



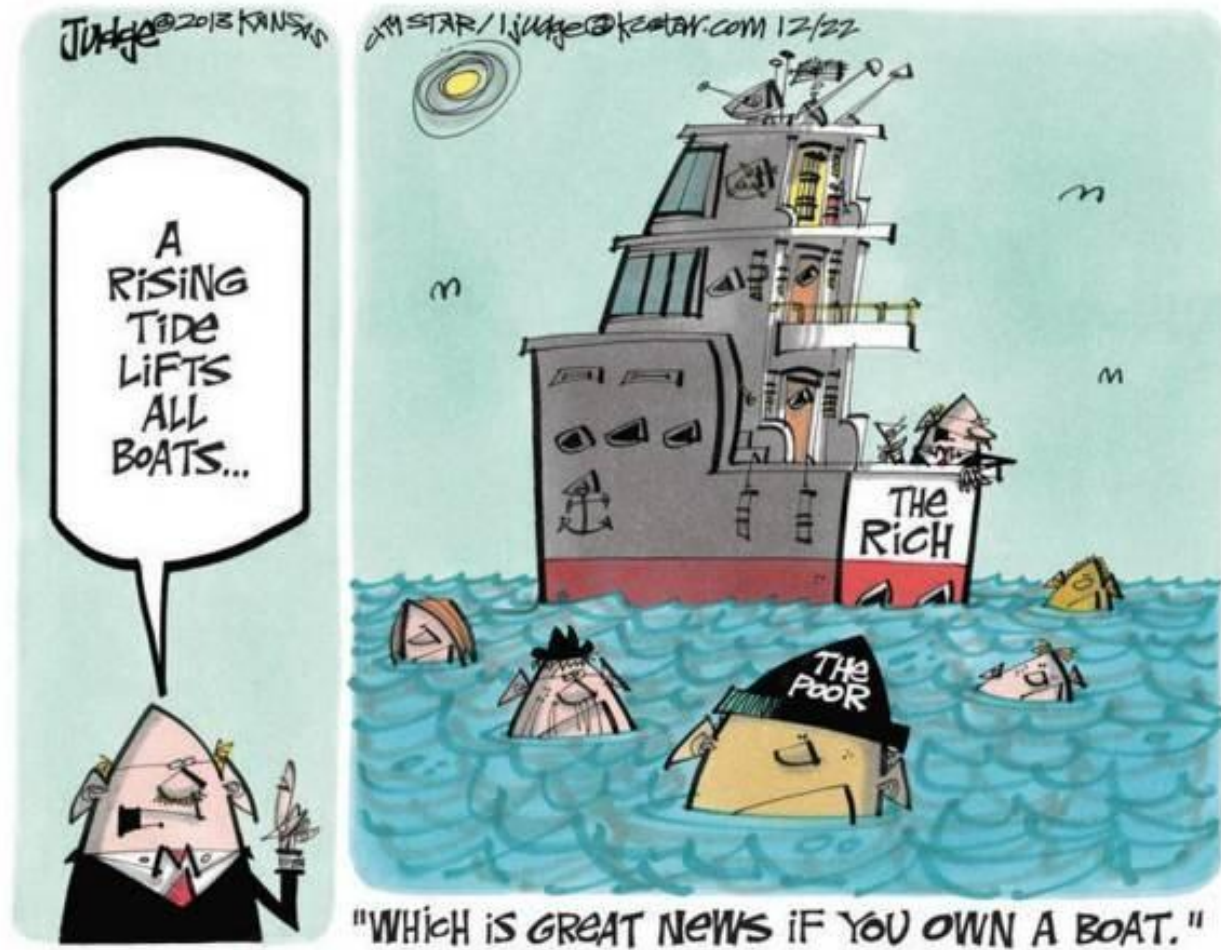
# Equity Leadership in Guided Pathways

**Josh Wyner, Executive Director**

**The Aspen Institute College Excellence Program**

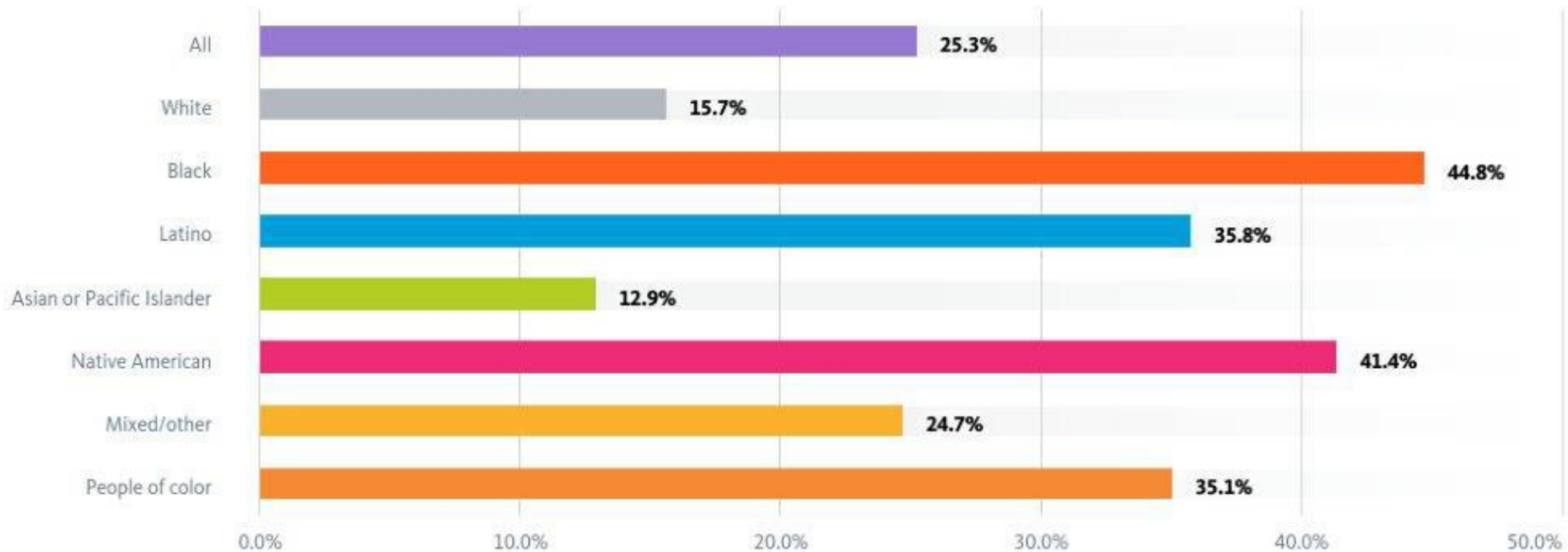
**April 17, 2018**

# *Why focus explicitly on ensuring equity within guided pathways?*



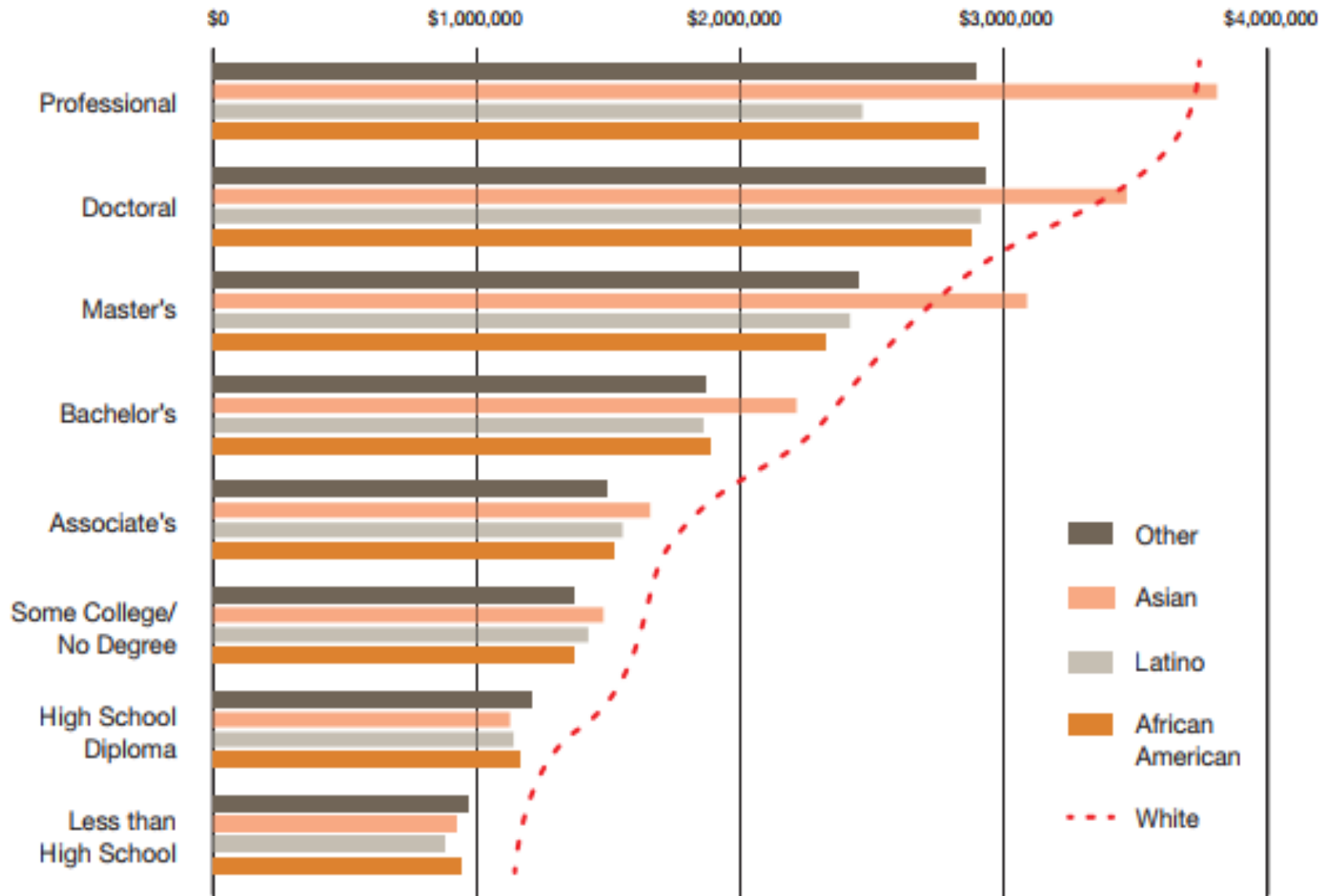
# Children under five living in poverty

Percent people below poverty by race/ethnicity and age : United States, Under 5, 100%, 2014



IPUMS  
PolicyLink/PERE National Equity Atlas, [www.nationalequityatlas.org](http://www.nationalequityatlas.org)

# Lifetime Earnings by Race/Ethnicity (2009 dollars)



# Aspen's Equity Leadership Framework



## Defining the Equity Challenge

- What evidence helps to identify the “root cause” of the equity challenge you’ve observed?
- Consider community context, access to the institution, characteristics of the surrounding economy.

## *Example*

Suburban Community College (SCC) has been working on guided pathways implementation for several years. Faculty and staff are on board with the changes, and pathways have been created in most degree areas. In particular, SCC has been working diligently to build pathways in STEM fields and integrate stronger advising to support student retention and success in those credential programs, which link to high-need and high-wage jobs in their region. In doing this work, however, they realized that while 58% of SCC students are students of color, only **12% of students in STEM pathways are students of color.**

