

Pedagogies of Possibilities: Considerations for Equity and High- Quality Learning

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Washington Center National Summer Institute
July 9, 2019

Topics to Cover

Organizational Framework

Demography & Diversity

Narratives, Data and The People Who Love Them



“Organized Anarchy”



The American college or university is a prototypic organized anarchy. It does not know what it is doing. Its goals are either vague or in dispute. Its technology is familiar but not understood. Its major participants wander in and out of the organization. These factors do not make a university a bad organization or a disorganized one; but they do make it a problem to describe, understand, and lead [and as a result evaluate].

-- Michael D. Cohen & James G. March in
Leadership and Ambiguity (1974)

Making Excellence Inclusive (MEI)

- AAC&U's guiding principle for access, student success, and high-quality learning
- Designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations
- The action of making excellence inclusive requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change

MEI is Centered on...

EQUITY AND EQUITY-MINDEDNESS

- The priority of equity—the critical importance of action for equity as we seek to provide high-quality education for all students
- Acknowledging, not ignoring, the power of race, ethnicity, and socioeconomic class as elements of identity that continue to influence access to quality education
- Seeking inclusive excellence calls for us to examine institutional policies, procedures, and data as well as to address individual and collective beliefs and prejudices.

Source: Susan Albertine & Tia McNair, *An Evolving Framework for Student Success*.

Making Excellence Inclusive: A Vision for Equity in Student Success and Quality Learning, AAC&U, Fall 2011.

Elements of Making Excellence Inclusive (MEI)

- A focus on student intellectual and social development
- A purposeful development and utilization of organizational resources to enhance student learning
- Attention to the cultural differences learners bring to educational experiences, and how that diversity can enhance the enterprise
- A welcoming community that engages all of its diversity in the service of student and organizational learning

Value for diversity in higher
education?

Institutional Missions

- *University “X” is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of [the state] and the world.*
- “We are a proud Hispanic Serving Institution!”
- “We invited Cornel West for our Endowed Lecture series!”



What is your Institution's
mission?

Take 3 minutes to find your mission

**...And As We Develop, Affirm and/or
Reaffirm our Values, Mission statements and
Goals...**



“DEMOGRAPHY HAPPENS!”

“Demography Happens!”

- **“Census data shows minorities now a majority of U.S. births”**
 - USA TODAY, 5/17/2012
- **“Minority Births Are New Majority: In Demographic Watershed for U.S., Newborns Among Non-Hispanic Whites Are Surpassed by Others”**
 - Wall Street Journal, 5/17/2012
- **“Census Bureau: Minority births outnumbered whites for first time”**
 - LA Times, 5/17/2012

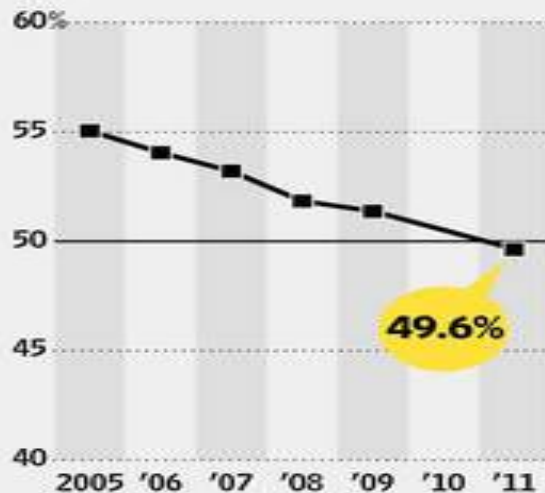


WINTER
COMING
STARK

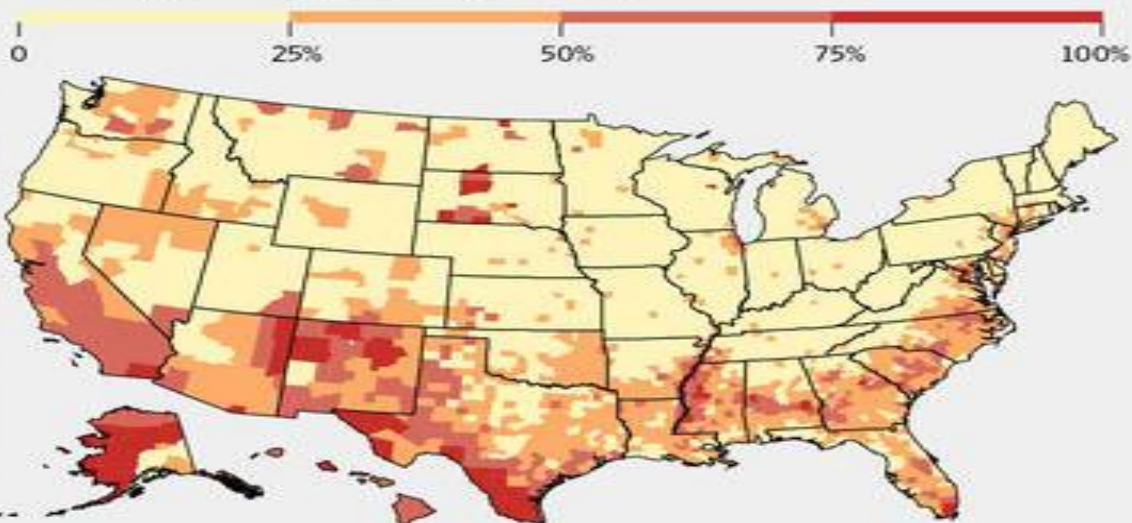
Minority Report

For the first time, traditional 'minorities' in the U.S. have surpassed white non-Hispanics in the number of newborn births. A look at the changing U.S.:

Share of babies born in the U.S. who are non-Hispanic white



Overall population, percentage minority



Share of U.S. births by race, 2011

Whites non-Hispanic

49.6% (1.99 million)

Hispanics, of any race

26.2% (1.05 million)

African-American

15.3% (613,012)

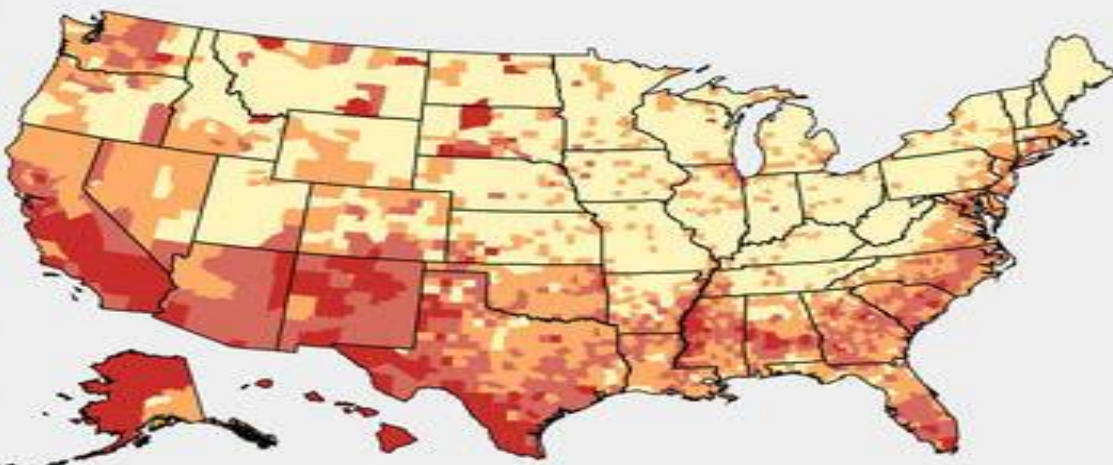
Asian

4.6% (185,055)

American Indian and Alaska Native

1.7% (66,356)

Under age 5 population, percentage minority

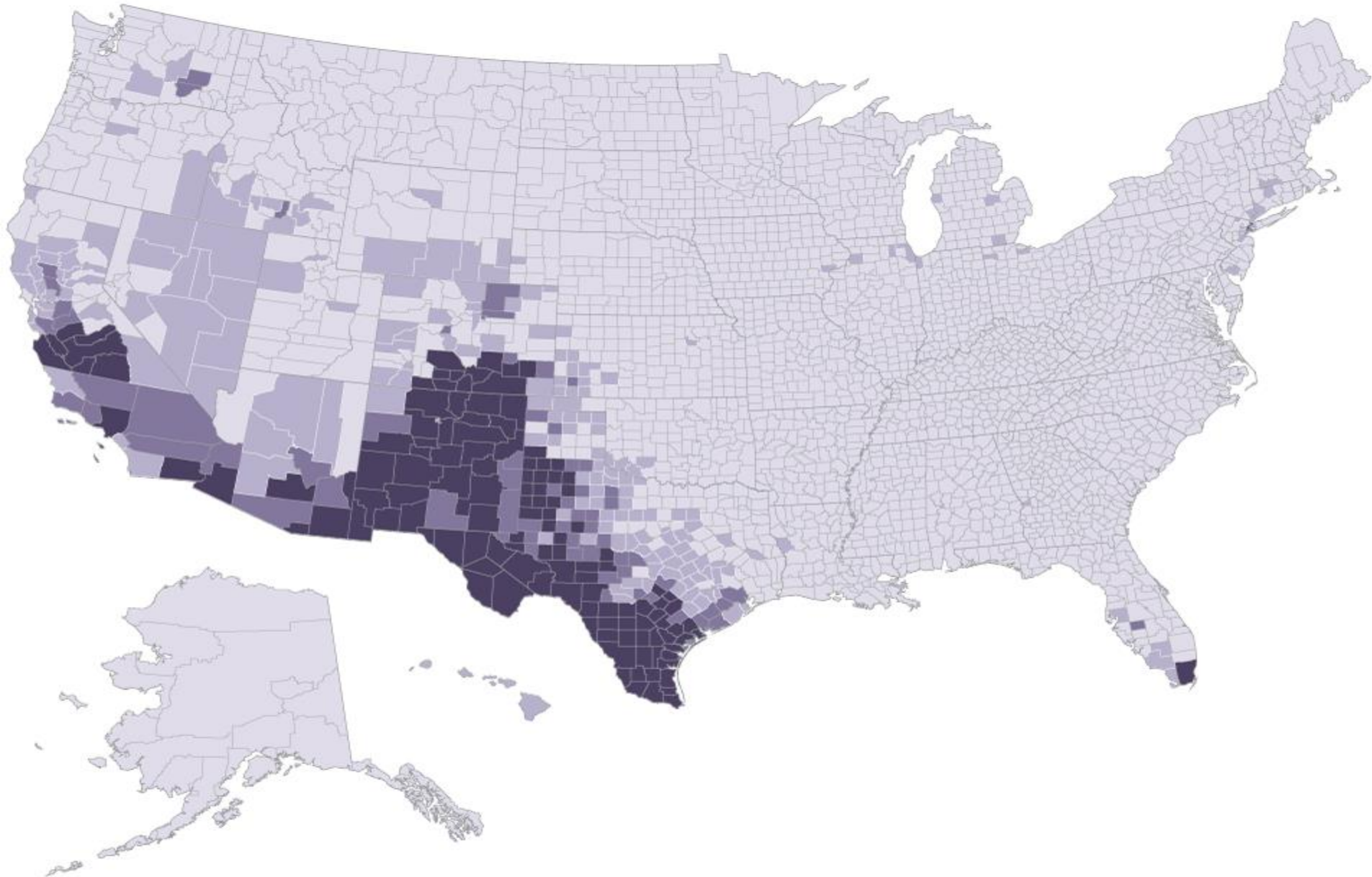


Note: Data are for years that end July 1; No data for 2010

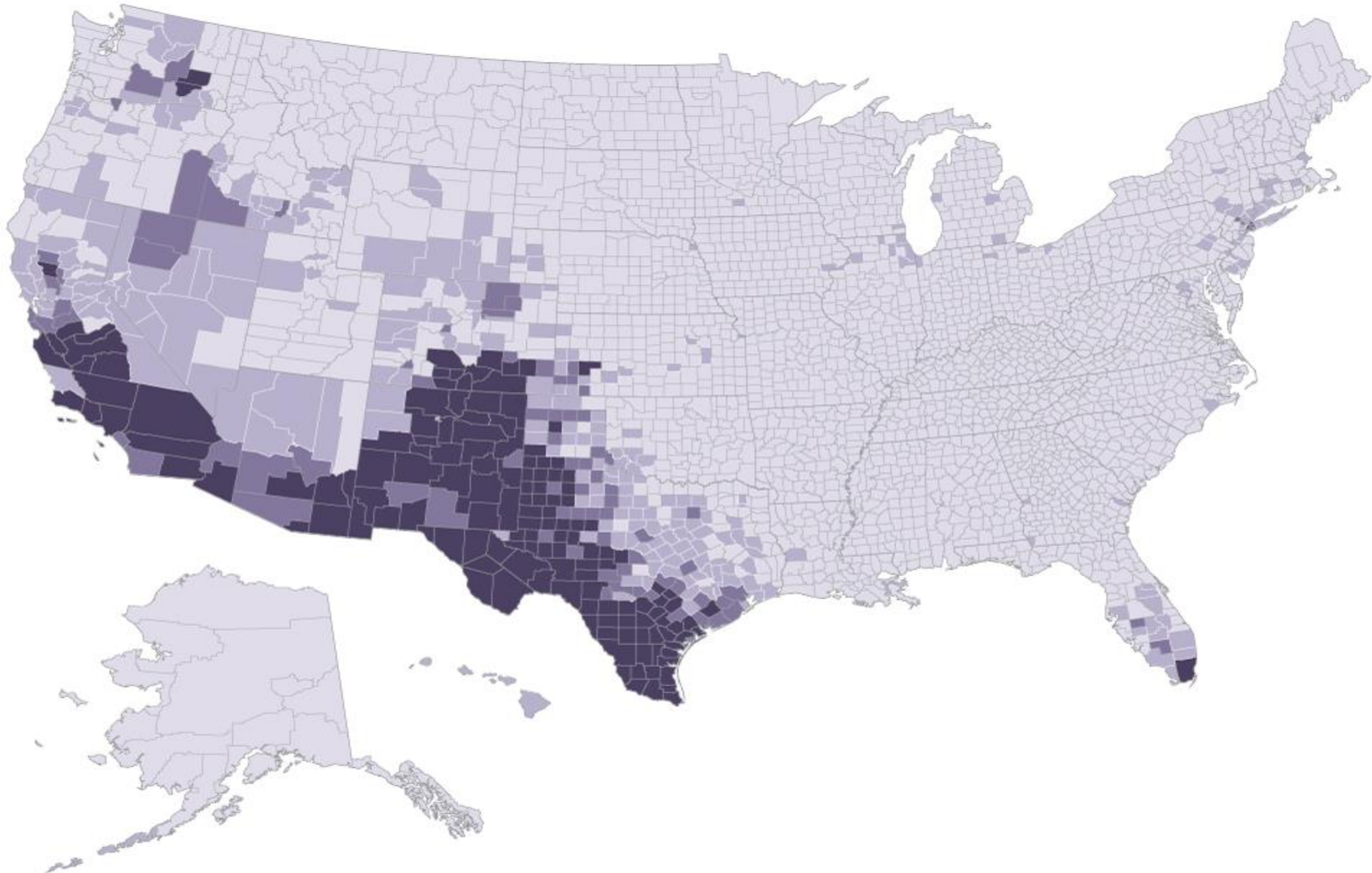
Source: William H. Frey analysis of 2011 U.S. Census Bureau estimates

