Appropriating Social Science Research Methods to Develop Equity-Directed High Impact Practices

AACU 2011 Institute on High Impact Practices and Student Success
Percentage of 18 to 24-year-olds enrolled in college, 1980-2008

- White: 8% in 1980, 12% in 2008
- African American: 11.4% in 1980, 18.4% in 2008
- Latino/Hispanic: 11.4% in 1980, 18.4% in 2008

How Each State Should Contribute to the Goal of Producing 8.2 Million Additional Degrees by 2020

(Kelly, 2010)
Completion Challenge

Four-Year Institutions: Hispanic/Latino Students Progressing at Each Milestone - Baseline

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Credits Earned</th>
<th>Progression Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Cohort</td>
<td>522 (91%)</td>
<td></td>
</tr>
<tr>
<td>Earned 12 Credits</td>
<td>475 (81%)</td>
<td></td>
</tr>
<tr>
<td>Earned 24 Credits</td>
<td>420 (58%)</td>
<td></td>
</tr>
<tr>
<td>Earned 60 Credits</td>
<td>305 (51%)</td>
<td></td>
</tr>
<tr>
<td>Earned 75 Credits</td>
<td>265 (31%)</td>
<td></td>
</tr>
<tr>
<td>Earned 90 Credits</td>
<td>162 (29%)</td>
<td></td>
</tr>
<tr>
<td>Earned a Bachelor's Degree</td>
<td>153 (29%)</td>
<td></td>
</tr>
</tbody>
</table>
Key questions from institute applicants

1) How do we transform our pockets of HIPs into an intentionally structured curriculum that assure all students receive the benefits of high-impact practices?

2) How do we build assessment into each of our efforts so that we understand and maximize the curricular effects for all students’ success?”

3) We are on track to meet our overall graduation rate target, but are unlikely to cut our achievement gap in half by 2015. As a result we are energetically looking for strategies that will disproportionately benefit students from three ethnic groups: African American, Latino, and Native American.
The Institute addresses four broad goals:

- development of high-impact and highly effective educational practices
- leadership development to support student success
- coherent and effective curricular and cocurricular designs for learning and assessment
- evidence-based practices that link access, completion, and cost-effectiveness to quality of learning
USC Center for Urban Education’s Equity Scorecard Model applied at LMC
2009-ongoing
Retention and Transfer

Enrollment
- White: 35%
- Latino: 40.4%
- AF-AM: 7.3%
- Asian: 13.2%
- Other: 4%
N = 17,803

Transfer
- 48%: 4%
- 23%: 20%
- 5%: 5%
N = 141
We offer various programs such as tutoring and counseling, but many students don’t take advantage of them. Some students are embarrassed to use them; others do not see their relevance to educational success.
50% White Students
50% African American Students

Entering Student Population

30% African American Students
70% White Students

Graduating Student Population

Inequity
Cognitive Frames:

Acquired knowledge, the background, below consciousness

Influence:

- What questions are asked
- What Information is collected
- What is noticed
- How problems are interpreted
- What courses of action should be taken
Deficit-Minded Knowledge

Lack of...

- Motivation
- Direction
- Engagement
- Commitment
- Interaction with Faculty
- Time
- Study Skills

USC Rossier School of Education
CULTURALLY ACQUIRED UNDERSTANDING OF STUDENT SUCCESS

Student Commitment  Effort

Integration = Student Success
50% White Students
50% African American Students

Entering Student Population

Equity

50% White Students
50% African American Students

Graduating Student Population
We offer various programs such as tutoring, counseling, etc. but many students don’t take advantage of them. Some students are embarrassed to use them; others do not see their relevance to educational success.

We need to find out whether students are aware of the programs and we need to determine the quality of the programs, and to develop ways to integrate information on the transfer process into the curriculum, enlisting the aid of faculty members.

