

CCRCWEBINAR

Supporting Diverse Students

Identifying Colleges that Narrowed Equity Gaps

Tuesday, November 16
12:30–1:30pm ET



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CCRC has been a leader in the field of community college research and reform for over 20 years. Our work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.

NWTC is a nationally recognized, two-year public college, serving nearly 27,000 individuals annually. Focused on student success and the economic vitality of our communities, we transform, strengthen, and inspire the people of northeast Wisconsin and beyond.

Special thanks to Elisabeth Barnett, Lindsay Leasor, and Lauren Pellegrino.



TEACHERS COLLEGE, COLUMBIA UNIVERSITY

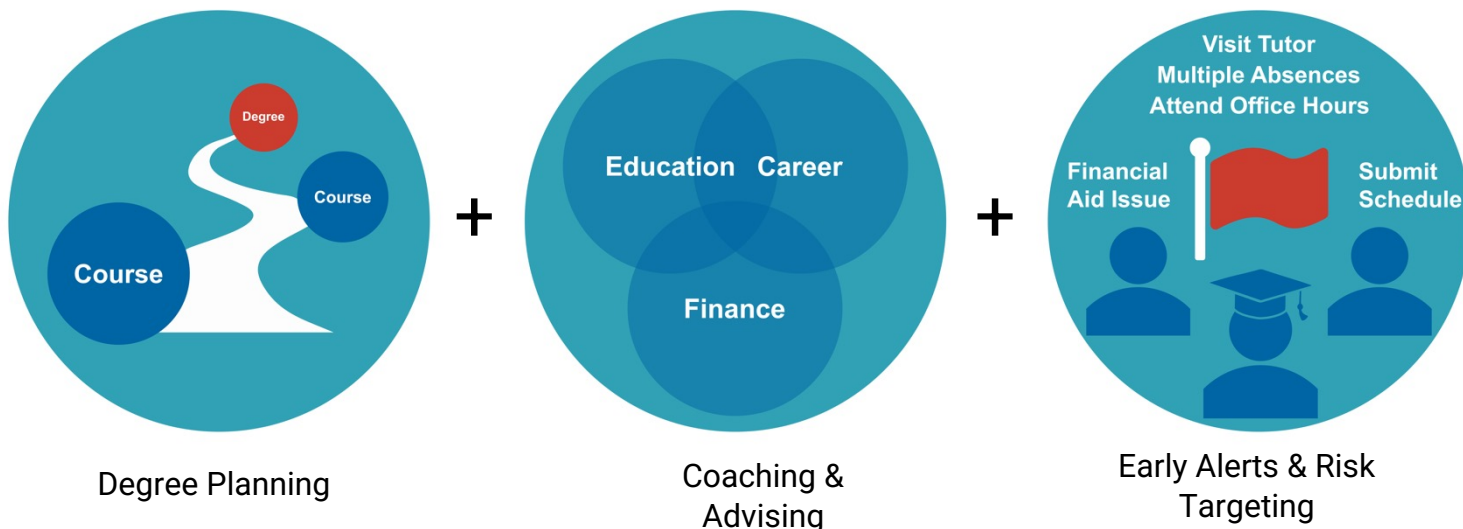


Objectives

- Provide an overview of key analytic decisions that researchers made to identify institutions with narrowing equity gaps.
- Demonstrate how these analyses were conducted and the results of these analyses in the context of a study of advising redesign (iPASS).
- Share how one college where equity gaps narrowed uses data internally to inform ongoing and upcoming data-driven advising, student support, and DEI initiatives.

Advising redesign

Integrated Planning and Advising for Student Success (iPASS)



- 26 institutions were awarded iPASS grants to redesign advising in 2015

Project objective and rationale

- Previous iPASS research informed **evidence-based frameworks** for advising redesign using advising technologies (SSIPP; structural, process, and attitudinal dimensions of advising reform).
- The current project builds on these lessons by **exploring what practices, policies, and cultural changes contribute to more equitable outcomes.**
- **Black, Latinx, and low-income students** face multiple barriers to the achievement of their postsecondary goals; good advising and student support programs can break down these barriers.
- **COVID-19 global pandemic, coupled with continued racial injustice,** have amplified the need for better understanding of best practices for supporting Black, Latinx, and low-income students in in-person and virtual contexts.

