



Institutional Research and Decision Support

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# DEI Unit Strategic Planning

# IUPUI DEI Unit Strategic Planning Assessment Tools and Strategies

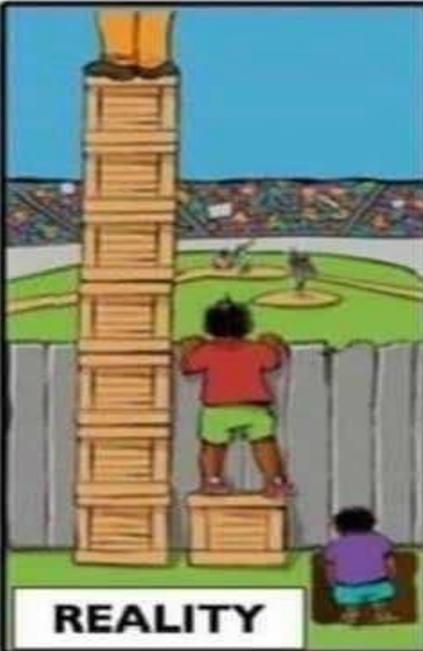
1. Context Around Equity Minded Assessment
2. IUPUI New Data Insights on Institutional Strategic Priorities
3. Tips on Developing Appropriate Metrics
4. IRDS Data, Survey, and Analysis Resources
5. Questions



# What does it mean to be equity minded when doing assessment?

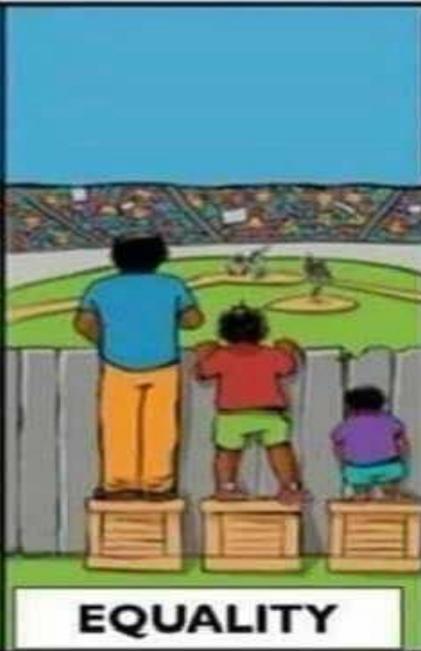
- Draw attention to patterns of inequity, contribute to their elimination
- Take responsibility for this work
- Be race-conscious
- Seek equal outcomes
- Employ holistic perspectives
- See, listen to, hear, learn from people's experiences
- Engage in self reflection and continuous learning
- Reflect on consequences of decisions, practices, policies
- Use disaggregated data, qualitative data, variety of data
  
- What else? Share additions and thoughts in the chat.





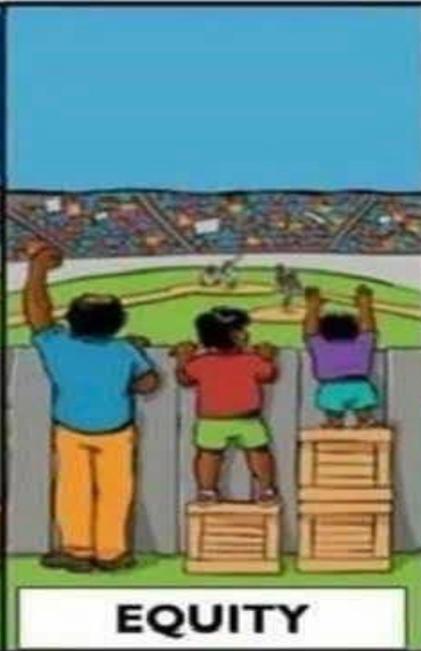
## REALITY

One gets **more than** is needed, while the other gets **less than** is needed. Thus, a huge disparity is created.



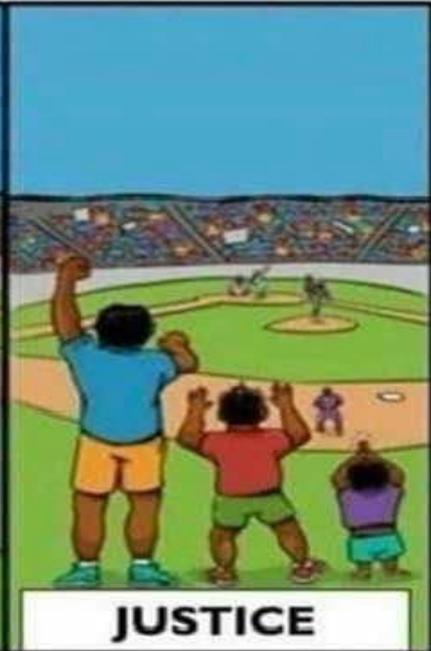
## EQUALITY

The assumption is that **everyone benefits from the same supports**. This is considered to be equal treatment.



## EQUITY

**Everyone gets the support they need**, which produces equity.

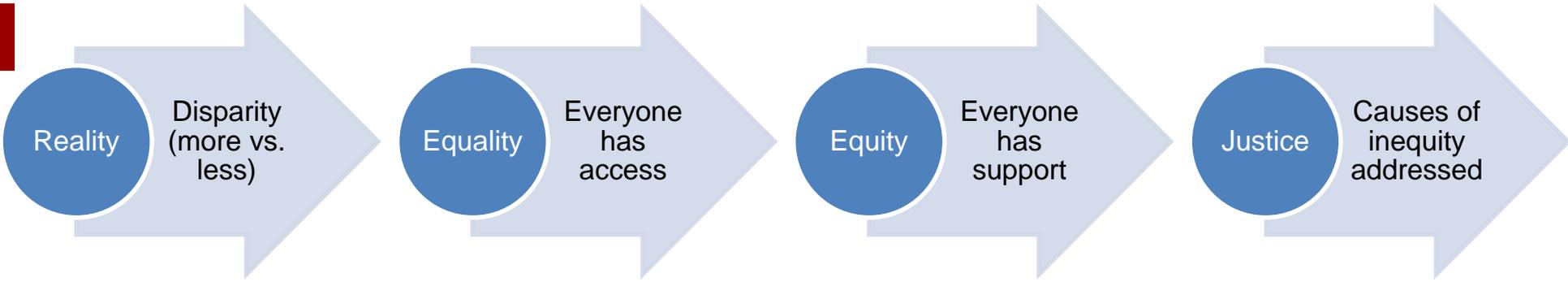


## JUSTICE

All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



# Continuum Activity



- Where is your unit/school/office on this continuum? IUPUI? You?

