Paucity of Data and Measures, Surfeit of Needs to Address Equity

2021 NWCCU Annual Conference
November 18-19, 2021

Annual Conference Agenda

Thursday, November 18th

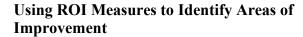### Welcome and Conference Kick-Off

NWCCU President, **Sonny Ramaswamy** welcomed attendees to the 2021 NWCCU Annual Conference on the theme of *Paucity of Data and Measures, Surfeit of Needs to Address Equity,* followed by a word from our Gold Sponsors: Academic Search and Barnes & Noble College.

Biden Administration's Approach to Higher Education and Accreditation

Michelle Asha Cooper, Acting Assistant Secretary for Postsecondary Education and Deputy Assistant Secretary for Higher Education Programs, US Department of Education

Using ROI Measures to Identify Areas of Improvement

Michael Itzkowitz, Higher Education Consultant – Senior Fellow, Third Way

Over the past few years, the federal government has released new data that helps us identify where institutions are thriving and where they're falling short. In this presentation, you will learn about different ways that federal policymakers are examining institutional effectiveness. Furthermore, we will dig into program-level outcomes, which will allow college administrators to identify high- and low-performing programs within their own institution.

The Beacon Awards

The Beacon Award for Excellence in Student Achievement and Success is an annual award recognizing institutional or programmatic accomplishments in student achievement and success at the NWCCU family of institutions.

Congratulations to this year's winners: Linfield University, Clover Park Technical College, and College of Southern Nevada!
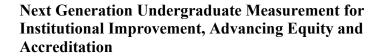
Click to Learn More

Data-Informed Approaches to Promoting Student Success and Close Equity Gaps

Doug Shapiro, Ph.D., is Vice President for Research and Executive Director of the Research Center at the National Student Clearinghouse

Next Generation Undergraduate Measurement for Institutional Improvement, Advancing Equity and Accreditation

Richard Arum, *Dean and Professor, University of California – Irvine*
This fireside chat will discuss efforts to design and implement a state-of-the-art undergraduate measurement system and its implications for institutional improvement, equity and accreditation.

The Importance of Race-consciousness Programs for Higher Education

Vinay Harpalani, *Associate Professor of Law, University of New Mexico School of Law*
Race-consciousness programs (those initiatives which promote racial diversity, identity, equity, and inclusion) have long faced challenges on college campuses, but the current attacks on them have risen to another level. Another round of challenges to affirmative action in university admissions may soon go before the U.S. Supreme Court. Across the country, many states are banning the teaching of "critical race theory", as part of a mis-education campaign that is broad attempt to quell any conversations on race and racism. These movements threaten to impede not only critical thinking and cultural competence skills of college students and to derail efforts at racial equity and justice in education more broadly. Race-conscious campus programs include ethnic studies curricula, cultural centers, culturally-focused residence halls, and a variety of support and recruitment initiatives for underrepresented students that are bolstered by these institutions. They also promote the education of White students in many ways, in spite of accusations that they promote racial divisions. I will discuss how race-consciousness is essential to promotion critical quality education in our ever-diversifying nation, and to promoting racial diversity, inclusion, equity, and access to education for all.

Scaling Corequisite Support as an Evidence-Based Approach to Transform Remediation for Student Success

*Brandon Protas, Strategy Director at Complete College America; **Elizabeth Cox Brand**, Executive Director of the Oregon Student Success Center; **Maxine Roberts**, Director of Strong Start to Finish; and **Renée Davis**, Associate Vice Chancellor for Academic and Student Affairs at the Nevada System of Higher Education*

This session presents findings from the recent Complete College America (CCA) signature national report on corequisite support, No Room for Doubt: Moving Corequisite Support from Idea to Imperative, as well as a panel discussion with leaders from Strong Start to Finish, Nevada and Oregon who are currently scaling corequisite support. To give a national perspective, CCA will share learnings from their work and subsequent nationwide evaluation for scaling corequisite support in more than a dozen states. The focus on shifting policy, creating conditions for change, and implementing & refining proven strategies for student success are framed through an equity lens to understand the power and promise of corequisite support.

