

Equity Scorecard Interim Report on Retention



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INTRODUCTION: WHAT IS THE EQUITY SCORECARD?



What is the Equity Scorecard?

- Evidence-based assessment of inequities that exist in educational outcomes, particularly for students of color
- Developed by Dr. Estela Mara Bensimon, Center for Urban Education, University of Southern California



What is the Equity Scorecard?

- Embedded in the **Equity Model**

individuals at all levels of leadership, responsibility, and power can effect lasting changes and bring about equitable educational outcomes to historically underrepresented students

- Purpose: Institutional Action

individual institutions can become more effective at promoting equity and excellence in the educational outcomes of historically underrepresented students



Four Perspectives in Equity Scorecard

- Equity Scorecard examines data from four perspectives:
 - **Access**: enrollment, majors, financial aid
 - **Retention**: persistence, course taking patterns, graduation
 - **Excellence**: achievement, academic opportunities
 - **Institutional Receptivity**: openness to diversity, campus climate



Project Timeline at UW-S

May 2008

UW-S decided to participate in the UW-System Equity Scorecard Project and the Provost appointed the Equity Scorecard Evidence Team (May 2008)

Fall 2008-Spring 2010

Evidence Team met bi/monthly.

Fall 2009

Interim report on access released

Spring 2010

Interim report on retention released

Summer 2010

Final report to be released



Notes on Data

- Data were drawn from the Peoplesoft database.
- Data on race/ethnicity are based on students' self-reporting, and excluding international students.
- Multi-year data were used to address the problem of "small numbers."
- Interpretations were based on descriptive statistics. (Statistical significance testing was not performed.)



More Notes on Data

- The second year retention data were derived from 2001-2008 cohorts.
- The six-year graduation data were from 2001-2003 cohorts.
- Course-level data were from Fall 2008, Spring 2009, and Fall 2009. All enrolled were counted. Distance education courses were omitted for consistency of the analysis.



One more note on Data

- Data refer to fall-entry, full-time on-campus students.
- Due to the limitations of time and resources, international students, part-time students, distance education students, and those who entered at other semesters than fall were excluded from the analysis.



Key Questions on Retention

➤ Overall Patterns

- What are the overall patterns of equity/inequity in retention by race/ethnicity?
- What difference, if any, do sex and age of students make to retention?
- What difference, if any, does the first-generation status or Pell Grants eligibility make to retention?
- What difference, if any, does living on campus make to first-year entries' second-year retention?



Key Questions on Retention

➤ Academic Preparation and Retention

- What difference, if any, does high school rank and ACT scores make to retention?

➤ Academic Performance at UW-S and Retention

- Is there any equity gap in the GPA standing at the end of the first year?
- What difference, if any, does GPA at the end of the first year make to retention?
- Is there any equity gap in the course-level academic performance?



OVERALL RETENTION PATTERNS



Overall retention patterns

- Overall, students of color as a whole were retained at a lower rate than white students.
- The retention gap is greater for transfer students than for first-year entry students.
- The retention gap between white students and students of color widened by the six-year graduation benchmark.



Equity Gaps in Overall Retention

		Students of color	White students	Equity Gaps
First-Year Entries	Second year retention rate (2001-2008)	68.5% (n=111)	70.8% (n=2006)	2.3% ↓
	Six-year graduation rate (2001-2003)	32.6% (n=46)	43.9% (n=741)	11.3%
Transfer Entries	Second year retention rate (2001-2008)	65.1% (n=126)	73.3% (n=1502)	8.2% ↓
	Six-year graduation rate (2001-2003)	46.7% (n=30)	58.0% (n=548)	11.3%

2nd year retention gap was greater for transfers.

The gap widened by graduation.



Widening Retention Gap in the course of 6 years

- For the 2001-2003 cohort, the share of the students of color declined by 1.4% for first-year entries and 2.0% for transfers.
- The widened retention gap reduced the diversity of UW-S student body by the time of the 6-year graduation.



