

# Educating Today's Student: *Inclusive Pedagogy, Equity, and Intentionality by Design*

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September 24-25, 2018  
Kentucky

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# About AAC&U

- The leading national association concerned with the **quality** of student learning in college
- More than 1,400 institutional members – half public/half private, two year, four-year, research universities, state systems, liberal arts, international

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# AAC&U's Mission

To advance the vitality and public standing of liberal education by making **quality** and **equity** the foundations for **excellence** in undergraduate education in service to democracy.

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# Liberal Education and America's Promise (LEAP)

LEAP is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.

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# The LEAP Essential Learning Outcomes

## ***Knowledge of Human Cultures and the Physical and Natural World***

- **Focused** on engagement with big questions, enduring and contemporary

## ***Intellectual and Practical Skills***

- **Practiced** extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

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# The LEAP Essential Learning Outcomes

## ***Personal and Social Responsibility***

- **Anchored** through active involvement with diverse communities and real-world challenges

## ***Integrative and Applied Learning***

- **Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems

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# Essential Learning Outcomes

- Inquiry and Analysis
- Critical and Creative Thinking
- Written and Oral Communication
- Quantitative Literacy
- Information Literacy
- Teamwork and Problem Solving
- Civic Knowledge and Engagement—local and global
- Intercultural Competence
- Ethical Reasoning
- Lifelong Learning

Across general and specialized studies

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**85%**

Of institutions have a common set of intended learning outcomes for all students

**9%**

Report that almost all of their students understand those intended learning outcomes.

Source: AAC&U Member Survey, 2016 *Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches* [https://www.aacu.org/sites/default/files/files/LEAP/2015\\_Survey\\_Report2\\_GEtrends.pdf](https://www.aacu.org/sites/default/files/files/LEAP/2015_Survey_Report2_GEtrends.pdf)

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# *Completion* **without Quality** is the Empty Promise of Student Success

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# Truth, Racial Healing and Transformation Campus Centers

Supported by W. K. Kellogg Foundation and Newman's Own Foundation

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# Goals & Objectives of the TRHT Campus Centers

- **Develop and implement a visionary plan**
  - Create a positive narrative about race in the community
  - Promote racial healing activities on campus and in the community
  - Erase structural barriers to equal treatment and opportunity within the economic, legal, educational, and residential components of the community
- **Identify and examine current realities of race relations in their community and the local history that has led to these realities**
- **Envision what their community will look, feel, and be like when the belief in a racial hierarchy has been jettisoned**
- **Pinpoint key leverage points for change, key stakeholders, and others who must be engaged**

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# Centers

Austin Community College

Brown University

Duke University

Hamline University

Millsaps College

Rutgers University – Newark

Spelman College

The Citadel, The Military College of South Carolina

University of Hawai'i at Mānoa

University of Maryland Baltimore County

*Educating For Democracy*



# Narrative Change

Entertainment  
Industry

Journalism &  
News Media

Digital Media

Publishing

School  
Curricula

Cultural  
Institutions

Monuments,  
Parks

## Racial Healing and Relationship Building

### Separation

*Segregation, Colonization  
& Concentrated Poverty*

Decolonization

Housing

Health

Arts & Culture

Immigration & Migration

Education & Development

### Law

*Civil, Criminal & Public Policies*

Law Enforcement

Safety

Criminal Justice

Juvenile Justice

Civil Justice

Mass Incarceration

Immigration & Migration

Education & Development

### Economy

*Structured Inequality  
& Barriers to Opportunity*

Employment

Labor

Workforce

Wealth

Immigration & Migration

Education & Development

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# Fulfilling the American Dream: Liberal Education and the Future of Work

*Key findings from surveys of business executives and hiring managers conducted May-June 2018*

*Conducted on behalf of*



*with support from*



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# Methodology

## Parallel online surveys among:



### 501 business executives

Executives at private sector and nonprofit organizations, including owners, CEOs, presidents, C-suite level executives, vice presidents, and directors



### 500 hiring managers

Non-executives (directors, managers, supervisors, office administrators) whose current job responsibilities include recruiting, interviewing, and/or hiring new employees

- All respondents were screened to be at companies that have at least 25 employees and report that 25% or more of their new hires hold either an associate's degree from a two-year college or a bachelor's degree from a four-year college.





# Employers on the Value of College and the Role of Colleges and Universities

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# Confidence in Colleges/Universities, by Key Subgroups



***Have a great deal/quite a lot of confidence in colleges/universities***

		<b>Business executives</b>	<b>Hiring managers</b>
<b>BY COMPANY SIZE</b>	25 to 99 employees	64%	60%
	100 to 499 employees	62%	61%
	500+ employees	64%	68%
<b>BY OPERATING REGION</b>	Local	65%	63%
	Regional	68%	58%
	National	58%	65%
	Multinational	63%	68%
<b>BY REGION</b>	Northeast	65%	60%
	South	67%	63%
	Midwest	69%	71%
	West	53%	59%

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# Employers describe what they think the value of college is.

## *In Their Own Words*

“The overall college experience is an excellent way to offer diversity, development of all forms of communication, self-discipline, independence, and personal responsibility. These qualities are critical for the workplace.” –Hiring manager

“Potential for advancement is far greater for the college graduates.” –Hiring manager

“A good college can instill a combination of hard job-specific skills and soft real-world skills that can allow a job candidate to contribute to our organization quickly. The degree demonstrates the individual’s ability to commit to a path and complete an objective.”  
–Business executive

“No matter what an individual’s degree is in, the college experience produces a well-rounded individual who is prepared to interact with high-level employees.” –Business executive





# Employers' Priorities for College Learning and Sense of Recent Graduates' Preparedness

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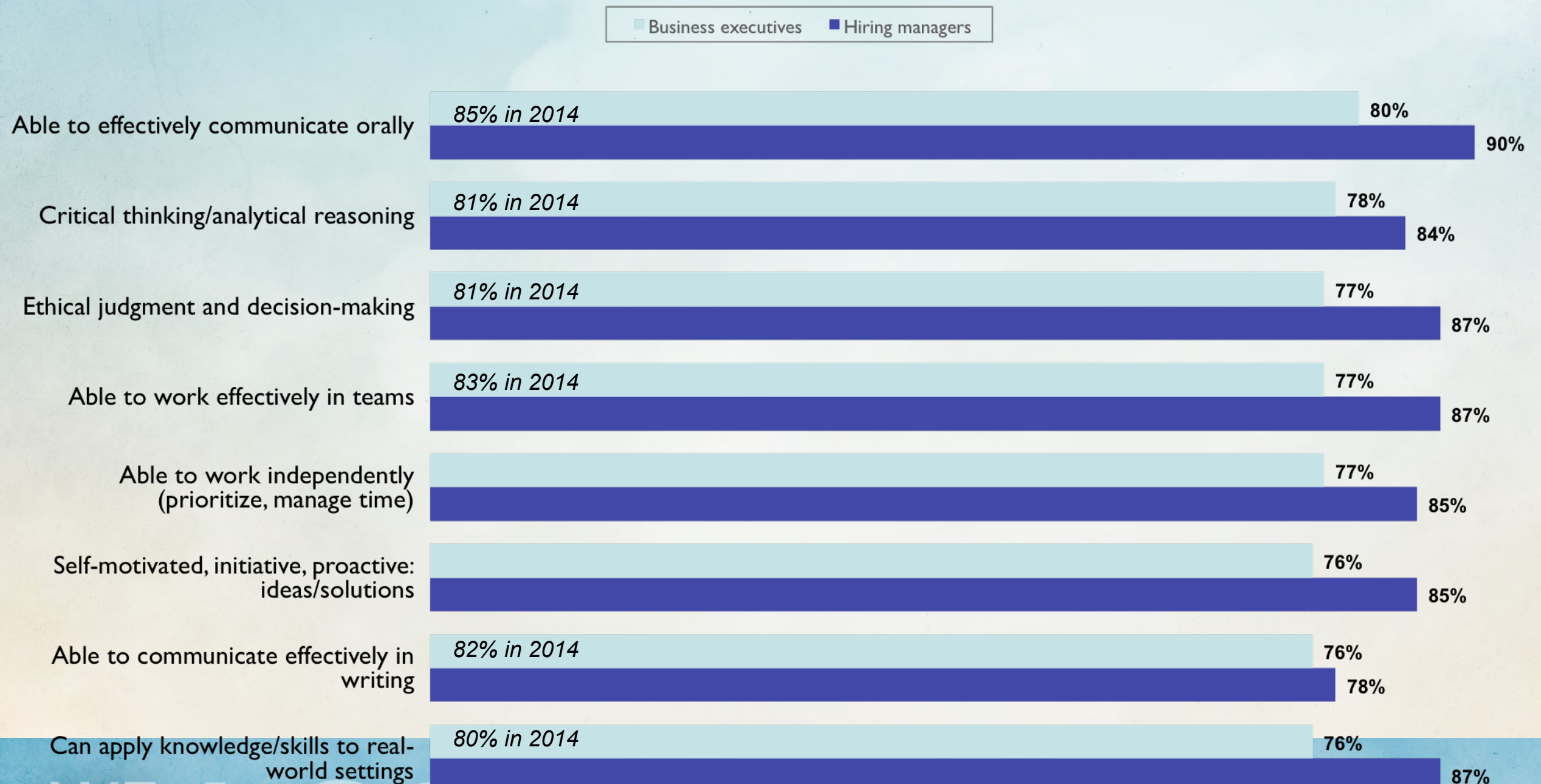


