Guided Learning Pathways that Embed Equity Goals and HIPs
The High School Pipeline

38% Students of Color

53% Students of Color

Public Schools in the United States Projected to Be Majority-Minority in 2014

Actual and projected share of enrollment in public elementary and secondary schools, by race/ethnicity

Source: Pew Research Center
Adult Students

2009: 20% (Older than 25 yrs)

2020: 42%

## Gender Shift

### Women Outpace Men in College Enrollment

Share of recent high school completers enrolled in college the following October

<table>
<thead>
<tr>
<th>Gender</th>
<th>Year</th>
<th>Women</th>
<th>Men</th>
<th>% Point Gap, Women/Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1994</td>
<td>66</td>
<td>62</td>
<td>+4 women</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>72</td>
<td>62</td>
<td>+10 women</td>
</tr>
<tr>
<td>Asian</td>
<td>1994</td>
<td>81</td>
<td>82</td>
<td>+1 men</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>86</td>
<td>83</td>
<td>+3 women</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1994</td>
<td>52%</td>
<td>52%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>76</td>
<td>62</td>
<td>+13 women</td>
</tr>
<tr>
<td>Black</td>
<td>1994</td>
<td>48</td>
<td>56</td>
<td>+9 men</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>69</td>
<td>57</td>
<td>+12 women</td>
</tr>
</tbody>
</table>

Source: The Pew Research Center
How do you translate a commitment to equity and inclusive excellence into campus practice?

How can educators ensure that all students, especially underserved students, are fully prepared for life, work, and citizenship?
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.

- **Graduation rates**: 82% tracked, 100% disaggregated by race/ethnicity, SES, and/or parents’ education.
- **Retention rates**: 81% tracked, 100% disaggregated.
- **Participation in high-impact practices**: 31% tracked, 78% disaggregated.
- **Credit/course completion milestones**: 32% tracked, 75% disaggregated.
- **Achievement of learning outcomes**: 17% tracked, 70% disaggregated.
- **Enrollment in remedial courses**: 33% tracked, 63% disaggregated.
- **Completion of remedial courses**: 32% tracked, 61% disaggregated.
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?

- Not a current option
- Required for all students
- Required for some students
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?

- No program and no plans to develop
- Have program
- No program, but plan to develop
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
“High-Impact Practices” that Help Students Achieve the Outcomes

★ First-Year Seminars and Experiences
★ Common Intellectual Experiences
★ Learning Communities
★ Writing-Intensive Courses
★ Collaborative Assignments & Projects
★ Undergraduate Research
★ Diversity/Global Learning
★ Service Learning, Community-Based Learning
★ Internships
★ Capstone Courses and Projects
Critical Questions

• What do you want to accomplish by focusing on the design and development of HIPs?
• What are your equity goals? Are they tied to the institution’s mission and vision for student success?
• What HIPs currently exist on your campus?
• What do you know about who participates?
• Who has access? Who doesn’t?
LEAP Challenge

**FIRST-YEAR INQUIRY and COLLEGE WRITING**

**CROSS-CULTURAL and GLOBAL STUDIES**

**QUANTITATIVE REASONING**

**CREATIVE & ARTISTIC INQUIRY**

**CULTURAL/HISTORICAL INTERPRETATION**

**SCIENCE EXPLORATIONS**

**SOCIO-ECONOMIC ANALYSIS**

**SECOND-YEAR INQUIRY SEMINAR**
Cross-disciplinary questions and student signature project

**THEMATIC COURSE CLUSTERS**
Three or more courses across multiple disciplines, including the major field. A student examines questions important to him/her and to society.

**THEMATIC COURSE 1**

**THEMATIC COURSE 2**

**THEMATIC COURSE 3**

**SIGNATURE WORK**
A student’s best work, which can take many forms (e.g., capstone; internship; field study; research; community-based research).

