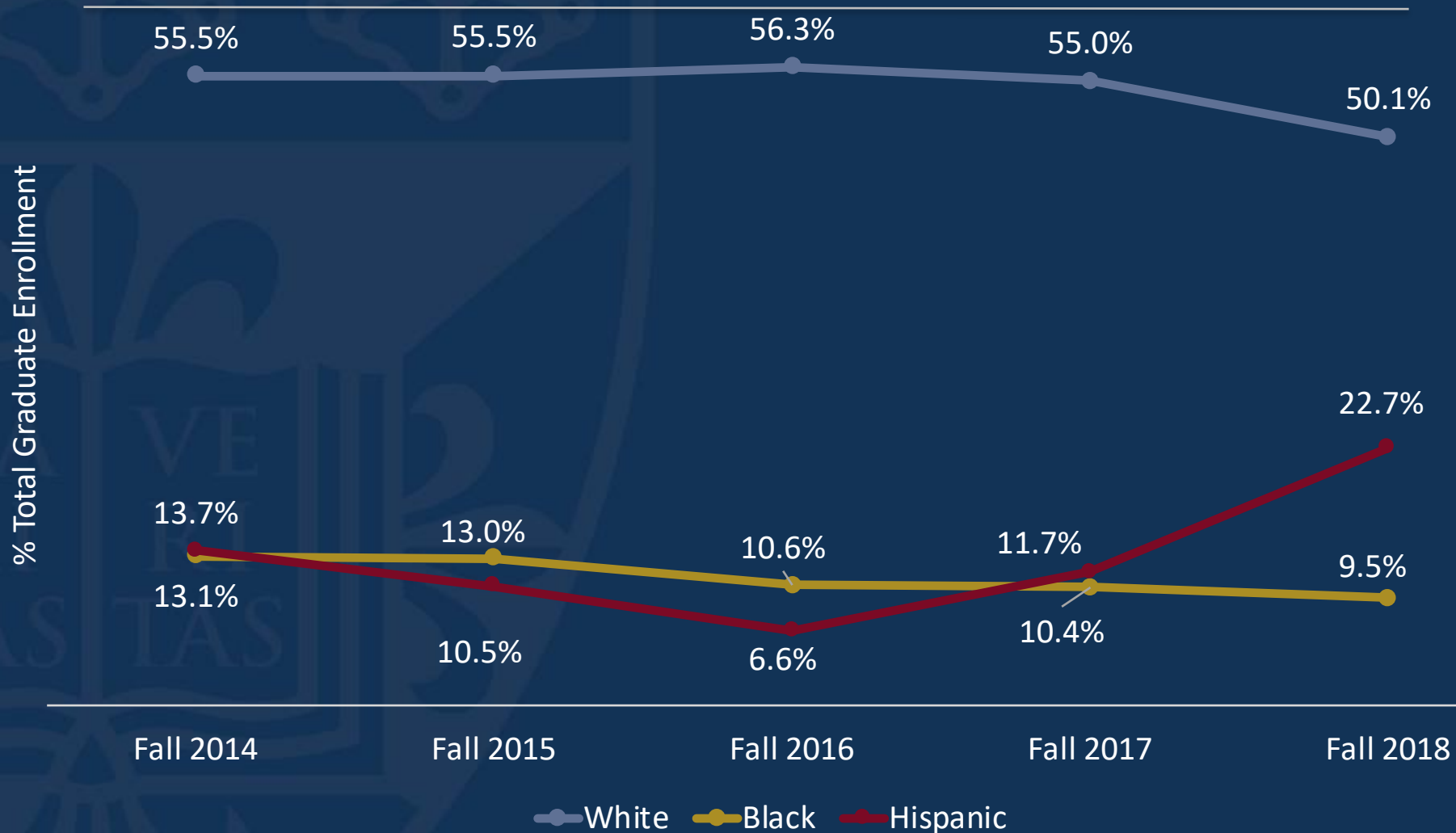
Enrollment in higher education is changing