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# The learning priorities that executives and hiring managers value most highly cut across majors.

*Very Important\* Skills for Recent College Graduates We Are Hiring*



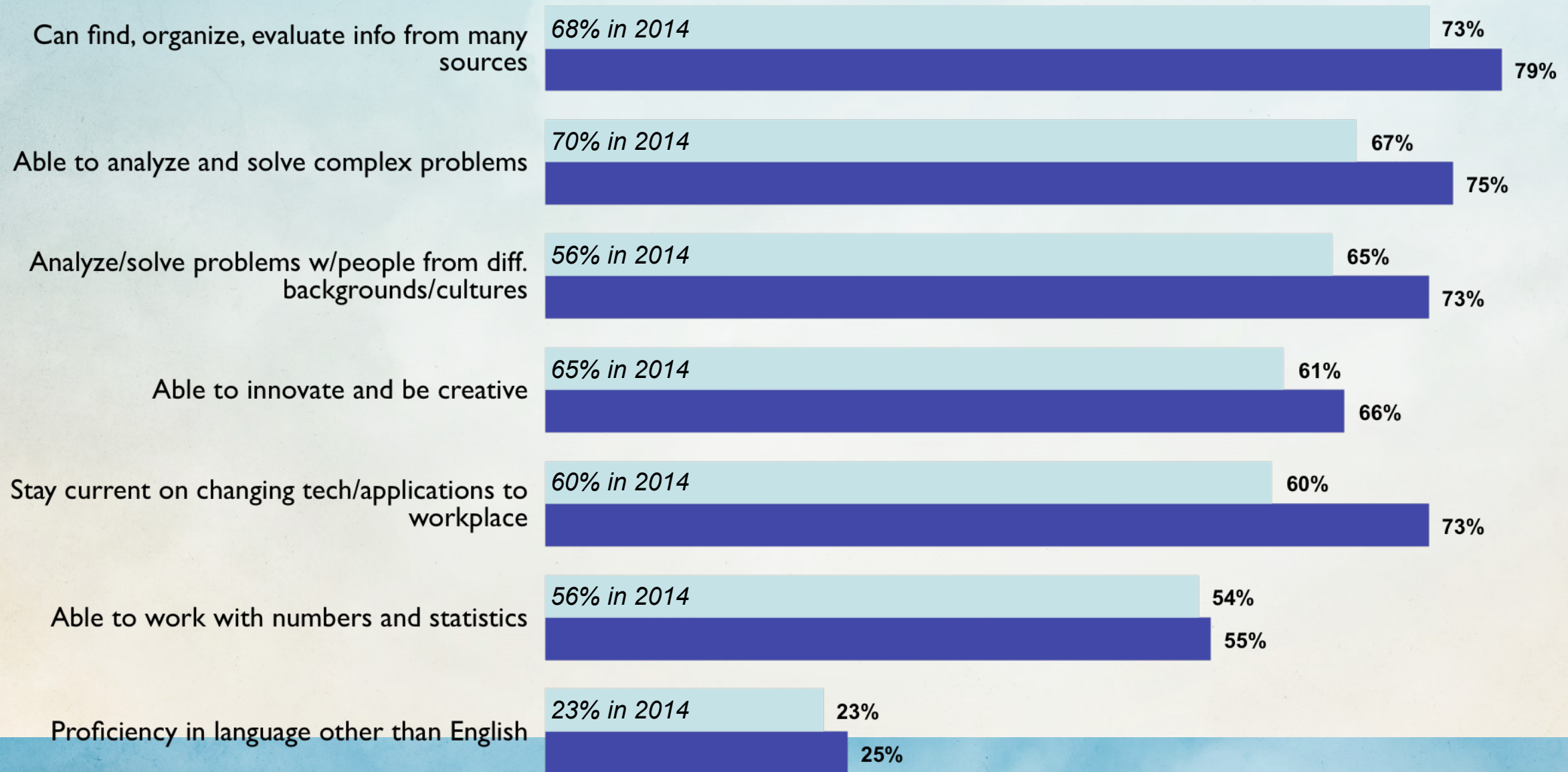
\* 8-10 ratings on a 0-to-10 scale; 15 outcomes tested



# Executives and hiring managers rank several other learning outcomes as only slightly less important.

*Very Important\** Skills for Recent College Graduates We Are Hiring

Business executives Hiring managers



\* 8-10 ratings on a 0-to-10 scale; 15 outcomes tested

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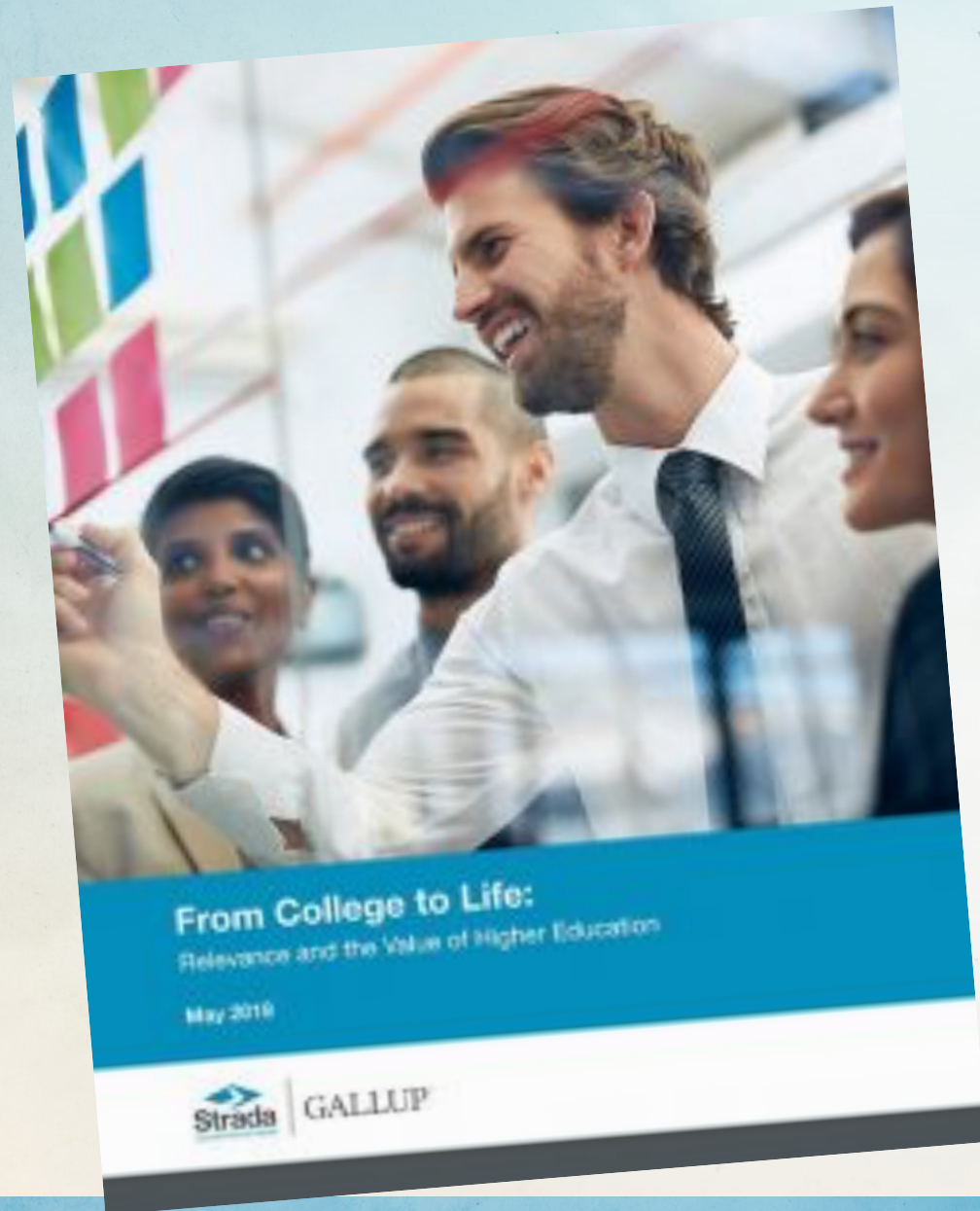
# Executives and hiring managers identify similar gaps in recent graduates' preparedness on key learning outcomes.

