Office of Institutional Effectiveness

EQUITY ANALYSIS 1.0
Our intention

Provide a snapshot of equity using a holistic perspective of the student experience across a variety of data points rather than focusing only on completion to investigate equity across race/ethnicity, and where possible, across first-generation status.
Persistence and Completion

Program and University Impact

Satisfaction with the DU experience

Academic Pathways & Achievement

Engagement Factors

DOMINICAN UNIVERSITY
Where Learning Demands More
<table>
<thead>
<tr>
<th>Indicator Domain</th>
<th>Data Points used in this analysis and disaggregated by race/ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention and Completion</td>
<td>• FR to SO year retention rate</td>
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<td>• 4, 5, and 6 year graduation rate</td>
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<td></td>
<td>• Exit reasons</td>
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<tr>
<td>Academic Pathways and Achievement</td>
<td>• Major choice</td>
</tr>
<tr>
<td></td>
<td>• Credit hour accumulation (on-time indicator)</td>
</tr>
<tr>
<td></td>
<td>• GPA at end of 1\textsuperscript{st} year</td>
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<td></td>
<td>• GPA at completion</td>
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<tr>
<td>Engagement Factors</td>
<td>• Participation in High-Impact Practices (internships, study-abroad, and student research)</td>
</tr>
<tr>
<td></td>
<td>• Active part of the DU community</td>
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<td></td>
<td>• Sense of belonging</td>
</tr>
<tr>
<td>Satisfaction with the DU Experience</td>
<td>• Overall satisfaction with the academic experience</td>
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<tr>
<td></td>
<td>• Overall satisfaction with University services</td>
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<td></td>
<td>• Would recommend DU to others</td>
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<td></td>
<td>• Would choose DU again</td>
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<tr>
<td>University Impact</td>
<td>• Graduate School Enrollment</td>
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<tr>
<td></td>
<td>• Employment/Future Plans</td>
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<td></td>
<td>• Commitment to Civic Engagement</td>
</tr>
<tr>
<td></td>
<td>• Spiritual Growth and Development</td>
</tr>
</tbody>
</table>
Data Sources used in Equity Analysis 1.0

1. Student record data from census and end-of-term
2. Annual graduating student survey
3. National Survey of Student Engagement (NSSE)
4. Annual alumni follow-Up survey
5. IPEDS Data
Why Equity 1.0?

Many data points possible – this is the first pass

Ask what if. . .

Ask why is it that. . .

What is it that we hope to achieve?
A few caveats

The challenge with population size
Setting the context

Understanding our enrollment and enrollment trends by race/ethnicity

Understanding our faculty and staff distribution by race/ethnicity
Undergraduate Enrollment Trends by Race/Ethnicity since 2012

% Total Undergraduate Enrollment

Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017
---|---|---|---|---|---
White: 48.3% | 44.5% | 43.8% | 47.2% | 48.1% | 50.8%
Black: 34.1% | 39.8% | 40.8% | 37.8% | 35.3% | 33.4%
Hispanic: 7.6% | 6.7% | 6.5% | 6.6% | 7.1% | 6.6%

DOMINICAN UNIVERSITY
Where Learning Demands More
Graduate Enrollment Trends by Race/Ethnicity since 2012

% Total Graduate Enrollment

Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017
---------|----------|----------|----------|----------|----------
White    | 10.7%    | 13.1%    | 10.5%    | 6.6%     | 10.4%    |
Black    | 9.3%     | 10.5%    | 13.0%    | 10.6%    | 11.7%    |
Hispanic | 12.9%    | 13.7%    | 10.5%    | 10.4%    |          |

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Where Learning Demands More
New Freshman Enrollment Trends by Race/Ethnicity since 2012

- **Fall 2012**: 48.5%
- **Fall 2013**: 54.5%
- **Fall 2014**: 58.1%
- **Fall 2015**: 63.2%
- **Fall 2016**: 55.4%
- **Fall 2017**: 58.0%

- **Fall 2012**: 38.7%
- **Fall 2013**: 37.4%
- **Fall 2014**: 29.8%
- **Fall 2015**: 27.1%
- **Fall 2016**: 29.3%
- **Fall 2017**: 28.3%

- **Fall 2012**: 5.7%
- **Fall 2013**: 5.0%
- **Fall 2014**: 6.3%
- **Fall 2015**: 5.0%
- **Fall 2016**: 8.9%
- **Fall 2017**: 7.7%
DU Employees by Race/Ethnicity, Fall 2016

- **Faculty**
  - Other: 5.5%
  - White: 72%
  - Asian: 6%
  - Hispanic or Latino: 9%
  - Black or African American: 7%

- **Staff**
  - Other: 6.0%
  - White: 71%
  - Asian: 2%
  - Hispanic or Latino: 11%
  - Black or African American: 10%

- **TOTAL**
  - Other: 5.7%
  - White: 72%
  - Asian: 4%
  - Hispanic or Latino: 10%
  - Black or African American: 8%
Equity gaps are evident by race/ethnicity and appear consistent over time.

