



Equity and Engagement: How Do We Invest in an Equitable Experience for Everyone

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Community-Based Activities

The following provides a snapshot of community-based activities at Rutgers University-Camden:

- 50: The number of Civic Scholars who each perform 300 hours of service per year in Camden city
- 371,932: The number of hours spent by all Rutgers-Camden students on community service in 2018-2019
- 179: The number of Engaged Civic Learning courses
- 4,4,29: The number of students who earned ECL credits in 2018-2019
- 275: The number of students in our afterschool program
- 150: The number of Camden youth we sent to college and covered the cost of their tuition and fees
- 11,840: The number of Camden families impacted by Rutgers-Camden civic engagement efforts

My Burning Questions

- Who participates in our civic engagement activities?
- Is access to and participation in our civic engagement activities equitable across racial/ethnic categories?
- What are the experiences like for students of color who participate in our civic engagement activities?

Who We Are

- Urban campus, five minutes from Philadelphia
- Smallest of three Rutgers campuses
- 7,100 students, 90% commuter
- Access focused



Bridging the Gap – Access and Opportunity

Rutgers–Camden will “bridge the gap” on the basis of adjusted gross income (AGI)*


\$0 to \$60,000: after federal and state aid applied, Rutgers–Camden will pick up **100%** of the remaining between tuition and the general Campus Fee


\$60,001 to \$80,000: **75%** of the remaining tuition and general Campus Fee

\$80,001-100,000: **50%** of the remaining tuition and general Campus Fee

Promising Results

- 123% more First-year, undergraduate students
- 127% more First-year, first-generation students
- 271% more African-American, first-year undergraduate students
- 139% more Hispanic, first-year undergraduate students

				
Our Students				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018
1) Undergraduate				
African American	16.0%	16.9%	18.0%	18.3%
Asian	9.7%	9.7%	10.7%	11.3%
Hispanic	13.1%	14.3%	15.1%	16.7%
Native American	0.0%	0.1%	0.1%	0.2%
Native Hawaiian/Pacific Islander	0.1%	0.2%	0.2%	0.2%
Two or more races	3.8%	4.0%	4.0%	4.4%
Unknown	2.4%	2.1%	3.1%	4.1%
White	54.8%	52.8%	48.7%	44.9%

	
Assessing Underserved Students' Engagement in High Impact Practices	
<ul style="list-style-type: none"> • Finley and McNair (2013) <ul style="list-style-type: none"> – How do rates of participation in HIPs differ among students from underserved and traditionally advantaged groups – How does participation in HIPs affect students perceptions of their learning – Within particular underserved groups, what is the effect of participation in multiple HIPs on students' perceptions of their learning – How does perception of their learning in HIPs compare between underserved and traditionally advantaged groups • NSSE data from 25,336 students at thirty-eight institutions across higher ed systems in California, Oregon and Wisconsin • Quantitative and qualitative 	

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Assessing Underserved Students' Engagement in High Impact Practices

- Findings
 - Underserved students participated in less HIPs
 - The more HIPs all students participated in the more deep learning and personal, social and emotional growth they believed they experienced
 - First generation and students of color who participated in HIPs reported deeper learning and growth than those who did not
 - First generation and students of color perceived they had deeper gains in learning, general education, practical competence and personal and social development than traditionally advantaged students
 - Overall all students believe their learning and growth is enhanced by participating in HIPs and the belief intensifies with participation in multiple HIPs
 - Barriers to participation – lack of knowledge about opportunities, competing priorities (e.g. work), lack of money, lack of understanding of how participation connects to learning

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High Impact Experiential Learning Practices among Fall 2016 Students. Includes any experiences since 2012

