

Beyond Box Checking: Making Equity Metrics Relevant

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How many of you have been involved in developing equity metrics at your institutions?

How were they and their data used?



Today's Objectives

- 1** Explore steps to consider in developing meaningful equity metrics
- 2** Learn more to support quality use of new and expanded metrics
- 3** Walk away with resources, peer suggestions, and ideas for how to embed equity metrics into your work to deepen impact

Current Equity Metrics/ Data Collection Requirements and Status

- The collection and reporting of race/ethnicity and gender data on students and completers are mandatory for all institutions which receive Federal financial assistance. It is also required for vocational programs.
- These data while very helpful are limited in which outcomes are reported that are critical for equity (e.g., credit vs. non-credit) and in which populations are represented. (Race/ethnicity and gender are not the only characteristics that reflect equity.)
- To fill in some of the gaps left behind by IPEDS, other entities are expanding upon the available data (College Scorecard, the National Student Clearinghouse (NSC), and the Voluntary Framework of Agreement (VFA)).
- Some states also provide outcomes-based funding based on equity.



TABLE 1 Success metrics across states

Success Metrics for Students of Color		Success Metrics for Students From Low-Income Backgrounds	
2-Year Institutions (14 states)	4-Year Institutions (16 states)	2-Year Institutions (22 states)	4-Year Institutions (20 states)
<ul style="list-style-type: none"> Alabama Arkansas Colorado Hawaii Kansas* Kentucky Louisiana Montana Nevada New York Ohio Tennessee (Quality Assurance Funding)* Virginia Washington 	<ul style="list-style-type: none"> Arkansas Colorado Florida* Hawaii Kansas* Kentucky Louisiana Montana Nevada New Jersey New York Ohio Oregon Pennsylvania* Rhode Island (University of Rhode Island) Tennessee (Quality Assurance Funding)* 	<ul style="list-style-type: none"> Alabama Arkansas California Colorado Florida Hawaii Illinois Indiana Kansas* Kentucky Louisiana Massachusetts Montana New Mexico New York Ohio Oklahoma Tennessee Outcomes-Based Funding Tennessee (Quality Assurance Funding)* Utah Virginia Washington 	<ul style="list-style-type: none"> Arkansas Colorado Florida* Hawaii Indiana Kansas* Kentucky Louisiana Montana Nevada New Mexico New York Ohio Oklahoma Oregon Pennsylvania* Rhode Island (University of Rhode Island) Tennessee Outcomes-Based Funding Tennessee (Quality Assurance Funding)* Utah Wisconsin

* These states have metrics that are optional. Optional metrics are metrics that institutions may opt in to but are not required.

TABLE 2 Enrollment metrics across states

Enrollment Metrics for Students of Color		Enrollment Metrics for Students From Low-Income Backgrounds	
2-Year Institutions (3 states)	4-Year Institutions (6 states)	2-Year Institutions (4 states)	4-Year Institutions (8 states)
<ul style="list-style-type: none"> Kansas* Tennessee (Quality Assurance Funding)* Wisconsin* 	<ul style="list-style-type: none"> Kansas* Massachusetts Pennsylvania* Rhode Island (University of Rhode Island) Tennessee (Quality Assurance Funding)* Wisconsin 	<ul style="list-style-type: none"> California Kansas* Tennessee (Quality Assurance Funding)* Wisconsin* 	<ul style="list-style-type: none"> Florida Kansas* Massachusetts Michigan New Jersey Pennsylvania* Tennessee (Quality Assurance Funding)* Wisconsin

* These states have metrics that are optional. Optional metrics are metrics that institutions may opt in to but are not required.

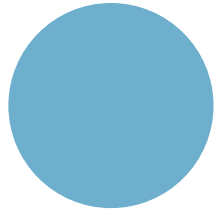
TABLE 3 Campus climate metrics across states

2-Year Institutions (2 states)	4-Year Institutions (4 states)
<ul style="list-style-type: none"> Kansas* Tennessee (Quality Assurance Funding)* 	<ul style="list-style-type: none"> Kansas* Pennsylvania* Rhode Island (Rhode Island College) Tennessee (Quality Assurance Funding)*

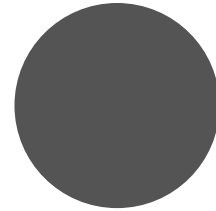
* These states have metrics that are optional. Optional metrics are metrics that institutions may opt in to but are not required.



