




## 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 ANALYTICS 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


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Illinois Equity in Attainment

**Kennedy-King College**  
**EQUITY PLAN: INSPIRING INNOVATION  
FOR EQUITY AND IMPACT**

*August 20, 2020*

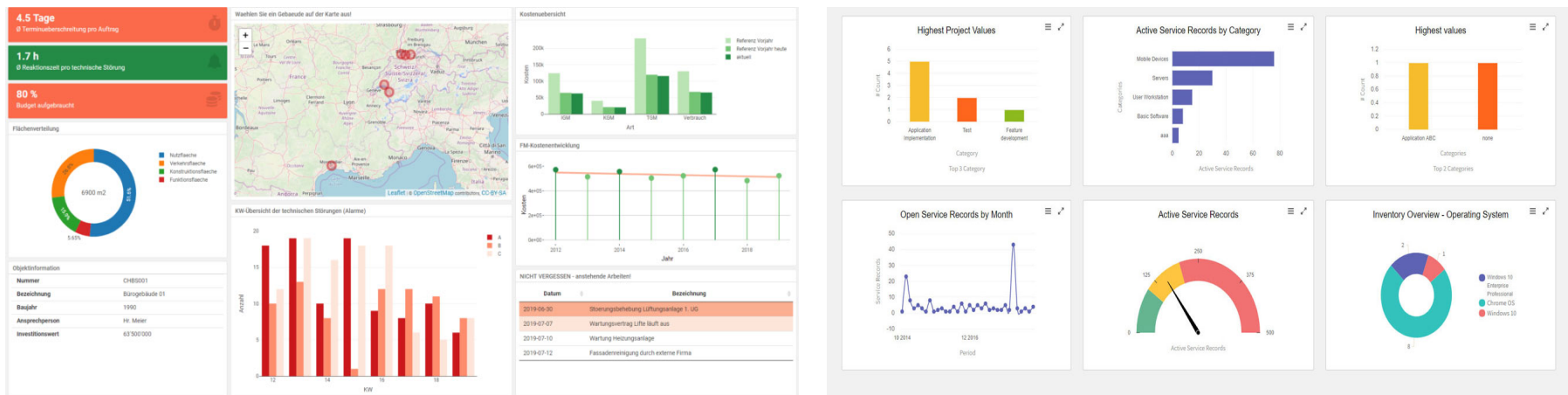




Our environmental scan of our college revealed that there were degree completion disparities between:

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

# EQUITY DASHBOARD



Highest Project Values

Active Service Records by Category

Highest values

Open Service Records by Month

Active Service Records

Inventory Overview - Operating System



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## 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

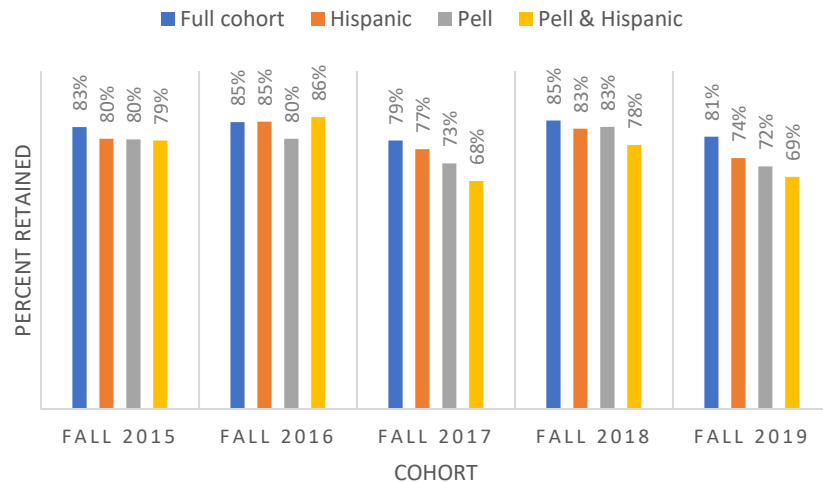
## Filters:

