

Demographic Analysis

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Project Scope

Academic Deans' Services (ADS) is an office dedicated to supporting students in achieving their academic goals and navigating their undergraduate journey effectively. Within this project scope, we aim to understand student engagement patterns with academic support services provided by ADS. By analyzing institutional data, we seek to uncover trends and patterns that illustrate the effectiveness of one-on-one advising services offered by ADS. Additionally, we will investigate which demographic groups are being effectively reached by ADS services and identify any potential gaps or areas for improvement in outreach efforts.

Demographics

Our investigation begins with an examination of demographic trends within the student population accessing ADS. This involves understanding gender, minority representation, and residency distribution among students accessing ADS. By analyzing these trends, we aim to ensure equitable access to support services and identify areas for improvement to better serve the diverse student community.

Usage Trends

Gender ratio has been stable for the last 10 years. The stability of the gender ratio is a positive indication of equal access to ADS services

Gender Trends by First Academic Year (Female)

Dotted line is L&S entrants in that year.

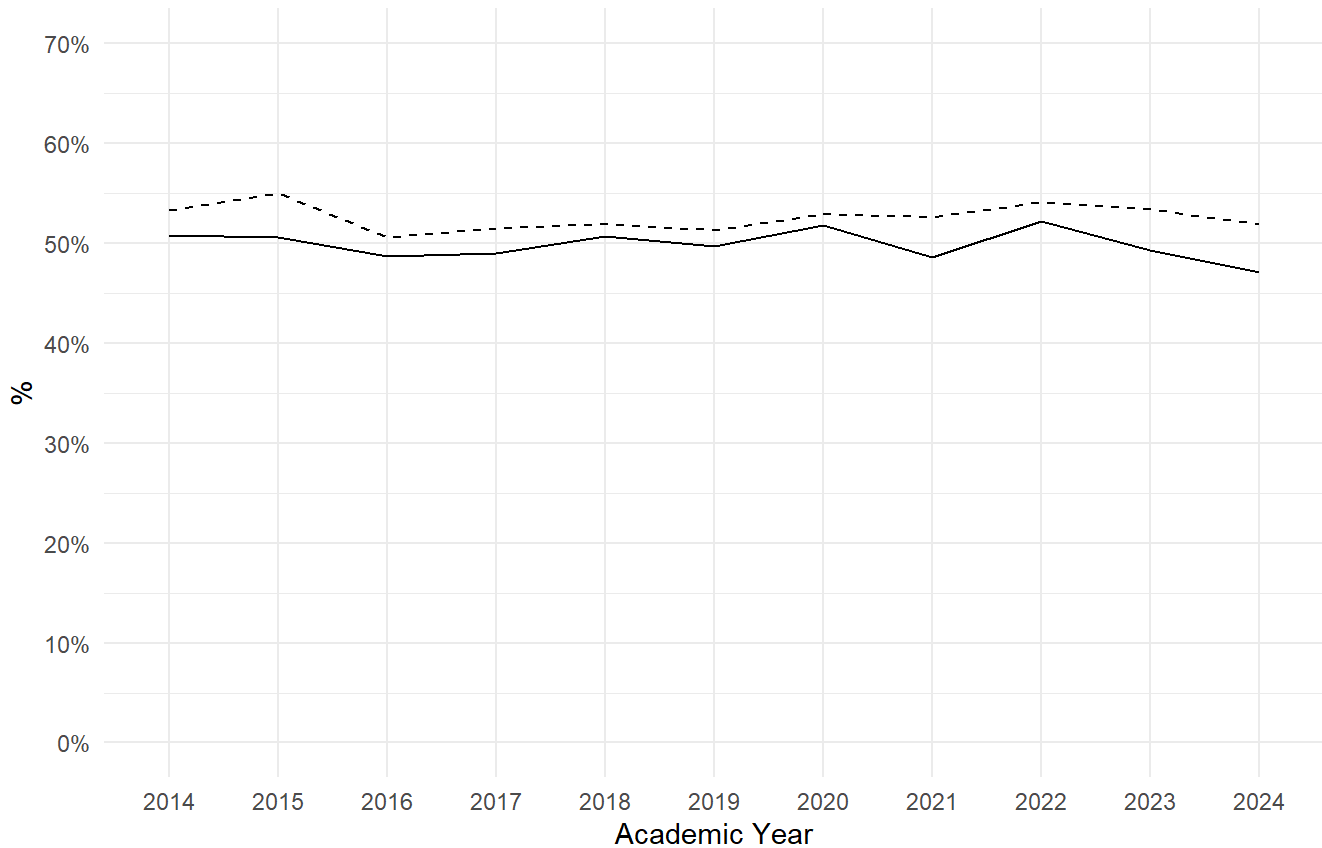


Figure 1: Gender trends for female students in ADS compared to L&S population

The ratio of ADS serving [Student of Color](#) students exceeds that of the overall population within the College of Letters & Science by approximately 10-15%. This suggests that ADS service is valuable and accessible to students of color.

Minority Trends by First Academic Year

Dotted line is L&S entrants in that year.

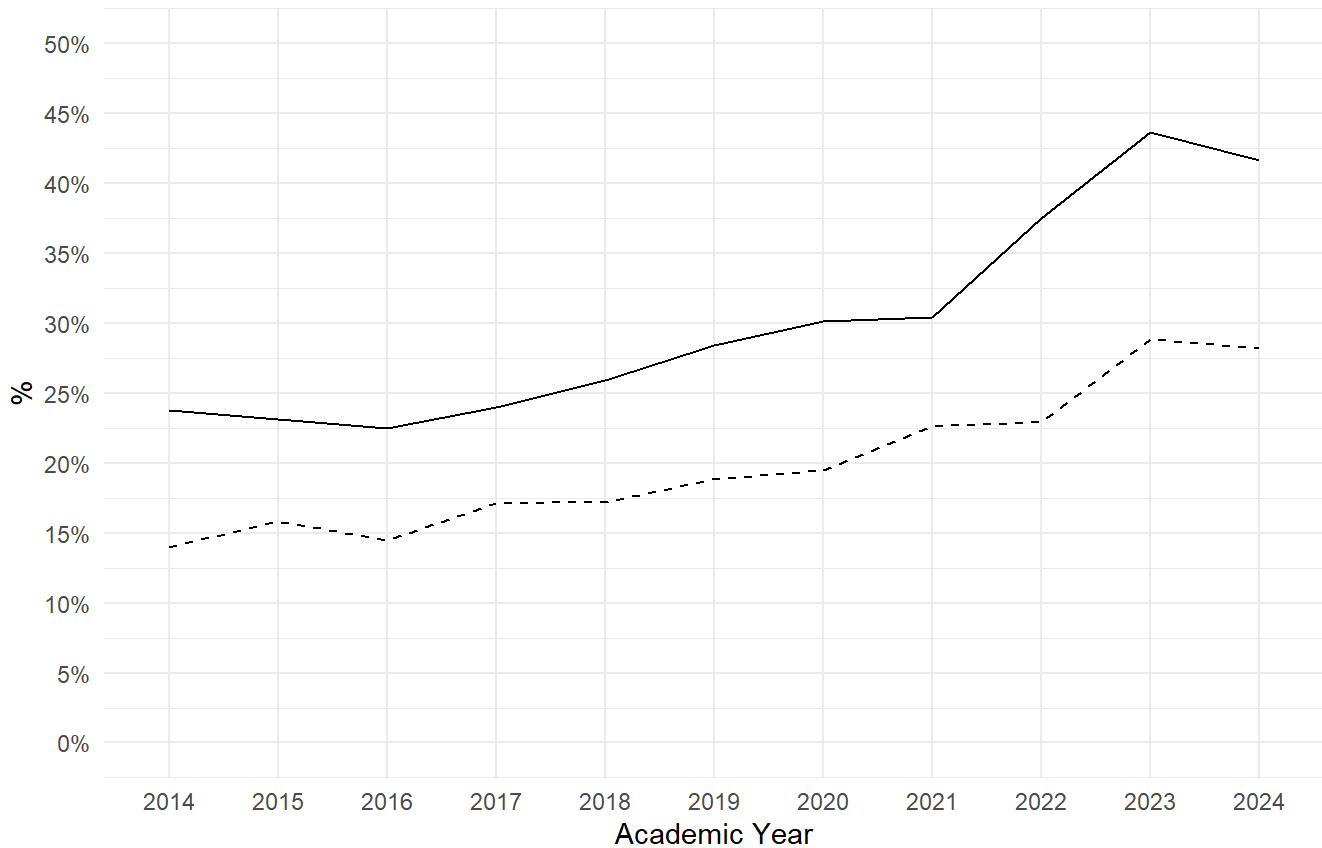


Figure 2: Minority trends in ADS compared to L&S population

Usage Residency Distribution

Over the last 10 years, there has been a notable increase in the proportion of international students accessing ADS while the proportion of domestic students accessing ADS services has shown a downward trend.

