Office of Equity and Inclusion

Equity by Design Facilitation Tool:
Navigating & Engaging Data Discussions

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Table of Contents

Navigating & Engaging Data Discussions

Purpose & Use of the Tool:

This resource serves a tool for facilitating and engaging campus stakeholders in _initial_ discussion(s), considerations, and exploration of data and disparate outcomes among student groups.

Audience:

This tool is useful to anyone leading Equity by Design (EbD) efforts, including EbD team leads, facilitators, equity and inclusion leaders, institutional research and data leads, faculty leads, and equity champions.

Strategy & Approaches:

There is no single, one size fits all, approach for pursuing EbD. There is no single approach for engaging and leveraging data to address equity in student outcomes. There is no one starting point for engaging equity and data discussions. The approach for making use of data must fit the context and circumstances of your campus. This resource seeks to assist EbD teams and leaders in developing their approach and strategy for engaging campus stakeholders in the process examining and understanding equity using disaggregated student outcome data.

> **Data discussions are not "one size fits all."**
> **Your approach to data discussions _must_ fit your campus' _context_.**

The approach taken for engaging campus stakeholders in looking at disparities in student outcomes can (and will) have important consequences for your ability to examine and discuss data. Asking colleagues to dive into conversations for which they may not be ready, may impede and thwart traction for this transformative work. Your approach must be mindful of the campus' data culture and your stakeholder's comfort, history, willingness, and capacity for engaging data and discussing racial disparities. Taking some time to assess and consider your campus's circumstances and needs is critical for determining the starting point for data conversations. Reference the EbD Campus Team Toolkit (pp. 12-15) for additional considerations on stakeholder readiness.

Structure of the Tool:

This guide is divided into six steps, beginning with preparation for engaging equity data and advancing to meaningfully discuss disparity patterns in the data. The aim is to engage stakeholders in consideration of what the disparity patterns mean for our work efforts and to become more equity-minded educators and higher education professionals. Exercises are provided in the appendices of this tool to help support your EbD efforts.

The 6 Steps of this Tool:

- Step 1: Considering Campus Context & Preparedness for EbD & Data
- Step 2: EbD Facilitators & Leaders Preparation for Implementing EbD
- Step 3: Necessary Team Prerequisites & Groundwork before Engaging Data
- Step 4: Acclimation & Easing into Data Conversations
- Step 5: Initial Engagement of Equity by Design Data
- Step 6: Advanced & Ongoing EbD Data Examination

We highly recommend campus leaders and colleagues tied to leading EbD efforts review this resource; if possible, work through Steps 1 and 2 as a group, in effort to develop a well-considered strategy for leveraging data. It is important to note, there are many starting points for this work and campuses will have to adjust and adapt this tool to best meet their needs. Even for those campuses that have been engaged in efforts similar to EbD, it is important to consider how best to engage groups of colleagues who may not have had great exposure to (or experience with) discussing data and issues of equity.

There is no single uniform starting point for conversations about using data to improve equity in student outcomes.

*It is imperative to **adapt** your approach your campus's **circumstances** & stakeholder's **needs**.*

Getting Started

Step 1: Considering Campus Context & Preparedness for Equity by Design

As with any substantial undertaking in higher education, there is a significant need for preparation and planning. Before engaging your campus EbD team and stakeholders in examination and discussion of student success data and equity gaps, it is critical the team leads and facilitators undertake some preparation and strategy development to best fit your campus's context and needs. It is highly advisable to include partners that are going to be critical to this work, such as leaders and colleagues from Institutional Research, Equity and Inclusion, Academic/Student Affairs, and faculty.

Campus Context & Preparedness

The ability of your colleagues to discuss and engage equity data is greatly dependent on the institution's context and circumstances, as well as your stakeholders' comfort and experiences with examining and discussing data. Furthermore, of particular importance is the need to consider your colleagues' and campus stakeholder groups' comfort with, and willingness to, discussing disparate student outcomes and racial inequities.

THERE IS A CONTINUUM FOR A CAMPUS'S PREPAREDNESS AND COMFORT FOR ENGAGING DATA & EQUITY CONVERSATIONS.

It is important to recognize that there are continuums for a campus's preparedness and comfort for engaging data and equity conversations. The continuum for any given factor salient to the EbD work will range from nascent states, to well-developed and mature states. Additionally, the comfort and state for a given factor often, too, will vary by stakeholder groups. Consideration of campus context, comfort, and preparedness to undertake EbD's data-informed methodology must be mindful of the varying needs and staring points of stakeholders.

While there are several factors to consider when assessing and determining the appropriate starting point for undertaking data-informed equity work, the following elements certainly warrant attention:

1) Stakeholder comfort and experiences with discussing issues of racial inequality
2) Data culture of the campus
3) Capacity and infrastructure to access and analyze data

Appendix A provides an activity/exercise that can help elucidate and clarify the need for assessing campus contexts and preparedness to engage in equity undertakings.

Assessing Campus Context & Stakeholder Needs

The core leadership group (administrative and faculty lead(s)) of your campus EbD team should review Steps 1 and 2 of this resource and come together to assess campus preparedness to work with data and discuss disparities in student outcomes. The assessment process will help inform where you need to start this work with your colleagues to gain traction in facilitating challenging conversations about addressing racial inequity.

Begin the assessment process by consider the following questions:

1. **Comfort & Willingness to Discuss Inequality**
   a. What are the comfort levels of stakeholder and colleague groups with discussing issues or racial disparity and inequality?
   b. What are the levels of different stakeholder groups' willingness and/or ability to meaningfully engage conversations about racial disparities in student outcomes?
   c. Are faculty, senior leaders, deans, staff, and students willing to engage issues of racial disparity?

2. **Recent & Historical Experiences**
   a. What have been your campus's and colleague's past experiences with using data (evidence) in efforts to improve student outcomes?
   b. Are there any noteworthy past experiences and/or events that shape the campus's ability to discuss racial disparities in student outcomes?
   c. How well did recent (last 2-3 years) discussions about race, racial inequality, and student success go?

3. **Institution's Data Culture**
   a. What is the culture of using data to inform and guide campus discussions and efforts to improve student outcomes?
   b. Is data readily available to stakeholders?
   c. Is available data about student success outcomes used by colleagues?
   d. Are colleagues comfortable looking at and discussing data? Are there certain functional areas or outcome data points that have more comfort?
   e. What is your institution's capacity (bandwidth) and infrastructure for generating and analyzing data?

4. **Comfort with Data Disaggregation**
   a. Is data disaggregated by race and indigenous identity for student success/outcome data?
   b. At what level is the data disaggregated?
   c. How frequently is such data discussed?
   d. Are there any key concerns, challenges, or hazards you need to be mindful of?
   e. Who are the leaders and strong allies, or champions of equity work?
   f. Are faculty willing to examine and discuss student success data tied to their subject/programs/courses?

5. **Level of Data Disaggregation**
    a. How will key stakeholder groups react to looking at disaggregated data? Data that is tied to colleagues' department/subject?
    b. Will it work for your campus team to begin EbD conversations with the course-level data?
    c. Would it better to start at a broader level?
    d. What preparation and professional development may be needed to move from broader levels of data to narrower slices of data?

Determining the Starting Point & Aim for Equity by Design

Depending on the assessment of preparedness to engage data-informed equity discussions, the EbD leads (core team) will need to determine the best starting point for their EbD conversations. Some teams may need to begin with laying the foundation for fostering comfort with discussing equity and student outcome data. Other teams may have campus circumstances where there already exist well-established practices for, and prevailing willingness to, discuss data and equity issues. You and the EbD team are encouraged to assess your campus's circumstances and adapt the approaches offered in this tool to meet your campus team's and stakeholder's needs.

EbD aims to have faculty, staff, and administrators consider how they (we) can improve equity gaps in academic outcomes, such as course success. When applying the EbD methodology to examine in-classroom factors, this work may need to get down to the course level in efforts to allow our colleagues to consider how their pedagogy, andragogy, curriculum, practices of engagement, and support shape disparate outcomes for marginalized students.

It may not be _feasible or effective_ to start the conversation with colleagues at the course level.   If there is limited experience, history, willingness, and trust to engage in this work then starting at the course level will likely lead to conversations and the work coming to halt. Campuses may have to start at a broader level and work towards more focused/narrow level.

Appendix B provides a resource/exercise to help the core EbD team leading and facilitating data-informed equity efforts to assess and understand their campus's context, needs, and considerations for engaging data and equity work.

An Analogy for Your Consideration
Imagine that you and group of colleagues from across your institution have strong desire and goal to complete a marathon as a team. Asking or expecting all your colleagues to complete a marathon shortly after (a couple of days after) announcing the goal is _likely_ not realistic. You will need to determine what is the level or preparation of your colleagues to participate in a marathon. Assessing their needs and starting points will be instrumental in developing a plan for effective trainings, conditioning, and access to materials needed to begin the process of getting ready for and enduring a marathon.

In many ways, EbD and equity work is like a marathon. Not all members of the team are going to be prepared to participate in a marathon. Many will have different levels of preparedness and willingness to undertake this work. As team lead, being aware of the differing staring points can and will help you advance in your collective equity efforts. |

Step 2: Facilitator and Leader Preparation for Implementing EbD

Setting the Stage

Ensuring the EbD team leads have a good grasp and understanding of the EbD framework will be very important for preparing to engage the larger EbD team and campus groups. Before engaging others in this work, it is imperative that key fundamental steps for "setting the EbD stage" are considers and/or addressed.