*What is the **problem** here?*

## Observation

12% of students in STEM pathways are students of color.

## Root Causes at SCC

- Students of color are more likely than others to arrive at college underprepared in math.
- Students of color are less likely to be encouraged by HS counselors and advisors to consider STEM programs.
- More often than other students, students of color who choose STEM majors:
  - Exit the major – usually for other majors.
  - DFW in gateway STEM courses.

## How do you define the equity challenge at your institution?

- Consider the equity challenge you brought with you today.
- Using the data reports we have provided for your region—in addition to what you know about your college's student success data—think through the questions on pages 5-9 of your participant workbook.
- You can choose to collaborate with those at your table by working through the discussion prompts together.
- In thinking through your institutional and community data, seek to answer the following question:
  - *Do the data you consider help you contextualize, refine, or restate the equity challenge you identified? How?*

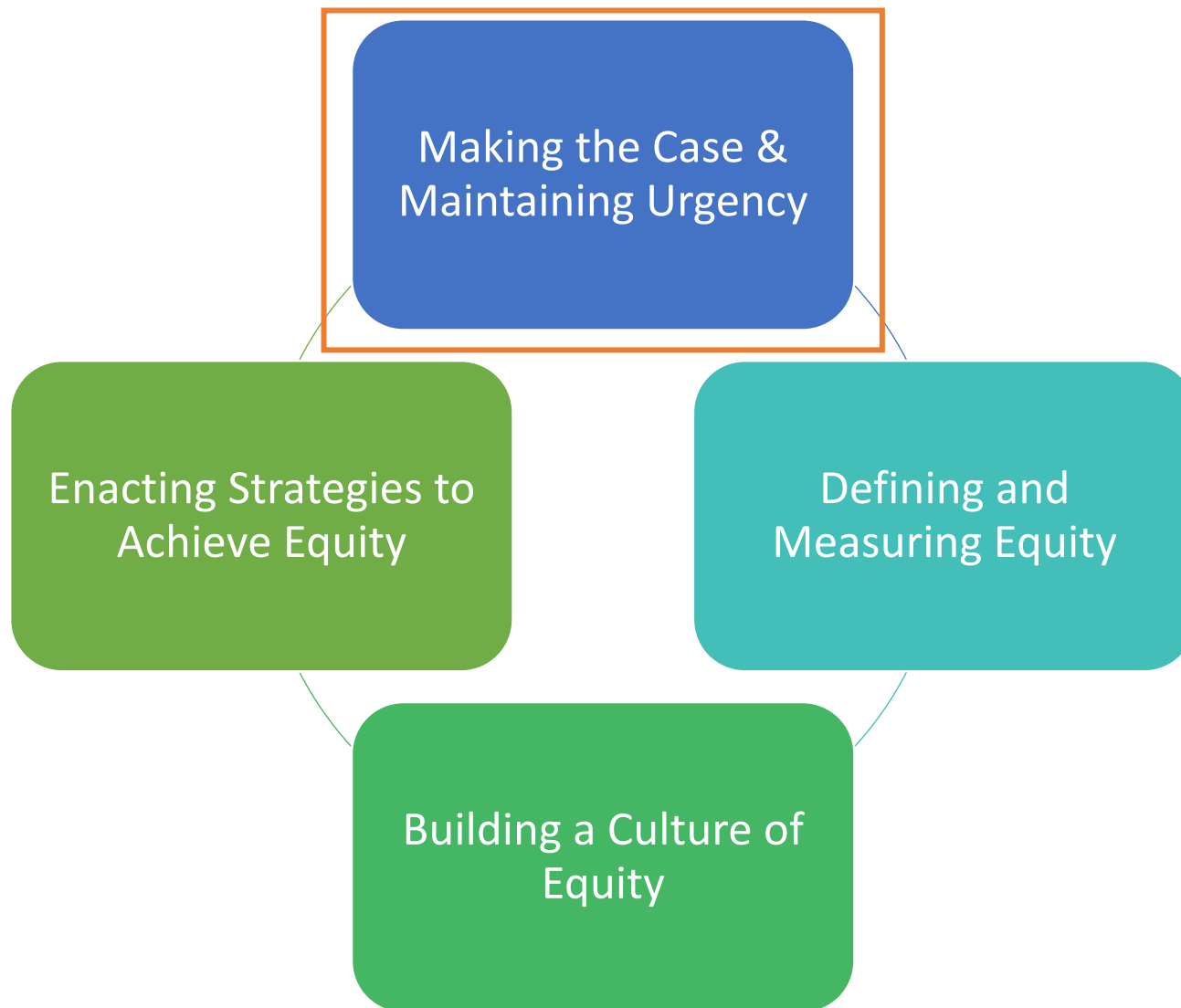
Take 25 minutes to work through these questions. You can choose to work independently or engage in discussion with others at your table.

