Transforming America’s Health Professions: Achieving Equity in Pre-Collegiate Education for Students of Color

December 8, 2009
Housekeeping Notes

• If you have technical difficulties, call 1–866–229–3239 for assistance

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• The Webinar will be posted online. You will receive a link to that Website shortly.
Acknowledgements

This presentation is the result of a collaboration between the Sullivan Alliance to Transform America’s Health Professions within the Joint Center for Political and Economic Studies, University of Southern California's Center for Urban Education in the Rossier School of Education, and the Hispanic Association of Colleges and Universities (HACU).

This effort was made possible with generous funding from the California Wellness Foundation.
Robin H Carle

Executive Director of The Sullivan Alliance to Transform America's Health Professions

Ms Carle is charged with managing and enhancing the Alliance’s action outreach initiative to enlist health professionals, students, corporations, associations, business leaders, government officials, the academic community, and other nonprofit and community-based organizations to educate the public on the crucial need to increase diversity in the health professions.

Ms. Carle is the former Clerk of the U.S. House of Representatives, having been elected to that position in the 104th and 105th Congresses (1995 – 1999). Immediately prior to joining the Alliance, she was a senior vice president at Fleishman Hilliard, one of the world’s largest public relations agencies working with clients in the areas of health policy and health technology. Earlier in her career, Ms. Carle served as chief of staff to the Secretary of the U.S. Department of Health and Human Services (DHHS), Dr. Louis W. Sullivan, the chair of the Alliance.
Dr. Louis W. Sullivan

- The Honorable Louis W. Sullivan, M.D. – Chair, The Sullivan Alliance
- Chairman, the Sullivan Commission on Diversity in the Healthcare Workforce – 2003 to 2004
- Founding Dean and first President of Morehouse School of Medicine (MSM)
- Secretary of the U.S. Department of Health and Human Services (HHS) – 1989 to 1993
- Chairman of the board of the National Health Museum in Washington, D.C.
- Chair of the President’s Commission on Historically Black Colleges and Universities – 2003 to 2009
- Co-Chair of the President’s Commission on HIV and AIDS from 2001-2006
- A member of numerous medical organizations, including the American Medical Association and the National Medical Association, Dr. Sullivan was the founding President of the Association of Minority Health Professions Schools. He is a former member of the Joint Committee on Health Policy of the Association of American Universities and the national Association of Land Grant Colleges and Universities.
Ilana Suez Mittman, PhD, MS

Director, Health Policy Research
The Sullivan Alliance to Transform America’s Health Professions

Dr. Mittman is the Director of Health Policy Research for the Sullivan Alliance to Transform America’s Health Professions. In that role, Dr. Mittman conducts and informs research on barriers to accessing health careers, guides evaluation of existing Sullivan Alliance interventions, develops grant proposals and publications and participates in setting strategies to increase diversity in the nation’s health professions.

Dr. Mittman is a former pre–doctoral fellow of the W.K. Kellogg Health Policy Research fellowship receiving her doctoral degree at the Johns Hopkins Bloomberg School of Public Health.

Dr. Mittman’s prior positions include a faculty appointment at the Howard University College of Medicine where she served as a Clinical Associate Professor, and Director of Workforce Diversity for the Maryland Department of Health and Mental Hygiene, in the Office of Minority Health and Health Disparities.
Elsa Macias, PhD

Dr. Macias is the Director of Professional Development at the Center for Urban Education (CUE) in the Rossier School of Education at the University of Southern California. She consults with senior leadership at community colleges and 4-year institutions to assist them in assessing and setting goals for improving their institutional effectiveness. Her professional interests include academic leadership and organizational change in urban colleges and universities, minority access to higher education, and education technology policy.

Dr. Macias has spoken extensively on education issues at national conferences, as well as briefing elected officials at the federal, state, and local levels. She has served in an advisory capacity to the National Academy of Sciences (NAS) and The Children’s Partnership, and her research has been funded by such noteworthy organizations as the National Science Foundation, the W.K. Kellogg Foundation, and the U.S. Department of Commerce. Her background is in Biochemistry and science policy. Dr. Macias is a member of the Social Science Advisory Board of the National Center for Women & Information Technology (NCWIT).
# The Agenda

