THANK YOU!
AAC&U Team Members

- **Tia McNair**, Vice President for Diversity, Equity, and Student Success
- **Vida Rivera**, Program Coordinator
- **Jacinta Saffold**, Associate Director
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)
• Governors 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 Goals

• Increased access to and participation in high-impact practices (HIPs)
• Increased completion, retention, and graduation rates for minoritized students (low-income, first generation, adult learners, and students of color)
• Increased achievement of learning outcomes for underserved students using direct assessment measures, including AAC&U VALUE Rubrics
• Increased 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)
Speakers

Moderator

Tia McNair
Vice President for Diversity, Equity, and Student Success
AAC&U

Lorenzo Esters
Vice President, Philanthropy
Strada Education Network

Michael Gavin
Vice President for Learning
Anne Arundel Community College

Sheree L. Meyer
Dean, College of Arts and Letters
California State University-Sacramento

Aurélio Manuel Valente
Vice President for Student Affairs and Dean of Students
Governors State University

Solomon Alao
Assistant Vice President for Outcome Assessment
Morgan State University

AAC&U WEBINAR
A Vision for Equity: Campus-Based Strategies for Committing to Equity and Inclusive Excellence
Making an Impact in Higher Education Equity

Lorenzo Esters
Vice President, Philanthropy
Strada Education Network
Completion With a Purpose

Strada Education Network is a national nonprofit (509(a)(3) public charity) dedicated to improving lives by catalyzing more direct and promising pathways between education and employment. We engage with partners across education, nonprofits, business and government to focus relentlessly on students' success throughout all phases of their working lives.
United To Strengthen Education To Employment Pathways Across The Student Lifecycle

Improving **Education & Career Planning** by providing tools and guidance to students so they can choose the best education path that leads to a meaningful career.

Bolstering **Student Success & Support** systems to provide students the resources they need to succeed in the classroom despite obstacles to learning.

Supporting **Career & Workforce Transitions** by strengthening institution-employer connections, so students graduate with the knowledge and skills needed to succeed in the workplace, and adult learners develop and maintain the skills they need throughout their career.
Since June 2016, we have interviewed nearly 250,000 U.S. adults from more than 3,000 postsecondary institutions:

- **Education Consumer Survey**
  - 350 daily | 10,000 monthly | 122,500 annually
  - All demographics | All states | Top metro regions

- **Alumni Survey (Gallup-Purdue Index)**

- **Current College Student Survey**

- **Employer Survey**
88% of freshmen say “getting a good job” is the reason they go to college

27% report having a good job upon graduation
AAC&U WEBINAR
A Vision for Equity: Campus-Based Strategies for Committing to Equity and Inclusive Excellence
HOW WE DELIVER MISSION IMPACT

Education & Career Planning  
Student Success & Support  
Career & Workforce Transition  
LIFELONG LEARNING

MISSION-ALIGNED INVESTMENTS

STRATEGIC PHILANTHROPY

RESEARCH & INSIGHTS

MISSION-ALIGNED AFFILIATES

AAC&U WEBINAR
A Vision for Equity: Campus-Based Strategies for Committing to Equity and Inclusive Excellence
MAKING A DIFFERENCE IN HIGHER EDUCATION EQUITY

Strada chose to partner with AAC&U and 13 institutional partners because:

• Addressing equity gaps in postsecondary education is not just about degree attainment. It is also about helping individuals and families to get out of poverty.

• It is about being able to launch a rewarding career and lead a fulfilling life.

• The impact of equity gaps in higher education spill over into other gaps in life and in careers.
Building and Sustaining an Equity-Minded Campus

Michael Gavin
Vice President for Learning
Anne Arundel Community College
Focus, Communication, and Structure
AACC’s Approach

• Create a sense of urgency with data
• Have a definition of equity
• Ensure leadership is committed
• Resources must follow values
• Scale high impact practices, but let your people identify what high impact is
<table>
<thead>
<tr>
<th>Fall 2012 (IPEDS)</th>
<th>All</th>
<th>Hispanic</th>
<th>White</th>
<th>African American</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Year Graduation Rate</td>
<td>20%</td>
<td>18%</td>
<td>22%</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>N/A</td>
<td>-2%</td>
<td>N/A</td>
<td>-9%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Integrated Planning, Budgeting & Assessment

How can we improve?
- Adjustments Made Annually Based on KPIs

Where do we want to go?
- Strategic Plan Approved by Board of Trustees Every 4 Years
- Strategic & Operational Activities Identified

How do we get there?
- Activities Prioritized Each Year of Strategic Plan by PVP

How do we measure success?
- KPIs Reviewed Quarterly to Ensure Activities Lead to Improvement
- Budget Approved Annually by PVP, Board of Trustees & County Council
- Multi-Year College Plan Developed & Approved by PVP (Reviewed & Adjusted Quarterly)

AAC&U WEBINAR
A Vision for Equity: Campus-Based Strategies for Committing to Equity and Inclusive Excellence
Project LAUNCH: From “Can’t Do” to “Can Do”

