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

<table>
<thead>
<tr>
<th>Pre-Phase</th>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
<th>Phase IV</th>
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</thead>
<tbody>
<tr>
<td><strong>Decisions and Training</strong></td>
<td><strong>Becoming Practitioner-Researchers</strong></td>
<td><strong>Becoming Best Practitioners</strong></td>
<td><strong>Creating Pathways to Equity</strong></td>
<td><strong>Advancing Equity</strong></td>
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<tr>
<td>Understanding the Scorecard</td>
<td>Review Data</td>
<td>Define Intervention Zone</td>
<td>Envision Equity</td>
<td>Enact Intervention Plan</td>
</tr>
<tr>
<td>Decisions with Campus Leadership</td>
<td>Find the Gaps</td>
<td>Inquire into Policies and Practices</td>
<td>Set Equity Goals</td>
<td>Expand Effective Practices</td>
</tr>
<tr>
<td>Designing the Process</td>
<td>Develop Hunches</td>
<td>Discern Strengths and Gaps in Policies and Practices</td>
<td>Design Integrated Intervention Plan</td>
<td>Assess Results</td>
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</tbody>
</table>

Center for Urban Education
IDEA Inquiry Team Members

- **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
- **Joellen Hiltbrand** – 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

LMC Entering Student Population (Fall 2009)

32% White Students
56% Students of Color

= Equity

GOAL: LMC Graduating Student Population (benchmark year)

32% White Students
56% Students of Color

Center for Urban Education
Lens for Data Analysis

Focus: Student Deficits

Focus: Institutional Accountability

What can we control?
The Vital Signs Perspectives

Retention (Persistence)

Access

Completion

Campus Effort
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 C 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.
• Service-area representation
• Total institutional enrollment
• New student enrollment trends
• Placement in Basic Skills courses
### TABLE: First-Time Student Enrollment by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>Asian/PI</th>
<th>Latino</th>
<th>Native American</th>
<th>White</th>
<th>Other/Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006: #</td>
<td>227</td>
<td>163</td>
<td>405</td>
<td>12</td>
<td>506</td>
<td>86</td>
<td>1,399</td>
</tr>
<tr>
<td>Fall 2006: %</td>
<td>16%</td>
<td>12%</td>
<td>29%</td>
<td>1%</td>
<td>36%</td>
<td>6%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**LOCAL HIGH SCHOOL GRADUATES 2007 = EQUITY**
(N = 3,114)

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14%</td>
<td>13%</td>
<td>30%</td>
<td>1%</td>
<td>39%</td>
<td>3%</td>
</tr>
</tbody>
</table>

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

- **14% GAP**

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

African Americans - 9% GAP

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

Los Medanos College
Center for Urban Education
Enrollment Persistence

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

**QUESTION:** What can we learn about our Matriculation Process that would help us understand what’s happening?

Approx 70% of students left campus within 2 years.

White and Native American Students left at higher than average rates.

**LESSON LEARNED:**
The Vital Signs Indicators

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

- 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

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

Welcome Day 2008
Questions / Discussion

• What surprised you?
• What didn’t surprise you?
• What questions do you still have?