Plenary

The Importance of Striving for Equity at Community Colleges

Achieving the Dream™
Community Colleges Count
The Importance of Striving for Equity at Community Colleges

2015 Achieving the Dream Kickoff Institute
June 23, 2015
Are institutions prepared to serve today’s college student?
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

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>Race/Ethnicity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
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<tbody>
<tr>
<td>White</td>
<td>38%</td>
<td>23%</td>
<td>17%</td>
<td>22%</td>
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<tr>
<td>Black or African American</td>
<td>29%</td>
<td>11%</td>
<td>17%</td>
<td>43%</td>
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<td>Hispanic or Latino</td>
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<td>43%</td>
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<tr>
<td>Asian</td>
<td>32%</td>
<td>22%</td>
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**FOUR-YEAR INSTITUTIONS**

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<tbody>
<tr>
<td>White</td>
<td>67%</td>
<td>19%</td>
<td>8%</td>
<td>6%</td>
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<tr>
<td>Black or African American</td>
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<td>19%</td>
<td>19%</td>
<td>18%</td>
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<tr>
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<td>46%</td>
<td>12%</td>
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<tr>
<td>Asian</td>
<td>70%</td>
<td>14%</td>
<td>9%</td>
<td>7%</td>
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Note: Percentages may not total 100% due to rounding.
About AAC&U

• The leading national association concerned with the quality of student learning in college

• More than 1,300 institutional members – half public/half private, two year, four-year, research universities, state systems, liberal arts, international

• A network of over 30,000 faculty members, academic leaders, presidents and others working for educational reform

• A meeting ground for all parts of higher education – about our shared responsibilities to students and society
Liberal Education and America’s Promise (LEAP)

LEAP is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.
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
“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
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), 19% (Latino), 25% (Asian)
- Internship or Field Experience: 40% (White), 51% (African American), 41% (Latino), 46% (Asian)
- Study Abroad: 8% (White), 10% (African American), 12% (Latino), 13% (Asian)
- Capstone Experience: 38% (White), 47% (African American), 36% (Latino), 42% (Asian)

AAC&U Centennial Publications
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.”
Making Excellence Inclusive

Diversity

Inclusion

Equity

Equity-Minded

Students

Institutional Climate

Paradigm Shift

Asset-Based

Culturally Competent & Inclusive Pedagogy

Clarity in goals, language, & measures

Disaggregated Data

Quality learning

Growth Assessments

Guided Learning Pathways
How do you translate a commitment to equity and inclusive excellence into campus practice?

• Knowing who your 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

• 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

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

• Making student achievement—including underserved student achievement—visible and valued
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?
Thank you!

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Activity

The Finish Line Game

Achieving the Dream™

Community Colleges Count
The Finish Line

PURPOSE:

1) To increase awareness of the barriers to graduation faced by community colleges students, particularly low income students and students of color.

2) To understand that some barriers are the result of institutional, societal, and/or cultural factors rather than individual motivation, intelligence, and/or choices.
The Finish Line

MATERIALS:

1) One game board
2) Five sets of student profile cards
3) Five game pieces
4) One die
5) A set of instructions for each participant
The Finish Line

SET UP:

1) Participants should be seated at tables where they can reach the game board placed in the center of the table.

2) Each game board accommodates five players. ***For groups of more than five: add one or two observers.

3. Place a game board, card sets, game pieces, die, and instructions on each table. Make sure the cards are placed so that the character name is showing and the information on the cards is hidden.
The Finish Line

INSTRUCTIONS ON HOW TO PLAY:

1) Choose a game piece and a stack of cards with a student’s name. It does not matter whether the gender of the student matches your own.

2) Put your playing pieces on the START space and your stack of cards face down in front of you.

3) Role the die to determine the order of play. The highest number goes first, etc. In case of a tie, roll again.

4) On each turn, roll the die and move the designated number of spaces. Draw a card from the top of your deck, read it aloud, and move the number of spaces shown on the card. The card may direct you to move forward, backward, or zero spaces. Players move along the game board toward graduation.

5) When the first student reaches the FINISH, or graduation space, note where all the students are located on the board.
TABLE CONVERSATION QUESTIONS:

1) Describe your experience in your student role. What happened? How did you feel? How did your feelings change over the course of the simulation? What surprised you?

2) What helped the students along the way? Who benefited from existing systems, policies, and/or programs?

3) What barriers did the different students face?

4) What were the sources of those barriers? Were they personal, institutional, societal, or cultural?

5) Would you say that the students had equal opportunity to succeed? Why or why not?

LARGE GROUP QUESTION:

1) WHAT WAS YOUR MAJOR TAKEAWAY FROM THIS ACTIVITY?