Shrinking Diversity by the time of Graduation – First-Year Entries

2001-2003 First-Year Entries: Change in Share by Race/Ethnicity

	African American	American Indian	SE Asian American	Asian American	Hispanic/Latino(a)	White
YR1	0.6% (n=5)	2.9% (n=23)	0.8% (n=6)	1.1% (n=9)	0.4% (n=3)	94.2% (n=741)
YR2	0.5%	2.9%	1.1%	0.7%	0.4%	94.4%
YR3	0.9%	2.5%	0.9%	0.7%	0.5%	94.6%
YR4	0.5%	2.1%	1.1%	0.3%	0.5%	95.4%
YR6 Graduation	0.6% (n=2)	1.8% (n=6)	1.2% (n=4)	0.3% (n=1)	0.6% (n=2)	95.6% (n=340)
Change in group share in total from YR1 to YR6 Graduation	0.0%	-1.2%	+0.4%	-0.8%	+0.2%	+1.4%

The overall share of students of color declined by 1.4%, from 5.8% in YR1 to 4.4% at YR6 graduation.

Shrinking Diversity by the time of Graduation - Transfers

2001-2003 Transfer Entries: Change in Share by Race/Ethnicity

	African American	American Indian	SE Asian American	Asian American	Hispanic/Latino(a)	White
YR1	1.9% (n=11)	2.2% (n=13)	0.2% (n=1)	0.3% (n=2)	0.5% (n=3)	94.6% (n=548)
YR2	1.9% (n=8)	1.9% (n=8)	0.0% (n=0)	0.2% (n=1)	0.7% (n=3)	95.1% (n=407)
YR6 Graduation	1.8% (n=6)	1.5% (n=5)	0.0% (n=0)	0.0% (n=0)	0.9% (n=3)	96.8% (n=318)
Change in group share in total from YR1 to YR6 Graduation	-0.1%	-0.7%	-0.2%	-0.3%	+0.4%	+2.2%

The overall share of students of color declined by 2.0%, from 5.2% in YR1 to 4.2% at YR6 graduation.



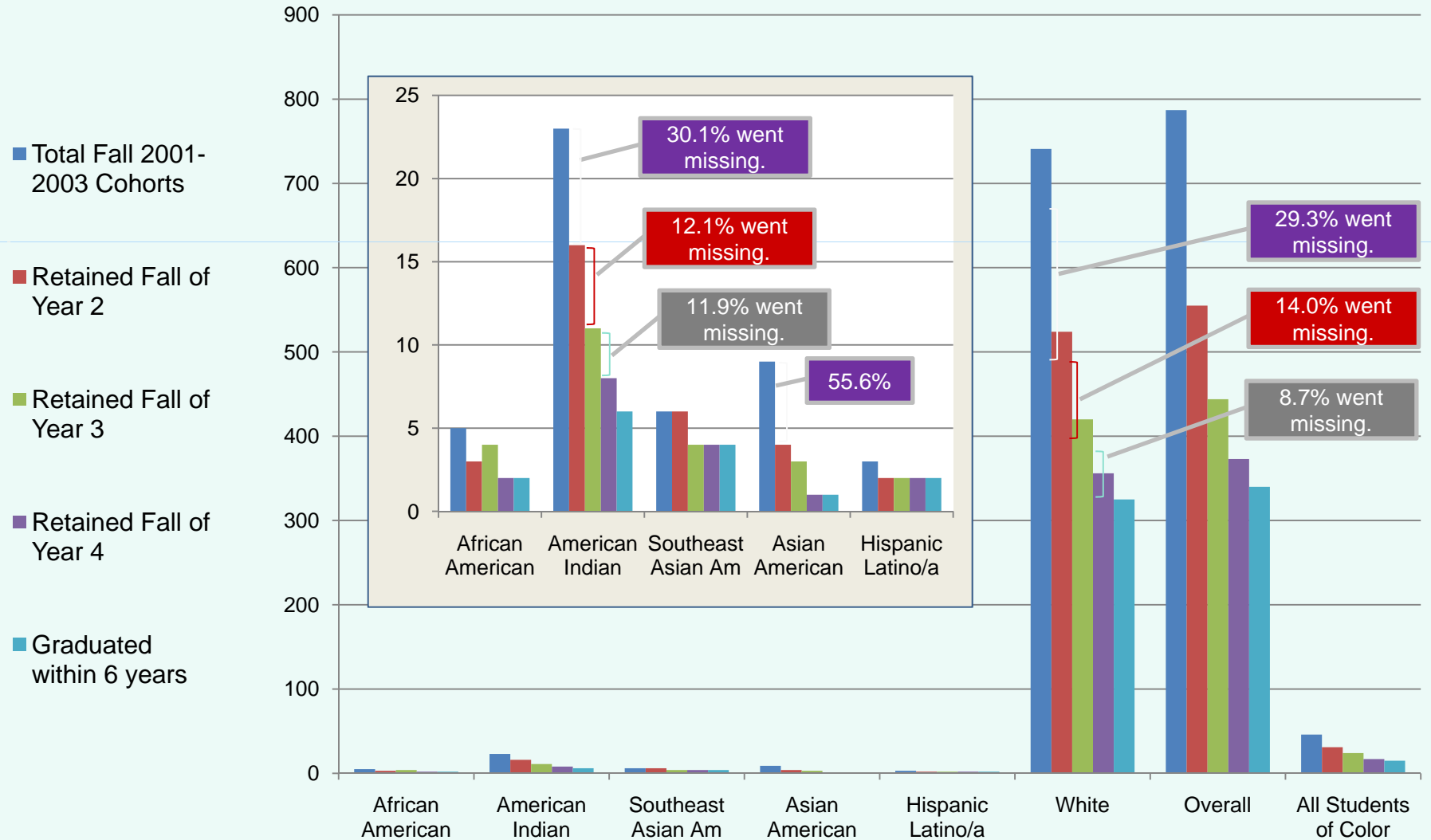
Widening Retention Gap in the course of 6 years