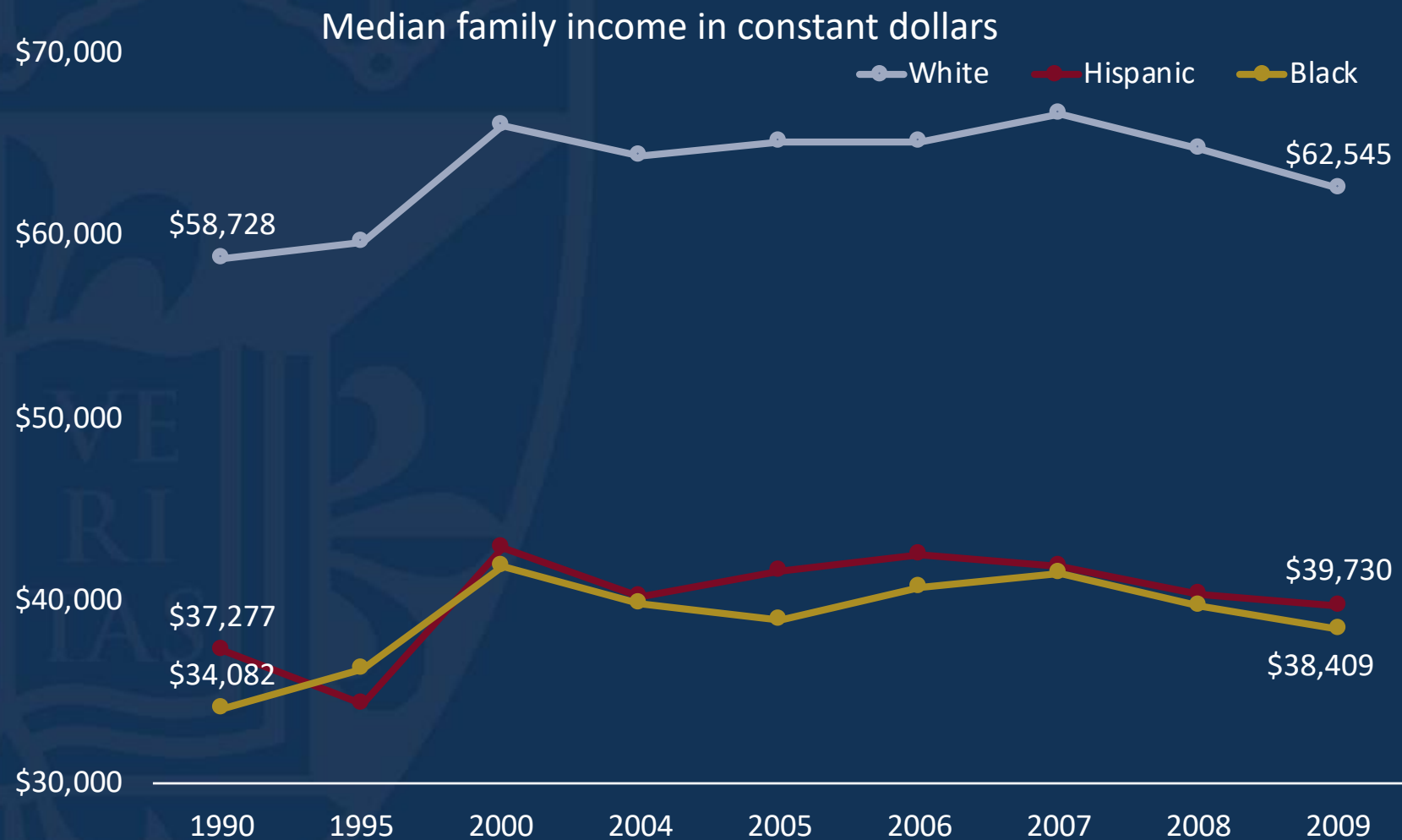
Dominican enrollments reflect this changing demographic: Undergraduate



Dominican enrollments reflect this changing demographic: Graduate

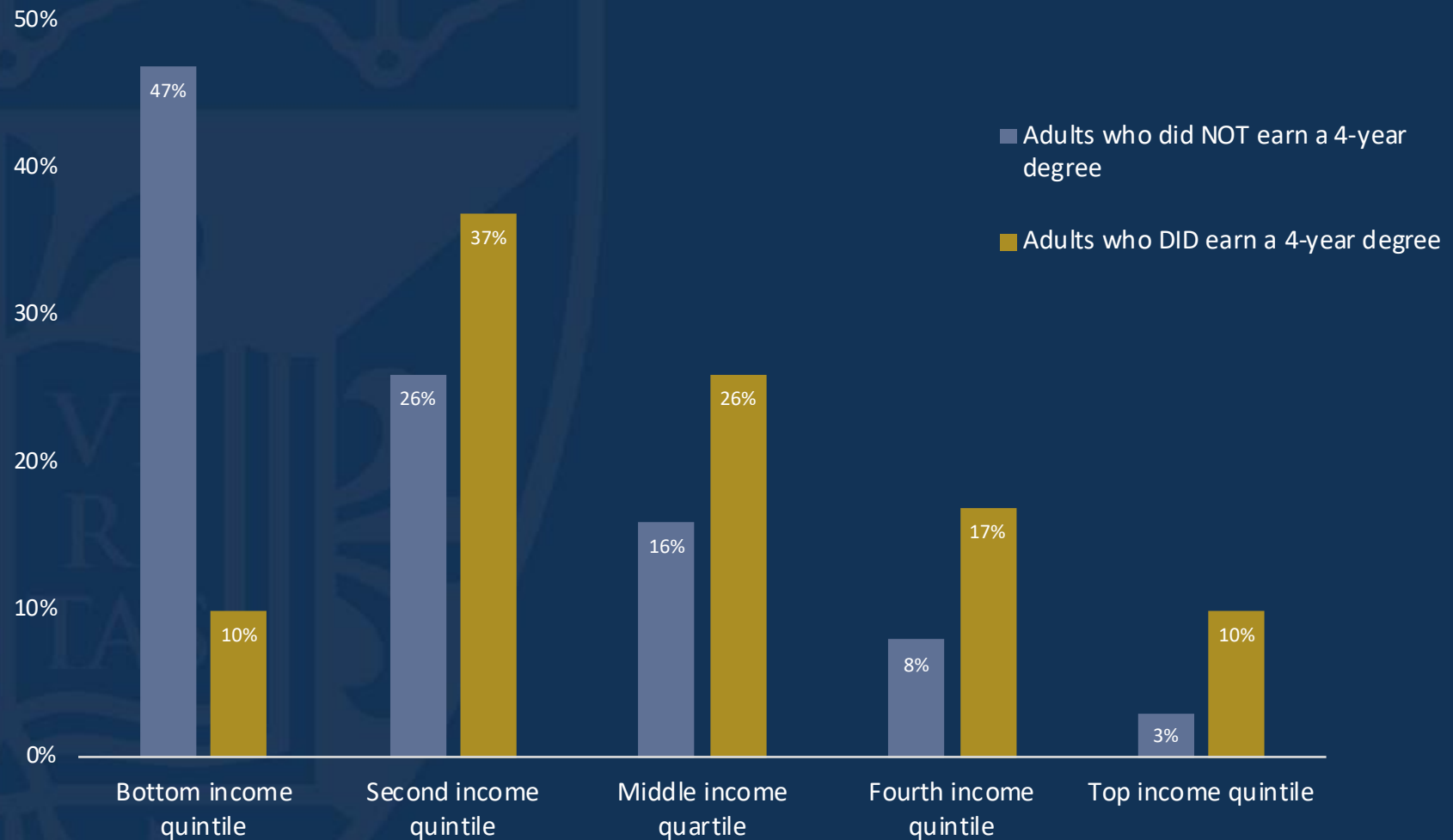


Deep economic gaps persist for Latinos and African American families across the nation



