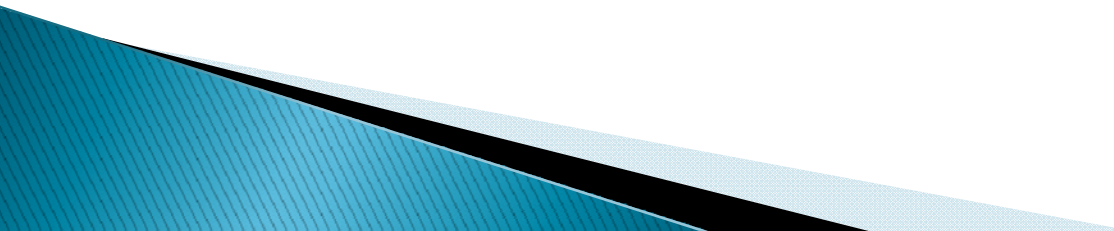THE SULLIVAN ALLIANCE

Transforming America's Health Professions: Achieving Equity in Pre-Collegiate Education for Students of Color

December 8, 2009

JOINT CENTER FOR POLITICAL AND ECONOMIC STUDIES

Housekeeping Notes

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- The Webinar will be posted online. You will receive a link to that Website shortly.

Acknowledgements

This presentation is the result of a collaboration between the Sullivan Alliance to Transform America's Health Professions within the Joint Center for Political and Economic Studies, University of Southern California's Center for Urban Education in the Rossier School of Education, and the Hispanic Association of Colleges and Universities (HACU).

Robin H Carle

Executive Director of The Sullivan Alliance to Transform America's Health Professions

Ms Carle is charged with managing and enhancing the Alliance's action outreach initiative to enlist health professionals, students, corporations, associations, business leaders, government officials, the academic community, and other nonprofit and community-based organizations to educate the public on the crucial need to increase diversity in the health professions.

Ms. Carle is the former Clerk of the U.S. House of Representatives, having been elected to that position in the 104th and 105th Congresses (1995 – 1999). Immediately prior to joining the Alliance, she was a senior vice president at Fleishman Hilliard, one of the world's largest public relations agencies working with clients in the areas of health policy and health technology. Earlier in her career, Ms. Carle served as chief of staff to the Secretary of the U.S. Department of Health and Human Services (DHHS), Dr. Louis W. Sullivan, the chair of the Alliance.

Dr. Louis W. Sullivan

- The Honorable Louis W. Sullivan, M.D. –Chair, The Sullivan Alliance
- Chairman, the Sullivan Commission on Diversity in the Healthcare Workforce – 2003 to 2004
- Founding Dean and first President of Morehouse School of Medicine (MSM)
- Secretary of the U.S. Department of Health and Human Services (HHS) – 1989 to 1993
- Chairman of the board of the National Health Museum in Washington, D.C.
- Chair of the President's Commission on Historically Black Colleges and Universities –
- 2003 to 2009
- Co-Chair of the President's Commission on HIV and AIDS from 2001-2006
- A member of numerous medical organizations, including the American Medical Association and the National Medical Association, Dr. Sullivan was the founding President of the Association of Minority Health Professions Schools. He is a former member of the Joint Committee on Health Policy of the Association of American Universities and the national Association of Land Grant Colleges and Universities.

Ilana Suez Mittman, PhD, MS

Director, Health Policy Research

The Sullivan Alliance to Transform America's Health Professions

Dr. Mittman is the Director of Health Policy Research for the Sullivan Alliance to Transform America's Health Professions. In that role, Dr. Mittman conducts and informs research on barriers to accessing health careers, guides evaluation of existing Sullivan Alliance interventions, develops grant proposals and publications and participates in setting strategies to increase diversity in the nation's health professions.

Dr. Mittman is a former pre-doctoral fellow of the W.K. Kellogg Health Policy Research fellowship receiving her doctoral degree at the Johns Hopkins Bloomberg School of Public Health.

Dr. Mittman's prior positions include a faculty appointment at the Howard University College of Medicine where she served as a Clinical Associate Professor, and Director of Workforce Diversity for the Maryland Department of Health and Mental Hygiene, in the Office of Minority Health and Health Disparities.

Elsa Macias, PhD

Dr. Macias is the Director of Professional Development at the Center for Urban Education (CUE) in the Rossier School of Education at the University of Southern California. She consults with senior leadership at community colleges and 4-year institutions to assist them in assessing and setting goals for improving their institutional effectiveness. Her professional interests include academic leadership and organizational change in urban colleges and universities, minority access to higher education, and education technology policy.

Dr. Macias has spoken extensively on education issues at national conferences, as well as briefing elected officials at the federal, state, and local levels. She has served in an advisory capacity to the National Academy of Sciences (NAS) and The Children's Partnership, and her research has been funded by such noteworthy organizations as the National Science Foundation, the W.K. Kellogg Foundation, and the U.S. Department of Commerce. Her background is in Biochemistry and science policy. Dr. Macias is a member of the Social Science Advisory Board of the National Center for Women & Information Technology (NCWIT).

The Agenda

Pacific Time	Eastern Time	Name	Topic
10:30-10:40	1:30-1:40	Robin H. Carle	Greetings and Introduction
10:40-10:55	1:40-1:55	Dr. Louis W. Sullivan	Diversity in the Health Professions
10:55-11:15	1:55-2:15	Dr. Ilana S. Mittman	Attitudes, Perceptions and Current Practices Related to Student Achievement Gaps: Results of a Survey
11:15-12:00	2:15-3:00	Dr. Elsa Macias	Examining Your Data to Produce Improvements in Student Outcomes: Assisting Students to Enter the Health Professions
12:00-12:30	3:00-3:30	All Panelists	Question and Answer Session

Diversifying the Health Professions

The Honorable Louis W. Sullivan, MD
Chair,
The Sullivan Alliance
To Transform America's Health Professions

The Problem

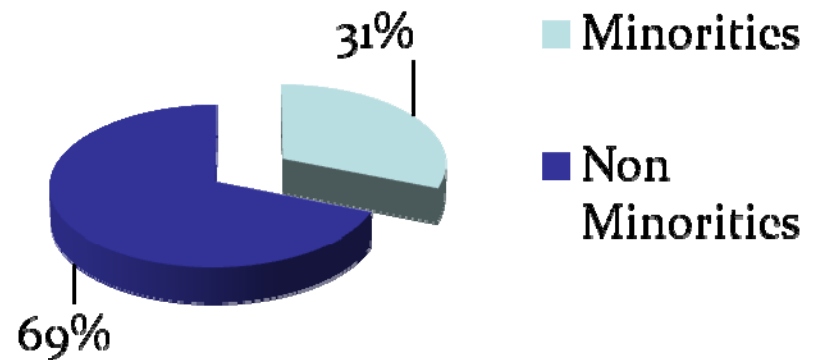Persistent dearth of minorities in health professions despite increased awareness and national interventions

	2000	2007
Physicians	6.1%	8.7%
RNs	7.4%	6.2%
Dentists	6.8%	6.0%

U.S. Demographics

U.S. Census, 2006

Persons 18-24 years old

- African Americans — 14%
- Hispanics — 15%
- Native Americans — 1%
- White — 67%
- Asian American — 4%

- Minorities — 31%
- Non Minorities — 69%
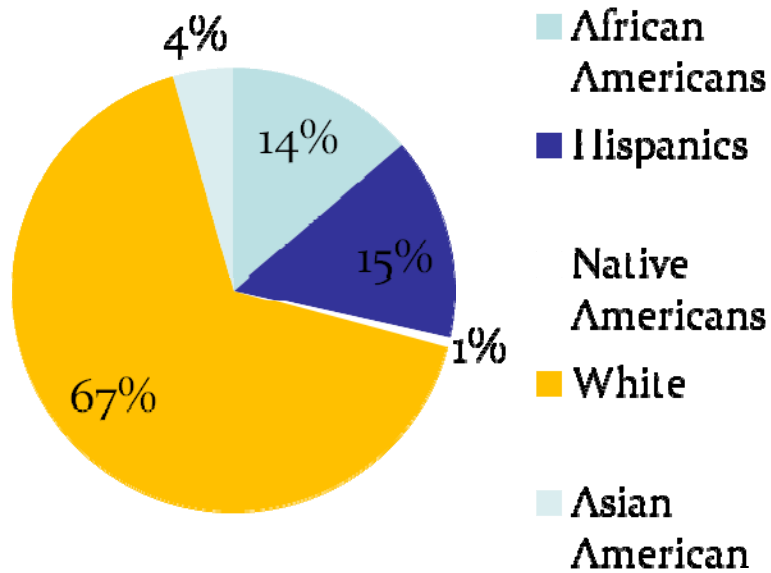
Race and Ethnicity of California Population Compared to California Health Professionals

	Non-Hispanic White	Hispanic	Asian Pacific Islander	Black
	%	%	%	%
California Population (2000)	47	32	11	7
Physicians (2000)	70	4	20	3
Dentists (1997)	76	4	18	2
RN's (1996)	79	4	13	4

