The New Undergraduate Experience Presentation Overview

Purpose of Today's Presentation

What is NUE and Why It Matters
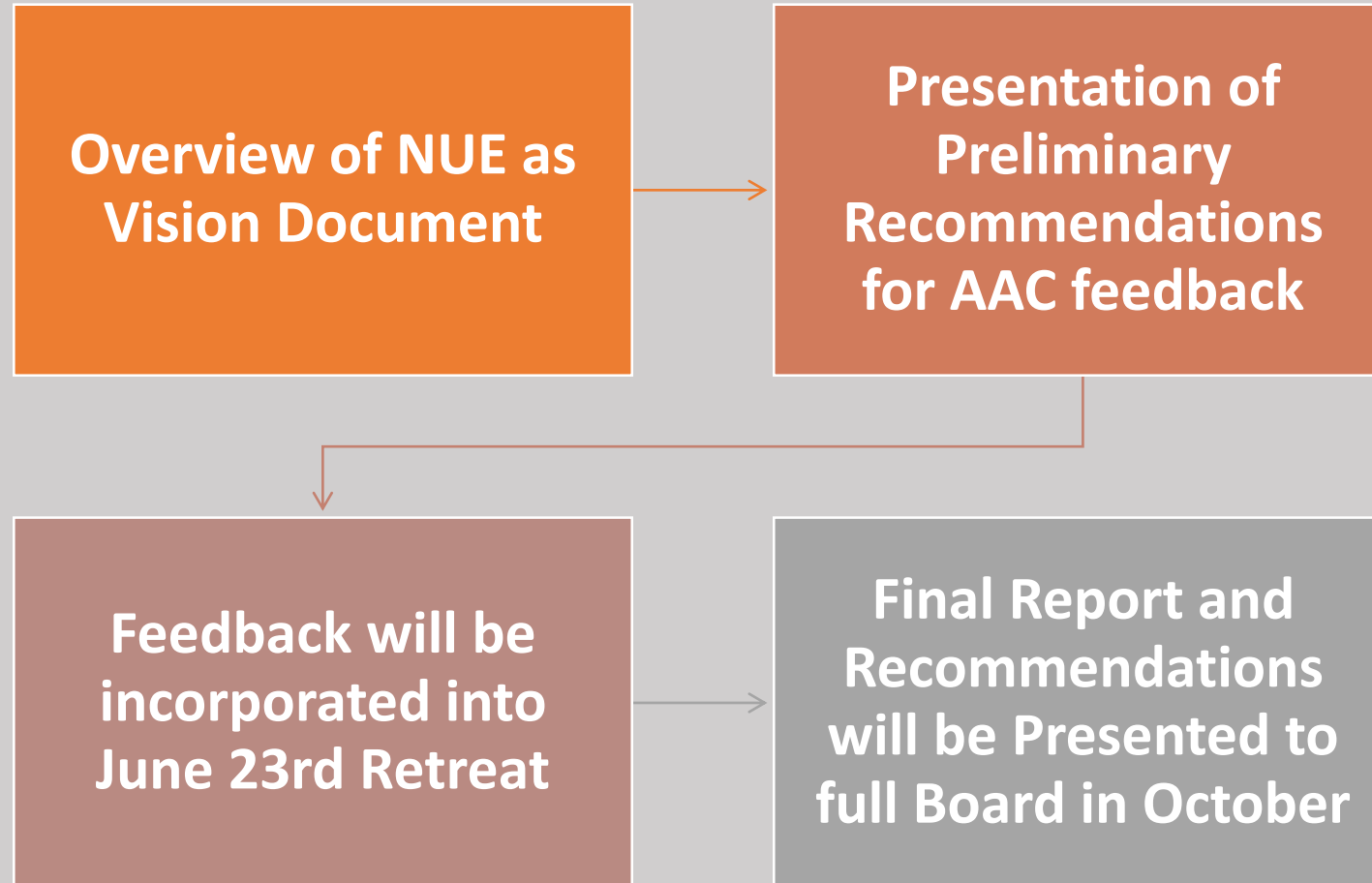
NUE Structure and Process

A Student Bill of Rights

Preliminary Recommendations

- Admissions and Transfer
- The Curriculum
- Faculty and Pedagogy
- The Co-Curriculum and Student Support

Discussion

Purpose of Today's Presentation

Overview of NUE as Vision Document

Presentation of Preliminary Recommendations for AAC feedback

Feedback will be incorporated into June 23rd Retreat

Final Report and Recommendations will be Presented to full Board in October

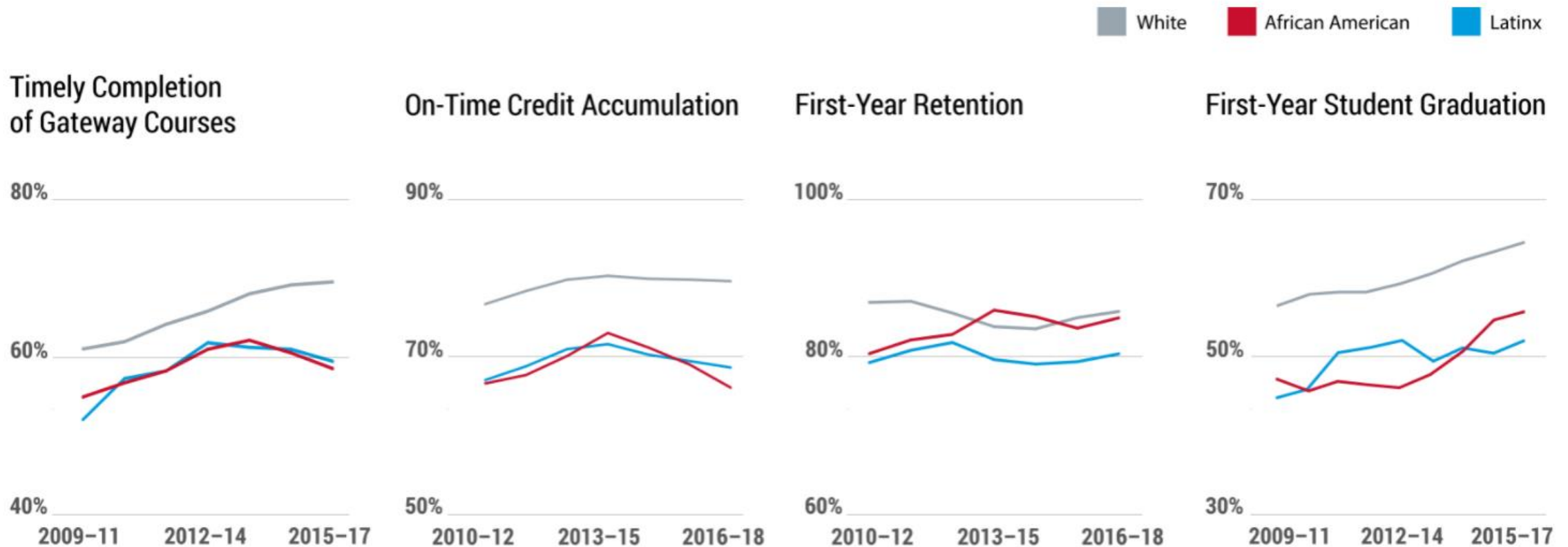# NUE's Foundational Principles

- Massachusetts public higher education institutions educate adults, parents, workers, part-time students, transfers, career-changers, certificate students, and stop-outs. Our students are first-generation, low-income, LGBTQIA+, English language learners, and racially, religiously, and neurologically diverse. These intersectionalities of race, class, gender, disability, sexuality, nationality, place of origin, and religion profoundly shape how students engage with higher education and should be thought of as assets they bring with them to enrich our institutions.

- The fundamental premise of the *New Undergraduate Experience* is that the mission of public higher education as an engine of socio-economic mobility and critically engaged citizenship, must be realized through a commitment to advancing racial equity and justice in higher education. Central to the project of advancing racial equity is a relentless belief in the strengths, assets, and cultural wealth of all our students, as well as a recognition that our academic structures, policies and practices have functioned as barriers to student success.

