Doing More With Less:

How Minority-Serving Institutions Can Maximize Resources and Implement Cost-Effective Success Strategies

Hosted by the Institute for Higher Education Policy

June 12, 2013

2:00-3:30 PM EST
Submitting Online Questions & Comments

• Questions and comments may be submitted at any time during the presentation.

• To submit a question:
  • Type your question into the dialogue box and click the Send Button.
  • Questions will be addressed during the Q&A session.
Doing More With Less:

How Minority-Serving Institutions Can Maximize Resources and Implement Cost-Effective Success Strategies

Hosted by the Institute for Higher Education Policy

June 12, 2013

2:00-3:30 PM EST
About IHEP

Our Mission
Committed to improving college access and success in higher education for all students—with a special focus on underserved populations—by providing timely research to inform public policy decisions.

Our Vision
Envisions a world where all people—particularly populations who have been underserved—have the opportunity to reach their full potential by participating and succeeding in higher education.
About the Lumina MSI-Models of Success Program

Five Objectives of the Program:

• To improve the capacity of MSIs to collect, analyze and use data to inform decisions that will promote student success.
• To create a collective voice for policy advocacy on behalf of MSIs.
• To strengthen policy and practice to improve developmental education in MSIs.
• To increase MSIs' commitment to transparency and effectiveness in improving student learning outcomes.
• To increase the postsecondary completion of traditionally underserved students, especially men of color.
About the Lumina MSI-Models of Success Program

Grantees:

- American Indian Higher Education Consortium (AIHEC)
- California State University-Monterey Bay
- Florida International University
- Jackson State University
- Salish Kootenai College
- Southern Education Foundation
- University of North Carolina System
- University of Texas-El Paso

Publications:

Visit www.ihep.org to download free copies of featured publications.

- The Role of Minority Serving Institutions in College Completion Goals
- Using Data to Improve Minority-Serving Institution Success
- Rethinking Remedial Education: The Role of MSIs in Serving Underprepared Students in the 21st Century.
Creative Ways to Address Funding Challenges

Goals of the Webinar:

• Illuminate the strategies used by Models of Success grantees and other MSI leaders to address budget cuts and funding challenges while maintaining a focus on improving student success.

• Mobilize fellow higher education institutions to increase student success by highlighting evidence-based practices that can be replicated and brought to scale in cost-effective ways.

• Showcase the potential of intermediary organizations to sustain and scale such efforts.
Webinar Overview

I. Lumina Foundation Remarks

II. Panel Presentations: Doing More with Less at...

- ...Minority-Serving Institutions, with a Focus on HSIs and AANAPISIs
  - Marybeth Gasman, University of Pennsylvania
- ...Tribal Colleges & Universities
  - Carrie L. Billy, American Indian Higher Education Consortium
- ...Historically Black Colleges and Universities
  - Brian Bridges, United Negro College Fund

III. Respondent Presentations: Doing More with Less...

- ...Using Data-Driven Decision Making
  - Donna Ekal, University of Texas El Paso
- ...Through Strategic Planning and Alignment of Resources
  - Bernice Duffy Johnson, North Carolina Central University
- ...By Leveraging Partnerships
  - Rowena Tomaneng, DeAnza College
- ...By Improving Systems Instead of Adding Programs
  - Stacey Sherwin, Salish Kootenai College

IV. Q&A
Lumina Foundation

www.luminafoundation.org

Susan Johnson
Strategy Officer
Lumina Foundation
sjohnson@luminafoundation.org
Doing More With Less:
The Minority-Serving Institution Context

Marybeth Gasman
Professor of Higher Education, Graduate School of Education
University of Pennsylvania
mgasman@gse.upenn.edu
Minority-Serving Institution Context
Minority-Serving Institutions
Educating America’s Underrepresented Students

<table>
<thead>
<tr>
<th></th>
<th>% of Institutions</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBCUs</td>
<td>3%</td>
<td>11% of African American students</td>
</tr>
<tr>
<td>TCUs</td>
<td>&lt;1%</td>
<td>9% of Native American students</td>
</tr>
<tr>
<td>HSIs</td>
<td>4%</td>
<td>50% of Latino students</td>
</tr>
<tr>
<td>AANAPISIs</td>
<td>&lt;1%</td>
<td>20% of AAPI students</td>
</tr>
</tbody>
</table>