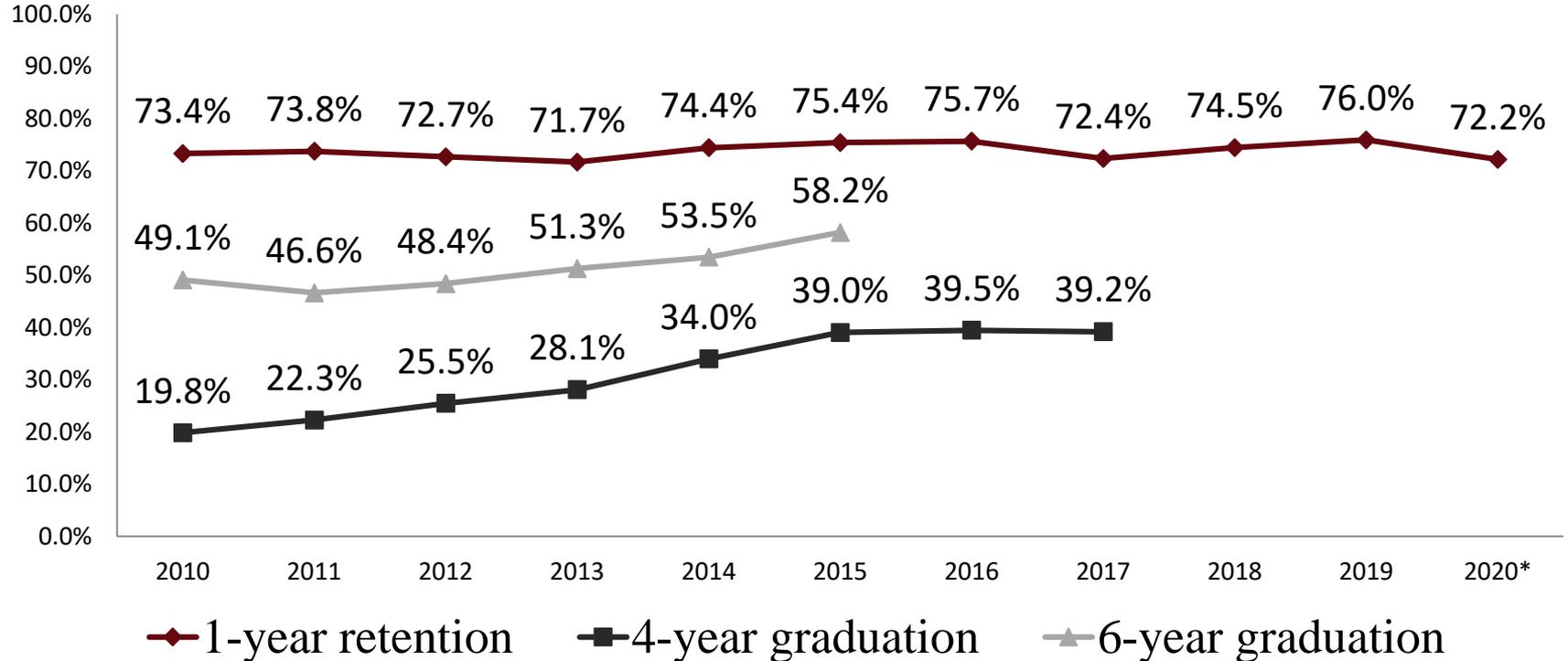
*Take a few minutes to reflect. You are welcome to share your thoughts and questions in the chat, but there is no expectation that you do so. Know that you are not alone in this work regardless of whether this information is new to you or if you have a lot of experience. We are here to learn together!*



# **IUPUI New Data Insights on Institutional Strategic Priorities**

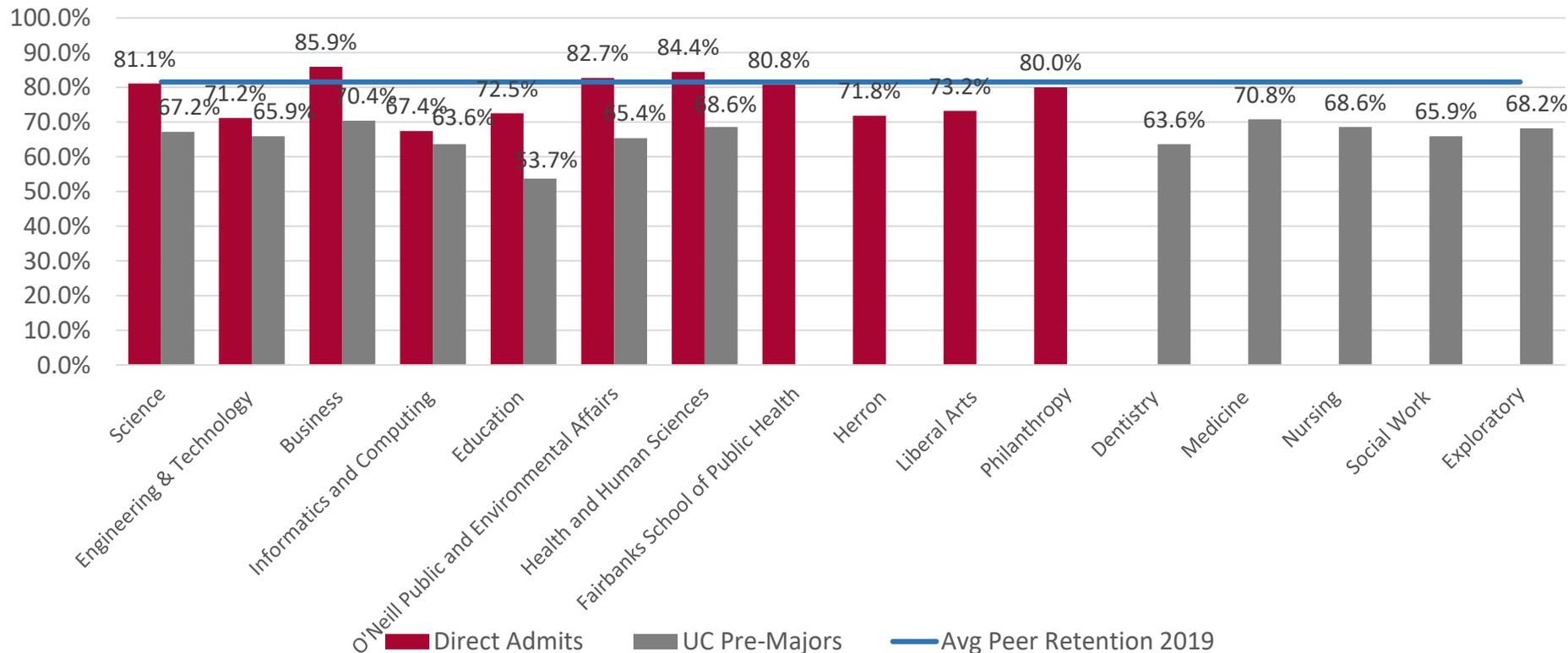
# Indianapolis Only First-Time, Full-Time Cohort Retention and Graduation Rate Any IU Campus (Bachelor's, Associate, and Certificate)