A Leaky Educational Pipeline for URMs

Educational Attainment for California Students Ages Twenty-five to Thirty-five: Selected Races and Ethnicities
Source: US Census, 2000
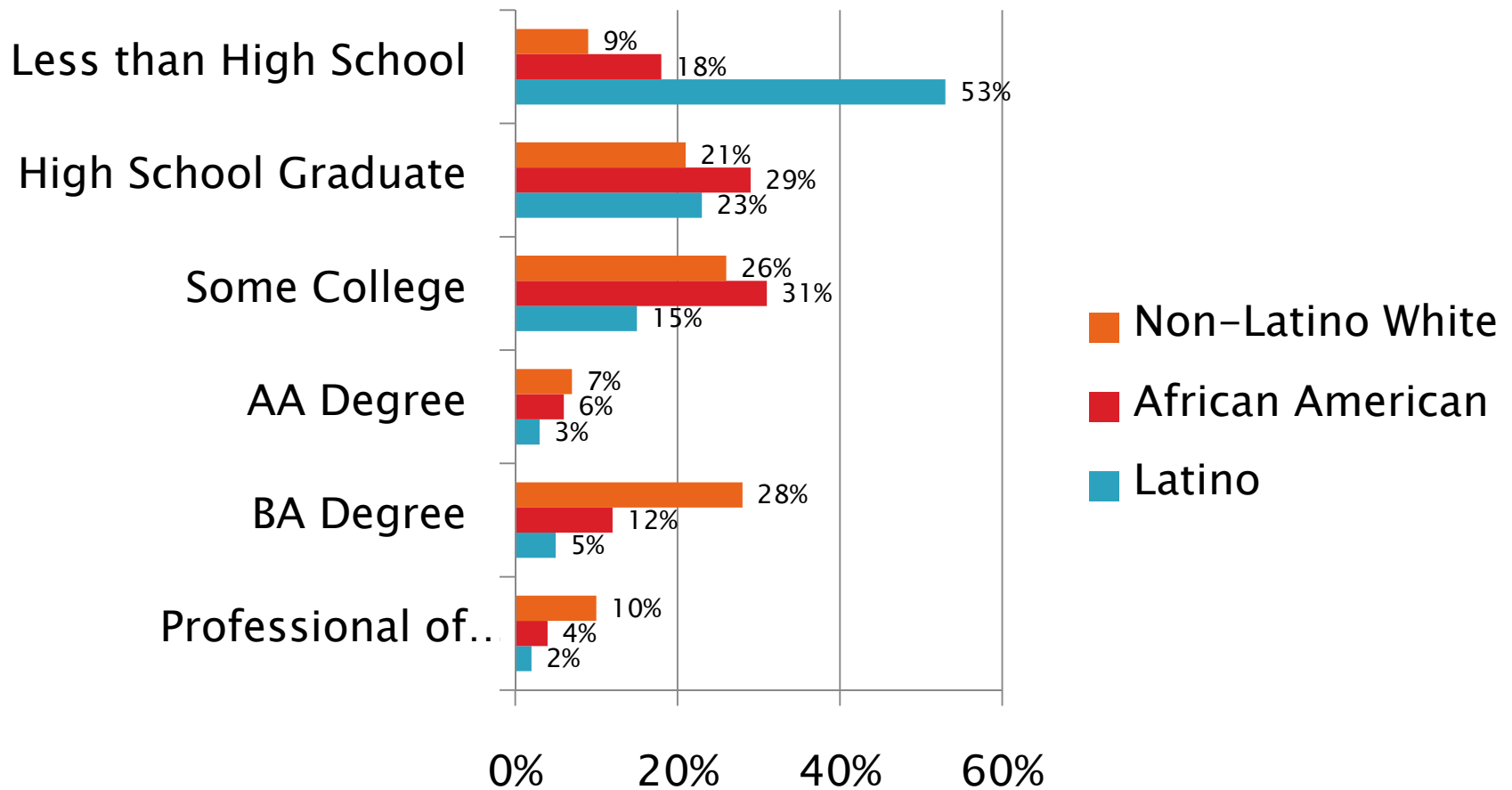
Lack of Parity at all Levels

- Pre-collegiate and college experience
- Health professions schools
- Health professionals
- Hospital Administrators
- Health policy makers
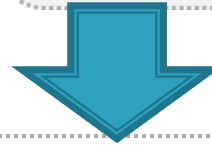- Faculty members
- Hospital Board of Trustees

Transforming Health Professions

Sullivan Commission on diversity in the health professions

Institute of Medicine panel on health professions diversity

THE SULLIVAN ALLIANCE

Contact Information

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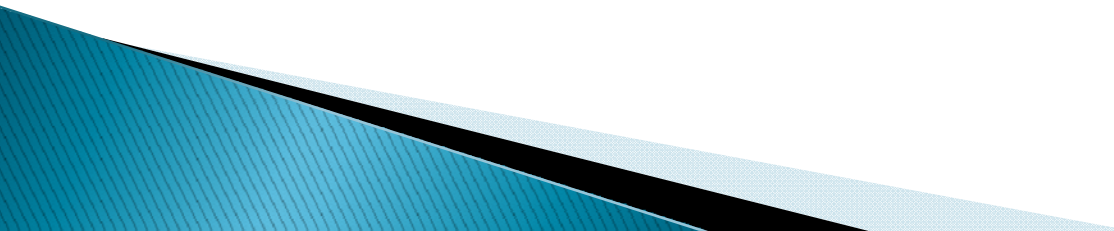
Joint Center for Political and Economic Studies
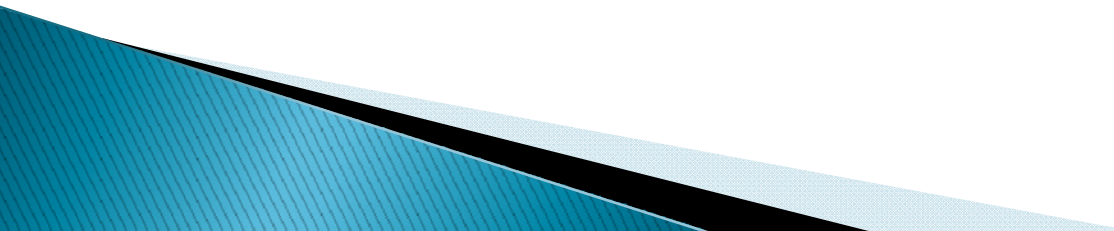1090 Vermont Avenue, NW
Suite 1100
Washington, DC 20005
http://www.jointcenter.org/hpi/pages/sullivan-alliance-0

Attitudes, Perceptions and Practices Related to Student Achievement Gaps: Results of a Survey

Ilana S Mittman, PhD, MS
Director, Health Policy Research
The Sullivan Alliance
To Transform America's Health Professions

Community Colleges: A Crucial Part of the Educational Pipeline

▸ By 2025 at least 41% of jobs in California will require a four-year degree in 2025, but only about 35% of working-age adults in the state will have a four-year degree

▸ Only about 56% of California high school residents go on to college as compared with a national average of 62%

▸ Many of California college students start off at a two-year college and most do not move on to a four-year institution

▸ A recent study found that only about 25% of students in CA success to achieve benchmarks such as a college diploma, an Associate degree, or a transfer within six years. For blacks and Hispanics the rates are even lower

▸ Data on CA's community colleges show that 80% of incoming students are NOT prepared for college level courses

Methodology

- Survey sent to Presidents of 110 member institutions of the Hispanic Association of Colleges and Universities (HACU): advisors, faculty members, recruitment personnel and financial affairs staff

- Electronic survey: Multiple choice, four-point Likert scale, and open fields

- Perceptions related to students' lack of academic success were grouped into (1) student values; (2) student circumstances and (3) institutional barriers

- Existing assessment and intervention practices

- Awareness of institutional policies and CUE Equity Model

- Survey field tested by research staff at USC

Background of Survey Respondents

| 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 then 5 Years	46	40.4%
5 to 10 Years	29	25.4%
More than 10 Years	39	34.2%