It is necessary to consider and review the following EbD fundamental precepts/questions:

1. Understanding EbD: Do you and core campus EbD leaders have a fundamental understanding of the Equity by Design framework and understanding of the focus and aims of EbD?
   - Equity by Design is a data informed methodology for critically examining how changes to policies, practices, processes, and pedagogy can assist our colleges and universities become more equitable and student-ready institutions
   - Equity by Design aims to:
     o Narrow and mitigate disparities in student success
     o Have colleges/universities understand their role in becoming **student-ready**
       ▪ Cultural shift away from student-deficit thinking
     o Increase the number of equity-minded practitioners across Minnesota State
     o Conduct meaningful data disaggregation
       ▪ Understanding disparate impact of policies and practices, and move to address disparities

2. Shared Language: Do you and the EbD team members have a shared understanding of key terms and concepts central to the Equity by Design work? Shared understanding lays the groundwork for productive conversations and can help prevent assumptions or misaligned understandings. The process or creating shared language and common understanding will inform how the campus team and stakeholders view and realize equity and inclusion.

   At minimum, the following terms required shared understanding:
   a. Equity
   b. Equality
   c. Disparate outcomes
   d. Equity gaps
   e. Marginalized (disadvantaged) groups
   f. Deficit-minded versus equity-minded

   Reference the Terms of Equity and Inclusion and Equity by Design Developing Shared Language Tool for additional resources.

3. <u>Becoming Equity-Minded Will Take Time:</u> Equity work and EbD is not a simple process and it requires time. The expectation should not be that this work can be accomplished over a few meetings or in one semester. The truth of the matter is that transformative work which asks us to consider how we can shape and address racial disparities requires considerable time and is often ongoing.

> **The solutions require us to meaningfully understand the problem. We must consider those factors that we are often apt to overlook.**

4. <u>Avoid Jumping to Solutions</u>: Commonly, when we examine a problem there is a strong inclination to come up with a solution to the problem immediately. This is not surprising and is to be expected. The challenge, however, with jumping to solutions is that the circumstances and factors shaping the "problem" may not be (and likely are not) fully considered or explored.

   Responses to "poor student performance" and racial disparities in academic outcomes are often attributed to student shortcomings (deficit-minded), with little _consideration of other factors and dynamics_ that are not specifically tied to the student's abilities or behaviors. More specifically, we often do not take the time to consider how _we_ and _our institutions_ are shaping the disparities.

   The EbD approach compels us to think about how our practices, behaviors, and approaches to education contribute to disparate outcomes. This consideration requires us to take time and meaningfully think about how we (administrators, faculty, & staff) can improve equity. Taking time requires us to not jump to solutions that are student-deficit oriented.

5. <u>Recognizing Enthusiasms & Motivations</u>: It is important for you to consider what motivates your colleagues to embrace equity and inclusion efforts. What are their interests and desires that are salient for advancing equity? Examples include:
   a. Support student success
   b. Grow and improve as an educator
   c. Helping first-generation college students realize their goals and dreams
   d. Help address racial inequality and other inequities experienced by marginalized groups

Foundational Equity by Design Elements

Facilitators and team members should consider and prepare to discuss with their stakeholders certain fundamental aspects of the Equity by Design methodology. The team leads/facilitators will need to discuss the following topics with colleagues early in the process of examining student outcome data.

Discussion Topics:
1. What is an equity gap?
2. Why are we focusing on race and indigenous identity?
3. What is the purpose of the data? How will be this data be used? How will it not be used?
4. What are the aims of Examining Data?
    a. Elucidate and reveal equity gaps
    b. Ask us to consider how gaps are shaped. More specifically how our institutions shape and contribute to exacerbate disparities in student outcomes and experiences.
5. What EbD Data is *not* intended to do?
    a. Not to shame, blame, or point fingers at colleagues or support services
    b. Not used for evaluation purposes

Navigating Resistance and Change Management

Equity work is often centered on bringing about change. Change is rather difficult for organizations and individuals. Change is often met with resistance that is rooted in many reasons. Resistance quickly emerges when the change is tied to addressing issues of inequality. Likewise, an undertaking that leverages data (evidence) to improve an issue is also often met with resistance. Unsurprisingly, when data and equity come together, the resistance to change is compounded. You and your campus EbD team will have to understand and navigate the resistance that may likely be encountered as you pursue this work.

> *EQUITY BY DESIGN TEAM LEADS MUST CONSIDER THE RESISTANCE THAT WILL BE ENCOUNTERED AND WORK WITH COLLEAGUES TO UNDERSTAND AND OVERCOME CHALLENGES.*

Why are equity and inclusion efforts resisted?

Equity work is met with resistance, in part because many of our colleagues (in American society) are uncomfortable with, or unwilling to, discuss matters of historical and ongoing racial inequality. While many know there is a long history of discrimination, racism, and marginalization levied against people of color, Native Americans, and those of other non-normative identities, it is difficult for many of our colleagues and peers to consider that the events, laws, and practices of the past continue to impact many of our students, fellow

employees, and communities today. Inequality, discrimination, racism, and marginalization continue to exist and have profound repercussions for our stakeholders.

Many of our colleagues are very uncomfortable with talking about or considering how the factors and dynamics mentioned above may exist in the hallways, offices, classrooms, and virtual spaces of our colleges and universities. We have trouble talking about race because it is uncomfortable. It is difficult for many to acknowledge, and make sense of, the historical and present-day dynamics that continue to impact disadvantaged and marginalized groups. Moreover, marginalization, alienation, and being made to feel unwelcomed are not common daily experiences for many of our colleagues of majority identities.

COMMON RESISTANCE ARGUMENTS, OBJECTIONS & DEFLECTIONS

1. We cannot or should not discuss race.
2. This is favoritism for one group.
3. Everyone already has an equal chance and opportunity.
4. We should only talk about issues of class (socioeconomic status),
5. What about other groups?
6. I don't see color.
7. We have done equity initiatives before; this is not going to change anything.
8. I can't change the fact that some students aren't prepared to be in college.
9. I am not going to water down my course so "they" can pass.
10. You can't make me do this work.
11. I need to see data for other sociodemographic groups before I can move forward.

Why are efforts that leverage data met with resistance?
The use of data in improvement processes is often met with resistance by an array of stakeholders. There are several factors that shape the resistance to look at and use data when discussing student outcomes. Unwillingness and opposition to working with data to advance equity are tied to some combination of logistical, professional, personal, and psychological concerns. Listed below are some of the common reasons/concerns that underpin resistance to working with data.

Logistical & Analytical Concerns with Data
1. Sentiments of data not being reliable or trustworthy
2. Lack of understanding on how data is generated
3. Lack of awareness about what the data represents
4. Lack of comfort working with data presented in tables and reports. Not being an "expert" in data analysis.
5. Concerns of how data will be shared with others
6. Drawing conclusions using data with relatively small counts for some student groups

Personal & Professional Concerns/Apprehensions with Data
1. Not knowing how the data is going to be used
2. Sentiments of my department, program, or course is being scrutinized unfairly
3. The data is going to make us, or me, look bad
4. Fears of punitive use of data against faculty, staff, administrators, and students. Data gets weaponized.
5. Fear of being seen, by colleagues and peers, as someone who doesn't understand or know how to work with data
6. Data makes it look like I discriminate or am racist
7. Disparities are going to be blamed on me

Step 3: Necessary Team Prerequisites & Groundwork Before Engaging Data

Before taking action on looking at data or discussing disaggregated data as group, it is imperative to engage your EbD team to establish an understanding of EbD and discuss some of the foundational considerations that are prerequisites for using data. Below are key topics and considerations you will need to share and discuss with your EbD team and other colleagues who are engaging in this work to advance equity. The EbD Toolkit also offers some key considerations and activities as a resource for building your campus's EbD foundation.

Acknowledge Realities & Considerations

Discuss with the group some of important realities of equity and EbD work. Sharing and discussing these considerations can help shape your group's conversation about the expectations and pace of the EbD work.
1. This work takes time and does not happen overnight.
2. Bringing about meaningful change to realize equity is not (cannot) be a quick process that is accomplished in one or two meetings.
3. Becoming Equity-Minded is an evolving journey, with many different starting points and paths.
4. EbD is not a linear path, and it will require revisiting some topics and discussions multiple times.
5. Not all colleagues and stakeholders will be at the same starting point of have comfort with equity discussions. This work is a journey for all of us.
6. Many colleagues and stakeholders will not be comfortable with examining and discussing data.
7. Uncomfortable conversations are part and parcel of this work.
8. We must avoid immediately jumping to solutions for improving equity. We must consider how we, as institutions and individuals, are shaping disparate outcomes and experiences of our students.

Establish Common Ground

Discuss with the group what the motivations are and shared common reasons for pursuing equity work. Examples include:

1. Working to improve student success – becoming better teachers for all.
2. Impacting equity gaps
3. Professional growth as educators
4. Vitality of the programs, departments, and the institution
5. Realizing institution's mission
6. Equity as priority for Minnesota State
7. Moral imperative & social justice
8. Economic importance of diversified workforce

> *CONSIDERATION:*
> *It may take several meetings to engage in these discussions. Consider what a meeting schedule looks like to engage in these deeper preparatory discussions.*

Develop Shared Language

Work to established shared language and build a common understanding of key concepts central to EbD. You are encouraged to make use of the EbD shared language tool/resource.

Understand the EbD Foundational Elements

Discuss with your EbD team and other groups at your institution undertaking this work, the fundamental elements of the Equity by Design methodology. Taking time to openly discuss the items and questions below will help create rapport and comfort needed for future steps of EbD. The EbD Toolkit and Roadmap resources will be helpful in discussing the following topics/questions.

1. *What is the purpose of EbD?*
    a. Improvement of student success, understanding and addressing equity gaps.