Phase 1

- **Identifying case study institutions using student unit record data (years 2011-2017)**



Phase 2

- **Identifying promising practices to support underrepresented students at case study institutions**

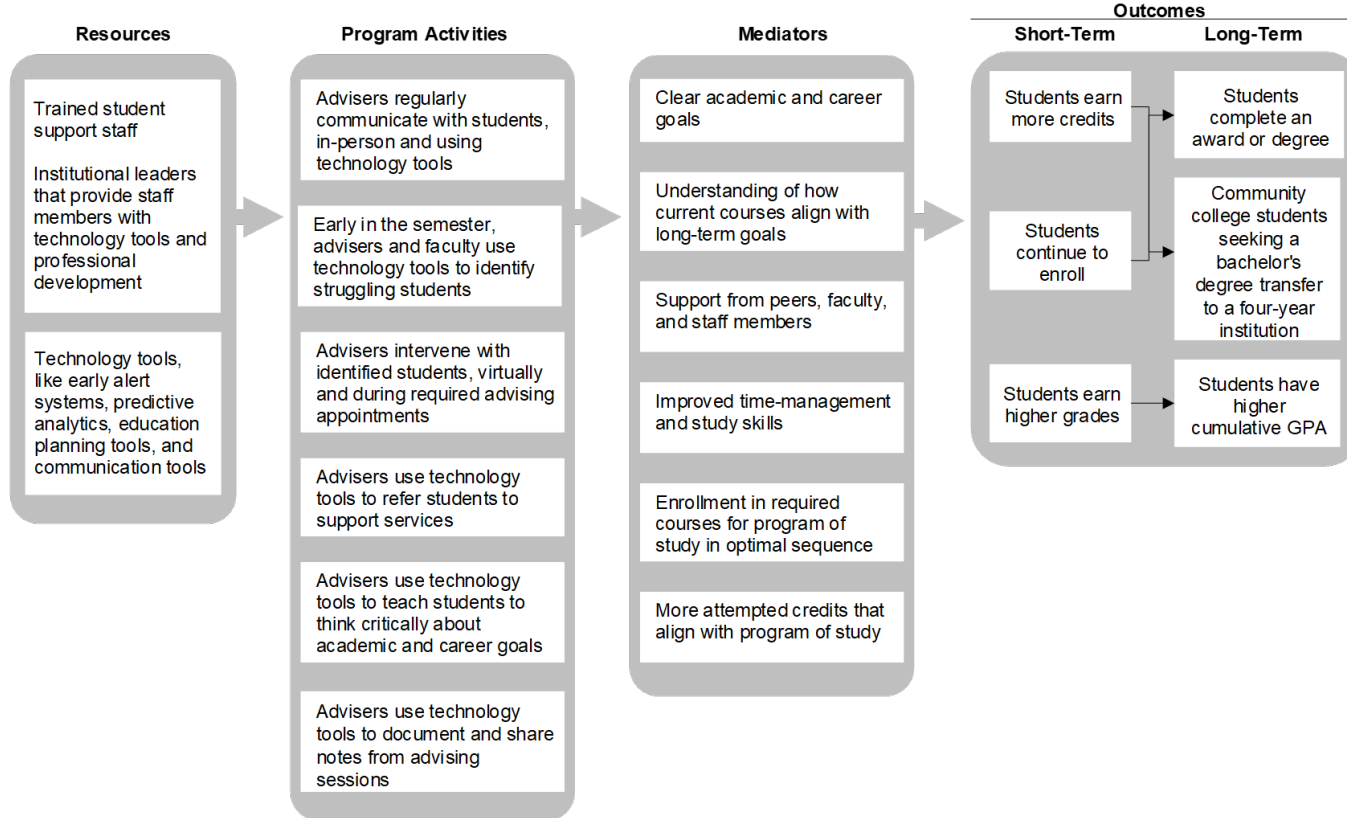
Phase one

Measuring equity gaps, subgroup outcomes at iPASS case study colleges

**Considering
indicators that align
with the theory of
action underlying
the reform**



iPASS “Theory of Change”: A visual guide



Key Performance Indicators (KPIs) considered to measure equity gaps at iPASS colleges

