



# Using Data to Promote Equity in Minority Serving Institutions

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**March 23, 2017**

**We will begin at 1:00 PM EST**

**Call in: 1-866-704-1260**

**Passcode: 2225467**

*If joining by phone, please mute your phone*

# Welcome

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**Technical issues:** Send a message via the chat feature in the bottom left of the screen to the host

**Questions:** Send content questions and comments through the chat feature.

**Evaluation:** Please take a moment to provide feedback about today's webinar. A link to the participant survey will be provided at the end of the webinar

# LINCS

## Community

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## Welcome!



Welcome to the LINCS Community, a professional learning space for adult educators. Get involved by joining a discussion group or finding an event in which to participate. Learn more [about us](#).

### Discussion Groups

Share and gain knowledge and resources in our [discussion groups](#). The LINCS Community has 16 groups focused on topics important to the field of adult education. Each group is led by a subject matter expert who facilitates discussion and serves as a content expert.

### @LINCS\_ED Feed

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### Announcements

#### OCTAE - Correctional Education Position Available

by: JoM

Posted: Jul 6 2015 - 1:27pm

#### [Attention]: LINCS Explores Digital Badges in Adult Education, Next...

by: LINCS\_Communications

Posted: Jul 6 2015 - 9:08am

#### Share Your Knowledge! Online Portfolios & Micro-credentials...

by: LINCS\_Communications

Posted: Jul 1 2015 - 9:06am

[View All](#)

### New Resources

See below for recently added resources:

#### Unlocking Potential: Results of a National Survey of Postsecondary...

Topic Areas: Correctional Education

#### A Reentry Education Model: Supporting Education and Career...

Topic Areas: Correctional Education

# Poll Question 1: How did you hear about today's event?

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- OCTAE all hands meeting
- OCTAE newsletter
- Community College Interagency Working Group meeting
- LINCS announcement
- Email announcement from a Minority Serving Institution (MSI) team member or community of practice (CoP) coach
- Other

# CoP Coaches



**Brittany Cunningham**  
Insight Policy Research  
HBCU & PBI Coach  
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**Laura Rasmussen Foster**  
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**Jeanne Snodgrass**  
RTI International  
AANAPSSIS & HSI Coach  
[jsnodgrass@rti.org](mailto:jsnodgrass@rti.org)

## Poll Question 2: Which of the following best describes your primary organizational affiliation?

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- 2-year institution
- 4-year institution
- Secondary institution
- Government agency
- Nonprofit organization
- Advocacy group
- Other

## Poll Question 3: If you work in a MSI, to which of the following groups does your institution belong?

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(Check all that apply.)

- AANAPISI—Asian American and Native American Pacific Islander Serving Institutions
- HSI—Hispanic Serving Institutions
- HBCU—Historically Black Colleges and Universities
- NASNTI—Native American Serving Nontribal Institutions
- PBI—Predominantly Black Institutions
- TCU—Tribal Colleges and Universities
- None of the above

# Using Data to Promote Equity in Minority Serving Institutions

## *Featured Speakers*

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### **Nicole Reaves, Ed.D.**

Vice President

Academic Affairs and Student Affairs

Wilbur Wright College, City Colleges of Chicago



### **Ben Williams, Ph.D.**

Director of Special Projects

National Alliance for Partnerships in Equity



City Colleges of Chicago

# Using Data to Promote Equity in Minority Serving Institutions

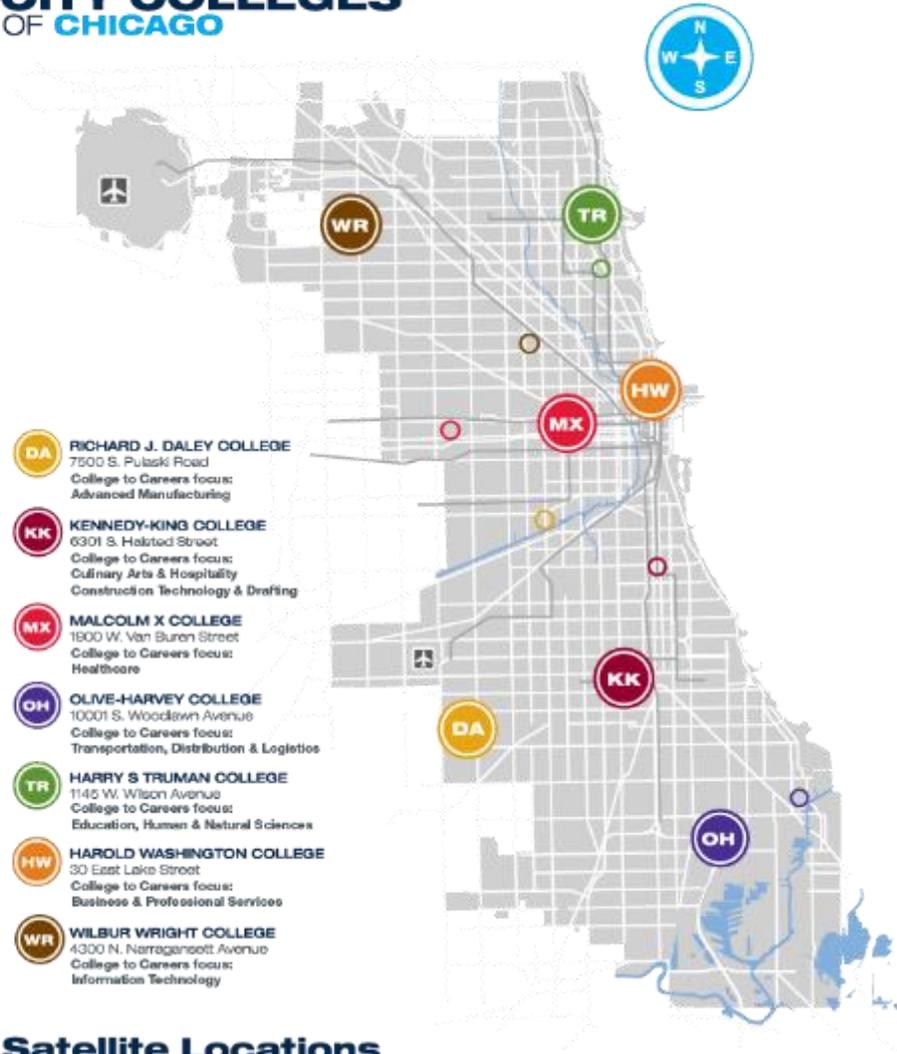
Wilbur Wright College



Nicole Reaves, Ed.D.



