Infusing Equity into Guided Pathways: a State-Level Approach

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Washington State Board for Community and Technical Colleges

sbctc.edu
Outline:

1. Context of community and technical college (CTC) system in Washington state
2. Student Success Center mission and goals and commitment to closing the equity gap
3. Data of current completion and income gaps
4. Everett Community College’s commitment to equity and strategies
5. Q & A
One system. 34 colleges. Unlimited possibilities.

29 community colleges  5 technical colleges
WASHINGTON CTC FAST FACTS

- Over 385,000 Washingtonian's attend a CTC
- 45% of HS graduates enroll directly into a community or technical college
- An additional 5% first attend a university and then transfer back to a two-year college within a year or two of high school graduation
- About 20,000 community and technical students transfer to a public baccalaureate institution each year
- We offer 74 Applied Baccalaureate (BAS) degree options at 28 colleges
- Most community colleges partner with one or more public baccalaureates to offer bachelors (or masters) degrees right on the community college campus
The mission of the Student Success Center is to assist our community and technical colleges faculty, administrators and staff to work together to develop a culture of academic and career success for all community and technical college students across the State of Washington.
Washington state Student Success Center

To meet this mission, the center focuses on three goals:

1. Increasing completion rates of our students
2. Closing the equity gap for underrepresented, low-income and first-generation students
3. Offering professional development opportunities to colleges to do this work, as well as build greater capacity for systemic change leadership
Student Success = Equity Ecosystem

History
- Make college completion top priority
- Link student success to community college completion outcomes
- Assess completion rates

Geography

Culture
- Link equity to gaps in outcomes
- Disaggregate outcomes results by subgroups
- Link inequities to institutionalized practices

Demography
- Use evidence-based inquiry (e.g., using data analysis to affect change)
- Transform understandings of purpose and practice of system change
- Understand factors that influence change
- Engage entire institution in development and implementation of whole-system re-design

Politics

Economics

Increase Completion

System Change Leadership

Source: Deb Bragg & Associates, 2017
BEGINNING WITH THE END IN MIND

Improving completion by itself is not enough to close equity gaps and improve post-college outcomes for sustainable jobs and further education.
WHAT WE ARE SEEING AND THINKING

• Completion can substantially increase the percentage of students that transfer to a baccalaureate institution. Those that subsequently complete their BA/BS are more likely to work full-time and have higher earnings potential.

• Improving completion by itself is not enough to close equity gaps and improve post-college outcomes for sustainable jobs and further education.

• Every college must develop a common understanding/vision for completion and equity.
SOME THINGS WE ARE OBSERVING:

- Earning a transfer degree creates the most momentum for transfer. All groups rise.
- Even with a degree, many students don't transfer. Some race/ethnic groups transfer less than others; women have lower transfer rates than men.
- The transfer degree students who do not transfer, but go to work earn much less than students with workforce awards.
- Early on in picking majors, we need to help students build more than one plan to transfer and more exposure for BAS degrees and other options for laddering a two-year workforce degree.

Source: David Prince, IR Policy Associate, SBCTC.
Students are far more likely to successfully transfer if they finish their Associate degree.
Under-represented students (particularly Afr. Americans) are less likely to earn degrees and more likely to non-complete.

Highest Attainment Reached

<table>
<thead>
<tr>
<th></th>
<th>Black/African American</th>
<th>Asian/Pacific Islander</th>
<th>Alaskan/Native American</th>
<th>Hispanic (any race)</th>
<th>White</th>
<th>All students</th>
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<tbody>
<tr>
<td>Early Exit, No Credential, less than 10 Credits</td>
<td>19%</td>
<td>10%</td>
<td>25%</td>
<td>28%</td>
<td>39%</td>
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<td>Short Certificate</td>
<td>32%</td>
<td>13%</td>
<td>28%</td>
<td>26%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Long Certificate</td>
<td>28%</td>
<td>6%</td>
<td>8%</td>
<td>20%</td>
<td>9%</td>
<td>21%</td>
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<tr>
<td>Degree</td>
<td>46%</td>
<td>47%</td>
<td>38%</td>
<td>33%</td>
<td>33%</td>
<td>34%</td>
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Early Exit, No Credential, less than 10 Credits: Black/African American 19%, Asian/Pacific Islander 10%, Alaskan/Native American 25%, Hispanic (any race) 28%, White 39%, All students 35%.

