



## Diversity, Equity, Inclusion, and Accessibility Data Session

Presented at Fall '23 Convocation Day | August 9, 2023

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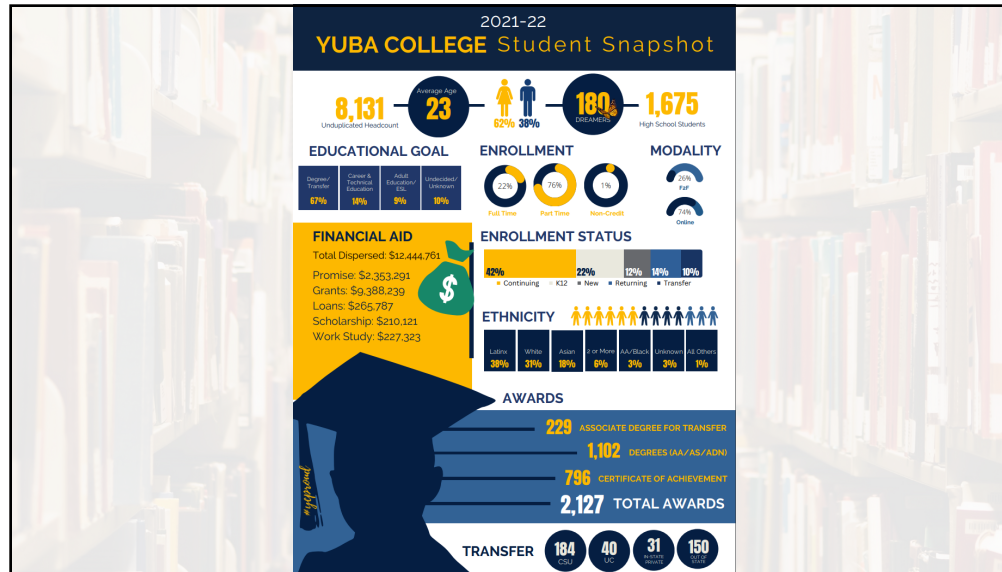


## **Why is Equity Planning Important?**

- Allows institutions to identify and address disproportionate impact
- Aligns equity with other institutional values and priorities
- Streamlines decision-making
- Improves the likelihood that equity efforts will have a desired impact
- Increases the sustainability of equity efforts.

## **Key Elements of Equity Planning**

- Identifying Equity Gaps
- Measuring Disproportionate-Impact (3 strategies)
- Engaging in Critical Dialogue about Disaggregated Data
- Setting Equity Goals
- Developing Strategies/Action Steps



## SEAP Metrics

- **Successful Enrollment** - all prospective students who applied for the first-time to attend in the selected year.
- **Completed Both Transfer-Level Math and English in 1st Year** - students who complete transfer-level math and English within one year from their first term of enrollment.
- **Persisted from First Term of Enrollment to Subsequent Term** - students who enrolled in the subsequent primary term after their first primary term of enrollment.
- **Completion** – students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.
- **Transfer** - students Who Transferred to a Four-Year Postsecondary Institution.

## Student Populations Experiencing DI and Metrics

	Successful Enrollment	Completion of Math & English in 1st Year	Persistence: 1st Primary Term to 2nd Term	Completion	Transfer
Black or African American	✓	X	✓	✓	X
Disabled	X	✓	X	X	X
Hispanic or Latino	X	X	X	X	✓





## Measuring Disproportionate Impact

### Measuring Disproportionate Impact – 3 Strategies

**Percentage Point Gap Index** – compares the difference in percentage points on an outcome between a sub-group (e.g., “Asian Students”) to the overall percentage for the entire population or cohort.

*Sub-Group's % on the Outcome – Overall % on the Outcome*

**80% Index** – uses the highest performing group's success rate as the point of comparison and defines disproportionately impacted groups as those that achieve less than 80% of the highest performing groups' success.

*Sub-Group's Success Rate ÷ Highest Performing Group's Success Rate*

**Proportionality Index** – measures disproportionate impact by comparing the sub-group's proportion of those who achieve the outcome to its proportion in the overall cohort or population.