# CITY COLLEGES OF CHICAGO



## Satellite Locations

- Lakeview Learning Center**  
3310 North Clark Street  
Chicago, IL 60657
- West Side Learning Center**  
4624 W. Madison Street  
Chicago, IL 60644
- Dawson Technical Institute**  
3901 South State Street  
Chicago, IL 60609
- Humboldt Park Vocational Education Center**  
1845 N. California Avenue  
Chicago, IL 60647
- Arturo Velasquez Institute**  
2800 S. Western  
Chicago, IL 60608
- South Chicago Learning Center**  
3055 E. 92 Street  
Chicago, IL 60617

CCC is the largest community college system in Illinois and one of the largest in the nation

Richard J. Daley



Kennedy-King



Malcolm X



Olive-Harvey



Harry S Truman



Harold Washington



Wilbur Wright



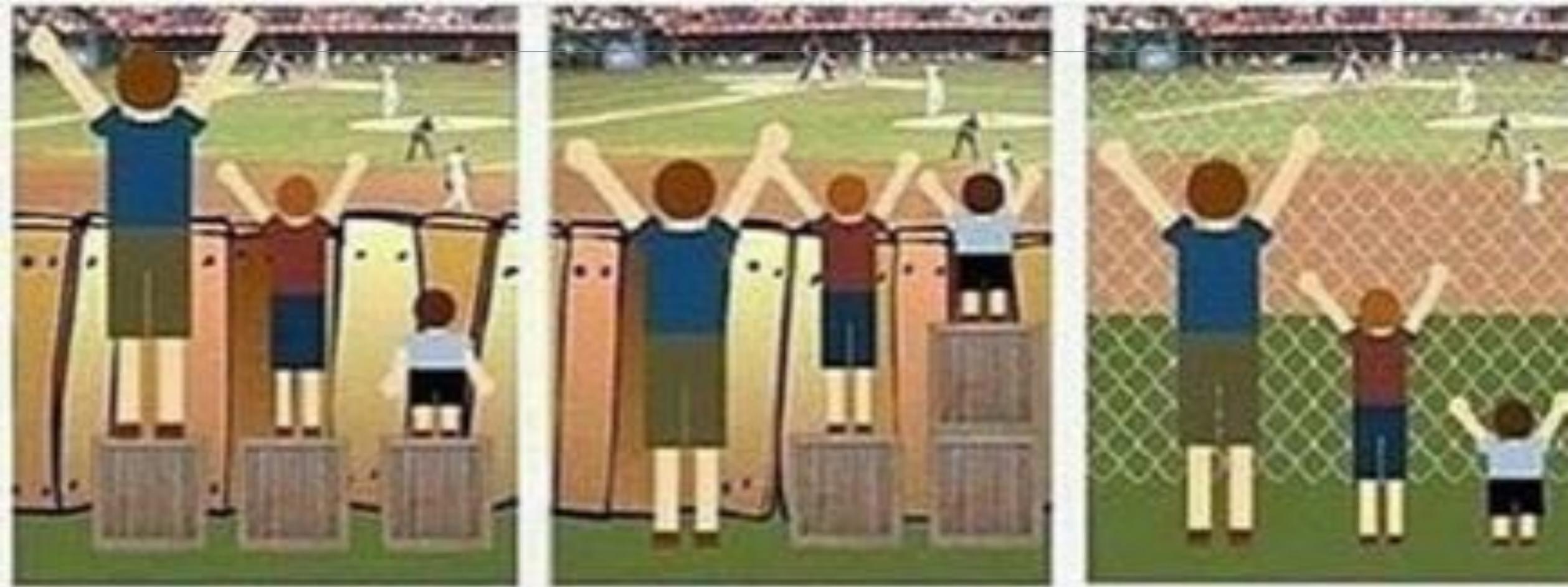
# Committing to Equity and Inclusive Excellence

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Campus-Based Strategies for Student Success



# Creating a Climate of Equity



# Equity Plan

Increase course completion, retention, and graduation rates for low-income, first-generation adult learners and/or minority students

# Equity Plan

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Increase course completion, retention, and graduation rates for low-income, first-generation adult learners and/or minority students

# Developmental Math Course Completion Rate

Table 1. Developmental Math Success Rate by Race/Ethnicity, FY 2015

Race/Ethnicity	# enrolled in Math 99	# successfully completed Math 99	% successfully completed Math 99	Percentage point gap compared to the course success rate for all students
<b>TOTAL</b>	<b>1,877</b>	<b>1,070</b>	<b>57.01%</b>	
White	302	189	62.58%	+5.58%
Black	210	96	45.71%	-11.29%
Hispanic	1,189	669	56.27%	-0.74%
Asian	101	68	67.33%	+10.32%
Other Ethnicity	75	48	64.00%	+6.99%

**Data Observation #1**

*Asian and Other Ethnicity students have the two lowest developmental math course enrollments. Hispanic students have the largest.*

**Data Observation #2**

*With a developmental math course completion rate that is more than 11 percentage points below the all student average, Black students experience the largest equity gap.*

