



IMPROVING POSTSECONDARY ATTAINMENT:

Achieving Equity in Policy

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CENTER *for* URBAN
EDUCATION

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WELCOME AND INTRODUCTIONS

CUE INTRODUCTIONS



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The Center for Urban Education (CUE)

conducts *socially
conscious research*
and *develops tools*
institutions of
higher education
need to *produce*
equity in student
outcomes.

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AGENDA:

- Welcome & introductions
- How & why were the CUE policy materials created?
- Why is equity work in policy important?
- Using the policy protocol to assess institutional policy
- Questions & closing



HOW WE GOT HERE

“Equity is not ‘nice to have.’ It’s a ‘got to have.’ Unless we focus on African American and Latino students, our country will not get to where it needs to be.”

- **Jamie P. Merisotis**, President and CEO, Lumina Foundation



HOW WE GOT HERE

2015 Lumina State Policy Academy in Chicago

Addressing Equity Gaps in State Goals for Postsecondary Education Attainment

Goal: Increase number of states with higher education attainment goals aimed at closing the gap for underrepresented populations

Product: New policy tools

- *Overcoming Common Challenges*
- *Making Equity Part of State Planning*
- *Protocol for Assessing Equity-Mindedness*



CUE'S APPROACH TO POLICY

POLICY AS A TOOL OF EQUITY OR INEQUITY

- **Why is equity-minded policy analysis important?**
 - History has shown that well-intentioned policies can harm racial, ethnic, and indigenous populations with a history of educational and economic deprivation
- **What does equity-minded policy analysis consider?**
 - The impact of policy on the distribution of power, access to resources and knowledge, and the reproduction of social stratification



POLICY AS A TOOL OF EQUITY OR INEQUITY

- What does an application of an equity perspective require practitioners to consider?

Who benefits?

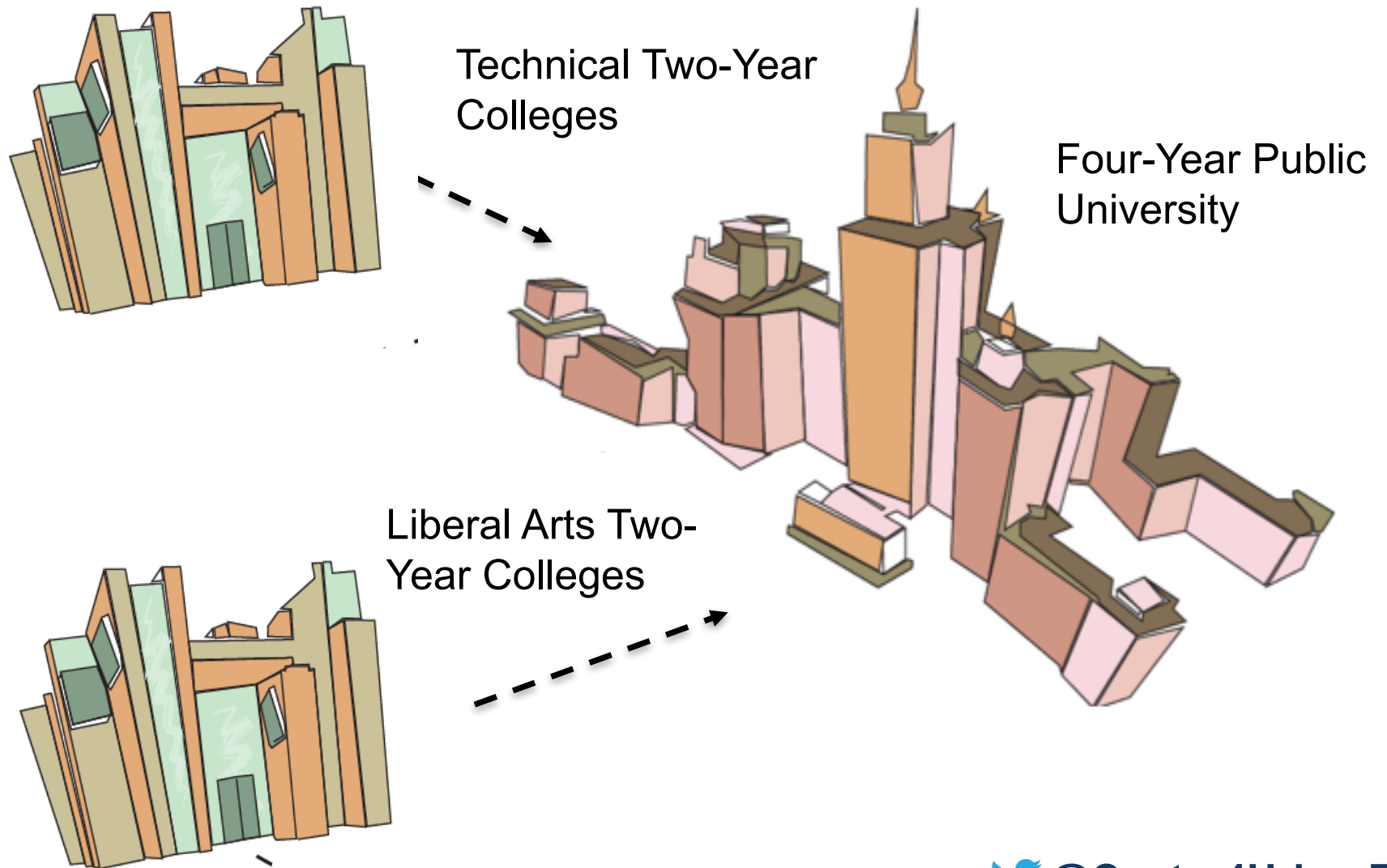
Who loses?