(\* Preliminary)



# 2020 First-Time, Full-Time Beginners One-Year Preliminary Retention by School Compared to Average Peers Retention Rate

## One-Year Retention – Retained at Any IU Campus



\*Schools with N less than 10 students not shown



# Why Students Leave IUPUI



**Getting an F in  
Gateway Courses**



**Finances; Difficulty  
Paying for College**



**Personal  
Emotional/Mental  
Health Issues**

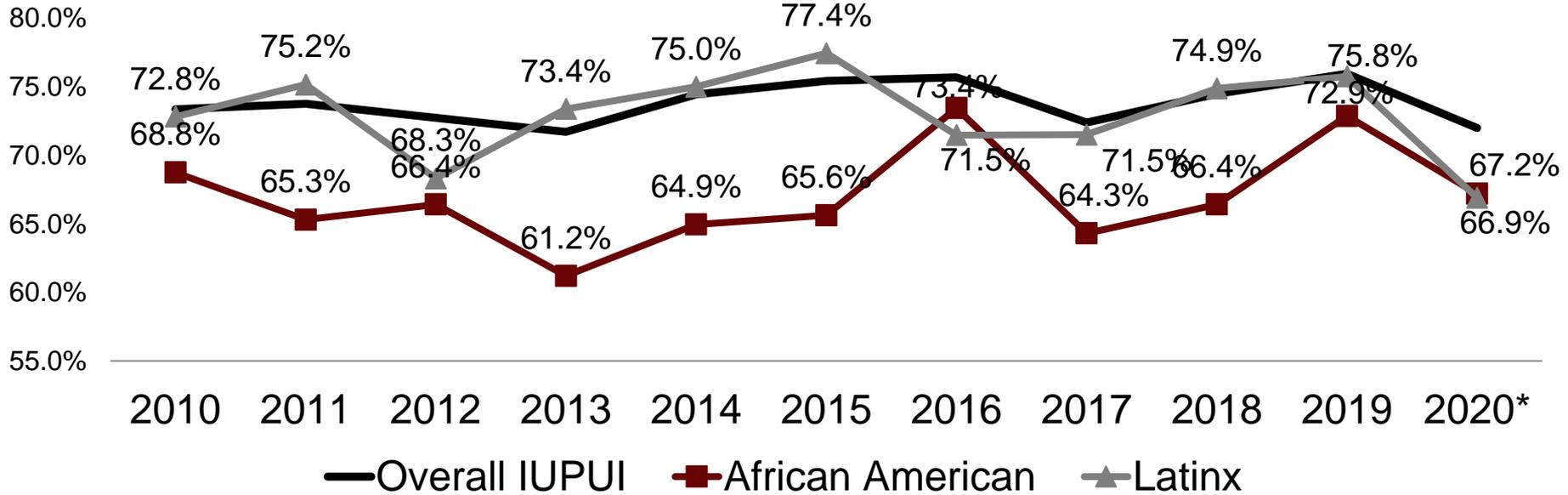


**Low of Sense of  
Belonging**



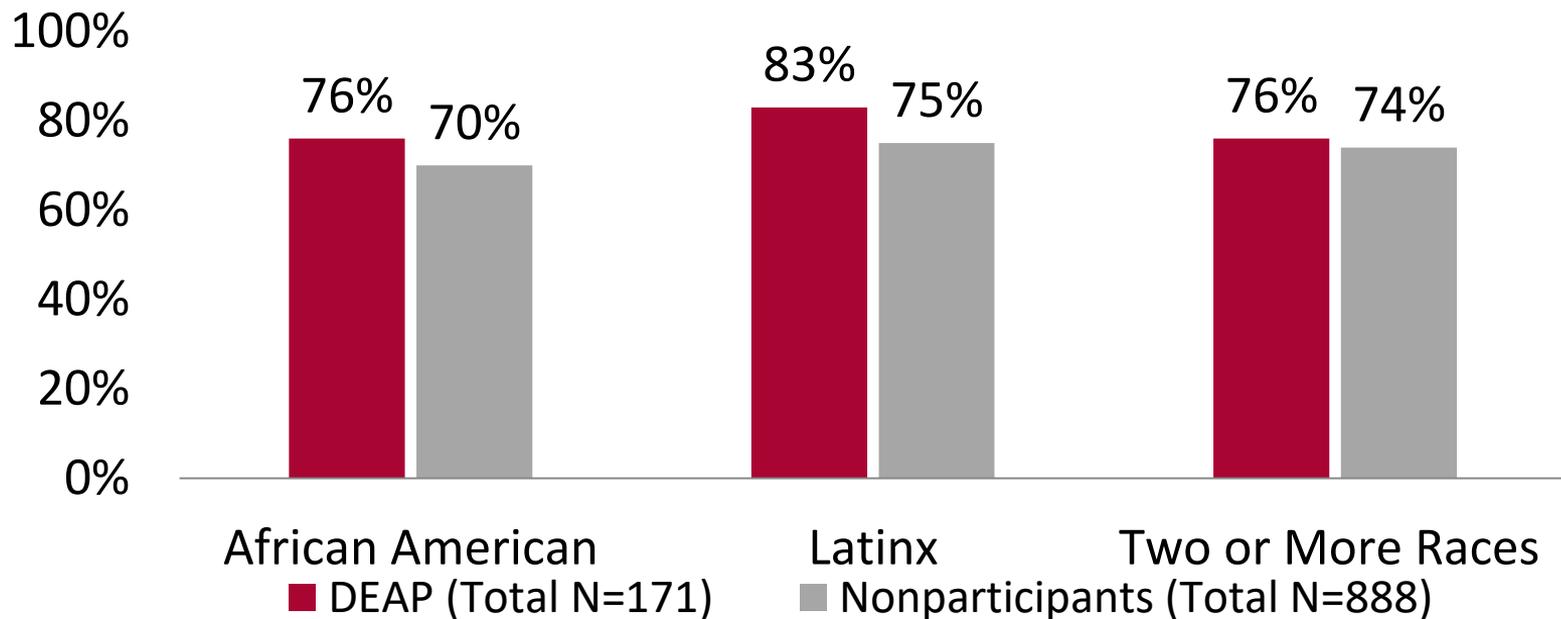
# Indianapolis Only FTFT Cohort One-Year Retention Any IU Campus (Bachelor's, Associate, and Certificate) – African American and Latinx

