Liberal Education & America’s Promise

Excellence for Everyone as a Nation Goes to College

Committing to Equity, Quality, and Inclusive Excellence

Dr. Tia McNair
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What is a student-ready college?

A Paradigm Shift
Guiding Questions

• What would it mean for you to be a student-ready educator?
• What would you do differently?
• How can campus values support an effort to make the campus ready for students?
Guiding Questions

• How can campus leaders engage the whole community in this effort?
• How can campus leaders make the case for change based on urgent, shared, and powerful vision?
Guiding Questions

• How can campus leaders create partnerships that work?
  – An appreciation of common work, strengths, and needs
  – Overlapping accountabilities
  – Agreement on infrastructure
  – A commitment to fairly share costs
  – Continuous communication
Equality in Education?
Equity in Education?
Equality ≠ Equity
Inclusion
Diversity
Inclusive Excellence
How does your campus define...

Equity?
Diversity?
Inclusion?
Inclusive excellence?
How do you define...

Equity?

Diversity?

Inclusion?

Inclusive excellence?
“The paradox of privilege is that it shields us from fully experiencing or acknowledging inequality, even while giving us more power to do something about it.”

Darren Walker
President, Ford Foundation
From Ignorance is the enemy within: On the power of our privilege, and the privilege of our power
Does the paradox of equality hinder our efforts to disrupt inequities in education?
What is our collective responsibility for closing the equity gap?
Making Excellence Inclusive

• A vision AND practice
• A focus on the intersections of diversity, inclusion, AND equity
• An active process
• A goal of excellence in learning, teaching, student development, institutional functioning, and engagement with communities
Making Excellence Inclusive

Diversity

Equity-Minded

Equity

Inclusion
“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.”
Bringing Quality and Equity Together

- Learning Outcomes
- Faculty
- Institutional Climate
- High-Impact Practices
- Pathways to Completion
- Policy & Advocacy
- Student Experiences
- Assessment

EQUITY
Critical Questions

• How can we build capacity for educators to ask and respond to questions about equity that can lead to campus change?

• How can we move the dialogue about student learning and success from deficit-minded approaches to asset-based approaches?
Critical Questions

• What spoken and unspoken assumptions about underserved students underlie our efforts?

• How do we motivate faculty and staff to address equity as intrinsic to higher education’s mission?
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?

Intentionality
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
Examining Equity?

31% of institutions disaggregate data on participation in HIPs by race/ethnicity, SES and/or parents’ education

17% of institutions disaggregate data on achievement of learning outcomes by race/ethnicity, SES and/or parents’ education
Examining Equity?

32% of institutions disaggregate data on credits/course completion milestones by race/ethnicity, SES and/or parents’ education

32% of institutions disaggregate data on completion of remedial courses by race/ethnicity, SES and/or parents’ education
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 (30%)
- Have equity goals (33%)
- Do not have but are planning to develop equity goals (37%)
How do we help students become intentional learners?
Critical Questions

• How do we build a **shared** commitment to provide **ALL** college students with the **high-quality learning** they need to succeed and thrive in an era of global interconnection and rapid societal and economic change?
Critical Questions

• How can we accelerate broad-scale systemic innovation to advance educational practices that engage diversity and challenge inequities in order to make excellence inclusive?
Critical Questions

• How can campus educators design innovative curricular pathways that provide students with intentionally designed learning experiences to help prepare them for careers AND lifelong success?
The LEAP Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World
  – **Focused** on engagement with big questions, enduring and contemporary

Intellectual and Practical Skills
  – **Practiced** extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility
  – **Anchored** through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning
  – **Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems
Essential Learning Outcomes

• Inquiry and Analysis
• Critical and Creative Thinking
• Written and Oral Communication
• Quantitative Literacy
• Information Literacy
• Teamwork and Problem Solving
• Civic Knowledge and Engagement—local and global
• Intercultural Competence
• Ethical Reasoning
• Lifelong Learning
• Across general and specialized studies
Of institutions have a common set of intended learning outcomes for all students.

Report that almost all of their students understand those intended learning outcomes.

