

Becoming a Student-Ready University: Achieving Equity in Student Learning and Success

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University of Arkansas

September 17, 2019

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About AAC&U

- The leading national association concerned with the **quality** of student learning in college
- More than 1,400 institutional members – half public/half private, two year, four-year, research universities, state systems, liberal arts, international

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AAC&U's Mission

To advance the vitality and public standing of liberal education by making **quality** and **equity** the foundations for **excellence** in undergraduate education in service to democracy.

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Preparing students for
work, life, and
productive citizenship
through a high-quality
liberal education.

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Best Practitioners NOT Best Practices

Dr. Estela Mara Bensimon
Center for Urban Education
USC Professor

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College-Ready?

Student-Ready?

A Paradigm Shift

A Mindset Shift

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TIA McNAIR · SUSAN ALBERTINE · MICHELLE ASHA COOPER
NICOLE McDONALD · THOMAS MAJOR, JR.

**BECOMING A
STUDENT-
READY** 
COLLEGE

A NEW **CULTURE OF LEADERSHIP**
FOR STUDENT SUCCESS



JOSSEY-BASS
A Wiley Brand

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Guiding Questions

- What are strategies for engaging the whole community in this effort to become and to remain student-ready?
- How will you make the case for change based on an urgent, shared, and powerful vision?

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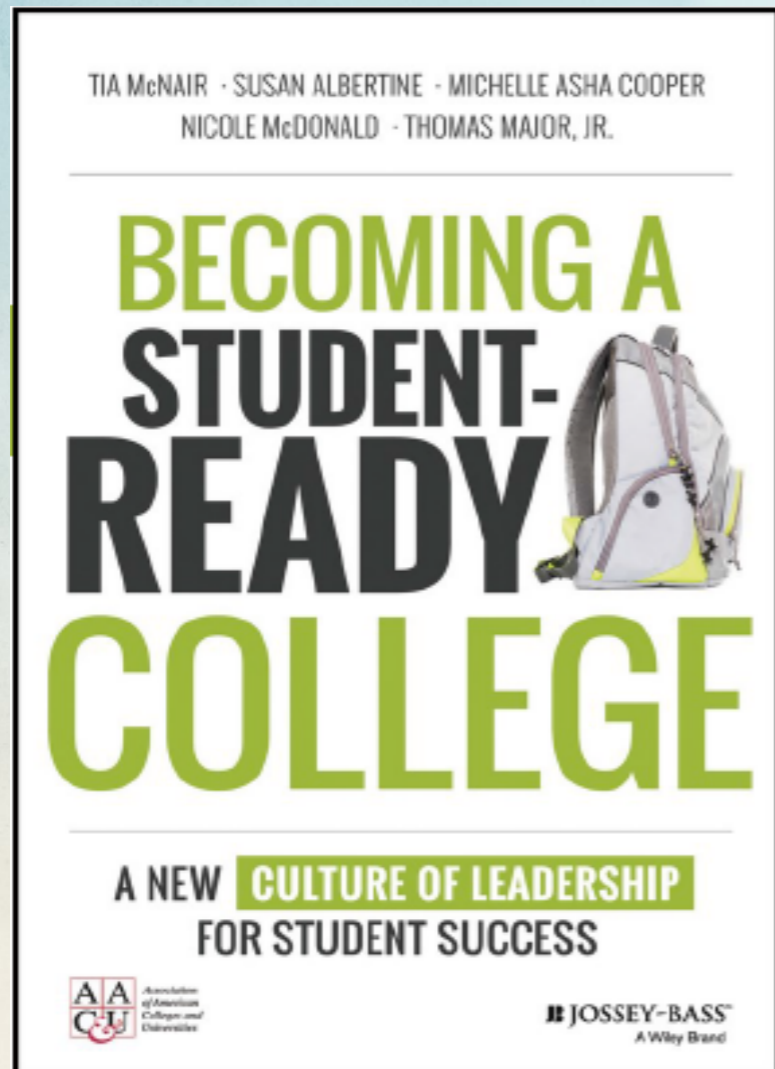
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Principle One

All people who work on campus have the capacity to be effective educators.



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Empowerment

Agency

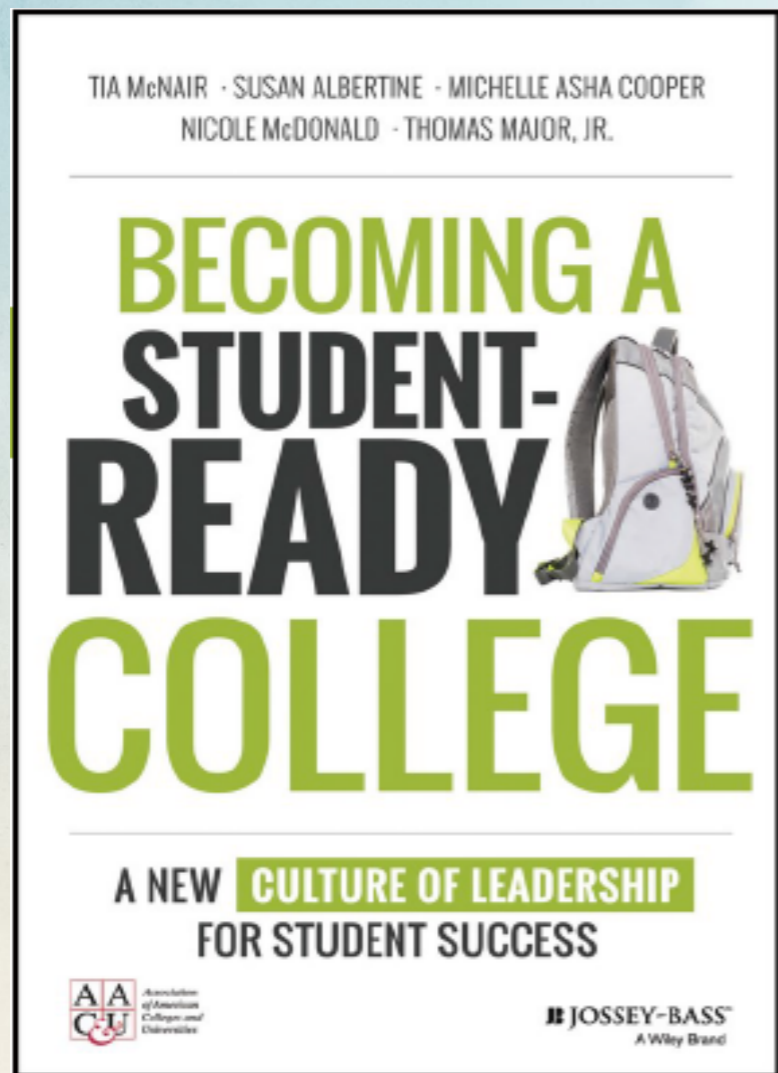
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Student-Ready Principle



All students have the capacity to learn and deserve access to high-quality educational experiences.

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Understanding and Responding to the Barriers Students Experience

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THE INCONVENIENT TRUTHS

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We must examine “the ‘real’ versus the ‘ideal’ view of campus environments and the inconvenient truths that these views are often dissimilar.”