In 2014, domestic students comprised approximately 60% of the total ADS user population. However, by 2024, this proportion has decreased to around 40%, representing a notable 20% decline over the decade.

To further investigate these trends, we examined the residency trends from different residency groups over the last 10 years in [Figure 4](#).

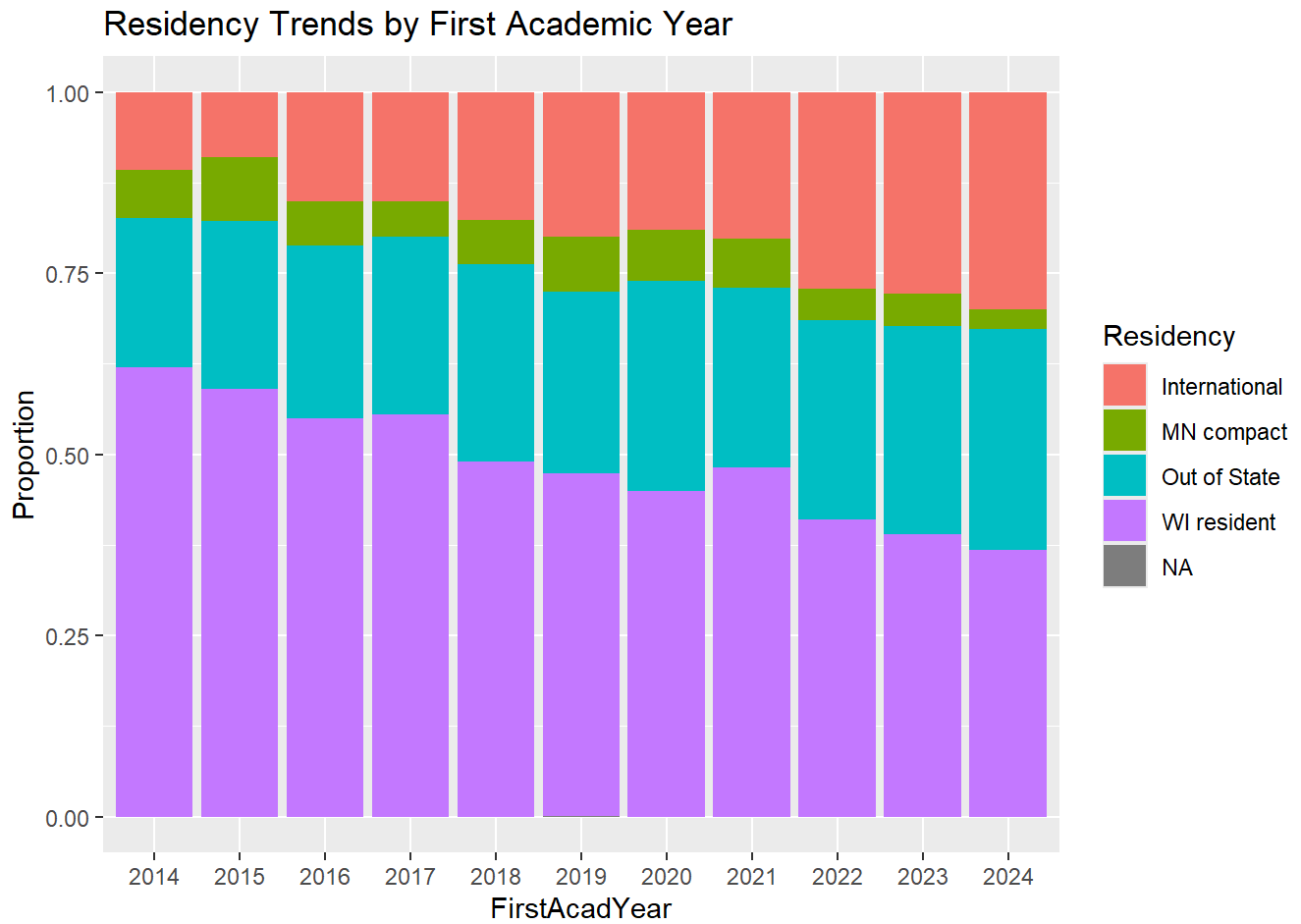


Figure 3: Residency distribution in ADS over the last 10 years

The increase in the proportion of international students accessing ADS services can be partly attributed to the slight increase in the proportion of international students within the broader College of Letters & Science L&S population over the same period.

The international students proportion in ADS services started growing most notably in 2020, indicating a recent surge in the engagement of international students with ADS support. This growth may reflect policy changes regarding COVID-19.

Residency Trends by First Academic Year

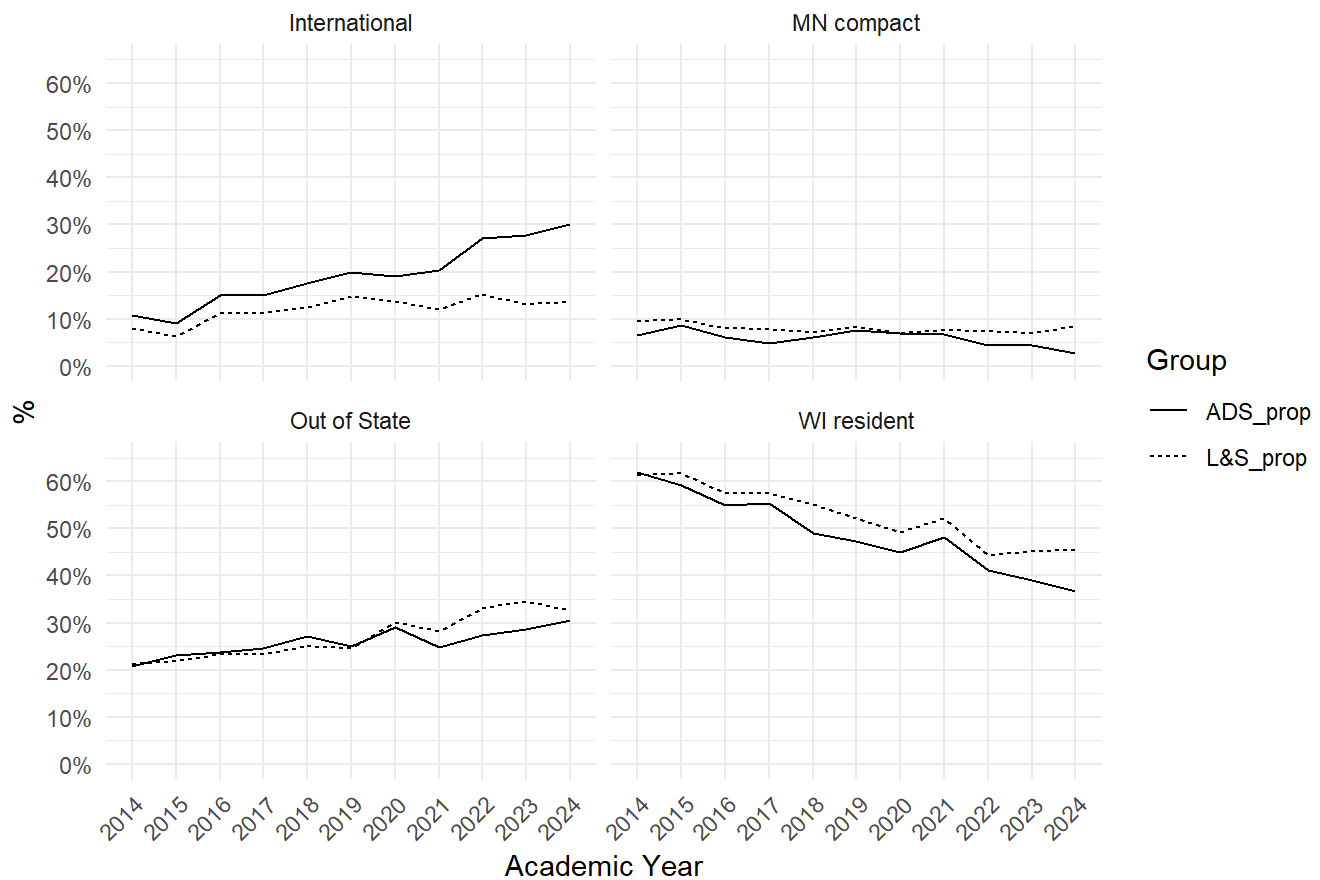


Figure 4: Residency trends in ADS compared to L&S population

Contact Types

As we strive to improve student support services, we are exploring how students contact ADS. Our investigation focuses on two main questions:

Contact Methods: We are eager to understand how students connect with our office. This involves identifying the various channels they use, such as email, in-person appointments, or virtual meetings. Knowing these methods helps us allocate resources more efficiently to better assist students.