- *NUE*'s recommendations therefore focus on building the capacity of staff and faculty to recognize the assets our students bring with them and to facilitate their learning and success, and on redesigning our institutions, systems, and structures rather than remediating students.

- **NUE aspires to be bold, visionary and transformative.**

Our data show that while overall completion rates are improving, the equity gap is widening

Source: MA DHE Data Center

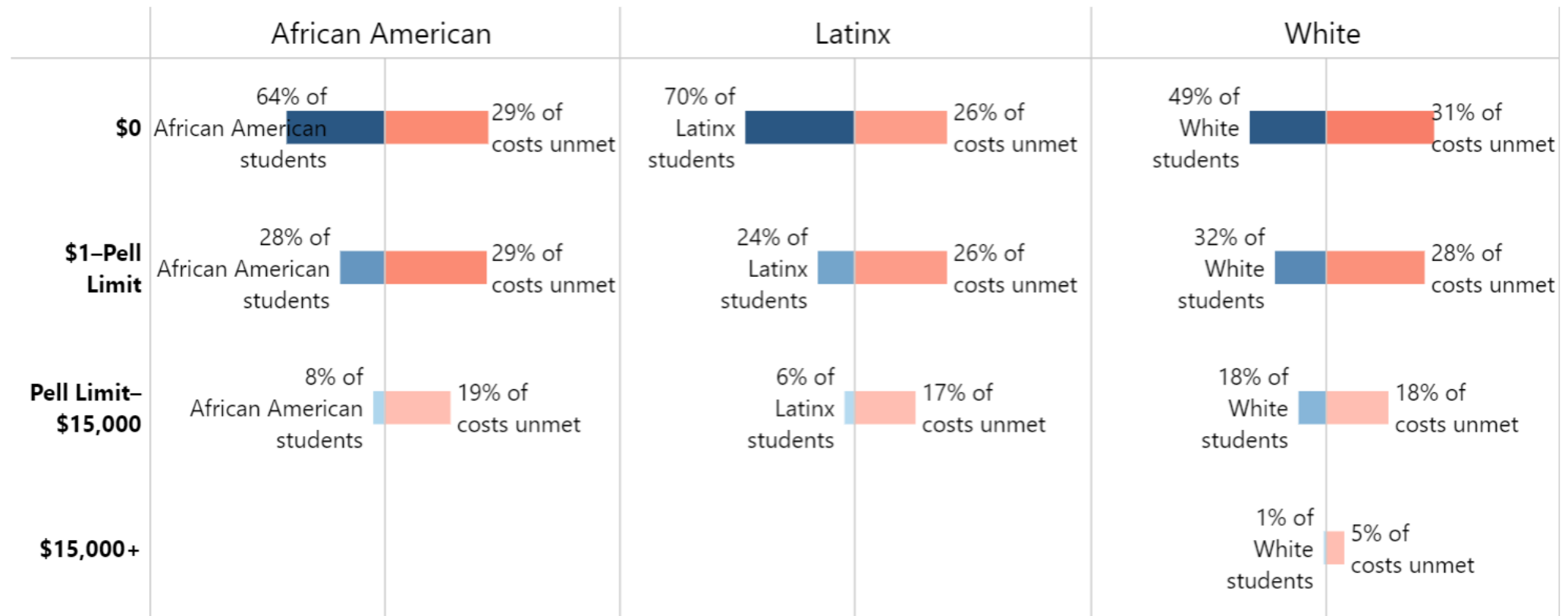**State University Student Success Metrics: Gaps by Race/Ethnicity**

Average Rate among State Universities

Legend: White | African American | Latinx

Timely Completion of Gateway Courses
- 80%
- 60%
- 40%
- Years: 2009–11, 2012–14, 2015–17

On-Time Credit Accumulation
- 90%
- 70%
- 50%
- Years: 2010–12, 2013–15, 2016–18

First-Year Retention
- 100%
- 80%
- 60%
- Years: 2010–12, 2013–15, 2016–18

First-Year Student Graduation
- 70%
- 50%
- 30%
- Years: 2009–11, 2012–14, 2015–17

The blue bars demonstrate that students of color with unmet need are more likely to be found in the lower Expected Family Income (EFC) ranges than white students
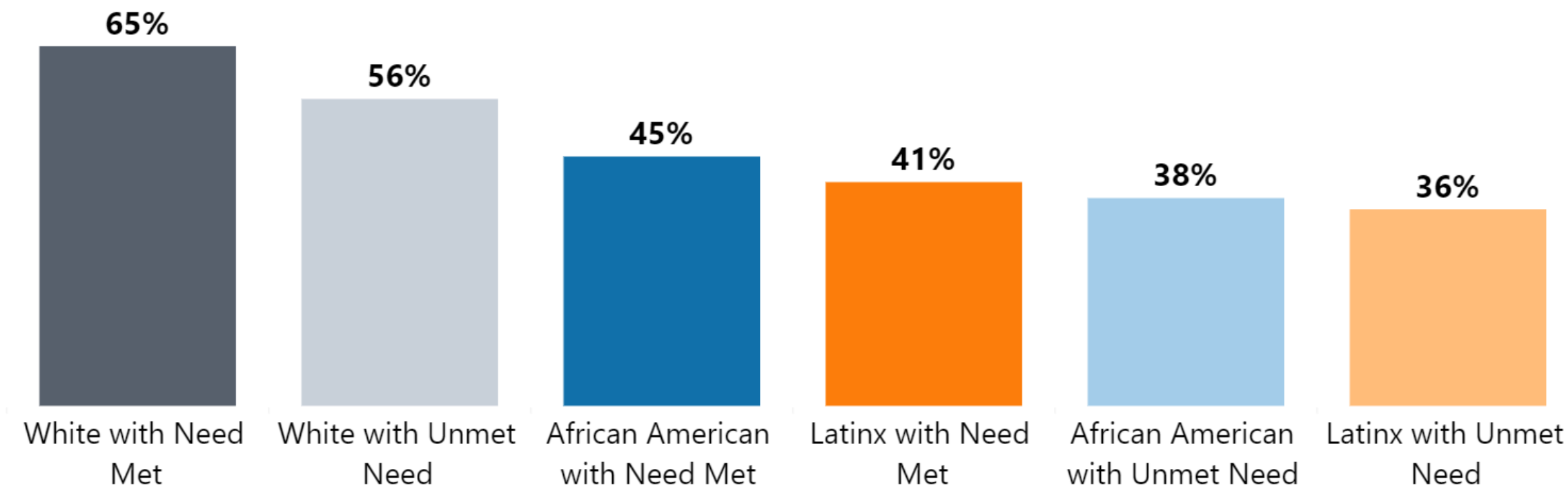Source: MA DHE Data Center

Of African American, Latinx and White students who had Unmet Need on Direct Costs, how were they **distributed by EFC range,** and respectively, what **percentage of their costs were unmet** by their EFC and non-loan aid?

