Overview & Agenda

Lead Facilitators
• Priyank Shah, PhD, Director of Equity Assessment
• Nancy D. Floyd, PhD, Senior System Director for Research
• Josefina Landrieu, PhD, Assistant Chief Diversity Officer
• Tarrence Robertson, OEI Project Director

Agenda
• Introductions
• Equity by Design & Data
• Campus Experiences - Equity & Data Implementation
• Data Challenges & Considerations
• Next Steps & Questions
What do you think you need, in terms of training and/or support, to effectively implement Equity by Design at your institution?
Equity by Design
Overview & Data
Equity by Design - Overview

*Equity-minded methodology that equips higher education leaders to address educational disparities.*

- Data-informed
- Influences organizational change and development
- Prioritizes equity in academic outcomes (student success).
- System-wide implementation *(Equity 2030)*
Elements of Equity by Design

- Leadership philosophy
- Localized context
- Institutional change
- Accountability

Student-ready institutions
Let’s do a quick poll!
Importance of Data

- Examining disparity patterns in student outcomes
  - Critical for narrowing equity gaps in course level outcomes
- Relatable & less abstract data
  - Course level
  - Building blocks
- Facilitate process of seeing & understanding disparities
Data Disaggregation

Aggregate Category

• Moving beyond binary analysis: “Student of Color” & “Non-Student of Color”
• Consideration of tremendously varied experiences & contexts

Imperative for Race/American Indian Disaggregation

• New approaches are necessary
• Patterns revealed
• Disparate experiences, engagement, & outcomes
1. **Ethnicity** Individuals are asked to designate ethnicity as:
   - Hispanic or Latino

2. **Race** Individuals are asked to select 1 or more among following:
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Native Hawaiian or Other Pacific Islander
   - White
Race / Ethnicity Hierarchy: 7 variables → 9 reporting possibilities

- Nonresident Alien
  - Yes: Report
  - No: Hispanic/Latino

- Hispanic/Latino
  - Yes: Report
  - No: American Indian or Alaskan Native

- American Indian or Alaskan Native
  - Yes: Report
  - No: Asian

- Asian
  - Yes: Report
  - No: Black or African American

- Black or African American
  - Yes: Report
  - No: Native Hawaiian or Other Pac. Islander

- Native Hawaiian or Other Pac. Islander
  - Yes, to one: Report
  - Yes, to many: Two or More Races

- Two or More Races
  - Yes: Report

- Race & Ethnicity Unknown
  - Yes: Report
  - No: Yes
Discussion, Q & A
Equity & Data
Campus Experiences
Wendy Marson
Director of Institutional Research
Inver Hills Community College &
Dakota County Technical College
Lessons Learned

• Figure out the level of understanding across the group about data
• This is an iterative process – every time you introduce a new data set, ensure that your group understands what you’re showing them – no one becomes an expert overnight
• Anticipate very different interpretations of what you may think is straightforward information – everyone’s lens on the data is informed by their unique experiences
• Be prepared to think about the data in different ways – the Diversity Officers and the IR Directors should be talking early and often about the data and how to best help facilitate the discussions around it
• Understand the resistance to the data and try to get to the root cause – it’s often rooted in fear
Narren J. Brown, PhD
Vice President of Research & Institutional Effectiveness
Dean of Faribault Campus
South Central College
Is your goal student success...ours is

Who are the least successful students at your college?

National trends suggest that your least successful students are:

- Students of Color
- First Generation
- Pell Eligible

How do these or any combination of these groups succeed at your institution?
Data → Information → Knowledge → Wisdom

**Data**

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**Information**

**Knowledge**

Sirius stock is on an upward trend

**Wisdom**

Buy Sirius stock
Percentage of Entering Fall Students Taking Dev Ed Math Who Complete in Year 1

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<th>Year</th>
<th>Completed Dev Ed Math in Year 1</th>
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<tbody>
<tr>
<td>2009</td>
<td>51.55%</td>
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<td>2010</td>
<td>48.48%</td>
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<tr>
<td>2011</td>
<td>50.94%</td>
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<td>2012</td>
<td>55.82%</td>
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<td>2013</td>
<td>56.81%</td>
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<td>2014</td>
<td>59.52%</td>
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<tr>
<td>2015</td>
<td>55.59%</td>
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<tr>
<td>2016</td>
<td>56.68%</td>
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Percentage of Entering Fall Students Taking Dev Ed Math Who Complete in Year 1 by Gender and Student of Color

Students of Color Complete Dev Ed Math at a lower rate than non SOC

Develop an intervention to improve success for Students of Color in Dev Ed Math
The praxis of creating shared understanding
Discussion, Q & A
Data Challenges & Considerations
Data Challenges & Considerations

Data & Analytics Focus Areas
• Sharing of student information
• Interpretation & leveraging data

What & Why Do We Need to Know?
• Summary level
  – Retrospective focus for Equity by Design
• Student level
Data Challenges & Considerations

Interpreting Data & Decision Making

• Small N’s
  – Patterns & Repetition

• Interpretations & Conclusions
  – Critical Evaluation & Biases

• Reactions & Response
  – Reflected & Measured
Data Challenges & Considerations

Ethics & Confidentiality

• FERPA: Family Educational Rights and Privacy Act 1974
  – Protect privacy of student’s academic information
  – Certain exemptions for sharing data
  – Legitimate education interest & school officials

• Story Telling & Sharing Data
  – Public sharing of information - Caution
  – Highlighting themes & notable patterns
Next Steps

EbD Data

• Data set development

Upcoming EbD Trainings

• October 13th (2:00-4:00pm) OR October 21st (9:30-11:30am)
• November 18th (2:00-4:00pm) OR November 23rd (9:30-11:30am)
Next Steps

Campus Next Steps

• Review and understand the Equity by Design toolkit
• Refine campus areas of focus & goals
• Conduct capacity building activities (review articles, team and self-reflection, history in context, build equity-minded language)
• Begin equity-minded data inquiry
• Attend Fall 2020 training
Discussion, Q & A
Thank you for your commitment.