## Debrief

- Did you refine, restate, or contextualize your equity challenge? If so, how?



# Aspen's Equity Leadership Framework



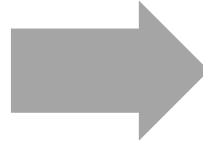
## Making the Case & Maintaining Urgency

- Articulate the “why” of equity
- Make the case early and continuously
- Harness the right data to make the case to different stakeholders
  - Demographic change
  - Workforce development and state ROI
  - Moral imperative

# Making the Case & Maintaining Urgency

## Audience

- Who in the region or institution cares about equity in postsecondary attainment and for what reasons?
- Who's resistant to talking about equity and why?
- Who has influence to champion or derail equity as a regional or institutional priority?



## Framing & data

- What frames/ narratives will resonate with different audiences?
- What data can be harnessed to build and maintain urgency for eliminating disparities linked to race/ethnicity, income, gender, and so on?

## Making the Case & Maintaining Urgency

What are some effective ways of making the case with different stakeholders?

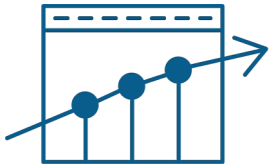
Lumina Foundation  
Strategy Labs State Policy Academy  
*Addressing Equity Gaps in State Goals for Postsecondary  
Education Attainment*

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Work Planning Resource Guide  
*April 2015*



# Making the Case & Maintaining Urgency



## Demographic change

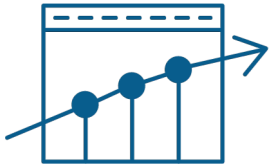
### FRAMING

- Demographic shifts in nearly every state will translate into more racially and economically diverse college students.
- The state must help a more diverse population enter and succeed in postsecondary education to ensure economic growth and strong communities.

### DATA

- Data showing demographic change across ages and in particular for the next college-going generation and adults without postsecondary credentials.

## State Example



## Demographic change

“The State’s **changing demography** influences most of the goals included in Maryland Ready. These changes will force the State and all Maryland postsecondary institutions to examine their outreach and recruitment strategies, teaching and instruction methods, financial aid systems, academic support services, and use of technology. In many ways the **State’s future social and economic outlook is dependent upon how well postsecondary institutions adapt to the changing demography and educate and support these populations.** It is critical that Maryland colleges and universities adjust current philosophies, practices, and policies to accommodate students who are less white, less affluent, and of nontraditional age.” -*Maryland Ready* (2013)

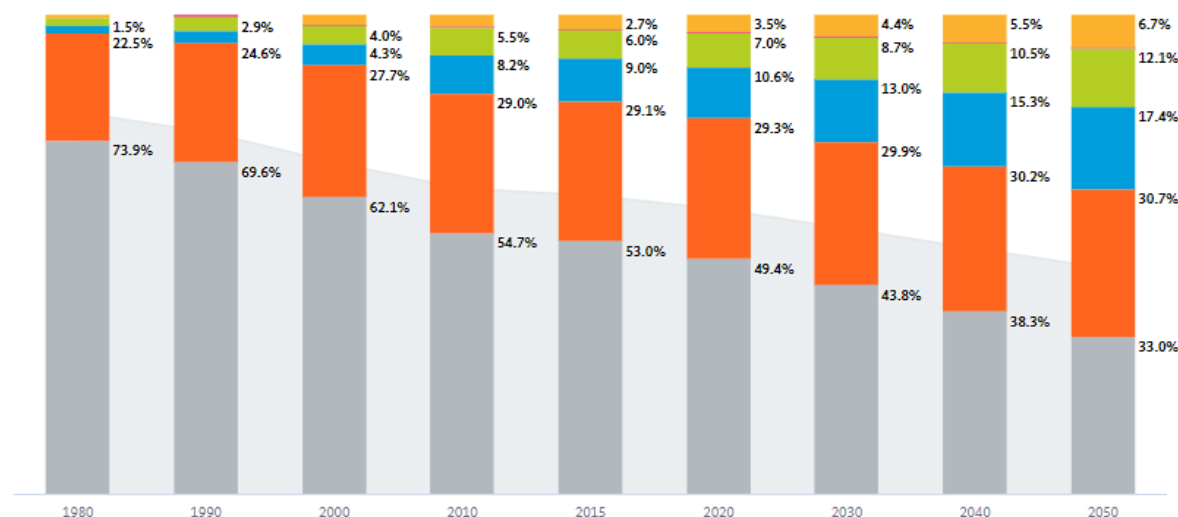
## Race/ethnicity Maryland

U.S. Census Bureau, IPEDS, Woods & Poole Economics, Inc.

