

2021
COLLEGE CHANGES EVERYTHING[®]
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Paving the Path to the 60 x 25 goal through Customized Learner Support

A joint presentation by DeVry University
and Governors State University

Presenters



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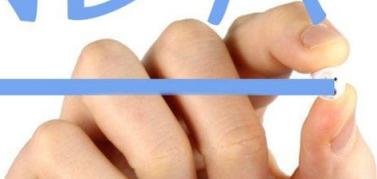


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State University

Agenda: Striving for Educational Equity

- Using Civitas to support students in and out of the classroom – Agnam and Teresa
- Using data to create a framework for supporting students - Matt
- GSU's Commitment to equity – Cari and Amy
- DVU's commitment to equity – Andrea
- Wrap-up and Discussion – Scarlett

AGENDA



Educational equity on a mission!

DeVry University Mission Statement:



DeVry University strives to close our society's opportunity gap by preparing learners to thrive in careers shaped by continuous technological change. Through innovative programs, relevant partnerships and exceptional care, we empower students to meaningfully improve their lives, communities and workplaces.

Governors State University Mission Statement:



Governors State University is committed to offering an exceptional and accessible education that prepares students with the knowledge, skills and confidence to succeed in a global society.

GUIDING FRAMEWORK

1

- Establish a sense of urgency

2

- Create the guiding coalition

3

- Develop a vision and strategy for change

4

- Communicate the vision

5

- Empower action

6

- Generate quick wins

7

- Build on the change

8

- Make the change a part of the culture

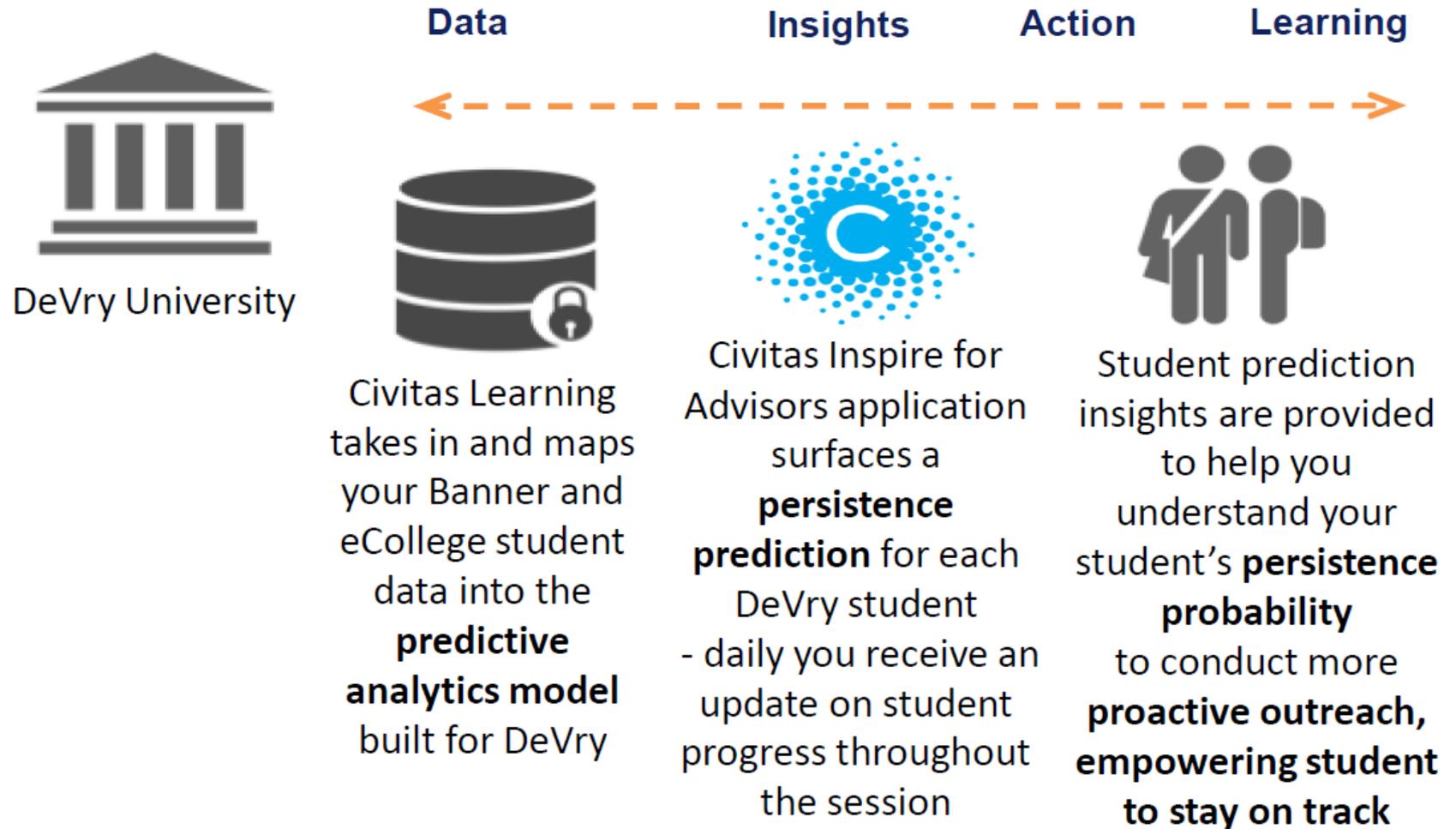
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DeVry University's use of Civitas Technologies

