What’s Equity Got to Do with It?
Disproportionate Impact as the Beginning of the Equity Story

Craig Hayward, Gio Sosa, Carolyn Holcroft, Jared Lessard
Strengthening Student Success
October 9, 2019
Burlingame, California
Outline

“What’s equity got to do with it?”

- Equity definitions and calculations
- Using equity data – an interactive exercise
- Equity and guided pathways
- Turning equity data into guided pathways action
- What works? Enhancing equity in guided pathways
- Guided pathways, equity and employment
- Q & A
What’s equity got to do with guided pathways?

• Consider the principle of *beginning with the end in mind*.  
  • Guided pathways requires an understanding of the career and occupational outcomes of students.  
  • Equity in career trajectories is a critical element of equity. This focus is a strong element of guided pathways frameworks’ equity potential.

• So, how *does* guided pathways advance equity?
1. **Clarify paths to student end goals**, providing fewer choices and clearer program maps that lead to transfer or the workforce.

2. **Help students choose and enter a pathway**, including bridges from high school to college, on-ramps to programs of study, and accelerated remediation.

3. **Help students stay on a path** with intrusive, ongoing advising and integrated educational and nonacademic supports.

4. **Ensure that students are learning** with clear program outcomes aligned to employer and/or transfer institution expectations, engaging and applied learning experiences, and effective instructional practices.
Understanding equity

• Definitions
• Data sources
• Problems
• Opportunities & resolutions
Perspectives

• Hope Required When Growing Roses in Concrete
  • Jeff Duncan-Andrade explores the concept of hope, differentiating common types of false hope that actually serve to undermine young people from critical hope.
  • “If we are serious about giving our children hope, we must reflect on how to connect our pedagogy to the harsh realities of poor, urban communities.”
  • If you want to take action to alleviate inequity consider the power of mindset and pedagogical approach.
  • We all have agency, we are all actually part of the system that we wish to change.
Exercise & Discussion
Go to: meet.ps/equityss

• **How do you define equity?**
  • *Voices from the session show a variety of perspectives:*
    • Equal access, equal opportunity
    • Equity is realized when everyone has the resources they need to meet their potential
    • No disparity in outcomes

• **How do you measure equity?**
  • *Voices from the session show a variety of perspectives:*
    • For IR/funding purposes-- picking underrepresented groups and assessing change over time with quantitative measures. IRL- societal changes that show that power, autonomy, civil rights are accessible to all.
    • Disaggregate outcomes
    • DI
    • Hmmm...
Making the Case: Why Equity Matters

1. The CCC Vision: “To provide access to lifelong learning for all citizens and create a skilled, progressive workforce.”
2. Legal: It is unconstitutional for government institutions to disproportionately impact people of color (14th Amendment guarantee to equal protection of the laws)
3. Financial: Our institution can increase funding from state by closing equity gaps
4. **Our individual values and goals**
“If I am not aware of the barriers you face, then I won’t see them, much less be motivated to remove them.”

– Robin DiAngelo
To be aware of barriers, we must have . . .

### Equity-Minded Competence

<table>
<thead>
<tr>
<th>Equity-Minded Competence</th>
<th>Lack of Equity-Minded Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of racial identity</td>
<td>Claims to not see race</td>
</tr>
<tr>
<td>Uses disaggregated data to identify racialized patterns of outcomes</td>
<td>Does not see value in disaggregated data</td>
</tr>
<tr>
<td>Reflects on racial consequences of taken-for-granted practices</td>
<td>Unable to notice racialized consequences or rationalizes them as being something else</td>
</tr>
<tr>
<td>Exercises agency to produce racial equity</td>
<td>Does not view racial equity as a personal responsibility</td>
</tr>
<tr>
<td>Views the classroom as a racialized space and actively self-monitors interactions with students of color</td>
<td>Views the classroom as a utilitarian physical space</td>
</tr>
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</table>
How do you define equity?

- Complex
- Contextualized and absolute
  - Opportunity
  - Resources
  - Outcomes
  - Versus equality

How do you operationalize equity?

