



BEST PRACTICES ANALYSIS

Strategies for Student Diversification
at Minority-Serving Institutions

September 2020

In the following report, Hanover Research presents the results of a literature review and empirical analysis to inform best practices for student diversification. This report also highlights case studies of successful student diversification strategies at Hispanic-serving institutions.



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EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on the results of a literature review and empirical analysis, Hanover recommends:

- **Ensure and communicate institutional commitment to diversity and inclusion.** Institutions should outline strategic goals and objectives for increasing recruitment and retention of diverse students, faculty, and staff. Accompanying key performance indicators (KPIs) will ensure the institution is meeting measurable targets within defined timelines. These goals, objectives, and KPIs may be included in the institution's strategic plan or a separate document, such as National Louis University's Five-Year [Equity Plan](#).
- **Consider diversity across all levels of the institution.** Senior administrators, staff, and faculty demographics play an important role in developing inclusive environments. To attract students from a particular demographic, institutions should consider whether that demographic is reflected in the faculty ranks.
- **Conduct targeted prospective student outreach and recruitment.** Admissions and recruitment [officers](#) should encourage potential students to consider their diversity "as an asset that they are offering to the institution to enrich the educational experience for all students." Institutions should ensure that marketing and advertising materials reflect the diverse needs and interests of student sub-groups.

OUR APPROACH

University A is a minority serving institution (MSI) that primarily serves Latinx students. While their Latinx student population is doing well, University A is having a harder time attracting students identifying with other ethnicities (especially with Asian, African-American, and white backgrounds).

To help the institution diversify its student population, Hanover investigated strategies that MSIs have used to expand diversity among undergraduate student populations. This investigation provides a landscape of potential strategies the institution can leverage to diversify its own student population.

RESEARCH QUESTIONS

What strategies have MSIs used to successfully diversify their undergraduate student populations?

What considerations need to be considered when working to diversify a campus?

How did other institutions handle the balance between the institution's original mission and identity with the initiative to increase diversity?

EXECUTIVE SUMMARY

RECOMMENDATIONS

- **Develop holistic and directed student support mechanisms.** Student affairs professionals should train and be trained for competency in social justice and inclusion. Hispanic-serving institutions (HSIs) successfully attracting a diverse student body also typically offer diversity and inclusion departments, offices, support services, and programming broadly, as well as targeted services for specific student sub-groups.
- **Facilitate diversity and inclusion programming and training opportunities.** DOE encourages institutions to develop and facilitate programming to increase the cultural competency of leadership, faculty, staff, and students. DOE also suggests institutions perform an assessment of their campus climate related to diversity in order to identify areas for improvement.
- **Offer programs aligned with the unique needs and interests of student sub-groups.** Conferral data from the Integrated Postsecondary Education Data System (IPEDS) suggest that non-Hispanic students are most likely to study allied health-, business administration- and finance-, STEM-, or political science-related fields at the bachelor's level, for instance. The university may also expand its reach through non-traditional learning formats, such as online and part-time delivery.



SPOTLIGHT: SUPPORT FOR STUDENT SUB-GROUPS

Secondary literature shows that the university can best support the following student sub-groups via the listed mechanisms:

ASIAN AMERICAN AND PACIFIC ISLANDER (AAPI) STUDENTS

- Targeted outreach from student affairs professionals
- Directed student support services
- AAPI student organizations
- Campus spaces on campus within which to safely meet and report offenses

BLACK AND AFRICAN AMERICAN STUDENTS

- Robust student support services
- Regular community service and faculty/staff interaction
- Summer 'bridge' programs
- Flexible learning formats
- Student collaboration/cohort models

INTERSECTIONAL STUDENT IDENTITIES

- Avoid siloing students based on one aspect of their identity
- Offer intersectional training to campus stakeholders
- Arrange holistic student support mechanisms
- Create safe spaces

BEST PRACTICES :
STUDENT DIVERSIFICATION AT MINORITY-SERVING
INSTITUTIONS

BEST PRACTICES IN STUDENT DIVERSIFICATION AT MSI'S

INTRODUCTION

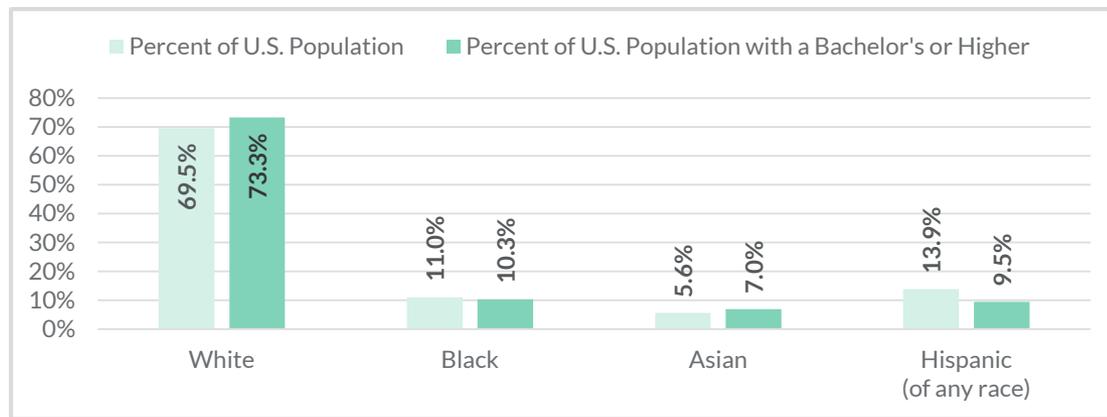
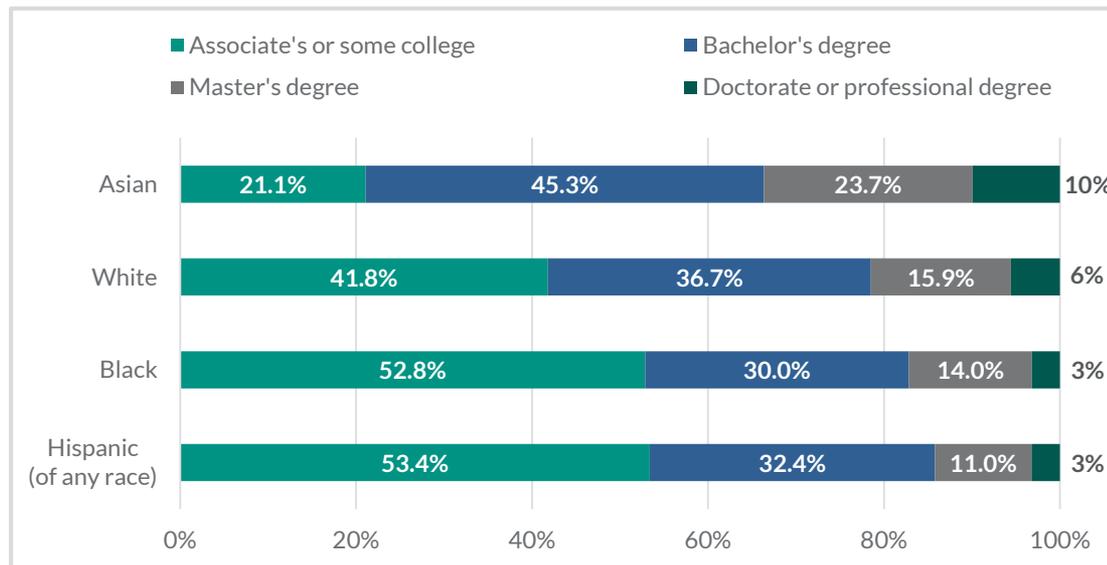
Diversity on university and college campuses leads to positive short- and long-term outcomes.

According to [U.S. News & World Report](#), diversity typically refers to race, ethnicity, or tribal affiliation, but “also extends well beyond those factors to sexual identity and orientation, income level, first-generation status, cultural background and gender.” Essentially, a diverse campus is one that includes students, faculty, and staff from underrepresented populations, according to Antonio R. Flores, president and CEO of the Hispanic Association of Colleges and Universities (HACU).

Among its many [benefits](#), a diverse campus climate offers different worldviews for students, faculty, and staff to consider and with which to engage. Individuals can share and learn from “different perspectives shaped by a variety of experiences,” helping to “change minds or shape ideas.”

Enhancing diversity also offers long-term benefits for college graduates. According to the U.S. Department of Education’s (DOE) [Advancing Diversity and Inclusion in Higher Education](#) report, for instance, “higher education is a key pathway for social mobility in the United States.” Educational attainment is directly correlated with higher earnings across racial and ethnic groups. Indeed, 2019 figures from the [Current Population Survey](#) (CPS) show that a high school graduate (\$35,630 average median annual earnings) can earn 66 percent more with a bachelor’s degree (\$59,134) and a whopping 101 percent more with a master’s (\$71,631).

