



- 1. The Sullivan Alliance to Transform America's Health Professions**
- 2. Center for Urban Education, the Rossier School of Education, the University of Southern California**



# Race and Ethnicity of U.S. Population Compared to National Health Professionals

Sources: US Bureau of Census; AMA; ADEA; APA: HRSA

	<b>Non Hispanic White %</b>	<b>Hispanic/Latin %</b>	<b>AAPI %</b>	<b>Black/African American %</b>	<b>American Indian/Alaskan Native %</b>
U.S. Population (2008)	75	15.4	4.4	12.4	0.8
Physicians (2006)	55.8	5.0	12	3.5	0.02
Dentists (2001)	86.3	3.3	6.9	3.4	0.1
Registered Nurses (RNs) (2004)	81.8	1.72	2.9	4.2	0.3
Psychologists (2004)	82.7	4.6	1.4	3.3	

# 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

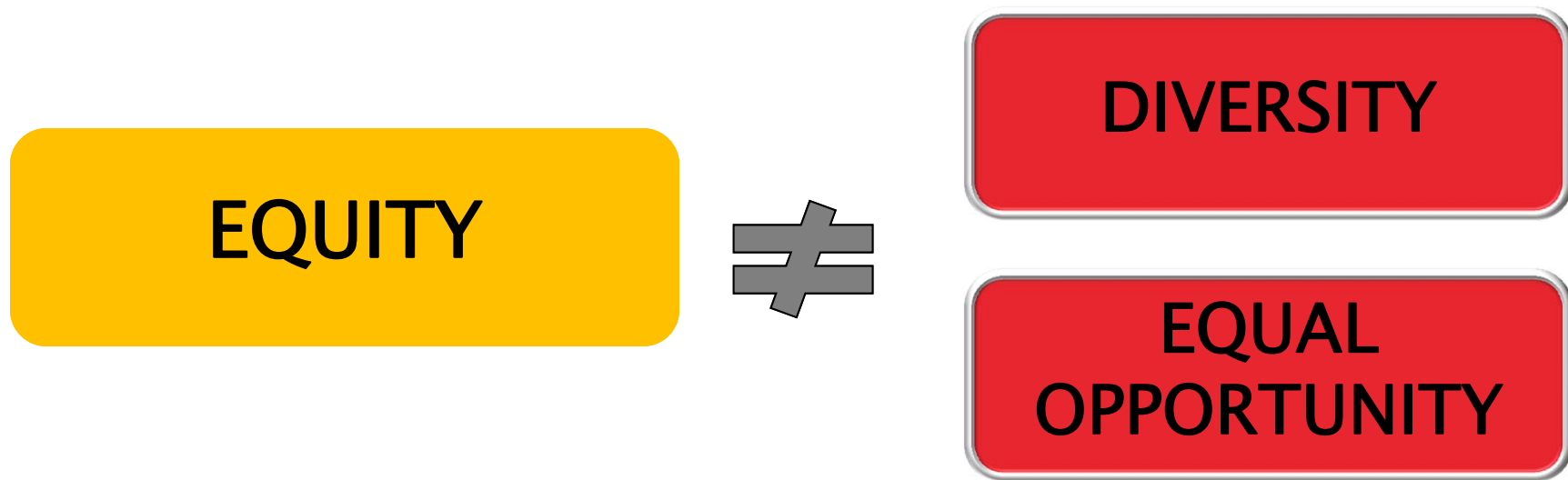
Sources: National Center for Higher Education Management Systems; Chronicle of Higher Ed

## 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

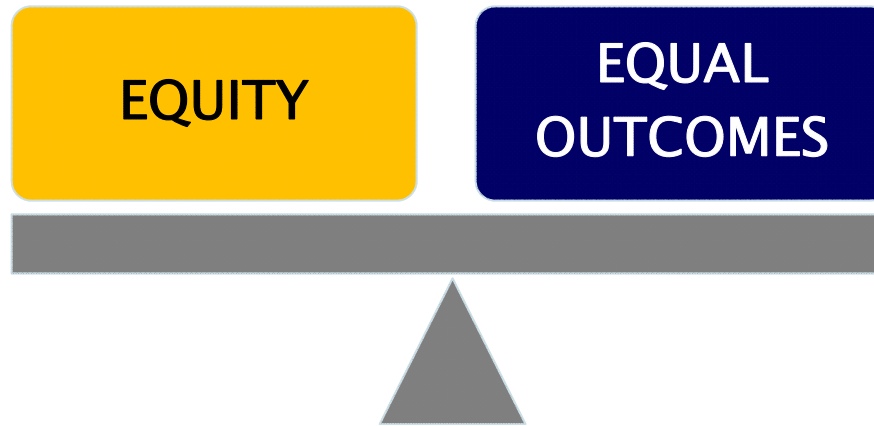
*Goal: Strengthen pre-collegiate education*

# MISCONCEPTIONS ABOUT EQUITY



- Develop awareness of race-based inequities in educational outcomes
- View inequities in outcomes as a problem of institutional accountability

# REDEFINING EQUITY

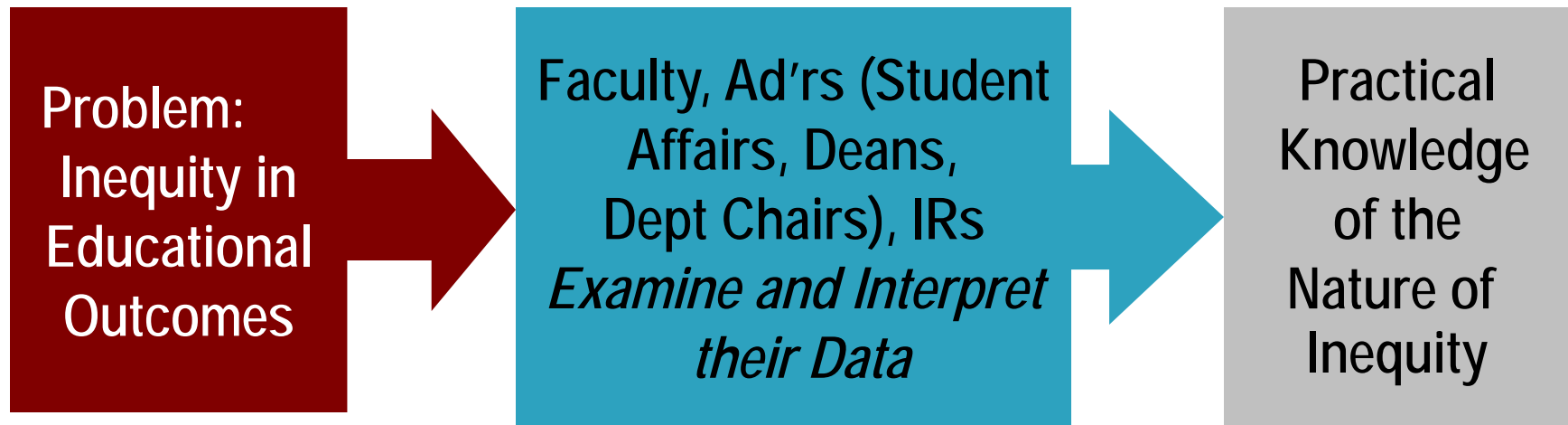


## **EXAMPLES OF OUTCOMES:**

- Degree/certificate attainment
- Participation in honors program
- Migration through basic skills
- Transfer to four-year institution
- Graduate school enrollment

# THE CUE Equity Model:

## Including Equity in the Inquiry Process



*Theory of Change:* Learning and change among practitioners are socially constructed and facilitated by their engagement in a collaborative and productive activity setting (Based on work of Roland Tharp)

- **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.



