
ILLINOIS COMMISSION ON EQUITABLE PUBLIC UNIVERSITY FUNDING

Adequacy Workgroup Resources for August 25, 2022 Meeting

Building off our discussion at the last workgroup meeting, we would like to begin to continue to advance our understanding of student-centered components of adequacy. Specifically, what do we know about high-impact practices that support student access, retention and completion? (and maybe what don't we know?) Below are several references that will help inform our discussion. We will integrate these into our framework, but if you have time to skim or read them as background, that would be helpful. Our discussion will also include considerations for the technical modeling work group related to these components.

The questions we plan to discuss include:

1. What does the research tell us about effective practices, supports and interventions that foster student access, retention and success?
2. Are there differential benefits across different student groups?
3. What are the gaps in the field's knowledge?
4. What are considerations the technical workgroup should consider as it begins its work of measuring and incorporating these aspects?

AACU High-Impact Practices:

- One pager: <https://www.wcu.edu/WebFiles/PDFs/High-Impact-Practices.pdf>
- Original: <https://www.aacu.org/trending-topics/high-impact>

NSSE Survey Instruments:

- <https://nsse.indiana.edu/nsse/survey-instruments/high-impact-practices.html>

What Works ClearingHouse review of PS evidence-based practices:

- <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Postsecondary>

CUNY ASAP Evaluations (which show an the effects of an integrated approach that pulls on several academic/student support pathway for students):

- <https://www1.cuny.edu/sites/asap/evaluation/reports-and-publications/>