Credit Momentum: attempted 15 credits in the first term

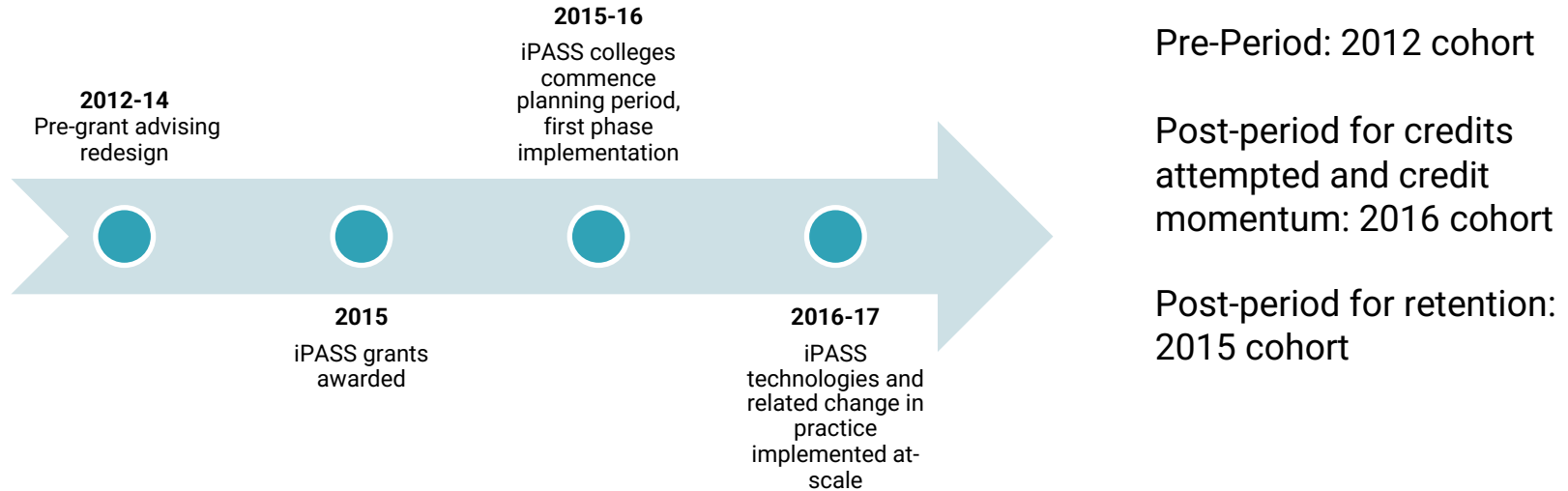
Credits attempted: Percentage of credits attempted that were earned during the first academic year

Retention: Percentage of students who continued to be enrolled in second year

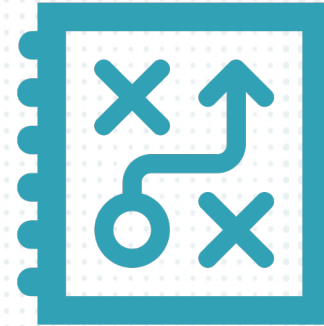
Identifying “pre” and “post” periods



iPASS implementation timeline



Outlining a multi-pronged analytic strategy



KPI calculations

- **Outcomes *within* subgroup in post-period:**
 - The proportion of students within a subgroup who achieve a KPI at a given point in time following full implementation of a reform.
- **Change in outcomes *within* subgroup over time:**
 - The difference in the proportion of students who achieve a KPI within a subgroup prior to the reform compared to and the proportion of students who achieve a KPI within a subgroup following implementation of the reform
- **Difference in outcomes *comparing* subgroups in post-period:**
 - The difference in the proportion of students who achieve a KPI within a subgroup and the proportion of students who achieve a KPI within another subgroup post reform
- **Change in gaps across subgroups over time:**
 - Difference in gaps in KPI achievement from pre to post reform period

Indices

| Index | Subgroup outcomes in 2016 | Change in outcomes within subgroups from 2012 to 2015/16 | Racial, income equity gaps in 2016 | Change in equity gaps from 2012 to 2015/16 |
|----------------------------------|----------------------------------|---|--|---|
| Outcomes for Black students | % of Black students in 2016 | % of Black students in 2016 - % of Black students in 2012 | % of White students in 2016 - % of Black students in 2016 | (% of White students in 2016 - % of Black students in 2016) - (% of White students in 2012 - % of Black students in 2012) |
| Outcomes for Latinx students | % of Latinx students in 2016 | % of Latinx students in 2016 - % of Latinx students in 2012 | % of White students in 2016 - % of Latinx students in 2016 | (% of White students in 2016 - % of Latinx students in 2016) - (% of White students in 2012 - % of Latinx students in 2012) |
| Outcomes for Low-income students | % of low-income students in 2016 | % of low-income students in 2016 - % of low-income students in 2012 | % of high-income students in 2016 - % of low-income students in 2016 | (% of high-income students in 2016 - % of low-income students in 2016) - (% of high-income students in 2012 - % of low-income students in 2012) |

