

Office of Institutional Effectiveness

EQUITY ANALYSIS 1.0



DOMINICAN UNIVERSITY
Where Learning Demands More

Our intention

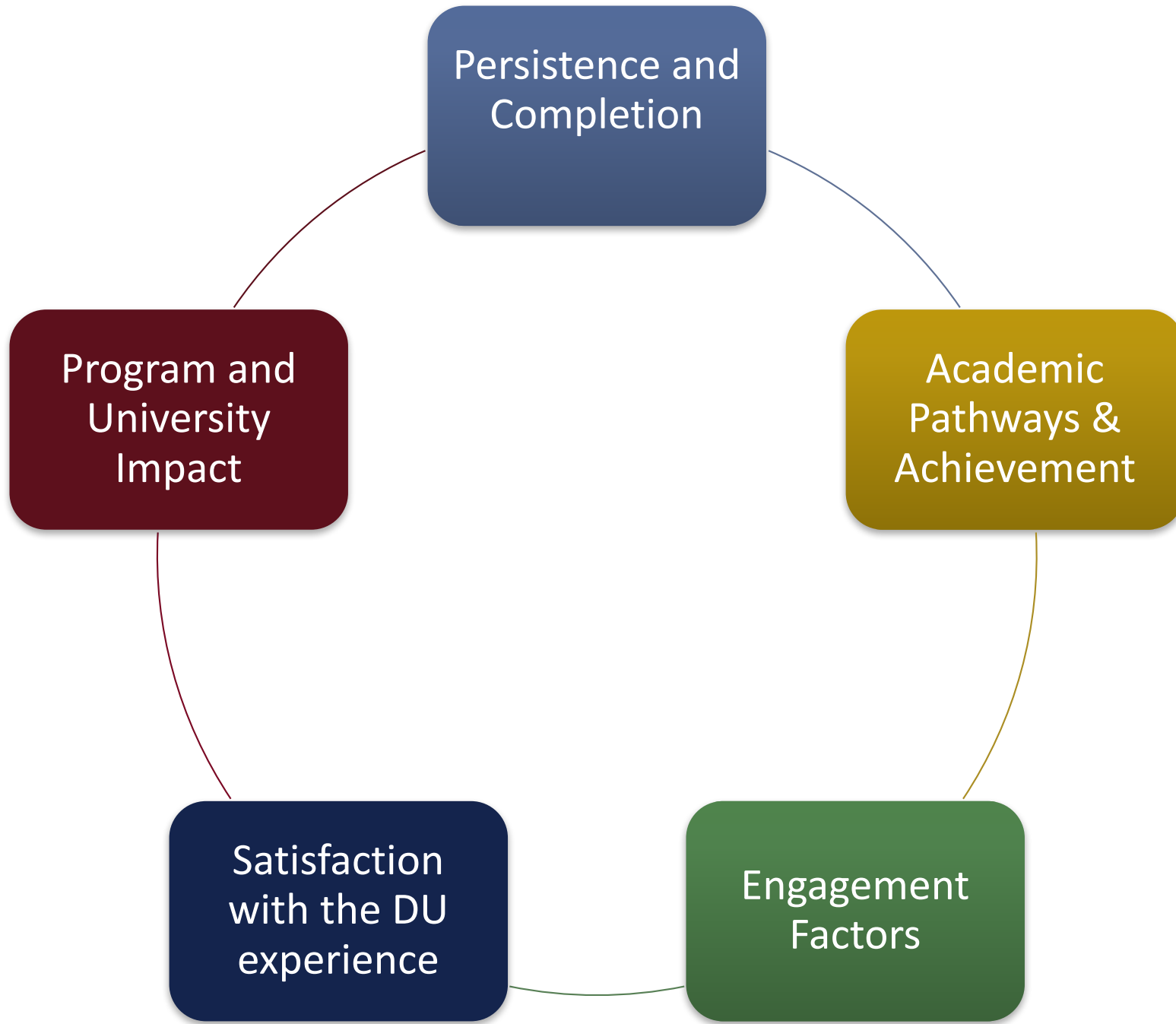
Provide a snapshot of equity using a holistic perspective of the student experience

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





Indicator Domain	Data Points used in this analysis and disaggregated by race/ethnicity
Retention and Completion	<ul style="list-style-type: none"> • FR to SO year retention rate • 4, 5, and 6 year graduation rate • Exit reasons
Academic Pathways and Achievement	<ul style="list-style-type: none"> • Major choice • Credit hour accumulation (on-time indicator) • GPA at end of 1st year • GPA at completion
Engagement Factors	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Overall satisfaction with the academic experience • Overall satisfaction with University services • Would recommend DU to others • Would choose DU again
University Impact	<ul style="list-style-type: none"> • 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



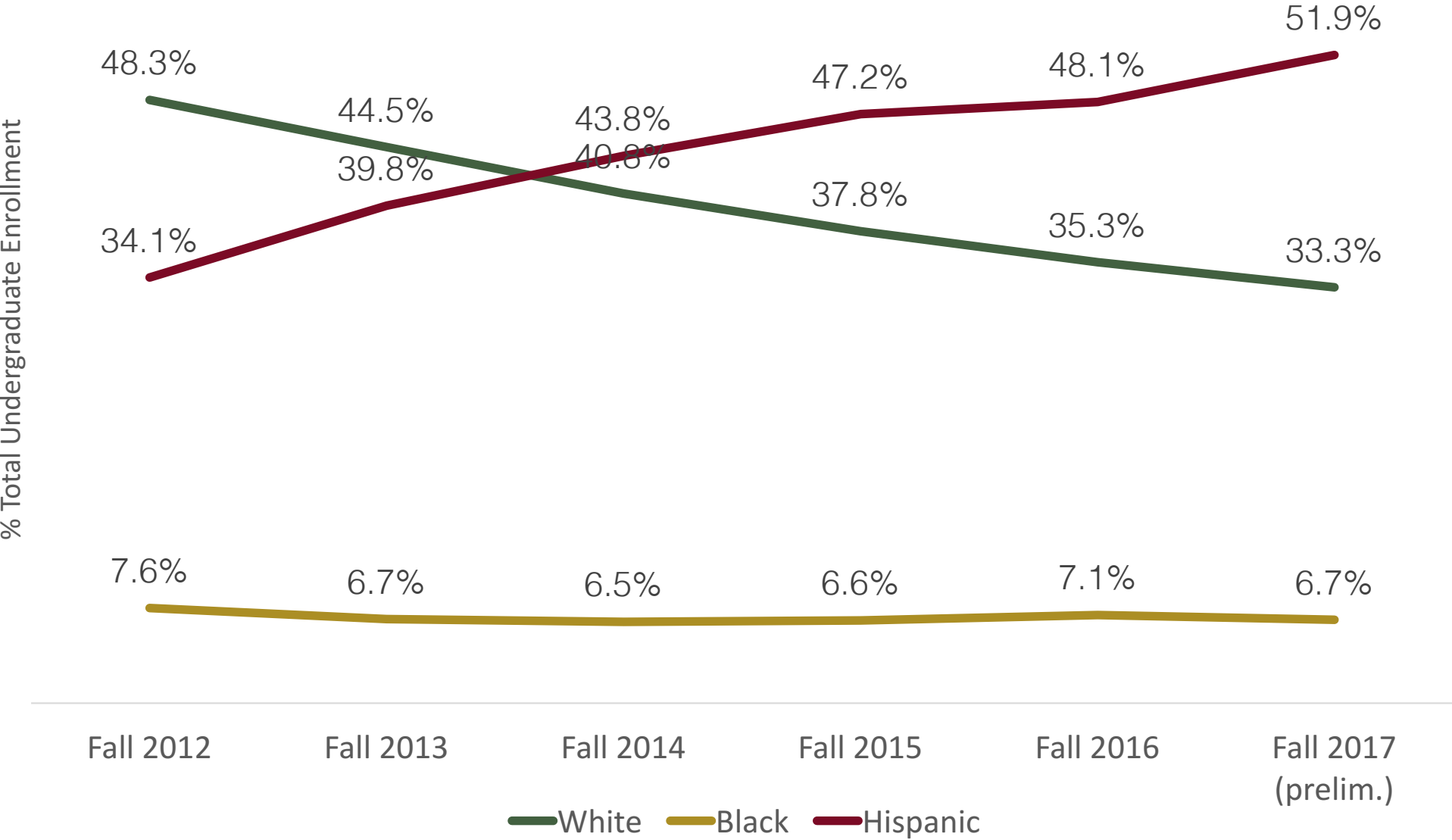
Setting the context

Understanding our enrollment and enrollment trends by race/ethnicity

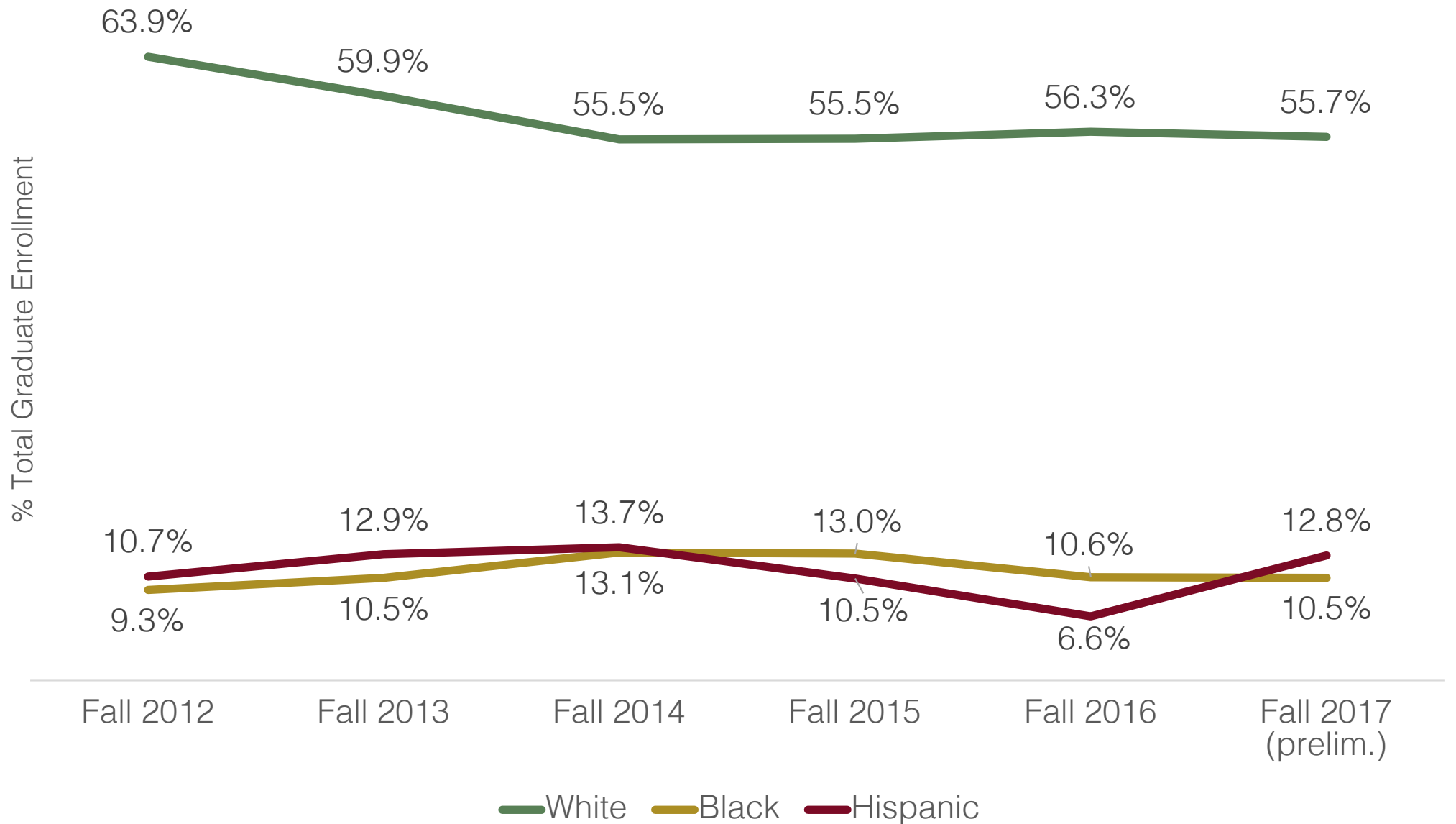
Understanding our faculty and staff distribution by race/ethnicity



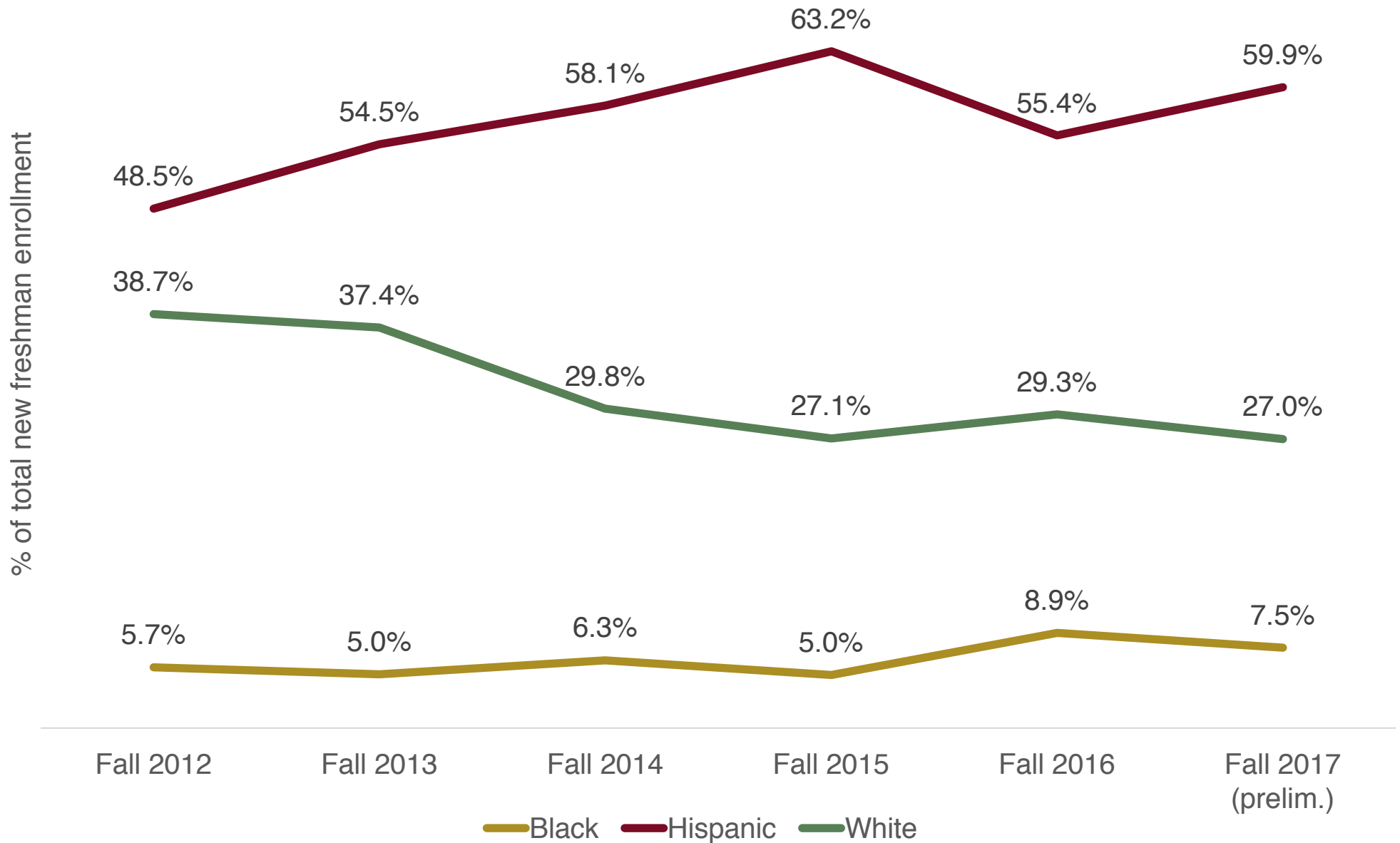
Undergraduate Enrollment Trends by Race/Ethnicity since 2012



