

Understanding our students: A look at undergraduate characteristics, attitudes and experiences

September 2020 Data Dialogue

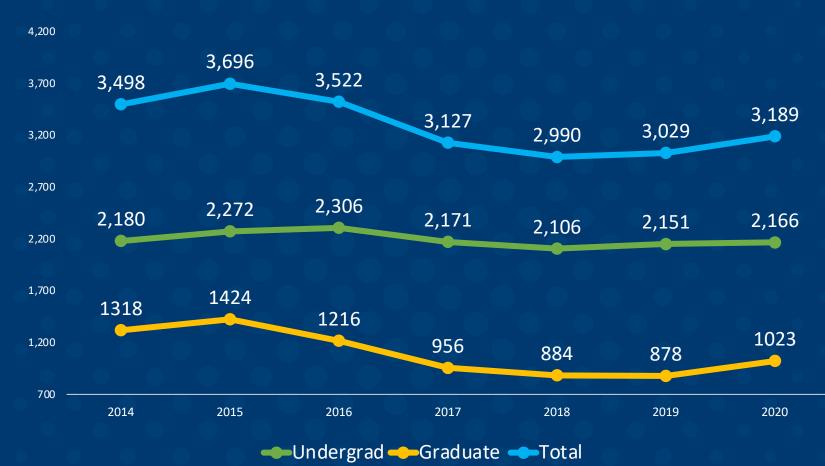
Presented by the Office of Institutional Effectiveness

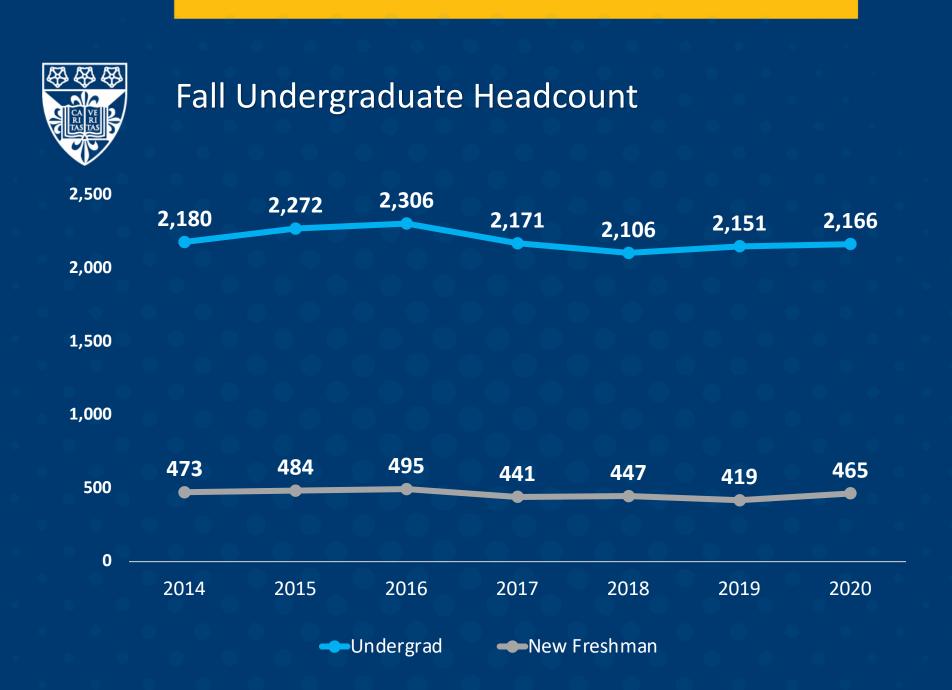


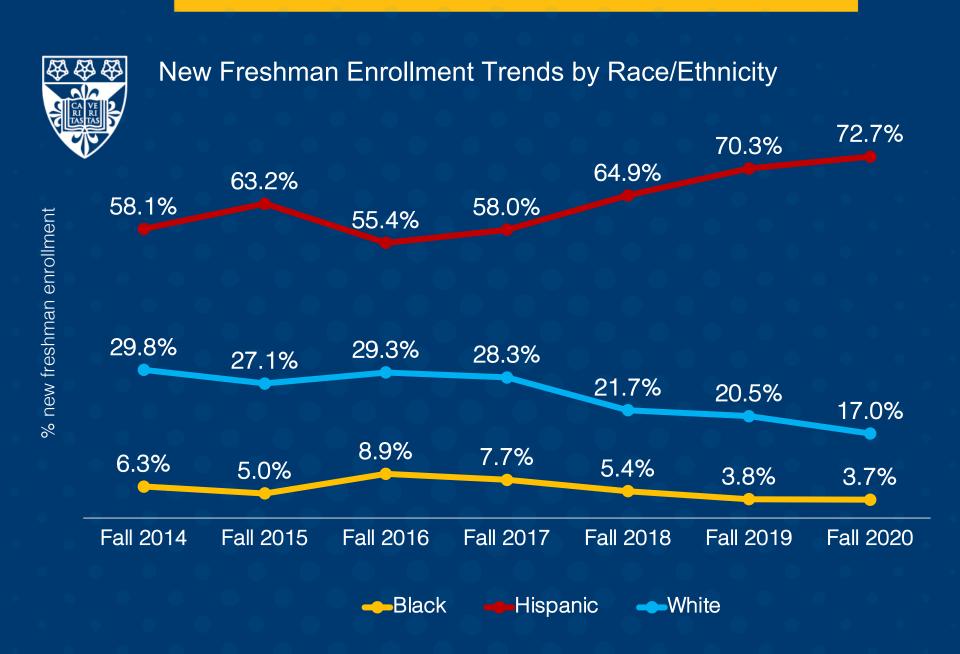
By the numbers: undergraduate demographic characteristics

