

Why Equity in Student Success?

Amy Girardi, Ascendium Education Group,
Kemal Atkins, Association of Governing Boards,
Melissa Bell, KY Council on Postsecondary Education,
Scott Evenbeck, Gardner Institute

Moderator: Vicki McGillin, Gardner Institute



Introductions



Amy Girardi
Ascendium
Philanthropy



Kemal Atkins
Association of
Governing
Boards



Melissa Bell
KY Council on
Postsecondary
Education



Scott Evenbeck
Gardner Institute





The National Perspective

National Urgency



“The new estimates show that nearly four of 10 Americans identify with a race or ethnic group other than white, and suggest that the 2010 to 2020 decade will be the first in the nation’s history in which the white population declined in numbers.” (W.Frey, [The Nation is diversifying even faster than predicted according to new census data](#)”, July 2020)

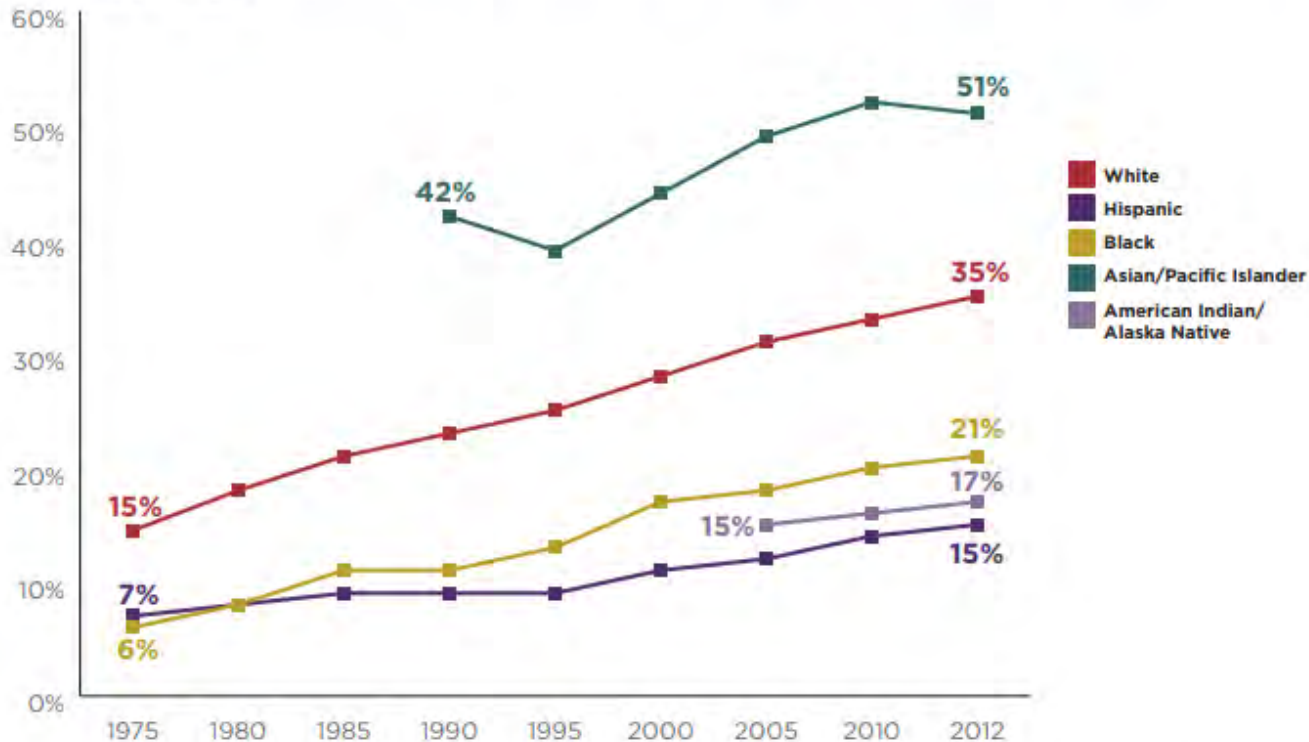
While white students represent the majority of enrolled college students, there has been a steady rise in enrollments of students of color.

