SESSION OUTCOMES

- Establish the metrics to identify equity gaps
- Provide support for student success through data analysis
- Find solutions using appropriate data analytics

CLOSING THE GAP

USING DATA ANALTYICS TO SUPPORT CLOSING THE EQUITY GAPS ON COLLEGE & UNIVERSITY CAMPUSES

Educational Equity is a measure of achievement, fairness, and opportunity in education.

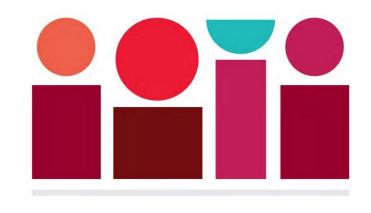
NATIONAL TRENDS IN EQUITY IN HIGHER EDUCATION

- Low-income students are more likely to experience "summer melt" than higher-income students.
- First-generation students are less likely to graduate on time.
- Black and Hispanic community college students are more likely to enroll part-time or stop out at least once.
- Students from underserved backgrounds are more likely to face basic needs insecurity.
- First-generation students earn less than their peers after graduation
- Black students graduate with more debt
- Diversity among faculty continues to lag compared to student diversity

Source: https://eab.com/insights/daily-briefing/student-success/facts-education-equity-gaps/

Monitoring equity on your specific college or university campus Illinois Equity in Attainment Kennedy-King College EQUITY PLAN: INSPIRING INNOVATION FOR EQUITY AND IMPACT

August 20, 2020





PARTNERSHIP FOR COLLEGE COMPLETION Accelerating action to close the graduation gap Our environmental scan of our college revealed that there were degree completion disparities between:

- African-American and White Students
- Latino Students and White Students
- Students receiving Pell grants and those not receiving Pell grants

EQUITY DASHBOARD



Student Finances

- Financial Aid Awards
- Unmet financial need
- Student loan debt
- Socioeconomic status

Academics

- Feeder High School average GPA
- First Term GPA at KKC by Feeder High School
- Cumulative GPA
- Degrees and Certificates Awarded

Access

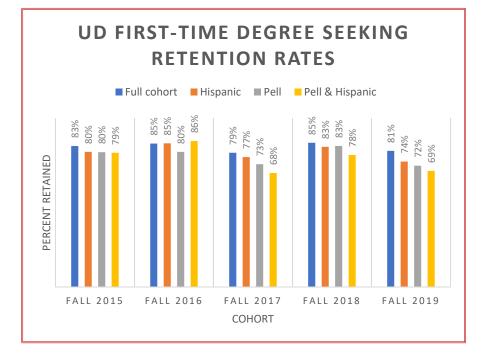
- Access to Transportation
- Access to financial aid
- Access to support services
- Access to childcare

Filters:

- High School
- Zip Code
- Gender
- Ethnicity
- Degrees & Certification
- Residency Status
- Distance Ed and Face-to-Face

Retention Rate Tracking

"A simple table sparks new inquiries"

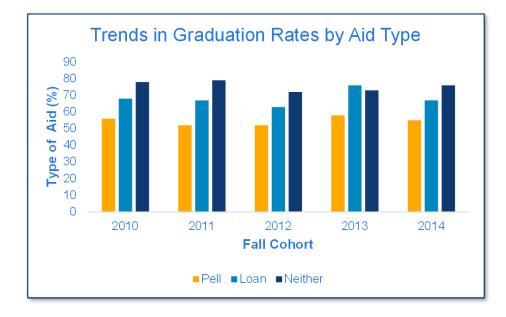


Expanded retention tracking as focus on HSI status increased

- Coordination of first generation data (definition, responsible office, defined targets)
- New senior leadership, new opportunities to communicate

