
Gretchen Adams
Distinguished Teacher-Scholar
September 26, 2014
DTS Project Goals

- Lead the campus in transferring the Campus Strategic Plan goals into undergraduate instruction.\(^1\)

- Utilize campus resources in an innovative manner to achieve excellence in teaching and learning.

- Adapt programs and instructional methods that have proven success in retaining underrepresented groups and improving academic performance.

- Assist instructors and administrators with:

  - Identifying issues
  - Developing a research-based plan of action
  - Exploring programs and funding
  - Creating evaluation plans for assessment

\(^1\)http://strategicplan.illinois.edu/index.html
Workshop Schedule

• Meets once a month
• Step-by-step process
• Today’s focus:
  • National and campus issues surrounding underrepresented groups
  • How to identify issues in your courses/department
Underrepresented Groups

- What constitutes an underrepresented group at a university?
  - African-Americans, Native Americans, Hispanic Americans, Alaska Natives, Native Hawaiians and other Pacific Islanders
  - Gender?
  - Rural?
  - First Generation?
  - Socioeconomic Status?
  - International?
  - Students with Disabilities?
  - At risk?
Why Advocate for Underrepresented Groups?

- Social justice
- Critical to the quality of our United States workforce
  - “Scientists, as individuals with their own points of view on what is important, make critical decisions for society on what should be studied and supported.”

---

Broad Participation Matters

- Our sources for the future workforce are uncertain.
- The demographics of our domestic population are shifting dramatically.
- Diversity is an asset.

Our Campus

• Campus Strategic Plan
  • Goal II: Provide transformative learning experiences
    • Enhance accessibility to undergraduate programs and increase diversity within these programs.

1http://strategicplan.illinois.edu/index.html
Our Campus

Where we stand campuswide

- Underrepresented students (African American, Latino/a, and Native American) constitute about 15% of the undergraduate student population (~4000 students/year)
- 4-year graduation rates among underrepresented students are consistently below the average, approximately 52% versus 68%.
- A gap still exists at 5 and 6-year graduation rates as well (approximately 10%).
- Women have a higher graduation rate than men
  - 4 yr: 74% versus 63%; 5-6 yr: +6% gap
- International student growth
  - From 4% (AY2004) to 16% (AY2013)

http://www.dmi.illinois.edu/cp/
Example: College of Engineering

- Underrepresented students (African American, Latino/a, and Native American) constitute about 7.5% of the undergraduate student population in the COE.
- 4-year graduation rates among underrepresented students are consistently below the average, approximately 43% versus 59%.
- International student growth
  - From 8% (AY2004) to 25% (AY2013)

4http://www.dmi.illinois.edu/cp/
How to Determine the Issues in Your Department and/or Courses?

- Analyze data?
  - Identify who can run data in your department or college.
  - Division of Management Information (DMI)
    - http://www.dmi.illinois.edu
  - LAS → Atlas Data Group
    - http://www.atlas.illinois.edu

- Survey information?

- Interviews?

- Check to see if you need IRB approval (internal use has faster IRB approval time)
Some Ways to Look at Your Data

- Retention rate
- Recruitment into your major
- Grade performance in departmental courses
- GPA of your majors
- Climate
  - Courses
  - Faculty and staff interactions
  - Peer interactions
  - Perceived support and opportunities
Assignment

- Identify ways to gather quantitative and qualitative data about underrepresented students in your courses and/or department.
Group Activity

- What are you most excited about moving forward?
- What are you most worried about moving forward?
See you on October 17th!

- What Does the Literature Tell Us?
- What Successful Instructional Strategies and Programs Already Exist on Campus?