

By the Numbers

Focus on the Facts

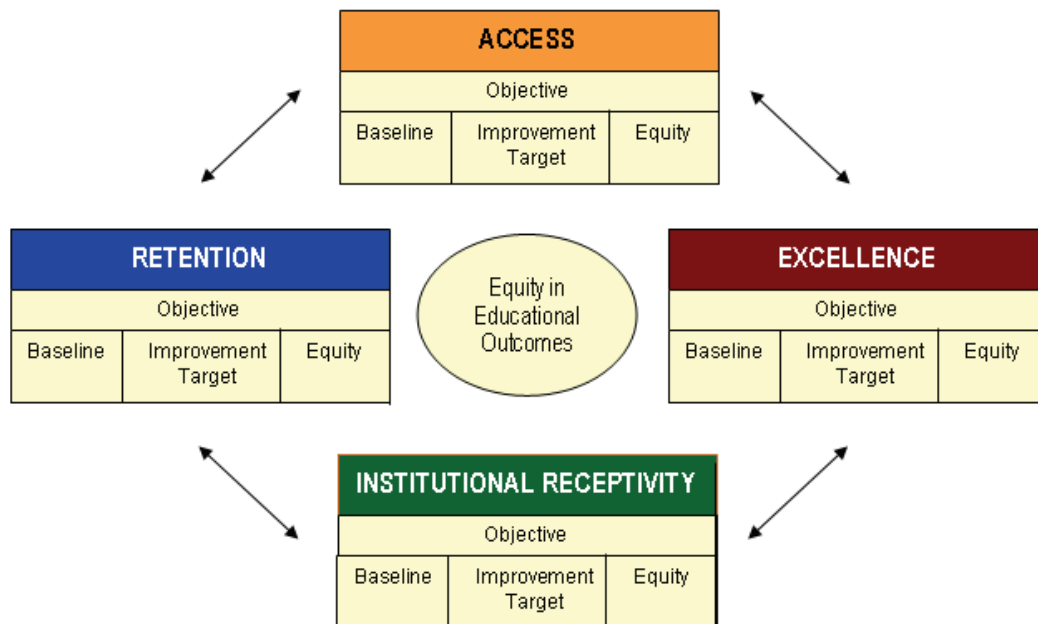
Office of Institutional
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Equity Perspectives: What's Being Measured?

The Equity Scorecard as developed by Dr. Estela Maria Bensimon at the Center for Urban Education is designed to “expand institutional knowledge about the specific underlying factors that result in inequities for students of color or other underrepresented students in access, enrollments, retention, achievement, and graduation.” In order to accomplish this rather daunting goal, the Scorecard (cont.)

An Illustration of the Equity Scorecard Framework



Editor's Note

Once again, this edition of *By the Numbers* is dedicated to the Equity Scorecard Pilot project, with a focus on the main areas of inquiry encapsulated within the project.

I realize that the strong data focus of the Equity

Scorecard project may discourage those of you who are not “numbers oriented” from becoming engaged with this process. The purpose of both this newsletter and the EqS process is to demystify and contextualize the data in order to engage the

entire campus community in discussions that can shape the future of our campus in meaningful and important ways

Teri Thill

Editor & Director of Institutional Research

Inside this issue:

Equity Perspectives	1
Editor's Note	1
Unpacking EqS Jargon	1

Unpacking Equity Scorecard Jargon

Equity: A state in which all students—regardless of ethnicity, gender, etc.—have equal opportunities to learn, have access to educational services, and participate in challenging educational experiences

Perspective: Broadly defined areas or themes of basic educational outcomes

Indicator: A measure of equity among students of various groups based on proportional representation

UW-L's Equity Scorecard Team

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For more information on the Equity Scorecard at UW-L, please visit:

<http://www.uwlax.edu/campusclimate/htm/EquityScorecard.html>

For more information on the development of the Equity Scorecard process, please visit the Center for Urban Education at USC:

<http://www.usc.edu/CUE>

Equity Perspectives: What's Being Measured? (cont.)

is divided into four broad perspectives, each of which focuses on specific outcome areas and data related to a more focused topic:

- **ACCESS:** Enrollment, financial aid, majors, departments/schools, internships, fellowships, courses, undergraduate, graduate, and professional schools
- **RETENTION:** Persistence, course-taking patterns, success, degree completion
- **EXCELLENCE:** Course grades, GPA, honors and awards, participation in high-demand programs
- **INSTITUTIONAL RECEPTIVITY:** Diversity of faculty, staff, and administrators; educational environment and climate

As the UW-L EqS Evidence Team begins to examine institutional data, each perspective will be explored in turn. There are many possible ways to “slice” the data in each of these broad areas. One of the challenges facing the UW-L EqS Evidence Team is to determine where to start and what to focus on within each perspective.

By engaging in an iterative data exploration process—where team members ask questions and “drill down” to get more detailed data as new questions or observations arise—not only do the team members become intimately engaged with data about UW-L, they become interpreters and liaisons to the rest of campus.

Throughout the upcoming academic year, the UW-L EqS Evidence Team will provide opportunities for the campus to learn more about the specific measures and data that will be included in our first Equity Scorecard report. The team will create preliminary reports on each of the perspectives based on their exploration of the data. Each report will contain a brief set of findings from the data which will be presented to campus in summary format.

The team has scheduled several “open forum” sessions to elicit input from students, faculty, staff and administrators as to what the findings mean in the broader campus context, specifically related to the goals of Plan 2008, and to develop and define action steps to remedy identified areas of inequity. Please see the Equity Scorecard website for dates and locations. We hope to see you there!