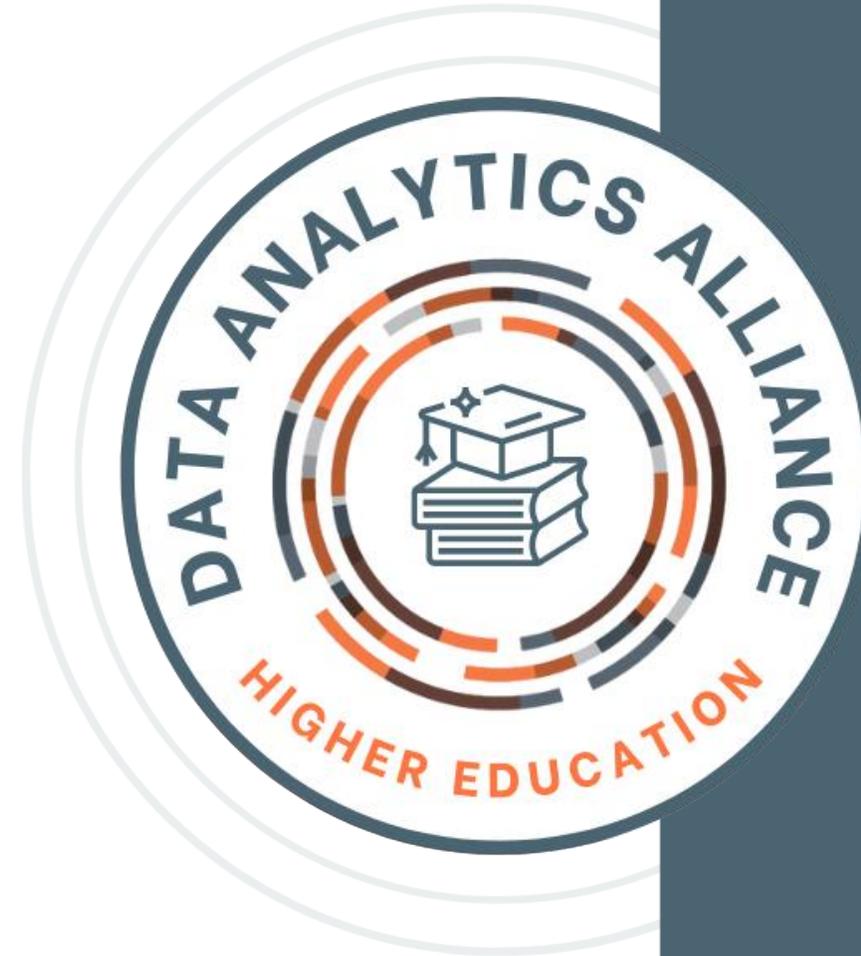


Data Analytics Alliance for Higher Education

Q2 Meeting, May 2, 2024





Meeting Agenda

- ▶ DAAHE Welcome and Member Introductions
- ▶ Models, Methods, and Tools related to Core Demographics
Summer Kenesson
Director, Policy Research
Washington State Board for Community and Technical Colleges
- ▶ Notifications
- ▶ Open Networking and Discussion



Important Disclaimers



As a special interest group, the Data Analytics Alliance for Higher Education (DAAHE), as well as its members and participants in DAAHE meetings, must be constantly vigilant of federal and state antitrust laws, which prohibit monopolization, combinations and conspiracies in restraint of trade, collusive action, and unfair methods of competition.

To avoid the most sensitive areas, the following matters should never be discussed:

- price, student or any elements of price or tuition policies, including costs, discounts, and similar matters
- Sensitive information – Employee or student
- commercial liabilities, warranties, guarantees, or the terms and conditions of sales, including
- anything dealing with “arm twisting,” trade abuses, or excluding or controlling competition.

As a DAAHE representative, my job is to prevent such conversations from occurring at this meeting. Please understand that if I suggest that a subject should not be discussed at this meeting, I will do so to ensure that our association meeting remains both risk-free and extremely productive.

Additionally, we seek active member participation, not participation by AI assistants.