Finding  
Gaps in  
Data

# 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**

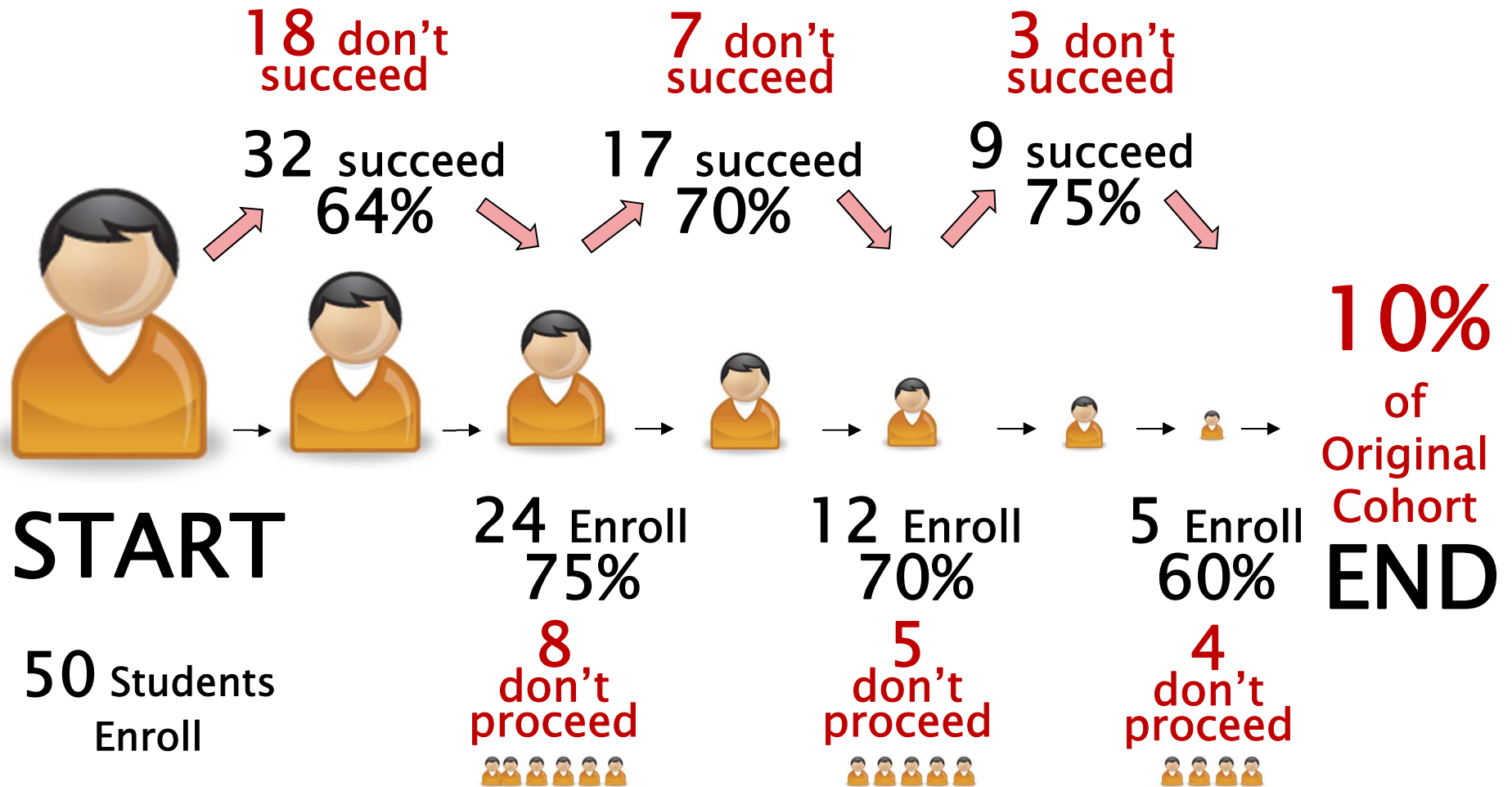
# Benchmarking Equity and Student Success Tool (BESST)

