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

Academic Pathways & Achievement

Satisfaction with the DU experience

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

- **White**
  - Fall 2012: 48.3%
  - Fall 2013: 44.5%
  - Fall 2014: 43.8%
  - Fall 2015: 47.2%
  - Fall 2016: 48.1%
  - Fall 2017 (prelim.): 51.9%

- **Black**
  - Fall 2012: 34.1%
  - Fall 2013: 39.8%
  - Fall 2014: 40.8%
  - Fall 2015: 37.8%
  - Fall 2016: 35.3%
  - Fall 2017 (prelim.): 33.3%

- **Hispanic**
  - Fall 2012: 7.6%
  - Fall 2013: 6.7%
  - Fall 2014: 6.5%
  - Fall 2015: 6.6%
  - Fall 2016: 7.1%
  - Fall 2017 (prelim.): 6.7%
Graduate Enrollment Trends by Race/Ethnicity since 2012

% Total Graduate Enrollment

- White
- Black
- Hispanic

Years:
- Fall 2012
- Fall 2013
- Fall 2014
- Fall 2015
- Fall 2016
- Fall 2017 (prelim.)

Values:
- White:
  - Fall 2012: 63.9%
  - Fall 2013: 59.9%
  - Fall 2014: 55.5%
  - Fall 2015: 55.5%
  - Fall 2016: 56.3%
  - Fall 2017 (prelim.): 55.7%
- Black:
  - Fall 2012: 10.7%
  - Fall 2013: 12.9%
  - Fall 2014: 13.7%
  - Fall 2015: 13.0%
  - Fall 2016: 10.6%
  - Fall 2017 (prelim.): 12.8%
- Hispanic:
  - Fall 2012: 9.3%
  - Fall 2013: 10.5%
  - Fall 2014: 13.1%
  - Fall 2015: 10.5%
  - Fall 2016: 6.6%
  - Fall 2017 (prelim.): 10.5%
New Freshmen Enrollment Trends by Race/Ethnicity since 2012

Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 (prelim.)
--- | --- | --- | --- | --- | ---
Black | 5.7% | 5.0% | 6.3% | 5.0% | 8.9% | 7.5%
Hispanic | 48.5% | 54.5% | 58.1% | 63.2% | 55.4% | 59.9%
White | 38.7% | 37.4% | 29.8% | 27.1% | 29.3% | 27.0%
DU Employees by Race/Ethnicity, Fall 2016

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

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

- **% TOTAL**:
  - White: 72%
  - Hispanic or Latino: 10%
  - Black or African American: 8%
  - Asian: 4%
  - Other: 5.7%
Big Idea – Spoiler Alert!

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
We’re not alone

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

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

<table>
<thead>
<tr>
<th></th>
<th>All students</th>
<th>Black Students</th>
<th>Hispanic Students</th>
<th>White Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominican University</td>
<td>47.6%</td>
<td>30.2%</td>
<td>21.4%</td>
<td>53.8%</td>
</tr>
<tr>
<td>Potential Peers</td>
<td>46.8%</td>
<td>31.2%</td>
<td>31.2%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Aspirant Institutions*</td>
<td>39.9%</td>
<td>36.3%</td>
<td>39.8%</td>
<td>43.7%</td>
</tr>
<tr>
<td>Chicago Competitors*</td>
<td>9.8%</td>
<td>6.1%</td>
<td>4.1%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Nation</td>
<td>60.6%</td>
<td>43.7%</td>
<td>47.1%</td>
<td>47.4%</td>
</tr>
</tbody>
</table>

* Comps may vary in name and whether they are public or private.
We’re not alone, but... 

