What is a student-ready college?

-Thomas Major, Jr. The Lumina Foundation
Are institutions prepared to serve today’s college student?
AMERICA AS 100 COLLEGE STUDENTS

LEARNING ENVIRONMENT
- Online only: 11
- Classroom only: 75
- Blend of classroom and online: 14

GENDER
- Female: 56
- Male: 44

DEPENDENTS
- Have children: 26
- Do not have children: 74

HOUSING
- Live in other housing: 41
- Live with parent/guardian: 15
- Live on campus: 44

FINANCIAL AID
- Do not receive financial aid: 17
- Receive financial aid: 83

EMPLOYMENT
- Not employed: 28
- Full-time: 63
- Part-time: 52

ENROLLMENT
- Full-time: 63
- Part-time: 37

TYPE OF SCHOOL
- 2-year: 40
- 4-year: 60

AGE
- <19: 28
- 20-24: 38
- 25-29: 12
- 30+: 22

RACE
- White: 59
- Black: 15
- Hispanic: 16
- Asian/Pacific Islander: 6
- American Indian/Alaska Native: 1
- Two or more races: 3

Created by designer Eleanor Lutz and journalist Linda Kennedy for the Gates Foundation
Higher-income students are more likely to earn degrees

BACHELOR'S DEGREE ATTAINMENT BY AGE TWENTY-FOUR FOR DEPENDENT FAMILY MEMBERS BY FAMILY INCOME QUARTILE

Degree attainment levels

PERCENTAGE OF PERSONS AGED TWENTY-FIVE AND OVER WITH A BACHELOR’S OR HIGHER DEGREE, BY RACE/ETHNICITY


Note: Data are not available until 1989 for Asian/Pacific Islanders and until 2003 for American Indian/Alaska Natives.
Students of color are more likely to take developmental education courses

**TWO-YEAR INSTITUTIONS**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>38%</td>
<td>23%</td>
<td>17%</td>
<td></td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>29%</td>
<td>11%</td>
<td>17%</td>
<td></td>
<td></td>
<td>43%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>29%</td>
<td>15%</td>
<td>13%</td>
<td></td>
<td></td>
<td>43%</td>
</tr>
<tr>
<td>Asian</td>
<td>32%</td>
<td>22%</td>
<td>15%</td>
<td></td>
<td></td>
<td>32%</td>
</tr>
</tbody>
</table>

**FOUR-YEAR INSTITUTIONS**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td>19%</td>
<td>8%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>45%</td>
<td>19%</td>
<td>19%</td>
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<td></td>
<td>18%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>46%</td>
<td>19%</td>
<td>12%</td>
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<td></td>
<td>24%</td>
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<tr>
<td>Asian</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
<td>9%</td>
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</tbody>
</table>


Note: Percentages may not total 100% due to rounding.
Students of color experience fewer high-impact practices

- **Learning Community**: 24% (White), 25% (African American), 24% (Latino), 25% (Asian)
- **Service-Learning**: 59% (White), 65% (African American), 62% (Latino), 65% (Asian)
- **Undergraduate Research**: 17% (White), 24% (African American), 25% (Latino), 19% (Asian)
- **Internship or Field Experience**: 40% (White), 41% (African American), 46% (Latino), 41% (Asian)
- **Study Abroad**: 8% (White), 10% (African American), 12% (Latino), 13% (Asian)
- **Capstone Experience**: 38% (White), 36% (African American), 42% (Latino), 46% (Asian)

Intentionality of HIPs

- Selection
- Design
- Access

HIPs

- Defined
- Evidence

Learning Outcomes

- Assessment
- Data Disaggregated
- Integrated

Equity

Association of American Colleges and Universities

LEAP
“Through the vision and practice of inclusive excellence, AAC&U calls for higher education to address diversity, inclusion, and equity as critical to the wellbeing of democratic culture.

Making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.”
Making Excellence Inclusive

Diversity

Institutional Climate

Students

Paradigm Shift

Equity

Asset-Based

Culturally Competent & Inclusive Pedagogy

Equity-Minded

Clarity in goals, language, & measures

Disaggregated Data

Quality learning

Growth Assessments

Guided Learning Pathways
AAC&U Centennial Publications
LEAP Challenge

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.

Second-year inquiry seminar
Cross-disciplinary questions and student signature project

Signature work
A student's best work, which can take many forms (e.g., capstone; internship; field work; research; community-based research)

E-portfolio shows student's problem-based learning and proficiencies over time

△ Diversity and global learning courses
★ High-Impact Practices (HlPs)
◆ Courses related to major field

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.
Signature Work projects are related to a question or problem that is important to the student and important to society. Signature Work allows students to connect liberal and general learning with the world beyond college.
General Education Maps and Markers

- Proficiency
- Agency and Self-Direction
- Integrative Learning & Problem-Based Inquiry
- Equity
- Transparency and Assessment
“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.”
How do you translate a commitment to equity and inclusive excellence into campus practice?
Critical Questions

• What does it mean to be an equity-minded practitioner? What does it mean to have an equity-minded pedagogy?

• How do we value and embed students’ “cultural wealth” and diversity in educational designs and strategies?

**Critical Questions**

- How can we move the dialogue about student learning and success from deficit-minded approaches to asset-based approaches?
- How does your institution identify the high-impact practices that are best suited for meeting the educational needs of your students?
- Are assessment and teaching practices flexible, culturally responsive, and attentive to students’ learning styles?
- How can we build capacity for educators to ask and respond to questions about equity that can lead to campus change?
Discussion Steps

• Each table will be given an assigned question.
• Participants will have 15 minutes to share insights on the question.
• Each table will have a discussion leader. The leader will take notes and remain at the table to summarize insights for the next group.
• Participants will move to another table of his/her choosing to engage in another round of discussion for 15 minutes.
• Discussion leaders should be prepared to share insights in the cluster meeting.
Thank you!

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