Today's Plan
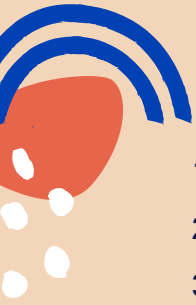
01 Technical Training

02 Fundamental Concepts

03 The Whys Strategy

04 DEEP Example

Community Agreements

1. Transparency
2. Being supportive of one another, being willing to learn from others
3. Not taking comments personal, not a personal attack
4. Maintain objectivity
5. Showing up, being present, be willing to do the work
6. Curiosity – keep an open mind and perspective
7. Have equity be at the forefront on the work
8. Maintaining openness for different perspectives and understanding

General Themes from September Training Feedback

01 **What Went Well?**

- Demo of dashboard
- Great equity background and working with real data
- Loved group sharing
- Small group and breakout conversations
- Slide and tech share, very useful to have the materials
- General overview and purpose/goal of the program make sense to me.
- Types of data collected
- Small group interactions
- Sharing without fear

02 **What Could Be Improved?**

- Location
- Time management, data dashboards felt a bit rushed
- Hands on data analysis
- The pace – lots of material
- More upfront practice with data retrieval
- Clarity in group project goals for effective time use
- More time to understand the data

03 **Anything Else You Wish the Training Discussed?**

- Types of research
- AI and data
- Examples of how data projects can be used to improve departments

Warm Up - Equity Metrics and Program Review Data Dashboard

With your group, open up the GWC Data Dashboard. Take a few minutes to explore the dashboard and look at the metrics, filters, etc. Which equity metric(s) relate to the following areas/groups?

1. Enrollment Services
2. Outreach (e.g., Campus life, Adult Education, CTE)
3. Transfer Center
4. Instruction overall
5. Mathematics & Engineering Department
6. English Department
7. Student Services overall
8. Student Services Programs (e.g., DSPS, EOPS, VRC)

Equity Metrics Dashboard
Instruction Program Review Dashboard

GWC Data Coaching:
Identifying Equity Gaps

Table Of Contents

- Identifying Equity Gaps (PPG-1 Methodology)
- Group Activity
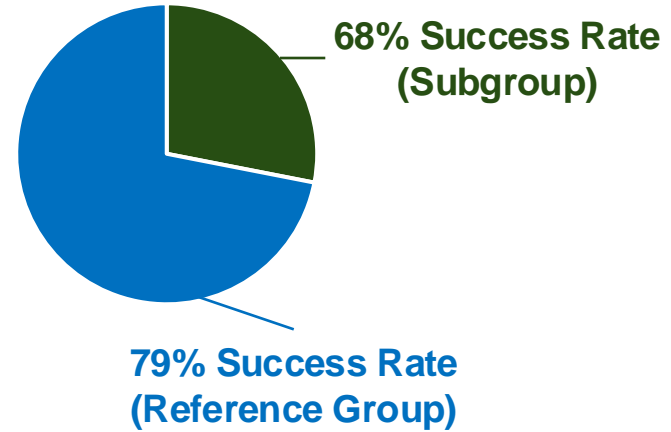
Identifying Equity Gaps:

Primary Group Disaggregations

Equity Gaps

All Students

75%
Success
Rate

Subgroups

68% Success Rate
(Subgroup)

79% Success Rate
(Reference Group)

Percentage Point Gap Minus One (PPG-1) Methodology

$$\text{PPG-1} = \underset{\substack{\text{Subgroup} \\ \textbf{Success Rate} \\ \textbf{for Subgroup}}}{} - \underset{\substack{\text{Reference Group} \\ \textbf{Success Rate for} \\ \textbf{Reference Group}}}{\text{(minus)}}$$

Equity gaps are calculated in the PPG – 1 methodology by subtracting the performance of all students (excluding the subgroup), from the performance of the subgroup.
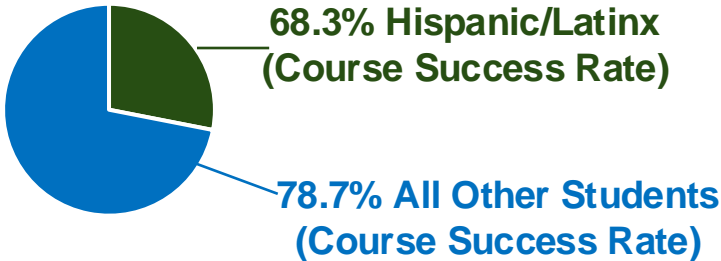
11