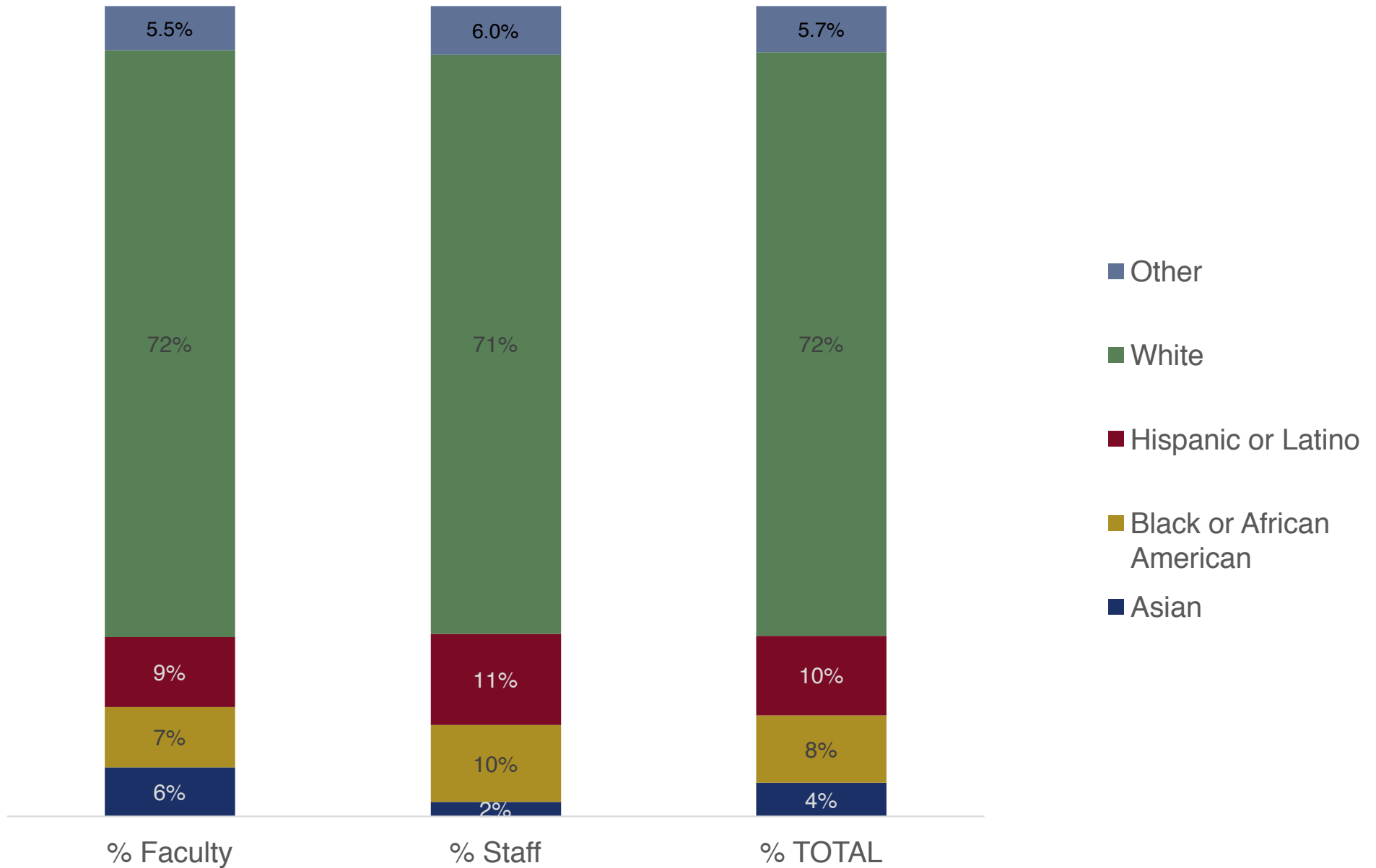
Graduate Enrollment Trends by Race/Ethnicity since 2012



New Freshmen Enrollment Trends by Race/Ethnicity since 2012



DU Employees by Race/Ethnicity, Fall 2016



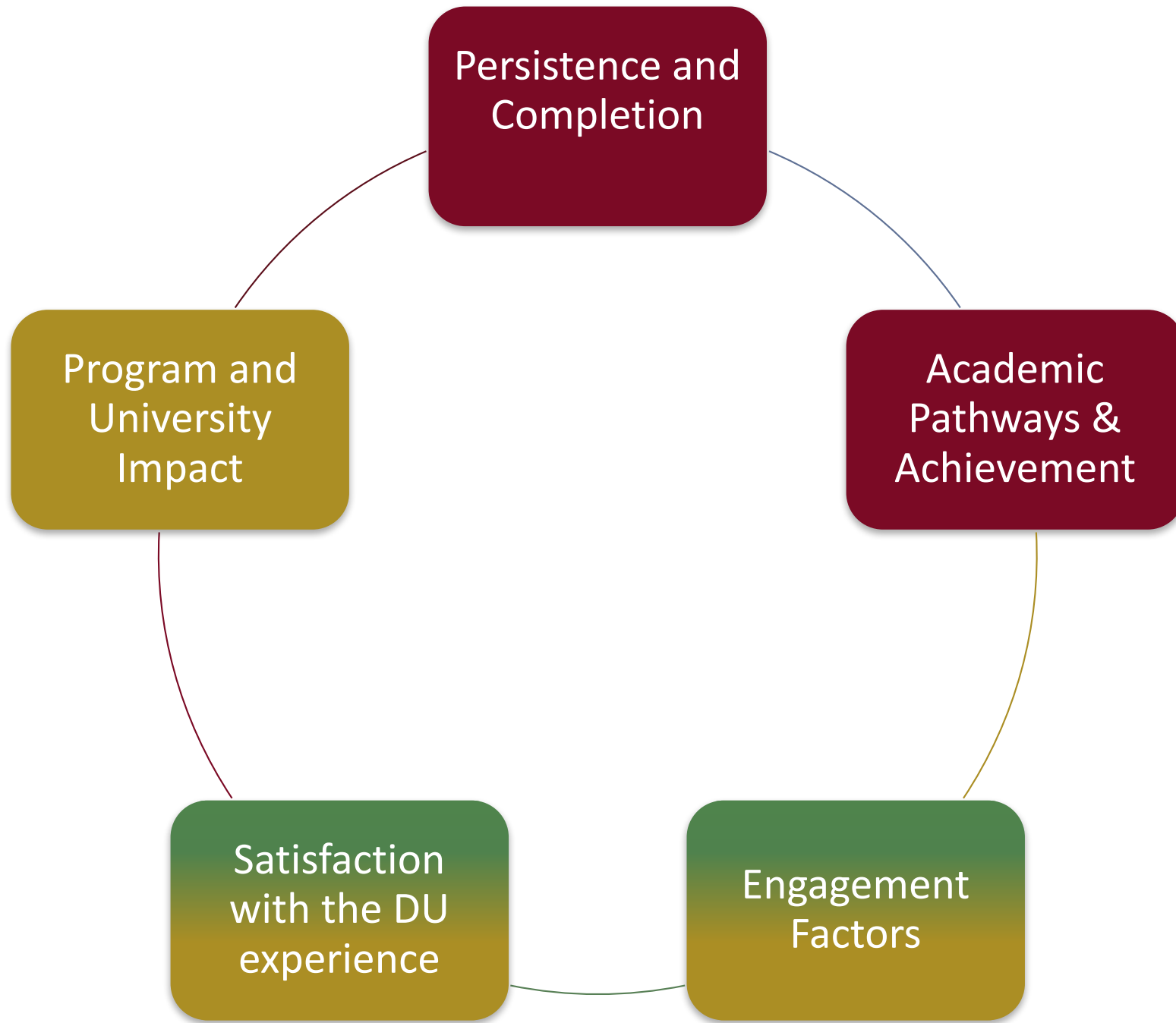
Big Idea – Spoiler Alert!

Equity gaps are evident by race/ethnicity and appear consistent over time

Particularly by achievement indicators

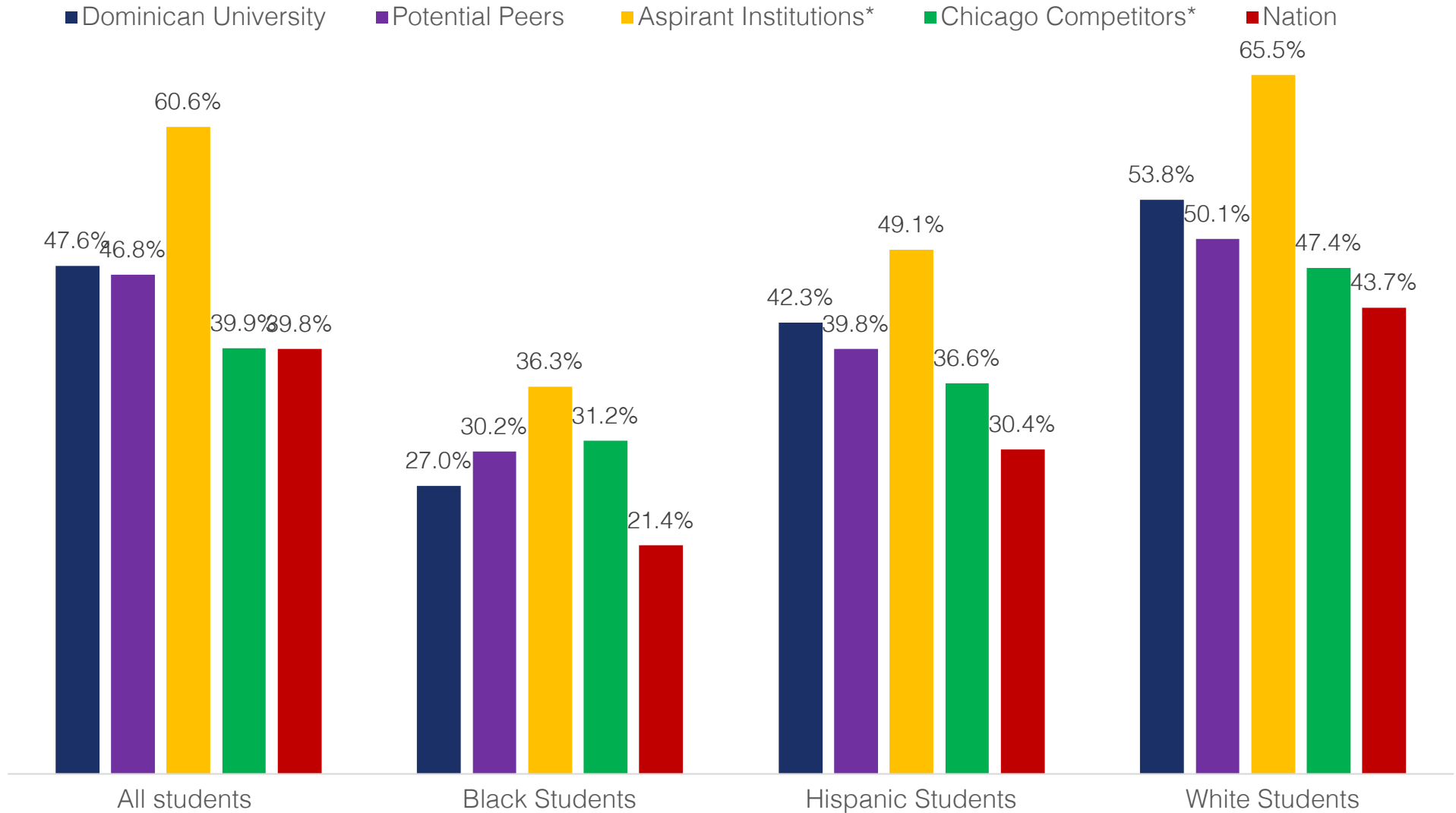
Still present, but less so for satisfaction with the DU experience overall and institutional impacts





We're not alone

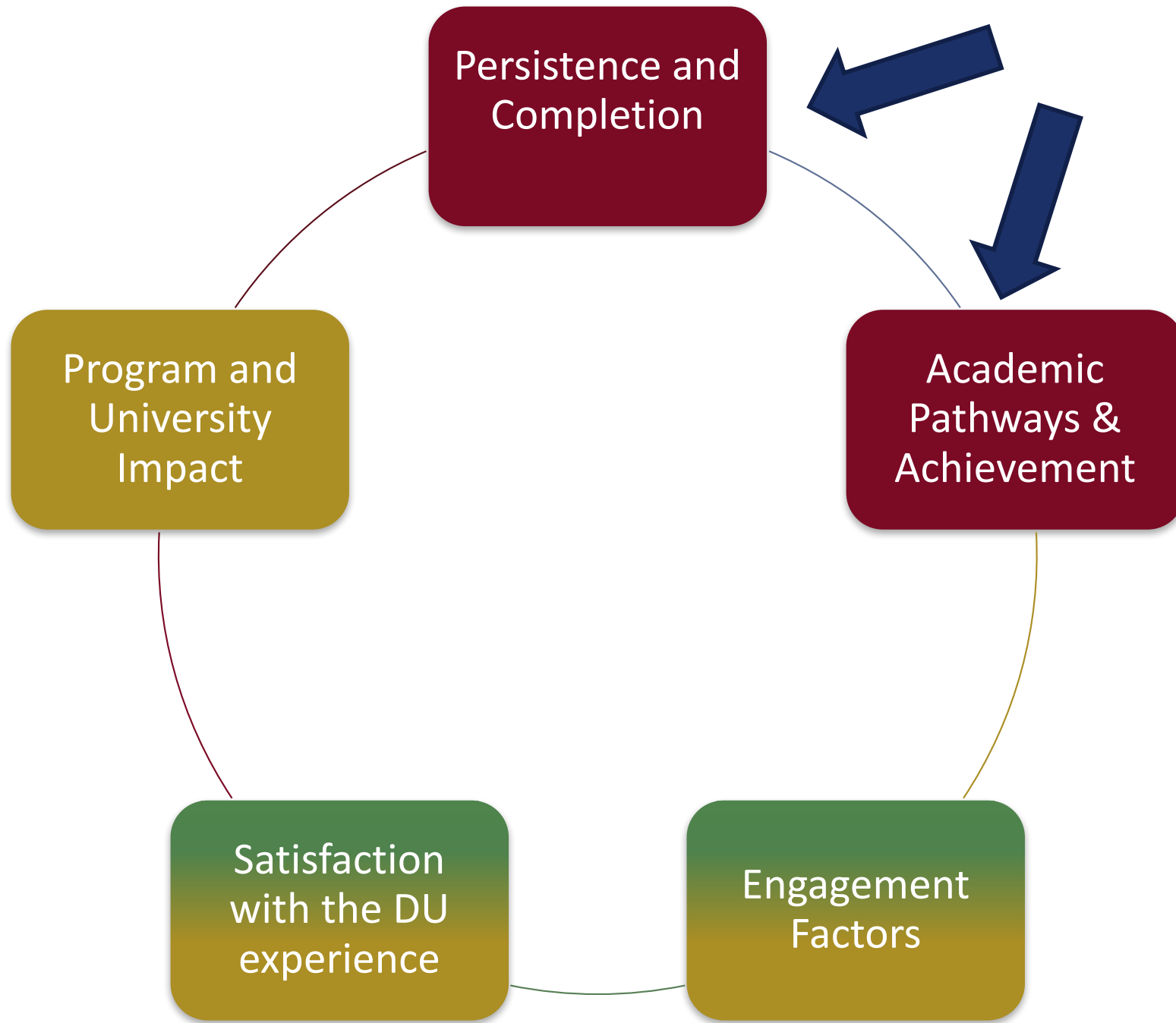
Comparing 4-year graduation rates across peers, aspirants and the nation



