# Developing an Equity Scorecard

University of Dar es Salaam, Tanzania, February 2007

# What is a Scorecard?
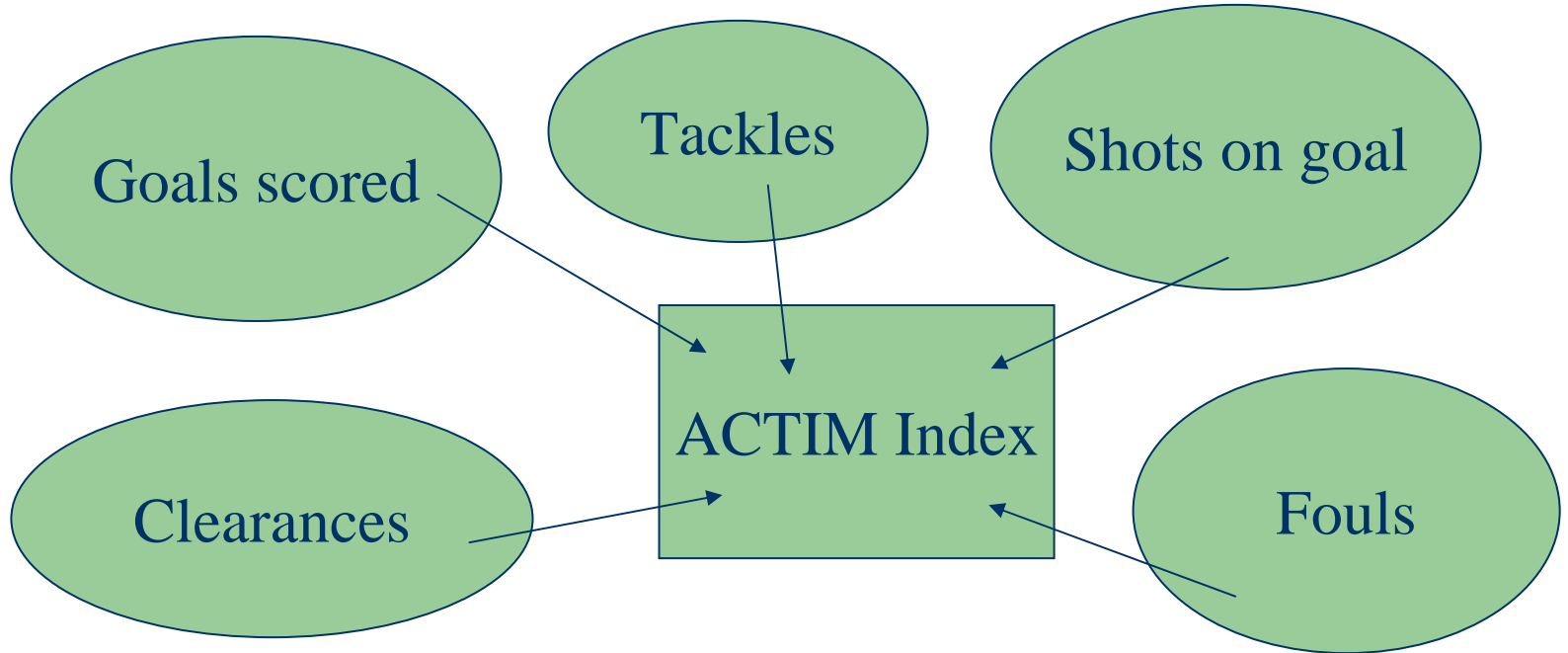
**Scorecards provide quantitative measures of complex processes**

# Football league table

| | W | D | L | Points |
|---|---|---|---|---|
| Sussex Rangers | 3 | 0 | 0 | 6 |
| Brighton Brigade | 0 | 1 | 2 | 1 |
| Hove Harriers | 1 | 1 | 1 | 3 |

# But there is more to football than scoring goals....

Goals scored

Tackles

Shots on goal

Clearances

ACTIM Index

Fouls

**The Actim Index is a more sophisticated scorecard for a complex process**

# Scorecards are used to measure other complex processes too

- Often used in public sector organisations and private sector businesses (e.g. Balanced Scorecard)

- They are also increasingly used to measure the performance of education systems, especially how equitable these systems are.

