

American Association of Colleges & Universities

Designing Equity Conscious Guided Pathways to Ensure Students Are Learning

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Guiding Questions

How should we be thinking about equity to Ensure Students Are Learning?

Guiding Questions

How are your efforts influencing the narrative at your institution on diversity, equity, inclusion, and belonging?



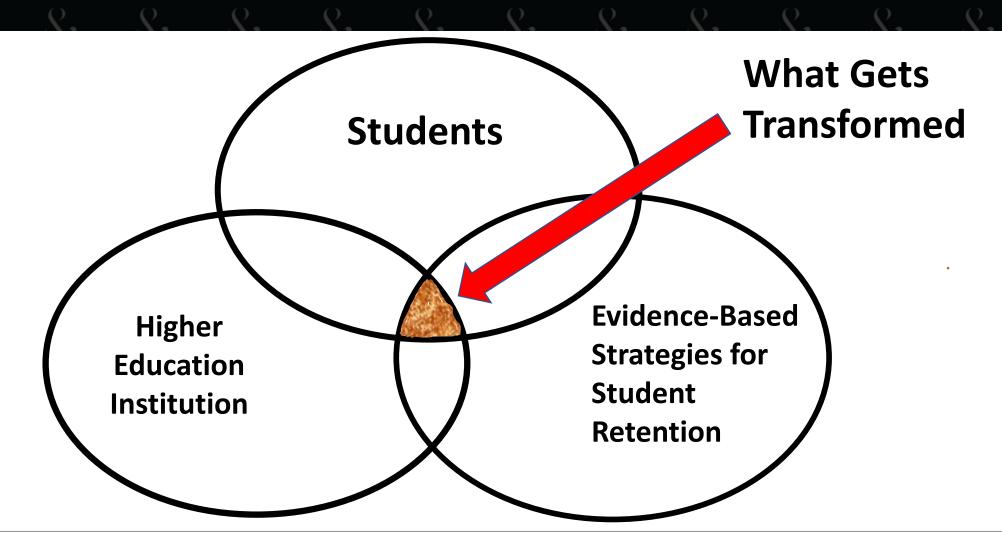
Can We Handle TRUTH?



https://www.aacu.org/event/2023-conference-on-diversity-equity-and-student-success

How Are We Achieving Institutional Transformation to **Ensure Students** Are Learning?





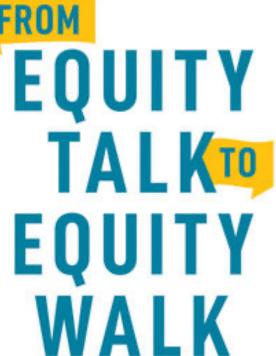


"To develop into Equity-Minded Practitioners, we need structured opportunities to remake practice."

-From Equity Talk to Equity Walk

TIA BROWN McNAIR - ESTELA MARA BENSIMON - LINDSEY MALCOM-PIQUEUX
FOREWORD BY LYNN PASQUERELLA

FROM



Expanding Practitioner Knowledge for Racial Justice in Higher Education









Guiding Question

How do we build/strengthen the people capacity to achieve equity goals among those who are first-generation equity practitioners?

Strengthening Guided Pathways and Career Success by Ensuring Students Are Learning

AAC&U, in collaboration with the Center for Community College Student Engagement (CCCSE), has worked with 20 community colleges to build institutional capacity and to develop resources that will help institutions strengthen their efforts to ensure students are learning.



Ensuring Students are Learning Components

- Scaled, high-quality, program-relevant, applied learning experiences.
- Intentional and sustained student engagement.
- Evidence-based, high-impact teaching practices across modalities.
- Institution-wide commitment to equity-minded, asset-based teaching improvement.
- Quality assessment of program learning outcomes that lead to credentials, further education, and/or gainful employment



Texas Pathways Pillar 4: Essential Practices

- Program learning outcomes
- Instruction engages students in active and applied learning
- Students apply and deepen knowledge and skills through HIPs
- Assessment of student proficiency of learning outcomes
- Learning outcomes assessment results used to improve teaching and learning
- Students document learning for employers and universities
- Assessment of educational practices used for targeted professional development



"It is crucial that institutions gather and analyze qualitative and quantitative data in order to understand student experiences, learning, and outcomes.