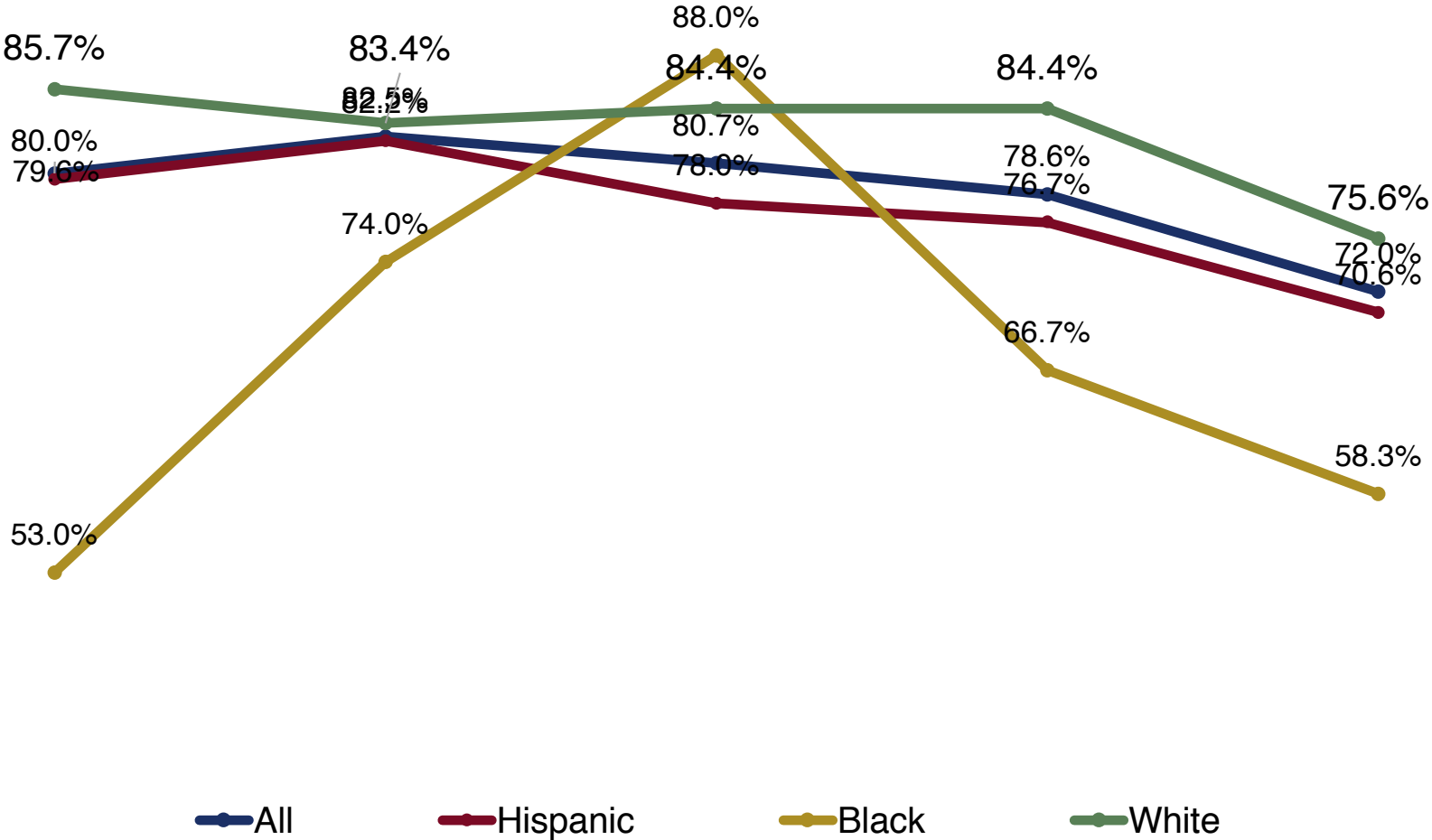
We're not alone, but. . .

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





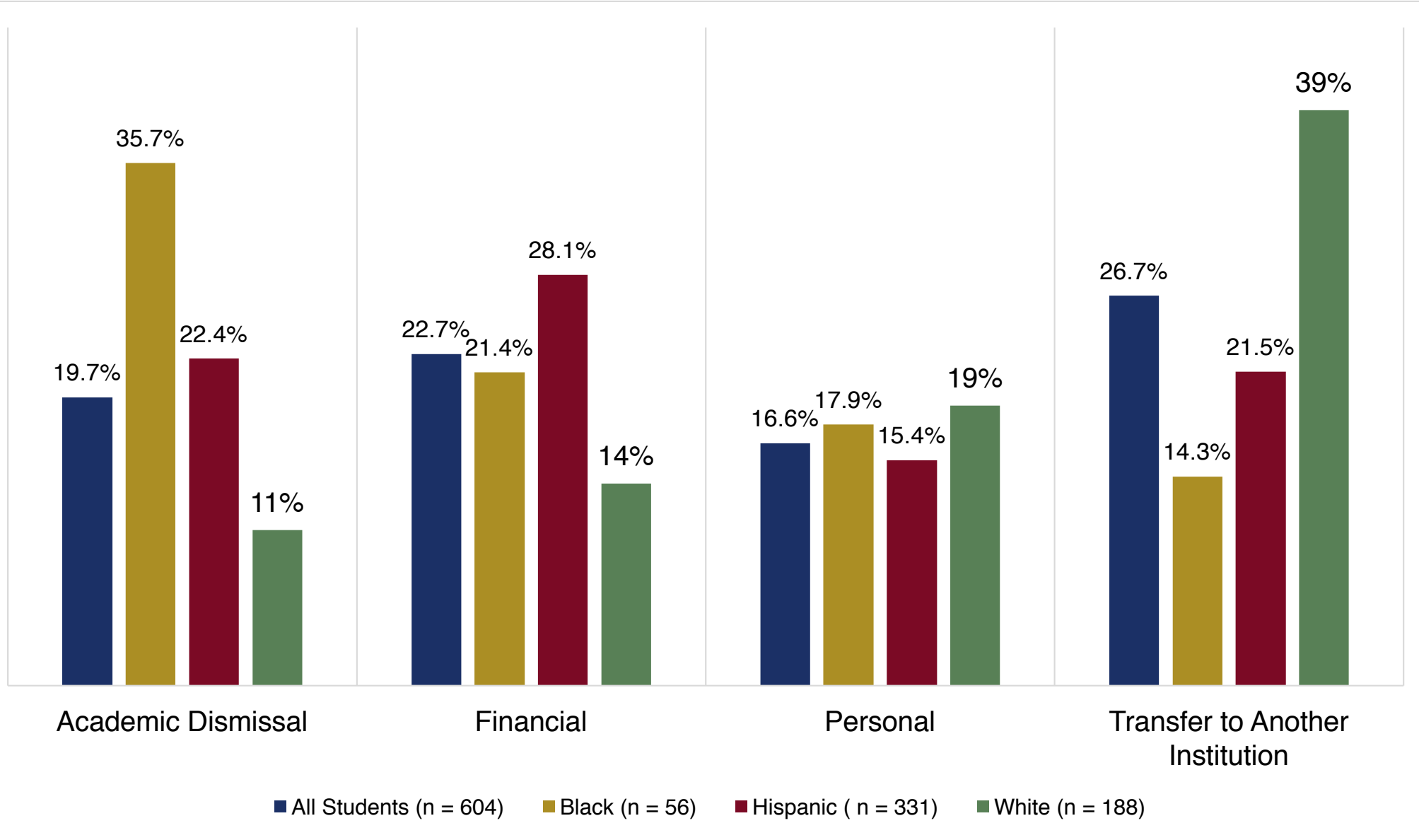
Freshman to Sophomore Year Retention Rates by Race/Ethnicity over 5 years



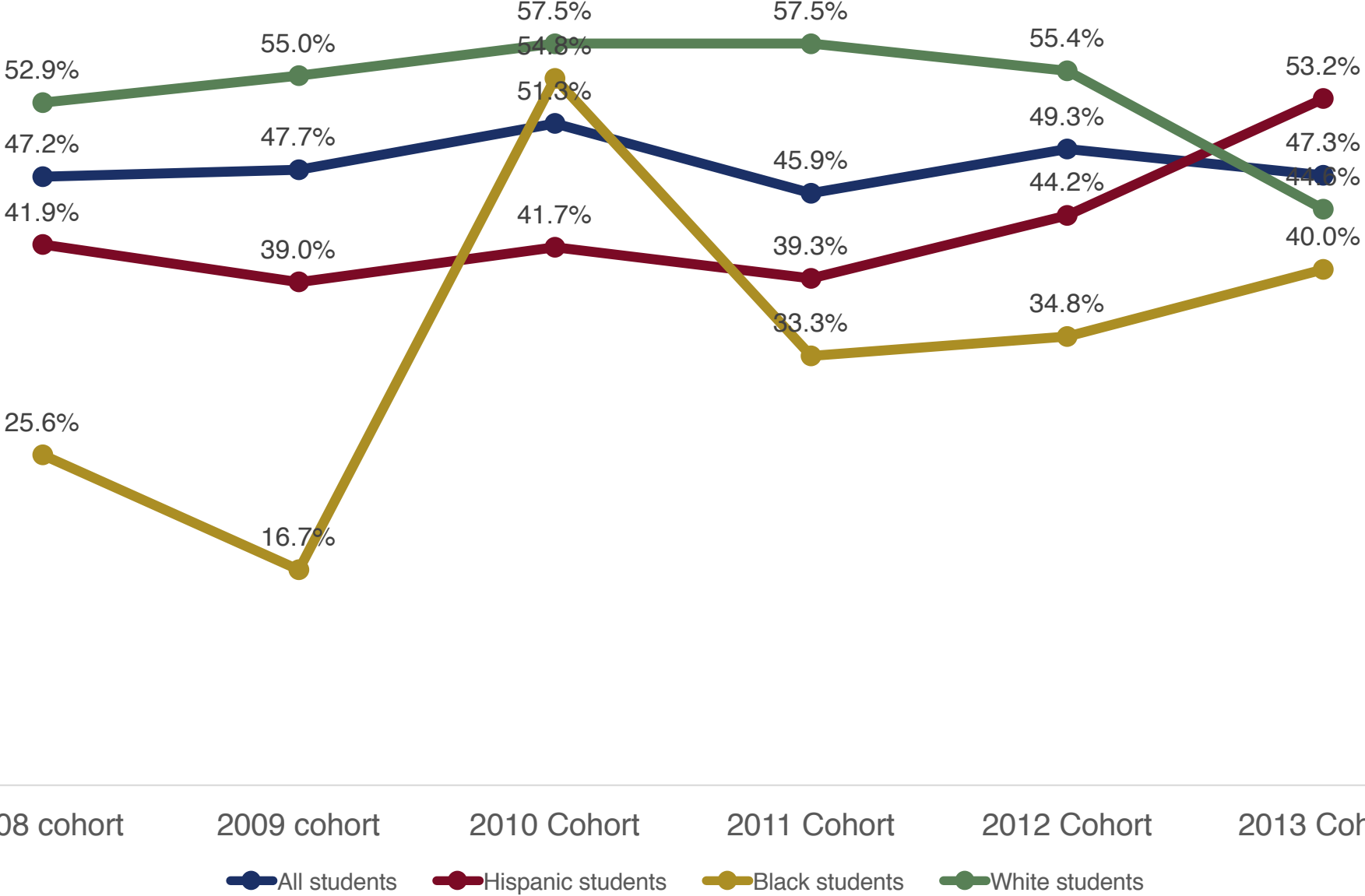
2011 Cohort 2012 Cohort 2013 Cohort 2014 Cohort 2015 Cohort

