

## DATA-DRIVEN FRAMEWORK FOR STUDENT SUCCESS & INCLUSIVE EXCELLENCE



**October 21—23, 2018**

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### ACKNOWLEDGEMENTS [TEAM-WORK]

#### Assessment Institute

- Leaders or Organizers of the Institute
- Sponsors
- IUPUI

#### Morgan State University

- Dr. David Wilson, President
- Dr. Gloria Gibson, Provost
- Equity and Inclusive Excellence Team

#### Association of American Colleges & Universities (AAC&U)

- Tia McNair, Vice President for Diversity, Equity, and Student Success
- Vida Rivera, Program Coordinator
- Jacinta Saffold, Associate Director
- Center for Urban Education (USC)

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## QUICK FACTS ABOUT MORGAN STATE UNIVERSITY

- MSU is the largest Historically Black College and University (HBCU) in Maryland.
- MSU was established in 1867 as the Centenary Biblical Institute by the Baltimore Conference of the Methodist Episcopal Church.
- In 2017, the Maryland State Legislature designated Morgan State University as the State's "preeminent public urban research university."
- We have more than 100 academic programs (traditional and online) leading to bachelors, masters and doctoral degrees.
- Morgan State University (MSU) rank #1 in the number of degrees awarded to African American Engineers in the State of MD.
- In May 2016, the National Trust for Historic Preservation named Morgan State University a National Treasure.

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## STUDENT DEMOGRAPHICS FALL 2017

Gender	Number	Percentage
Male	3,544	46%
Female	4,206	54%
Total	7,747	

Program Level	Number	Percentage
Graduate	1,307	17%
Undergraduate	6,440	83%
Total	7,747	

Attendance	Number	Percentage
Full-Time	6,807	88%
Part-Time	940	12%
Total	7,747	

Residency	Number	Percentage
Maryland	5419	70%
Non-Maryland	2328	30%
Total	7,747	

Age	Number	Percentage
22 Years and Under	4,593	59%
23-25 Years	1,141	15%
26-35 Years	1,127	15%
36-45 Years	451	6%
46 Years and Over	435	6%
Total		

Race/Nationality	Number	Percentage
Unknown	100	1.3%
African American	5,864	75.7%
Native American	8	0.1%
Asian	85	1.1%
Hispanic	257	3.3%
White	235	3.0%
Native Hawaiian	4	0.1%
Multiracial	249	3.2%
International	945	12.2%
Total	7,747	

## FOCUS OF PRESENTATION



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## HISTORY OF OUR DATA-DRIVEN FRAMEWORK



Derived from participation in a 3-Year Project from AAC&U (2015 through 2018): **Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success**

### 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)
- Governors 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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## HISTORY OF OUR DATA-DRIVEN FRAMEWORK



### Purpose of the AAC&U Project

Build Institutional Capacity to Create, Implement, and Assess Equity-Focused Action Plans that Improve Student Achievement Outcomes

### Project Goals

1. Increased access to and participation in high-impact practices (HIPs)
2. Increased completion, retention, and graduation rates for low-income, first generation, adult learners and/or minority students
3. Increased achievement of learning outcomes for underserved students using direct assessment measures, including AAC&U VALUE Rubrics
4. Increased 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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## #1: DATA COLLECTION, ANALYSES, AND DISTRIBUTION (CAD)

**Collected and Analyzed Student Data by Equity Variables (Age, Gender, Race, Pell Eligibility, International Status, Tuition, Full and Part-Time Status)**

### Analyzed Student Data

- Retention rates
- Graduation Rates
- Course Success Rates
- Course Grades

### Analyzed Faculty Documents

- Faculty HIPs Survey
- GEP Course Syllabi
- VALUE Rubrics
- Course Projects
- Course Evaluations

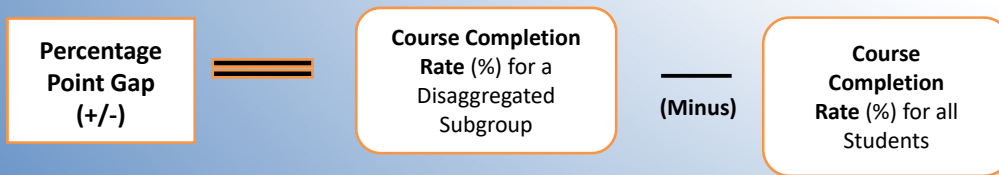
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### #1: DATA COLLECTION, ANALYSES, AND DISTRIBUTION (CAD)

