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Making Racial Equity a Routine Practice in Concurrent Enrollment and Dual Credit

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Estela Mara Bensimon

Dean's Professor in Educational Equity

Director, Center for Urban Education

ECS California Commissioner

USC Rossier
School of Education

The Center for Urban Education (CUE)

conducts socially
conscious
research
and develops
tools institutions of
higher education
need to produce
racial equity in
student outcomes.



1

Understands the accountability and critical dimensions of equity.



FRAMING QUESTIONS FOR THE ACCOUNTABILITY DIMENSION OF RACIAL EQUITY

- WHO, BY RACE/ETHNICITY, BENEFITS FROM DUAL ENROLLMENT PROGRAMS?
- WHO, BY RACE AND ETHNICITY, TEACHES IN DUAL ENROLLMENT PROGRAMS?
- WHAT IS THE RACIAL/ETHNIC GEOGRAPHY OF DUAL ENROLLMENT?

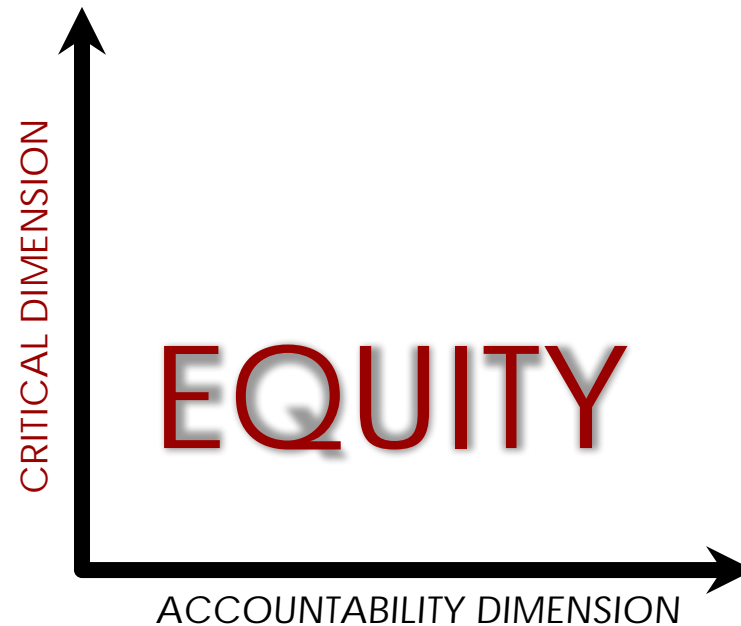


VITAL SIGNS TO ASSESS EQUITY IN DUAL ENROLLMENT

VITAL SIGNS OF EQUITY	ROUTINE PRACTICE?	EQUITY GOAL MET/NOT MET
ENROLLMENT BY RACE AND ETHNICITY		
ENROLLMENT BY RACE AND ETHNICITY		
COURSE ENROLLMENT AND COMPLETION BY R/E		
COLLEGE ENROLLMENT AND DEGREE ATTAINMENT BY R/E		
STEM CONCURRENT ENROLLMENT BY R/E		
CONCURRENT ENROLLMENT INSTRUCTORS BY R/E		
CONCURRENT ENROLLMENT OPPORTUNITIES IN PREDOMINANTLY WHITE HS'S AND PREDOMINANTLY SEGREGATED SCHOOLS		



Recognition that institutional racism (and sexism) is an entrenched characteristic of colleges and universities that has to be dismantled with strategies that are color conscious, informed by critical race theory and systemic.



CRITICAL RACE DIMENSION

- WHO, BY R/E, QUALIFIES FOR DUAL ENROLLMENT PROGRAMS?
- WHOSE KNOWLEDGE IS REPRESENTED IN THE CURRICULUM OF DUAL ENROLLMENT PROGRAMS
- HOW IS RACIAL EQUITY ADDRESSED/ASSESSED IN THE PRACTICES, ARTIFACTS, AND RULES OF DUAL ENROLLMENT PROGRAMS?
- HOW WELL DO DUAL ENROLLMENT PROGRAMS PERFORM ON BEHALF OF MINORITIZED STUDENTS? OR, PUT DIFFERENTLY, WHY DO DUAL ENROLLMENT PROGRAMS PERFORM SO MUCH BETTER FOR WHITE STUDENTS?
- ARE DUAL ENROLLMENT PROGRAMS ONLY FOR WHITE STUDENTS?