PPG-1 Calculation for Primary Subgroups

All Students

75% Success Rate

Primary Subgroup

68.3% Hispanic/Latinx (Course Success Rate)

78.7% All Other Students (Course Success Rate)

PPG-1 =   -   =

(Subgroup)   (minus)   (Reference Group)

Note: Example of PPG-1 calculation using primary disaggregation of Race/Ethnicity.
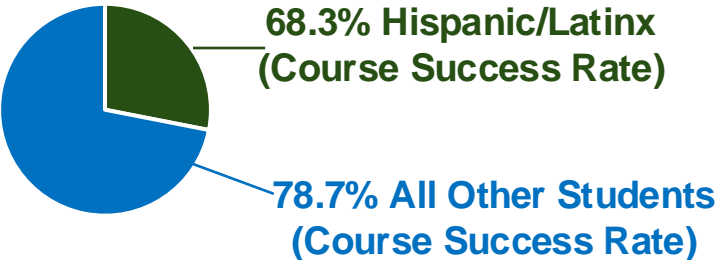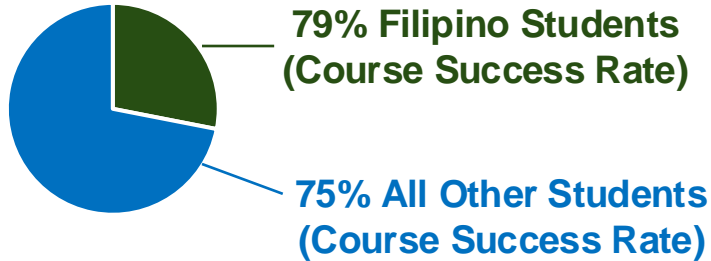
PPG-1 Calculation for Primary Subgroups

All Students

75% Success Rate

Primary Subgroup

68.3% Hispanic/Latinx (Course Success Rate)

78.7% All Other Students (Course Success Rate)

PPG-1 = **68.3% Hispanic/Latinx** (Subgroup) **-** (minus) **78.7% All Other Students** (Reference Group) = **- 10.4%**

Note: Example of PPG-1 calculation using primary disaggregation of Race/Ethnicity.

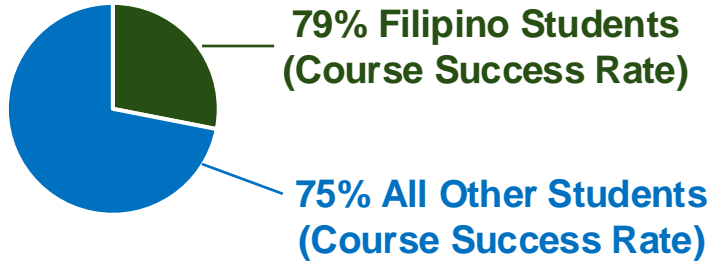# Example: PPG-1 Calculation for Primary Subgroups

Primary Subgroup

**79% Filipino Students
(Course Success Rate)**

**75% All Other Students
(Course Success Rate)**

PPG-1 = - = **%**

(Subgroup) (minus) (Reference Group)

Note: Example of PPG-1 calculation using primary disaggregation of Race/Ethnicity.

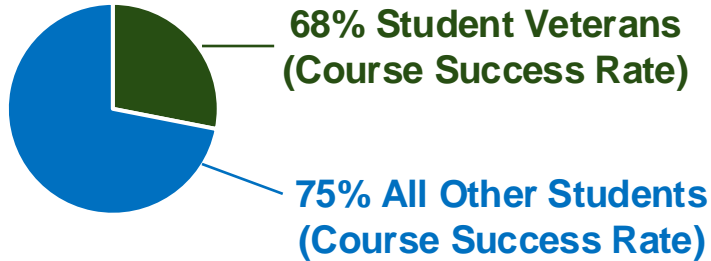# Example: PPG-1 Calculation for Primary Subgroups

Primary Subgroup

**79% Filipino Students
(Course Success Rate)**

**75% All Other Students
(Course Success Rate)**

PPG-1 = **79% Filipino Students** (Subgroup) **-** (minus) **75% All Other Students** (Reference Group) **=** **4%**

Note: Example of PPG-1 calculation using primary disaggregation of Race/Ethnicity.