Contact Purposes: Additionally, we aim to understand the reasons behind students' outreach to ADS. By analyzing students' contact requests, we can pinpoint the specific areas where students seek assistance or guidance. These contact purposes enables us to tailor our services to meet students' needs effectively.

Historical Trends

Email Contacts: There has been a remarkable exponential growth in the number of contacts made via email over the years.

Appointments: Virtual Teams meetings were introduced in 2020 and have quickly gained popularity among students. This is evident from the drastic decrease in the number of in-person appointments in 2020.

Subsequently, the number of in-person appointments has not fully recovered, indicating a shift towards remote meetings.

There is a clear preference among students for remote communication methods, such as email and virtual meetings, over traditional in-person appointments. Understanding these trends allows us to adapt our support services to better meet needs and preferences of students.

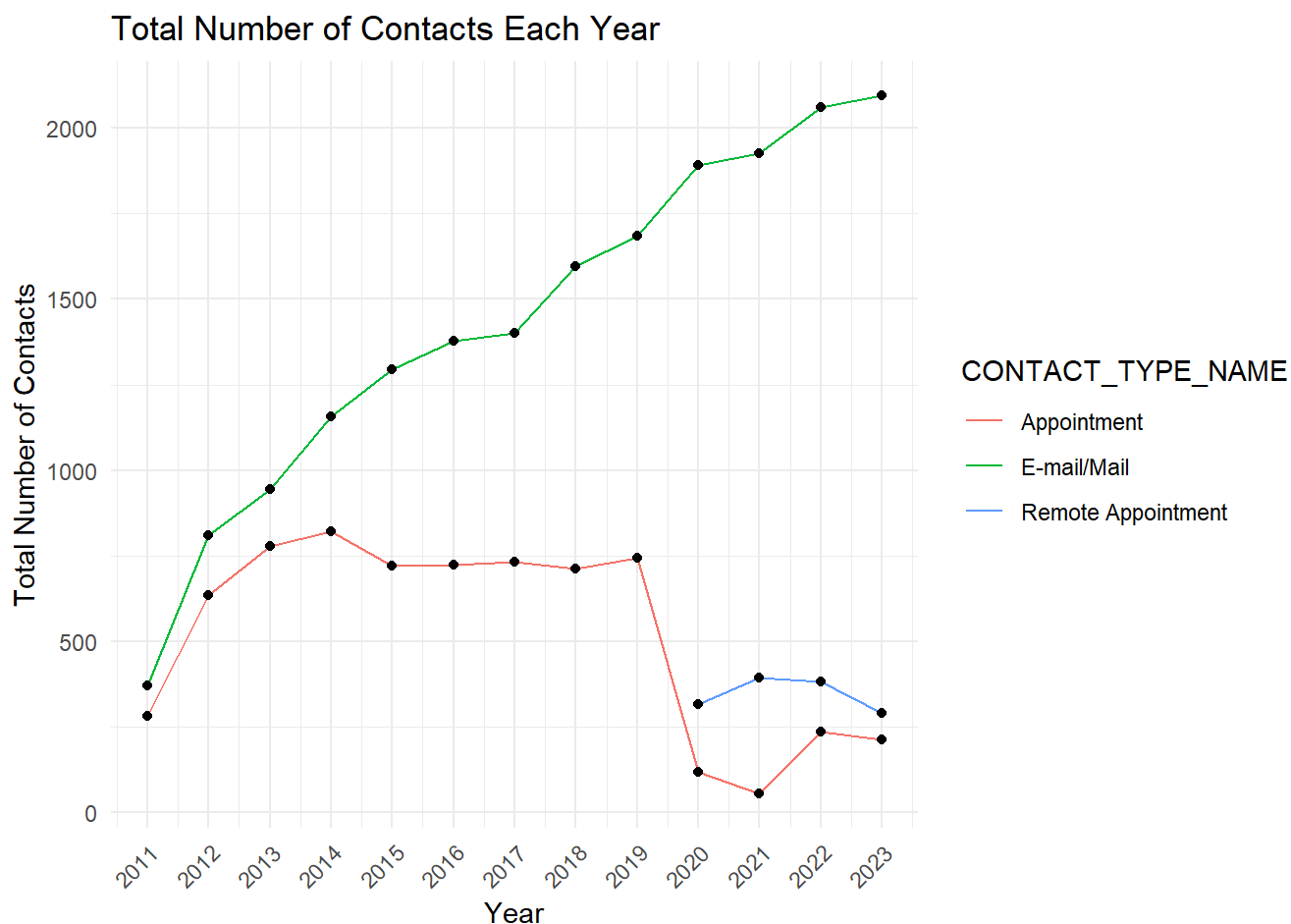


Figure 5: Total number of contacts made with ADS each year, categorized by contact type.

Contact Reasons Distribution

To gain insights into students' outreach to ADS, we examined the most common contact reasons for each residency type student.

Consistent Trends Across Residency Groups: There is a remarkable similarity in the top contact reasons across all four residency groups. *Policy Issue/Exception* emerges as the most common contact reason across the board, indicating its significance in students' interactions with ADS. Additionally, *Withdrawal* and *Add/Drop* consistently rank among the top three contact reasons across all residency groups. This could be attributed to the procedural requirements associated with withdrawing or dropping courses, as students are required to meet with a Dean.

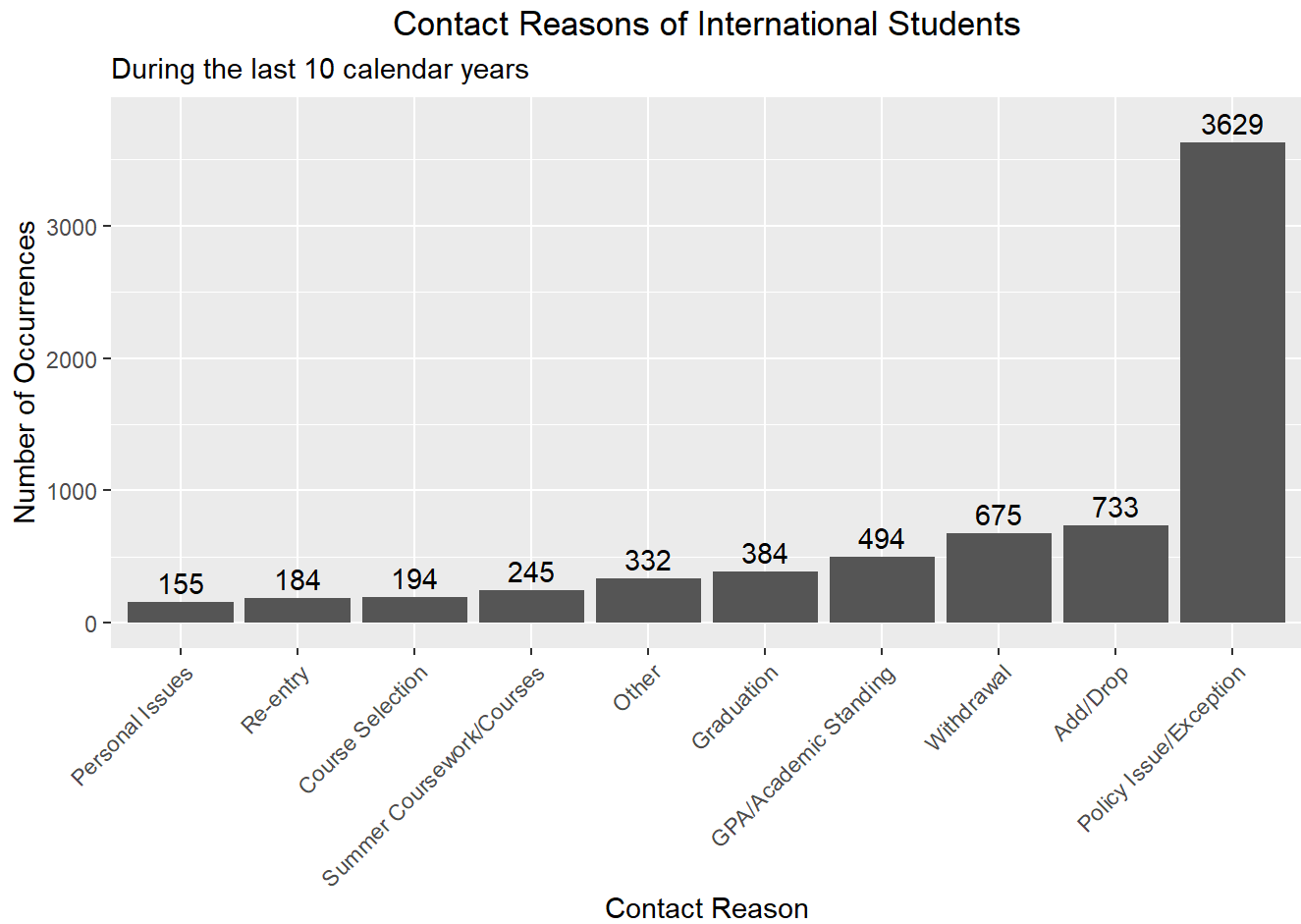


Figure 6: Total number of contacts made by international students, categorized by contact reasons

