Metropolitan State University of Denver
EQUITY SCORECARD REPORT
For Retention and Completion
Presented April 1, 2014

Laying the Groundwork  Defining the Problem  Assessing Interventions  Implementing Solutions  Evaluating Results

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Metropolitan State University of Denver (MSU Denver) is part of an exciting new initiative called Equity in Excellence. Together, Metropolitan State University of Denver; the University of Colorado, Denver; and Aurora Community College will work with the Colorado Department of Higher Education (CDHE), the Colorado Community College System, the Center for Urban Education (CUE) and the Western Interstate Commission for Higher Education (WICHE) to design concrete measures and plans to improve equity.

Equity in Excellence is receiving national support. Funding for the project comes from the Ford Foundation and the Bill & Melinda Gates Foundation, while the Center for Urban Education, based out of the University of Southern California in Los Angeles, and WICHE, based in Denver, contribute policy and practice knowledge and tools.

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MSU Denver has a fifteen-person Evidence Team, which will be conducting action research as part of a process called the Equity Scorecard™ which is designed to enhance equity in educational outcomes among racial-ethnic groups. The Equity Scorecard helps teams of faculty, student affairs professionals, and administrators conduct action research using data. This means that the team will look at institutional data and then ask questions and conduct inquiry as to what’s going on behind the data. They are supported by specialists from the Center for Urban Education, who possess expert knowledge of equity in higher education and access to a library of materials, activities and educational policy.

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THE EQUITY SCORECARD™ PROCESS

The Equity Scorecard™ is a five-phase, evidence-based inquiry process that seeks to reframe the discussion of student outcomes from student responsibility to institutional accountability. The key principle of The Equity Scorecard is that individuals at all levels of leadership, responsibility, and power can make change happen and bring about equitable educational outcomes. The capacity of individuals to become agents of change can be facilitated by engagement in a collaborative productive activity.

This principle is implemented by the formation of teams of practitioner-researchers who convene on a regular basis to examine data on student outcomes to examine the ‘state of equity’ for their campus. These teams are comprised of faculty, administrators and other university personnel who come together to critically examine and discuss routinely collected data in order to reach a measure of understanding as to why inequities persist on their campuses. Members of the teams assume the role of researcher, whose job it is to hold up a mirror to their respective institutions and reflect the status of underrepresented students in retention and completion outcomes. Participation in the team enables various members of the university community to transform raw data into simplified, yet compelling stories that are accessible to a wider audience.

In this process, Evidence Team members begin by analyzing available data, disaggregated by race and ethnicity in student retention & completion. The initial analysis of the data leads team members to question and focus on specific educational outcomes by student groups for further analysis. Team members choose critical areas for further inquiry: the goal in this part of the process is to better understand how to serve and support the different student populations and change those institutional practices that are not supporting student needs. Concentrating in those areas in need of attention leads to more targeted and effective interventions to achieve equity for all student groups. These questions in turn become the goals and indicators by which institutional effectiveness will be evaluated by the Evidence Team. The result is a self-assessment framework that evaluates the current status of equity within the institution. The process highlights areas in need of further attention and establishes performance goals as a means to attain equity.
WHAT DOES EQUITY LOOK LIKE?

The concept of equity is used in different ways. Some people talk about closing the achievement gap. Others talk about underrepresented racial minorities. For the purposes of the Equity Scorecard process a **numerically distinct definition of equity** – parity in representation and outcomes for each underrepresented racial and ethnic student group – will be used.

For example, **representational equity** would mean proportional participation in all levels of an institution including high status special programs, high-demand majors, and in the distribution of grades. **Outcome equity** would mean parity in such educational outcomes as graduation rates, which includes graduation rates in high-demand majors as well. Simply put the racial/ethnic breakdown of students in a starting cohort should be the same as the racial/ethnic breakdown of students in the graduating cohort.

WHY RACE?

Inequities in higher education represent an urgent problem. Over the last several years, numerous reports, articles, and books have warned that the persistence of inequality in college participation and completion among racial-ethnic groups will have an adverse affect on the nation’s future. Shifting demographics require higher education institutions to develop new expertise to serve students effectively and equitably. However, most higher education institutions do not monitor outcomes by race and ethnicity or have specific goals for improvement based on disaggregated data. The tools of the Equity Scorecard process will enable institutions to do precisely that.
The Equity Scorecard at MSU Denver

The inquiry activities, findings and recommendations of the 2013-2014 MSU Denver Evidence Team are recorded and shared through this Equity Scorecard Report. But this report is more than just the documentation of committee work on campus—it is a visible symbol of MSU Denver’s commitment to equity as we move into the future. The Scorecard is a data-driven description of what is happening on campus now and as such is not a final product, but rather a dynamic narrative intended to inform culture and practice on campus and to foster future efforts toward institutional inquiry and improved equity. The Scorecard is merely one piece of an effective assessment loop—a report on the areas of need around equity at MSU Denver that were illuminated through data collection and action-research following CUE (Center for Urban Education at the University of Southern California’s Rossier School of Education) methodology. We hope that the Scorecard will inspire the suggestion of possible interventions that may help to close equity gaps that affect our students, thus closing the loop. We anticipate that campus engagement with the Scorecard will stimulate dialog, produce culture shift, impact the climate of race-conscious practice and lead to more intentional consideration of equity at MSU Denver.

As it was established by CUE, the Equity Scorecard process suggests that the discussion of equity be reframed in order to emphasize institutional accountability over student responsibility. This became a foundational notion for the Evidence Team at MSU Denver due to our modified open enrollment policy. The MSU Denver Evidence Team spent many hours considering the University’s responsibility to support all students at our institution, and to identify practices and interventions that will best foster student success and equity on campus. We urge the readers of this report to consider the concept of obligation by honestly meeting all of our students where they are and envisioning ways to help get them where we want them to be.

It is important to emphasize that this report discusses outcome equity, not representation equity. The Scorecard analyzes where students of color experience different end results than other students at MSU Denver. The Scorecard is thus meant to spur the transformation of practices embedded in the institutional culture of MSU Denver that may thwart equity in outcomes. While much attention has been placed on diversity efforts, the Scorecard offers our entire campus community a way of more intentionally considering how we can improve equity specifically in the areas of persistence and graduation.