# Equity Scorecards in education

- Measure institutional performance in terms of educational *outcomes* of the students, not just access (admissions) and participation (enrolment)

- Tools for institutional accountability

- Innovative because institutions are rarely measured in terms of equity in education outcomes

- Focus on outcomes can help us explore how well universities are preparing students to participate in the knowledge economy.

# Examples of Equity Scorecards in Education

- **Diversity Scorecard**, University of Southern California:

- measures how well institutions in Southern California are doing in terms of equitable access, retention and achievement for students from different race groups.

# Equity Scorecards

- **Gender Equality And Education Scorecard**, Beyond Access Project, London:

- measures how well different countries are doing in terms of equitable access, participation and achievement in primary education for girls and boys.
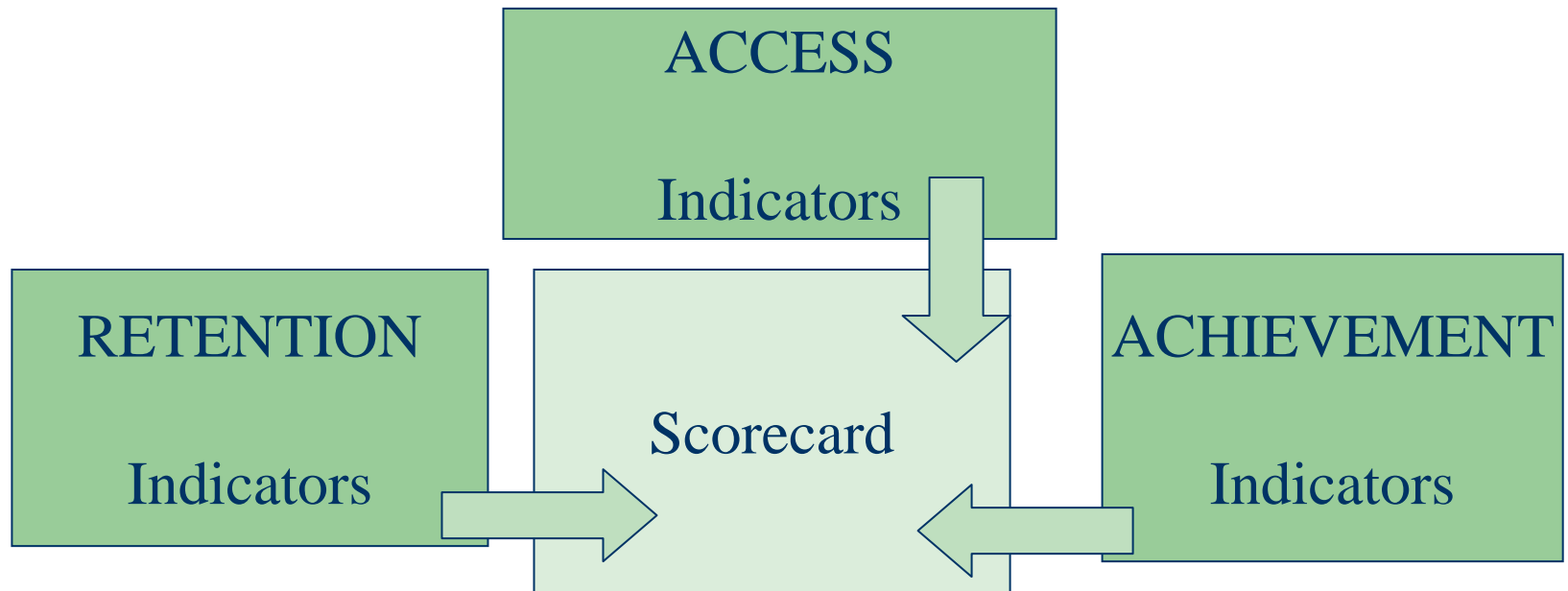
# Equity Scorecards