Example: PPG-1 Calculation for Primary Subgroups
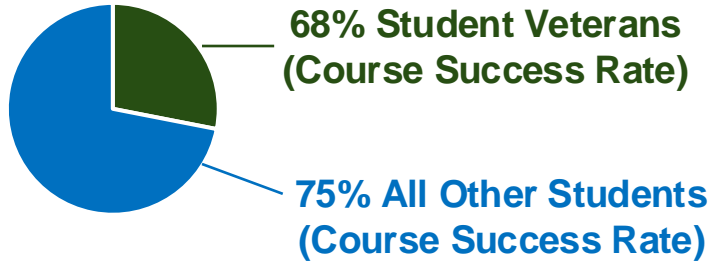
Primary Subgroup

**68% Student Veterans
(Course Success Rate)**

**75% All Other Students
(Course Success Rate)**

PPG-1 =   -   =   **%**

(Subgroup)   (minus)   (Reference Group)

Note: Example of PPG-1 calculation using primary disaggregation of special population.

Example: PPG-1 Calculation for Primary Subgroups

Primary Subgroup

**68% Student Veterans
(Course Success Rate)**

**75% All Other Students
(Course Success Rate)**

$$\textbf{PPG-1} = \begin{array}{c}\textbf{68\% Student Veterans}\\ \text{(Subgroup)}\end{array} \; \begin{array}{c}\textbf{-}\\ \text{(minus)}\end{array} \; \begin{array}{c}\textbf{75\% All Other Students}\\ \text{(Reference Group)}\end{array} = \textbf{-7.8 \%}$$

Note: Example of PPG-1 calculation using primary disaggregation of special population.

Large Group Check-in

Disproportionate Impact
&
Margin of Error

Disproportionate Impact (DI)

- DI occurs when a subset of students have <u>observably</u> different outcomes when compared to other students.

  - State methodology uses Margin of Error (MOE) to validate.

Margin of Error Formula

$$E = Z_{\alpha/2}\sqrt{\frac{\hat{p}\hat{q}}{n}}$$

p = subgroup success rate

q = 1 - p

n = sample size

95% Confidence Interval (Z=1.96)

Margin of Error (MOE) Test

$PPG\text{-}1 \leq -E\%$

If PPG-1 is lower or equal to - MOE.

Subgroup is disproportionally impacted.

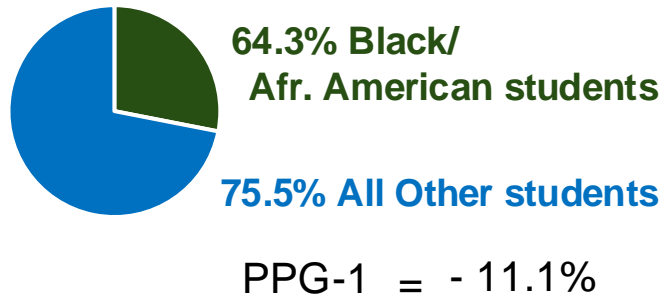$-E\% < PPG\text{-}1 < E\%$

If PPG-1 is more than - MOE but less than MOE.

Subgroup is NOT disproportionally impacted.

Determining DI Status

First, we need to calculate PPG-1 and the margin of error.

Course Success Rate PPG-1:

64.3% Black/ Afr. American students

75.5% All Other students

PPG-1 = - 11.1%

Margin of Error:

$$E = Z_{\alpha/2}\sqrt{\frac{\hat{p}\hat{q}}{n}}$$

E = 2.6%

Negative E = - 2.6%

Determining DI Status

Then we identify the relationship between PPG-1 and –E (negative margin of error)

-11.1%
(PPG - 1) $\leq$ -2.6%
(-E)

$$PPG\text{-}1 \leq \text{-}E\%$$

Black/African American students are disproportionally impacted in course success rates

Large Group Check-in

Persistence

Persistence Equity Gaps Table
2020-21 Academic Year

Subgroup	Unduplicated Headcount	Retained (Success)	Subgroup Avg.	Reference Group Avg.	PPG-1	MOE	DI
Asian (All)	498	383	76.9%	67.9%	9.0%	3.7%	No
Black/Afr. American (All)	48	31	64.6%	69.9%	-5.3%	13.5%	No
Foster Youth (All)	11	4	36.4%	70.0%	**-33.6%**	28.4%	Yes