(\*Preliminary)



# Diversity Enrichment and Achievement Program (DEAP) Retention

## Fall-Fall Retention – Retained Any IU

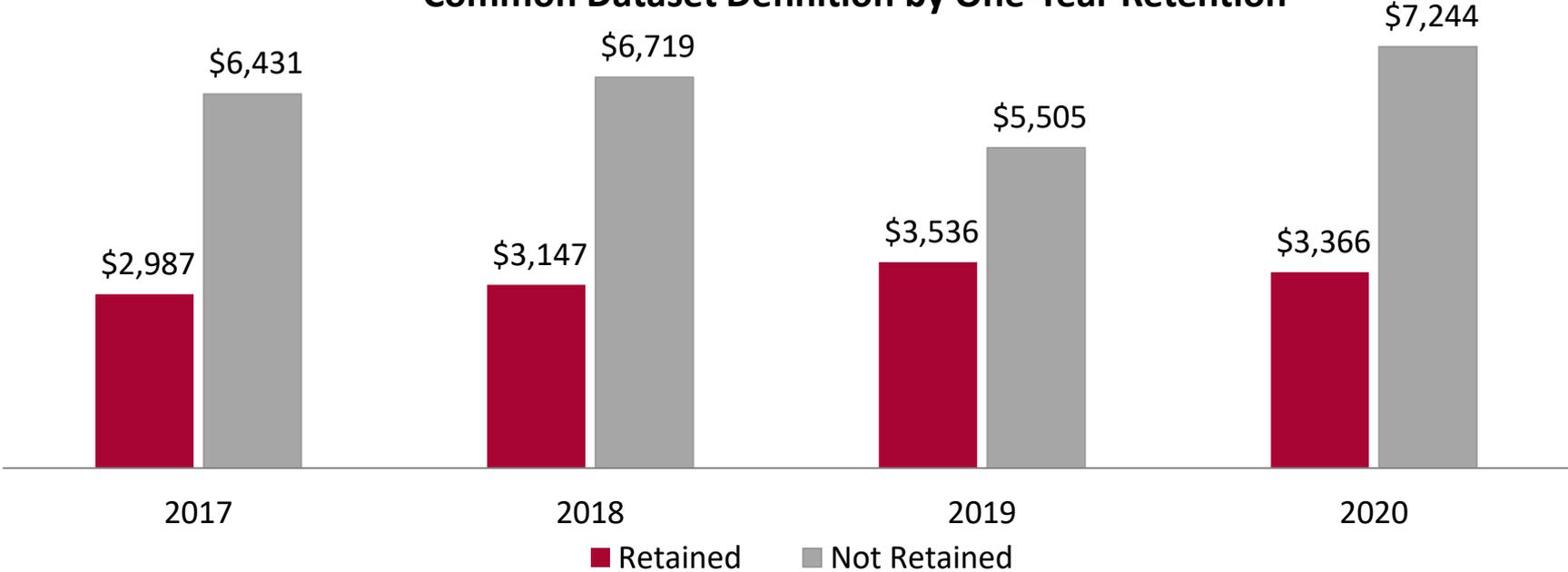


Note 1: DEAP students also participate in living-learning communities and Summer Bridge.



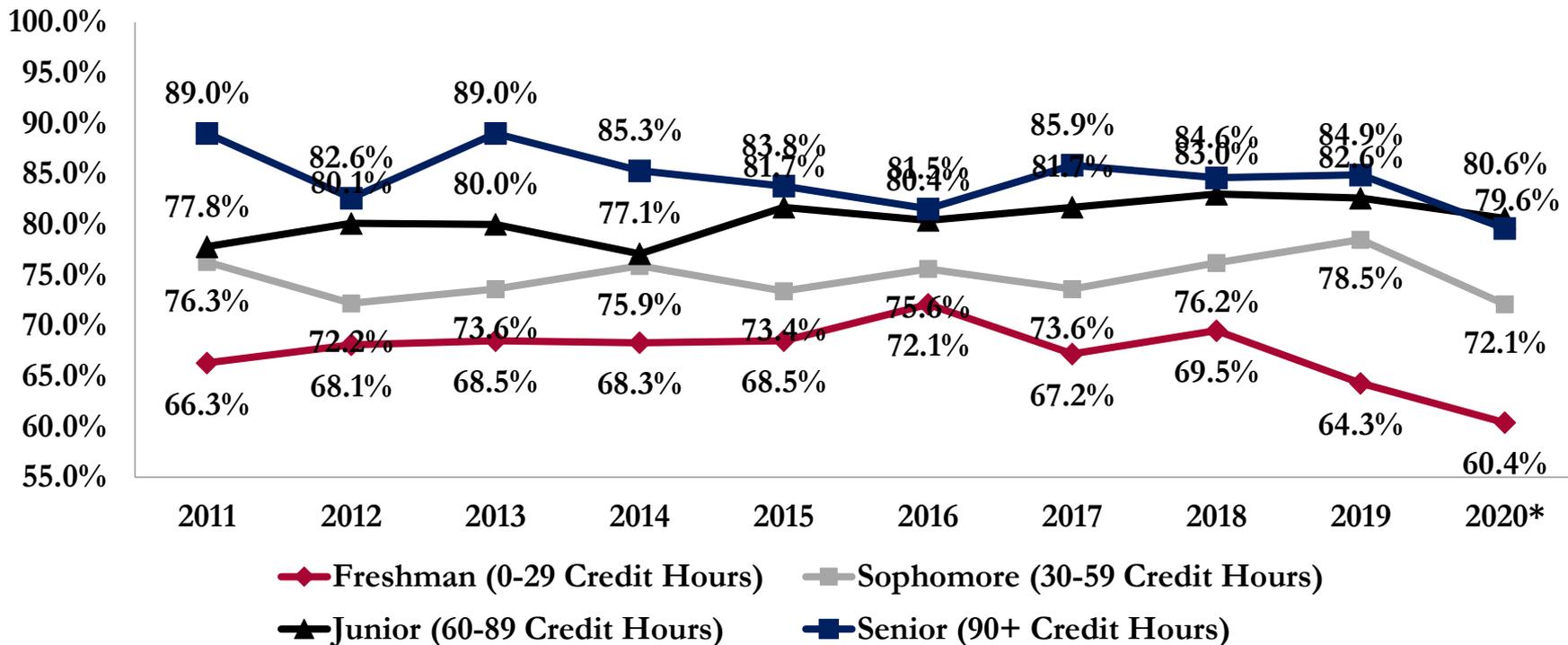
# Students Who Are Not Retained Have Significantly Higher Amounts of Unmet Financial Need

