



Preserving Equity in Tough Times

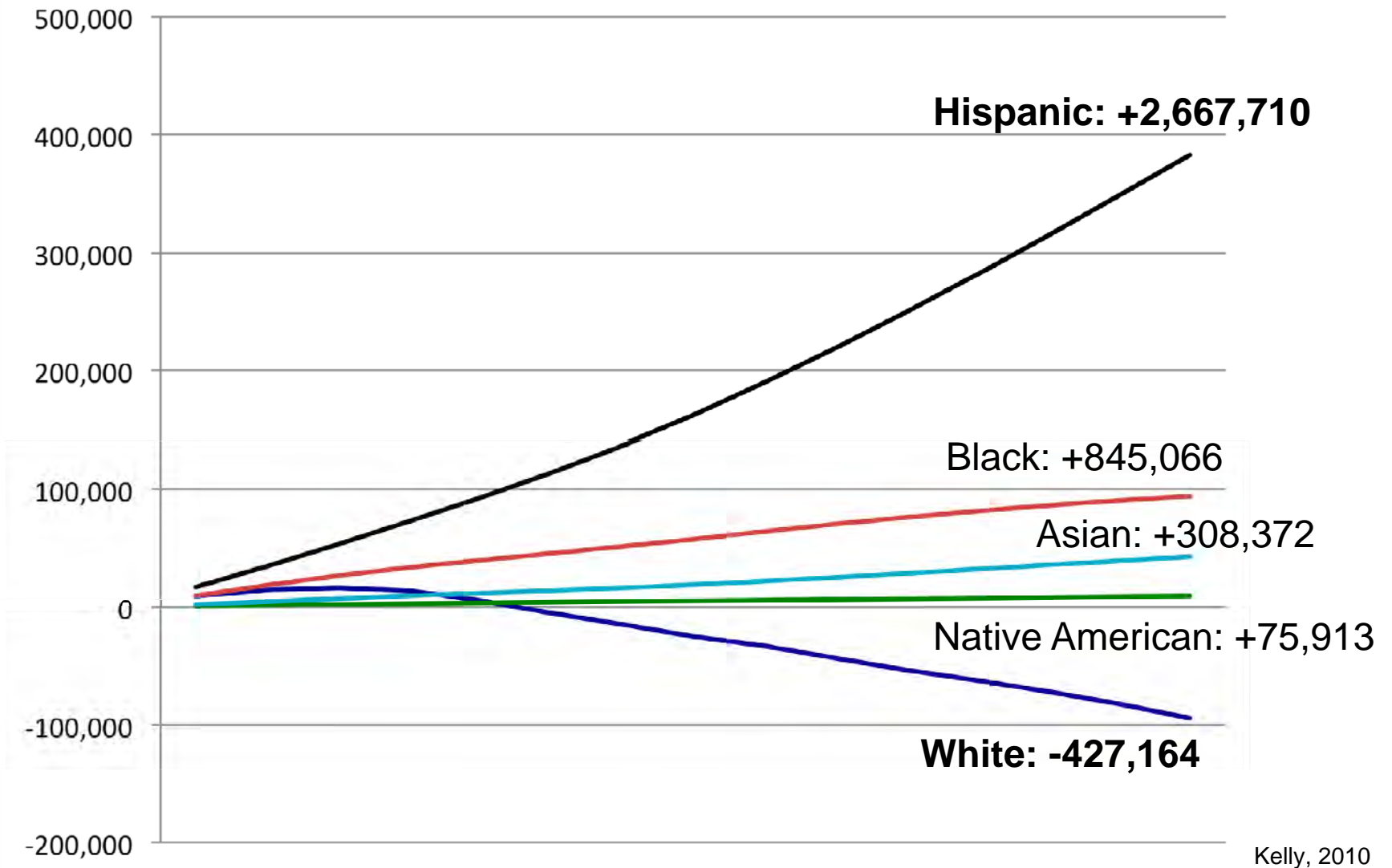
WICHE Semi-Annual Meeting

Portland, OR May 18, 2010

Estela Mara Bensimon, Professor and CUE Co-Director



Change in Undergraduate Credentials Awarded as a Result of Population Growth by Race/Ethnicity, 2011-2025



1. By 2020 the United States will need to produce:
 - a. 23 million additional degrees
 - b. 5 million additional degrees
 - c. 8 million additional degrees

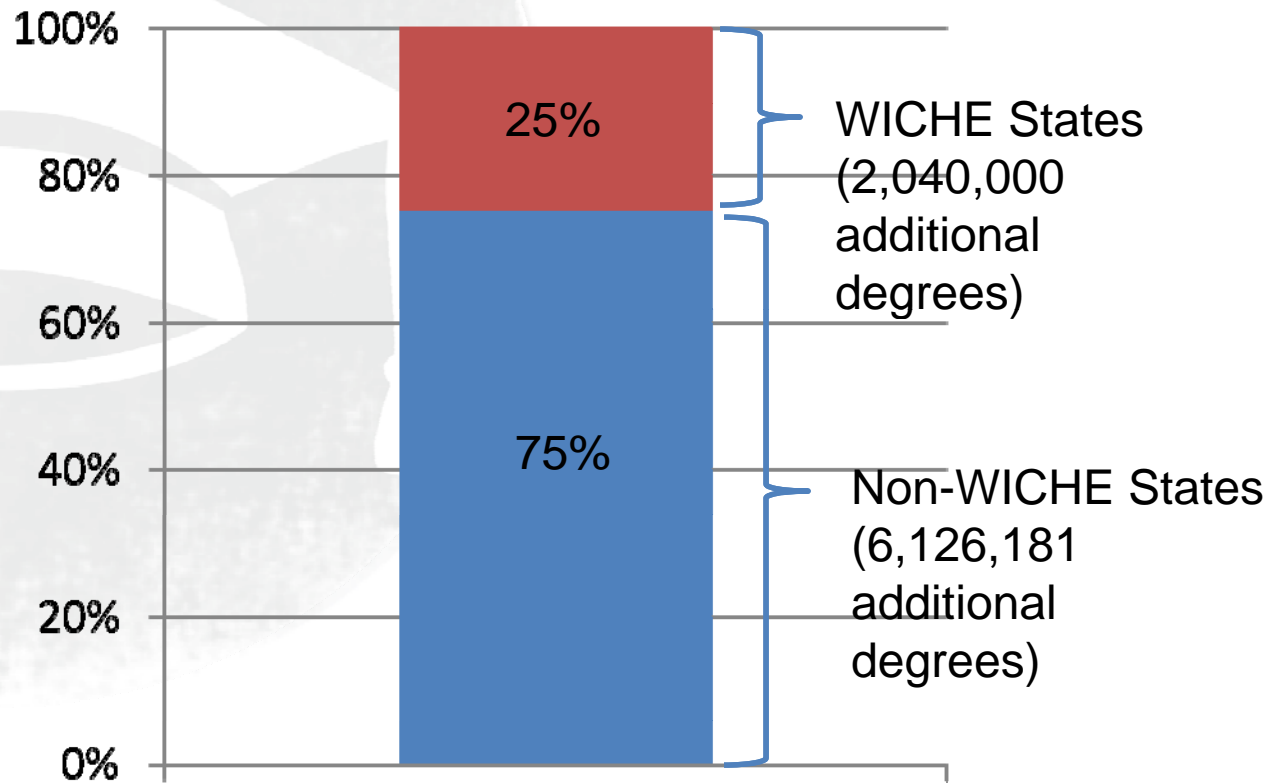
2. The proportion of additional degrees that will need to be produced by WICHE States is:
 - a. 50%
 - b. 25%
 - c. 12%

