



Equity for All:

An Action Research Process for Organizational Learning

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Purpose of Presentation

- Two-Fold:
 - Equity for All Project
 - Data Inquiry Process Promotes Organizational Learning

Part 1: Equity for All

- Partnership with USC's Center for Urban Education
- Nine California community colleges participated
- Funded by the Lumina Foundation and Chancellor's Office
- Supported by the Academic Senate for CA Community Colleges

Purpose of Equity for All Project

- Evidence Team



Faculty



Administrators



Counselors

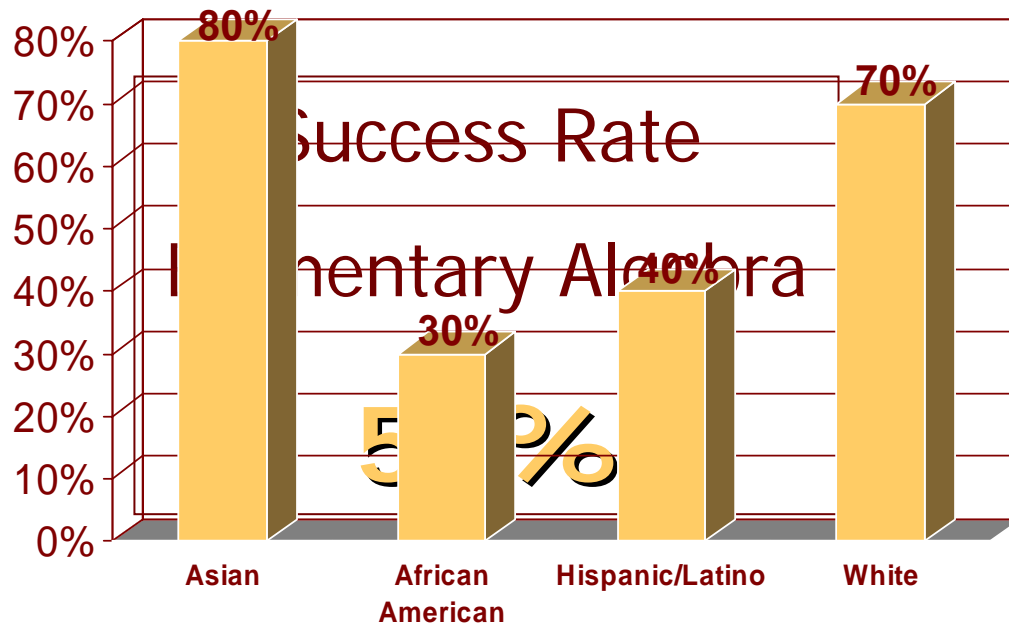


Researchers

- Study equity in educational outcomes

Educational Outcome Data and Equity

Common Educational Outcome Measure:
Success in Course



MOCK DATA

Equity Scorecard and Four Perspectives

Academic Pathways

Measures the extent to which underrepresented students fulfill their educational path/goal

Retention and Persistence

Measures the extent to which underrepresented students withdraw from programs and persist to the degree