Characteristics	Incoming Freshman (%)				Characteristics	Senior (%)						
	N	Engaged Core Learning	Independent Study	Any Experience		N	Engaged Core Learning	Independent Study	Clinical Field Experience	Internship Learning Abroad	Any Experience	
Gender												
Male	284	16%	0%	17%	Male	923	35%	10%	9%	9%	3%	49%
Female	373	20%	0%	20%	Female	1303	41%	10%	26%	6%	4%	58%
Ethnicity												
Native American	2	0%	0%	0%	Native American	2	0%	0%	0%	0%	0%	0%
African American	112	21%	0%	21%	African American	358	40%	11%	16%	4%	4%	53%
Hispanic	118	21%	0%	21%	Hispanic	273	41%	10%	18%	5%	7%	55%
White	294	15%	0%	15%	White	1286	36%	9%	20%	9%	3%	54%
Asian	81	28%	1%	30%	Asian	193	49%	9%	19%	7%	5%	60%
Native Hawaiian	1	0%	0%	0%	Native Hawaiian	3	0%	0%	0%	0%	0%	0%
Two or more races	34	15%	0%	15%	Two or more races	80	48%	15%	33%	5%	5%	60%
Unknown	15	0%	0%	0%	Unknown	31	45%	6%	10%	6%	0%	48%
Admit Type												
First Year	657	19%	0%	19%	First Year	517	51%	17%	17%	11%	6%	67%
Transfer	0				Transfer	1688	35%	8%	20%	6%	3%	51%
Residency												
In-State	635	19%	0%	19%	In-State	2174	39%	10%	19%	7%	4%	54%
Out-of-State	14	21%	0%	21%	Out-of-State	29	28%	17%	3%	17%	3%	34%
International	8	0%	13%	13%	International	23	57%	17%	17%	9%	9%	74%
Age												
Traditional Age: FY < 21	576	18%	0%	18%	Traditional Age: Seniors < 25	1193	46%	12%	18%	10%	5%	61%
Nontraditional Age: FY 21+	3	0%	0%	0%	Nontraditional Age: Seniors 25+	1033	31%	7%	20%	3%	2%	47%
First Generation												
Not First-Gen	295	19%	0%	19%	Not First-Gen	1006	38%	10%	18%	8%	4%	53%
First Generation	362	18%	0%	18%	First Generation	1220	40%	9%	20%	7%	3%	55%
Enrollment Status												
Full-Time	654	19%	0%	19%	Full-Time	1705	43%	11%	18%	8%	4%	57%
Part-Time	3	0%	0%	0%	Part-Time	521	27%	5%	23%	3%	2%	44%
Residential Status												
On-Campus Housing	236	19%	0%	19%	On-Campus Housing	90	53%	21%	12%	12%	12%	72%
Commuter	421	18%	0%	18%	Commuter	2136	38%	9%	19%	7%	3%	53%
Unit												
Arts & Sciences	432	27%	0%	27%	Arts & Sciences	1053	34%	17%	12%	5%	4%	55%
Business	147	4%	0%	4%	Business	580	37%	1%	0%	17%	3%	46%
Nursing	78	1%	0%	1%	Nursing	426	65%	6%	65%	0%	5%	79%
					University College	167	8%	1%	12%	1%	0%	18%

Equity in High-Impact Practices Toolkit

- Developed by Center for Urban Education based on Equity Scorecard (Bensimon, Dowd, Hanson, 2013)
 - <https://www.aacu.org/assessinghips/report>
- Provides a process practitioners can follow to become more equity-minded in their use of HIPs
- Designed to ensure that students from all racial and ethnic groups are taking equal advantages of HIPs
- Provides methods to assess: equal representation, equal access, and equal impact

Equity in High-Impact Practices Toolkit

- Questions to consider:
 - What high-impact practices do we use?
 - Is access to and participation in high-impact practices equitable across different racial and ethnic groups?
 - In what ways are high-impact practices responsive to the cultures and experiences of students from different racial and ethnic groups?
 - Do we continuously monitor racial and ethnic equity in high-impact practices and in what ways?
- “Equity-minded practitioners are aware of the racial and ethnic inequities ingrained in our society and intentionally work to address them.” (Center for Urban Education, 2016)