MSIs enroll 3.6 million undergraduates – 20 percent of undergraduates nationwide
MSIs Serving Under-Resourced Students

• Over 50% of students at MSIs receive Pell Grants compared to about 1/3 of students nationally

• 98% of African Americans and Native Americans attending HBCUs or TCUs qualify for federal need-based aid

• Yet, tuition rates are, on average, 50 percent lower at MSIs than majority institutions
ROI at MSIs: Producing STEM Graduates

Among STEM bachelor’s degrees awarded in 2010:

• HBCUs produced 18% of African American recipients
• HSIs produced 35% of Hispanic recipients
• TCUs produced 2% of Native American recipients
Native Institutions Strengthening Sovereign Nations: Tribal Colleges & Universities

Carrie L. Billy
President & CEO
American Indian Higher Education Consortium
cbilly@aihec.org

AIHEC is the collective spirit and unifying voice of our nation’s Tribal Colleges and Universities.
TCUs: 37 TCUs (79 Sites – 15 states)

Serving 88,000+ American Indians in 15 states through academic and community education programs.

34 TCUs are chartered by their respective Tribal governments. TCUs are TRIBAL first, educating through a system founded on cultural values, spirituality, language, & community.
15 TCUs offer 4-year degrees; 3 offer Master’s degree

Ave. Age: 16-24 years; FT Males up 34% in 7 yrs

Developmental Challenges: 60-80%

Financial support: 80%

Completion up 32%, Degrees up 17%

TCUs Achieve Success While Being the Most Poorly Funded IHE in the US!
Strengthening Tribal Nations

Comprehensive Education Systems:
- Head Start
- Dual Credit
- STEM Retention: Participatory Research

Preparing Professional Workforce:
- Nursing: 2 TCUs lead Nation in ALs
- Teaching: TCUs lead Nation

SUSTAINABILITY:
- Native Language Restoration
- Climate Change-Sustainability
- Food Sovereignty

Economic Impact & Civic Development:
- ND TCUs = $182M to State's Economy
- Student Leadership & Voting

Building Tribal Nations
AIHEC Vision

Sovereign Nations through Excellence in Tribal Higher Education.
Doing More With Less:
Historically Black Colleges and Universities

Brian K. Bridges
Executive Director, Patterson Research Institute
United Negro College Fund
Brian.Bridges@uncf.org
HBCU Context

- 105 institutions, primarily located in the South and founded prior to 1964
- 53 Private Institutions, 52 Publics
- 90 offer baccalaureate degrees, 52 offer masters degrees and 27 offer doctoral degrees
- Different from predominantly Black institutions which also receive Title III funding
Role of HBCUs in Serving Black Students Nationally

- Nationally, HBCUs represent 3% of all U.S. institutions.

- Despite declines in the proportion of 4-year, African American college students they enroll (about 11%), HBCUs continue to graduate a disproportionate number of them (about 20%).

- Between 1990 and 2011, HBCU enrollments grew 26%.

HBCU Enrollment since 1990
Uneven Funding for HBCUs

In 2009, HBCUs received $4.7B from federal agencies & departments, 2.7% of the total awarded to higher education institutions.

This percentage declined from 2.9% in 2008 despite an almost $800M funding increase to HBCUs.

Mean annual revenue at private HBCUs declined 19% between 2005 and 2009.

HBCU endowments were 20% of the national average as recently as 2009.
Impact of recent changes in Federal Financial Aid for HBCUs

<table>
<thead>
<tr>
<th>Pell Grants</th>
<th>Parent Plus Loans (PPLs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent legislation led to three significant changes to the Pell Grant program</td>
<td>The Department of Education adjusted the criteria used to determine creditworthiness for PPLs, resulting in the loss of thousands of HBCU students to secure full funding</td>
</tr>
<tr>
<td>– Elimination of summer Pell</td>
<td>– Resulted in a loss of over 6,000 students and well over $52M in revenue to HBCUs</td>
</tr>
<tr>
<td>– Reducing maximum award time from 16 to 12 semesters</td>
<td></td>
</tr>
<tr>
<td>– Reducing the EFC threshold</td>
<td></td>
</tr>
</tbody>
</table>

These changes hinder the ability of many HBCU students to enroll, especially when two-thirds of them receive Pell Grants, and chokes off much needed revenue for these institutions.
HBCUs as Best Practice Models

- UNCF’s Patterson Research Institute analysis shows that HBCUs outperform PWIs in retaining and graduating low-income, academically-underprepared AA students.