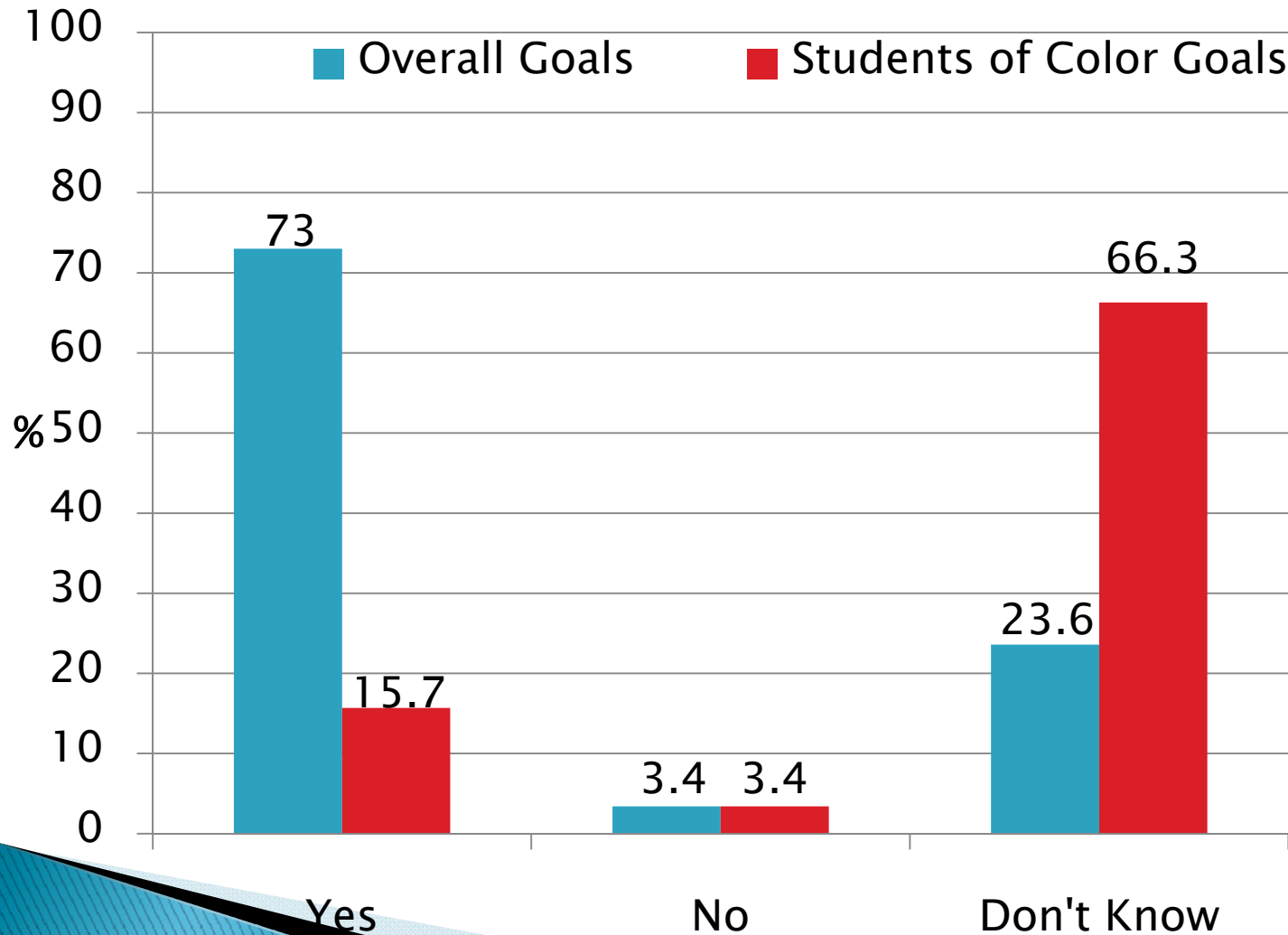# Survey Respondents Involved with Transfer Functions
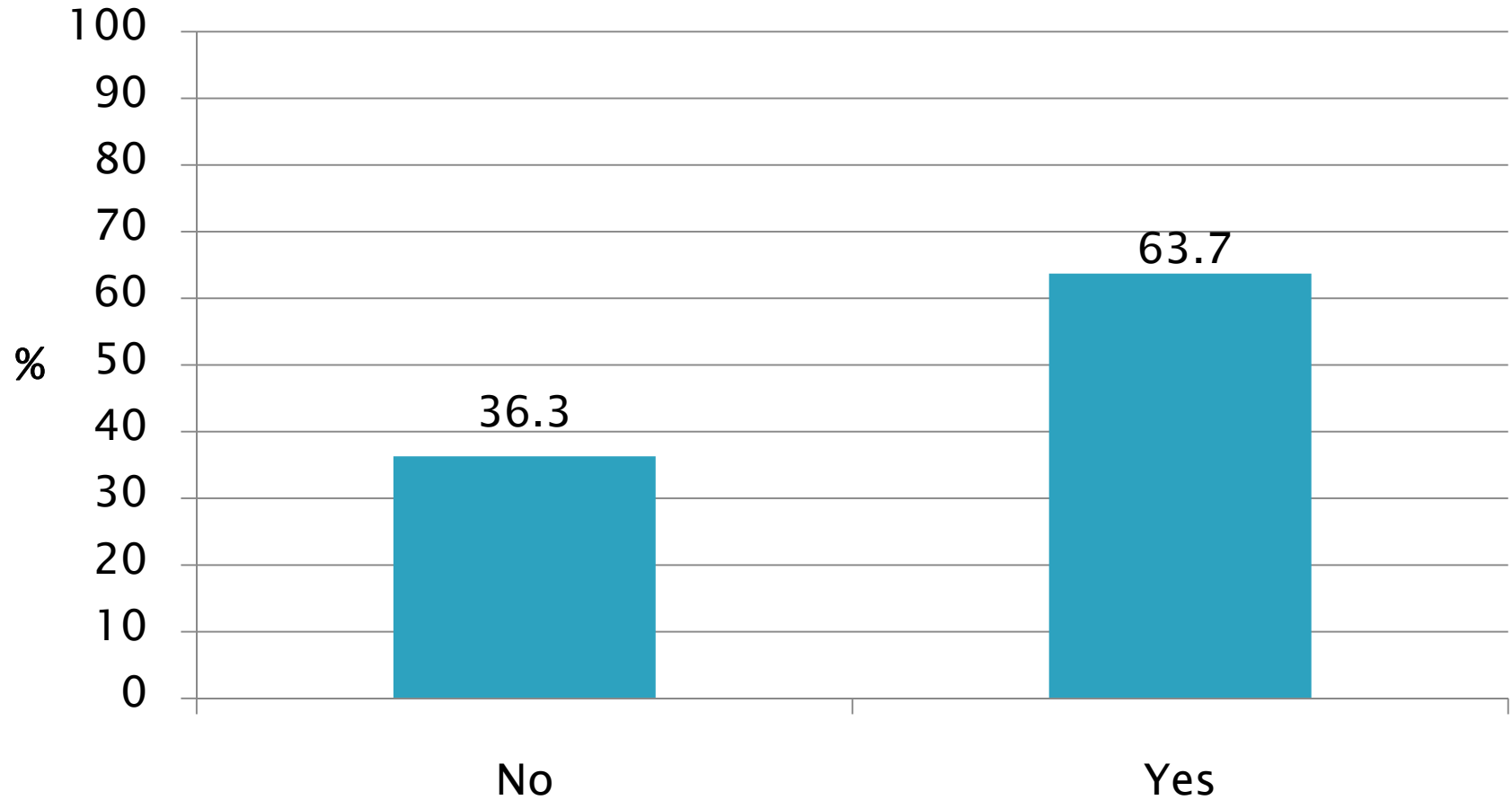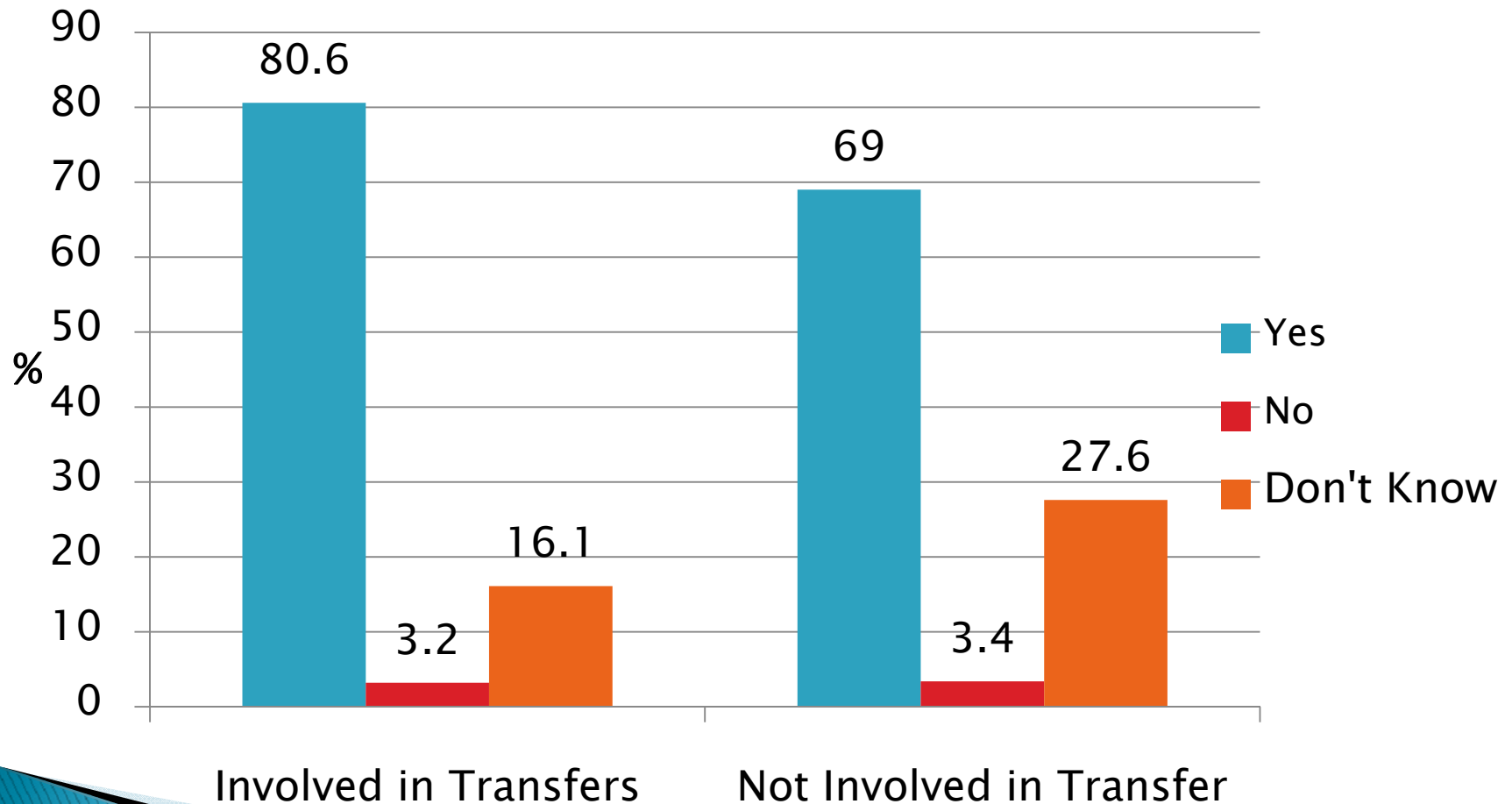
Awareness of CUE Equity Model
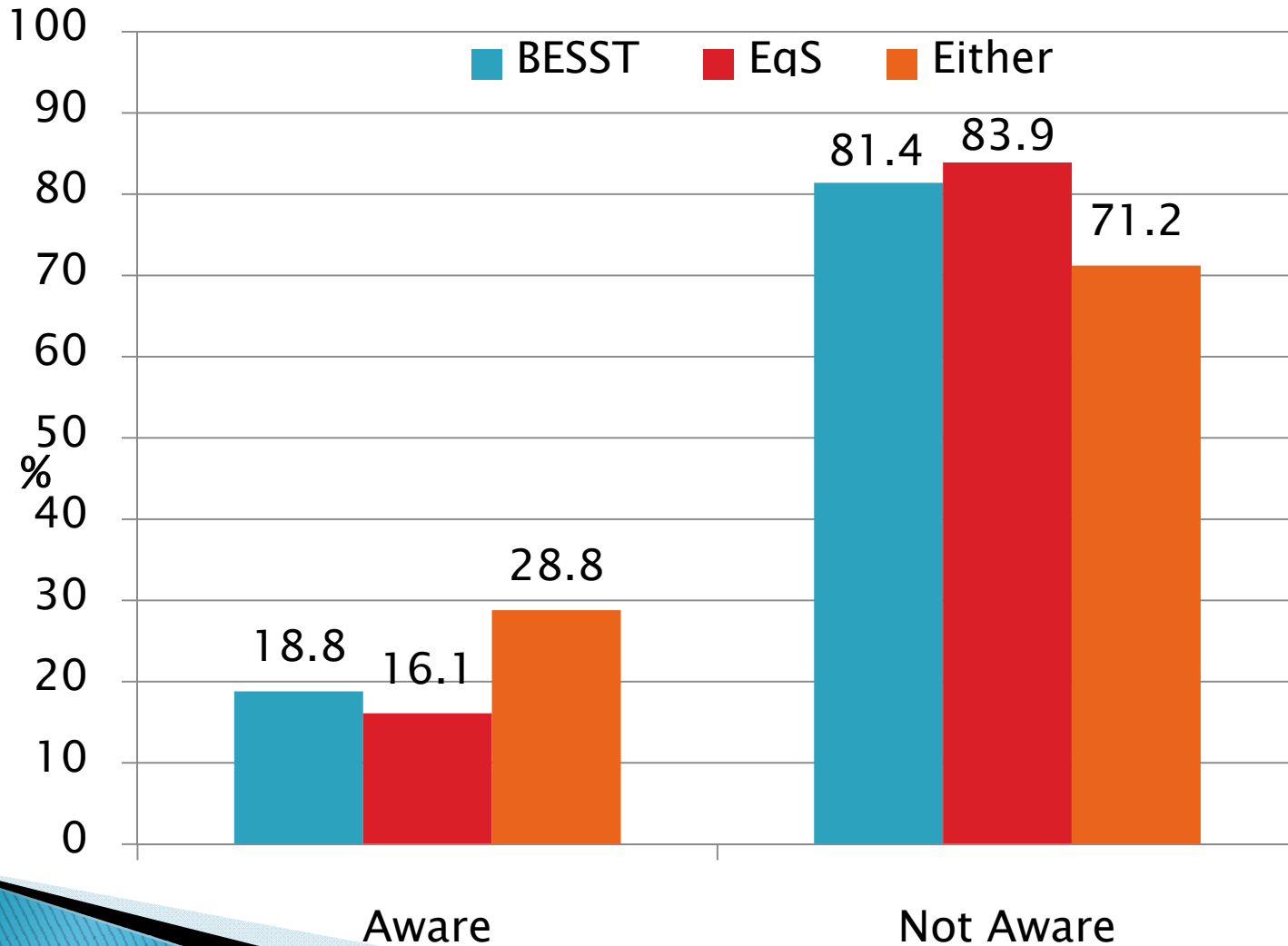
Are those involved with transfer more likely to be aware of the CUE Equity Model?