# Developmental English Course Completion Rate

Table 2. Developmental English Course Success Rate by Race/Ethnicity, FY 2015

Race/Ethnicity	# enrolled in English 100	# successfully completed English 100	% successfully completed English 100	Percentage point gap compared to the course success rate for all students
<b>TOTAL</b>	<b>1,178</b>	<b>795</b>	<b>67.49%</b>	
White	144	98	68.06%	+0.57%
Black	176	101	57.39%	-10.10%
Hispanic	740	524	70.81%	+3.32%
Asian	66	42	63.64%	-3.85%
Other Ethnicity	52	30	57.69%	-9.79%

**Data Observation #1**

*Asian and Other Ethnicity students have the two lowest developmental English course enrollments. Hispanic students have the largest.*

**Data Observation #2**

*With a developmental English course completion rate that is more than 10 percentage points below the all student average, Black students experience the largest equity gap.*

# Retention Rates

## Retention Rates by Race/Ethnicity, FY 2016

Race/Ethnicity	# enrolled in credit classes fall 2015	#enrolling in classes spring 2016 classes	% enrolling in spring 2016 classes	Percentage point gap compared to the course success rate for all students
<b>Total</b>	<b>8344</b>	<b>5258</b>	<b>63.02%</b>	
White	1936	1202	62.09%	-0.93%
Black	778	447	57.46%	-5.56%
Hispanic	4647	2943	63.33%	0.32%
Asian	615	423	68.78%	5.77%
Other Ethnicity	368	243	66.03%	3.02%

# Graduation Rates

Table 3. Three-Year Graduation Rate by Race/Ethnicity, FY 2015

Race/Ethnicity	# entered in Fall 2012	# completed degree or certificate within three years	% completed degree or certificate within three years	Percentage point gap compared to degree/certificate completion rate for all students
<b>TOTAL</b>	<b>1,163</b>	<b>169</b>	<b>14.53%</b>	
White	255	62	24.31%	+9.78%
Black	190	11	5.79%	-8.74%
Hispanic	595	65	10.92%	-3.61%
Asian	95	27	28.42%	+13.89%
Other Ethnicity	28	4	14.29%	-0.25%

**Data Observation #1**

*Asian and Other Ethnicity students have the two lowest Fall 2012 enrollment numbers. Hispanic students have the largest.*

**Data Observation #2**

*With a graduation completion rate that is nearly 9 percentage points below the all student average, Black students experience the largest equity gap.*

# Setting Measureable Equity Goals

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- ◆ Name the focal group experiencing a gap (e.g., African-Americans, Latinos, etc.)
- ◆ Describe the current gap
- ◆ Set a measureable goal (consider closing the gap or an increase)
- ◆ The number of additional students needed to close the gap.
- ◆ The year by when the goal will be met.

# Calculating # of students needed to close equity gap

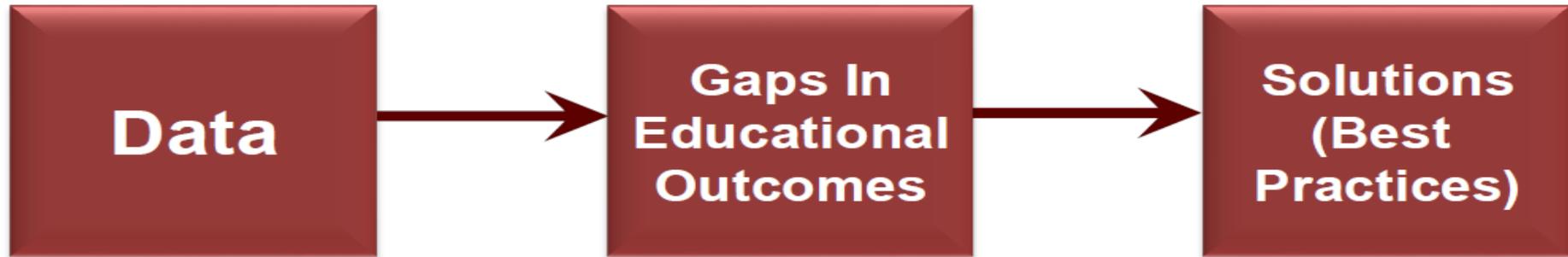
To Close the Equity Gap Entirely for Latino students in Math 101:

	1	2	3	4		
Focal Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal (e.g., 25% becomes .25)	Multiply	the # students enrolled	=	Number of students needed to close the equity gap entirely
Latino Students	-15.6	<u>.156</u>	x	90	=	15

Fifteen additional Latino students would have needed to pass Math 101 in Spring 2015 to achieve equitable outcomes compared to the all student average.

