

USC Center for Urban Education Equity Scorecard™

SASE meeting
February 18th 2021

Overview and Updates

Purpose of this presentation is to provide an overview of the Equity Scorecard™, but may be outdated

- Last summer, USC Center of Urban Education merged with USC Racial and Equity Center
- Unclear whether and how the merged center is continuing with the Equity Scorecard™ (e.g., whether they will provide training, technical assistance etc.)
- CUE revamped their website and put up worksheets of racial equity tools and case studies that were previously not available

USC Center for Urban Education (CUE): Equity Scorecard™ Overview

- A multi-phase **institutional transformation intervention** to achieve racial equity
- Combines a **theoretical framework with practical strategies** meant to initiate institutional change that will lead to equitable outcomes
- Engages leaders, faculty and staff to **examine campus data, practices and policies through the lens of the Scorecard to better understand and correct entrenched racial equity issues**

Equity Scorecard™ Components

- Culture of Equity-Mindedness and Approach **to Academic Leadership and Problem-Solving**
 - Places power to identify and make changes in faculty and staff who work directly with students
- **Inquiry Process**
 - Brings together individuals to inquire institution's data and practices
 - Teams consist of:
 - Faculty Members
 - Diversity Officers
 - Student Support Services Personnel
 - Transfer Coordinators
 - Institutional Researchers
 - Administrators
 - Cycle of action inquiry:
 - Identify equity gaps
 - Inquiry into instructional and academic support practices
 - Changes in practices based on systematic inquiry
 - Evaluation of the effectiveness of changes

Equity Scorecard™ Components (continued)

- **Quantitative Data and Tools** to Identify Gaps and Monitor Progress:
 - Organize numerical data, disaggregated by race and ethnicity, on key indicators of student outcomes (in access, retention, and excellence in completion).
- **Qualitative Data and Tools** for Problem-solving Inquiry:
 - Assist team members to study how institution “does” things:
 - Tools guide teams through fine-grained data analyses with a focus on *curriculum, programs, and learning outcomes*
 - Observations, interviews, document reviews, site visits, etc.
 - Can help point to simple but effective solutions
- **Theory of Change:**
 - Express to campus the ways that are not working well for specific race and ethnicity groups
 - Asks faculty and staff to focus on what they can change, and therefore leads to real, meaningful action

Five-Phases of Equity Scorecard™ Process

Phase 1: Laying the Groundwork

- CUE facilitators and campus leadership align the Scorecard with existing efforts and identify individuals to serve on the team.
- The team meets to learn about the use of CUE's tools.

Phase 2: Defining the Problem

- Team members investigate campus data and increase their knowledge about existing student outcomes.

Phase 3: Identifying and Prioritizing Interventions

- The team identifies and prioritizes intervention points.
- They identify institutional practices that positively or adversely affect student success.