2. *What are the aims of examining disaggregated student outcome data? What's the purpose of the data? How will the data be used?*
    a. Elucidate and reveal equity gaps
    b. Asks us to consider how gaps are shaped
    c. More specifically how our institutions shape, contribute to, and/or exacerbate disparities in students' outcomes and experiences.

3. *What EbD Data is not intended to do? How will it not be used?*
    a. Not to shame, blame, or point fingers at colleagues or support services
    b. Not used for evaluation purposes

4. *Why are we focusing on disaggregating race and indigenous identity?*

Understanding Colleague's Excitement & Apprehensions About Data and Equity

The following set of questions can be used as a group activity to openly and meaningfully discuss issues tied to working with data. Appendix C provides a group exercise/activity that can help facilitate discussion and assess where to start your campus's EbD data discussions.

Questions to discuss with colleagues:
1. *What excites you about working with data?*
    a. Looking at student outcome data?

2. *Do you think data can be of benefit to your professional efforts as an educator?*
    b. How so?
    c. How can data be used to help improve your students' success?

3. *What are some of your concerns about leveraging data?*
    d. Professional concerns?
    e. Experience and ability to work with data?
    f. Personal concerns?

4. *How willing are you to, or interested in, working collaboratively to begin our work with disaggregating data?*

5. *What actions to you think are needed to prepare you for look at data? Training?*

"TAKING TIME TO OPENLY DISCUSS THE ITEMS AND QUESTIONS [IN THIS GUIDE] WILL HELP CREATE RAPPORT AND COMFORT NEEDED FOR FUTURE STEPS OF EQUITY BY DESIGN."

Step 4: Acclimating & Easing into Data Conversations

As mentioned in the preceding sections, the approach to engaging your campus audiences in equity and data conversations will depend on the group's comfort and experience with looking at disaggregated data. The EbD methodology encourages us to examine how our "close to practice" behaviors, actions, processes, and policies shape racial disparities in student outcomes. While the closest to practice settings are in our classrooms and student service offices, it may be necessary to start discussions about disparity patterns in the data at a more abstract level. For example, rather than starting with course-level disaggregated data, perhaps you may need to start at the institution level.

We need to purse an approach that allows our colleagues to reach the point of meaningfully discussing data to which they will have some degree of personal and professional levels of connection (i.e. course-level data). However, jumping to discussing course-level data may result in colleagues reacting in manner which can stymie any discussions of equity and student success. Starting out with course-level data may result in some colleagues feeling as if they are being put under a microscope, singled out, criticized, or blamed for disparities.

It may be necessary to start discussions using institution-level data, which has less personal or direct connections for colleagues.

We want to encourage discussion about how our practices and processes shape racial disparities and to have our colleagues ask tough questions of themselves.

We want to encourage conversations among colleagues about how our practices and processes shape racial disparities and ask tough questions of themselves and their colleagues. It may not be practical to start discussions at the closest to practice level. Rather it may be necessary and effective to start with data that has less personal or direct connection for colleagues.

NOTABLE REMINDERS

1. It may be useful to revisit and share highlights about the shared and common ground for pursing EbD, discussed during Step 2.
2. Review your notes and team's discussions from Steps 1 & 2 regarding, "Where to Start the Data Conversation."
3. Appeal to you and your colleague's motivations, interests, and desires to go further into discussions about advancing student success.
   - Intellectual curiosity
   - Professional growth and interest
   - Personal commitment

Acclimating to Equity Data, Part 1: Beginning at the Broadest Level

Use this approach if you find that your colleagues are not ready to begin with course-level data.

Student Success Data Disaggregated by Race & Indigenous Identity

Share a data table with your audience that displays success rates for an academic outcome at an institutional level, disaggregated outcome by race/indigenous Identity.
For example:
- Course success data of all students using _mock_ data.
- Course success of all students using actual (real) data for your institution.
- Course success of all students in first year (freshman) courses using your institution's data.
- _Do not_ breakout data by subject, program, discipline, or major.

Institution-Level Data Demonstration / Training Tables

Training tables are provided below and in Appendix D which provides guidance, instructions, and questions for a Group Discussion Activity using these tables.

The three tables below display for each group:
- Table 1. Course Success Rates: All Students by Race/Native American Identity Group
- Table 2. Course Success Equity Gap Relative to White Students
- Table 3. Course Success Counts (n)

Together, the three tables provide an approach for engaging your audiences in initial discussions of equity in student success using data.

Table 1. Course Success Rates: All Students by Race/Native American Identity Group							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Total	67.1%	70.3%	64.4%	66.9%	60.0%	75.8%	81.7%	67.0%

Table 2. Course Success Equity Gap Relative to White Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Total	-8.7%	-5.5%	-11.4%	-8.9%	-15.8%	Comparison	5.9%	-8.8%

Table 3. Course Success Counts (n)							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Total	251 of 374	3314 of 4712	4370 of 6789	3148 of 4707	42 of 70	33539 of 44252	2014 of 2466	2045 of 3051

Acclimating to Equity Data, Part 2: The Next Level Down

Having engaged your audience in an initial data and equity discussion it may be feasible to move from a very broad level of data aggregation to a narrower level. The next "layer" of data may be for a group of subjects, programs, or disciplines. This approach allows for further acclimating and easing into data and equity conversations. This slice of the data will likely have more meaning for your colleagues yet is still not directly connected to them in a specific way.

Next "Layer" of Disaggregated Student Success Data

Share a data table with your audience that displays success rates for an academic outcome for a group of subjects, programs, or disciplines - disaggregated by race/indigenous identity.

For example:
- Course success of all students by subject/discipline using _mock_ data.
- Course success of all students by subject/discipline using actual (real) data for your institution.
- Course success of all students in first year (freshman) courses by subject/discipline using your institution's data

It is important to _work with your stakeholders_ to determine which subjects, programs, or disciplines to examine using your institution's data.

Subject-level Demonstration / Training Tables

The tables that are provided on the following page and are also presented in Appendix E as a group training exercise/activity. The three tables provide an approach for further engaging your audiences in discussions of equity in student success using data. Appendix E provides guidance and instructions for a Group Discussion Activity using these tables.

The three tables display for each group:
- Table 1. Subject Course Success Rates: All Students by Race/Native American Identity Group
- Table 2. Subject Course Success Equity Gap Relative to White Students
- Table 3. Subject Course Success Counts (n)

USING THE "STUDENT OF COLOR" GROUP

If disaggregating student outcome data by race/indigenous Identity is met with resistance, it may be necessary to consider starting with disaggregated student outcome by students of color and white students. **This approach is problematic and discouraged** because to lumps together all marginalized race groups together and obscures profound and serious equity gaps.

Aggregating all marginalized groups together, allows many of us to see all non-white students as a monolithic group that have no differences. For us to bring about greater equity, it is imperative that we are mindful of the fact different groups have different experiences, histories, circumstances, and barriers that impact their outcomes and experiences.

Table 1. Subject Course Success Rates: All Students by Race/Native American Identity Group

Subject	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Accounting	70.7%	77.7%	65.9%	71.0%	0.0%	78.0%	81.5%	74.4%
Art	74.5%	79.3%	66.3%	75.7%	88.9%	83.1%	89.7%	75.4%
Automotive	73.8%	72.0%	71.2%	71.0%	90.0%	79.0%	79.9%	71.5%
Biology	62.2%	68.5%	60.7%	62.5%	26.1%	73.6%	75.5%	62.5%
Communication	77.8%	75.1%	69.3%	75.2%	57.1%	80.2%	86.2%	72.4%
Humanities	66.7%	70.1%	73.1%	70.3%	100.0%	78.5%	86.1%	68.6%
Math	57.8%	63.8%	60.6%	57.6%	64.3%	69.7%	81.5%	59.9%
Political Science	55.6%	64.4%	58.8%	63.0%	100.0%	74.5%	50.0%	62.7%
Total	67.1%	70.3%	64.4%	66.9%	60.0%	75.8%	81.7%	67.0%

Table 2. Subject Course Success Equity Gap Relative to White Students

Subject	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Accounting	-7.3%	-0.3%	-12.1%	-7.0%	-78.0%	Comparison	3.5%	-3.5%
Art	-8.6%	-3.8%	-16.7%	-7.4%	5.8%	Comparison	6.6%	-7.7%
Automotive	-5.2%	-7.0%	-7.8%	-8.0%	11.0%	Comparison	0.9%	-7.5%
Biology	-11.3%	-5.0%	-12.8%	-11.0%	-47.5%	Comparison	1.9%	-11.1%
Communication	-2.4%	-5.1%	-10.9%	-5.0%	-23.1%	Comparison	5.9%	-7.9%
Humanities	-11.8%	-8.4%	-5.3%	-8.2%	21.5%	Comparison	7.6%	-9.8%
Math	-11.9%	-6.0%	-9.2%	-12.2%	-5.4%	Comparison	11.8%	-9.8%
Political Science	-18.9%	-10.0%	-15.7%	-11.4%	25.5%	Comparison	-24.5%	-11.8%
Total	-8.7%	-5.5%	-11.4%	-8.9%	-15.8%	Comparison	5.9%	-8.8%

Table 3. Subject Course Success Counts (n)

Subject	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Accounting	29 of 41	313 of 403	292 of 443	262 of 369	0 of 1	3596 of 4611	225 of 276	201 of 270
Art	38 of 51	310 of 391	347 of 523	412 of 544	8 of 9	3992 of 4804	287 of 320	263 of 349
Automotive	31 of 42	385 of 535	658 of 924	497 of 700	9 of 10	4255 of 5386	131 of 164	286 of 400
Biology	61 of 98	868 of 1267	1312 of 2161	815 of 1303	6 of 23	9494 of 12908	335 of 444	555 of 888
Communication	35 of 45	523 of 696	613 of 884	452 of 601	4 of 7	3784 of 4717	168 of 195	254 of 351
Humanities	10 of 15	103 of 147	166 of 227	111 of 158	3 of 3	1185 of 1510	31 of 36	70 of 102
Math	37 of 64	783 of 1228	875 of 1445	541 of 940	9 of 14	6617 of 9489	832 of 1021	369 of 616
Political Science	10 of 18	29 of 45	107 of 182	58 of 92	3 of 3	616 of 827	5 of 10	47 of 75
Total	251 of 374	3314 of 4712	4370 of 6789	3148 of 4707	42 of 70	33539 of 44252	2014 of 2466	2045 of 3051

Step 5: Initial Engagement of Equity by Design Data

The next step for your colleagues to become further acclimated to discussing equity using data will require concentrating on specific focus areas. Please refer to the EbD Toolkit for more information on selecting focus areas. It is imperative the EbD Team and campus stakeholders collaborate to determine an effective strategy for pursuing EbD at your institution.