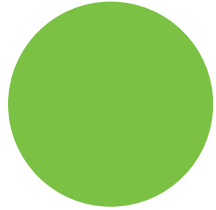
What benefits are to be gained from equity-focused metrics?



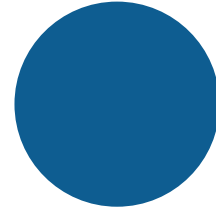
Communicating Values: These metrics should reflect best practice but also your values.



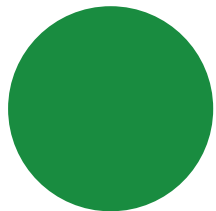
Metrics are important tools to **help institutions and systems communicate/rally around shared goals**, measure attainment, and determine paths forwards. Can be a critical resource in developing and maintain partnerships.



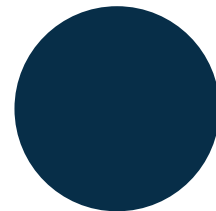
Transparency and Accountability: It is important to understand how institutions are serving ALL their constituents (also for funding, accreditation, etc.).



Foster Improvement and Innovation: These data can help inform institutions of gaps and where to focus resources for the advancement of diverse students AND the institution overall.



Informed Decision Making for Learners: Specific data can help prospective students and their families make informed choices about where to attend and how institutions serve and succeed other learners like them.



Post-secondary credential attainment is a significant factor in labor force participation overall as well as access to sustainable, high-quality careers. It is imperative that we understand who is and is not included in the benefits that can be gained from quality post-secondary education.

How can we develop and use meaningful metrics to eliminate inequities and make education work for all?