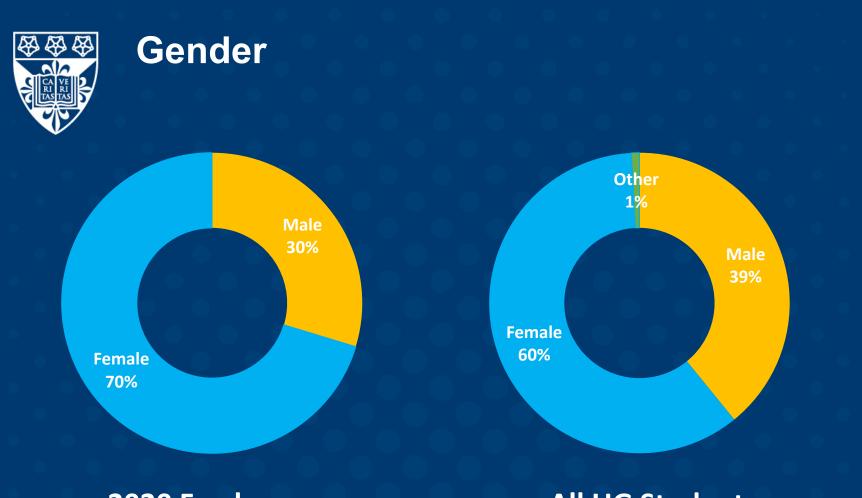


Fall Headcount Enrollment - 2014 to 2020







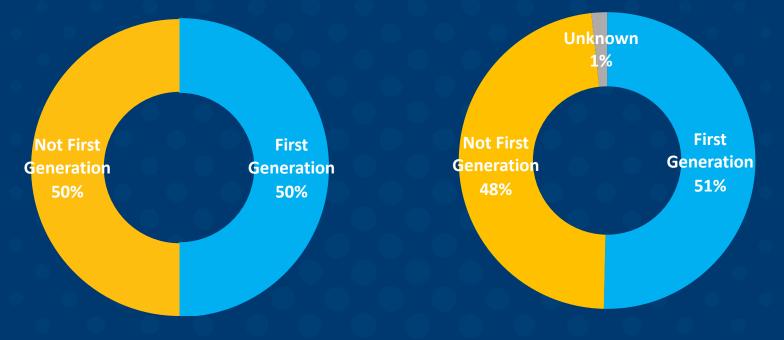


2020 Freshmen

All UG Students

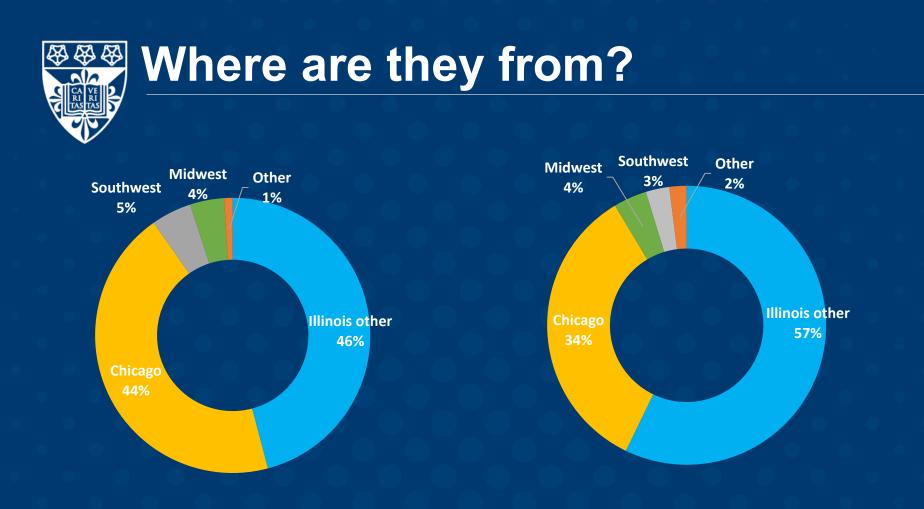


First Generation Status Fall 2019



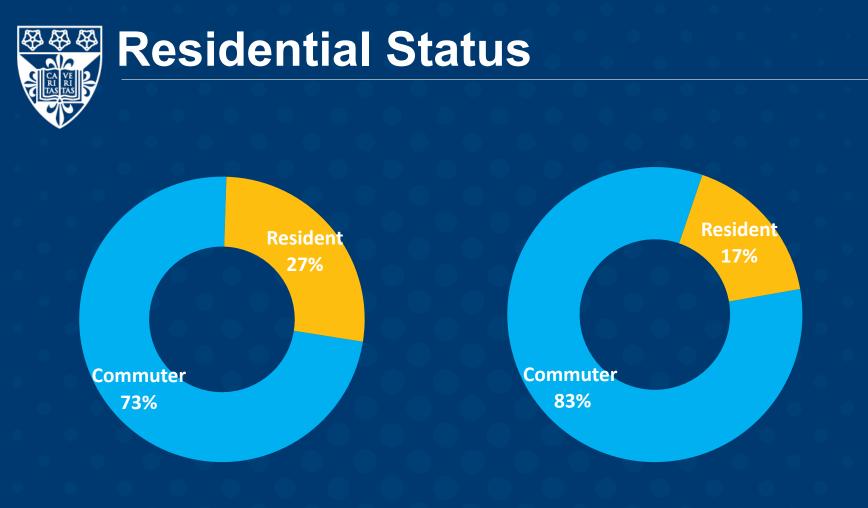
2019 New Freshmen

All Undergraduates



2020 New Freshmen

All Undergraduates

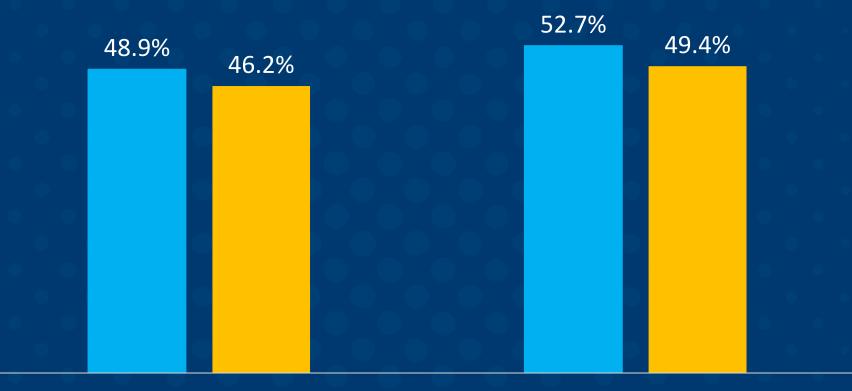


2020 New Freshmen

All Undergraduates



Pell and MAP eligibility Fall 2019



Pell Eligible

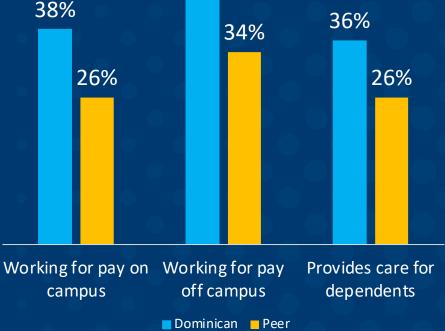
MAP Eligible

Freshmen All Undergraduates



DU students face demands of work and family responsibilities

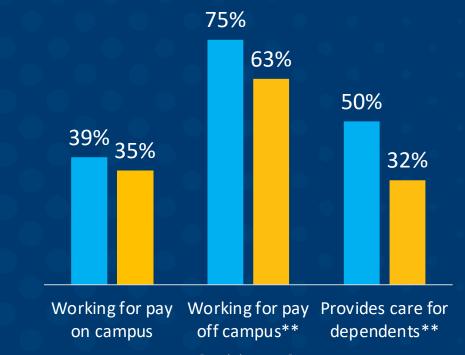
First-Year 44%



* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level



Seniors

🗖 Dominican 🗧 Peer

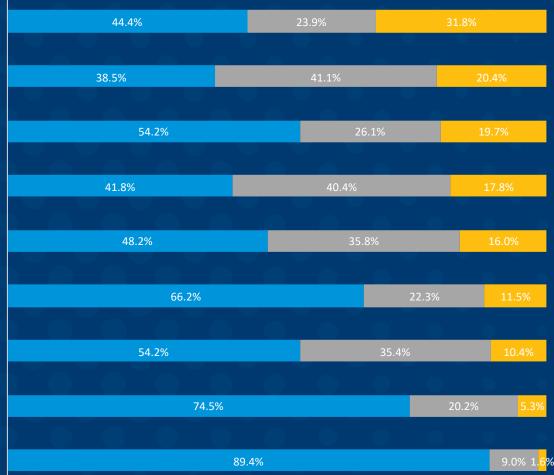
Source: 2019 NSSE Results



Perf

How DU Freshmen spend their time

Working***
Using social media**
Exercising/sports***
Socializing with friends in person**
Watching TV/Online content**
forming household/childcare duties***
Studying/homework*
Participating in student clubs/groups*
Partying*