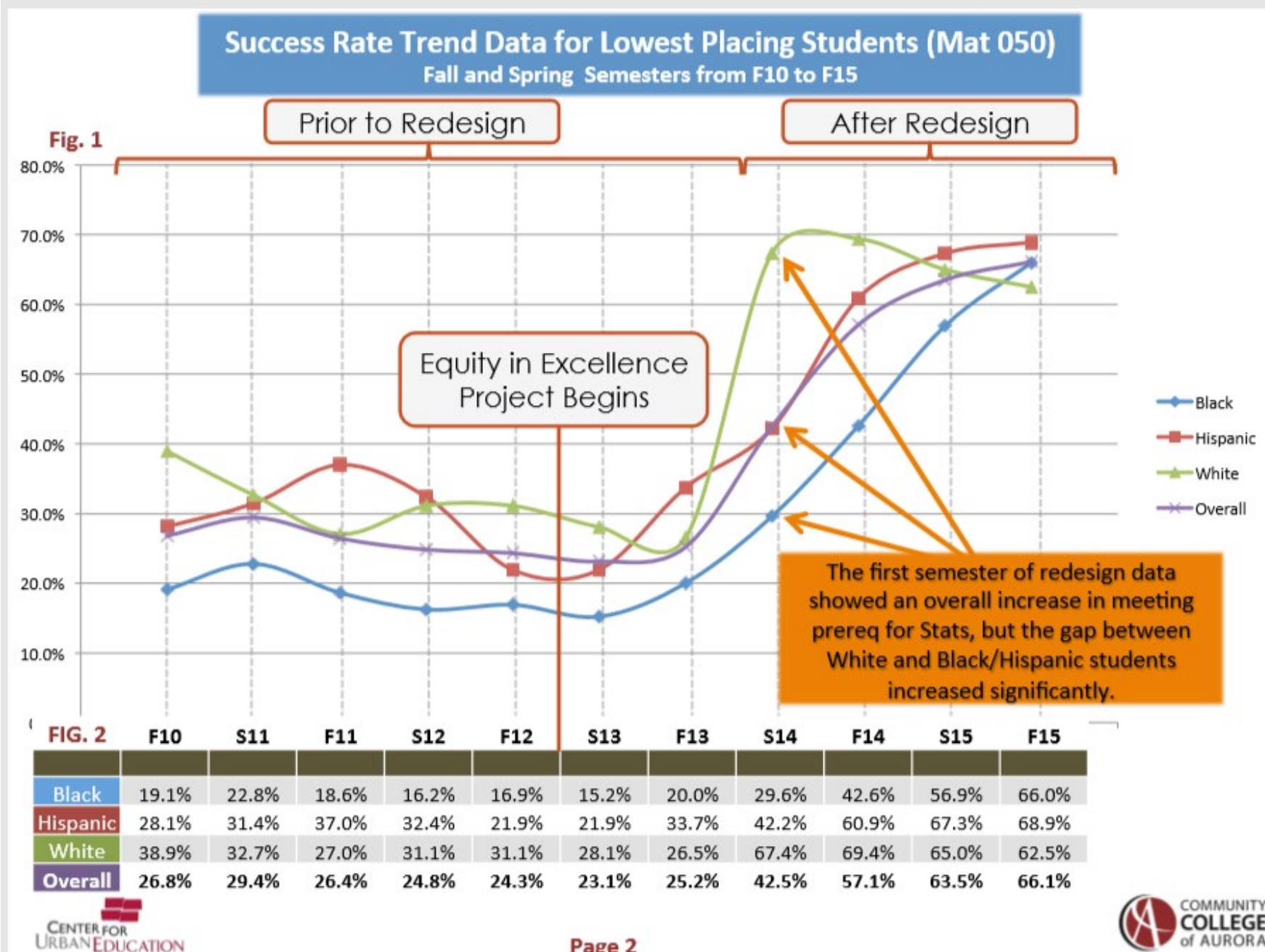
Phase 4: Implementing Solutions

- The evidence team sets short-term, actionable objectives and long-term equity goals for priority areas of concern.

Phase 5: Evaluating Results

- The evidence team completes the Equity Scorecard™ shares its findings and goals with the system/campus.

Example: Community College of Aurora



Success Rate Trend Data for Lowest Placing Students (Mat 050)