Group Activity

Group Share Out

02

Fundamental Concepts

Fundamental Equity Concepts

Equity vs. Equality

From Data Paradigm
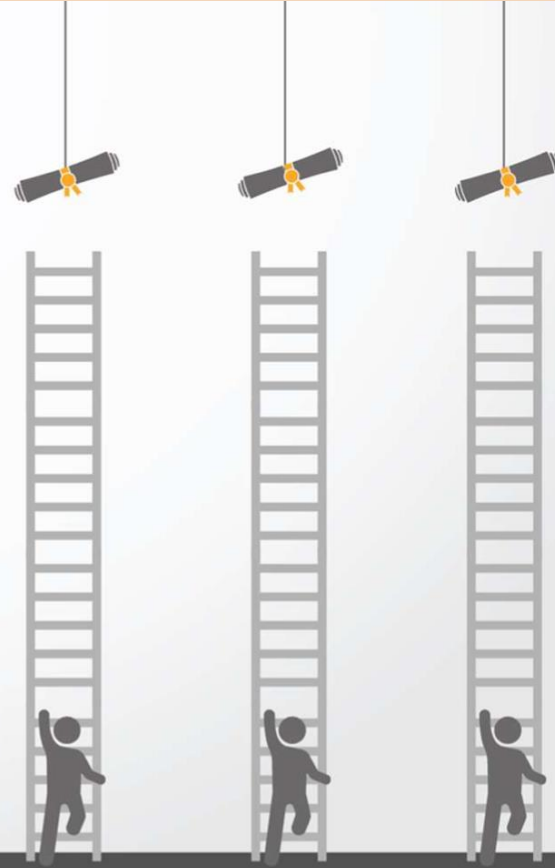to Inquiry Paradigm

The Whys
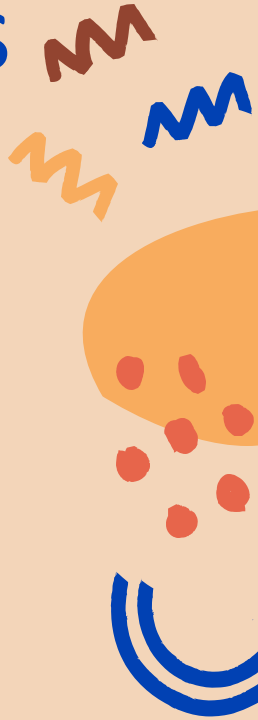
Equality vs. Equity

Equality

Equity

But the world **ISN'T EQUAL.**

Poorly Funded Schools
Less-Skilled Teachers
Counselor Ratios: 1:1000
Truncated Curriculum

Scholarships
Educated Parents
SAT / ACT Tutors
Middle to Upper Class
Honors Courses, AP Credit & Highly Skilled Teachers
Active Social Networks and Social Capital