How do low-income and minoritized students fare as a result of the policy?

- An equity-minded analysis provides a lens that brings into focus how policies and practices that—**on the surface**—appear beneficial can create or worsen inequalities for some groups.



INEQUITABLE POLICY EXAMPLE





PROTOCOL: ASSESSING EQUITY-MINDEDNESS

ASSESSING EQUITY-MINDEDNESS

Every policy development process should include a review process to ensure all aspects have an equity focus.

CUE's protocol will help institutional leaders and practitioners:

- Assess policy intents and inclusiveness
- Uncover policy assumptions
- Make equity intentional rather than accidental
- Invite reflection on how policies can advance equity



ASSESSING EQUITY: THE SIX POLICY INDICATORS

1. Equity as a Guiding Paradigm for Policy
2. Equity in Language
3. Data Collection and Reporting Strategy
4. Disproportionate Impact
5. Policy Consistency & Ubiquity
6. Equity Framing



EQUITY-MINDEDNESS

#1 Equity-mindedness should be a guiding paradigm for policy design: Equity-mindedness means framing the success of minoritized students as an institutional and state responsibility.



#1 Equity-mindedness should be a guiding paradigm for policy design.

Specifies a focus on racial equity

The Equity Lens will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens emphasizes underserved students, with a particular focus on racial equity. The system outcomes will focus on resource allocation, overall investments, hiring and professional learning.

Equity is treated as a comprehensive strategy with broad impact

Calls out institutional and systemic barriers that limit access

QUESTIONS FOR YOUR COLLEGE'S GI 2025 PLAN



Equity as a guiding paradigm:

- Is equity a comprehensive strategy or approach across your college plan?
- Is racial equity an *add on* in your campus plan?



EQUITY

#2 Equity in language: Institutional leaders need to be attentive to language that suggests stereotypes based on race AND also be specific when naming student groups.

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#2 Equity in Language.

Example: “The new College Credit Plus dual enrollment program requires high school and higher education partners to inform students of dual enrollment opportunities and to design 15 and 30 semester hour pathways for motivated and well-prepared students to get a head start on degrees.”

Words that describe the beneficiaries of a policy as “motivated” or “well-prepared” students could reproduce racial and class-based inequalities if affluent white students are more likely to meet the qualifying criteria

Who is this policy leaving out?

#2 Equity in Language.

Example: Desired candidate would have “demonstrated ability in developing successful instructional strategies for non-traditional or academically at-risk students.”

Many terms (“underrepresented,” “at-risk,” “minority”) tend to divert individuals of their unique identifies. Terms that aggregate all nonwhite groups into a single category can prevent institutional leaders from noticing important patterns of success and failure.

