



MAY 15, 2020

Elizabeth K. Lawner, PhD

Meghan Snow, EdM, MEd

ADVANCING ACADEMIC EQUITY AT BROWARD COLLEGE:

*Improved Course Completion and Passing, Particularly
Among Pell-eligible and Black Students*

ACUE



Association of College
and University Educators

TABLE OF CONTENTS

About ACUE..... 3

Executive Summary..... 5

Background..... 6

Methods..... 8

Participants and Procedures..... 8

Measures 13

Results..... 15

2017–2018 Cohorts..... 15

2018–2019 Cohorts..... 23

Discussion..... 30

References..... 34

Appendix A..... 36

Appendix B..... 56

EXECUTIVE SUMMARY

Across both sets of cohorts at Broward College, there was a significant impact of the ACUE course on students' likelihood of completing and passing their courses.

Several recent studies have found positive effects of the ACUE course on student course outcomes (Hecht, 2019; Lawner & Snow, 2018; Lawner & Snow, 2019; Lawner, Snow, & Burt, 2019; Lawner, Snow, MacCormack, & Waltje, 2019). Although it is important to increase the success of all students, there is particular interest in improving outcomes for groups that are most underrepresented in higher education. This paper examines the impact of the ACUE course on student course outcomes at Broward College, a primarily associate-degree-granting institution where most of the students are Black or Hispanic, nearly half are first-generation college students, and many students receive Pell grants. The studies focus on two sets of ACUE cohorts at Broward College, one that completed the ACUE course during the 2017–2018 academic year and another that completed the course during the 2018–2019 academic year. Both studies examine change in student course outcomes over time—from baseline through the year faculty completed the ACUE course for the 2018–2019 cohorts, and from baseline through the post-ACUE period for the 2017–2018 cohorts—for students of the ACUE faculty compared to students in matched course sections.

Across both sets of cohorts at Broward College, there was a significant impact of the ACUE course on students' likelihood of completing and passing their courses. The time period when these effects occurred differed between the earlier and later cohorts, with the impact on students occurring in the years after faculty completed the ACUE course for earlier cohorts and later cohorts experiencing an impact on their students while they were completing the ACUE course. In addition, the results demonstrated a larger impact on two historically underrepresented groups of students in higher education: low-income students and Black students. Furthermore, the greater impact for these groups led to the closing or narrowing of gaps in course outcomes. The gap in passing courses between Pell-eligible and non-Pell-eligible students of ACUE faculty in the initial cohorts closed, as did the gap in course completion between Black and White students of ACUE faculty in the later cohorts. The gap in passing courses between Black and White students of ACUE faculty in the later cohorts was cut in half.



Association of College
and University Educators

*For more information, visit us at **acue.org***