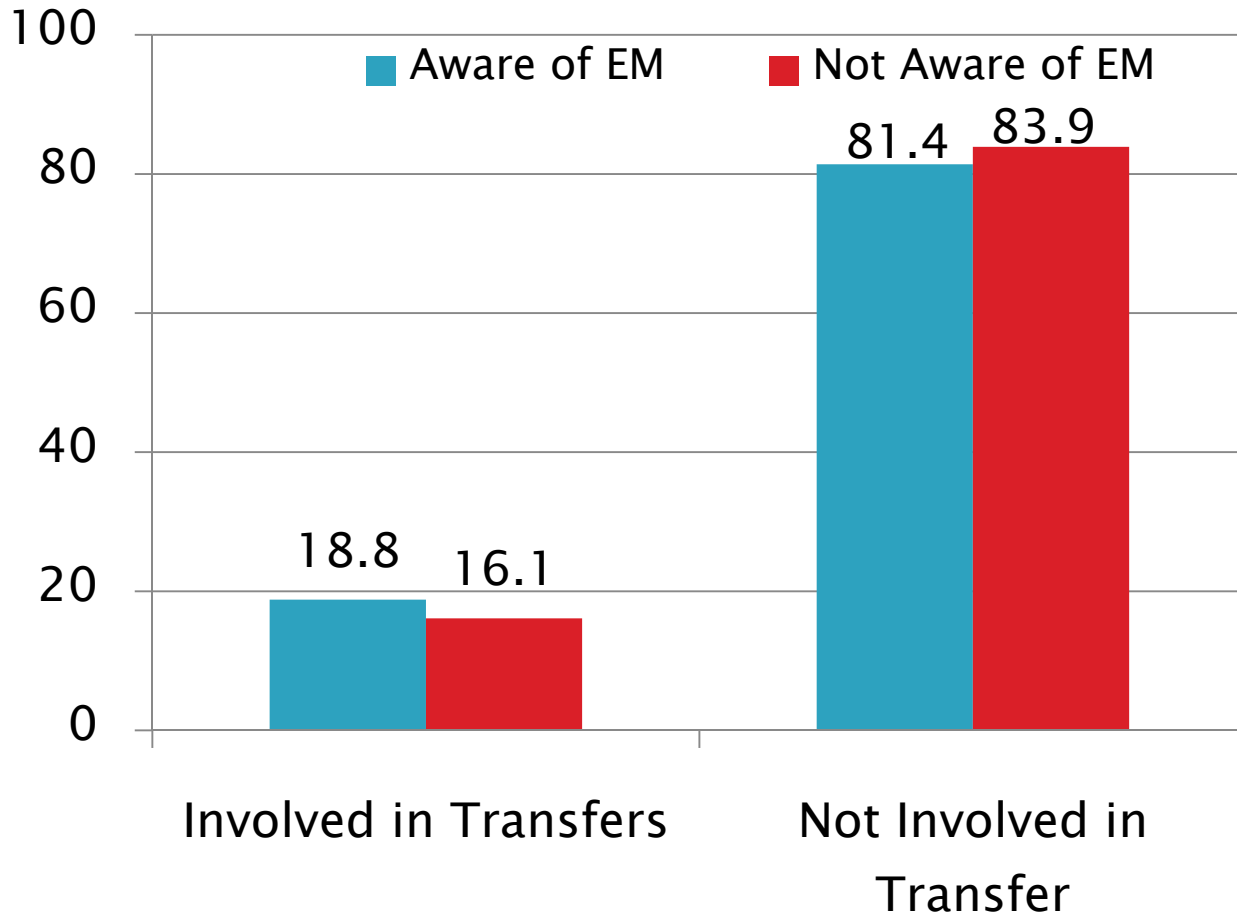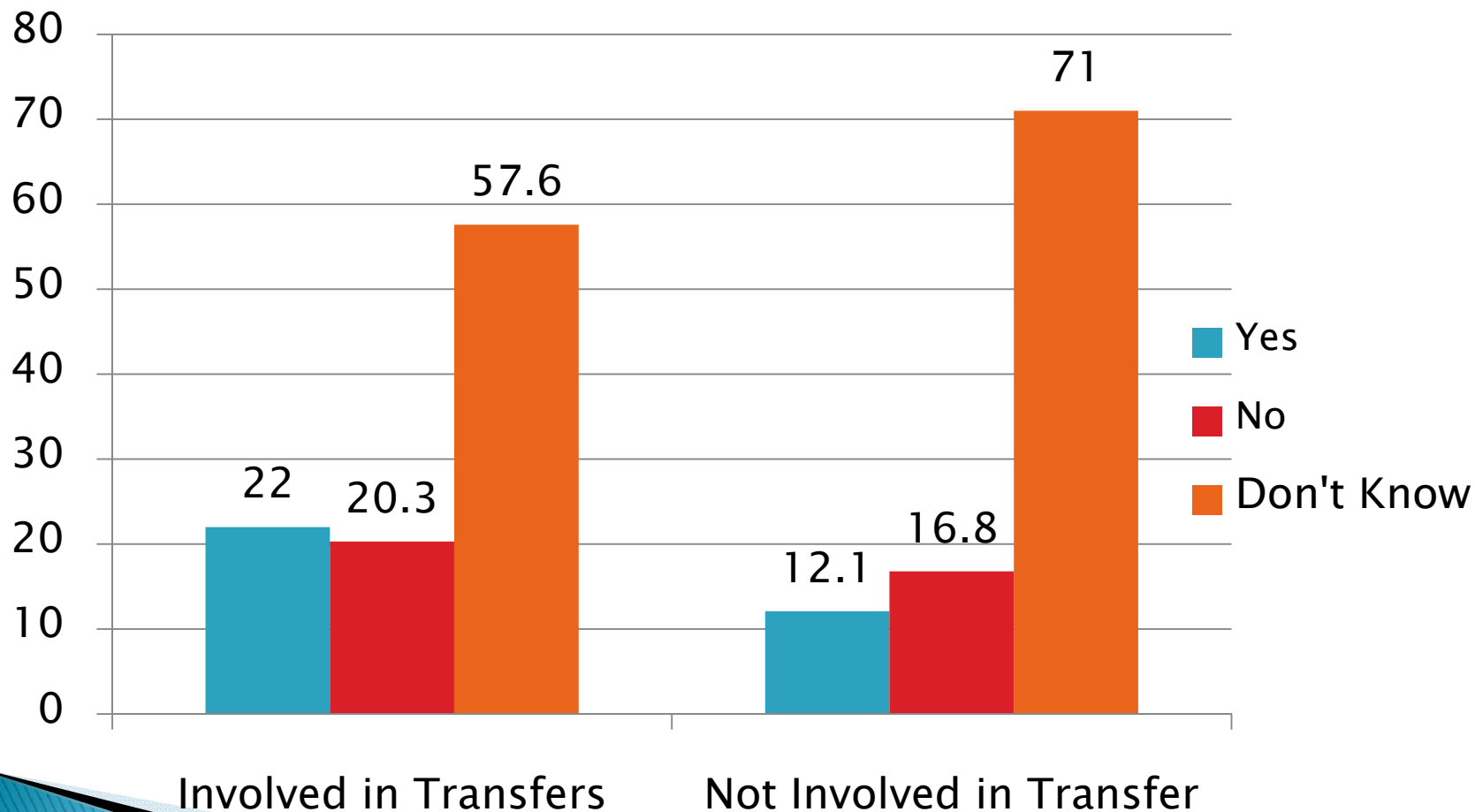
Awareness of Institution's Transfer Goals and Goals for Students of Color
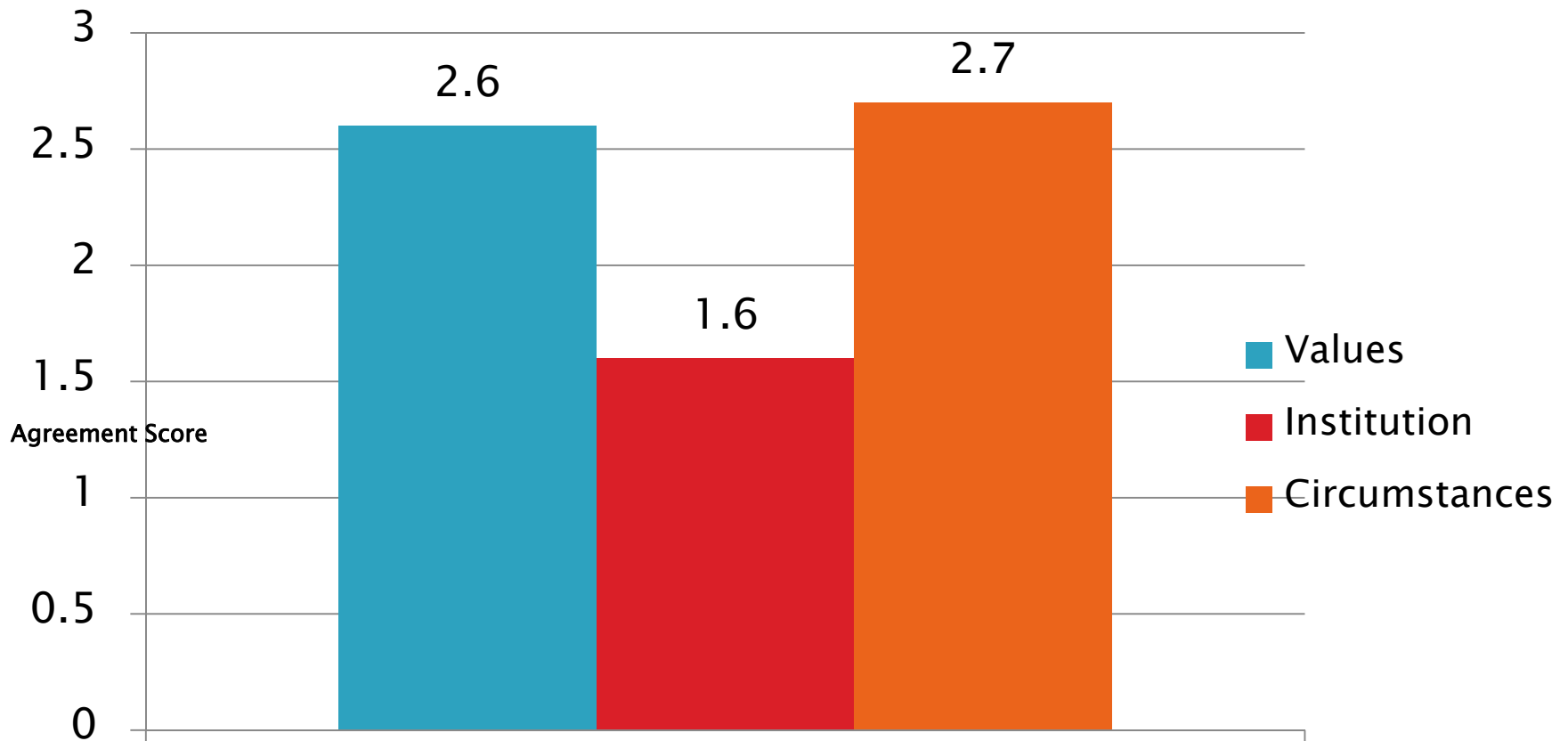
Are persons who are involved with transfer functions more likely to be aware of their institution's transfer goals?
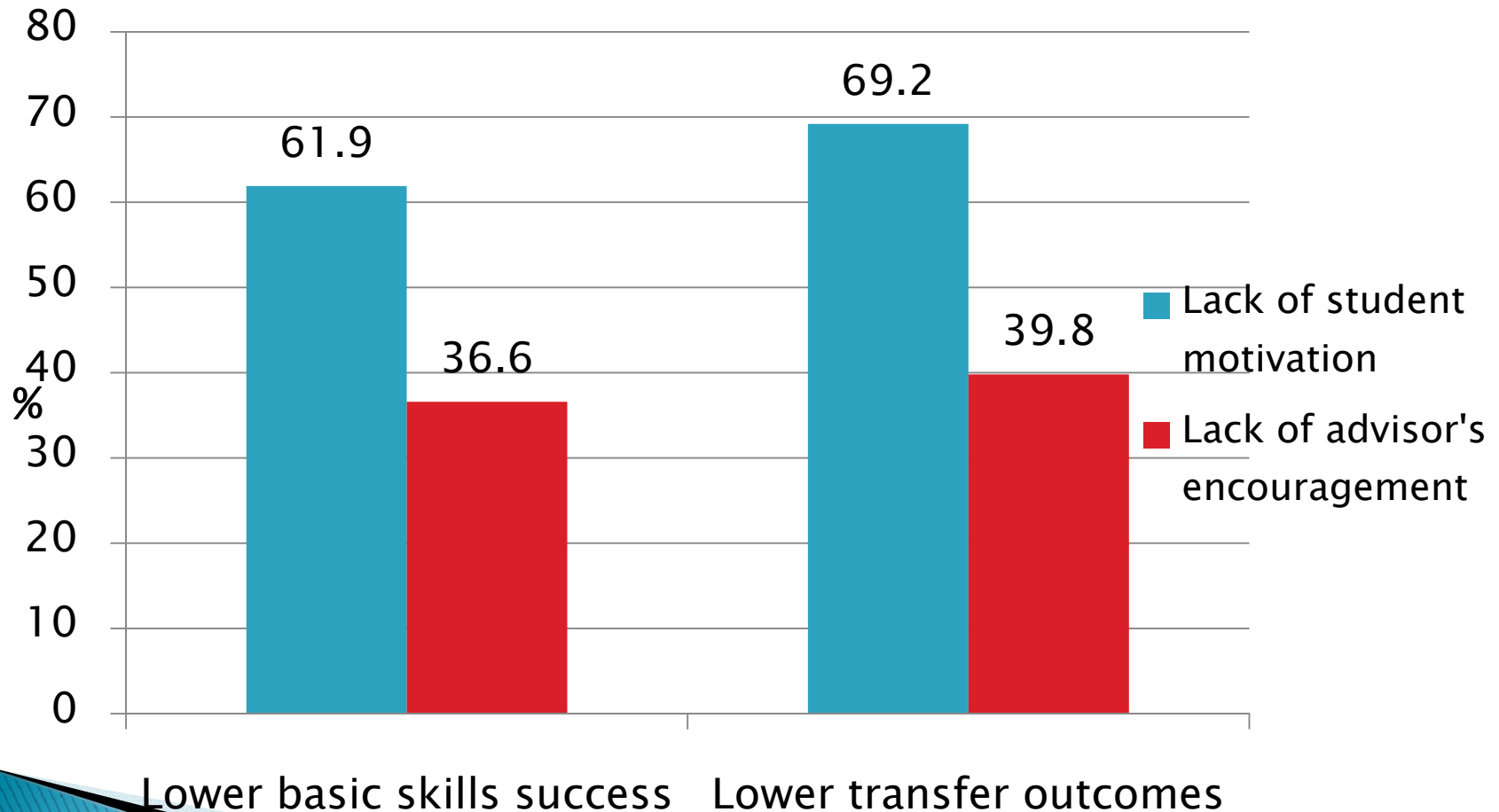