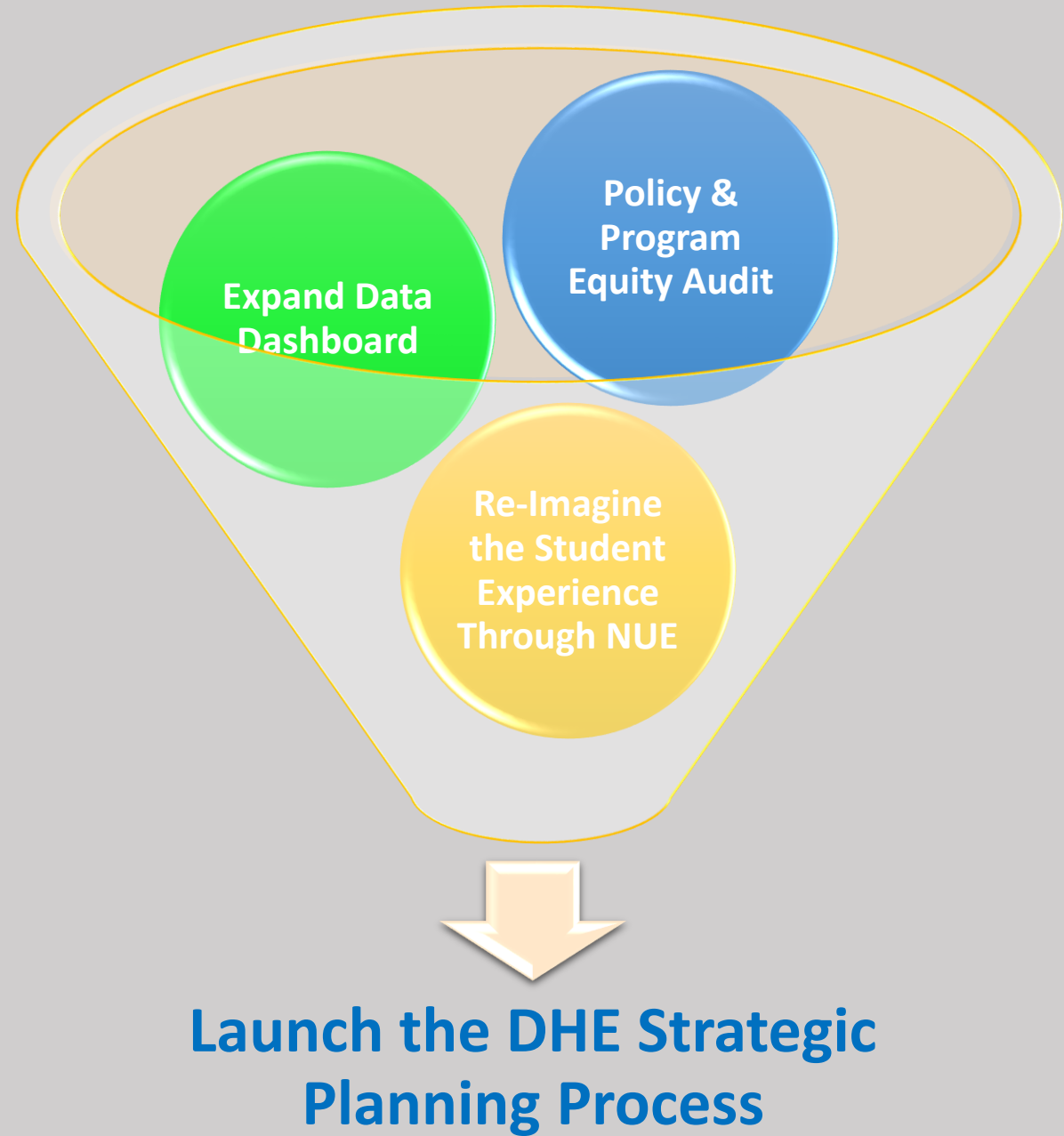|	African American	Latinx	White
$0	64% of African American students — 29% of costs unmet	70% of Latinx students — 26% of costs unmet	49% of White students — 31% of costs unmet
$1–Pell Limit	28% of African American students — 29% of costs unmet	24% of Latinx students — 26% of costs unmet	32% of White students — 28% of costs unmet
Pell Limit–$15,000	8% of African American students — 19% of costs unmet	6% of Latinx students — 17% of costs unmet	18% of White students — 18% of costs unmet
$15,000+			1% of White students — 5% of costs unmet

But inequitable outcomes are not attributable to socio-economic status alone. Controlled for SES, students of color still have inequitable access and outcomes.

What percentage of first-time, full-time students who initially enrolled at a Massachusetts public college or university in fall 2011 **earned a degree** *anywhere* within six years?
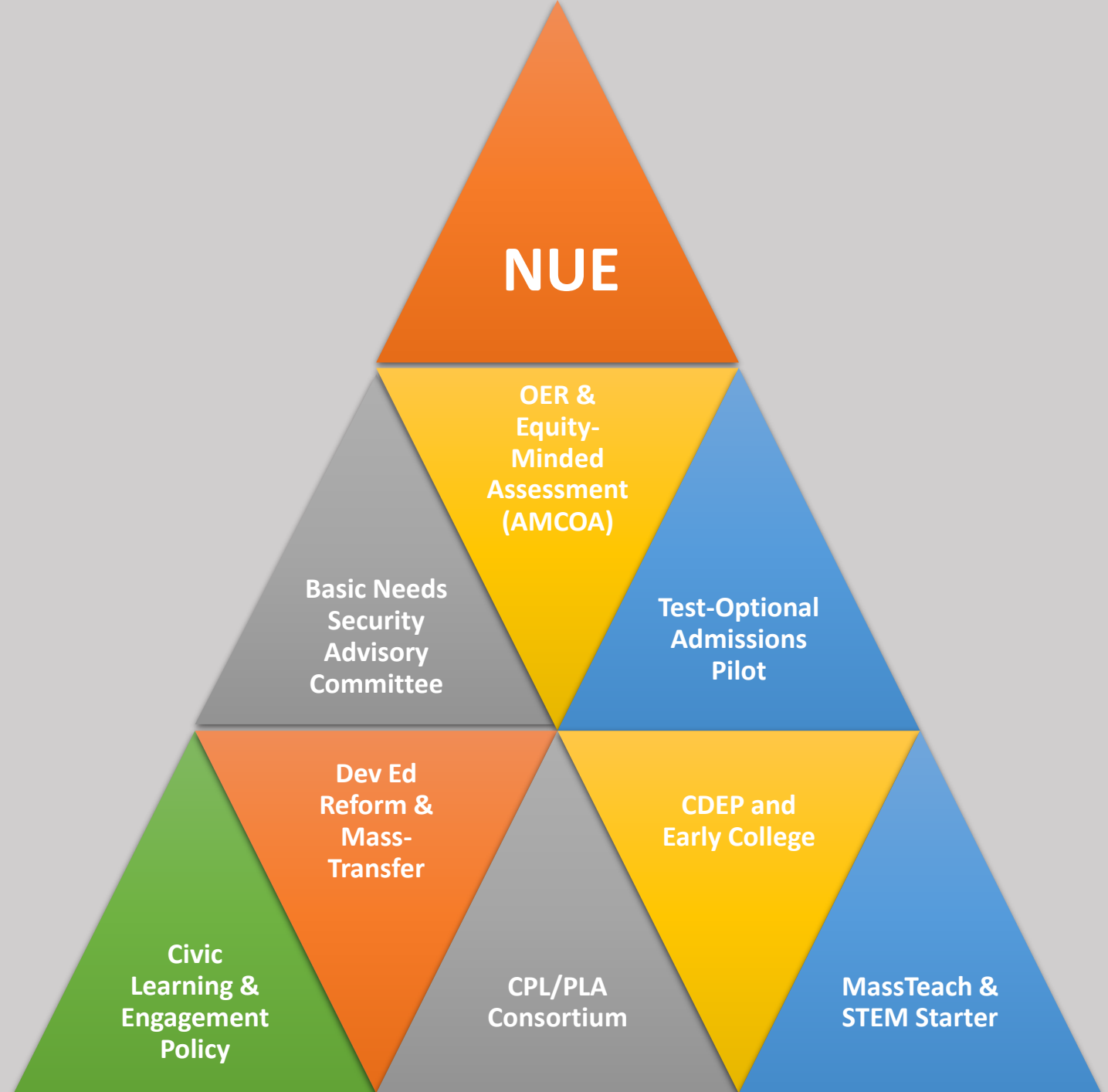
White with Need Met	White with Unmet Need	African American with Need Met	Latinx with Need Met	African American with Unmet Need	Latinx with Unmet Need
65%	56%	45%	41%	38%	36%

NUE is an Integral Part of the DHE's Equity Action Plan

Expand Data Dashboard

Policy & Program Equity Audit

Re-Imagine the Student Experience Through NUE

Launch the DHE Strategic Planning Process

NUE Builds on Existing DHE Equity Efforts, and Ensures Others Adopt an Equity Focus

NUE

OER & Equity-Minded Assessment (AMCOA)

Basic Needs Security Advisory Committee

Test-Optional Admissions Pilot

Dev Ed Reform & Mass-Transfer

CDEP and Early College

Civic Learning & Engagement Policy

CPL/PLA Consortium

MassTeach & STEM Starter

Committees and Structure

Steering Committee

Co-Chairs: Patty Eppinger and Dr. Constanza Cabello

Teaching and Learning Committee

Tri-Chairs: Dr. Paul Hernandez, Cynthia Lynch, and Dimitri Moore

Student-Ready Institutions Committee

Tri-Chairs: Dr. Deanna Yameen, Marquis Taylor, and Dezary Guzman

| Faculty, Curriculum and Pedagogy | Professional Development and Assessment | Foundational Elements | Institutional Culture | Transitions | Holistic Student Supports |

