

AHSIE Data Institute

Facilitators:

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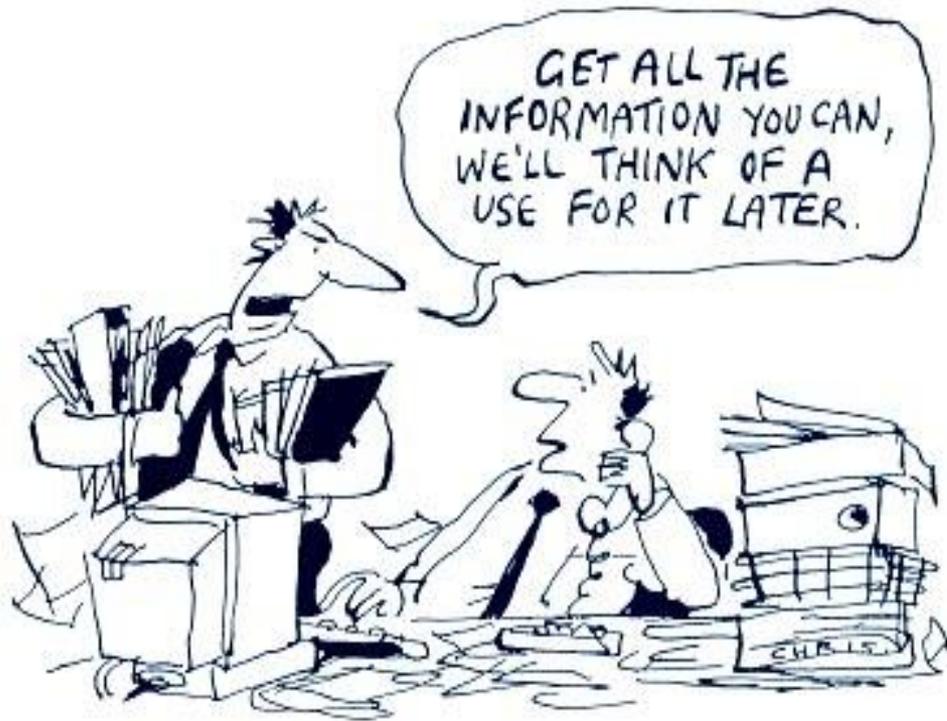
Andrés Ramírez, EdD

Nancy G. Cortés, MA

Shindig Overview

Agenda

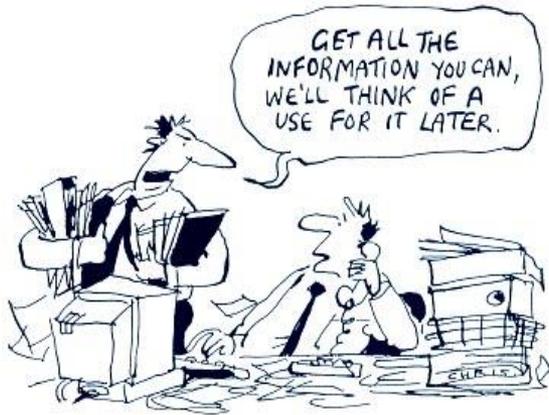
- Introductions
- Warm up Discussion : The importance of data and guiding principles
- Imperatives that may guide data at HSI's
 - Equity imperatives (student-ready colleges)
- Break
- Equity Dashboard
- Break
- Experiential Imperatives guiding data at HSI's
- Applications of the Equity Dashboard
- Recommendations and Discussion



“Caminante, no hay camino, se hace camino al andar.”
Antonio Machado

*[traveler, there is no road,
you make your own road as
you walk]*

How are the underlying messages in the cartoon and the poem's two sides of the same coin?