In collaboration with your stakeholders consider the following:
1. *What subjects, programs, or disciplines to include in your next steps?*
2. *What are the courses that make sense for analysis?*
3. *Are there any courses that ought to be excluded from analysis?*
4. *Will it help EbD efforts to start with course success of students in first year courses for the selected focus areas?*

Initiating Equity Gap Analysis

The EbD data analysis will now shift to looking at equity gaps in a manner that is more relatable and meaningful for stakeholders. As explained in the EbD Toolkit (pp. 25, 40-44), the student outcome data will be disaggregated by race and be translated into relatable figures using an easy to follow "Equity Gap Calculation" table.

It may be useful to begin this process using mock data for an unspecified subject. Using mock to walk through an equity gap calculation will allow your audience to understand and discuss disparate outcomes without any direct connection to the data. The data is not tied to any specific subject/discipline and/or set of courses. The exposure to the mock data table will help prepare your colleagues to examine and look at actual institutional data.

Share a data table with your audience that displays course success rates for a given subject/discipline/program:
- Course success of all students for "subject X" using *mock* data.
- Course success of all students for "subject X" using actual (real) data for your institution.
- Course success of all students in first year (freshman) courses for "subject X" using your institution's data.

It is important to *work with your stakeholders* to determine which subjects, programs, or disciplines to examine using your institution's data.

Subject-Level Equity Gap Demonstration/Training Table

Below an example table is provided (using mock data), which allows for engaging your audiences in discussions of equity gap analysis. Present the table to the group and collectively walk through the table. Your EbD team leads and Institutional Research/Effectiveness partners are instrumental in this process. After presenting and explaining the table to colleagues, use the provided questions/prompts to further facilitate discussion. A group training exercise that uses the table and questions is provided in

Table 1. Subject X Course Success Rates: All Students by Race/Native American Identity Group							Gap as Decimal	Number to Reach Parity
Student Group	**Students in Courses (Duplicated Counts)**	**Course Success Outcomes**	**Group's Course Success Rate**	**White Student's Course Success Rate**	**Equity Gap**			
A	B	C	D	E	F		G	H
Student Group	Number of Students Enrolled in Courses	Number of Students with Successful Outcomes	Student Group Success Rate: (C/B) x 100	White Students as Comparison Group	Point Difference b/w Student Group & White Students: D - E		Equity Gap as a Decimal: F/100	Gap by Count of Entering Student Group: (G x B) x -1
American Indian or Alaska Native	79	49	62.0%	77.4%	-15.4%		-0.15	12
Asian	1,504	1,018	67.7%	77.4%	-9.8%		-0.10	147
Black or African American	1,600	1,000	62.5%	77.4%	-14.9%		-0.15	239
Hispanic of any race	1,161	727	62.6%	77.4%	-14.8%		-0.15	172
Native Hawaiian/Other Pacific Islander	17	12	70.6%	77.4%	-6.9%		-0.07	1
White	14,747	11,420	77.4%	77.4%	--		--	--
Nonresident Alien	1,026	835	81.4%	77.4%	3.9%		0.04	-40
Two or more races	824	536	65.0%	77.4%	-12.4%		-0.12	102
Total	20,958	15,597	74.4%	77.4%	-3.0%		-0.03	633

IMPORTANT EBD FACILITATION REMINDERS

- Be cautious of pivoting to student deficit-minded discussion (reference p. 19 of the EbD Toolkit for deficit-minded reflection)
- Focus on the institution's role in addressing equity gaps
- Avoid jumping to solutions
- Building comfort with looking at equity gaps takes time
- Create an environment where discussion is encouraged
- Seek to understand your colleagues' apprehensions

Step 6: Advanced & Ongoing EbD Data Examination

Optimistically, the preceding five steps have helped acclimate your colleagues to examining and discussing disparate outcomes for student populations. Your EbD Team and stakeholders will now need to further engage in the meaningful work of discussing equity gaps through equity-minded inquiry. We encourage the EbD Team to actively collaborate with stakeholders (particularly faculty) to move the work forward.

The following are some key items that you will collectively need to consider and navigate:
1. Subjects & courses to select as EbD focus areas
2. Understanding and addressing stakeholder concerns/apprehensions
3. Additional data literacy/fluency training to support your colleagues
4. How to further expand EbD to include additional groups of colleagues
5. How to effectively facilitate conversations between faculty and deans/administrators
6. How to facilitate faculty-to-faculty conversations
7. How to pursue equity-minded inquiry (leaning communities, culturally responsive pedagogy)

KEY TAKEAWAYS

✓ Data helps tell a story.
✓ For Equity by Design, the story is about disparate outcomes for students; particularly disparities by race/indigenous identity.
✓ See the equity gaps and patterns. Then ask:
   ▪ How do *I* or *we* shape disparities?
   ▪ What can *I* or *we* do in our practices and approaches to impact the disparate gaps?
✓ Don't get hung up on or stalled by data issues that don't really change the story, big picture, or pattern.

Appendices:

Appendix A: Equity by Design Assessing Data Preparedness Training Exercise

Appendix B: Assessment of Campus Context, Needs, and Starting Point for Engaging Stakeholders

Appendix C: Equity by Design – Assessment of Preparedness & Comfort Exercises

Appendix D: Equity by Design Group Exercise – Examine Disparate Outcomes

Appendix E: Equity Data Group Exercise –Examining Subject/Program Level Equity Gaps

Appendix F: Equity Data Group Exercise – Equity Gap Calculation & Analysis

Appendix A: Equity by Design Assessing Data Preparedness Training Exercise

Misstep of Starting an Equity Conversation at the Wrong Place: A Cautionary Tale

Note: This story is not based on actual events. It is a fictional account to emphasize the need for preparing to engage data.

Part 1. "The Well-Intentioned Meeting"

Imagine if you will, a campus Equity by Design team assembles a group of faculty members from a specific subject/department to discuss student success and equity. The in-person 30-minute meeting is organized for the first official day of the fall semester at 7:30 AM. The meeting begins with the campus Equity by Design leadership sharing a data table that displays course success rate for all the courses taught in the subject. The course success rates are also broken out by race and indigenous identity groups.

Within moments of sharing a data table in a PowerPoint slide, the room is filled with loud clamoring and a deluge of questions. From around the room, one can hear faculty, administrators, and colleagues making statements and questions about:

- What does this data represent?
- What is the data going to be used for?
- It is not appropriate for us to be discussing student data in a meeting!
- Are we even allowed to discuss race?
- How do we know the data is reliable?
- Are my courses in the data?
- Is the data for my courses?
- Why are we looking at the data for my subject and no one else's subjects?
- Why are we being singled out?
- How and who decided we are going to look at my subject?
- What are you (the meeting organizer) trying to say?
- Are you trying to say, it's my fault that some student groups have lower courses than others?

The meeting organizers work to settle down the room and try to explain what they are trying to do. As the conversations and exchange continues, the tension and frustration in the room grows. Many faculty members are put off, a few faculty members are trying help facilitate the discussion, a few administrators are trying to make their case for looking at data, and many others in the room are caught off guard and bewildered. The intended conversation for looking at understanding racial disparities in student outcomes is not getting very far. The meeting came to an end at the intended time. Many of the attendees rush off to their next meeting or class.

Exercise Questions for you to consider in small groups:
1. What questions does the meeting scenario raise for you?
2. Was this meeting effective? Why or why not?
3. What could have been done to salvage the meeting?
4. What are some of _your considerations_ when bringing a group together to discuss data and issues of inequity?

Part 2. "What Happened After the Meeting":

Soon after the meeting was over, a small group of faculty, administrators, and subject matter experts (i.e. IR and EDI specialists) come together to discuss what had occurred at the meeting. Through the group's discussion some relevant facts surfaced that had important ramifications for the original meeting.

1. Senior level administrators have actively placed a strong emphasis on student equity in their annual work plans and goals, necessitating the need to address disparities in student outcomes.
2. The data was produced with help from IR, but IR was minimally involved/consulted in helping how the data was going to be shared.
3. Faculty were not involved in the process for selecting the subjects that were to be involved in the equity discussion.
4. The purpose and goals of looking at the disaggregated data was not well understood or considered by the meeting organizers, let alone attendees.
5. There was no experience among many in the room in looking at data disaggregated by race.
6. There is very little formal or informal precedent and practice for using data in discussions about issues of equity.
7. There is a limited history of discussing issues or racial inequality among many faculty members, staff, and administrators.
8. Many individuals across stakeholder groups are uncomfortable or are not sure how to discuss race and student outcomes.

For the campus EbD team, in considering the questions and issues raised, a picture was painted of circumstances at the campus which did not bode well for diving directly into course level discussion or racial disparity in student outcomes. In hindsight, they realized, had they taken some time to consider the issues raised during the meeting, the team would have taken different approaches to the discussions on equity and data.

