Equity and Student Success Symposium

June 10, 2011

Supported by the William and Flora Hewlett Foundation
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.
Agenda Overview

- Welcome Framing & Overview
- College Leaders Panel
- Policy Makers Panel
- Next Steps
- Evaluations
Equity & Effectiveness Benchmarking
State-of-the-Art

Equity Intentions

[Checkmark symbols]
CUE Developmental Self-Evaluation Study

Informal Feedback

Observational Data

Cognitive Interview Data

Survey Data

CUE Tools

Survey Design
I am excited to begin inquiry activities based on what we learned today.
I feel that this workshop has the potential to make a significant impact on my campus.
I believe that my involvement in this inquiry process will make a difference at my institution.
Due to this workshop, I feel better able to identify equity gaps using data.
I felt comfortable with the racial focus of this workshop.
As a result of this workshop, I am interested in learning more about the issues of equity on my campus.
Through this workshop, I gained an increased commitment to addressing equity on my campus.
Due to our work with CUE today, I feel that my colleagues have gained an increased commitment to addressing equity on our campus.
**BESST:** Benchmarking Equity and Student Success Tool is designed to enable practitioners to follow the outcomes for a cohort of students as they progress through a set of milestones.

The Interactive BESST Allows For:

- Experimenting
- Visualizing
- Envisioning Equity
- Goal Setting
- Collaborating
CUE Tools

Benchmarking Equity and Student Success Tool™ (BESST™)

**Pasadena City College**

Baseline Data: Current rates of progress for students who Placed in Basic Skills (Math/English) Courses in Fall 2005

<table>
<thead>
<tr>
<th>Starting</th>
<th>Baseline</th>
<th>Equity Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2133</td>
<td>1750</td>
<td>1393</td>
</tr>
</tbody>
</table>

**Milestones**

- Placed in Basic Skills (Math/English)
  - Completed 15 units Fall 2005 - Spring 2006

**Goal 1:**________ Milestone Success Rate | Cohort Success: # of Students
- All Students
- Sub Group:________

**Goal 2:**________ Milestone Success Rate | Cohort Success: # of Students
- All Students
- Sub Group:________

**Goal 3:**________ Milestone Success Rate | Cohort Success: # of Students
- All Students
- Sub Group:________

**Action Planning Document Tool**

**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 = 20.2 students) and degree attainment by 10% per year (Integrated Strategic Plan)

**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?
Equity & Effectiveness Benchmarking
State-of-the-Art

Action Plans
SAC Student Achievement Goal #1: Chart  
Increase Successful Course Completion by 10%

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Current % Successful</th>
<th>Improvement Target</th>
<th>New % Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>64%</td>
<td>2.5%</td>
<td>66.5%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>66.5%</td>
<td>2.5%</td>
<td>69%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>69%</td>
<td>2.5%</td>
<td>71.5%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>71.5%</td>
<td>2.5%</td>
<td>74%</td>
</tr>
</tbody>
</table>

2015 is SAC’s 100th Anniversary
# Student Success Achievement Areas and Targets: 2010-2015

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Transfers to 4-Year Institutions</td>
<td>PCC – 1787 (4th in CA) #1 college in CA – 1930</td>
<td>1787</td>
<td>1787</td>
<td>1858</td>
<td>1932</td>
<td>2048</td>
</tr>
<tr>
<td>Associate Degrees Awarded</td>
<td>PCC – 1687 (7th in CA) #1 college in CA – 2594*</td>
<td>1687</td>
<td>2483</td>
<td>2648</td>
<td>2814</td>
<td>2979**</td>
</tr>
<tr>
<td>Associate STEM Degrees Awarded</td>
<td>PCC – 362*** (3rd in CA) #1 college in CA – 778*</td>
<td>362</td>
<td>400</td>
<td>440</td>
<td>490</td>
<td>550</td>
</tr>
<tr>
<td>Certificates Awarded (18+Units)</td>
<td>PCC – 1187 (3rd in CA) #1 college in CA – 1564</td>
<td>1306</td>
<td>1424</td>
<td>1543</td>
<td>1662</td>
<td>1781</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English – 36%</td>
<td>English – 43%</td>
<td>English – 50%</td>
<td>English – 58%</td>
<td>English – 65%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESL – 21%</td>
<td>ESL – 25%</td>
<td>ESL – 29%</td>
<td>ESL – 34%</td>
<td>ESL – 38%</td>
</tr>
</tbody>
</table>

* Multi-campus district

** Of all students who identify degree completion as their goal, the degree is completed within 2 years of full-time enrollment if the students started at college-level English and math.

