Preserving Equity in Tough Times
WICHE Semi-Annual Meeting
Portland, OR May 18, 2010

Estela Mara Bensimon, Professor and CUE Co-Director

USC Rossier School of Education
Change in Undergraduate Credentials Awarded as a Result of Population Growth by Race/Ethnicity, 2011-2025

Kelly, 2010

Hispanic: +2,667,710
Black: +845,066
Asian: +308,372
Native American: +75,913
White: -427,164
College Completion Goals: Quiz

1. By 2020 the United States will need to produce:
   a. 23 million additional degrees
   b. 5 million additional degrees
   c. 8 million additional degrees

2. The proportion of additional degrees that will need to be produced by WICHE States is:
   a. 50%
   b. 25%
   c. 12%

3. My state knows how to achieve the expected additional degrees by 2020:
   a. True
   b. False
   c. Not Sure

4. My state knows how to assist individual campuses figure out what to do to achieve their share of additional degrees:
   a. True
   b. False
   c. Not Sure

5. I know how many more degrees my state has to complete by 2020:
   a. True
   b. False
   c. Have no idea
   d. I heard the number but forgot it
WICHE States need to produce $\frac{1}{4}$ of the additional degrees needed to meet President Obama’s goals.

- **WICHE States** (2,040,000 additional degrees)
- **Non-WICHE States** (6,126,181 additional degrees)

**Percentage of New Degrees Needed to Meet National Degree Goals**

Kelly, 2010
How Each WICHE State Should Contribute to the Goal of Producing 8.2 Million Additional Degrees by 2020

# of Additional Degrees
- <25,000
- 25,000-74,999
- 75,000-124,999
- 125,000-174,999
- 175,000-399,999
- >400,000

Kelly, 2010
<table>
<thead>
<tr>
<th>State</th>
<th>Additional Degrees Needed</th>
<th>Additional Degrees Needed Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>1,044,231</td>
<td>15,822</td>
</tr>
<tr>
<td>Arizona</td>
<td>222,924</td>
<td>3,378</td>
</tr>
<tr>
<td>Washington</td>
<td>186,719</td>
<td>2,829</td>
</tr>
<tr>
<td>Colorado</td>
<td>131,743</td>
<td>1,996</td>
</tr>
<tr>
<td>Utah</td>
<td>100,809</td>
<td>1,527</td>
</tr>
<tr>
<td>Oregon</td>
<td>92,475</td>
<td>1,401</td>
</tr>
<tr>
<td>Nevada</td>
<td>56,411</td>
<td>855</td>
</tr>
<tr>
<td>New Mexico</td>
<td>54,257</td>
<td>822</td>
</tr>
<tr>
<td>Idaho</td>
<td>37,522</td>
<td>569</td>
</tr>
<tr>
<td>Hawaii</td>
<td>30,430</td>
<td>461</td>
</tr>
<tr>
<td>Montana</td>
<td>20,840</td>
<td>316</td>
</tr>
<tr>
<td>North Dakota</td>
<td>17,807</td>
<td>270</td>
</tr>
<tr>
<td>South Dakota</td>
<td>17,400</td>
<td>264</td>
</tr>
<tr>
<td>Wyoming</td>
<td>13,564</td>
<td>206</td>
</tr>
<tr>
<td>Alaska</td>
<td>12,642</td>
<td>192</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,040,000</strong></td>
<td><strong>31,000</strong></td>
</tr>
</tbody>
</table>
Nevada: State Job Growth and Educational Demands

Over the next decade, Nevada will need **227,007** additional college-educated workers....

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than an Associate Degree</td>
<td>52,716</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>67,605</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>78,016</td>
</tr>
<tr>
<td>Graduate/Professional Degree</td>
<td>28,670</td>
</tr>
</tbody>
</table>

*Complete College American, 2010*
Nevada: What do these labor projections mean for Nevada higher education?

To meet this need, 6 out of 10 young adults (25-34) need to be degree holders by 2020 (an additional 56,411 degrees).

At an annual increase of 855 additional degrees a year, Nevada can increase their degree total by 56,411.
What makes the CUE Equity Model Different?

Institutional Responsibility

Student Deficits
The Vital Signs

**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)

**Notes:**
- Fall 2004
- Fall 2005
- Fall 2006
- Fall 2007
- Fall 2008
- Fall 2009

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

**Center for Urban Education**
### The Equity Scorecard

#### RETENTION
Cohort 2001 to 2008

<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>
</tbody>
</table>
Benchmarking Equity and Student Success Tool (BESST)

Starting Cohort

Current

Goal

M1

M2

End

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

START

M1

M2

Center for Urban Education
Using the BESST to Define Problems

START

2240 Minority Transfers

49%

1090 17%

370 12%

270 12% of Original Cohort Graduate

# Students who do not succeed

1150

720

100

Center for Urban Education
Focus Interventions at a Milestone

From 370, an add’l 180 students
An increase of 6%

18%

2240

Minority Transfers

Center for Urban Education
How Many Students Are Needed to Achieve Success Goals?

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

An increase of 55%

67%
Using the BESST to Define Problems

Comparing the Experience Across Groups

Center for Urban Education
The CUE Equity Scorecard Model

• Break down an abstract college completion goal into specific rates of success that students must meet at key milestones along the educational pipeline;

• Identify at what point in the educational pipeline interventions are needed in order to increase completion rates by a specified percentage;

• Design systemic interventions based on relevant data;

• Engage faculty, administrators, and policymakers in a collaborative effort to improve system performance.
Questions, Comments?

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