

# Closing the Achievement Gap



Board of Trustees Joint Meeting of the Diversity and Equity  
and Academic and Student Affairs Committees  
April 22, 2015

## Minnesota State Colleges and Universities

The Minnesota State Colleges and Universities system is an Equal Opportunity employer and educator.

# Outline

- Goals and measures
- Gaps
  - in college readiness
  - in persistence rates
  - in completion rates
- Strategies for closing the achievement gap
- Questions and discussion

# Achievement gap - definition

The **achievement gap** refers to the disparity between the educational performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement gap can be observed on a variety of measures including standardized test scores, grade point average, participation, completion and persistence rates.

# Goals for closing the achievement gap have been set for each college and university

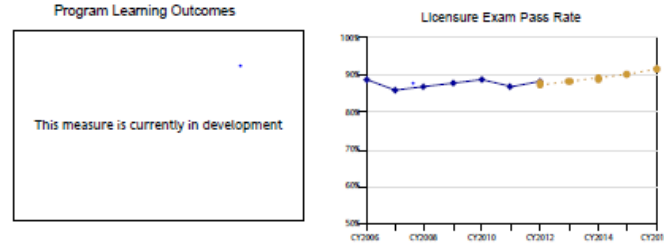


## Accountability Dashboard Strategic Framework Performance Measures Colleges

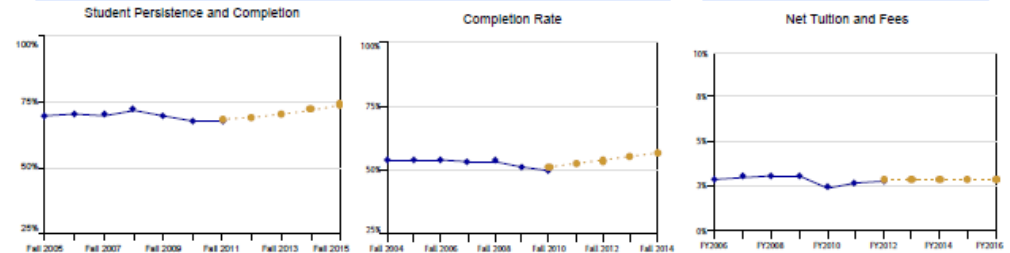
Legend: —●— Actual  
- - - - - Goal

### Provide Access to Extraordinary Education for All Minnesotans

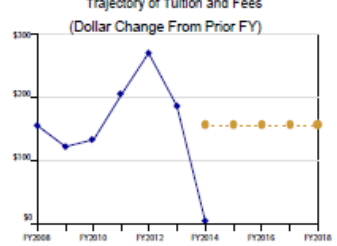
#### QUALITY OF GRADUATES



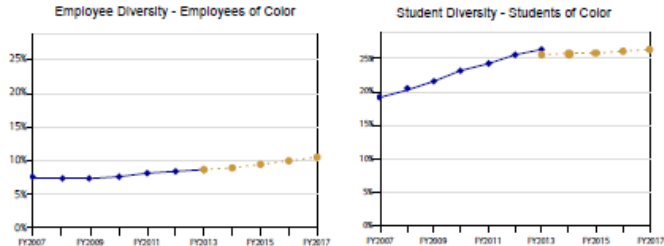
#### STUDENT SUCCESS



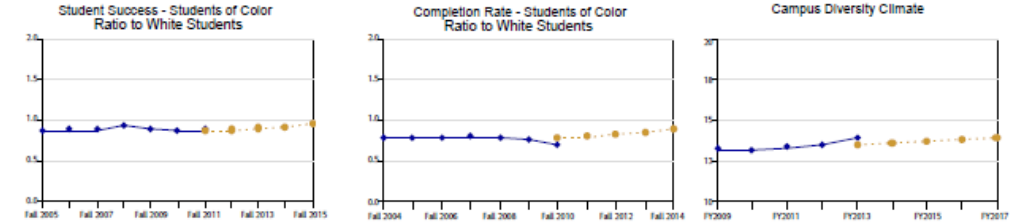
#### AFFORDABILITY



#### DIVERSITY



#### DIVERSITY



Source: System Office Research

# What factors affect the achievement gap?

- Academic preparedness of students at time of admission
- Student's financial resources
- Successful implementation of high impact practices
  - Redesign of developmental education
  - Advising
  - Early intervention
  - Diversity and cultural competency of employees
  - Collaboration with communities of color to support the strategies