*** PCC currently offers a degree in Natural Sciences. Other degrees in science, technology, engineering, and math (STEM) have yet to be developed. The baseline figure “362” is defined by the course-taking behavior of PCC students who are enrolled in STEM courses but do not necessarily seek an AA degree.

**** Completion rate is based on Level One entry. The number of levels in PCC’s pre-transfer sequences: Math – 3, English – 2, and ESL – 5.
Educational Master Plan for Glendale Community College District as Introduced in the Year 2010

Increase the percent of freshmen who persist to their sophomore years by 3% each year.

<table>
<thead>
<tr>
<th>Strategic Initiatives</th>
<th>Draft Objectives</th>
</tr>
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<tbody>
<tr>
<td>3.1 Empirically Based Decision-making</td>
<td>Ensure program and services decisions cohere with the overall student persistence and access goals. (Note: This Strategic Initiative applies to all of the Strategic Goals.)</td>
</tr>
</tbody>
</table>

What is your current baseline data?

What would it look like broken down by race and ethnicity?
**In the Spirit of Student Success**

**College of the Sequoias**
**2010-2015 Strategic Plan**

Goal IIIc: Ensure that students who place into a Basic Skills level class successfully complete the highest level Math and English courses established by their SEP.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Measureable Outcomes</th>
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<tbody>
<tr>
<td>1. Ensure that students needing basic skills courses include these classes in their Student Education Plan and enroll in at least one such course during their first semester.</td>
<td>The percentage of students who, during their first semester, take the basic skills courses into which they have been placed will increase measurably.</td>
</tr>
<tr>
<td>2. Require students who place into one or more basic skills class to take the Human Development course in college success</td>
<td>The percentage of students successfully completing basic skills courses the first time they are taken will increase.</td>
</tr>
<tr>
<td>3. Require students who place into basic skills Math and English classes to take the English class before taking Math.</td>
<td>The percentage of students showing successful progression through basic skills sequence course will increase.</td>
</tr>
<tr>
<td>4. Establish Faculty/Staff interest groups (FIGs) that focus on researching successful instructional strategies for basic skills students: modular, immersion, accelerated learning, and so on.</td>
<td></td>
</tr>
<tr>
<td>5. Offer professional training opportunities that incorporate successful pedagogy and delivery methods, specifically targeted for basic skills students.</td>
<td>The percentage of students successfully completing basic skills courses the first time they are taken will increase.</td>
</tr>
<tr>
<td>6. Implement successful academic support components in all basic skills courses.</td>
<td>The percentage of students showing successful progression through basic skills sequence course will increase.</td>
</tr>
<tr>
<td>7. Offer First Year Experience courses that link basic skills classes with a college success class and/or other courses needed to complete a student’s SEP.</td>
<td></td>
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Equity & Effectiveness Benchmarking
State-of-the-Art
College Panel

- Buy –In
- Culture of Inquiry/Standards of Evidence
- Sustained Focus
- Resource Leveraging
Lessons Learned Along the Way...

- From a position of leadership ....
- Points of pride
- Strategic challenges
- Strategic leadership
Group Discussion

• What are the “take aways” from the cases presented that you will bring back to your college?
• What have you learned in your work to date that informs the steps necessary to address the strategic challenges illustrated by these cases?
Policy Panel
The task force will examine strategies for promoting student success, including improving student assessment, delivering remedial instruction, increasing access to financial aid and academic counseling and identifying national funding models to incentivize completion rates.
Action Planning Template
Elements to consider when writing action plans & searching for funds:

- Specific & Measurable Goals
- Relate Action Items to Milestones
- Continuous Use of Assessment data
- Evaluate Progress at Milestones
How can we continue to keep equity on the table when searching for funding resources?
Next Steps:

Stay tuned for
Webinar on BESST version 2
EVALUATIONS
Thank you!

For more information or if you have any further questions please e-mail rossier.cue@usc.edu