Breakdown:

Racial/ethnic composition: Maryland, 1980-2050

White  
Black  
Latino  
Asian or Pacific Islander  
Native American  
Mixed/other  
U.S. percent white

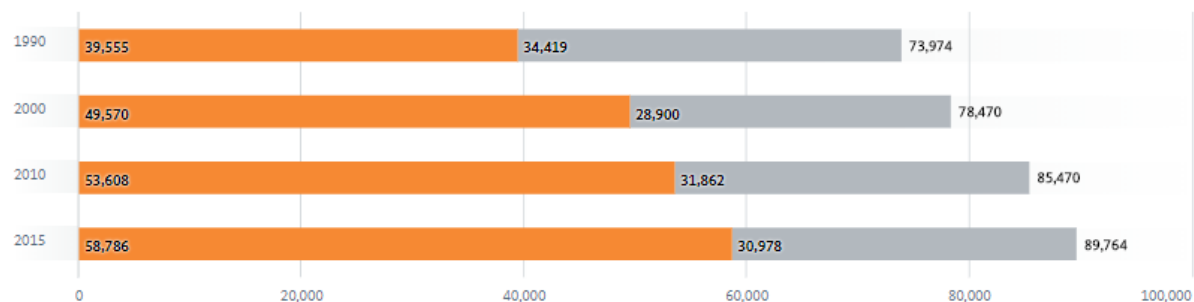


## Disconnected youth Maryland

Breakdown:

16 to 24 year olds not working or in school: Maryland, 1990-2015

People of color  
White



IPUMS

## Making the Case & Maintaining Urgency



## Economic growth, workforce development, & state ROI

### FRAMING

- State policy and institutional practice must be aligned to the state's future needs for a skilled workforce to justify public investment.
- Growing per capita income and state revenues over the long term requires developing talent everywhere it exists.

### DATA

- Labor market trends and educational attainment requirements for the state's/region's strongest sectors and industries
- Projections of educational attainment levels constrained by disparities among groups

## State Example

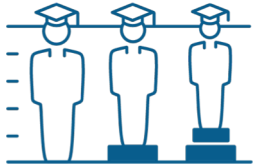


## Economic growth, workforce development, & state ROI

“Oregon faces two growing opportunity gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent achievement gap between our growing populations of communities of color, immigrants, migrants, and low income rural students with our more affluent white students...**As our diversity grows and our ability to meet the needs of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output** and these losses are compounded every year we choose not to properly address these inequalities.”

—Oregon Education Investment Board, *Equity Lens* (2014)

# Making the Case & Maintaining Urgency



## Moral Imperative

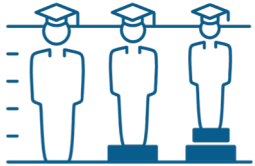
### FRAMING

- Higher education affords all individuals the opportunity to succeed and to achieve the American Dream.
- As a state and public institutions we have a moral imperative to ensure opportunity for all and to eliminate economic and social disparities.

### DATA

- Correlations between higher education attainment and movement out of poverty, earnings premiums, access to housing and healthcare, and strengthened democracy

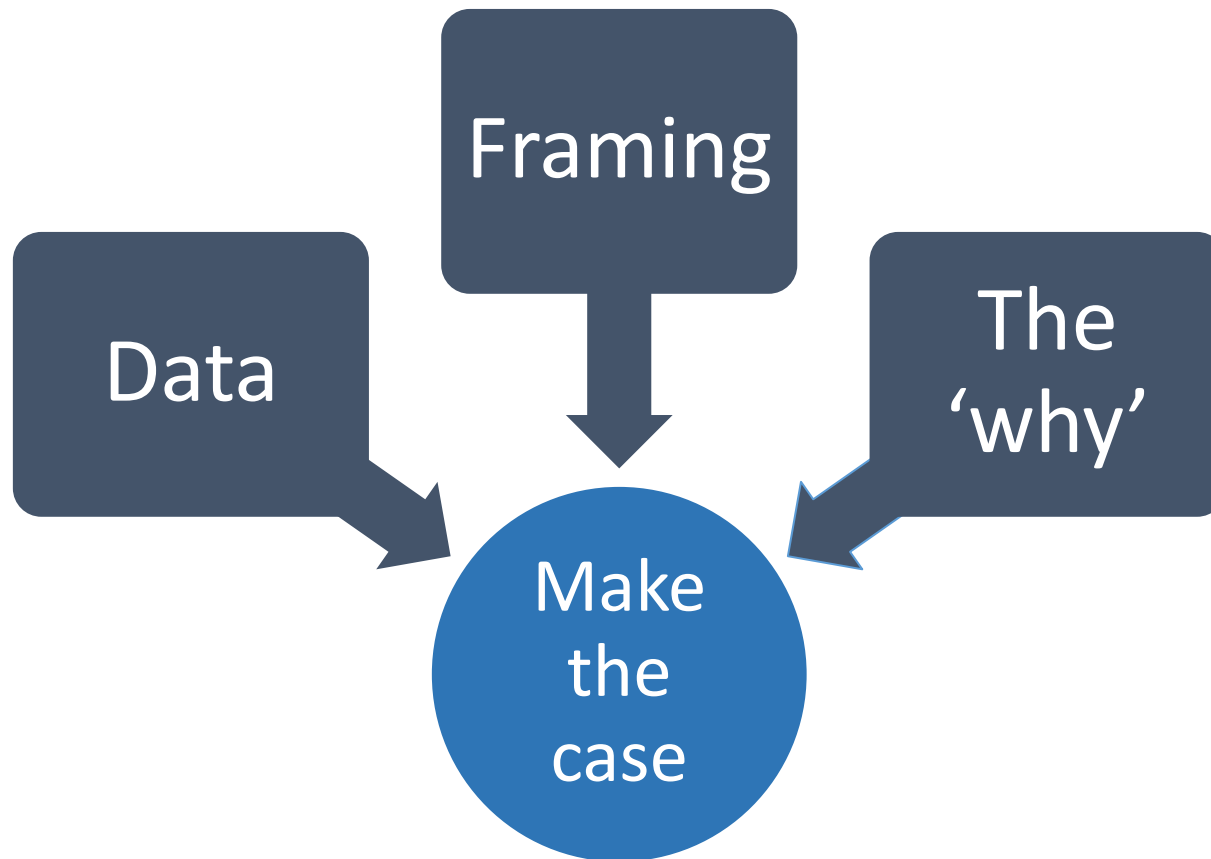
## State Example



## Moral Imperative

“...Important challenges lie ahead, and failure to meet them may result in **disintegration of a system built upon the bold, uniquely American foundational belief that all citizens, from military veterans to low-income inner-city youth, deserve the opportunity to improve their station in life through education.**”  
– *Colorado Competes* (2012)

## Bringing it all together



# BLUEPRINT VIRGINIA

*A Business Plan for the Commonwealth*

## **Bridging the Workforce Skills Gap: A Strategy for Virginia's Economic Competitiveness**

**Bob Templin**

**Northern Virginia Community College**

**VIRGINIA**  
**CHAMBER**

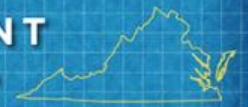
THE VOICE of BUSINESS

## A Growing Workforce Gap

By 2022, there will be 840,000 new jobs created in Virginia and most will require some type of postsecondary credential.

Almost half will be in scientific and technical careers.



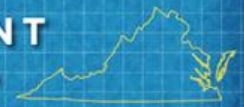


## Market Realities 2012-2022



There are not enough students graduating from the Commonwealth's colleges and universities to meet demand from Virginia's employers.

There will be a growing shortage of high-skill, tech-savvy frontline workers across most STEM disciplines that will become a critical choke point in the growth of many Virginia businesses.



## Changing demography in Virginia

625,000 more people living in Virginia by 2020

Most of that growth will come from minorities and immigrants

Nearly half of total population growth will come from the Latino population.