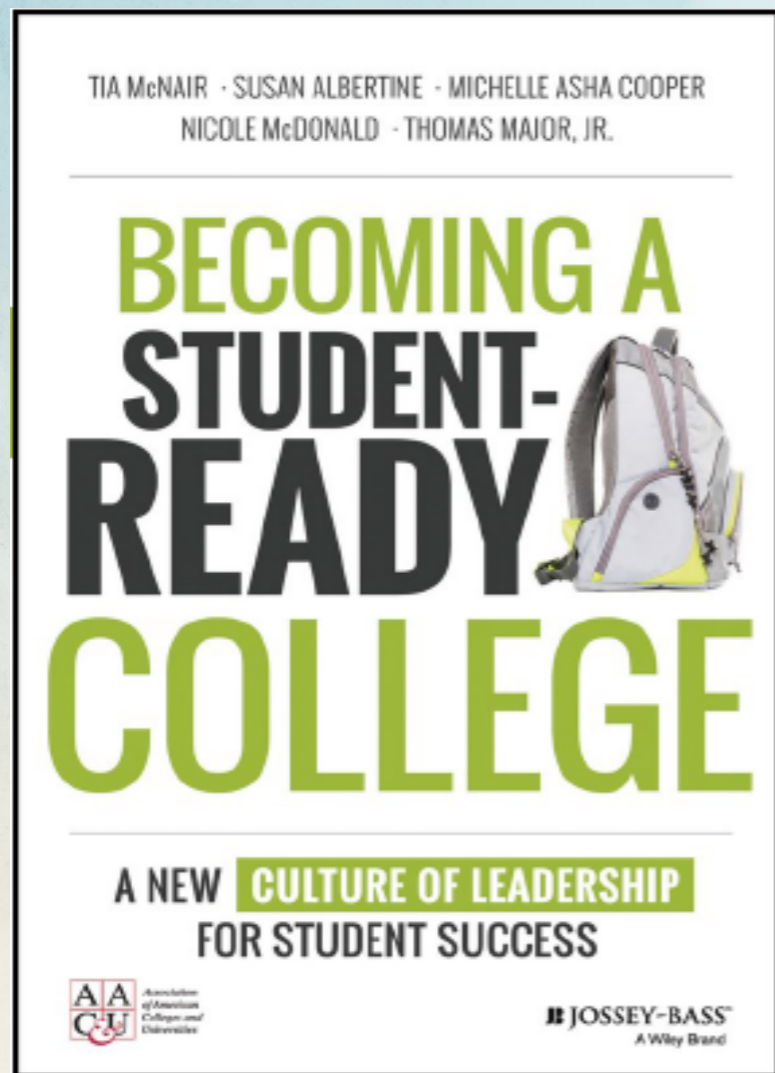
Dey, Eric. Another Inconvenient Truth: Capturing Campus Climate and Consequences, *Diversity & Democracy*, AAC&U, Winter 2009, Vol. 12, No. 1

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Student-Ready Principle



At a Student-Ready College there is Clarity in Goals and Language

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“It seems like ‘equity’ is everywhere. . . .

Equity, once viewed suspiciously as racially divisive and associated with the activism of social justice movements that academic purists disdain as ‘advocacy’ work, is now being enthusiastically embraced on the academic scene.”

Bensimon, Estela Mara. 2018. “Reclaiming Racial Justice in Equity.” *Change: The Magazine of Higher Learning* 50 (3–4): 95–98.

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But, is equity truly being
embraced, or is it just a
buzzword?

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The Paradox of Equality

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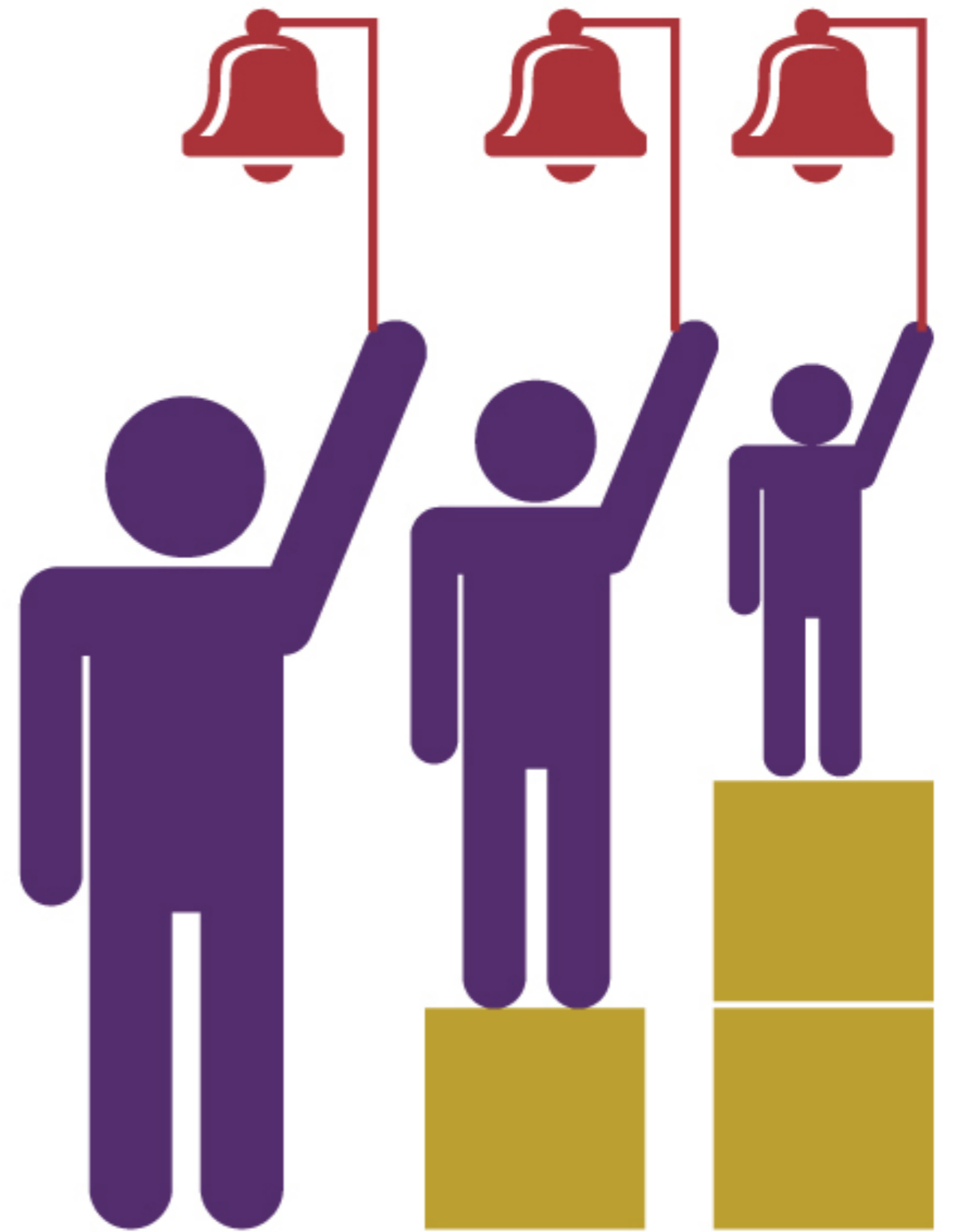
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EQUALITY



EQUITY

Why *Equity*?

- Perceptions of *equity* as an institutional value?
- Realities of *equity* in practice?
- Aspirations to achieve *equity*?