Short Certificate: Black/African American 32%, Asian/Pacific Islander 13%, Alaskan/Native American 28%, Hispanic (any race) 26%, White 9%, All students 9%.

Long Certificate: Black/African American 28%, Asian/Pacific Islander 6%, Alaskan/Native American 19%, Hispanic (any race) 20%, White 9%, All students 21%.

Degree: Black/African American 46%, Asian/Pacific Islander 47%, Alaskan/Native American 38%, Hispanic (any race) 33%, White 33%, All students 34%.
MORE OBSERVATIONS:

• What you earn depends on what you study.
• Under-represented students are more likely to enroll in lower wage training areas. They are also more likely to leave with short certificates.
• Students going to work in low wage areas need strong plans for further education - even to a BA degree. This also applies to many female-dominant fields.

Source: David Prince, IR Policy Associate, SBCTC.
Whites and Asians quarterly earnings increase 73%; Afr. Am. 40%, Nat. Am 50% and Hispanics 60% from pre-training to 5 years after graduating. Degrees generated the bulk of this wage growth; certificates from working more hours.
Under-represented students are more likely to find themselves in lower wage tier programs than are Asians and whites.

### Program Wage Tiers in Which Students Prepared for Work

<table>
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<tr>
<th></th>
<th>Bottom</th>
<th>Middle</th>
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<tbody>
<tr>
<td>Black/African American</td>
<td>39%</td>
<td>44%</td>
<td>16%</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>27%</td>
<td>47%</td>
<td>25%</td>
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<tr>
<td>Alaskan/Native American</td>
<td>43%</td>
<td>41%</td>
<td>16%</td>
</tr>
<tr>
<td>Hispanic (any race)</td>
<td>37%</td>
<td>47%</td>
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<tr>
<td>White</td>
<td>29%</td>
<td>47%</td>
<td>24%</td>
</tr>
<tr>
<td>All Students</td>
<td>31%</td>
<td>46%</td>
<td>23%</td>
</tr>
</tbody>
</table>
We are asking our colleges to think about what students do after they leave and work backwards as they think about equity and developing their visions for establishing Guided Pathways.

How can we encourage this dialogue across our state system colleges to take maximum advantage of an opportunity to re-design college for everybody?
SYSTEMIC APPROACH TO INFUSING EQUITY INTO THE GUIDED PATHWAYS APPROACH

Change Facilitators:

• Team of diverse staff, faculty and SBCTC from varying levels within system colleges
• Led by Dr. Betsy Hasegawa, Ed.D Harvard Graduate School of Education
• Goal: Build greater capacity for systemic change leadership within our state CTC’s
CHANGE FACILITATORS

• Change Facilitators serve on voluntary basis and facilitate at 4-5 events a year
• Facilitator training is held one day prior to each event
• During these trainings, facilitators receive training in:
  • Facilitation skills
  • Adaptive change leadership in the context of equity
CHANGE FACILITATORS

Goal: Help teams grapple with ideas and plan next steps, not walk away with finished product

During events, the facilitators:

• “Set up conditions for learning and help college teams come to their own understanding”

• Invite all members into conversation and ask challenging questions

• Offer the “holding container” of adaptive thinking: “go to the balcony”

• Slow things down if group appears to be rushing to solution before doing harder process work

Source: Dr. Betsy Hasegawa. October 2016.
EVERETT COMMUNITY COLLEGE

Maria J. Peña
Chief Diversity and Equity Officer
Everett Community College
## Everett CC Students of Color Demographics

