

# LOS MEDANOS COLLEGE



**USC Center for Urban Education's  
Equity Scorecard Model applied at LMC  
October 2009 – 2010**

## Goal: To provide an overview of IDEA Inquiry Team work

- CUE & the Equity Scorecard Project
- The LMC Vital Signs
- Questions from Findings
- The English and Matriculation Intervention Zones
- Campus Inquiry Process
- Discussion and Questions

# What is CUE?

**CUE** is the **Center for Urban Education**, Rossier School of Education at USC. 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 teams** to improve equity in student outcomes.  
*Over 60 colleges and universities have worked with CUE since 2000.*

## **TEAM's ROLES:**

- Review **disaggregated institutional data & identify gaps**
- **Choose intervention zones** - a starting point for inquiry
- Conduct **original research** into campus practices and policies
- Set **equity goals** and put in place **action plans**

Outcomes range from a larger **equity focus** to institution-wide **policy change**

# Why did LMC hire CUE?

- SGC charged IDEA Committee to advocate for an institutional culture that defines, values and promotes equity, inclusion and social justice
- National recognition of the need to improve outcomes among students of color
- CUE is one of a few experts that works at the campus level building its capacity to conduct its own research
- LMC is committed to improve equity on our campus

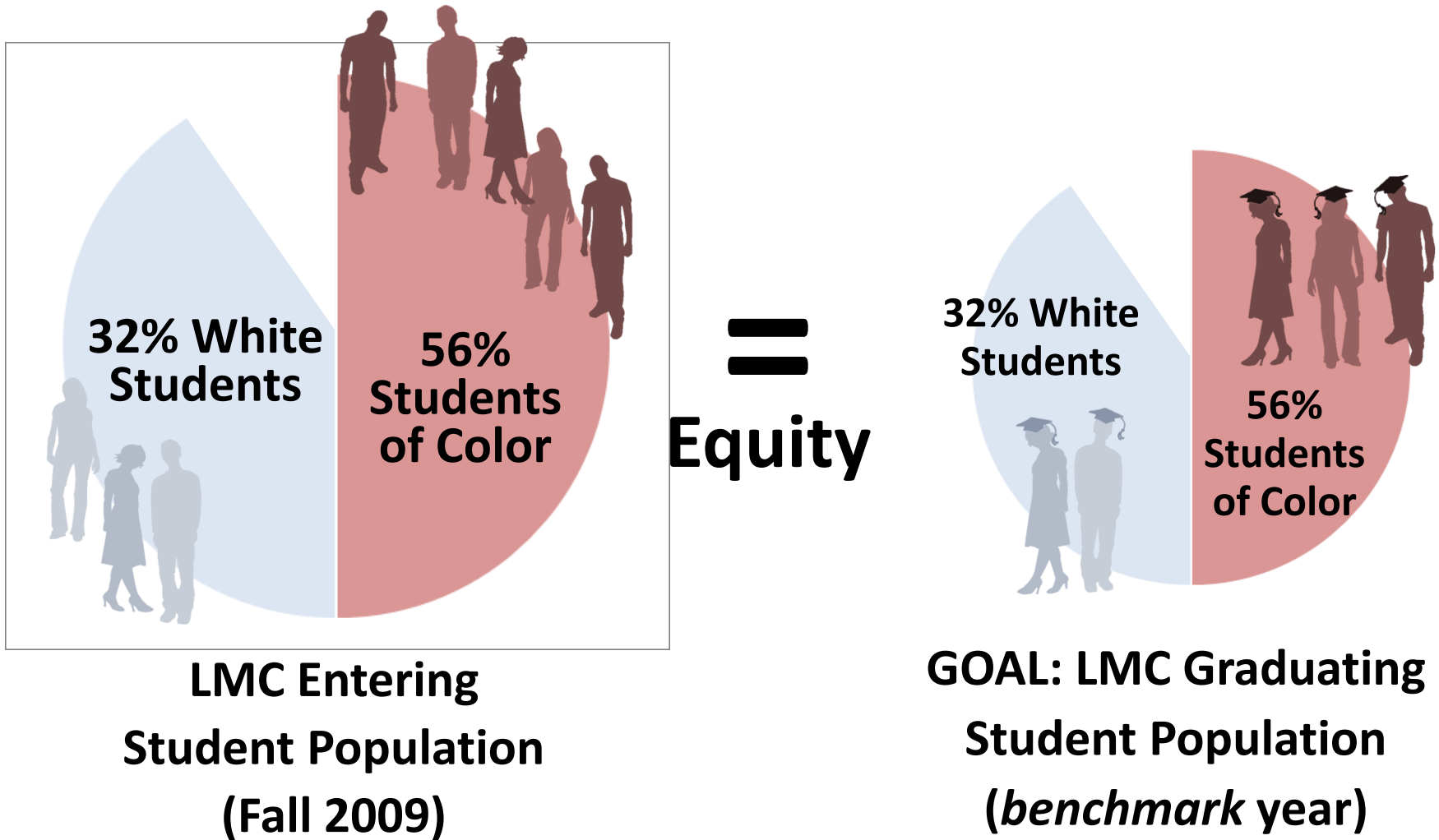
# THE CUE SCORECARD PROCESS

Pre-Phase	Phase I	Phase II	Phase III	Phase IV