*Sub-Group's Proportion of those who Achieved the Outcome ÷ Sub-Group's Proportion of the Overall Population or Cohort. <1.0 = Disproportionate Impact*

Sosa, G. (2017). Using disproportionate impact methods to identify equity gaps. The RP Group: Sacramento



## Engaging in Critical Dialogue about the Data



### Initial Questions to Guide Equity-Mindedness

- What **patterns of inequity** immediately “jump out”?
- What **student groups** appear to experience the most significant disparities?
- Are there **areas** in which disparities appear to cluster?
- What do the data tell us about how the **institution** is serving minoritized students?
- What are some **tentative conclusions** (or hunches) that might explain the disparities?
- What **additional data** do we need to examine to better understand these disparities?
- Are there some **“non-traditional” data sources** we should consider examining?
- **What else** do we need to know?

## Critical Dialogue of Disaggregated Data

- **Critical probing** - questioning or calling attention to hidden patterns of inequity;
- **Racial reframing** - a critical response to counter interpretations that evade or fail to notice racial inequalities in educational outcomes; and
- **Institutional accountability reframing** - entails a critical response to data that reinforce the role of institutions (in general) and institutional agents (in particular) in redressing race-based inequities and disparities in student outcomes.”

(Bensimon & Harris, 2012, p. 226)

## Critical Dialogue of Disaggregated Data

### Critical Probing:

“Does anyone notice that Latinx students comprise more than 25% of our students but less than 15% of our faculty are Latinx?”

## Critical Dialogue of Disaggregated Data

### **Racial Reframing:**

“Earlier you noted that our low-income students appear to experience the most significant disparities. However, if you look at the data closer, you’ll notice that our low-income White students actually outperform our students of color regardless of their socio-economic backgrounds.”

## Critical Dialogue of Disaggregated Data

### **Institutional Accountability Reframing:**

“Sure, it is true that our students who attend class part-time, have dependents, and work full-time perform at lower rates than their peers who do not have these responsibilities. However, it is still our responsibility to identify and eliminate institutional barriers that negatively impact their success, despite having responsibilities that direct attention away from school.”





## Setting Equity Goals

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### **NO!!**

- **Strategy #1: “Rising Tide”** – when equity efforts improve success rates for all groups but fail to close equity gaps.
- **Strategy #2: “Zero Sum”** – when equity efforts improve success rates for the lowest performing group while simultaneously decreasing the success rates for higher performing groups.

### **YES!!**

- **Strategy #3: “Strategic Rise”** – when equity efforts reduce or eliminate equity gaps for the lowest performing groups while success rates for the highest performing groups remain constant.
- **Strategy #4: “Win-Win”** – when equity efforts reduce or eliminate equity gaps for the lowest performing groups while simultaneously increasing the success rates for all groups.

**Source:** Santa Monica College Vision for Success Plan - <https://tinyurl.com/yxks6xye>

## YC 2022-25 SEAP Target Outcomes

	Successful Enrollment	Completion of Math & English in 1 <sup>st</sup> Year	Persistence: 1 <sup>st</sup> Primary Term to 2 <sup>nd</sup> Term	Completion	Transfer
<b>Black or African American</b>	Increase by 6%		Increase by 7%	Increase by 5%	
<b>Disabled</b>		Close DSPS and non-DSPS gap from 10% to 3%			
<b>Hispanic or Latino</b>					Increase by 7%

	Successful Enrollment	Completion of Math & English in 1 <sup>st</sup> Year	Persistence: 1 <sup>st</sup> Primary Term to 2 <sup>nd</sup> Term	Completion	Transfer
<b>Black or African American</b>	Increase by 6%				
<b>Action Steps</b>					
<ul style="list-style-type: none"> <li>• Contact students who applied by did not enroll to identify reasons and needed support. Provide detailed follow up support for students still interested in YC.</li> <li>• Collect data from current students regarding their experience with the enrollment process to identify barriers and areas of needed improvement</li> <li>• Develop population-specific support, including open houses, orientation, and focused high school outreach</li> <li>• Research and implement successful models and best practices for welcoming from inclusive front-line support that includes online, phone, email and in-person assistance to reduce referrals and hand-offs</li> <li>• In concert with Caring Campus commitments, provide training and professional development on customer service and inclusive welcoming practices, with emphasis on Black students and other DI populations.</li> <li>• Hire mentors/ambassadors who represent high DI populations to provide peer-to-peer assistance with enrollment and registration.</li> </ul>					