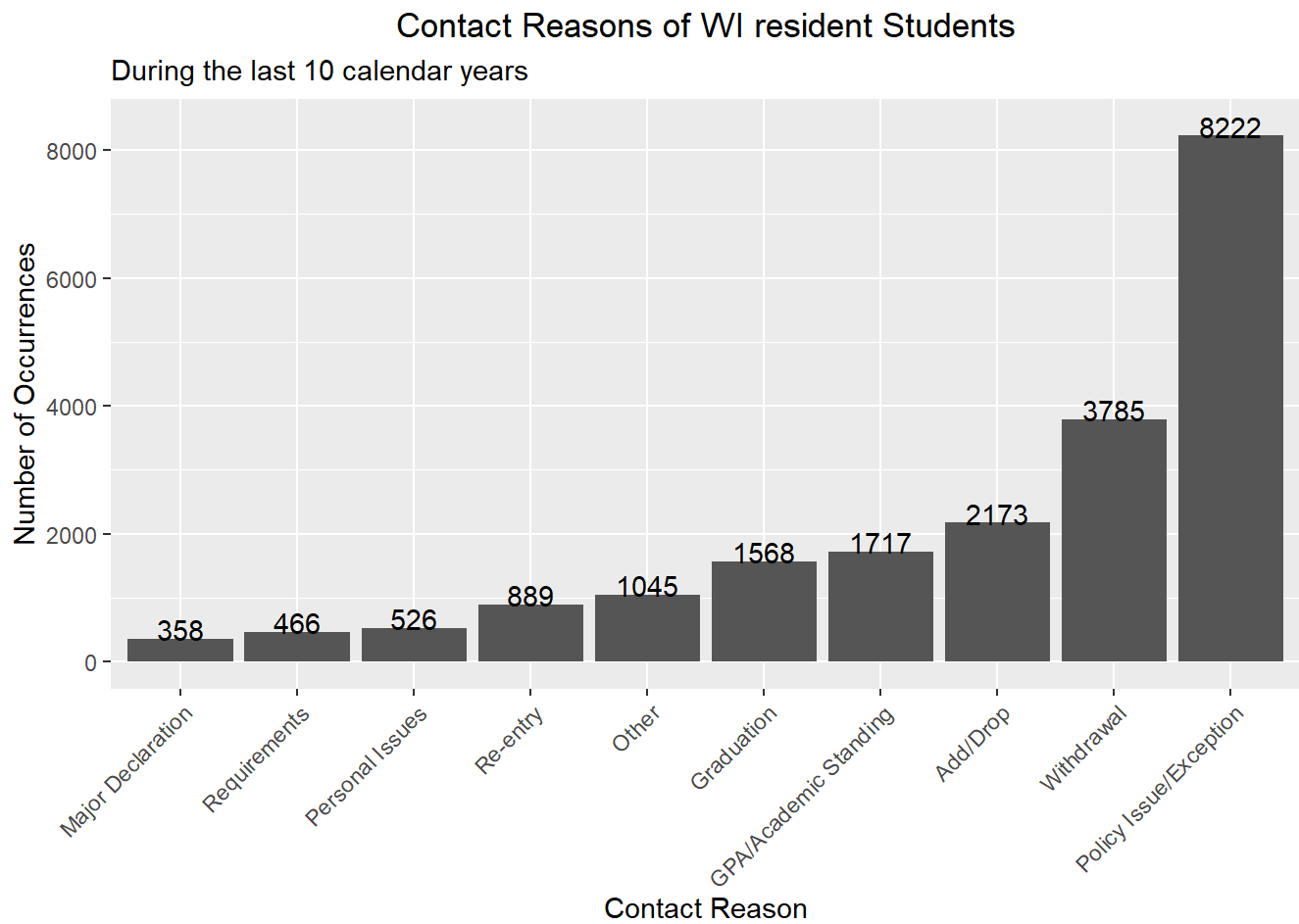


Figure 7: Total number of contacts made by in-state students, categorized by contact reasons

Contact Reasons of Out of State Students

During the last 10 calendar years

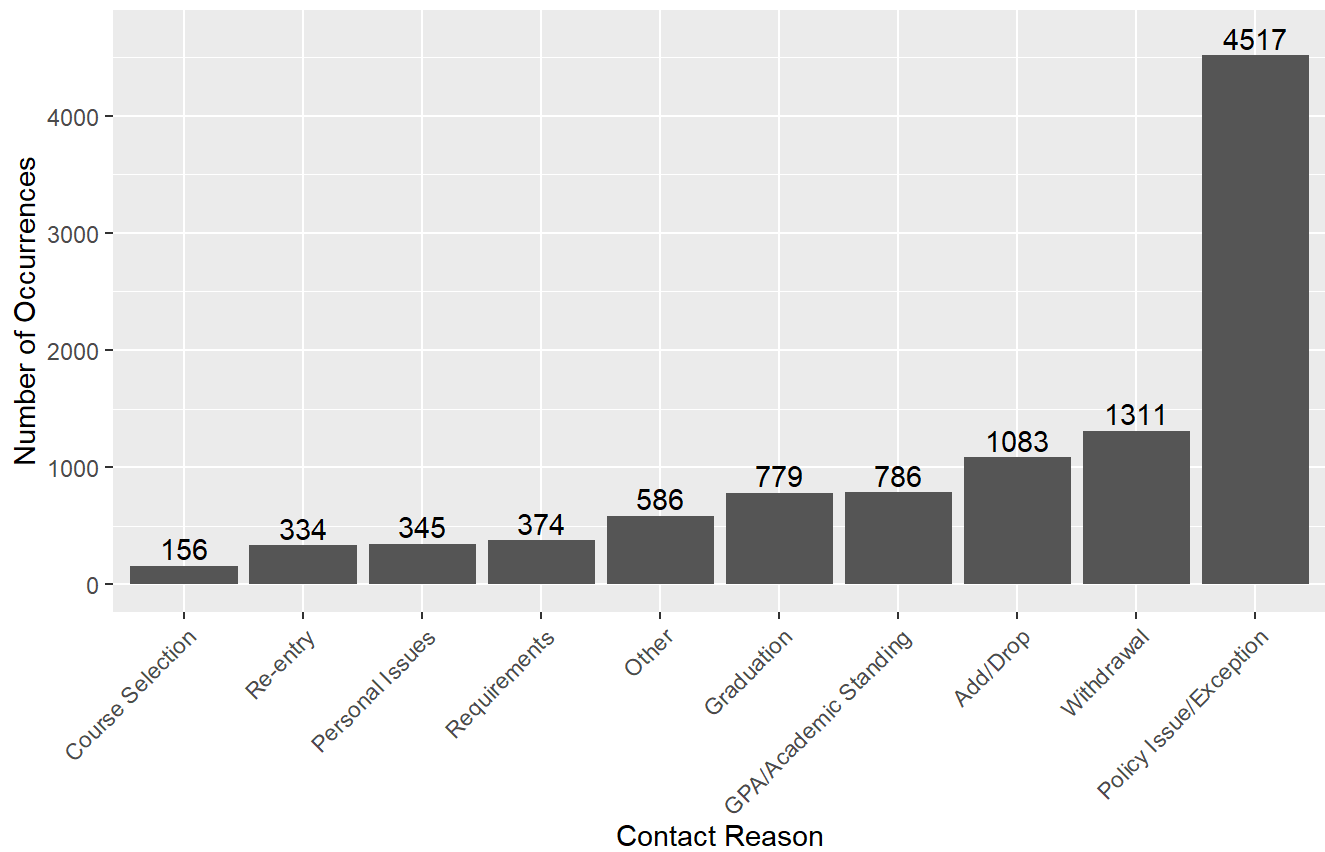


Figure 8: Total number of contacts made by out of state students, categorized by contact reasons