Apply a Culturally Responsive/ Racial Equity lens to our work



Identify Priority Populations in our Communities



Incorporate Expansive and Diverse Feedback



Develop Metrics to Reflect Data, Feedback, & Feasibility



Continuously Use Metrics to Identify & Address Gaps

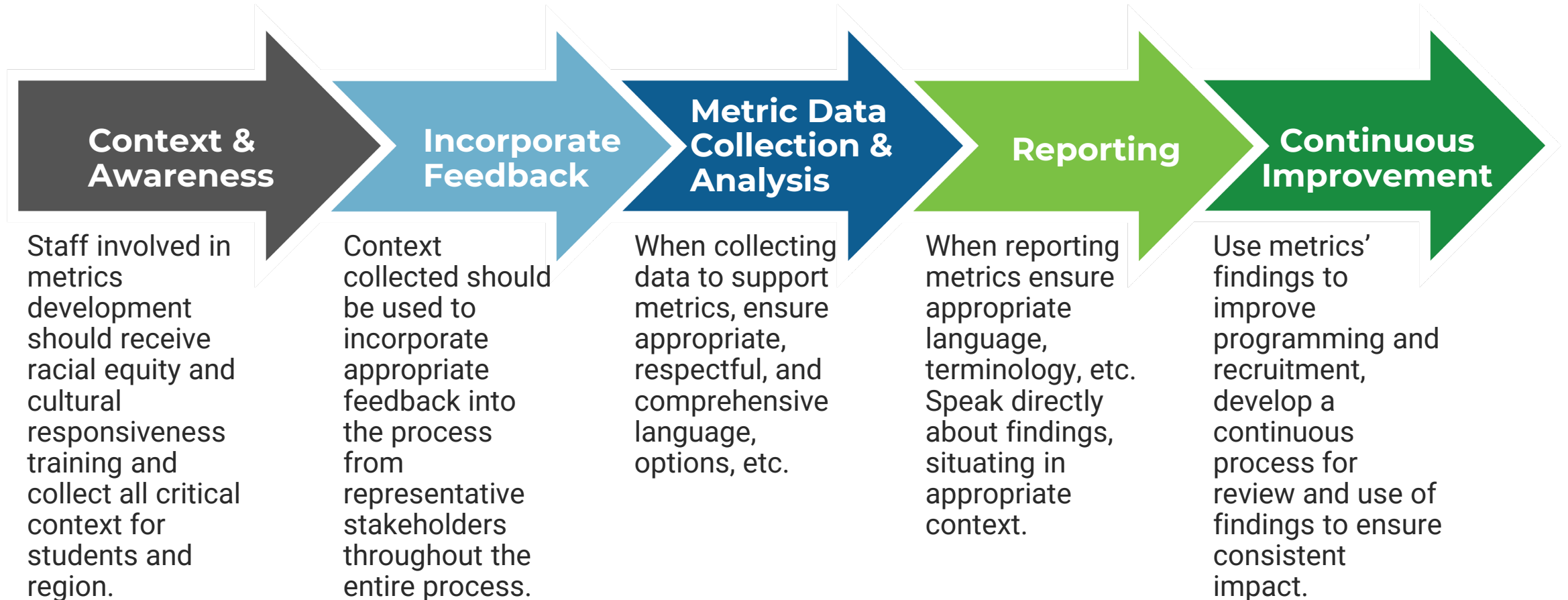


Apply a Culturally Responsive and Racial Equity Lens to Metrics Work



How do I apply a culturally responsive and racial equity lens in my metrics work?

Understanding best practices related to racial equity and inclusion and cultural responsiveness is essential to collecting, reporting, and discussing your data in ways that are appropriate, respectful, and accessible. It is essential to begin this work with this foundation to ensure impact vs. harm.



Identify Priority Populations in Our Communities



Who should provide feedback and be represented in our metrics?

Disaggregate institutional data by all available characteristics to understand what is already known about students and their outcomes- Who and what information is missing? Are these data enough? Do we need to know intersectional outcomes, i.e., data for Black women?

Collect demographic data for the region you serve. How do regional and institutional data compare? For example, do you sit close to a reservation, yet your student population does not include indigenous learners?

Learn from colleagues, stakeholders, and others **which student or community needs are unmet**, who is underserved, and which demographics should be considered more intentionally to improve success. What does completion anecdotally look like for parents? Is Pell eligibility comprehensive enough for our low-income students? What more do we need to know and about whom to increase success and accessibility?



TABLE 1:
Percent of Population by Highest Education Received for Race/Ethnicity and Gender

Demographic	Less Than High School Diploma or Equivalent	High School Diploma or Equivalent	Some College, No Degree	Post-Secondary Degree
American Indian and Alaska Native Women	14.0%	11.1%	24.5%	50.5%
American Indian and Alaska Native Men	3.1%	28.9%	0.0%	68.0%
Asian Women	2.0%	7.8%	7.9%	82.3%
Asian Men	1.8%	4.0%	5.3%	88.9%
Black Women	3.8%	23.5%	24.8%	48.0%
Black Men	6.2%	30.7%	28.4%	34.7%
Latina Women	9%	23%	19%	49%
Latino Men	12%	33%	9%	45%
Other Races Women	13.9%	33.1%	14.9%	38.2%
Other Races Men	5.5%	31.0%	15.9%	47.6%
Two or More Races Women	5.1%	19.0%	20.5%	55.5%
Two or More Races Men	9.3%	20.6%	14.1%	55.9%
White Women	3.5%	12.5%	16.4%	67.5%
White Men	3.4%	16.5%	19.3%	60.7%

For a project in Oakland County, Michigan, we found that while post-secondary attainment rates among women and men overall are consistent (63% compared to 62%), there are notable differences in attainment of women and men of the same race or ethnicity (Table 1). Black women and white women are outpacing their male counterparts in post-secondary attainment, but for those who identify as American Indian or Alaska Native, Asian, or Other, women are lagging men in post-secondary attainment.

The Road to Economic Success in Oakland County: Final Report for the Oakland80 Initiative Strategy Research Project



 **THIRD WAY**

What we measure now at the federal level: Some federal data is disaggregated by student characteristics including race, ethnicity, and Pell Grant status

What we could measure instead: All data points used to assess institutional and program-level outcomes should be disaggregated by race and ethnicity, age range, gender identity, first-generation status, enrollment intensity, and income quintile—and persistent equity gaps should be a focus of institutional improvement

Possible Relevant Demographics

Citizenship

Parental status

Key neighborhoods?