Scaling Corequisite Support break-out discussions

Continued discussion will explore different policy and implementation approaches from Nevada and Oregon to achieve change statewide as well as the perspective of Strong Start to Finish, a national leader in developmental education reform. This session will be useful to higher education leaders to:

- understand how corequisite support is part of college completion and equity agendas.
- articulate through data and philosophical grounding why corequisite support is the best approach for colleges and universities to adopt at scale.

- apply learnings from policy and implementation to inform changes they want to make in their own states.

AS Academic Search

Academic Search is dedicated to the principle that the value we offer to partner institutions is combining best recruitment practices with deep knowledge and experience. By providing outstanding executive recruitment services, executive coaching, and transition support, in partnership with our parent organization, the American Academic Leadership Institute, we continue to fulfill our mission to enhance institutional capacity, increase diversity so that leadership reflects the students being served, and promote excellence in higher education leadership.

[Click for More Information](#)
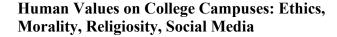
Barnes & Noble COLLEGE

Barnes & Noble College is reimagining the academic and retail experience by providing a new generation of services that meet the evolving expectations of institutions and students nationwide. From innovative academic programs that support student success like First Day® Complete to unparalleled retail, merchandising, and e-commerce solutions, BNC delivers a seamless, omni-channel experience for our campus communities.

Annual Conference Agenda

Friday, November 19th

Human Values on College Campuses: Ethics, Morality, Religiosity, Social Media

Greg Epstein, Humanist Chaplain, Harvard University

Key Considerations at the Intersection of Digital Learning and Equity

Jessica Rowland Williams, Ph.D., Director, Every Learner Everywhere
Digital learning can be a catalyst for improving course outcomes for historically minoritized students, but courses and instructors also need awareness and tools to address the effective, interpersonal, and situational challenges that Black, Latinx, Indigenous, first-generation, and poverty-affected students experience. In this session, I will share key considerations for faculty and institutional leaders using digital learning for transformation that centers equity and racial justice.

Addressing Structural Inequities in University Curricula

Greg Heileman, Vice Provost Undergraduate Education, University of Arizona
Structural inequities in university curricula are one manifestation of asymmetric information. The curricula are constructed in such a way to achieve certain goals such as accreditation or preparing graduates for the next phase of their careers, but their inner workings (e.g., curricula) are opaque to most students and their parents. Students with the appropriate means (college-educated parents, those with access to college counselors, etc.) can gain information that will help them prepare and navigate a specific curriculum despite its complexity. That leads to inequitable outcomes for those who are not able to access the relevant information to help them make informed and timely decisions. This is an unintended but nevertheless real consequence of having overly complex curricula. In this talk we will first describe some measures that have been created to quantify the

complexity of curricula. Next, we will describe how these curricular complexity metrics relate to student progress towards graduation. Then, we will provide a number of case students that demonstrate how curricular complexity contributes to structural inequities in higher education, as well as some of the steps that can be taken to mitigate these inequities.

Socially Just Design in the Transfer Experience: The Future of Transfer Is Up to You!

*Andrew Koch, President and Chief Operating Officer, John N. Gardner Institute for Excellence in Undergraduate Education and **John Gardner**, Founder and Executive Chair, John N. Gardner Institute for Excellence in Undergraduate Education* This is a good news story! It will be presented by two of the three authors of a 2021 book from Stylus: The Transfer Experience: A Handbook for Creating a More Equitable and Successful Postsecondary System. Gardner Institute leaders John Gardner and Drew Koch will argue that socially just design and equitable outcomes in the transfer experience are some of the most important objectives for today's postsecondary educators, and that moving the needle on transfer is primarily within an institution's locus of control. You are invited to come learn what you can do to take more control of this vital aspect of student success.

Socially Just Design in the Transfer Experience: Question & Answer discussions

Continue the discussion and have your questions answered on socially just design and equitable outcomes in the transfer experience.