# Best Practices vs. Best Practitioners

## The Best Practices Model



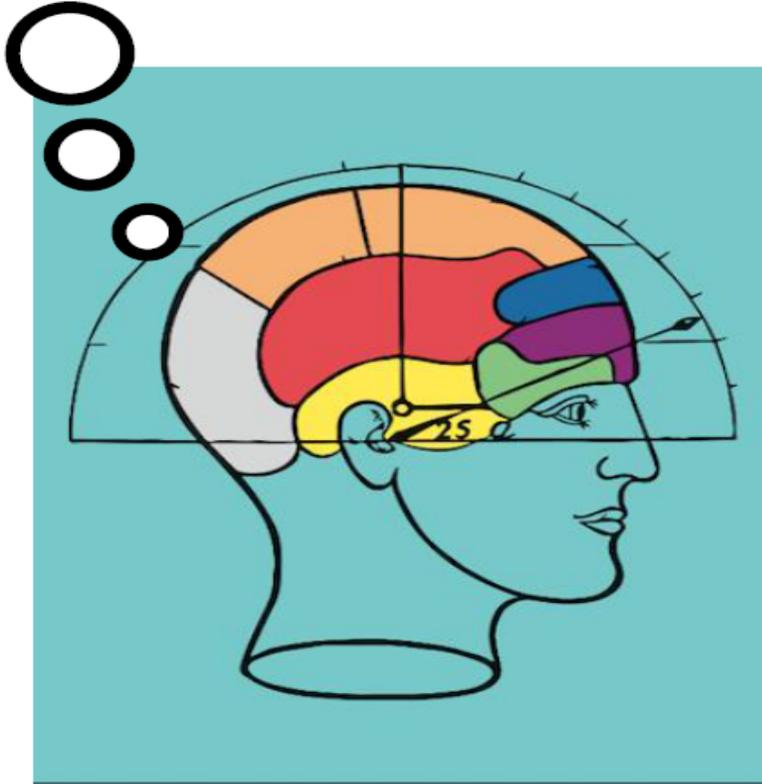
## CUE's Inquiry Model



Source: Center for Urban Education

## **EQUITY-MINDEDNESS**

Institutions and practitioners  
are accountable



## **Becoming Equity-Minded Practitioners:**

- Noticing racial inequities
- Acknowledging that practices may not be working
- Understanding inequity as a dysfunction of structures, policy, and practices
- Questioning assumptions, recognizing stereotypes

*Source: Center for Urban Education*

# References

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- ❖ Association of American Colleges and Universities. (2015). *Committing To Equity And Inclusive Excellence: A Campus Guide for Self-Study*. Washington, DC: Author. Retrieved from <https://secure.aacu.org/store/detail.aspx?id=GMSCEQ>.
- ❖ Association of American Colleges and Universities. (2015). *Step Up and Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides*. Washington, DC: Author. Retrieved from <https://secure.aacu.org/store/detail.aspx?id=GMSSU>.
- ❖ Witham, K., Malcom-Piqueux, L.E., Dowd, A.C., and Bensimon, E.M. (2015). *America's Unmet Promise: The Imperative for Equity in Higher Education*. Washington, DC: Association of American Colleges and Universities.
- ❖ Ching, C.D. (2013). *Why Race? Understanding the Importance of Foregrounding Race and Ethnicity in Achieving Equity on College Campuses*. Los Angeles, CA: Center for Urban Education, Rossier School of Education, University of Southern California. Retrieved from [https://cue.usc.edu/files/2016/01/CUE\\_WhyRace\\_2013.pdf](https://cue.usc.edu/files/2016/01/CUE_WhyRace_2013.pdf).
- ❖ Malcom-Piqueux, L.E., and Bensimon, E.M. (2015). Design Principles for Equity and Excellence at Hispanic-Serving Institutions [Policy brief]. *Perspectivas: Issues in Higher Education Policy and Practice*, 4. Retrieved from [https://cue.usc.edu/files/2016/01/30207-PerspectivasPolicyBrief\\_Issue4-2.pdf](https://cue.usc.edu/files/2016/01/30207-PerspectivasPolicyBrief_Issue4-2.pdf).
- ❖ Center for Urban Education. (n.d.). Equity Scorecard [Webpage]. Retrieved from <https://cue.usc.edu/tools/the-equity-scorecard/>.