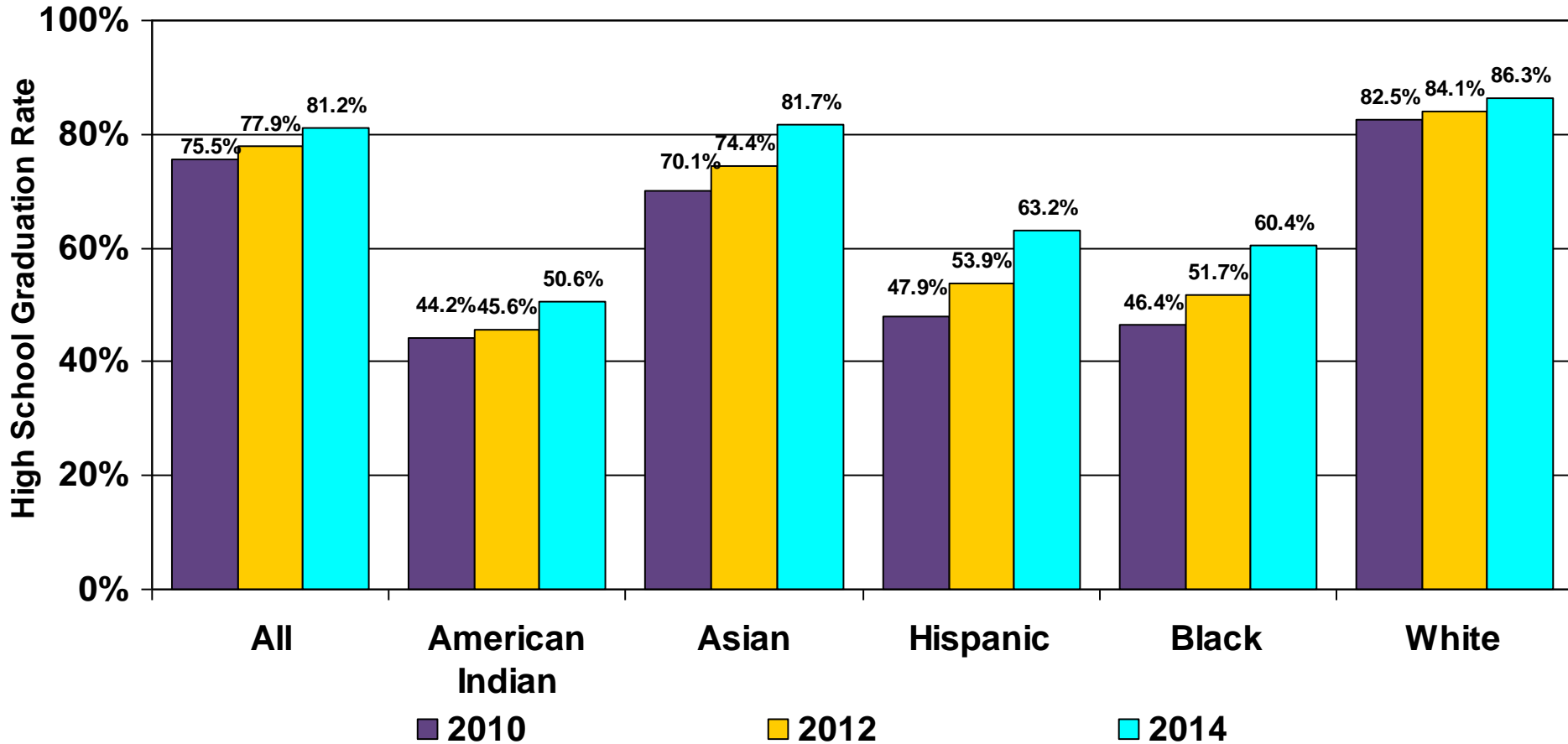
# What accounts for the achievement gap in completion rates?

Colleges	Portion	Percent
Lack of Preparation*	4.9%	31.4%
Lack of Financial Resources	6.0%	38.6%
Other	4.7%	30.0%
Total	15.5%	100.0%

Universities	Portion	Percent
Lack of Preparation*	5.1%	45.5%
Lack of Financial Resources	2.2%	19.3%
Other	4.0%	35.2%
Total Gap	11.3%	100.0%

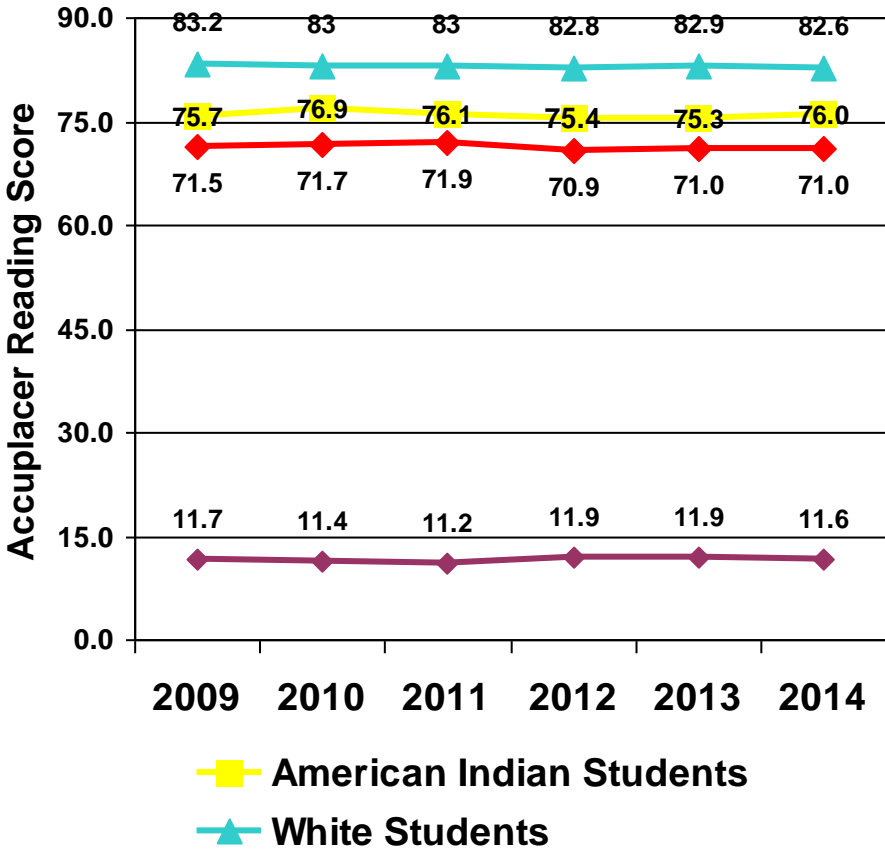
\* As measured by need to take developmental courses education courses.  
 Source: System Office Research