Choosing a HIP

Which of the following high-impact practices are taking place on your campus? Circle all that apply and choose one for a detailed assessment

- First-Year Experience/Seminar
- Common Intellectual Experiences
- Collaborative Assignments and Projects
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Learning Communities
- Writing-Intensive Courses
- Internships
- Undergraduate Research
- Other:

Gather and Analyze Data - Representation

- What type of data will you collect? Where will you find the data?
- Analyze Representation
 - Gather information on overall undergrad enrollment by race/ethnicity for current school year
 - Gather information on overall undergrad enrollment by race/ethnicity for the current school year for the HIP you selected
 - Which groups are experiencing equal or unequal representation, compare the representation in the two tables
 - Is there no difference, smaller % in the HIPs, larger % in the HIPs

Gather and Analyze Data - Access

- What type of data will you collect? Where will you find the data?
- Analyze Access
 - Do part time and full time students have access to participate in the HIP you selected?
 - Gather information on overall undergrad enrollment by race/ethnicity for part time students and full time students for the current school year for the HIP you selected
 - Which racial/ethnic minority students are under or over represented in part-time enrollment? Compare the representation in the two tables
 - Is there no difference, smaller % in the HIPs, larger % in the HIPs

Gather and Analyze Data - Impact

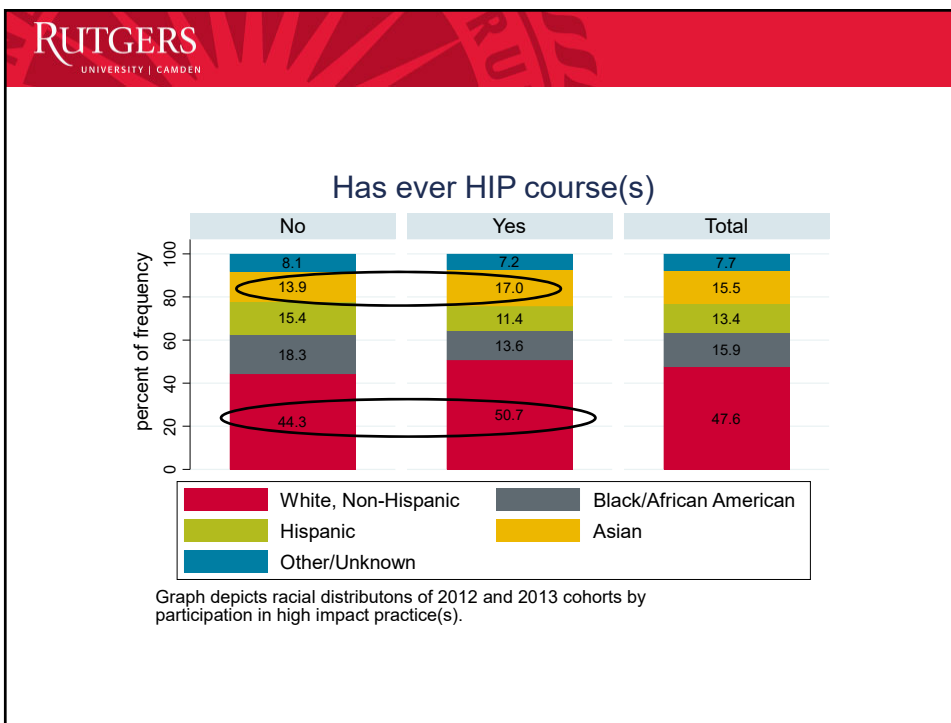
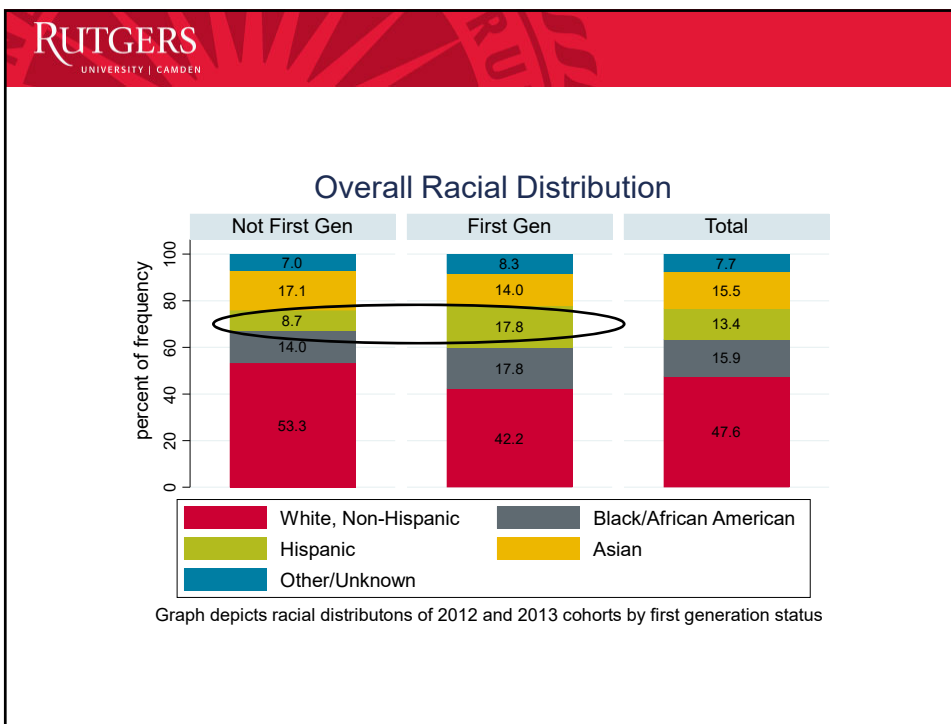
- What type of data will you collect? Where will you find the data?
- Analyze Impact
 - Six-year graduation rate by race/ethnicity for students first enrolled five years prior
 - Six year graduation rate by race/ethnicity for student participation in the in the HIP you selected
 - Which racial/ethnic groups are experiencing greater/lesser impact?
 - Is there no difference, smaller % in the HIPs, larger % in the HIPs