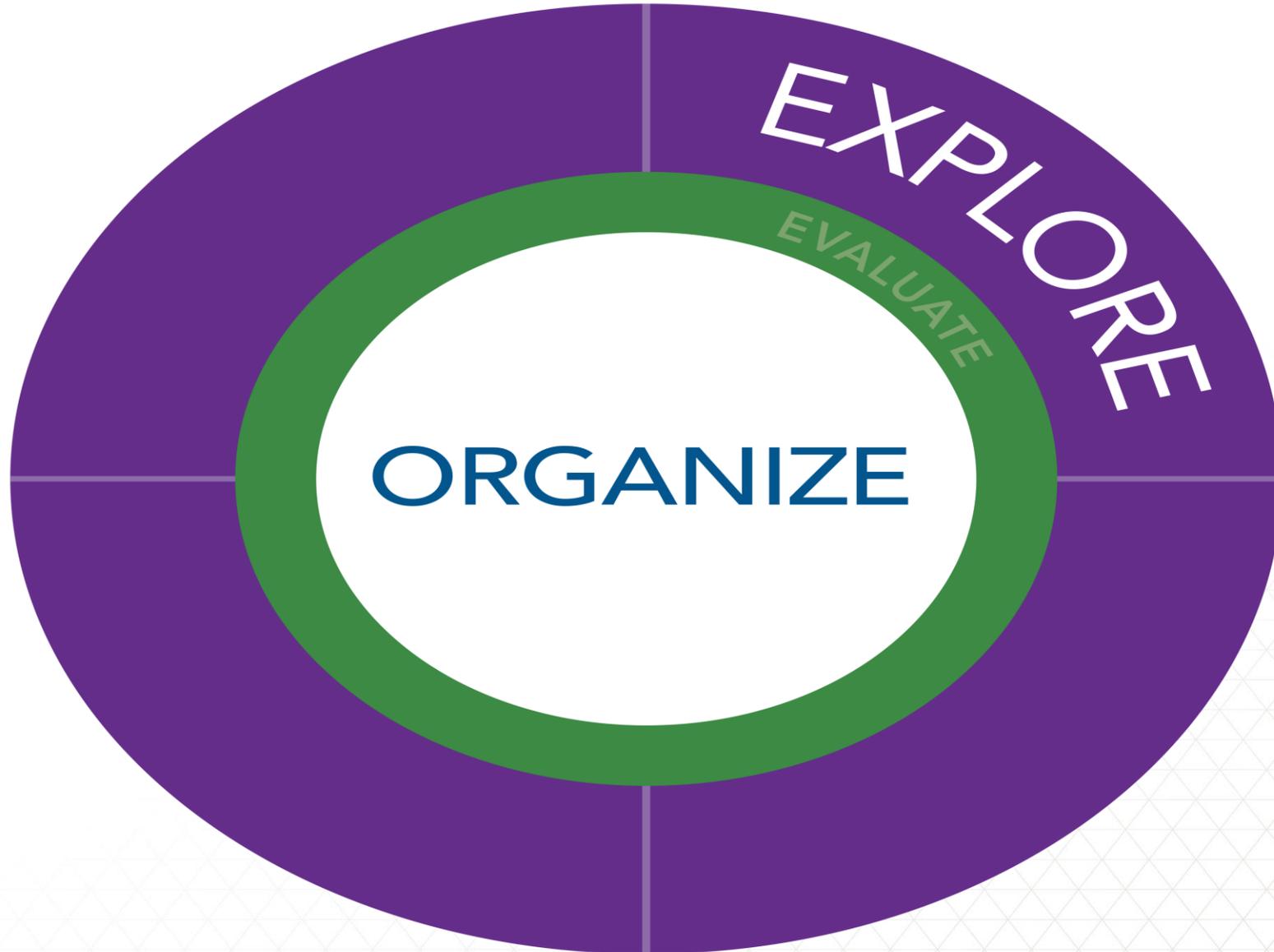


NAPE

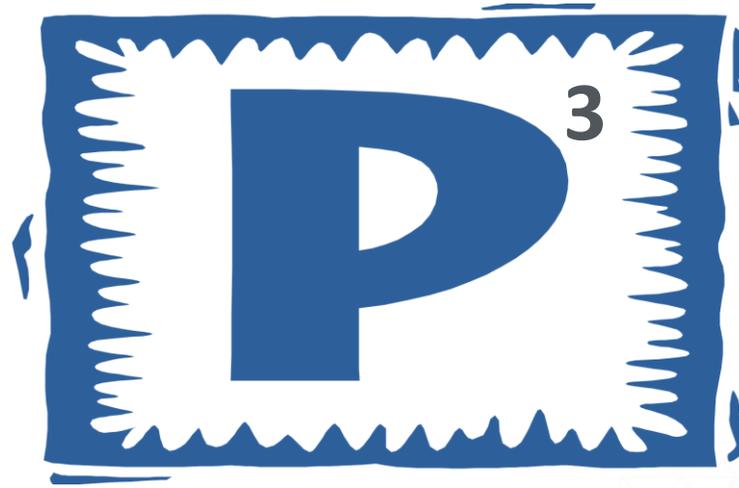
# Using PIPE to Effectively Address Equity Gaps in MSIs

Ben Williams, Ph.D.