<table>
<thead>
<tr>
<th>Pacific Time</th>
<th>Eastern Time</th>
<th>Name</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-10:40</td>
<td>1:30-1:40</td>
<td>Robin H. Carle</td>
<td>Greetings and Introduction</td>
</tr>
<tr>
<td>10:40-10:55</td>
<td>1:40-1:55</td>
<td>Dr. Louis W. Sullivan</td>
<td>Diversity in the Health Professions</td>
</tr>
<tr>
<td>11:15-12:00</td>
<td>2:15-3:00</td>
<td>Dr. Elsa Macias</td>
<td>Examining Your Data to Produce Improvements in Student Outcomes: Assisting Students to Enter the Health Professions</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>3:00-3:30</td>
<td>All Panelists</td>
<td>Question and Answer Session</td>
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</table>
Diversifying the Health Professions

The Honorable Louis W. Sullivan, MD
Chair,
The Sullivan Alliance
To Transform America’s Health Professions
## The Problem

Persistent dearth of minorities in health professions despite increased awareness and national interventions

<table>
<thead>
<tr>
<th>Profession</th>
<th>2000</th>
<th>2007</th>
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<tbody>
<tr>
<td>Physicians</td>
<td>6.1%</td>
<td>8.7%</td>
</tr>
<tr>
<td>RNs</td>
<td>7.4%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Dentists</td>
<td>6.8%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>
U.S. Demographics

U.S. Census, 2006

- African Americans: 4%
- Hispanics: 14%
- Native Americans: 15%
- White: 67%
- Asian American: 1%

Persons 18–24 years old

- Minorities: 31%
- Non Minorities: 69%
## Race and Ethnicity of California Population Compared to California Health Professionals

Source: Grumbach et al., 2003

<table>
<thead>
<tr>
<th></th>
<th>Non-Hispanic White</th>
<th>Hispanic</th>
<th>Asian Pacific Islander</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>California Population (2000)</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>Dentists (1997)</strong></td>
<td>70</td>
<td>4</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td><strong>RN’s (1996)</strong></td>
<td>79</td>
<td>4</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>
A Leaky Educational Pipeline for URMs
Educational Attainment for California Students Ages Twenty-five to Thirty-five: Selected Races and Ethnicities

Source: US Census, 2000

- Less than High School
  - Non-Latino White: 9%
  - African American: 18%
  - Latino: 53%

- High School Graduate
  - Non-Latino White: 21%
  - African American: 29%
  - Latino: 29%

- Some College
  - Non-Latino White: 15%
  - African American: 26%
  - Latino: 31%

- AA Degree
  - Non-Latino White: 7%
  - African American: 6%
  - Latino: 3%

- BA Degree
  - Non-Latino White: 12%
  - African American: 28%
  - Latino: 5%

- Professional of…
  - Non-Latino White: 4%
  - African American: 10%
  - Latino: 2%
Lack of Parity at all Levels

- Pre-collegiate and college experience
- Health professions schools
- Health professionals
- Hospital Administrators
- Health policy makers
- Faculty members
- Hospital Board of Trustees
Transforming Health Professions

Sullivan Commission on diversity in the health professions

Institute of Medicine panel on health professions diversity

The Sullivan Alliance
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Attitudes, Perceptions and Practices Related to Student Achievement Gaps: Results of a Survey

Ilana S Mittman, PhD, MS
Director, Health Policy Research
The Sullivan Alliance
To Transform America’s Health Professions
Community Colleges: A Crucial Part of the Educational Pipeline

- By 2025 at least 41% of jobs in California will require a four-year degree in 2025, but only about 35% of working-age adults in the state will have a four-year degree.

- Only about 56% of California high school residents go on to college as compared with a national average of 62%.

- Many of California college students start off at a two-year college and most do not move on to a four-year institution.

- A recent study found that only about 25% of students in CA success to achieve benchmarks such as a college diploma, an Associate degree, or a transfer within six years. For blacks and Hispanics the rates are even lower.

- Data on CA’s community colleges show that 80% of incoming students are NOT prepared for college level courses.
Methodology

- Survey sent to Presidents of 110 member institutions of the Hispanic Association of Colleges and Universities (HACU): advisors, faculty members, recruitment personnel and financial affairs staff
- Electronic survey: Multiple choice, four-point Likert scale, and open fields
- Perceptions related to students’ lack of academic success were grouped into (1) student values; (2) student circumstances and (3) institutional barriers
- Existing assessment and intervention practices
- Awareness of institutional policies and CUE Equity Model
- Survey field tested by research staff at USC
# Background of Survey Respondents