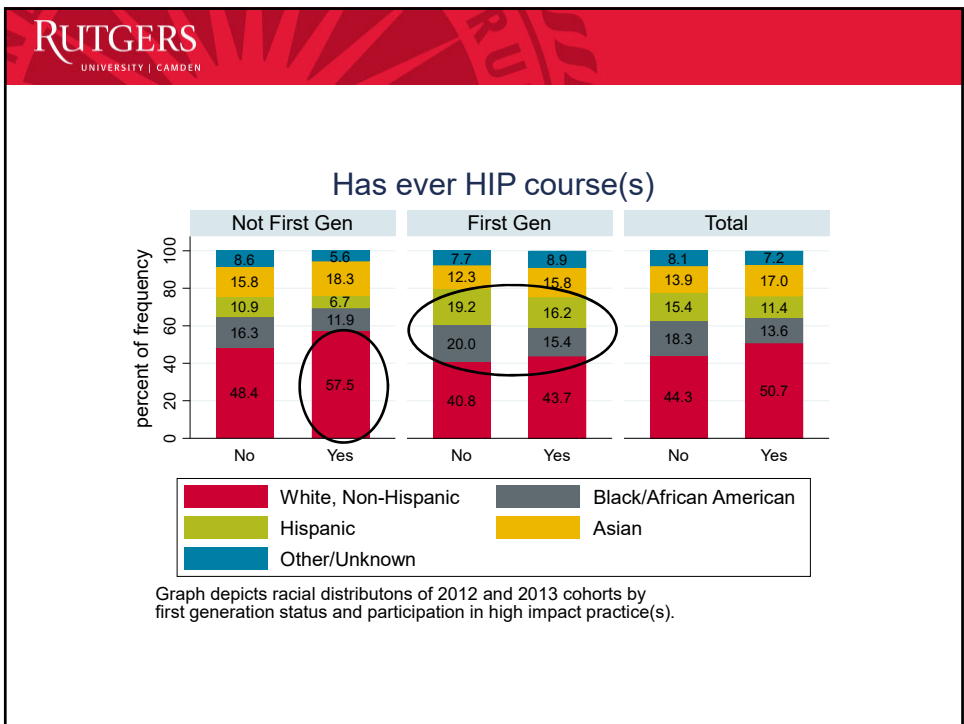
How the Dataset was Constructed

- All ECL, Internship, Learning Abroad Courses going back to F 2012 were identified.
- Students were matched to records for these experiences at the course level, then related back to their student record.
- *Cohorts data*: Starting with an application record, all students are followed on a term by term basis from initial enrollment to graduation. Includes information on stop-outs and re-admits
- This study only looks at our incoming first-time, full-time students by their initial cohort.