The MSU Denver Evidence Team’s work with the action-research process has led to some important understandings about data collection and interpretation with regard to equity. In the first place, as modeled by the CUE protocol, action-research is a value-oriented process guided by value-rational questions. The goal of this process is to advance an agenda of accountability by asking how we can address institutional ethics and take responsibility for equity on campus. In order to do this, the Evidence Team worked to recognize our institutional values, raised questions about currently held assumptions and challenged our own notions of “best practices”
at MSU Denver. The conversations that were the product of this process impacted the equity-mindedness of the Evidence Team, and by sharing them here we hope to foster similar equity-mindedness among the entire community of MSU Denver researcher-practitioners.¹

Secondly, the Evidence Team has come to value the *disaggregation* of data as a more accurate and compelling measure of statistical analysis around equity-minded practice and equitable outcomes for various racial and ethnic groups. The disaggregation of data also allowed us to link the quantitative numbers to the qualitative understanding of the student experience at MSU Denver. As our action-research methods combined the quantitative with the qualitative, our inquiry did not lead to concrete answers, but instead illuminated possible moments of intervention that may help to prevent future inequities in practice and outcomes. In other words, we conducted our inquiry in a fashion that satisfies a scientific approach to research, but that simultaneously implements secondary strategies of analysis as a means of providing a more well-rounded and personalized view of current practices and climate at MSU Denver. This action-research model represents a paradigm that can and should be replicated at every level, from departmental or programmatic to institutional.

The evaluation of intervention via disaggregated data informs the action-research process from beginning to end. The Evidence Team began our inquiry by identifying current practices intended to produce student success and, from there, imagining which of these might be improved, or what new interventions might be implemented—all according to the varied outcomes we saw in the disaggregated data. Subsequently, the idea of intervention informs the recommendations for future action that the committee makes in this report. This process allows us to consider interventions in a positive light and look toward improvement instead of critically approaching current practice by stating, “this is what we are doing wrong.” In this manner, the Scorecard should urge us to continue doing what we are already doing well on our campus and simultaneously identify how best to support continued and expanded efforts. The integration of intervention assessment at all phases of the action-research project reinforces the notion of the Scorecard as an evaluation of both process and climate at MSU Denver.

The disaggregation of data also underpins an approach to inquiry that transforms traditional approaches to diversity work in higher education. Previously held understandings of race-conscious and equity-minded practices suggested that all students be treated equally in order to encourage similar student success among varied racial and ethnic groups. The research undertaken by the Evidence Team suggests, however, that the intentionally distinct treatment of diverse student groups may actually better improve outcomes and decrease equity gaps. The

information contained in this report is illuminated by this concept, and the global adoption of this attitude at MSU Denver may have a profound impact on campus culture, climate and practice moving forward.

Of paramount importance in the Scorecard are the definitions of cultural competence and race-conscious classroom practice as these terms will be used within the context of the inquiry practice and findings. The Association of American Colleges and Universities (AAC&U) defines Intercultural Knowledge and Competence as “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”

Race consciousness is defined as the individual awareness of how one is “racialized” in society and how a person construes a racial identity in opposition to a racial “other.” Race-conscious methodology refers to culturally relevant pedagogical practices that underscore race as a social construct that impacts teaching and learning. While multiple interpretations of these terms are widely available, the above definitions most clearly reflect the approach used by the MSU Denver evidence team in our work with the Scorecard.

As readers approach this Scorecard report, the Evidence Team anticipates that there may be questions regarding the choice of areas of inquiry and the applicability of the data contained within to the entire MSU Denver experience. When we began this project, we were faced with an enormous query: where do we see areas of racial inequity at MSU Denver? The culling of data and the narrowing of focus, in conjunction with the consideration of internal and external institutional goals, initiatives and projects (such as the MSU Denver Strategic Plan, the Hispanic Serving Institution Initiative, or the MSU Denver Performance Contract with the Colorado Commission on Higher Education, for example) led us to concentrate on inequities in retention and graduation for African American/Black and Hispanic/Latino students. The Evidence Team submits the Scorecard report with the understanding that there are many other potential areas of inquiry, and many other groups of ethnic, racial, gender, and sexual orientation or identification that could be explored in order to determine better approaches to equity for all students. We hope that the Scorecard inspires the future completion of this work on our campus.

The Evidence Team’s work was initially inspired by raising the question of how we could improve retention rates at MSU Denver in order to reach an overall graduation rate of 44% by the year 2017 (the term of our current MSU Denver Strategic Plan). By disaggregating the data and

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approaching this question with a race-conscious lens, we identified gaps in equity that were most striking for African American/Black and Hispanic/Latino students. The Evidence Team thus began our work by examining retention and graduation rates for these two racial/ethnic populations on campus.

Our need to reduce the scope of inquiry to a manageable level also led us to concentrate on data from the 2006 cohort of first-time, full-time freshmen. While this data is certainly illuminating, the Evidence Team understands the limitations produced by the definition of our parameters—for example, we are not considering incoming transfer students from that year, we are restricting our evaluations to a six-year graduation term although many of our students graduate outside that window. The sheer quantity of analyzable data forces the restriction of parameters, however, and the Evidence Team urges readers to consider the Scorecard as a paradigmatic snapshot that can encourage attention to broader areas of inquiry as we move forward with our equity work.

As part of the focusing process, we also had to determine which programs, services and interventions to analyze. While the data uncovered the most striking instances of inequity in later years of student careers, we chose to investigate what might be affecting African American/Black and Hispanic/Latino students in the first years of their experience at MSU Denver, with the understanding that these initial interventions set the stage for success in retention and graduation down the line. With this in mind, the Scorecard will present evidence gathered on the Summer Scholars Program, the Advising Center, the First Year Success Program, and the Department of Mathematical and Computer Sciences General Studies courses. These programs have the most intense early contact with the greatest number of students entering the University, and therefore their interventions have the most potential for the deepest impact.

The overarching conclusion at which the Evidence Team arrived during the Scorecard process is that equity at MSU Denver is everyone’s business and everyone’s responsibility. We challenge the readers of this report to ask why equity is important in each area of our work, and to take ownership of this motivation. Once this “why” is identified and acknowledged, each individual and each unit on campus can envision the “how” of equity-minded and race-conscious practice that will allow us to reduce equity gaps for our students. We urge the readers of this report to examine practices and perspectives that are considered to be “right,” and then to test and challenge these beliefs through action-research. We implore the readers of this report to enter into the dialog around race and ethnicity that can positively impact the climate for the entire campus community.

The Evidence Team is extremely grateful for the willing participation and collaboration of the programs into which we inquired. The action-research process was deeply enriched by the
genuine concern and caring for student success that everyone with whom we spoke expressed. The true spirit of collaboration and transparency and the desire to improve equity at MSU Denver is infused throughout this report, and will certainly have a positive effect on future efforts to reduce equity gaps for all students at our institution. We thank as well the Office of the Provost, whose generous financial support provided the Evidence Team with the resources we needed to become more equity-minded practitioners ourselves in order to better serve this important project. Finally, we extend our deepest gratitude to Dr. Elizabeth Kleinfeld of the MSU Denver Writing Center for her detailed and thoughtful assistance with the editing of the Scorecard document.