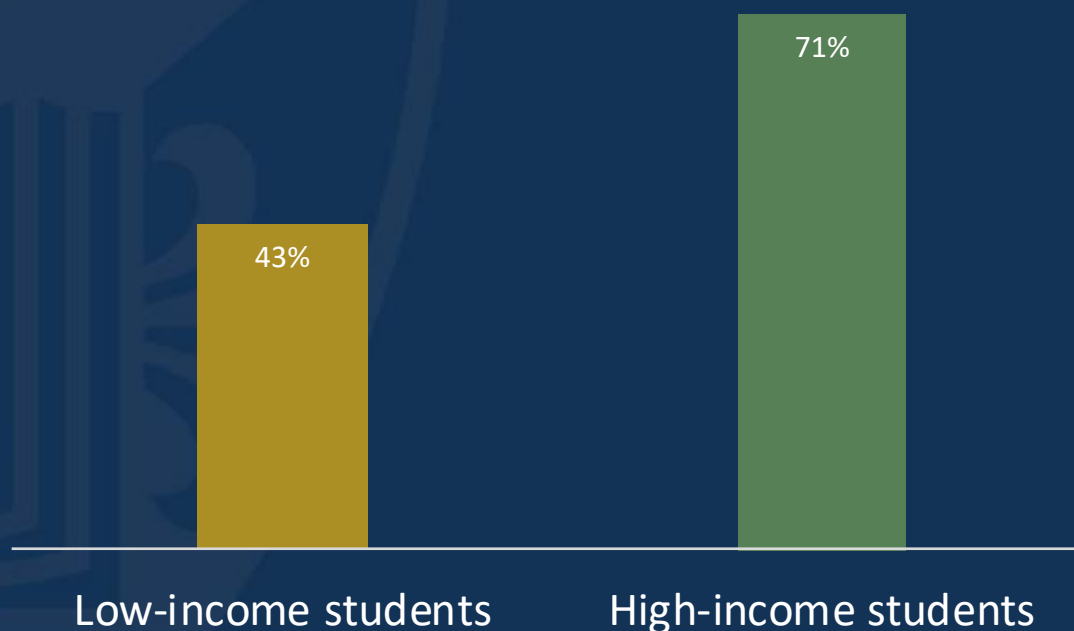
Completing College Improves Economic Mobility

Adult income levels of those born into poverty



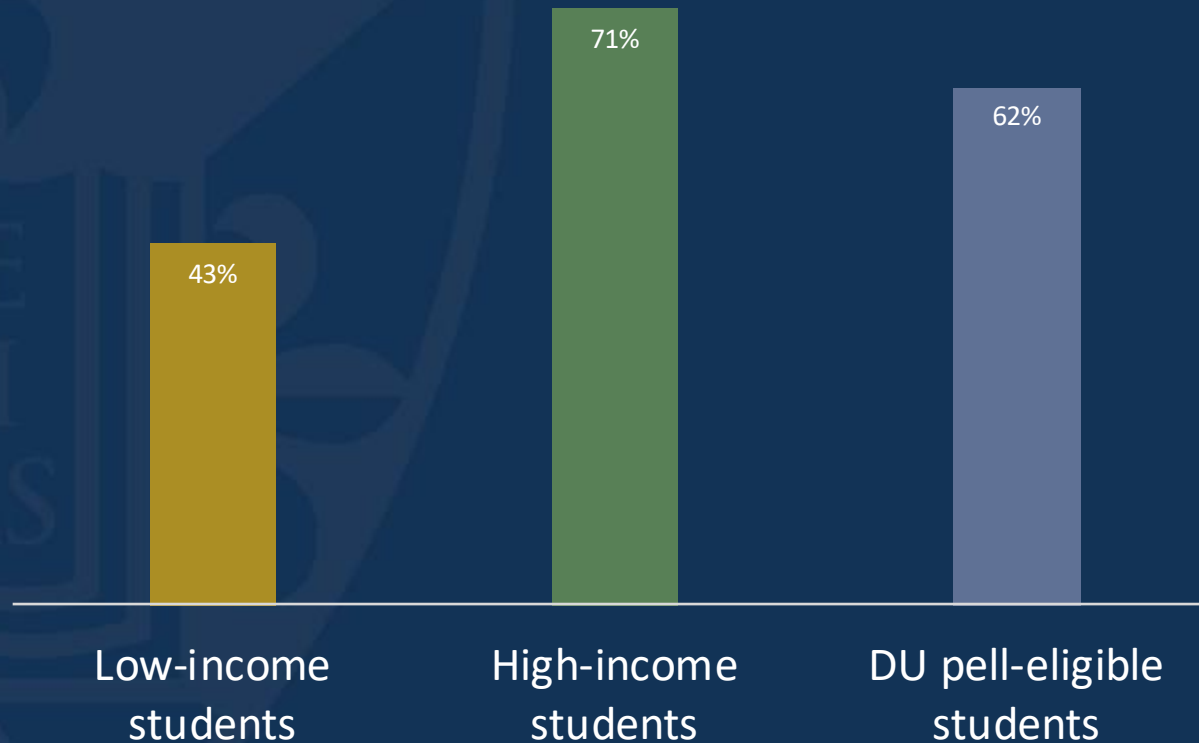
Low-income individuals are 5 TIMES more likely to move out of poverty if they attain a college degree – yet completion gaps persist