Using Inspire to reach the 60 x 25 Goal: A Proactive Outreach Tool for Advisors and Faculty

Presented by Student Central National Director
Agnam Memeti and Professor Teresa Hayes

Empowering Advisors with Data

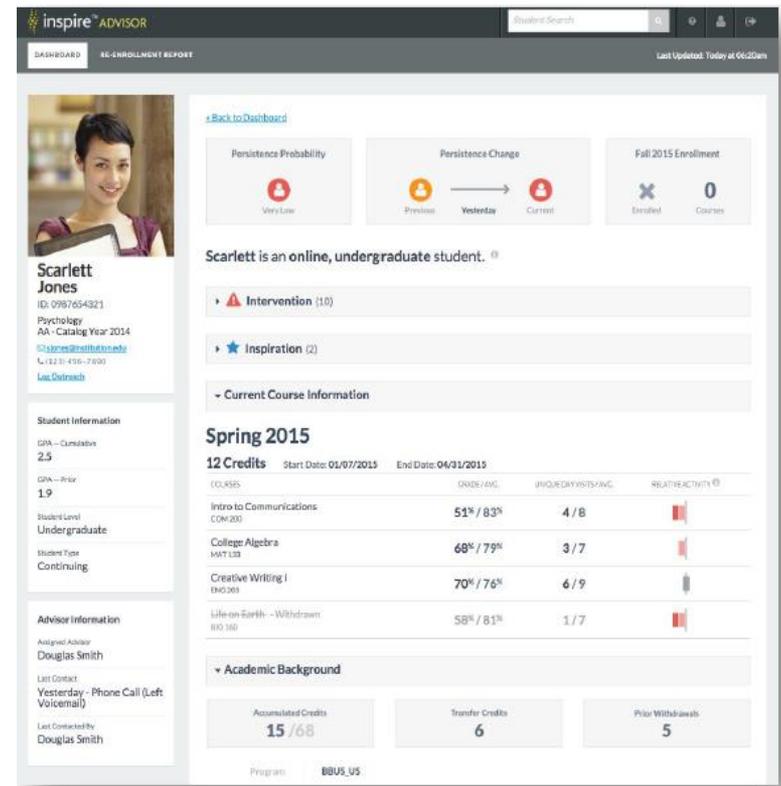


Evolution from reactive to proactive advising model

FOCUS ON ACTIONABLE INFORMATION FOR ADVISORS

Designed to assist advisors in identifying students doing well and those who might be at risk of not continuing their education. The application will help you:

- Reach out to the **right students** at the **right time** to guide them in the **right direction**
- See **persistence probabilities** for your students
- **Highlight the reasons** that are contributing to a student's persistence probability score to provide context and **possible points of conversation**



