



Using Data and the CUE Equity Model to Inform Program Intervention

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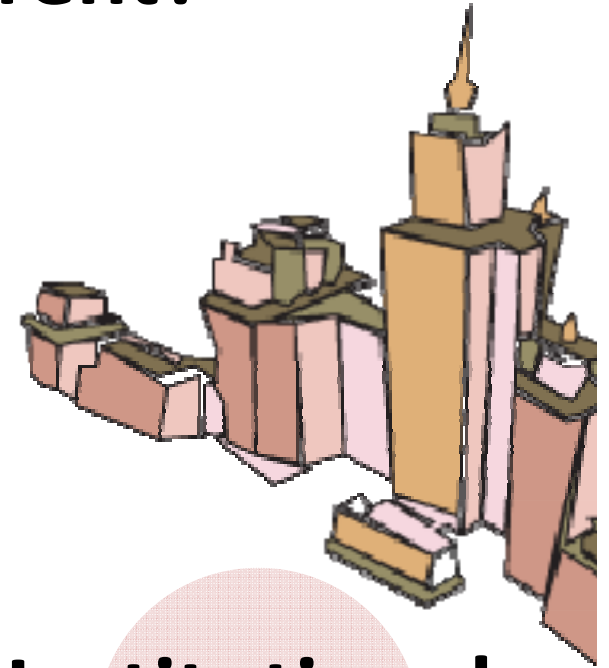
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What makes the CUE Equity Model Different?