<b><i>Decisions and Training</i></b>	<b><i>Becoming Practitioner-Researchers</i></b>	<b><i>Becoming Best Practitioners</i></b>	<b><i>Creating Pathways to Equity</i></b>	<b><i>Advancing Equity</i></b>
Understanding the Scorecard	Review Data	Define Intervention Zone	Envision Equity	Enact Intervention Plan
Decisions with Campus Leadership	Find the Gaps	Inquire into Policies and Practices	Set Equity Goals	Expand Effective Practices
Designing the Process	Develop Hunches	Discern Strengths and Gaps in Policies and Practices	Design Integrated Intervention Plan	Assess Results
July – Sept. '09	Oct. '09 – Jan. '10	Feb. – Oct. '10	Nov. – Dec. '10	Jan. '11 and on

- **Rosa Armendáriz** - Faculty, Activity Director, Hispanic-Serving Institutions Grant
- **Tawny Beal** - Senior Academic Manager
- **Kendra Carr** – EOPS (joined Fall 2010)
- **Karl Debro** - Faculty & AVID Coordinator
- **Peter Garcia** - President
- **Christina Goff** - Instructional Librarian/Dept. Chair (TLP)
- **Blas Guerrero** - Dean of Student Development
- **JoellenHiltbrand** – Faculty, English/ESL
- **Erlinda Jones** - Faculty, Child Development
- **Richard Livingston** - Interim President
- **A'kilah Moore** – Faculty, Math Department & UMOJA Scholars Program Coordinator
- **Gil Rodriguez** - Dean of Liberal Arts & Sciences (joined Fall 2010)
- **Humberto Sale** - Institutional Researcher
- **Annica Soto** - Brentwood Center staff
- **Laura Subia** - Faculty, EOPS Counselor & Co-chair for Counseling
- **Michael Valdez** - Math Lab Coordinator (Fall 2009 – Spring 2010)
- **De'shawn Woolridge** - Student Representative & Student Body President (2009-10)