3. My state knows how to achieve the expected additional degrees.
by 2020:
 - a. True
 - b. False
 - c. Not Sure

4. My state knows how to assist individual campuses figure out what to do to achieve their share of additional degrees.
 - a. True
 - b. False
 - c. Not Sure

5. I know how many more degrees my state has to complete by 2020
 - a. True
 - b. False
 - c. Have no idea
 - d. I heard the number but forgot it

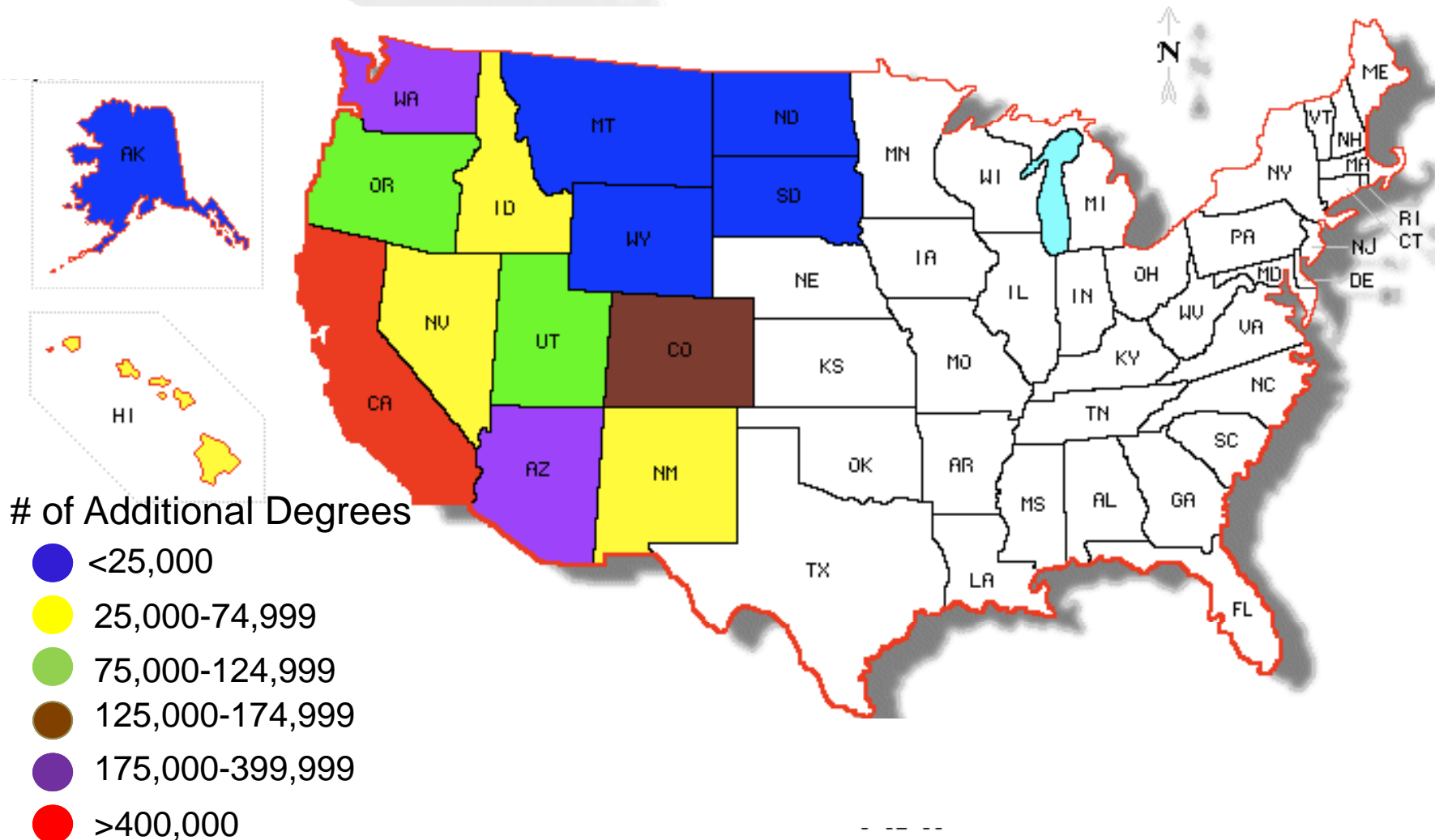
WICHE States need to produce ¼ of the additional degrees needed to meet President Obama’s goals



Percentage of New Degrees Needed to Meet National Degree Goals

Kelly, 2010

How Each WICHE State Should Contribute to the Goal of Producing 8.2 Million Additional Degrees by 2020