For more information, please see the website at: http://msudenver.edu/equityscorecard/.
The MSU Denver Evidence Team looked at year-to-year persistence rates to identify where most **African American** students are lost on their way to graduating within six years:

**Figure 5: Year-to-Year Persistence Rates for African American students who entered in 2006**

**African American Students**

- **Enrolled at MSU Denver in 2006**: 77
- **Persisted to the 2nd Year**: 61.0%
- **Persisted from the 2nd to 3rd Year**: 61.7%
- **Persisted from the 3rd to 4th Year**: 72.4%
- **Persisted from the 4th Year to Graduate in 6 Years**: 61.9%

**All Students**

- **Persisted to the 2nd Year**: 67.9%
- **Persisted from the 2nd to 3rd Year**: 72.6%
- **Persisted from the 3rd to 4th Year**: 91.4%
- **Persisted from the 4th Year to Graduate in 6 Years**: 55.4%

**African American Students at MSU Denver are experiencing the greatest persistence gaps between the 2nd - 3rd and 3rd – 4th years.**

**Largest Persistence Gap**: 72.4% of African American students who enrolled in 2006 persisted from the 3rd to 4th year, which is a -19.0 percentage point gap compared to the all student average of 91.4%. 
The MSU Denver Evidence Team looked at year-to-year persistence rates to identify where most Hispanic/Latino students are lost on their way to graduating within six years:

**Figure 6: Year-to-Year Persistence Rates for Latino/Hispanic students who entered in 2006**

**Hispanic/Latino Students**

<table>
<thead>
<tr>
<th>Enrolled at MSU Denver in 2006</th>
<th>Persisted to the 2nd Year</th>
<th>Persisted from the 2nd to 3rd Year</th>
<th>Persisted from the 3rd to 4th Year</th>
<th>Persisted from the 4th Year to Graduate in 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>296</td>
<td>68.9%</td>
<td>73.5%</td>
<td>95.3%</td>
<td>49.0%</td>
</tr>
<tr>
<td>All Students</td>
<td>1711</td>
<td>67.9%</td>
<td>72.6%</td>
<td>91.4%</td>
</tr>
</tbody>
</table>

**Hispanic/Latino Students at MSU Denver are experiencing the greatest persistence gaps between the 4th year and graduating within six years.**

**Largest Persistence Gap:** 49% of Hispanic/Latino students who enrolled in 2006 persisted from the 4th year to graduate in six years, which is a -6.5 percentage point gap compared to the all student average persistence of 55.4%.
Of the 77 African Americans who enrolled at MSU Denver in 2006, only 13, or 16.9%, earned a bachelor’s degree by 2012. In comparison, the all student six-year graduation rate for the same cohort was 25%. The difference between 16.9% and 25% reveals a -8.1 percentage point equity gap experienced by African American students.
Of the 296 Hispanic/Latinos who enrolled at MSU Denver in 2006, 70, or 23.6%, earned a bachelor’s degree by 2012. In comparison, the all student six-year graduation rate for the same cohort was 25%. The difference between 23.6% and 25% reveals a -1.4 percentage point equity gap experienced by Hispanic/Latino students.

Hispanic/Latino Students at MSU Denver are experiencing an Equity Gap in Six-Year Graduation Rates.

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MSU Denver’s evidence team ‘envisioned equity’ for **African American students** and benchmarked goals (below) to monitor towards achieving equitable outcomes. The recommendations posed in this report provide the strategy for realizing these goals.

Figure 2: Benchmark Goals for African American Six-year Graduation Rates.

**What if African Americans who entered in 2006 had not only achieved equity in six-year graduation rates (25%) but reached MSU Denver’s 44% performance goal?**

If 21 additional African Americans had graduated in 2012, MSU Denver would have achieved its performance goals.
MSU Denver’s evidence team ‘envisioned equity’ for **Hispanic/Latino students** and benchmarked goals (below) to monitor towards achieving equitable outcomes. The recommendations posed in this report provide the strategy for realizing these goals.

Figure 4: Benchmark Goals for Hispanic/Latino Six-year Graduation Rates.

What if Hispanic/Latino students who entered in 2006 had not only achieved equity in six-year graduation rates (25%) but reached MSU Denver’s 44% performance goal?

If 60 additional Hispanic/Latinos had graduated in 2012, MSU Denver would have achieved its performance goals.
GOAL 1: By 2017, African American student’s six-year graduation rate will be 44%.

GOAL 2: By 2017, Hispanic/Latino student’s six-year graduation rate will be 44%.

GOAL 3: Every year between now and 2017, MSU Denver will collect six-year graduation data disaggregated by race/ethnicity to monitor progress towards achieving this goal.
MSU Denver Summer Scholars Program

Program Description

The Metro Summer Scholars Program (MSSP) is a scholarship program that is tethered to the Admissions Review process and dedicated to helping students make a successful transition from high school to college and to becoming better prepared for the academic rigors of college. The purpose of the eight-week summer program is to provide graduating high school seniors who demonstrate academic potential and motivation for success with the opportunity to get a head start on their college education at MSU Denver. MSSP provides comprehensive academic support in the form of mandatory tutoring and group study, college success seminars, library research, online math tutorials, individual appointments with faculty and staff, and a guest speaker forum of leaders throughout the campus. The MSSP also provides students with an opportunity to strengthen academic skills, research majors and careers, learn about campus resources and support services, connect with faculty and establish friendships and a support system prior to the fall semester. Through these services, the MSSP not only helps students to make a successful transition from high school to college but also focuses on academic achievement, student development, and provides a foundation for a successful freshman year.

The program is specifically geared toward students who do not meet MSU Denver admissions requirements, but other selected students are also invited to participate. Students who had an index score (a combination of high school Grade Point Average and ACT composite score) of 76-91 and who tested on the Accuplacer at the ENG 090 and/or RDG 090 levels have, in the past, been required to participate in MSSP as a condition of admission. The summer program provides both developmental and college level classes and a seminar that is focused on building college and job skills. Students who were conditionally admitted to the university and, therefore, required to participate in MSSP must sign a contract stating that they will maintain a 2.0 GPA during summer semester and participate in the First Year Success program in the fall. If a student does not uphold the requirements of the contract, his or her admission to MSU Denver for fall semester may be rescinded.