Equity Scorecard and Four Perspectives

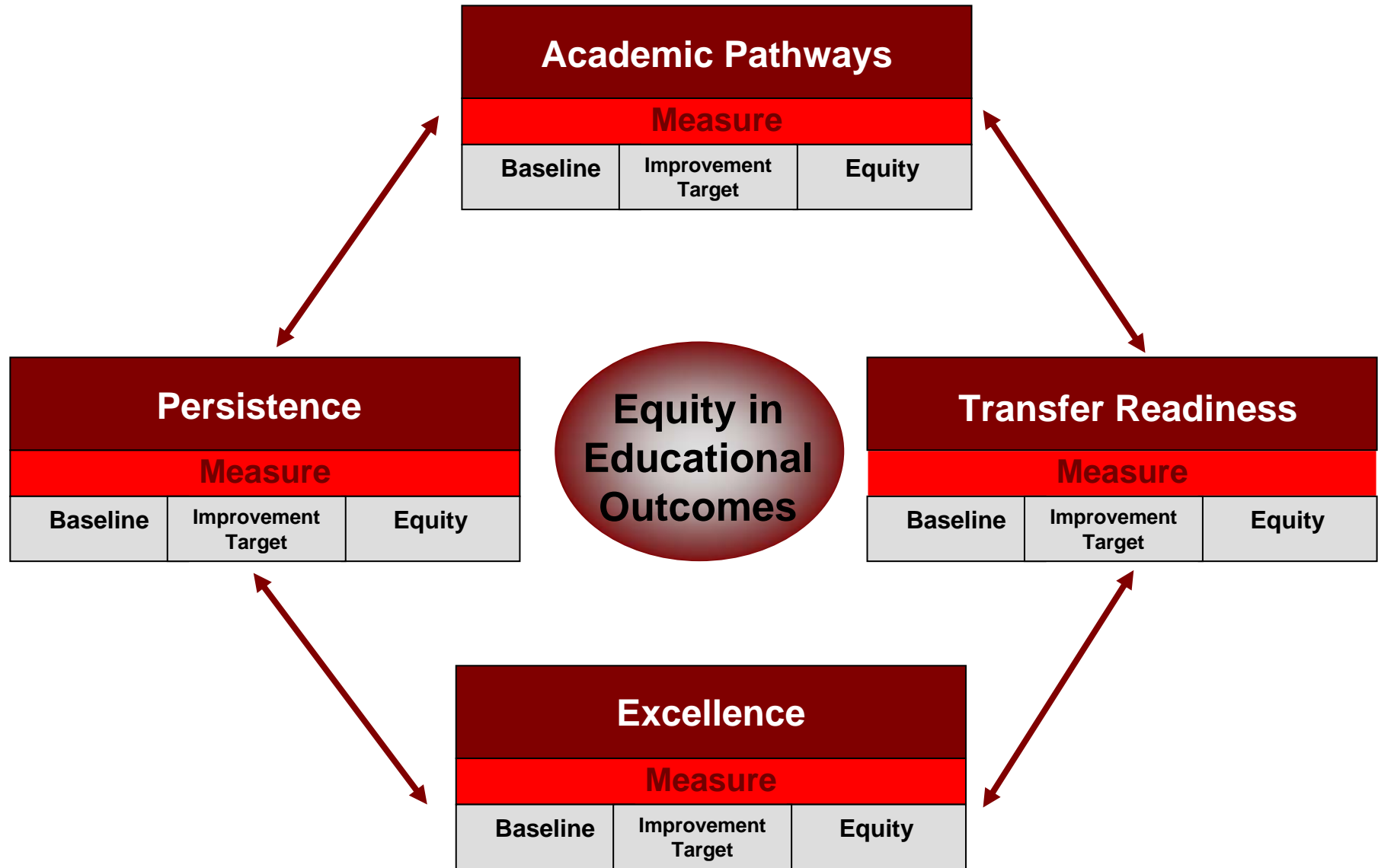
Transfer Readiness

Measures the extent to which underrepresented students are ready to transfer

Excellence

Measures any gaps in highly competitive courses, majors, and programs

Equity Scorecard Framework



Identifying Equity Gaps: Measuring Equity

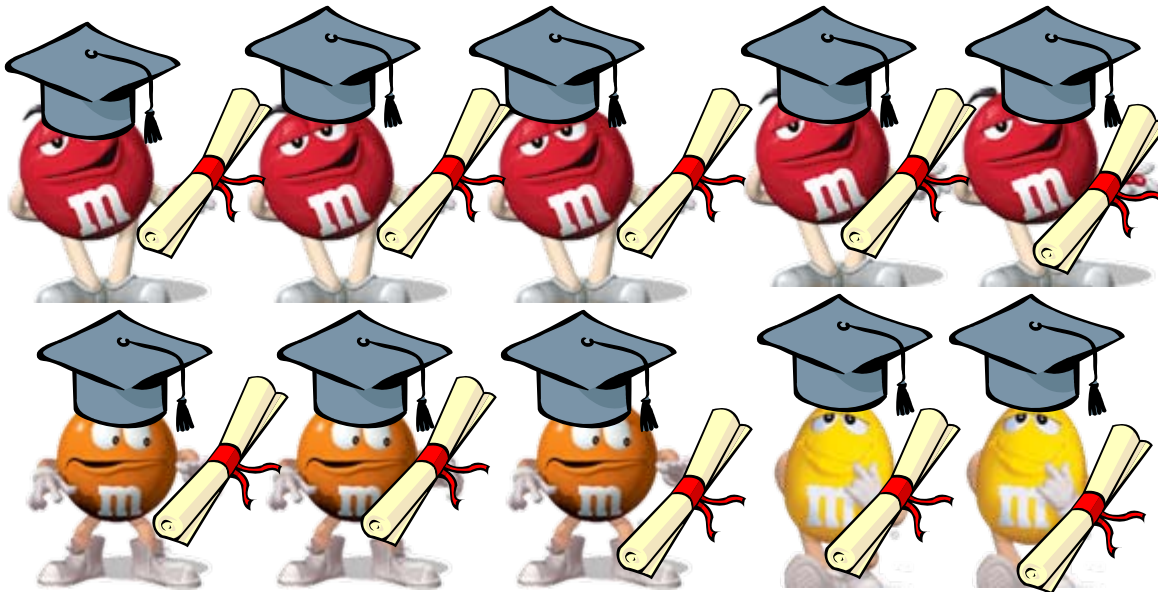
- Disaggregate (separate) educational outcome data by race and ethnicity



LBCC Students Who
Earned an AA/AS
Degree

How is Equity Measured?

- Once the data is disaggregated or separated by race and ethnicity, calculate the percentage or share each group represents for the whole group
- For example....



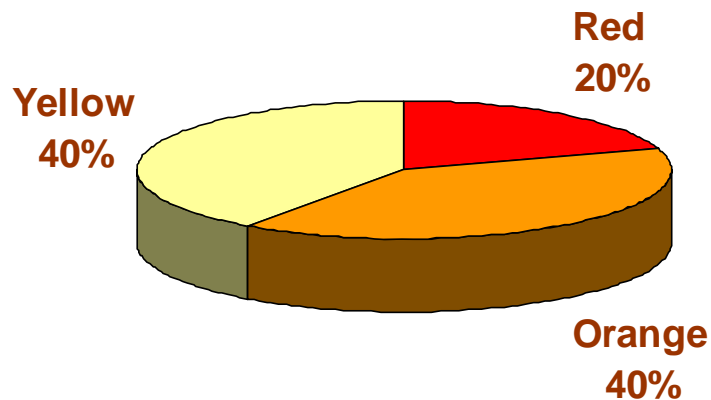
50%

of students who
graduated were
Red

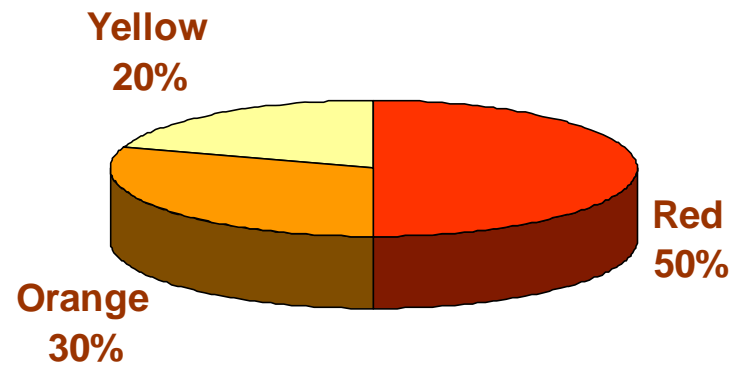
How is Equity Measured?

- Compare the percentage the group represents to the reference group

Reference Group: Students Who Report an AA/AS Goal



Indicator Group: Students Who Earned an AA/AS



Our Findings So Far

■ *Academic Pathways:*

Disproportionately fewer African-American students are successful in key English and Math courses required for graduation/transfer

■ *Retention and Persistence:*

Disproportionately fewer African-American and Latino/a students are transferring to a 4-year institution

Our Findings So Far

- *Transfer Readiness:*

Many students who are “transfer-ready” do not transfer to a 4-year institution

- *Excellence:*

Students who are qualified for the Honors program do not participate in the Honors program, especially Latino/a students