DAAHE Purpose



The DAAHE is a member-led and driven community group that is being developed for the purpose of being a catalyst and resource for Higher Education organizations that are interested in using and understanding Data Analytics to solve higher education issues.

The Basics



Peer-to-peer networking and sharing of Data Analytics best practices



Collegial discussion of Data Analytics business and technology challenges



Joint initiatives to address significant Data Analytics business and technology issues



DAAHE Structure



Membership consists of Senior Higher Education executives and Data Analytics enthusiasts

With growth in the DAAHE, we would really like to recruit Co-chairs or “Advisory Team”

*If you are willing to serve with us, please place in chat or email Lucinda,
Inord@datatelligent.ai*



Create Special
Interest Group
Credibility

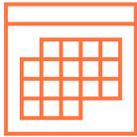


Assist in
Recruitment



Provide direction on
topic, speaker, date,
location and agenda

Meeting Format



Meeting frequency:
Quarterly



Survey/discussions
between meetings

► Topic Selection

- Group suggestion
- Implemented by co-chairs
- Presented by members
- Online collaboration

► Focus on one topic per meeting

- Topic
- Networking



Student-Focused Demographics

SUMMER KENESSON,

WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

Context

Measuring student participation, progression, and outcomes

Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, physical or mental abilities, and other demographic traits and intersectionalities. These gaps often signal that current practices and procedures are not effectively supporting all student groups. (EAB)

- *What is the role of evaluating equity gaps in student success, and what are the risks?*
- *What role do metrics play in mitigating risk and nurturing a student-focused approach?*
- *How can metrics shift accountability for success away from the student to the institution?*
- *How can we identify causal factors with metrics?*

Padlet: <https://padlet.com/skenesson/daahe-equity-data-fwvljnyn6qayhoor>

Equity Gap Analysis in Practice

- **Deficit approach**

Assumes that an equity metric will identify a disadvantage (confirmation bias)

- **Selection of the paradigm of success**

Assumes that one demographic group defines success, and that they are successful

Resource:

Estela Mara Bensimon, Lindsey Malcom-Piqueux, and Tia Brown McNair, *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education*, 2020

Padlet Question One: Does your organization rely on equity gap analysis? What metrics does it use, and what is the paradigm for success?

Equity Gap Analysis in Practice

Quantitative analysis-

Simplest approach – outcome metrics tracked against demographic metric

Overarching accountability tool

Easy to understand, easy to communicate. Common for public metrics.

Example: [Texas Higher Education Coordinating Board](#)

Process analysis –

Organizational operational approach

Much harder to measure

Is only as effective as the equity competence of those evaluating it

Example: [Ohio Department of Education Equity Gap Analysis Tool](#)

Padlet Question Two: Does your organization publish their equity data? If you are happy to share, please add a link. What do you like or not like about it?

Padlet Question Three: Does your organization do some kind of equity process analysis? What do you like or not like about it? (share any links you would like)

Rethinking Equity Gaps

Creates a 'proxy' for disadvantage

The metric becomes the factor for disadvantage, ***not the circumstances impacting the characteristic***

Established study in legal and health research; less so in education

Resource: [American Association of Biological Anthropologists Statement on Race and Racism](#)

Interpersonal experiences of racism and structural racism include, but are not limited to, overt oppression, physical subjugation, dispossession or displacement, decreased access to health care, economic and educational discrimination, histories of segregation, and material deprivation. A substantial body of research demonstrates the many ways that racism can affect how our bodies, immune systems, and even our cognitive processes react and develop. This means that "race," while not a scientifically accurate biological concept, can have important biological consequences because of the effects of racism.

Proxy Metrics

Proxy metrics often correlate to 'immutable' characteristics and/or legally protected groups

The use of proxy metrics, like race, age, or gender as an indicator of disadvantage:

- perpetuates stereotypes
- limits the pursuit of data for other metrics
- avoids investigating and addressing the causal factors for the proxy
- minimizes individual differences, identities and intersections
- becomes fixed in practice
- is vulnerable to legislation

Proxy Metrics

Proxy metrics typically include:

- Race
- Gender and Sexual Orientation
- Disability
- Nationality
- Age
- Religious Preference
- Primary Language
- First Generation Status

Padlet Question Four: Does your organization rely on proxy metrics? Which ones?