Inquiry Process

The MSSP is specifically designed to support students with developmental needs, and these students are oftentimes students of color; for this reason the MSSP was selected as an area of action-inquiry. Although the majority of data provided by CUE is reflective of the 2006 cohort, college readiness rates for the 2012 entering cohort were also provided. This data revealed that 58% of African American/Black and 39% of Hispanic/Latino students entering MSU Denver were required to enroll in developmental courses in English. With regard to development math courses, 67% of African American/Black and 50% of Hispanic/Latino Students were enrolled,
compared to their white counterparts of 22% in English and 33% in math. To complement this data, the MSSP’s summer 2012 data is provided: 74% of participants in the MSSP were students of color; 8% as African American/Black and 44% identified as Hispanic/Latino. The team sought to determine what the program is currently doing to support these students of color and to identify areas in which these interventions might be enhanced.

The Evidence Team reviewed the MSSP in September 2013 by conducting three action-inquiry activities. First, the Evidence Team met with the Program Coordinator in a face-to-face interview. The questions focused on program mission and goals, how the program specifically supports African American/Black and Hispanic/Latino students, and issues/challenges of the program. Coincident to the interview with the MSSP Director, a review of program documents (including the MSSP contract and welcome letter) was also completed. Likewise, the University’s Admissions Review process was examined to determine how students were selected for mandatory participation in the MSSP (further inquiry into the connections between the Admissions Review process and the MSSP is encouraged by the Evidence Team as the programs are intricately connected). Next, an electronic survey was sent to students who participated in the program during summers 2007-2013 (as the MSSP occurs only during summer, the Evidence Team was unable to perform classroom observations or conduct personal interviews with current program students). These students were identified by the MSSP Attribute in Banner. The survey questions focused on demographics, admit type of student (mandatory or invited participant), and outcomes of program participation. Finally, a web scan of the MSSP webpage on the MSU Denver website was conducted. A web scan is a focused review of a webpage that examines content and presentation from the student perspective with an eye on equity-mindedness and race-conscious practice.

It is important to note that the MSSP is currently a very dynamic program. Having just undergone program review in 2013, many changes are occurring in the MSSP in tandem with the writing of this report; while every effort was made to present the most current reflection of the program, the evolution of practices in response to program review suggestions require the reader’s understanding that programmatic evolution is active in the MSSP.

**Recommendations for Decreasing Equity Gaps**

*Please note: The lettered lists directly below and throughout the remainder of this document represent a compilation of the findings produced by the Evidence Team’s inquiry. The order in which recommendations are listed does not represent a suggestion of priority on the part of the Evidence Team; only the programs or units responsible for the recommended interventions can determine the precedence and feasibility of an action item.*
The commitment of the program coordinator to the student participants was evident in her enthusiasm displayed during the interview. In addition, students who responded to the survey were pleased with the program and their participation.

A. Align the retention goal for the program with the institution’s retention goal. This may mean adjusting the program to better meet student needs.

As stated in the 2014 Strategic Enrollment Management Plan (SEM), the retention goal of the MSSP is 65%, while the institution’s overall retention goal for first-year students is 75%. The lower retention goal for the MSSP may reflect assumptions about the students who participate in the program (although the program does not specifically target students of color, they are the majority of participants due to the developmental needs of these student groups). Whether implicitly or explicitly, the gap in retention goal may impact the psychology of stereotype threat for students of color, producing negative results, or setting students up for failure. NOTE: Recommendations from the 2013 program review of the MSSP have encouraged movement in this direction and further data review will be necessary to determine if newly established retention rates will contribute to a decrease in equity gaps.

B. Develop and plan curriculum earlier in the year.

This would help to address several issues, yet remains a complicated issue due to the relationship between the MSSP and the Admissions Review process. First, outreach and recruitment could begin earlier in the year. Students could complete assessments in a timely manner and program numbers would be more stable earlier in the year. Second, the admissions and MSSP teams cannot “sell” the program and identify students for participation if they only provide general information. Students want to know what types of courses they will be taking, the amount of time they will need to devote to the program, and deadlines for submitting required documents. MSSP curriculum is currently completed too late in the year; effective recruitment and program planning cannot occur unless the MSSP curriculum is completed early in the year. This process is often complicated by the curriculum procedures of the academic departments as well, and further inquiry into the most effective means of streamlining and overlapping processes is necessary.

In addition to the above-mentioned benefits, early curriculum development would assist in improving the transition to First Year Success (FYS). To date, there appears to have been a lack of seamless transition for MSSP students into the FYS program. Many students were not transiting to FYS due to the lack of availability of paired classes. MSSP students were completing at least one college level course during the summer, meaning they were not able to enroll in FYS classes the following fall because they have completed one of the paired courses. The MSSP
Confirmation and Contract Form states that the student must transition into FYS, this is a condition of their admissions for fall semester, if not completed their admissions can be rescinded. Alterations in both MSSP and FYS that resulted from the 2013 program review have been designed to address these issues; specifically, the establishment of a liaison between the MSSP and FYS will certainly impact the consideration of curriculum and timing. Data on the success of these measures was not available at the writing of the current report.

C. Update the webpage to provide more detail regarding program requirements, admissions and program selection processes; translate into Spanish appropriate sections that would be beneficial for parents.

The website provides a general overview of the program but does not go into detail regarding mandatory participation. The website does not include the student letter or contract, information on admissions review process or assessment testing, the structure and layout for the summer session, parent information piece, and no bilingual (Spanish) information. Including information specifically geared toward parents will inform them of why their student is required to participate and requirements of their student during the summer session. Course information is out of date, students and parents may utilize the website for information on the program, if course offering are not up to date they will be referencing information that is not applicable to them. This may cause confusion and frustration.

D. Complement MSSP structure and course offerings with other programmatic contributions in order to better support student success, especially for students of color.