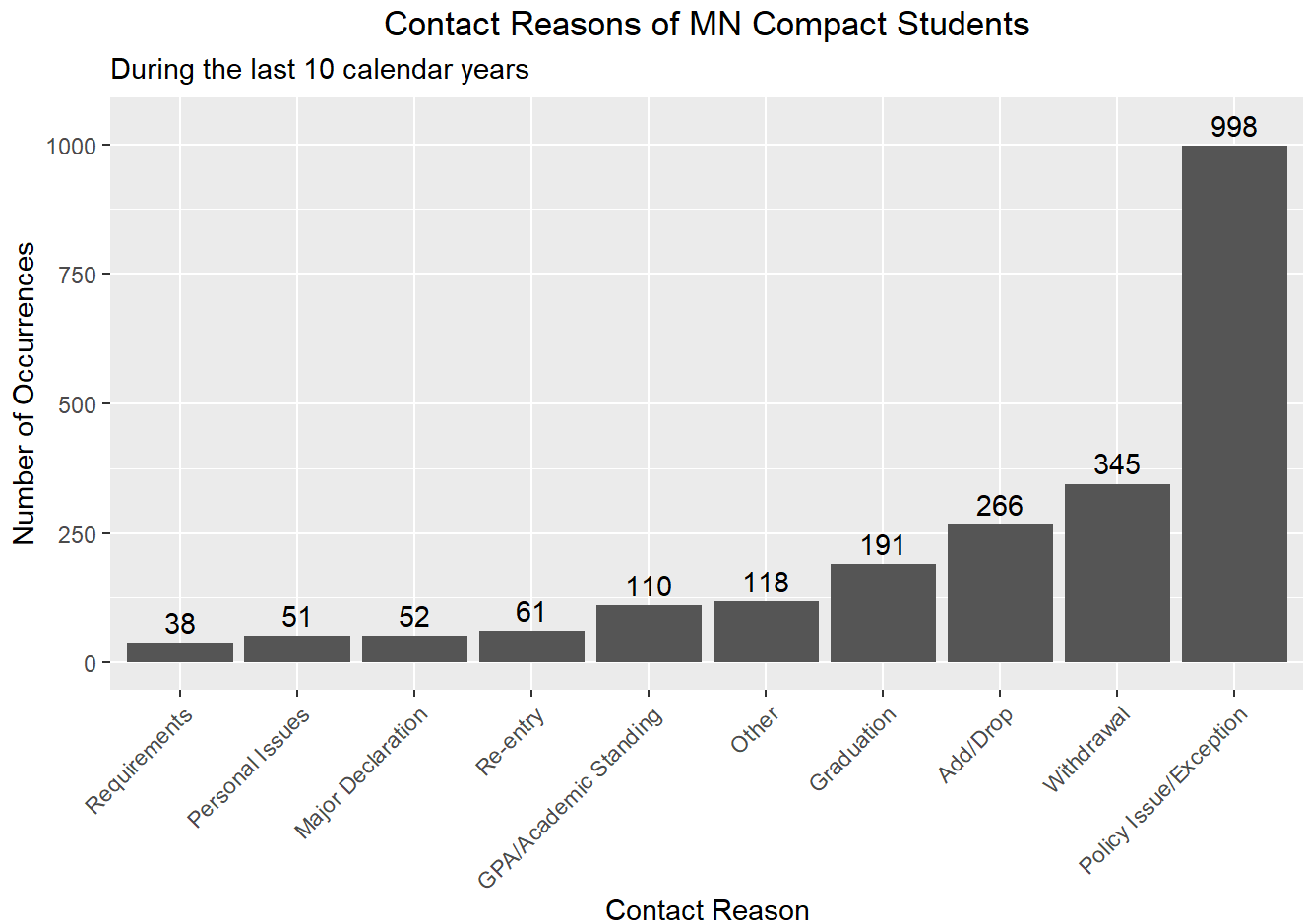


Figure 9: Total number of contacts made by Minnesota students, categorized by contact reasons

The popularity of *Policy Issue/Exception* suggests common challenges regarding administrative tasks or inquiries faced by students, regardless of their residency status. By addressing these common concerns effectively, ADS can streamline administrative processes and enhance the overall student experience.

Unit-specific

To gain deeper insights into students' needs, particularly within the *Policy Issue/Exception* scope, we delved into unit-specific reasons for contacting ADS.

Trends Over the Last Decade: *Late Drop* emerged as the most common unit-specific contact reason, indicating its significance in students' interactions with ADS. However, in the last four years, we observed a notable shift in the most common contact reasons. *Credit Load* has surpassed *Late Drop* to become the primary reason for student contact, suggesting changes regarding ADS' Late Drop policy. See [Figure 16](#) for trends across these two reasons.

Emerging Trends: Interestingly, *Medical Withdrawal* has become a common contact reason for students in the last four years. Although the COVID-19 pandemic has passed, students continue to find the Medical Withdrawal policy necessary, highlighting the importance of mental health support within the academic context.

Top 10 Unit-specific Contact Reasons

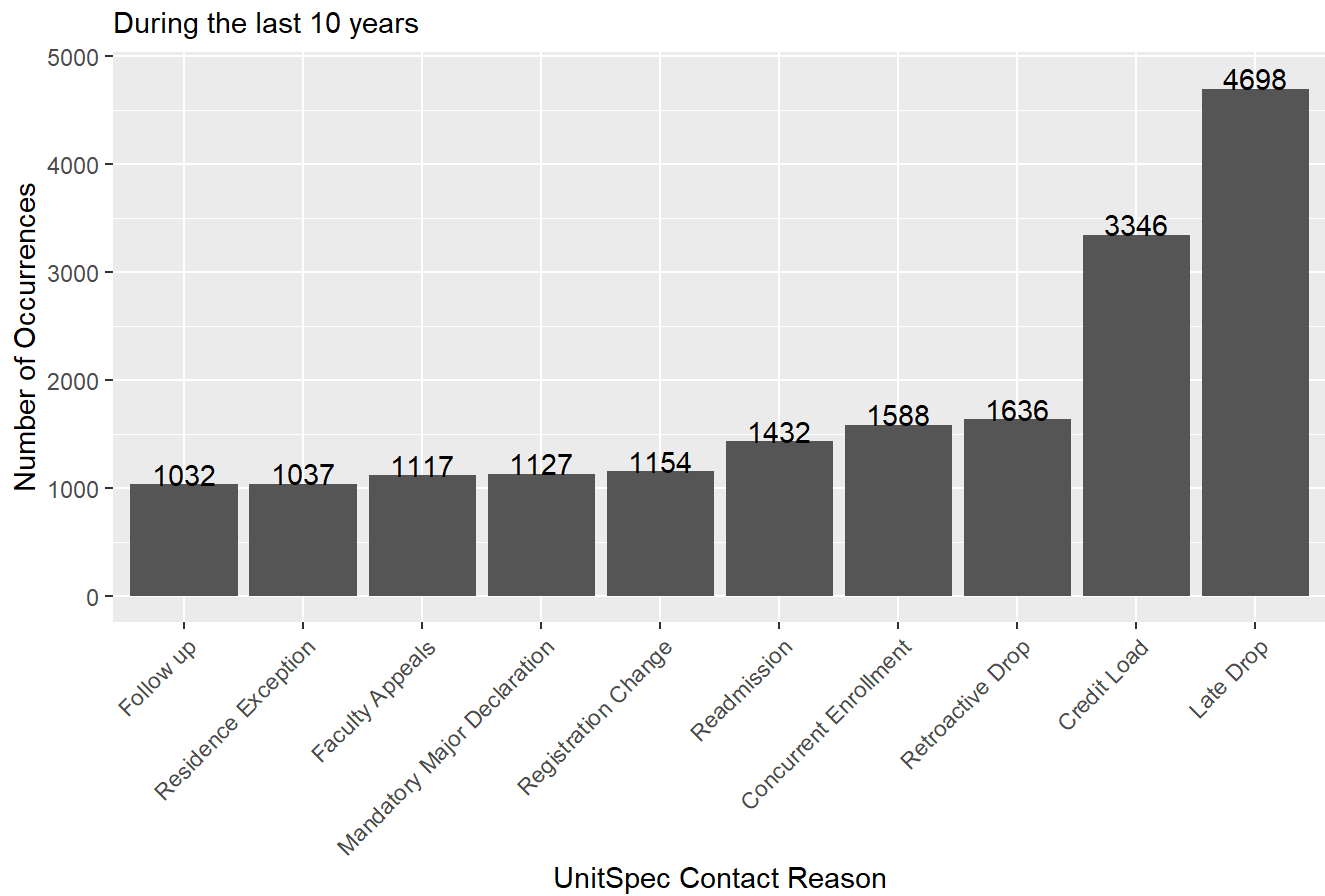


Figure 10: Total number of contacts, categorized by unit-specific contact reasons (from 2014)

