Using Data Models to Track Student Access and Success

College Access Challenge Grant Meeting
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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.
Equity in Higher Education

“Equity” refers to creating opportunities for equal access and success among historically underrepresented student populations, in three main areas:

• **Representational equity**, the proportional participation at all levels of an institution;

• **Resource equity**, the distribution of educational resources in order to close equity gaps; and

• **Equity-mindedness**, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff.

• CUE assists two- and four-year colleges and universities create teams who inquire into institutional practices and become experts in the experiences and outcomes of their students. These evidence teams learn how to frame unequal outcomes as problems of practice well within their realm of influence. The CUE Equity Model enables practitioners to reframe daunting problems - too often viewed as the inevitable result of student deficits - as solvable challenges.
CUE/WICHE Partnership

- Strengthen the capacity of both organizations to advocate for equity in states’ access and success policies and initiatives.
  
  - *Engage WICHE member states.* Provide states with the tools to establish metrics and continuously monitor achievement points, including degree completion for underrepresented students.
  
  - *Affiliate Program.* Create and support a cohort of equity-minded professionals in the policy community in order to ensure the long-term sustainability of efforts to address equality issues in higher education.
  
  - *Advocacy.* Strengthen capacity to advocate for the development and implementation of metrics, benchmarks, and data practices to assess and monitor the state of racial equity.
How Each WICHE State Should Contribute to the Goal of Producing 8.2 Million Additional Degrees by 2020

# of Additional Degrees
- <25,000
- 25,000-74,999
- 75,000-124,999
- 125,000-174,999
- 175,000-399,999
- >400,000

NCHEMS, 2010
Racial Equity and College Completion

• Despite numerous diversity initiatives, most higher education systems have not met their aspirations for equitable outcomes. Higher education has been least successful in closing the gaps for African American, Latinas and Latinos, and American Indian students. Data at the national, state, and campus levels show that these students have the lowest rate of postsecondary degree attainment.

• In principle, there is a general consensus that these types of ‘racial achievement gaps’ in K-12 and higher education are bad. Yet, it is very difficult to close the racial achievement gap with color-blind actions and without equity as an explicit indicator of institutional accountability.
Benchmarking Equity and Student Success Tool™

- CUE developed the BESST™ for systems and institutions to use data as a tool to become aware of current trends and to set goals to make college completion goals real and actionable for higher education institutions.

- The BESST™ helps to break down abstract goals into specific rates of success that students must meet at key milestones along the education pipeline.
A Very Simple BESST Model

START → M1 → M2 → M3 → END

A Cohort

% of Original Cohort

USC Rossier School of Education
NSHE students who begin at the 4-year institution in 2004.
(7 milestone model)
Milestones: Mark important points in a student’s college career.

Success Rates: Rate of student success in a specific milestone.

Disaggregation: This row represents the data that is disaggregated by race/ethnicity.

% of Original Cohort: These figures show the end point of the cohort progression: the number of students who graduated, and the percentage from the original cohort.
Questions, Comments?

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