Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

AAC&U 2017 Annual Meeting
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Funded by
PROGRAM OFFICER

LORENZO ESTERS: VICE PRESIDENT, PHILANTHROPY, USA FUNDS

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RICHARD PRYSTOWSKY: PROVOST, LANSING COMMUNITY COLLEGE
Participating Institutions

- Anne Arundel Community College (MD)
- California State University – Northridge (CA)
- California State University – Sacramento (CA)
- Carthage College (WI)*
- 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)

*Funded by Great Lakes Higher Education Corporation & Affiliates.
Project Goal: Completion, Retention, and Graduation Rates

Targeted goals for increasing course completion, retention, and graduation rates for low-income, first-generation, adult learners and/or minority students.

An institutional tracking system to measure progress towards defined goals.

Increased course completion, retention, and graduation rates for low-income, first-generation, adult learners and/or minority students.
Project Goal: High-Impact Practices

IDENTIFY PROGRESS MEASURES

--Strategies for increasing access to and participation in HIPs

--Targeted goals for measuring access to and participation in HIPs

DEVELOP MEASUREMENT METHOD

Institutional tracking system to assess student access to and participation in HIPs progress towards defined awareness goals

ACHIEVE LONG TERM GOAL

Increased student access to and participation in high-impact practices
Project Goal: Achievement of Learning Outcomes Using Direct Assessment Measures

- Identify Progress Measures
  - Rubrics, including AAC&U VALUE Rubrics.

- Develop Measurement Method
  - Use of rubrics to assess student achievement of learning outcomes in ways that meet validity and reliability standards

- Achieve Long Term Goal
  - Increased achievement of learning outcomes for underserved students using direct assessment measures.
Project Goal: Guided Learning Pathways

Measures for assessing students’ understanding of guided learning pathways

An institutional tracking system to measure progress towards defined awareness goals

Increased student understanding of guided learning pathways that incorporate HIPs and the value to workforce preparation and engaged citizenship

IDENTIFY PROGRESS MEASURES

DEVELOP MEASUREMENT METHOD

ACHIEVE LONG TERM GOAL
“The arc of the moral universe is long, but it bends towards justice.”
Dr. Martin Luther King, Jr.

Lansing Community College’s “Curricula of Radical Equity”

“100% Success Through 100% Inclusion”

Dr. Richard J. Prystowsky, Provost and Senior Vice President of Academic and Student Affairs, Lansing Community College
Focus and Related Goals

• African American males and females; Latinas/Latinos
  • Proof of concept; expand the work

• 5% increase in selected gateway course completion by year two
  • Developmental Reading and Writing
  • Accounting Principles
  • Biological Foundations for Physiology
  • Comp 1
  • US History
Integrated Contexts of the Equity Project Work

• Operation 100%
• Gateways to Completion
• Guided Pathways
• Becoming a Student-Ready College
Some Key Equity Project-Related Actions

• Faculty Project Leader
• Established a steering committee and larger and smaller work groups
• Two-day campus visit by Dr. Tia McNair
• Bringing diverse teams to AAC&U meetings
• Focusing on the intersection of poverty and race
  • Collaborating with Amarillo College
  • Student Life/Centre for Engaged Inclusion activities (e.g., Blanket the Neighborhood)
• Service Learning
• Food Pantry; soon, a clothing closet
• Celebrating student voices
Some Key Equity Project-Related Actions, Continued

- Developed Faculty Institutes
  - soon to develop a Faculty Academy
- Run HIPs workshops in the Center for Teaching Excellence
- Engaging in Implicit Bias awareness training
- Established Equity Collaborators (TRIO, CCAMPIS, and Early College, e.g.)
- Redesigning developmental education along the lines of a co-requisite remediation model
Shameless Plug

Friday, January 27, 2017, 10:30 – 11:45
Discussion Session—“Grabbing Third Rails: Courageous Responses to Closing Our Equity Gaps”

• Richard Prystowsky, Provost, Lansing Community College
• Russell Lowery-Hart, President, Amarillo College
• Sherri Fannon, Professor, Lansing Community College

Areas of Focus and Key Takeaways

Implicit Bias Awareness Training

• Understanding what Implicit Bias is and how to address it
• How to engage in continuous improvement

Poverty-Related Barriers to Student Success

• How to understand these barriers
• How to remove these barriers by implementing relevant, substantive staffing and infrastructure

Addressing Quality Instruction

• The purpose and function of faculty institutes
• How to empower and reward faculty who engage students with the “pedagogy of ‘real talk’”
Continuing to Follow the Arc of the Moral Universe...