 - Cohorts 2012 & 2013 (six-year participation rates, six-year graduation rate, n=980)
 - Cohorts 2016 & 2017 (retention rate, n=1,414)
 - Cohorts 2012 – 2018 (first-year participation rate, n=4,185)

IS REPRESENTATION EQUITABLE?

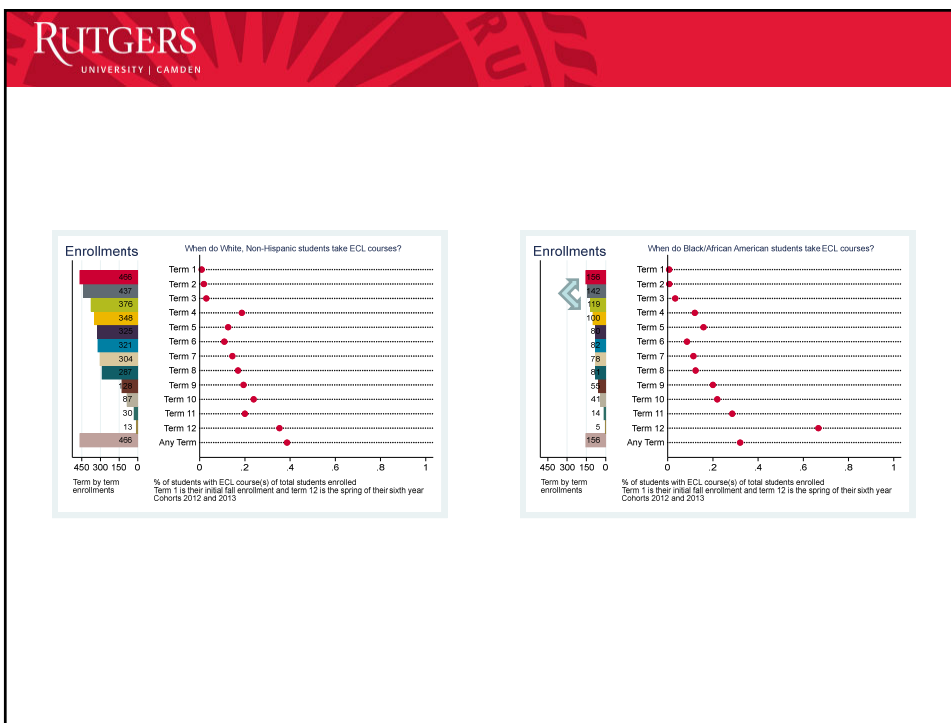
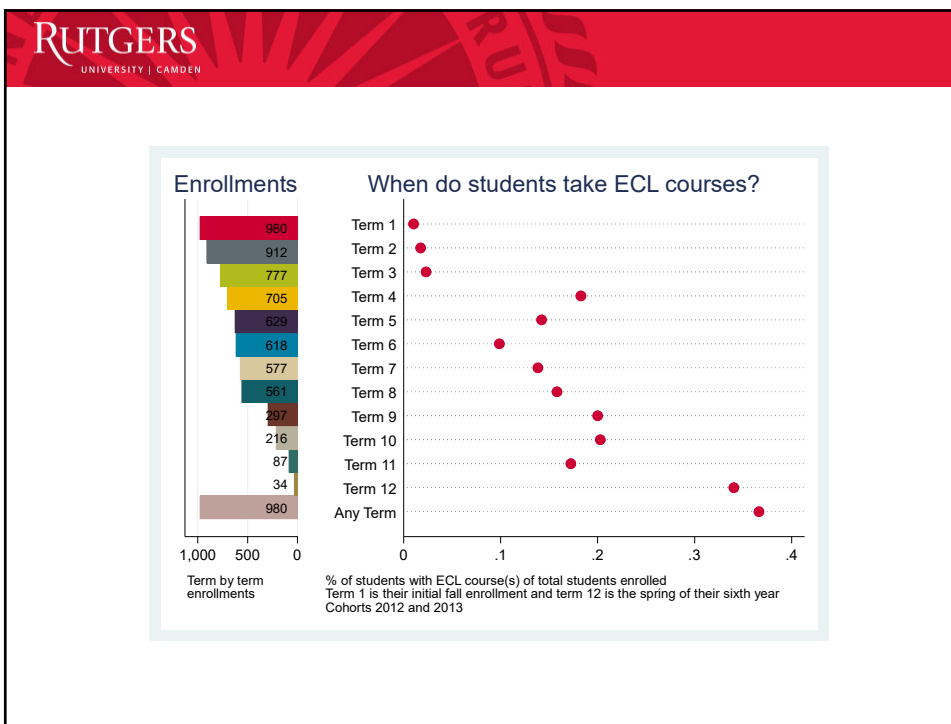
Does the distribution of those students participating in HIPs reflect the overall representation of students in terms of race/ethnicity and first-generation status?