Total Unmet Financial Need Academic Year  
Common Dataset Definition by One-Year Retention



## New Full-Time External and Intercampus Transfers to IUPUI Indianapolis: One-Year Retention Rates IUPUI IN by Academic Level at Entry

(\* Preliminary)



# First-Time New Graduate/Professional Student Retention

1. Overall lose about 10-12% of students in First Year (average over 5 years)
  - Graduate Certificate lose about 30%
  - Masters Level lose about 13%
  - Doctoral-Research Lose about 10%
  - Doctoral-Practice Lose less than 5%
2. Overall lose about 5% in second year
3. Masters-Level African American One-Year Retention Rate 5-Year Average = 77.2% while Overall is 87.3%
4. Masters-Level Latinx One-Year Retention Rate 5-Year Average = 83.4% while Overall is 87.3%
5. Overall First-Generation Rate (87.5%) Lower than Non-First Generation Rate (91.4%)

<https://irds.iupui.edu/data-link/index.html>



# Data-Supported Recommendations: The Classroom

- Many students get their sense of belonging from their experiences in the classroom. Therefore, it is important for instructors to provide opportunities for students to interact with other students so they can form friendships and supportive peer networks.
- Ensure we are creating inclusive learning environments. Along with this, create opportunities so that all faculty/instructors engage in professional development to enhance multicultural competence and inclusive teaching practices.
- Ensure all instructors are educated on how factors such as stereotypes, stereotype threat, implicit bias and more can have negative impacts on student success.
- Offer early graded assignments and monitor students' early performance. Students who earn Fs are at a high risk of not returning. Earning an F may have negative effects on students' self-efficacy expectations and create feelings of alienation.
- Make it an institutional priority to recruit, hire, and retain faculty of color.
- Provide academic support in first-year math courses and expedite enrollment in credit-bearing math courses.



# 2021 Inclusiveness & Engagement with Diversity – First Year Students

(<https://irds.iupui.edu/students/student-surveys/nsse/2021.html>)

How much does your institution provide a supportive environment for the following forms of diversity?	IUPUI	Other public Doctoral universities
Racial/ethnic identity	78.3%	75.3%
Gender identity	77.1%	73.8%
Political affiliation	55.0%	56.0%
Religious affiliation	60.5%	63.8%
Sexual orientation	71.8%	71.8%

% “Very much” or “Quite a bit”

During the current school year, about how often have you done the following?	IUPUI	Other public Doctoral universities
Attended events, activities, or presentations that reflect an appreciation for diverse groups	12.7%	23.9%
Participated in activities related to the centers related to specific groups	11.4%	17.7%
Participated in a diversity-related club or organization	11.0%	15.6%
Participated in a demonstration for a diversity-related cause	8.2%	10.9%
Reflected on your cultural identity	28.5%	30.1%

% “Very often” or “Often”



# 2021 Inclusiveness & Engagement with Diversity – Seniors

(<https://irds.iupui.edu/students/student-surveys/nsse/2021.html>)

How much does your institution provide a supportive environment for the following forms of diversity?	IUPUI	Other public Doctoral universities
Racial/ethnic identity	74.8%	69.6%
Gender identity	72.9%	68.6%
Political affiliation	48.8%	51.7%
Religious affiliation	55.9%	58.6%
Sexual orientation	70.3%	67.0%

% “Very much” or “Quite a bit”

During the current school year, about how often have you done the following?	IUPUI	Other public Doctoral universities
Attended events, activities, or presentations that reflect an appreciation for diverse groups	16.1%	23.8%
Participated in activities related to the centers related to specific groups	13.4%	17.8%
Participated in a diversity-related club or organization	14.8%	17.1%
Participated in a demonstration for a diversity-related cause	11.4%	12.8%
Reflected on your cultural identity	37.3%	36.9%

% “Very often” or “Often”



# Association of College and University Educators (AACU) Inclusive Teaching Practices

1. Ensure your course reflects a diverse society and world.
2. Ensure course media are accessible.
3. Ensure your syllabus sets the tone for diversity and inclusion.
4. Use inclusive language.
5. Share your gender pronouns.
6. Learn and use students' preferred names.
7. Engage students in a small-group introductions activity.
8. Use an interest survey to connect with students.
9. Offer inclusive office hours.
10. Set expectations for valuing diverse viewpoints.



<https://acue.org/inclusive-teaching-practices-toolkit/>



# Data-Supported Recommendations: Academic, Social, and Financial Support

- Implement early interventions to foster social and academic success (Student Engagement Roster, Proactive Advising, Weeks of Welcome, Orientation, DEAP, Summer Bridge). Expand Summer Bridge and Diversity, Enrichment, and Achievement Program (DEAP).
- Expand successful strategies: Summer Bridge, DEAP, Themed Learning Communities, Student Employment, and Campus Housing Opportunities.
- Create physical and social spaces (counter spaces) in which all students feel affirmed and valued, and have an opportunity to connect with one another.
- Conduct an audit review of all websites, physical spaces, communications, messages, policies, and photos that may make students feel isolated, not affirmed, and not valued.
- Continue to leverage need-based aid strategies so that students do not face financial struggles and hardships that affect academic performance and degree completion. Focus on closing the unmet financial need gap and explore awarding larger amounts to fewer students.



# The Way We Communicate With Students Matters (e.g., Student Engagement Roster, Feedback on Assignments, Probation Letters)

**Implement communication strategies to Foster Sense of Belonging and Growth Mindset. Encourage students to:**

- Reflect. Take time to acknowledge, reflect, and embrace their failures. Becoming aware of their areas of improvement is the stepping stone in cultivating a growth mindset.
- Find their purpose. There are many ways for students to achieve their goals. Encourage students to take time to reflect and find their purpose.
- Take on challenges. Part of developing a growth mindset is shattering the negative perception of a challenge. Embrace challenges and view them as fruitful learning experiences that you would not get otherwise
- Foster grit. Grit is the ability to persevere through obstacles in order to reach a meaningful end-goals. Hold on to grit. It gives students the internal push to keep moving forward and fulfill their commitments.
- Jot down goals. Encourage students to create clear, realistic goals based on their passions and purpose. Important that students give themselves enough time to conquer them thoroughly. Normalize and encourage students to persist despite setbacks.
- Instructors, advisors, and peer mentors can provide useful timely, detailed feedback on students' learning and accomplishments. Also provide opportunities for students to repeatedly practice the skills they want to improve.