- Equity is the absence of disproportionate impact
Some problems are so complex that you have to be highly intelligent and informed just be undecided about them.

~Educator, Laurence J. Peter
Interactive Data Exercise – Using Data Mart
Activity 1 (Handout) – Using Data Mart

1. Complete steps 1 & 2
   • Remember to uncheck all Course Status options and update the dashboard
   • Export to Excel

2. Examine output
   • What are the findings telling us?
   • Is this all we need to make a decision about how to better support students?
   • What is missing?

3. Reconsider initial inquiry
   • Consider the specificity of the initial inquiry
   • Data disaggregation
Activity 2 (Handout) – Using Data Mart

1. Use Success & Retention dashboard
   • Limit output to just non-DE courses
   • Remember to uncheck all Course Status options and update the dashboard
   • Select Ethnicity under Demographic Options
   • Export to Excel

2. Examine output
   • What are the findings telling us? What is contributing to retention/success findings? Contributing to lack thereof?
   • Is this all we need to make a decision about how to better support students?
   • What is missing?

3. What constitutes a meaningful difference?
   • Overview of Disproportionate Impact
Disproportionate Impact (DI): PPG

- DI: When one subgroup of students attains an outcome at a rate that is substantially lower than a benchmark rate
- Example: Differences between subgroups groups may suggest that one group has greater access to support services than others

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Cohort Outcome</th>
<th>Outcome Count</th>
<th>Success Rate (Per Group)</th>
<th>Success Rate (Overall)</th>
<th>Point Gap Index</th>
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<tbody>
<tr>
<td>African-American</td>
<td>2,547</td>
<td>1,388</td>
<td>54.50%</td>
<td>66.30%</td>
<td>-11.8</td>
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</table>

Source: Fullerton College’s 2014-2015 Student Equity Plan
Statewide data: Enrollment in Transfer-Level English, Disaggregated by Ethnicity

- **African American**
  - Fall 2015: 31%
  - Fall 2016: 48%
  - Fall 2017: 60%
  - Fall 2018: 81%

- **Latinx**
  - Fall 2015: 35%
  - Fall 2016: 48%
  - Fall 2017: 68%
  - Fall 2018: 81%

- **Asian**
  - Fall 2015: 31%
  - Fall 2016: 48%
  - Fall 2017: 68%
  - Fall 2018: 81%

- **White**
  - Fall 2015: 60%
  - Fall 2016: 63%
  - Fall 2017: 76%
  - Fall 2018: 81%
Student Characteristics and College Contexts

- Students have complex identities
  - Involving:
    - Ethnicity
    - Class/SES
    - Parental education
    - Etc

- College is not a uniform experience
  - Student experience is influenced by:
    - Modality of instruction
    - Divisions/departments
    - Support services
    - Etc
Saddleback College
Success Rates by Ethnicity - Online

Online Success Rates by Ethnicity

- Reduced gap by 1/3rd
- More work to do!

Note: Includes only credit courses.

Created by Office of Planning, Research, and Accreditation J. Lessard
Saddleback College
Success Rates by Financial Aid Status

- Gap has been reduced by 44%
- More work to do!
Can Guided Pathways Enhance/Promote Equity?
Graduation Rates by Race/Ethnicity - Georgia State University

- WHITE: 50% (2003) vs. 50% (2016)
- AFRICAN AMERICAN: 26% (2003) vs. 58% (2016)
- HISPANIC: 22% (2003) vs. 58% (2016)

National Center for Inquiry & Improvement  www.inquiry2improvement.com
BC is in the Guided Pathways Van!
Bakersfield’s Story: Who We Are

First-time Student Headcount by Race

- Black
- Latinx
- White

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<tr>
<th>Year</th>
<th>Breakdown</th>
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<tbody>
<tr>
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<td>2,956</td>
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<td>Fall 2018</td>
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Latinx students closing math gap

