



A look into credit hour accumulation & DFW rates

Office of Institutional Effectiveness Data Dialogue - November 2019



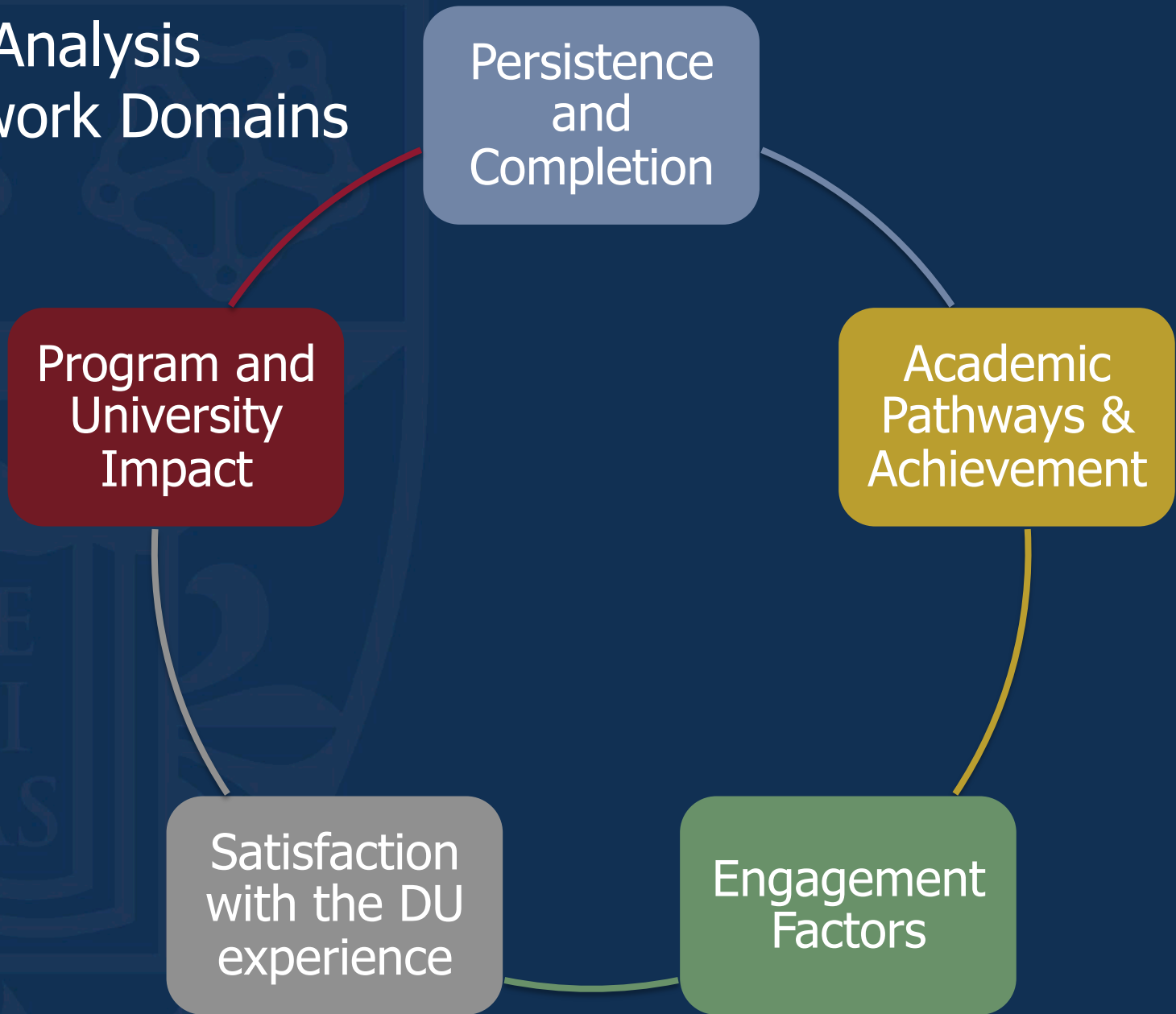


Overview

- Why dive into credit hour completion and DFW rates?
 - Implications to strategic goals
 - Revenue drivers
 - Our values and success expectations
- A variety of ways to investigate:
 - By student – by course – by discipline. . .
- The equity gap conversation: differences in rates by race/ethnicity, first generation and low-income status
- Now what? Implications and strategies



Equity Analysis Framework Domains





Why investigate DFW rates?

- Slows time to completion and motivation – particularly in 1st year
- Raise the challenging questions of readiness, rigor and success expectations
- Gateways: barriers to intended or hoped-for major pathways
- Equity gap understanding – differences in experience
- Prompts us to identify strategies that can minimize DFW rates without sacrificing rigor
- HLC cares > emphasis on student success and progression analysis



Potential factors contributing to DFW rates

Student preparation

- Are placements or diagnostics contributing
- Pre-requisites
- Course leveling

Course structure and design

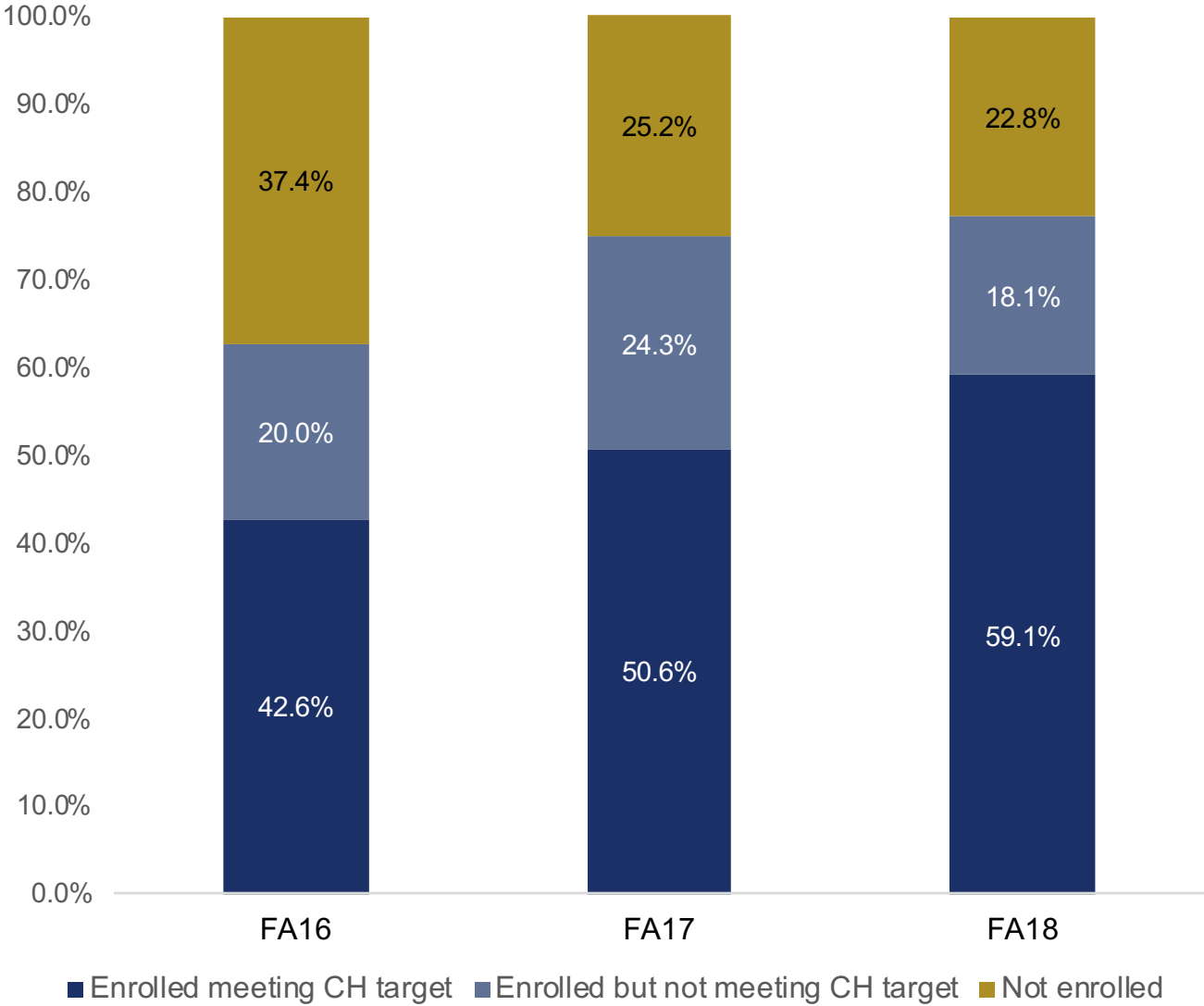
- Class length
 - Pedagogical methods
 - Delivery methods
 - Supplemental instruction and resources
- Advising practices
 - Time in career
 - Awareness of course combinations and predictive analytics
 - Support structures
 - Expertise and tailored support