Rethinking Transfer in the COVID-19 Era and Beyond: Interstate Passport

Sarah Leibrandt, *Director, Academic Leadership Initiatives, Western Interstate Commission for Higher Education*
As the COVID-19 pandemic persists, faculty, staff, and administrators across the country have reimagined what higher education can do for students. Two institutions in the NWCCU region are prepared to share how they engaged faculty on their campus to rethink the student transfer experience by joining Interstate Passport. A nationwide program, Interstate Passport enables the block transfer of lower-division general education coursework mapped by faculty to a set of learning outcomes. Panelists from Utah State University, Salish Kootenai College, and Interstate Passport invite you to learn how Interstate Passport promotes student success by streamlining the transfer process!

A Data Literacy Mindset

Leah Ewing Ross, Associate Deputy Director, Association for Institutional Research and Jason R. Lewis, Deputy Director and CFO, Association for Institutional Research

When you hear the term "data literacy", what comes to mind? Do you think about empowering others? Do you envision a culture of informed decision making? Does the term cause confusion or angst? It is likely that whatever comes to mind for you differs from your colleagues across the institution as the words draw on our varied levels of experience, comfort, interest, and responsibility. Is it okay – and even expected – that data literacy means different things to different people in different situations? At the Association for Institutional Research (AIR), we believe that data literacy is more than just a set of skills that a person acquires. Rather, it is in an institutional commitment and mindset that serves as the foundation of a data-informed decision culture. Recurring investment in data literacy allows it to become part of the fabric of an institution so that it shapes all parts of the enterprise. This session will explore the knowledge, skills, mindsets, and habits of individuals and institutions AIR seeks to develop through expansion of data literacy. Practical examples of how this work is realized at different colleges and universities will be shared.

Digital Transformation in Higher Education

Maria Spies, Co-CEO and Co-Founder, HolonIQ
This session explores digital transformation in higher education globally. As institutions around the world pivoted to online delivery during COVID, universities were thinking carefully about their own digital capabilities and making decisions to 'buy, build or partner' for online. This session provides benchmarked results about digital capability using the Higher Education Digital Capability Framework and examples of how institutions are thinking about developing or partnering for online delivery.

Featured Speakers

Richard Arum is dean of the School of Education at University of California, Irvine. He served as senior fellow at the Bill & Melinda Gates Foundation and director of Education Research Programs at the Social Science Research Council. He is co-author of Aspiring Adults Adrift: Tentative Transitions of College Graduates and Academically Adrift: Limited Learning on College Campuses; as well as co-editor of Improving Quality in American Higher Education: Learning Outcomes and Assessment for the 21st Century and Stratification in Higher Education: A Comparative Study. He received a M.Ed.from Harvard and a Ph.D. in Sociology from the U.C., Berkeley.

Elizabeth Cox Brand is the Executive Director of the Oregon Student Success Center. Originally from Iowa, Elizabeth received her doctorate in Educational Policy and Leadership from Iowa State University in 2007. After graduation, she accepted the position of Assistant Director of the California Community College Collaborative, a community college research and policy center at the University of California, Riverside. Dr. Brand came to Oregon in 2011 as Director of Communications and Research for the Oregon Department of Community Colleges and Workforce Development and moved to the Oregon Community College Association in 2014 to assume the position of Director of Student Success and Assessment. In August 2016, grant funding from The Ford Family Foundation and the Oregon Community Foundation provided the opportunity for Elizabeth to become the first Executive Director of the Oregon Student Success Center. Elizabeth has professional experience in K-12, community colleges, and universities, with a particular emphasis on student services and enrollment management.

Michelle Asha Cooper, Ph.D., currently serves as the acting assistant secretary for post-secondary education and deputy assistant secretary for higher education programs at the U.S. Department of Education. In these roles, she oversees the Department's work to support and strengthen the capacity of colleges and universities to promote innovation and improvement for students and broaden the attainment of global competencies that drive the economic success and competitiveness of the nation.