**COURSE
FAILURE**

Nudge

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**COURSE
FAILURE**

PURPOSEFUL OUTCOME

Deep Learning

Course Completion

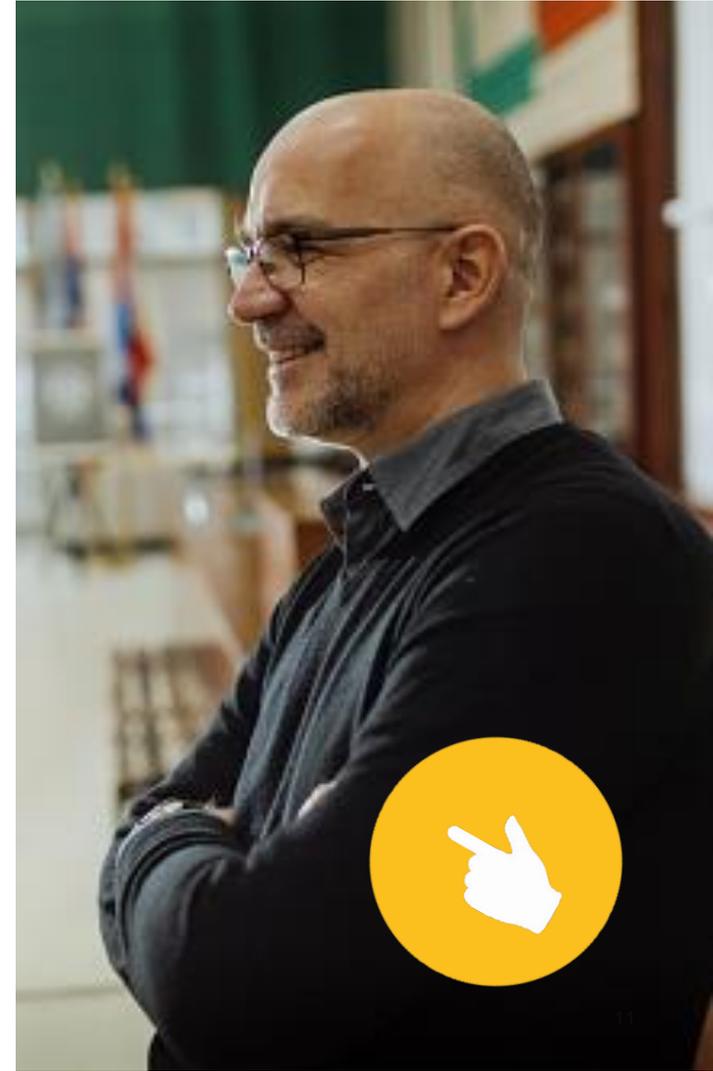
Personal Development

Nudge

Modifying Communications - "THE NUDGE"

- **SHORT** – Just a few short sentences with one main idea
- **PERSONAL & AUTHENTIC** – Conversational tone, include your "voice" or personality
- **POSITIVE & ENCOURAGING** – Use a combination of urgency, empathy or concern, hope, and encouragement to promote a growth mindset
- **TIMELY & RELEVANT** – The right information at the right time for the right students (align intended result with appropriate timing)
- **ACTION ORIENTED** – Include one, specific call to action

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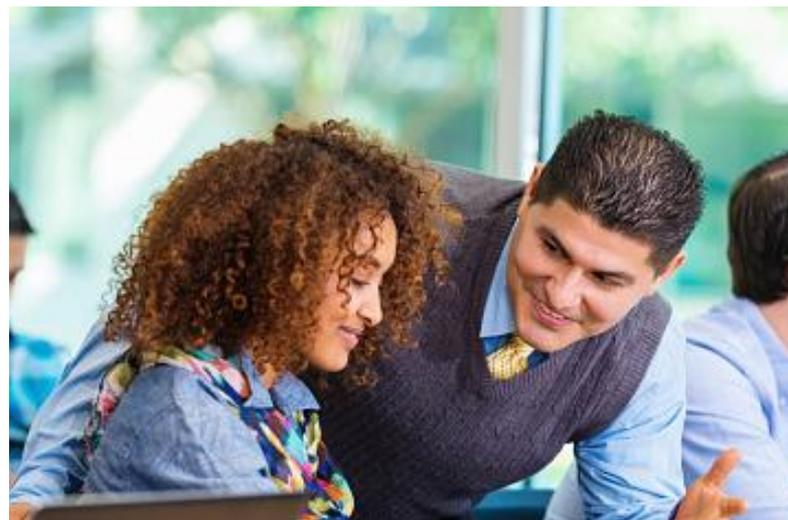
Nudge Examples



Struggling Students:

Hey there, John. Is everything ok? I noticed your participation is down a bit this week. Can I help in any way?