Considering the potential impacts of DFWs on on-time

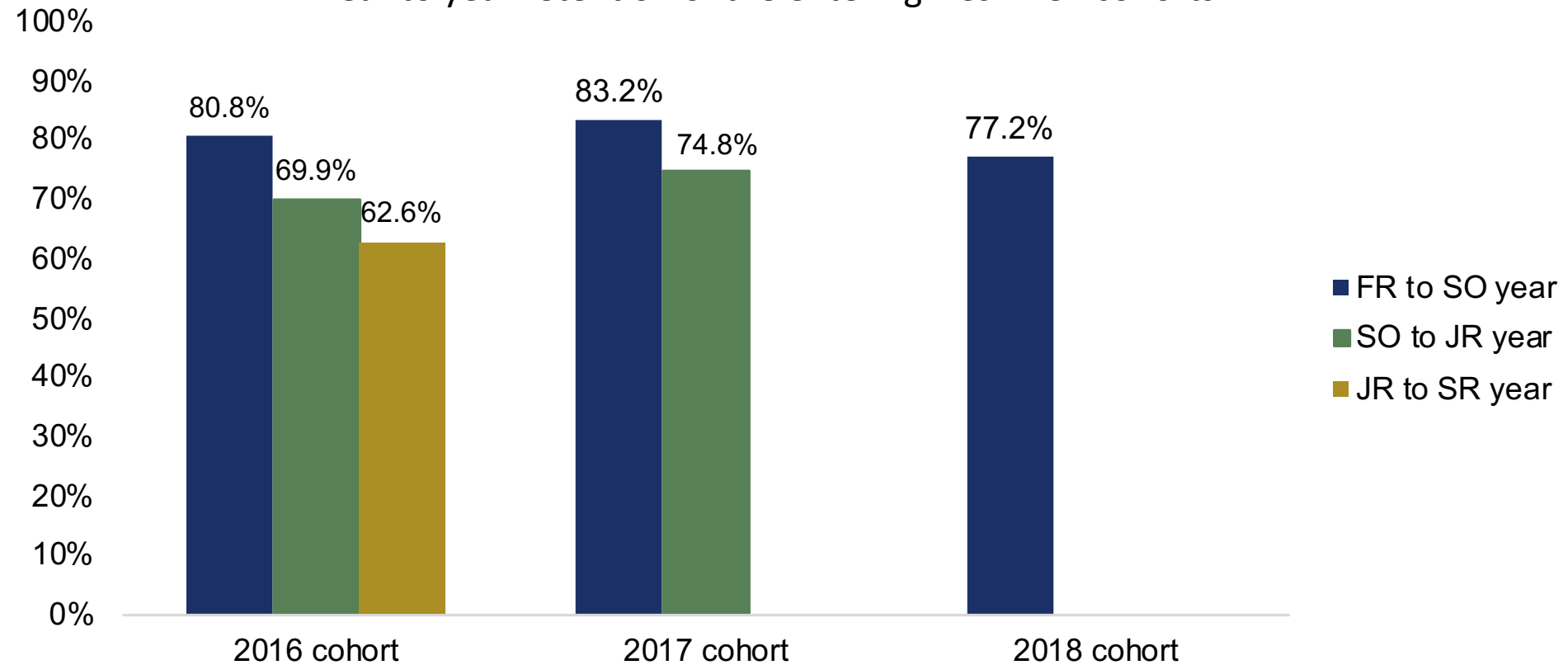
progression

Credit hour accumulation by current class standings by cohort as of Fall 2019
Portion of each entering cohort earning the credit hour target for their class level



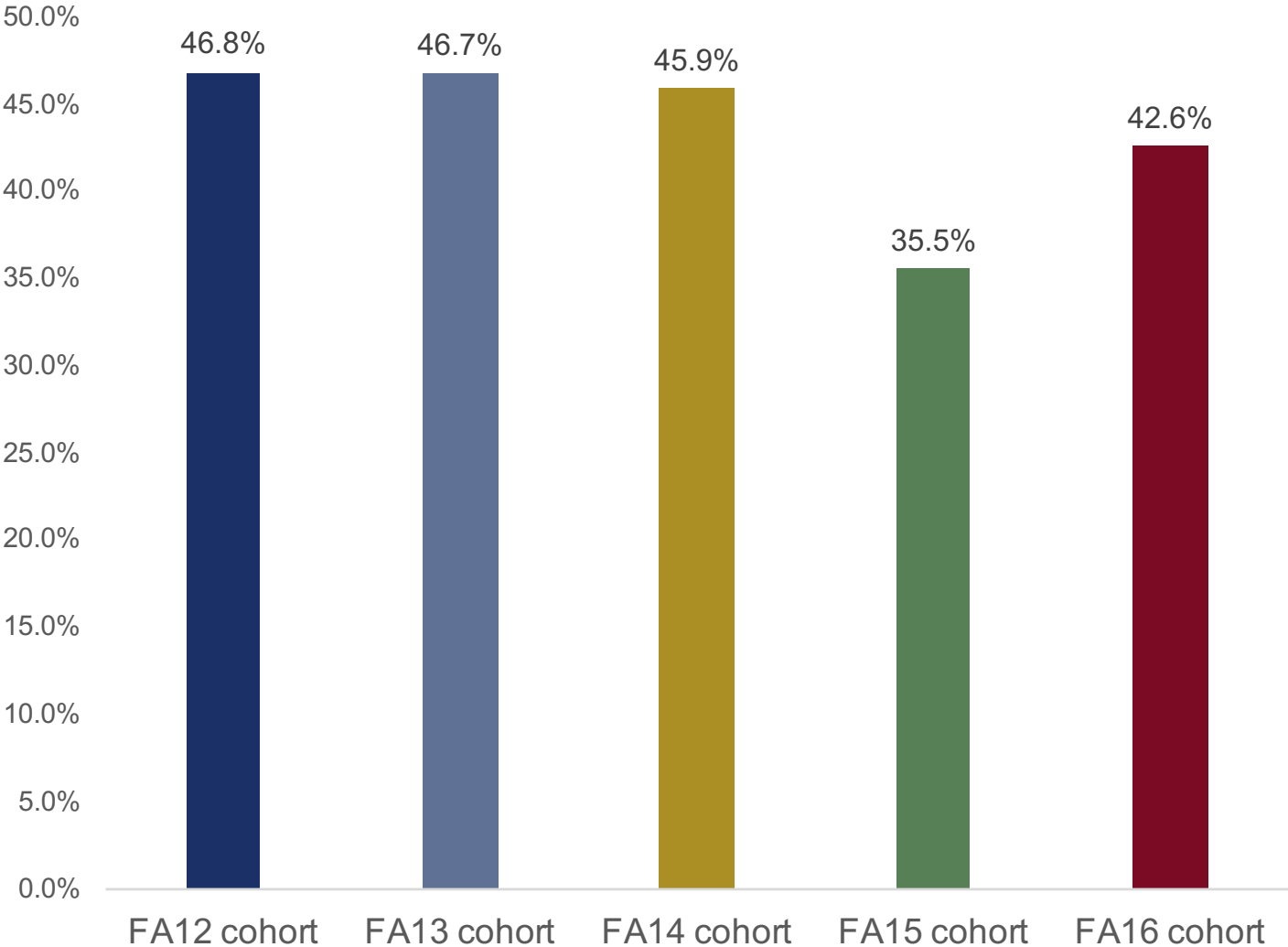
Considering the potential impacts of DFWs on cohort retention rates over time