Findings and Student Equity Plan

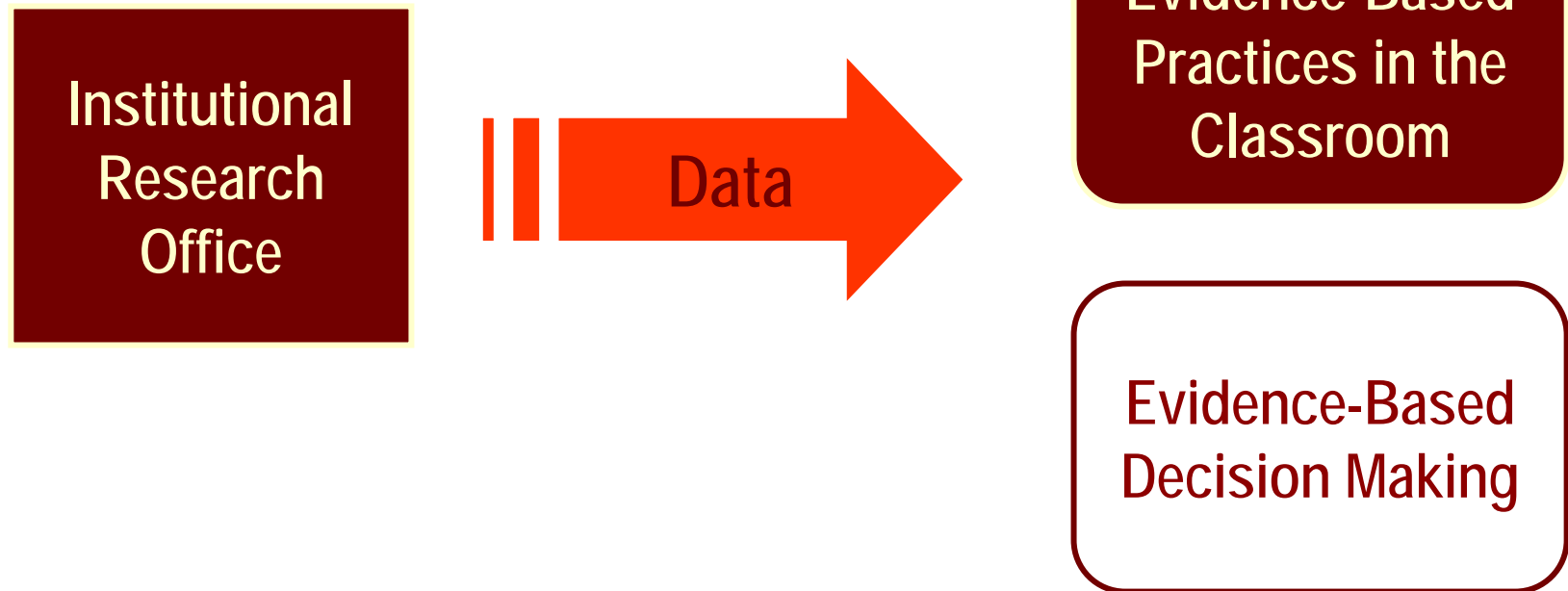
- Project worked hand-in-hand with student equity plan
- Initial findings were incorporated in the planning process/goals
- Equity Scorecard provided a clear way of tracking/making accountable

Part 2: Data Inquiry Process and Organizational Learning

“To form relevant and effective ideas, we must first be acquainted with and take notice of *actual* conditions. Otherwise our ideals become vacuous or else filled with a content drawn from Utopia”

-John Dewey

Traditional Process of Data



Traditional Process of Data

Research Office

Uh-oh!
The stats show that
students are not
succeeding in Beginning
Algebra!!

Here is the
Problem



Traditional Process of Data

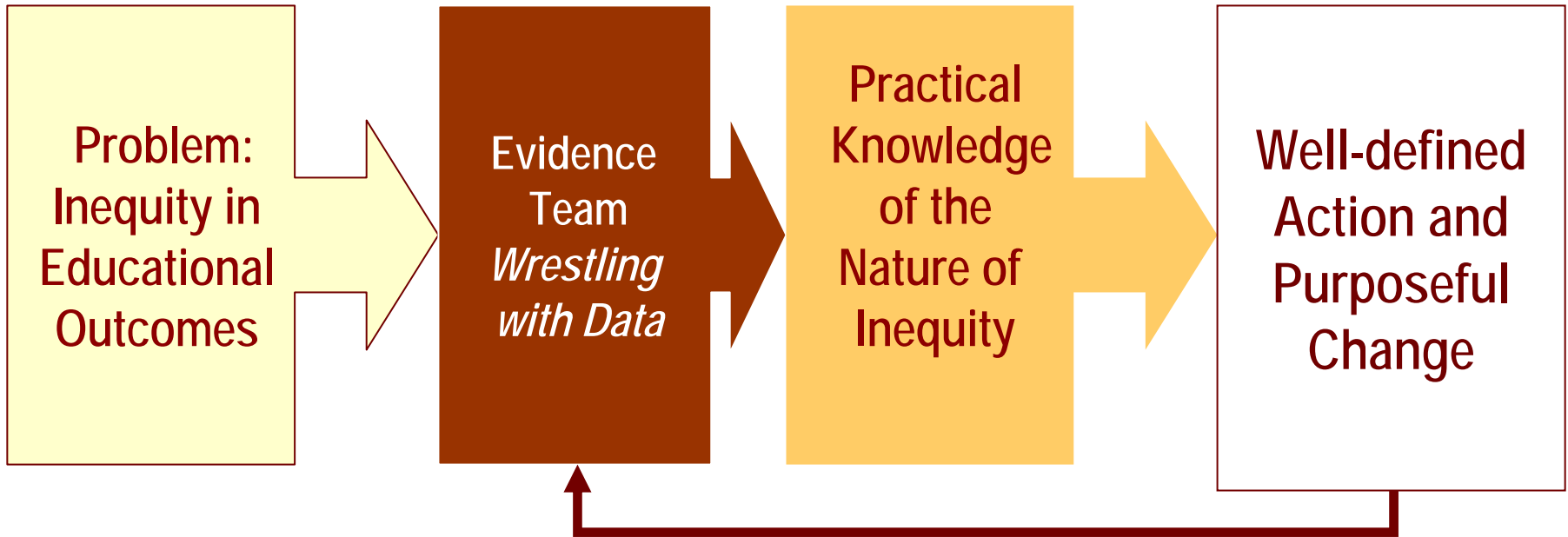
Thanks for the



Scenario One



Data Inquiry Process



Data Inquiry Process



*Promotes Organizational Learning and Institutional
Responsibility for Student Success*

Student-Focused

There might be a number of reasons why students are not succeeding in the college level math courses.

Many *students* come to the course under prepared in math. In addition, *students* often are juggling work and a family with school so it may be difficult for them to find time to study.



Traditional

Institutional Responsibility

There might be a number of reasons why students are not succeeding in the college level math courses...

Maybe *we* are not making aware of the resources like S.I. and tutoring.
Maybe *we* need to reconsider the teaching strategies to closer match the student learning styles.

