Frederick Community College

Closing Racial Equity Gaps in Access and Success

2021-2027

2020-2021 Board of Trustees Annual Strategic Priority D
Implement racial equity interventions to close existing gaps in access and success for Black/African American and Latino/a/x students

CONTENTS

This document captures the process and recommendations from the FY 21 SAT D committee under the leadership of Provost Dr. Tony Hawkins. These recommendations are for the President, Senior Leadership, and the Board of Trustees to consider.

The document begins with the framework that was used, the process SAT D undertook this year, and recommended future processes and interventions. The proposed benchmarks (pages 12-17), that includes three racial equity benchmarks used by the State of Maryland, will allow the College to know if institutional barriers to access and success have been addressed. When the statistically significant gaps in these benchmarks are closed by 2027, racial equity in access and success for students will have been achieved.

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Framework

a. Focus on trees (specific racial identity groups of students) rather than the forest (the entire College) to identify racial equity gaps in Key Performance Indicators (KPIs) for access and success.

b. Shift cognitive frames from a focus on "deficits" and "diversity" towards equity-mindedness and addressing institutional barriers to access and success.

c. Determine where racial equity institutional barriers existed based on comparing the access and success rates between White students and all other racial groups. In doing this, several gaps were discovered between White students and Black/African American and Latino/a/x students.

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Framework cont'd

d. The KPIs for access and success rates in this document will be monitored annually for all other racial/ethnic groups of students including Asian American, Native American, and Multiracial students for emerging racial equity gaps. Currently, the College has achieved racial parity based on the KPIs below between White students and Asian American and Multiracial students. Native American students access and success needs to be closely monitored. Due to the small population size, comparisons are not statistically possible but interventions and examination of institutional barriers should continue.

e. Review the data annually across all racial groups and if a gap exists, adding new KPIs or benchmarks for additional racial groups.

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Framework cont'd

f. Identify institutional barriers and other forms of structural and individual barriers that produce the racial inequalities.

g. Develop and implement interventions to close the equity gaps.

h. Close all racial equity gaps in access and success by 2027.

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Key Performance Indicator Levels

a. Micro-Level Indicators: The relationship between what faculty and staff at FCC do every day to reach the benchmarks for closing the equity gap.

b. Macro-Level Indicators: The relationship between collective College practices and efforts to reach the benchmarks and for closing the equity gap. Both College-wide efforts as well as micro-level efforts will lead to the closing of these gaps.

Operational Definitions for Key Performance Indicators

a. **Indicator:** Description of the data element being evaluated

b. **Source:** Sources of the data for the identified KPI

c. **Operational Definition:** Clear definition for the identified KPI

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Methodology

a. The department(s) or specific roles at the College will be identified as **Accountable, Responsible, Consultant,** and **Informed** for each KPI. (Please see page 9 with an explanation of each role).

b. The data for the indicators will be collected based on the identified sources and definitions in the Racial Equity Indicators document.

c. The data will be **prepared and presented annually** to the Accountable staff and convene an annual Racial Equity Summit and invite all Accountable, Responsible, and Consultant, and Informed parties to review the data and assess the interventions.

d. The Accountable staff and the Racial Equity and Accountability Summit participants will celebrate equity when achieved, adjust when it is not, and assess the effectiveness of the interventions to close the Racial Equity gap.

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Percentage point gap

This methodology was created by the California State Community Colleges System* to calculate the difference between outcomes among different students groups. FCC is using it to calculate the differences of outcomes among White, Black, and Latinx students for both micro and macro level indicators.

Benchmarks

a.   **A process of goal setting** in access or success to close the equity gap for Black, and Latinx students for each indicator.

b.   The accountable administrator and consultants for each KPI approve the benchmarks set by the SAT D members and **review the benchmark annually.**

*California Community Colleges Chancellor's Office (2017). Percentage point gap method. Retrieved from https://www.cccco.edu/-/media/CCCCO-Website/Files/DII/DII/percentage-point-gap-methodology-tfa-ada.pdf

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Task Assignments

Each benchmark will have responsible, accountable, consultant, and informed administrator(s).

Responsible Administrators:

i.   This team member does the work to complete the task.

ii.   Every task needs at least one Responsible party.