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EQUALITY

EQUITY

Equity in Learning

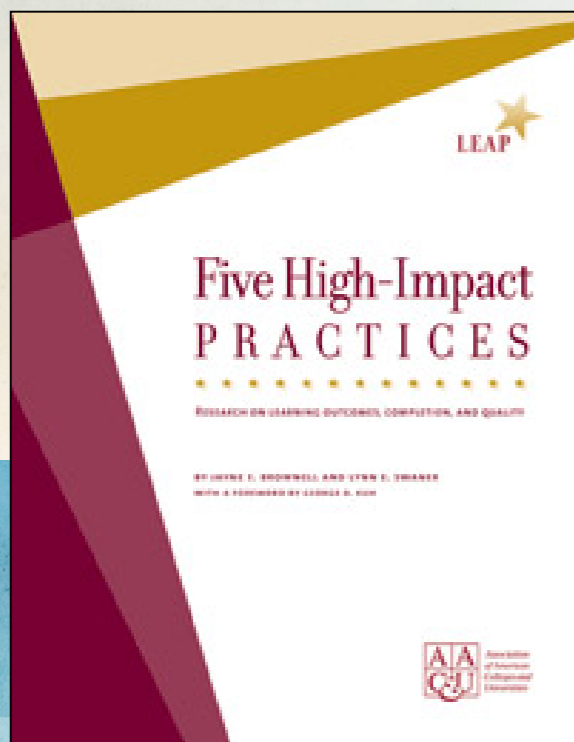
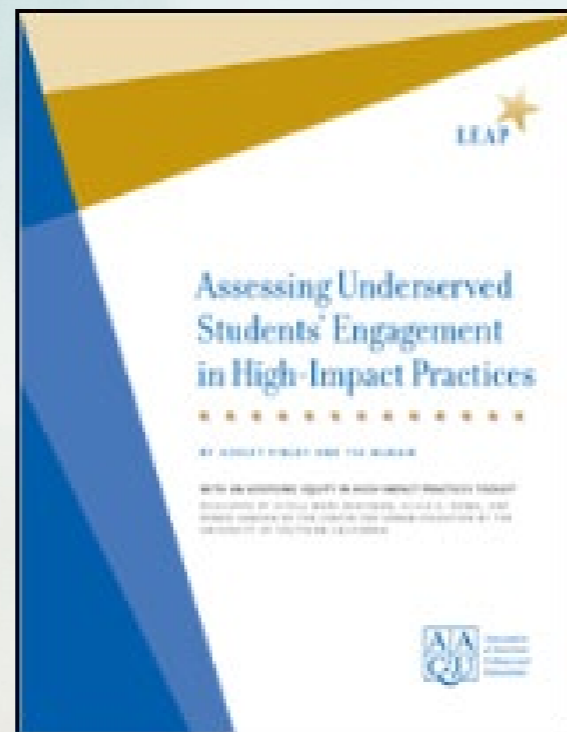
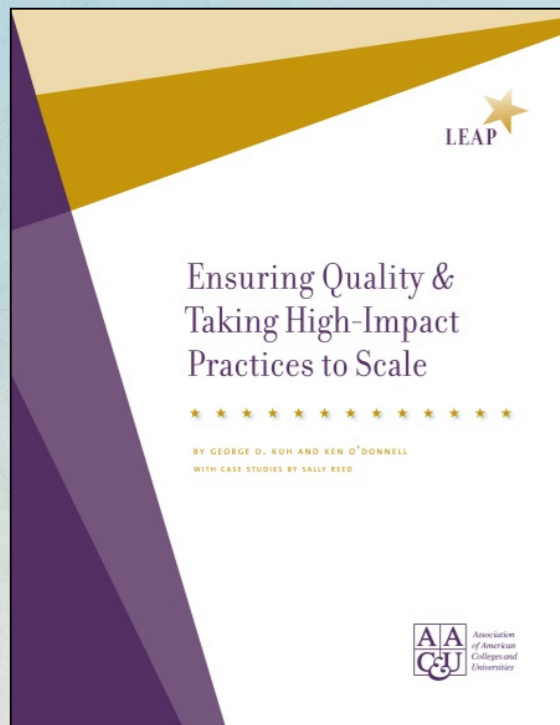
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“High-Impact Practices” that Help Students Achieve the Outcomes



- ★ 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
- ★ E-portfolios

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Fulfilling the American Dream: Liberal Education and the Future of Work

Key findings from surveys of business executives and hiring managers conducted May-June 2018

Conducted on behalf of



with support from



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Methodology

Parallel online surveys among:



501 business executives

Executives at private sector and nonprofit organizations, including owners, CEOs, presidents, C-suite level executives, vice presidents, and directors



500 hiring managers

Non-executives (directors, managers, supervisors, office administrators) whose current job responsibilities include recruiting, interviewing, and/or hiring new employees

- All respondents were screened to be at companies that have at least 25 employees and report that 25% or more of their new hires hold either an associate's degree from a two-year college or a bachelor's degree from a four-year college.

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Employers' Priorities for College Learning and Sense of Recent Graduates' Preparedness

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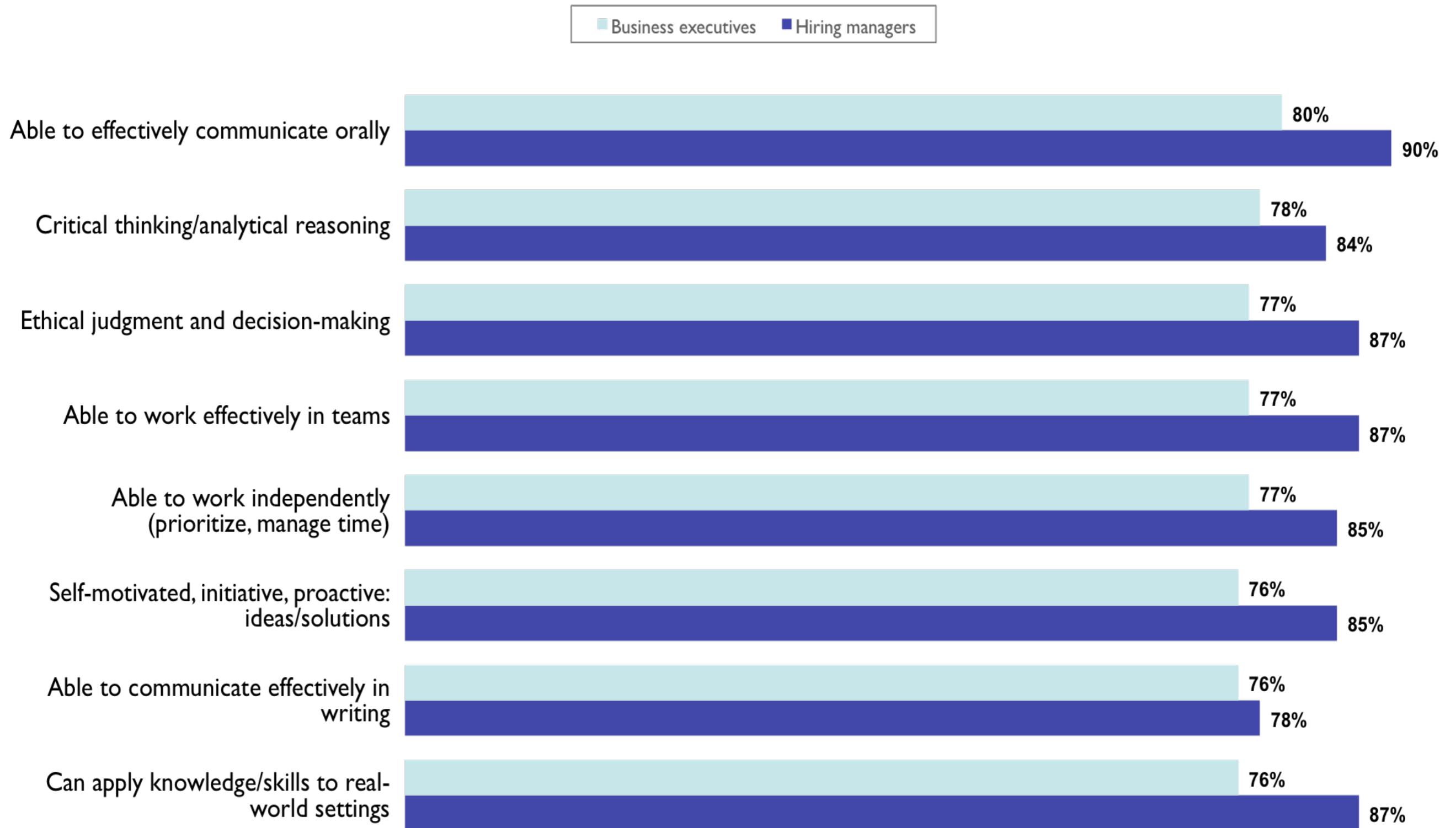
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The learning priorities that executives and hiring managers value most highly cut across majors.