■ 5 hrs or less ■ 6 - 15 hrs ■ > 15 hrs

Source: FA19 CIRP Freshmen Survey

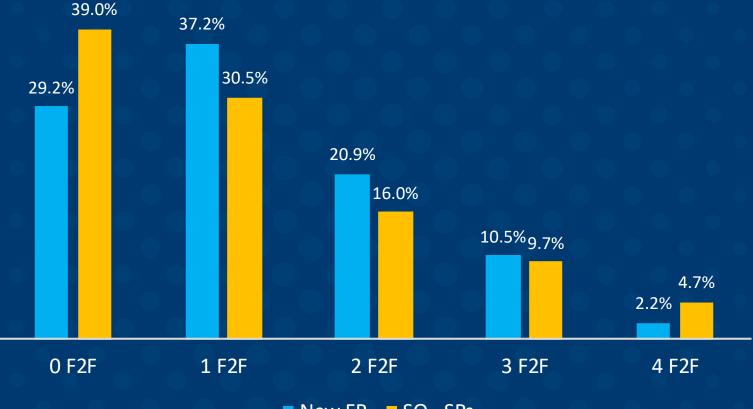


Religions: then and now

2009	2019
 Roman Catholic (62%) Atheist/None (12%) Other Christian (10%) 	 Roman Catholic (50%) Atheist/None (16%) Other Christian (13%)
 4. Lutheran (4%) 5. Other Religion (4%) 6. Baptist (3%) 7. Methodist (2%) 	 Church of Christ (4%) Other Religion (3%) Lutheran (3%) Baptist (1%)
 8. Muslim (1%) 9. Church of Christ(1%) 10.Eastern Orthodox (1%) 	 Baptist (176) United Church of Christ (1%) Muslim (1%) Eastern Orthodox (1%)



Fall 2020 course taking experiences – F2F courses



New FR SO - SRs

What they tell us about their attitudes & aspirations



What is the CIRP Freshman Survey?

- National survey originated in 1966. Dominican has participated since 1972
- Over 15 million students at over 1,900 institutions have participated in the survey
- Administered electronically during SOAR. As a result, response rates are very high; reaching 95% (or 398 out of 421) for the Fall 2019 incoming class

Understanding their motivation & aspirations: Why college? and Why Dominican?