Data Inquiry Model

Example: Term-to-Term Persistence Data

- How many first-time freshmen students return

	Asian/PI	Black	Hispanic	White	Total*
First-time Freshmen in Fall 1999-2004	4,237	4,376	11,412	7,156	34,533
%	12%	13%	33%	21%	100%

* Includes Filipino, Native Am, Other, and Unknown reports of ethnicity

- Take out students who take only Police or Fire service courses; they are not traditional students

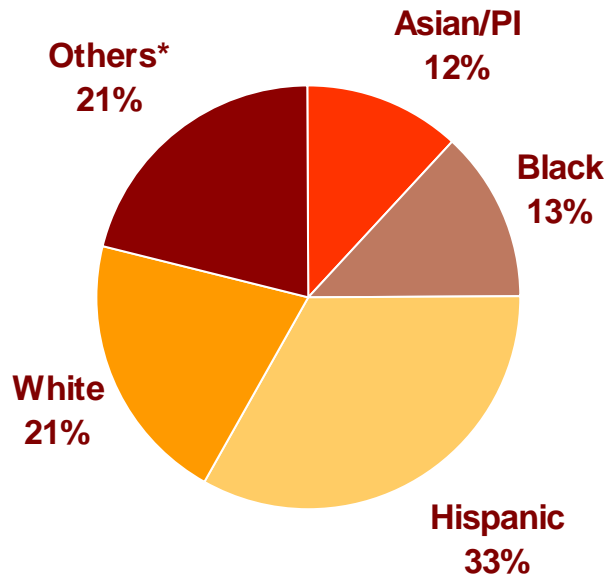
Fall-to-Spring Persistence

	Asian/PI	Black	Hispanic	White	Total*
First-time Freshmen in Fall 1999-2004	4,237	4,376	11,412	7,156	34,533
Returned the Following Spring	3,043	2,584	7,068	4,602	20,319

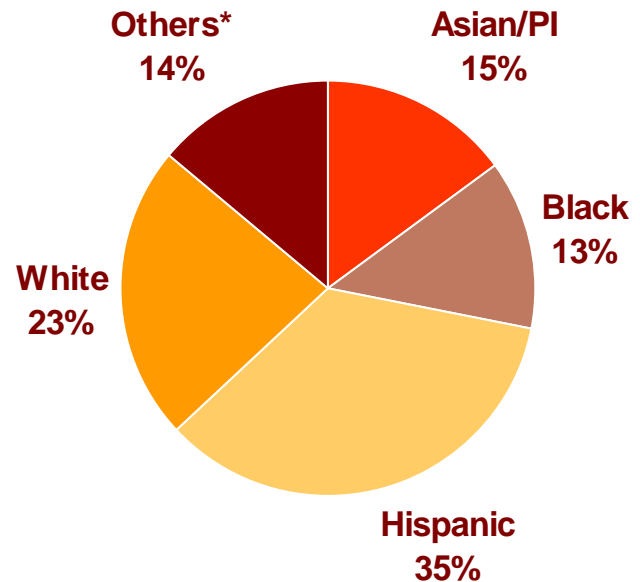
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Fall-to-Spring Persistence