Defining the sample



Sampling restrictions in analyses of iPASS colleges

- Decision 1: Remove from consideration institutions with less than 30 Black or Latinx students
- Decision 2: Remove from consideration institutions with inaccurate demographic data
- Decision 3: Focus analyses on first-time-in-college fall enrollees

26 → 23

Comparing across institutions



Scoring

| Credit momentum (attempted 15 credits in the first term) | | Points Earned (1 point if among top five institutions for calculation) |
|---|---|---|
| % of Black students in 2016 | % | |
| % of White students in 2016 - % of Black students in 2016 | % | |
| % of Black students in 2016 - % of Black students in 2012 | % | |
| (% of White students in 2016 - % of Black students in 2016) - (% of White students in 2012 - % of Black students in 2012) | % | |
| Percentage of credits attempted that were earned during the first academic year | | |
| % of Black students in 2016 | % | |
| % of White students in 2016 - % of Black students in 2016 | % | |
| % of Black students in 2016 - % of Black students in 2012 | % | |
| (% of White students in 2016 - % of Black students in 2016) - (% of White students in 2012 - % of Black students in 2012) | % | |
| Percentage of students who continued to be enrolled in second year (retention) | | |
| % of Black students in 2015 | % | |
| % of White students in 2015 - % of Black students in 2015 | % | |
| % of Black students in 2015 - % of Black students in 2012 | % | |
| (% of White students in 2015 - % of Black students in 2015) - (% of White students in 2012 - % of Black students in 2012) | % | |
| Total points for Black student index | | |