# High school graduation rate gaps persist but rates are improving for all groups

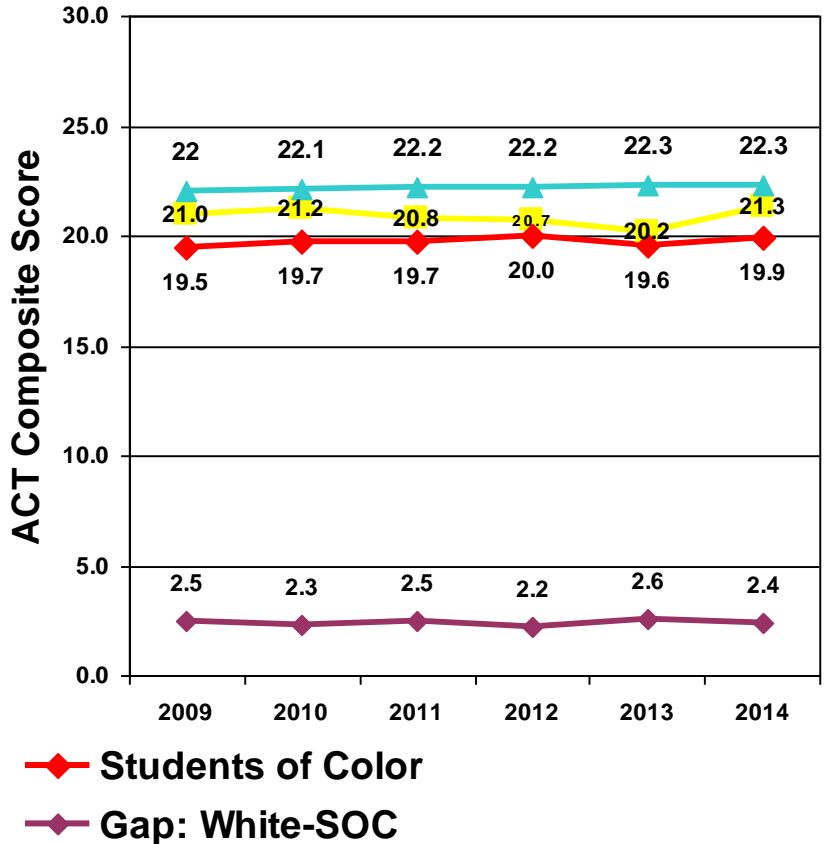


# Readiness: Students of Color and American Indian students have lower test scores and gaps have been stable

State Colleges: Accuplacer Reading Score



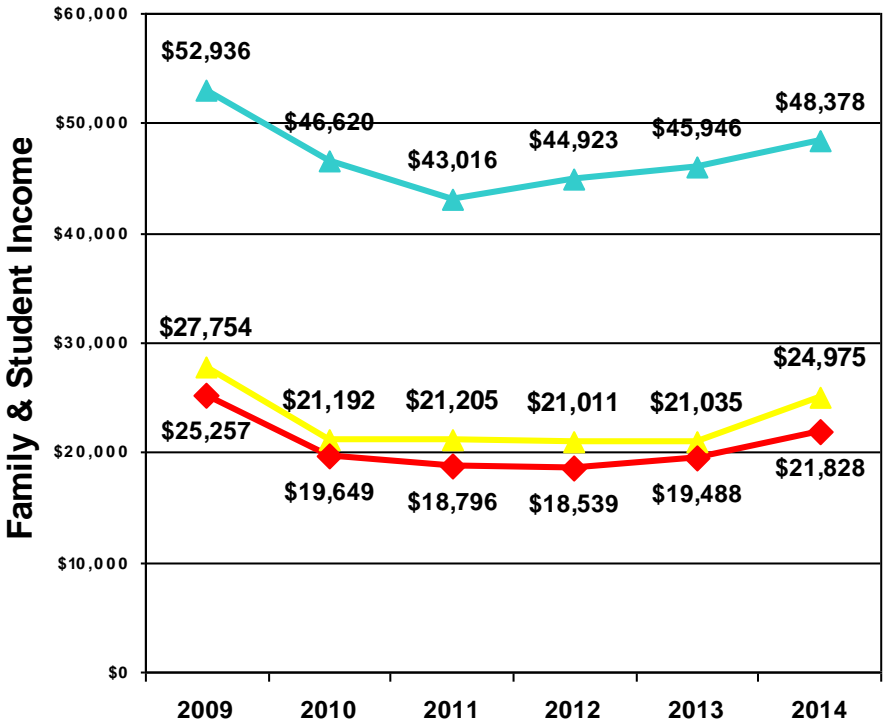
State Universities: ACT Composite Score



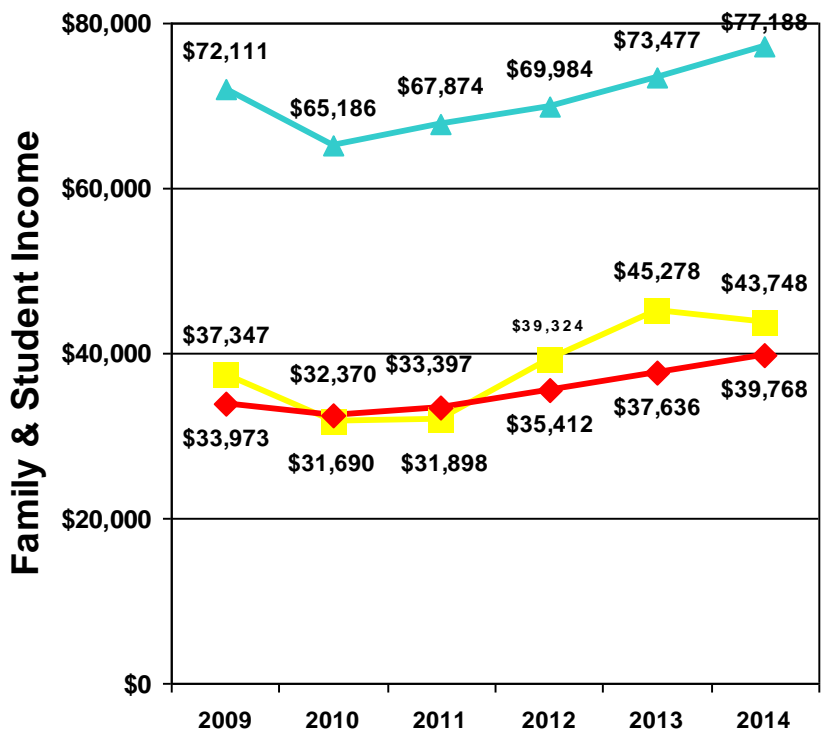


