

Diversity Strategic Planning Task Force
Diversity Context Presentations (Areas of Strength, Areas of Opportunity)
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Institutional Student Data Summary/Observations

- Relevant definitions:
 - AALANA = African American, Latino American, and Native American
 - ALANA = African, Latino, Asian, Native Hawaiian and Native American
- The percentage of AALANA students has increased gradually during the past five years, from 11.6% in the fall 2009-10 term to 14.9% in 2013-14.
- The percentage of female students has remained between 32% and 33% during the past five years.
- From 2008 – 2012, there is a small gap in the one-year persistence rate of AALANA students compared to non-AALANA students measuring from 1% to 4%.
- For cohort years 2002 through 2006, a gap of 5% - 15% has been observed in the 7.5 year graduation rate of AALANA students when compared to non-AALANA Bachelor-degree-seeking students.
- For the 2007 cohort year, AALANA and Non-AALANA student persistence rates are nearly indistinguishable through the first three years, differing by 2% at most.
- The non-AALANA combined percentage of persisters *and* completers (graduates) levels out at 4+ years, marking the 4th year as a decent predictor of the final graduation rate for this group.
 - The AALANA combined percentage doesn't level out until the 5-year time point, and at that point the graduation gap has widened significantly (in excess of 14%).
 - The *male* AALANA student population suffers a significant drop in persistence and graduation rates when compared to non-AALANA males and female students (AALANA and non-AALANA). The combined percentage of persisters and completers continues to drop through year 5.
 - In year 5, the male AALANA student graduation rate is still trailing the female AALANA graduation rate at year 4 by approximately 2%, demonstrating a strong lagging pattern.
- The male AALANA student population has very few completers at year 4 compared to all other groups. The continuing drop in graduation and persistence rates in year 5 is not observed in the other groups.
 - Male non-AALANA students exhibit graduation rates significantly below their female counterparts, but these differences are even more pronounced for the male AALANA students.