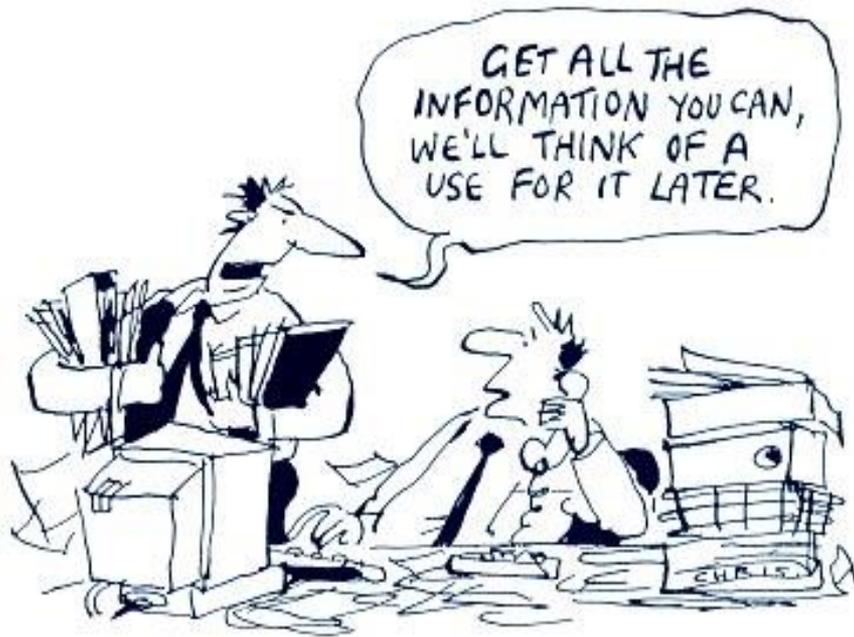
Data can point to desired goals, but you need a set of guiding principles to guide your path.

“Caminante, no hay camino, se hace camino al andar.”

Antonio Machado

[traveler, there is no road, you make your own road as you walk]

At the same time, you may have strong guiding principles to guide your path, but without data you may not know if you reached your desired goal.



“Data and metrics are akin to a thermometer, they show the “temperature.” But just as a thermometer cannot change the temperature, data are not self-acting.”

**Dr. Estela Bensimon,
Center for Urban Education**

Guiding principles for data at HSI can respond to:

1. **Political Imperatives (Showcasing Diversity)**
2. **Economic Imperatives (maintaining HSI status, obtaining grants)**
3. **Equity Imperatives (From Enrolling to Serving)**
4. **Experiential Imperatives (Programs that have been implemented in other contexts)**

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College Ready Vs. Student Ready

College-Ready Students

- Focus on: individual students
- Distinctions between students who are vs. are not ready
- Due to individual deficits not access to opportunities

Student-Ready Colleges (esp. HSIs)

- Focus on the *institution*
- Distinction between
 - enrolling vs. serving diverse students
 - a culturally inclusive HSI/MSI vs. PWI (as normative). Focus on Equity

Deficit-minded model



Locates 'fault' on the individual. They lack:

- Motivation
- The “right background”
- Direction
- Mindfulness
- Commitment
- Initiative to use services
- Time
- Study skills
- Academic literacy
- Financial literacy

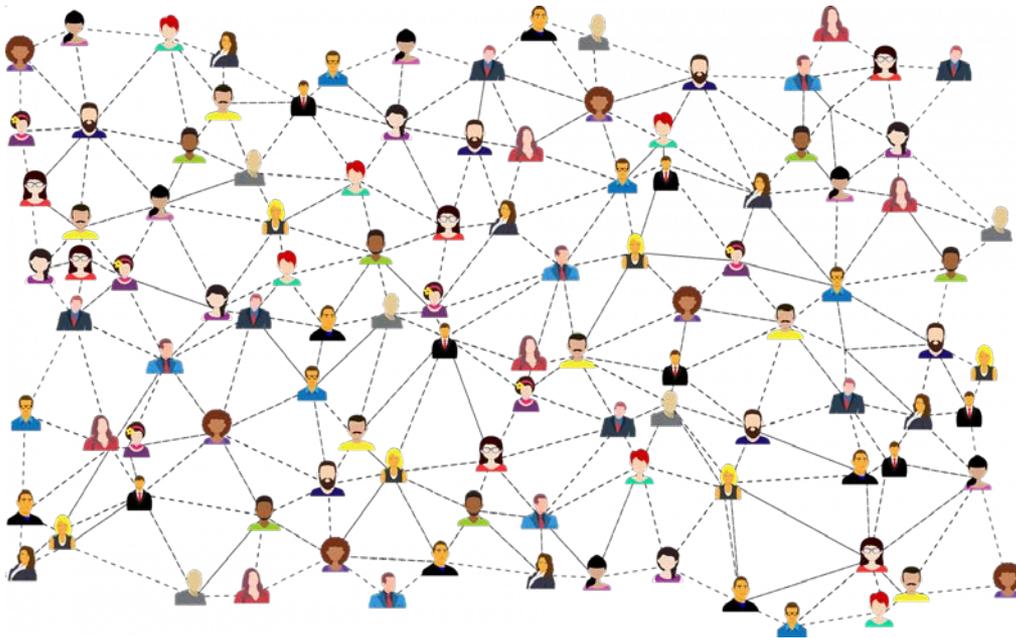
Deficit-minded model



Institutional response:

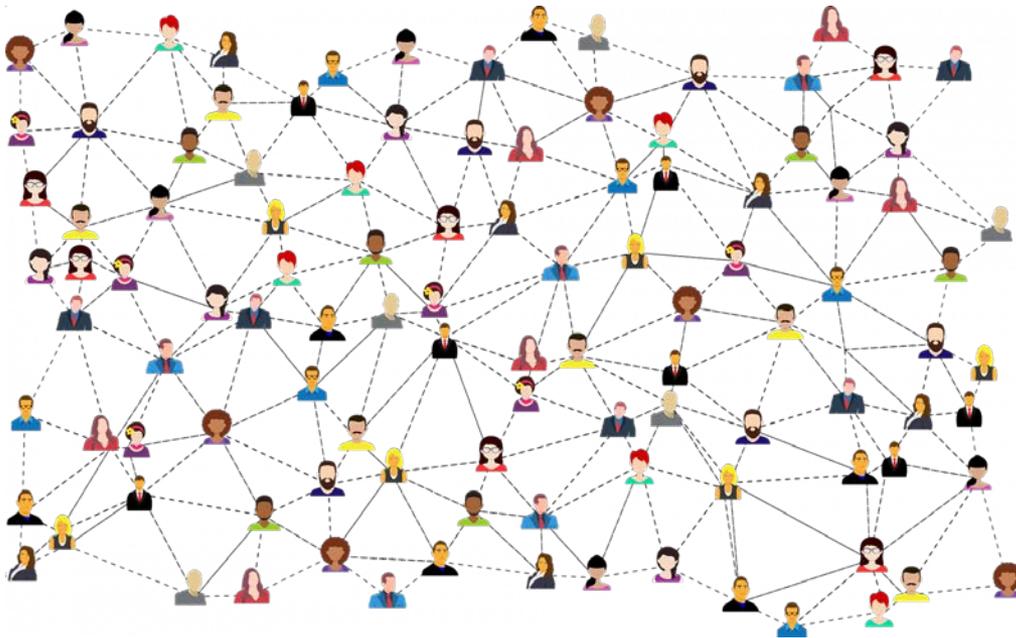
- ‘Remediation’
- Intensive tutoring for assimilation/resilience in their ‘struggle’ in a PWI

Equity-minded model



- Structural
- Mindful of equity gaps
- Race, class, gender, language conscious
- Life-long institutional learning
- Accountable and purposeful on serving all students

Equity-minded model



Institutional response:

- Adaptation of curriculum
- Creation/adaptation of support services
- Focus on faculty/staff representation and training
- values and polices

An Ontological contradiction

HSI's were born within an ontological contradiction. They are the result of a student-ready colleges mindset that in the early 80's realized the importance and institutional need to strategically and decisively align to the needs, rights, and backgrounds of Latinx students. Such intentions however, have been in some cases sabotaged and in others derailed by the institutional inertia of a k-12 and teacher education system that historically not only worked under the assumption of promoting college-ready students, but that has reinforced this same idea to the higher ed institutions receiving them.

HSI's and the Wake of Neoliberal Era

- Education became both a scapegoat and panacea
- From the standards movement to the high stakes testing movement and privatization schemes made into law by the No Child Left Behind Act.
- Blaming Education became individualized and racialized: within a couple of decades we went from “A Nation at Risk” to “At Risk Students”

Thus

- The perennial question HSIs struggle with: *“What does it mean to be a Hispanic Serving institution”* results from the ontological contradiction of HSI’s being born out of **the need for student-ready colleges** in an era currently dominated by neoliberal policies that systematically assign **blame on individuals and their choices** reinforced by an educational system set up to produce **college-ready students**.

