GENERAL EDUCATION IN CALIFORNIA

Beyond Engagement:
Ensuring Campus Effort for Equity and Student Success

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The Center for Urban Education (CUE) conducts socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes.
**The Vital Signs**

### COMPLETION AND EXCELLENCE PERSPECTIVE

**TABLE ONE: Degree completion within 150% time**

<table>
<thead>
<tr>
<th></th>
<th>Asian American</th>
<th>African American</th>
<th>Native American</th>
<th>White</th>
<th>Filipino</th>
<th>Latino/a</th>
<th>Other/Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>268</td>
<td>82</td>
<td>36</td>
<td>423</td>
<td>159</td>
<td>387</td>
<td>32</td>
<td>1,387</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>6%</td>
<td>3%</td>
<td>30%</td>
<td>11%</td>
<td>28%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>274</td>
<td>84</td>
<td>34</td>
<td>467</td>
<td>167</td>
<td>365</td>
<td>13</td>
<td>1,404</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>6%</td>
<td>2%</td>
<td>33%</td>
<td>12%</td>
<td>26%</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>259</td>
<td>95</td>
<td>31</td>
<td>454</td>
<td>187</td>
<td>333</td>
<td>35</td>
<td>1,394</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>7%</td>
<td>2%</td>
<td>33%</td>
<td>13%</td>
<td>24%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>245</td>
<td>98</td>
<td>28</td>
<td>413</td>
<td>165</td>
<td>345</td>
<td>37</td>
<td>1,331</td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>7%</td>
<td>2%</td>
<td>31%</td>
<td>12%</td>
<td>26%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>249</td>
<td>86</td>
<td>36</td>
<td>407</td>
<td>186</td>
<td>314</td>
<td>56</td>
<td>1,334</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>6%</td>
<td>3%</td>
<td>31%</td>
<td>14%</td>
<td>24%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>221</td>
<td>79</td>
<td>39</td>
<td>434</td>
<td>152</td>
<td>312</td>
<td>57</td>
<td>1,294</td>
</tr>
<tr>
<td></td>
<td>17%</td>
<td>6%</td>
<td>3%</td>
<td>34%</td>
<td>12%</td>
<td>24%</td>
<td>4%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Notes:**
1. Fall 2004
2. Fall 2005
3. Fall 2006
4. Fall 2007
5. Fall 2008
6. Fall 2009

**Rationale:**
1. To understand how student completion trends have changed over time.
2. To understand which student groups are experiencing greater or lesser completion.

**Definitions:**
1. **Completion within 150% time**: Students who complete a bachelor's degree within six years of enrollment.

**Guiding Questions:**
1. Is student group completion increasing, decreasing, or remaining the same between 2004 and 2009?
2. How do these changes compare to the student populations entering the institution? (See ACCESS Vital Signs)
The Equity Scorecard
Perspectives
### TOOLS of THE CUE EQUITY MODEL

#### The Equity Scorecard

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Retention for African Amer. between Year 1 and 2.</td>
<td>9%</td>
<td>13%</td>
<td>17%</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>2. Retention for Latino/as between Year 2 and 3</td>
<td>6%</td>
<td>11%</td>
<td>16%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>3. Retention for Southeast Asians between Year 3 and 4</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
<td>9%</td>
</tr>
</tbody>
</table>

### CAMPUS EFFORT

#### Recent Inquiry Activities

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall faculty of color at the institution</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>2. Number of staff of color in managerial positions</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>3. Percent of students of color enrolled in support programs</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------</td>
<td>-----------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>African American</td>
<td>172</td>
<td>70</td>
<td>61</td>
<td>32</td>
<td>18</td>
</tr>
<tr>
<td>%</td>
<td>40.7%</td>
<td>52.5%</td>
<td>87.1%</td>
<td>56.3%</td>
<td>77.8%</td>
</tr>
</tbody>
</table>

**African American Students**

<table>
<thead>
<tr>
<th>Level</th>
<th># Succeed</th>
<th>% From prev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3</td>
<td>102</td>
<td>41%</td>
</tr>
<tr>
<td>S-L2</td>
<td>29</td>
<td>52%</td>
</tr>
<tr>
<td>S-L1</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td>S-T</td>
<td>1</td>
<td>86%</td>
</tr>
</tbody>
</table>