- Students went missing throughout the six years.
- A greater gap was found in:
 - the 4th year retention among the first-year entry American Indians
 - the 1st year retention among the first-year entry Asian Americans
 - the 1st year retention among the transferred American Indians



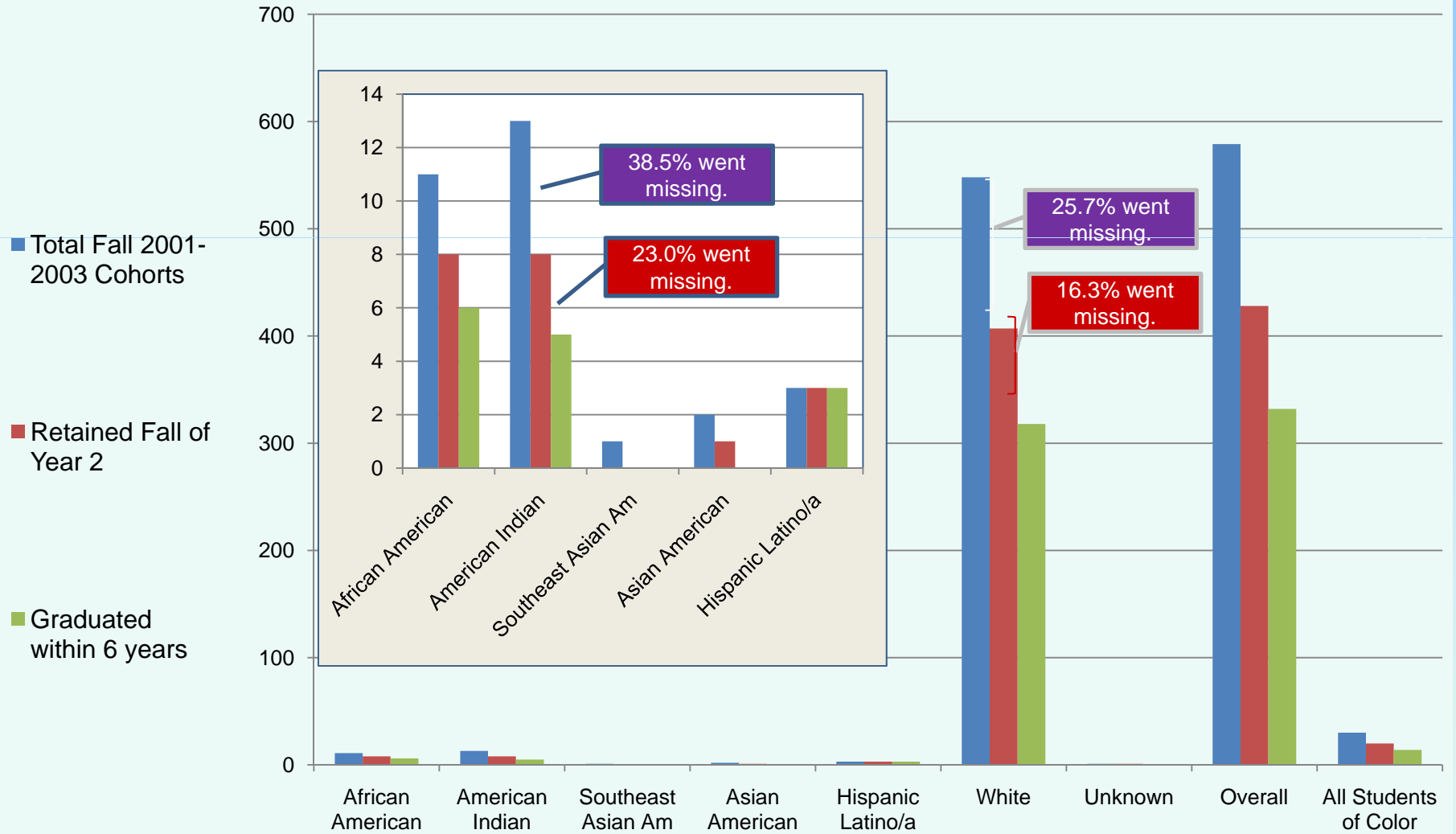
When did they go missing?