In response, the campus EbD team decided it was necessary to:
1. Start at a broader level about issues of equity in student outcomes
2. Include faculty members that can help advance equity work in the planning process
3. Clarify the aims of the institution's equity work
4. Discuss how the data is be used

5. Consider how to best go about getting stakeholders to look at student success data that is "close to their practice"

While many of us have visions for how we wish to pursue greater equity in student outcomes, our plans and desires must adapt to the realities of where our colleagues and institutions are in the journey to becoming more equity-minded. Asking your colleagues to dive into conversations for which they may not be ready, may impede gaining traction for equity work or may even bring transformative efforts to a grinding halt.

Exercise Questions for you to consider in small groups:
1. What are your takeaways from the events recounted above?
2. What would you do to prepare for undertaking equity and data-related strategies?
3. What colleagues and stakeholders do you need to engage at the outset of the planning process?
4. What do you think is your campus stakeholder's comfort with examining data?
5. What do you think is your campus stakeholder's comfort with discussing issues of race & equity?
6. Do you have the capacity and infrastructure to secure the data needed for equity work?

"While many of us have visions for how we wish to pursue greater equity in student outcomes, our plans and desires must adapt to the realities of where our colleagues and institutions are in the journey to becoming more equity minded. Asking your colleagues to dive into conversations for which they may not be ready, may impede gaining traction for equity work or may even bring transformative efforts to a grinding halt."

Appendix B: Assessment of Campus Context, Needs, and Starting Point for Engaging Stakeholders

The following exercise seeks to help colleagues leading and facilitating data-informed equity efforts assess and understand their campus's context, needs, and considerations for engaging data and equity work. This activity, along with the information presented in Steps 1 and 2 of this guide, can help inform your approach and strategy for engaging campus stakeholders in the process of leveraging data to realize greater equity in student success outcomes.

Preface:

It is important to note that the needs and considerations of a given campus or group of colleagues will vary considerably. There is no uniform approach for engaging your stakeholders. There are continuums for a campus's/group's level of preparedness and comfort for engaging in data-informed equity work.

On one end of the continuum are nascent states, which can be characterized as emerging or early stages for a culture of data, consistency in data/report production, and use of data to improve stakeholder outcomes. On the other end of the continuum are advanced/mature states for leveraging data by an array of stakeholders to understand and improve student and employee success.

For all our institutions and Equity by Design teams, including those campuses that have been engaged in efforts similar to EbD, it is important to consider how best to engage groups of colleagues who may have not great exposure to (or experience with) discussing data *and* issues of equity.

It is highly recommended that campus leaders and colleagues leading EbD and equity efforts use the following exercise to assess your campus's context and needs in order to develop a well-considered strategy for leveraging data. Of particular importance is the need to consider your colleagues' and campus stakeholder groups' comfort with, and willingness to, discussing data, disparate student outcomes, and racial inequities.

> *Please Note: The "questions" in the following exercise are prompts that aim to help facilitate your consideration of contexts, needs, and circumstances that shape your campus's EbD data and equity work.*

Exercise Part 1

For the following topics and issues, using the scales, consider how comfortable and willing you and your stakeholders are in meaningfully engaging and discussing a given topic/issue.   Based on *your perspective*, please mark on the scales below where you and others would fall.

Gauging Comfort & Willingness to Discuss Issues of Racial Equity & Disparities

1. *What is the comfort level of faculty, staff, administrators, and students in discussing difficult topics?*

	Rather uncomfortable	Slightly Comfortable	Quite Comfortable	Very comfortable	Notes & Considerations
Among staff?	0 1 2	3 4 5	6 7	8 9 10	
Among faculty?	0 1 2	3 4 5	6 7	8 9 10	
Among administrators?	0 1 2	3 4 5	6 7	8 9 10	
Among Students?	0 1 2	3 4 5	6 7	8 9 10	
For yourself?	0 1 2	3 4 5	6 7	8 9 10	

2. *Comfort or willingness with discussing issues of race & inequality?*

	Unwilling & uncomfortable	Might be willing &	Willing & some hesitant	Very willing & comfortable	Notes & Considerations
Among staff?	0 1 2	3 4 5	6 7	8 9 10	
Among faculty?	0 1 2	3 4 5	6 7	8 9 10	
Among administrators?	0 1 2	3 4 5	6 7	8 9 10	
Among Students?	0 1 2	3 4 5	6 7	8 9 10	
For yourself?	0 1 2	3 4 5	6 7	8 9 10	

Gauging Institution's Circumstances & Conditions for Leveraging Data

3. *Willingness to and comfort with discussing student outcome data?*

	Unwilling & uncomfortable	Might be willing & h	Willing & some hesitant	Very willing & comfortable	Notes & Considerations
Among staff?	0 1 2 3 4 5 6 7 8 9 10				
Among faculty?	0 1 2 3 4 5 6 7 8 9 10				
Among administrators?	0 1 2 3 4 5 6 7 8 9 10				
Among Students?	0 1 2 3 4 5 6 7 8 9 10				
For yourself?	0 1 2 3 4 5 6 7 8 9 10				

4. *Desire to examine student outcome data disaggregated by race/indigenous identity?*

	Limited Desirability	Some Desirability	Fair Desirability	Considerable Desirability	Notes & Considerations
Among staff?	0 1 2 3 4 5 6 7 8 9 10				
Among faculty?	0 1 2 3 4 5 6 7 8 9 10				
Among administrators?	0 1 2 3 4 5 6 7 8 9 10				
Among Students?	0 1 2 3 4 5 6 7 8 9 10				
For yourself?	0 1 2 3 4 5 6 7 8 9 10				

Exercise Part 1, Continued.

For the following topics and issues, using the scales, consider the circumstances for availability of, and practices with, data at different levels of aggregation. Based on *your perspective*, please mark on the scales below the circumstances of the institution.

1. *Current availability or accessibility of student outcome data to stakeholders?*

	Limited Availability	Some Availability	Fair Availability	Considerable Availability	Notes & Considerations
Institution Level	0 1 2	3 4 5	6 7	8 9 10	
Program Level	0 1 2	3 4 5	6 7	8 9 10	
Course Level	0 1 2	3 4 5	6 7	8 9 10	
Instructor's Own Courses	0 1 2	3 4 5	6 7	8 9 10	

2. *Current availability or accessibility of student outcome data to stakeholders that is* <u>*disaggregated*</u> *by race and indigenous identity?*

	Limited Availability	Some Availability	Fair Availability	Considerable Availability	Notes & Considerations
Institution Level	0 1 2	3 4 5	6 7	8 9 10	
Program Level	0 1 2	3 4 5	6 7	8 9 10	
Course Level	0 1 2	3 4 5	6 7	8 9 10	
Instructor's Own Courses	0 1 2	3 4 5	6 7	8 9 10	

3. *How often/consistently is student outcome data examined and leveraged for improving equity in student outcomes?*

	Infrequently (Inconsistently or as needed)	Somewhat Infrequently (Every other year or so)	Fairly Frequently (1x or 2x a year)	Very Frequently (3+ times a year)	Notes & Considerations
Institution Level	0 1 2 3 4 5 6 7 8 9 10				
Program Level	0 1 2 3 4 5 6 7 8 9 10				
Course Level	0 1 2 3 4 5 6 7 8 9 10				
Instructor's Own Courses	0 1 2 3 4 5 6 7 8 9 10				

4. *Institution's capacity (bandwidth) and infrastructure for generating and analyzing data at different levels aggregation?*

	Limited Capacity	Some Capacity	Fair Capacity	Considerable Capacity	Notes & Considerations
Institution Level	0 1 2 3 4 5 6 7 8 9 10				
Program Level	0 1 2 3 4 5 6 7 8 9 10				
Course Level	0 1 2 3 4 5 6 7 8 9 10				
Instructor's Own Courses	0 1 2 3 4 5 6 7 8 9 10				

5. *Willingness to partake in efforts to improve racial equity, which is NOT "student-deficit" oriented? That is to say, willingness to look at the institution's and our own roles in shaping disparate outcomes?*

	Unwilling	Might be willing	Willing	Very willing	Notes & Considerations
Among staff?	0 1 2	3 4 5	6 7	8 9 10	
Among faculty?	0 1 2	3 4 5	6 7	8 9 10	
Among administrators?	0 1 2	3 4 5	6 7	8 9 10	
Among Students?	0 1 2	3 4 5	6 7	8 9 10	
For yourself?	0 1 2	3 4 5	6 7	8 9 10	

6. *To what extent do you think there is a presence of strong allies, champions, and leaders for equity efforts among the stakeholder groups?*

	Very few	Some	Many	Numerous	Notes & Considerations
Among staff?	0 1 2	3 4 5	6 7	8 9 10	
Among faculty?	0 1 2	3 4 5	6 7	8 9 10	
Among administrators?	0 1 2	3 4 5	6 7	8 9 10	
Among Students?	0 1 2	3 4 5	6 7	8 9 10	
For yourself?	0 1 2	3 4 5	6 7	8 9 10	

7. *Current level of resources (staffing, funding, experts, time) allocated to pursue and implement equity efforts?*

Nominal Resources	Some Resources	Considerable Resources	Extensive Resources

Across the Institution

0 1 2 3 4 5 6 7 8 9 10

8. *Presence of resistance or barriers for engaging racial equity efforts across stakeholder groups?*

Very few	Some	Many	Numerous

Notes & Considerations

Among staff?

0 1 2 3 4 5 6 7 8 9 10

Among faculty?

0 1 2 3 4 5 6 7 8 9 10

Among administrators?

0 1 2 3 4 5 6 7 8 9 10

Among Students?