Earning Bachelor's Degrees at Four-Year Colleges by income level



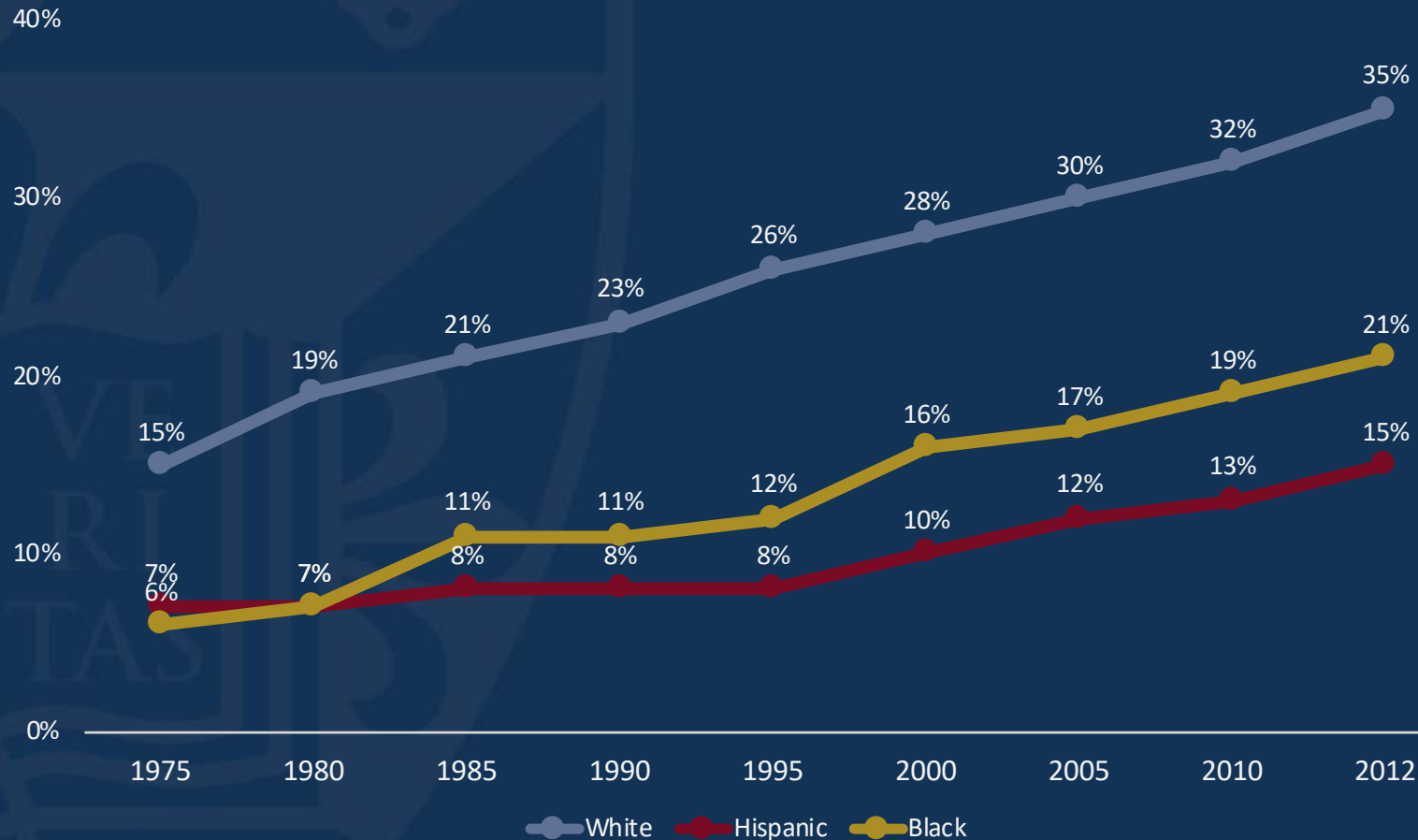
Dominican low-income students (Pell-eligible) graduate at rates higher than low-income students across the nation

Earning Bachelor's Degrees at Four-Year Colleges



Too few students of color complete college – degree attainment in the U.S.

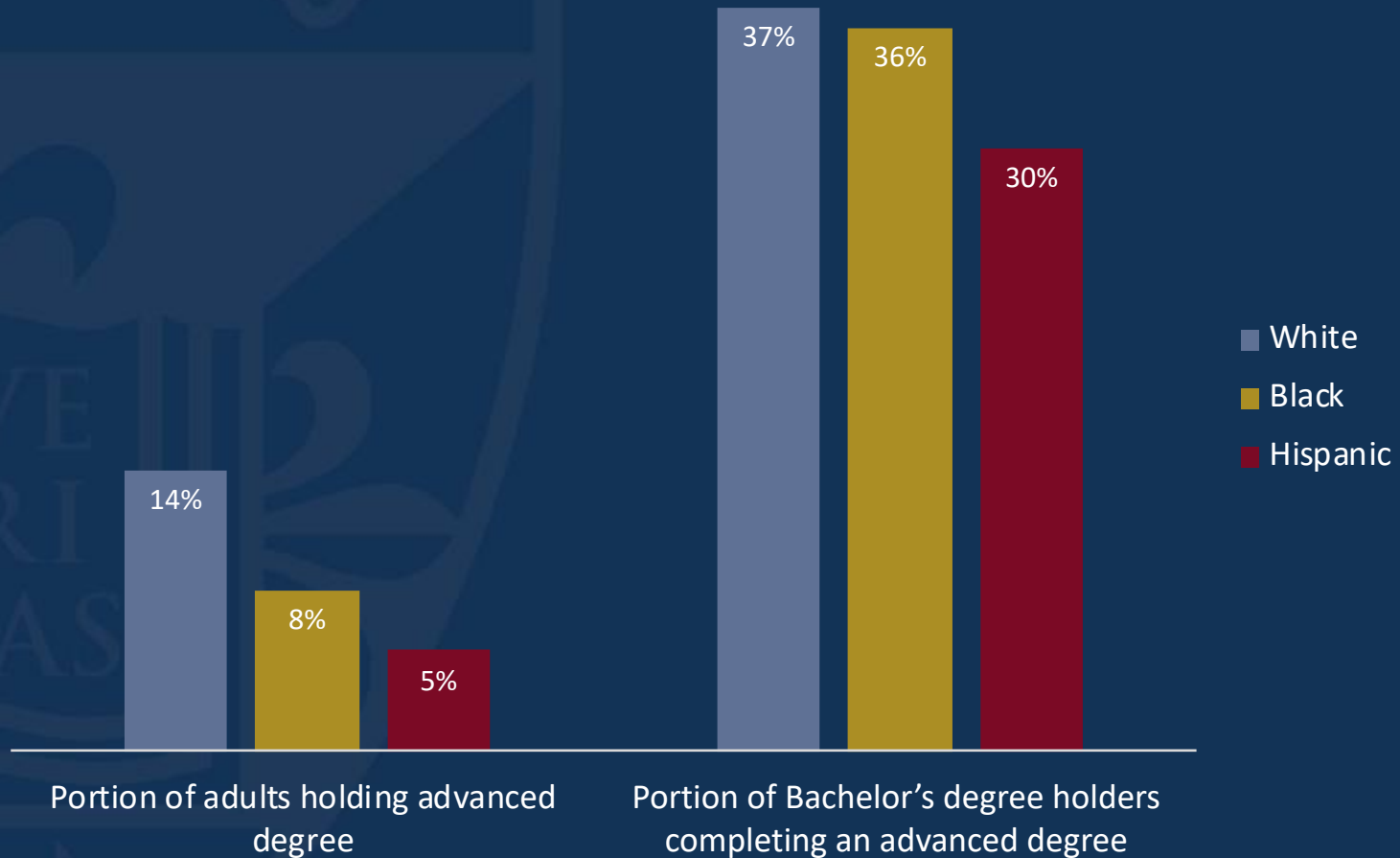
% of persons aged 25 and older with a Bachelor's degree or higher