Math 3 levels  
below transfer

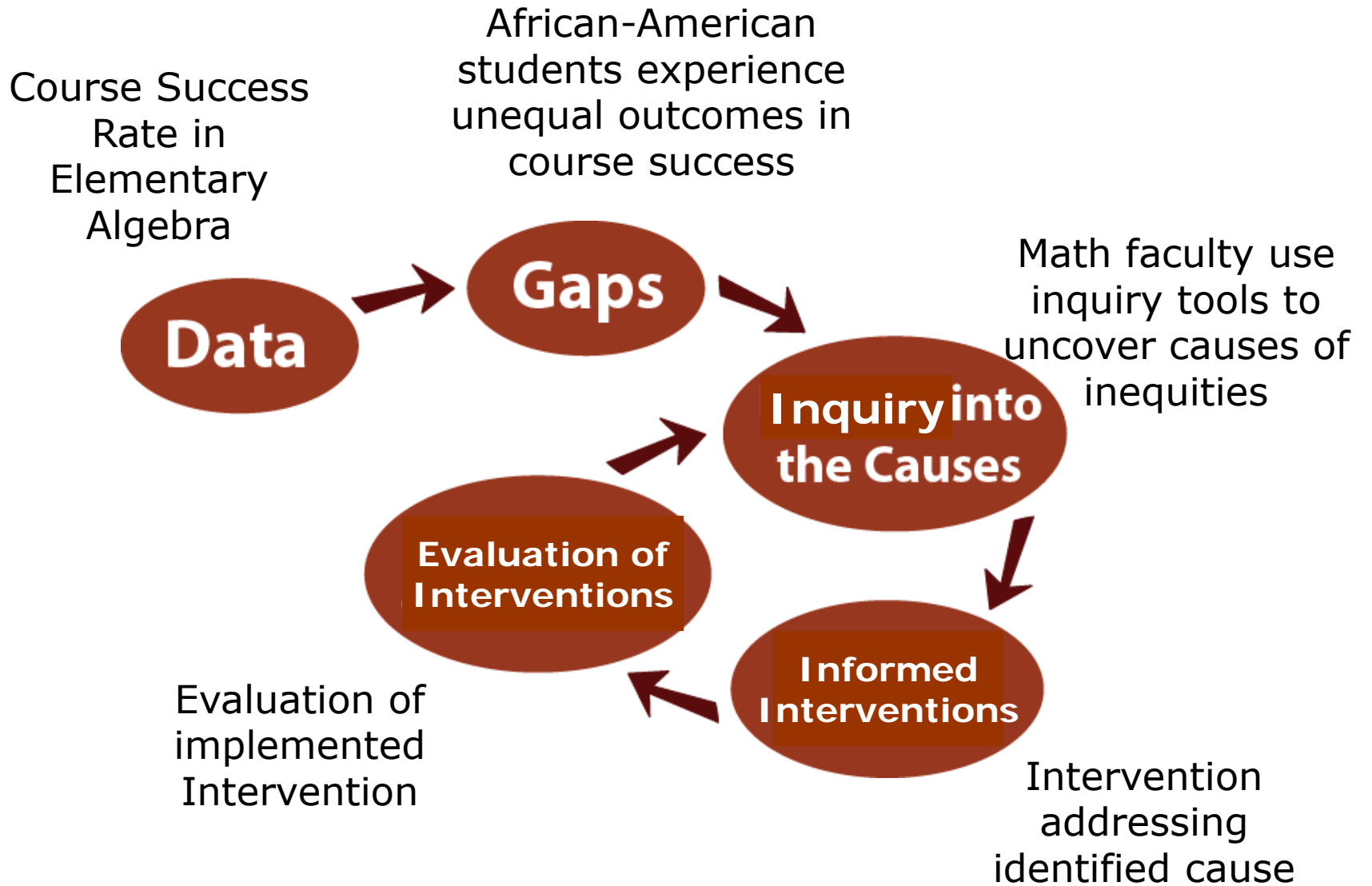
Math 2 levels  
below transfer

Math 1 level  
below transfer

Transfer  
Level



# THE CUE INQUIRY PARADIGM



Data

## MIGRATION THROUGH MATH: An Example from Urban City College

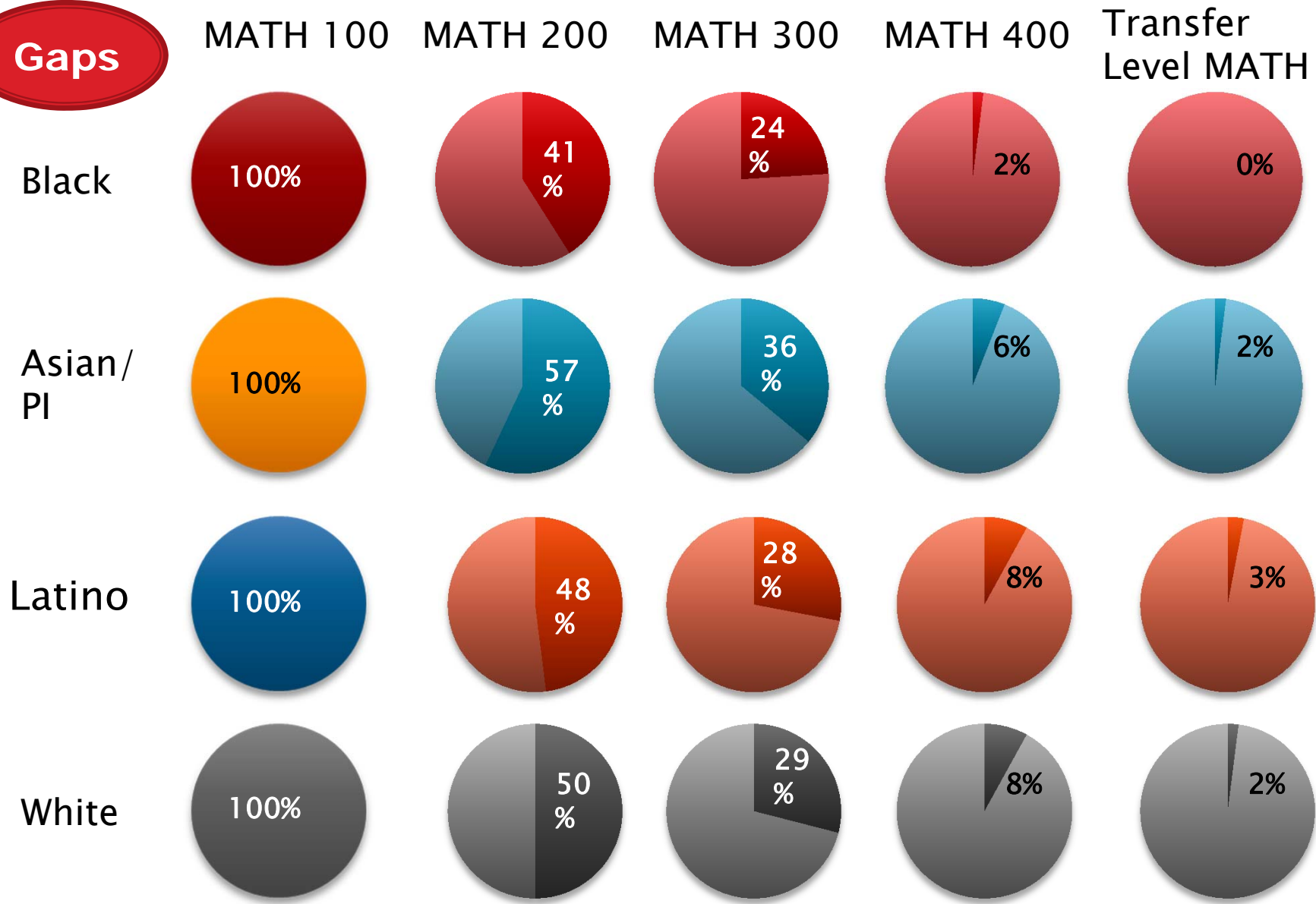
- Students who begin their math sequence in **MATH 4 levels below transfer level**
  - First enrolled in **MATH 100** in *Fall 2003*
- Tracked *Fall 2003 to Spring 2007* for success in subsequent math courses

Data

# Migration Table for Math

Ethnicity/ Race	1st Enroll MATH 110 or 110A Fa 03	Successful in MATH 110 or 110A		Enroll MATH 130 or 130A	% of Orig. Cohort	Successful in MATH 130 or 130A		Enroll Transf er Level Math	% of Orig. Cohort	Successful in Transfer Level Math		% of M110 or 110A students who were able to complete Tr. Math
African- American	116	52	44.8%	31	26.7%	20	64.5%	18	15.5%	11	61.1%	9.5%
Asian/PI	134	79	59.0%	57	42.5%	38	66.7%	30	22.4%	17	56.7%	12.7%
Filipino	53	33	62.3%	17	32.1%	10	58.8%	7	13.2%	5	71.4%	9.4%
Hispanic	290	181	62.4%	128	44.1%	74	57.8%	63	21.7%	45	71.4%	15.5%
White	163	102	62.6%	69	42.3%	44	63.8%	43	26.4%	35	81.4%	21.5%
Total	829	478	57.7%	320	38.6%	196	61.3%	174	21.0%	123	70.7%	14.8%

**Gaps**



Inquiry  
into  
Causes

## DEFICIT INQUIRY

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
- ▶ Also “blame” problems on poor K–12 preparation, instead of focusing on how to help students succeed.

Inquiry  
into  
Causes

## EQUITY INQUIRY

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?
- ▶ Shift from “blaming the student” to taking institutional responsibility for student success



Inquiry  
into  
Causes

## SYLLABI REVIEW:

Teacher's instructions to Pre-Algebra students assume they have Algebra skills and reinforce math phobias or that they don't "belong"

**TO CALCULATE YOUR COURSE AVERAGE:**

$$CA = 0.1x HW + 0.1x(E1+E2+E3+E4+E5+E6)+0.2xFE$$



"NO, NO, NO WRONG AGAIN!"

Inquiry  
into  
Causes

# 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

## 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

**Informed  
Interventions**

## **EXAMPLES OF CHANGES IMPLEMENTED BASED ON FINDINGS**

**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

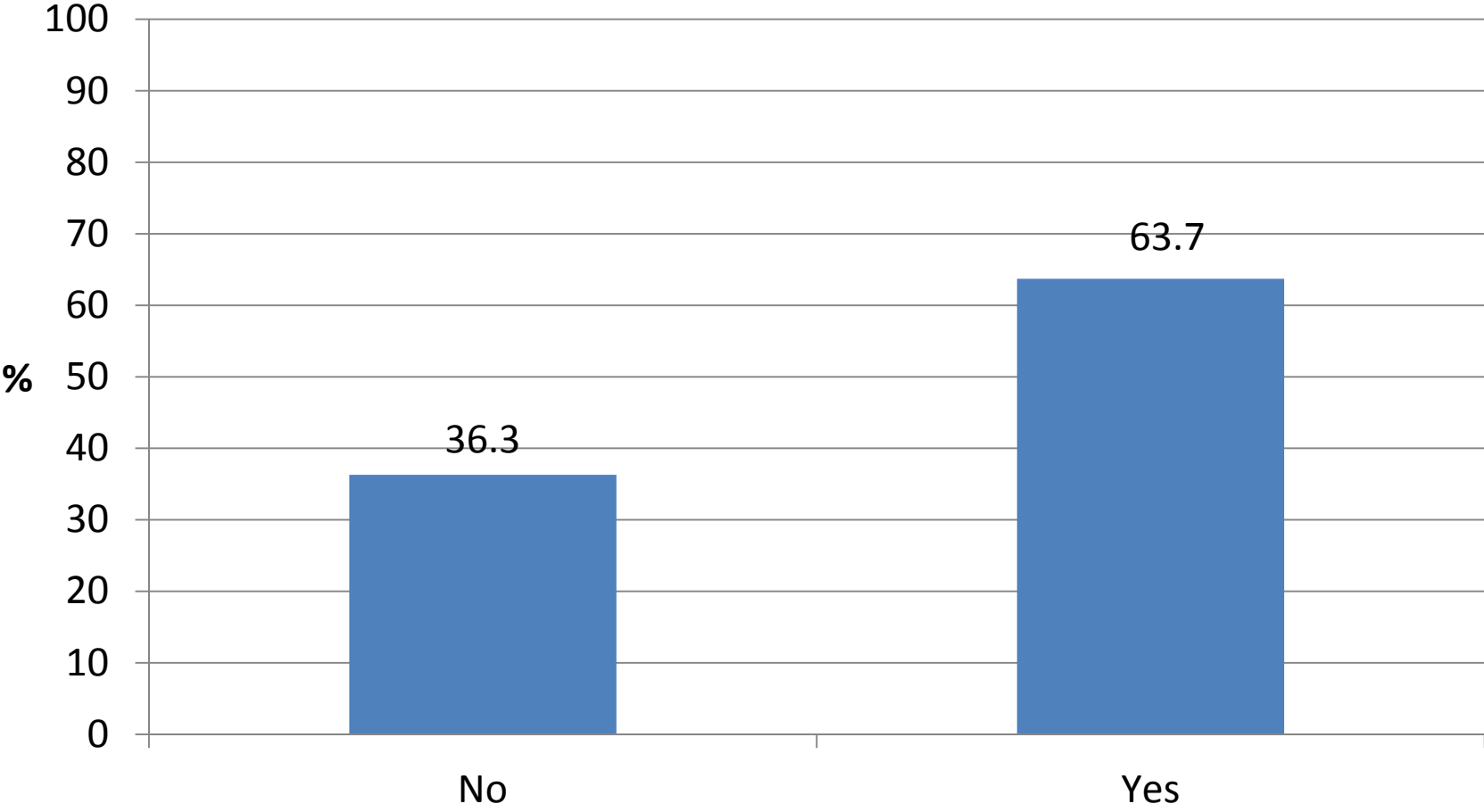
**CLASSROOM  
PRACTICES & TEACHER  
EFFECTIVENESS**

- Development of teaching, learning & assessment center
- Support for assessment of course–level student learning outcomes