Ranking

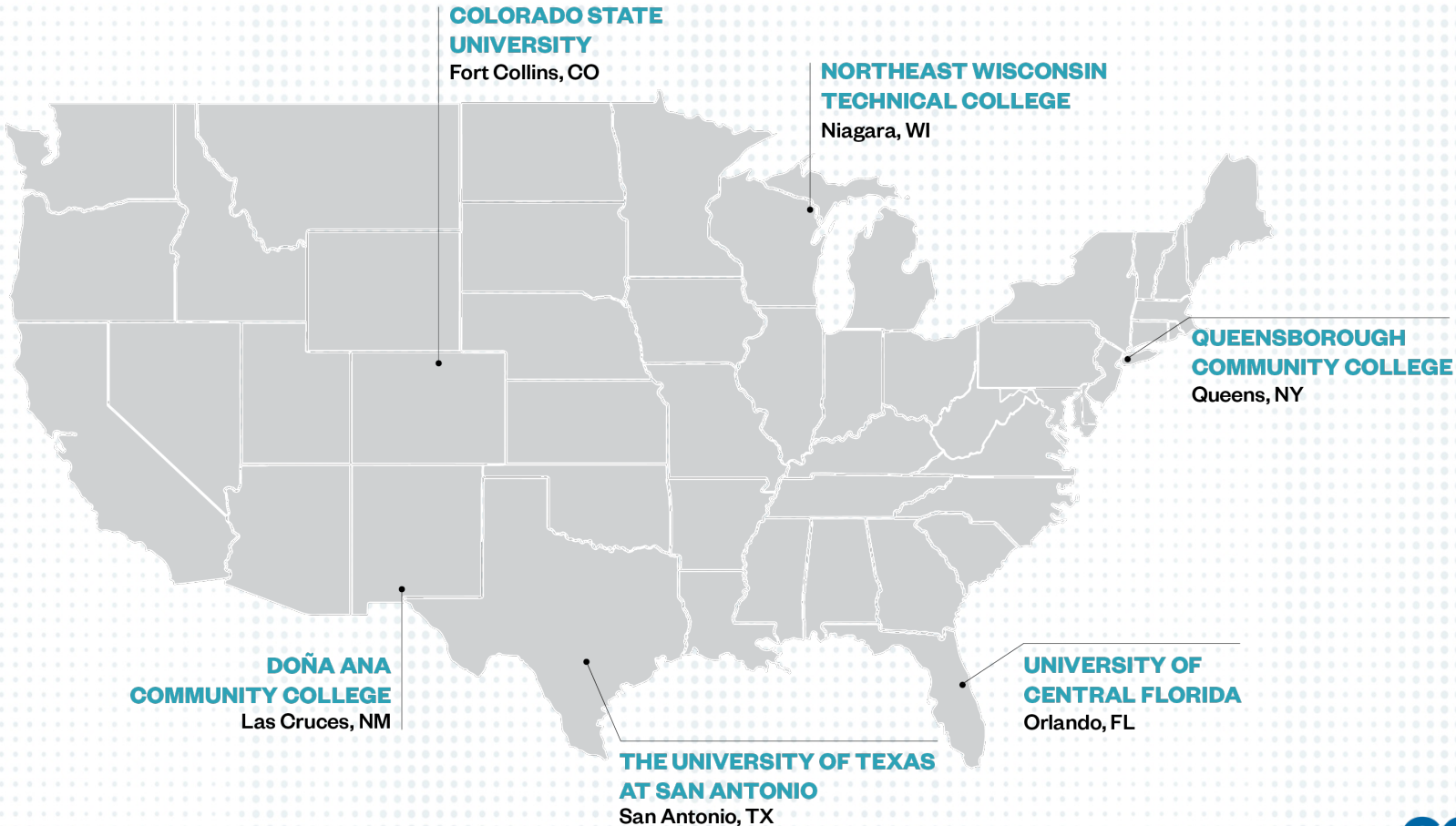
| | | College A | College B | College C | College D | College E | College F | College G |
|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Black | Points | 1 | 8 | 6 | 6 | 4 | 6 | 4 |
| Latinx | Points | 7 | 5 | 12 | 11 | 3 | - | - |
| Income | Points | 6 | 5 | 4 | 5 | 8 | 4 | 1 |
| Black | Rank | 13 | 1 | 2 | 2 | 8 | 2 | 8 |
| Latinx | Rank | 3 | 5 | 1 | 2 | 8 | 11 | 11 |
| Income | Rank | 3 | 5 | 8 | 5 | 1 | 8 | 13 |

Incorporating qualitative data



Data used to create a comprehensive institution profile





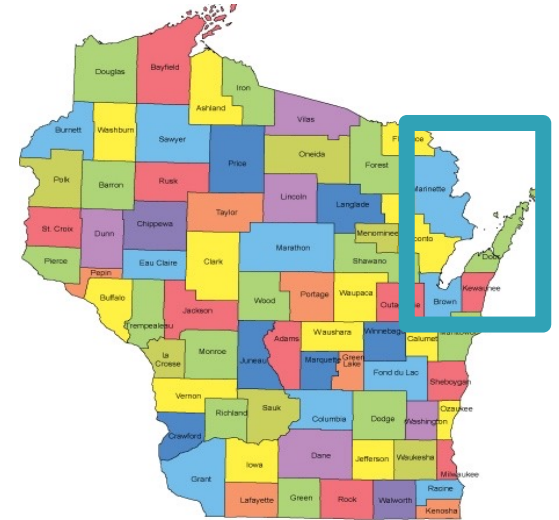
Credits attempted that were earned - NWTC

| Credits attempted that were earned | Cohort Size | Cohort Rate | Change within subgroup (2012 to 2016) | Equity Gap (subgroup compared to white students) | Change in equity gap (2012 to 2016) |
|------------------------------------|-------------|-------------|---------------------------------------|--|-------------------------------------|
| Black 2012 | 58 | 29.2% | 17.3% | 33.1% | -14.9% |
| Black 2016 | 48 | 46.5% | | 18.1% | |
| Latinx 2012 | 48 | 29.3% | 20.0% | 32.9% | -17.6% |
| Latinx 2016 | 130 | 49.4% | | 15.3% | |

Northeast Wisconsin Technical College

Northeast Wisconsin Technical College

- 3 Campuses, 5 Regional Centers
- 5000 FTE – 35% full time
- 200+ degrees, diplomas, & certificates
- 20% diverse student body
- Achieving the Dream Leader College



Connecting to Diversity Work: Focus Areas and “Roundtables”

Student Success
(Forum September
2021)

Diverse Workforce
(Forum December
2021)

Diversity Education:
Employees/Students
(Forum March 2022)

Institutional Climate
(Forum June 2022)

Example
Initiatives
in each
category



High Wage Programs
To increase the %
of students of
color in high wage
programs.

