



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?

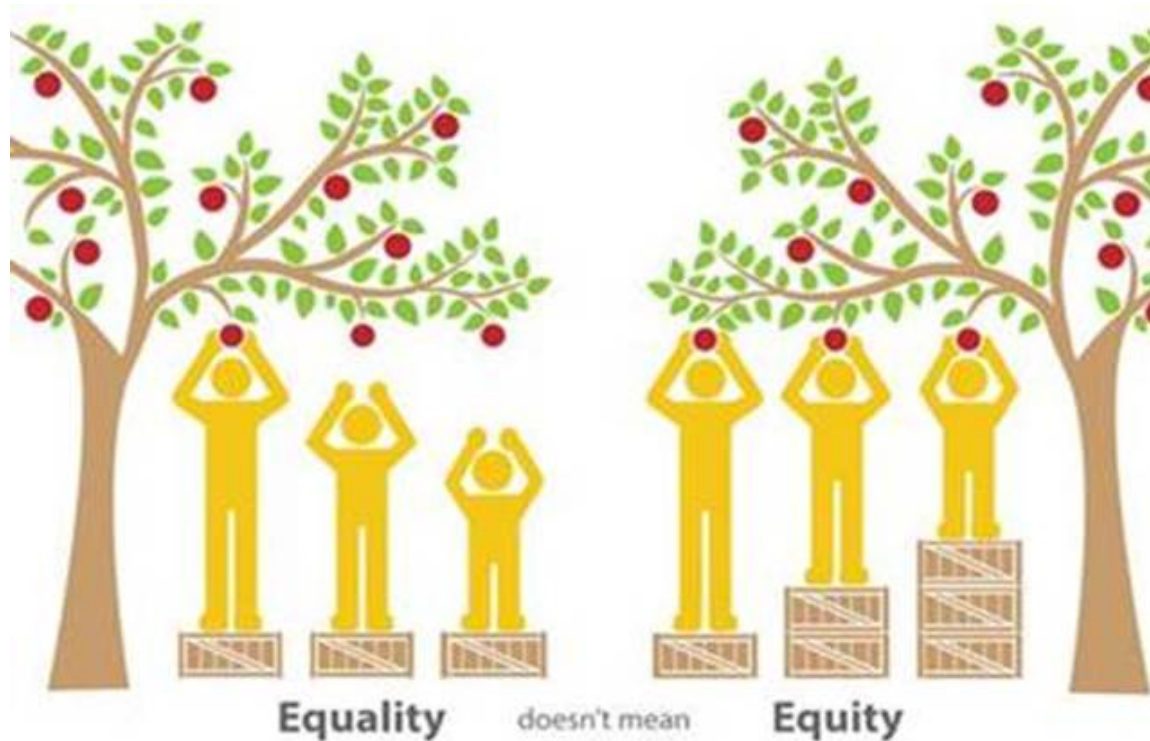
Are there examples of the Equity Scorecard being utilized across institutions/states to evaluate their progress?

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.”