Dr. Cooper brings more than 20 years of experience to this work. Most recently, she served as the president of the Institute for Higher Education Policy, where she managed the organization's expansive research portfolio and advocacy agenda. She has also held leadership positions at the Association of American Colleges and Universities, the Council for Independent Colleges, and King's College. Dr. Cooper served as the deputy director for the Advisory Committee on Student Financial Assistance at the U.S. Department of Education.

A recognized advocate for racial and economic equity, experienced practitioner, and demonstrated leader, Dr. Cooper is a champion of access and success for all students in higher education.

Renée Davis is the Associate Vice Chancellor for Academic and Student Affairs at the Nevada System of Higher Education (NSHE), comprised of two doctoral-granting universities, a state college, four comprehensive community colleges and one environmental research institute. Renée began her higher education career in the financial aid office at one of the system's community colleges and came to the system office in 2011. Along with Vice Chancellor for Academic and Student Affairs Crystal Abba, Renée provides system-level leadership for NSHE's co-requisite implementation Initiative, which was designed to support campuses in complying with a statewide policy mandate requiring campuses to

implement co-requisite math and English at scale by Fall 2021. Implementation efforts include organizing professional development sessions for faculty and advisors, ensuring that grant funds used to support implementations were utilized effectively, coordinating discussions related to assessment, and regular reporting to the system's governing board that established the co-requisite mandate.

Greg M. Epstein serves as the Humanist Chaplain at Harvard University, where he is also currently serving (for 2021-22) as the president of the Harvard Chaplains, Harvard University's corps of over forty chaplains from more than 20 different religious, spiritual, and ethical traditions. Greg also serves the Massachusetts Institute of Technology (MIT) as humanist chaplain and as Convener for Ethical Life at the MIT Office of Religious, Spiritual, and Ethical Life. His New York Times bestselling book, *"Good Without God: What a Billion Nonreligious People Do Believe,"* continues to be influential years after its initial publication helped popularize the notion that the rapidly growing population of atheists, agnostics, and nonreligious people can live lives of deep purpose, compassion, and connection. He has also written for TechCrunch, The Boston Globe, CNN.com, and The Washington Post.

John Gardner is Chair and Chief Executive Officer of the Gardner Institute. The Institute was founded by John and his wife, Betsy O. Barefoot, in October 1999 as the Policy Center on the First Year of College. The Policy Center was launched by an initial grant from The Pew Charitable Trusts, and has been subsequently funded by additional grants from Pew, The Atlantic Philanthropies, Lumina Foundation for Education, the Winthrop Rockefeller Foundation, and USA Funds. In 2007 the Policy Center underwent a legal and name change to the John N. Gardner Institute for Excellence in Undergraduate Education and an expansion of its mission to focus more broadly on excellence in undergraduate education, as a fully autonomous 501(c)(3) non-profit entity. Since its inception in 1999, the Institute has received over $8,000,000 in support from its philanthropic partners, most recently again from Lumina Foundation, and the Bill and Melinda Gates Foundation and the Kresge Foundation.

Vinay Harpalani teaches courses in constitutional law, civil procedure, employment discrimination, and race and law. Professor Harpalani was the recipient of the 2017 Derrick A. Bell, Jr. Award from the Association of American Law Schools Section on Minority Groups, and the 2016 Junior Teaching Faculty Award from the Society of American Law Teachers. His scholarship explores the nuances of racial diversity, identity, and equity from an interdisciplinary perspective. Professor Harpalani is recognized as a national expert on affirmative action in university admissions. He has been quoted in the New York Times, Washington Post, and Time magazine, among other media outlets. His 2012 article, Diversity Within Racial Groups and the Constitutionality of Race-Conscious Admissions, was cited in eight U.S. Supreme Court amicus briefs in Fisher v. University of Texas at Austin I and II and was quoted (critically, with citation omitted) in Justice Samuel Alito's dissent in Fisher II.