What are other relevant demographics for your institution?



Incorporate Expansive & Diverse Voices



When and who do we incorporate in feedback?

Throughout the whole process, it is critical to incorporate feedback from representative voices. This will ensure that your work:

- Follows a culturally responsive/ REI lens
- Has buy-in
- Is grounded in what is feasible
- Arrives at the root of the issue
- Reads as authentic and meaningful

Determine and be clear early on: who will have final say?

Hearing directly from those with lived experience will greatly advance your understanding of the issue at hand.



To foster a successful process and systemic change, it is critical to hear from learners, potential customers, the state, your local workforce development system, employers, and other critical partners, especially those that reflect diverse learner needs. And, of course your institution researchers and decision-makers.



How do we incorporate feedback?

There are many ways to incorporate feedback into this process. When determining the best process, it will be important to pay attention to who will use and work with the feedback, reduce burden, and ensure that there will be an output or outcome for those that contribute (keep them informed, etc.)

Some possible mechanisms include:

- Developing an advisory board or committee
- Surveys
- Focus groups
- Context conversations and interviews

How else have you done this work?

What went well?



What was challenging?



Develop Metrics to
Reflect Data, Feedback,
& Feasibility



Moving Beyond Demographics

What else is missing?

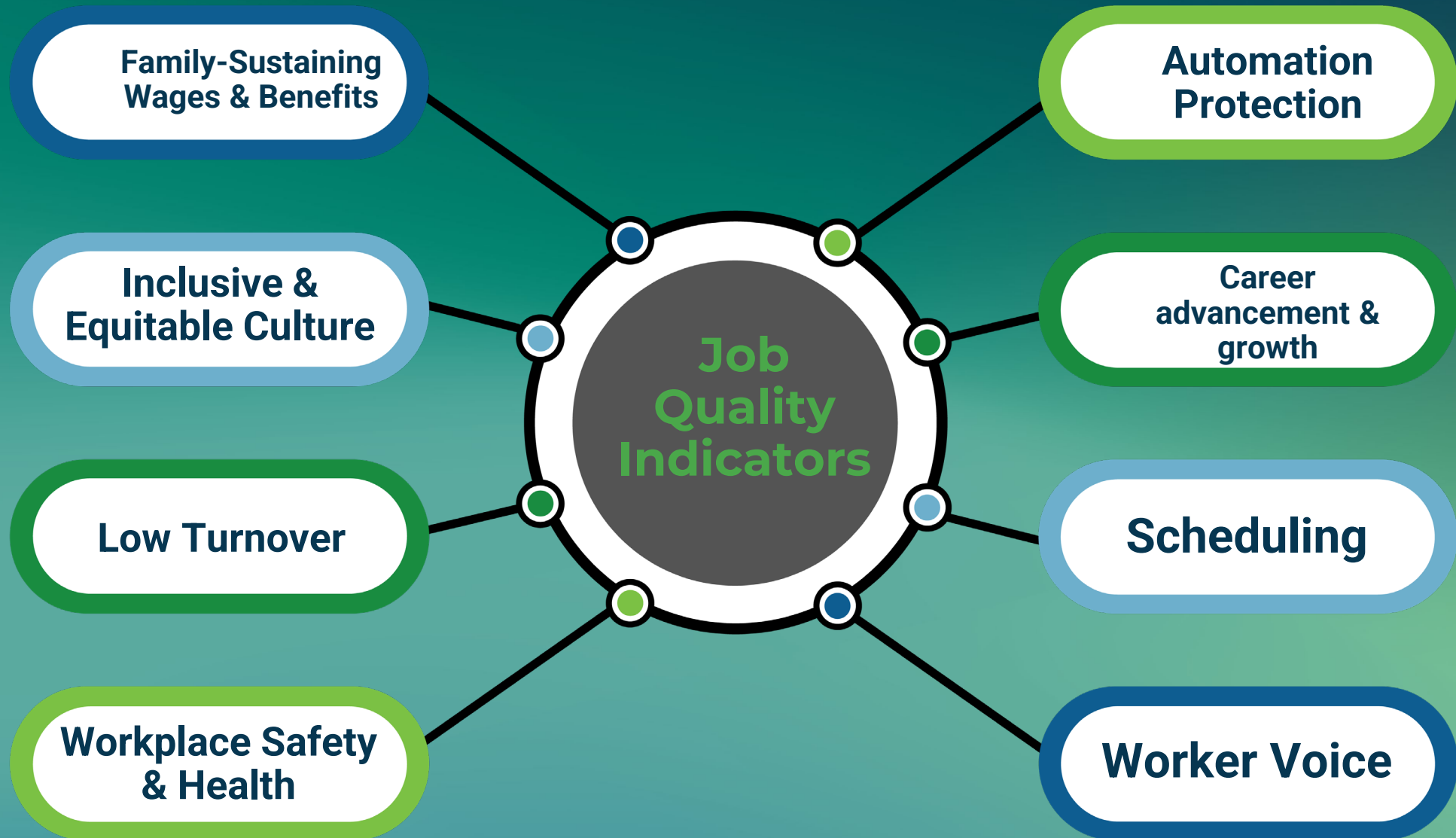
- IPEDS is missing many outcomes that help paint the full picture of institutional equity.
- There are many other outcomes that should be disaggregated or introduced for full impact.