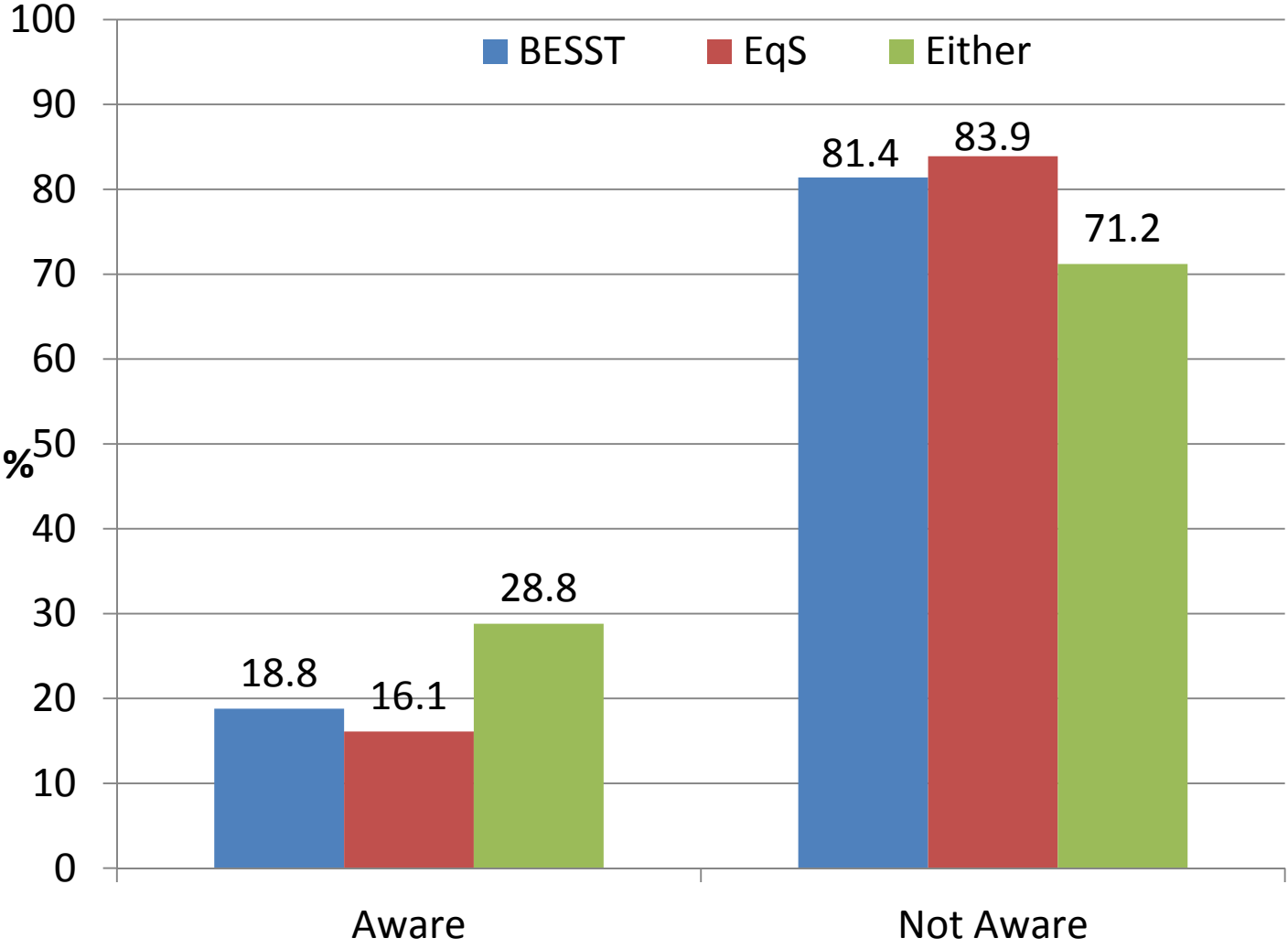
## Background of Survey Respondents N=183

Race/Ethnicity	Number	Percent
Latino	55	48.2%
White	45	39.5%
Black/Other	14	12.3%
Gender		
Female	85	72.6%
Male	32	27.4%
Number of Years Worked at Current Institution		
Fewer than 5 Years	46	40.4%
5 to 10 Years	29	25.4%
More than 10 Years	39	34.2%

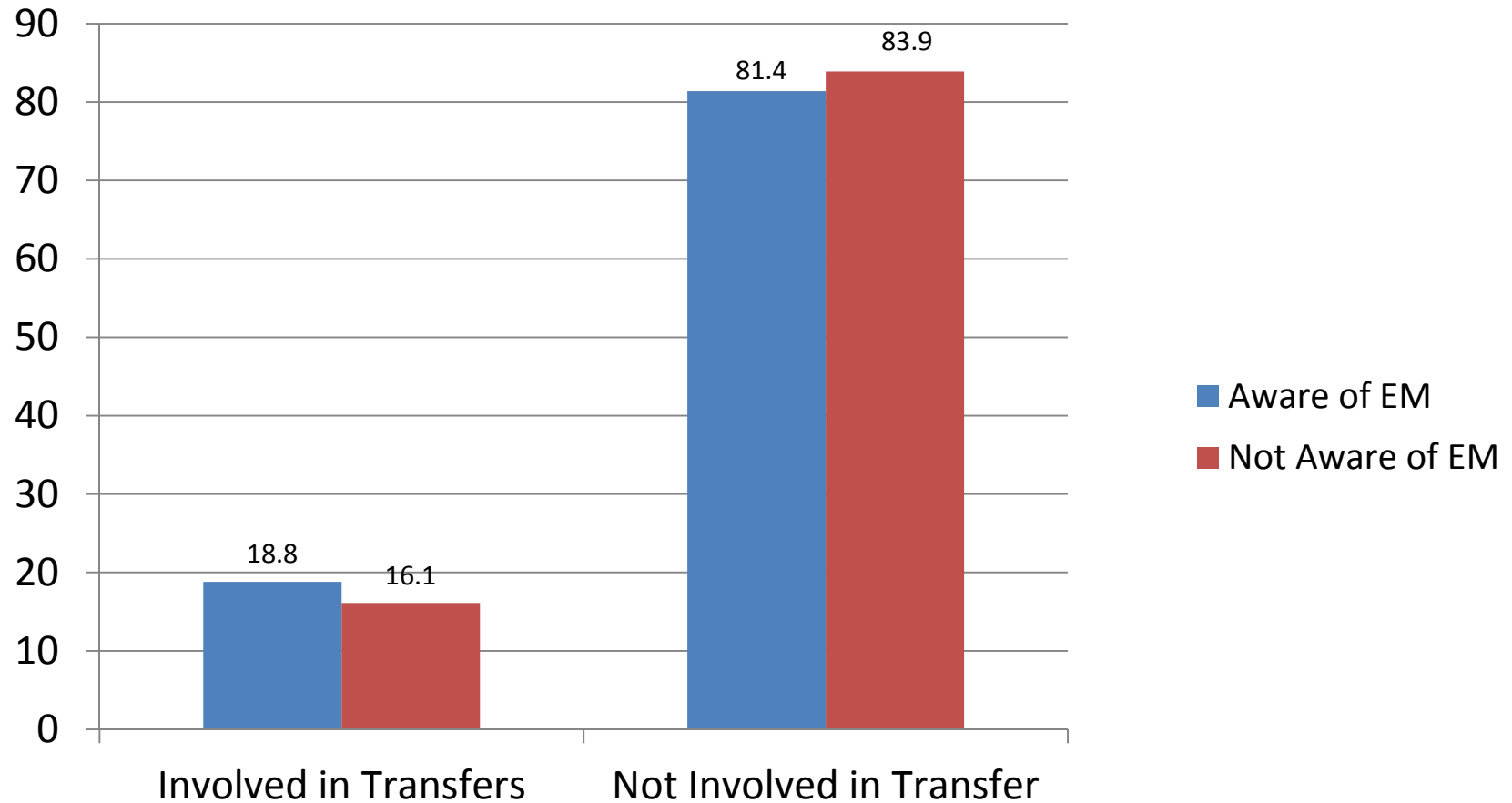
# Survey Respondents Involved with Transfer Functions