9

Stakeholders and Process

Broadly inclusive membership of 60+ people representing all 29 institutions, from Presidents and Chancellors to executive leadership, administrators, staff, faculty and students, and external partners such as employers, advocacy organizations, the K-12 sector, and the AAC&U

Monthly Committee Meetings	Weekly/ Biweekly Working Group Meetings	6 Student Focus Groups with Students from NUE and SAC	Three All-Committee Joint Meetings	One All-Committee Retreat (upcoming)

Key Themes from Student Focus Groups

What Our Students Want:

- **Additional Support at Important Moments of Transition**

- **To See Their Identities Reflected and Valued in the Curriculum and on the Campus**

- **To Be Represented in Student Government and to Have a Voice in Decisions that Affect Them**

- **For Institutions to be Transparent and Accountable in Implementing the Equity Agenda**

A Student Bill of Rights

Students Have The Right To:

- Clear, accessible, and understandable financial information, and affordable and predictable education costs

- Welcoming, inclusive, and safe campus environments

- Equitable access to experiential learning opportunities, in and out of the classroom

- Inclusive, anti-racist, and culturally responsive curricula and pedagogies

- Diverse and supportive faculty and staff who are equity-minded higher education practitioners

- Timely and relevant pathways to graduation and employment

- A voice in the decisions that impact their education

But to fulfill these promises to all our students, we must focus on racial equity

Cross-Cutting Recommendations

The Equity Agenda will be the guiding paradigm for the curricular and co-curricular undergraduate experience

The access, success, retention, persistence and graduation of our Black, Latinx, Asian, Indigenous and other students of color will be prioritized

Data must be both disaggregated and intersectional

Equity-based policy and program audits will be regularly implemented by institutions and system
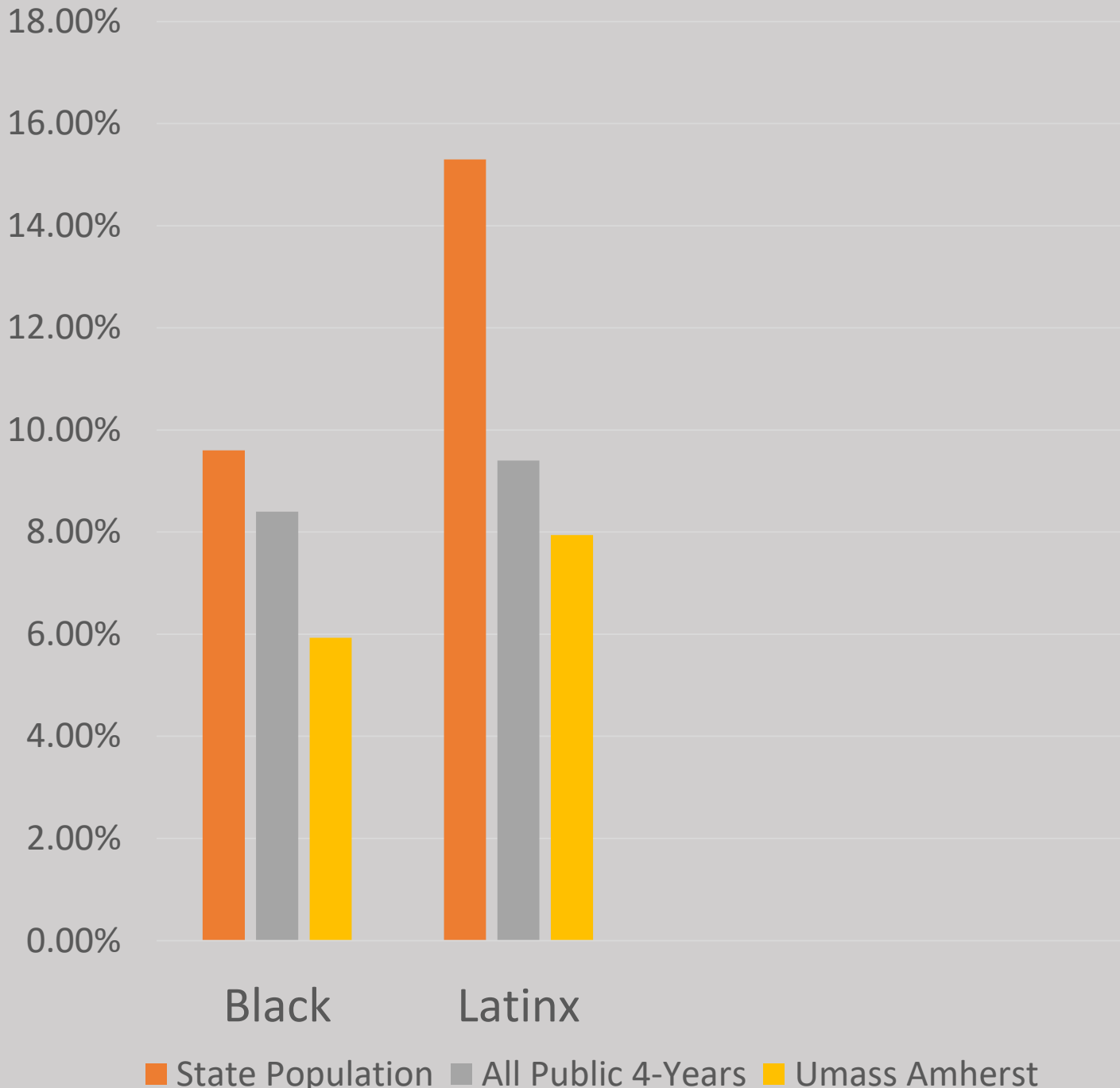
All trustees, executives, faculty, and staff will participate in racial educational equity professional development

Accountability structures will be created to ensure that racial equity and justice progress is being made

