USC Center for Urban Education’s *Equity Scorecard* applied at Metropolitan State University
Presentation Overview:

- What is Equity in Excellence?
- What is the Center for Urban Education (CUE)?
- What is the Equity Scorecard?
- Metro’s Equity Gaps
- Evidence Team Inquiry
- Discussion and Questions
The Colorado Department of Higher Education’s (CCHE) most recent strategic plan—“Colorado Competes”—outlines broad goals to close these gaps:

• Increase attainment (adults aged 25-34) by at least 1,000 new degrees and certificates every year (1% annual increase at each institution)
• Improve students’ outcomes in basic skills education and reduce average time to completion
• Enhance access to enroll more underrepresented minority students from Colorado’s diverse communities
• Increase financial resources and improve stewardship to ensure access and affordability
Performance Contracts:
CCHE also negotiated new performance contracts with each system or independent institution in the state (finalized in 2013). Provosts identified specific academic pathways and milestones important to their campus.

<table>
<thead>
<tr>
<th>Policy Goals and Contexts</th>
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<tr>
<td>Increase attainment by 1,000 degrees and certificates annually</td>
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<tr>
<td>Reduce average time-to-degree</td>
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<tr>
<td>Enhance access and success of students of color to close attainment gaps</td>
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<tr>
<td>Improve outcomes in basic skills</td>
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<tr>
<td>Track concurrent enrollment and transfer outcomes and equity</td>
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Metropolitan State University
- On-time credit accumulation and completion
- Year-to-year retention
- Progress through gateway courses
- Admissions/enrollment of Latino & other students of color
But pinpointing areas for change and setting goals isn’t enough...the commitment and collaboration of college leaders, faculty, and staff are critical to the success of these ambitious goals.

Countless top-down reform measures in higher education have failed to have any sustained impact because they neglected to take into account the contexts—and challenges—of every day, on the ground work with students.
To support Colorado’s higher education reform agenda—and overcome the challenges described on the last slide—the Center for Urban Education (CUE) and the Western Interstate Commission for Higher Education (WICHE) are implementing a two-year project—**Equity in Excellence**—to support Colorado’s higher education reform agenda.

**During 2013-2014, the Equity in Excellence project will:**

- **Guide** state leaders in identifying priorities and articulating specific goals around community college transfer, degree completion, and racial equity.
- **Support** faculty, staff, and administrators in creating benchmarked completion and equity targets that align with the state’s goals.
- **Facilitate** the creation of campus action plans that outline concrete steps for reaching those targets.
- **Integrate** campus-level targets into state policy structures and embed equity indicators in the state’s ongoing policy reforms.
What is CUE?

CUE is the Center for Urban Education, located at the Rossier School of Education at USC. Their theory of change is that sustainable improvements in equity come through developing teams of equity-minded practitioners (both faculty and staff).

CUE’s ROLE: Facilitate campus teams to improve equity in student outcomes.

Over 60 colleges and universities have worked with CUE since 2000.
Metro Evidence Team Members

Ramon del Castillo  Team Leader and Department Chair, Chicana/o Studies Department  
Lunden MacDonald  Team Leader and Department Chair, Modern Languages Department  
Stephanie Sutrina  Team Institutional Researcher & Assistant Director of Institutional Research  
Cynthia Armendariz  Director, Excel Programs  
Jodi Diaz Bonacquisti  Assistant Vice President of Enrolment Services  
Jane Chapman Vigil  Professor of English  
Bridgette Coble  Director of Career Services  
Vicki Golich  Provost and Vice President for Academic and Student Affairs  
Winston Grady-Willis  Department Chair, Afrikana Studies  
Cindy Hejl  Director of Financial Aid  
Henry Jackson  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  

A cross section of the Metro community can best represent our needs and desires.
Team Member Roles in CUE’s Equity Scorecard

- Review **disaggregated institutional data & identify gaps**
- **Choose a Focal Effort** - a starting point for inquiry
- **Set specific goals for retention, completion, and equity** among racial/ethnic groups, and outline benchmarks of progress towards reaching those goals
- **Become experts on their campus’ policies and practices** and serve as internal consultants—with real-time support from CUE—on how to make changes that support retention, completion, and equity goals.
- **Create campus action plans** that recommend concrete steps for reaching those targets.
Seeking Equity in Higher Education

Entering Student Population:
- 25% Latino Students
- 35% African American Students
- 40% White Students

Graduating Student Population:
- 25% Latino Students
- 35% African American Students
- 40% White Students

Equity
Aggregated Data

**Aggregate**: Institutional data presented in an ‘all student’ mass

- Hides racial patterns of inequity
- Inhibits dialogues about race and equity
- Allows inequalities to persist
Disaggregating Data

**Disaggregate**: A population broken down by specific characteristics – like race and ethnicity.

- Reveals patterns of inequity
- Supports dialogue about race and equity
- Promotes awareness & solutions

Ex. Students Who Earned a Bachelors Degree
Lens for Data Analysis

Focus: Institutional Accountability

What can we control?

Focus: Student Deficits
African American Students at Metro are experiencing an Equity Gap in 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 Metro’s 44% performance goal?

Envisioned Equity

<table>
<thead>
<tr>
<th>Enrolled at Metro in 2006</th>
<th>Graduated by 2012 (six-years)</th>
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<tbody>
<tr>
<td>77</td>
<td>44%</td>
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= 34 Total Graduates

Actual

<table>
<thead>
<tr>
<th>Enrolled at Metro in 2006</th>
<th>Graduated by 2012 (six-years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td>16.9%</td>
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</table>

= 13 Total Graduates

If 21 additional African Americans had graduated in 2012, Metro would have achieved its performance goals.

21 Additional Students
Hispanic/Latino Students at Metro are experiencing an Equity Gap in 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 Metro’s 44% performance goal?

Envisioned Equity

296 → 44% = 130
Enrolled at Metro in 2006
Graduated by 2012 (six-years)

Actual

296 → 23.6% = 70

If 60 additional Hispanic/Latinos had graduated in 2012, Metro would have achieved it’s performance goals.

60 Additional Students
African American Students at Metro are experiencing the greatest persistence gaps between the 2\textsuperscript{nd} - 3\textsuperscript{rd} and 3\textsuperscript{rd} – 4\textsuperscript{th} Years.
Hispanic/Latino Students at Metro are experiencing the greatest persistence gaps between the 4th year and graduating within six years.
The Team will Conduct Inquiry Into:

- Math 1110 and Math 1080
- First Year Success Program as well as Advising and the Summer bridge program

To identify strategies to better serve African American and Latino students and close the gaps
Findings So far…
Questions?