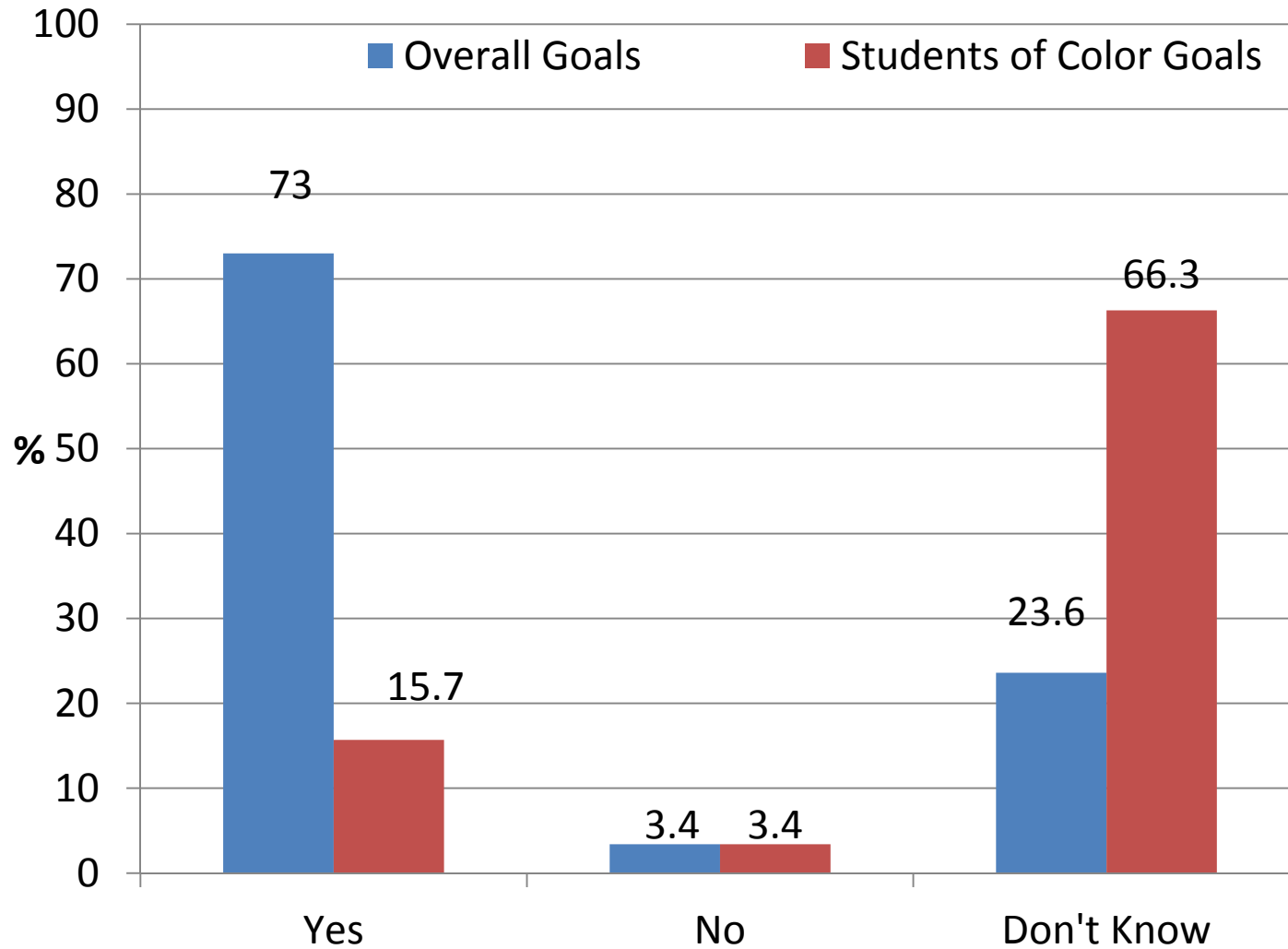
# Awareness of CUE Equity Model



## Are those involved with transfer more likely to be aware of the CUE Equity Model?

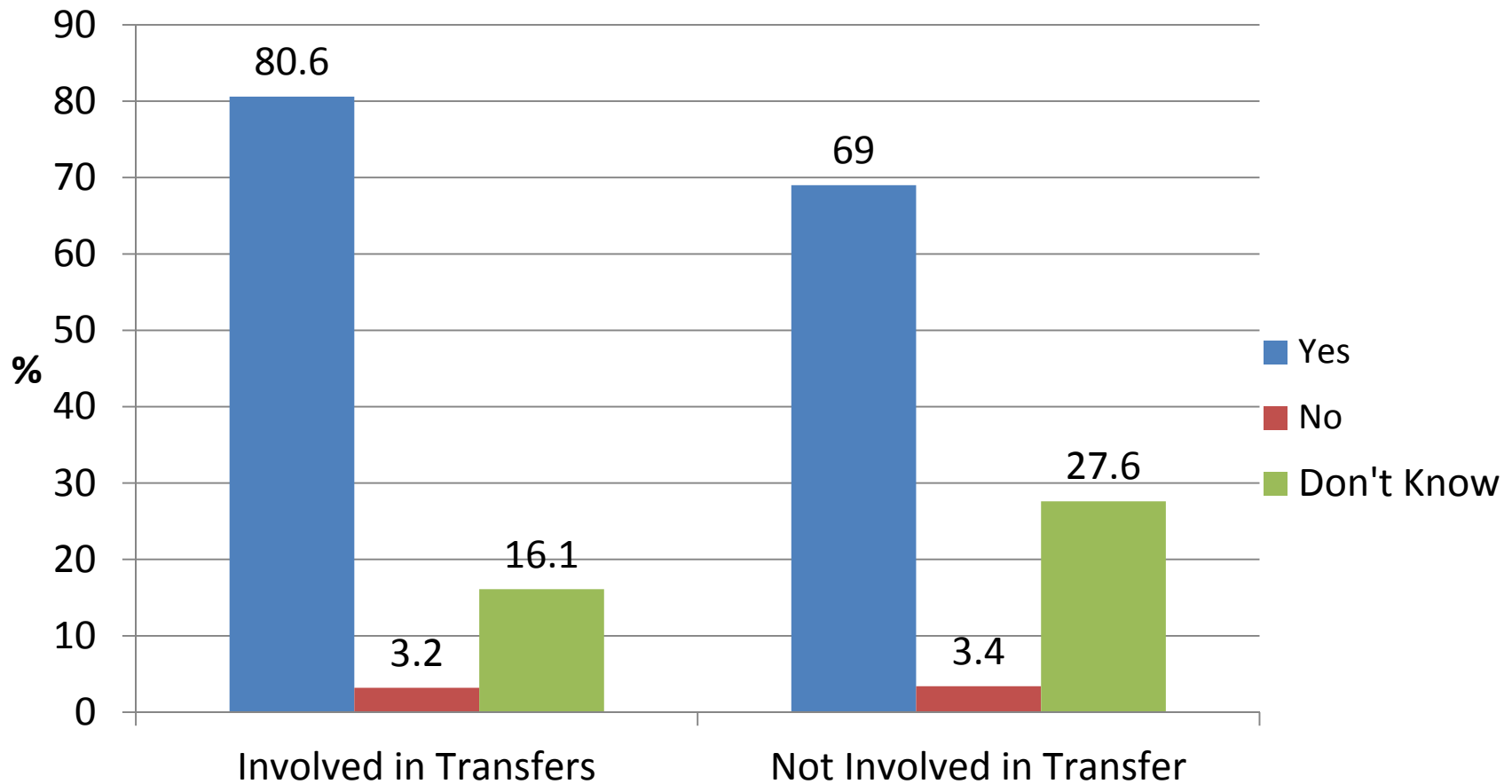


## Awareness of Institution's Transfer Goals and Goals for Students of Color

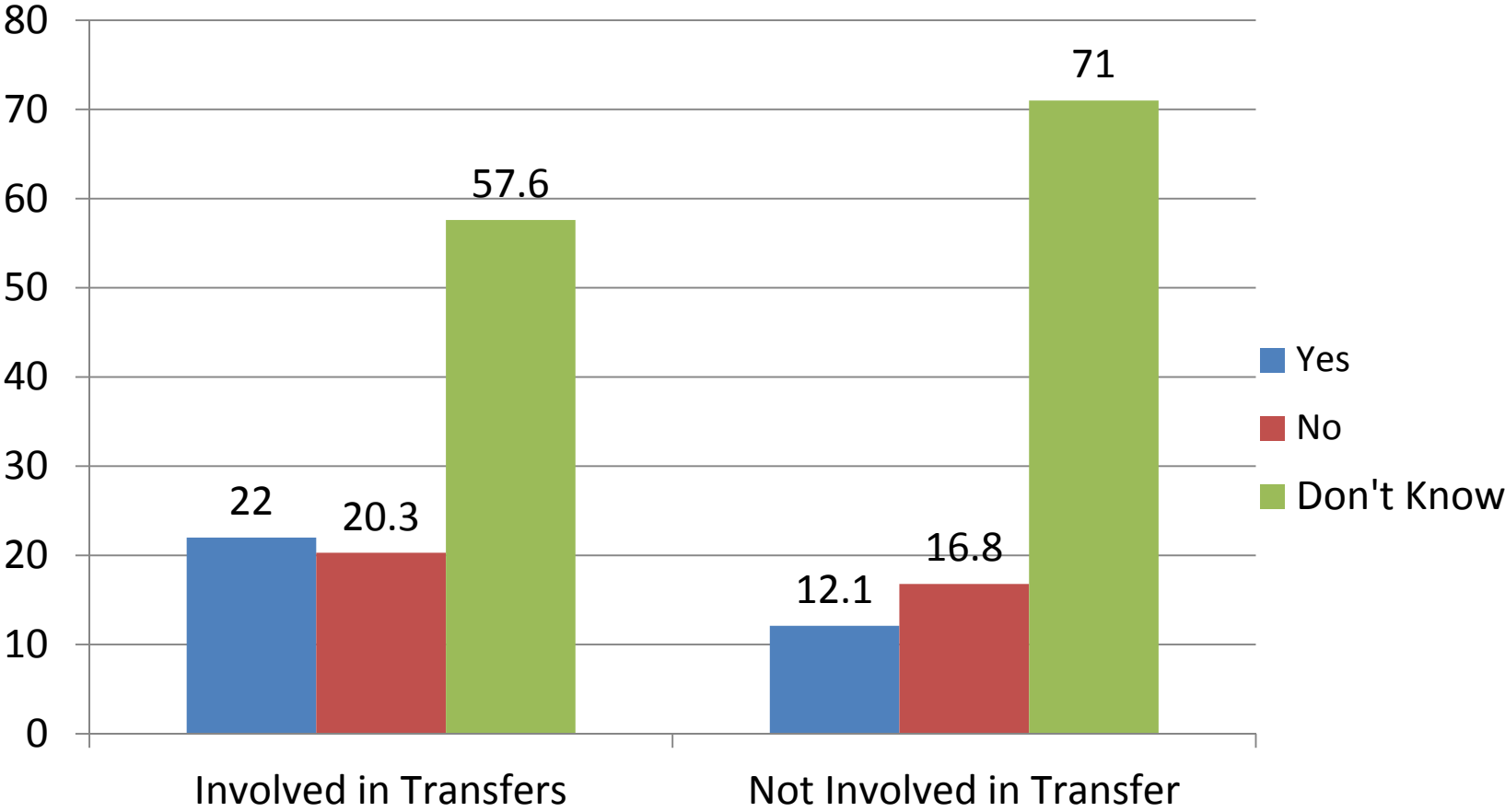