HIGHER EDUCATION ATTAINMENT BY RACE/ETHNICITY (2019)



Source: [Census.Gov](#)

Note: Hanover uses updated figures based on data sources listed in the DOE report; Data reflects persons 25 years and older

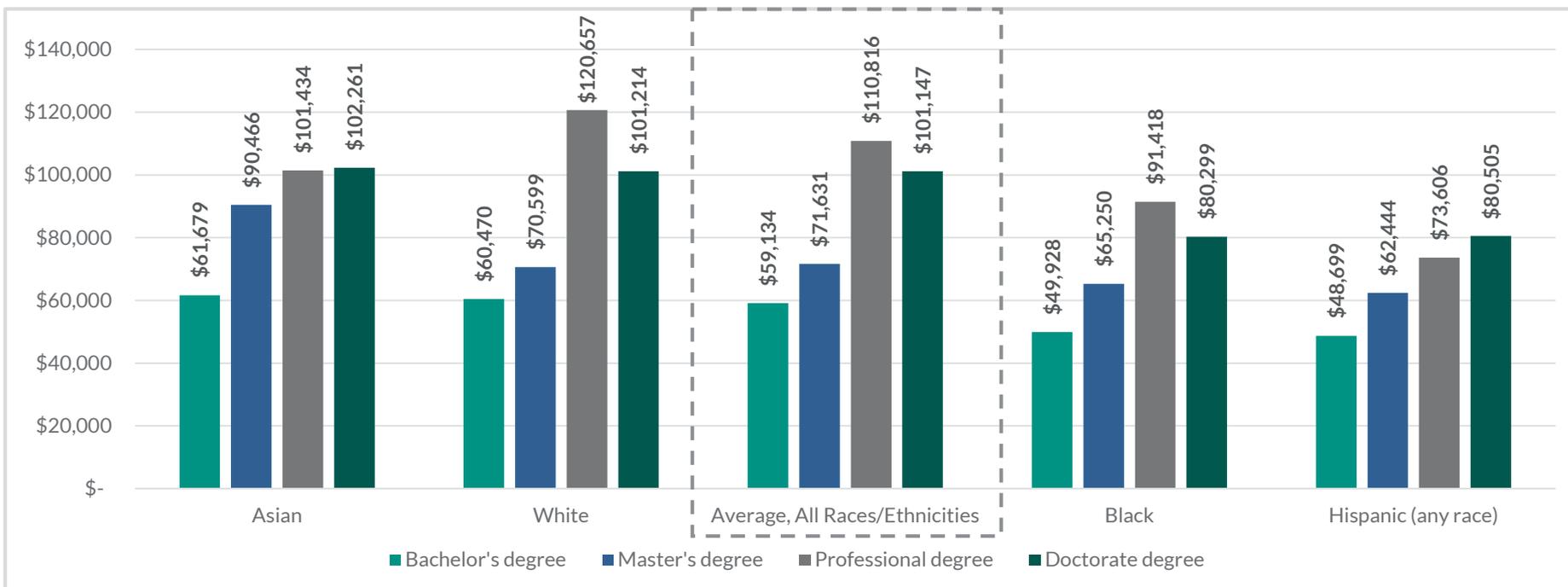


BEST PRACTICES IN STUDENT DIVERSIFICATION AT MSI'S

However, racial and ethnic disparities persist in higher education attainment, resulting in earning, employment, and other outcomes-related gaps.

For instance, White individuals account for less than 70 percent of the U.S. population but nearly three-quarters of the bachelor's- and higher-educated people across all races. Similarly, Asian individuals represent 5.6 percent of the U.S. population and 7.0 percent of those with a tertiary education. Conversely, the percent of Black and Hispanic individuals account for a lower share of higher educational attainment, disproportionate to their population (see previous page for illustrations). Further, Black and Hispanic individuals earn less than average regardless of educational attainment level, while White and Asian individuals earn more across nearly all degree levels. Nonetheless, bachelor's degree attainment has risen over time among underrepresented groups, and Census projections suggest that the U.S. will become "minority White" by 2045. These conditions point to a growing prospective student recruitment pool among traditionally underrepresented communities.

MEDIAN ANNUAL EARNINGS BY EDUCATIONAL ATTAINMENT AND RACE/ETHNICITY (2019)



Source: [Census.gov](https://www.census.gov)

Note: Hanover uses updated figures based on data sources listed in the DOE report; Data reflects persons 25 years and older



BEST PRACTICES IN STUDENT DIVERSIFICATION AT MSI'S

BEST PRACTICES

Tip #1: Ensure and communicate institutional commitment to diversity and inclusion.

Many institutions use [strategic plans](#) as an official statement and guide related to their diversity and inclusion initiatives. Typical components include:



A minority-serving institution (MSI) may, for example, seek to diversify its student body (strategic goal) in order to promote a diverse campus climate that offers a variety of worldviews for stakeholders to consider and with which to engage (objective). A key performance indicator (KPI) such as the number of students from underrepresented backgrounds and the graduation rates among these students “can indicate commitment to a diverse population of students and uncover other factors such as the climate and infrastructure to support the minority population on campus,” according to J. Luke Wood, chief diversity officer and professor of education at San Diego State University” ([USNWR](#)). Similarly, strategic goals, objectives, and KPIs should consider “diversity across faculty and staff ranks, as “the answer could signal a college's level of commitment to diversity and inclusion” ([USNWR](#)).



SPOTLIGHT: ASIAN AMERICAN AND PACIFIC ISLANDER (AAPI) STUDENTS

Support AAPI students through targeted outreach, student support services, student organizations, and safe spaces on campus.

The AAPI student population comprises over [48 ethnicities](#), with diversity in “socio-economic class, language, religion, educational attainment, and migration history, among other attributes,” according to the [American Council on Education](#) (ACE). AAPIs are one of the [fastest-growing minority groups](#) in the United States, with the population [projected to increase](#) of 125 percent (to over 40.1 million) by 2060. Combined, these trends warrant a deep understanding of the AAPI student population to meet their unique needs and interests.

ACE writes that “[AAPI students are often excluded](#) within the larger national discussion on the needs of racial and ethnic minorities in higher education. Among the many possible reasons for this exclusion is the common misperception that AAPIs are high achieving, a belief long known as the [model minority myth](#).” Disaggregated data reveals a more complex picture: For instance, Southeast Asian Americans have one of the highest poverty rates among minority groups as well as one of the lowest higher educational attainment rates ([ACE](#)). The “model minority myth” ignores the needs of AAPI sub-groups, which can result in limited outreach from student affairs workers, directed student support services, targeted scholarship and grant opportunities, and other support mechanisms necessary for strong student outcomes.

Additionally, [research](#) from the University of California, Los Angeles suggests that AAPI are “more likely to hear racially charged, negative and/or stereotypical comments from other students, staff or faculty compared to white students.” These negative experiences can be detrimental to students’ sense of belonging and satisfaction with their academic experience. UCLA’s study found that student organizations and safe spaces are critical for AAPI student support.

BEST PRACTICES IN STUDENT DIVERSIFICATION AT MSI'S

BEST PRACTICES

Tip #2: Consider diversity across all levels of the institution.

Senior administrators, staff, and faculty demographics play an important role in developing inclusive environments. Faculty members' curricular choices and interactions with students can foster inclusive conditions. Additionally, [DOE](#) states "it is important for [students] to see themselves reflected in the faculty and curriculum to which they are exposed to create a sense of belonging and inclusiveness." In other words, if an MSI seeks to attract students from a particular demographic, it should consider whether that demographic is reflected in its faculty ranks.

Tip #3: Conduct targeted prospective student outreach and recruitment.

According to Inside Higher Ed's [2020 Survey of College and University Admissions Directors](#) from 433 institutions nationally, 84 percent of respondents intend to increase undergraduate recruitment of minority students, up from 77 percent the year prior. [Flores](#) of HACU suggests that admissions and recruitment officers encourage potential students to consider their diversity "as an asset that they are offering to the institution to enrich the educational experience for all students." [DOE](#) also asserts that institutions should proactively develop relationships with nearby elementary and secondary schools to reach their desired student demographic. [Other effective recruitment tactics](#) include:

■ Top five most effective outreach practices among four-year private institutions (n=70)



SPOTLIGHT: BLACK AND AFRICAN AMERICAN STUDENTS

Support Black and African American students through robust student support services, regular community service and faculty/staff interaction, summer 'bridge' programs, and flexible learning options.

[ACE](#) recommends that institutions should utilize best practices from Historically Black Colleges and Universities (HBCUs) to inform their Black and African American student support efforts. Namely, HBCUs contribute to student success through creating familial learning environments and robust student support services, especially for those from low-income backgrounds. In particular, "HBCUs' ethos of success is steeped in the idea of family," with many institutions highlighting collaboration through cohort models rather than academic competition. Regular community service and interaction with faculty and staff also contribute to the family-oriented environment. Faculty, especially, are charged with supporting students both academically and socially.

HBCUs – and [Predominantly Black Institutions](#) (PBIs) – are also attuned to the needs of non-traditional attendees, such as students who need to develop competencies and college-readiness through summer courses and bridge programs, as well as those who need to attend part-time or leave school for a short period for personal reasons. "HBCUs embrace approaches that capitalize on the assets that students returning to college after an extended absence possess," states [ACE](#).

A [review](#) of grant awards to PBIs suggests that MSIs can support at-risk Black and African American students through additional modes, such as:

Financial counselling services	Online/flexible course delivery options	Career counselling	Tutoring and mentorship services
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BEST PRACTICES IN STUDENT DIVERSIFICATION AT MSI'S

BEST PRACTICES

Tip #4: Develop holistic and directed student support mechanisms.

