Higher Education Data with an Equity Lens

TAIR Annual Conference

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Agenda

- Objectives
- Equality vs Equity
- Equity and Data Analysis
- Equity Language When Reporting Data
- Suggested Changes in Reporting Data
- Questions
- Resources

Objectives

1. To gain foundational knowledge about equity and discuss how individuals may contribute to educational equity.

2. Institutional Research staff will identify ways and broaden their efforts to apply equity principles to data reports and supporting narrative.

3. To evaluate, compare, and discuss how various data reports reflect positive data practices.
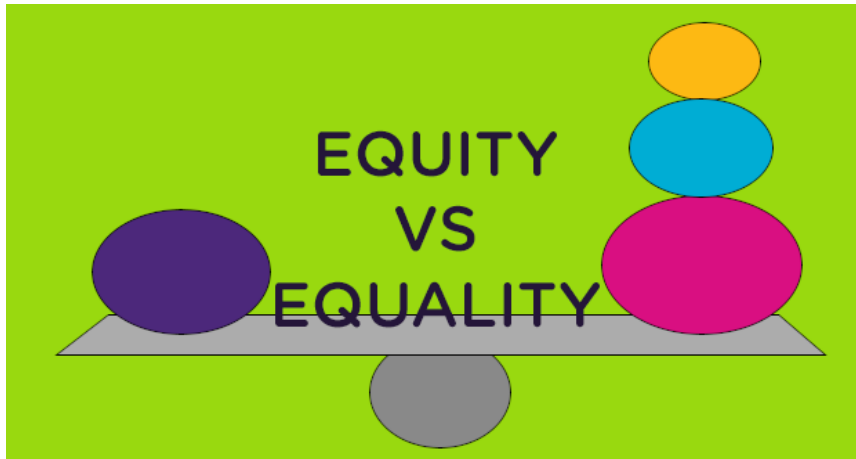
THECB: A Work in Progress