Share of Students in Cohort by Ethnicity

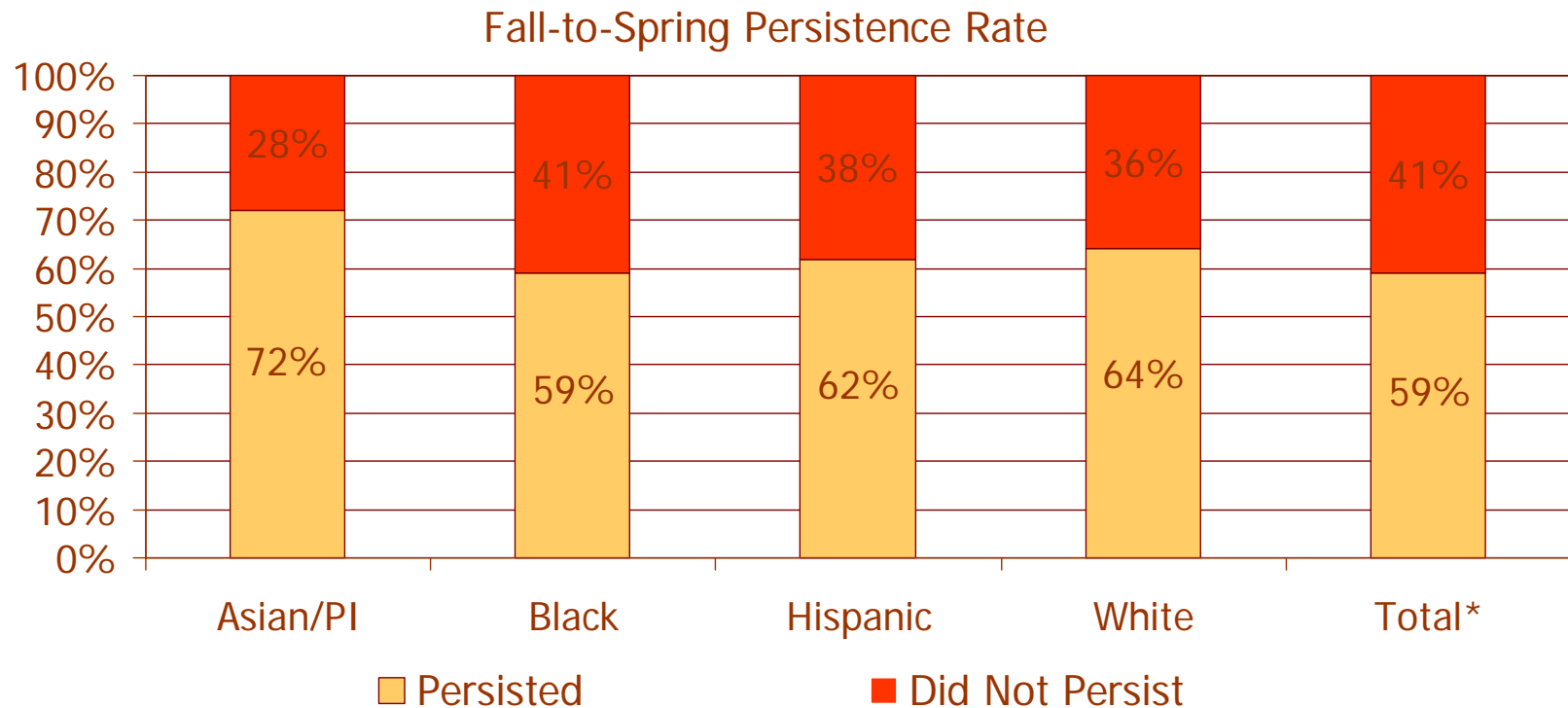


Share of Students Who Persist to Next Spring Term by Ethnicity



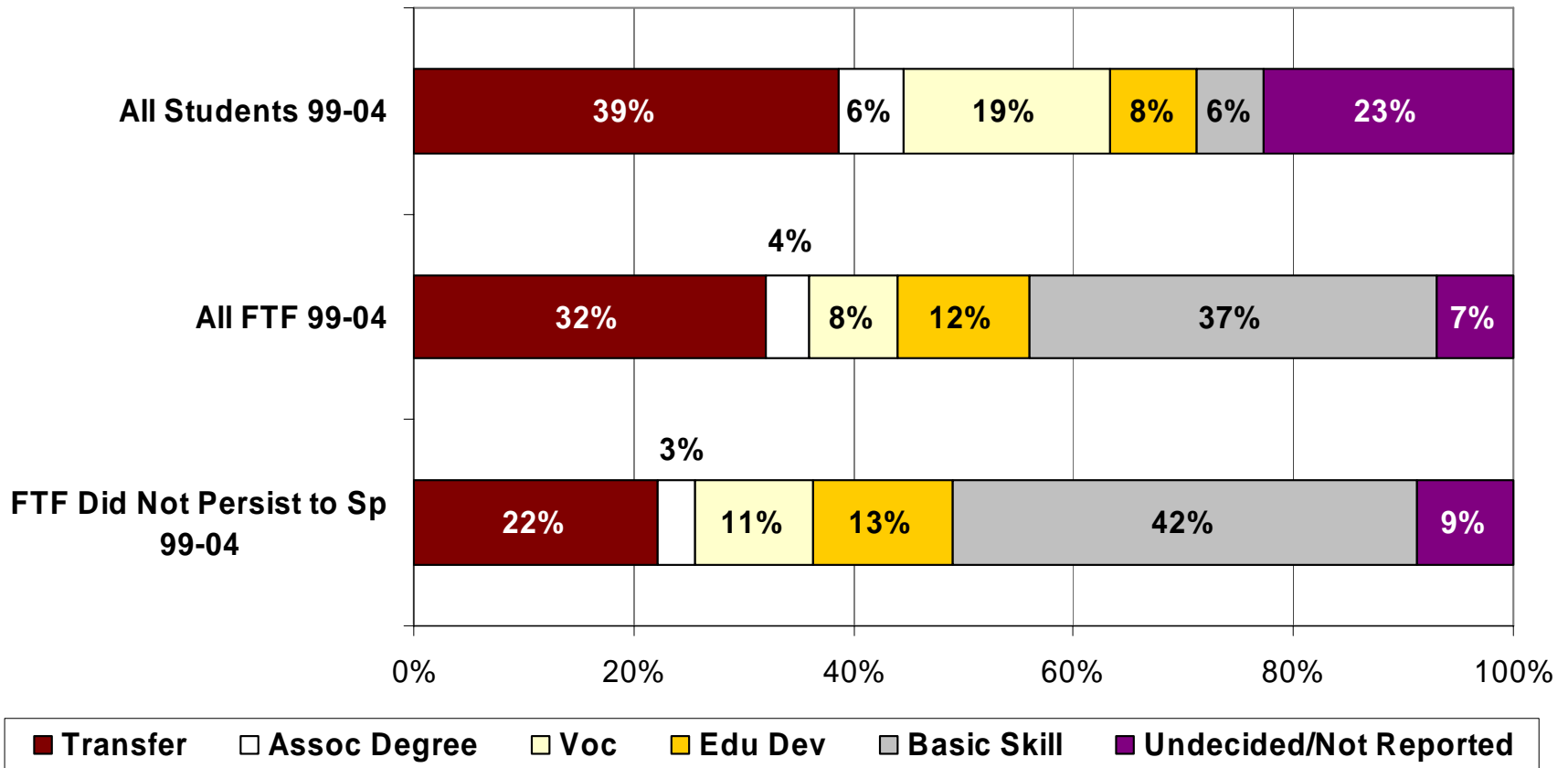
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Fall-to-Spring Persistence



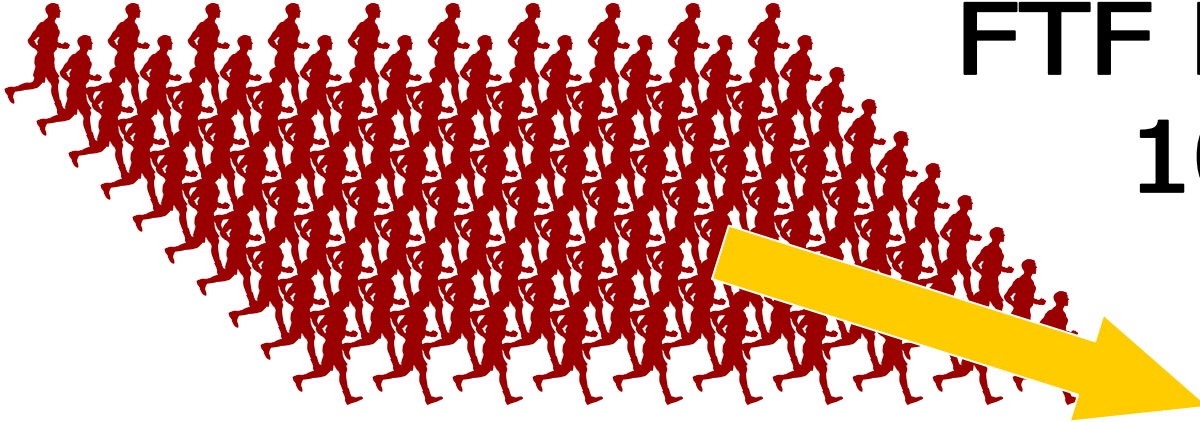
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Ed Goal: Comparison Across Cohorts