Year to year retention of the entering freshmen cohorts

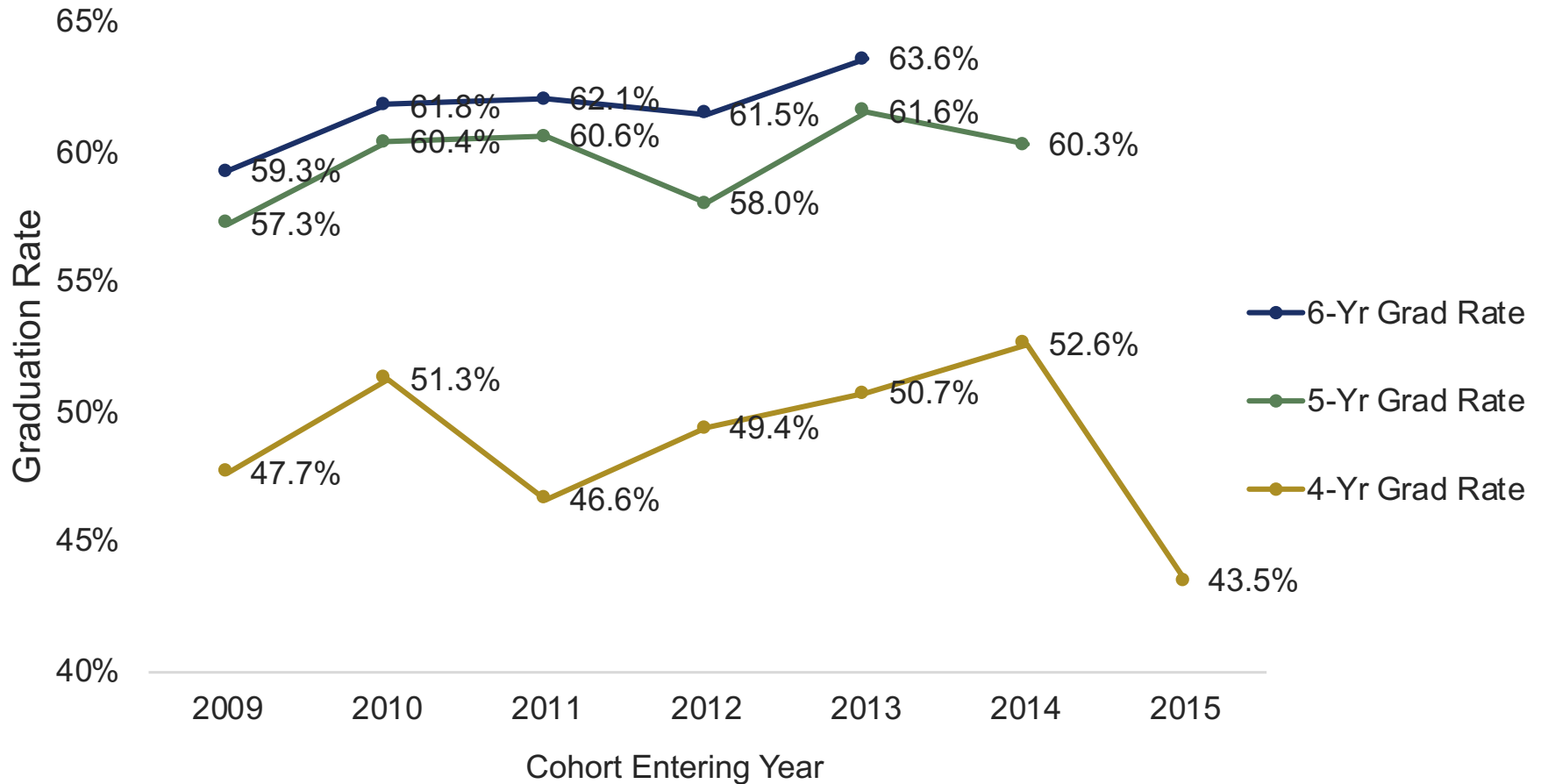


Considering the potential impacts of DFWs on on-time completion

Trend comparison of % of cohort on track to graduate in 4 years

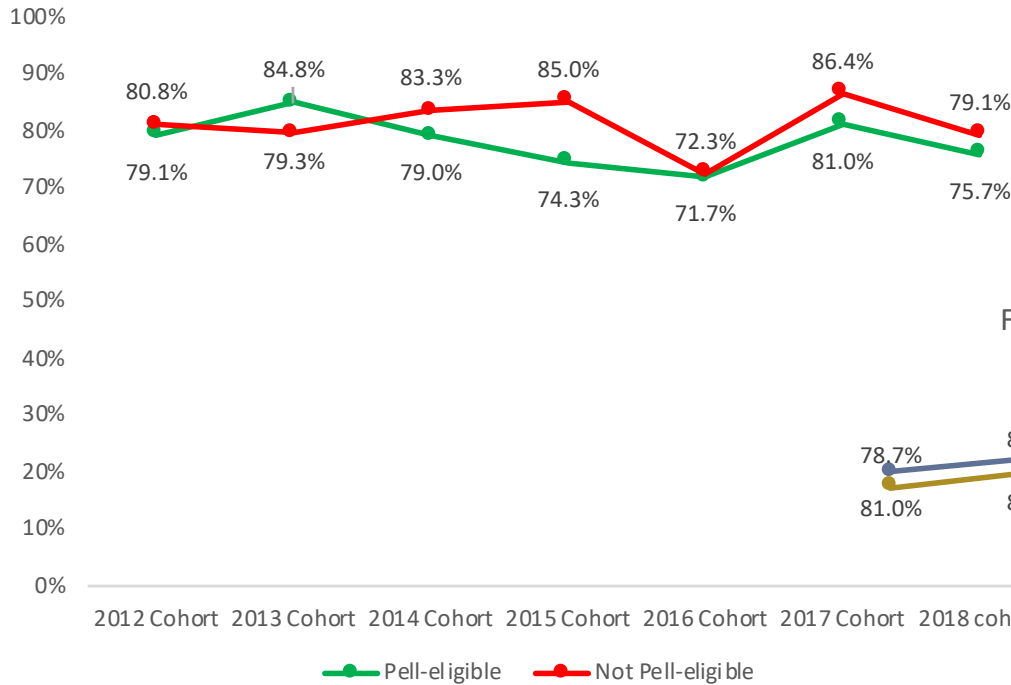


Comparing 4, 5 and 6-year graduation rates over time

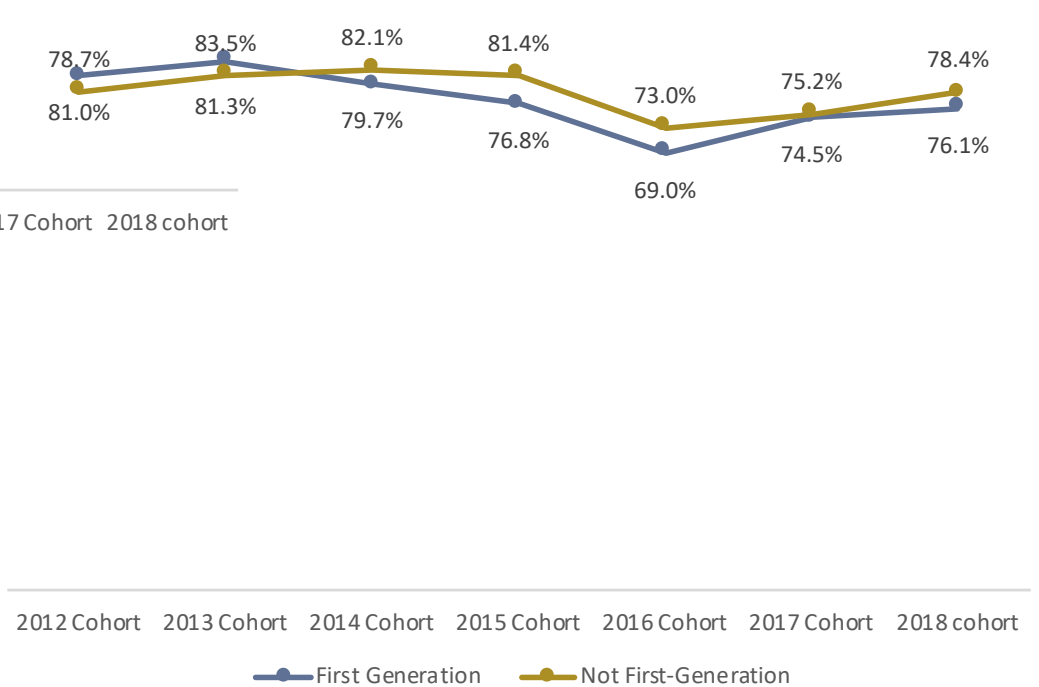


Freshman to Sophomore Year Retention Rates by Pell or First Gen Status

Freshman to Sophomore Year Retention Rates by Pell-eligibility

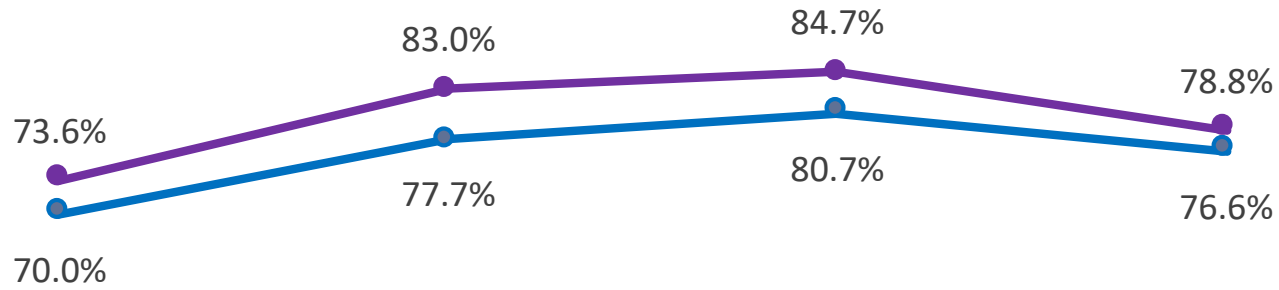


Freshman to Sophomore Year Retention Rates by First-Generation Status



Freshman to Sophomore Year Retention Rates by Pell AND First Gen Status

Freshman to Sophomore Year Retention Rates by
First-Generation AND Low-Income Status