Possible Other Metrics

- Credit vs. non-credit
- Job quality and accessibility for student placements
- Campus climate



How do you measure job quality?



Example: Living Wages for Wayne County

Wayne County Living Wage, 1 Adult, No Children	Wayne County Living Wage 1 Adult, 1 Child	Wayne County Living Wage 2 Adults, Both Working, 1 Child	Wayne County Living Wage 2 Adults, 1 Working, 1 Child	Hourly Earnings	Yearly Earnings
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Not a living wage for any family				\$10-15	\$20,800 - \$31,200	
Earning a Living Wage				\$16-20	\$33,280 - \$41,600	
			Earning a Living Wage	\$21-25	\$43,680 - \$52,000	
				\$26-30	\$54,080 - \$62,400	
				Earning a Living Wage	\$31-35	\$64,480 - \$72,800
	Earning a Living Wage				\$36-40	\$74,880 - \$83,200
					\$41-45	\$85,280 - \$93,600

How do you measure job accessibility?

-  Occupational Segregation
-  Barriers, e.g., driver's license req.
-  Population-specific Barriers
-  Credential Requirements
-  Data on location of jobs (compared to where most workers live, transportation, etc.)

Putting It All Together

Developing metrics is a layered and complicated process that will vary by institution. While ultimate metrics selection will be determined by the decision-making process you design, institutional data availability, data security, data governance, and other factors will likely have a large impact.



How can we address roadblocks?

- Start slow and scale
- Invite researchers and decision makers to the table early on, involve in the process and design
- Speak to peers to understand how they have navigated roadblocks successfully
- *What else?*