**African Americans in Fund. Math**

- **Success**:
  - S-L3: 123
  - S-L2: 141
  - S-L1: 36
  - S-T: 18
- **Persistence**:
  - E-L2: 64
  - E-L1: 12
  - E-T: 7
- **Success**:
  - S-L3: 56%
  - S-L2: 78%
  - S-L1: 14%
  - S-T: 2%

- **Percentage Points Increase, or 6 students**:
  - 3.5%
Head in the Clouds … Feet on the Ground
Using the BESST to….

#1: Keep “Eyes on the Prize”: Equity Goals.

#2: Set Actionable Goals.

#3: Break it Down: Targeted Interventions
A Very Simple BESST Model

A Cohort

START → M1 → M2 → M3 → END

% of Original Cohort
A Very Simple BESST Model

START → Applies → Accepted → Enrolls → END

A Cohort

% of Original Cohort
A Very Simple BESST Model

START → Enrolls → Attain college-readiness → Graduate → END

A Cohort

% of Original Cohort
Pathways
REALITY:

**NOT** A Very Simple BESST Model

**BLUE COHORT**

BEGIN  
M1  
M2  
M3  
M4  
M5  
END

**GREEN COHORT**

BEGIN  
M1  
M2  
M3  
END
BESST Menu for Degree Attainment Within Six-Years

For First-Time, First-Year Students at Four-Year Institutions

Timeline

By 1st Term
M4 Complete at least one DE course

By 3rd Term
M5 Attain College-Readiness

By 3rd Year
M6 Transition to College Work

By 4th year
M7 Complete at least 30 credits

By 5th year
M8 Complete at least 60 credits

By 6th year
M9 Complete at least 90 credits

Within Six Years

END Attain baccalaureate degree

Milestones for Progress towards a Degree
BESST Basic Skills Menu

Student who first enrolled in Basic Skills (BS) courses three levels below transfer.
- Enrolled in BS course, three levels below transfer
- Succeeded in BS course, three levels below transfer
- Enrolled in BS course, two levels below transfer
- Succeeded in BS course, two levels below transfer
- Enrolled in BS course, one level below transfer
- Succeeded in BS course, one level below transfer
- Enroll in Transfer level courses

Student who first enrolled in Basic Skills (BS) courses two levels below transfer.
- Enrolled in BS course, two levels below transfer
- Succeeded in BS course, two levels below transfer
- Enrolled in BS course, one level below transfer
- Succeeded in BS course, one level below transfer
- Enroll in Transfer level courses

Student who first enrolled in Basic Skills (BS) courses one level below transfer.
- Enrolled in BS course, one level below transfer
- Succeeded in BS course, one level below transfer
- Enroll in Transfer level courses
Starting point for students needing Developmental Education (DE)

- Pass all recommended DE course(s)
  OR
- Pass at least 1 DE course

Attain College Readiness*

Transition to College Work*

Attain Designated Credit Threshold

Attain Transfer Ready Status*

All data must be disaggregated by race/ethnicity. Please refer to Data Definitions for all items marked by *.

Transition to College Work*

Attain designated credit threshold

Attain Transfer Ready Status*

Transfer to Four-Year Institution
BESST Transfer Menu: Receiving Institutions

Sending Two-Year Institution

Students who apply for Transfer Admission → Students who are accepted for Transfer Admission → Students who enroll as transfer students in Fall Term → Students who attain at least 45 CLC units applied towards degree by 1st semester OR Students retained year-to-year → Students who attain Major-Ready Status within 2 semesters* OR Students retained year-to-year → Students who attain Senior-Level Status within 4 semesters* OR Students retained year-to-year

Application and Yield

Progress towards a Degree

All data must be disaggregated by race/ethnicity. Please refer to Data Definitions for all items marked by *.