Vision for AHSIE

AHSIE aims to strengthen practitioners in institutions of higher learning to ensure that Latina/o/x students thrive academically, professionally and personally.

Vision for the FAU HSI Research Interest Group

The HSI research group will be **recognized as an institutional key player and catalyst** in transforming Florida Atlantic University from an incidental Hispanic-Serving Institution to an **inclusive, culturally responsive, Latinx Serving Institution**. We are committed to advancing Latinx ways of knowing and purposefully attract, retain, serve, and improve the education of Latinx, low-income, and other underrepresented students for the benefit of all FAU students, staff, administration and the surrounding community from which it learns and serves.

Vision for the Research Office at
Mesa College:

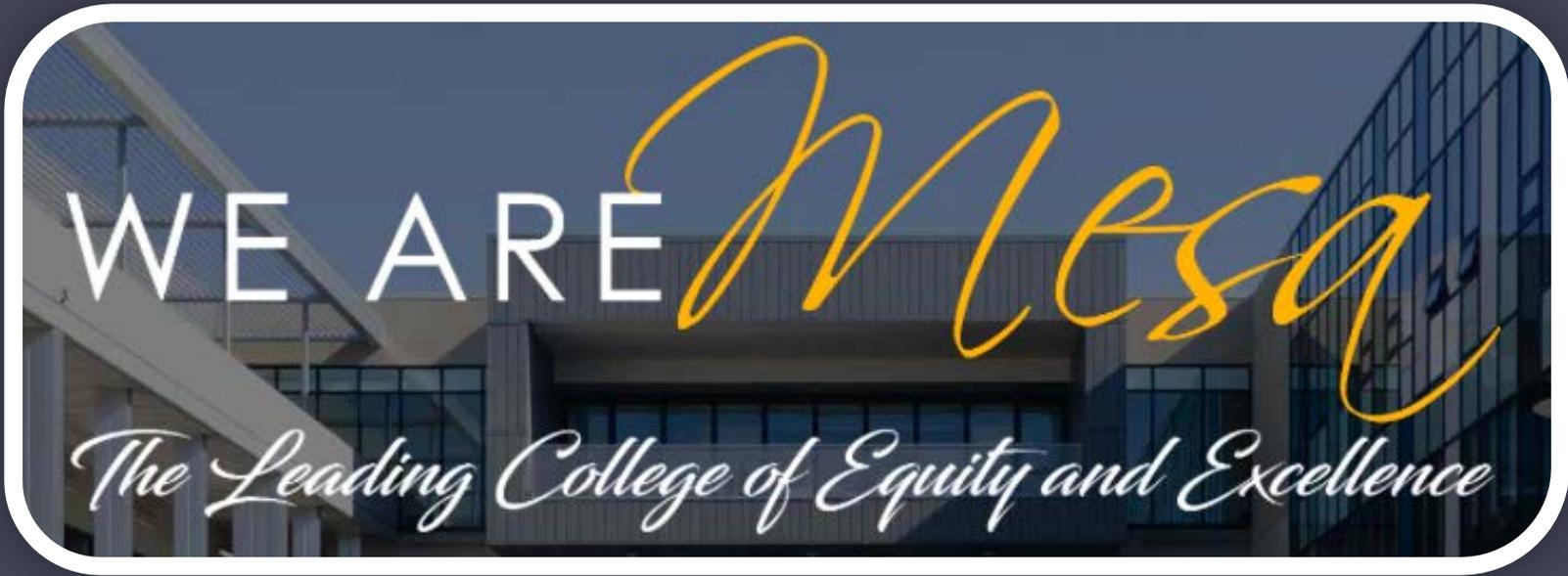
**To Be The Leading College Of
Equity And Excellence...**

by inspiring a culture of equity-minded action
research, reflection, and inquiry

Fifteen minute Break?