Use Metrics to
Continuously Identify &
Address Gaps



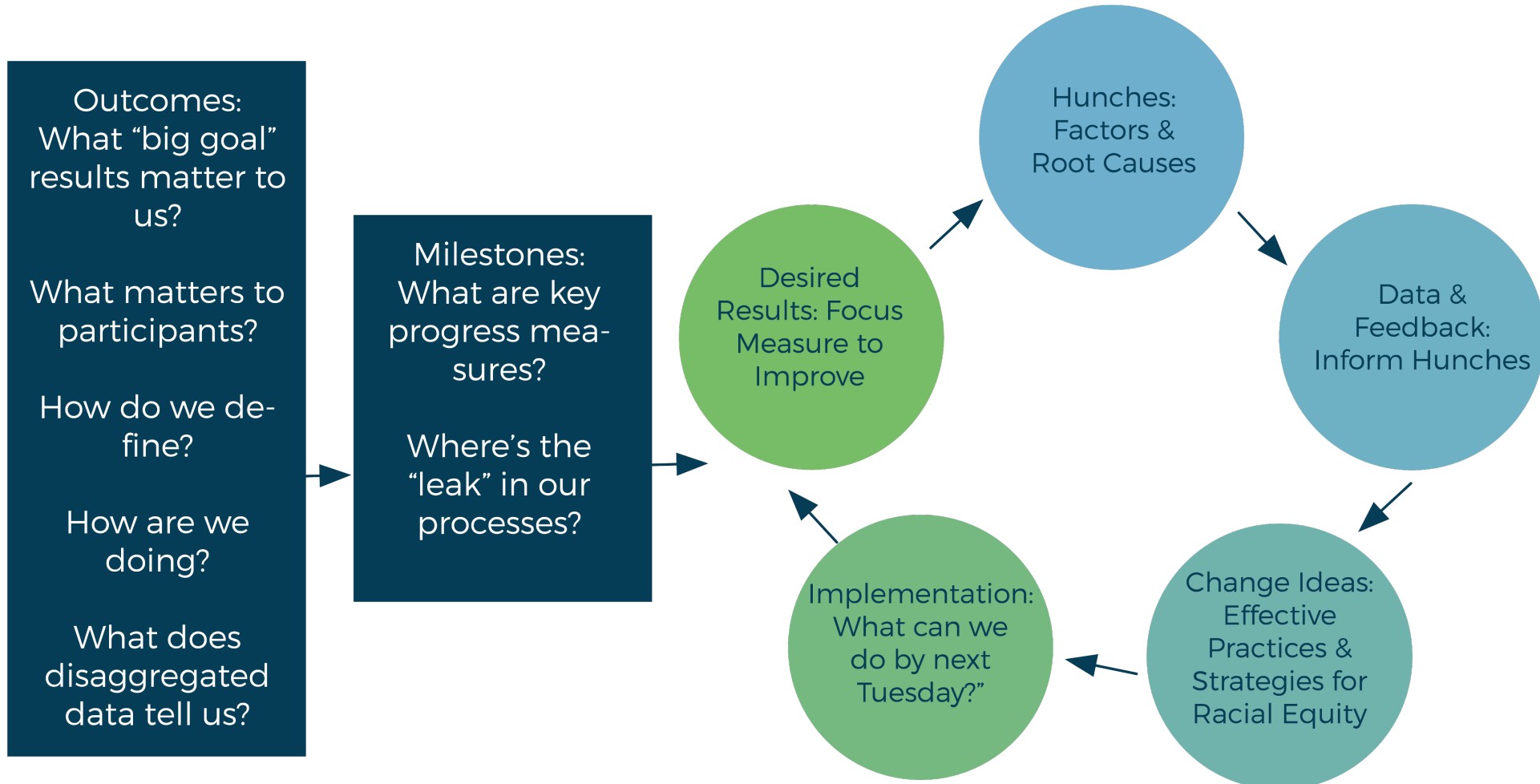
We did all the work. Now what?

The work does not end once metrics are developed, the work has just started. To have the most impact, organizations need:

- A process for continuously reviewing metrics and their findings, including with stakeholders and relevant parties to ensure appropriate interpretation and understanding
- A process for continuously evaluating fit of metrics and what may be missing
- A plan for addressing any identified inequities, and ideally a plan where the solutions are driven by the community
- A plan for reporting the metrics



WBN CONTINUOUS IMPROVEMENT MODEL



California Community College Student Equity Achievement Program

4/8/23, 2:31 PM NOVA: Student Equity and Achievement Program Plans Woodland Community College - Student Equity Plan (2022-25)

Student Equity and Achievement Program Produced: 04/05/2023 02:30 PM PDT Lisbeth Brazil-Cruz

Woodland Community College - Student Equity Plan (2022-25): Certified

Details

Assurances

Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

[EDC_78220.pdf](#)

Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

The college has placed the use of data at the forefront of planning the Student Equity Plan. In the past year the college underwent the planning, writing and implementation of a new Educational Master Plan (EMP). As part of this work, the college underwent an equity assessment. Both the EMP and the equity assessment have informed the creation of this plan as both previous documents hold race and equity front and center. Data to evaluate progress will be reviewed yearly and presented with local governance group to be able to make adjustments to initiatives to help achieve desired outcomes. An explicit equity plan based on race consciousness will help the college community understand and contribute to the collective college goals. The utilization of race-conscious language is instrumental in achieving racial equity.