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

To be able to get a better job***

To learn more about things that interest me***

To get training for a specific career**

To gain a general ed. and appreciation of ideas***

To be able to make more money***

To prepare for graduate/professional school**

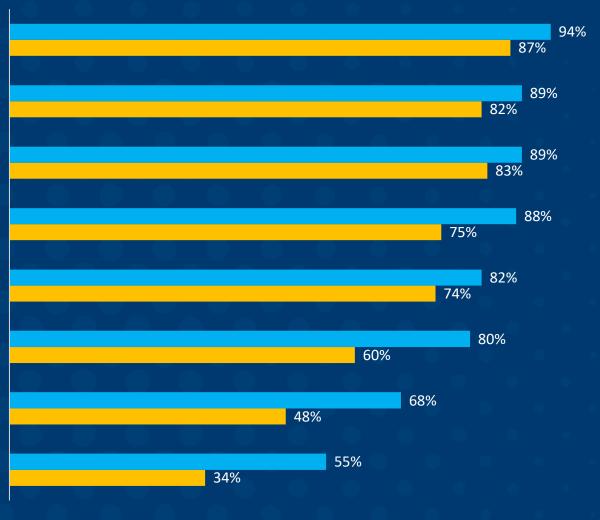
To make me a more cultured person***

To please my family***

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level



Dominican Freshmen Comparison Group

Source: FA19 CIRP Freshmen Survey



Factors considered VERY IMPORTANT in the decision to go to (any) college 2009 vs. 2019

To be able to get a better job

To learn more about things that interest me

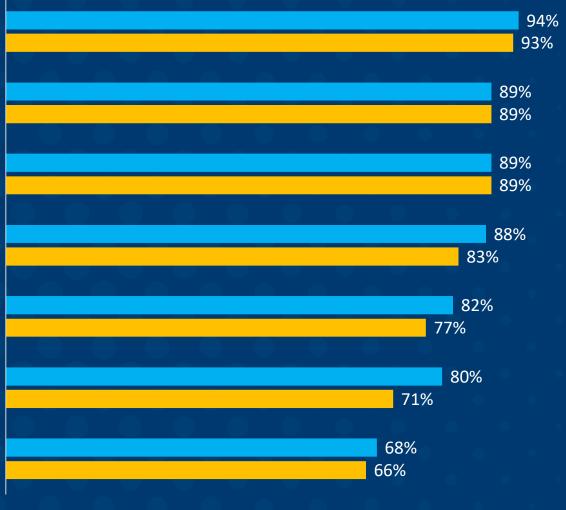
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To make me a more cultured person

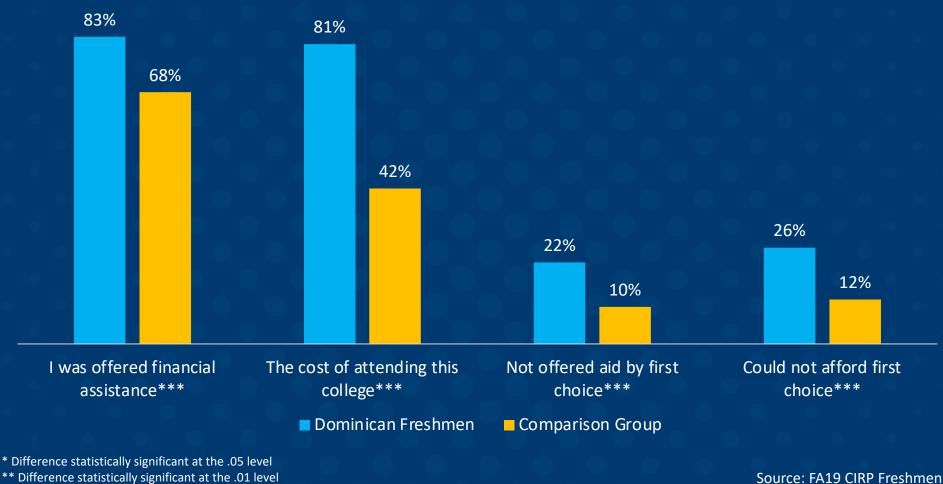


Source: FA09 and FA19 CIRP Freshmen Survey

2019 2009



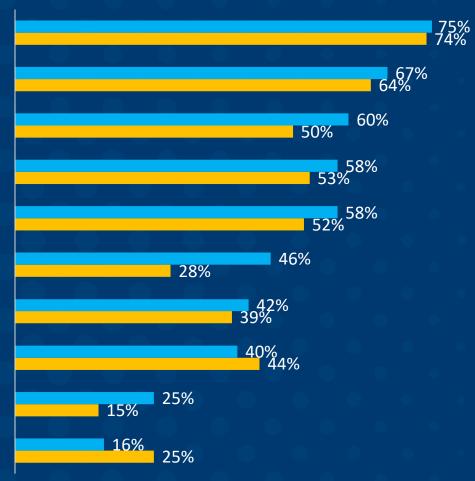
Why choose Dominican: the financial factors considered 'VERY IMPORTANT'



*** Difference statistically significant at the .001 level

ource: FA19 CIRP Freshmen Survey

Why choose Dominican? Reasons other than financial that were considered 'VERY IMPORTANT'



This college's graduates get good jobs This college has a good reputation for its social and extracurricular activities*** I wanted to go to a school about the size of this college* A visit to this campus*

This college has a very good academic reputation

This college's grads gain admission to top grad/professional schools*

This college's graduates make a difference in the world**

Rankings in national magazines***

I was attracted by the religious affiliation/orientation of this college***

Dominican Comparison Group

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Source: FA19 CIRP Freshmen Survey