Equally important, however, is the **process** during which practitioners reflect on and make sense of data to inform their actions."

-From Equity Talk to Equity Walk



"Equity-Minded Sense-Making goes beyond examining data and noticing equity gaps in outcomes."

-From Equity Talk to Equity Walk



"It involves interpreting equity gaps as a signal that practices are NOT working as intended and asking equity-minded questions about HOW and WHY current practices are failing to serve students who are experiencing inequities."

-From Equity Talk to Equity Walk



Developing An Inquiry Plan

- Developing inquiry questions that reflect your organization's goals and priorities.
- Planning inquiry activities that provide opportunities for you to collect close-topractice qualitative and quantitative data that will help explain the "how" and the "why" students are experiencing inequities.
- Outlining an intentional and reflective data examination process that is equityminded and culturally responsive.
- Develop an action plan with specific equity goals for targeted efforts to eliminate inequities.



"High-Impact Practices" that Help Students Achieve Outcomes

First-Year Seminars and Experiences

Common Intellectual Experiences

Learning Communities

Writing-Intensive Courses

Collaborative Assignments & Projects

Undergraduate Research

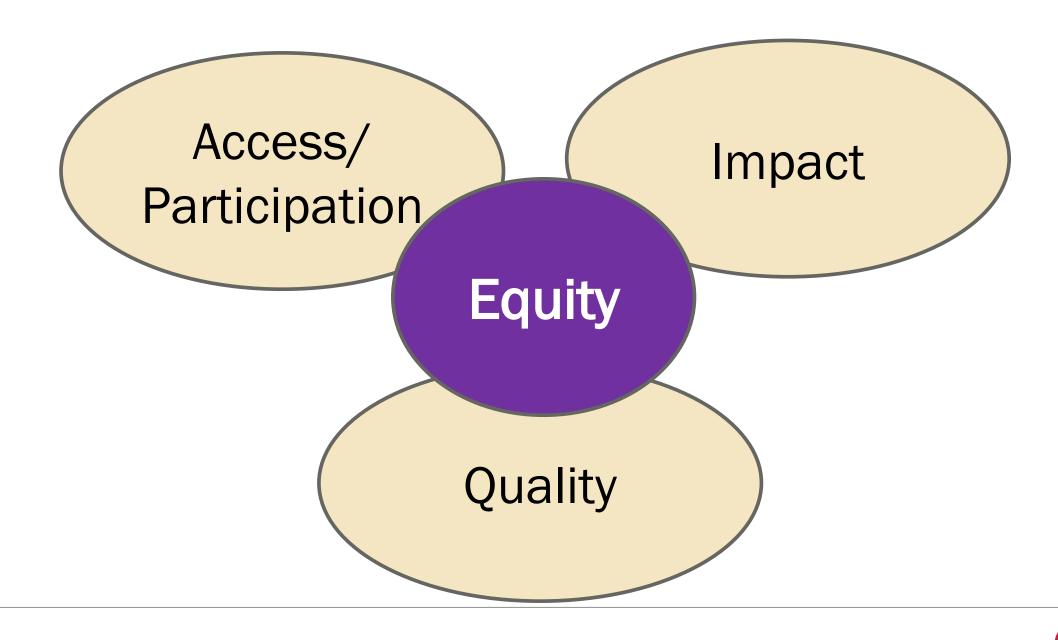
Diversity/Global Learning

Service Learning, Community-Based Learning

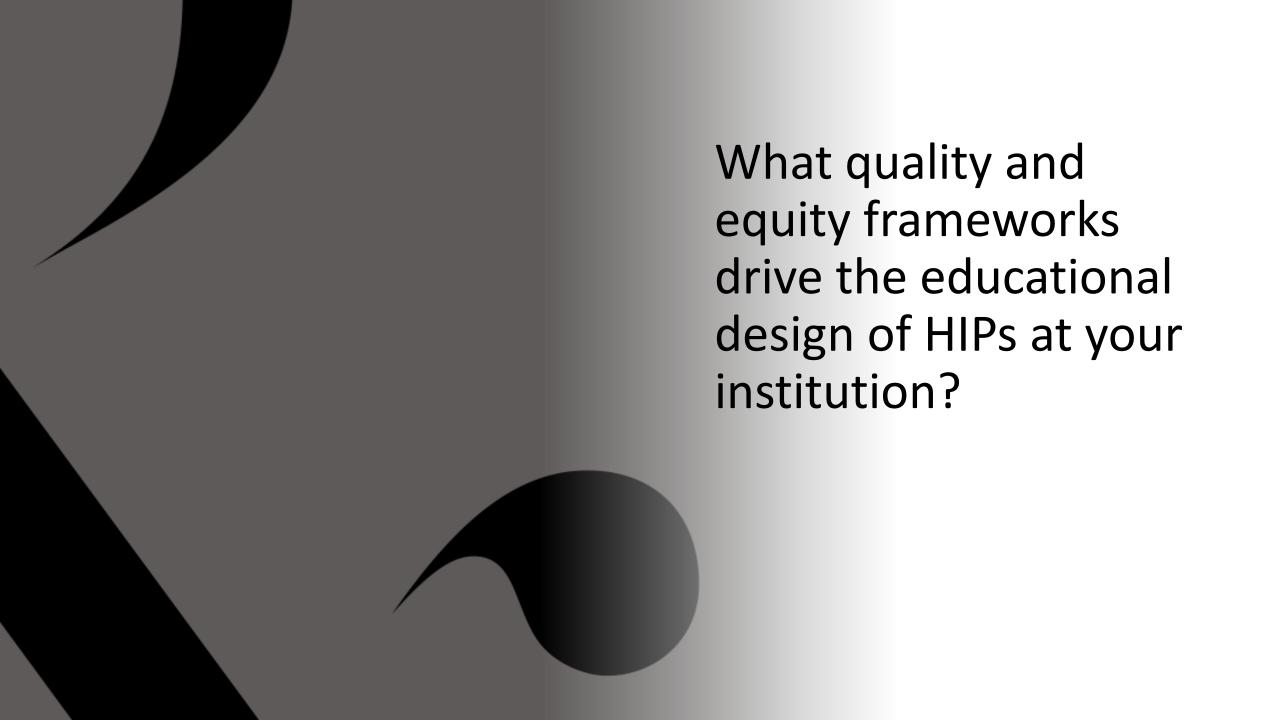
Internships

Capstone Courses and Projects

E-portfolios







Are HIPs identity neutral?

Delivering on the Promise of High-Impact Practices

Research and Models for Achieving Equity, Fidelity, Impact, and Scale

Edited by John Zilvinskis, Jillian Kinzie, Jerry Daday, Ken O'Donnell, and Carleen Vande Zande

> Foreword by [to come] Afterword by George D. Kuh

Chapter 1: Designing Equity-Centered High-Impact Practices — Ashley Finley, Tia McNair, and Alma Clayton-Pedersen



HIGH-IMPACT PRACTICES in ONLINE EDUCATION

RESEARCH AND
BEST PRACTICES

Edited by Kathryn E. Linder and Chrysanthemum Mattison Hayes

FOREWORD BY KELVIN THOMPSON

Teaching-Learning-Assessment (TLA) Framework

https://www.aacu.org/initiatives/tla-framework

Teaching-Learning-Assessment (TLA) Framework

- Comprehensive, web-based tool for higher education practitioners seeking to build capacity
- Organized by five phases:
 - 1) Conceptualize
 - 2) Formalize
 - 3) Implement
 - 4) Analyze & Revise
 - 5) Scale
- Includes several unique elements to help examine practices & expand efforts in ensuring students are learning



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