Kelly, 2010

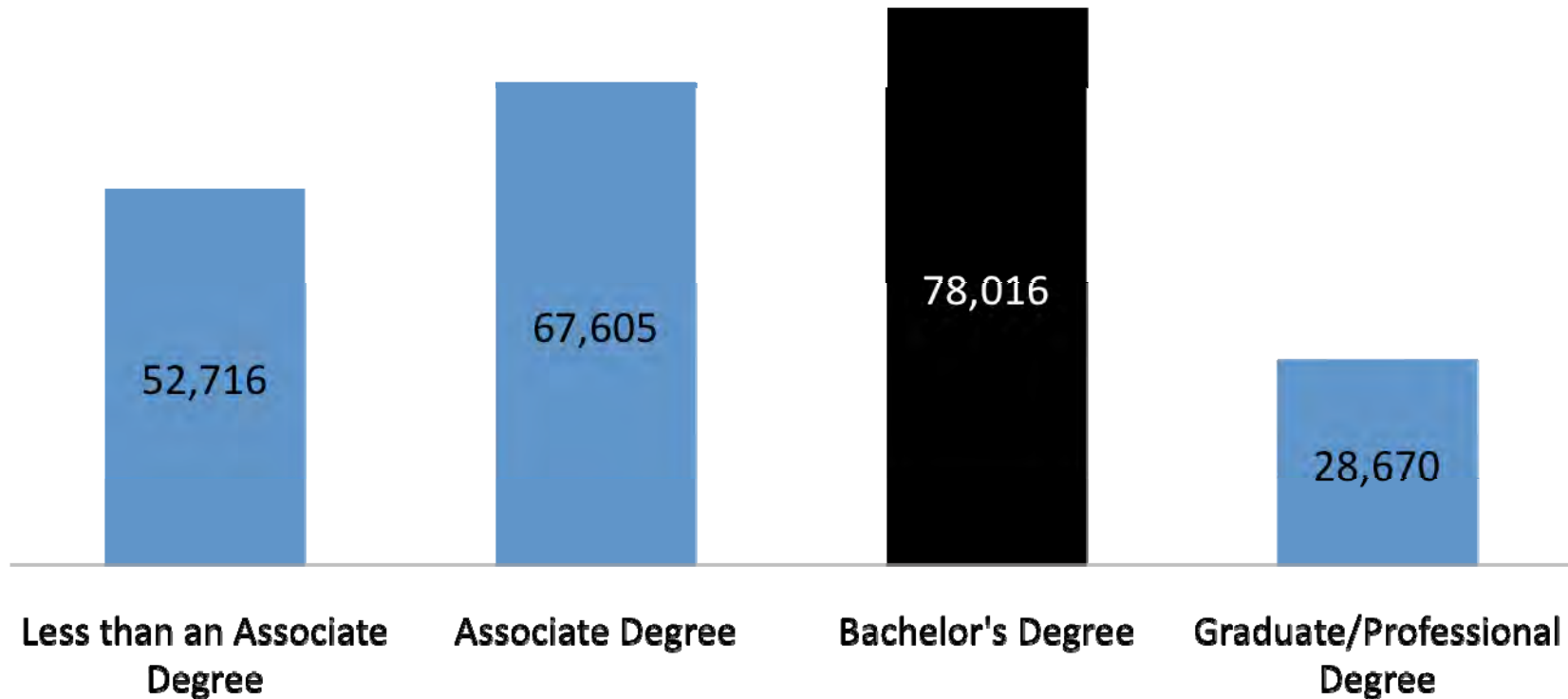


WICHE State Contribution—Additional Degrees Needed by 2020

State	Additional Degrees Needed	Additional Degrees Needed Annually
California	1,044,231	15,822
Arizona	222,924	3,378
Washington	186,719	2,829
Colorado	131,743	1,996
Utah	100,809	1,527
Oregon	92,475	1,401
Nevada	56,411	855
New Mexico	54,257	822
Idaho	37,522	569
Hawaii	30,430	461
Montana	20,840	316
North Dakota	17,807	270
South Dakota	17,400	264
Wyoming	13,564	206
Alaska	12,642	192
Total	2,040,000	31,000

Nevada: State Job Growth and Educational Demands

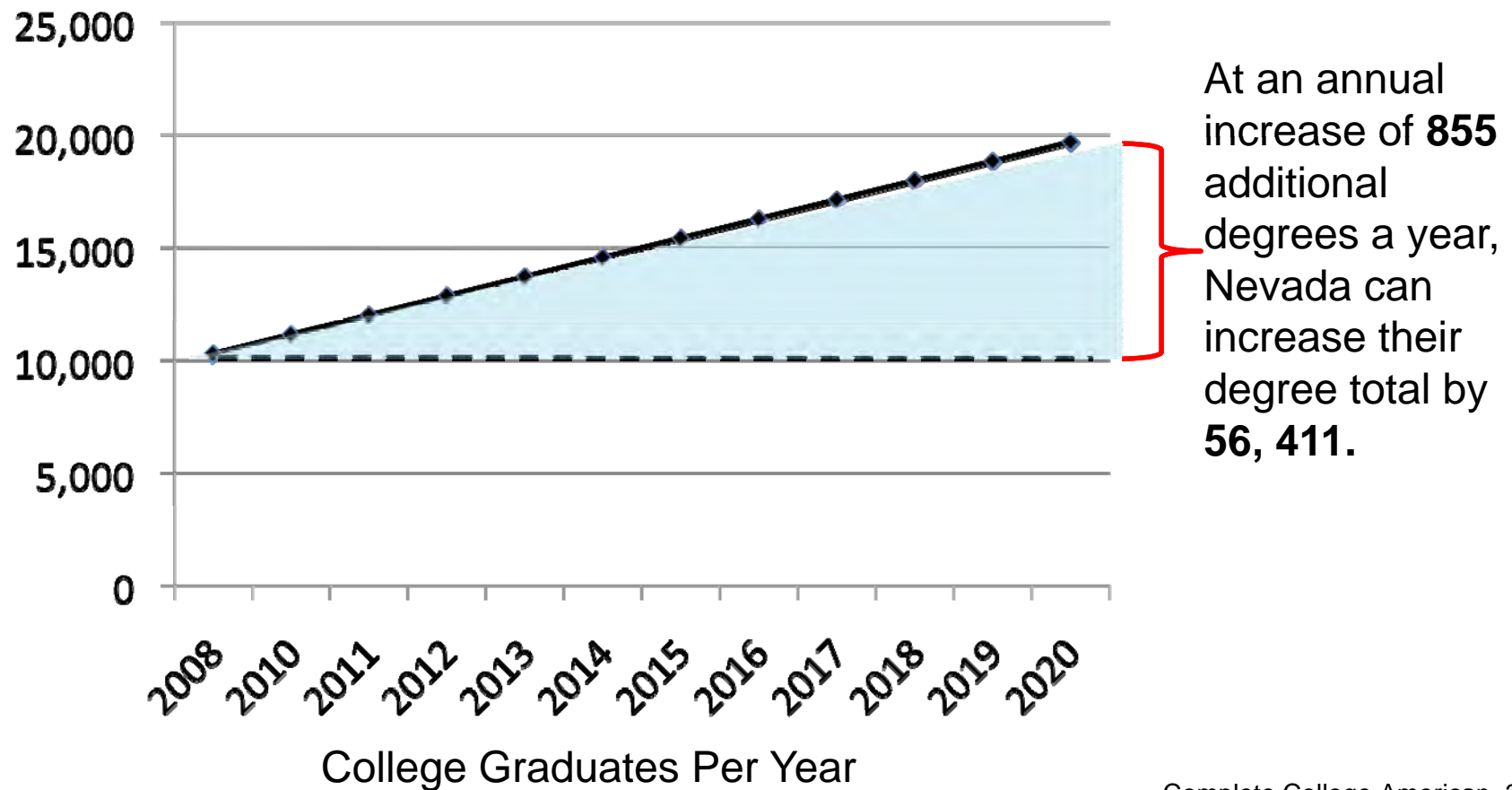
Over the next decade, Nevada will need **227,007** additional college-educated workers....