First-time Students Completing Transfer-Level Math in Their First Year by Race

- Black
- Latinx
- White

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<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>Latinx</th>
<th>White</th>
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<tr>
<td>Fall 2015</td>
<td>3.3%</td>
<td>3.7%</td>
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<tr>
<td>Fall 2016</td>
<td>2.9%</td>
<td>5.6%</td>
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<tr>
<td>Fall 2017</td>
<td>1.3%</td>
<td>7.2%</td>
<td>12.0%</td>
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<td>Fall 2018</td>
<td>6.1%</td>
<td>9.3%</td>
<td>10.8%</td>
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Closing Gaps in English Composition Completion

First-time Students Completing Transfer-Level English in Their First Year by Race

- Black
- Latinx
- White

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<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>Latinx</th>
<th>White</th>
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<tbody>
<tr>
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<td>8.5%</td>
<td>14.4%</td>
<td>19.5%</td>
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<tr>
<td>Fall 2016</td>
<td>13.2%</td>
<td>20.2%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>11.8%</td>
<td>21.6%</td>
<td>30.4%</td>
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<tr>
<td>Fall 2018</td>
<td>14.8%</td>
<td>22.3%</td>
<td>23.4%</td>
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Eliminating Gaps in Key Momentum Points

First-time Students Attempting 15+ Units in Their First Term by Race

- Black
- Latinx
- White

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<tr>
<th>Year</th>
<th>Black</th>
<th>Latinx</th>
<th>White</th>
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<tbody>
<tr>
<td>Fall 2015</td>
<td>12.7%</td>
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<tr>
<td>Fall 2016</td>
<td>12.7%</td>
<td>9.9%</td>
<td>12.3%</td>
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<tr>
<td>Fall 2017</td>
<td>16.5%</td>
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<td>14.2%</td>
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<td>Fall 2018</td>
<td>13.0%</td>
<td>14.5%</td>
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Narrowing the Gap in Associate Degree Completion (3 yr.)

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<thead>
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<th>Year</th>
<th>Black</th>
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<tbody>
<tr>
<td>2014-17</td>
<td>2.3%</td>
<td>16.0%</td>
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<tr>
<td>2015-18</td>
<td>4.0%</td>
<td>10.4%</td>
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<tr>
<td>2016-19</td>
<td>6.6%</td>
<td>15.3%</td>
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Closing the Gap in Latinx ADT Completion

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<th>Year</th>
<th>Latinx</th>
<th>Non-Latinx</th>
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<td>2014-15</td>
<td>66</td>
<td>106</td>
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<td>2015-16</td>
<td>116</td>
<td>187</td>
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<tr>
<td>2016-17</td>
<td>174</td>
<td>319</td>
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<tr>
<td>2017-18</td>
<td>265</td>
<td>559</td>
</tr>
</tbody>
</table>

- 2014-15: 61.7% Latinx, 38.3% Non-Latinx
- 2015-16: 61.7% Latinx, 38.3% Non-Latinx
- 2016-17: 64.7% Latinx, 35.3% Non-Latinx
- 2017-18: 67.8% Latinx, 32.2% Non-Latinx

Increase in Latinx ADT completion from 2014-15 to 2017-18.
We grew into our equity agenda

• Started from a relatively generic equity plan.
• Developed affinity group strategy and data coach strategy.
• Developed metamajor (LCP) completion coach teams.
• Focused on data literacy and providing disaggregated data.
• Focused resources on African American Initiatives and AB 540 affinity group.
• Still more improvement ahead and work to be done.
Turning Equity Data into Guided Pathways Action
Listserv Experience Concerning Setting Meaningful Equity Goals

• One response:

  • “Please help!”

• Can we do better than this?
Interesting
Alerts to an Issue or Framework

Useful
Highlights structural issues

Actionable
Specific enough to guide services
Interesting → Useful → Actionable
Quantitative Data

Qualitative Data

Literature
Can disaggregate with the DI tool

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<th>Cohort Name</th>
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<th>Percent (Cohort)</th>
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<th>Success Rate (SR)</th>
<th>Point Gap Index</th>
<th>MOE</th>
<th>80% Index</th>
<th>PI Index</th>
<th>Minimum Equity Number</th>
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<td>1,442</td>
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<td>74.20</td>
<td>0.829698</td>
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<td>153</td>
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<td>9.31</td>
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<td>1.32163</td>
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<td>3 Asian</td>
<td>2,806</td>
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<td>5 Multi-Ethnicity</td>
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<td>80.40</td>
<td>0.909791</td>
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<tr>
<td>6 Pacific Islander</td>
<td>58</td>
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<td>8 White-Non-Hispanic</td>
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**Mean SR**

![Mean SR](image)

70.69

**Reference Group SR (Highest SR)**

![Reference Group SR](image)

80.00
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Reference Group SR (Highest SR) 80.00
Then what?