• Share and Discuss Current and Past Resources—For Example
  • “Driving Campus Diversity One Decision at a Time” (*Liberal Education* Fall 2016)
  • Ronald Takaki, *A Different Mirror: A History of Multicultural America*

• Have Courageous, Necessary Conversations About Matters Such As
  • Ensuring equity-minded hiring practices (hint: listen to the music…)
    [http://uvasearchportal.virginia.edu/?q=implicit_bias_case_study](http://uvasearchportal.virginia.edu/?q=implicit_bias_case_study)
  • Challenging what Ronald Takaki calls the “master narrative”
Along the Journey at LCC, As the Arc Bends Towards Justice...

• Operation 100%
  • Goal—100% Completion for Students in Certificate, Degree, or Transfer Pathways
  • Vision—100% Success Through 100% Inclusion
  • Motto—Every Student Flies First Class

• Grounding Understanding of a Student-Ready College (see Becoming a Student-Ready College, by Tia Brown McNair, et al.)
  • Ensuring the success of all students requires both our honoring the cultural wealth of all students and our empowering all employees to be both educators and leaders

• Final Guiding Questions
  • Sustainability?
  • Values?
  • How long...?
Florida International University

Committing to Equity and Inclusive Excellence

FIU Student Access & Success
Florida International University

- Designated as a top-tier urban public research institution

- Ranked: 4th largest public university (by enrollment); 24th for Social Mobility, Research, and Service (Washington Monthly); and 73rd best new universities in the world (Times Higher Education)

- Carnegie classification: Very High Research

- #1 producer of degrees for Hispanics in the nation

- Leader in STEM degrees for underrepresented students

- Professional schools: Medicine, Law, Architecture, Nursing
Vision is to create pathways that connect underrepresented students to a quality higher education and high-impact practices that enable them to achieve degree completion with a purpose, from undergraduate to graduate levels.

www.sas.fiu.edu
Areas of Focus

1. Guiding the framework for Student Access and Success (SAS)

2. Data collection

3. Awareness and Education about AACU project/initiative (this includes how it aligned with FIU strategic plan)

4. Student engagement

5. Faculty Strategies
Long Term Equity Goals Based on Project Objectives

• To increase four and six-year graduation rates for African-American students by 10% so that it is equivalent to the graduation rate for all students

• To determine what percentage of African-American students participate in high impact practices not required by FIU
Long Term Equity Goals Based on Project Objectives (Cont.)

• To increase understanding of learning outcomes among African-American students.

• To measure achievement of learning outcomes among African-American students.
Targeted Intervention Strategies To Achieve Equity Goals

- To institutionalize an awareness campaign to promote participation in HIPs and purposeful degree completion.

- Develop a tracking system that will assess student participation in high impact practices and help identify the gaps in participation or impediments to participation in HIPs among African-American students.

- Develop more inclusive public engagement/outreach strategies that address key milestones in undergraduate education (i.e. Informational videos, communication plan, workshops) that will engage African-American students.
Targeted Intervention Strategies To Achieve Equity Goals (Cont.)

- **Develop relationships** with key stakeholders that can assist in providing access to HIPS, such as internships, summer research programs, and service learning opportunities.

- Publish an annual report that highlights student achievement and activities that **promote student success** among our students, but specifically African-American students.
Framework for SAS

Assisted in shaping our identity as a unit in three ways:

1. Vision and Mission
2. Goals
3. Brand
Awareness Campaign

- SAS Website
- Print Materials
- Presentations
- Collaborative Relationships
- Advocacy at all academic levels
Student Findings

• Black FTICs tend to have lower High school GPAs than (in increasing order), Hispanic or white students. In particular, the most common HS GPA for black students is less than a 3.0, and we know from our predictive models that that low a HS GPA is a predictor of dropout.

• 50% of FIU’s black FTIC students live on campus, which is a much higher percentage than other ethnicities.
Faculty Initiatives

• Faculty Book Group

• Pedagogical changes (English Department)
• TA Trainings
• Office to Advance Women, Equity & Diversity
Challenges

• Competing Priorities & Demands

• FIU’s size --- difficult to capture what everyone’s doing and streamlining the flow of activities and information

• Student Engagement
ABOUT CARTHAGE

~2,600 FT Undergrads, 400 PT/Grad, 70% residential
>50 Academic majors, minors, concentrations
Midway between Chicago and Milwaukee
Emphasis on experiential learning
Affiliated with ELCA
~17% Students of Color
Carthage in the year 2025

MISSION: Seeking Truth, Building Strength, Inspiring Service—Together

PROMISE: Carthage College provides a motivating environment inspiring reflection and self-discovery so that our students uncover and ignite their true potential.