—●— All
 —●— Hispanic
 —●— Black
 —●— White

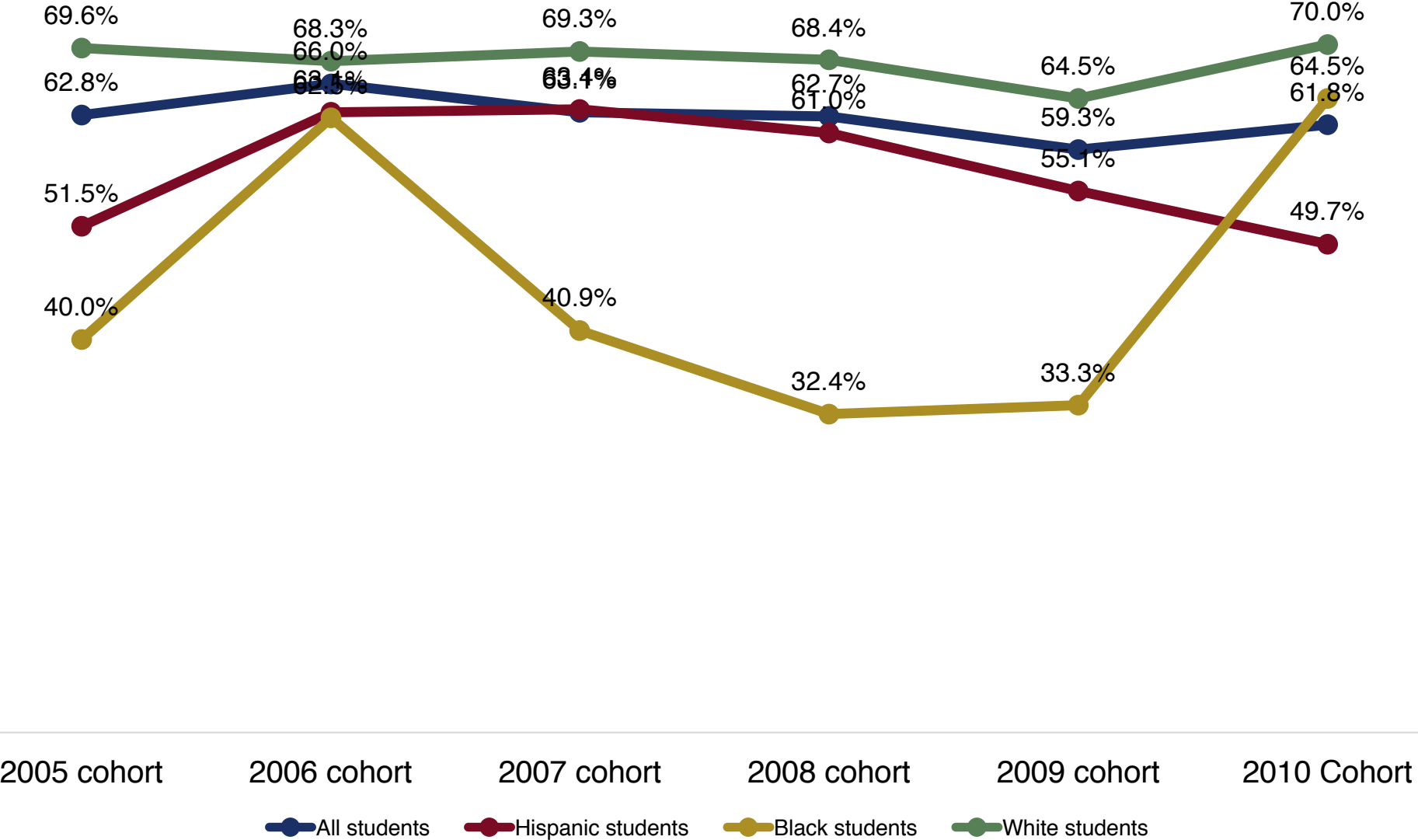
Exit Reasons: 2012 - 2017



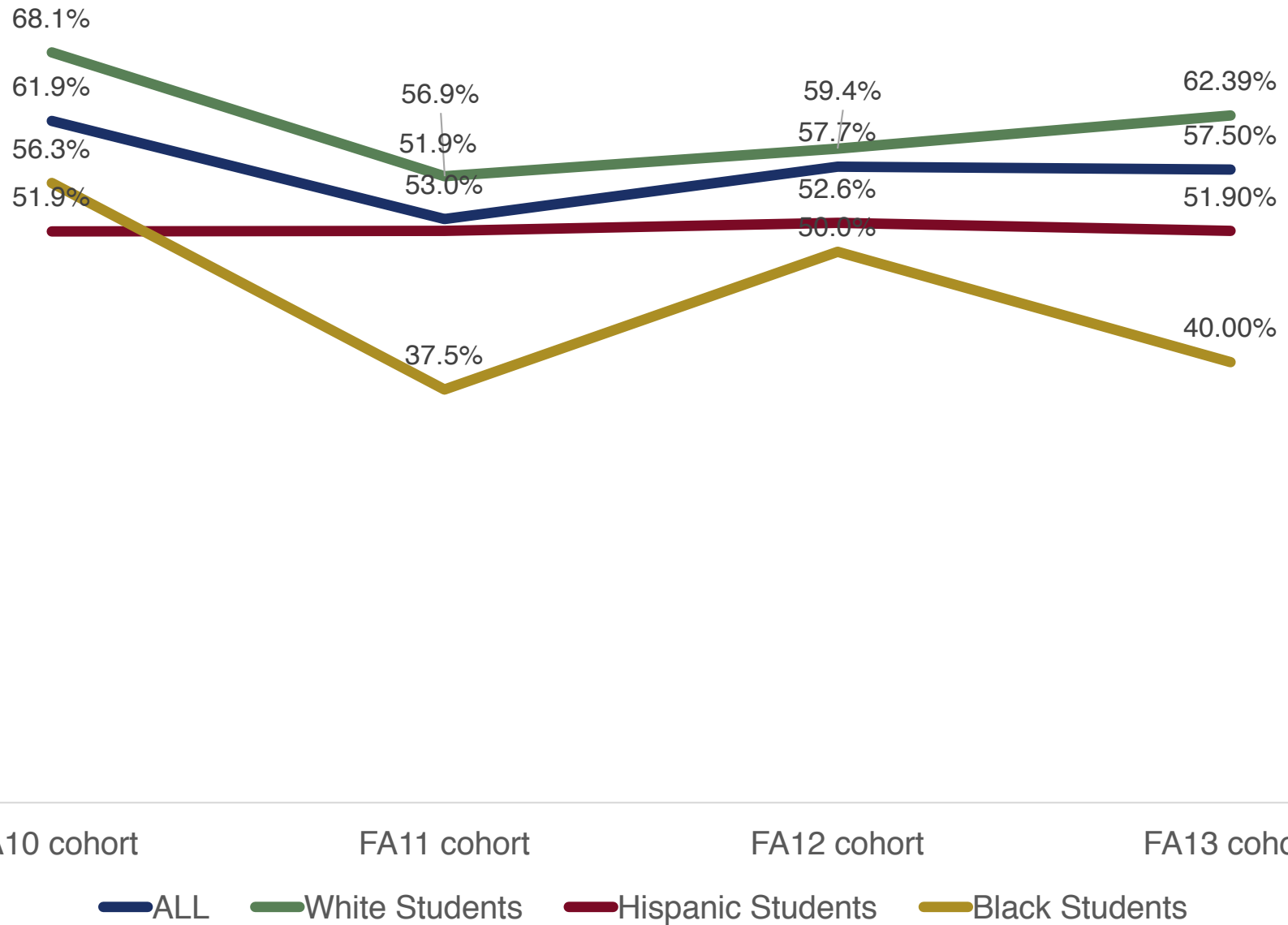
4-year Graduation Rates by Race/Ethnicity 2008 - 2013 cohorts



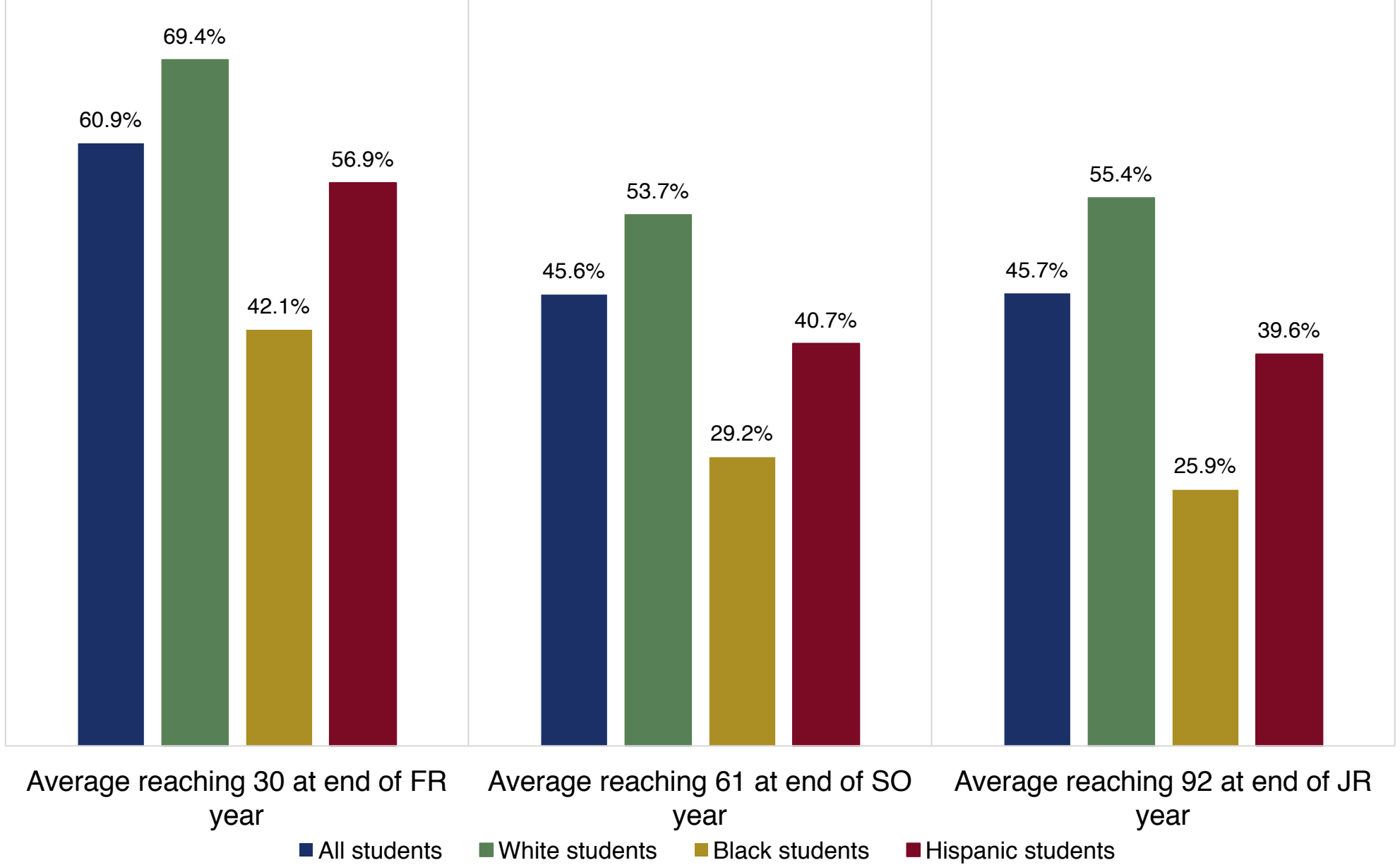
6-year Graduation Rates by Race/Ethnicity 2006 - 2010 cohorts



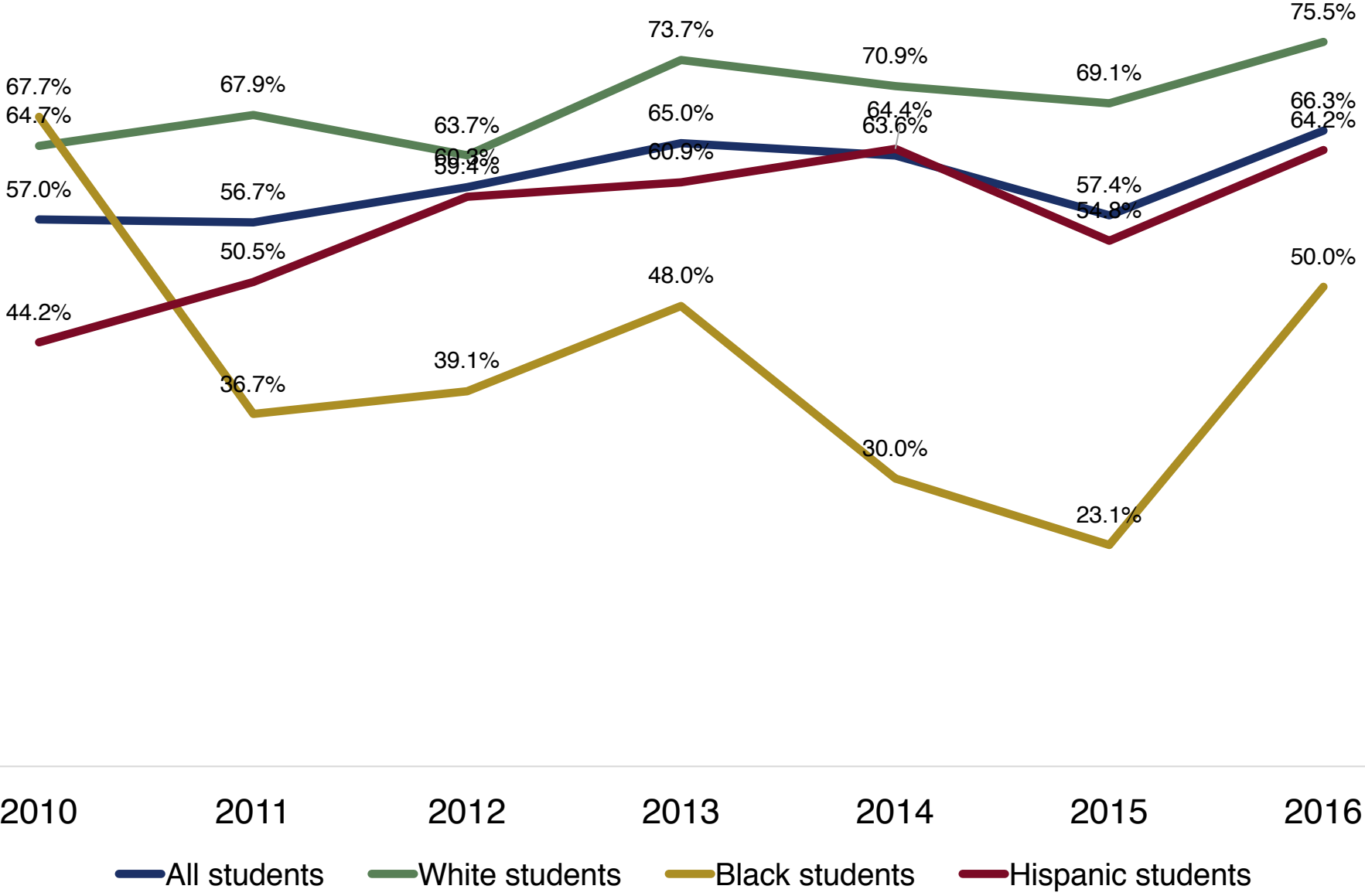
Controlling for ACT: 4-year graduation rates for students with ACT \geq 23



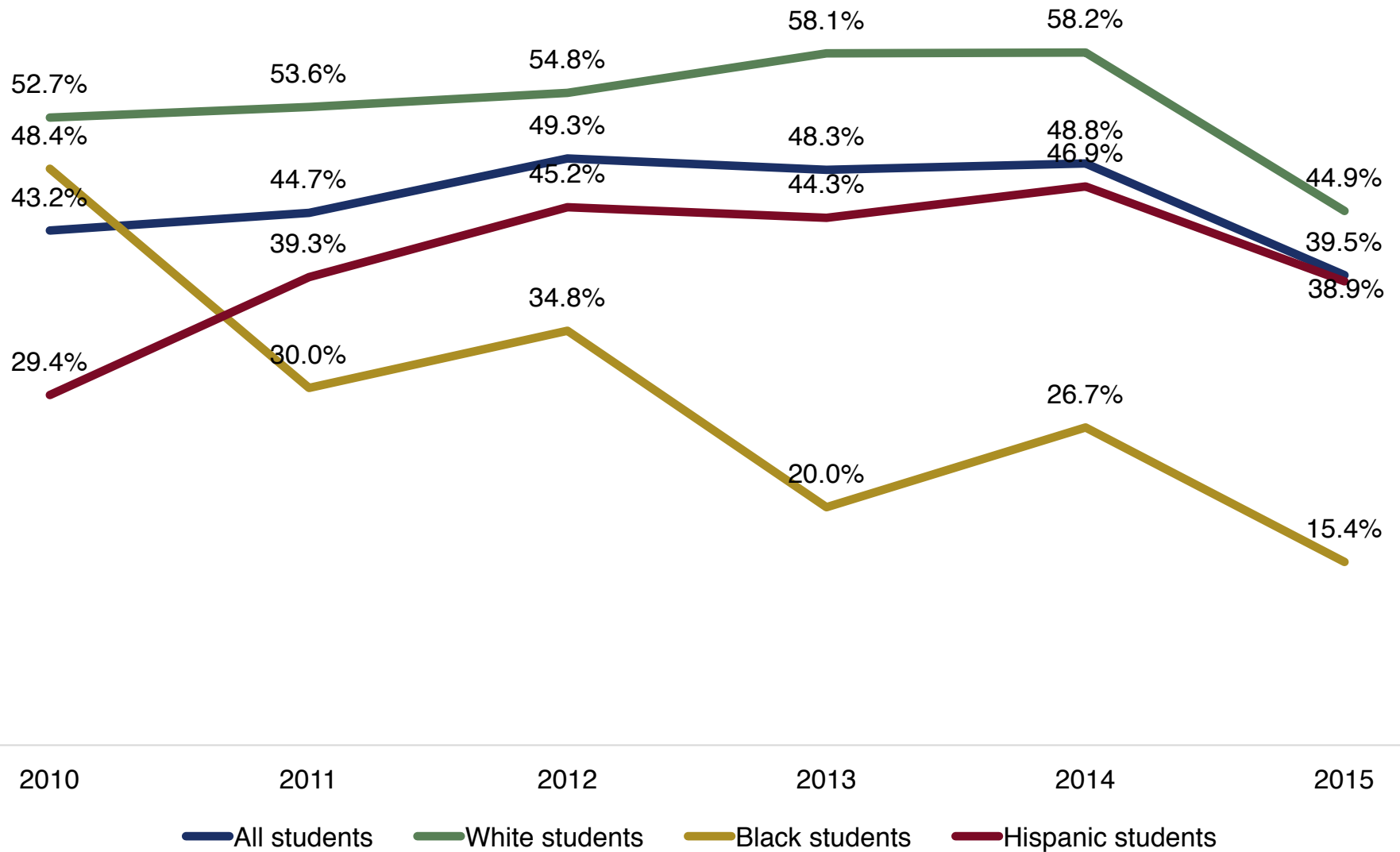
Average since 2010: Portion of students meeting credit hour accumulation grade-level targets