Professor X



High Achieving Students:

Janice: great job leading your team this week. Your ability to move the group forward was great and exciting to watch. Keep it up!

Professor X

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Increase IFA outreach contributed 18/32 bps (UG/GR) to FY20's 178/108 persistence improvement, increased IFF usage contributed 8/3 bps

Persistence impact per student (IFA) / coursetaker (IFF) exposed ⁽¹⁾

- Undergraduate Level Students: 130 bps IFA, 10 bps IFF
- Graduate Level Students: 300 bps IFA, 90 bps IFF

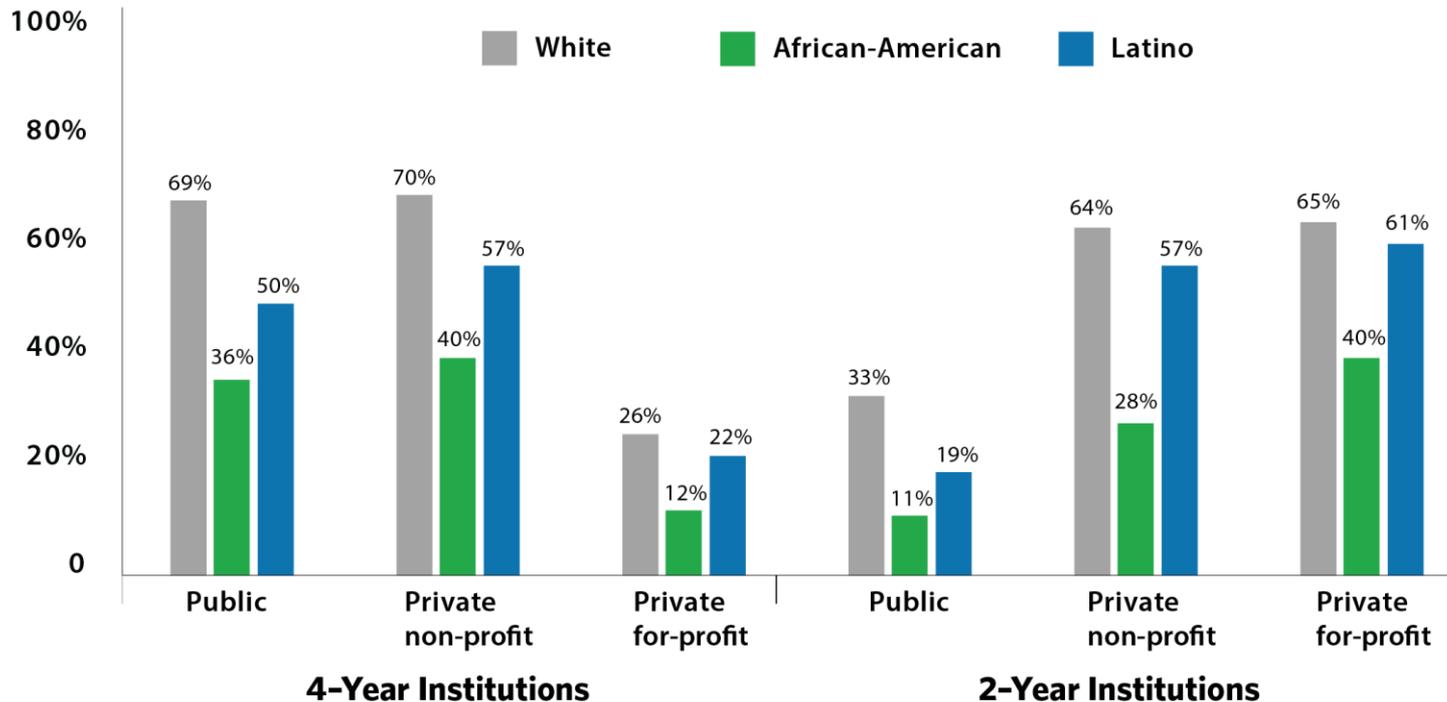
| Usage of | Level | % Exposed in Sessions Impacting Persistence Into | | | | | First and Last Session that Impact FY22 Persistence | |
|--|---------------|--|------|------|------|------|---|-------------|
| | | FY17 | FY18 | FY19 | FY20 | FY21 | May 2021 | March 2022 |
| Increase Inspire for Advisors (% of students in matriculated programs with IFA outreach) | Undergraduate | 22% | 71% | 65% | 83% | 73% | 72.0%/73.5% | 74.5%/81.0% |
| | Graduate | 20% | 62% | 57% | 80% | 73% | 72.0%/73.5% | 74.5%/81.0% |
| Increase Inspire for Faculty (% of coursetakers in matriculated programs) | Undergraduate | N/A | 18% | 79% | 86% | 92% | 93.5%/94.0% | 94.5%/97.0% |
| | Graduate | N/A | 16% | 67% | 70% | 80% | 84.7%/85.3% | 86.7%/90.3% |

