Moving from Equity Aspirations to Equity Outcomes:

*Using Data, Inquiry and Benchmarking to Drive Strategic Interventions, Intentional Action and Institutional Impact*

Elsa Macias, Ph.D.  
Laura Lord  

Equity & Diversity Institute  
February 20, 2010
The Center for Urban Education (CUE) conducts socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes.
Nearly 60% of Latinos in US, 80% in CA, are in community colleges
  – Of these, 56% attend Hispanic-serving CCs
  – There are 56 2-year HSIs in CA

80% of incoming students are NOT prepared for college level courses

Only 25% of CA students achieve benchmarks such as a college diploma, AA degree, or transfer w/in 6 years. Even lower for black and Hispanic students

Q: What can community colleges do to increase equity as an achievable outcome?

Source: Census Scope
University of California Student to Population Ratio, By Race/Ethnicity, Ages 18-24

Source: CPEC Report 07-20, March 2007
California State Univ. Student to Population Ratio, By Race/Ethnicity, Ages 18-24

Source: CPEC Report 07-20, March 2007
California Community Colleges Student to Population Ratio, By Race/Ethnicity, Ages 18-24

Source: CPEC Report 07-20, March 2007
Average Income per Education Attainment in California

- Grad/Prof. Degree
- Bachelor’s Degree
- Associate Degree
- Some College/No Degree
- HS Diploma/GED

Source: CPEC Report 08-03, March 2008
Accountability (& Action) for California’s Basic Skills Challenge

The Basic Skills Initiative
Navigating the Basic Skills Pipeline

A cohort of 55 students enter the Basic Skills Pathway in Pre-Algebra.

- Pre-Algebra
- Elementary Algebra
- Intermediate Algebra
- Transfer Level Math
Navigating the Basic Skills Pipeline

- Pre-Algebra
- Elementary Algebra
- Intermediate Algebra
- Transfer Level Math
Navigating the Basic Skills Pipeline

- Pre-Algebra
- Elementary Algebra
- Intermediate Algebra
- Transfer Level Math
Navigating the Basic Skills Pipeline

- Pre-Algebra
- Elementary Algebra
- Intermediate Algebra
- Transfer Level Math

Only about 10% of the Original Cohort Succeeds in Navigating the Gateway Curriculum
THE CUE EQUITY MODEL

Creating an Equity Pathway

Communicate and Circulate

Becoming “Practitioner Researchers”

Existing Institutional Data

Advancing Equity

Policies and Practices

“Becoming” Best Practitioners

Communicate and Circulate

USC Rossier School of Education
The Equity Scorecard
Considering Rates, Shares, and Raw #s

- White: 20%
- Hispanic: 38%
- African American: 10%
- Asian: 11%
- Filipino: 21%

Counts:
- White: 70
- Hispanic: 61
- African American: 32
- Asian: 18
- Filipino: 9

7% 21% 31% 24% 17%

7% 7%
A Very Simple BESST Model

A Cohort

START → Success in M1 → Success in M2 → Success in M3

Persist to M2 → Persist to M3 → Persist to END

% of Original Cohort END

USC Rossier School of Education
Benchmarking

A means of:

- Internal Assessment
- Peer Comparison
- Goal Setting
- Staggering goals over time
The BESST TOOLS of the CUE EQUITY MODEL
## African American Students

### # Succeed
<table>
<thead>
<tr>
<th>L 3</th>
<th>S-L 2</th>
<th>S-L 1</th>
<th>S-T</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>29</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

### % From prev.
<table>
<thead>
<tr>
<th>L 3</th>
<th>S-L 2</th>
<th>S-L 1</th>
<th>S-T</th>
</tr>
</thead>
<tbody>
<tr>
<td>41%</td>
<td>52%</td>
<td>50%</td>
<td>86%</td>
</tr>
</tbody>
</table>

### # Succeed
- **172**
  - **70** from **L 3**
  - **32** from **S-L 2**
  - **9** from **S-L 1**
  - **6** from **S-T**

### % From prev.
- **87%** from **L 3**
- **56%** from **S-L 2**
- **78%** from **S-L 1**
- **2** from **S-T**

### # Enroll
- **9** from **R-L 2**
- **14** from **R-L 1**
- **2** from **R-T**

- **3.5%** of Original Cohort
Envisioning Equity Allows Us To Set Goals...