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BESST Model for Transfer: Four-year Institutions Graduating Incoming Transfer Students

WORKED EXAMPLE: SEEING THE BESST IN ACTION

START → M1 → M2 → END POINT
### Using the BESST to Define Problems

<table>
<thead>
<tr>
<th>START</th>
<th>M 1</th>
<th>M 2</th>
<th>Grad</th>
<th>12% of Original Cohort Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Transfers: 2240</td>
<td>1090</td>
<td>370</td>
<td>270</td>
<td>12% of Original Cohort Graduate</td>
</tr>
<tr>
<td># Students who do not succeed: 1150</td>
<td>720</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 49% minority transfers
- 17% students in M 1
- 12% students in M 2
- 12% of Original Cohort Graduate

Center for Urban Education
Focus Interventions at a Milestone

From 370, an add’l 180 students

18%
An increase of 6%

Minority Transfers

2240

M 1

M 2

Grad

1090
550
400
How Many Students Are Needed to Achieve Success Goals?

- Minority Transfers: 2240
- M1: 1680
- M2: 1510
- Grad: 1510

67% An increase of 55%
Using the BESST to Define Problems

Comparing the Experience Across Groups

- **M 1**
  - Asian: 24.3%
  - White: 20.8%
  - Na.Am: 22.2%
  - Latino: 10.3%
  - AfAm: 4.7%

- **M 2**

- **Grad**
  - Asian: 24.3%
  - White: 20.8%
  - Na.Am: 22.2%
  - Latino: 10.3%
  - AfAm: 4.7%
Purpose of the BESST

• Provide a way to collaboratively set equity and student success goals.
• Make the magnitude of the changes needed to achieve those goals concrete.
• Identify gateway points of intervention to maximize positive impacts.
• Motivate data gathering and improvement of practices at the intervention points.
Intercultural Effort

Action Step

Create an intensive program in which transfer students conduct undergraduate research with a faculty mentor and regularly meet with peers to describe their research activities.

Program enables students to research areas relevant to their majors or careers, receive faculty mentoring, and build relationships with peers.

Are we focusing our efforts at a critical juncture where we will reach minoritized students?

What problems of practice are we targeting? Are they harmful in some ways that disadvantage minoritized students?

How will this new practice differ from what we already do?
Curriculum Alignment and Course Availability?

Benchmarking Actionable Goal of increase success rate for African American Cohort in Milestone 1 to 67%

<table>
<thead>
<tr>
<th># of Students</th>
<th>% to Original Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>67 %</td>
<td>38</td>
</tr>
<tr>
<td>26 %</td>
<td>10</td>
</tr>
<tr>
<td>40 %</td>
<td>4</td>
</tr>
<tr>
<td>7 %</td>
<td>n=4</td>
</tr>
</tbody>
</table>

How do we facilitate the transition for transfers?
Are students able to enroll in the courses they need?
What is the transfer student experience in...the classroom?
Are students able to meet the major requirements in two years?
Inquiry Activities
Using the BESST in the CUE Equity Model

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
<th>Phase IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Becoming” Practitioner-Researchers</td>
<td>Pathways to Equity</td>
<td>“Becoming” Best Practitioners</td>
<td>Advancing Equity</td>
</tr>
<tr>
<td>Review Data</td>
<td>Envision Equity</td>
<td>Collect Data</td>
<td>Develop Intervention Plan/Enact Changes in Practices</td>
</tr>
<tr>
<td>Find the Gaps</td>
<td>Select an Intervention Zone</td>
<td>Define the Problem(s)</td>
<td>Assess Interventions</td>
</tr>
<tr>
<td>Ask Second Level Questions</td>
<td>Select Inquiry Activities</td>
<td>Set Actionable Equity Goals</td>
<td>Establish Evaluation Plan</td>
</tr>
<tr>
<td>Communicate Findings</td>
<td>Communicate Findings and Goals</td>
<td>Communicate Findings and Goals</td>
<td>Communicate Findings, Goals, and Plan</td>
</tr>
</tbody>
</table>

Center for Urban Education
THE CUE EQUITY MODEL

Creating an Equity Pathway

Becoming “Practitioner Researchers”

Establish Evaluation Plan

Communicate and Circulate

“Becoming” Best Practitioners

Intervention Plan/Enact Changes in Practice

Policies and Practices

Existing Institutional Data