2001-2003 First-Year Cohorts



When did they go missing?

2001-2003 Transfer Cohorts



Overall retention patterns: Conclusion

- Overall, students of color were retained at a lower rate than white students.
- The retention gap between white students and students of color widened by the six-year graduation benchmark.
- Different retention patterns were observed between racial/ethnic groups. Strategies to improve retention among students of color must be sensitive to the diversity among them.



CLOSER LOOK AT MISSING STUDENTS



Retention by Race/Ethnicity

- Students of color are not alike. Retention patterns differed among individual racial/ethnic groups.
- First-year entry Southeast Asian Americans were best retained among all race/ethnic groups, while first-year entry Asian Americans were retained at a much lower rate than other race/ethnic groups.
- American Indians were retained for the second year at a similar rate as that for African Americans, but American Indians' six-year graduation rate was much lower than African Americans'.



Retention patterns by race/ethnicity

Not all students of color are alike...

		African American	American Indian	SE Asian American	Asian American	Hispanic/Latino(a)	White
FY entries	Second-Year Retention (2001-2008)	66.2% (n=22)	68.0% (n=50)	100.0% (n=11)	60% (n=20)	50.0% (n=8)	70.7% (n=2006)
	6 year Graduation (2001-2003)	40.0% (n=5)	26.1% (n=23)	66.7% (n=6)	11.1% (n=9)	66.7% (n=3)	43.9% (n=787)
TR entries	Second-Year Retention (2001-2008)	64.8% (n=31)	61.8% (n=68)	50.0% (n=2)	78.6% (n=14)	100.0% (n=11)	73.3% (n=1101)
	6 year Graduation (2001-2003)	54.5% (n=11)	38.5% (n=13)	0.0% (n=1)	0.0% (n=2)	100.0% (n=3)	68.0% (n=548)

Retention by students' sex

- Overall female students were better retained, but this pattern was not consistent for all racial/ethnic groups.
- First-year entry female students of color experienced lower rates of second-year retention and six-year graduation than their male counterparts.
- Among transfers, male students of color were retained at a lower rate than female students of color. In contrast, female white students experienced lower second-year retention rate than their male counterpart.



Retention patterns by Sex

Not all female students are better retained.

Sex		Students of color		White students	
		Male	Female	Male	Female
First-Year Entries	Second year retention (2001-2008)	74.5% (n=55)	62.5% (n=56)	69.4% (n=883)	71.8% (n=1123)
	Six-year Graduation (2001-2003)	38.1% (n=21)	28.0% (n=25)	42.1% (n=318)	45.2% (n=423)
Transfer Entries	Second year retention (2001-2008)	61.4% (n=70)	69.6% (n=56)	75.0% (n=725)	71.7% (n=777)
	Six-year Graduation (2001-2003)	43.8% (n=16)	50.0% (n=16)	54.5% (n=244)	60.9% (n=304)

Retention by Age at entry

- The retention rate was lowest for white first-year entry students at age 20-24, followed by the transfer students of color at age 20-24.
- Students of color in the traditional age group were retained at a lower rate than white students, while students of color who transferred at age 25 or above were retained at a higher rate than their white counterparts.



