



Recommendations to Enhance and Equalize Student Success

Leadership Council for Equity, Inclusion, and Diversity

**Report to the Faculty Senate
November 13, 2014**

Background

- **Self-study overarching goals and key objectives**
 - **Establish strategic leadership architecture:** Charge the Leadership Council for Equity, Inclusion, and Diversity (*May 2013*)
 - **Enhance student success:** Monitor, improve, and equalize student academic success rates across racial and ethnic identity groups
- **Disparities in six-year graduation rates**

	2000 Cohort (%)	2007 Cohort (%)
American Indian/Alaskan Native	41.2	55.2 ¹
Black	33.3	49.1
Hispanic	47.1	53.4
White	61.0	62.8
All Students	60.0	61.5

- **Six-year graduation rate comparators**
 - 10th out of 11 accreditation comparators (*2003 cohort*)
 - 10th in Pac-12 (*2014 US News and World Reports*)

¹ While the rate has fluctuated dramatically, the volatility is likely due to the small number of students

Process

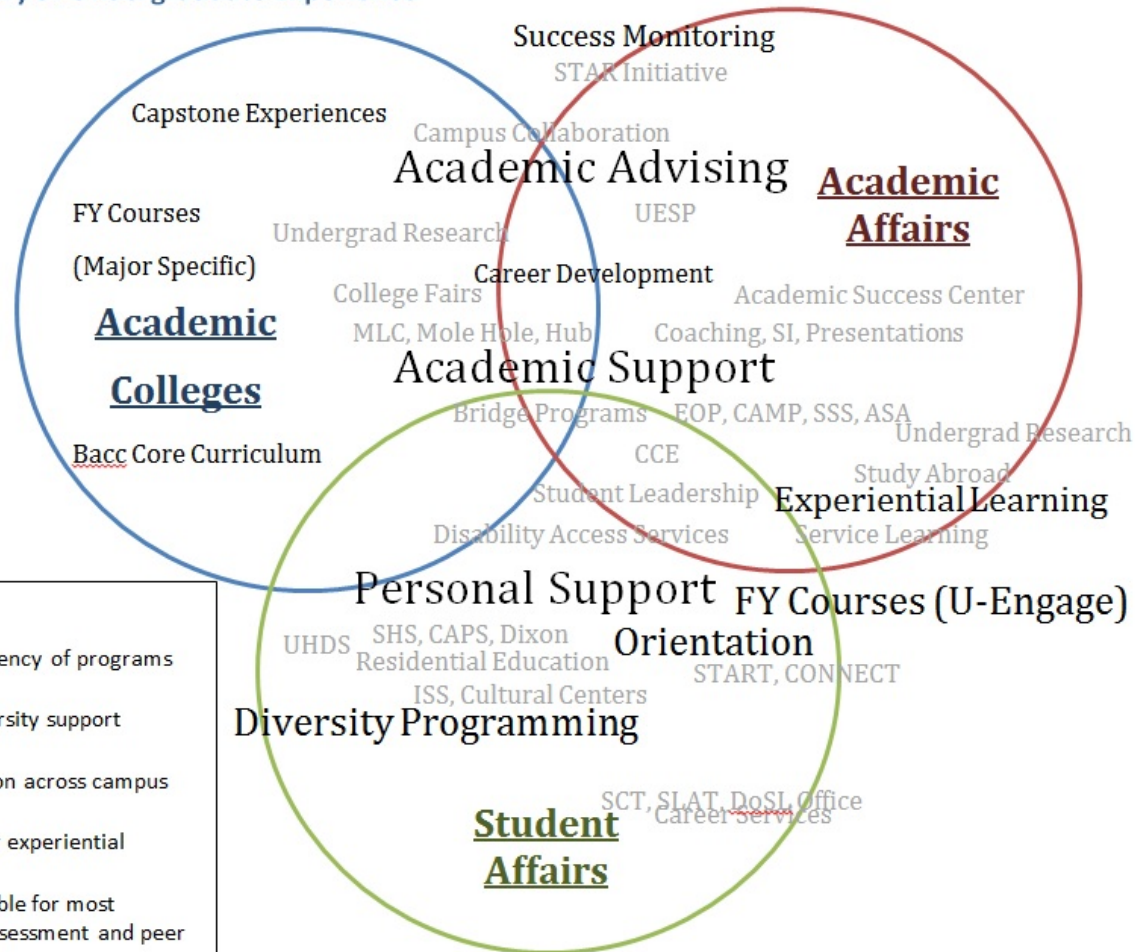
- **Reviewed research and consulted experts**
 - **High-Impact Educational Practices** (*AAC&U, 2008*)
 - First-year seminars and experiences; Common intellectual experiences; Learning communities; Writing-intensive courses; Collaborative assignments and projects; Undergraduate research; Diversity/global learning; Service learning, community-based learning; Internships; Capstone courses and projects
 - **Student Learning and Success** (*Smith, 2009*)
 - Extensive review of national research
 - **Final Report and Recommendations: Underrepresented Minority Success** (*University Council on Student Engagement and Experience, 2012*)
 - **UCSEE Subgroup**
 - **Diversity Student Success Council**