IS ACCESS EQUITABLE?

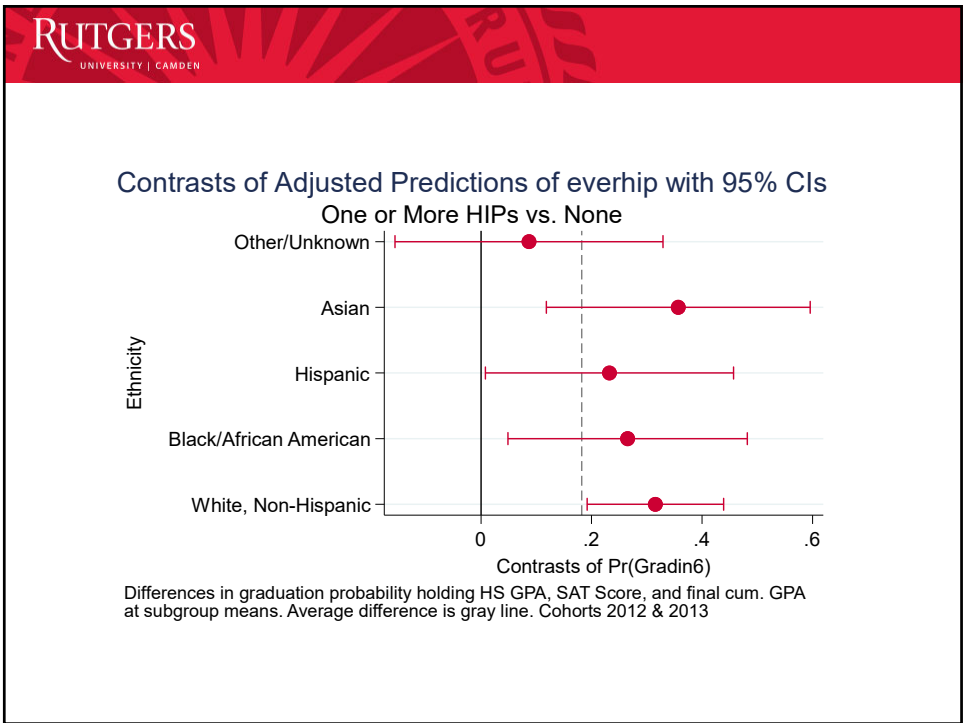
Do students across class year, forms of HIP have equal access to HIP practices?