Measure complex processes of:

- Access
- Retention
- Achievement

Measure how equitable these processes and their outcomes are for different students

# An Equity Scorecard

ACCESS

Indicators

RETENTION

Indicators

Scorecard

ACHIEVEMENT

Indicators

# An example of a framework for an Equity Scorecard

| Domain | Equity indicators | Women | Rural | Deprived schools |
|--------|-------------------|-------|-------|------------------|
| Access | Proportion of all students enrolling in BSc Commerce | 10% | 2% | 0.3% |
| | | | | |
| Retention | Proportion of all students who withdraw during first year | 30% | 80% | 5% |
| | | | | |
| Achieve-ment | Proportion of all students who achieve a first class degree | 2% | 1.5% | 4% |

# Equity indexes

- Indicators on their own do not easily reveal *relative* inequity
- Equity indicators on a scorecard may be re-analysed to produce equity indexes
- An equity index combines indicators and can be used to make comparisons
- Equity indexes reveal patterns of relative equity/ inequity
- Equity indexes are designed to make specific comparisons and so can have a theoretical 'ideal' score (e.g. perfect equity = 1).

# Developing Equity Scores

| Domain | Equity indexes | Women | Rural | Deprived schools |
|---|---|---|---|---|
| **Access** | Proportion of all students enrolling in BSc Commerce v proportion in the student body | 0.1 | 0.02 | 0.03 |
| | | | | |
| **Retention** | Proportion of all students who withdraw during first year v proportion in the student body | 1.9 | 2.1 | |
| | | | | |
| **Achieve-ment** | Proportion of all students who achieve a first class degree v proportion in the student body | 1.5 | 0.4 | 2 |

# Value of Scorecards

- Encourage data to be analysed in new ways (e.g. disaggregated by gender / socio-economic background etc)
- Reveal (hidden) patterns of inequity between students
- If measured across time, can reveal changing patterns
- Can be useful in comparative work between institutions
- Raises awareness of inequity within an institution
- Can provide information about where to target strategic interventions
- Can mobilise action for change

# How will we develop the Equity Scorecard?

- Action research approach
- Practitioners as researchers
- Researchers in partnership with the Equity Scorecard Group
- An iterative process of statistical data collection, analysis, identification of gaps, more collection, analysis....
- Practices that build a learning organisation