CENTER *for* URBAN EDUCATION
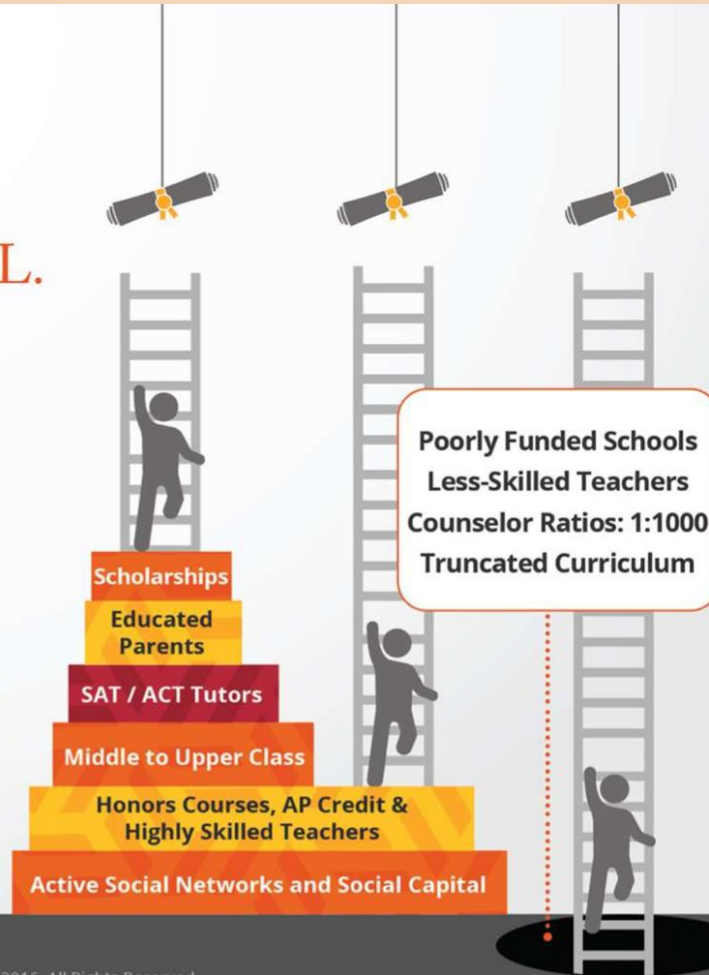
Equity

And it has **BIAS AND SYSTEMIC RACISM.**

Microaggressions

Predominantly White

Implicit Bias

Predominantl Marginalized Racial/Ethnic Groups

Disproportionate Remediation

CENTER for URBAN EDUCATION
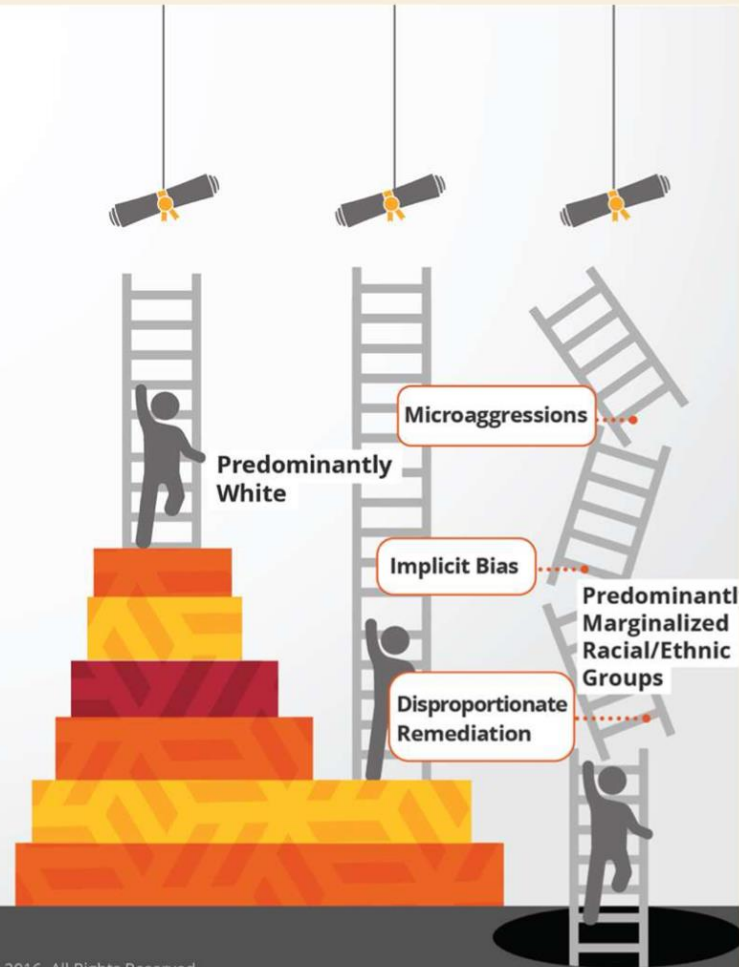
Equity

Within this same picture, a **DIVERSITY** lens focuses only on bringing more students into an unequal pathway.

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Equity

In contrast, EQUITY redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.

Regular data disaggregation & analysis

Goal setting and action planning

Faculty & staff training to be equity facilitators

Inquiry to understand how practices impede equity

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The Inquiry Paradigm

Are we asking the right questions about the data?