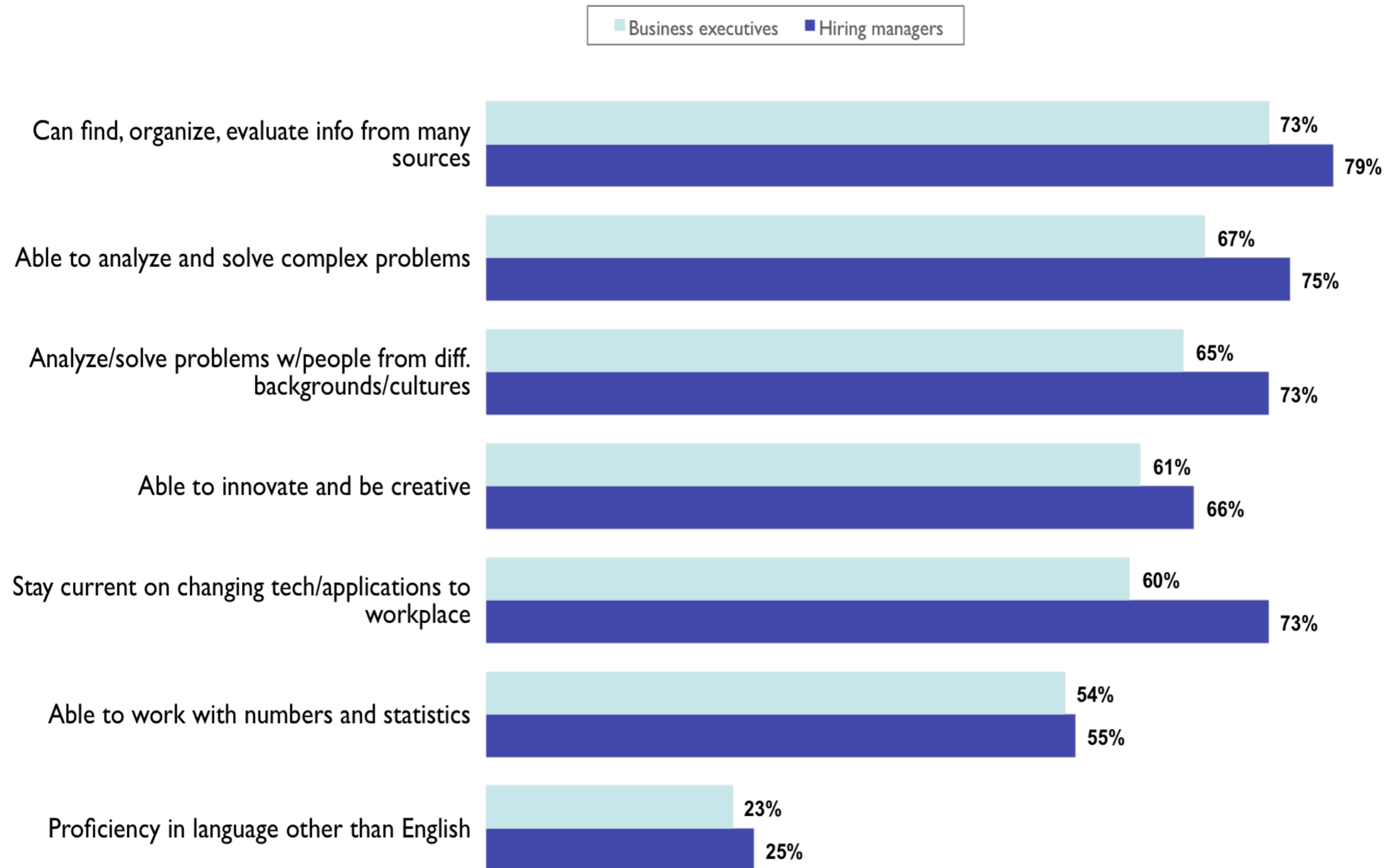
Very Important Skills for Recent College Graduates We Are Hiring*



* 8-10 ratings on a 0-to-10 scale; 15 outcomes tested

Executives and hiring managers rank several other learning outcomes as only slightly less important.

Very Important Skills for Recent College Graduates We Are Hiring*



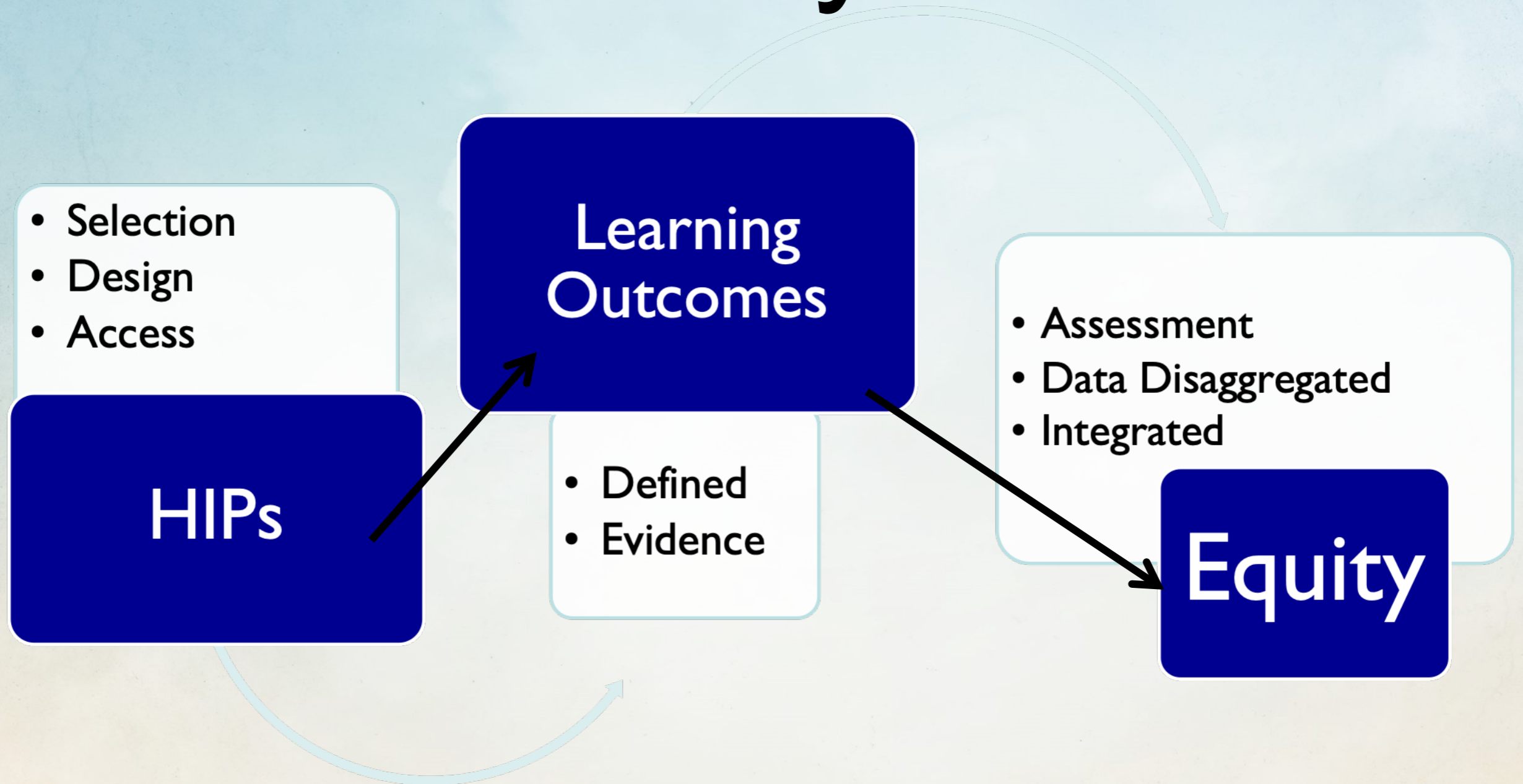
* 8-10 ratings on a 0-to-10 scale; 15 outcomes tested

