Approaches to Measuring Quality in Higher Education

Alicia C. Dowd, Ph.D.
Senior Research Associate, USC Center for Urban Education
Professor of Education, Pennsylvania State University
The committee hopes you’ll be able touch upon several elements of CUE’s Equity Scorecard project:

How was the conceptual framework for CUE’s Equity Scorecard developed?

Was it based on research evidence or best practice among institutions working to enhance equity?

What are implications from CUE’s Equity Scorecard for a national set of STEM indicators?

How might equity indicators be included in national STEM indicators?

 Might self-study questions be included at a national level?

Are there examples of the Equity Scorecard being utilized across institutions/states to evaluate their progress?
**Background: The Equity Scorecard™**

- **Dr. Estela Mara Bensimon**

- **Professor of Higher Education ~ Rossier School of Education ~ University of Southern California**

- **Director ~ Center for Urban Education (CUE)**

- **Launched CUE in 1999 with funding from the Provost’s office**
Embed Equity as a Standard of Quality
Measure the Quality of Educational Practice

Practice is “activity directed towards accomplishing a goal.”

Practices are shared among practitioners

Equity Minded
“Symposium” Research

Correlational Analysis
“Quantitative” Researcher

Case Study
“Qualitative” Researcher

Action Research
“Action Researcher” Creates tools to remediate practice

Action Inquiry
Practitioner Researcher

Activity Setting

“Conducts socially conscious research...”
Developmental Evaluation

Correlational Analysis
3rd person

Case Study
3rd person

Action Research
2nd person

Action Inquiry
1st person

Activity Setting
EQUITY SCORECARD

Laying the Groundwork
Defining the Problem
Assessing Interventions
Implementing Solutions
Evaluating Results
Use (Closing) Equity Gaps as a Metric

Success Indicators:
- Access
- Course Completion
- Basic Skills (ESOL, Math, English)
- Degree & Certificate Completion
- Transfer

Examine Data Disaggregated By:
- Race/Ethnicity
- SES
- Gender
- Ability Status

Identify Equity Gaps:

<table>
<thead>
<tr>
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<th>Success Rate</th>
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<tbody>
<tr>
<td>African American</td>
<td>23%</td>
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<tr>
<td>All Students</td>
<td>45%</td>
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</table>

Equity Gap: -22

Set Equity Goals:
Example:
Close gap by 5% per year
The Vital Signs
Retention & Completion Perspective -

Entering Cohort
- White
- African American
- Hispanic / Latino
- American Indian
- Asian
- Multi-racial
- Unknown

Graduated 4 years
- White
- African American
- Hispanic / Latino
- American Indian
- Asian
- Multi-racial
- Unknown
OUR EQUITY SCORECARD™ WORK: Key strategy for our Performance Measures

SUCCESS
Mandatory
• Degrees Conferred *
• Closing the Achievement Gap *
Optional
• Student Persistence *
• Student Learning Assessment *
• STEM and Health Professions Degree Recipients *
• Closing the Transfer Achievement Gap *

ACCESS
Mandatory
• Closing the Access Gap *
• Faculty Diversity
Optional
• Faculty Career Development
• Employment Non-faculty Diversity
• Student Diversity *
• Closing the Access Gap for Transfer Students *
Success Rate Trend Data for Lowest Placing Students (Mat 050)
Fall and Spring Semesters from F10 to F15

Fig. 1

Prior to Redesign

After Redesign

Equity in Excellence Project Begins

The first semester of redesign data showed an overall increase in meeting prereq for Stats, but the gap between White and Black/Hispanic students increased significantly.

FIG. 2

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Fall and Spring Semesters from F10 to F15

Equity in Excellence Project Begins

CUE’s Equity Scorecard resulted in “Equity Mentoring” for Mat 050 faculty and support lab for Mat 050 students.

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Fig. 1

Prior to Redesign

After Redesign

Equity in Excellence Project Begins

Since 1st semester of redesign, the trend has tended toward much more equitable outcomes.

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The Equity Scorecard™ Cycle of Inquiry

Adaptive Expertise
(e.g. Data-informed decision making to improve equity)

Experimentation/Problem Solving

Problem Solving Intentions
(e.g. Asset Mapping)

Reflection
(e.g. Syllabus Reflection Protocol)

Problem Identification
Through Data Analysis
(e.g. BESST TOOL)

Knowledge
(Promotion of New Knowledge through CUE Tools e.g. Defining Equity Module)

Attitudes/Beliefs:
(CUE Tool- Racism Cartoon)
Behavioral Beliefs/Risk
Control Beliefs
Norm Beliefs

Behavioral Intentions

Behaviors

Capacity Building through Teams and Teamwork
In CUE’s Action Research Settings
(e.g. Evidence Team Meetings):
Emotionality/Trust
Roles & Division of Labor (e.g. Guide to Selecting Evidence Team Members)
Language
Cultural Artifacts (e.g. Questions Poster)
Community
Essential Strategies

- Use data disaggregated by racial-ethnic groups
- Provide professional development in the “equity-minded” use of data to produce actionable knowledge
- Set performance and equity goals for specific cohorts of students
  - Measure performance using educational practice data
  - Measure outcomes using student data
“High Performing Colleges” are those that annually achieve two or more of their designated performance goals in each of the following three areas (defined with equity safeguards):

• Student Outcomes
• Educational Performance
• Professional Development
Practitioners Acquire Adaptive Expertise through the “Cycle of Inquiry” which leads to Positive Changes in and improvements in Educational Attainment.

State Policies

Institutional Policies and Practices

Student Outcomes

Organizational Culture

Intermediate Outcomes

Ultimate Impact

Increased and Equitable Degree Completion

Intervention Point

Intervention for Organizational Change through Group (Social) Interactions and the Introduction of New Cultural Artifacts

Experimentation/Problem Solving

Problem Identification Through Data Analysis

Social Interaction

Action/Experience

Knowledge

Beliefs

Reflection
EQUITY SCORECARD

Laying the Groundwork
Defining the Problem
Assessing Interventions
Implementing Solutions
Evaluating Results

CENTER FOR URBAN EDUCATION

USC Rossier School of Education