Term-to-Term Persistence

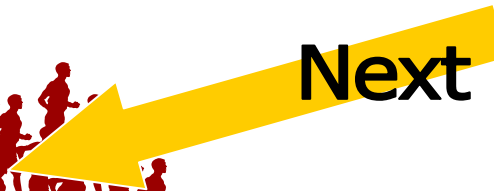
FTF Fa99-04
100%



Next Fall Term
41%



Next Spring Term
59%



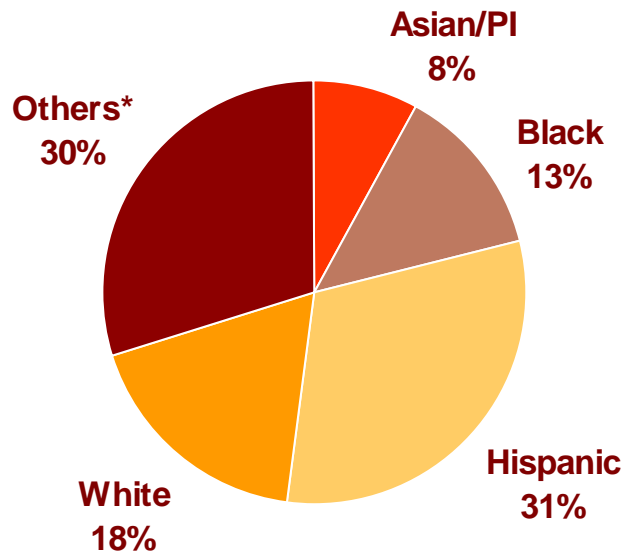
Students Who Leave: Transfer Courses (1-99 Numbered Courses)

	Asian/PI	Black	Hispanic	White	Total*
Did Not Persist	1,194	1,792	4,344	2,554	14,214

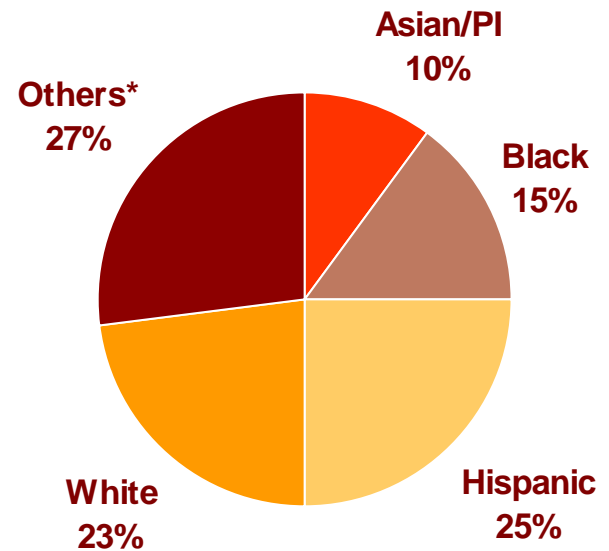
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Students Who Leave: Transfer Course Share

Share of Students Who Leave by Ethnicity



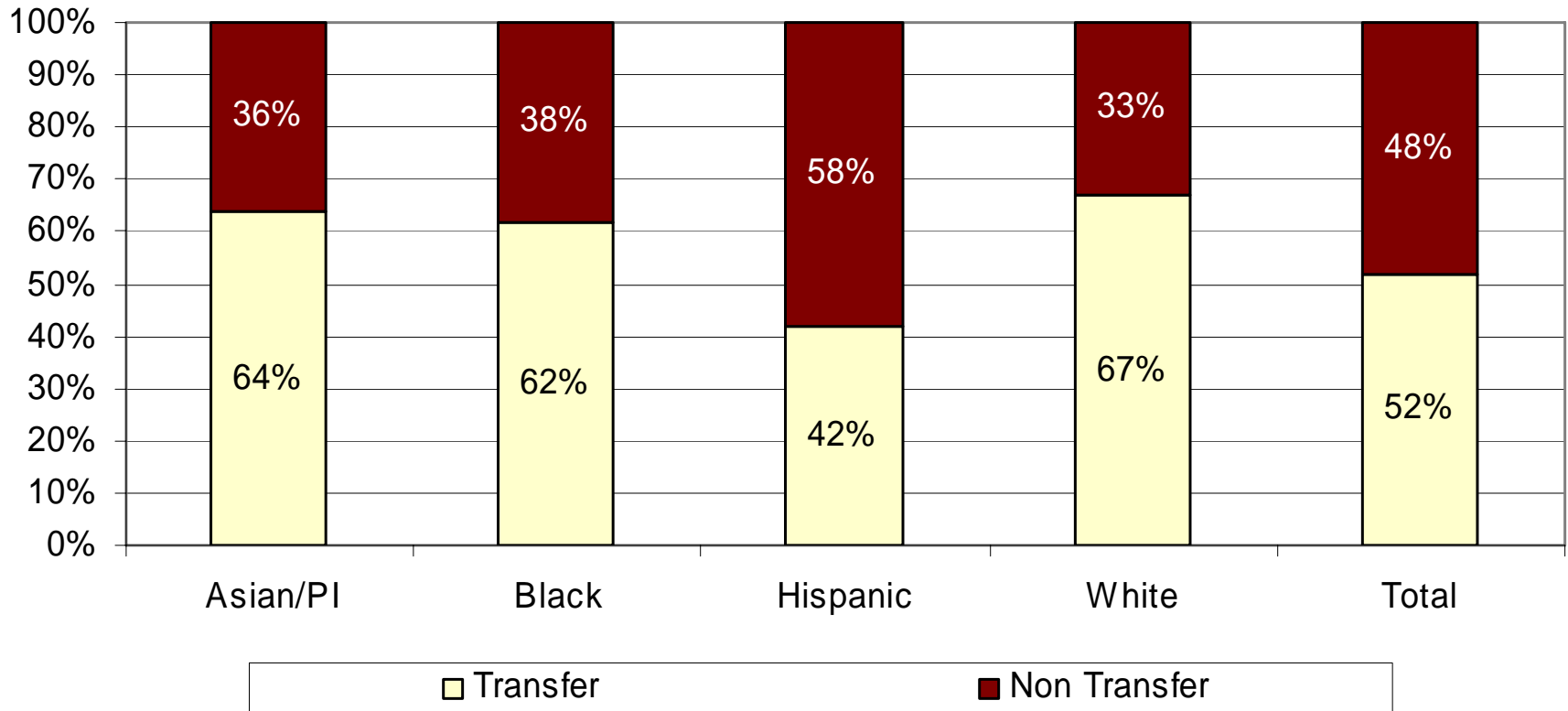
Share of Students Who Enrolled in Transfer Course by Ethnicity



* Includes Filipino, Native Am, Other, and Unknown reports of ethnicity

Students Who Leave: Transfer Courses (1-99 Numbered Courses)

Students Who Leave: Who Was Enrolled in Transfer Courses?