POLICY AS A TOOL OF EQUITY OR INEQUITY

- **Why is equity-minded policy analysis important?**
 - History has shown that well-intentioned policies can harm racial, ethnic, and indigenous populations with a history of educational and economic deprivation
- **What does equity-minded policy analysis consider?**
 - The impact of policy on the distribution of power, access to resources and knowledge, and the reproduction of social stratification

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FINE, I KIND OF GET IT. SO,
WHAT DO YOU WANT ME
TO DO?



PROTOCOL: ASSESSING EQUITY-MINDEDNESS

ASSESSING EQUITY: THE SIX POLICY INDICATORS

1. Equity as a Guiding Paradigm for Policy
2. Equity in Language
3. Data Collection and Reporting Strategy
4. Disproportionate Impact
5. Policy Consistency & Ubiquity
6. Equity Framing

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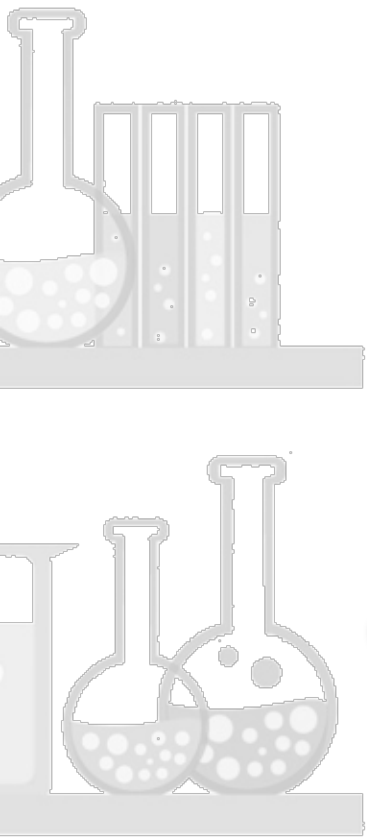
Identify groups:

- Latinos/Hispanics
- Blacks/African Americans
- Native Americans
- Asian Americans
- Whites
- Somali
- Veterans



Avoid ambiguous terms:

- URM
- Caucasian
- At-Risk
- Minority
- Non-Underserved
- Highest Performing Demographic
- Non-traditional
- 21st Century Students
- Opportunity Generation



- They (students) don't have much education background and they don't know what college is like
- They think college is an extension of high school
- They don't realize how much work they need to put in



How do we typically think about student success?



SUCCESS

Student
motivation

Student
commitment

Student
discipline

Student effort



EQUITY






Practitioner awareness
of racial identity






Practitioner awareness
of racialized patterns

Practitioner reflection on
racial consequences of
actions

Practitioner agency to
produce racial equity

Equity-Minded Competence

Equity-Minded Competence	
	Awareness of racial identity
	Uses disaggregated data to identify racialized patterns of outcomes
	Reflects on racial consequences of taken-for-granted practices
	Exercises agency to produce racial equity
	Views the classroom as a racialized space and actively self-monitors interactions with students of color

Lack of Equity-Minded Competence	
	Claims to not see race
	Does not see value in disaggregated data
	Unable to notice racialized consequences or rationalizes them as being something else
	Does not view racial equity as a personal responsibility
	Views the classroom as a utilitarian physical space



The Center for Urban Education provides practitioners with the *tools* needed to be **EQUITY-MINDED**

Policy Tools

Observation Tools

Data Tools

Language Tools

Document Review Tools

Leadership Tools



Syllabus Review for Equity- Minded Practice



SYLLABUS REVIEW GUIDE FOR EQUITY-MINDED PRACTICE

What is syllabus review?

Syllabus review is an inquiry tool for promoting racial/ethnic equity and equity-minded practice. To achieve this goal, the syllabus review process promotes faculty inquiry into teaching approaches and practices, especially how they affect African American, Latinx, Native American, Pacific Islander, and other racially/ ethnically minoritized students; facilitates a self-assessment of these teaching approaches and practices from a racial/ethnic equity lens; and allows faculty to consider changes that result in more equitable teaching approaches and practice.

What is in the guide?

The Syllabus Review Guide is comprised of six parts that provide the conceptual knowledge and practical know-how to conduct equity-minded self-reflection on an essential document in academic life: the syllabus. Throughout the Guide are examples that illustrate the ideas motivating syllabus review, as well opportunities to practice inquiry and to reflect on how to change your syllabi—and your teaching more generally—so are more equity-minded.