Particularly by achievement indicators

Still present, but less so for satisfaction with the DU experience overall and institutional impacts.
Persistence and Completion

Program and University Impact

Academic Pathways & Achievement

Satisfaction with the DU experience

Engagement Factors

DOMINICAN UNIVERSITY
Where Learning Demands More
We’re not alone

Comparing 4-year graduation rates across peers, aspirants and the nation

- Dominican University
- Potential Peers
- Aspirant Institutions*
- Chicago Competitors*
- Nation

**All students**
- Dominican University: 60.6%
- Potential Peers: 47.6%
- Aspirant Institutions*: 46.8%
- Chicago Competitors*: 47.4%
- Nation: 65.5%

**Black Students**
- Dominican University: 39.9%
- Potential Peers: 30.2%
- Aspirant Institutions*: 31.2%
- Chicago Competitors*: 30.4%
- Nation: 27.0%

**Hispanic Students**
- Dominican University: 9.8%
- Potential Peers: 21.4%
- Aspirant Institutions*: 39.8%
- Chicago Competitors*: 36.6%
- Nation: 36.3%

**White Students**
- Dominican University: 4.4%
- Potential Peers: 50.1%
- Aspirant Institutions*: 53.8%
- Chicago Competitors*: 47.4%
- Nation: 43.7%
We’re not alone, but. . .

Set in the context of our new vision statement, what gaps are acceptable?
Persistence and Completion

Academic Pathways & Achievement

Program and University Impact

Satisfaction with the DU experience

Engagement Factors

DOMINICAN UNIVERSITY
Where Learning Demands More
Freshman to Sophomore Year Retention Rates by Race/Ethnicity over 5 years

- **2011 Cohort**
  - All: 85.7%
  - Hispanic: 83.4%
  - Black: 74.0%
  - White: 53.0%

- **2012 Cohort**
  - All: 82.5%
  - Hispanic: 82.5%
  - Black: 74.0%
  - White: 70.6%

- **2013 Cohort**
  - All: 88.0%
  - Hispanic: 84.4%
  - Black: 76.7%
  - White: 66.7%

- **2014 Cohort**
  - All: 84.4%
  - Hispanic: 78.6%
  - Black: 72.0%
  - White: 75.6%

- **2015 Cohort**
  - All: 78.6%
  - Hispanic: 66.7%
  - Black: 70.6%
  - White: 58.3%
Exit Reasons: 2012 - 2017

- **Academic Dismissal**
  - All Students (n = 604): 19.7%
  - Black (n = 56): 35.7%
  - Hispanic (n = 331): 11%
  - White (n = 188)

- **Financial**
  - All Students (n = 604): 22.7%
  - Black (n = 56): 22.4%
  - Hispanic (n = 331): 21.4%
  - White (n = 188)

- **Personal**
  - All Students (n = 604): 14%
  - Black (n = 56): 16.6%
  - Hispanic (n = 331): 17.9%
  - White (n = 188)

- **Transfer to Another Institution**
  - All Students (n = 604): 39%
  - Black (n = 56): 26.7%
  - Hispanic (n = 331): 21.5%
  - White (n = 188)
4-year Graduation Rates by Race/Ethnicity 2008 - 2013 cohorts
6-year Graduation Rates by Race/Ethnicity
2006 - 2010 cohorts

<table>
<thead>
<tr>
<th>Year</th>
<th>All students</th>
<th>Hispanic students</th>
<th>Black students</th>
<th>White students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>62.8%</td>
<td>51.5%</td>
<td>40.0%</td>
<td>69.6%</td>
</tr>
<tr>
<td>2006</td>
<td>66.0%</td>
<td>63.1%</td>
<td>40.9%</td>
<td>68.3%</td>
</tr>
<tr>
<td>2007</td>
<td>69.3%</td>
<td>63.4%</td>
<td>40.9%</td>
<td>69.3%</td>
</tr>
<tr>
<td>2008</td>
<td>68.4%</td>
<td>62.7%</td>
<td>32.4%</td>
<td>68.4%</td>
</tr>
<tr>
<td>2009</td>
<td>64.5%</td>
<td>59.3%</td>
<td>33.3%</td>
<td>64.5%</td>
</tr>
</tbody>
</table>
| 2010   | 70.0%        | 61.8%             | 49.7%          | 64.5%         

