Brokering Transfer Equity: The Role of Institutional Agents

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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.
CUE’s Vision: Equity in Higher Education

50% White Students
50% African American Students

= Equity

Entering Student Population

50% White Students
50% African American Students

Graduating Student Population
Higher Education Today

Entering Student Population

- 50% White Students
- 50% African American Students

Graduating Student Population

- 30% African American Students
- 70% White Students

Inequity
CUE’s Focus and Tools: the Equity Scorecard
The Equity Scorecard: A Tool for Benchmarking Equity Goals
CUE’s Equity Toolkit

The Vital Signs

COMPETITION AND EXCELLENCE PERSPECTIVE

<table>
<thead>
<tr>
<th>TABLE 1: Degree completion within 150% time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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<tr>
<td></td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

### CUE's Equity Toolkit

#### ACCESS

<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. Completed Applications for African American students</td>
<td>11%</td>
<td>13%</td>
<td>15%</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>2. Access to Financial Aid for Southeast Asian students</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>3. Access to STEM majors for Native American students</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
<td>9%</td>
</tr>
</tbody>
</table>

#### COMPLETION

<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. Latino/a students who complete a bachelor’s degree</td>
<td>2%</td>
<td>4%</td>
<td>6%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>2. Native Amer. students who graduate from STEM fields</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>3. Students of color represented in the Honor’s Community</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### 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/a 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>
CUE’s Focus on Transfer Equity

• **Equity for All in California** (funded by Lumina Foundation and the California Community Colleges Chancellor’s Office)

• **The Wisconsin UW Equity Scorecards** and **Wisconsin Transfer Equity Study** (funded by the University of Wisconsin and the Ford Foundation)

• **Informational, Economic, and Cultural Barriers to Transfer** (funded by Jack Kent Cooke, Lumina, and Nellie Mae Foundations to inform Cooke’s Community College Transfer Initiative)
CUE’s Focus on Transfer Equity

- The ‘Missing ‘87”: A Study of Transfer Eligible Students Who Do Not Transfer (funded by the Hewlett Foundation)
- The California Benchmarking Project (funded by the Hewlett Foundation)
- Hispanic Serving Institutions and Pathways to STEM degrees (funded by the National Science Foundation)
Transfer is mostly something affluent students do.
When we look at the socioeconomic status of transfers from 2-year colleges to selective institutions...

79% are from the highest SES quintiles
When we look at the socioeconomic status of transfers from 2-year colleges to less selective institutions...

56% are from the two highest quintiles.
The share of affluent students among transfers from 4-year colleges to selective institutions...

<table>
<thead>
<tr>
<th>SES Quintile</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest</td>
<td>71%</td>
</tr>
<tr>
<td>2\textsuperscript{nd}</td>
<td>17%</td>
</tr>
<tr>
<td>3\textsuperscript{rd}</td>
<td>7%</td>
</tr>
<tr>
<td>4\textsuperscript{th}</td>
<td>3%</td>
</tr>
<tr>
<td>Lowest</td>
<td>2%</td>
</tr>
</tbody>
</table>

Is even higher - 88%.
And is still a very large share among 4-year transfers to less selective institutions...

SES Quintile

- Highest
- 2\textsuperscript{nd}
- 3\textsuperscript{rd}
- 4\textsuperscript{th}
- Lowest

71\%
Community Colleges and Hispanic Serving Institutions as a Route to STEM Degrees

- Nearly 60% of Latinos in higher education are in community colleges
  - Of these, 56% attend Hispanic-serving CCs

- 44% of all STEM Bachelor’s degree holders attend community college at some point in their career

- 20% of Latino STEM bachelor’s degree holders also have an associate’s degree

Sources: DoE, NSF, CUE
Degrees Awarded to Hispanics in Science and Engineering (S&E) and Non S&E Fields, 1998-2007

Bachelor’s Degrees Awarded to Hispanics in Science and Engineering Fields, 1998-2007

Social Sciences
Psychology
Biological Sciences
Engineering
Computer Sciences
Other Sciences

TOTAL DEGREES AWARDED

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>4283</td>
<td>4446</td>
<td>4840</td>
<td>5084</td>
<td>5453</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>1473</td>
<td>2154</td>
<td>3590</td>
<td>3351</td>
<td>2970</td>
</tr>
<tr>
<td>Engineering</td>
<td>4152</td>
<td>4075</td>
<td>4358</td>
<td>4928</td>
<td>4962</td>
</tr>
<tr>
<td>Other Sciences</td>
<td>2149</td>
<td>2242</td>
<td>2337</td>
<td>2664</td>
<td>2889</td>
</tr>
<tr>
<td>Psychology</td>
<td>5509</td>
<td>6127</td>
<td>6828</td>
<td>8236</td>
<td>8506</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>8175</td>
<td>8936</td>
<td>10580</td>
<td>12786</td>
<td>13766</td>
</tr>
</tbody>
</table>

Degrees Awarded to Hispanics in Science and Engineering Fields, 1998-2007, by Institution Type

HSIs (N=265) represent only seven percent (7%) of all degree-granting institutions of higher education.

Yet, fifty-four (54%) percent of all Latino undergraduates attend an HSI.