Latino students (69%) outpace White students (67%) in the likelihood of going to college immediately after high school. ([Step Up and Lead for Equity](#), AACU, 2020)

While college completions are increasing, Black, Hispanic and Native American young adults are much less likely to have a college degree

Degree attainment levels

PERCENTAGE OF PERSONS AGED TWENTY-FIVE AND OVER WITH A BACHELOR'S OR HIGHER DEGREE, BY RACE/ETHNICITY



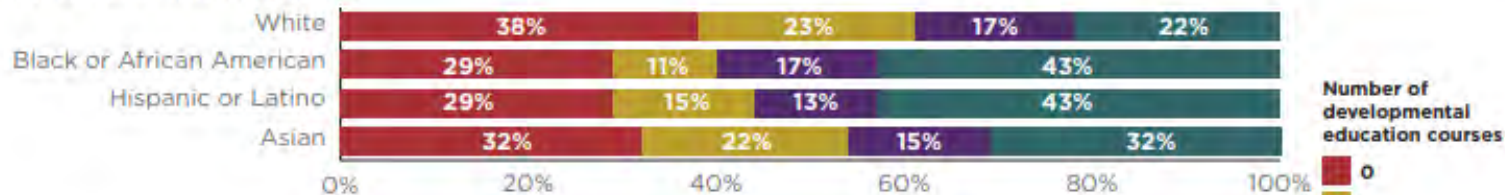
Source: U.S. Department of Education, National Center for Education Statistics, "Digest of Education Statistics: 2012," Table 8, http://nces.ed.gov/programs/digest/d12/tables/dt12_008.asp?referrer=report.

Note: Data are not available until 1989 for Asian/Pacific Islanders and until 2003 for American Indian/Alaska Natives.

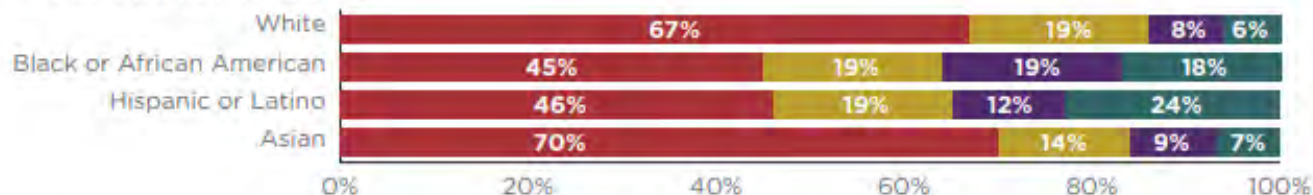
Black and Hispanic Students are more likely to take “developmental” courses, reflecting the weakness of preparation in their secondary schools