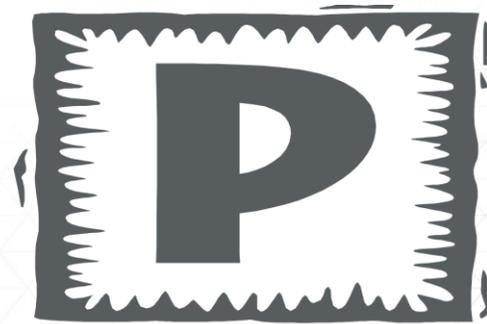




# What We Do



Performance



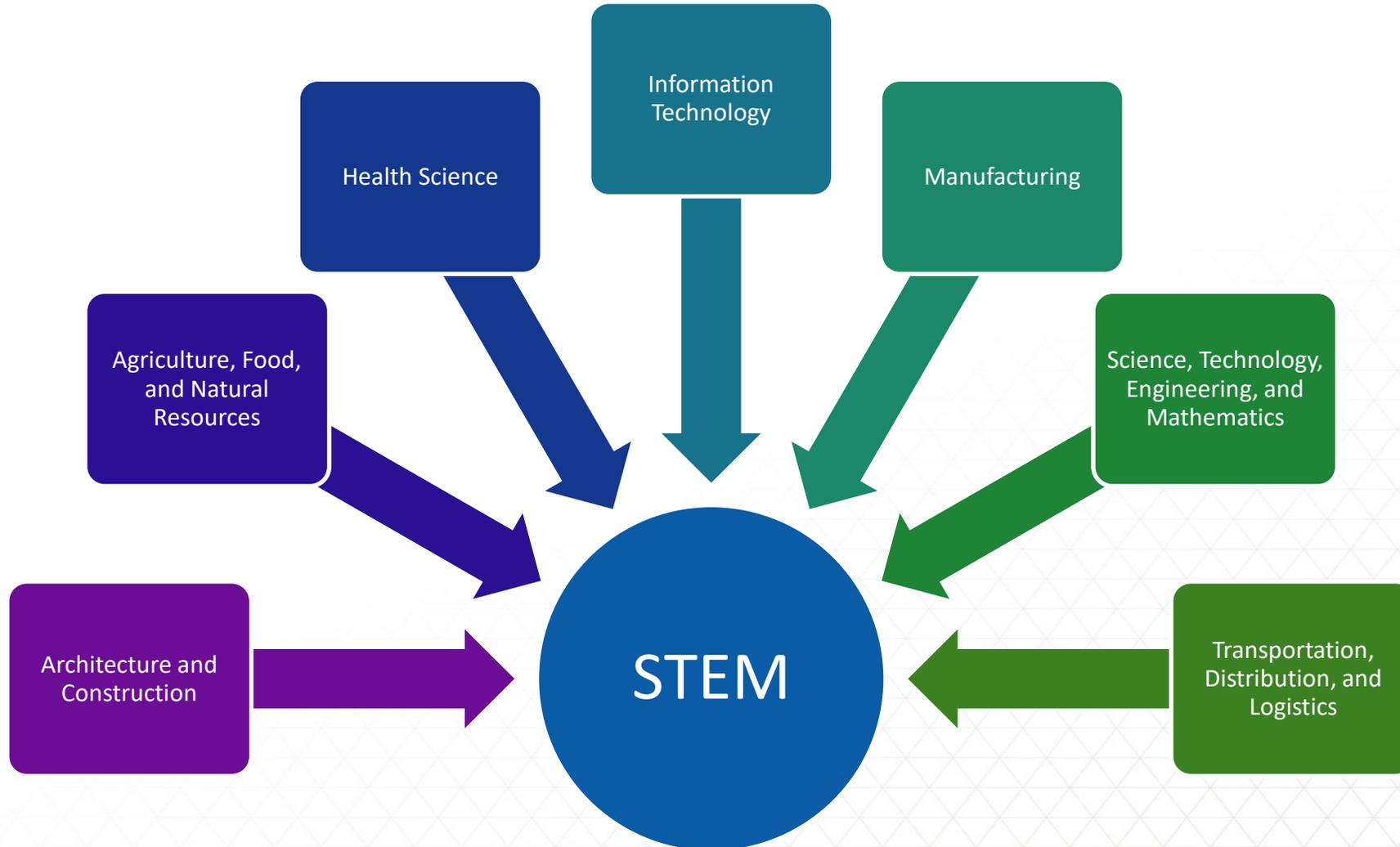
Participation



Pipeline



# STEM's Seven Career Clusters



# Data Collection

## *Disaggregation required in Perkins IV*

### Gender

- Male
- Female

### Race/Ethnicity

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black, non-Hispanic
- Hispanic
- White/non-Hispanic

### Special Populations

- Underrepresented gender students in a nontraditional CTE program
- Single parent
- Displaced homemaker
- Limited English proficiency
- Individuals with a disability
- Economically disadvantaged

*When are the intersections of equity important?*

# Data Collection

## *Recommended analysis*

### Current Context

- National data
- State data
- Best performer in state
- Selected peer benchmark
- Set your own benchmark

### Site Specific

- District
- School/College
- Programs

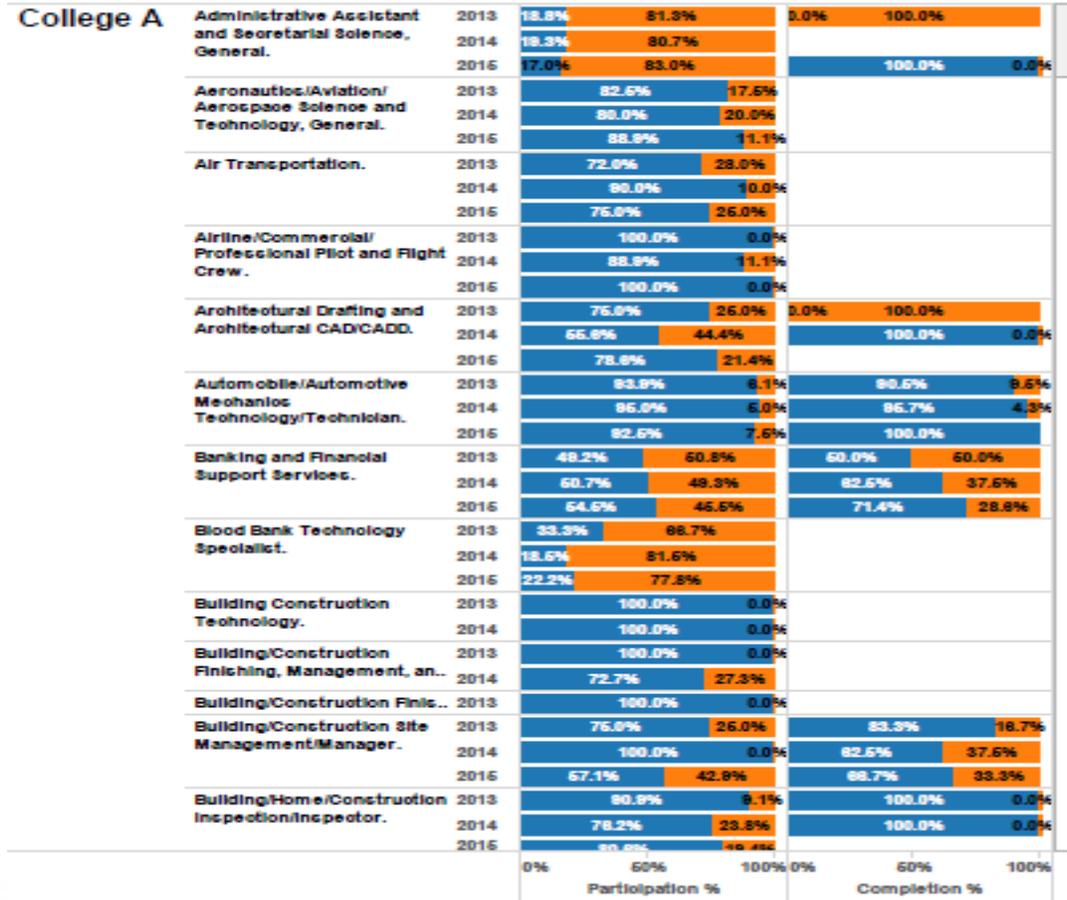
### Trends

- At least 2 years
- Prefer 3–5 years



# Data Dashboard

Graph of Non-traditional Participation (5P1) and Non-traditional Completion (5P2) by Gender and Programs within select Community Colleges (2013-2015)