We are beginning the process of reviewing statewide data reports and moving toward sharing data reports with an equity lens.
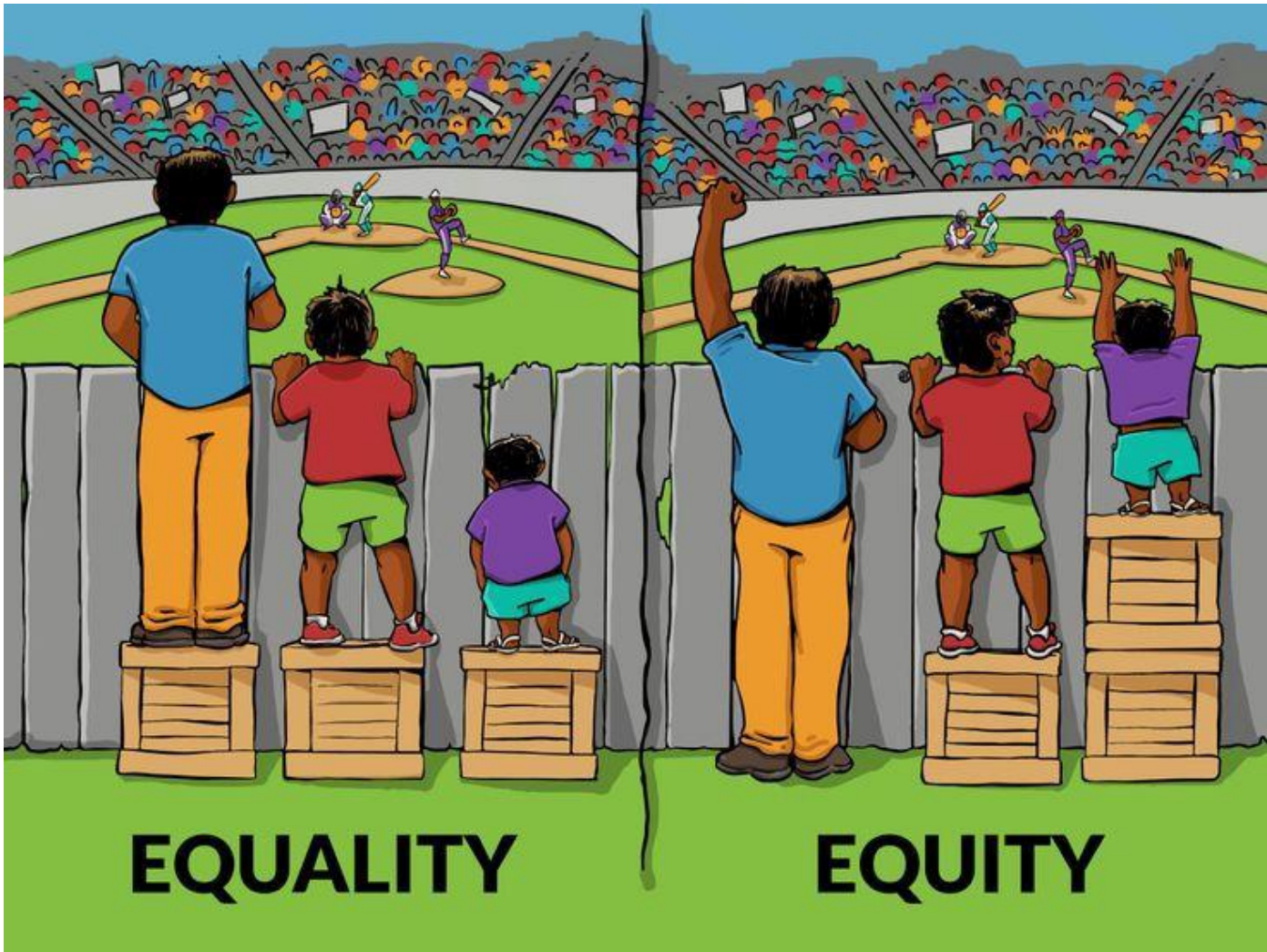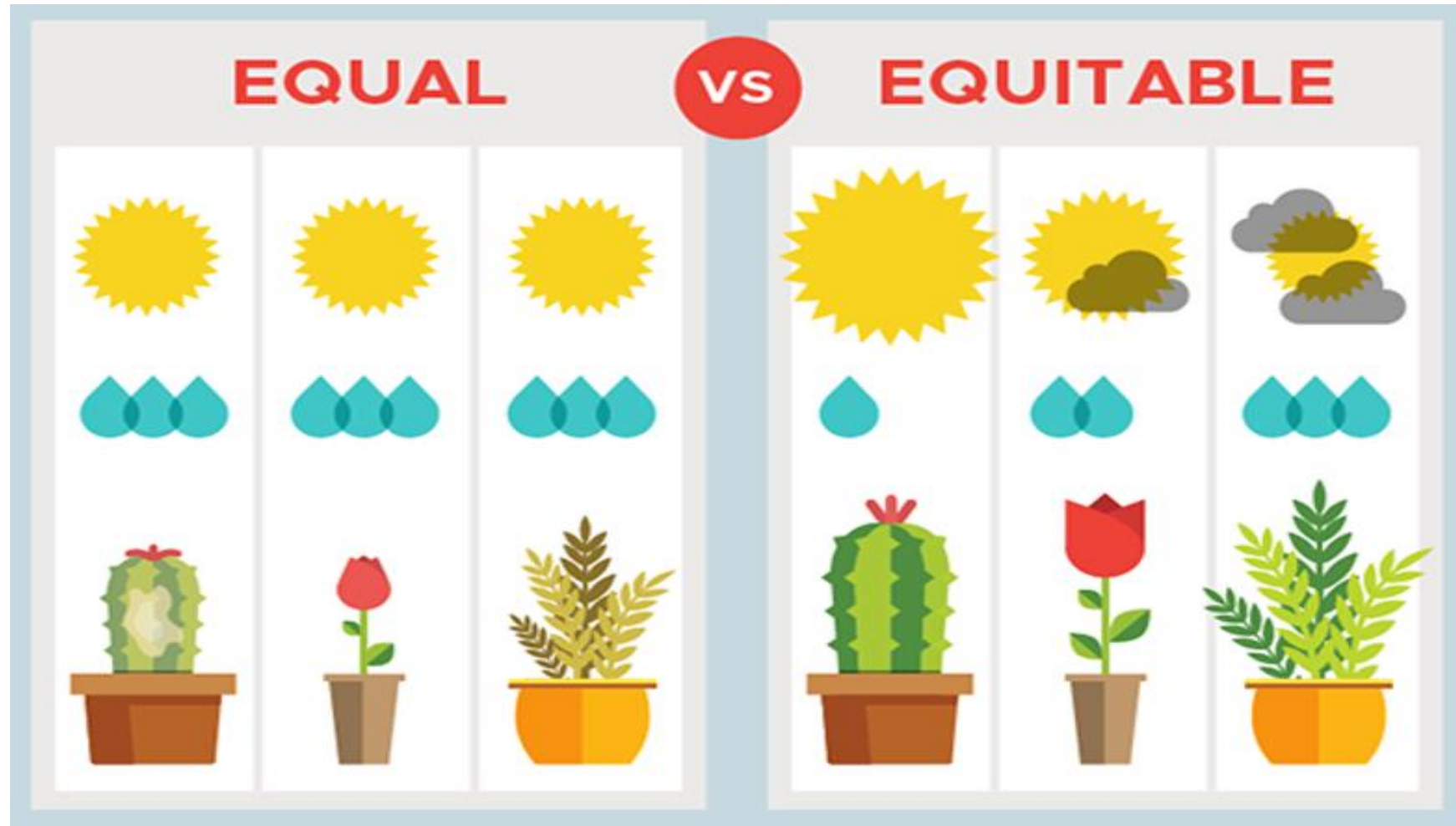
Equality vs Equity