The Wall Street Journal

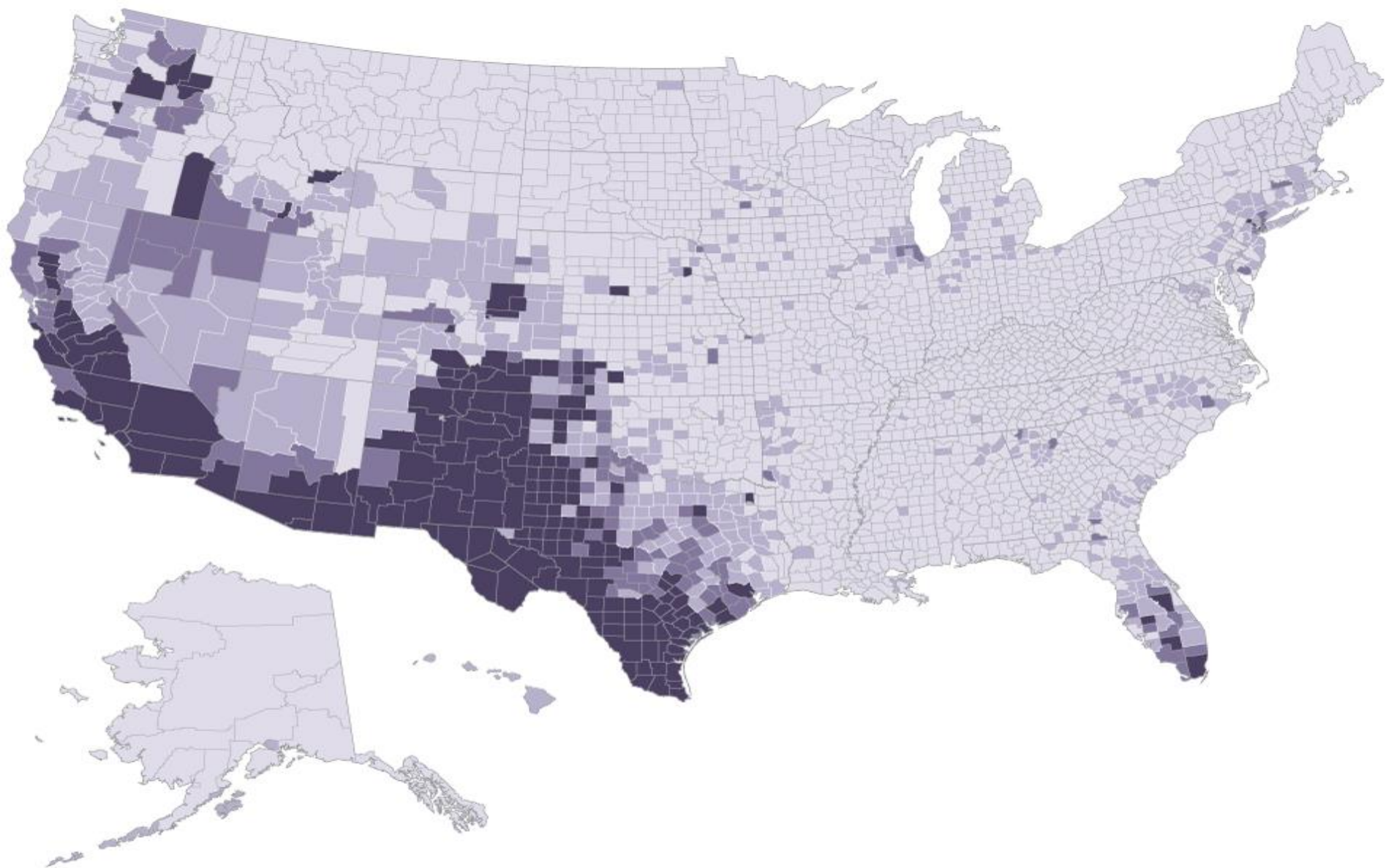
Percent of U.S. Population Latino, 1980



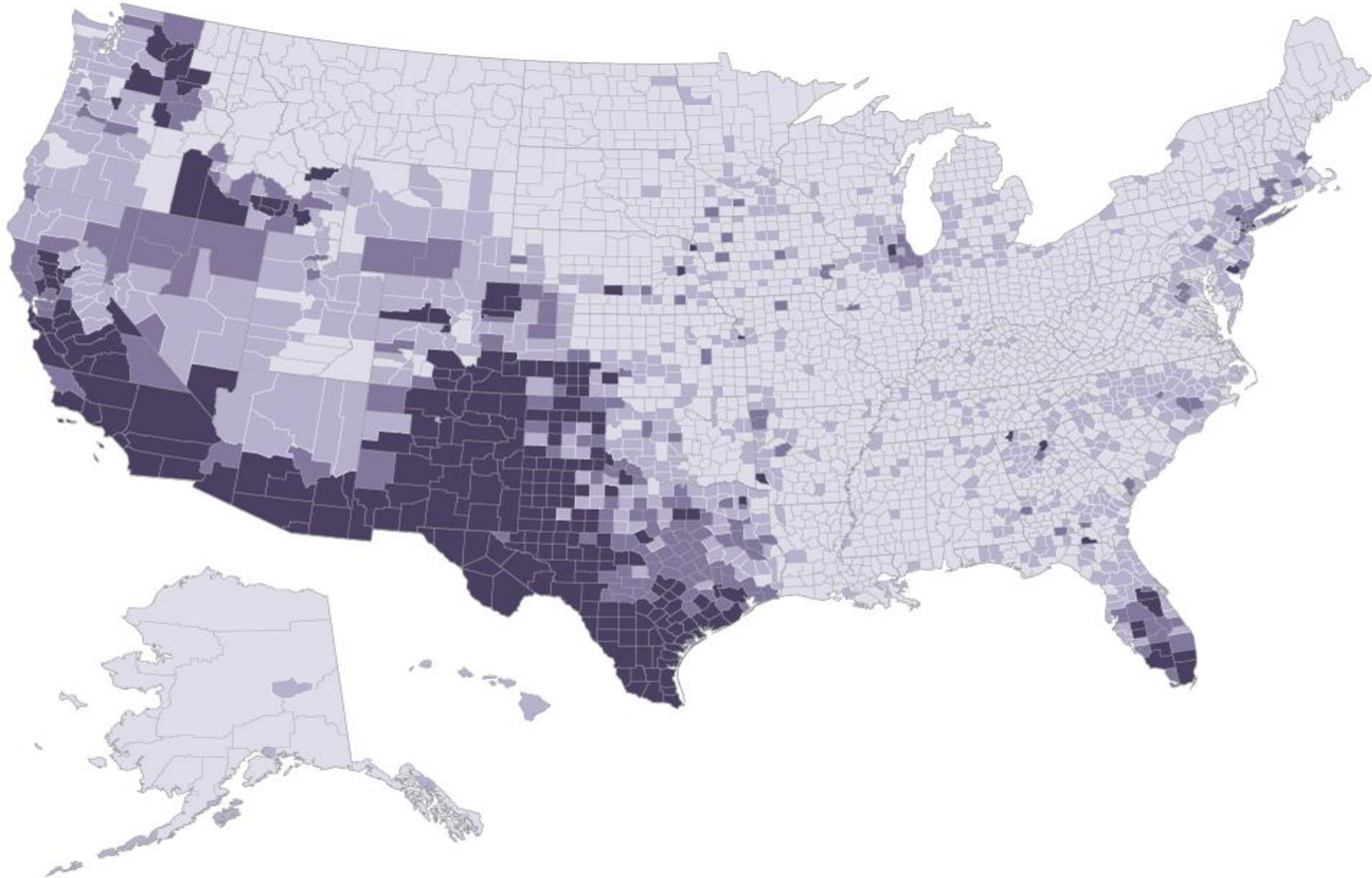
Percent of U.S. Population Latino, 1990



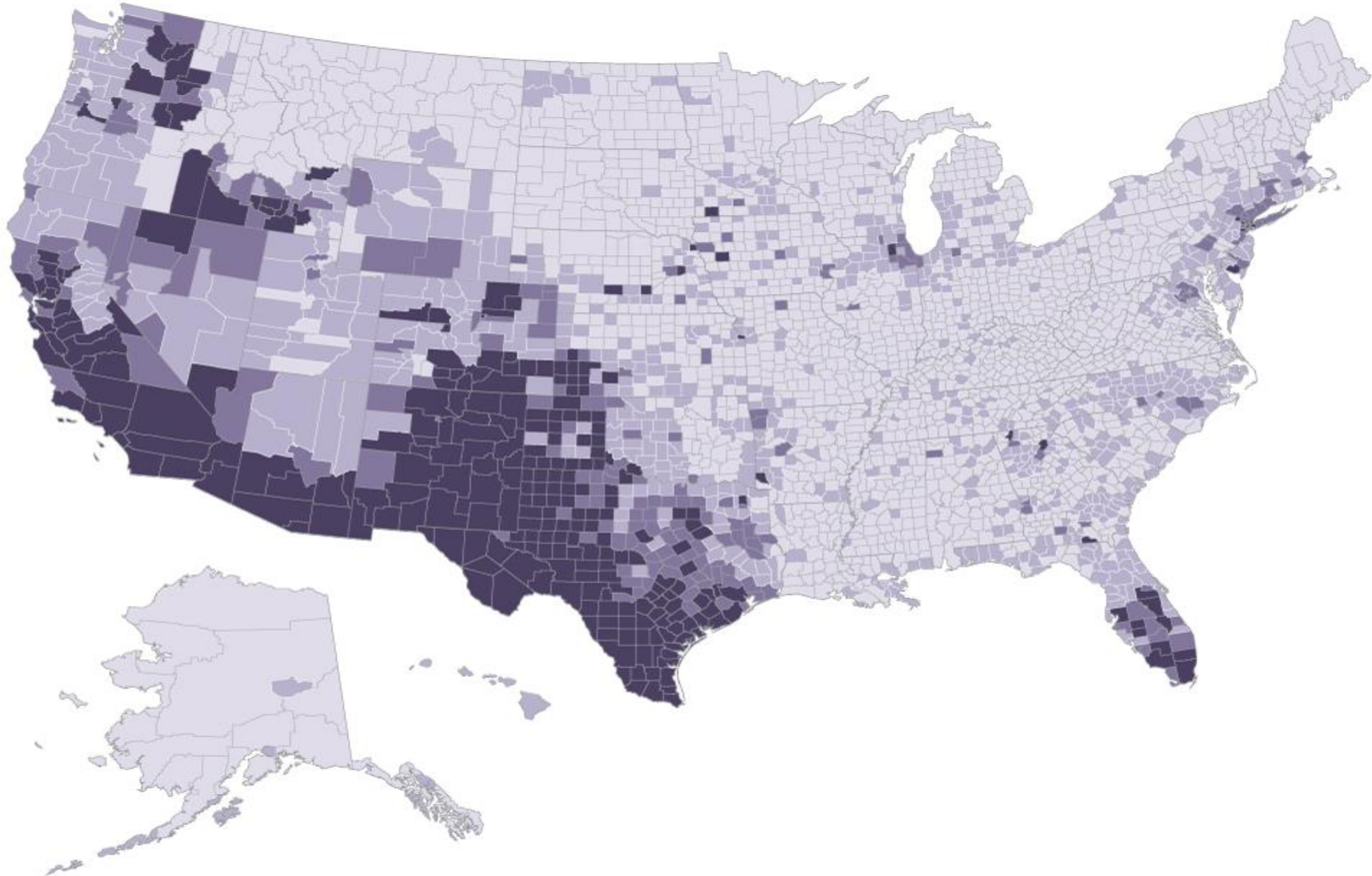
Percent of U.S. Population Latino, 2000



Percent of U.S. Population Latino, 2010



Percent of U.S. Population Latino, 2014



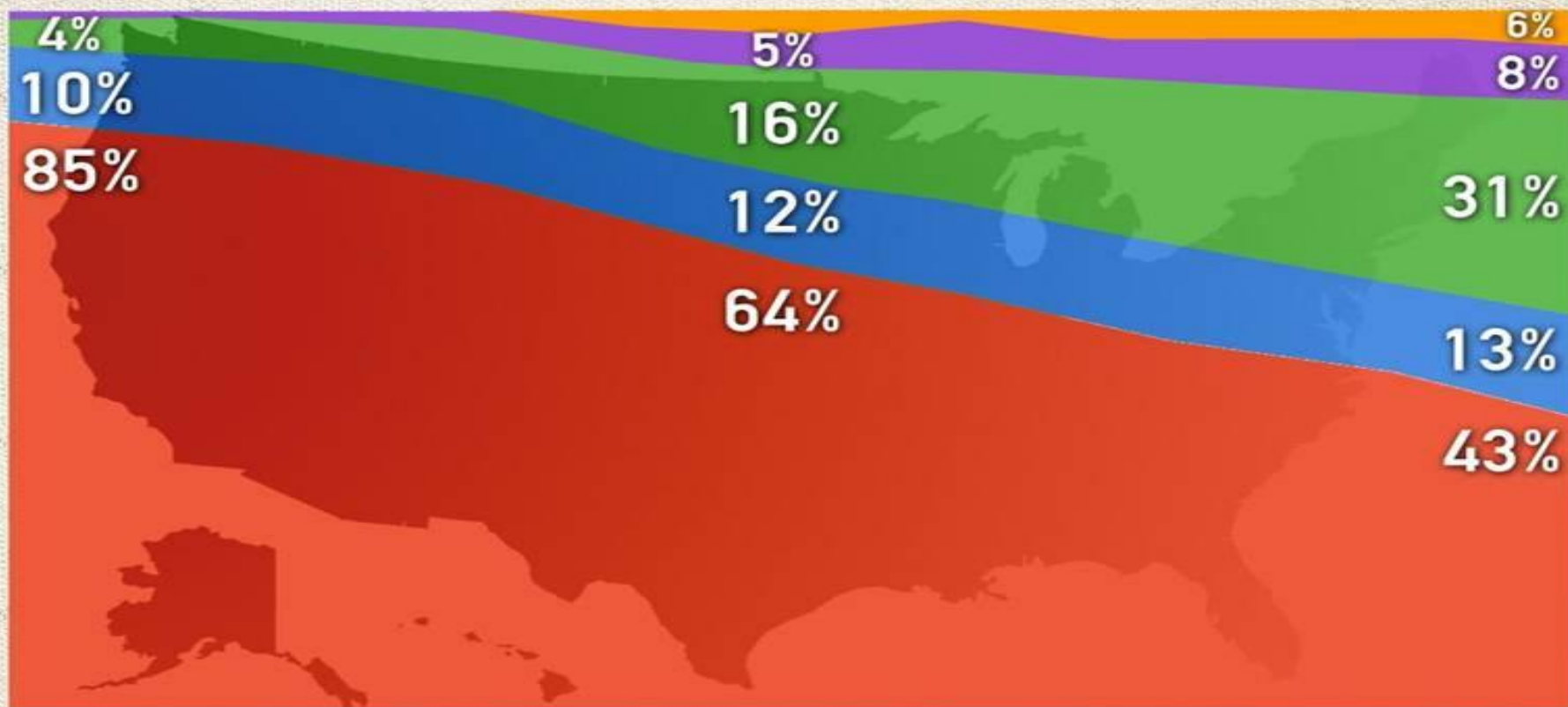
CHANGING FACE OF AMERICA

Percent of total U.S. population by race and ethnicity, 1960-2060

1960

2010

2060



OTHER

ASIAN

HISPANIC

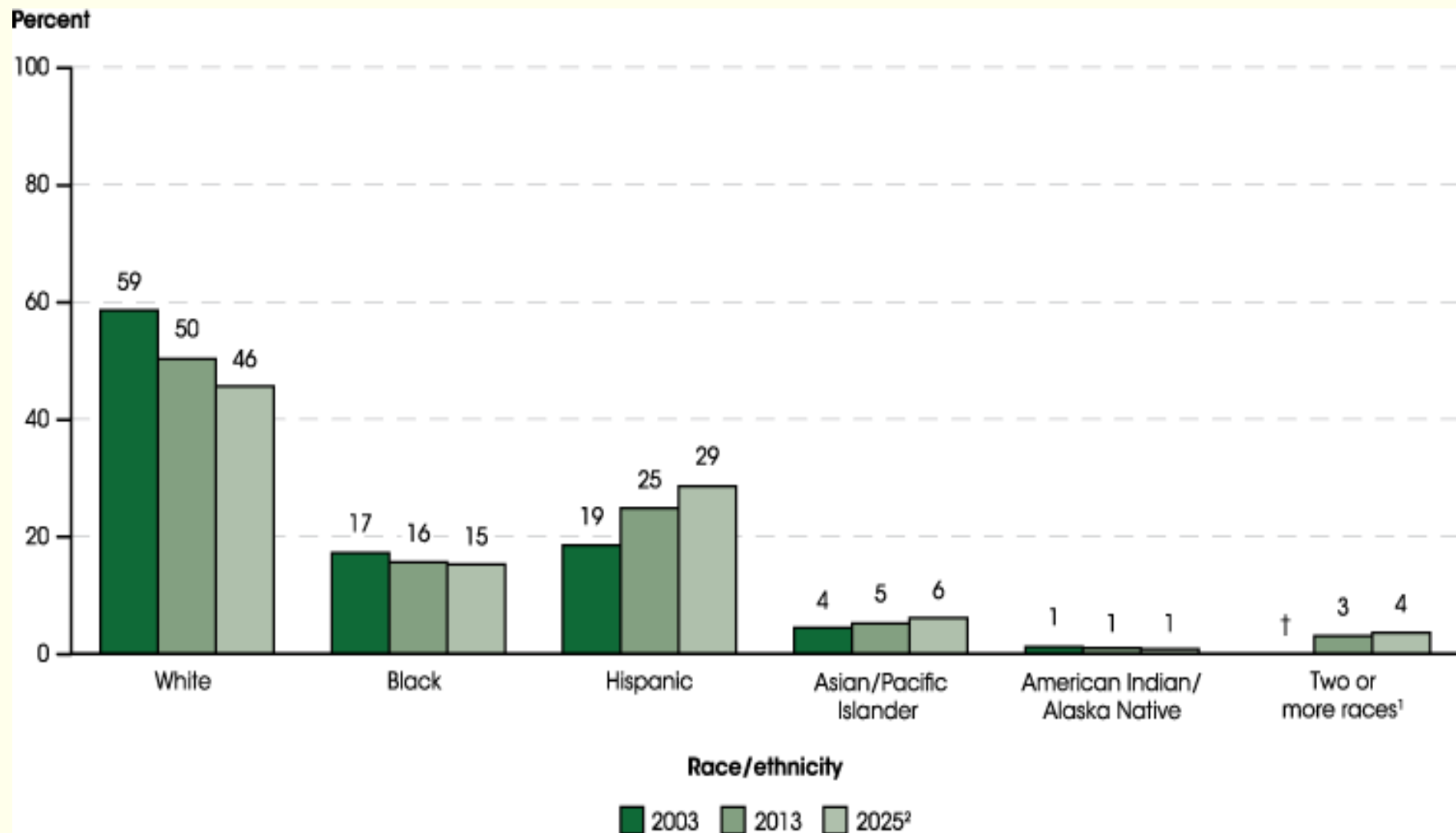
BLACK

WHITE

SOURCE: PEW RESEARCH CENTER

 **NIGHTLY NEWS**
with BRIAN WILLIAMS

U.S. Public School Enrollments Pre-K – 12th Grade by Race / Ethnicity, (2003, 2013, 2025 proj.)



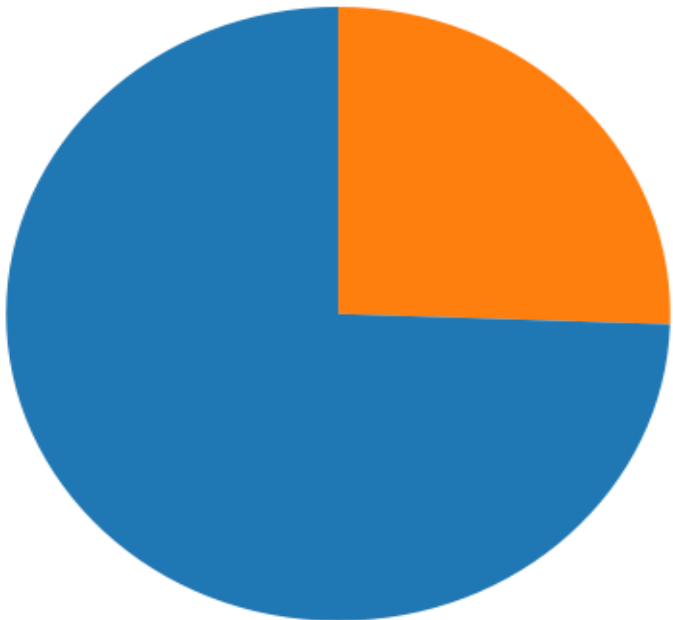
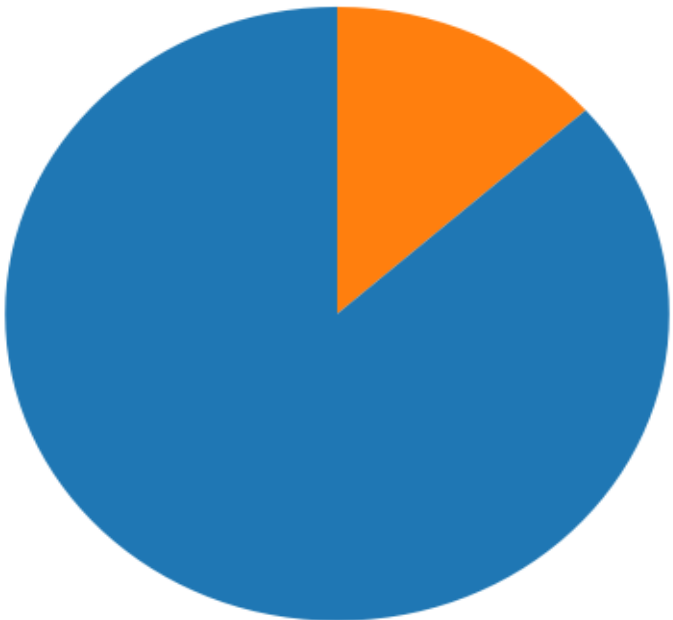
Children in U.S. Immigrant Families:
 Number and Share of the Total U.S. Child Population, by Age Group and State

1990

2015

Age Group
Under 18

State
United States

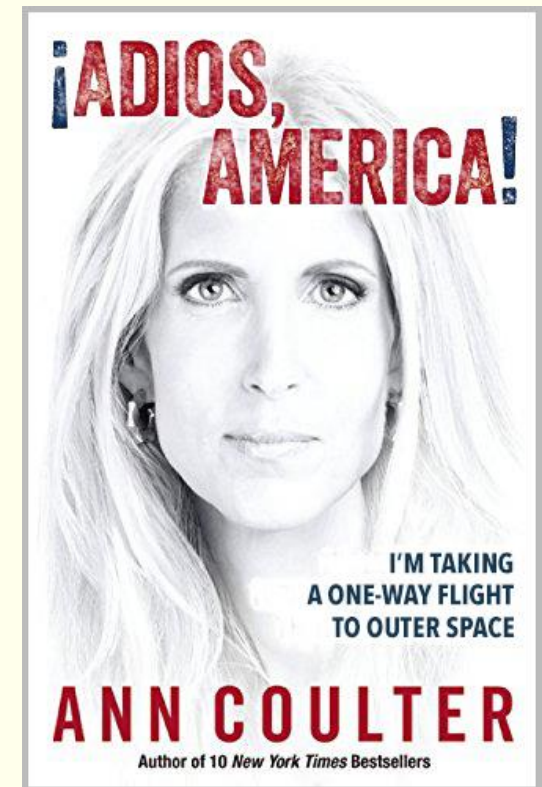
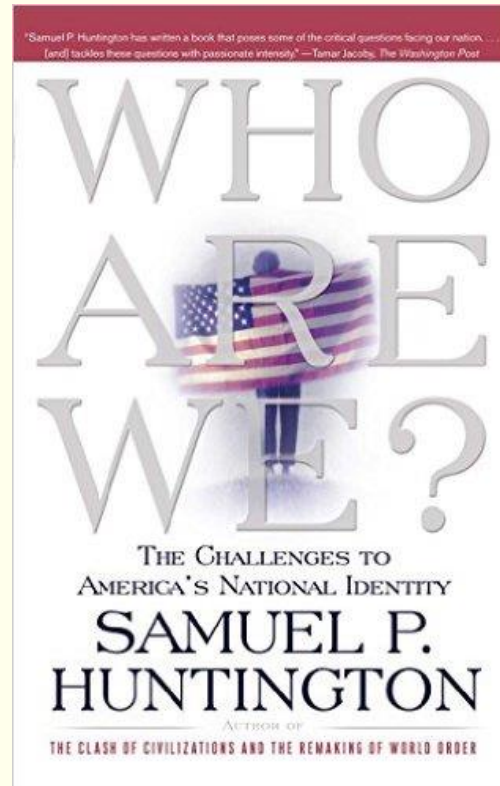
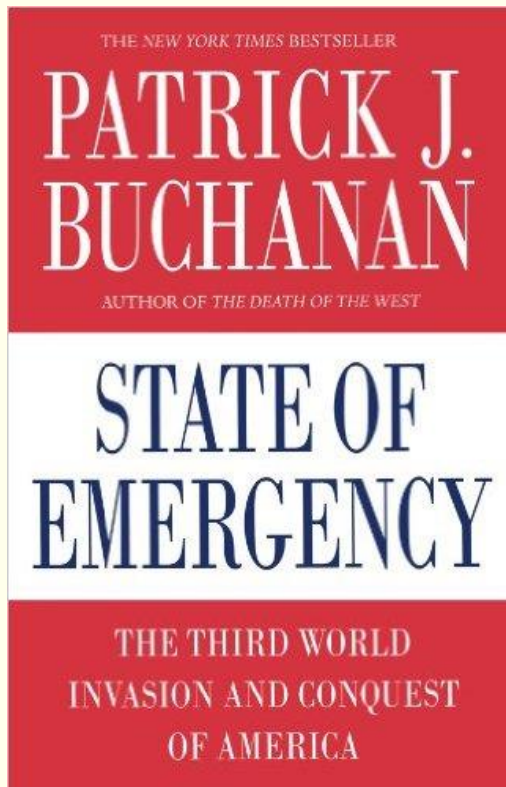


■ Share of children from immigrant families
 ■ Share of children from native families

| | |
|---|------------------|
| Children with at least one immigrant parent: | 8,194,000 |
| Share of children above who were born in the United States: | 77.0% |

| | |
|---|-------------------|
| Children with at least one immigrant parent: | 17,866,000 |
| Share of children above who were born in the United States: | 88.3% |

What happened to MY America!?



Could lines at the DMV get any longer? Thanks to new law, apparently so (OC Register, 1/12/15)



Has Higher Education
Seized the Moment?

Have We Seized The Moment?

- MEI is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations (or to activate them)
- Write down 3 things you can point to that evidence your institution values equity & diversity?
- Write down 3 things you can point to that evidence your institution does NOT value equity & diversity?

WHERE WOULD YOU GO TO GET YOUR DATA?