USE OF LANGUAGE

Equity-minded language:

- Racial / ethnic equity
- Hispanic Serving Institutions
- Predominately Black Institutions
- Ethnicity
- Race / racial
- Latino / a
- African American / Black
- Native American
- Culturally relevant / responsive pedagogy
- Social justice

Diversity language:

- Diversity / diverse
- Underrepresented
- Underserved
- Multicultural
- Students of color
- Minority Serving Institutions
- Culture / cultural

Deficit-minded language:

- At-risk
- High-need
- Underprepared
- Disadvantaged
- Untraditional / non-traditional
- Underprivileged
- Learning styles
- Achievement gap



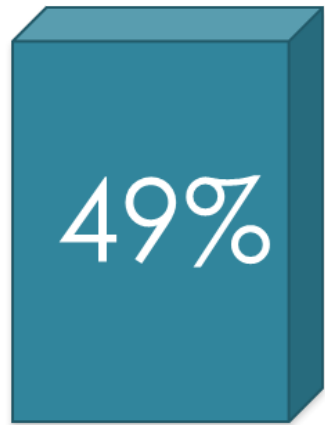
QUESTIONS FOR YOUR COLLEGE'S GI 2025 PLAN



Equity in language:

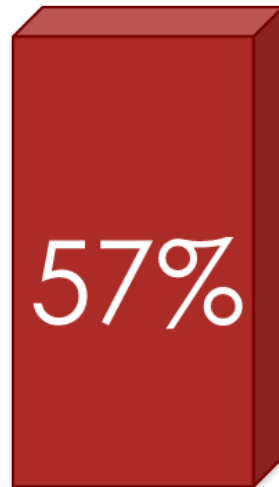
- What language does your college use in their plan to identify minoritized students?
- What language does your college use that could be problematic or reinforce stereotypes?

AGGREGATE

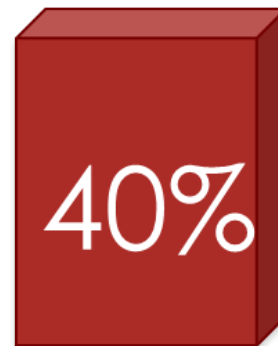


All Students

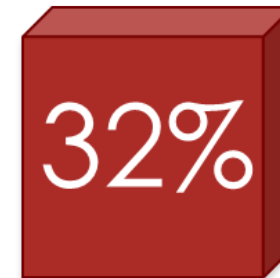
DISAGGREGATE



White Students



Asian Students



Latino/a Students



African Am. Students

#3 Data collection and reporting strategy: The practice of routinely disaggregating data by race and ethnicity is a MUST of equity-minded policy development.

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#3 Data collection and reporting strategy.

THE COMPLETION GAP

INCOME	COMPLETION RATE	
	Same Campus Same Degree on time	Any Campus Any Degree within 8 yrs
ALL STUDENTS	20.5%	59.1%
FRANK O'BANNON	15.8%	58.2%
SCHOLARS (21st Century)	16.8%	50.9%
PELL	12.1%	49.3%
FEDERAL LOAN	17.3%	56.1%

RACE/ETHNICITY	COMPLETION RATE	
	Same Campus Same Degree on time	Any Campus Any Degree within 8 yrs
ASIAN	8.3%*	41.7%*
BLACK	10.0%	43.5%
HISPANIC	13.8%*	48.3%*
WHITE	22.3%	61.1%
OTHER	19.0%	67.1%

Disaggregated reporting supports more effective policy evaluation and accountability

QUESTIONS FOR YOUR COLLEGE'S GI 2025 PLAN

Data collection and reporting strategy:

- Does your campus GI 2025 plan call for all data to be disaggregated by race?
- When data dashboards are used, will the data be examined by race?
- How are practitioners required to provide data findings to the college – disaggregated by race or in the aggregate?