Are persons who are involved in transfer functions more likely to be aware of their institution's transfer goals for students of color?
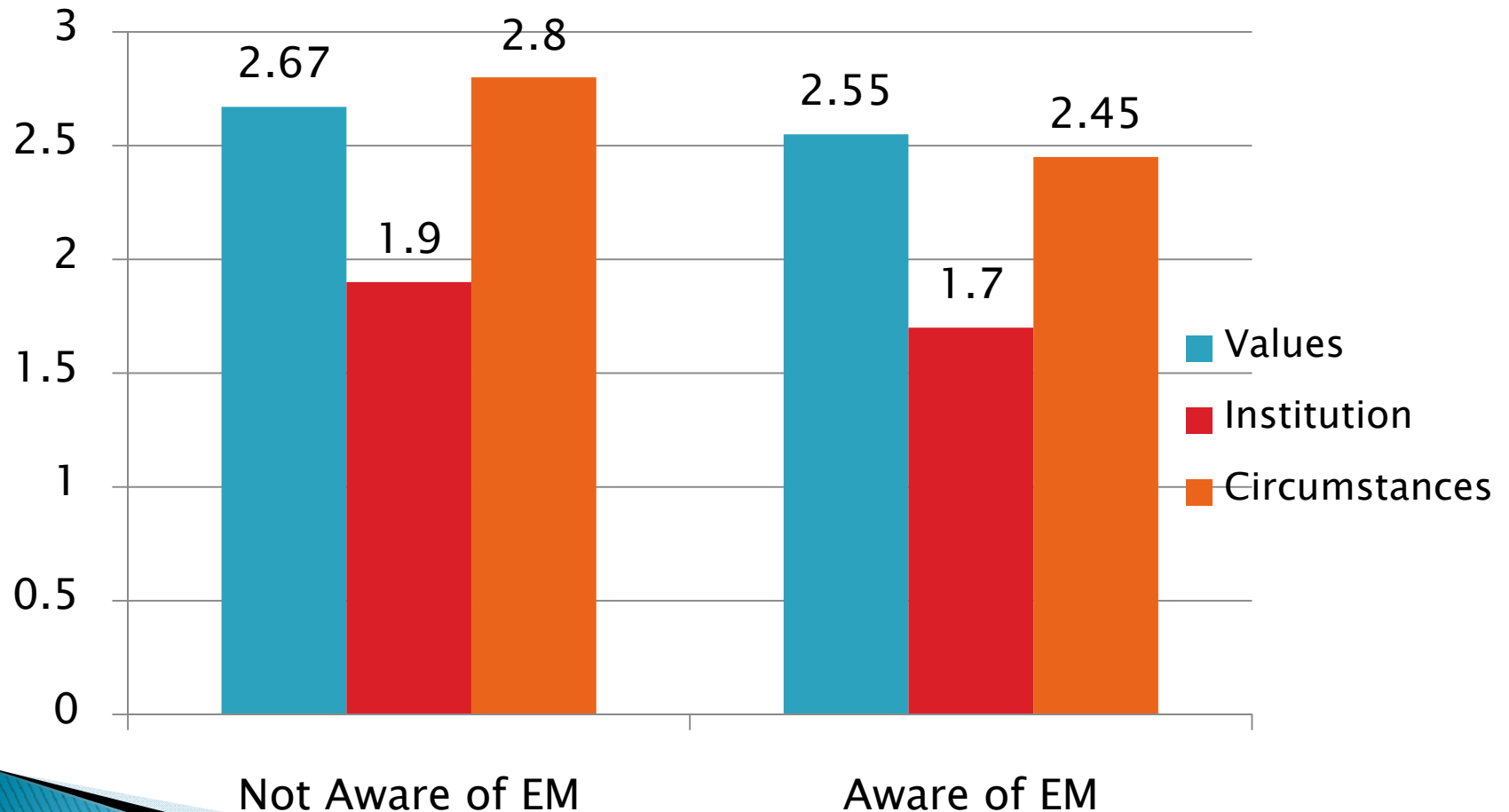
To what do survey respondents attribute lack of success of students of color?
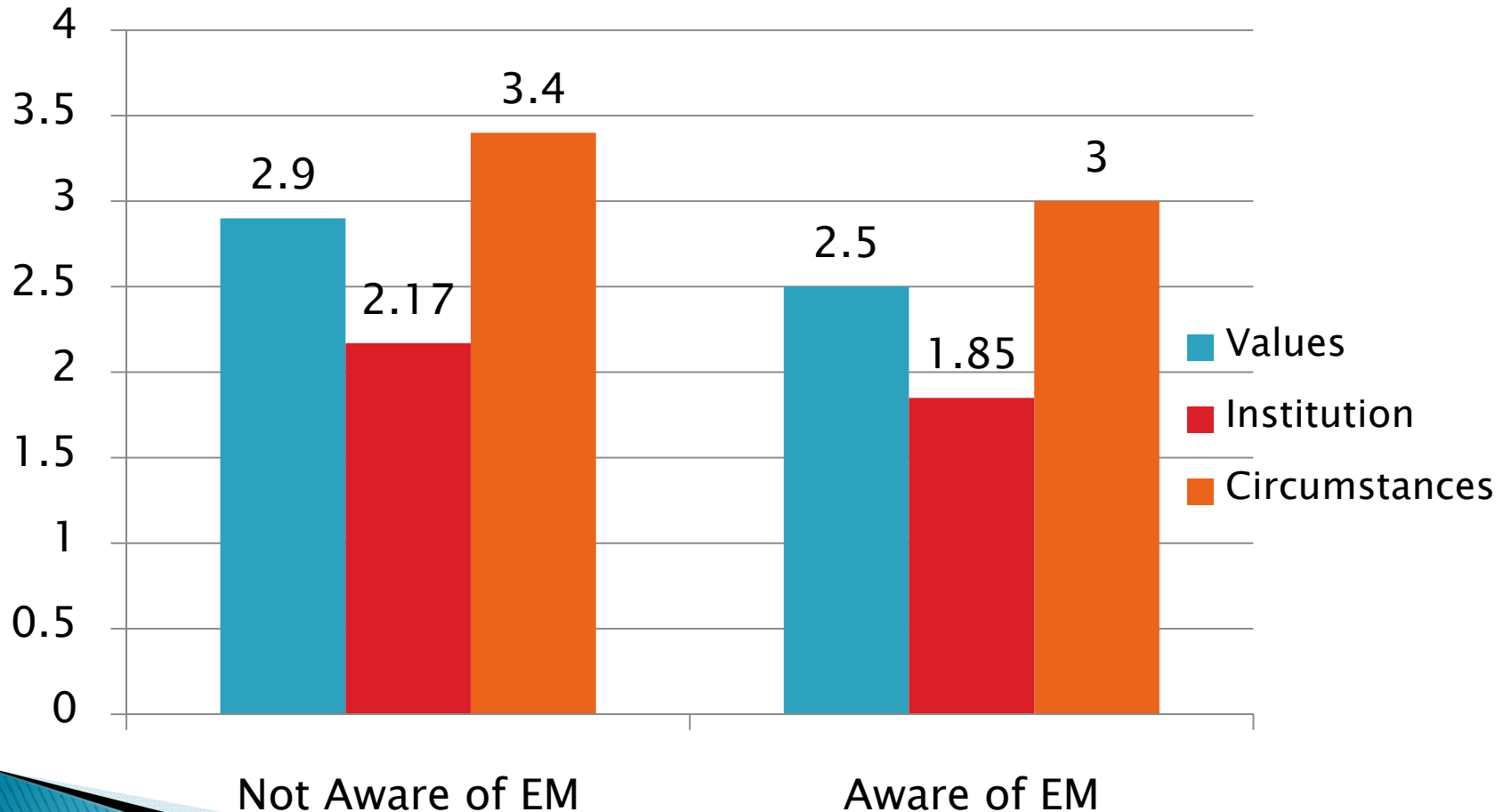