Students of color are more likely to take developmental education courses

TWO-YEAR INSTITUTIONS



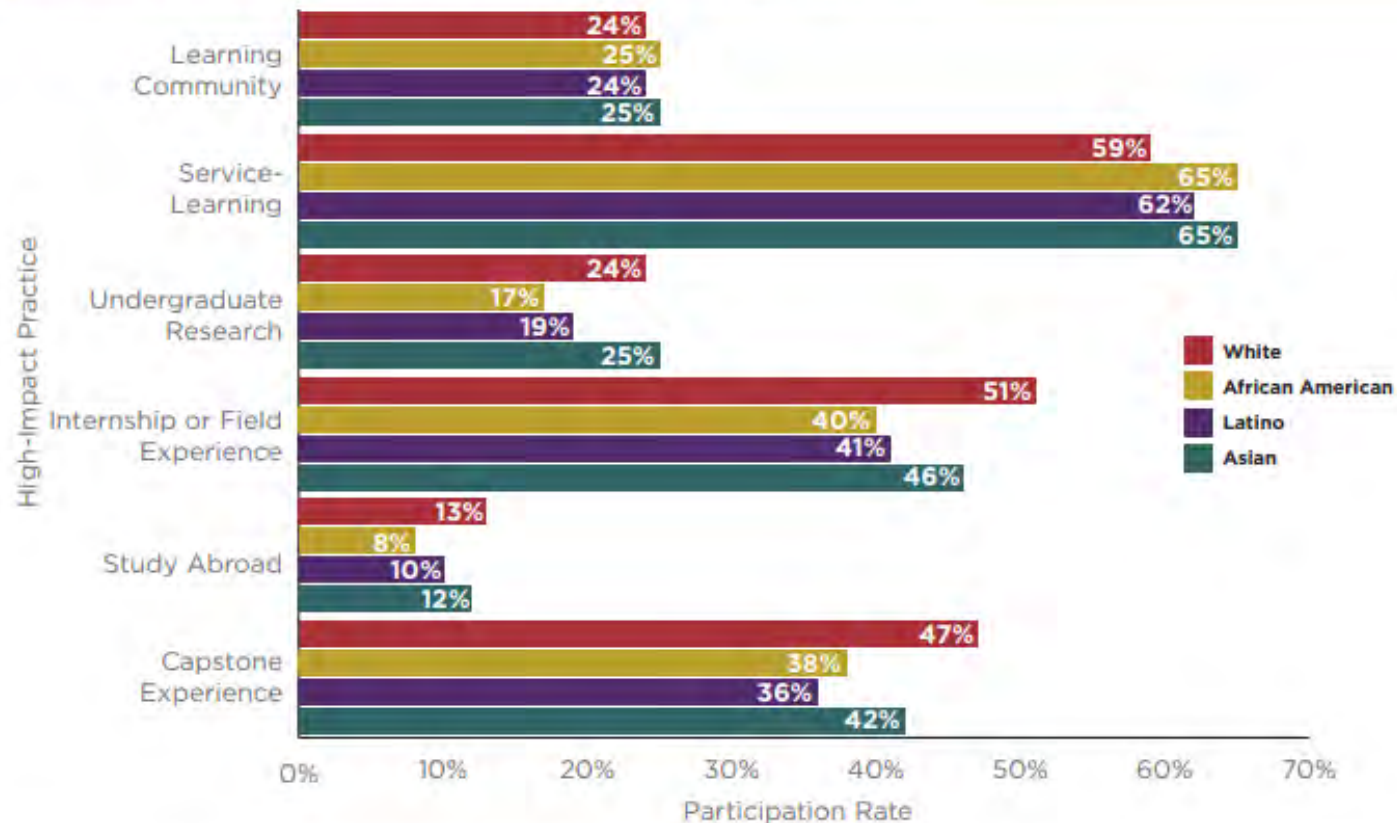
FOUR-YEAR INSTITUTIONS



Source: Data from U.S. Department of Education, National Center for Education Statistics, "Beginning Postsecondary Students Longitudinal Study," 2009 data, <http://nces.ed.gov/datalab/quickstats>. Using calculations presented in Witham et al., *America's Unmet Promise*.

Note: Percentages may not total 100% due to rounding.