Source: NCES, IPEDS, Enrollment Surveys, 2006-07 as cited in Excelencia in Education
Latinas and Latinos in California Community Colleges

Enrolled in Basic Skills

- 40% Latinas/os

Source: Legislative Analyst Office, 2008

Aspire to Transfer

- 40% Latinas/os

Source: Rivas, Perez, Alvarez, Solórzano, 2008
The Important Role of California Community Colleges

Source: Rivas, Perez, Alvarez, & Solórzano, 2007; CPEC 2004

Diagram:
- 100 Latina/o First Time Freshman
  - 8 University of California
  - 75 California Community College
  - 17 California State University
  - 7 Transfer
    - 1 University of California
    - 6 California State University

Source: Rivas, Perez, Alvarez, & Solórzano, 2007; CPEC 2004
Transfer Rates Are “Political”

Transfer Rate Calculation

Those who transfer (numerator)

Those with course taking patterns that show transfer intent (denominator)

6-year Transfer Rate

Transfer Ready

6%

12 credits & attempt Math or English

29%

Completed any Transfer Credits

72%

Source: Horn & Lew, 2007
More Important! There is a large pool of potential transfers in the California community colleges for *transfer-amenable campuses* to recruit!!

$\text{Chances of Transfer} = \frac{\text{Average 2004-2007 Transfers (CSU or UC)}}{\text{Average 2002-2005 Students Enrolled at CCC}}$

<table>
<thead>
<tr>
<th>Chances of Transfer</th>
<th>Transfer Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 out of 100</td>
<td>California State University (CSU)</td>
</tr>
<tr>
<td>2 out of 1000</td>
<td>University of California (UC)</td>
</tr>
</tbody>
</table>

Source: California Postsecondary Education Commission, 2002-2007
The Wisconsin Story: CUE, UWS, and WTCS Partners Brokering Change for Transfer Equity
Hispanic Population in Wisconsin
Share of County Population (2000)
Trends in WTCS Enrollment, 1998-2008

Source: UWSA Office of Policy Analysis and Research
Transfer Pathways from MATC to UWs, Fall 2008

AA African America
AI American Indian
HL Hispanic/Latino
SEA South East Asian
OA Other Asian
H/PI Hawaiian/Pacific Islander
W White

MIL: 45 AA
11 HL
1 AI
3 SEA
5 OA

PKS: 1 AA
1 HL
Incoming transfer students who enroll in fall term

Students who progress one class level in two semesters

Students who progress two class levels in four semesters

Baccalaureate Attainment at UW University

WTCS → UW Universities
BESST Milestones for Transfers at UW Universities

Current Progress for African American Transfers from WTCS

Starting Cohort
n=57

Milestone 1:
Students Who Progress One Class Level

Milestone 2:
Students Who Progress to the Subsequent Class Level

End Point:
Students Who Graduate from UW Universities

Cohort Graduation Rate

Successful Completion Rate
33%

# of Students
19
5
2

% to Original Cohort
33%
9%
3.5%

Using Rates to Envision Equity in the BESST

USC Rossier School of Education
Benchmarking Equity and Student Success Tool (BESST)

Starting Cohort

Current

Goal

M1

M2

End

Center for Urban Education
Brainstorming Inquiry Activities

Incoming Transfer Students

Progress M1 class level

Progress M2 class levels

Graduating Students

Hunches About Starting Point

Hunches between M1 and M2

Hunches between M2 and M3

Who completes applications?

Who is accepted?

How are incoming transfers welcomed?

How are transfer students advised and supported?

How do institutional practices affirm transfer students of color?

USC Rossier School of Education
CUE has created a “toolkit” with a focus on STEM fields containing tools to help faculty, administrators, and counselors hone their knowledge and technique to act as institutional agents.

The Tools

- Profiles of Individuals and Institutions
- Self Assessment Inventories
- And more! See http://cue.usc.edu/
Latino STEM Access Toolkit
Institutional Agent Characteristics

- A Knowledge Agent...
  - is in a position of power
  - provides knowledge pertinent to navigating the system
  - knows the system
  - questions the system

- A Bridging Agent...
  - introduces students to key resources
  - has a strong social network

- A Networking Coach...
  - models key behavior
  - knows important and influential people
  - teaches others how to meet and interact with key players

- An Institutional Broker...
  - negotiates agreements between two or more parties
  - knows what resources are available and who controls or possesses them

- An Advocate...
  - prompts and protects “their” students
  - drives students to succeed
  - is often ideologically motivated

- A Cultural Guide...
  - guides students through new social situations
  - teaches student to identify key people
  - empowers students to interact in social situations and with new people

*(Stanton-Salazar 2001)*
# Latino STEM Access Toolkit

## Institutional Agent: Self Assessment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have solid knowledge of how educational bureaucracies operate—e.g., chains of command, identification of key agents in authority and of key gatekeepers</td>
<td>Never: 1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do you know this?

What are the challenges?

To what extent have you used this knowledge specifically for Latino students?
Trying out an Inquiry Activity
From CUE’s STEM Toolkit

Read the profile of
Armando Gomez (if you are a faculty member) or
Maria Mendoza (if you are an administrator, program director, or counselor).

Refer to the checklist to note the actions, knowledge, or attitudes of Institutional Agents demonstrated by Armando Gomez or Maria Mendoza.

Based on your own experience, what supports or challenges exist to acting like an Institutional Agent to improve transfer equity?
What Institutional Agent characteristics do Armando Gomez and Maria Mendoza display?

• What is he/she doing?
• How often do you play a role similar to Armando’s/Maria’s?
• What helps you or keeps you from acting as an Institutional Agent?
How do I use the tools at my institution?

• To get started...
  • Individual Self-Assessment
  • Professional Development Workshops
  • Departmental/Staff Meetings
  • Accreditation Self-Study
  • Program Evaluation
  • Leadership Development
Impact Begins with You

Equity ≠ Access

We need to reframe deficit thinking

Policies affect students of color

We need to focus our attention within the institution’s walls

Reframe deficit thinking

Equity-mindedness means being color conscious
Then Spreads to the Greater Campus

Faculty Senate

Individual Departments

Action Committees
Next Steps: CUE’s Leadership Academy
The Center for Urban Education leads socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes.

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