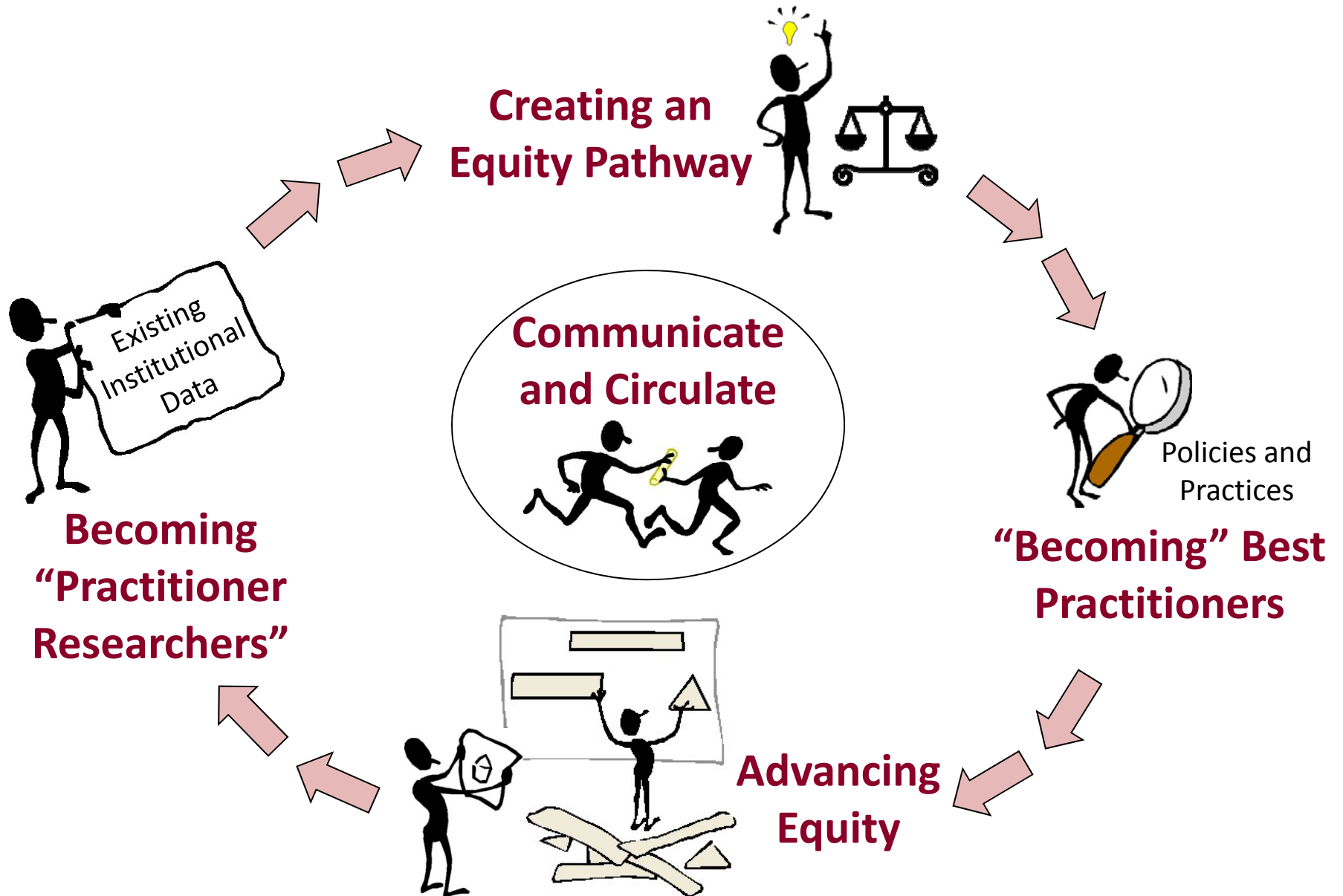


**Student
Deficits**



**Institutional
Responsibility**

THE CUE EQUITY MODEL

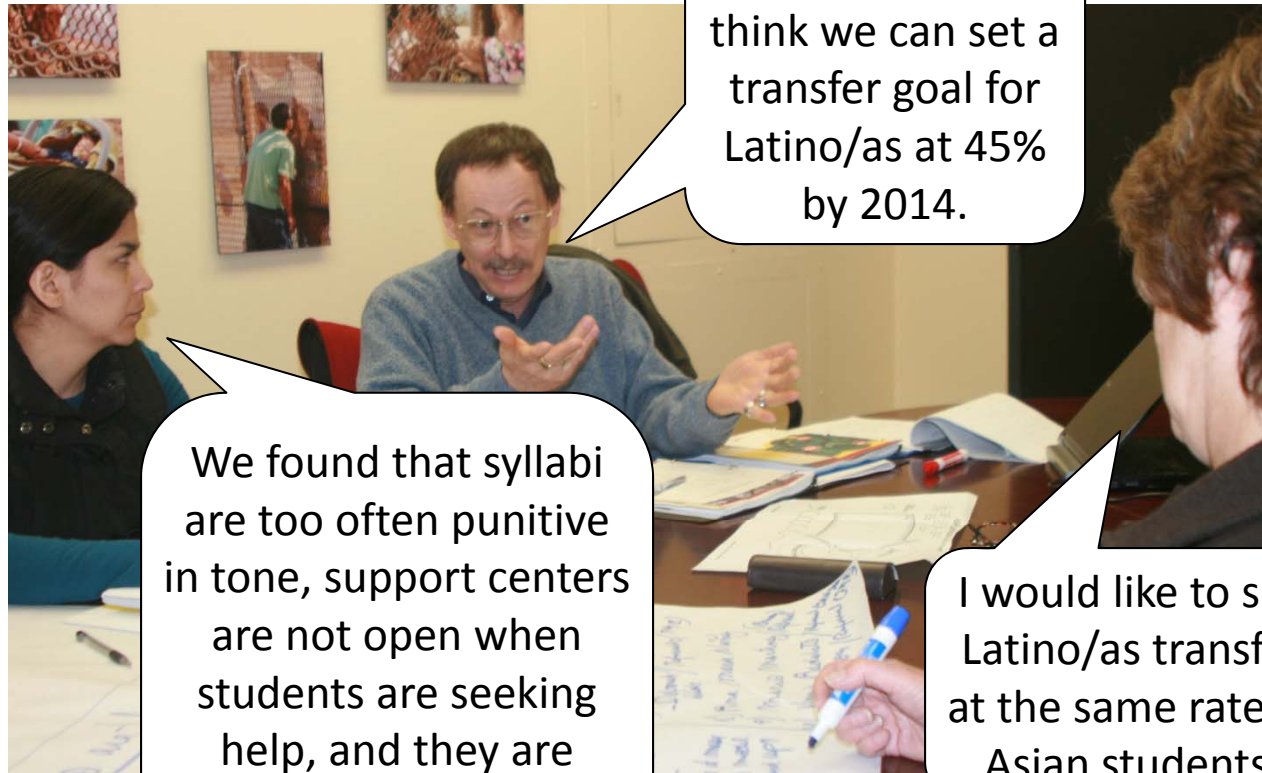


- Define Problem(s)
- Envision Equity
