

Equity-minded Strategies for Student Success

AAC&U Project Team: Linda Bowen, Gabriela Chavira, Bettina Huber, Daisy Lemus
Michael Neubauer, Janet Oh, Shiva Parsa, Katherine Stevenson and William Watkins

Presenter: Linda Bowen, chair
Department of Journalism, CSUN

Campus Action Plan

Inspiration

- ❖ Association of American Colleges & Universities (AAC&U) grant: *Committing to Equity and Inclusive Excellence: Campus Based Strategies for Student Success*
- ❖ CSUN's strategic priorities for 2015-18 align with many of the goals of the AAC&U Initiative.

Mission/Goals

- ❖ Self-study of practices that build equity and inclusive excellence.
- ❖ Assess high-impact practices and student success initiatives.
- ❖ Develop Strategic Plan to close the achievement gap.

Close the Achievement Gap

- ❖ Inventory and assess curricular and co-curricular practices, including high impact practices, to determine the extent to which they increase student success, produce outcomes that are equitable, and demonstrate inclusive excellence.
- ❖ Identify strategies for correcting inequities and closing achievement gaps.
- ❖ Identify promising practices that should be scaled-up.

Data

- ❖ Over 50% of our undergraduate student population come from traditionally underserved backgrounds.
- ❖ Nearly half of first-time freshmen arrive at CSUN in need of improved skills in university writing.
- ❖ Almost three-fifths of first-time freshmen arrive in need of improved math skills to prepare them for college-level work.

What is Equity-Mindedness?

- ❖ Color-Conscious (not color blind) in an Affirmative Sense
- ❖ Aware of Racially-Bounded Beliefs, Expectations and Practices
- ❖ Able to Demonstrate 'Authentic Caring' to Become Institutional Agents
- ❖ Willing to Assume Responsibility for the Elimination of Inequality
- ❖ Data-Oriented for Assessment

Source: Adapted from *Equity Academy Participant Workbook, Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success, AAC&U and Center for Urban Education*

Faculty Engagement

CSUN Strategies

- ❖ Design and implement the Campus Action Plan.
- ❖ Raise campus awareness about the plan, its goals and how individuals and departments can get involved.
- ❖ Engage Office of Faculty Development, the Learning Resource Center and other entities on campus that focus on teaching and learning.
- ❖ Foster faculty buy-in by creating a teaching and learning toolkit to provide strategies, examples and resources to better understand the achievement gap data.
- ❖ Recruit faculty allies to foster peer-to-peer mentorship.
- ❖ Collaborate with the Student Retention and Graduation Committee to integrate its work, especially in creating an inventory of best practices.
- ❖ Promote and publish best practices by faculty creating new and innovative ways to close the achievement gap.

Transformation by Targeted Intervention

- Key to the Equity-Minded framework is disaggregating data to identify where achievement gaps exist. In all of the targeted interventions, student outcomes data will be disaggregated by race/ethnicity to identify the areas of most need. Recommendations will then follow for specific initiatives to address these gaps.

➤ Freshman Stretch Writing

- ❖ Close to half of first-time freshmen arrive at CSUN in need of improved skills in university writing.
- ❖ Skills development is accomplished through enrollment in Stretch Composition courses – offered in several academic programs.

➤ Developmental Math

- ❖ Nearly three-fifths of first-time freshmen arrive at CSUN in need of improved math skills.
- ❖ Skills development is accomplished through coursework in the Developmental Mathematics Program.

➤ UNIV 100 Freshman Seminar

- ❖ University 100, the Freshman Seminar, is devoted to providing first-time freshmen with the broad range of information needed to be successful at CSUN.
- ❖ Currently, this course is attempted by 25 to 30 percent of first-time freshmen.

➤ Selected GE Courses

- ❖ The university routinely provides data to college deans informing them of courses in which the rate of DFU course grades exceeds 3 percent.

➤ SUCCESS MARKERS

- ❖ Complete inventory of all curricular and academic support practices.
- ❖ Successfully track student participation in faculty research.
- ❖ Identify additional high impact practices integral to specific course in which enrollment and success might be tracked.
- ❖ Assessment plan appropriate to practices identified.
- ❖ Initiation of assessment activities.
- ❖ Evaluation of completed assessments to determine success of overall practices and to determine achievement gaps.
- ❖ Successfully involve faculty and appropriate administrators in the need to scale up promising practices.
- ❖ Collaborate on requests for university funding.