Students of color experience fewer high-impact practices

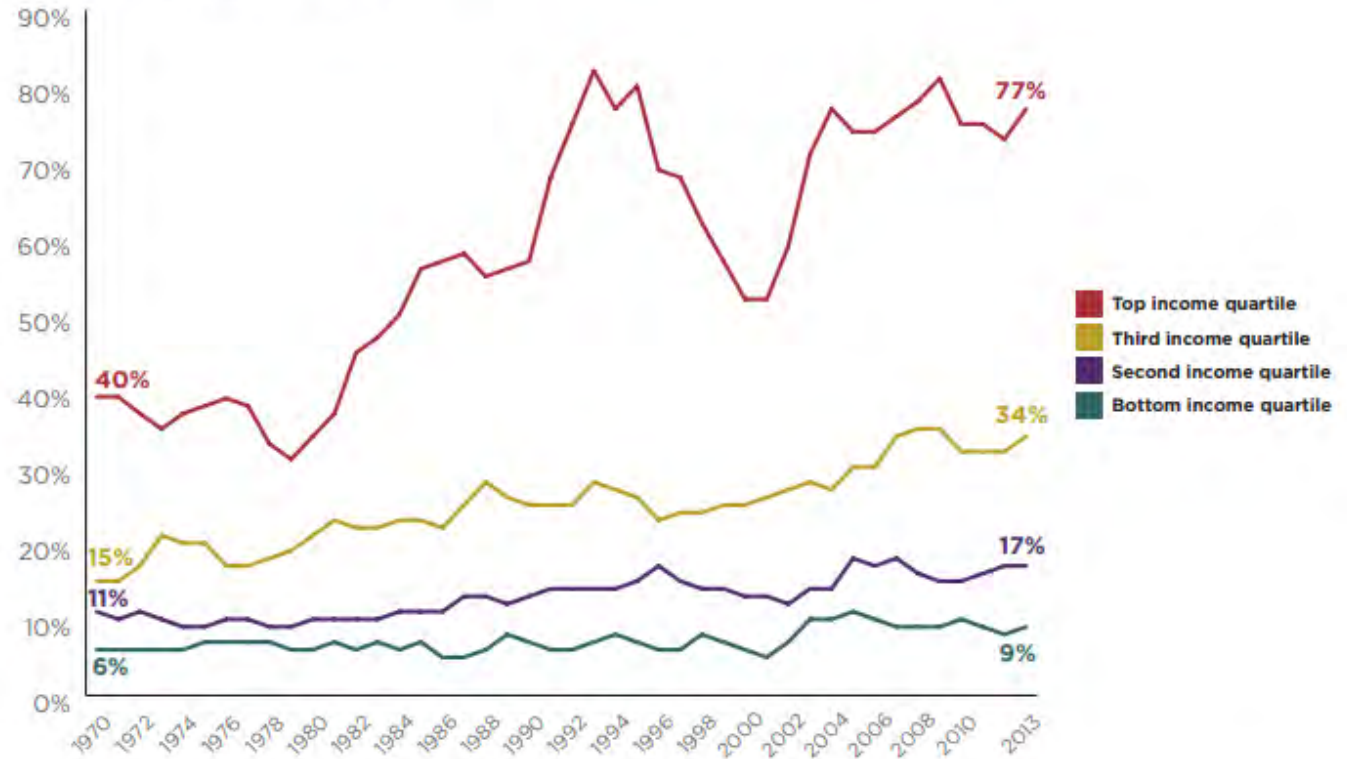


Source: National Survey of Student Engagement, "NSSE 2013 High-Impact Practices: US Grand Percentages by Student Characteristics," (2013), http://www.iub.edu/2013_institutional_report/pdf/HIPTables/HIP.pdf. As presented in Wilham et al., "America's Highest Promise."

Black and LatinX students are much less likely to experience the high impact practices that make a difference in undergraduate education

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



Source: U.S. Census Bureau, "Current Population Survey Data on School Enrollment," (unpublished data, 2013). As presented in Pell Institute for the Study of Opportunity in Higher Education and PennAHEAD, *Indicators of Higher Education Equity in the United States* (2015), http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_45_Year_Trend_Report.pdf.

This is also about poverty

Only 9 % of young adults in the lowest income quartile have earned a college degree

AscendiumTM

The logo for Ascendium features the word "Ascendium" in a bold, teal, sans-serif font. A red, stylized arrow icon is positioned above the letter 'd', pointing upwards and to the right. A small "TM" trademark symbol is located at the end of the word.

Ascendium Education Philanthropy

We work to improve outcomes for

learners from low-income backgrounds:

with an emphasis on helping these sub-groups reach their education and career goals:

**first-generation
students**

**incarcerated
adults**

**rural community
members**

**students
of color**

veterans



Remove Structural Barriers to Success

We fund initiatives that reduce or eliminate institutional and systemic barriers for underrepresented postsecondary education learners from low-income backgrounds.

Our Investment Priorities

Remove Structural Barriers to Success

Create conditions for institutional and system **readiness for learner success reforms.**

Support the **widespread adoption** of evidence-based institutional and system policies and practices that drive equitable student outcomes.

Support the development and evaluation of promising approaches and interventions to increase completion rates and decrease time to degree.

Leadership Levels for Student Success

Governing Boards Engaged, Inspired, and Equipped

- Governing boards support institutions through implementation and integration of student success efforts.
- Governing boards are active and engaged participants in promoting and facilitating student success efforts.

Institutional Leaders Empowered, Informed, and Skilled

- Presidents, provosts, and other executive leaders are equipped with the functional knowledge and expertise to steer institutional efforts towards student success.
- Institutional leaders are engaged in their institutions and in peer conversations, enabling them to lead with vision and practical knowledge

Practitioner Leaders Engaged, Informed, and Effective

- Faculty, deans, department chairs, and others are engaged in institutional change efforts and are functionally equipped with the information and tools they need to transform their work.
- Practitioner leaders are collaborators with institutional leaders and governing boards in promoting student success efforts

AGB

Association of Governing Boards of Universities and Colleges **AGB**

AGB's Vision

College, university, and foundation board members are indispensable, strategic partners with institutions to fulfill their unique commitments to society, advance student success and well-being, and enhance institutional vitality.

AGB's Mission

AGB empowers college, university, and foundation boards and board members to govern with knowledge and confidence, providing guidance and thought leadership through expert services and resources.

AGB Values

Dedication to the development of the institution of citizen trusteeship in higher education