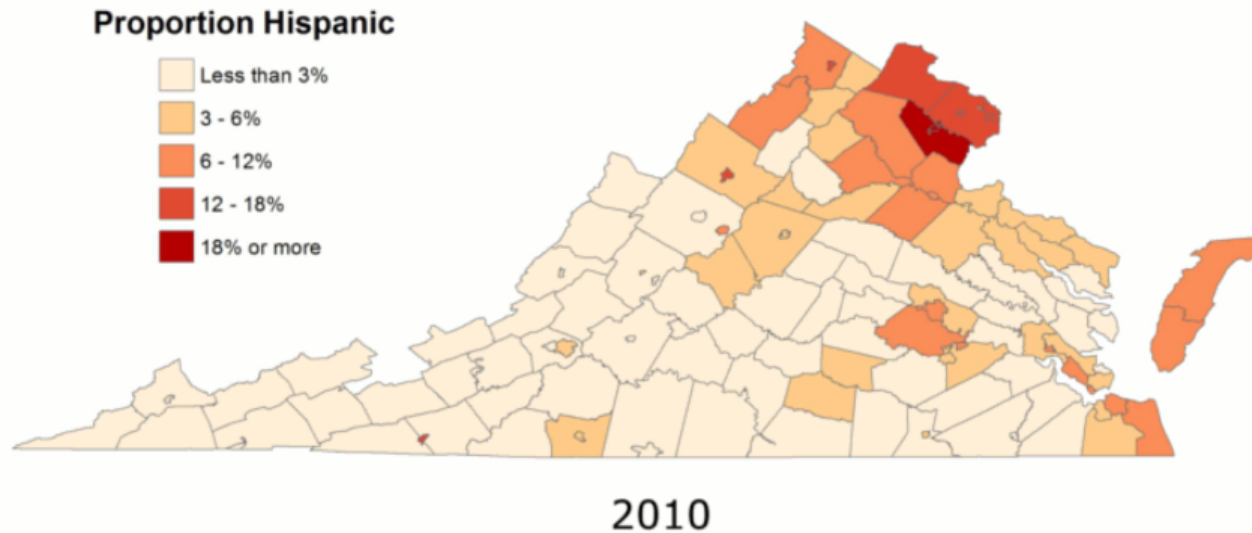
## Changing demography in Virginia

2.3 million more people living  
in Virginia by 2040

85% of that growth will come  
from minorities and  
immigrants

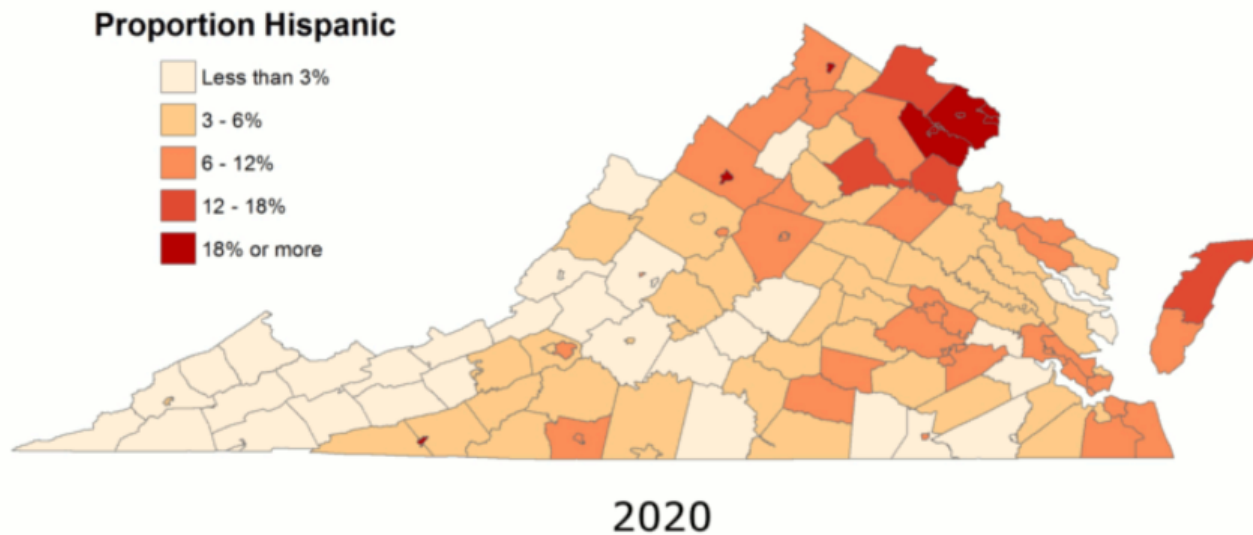
Over one-half of total  
population growth will come  
from the Latino population.

# Hispanic Population 2010



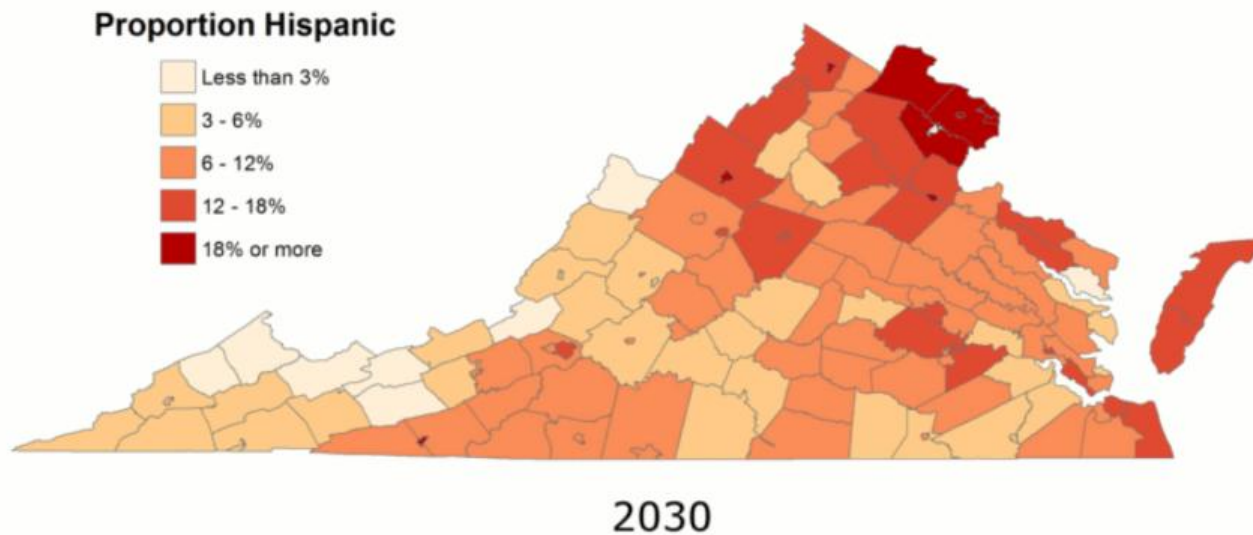
Source: Weldon Cooper Center, University of Virginia, December, 2012