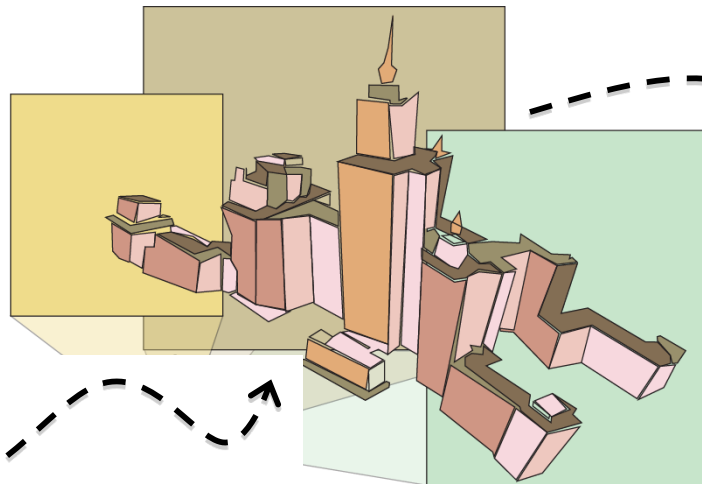
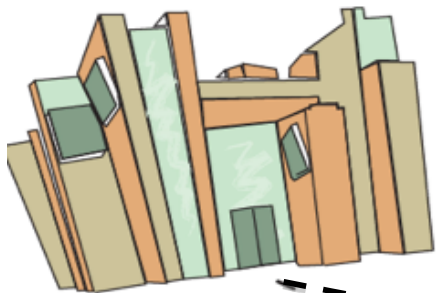
#4 Disproportionate impact: The criteria, intents, and premises of policy have to be evaluated to safeguard against disproportionate impact.

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#4 Disproportionate impact.

Guaranteed transfer policy



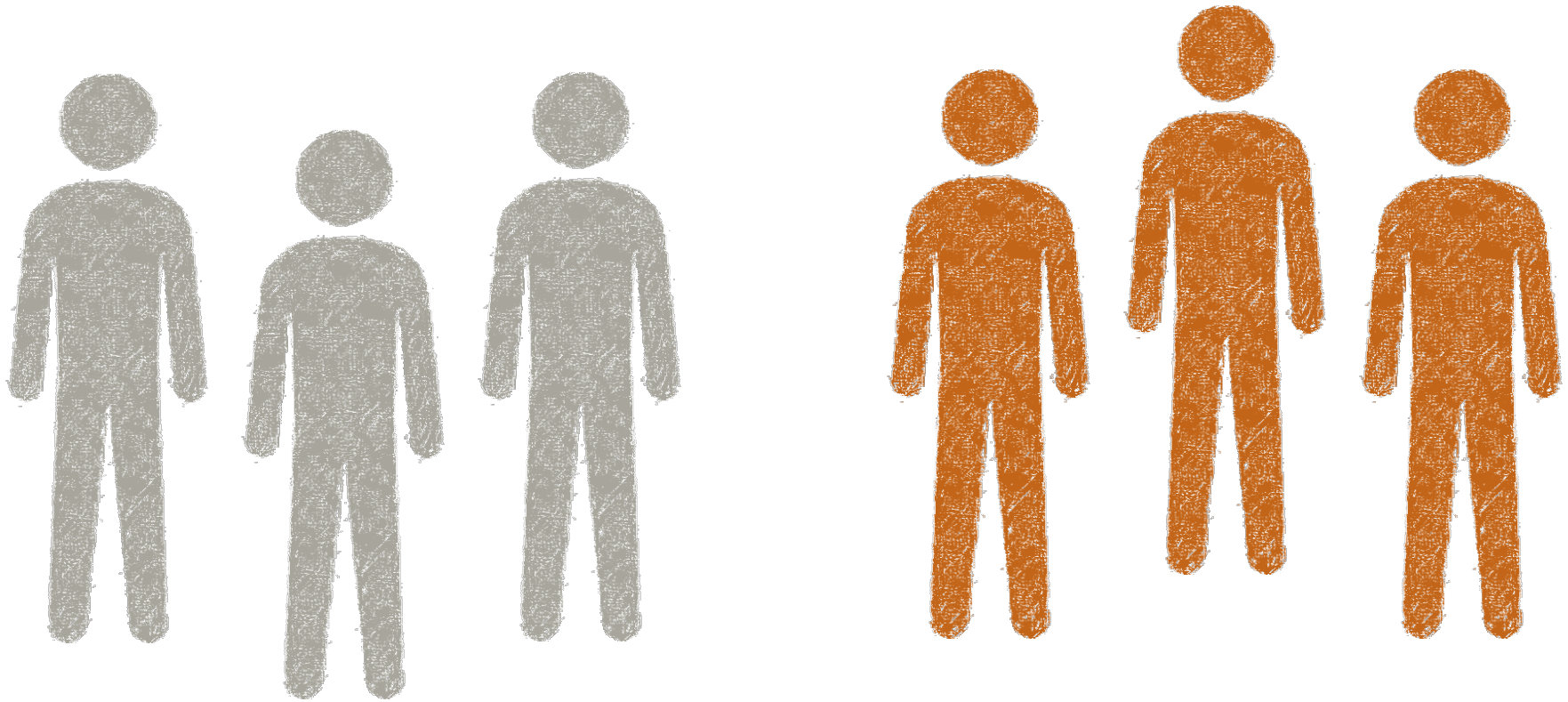
Supports only full-time students. Need to ask who are the part-time students and what might be the disproportionate impact?