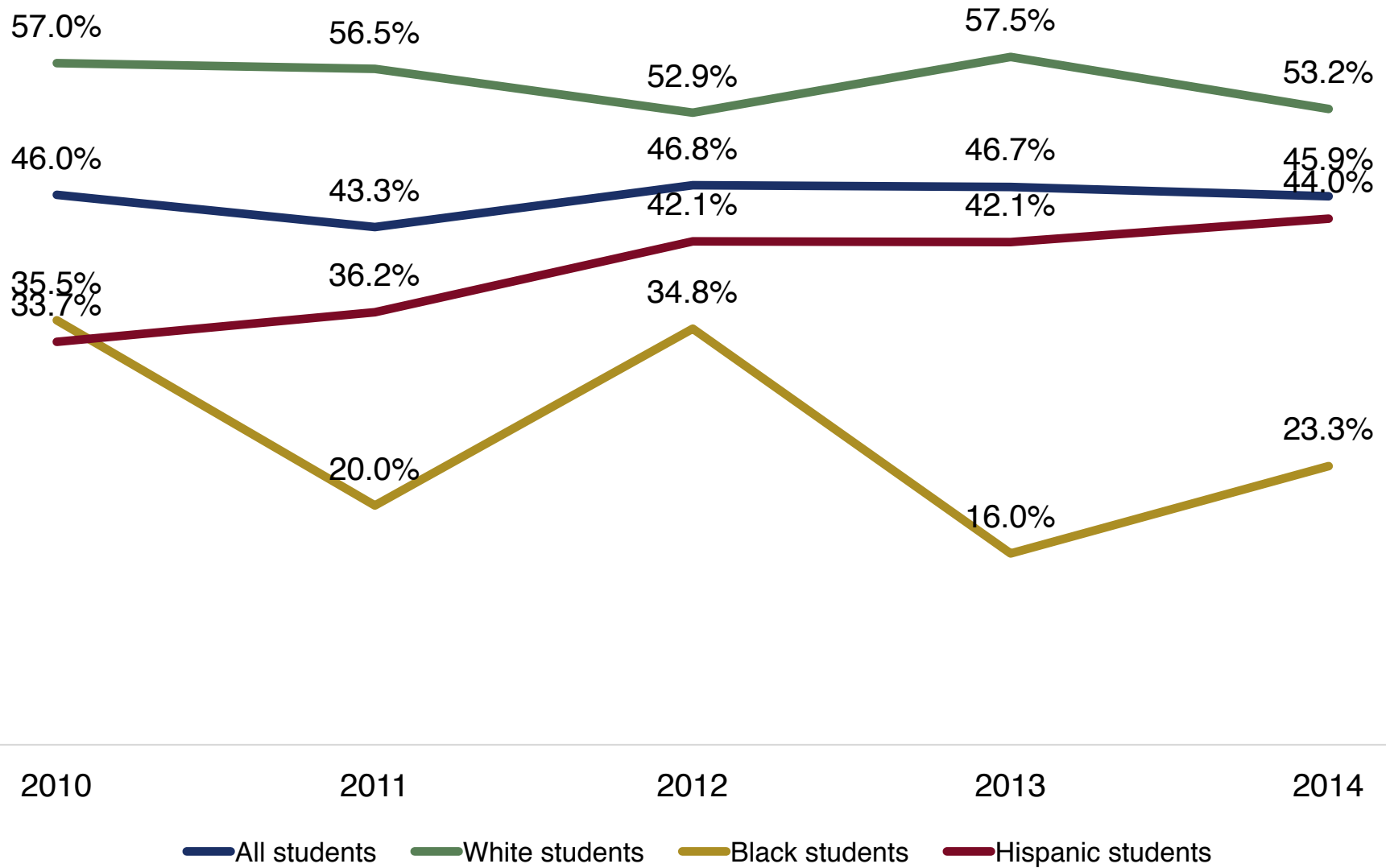
Portion of entering students ending FIRST YEAR with at least 30 CH:
2010 to 2016



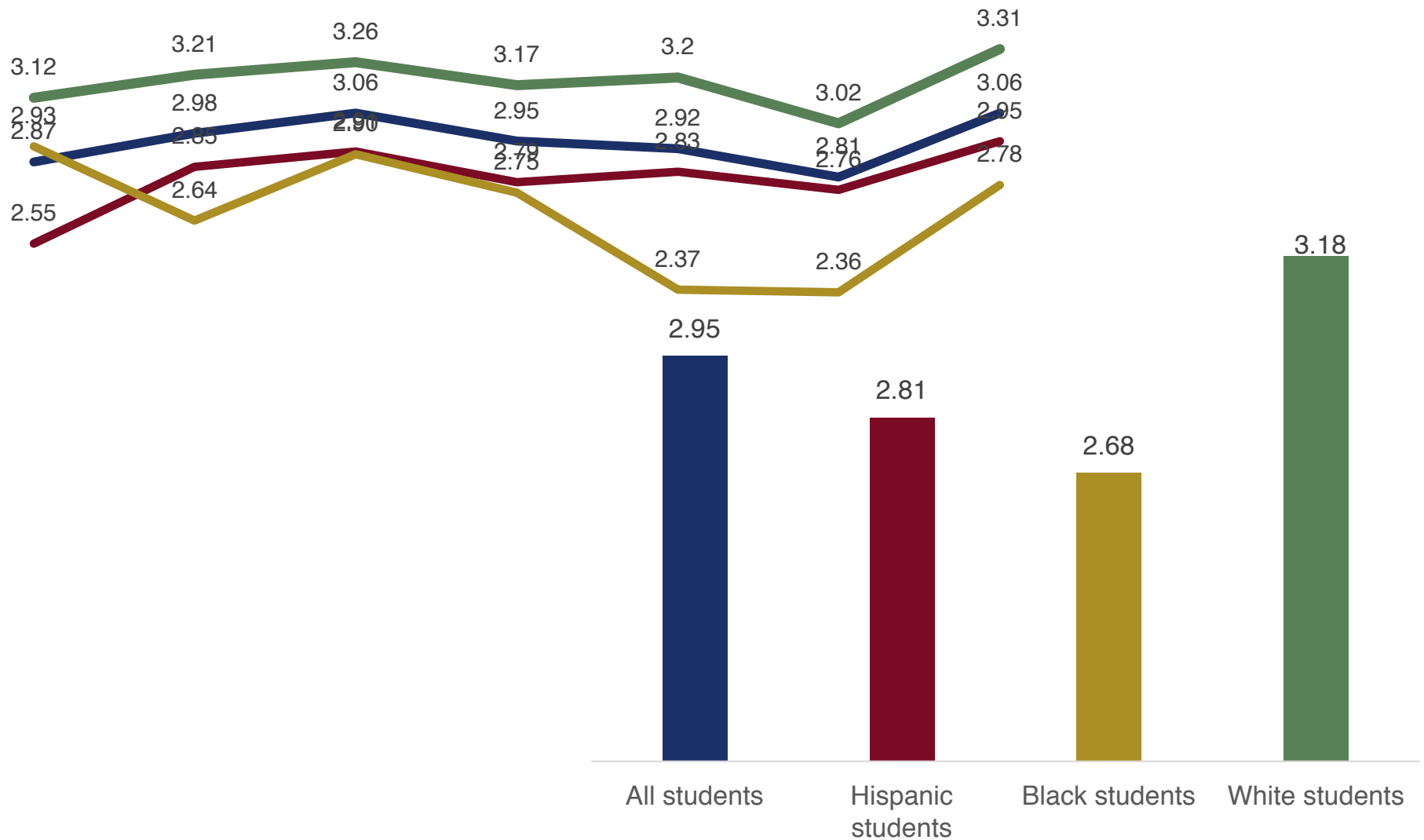
Portion of cohort ending the SECOND YEAR with at least 61 CH: 2010 to 2015



Portion of cohort ending the THIRD YEAR with at least 92 CH: 2010 to 2014



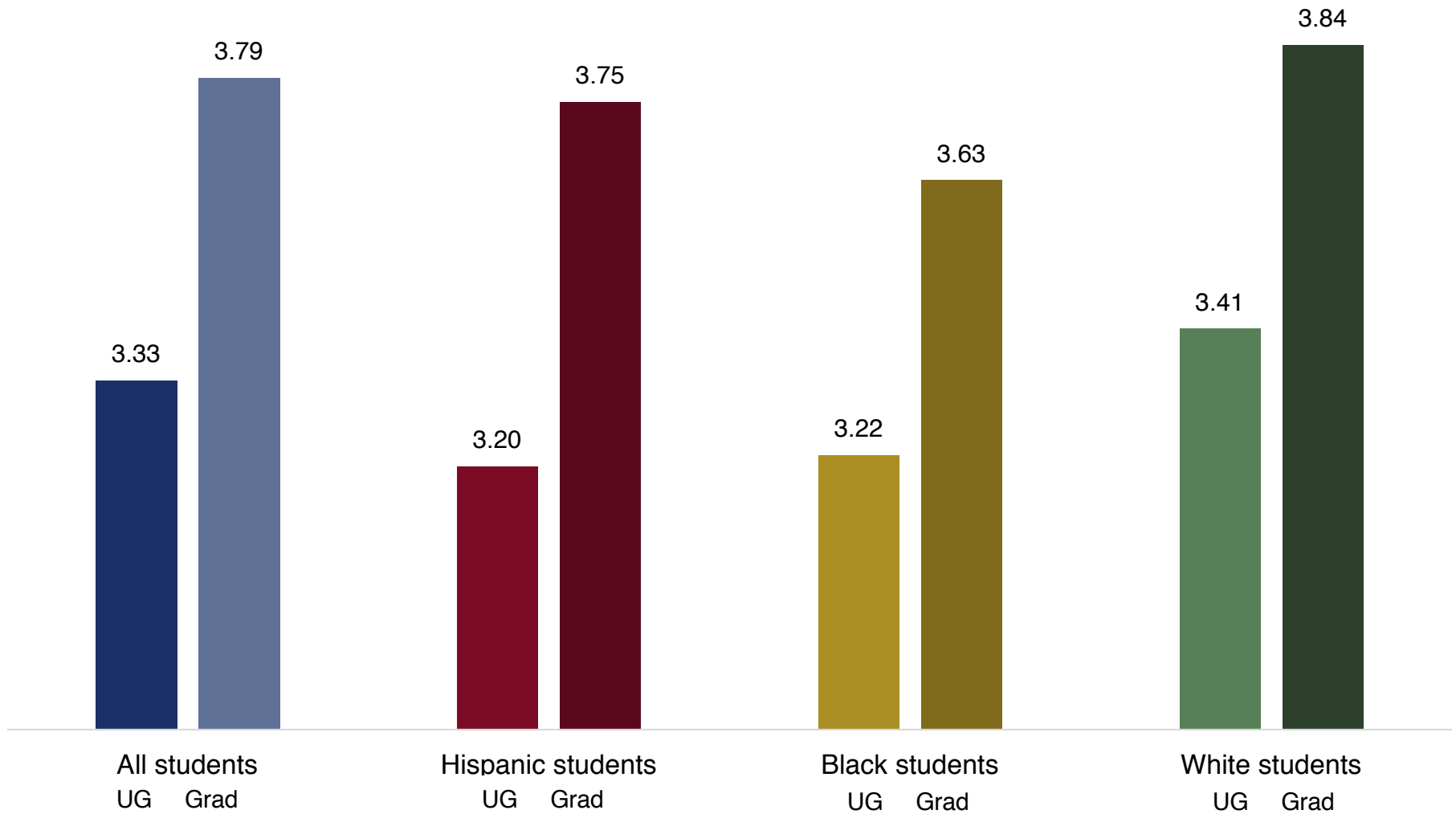
GPA at the end of the first year – year by year from 2010 - 2016



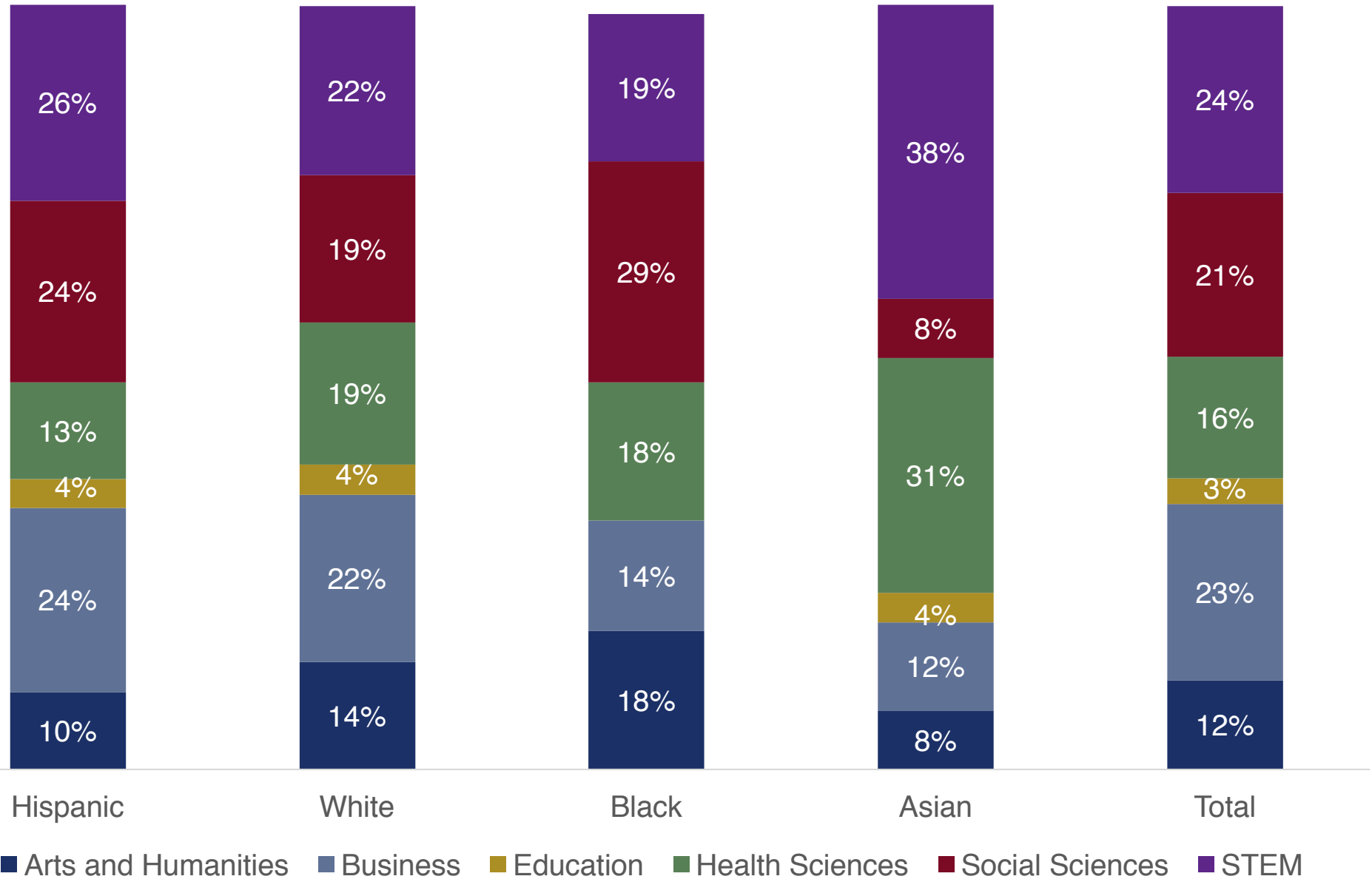
Average over 7 cohorts: GPA at the end of the first year