#### IDENTIFY EQUITY GAPS

Calculate # of Students Needed to Close the Equity Gaps  
 Calculate # of Students to Raise Achievement by 5% and 10%

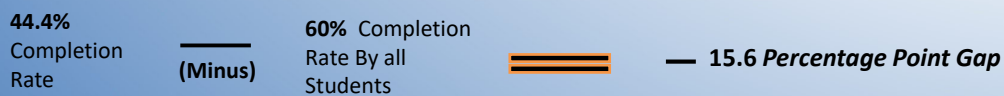
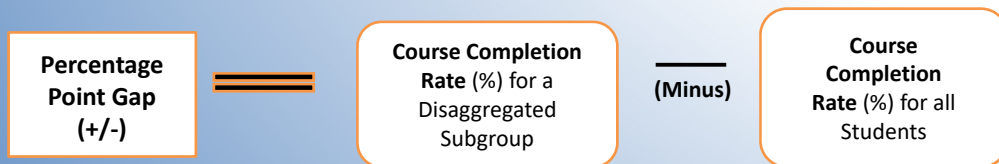
#### FORMULA for Identifying Equity Gaps



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### #1: DATA COLLECTION, ANALYSES, AND DISTRIBUTION (CAD)

#### An Illustration of Course Completion Rate for Latinos Students



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## #1: DATA COLLECTION, ANALYSES, AND DISTRIBUTION (CAD)

### Calculating # of Students Needed to Close the Equity Gap

#### To Close the Equity Gap Entirely for Latinos Students in Math 107

	1	2		3		4
Focus Group	Gap in Comparison to the average, Expressed as Percentage	Percentage expressed a decimal (e.g., 25% Becomes .25)	Multiply	# of Students Enrolled	=	Number of students needed to close the Equity gap
Latino Students	- 15.6	<u>.156</u>	x	90	=	<b>15 Students Needed</b>

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## #1: DATA COLLECTION, ANALYSES, AND DISTRIBUTION (CAD)

#### To Raise Completion Rates for Latinos Students in Math 107 by 5% and 10%

	1	2		3		4
Focus Group	Size of Percentage Point Increase (5% & 10%)	Size of Percentage Point Increase (5 percent expressed as a decimal point)	Multiply	# of Students Enrolled	=	Number of Additional Students needed for raising the course completion rate by 5% or 10%
Latino Students	5%	<u>.05</u>	x	90	=	<b>5 Students</b>
	10%	<u>.10</u>	x	90	=	<b>9 Students</b>

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## #2: TARGET GOAL AND PROBLEM

**Building on the Strategic Goals of Morgan State University and on AAC&U's Centennial focus on equity and inclusive excellence, our project was designed to:**

1. Increase student access to and participation in high-impact practices (HIPs); and
2. Increase General Education Faculty Knowledge of HIPs and VALUE Rubrics;
3. Increase General Education Faculty Use of HIPs and VALUE Rubrics;

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## High Impact Practices

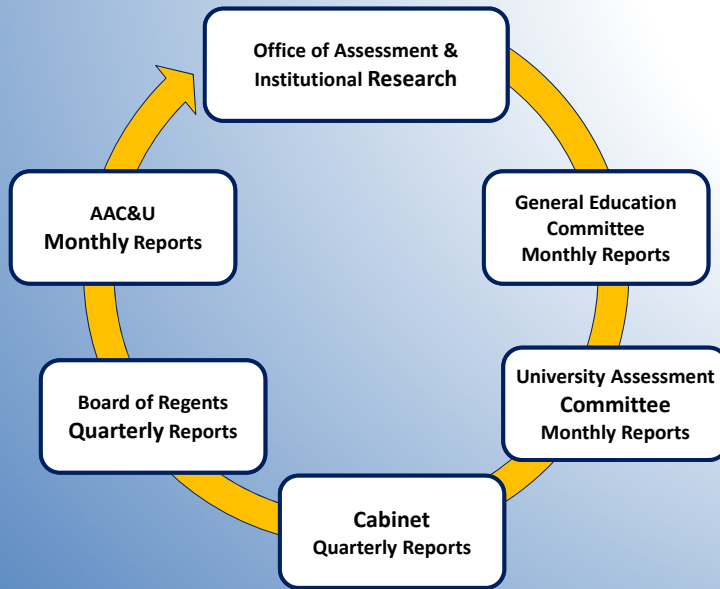
<b>First-year experiences</b>	<b>Undergraduate research</b>
<b>Common intellectual experiences</b>	<b>Diversity/global learning</b>
<b>Learning communities</b>	<b>Service learning</b>
<b>Writing-intensive courses</b>	<b>Community-based learning</b>
<b>Collaborative assignments and projects</b>	<b>Internships</b>
	<b>Capstone courses and projects</b>