Executives and hiring managers identify similar gaps in recent graduates' preparedness on key learning outcomes.

Preparedness Gap: % recent grads prepared minus % very important skill to have

	Business executives	Hiring managers
Critical thinking/analytical reasoning	-44	-43
Apply knowledge/skills to real world	-43	-48
Communicate effectively in writing	-43	-33
Self-motivated	-41	-46
Communicate effectively orally	-40	-43
Able to work independently	-39	-43
Able to work effectively in teams	-35	-37
Ethical judgment/decision-making	-34	-40
Able to analyze/solve complex problems	-33	-37
Find, organize, evaluate info: multiple sources	-32	-33
Solve problems w/people of diff. backgrounds/cultures	-29	-30
Able to innovate/be creative	-25	-25
Able to work with numbers/stats	-18	-12
Stay current on changing tech	-8	-16
Proficiency in foreign language	-1	-2

Intentionality of HIPs



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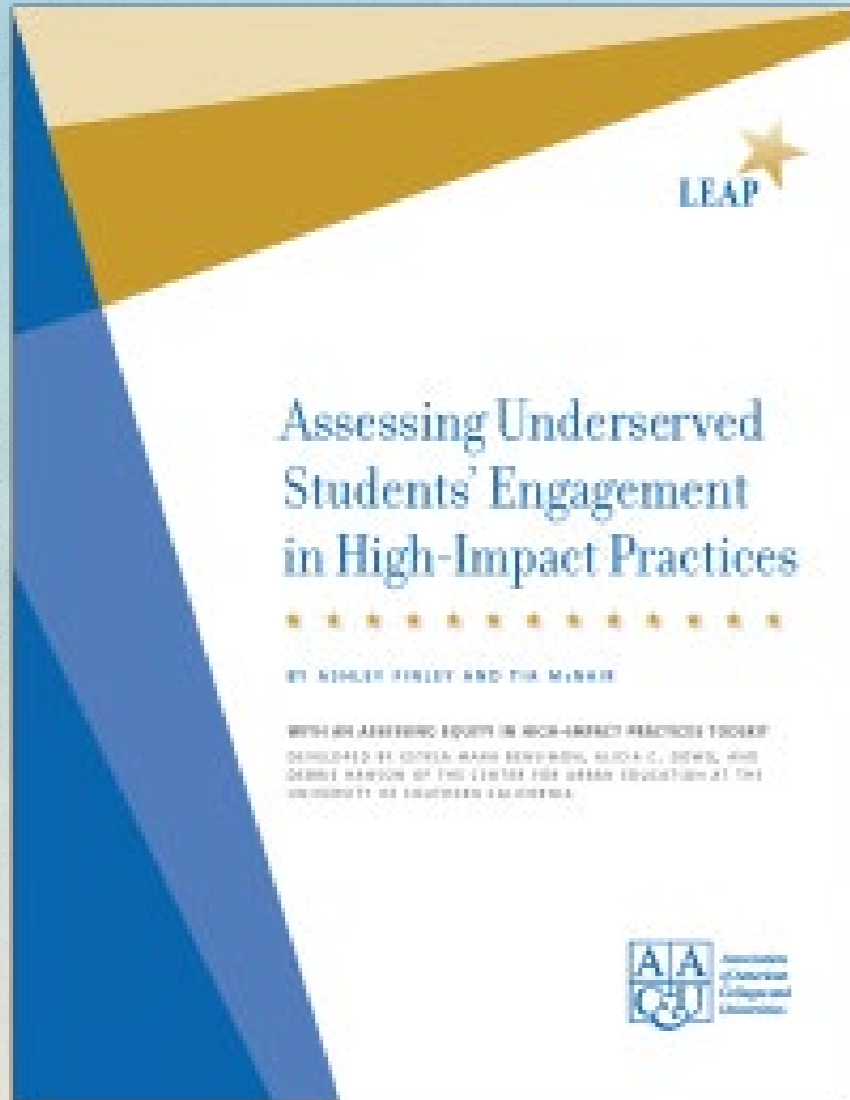
Ensuring Quality & Taking High-Impact Practices to Scale

“Proportionately fewer first-generation students, black and Hispanic students, and transfer students do research with a faculty member, study abroad, do an internship, or have a culminating senior experience.” (Kuh & O’Donnell, 2013)

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- Who participates?
- Who doesn't?
- Why? Barriers to participation?
- Who benefits?
- What are those benefits?

Assessing Underserved Students' Engagement in High-Impact Practices
(Finley & McNair, 2013)

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Assessing Equity in High-Impact Practices Toolkit

Developed by the Center for Urban Education at the
University of Southern California

Printed in *Assessing Underserved Students' Engagement in High-Impact Practices*
(Finley & McNair, 2013)

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Intentionality by Design

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How do we help students
develop as intentional learners?