Several of his other articles have been cited in legal briefs or opinions at the U.S. Supreme Court, U.S. Court of Appeals for the Sixth Circuit, and the New York Court of Appeals. Additionally, Professor Harpalani's 2013 article, DesiCrit: Theorizing the Racial Ambiguity of South Asian Americans, is commonly cited as a framework for examining the racial experiences of Asian Indian Americans. He has also written about skin color discrimination, racial identity among Black children, and Asian Americans' position in the U.S. racial landscape. Professor Harpalani earned his J.D. from New York University School of Law, his Ph.D. and Masters degrees from the University of Pennsylvania, and his bachelors degrees from the University of Delaware.

Gregory (Greg) L. Heileman currently serves as the Vice Provost for Undergraduate Education and Professor of Electrical and Computer Engineering at the University of Arizona, where he is responsible for facilitating collaboration across campus to strategically enhance quality and institutional capacity related to undergraduate education. He has served in various administrative capacities in higher education since 2004. His experience includes work in the areas of faculty development, institutional research, accreditation and academic program review, curriculum management, student success, academic advisement, tutoring, student health & wellbeing, student conduct, budget and finance, economic development, policy development, information technology and data governance, and strategic planning.

From 2017-2019, he served as the Associate Provost for Student & Academic Life and Professor of Electrical & Computer Engineering at the University of Kentucky, where he was responsible for providing vision, leadership and strategic direction for campus-wide student success efforts, while also serving as the university's Chief Student Affairs Officer. From 2011-2017, he served as the Associate Provost for Curriculum and then as the Vice Provost for Teaching, Learning and Innovation at the University of New Mexico (UNM). During that time, he led campus-wide student academic success initiatives, and worked with key stakeholders on campus, to produce all-time record retention and graduation rates.

Michael Itzkowitz is the founder and President of the HEA Group. He also serves as a Senior Fellow for the think tank Third Way where he helps shape their higher education advocacy agenda. He works with Capitol Hill, the Administration, and other postsecondary-focused organizations, developing and implementing policies to ensure that more low- and moderate-income students are earning degrees from quality programs that will equip them to succeed in the 21st century economy. His work is frequently featured in national news outlets, such as the New York Times, Forbes, and the Wall Street Journal.

Prior to joining Third Way, Michael served as a Presidential Appointee for six years in the U.S. Department of Education, assuming a number of roles in K-12 and higher education. Most recently, he was the Director of the College Scorecard, an Obama Administration initiative focused on higher education transparency and accountability. Michael also served as the Deputy Chief of Staff in the Office of Postsecondary Education, overseeing the policy and administrative

functions of the office, which includes over 180 employees across three divisions that disburse approximately $2.5 billion in grants and establish policy for nearly $120 billion in Federal student aid every year. There, he led the office's Organizational Performance team and directed policy initiatives on accreditation, minority serving institutions, financial aid award letters, and data transparency.

Michael received his Master's and Bachelor's degrees from the University of Florida.

Dr. Andrew "Drew" K. Koch is the President and Chief Operating Officer for the non-profit John N. Gardner Institute for Excellence in Undergraduate Education which he joined in 2010. In his role, he provides strategic leadership and operations oversight for the Institute in its efforts to help colleges improve teaching, learning, student success and, in the process of doing so, mitigate inequitable outcomes and advance social justice. Prior to coming to Gardner Institute, Drew spent nearly 20 years working in both independent and public post-secondary institutions on student enrollment, access, success, accreditation, learning, and completion efforts with a particular emphasis on first-generation, low-income, and historically under-represented students. He holds a B.A. degree in History and German from the University of Richmond, a M.A. degree in history from the University of Richmond, a M.A. in higher education administration from the University of South Carolina, and a Ph.D. in American Studies from Purdue University. He has served as the principal investigator or co-principal investigator on more than two dozen grant-funded research projects with support coming from sources such as the Bill & Melinda Gates Foundation, ECMC Foundation, GEAR UP, Kresge Foundation, Lilly Endowment, Lumina Foundation, and the National Science Foundation. His scholarship focuses on critical university studies and the role of colleges and universities in shaping culture, equity, and democracy in the United States. He has published widely on student access and success topics, with a particular emphasis on historically underrepresented and under-served populations, the first-year experience, transfer, gateway courses, and redesign of unjust education systems.