Up Next:

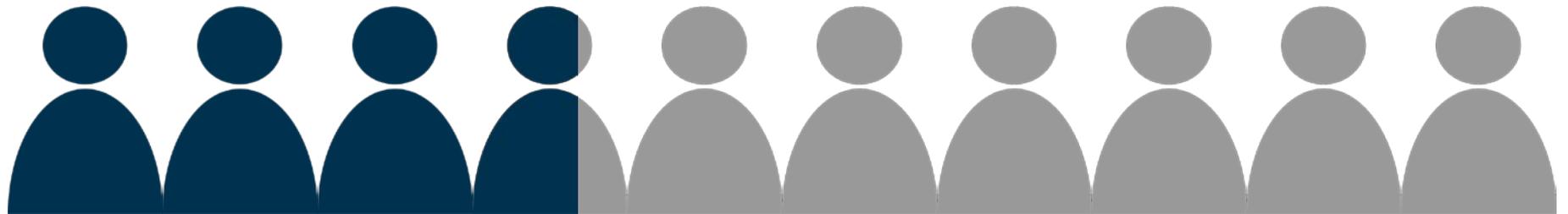
HSI & Equity Dashboard Exploration



San Diego Mesa College | San Diego Community College District (SDCCD)

37% Latinx

35,268 students (2018/19)



Vision for the Research Office at
Mesa College:

**To Be The Leading College Of
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HSI Grant History



SAN DIEGO
MESA COLLEGE



USDA HSI

First HSI Grant

HSI Title V

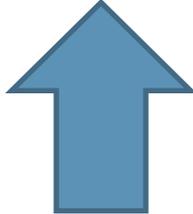
Grant ended recently

HSI STEM Title III

Grant on Year 4

New HSI Title V

Grant application recently submitted



Why an HSI Dashboard?

Why an HSI Dashboard?

“Nice to Have”

Why an HSI Dashboard?

“Nice to Have”

Unarticulated Reasons:

- A growing Latinx population
- A need to help the institution self-reflect on it's HSI-ness.
- An understanding that disaggregating data helps uncover equity gaps

Why an HSI Dashboard?

“Nice to Have”

Unarticulated Reasons:

- A need to help the institution self-reflect on it's HSI-ness.
- An understanding that disaggregating data helps uncover equity gaps

Analyst: *What do you want to get out of it?*



Why an HSI Dashboard?

“Nice to Have”

Unarticulated Reasons:

- A need to help the institution self-reflect on it's HSI-ness.
- An understanding that disaggregating data helps uncover equity gaps

Analyst: *What do you want to get out of it?*

Director: *I want it to help guide conversations about what it means for us to be a Hispanic Serving Institution.*



Pre-Design Considerations

Inventory:

- **What is already publicly available?**
 - Other dashboards (Outcomes, Student Characteristics, etc. for all terms)
 - Current data disaggregations (One characteristic at a time)
- **What is not yet available?**
 - Data disaggregations for more than one characteristic
 - Data disaggregations for Latinx sub-categories
 - Grant specific variables

Design Phase

What are the defining features of this “**HSI Dashboard**”?

- One-stop shop
- Simplicity (Fall terms only)
- Variety of Ethnicity Groupings
 - Latinx vs. Non-Latinx
 - Latin Subcategories
 - All Ethnicities
- Ability to disaggregated by more than one characteristic
- STEM Major filter

[HSI & Equity Dashboard](#)

Putting the Data Together

Query variables from
internal database
applying standard
exclusions

- Enrollment Records
- Course Information
- Student Characteristics

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fields

- Student outcomes
- Project-specific flags

Putting the Data Together

Query variables from
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- ✓ Enrollment Records
- ✓ Course Information
- ✓ Student Characteristics

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Create labels for
variables

- ✓ Standard syntax (e.g. age groups)
- ✓ Project-specific syntax (All majors vs. STEM Majors)

Putting the Data Together

Query variables from internal database applying standard exclusions

- ✓ Enrollment Records
- ✓ Course Information
- ✓ Student Characteristics

Calculate derived fields

- ✓ Student outcomes
- ✓ Project-specific flags

Create labels for variables

- ✓ Standard syntax (e.g. age groups)
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Excel export from Database

Data Visualization Software



Let's Dive in:

Navigation

- Tabs across the top
- Drop-down menus
- Sets
- Info buttons
- Arrows and red text
- Dynamic titles
- Reference lines
- Links