"If I had an hour to solve a problem, I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions."
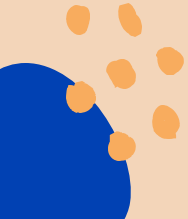
—Albert Einstein

Paris Olympics: 2024 Medal Count

Order	NOCs	G	S	B	🥇🥈
1	🇺🇸 United States of America	40	44	42	**126**
2	🇨🇳 People's Republic of China	40	27	24	**91**
3	🇯🇵 Japan	20	12	13	**45**
4	🇦🇺 Australia	18	19	16	**53**
5	🇫🇷 France	16	26	22	**64**
6	🇳🇱 Netherlands	15	7	12	**34**
7	🇬🇧 Great Britain	14	22	29	**65**
8	🇰🇷 Republic of Korea	13	9	10	**32**

The metric "total golds" or "total medals" do not give us a roadmap of how to move up on the list and increase our medal count.
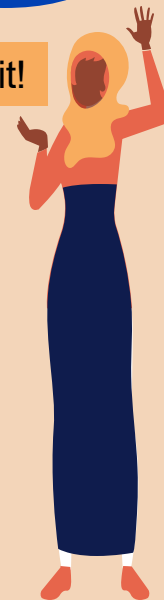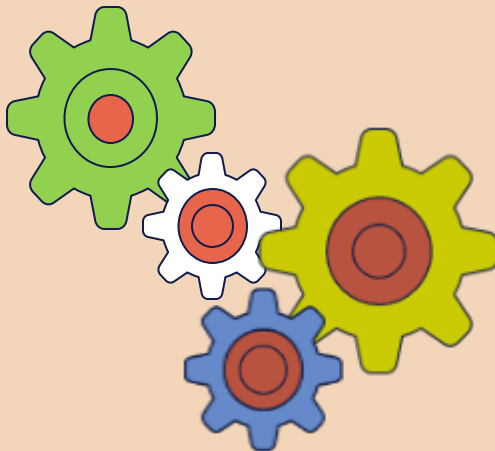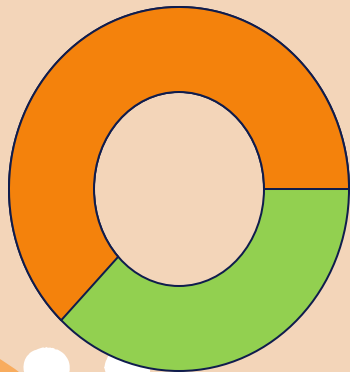
Large Group Discussion

- Does this story resonate with you?
- Have you experienced something similar?
- What further information would be helpful in that scenario?

Equity Inquiry Process/Paradigm

Evaluate

Assess impact of implemented solutions; was progress made on an outcome or metric?

04

01

Identify Issue

Analyze data; what gap or challenge are you trying to address for which students?
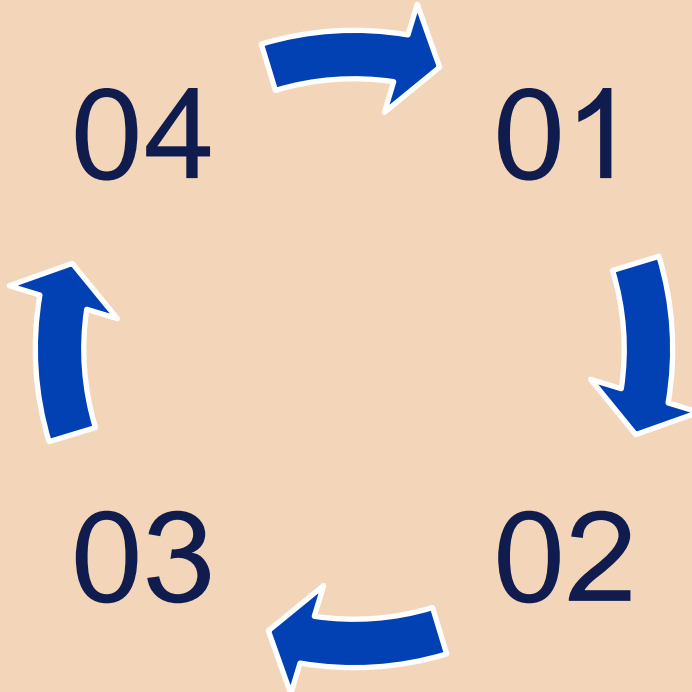
Act/Launch

Develop data-informed solutions and implement for purposeful change

03

02

Gather Data

Formulate questions and gather additional data to understand the issue or diagnose root causes of gap

Leading and Lagging Indicators

"The terms **leading** and **lagging indicators** come from the fields of business and economics, which have long used them to predict economic trends. According to Ivestopedia, 'An indicator is anything that can be used to predict future financial or economic trends.' We can substitute student success or educational outcomes for what is being predicted." – Phillips & Horowitz, p. 72

Leading Indicators: Directly actionable, monitored for a student, group of students, or cohort. Ex: attendance, course pass rates, course grades, term to term persistence.

