Recommendations to Enhance and Equalize Student Success

Leadership Council for Equity, Inclusion, and Diversity

Report to the Faculty Senate
November 13, 2014
Background

• **Self-study overarching goals and key objectives**
  • **Establish strategic leadership architecture:** Charge the Leadership Council for Equity, Inclusion, and Diversity *(May 2013)*
  • **Enhance student success:** Monitor, improve, and equalize student academic success rates across racial and ethnic identity groups

• **Disparities in six-year graduation rates**

<table>
<thead>
<tr>
<th></th>
<th>2000 Cohort (%)</th>
<th>2007 Cohort (%)</th>
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</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>41.2</td>
<td>55.2(^1)</td>
</tr>
<tr>
<td>Black</td>
<td>33.3</td>
<td>49.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47.1</td>
<td>53.4</td>
</tr>
<tr>
<td>White</td>
<td>61.0</td>
<td>62.8</td>
</tr>
<tr>
<td>All Students</td>
<td>60.0</td>
<td>61.5</td>
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</table>

• **Six-year graduation rate comparators**
  • 10\(^{th}\) out of 11 accreditation comparators *(2003 cohort)*
  • 10\(^{th}\) in Pac-12 *(2014 US News and World Reports)*

\(^1\) While the rate has fluctuated dramatically, the volatility is likely due to the small number of students
Process

• Reviewed research and consulted experts
  
  • High-Impact Educational Practices (AAC&U, 2008)
    • First-year seminars and 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
  
  • Student Learning and Success (Smith, 2009)
    • Extensive review of national research
  
  • Final Report and Recommendations: Underrepresented Minority Success (University Council on Student Engagement and Experience, 2012)
  
• UCSEE Subgroup
• Diversity Student Success Council
Findings—Experiences that influence success

- **OSU survey of students of color (2008)**
  - Sense of belonging
  - Receipt of grant, scholarship, or fellowship
  - Positive OSU experience
  - Respect from faculty

- **Internal experts**
  - Culturally relevant success/retention resources
  - Positive academic experiences, particularly in gateway courses
  - Participation in high-impact educational practices (HIPs)
  - Positive, supportive environments

- **National research (HIPs)**
  - Benefit students generally
  - More pronounced positive impacts for students of color
  - Outcomes depend significantly on student background characteristics
Findings—Organizational Gaps

### Current Delivery of Undergraduate Experience

- **Capstone Experiences**
  - Academic Advising
  - Success Monitoring
  - STAR Initiative

- **FY Courses** (Major Specific)
  - Academic Advising
  - UESP

- **Bacc Core Curriculum**
  - Academic Support
  - College Fairs
  - Coaching, SI, Presentations

- **Campus Collaboration**
  - Career Development
  - Academic Success Center
  - Undergrad Research

- **Student Leadership**
  - Academic Affairs
  - Disability Access Services
  - Service Learning

- **Experiential Learning**
  - Orientation
  - FY Courses (U-Engage)
  - START, CONNECT

### Gaps:
- Mixed and varied consistency of programs across colleges
- Coordination across diversity support programs & services
- Planning and collaboration across campus for career development
- Central infrastructure for experiential learning
- Academic support available for most challenging courses (+ assessment and peer education best practices)
- Common set of standards and goals for FY orientation courses
- Central leadership for Innovation and Implementation of Bacc Core
November 2013 Recommendation
Enhancing Undergraduate Student Success

• Undergraduate School; Task Force
• Value Added
  • Alignment and coordination
  • Sustained commitment and prioritization
  • Alignment of curricular and co-curricular
  • Assessment and improvement
  • Accountability
  • Alignment with enrollment and financial aid
  • Cohort transition and first-year experience
May 2014 Recommendation
Organizational Strategies for Equalizing Undergraduate Student Success

**Short-term Strategies**

**Academic Affairs**
- Data, Curriculum, Faculty development (HIPs and equalizing success), Accountability

**Colleges**
- Dedicated resources/efforts, College-level metrics, Culturally responsive programming

**Student Affairs**
- Data, Bridge programs, Orientation, HIPs, Career development

**Provost**
- Operational body, Fund initiatives, Charge Faculty Senate to identify P&T changes to value transformative education

**Enrollment Management**
- Identify enhancements, Comprehensive diversity plan

**Long-term Strategies**

- Integrate and align functions in one structure
- Appoint academic lead
- Allocate resources
- Structure and support for coherent first-year and transition experience
Leadership Council for Equity, Inclusion, and Diversity

2013-14 Membership

- Susana Rivera-Mills, co-chair (Executive Associate Dean, College of Liberal Arts; Professor of Spanish Linguistics and Diversity Advancement)
- Angelo Gomez, co-chair (Executive Director of Equity and Inclusion)
- Brenda McComb (Dean, Graduate School)
- Eric Dickey (Administrative Support, Oregon Sea Grant Program)
- Kate Hunter-Zaworski (Associate Professor, Civil & Construction Engineering; Outgoing Past President, Faculty Senate)
- Kevin Gable (Professor, Chemistry; Immediate Past President, Faculty Senate)
- Larry Roper (Vice Provost, Student Affairs)
- Mohamed Elgarguri (ASOSU Director of Diversity Programs)
- Paul Doescher (Professor, Forest Ecosystems & Society)
- Rebecca Johnson (Vice President, OSU-Cascades)
- Rebecca Warner (Senior Vice Provost, Academic Affairs)
- Scott Reed (Vice Provost, University Outreach and Engagement)
- Tammy Bray (Dean and Professor, College of Public Health and Human Sciences)
- Thomas Maness (Dean, College of Forestry)