The college has instituted a Diversity, Equity and Inclusion (DEI) committee which is composed of faculty, staff, administration and students. This committee continually discusses equity issues at the college and seeks to leverage best practices proven to have high impact for both students and the institution. As an Hispanic Serving Institution, the college is committed to the continual assessment of the college to achieve equity goals and to engage in professional development for both classified staff and faculty alike. The college has a history of engaging students and seeking their feedback, this plan was developed with student voices at the forefront. The college is moving to a culture of infusing race-conscious language in all shared governance committees.

The Office of Institutional Effectiveness will monitor and report on measurable goal outcomes annually and continuously evaluate programs. These data will include the Student Success Metrics (Access, Retention, Transfer, Completion of Math/English, and Earned an award). In a race-conscious framework, all outcomes will be disaggregated by race/ethnicity/gender/first generation status and financial aid recipients. The Student Success and Institutional Effectiveness Office will continue to provide ongoing evaluation of activities by collecting data (quantitative and qualitative), tracking implementation, analyzing data, and disseminating research findings via presentations and reports to the board, the various campus communities and our HSI advisory committee.

<https://nova.cccco.edu/sepi/plans/17401/v2/preview>

1/24

One state system that has prioritized equity in its data collection and reporting is the California Community Colleges system, which publishes an annual Student Success Scorecard that tracks statewide and institution-level student performance across its 115 public community colleges.

As a condition to receive specific state funding streams, the California legislature also requires community college districts to maintain a three-year Student Equity Plan and conduct campus-based research on equity gaps, with data disaggregated to show disparate impact in access, retention, and completion for several student subpopulations.



Resources



Resources to Consider

THIRD WAY

REPORT Published October 8, 2019 • 40 minute read

How Outcomes Metrics Can Better Reflect Community College Performance



Michelle Dimino
Education Policy Advisor
[@michelledimino](https://twitter.com/michelledimino)

In the US higher education system, community colleges are heavy lifters: while they make up only about a quarter of the nation's postsecondary institutions, they serve nearly half of all undergraduate students. But when it comes to evaluating the performance of two-year institutions, traditional outcomes metrics can provide an incomplete picture, failing to account for the multiple missions of community colleges, the diversity of the students they serve, and the variety of educational pathways those students pursue. They often fail to fully measure the true value that community colleges provide—leaving students and taxpayers in the dark about which two-year schools are delivering on their promises and which ones are not.

That's because on paper, the federal government makes virtually no distinction between two-year and four-year institutions in its required student outcomes reporting. Updates to the federal data system in recent years have injected greater nuance into the conversation around institutional and student-level performance, but there is still much work to be done to expand the availability of usable

#FundingEquitableOutcomes

RE-IMAGINING OUTCOMES-BASED FUNDING¹

Using Metrics to Foster Higher Education Equity



April 2021 • EdTrust.org

The Education Trust

DIVERSITY
EQUITY
INCLUSION



Equity Metrics, Measures, and Analytic Approaches in Education Research

June 2021

By Rachel Rosen and Rashida Welbeck

MDRC's Equity Collaborative researched ways that MDRC can more fully measure equity both as a condition and an outcome within studies that are focused on education. We reviewed literature about ways that other researchers, including some in other fields, have approached these questions. Our review suggests that most measures used in social inequality research—including both qualitative and quantitative measures—perform a descriptive function and primarily illustrate differences between groups. Key resources we identified for measuring equity in education settings include a 2019 National Academy of Sciences report, *Measuring Educational Equity*, and a 2018 UNESCO report, *Measuring Educational Equity in Education*.

For ease of reference, Tables 1, 2, and 3 below summarize examples of equity metrics, data displays, and statistics, from these and select other sources. The metrics listed here are not exhaustive; these resources are a starting point. Researchers should consider whether and how to build these and other metrics, displays, and measures into their work; what data need to be collected to measure and report on them; and how they might be used in reporting. We recommend consulting the original source documents for explanations about how to define and use these measures.