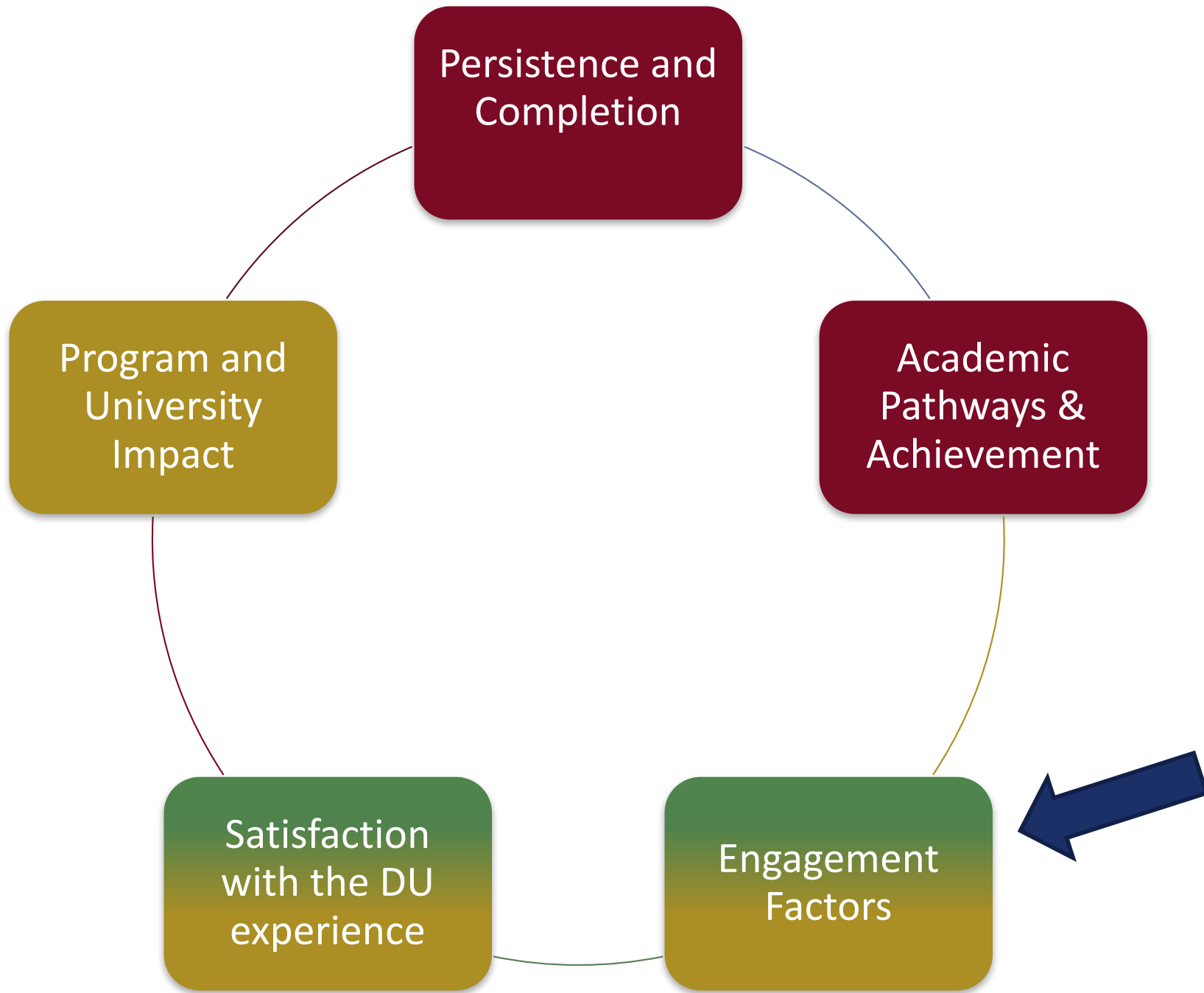


Average over 6 cohorts: Average GPA at graduation
Undergraduate and Graduate students

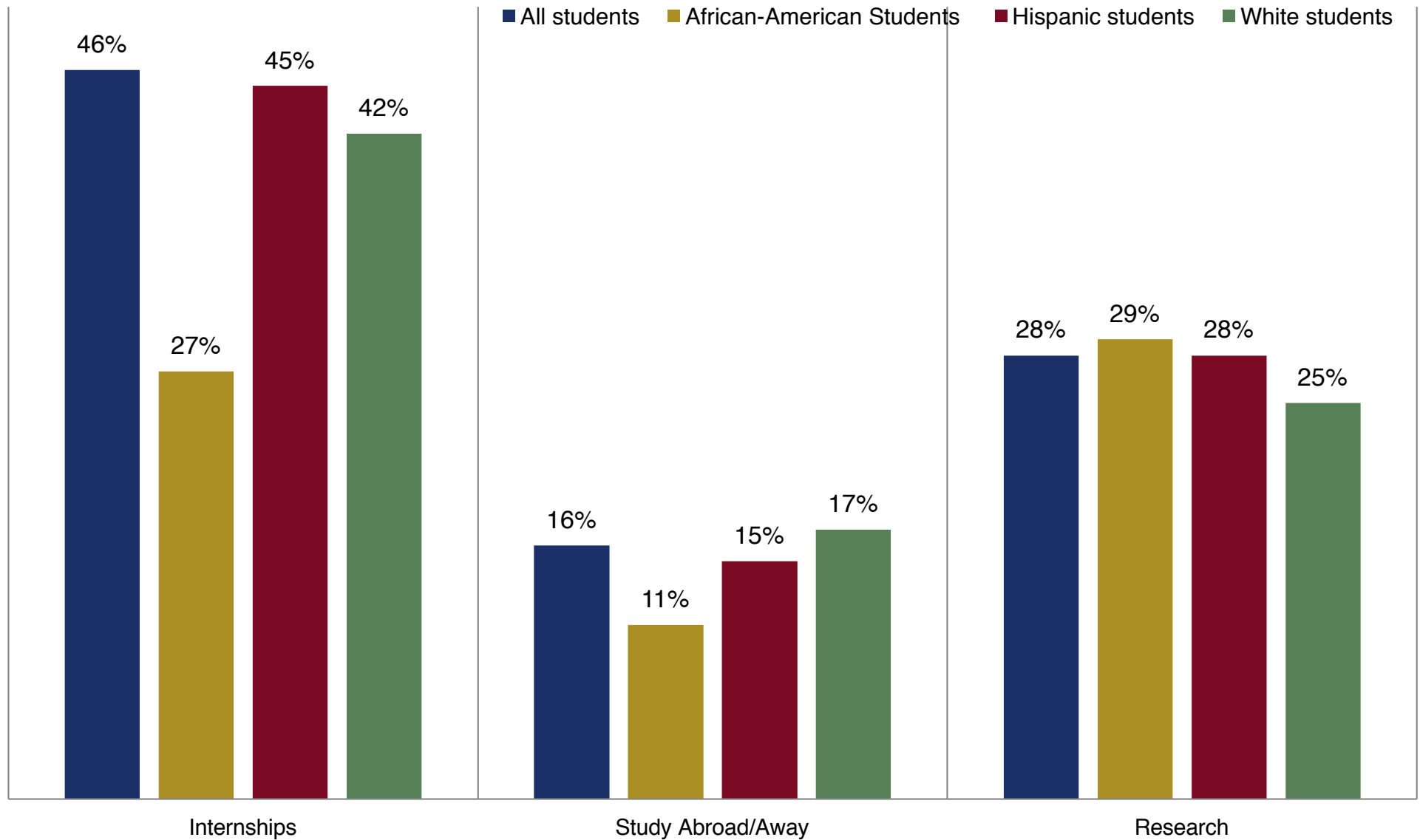


Preliminary Fall 2017 Traditional Undergraduate Enrollment by Primary Major and Race/Ethnicity

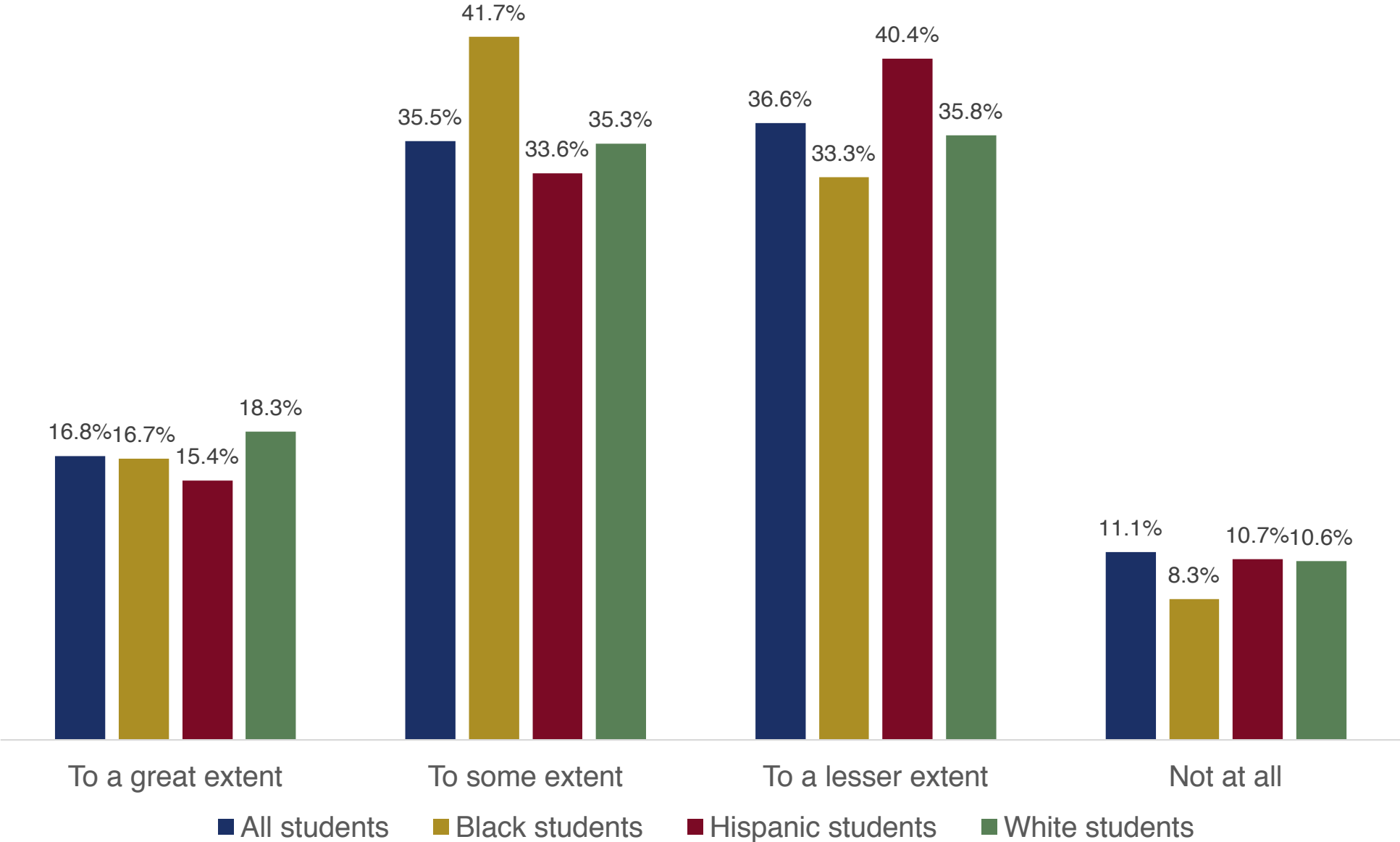




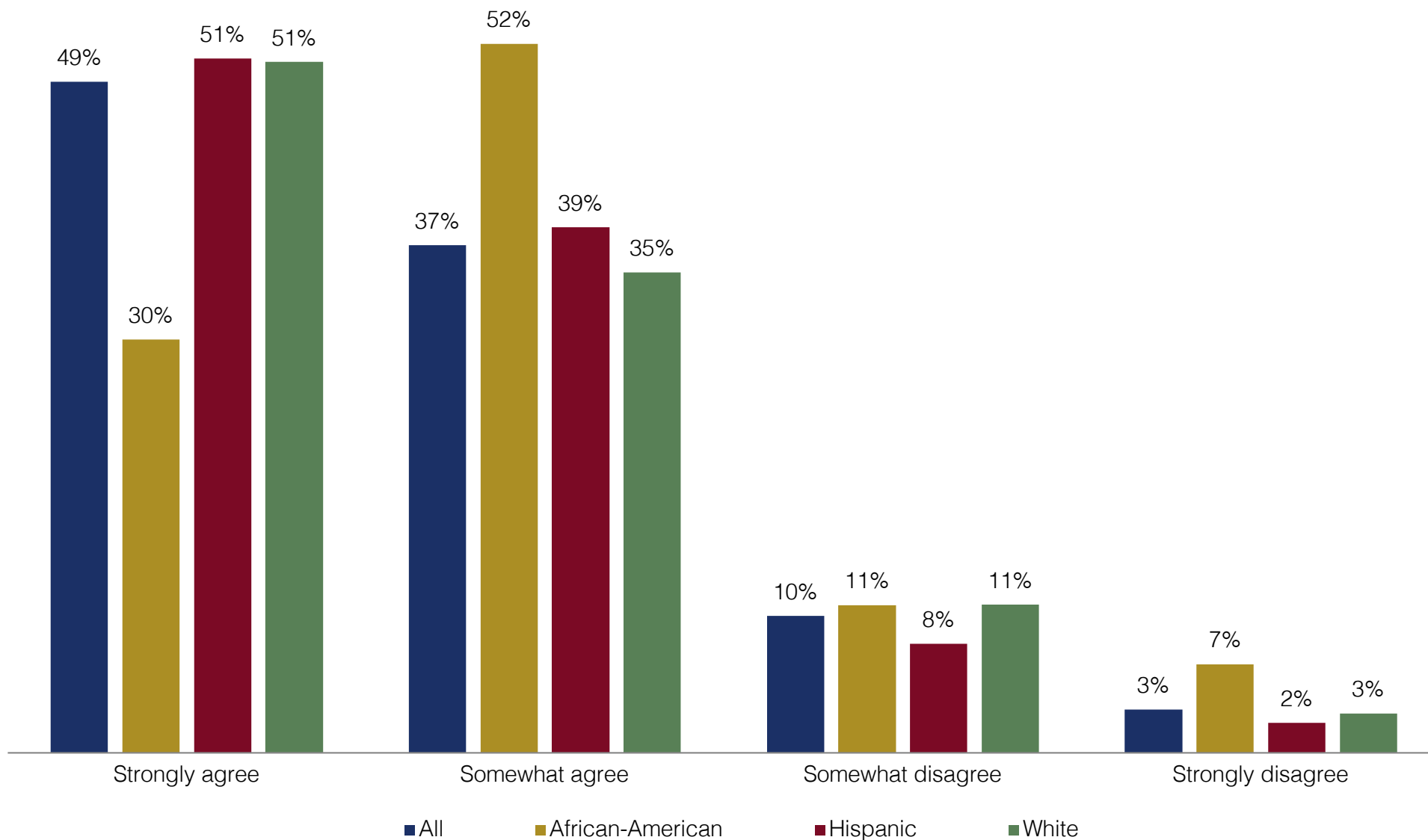
Reported participation in High Impact Experiences by race/ethnicity: Graduating Student Survey responses 2014 to 2017