Complete College American, 2010

Nevada: What do these labor projections mean for Nevada higher education?

To meet this need, 6 out of 10 young adults (25-34) need to be degree holders by 2020 (an additional 56,411 degrees).

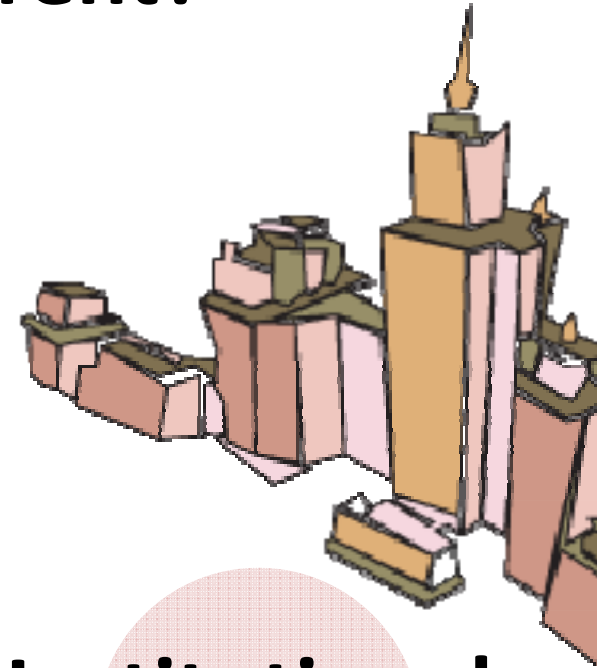


Complete College American, 2010

What makes the CUE Equity Model Different?