Notes: ⁽¹⁾ These are the impact levels at the latest overall impact regression, for May 2021 census. They represent how much the persistence of the exposed students deviated from expectations compared to those not exposed, controlled for all other intervention and student mix shift in the regression. Per-student impacts vary a bit over time, for example the average impact may differ in year x when only 5% of students are exposed vs. year y when 95% are exposed, as well as that in year x and year y the other interventions and student mix changes may be significantly different yet may have some correlations with exposure to THIS intervention



Attainment Gaps Across IHE Types

Illinois graduation rate within 150% of normal time, by sector of institutions and race/ethnicity, 2015



Source: National Center for Education Statistics, IPEDS, Graduation Rates 2015

GSU's Commitment to Equity

GSU demonstrates inclusiveness and diversity to encourage acceptance of wide-ranging perspectives among students, staff, faculty, and members of the broader community.

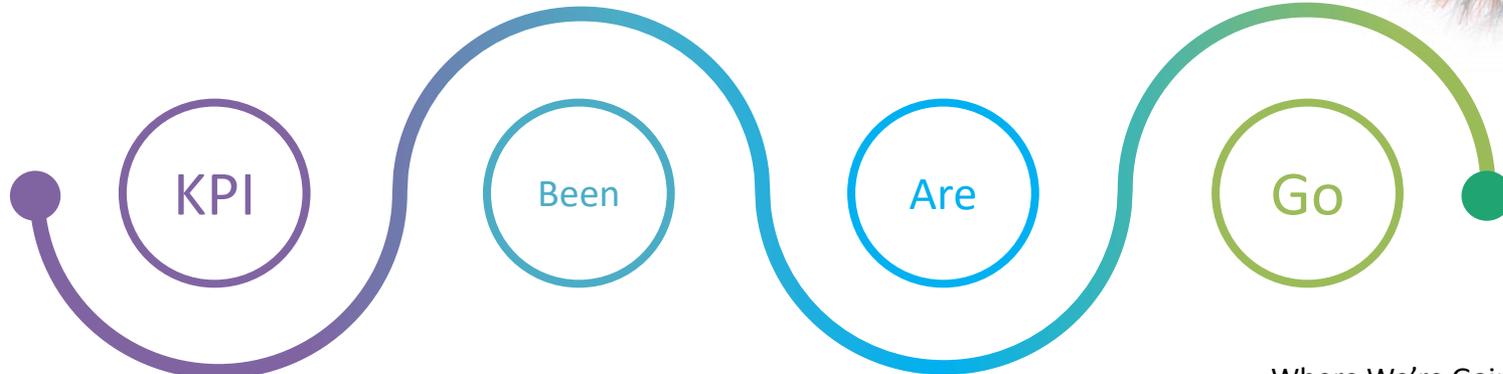
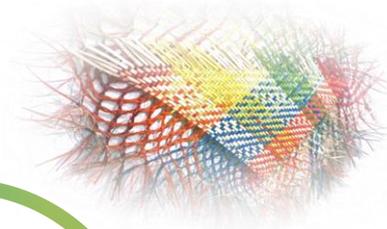
As a Minority Serving Institution, as well as an emerging Predominantly Black Institution (PBI) and Hispanic Serving Institution (HSI), GSU is committed to achieving equity and inclusive excellence by:

1. building our internal capacity to address inequities in student outcomes and eliminate equity gaps, and
2. implementing evidence-based interventions for improving student learning and success.

Student Voices



Equity Efforts



Data Examined

- All Enrollment and Student Profile Indicators
- HIPs and Grad rates for target populations in Program Quality
- IBHE metrics in degrees awarded, grad rates, and persistence

Where We've Been

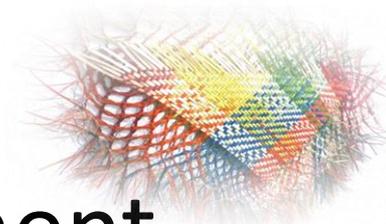
- ILEA Equity Plan developed for campus through use of ICAT survey, analysis, and charrettes to gather institutional challenges and suggestions for improvement around equity

Where We Are

- Examined the enrollment and retention data for African American, Latinx, Pell Eligible, Adult Learners, First-generation students, Men of Color, and Students with Disabilities.
- Identified initiatives on campus specifically targeting enrollment and retention of those groups.

Where We're Going

- Strengths: Data on target populations exists and are being used to address inequities, such as equity scorecards, Dual Degree program to target adult learners, and MSI initiative.
- Challenges: Need to examine qualitative data to understand experiences of targeted populations, educate faculty and staff on accommodations and resources to become student advocates

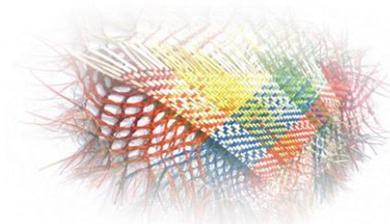


Results:

Faculty Professional Development Committee

- Consists of faculty, both tenure-track and instructor level, representing all colleges and University Library faculty;
- Charge to identify short and long term professional development needs for faculty in areas of teaching and research and to identify resources to meet the identified needs;
- Plan and assist in the delivery of Annual or Biannual Professional Development Day.

Lessons Learned



CONNECTING STUDENTS TO SUPPORT SERVICES

- Relationships
- Outside Experts
- Infuse Equity
- Grace with Technology
- Plan B
- Collaboration
- Lunch Pods



Creating a Culture: Diversity, Equity, and Inclusion at DeVry

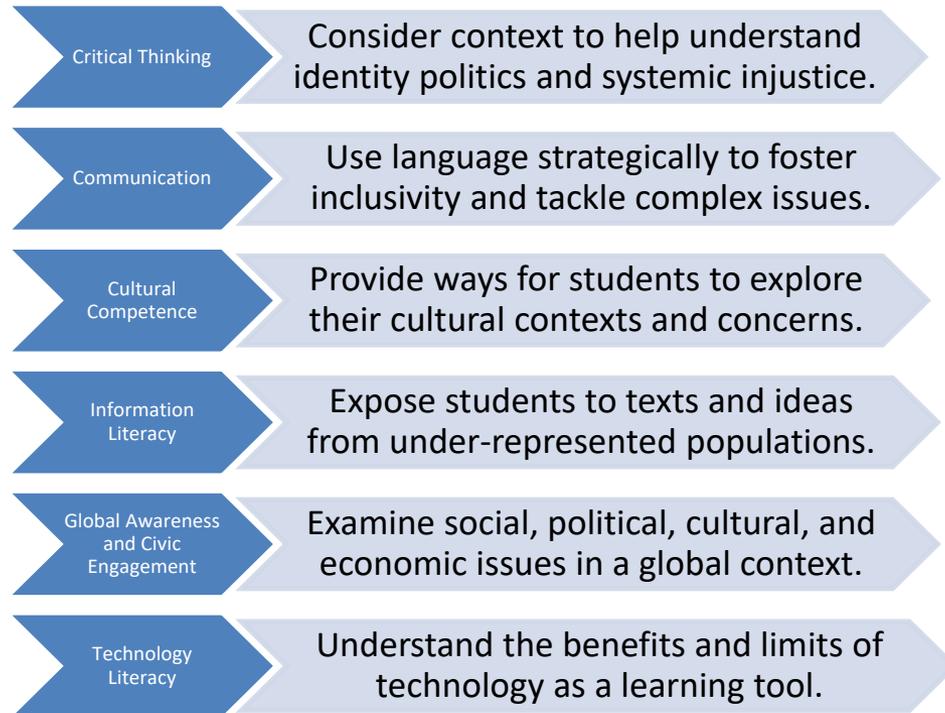
Andrea Dominguez
Professor, National Faculty Chair
College of Liberal Arts and Sciences