Student affairs professionals support a holistic higher education experience for all students, from campus safety and financial aid to academic advising and mental health services. According to the [Professional Competency Areas for Student Affairs Educators](#) from the American College Personnel Association (ACPA) and NASPA, Student Affairs Administrators in Higher Education, student affairs advisors should also demonstrate competency in social justice and inclusion:

*" For the purpose of the **Social Justice and Inclusion** competency area, social justice is defined as both **a process and a goal** that includes the **knowledge, skills, and dispositions** needed to create learning environments that foster **equitable participation** of all groups and seeks to address issues of **oppression, privilege, and power**. This competency involves student affairs educators who have a **sense of their own agency** and **social responsibility** that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through **seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms** on campus communities.*

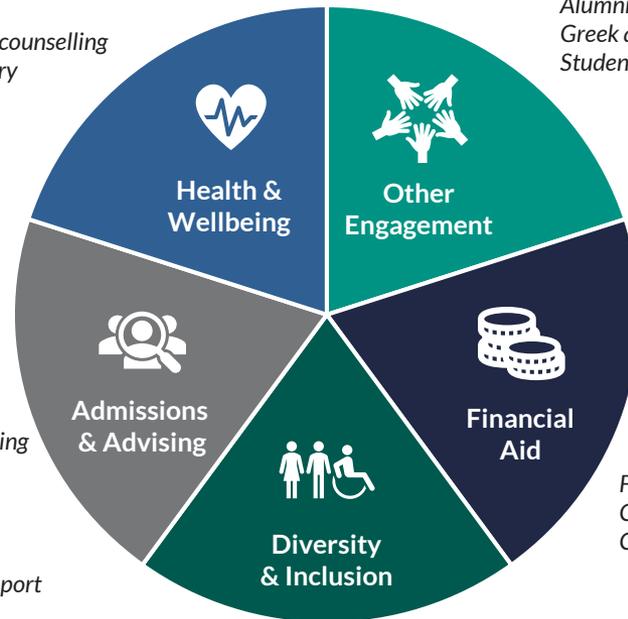
See additional reports related to online and non-traditional student support from our syndicated Research Library:

- [Global Benchmarking and Best Practices in Online Student Supports](#)
- [Student Services for Distance and Online Students](#)
- [Best Practices in Virtual Student Engagement](#)
- [Best Practices in Online Student Retention](#)
- [COVID-19 – Transitioning Student Services to Online Delivery](#)

FUNCTIONAL AREAS IN STUDENT AFFAIRS

Athletics
Campus activities
Campus safety
Mental health/counselling
Campus ministry

Alumni engagement
Greek affairs
Student conduct



Academic advising
Admissions
Career services
Orientation
Registrar
Technology Support

Community service
Disability support services
LGBTQ student services
International student support
Multicultural services
Veterans services

Source: [NASPA](#)

Note: Broad functional areas ascertained via a review of common foci. Italicized phrases represent a sample of functional areas from NASPA's annual census of Vice President's of Student Affairs.

BEST PRACTICES IN STUDENT DIVERSIFICATION AT MSI'S

BEST PRACTICES

Tip #5: Facilitate diversity and inclusion programming and training opportunities.

[DOE](#) writes, “Institutions are encouraged to develop and facilitate programming to increase the cultural competency of leadership, faculty, staff, and students... [and] to perform an assessment of their campus climate related to diversity in order to identify areas for improvement.” Programming options include:

- Cultural competency training in new student orientations
- Diversity and inclusion coursework for Freshman
- Cultural and socio-emotional support mechanisms, such as mentoring and counseling
- Student diversity committees that work with leadership and administration to affect decision-making related to diversity
- Financial support to close the gap for economically disadvantaged students.

ETHICAL CONSIDERATIONS

Though diversity is an asset on college campuses, be prepared for potential criticism of race-related admissions practices.

A recent lawsuit alleged that [Harvard University](#) discriminated against Asian American applicants in favor of Black and Hispanic applicants, despite lower grades and standardized test scores. After [a judge ruled in Harvard's favor](#), some high school students “are reexamining whether to indicate their status as Asian American on college applications,” states [USNWR](#). Further, a 2019 [Pew Research Center survey](#) found that nearly three-quarters of Americans say that universities should not consider race or ethnicity when making decisions about student admissions, especially among White groups (78 percent).

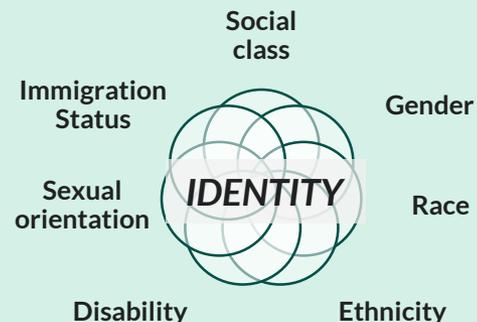


INTERSECTIONALITY IN DIVERSITY AND INCLUSION INITIATIVES

Avoid siloing students based on one aspect of their identity; offer training to campus stakeholders, student support mechanisms, and safe spaces to support students holistically.

According to Washington University in St. Louis' [Intersectionality Self-Study Guide](#), “We all hold multiple social identities simultaneously, such as race, gender, and sexuality. Intersectionality examines how multiple oppressed identities interact to create overlapping and compounding systems of disadvantage.” In higher education, “[intersecting barriers to access](#)” may include (shown right):

Institutions should thus **focus** on supporting “voices of those experiencing overlapping, concurrent forms of oppression in order to understand the depths of the inequalities and the relationships among them in any given context.” In higher education, exemplars include:



- [University of Michigan's Guide to Creating an Identity-Safe Classroom](#) encourages instructors to see students holistically, helping them to manage competing priorities and distractions.
- [Mount Holyoke](#) provides gender-neutral and affirming ways to address the class and introduce students
- [Texas A&M University](#) encourages intersectionality research and education at the micro- (e.g., in classroom), meso- (e.g., at conferences), and macro-levels (e.g., through collaborative research). It also offers a literal “[safe space](#)” and a related certificate.

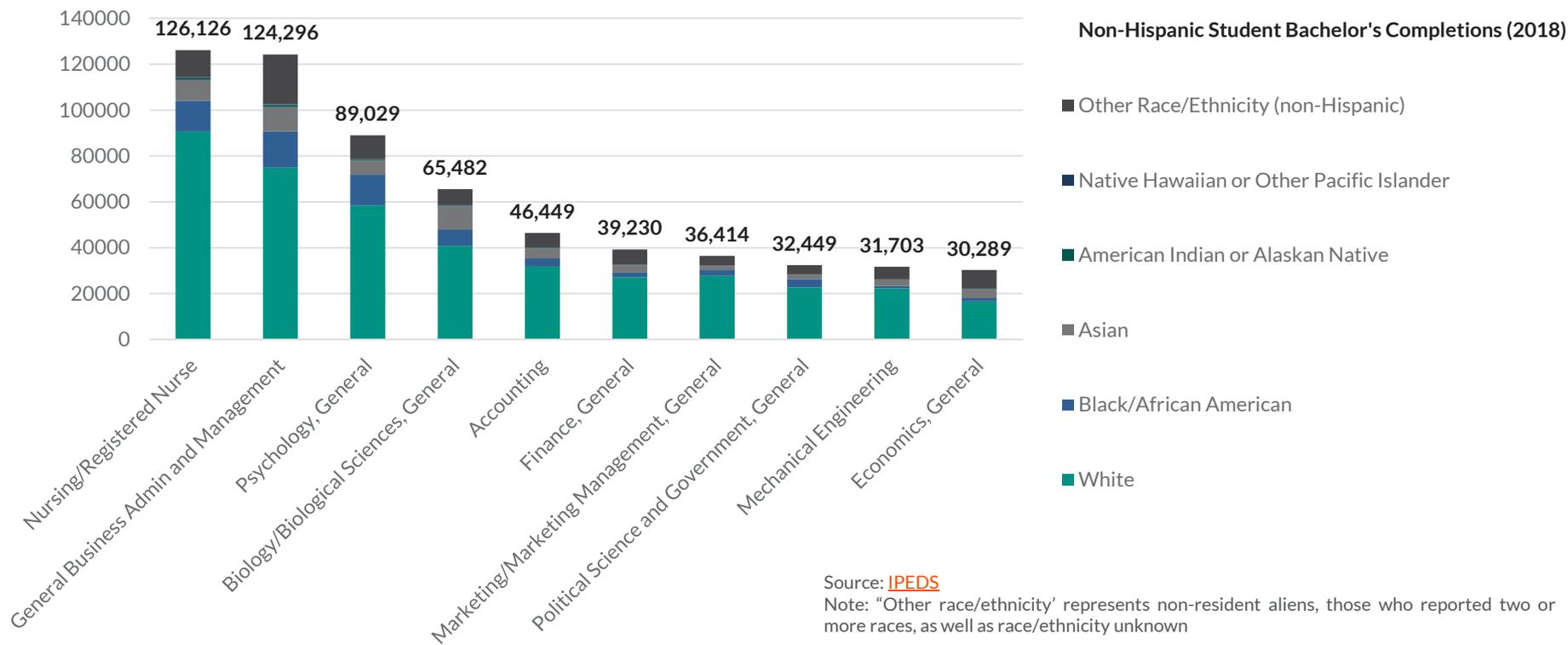
BEST PRACTICES IN STUDENT DIVERSIFICATION AT MSI'S

EMPIRICAL INSIGHTS: PROGRAM DEMAND AMONG NON-HISPANIC STUDENTS

Institutions can optimize their prospective student recruitment by offering programs aligned with their unique needs and interests.