DOMINICAN UNIVERSITY
Where Learning Demands More

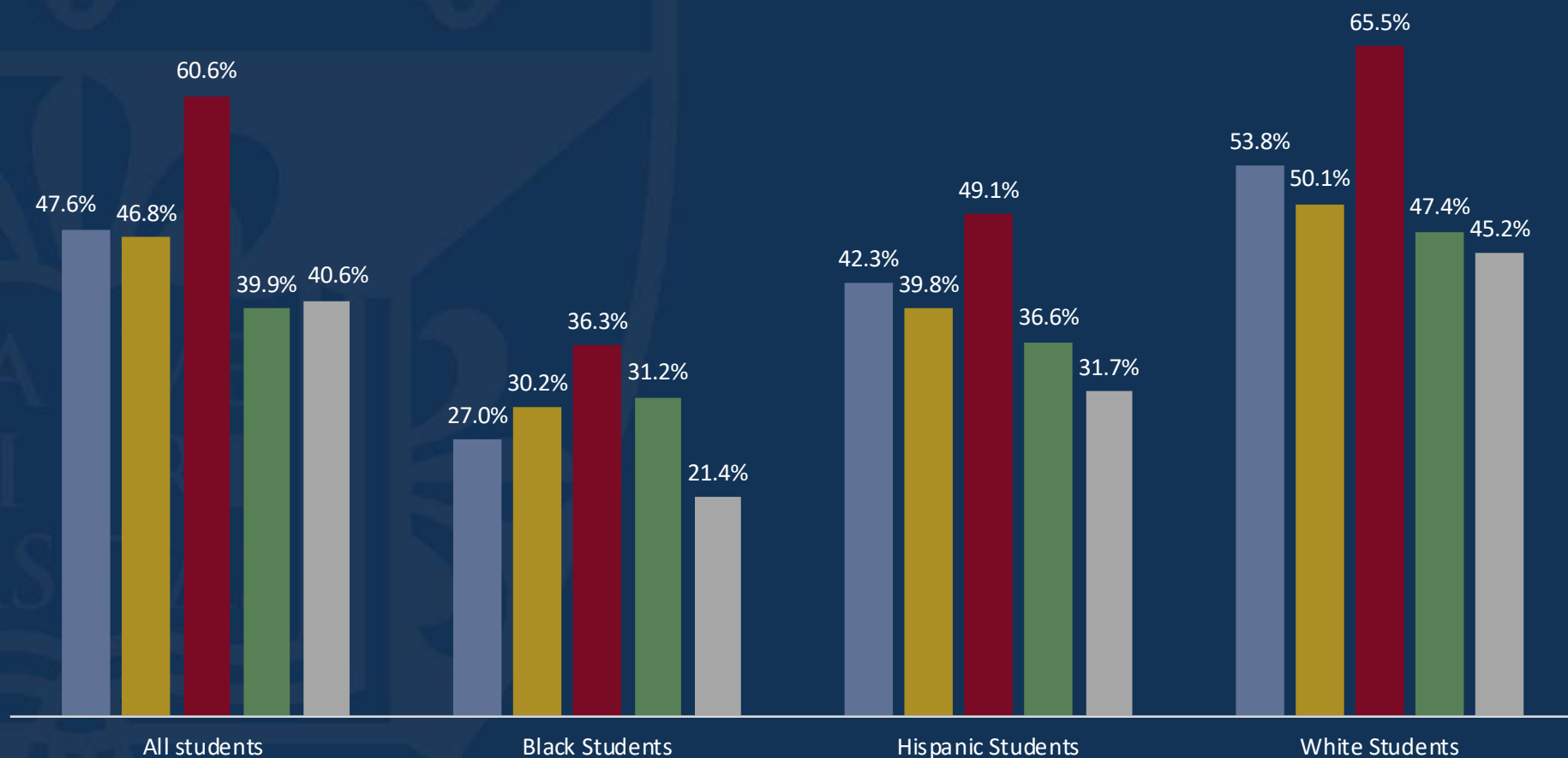
Source: U.S. Census Bureau, "Statistical Abstract of the United States," Income, Expenditures, Poverty, and Wealth Table 8, http://census.gov/compendia/statab/2012/tables/dt12_008.pdf