UNIVERSITY OF DALLAS

Understanding Opportunity Gaps



UNIVERSITY OF DALLAS

2014 cohort 6 yr. graduation rates

- Overall: 69% (237 of 342)
- Transfer out: 23% (n=78)
- No longer enrolled: 8% (n=27)
 - 55% Pell (43 of 78)
 - 67% Loan (55 of 82)
 - 76% Neither (139 of 182)

Using Student Engagement & Satisfaction Surveys



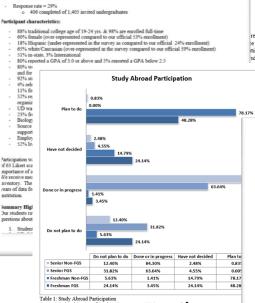
Inhancement Project Discern, Experience, Achieve.

0

NSSE

- First generation students
- High Impact practices
- Student athletes
- Student voice in analyses
- Emerging HSI narrative
- Student Satisfaction Inventory
 - Discussions allow some quick fixes 0
 - Multi-yr. comparisons prompt Ο active discussions with supervisors

UNIVERSITY OF DALLAS



STUDENT SATISFACTION INVENTORY (SSI)

Survey Highlights - 2019

In spring 2019, we administered the Student Satisfaction Inventory (SSI) which asks student

bout their suffaction with their academic, co-curricular, and student services experiences. The SSI erves as both an assessment of institutional effectiveness and an evaluation component for UD's Quality

Source: National Survey of Student Engagement, 2019 survey results

A variance in student responses to study abroad participation, across student levels and status but particularly among Freshman FGS respondents, fostered a curiosity about oth impact practices. Put simply, are freshmen-level FGS students not planning to or uncert future participation in high engagement activities? If so, how does a potential variance it responses compare to non-FGS freshmen level respondents? If there is a gap, could that

UNIVERSITY OF DALLAS

Student Athlete Summary

report presents a summary for student athletes at the University of Dallas. The e of Institutional Effectiveness is responsible for graduation rates and Financial Aid ting to the NCAA on an annual basis. When available, NCAA national data about is ed to provide a more complete picture of student success for athletes. The report is e sections, with each section representing a different aspect of student

& Graduation rates

ngagement

- · Continue to diversify the student body and bring in people from different cultural and ethnic
- ackgrounds
- Max an institution, be better equipped to be inclusive to all type of minorities be they ethnic, racial, gender, religion, sexual orientation, or just kind-hearted people..

Assessment of First Generation (FGS) Engagement

First generation students (29 first-year, 22 seniors) said UD emphasized the following "quite a bit or very much" as part of a supportive environment: Overall, UD appears to do a good job providing a supportive environment for first generation students. There are a couple of areas where improvement could be made but some of the more significant changes that are now in place through the Student Success team may not be reflected in this data vet

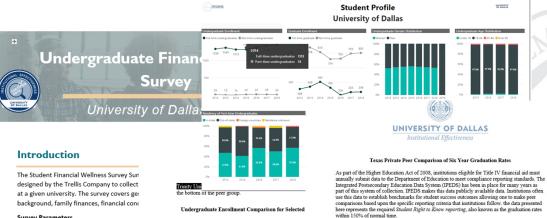
First-Vea

- For an environment of the second secon 68%
- Providing opportunities to be involved socially \$3% contact among students from different backgrounds (social, racial/ethnic
- Forman, expension, expension of the second strength of the second st
- Using learning support services (tutoring services, writing center, etc.) 73%
- Using tearange support services (totering services, virtuing center, etc.) 73% Providing upport to help students succeed academically 85% Attending campus activities and events (performing arts, athletic events, etc.) 50% Providing upport for your overall well-bring (recreation, health care, counseling, etc.) 50% Providing opportunities to be involved socially 57%
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 27%

Benchmarking (Peer and Internal)

- Grant support for Sciences and first generation programs
- Endowment scholarships
- President's Diversity **Task Force**
- Restructuring Task Force
- Student Success committee