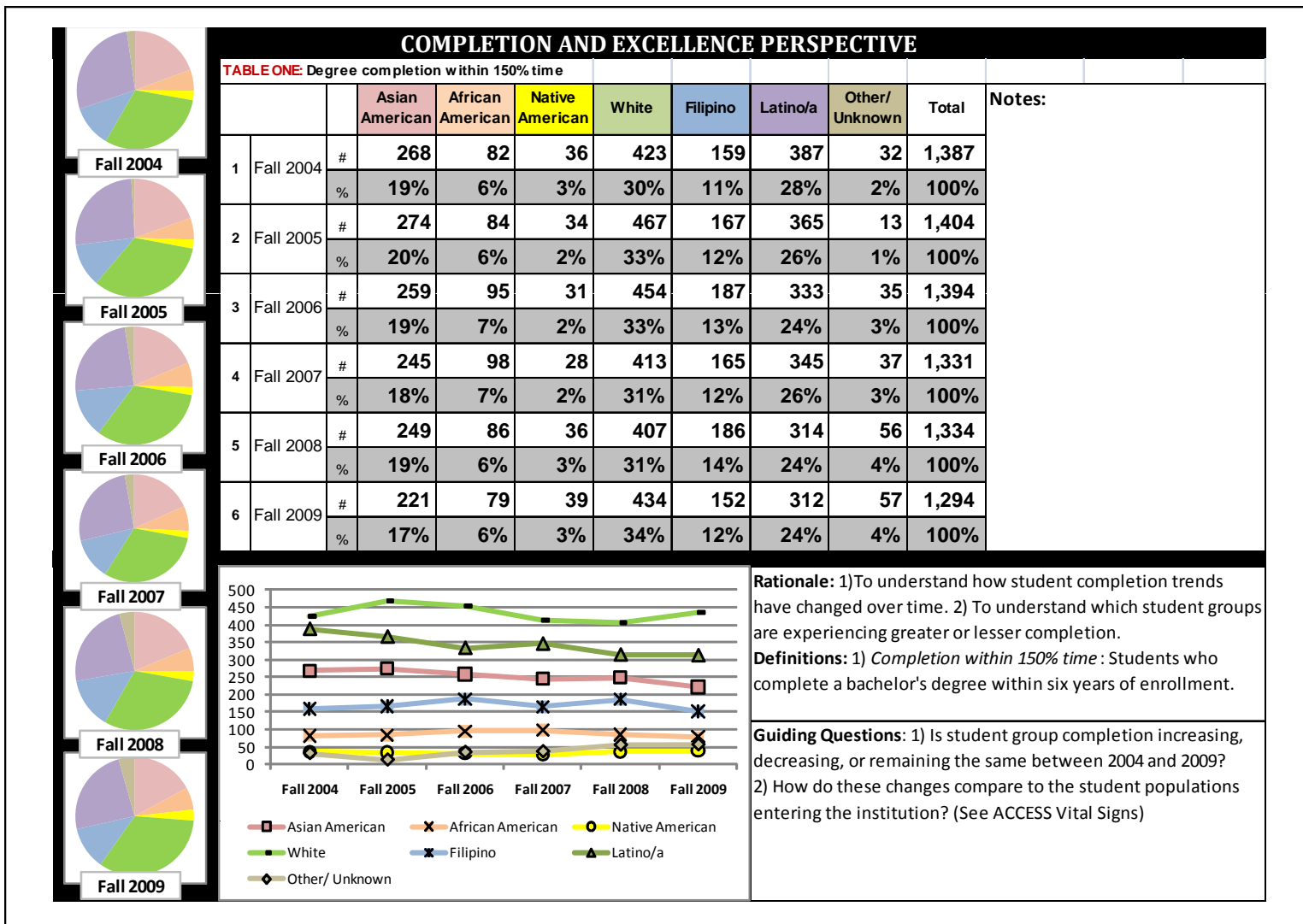


**Student
Deficits**



**Institutional
Responsibility**

The Vital Signs



The Equity Scorecard

RETENTION Cohort 2001 to 2008						
Measure	Baseline					Equity
		Year One	Year Two	Year Three	Year Four	
1. Retention for African Amer. between Year 1 and 2.	9%	13%	17%	21%	25%	
2. Retention for Latino/as between Year 2 and 3	6%	11%	16%	22%	27%	
3. Retention for Southeast Asians between Year 3 and 4	5%	6%	7%	8%	9%	
CAMPUS EFFORT Recent Inquiry Activities						
Measure	Baseline					Equity
		Year One	Year Two	Year Three	Year Four	
1. Overall faculty of color at the institution	2%	4%	4%	6%	6%	
2. Number of staff of color in managerial positions	0%	2%	2%	5%	5%	
3. Percent of students of color enrolled in support programs	5%	6%	7%	8%	9%	