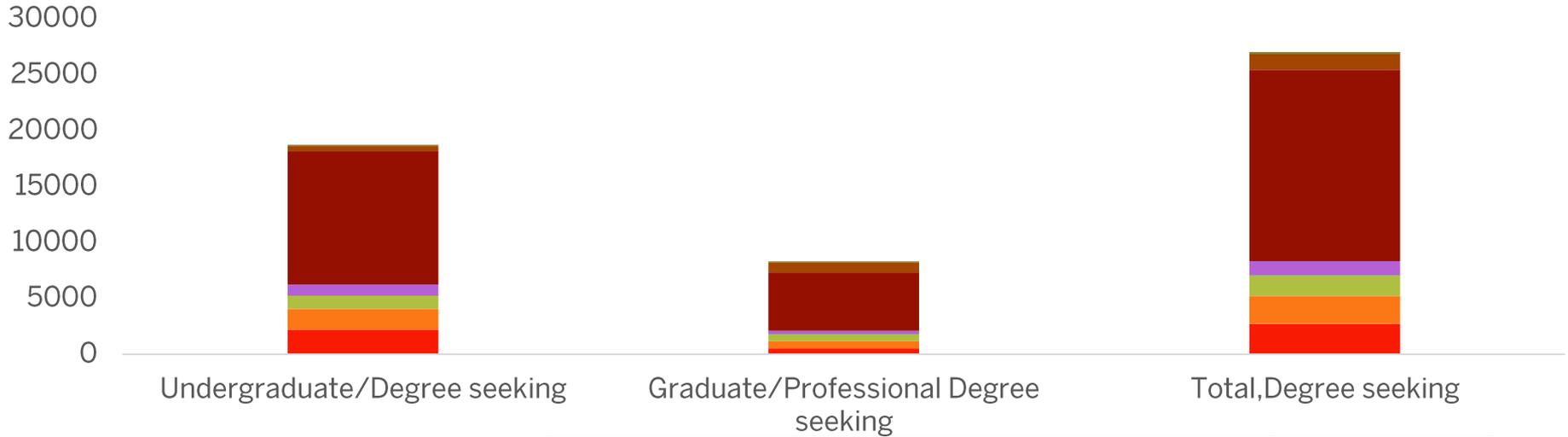


# Diversity, Equity, Inclusion Trends



# Students

# IUPUI Degree Seeking Enrollments

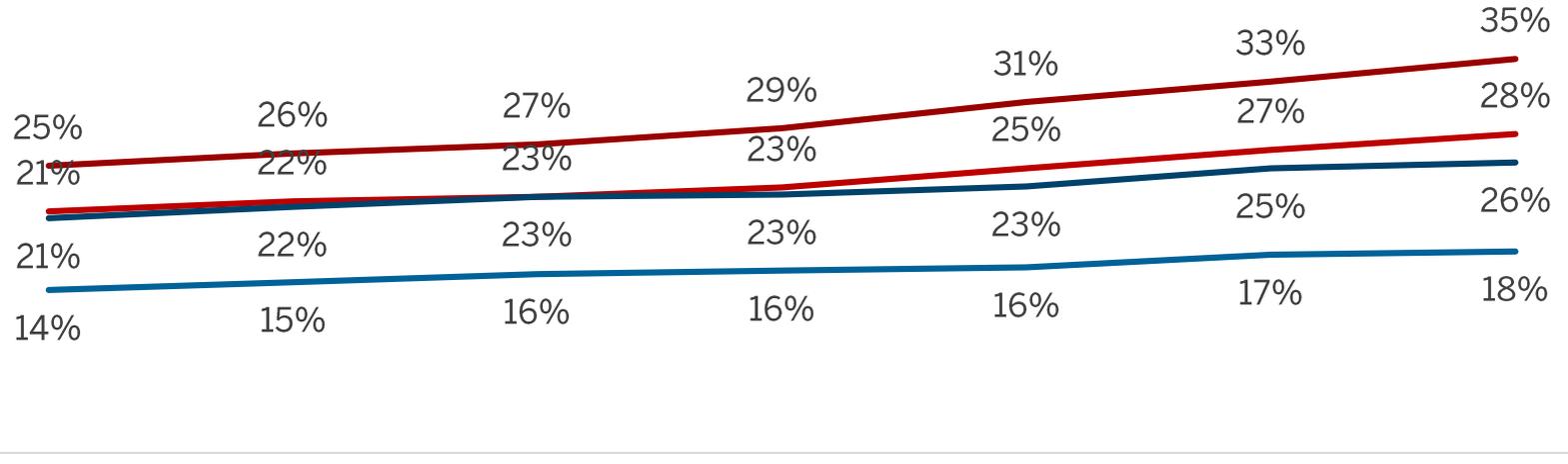


- Latinx
- African American
- Asian American
- Native American
- Native Hawaiian/Pacific Islander
- Two or More Races
- White
- International

	Undergraduate/Degree seeking	Graduate/Professional Degree seeking	Total, Degree seeking
Latinx	2195	528	2723
African American	1864	628	2492
Asian American	1172	644	1816
Native American	13	3	16
Native Hawaiian/Pacific Islander	5	1	6
Two or More Races	977	292	1269
White	11891	5209	17100
International	520	931	1451
	70	56	126