2015 Cohort

2016 Cohort

2017 Cohort

2018 cohort

—●— First Generation AND Low-Income

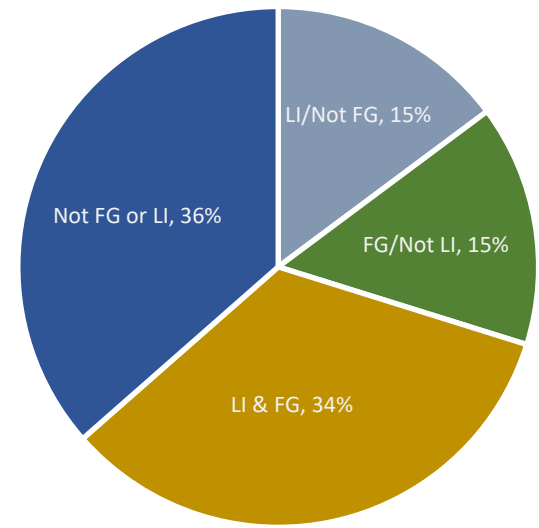
—●— Neither First Generation NOR Low-income

Understanding our population characteristics – and why these rates by 1st generation, low-income and race matter

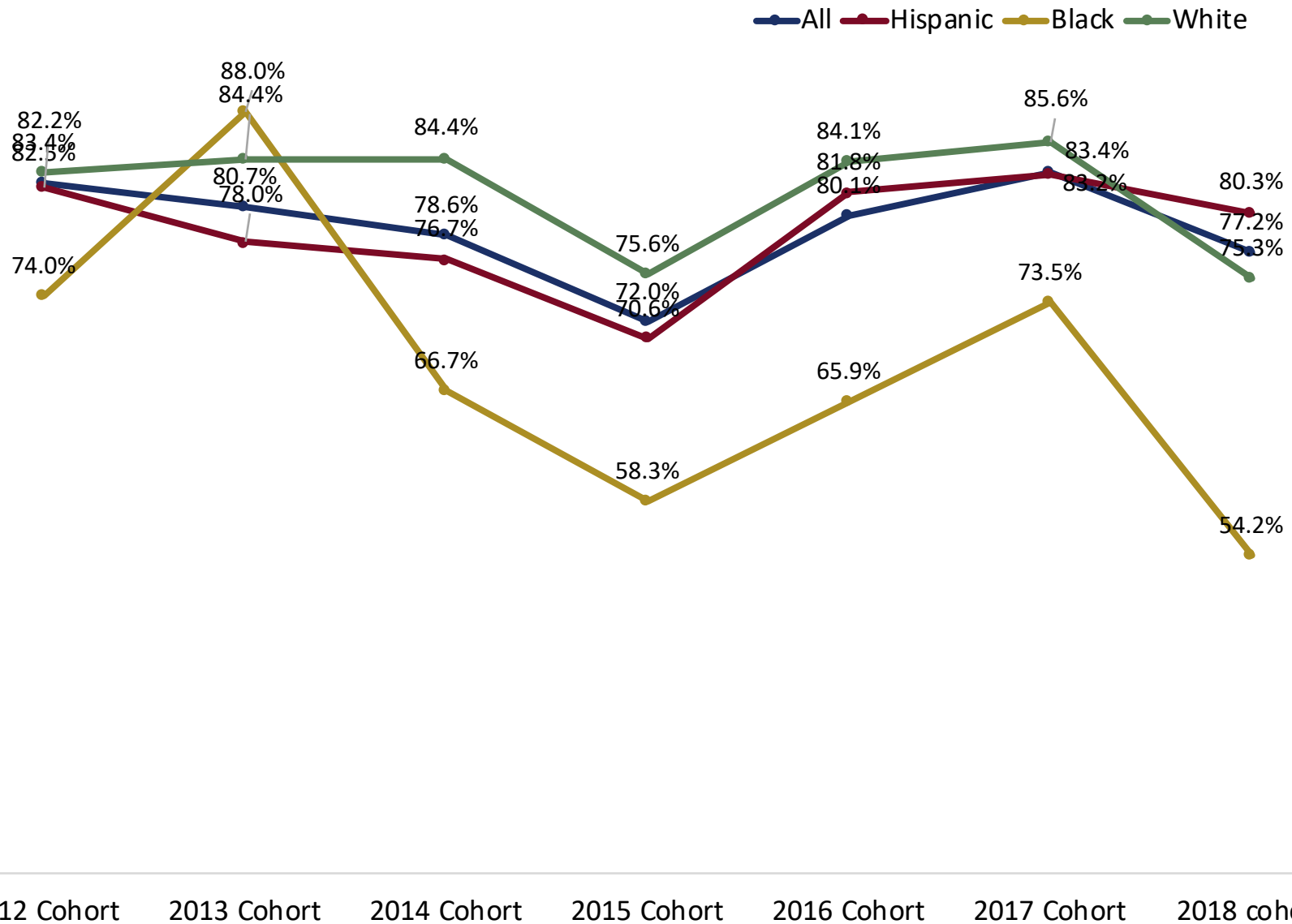
Non-duplicated need characteristics of the whole undergraduate population - demonstrating SSS-eligibility by headcount

Total UG headcount by academic year	Cohort total	Low-income but not 1st Generation			1st Generation but not Low-Income			Low-income AND 1st Generation			Neither low-income OR 1st Generation		
	N	N	% of all UGs	% AA or HI	N	% of all UGs	% AA or HI	N	% of all UGs	% AA or HI	N	% of cohort	% AA or HI
2017	2171	338	15.6%	58.6%	359	16.5%	59.9%	734	33.8%	78.3%	740	34.1%	34.9%
2018	2106	326	15.5%	58.6%	274	13.0%	65.7%	726	34.5%	80.7%	780	37.0%	43.2%
2019	2151	288	13.4%	60.1%	333	15.5%	65.2%	706	32.8%	81.7%	824	38.3%	46.7%
3-year average	2143	317	14.8%	59.1%	322	15.0%	63.6%	722	33.7%	80.2%	781	36.5%	41.6%