**Employee Resource
Groups**
To increase the
retention of
employees of color.

Inclusively Series
Reduce the gaps in
course success by
half across
racial/ethnic groups
(2013 Goal-
continuing).

Climate Surveys
Address experiences
of exclusion or
marginalization for
continuous
improvement.

Upcoming DEI Work

Prioritized Initiatives/Challenges

- Success/climate data (PACE, Student Climate, Strategic Retention Team, Dream)
- Projects/Practices/Policies



Diversity Team

Advisory body consisting of:

- Diverse department representatives
- Strategic DEI Roles



Communications/Connections

- DEI Forums
- Development Opportunities
- Topical Current Issues

Recommendations/Updates

- College Leadership
- Dream
- Stakeholders of reviewed initiatives

“Lens of Equity”

NWTC Early Alert

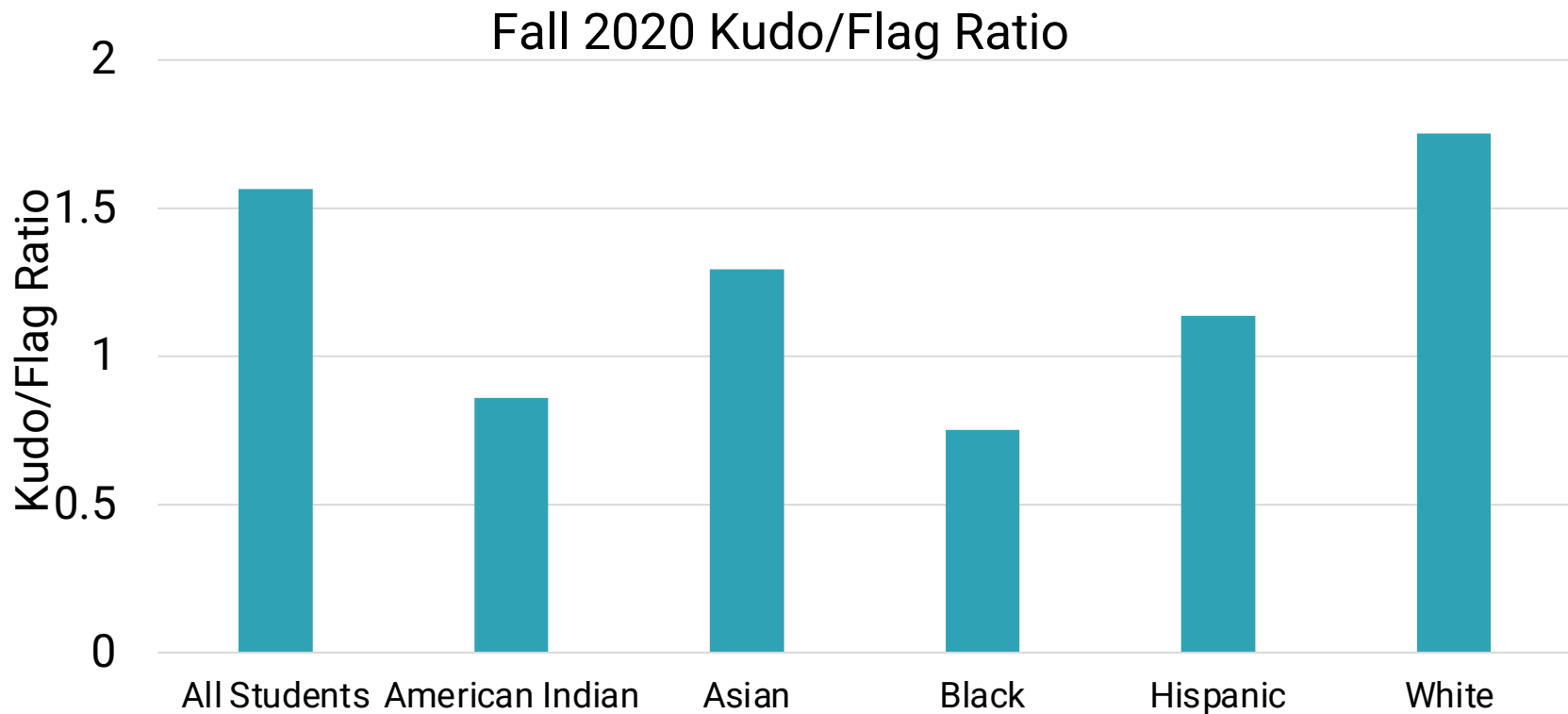
Flags

- Participation
- Current Grade

Kudos

- Good Work
- Showing Improvement