UNIVERSITY OF DALLAS



Survey Parameters

The Trellis Company works with many univ of their students. All information (data per university profile constructed from inform colleges. This is done in order to understar typical private university. These institution

D'Youville College (NY) Martin Luther College (MN) Morris College (SC) Seattle Pacific University (WA) St. Mary's University (TX) Stillman College (AL) Tuskegee University (AL) University of Dallas (TX) University of New Haven (CT)

Of the 1.449 undergraduate students the s makeup of the responder population is cor overcome bias and ensure the data is repr

Undergraduate Enrollment Comparison for Selected

To gain a better sense of the makeup of the undergraduate populat for two enrolment periods broken down by race and ethnicity. Fall selected because those semesters are the ones associated with incor cohorts of which retention and graduation rates are based upon. Th comparison serve to demonstrate the fall 2012 undergraduate enrol fall 2012 cohort used in the graduation rates analysis in this summ: enrollment data presented as the most recent year of publicly avail: Integrated Postsecondary Education Data System (IPEDS). IPEDS enrollment data yet. A word of caution bata system (IFEDS), IFEDS does not tell us anything about the enrollment trends of the other sy-make assumptions about the semesters between those presented he

The graph below shows both fall semesters of undergraduate enroll schools experienced a decrease in their enrollment between these t Schools experienced a decrease in their enrolment obviewing these of University (-10.6%), Dallas Baptist University (-14.2%), and Texa (18.8%). Two schools, University of Mary Hardin-Baylor (16.1%) (25.7%) saw a noticeable increase between the two terms.

Total 2018 Total 2012



Table 1. highlights the three highest an evera smong selected Texas private per graduated more students overall (76%) (56%) close behind. Texas Wesleyan U 37%) had the lowest graduation rates graduation rate computed for the select Table 1. Six Year G raduation Ra Private Peers- Fall.	rs. For the fall 2012 entering col with Austin College (70%) and in inversity (38%) and Our Lady o of the selected schools. Across th huated little over 10% above the : ed Texas private schools in this : tte Comparison by Texas	nort, Trinity University the University of Dallas of the Lake University the institutions in this average six-year
	Total Cohort	for TX peers
Trinity University	76%	
Austin Colle ge	70%	
University of Dallas	66%	
Saint Edward's University	63%	55%
University of St Thomas	57%	5590
St. Mary's University	56%	
Dallas Baptist University	53%	
Texas Lutheran University	53%	
University of Mary Hardin-Baylor	45%	
Texas Wesleyan University	38%	
Our Lady of the Lake University	37%	

This executive summary focuses on the six-year graduation rates for a subset of Texas private per institutions who are similar in size and Carnegie classification to the University of Dallas and are often metioned in inquiries when discussing perser. These tables provide the latest publicly released graduation rates by race and ethnicity based upon the fall 2012 first-time in

publicly receive graduation rates of race and connectivity obsect upon the rate 2012 instrument college cohort who graduated within six years after entry. In all tables, a blank value represe category where a school did not have any students in the entering cohort and a zero (0%) represents a category none of the students in the entering cohort graduated within six years.



Predictive Student Completion Model (in progress)

Does early low GPA impact the likelihood of graduating compared to those with a high GPA?

- Anecdotal evidence
- Early low GPA raised concerns
- Adjusting advising policy
- Select appropriate methodology
- Variables of interest
 - Independent variables: Pell, Parent Adjusted Gross Income, Expected Family Contribution, repeat and cancel of core courses, medical waivers, 1st yr. cum GPA, 1st yr. cum earned credits, gender, race and ethnicity, number of enrolled terms
 - **Dependent variable**: Graduation within four years

UNIVERSITY OF DALLAS



QUESTIONS

 Morris Thompson
Director of Research & Planning <u>mthompson180@ccc.edu</u>

 Vicky Dueer
Assistant Provost, Institutional Effectiveness
vmorrisdueer@udallas.edu



UNIVERSITY OF DALLAS