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino</td>
<td>55</td>
<td>48.2%</td>
</tr>
<tr>
<td>White</td>
<td>45</td>
<td>39.5%</td>
</tr>
<tr>
<td>Black/Other</td>
<td>14</td>
<td>12.3%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>85</td>
<td>72.6%</td>
</tr>
<tr>
<td>Male</td>
<td>32</td>
<td>27.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Years Worked at Current Institution</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer then 5 Years</td>
<td>46</td>
<td>40.4%</td>
</tr>
<tr>
<td>5 to 10 Years</td>
<td>29</td>
<td>25.4%</td>
</tr>
<tr>
<td>More than 10 Years</td>
<td>39</td>
<td>34.2%</td>
</tr>
</tbody>
</table>
Survey Respondents Involved with Transfer Functions

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>36.3%</td>
<td>63.7%</td>
</tr>
</tbody>
</table>
Awareness of CUE Equity Model

- BESST
- EqS
- Either

Aware
- BESST: 18.8%
- EqS: 16.1%
- Either: 28.8%

Not Aware
- BESST: 81.4%
- EqS: 83.9%
- Either: 71.2%
Are those involved with transfer more likely to be aware of the CUE Equity Model?

<table>
<thead>
<tr>
<th></th>
<th>Aware of EM</th>
<th>Not Aware of EM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved in Transfers</td>
<td>18.8</td>
<td>16.1</td>
</tr>
<tr>
<td>Not Involved in Transfer</td>
<td>81.4</td>
<td>83.9</td>
</tr>
</tbody>
</table>
Awareness of Institution’s Transfer Goals and Goals for Students of Color

Overall Goals

Students of Color Goals

Yes

No

Don't Know

73

15.7

3.4

66.3

23.6

0
Are persons who are involved with transfer functions more likely to be aware of their institution’s transfer goals?

![Bar chart showing responses to the question.](chart.png)
Are persons who are involved in transfer functions more likely to be aware of their institution’s transfer goals for students of color?
To what do survey respondents attribute lack of success of students of color?
How do study participants perceive causes of educational disparities for students of color?

- Lack of student motivation:
  - Lower basic skills success: 61.9%
  - Lower transfer outcomes: 69.2%

- Lack of advisor's encouragement:
  - Lower basic skills success: 36.6%
  - Lower transfer outcomes: 39.8%
To what do persons aware of the Equity Model attribute lack of success of students of color?
To what do persons aware of the CUE Equity Model attribute low transfer rates among students of color?
How does your institution assess students’ success through Basic Skills courses?

Persistence through the course sequence: 52.9%
Grade Point Average: 49.6%
Qualitative assessment of curriculum and programs: 30.3%
Data disaggregated by race/ethnicity: 26.9%
What resources are available for transfer or transfer-bound students at your institution?

- Transfer center: 80.8%
- Brochures and handouts: 70%
- Orientation: 50%
- Transfer peer counselors: 23.3%
- Summer bridge program: 17.5%
In Summary

- Majority of respondents were unaware of their institution’s practices regarding transfer for students of color
- Most were unaware of CUE Equity Model
- There is a clear tendency to attribute disparities in academic outcomes to student factors
- Current assessment practices tend to focus on course success
- Data mostly viewed in aggregate
- More than 90% of respondents agreed that understanding reasons for disparities are key to increasing transfer success for students of color
Examining Your Data to Produce Improvements in Student Outcomes: Assisting Students to Enter the Health Professions

Elsa Macias, Ph.D.
Center for Urban Education
Rossier School of Education
University of Southern California
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.
MISCONCEPTIONS ABOUT EQUITY

EQUITY ≠ DIVERSITY

EQUITY ≠ EQUAL OPPORTUNITY
REDEFINING EQUITY

EXAMPLES OF OUTCOMES:
- Degree/certificate attainment
- Participation in honors program
- Migration through basic skills
- Transfer to four-year institution
Including Equity in Inquiry:

- Develop **awareness** of race-based inequities in educational outcomes;

- View inequities in outcomes as a problem of **institutional accountability**.

**Deficit thinking v. equity mindedness**
Community College as a Route to Health Careers

- Nearly 60% of Latinos in higher education are in community colleges
  - Of these, 56% attend Hispanic-serving CCs
- 44% of all STEM BS holders attend CC at some point in their career
- 20% of Latino STEM bachelor’s degree holders also have associate’s degree

Sources: DoE, NSF, CUE
The Role of CA Community Colleges

- By 2020, Latinas/os will represent 40% of California’s working population (ages 26 - 64)
- Less than 10% of Latinas/os in California have earned the baccalaureate, compared to nearly 40% of White population
- Gaps in educational attainment impact per capita income, negatively impacts tax base
- CA will fail to meet its workforce needs by 2012

Sources: National Center for Higher Education Management Systems; Chronicle of Higher Ed
A Leaky Pipeline: The Basic Skills Pathway

- 80% of CCC incoming students are not prepared for credit-level courses
- 40% of students enrolled in basic skills courses are Latino
- 40% of Latino students aspire to transfer; few do
- 50% of students in basic skills math, English or ESL do not return after their first semester

Goal: Strengthen pre-collegiate education
Pathways to STEM Degrees for Latino Students: The Role of HSIs

Q: What role do HSIs play in awarding STEM baccalaureate degrees to Latinos?