*A cross section of the LMC community can best represent our needs and desires.*

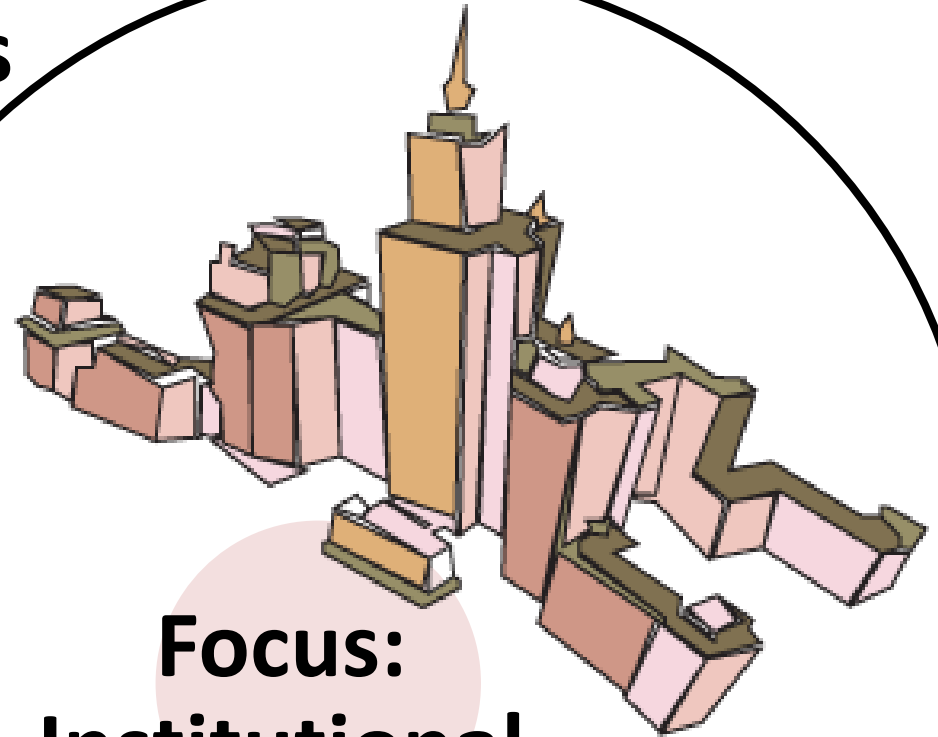
# Seeking Equity in Higher Education



# Lens for Data Analysis



**Focus:  
Student  
Deficits**

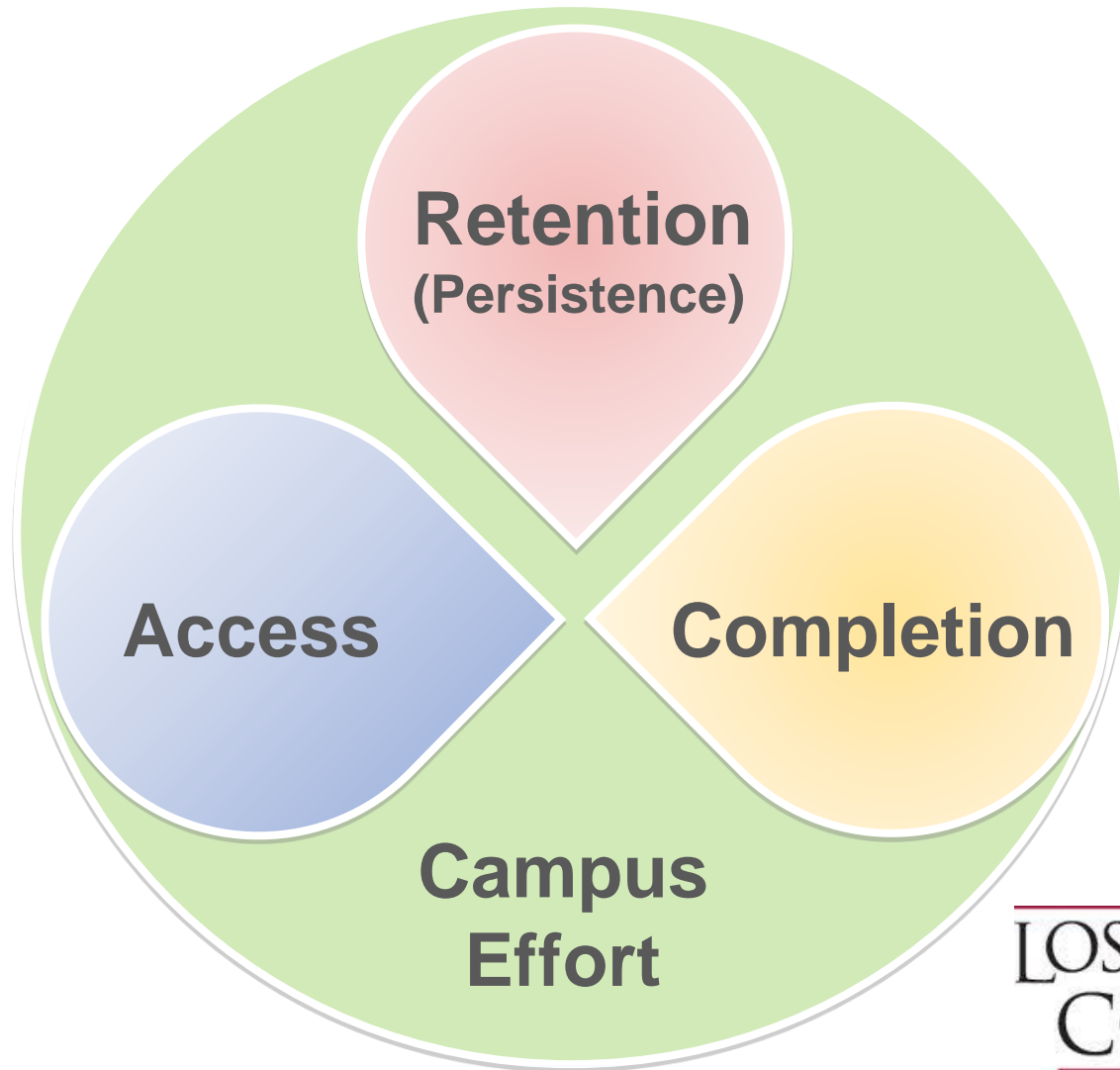


**Focus:  
Institutional  
Accountability**

What can we control?



# The Vital Signs Perspectives



# Aggregated Data

**Aggregate:** information presented as a mass



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

# Disaggregating Data

**Disaggregate:** A mass separated into parts by race and ethnicity.

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

**Ex. Students Who Earned an Associate's Degree**



# LMC Project Parameters

- Focus on Basic Skills Math and English  
(*CUE choices are STEM, Transfer, or Basic Skills*)
- Analyze First Time Students\* cohort
  - Beginning in Fall 2006
  - Gather data through Spring 2009
- Data taken from existing CCCCD & LMC systems

*\*First Time Student Cohort: Enrolled in the district for the first time, between the age of 17 and 19, not a special admit (concurrent with high school enrollment), attempting 21 units or less but has completed zero units.*



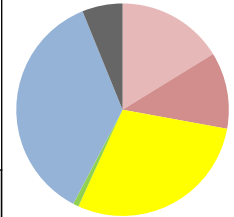
## Access

### Student Representation

- Service-area representation
- Total institutional enrollment
- New student enrollment trends
- Placement in Basic Skills courses

**TABLE: First-Time Student Enrollment by Race/Ethnicity**

		African American	Asian/PI	Latino	Native American	White	Other/Unknown	Total
Fall 2006	#	227	163	405	12	506	86	1,399
	%	16%	12%	29%	1%	36%	6%	100%



## LOCAL HIGH SCHOOL GRADUATES 2007 = EQUITY

(N = 3,114)

African American	Asian/PI	Latino	Native American	White	Other/Unknown
14%	13%	30%	1%	39%	3%