WWW.COLLEGERESULTS.ORG

[HTTP://COLLEGE-INSIGHT.ORG](http://COLLEGE-INSIGHT.ORG)

NCES.ED.GOV/IPEDS/DATACENTER

Take a few minutes to look up your institution—
take note of gaps

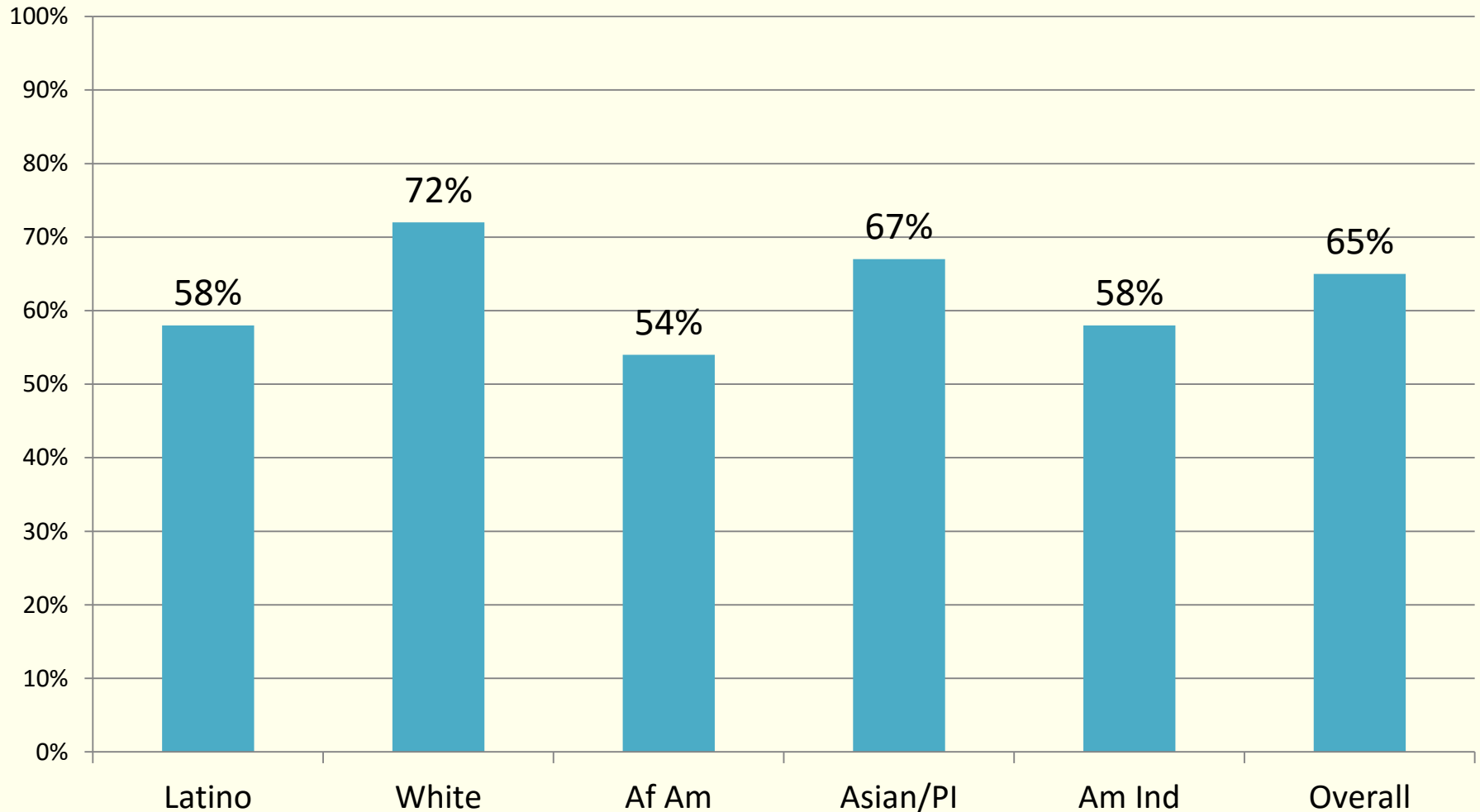
Reasons for Gaps?

- Member of “At-Risk” Category? (Demography)
 - 1st Generation; Minority-status; Low-income?
- Academic (Remedial)?
 - Lack of adequate preparation...
 - Of Students? Of Faculty? Of Staff?
- Institutional Climate
 - Academic; Social; Geographic?
- Other dimensions?

Digging into Institutional Narratives

Exploring the Student Success Narrative

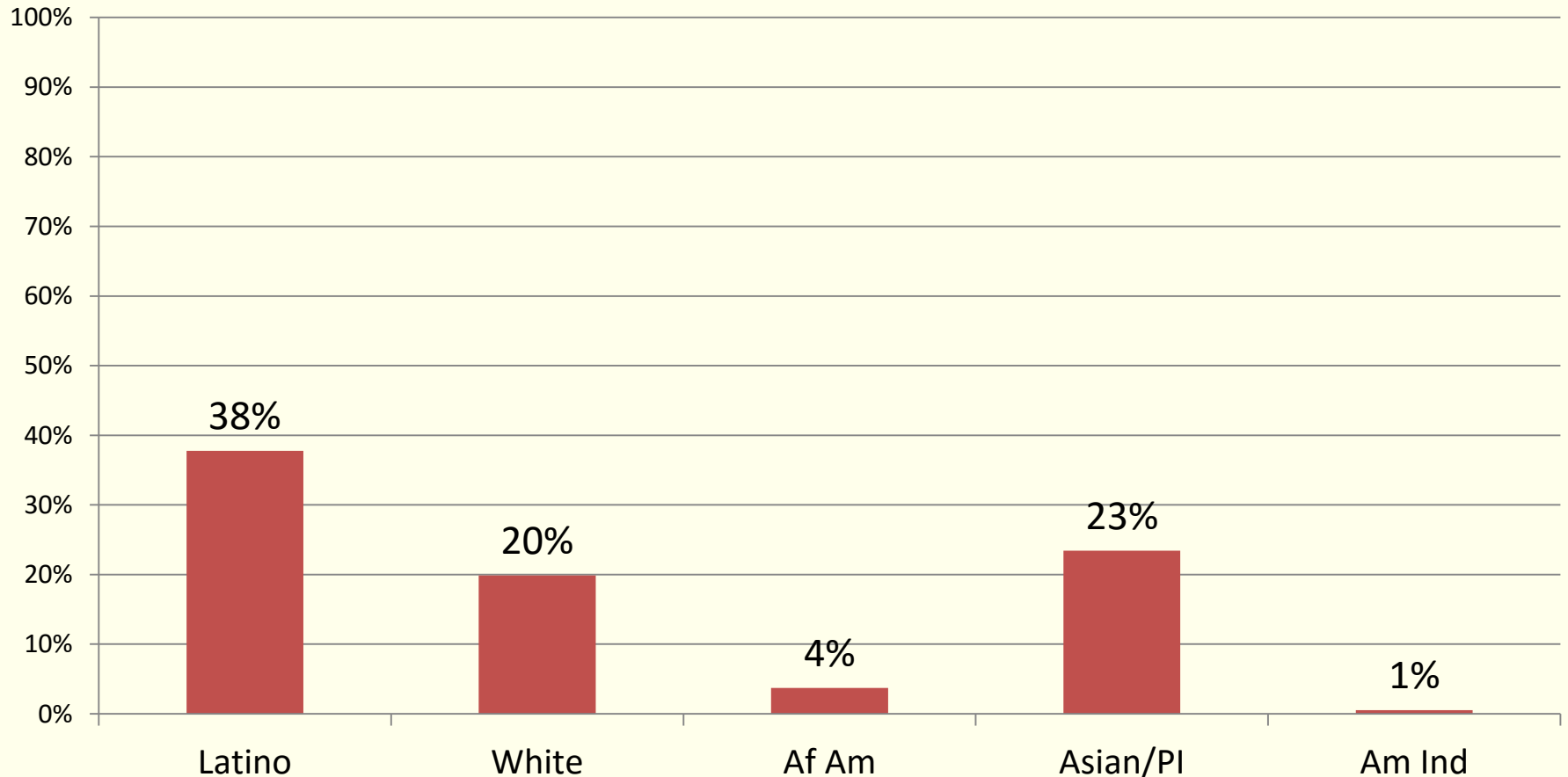
6-Year Graduation Rates by Race/Ethnicity, 2008 Frosh Cohort



IS IT OUR DEMOGRAPHY?

Undergraduates by Race/Ethnicity

2014 Undergraduate Enrollments by Race/Ethnicity, (%)

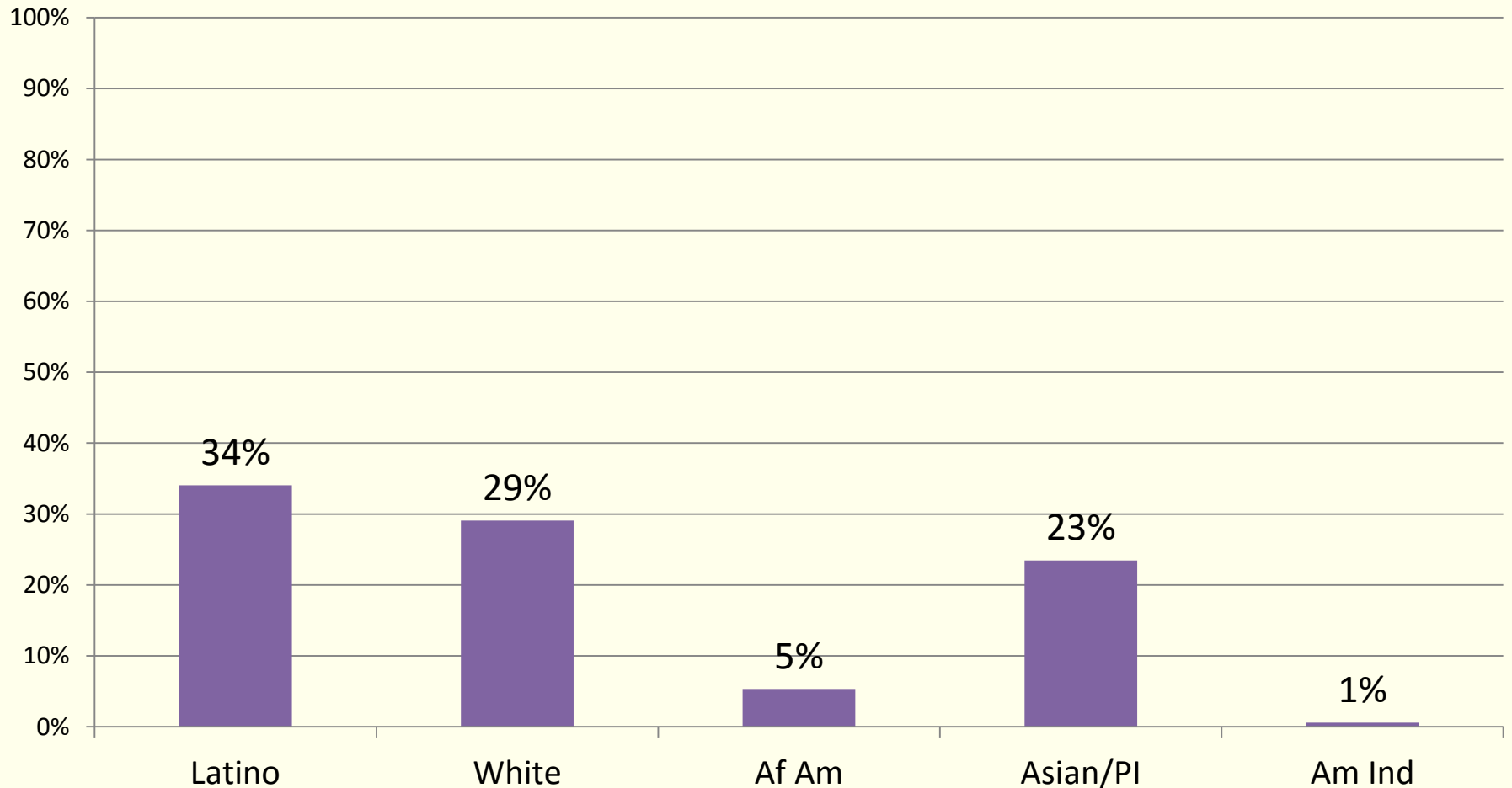


Total UG Enrollments = 31,523

IS IT OUR DEMOGRAPHY?

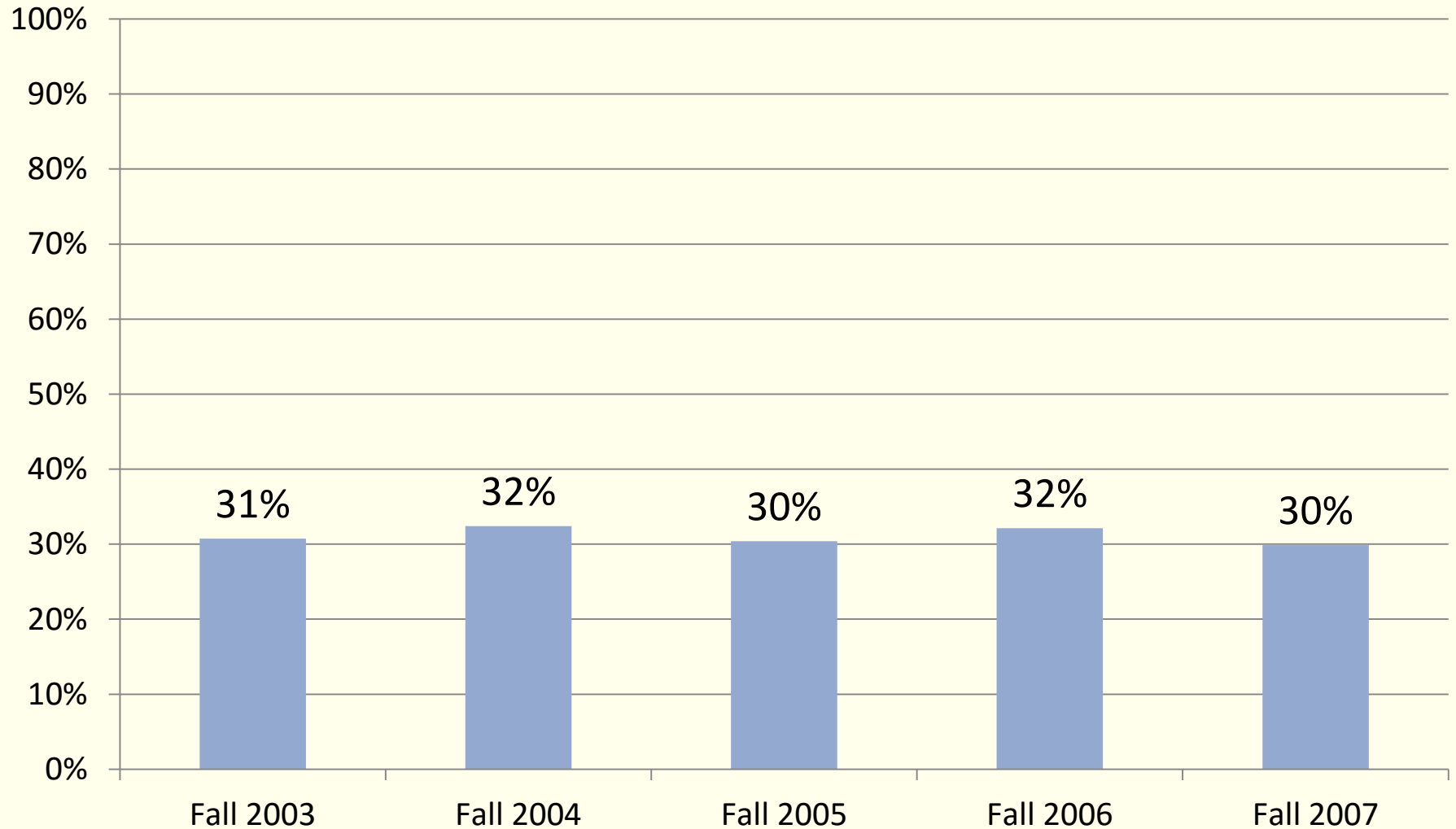
Frosh by Race/Ethnicity

2008 Frosh Cohort by Race/Ethnicity, (%)



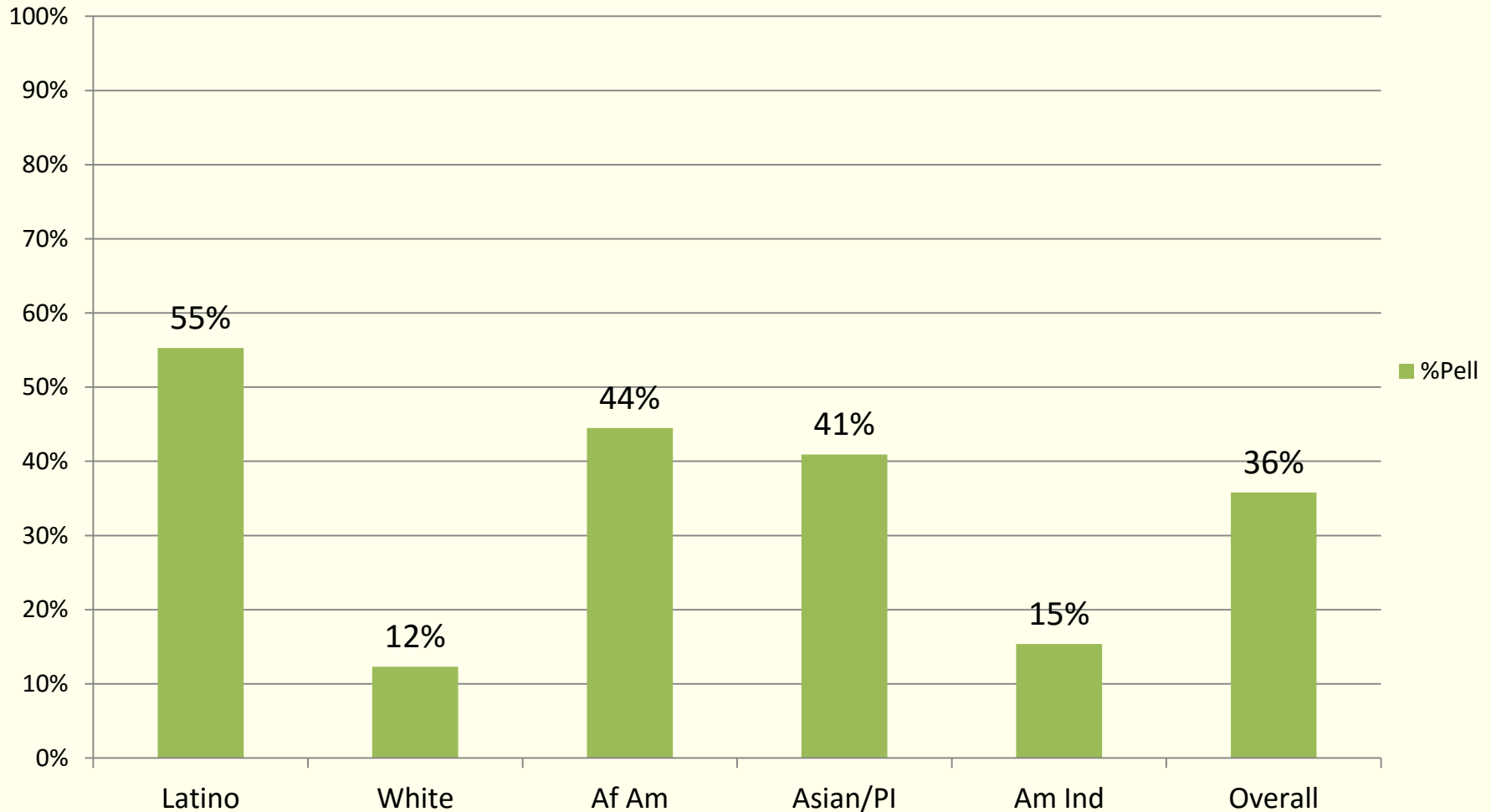
IS IT OUR DEMOGRAPHY?