10-year span: Changing expectations for academic experiences

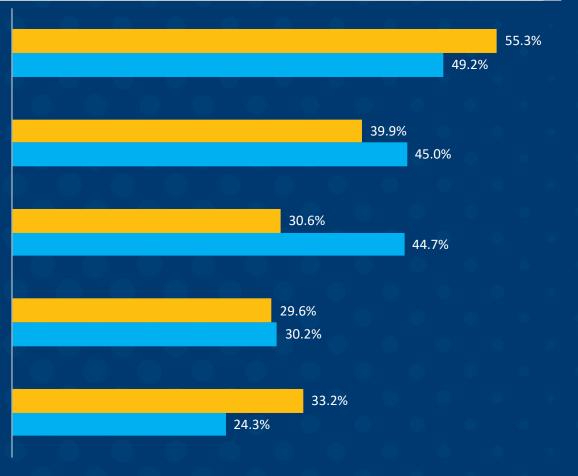
Participate in student clubs/groups

Get tutoring help in specific courses

Participate in volunteer or community service

Participate in a study abroad program

Work on a professor's research project

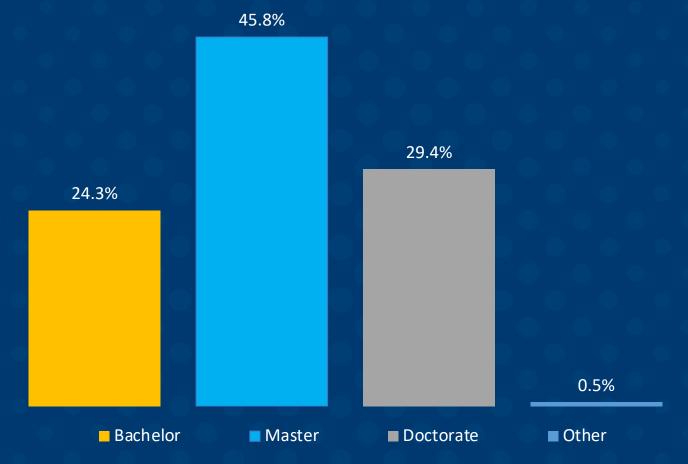


CIRP 2009 CIRP 2019



FA19 New Freshmen Degree Aspirations

Highest academic degree planned



Source: FA19 CIRP Freshmen Survey

Aspirations by major and career choice





Top intended majors of the FA20 Freshmen Cohort	Percent
Unknown	36%
Business/marketing/management	8%
Pre-medicine	7%
Psychology	7%
Criminology	5%
Biology	4%
Nursing	4%
Accounting	3%
Computer science	2%
Early childhood education	2%
Fashion design	2%
Engineering	1%
Other	18%

Source: AY20-21 Admission Application



Top intended majors of the FA20 Freshmen Cohort	Percent
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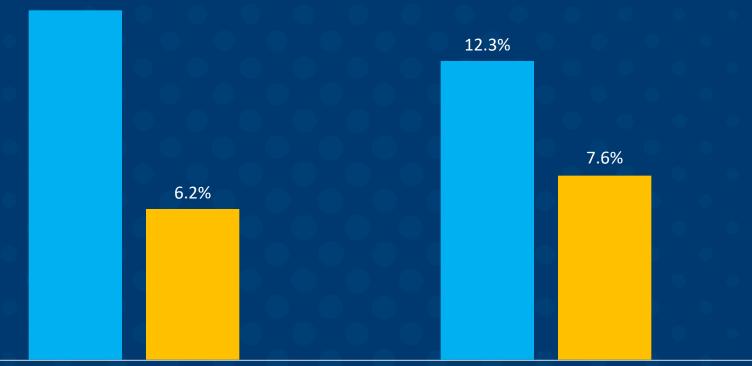
Source: AY20-21 Admission Application



Firm in their major and career choice?

Chances are very good I will . .

14.4%

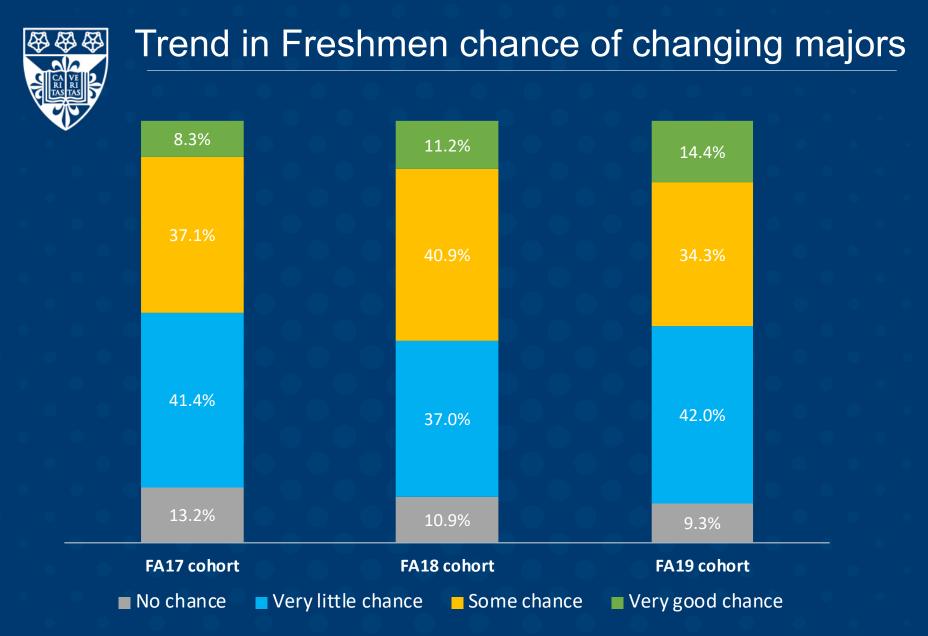


Change major field***

Change career choice***

DU Freshmen Comparison Freshmen

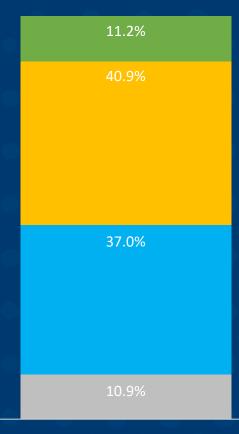
Source: FA19 CIRP Freshmen Survey



Source: FA17 – FA19 CIRP Freshmen Survey



Anticipated change from intended major <u>mirrors</u> their ACTUAL rate of change



By Fall 2020, **47%** of the cohort have declared a DIFFERENT major from the one they originally intended