*Preparedness Gap: % recent grads prepared minus % very important skill to have*

	Business executives	Hiring managers
Critical thinking/analytical reasoning	-44	-43
Apply knowledge/skills to real world	-43	-48
Communicate effectively in writing	-43	-33
Self-motivated	-41	-46
Communicate effectively orally	-40	-43
Able to work independently	-39	-43
Able to work effectively in teams	-35	-37
Ethical judgment/decision-making	-34	-40
Able to analyze/solve complex problems	-33	-37
Find, organize, evaluate info: multiple sources	-32	-33
Solve problems w/people of diff. backgrounds/cultures	-29	-30
Able to innovate/be creative	-25	-25
Able to work with numbers/stats	-18	-12
Stay current on changing tech	-8	-16
Proficiency in foreign language	-1	-2



# From College to Life: Relevance and the Value of Higher Education



“Only 26 percent of working U.S. adults with college experience strongly agree that their education is relevant to their work and day-to-day life.”

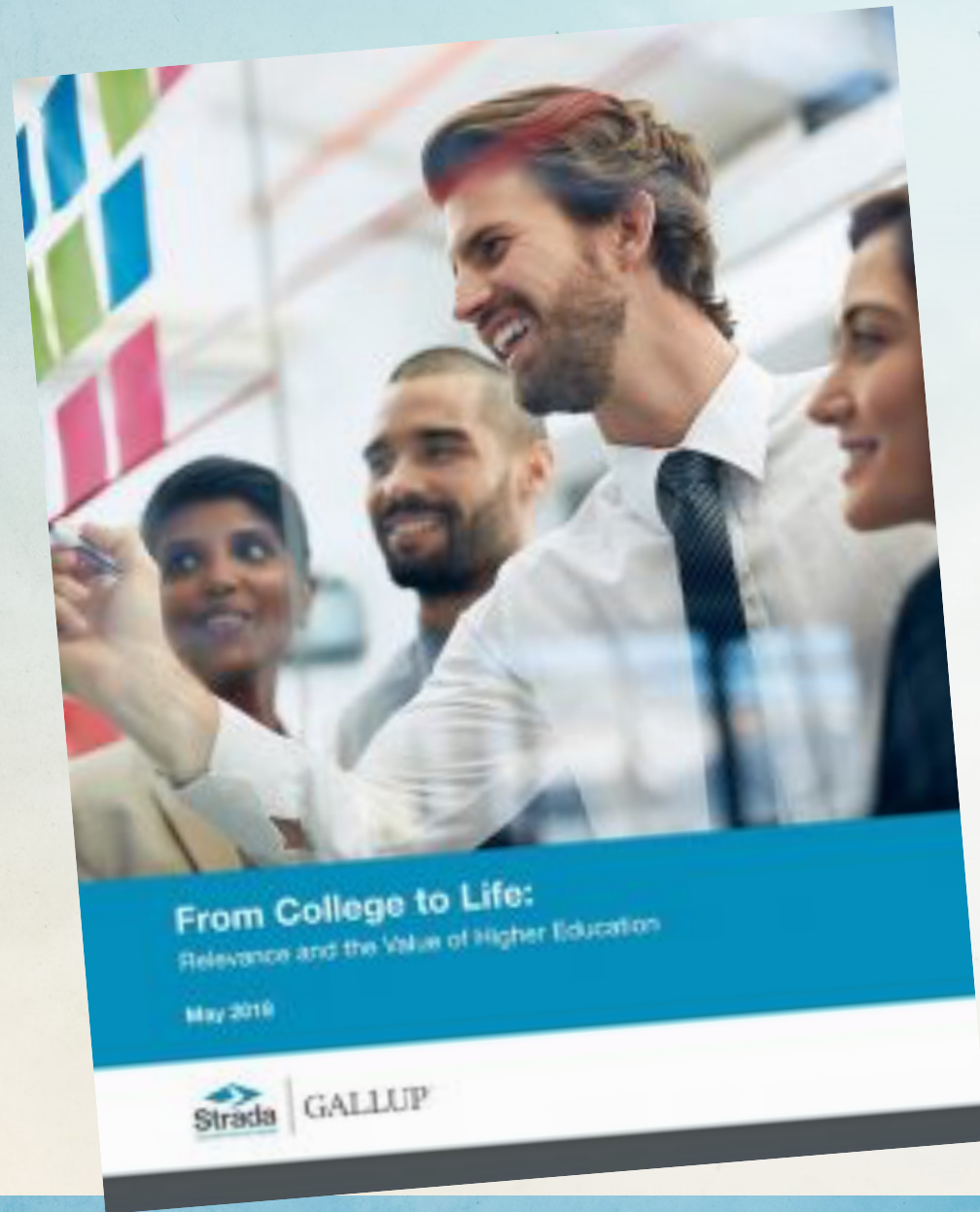
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# From College to Life: Relevance and the Value of Higher Education



“Relevance is a better predictor of quality and value than other measures used in college rankings.”