Undergraduates by Pell

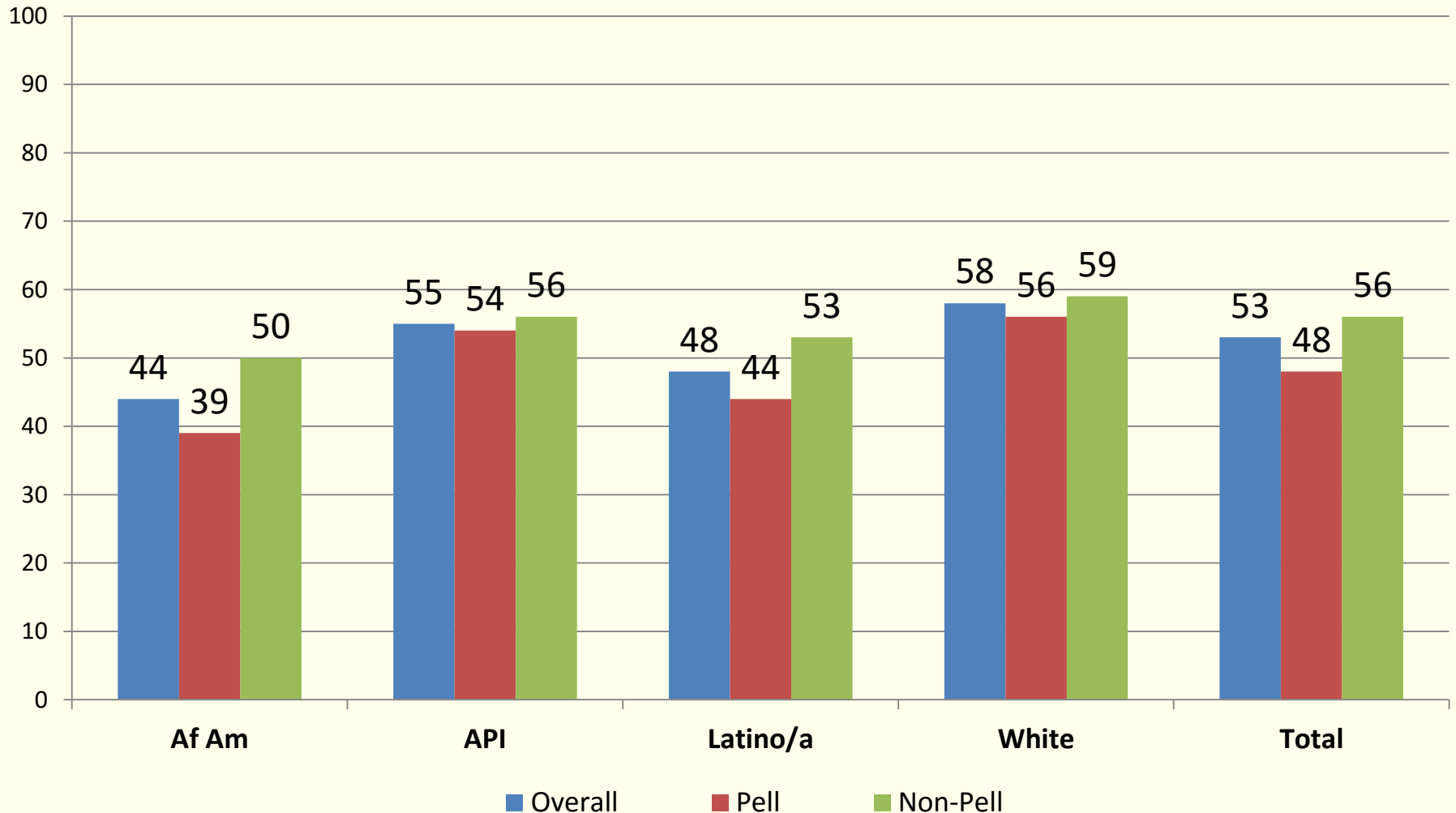


IS IT OUR DEMOGRAPHY?

First Year Frosh on Pell by Race/Ethnicity, 2008

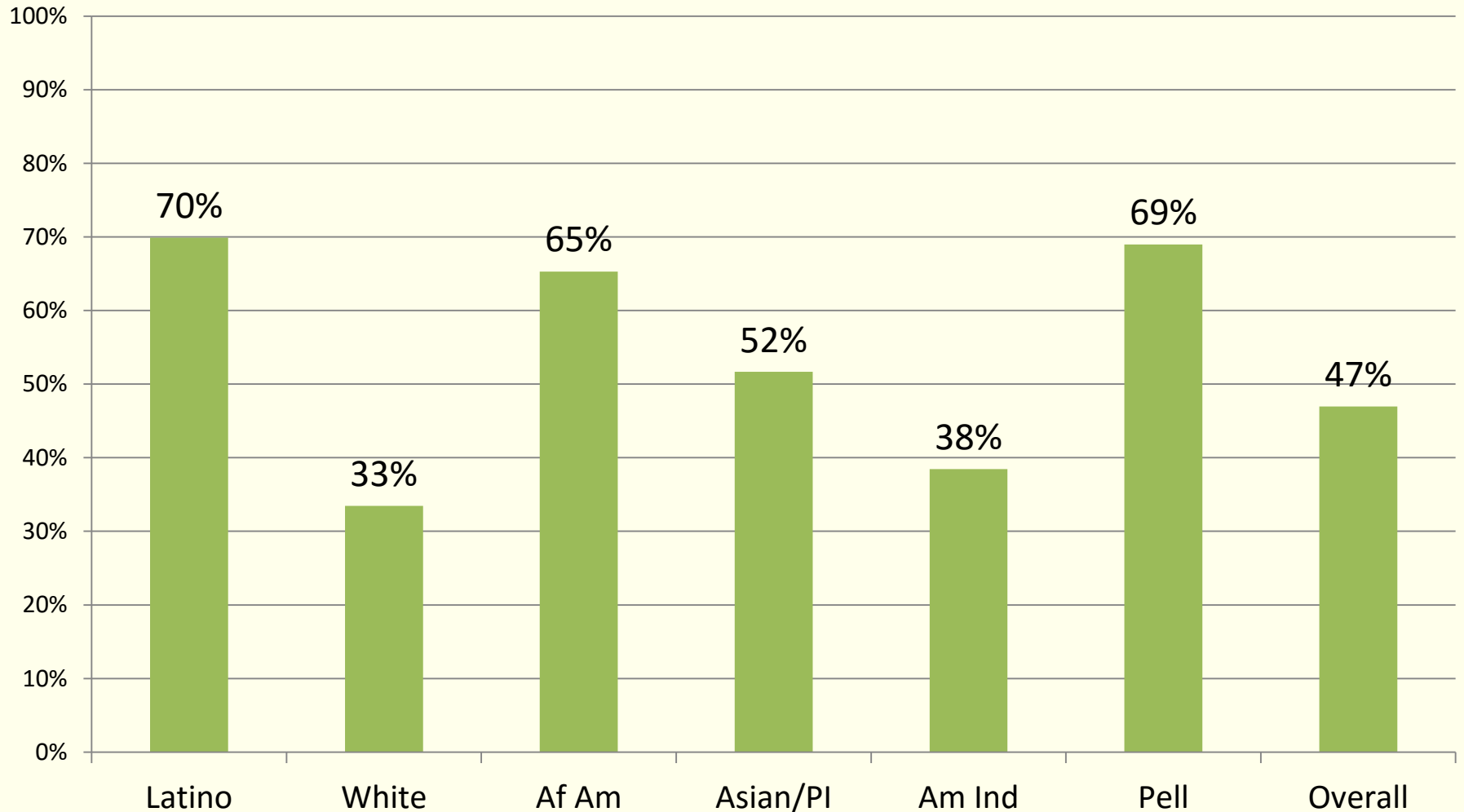


Using Data to Complexify: 6-Yr Grad Rates by Race/Ethnicity & Pell

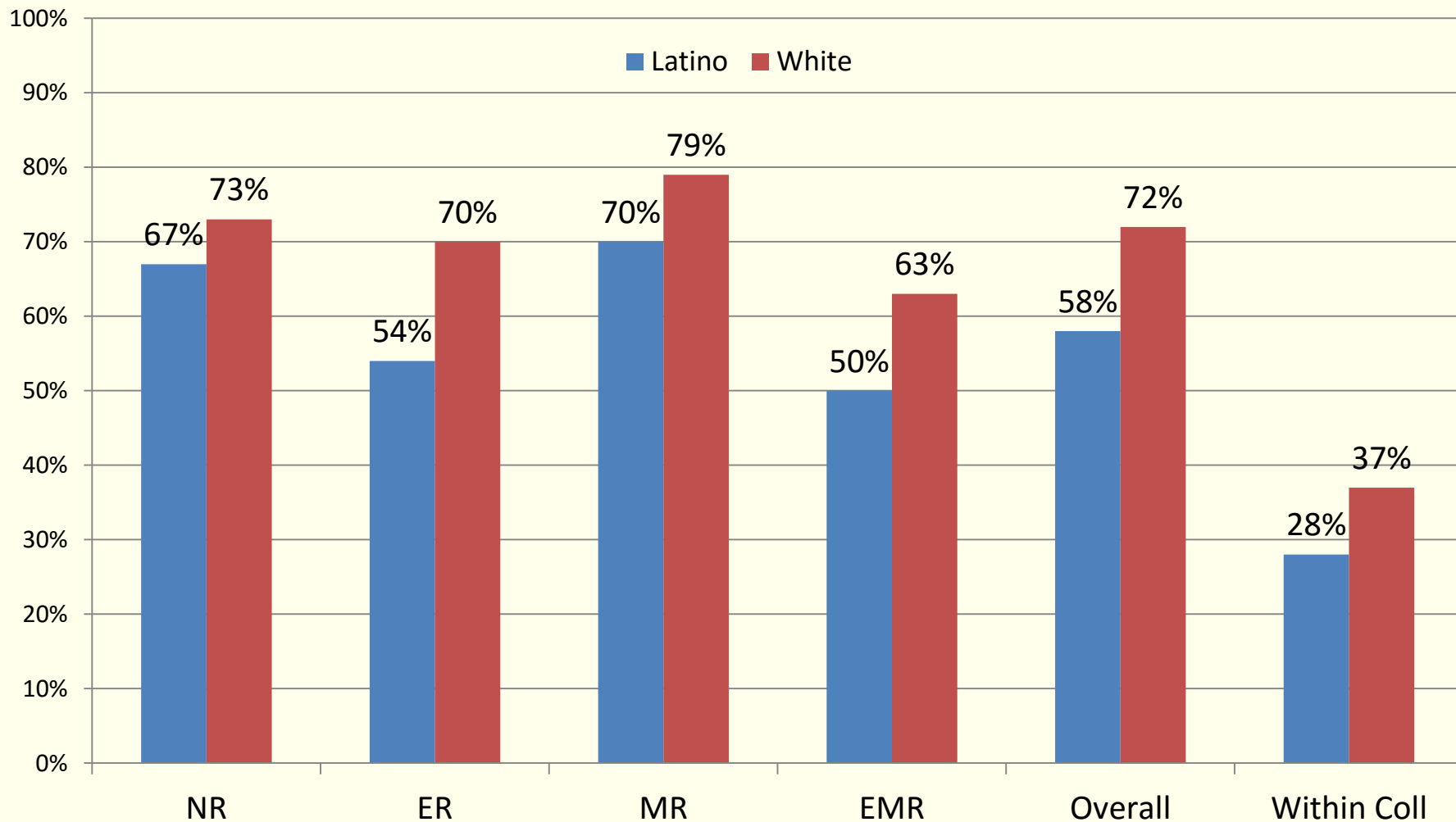


IS IT THE ACADEMIC PREPARATION?

Remediation Rates by Race/Ethnicity or Pell, 2008 Frosh Cohort



Latino & White 6-Year Graduation Rates by Remediation Type, Class of 2008



Note: NR = No Remediation; ER = English Remediation; MR = Math Remediation; EMR = English & Math Remediation; Within Coll = Graduated within college started in e.g. liberal arts, engineering, business etc.

Caution on “College Readiness” Discourse...



“Deficit” oriented approach ahead?



Data should guide NOT
drive

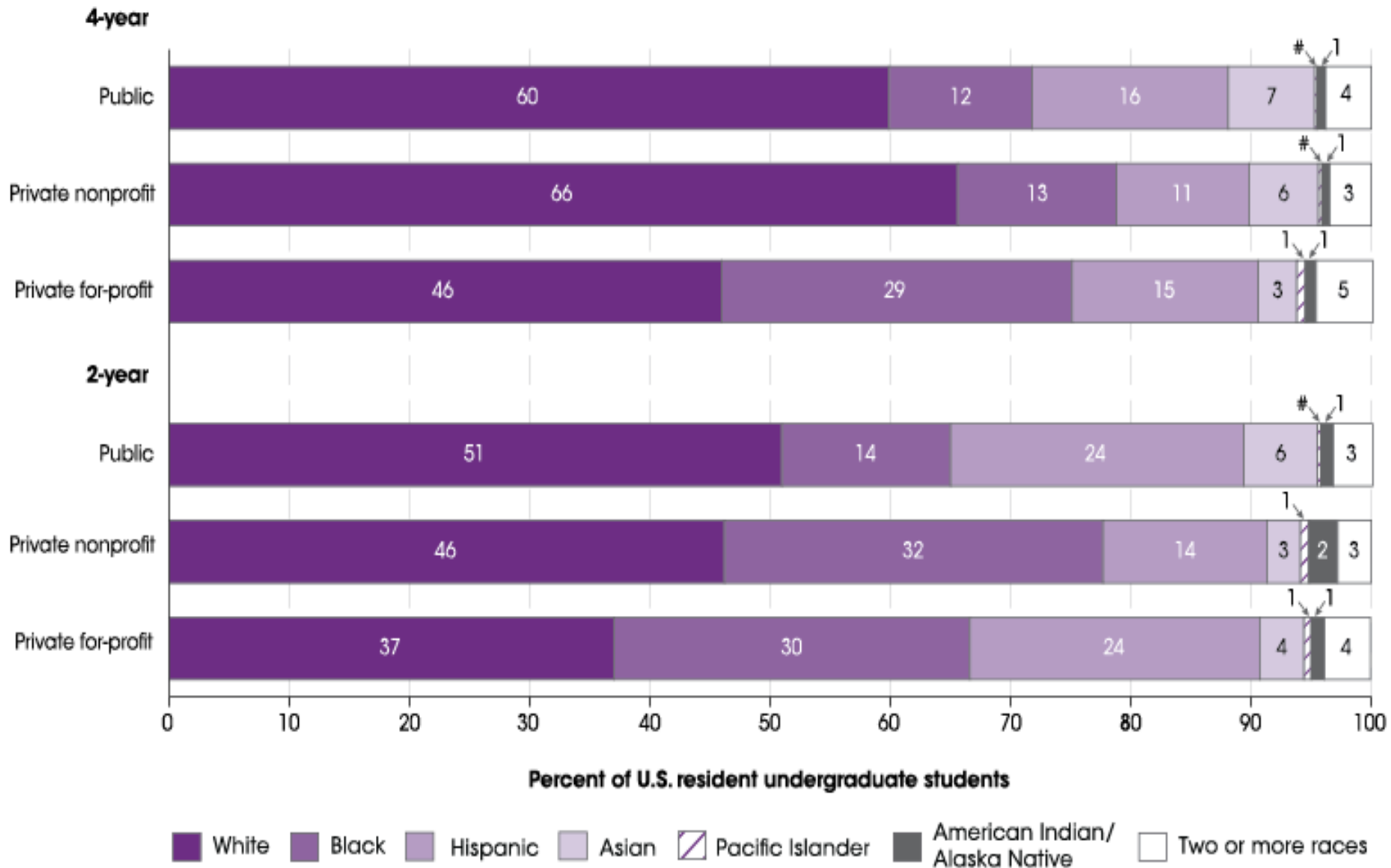
Data To Consider

- Course Passage Rates over time (3 Yrs)
 - Is there pattern across multiple sections?
 - Is this pattern consistent? And within a Dept?
- Disaggregated by college and department
 - Introductory courses? Upper division?
- Disaggregated by race/ethnicity, gender, class etc. depending on focus
 - Are there differential course passage rates by race/ethnicity?
Gender? Academic background?

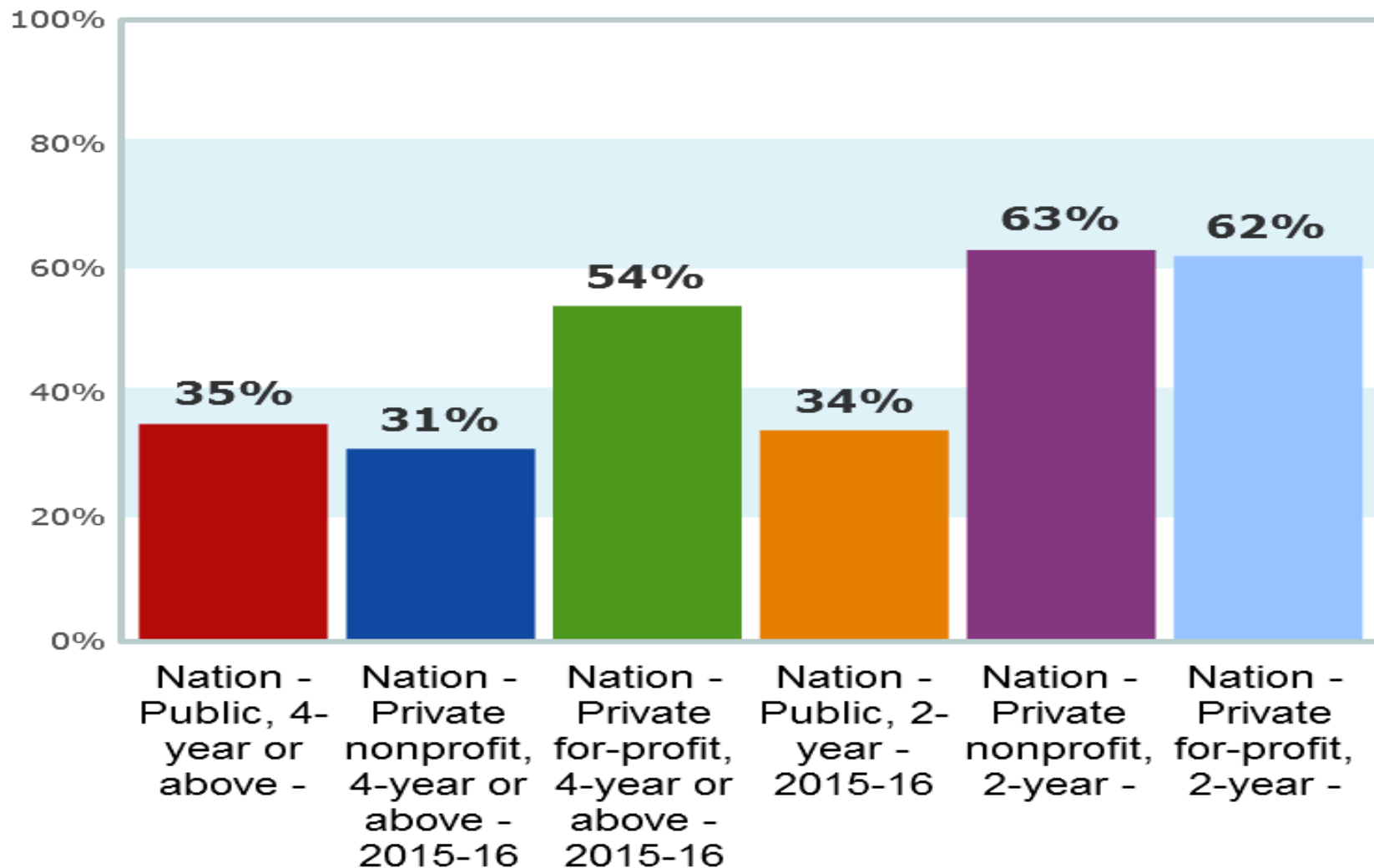
Change & Disaggregated Analysis Must Occur on Multiple Institutional Levels

- Classroom Level (Micro)
 - Pedagogy, Learning Competencies, Active Learning Environment, Curricular Creativity
- Department Level (Meso)
 - Identify low completion “gatekeeper” courses; Course scheduling and assignments; Supplemental Instruction efforts; Department self-studies; Learning Communities within Dept.
- College and/or University (Macro)
 - Resource allocation; Learning Communities across Departments/Colleges—linking courses; Student Support Services; Require as part of Department self-study; Include as part of Campus Assessment efforts / supports; Faculty Development Support