- We could **disaggregate** by program/course, or **disaggregate** by term to identify potential patterns.
- We could **triangulate** with other data sets (e.g., Launchboard, local data).
- We could **triangulate** with qualitative data (e.g., RP Group’s Student Voice).
- We could **triangulate** with literature to better understand the matter.
- We could look for “brightspots” in the data of who is doing well and try to better understand those groups (case study approach).
What Works?

Enhancing Equity in Guided Pathways
Strategy: Connect Equity Analyses to Program Review

• Are you surfacing disproportionate impact (DI) in your Program Review?
  • Where do you prompt folks to consider DI at their program level?
How is success (and disproportionate impact) framed within your program review process? Where does it come from and who has the agency to interrupt it?
What Works? Effective Strategies to Reduce Student Equity Gaps

- Culturally Relevant Pedagogy (CRP)
- Authentic Assessment
- Student-centered Syllabus Design
- Avoiding microaggressions and stereotype threat
- Mindset
- Effective embedded service learning (in a culturally relevant way that uses authentic assessment)
- *Instructor-level DI analysis
Disrupt the Logic Model of DI

- Disengagement
- Demotivation
- Oppositional identity
- Counterproductive thoughts and behaviors
- Stereotype threat
- Inequitable treatment in the classroom
- Additional structural barriers

Resources can target sources of inequity

- Intergenerational inequity
- Exclusion
- Institutional racism
- Implicit and unconscious bias
- Microaggression
A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom

By Robert W. Fairlie, Florian Hoffmann, and Philip Oreopoulos

Administrative data from a large and diverse community college are used to examine if underrepresented minority students benefit from taking courses with underrepresented minority instructors. To identify racial interactions, we estimate models that include both student and classroom fixed effects and focus on students with limited choice in courses. We find that the performance gap in terms of class dropout rates and grade performance between white and underrepresented minority students falls by 20 to 50 percent when taught by an underrepresented minority instructor. We also find these interactions affect longer-term outcomes such as subsequent course selection, retention, and degree completion. (JEL I23, J15, J44)
Guided Pathways, Equity and Employment
GP says “begin with the end in mind”

- Allowing students to visualize themselves and understand the remuneration of their career goals increases persistence (citation).

### Salary, Growth and Careers

**Salary**
Careers in this program have a salary range from $39,000 to $203,000 with an average salary of $80,000.

**Growth**
Career opportunities in this program are expected to grow nationwide from 2016 to 2026.

**Careers**
English Language and Literature Teachers, Postsecondary

- **Salary:** Low $39k, Average $80k, High $203k
- **Growth:** Job Growth +8.3% from 2016 to 2026
- **Careers:** Average Salary $95k, High $164k

**Job Growth:**
- From 2016 to 2026, job growth is expected to be +9.8%.
Is there equity in employment outcomes?

- Research suggests not
  - https://ednote.ecs.org/perkins-v-keeping-better-track-of-racial-equity-in-cte/
  - https://www.brookings.edu/blog/brookings-now/2019/06/18/a-conversation-about-the-racial-wealth-gap-and-how-to-address-it/
Are our students actually getting better jobs?