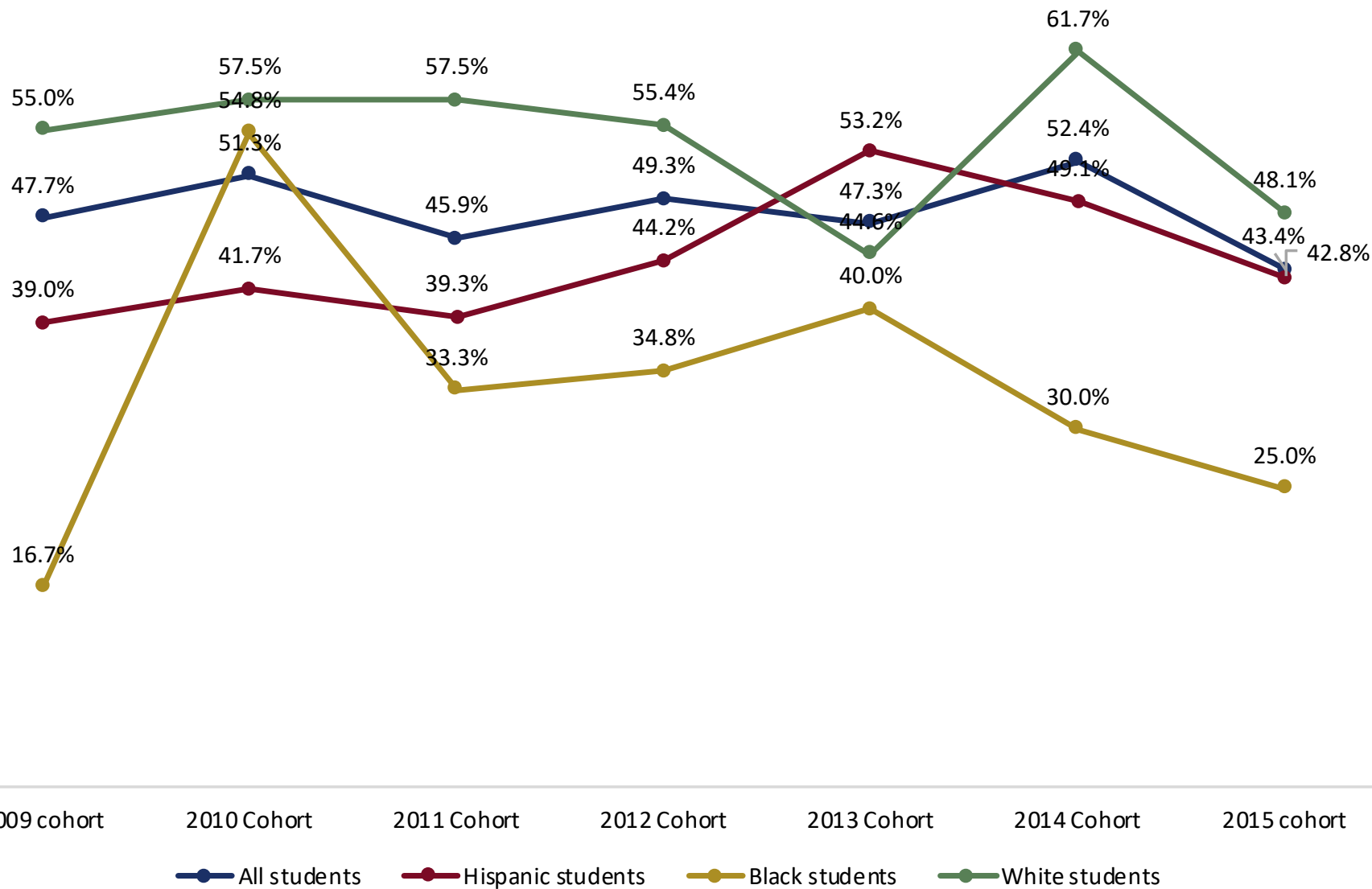
Source: Dominican University Office of Institutional Effectiveness October 2019