Commitment to the principles of justice, diversity, equity, and inclusion

Responsive and high-quality service to our members

Respect for members and colleagues in all interactions and transactions

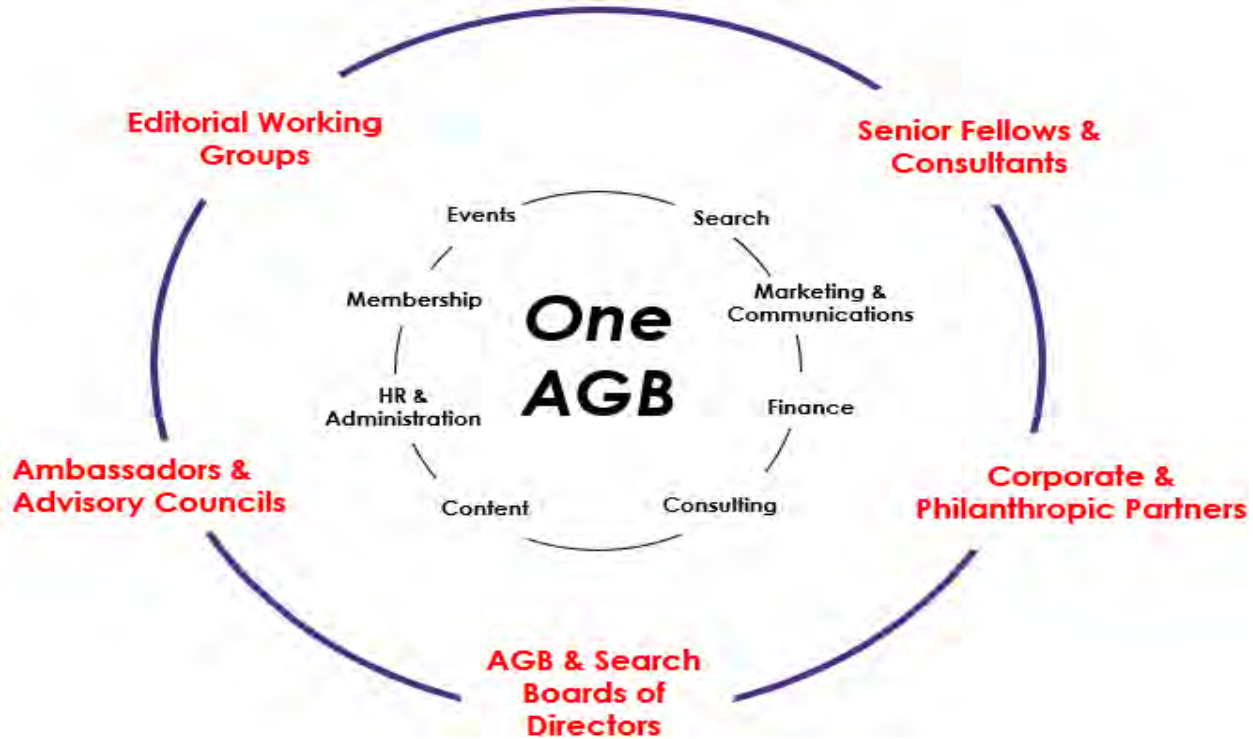
Collaboration within AGB and with other organizations

Adherence to the highest ethical, legal, and moral standards in all endeavors

100 Years of Strengthening Governance

- Knowledge Center
- Principles of Trusteeship
- Programs & Events
- Consulting
- Executive Search
- Advocacy & Public Policy
- Membership

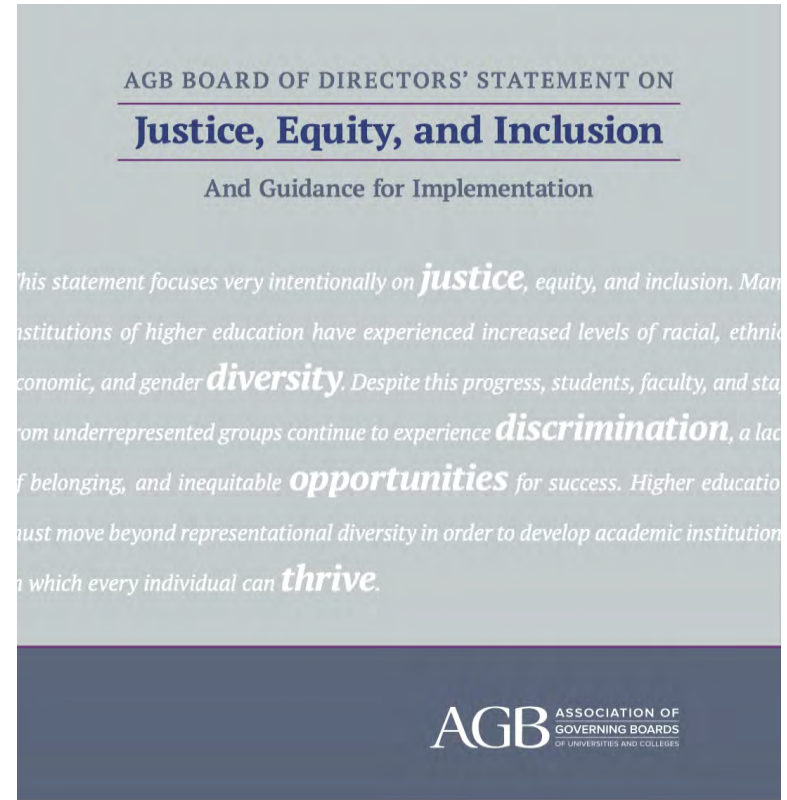
100 Years of Strengthening Governance



AGB Board of Directors' Statement on Justice, Equity, and Inclusion

Three Broad Strategies

1. Developing and Applying an Equity Lens in the Board's Governance Structure and Processes
2. Applying a Justice Equity and Inclusion Lens throughout the University
3. Contributing to Social Justice and Equity in the community in which the institution is located