What is the difference between equality and equity?

Equality vs Equity

EQUALITY   EQUITY

Equality vs Equity

EQUAL **VS** EQUITABLE

Equity Definitions

Achieving the Dream

- Ensuring that each student receives what they need to be successful through the intentional design of the college experience.

The Aspen Institute

- Educational equity means that all students should have access to the right resources they need at any moment in their education, regardless of their race, gender, sexual orientation, disability, ethnicity, language, religion, family background, or family income.
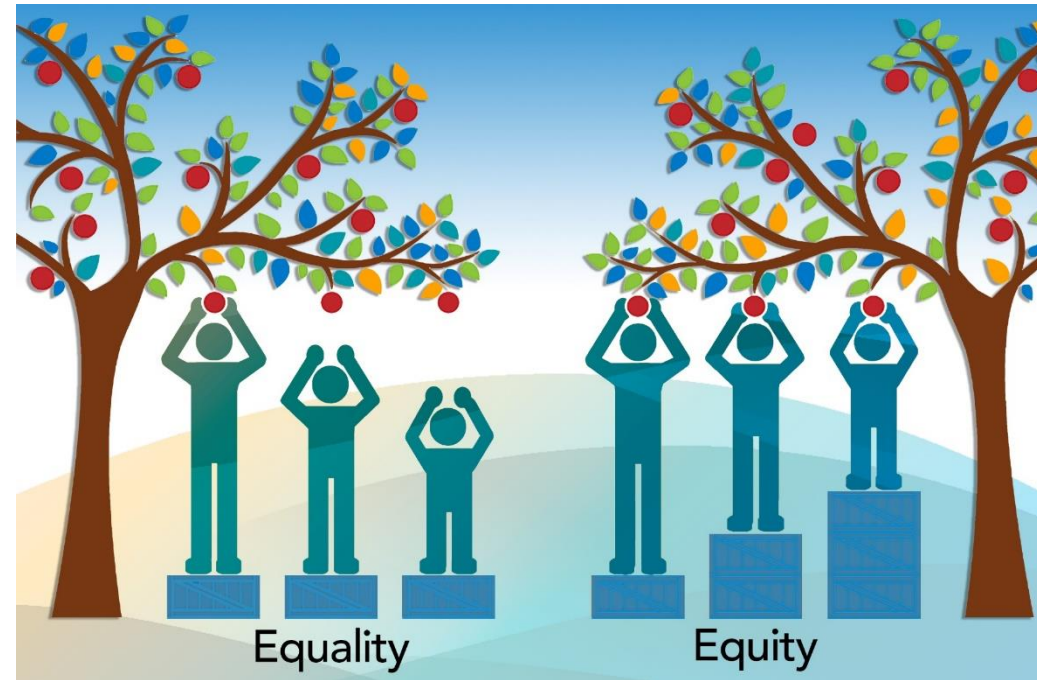
Why do you believe it's important for IR Professionals to understand equity?