Fall and Spring Semesters from F10 to F15

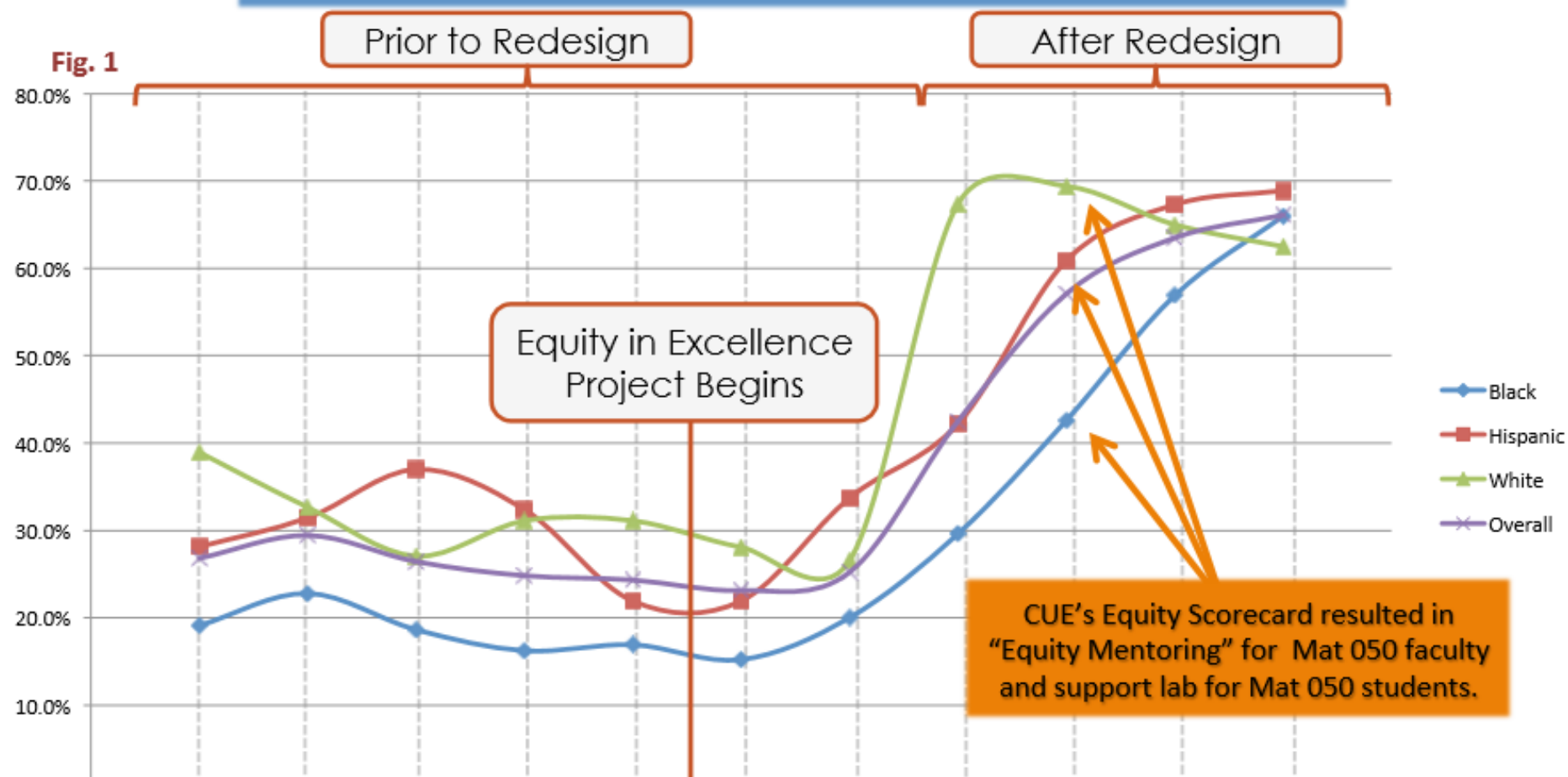


FIG. 2

	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15	F15
Black	19.1%	22.8%	18.6%	16.2%	16.9%	15.2%	20.0%	29.6%	42.6%	56.9%	66.0%
Hispanic	28.1%	31.4%	37.0%	32.4%	21.9%	21.9%	33.7%	42.2%	60.9%	67.3%	68.9%
White	38.9%	32.7%	27.0%	31.1%	31.1%	28.1%	26.5%	67.4%	69.4%	65.0%	62.5%
Overall	26.8%	29.4%	26.4%	24.8%	24.3%	23.1%	25.2%	42.5%	57.1%	63.5%	66.1%

Success Rate Trend Data for Lowest Placing Students (Mat 050)