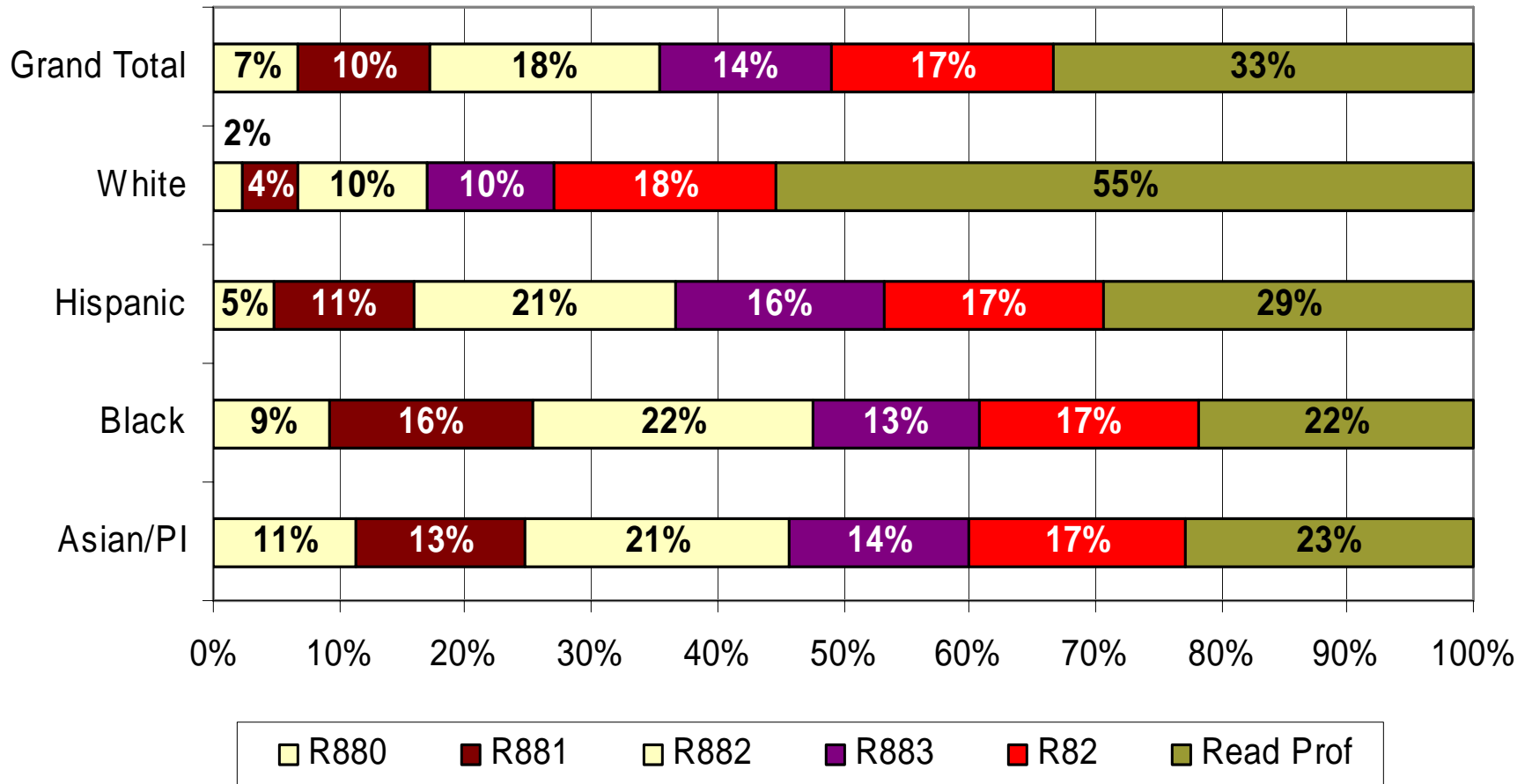
Students Who Leave: Transfer Courses and Reading Placement

- 7,326 enrolled in at least one transfer course
- 2,424 of the 7,326 students (33%) who did not persist to spring term took the assessment test for reading

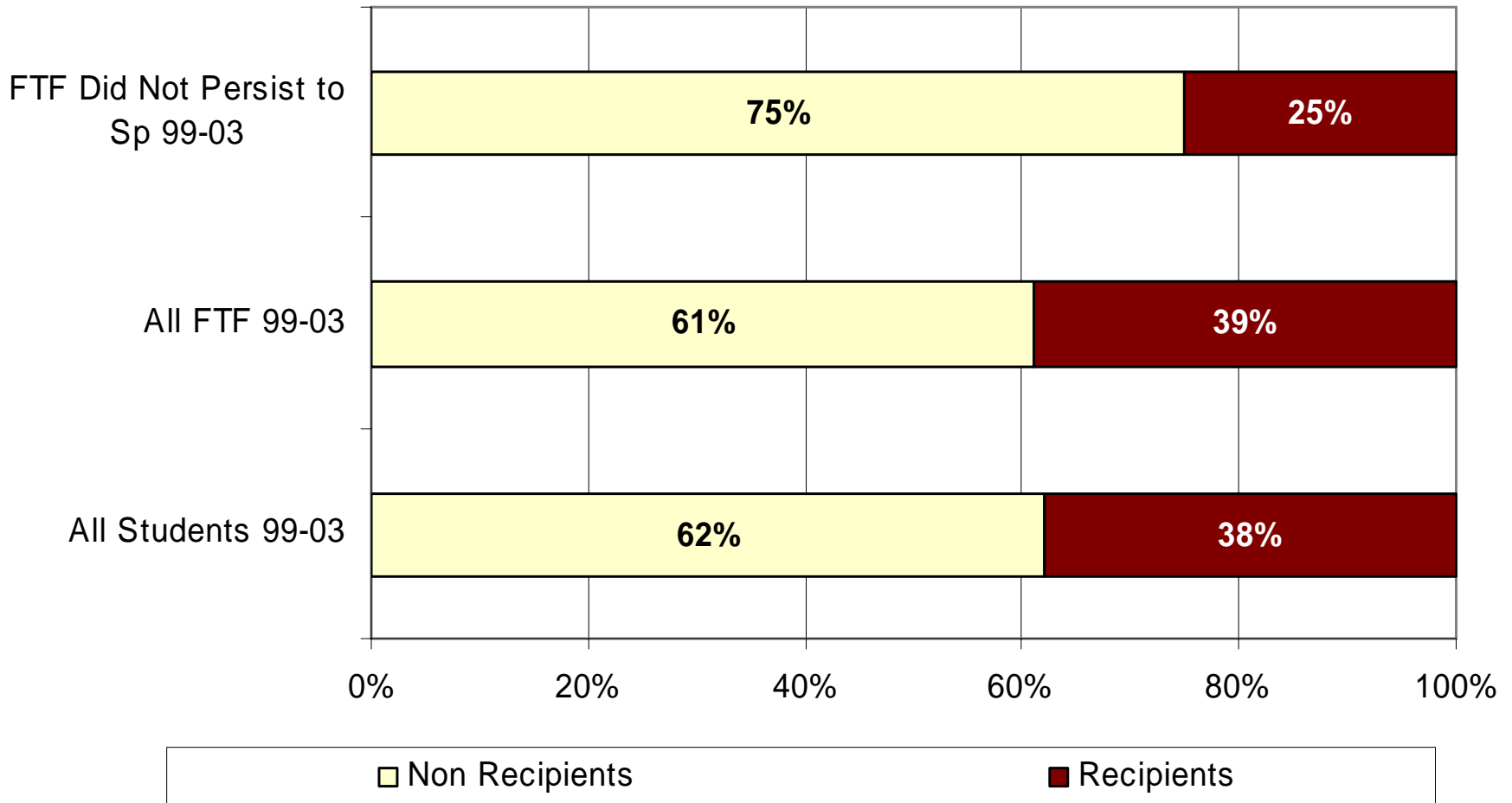
Students Who Leave: Transfer Courses and Reading Placement