For example, Supplemental Academic Instruction (SAI) has recently been implemented as a result of the 2013 program review recommendations in order to help students in need of basic skills development at MSU Denver. By summer 2014 it is anticipated that SAI in both reading and math will be completely infused into the MSSP. With SAI, instead of achieving college readiness at the community college level, students may now take classes at MSU Denver in order to achieve college readiness. The prime example of SAI is the “stretch” English concept that covers ENG 1010 in two semesters by incorporating supplemental instruction into the curricular structure. With SAI options offered during the fall semester, students who need supplemental academic instruction may not necessarily need the support of the MSSP, so participation in MSSP may not necessarily need to be mandatory. However, some of the same students who lack college readiness in English might benefit from a summer math program, offered through MSSP, that could also feed into the course offerings of the FYS program in the following fall without cannibalizing fall enrollment.
With the implementation of SAI, students who had previously been at 090 levels, and thus required to participate in the MSSP, are now eligible to take college level classes in both English and Reading with a supplemental instruction class. The implementation of SAI should, in the long run, provide a solid academic foundation for students with limited academic deficiencies. Further conversation with the Admissions Review program, in light of the impact of SAI and the effects it may have on student participation in MSSP, should be undertaken. In addition, more data should be collected that reflect the outcomes of the SAI program in MSSP, particularly in regard to success rates for students of color.
Academic Advising

Program Description

The Academic Advising Center primarily assists students who have not yet declared a major and/or those who are in the early stages of their coursework at MSU Denver. The mission statement of the Academic Advising Center states:

Academic Advising facilitates our diverse students’ life-long educational goals by providing accurate information and informed guidance in an efficient, accessible, and comprehensive manner. Advisors teach self-advocacy and promote students’ abilities to discern choices and utilize decision-making strategies. This includes the identification of academic need, preparation, and balance toward program completion. The role of Academic Advising is to encourage student engagement with faculty, academic departments, and student services. This is accomplished by working with key institutional and community partners in an environment of inclusive excellence.

The Academic Advising Center helps new and transfer students register for their first term, assists undeclared students in choosing a major and career path, and supports all students in understanding General Studies and general degree requirements.

Inquiry Process

With the understanding that appropriate advisement is crucial to the academic success of all students, and respecting the equity-mindedness and race-consciousness that underpins effective advisement practice, the Evidence Team researched the current interventions provided by Academic Advising at MSU Denver. The action-inquiry was guided by the desire to understand what, if any, impact interventions from Academic Advising may have on the retention and graduation rates of African American/Black and Hispanic/Latino students. As with the Metro Summer Scholars Program, the Evidence Team sought to determine what Academic Advising is currently doing to support students of color and to identify areas in which these interventions might be enhanced.

The Evidence Team reviewed the Academic Advising program by conducting two action-inquiry activities. First, the Evidence Team interviewed the Director of Academic Advising and an Academic Advisor. Subsequently, a web scan of the Academic Advising webpage was conducted.
Recommendations for Decreasing Equity Gaps

A. The Academic Advising Center should disaggregate its advising data.

Without looking at the program through a cultural lens, there is no clear indication about what next steps to take. We cannot assume that all students are processing the information received in the same way, whether they be African American/Black, Hispanic/Latino, or first-generation students. In other words, are there extra steps or precautions that can be instituted through the Academic Advising Center that will help our more at-risk populations stay enrolled? By disaggregating advising data, the Academic Advising Center can also look at two processes where they meet African American/Black and Hispanic/Latino students early in the process and—new student orientation and one-on-one advising sessions during those crucial beginning semesters.

Incoming first year students have an orientation requirement, S.O.A.R. (Student Orientation, Advising and Registration) which includes a 75-minute advising session during the course of the day-long orientation as well as assistance by Advising staff in the computer labs at the end of the day for actual registration. S.O.A.R. is sponsored by the Office of New Student Orientation and they collaborate with the Academic Advising Center. At new student orientation, students receive packets of information that include handouts on classes students should take based on their major or intended major. These handouts are also available on the center website. During registration, students are assisted in registering for the correct math class and for a First Year Success cohort.

In addition to orientation, there are other advising lab sessions where students register for select courses while in a computer lab with assistance from an advisor.

The Academic Advising Center conducts one-on-one advising sessions for students who have not declared a major or are still completing general study requirements. Advising sessions focus on the basic components of a degree, including general studies courses, how to select a major, and how to use campus tools such as the catalog.

B. In order to provide more culturally conscious advising, all advisors in the Academic Advising Center should complete cultural competency training and be encouraged to focus on more intentionality when working with students from culturally diverse groups.

We commend the Academic Advising Center’s philosophy that good advising benefits everyone; however, many students of color may need additional supports to navigate through the system.
The staff currently receives both formal and informal training annually, and specific training on culturally competent practice could be incorporated into these sessions.

Assessment information is collected for undeclared students; however, the Academic Advising Center does not disaggregate its data by race/ethnicity. They do work closely with the Early Warning System that flags students who are struggling. When a student has been flagged, they receive a phone call alerting them to their academic standing. It should be noted, that the Early Warning System only works when faculty choose to participate.

C. The website should be upgraded with assistance of an expert who understands both web design and student needs to create a more user-friendly design for first-time-to-college students and/or students of color.

The website could include a simple check list for students to complete; for example, the “New Students—Once you’ve been admitted” could be made into a checklist format that might be easier to follow and helpful forms, easily accessed, on the website could include a list of general studies courses and recommendations for undeclared students for which courses to take the first year.

The Academic Advising Center website is only one click away from both the Current Students tab and the A to Z tab on the MSU-Denver homepage. With the exception of the “Events” link, links were current and manageable. Students have the option of selecting three paths: new student, continuing student, or transfer student. Information on the website was both informative and detailed.

There was a tremendous amount of text to wade through explaining new policies, guidelines for transfer students, holds, and scheduling an appointment, among other pages. There is only one picture found on the website (opening page) and it does not depict any students of color or other underrepresented groups.

The FAQ section, especially since it was divided into categories with lists of questions under each heading, was the easiest tab to use. Contact information—phone, email, physical location—was provided as well as information on how to schedule an appointment.
First Year Success

Program Description

The First Year Success (FYS) program is a strongly encouraged option for all incoming students who have completed less than 29 credit hours toward their degree. FYS serves true freshmen who are beginning their careers at MSU Denver as well as transfer students who bring in credits from other institutions. FYS functions on a cohort model, fostering student success through community-based learning and faculty/peer support. Many co-curricular activities that enhance academic courses are offered via FYS programming. Specifically, FYS offers support to students as they work on completion of General Studies requirements and other basic level coursework, provides a more personalized advising experience, and orients students to the various curricular and co-curricular opportunities at MSU Denver.

It is important to note that the FYS program in place today did not exist as such in 2006; therefore the cohort data on retention and graduation that we are analyzing for this Scorecard project is in a sense disconnected from the current iteration of this program on campus. However, the Evidence Team researched FYS in order to envision how interventions from this program might impact retention and graduation rates for students of color today and moving forward.

Inquiry Process

The literature reveals that FYS and similar programs are key for retention of all students, but may have particularly positive impact for students of color. Working under this assumption, the Evidence Team chose FYS as an area of inquiry in order to better understand how interventions from this program may affect retention and graduation rates for African American/Black and Hispanic/Latino students at MSU Denver.