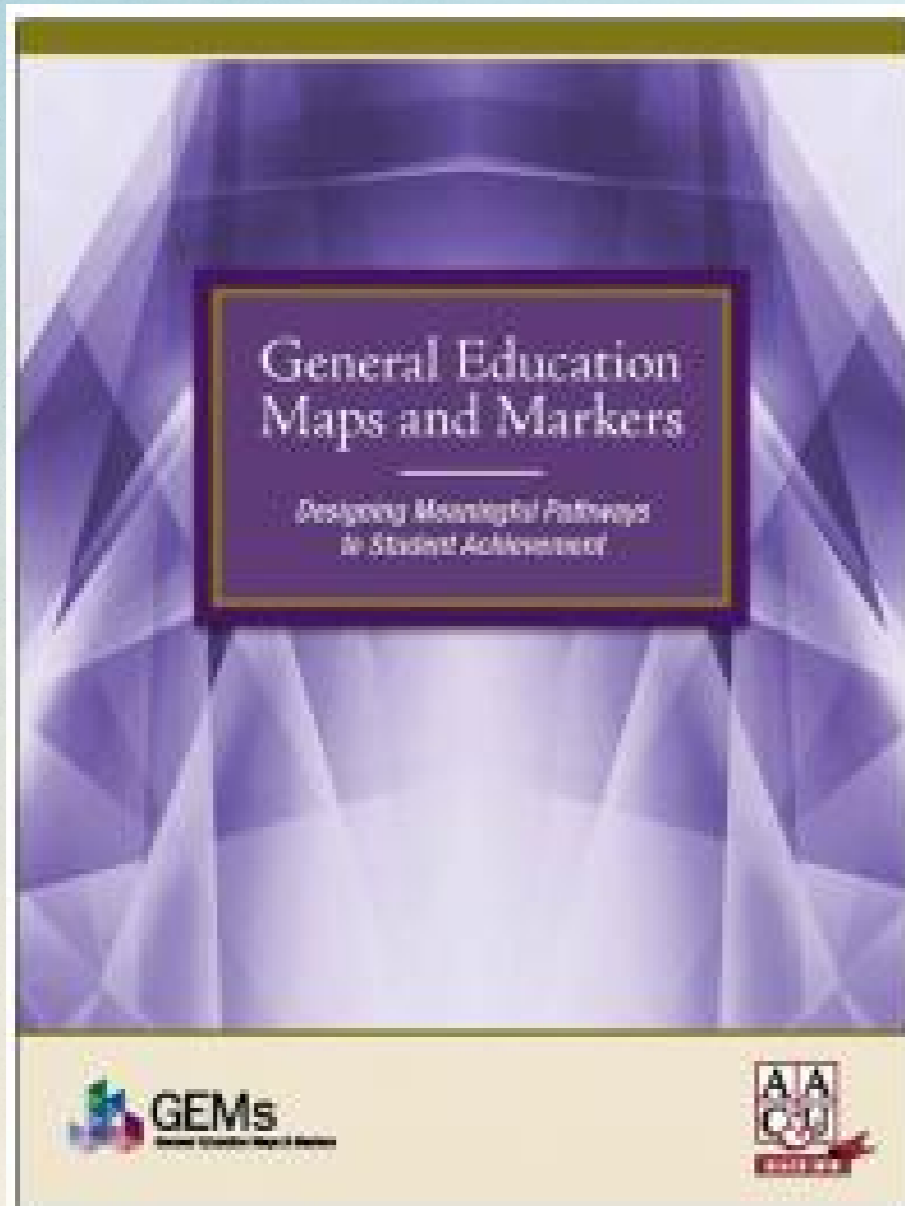
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General Education Maps and Markers



- Proficiency
- Agency and Self-Direction
- Integrative Learning & Problem-Based Inquiry
- Equity
- Transparency and Assessment

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Transparent Design in Higher Education Teaching and Leadership

*A Guide to Implementing the
Transparency Framework
Institution-Wide to Improve
Learning and Retention*

Edited by Mary-Ann Winkelmes,
Allison Boye, and Suzanne Tapp

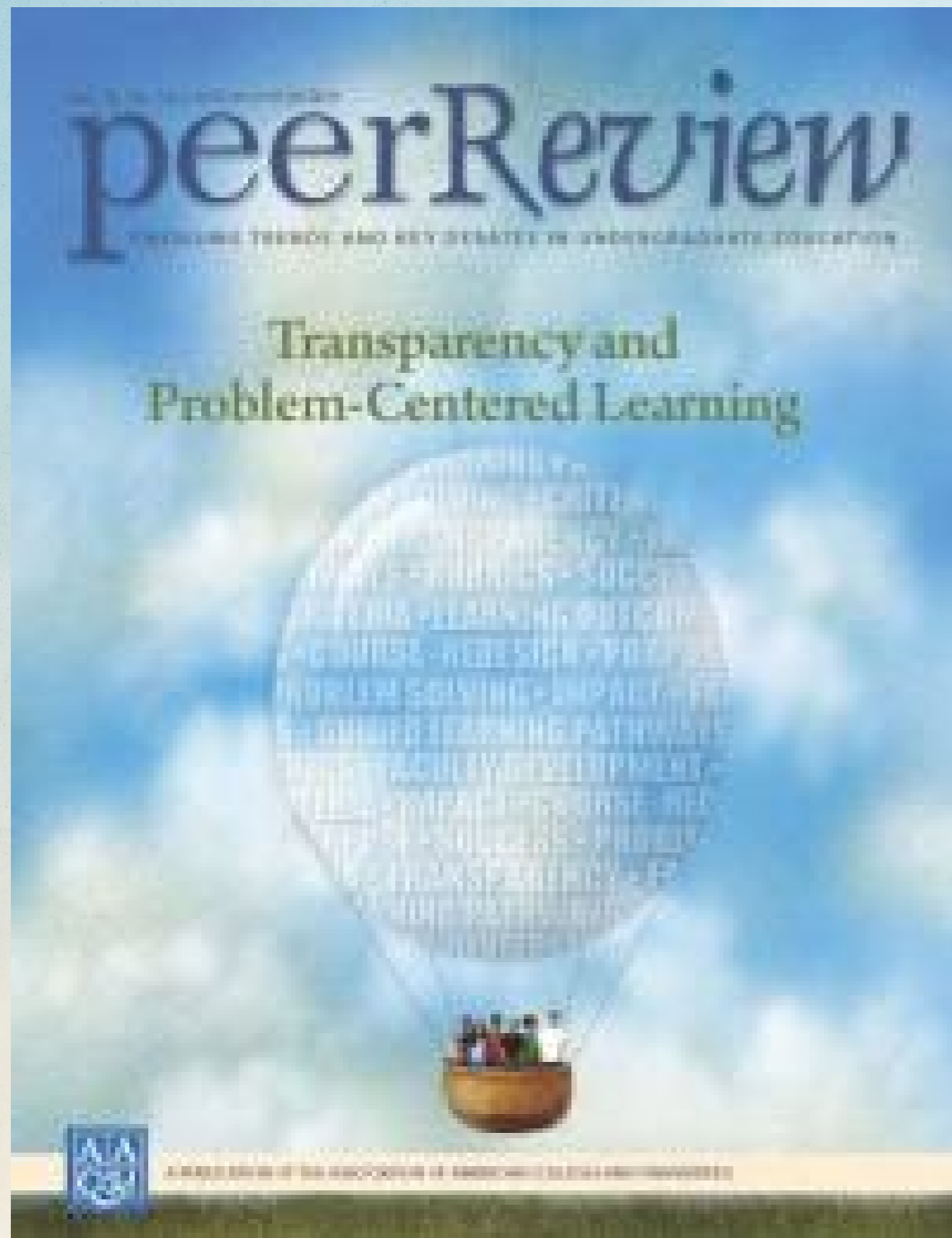
Foreword by Peter Felten and Ashley Finley

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Worked with 35 faculty members at seven MSIs to develop transparent and problem-based assignments as part of high-impact practices.