Reading Level	Asian/PI	Black	Hispanic	White	Total
R 880 (5 levels below)	37	45	37	13	162
R 881 (4 levels below)	44	79	88	24	254
R 882 (3 levels below)	69	108	163	58	445
R 883 (2 levels below)	47	64	129	56	330
R 82 (1 level below)	56	85	137	98	423
Reading Prof. Met	75	106	230	309	810
Total	328	487	784	558	2424

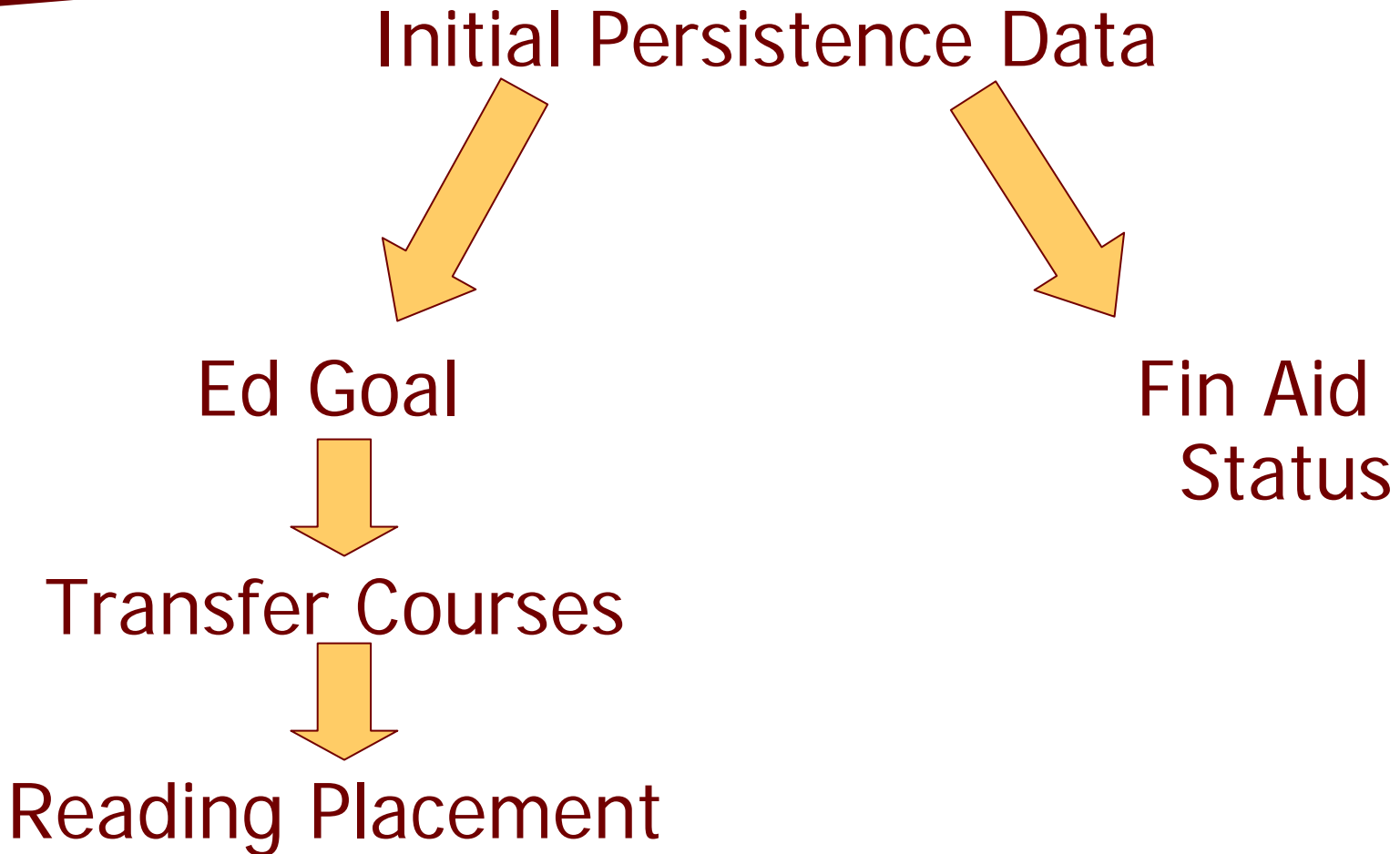
Students Who Leave: Transfer Courses and Reading Placement



Financial Aid Recipients: Comparison Across Cohorts



Data Inquiry Process



Current Activity

- Framework is incorporated in planning process
- Dissemination of data
 - Different groups on campus are already engaged in further data inquiry process (i.e., student interviews, surveys, etc.)
- Selecting indicators and setting milestone goals to accomplish equity

Faculty's Point of View: Delia DuRoss, Reading Instructor

- In what ways did your involvement in the Equity for All Evidence team differ from your service on other campus committees/project teams?
- Has your participation in the Equity for All process changed the way that you think about student outcomes or interact with your students?
- In what ways do you think the findings from the Equity for All process might inform your and your department's practices?

Thank You!

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