Freshman to Sophomore Year Retention Rates by Race/Ethnicity



4-year Graduation Rates by Race/Ethnicity 2009 - 2015 cohorts

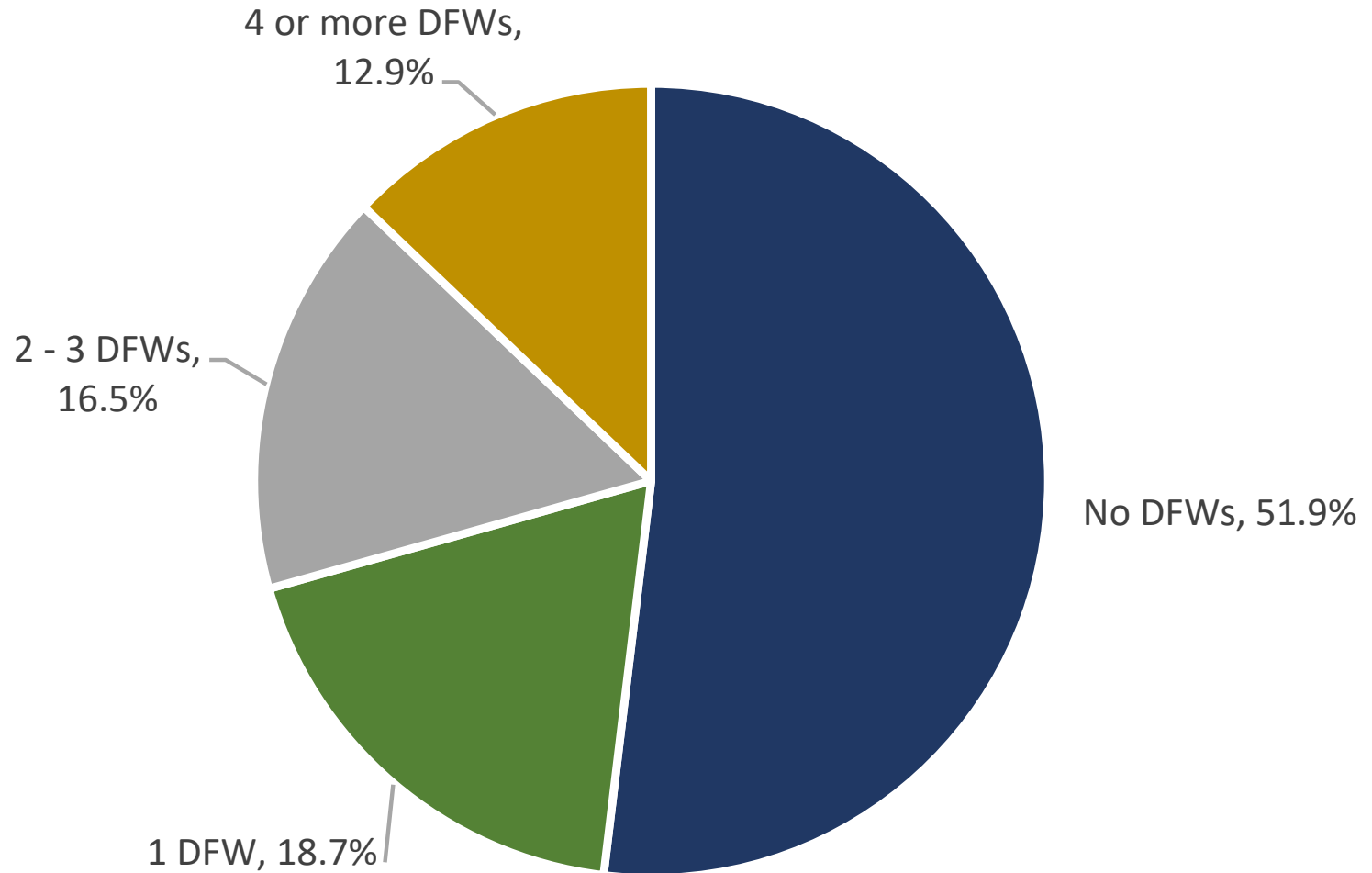


DFW rates by students and cohorts



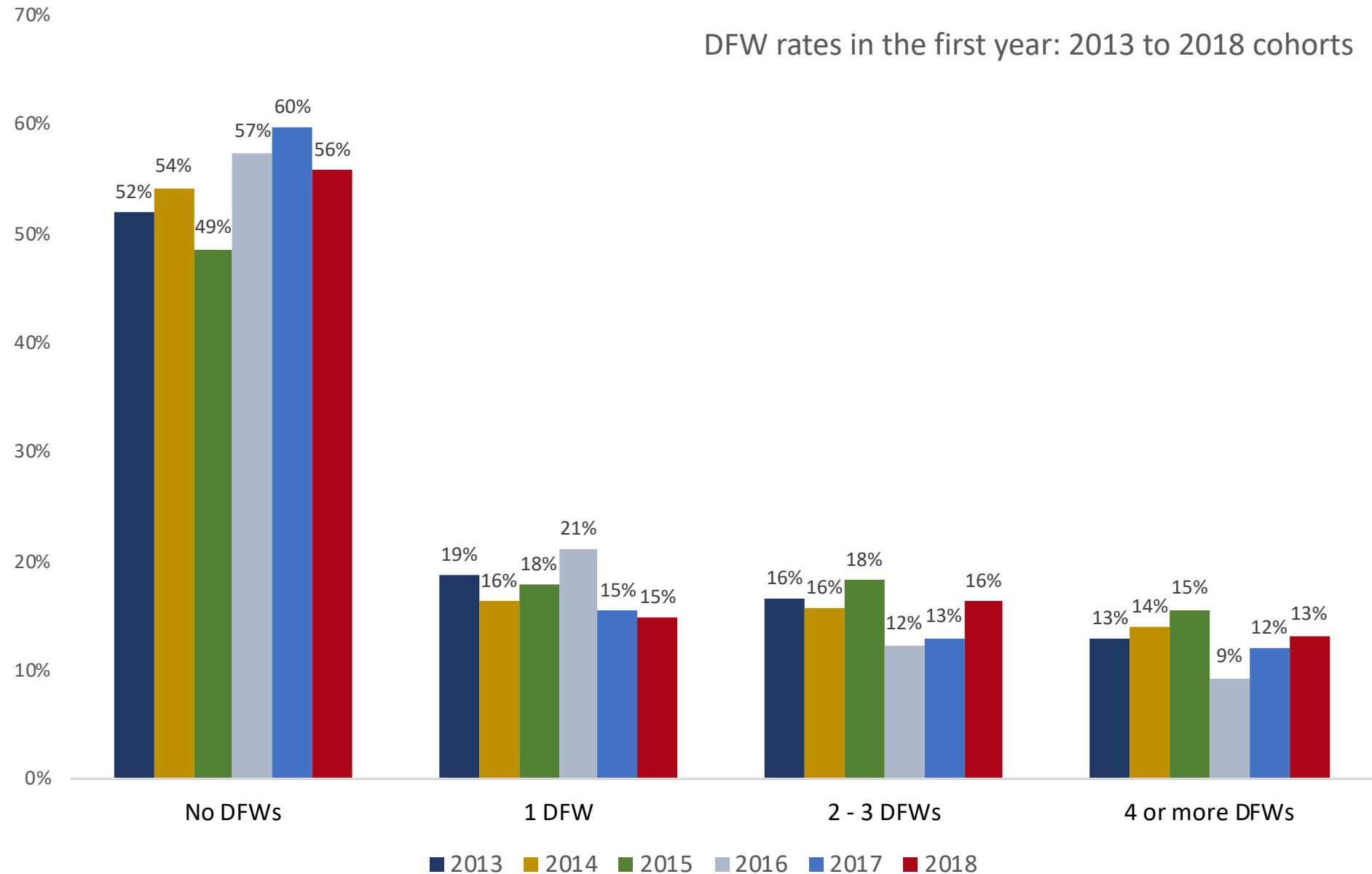
Impact of DFWs in the first year as a critical role in completion

Fall 2013 Cohort: Number of DFWs in the first year

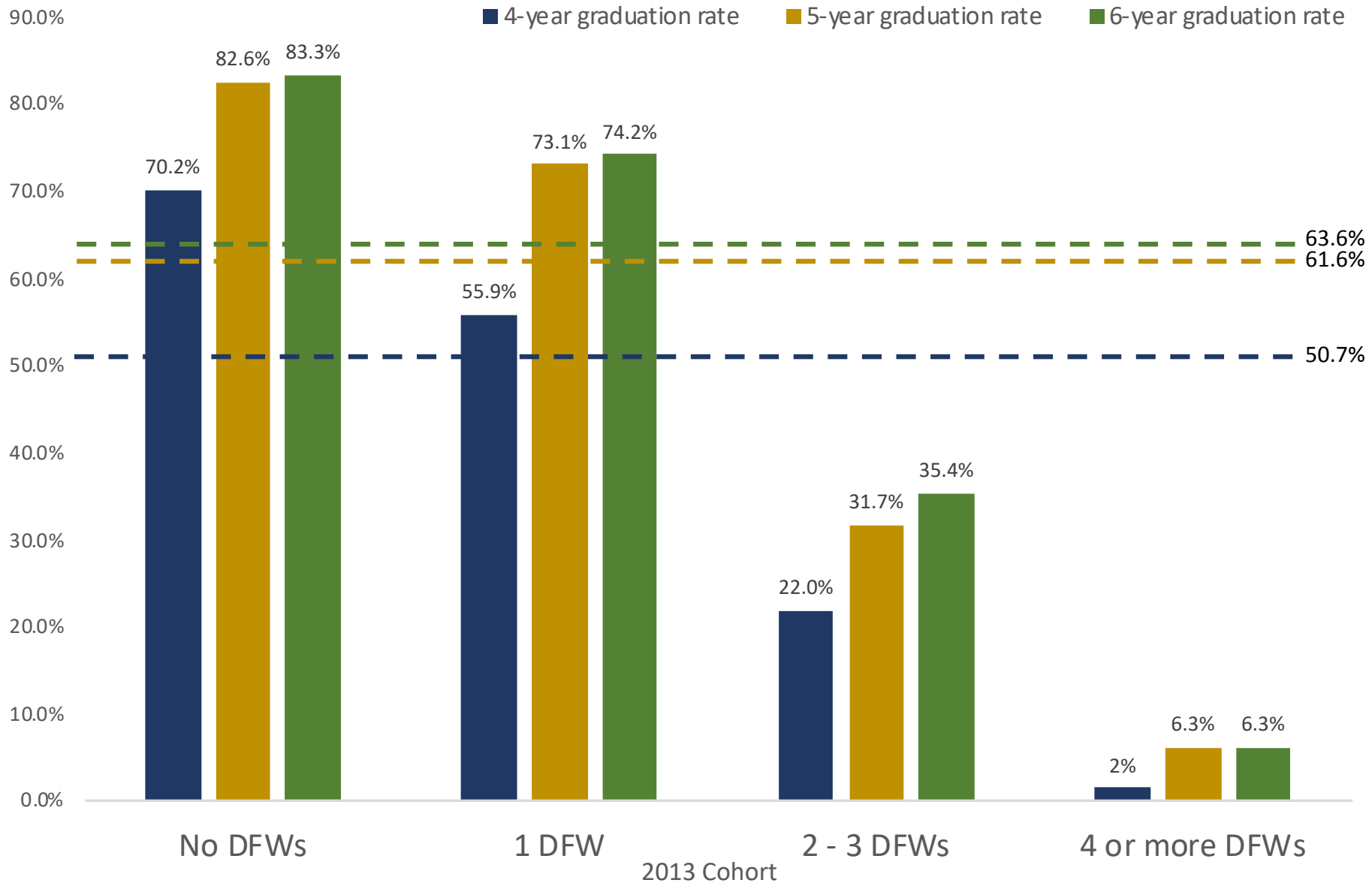


DFW rates in the first year remaining steady

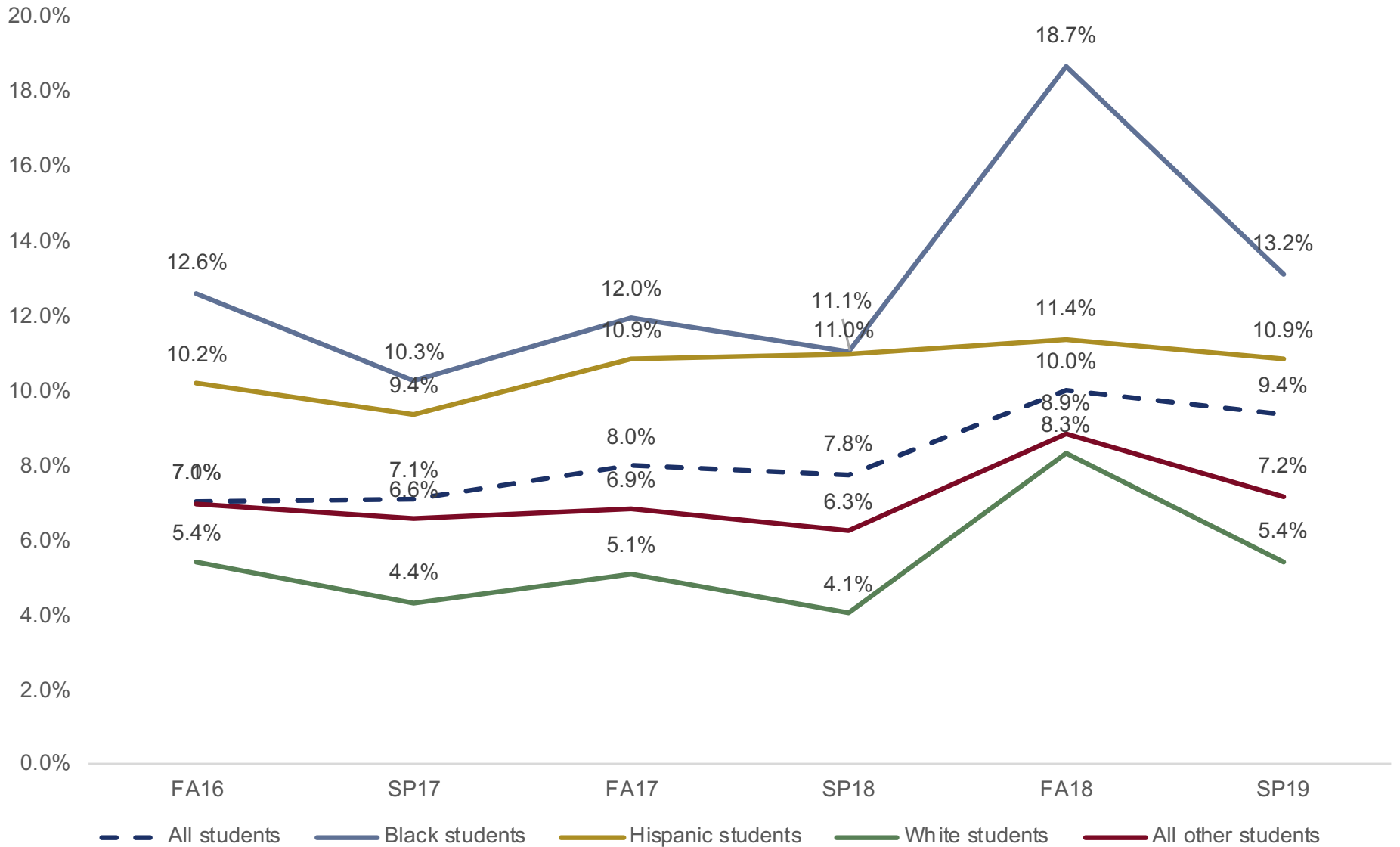
DFW rates in the first year: 2013 to 2018 cohorts