▶▶▶ Introductions

▶ You will get an invite to join a breakout room.

▶ Introduce yourselves to the other members of your room and share one of the following:

- *One thing we are doing differently, if anything, about proxy metrics or demographics is _____.*

OR

- *What is one question you want to ask your peers about this topic or another issue in IR/IE?*



Environmental Metrics

Environmental metrics measure the conditions or experience of factors in which students live. These can change, and are also not necessarily choices.

Environmental metrics are, in themselves, not the root of disadvantage, but a reflection of how disadvantage is manifest in inequities in opportunity.

Environmental metrics might include:

- Location/rurality and access to essential services
- PreK-12 opportunities and compulsory education quality and resourcing
- Housing security
- Household income (past and present)
- Access to health care (physical and emotional)
- Accessibility and accessible facilities
- Immigration status
- Food security
- Family status (past and present)
- Employment status and type (e.g. migrant work)

Padlet Question Five: What environmental metrics does your organization collect? How much are they used and how reliable is the data collection?

Working with Environmental Metrics

Advantages:

- Environmental metrics focus on the conditions or experiences that can engender disadvantage, and so put a spotlight on the supports, mitigations, and resources needed to help students succeed.
- They can help to describe what an institution needs to do to create meaningful and relevant change for its students
- They change the accountability for disadvantage from the student to the institution. Disadvantage is no longer inherent in who a student is, but in how the institution responds to the challenges a student faces.

Working with Environmental Metrics

Disadvantages:

- Environmental metrics are still a Band-Aid to a deeper problem. Supporting students through the use of environmental metrics does not directly impact the fact that these inequities exist.
- Just as immutable metrics can identify a student as disadvantaged by unchangeable characteristics, complacency with environmental metrics can identify a student as what they experience. How far that is appropriate or inappropriate can only be defined by the individual student.
- Environmental metrics are agile; they change over time for an individual student, and for cohorts of students. Working with environmental metrics isn't a 'one and done' approach, and that can be challenge for longitudinal analysis.

Environmental Metrics create an alternative and complementary approach that focuses on the institution's responsibility to individual student needs, but it is not an answer to wider systemic disadvantage.

Working with Environmental Metrics Toolkit

Step One: Data Definitions

Qualitative terms need definitions. For example, what does 'secure' mean?

Still require aggressive assessment of bias. Is a single parent inherently at a disadvantage? How does poverty impact access to higher education and opportunity for success?

Each definition requires an understanding of how the factor impacts student success. That may be unique to your institution or your area.

A definition is not an acceptance of the status quo. What can and will your institution do to eliminate environmental disadvantage? Can you see this in your strategic plan?

Definitions may change over time as environments change, support structures change, legislation changes. How often will you review definitions?

Padlet Question Six: How prepared or active is your institution in definitions of the environmental metrics it uses? Are those definitions culturally sensitive?

Working with Environmental Metrics Toolkit

Step Two: Data Collection

Collection of environmental metrics relies on agreement and participation, otherwise known as trust. What steps can you take to develop confidence from your students to share this data? How inclusive are your data collection processes?

Environmental data is sensitive; what security measures do you need to put in place? What training is needed? Who will be working with this data?

Some environmental data will change – how often will you review data? When will you make retrospective changes in data records to respect a change? How ‘live’ is your data – are you serving students based on what they used to experience, what they are experiencing now, or what they will experience?

What data do you already have? Where is it (for example, financial aid applications, data collected by other areas like tutoring, foundations, etc.) and how reliable is it?

Padlet Question Seven: How much trust do your students, staff and faculty have in your institution for the culturally sensitive collection of environmental metric data? Has your institution done anything innovative to improve trust and participation?

Working with Environmental Metrics Toolkit

Step Three: Data Analysis

There is a risk that environmental metrics can be applied in a deficit model as well. How will you work with this data in an appreciative way? Will you benchmark against a paradigm of success?