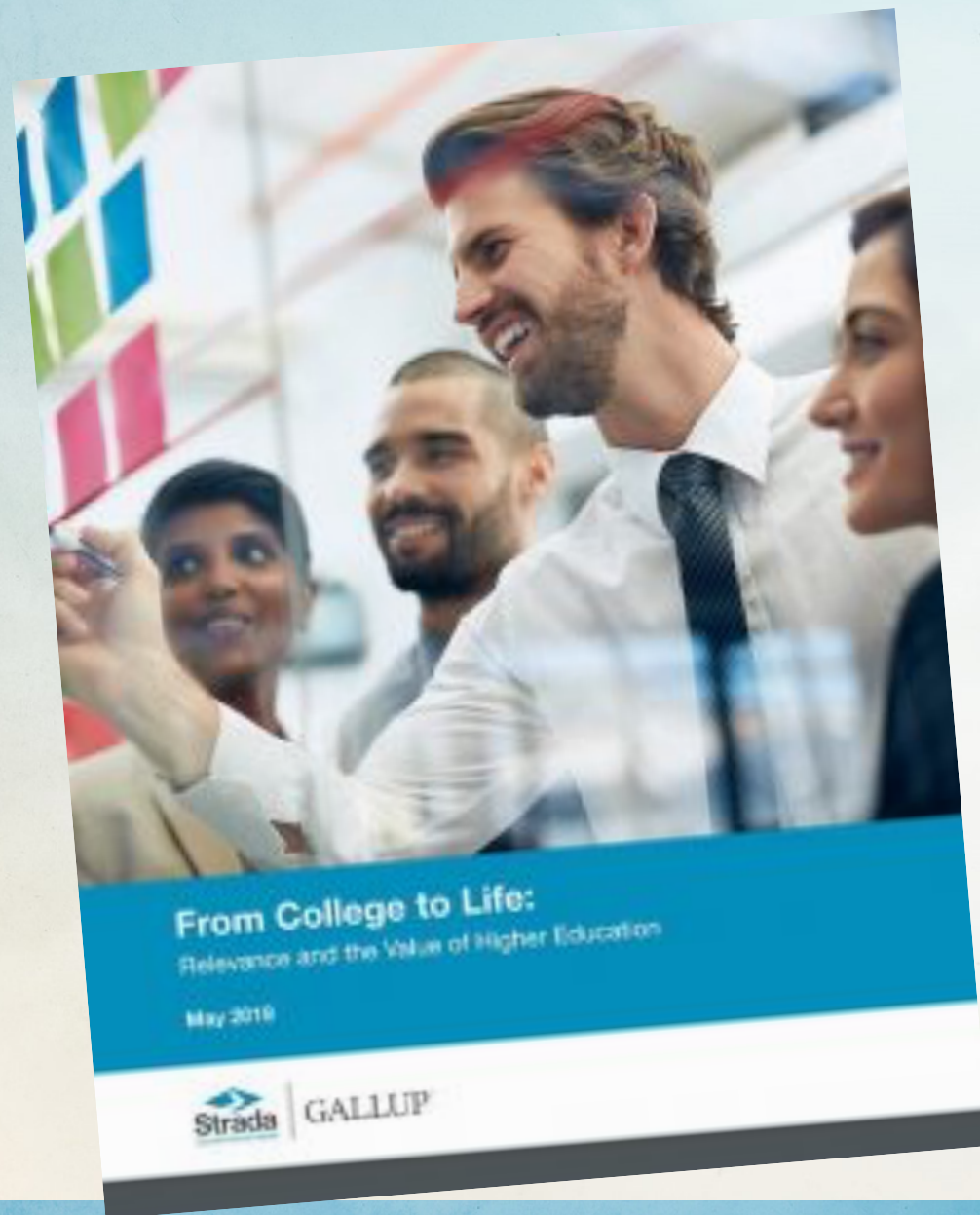
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# From College to Life: Relevance and the Value of Higher Education



“Relevance is related to well-being...relevance is a more powerful predictor of quality and value than demographic characteristics of individuals, their fields of study, and their levels of education.”

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How do you translate a  
commitment to equity and inclusive  
excellence into campus practice?

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# Intentionality by Design

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# Bringing Equity and Quality Learning Together: Institutional Priorities for Tracking and Advancing Underserved Students' Success

*Key findings from a survey among 325 Chief Academic Officers or designated representatives  
at AAC&U member institutions, conducted July 15 to October 13, 2015,  
by Hart Research Associates for the Association of American Colleges and Universities*

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# Examining Equity?

**31%** of institutions disaggregate data on participation in HIPs by race/ethnicity, SES and/or parents' education

**17%** of institutions disaggregate data on achievement of learning outcomes by race/ethnicity, SES and/or parents' education

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# Examining Equity?

**32%** of institutions disaggregate data on credits/course completion milestones by race/ethnicity, SES and/or parents' education

**32%** of institutions disaggregate data on completion of remedial courses by race/ethnicity, SES and/or parents' education

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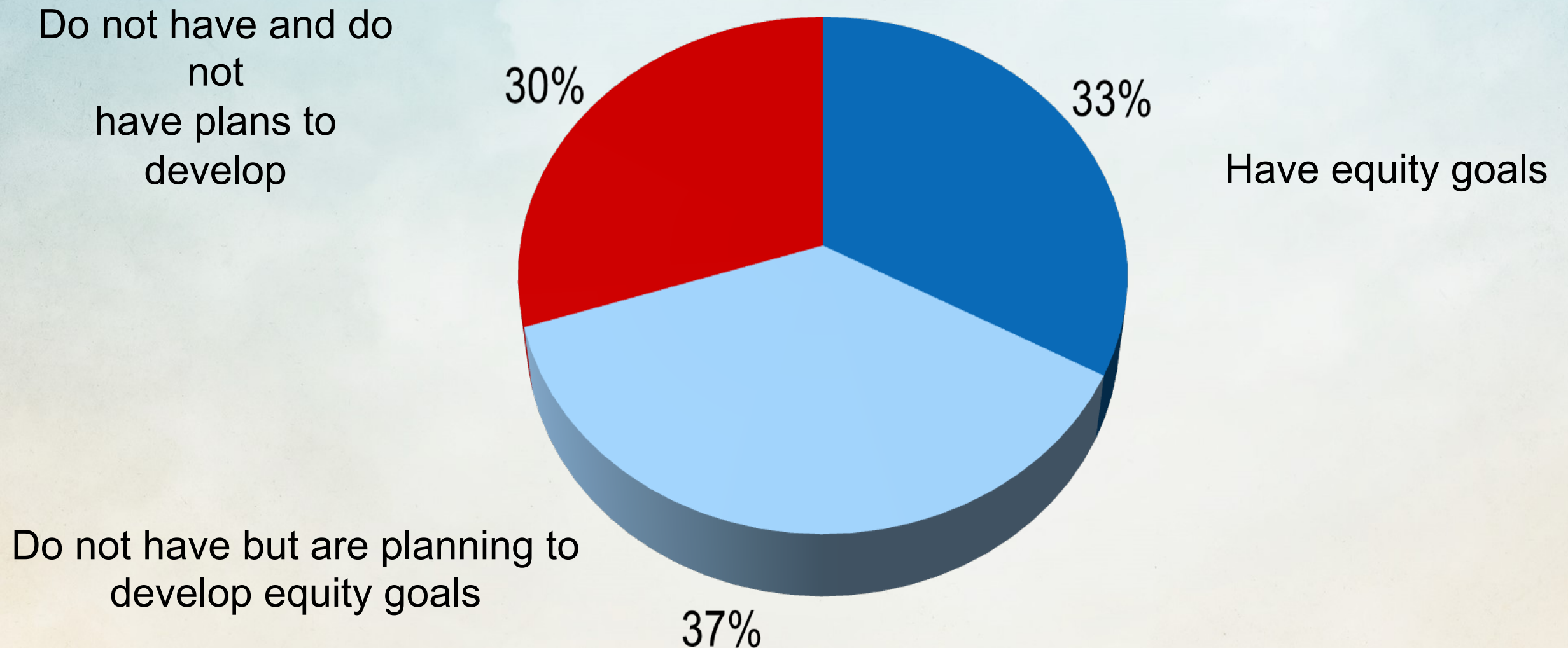
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***Does your institution have specific, explicit equity goals that are aimed at building new opportunities for high-impact learning for first-generation students, low-income students, and/or students of color?***







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# 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)  
Governor's 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)

**Carthage College** is supported by Great Lakes Higher Education Corporation & Affiliates.

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# Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

- A three-year project launched with support from Strada Education Network (formerly USA Funds) and Great Lakes Higher Education Corporation & Affiliates.
- The project is designed to expand the current research on equity in student achievement and to identify promising evidence-based interventions for improving student learning and success.