- Set Actionable Goals

**Become
“Best Practitioners”**



Policies and
Practices

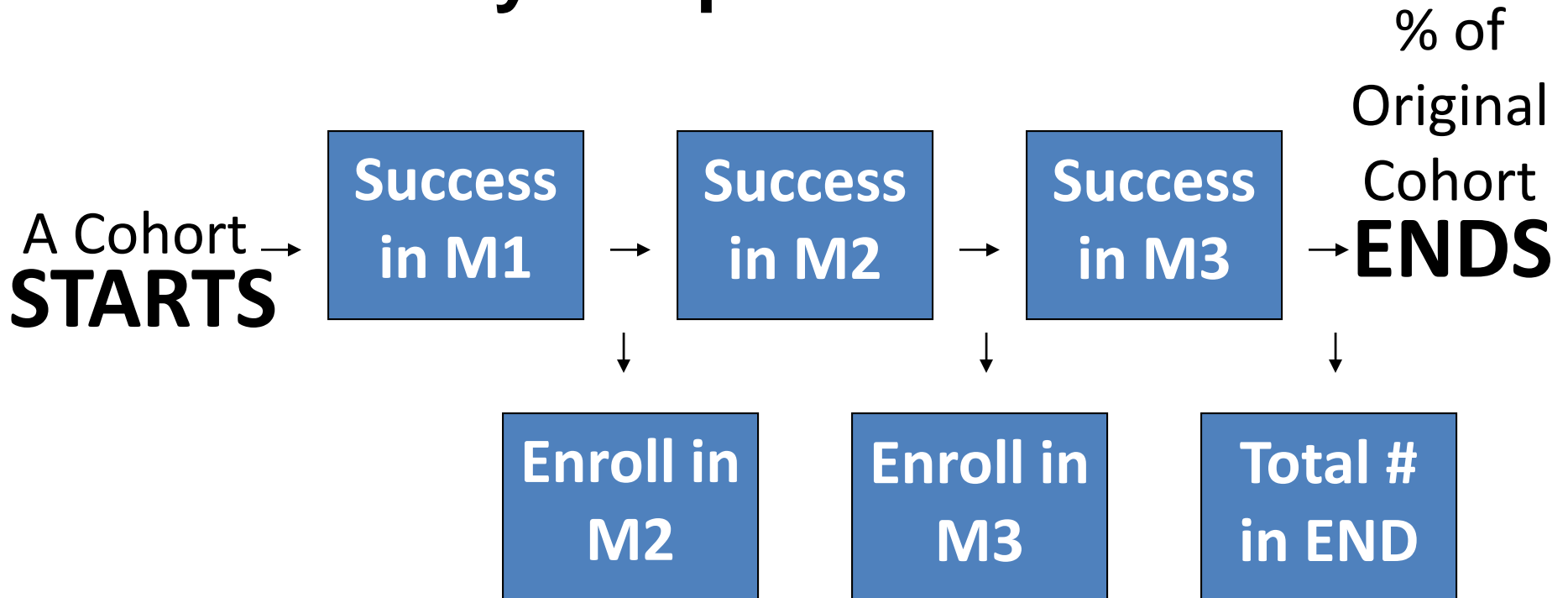


If we intervene, I think we can set a transfer goal for Latino/as at 45% by 2014.