- HBCUs achieve this success with campus cultures that promote student-faculty interaction, intrusive advising, broadly assessing the student experience and promoting an ethos that focuses on student success despite scant resources.
Doing More with Less Through...

Data-Driven Decision-Making

Donna Ekal
Associate Provost, Office of Undergraduate Studies
University of Texas El Paso
dekal@utep.edu
The University of Texas at El Paso

- UTEP’s nearly 23,000 students are helping it become the first national research university in the U.S. with a 21st century student demographic.

- Ranked #1 by Washington Monthly for fostering student Social Mobility and #12 overall among national research institutions

- Committed to access & excellence with 70 bachelor’s, 75 master’s, and 19 doctoral programs

- UTEP produces more Mexican-American graduates in STEM than any other university in the country

- 85% increase in degrees awarded from 2000 and 2012
• Create an *institutional* model for identifying factors that affect first-time and transfer-student success

• Use the data to drive decision-making to affect a change in student success
• Academic performance in early terms helps identify students at risk of not completing within six years

• Student success is a longitudinal process influenced by both timing factors and time-dependent covariates

• Institution-specific studies are necessary to understanding student success
Outcomes and Lessons Learned

• An institution can foster both access and success

• Talent is everywhere but opportunity is not

• Understanding risk and success factors can change the likelihood of success for all students
• Encourage a **culture of data-informed decision-making** across campus to learn about and promote student success

• **Invest carefully in expensive resources**, evaluate to determine if they address specific institutional needs

• **Use foundation grants to build infrastructure**
Doing More With Less Through...

Strategic Planning and Alignment of Resources

Bernice Duffy Johnson
Associate Provost and Associate Vice Chancellor for Academic Affairs
North Carolina Central University
bjohnson@nccu.edu
NCCU History and Demographics

- Founded in 1909 by James E. Shepard
- 8,604 Students
  - 6,658 UG, 1,946 G, 67% F, 33% M
  - Average Age: 23
  - 90% from North Carolina
  - Average HS GPA = 2.99
- 84% AA, 5% W, 2% H, 1% A, 1% Al
- 64% Low-Income
- Programs
  - 73 Degree, 1 Doctoral
- Retention Rate = 72%
- Graduation Rate = 42.2%
- 1,550 Students Graduated in 2012-2013
Doing More with Less Through Visionary Leadership

Strategic Planning and Strategic Priorities

Reallocation of Resources

Change in Institutional Structure

Academic Program Reviews

Process, Improvement, and Efficiency (PIE)
Strategic Initiatives for Student Success

- Centennial Scholars
- University College
- Faculty Learning Communities
- Academic Progression Policies
- Pathways to Success
- Staffing the Office of Faculty Professional Development
The Student Success Initiatives Results

- Improved Academic Performance
- Effective Teaching and Learning
- Better Prepared Students
- 10 Redesigned Courses
- Higher Ratings of Instructions
- Increased Passage Rates in STEM Courses
- Increased Retention and Graduation Rates
- Year-Long Faculty Development Workshops

DFW Rates

- BIOL 1100
- BIOL 1300
- MATH 1000
- MATH 1100

Year: 2008-9, 2010-11, 2011-12
A Successful Student at NCCU

- Has achieved the competencies and acquired skills necessary to perform well in a chosen career relative to the student’s major or minor course of study
- Speaks, writes, and presents well
- Competes well in graduate education and careers
- Is proficient in using the efficiencies of technology to accomplish goals
Doing More with Less By...