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# Project Objectives

- Campuses develop defined campus action plans and institutional tracking models to measure:
  - to increase access to and participation in high-impact practices (HIPs)
  - to increased completion, retention, and graduation rates for low-income, first-generation, adult learners and/or minority students

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# Project Objectives

- Campuses develop defined campus action plans and institutional tracking models to measure:
  - to increase achievement of learning outcomes for underserved students using direct assessment measures, including AAC&U's VALUE Rubrics
  - to increase 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)

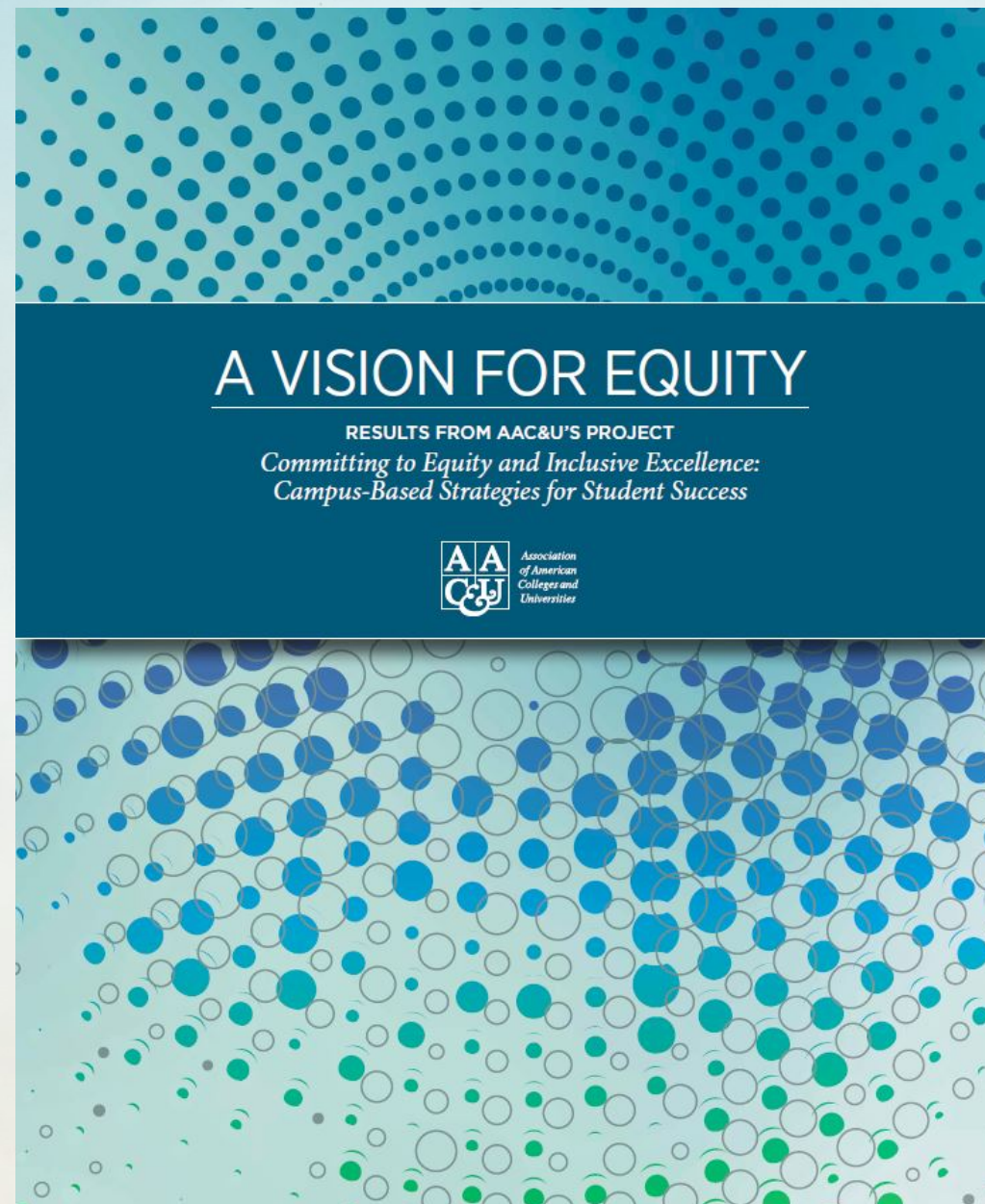
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# A Vision For Equity



## A VISION FOR EQUITY

RESULTS FROM AAC&U'S PROJECT

*Committing to Equity and Inclusive Excellence:  
Campus-Based Strategies for Student Success*



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# Clarity in Goals and Language

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# Why Equity?

- Perceptions
- Realities
- Aspirations

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# Making Excellence Inclusive

- A vision AND practice
- A focus on the intersections of diversity, inclusion, AND equity
- An **active process**
- A goal of excellence in learning, teaching, student development, institutional functioning, and engagement with communities

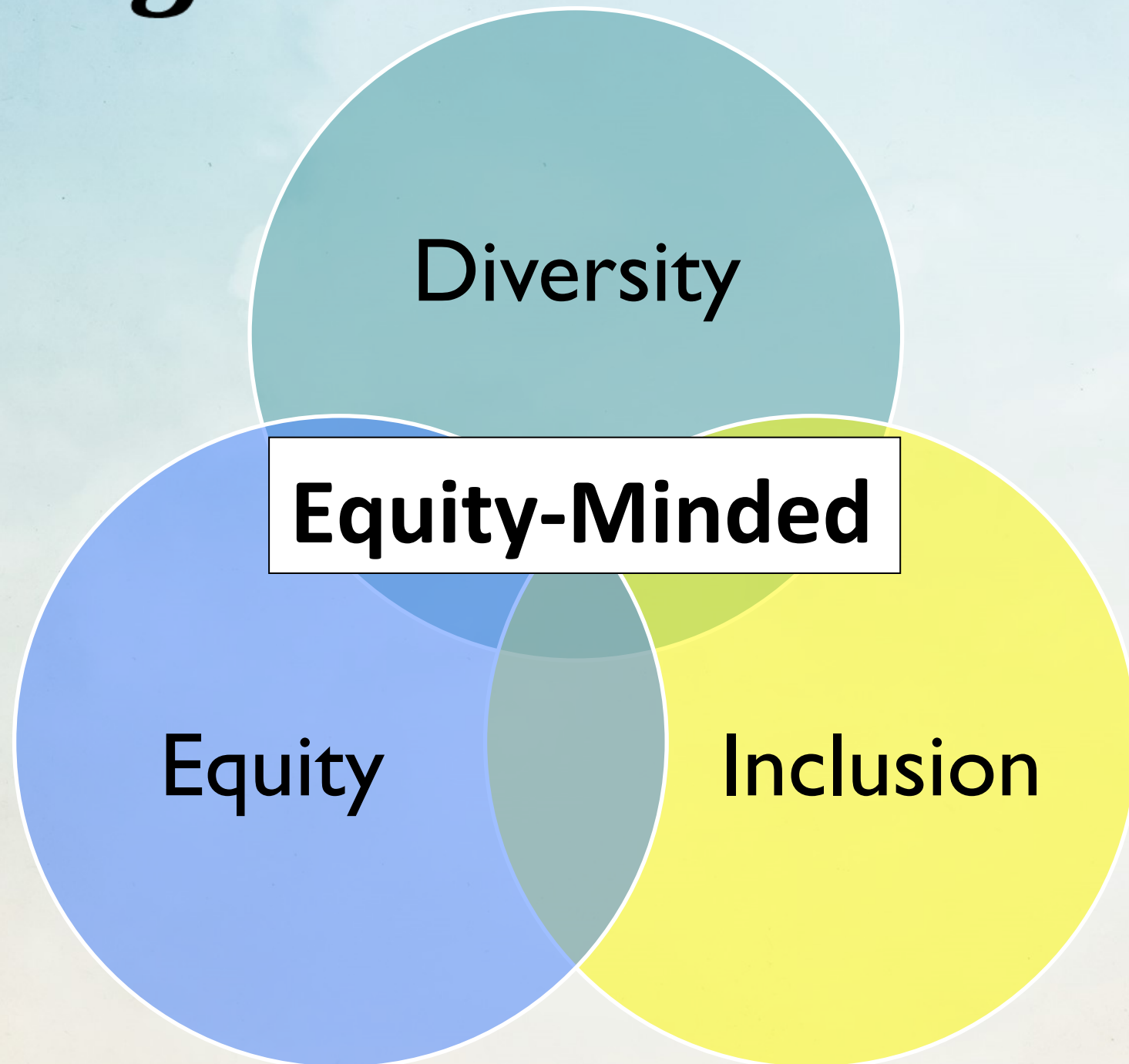
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# ***Making Excellence Inclusive***



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# America's Unmet Promise

BY Keith Witham, Lindsey E. Malcom-Piqueux, Alicia C. Dowd, & Estela Mara Bensimon

For additional information on “equity-mindedness” see Estela Mara Bensimon, “The Underestimated Significance of Practitioner Knowledge in the Scholarship of Student Success,” *Review of Higher Education* 30, no. 4 (2007): 441-69.