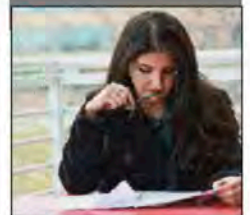
01. What is the rationale for doing syllabus review?	p. 2
02. Do I know my syllabus?	p. 5
03. Who does my syllabus serve?	p. 6
04. How does my syllabus demonstrate equity for racially minoritized students?	p. 12
05. What will I do now?	p. 21
06. Additional resources	p. 23



Established in 1999, the mission of the Center for Urban Education (CUE) is to lead socially conscious research and develop tools for institutions of higher education to produce equity in outcomes.

CUE is committed to closing racial/ethnic equity gaps and improving student outcomes in higher education.

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SYLLABI REVIEW

TO CALCULATE YOUR COURSE AVERAGE:

$$CA = 0.1 \times HW + 0.1 \times (E1 + E2 + E3 + E4 + E5 + E6) + 0.2 \times FE$$

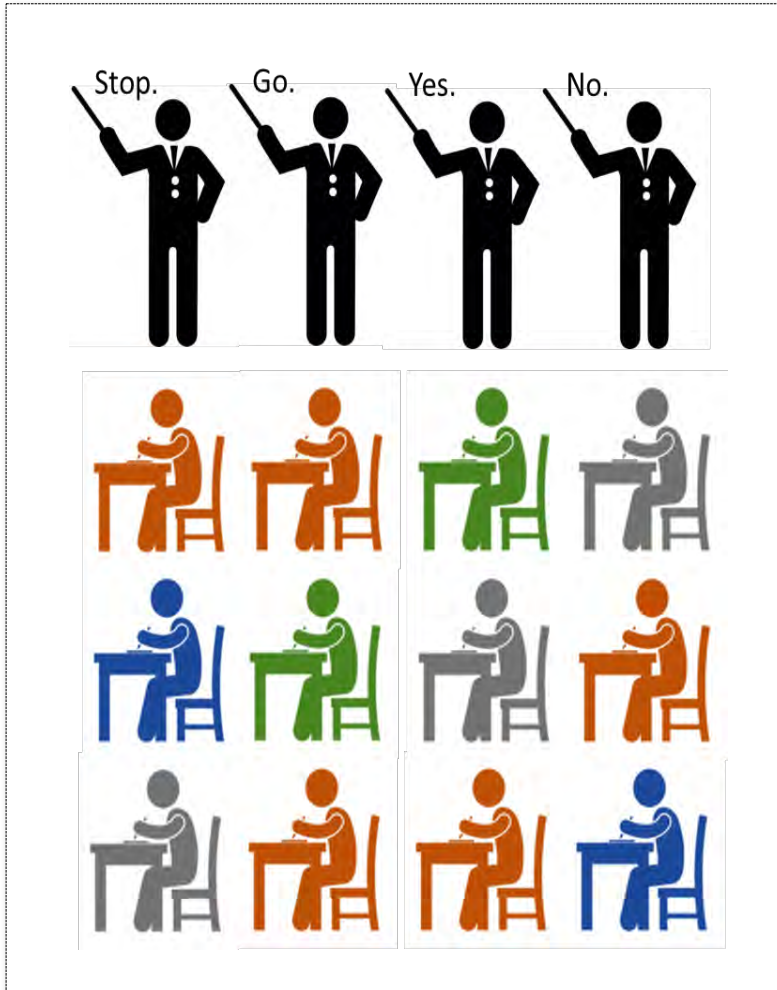


"NO, NO, NO WRONG AGAIN!"



INQUIRY ACTIVITIES

WHO IS GIVEN VALUE AND POWER?



CLASS OBSERVATIONS
Observations were conducted with a focus on whose norms, culture, and knowledge are given **value** and **power**?



