



“Actually Achieving Equity”

The California State University Graduation Initiative 2025 Symposium

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Workshop Objectives

- Conceptualize equity within the context of the Graduation Initiative 2025
- Highlight trends and issues within 6 key institutional domains that serve as barriers to *actually* achieving equity
- Propose essential institutional practices to *actually* achieve equity

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About CCEAL

The Community College Equity Assessment Laboratory (CCEAL) is a national research and practice lab that partners with community colleges to support their capacity in advancing outcomes for students who have been historically underserved in education, particularly students of color. CCEAL houses the **Minority Male Community College Collaborative (M2C3)**.

CCEAL was developed to advance three objectives:

- **Research** - to conduct and disseminate empirical research on the experiences of historically underserved students in community colleges;
- **Training** - to provide training that improves practices and research relevant to students of color in community colleges; and
- **Assessment** - to use assessment and evaluation to facilitate capacity-building within community colleges.

Institutional Assessment Package

“student survey”



Community College Success Measure (CCSM)

- for identifying factors influencing the success of underserved students

105 colleges
10 states, 84,549 students

“staff survey”

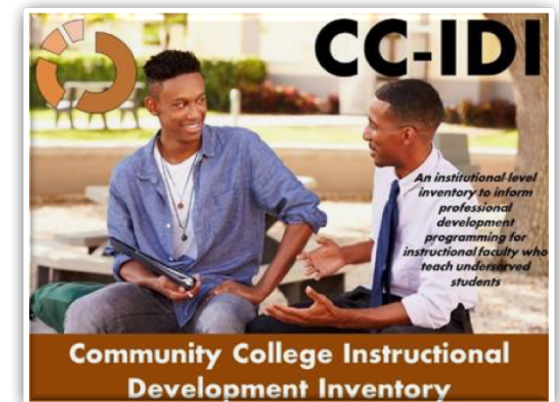


Community College Staff Development Inventory (CC-SDI)

- to inform professional development programming for staff

170 colleges
40 states, 7,429 instructional faculty

“faculty survey”



Community College Instructional Development Inventory (CC-IDI)

- to inform professional development programming for instructional faculty

70 colleges
15 states, 3,122 staff

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Qualitative Assessment

Student Focus Groups

Examining students' perceptions of factors influencing success in community college

10 colleges
CA, 252 students, 50 focus groups

Faculty Interviews

Examining perceptions of factors that are effective in educating students of color in community colleges

10 colleges
CA, 102 faculty

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*“Every system is perfectly designed
to achieve the results that it gets.”*

- W. Edward Deming

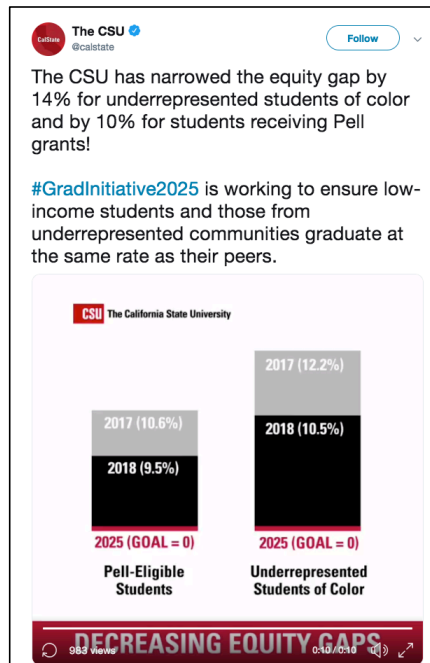
Toward an Understanding of Equity

Equity refers to a heightened focus on groups experiencing disproportionate impact in order to remediate disparities in their experiences and outcomes.

- Students of color (e.g., Black, Latino, Native American, Southeast Asian, Pacific Islander)
- Foster youth
- Students with disabilities
- Low-income students
- Students who experience food and housing insecurity

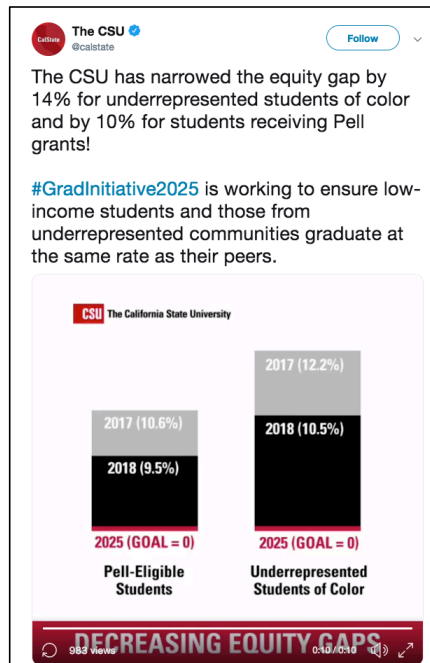
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#Gradinitiative2025 - Measurable Success