# Iterative processes involved in developing the Scorecard
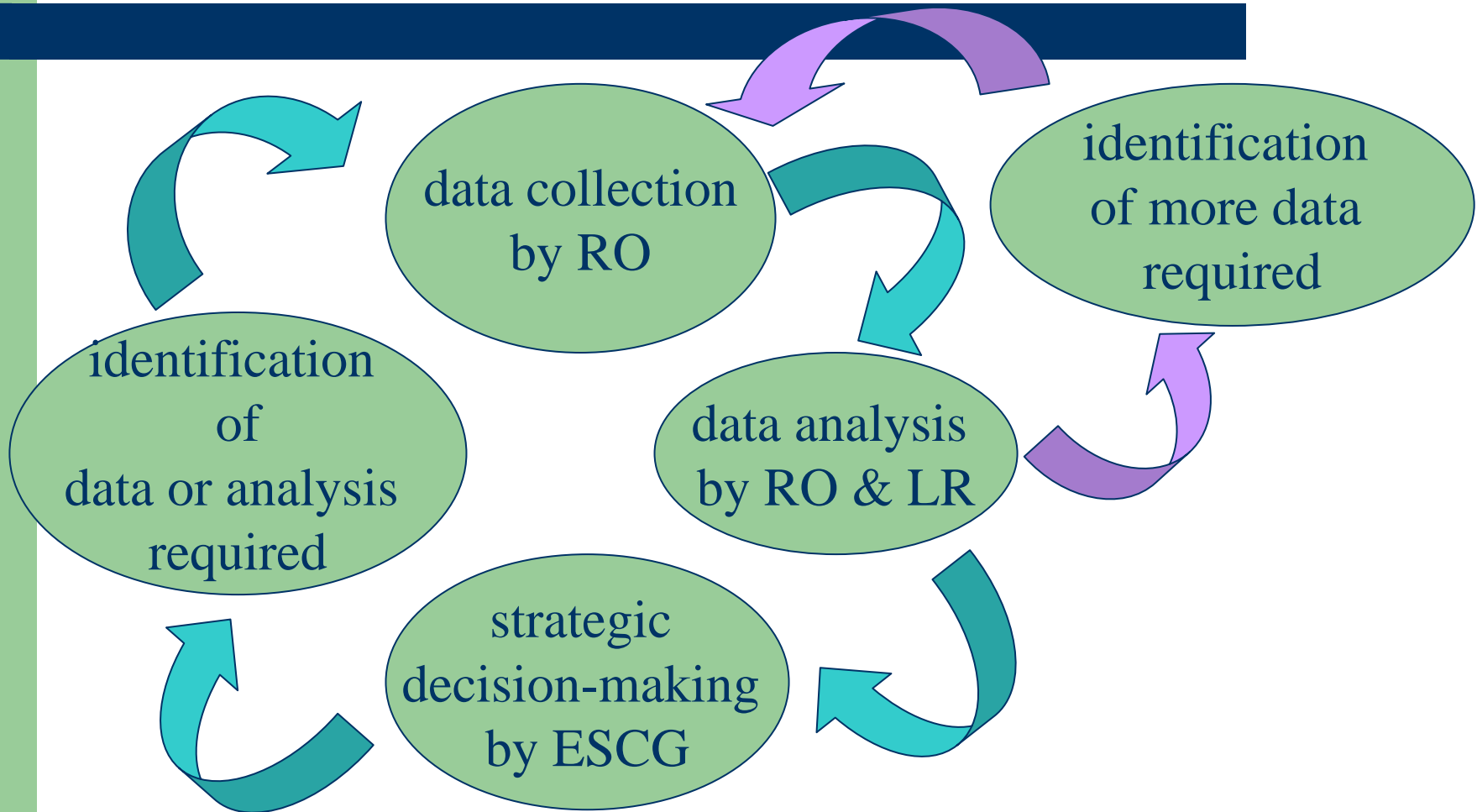
# **Developing our Scorecard**

To develop our scorecard we are going to consider:

- How can we measure access to HE?
- How can we measure retention in HE?
- How can we measure achievement in HE?
- Who might be at risk or might be persistently excluded from HE?
- Where are the 'at risk' places within education itself (disciplines, programmes etc)?
- What might equity look like?

# How do we measure education?

A variable:

- is a characteristic that can vary, or be different
- can be measured in some way
- can be allocated a value

Using Equity Scorecards, we are going to reveal patterns of inequity by exploring the relationships between different variables that we will measure.

# Types of variable on the Scorecard

- Institutional variables

  the research sites

- Educational variables

  aspects of education we are interested in

- Sociological variables

  social differences we are interested in

**We will collect datasets. These are the measured variables.**

# **Exploring relationships**

- To explore relationships between variables we will:

- develop indicators using variables

- develop indexes using indicators

variable ⟶ indicator ⟶ index

| datasets | ⟶ | datasets & scorecards | ⟶ | scorecards |

# Workshop activity - to build a Scorecard

- We are going to make choices about which variables and relationships we will explore

- Which education variables i.e. which education outcomes are we more interested in?

- Which social variables i.e. which social groups are we most interested in?