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

Program and University Impact

Academic Pathways & Achievement

Satisfaction with the DU experience

Engagement Factors
Freshman to Sophomore Year Retention Rates by Race/Ethnicity over 5 years

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>Hispanic</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>85.7%</td>
<td>80.0%</td>
<td>80.0%</td>
<td>80.6%</td>
</tr>
<tr>
<td>2012</td>
<td>82.5%</td>
<td>82.5%</td>
<td>79.6%</td>
<td>82.2%</td>
</tr>
<tr>
<td>2013</td>
<td>88.0%</td>
<td>80.7%</td>
<td>74.0%</td>
<td>88.0%</td>
</tr>
<tr>
<td>2014</td>
<td>84.4%</td>
<td>80.7%</td>
<td>80.0%</td>
<td>84.4%</td>
</tr>
<tr>
<td>2015</td>
<td>75.6%</td>
<td>72.0%</td>
<td>74.0%</td>
<td>75.6%</td>
</tr>
</tbody>
</table>
Exit Reasons: 2012 - 2017

<table>
<thead>
<tr>
<th>Reason</th>
<th>All Students (n = 604)</th>
<th>Black (n = 56)</th>
<th>Hispanic (n = 331)</th>
<th>White (n = 188)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dismissal</td>
<td>19.7%</td>
<td>22.4%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>22.7%</td>
<td>21.4%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Personal</td>
<td>26.7%</td>
<td>17.9%</td>
<td>15.4%</td>
<td>19%</td>
</tr>
<tr>
<td>Transfer to Another Institution</td>
<td>35.7%</td>
<td>16.6%</td>
<td>19%</td>
<td>39%</td>
</tr>
</tbody>
</table>

DOMINICAN UNIVERSITY
Where Learning Demands More
4-year Graduation Rates by Race/Ethnicity 2008 - 2013 cohorts
6-year Graduation Rates by Race/Ethnicity
2006 - 2010 cohorts
Controlling for ACT: 4-year graduation rates for students with ACT > 23

FA10 cohort | FA11 cohort | FA12 cohort | FA13 cohort
---|---|---|---
ALL | White Students | Hispanic Students | Black Students
---|---|---|---
68.1% | 60.3% | 57.0% | 62.39%
61.9% | 56.9% | 57.7% | 57.50%
56.3% | 51.9% | 52.6% | 51.90%
51.9% | 53.0% | 56.0% |
37.5% | | | 40.00%

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%

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

- **All students**: 2010: 67.7%, 2011: 67.9%, 2012: 63.7%, 2013: 73.7%, 2014: 70.9%, 2015: 69.1%, 2016: 75.5%
- **White students**: 2010: 64.7%, 2011: 56.7%, 2012: 36.7%, 2013: 48.0%, 2014: 63.6%, 2015: 54.8%, 2016: 64.2%
- **Black students**: 2010: 44.2%, 2011: 50.5%, 2012: 39.1%, 2013: 30.0%, 2014: 57.4%, 2015: 23.1%
- **Hispanic students**: 2010: 2010, 2011: 67.7%, 2012: 64.7%, 2013: 63.7%, 2014: 73.7%, 2015: 70.9%, 2016: 69.1%
Portion of cohort ending the SECOND YEAR with at least 61 CH: 2010 to 2015

- All students
- White students
- Black students
- Hispanic students
Portion of cohort ending the THIRD YEAR with at least 92 CH: 2010 to 2014

- **All students**
  - 2010: 33.7%
  - 2011: 36.2%
  - 2012: 34.8%
  - 2013: 16.0%
  - 2014: 23.3%

- **White students**
  - 2010: 57.0%
  - 2011: 56.5%
  - 2012: 52.9%
  - 2013: 57.5%
  - 2014: 53.2%

- **Black students**
  - 2010: 35.5%
  - 2011: 46.0%
  - 2012: 46.8%
  - 2013: 46.7%
  - 2014: 45.9%

- **Hispanic students**
  - 2010: 20.0%
  - 2011: 43.3%
  - 2012: 42.1%
  - 2013: 42.1%
  - 2014: 44.0%
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

- All students: 3.79
- Hispanic students: 3.75
- Black students: 3.63
- White students: 3.84

UG: Undergraduate, Grad: Graduate
Preliminary Fall 2017 Traditional Undergraduate Enrollment by Primary Major and Race/Ethnicity

- Hispanic
  - Arts and Humanities: 10%
  - Business: 24%
  - Education: 14%
  - Health Sciences: 22%
  - Social Sciences: 19%
  - STEM: 26%

- White
  - Arts and Humanities: 14%
  - Business: 22%
  - Education: 19%
  - Health Sciences: 4%
  - Social Sciences: 18%
  - STEM: 22%