	Successful Enrollment	Completion of Math & English in 1 <sup>st</sup> Year	Persistence: 1 <sup>st</sup> Primary Term to 2 <sup>nd</sup> Term	Completion	Transfer
Disabled		Close DSPS and non-DSPS gap from 10% to 3%			
<b>Action Steps</b>					
<ul style="list-style-type: none"> <li>• Provide professional development and understanding for instructors regarding various categories of disability and the unique learning needs of these students (such as, the needs of deaf and hard of hearing students vs. those with anxiety and mental health issues).</li> <li>• Build more awareness of instructors' pedagogical approaches so that counselors can support students in registering for sections best suited to their interests and needs</li> <li>• Provide opportunities for DSPS faculty, staff and managers to engage with math and English instructors and tutors in order to have ongoing conversations about supporting students with disabilities in the context of what will best support their learning.</li> <li>• Use English and Math Teaching Communities to conduct research inquiry into effective pedagogical approaches to support DSPS students in transfer-level courses and then to develop specific strategies and approaches tailored to YC and our students and provide those resources to their department and the college (via department meetings and the Teaching and Learning Center).</li> <li>• Build awareness for Guided Pathways Student Success Teams (SST) regarding challenges faced by DSPS students and resources available. Include employees with expertise in supporting students with disabilities into each SST.</li> <li>• Institutionalize and appropriately fund embedded tutoring (currently in pilot phase for English) for all sections of transfer-level Math and English.</li> <li>• Ensure all embedded tutors have tutor training, tutoring experience, and embedded tutor training. Ensure that embedded tutors are provided with ongoing professional learning and resources to effectively support DSPS students, including training on universal learning design .</li> </ul>					

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Disabled		Close DSPS and non-DSPS gap from 10% to 3%			
<b>Action Steps (Continued)</b>					
<ul style="list-style-type: none"> <li>• Offer students a cohort approach that combines Counseling sections with an emphasis on resources and strategies that maximize learning success for students with disabilities and transfer-level English and Math courses.</li> <li>• Have instructors from the Math, English &amp; Counseling courses collaborate to remove barriers and adapt to students' learning needs.</li> <li>• Create more direct partnerships between DSPS and the tutoring centers.</li> <li>• Invite DSPS representatives to present professional learning opportunities that build awareness of the types of disabilities and offer hands on opportunities to practice learning support strategies in the context of tutoring sessions</li> <li>• Build processes for the tutoring centers and DSPS to track student progress, as appropriate.</li> </ul>					

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<b>Black or African American</b>			Increase by 7%		
<b>Action Steps</b>					
<ul style="list-style-type: none"> <li>Deploy intentional, culturally responsive marketing and in-reach to high DI populations, including Black/African American and male students, to increase knowledge of how to access basic needs services.</li> </ul>					
<ul style="list-style-type: none"> <li>Hire Basic needs specialist</li> </ul>					
<ul style="list-style-type: none"> <li>Develop and implement priority registration campaigns and hands-on support, with specific focus on first- time students and high DI populations, to support their retention into the second semester</li> </ul>					
<ul style="list-style-type: none"> <li>Establish outreach and follow-up processes that target students who stopped out during the pandemic and have not yet returned, beginning with a pilot that prioritizes contact with male and Black/African American students. Institutionalize ongoing practices to contact students who fail to re-enroll after their first semester.</li> </ul>					
<ul style="list-style-type: none"> <li>Conduct follow-up outreach with Black/African American students who do not return in second term to develop a clearer picture of what negatively impacted their experiences (e.g. racism, microaggressions, finances, isolation, basic needs).</li> </ul>					
<ul style="list-style-type: none"> <li>Collaborate with Associated Students and other student groups to survey and create focus group conversations to better understand the Black student experience at YC and identify unmet needs or expectations.</li> </ul>					
<ul style="list-style-type: none"> <li>Develop and implement ways for Student Success Teams to gain cultural competencies and provide specific support for Black students.</li> </ul>					

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<b>Black or African American</b>			Increase by 7%		
<b>Action Steps (continued)</b>					
<ul style="list-style-type: none"> <li>Engage in assessments, data gathering, meaningful dialogue and professional development regarding the college climate (classroom experience, interaction with student support services, lack of services and programs specific to Black students and their needs) that discourage continued enrollment at YC.</li> </ul>					
<ul style="list-style-type: none"> <li>Fill the vacant Student Marketing and Engagement Coordinator and Campus Life Technician positions and consider additional professional employees and student mentors who support retention through helping students successfully navigate the college environment.</li> </ul>					
<ul style="list-style-type: none"> <li>Develop and implement ways for Student Success Teams to gain cultural competencies and provide specific support for Black students.</li> </ul>					