Leveraging Partnerships

Rowena Tomaneng
Associate Vice President for Instruction
De Anza College
tomanengrowena@fhda.edu
Doing More with Less at De Anza College

- Founded in 1967 and part of the Foothill-De Anza Community College District
- Occupies 112-acre site in the heart of Silicon Valley, CA
- 24,000 students with historically under-represented students as majority
- College commitment to equity, social justice, multicultural education, and civic engagement
- General education, vocational, and online courses supported by numerous instructional and services programs, including learning communities across the disciplines
Mobilizing and Maximizing All Resources

Campus & Community Partnerships

- Instructional Programs
- Student Services
- Student Clubs/Organizations
- Staff Associations
- Title III and Basic Skills grants
- Community-Based Organizations
- Industry Partners
- Establishing Advisory Boards
2008 AANAPISI, Part A 1.2 million grant awarded by U.S. Department of Education to improve academic success of Filipinos, Pacific Islanders, and Southeast Asians

Increase student success and close the achievement gap between targeted groups and higher-achieving AAPI groups

Curricular pathways that help students meet transfer requirements in English and Math, and generate interest in STEM fields

High-impact practices include Learning in Communities team-taught courses, embedded counseling, peer mentoring and tutoring, and faculty development in culturally responsive pedagogy
IMPACT AAPI Project Outcomes

• Improved course success rates
• Improved persistence
• Improved college readiness
• Successful completion results in 2nd AANAPISI, Part F grant award, 2 million for 5 years (2011-2016), funding for Resource Development included
Doing More with Less By...

Utilizing Systems Instead of Programs

Stacey Sherwin
Director of Institutional Effectiveness
Salish Kootenai College
stacey_sherwin@skc.edu
Salish Kootenai College: By The Numbers

Small College
- 1,000 students, 70 full-time faculty members

Tribal College: Focus on American Indian students
- 80% of students are American Indian
- > 60 tribes represented
- 68% are non-traditional students (> 23 years old)

Open Access:
- 65% start in developmental education
- 28% start with a GED

Rural, Economically Depressed Location:
- 70% of students are first-generation college students
- 75% are PELL-eligible
Doing more with less at Salish Kootenai

Traditional approach:
• Respond to student deficits with short-term, grant-funded programming

Current approach:
• Focus on Systems
  1. Institution
  2. Faculty/Staff
  3. Students
Institutional Level
Exploring Institutional Roadblocks to Student Success

• Follow the path of a student
• Role of advisors as guides to the path
• Co-advising from major advisor AND the Department of Academic Success
• Started “Department of Academic Success”
Faculty Level
Engaging the faculty in student success efforts

- Interdisciplinary faculty/staff teams
- Look at data, then determine interventions
- Improve faculty skills in teaching underprepared students
- Creation of “Introduction to...” courses for developmental students
Student Level:
Examining student characteristics that support success

Using a grant from the Lumina Foundation for Education, we found that our students’ success was related to:

• Non-cognitive factors
• Relationships with faculty, students
• Ability to learn (Carol Dweck’s work)
New programs and policies

- **Academic Improvement Fee Waiver** for students on financial aid or academic suspension
- **Dept. of Academic Success** as “home” for students in developmental education
- **Integration of GED/ABE** to developmental to college
Es Xcimi: “Making Oneself Ready”

• Use data AND qualitative reports of student experiences: Follow the students’ paths.

• Multidisciplinary efforts work better than silos.

• Engage the faculty by making clear what is at stake: Student and institutional success.
Submitting Online Questions & Comments

• Questions and comments may be submitted at any time during the presentation.

• To submit a question:
  • Type your question into the dialogue box and click the Send Button.
  • Questions will be addressed during the Q&A session.
Presenters

Michelle Asha Cooper
President
Institute for Higher Education Policy
cooper@ihep.org

Susan Johnson
Strategy Officer
Lumina Foundation
sjohnson@luminafoundation.org

Marybeth Gasman
Professor of Higher Education,
Graduate School of Education
University of Pennsylvania
mgasman@gse.upenn.edu

Carrie L. Billy
President & CEO
American Indian Higher Education
Consortium
cbilly@aihec.org

Brian K. Bridges
Executive Director, Patterson Research
Institute
United Negro College Fund
Brian.Bridges@uncf.org

Donna Ekal
Associate Provost, Office of
Undergraduate Studies
University of Texas El Paso
dekal@utep.edu

Bernice Duffy Johnson
Associate Provost and Associate
Vice Chancellor for Academic Affairs
North Carolina Central University
bjohnson@nccu.edu

Stacey Sherwin
Director of Institutional Effectiveness
Salish Kootenai College
stacey_sherwin@skc.edu

Rowena Tomaneng
Associate Vice President for Instruction
De Anza College
tomanengrowena@fhda.edu