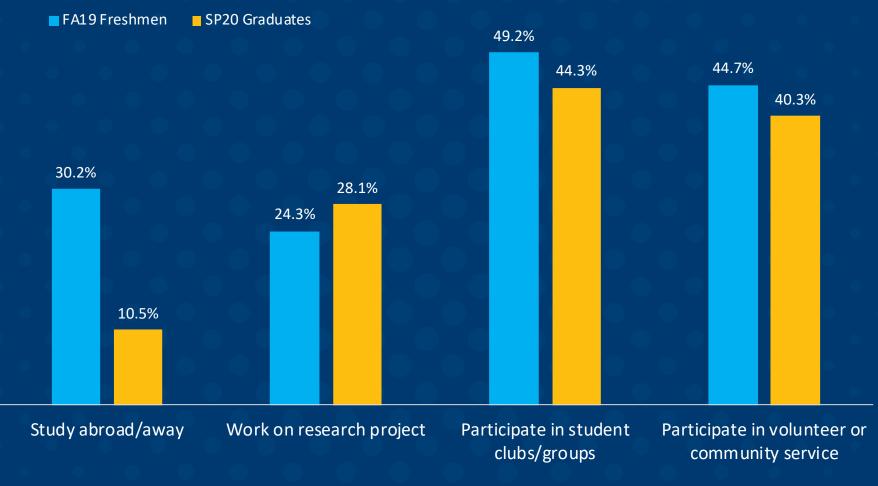
FA18 cohort

- No chance
- Very little chance
- Some chance Very good chance

Source: FA18 CIRP Freshmen Survey and student record data from Jenzabar SIS



Comparing FA19 Freshmen expectations to SP20 graduates' reality

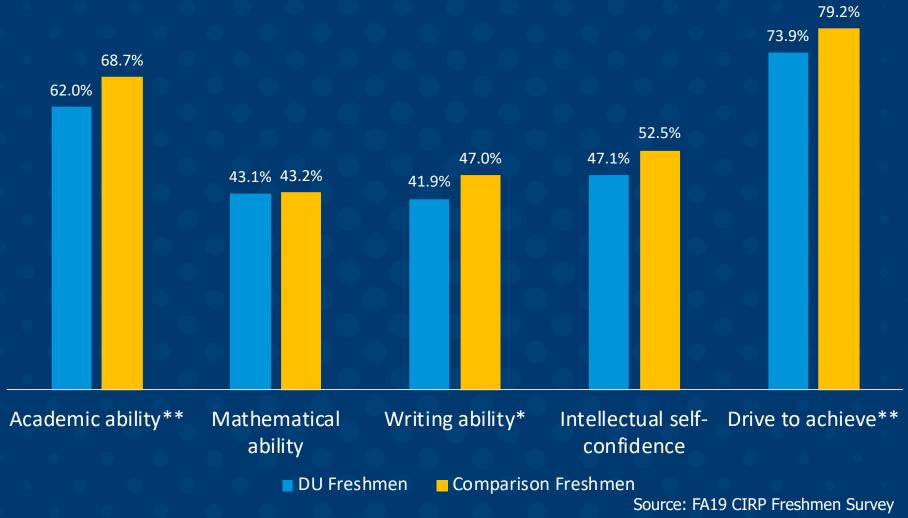


Source: FA19 CIRP Freshmen Survey and SP20 Graduating Student Survey



Academic Self-Concept Items

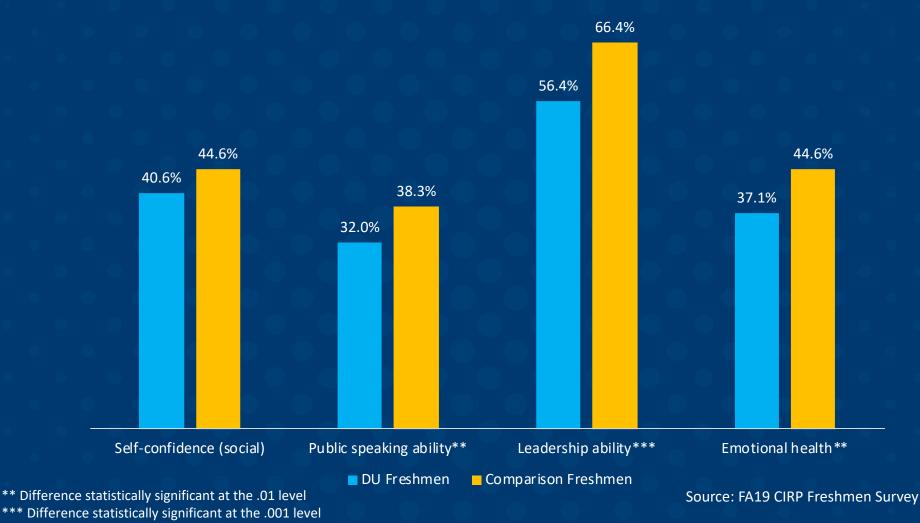
Rate yourself on the following traits as compared with the average person your age: % above average