Statistical Analyses: Identify high-performing BA/BS-degree granting 4-year institutions for Latino STEM majors who started at CCs

Interviews and Observations: How cultures, policies, and practices of ‘high-performing’ institutions promote and facilitate Latino CC transfer and STEM bachelor degree attainment.
THE CUE APPROACH:

Problem: Inequity in Educational Outcomes

Faculty, Ad’rs (Student Affairs, Deans, Dept Chairs), IRs
Examine and Interpret their Data

Practical Knowledge of the Nature of Inequity
Including Equity in Inquiry:

- **Problem Addressed**: Institutional challenges in producing equitable educational achievement.

- **Method**: An activity setting designed to bring about learning and change among practitioners whose knowledge, attitudes, and practices impact student outcomes.
The CUE Equity Model:

- *Theory of Change*: Learning and change among practitioners is socially constructed and facilitated by their engagement in a collaborative and productive activity setting

(Based on work of Roland Tharp)
How Data Inquiry Helps

The CUE Equity Model:

- Disaggregate data by race/ethnicity
- Analyze/interpret data to identify “gaps” or disparities in metrics of student achievement
- Collaborative reflection on findings
- Prioritize goals for informed interventions

*NOT a quest for assigning blame*

Focus on improving **student outcomes**
The EqS Framework: Four Perspectives (2-yr)

Community College Equity Scorecard Framework

Academic Pathways
This perspective includes indicators that reflect progress toward self-declared student goals.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Improvement Target</th>
<th>Equity</th>
</tr>
</thead>
</table>

Retention and Persistence
Retention refers to continued attendance from one year to the next year and/or to completion of degrees.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Improvement Target</th>
<th>Equity</th>
</tr>
</thead>
</table>

Excellence and Receptivity
This perspective consists of indicators that reflect outstanding academic performance such as GPA at the point of degree/certificate, inclusion on the Dean’s list or equivalent, time to transfer/degree/certificate completion, and participation in honors programs.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Improvement Target</th>
<th>Equity</th>
</tr>
</thead>
</table>

Transfer/Workforce Readiness
This perspective includes indicators that reflect students’ preparedness for transfer to UC, CSU, or private four-year colleges and universities.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Improvement Target</th>
<th>Equity</th>
</tr>
</thead>
</table>

Legend

Measure: An indicator that illustrates areas of equity or inequity of educational outcomes among ethnic/racial groups of students.

Baseline: The historical or current status of the measure.

Improvement Target: A periodic marker of the progress made toward equity.

Equity: The point at which equity would be achieved for a given measure.

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Benchmarking Equity and Student Success Tool (BESST)

Math 3 levels below transfer
- 18 don’t succeed
- 32 succeed (64%)

Math 2 levels below transfer
- 7 don’t succeed
- 17 succeed (70%)

Math 1 level below transfer
- 3 don’t succeed
- 9 succeed (75%)

Transfer Level
- 10% of Original Cohort

START
- 50 Students Enroll

24 Enroll (75%)
- 8 don’t proceed

12 Enroll (70%)
- 5 don’t proceed

5 Enroll (60%)
- 4 don’t proceed

END
African-American students experience unequal outcomes in course success.

Math faculty use inquiry tools to uncover causes of inequities.

Intervention addressing identified cause.