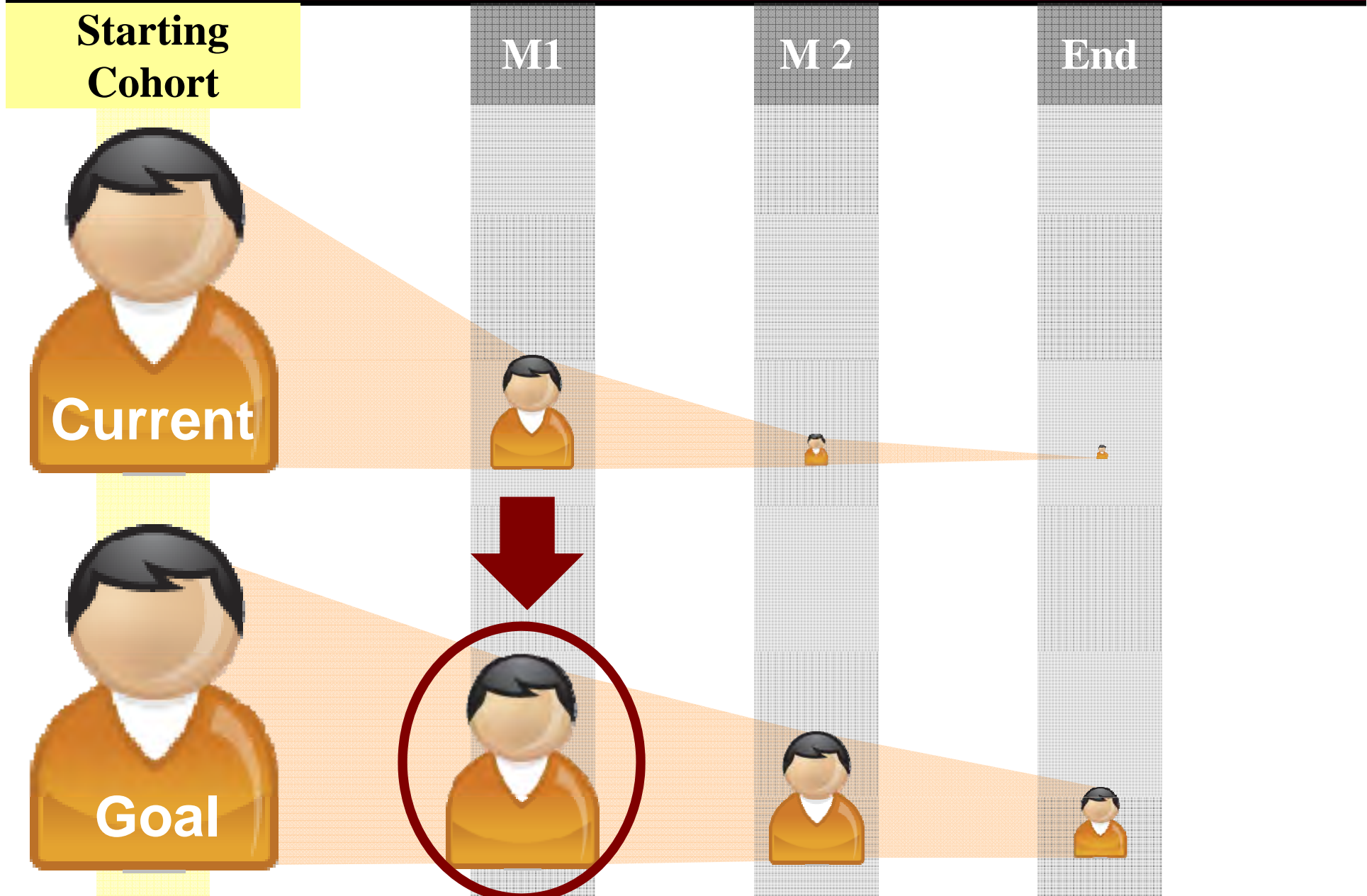


2001



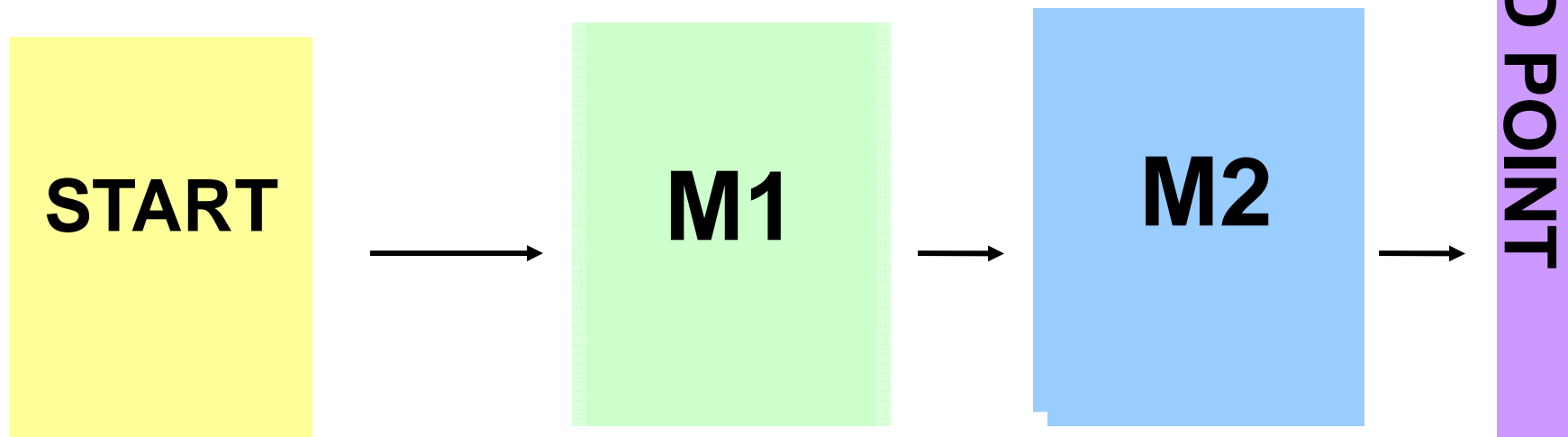
2008

USC Benchmarking Equity and Student Success Tool (BESST)

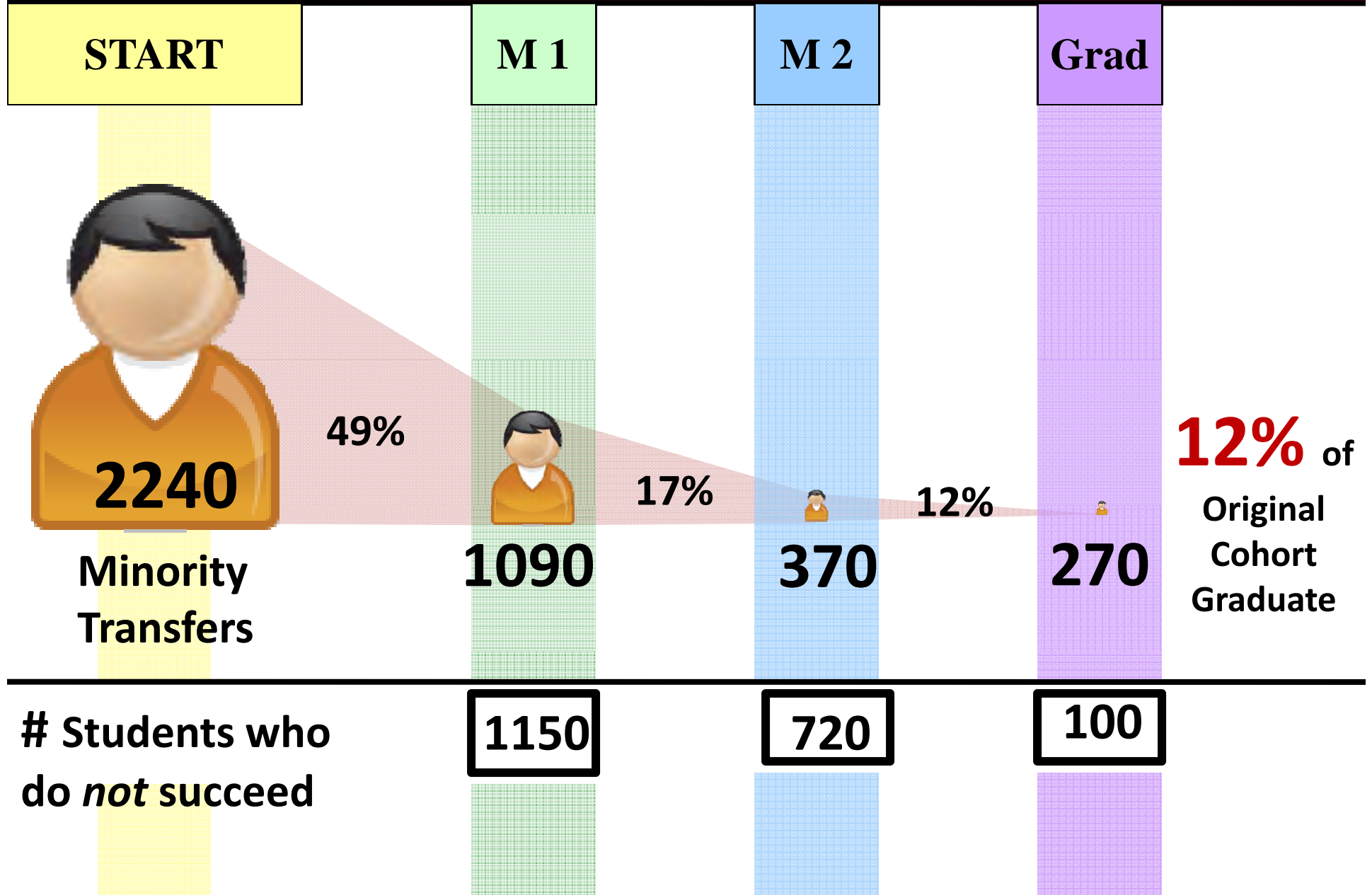


USC Worked Example: Seeing the BESST in Action

BESST Model for Transfer: Four-year Institutions Graduating Incoming Transfer Students