Source: AAC&U Member Survey, 2016 Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches
Is this true for your campus?
Falling Short?
College Learning and Career Success

Key findings from survey among 400 employers and 613 college students conducted in November and December 2014
For The Association of American Colleges and Universities by Hart Research Associates
Methodology

- Online survey among 400 executives at private-sector and nonprofit organizations that have 25 or more employees
  - Each reports that 25% or more of their new hires hold an associate degree from a two-year college or a bachelor’s degree from a four-year college

- Online survey among 613 college students, all within a year of obtaining a degree or, in the case of two-year students, transferring to a four-year college
  - Sample includes 304 students at four-year public colleges, 151 students at four-year private colleges, and 158 students at two-year colleges
Learning Outcomes that at Least Four in Five Employers Rate as Very Important

- Oral communication: 78%
- Working effectively with others in teams: 77%
- Written communication: 75%
- Ethical judgment and decision-making: 74%
- Critical/analytical thinking: 79%
- Applying knowledge/skills to real world: 79%

*8, 9, 10 ratings on zero-to-10 scale, 10 = very important
Employers say they are much more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience.

- 94% Internship/apprenticeship
- 87% Senior thesis/project
- 80% Collaborative research project
- 69% Service learning project
Attributes employers seek on a candidate’s resume

<table>
<thead>
<tr>
<th>Attribute</th>
<th>% of respondents</th>
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<tbody>
<tr>
<td>Leadership</td>
<td>80.1%</td>
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<tr>
<td>Ability to work in a team</td>
<td>78.9%</td>
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<tr>
<td>Communication skills (written)</td>
<td>70.2%</td>
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<tr>
<td>Problem-solving skills</td>
<td>70.2%</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
<td>68.9%</td>
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<tr>
<td>Strong work ethic</td>
<td>68.9%</td>
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<tr>
<td>Initiative</td>
<td>65.8%</td>
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<tr>
<td>Analytical/quantitative skills</td>
<td>62.7%</td>
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<tr>
<td>Flexibility/adaptability</td>
<td>60.9%</td>
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<tr>
<td>Technical skills</td>
<td>59.6%</td>
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<tr>
<td>Interpersonal skills (relates well to others)</td>
<td>58.4%</td>
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<td>Computer skills</td>
<td>55.3%</td>
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<tr>
<td>Detail-oriented</td>
<td>52.8%</td>
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Source: Job Outlook 2016, National Association of Colleges and Employers
Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

• A two-year project launched with support from USA Funds.

• The project builds on AAC&U's Centennial focus on equity and inclusive excellence.

• The project is designed to expand the current research on equity in student achievement and to identify promising evidence-based interventions for improving student learning and success.
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)
• 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)

Carthage College is supported by Great Lakes Higher Education Corporation & Affiliates.
Project Objectives

➢ Campuses develop defined campus action plans and institutional tracking models to measure:

- to increase access to and participation in high-impact practices (HIPs)

- to increased completion, retention, and graduation rates for low-income, first-generation, adult learners and/or minority students
Project Objectives

- Campuses develop defined campus action plans and institutional tracking models to measure:
  - to increase achievement of learning outcomes for underserved students using direct assessment measures, including AAC&U’s VALUE Rubrics.
  - to increase 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).

Knowing who you students are and will be

Committing to frank, hard dialogues about the climate for underserved students on your campus, with the goal of effecting a paradigm shift in language and actions

- Investing in culturally competent practices that lead to the success of underserved students
- Setting and monitoring equity-minded goals—and devoting aligned resources to achieve them

• Developing and actively pursuing a clear vision and goals for achieving high-quality learning

• Expecting and preparing all students to produce culminating or Signature Work
Signature Work

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.

• Providing support to help students develop guided plans to achieve ELOs, prepare and complete Signature Work, and connect college with careers

• Identifying HIPs best suited to your students and your institution’s quality framework
“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
Intentionality of HIPs

- HIPs
  - Selection
  - Design
  - Access

Learning Outcomes
- Defined
- Evidence

Equity
- Assessment
- Data Disaggregated
- Integrated

• Ensuring that ELOs are addressed and HIPs are incorporated across all programs

• Making student achievement—including underserved student achievement—visible and valued
What is our collective responsibility for closing the equity gap?
Thank you!

Dr. Tia Brown McNair
Vice President
Office of Diversity, Equity and Student Success
mcnair@aacu.org
202-884-0808