“Being **equity-minded** thus involves being conscious of the ways that higher education—through its practices, policies, expectations, and unspoken rules—places responsibility for student success on the very groups that have experienced marginalization, rather than on individuals and institutions whose responsibility it is to remedy that marginalization.”

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**EQUALITY**



**EQUITY**



# THE INCONVENIENT TRUTHS

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We must examine “the ‘real’ versus the ‘ideal’ view of campus environments and the inconvenient truths that these views are often dissimilar.”

Dey, Eric. Another Inconvenient Truth: Capturing Campus Climate and Its Consequences, *Diversity & Democracy*, AAC&U, Winter 2009, Vol. 12, No. 1

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We must engage in vigorous dialogue about the gaps between *aspiration* and *reality* in order to create “enhanced opportunities for students to cultivate a commitment to excellence and integrity, to engage across differences on and off campus, and to develop moral discernment and action on their public and private lives.”

Dey, Eric. Another Inconvenient Truth: Capturing Campus Climate and Its Consequences, *Diversity & Democracy*, AAC&U, Winter 2009, Vol. 12, No. 1

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# ***Critical Questions***

- What does it mean to be an equity-minded practitioner? What does it mean to have an equity-minded pedagogy?
- How do we value and embed students' “cultural wealth” and diversity in educational designs and strategies?

For additional information on community cultural wealth, please see Yosso, Tara J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91.

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# Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

- Building a Campus Culture of Equity-Mindedness
- Aligning Strategic Priorities
- Promoting Pathways for Student Success
- Assessing Equity and High-Impact Practices
- Direct Assessment of Student Learning Outcomes
- Providing Faculty and Staff Development
- Sharing and Utilizing Data
- Leveraging Resources

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# How do we help students develop as intentional learners?

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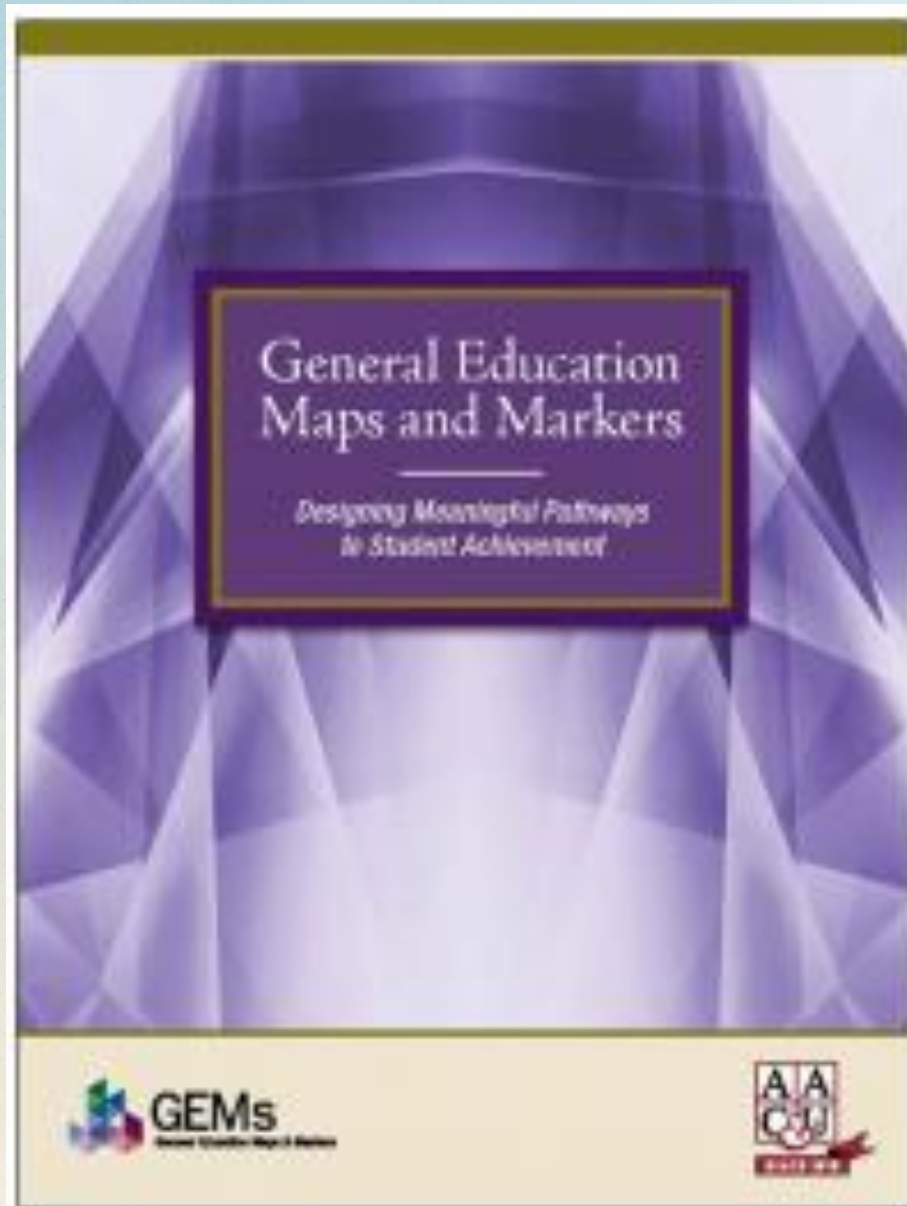
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# General Education Maps and Markers



- Proficiency
- Agency and Self-Direction
- Integrative Learning & Problem-Based Inquiry
- Equity
- Transparency and Assessment

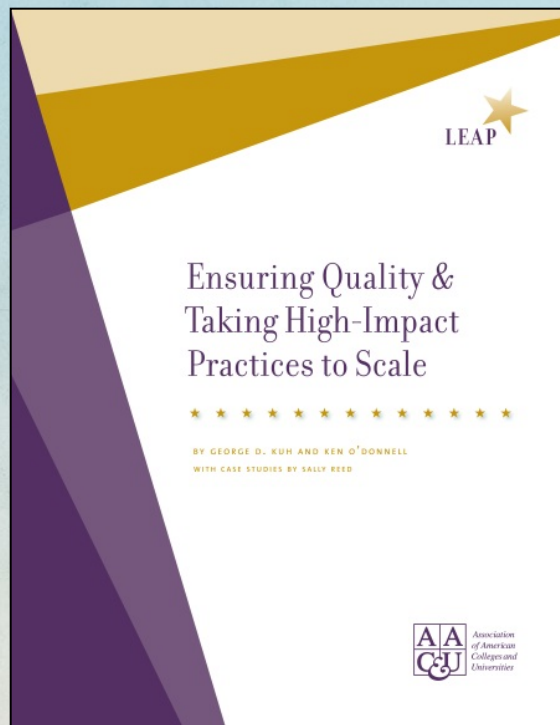
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# “High-Impact Practices” that Help Students Achieve the Outcomes



- ★ 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

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# HIPs: Eight Key Elements

- Performance Expectations Set at Appropriately High Levels
- Significant Investment of Time and Effort by Students Over an Extended Period of Time
- Interactions with Faculty and Peers about Substantive Matters
- Experiences with Diversity
- Frequent, Timely and Constructive Feedback
- Structured Opportunities to reflect and integrate Learning
- Opportunities to Discover Relevance of Learning Through Real-World Applications
- Public Demonstration of Competence