It is important to note that standardized test scores are ubiquitous and relatively easy to access, and measuring achievement for different groups of students

is widespread in education research. Yet the use of "achievement gaps" as a framing for measuring differences between demographic groups can be problematic for at least two reasons.¹ First, measuring and reporting the gaps can implicitly or explicitly put the responsibility for performance on students themselves, while ignoring systemic or institutional factors that contribute to inequitable performance outcomes—for instance, disproportionate designations of special education and higher incidence of disciplinary actions against students of color. Second, when groups are constructed based on race and ethnicity, researchers often define performance by White students as the reference (or benchmark) category, implying that White performance is the standard by which other groups' successes or failures should be measured. With these and other critiques in mind, we challenge researchers to consider carefully whether and how they report "achievement gaps" and to document the systemic conditions that students encounter.

Finally, while equity metrics provide ways to describe existing inequities, few have been used to study outcomes in randomized controlled trials or other impact studies. We will aim to shed light on how equity metrics can be used to understand the impact of an intervention or strategy on growing or narrowing inequities as we continue to think critically about equity in our work.

¹ Loxton-Billings (2009); and see Mihov (2013) for an overview.

mdrc
MICHIGAN DEVELOPMENT
RESEARCH CENTER

How Outcomes Metrics Can
Better Reflect Community
College Performance

Re-Imagining Outcomes
Based Funding

Equity Metrics,
Measures, and Analytic
Approaches in
Education Research

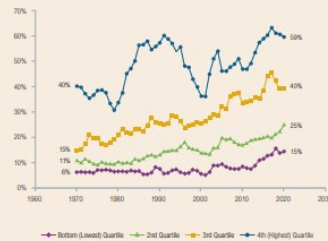
INDICATORS

OF HIGHER EDUCATION EQUITY
IN THE UNITED STATES



2022 HISTORICAL
TREND REPORT

Estimated bachelor's degree attainment by age 24 for dependent family members by family income quartile: 1970 to 2020



When will the U.S.
close the gap in higher
education attainment
by family income?

THE PELL INSTITUTE
for the Study of Opportunity in Higher Education

PennaHEAD
Alliance for Higher Education and Democracy

Others????

Indicators of Higher Education
Equity in the United States



Guides to Incorporating REI Lens

https://www.urban.org/sites/default/files/publication/103102/urban_institute_guide_for_racial_equity_in_research_process_0.pdf

<https://www.childtrends.org/publications/a-guide-to-incorporating-a-racial-and-ethnic-equity-perspective-throughout-the-research-process>

https://www.urban.org/sites/default/files/publication/99852/confronting_structural_racism_in_research_and_policy_analysis_0.pdf

https://static1.squarespace.com/static/54749c39e4b0712a5b6a8d96/t/5b3e1ae4352f53933a8edbea/1530796773645/Report_+What+Does+it+Take+to+Embed+a+Racial+Equity+%26+Inclusion+Lens_.pdf

<https://greenlining.org/wp-content/uploads/2020/10/Greenlining-Making-Racial-Equity-Real-2020.pdf>



Incorporating REI into Data Visualization

<https://urbaninstitute.github.io/graphics-styleguide/>

[Applying Racial Equity Awareness in Data Visualization | by Data@Urban | Medium](#)

<https://stephanieevergreen.com/decolonizing-data-viz/>

<https://stephanieevergreen.com/proportion-plots/>

[Equitable Data Practice | Urban Institute](#) (also general data practices)

[Design Justice: towards an intersectional feminist framework for design theory and practice](#)



Language

<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/gender>

<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/racial-ethnic-minorities#:~:text=Racial%20and%20ethnic%20groups%20are,Hispanic%2C%E2%80%9D%20and%20so%20on.>

[Recognizing Race in Language: Why We Capitalize “Black” and “White” | Center for the Study of Social Policy](#)

[White, white – Diversity Style Guide](#)

[Capitalizing Black and White: Grammatical Justice and Equity - MacArthur Foundation](#)

Data Collection and Analysis

<https://weallcount.com/tools/>

https://journals.sfu.ca/jmde/index.php/jmde_1/article/view/68/71

<https://www.ohchr.org/Documents/Issues/HRIndicators/GuidanceNoteonApproachtoData.pdf>

<https://crosscut.com/2019/05/abigail-echo-hawk-art-and-science-decolonizing-data>

<https://diversity.ucdavis.edu/diversity-data-research-questions>



Thank you!



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