Retention patterns by age (at entry)

		Students of color			White students		
Age		17-19	20-24	25+	17-19	20-24	25+
FY Entries	2 nd year retention (2001-2008)	68.8% (n=96)	76.9% (n=13)	0.0% (n=2)	71.7% (n=1904)	49.4% (n=81)	61.9% (n=21)
TR Entries	2 nd year retention (2001-2008)	60.7% (n=28)	55.7% (n=61)	83.8% (n=37)	67.1% (n=426)	75.5% (n=853)	76.7% (n=223)



Retention Patterns by First-Generation Status and Pell Grants Eligibility

- Pell Grants eligibility and first-generation status are indicators of students' economic or socio-cultural disadvantage upon their entry to college.
- Among first-generation students, students of color had a lower rate of second-year retention. The retention gap between first-generation students and others was 2.1% for white students and 11.9% for students of color.
- Pell Grants eligibility negatively correlates with the retention and graduation of white students and first-year entry students of color. This was however not true for transferred students of color.



Retention Patterns by First-Generation Status and Pell Grants Eligibility

FIRST YEAR COHORTS		Students of color		White students	
First Generation Status		First Gen	Not F.G.	First Gen	Not F.G.
	Second year retention (2006-2008)	66.7% (n=21)	78.6% (n=14)	68.0% (n=356)	70.1% (n=395)
		Gap = 11.9%		Gap = 2.1%	
Pell Grants Eligibility		Eligible	Not eligible	Eligible	Not eligible
	Second year retention (2001-2008)	70.5% (n=61)	66.0% (n=50)	68.7% (n=553)	71.5% (n=1453)
	Six-year Graduation (2001-2003)	34.8% (n=23)	26.1% (n=6)	36.0% (n=236)	47.5% (n=240)



Retention Rate by campus residence

- Whether students live on campus or not appears to have little relationship with the second-year retention.
- Asian Americans and Hispanic/Latino(a)s living on campus were better retained, while other groups had reverse results.



Retention Rate by campus residence

FIRST YEAR COHORTS	Students of color		White students	
	On campus	Commute	On campus	Commute
2 nd year retention rate (2006-2008)	68.1% (n=69)	69.0% (n=42)	70.0% (n=1238)	72.0% (n=768)

When disaggregated by race/ethnicity:

FY Entries		African American	American Indian	SE Asian American	Asian American	Hispanic/Latino(a)	White
Second-Year Retention Rate (2001-2008)	On campus residence	66.7% (n=15)	64.7% (n=34)	100.0% (n=5)	70.0% (n=10)	60.0% (n=5)	70.0% (n=1238)
	Off campus residence	71.4% (n=7)	75.0% (n=16)	100.0% (n=6)	50.0% (n=10)	33.3% (n=3)	72.0% (n=768)

ACADEMIC PREPARATION AND RETENTION



Academic Preparation and Retention

- High school class rank and ACT score are often used to predict students' success at college.
- Neither of these indicators correlates to retention of students of color at UW-S.



Retention patterns by ACT score

ACT score and retention do not correlate for students of color.

FY Entries		Students of color	White students
2 nd year Retention (2001-2008)	ACT 24-35	66.7% (n=18)	75.9% (n=431)
	ACT 21-23	78.4% (n=37)	70.9% (n=615)
	ACT 17-20	57.1% (n=28)	69.5% (n=571)
	ACT 12-16	75.0% (n=12)	64.5% (n=62)
	No ACT reported	62.5% (n=16)	54.1% (n=74)

Retention by High School Class Rank

HS class rank and retention do not correlate for students of color.