*High-Impact Educational Practices: What They Are Who Has Access to Them and Why They Matter*  
by George D. Kuh (AAC&U 2008)

Follow-up study: *Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality*, by Jayne E. Brownell and Lynn E. Swaner

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### #3: DATA LEADERSHIP TEAM & ACCOUNTABILITY



#### Sample Data

- Retention rates
- Graduation Rates
- D,F,W's
- Course Success Rates
- Course Grades

#### Other Documents

- Faculty HIPs Survey
- GEP Course Syllabi
- VALUE Rubrics
- Course Projects
- Course Evaluations

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### #4: USE OF ACTION PLANS



**Goal:** Increase the number of High Impact Practices implemented by faculty members teaching freshmen and second year General Education Courses by 20% from Baseline

Action	Purpose/Details	Who?	When?
Conduct an inventory of High Impact Practices (HIPs) on campus	1. Establish baseline data	1. The Office of Assessment	1. By February 2016
	2. Identify opportunities for professional development	2. Office of Institutional Research	2. By March 2016
	3. Evaluate course evaluation data	3. Colleges and Schools	3. May 2016
	4. Develop Professional Development Opportunities	4. General Education Committee	4. September 2016

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## #5: APPRAISAL AND CONTINUOUS IMPROVEMENT


**The Number of General Education Faculty Engaged in Professional Development on HIPs and VALUE Rubrics  
(Project Participants N = 24)**

<b>Baseline in Fall 2015</b>	<b>3</b>
<b>Data in Fall 2017</b>	<b>22</b>
	<b>+19</b>
<b>Percentage of High Impact Practices Implemented by Faculty Members Teaching Freshmen and Second Year General Education Courses (Project Participants N = 24)</b>	
<b>Baseline in Fall 2015</b>	<b>30%</b>
<b>Data in Fall 2017</b>	<b>50%</b>
	<b>+20%</b>

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## #5: APPRAISAL AND CONTINUOUS IMPROVEMENT


**Number of Redesign Courses and Access to and Participation in HIPs**

<b>General Education Courses</b>	<b>Number Redesigned</b>	<b>Sample HIPs</b>	<b>Enrollment Fall 2016—2017</b>
Mathematics	7	Common Intellectual	384
History	4	Undergraduate Research	93
Freshmen Composition	2	Writing Intensive	252
Critical Thinking	6	Collaborative Projects	405
Psychology	1	Learning Communities	197
Sociology	1	Service Learning	177
Economics	2	Collaborative Assignments	410
Humanities	1	Service Learning	182
	<b>N = 24</b>	<b>Total Impact</b>	<b>2100</b>

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## Key Promising Practices

1. Professional Development Workshops on Student Success, Equity, and Inclusive Excellence for faculty, staff, and administrators;
2. Monthly Progress Reports to AAC&U and the Morgan State University Community;
3. Use of Data to Develop Action Plans for Equity and Inclusive Excellence;
4. Alignment of Project Goals and Objectives to Strategic Goals of the University;
5. Use of Established Committees (i.e., University Assessment and General Education);
6. Use of Technology to Collect, Analyze, and Distribute Data on the Project;
7. Support of Campus-Wide Leaders (e.g., Provost, Vice Presidents, Deans, Chairs, Faculty, etc.); and
8. Peer Review Publications of Results and Findings.

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## Questions?

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