Top 10 Unit-specific Contact Reasons

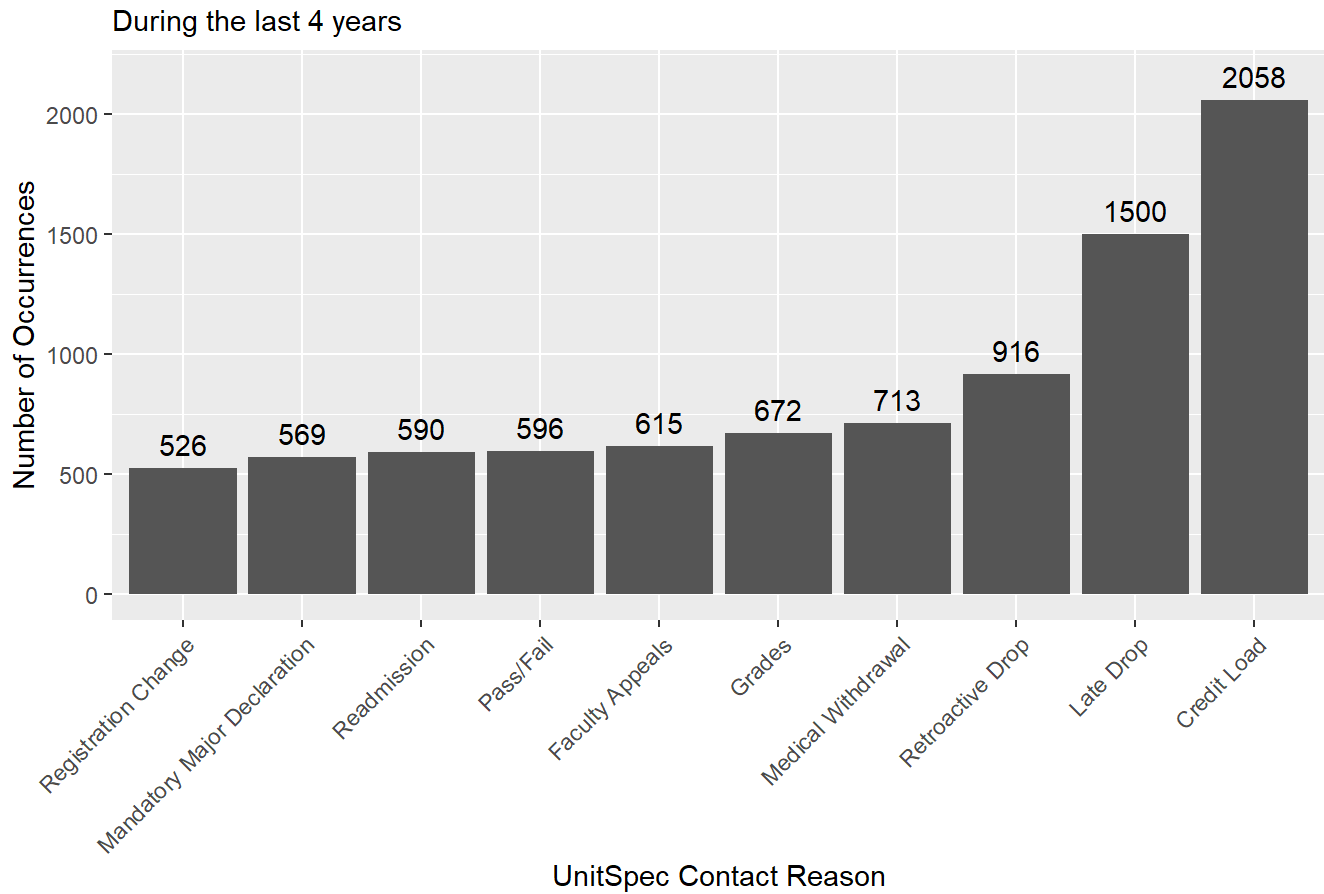


Figure 11: Total number of contacts, categorized by unit-specific contact reasons (from 2020)

See [Figure 17](#) for second unit-specific contact reasons.

Extra

Contact Reasons by Ethnicity

Contact Reasons of White Students

During the last 10 calendar years

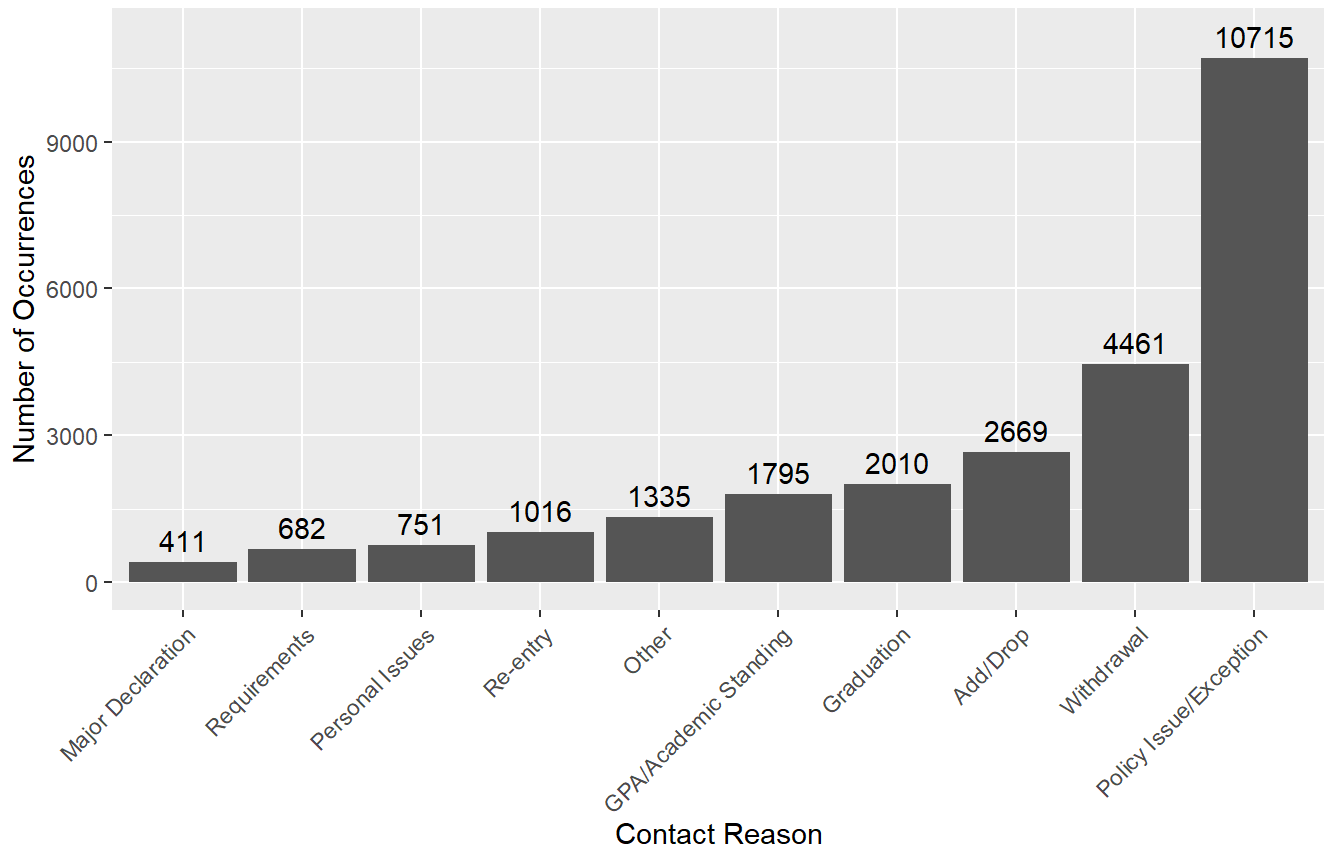


Figure 12: Total number of contacts made by White students, categorized by contact reasons