# Financial Need: Students of Color and American Indian students have substantially lower median incomes

State Colleges: Accuplacer Reading Score



State Universities: ACT Composite Score

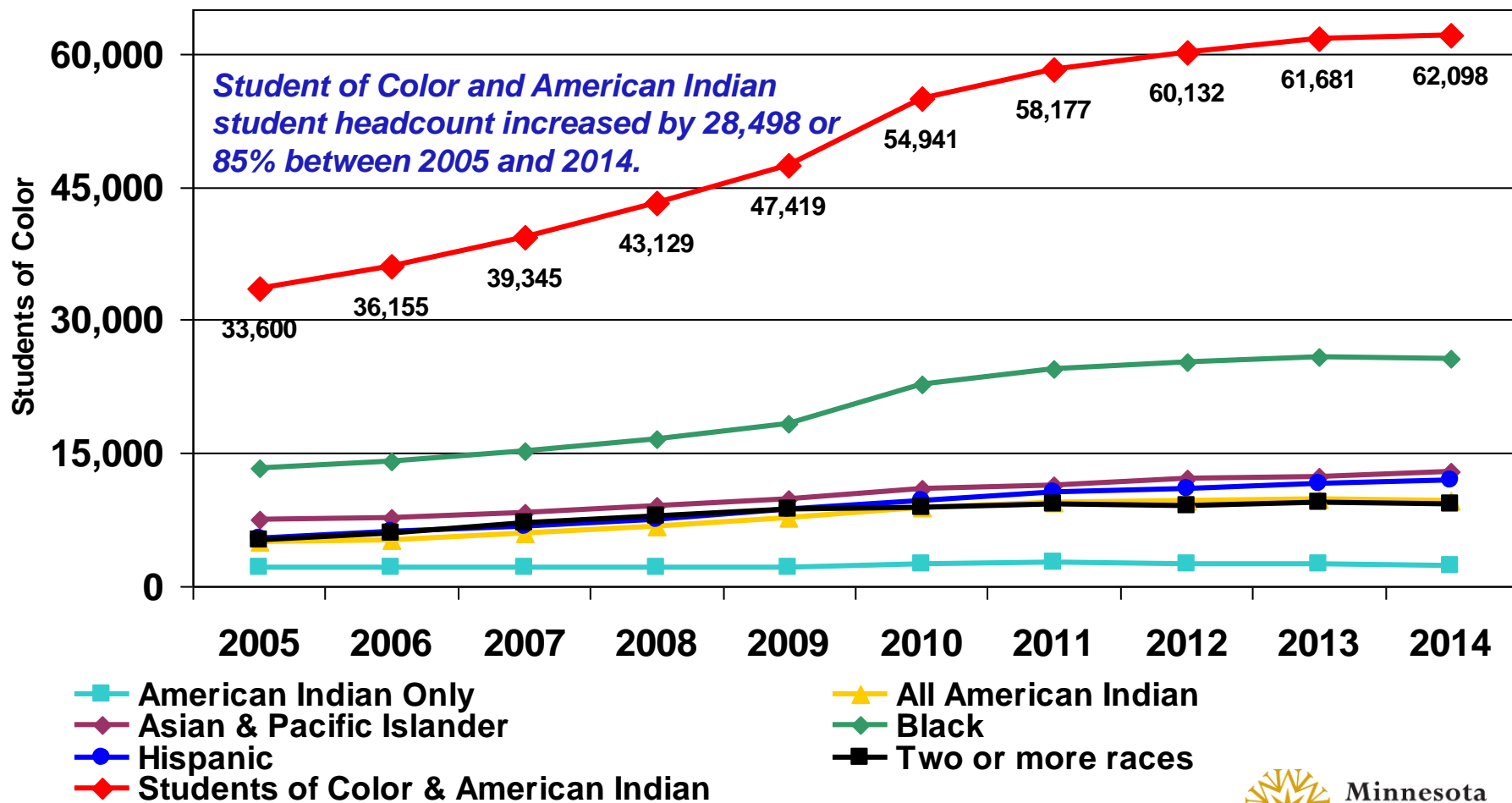


▲ American Indian Students     
 ◆ Students of Color     
 ▲ White Students

.Median income of fall entering undergraduate full-time degree seeking students.