VISION: We will guide each student to discover and realize her or his true potential through a holistic and transformative education that positions Carthage as a national model for liberal arts education.

GOAL 1: We will create more fully integrated learning experiences intentionally focused on maximizing student success and wellness.

GOAL 2: An outstanding faculty will guide our students in transformative and innovative learning experiences characterized by high expectations that lead to fully realized learning outcomes.

GOAL 3: We will nurture an enlightened and inclusive college community that inspires meaningful contributions towards a better world.

GOAL 4: We will support the College’s educational mission through refining and strengthening our sound institutional operations and practices.
## Full-time Undergraduate Enrollment

### Full-time Undergraduate Diversity

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
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<tr>
<td>American Indian</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>13</td>
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<tr>
<td>Asian</td>
<td>46</td>
<td>39</td>
<td>32</td>
<td>30</td>
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<tr>
<td>Black</td>
<td>77</td>
<td>96</td>
<td>113</td>
<td>133</td>
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<td>Hispanic</td>
<td>101</td>
<td>96</td>
<td>91</td>
<td>96</td>
<td>109</td>
<td>144</td>
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<td>Multi-Racial</td>
<td>12</td>
<td>31</td>
<td>46</td>
<td>69</td>
<td>77</td>
<td>86</td>
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<td>Pacific Islander</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>6</td>
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<tr>
<td>Unknown</td>
<td>341</td>
<td>314</td>
<td>262</td>
<td>259</td>
<td>240</td>
<td>300</td>
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<tr>
<td>White</td>
<td>1,940</td>
<td>1,943</td>
<td>2,027</td>
<td>1,994</td>
<td>2,030</td>
<td>1,893</td>
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<tr>
<td>Grand Total</td>
<td>2,530</td>
<td>2,531</td>
<td>2,581</td>
<td>2,599</td>
<td>2,636</td>
<td>2,644</td>
</tr>
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</table>

Increasing racial/ethnic diversity of student body
Fall 2016 Entering Class Identity

• 1.1% American Indian (2015: 0.40%)
• 3.0% Asian (2015: 3.19%)
• 7.2% Black / Non-Hispanic (2015: 5.59%)
• 13.2% Hispanic (2015: 5.32%)
• 3.1% Other (2015: 3.72%)
• 62.3% White / Non-Hispanic (2015: 76.20%)
• 10.1% Unreported (2015: 5.59%)
• 10% more first generation students than ever before
• 8% more Pell-eligible students than ever before
Equity Gap: Graduation Rate

Data from IPEDS
Promoting Student Success  
*Mind the Gaps*

- Refined data practice and Tableau-based reporting on student success measures
- Strategic Retention Committee
  - Data Analysis
  - Developing institutional responses that promote success (not deficit thinking)
  - Strategic interventions for underserved students
- Student Success Team
- Fostering *Belonging*
All College Meeting – September 2016

Presentation and Workshop

"Promoting Student Success by Fostering Belonging"

“Becoming Cultural Navigators: Strategies for Fostering First Year Student Belonging and Success”

Dr. Terrell L. Strayhorn
Director of the Center for Higher Education Enterprise at The Ohio State University

https://www.youtube.com/watch?v= PICDwC_Fzw&feature=youtu.be
From Diversity to Equity and Inclusion

• Director of Equity and Inclusion appointed (Summer 2016)
• Equity and Inclusion Committee launched (Fall 2016)
• Four communities of practice established to focus on: Equity and Access; Campus Climate; Diversity in the Curriculum; Student/Faculty Learning and Development
• Equity Scorecard
• Campus Climate Survey for Faculty/Staff to parallel student climate survey last conducted in Spring 2015
Increasing Access to and Participation in High Impact Practices

• Experiential Learning Task Force
  – Focused on several High Impact Practices (HIPs)
  – Charged with assessing access to and participation in experiential learning for diverse student populations
  – Developing strategies to increase participation

• J-Term Course Development for First Year Students
Access to and Participation in HIPs: J-Term

- 4-1-4 Academic Calendar
- Unique opportunities in J-Term
- J-Term required for First Year Students
- Developing experimental FY Only J-term courses that are HIP-rich to increase engagement of FY students
- Faculty development for FY J-Term instructors
Achievement of Student Learning Outcomes