<table>
<thead>
<tr>
<th>Census Categories</th>
<th>SnoCO 2012</th>
<th>SnoCO 2015</th>
<th>EvCC Categories</th>
<th>2012-13 (Credit-bearing)</th>
<th>2015-16 (Credit-bearing)</th>
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<tr>
<td>Asian/Pac. Islander</td>
<td>10.10%</td>
<td>11%</td>
<td>Asian/Pac. Islander</td>
<td>7.4%</td>
<td>7.4%</td>
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<td>African American</td>
<td>2.9%</td>
<td>3.2%</td>
<td>African American</td>
<td>3.1%</td>
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<tr>
<td>Native American</td>
<td>1%</td>
<td>1.6%</td>
<td>Native American</td>
<td>1.4%</td>
<td>1.1%</td>
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<tr>
<td>Other</td>
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<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Two or more races</td>
<td>4.3%</td>
<td>4.5%</td>
<td>Multiracial/Other</td>
<td>7.3%</td>
<td>8.4%</td>
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<tr>
<td>Hispanic/Latino</td>
<td>9.3%</td>
<td>9.9%</td>
<td>Hispanic/Latino</td>
<td>11.4%</td>
<td>12.4%</td>
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<tr>
<td>No Answer</td>
<td>N/A</td>
<td>N/A</td>
<td>No Answer</td>
<td>11.5%</td>
<td>9.7%</td>
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<tr>
<td>People of Color</td>
<td>26.6%</td>
<td>30.2%</td>
<td>Students of Color</td>
<td>30.5%</td>
<td>32.1%</td>
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EQUITY – 5 DEFINING COMPONENTS

Goal: Define equity in terms of the operations used to determine or prove it. (Operationalize equity so as to assess it.)
EQUITY – 5 DEFINING COMPONENTS

• **Aspiration** - multi-faceted perspective including but not limited to parents, K-12 teachers, college faculty, advisors, etc.

• **Access** - an early approach to 'diversity'

• **Achievement** - data focused, quantitative

• **Economic potential**

• **Engagement** - multi-faceted perspective including but not limited to family engagement, civic engagement, etc. (focus is to increase capacity to influence their environment and to fully experience the benefits of a liberal education)
DIVERSIFYING PATHWAYS TO HEALTHCARE AND TEACHING:

Partnerships:
• Everett CC
• Local public baccalaureate institutions
• K-12 School District
• Community Organizations
• Medical Schools
• Hospitals
DIVERSIFYING PATHWAYS TO HEALTHCARE AND TEACHING:

VISION

- Eliminate educational inequities
- Increase economic prosperity
- Enhance the health of our communities
- Build cross-institutional support
- Students from systematically disadvantaged communities
- Develop professional and civic leaders
DIVERSIFYING PATHWAYS TO HEALTHCARE AND TEACHING:

**MISSION**

- Develop and sustain cross-institutional partnerships
- Support seamless academic student pathways to teaching and healthcare careers
- Reduce cultural and bureaucratic barriers within and across our organizations
- By strengthened collaborations and cross-institutional program design
DIVERSIFYING PATHWAYS TO HEALTHCARE AND TEACHING:

**CORE VALUES**

- Engagement
- Equity
- Partnership
- Accountability and Inclusivity
- Capacity Building
- Institutional Alignment and Coordination
- Equal Partners
Diversifying the Pathway to Healthcare
Diversifying the Pathway to Teaching
Future Pathways ??