# Hispanic Population 2020



Source: Weldon Cooper Center, University of Virginia, December, 2012

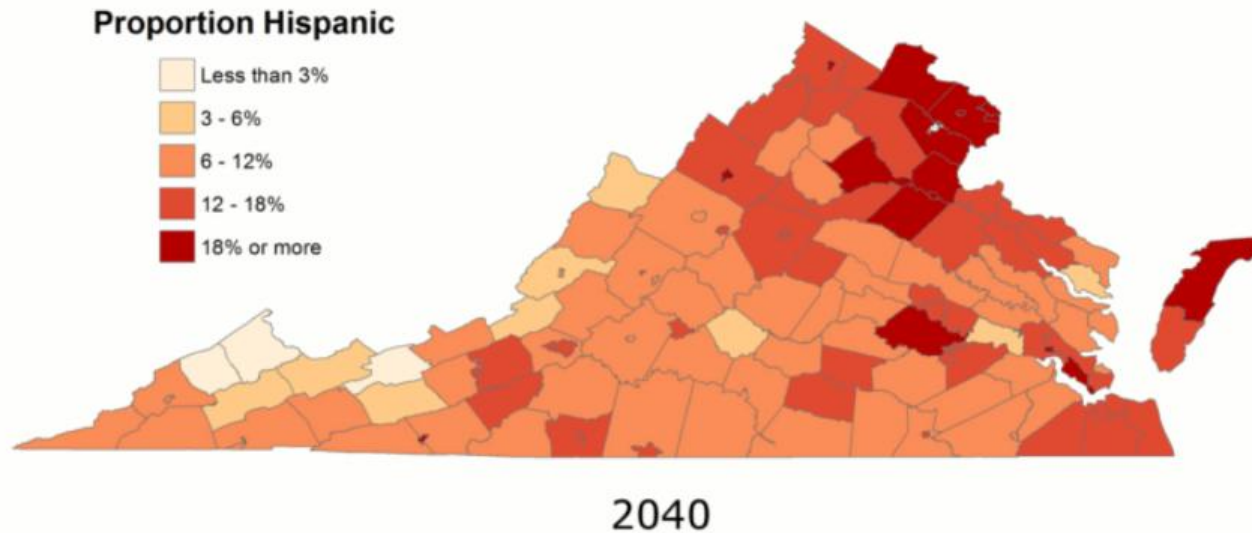
# Hispanic Population 2030



Source: Weldon Cooper Center, University of Virginia, December, 2012



# Hispanic Population 2040

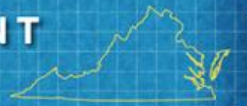


Source: Weldon Cooper Center, University of Virginia, December, 2012

# Efforts Needed to Expand the Talent Pool

- Increase the number of high school graduates engaged in post-secondary training.
- Expand the number of high school students preparing for STEM-H careers.
- Provide tech skills training for recent high school grads & underemployed adults.





# Closing the Skills Gap in Virginia

- Create business-driven regional workforce alliances.
- Use Virginia's community colleges as a strategic lever to close the skills gap.
- Align school and postsecondary programs with market requirements.
- Reach underserved populations of low-income and first-generation college goers.
- Strengthen the STEM pipeline from middle school through college.

# BLUEPRINT VIRGINIA

*A Business Plan for the Commonwealth*

## **Virginia's Choice: High Skills or Low Wages**

**VIRGINIA**  
**CHAMBER**

THE VOICE of BUSINESS

## How do you make the case?

- Consider the equity challenge you brought with you today, and begin thinking about how you might build the equity case for a specific group of stakeholders.
- Take 20 minutes to work through the prompts on pages 10-12 of your participant workbook, either independently or with others at your table.
- Keep this question in mind:
  - *How can you connect the urgency around community and institutional data to your work in guided pathways implementation? How do you keep the focus on these data?*

Take 20 minutes to work through these questions.

## Debrief

- What data might help you to build urgency around your college's equity challenge? For which audience might those data be most helpful?
- How will you articulate the “why”?

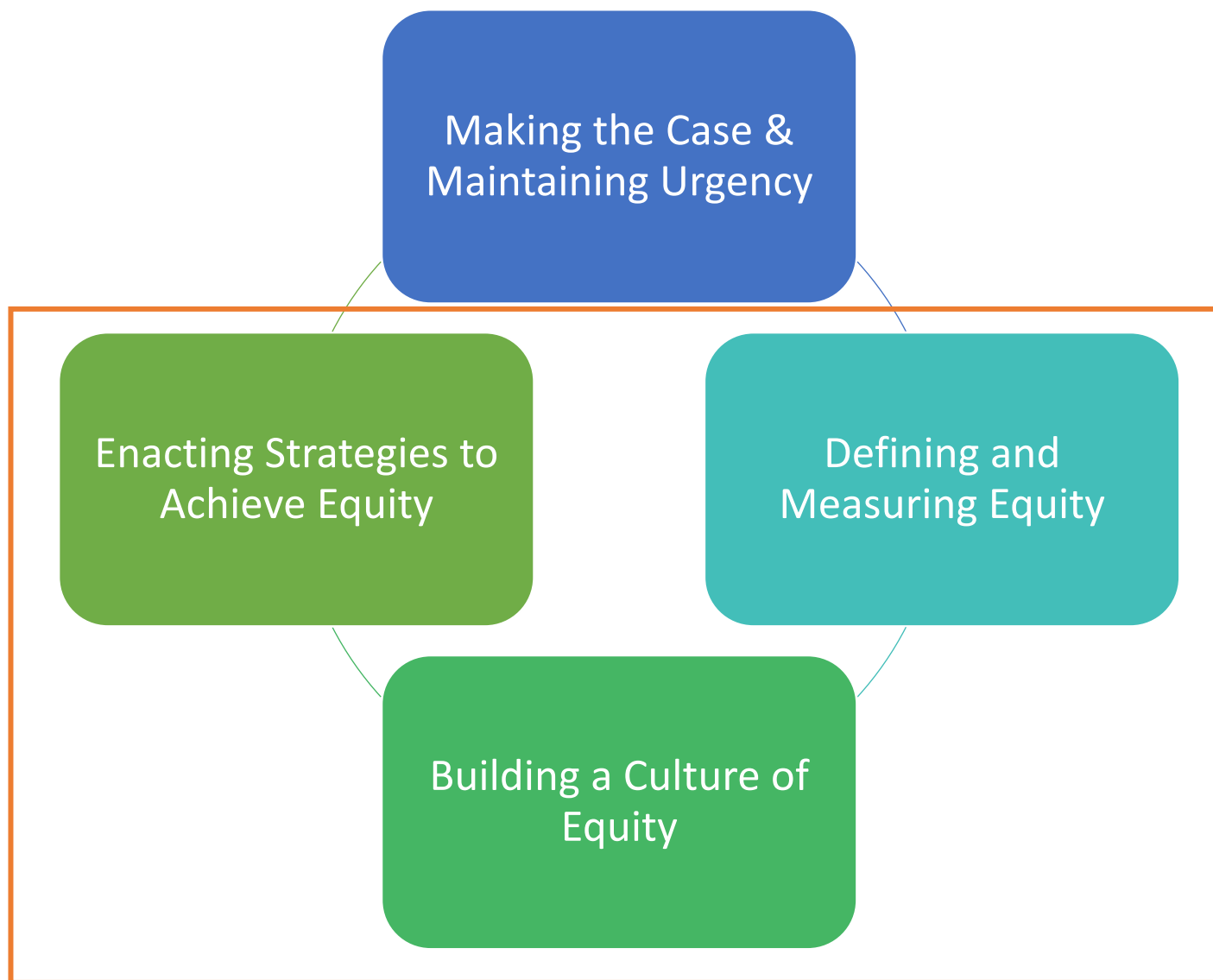


# Break

Return at 2:10pm



# Aspen's Equity Leadership Framework



## Defining and Measuring Equity

*Absolute measures and gaps in:*

- Access (Institutional & High-Impact Programs/ Practices)
- Learning
- Persistence, Transfer, & Completion
- Post-Completion Outcomes & Social Mobility