Using 2018 conferral data from the Integrated Postsecondary Education Data System (IPEDS), non-Hispanic students are most likely to study allied health-, business administration- and finance-, STEM-, or political science-related fields at the bachelor's level.

TOP FIELDS AMONG NON-HISPANIC, UNDERGRADUATE STUDENTS (2018)



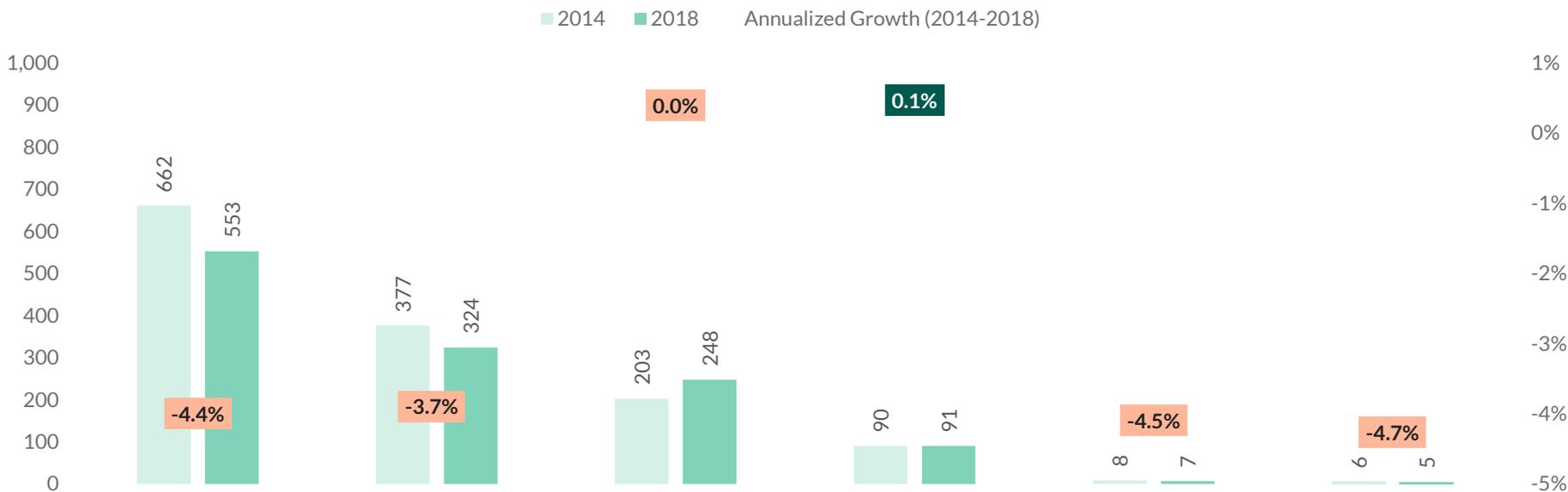
BEST PRACTICES IN STUDENT DIVERSIFICATION AT MSI'S

EMPIRICAL INSIGHTS: HISPANIC-SERVING STUDENT DIVERSITY TRENDS

Enrollment trends among Hispanic-Serving institutions suggest University A should focus diversification efforts on White and Black/African American Students.

Based on IPEDS enrollment data, Hanover identified private, not-for-profit, four-year and above institutions located in a large suburb or large/mid-size city as of 2019, and with membership in [HACU](#). Hanover assessed enrollment trends across non-Hispanic undergraduate students from Fall 2014 to Fall 2018 among 27 institutions. Across nearly all race/ethnicity categories, non-Hispanic, undergraduate student enrollment has declined at Hispanic-serving institutions; However, volume and growth metrics suggest that the university can improve its reach to White and Black/African American Students.

NON-HISPANIC, UNDERGRADUATE STUDENT DEMOGRAPHICS AT HISPANIC-SERVING INSTITUTIONS



Source: [IPEDS](#)
Note: Race/ethnicity sorted by volume of undergraduate student enrollment in Fall 2018. "Other race/ethnicity" represents non-resident aliens, those who reported two or more races, as well as race/ethnicity unknown. Average constitutes all private, not-for-profit four-year and above institutions (sector) located in a large suburb or large/mid-size city (degree of urbanization) as of 2019 with membership in HACU (27 total institutions nationally).



BEST PRACTICES IN STUDENT DIVERSIFICATION AT MSI'S

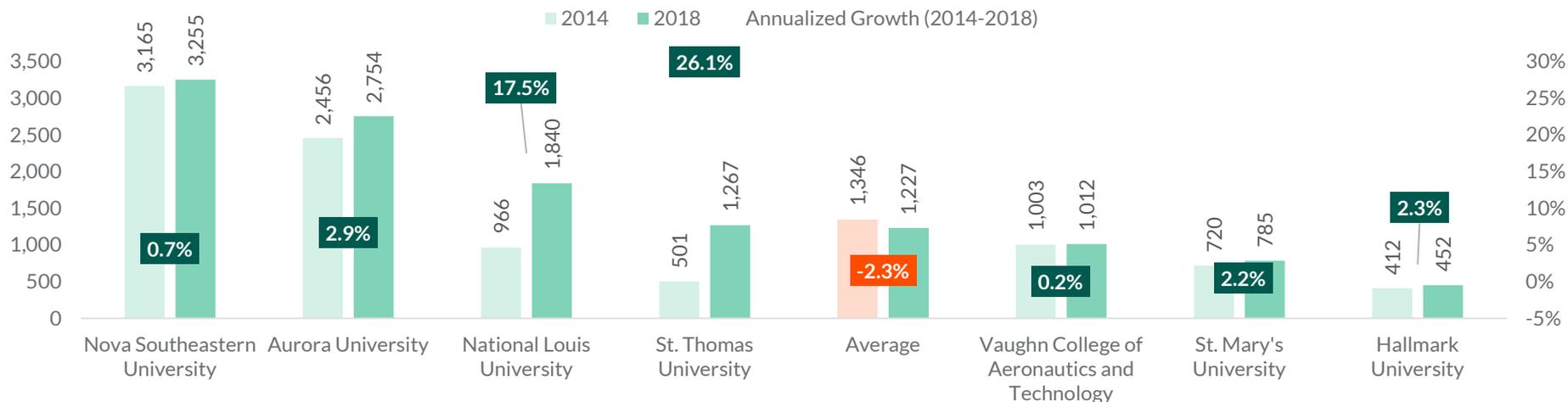
EMPIRICAL INSIGHTS: HISPANIC-SERVING INSTITUTIONS WITH GROWING STUDENT DIVERSITY

Among HSIs, St. Thomas University, National Louis University, and Aurora University show the fastest-growing non-Hispanic undergraduate student communities between 2014 and 2018.

Using the previous list of 27 institutions, Hanover assessed enrollment trends across non-Hispanic undergraduate students over the past five years. On average, the number of non-Hispanic undergraduate students declined year-over-year (-2.3 percent) among HSIs. The chart below shows HSIs with five-year annualized *growth* in student diversity.

Note that factors other than institutional strategy may affect growth trends, such as changes in surrounding area demographics. Nonetheless, in-depth case studies may provide useful insight regarding best practices for increasing student diversity at HSIs. [In the section that follows](#), Hanover investigates recruitment tactics, marketing messaging, and other strategies that help these institutions reach diverse student groups.

HSIS WITH GROWING NON-HISPANIC, UNDERGRADUATE STUDENT BODIES



Source: [IPEDS](#)

Note: Institutions sorted by volume of non-Hispanic, undergraduate student enrollment in Fall 2018. Average constitutes all private, not-for-profit four-year and above institutions (sector) located in a large suburb or large/mid-size city (degree of urbanization) as of 2019 with membership in HACU (27 total institutions nationally).



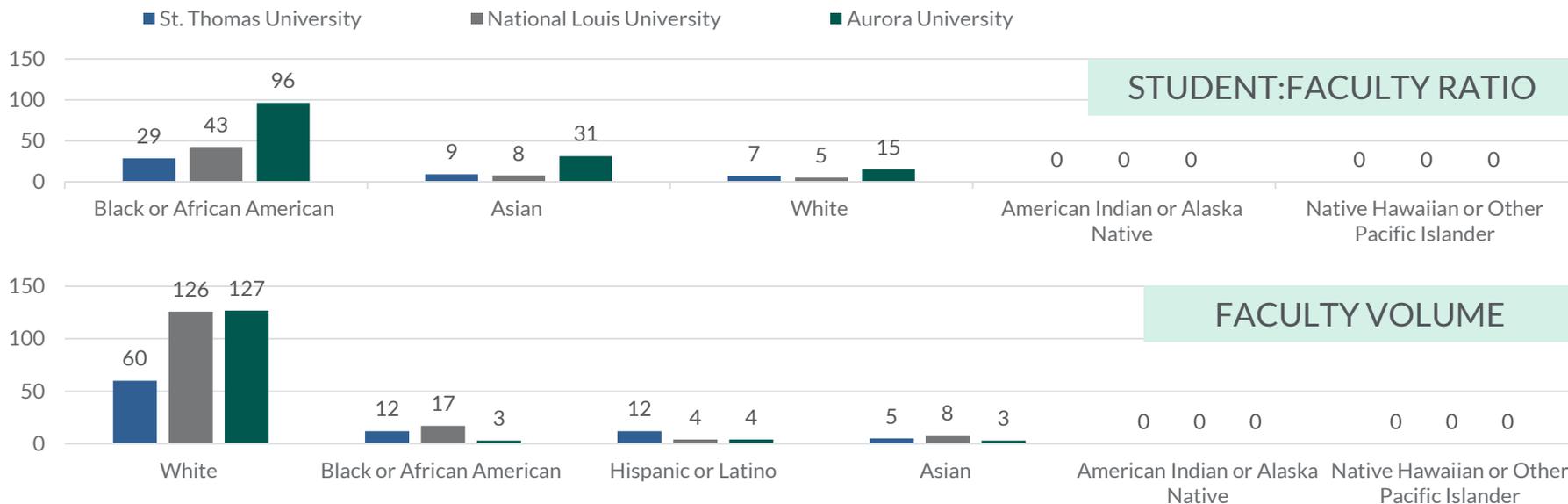
BEST PRACTICES IN STUDENT DIVERSIFICATION AT MSI'S

EMPIRICAL INSIGHTS: FACULTY DIVERSITY AMONG HSIS

Among the three institutions with the fastest-growing non-Hispanic undergraduate student communities, the faculty spread skews heavily White.