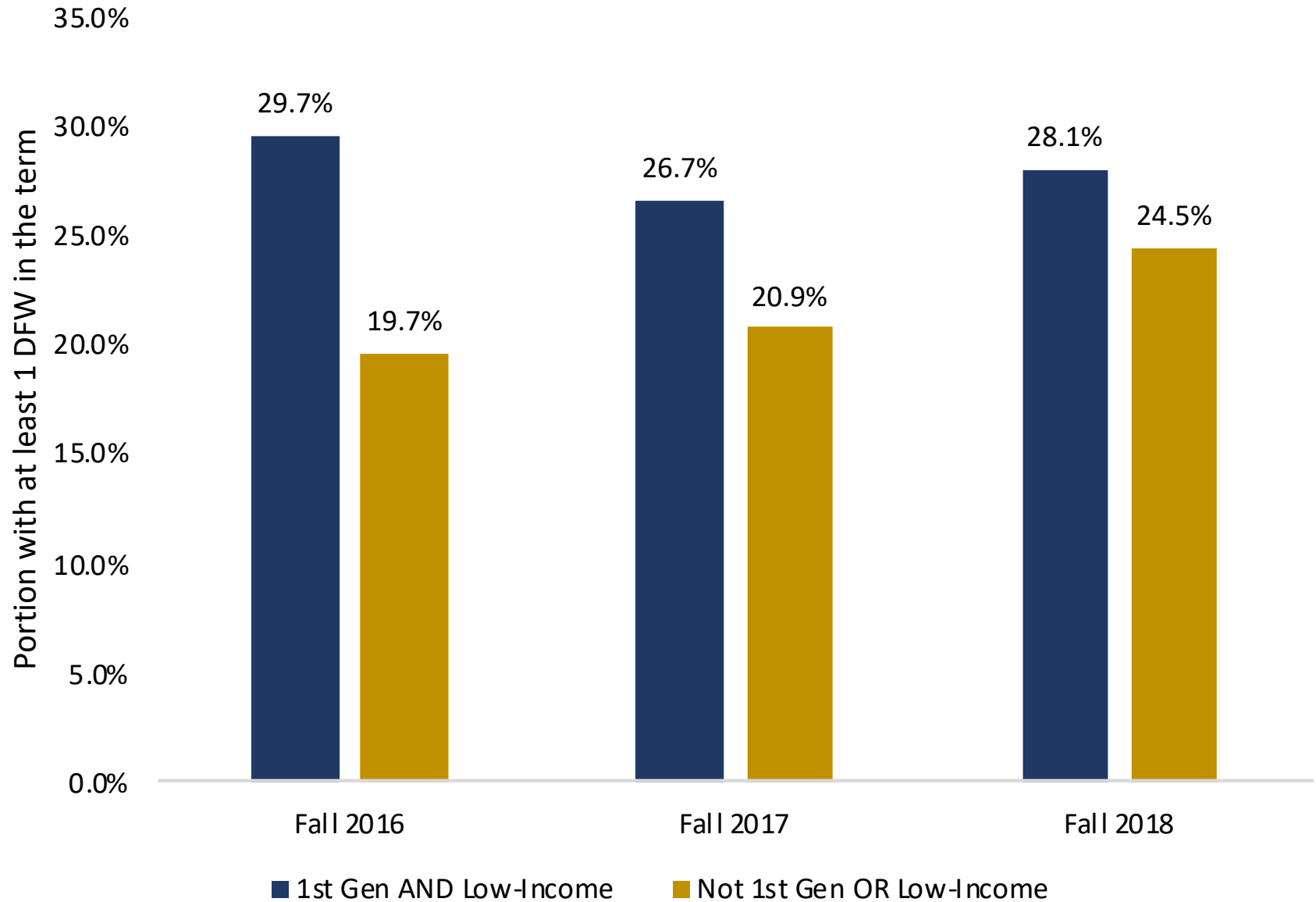
DFWs in the first year: impact on 4, 5, and 6 year graduation rates



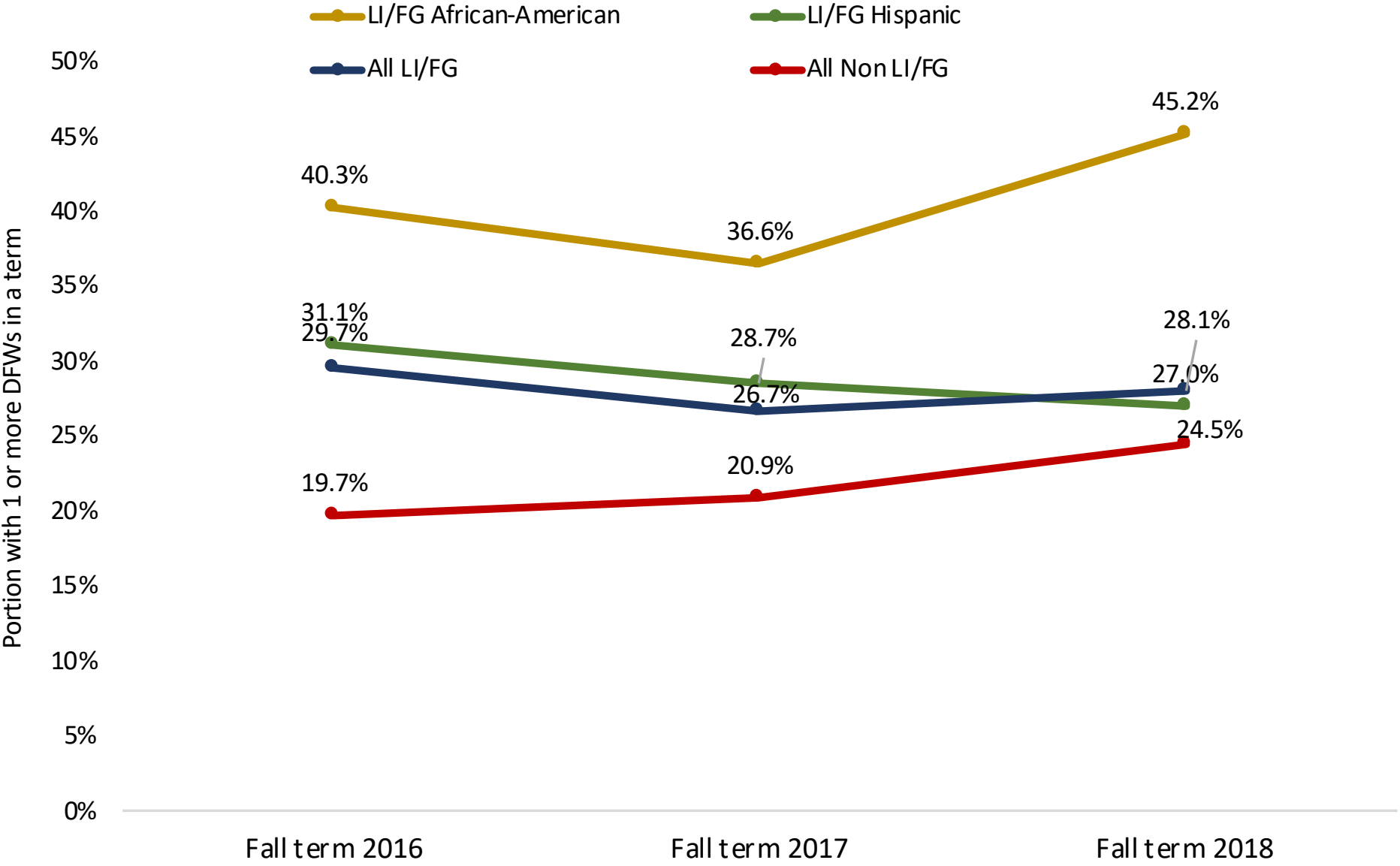
DFW rates by race/ethnicity over 3 years in courses with at least 10 students enrolled in the course