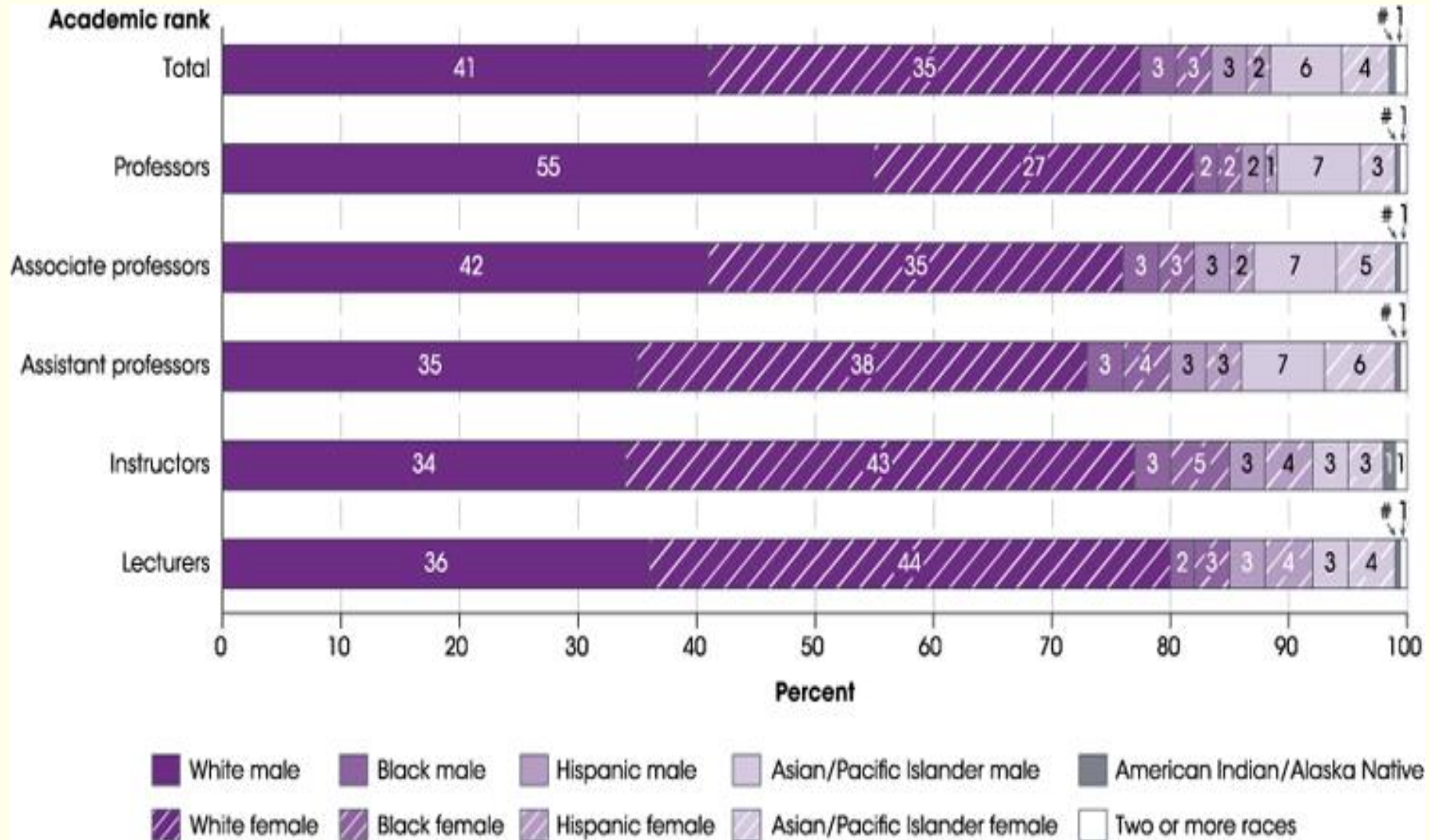
U.S. Postsecondary Undergraduate Enrollments by Institutional Level, Control and Race/Ethnicity, 2015



Pell Grant Recipients As Percent of 12-month Enrollment by Type of Institution, 2015-16



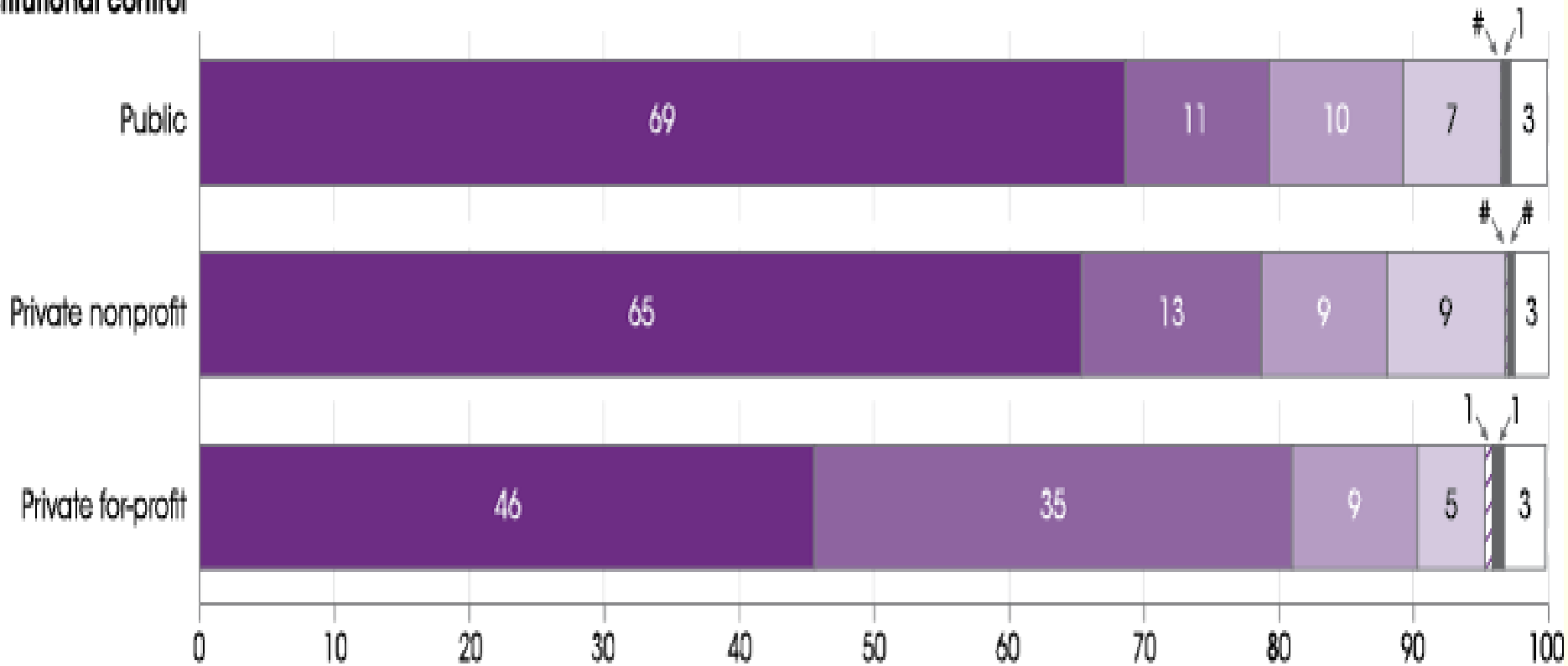
Fall 2015 Full-time faculty in postsecondary institutions, by academic rank, selected race/ethnicity, and sex



SOURCE: U.S. Department of Education, National Center for Education Statistics. (2017). *The Condition of Education 2017* (NCES 2017-144), [Characteristics of Postsecondary Faculty](#).

U.S. Graduate Student Enrollments by Institutional Level, Control and Race/Ethnicity, 2015

Institutional control



Percent of U.S. resident postbaccalaureate students



Figure 22.4. Percentage distribution of master's and doctor's degrees awarded by degree-granting postsecondary institutions, by race/ethnicity: Academic years 2003-04 and 2013-14

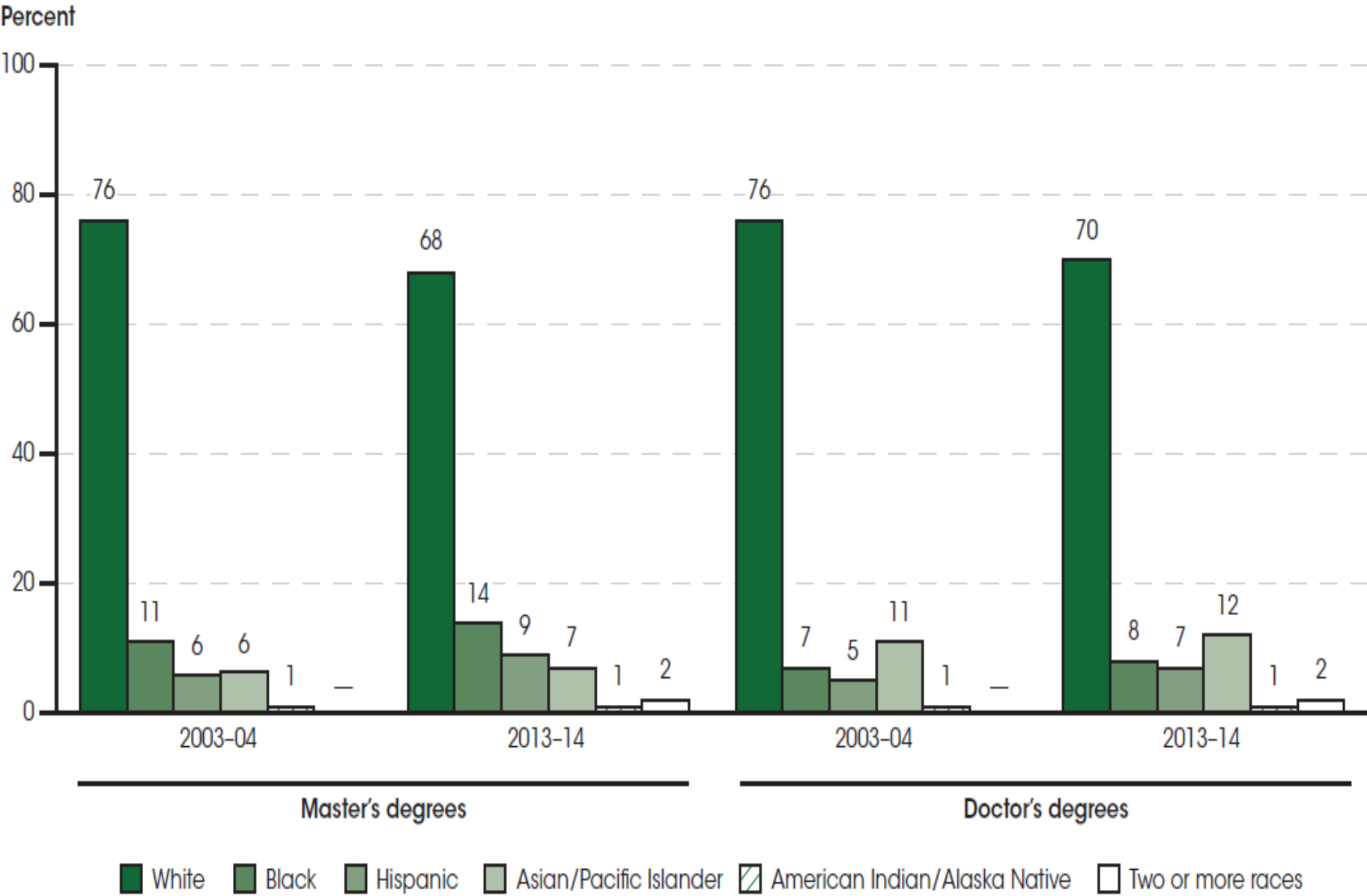


Figure 11. Agreement That Their Institution Has Effective Hiring Practices and Policies That Increase Faculty Diversity, by Race/Ethnicity and Sex (% Agreeing "Somewhat" or "Strongly")

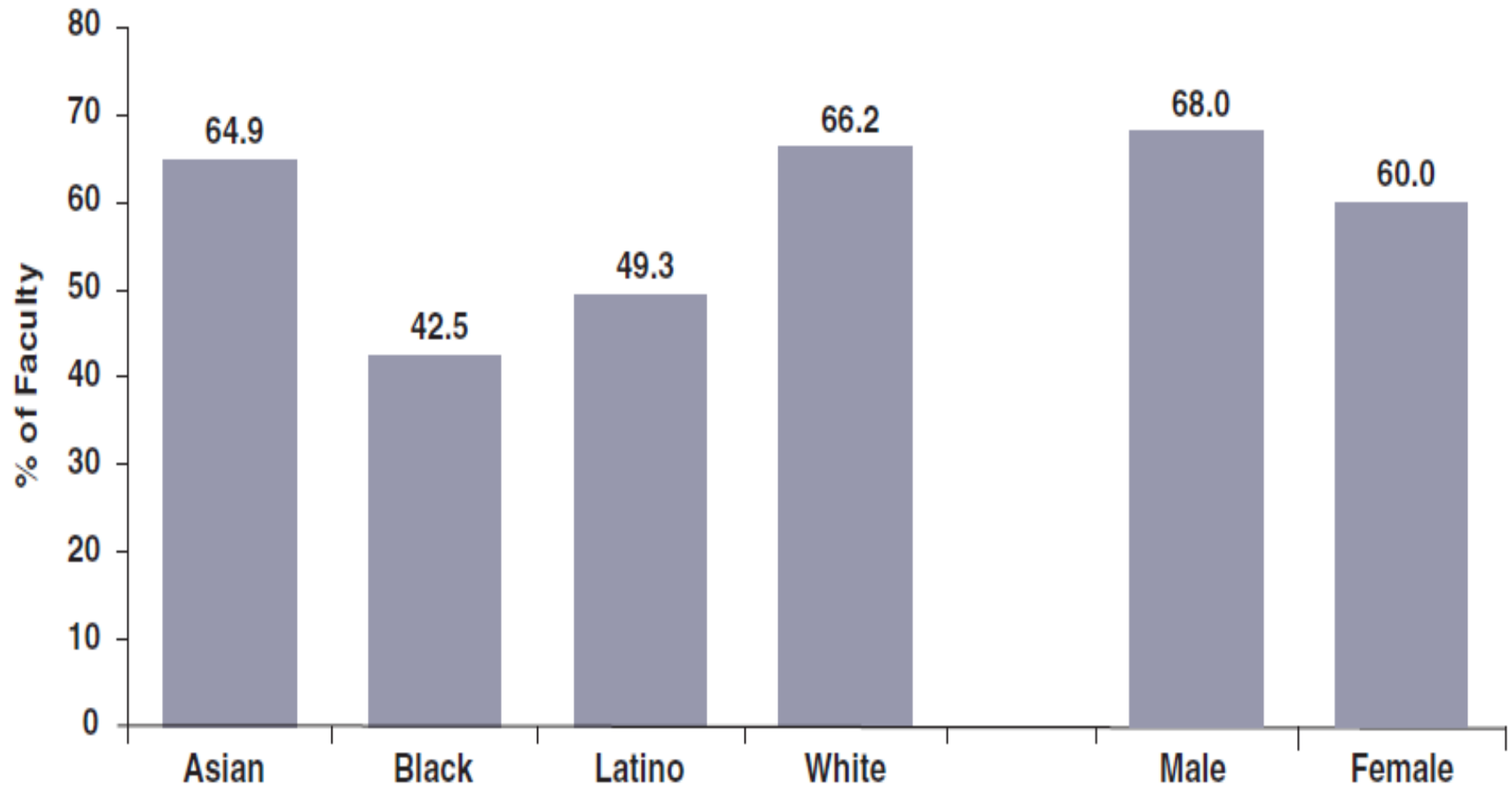
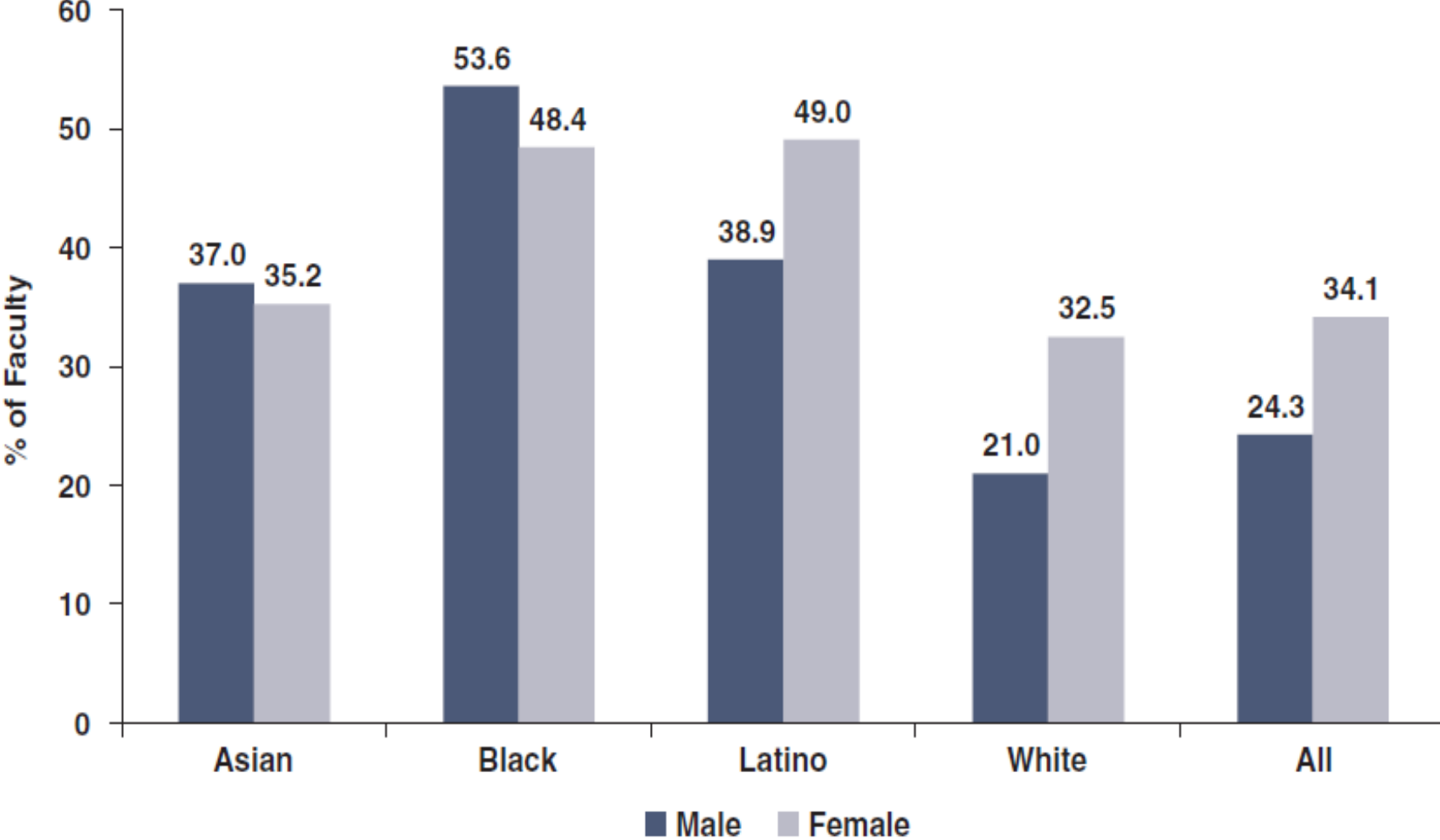
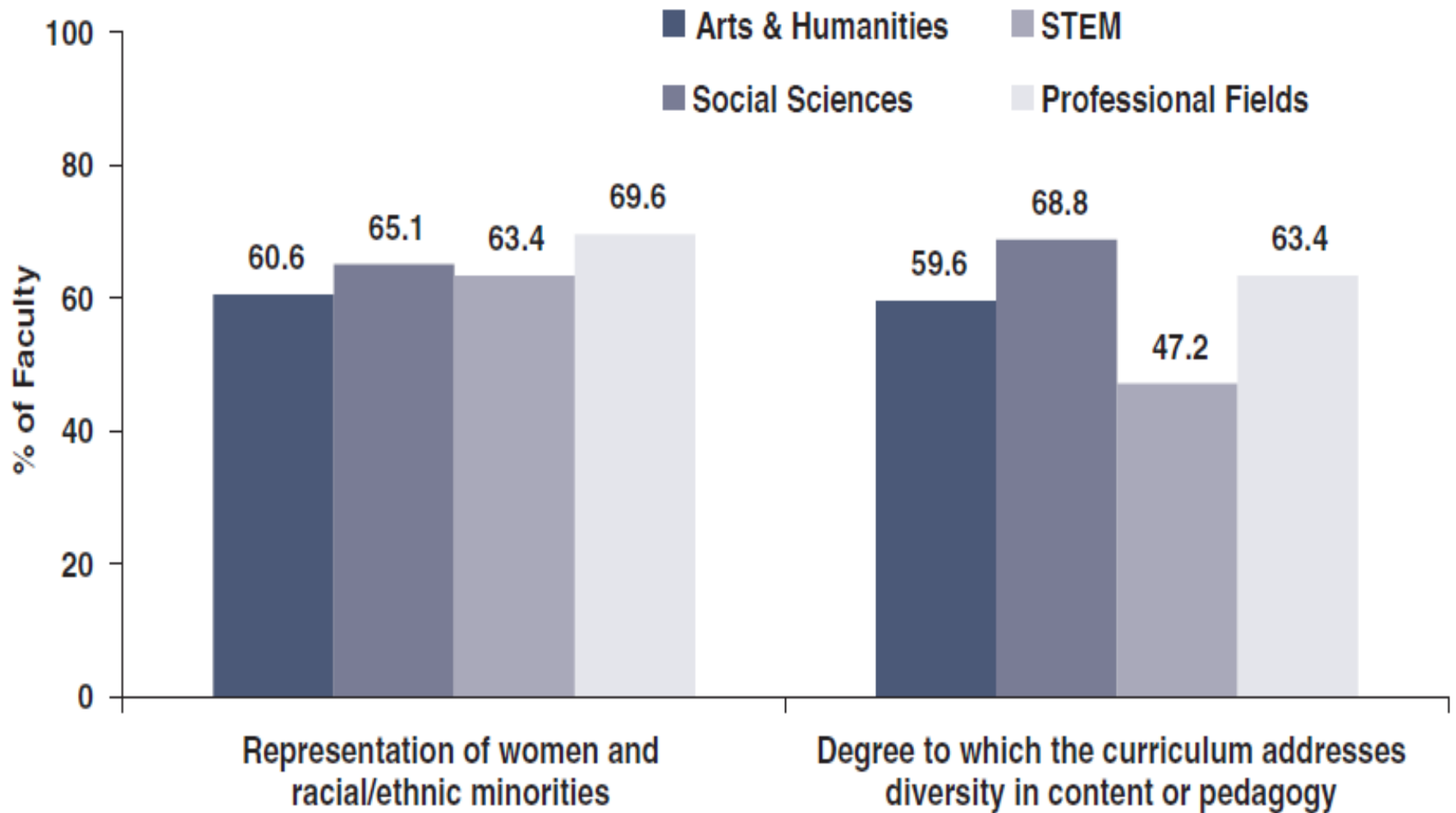