As previously discussed, diversity in instructional staff signals an institution's commitment to diversity and inclusion, while simultaneously enabling its students to see themselves reflected in their faculty. While St. Thomas University, National Louis University, and Aurora University have successfully attracted a growing number non-Hispanic students, it is likely to due factors other than faculty diversity. Indeed, faculty by volume and student:faculty ratios as of Fall 2018 show that non-Hispanic, minority students may lack sufficient representation among instructional staff. Note that student:faculty ratios show the number of students per single faculty; in other words, a White faculty member may teach/mentor five White students, but a Black/African American faculty member may be responsible for 13 Black/African American students.

FACULTY BY RACE/ETHNICITY AMONG HSIS WITH DIVERSE STUDENT BODIES



Source: [IPEDS](#)
 Note: Reflects instructional staff only as of Fall 2018.

CASE STUDIES:
**SUCCESSFUL STUDENT DIVERSIFICATION STRATEGIES AT
HISPANIC-SERVING INSTITUTIONS**

ST. THOMAS UNIVERSITY

CASE STUDY: ST. THOMAS UNIVERSITY

INTRODUCTION

Located in Miami, nearly half of the approximately 2,700 undergraduate students enrolled at St. Thomas University were non-Hispanic as of 2018.

Non-Hispanic enrollments rose from 501 in 2014 to 1,267 in 2018, resulting in 26.1 percent annualized growth. Its mission is as follows:

*“ **St. Thomas** is a Catholic university with rich cultural and international diversity committed to the academic and professional success of its students who become ethical leaders in our global community.*”

DIVERSITY & INCLUSION MATRIX

Indicator	Yes/No
Ensures and communicates institutional commitment to diversity and inclusion.	Yes
Exhibits diversity across all levels of the institution.	No
Conducts targeted prospective student outreach and recruitment.	Yes
Offers holistic and directed student support mechanisms.	Yes
Facilitates diversity and inclusion programming and training opportunities.	Yes

Source: Institutional website.

Note: Matrix based on best practices from [DOE](#).

DIVERSITY & INCLUSION INITIATIVES

National recognition for diversity:

- St. Thomas ranks seventh in US News & World Report for campus ethnic diversity.
- “In the 2018 edition of The Princeton Review – Best Law Schools, St. Thomas University School of Law maintained its Top 10 national ranking for having the “Greatest Resources for Minority Students” and the “Most Diverse Faculty.”
- “For the second time in five years, a team of MBA students at St. Thomas University’s School of Business won first place honors in the 15th Annual 2019 KeyBank Foundation Minority MBA Case Competition.

Diversity and inclusion identified as a strategic theme in the 2020-2025 Strategic Plan:

- “Embracing – STU embodies the small “c” in Catholic, meaning all-embracing and universal. With an inclusive and diverse campus, being a Bobcat means being part of the #STUFam.”
- Goal 1 – Objective 3: “Develop ethical leaders for a global community.”
- “The University defines itself as an institution that values diversity. This is reflected in the importance and pride the University places in a student body that includes a balanced number of men and women, and includes people from a variety of racial, ethnic, socio-economic, religious, and national identities.”

Diversity and inclusion-related departments, offices, support services, and programming:

- “The Office of Student Affairs provides technical support and assistance to multicultural organizations on campus. These organizations enable students to explore, maintain, and strengthen their cultural identities, while maintaining their connections to the life of the University through campus-wide activities.”
- Diversity Committee conducts diversity training and courses for stakeholders

CASE STUDY: ST. THOMAS UNIVERSITY

TARGETED MARKETING TACTICS

St. Thomas University generally highlights its diverse, student-centered environment and support initiatives (especially tuition support) via digital marketing for prospective undergraduate students.



Career Services
Personalized support for your future



ST. THOMAS UNIVERSITY
Developing Leaders for Life



LIVE BOLDLY.



ST. THOMAS UNIVERSITY
Developing Leaders for Life

14:1
student / faculty
ratio

The Future of Nursing
20% Tuition Reduction
Numerous Scholarships, Grants
and Service-Cancelable Loans Available

Cohort Hybrid Model
Cohorts Meet In A Traditional
Classroom Setting ONCE Per Month



ST. THOMAS
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STU.EDU/future
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HOUSE**

**LEARN
MORE!**



Source: [Moat.com](https://www.moat.com)

CASE STUDY: ST. THOMAS UNIVERSITY

ENROLLMENT TRENDS

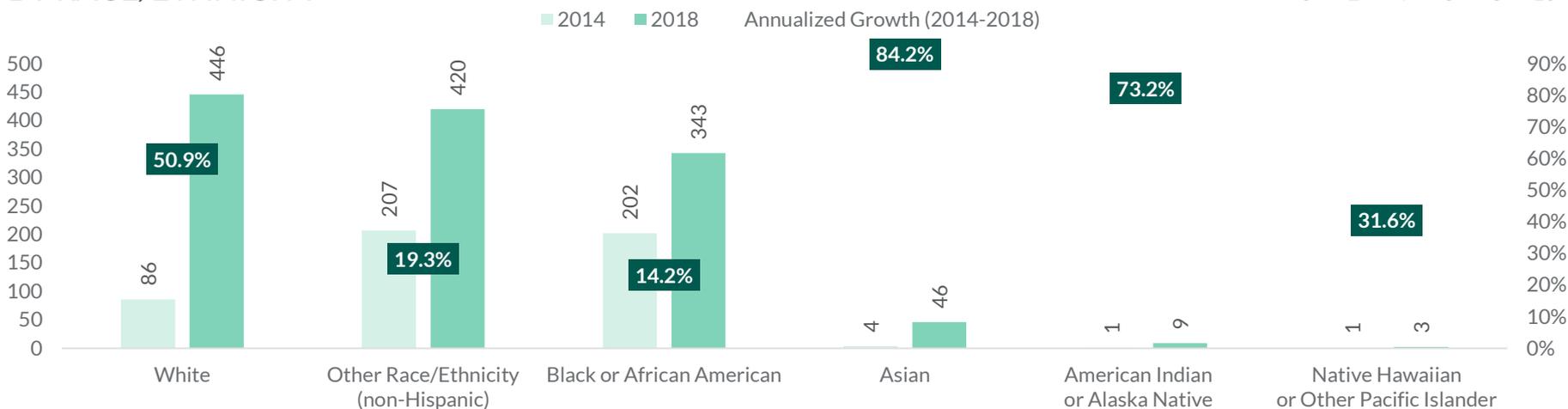
St. Thomas exhibits high-growth patterns among White and Black/African American student groups over the past five years.

Fall enrollment figures for St. Thomas University show the greatest volume in 2018 among White and Black/African American-defined groups, each associated with rapid five-year growth. Conferral trends for 2018 also show a preference for business programs among non-Hispanic, bachelor's-level students.

IN-DEMAND PROGRAMS AMONG NON-HISPANIC STUDENTS AT ST. THOMAS UNIVERSITY



ST. THOMAS UNIVERSITY UNDERGRADUATE STUDENT ENROLLMENT BY RACE/ETHNICITY



Source: [IPEDS](#)
 Note: Above right - In-demand programs reflect student completions volume as of 2018, including top five fields by bachelor's conferral volume. Below - Race/ethnicity sorted by volume of undergraduate student enrollment in Fall 2018. "Other race/ethnicity" represents non-resident aliens, those who reported two or more races, as well as race/ethnicity unknown.