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Transparency

Designing a Transparent and Purposeful HIP

Transparency and Problem-Centered Learning:
Mary-Ann Winkelmes

<https://www.youtube.com/watch?v=xqUQhSKmD9U>

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VALUE INSTITUTE

Learning Outcomes Assessment At Its Best

www.aacu.org/valueinstitute, or email
valueinstitute@aacu.org

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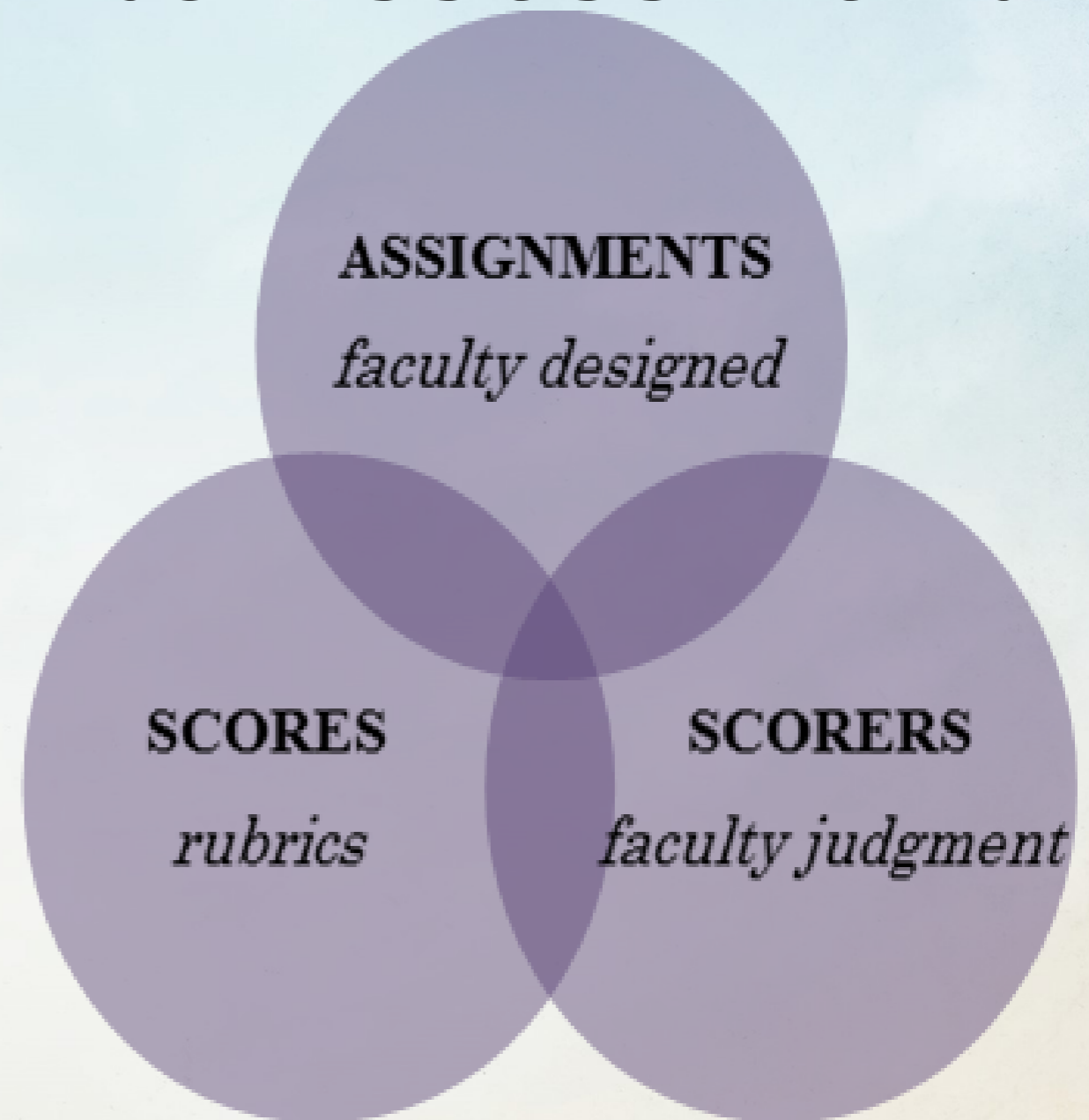
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VALUE Approach to Assessment

VALUE rubrics answer the need for measuring the development and application of the essential learning outcomes that college graduates need to be productive in work and in citizenship over time

The VALUE rubrics are available for download – at no cost – on the AAC&U website

(<https://www.aacu.org/value>)



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List of VALUE Rubrics

- **Knowledge of Human Cultures & the Physical & Natural Worlds**

- Content Areas → No Rubrics

- **Intellectual and Practical Skills**

- Inquiry & Analysis
- Critical Thinking
- Creative Thinking
- Written Communication
- Oral Communication
- Reading
- Quantitative Literacy
- Information Literacy
- Teamwork
- Problem-solving

- **Personal & Social Responsibility**

- Civic Knowledge & Engagement
- Intercultural Knowledge & Competence
- Ethical Reasoning
- Foundations & Skills for Lifelong Learning
- Global Learning

- **Integrative & Applied Learning**

- Integrative & Applied Learning

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VALUE Institute

- Sampling plan development
- Online scorer training
- Disaggregated data – race/ethnicity, 1st-gen, Pell Eligible, gender, age to address equity questions

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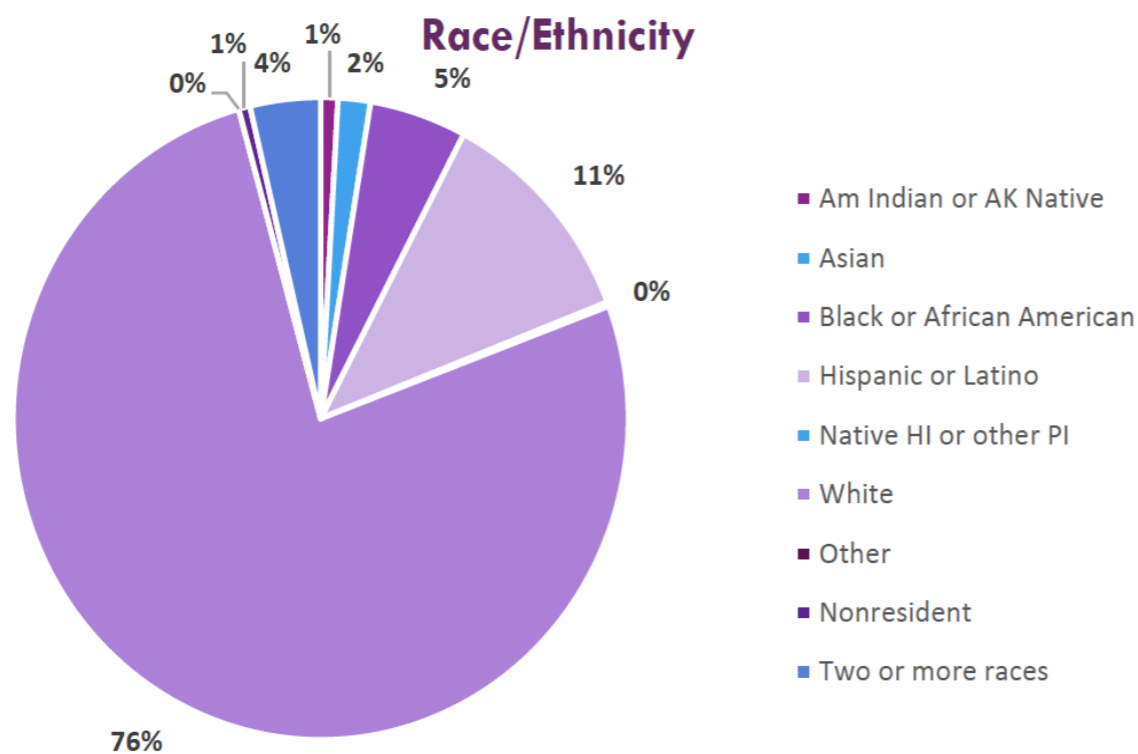
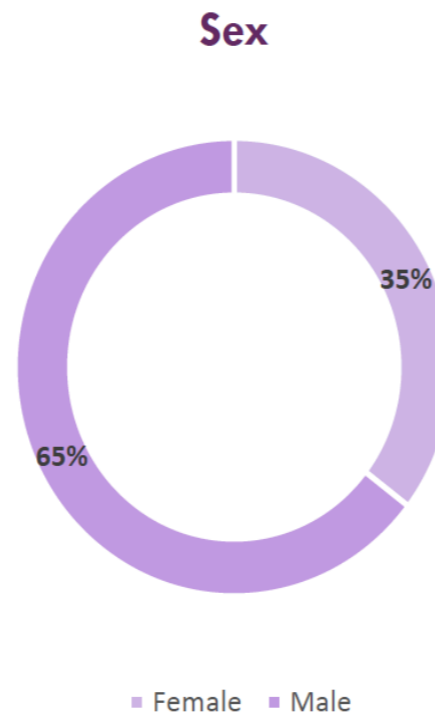


Student Characteristics

This page summarizes the student population demographics for the 2-year institutions that participated in the 2017-2018 Critical Thinking rubric assessment.