*58% of the first-time students in Fall 2006 are students of color.*



## Access

### Student Representation

## LESSONS LEARNED

### New student enrollment trends

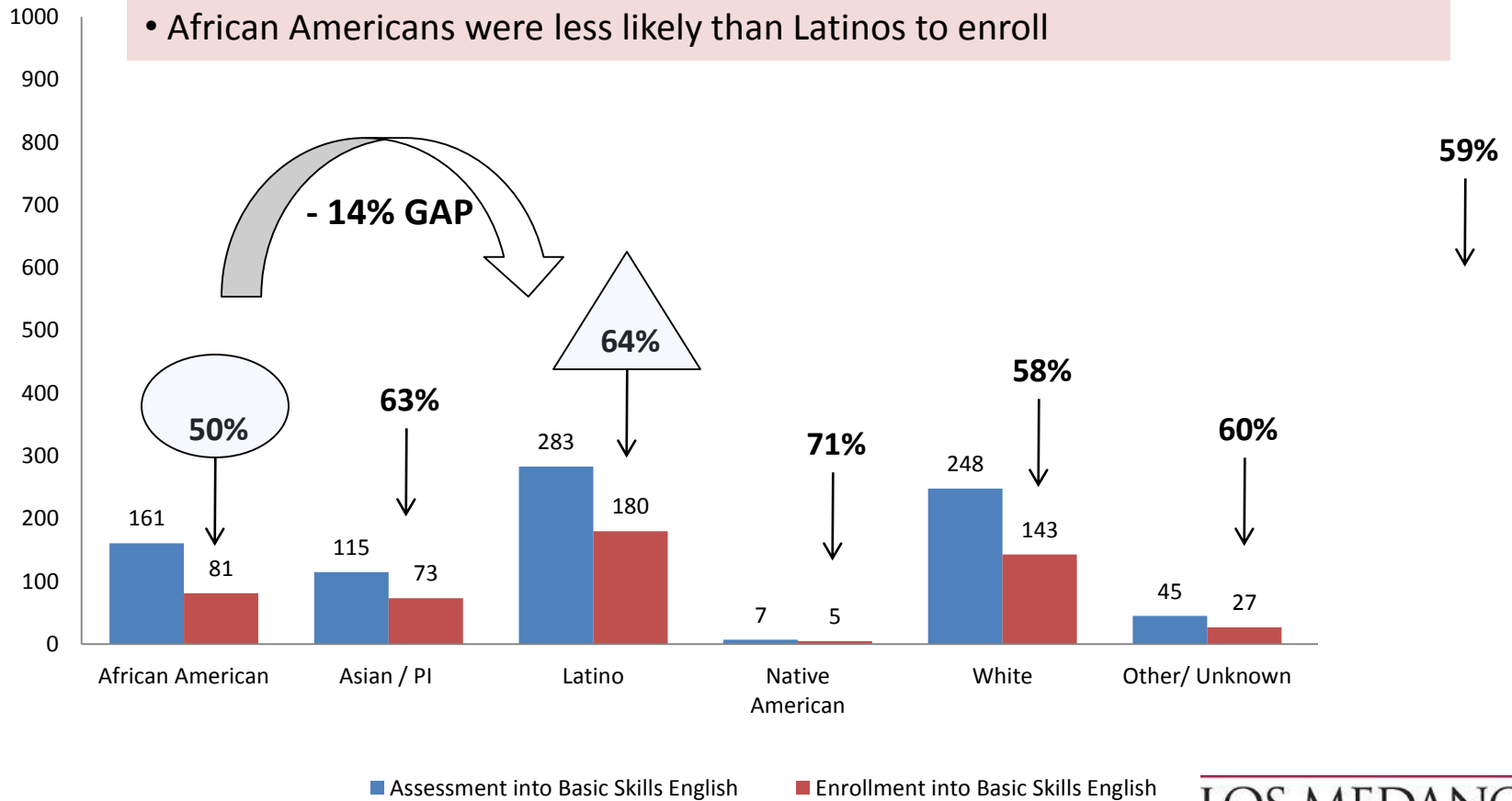
- 37% of cohort enrolled in Basic Skills English fall 2006
- 19% of cohort enrolled in Basic Skills Math in fall 2006