Admissions & Transfer

Goals

- Replace race-neutral admissions policies that have been shown to advantage white students with race-conscious admissions policies and practices
- Eliminate barriers in application and enrollment for students of color and for populations of students where students of color are over-represented
- Achieve racial equity in enrollment and transfer, so that student diversity reflects the diversity of local and state populations.
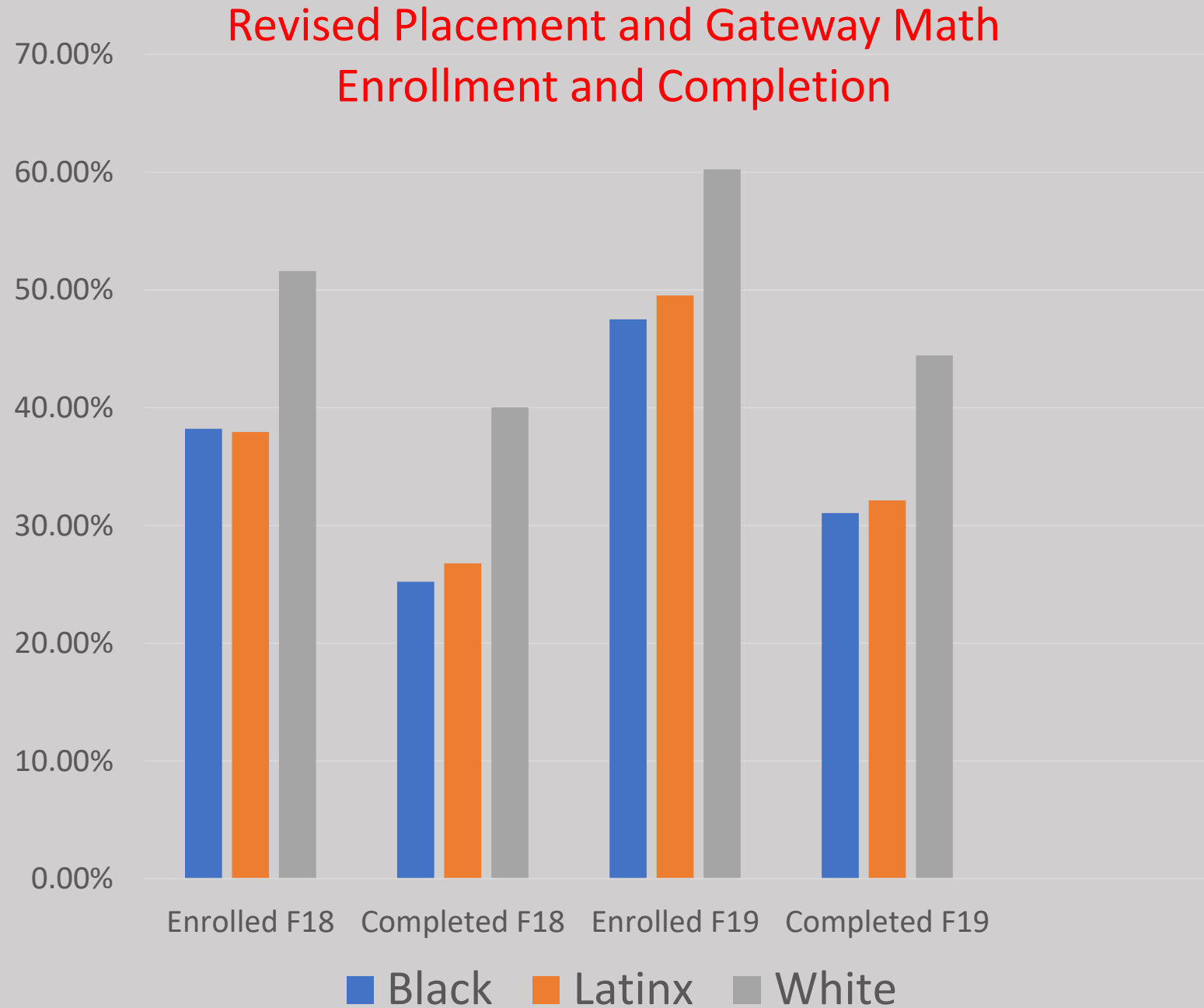
Key Preliminary Recommendations

- Examine admissions practices through a racial equity lens
- Develop "opt-out" admissions policies
- Develop a statewide dual admission program
- Institutions will be required to use the Massachusetts Articulated System of Transfer (MAST) common course numbering system
- Develop system that will automatically contact qualifying transfer students to complete the ReverseTransfer/FERPA release form when eligible for the associate degree.

Developmental Education, English Language Learners (ELL), & Credit for Prior Learning (CPL)

Developmental Education is a Barrier to Student Success

Source: MA DHE Enrollment and Completion Data

Revised Placement and Gateway Math Enrollment and Completion

Black   Latinx   White

Developmental Education, English Language Learners (ELL), & Credit for Prior Learning (CPL)

Goals

- Eliminate barriers for students of color to enroll in credit-bearing coursework
- Replace deficit and remediation models with asset and strengths-based approaches that recognize student cultural wealth

Key Preliminary Recommendations

- Reconvene and charge statewide Developmental Education Advisory Board with phasing out non-credit Developmental Education
- Create and charge a DHE-led state-wide ELL working group with redesigning and aligning ELL programs
- Strengthen Prior Learning Assessment (PLA or CPL) consortium by including 4-year Institutions
- Create transfer agreement and partnership among all 4-year institutions to recognize Credit for Prior Learning awarded by community colleges

A Rejuvenated Core Curriculum

"In a society marked by deep and persistent disparities based on race, ethnicity, and socioeconomic status, LIBERAL EDUCATION OFFERS THE BEST MEANS TO THE DEMOCRATIC END OF UNIVERSAL ACCESS TO OPPORTUNITY AND TO FULFILL THE PROMISE OF SOCIAL MOBILITY. Put simply, if the learning outcomes of a liberal education correspond to the proficiencies required for engaged citizenship and for success in the workplaces of today and tomorrow—and educators and employers alike agree that they do —then liberal education can unleash the potential of those otherwise most likely to be excluded from full participation in civic and economic life."

Association of American Colleges and Universities, "What Liberal Education Looks Like: What It Is, Who It's For, and Where It Happens" (2020)

A Rejuvenated Core Curriculum

Goals:

- A system-wide Core framework that is student-centered, culturally relevant, and learning outcomes-driven, with racial justice, equity, and recognition of student cultural wealth as foundational principles

Key Preliminary Recommendations

- Replace "General Education" terminology with "Core Curriculum"
- Create and charge a broadly inclusive working group with the examination and re-design of the Core
- Replace "diversity" or "multicultural" Gen Ed requirements with a racial equity and justice Institutional Learning Outcome

High-Impact Practices & the Co-Curriculum

High Impact Practices (HIPs) are Effective in Improving Outcomes for Black and Latinx Students and Closing Equity Gaps

Table 2: **Academic Outcomes for HIP Participants and Non-Participants, for Black and Hispanic Students**

	Black students (n=5,718)			Hispanic students (n=1,616)			All students (n=18,850)		
		No HIP	HIP		No HIP	HIP		No HIP	HIP
Fall-Spring retention	+8%	59%	67%	+6%	73%	79%	+7%	66%	73%
Fall-Fall retention*	+8%	35%	43%	+4%	50%	54%	+7%	42%	49%
Earned 12 credits in first term	+10%	25%	35%	+8%	46%	54%	+7%	40%	47%
Earned 24 credits in first year	+5%	12%	17%	+4%	31%	35%	+6%	25%	31%
Complete GK math in first year	+7%	22%	29%	+6%	39%	45%	+7%	32%	39%
Complete GK Eng. in first year	+11%	40%	51%	+13%	51%	64%	+10%	43%	53%
Complete Both GK Eng. & Math	+5%	18%	23%	+7%	30%	37%	+6%	23%	29%

Source: TBR data
With the exception of coefficients in italics among Hispanic students, all differences between HIP participants and non-participants are significant at p<.05.
*Fall-Fall retention data is only available for Fall 2018 students and is restricted to this cohort.
Percentages represent average marginal effects from regressions that control for gender, age, race/ethnicity, Pell receipt, English and math gatekeeper course enrollment, learning support course enrollment, enrollment intensity, prior credits earned, institution, and start term.
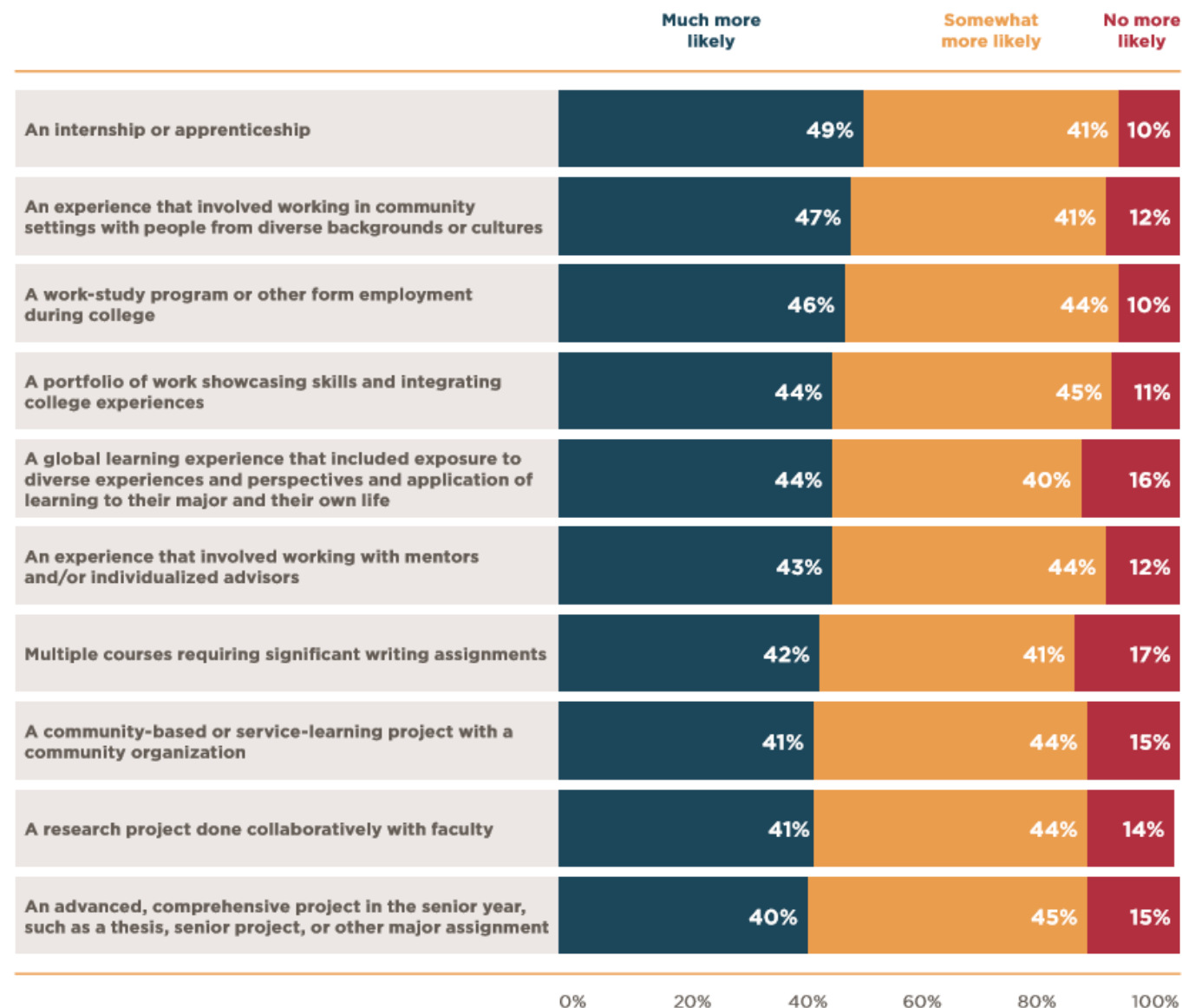
Source: Tennessee Board of Regents and the Lumina Foundation, February 2021

