Integrating Student Equity and Institutional Effectiveness to Transform Campus Culture

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Cuyamaca College
Our **Guided Pathway** to Integrating Student Equity and Institutional Effectiveness

- **Institutionalizing Equity**
- **Intersection of Equity and Institutional Effectiveness**
- **Cuyamaca College Approach**

**Defining Equity**
**Why Race? Race Consciousness**
**Copper Mountain College Approach**

**Integrating Equity and Institutional Effectiveness at Your Institution**
Comparison of Organizational Structures at Copper Mountain and Cuyamaca Colleges
What is your definition of “equity?”

And how does it differ from equality?

Does it reference a...

- Program,
- Practice or Process,
- Philosophy, or
- Outcome?
Equity as a Program

College **student equity plans** focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. “Success indicators” are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity ...

...Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.

- ccccco

http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx
Equity as a Practice and Process

“Educators provide all students with the individual support they need to reach and exceed a common standard.”

“In seeking equality rather than equity, the processes, structures, and ideologies that justify inequity are not addressed and dismantled... Equity, however, recognizes that the playing field is unequal and attempts to address the inequality.”

- Curtis Linton (2011)
Equity as an Outcome

“Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity. It moves beyond issues of access and places success outcomes for students of color at center focus. We at the Center for Urban Education focus our equity efforts specifically on race and ethnicity in light of the historical marginalization of some racial and ethnic groups in American education.”

- USC Rossier
  Center for Urban Education
Equality vs. Equity
EQUALITY imagines an equal world.

“I care about all students equally”
But the world isn’t equal.

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

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

BIAS AND SYSTEMIC RACISM.

CENTER for URBAN EDUCATION
In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.
Race-Consciousness

Race as we know it has no deterministic, biological basis: all the same, race is so powerful that it can have life-or-death consequences.
Why is race so important to our equity work?

Cheryl Ching/Center for Urban Education (2013)

- Race is visible.
- Racial and ethnic minorities have been legally prohibited from attending colleges and universities—low-income students have not.
- Financial aid policies exist to remove barriers to admission for low-income students; no similar policy specifically targets students of color.
- Class- or socioeconomic-status-based affirmative action favors low-income White students.
- Race impacts the development of social capital crucial for educational opportunity.
- Not focusing on race makes it more difficult to fully understand the impact of race on educational opportunity.
If **Equity** work is based on data/research/evidence and how well we are serving all students...

and **Institutional Effectiveness** relies on disaggregated data to ensure equitable outcomes for all students...

**shouldn’t these two things go hand-in-hand?**
The Intersection of Equity and Institutional Effectiveness

**ACCJC Standard I.B.1.** The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, **student equity**, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

**ACCJC Standard I.B.6.** The institution **disaggregates and analyzes** learning outcomes and achievement for **subpopulations of students**. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

**ACCJC Standard II.A.7.** The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of **equity in success for all students**.
Initial State - Copper Mountain College

- Committee with a pot of money
- Spread money across campus to support ALL students
- Lack of understanding about disproportionately impacted students
Conversations and Cultural Change

1. Creating research results in a visually appealing way.
2. Direct and real conversations about DI student groups.
3. Bringing combination of data and direct conversations into hands of departments.
Current Status

- Currently, Equity Committee is a standalone entity.

- Goal: To embed Equity throughout institution.
  
  a. Equity and diversity questions/statements in hiring process
  b. Integrating committee to report to College Council (main P.Gov Committee-Chaired by President)
  c. Integrate Equity analysis into Program Review
  d. Moving individuals into the ‘Choir’
Cuyamaca College honors that we are privileged to be part of a diverse academic community committed to fostering and advocating equity mindedness, inclusivity, civility, and social justice. While we recognize that every one of us has biases, prejudice is learned and can be unlearned, and we reject all forms of discrimination against any member of our community. We actively work to eliminate any achievement gaps among different student groups and to promote a campus culture of healthy diversity.
Equity Framework
College Equity Office situated within the Institutional Effectiveness, Success & Equity (IESE) Division

Equity identified as an institution-wide effort that relies heavily on data/evidence

Student Success and Equity Committee serves as the governance group examining student achievement data disaggregated by student demographics and for guiding college-wide equity-related efforts
<table>
<thead>
<tr>
<th></th>
<th>Retention</th>
<th></th>
<th>Success</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rate</td>
<td>Percentage Point Gap</td>
<td>Rate</td>
<td>Percentage Point Gap</td>
</tr>
<tr>
<td>Asian</td>
<td>85%</td>
<td>0%</td>
<td>74%</td>
<td>3%</td>
</tr>
<tr>
<td>Black non-Hispanic/Latino</td>
<td>79%</td>
<td>-6%</td>
<td>63%</td>
<td>-9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>83%</td>
<td>-2%</td>
<td>68%</td>
<td>-4%</td>
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<tr>
<td>White non-Hispanic/Latino</td>
<td>88%</td>
<td>3%</td>
<td>77%</td>
<td>5%</td>
</tr>
<tr>
<td>Two or more</td>
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<td>-2%</td>
<td>71%</td>
<td>-1%</td>
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<tr>
<td>Unknown</td>
<td>86%</td>
<td>1%</td>
<td>70%</td>
<td>-2%</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>85%</strong></td>
<td><strong>--</strong></td>
<td><strong>71%</strong></td>
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Advancing Equity-Mindedness at Every Level

- Institution Level
- Division Level
- Program Level
- Practitioner Level
Activity: Institutionalizing Equity Efforts

What is your college’s definition of equity? Do you have one?

How is equity structured within your college?

To what degree is equity work institutionalized?

How can you better leverage and integrate your college’s equity and institutional effectiveness efforts?

What is your vision for institutionalizing equity at your college?
## Scale of Adoption

<table>
<thead>
<tr>
<th>No Conversations</th>
<th>Starting the Conversations</th>
<th>Scaling the Conversations</th>
<th>Integrated Conversations</th>
</tr>
</thead>
<tbody>
<tr>
<td>College currently does not have or is not discussing equity at the institution.</td>
<td>College has started conversations about equity in isolation with no understanding of shared metrics (i.e., individuals, departments, and/or committees). Conversations are not focused on supporting under-resourced student groups.</td>
<td>College has continuing conversations about equity in governance structure with basic understanding of shared metrics (i.e., individuals, departments, and/or committees). Conversations are minimally focused on supporting under-resourced student groups.</td>
<td>College has systematically integrated conversations about equity in governance structure with full understanding of shared metrics (i.e., individuals, departments, and/or committees). Conversations are directly focused on supporting under-resourced student groups.</td>
</tr>
</tbody>
</table>
How equity-minded is your institution?

- Has your institution codified its commitment to equity in a formal way?
- Is equity a value that is pervasive across the institution with institution-wide implications for practices, processes, and policies?
- Does your institution’s equity work rely heavily on research/evidence/data?
- Does your institution demonstrate an awareness of systems and how they can advance (or hinder) equity in student outcomes?
- Does your institution demonstrate race-consciousness?

Note: Some above the above points are derived from the Center for Urban Education’s Equity-Mindedness Practices
How can you apply what you learned in this session in your role at your institution?
References & Resources

Center for Urban Education

Pacific Educational Group ( Courageous Conversations About Race )

Cuyamaca Equity Webpage


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