**QUESTION:** Did students enroll where they assessed?  
Were there equity gaps?

# Assessment vs. Enrollment

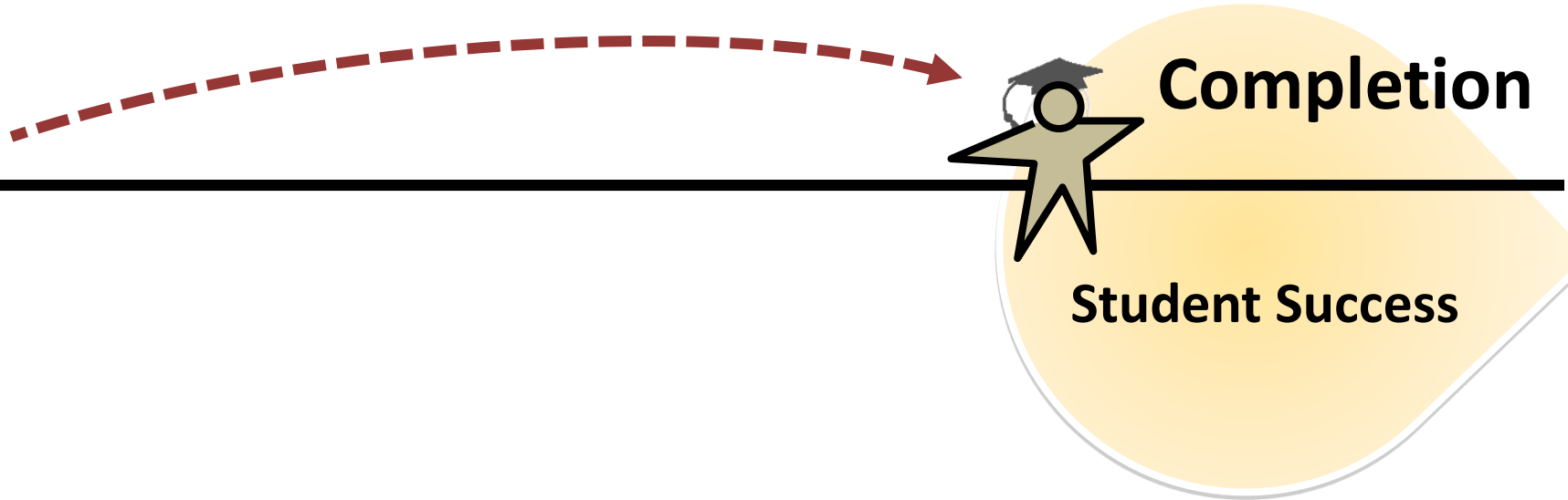
## LESSONS LEARNED:

- Around half of all students enrolled their first semester where they were assessed.
- African Americans were less likely than Latinos to enroll