Gender  
 Female  
 Male

College Name  
 College A  
 College B  
 College C  
 College D

Program Name  
 Accounting Technology/Technician  
 Accounting  
 Administrative Assistant and Secretarial Science, General  
 Aeronautics/Aviation/Aerospace Science and Technology, General  
 Agricultural Business and Management  
 Air Transportation  
 Airline/Commercial/Professional Pilot and Flight Crew  
 Architectural Drafting and Architectural CAD/CADD  
 Architectural Engineering Technology/Technician  
 Automobile/Automotive Mechanics Technology/Technician  
 Automobile/Automotive Mechanics Technology/Technician  
 Banking and Financial Support Services  
 Blood Bank Technology Specialist  
 Building Construction Technology  
 Building/Construction Finishing, Management, and Maintenance  
 Building/Construction Finishing, Management, and Maintenance/Manager  
 Building/Construction Site Management/Manager  
 Building/Home/Construction Inspection/Inspector  
 Building/Property Maintenance  
 Business Administration and Management, General  
 Business/Commerce, General  
 CAD/CADD Drafting and/or Design Technology/Technician  
 Carpenters  
 Cinematography and Film/Video Production

Year  
 2013  
 2014  
 2015

NonTrad Group  
 NTF  
 NTM

CIP Code  
 01.0101  
 01.0803  
 01.0805  
 04.0200  
 04.0201  
 04.0401  
 04.0801  
 04.0801  
 08.0701  
 10.0203  
 10.0303  
 11.0100  
 11.0200  
 11.0201  
 11.0301  
 11.0801  
 11.0802  
 11.0700  
 11.0801  
 11.0801  
 11.1002  
 11.1003  
 11.8888  
 12.0600  
 12.0603  
 13.1001  
 13.1200  
 13.1202  
 13.1209  
 13.1210  
 14.0100  
 14.0101  
 14.0800  
 15.0000



# Source of Data

- Program- and course-level data
- Performance, participation, persistence/retention, and completion
- It is important to—
  - Disaggregate data
  - Identify equity gaps through multiple lenses
    - Race and ethnicity
    - Gender
    - Socioeconomics
    - ELL
    - Students with disabilities
    - Other demographics to be mindful of?



# WHAT DO YOU EXPECT TO SEE?



NAPE





**WHAT BARRIERS KEEP  
STUDENTS FROM PURSUING  
CERTAIN PROGRAMS OR FROM  
PERSISTING AND COMPLETING  
PROGRAMS AT MINORITY  
SERVING INSTITUTIONS?**



**N A P E**

# Review Research Summary

## Nontraditional Career Preparation ROOT CAUSES & STRATEGIES



The goal of Nontraditional Career Preparation is to assist you in recruiting and retaining more students into nontraditional careers through the most effective means possible. This chart provides a “quick find” to the research and is intended as a summary. Online and downloadable versions of the complete document are available on the NAPE website at [www.napequity.org/root](http://www.napequity.org/root).

	ROOT CAUSE	THEORY	STRATEGIES
EDUCATION	<b>Academic Proficiency</b> When female students are academically proficient, they are more likely to persist in choosing nontraditional careers, while the opposite is more predictive for male students.		<ul style="list-style-type: none"> <li>• Teach students that ability can be expanded.</li> <li>• Intervene to revise underestimation.</li> <li>• Provide math camps for female students.</li> <li>• Identify and assist students who aspire to science and engineering careers but lack academic proficiency.</li> <li>• Create incentives for taking AP courses.</li> <li>• Teach visual-spatial skills.</li> <li>• Use age-appropriate video games that appeal to female individuals.</li> </ul>
	<b>Access to and Participation in Math, Science, and Technology</b> Encourage participation and success in math, science, and technology courses, especially those taught in an equitable and “hands-on” manner.		<ul style="list-style-type: none"> <li>• Utilize real-life teaching strategies.</li> <li>• Kindle and sustain interest in math.</li> <li>• Make math and science a requirement.</li> <li>• Make other programs available such as after-school or weekend or summer camps.</li> <li>• Invite, involve, and educate parents.</li> </ul>
	<b>Curriculum</b> Essential elements of a bias-free curriculum include relevancy, inclusive images and text, and hands-on instructional practice.		<ul style="list-style-type: none"> <li>• Foster interest and curiosity, as well as skill, in math and science.</li> <li>• Provide comprehensive professional development.</li> <li>• Stress professional development self-assessment.</li> <li>• Utilize intervention programs for information technology (IT) in formal education.</li> <li>• Identify and correct bias in curricular and professional materials.</li> </ul>
	<b>Instructional Strategies</b> Female students prefer learning experiences that they help to design, that are learner centered, and that involve them in a community.		<ul style="list-style-type: none"> <li>• Provide comprehensive pre-service and in-service professional development relating to gender issues.</li> <li>• Stress professional development self-assessment.</li> <li>• Utilize intervention programs for IT in formal education.</li> <li>• Incorporate student experiences in the instructional process.</li> <li>• Utilize either virtual or hands-on science activities.</li> </ul>
	<b>School/Classroom Climate</b> Students who experience a school climate supportive of nontraditional careers and gender equity are more likely to participate in nontraditional careers.		<ul style="list-style-type: none"> <li>• Facilitate informal support groups.</li> <li>• Enforce civil rights and sexual harassment policies and practices.</li> <li>• Address climate issues.</li> <li>• Practice inclusive hiring processes.</li> <li>• Heed recommendations.</li> <li>• Strengthen support systems and eliminate barriers.</li> <li>• Schedule students in nontraditional programs in cohorts whenever possible.</li> <li>• Support nontraditional student clubs and after-school activities.</li> </ul>
	<b>Support Services</b> Students enrolled in nontraditional career and technical education programs who receive support services are more likely to succeed.		<ul style="list-style-type: none"> <li>• Provide tutoring, child care, transportation, and tuition assistance.</li> <li>• Post tutoring locations and hours in a highly visible area of the classroom.</li> <li>• Make loaner laptops available to students.</li> </ul>
FAMILY	<b>Family Characteristics</b> Characteristics and engagement of family of origin have a strong influence on career choice.		<ul style="list-style-type: none"> <li>• Design activities to promote family roles in gender-neutral career guidance.</li> <li>• Invite, involve, and educate parents.</li> <li>• Involve parents in developing their child’s career plan.</li> <li>• Engage male and female students by providing activities that they may not have been culturally socialized to participate in.</li> </ul>



# Root Cause Analysis Through Action Research

## Root Causes

- Surveys
- Equity audits
- Interviews
- Focus groups





# Research- and Evidence-Based Strategies With Links

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National Alliance for Partnerships in Equity

*The Equity Professionals*

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## EARLY INTERVENTION

Review the [Theory and Evidence](#).