Source: AGB Board of Directors' Statement on Justice, Equity, and Inclusion

AGB has recently released guidance to help governing boards be more effective

Principles of Trusteeship



Source: Principles of Trusteeship, AGB 2021

Focus on Equity in Student Success

1. Governing Board Equity in Student Success Project - leverages the power of higher education governing boards to oversee, envision, and drive equity-focused student success transformation with and through the senior administration.
2. Council for Student Success – shape strategic thinking, and action of their boards to elevate student success outcomes
3. JDEI Consulting Practice – promote student success, institutional integrity, openness, and respect

Top Strategic Issues For Boards 2022-2023

1. Ensuring institutional vitality
2. Improving outcomes for students
3. Strengthening civic education and democracy
4. Grooming new higher education leaders
5. Managing serious risks



Source: Top Strategic Issues For Boards-2022-2023, AGB

Think- Pair- Share

- To what extent is Equity in Student Success even a conversation at your board level? How involved is your Board in these conversations;
- What are the barriers/challenges that exist at the Board level to engaging in this conversation?



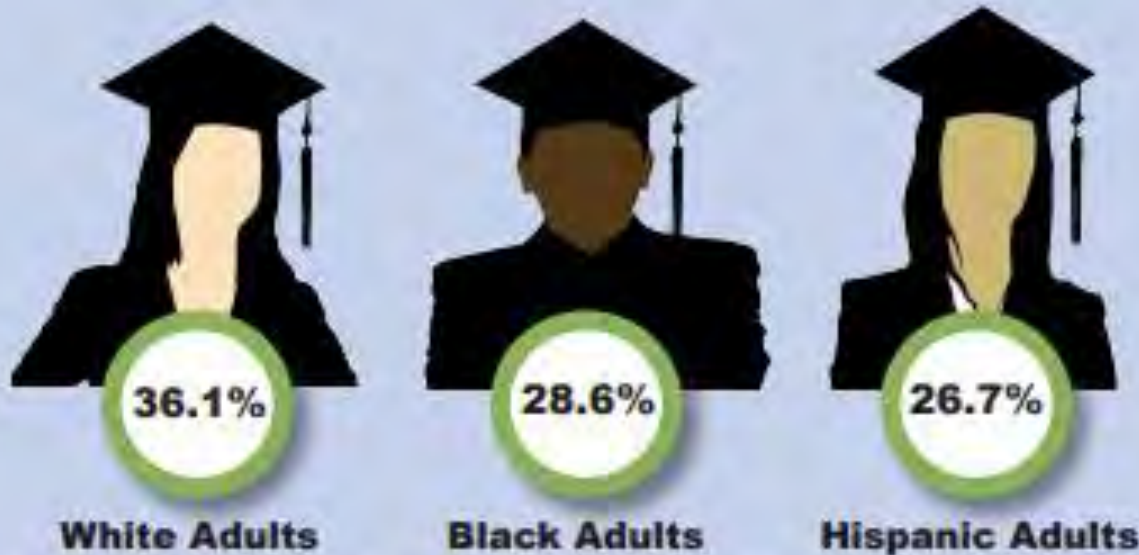


The Regional Perspective



**Kentucky Council on
Postsecondary Education**

Kentucky's Attainment Gaps



Source: Lumina Foundation. Percentages represent Kentuckians ages 25-64 with an associate degree or higher in 2019. Short-term certificates are not available by race/ethnicity.



Kentucky's DEI Definitions

Diversity - differences in human characteristics, ideas, world views and backgrounds

Equity - opportunities for historically underrepresented populations to have equal access to and participate in educational programs

Inclusion - active, intentional, sustained engagement with diversity to increase awareness, knowledge, and empathy

Cultural competence - ability to interact effectively with people of different cultures