• Not all jobs are created equal.
• American Community Survey data for California
  • 400+ occupations
    • Ranked by social influence/prestige + remuneration (status), from 7 to 1
    • High status occupations (e.g., CEOs & Legislators = 7; Managers = 6)
    • Low status occupations (e.g., telemarketers, agricultural workers = 1)

• Is there equitable access to better jobs?
Men Sort Into College Majors That End Up Paying More

**ESTIMATED MEDIAN BASE PAY**

- $80K
- $70K
- $60K
- $50K
- $40K
- $30K
- $20K

**PERCENTAGE OF MEN IN COLLEGE MAJOR**

- 0%
- 20%
- 40%
- 60%
- 80%
- 100%

- Nursing
- Electrical engineering
- Computer science
- Mechanical engineering
- Chemical engineering
- Statistics
- Accounting
- Civil engineering
- Architecture
- Physics
- Marketing
- Sports management
- Criminal justice
- Kinesiology
- Social work
- Health care administration
- Anthropology
- Human resources

Source: "THE PIPELINE PROBLEM," GLASSDOOR, 2017

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WHAT IF I TOLD YOU
YOU COULD GET A BETTER JOB?
Asian Indians are concentrated in software, technical and leadership fields

Top occupations of Asian Indians in California (2017)

By contrast, other Californians are more widely spread out in terms of occupation

Top Occupations in California (non-Indians)
Occupational status scale
Ethnicity and occupational status

Average Occupational Status

- Asian: 2.36
- White: 2.3
- All Other: 2.28
- Native American: 1.91
- Black: 1.82
- Latinx: 1.5

0 0.5 1 1.5 2 2.5
Chart a Course for **Equity with Expanded Ethnicity Data** from CCCApply

Craig Hayward (Bakersfield College), Stacy Teeters (CCCO), & Erik Cooper (Sierra College)

**Vision for Success Goal:**
- **Reduce & Eliminate Equity Gaps**
- ↓40% in 5 yrs Close in 10 yrs

**Our Goals:**
- Allow equity plans → more effective and impactful
- Students feel recognized by the college
- Better information → data-informed goal setting

**Categories**
- **Greatly Expanded**
  - Robust discussion
  - Large equity gaps
  - Greater recognition/equity focus
  - Community connection
- **New Broad Group (MENA)**
  - Research need/potential hidden equity gap
  - Rolls up under White for IPEDS reporting

**Ethnicity Categories in California Higher Ed.**
- **UC:** 73
- **CSU:** 113
- **CCC:** 194

**Broad Group**
- African American or Black: Old 1, New 11
- American Indian or Alaskan Native: Old 1, New 118
- Asian: Old 9, New 18
- Hispanic or Latino: Old 5, New 19
- Middle Eastern or North African: Old 0, New 13
- Pacific Islander: Old 4, New 6
- White: Old 1, New 9

**We don’t know what we don’t know...**

**Process**
- Ancestry Workgroup Formed Fall 2016 (Prior meeting on 11/24/16)
- Discussions with UC & CSU
- Combined CCC, UC, & CSU ethnicity groups into initial list
- Stakeholder & community roadshow
- Formal proposal to Bd of Bd with support of Chancellor’s Office
- Narrowed down scope/categories
- Workgroup brainstorming & RP community feedback
- Adoption & CCCApply launch (Dec. 7, 2018)

**Two years...**
- **Size:** 10,000+ in CA*
  - Exception: Amerindian

**Grouping considerations:**
- Race
- Ethnicity
- Nationality

**Research**
- Identify populations of relevance for college
- Search for "hidden disproportionate impact" (e.g., Hmong in Asian populations, Middle Eastern in White populations)

**Practice**
- Communal sense of who students are
- Opportunities for outreach & greater connection with communities
- Connect students with targeted services

**Students**
- More options to reflect identity
- Sense of belonging, feel recognized/valued by college – right from the start with CCCApply
What is ethnicity? What is ancestry?

