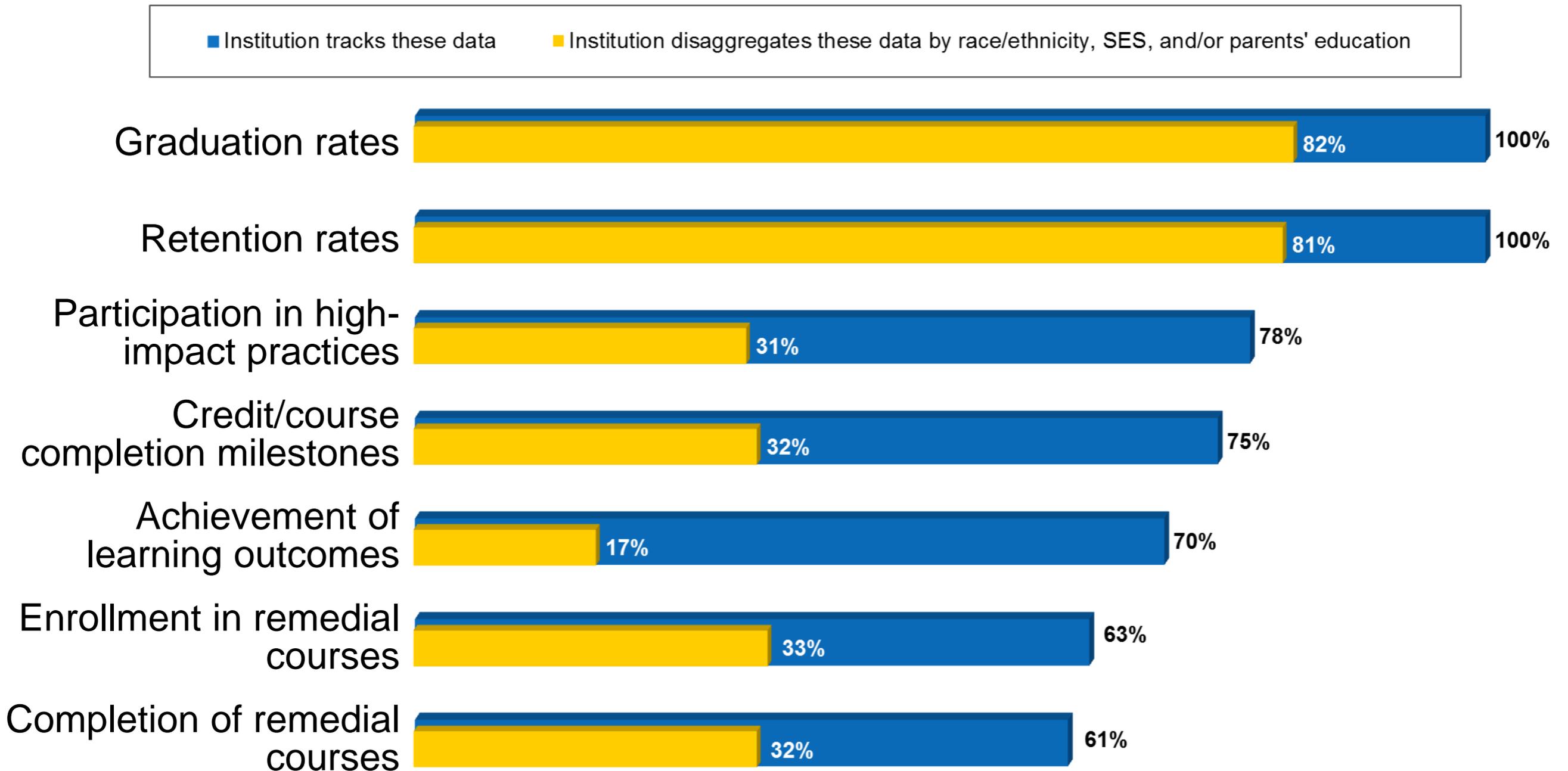


Bringing Equity and Quality Learning Together: *Institutional Priorities for Tracking and Advancing Underserved Students' Success*

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

Institutions track data on persistence, graduation, high-impact practices (HIPs), and learning outcomes; many fewer disaggregate data on HIPs and learning outcomes.



More institutions are tracking and disaggregating data on race/ethnicity than on other categories.

	Institution tracks	<i>Institution disaggregates by:</i>		
		Race/ethnicity	Socioeconomic status	Parents' education
Graduation rates	100%	80%	39%	29%
Retention rates	100%	80%	40%	29%
Participation in high-impact practices	78%	30%	16%	12%
Credit/course completion milestones	75%	31%	16%	12%
Achievement of learning outcomes	70%	16%	9%	6%
Enrollment in remedial courses	63%	31%	17%	11%
Completion of remedial courses	61%	30%	15%	10%

More institutions are setting equity goals on retention/on-time graduation by race/ethnicity than by other areas and groups.