0 1 2 3 4 5 6 7 8 9 10

For yourself?

0 1 2 3 4 5 6 7 8 9 10

Exercise Part 2: Reflections & Questions about Assessing Campus Context & Needs

As a group, the colleagues leading and facilitating evidence based (data-informed) equity efforts should discuss their responses, perspectives, and considerations for the preceding topics and issues.

While there may not be consensus on all issues, it is critical to gauge the circumstances, needs, and conditions for working with data to advance equity in student outcomes. The aim of this exercise is to assist in you determining the appropriate starting point of your institution's EbD efforts. What is the best starting point for engaging specific stakeholders in this work?

Assessing Stakeholder's Comfort & Willingness to Discuss Issues of Racial Equity & Disparities

In thinking about your and the group's responses to the questions in part 1 of the exercise, please consider the following:

1. *Are circumstances between colleagues well-situated for engaging difficult conversations about racial disparities in student outcomes? Are the relationships and dynamics between faculty and administrators conducive to discussing disparities in student's course success at the subject or program level?*

2. *What are the opportunities, common ground, or strengths for pursuing equity work at the college or university?*

3. *What barriers, challenges, or consideration need to be navigated to allow for the work proceed and/or gain traction with stakeholders?*

Assessing Institution's Circumstances & Willingness to Undertake Equity Work

1. *Are your key stakeholder groups willing or open to examining and discussing student success data that is disaggregated by race?*

2. *What is the most practical starting point for engaging your colleagues in data-informed equity conversations? (Reference Steps 4 and 5 of this guide)*

3. *How acclimated or prepared are your faculty and deans to discuss student outcomes at the subject or course level?*

Assessing Institution's Circumstances & Conditions for Leveraging Data

1. *Is the data needed to undertake your equity work accessible to you, staff members, deans, and faculty? Does your campus have the IR resources and bandwidth to examine disaggregated student success rates at the institutional, subject/program, and course levels?*

2. *What data-related training or professional development may be needed to help colleagues engage in the Equity by Design work?*

Appendix C: Equity by Design – Assessment of Preparedness & Comfort Exercises

The following exercises seek to help facilitate understanding and discussion of your campus's context, needs, and considerations for engaging issues of data and equity salient to Equity by Design.

Activity 1: Gauging Comfort & Willingness to Engage Difficult Topics

For the various following topics, using the scales, consider how comfortable and willing are you and your colleagues with meaningfully engaging and discussing a given topic. Based on *your perspective*, please mark on the scales below where you and others would fall.

1. ***What is the comfort level between faculty, staff, & administrators in discussing difficult topics?***

Rather Uncomfortable	Slightly Comfortable	Pretty Comfortable	Very Comfortable

	0	1	2	3	4	5	6	7	8	9	10
Of colleagues in your unit/area?	0	1	2	3	4	5	6	7	8	9	10
Of colleagues outside your unit/area?	0	1	2	3	4	5	6	7	8	9	10
Of yourself?	0	1	2	3	4	5	6	7	8	9	10

2. ***Comfort or willingness with discussing issues of race & inequality?***

Unwilling & uncomfortable	Might be willing & hesitant	Willing & some hesitancy	Very willing & comfortable

	0	1	2	3	4	5	6	7	8	9	10
Of colleagues in your unit/area?	0	1	2	3	4	5	6	7	8	9	10
Of colleagues outside your unit/area?	0	1	2	3	4	5	6	7	8	9	10
Of yourself?	0	1	2	3	4	5	6	7	8	9	10

Reflection Questions:

Please take a few minutes, by yourself, to think about the following questions? Feel free to write down notes.

1. *In looking at where you and others are on the scales above, what comes to mind? What are your thoughts and/or considerations?*

2. *What factors do you think are shaping the level of comfort with, and willingness to, discuss difficult topics?*

3. *What do you think would help you and your colleagues become more comfortable and willing to discussing difficult issues or topics?*

4. *How can your institution you nurture and develop an environment, culture, and rapport that allows of discussion of issues important for improving equity?*

Group Discussion:

Please discuss with your colleagues your answers and thoughts to the questions above. This can be done in small groups or as large group.

POST DISCUSSION CONSIDERATIONS

- Efforts to improve equity and reduce racial disparities in the academic outcomes of students requires you and your colleagues/partners (faculty, staff, administrators, and students) to engage in conversations that are challenging and at times uncomfortable.
- The factors and dynamics that have given rise to, and continue to shape inequity and significant disadvantages for students are complex and multi-layered. Accordingly, the solutions and steps we must collectively pursue to better support student success and reduce disparate outcomes are complex and require delving into challenging issues.
- The exercise above may have helped you and your colleagues discuss and become aware of opportunities and challenges for advancing equity in student outcomes for your institution, program, department, office, or unit.
- For Equity by Design it is imperative that you and your colleagues work together to collectively understand how we, as educators and higher education professionals, can improve student outcomes. This includes discussing issues tied to racial inequality.

For the following topics, using the scales, consider how comfortable and willing are you and your colleagues in meaningfully engaging and discussing a given topic. Based on *your perspective*, please mark on the scales below where you and others would fall.

Willingness to and comfort with discussing student outcome data at the institutional level?

Unwilling & uncomfortable	Might be willing & hesitant	Willing & some hesitant	Very willing & comfortable

Of colleagues in your unit/area?   0 1 2 3 4 5 6 7 8 9 10

Of colleagues outside your unit/area?   0 1 2 3 4 5 6 7 8 9 10

Of yourself?   0 1 2 3 4 5 6 7 8 9 10

Willingness to and comfort with discussing student outcome data at the program or subject level?

Of colleagues in your unit/area?   0 1 2 3 4 5 6 7 8 9 10

Of colleagues outside your unit/area?   0 1 2 3 4 5 6 7 8 9 10

Of yourself?   0 1 2 3 4 5 6 7 8 9 10

Willingness to and comfort with discussing student outcome data at the course level?

Of colleagues in your unit/area?   0 1 2 3 4 5 6 7 8 9 10

Of colleagues outside your unit/area?   0 1 2 3 4 5 6 7 8 9 10

Of yourself?   0 1 2 3 4 5 6 7 8 9 10

Reflection Questions:
Please take a few minutes, by yourself, to think about the following questions? Feel free to write down notes.

1. *In looking at where you and others are on the scales above, what comes to mind? What are your thoughts and/or considerations?*

2. *What factors do you think are shaping the level of comfort with, and willingness to, discuss student outcome data at the subject and course levels?*

3. *Are there any key concerns, challenges, or hazards you and your colleagues need to be mindful of?*

4. *What do you think would help you and your colleagues become more comfortable and willing to discussing student outcome data?*

Group Discussion:
Please discuss with your colleagues your answers and thoughts to the questions above. This can be done in small groups or as large group.

POST DISCUSSION CONSIDERATIONS

- It is imperative for equity efforts that we engage data to better understand how *we* (through our practices, processes, policies, pedagogy, curriculum, and student support) shape disparate outcomes for marginalized students.
- While there are many reasons why working with data to understand and address inequity is challenging, Equity by Design requires us to meaningfully engage and discuss data. It is important that we find common ground that allows for advance this work.

"It is important that we find common ground that allows for advancing this work."

Activity 3: Gauging Comfort with Data Literacy & Fluency

For the following topics, using the scales, consider how comfortable and willing are you and your colleagues in meaningfully engaging and discussing a given topic. Based on *your perspective*, please mark on the scales below where you and others would fall.

Comfort with looking at and discussing data (data literacy/fluency):

Rather uncomfortable	Slightly Comfortable	Pretty Comfortable	Very Comfortable

Of colleagues in your unit/area?
0   1   2   3   4   5   6   7   8   9   10

Of colleagues outside your area?
0   1   2   3   4   5   6   7   8   9   10

Of yourself?
0   1   2   3   4   5   6   7   8   9   10

Comfort with discussing data for racial equity in student outcomes:

Of colleagues in your unit/area?
0   1   2   3   4   5   6   7   8   9   10

Of colleagues outside your area?
0   1   2   3   4   5   6   7   8   9   10

Of yourself?
0   1   2   3   4   5   6   7   8   9   10

Willingness to engage in training and professional development for working with data?

Unwilling	Might be willing	Willing	Very willing

Of colleagues in your unit/area?
0   1   2   3   4   5   6   7   8   9   10

Of colleagues outside your unit/area?
0   1   2   3   4   5   6   7   8   9   10

Of yourself?
0   1   2   3   4   5   6   7   8   9   10

Reflection Questions:

Please take a few minutes, by yourself, to think about the following questions? Feel free to write down notes.

1. *In looking at where you and others are on the scales above, what comes to mind? What are your thoughts and/or considerations about examining data?*

2. *What factors do you think are shaping the level of comfort with, and willingness to, discuss racial disparities observed in student outcome data?*

3. *Are there any key concerns, challenges, or hazards you and your colleagues need to be mindful of when thinking about working with student outcome data?*

4. *What do you think would help you and your colleagues become more comfortable and willing to discussing student outcome data?*

5. *How can colleagues in your department/area/unit develop a culture of using data to inform and guide efforts to improve student outcomes?*

Group Discussion:

Please discuss with your colleagues your answers and thoughts to the questions above. This can be done in small groups or as large group.

POST DISCUSSION CONSIDERATIONS

- For many of our colleagues working with data raises several considerations and concerns. It is critical for us to collectively work together to support one another in working with data.
- We must become comfortable with recognizing and discussing the challenges we will encounter when engaging equity and data.
- Developing comfort and proficiencies with data analysis are certainly realistic aims. This does not happen overnight, and the process takes time. We must work to remain engaged in this undertaking that is important for realizing greater equity.