Equity and Data Analysis

Key Considerations in Education Equity

- Race
- Ethnicity
- Gender
- Economic Status
- Gender Identity
- Family Structure
- Culture
- Background

Equity Literacy Institute, June 5, 2020

Underserved Groups

- Students of Color
- First Generation
- Low Income
- Marginalized Orientations
- Second-Language Learners
- Students with Disabilities

- Foster Care Youth
- Students with Dependents
- Adult Students
- Undocumented Students
- Veterans
- Formerly/Currently Incarcerated

https://www.achievingthedream.org/focus-areas/equity

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Data Analysis?

Data analysis is the process by which available data are explored in order to develop findings, interpretations, and conclusions.

- Descriptive statistics of counts or percentages
- Models that predict behavior or outcomes

It is important to remember that statistical outputs represents information about individuals within the groups. The data is about much more than just the data.

Positive Data Practices

- Use of participatory research data
- Involving education or data experts to ensure appropriate data models
- Using appropriate comparison groups to contextualize findings
- Using mixed methods approaches
- Disaggregating/analyzing by intersectional experiences (i.e., race by gender)
- Empowering stakeholders to use data to improve their work

https://www.aisp.upenn.edu/wp-content/uploads/2020/08/AISP-Toolkit_5.27.20.pdf (Page 28)

Problematic Data Practices

- Describing outcomes without examining larger systems, policies, or social conditions.

- Applying a "one size fits all" approach

- Leaving out the role of historical policies in interpretation of findings

- Making historical comparisons to White outcomes

- Using one-dimensional data to push an agenda

- Disregarding individual or community context

- Analyzing data with no intention to guide action or change

https://www.aisp.upenn.edu/wp-content/uploads/2020/08/AISP-Toolkit_5.27.20.pdf (Page 28)

As an IR professional, what can you do to help ensure positive data practices are reflected in your data analyses and reports?

Equity Language When Reporting Data

The "Achievement Gap"

The "achievement gap" refers to the differences in the academic outcomes between groups of students—test scores, course enrollments, and other success measures. Achievement gaps are most often reported based on race/ethnicity, gender, and economic status—all factors for which students have no control.

We will consider alternative language to use to when reporting data results with internal and external stakeholders; in conversations and in written reports.

The Language of Equity (Suggestions)

Traditional Language

- Minority Students

- Underrepresented

- Achievement Gap

- At-Risk Students

- Dropouts

Equity Language

- Students of Color

- Underserved

- Opportunity Gap

- Underserved Students

- Stopouts

Equity Language

- Equity – refers to when ALL PEOPLE or groups are given access to the correct amount and types of resources for them to achieve equal results

- Equity Gap – occurs when biased or unfair policies, programs, or practices contribute to a lack of equality in educational outcomes

- Equity-Mindedness – involves data-guided inquiry into student outcomes, new awareness of inequities as institutional problems, personal and collective responsibilities for achieving outcomes; promotes discussions about gaps with focused attention on factors within the institution's control

https://www.carthage.edu/equity-inclusion/vocabulary/

Equity Language

- Opportunity Gap – refers to inputs; the inequitable distribution of resources and opportunities
- Education debt is the sum of deficits or opportunity gaps in education for students of color or underserved students. Education debt may include:
  - Historical lack of access to public education (historic debt)
  - Historical inequities in school funding, income disparities and general wealth (economic debt)
  - Disenfranchisement of people of color at local and national levels (sociopolitical debt)
  - Disparities between what we know is right and what we do (moral debt)

https://mneep.org/word/ (Minnesota Education Equity Partnership)

Issues with Reporting Education Data

- Dialogue can be Dehumanizing
- Implies Student Deficits
- Eliminates Some Ethnic Groups
- Dismisses Systemic Racism
- Leaves out Important Contextual Information
  - History
  - Institutional Policies
  - Inequitable Practices
  - Lacks Solutions

Possible Institution Level Actions

- Have conversations about data equity language.
- Evaluate current data practices.
- Consider existing frameworks/information.
- Involve multiple stakeholders.
- Be flexible to reach agreement.
- Share proposed changes in advance of implementation.
- Include new language on data reporting website.
- Maintain data for flexible reporting options.
- Be prepared to provide support for assistance with changes.