Content

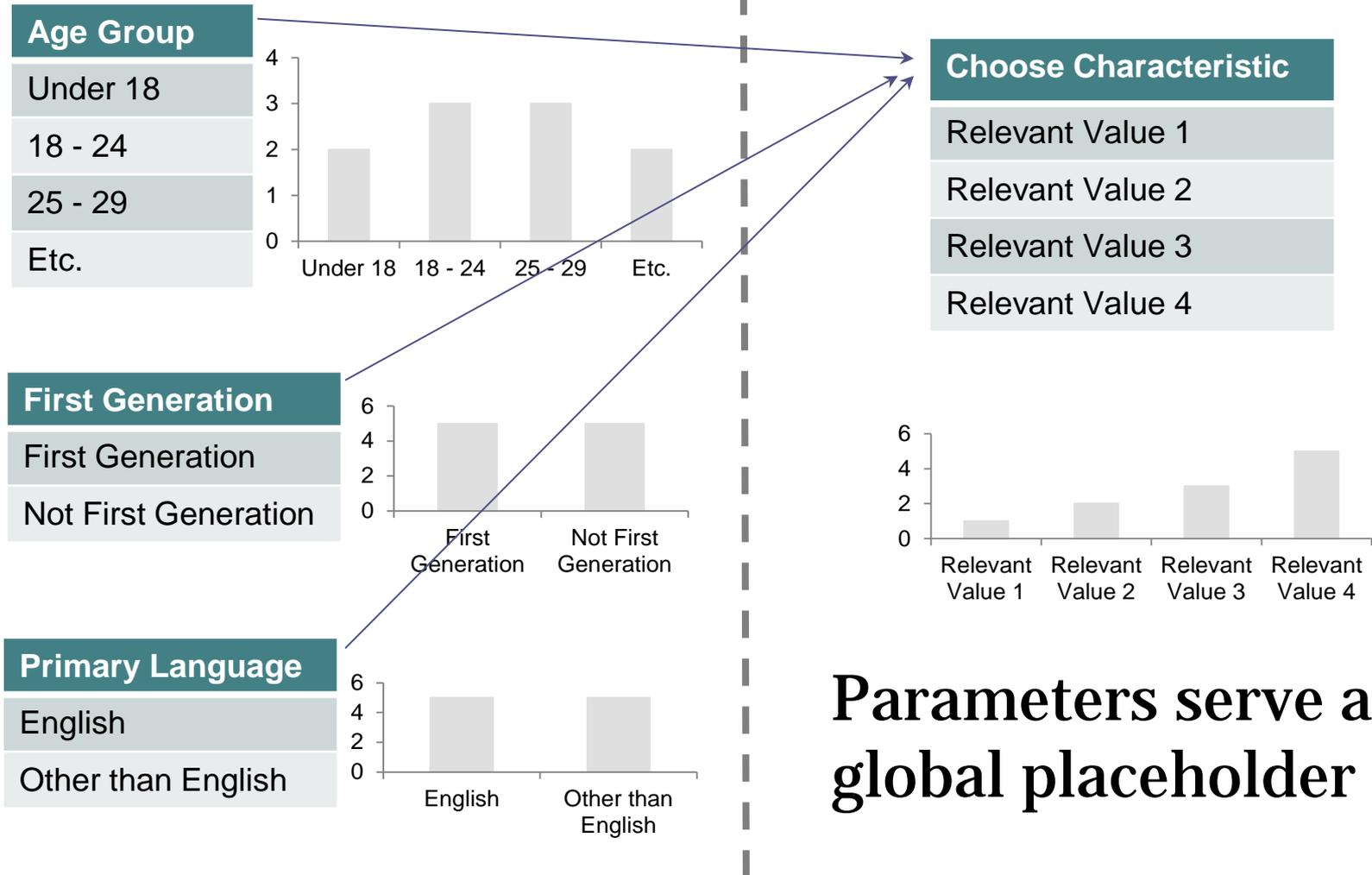
- Overview
- Data Disaggregations
- Scenario-based Analysis

Key Tableau Functionality Explained

- Parameters

[HSI & Equity Dashboard](#)

Tableau Parameters Explained



Parameters serve as global placeholder

**“Inquiry is a change strategy,
become a researcher of your
own practice” -E.Bensimon**

You don't need data to maintain the status quo.



15 Break

Up Next:

Experiential Imperatives (Programs that have been implemented in other contexts)

Guiding principles for data at HSI can respond to:

1. Political Imperatives (Showcasing Diversity)
2. Economic Imperatives (maintaining HSI status, obtaining grants)
3. Demographic Imperatives (Historical demand to go from PWI to MSI)
4. Social Justice Imperatives (From Enrolling to Serving)
5. **Experiential Imperatives (Programs that have been implemented in other contexts)**

How have HSI's Historically
Served Latino/a/x and
Other Underrepresented
Students?