The Evidence Team performed three action-inquiry activities in order to review the FYS program. First, personal interviews were conducted with the Director and Associate Director of FYS. These interviews were focused on gathering information on how FYS supports students of color as part of the general population of FYS participants. Next, surveys were administered to faculty currently teaching in FYS and to former students who completed the FYS program. These surveys were intended to cull qualitative data that illustrates the faculty perspective on the FYS experience and to better understand how students perceive the FYS experience as part of their academic success. Finally, the Evidence Team performed a web scan of the FYS webpage.
Recommendations for Decreasing Equity Gaps

A. The continued collection of disaggregated data will promote better analysis of current and future interventions that may decrease equity gaps and increase student success in FYS.

African American/Black students are proportionately under-represented in FYS in when compared to all students in the “first year” designation. By disaggregating the data that informs recruitment and retention, specific interventions could be identified to better support this student group.

Disaggregated data on ABC and DFW rates for students in FYS, as well as data on academic probation statistics, may help to identify reasons for student failure during the FYS experience and then suggest appropriate programmatic interventions that would support students who are not currently successful and who eventually may not retain or graduate. This would be particularly important for students of color and the specific interventions aimed at their support and retention.

Disaggregated data that illuminates the race and ethnicity breakdown of traditional versus non-traditional student participants should be analyzed. Currently, participation in the FYS program is by-and-large optional. Intrusive academic advising and an increased FYS presence at summer 2013 SOAR sessions resulted in increased enrollment in the fall 2013 program. However, the data indicates that larger numbers of traditional-aged students opt into the program, whereas non-traditional students usually don’t join. Understanding the race and/or ethnicity of these different cohorts of students may serve to inform recruitment and retention strategies.

The interpretation of disaggregated data in FYS must be clarified in order to combat misconceptions about the FYS program and to clarify the impact that FYS interventions are having on all students. In the FYS program, students whose index scores for college readiness don’t quite meet the college level, for a variety of possible reasons, are termed “provisional students.” Provisional students are required to participate in FYS (although there is no real bureaucratic enforcement mechanism). A common misconception about the FYS program, however, is that participation is limited to provisional students when in fact FYS offers programming and support to all students who enter MSU Denver with less than 29 completed credit hours. Examination of FYS data that has been disaggregated by race and ethnicity underscores that, regardless of provisional versus non-provisional status, African American/Black and Hispanic/Latino students retain at a statistically similar or higher (respectively) rate when compared to the overall cohort. In this respect, and as the program grows, it will be increasingly important to continue the analysis of disaggregated data in order to make a compelling case for
the continuation of interventions that are producing positive results for outcome equity in the first year, and to then use this analysis to inform the application of these practices during the years where equity gaps are most evident.

B. The FYS program is to be commended for their efforts at providing equal services to all program participants. More intentionality toward identifying and meeting the specific needs of students of color who participate in FYS might actually attract more students to the program and ultimately improve retention and student success.

Specifically, the creation of more intentional curricular and co-curricular programming for students of color involved in FYS would recognize the needs of these racial and ethnic groups and support their growth.

• Continued intentional promotion of the program at SOAR, coupled with specific advising for students of color, might provide initial support for African American/Black and Hispanic/Latino students.
• It would be beneficial to draw more intentional connections to resources on campus for students of color.
• Also beneficial would be the identification of areas of crossover in order to create a web of support for students of color. For example, engaging with programs such as Summer Scholars and Advising in order to better identify needs of students of color, and then making sure that student support from all areas is complementary, would create a stronger framework for student support. Other areas of crossover could be considered: for example, African American/Black or Hispanic/Latino students and first generation cohorts could be admixed.
• The creation of more intentional programming that fits the schedules and extra-curricular demands of students of color would enhance FYS. Topical programming that is of cultural interest to students of color may increase student engagement and retention. The inclusion of cognitive programming and the intentional integration of cognitive curriculum into the FYS program could also help to address issues of stereotype threat and other similar concerns for students of color.
• More intentional incorporation into curriculum of the cognitive factors that positively influence retention, especially those directed at students of color, would be a positive intervention.
• Reconsider the parameters of participation in order to be more inclusive of students of color. For example, how can students of color who need basic skills development be included into the program? How can more students of color be attracted to and supported by FYS? How can FYS become a selling point for the recruitment of students of color to MSU Denver? How can FYS be effectively supported by efforts in Admissions?
First Year Success

- Surveyed faculty commend the creation of a community environment in FYS. Faculty say the cohort approach makes targeting the needs of students much easier because FYS students share many of the same challenges. The development of cohorts makes for better relationships with classmates and instructors and this increases students’ sense of accountability and “buy in” to the university, and more of a sense of shared identity. By leveraging the overarching sense of community and emphasizing the particular social and civic kinship of students of color, this positive element of FYS could become a strong point of intervention for the minority cohorts in question.

C. Provide more training, instruction and information on FYS programming, background, and parameters to full-time and affiliate faculty who teach in the program.

Survey results suggest that if FYS faculty knew more about the participation of students of color in the program and their specific academic needs, they might be able to better suggest co-curricular activities or other services on campus to support these students. Increased awareness on the part of participating faculty around current and proposed interventions designed to assist students of color might also improve faculty-student interaction and communication. This could prove to be particularly helpful with regard to the retention of students of color.

Faculty who currently teach in FYS do not appear to be well-informed about the FYS program. Their survey responses do not exhibit an in-depth knowledge of the co-curricular programming offered by FYS, nor do they suggest the acknowledgement of support for the web of services available to support FYS students. More specifically, faculty are unaware of whether FYS does anything specific to support students of color, whether there are recruitment strategies for minority populations, and which students are eligible to participate and which are not. Faculty are also unsure of what students should do after completing the FYS program in order to maintain positive momentum and continued success/retention.

D. The website should be upgraded with assistance of an expert who understands both web design and student services to create a more user-friendly design for first-time-to-college students and/or students of color.

A student review of the FYS website might provide insight into how this population views and navigates the site; this could be particularly with regard to students of color. Some potential areas for change may be an FAQ section that addresses questions frequently raised by students of color or a “student resources” tab where students are taken to show success stories for racial/ethnically diverse students. Similarly, families of students of color might be asked how the FYS site could better inform them and allow them to participate in the FYS experience with their student. Increased navigability and better links to other programs and initiatives that support
students of color may improve the site. Improved explanation of the benefits of participation in FYS and details describing the success rates of students who complete the program might provide support to students of color. Practical information on how to join FYS and pertinent deadlines as well as advising information and description of the course selection process may better support all students, including students of color. Contact with the FYS program would be facilitated by improved access to emails and phone numbers of office staff and faculty. Visual representation of students of color via photographs, student profiles, and other mechanisms would provide concrete examples of how diversity is valued in the program.