# IUPUI Degree Seeking Enrollments

50.00%



0.00%

2015      2016      2017      2018      2019      2020      2021

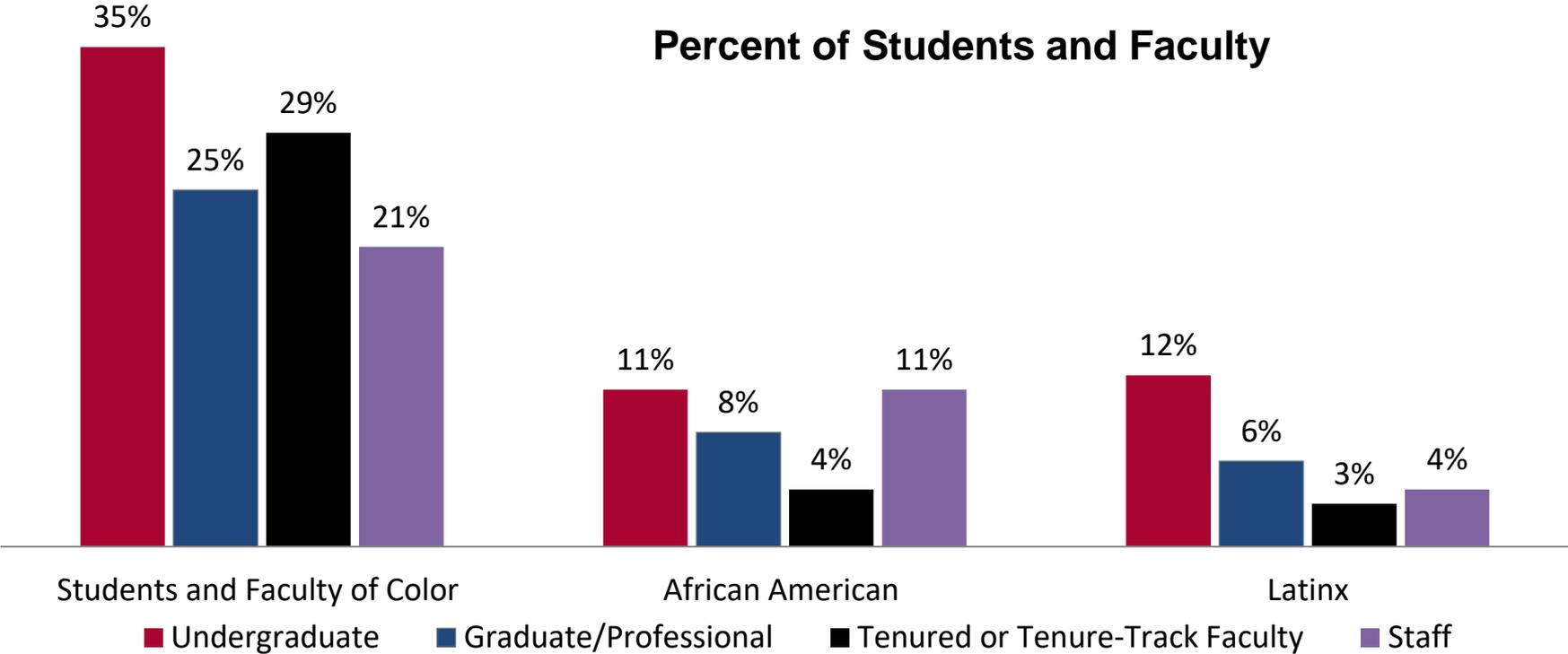
- UG - Students of Color
- UG - Underrepresented students of color
- Grad - Students of Color
- Grad - Underrepresented students of color

2015	2016	2017	2018	2019	2020	2021
25.20%	26.30%	27.10%	28.50%	30.80%	32.60%	34.60%
21.20%	22.10%	22.50%	23.30%	25.00%	26.60%	28.00%
20.60%	21.60%	22.50%	22.70%	23.40%	25.00%	25.50%
14.30%	15.00%	15.70%	16.00%	16.30%	17.40%	17.70%



# Diversity of Students and Faculty

## Percent of Students and Faculty



Fall 2021 Census

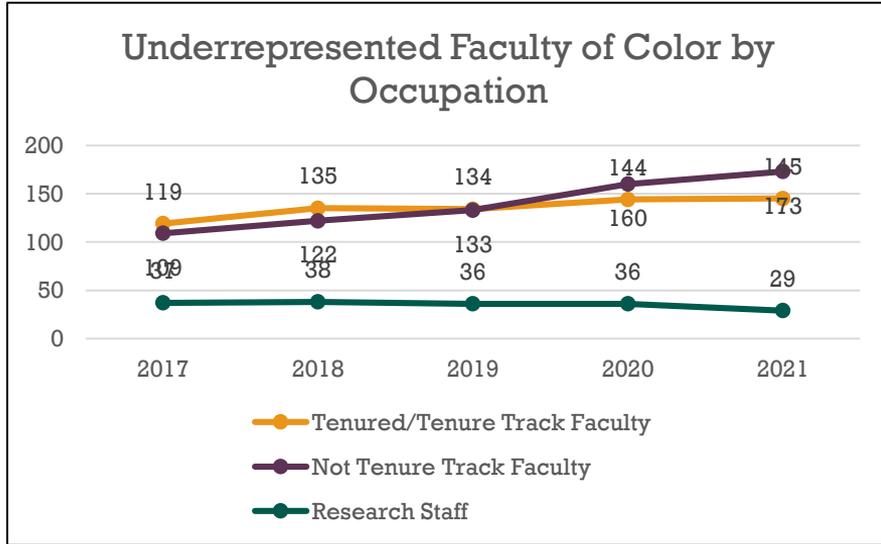




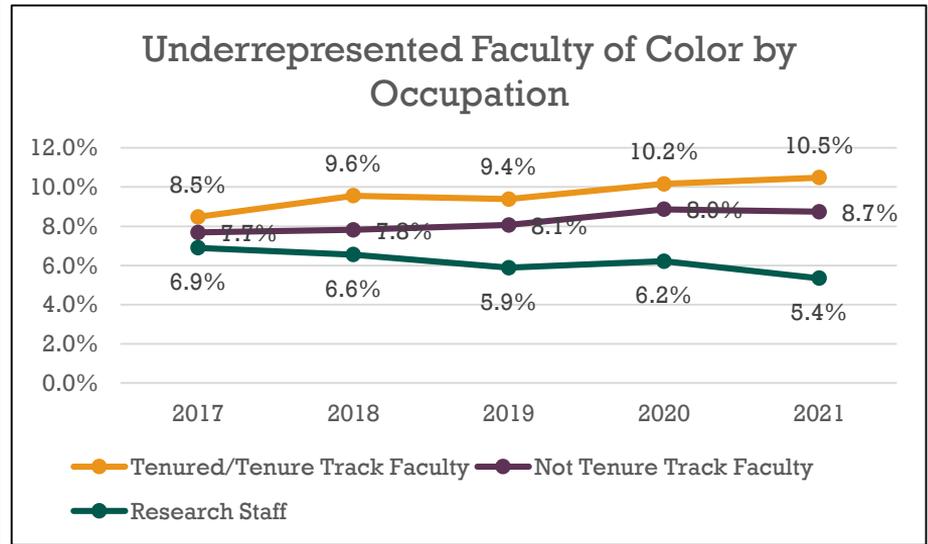
# Faculty

# IUPUI Underrepresented Faculty of Color Trends

Count



Percentage



IUPUI Full-time and Part-time Benefits-Eligible Instructional and Research Academic Staff. Source: October 1 Census Snapshot of Employment. Underrepresented – Latinx, African American, American Indian, Native Hawaiian/Pacific Islander, and Two or More Races