We found that syllabi are too often punitive in tone, support centers are not open when students are seeking help, and they are uninformed about transfer requirements.

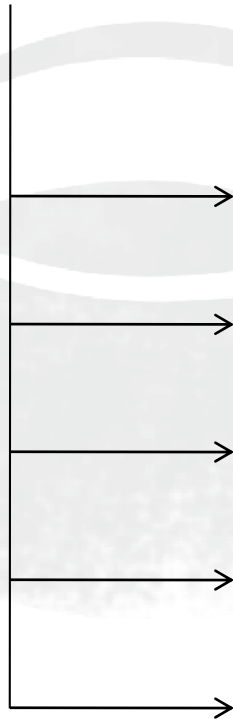
I would like to see Latino/as transfer at the same rate as Asian students.

A Very Simple BESST Model

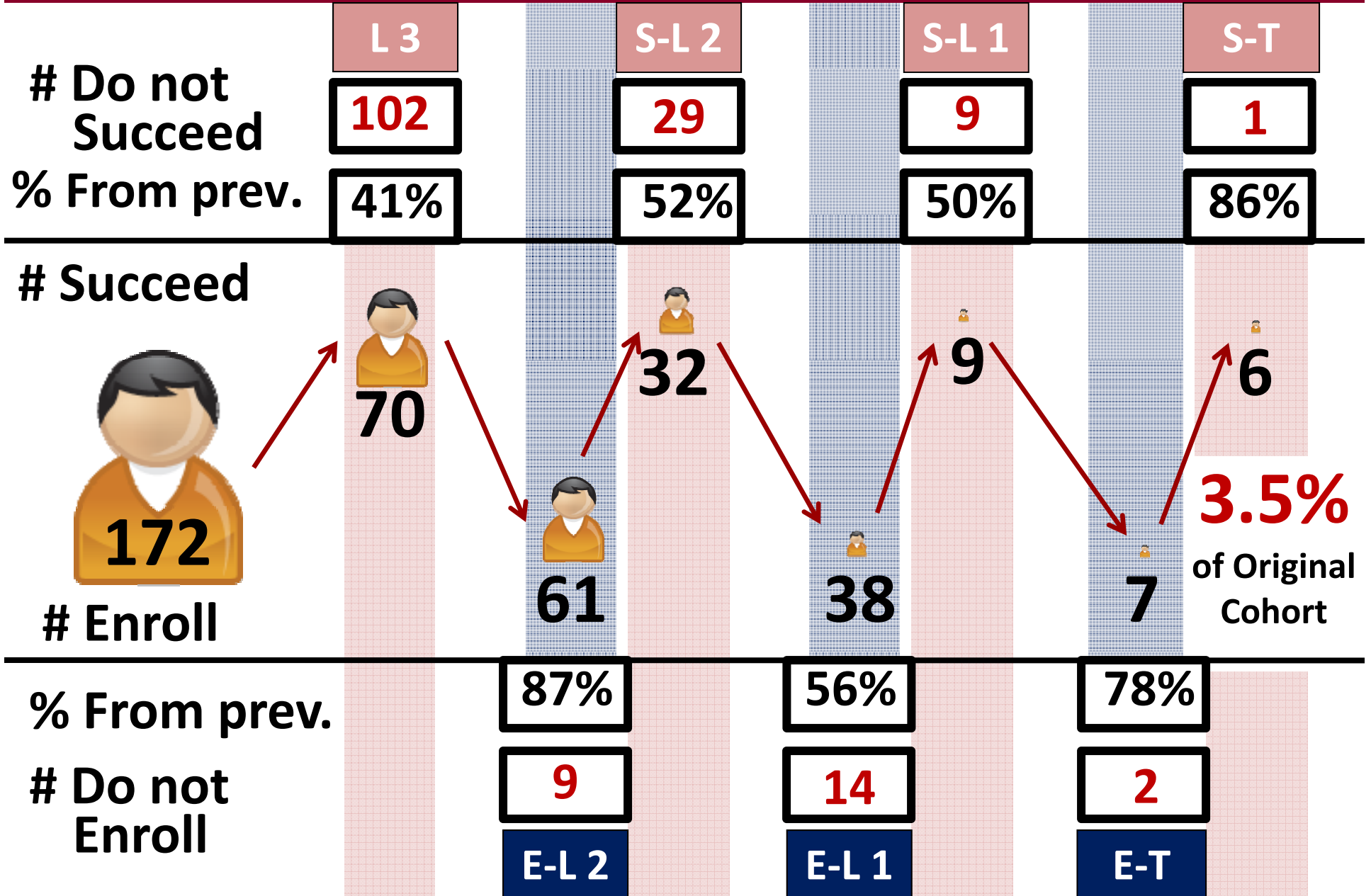


BESST Excel Tool

Data Disaggregated
by Race/Ethnicity

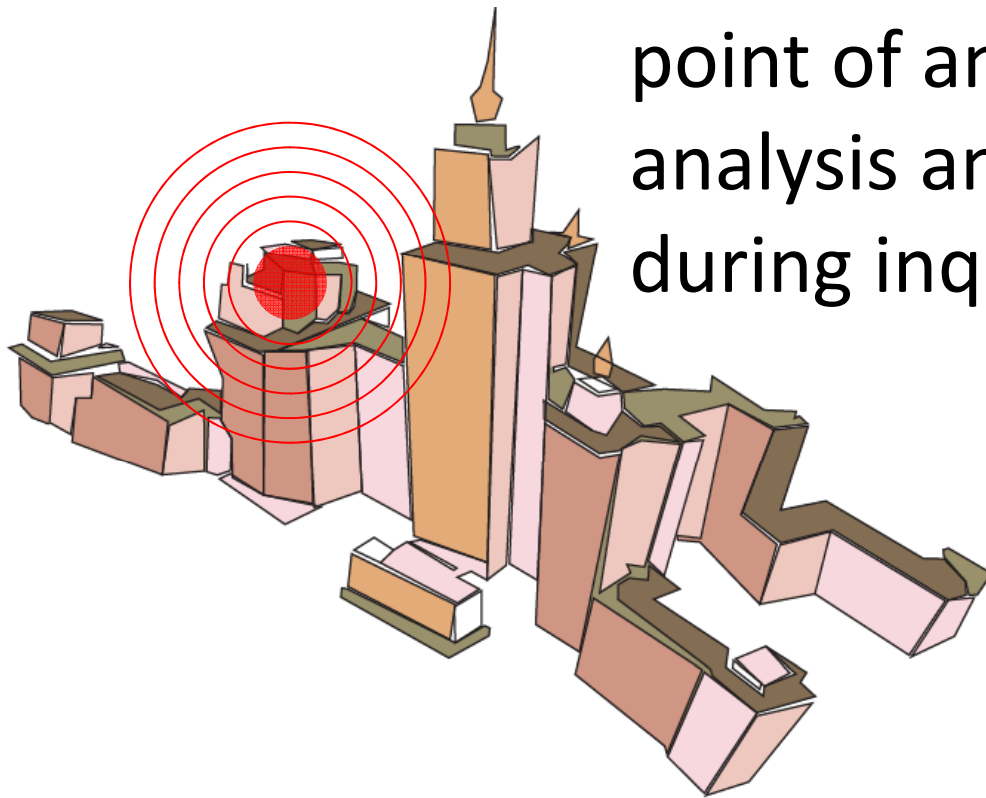


Ethnicity/ Race		# Entering Fund. Math	Success in Fundamental Math	Enroll in Beginning Algebra	Success in Beginning Algebra	Enroll in Intermediate Algebra	Success in Intermediate Algebra	Enroll in Transfer Level Math	Success in Transfer Level Math	All student Success and Per.
African American	Successful Course Completion Rate		40.7%		52.5%		50.0%		85.7%	3.5%
	# of Students Enrolled	172	70	61	32	18	9	7	6	
	Persistence Rate			87.1%		56.3%		77.8%		
Asian	Successful Course Completion Rate		77.0%		70.3%		65.9%		81.8%	10.1%
	# of Students Enrolled	178	137	111	78	44	29	22	18	
	Persistence Rate			81.0%		56.4%		75.9%		
Filipino	Successful Course Completion Rate		73.2%		67.7%		64.2%		70.0%	6.2%
	# of Students Enrolled	339	248	198	134	67	43	30	21	
	Persistence Rate			79.8%		50.0%		69.8%		
Hispanic	Successful Course Completion Rate		60.5%		64.7%		66.0%		69.2%	4.3%