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ARE OUTCOMES FOR PARTICIPANTS DIFFERENT?

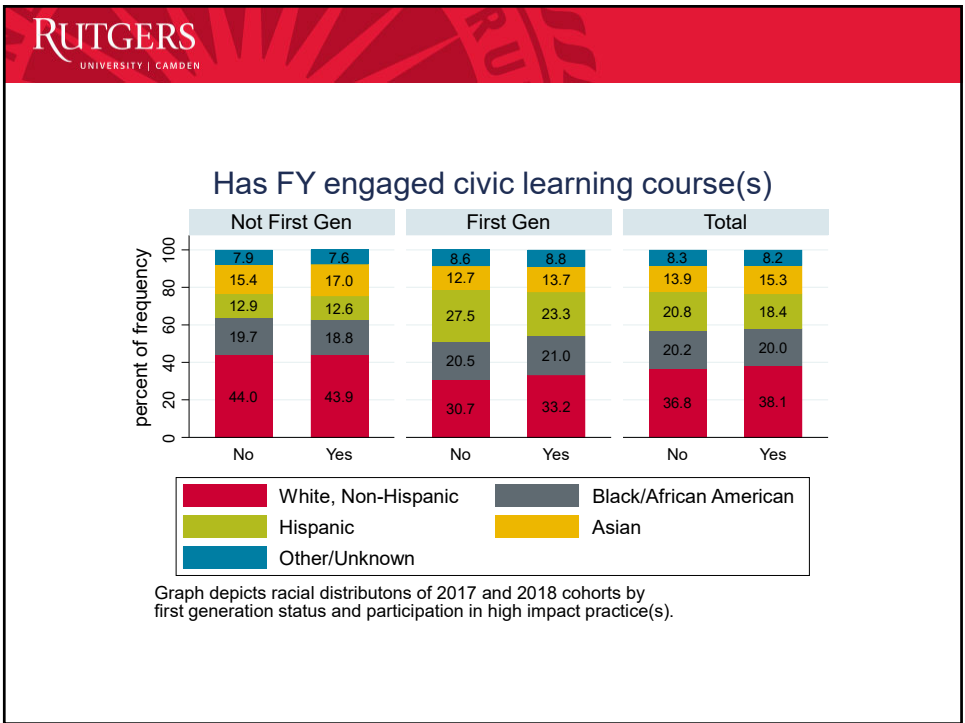
Do we observe a relationship between participation in HIPs and the six year graduation rate?