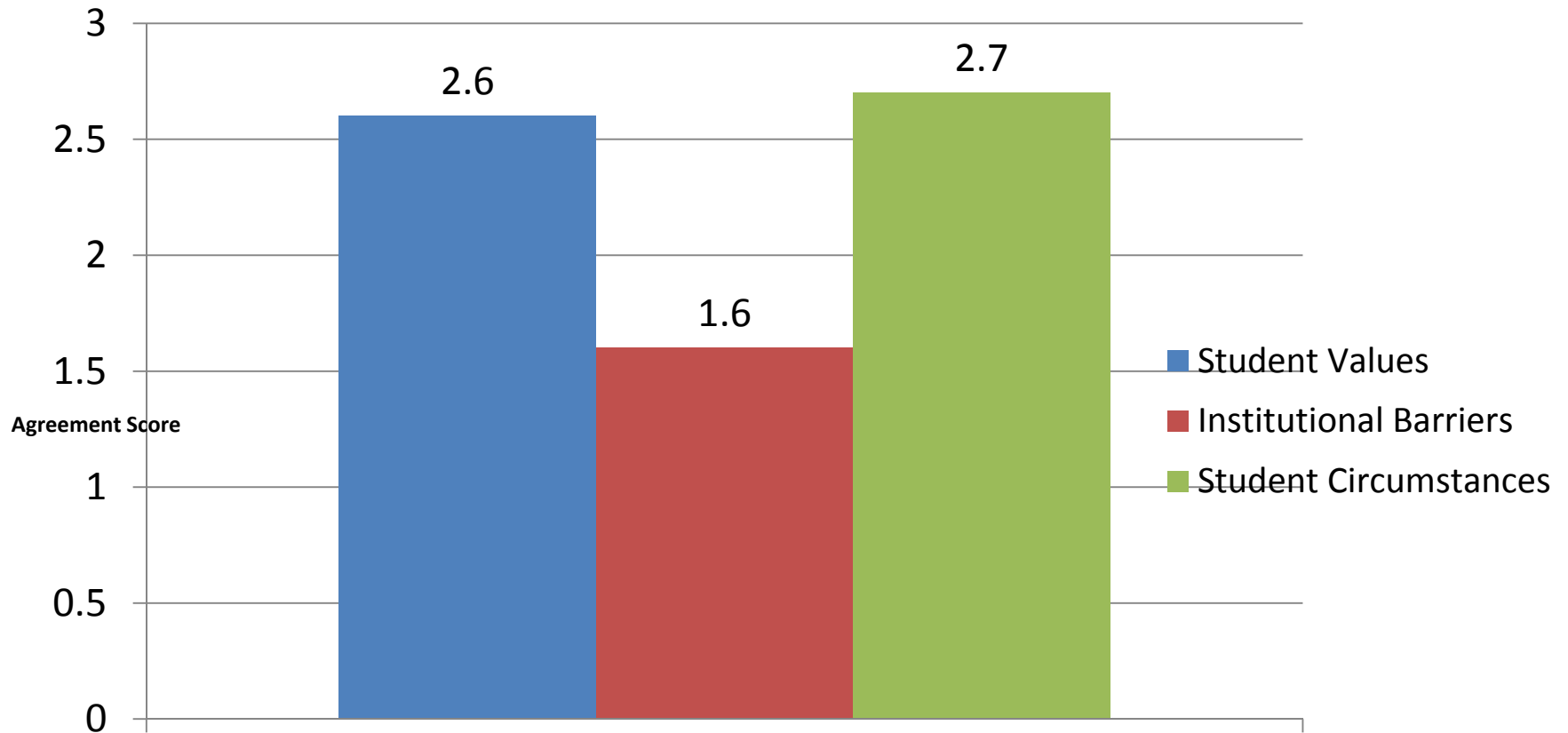
# Are persons who are involved with transfer functions more likely to be aware of their institution's transfer goals?



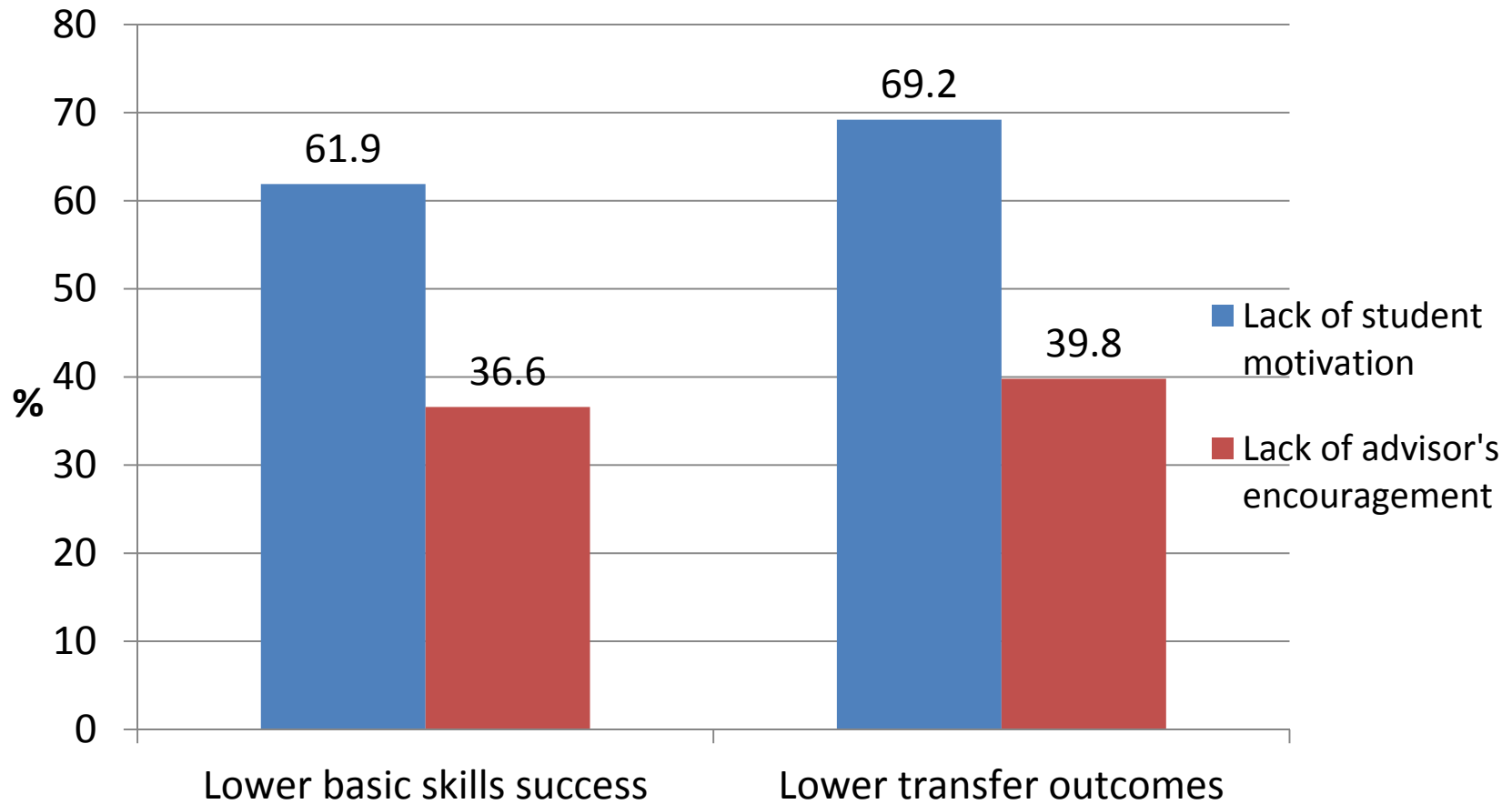
# Are persons who are involved in transfer functions more likely to be aware of their institution's transfer goals for students of color?