High-Impact Practices & the Co-Curriculum

HIPs Make College Graduates More Attractive to Employers

Source:
Ashley Finley, "How College Contributes to Workforce Success: Employer Views on What Matters Most" (AAC&U, 2021)

Employers value applied experiences, but internships lead the list of what makes employers "much more likely to consider" hiring a candidate.

	Much more likely	Somewhat more likely	No more likely
An internship or apprenticeship	49%	41%	10%
An experience that involved working in community settings with people from diverse backgrounds or cultures	47%	41%	12%
A work-study program or other form employment during college	46%	44%	10%
A portfolio of work showcasing skills and integrating college experiences	44%	45%	11%
A global learning experience that included exposure to diverse experiences and perspectives and application of learning to their major and their own life	44%	40%	16%
An experience that involved working with mentors and/or individualized advisors	43%	44%	12%
Multiple courses requiring significant writing assignments	42%	41%	17%
A community-based or service-learning project with a community organization	41%	44%	15%
A research project done collaboratively with faculty	41%	44%	14%
An advanced, comprehensive project in the senior year, such as a thesis, senior project, or other major assignment	40%	45%	15%

0%   20%   40%   60%   80%   100%

High-Impact Practices & the Co-Curriculum
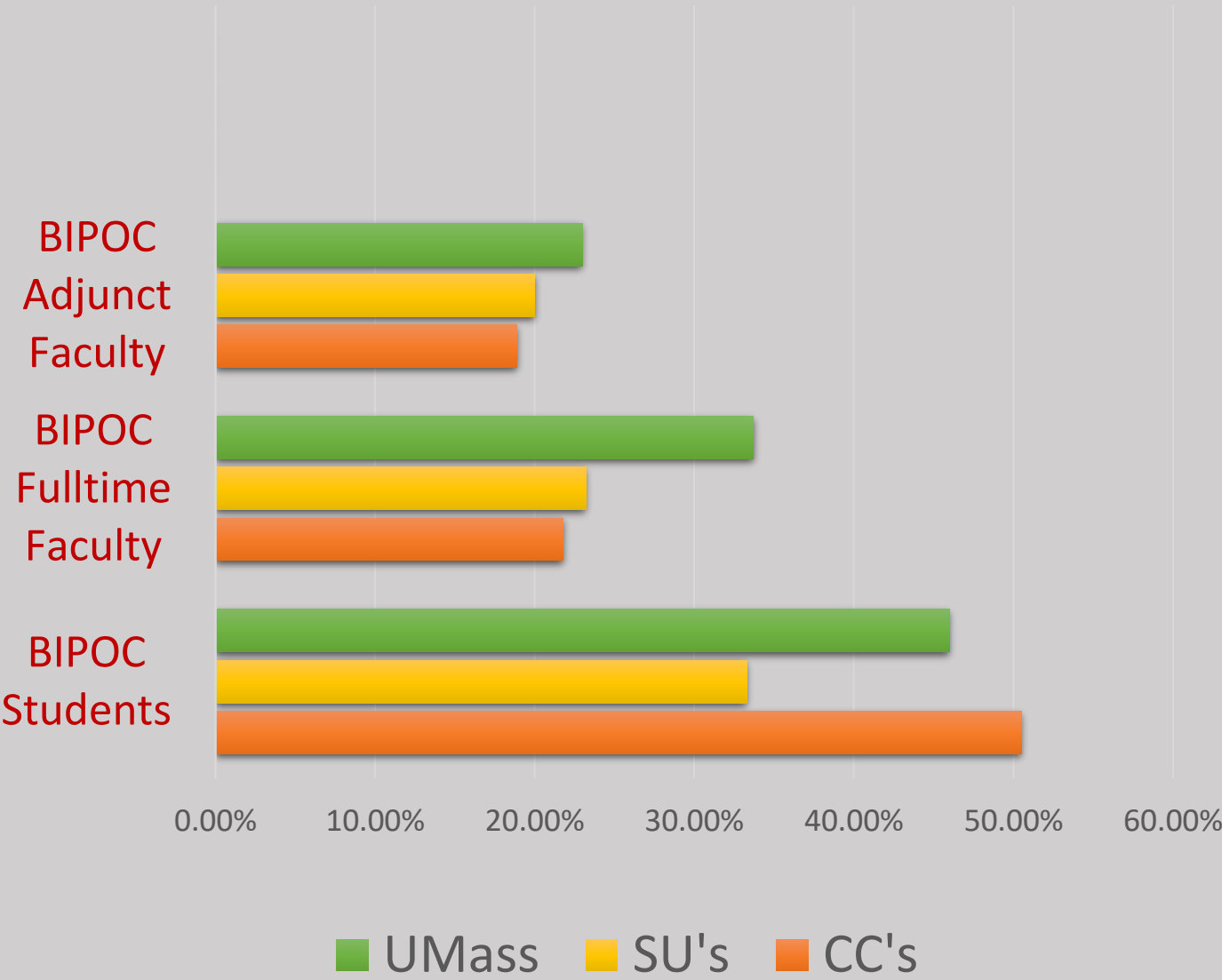
Goals

- Recognition that HIPs and co-curricular learning ("experiential learning") are essential to both liberal arts and professional education and are effective in closing equity gaps and ensuring graduate employment
- Achieve racial equity in student participation and successful outcomes in experiential learning opportunities
- Implementation of co-curricular learning outcomes, including awareness of and competence in racial justice and equity.

