Welcome! Thank you for joining us.
Before we begin at 2:45pm, please find a seat and fill in your ‘institution’ and ‘role’ on Worksheet Side B
SESSION PLAN

• MSU Denver: what does equity look like on our campus?

• The Equity Scorecard

• Creating a Framework for Race-conscious and Equity-minded Practice

• “Courageous Conversations” and worktime
• MSU Denver serves ~22,000 students (headcount)/8,000 FTES (40% part time students!)

• ~⅓ First Gen; ⅓ Pell-eligible; ⅓ ethnically diverse students

• 93% from Denver Region

• Average age = 26

• Least expensive in state: resident tuition and fees for 15 credit hours = $3,035

• Average class size = 20 w/ SFR of 19:1

• 58 majors; 3 Masters’ Degrees

• 60% CHP taught by 573 FT Faculty
Year-to-Year Persistence Rates for Latino/Hispanic students who entered in 2006

**Hispanic/Latino Students**

- **Enrolled at MSU Denver in 2006**: 296
- **Persisted to the 2nd Year**: 68.9%
- **Persisted from the 2nd to 3rd Year**: 73.5%
- **Persisted from the 3rd to 4th Year**: 95.3%
- **Persisted from the 4th Year to Graduate in 6 Years**: 49.0%

**All Students**

- **Persisted to the 2nd Year**: 67.9%
- **Persisted from the 2nd to 3rd Year**: 72.6%
- **Persisted from the 3rd to 4th Year**: 91.4%
- **Persisted from the 4th Year to Graduate in 6 Years**: 55.4%

**Equity Gap**: -6.4

Hispanic/Latino Students at MSU Denver are experiencing the greatest persistence gaps between the 4th year and graduating within six years.
Year-to-Year Persistence Rates for African American students who entered in 2006

African American Students

- Enrolled at MSU Denver in 2006: 77
- Persisted to the 2nd Year: 61.0%
- Persisted from the 2nd to 3rd Year: 61.7%
- Persisted from the 3rd to 4th Year: 72.4%
- Persisted from the 4th Year to Graduate in 6 Years: 61.9%

All Students

- Persisted to the 2nd Year: 67.9%
- Persisted from the 2nd to 3rd Year: 72.6%
- Persisted from the 3rd to 4th Year: 91.4%
- Persisted from the 4th Year to Graduate in 6 Years: 55.4%

Equity Gap:
- -6.9
- -10.9
- -19.0
- +6.5

African American Students at MSU Denver are experiencing the greatest persistence gaps between the 2nd - 3rd and 3rd – 4th years.
Hispanic/Latino Students at Metro are experiencing an Equity Gap in Six-Year Graduation Rates.
African American Six-year Graduation Rates in 2012

77
African Americans
Enrolled at Metro in 2006

13
African Americans
Graduated by 2012
(six-years)

16.9%
African American
Graduation Rate

1711
Total Students
Enrolled at Metro in 2006

427
Total Students
Graduated by 2012
(six-years)

25.0%
All Student
Graduation Rate

-8.1
Equity Gap

African American Students at Metro are experiencing an Equity Gap in Six-Year Graduation Rates.
The Center for Urban Education at the Rossier School of Education, University of Southern California

The Equity Scorecard Process™

http://cue.usc.edu
Members of the Equity in Excellence team with Colorado’s Lt. Governor, Joe Garcia
The Equity Scorecard Project at MSU Denver

PHASES OF THE EQUITY SCORECARD PROCESS

Laying the Groundwork:
Align the Equity Scorecard with existing campus efforts and identifying faculty, staff, and administrators to lead the work.

Defining the Problem:
Identify equity gaps in educational outcomes using tools that make the data real and actionable, conducting inquiry by asking additional questions.

Assessing Interventions:
Inquire into instructional and academic support practices around identified focus areas and gaps.

Implementing Solutions:
Make purposeful changes based on the results of systemic inquiry, setting goals for improved equity and effectiveness.

Evaluating Results:
Evaluate the effectiveness of changes and creating long term plans to reach equity goals.

- Five-phase project
- MSU Denver’s commitment to equity
- Study of interventions
- Campus climate

Institutional accountability over student responsibility
Methodology

ACTION-RESEARCH

- Value-oriented process guided by value-rational questions
- Agenda of accountability
- Institutional values and ethics
- Disaggregated data
- Analyzes current interventions and illuminates possible interventions for the future
- Cultural competence, equity-mindedness and race-conscious practice
- Produces climate change
Consider the student-of-color experience

As you watch this short video, please think about the following:

What challenges do students of color at your institution face?

[Video Link]

https://www.youtube.com/watch?v=K64tVm_CJkE
Students-of-color come to us affected by K-12 racialized educational experiences

Campus climate can reinforce messages of exclusion

How do we begin to understand the challenges faced by students-of-color?

How do we respond to racial inequity on our campuses?
Worksheet Side A

1. What is your Equity-Focused goal?

Example Response: The Metropolitan State Evidence Team’s work was inspired by the question: how could we improve retention rates in order to reach an overall graduation rate of 44% for all students by the year 2017 (the term of our current MSU Denver Strategic Plan).
Worksheet Side A

2. Based on disaggregated student data—or on a hunch if you have not seen data—where do African American and Latino/a students experience the greatest barriers to graduating/transferring at your institution?

Example Response: The Metropolitan State Evidence Team looked at the Summer Scholars Program, the Advising Center, the First Year Success Program, and the Department of Mathematical and Computer Sciences General Studies courses. These programs have the most intense early contact with the greatest number of students entering the University, and therefore their interventions have the most potential for the deepest impact.
Deficit- versus Equity-Minded Goals

**Deficit Thinking**
- Places undue burden on the student
- Focus is on what the student lacks
- Ignores institutional responsibility
- Does not encourage inquiry or examination of our practice

**Equity-Minded**
- Requires us to shift our focus
- Challenges us to look critically at our knowledge, behaviors and practice
- Places responsibility on institution
Programs currently making strong interventions

Have the potential to make even bigger impact in the future

Most intense early contact with students

Each area is to be commended for their current work to serve MSU Denver students. We also extend our deepest gratitude for their generous collaboration and participation in this project.
Examples from the MSU Denver Experience

“Courageous Conversations”

External: Faculty Senate, “trustworthy” participants
Internal: Committee conversations
Impact
# Worksheet Side B

<table>
<thead>
<tr>
<th>Skill Set:</th>
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<tbody>
<tr>
<td><strong>Data:</strong> (Could be in-hand or still needs to be collected)</td>
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<tr>
<td><strong>Outreach Strategy:</strong></td>
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<tr>
<td><strong>Key Audiences:</strong></td>
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<td><strong>Potential Challenges:</strong></td>
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<tr>
<td><strong>Challenge Responses:</strong></td>
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</tbody>
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Individual Worksheet Time (5 min.)
Followed by Small Group Discussion (10 min.)
Followed by Large Group Q&A
Thank you for joining us!

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