	Successful Enrollment	Completion of Math & English in 1 <sup>st</sup> Year	Persistence: 1 <sup>st</sup> Primary Term to 2 <sup>nd</sup> Term	Completion	Transfer
<b>Hispanic or Latino</b>					Increase by 7%
<b>Action Steps</b>					
<ul style="list-style-type: none"> <li>Engage in Educational Master Plan activities focused on enhancing and operationalizing transfer services, including appropriate staffing both of transfer services as well as staffing in partner offices (i.e. Marketing, Campus Life, Career Services, etc.).</li> <li>Develop partnerships with primary university feeders to increase transfer pipeline, including but not limited to: establishing a more consistent presence of university representatives on the Yuba College campus, data-sharing of student admits and denials for outreach and follow-up services, developing sample educational plans/maps into university majors, and professional development that aligns with our Student Equity Plan and comparable university efforts (such as CSU Graduation Initiative).</li> <li>Develop transfer services and programing around needs of DI populations, connecting students with relevant resources at four-year institutions (DSPS, EOP, Latinx/La Raza Centers, Dreamers, foster youth, etc.) to help students see themselves as transfer students and make connections with resources. This could include university field trips as well as bringing these representatives to YC.</li> <li>Create culturally-responsive career development opportunities to assist students in choosing a major/area of interest, informed by their career goals (clarify the path).</li> <li>Better inform students of benefits of earning BA/BS, transfer opportunities and options, application timelines, annual deadlines. Focus on good communication to students regarding transfer resources and processes and provide assistance with applications, personal statements and appeals.</li> <li>Gather the student voice through surveys and focus groups to uncover their specific barriers and identify academic and non-academic barriers that require interventions.</li> </ul>					

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<b>Black or African American</b>					Increase by 5%
<b>Action Steps</b>					
<ul style="list-style-type: none"> <li>Engage in assessments, data gathering, meaningful dialogue and professional development regarding the college climate (classroom experience, interaction with student support services, lack of services and programs specific to Black students and their needs) that discourage continued enrollment at YC.</li> <li>Gather data and provide professional development dedicated to uncovering and addressing the completion barriers for Black or African American students. Given that this population is also high DI in Successful Enrollment and Persistence from Primary to Secondary Term, the college needs to engage in our comprehensive friction point analysis and obtain student feedback to understand why Black students are not accessing, retaining and completing.</li> <li>Develop and implement ways for Student Success Teams to gain cultural competencies and provide specific support for Black students.</li> </ul>					





## Developing Strategies/Action Steps



### Developing Strategies/Action Steps

- Develop “S.M.A.R.T.” goals for each disparity/area of disproportionate impact.
- For each goal identify the action steps that must be taken to achieve the goal.
- For each action step, consider:
  - Alignment
  - Timeline
  - Measurable Benchmarks of Progress
  - Data Sources
  - Resources
  - Stakeholders
  - Responsibility

## Equity Planning Matrix

**GOAL: Increase successful enrollment of Black students by 6% by 2025**

Alignment

Measurable Benchmarks

Timeline

Data Sources

Resources

Stakeholders/Responsibility

- Contact students who applied but did not enroll to identify reasons and needed support. Provide detailed follow up support for students still interested in YC.
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**ACTION STEPS**

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What other institutional priorities or initiatives are aligned with this action step?

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**What measurable benchmarks or indicators of progress need to be established?**

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**By when must this action step be completed to ensure the goal is achieved during the established time frame?**

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What existing data need to be examined and/or monitored to inform and complete the action step?

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What new data are needed?



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What resources (human, physical, fiscal, and technological) are needed to complete the action step?

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Who are the campus and community stakeholders that can influence attention, resources, outcomes, or buy-in on the action step? How do we proactively engage and keep them informed throughout the planning process? (Bryson, 2018)

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Who will take the lead on initiating and following through on each action step?

## In Groups . . . .

- 1. Introduce yourselves to each other.**
- 2. Choose a recorder (to take notes) and a spokesperson (to share the group's work with the whole group).**
- 3. Choose one disproportionately-impacted population (Black students, Students with disabilities, or Latinx students).**
- 4. Discuss the following questions:**
  - What are some current institutional priorities that align with or directly target closing equity gaps for this student population?
  - Who are some campus stakeholders that should be involved in a systematic effort to close equity gaps for this group?
  - What are some campus resources that can be leveraged to support this effort?
  - What are some potential barriers or challenges to intentionally focusing on closing equity gaps for this group?
  - What can (or will) you do to enact intentional institutional efforts to close equity gaps for this group? If efforts are already underway, which (if any) of the steps we discussed today are missing or need to be enhanced in the efforts that are taking place?