Lagging Indicators: The BIG goals, typical accountability measures. Affected by leading indicators. Ex: degree and certificate attainment, transfer rates

Phillips, B. C. and Horowitz, J. E. (2017) Creating a Data-Informed Culture in Community Colleges. Harvard Education Press.

Leading and Lagging Indicators AB 705 Example

Data: AB 705 Course Data

Leading Indicators: Course attendance, drop rates, tutoring attendance, grades in courses

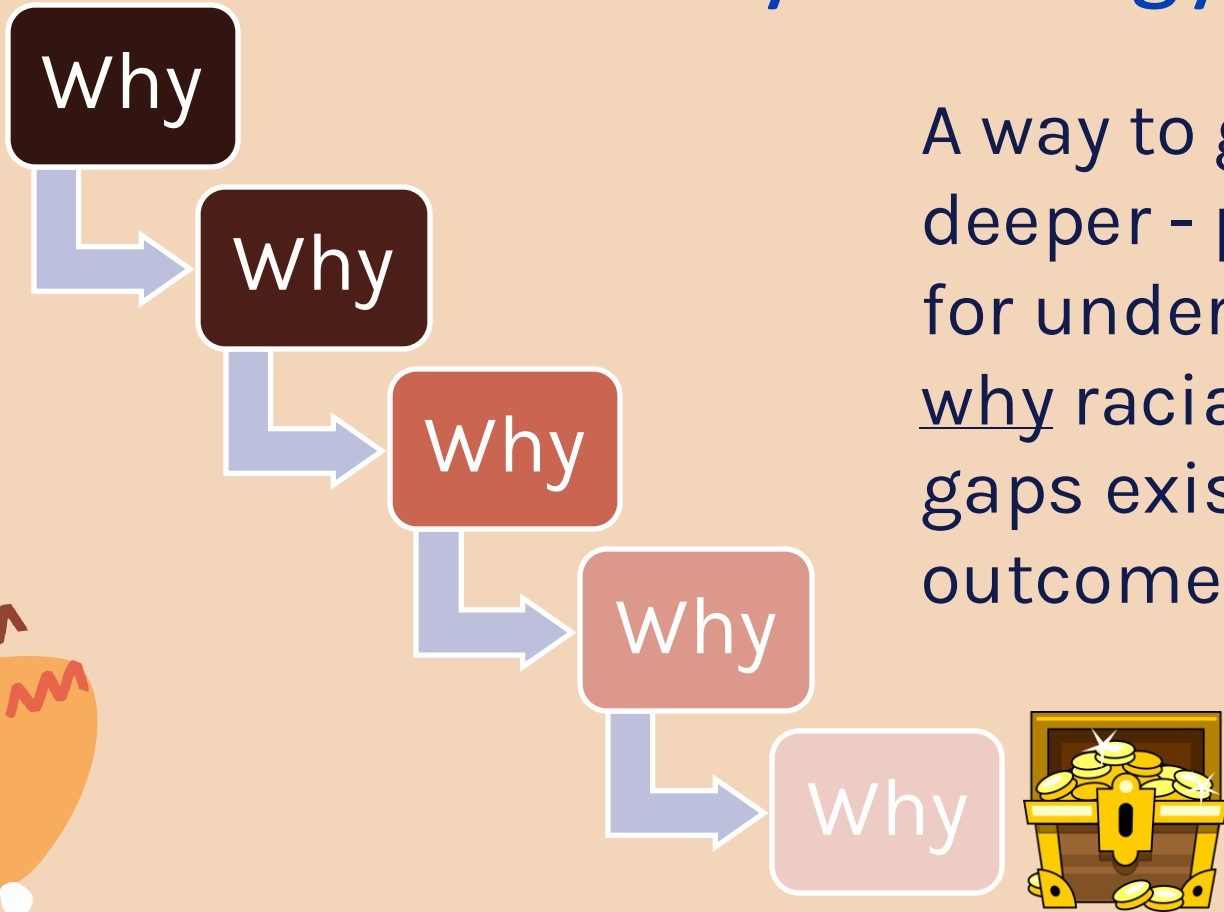**Lagging Indicators:** Successful completion of transfer level English and math within the first year.
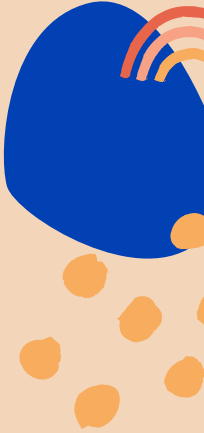
Inquiry Strategy: The Whys