Figure 12. Perceptions That They Must Work Harder Than Their Colleagues To Be Perceived as a Legitimate Scholar, by Race/Ethnicity and Sex (% Marking "To a Great Extent")

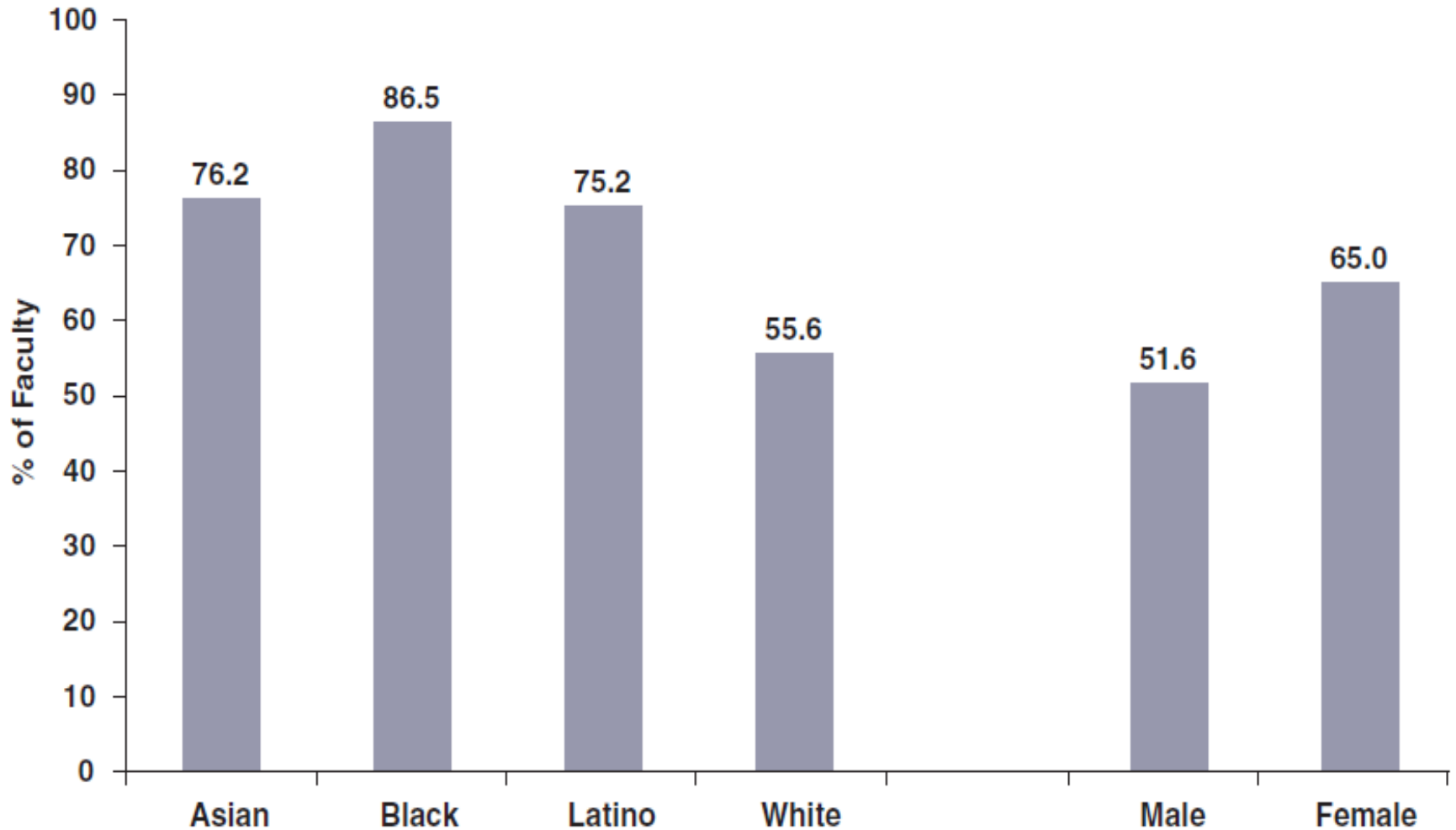


Source: Eagan, K. et al. *Undergraduate Teaching Faculty: The 2013-14 HERI Faculty Survey*

Figure 15. Faculty Departmental Satisfaction, by Field
(% Indicating "Very Satisfied" or "Satisfied")



**Figure 13. Agreement That Racial and Ethnic Diversity Should Be More Strongly Reflected in the Curriculum, by Race/Ethnicity and Sex
(% Agreeing "Somewhat" or "Strongly")**



Persistent Themes of Higher Education

- Access is often stratified
- Success is stratified and often defined on singular dimensions of persistence / graduation rates
- Gatekeeper courses stunt quality learning and academic self-efficacy
- Limited faculty diversity
- Limited diversity in Academic Leadership
- Frameworks to explain gaps often deficit oriented

On Mission...

At tribal colleges, mission statements are related to the self determination of Native peoples and the advancement of Native knowledge systems...By using the mission statement to define the standards by which to measure success, a tribal college can view assessment as a means of pursuing its mission, building local capacity, and regaining some of the autonomy and control that Native American communities lost during centuries of colonization.

Anne Marie Karlberg (2010),

Assessment Essential for Tribal Colleges, AIHEC

Questions? Ideas? Thoughts?

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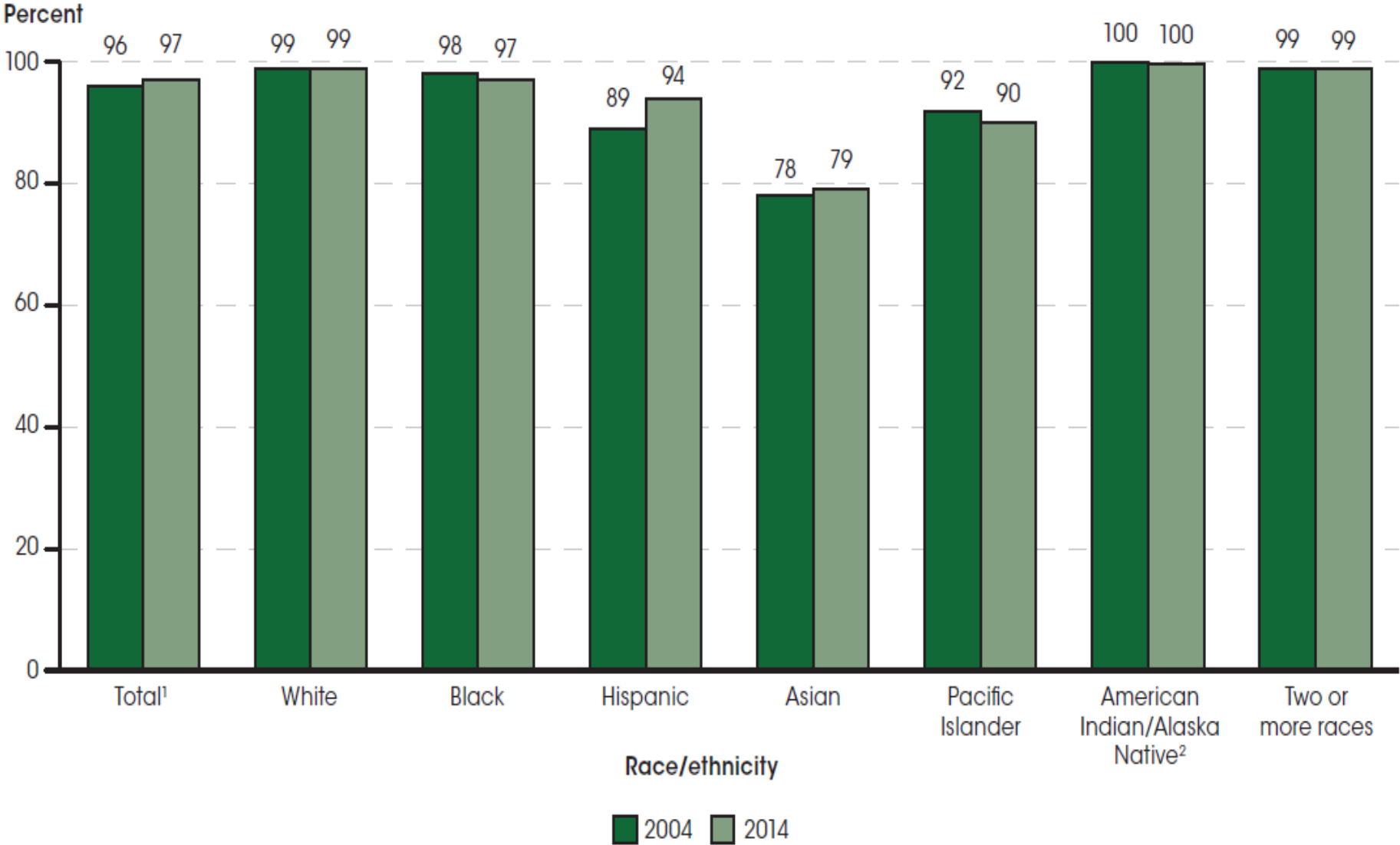
Jose.Moreno@csulb.edu

Supplemental Data Slides

Web-Based Data Resources

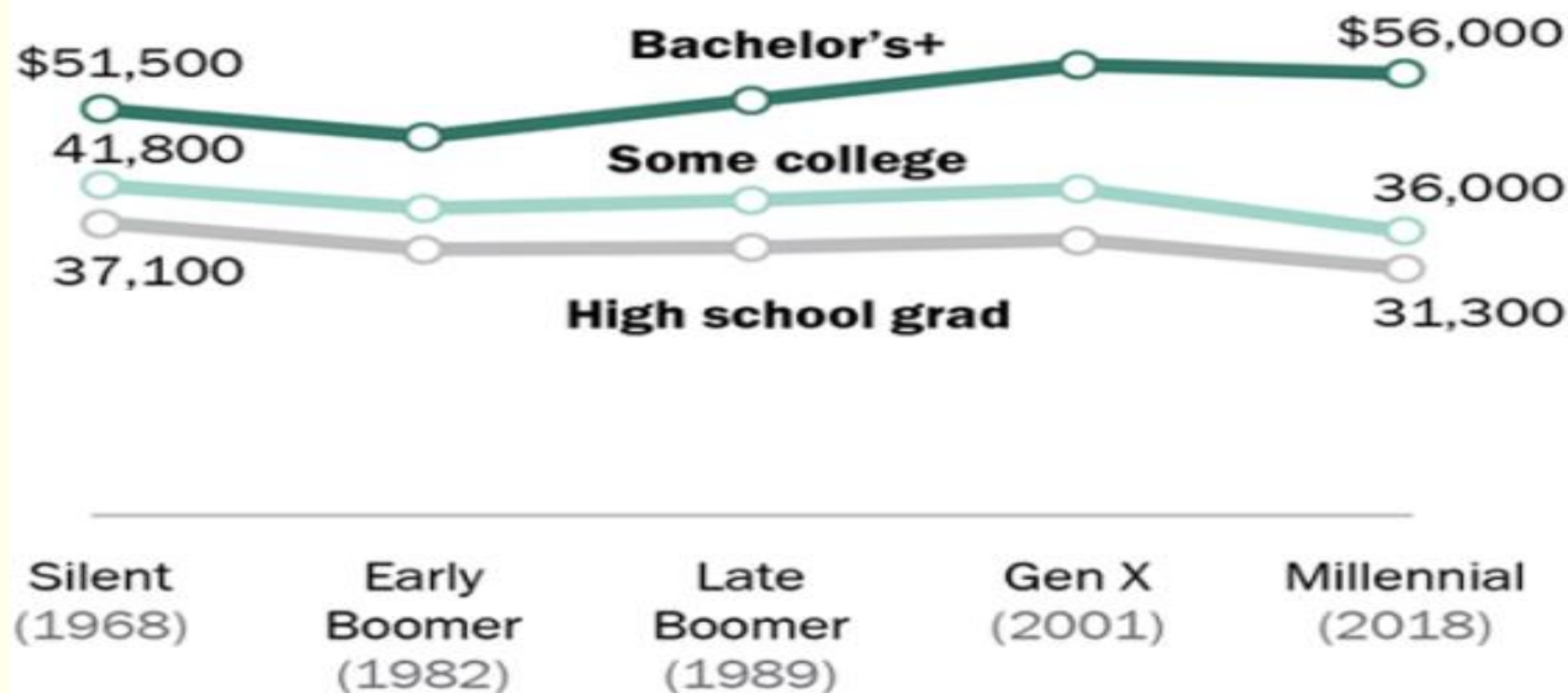
- Education Trust, Education Trust-West, Education Trust Midwest
National & Regional Educational Policy & Data Sites
- www.edtrust.org (National educational issues)
www.west.edtrust.org
www.midwest.edtrust.org
- Institute for College Access & Success
Proportion of Pell and Racial/Ethnic Demographics in Higher Education
www.college-insight.org
- Institute for Higher Education Policy
Higher Education policy & data sites with focus on underserved populations
www.ihep.org/
- Pew Hispanic Research Center
National & Regional Demographic Reports
www.pewhispanic.org
- U.S. Census Site Library (Infographics, Snapshots etc.)
www.census.gov/library.html
- United States Department of Education
www.ed.gov (DOE homepage)
www.nces.ed.gov (National Center for Education Statistics)
Condition of Education
Digest of Education Statistics
- Western Interstate Commission for Higher Education
Higher Education policy & data site
www.wiche.edu

Figure 2.2. Percentage of the population under 18 years old born within the United States, by race/ethnicity: 2004 and 2014



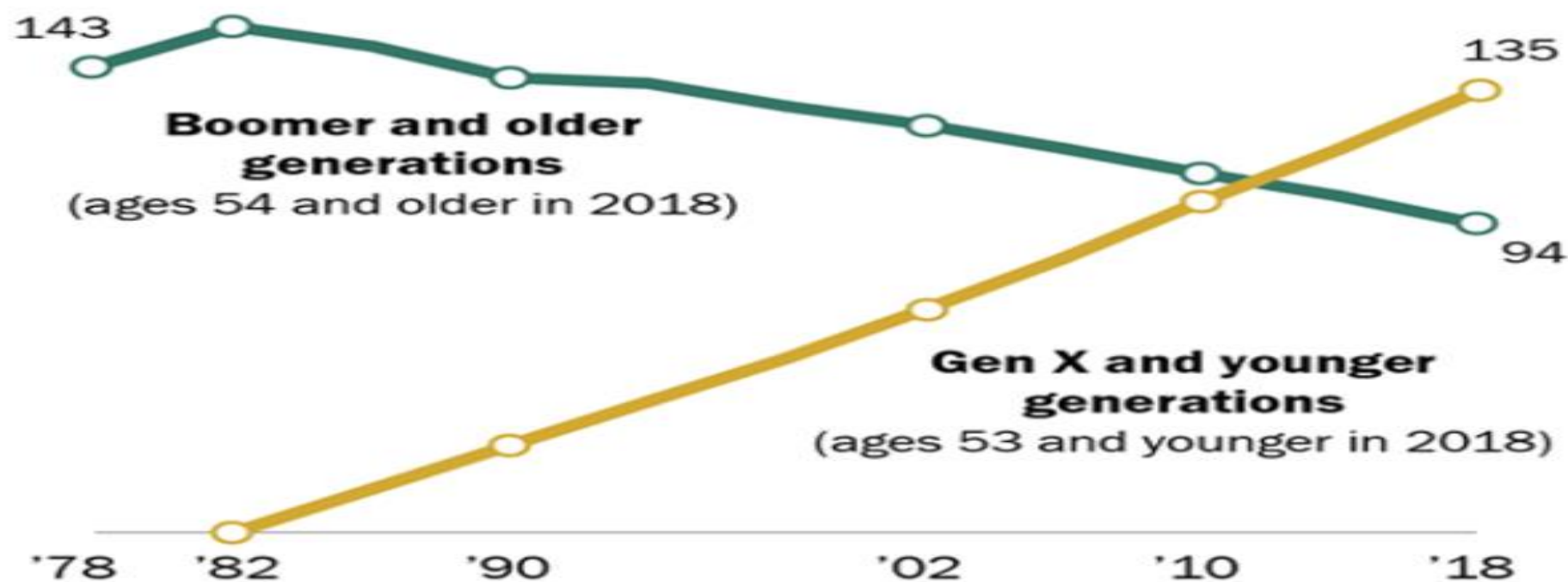
Earnings of young adults have only increased for the college-educated

Median annual earnings among full-time workers ages 25 to 37, in 2017 dollars



Gen Xers and younger generations are the clear majority of eligible voters

Eligible voters, in millions



Note: Eligible voters are U.S. citizens ages 18 and older.

Source: Pew Research Center analysis of the 1978-2014 Current Population Survey November Supplements (IPUMS) and November 2018 Current Population Survey.

PEW RESEARCH CENTER

% First-Time Full-Time Students completing Associate's Degree or Certificate at 2 year Degree-granting Institution within 3 years within first institution attended, 2011 Cohort

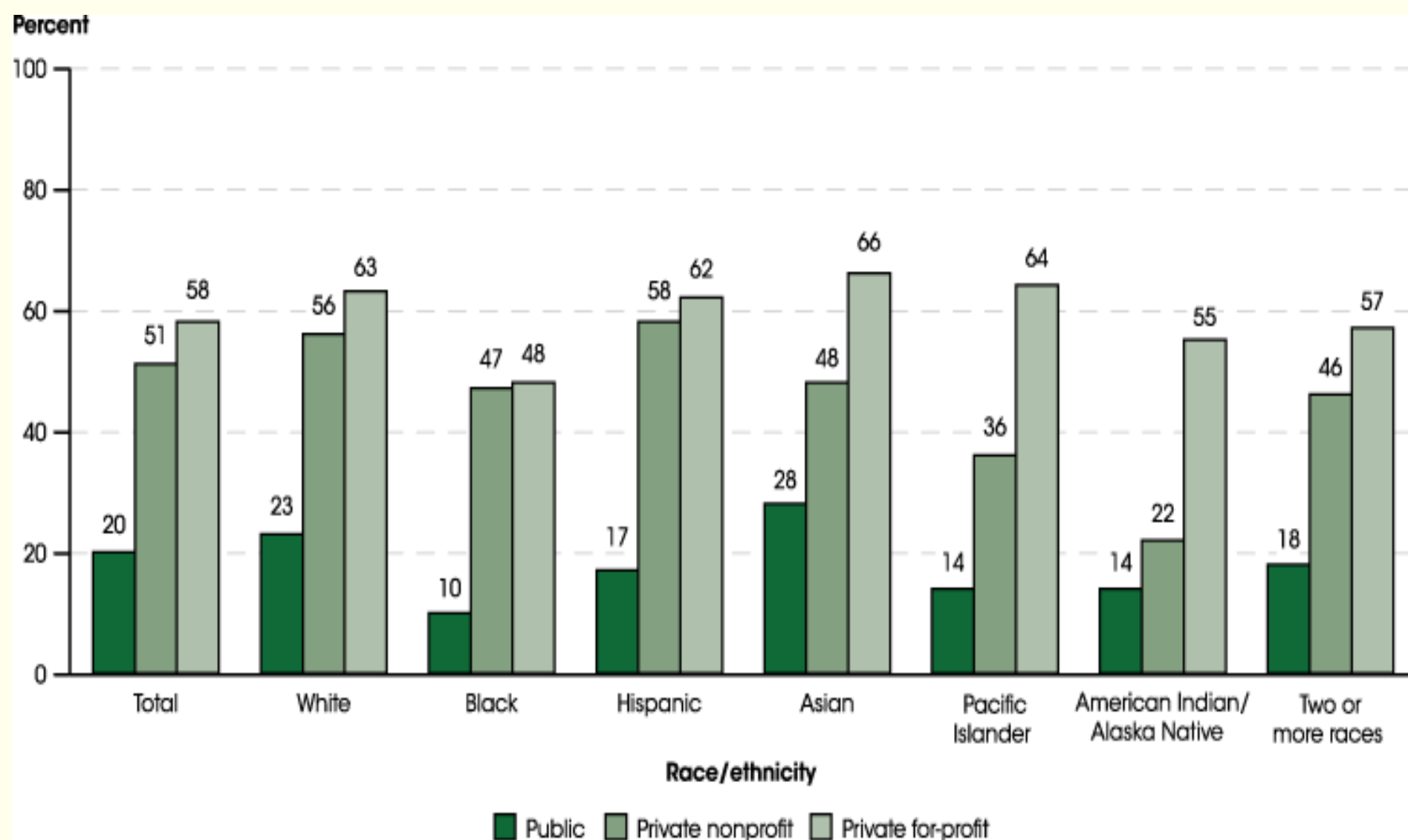


Figure 21.2. Percentage of first-time, full-time students seeking a bachelor's degree at 4-year degree-granting institutions who completed a bachelor's degree from the first institution attended within 6 years, by race/ethnicity and sex: Starting cohort year 2008