# MnSCU serves more MN Students of Color and American Indian students than all other institutions combined

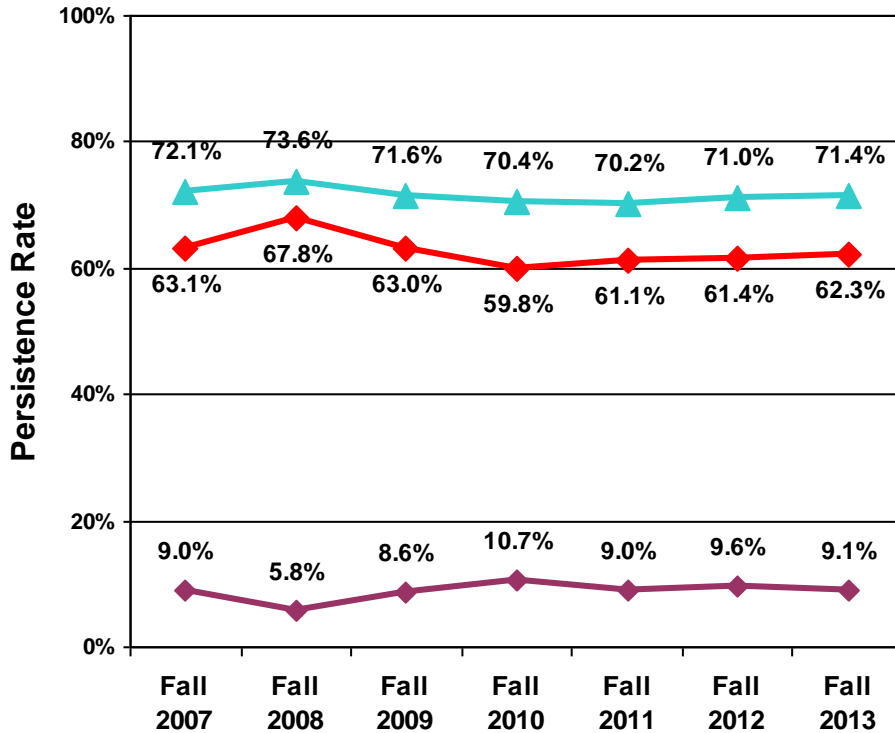


Source: System Office Research

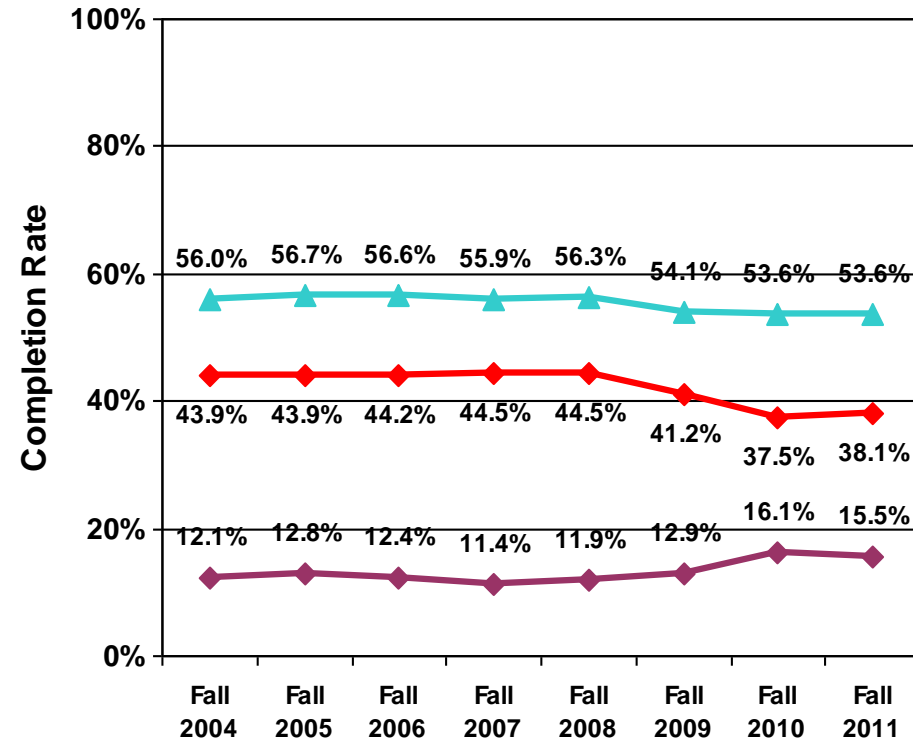


# Colleges: Persistence gap and completion gap decreased

State Colleges: Persistence Rate (Second Fall)



State Colleges: Completion Rate (Third Spring)

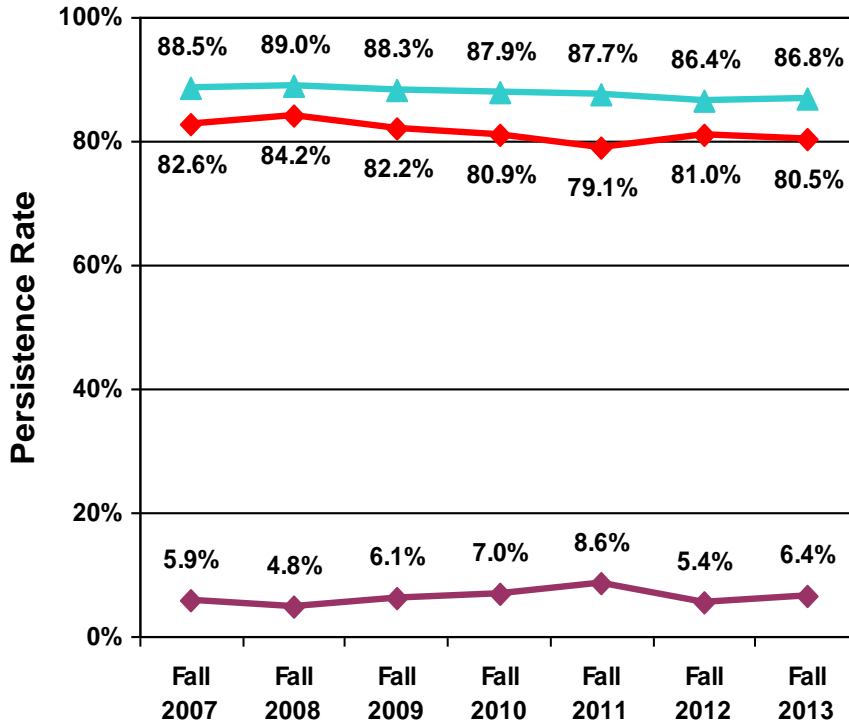


▲ **White Students**     
 ◆ **Students of Color and American Indian Students**     
 ◆ **Gap**

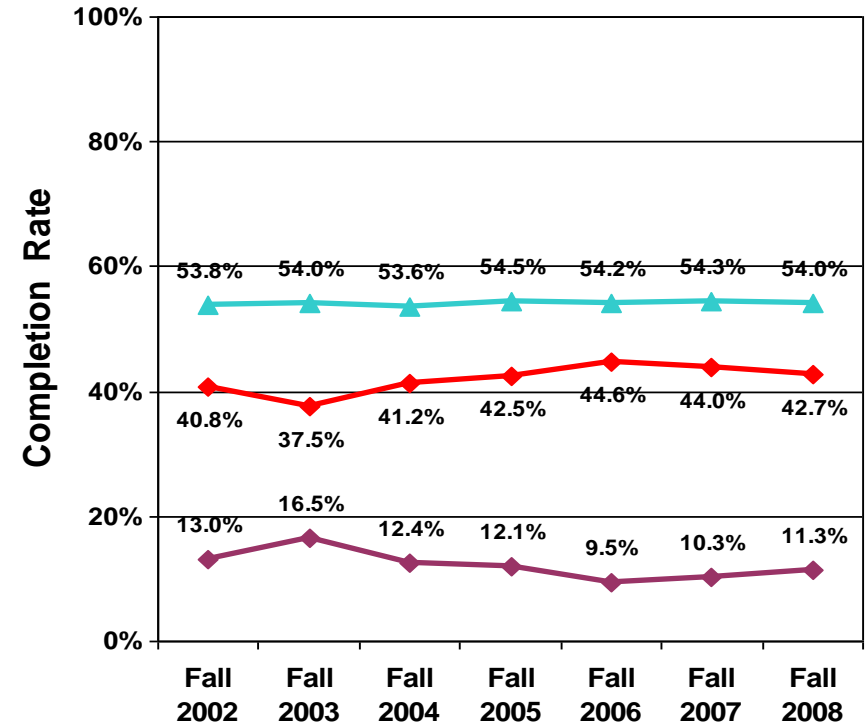
Persistence and completion rates for fall entering full-time undergraduate degree seeking students.

