Metropolitan State University of Denver
EQUITY SCORECARD REPORT
For Retention and Completion
Presented April 1, 2014
WHO IS INVOLVED?

- MSU Denver; the University of Colorado, Denver; and Aurora Community College
- Colorado Department of Higher Education (CDHE), the Colorado Community College System, the Center for Urban Education (CUE) (based out of the Rossier School of Education at the University of Southern California in Los Angeles) and the Western Interstate Commission for Higher Education (WICHE)

HOW IS IT FUNDED?

- Ford Foundation
- Bill & Melinda Gates Foundation
- MSU Denver

WHO CONTRIBUTES POLICY, PRACTICAL KNOWLEDGE, AND TOOLS?

- Center for Urban Education
- WICHE
WHAT DOES EQUITY LOOK LIKE?

- Parity in representation and outcomes for each underrepresented racial and ethnic student group
- Representational Equity v. Outcomes Equity
- For MSU Denver project: focus on OUTCOME equity (persistence and graduation)

Equity Goal:
Starting Cohort = Graduating Cohort
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
MSU DENVER ACTION-RESEARCH

- Data from the 2006 cohort

- Quantitative AND qualitative (inquiry process: surveys, interviews, data collection, data review from OIR, webscan, outside reading and literature review, participation in conferences, etc.)

- Disaggregated data: linking qualitative to quantitative
The MSU Denver Evidence Team looked at year-to-year persistence rates to identify where most African American students are lost on their way to graduating within six years:

African American Students

<table>
<thead>
<tr>
<th>Enrolled at MSU Denver in 2006</th>
<th>Persisted to the 2nd Year</th>
<th>Persisted from the 2nd to 3rd Year</th>
<th>Persisted from the 3rd to 4th Year</th>
<th>Persisted from the 4th Year to Graduate in 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td>61.0%</td>
<td>61.7%</td>
<td>72.4%</td>
<td>61.9%</td>
</tr>
</tbody>
</table>

All Students

<table>
<thead>
<tr>
<th>Persisted to the 2nd Year</th>
<th>Persisted from the 2nd to 3rd Year</th>
<th>Persisted from the 3rd to 4th Year</th>
<th>Persisted from the 4th Year to Graduate in 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1711</td>
<td>67.9%</td>
<td>72.6%</td>
<td>91.4%</td>
</tr>
<tr>
<td></td>
<td>-6.9 Equity Gap</td>
<td>-10.9 Equity Gap</td>
<td>-19.0 Equity Gap</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+6.5</td>
</tr>
</tbody>
</table>

African American Students at MSU Denver are experiencing the greatest persistence gaps between the 2nd - 3rd and 3rd – 4th years.

Largest Persistence Gap: 72.4% of African American students who enrolled in 2006 persisted from the 3rd to 4th year, which is a -19.0 percentage point gap compared to the all student average of 91.4%.
The MSU Denver Evidence Team looked at year-to-year persistence rates to identify where most Hispanic/Latino students are lost on their way to graduating within six years:

Figure 6: Year-to-Year Persistence Rates for Latino/Hispanic students who entered in 2006

Hispanic/Latino Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
<th>Hispanic/Latino Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled at MSU Denver in 2006</td>
<td>296</td>
<td>68.9%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Persisted to the 2nd Year</td>
<td></td>
<td>73.5%</td>
<td>72.6%</td>
</tr>
<tr>
<td>Persisted from the 2nd to 3rd Year</td>
<td></td>
<td>95.3%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Persisted from the 3rd to 4th Year</td>
<td></td>
<td>49.0%</td>
<td>55.4%</td>
</tr>
</tbody>
</table>

Hispanic/Latino Students at MSU Denver are experiencing the greatest persistence gaps between the 4th year and graduating within six years.

Largest Persistence Gap: 49% of Hispanic/Latino students who enrolled in 2006 persisted from the 4th year to graduate in six years, which is a -6.5 percentage point gap compared to the all student average persistence of 55.4%.
Of the 77 African Americans who enrolled at MSU Denver in 2006, only 13, or 16.9%, earned a bachelor’s degree by 2012. In comparison, the all student six-year graduation rate for the same cohort was 25%. The difference between 16.9% and 25% reveals a -8.1 percentage point equity gap experienced by African American students.
Figure 3: Hispanic/Latino Six-year Graduation Rates in 2012

- Of the 296 Hispanic/Latinos who enrolled at MSU Denver in 2006, 70, or 23.6%, earned a bachelor’s degree by 2012. In comparison, the all student six-year graduation rate for the same cohort was 25%. The difference between 23.6% and 25% reveals a -1.4 percentage point equity gap experienced by Hispanic/Latino students.
Completion Goals  African American Students

MSU Denver’s evidence team ‘envisioned equity’ for African American students and benchmarked goals (below) to monitor towards achieving equitable outcomes. The recommendations posed in this report provide the strategy for realizing these goals.

Figure 2: Benchmark Goals for African American Six-year Graduation Rates.

What if African Americans who entered in 2006 had not only achieved equity in six-year graduation rates (25%) but reached MSU Denver’s 44% performance goal?