A process for understanding why racial equity gaps exist
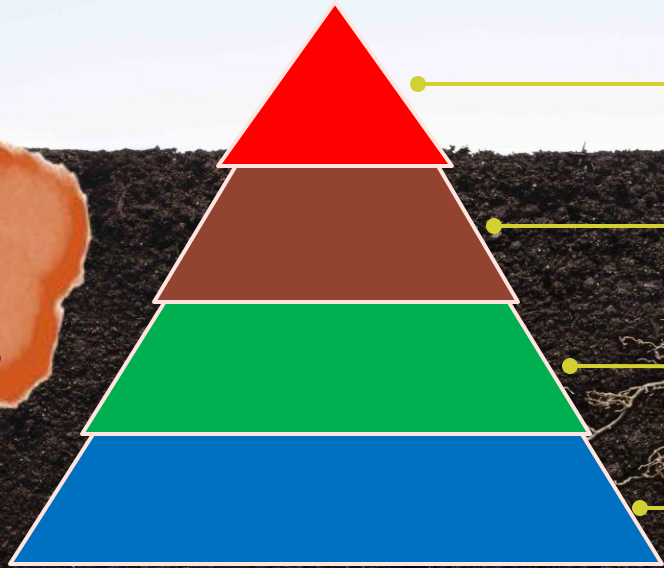
The Whys Strategy

Why

Why

Why

Why

Why

A way to go deeper - process for understanding <u>why</u> racial equity gaps exists for an outcome.

The problem needing to be addressed:
The lawn was not mowed

And **why** is that happening?

The motor isn't running

The motor was run without oil

The engine has a leak, and the oil ran out

I did not check the oil level each time I used the motor

SMC, 2022

The problem needing to be addressed:
GWC is producing gaps for Black students in terms of Vision Completion Goal

And **why** is that happening?

Students feel directionless or unmotivated to continue studies

They aren't clear on field of study

Black students are less likely to hear about career opportunies in class

GWC culture is such that faculty don't feel responsible for (inclusive) career advising

SMC, 2022

Large Group Example: The Whys

Latinx students complete transfer level English at lower rates than other racial/ethnic groups.	
Why?	Latinx students are not passing English 100 or 100s on their first attempt
Why?	
Why?	
Why?	
Why?	
Leading Indicators	
Lagging Indicators	
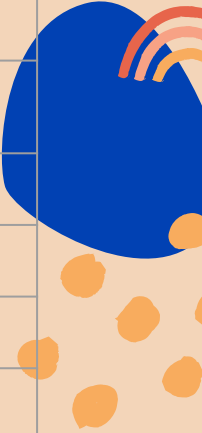
04

Data Exploration for Equitable Programs Example

Small Group Discussion

After an initial review of a Sample DEEP Project, please discuss the below questions in your small group:

- What are your initial reactions to this project?
- What do you notice?
- When you think about your department, do you have an initial thoughts about any opportunities and/or DI gaps you experience?
- Any other thoughts?

We will share out!

Exit Ticket
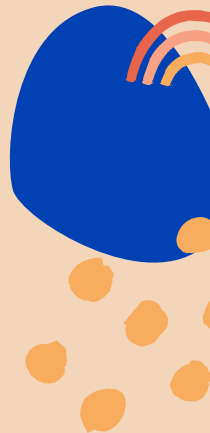
Thank You!

Next Training: October 27th 10 am – 12 pm
In person
Math Science 155