Graduate degree attainment in the US: equity gaps persist overall but shrink among those who achieve the BA



Comparing 4-year graduation rates across peers or aspirant institutions and the nation

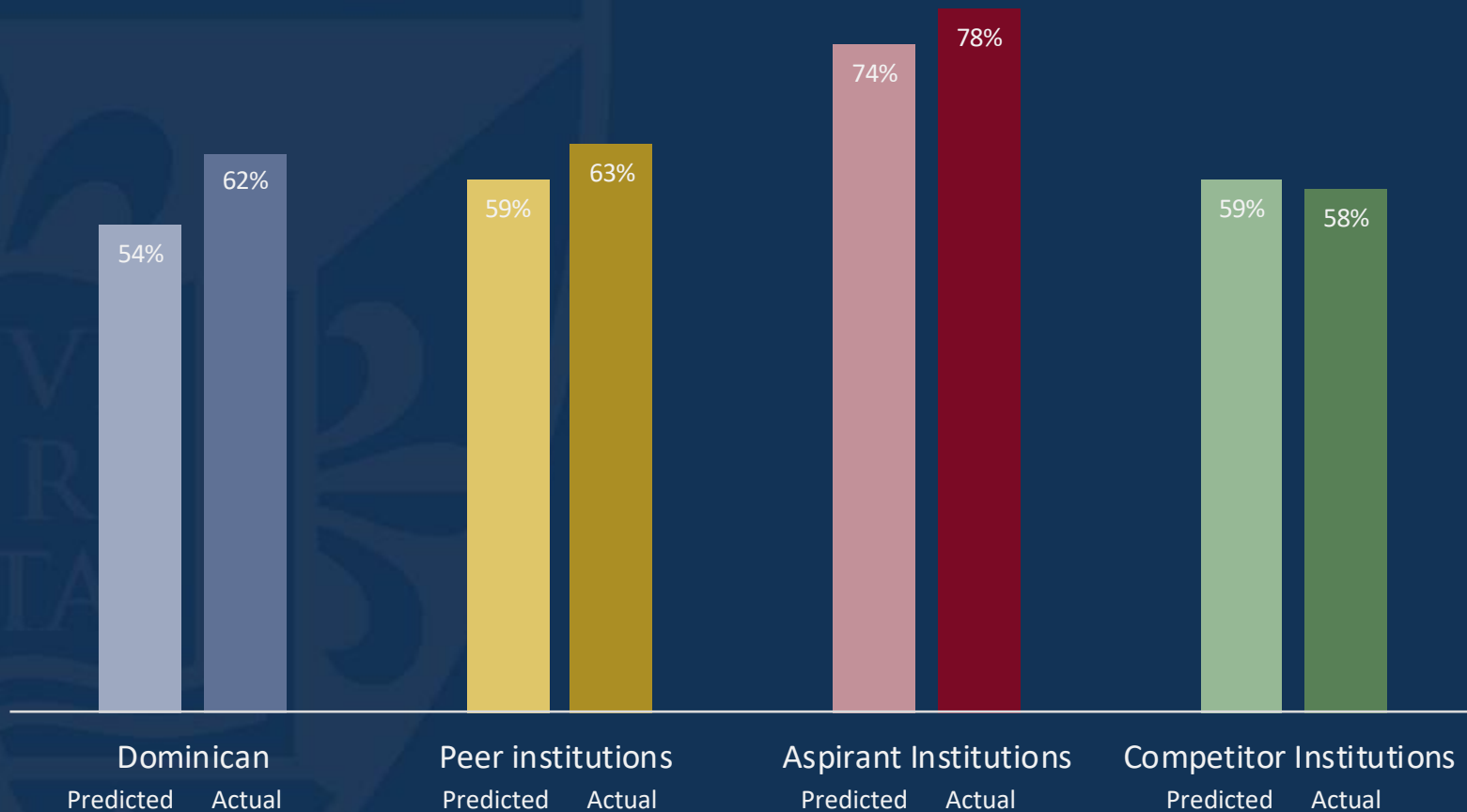
■ Dominican University ■ Peer Institutions ■ Aspirant Institutions ■ Chicago Competitors ■ Nation