FY Entries		African American	American Indian	SE Asian American	Asian American	Hispanic/Latino(a)	White
Second-Year Retention (2001-2008)	HS top 50%	76.9% (n=13)	72.5% (n=40)	100.0% (n=6)	45.5% (n=5)	66.7% (n=6)	74.9% (n=1195)
	HS Bottom 50%	80.0% (n=5)	50.0% (n=8)	100.0% (n=5)	71.4% (n=7)	100.0% (n=2)	52.0% (n=296)
	No HS Rank	25.0% (n=4)	50% (n=2)	n/a (n=0)	100.0% (n=2)	n/a (n=0)	60.9% (n=115)
6 year Graduation (2001-2003)	HS top 50%	25.0% (n=4)	26.3% (n=19)	50.0% (n=4)	25.0% (n=4)	66.7% (n=3)	48.2% (n=591)
	HS Bottom 50%	n/a (n=0)	33.3% (n=3)	100.0% (n=2)	0.0% (n=5)	n/a (n=0)	21.1% (n=109)
	No HS Rank	100.0% (n=1)	0.0% (n=1)	n/a (n=0)	n/a (n=0)	n/a (n=0)	41.5% (n=41)

Academic Preparation and Retention: Conclusion

- It is not wise to use high school class rank and ACT score as predictors of the success particularly for students of color.
- To improve the retention of students of color, we must increase our understanding of their academic and socio-cultural experiences at UW-S.



ACADEMIC EXPERIENCE AT UW-S AND RETENTION



The first-year GPA and Retention

- GPA at the end of the first year was positively correlated to the second-year retention for all students.
- Ending the first-year with a good standing does not necessarily ensure graduation within the 6 years.



Retention by GPA at the end of the first year

First-year students who ended the first year with good standing were better retained for the second year.

FY Entries		African American	American Indian	SE Asian American	Asian American	Hispanic/Latino(a)	White
Second-Year Retention (2001-2008)	GPA 2.0 or higher	76.5% (n=17)	82.5% (n=40)	100.0% (n=11)	80.0% (n=15)	75.0% (n=4)	77.0% (n=1794)
	GPA less than 2.0	40.0% (n=5)	16.7% (n=6)	n/a (n=0)	0.0% (n=3)	25.0% (n=4)	22.6% (n=168)
	GPA =0.0	n/a (n=0)	0.0% (n=4)	n/a (n=0)	0.0% (n=2)	0.0% (n=1)	0.0% (n=44)
6 year Graduation (2001-2003)	GPA 2.0 or higher	33.3% (n=3)	31.6% (n=19)	66.7% (n=6)	20.0% (n=5)	100.0% (n=2)	48.3% (n=662)
	GPA less than 2.0	50.0% (n=2)	0.0% (n=3)	0.0% (n=2)	0.0% (n=2)	0.0% (n=1)	11.1% (n=64)
	GPA =0.0	n/a (n=0)	0.0% (n=1)	n/a (n=0)	0.0% (n=2)	n/a (n=0)	0.0% (n=15)

Retention by GPA at the end of the first year

Overall transfers who ended the first year with good academic standing were better retained for the second-year, and achieved graduation.

Transfers		African American	American Indian	SE Asian American	Asian American	Hispanic/Latino(a)	White
Second-Year Retention (2001-2008)	GPA 2.0 or higher	56.0% (n=25)	73.2% (n=56)	100.0% (n=1)	90.9% (n=11)	100.0% (n=10)	79.7% (n=1320)
	GPA less than 2.0	40.9% (n=22)	55.6% (n=9)	n/a (n=0)	33.3% (n=3)	100.0% (n=1)	34.3% (n=137)
	GPA =0.0	n/a (n=0)	0.0% (n=3)	0.0% (n=1)	n/a (n=0)	n/a (n=0)	4.4% (n=45)
6 year Graduation (2001-2003)	GPA 2.0 or higher	71.4% (n=7)	58.3% (n=12)	n/a (n=0)	0.0% (n=1)	100.0% (n=2)	63.7% (n=490)
	GPA less than 2.0	50.0% (n=2)	n/a (n=0)	n/a (n=0)	0.0% (n=1)	100.0% (n=1)	12.8% (n=47)
	GPA =0.0	n/a (n=0)	0.0% (n=3)	0.0% (n=1)	n/a (n=0)	n/a (n=0)	0.0% (n=15)

GPA at the end of the first year

Students of color were more likely to end the first year without good GPA standing. This can contribute to their lower retention rate.