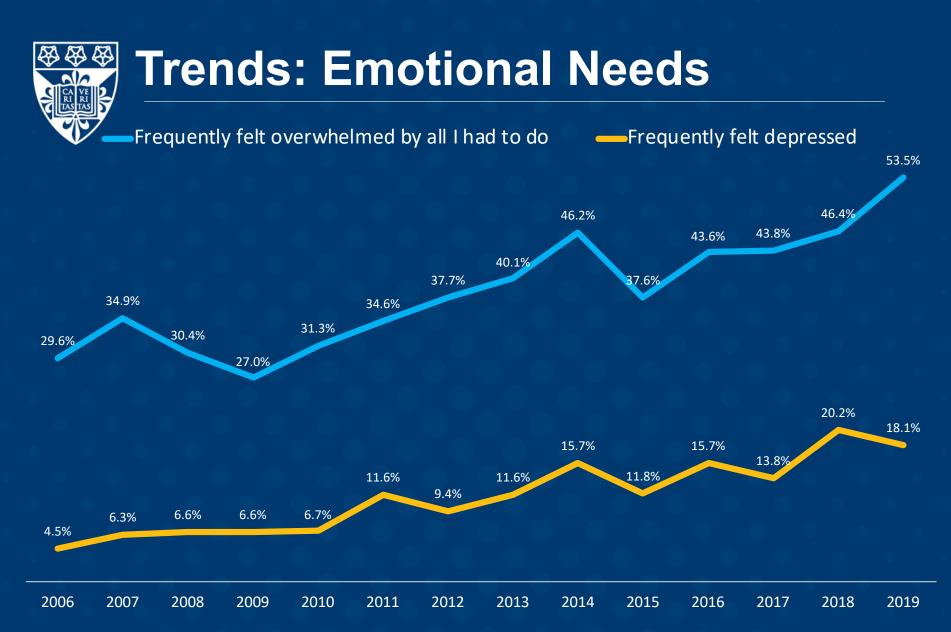




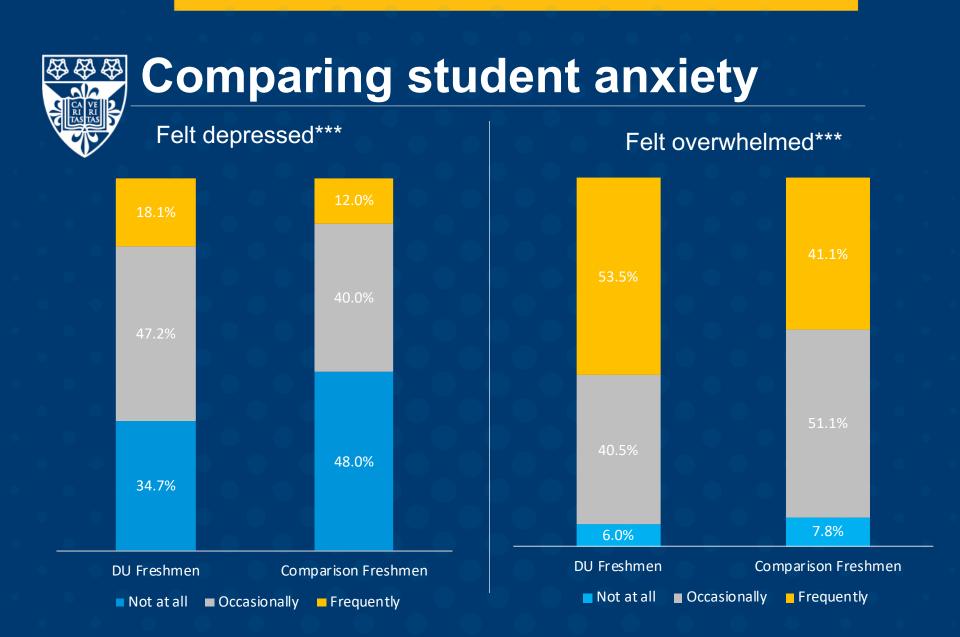
Social Self-Concept Items

Rate yourself on the following traits as compared with the average person your age: % above average



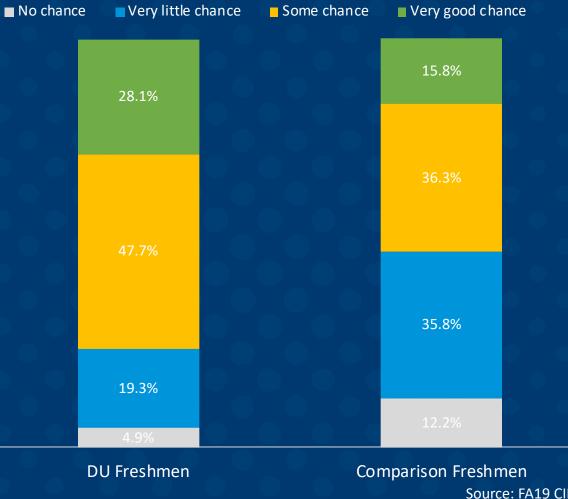


Source: FA19 CIRP Freshmen Survey





Students report "Very good" chances they'll seek personal counseling while in college***



*** Difference statistically significant at the .001 level

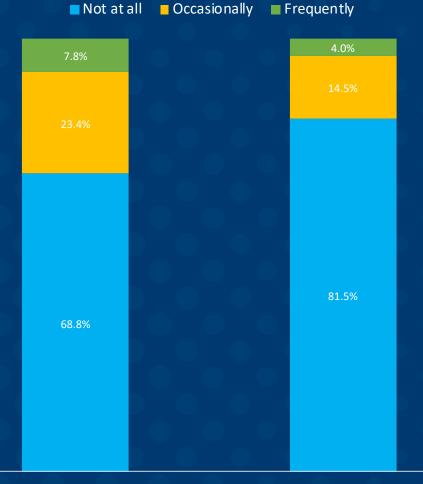
Source: FA19 CIRP Freshmen Survey



Recent trend: Increasing food and housing insecurity

How often in past year did you feel hungry but did not eat because you didn't have enough money for food?***

4% (15) of freshmen report being homeless for at least 1 month at some point in their lives