### Recommendations and Strategies\*

- *Conduct interventions for middle school students:* NSF's New Formulas for America's Workforce 2 Projects provide programming for American girls for whom timing of their future plans can have an ill-timed conjunction with eroding self-efficacy and greater awareness of social messages, about femininity.
- *Target elementary and middle school students, especially for math interventions:* "Intervention programs should be started early to counteract the belief that 'mathematics is a matter for boys.'"
- *Intervene early in youth's development:* Interventions that address occupational factors may be vital to getting students ages 10- 13 more interested in an [Information Technology career](#). This is especially true for math and science.



## Root Causes

[Support Services](#)

[Academic Proficiency](#)

[Early Intervention](#)

[Access to and Participation in Math, Science and Technology](#)

[Characteristics of an Occupation: Job Satisfaction/Career-Family Balance/Occupational Perception/Wage Potential](#)

[Curriculum](#)

[Family Characteristics](#)

[Instructional Strategies](#)

[Internal/Individual](#)

[School and Classroom Climate](#)

[Societal Issues](#)

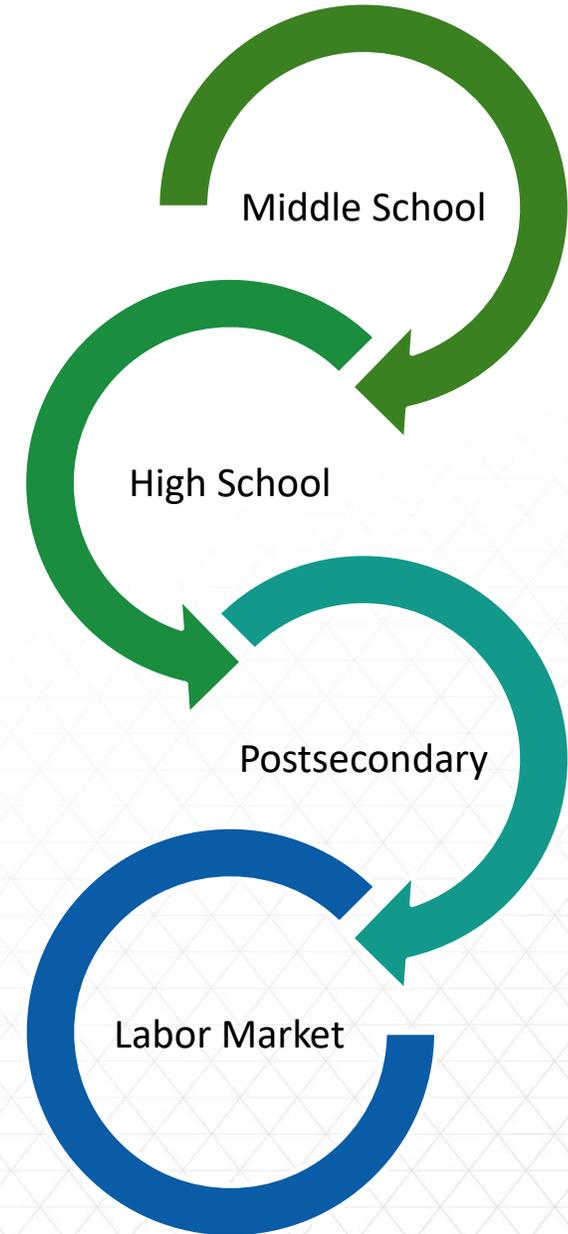
[Materials and Practices: Assessment,](#)



# Nontraditional Pipeline

*Focus on the leaks at transitions*

*Bridge support makes a difference*







# Questions and Answers

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Submit questions for both presenters via the chat feature

## Upcoming Events

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# Upcoming MSI CoP Webinars

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- Minority Male Student Outreach • April
- Using/Identifying Evidence-Based Practices for Grant Writing • May
- Using Research-Based Strategies to Increase Teaching and Learning • June
- Sustaining Communities of Practice • July



# 2017 MSI CONVENING

## Minority Student Success: Using Data to Effect Change

October 20–21, 2017

Richland College • Dallas, Texas

- Introduce effective research, initiatives, and programs that impact academic success of students
- Build collaborations between colleges to expand programs showing evidence of success or promise
- Cultivate connections within communities of practice to share knowledge and advance research that promotes equity



Richland College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Higher Education That  
*Actually* Gets You Hired

# 2017 MSI CONVENING

Minority Student Success: Using Data to Effect Change

## Call for Proposals

- Workshop Presentations (60 minutes)
- Roundtable Discussions (60 minutes)
- Graduate Student Poster Session (90 minutes)

**The deadline for proposals is Monday, June 5.**

**Registration opens in June.**

<https://richlandcollege.edu/msi-convening/>

LaQueta L. Wright, Ph.D.  
2017 MSI Convening Chair  
[Lwright@dcccd.edu](mailto:Lwright@dcccd.edu)

972-238-6230



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DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

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# Thank You

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JOIN LINCS  
COMPLETE THE EVALUATION