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

# Retention Rate Tracking

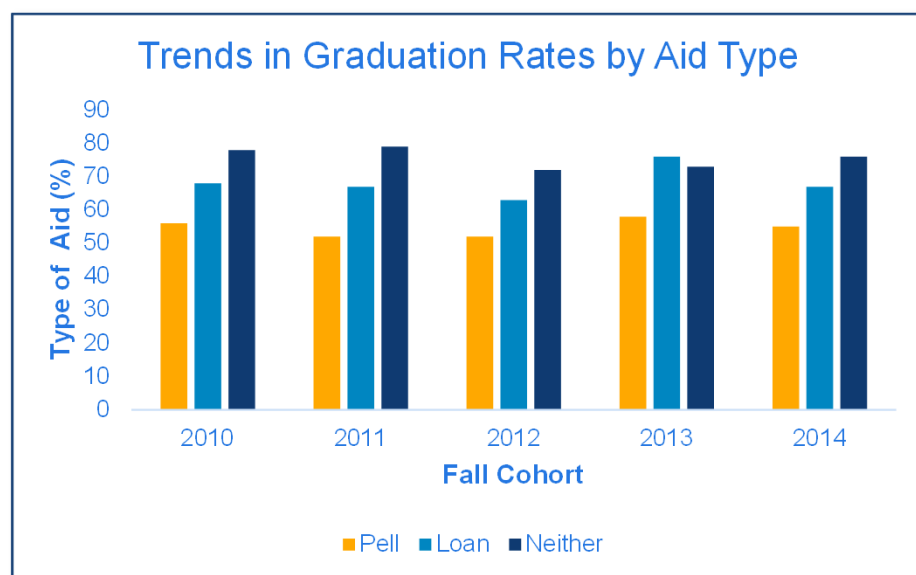
“A simple table sparks new inquiries”

## UD FIRST-TIME DEGREE SEEKING RETENTION RATES



- 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

# Understanding Opportunity Gaps



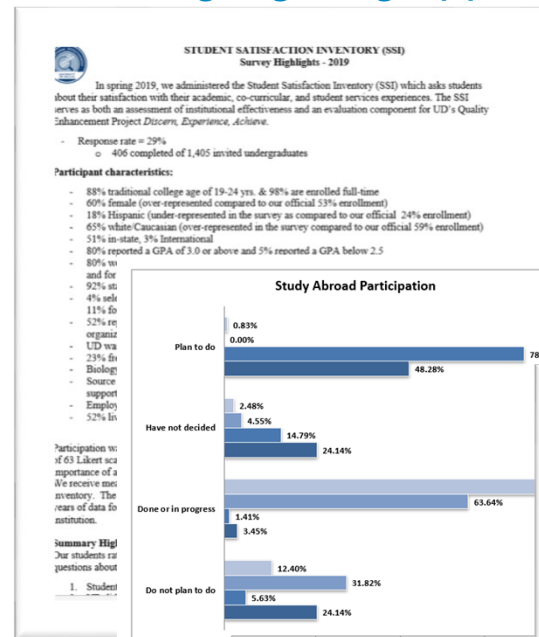
2014 cohort 6 yr. graduation rates

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

# Using Student Engagement & Satisfaction Surveys

Numerous executive summaries highlighting opportunity gaps

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



**UNIVERSITY OF DALLAS**  
Institutional Effectiveness

**Student Athlete Summary**

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

**Graduation rates**

**Student engagement**

- more openness to diverse topics/needs
- Continue to diversify the student body and bring in people from different cultural and ethnic backgrounds
- As an institution, be better equipped to be inclusive to all types 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 yet.