Findings—Experiences that influence success

- **OSU survey of students of color (2008)**
 - Sense of belonging
 - Receipt of grant, scholarship, or fellowship
 - Positive OSU experience
 - Respect from faculty
- **Internal experts**
 - Culturally relevant success/retention resources
 - Positive academic experiences, particularly in gateway courses
 - Participation in high-impact educational practices (HIPs)
 - Positive, supportive environments
- **National research (HIPs)**
 - Benefit students generally
 - More pronounced positive impacts for students of color
 - Outcomes depend significantly on student background characteristics

Findings—Organizational Gaps

Current Delivery of Undergraduate Experience



Gaps:

- Mixed and varied consistency of programs across colleges
- Coordination across diversity support programs & services
- Planning and collaboration across campus for career development
- Central infrastructure for experiential learning
- Academic support available for most challenging courses (+ assessment and peer education best practices)
- Common set of standards and goals for FY orientation courses
- Central leadership for innovation and implementation of Bacc Core

November 2013 Recommendation

Enhancing Undergraduate Student Success

- **Undergraduate School; Task Force**
- **Value Added**
 - Alignment and coordination
 - Sustained commitment and prioritization
 - Alignment of curricular and co-curricular
 - Assessment and improvement
 - Accountability
 - Alignment with enrollment and financial aid
 - Cohort transition and first-year experience

May 2014 Recommendation

Organizational Strategies for Equalizing Undergraduate Student Success

Short-term Strategies

Academic Affairs

- Data, Curriculum, Faculty development (HIPs and equalizing success), Accountability

Colleges

- Dedicated resources/efforts, College-level metrics, Culturally responsive programming

Student Affairs

- Data, Bridge programs, Orientation, HIPs, Career development

Provost

- Operational body, Fund initiatives, Charge Faculty Senate to identify P&T changes to value transformative education

Enrollment Management

- Identify enhancements, Comprehensive diversity plan

Long-term Strategies

- Integrate and align functions in one structure
- Appoint academic lead
- Allocate resources
- Structure and support for coherent first-year and transition experience

Leadership Council for Equity, Inclusion, and Diversity

2013-14 Membership

- **Susana Rivera-Mills**, co-chair (Executive Associate Dean, College of Liberal Arts; Professor of Spanish Linguistics and Diversity Advancement)
- **Angelo Gomez**, co-chair (Executive Director of Equity and Inclusion)
- **Brenda McComb** (Dean, Graduate School)
- **Eric Dickey** (Administrative Support, Oregon Sea Grant Program)
- **Kate Hunter-Zaworski** (Associate Professor, Civil & Construction Engineering; Outgoing Past President, Faculty Senate)
- **Kevin Gable** (Professor, Chemistry; Immediate Past President, Faculty Senate)
- **Larry Roper** (Vice Provost, Student Affairs)
- **Mohamed Elgarguri** (ASOSU Director of Diversity Programs)
- **Paul Doescher** (Professor, Forest Ecosystems & Society)
- **Rebecca Johnson** (Vice President, OSU-Cascades)
- **Rebecca Warner** (Senior Vice Provost, Academic Affairs)
- **Scott Reed** (Vice Provost, University Outreach and Engagement)
- **Tammy Bray** (Dean and Professor, College of Public Health and Human Sciences)
- **Thomas Maness** (Dean, College of Forestry)