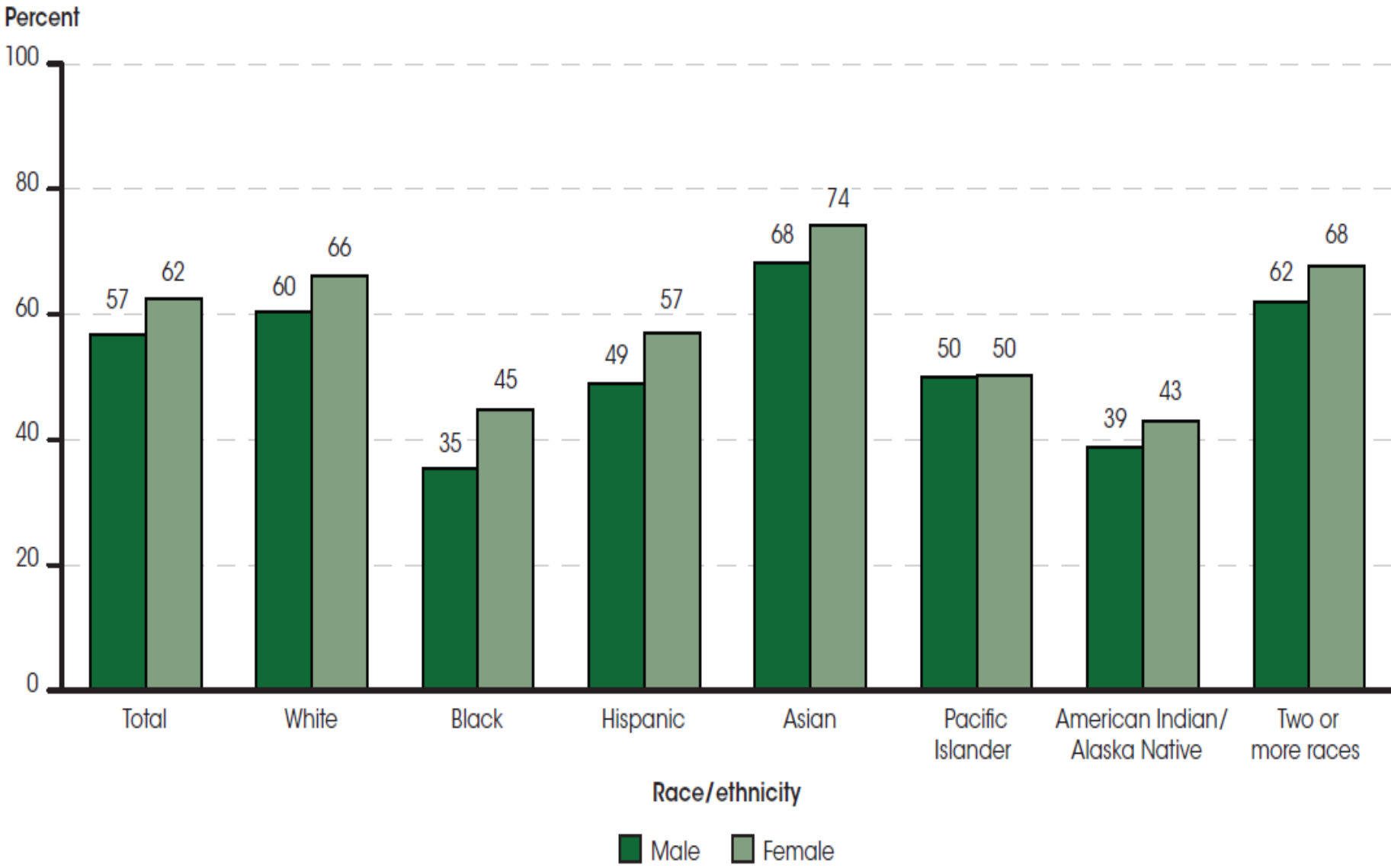


Figure 21.3. Percentage of first-time, full-time students seeking a bachelor's degree at 4-year degree-granting institutions who completed a bachelor's degree from the first institution attended within 6 years, by race/ethnicity and control of institution: Starting cohort year 2008

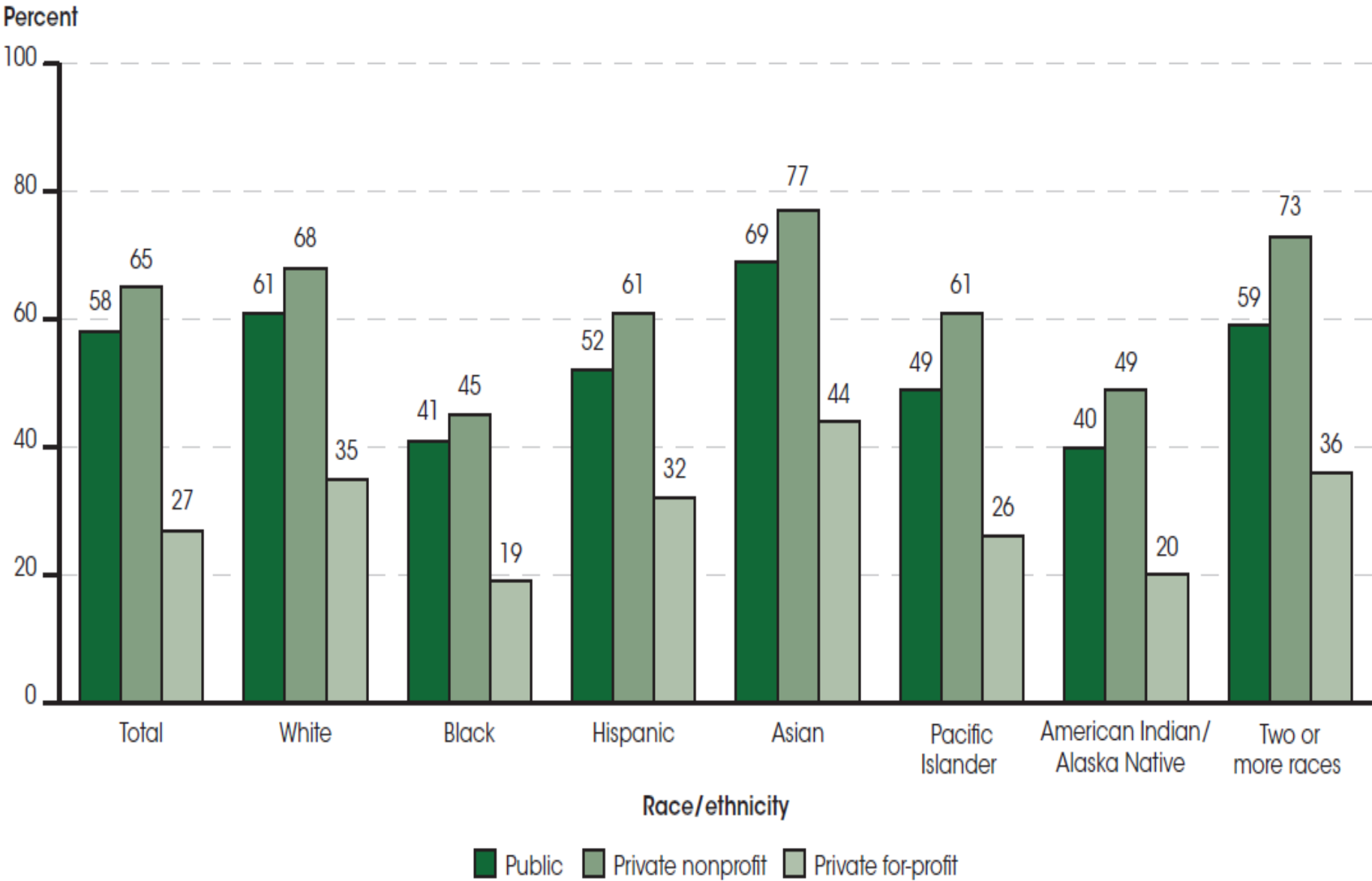


Figure 21.1. Graduation rates from first institution attended for first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions, by race/ethnicity and time to completion: Starting cohort year 2008

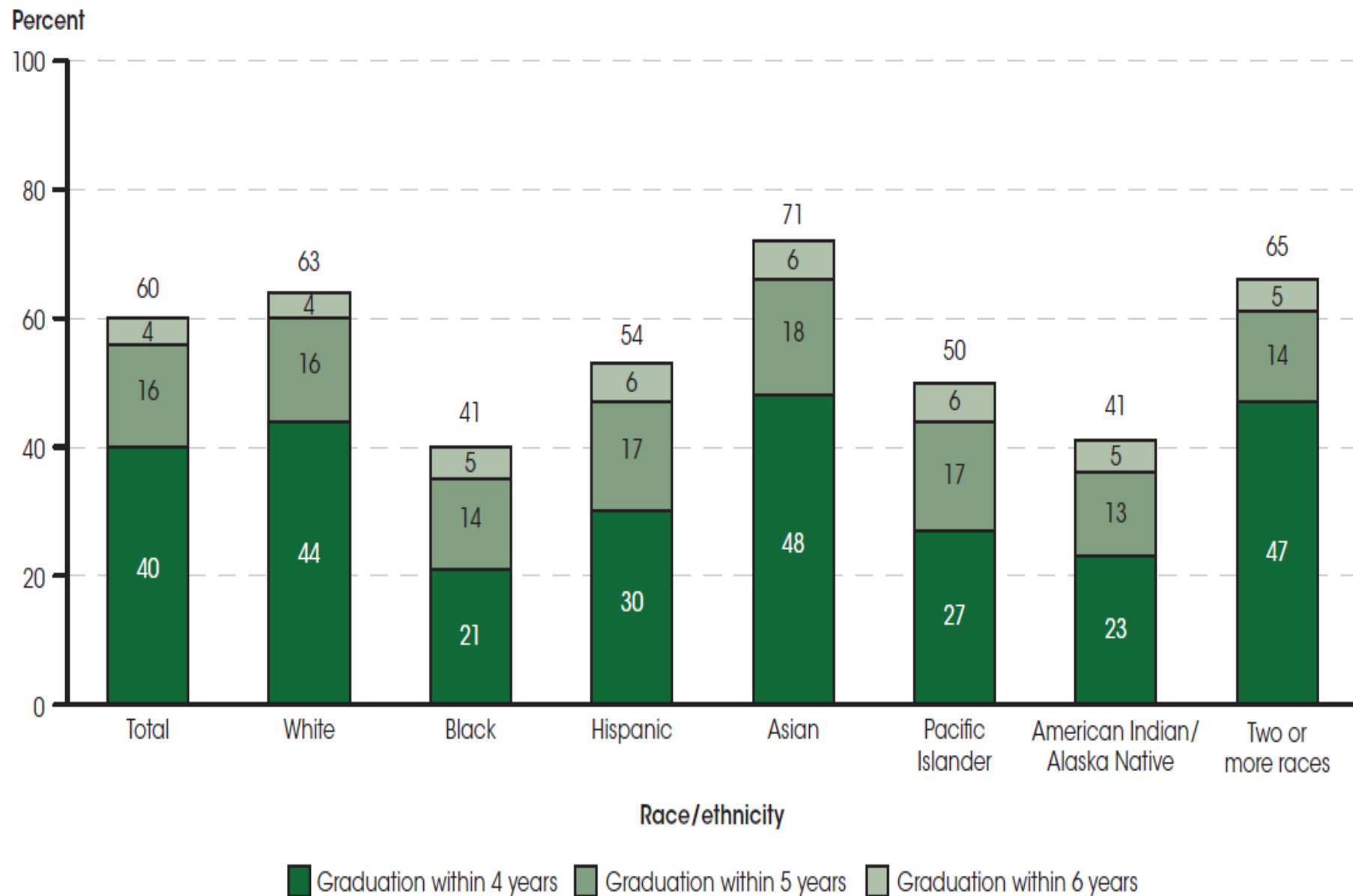
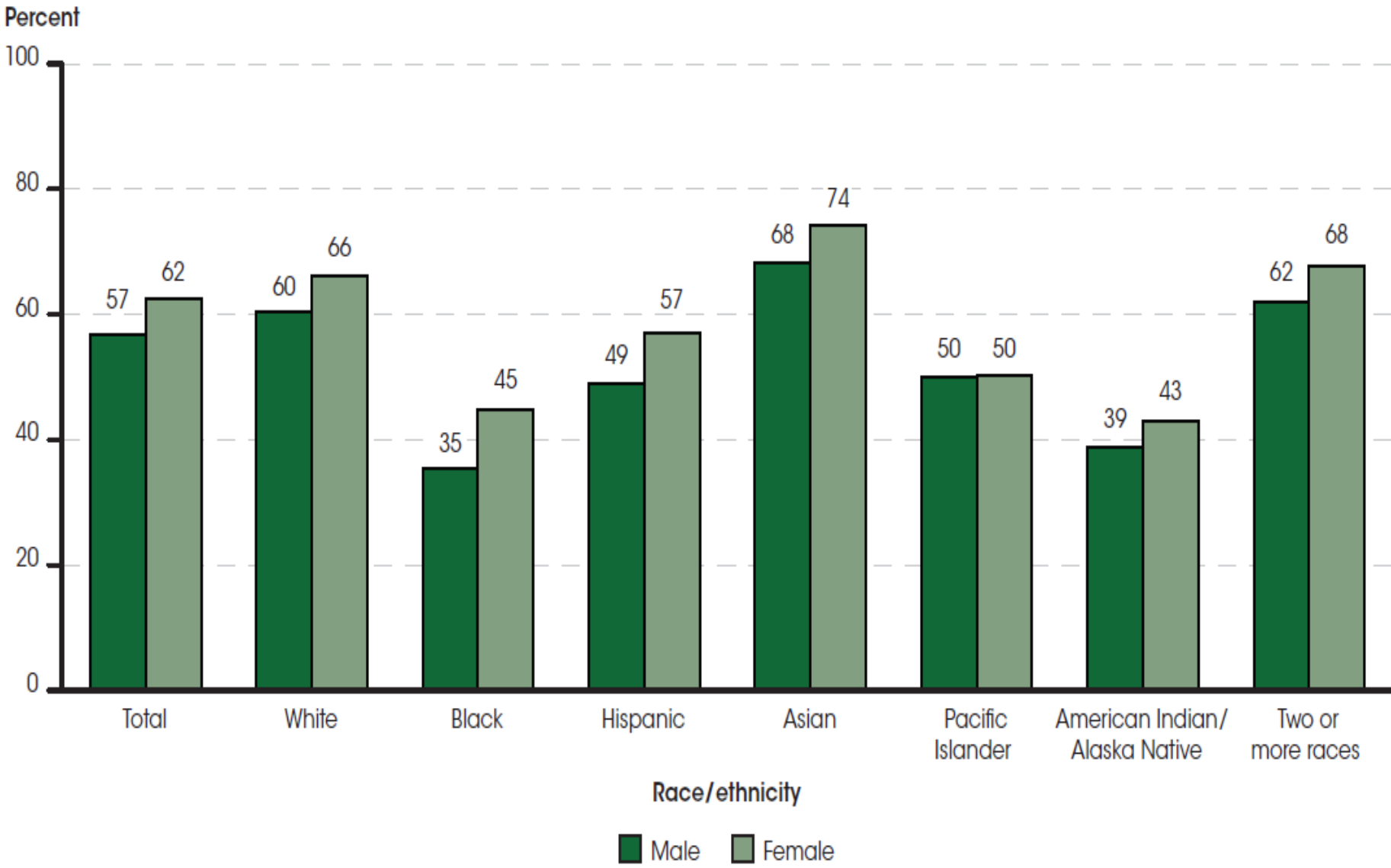
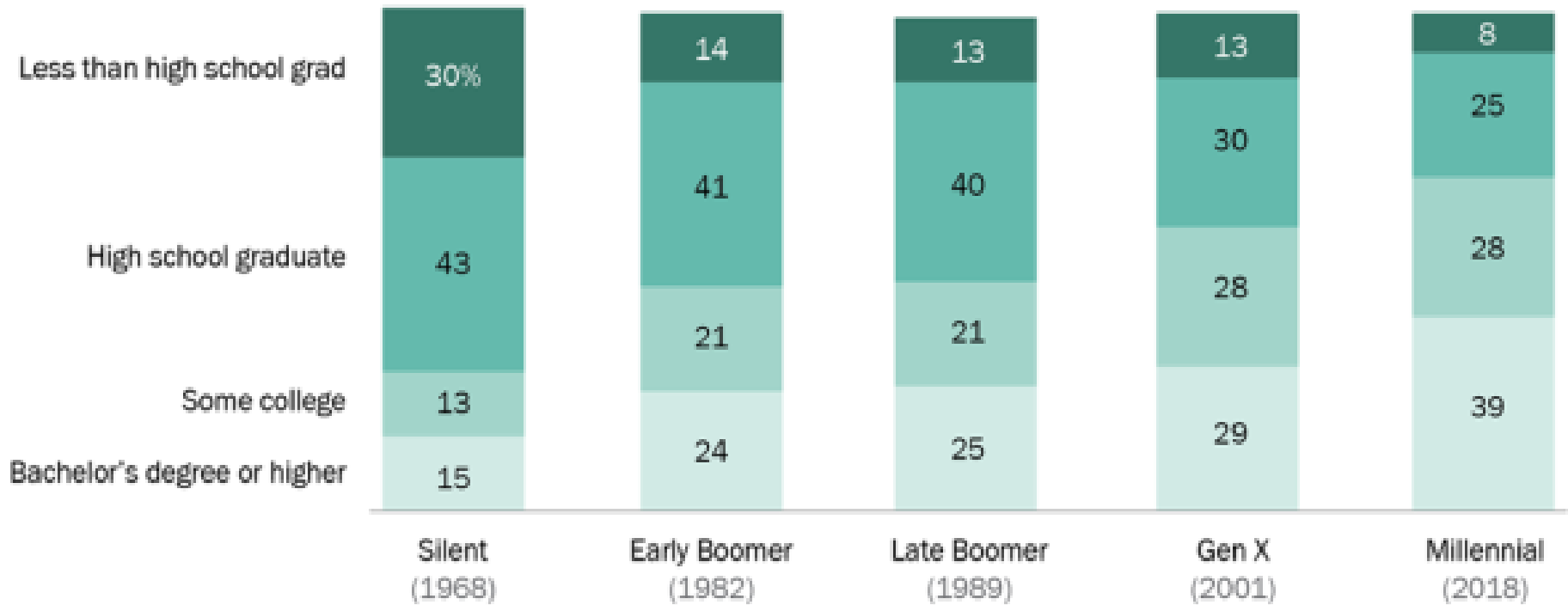


Figure 21.2. Percentage of first-time, full-time students seeking a bachelor's degree at 4-year degree-granting institutions who completed a bachelor's degree from the first institution attended within 6 years, by race/ethnicity and sex: Starting cohort year 2008



Millennials are better educated than prior generations

Educational attainment of 25- to 37-year-olds (%)

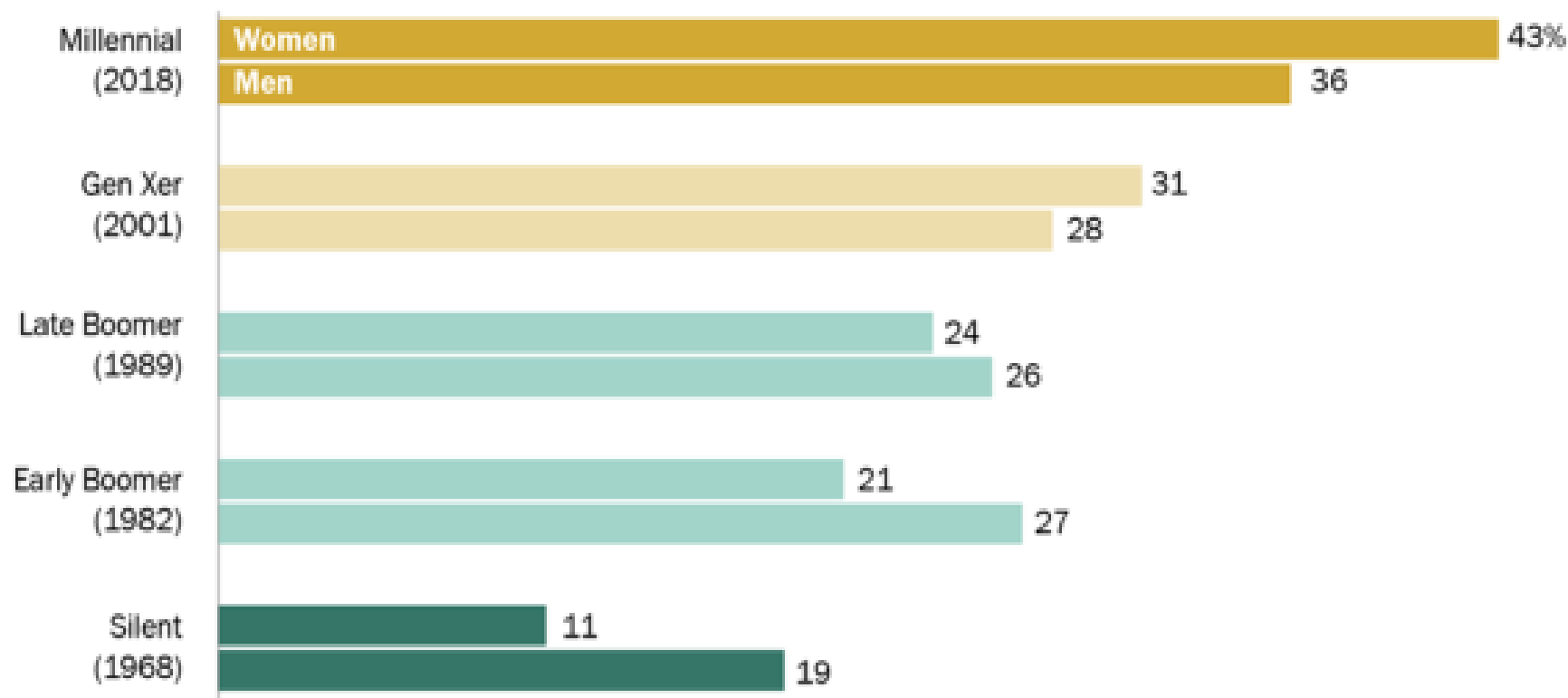


Note: Figures may not add to 100% due to rounding. "High school graduate" includes those who have a high school diploma or its equivalent, such as a GED certificate. "Some college" includes those with an associate degree and those who attended college but did not obtain a degree. The educational attainment question was changed in 1992. For Boomers and Silents, "high school graduate" includes those who completed 12th grade (regardless of diploma status) and "bachelor's degree or higher" includes those who completed at least four years of college (regardless of degree status).