How do study participants perceive causes of educational disparities for students of color?
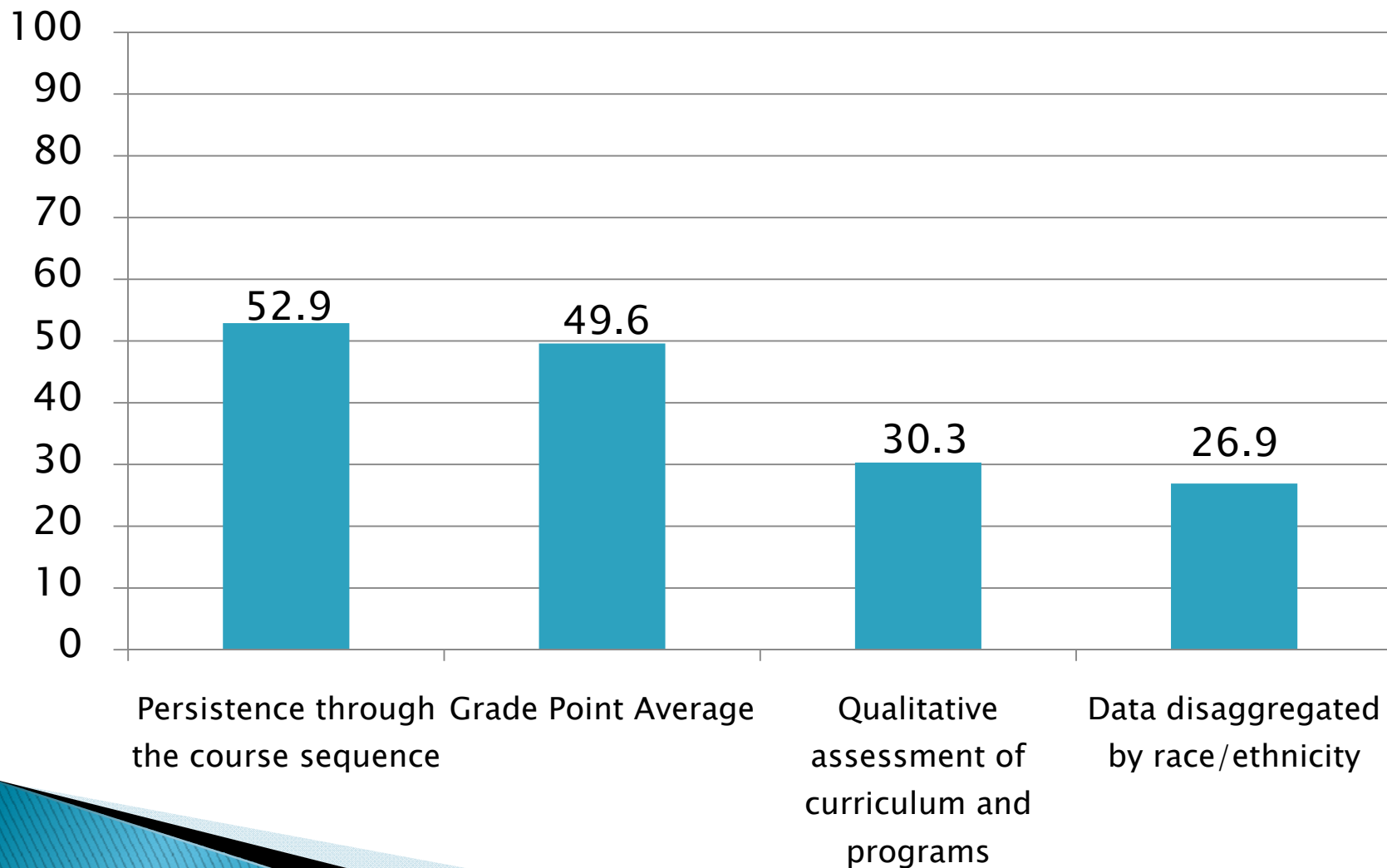
To what do persons aware of the Equity Model attribute lack of success of students of color?
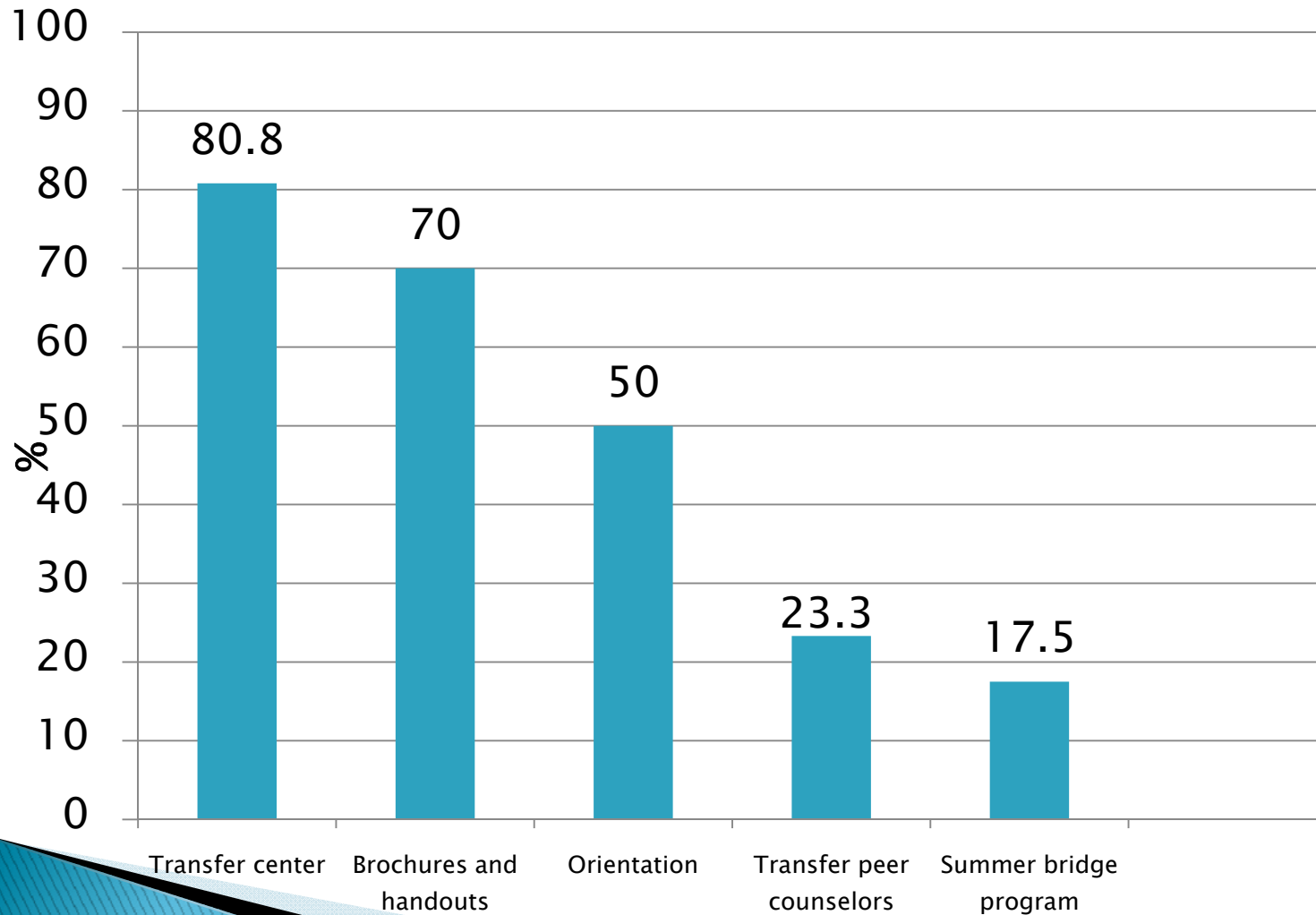
To what do persons aware of the CUE Equity Model attribute low transfer rates among students of color?