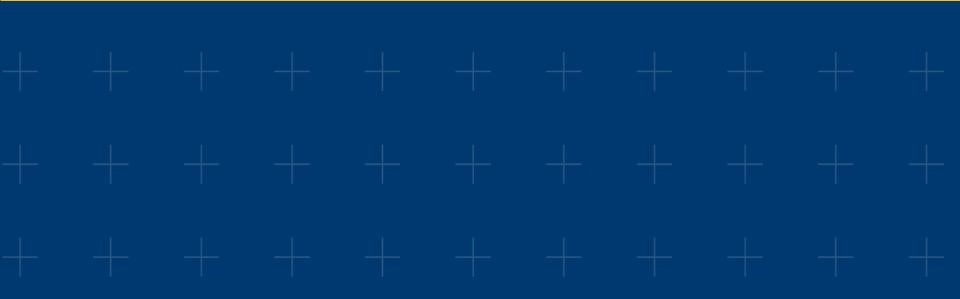


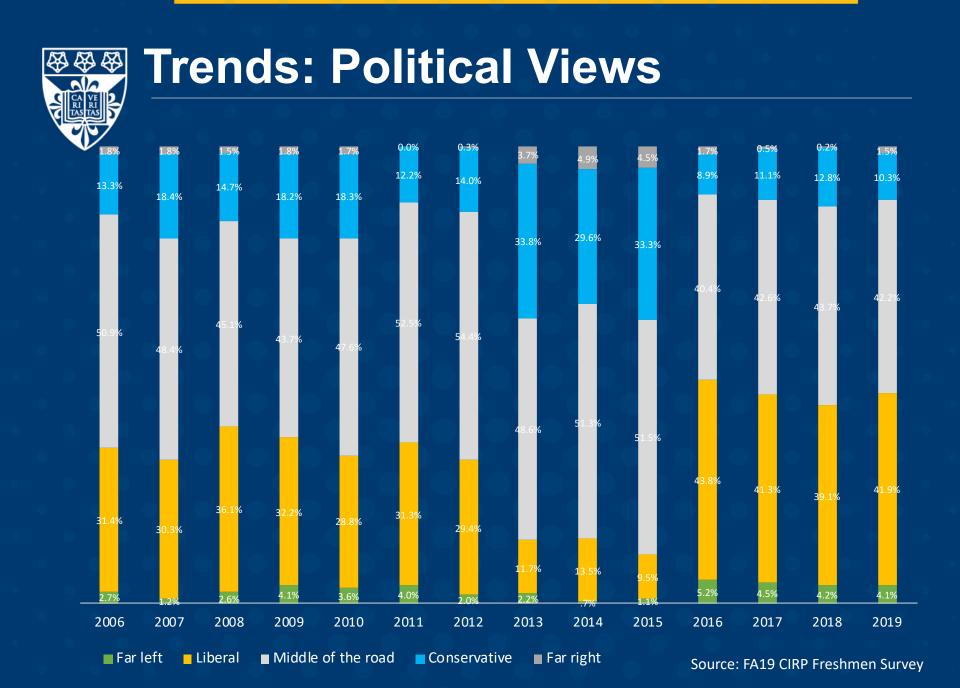
DU Freshmen

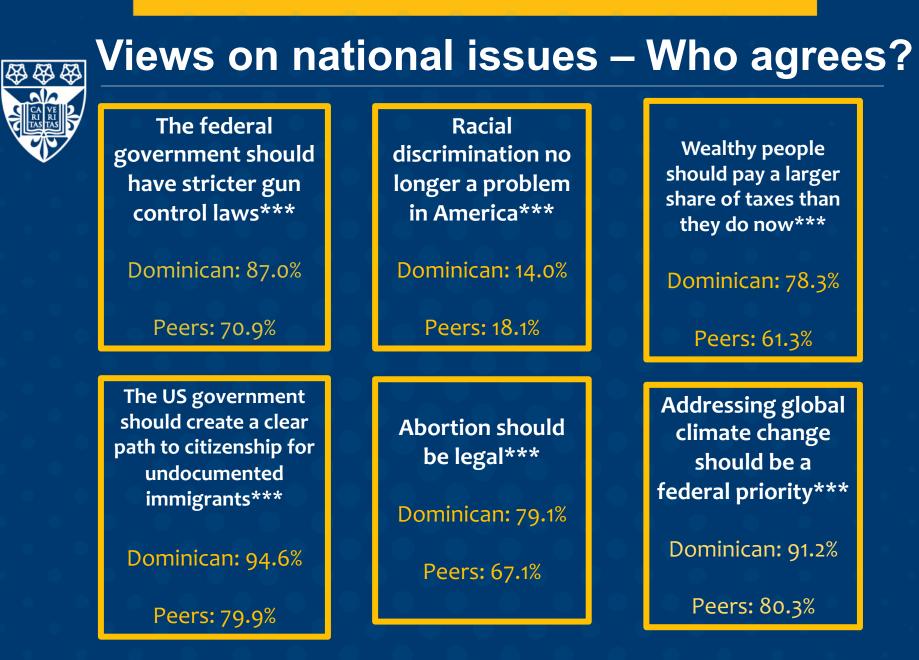
Comparison Freshmen

Source: FA19 CIRP Freshmen Survey

Beliefs on national and political issues







What are the implications of this data for the work you do?



OIE: Helping you access data

Interested in more data? OIE website on dom.edu



Office of Institutional Effectiveness

continuous improvement across the University by providing a broad array of research reporting services to internal and external stakeholders. The four functional areas of C and foster a coordinated approach to the assessment and evaluation of the Universit

- Conduct and coordinate survey research and manage university survey calenda

- Support administrative and financial pro

OIE Document library on DUConnect



Institutional Data	
Institutional Data	'
Survey Reports	,
Data Dialogues and Presentations	,
Program Review	,
Institutional Accreditation	,
Strategic Planning Data Inventory	,
Assessment of Student Learning	,
Course Evaluation	,
Tools	,
Request Data	,
Contact Us	,

Office of Institutional Effectiveness

Welcome to the Office of Institutional Effectiveness

The mission of the Office of Institutional Effectiveness (OIE), is to inform and facilitate continuous improvement across the University by providing a broad array of research a reporting services to internal and external stakeholders. The four functional areas of OII and foster a coordinated approach to the assessment and evaluation of the University's academic, administrative and co-curricular programs.

OIE functions are itemized as follows:

Institutional Research

- Respond to internal and external requests for information and institutional data
- · Conduct and coordinate survey research and manage university survey calendar to assist in assessment of experience and educational effectiveness
- · Develop reporting resources to inform and facilitate university strategic planning and continuous improvement

• Support administrative and financial processes with data analytics



Come to our upcoming FUTURE DATA DIALOGUES Where we discuss various data points including:

Graduating Student Survey results Fall 2020 Freshmen Survey results Campus Climate Surveys: Diverse Learning Environments Survey Faculty Survey Staff Climate Survey