Fall and Spring Semesters from F10 to F15

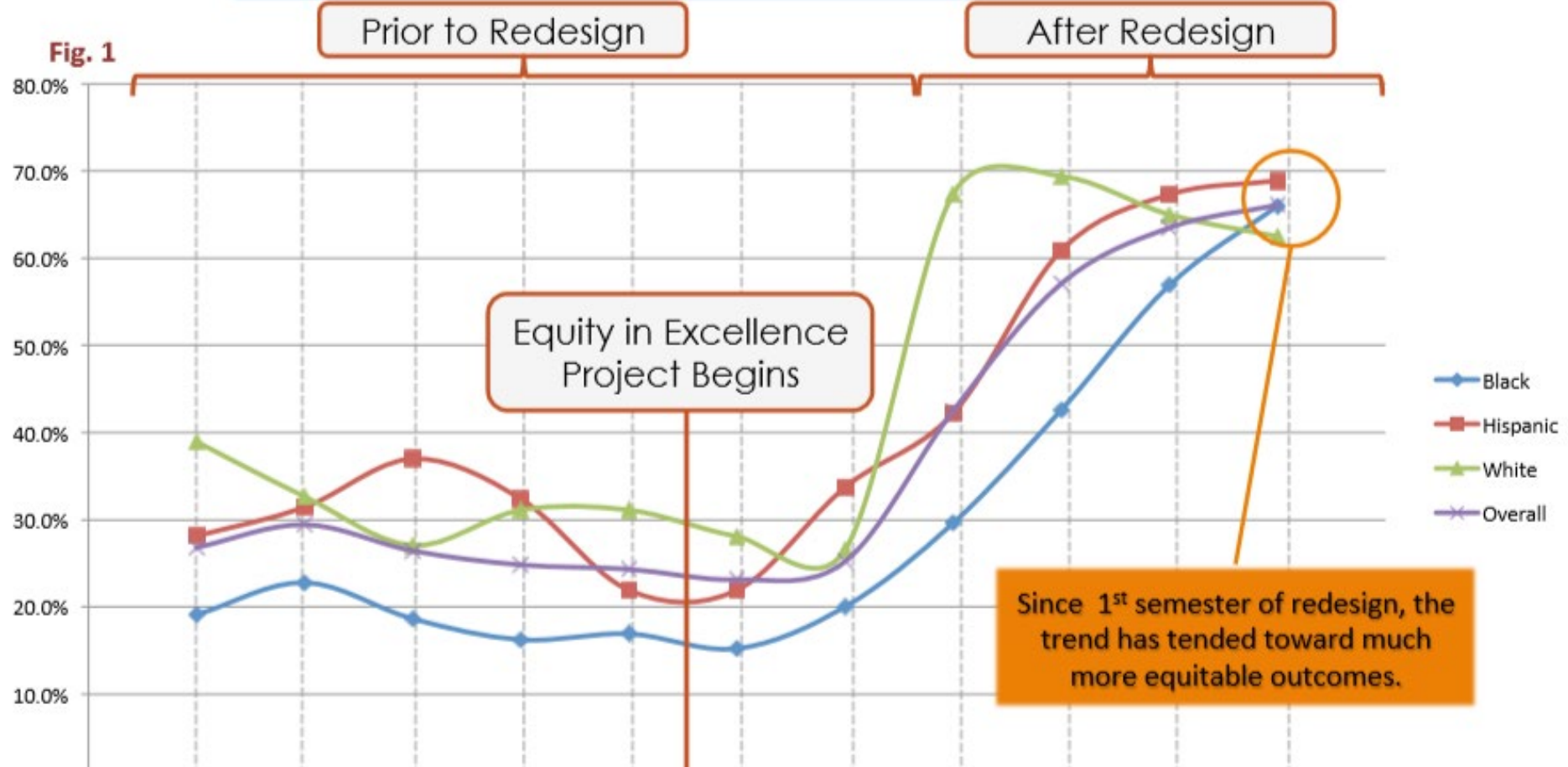


FIG. 2

	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15	F15
Black	19.1%	22.8%	18.6%	16.2%	16.9%	15.2%	20.0%	29.6%	42.6%	56.9%	66.0%
Hispanic	28.1%	31.4%	37.0%	32.4%	21.9%	21.9%	33.7%	42.2%	60.9%	67.3%	68.9%
White	38.9%	32.7%	27.0%	31.1%	31.1%	28.1%	26.5%	67.4%	69.4%	65.0%	62.5%
Overall	26.8%	29.4%	26.4%	24.8%	24.3%	23.1%	25.2%	42.5%	57.1%	63.5%	66.1%

Costs for Training and Technical Assistance

- USC CUE has merged with USC Race and Equity Center
- USC Race and Equity Center: The California Community College Equity Leadership Alliance
 - Requires an annual membership fee of \$25K
 - Unclear as to whether this include USC's facilitation of Equity Scorecard™ process

Suggested Next Steps

- If SASE decide that the Equity Scorecard is a priority initiative for SASE:
 - When is the right time to start?
 - How can we make it a successful initiative?
 - Are there SASE members who have the interest and time to take this on?
 - SASE sub-committee
 - SASE members with broad campus representation, perhaps:
 - SASE Tri-chairs (or at least one classified, one faculty, one administrator to lead initiative)
 - One IR member
 - Inquire if any faculty, classified professionals, or students who wrote the Racial Justice and Equity Statement to Chabot College would be interested in being on the committee
 - Consider paying students for their work on this committee if SASE has funding
 - Anyone else from SASE

Suggested Next Steps (continued)

- Role of Subcommittee: The Equity Scorecard is a big concept that can be applied to multiple initiatives and areas of the institution
- Potential Steps that Subcommittee might take:
 - First step: Go through the new information on the equity scorecard website and learn what is available.
 - Second step: Establish goals
 - What specific initiatives or outcomes within the large scope of equity scorecard work, do people want to bring to Chabot?
 - Determine: which of these does IR already do, but hasn't advertised well enough to the Chabot community?
 - Which of these goals are new?
 - Depending on the newly established goals, decide who else on campus needs to be involved (i.e. if the equity scorecard committee wants to establish budget/finance criteria for determining funding, then someone from PRAC should be part of the committee to either develop a new tool or alter existing tools/processes).
 - Once research has been conducted and goals have been established, the committee will be able to understand what the costs of equity scorecard materials are, whether to invest in their materials or in developing our own, timelines for completion, etc.