“You see things; and you say, ‘why?’ But I dream things that never were; and say, ‘why not?’“

- George Bernard Shaw
Envisioning Equity in Beginning Algebra Success

- White = 72.1%
- Asian = 70.3%
- Filip. = 67.7%
- Hisp. = 64.7%
- AfAm = 52.5%

Equity Goal for success in Beginning Algebra

72.1 + 5 = 77.1%
Envisioning Equity in Beginning Algebra Success

S-L 2  = 77.1%

Difference

- **White** = 5 percentage points
- **Asian** = 6.8 percentage points
- **Filip.** = 10.6 percentage points
- **Hisp.** = 13.6 percentage points
- **AfAm** = 21.6 percentage points
<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>L3</th>
<th>R- L 2</th>
<th>S- L 2</th>
<th>R- L 1</th>
<th>S- L 1</th>
<th>R-T</th>
<th>S-T</th>
<th>End Overall Persistence % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.5%</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>61</td>
<td>32</td>
<td>18</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>87.1%</td>
<td>52.5%</td>
<td>56.3%</td>
<td>77.8%</td>
<td>85.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.1%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>44</td>
<td>22</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>81.0%</td>
<td>82.8%</td>
<td>81.8%</td>
<td>75.9%</td>
<td>70.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.2%</td>
</tr>
<tr>
<td></td>
<td>248</td>
<td>198</td>
<td>134</td>
<td>67</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>79.8%</td>
<td>61.4%</td>
<td>56.4%</td>
<td>79.2%</td>
<td>70.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.3%</td>
</tr>
<tr>
<td></td>
<td>380</td>
<td>295</td>
<td>191</td>
<td>97</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>77.6%</td>
<td>61.4%</td>
<td>50.8%</td>
<td>50.8%</td>
<td>69.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>244</td>
<td>172</td>
<td>124</td>
<td>67</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70.5%</td>
<td>72.1%</td>
<td>70.1%</td>
<td>42.6%</td>
<td>75.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Success in Fundamental Math: 40.7%
Success in Beginning Algebra: 52.5%
Persistence to Beginning Algebra: 87.1%
Success in Beginning Algebra: 70.3%
Success in Interm. Algebra: 65.9%
Persistence in Interm. Algebra: 56.4%
Success in Beginning Algebra: 70.3%
Success in Beginning Algebra: 64.2%
Success in Transfer Math: 64.2%
Persistence in Transfer Math: 50.8%
Success in Transfer Level Math: 85.7%
Success in Transfer Level Math: 75.1%

Overall Persistence % Success: 82%
We have identified several performance gaps… but why are they occurring?
Institutional Inquiry

What are the institutional challenges that result in inequitable educational outcomes?

– How are our practices failing our students?
– What is going on in and out of the classrooms that we can change?
– Why do we need to make a change?
Institutional support and *institutional agents* are instrumental in promoting Latino student aspirations and achievement.
Institutional Agents:

*Individually in education who have the capacity and willingness to support students by providing them with resources and opportunities. (Stanton-Salazar)*

- Help students achieve higher academic outcomes by making them better equipped with information, assistance and assets they don’t have.
  - instructional and programmatic assistance
  - support with academic & career decision-making
Institutional Agents: Not Just Counselors

- **Official function of faculty**
  - Educate students on subject matter

- **Unofficial roles and functions**
  - Impart knowledge to connect to resources and opportunities, negotiate institutional systems, problem-solve, adapt to campus environment, use the right discourse, understand labor/educ’al markets

“Carry a sense of transformative power for the social network of a working-class or low-income student” (Stanton-Salazar)
Funding and Building Networks

- Programs → Relationships
- Workshops → Joint Productive Activities
- Cultural Capital → Professional Competencies
- Data → Institutional Funds of Knowledge
Key Questions

What do we need to know to act as institutional agents?

How can we increase our institutional funds of knowledge?
Example of Real-Life Impact from Syllabus Reflection Activity

Promoting Student Success Through Your Syllabus

Three-part workshop series

In this workshop, faculty will discuss how to create a learner-centered syllabus to enhance student success. This is an opportunity to work collaboratively with colleagues and share teaching practices. The workshop will address the importance of a well-constructed syllabus in meeting the objectives of the Student Success Plan.

When: Tuesdays
February 26, March 4, March 11
3-6 PM

Where: Y-111 (LAC)

Participants will earn up to 6 flex credits
Dinner included

RSVP to Hannah Alford (halford@lbcc.edu or ext. 4052) by Feb. 25.
Limited to 50 participants

Presented by the LBCC faculty and staff involved in the California Benchmarking Project. The California Benchmarking Project is a partnership between LBCC and USC Center for Urban Education (CUE) to increase institutional effectiveness and equity in basic skills and transfer. For more information on the project, visit www.usc.edu/cue

The workshop is made possible by grants from the William and Flora Hewlett and Ford foundations.
Use Inquiry to Define Problems

- **Observe Data**
  - Take stock of student outcomes
  - Identify inequities within and across groups

- **Inquiry into the Causes**
  - Use equity-based assessments to better understand the problems
  - Set benchmark goals to close gaps in student success

- **Informed Solutions**
  - Create solutions that are contextualized by inquiry findings
  - Evaluate effectiveness of the new solutions

Steps:
- Find the Gaps
- Set Goals
- Evaluation of Solutions
For more information:

- rsoecue@usc.edu
- (213) 740-5202
- http://cue.usc.edu

Suggested Citation:


Center for Urban Education © 2010 All rights reserved. University of Southern California