Early Alert Behavior: Fall 2020



NWTC Early Alert *Reimagined*

- Flags
 - Participation
 - Current Grade
- Kudos **New Messages** in mid-spring 2021
 - ~~Good Work~~ **Great Effort**
 - Showing Improvement
 - **Using Your Resources**
 - **On the Right Track**
 - **You Can Do This**

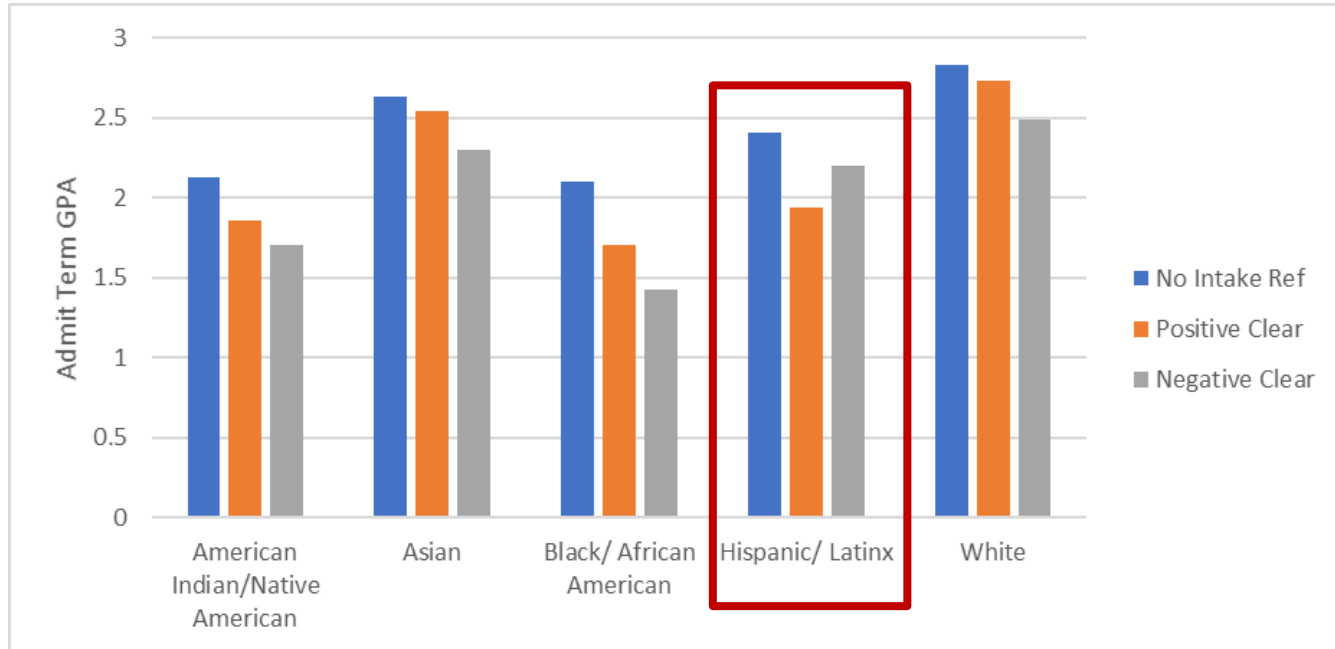
NWTC Early (Earliest) Alert

- New Student Intake Survey
 - Non-cognitive and “life” issues
 - Referrals to relevant services
 - Targeted reach-out before classes begin
 - “Positive clear”: contact made with student
 - “Negative clear”: student refused conversation

Positive clearing associated with better student outcomes

Intake Survey Student Outcomes

- “Positive clearing” associated with higher admit term GPA, **except in Hispanic/Latinx students**
 - Persistence, completion, credit ratio follow similar trends



Questions?

Thanks!

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