E. A year-long model should be considered.

The bulk of FYS programming is designed to support students for only one semester. Many co-curricular activities and co-curricular programming such as multi-semester Success Coaching may help to continue the rhythm of the initial semester, but student involvement in the program is essentially halted after one semester. Continued support, especially for students of color, may contribute to the minimization of equity gaps. As of the writing of this report, the office of Student Success, working with Department Chairs in the School of Letters, Arts and Sciences (LAS) and the Dean of LAS, has begun implementation of this project by identifying nine learning communities that will be launched over the full academic year of 2014-2015.
The Department of Mathematical and Computer Sciences: General Studies Math Courses

The Evidence Team’s approach to action-inquiry in the Department of Mathematical and Computer Sciences was unique in comparison to the other areas of analysis. The Metro Summer Scholars Program, the Academic Advising Center, and the First Year Success program fall under the rubric of “student services,” while the Math Program in the Department of Mathematical and Computer Sciences is considered to be part of the “educational core” of the student experience. This difference in the action inquiry approach to the Math Program is reflected in the slightly different report form used below.

Program Description

The Math Program within MSU Denver’s Department of Mathematical and Computer Sciences offers six different General Education courses in order to best serve students with diverse majors and interests. Among these are MTH 1110 College Algebra, largely serving Science, Technology, Engineering and Mathematics (STEM) majors; MTH 1310, targeting Business majors; and MTH 1080, focusing on Liberal Arts majors.

The Mathematics Program is highly involved with MSU Denver’s First Year Success (FYS) program. Sections of all six General Education mathematics courses are offered each year within FYS. The Mathematics Program has also contributed both conceptually and practically to the development MSU Denver’s current iteration of Supplemental Academic Instruction (SAI). Math has had a successful program of supplemental instruction for over 20 years: the Peer Study Program. Students whose placement scores are just below the scores set for normal admittance into General Education mathematics courses have been offered the opportunity to co-enroll in Peer Study sections along with the appropriate math course. The exception to broad-scale acceptance for this program has been the MTH 1080 course; post-first-year students wanting to take MTH 1080 could enroll in the Peer Study Program if they scored a 10 or higher on an in-house placement test. First-year students did not have this option, but the could enroll in the program based on Accuplacer, SAT, or ACT scores. Data show that this program has been successful in bringing students to college-readiness levels.

Following the initial broad-scale review of math courses, the Evidence Team culled disaggregated data for the three Math courses highlighted above in this report. This was used for comparative analysis purposes and the decision was made to focus the action-research on MTH1110. Math 1110 is the only course out of the three in which Hispanic/Latino students experience an equity gap in comparison to the all-student average (in other words, overrepresented in ‘F’ and ‘NC’
African American/Black and Hispanic/Latino students experienced the highest ‘F’ and ‘NC’ rates in Math 1110. African American/Black students also have the highest representation in Math 1110.

**Inquiry Process**

After an initial data analysis, the Evidence Team chose to focus on MTH 1110 College Algebra because of the current national emphasis on STEM fields, the large enrollments in this course, and the high DFW rates in MTH 1110 among African American/Black and Hispanic/Latino students.

The Evidence Team conducted internal inquiry using a mixed methodological approach. In theory, mixed methodological research lends itself to the utilization of triangulation or greater validity. Quantitative methods were used to gather data on African American/Black and Hispanic/Latino students enrolled in math classes and, more specifically, how and why identified students were enrolled in the class. This data was used to develop a survey that was distributed to the aforementioned groups. The survey results were used to develop a questionnaire that guided discussions in four student focus groups; the qualitative data gathered from these discussions enriched the quantitative data.

The Evidence Team decided to select a quasi-representative sample of Math 1110 students who might be interested in participating in focus groups. Committee members facilitated two student focus groups with African American/Black and Hispanic/Latino students that had enrolled in the math classes previously mentioned. The goal was to listen to student stories, collect data, analyze it and develop general themes that emerged from the inquiry groups. Included in the process was an analysis of the data with a focus on pointing out any achievement gaps between/among the groups. This analysis is presented later on in this report and became baseline information to develop the questionnaire for the focus groups.

For triangulation purposes, a sample of math professors was selected to participate in a second focus group to uncover specialized curriculum development and teaching techniques and strategies, tools, and materials utilized by mathematics professors in working with African American/Black and Hispanic/Latino Students. The group consisted of professors that had been teaching mathematics, each with a varying number of years and with different educational groups, but many combined years of experience at the college level.

Finally, the Evidence Team reviewed syllabi from Math 1110 College Algebra from Fall 2013 to determine if equity-minded practices were evident. A rubric was developed to ascertain faculty
levels of cultural competency and race-conscious strategic approaches used in working with African American/Black and Hispanic/Latino students. As the groups were facilitated, student stories were shared and qualitative data was collected and analyzed, themes emerged that became the basis of our findings and recommendations.

**Recommendations Related to Math Anxiety**

Feedback from the focus groups indicates that many students suffer from math anxiety. This anxiety can be quite pronounced and is exacerbated by several factors including the placement testing process upon university entry, low placement in math in college, poor previous performance in the subject, a message of importance placed on math and the expectation of failure (stereotype threat). A significant number of students stated that they were not prepared to take college math courses. While academic support in math courses is intended to provide assistance and support student success, in some cases tutors add to the anxiety and even contribute to the student losing motivation. Specifically, some tutors lack the cultural competency to interact with students of color.

- Continue efforts to uncover racial inequity issues in math courses at MSU Denver and develop strategies to resolve issues. This can be done by examining other cohorts from within the MSU Denver Math Program to build stronger databases; and conducting further inquiry on colleges and universities that have demonstrated success with students of color in mathematics.
- Develop a “Train the Trainers” model in cultural competency for student tutors.
- In our syllabus review we found room for making syllabi more welcoming and inclusive, which could prove important in helping to reduce the math anxiety African American/Black and Hispanic/Latino students carry. Syllabi could include efforts to help students become familiar with support resources, language that shows faculty desire to help students succeed, or a statement that expresses the belief that all students are capable of obtaining high educational goals.

**Recommendations for Enhancing Developmental/Basic Skills Courses**

Developmental courses are often perceived by students in the focus groups as a punishment and this can lead to the lowering of a student’s self-esteem. Tutoring and assistance resources may not be utilized due to student embarrassment or intimidation, low interest and motivation, or confusion on how to effectively utilize the resource. Many students feel that developmental courses are not productive.

- Develop advising strategies to articulate the development of basic skills as an asset rather than a deficit.
- Training for counselors and advising staff in how to reduce stereotype threat.
Recommendations for Increasing Confidence

It appeared that students in the focus groups had difficulty in finding voice in the classrooms, including requesting additional assistance, in part, because these courses seem intimidating. However, positive experiences with math and evidence of success in math build confidence and may reduce math anxiety.