Key Preliminary Recommendations

- Create visible mentoring networks of faculty, staff, alumni, and employers of color
- Identify and eliminate barriers to high-impact/co-curricular experiences and prioritize participation and success of all students of color
- Create system-wide community of practice that includes employers as well as higher education practitioners

Hiring, Supporting & Retaining Faculty & Staff of Color

The Diversity of Our Students Is Not Reflected in the Diversity of Our Faculty

Source: MA DHE Student Enrollment and Employee Date

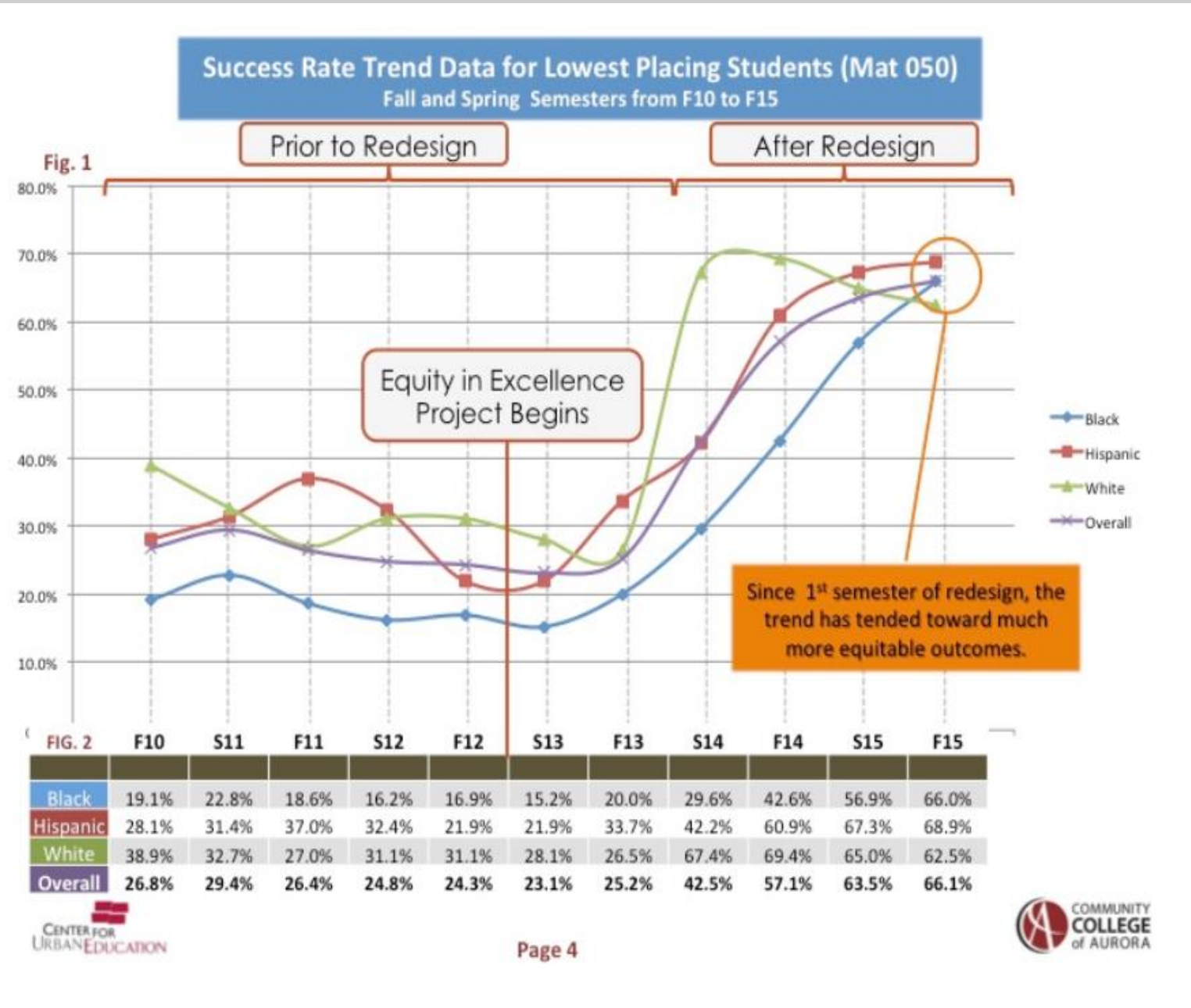# Hiring, Supporting & Retaining Faculty & Staff of Color

Goals

- A highly diverse faculty and staff at our public institutions that reflect the diversity and identities of our students
- Institutional cultures that acknowledge, recognize and reward the invisible labor of faculty and staff of color

Key Preliminary Recommendations

- Each campus will have a CDO with sufficient resources
- Implement hiring, tenure, and promotion processes that prioritize racial equity and equity-mindedness
- Institute a DHE-supported, system-wide commitment to developing students of color to be the faculty of the future

Equity-Minded Teaching, Learning & Assessment & Professional Development For Faculty & Staff

Professional Development Works: When Faculty Re-Design Their Courses and Pedagogies, Equity Gaps Close and All Students Benefit

Success Rate Trend Data for Lowest Placing Students (Mat 050)
Fall and Spring Semesters from F10 to F15

Fig. 1

Prior to Redesign · After Redesign

Equity in Excellence Project Begins

Since 1st semester of redesign, the trend has tended toward much more equitable outcomes.

Black · Hispanic · White · Overall

FIG. 2	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15	F15
Black	19.1%	22.8%	18.6%	16.2%	16.9%	15.2%	20.0%	29.6%	42.6%	56.9%	66.0%
Hispanic	28.1%	31.4%	37.0%	32.4%	21.9%	21.9%	33.7%	42.2%	60.9%	67.3%	68.9%
White	38.9%	32.7%	27.0%	31.1%	31.1%	28.1%	26.5%	67.4%	69.4%	65.0%	62.5%
Overall	26.8%	29.4%	26.4%	24.8%	24.3%	23.1%	25.2%	42.5%	57.1%	63.5%	66.1%

CENTER FOR URBAN EDUCATION

Page 4

COMMUNITY COLLEGE of AURORA

Equity-Minded Teaching, Learning & Assessment
&
Professional Development for Faculty and Staff

Goals

- **Teaching and learning experiences that are student-centered, affirm students' cultures and identities, cultivate critical consciousness of race, gender, and intersectional identities, maintain high expectations for academic success and teaching excellence, and utilize low-cost and no-cost classroom materials (OER)**
- **Race-conscious, holistic, qualitative as well as quantitative assessment of student learning, featuring disaggregated data by race and gender as well as intersectional factors such as first-generation status and age**
- **A faculty and staff adept in culturally responsive/sustaining, trauma-informed practices and pedagogies and universal design (UD), committed to designing curricula that reflect the diversity of student experiences and identities, aware of the histories of racial inequity and injustice that have shaped higher education and our society generally, and committed to using data and assessment to improve practices**

Key Preliminary Recommendations

- **Enhance and scale up DHE-supported, system-wide platforms for collaborative professional development**
- **Institutional commitment to resources for equity-minded assessment, including support and PD for faculty-led learning outcomes assessment as well as resources for Institutional Research Offices**

Curricular and Co-Curricular Advising & Support

Race-Neutral Academic Policies Have Inequitable Effects

MA Community College X Grade Appeal Data

Source: Internal data provided by MA Community College for HEIF Grant

Curricular and Co-Curricular Advising & Support

Integrating Career & Academic Advising Gives Students Clear & Relevant Pathways to Graduation & Employment

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How to Build an
Experiential Major Map

Four Key Elements for Designing Experiential Major Maps

1. Road Map for Timing of Student Activity
2. Key Pillars of the Student Experience
3. Academic, Cocurricular, and Support Services Info
4. Career Outcomes Information

Students often struggle to navigate and connect institutions' siloed, disparate academic and cocurricular opportunities. Faculty, academic leaders, and student services leaders can guide students in their decision-making by clearly articulating how academic and nonacademic opportunities fit together. To enable this articulation, leading institutions provide experiential major maps that help students make informed coursework decisions, encourage integration of complementary experiences, and drive engagement at opportune moments on their pathways to degree.

Look to the example at right to learn how each element is used in map design.