• the fact or state of belonging to a social group that has a common national or cultural tradition.
• one's family or ethnic descent.
• a group of persons related by common descent or heredity.
SYNONYM STUDY

1. **RACE**, **PEOPLE**, **ETHNICITY**, **ETHNIC GROUP**, and **NATION** are terms for a large body of persons who may be thought of as a unit because of common characteristics. **RACE** is no longer in technical use as a biological or anthropological system of classification (see usage note). In certain broader or less technical senses, **RACE** is sometimes used interchangeably with **PEOPLE**. **PEOPLE** refers to a body of persons united usually by common interests, ideals, or culture but sometimes also by a common history, or language: *We are one people; the peoples of the world; the Swedish people.* As with **PEOPLE**, members of an **ETHNICITY** or **ETHNIC GROUP** are united by a shared culture or culture of origin and sometimes shared history, language, or religion, especially in contrast to the culture of a different group: *Several ethnicities were represented in the pride parade. Hostility between ethnic groups divided the region.* **NATION** refers to a current or historical body of persons living under an organized government or rule, occupying a defined area, and acting as a unit in matters of peace and war: *the English nation; the Phoenician nation.*
Race – a note on usage

**USAGE NOTE**

Genetic evidence has undermined the idea of racial divisions of the human species and rendered RACE obsolete as a biological system of classification. RACE therefore should no longer be considered as an objective category, as the term formerly was in expressions like the **Caucasian race**, the **Asian race**, the **Hispanic race**. Instead, if the reference is to a particular inherited physical trait, as skin color or eye shape, that salient feature should be mentioned specifically: **discrimination based on color**. Rather than using RACE to generalize about national or geographic origin, or even religious affiliation, it is better to be specific: **South Korean, of Polish descent**. References to cultural affiliation may refer to ethnicity or ethnic group: **Kurdish ethnicity, Hispanic ethnicity**. Though RACE is no longer considered a viable scientific categorization of humans, it continues to be used by the U.S. Census to refer to current prevalent categories of self-identification that include some physical traits, some historical affiliations, and some national origins: **black, white, American Indian, Chinese, Samoan**, etc. The current version of the census also asks whether or not Americans are of Hispanic origin, which is not considered a RACE. There are times when it is still accurate to talk about RACE in society. Though RACE has lost its biological basis, the sociological consequences of historical racial categories persist. For example, it may be appropriate to invoke RACE to discuss social or historical events shaped by racial categorizations, as slavery, segregation, integration, discrimination, equal employment policy. Often in these cases, the adjective "racial" is more appropriate than the noun "race." While the scientific foundation for RACE is now disputed, racial factors in sociological and historical contexts continue to be relevant.
Deeper Disaggregation

Average Occupational Status

South African
British
Swiss
Asian Indian
Irish, various subheads
Basque
Japanese
English
Nigerian
Argentinean
Chinese
Middle Eastern
Filipino
Vietnamese
White/Caucasian
American Indian (all tribes)
United States
African
Ethiopian
African-American
Assyrian/Chaldean/Syriac
Chicano/Chicana
Latin American
Afro-American
Salvadoran
Guatemalan
Mexican
Hmong
Mexican American

0.00  0.50  1.00  1.50  2.00  2.50  3.00  3.50

2.95  2.67  2.56  2.49  2.45  2.44  2.43  2.40  2.35  2.33  2.09  2.04  1.91  1.90  1.86  1.86  1.84  1.80  1.77  1.72  1.66  1.66  1.55  1.53  1.41  1.23
Deeper Disaggregation: White/MENA

Average Occupational Status: White subcategories

- South African: 2.95
- British: 2.87
- Swiss: 2.69
- Irish, various subheads: 2.56
- Basque: 2.55
- English: 2.45
- Middle Eastern: 2.35
- White/Caucasian: 2.04
- United States: 1.90
- Assyrian/Chaldean/Syriac: 1.80
Deeper Disaggregation: Latinx

Average Occupational Status: Latinx subcategories

- Argentinean: 2.43
- Chicano/Chicana: 1.77
- Latin American: 1.72
- Salvadoran: 1.66
- Guatemalan: 1.55
- Mexican: 1.53
- Mexican American: 1.23
Deeper Disaggregation: Asian

Average Occupational Status: Asian subcategories

- Asian Indian: 2.67
- Japanese: 2.49
- Chinese: 2.40
- Filipino: 2.33
- Vietnamese: 2.09
- Hmong: 1.41
Tools & Resources


• Equity enhancing hiring practices:
  • [Fairlie, Hoffman, & Oreopoulos (2014)](http://dx.doi.org/10.1257/aer.104.8.2567)
Discussion / Q &A
Thank you!

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