# Universities: Persistence gap decreased and completion increased

State Universities: Persistence Rate (Second Fall)



State Universities: Completion Rate (Sixth Spring)



▲ White Students

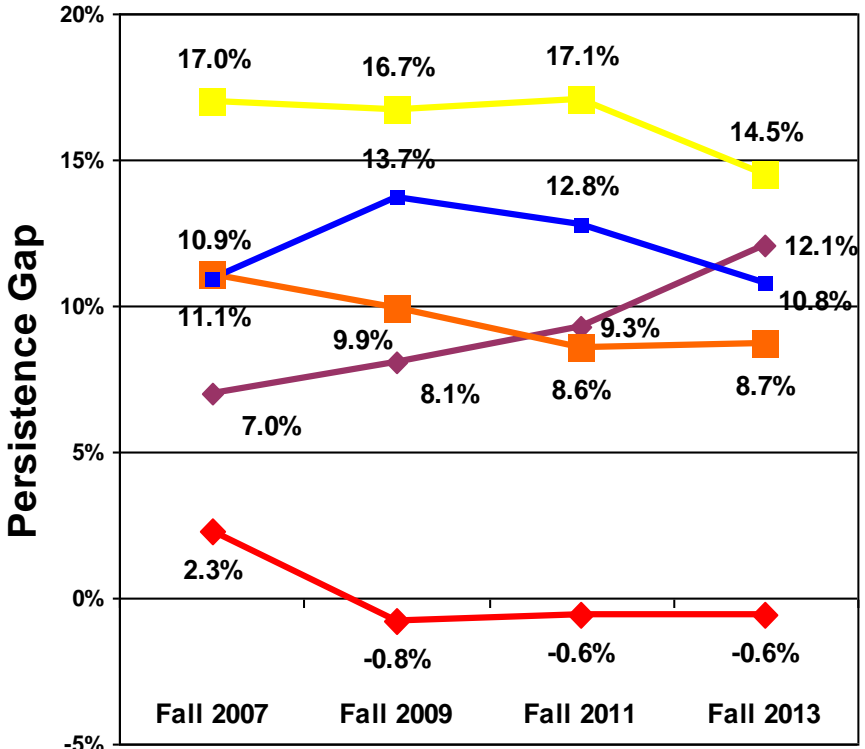
◆ Students of Color

◆ Gap

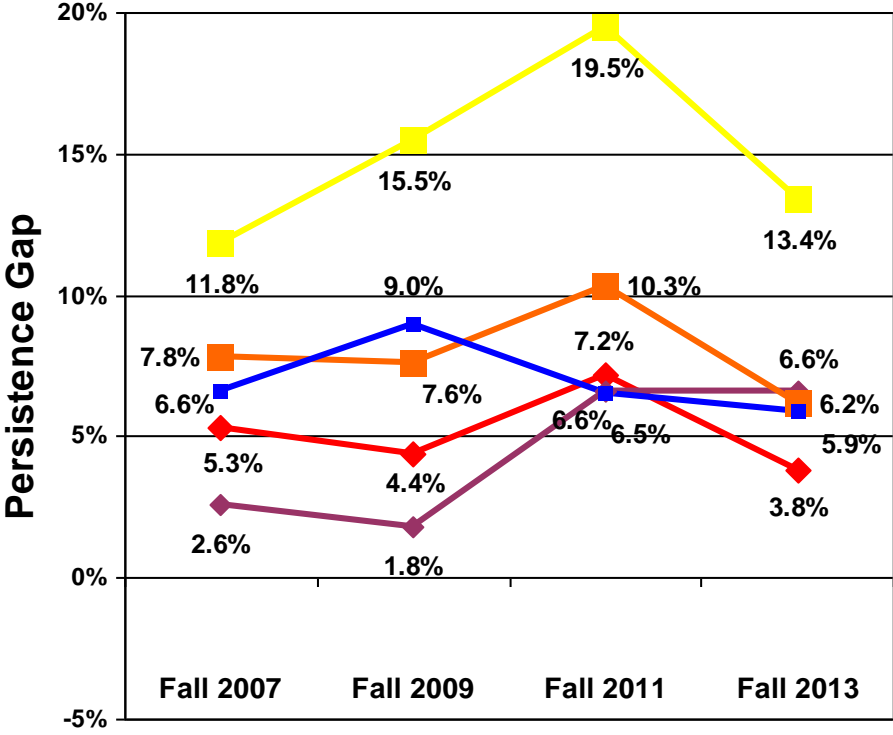
Persistence and completion rates for fall entering full-time undergraduate degree seeking students.

# Persistence gaps: American Indian students have the largest and Black student gaps are increasing

State Colleges: Persistence Gap (Second Fall)



State Universities: Persistence Gap (Second Fall)



■ American Indian 
 ◆ Asian 
 ◆ Black 
 ■ Hispanic 
 ■ Two or more races

Persistence gaps for fall entering full-time undergraduate degree seeking students.



# Modest success in closing the achievement gap at the colleges

	Students of Color Gaps in Preparation*		Students of Color Gaps in Completion
Colleges:	20.0%	→	15.5%
Universities:	7.0%	→	11.3%

*\* As measured by need to take developmental education courses.  
Source: System Office Research – Academic and Student Affairs*





# Initiatives to Promote Diversity and Inclusive Excellence

A community of learners improving our world



The HOPE Academy  
Family Ties  
Success Coach Program  
On-Campus Employment  
The KEAP Center





# The HOPE Academy

“Harnessing Opportunities for Post-Secondary Academic and Leadership Academy” (H.O.P.E.) is a ten day summer residential program designed for high school students.

Its purpose is to provide underrepresented and underserved students with a life-changing opportunity to experience college life by engaging in college-level courses and workshops to develop and explore their leadership skills.