	# of Students Enrolled	628	380	295	191	97	64	39	27	
	Persistence Rate			77.6%		50.8%		60.9%		
White	Successful Course Completion Rate		72.6%		72.1%		70.1%		75.0%	4.5%
	# of Students Enrolled	336	244	172	124	67	47	20	15	
	Persistence Rate			70.5%		54.0%		42.6%		



Selecting an Intervention Zone

An Intervention zone is the focal point of an Evidence Team's analysis and resource allocation during inquiry.



Syllabi Review

TYPICALLY CONTAINED

- Course description
- Faculty contact info/office hours
- Course content
- Attendance policy
- Academic dishonesty policy
- Withdrawal policy
- Grade breakdown
- Condescending/punitive tone

TYPICALLY DID NOT CONTAIN

- Expected learning outcomes
- Student expectations
- Encouraging tone
- Calendar of activities
- Information re resources for academic & other support
- No evidence of instructional variety/culturally inclusive activities

Syllabi Review

TO CALCULATE YOUR COURSE AVERAGE:

$$CA = 0.1x \text{ HW} + 0.1x(E1+E2+E3+E4+E5+E6)+0.2x\text{FE}$$



"NO, NO, NO WRONG AGAIN!"

Revising their Syllabus required Rethinking their Course Content

- Am I covering the issues that will be the most useful and engaging for my students?
- Am I perpetuating the Euro-centrism of my discipline?
- Am I providing too much content – so that my students can't adequately comprehend it?
- Am I providing too little content – so that I am not challenging my students?
- Should I list a calendar schedule?

Revising their Syllabus required Rethinking their Assignments

- Do my assignments emphasize active learning?
- Are they personally valuable to my students?
- How many assignments should I require?
- Do my policies for late or missed work provide adequate support for the non-traditional student?

Institutional Agents:

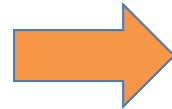
Individuals in education who have the capacity and willingness to support students by providing them with resources and opportunities. (Stanton-Salazar)

- Help students achieve higher academic outcomes by making them better equipped with information, assistance and assets they don't have.
 - ✓ instructional and programmatic assistance
 - ✓ support with academic & career decision-making



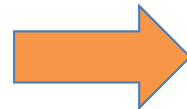
Funding and Building Networks

Programs



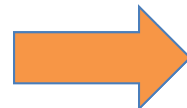
Relationships

Workshops



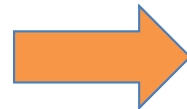
Joint Productive Activities

Cultural Capital



Professional
Competencies

Data



Institutional Funds of
Knowledge

For more information:

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