E-PORTFOLIO SHOWS STUDENT’S PROBLEM-BASED LEARNING AND PROFICIENCIES OVER TIME

For students in two-year degree programs, this work is Signature Work. For students in four-year degree programs, it is preparation for Signature Work. Transfer students may take the second-year inquiry seminar at the original institution or following transfer.
## HIP Matrix

<table>
<thead>
<tr>
<th>What to measure</th>
<th>What to report before course/program takes place…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong> Participation</td>
<td><strong>Nature of experience offered</strong></td>
</tr>
<tr>
<td></td>
<td>Provide a general overview of the HIP, including:</td>
</tr>
<tr>
<td></td>
<td>1) the program design and structure;</td>
</tr>
<tr>
<td></td>
<td>2) the nature of experience offered;</td>
</tr>
<tr>
<td></td>
<td>3) the anticipated number of participants (students, faculty, staff, external entities)</td>
</tr>
<tr>
<td><strong>P2</strong> Learning</td>
<td><strong>Anticipated student outcomes &amp; performance expectations</strong></td>
</tr>
<tr>
<td></td>
<td>Provide a brief description of the anticipated &quot;high impact&quot;, including:</td>
</tr>
<tr>
<td></td>
<td>1) the type of student outcome(s), e.g. academic, social, ethical, personal;</td>
</tr>
<tr>
<td></td>
<td>2) the performance expectations corresponding to each outcome;</td>
</tr>
<tr>
<td></td>
<td>3) the most salient University Learning Goal that the HIP program addresses</td>
</tr>
<tr>
<td><strong>P3</strong> HIP characteristics</td>
<td><strong>Meaningful and substantive learning interactions with faculty, staff, students or external entities</strong></td>
</tr>
<tr>
<td></td>
<td>Provide a brief description of the nature of meaningful and substantive interactions between students and faculty/staff/peers/external entities, including:</td>
</tr>
<tr>
<td></td>
<td>1) the anticipated quantity (e.g. less than 5; 10-20; more than 50) of such interactions over the duration of the HIP</td>
</tr>
<tr>
<td><strong>P4</strong> Opportunities to experience diversity, complexity, and change</td>
<td>Provides a brief description of the nature of opportunities that students will have to experience diversity, complexity and/or change, including:</td>
</tr>
<tr>
<td></td>
<td>1) the anticipated frequency or intensity of such opportunities (e.g. daily, monthly, occasionally) over the duration of the HIP</td>
</tr>
<tr>
<td><strong>P5</strong> Opportunities for frequent and meaningful feedback</td>
<td>Provides a brief description of the nature of opportunities for students to receive meaningful feedback from experts, including:</td>
</tr>
<tr>
<td></td>
<td>1) the anticipated quantity (e.g. less than 5; 10-20; more than 50) of such opportunities over the duration of the HIP</td>
</tr>
<tr>
<td><strong>P6</strong> Considerable time and effort invested by students</td>
<td>Provides a brief description of the nature of student engagement, including:</td>
</tr>
<tr>
<td></td>
<td>1) the anticipated amount of time (e.g. less than 100 hours, 200-300 hours, more than 500 hours) each student is engaged with the program over the duration of the HIP</td>
</tr>
<tr>
<td><strong>P7</strong> Opportunities for reflective and integrated learning</td>
<td>Provides a brief description of the nature of opportunities for students to reflect upon and integrate learning, including:</td>
</tr>
<tr>
<td></td>
<td>1) the anticipated frequency or intensity of such opportunities (e.g. daily, monthly, occasionally) over the duration of the HIP</td>
</tr>
<tr>
<td><strong>P8</strong> Opportunities for experiential learning</td>
<td>Provides a brief description of the nature of opportunities for experiential learning, including:</td>
</tr>
<tr>
<td></td>
<td>1) the anticipated frequency or intensity of such opportunities (e.g. daily, monthly, occasionally) over the duration of the HIP</td>
</tr>
</tbody>
</table>
HIPs Process

Academic Affairs
HIPs Based on HIPs Inventory

HIP Revised Definition

Pre-HIP Status based on revised definition

HIPs Matrix

HIP Potential Develop faculty / staff champions
3 years Data Collection

HIP Designation

Yearly Data Collection

Student Affairs
HIPs Based on HIPs Inventory

HIP Revised Definition
Group Work

• Pick a specific HIP on your campus to workshop with a team of 3 or 4 people.

• How can you modify the way your campus defines HIPs, collects data, or tells the HIPs story to center an equity lens in your campus approach to HIPs?