# H.O.P.E. Academic & Leadership Academy Outcomes

- Boys to Men Program: 121 participants
- HOPE Co-Ed Academic & Leadership Academy: 186 participants
- Total served: 307 students from Illinois, Wisconsin, Florida, Maryland, Canada, South Dakota, North Dakota, Iowa, Montana and Minnesota
- HOPE alumni and alumnae are enrolled at WSU and also MSU Mankato, St. Cloud State, Bemidji State, MSU Moorhead, the U.S. Military, U of MN, and private colleges including HBCUs such as Xavier, Morehouse, and Spellman.





## Family Ties

This family-centered program welcomes new and transfer students to WSU. The university partners with the students' families, to enrich a successful transition to our living and learning community. The program fosters student leadership, cross-cultural relationships, and cultural competency awareness and skills. Through a broad range of organized academic support, advising, leadership, mentoring, and social support activities, students will learn new things about themselves and their new "home away from home."



## FAMILY TIES OUTCOMES

- 133 Family Ties students are currently enrolled at WSU
- 115 have already graduated
- 17 more will be graduating May 2015
- 700 family members have been involved!



## Success Coaches

Faculty and Student Life Professionals reach out to new entering students of color to establish a one-to-one relationship.

Success coaches connect students to resources, monitor their progress, and meet regularly with their students and each other.



## Success Coach Program Outcomes

- Data reveal that students involved in the Success Coach Program had higher completion and re-enrollment rates, and are more likely to be in good standing than other eligible students who did not participate.

# Engagement through Campus Employment

- New entering students of color are assisted in finding on-campus jobs in key offices.
- Twice a month they gather for workshops and professional development.





# KEAP CENTER

KNOWLEDGE  
EMPOWERMENT  
ADVOCACY

## KEAP Center

KEAP Center, established Spring 2013 to nurture a supportive and inclusive campus across the boundaries of culture, identity, and discipline. Celebrating unity in diversity, all of WSU students, faculty, staff, administrators, alumni/ae, and friends are invited to join in its work to support a diverse and inclusive “community of learners improving our world” within and beyond WSU.

# Partners in the KEAP Center



Asian American Club (AAC)

Black Student Union (BSU)

Indigenous Learning Garden Initiative

Fighting for Our Rights and Gender (FORGE)

Full Spectrum – Gender and Sexual Alliance

Hillel - Jews on Campus

Hmong American Student Association (HASA)

Muslim Student Association (MSA)

Saudi Student Association (SSA)

Somali Student Association (SSA)

Phi Beta Sigma Fraternity

Latin American Student Organization (LASO)

VOCES-Spanish Club

Women of Color Association (WOCA)

KEAP Council



# *Thank you*

for your support of Inclusive Excellence  
and Diversity in Minnesota!



<http://www.winona.edu/inclusion-diversity/default.asp>

*(p.s. Please come visit beautiful Winona soon!)*





**The HOPE Academy  
Family Ties  
Success Coach Program  
On-Campus Employment  
The KEAP Center**

<http://www.winona.edu/inclusion-diversity/default.asp>

# Beyond Stereotypes

---

AMERICAN INDIAN AND STUDENTS OF COLOR SUCCESS

# Purpose

---

Share and discuss some of the measures Fond du Lac Tribal and Community College has undertaken that have led to measured success among American Indian and Students of Color.

# The Bottom Line

---

In Fall 2012 the success\* rate for students at Fond du Lac Tribal and Community College...

American Indian/Students of Color: 60.2%

White Students: 66.2%

\*Success is defined as the persistence and completion of students

*Source: Accountability Dashboard Strategic Framework Performance Measures, Prepared by the Minnesota State College and Universities System Research Group*







Natural Forest Setting



Gathering Spaces



Student Housing



Day Care Center

# Fond du Lac Tribal and Community College

- Part of the Minnesota State College and Universities (MnSCU) System; all land and buildings are State of Minnesota property
- Member of the American Indian Higher Education Consortium (AIHEC) and a Land Grant Institution
- Mission Statement: To provide higher education opportunities for its communities in a welcoming, culturally diverse environment

	Carlton County	Fond du Lac College
White, non Hispanic	88.5%	72%
Native American	5.9%	8%
Black African American	1.6%	4%
Hispanic Latino	1.6%	2%
Asian	0.6%	1%
Multi racial/Unknown	2.4%	13%

