Moving NIU From Equity Gaps to Equal Outcomes
Underserved populations:

- Pell Eligible
- First Generation
- Students of Color
“Among students in the bottom socioeconomic quartile, 15% had earned a bachelor’s degree within 8 years of their expected high school graduation, compared with 22% percent in the second quartile, 37% in the third quartile, and 60% in the top quartile.” (AAC&U)
ADULT INCOME LEVELS OF THOSE BORN INTO THE BOTTOM U.S. INCOME QUINTILE (THE LOWEST FIFTH OF U.S. HOUSEHOLD INCOMES)

- Bottom Income Quintile: 10% (Adults who did not earn a four-year degree), 47% (Adults who did earn a four-year degree)
- Second Income Quintile: 16% (Adults who did not earn a four-year degree), 37% (Adults who did earn a four-year degree)
- Middle Income Quintile: 8% (Adults who did not earn a four-year degree), 26% (Adults who did earn a four-year degree)
- Fourth Income Quintile: 3% (Adults who did not earn a four-year degree), 17% (Adults who did earn a four-year degree)
- Top Income Quintile: 10% (Adults who did not earn a four-year degree)

“Regardless of how they're defined, first-generation students enroll and graduate at lower rates than do other students.” (InsideHigherEd)
“While white students are overrepresented as bachelor’s degree recipients relative to their representation in the general population, black and Hispanic students are underrepresented among bachelor’s degree recipients relative to their representation in the general population.” (AAC&U)
National Context (Census Data)

Public elementary and secondary school enrollment, 2010–2060 (projected)

PERCENTAGE OF ENROLLED STUDENTS

- White
- Hispanic
- Black
- Asian and other

Your Future, Our Focus
## NIU and Illinois Student Demographics

The student populations of NIU and Illinois are ethnically diverse:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2015 New Student Cohort</th>
<th>Illinois HS Graduates (per ACT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIAN</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>BLACK</td>
<td>27%</td>
<td>14%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>OTHER</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>WHITE</td>
<td>46%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Ethnic breakdown of NIU’s fall 2015 new student cohort and HS graduates who took the ACT in 2014.
The average **ACT** Composite score, **HS percentile rank**, and **HS GPA** of new NIU freshmen have remained **constant for 25 yrs**

Combined, **students from underserved populations comprise 78% percent of new freshmen**
- 53% Students of Color
- 47% Pell Eligible
- 52% First Generation College Student

**25% of underserved students** are admitted through **CHANCE**

*based on Fall 2012-15 new freshmen cohorts*
Six-year graduation rates for Chicago Public School (CPS) students, CHANCE students, and African-American students are roughly equivalent (~27%).

Approximately 13% of NIU’s new freshmen are CPS students.

Less than 50% of NIU CPS students are admitted through the CHANCE program.
Deficit-Minded Approach to Student Success

Focus on perceived student deficits…

Student lacks:

• Academic ability
• Academic qualifications
• Motivation
• Family support structure
• Adequate resources
Responsibility for success is shared between the institution and the student…

The institution:

• Believes every student can succeed
• Accepts student for who they are
• Maximizes student strengths
• Provides essential support for student success
• Ensures student connects with existing curricular and co-curricular support services throughout their academic career
Current Equity Activities

Fall 2015
• NIU selected to participate in AAC&U Equity Academy (1 of 16 institutions)

Spring 2016
• Colleges are developing strategic plans to address diversity/inclusion, and establishing Academic Equity Teams
  – 100% commitment from all College Deans
  – Four college have established teams
  – Three colleges are developing teams
  – Each team includes faculty and staff
Current Equity Activities

• Currently, the Equity Teams are:
  – Identifying and analyzing retention and completion data
  – Identifying best practice strategies to implement success strategies
Current Equity Activities

• The Sr. AVP for Academic Diversity/CDO, Undergraduate Academic Affairs, and the Colleges are:
  – Collaborating with the Equity Teams to establish benchmarks and monitor college-level outcomes
  – Fostering cross college & division discussions focused on identifying effective, existing tools and strategies to reduce equity gaps

STEP UP & LEAD FOR Equity
What Higher Education Can Do to Reverse Our Deepening Divides

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