**First-Year**

- Using learning support services (tutoring services, writing center, etc.) 100%
- Providing support to help students succeed academically 90%
- Attending campus activities and events (performing arts, athletic events, etc.) 60%
- Providing support for your overall well-being (recreation, health care, counseling, etc.) 60%
- Providing opportunities to be involved socially 83%
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 48%
- Helping you manage your non-academic responsibilities (work, family, etc.) 45%
- Attending events that address important social, economic, or political issues 62%

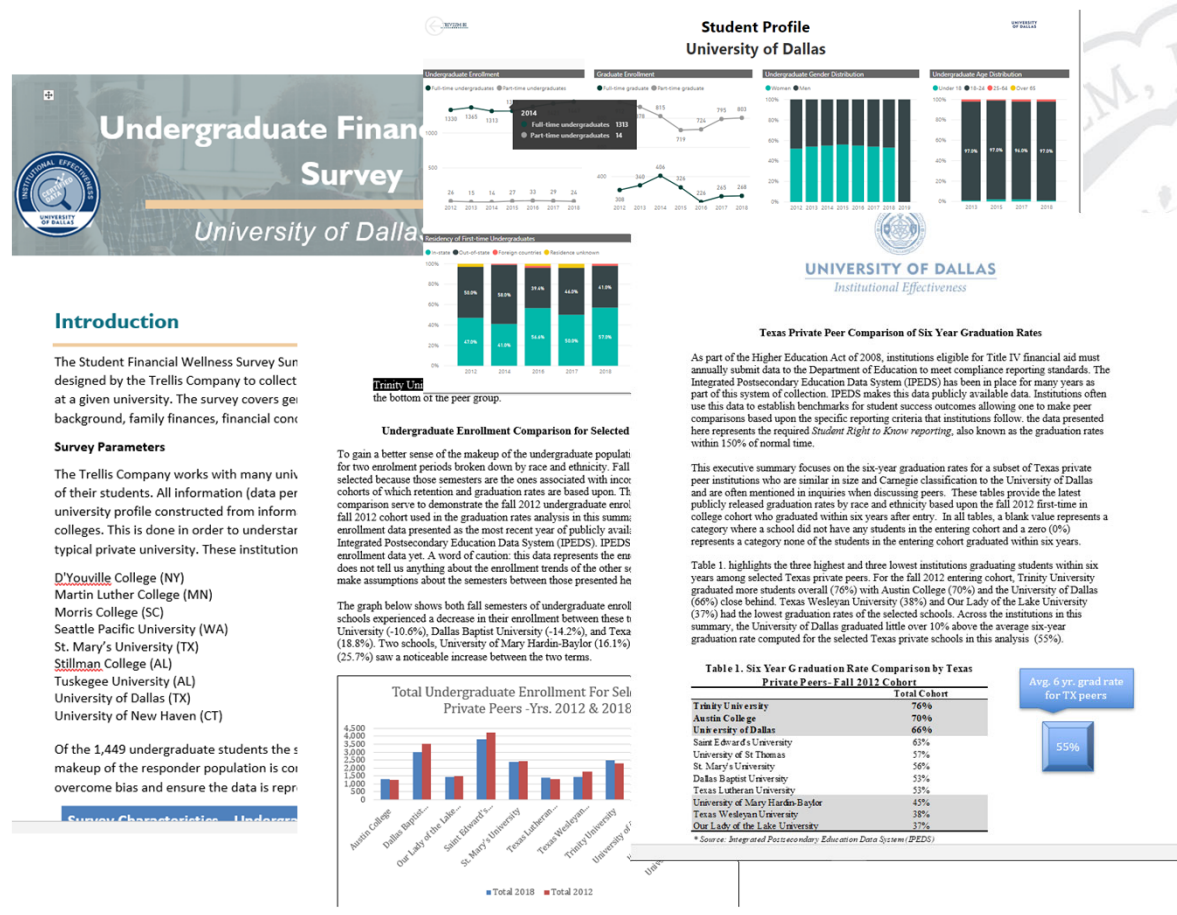
**Senior students:**

- Using learning support services (tutoring services, writing center, etc.) 73%
- Providing support to help students succeed academically 83%
- Attending campus activities and events (performing arts, athletic events, etc.) 50%
- Providing support for your overall well-being (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



# 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, 1<sup>st</sup> yr. cum GPA, 1<sup>st</sup> yr. cum earned credits, gender, race and ethnicity, number of enrolled terms
  - **Dependent variable:** Graduation within four years



# QUESTIONS

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