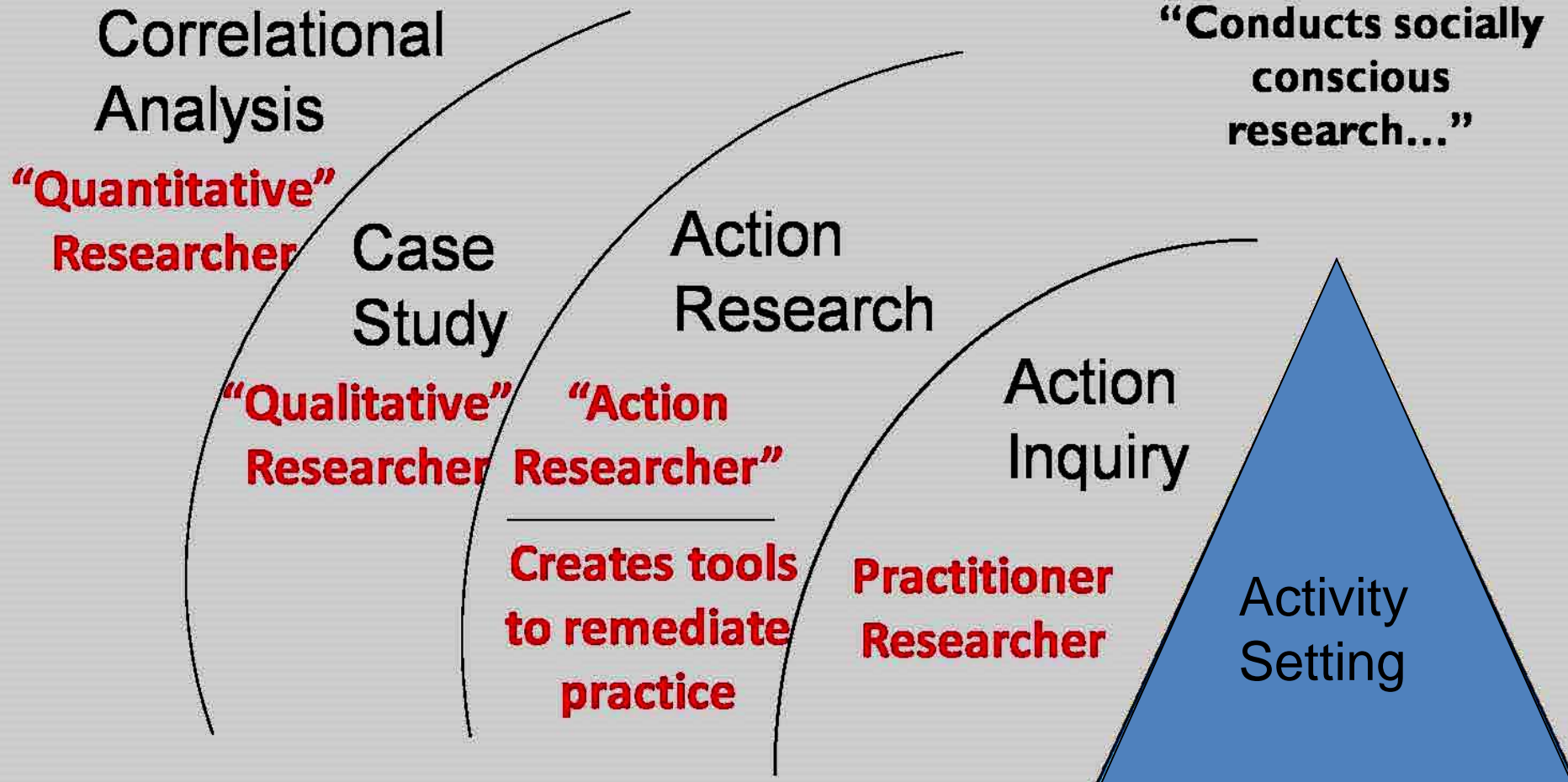
Practices are shared among practitioners