Progress Mapping

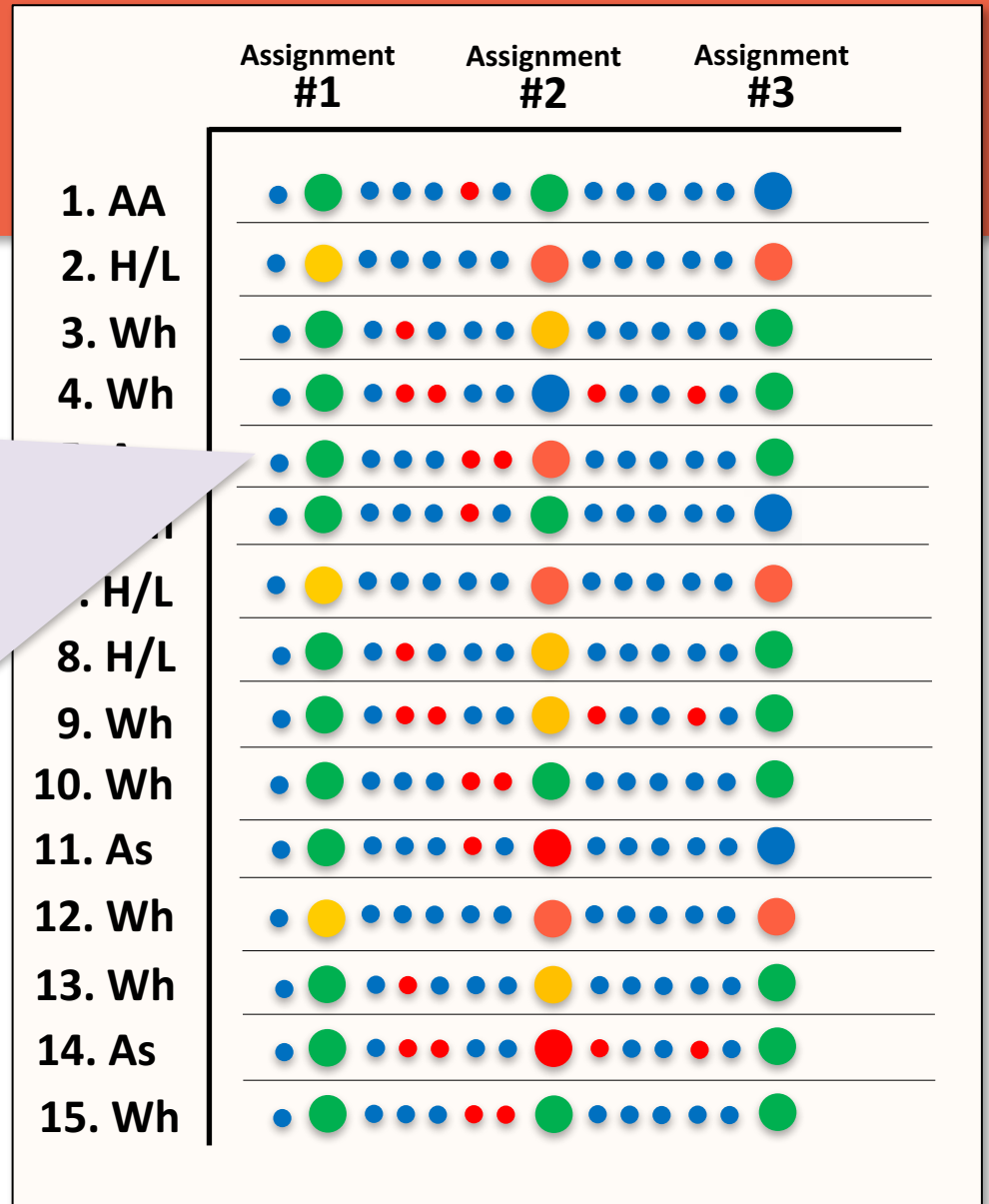
STEP SIX: Find a partner. Take turns describing any patterns:

Look across the rows:

- Who's struggling? Who's succeeding? Are there patterns by r/e?
- Are there patterns in absences, by r/e?

Look down the columns:

- Are there particular assignments that produce greater or lesser success?
- Are there patterns in when students are absent?





WHAT EXPLAINS THE DIFFERENCE?

Comparison of Two Teacher's Success Rates

Ethnicity/Gender	Teacher A		Teacher B		Difference
Asian	29	75.9%	24	88.3%	-7.5%
Black Non-Hispanic	47	55.3%	43	69.8%	-14.4%
Hispanic	32	62.5%	21	90.5%	-28.0%
White Non-Hispanic	126	70.6%	68	73.5%	-2.9%
Female	122	59.8%	95	78.9%	-19.1%
Male	133	72.2%	78	76.9%	-4.7%
Total	255	66.3%	173	78.0%	-11.8%



WHAT SHOULD BE BUBBLING UP IN DUAL ENROLLMENT?





CENTER *for* URBAN
EDUCATION

Contact Us:

| <https://cue.usc.edu>

| rsoecue@usc.edu

| (213) 740-5202

| @center4urbaned