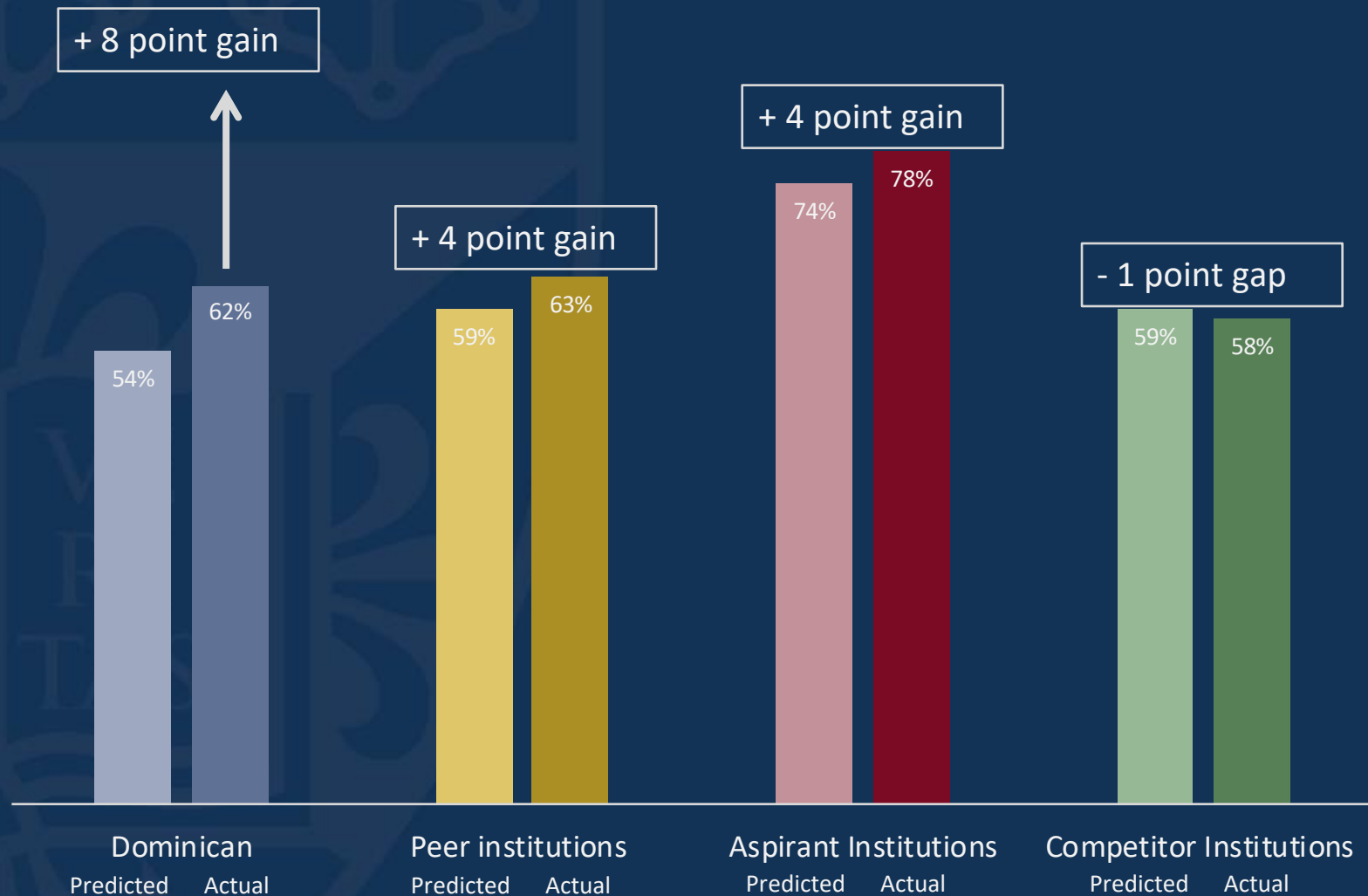
DOMINICAN UNIVERSITY
Where Learning Demands More

Source: Office of Institutional Effectiveness 2018 and National Center for Education Statistics 2018

DU outpacing peers and competitors in predicted versus actual graduation rates



DU outpacing peers and competitors in predicted versus actual graduation rates



Today's college-going population looks different from a traditional profile

Traditional student profile



College-ready

Enroll in a college or university full-time

Enroll the fall after high school graduation

Live on-campus

Complete a bachelor degree in four years

Parents have college degree

White, non-Hispanic

Do not work while enrolled

Make college choices based on financial aid, academic programs offered, & institutional prestige

Post-traditional student profile



May need academic prep or remediation

Enroll at a community college and part-time

Delay initial postsecondary enrollment while entering the workforce

Live off-campus with their parents or with their own dependants

Take more than four years to complete a degree

First in family to enroll

Latino or African American

Many work 30 hours or more a week

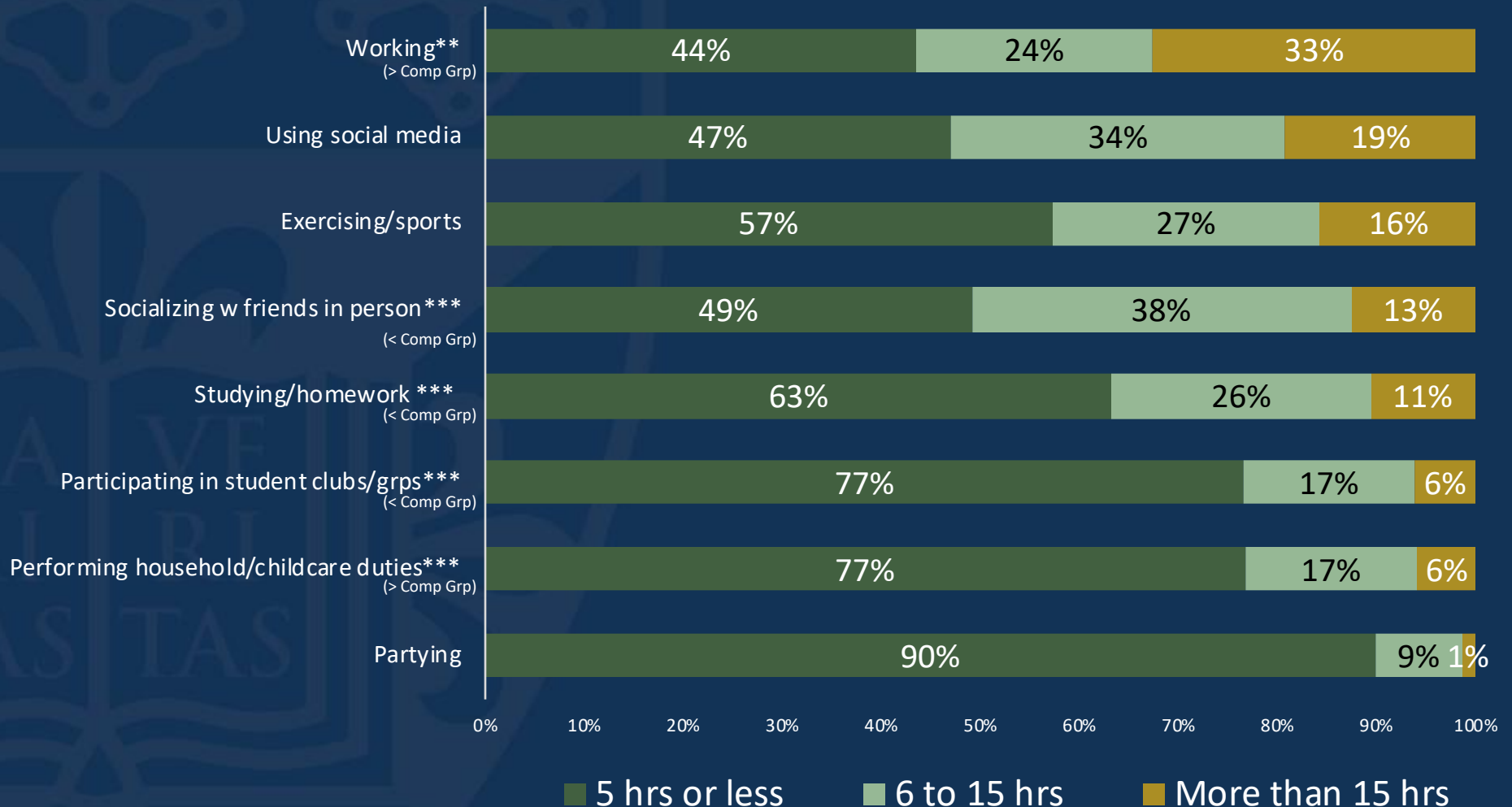
Make college choices based on cost of attendance, location, & accessibility