Diversity, Equity and Inclusion in Curriculum

Guiding Principles Goals

- DeVry University recognizes that diverse populations add value to the University. This diversity includes, but is not limited to, race, color, national origin, sex, sexual orientation, gender identity, gender expression, age, disability, military or veteran status, religion, political affiliation, genetic information, cultural background, class, size, appearance, and learning styles.
- DeVry University develops curricula including programs, courses, assignments and assessments and helps prepare faculty to promote respectful engagement in courses and develop their own and student knowledge to recognize power and address interpersonal and systemic injustice.
- DeVry University promotes a welcoming, inclusive classroom environment that invites students and faculty to fully 'show up' as themselves.
- DeVry University recognizes that historic and current systematic oppression and inequality exist in our society and adversely affect marginalized populations.
- DeVry University opposes any form of discrimination and supports dialogue, both inside and outside of the classroom, that examines historic and contemporary examples of systemic oppression and inequality and their impact on society.
- DeVry University encourages students and faculty, through their academic, professional and personal journeys, to develop a constructive social identity that acknowledges their cultural backgrounds and lived experiences.

General Education: Competencies for Diversity, Equity, and Inclusion



Diversity and Inclusion: Stackable Program

Diversity and Inclusion Designation: Launch November 2021



Features:

- Alternative courses with a D&I focus
- Meet General Education requirements
- Internally designed and awarded
- Students must complete four courses (12 credit hours) with a D&I focus
- Stackable for students enrolled in AA and BS programs



Courses (Choice of 4):

- Diversity and Inclusion Courses:
 - ETHC233: Diversity in the Workplace
 - HUMN304: Multi-Ethnic Humanities
 - SPCH276: Intercultural Communication
- Current Courses:
 - HUMN303: Introduction to Humanities
 - LAS432: Technology, Society, and Culture
 - SOCS185: Introduction to Sociology
 - SOCS350: Diversity in the Workplace

Faculty and a Culture of CARE: Diversity, Equity and Inclusion Faculty Badge

- Complete a three workshop series
- Available to all Full Time and Visiting Faculty
- Get certified to teach in the DE&I Curriculum Program and evaluate course designs for DE&I competency
- Approximately 35 faculty members currently enrolled

Workshops:

- Using the General Education Common Learning Outcomes to Support Diversity, Equity, and Inclusion in the Classroom.
- Managing Difficult Conversations
- Creating a Culture of Mindfulness

Where Do We Go From Here?: Next Steps

Goal: Integration of DE&I concepts across programmatic courses

- **Evaluation: Review course content for DE&I features and alignment**
 - DVU General Education Common Learning Outcomes
 - Online Learning Consortium (HLC): Online Equity Rubric, Peralta Community College District
 - DVU Guiding Principles
 - Student Performance Criteria
- **Assessment: Assess student performance and skill development**
 - Development of Student Performance Criteria
 - Assessment Rubric Development
 - Comparative Data Study
- **Continual Faculty Development: Support faculty with resources and professional development opportunities**
 - DE&I Council
 - Resource development and facilitated training
 - Intercultural communication skills
 - Culture of mindfulness

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Thank you so much!

Questions or Comments?



Questions are the path to learning