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

Bar chart showing:
- Persistence through the course sequence: 52.9
- Grade Point Average: 49.6
- Qualitative assessment of curriculum and programs: 30.3
- Data disaggregated by race/ethnicity: 26.9

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

Bar chart showing percentages:
- Transfer center: 80.8
- Brochures and handouts: 70
- Orientation: 50
- Transfer peer counselors: 23.3
- Summer bridge program: 17.5

Y-axis labeled "%" ranging from 0 to 100.

In Summary

- 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

Examining Your Data to Produce Improvements in Student Outcomes: Assisting Students to Enter the Health Professions
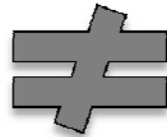
Elsa Macias, Ph.D.
Center for Urban Education
Rossier School of Education
University of Southern California

The Center for Urban Education (CUE) conducts socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes.

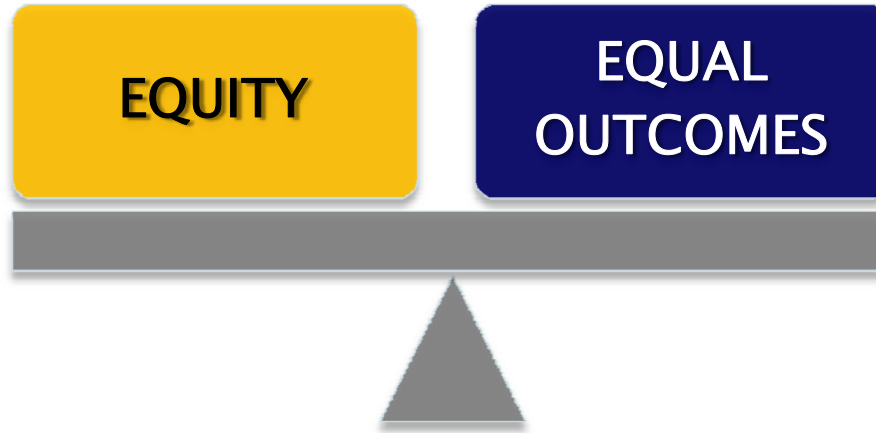# MISCONCEPTIONS ABOUT EQUITY

EQUITY ≠ DIVERSITY

EQUAL OPPORTUNITY

REDEFINING EQUITY

EXAMPLES OF OUTCOMES:
- Degree/certificate attainment
- Participation in honors program
- Migration through basic skills
- Transfer to four-year institution

Including Equity in Inquiry:

- Develop **awareness** of race-based inequities in educational outcomes;

- View inequities in outcomes as a problem of **institutional accountability.**

Deficit thinking v. equity mindedness

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

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URBAN EDUCATION

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

CENTER FOR URBAN EDUCATION

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

CENTER FOR URBAN EDUCATION

Pathways to STEM Degrees for Latino Students: The Role of HSIs

Funded by the National Science Foundation

Q: What role do HSIs play in awarding STEM baccalaureate degrees to Latinos?

Statistical Analyses: Identify high-performing BA/BS-degree granting 4-year institutions for Latino STEM majors who started at CCs

Interviews and Observations: How **cultures, policies, and practices** of 'high-performing' institutions promote and facilitate Latino CC transfer and STEM bachelor degree attainment.

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Including Equity in Inquiry:

- **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.

CENTER FOR URBAN EDUCATION

The CUE Equity Model:

▸ *Theory of Change*: Learning and change among practitioners is socially constructed and facilitated by their engagement in a collaborative and productive activity setting

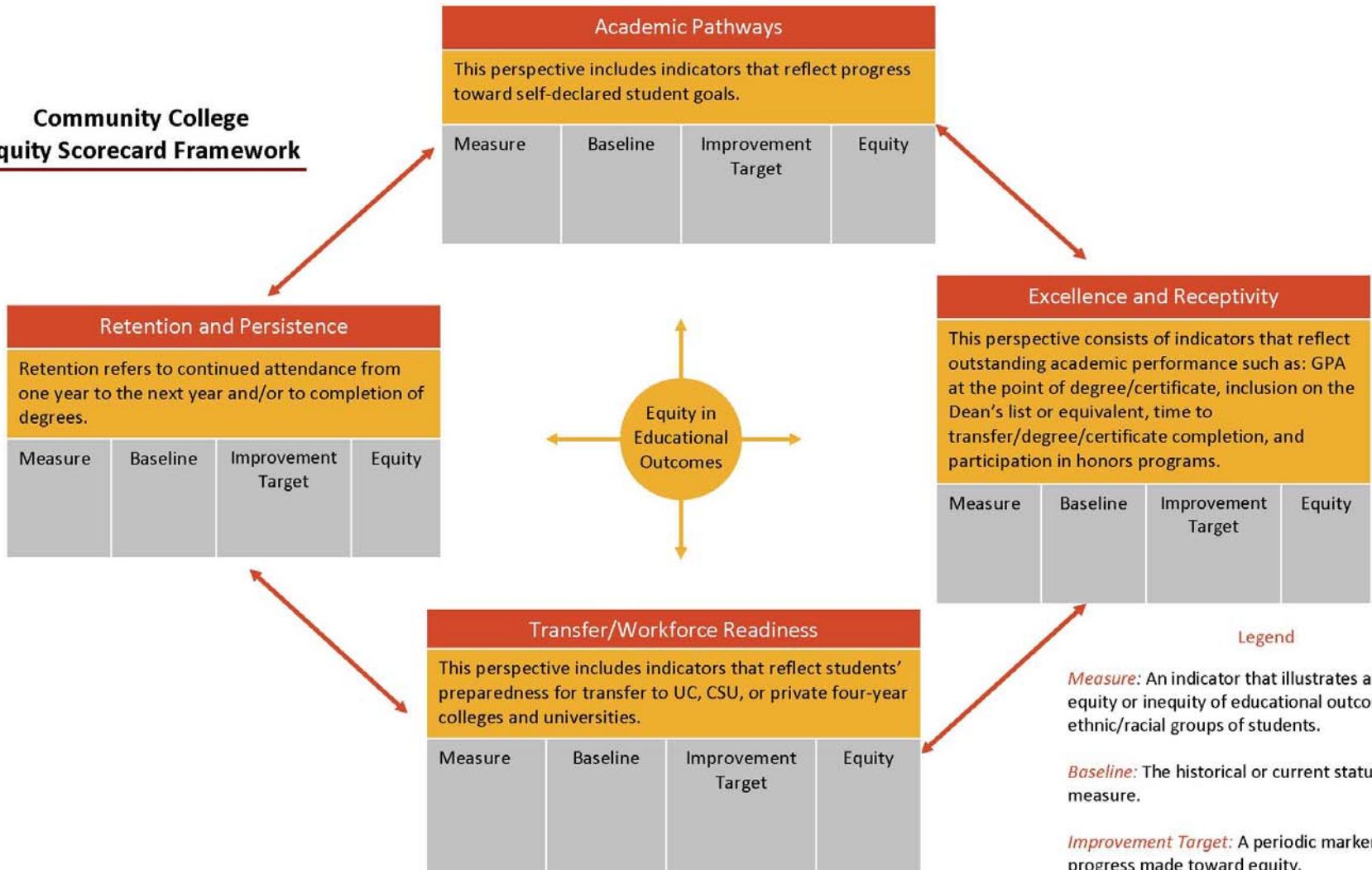(Based on work of Roland Tharp)

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**

**Community College
Equity Scorecard Framework**

Academic Pathways

This perspective includes indicators that reflect progress toward self-declared student goals.

Measure	Baseline	Improvement Target	Equity

Retention and Persistence

Retention refers to continued attendance from one year to the next year and/or to completion of degrees.

Measure	Baseline	Improvement Target	Equity

Equity in Educational Outcomes

Excellence and Receptivity

This perspective consists of indicators that reflect outstanding academic performance such as: GPA at the point of degree/certificate, inclusion on the Dean's list or equivalent, time to transfer/degree/certificate completion, and participation in honors programs.

Measure	Baseline	Improvement Target	Equity

Transfer/Workforce Readiness

This perspective includes indicators that reflect students' preparedness for transfer to UC, CSU, or private four-year colleges and universities.

Measure	Baseline	Improvement Target	Equity

Legend

Measure: An indicator that illustrates areas of equity or inequity of educational outcomes among ethnic/racial groups of students.

Baseline: The historical or current status of the measure.

Improvement Target: A periodic marker of the progress made toward equity.

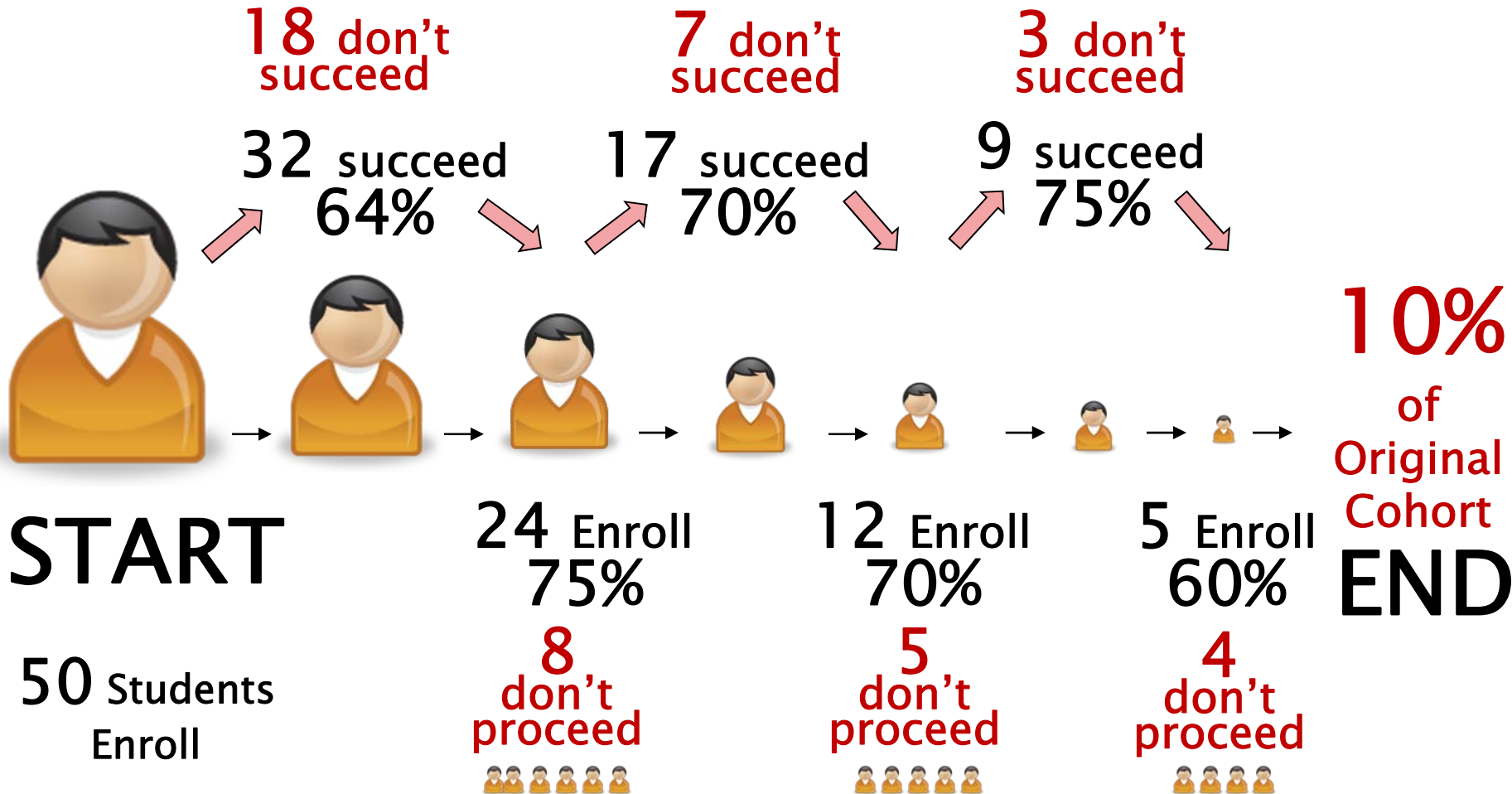*Equity:* The point at which equity would be achieved for a given measure.