Appendix D: Equity by Design Group Exercise –
Examine Disparate Outcomes

This exercise aims to help EbD teams and stakeholder groups become more familiar with, and adept at, discussing disparate outcomes patterns.

Instructions:
1. Below you will find a table that provides information about a student outcome.
2. The exercise facilitator will walk the group through the table and explain what information is being displayed.
3. Following the walk through, participants will be asked to reflect on some questions.
4. Discuss the questions as a group.

Notes to preface the following data tables:

1. Is this data real? No, this is mock data used for demonstrative purposes. Please know it is not connected to your institution.

2. What does course success mean? Here, course success is defined as the percentage of students earning a "C or better" letter grade for a course.
   a. Course success is "C" or better, as well as "P" for pass-fail courses.
   b. Course success grades include: A, P, C, P, or S
   c. Course non-success grades include: D, F, FN, FW, U, or W

3. What Subjects are included? Several subjects/programs/disciplines are included.

4. Are development education courses included? No, only college/university level undergrad courses are included.

5. Who are the students included? All undergraduates that are new or transfer students. PSEO students are not included.

6. Is the data for a specific timeframe? The data covers a five-year period: FY2014 – FY2019.

7. What about semesters impacted by COVID-19? The data is for semesters prior to COVID-19 circumstances.

8. Are incompletes included? No incompletes are included, given that data is lagged by one year. Incompletes ought to have been fulfilled/reconciled.

Exercise Part 1: Outcome Patterns

Please take a few minutes to review the table for yourself, before the facilitator walks the group through the table. This table provides course success rates for students broken out by race and Native American/indigenous identity groups.

Table 1. Course Success Rates: All Students by Race/Native American Identity Group								
	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Total	67.1%	70.3%	64.4%	66.9%	60.0%	75.8%	81.7%	67.0%

Please take five or so minutes, by yourself, to think about the following questions. Feel free to write down notes.

1. *Looking at this data, what comes to mind for you?*

2. *What patterns do you see?*

3. *What is this experience like for you?*

4. *What questions or considerations do you have?*

Exercise Part 2: Equity Gaps

Table 1 (below), is the same table from the previous page.   It is provided here for your reference. The second table provides information about differences in course success rates between race/American Indian groups and white students. The differences are termed "equity gaps."

Table 1. Course Success Rates: All Students by Race/Native American Identity Group								
	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Total	67.1%	70.3%	64.4%	66.9%	60.0%	75.8%	81.7%	67.0%

Table 2. Course Success Equity Gap Relative to White Students								
	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Total	-8.7%	-5.5%	-11.4%	-8.9%	-15.8%	Comparison	5.9%	-8.8%

Please take five or so minutes, again by yourself, to think about the following questions? Feel free to write down notes.

1. *When looking at the equity gaps, what comes to mind for you?*

2. *What is the experience like for you to look at student success data?*

3. *What questions do you have?*

4. *What else do you think we should look at?*

Share and discuss Table 3 as needed, which provides the counts of successful students for the course and the total number of students who took the course.

Table 3. Course Success Counts (n)								
	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Total	251 of 374	3314 of 4712	4370 of 6789	3148 of 4707	42 of 70	33539 of 44252	2014 of 2466	2045 of 3051

<u>Appendix E:</u> Equity Data Group Exercise – Examining Subject/Program Level Equity Gaps

This exercise aims to help EbD Teams and stakeholder groups become more familiar with, and adept at, discussing disparate outcomes patterns. More specifically, we want to move from a very broad level of data aggregation to a narrower level. The next "layer" of data may be for a group of subjects, programs, or disciplines.

Instructions:
1. Below you will find a table that provide information about a student outcome.
2. The exercise facilitator will walk the group through the table and explain what information is being displayed.
3. Following the walk through, participants will be asked to reflect on some questions.
4. Discuss the questions as a group.

Notes to preface the following data tables:

1. <u>Is this data real?</u> No, this is mock data used for demonstrative purposes. Please know it is not connected to your institution.

2. <u>What does course success mean?</u> Here, course success is defined as the percentage of students earning a "C or better" letter grade for a course.
   a. Course success is "C" or better, as well as "P" for pass-fail courses.
   b. Course success grades include: A, P, C, P, or S
   c. Course non-success grades include: D, F, FN, FW, U, or W

3. <u>What Subjects are included?</u> Several subjects/programs/disciplines are included.

4. <u>Are development education courses included?</u> No, only college/university level undergrad courses are included.

5. <u>Who are the students included?</u> All undergraduates that are new or transfer students. PSEO students are not included.

6. <u>Is the data for a specific timeframe?</u> The data covers a five-year period: FY2014 – FY2019.

7. <u>What about semesters impacted by COVID-19?</u> The data is for semesters prior to COVID-19 circumstances.

8. <u>Are incompletes included?</u> No incompletes are included, given that data is lagged by one year. Incompletes ought to have been fulfilled/reconciled.

Exercise Part 1: Equity Gaps at the Subject Level

Please take a few minutes to review the tables for yourself, before the facilitator walks the group through the table. Table 1 provides course success rates for some subjects, disaggregated by race and American Indian/Indigenous identity groups. Table 2 provides information about "equity gaps," which are differences in course success rates between race/American Indian groups and white students.

Table 1. Subject Course Success Rates: All Students by Race/Native American Identity Group							
Subject	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Accounting	70.7%	77.7%	65.9%	71.0%	0.0%	78.0%	81.5%	74.4%
Art	74.5%	79.3%	66.3%	75.7%	88.9%	83.1%	89.7%	75.4%
Automotive	73.8%	72.0%	71.2%	71.0%	90.0%	79.0%	79.9%	71.5%
Biology	62.2%	68.5%	60.7%	62.5%	26.1%	73.6%	75.5%	62.5%
Communication	77.8%	75.1%	69.3%	75.2%	57.1%	80.2%	86.2%	72.4%
Humanities	66.7%	70.1%	73.1%	70.3%	100.0%	78.5%	86.1%	68.6%
Math	57.8%	63.8%	60.6%	57.6%	64.3%	69.7%	81.5%	59.9%
Political Science	55.6%	64.4%	58.8%	63.0%	100.0%	74.5%	50.0%	62.7%
Total	67.1%	70.3%	64.4%	66.9%	60.0%	75.8%	81.7%	67.0%

Table 2. Subject Course Success Equity Gap Relative to White Students							
Subject	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Accounting	-7.3%	-0.3%	-12.1%	-7.0%	-78.0%	Comparison	3.5%	-3.5%
Art	-8.6%	-3.8%	-16.7%	-7.4%	5.8%	Comparison	6.6%	-7.7%
Automotive	-5.2%	-7.0%	-7.8%	-8.0%	11.0%	Comparison	0.9%	-7.5%
Biology	-11.3%	-5.0%	-12.8%	-11.0%	-47.5%	Comparison	1.9%	-11.1%
Communication	-2.4%	-5.1%	-10.9%	-5.0%	-23.1%	Comparison	5.9%	-7.9%
Humanities	-11.8%	-8.4%	-5.3%	-8.2%	21.5%	Comparison	7.6%	-9.8%
Math	-11.9%	-6.0%	-9.2%	-12.2%	-5.4%	Comparison	11.8%	-9.8%
Political Science	-18.9%	-10.0%	-15.7%	-11.4%	25.5%	Comparison	-24.5%	-11.8%
Total	-8.7%	-5.5%	-11.4%	-8.9%	-15.8%	Comparison	5.9%	-8.8%

Reflect on the questions on the following page.

Please take 5 to 10 minutes, by yourself, to think about the following questions? Feel free to write down notes.

1. *Looking at this data, what comes to mind for you?*

2. *What patterns do you see?*
   a. Is there a discernable pattern?
   b. Which group has the highest success rate?
   c. Which group has the lowest success rate?
   d. What is the difference in success rates between the groups with the highest and lowest rates?
   e. What is the difference in the success rates of black students and white students?
   f. What is the difference in the success rates of Latino (Latinx) students and white students?

3. *Are you surprised by what you see? Why or why not?*

4. *What is the experience like for you to look at student success data?*
   a. Are you comfortable and at ease?
   b. Is there something about the experience that strikes yo*u?*
   c. Is it approachable or unapproachable (intimidating)?
   d. Challenging to grasp?

5. *Do you think this data reflects reality of your college/university?*
   a. Do you think this pattern is the reality of our students?

6. *What do this disparity patterns mean for our students' academic goals and success?*

7. *What do these disparities mean for your college or university?*

8. *What additional questions come up for you?*

9. *Are there next steps you think we, as a collective, need to, or should take?*

10. *Imagine this were data for your program, department, subject, or discipline?*
    a. How would you feel seeing this information?
    b. What does it bring to mind for you?
    c. Do you see opportunities for improvement?
    d. Do you have any apprehensions?

All Tables for the Exercise:

Share and discuss Table 3 as needed, which provides the counts of successful students for the course and the total number of students who took the course.