DOMINICAN UNIVERSITY
Where Learning Demands More
Controlling for ACT: 4-year graduation rates for those above ACT comp of ≥ 21

FA10 cohort | FA11 cohort | FA12 cohort | FA13 cohort
---|---|---|---
All students | White Students | Hispanic Students | Black Students

- FA10 cohort:
  - All students: 60.1%
  - White Students: 55.2%
  - Hispanic Students: 45.0%
  - Black Students: 28.6%

- FA11 cohort:
  - All students: 60.7%
  - White Students: 51.6%
  - Hispanic Students: 45.0%
  - Black Students: 30.8%

- FA12 cohort:
  - All students: 55.2%
  - White Students: 51.3%
  - Hispanic Students: 52.8%
  - Black Students: 36.36%

- FA13 cohort:
  - All students: 56.67%
  - White Students: 50.95%
  - Hispanic Students: 46.53%
  - Black Students: 36.36%
Controlling for ACT: 4-year graduation rates for students with ACT ≥ 23
Average since 2010: Portion of students meeting credit hour accumulation grade-level targets

Average reaching 30 at end of FR year
- All students: 60.9%
- White students: 69.4%
- Black students: 42.1%
- Hispanic students: 56.9%

Average reaching 61 at end of SO year
- All students: 45.6%
- White students: 53.7%
- Black students: 29.2%
- Hispanic students: 40.7%

Average reaching 92 at end of JR year
- All students: 45.7%
- White students: 55.4%
- Black students: 25.9%
- Hispanic students: 39.6%
Portion of entering students ending FIRST YEAR with at least 30 CH: 2010 to 2016
Portion of cohort ending the SECOND YEAR with at least 61 CH: 2010 to 2015

- All students
- White students
- Black students
- Hispanic students

DOMINICAN UNIVERSITY
Where Learning Demands More
Portion of cohort ending the THIRD YEAR with at least 92 CH: 2010 to 2014

- All students
- White students
- Black students
- Hispanic students

2010: 57.0%
2011: 56.5%
2012: 52.9%
2013: 57.5%
2014: 53.2%

2010: 46.0%
2011: 43.3%
2012: 46.8%
2013: 46.7%
2014: 45.9%

2010: 35.5%
2011: 36.2%
2012: 34.8%
2013: 42.1%
2014: 44.0%

2010: 20.0%
2011: 34.8%
2012: 16.0%
2013: 23.3%
GPA at the end of the first year – year by year from 2010 - 2016

Average over 7 cohorts: GPA at the end of the first year
Average over 6 cohorts: Average GPA at graduation
Undergraduate and Graduate students

<table>
<thead>
<tr>
<th></th>
<th>All students</th>
<th>Hispanic students</th>
<th>Black students</th>
<th>White students</th>
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</thead>
<tbody>
<tr>
<td><strong>UG</strong></td>
<td>3.33</td>
<td>3.20</td>
<td>3.22</td>
<td>3.41</td>
</tr>
<tr>
<td><strong>Grad</strong></td>
<td>3.79</td>
<td>3.75</td>
<td>3.63</td>
<td>3.84</td>
</tr>
</tbody>
</table>
Preliminary Fall 2017 Traditional Undergraduate Enrollment by Primary Major and Race/Ethnicity

<table>
<thead>
<tr>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>Total</th>
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<tbody>
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<tr>
<td></td>
<td>26%</td>
<td>22%</td>
<td>19%</td>
<td>38%</td>
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<td></td>
<td>24%</td>
<td>19%</td>
<td>29%</td>
<td>8%</td>
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<td></td>
<td>13%</td>
<td>19%</td>
<td>18%</td>
<td>31%</td>
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<td>4%</td>
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<tr>
<td></td>
<td>24%</td>
<td>22%</td>
<td>14%</td>
<td>12%</td>
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<tr>
<td></td>
<td>10%</td>
<td>14%</td>
<td>18%</td>
<td>4%</td>
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</tbody>
</table>

Dominican University
Where Learning Demands More
Persistence and Completion

Program and University Impact

Academic Pathways & Achievement

Satisfaction with the DU experience

Engagement Factors
Reported participation in High Impact Experiences by race/ethnicity: Graduating Student Survey responses 2014 to 2017

- Internships: 46% (All students), 45% (African-American Students), 42% (Hispanic students), 27% (White students)
- Study Abroad/Away: 16% (All students), 11% (African-American Students), 15% (Hispanic students), 17% (White students)
- Research: 28% (All students), 29% (African-American Students), 28% (Hispanic students), 25% (White students)
Consider self as active part of the DU Community?