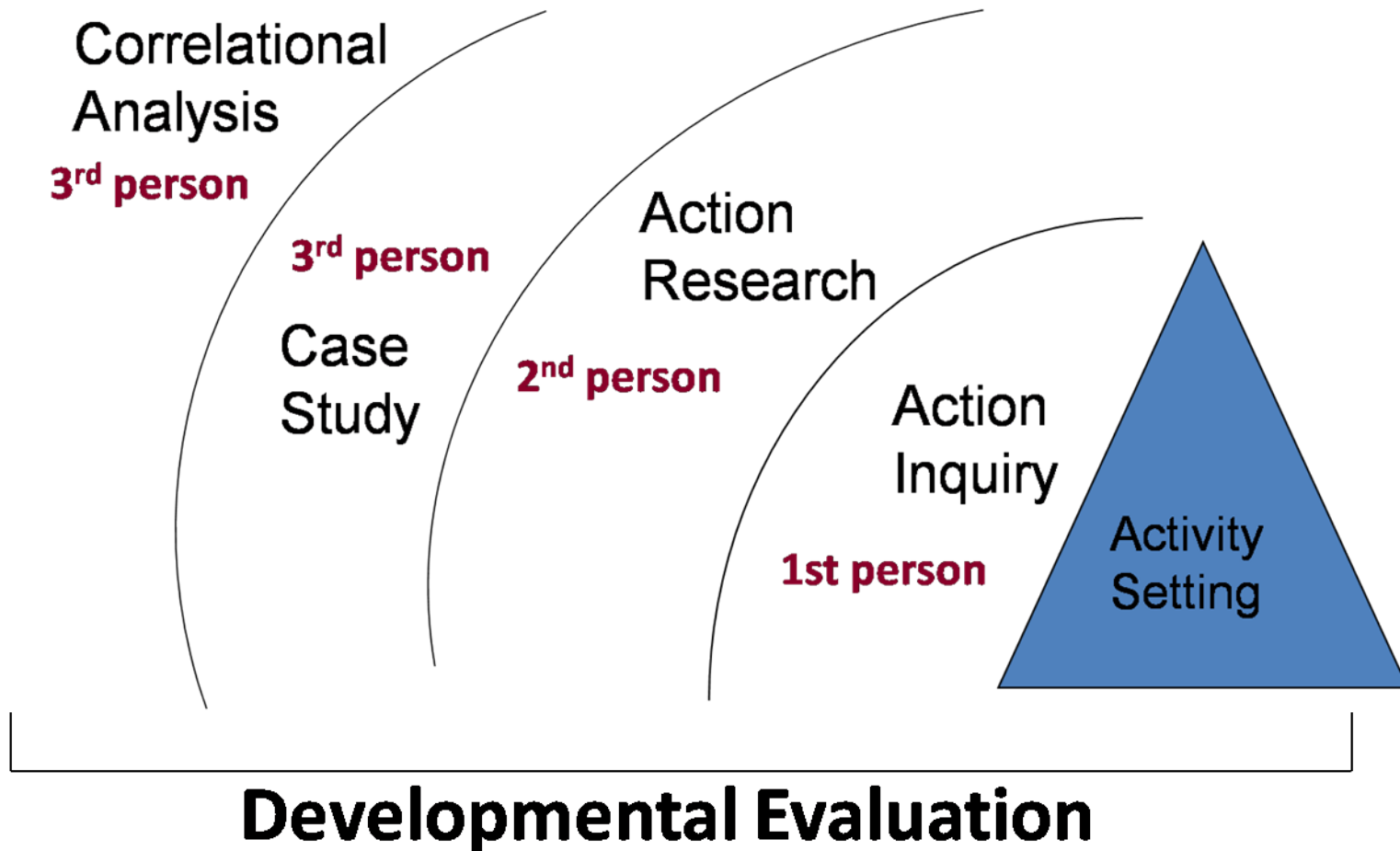
(Polkinghorne, 2004, p. 71).

Equity Minded “Symposium” Research

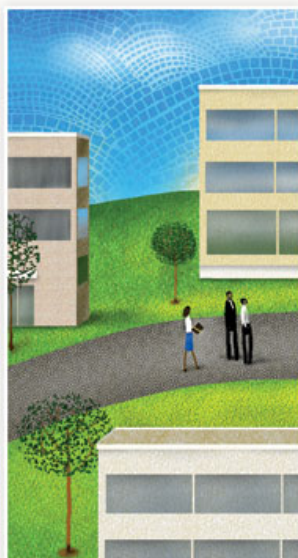


**“Conducts socially
conscious
research...”**





EQUITY SCORECARD



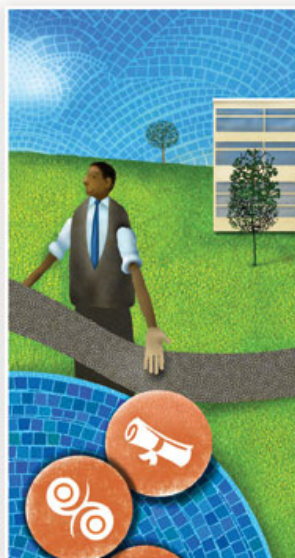
Laying the
Groundwork



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:

Example:

	Success Rate
African American	23%
All Students	45%
EQUITY GAP	-22

SET EQUITY
GOALS:

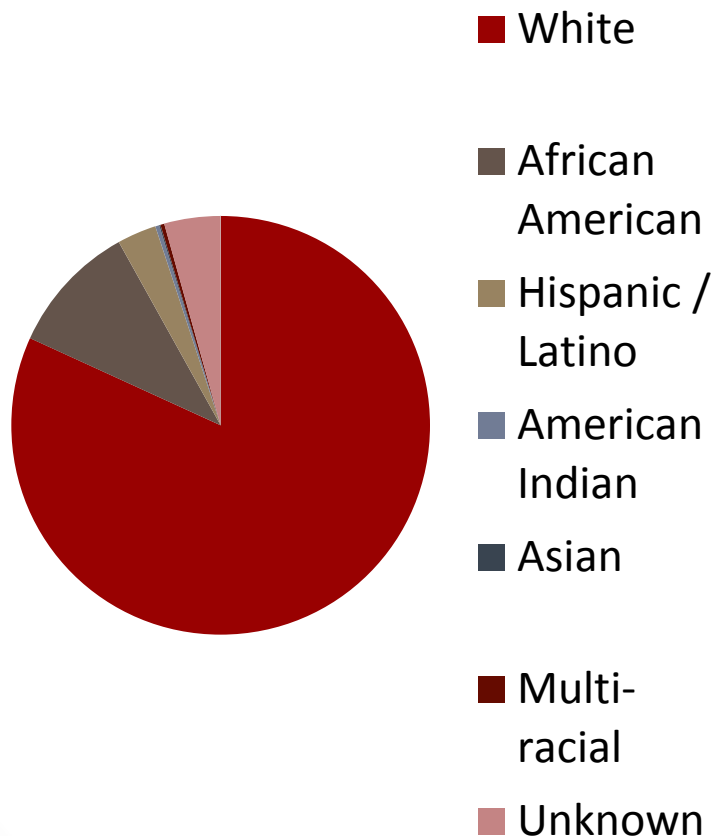
Example:

Close
gap by
5% per
year

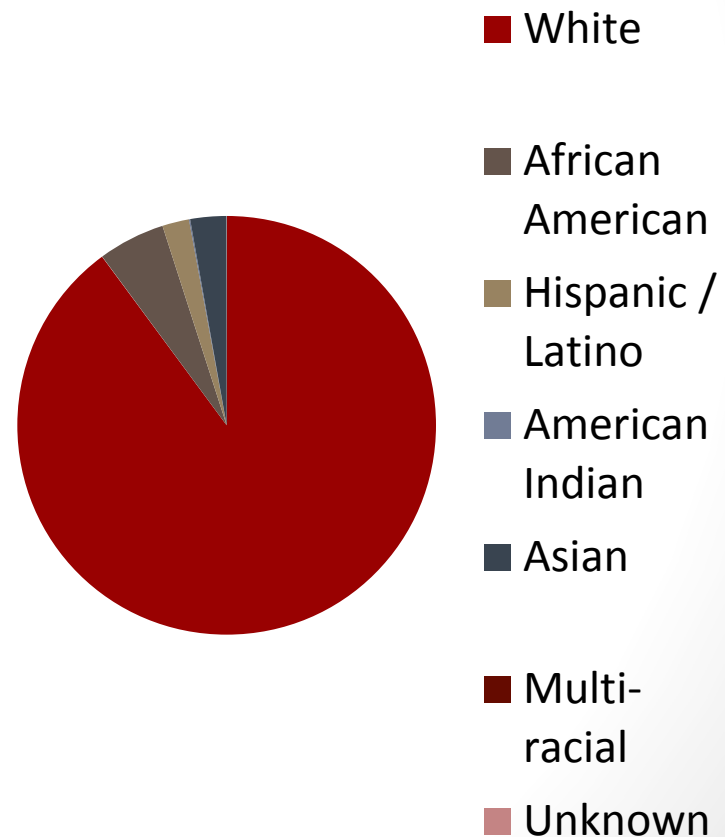
The Vital Signs

Retention & Completion Perspective –

Entering Cohort



Graduated 4 years



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

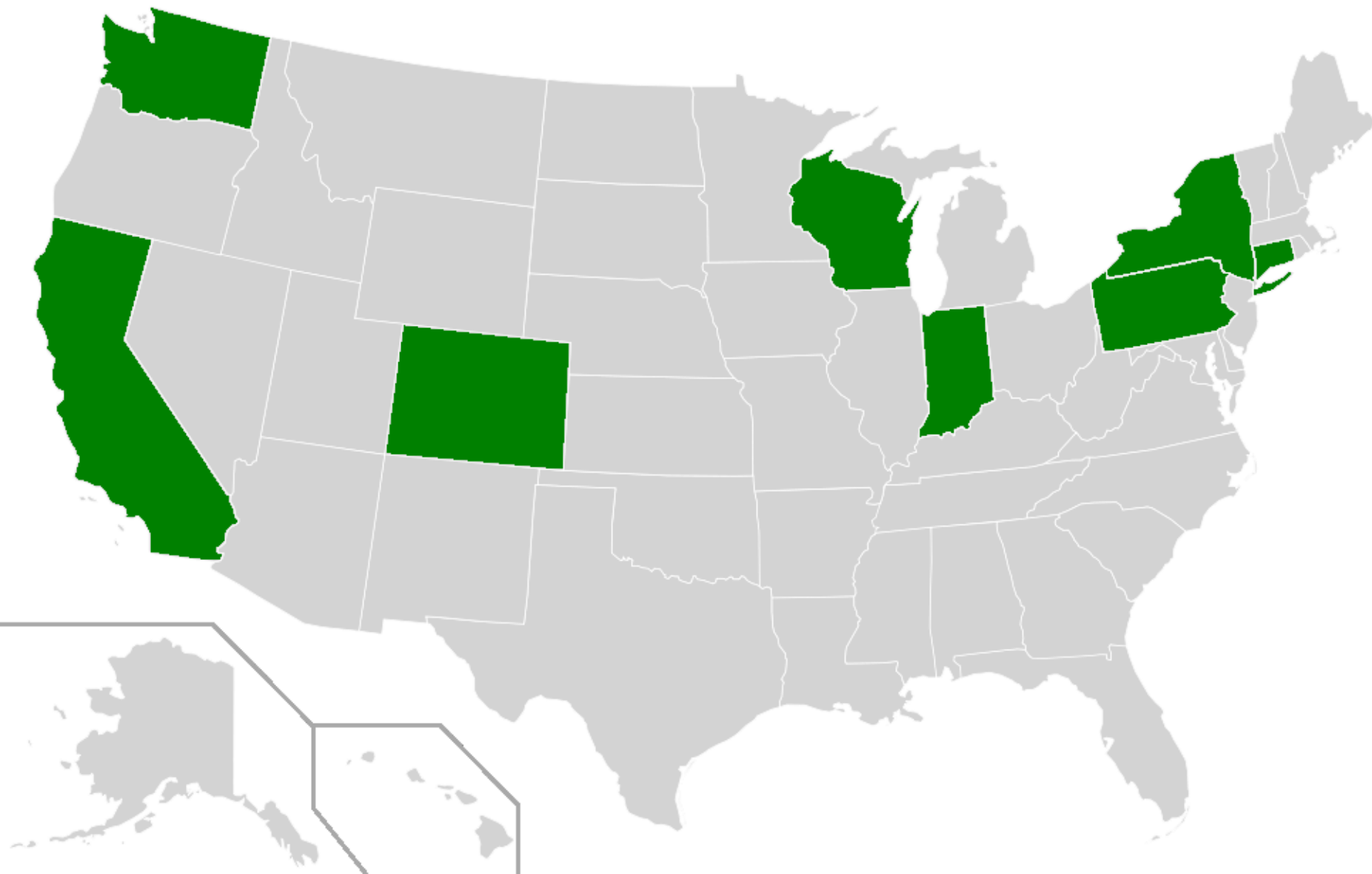
Mandatory

- Closing the Access Gap *
- Faculty Diversity

Optional

- Faculty Career Development
- Employment Non-faculty Diversity
- Student Diversity *
- Closing the Access Gap for Transfer Students *