Accountable Administrator:

i.   This person delegates work and is the last one to review the task or deliverable.

ii.   On some tasks, the Responsible party may also serve as the Accountable one.

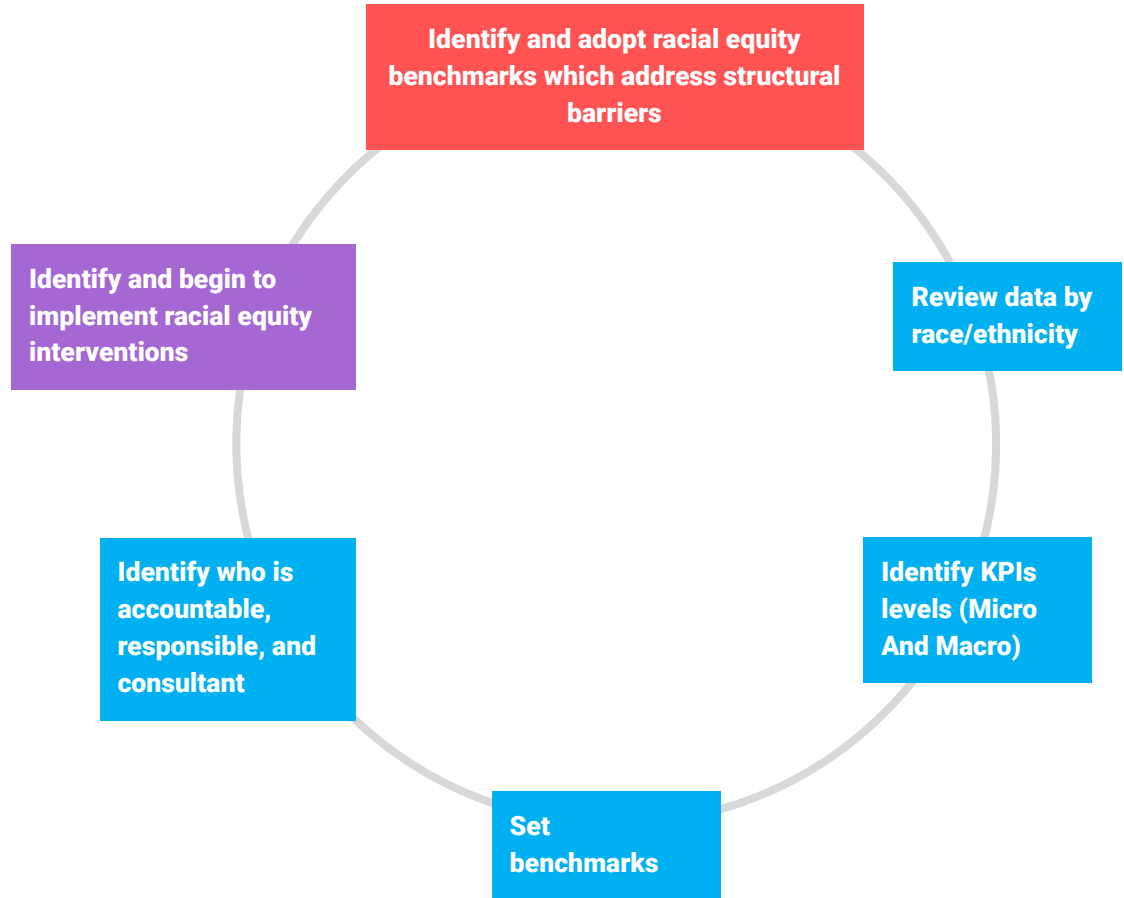iii.   Only one Accountable person is assigned to each task or deliverable.

Consultant:

i. This person/these people can provide valuable information and guidance in completing the work.

ii. They have knowledge, skills, and experience relevant to completing the project.

iii. Their opinion should be incorporated into the decision-making process but they do not have the authority to change the work on their own.

Informed:

i. Those who should be notified of a decision or a result.

ii. Their work depends on the activity and might be impacted in some way but does not need to take part in the decision-making process.