Kentucky's DEI Efforts

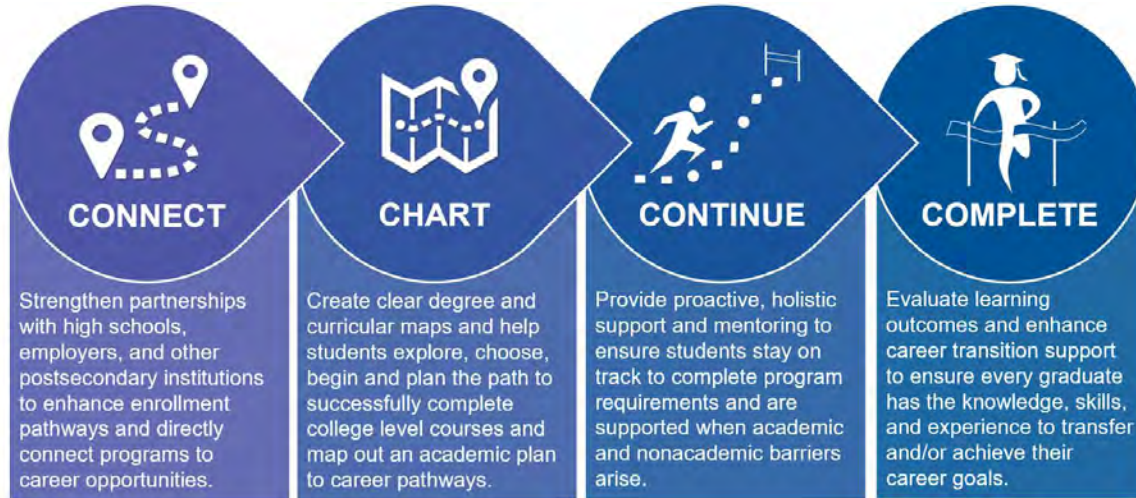
Performance Funding

State DEI Policy and Campus Plans

Cultural Competency Certification



Statewide Student Success Pathways



- Transfer
- Connect career and academics
- Mental Health
- Student Basic Needs
- Essential Skills



Gardner Institute



Gardner Institute

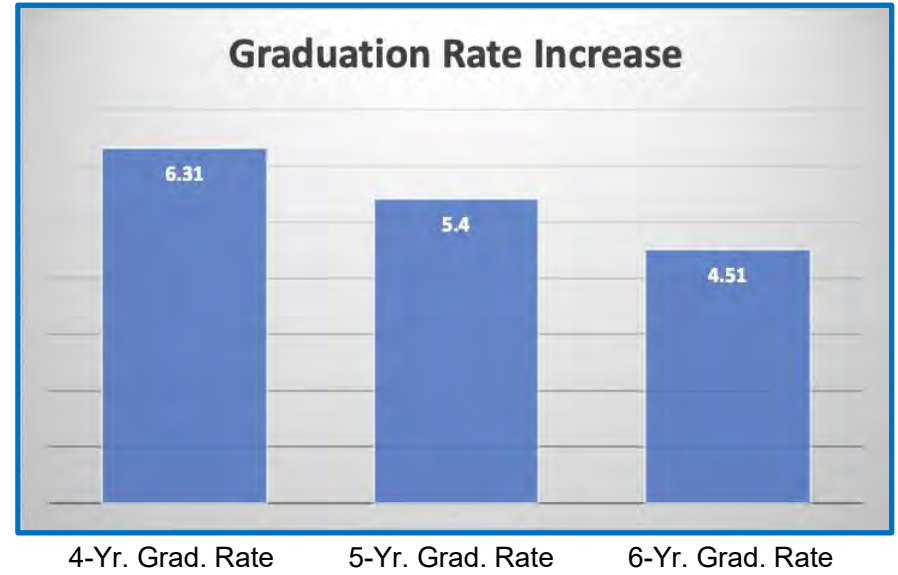
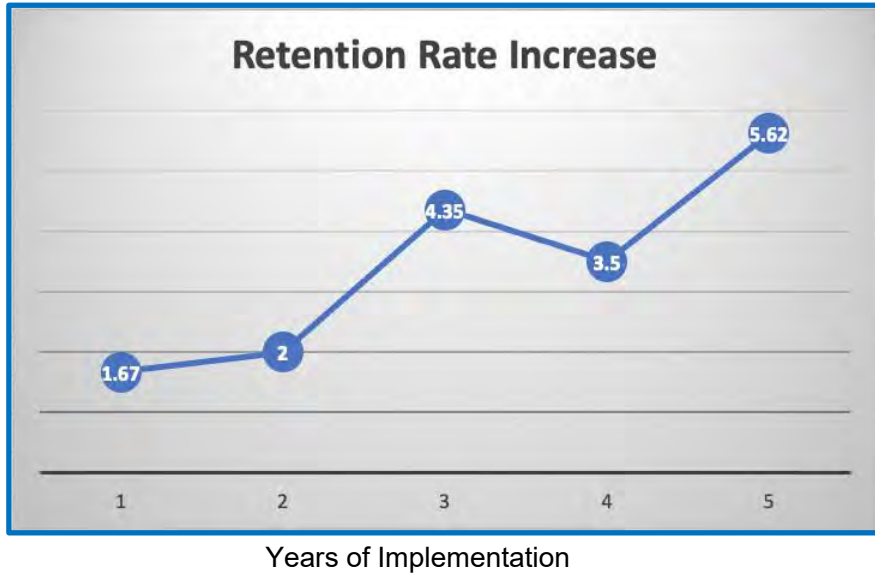
Our Mission

The John N. Gardner Institute for Excellence in Undergraduate Education is a non-profit organization dedicated to partnering with colleges, universities, philanthropic organizations, educators, and other entities to increase institutional responsibility for improving outcomes associated with teaching, learning, retention, and completion. Through its efforts, the Institute will strive to advance higher education's larger goal of achieving equity and social justice.