Overall Demographic Descriptives

	n	%
Sex		
Female	348	35%
Male	191	65%
Race/Ethnicity		
Am Indian or AK Native	5	1%
Asian	9	2%
Black or African American	27	5%
Hispanic or Latino	61	11%
Native HI or other PI	1	0%
White	408	76%
Other	0	0%
Nonresident	3	1%
Two or more races	20	4%
Pell Eligibility		
Pell-eligible	240	51%
Non-Pell-eligible	231	49%
Credits Completed		
Less than 75% of credits completed	110	23%
More than 75% of credits completed	369	77%

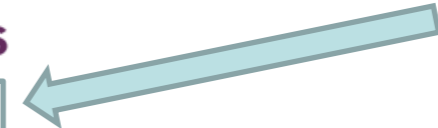


VALUE Institute Report :

Disaggregated data from 2017- 2018 cohort of 2- year institutions

Scores by Student Characteristics

Dimension 1: Explanation of Issues



The table below displays percentages of students who scored at different levels of evidence by selected student characteristics. Examining rates for different groups offers insight into how performance varied within aggregate population.

	Capstone	Milestones		Benchmark
	4	3	2	1
Pell-Eligible				
Yes	1%	29%	63%	8%
No	2%	25%	65%	9%
Gender				
Female	2%	28%	63%	7%
Male	1%	27%	64%	9%
Race/ethnicity or international				
American Indian or Alaska Native	0%	25%	75%	0%
Asian	0%	0%	100%	0%
Black or African American	0%	14%	77%	9%
Hispanic or Latino	0%	16%	68%	16%
Native Hawaiian/Other PI	0%	0%	100%	0%
White	2%	31%	61%	7%
Other	0%	0%	0%	0%
Non-resident	0%	67%	33%	0%
Two or more races	6%	28%	56%	11%
Credits Completed				
Less than 75% completed	0%	27%	63%	11%
More than 75% completed	0%	0%	0%	0%

Incentivizing and Rewarding Educator Engagement

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What are the benefits of creating incentive and reward structures for engagement with student-ready implementation efforts?

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What are transparent and specific student-ready goals that align with work performance expectations?

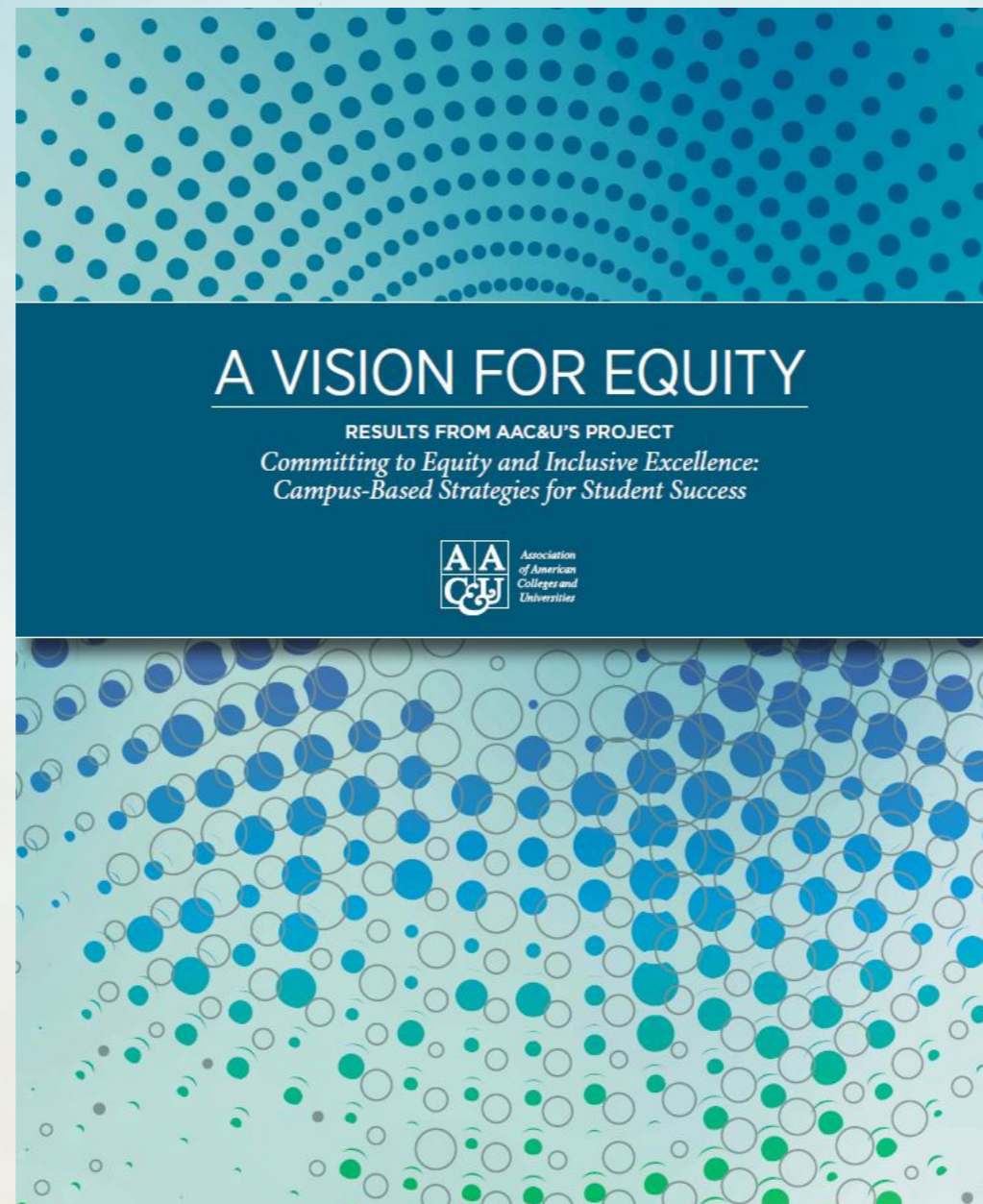
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A Vision For Equity



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Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

- A three-year project launched with support from Strada Education Network (formerly USA Funds) and Ascendium Education Group (formerly Great Lakes Higher Education Corporation & Affiliates).
- Partnership with the Center for Urban Education at USC.

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Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

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

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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

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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)

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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)

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Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

- Aligning Strategic Priorities
- Building a Campus Culture of Equity-Mindedness
- Promoting Equitable Pathways for Student Success
- Assessing Equity and High-Impact Practices
- Direct Assessment of Student Learning Outcomes
- Providing Faculty and Staff Development
- Sharing and Utilizing Data



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Thank you!

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