## Building a Culture of Equity

- Establish Routines of Using Disaggregated Data
- Understand and Elevate the Student Experience & Voice
- Align Policies & Systems (Hiring, Financial Aid, Governance)

## Enacting Strategies to Achieve Equity

- Systemic & Universal Approaches
- Targeted Supports
- Partnerships with External Organizations

# Applying an Equity Framework within Guided Pathways



# What are the considerations for equity at each step?



**Clarify paths to student end goals**



**Help students choose and enter a path**



**Help students stay on their path**



**Ensure student learning**

## *Example: Refined with Root Causes*

*Suburban Community College (SCC) has been working on guided pathways implementation for several years. Faculty and staff are on board with the changes, and pathways have been created in most degree areas. In particular, SCC has been working diligently to build pathways in STEM fields and integrate stronger advising to support student retention and success in those credential programs, which link to high-need and high-wage jobs in its region. In doing this work, however, they realized that while 58% of SCC students are students of color, only **12% of students in STEM pathways are students of color.***

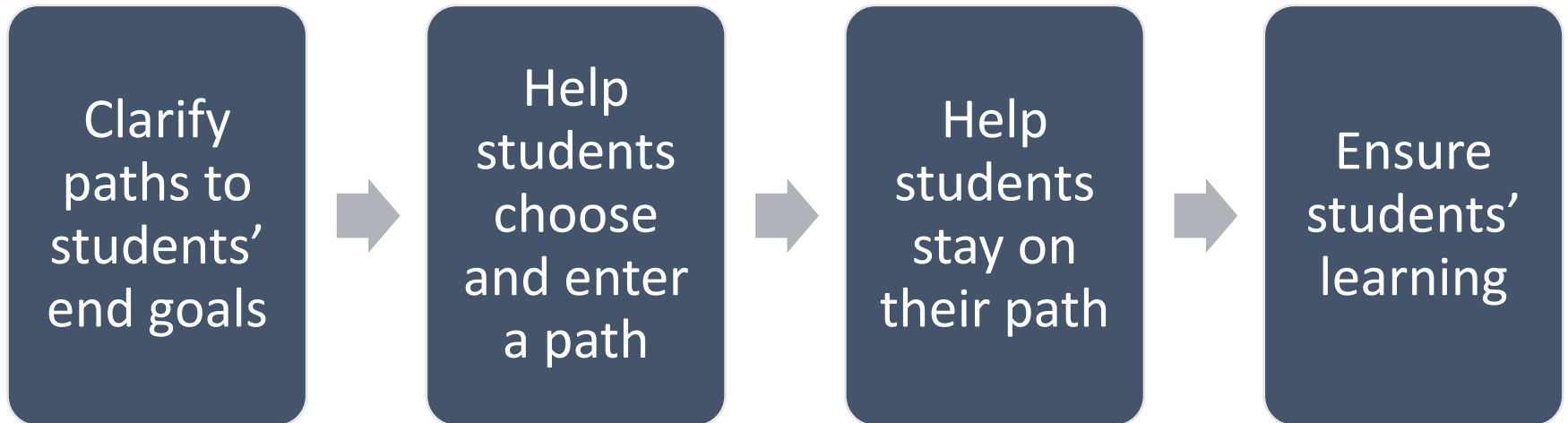
## *Example: Refined with Root Causes*

*The college has to address this inequity to ensure that more students of color succeed in STEM fields and ensure the economic vitality of its region. When the leadership team got together to discuss this challenge, three particular areas of challenge were identified:*

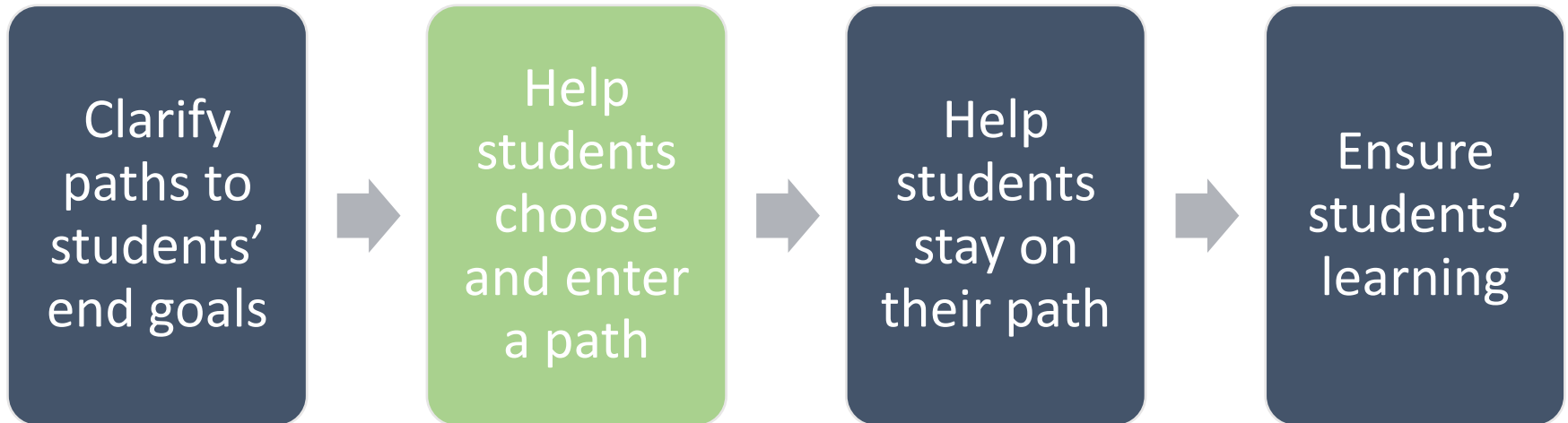
- Students of color are more likely than others to arrive at college underprepared in math.
- Students of color are less likely to be encouraged by HS counselors and our advisors to consider STEM programs.
- More often than other students, students of color who choose STEM majors:
  - Exit the major – usually for other majors.
  - Withdraw or receive a D or F in gateway STEM courses.


*On which step of pathways implementation  
should the college focus?*

*Where would you start to focus?*



*Where would you start to focus?*





Help students  
choose and  
enter a path

Suburban Community College (SCC) has been working on guided pathways implementation for several years. Faculty and staff are on board with the changes, and pathways have been created in most degree areas. However, despite the fact that 58% of SCC students are students of color, only **12% of students in STEM pathways are students of color.**

## Defining and Measuring Equity

- What specific equity indicators should be collected and routinely monitored?
- Racial/ethnic distribution of students enrolling in STEM majors relative to total enrollment
- % of students completing gateway math and STEM-major courses in the first year (by race/ethnicity)
- % of students selecting a major within the first semester (by race/ethnicity)

Help students  
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What is the role of the president?