FY 21 Process to Close Racial Equity Gap

Identify and adopt racial equity benchmarks which address structural barriers

Review data by race/ethnicity

Identify KPIs levels (Micro And Macro)

Set benchmarks

Identify who is accountable, responsible, and consultant
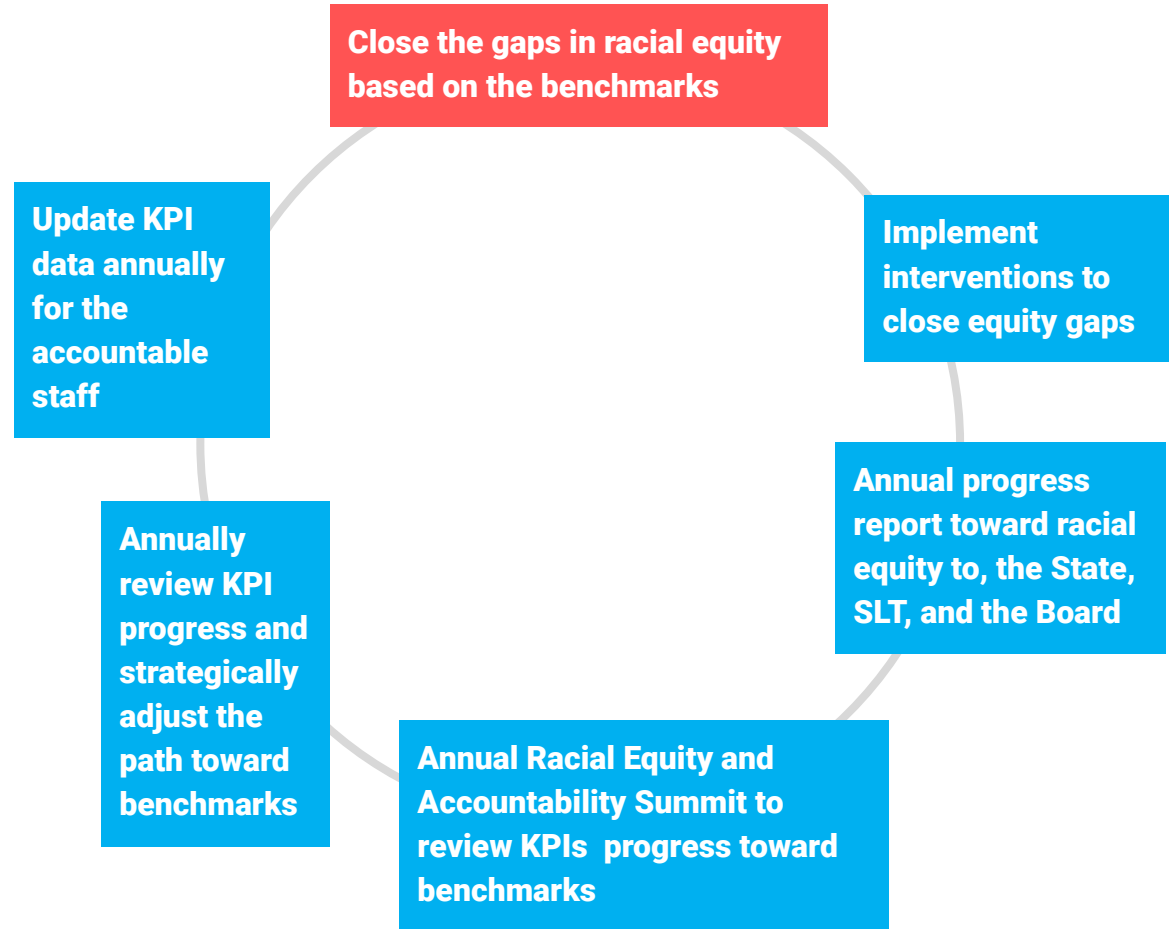
Identify and begin to implement racial equity interventions

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2022-2027

Follow-Up on Progress toward Benchmarks & Close All Racial Equity Gaps in Access and Success by 2027

Led by AACEWD, Learning Support, and the Office of Diversity, Equity, and Inclusion

Close the gaps in racial equity based on the benchmarks

Implement interventions to close equity gaps

Annual progress report toward racial equity to, the State, SLT, and the Board

Annual Racial Equity and Accountability Summit to review KPIs progress toward benchmarks

Annually review KPI progress and strategically adjust the path toward benchmarks

Update KPI data annually for the accountable staff

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The following 16 benchmarks are being proposed as the way to assess the success of the College at closing any gaps in access or success for our students across all demographic groups. This data will be reviewed annually and any gaps in access or success closed by 2027.