Nothing about us without us. How will you involve students or others in understanding environmental metrics? How will you ensure data is not analyzed only from a perspective of privilege? What capacity do you have for qualitative data, multilingual analysis, or other inclusive methods?

How will you balance longitudinal analysis (institutional purpose) with active analysis (for the students you have now)?

How will you value small populations and the individual? Is 'only anecdotal' or 'not significant' a rebuttal you expect to face? How will you evaluate detail and intersections?

How could your institution use environmental metrics to create new definitions of disadvantage for equity gap analysis?

Working with Environmental Metrics Toolkit

Step Four: Making a Difference

Who are the agents of change? Are they ready for the commitment, or is there a process needed to develop understanding and acceptance of a different approach? How 'deep' in your organization do you see agents of change?

What does change look like, and what can your organization reasonably do with the resources and reach it has? How will you prioritize limited resources without perpetuating disadvantage?

What partnerships and support do you need? How might major impactors view environmental factors in your current legislative, social, or political context? Are there other initiatives that can create synergy?

How timely can your actions be? Will you be serving student of the future that may not be experiencing the same environmental factors as the ones in your data? How effectively can you improve the experience and opportunities of the students you have now?

What does respectful change look like? How will you approach the metrics with respect to designing services, support, and organizational culture that does not define an individual by their disadvantage?

Padlet Question Eight: How effective is your organization in enacting change informed by environmental metrics (or more generally)? What makes it successful and/or what impedes its effectiveness?

Working with Environmental Metrics Toolkit

Step Five: Evaluating Change

What does real change look like? How far are you trying to change the factors themselves or change what your institution does about them?

Where does success appear in your strategic plans? Is it minimized by fixed characteristics, or are strategies to address environmental characteristics clear? Is your strategic plan bound by a goal or a horizon? In other words, is there a point at which improvements are 'good enough' or is there a clear practice for continuous improvement?

How will you balance traditional accountability (equity gap) metrics with appreciative environmental metrics?

How will you ensure evaluation of change is done inclusively and not from a position of privilege?

Padlet Question Nine: Do student-focused environmental metrics and correlated actions appear in your institution's strategic plan? Are strategic plan metrics consistently evaluated and acted upon? What makes your institution effective at implementing its strategic plan, or what impedes it?

Questions

Please also feel free to add questions, examples of promising practice or useful resources to Padlet Question 10.

Toolkit

If you have questions, or would like a copy of the toolkit workbook, please email:

Summer Kenesson

Policy Research

Washington State Board for Community and Technical Colleges

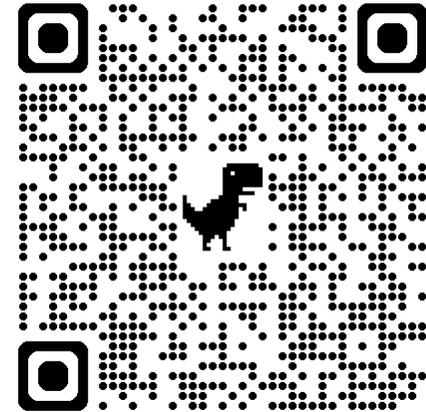
skenesson@sbctc.edu



Notifications

▶ Looking for any last-minute responses to the Data Analytics survey. Please contact Lucinda or Chris if you would like to participate.

- ▶ Webinar: Practical Insights from an AI/ML Student Retention Pilot
- Debbie Phelps from Cowley College and Datatelligent
 - 5/8 at noon Central



▶ Be sure to check your email for the monthly DAAHE newsletter.



Next Meeting

- ▶ Date: TBD 2024 – Best timing for 3rd Q?
- ▶ Time: TBD
- ▶ Topic: TBD

Follow-ups

- ▶ Everyone will receive a link to the recording, presentation and contact information for attendees.
- ▶ If you do not want your contact information shared, please let us know.

Thank you for attending!

If you have feedback or suggestions, please let us know or email lnord@datatelligent.ai