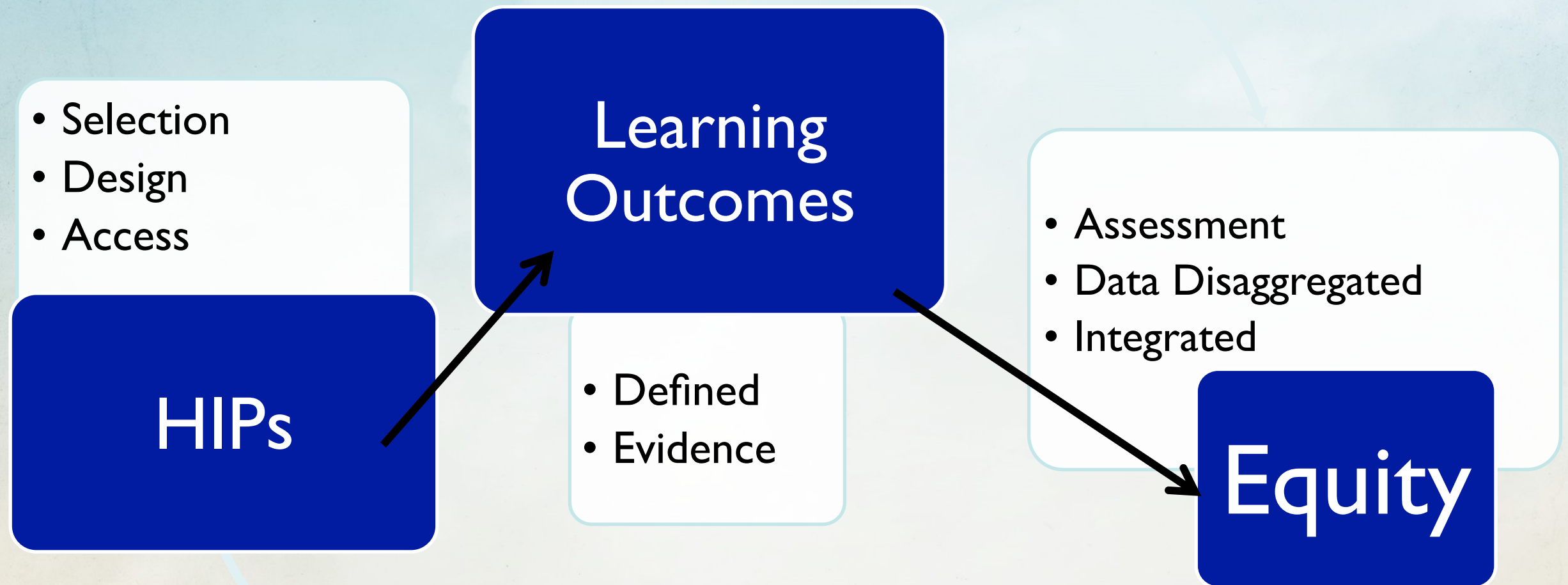
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# Intentionality of HIPs



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# Signature Work

Signature Work projects are related to a question or problem that is important to the student and important to society.

Signature Work allows students to connect liberal and general learning with the world beyond college.

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# What is a VALUE Rubric?

- Valid Assessment of Learning in Undergraduate Education
- Articulation of expected, demonstrated learning at progressively more sophisticated and complex levels of achievement

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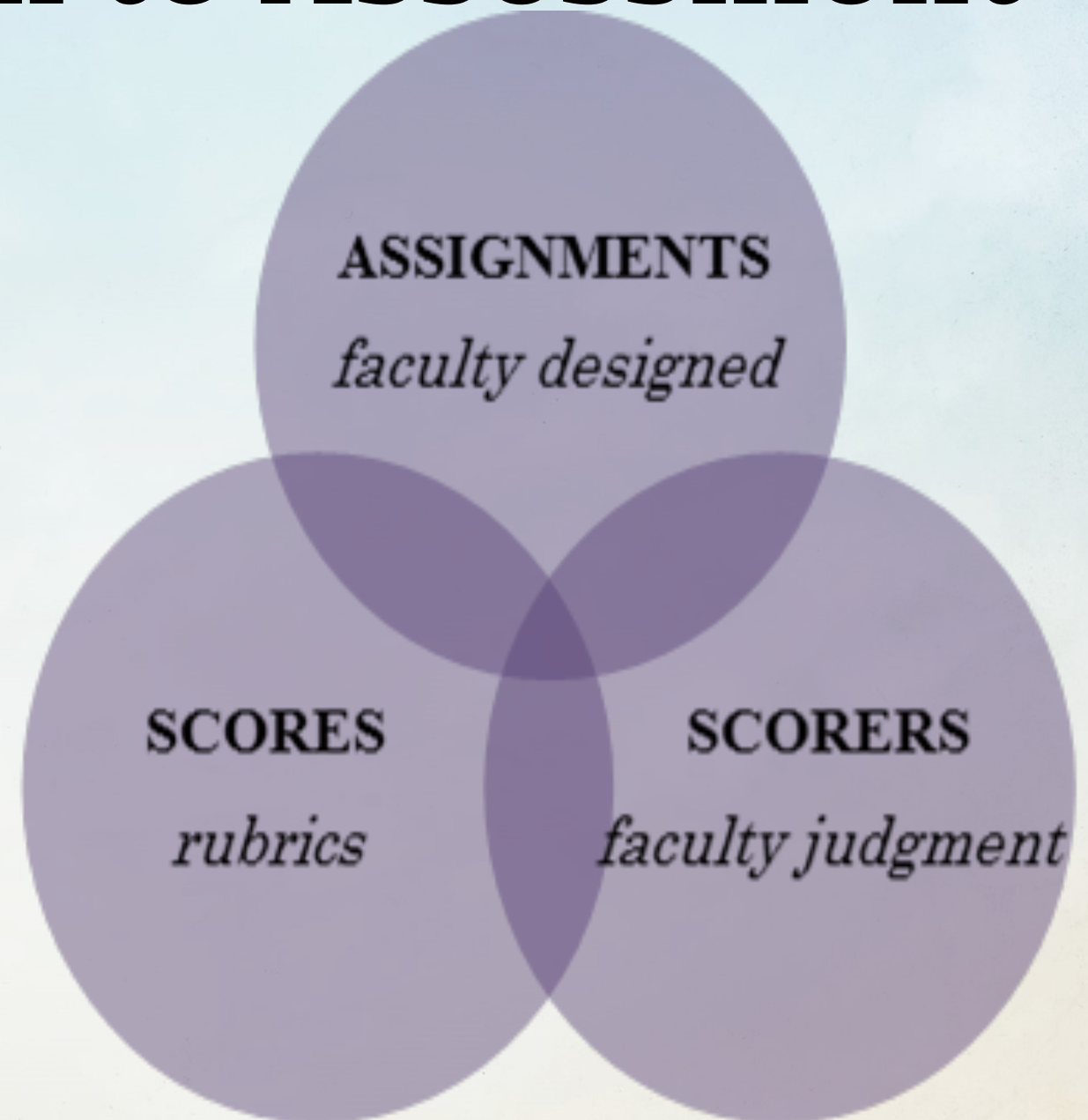
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# VALUE Approach to Assessment

VALUE rubrics answer the need for measuring the development and application of the essential learning outcomes that college graduates need to be productive in work and in citizenship over time

The VALUE rubrics are available for download – at no cost – on the AAC&U website (<https://www.aacu.org/value>)





# List of VALUE Rubrics

- **Knowledge of Human Cultures & the Physical & Natural Worlds**

- Content Areas → No Rubrics

- **Intellectual and Practical Skills**

- Inquiry & Analysis
- Critical Thinking
- Creative Thinking
- Written Communication
- Oral Communication
- Reading
- Quantitative Literacy
- Information Literacy
- Teamwork
- Problem-solving

- **Personal & Social Responsibility**

- Civic Knowledge & Engagement
- Intercultural Knowledge & Competence
- Ethical Reasoning
- Foundations & Skills for Lifelong Learning
- Global Learning

- **Integrative & Applied Learning**

- Integrative & Applied Learning

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# CRITICAL THINKING VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

## Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from [www.dictionary.reference.com/browse/assumptions](http://www.dictionary.reference.com/browse/assumptions))
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.