Fall 2006



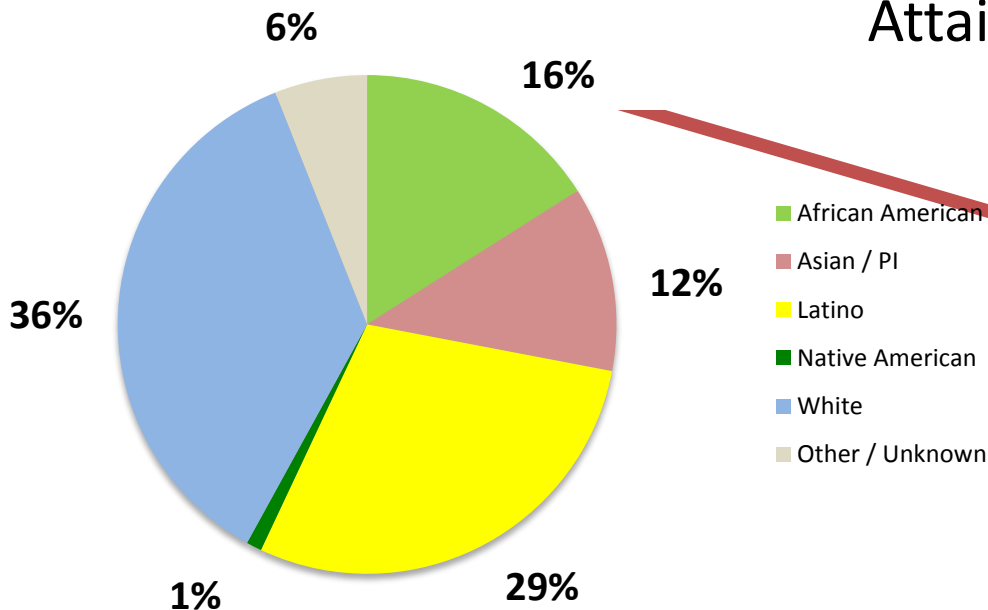


- Certificate
- Degree
- Transfer Attainment

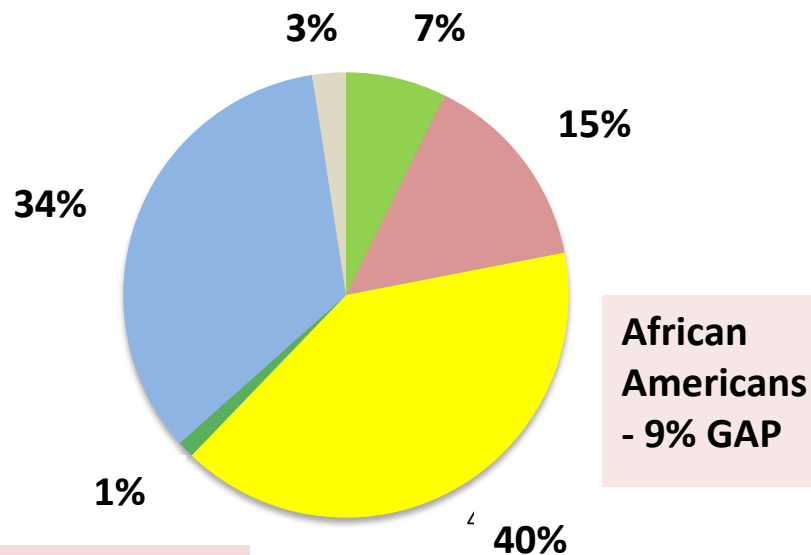
# Educational Outcomes

Includes Certificate, Degree, and Transfer Attainment

Completing Students  
Spring 2008 = 82



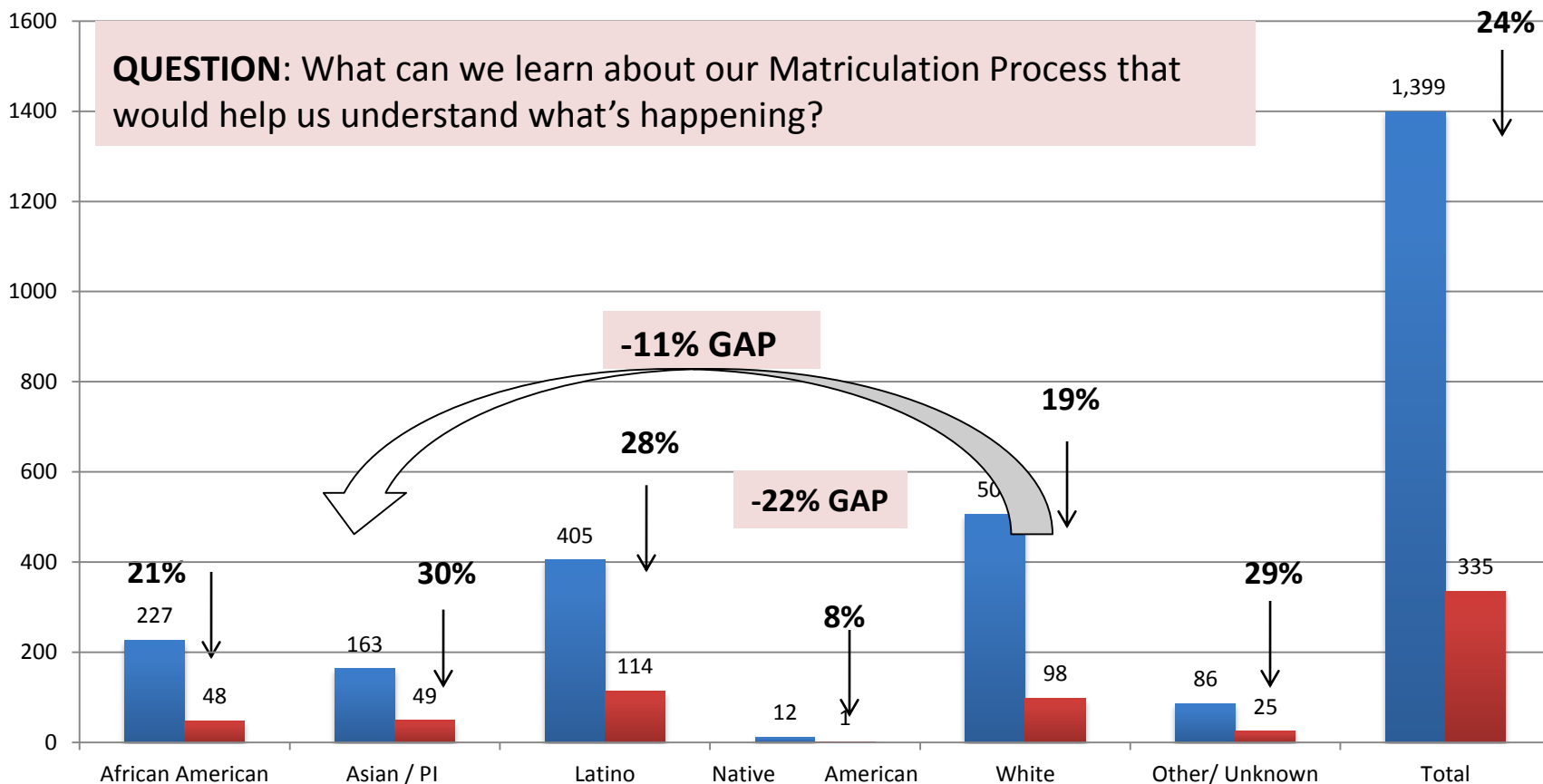
Entering Students  
Fall 2006 = 1,399

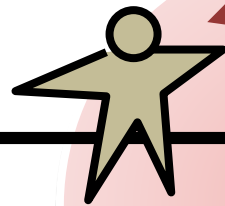


**LESSON LEARNED:** African Americans have the largest completion equity gap (-9%) to finish? Could we look at enrollment persistence?

# Enrollment Persistence

Students who remained enrolled Fall '06 - Spring '08 (% remaining)





## Retention

**Student Success  
& Persistence**

- Term-to-term persistence
- Year-to-year persistence
- Cohort Migration in Basic Skills

# Basic Skills English Persistence

*For the 267 students who started in English 90 FALL 2006*

The team reviewed success and enrollment in English 90, English 100, and English 220 or 221 over four semesters. Our lessons focus on the difference between the most and least successful groups in each course.

## Course Success Learnings:

- In English 90, African Americans' pass rate is 55% (17) vs. Asian / PI 73% (29). (-18%)
- In English 100, African Americans' pass rate is 40% (6) vs. Whites 90% (46). (-50%)
- In English 220/221, African Americans' pass rate is 67% (2) vs. 100% (17) Latinos. (-33%)

## Course Enrollment Learnings:

- 88% of African Americans who passed English 90 enrolled into English 100 the next semester, vs. 72% of Latinos. (-16%)
- 63% of Latinos who passed English 100 enrolled into English 220 or 221 the next semester, vs. 33% of Asian students. (-30%)

# Selection of English 90 Intervention Zone

- Largest group of students (267) begin in English 90 – our hunch was that this zone could lead to greatest institutional impact
- We wanted to learn more about the English 90 success gap between African Americans and other groups
- The project was being funded by BSI (argument for not choosing English 100 as intervention zone)

# NEXT STEP: Inquiry into English



*Welcome Day 2008*

- Eng 90 Syllabus Review
- Survey of faculty and students @ Center for Academic Support & RWC
- Observation of the Center for Academic Support
- Interview with English 90 students and consultants of RWC

# Selection of Matriculation Process Intervention Zone

- Many students leave the campus before completing two years of enrollment
- Some students are having more trouble than others transitioning from the Assessment into Enrollment in the recommended courses
- Some students aren't enrolling in the next course even when they are successful in the preparation course



# NEXT STEP: Inquiry into Matriculation



*Welcome Day 2008*

- Admissions application
- Placement exam
- Interview orientation staff and counselors
- Survey students on orientation experience

## Questions / Discussion

- What surprised you?
- What didn't surprise you?
- What questions do you still have?