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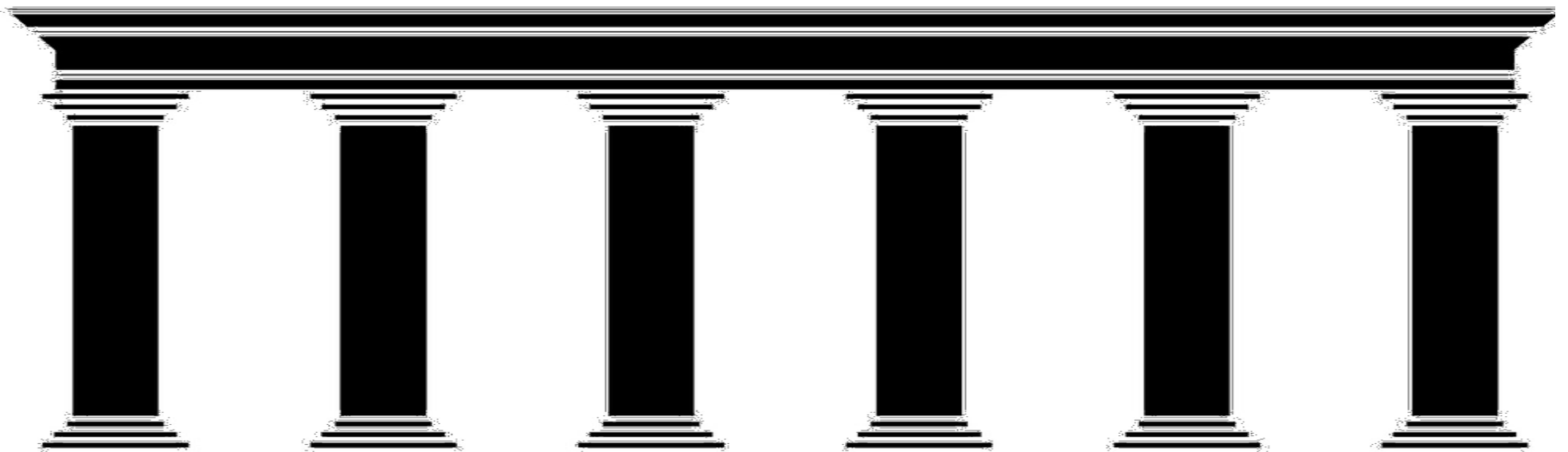
#Gradinitiative2025 - Measurable Success



- Fostering equitable relationships between students and faculty
- Creating safe, welcoming, and inclusive campus climates
- “Improving the ecosystem of advising” (@JT_Minor)
- Ensuring equity in high-impact practices
- Leveraging the CCC transfer pipeline

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#Gradinitiative2025 6 Pillars



Academic Prep

Enrollment
Management

Financial
Support

Student
Engagement &
Well-Being

Data-Driven
Decision
Making

Removing
Administrative
Barriers

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Taxonomy of Educators' Perspectives

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	DK W	K W
Unwilling to employ practices (UW)	DK U	K U