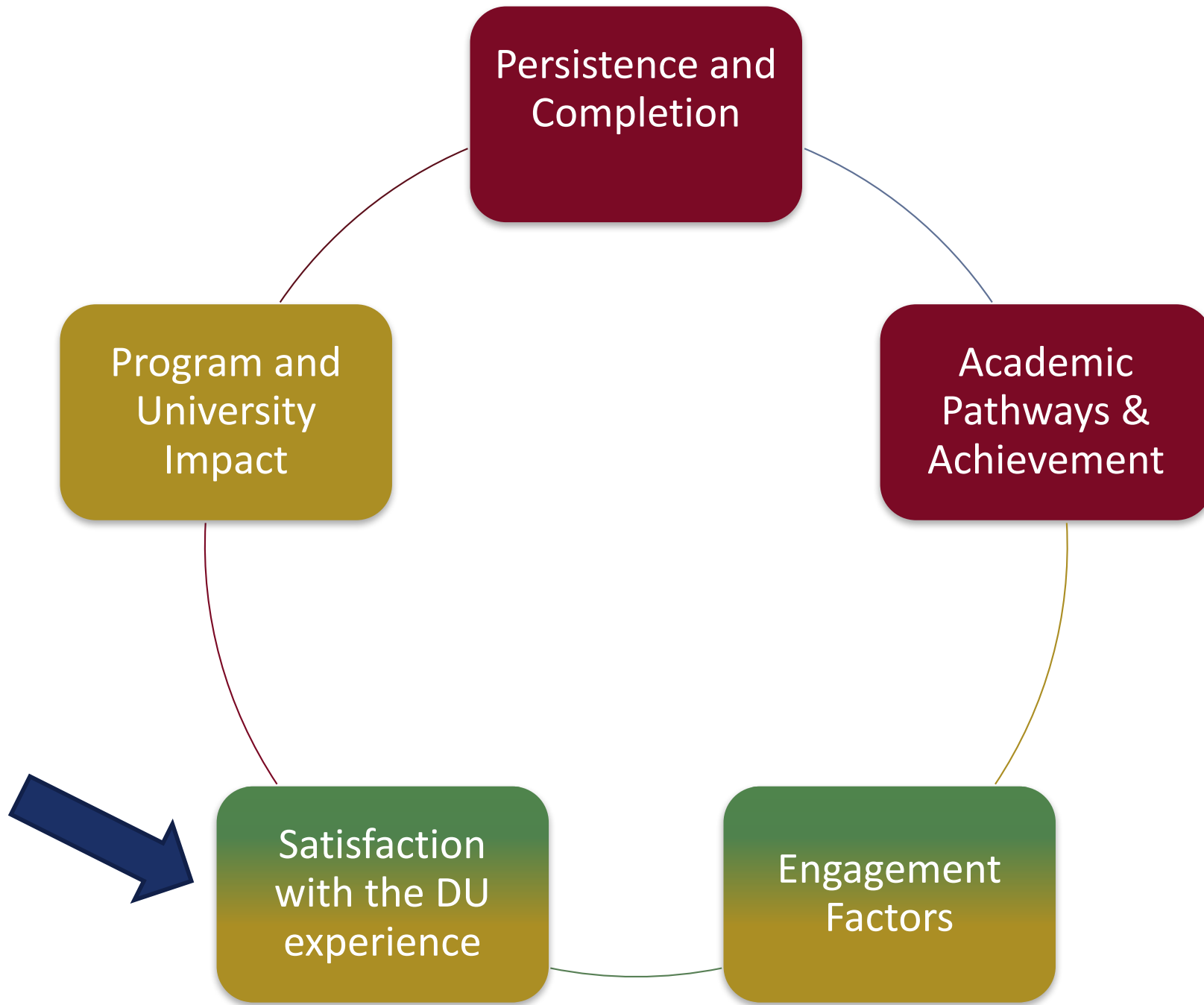


Consider self as active part of the DU Community?