# Who are FDLTCC students?

---

## 19.5% students of color

- 45.9% Under-represented
- 16.3% First Generation
- 49% over age 30

- 55% Low income and First Generation
- 2,215 Enrollment
- 897 AA/Cert seeking

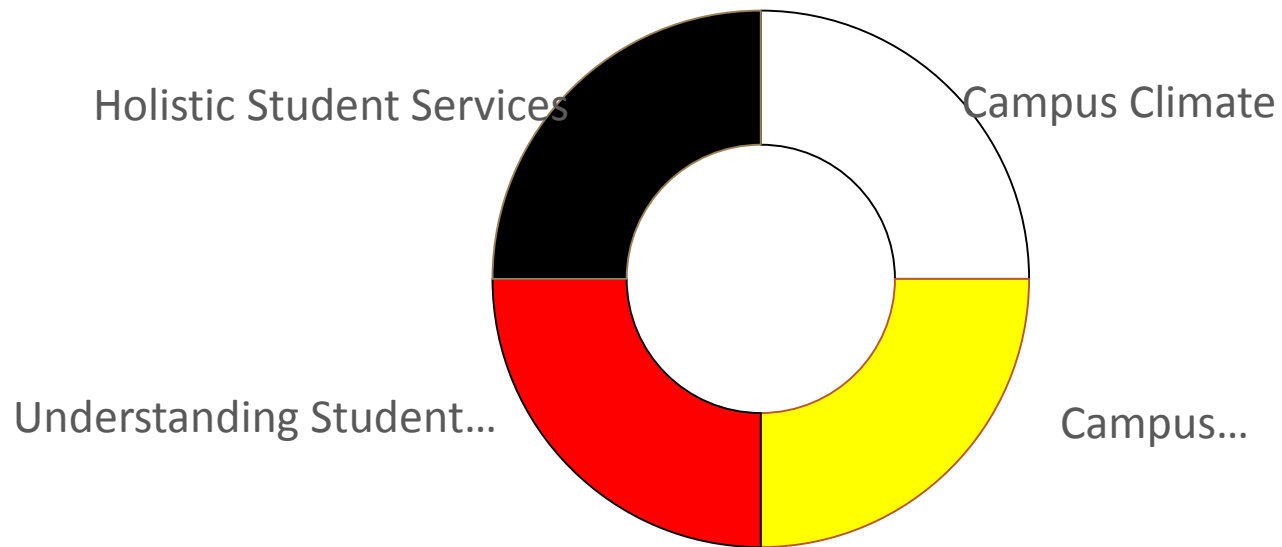
70% Pell Eligible

## 90% Rural

- 16% Low Income
- 84% TRIO Eligible
- 1,396 Dual Credit

# How was the “achievement gap” closed?

---





### Our Core Values

- Respect  
Manaajidiwin
- Integrity  
Gwayakwaadziwin
- Stewardship  
Ganawenigewin
- Innovation  
Maamamiikaajinendamowin
- Compassion  
Zhawenigewin

## A Union of Cultures

From the moment our students get to campus—even if they don't see people who look like them—they get the message that they are welcome and everyone wants them to succeed



# Situation-based Learning

---

Learning as a function of an activity with “real-world” experience:

- NASA partnerships
- USDA funded activities
- Language immersion

Helps connect “education” to “community”

# College-Connect High School

---

“College-Connect” which creates actual classroom connections to high schools students, focusing on high school students with a GPA between 2.0 – 2.9. FDLTCC provides the instruction, transportation, and materials for these classes which focus on English, reading, and math and also includes an elective/certificate component (CNA & 1<sup>st</sup> Responder Courses).

FDLTCC reached out to the Fond du Lac Ojibwe School (reservation based) and South Ridge High School (public school) and met to discuss some of the issues facing under represented students.

During the meetings, which included representatives both high schools and college staff and faculty, a plan was devised that would help address the barriers that kept those students from reaching their full potential.

# *Nandagikendan Academies*

---

An intensive week long program to make the campus more accessible for:

- New students
- First generation
- Underprepared
- Low income
- Tribal high school students



# Athletics for Academic Success

- Increased enrollment and diversity on campus
- Clear expectations
- Academic success





# Learning Communities

---

Recognition that students may be parents, working full-time, or with limited support systems

- Degree Me
- Weekend College

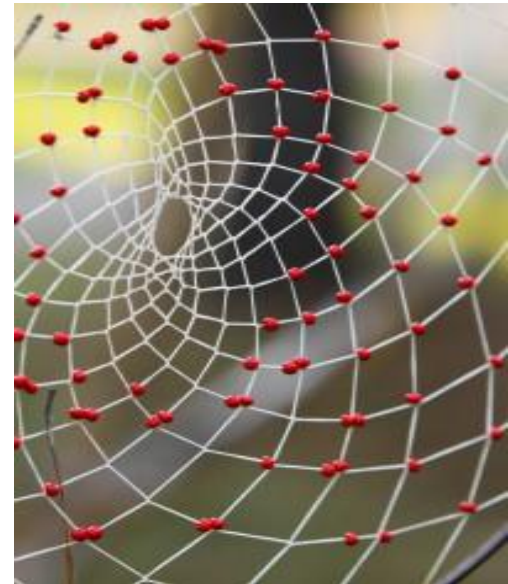
85% overall student retention



# Holistic Student Services

---

- Young Student Parent program, on-site day, child care grants
- Student Ambassadors
- Food shelf /food assistance
- Poverty coaching
- Cultural mentoring



# Student Retention

---

- "0 to 40"



= \$4,700

-Learning Seminars

-Regular transfer lunches

-Alumni visits

-Open budget process



=\$47,000 (1 FTE)



=\$70,500 (1 Faculty)

# Next steps

---

New messaging for staff

Campus-based social worker to assist with non-academic barriers

Expand learning communities

Using institutional needs assessment to inform practice in serving American Indian and students of color

Incorporate evidence-based tools for institutional and program level assessment

Expand Nandagikendan to become a year long program with peer support for first year students

Develop and implement a Baccalaureate degree in Elementary Education

Accreditation for American Indian Studies program through the World Indigenous Higher Education Consortium (WINHEC)

Expanded partnership with rural and reservation-based communities via ITV

Creating a recognition program for credit milestones



# Questions?

---

# Contact information

---

Fond du Lac Tribal and Community College  
[www.fdlccc.edu](http://www.fdlccc.edu), 218.879.0800

Keith Turner, Dean of Student Services, [kturner@fdltcc.edu](mailto:kturner@fdltcc.edu), 218.879.0792

Sherry Sanchez Tibbetts, Chief Diversity Officer/Director of Institutional Research, [stibbetts@fdltcc.edu](mailto:stibbetts@fdltcc.edu), 218.879.0898

Jeffrey Tibbetts, Director of Title III, [jtibbetts@fdltcc.edu](mailto:jtibbetts@fdltcc.edu), 218.879.0832



# References

---

-Accountability Dashboard Strategic Framework Performance Measures, Prepared by the Minnesota State College and University System Research Group

-*Approach to Community Impact*, The Minneapolis Foundation, accessed online at [www.minneapolisfoundation.org](http://www.minneapolisfoundation.org)

-MnSCU Datawarehouse://EPM-11/Management Reports2/Students/FY015/Student Demographics/Institution

-Bemidji State University, Office of Institutional Research

-*Success Among College Students of Color: How Institutional Culture Matters*, Samuel D. Musesus and Frank Harris

-American Educational Research Association Twitter feed, April 6, 2014  
[https://twitter.com/aera\\_edresearch/status/452919620627095553](https://twitter.com/aera_edresearch/status/452919620627095553)

-*The Empowerment Gap: Rethinking Strategies for Poverty Reduction (A study for the Northwest Area Foundation)*, Harry C. Boyte, Center for Democracy and Citizenship

-<http://www.minnpost.com/community-voices/2015/02/forget-about-fixing-black-kids-what-if-we-fixed-white-liberals-instead#VOyIUXMRARA.email>

# Questions and discussion

- Are our goals appropriate?
- Are our priorities appropriate?
- While progress is lagging, are we on the right track for more positive change in the near future?