Consider intentionally whether populations that have been historically underserved will accumulate additional disadvantages based on policy criteria.

QUESTIONS FOR YOUR COLLEGE'S GI 2025 PLAN

Disproportional impact:

- **Are there programs or strategies put forth in your college's GI 2025 plan that could potentially disproportionately impact minoritized students?**
- **Would a historically underserved population accumulate additional disadvantages based on criteria that determine the beneficiaries of the program or strategy?**



#5 Policy consistency and ubiquity: Lack of consistency and ubiquity of equity focus can undermine good policy intents.



#5 Policy consistency and ubiquity

*An institution may develop a strategic plan that takes into account the projected growth among Latino high school students and provides detailed action items to increase **access** to postsecondary education for this population...*



#5 Policy consistency and ubiquity

However, in the section outlining the institution's completion goals, indicators are only listed in the aggregate, leaving it unclear how the success of Latino students is expected to contribute to overall goals.



QUESTIONS FOR YOUR COLLEGE'S GI 2025 PLAN

Policy consistency and ubiquity:

- Is there a consistent equity focus across your campus plan?
- Is there an equity focus embedded in the programs and strategies within your campus plan?



EQUITY

#6 How equity is framed matters: How the need for equity is framed and rationalized by institution is critical for broad buy-in and effective response across your campus.



QUESTIONS FOR YOUR COLLEGE'S GI 2025 PLAN

How equity is framed matters:

- How does your college frame the need for racial equity?

ASSESSING EQUITY-MINDEDNESS: EXAMPLE

Problematic Sample:

“Please provide a statistical profile of the students you serve and an analysis of the factors that impact the ability of your students to earn bachelor’s degrees, graduate within four years, and/or transfer...”

- **Using the prompts on page 31, is this policy excerpt equity-minded?**

ISSUES:

***Indicator 1: Equity-Mindedness as the Guiding Paradigm**

- *No mention of race or institutional responsibility*

*** Indicator 2: Equity in language**

- *The student groups are not explicitly stated*



ASSESSING EQUITY-MINDEDNESS: EXAMPLE

Problematic Sample:

“Please provide a statistical profile of the students you serve and an analysis of the factors that impact* the ability of your students to earn bachelor’s degrees, graduate within four years, and/or transfer...”*

- **How can the excerpt be changed to be more equity-minded?**

Equity minded statement:

“Please provide a statistical profile of the students you serve, disaggregated by race/ethnicity, and how institutional practices impact the ability of your students to earn bachelor’s degrees, graduate within four years, and/or transfer...”



ASSESSING EQUITY-MINDEDNESS: PRACTICE

Instructions:

1. Detach the protocol on page 31 to use as a guide.
2. Annotate the text:
 - a. Circle the words/phrases or content that denote equity.
 - b. Underline text that may serve to hinder the success of minoritized students or unintentionally leave historically excluded groups out.
 - c. Is the policy a strong or weak representation of equity-focused policy?
3. Talk with a practitioner near by about how the policy is or is not equity-focused.

OPTION I Analysis:

Take a couple of minutes to read Policy Excerpt #3 on page 24 of the protocol.

OPTION II Analysis:

Take out the policy you brought with you. If you are analyzing your college's GI 2025 plan, please select **one** of the long terms goals and the strategies associated with that particular goal to analyze.



FOLLOW-UP QUESTIONS TO CONSIDER – GI 2025 PLANS AND STRATEGIES

To what degree is your college plan focused on

1. Structural/programmatic changes/implementation, instead of focused on social, cultural, and relational dimensions of the college?
2. Making changes outside the classroom rather than changing how instruction is delivered?
3. Changing pedagogy generally, not necessarily focused on training practitioners in culturally responsive techniques?
4. Implementing programs or initiatives that focus on “fixing” the student rather than remediating the practices of the institution or the practitioner?

What does the language used in the plan tell the reader about the assumptions the college holds of students? Does the plan included more equity-minded language or deficit-minded language?





Thank You! Questions?

Please leave evaluations on your table



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