If 21 additional African Americans had graduated in 2012, MSU Denver would have achieved its performance goals.
MSU Denver’s evidence team ‘envisioned equity’ for Hispanic/Latino students and benchmarked goals (below) to monitor towards achieving equitable outcomes. The recommendations posed in this report provide the strategy for realizing these goals.

**Figure 4: Benchmark Goals for Hispanic/Latino Six-year Graduation Rates.**

What if Hispanic/Latino students who entered in 2006 had not only achieved equity in six-year graduation rates (25%) but reached MSU Denver’s 44% performance goal?

If 60 additional Hispanic/Latinos had graduated in 2012, MSU Denver would have achieved its performance goals.
GOAL 1: By 2017, African American/Black students’ six-year graduation rate will be 44%.

GOAL 2: By 2017, Hispanic/Latino students’ six-year graduation rate will be 44%.

GOAL 3: Every year between now and 2017, MSU Denver will collect six-year graduation data disaggregated by race/ethnicity to monitor progress towards achieving this goal.
Areas of Inquiry

*Metro Summer Scholars Program
*Academic Advising
*First Year Success
*Department of Mathematical and Computer Sciences—General Studies Math Courses

- Programs currently making strong interventions
- Have the potential to make even bigger impact in the future
- Most intense early 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.
All recommendations are the result of the action-research that the Evidence Team performed.

Recommendations are to either enhance current interventions or suggest new interventions.

The recommendations are limited to the areas that have the potential to make the most difference in terms of impact upon students of color.

Since the Scorecard is a living document, some of the recommended interventions might already be in place.

Each area of inquiry will determine their own reaction and response to the recommendations.
RECOMMENDATIONS:

- Align the retention goal for the Summer Scholars Program with the institution’s retention goal.

- Develop and plan curriculum earlier in the year.

- Update the web page to provide more detail regarding program requirements, admissions and program selection processes; translate into Spanish appropriate sections that would be beneficial for parents.

- Complement Summer Scholars Program structure and course offerings with other programmatic contributions in order to better support student success, especially for students of color.
RECOMMENDATIONS:

- Disaggregate advising data.

- All advisors should complete cultural competency training and be encouraged to focus on more intentionality when working with students from culturally diverse groups.

- Update the web page to create a more user-friendly design for first-time-to-college students and/or students of color.
RECOMMENDATIONS:

- The continued collection of disaggregated data will promote better analysis of current and future interventions that may decrease equity gaps and increase student success in FYS.

- More intentionality toward identifying and meeting the specific needs of students of color who participate in FYS might improve the program.

- Provide more training, instruction and information on FYS programming, background, and parameters to full-time and affiliate faculty who teach in the program.

- Update the web page to create a more user-friendly design for first-time-to-college students and/or students of color.

- A year-long model should be considered.
FIVE THEMATIC AREAS OF EMPHASIS WITH REGARD TO EQUITY-MINDED PRACTICE:

- Math Anxiety
- Enhancing Developmental/Basic Skills Courses
- Increasing Confidence
- Ensuring Math Courses are Relevant to Students’ Lives
- Faculty Development
Global Recommendations

- Participate in inquiry and action-research in your area.

- Disaggregate the data that you cull.

- Consider if your area website promotes equity and facilitates interaction for students of color.

- Engage in cultural competence training.
The intentionally distinct treatment of diverse student groups may actually better improve outcomes and decrease equity gaps.

Equity is everyone’s business and everyone’s responsibility.
Next Steps

ACTION ITEMS

- Share with community
- Follow through in areas of inquiry
- Intertwine this project with other campus initiatives
- Replicate the paradigm
- Host the Colorado Equity in Excellence culminating event

SUPPORT

- Funds
- People
- Climate Change
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*Looking at your own area, what practices or interventions might lend themselves to action inquiry when thinking about equity?

*What data would be your initial focus? How could the disaggregation of that data tell a more compelling story?
Evidence Team

Ramon del Castillo Team Leader and Department Chair, Chicano/Chicana Studies Department  
Lunden MacDonald Team Leader and Department Chair, Department of Modern Languages

Stephanie Sutrina Team Institutional Researcher and Assistant Director of Institutional Research

Cynthia Armendariz Director, Excel Program  
Judi Diaz Bonacquisti Assistant Vice President of Enrolment Services  
Jane Chapman Vigil Professor of English and Interim Director of the Center for Faculty Development

Bridgette Coble Director of Career Services  
Vicki Golich Provost and Vice President for Academic and Student Affairs  
Winston Grady-Willis Department Chair, Africana Studies  
Cindy Hejl Director of Financial Aid  
Henry Jackson, Jr. Assistant Professor, Criminal Justice and Criminology  
Steven Lee Assistant Director of the Counseling Center  
Hsiu-Ping Liu Associate Professor of Biology  
Dave Ruch Professor of Mathematics  
Ted Shin Associate Professor of Industrial Design
Metropolitan State University of Denver
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http://www.msudenver.edu/equityscorecard