- Black
  - Arts and Humanities: 18%
  - Business: 14%
  - Education: 29%
  - Health Sciences: 4%
  - Social Sciences: 29%
  - STEM: 19%

- Asian
  - Arts and Humanities: 8%
  - Business: 4%
  - Education: 12%
  - Health Sciences: 31%
  - Social Sciences: 4%
  - STEM: 8%

- Total
  - Arts and Humanities: 3%
  - Business: 23%
  - Education: 31%
  - Health Sciences: 16%
  - Social Sciences: 21%
  - STEM: 24%
Reported participation in High Impact Experiences by race/ethnicity: Graduating Student Survey responses 2014 to 2017

Internships
- All students: 46%
- African-American Students: 45%
- Hispanic students: 42%

Study Abroad/Away
- All students: 16%
- African-American Students: 11%
- Hispanic students: 15%
- White students: 17%

Research
- All students: 28%
- African-American Students: 29%
- Hispanic students: 28%
- White students: 25%
To a great extent

16.8% 16.7% 18.3%

To some extent

35.5% 33.6% 35.3%

To a lesser extent

36.6% 33.3% 35.8%

Not at all

11.1% 8.3% 10.7% 10.6%

Consider self as active part of the DU Community?
Students' sense of belong: Graduating Student Survey Respondents 2014 - 2017

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>49%</td>
<td>37%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>African-American</td>
<td>51%</td>
<td>39%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>51%</td>
<td>35%</td>
<td>11%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>30%</td>
<td>35%</td>
<td>11%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Persistence and Completion

Academic Pathways & Achievement

Program and University Impact

Satisfaction with the DU experience

Engagement Factors
Student Satisfaction with the Academic Experience Overall 2014 - 2017

<table>
<thead>
<tr>
<th>Category</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>53.9%</td>
<td>40.8%</td>
<td>0.9%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>56.86%</td>
<td>39.22%</td>
<td>3.0%</td>
<td>3.10%</td>
</tr>
<tr>
<td>Black</td>
<td>55.50%</td>
<td>38.64%</td>
<td>3.92%</td>
<td>5.15%</td>
</tr>
<tr>
<td>White</td>
<td>55.50%</td>
<td>38.64%</td>
<td>3.92%</td>
<td>5.15%</td>
</tr>
</tbody>
</table>
Student Satisfaction with the Overall Quality of University Services 2014 - 2017

<table>
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<tr>
<th>Category</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>39.7%</td>
<td>50.7%</td>
<td>1.4%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39.20%</td>
<td>53.16%</td>
<td>1.00%</td>
<td>6.64%</td>
</tr>
<tr>
<td>Black</td>
<td>31.37%</td>
<td>54.90%</td>
<td>13.73%</td>
<td>4.15%</td>
</tr>
<tr>
<td>White</td>
<td>41.47%</td>
<td>49.54%</td>
<td>7.83%</td>
<td>1.15%</td>
</tr>
</tbody>
</table>
Persistence and Completion

Program and University Impact

Satisfaction with the DU experience

Engagement Factors

Academic Pathways & Achievement
Post-graduation employment outcomes by race/ethnicity: Graduating Student Survey 2014 - 2017

Employed full-time

- All: 32%
- African American: 31%
- Hispanic: 33%
- White: 32%

Employed part-time

- All: 22%
- African American: 15%
- Hispanic: 16%
- White: 16%

Employed part-time and seeking full-time

- All: 20%
- African American: 22%
- Hispanic: 22%
- White: 18%

Participating in postgraduate service program

- All: 8%
- African American: 3%
- Hispanic: 3%
- White: 8%

Unemployed, not seeking employment

- All: 32%
- African American: 4%
- Hispanic: 3%
- White: 3%

Unemployed, seeking employment

- All: 27%
- African American: 28%
- Hispanic: 28%
- White: 26%
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%
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: 40.4%
  - Hispanic students: 48.5%
  - White students: 35.3%

- To some extent:
  - All students: 42.6%
  - Black students: 35.8%
  - Hispanic students: 32.5%
  - White students: 38.7%

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

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

Dominican University
Where Learning Demands More
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