Benchmarking Equity and Student Success Tool (BESST)
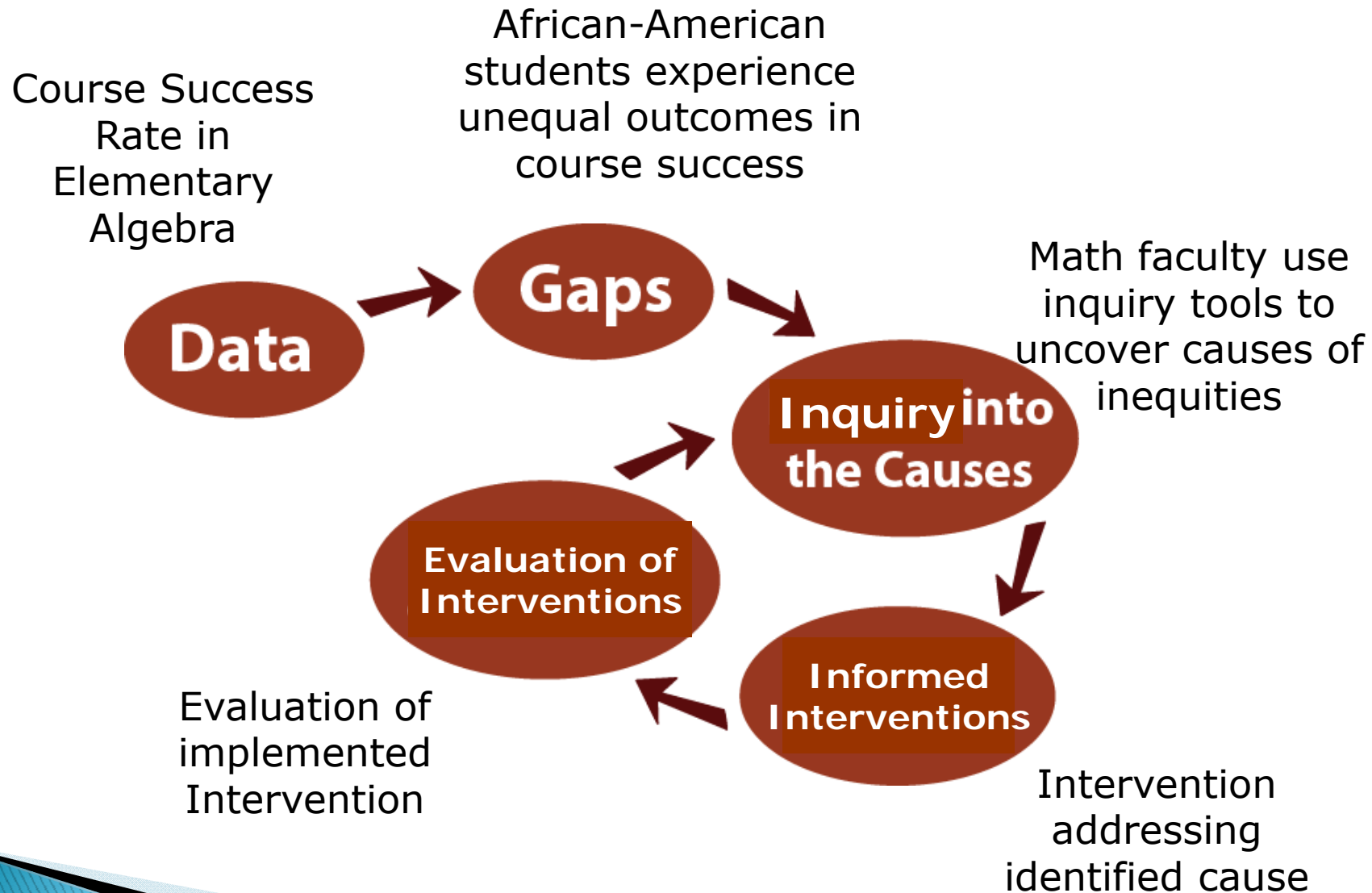
Math 3 levels below transfer	Math 2 levels below transfer	Math 1 level below transfer	Transfer Level

18 don't succeed

32 succeed **64%**

7 don't succeed

17 succeed **70%**

3 don't succeed

9 succeed **75%**

10% of Original Cohort

START

END

50 Students Enroll

24 Enroll **75%**

8 don't proceed

12 Enroll **70%**

5 don't proceed

5 Enroll **60%**

4 don't proceed

THE CUE INQUIRY PARADIGM

Course Success Rate in Elementary Algebra

African-American students experience unequal outcomes in course success

Math faculty use inquiry tools to uncover causes of inequities

Data → Gaps → Inquiry into the Causes → Informed Interventions → Evaluation of Interventions

Evaluation of implemented Intervention

Intervention addressing identified cause

Data

MIGRATION THROUGH MATH:
An Example from Long Beach 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

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URBAN EDUCATION

Migration Table for Math

Data

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 Transfer Math	% of Orig. Cohort	Successful in Transfer 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	MATH 100	MATH 200	MATH 300	MATH 400	MATH 500
Black	100%	41%	24%	2%	0%
Asian/PI	100%	57%	36%	6%	2%
Latino	100%	48%	28%	8%	3%
White	100%	50%	29%	8%	2%
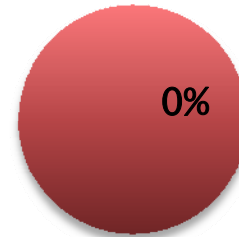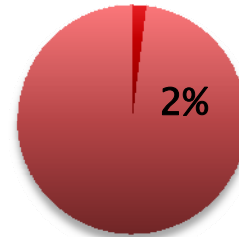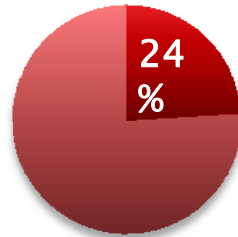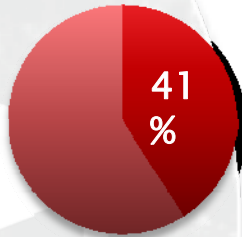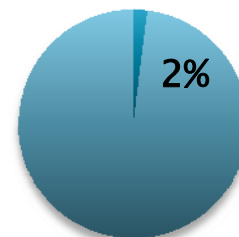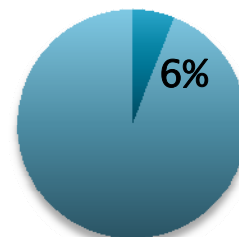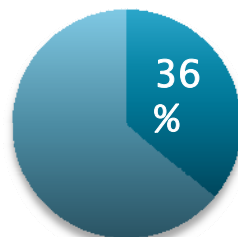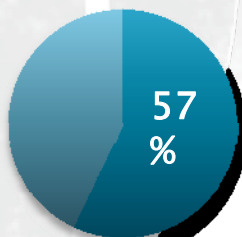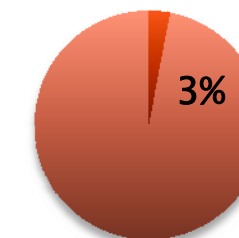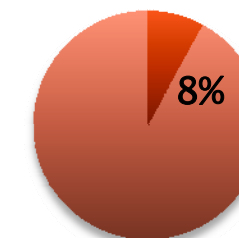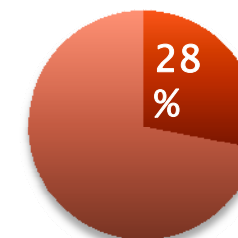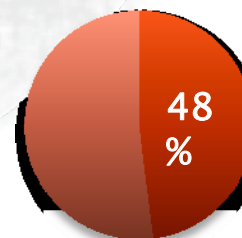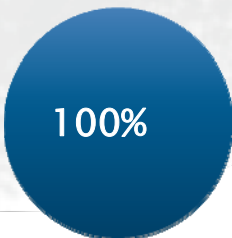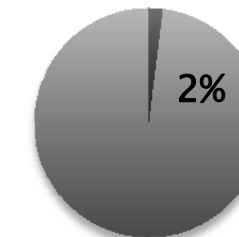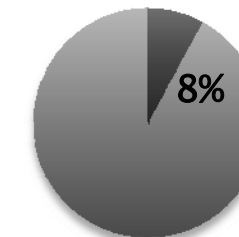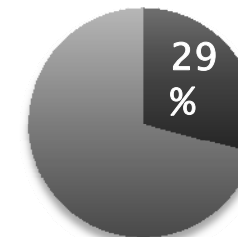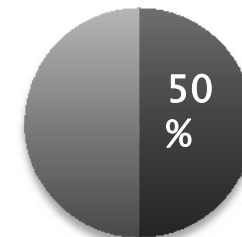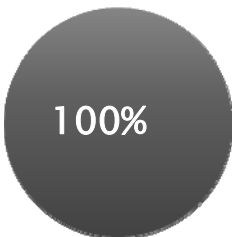
DEFICIT INQUIRY

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

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?

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!"

SYLLABI REVIEW

TYPICALLY CONTAINED	DID NOT CONTAIN
• Course description	• Expected learning outcomes
• Faculty contact info/office hours	• Student expectations
• Course content	• Encouraging tone
• Attendance policy	• Calendar of activities
• Academic dishonesty policy	• Information re resources for academic & other support
• Withdrawal policy	• No evidence of instructional variety/culturally inclusive activities
• Grade breakdown	
• Condescending/punitive tone	

EXAMPLES OF CHANGES IMPLEMENTED BASED ON FINDINGS

Informed Interventions

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

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