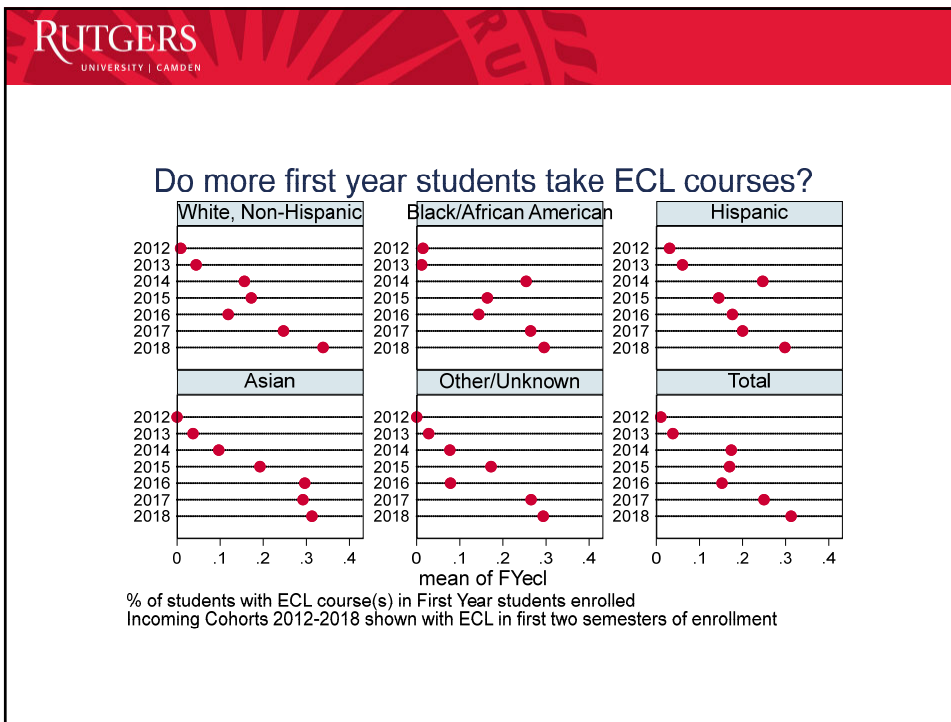


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WHAT ABOUT MORE RECENT COHORTS?

Did we resolve the access/representation problems? Is participation associated with better retention?





Summarized Findings from ECL Survey

- Annual survey 2013, n = 3,921
- Pre/post and ECL vs. Non-ECL Courses
- Assesses values, thoughts and skills such as:
 - Social Values
 - Civic Attitudes
 - Community Service Efficacy
 - General Academic Skills
 - Practical Skills
 - Personal Social Development

Some Conclusions

- Access and participation is shifting to be more equitable across groups (ethnicity, FGS, within class level)
 - Was less accessible in early years of college, and this is the likely driver of the inequitable representation because attrition rates among students of color were also higher.
- There appears to be a strong relationship between graduation and HIPs, but with limitations and exceptions:
 - The students who “make it” to high impact practices are already almost at graduation, so the effect may be related to their own persistence or other internal causes.
- Underrepresented students believed participation in ECL increased their social values, civic attitudes, general academic skills, practical skills and personal and social development

Equity-Minded Practices

- Interrogate Policies and Practices
 - Pose “equity-minded” and “race conscious engagement” questions about identified equity gaps rather than asserting “deficit-minded” explanations
 - [Race-Conscious Student Engagement Practices and the Equitable Distribution of Enriching Educational Experiences \(Harper 2009\)](#)
- Race-conscious engagement practices (Harper, 2009)
 - Accepting institutional responsibility for minority student success
 - Acknowledge qualitative differences in experiences of racial minority students
 - Proactively foster collaborative relationships with and on behalf of racial minority students of color
 - Do not embrace colorblindness and invite the unique experiential realities of racial minority students
 - Does not tokenize racial minority students
 - Commit to remediate personal and professional shortcomings

Next Steps in the Equity Scorecard Framework (from Bensimon, et al, 2013)

- Interrogate Policies and Practices
 - Pose “equity-minded” questions about identified equity gaps rather than asserting “deficit-minded” explanations
- Plan Inquiry Activities
 - Classroom observations, Interviews, Surveys, Document Analysis, Curriculum Maps
- Identify Culturally Inclusive Practices and Interventions
 - Categorize potential actions as “within reach”, “a stretch”, and “beyond reach” and map these actions onto key milestones for students
- Implement Actions and Set Equity Goals
 - Set realistic equity goals based on actions identified in previous steps

Final Thoughts

- Diversity in staff and student engagement
- Engage in reflection not only with student and faculty efforts but within your own office with your staff
- Ask students about their experiences
- Get feedback from community partners and stakeholders
- How do campus wide equity and inclusion conversations come together (student diversity, faculty diversity, staff diversity, engagement efforts, access initiatives)
- Remain focused on access, equity and full participation