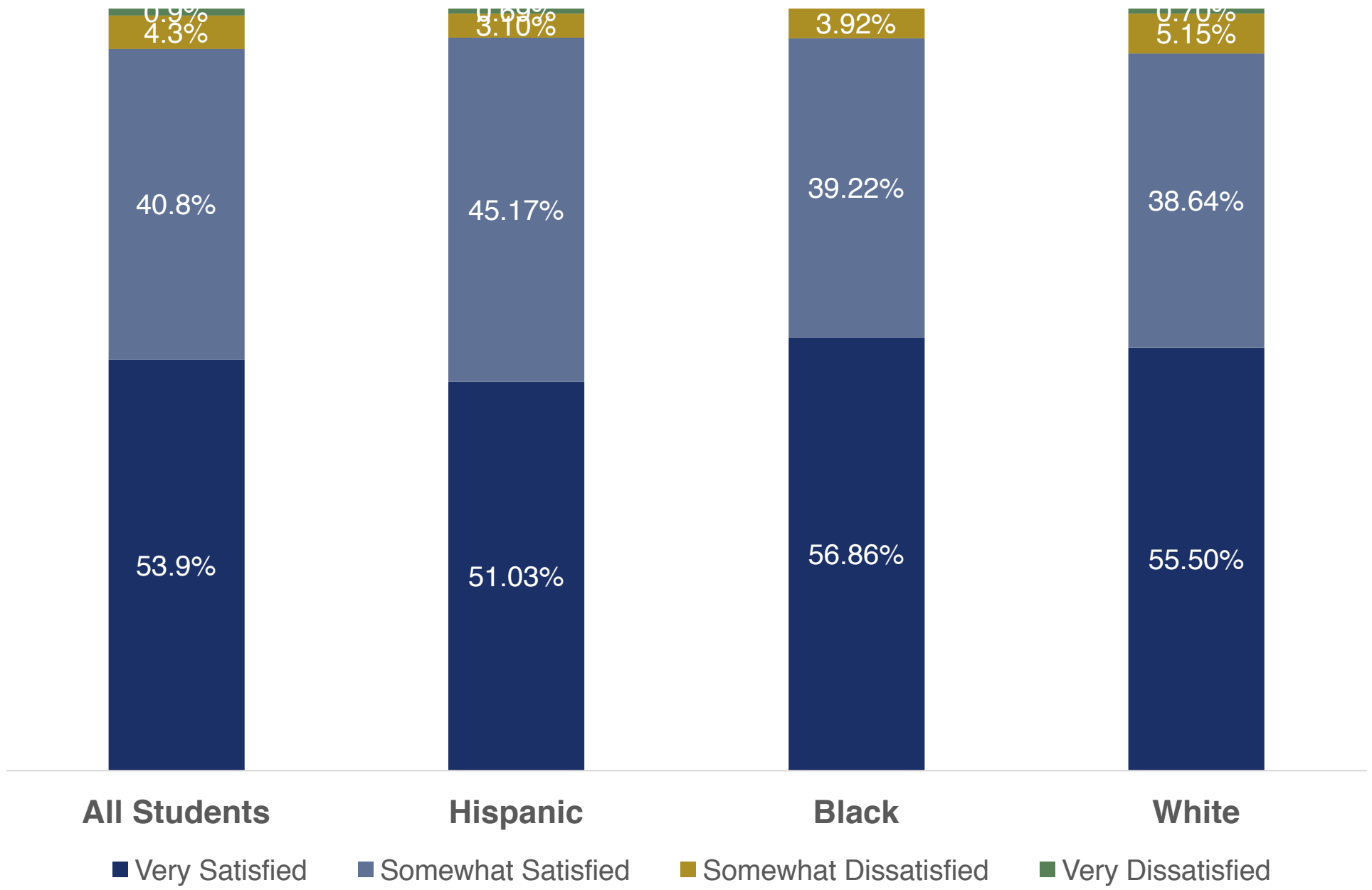


Students' sense of belong: Graduating Student Survey Respondents 2014 - 2017

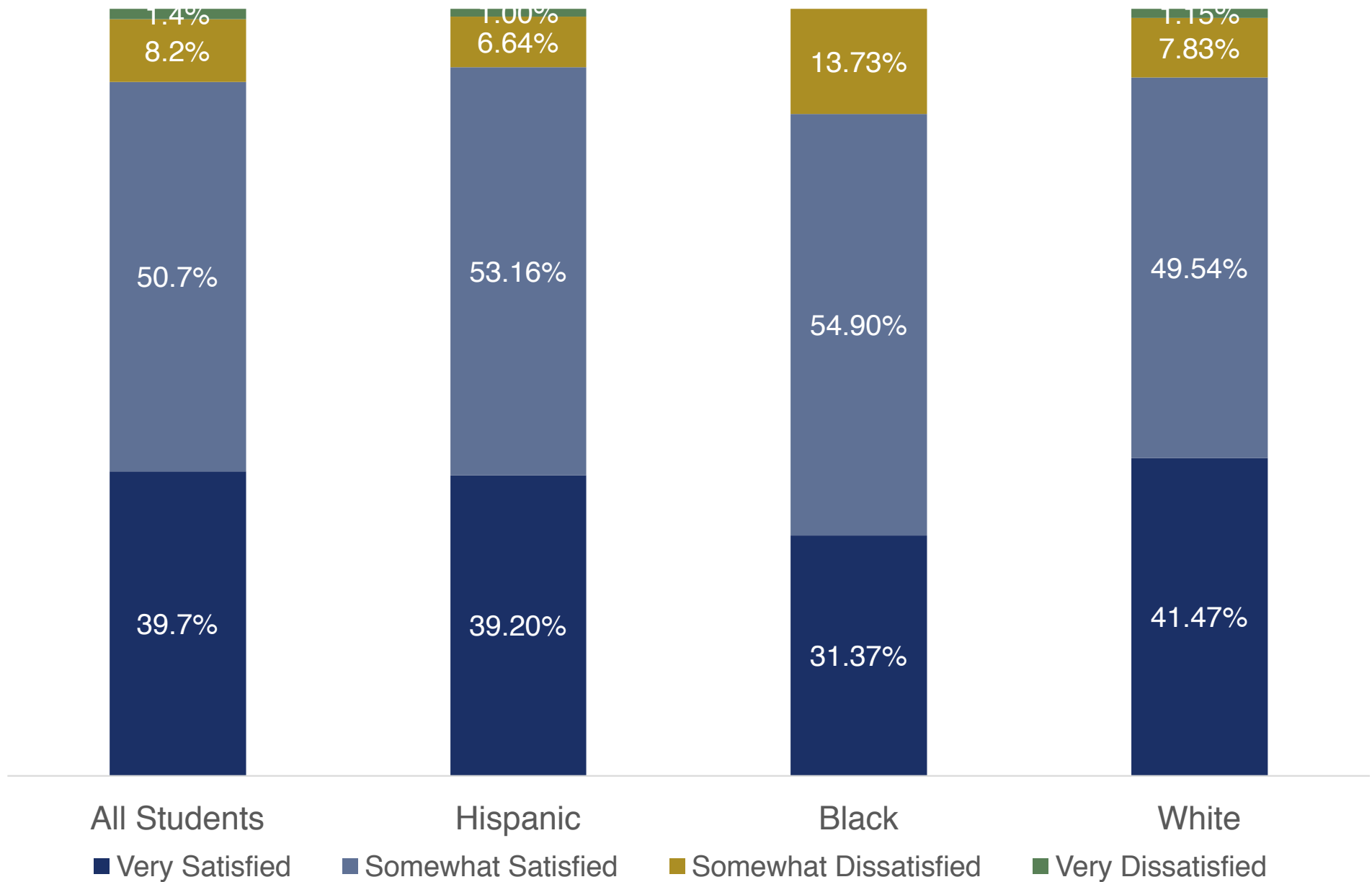


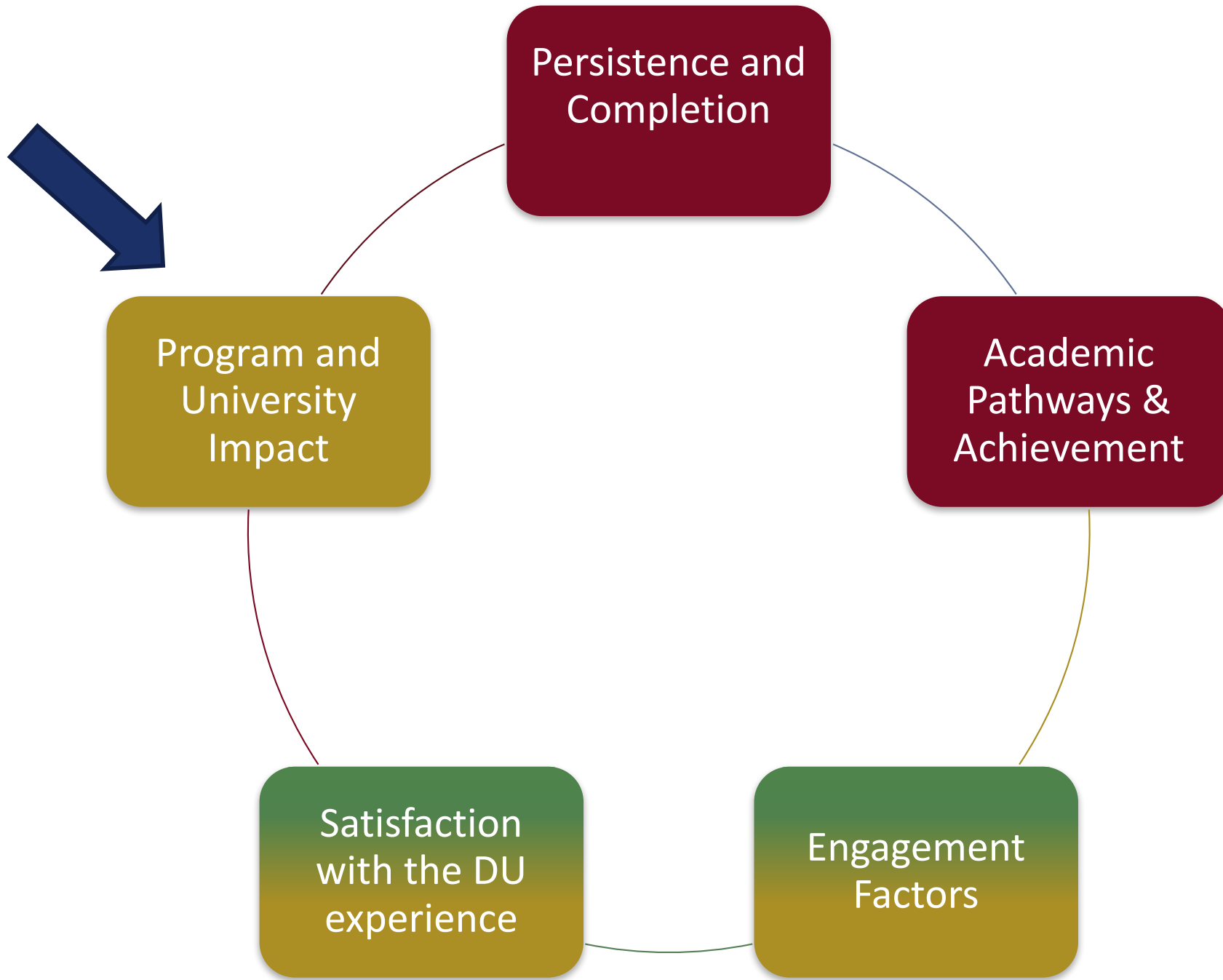


Student Satisfaction with the Academic Experience Overall 2014 - 2017

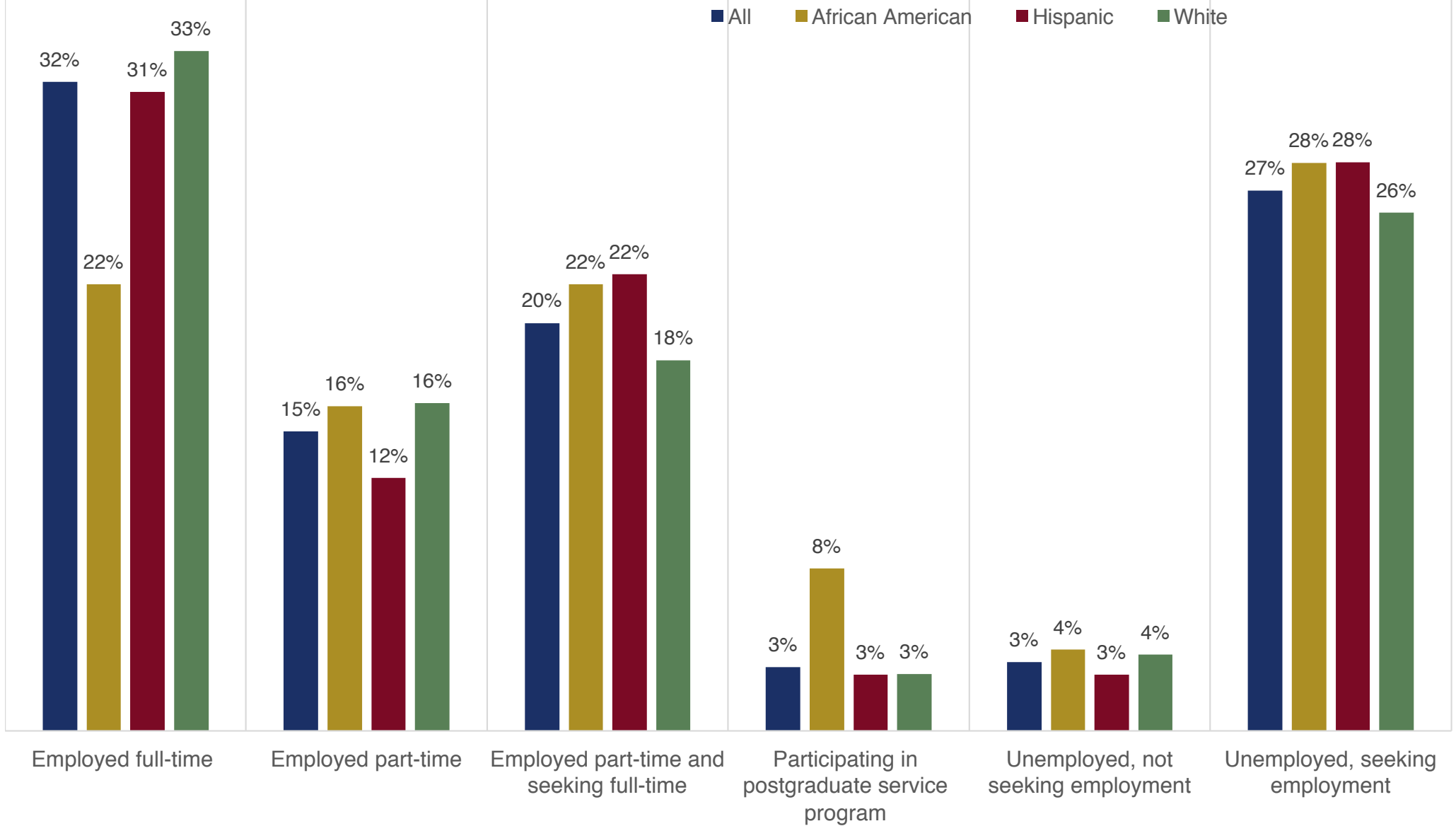


Student Satisfaction with the Overall Quality of University Services 2014 - 2017

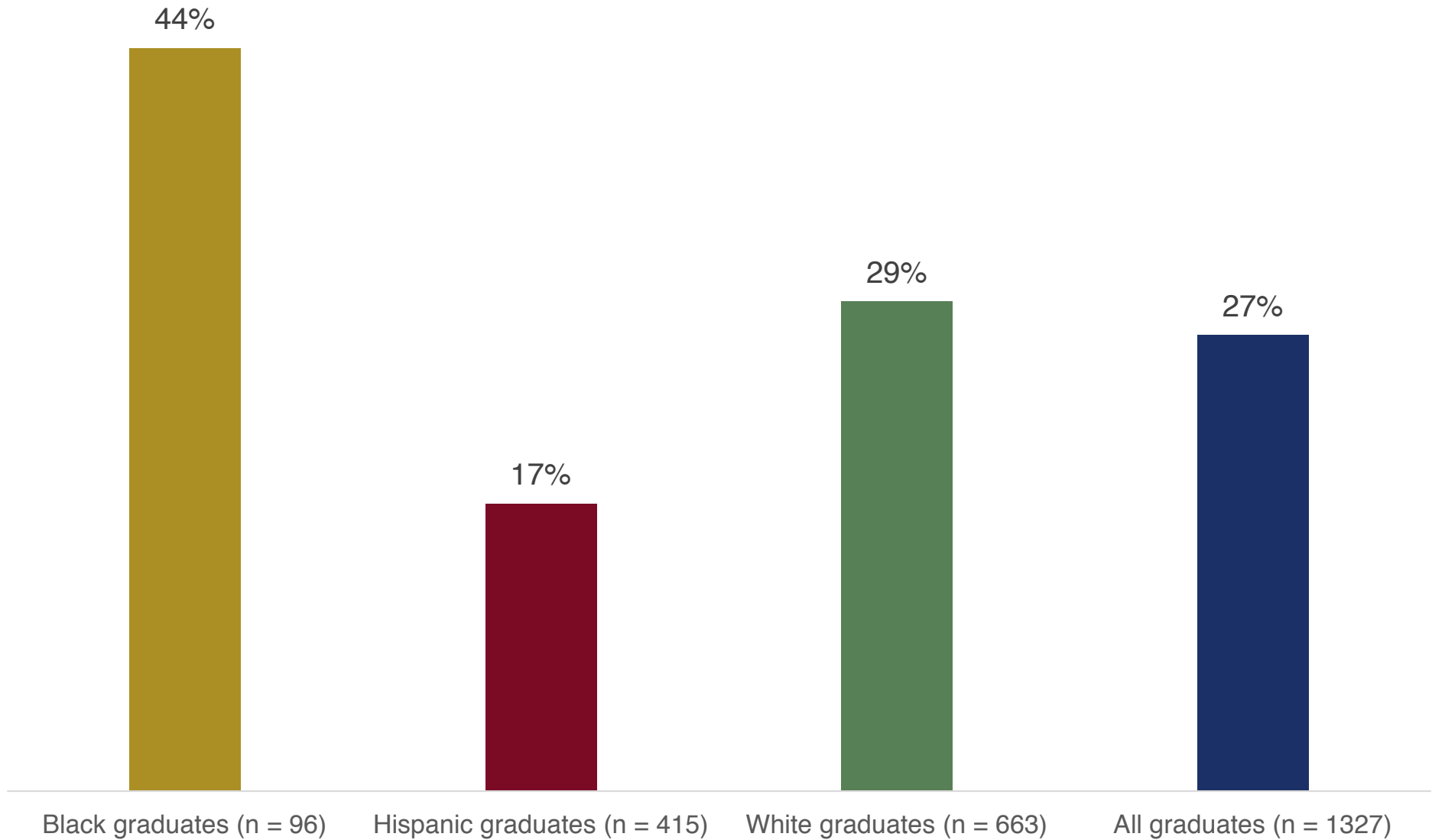




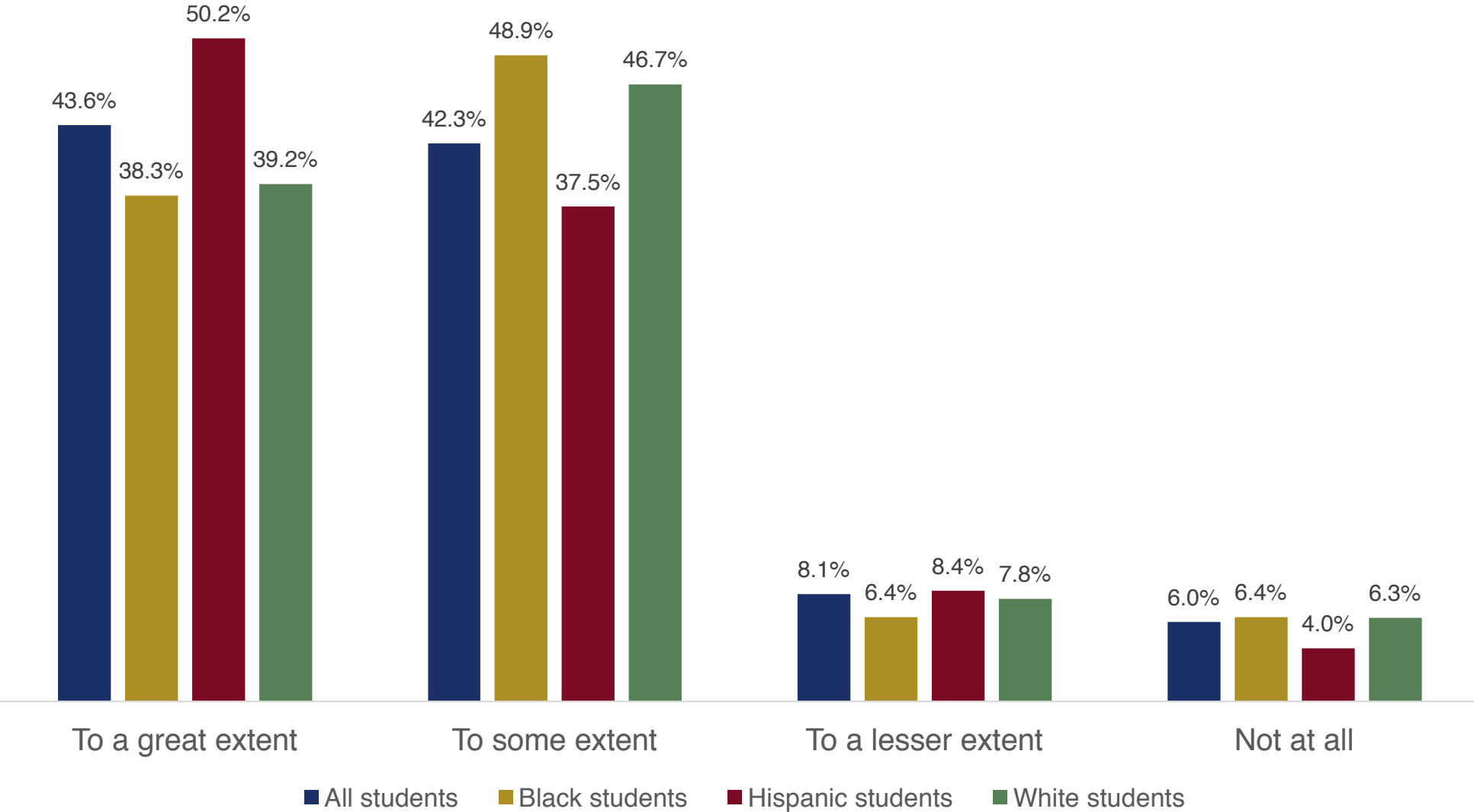
Post-graduation employment outcomes by race/ethnicity: Graduating Student Survey 2014 - 2017



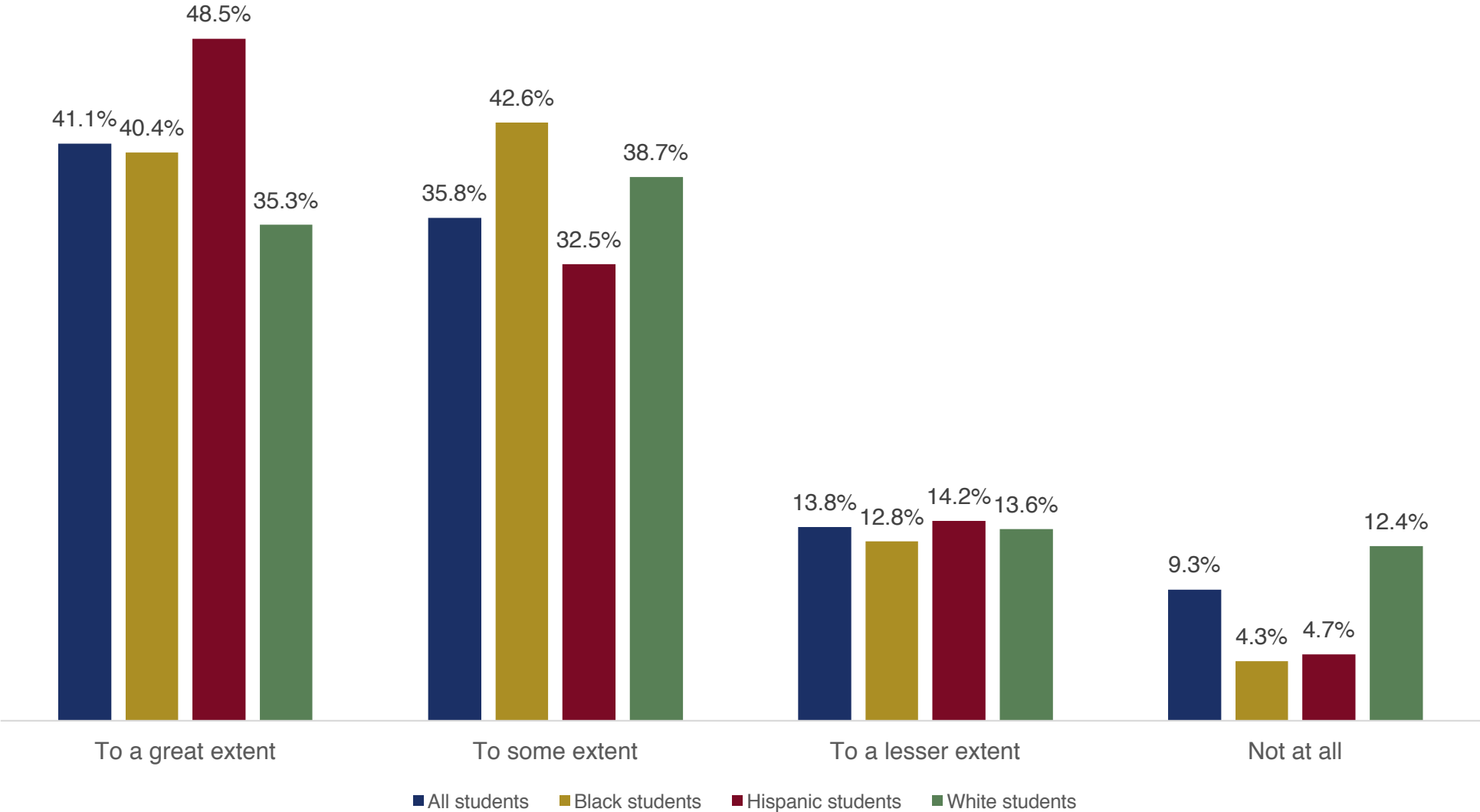
Portions of DU undergraduate graduates enrolling in subsequent graduate school: 2013-14, 2014-15 and 2015-16



Report a stronger commitment to civic engagement because of Dominican experience



Experienced spiritual growth and development because of Dominican experience



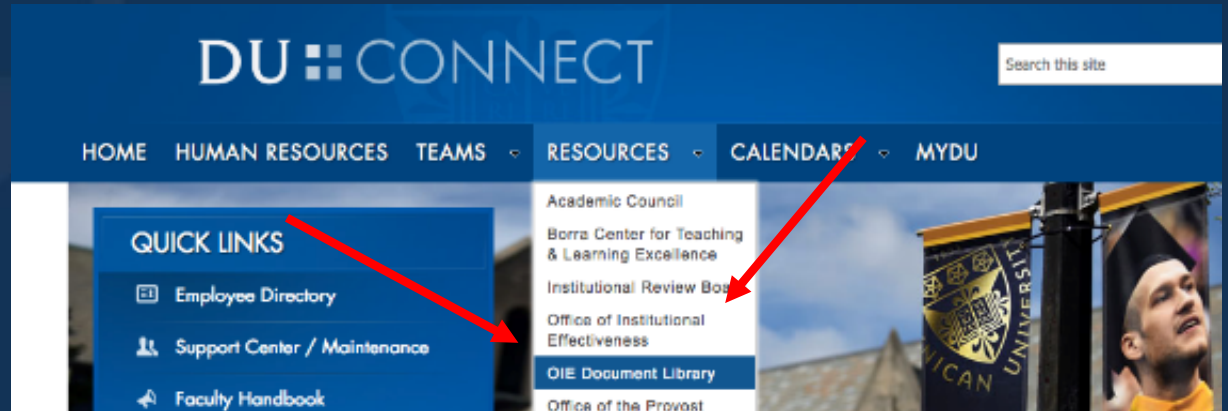
Next steps

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



Helping you access data

OIE website



OIE document library in DUConnect