DFW rates in a term by First Generation and Low-Income Status



DFW rates disaggregated by Income, First Generation Status and Race/ethnicity



DFW rates by discipline



DFW Rate by Discipline – top 25 enrollment – sorted by highest DFW rates

DFW Rates by Discipline by Race/Ethnicity - Sorted by Highest Enrollment
Total enrollment 2016 - 2019

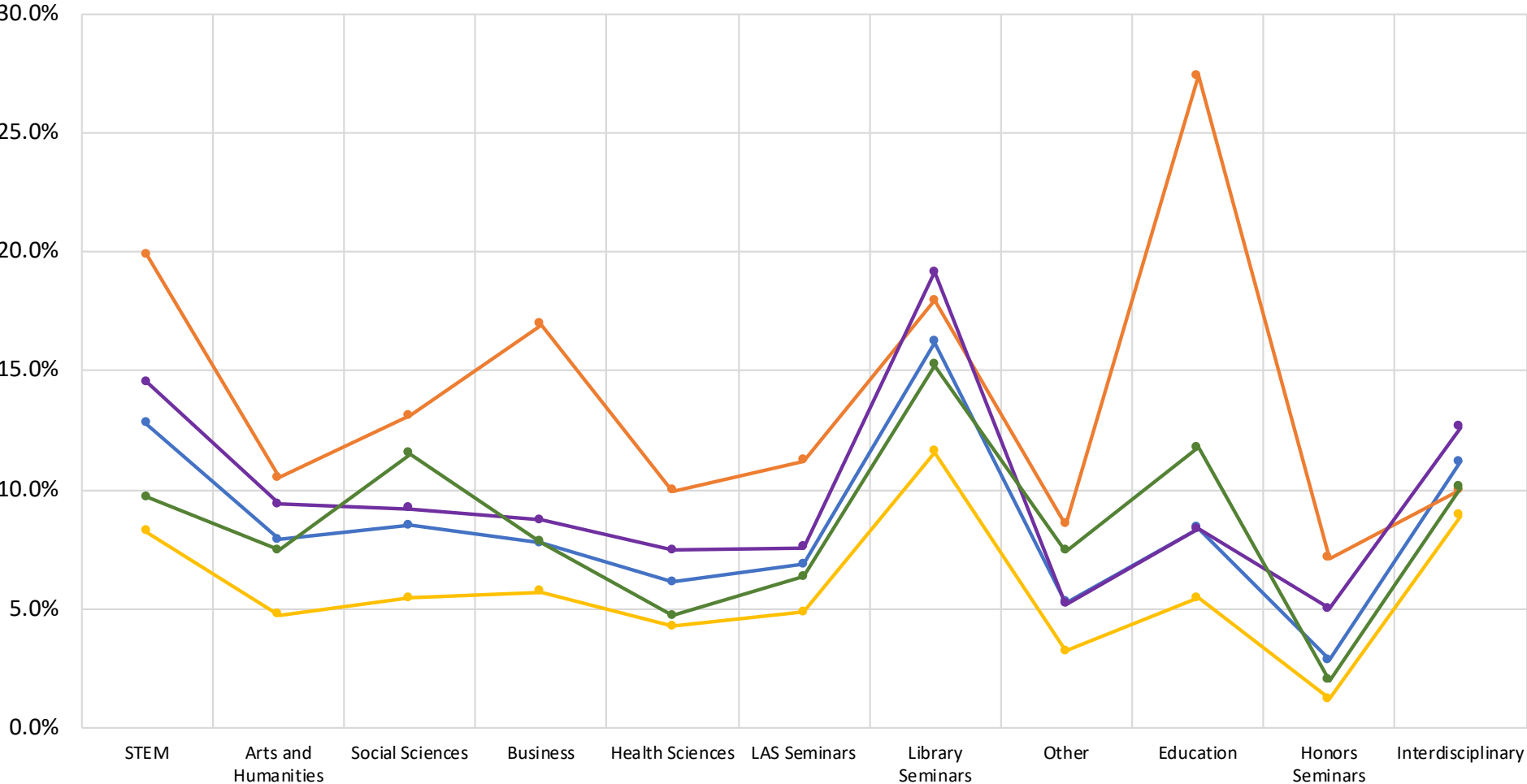
Updated 11.25

Discipline name	All students		Black students		Hispanic students		White students		All Other students	
	Total enrolled	% DFWs	Total enrolled	% DFWs	Total enrolled	% DFWs	Total enrolled	% DFWs	Total enrolled	% DFWs
Math	3613	21.0%	256	30.5%	2159	22.5%	919	15.7%	279	17.6%
Computer Science	1226	17.3%	37	37.8%	670	17.9%	338	14.2%	181	16.6%
Library Seminars	1751	16.4%	101	18.8%	961	18.9%	536	11.6%	153	16.3%
Accounting	1256	15.3%	35	37.8%	691	17.3%	389	10.8%	141	12.7%
Physics	862	14.0%	34	47.1%	442	15.2%	300	9.1%	86	12.8%
Chemistry	2986	11.2%	168	14.9%	1450	14.8%	1047	6.9%	321	7.2%
Philosophy	1571	10.7%	104	15.4%	905	19.5%	462	5.8%	100	5.0%
History	1427	10.4%	76	18.4%	781	10.9%	473	8.0%	97	7.2%
English	4507	9.5%	383	11.2%	2530	11.0%	1259	5.7%	335	9.9%
Economics	1422	8.9%	51	19.6%	725	8.6%	503	7.8%	143	10.5%
Psychology	3283	8.9%	213	13.6%	1937	10.3%	954	5.2%	179	7.3%
Political Science	1099	8.7%	86	8.1%	519	9.2%	377	4.2%	117	21.4%
Theology	1879	8.5%	110	11.8%	1046	9.8%	561	5.3%	162	9.3%
Computer Applications	1535	8.5%	96	11.5%	834	8.3%	473	8.2%	132	9.1%
Biology	4410	8.2%	292	12.0%	2190	10.6%	1399	4.9%	529	5.3%
Spanish	1699	7.3%	112	21.4%	1100	6.5%	389	5.1%	98	8.2%
Nutrition	2787	6.9%	159	9.4%	967	10.9%	1417	4.9%	244	7.0%
Art	1392	6.8%	78	5.1%	666	8.9%	495	4.2%	153	7.2%
LAS Seminars	4951	6.8%	317	11.0%	2818	7.3%	1410	4.9%	406	6.2%
Education	1098	6.6%	31	12.9%	635	8.0%	405	4.0%	27	7.4%
Sociology	2092	6.5%	112	10.7%	1372	7.2%	555	4.1%	53	1.9%
Nursing	2686	5.8%	114	17.5%	1449	5.5%	813	5.8%	310	3.9%
Business Administration	1391	5.3%	33	12.1%	686	5.4%	508	4.5%	164	5.2%
Communication	1697	5.3%	129	8.5%	760	5.4%	582	3.6%	226	6.6%
Management	1038	3.5%	44	6.8%	532	3.9%	348	2.0%	114	4.4%

DFW Rate by Meta-Discipline: Equity gaps emerge

DFW rates by Meta-Discipline and Race/Ethnicity
2016-2019

All students Black students Hispanic students White students All Other students



Actions – Ideas to address DFW rates

- Raise DFW rates as factor in program review and department analysis
- Develop departmental action plans to enhance success in high DFW courses
- Address placement methods
- Address support methods:
 - Supplemental instruction (both required and opt-in)
 - Supplemental materials and resources
- Consider curriculum re-design, i.e. “Parachute courses”
- Advising implications: consider time in career and course combination investigation in data analysis
- Address feedback and assessment timing and methodology to provide student awareness of progress



Your thoughts?

Analyzing DFW rates

i.e. what's the right unit of measure?

- Student
- Course
- Course level
- Discipline
- College/School

Ideas for putting this data into conversation and good use