CUE Partners by State





Equity in Excellence: **Higher Education for Colorado's Future**

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

Fall and Spring Semesters from F10 to F15

Prior to Redesign

After Redesign

Fig. 1

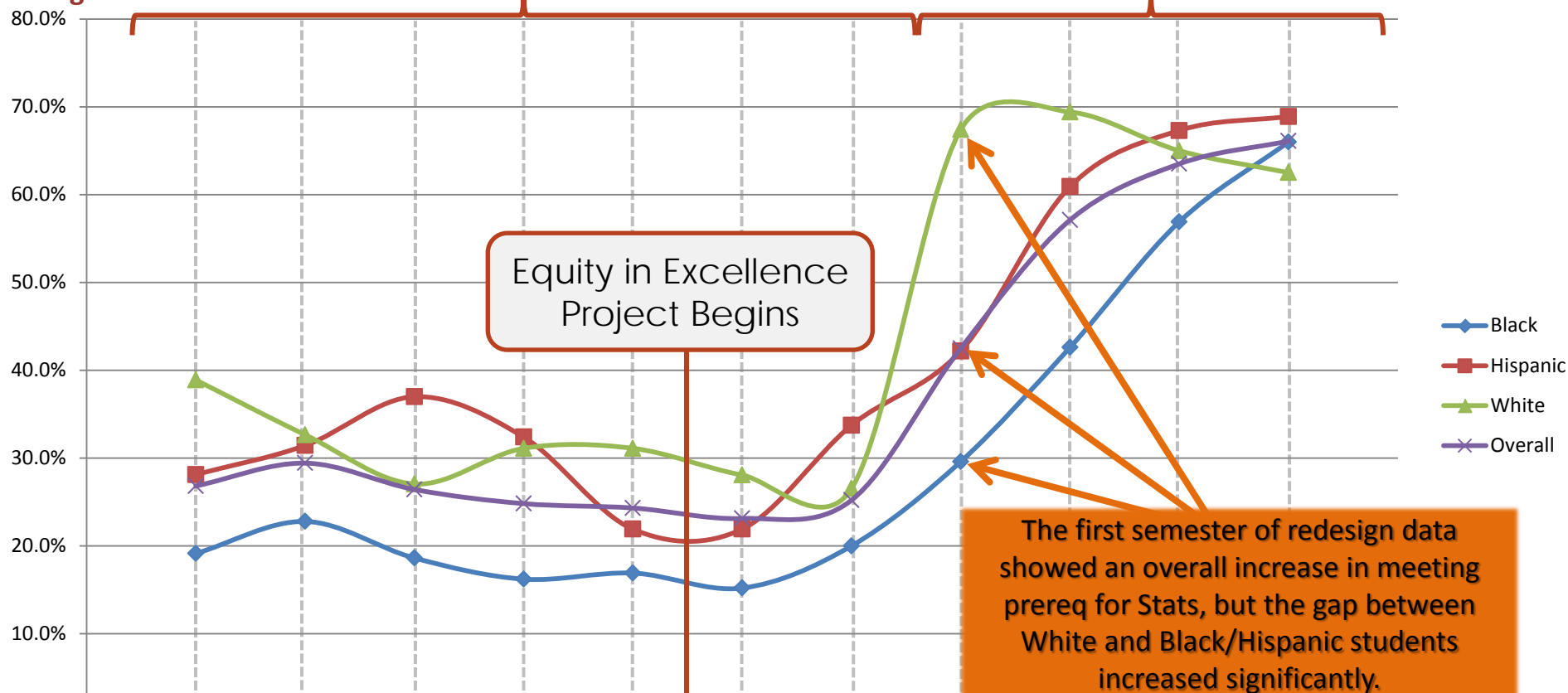


FIG. 2

F10 S11 F11 S12 F12 S13 F13 S14 F14 S15 F15

	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

Prior to Redesign

After Redesign

Fig. 1

Equity in Excellence Project Begins

CUE's Equity Scorecard resulted in "Equity Mentoring" for Mat 050 faculty and support lab for Mat 050 students.