No.	Key Performance Indicator	Source of Data	Operational Definition	Level
		Success Key Performance Indicators		
1	Successful-persister rate after four years	Degree Progress Analysis	Percentage of first-time, fall entering students attempting 18 or more hours during their first two years who graduated and/or transferred or earned at least 30 credits with a cumulative GPA of 2.0 or higher within four years after entry or were still enrolled after four years. Four rates are reported for each cohort. No benchmark is required for developmental non-completers.	Credit Macro
2	Successful-persister rate after four years for all new students in the cohort		Percentage of all fall entering students	Credit Macro
3	Graduation-transfer rate after four years	Degree Progress Analysis	Percentage of first-time, fall entering students attempting 18 or more hours during their first two years who graduated with a degree or certificate and/or transferred to another institution of higher education within four years after entry.	Credit Macro

No.	Key Performance Indicator	Source of Data	Operational Definition	Level
			Success Key Performance Indicators	
4	Graduation-transfer rate after four years for all new students in the cohort	Degree Progress Analysis	Percentage of first-time, fall entering students who graduated with a degree or certificate and/or transferred to another institution of higher education within four years after entry.	Credit Macro
5	150% Graduation Rate	Time to Complete Dashboard	Number of students entering the institution as full-time, first-time degree or certificate-seeking students in a particular year (cohort), by race/ethnicity; Number of students completing their program within a time period equal to one and a half times (150% = three years after first enrollment at FCC) the normal period of time, by race/ethnicity. This is the federal government definition and FCC reports it annually.	Credit Macro
6	Face-to-Face course failure rate	Grade Distribution Dashboard	% of students in face-to-face courses who failed with grades of D/F/FNA/W)	Credit Micro

No.	Key Performance Indicator	Source of Data	Operational Definition	Level
			Success Key Performance Indicators	
7	Online course failure rate	Grade Distribution Dashboard	% of students in online courses who failed with grades of D/F/FNA/W	Credit Micro
8	Hybrid course failure rate	Grade Distribution Dashboard	% of students in hybrid courses who failed with grades of D/F/FNA/W	Credit Micro
9	Adult Education student achievement of at least one ABE educational functioning level	LACES (Literacy, Adult and Community Education System)	Percentage of adult basic education who achieve at least one educational functioning level during the year reported. Not reported for groups with fewer than 50 students in the cohort.	CEWD Micro

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No.	Key Performance Indicator	Source of Data	Operational Definition	Level
	**Success Key Performance Indicators**			
10	Adult Education student achievement of at least one ESL educational functioning level	LACES (Literacy, Adult and Community Education System)	Percentage of ESL students who achieve at least one level during the year reported. Not reported for groups with fewer than 50 students in the cohort.	CEWD Micro
11	Workforce training Completers	MHEC Workforce Completers Report	Percentage of CEWD students who completed course or series of courses (combine 1, 2, 3, 4) 1- Licensure or Certification Industry 2- Passing required for industry certification/licensure for successful completion 3-Certification or licensure is awarded upon completion of course work. 4 - No industry certification/licensure for the course or sequence	CEWD Macro