# CRITICAL THINKING VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)

## Criteria

### Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

## Levels

	Capstone 4	Milestones 3 2		Benchmark 1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is informed, taking into account the complexities of an issue. Limits of position, perspective, thesis/ hypothesis are acknowledged. Others' points of view are synthesized with the position.	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (implications and consequences) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusions and related outcomes (implications and consequences) are identified clearly.	Conclusions and related outcomes (implications and consequences) are logically tied to information because information is chosen to fit the desired conclusion; some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

## Performance Descriptors





*Learning Outcomes Assessment At Its Best*

[valueinstituteassessment.org](http://valueinstituteassessment.org)

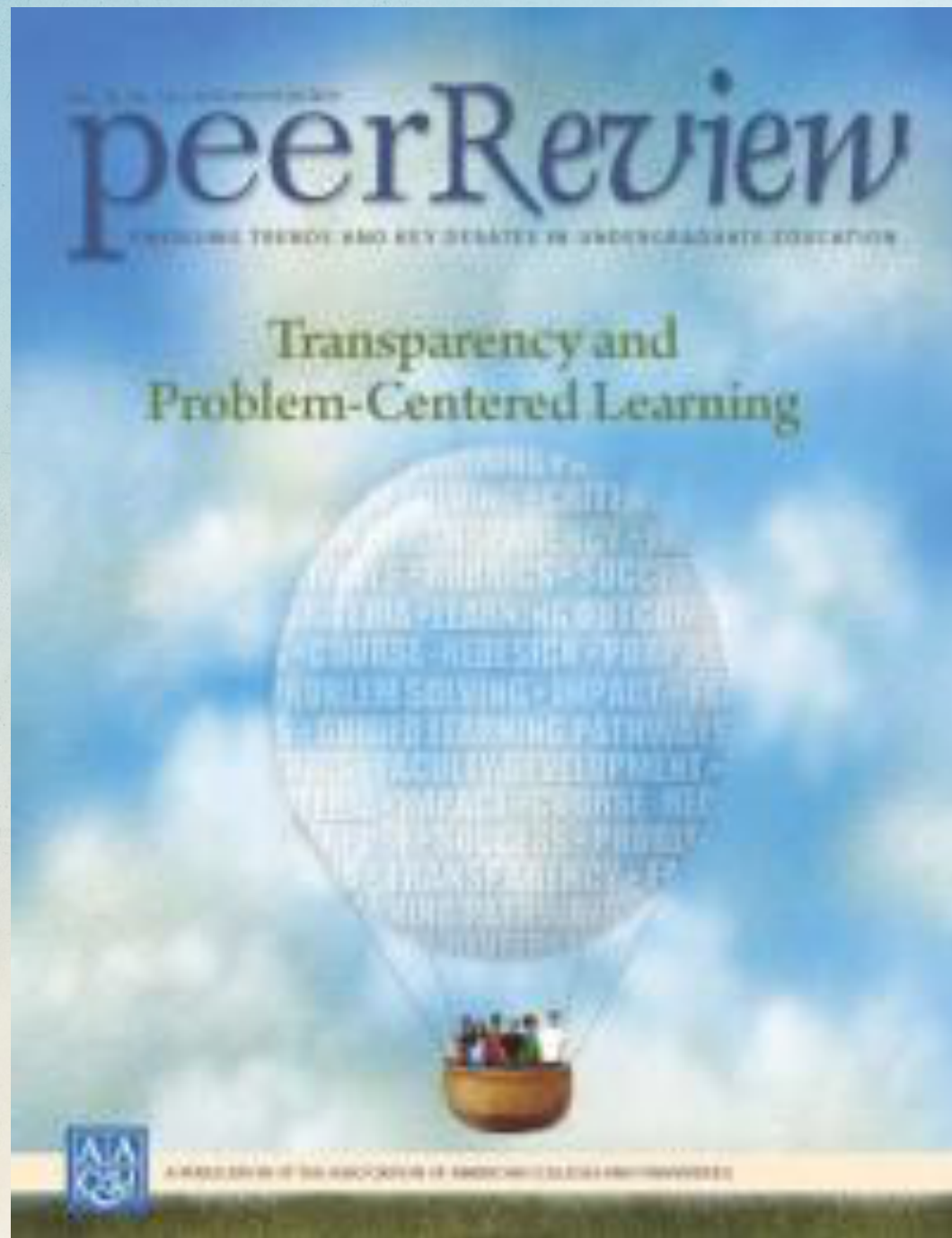
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*Advancing Student Performance through Integration, Research, and Excellence*



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Universities





Worked with 35 faculty members at seven MSIs to develop transparent and problem-based assignments as part of high-impact practices.

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# Transparency

## Designing a Transparent and Purposeful HIP

Transparency and Problem-Centered Learning:  
Mary-Ann Winkelmes

<https://www.youtube.com/watch?v=xqUQhSKmD9U>

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# Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)

Knowing who you students are and will be



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# Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)

Committing to frank, hard dialogues about the climate for underserved students on your campus, with the goal of effecting a paradigm shift in language and actions



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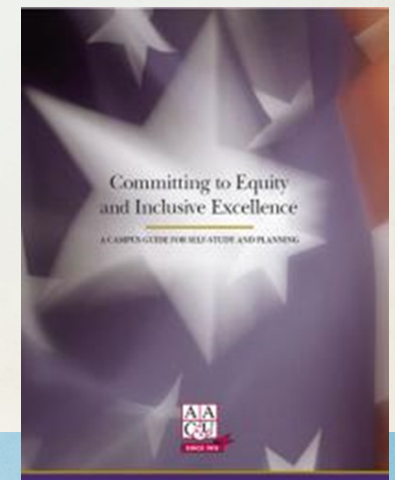
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# Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)

- Investing in culturally competent practices that lead to the success of underserved students
- Setting and monitoring equity-minded goals—and devoting aligned resources to achieve them



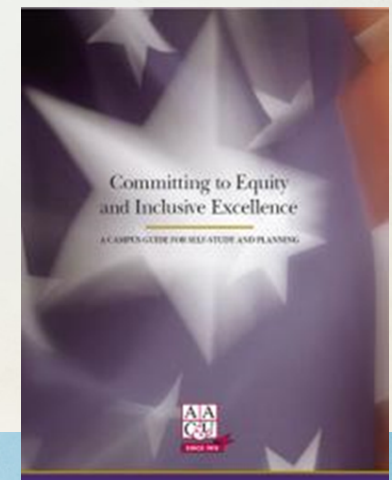
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# Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)

- Developing and actively pursuing a clear vision and goals for achieving high-quality learning
- Expecting and preparing all students to produce culminating or Signature Work



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# Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)

- Providing support to help students develop guided plans to achieve ELOs, prepare and complete Signature Work, and connect college with careers
- Identifying HIPs best suited to your students and your institution's quality framework

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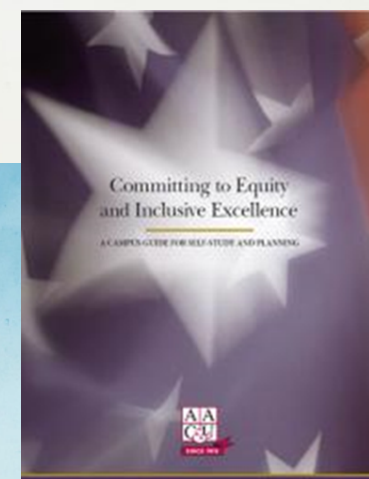


# Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)

- Ensuring that ELOs are addressed and HIPs are incorporated across all programs
- Making student achievement—including underserved student achievement—visible and valued

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“I am no longer accepting the things I cannot change.  
I am changing the things I cannot accept.”

--Angela Y. Davis

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# Thank you!

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