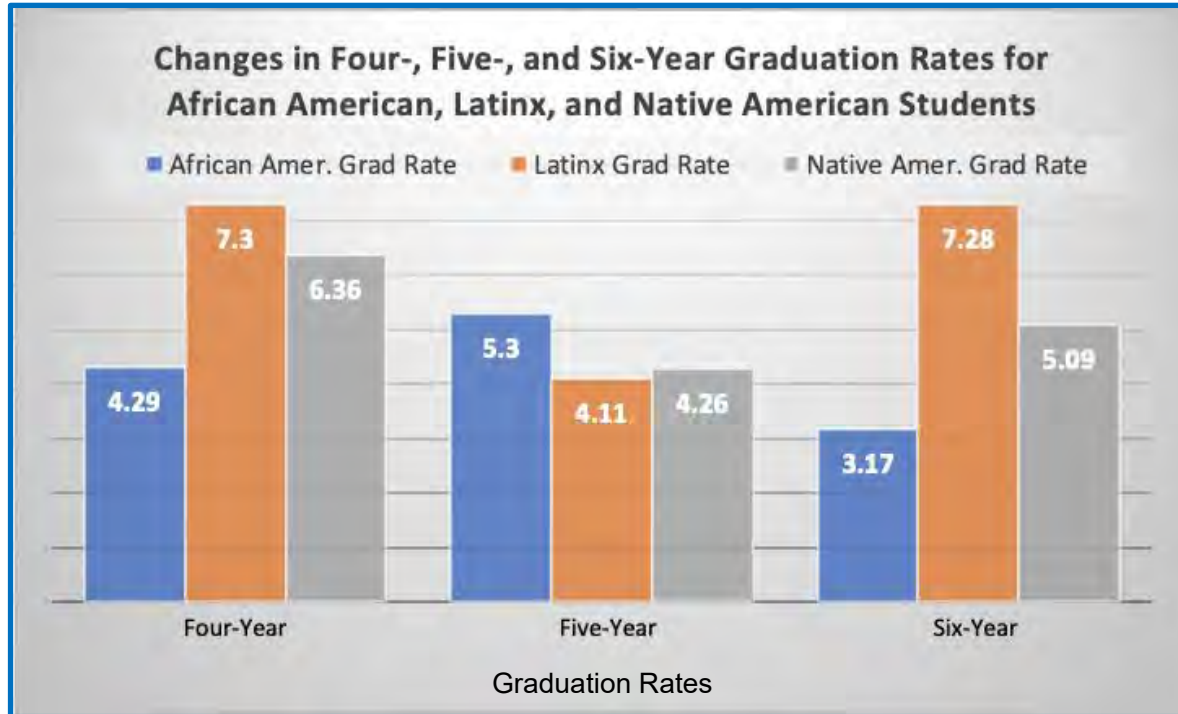
Our Approach SINCE 1999

- Over 520 Institutions Working on Evidence-based Redesign of Student Success with particulate focus on:
 - Advising
 - the Curriculum
 - the First College Year
 - Gateway Courses
 - Transfer
 - Retention and Completion
- Also, Extensive Work with the Development of Leaders to Improve Student Success

Our Outcomes: Retention and Graduation Rates



Our Outcomes: Decreasing Opportunity Gaps



Our Outcomes
Return on Investment

**\$26.40 for every \$1
invested in work with the
Gardner Institute**

The Institutional Level

- Putting the national leadership to work on campus
- An assertion: Institutional Commitment and a Structure to do the Work
- Reports from two Campuses: IUPUI and Stella and Charles Guttman Community College



Think- Pair- Share



- Which of the KY Student success priorities are priorities on your campus? Why?
- What information do you need to carry this conversation back to your institution

THE GOVERNING BOARD EQUITY IN STUDENT SUCCESS PROJECT

<https://www.jngi.org/governing-board-equity-in-student-success>



Gardner Institute

AGB 100 YEARS
Strengthening
Governance



Questions/Discussion