By the following groups:

My institution has set goals to close gaps in the following areas:

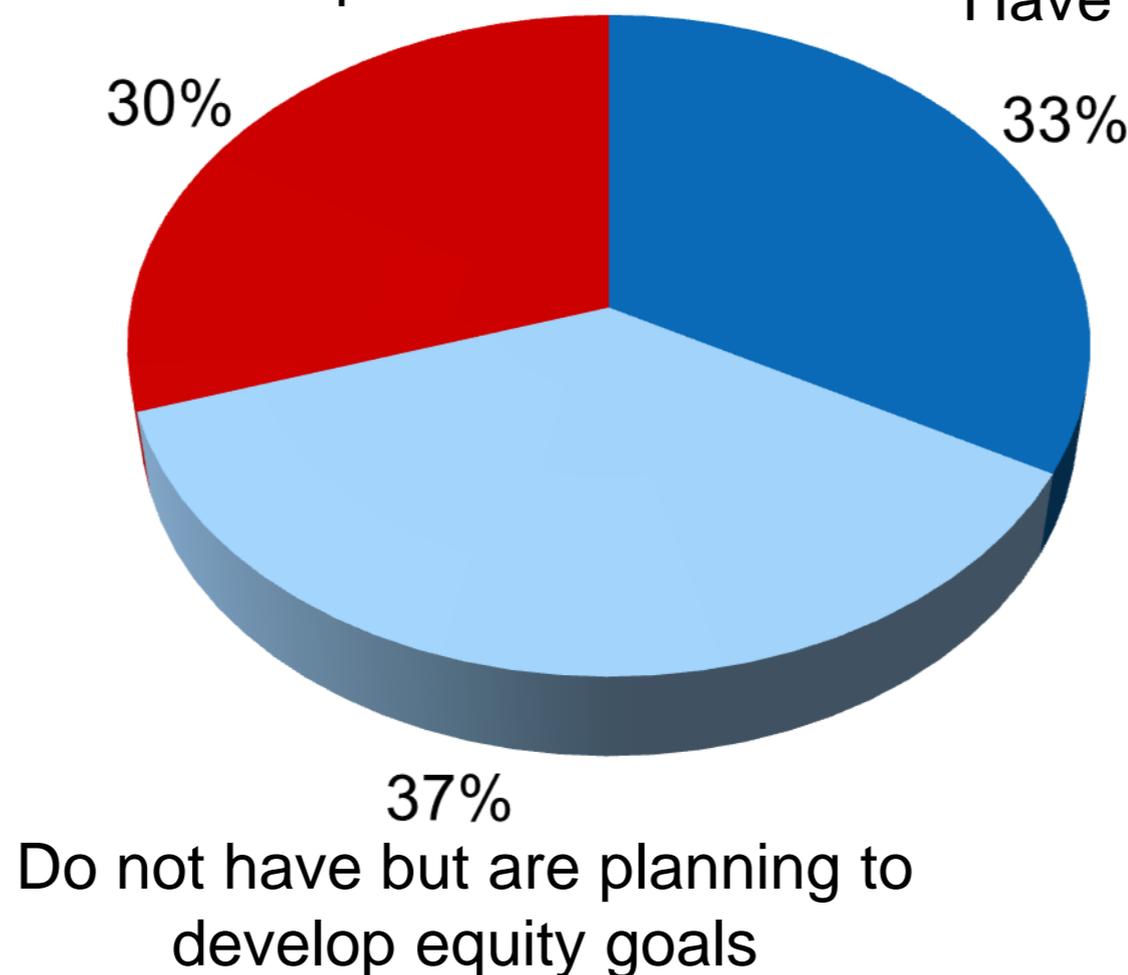
	Race/ ethnicity	Socioeconomic status	Parents' education
Retention and/or on-time graduation	57%	36%	27%
Achievement of student learning outcomes	31%	24%	14%
Participation in high-impact learning practices	28%	23%	15%

The majority have or are developing equity goals to build new opportunities for high-impact learning for first-generation students, low-income students, and/or students of color.

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?

Do not have and do not have plans to develop

Have equity goals



The majority have or are developing programs to build faculty capacity to use culturally competent teaching/program strategies and/or to be more successful with minority, low-income, and/or first-generation college students.

Does your institution have a program to build faculty, instructor, and/or staff capacity to use culturally competent teaching/program strategies and/or to be more successful with minority, low-income, and/or first-generation college students?