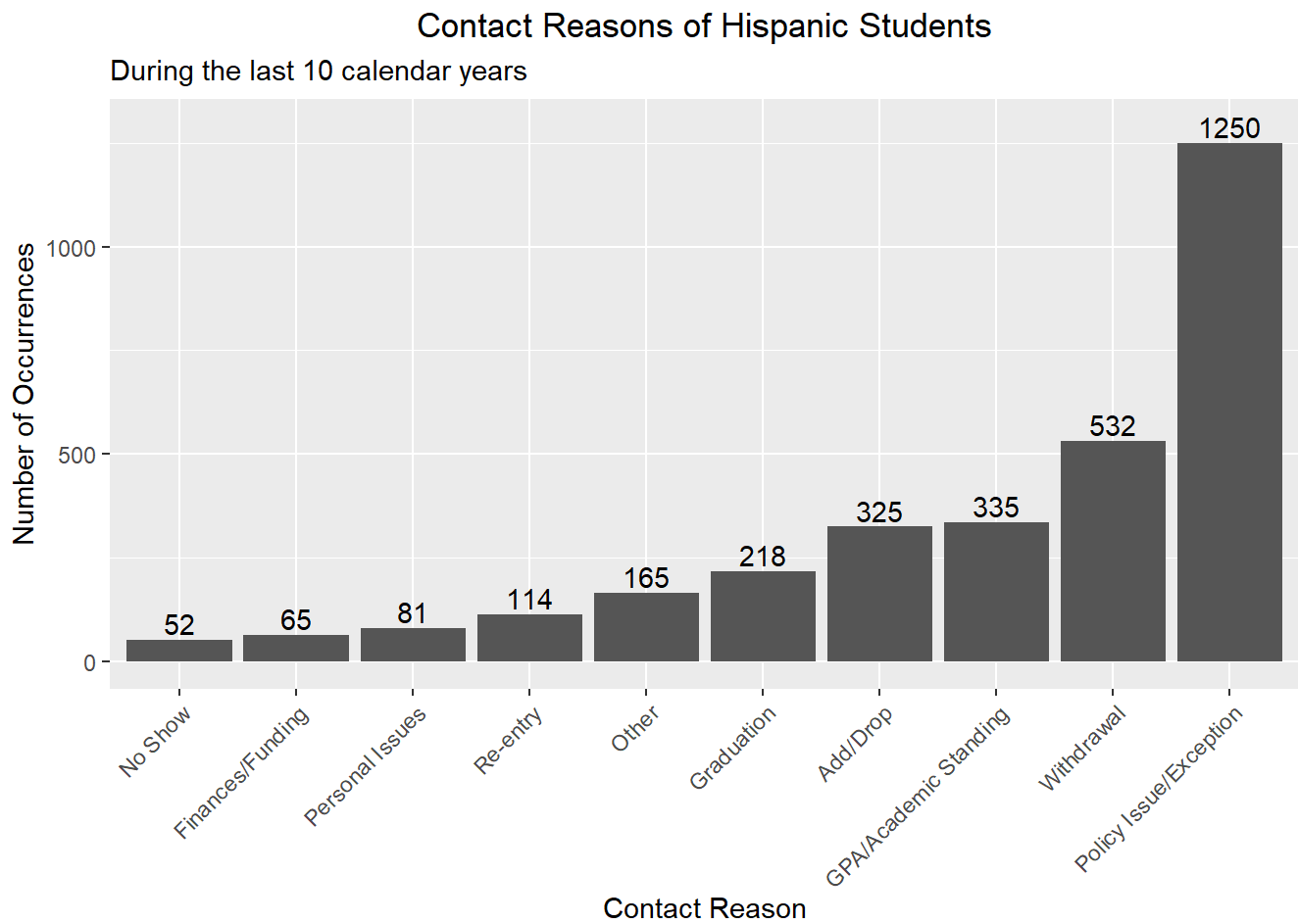


Figure 13: Total number of contacts made by Hispanic students, categorized by contact reasons

Contact Reasons of Asian Students

During the last 10 calendar years

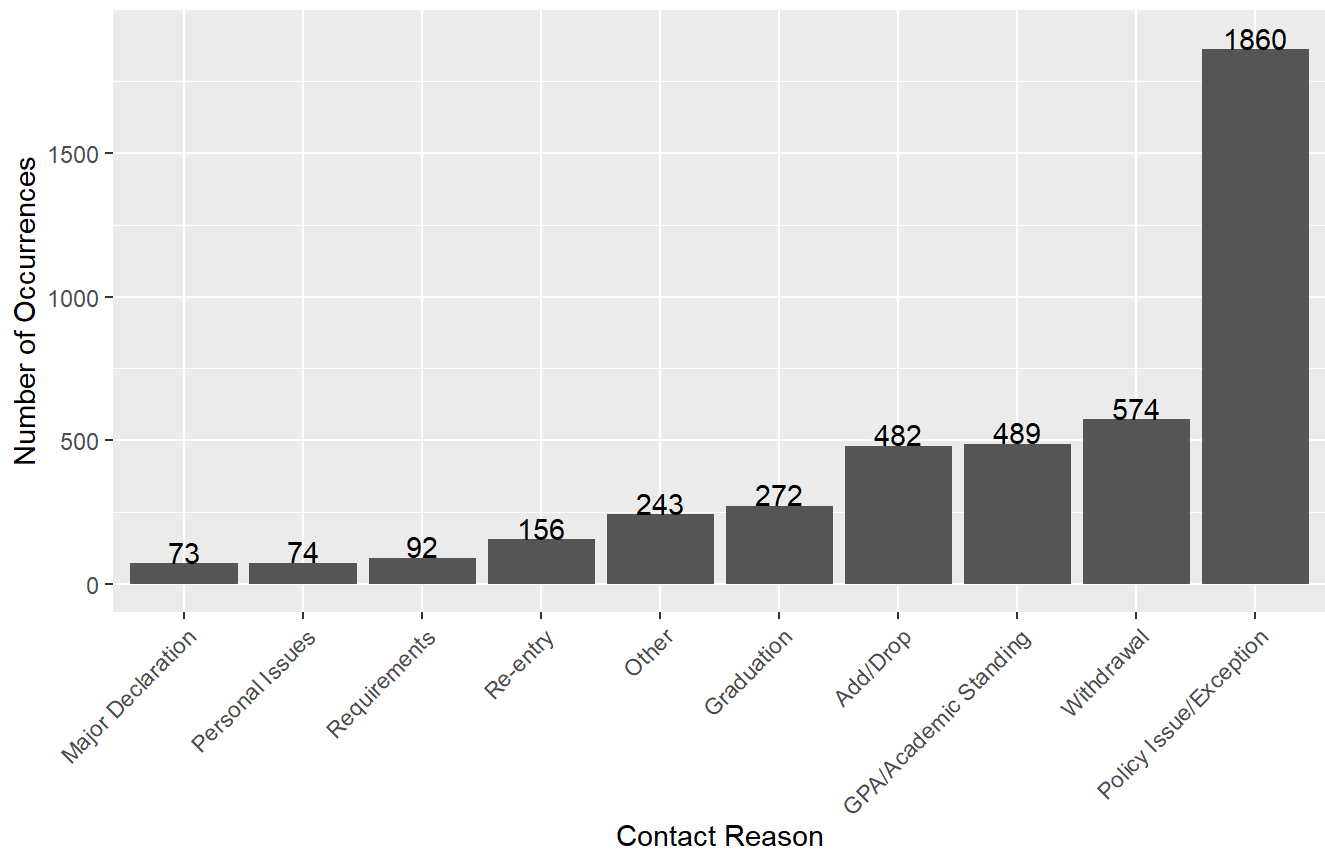


Figure 14: Total number of contacts made by Asian students, categorized by contact reasons

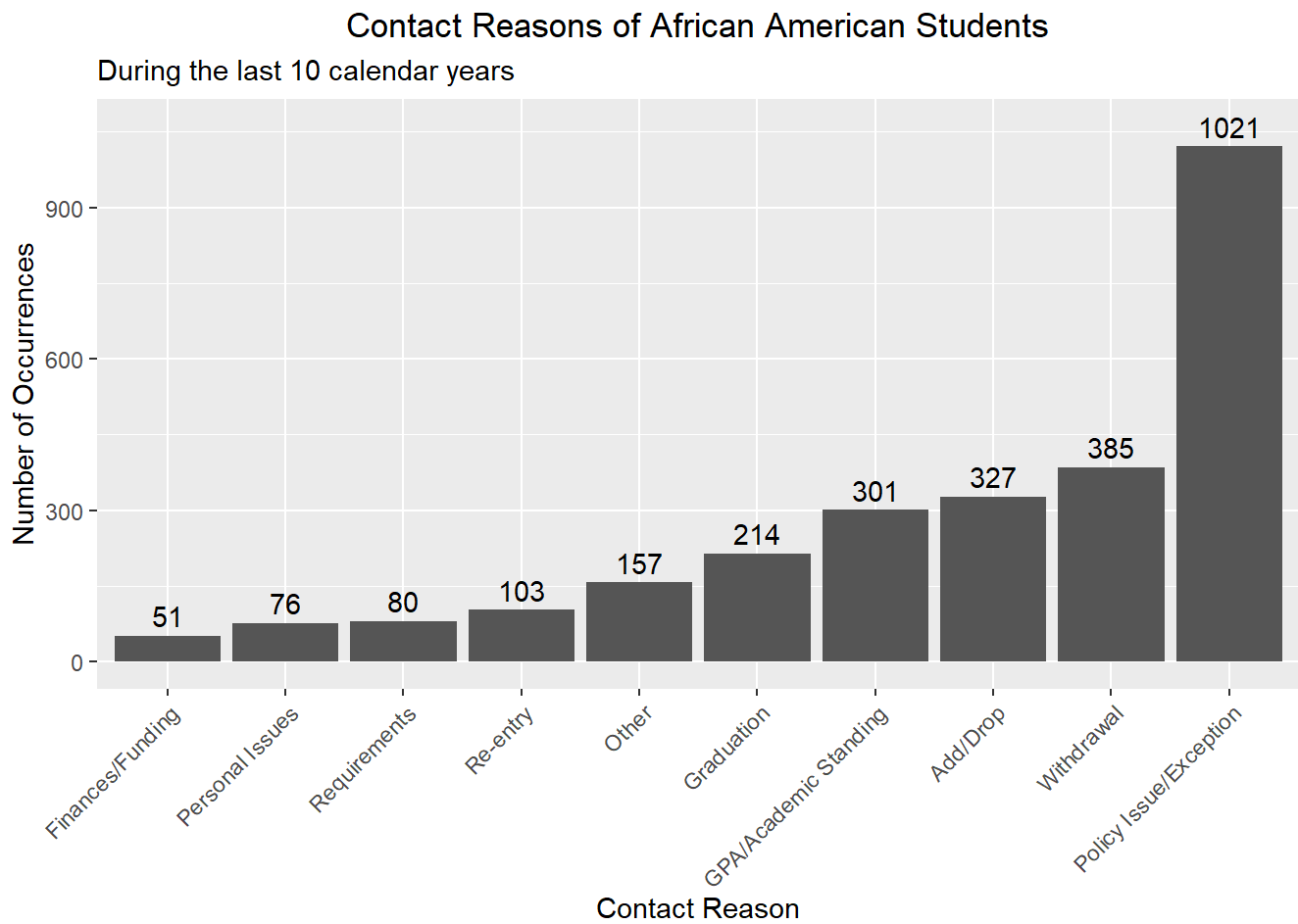


Figure 15: Total number of contacts made by African American students, categorized by contact reasons