Suggested Changes in Reporting Data

% Change in completions at 2-year public colleges by degree type by ethnicity from 2017 to 2019

Degrees and Certificates	All Students	Hispanic	African-American	White	Asian	International	Other Groups
Certificate 1	5.4%	7.4%	3.5%	2.5%	9.3%	24.4%	6.1%
Certificate 2	16.0%	29.6%	12.8%	2.0%	17.9%	93.6%	13.6%
Advanced Technology Certificate	52.4%	50.0%	82.2%	39.3%	82.9%	37.5%	85.7%
Associate	5.4%	10.1%	2.8%	-2.5%	0.9%	45.7%	7.1%
Bachelor's	14.4%	9.2%	83.3%	26.8%	400.0%	0.0%	66.7%
Total	**6.0%**	**10.1%**	**3.7%**	**-0.7%**	**3.5%**	**42.5%**	**7.2%**

Total degrees by degree type in 2019

Degrees and Certificates	2019
Certificate 1	35,026
Certificate 2	5,518
Advanced Technology Certificate	535
Associate	89,122
Bachelor's	437
Total	130,638

Making the Shift in Reporting Data

- Avoid comparisons between groups
- Include data representations for all student groups
- Report individual groups over time
- Choose asset-based indicators rather than deficit-based whenever possible at group and individual levels

https://www.aecf.org/m/resourcedoc/aecf-MoreRaceMatters3-2008.pdf

Making the Shift in Reporting Data (cont'd)

- Be consistent with data disaggregation across groups
- Avoid images that mobilizes stereotypes
- Data narratives should include a structural explanations
- Plan presentations carefully—data and images
- Review and scrutinize presentations in advance of sharing

https://www.aecf.org/m/resourcedoc/aecf-MoreRaceMatters3-2008.pdf

Completions at 2-year public colleges have increased for Hispanic students for all degree types from 2017-2019

Completions by Degree Type for Hispanic Students

Degrees and Certificates	2017	2018	2019	% Change
Certificate 1	13,877	14,004	14,908	7.4%
Certificate 2	1,839	2,091	2,384	29.6%
Advanced Technology Certificate	78	93	117	50.0%
Associate	35,508	36,836	39,083	10.1%
Bachelor's	314	370	343	9.2%
Total	**51,616**	**53,394**	**56,835**	**10.1%**

http://www.txhigheredaccountability.org/acctpublic/

Completions at 2-year public colleges for African American students have increased for all degree types from 2017 to 2019

Completions by Degree Type for African American Students			
Degrees and Certificates	**2017**	**2018**	**2019**	**% Change**
Certificate 1	4,519	4,639	4,675	3.5%
Certificate 2	678	690	765	12.8%
Advanced Technology Certificate	45	50	82	82.2%
Associate	10,081	10,145	10,363	2.8%
Bachelor's	6	10	11	83.3%
Total	**15,329**	**15,534**	**15,896**	**3.7%**

http://www.txhigheredaccountability.org/acctpublic/

Completions at 2-year public colleges have increased for Hispanic students for all degree types

Completions by Degree Type for White Students

Degrees and Certificates	2017	2018	2019	% Change
Certificate 1	12,262	11,606	12,570	2.5%
Certificate 2	1,907	1,802	1,946	2.0%
Advanced Technology Certificate	178	202	248	39.3%
Associate	29,760	28,900	29,029	-2.5%
Bachelor's	56	53	71	26.8%
Total	**44,163**	**42,563**	**43,864**	**-0.7%**

http://www.txhigheredaccountability.org/acctpublic/

FEEDBACK: Making the Shift

What can you and your staff do to start or continue the positive changes at your institution?

Do you believe you and your staff can be instrumental in leading or contributing to positive changes?

Questions or Comments

What questions or comments do you have?

Resources

- Achieving the Dream - https://www.achievingthedream.org/focus-areas/equity
- America's Promise Alliance - https://www.americaspromise.org/report/dont-call-them-dropouts
- Equity Literacy Institute - https://www.equityliteracy.org/
- Resource List - https://ydekc.org/wp-content/uploads/2019/09/Racial-Equity-in-Data-Reporting-Resource-List.pdf
- THECB Accountability System - http://www.txhigheredaccountability.org/acctpublic/
- University of Memphis, Engaged Scholar-Module 4 - https://www.memphis.edu/ess/module4/page3.php
- University of Pennsylvania - https://www.aisp.upenn.edu/wp-content/uploads/2020/08/AISP-Toolkit_5.27.20.pdf

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