		Students of color	White
FY entry 2001-2008	% of students with GPA 2.0 or higher	78.4% (n=22)	89.4% (n=2006)
Transfer 2001-2008	% of students with GPA 2.0 or higher	81.7% (n=126)	87.9% (n=1502)



Equity Gaps in Course-Level Performance

- Grades in the top 22 most highly enrolled on-campus courses for Fall 2008, Spring 2009 and Fall 2009 were analyzed.
- The result showed that, in 15 out of 22 courses, students of color received ABC grades at a lower rate than white students.
- This performance gap was particularly notable in the general education remedial and core courses.



% of ABC grades within the group in the top 22 courses

(F08, S09, F09)

Course	White		Students of Color		Other (approx. 80% international students)	
	Count	%	Count	%	Count	%
ACCT200	93	[67%]	7	[88%]	23	[96%]
ANTH101	150	[94%]	7	[78%]	12	[93%]
ART101	214	[88%]	18	[86%]	40	[100%]
BIOL100	245	[79%]	12	[60%]	21	[81%]
BUS211	138	[85%]	7	[78%]	28	[93%]
BUS270	100	[70%]	7	[70%]	30	[97%]
CHEM100	99	[75%]	18	[90%]	15	[94%]
CIS108	119	[78%]	6	[60%]	43	[96%]
COMM110	507	[91%]	49	[86%]	68	[98%]
ECON250	117	[70%]	8	[80%]	23	[89%]
ENGL101	370	[88%]	29	[74%]	82	[100%]
ENGL102	453	[85%]	33	[72%]	56	[93%]
ENGL209	116	[84%]	11	[100%]	25	[92%]
ENGL221	158	[87%]	8	[88%]	10	[100%]
HHP100	265	[99%]	15	[94%]	47	[100%]
HHP102	598	[95%]	50	[89%]	98	[96%]
HHP300	281	[100%]	21	[91%]	33	[97%]
MATH090	205	[79%]	20	[58%]	8	[89%]
MATH095	165	[84%]	13	[65%]	8	[89%]
MATH102	137	[72%]	8	[80%]	12	[85%]
MUSI110	176	[99%]	22	[100%]	8	[100%]
PSYC101	323	[80%]	31	[84%]	30	[84%]

Blue indicates the highest rate of ABC grades among the three groups.

Red indicates the lowest rate of ABC grades among the three groups.

Shading indicates the core and remedial courses.

Academic Performance at UW-S and Retention: Conclusion

- Students' academic performance at UW-S has notable implications on their retention and graduation. Generally this is also true for students of color.
- An equity gap was found in the GPA at the end of the first year.
- An equity gap was also found in the grade performance in a number of courses, including gate-keeping core courses.



CONCLUSION AND RECOMMENDATIONS



Summary (1): Overall Patterns

- Retention inequity generally exists for students of color at UW-S. As the result, the diversity of a cohort decreases by the time of graduation.
- There are some notable differences in retention patterns among and within individual racial/ethnic groups. Retention patterns differ not only by race/ethnicity, but also by sex, age, first-generation status, Pell Grants eligibility, and residential arrangement of students.



Summary (2)

Retention and Students' Academic Experience at UW-S

- Neither high school class rank nor ACT score can predict the successful retention of students of color.
- Good GPA standing at the end of the first year is important not only for retention but also for graduation of all students. Yet, students of color are less likely to achieve GPA 2.0 or above at the end of the first year.
- Students of color are less likely to achieve ABC grades in a number of highly enrolled courses, including general education core courses.



Key Recommendations: Study of student experience

- *Investigate academic challenges that new students face in the process of transitioning into UW-S*

This study will help improve our method of outreach to first-year students, particularly those from racial/ethnic minority groups.

- *Investigate the post-first-year experience of the students of color*

This study will help identify the retention barriers in curricular and co-curricular programs that students of color face after the first year.



Key Recommendations: Review of relevant programs and policies

- *Reconsideration of the weight put on the high school rank and ACT scores, in comparison with other holistic admission criteria*
- *Strategic actions to promote the inclusive learning environment and the diversity-sensitive academic support system*
- *A study on the inclusivity of residential arrangement and co-curricular programs*



Finally...

- Maintaining the status quo in terms of equity and diversity is unacceptable.
- Campus priorities and resource allocation decisions must be reconsidered in light of the equity scorecard findings.



Equity Scorecard -- to be continued...

- The next perspectives are EXCELLENCE and INSTITUTIONAL RECEPTIVITY.
- The final report will be released some time in summer.