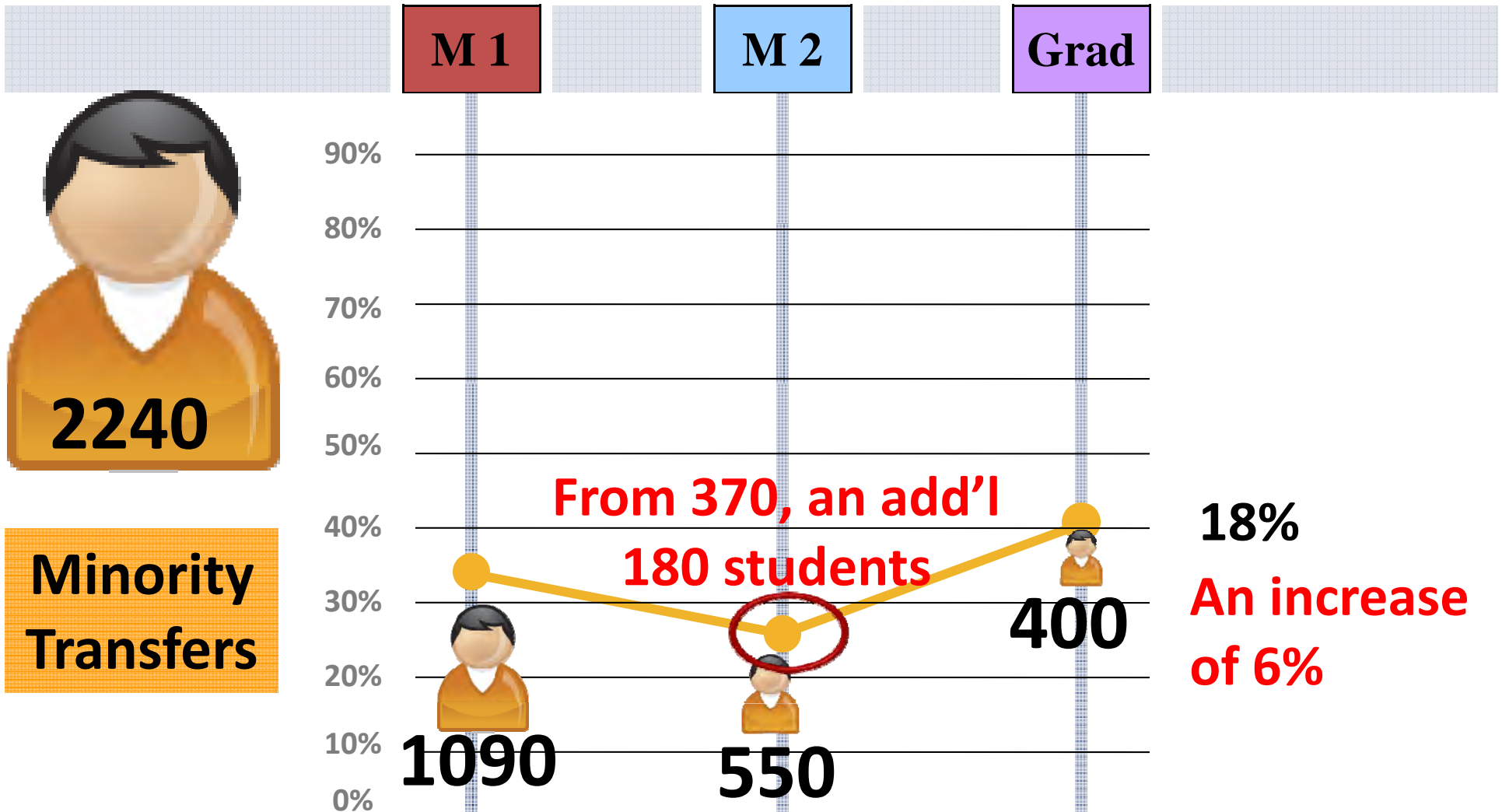
Using the BESST to Define Problems

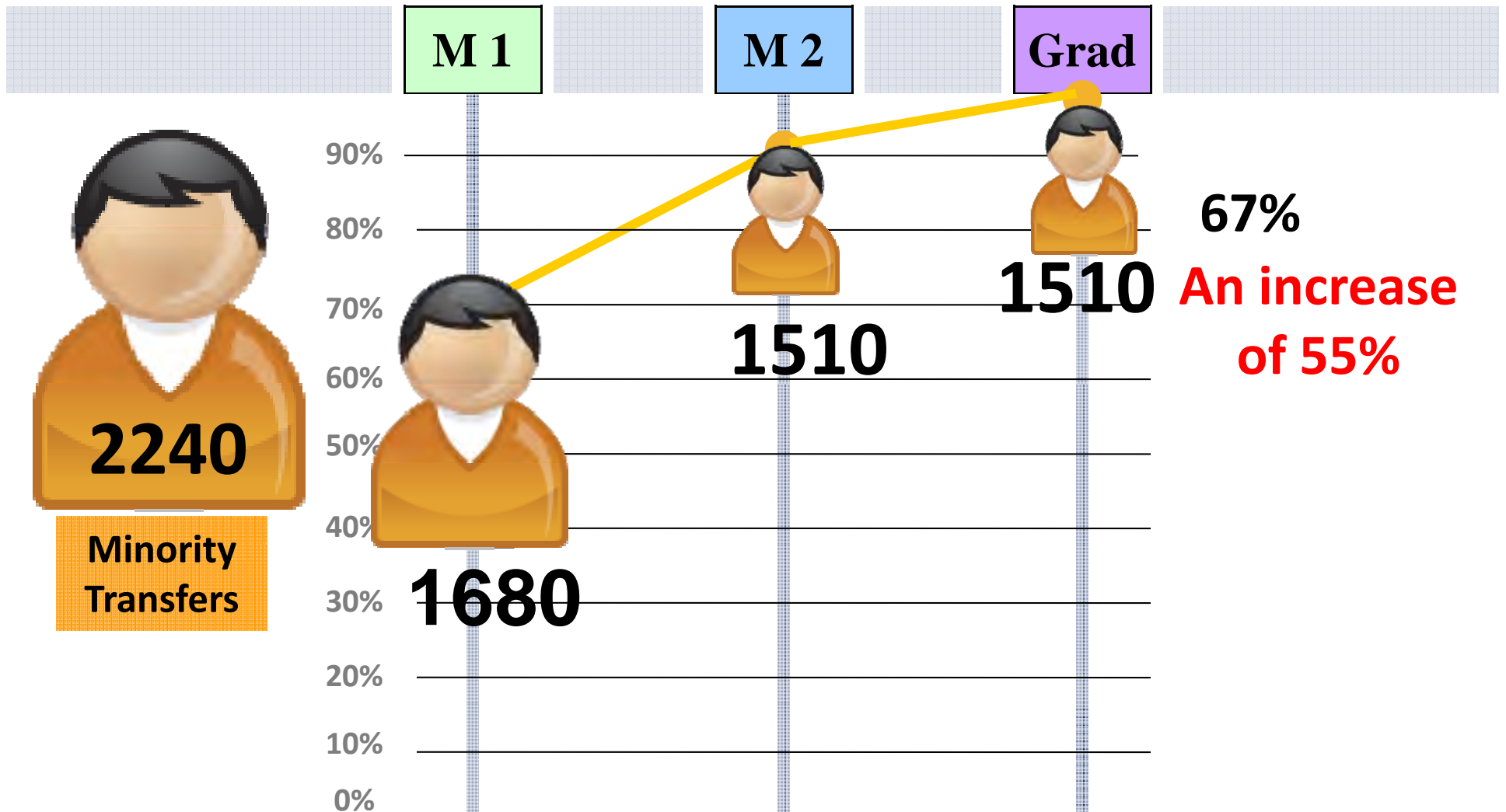


12% of
Original
Cohort
Graduate

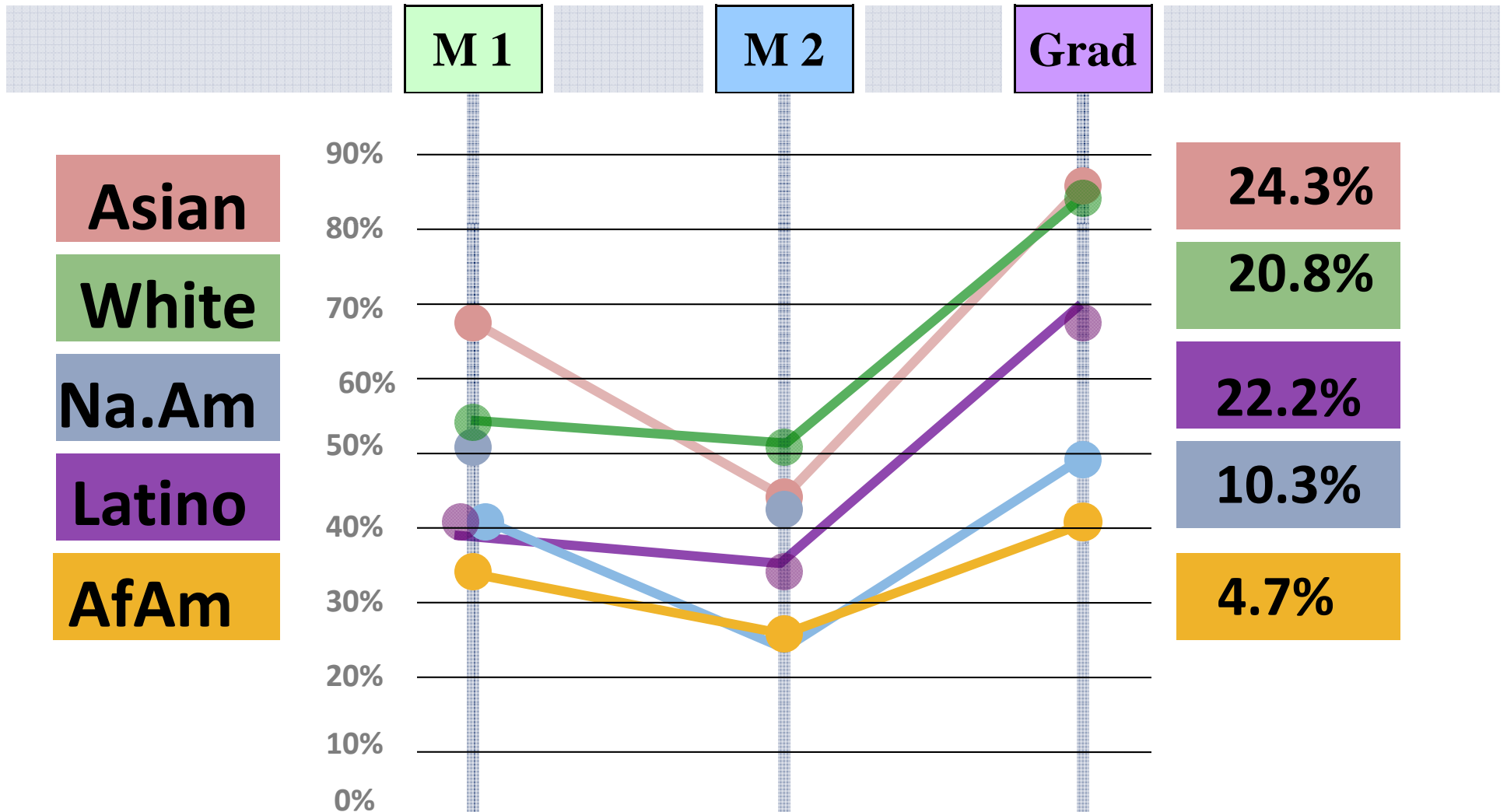
Students who
do *not* succeed

Focus Interventions at a Milestone





Comparing the Experience Across Groups



- Break down an abstract college completion goal into specific rates of success that students must meet at key milestones along the educational pipeline;
- Identify at what point in the educational pipeline interventions are needed in order to increase completion rates by a specified percentage;
- Design systemic interventions based on relevant data;
- Engage faculty, administrators, and policymakers in a collaborative effort to improve system performance.

Questions, Comments?

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