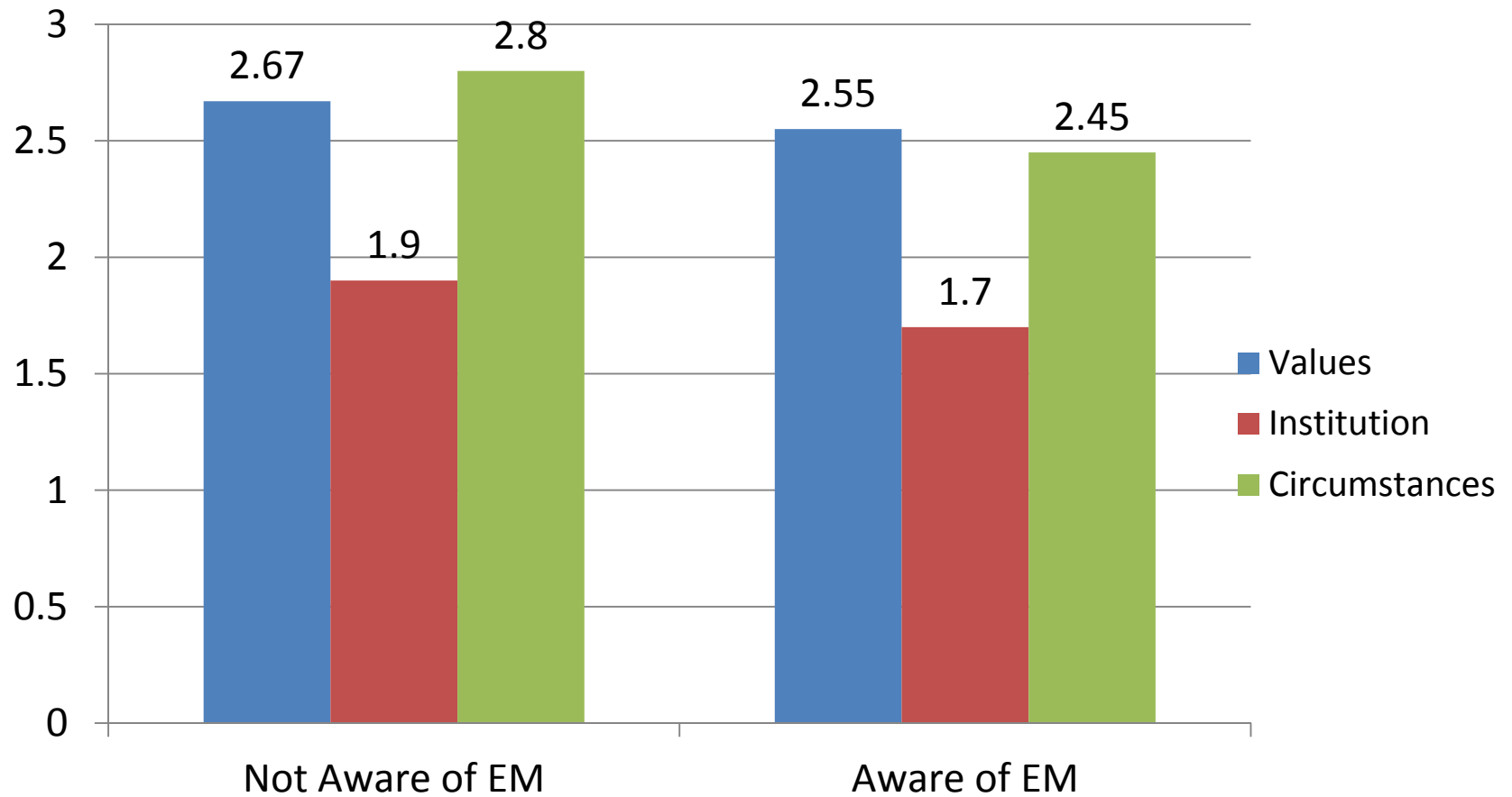
## To what do survey respondents attribute lack of success of students of color?



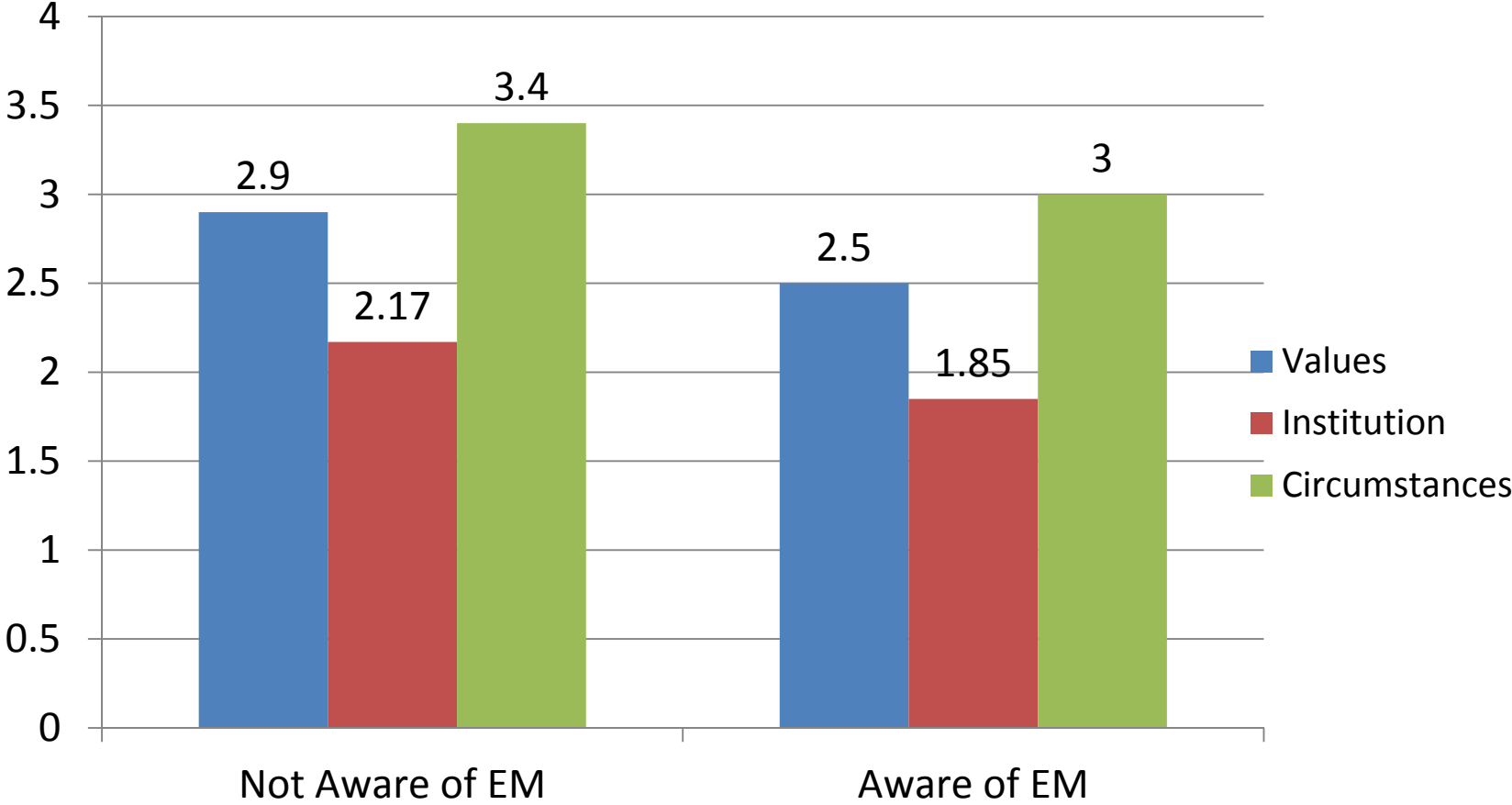
## How do study participants perceive causes of educational disparities for students of color?