Source: Pew Research Center analysis of 1968, 1982, 1989, 2001 and 2018 Current Population Survey Annual Social and Economic Supplements (IPUMS).

Among Millennials, women outpacing men in college completion

% of 25- to 37-year-olds who have completed at least a bachelor's degree



Note: The educational attainment question was changed in 1992. For Boomers and Silents, the shares shown include those who completed at least four years of college (regardless of degree status).

Source: Pew Research Center analysis of 1968, 1982, 1989, 2001 and 2018 Current Population Survey Annual Social and Economic Supplements (IPUMS).

Figure 22.4. Percentage distribution of master's and doctor's degrees awarded by degree-granting postsecondary institutions, by race/ethnicity: Academic years 2003-04 and 2013-14

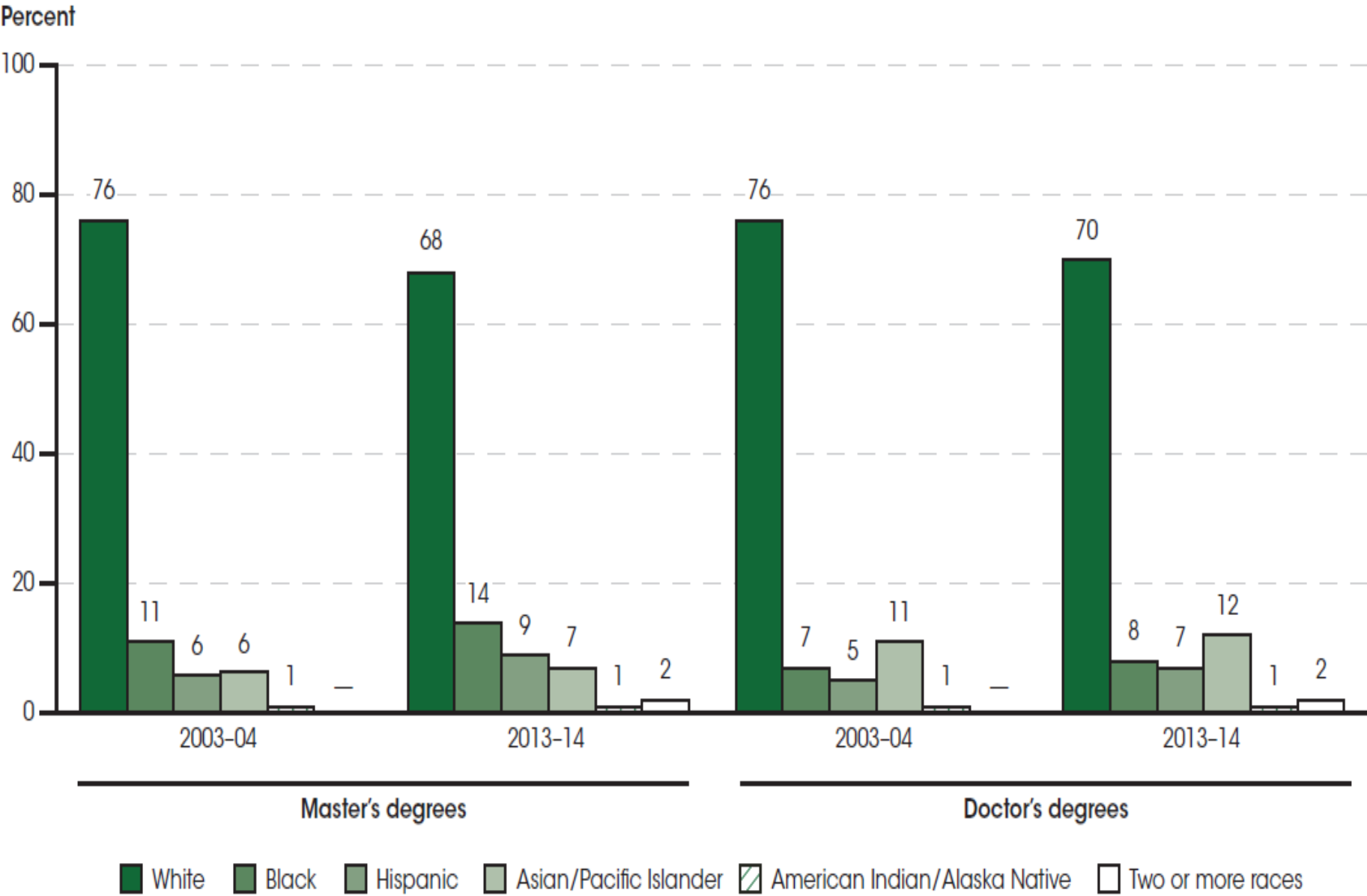


Figure 22.5. Percentage distribution of master's and doctor's degrees awarded by degree-granting postsecondary institutions, by race/ethnicity and sex: Academic year 2013-14

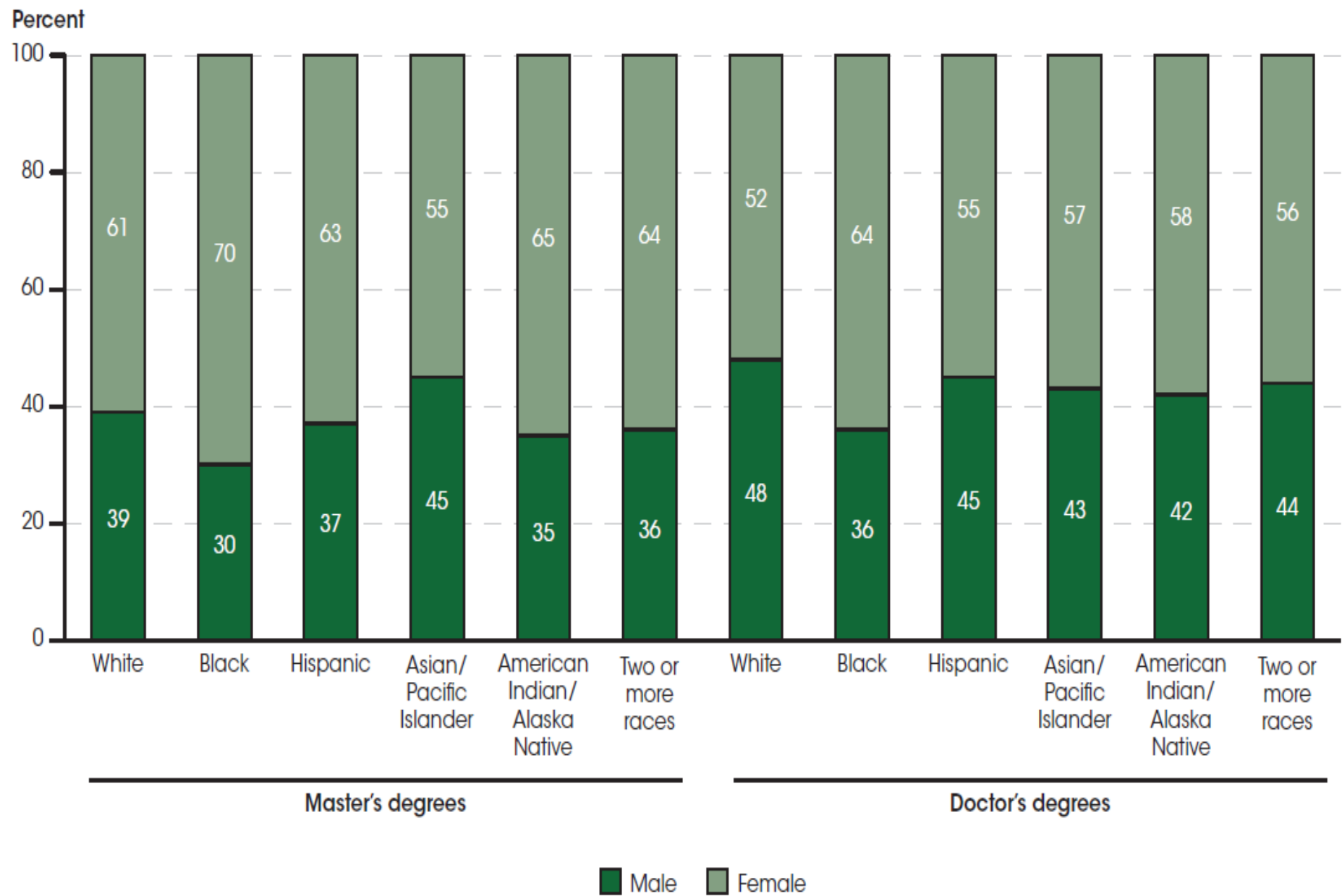


Figure 28.1. Median annual earnings of full-time year-round workers 25 to 34 years old, by race/ethnicity: 2014

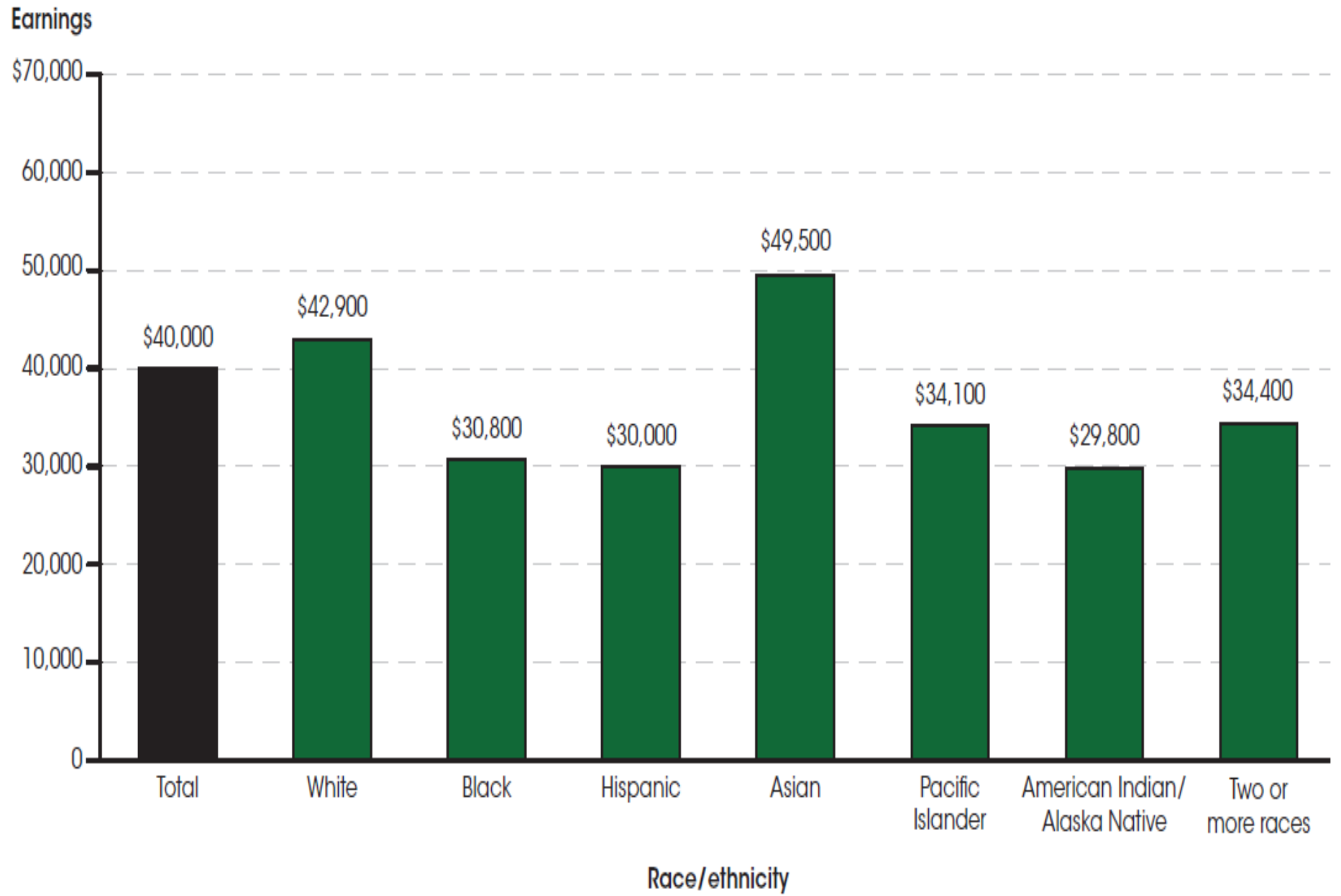


Figure 28.2. Median annual earnings of full-time year-round workers 25 to 34 years old, by educational attainment and race/ethnicity: 2014

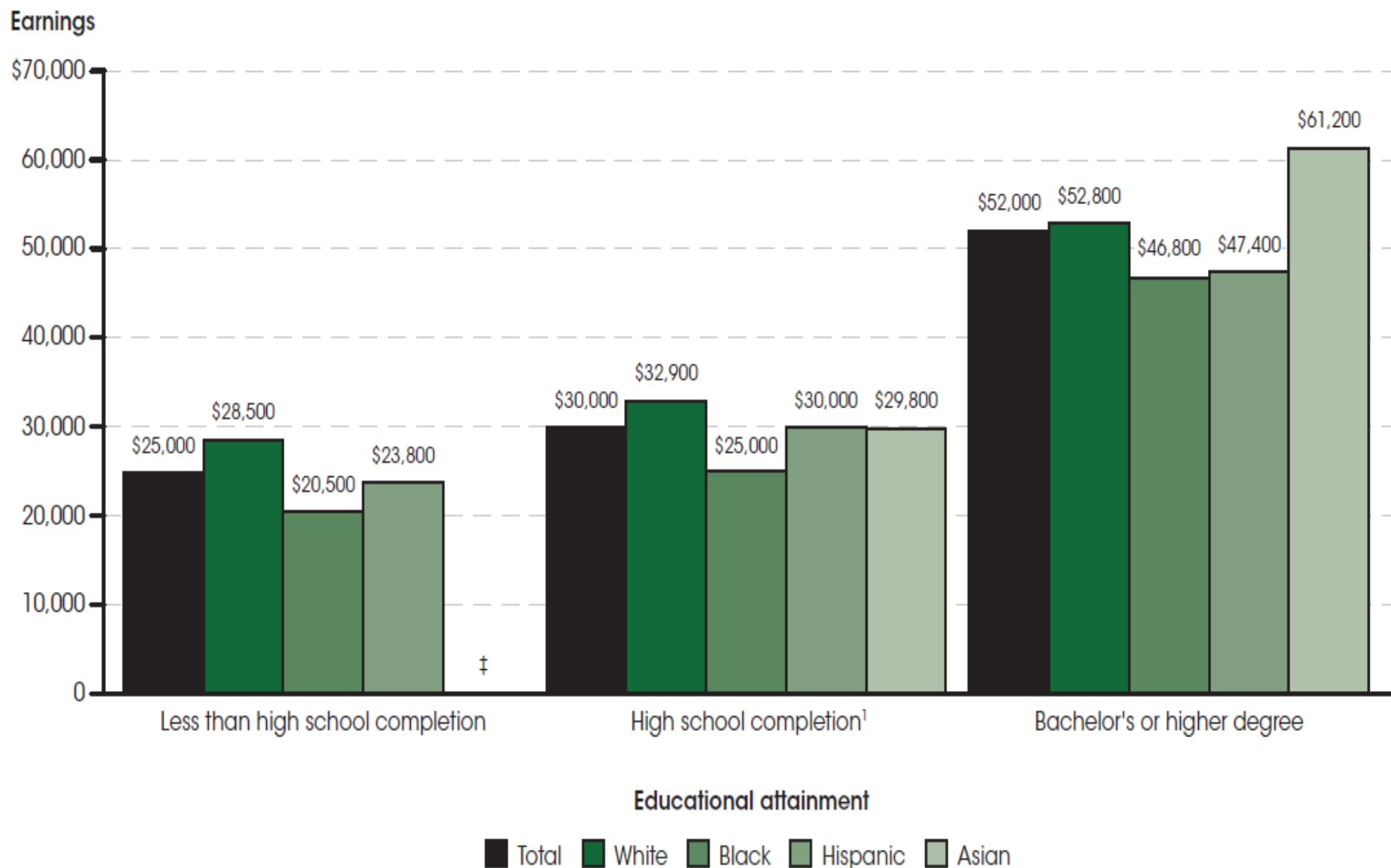


Figure 28.3. Full-time year-round workers as a percentage of the 25- to 34-year-old labor force, by educational attainment and race/ethnicity: 2014

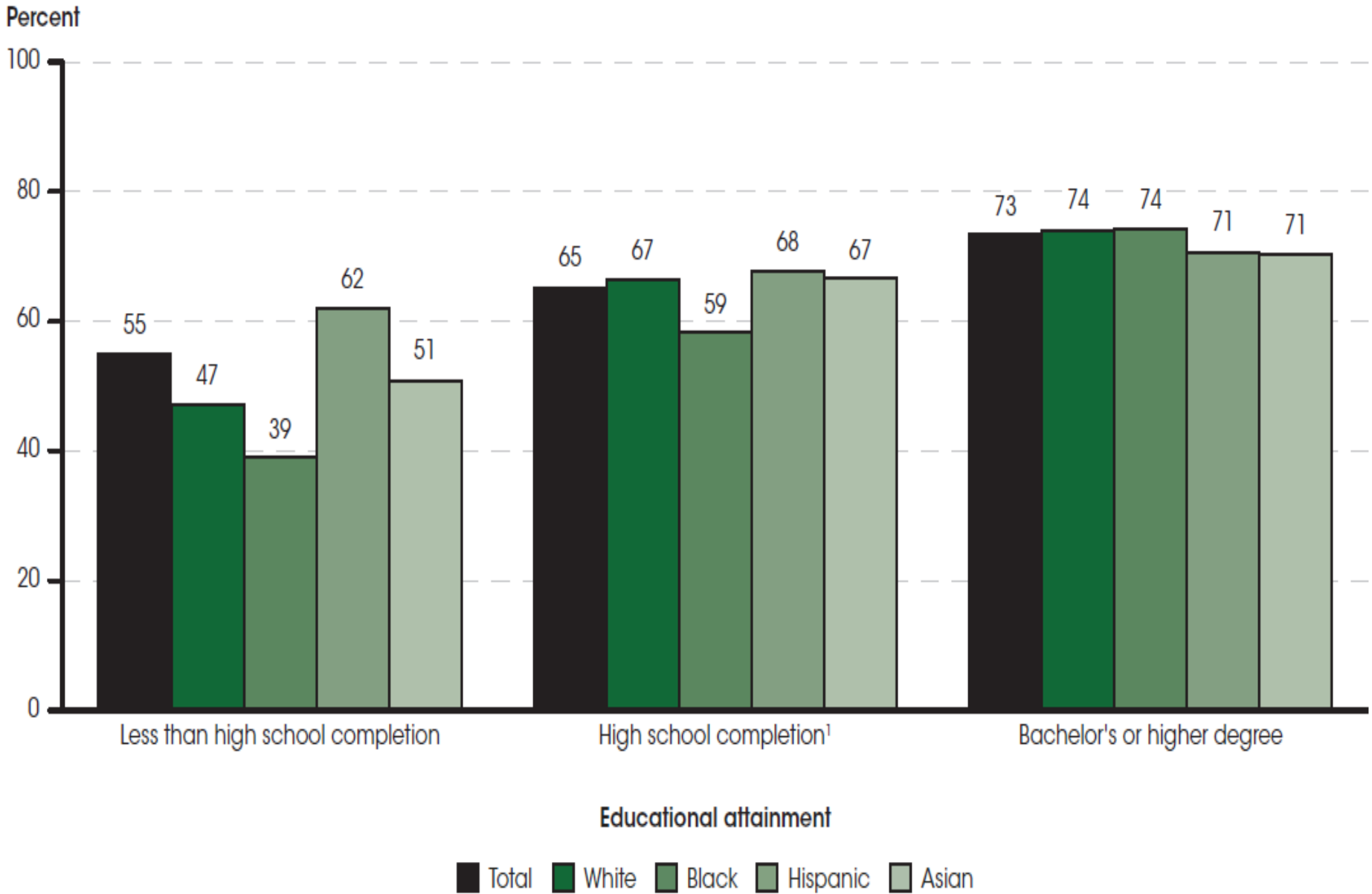


Figure 4.1a. Percentage of children under age 18 living in poverty, by race/ethnicity: 2014