CASE STUDY: ST. THOMAS UNIVERSITY

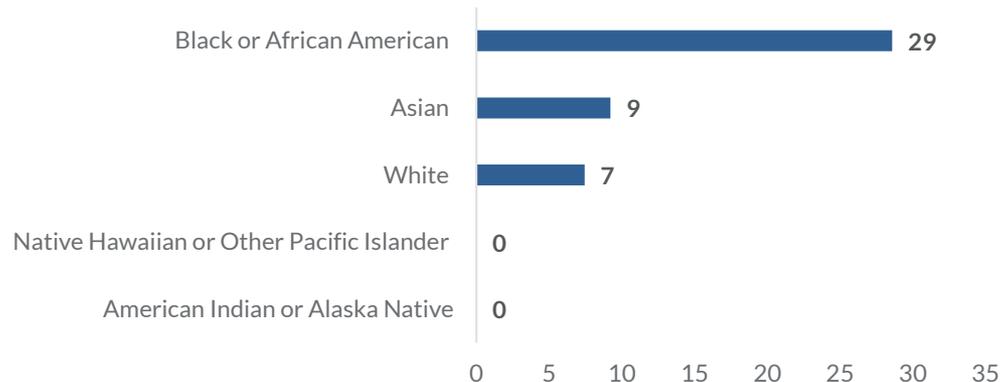
FACULTY SPREAD

St. Thomas University's faculty are primarily White.

Student:faculty ratios also suggest that minority faculty may be responsible for teaching/mentoring more students of color than their White peers. [David A. Armstrong](#), President of the University is shown right.

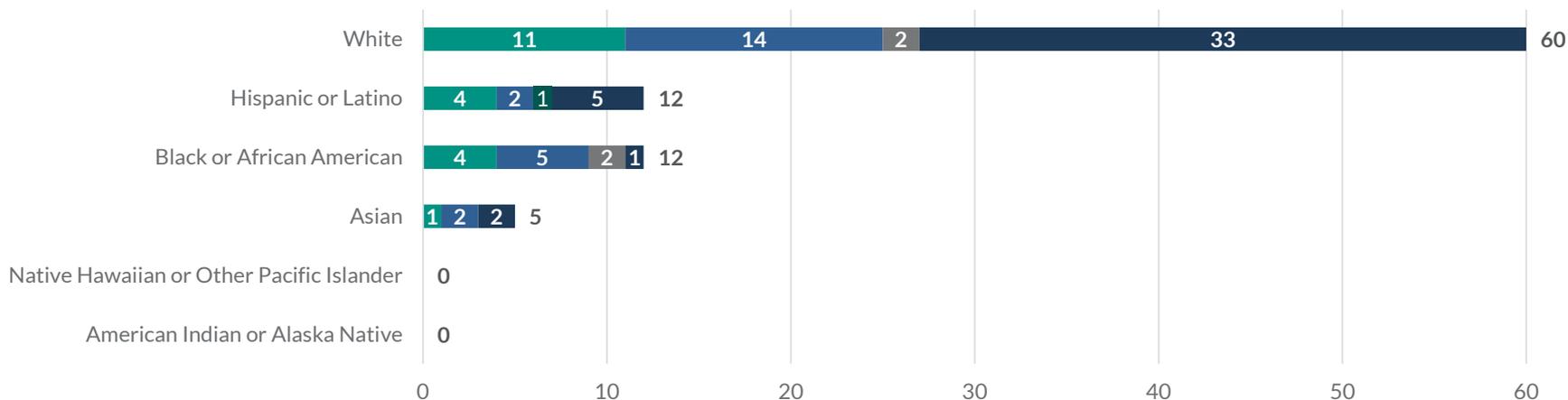


STUDENT:FACULTY RATIO BY RACE/ETHNICITY



ST. THOMAS UNIVERSITY INSTRUCTIONAL STAFF BY RACE/ETHNICITY

■ Assistant Professors
 ■ Associate Professors
 ■ Instructors
 ■ Lecturers
 ■ Professors
 Grand Total



Source: [IPEDS](#)
 Note: Reflects instructional staff only as of Fall 2018.

NATIONAL LOUIS UNIVERSITY

CASE STUDY: NATIONAL LOUIS UNIVERSITY

INTRODUCTION

Located in Chicago, 60 percent of the more than 3,050 undergraduate students enrolled at National Louis University were non-Hispanic as of 2018.

Non-Hispanic enrollments rose from 966 in 2014 to 1,840 in 2018, resulting in 17.5 percent annualized growth. Its mission is as follows:

“ [National Louis University](#) provides access to quality higher education that nurtures opportunity for students through innovative teaching, scholarship, community engagement and service excellence.

DIVERSITY & INCLUSION MATRIX

Indicator	Yes/No
Ensures and communicates institutional commitment to diversity and inclusion.	Yes
Exhibits diversity across all levels of the institution.	No
Conducts targeted prospective student outreach and recruitment.	Yes
Offers holistic and directed student support mechanisms.	Yes
Facilitates diversity and inclusion programming and training opportunities.	Yes

Source: Institutional website.

Note: Matrix based on best practices from [DOE](#).

DIVERSITY & INCLUSION INITIATIVES

Diversity part of university core values:

- “The NLU community and its educational philosophy are built on a high regard for the cultures, backgrounds, experiences and dignity of each person. We embrace and build upon the strength that comes from a diverse student body, faculty and staff.”
- “Nationally recognized as among the top 25 most diverse national universities, we will work to ensure that everyone in our community is welcomed, valued, respected, and supported to fully realize their potential. By doing so, we will secure for NLU and its graduates the benefits of diverse views, talents and creativity. To achieve this, we hold each other accountable for creating a culture of inclusion, engaging with and challenging our biases, and achieving specific diversity and equity goals for our students and our professional community.”

Five-year Equity Plan:

- “NLU’s Equity Plan is a 5-year plan designed to advance our vision to be a national leader in driving equity in bachelor’s degree attainment and employment. Drafted as part of the Illinois Equity in Attainment (ILEA) Initiative organized by the Partnership of College Completion (PCC), our Equity Plan is a strategic guide for increasing completion rates with interim performance indicators for target student populations (Black, Latinx, Pell) across First-Time Freshman and Transfer students for 2020-2025.”

Diversity and inclusion-related departments, offices, support services, and programming:

- Samples include the Diversity, Equity, and Inclusion council, cultural and heritage events, Black Student Union, and a Safe Zone for LGBTQIA students.

CASE STUDY: NATIONAL LOUIS UNIVERSITY

TARGETED MARKETING TACTICS

National Louis University markets its flexible learning modes and positive postgraduate outcomes in digital marketing aimed at potential undergraduate students.



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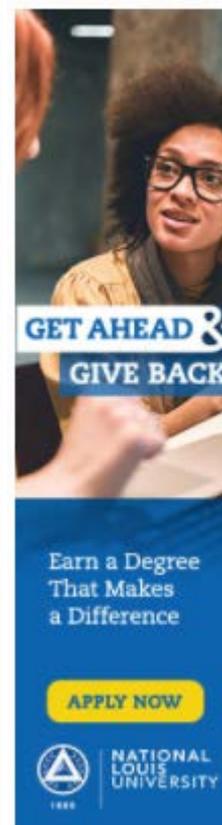
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Source: [Moat.com](https://www.moat.com)

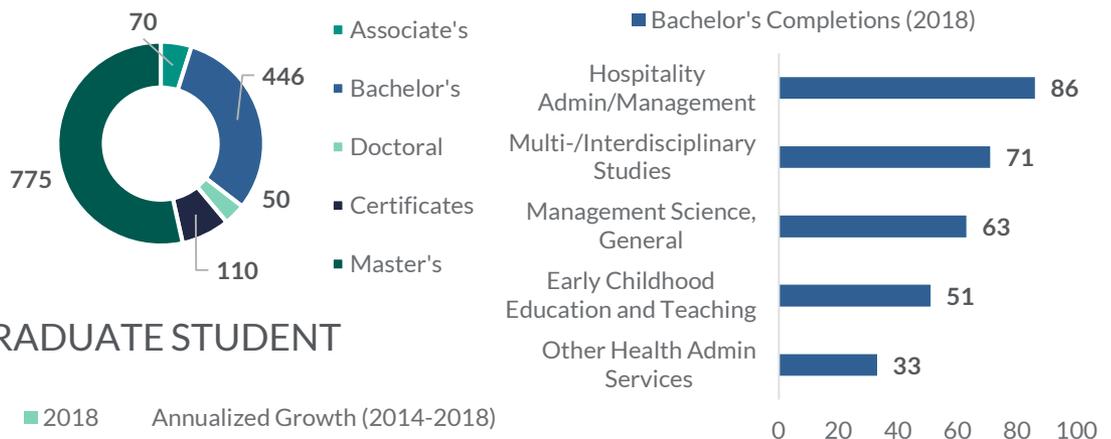
CASE STUDY: NATIONAL LOUIS UNIVERSITY

ENROLLMENT TRENDS

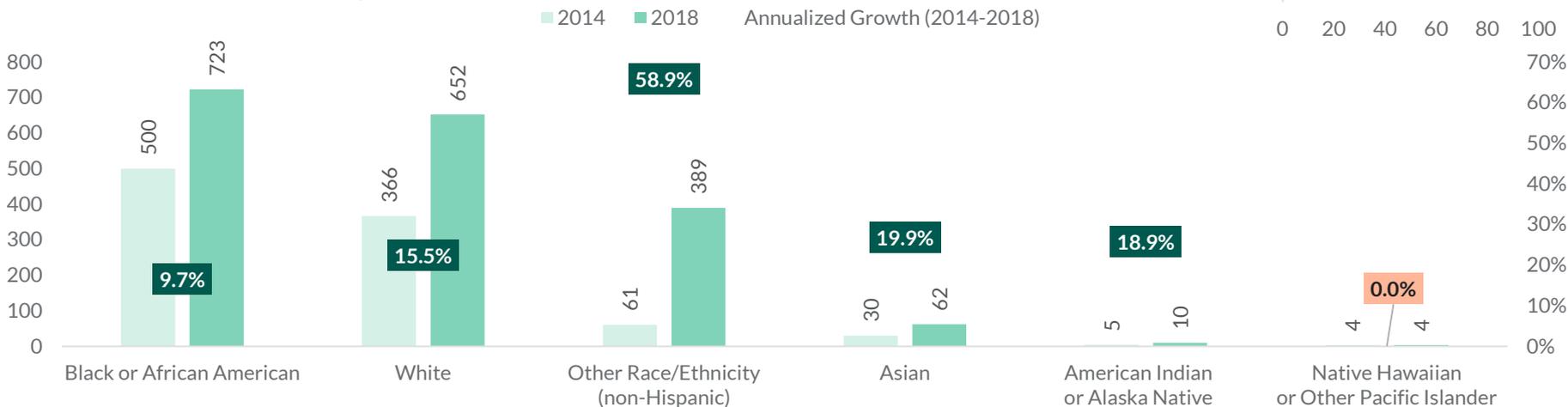
National Louis University also shows high-growth patterns among Black/African American and White student groups in recent years.