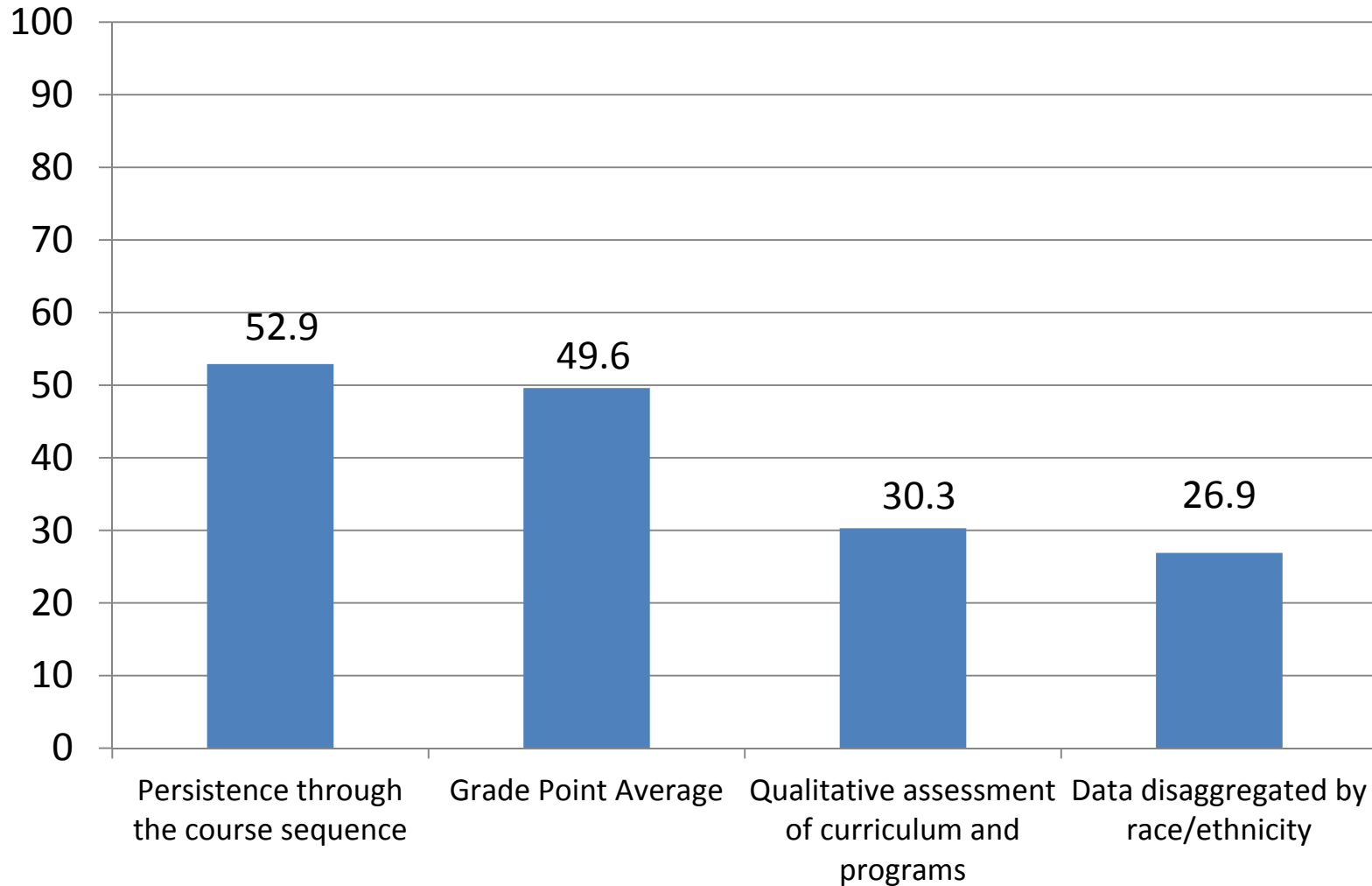
## To what do persons aware of the Equity Model attribute lack of success of students of color?



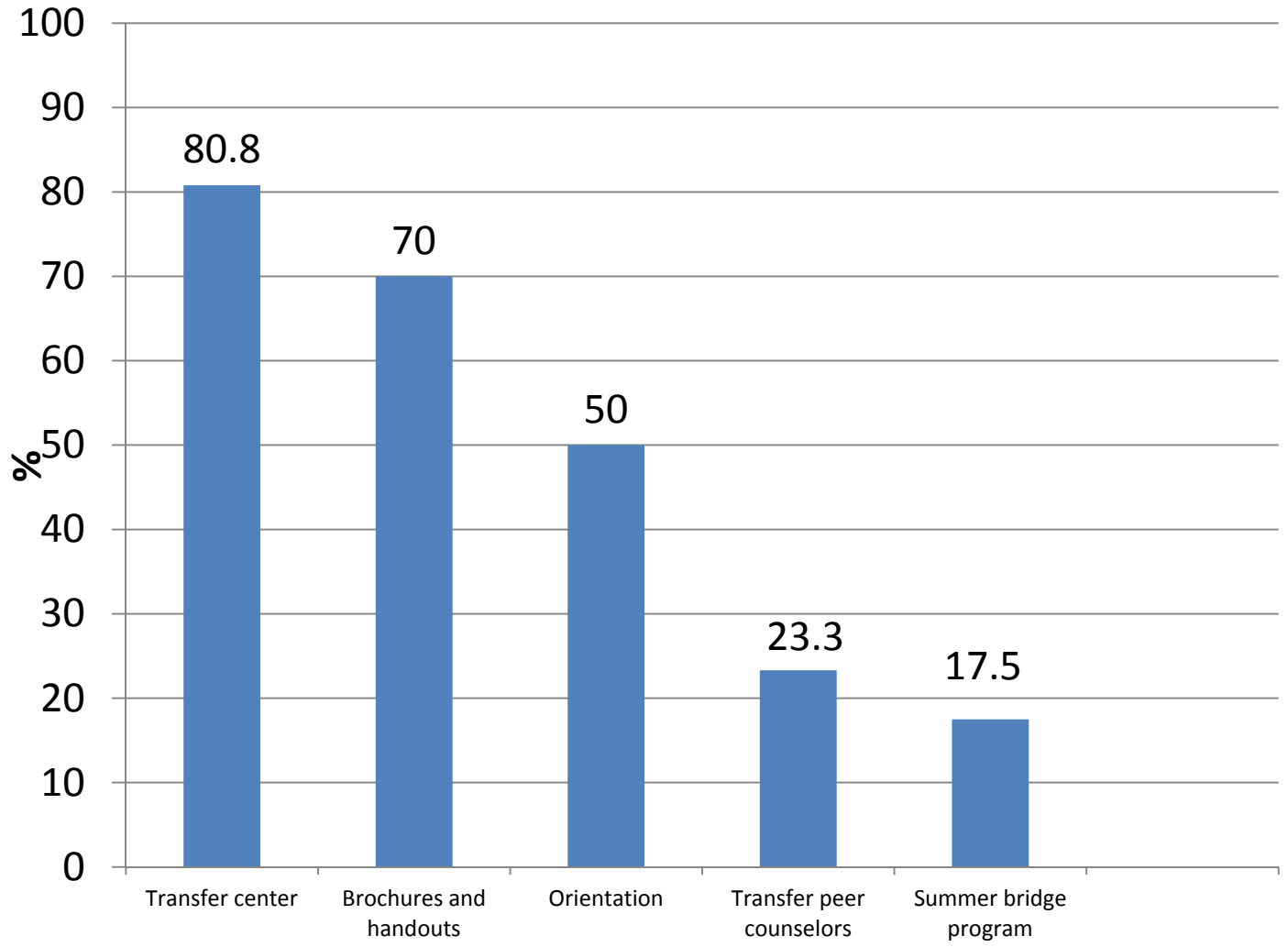
# To what do persons aware of the CUE Equity Model attribute low transfer rates among students of color?



# How does your institution assess students' success through Basic Skills courses?



# What resources are available for transfer or transfer-bound students at your institution?





# In Summary

- The 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

The Sullivan Alliance to Transform America's Health Professions is a national organization emerging from the Sullivan Commission on Diversity in the Health Professions and the Institute of Medicine's panel on health professional diversity.

The organization is committed to spurring national action to diversify the health professions as a measure to reduce health and health care disparities and resolve the critical manpower shortage of health professionals. Most importantly, the alliance strives to achieve ***equity in access to health careers.***

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