A look at the literature over the last 15 years reveals two major yet unbalanced trends:

one programmatic, one curricular

Programmatic

- Represents the overwhelming majority of studies, initiatives, and reports and are also the ones that have had the most impact (see for example Ward, 2006 on the impact of TRio programs).
- Main proponents, leaders and implementers are usually student affairs personnel
- include a whole array of possibilities such as expanding tutoring and mentoring on math and English or or designating a specific physical spaces (i.e., a “Unity Center” or a “Judge free zone”) where all students, but especially underrepresented students feel comfortable.
- support students academic and social integration with positive long-term effects on their enrollment, retention, and increased academic outcomes.

BUT...

- Since the great majority of these programmatic initiatives are funded through soft money grants, they run the higher risk of not becoming institutionalized and having the desired continuity and long-term impact expected (García and Okhidoi, 2015).
- Has benefited greatly from moneys allocated to increasing representation on STEM fields. Projects of this kind have adopted the programmatic stance that adds the required student supports to the academic STEM program while conducting curriculum business as usual.
- Initiatives of this kind no doubt have indeed helped correct the chronic underrepresentation of minorities in STEM fields (i.e., Million Women Mentors program) but are incapable (or not interested) on shedding light on the structural inequities that impede access for Hispanics and other underrepresented groups to STEM fields in the first place.

Curricular

- less common option for serving Latino/a/x students that although can involve student affairs personnel is often led by field and pedagogic experts.
- These experts focus on curriculum transformation: one that provides interdisciplinary curricula allowing multiple perspectives to emerge, and enabling students to see themselves represented in the curriculum (Banks, 2010).
- To be effective, both HSIs and emerging HSIs must be intentional about enacting culturally relevant curricula to effectively serve HLI students (Garcia & Okhidoi, 2015).

But...

- Although findings at the university level in specific have been most encouraging as they relate to Chicana/o Studies (Muñoz, Jaime, McGrill, & Molina, 2012), these programs are often found on the periphery of the institution where their contributions are often either ignored and/or challenged.

Discussion Questions (15 min)

- How can we use data to drive change in the institution?
- How can we use data to drive change in the classroom?
- Share – Key thoughts & discussion (15 min)

Applications

Informing Program Review

A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

Informing Program Review: Sample Response 1

A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Looking at the past five years (each fall semester **based on HSI & Equity Dashboard data**), the equity gap seen in the **LatinX student population** seems to have improved (it had gotten worse with a 59% success rate (-9% **equity gap**), but over the last two years has improved to a 63% success rate (-4% **equity gap**), with an equity gap that more closely resembles the college values.

The equity gap among the **African American** student population has gotten worse these past five years. This started with a 62% success rate (-7% **equity gap**) in Fall 2014 and has decreased to a 52% success rate (-16% **equity gap**) in Fall 2018.

Informing Program Review: Sample Response 2

A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

The Architecture Program contributes to the College's identity of being a **Hispanic Serving Institution** in the following ways...

Enrollment data revealed the following:

- For all courses taught during the five-year period our enrollment data shows that **Latinx** enrollment was 42%, with **Non-Latinx** at 58%. Campus-wide enrollment for **Latinx** for the same time period was 37% and **Non-Latinx** was 63%.
- For all courses taught during the five-year period our enrollment data shows that **Female Latinx** enrollment was 42%, with **Non-Latinx** at 58%. Campus-wide enrollment for **Female Latinx** for the same time period was 40% and **Non-Latinx** was 60%.
- For all courses taught during the five-year period our enrollment data shows that **Male Latinx** enrollment was 43%, with **Non-Latinx** at 57%. Campus-wide enrollment for Male Latinx for the same time period was 34% and **Non-Latinx** was 66%.

Applications - Continued

Completing Annual Performance Report (APR)

Section 3B – Focus Area: Academic Quality

12. Has the enrollment of minority students changed?

Yes

Between Fall 2017 and Fall 2018 the percentage of enrollments in STEM disciplines (Astronomy, Biology, Chemistry, Computer Information Science, Engineering, Geographic Information Systems, Geology, Mathematics, Psychology, Physical Sciences, and Physics) attributed to Latinx students increased by one percentage point: 39% of total enrollments in STEM disciplines in Fall 2017 is attributed to Latinx students, compared to 40% in Fall 2018.