Appendix

Total Number of Contacts each Reason For the last 10 years

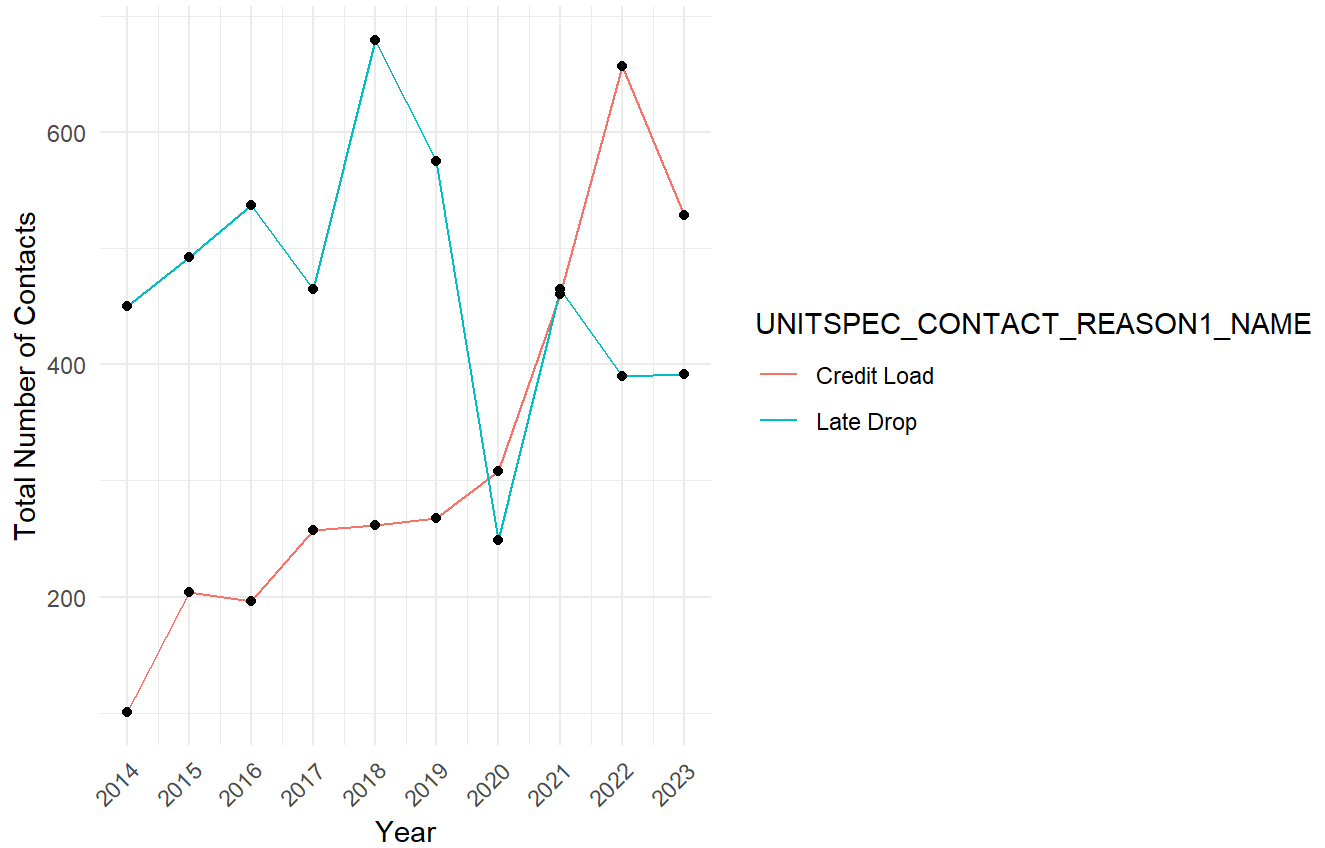


Figure 16: Total number of credit load and late drop

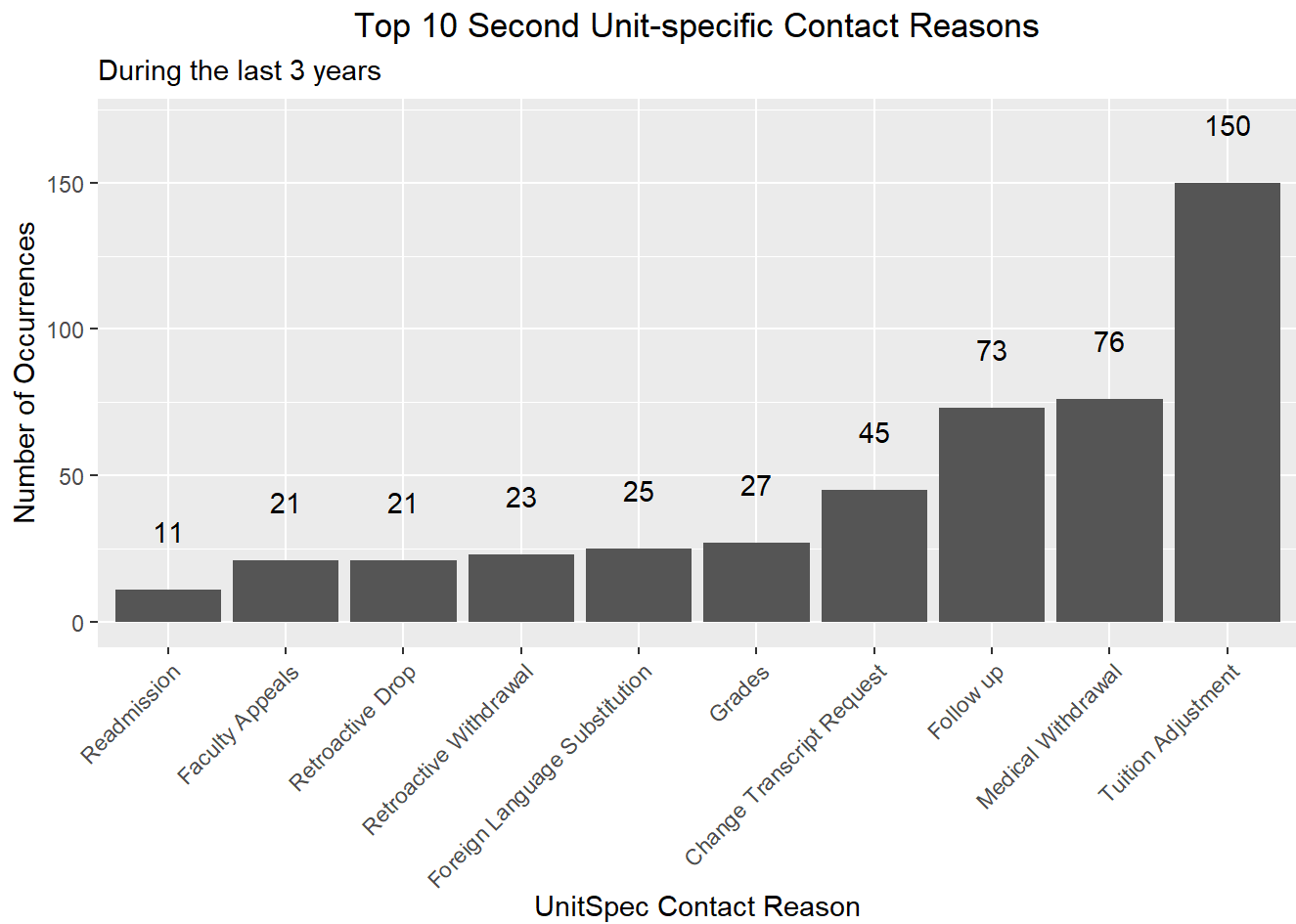


Figure 17: Total number of contacts, categorized by second unit-specific contact reasons (from 2014)