Evaluation of implemented Intervention

Evaluation of Interventions

Informed Interventions

Inquiry into the Causes

Gaps

Data

Course Success Rate in Elementary Algebra
MIGRATION THROUGH MATH: An Example from Long Beach City College

- Students who begin their math sequence in MATH 4 levels below transfer level
  - First enrolled in MATH 100 in Fall 2003

- Tracked Fall 2003 to Spring 2007 for success in subsequent math courses
# Migration Table for Math

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>1st Enroll MATH 110 or 110A Fa 03</th>
<th>Successful in MATH 110 or 110A</th>
<th>% of Orig. Cohort</th>
<th>Enroll MATH 130 or 130A</th>
<th>Successful in MATH 130 or 130A</th>
<th>% of Orig. Cohort</th>
<th>Enroll Transf er Math</th>
<th>% of Orig. Cohort</th>
<th>Successful in Transfer Math</th>
<th>% of M110 or 110A students who were able to complete Tr. Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>116</td>
<td>52</td>
<td>44.8%</td>
<td>31</td>
<td>26.7%</td>
<td>20</td>
<td>64.5%</td>
<td>18</td>
<td>15.5%</td>
<td>11</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>134</td>
<td>79</td>
<td>59.0%</td>
<td>57</td>
<td>42.5%</td>
<td>38</td>
<td>66.7%</td>
<td>30</td>
<td>22.4%</td>
<td>17</td>
</tr>
<tr>
<td>Filipino</td>
<td>53</td>
<td>33</td>
<td>62.3%</td>
<td>17</td>
<td>32.1%</td>
<td>10</td>
<td>58.8%</td>
<td>7</td>
<td>13.2%</td>
<td>5</td>
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<tr>
<td>Hispanic</td>
<td>290</td>
<td>181</td>
<td>62.4%</td>
<td>128</td>
<td>44.1%</td>
<td>74</td>
<td>57.8%</td>
<td>63</td>
<td>21.7%</td>
<td>45</td>
</tr>
<tr>
<td>White</td>
<td>163</td>
<td>102</td>
<td>62.6%</td>
<td>69</td>
<td>42.3%</td>
<td>44</td>
<td>63.8%</td>
<td>43</td>
<td>26.4%</td>
<td>35</td>
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<tr>
<td>Total</td>
<td>829</td>
<td>478</td>
<td>57.7%</td>
<td>320</td>
<td>38.6%</td>
<td>196</td>
<td>61.3%</td>
<td>174</td>
<td>21.0%</td>
<td>123</td>
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Gaps

<table>
<thead>
<tr>
<th></th>
<th>MATH 100</th>
<th>MATH 200</th>
<th>MATH 300</th>
<th>MATH 400</th>
<th>MATH 500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>100%</td>
<td>41%</td>
<td>24%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>100%</td>
<td>57%</td>
<td>36%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Latino</td>
<td>100%</td>
<td>48%</td>
<td>28%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>100%</td>
<td>50%</td>
<td>29%</td>
<td>8%</td>
<td>2%</td>
</tr>
</tbody>
</table>
What is the student doing (or not doing) that leads to inequitable educational achievement?

- Focus on student’s background
- Focus on student indeterminacy of goals
What are the institutional challenges that result in inequitable educational outcomes?

- How are our practices failing our students?
- What is going on in the classrooms that we can change?
- Why do we need to make a change?
SYLLABI REVIEW

TO CALCULATE YOUR COURSE AVERAGE:
CA = 0.1x HW + 0.1x(E1+E2+E3+E4+E5+E6)+0.2xFE
### SYLLABI REVIEW

<table>
<thead>
<tr>
<th>TYPICALLY CONTAINED</th>
<th>DID NOT CONTAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course description</td>
<td>• Expected learning outcomes</td>
</tr>
<tr>
<td>• Faculty contact info/office hours</td>
<td>• Student expectations</td>
</tr>
<tr>
<td>• Course content</td>
<td>• Encouraging tone</td>
</tr>
<tr>
<td>• Attendance policy</td>
<td>• Calendar of activities</td>
</tr>
<tr>
<td>• Academic dishonesty policy</td>
<td>• Information re resources for academic &amp; other support</td>
</tr>
<tr>
<td>• Withdrawal policy</td>
<td>• No evidence of instructional variety/culturally inclusive activities</td>
</tr>
<tr>
<td>• Grade breakdown</td>
<td></td>
</tr>
<tr>
<td>• Condescending/punitive tone</td>
<td></td>
</tr>
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</table>
EXAMPLES OF CHANGES IMPLEMENTED BASED ON FINDINGS

**Informed Interventions**

**LACK OF SOCIAL CAPITAL**
- Integrate academic support services into courses
- Training for faculty—what resources are available

**TIME ON TASK/STUDY SKILLS**
- Five supplemental learning activity hours added to course
- Enhance matriculation process and policies

**CLASSROOM PRACTICES & TEACHER EFFECTIVENESS**
- Development of teaching, learning & assessment center
- Support for assessment of course-level student learning outcomes
For more information:

- eemacias@usc.edu
- (213) 740-5202
- http://cue.usc.edu

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