- **To a great extent**
  - All students: 16.8%
  - Black students: 15.4%
  - Hispanic students: 18.3%
  - White students: 11.1%

- **To some extent**
  - All students: 35.5%
  - Black students: 33.6%
  - Hispanic students: 35.3%
  - White students: 33.3%

- **To a lesser extent**
  - All students: 36.6%
  - Black students: 35.8%
  - Hispanic students: 40.4%
  - White students: 10.7%

- **Not at all**
  - All students: 11.1%
  - Black students: 8.3%
  - Hispanic students: 10.7%
  - White students: 10.6%
Students' sense of belong: Graduating Student Survey Respondents 2014 - 2017
Persistence and Completion

Program and University Impact

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Academic Pathways & Achievement

DOMINICAN UNIVERSITY
Where Learning Demands More
Student Satisfaction with the Academic Experience Overall 2014 - 2017

- **All Students**
  - Very Satisfied: 53.9%
  - Somewhat Satisfied: 45.17%
  - Somewhat Dissatisfied: 3.92%
  - Very Dissatisfied: 0.9%

- **Hispanic**
  - Very Satisfied: 43.9%
  - Somewhat Satisfied: 51.03%
  - Somewhat Dissatisfied: 3.10%
  - Very Dissatisfied: 0.69%

- **Black**
  - Very Satisfied: 39.22%
  - Somewhat Satisfied: 56.86%
  - Somewhat Dissatisfied: 3.92%
  - Very Dissatisfied: 5.15%

- **White**
  - Very Satisfied: 55.50%
  - Somewhat Satisfied: 38.64%
  - Somewhat Dissatisfied: 5.15%
  - Very Dissatisfied: 0.70%

Dominican University
Where Learning Demands More
Student Satisfaction with the Overall Quality of University Services 2014 - 2017

- **All Students**
  - Very Satisfied: 8.2%
  - Somewhat Satisfied: 50.7%
  - Somewhat Dissatisfied: 39.7%
  - Very Dissatisfied: 1.4%

- **Hispanic**
  - Very Satisfied: 6.64%
  - Somewhat Satisfied: 53.16%
  - Somewhat Dissatisfied: 39.20%
  - Very Dissatisfied: 1.00%

- **Black**
  - Very Satisfied: 7.83%
  - Somewhat Satisfied: 54.90%
  - Somewhat Dissatisfied: 31.37%
  - Very Dissatisfied: 41.47%

- **White**
  - Very Satisfied: 7.83%
  - Somewhat Satisfied: 49.54%
  - Somewhat Dissatisfied: 41.47%
  - Very Dissatisfied: 1.15%
Persistence and Completion

Program and University Impact

Academic Pathways & Achievement

Satisfaction with the DU experience

Engagement Factors

DOMINICAN UNIVERSITY
Where Learning Demands More
### Post-graduation employment outcomes by race/ethnicity: Graduating Student Survey 2014 - 2017

<table>
<thead>
<tr>
<th>Category</th>
<th>All</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time</td>
<td>32%</td>
<td>31%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Employed part-time</td>
<td>15%</td>
<td>16%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Employed part-time and seeking full-time</td>
<td>20%</td>
<td>22%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Participating in postgraduate service program</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Unemployed, not seeking employment</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Unemployed, seeking employment</td>
<td>27%</td>
<td>28%</td>
<td>28%</td>
<td>26%</td>
</tr>
</tbody>
</table>
Portions of DU undergraduate graduates enrolling in subsequent graduate school: 2013-14, 2014-15 and 2015-16

- Black graduates (n = 96): 44%
- Hispanic graduates (n = 415): 17%
- White graduates (n = 663): 29%
- All graduates (n = 1327): 27%
To a great extent
43.6% 50.2%

To some extent
42.3% 48.9% 46.7%

To a lesser extent
8.1% 6.4% 8.4% 7.8%

Not at all
6.0% 6.4% 4.0% 6.3%

All students  Black students  Hispanic students  White students

Report a stronger commitment to civic engagement because of Dominican experience
Experienced spiritual growth and development because of Dominican experience

To a great extent:
- All students: 41.1%
- Black students: 35.3%
- Hispanic students: 48.5%
- White students: 40.4%

To some extent:
- All students: 35.8%
- Black students: 32.5%
- Hispanic students: 42.6%
- White students: 35.3%

To a lesser extent:
- All students: 13.8%
- Black students: 14.2%
- Hispanic students: 12.8%
- White students: 13.6%

Not at all:
- All students: 9.3%
- Black students: 4.3%
- Hispanic students: 12.4%
- White students: 4.7%
Next steps

What themes and data points resonated most with the work you do?
Helping you access data

**OIE website**

**OIE document library in DUConnect**
<table>
<thead>
<tr>
<th>What else? Another data point I’d like to see</th>
<th>Question I’d like to answer or investigate</th>
</tr>
</thead>
</table>