# Underrepresented Tenure Track Full-Time Instructional Faculty -- Compared to Peer Institutions

Peer Institutions	Headcounts					% Changes	
	2015	2016	2017	2018	2019	1-Yr	5-Yr
Boise State University	6	5	6	4	6	50.0%	0.0%
Georgia State University	29	32	46	21	22	4.8%	-24.1%
<b>Indiana University-Purdue University-Indianapolis</b>	<b>48</b>	<b>48</b>	<b>45</b>	<b>52</b>	<b>41</b>	<b>-21.2%</b>	<b>-14.6%</b>
Portland State University	24	28	28	33	29	-12.1%	20.8%
University of Cincinnati-Main Campus	26	33	38	38	30	-21.1%	15.4%
University of Colorado Denver/Anschutz Medical Campus	114	116	124	131	149	13.7%	30.7%
University of Illinois Chicago	70	74	69	75	69	-8.0%	-1.4%
University of Nevada-Las Vegas	22	27	29	30	31	3.3%	40.9%
University of Utah	31	32	38	53	55	3.8%	77.4%
University of Wisconsin-Milwaukee	23	16	11	11	13	18.2%	-43.5%
Virginia Commonwealth University	29	33	47	54	53	-1.9%	82.8%
Wayne State University	21	18	22	18	22	22.2%	4.8%

Underrepresented – Latinx, African American, American Indian, Native Hawaiian/Pacific Islander, and Two or More Races. Source: IPEDS



# Developing DEI Strategic Metrics

# Developing DEI Metrics

1. **Initiative-focused** - Unlike some of the other Key Performance Indicators (KPIs), they are based on numbers. Some metrics you could use would be the percent of gender neutral bathrooms in your physical workspace, or demographic data such as the percentage of employees that identify as a certain gender.
2. **Demographic-based.** Easily measurable metrics, as they are commonly collected.. Demographics such as age, sex, ethnicity, faculty rank, student first generation status, student SES, transfer students, nontraditional students and more are collected at IU. Gender identity, physical accessibility needs, nationality and racial identity, LGBTQ+ status, etc. are asked via self-report climate surveys, Although a wealth of demographic information is available, they tap structural diversity and not climate, equity, or inclusion. These should not be the only diversity KPIs you measure. <https://www.jdsupra.com/legalnews/how-to-define-meaningful-diversity-5147076/>



# Developing DEI Metrics

- 3. Survey/Questionnaire Perceptions and Rankings On Items.** statements are single statements that allow respondents to answer on a scale of 1 to 5. The range, from 'strongly disagree' to 'strongly agree', allows an organization to gauge how employees feel on certain subjects. These can be used together with the methods listed above for a better understanding of your DEI metrics.
  - My school/unit is committed to diversity
  - I feel free to be myself at IUPUI.
  - I sometimes fear speaking up for what I think.
- 4. Peer Comparison Benchmarking Metrics.** External data that helps you understand how you compare (e.g., NSSE survey, average demographics in Marian county or Indiana)

<https://www.jdsupra.com/legalnews/how-to-define-meaningful-diversity-5147076/>



# Steps to setting Meaningful DEI Metrics

- 1. Setting the Right Metrics** To be effective, you need to be willing to adapt metrics as needed. Setting the right parameters and metrics necessitates dialogue with stakeholders (students, faculty, staff, community members) as it requires a deep understanding of context and challenges.
- 2. Review Data Policies and Use Existing Data.** Crucial to make sure that you have (or don't require) consent to gather an individual's sensitive information. Review their data policies to ensure that any information voluntarily disclosed is stored in a way that obscures identifying data (for instance, making sure that IP addresses are not stored with data).  
Anonymous vs. confidentiality.

<https://www.jdsupra.com/legalnews/how-to-define-meaningful-diversity-5147076/>



# Steps to setting Meaningful DEI Metrics

## 3. Select metrics for diagnosis, tracking progress, and ROI

- Metrics for diagnosis help you identify blind spots in your unit/school; for instance, representation. While you may have equal gender representation in your company overall, you may find that men fill more leadership positions and women more administrative roles.
- Once you identify risk areas, it's time to work out the metrics to track progress. The diagnosis measurement may act as your baseline, and then you can track improvements on that.
- It's imperative that you have metrics set up to track how successful your DEI initiatives are in improving your school/unit performance. This could be in several forms, such as higher student retention and graduation rates, faculty and staff retention and recruitment, attracting more students of color to your program, creating more inclusion climates.

<https://www.jdsupra.com/legalnews/how-to-define-meaningful-diversity-5147076/>



# Steps to setting Meaningful DEI Metrics

- 4. Baseline measures.** Ideally, you'll have your baseline measures in place before you start tracking any progression. If not, you can still compare your metrics to other benchmarks or standards (external).
- 5. Set targets and responsibility.** We can't have the goals be too ambitious, as this could spark resistance, but we can't have them be too unambitious as they need to motivate individuals to make the commitment and effort. Once set, the appropriate individuals should be assigned responsibility for separate goals and targets. Performance management tools should ensure accountability.
- 6. Analyze results and outline new initiatives.** As data is gathered and analyzed, determine: What's working? What isn't? How can it be modified for optimal results? You need to assign responsibility for reporting the findings, as well as responsibility for coming up with a plan of action in response to them.

<https://www.jdsupra.com/legalnews/how-to-define-meaningful-diversity-5147076/>



# Steps to setting Meaningful DEI Metrics

7. **Review regularly.** Metrics and initiatives will evolve over time. Your organization should consistently review DEI metrics, updating them as needed to reflect your maturing goals and DEI program.

<https://www.jdsupra.com/legalnews/how-to-define-meaningful-diversity-5147076/>



# IRDS resources are up to date

- DiversityTab: <https://irds.iupui.edu/diversity/index.html>
  - Campus Climate Reports
  - Diversity Reports
- Data Link: <https://irds.iupui.edu/data-link/index.html>
  - Campus Climate Data



# IRDS resources are up to date

- Faculty/Staff and Student Headcounts: [Headcount Dashboard](#)
  - # faculty/staff by gender & race/ethnicity
  - # student/hourly employees
- Faculty/Staff/Student by Key Indicators: [Key Indicators Dashboard](#)
  - Changes in Enrollment/Headcounts by gender & race/ethnicity



# Campus Climate Survey

- Last Conducted Fall 2018
- Includes IUPUI students, full- and part-time faculty & staff
- Results available at campus level (Data Link)
  - Demos (gender, race/ethnicity, LGBTQ+ status, ability status, etc.)
- School-level reports given to Deans, can request.



# DEI Unit Strategic Planning (surveys)

- Faculty/Staff
  - Bank of Modules (Overall satisfaction, Unit overall climate, Unit personal climate, Recruitment/Hiring/Onboarding process, DEI efforts)
- Students
  - (Overall/Major satisfaction, Unit overall climate, Unit personal climate, DEI efforts)
- Analysis of results by demographics (gender, race/ethnicity, etc.)



# DEI Unit Strategic Planning (focus groups)

- If number of people in department/unit is too small for survey results to be meaningful
- IRDS as neutral third party
- Can also dive deeper into themes from survey results



# References and Resources

- [IRDS Data Link](#)
- [2018 Campus Climate Survey Report](#)





IUPUI