• Engage in partnerships that help improve math skills of Denver youth. This can be done by strengthening partnerships with local and regional school districts that are currently working with local schools in addressing the gap with Persons of Color: (a) a dialogue with middle and high school teachers on how to transition mathematics students from middle school to high school and from high school to higher education; (b) strengthening Summer Mathematics programs on campus; and (c) increasing efforts to recruit and retain people of color math professors.

• Use language about all students being capable in a syllabus could help support confidence building for students of color. Syllabi could include a statement indicating that faculty assume students arrive to the class with valuable knowledge and experience.

Recommendations About Ensuring Math Courses Are Relevant to Student Lives

Some surveyed students lamented that there were not enough real world experiences shared in the math classrooms, making it difficult to engage in dialogue.

• Equity minded practice – not to mention good pedagogy – challenges us to integrate learning across disciplines and authentically apply real world problems in classes to demonstrate the relevance of what might at first appear to be “merely” an abstract concept. It could be helpful for faculty to highlight how the course or assignments might relate to situations students may face in the world.

Recommendations Related for Faculty Development

Focus group participants perceived that some faculty may place responsibility for poor academic performance in math exclusively on the students, and some instructor practices might exacerbate the math anxiety of students. Faculty referenced by students in the group may be unaware of Latino cultures of shame, in which an individual is seen as a reflection of their family; as a result those faculty may not realize the broad impact of highlighting a Latino student’s mistake in a group process.

Pre-college math experience has an impact on college math experience; those who liked math, felt prepared or who had a positive experience with math or who have a proclivity toward it before coming to college expressed more comfort with math and tended to manage difficulty.
better. Once in the college environment, appropriate pedagogies and practices can minimize student anxiety and motivation.

• Implement a campus wide cultural competence training strategy that specifically includes the following components:
  o Cultural Competency Training for professors to help them develop strategic approaches for assisting students of color in dealing with math anxiety and cultural differences.
  o Consider collaborating with faculty in the proposed School of Education about how to use race conscious dialogue as a principal value.
  o Incorporate strategies that assist students, including an understanding of what students of color are experiencing in the classroom. Students often develop valuable relationships with such instructors.
  o Develop and implement a plan to hire Category II Math Lecturers who are culturally competent.

• Faculty development about good pedagogy in general, including how to
  o Provide clear expectations, making the course relevant, slowing down the pace,
  o be accessible to the student,
  o exhibit a patient and caring attitude, and
  o provide clearer language in syllabi about how to use the syllabus as a resource and how to take advantage of other campus resources, e.g., website, course book, math tutoring resources, or office hours.

Other Positive Initiatives in Place

MSU Denver is a founding institution of the Gateways to Completion™ (G2C) initiative, a comprehensive institutional gateway course improvement process. G2C was “developed by the student success experts at the John N. Gardner Institute for Excellence in Undergraduate Education. The G2C process is designed to specifically help institutions craft and implement a plan for enhancing student success in high-risk gateway courses.” The G2C initiative at MSU Denver is currently studying five gateway courses, including MTH 1110. It is anticipated that the efforts of the G2C initiative and the Equity Scorecard process will inform each other and help lead to improvements in this math course.
Conclusion and Acknowledgements

The Evidence Team believes that students’ experiences early in college are salient influences that affect persistence (for literature on this topic, please reference the extended bibliography available at http://msudenver.edu/equityscorecard/). These experiences can be divided into three areas: curricular experiences, classroom experiences, and co-curricular experiences. No single office, program or department can be the single factor that leads to retention. Instead, the coordination of resources available to students is likely the most effective way to assist our students, along with a concerted effort to take students of color into account in the creation and updating of services, programs, and procedures. The Metro Summer Scholars Program, the Academic Advising Center, First Year Success, and the Department of Mathematical and Computer Sciences have done commendable work in supporting student success at MSU Denver. We also recognize potential for growth in this area, particularly as we look at students of color.

The recognition of the vast web of programming and resources available to MSU Denver students suggests a certain level of complication when analyzing next steps or avenues for progress. However, general themes emerged from the Evidence Team’s action-research that appear to be applicable to most, if not all, areas of the University. Specifically, the Evidence Team recommends that all campus units begin their own action research by considering the disaggregation of data pertinent to current practices and interventions; employing a race-conscious and institutionally responsible lens to analyze websites and publications; adopting an intentional approach to the development and execution of practices and interventions; and engaging in cultural competence training on a broad scale. Individual units, departments, and programs will be able to decide how best to translate these global recommendations into action items.

Again in recognition of the intricate web of programming and resources that must be simultaneously considered when determining appropriate interventions for equity and student success, the Evidence Team would like to recall for the readers of this Scorecard report a number of initiatives that are currently happening on campus. All of these initiatives support the achievement of the goals and objectives identified by the 2012 MSU Denver Strategic Plan, and we would like to draw attention to the potential areas of crossover with the Equity Scorecard project. These include: the goal of becoming a Hispanic Serving Institution; institutional engagement in High Impact Practices; increasingly intentional participation of full-time, tenure/tenure-track, and affiliate faculty in the initial years of the student academic experience; the availability of new student success initiatives and opportunities and others. Over 60 strategies have been identified as potentially impactful for improved student success and a continued cycle of action-inquiry may assist in determining the most appropriate measures for the implementation of interventions.
Conclusion and Acknowledgements

It is very important to reiterate the dynamic nature of both the action-research process and the information presented in the current Scorecard report. Readers may identify some of the recommendations made in this report as actions or interventions that are now occurring. In this manner, the Evidence Team asks that readers actively engage with the Scorecard and integrate the findings into the next iteration of the action-research process, keeping in mind the data produced by analysis of each new or enhanced intervention implemented to improve equity in outcomes at MSU Denver.

There is no mechanism for enforced follow-up with regard to this Scorecard report. It is merely offered as an informational document designed to influence change in climate and practice at MSU Denver. However, the Evidence Team asks that each reader of the Scorecard engage with the process of action-research as we move ahead toward equity at our institution. Specifically, we ask that MSU Denver engages in practices that will allow us to write a new narrative of equity in the coming years: a discourse that is affirmatively color-conscious, aware of the negative racialization that beliefs, expectations and practices can promote, and willing to assume responsibility for the work of eliminating equity gaps.¹ We request that readers ask themselves first and foremost why equity matters to them in their work at this institution. From there, we hope that readers start to wonder how they can begin to ask equity-minded and race-conscious questions that will lead to positive change.