Using a Latino Lens to Reimagine Aid Design and Delivery *Excelencia in Education* (March 2013)



DOMINICAN UNIVERSITY
Where Learning Demands More

In your last year in HS, how much time did you spend per week doing the following?



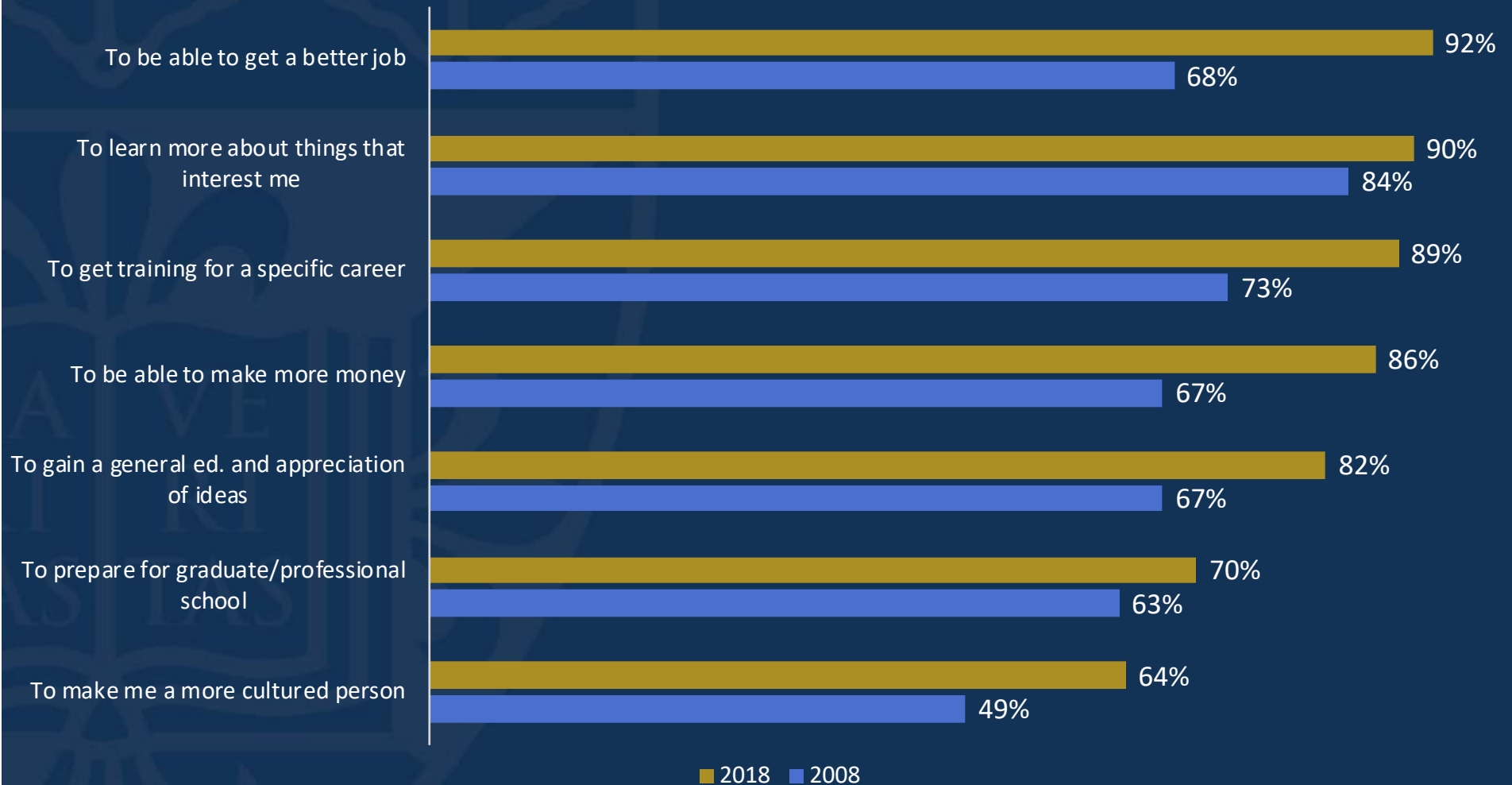
DOMINICAN UNIVERSITY
Where Learning Demands More

> Comp Grp = DU students spent significantly more time doing this activity
< Comp Grp = DU students spent significantly less time doing this activity

Source: FA18 CIRP Freshmen
Survey

Factors considered VERY IMPORTANT in the decision to go to (any) college

Comparing 2008 vs. 2018



Factors considered VERY IMPORTANT in the decision to go to (any) college