Table 1. Subject Course Success Rates: All Students by Race/Native American Identity Group							
Subject	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Accounting	70.7%	77.7%	65.9%	71.0%	0.0%	78.0%	81.5%	74.4%
Art	74.5%	79.3%	66.3%	75.7%	88.9%	83.1%	89.7%	75.4%
Automotive	73.8%	72.0%	71.2%	71.0%	90.0%	79.0%	79.9%	71.5%
Biology	62.2%	68.5%	60.7%	62.5%	26.1%	73.6%	75.5%	62.5%
Communication	77.8%	75.1%	69.3%	75.2%	57.1%	80.2%	86.2%	72.4%
Humanities	66.7%	70.1%	73.1%	70.3%	100.0%	78.5%	86.1%	68.6%
Math	57.8%	63.8%	60.6%	57.6%	64.3%	69.7%	81.5%	59.9%
Political Science	55.6%	64.4%	58.8%	63.0%	100.0%	74.5%	50.0%	62.7%
Total	67.1%	70.3%	64.4%	66.9%	60.0%	75.8%	81.7%	67.0%

Table 2. Subject Course Success Equity Gap Relative to White Students							
Subject	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Accounting	-7.3%	-0.3%	-12.1%	-7.0%	-78.0%	Comparison	3.5%	-3.5%
Art	-8.6%	-3.8%	-16.7%	-7.4%	5.8%	Comparison	6.6%	-7.7%
Automotive	-5.2%	-7.0%	-7.8%	-8.0%	11.0%	Comparison	0.9%	-7.5%
Biology	-11.3%	-5.0%	-12.8%	-11.0%	-47.5%	Comparison	1.9%	-11.1%
Communication	-2.4%	-5.1%	-10.9%	-5.0%	-23.1%	Comparison	5.9%	-7.9%
Humanities	-11.8%	-8.4%	-5.3%	-8.2%	21.5%	Comparison	7.6%	-9.8%
Math	-11.9%	-6.0%	-9.2%	-12.2%	-5.4%	Comparison	11.8%	-9.8%
Political Science	-18.9%	-10.0%	-15.7%	-11.4%	25.5%	Comparison	-24.5%	-11.8%
Total	-8.7%	-5.5%	-11.4%	-8.9%	-15.8%	Comparison	5.9%	-8.8%

Table 3. Subject Course Success Counts (n)							
Subject	American Indian or Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaiian or Pacific Islander	White	Nonresident Alien	Two or more races
Accounting	29 of 41	313 of 403	292 of 443	262 of 369	0 of 1	3596 of 4611	225 of 276	201 of 270
Art	38 of 51	310 of 391	347 of 523	412 of 544	8 of 9	3992 of 4804	287 of 320	263 of 349
Automotive	31 of 42	385 of 535	658 of 924	497 of 700	9 of 10	4255 of 5386	131 of 164	286 of 400
Biology	61 of 98	868 of 1267	1312 of 2161	815 of 1303	6 of 23	9494 of 12908	335 of 444	555 of 888
Communication	35 of 45	523 of 696	613 of 884	452 of 601	4 of 7	3784 of 4717	168 of 195	254 of 351
Humanities	10 of 15	103 of 147	166 of 227	111 of 158	3 of 3	1185 of 1510	31 of 36	70 of 102
Math	37 of 64	783 of 1228	875 of 1445	541 of 940	9 of 14	6617 of 9489	832 of 1021	369 of 616
Political Science	10 of 18	29 of 45	107 of 182	58 of 92	3 of 3	616 of 827	5 of 10	47 of 75
Total	251 of 374	3314 of 4712	4370 of 6789	3148 of 4707	42 of 70	33539 of 44252	2014 of 2466	2045 of 3051

Appendix F: Equity Data Group Exercise –
Equity Gap Calculation & Analysis

This exercise aims to assist EbD Teams and stakeholders become familiar with examining equity gaps in academic outcomes. More specifically, we want to look at equity gaps in a manner that is more relatable and meaningful for stakeholders. Using the easy to follow "equity gap calculation" table, this exercise will help you better understand how data is disaggregated and the size of disparate outcomes between student groups.

Instructions:
1. Below, you will find a table that provides information about a student outcome.
2. The exercise facilitator will walk the group through the table and explain what information is being displayed.
3. Following the walk through, participants will be asked to reflect on some questions.
4. Discuss the questions as a group.

Notes to preface the following data tables:

1. <u>Is this data real?</u> No, this is mock data used for demonstrative purposes. Please know it is not connected to your institution.

2. <u>What does course success mean?</u> Here, course success is defined as the percentage of students earning a "C or better" letter grade for a course.
   a. Course success is "C" or better, as well as "P" for pass-fail courses.
   b. Course success grades include: A, P, C, P, or S
   c. Course non-success grades include: D, F, FN, FW, U, or W

3. <u>What Subjects are included?</u> Several subjects/programs/disciplines are included.

4. <u>Are development education courses included?</u> No, only college/university level undergrad courses are included.

5. <u>Who are the students included?</u> All undergraduates that are new or transfer students. PSEO students are not included.

6. <u>Is the data for a specific timeframe?</u> The data covers a five-year period: FY2014 – FY2019.

7. <u>What about semesters impacted by COVID-19?</u> The data is for semesters prior to COVID-19 circumstances.

8. <u>Are incompletes included?</u> No incompletes are included, given that data is lagged by one year. Incompletes ought to have been fulfilled/reconciled.

Exercise Part 1: Equity Gaps Calculation

Please take a few minutes to review the tables for yourself, before the facilitator walks the group through the table. Table 1 walks through how equity gaps are calculated for course success rates (mock data) for subject "X."

Table 1. Subject X Course Success Rates: All Students by Race/Native American Identity Group								
Student Group	**Students in Courses (Duplicated Counts)**	**Course Success Outcomes**	**Group's Course Success Rate**	**White Student's Course Success Rate**	**Equity Gap**		**Gap as Decimal**	**Number to Reach Parity**
A	**B**	**C**	**D**	**E**	**F**		**G**	**H**
Student Group	Number of Students Enrolled in Courses	Number of Students with Successful Outcomes	Student Group Success Rate: *(C/B) x 100*	White Students as Comparison Group	Point Difference b/w Student Group & White Students: *D - E*		Equity Gap as a Decimal: *F/100*	Gap by Count of Entering Student Group: *(G x B) x -1*
American Indian or Alaska Native	79	49	62.0%	77.4%	-15.4%		-0.15	12
Asian	1,504	1,018	67.7%	77.4%	-9.8%		-0.10	147
Black or African American	1,600	1,000	62.5%	77.4%	-14.9%		-0.15	239
Hispanic of any race	1,161	727	62.6%	77.4%	-14.8%		-0.15	172
Native Hawaiian/Other Pacific Islander	17	12	70.6%	77.4%	-6.9%		-0.07	1
White	14,747	11,420	77.4%	77.4%	--		--	--
Nonresident Alien	1,026	835	81.4%	77.4%	3.9%		0.04	-40
Two or more races	824	536	65.0%	77.4%	-12.4%		-0.12	102
Total	20,958	15,597	74.4%	77.4%	-3.0%		-0.03	633

For your consideration:
- The mock data covers a five-year period for Academic Years 2013-2014 to 2018-2019.
- Interpretation example: For the American Indian or Alaskan Native group, there is a 15.4% gap between the course success rate of this student group in comparison to the success rate of the white student group.
- Had *12 more* American Indian/Alaskan Native student been successful in getting a "C" or better grade, there would be parity with the outcome of white students.
- That is 12 students across the five-year period, or about 2 to 3 students more a year.

Exercise Part 2: Reflection Questions

Please take 5 to 10 minutes, by yourself, to think about the following questions. Feel free to write down notes.

1. *Looking at this data, what comes to mind for you?*

2. *What patterns do you see?*
   a. Is there a discernable pattern?
   b. Which group has the highest success rate?
   c. Which group has the lowest success rate?
   d. What is the difference in the success rates of black students and white students?
   e. What is the difference in the success rates of Latino (Latinx) students and white students?

3. *Are you surprised by what you see? Why or why not?*

4. *What is the experience like for you to look at student success data?*
   a. Are you comfortable and at ease?
   b. Is there something about the experience that strikes you?
   c. Is it approachable or unapproachable (intimidating)?
   d. Challenging to grasp?

5. *Do you think this data reflects reality of your college/university?*
   a. Do you think this pattern is the reality of our students?

6. *What additional questions come up for you?*

7. *Are there next steps you think we, as a collective, need to, or should take?*

8. *Imagine this were data for your program, department, subject, or discipline?*
   a. How would you feel seeing this information?
   b. What does it bring to mind for you?
   c. Do you see opportunities for improvement?
   d. Do you have any apprehensions?

Exercise Part 3: Group Discussion

Please discuss with your colleagues your answers and thoughts to the questions above. This can be done in small groups or as large group.

Exercise Part 4: Group Exercise – What Factors Shape Student Success

As a group, reflect on the following questions to think about our understanding of what factors shape student success. Please reference the EbD Toolkit and Building Common Language Guide for examples on deficit-minded perspectives.

Step 1: Have each participant list out factors that shape student success

Step 2: Reflect on the following questions

1. How do the factors listed group together?

2. Which factors does the college/university have control over and/or the ability to affect?

3. What factors fall into deficit-minded thinking and which are more equity-minded, focusing on an institutional responsibility?

4. Are the factors only looking at "student shortcomings"?
   a. What are some ways to reshape perspectives on factors that contribute to student outcomes?

Additional Resources:

Equity by Design Toolkit: [Equity by Design Campus Team Toolkit](#)

Professional Development:

    Network for Educational Development (NED)
        Resources and Faculty Development Opportunities: [Access Here](#)
        Events Calendar: [Access Here](#)

    Office of Equity & Inclusion Competency Series: [Access Here](#)

Websites:

    Equity by Design: Minnesota State Office of Equity & Inclusion
    https://www.minnstate.edu/system/equity/Equity%20by%20Design.html

    Center for Urban Education – Racial Equity Tools:
    https://www.cue-tools.usc.edu/

    Office of Equity & Inclusion recorded training and webinars:
    https://mediaspace.minnstate.edu/channel/MinnState%2BOffice%2Bof%2BEquity%2Band%2BInclusion%2BTraining%2BWebinars/153114111

    Equity Toolkit – Colorado Department of Higher Education:
    http://masterplan.highered.colorado.gov/equitytoolkit/

Reading

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