Help students  
choose and  
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Suburban Community College (SCC) has been working on guided pathways implementation for several years. Faculty and staff are on board with the changes, and pathways have been created in most degree areas. However, despite the fact that 58% of SCC students are students of color, only **12% of students in STEM pathways are students of color.**

## Building a Culture of Equity

- Who within the college should be responsible for monitoring and addressing gaps in STEM participation and success?
- What professional development and tenure/promotion policies should be aligned to goals for closing gaps in STEM participation rates?
- First-year advisors should be trained to build aspirations of students of color to enroll in STEM and all advisors should have KPIs connected to closing STEM gaps.
- Completion data considered at all levels should include participation and success rates by major.
- STEM faculty should receive data on enrollment and course completion by race/ethnicity and provided professional development to close gaps.



Help students  
choose and  
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Suburban Community College (SCC) has been working on guided pathways implementation for several years. Faculty and staff are on board with the changes, and pathways have been created in most degree areas. However, despite the fact that 58% of SCC students are students of color, only **12% of students in STEM pathways are students of color.**

## Enacting Strategies to Achieve Equity

- What specific **targeted** strategies should be implemented to increase student of color participation in STEM programs?
- What **universal** strategies might increase equity in STEM?
- What **partnerships** with external organizations could boost student of color participation in STEM?
- Work with feeder high schools to ensure that all students take math in senior year and that math standards are aligned (universal partnership strategy).
- Develop summer bridge programs – incl. college-level science & math courses – for talented students of color from feeder high schools (targeted partnership strategy).
- Reprogram new student orientation so all students fully understand economic value of STEM majors & commitment of STEM faculty to inclusiveness (universal approach).

Clarify paths to student end goals

Help students choose and enter a path

Help students stay on a path

Ensure student learning

Case Making and Maintaining Urgency

Defining and Measuring Equity

Building a Culture of Equity

Enacting Strategies to Achieve Equity






## Case Making and Maintaining Urgency

- How can you make an equity case that this change is needed?
- What specific data would support that case?
- How might you use the experience of diverse students as support?

## Defining and Measuring Equity

- What should the college be measuring?
- Who should be reviewing data?
- What targets should be set?

## Building a Culture of Equity

- How can the college culture support equity in this area?
- What specific policies & systems need to be changed to ensure that these changes lead to more equitable outcomes?

## Enacting Strategies to Achieve Equity

- What strategies can be implemented?
  - Systemic & universal approach?
  - Targeted supports?
  - Partnerships?

## How can you apply this framework to increase equity at your institution?

- Continue to work through your participant workbook (pages 13-15) to consider how to apply this equity framework to the challenge at your institution.
- Take 20 minutes to work independently, then another 20 minutes to discuss as a table.

Assign one person as the timekeeper to keep the group on track.  
We will regroup at **3:20pm**.



# Debrief

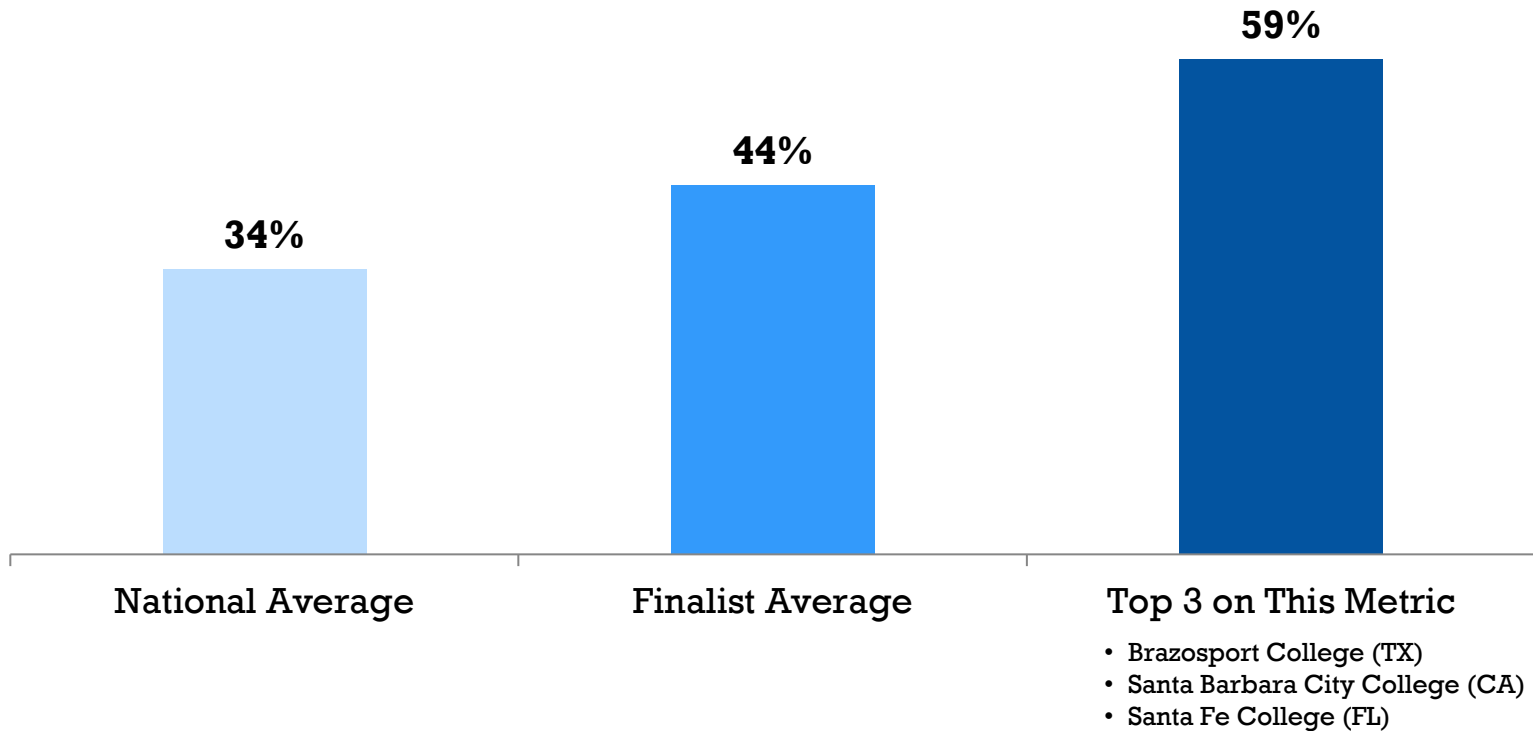
- What roadblocks or future challenges do you foresee in applying this equity framework to the work being done at your institution?
- What tools or support do you need to help you move forward?
- What reflections do you have about the role of the president/CEO in moving forward an equity agenda?



# Outcomes of Prize Finalist Colleges

Far greater equity in outcomes than the national average

Three-year completion and/or transfer rates for underrepresented minority students compared to the national average





THE ASPEN INSTITUTE  
COLLEGE EXCELLENCE PROGRAM

**Thank you!**



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**Twitter: @aspenhighered**