Taxonomy of Educators' Perspectives

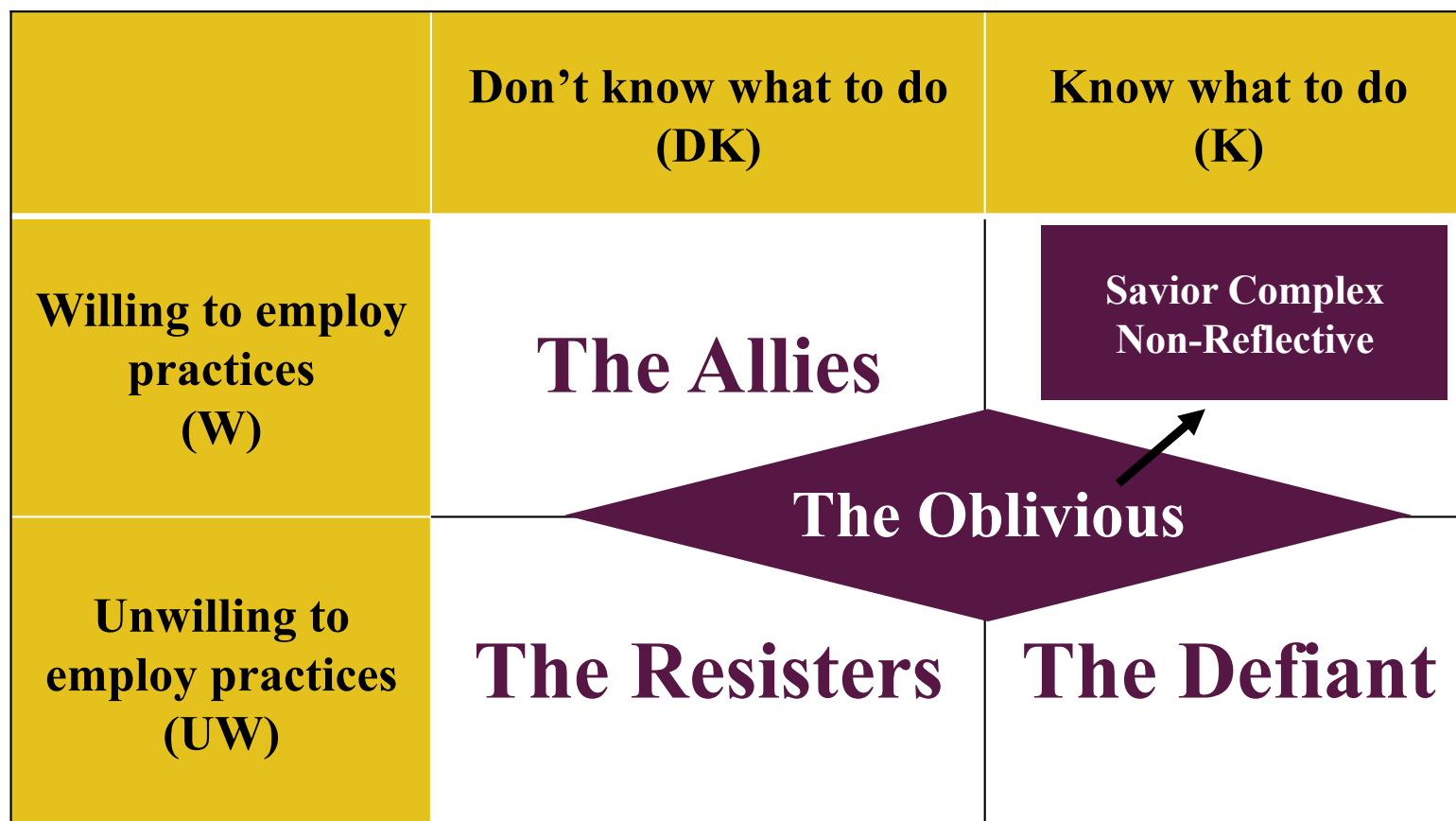
	Don't know what to do (DK)	Know what to do (K)
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Unwilling to employ practices (UW)	The Resisters	The Defiant

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The Oblivious

Taxonomy of Educators' Perspectives



Barriers to *Actually* Achieving Equity

Institutional policies and practices that directly conflict with equity goals

- “We don’t offer professional development for front-line staff.”
- “Adjunct faculty are not required nor encouraged to attend faculty meetings.”
- “Students are not allowed to see an advisor without making an appointment in advance.”
- “Our tenure-track faculty do not teach lower division and high enrollment courses.”

1

Policies and Practices

principles of action that are ratified by an institution to govern programs, matriculation, course delivery, and resource allocation.

Barriers to *Actually* Achieving Equity

Deficit perspectives

- “I am not sure what you expect me to do. These students have too much drama in their lives. I am a faculty member, not a social worker!”

Racist stereotypes

- “Most students of color are not serious about education. They are only here for sports or the financial aid.”

Poor conceptualization of equity/conflating equity with equality

- “Everyone should receive the same thing.”
- “Why are we only focusing these students? They are such a small part of our population.”

2

Attitudes and Dispositions the way a person thinks and feels about a particular situation or a group of people.