FIG. 2

F10 S11 F11 S12 F12 S13 F13 S14 F14 S15 F15

	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

Prior to Redesign

After Redesign

Fig. 1

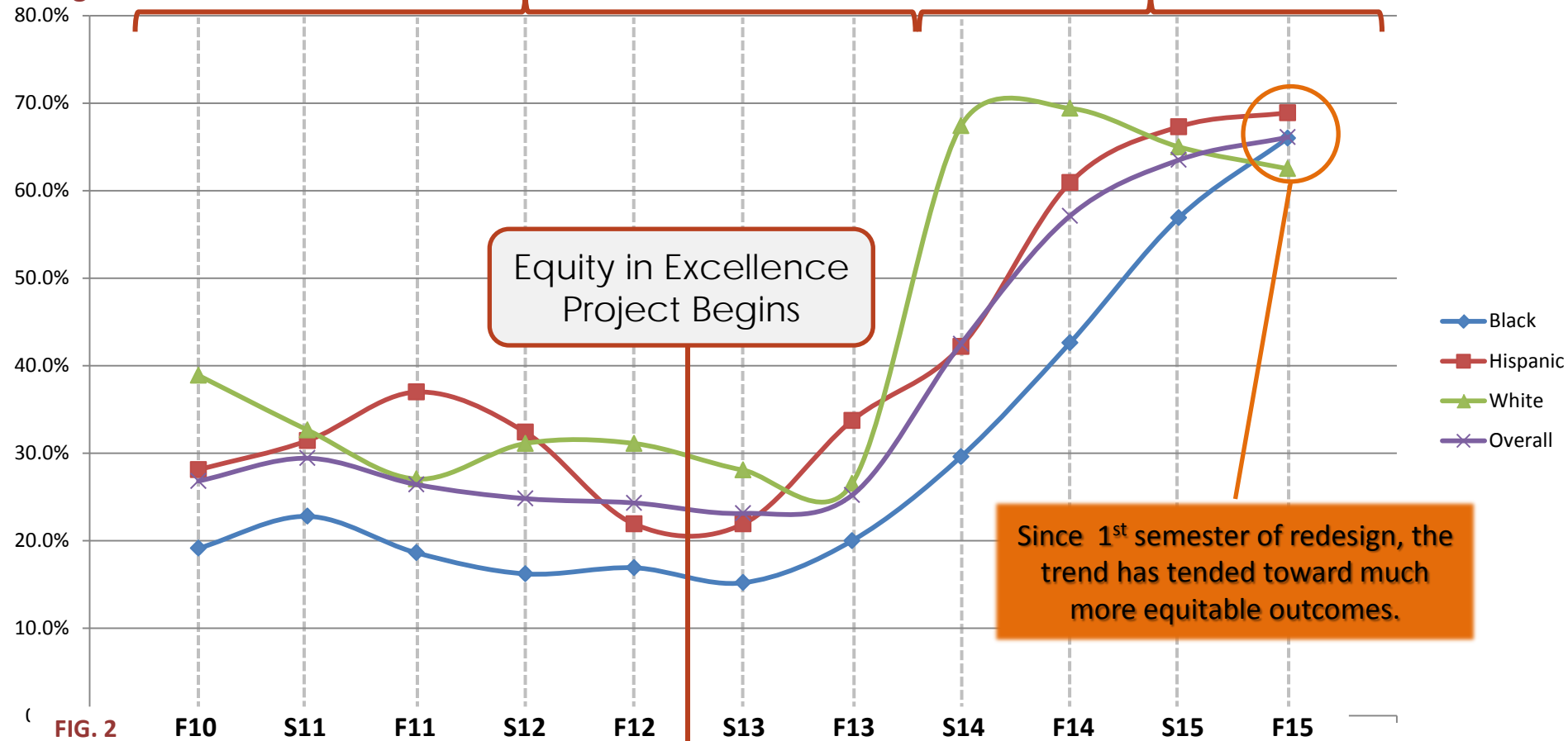
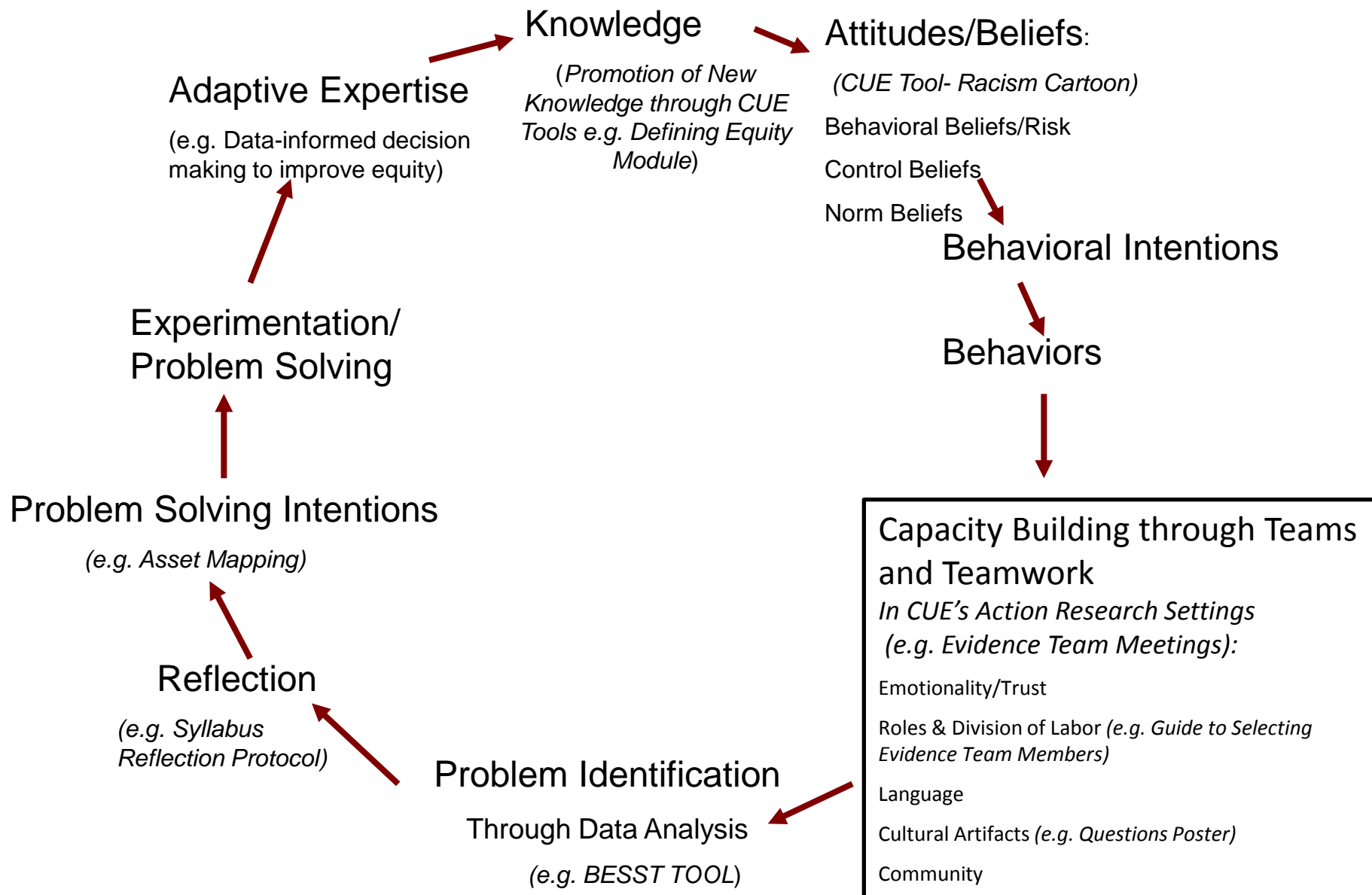


FIG. 2

F10 S11 F11 S12 F12 S13 F13 S14 F14 S15 F15

	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%



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

**Adaptive
Expertise**

Action/Experience

Knowledge

**Experimentation/
Problem Solving**

Beliefs

**Problem Identification
Through Data Analysis**

**Social
Interaction**

Reflection

Intervention Point

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

State Policies

**Institutional
Policies and
Practices**

**Organizational
Culture**

**Student
Outcomes**

Intermediate
Outcomes

Institutional
Effectiveness

Ultimate
Impact

Increased and
Equitable Degree
Completion

EQUITY SCORECARD



Laying the
Groundwork



Defining the
Problem



Assessing
Interventions



Implementing
Solutions



Evaluating
Results