Fall enrollment figures for National Louis University show the greatest volume in 2018 among Black/African American and White-defined groups, each aligned with strong five-year growth. Conferral trends for 2018 also highlight hospitality and interdisciplinary programs among non-Hispanic, bachelor's-level students.

IN-DEMAND PROGRAMS AMONG NON-HISPANIC STUDENTS AT NATIONAL LOUIS UNIVERSITY



NATIONAL LOUIS UNIVERSITY UNDERGRADUATE STUDENT ENROLLMENT BY RACE/ETHNICITY



Source: [IPEDS](#)

Note: Above right - In-demand programs reflect student completions volume as of 2018, including top five fields by bachelor's conferral volume. Below - Race/ethnicity sorted by volume of undergraduate student enrollment in Fall 2018. "Other race/ethnicity" represents non-resident aliens, those who reported two or more races, as well as race/ethnicity unknown.



CASE STUDY: NATIONAL LOUIS UNIVERSITY

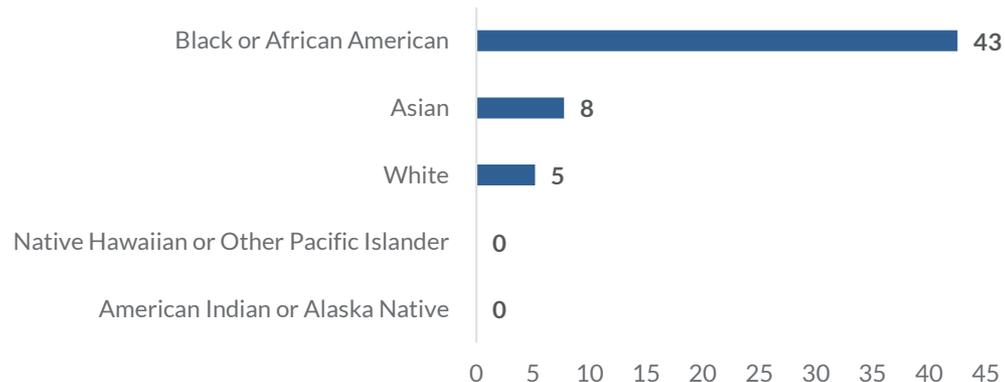
FACULTY SPREAD

National Louis University's faculty are predominately White.

Student:faculty ratios also suggest that minority faculty – especially with Black/African American backgrounds – may be responsible for teaching/mentoring more students of color than their White peers. [President Nivine Megahed](#) is shown right.

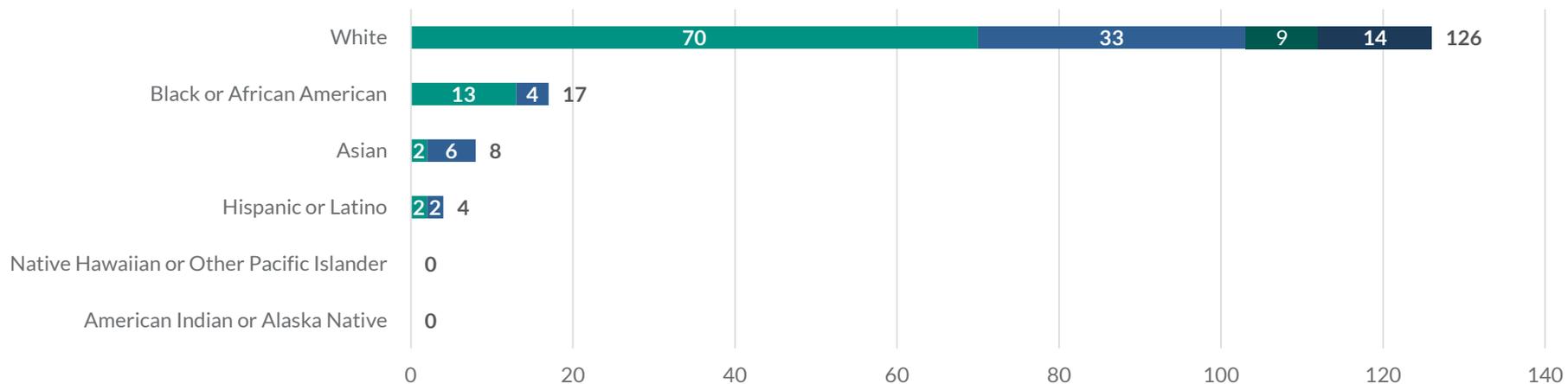


STUDENT:FACULTY RATIO BY RACE/ETHNICITY



NATIONAL LOUIS UNIVERSITY INSTRUCTIONAL STAFF BY RACE/ETHNICITY

■ Assistant Professors
 ■ Associate Professors
 ■ Instructors
 ■ Lecturers
 ■ Professors
 Grand Total



Source: [IPEDS](#)
 Note: Reflects instructional staff only as of Fall 2018.

AURORA UNIVERSITY

CASE STUDY: AURORA UNIVERSITY

INTRODUCTION

Located in Aurora, IL, 69 percent of the 4,020 undergraduate students enrolled at Aurora University were non-Hispanic as of 2018.

Non-Hispanic enrollments rose from 2,456 in 2014 to 2,754 in 2018, resulting in 2.9 percent annualized growth. Its mission is as follows:

“ [Aurora University](#) is an inclusive community dedicated to the transformative power of learning. As a teaching-centered institution, we encourage undergraduate and graduate students to discover what it takes to build meaningful and examined lives.”

DIVERSITY & INCLUSION MATRIX

Indicator	Yes/No
Ensures and communicates institutional commitment to diversity and inclusion.	Yes
Exhibits diversity across all levels of the institution.	No
Conducts targeted prospective student outreach and recruitment.	Yes
Offers holistic and directed student support mechanisms.	Yes
Facilitates diversity and inclusion programming and training opportunities.	Yes

Source: Institutional website.

Note: Matrix based on best practices from [DOE](#).

DIVERSITY & INCLUSION INITIATIVES

Diversity part of university core values:

- “Citizenship: Aurora University exercises the rights and responsibilities of citizenship in an inclusive educational community, founded upon the principles of mutual respect and open discourse. We live within our means and manage our resources wisely and responsibly, while sustaining an environment that fosters teamwork and promotes services to others. We serve the needs of the Fox River Valley, McHenry County (Illinois), Walworth County (Wisconsin), and online learners by offering myriad educational and cultural opportunities to our students and the community-at-large.”

Flexible learning formats to reach a wider prospective student market:

- “At Aurora University Online, we are an inclusive community dedicated to the transformative power of learning. We offer the wide-ranging programs of a university with the personal attention of a small college. Our faculty members are accessible, and our academic and support programs are designed to help you succeed.”

Diversity and inclusion-related departments, offices, support services, and programming:

- Samples include the Black Student Union, Latin American Student Organization
- Diversity and diversity education materials in Phillips Library

CASE STUDY: AURORA UNIVERSITY

TARGETED MARKETING TACTICS

Digital marketing from Aurora University highlights accessibility, convenience, and affordability of its programs.

Two-thirds of online students study on their smartphones.