Sheree L. Meyer
Dean, College of Arts and Letters
California State University-Sacramento
Sacramento State Project LAUNCH
From “Can’t Do” to “Can Do”

- FACULTY HIRING & DEVELOPMENT
- STUDENT SUCCESS
- LEAP OUTCOMES THROUGH HIGH IMPACT PRACTICES: FIRST YEAR SEMINARS AND WRITING PARTNERS @ SAC STATE
- SHARED LANGUAGE AND DATA
- LESSONS LEARNED & NEXT STEPS

AAC&U WEBINAR
A Vision for Equity: Campus-Based Strategies for Committing to Equity and Inclusive Excellence
Faculty Hiring and Professional Development

• Project LAUNCH Professional Learning Community and its “heirs”
• HIPs for Faculty Success: learning communities, collaborative assignments and projects, research, diversity/global learning, capstone projects.
• Spring 2018–Fall 2018: “Equity and the Scholarship of Teaching and Learning: Demonstrating Success at Closing the Equity Gap”; ”Student Peer Programs: Collaboration for Equity”; “Data Analytics: Scaling for Equity and Impact.”
• Student Success Interventions as Faculty Research
• Office of Equity, Diversity, and Inclusion: Moving Beyond Compliance
Learning Outcomes for High Impact Practices: First Year Seminars and Writing Partners @ Sac State

- Rubrics
- Assignments
- Conclusions
What Students and Institutions Can Do: Data on Student Success

- Six-year graduation rate for Hispanic students and white students
  - Reduced gap by 7 percentage points
  - 0.5 percentage pt. difference in 2017

- Four-year graduation rate for Hispanic students and white students
  - Reduced gap by 5 percentage points
  - 1.7 percentage pt. difference in 2017

- Percent of native freshmen passing 15 or more credit hours in their first semester.

<table>
<thead>
<tr>
<th></th>
<th>Fall 16</th>
<th>Fall 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>36.4%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29.0%</td>
<td>41.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>35.1%</td>
<td>42.6%</td>
</tr>
<tr>
<td>African American</td>
<td>19.2%</td>
<td>34.3%</td>
</tr>
</tbody>
</table>
Building an Equity-Minded Pathway for Transfer Students

Aurélio Manuel Valente
Vice President for Student Affairs and Dean of Students
Governors State University
What we do (or don’t do) matters.

Nationally, closing the completion gap between African-American and White students requires simultaneous work on three fronts:

1. Addressing inequities in completion within individual institutions.

2. Changing enrollment patterns so selective institutions enroll more Black students.

3. **Institutions where African-American students are more likely to attend must improve the rates at which African-American students complete.**

About Governors State University

• An upper division since its founding in 1969, GSU transitioned to a residential four-year campus in 2014. However, 89% of undergraduates are still transfer students.

• Fall 2017 student population (5,185) looks like what Rendon and Hope (1996) have called America’s “new majority.”

• Student population: 51% are students of color; 56% received Pell grants in fall 2014; 42% are first generation. Average transfer student is nearly 31 years old.
Equity Project Strategies and Approaches

• Align campus-based project with AAC&U *Committing to Equity and Inclusive Excellence* goals.
• Focus on transfer students and leverage new Center for Junior Year.
• For transfers students, program / major based course work are central to their academic experience.
• Prioritize funds, directly and indirectly, to faculty and academic support professionals.
• Utilize “Equity Minded Practices” as frame-work for change.
• Leverage data, particularly the use of “Equity Scorecards” to drive change.
GSU Project Goals

• **Goal 1:** Implement Equity Minded Practices with the goal of closing student success gap of African-American transfer students.

• **Outcome:** Since the launch of the *Committing to Equity and Inclusive Excellence* project, we have reduced the equity gap for the retention of African American transfer students from 5.1% (2014-15) to 3.7% (2016-17).

• **Goal 2:** Develop and offer quality High-Impact Practices in the junior year of study.

• **Outcome:** To date, 56 faculty members, advisors, and academic support staff have participated in the two-hour workshop. In total, 21 (37.5%) of the 56 participants submitted successful mini-grants impacting nearly 65% of our undergraduate student population.

#GSUEquityProject

www.govst.edu/EquityProject
GSU Project Goals

• **Goal 3:** Create and assess Signature Assignment focusing on Social Responsibility Learning Outcome in the Junior Year Seminar.

  • **Outcome:** Consistent with GSU’s mission to build an institution that is socially responsible, we utilized grant funds during this cycle to create and assess signature assignments that emphasized social responsibility; 76% of the mini-grants addressed this project goal.

• **Goal 4:** Develop Pathways for Internships and Workforce Preparation.

  • **Outcome:** In addition to the work the CJY has done specifically within the Junior Seminars, we also saw success from the mini-grant outcomes for internship and workforce preparation; 71% of the mini-grants addressed this project goal.
Lessons Learned and New Directions

- Challenged notion of fairness.
- Explore impact of intersectional identities.
- Connect work to other campus-wide initiatives.
- Build relationships with Institutional Research.