We could benefit from finding out directly from students what they think of our academic support services and in what ways they would improve them. It may be productive if we examine our own attitudes toward minority students and whether our practices might be contributing to the unequal results.
Equity-Minded Knowledge

- Race Conscious
- Minding Equity Gaps
- Validation
- Institutional Effort
- Cultural Effort
- Institutional Responsibility
Appropriating Social Science Methods

- Quantitative Methods to assess Micro-level data
  - Access
  - Retention
  - Completion
- Qualitative Methods to assess Micro-level practices
  - Campus Effort

Developing Institutional Capacity for Equity-Minded Reform
CHAT: Cultural Historical Activity Theory

An Activity Setting Framework

Tools: “Mediating Artifacts”
- Vital Signs
- Scorecard
- BESST
- Language

Subject
- Practitioners
- Leaders

Object
- Evidence of Student Outcomes

Rules
- Norms and Policies

Division of Labor
- Different Responsibilities across stakeholders

Community
- The larger Campus
CUE Tools
### Benchmarking Tool for Action Planning

**BESESTAB:** Baseline  | Baseline  | Baseline  
---|---|---
Baseline  | Milestone Success Rate  | Cohort Success: # of Students  | Cohort Success Rate: # of Additional Students  
All Students  | N/A  | N/A  
Sub Group:  
---|---|---
Baseline Vs Equity  | Goal 1:  | Milestone Success Rate  | Cohort Success: # of Students  | Cohort Success Rate: # of Additional Students  
All Students  |  |  |  
Sub Group:  
---|---|---
Goal 2:  | Milestone Success Rate  | Cohort Success: # of Students  | Cohort Success Rate: # of Additional Students  
All Students  |  |  |  
Sub Group:  
---|---|---
Goal 3:  | Milestone Success Rate  | Cohort Success: # of Students  | Cohort Success Rate: # of Additional Students  
All Students  |  |  |  
Sub Group:  
---

---

**USC Rossier School of Education**

---

**CUE Tools**

---

**Action Planning Document Tool**

*In what ways can we set goals, mark our progress, and achieve our goals?*

**Step 1:**

Identify a planned action item that you will revise:

For example:

- Increase UC/CSU transfer rates by 10% per year using 2007-2008 as a baseline (baseline = 202 students) and degree attainment by 10% per year (Integrated Strategic Plan)

- Improve the services and operation of the Student Success Center (SSC) with activities such as developing the Service Unit Outcomes and SSC in the Student Success Center in concert with course outlines; aligningsupplemental instruction and supplemental learning activities with course outlines, and establishing the SSC area as a service unit to enhance performance by 10% (Basic Skills Action Plan, 2010)

**Step 2:**

Identify developmental course and milestone/momentum point (s):

Provide rationale:

**Step 3:**

**Identify what measurable objectives your institution would like to improve for Action Item:**

Example: Based on your current number of students who are succeeding, how would your institution improve the progression rate of students from basic skills math to transfer level courses by ___ percentage points within ___ years?
The Interactive BESST Allows For:

- Experimenting
- Visualizing
- Envisioning Equity
- Goal Setting
- Collaborating
<table>
<thead>
<tr>
<th>ACCESS</th>
<th>All Students, 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Data Indicators</strong></td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td></td>
<td>Year One</td>
</tr>
<tr>
<td>1. Completed Applications for African American students</td>
<td>43%</td>
</tr>
<tr>
<td>2. Matriculation rates for Southeast Asian students</td>
<td>51%</td>
</tr>
<tr>
<td>3. Representation in STEM majors for Native American students</td>
<td>5%</td>
</tr>
<tr>
<td><strong>ACCESS Campus Effort Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>4. Campus representative outreach to African American’s with incomplete applications</td>
<td></td>
</tr>
<tr>
<td>5. Campus representative outreach to admitted Southeast Asian students</td>
<td></td>
</tr>
<tr>
<td>6. Institutional Agent advocacy to inform Native Americans of STEM opportunities and encourage involvement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RETENTION</th>
<th>Cohort 2001-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Data Indicators</strong></td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td></td>
<td>Year One</td>
</tr>
<tr>
<td>7. Retention for African Americans between Course A and Course B</td>
<td>11%</td>
</tr>
<tr>
<td>8. Success for Latino/a students in Course C</td>
<td>3%</td>
</tr>
<tr>
<td>9. Retention between Year 1 and Year 2 for Southeast Asian students</td>
<td>5%</td>
</tr>
<tr>
<td><strong>RETENTION Campus Effort Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>10. Counselor outreach to African American students who are on track to complete Course A</td>
<td></td>
</tr>
<tr>
<td>11. Instructor training on culturally inclusive classroom practices – i.e. syllabi, class assignments, and lesson plans</td>
<td></td>
</tr>
<tr>
<td>12. Counselor outreach to Southeast Asians who are placed on academic probation/drop below full-time status</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXCELLENCE AND COMPLETION</th>
<th>All Students, 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Data Indicators</strong></td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td></td>
<td>Year One</td>
</tr>
<tr>
<td>1. Overall graduation rates for Southeast Asian students</td>
<td>11%</td>
</tr>
<tr>
<td>2. Native American student rate of graduate from STEM fields</td>
<td>30%</td>
</tr>
<tr>
<td>3. Latino/a student transfer rates</td>
<td>15%</td>
</tr>
<tr>
<td><strong>EXCELLENCE IN COMPLETION Campus Effort Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>1. Counselor outreach to Southeast Asians who are placed on academic probation/drop below full-time status</td>
<td></td>
</tr>
<tr>
<td>2. Institutional Agent advocacy to inform Native Americans of STEM opportunities and encourage involvement</td>
<td></td>
</tr>
<tr>
<td>3. Counselor outreach to Latino/a students who are placed on academic probation/drop below full-time status</td>
<td></td>
</tr>
</tbody>
</table>
Becoming “Practitioner Researchers”

The Vital Signs

- Access
- Completion / Excellence
- Retention
- Campus Effort

**ACCESS PERSPECTIVE**

**TABLE ONE: Service-Area Representation by Race/Ethnicity in 2009**

<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>18-24 year-olds in Service-Area in 2009</td>
<td>587</td>
<td>345</td>
<td>332</td>
<td>690</td>
<td>374</td>
<td>537</td>
<td>155</td>
<td>3,020</td>
</tr>
<tr>
<td>%</td>
<td>19.4%</td>
<td>11.4%</td>
<td>11.0%</td>
<td>22.8%</td>
<td>12.4%</td>
<td>17.8%</td>
<td>5.1%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**TABLE TWO: Total Enrollment by Race/Ethnicity at the Institution in Fall 2009**

<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>Total Institutional Enrollment in Fall 2009</td>
<td>178</td>
<td>154</td>
<td>123</td>
<td>309</td>
<td>147</td>
<td>173</td>
<td>35</td>
<td>1,119</td>
</tr>
<tr>
<td>%</td>
<td>15.9%</td>
<td>13.8%</td>
<td>11.0%</td>
<td>27.6%</td>
<td>13.1%</td>
<td>15.5%</td>
<td>3.1%</td>
<td>100%</td>
</tr>
</tbody>
</table>
CUE Provides:

- Interview Protocols
- Observation Protocols
- Document Review
- Syllabi
- Web Site
- Application
USC Center for Urban Education’s Equity Scorecard Model applied at LMC
2009-ongoing
Word Frequencies in Institutional Applications

- High Impact Practices
- Diversity
- Minority/Students of Color
- Inclusiveness
- Underrepresented/served
- African American/Black
- Race/Ethnicity
- Hispanic/Latino
- At-risk
- Achievement Gap
- Equity/Equality
- Inclusive Excellence
Practitioner-as-Researcher Model

Correlational Analysis

"Quantitative researcher"

Case Study

"Qualitative" researcher

Action Research

Conducts socially conscious research and creates tools for praxis

Action Inquiry

Practitioner-as-Researcher

Activity Setting

Center for Urban Education
CUE’s Supporters

• The James Irvine Foundation
• The William and Flora Hewlett Foundation
• The Lumina Foundation
• The Ford Foundation
• The Carnegie Foundation
• Teagle Foundation
• The Walter Johnson Foundation
• The National Science Foundation
• California Community Colleges Chancellor’s Office
CUE’s Partners

- Western Interstate Commission of Higher Education (WICHE)
- University of Wisconsin System
- National College Access Network
- Whittier College and Loyola Marymount University
- Los Medanos College
- Santa Ana Community College
- RP/BRIC Project