Sarah Leibrandt, Ph.D. is the director of Academic Leadership Initiatives at the Western Interstate Commission for Higher Education. In this role, she oversees two membership networks, the Western Academic Leadership Forum (Forum) and the Western Alliance of Community College Academic Leaders (Alliance), which enable provosts, vice presidents of academic affairs, and chief academic officers throughout the West to network and collaborate on initiatives supporting key higher education issues. Leibrandt also leads Interstate Passport program, a nationwide network of institutions working to improve student transfer through the block transfer of lower division general education. Leibrandt has been with WICHE since 2013. Prior to joining WICHE, Leibrandt worked for the Colorado Department of Education and Red Rocks Community College. Leibrandt earned a bachelor's degree from Wellesley College and a Ph.D. in Education Policy from the University of Colorado Boulder.

Brandon Protas serves as a Strategy Director with Complete College America (CCA). He leads the Momentum pillar of strategies which includes Credit for Competency, Multiple Measures, Corequisite Support, Dual Enrollment, and 15 to Finish / Stay on Track. He also supports CCA Alliance members in the West. Brandon is passionate about the role of education as a public good to improve society and as a vehicle to transform individual lives. He utilizes an equity lens to center students of color, students from low-income backgrounds, and first-generation students.

Brandon holds a Bachelor of Arts from Brown University, a Master of Social Work from Arizona State University, and a Doctorate in Educational Leadership from Northern Arizona University.

Maxine Roberts, the director of Strong Start to Finish, elevates effective practices and processes for reforming developmental education in university systems. She has dedicated her career to advancing system-changing, equity focused initiatives that promote access, persistence, and completion for minoritized students in higher education. Prior to joining Strong Start to Finish, Maxine directed youth-based programs in urban areas, worked with community college faculty to improve their course outcomes, and conducted research on the factors that contribute to success and progress for Black and Latinx students in community college developmental math courses.

Doug Shapiro, Ph.D., is Vice President for Research and Executive Director of the Research Center at the National Student Clearinghouse, where he works to advance student success by providing the education community with research, data and insights from the nation's largest student-level dataset of college enrollment and degree information. Since joining NSC over a decade ago, he has established critical new metrics and reports on student access, persistence, transfer and completion, and also developed data and research services to help schools, states, and colleges to measure their own students' educational outcomes.

Shapiro has been conducting research on higher education for more than twenty years and has appeared in The New York Times, Wall Street Journal, Newsweek, NPR, CBS, and The Washington Post. Prior to joining the Clearinghouse, he held positions as Vice President for Research and Policy at the Minnesota Private College Council, and Director of Institutional Research at The New School. He earned a B.A. in History from the University of Chicago, and an M.A. in Mathematics and Ph.D. in Education, both from the University of Michigan.

Maria Spies is a Founder and Co-CEO of HolonIQ, the world's leading impact intelligence platform. Prior to HolonIQ, Maria was the head of digital learning futures for an EdTech corporate venture fund and innovation arm of a global education company. In this role, Maria worked with EdTech start-ups and founders around the world to support their growth, and led research projects about the future of learning, such as Global EdTech Landscape and Higher Education Digital Transformation.

Maria has worked in public and private higher education for over 20 years in Asia and Australia specializing in transforming education through technology. As the global head of Learning & Teaching Services for a global education company, Maria built and led innovation teams, driving innovation in curriculum, teaching and the student experience in over 50 countries.

Jessica Rowland Williams is the Director of Every Learner Everywhere, a network of organizations with a mission to help institutions use new technology to innovate teaching and learning and better serve Black, Latinx, and Indigenous students, poverty-affected students, and first-generation students. As Director, she provides leadership and vision for the network and leads the operation of the network strategy. Jessica earned her Bachelor's Degree in Biology from Spelman College in Atlanta, Georgia, and earned both her M.A. and Ph.D. in Molecular Biology from Princeton University.