History | Bachelor of Arts
EXPERIENTIAL MAJOR MAP

EAB University

	FIRST YEAR	MIDDLE YEARS	LAST YEAR	
Cultivate Learning and Academic Excellence	• Review general education requirements and pick the best-fit thematic curriculum pathway • Review program requirements with your academic advisor • Register for Introduction to History (HIST 105)	• Apply for the Problem-Based Learning Fellowship program • Consider adding a minor or certificate in another field such as business, marketing, or computer science • Meet with an advisor to check progress to degree	• Work with an advisor to ensure you have no outstanding course requirements • Complete your senior capstone • Submit your capstone paper to the EAB University Historical Review or another journal for an opportunity to get published • Apply to graduate	**Academic Success Checklist** ☐ Discover library resources ☐ Book an appointment with your academic advisor ☐ Visit the writing and tutoring center ☐ Complete FAFSA and academic scholarship applications
Engage Globally and Locally	• Participate in Orientation Abroad and the corresponding reflection seminar • Sign up for a foreign language course and join a foreign language club • Visit the International Student Center to learn about study abroad opportunities, clubs, on-campus events, and spring break community impact	• Speak with a professor about research opportunities in your department • Submit a study abroad program and funding application to the Study Abroad Office • Visit the Center for Service Learning and Civic Engagement or the Global Affairs Center for volunteer opportunities • Attend speaker and special events hosted by the History Department	• Integrate electives with a global or local focus (Virtual DC or Sustainability in DC) • Participate in multicultural events and complete the Multicultural Certificate • International students interested in staying in the country should connect with the International Student Advising Center	**72%** Of history students study abroad **89%** Of history students complete an internship
Prepare for Post graduation Success	• Consider taking a first-year history field exposure course • Attend the College-to-Career orientation session with Career Services and fill out the career fields of interest form • Speak with Career Services about on-campus and summer job opportunities	• Meet with Career Services about internship opportunities • Take on a leadership role in a student club or association • Attend the Career Fair to explore postgraduation career opportunities	• Attend an alumni networking event • Complete the Curriculum-to-Career course to translate your experience in preparation for the student expo • Assess professional skill and experience gaps and take corresponding Career Services workshops and Career Readiness courses • If considering graduate school, take a scholarship proposal-writing workshop and discuss options with your advisor	**Career Development Checklist** ☐ Join a student group ☐ Make an appointment with a career advisor ☐ Apply for on-campus jobs ☐ Complete the College-to-Career course series ☐ Participate in a mock interview ☐ Complete Career Services Certificate of Readiness

4 Career Information

What Skills Do Employers Want?
- Communicate clearly and effectively
- Work in a team
- Solve problems and make decisions
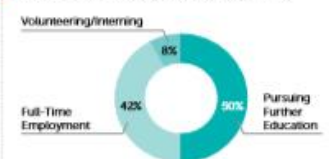- Analyze quantitative data
- Lead and influence others

This Major Gives Me the Skills to:
- Understand how political, social, economic, and cultural change occurs
- Connect current events to historical trends and narratives
- Research and synthesize large amounts of material and identify relevant information
- Prioritize tasks, meet deadlines, and manage time
- Present ideas clearly and concisely
- Engage with complex narratives

What Careers Can I Pursue?
- Museum curator
- Advancement officer
- Lawyer
- Program coordinator
- Social policy researcher
- Marketer
- Government consulting

Where Our Students Go One Year Out:
Volunteering/Interning 8%
Full-Time Employment 42%
Pursuing Further Education 50%

EAB | Academic Affairs Forum

For step-by-step guidance on map development, download our Experiential Major Maps Workbook.
eab.com/aafmajormaps

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Curricular and Co-Curricular Advising & Support

Goals

- Implementation of equitable and just policies concerning academic progress, leave, withdrawal and readmission
- Integration of co-curricular career advising and curricular academic advising throughout entire undergraduate experience for all students, and especially students of color
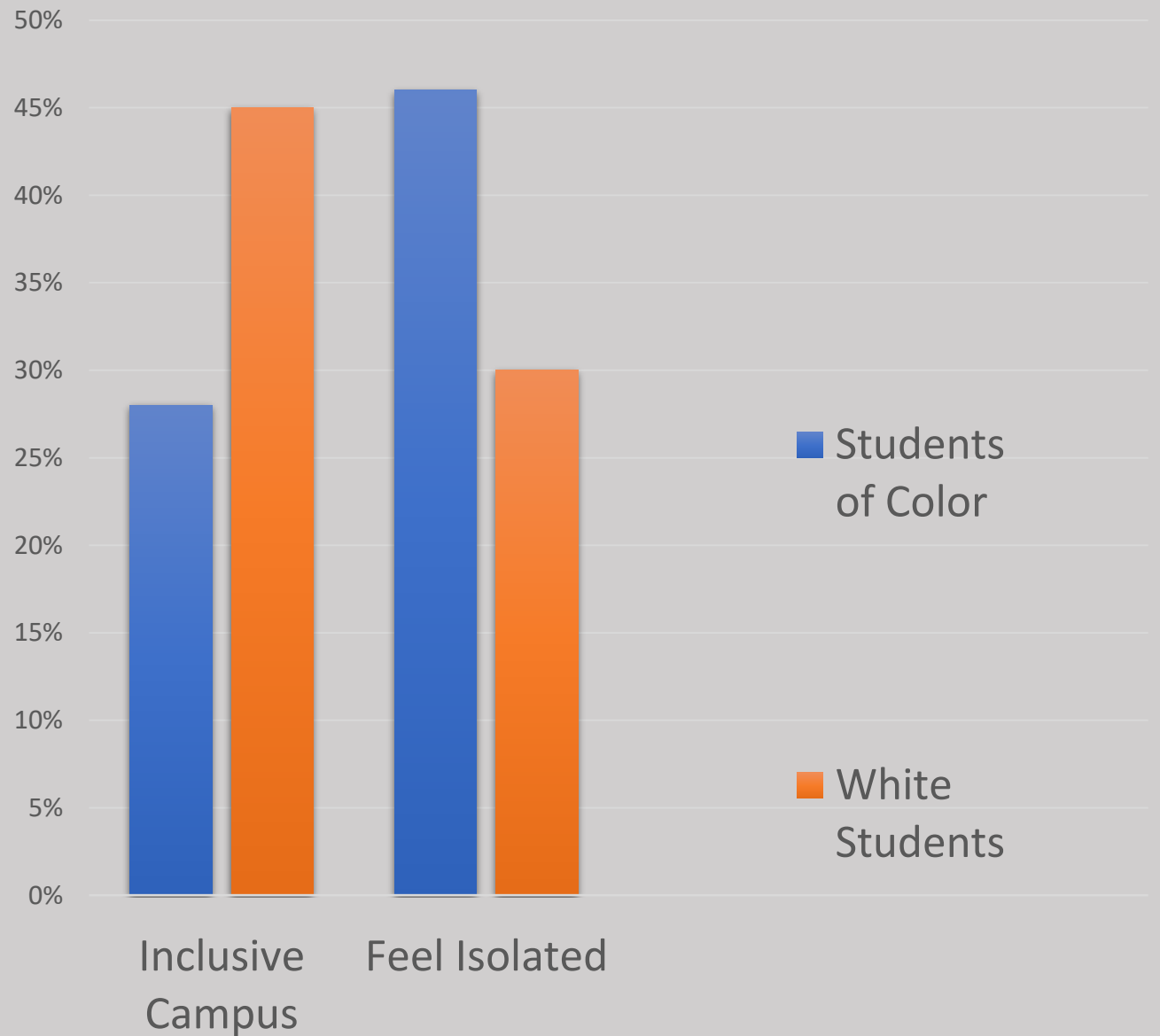
Key Preliminary Recommendations

- Examine campus and system discipline, financial, probation, leave (including medical leave), withdrawal, and readmissions policies through an equity lens
- Implement flexible and accelerated semesters and scheduling to give students multiple on-ramps back into learning
- Ensure and prioritize equitable access to career development and networking capital for students of color and populations among whom students of color are over-represented (first gen, e.g.)

Mental Health, Safety & Wellness

"We are told to pursue higher education and go to college, but colleges are not ready for us as students of color."

--NUE Student Member

Source: https://www.jedfoundation.org/steve-fund-jed-launch-equity-mental-health-framework-support-college-students-color

Mental Health, Safety & Wellness

Goals

- A proactive, predictive, assets-based, equity-centered, "No Wrong Door" culture of dignity, respect, safety, compassion and care
- Seamless, wraparound support that ensures access and integrates academic and career advising with academic support, mental health, safety and wellness, housing and food security, digital access, and restorative justice

Key Preliminary Recommendations

- Review and revise campus policing practices to address racial trauma, center wellness and mental health awareness, and incorporate restorative justice practices
- Explore partnerships with community agencies and other providers to amplify mental health support designed for students of color
- Support the recommendations of the Basic Needs Security Advisory Committee