Diversifying Pathways Project Management Team

PROJECT MANAGEMENT TEAM

Sub - Committees

Diversifying Pathway Instructional Group

Civic Narrative Curriculum

Health Professions & Curriculum Work Group

Education Curriculum Work Group

ECMC Project Grant Team

Career Connected Learning

ParaPro Prep
### 1. ECMC Project Grant Team

<table>
<thead>
<tr>
<th>Committee Members</th>
<th>Objectives</th>
<th>Action items</th>
<th>Outcomes</th>
<th>Assessment</th>
<th>Timeline</th>
<th>Lead</th>
<th>Equity Elements</th>
<th>Relationship to other groups</th>
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<tbody>
<tr>
<td>1. Brad Portin, Lead, UWB, Dean and Professor</td>
<td>a) DTA</td>
<td>MRG</td>
<td>i.</td>
<td>ii.</td>
<td>Plan</td>
<td>2016-2017</td>
<td>Dana Bigham</td>
<td>Access</td>
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<td>4. Eugene McAvoy, EvCC, Dean of Communications and Social Science</td>
<td>d) Renewing Teacher Preparation</td>
<td>i.</td>
<td>ii.</td>
<td>Plan</td>
<td>2016-2017</td>
<td>Allison Hintz</td>
<td></td>
<td>V. Career Connected Learning</td>
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<td>5. Jeanne Willard, EPS, Director of College and Career Readiness and On-Time Graduation</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>6. Jason Thompson, MSD, Executive Director of Human Resources,</td>
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</table>
IMPACTS TO OUR ORGANIZATIONS

• Ability to attract collective resources – legislative support, grant money
• Professional development
• Organizational Change
• Culture change
• Equity focus-threatening
• Cross institutional teaching as a solution to structural barriers
QUESTIONS?
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mpena@everettcc.edu (425) 388-9979
Further reading:

EVCC’S PLANNING AT AN INSTITUTIONAL LEVEL: 10 CORE ELEMENTS

1. Institutional Capacity, Capability and Energy
   - Assess the role of diversity and equity within the Mission, Culture, Human Resources, Core Processes and Perceived Commitment of the institution
   - Speaks to the institution’s true capacity to engage in equity efforts (central or marginal)
   - Diversity and equity are central elements of the institution’s core documents
   - Must be present at the highest level of institutional governance

2. Campus Culture
   - How is it perceived?
   - What is its style?
   - Who does it attract?
   - Who succeeds?
3. **Campus Climate and Intergroup Relations**
   - How do all groups engage/interact on campus?
     - students of color, women, LGBTQ, religious

4. **Human Resources**
   - Every hire matters
   - Assess hiring practices
   - Value for differing backgrounds-different networks (greater social and cultural connections)
   - Leadership development
   - Mentoring
EVCC’S PLANNING AT AN INSTITUTIONAL LEVEL:
10 CORE ELEMENTS

5. Core Institutional Processes
   • Perception of institutional commitment
   • Perception of fairness
   • Institutional and unit-based accountability systems campus-wide
   • Assessment processes ex: performance evaluations
   • Important resources to build institutional capacity—ethnic studies, women’s center, LGBTQ, Diversity and Equity Center – develop and coordinate all these elements
EVCC’S PLANNING AT AN INSTITUTIONAL LEVEL: 10 CORE ELEMENTS

6. Education
   • Professional development
   • International experiences
   • Tangible expressions demonstrating a value for life-long learning

7. Curriculum
   • Intercultural and equity competency development
   • Inclusive pedagogy
   • Guided Pathways concepts applied
EVCC’S PLANNING AT AN INSTITUTIONAL LEVEL: 10 CORE ELEMENTS

8. Student Success
   • Increase enrollment, persistence and completion
   • Increase gains in educational and career pathways
   • Identify inequities and address barriers to access and success

9. Safety and Security
   • Does it feel safe
   • What will make the institution feel safe
   • Campus Housing
   • Title IX
EVCC’S PLANNING AT AN INSTITUTIONAL LEVEL: 10 CORE ELEMENTS

10. Infrastructure

• Resources dedicated to building capacity
• Space needs met and centrally located
• Physical appearance demonstrates value for diversity – examples: art, signage in a variety of languages, relevant services offered in a number of languages