• Revised Institutional Student Learning Outcomes (ISLOs) adopted in Spring 2015
• ISLOs align well with LEAP Essential Learning Outcomes
• Developed rubric for assessing learning in required First Year courses in Western Heritage
• Disaggregating results to identify new support opportunities
Rubric-based Assessment of Student Learning in FY Western Heritage Courses

Formal Academic Writing\textsuperscript{i} and Critical Thinking\textsuperscript{ii}

<table>
<thead>
<tr>
<th>Excellent: 4 - 5$^*$$^\textsuperscript{ii}$</th>
<th>Good: 3</th>
<th>Meets minimum expectations: 2</th>
<th>Does not meet minimum expectations: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thesis. Author advances a complex, interesting claim about an issue of general importance. Thesis is clearly stated near the beginning of the paper and addresses the assigned topic in a thoughtful way.</td>
<td>Author advances a complex claim that is not simply obvious or banal. Thesis is clearly stated and addresses the assigned topic.</td>
<td>Author advances a claim, but the claim is somewhat obvious or confused, and/or it is stated unclearly, and/or it does not address the assigned topic in an effective way.</td>
<td>Author has no clear thesis, and/or advances a claim that is trivial or obvious, and/or fails to address the assigned topic.</td>
</tr>
<tr>
<td>2. Argumentation. Thesis is developed through effective supporting arguments that are structured logically and persuasively.</td>
<td>Thesis is developed through supporting arguments but this could be done more effectively or persuasively.</td>
<td>The substance of the paper does not effectively support or elaborate the thesis.</td>
<td></td>
</tr>
<tr>
<td>3. Organization. Essay follows thesis very clearly from start to finish. Author effectively guides the reader through the use of introduction, conclusion, and transitions (“sign-posting”).</td>
<td>Essay generally follows the thesis. Author guides the reader in the introduction and conclusion and through the use of transitions.</td>
<td>Essay follows thesis, but not consistently. Introduction and conclusion could be used more effectively. Transitions are vague/weak or nonexistent.</td>
<td>Essay does not follow thesis. Organization of the essay is very hard to follow. Introduction, conclusion, and transitions are ineffective or nonexistent.</td>
</tr>
<tr>
<td>4. Textual Analysis &amp; Evidence. Textual evidence is used in sufficient quantity to make the thesis compelling. Quotations are actually analyzed and explored reflectively.</td>
<td>Textual evidence is used throughout and author demonstrates a basic familiarity with the text, but a more careful reading would make the paper more effective. Quotations appear but do little to go beyond basic exposition of the text’s obvious argument or storyline.</td>
<td>Author does not examine the text in a serious way. Very few quotations are used and/or quotations are not used to support the argument being made. Discussion of text is inaccurate or implausible or demonstrates lack of familiarity with it.</td>
<td></td>
</tr>
</tbody>
</table>
Rubric-based Assessment of Student Learning in Western Heritage Course

<table>
<thead>
<tr>
<th>Formal Academic Writing and Critical Thinking</th>
<th>Non-Honors</th>
<th>Honors</th>
<th>Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thesis</td>
<td>2.45</td>
<td>2.72</td>
<td>2.56</td>
</tr>
<tr>
<td>2. Argumentation</td>
<td>2.40</td>
<td>2.75</td>
<td>2.54</td>
</tr>
<tr>
<td>3. Organization</td>
<td>2.45</td>
<td>2.74</td>
<td>2.57</td>
</tr>
<tr>
<td>4. Textual analysis &amp; evidence</td>
<td>2.64</td>
<td>2.93</td>
<td>2.76</td>
</tr>
<tr>
<td>5. Style &amp; mechanics</td>
<td>2.58</td>
<td>2.89</td>
<td>2.71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engaging Fundamental Questions of the Western Intellectual Tradition</th>
<th>Non-Honors</th>
<th>Honors</th>
<th>Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Engaging text and key themes/ideas</td>
<td>2.69</td>
<td>3.09</td>
<td>2.85</td>
</tr>
<tr>
<td>7. Critical evaluation of key themes/ideas</td>
<td>2.28</td>
<td>2.53</td>
<td>2.38</td>
</tr>
</tbody>
</table>
Completion with a Purpose

• Focus on *vocation*
  – NetVUE Grant
  – College Success Seminar
  – First Year Advising
• General Education Task Force
• Experimental J-Term Courses
Strategies for Success

• Coupling work to other institutional initiatives
• Fostering a broad, collaborative conversation
• Learning from experience of other campuses

Thanks for support

• Tia McNair and staff
• AAC&U
• Center for Urban Education
• USA Funds
• Great Lakes Higher Education Corporation