Quality, Equity, and Student Success: Using LEAP to Make Excellence Inclusive in State Systems and Consortia

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Bringing Quality and Equity Together

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AAC&U Resources
Equality in Education?
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“The paradox of privilege is that it shields us from fully experiencing or acknowledging inequality, even while giving us more power to do something about it.”

Darren Walker
President, Ford Foundation

From *Ignorance is the enemy within: On the power of our privilege, and the privilege of our power*
Guiding Question for Discussion

Does the paradox of equality hinder our efforts to disrupt inequities in education?
Making Excellence Inclusive

• A vision AND practice
• A focus on the intersections of diversity, inclusion, AND equity
• An active process
• A goal of excellence in learning, teaching, student development, institutional functioning, and engagement with communities
Making Excellence Inclusive

- Diversity
- Equity
- Inclusion

Equity-Minded
“Being equity-minded thus involves being conscious of the ways that higher education—through its practices, policies, expectations, and unspoken rules—places responsibility for student success on the very groups that have experienced marginalization, rather than on individuals and institutions whose responsibility it is to remedy that marginalization.”
Bringing Quality and Equity Together

- Learning Outcomes
- Faculty
- Institutional Climate
- High-Impact Practices
- Pathways to Completion
- Policy & Advocacy
- Student Experiences
- Assessment

EQUITY
AAC&U’s Equity-Driven Guided Learning Pathways

• With Equity and Belonging Paramount Values, Institutions Meld High Touch and High Tech to Support and Monitor Student Engagement and Progress, Giving Special Attention to Frequent or Systemic Barriers and Challenges

• Faculty Define and Programs Address Essential Learning Outcomes – Across Systems and Within Institutions

• Sequence Programs, Courses and Well-Designed Assignments to Foster Essential Learning Outcomes
AAC&U’s Equity-Driven Guided Learning Pathways

• All Students Participate Frequently in High Impact or Active Learning Practices, From First to Final Year

• Every Student Completes Applied Learning Projects—Connected to Program and Student Goal

• Students’ Own Work—including Their Applied Learning Projects—Provides the Primary Evidence of their Progress Toward Degree Level Learning and Educational Achievement
Bringing Equity and Quality Learning Together: Institutional Priorities for Tracking and Advancing Underserved Students’ Success

Key findings from a survey among 325 Chief Academic Officers or designated representatives at AAC&U member institutions, conducted July 15 to October 13, 2015, by Hart Research Associates for the Association of American Colleges and Universities
Examining Equity?

31% of institutions disaggregate data on participation in HIPs by race/ethnicity, SES and/or parents’ education

17% of institutions disaggregate data on achievement of learning outcomes by race/ethnicity, SES and/or parents’ education
Examining Equity?

32% of institutions disaggregate data on credits/course completion milestones by race/ethnicity, SES and/or parents’ education

32% of institutions disaggregate data on completion of remedial courses by race/ethnicity, SES and/or parents’ education
Does your institution have specific, explicit equity goals that are aimed at building new opportunities for high-impact learning for first-generation students, low-income students, and/or students of color?

- Have equity goals: 33%
- Do not have but are planning to develop equity goals: 37%
- Do not have and do not have plans to develop: 30%
85%

Of institutions have a common set of intended learning outcomes for all students

9%

Report that almost all of their students understand those intended learning outcomes.

Source: AAC&U Member Survey, 2016 Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches
Is this true for your campus?
Guiding Questions

• What does systemic reform to improve the quality of undergraduate education mean to you, as an equity-minded practitioner?

• What strategies would you recommend to improve quality of undergraduate education in your institution, system, or consortium, as an equity-minded practitioner?
Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

• A two-year project launched with support from USA Funds.

• The project builds on AAC&U's Centennial focus on equity and inclusive excellence.

• The project is designed to expand the current research on equity in student achievement and to identify promising evidence-based interventions for improving student learning and success.
Campus Participants

• Anne Arundel Community College (MD)
• California State University – Northridge (CA)
• Carthage College (WI)*
• California State University – Sacramento (CA)
• Clark Atlanta University (GA)
• Dominican University (IL)
• Florida International University (FL)
• Governor's State University (IL)
• Lansing Community College (MI)
• Morgan State University (MD)
• North Carolina A&T State University (NC)
• Pomona College (CA)
• Wilbur Wright College (IL)

Carthage College is supported by Great Lakes Higher Education Corporation & Affiliates.
Project Objectives

- Campuses develop defined campus action plans and institutional tracking models to measure:

  - to increase access to and participation in high-impact practices (HIPs)

  - to increased completion, retention, and graduation rates for low-income, first-generation, adult learners and/or minority students
Project Objectives

- Campuses develop defined campus action plans and institutional tracking models to measure:
  
  - to increase achievement of learning outcomes for underserved students using direct assessment measures, including AAC&U’s VALUE Rubrics
  
  - to increase student awareness and understanding of the value of guided learning pathways that incorporate HIPs for workforce preparation and engaged citizenship (i.e. completion with a purpose)
Critical Questions

• What do your students’ own stories tell you about the work you need to do to bring quality and equity together?

• How can we build capacity for educators to ask and respond to questions about quality and equity that can lead to campus change and systemic reform?
Thank you!

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