Undergraduate Research team presented "Experiences of Successful African-American Women at @Governors_State" as part of culminating semester of #GSUEquityProject supported by @AACU and @StradaEducation #BlackMindsMatter #BlackGirlMagic
Increasing Student Access to High-Impact Practices

Solomon Alao
Assistant Vice President for Outcome Assessment
Morgan State University
Goals of the Inclusive Excellence Project

Building on the Strategic Goals of Morgan State University and on AAC&U's Centennial focus on equity and inclusive excellence, our project was designed to:

1. Increase student access to and participation in high-impact practices (HIPs);
2. Increase completion, retention, and graduation rates for minority students;
3. Increase achievement of learning outcomes for underserved students (direct assessment & VALUE rubrics; and
4. Increase student awareness and understanding of the value of guided learning pathways that incorporate HIPs for the workforce preparation and engaged citizenship.
High Impact Practices

First-year experiences
Common intellectual experiences
Learning communities
Writing-intensive courses
Collaborative assignments and projects

Undergraduate research
Diversity/global learning
Service learning
Community-based learning
Internships
Capstone courses and projects


Follow-up study: *Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality*, by Jayne E. Brownell and Lynn E. Swaner
### Data of the Project

#### The Number of General Education Faculty Engaged in Professional Development on HIPs and VALUE Rubrics (Project Participants N = 24)

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Baseline in Fall 2015</td>
<td>3</td>
</tr>
<tr>
<td>Data in Fall 2017</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>+19</td>
</tr>
</tbody>
</table>

#### Percentage of High Impact Practices Implemented by Faculty Members Teaching Freshmen and Second Year General Education Courses (Project Participants N = 24)

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Baseline in Fall 2015</td>
<td>30%</td>
</tr>
<tr>
<td>Data in Fall 2017</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>+20%</td>
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Data of the Project

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>Number Redesigned</th>
<th>Sample HIPs</th>
<th>Enrollment Fall 2016—2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>Common Intellectual</td>
<td>384</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>Undergraduate Research</td>
<td>93</td>
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<tr>
<td>Freshmen Composition</td>
<td>2</td>
<td>Writing Intensive</td>
<td>252</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>6</td>
<td>Collaborative Projects</td>
<td>405</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>Learning Communities</td>
<td>197</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>Service Learning</td>
<td>177</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>Collaborative Assignments</td>
<td>410</td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
<td>Service Learning</td>
<td>182</td>
</tr>
<tr>
<td><strong>N = 24</strong></td>
<td></td>
<td><strong>Total Impact</strong></td>
<td><strong>2100</strong></td>
</tr>
</tbody>
</table>
Data of the Project

## Course Success Rates for Selected Freshmen Composition I and II

<table>
<thead>
<tr>
<th></th>
<th>Composition I for Fall 2015</th>
<th>Composition I for Spring 2016</th>
<th>Composition II for Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>75%</td>
<td>16</td>
<td>59%</td>
</tr>
<tr>
<td>Female</td>
<td>73%</td>
<td>28</td>
<td>86%</td>
</tr>
<tr>
<td>Total</td>
<td>74%</td>
<td>44</td>
<td>73%</td>
</tr>
</tbody>
</table>

**Note:** Success rates are the number of students with the grades of A, B, and C in each category.
Sustainability Plan and Initiatives

- Use of Monthly Meetings and Reports to Analyze, Improve, and Disseminate Data on Project Goals and Outcomes to Stakeholders at the University, Local and National levels (e.g., meetings, conferences, workshops, publications, etc.).

- Successful Acquisition a five year, $2-million grant from the United Negro College Fund (UNCF) on guided learning pathways that will incorporate HIPs for workforce preparation and engaged citizenship.

- Important elements of the UNCF grant include and are not limited to: (1) improving undergraduate curriculum from the freshmen through the senior years; (2) infusing 21st century skills into the curriculum (e.g., problem-solving, critical thinking, collaboration/team work, self-determination; decision-making); and (3) improving commitment to equity and inclusive excellence.
Key Promising Practices

1. Professional Development Workshops on Student Success, Equity, and Inclusive Excellence for faculty, staff, and administrators;

2. Monthly Progress Reports to AAC&U and the Morgan State University Community;

3. Use of Data to Develop Action Plans for Equity and Inclusive Excellence;

4. Alignment of Project Goals and Objectives to Strategic Goals of the University;

5. Use of Established Committees (i.e., University Assessment and General Education);

6. Use of Technology to Collect, Analyze, and Distribute Data on the Project;

7. Support of Campus-Wide Leaders (e.g., Provost, Vice Presidents, Deans, Chairs, Faculty, etc.); and

8. Peer Review Publications of Results and Findings.
Moderated Discussion

Moderator

Tia McNair
Vice President for Diversity, Equity, and Student Success
AAC&U

Lorenzo Esters
Vice President, Philanthropy
Strada Education Network

Michael Gavin
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Questions?
www.aacu.org/publications/vision-equity