Barriers to *Actually* Achieving Equity

Territorialism between academic affairs and student affairs

- “Why is academic affairs leading this initiative? It should be led by student affairs.”
- “Why is student affairs holding a meeting on this topic without involving academic affairs after they’ve been given specific guidance to involve them in the process?”
- “We can’t access this information, because academic affairs won’t let student affairs meet with personnel that could lend light to issues that directly affect their ability to do their jobs.”

3

Politics and Power Dynamics
relationships and interactions between units and actors.

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Barriers to *Actually* Achieving Equity

Equity is not embedded in the institution's strategic plan

Turnovers in leadership

A commitment to equity is not embedded in institutional structures and practices.

- “All of our equity work takes place in EOP.”

Resource constraints

- “We can offer this support as long as we have our Title V grant.”

4

Structure
the ways in which the institution is designed and arranged.

Barriers to *Actually* Achieving Equity

Too “activity focused”

- “We’re doing this, and this, and this, and [10,000 other things that are loosely connected if at all] to advance equity.”

Over-commitment to the status quo (esp. extant programming)

- “We have had our mentoring program for years [though it’s never been assessed]. Now that we have one-time funding, can we get some money for it?”

5

Institutional Culture

the collective norms, rituals, values, and embedded patterns of behavior that create the essence of an institution.

Barriers to *Actually* Achieving Equity

6

Institutional research is not collaborative and/or sees themselves as “gatekeepers”

No inquiry to inform planning and action

Not disaggregating data by race/ethnicity and gender

Data that are not “generalizable” or collected from a large sample are treated as unreliable

Overreliance on quantitative data sources

Data is only made available to those who are viewed as “needing” it

Data Practices
practices that shape how data are collected, analyzed, disseminated and used to inform institutional decision-making.

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Academic Preparation

- To what degree does developmental education have a disproportionately negative impact on the trajectories of underrepresented and underserved students?
- Are underrepresented and underserved students equitably represented in early start programs that target middle and high school students?
- Are equity-minded practices used for assessment and placement of students?

Enrollment Management



- Are the needs and life circumstances of underrepresented and underserved students prioritized in advising and enrollment management processes?
- Are CCC transfer students prioritized in enrollment pathways and policies?

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Financial Support

- Do underrepresented and underserved students have an equitable opportunity to complete their degrees in a timely fashion regardless of their financial circumstances?
- Do underrepresented and underserved students have timely access to their financial aid awards?
- Do underrepresented and underserved students receive adequate and proactive guidance and support in completing applications and processes that are necessary to receive all of the aid for which they are eligible?
- Is there aid available to support students who experience emergencies and unforeseen challenges that threaten their continued enrollment?

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Student Engagement & Well-Being

- Do underrepresented and underserved students experience CSU campuses as safe, welcoming, and inclusive environments?
- Are underrepresented and underserved students equitably represented among students who participate in high-impact institutional practices?
- Are campus climates regularly assessed? And, what are the actual changes that are a byproduct of assessment findings?
- Are faculty and staff trained on unconscious and implicit bias, racial microaggressions, and culturally responsive pedagogy?

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Data-Driven Decision Making

- Are student outcomes and other key institutional data sources adequately disaggregated by race/ethnicity, gender, Pell eligibility, and transfer status?
- Are qualitative and non-traditional data sources that illuminate students' voices used to inform decision-making?
- To what extent are campus-based surveys of students, faculty, and staff used to guide institutional transformation and change processes?
- Are underrepresented and underserved students equitably represented on decision-making bodies?



Removing Administrative Barriers

- Are there intentional efforts to identify and eliminate unnecessary bureaucratic processes that serve as barriers to underrepresented and underserved students' access to the information and resources they need to complete their degrees?
- Can multiple administrative processes be completed in "one stop?"

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Essential Practices to *Actually* Achieve Equity

- Imbedding equity in institutional strategic plans
- Buy-in and a sense of urgency from campus leadership
- Transparent commitment to CCC transfer students
- Equity-minded institutional research
- Ensuring all CSU campuses are safe, welcoming, and inclusive
- Reconceptualizing developmental education



Essential Practices to *Actually* Achieve Equity

- Equity-minded hiring practices for all personnel
- Intensive, ongoing equity-based professional development
- Intrusive approaches for engaging resisters
- Collective sense-making at the department, college, and unit-levels
- Effective use of early warning and early alert systems
- Addressing acute environmental challenges and insecurities