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Convenient
Flexible
Affordable

Source: [Moat.com](https://www.moat.com)

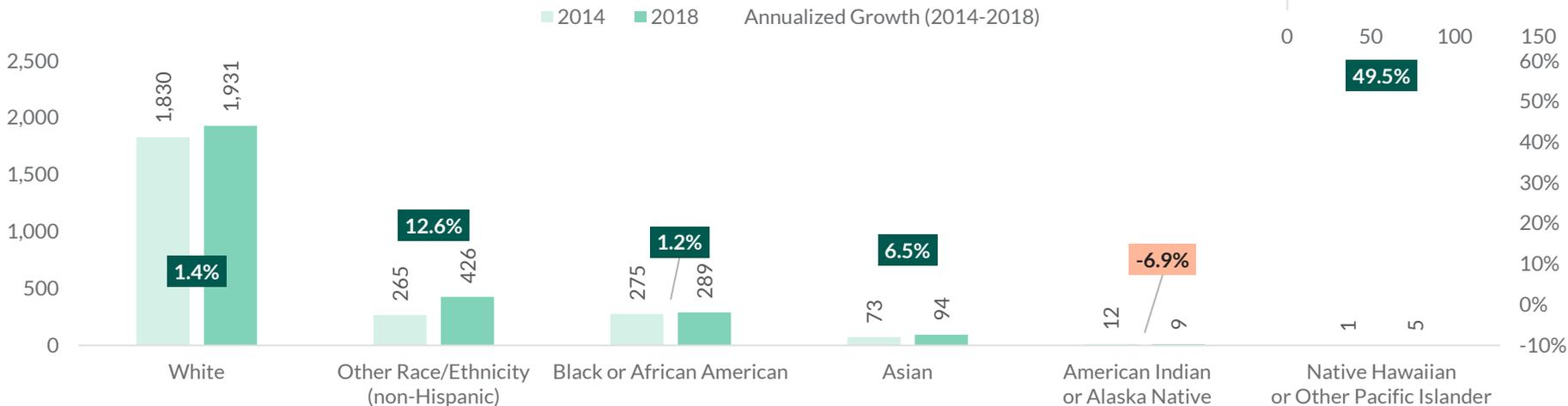
CASE STUDY: AURORA UNIVERSITY

ENROLLMENT TRENDS

Among non-Hispanic student groups, Aurora University is the most successful in attracting White students.

Fall enrollment data for Aurora University show the greatest volume in 2018 among White students, the number of which have increased at a stable 1.4 percent rate over the past five years. Conferral trends for 2018 also show a preference for allied health and business programs among non-Hispanic, bachelor's-level students.

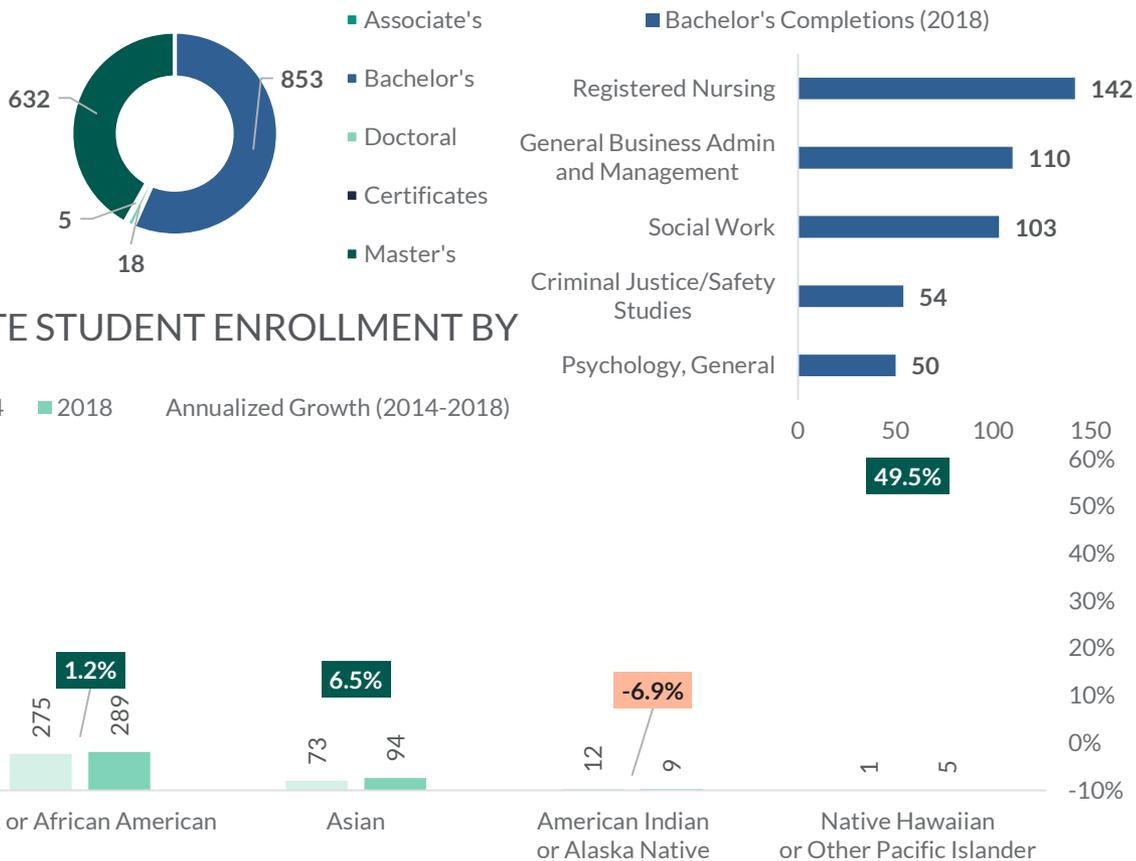
AURORA UNIVERSITY UNDERGRADUATE STUDENT ENROLLMENT BY RACE/ETHNICITY



Source: [IPEDS](#)

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IN-DEMAND PROGRAMS AMONG NON-HISPANIC STUDENTS AT AURORA UNIVERSITY



CASE STUDY: AURORA UNIVERSITY

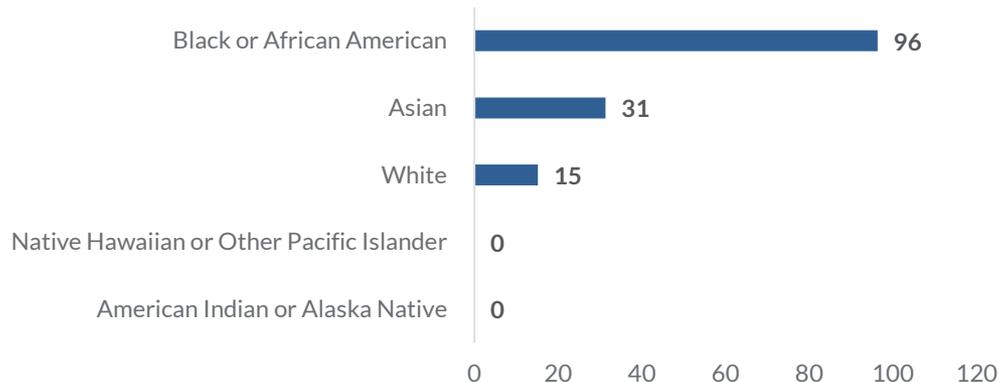
FACULTY SPREAD

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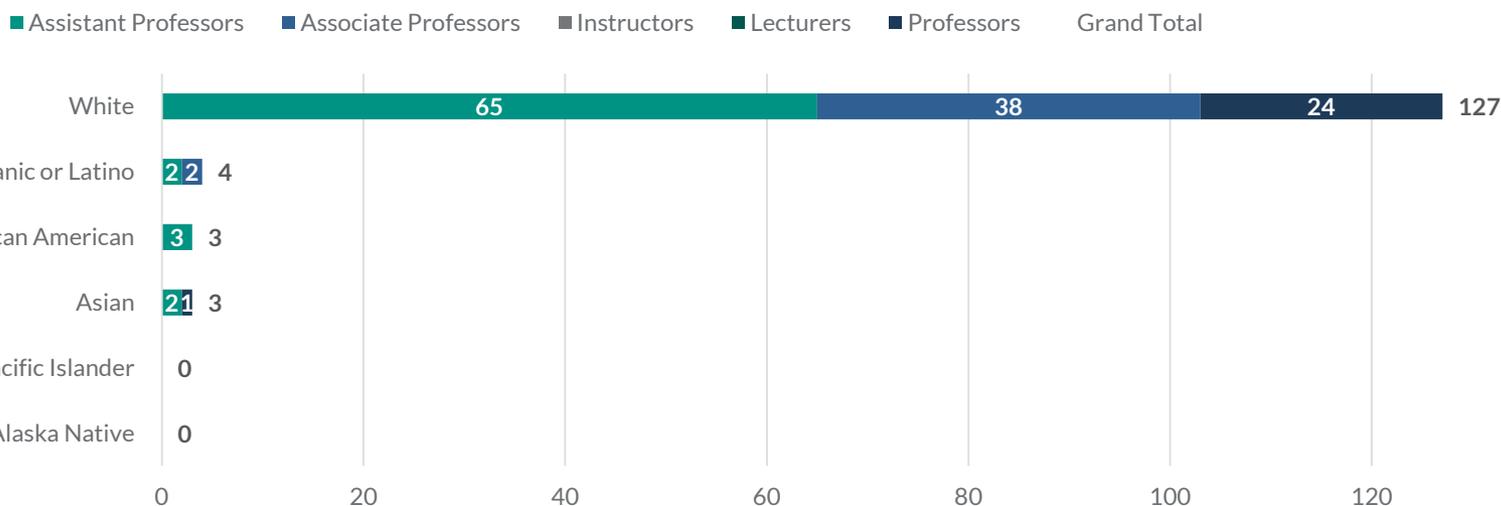
Student:faculty ratios also suggest that minority faculty – especially with Black/African American backgrounds – may be responsible for teaching/mentoring more students of color than their White peers. [President Rebecca L. Sherrick](#) is shown right.



STUDENT:FACULTY RATIO BY RACE/ETHNICITY



AURORA UNIVERSITY INSTRUCTIONAL STAFF BY RACE/ETHNICITY



Source: [IPEDS](#)
 Note: Reflects instructional staff only as of Fall 2018.