Completing Annual Performance Report (APR)



Enrollments: Overall Comparative Analysis



Select Term(s)
FA17

Select Characteristic
Overall

Select Program(s)
(Multiple values)

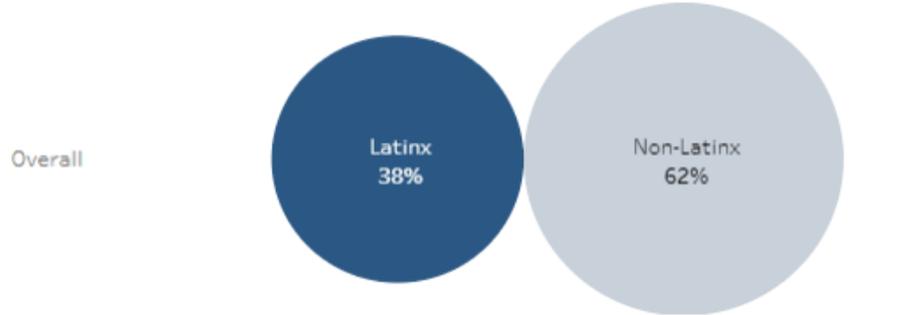
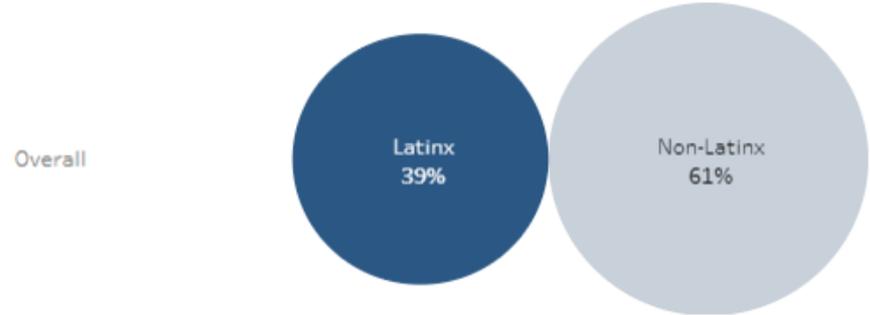
← Select a program to make a comparison. Your selection will appear on the left-hand side.

Title III Major Classification
 All Majors
 STEM Majors

Student Groupings
 Latinx v. Non-Latinx
 Latinx Subcategories
 All Ethnicities

Selection: ASTR, BIOL, CHEM and 8 more Program(s)
Enrollments by Latinx v. Non-Latinx (FA17)
 Title III Major Classification: All Majors

Comparison Group: All Programs
Enrollments by Latinx v. Non-Latinx (FA17)
 Title III Major Classification: All Majors



Selected Enrollments by Characteristic

	Enrollments	% of Total
Overall	17,552	100%

Overall Enrollments by Characteristic

	Enrollments	% of Total
Overall	57,564	100%



Recommendations and Discussion

Research conducted by the Center for Urban Education demonstrates that substantial changes in outcomes for all students will not be obtained, no matter how many policies are adopted or how many performance reports are produced, *if faculty, staff, and system and institutional leaders do not change themselves: their practices, their implicit biases, and their beliefs about student success.*

Dr. Estela Bensimon, Center for Urban Education

Recommendation: Strong programmatic support systems work best in conjunction with transformation of curriculum practices

The goals of accountability as an incentive to improve student outcomes stands a greater chance of being realized if faculty members and academic managers acquire the skills to use data to assess, not just their students, but also their own practices and those of their institutions.

Dr. Estela Bensimon, Center for Urban Education

Recommendation: Designate resources to develop institutional capacity to use data strategically for continuous improvement of student outcomes.

Follow cohorts longitudinally through critical pathways, for example

- How do males compare to females on entering and completing developmental sequences?
- Which students are more persistent as related to the number of units they take during their first year ?
- How many students in (X field) succeed in critical milestones like gateway English, math or science courses?

Recommendation: Make data accessible and meaningful

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