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No.	Key Performance Indicator	Source of Data	Operational Definition	Level
			Access Key Performance Indicators	
12	Percent credit enrollment for a fiscal year 15+ years old	Credit Unduplicated Annual Enrollment File, U.S. Census Bureau / Maryland Office of Planning population statistics	The percentage of (a) Black/African American, (b) Latinx, and (3) White full- and part-time credit students enrolled for a fiscal year compared to the same racial/ethnic groups residents 15 years old or older in Frederick County. County population is derived from an annual file from the U.S. Census Bureau with estimates of population for July 1 of each year by race for Hispanic, White, and Black/African American Age: The population 15 years and older is the sum of all individuals in the range (AGEGRP=1,2,3) Age: The population 15+ is the sum of all individuals in the 15+ age categories.	Credit Macro
13	Percent Continuing Education and Workforce Development enrollment for a fiscal year, 15 years and older	CEWD Unduplicated Annual Enrollment File, Campus data, U.S. Census Bureau / Maryland Office of Planning population statistics	The percentage of (a) Black/African American, (b) Latinx, and (3) White non-credit students enrolled in a fiscal year, compared to the same racial/ethnic groups residents in Frederick County. Three percentages will be reported. County population is derived from an annual file from the U.S. Census Bureau with estimates of population for July 1 of each year by race for Hispanic, White, and Black/African American Age: The population 15 years and older is the sum of all individuals in the range (AGEGRP=1,2,3) Age: The population 15+ is the sum of all individuals in the 15+ age categories	CEWD Macro
14	Percent Continuing Education and Workforce Development enrollment for a fiscal year, 4-14 years old	CEWD Unduplicated Annual Enrollment File, U.S. Census Bureau / Maryland Office of Planning population statistics	The percentage of (a) Black/African American, (b) Latinx, and (3) White non-credit students enrolled in a fiscal year, compared to the same racial/ethnic groups residents in Frederick County. Three percentages will be reported. County population is derived from an annual file from the U.S. Census Bureau with estimates of population for July 1 of each year by race for Hispanic, White, and Black/African American Age: The population 4-14 is the sum of all individuals in the range (AGEGRP=1,2,3)	CEWD Macro

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No.	Key Performance Indicator	Source of Data	Operational Definition	Level
**Access Key Performance Indicators**
15	Percent of credit students accessing Financial Aid	Develop a PeopleSoft Query	The percentage of annual unduplicated credit degree-seeking students African American and Latinx students accessing (applying) Financial Aid compared to the total fiscal year enrollment in each racial/ethnic group.	Credit Macro
16	Number of High School Based Dual Enrollment Courses per 100 Seniors Offered by FCC in Majority Racial/Ethnic Minority High Schools	Dual Enrollment Department	Number of High School Based Dual Enrollment Courses per 100 Seniors Offered by FCC in Majority Racial/Ethnic Minority High Schools	Credit Macro

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Recommended Interventions from 2020-2021 SAT D Work

In order to achieve racial equity assessed by the benchmarks above, SAT D recommends the following interventions.

All recommendations are based on research that shows what has closed racial equity gaps at other institutions.

Benchmarking

A. Adopt the Sixteen proposed macro benchmarks as a way to determine if FCC has eliminated institutional barriers to access and success for Black/African American and Latinx students.

B. Review the micro benchmarks named for academic and non-credit departments. Consider benchmarks for Learning Support and other areas of the College if any gaps exist once data is reviewed.

C. Hold an Annual Racial Equity and Accountability Summit to review the progress and adjust; update the Board on progress.

D. Conduct Racial Climate surveys for employees and students in fall 2021-spring 2022 to offer baseline data on racial climate

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Increase Access to Dual Enrollment

for Black/African American and Latino/a/x Students in Frederick County Public Schools as a High Impact Practice for Access and Success

A. Increase number of dual enrollment courses offered in the three majority Black and Latino High Schools in the County to be the same as offered in majority White schools (Benchmark #16 named on page 17).

B. Annual Data Analysis and Benchmarking

C. Reach Younger Students and their Families

D. Programming/Support for Students including financial support for DE students

E. Stronger Communications: Information/Messaging to Students and Families

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Adopt High Impact Practices

A. Expand knowledge and use of Culturally Responsive Teaching through the use of Culturally Responsive Teaching Scholars in each department & expanded discipline-specific Professional Development in Culturally Responsive Teaching

B. Augmentation of current student and learning services

    a. Resources for MSS to allow for expansion of Culturally Responsive Advising and Programming that is proactive and contributes to feelings of belonging and connection

    b. Embedded culturally responsive tutoring in gateway courses which have the highest rates of struggle for Black and Latino students

    c. Expanded programming for English as Additional Language Students (orientations, language coaching in health fields, etc.)

    d. Life coaching and expanded career coaching/mentoring/pathways

C. Department-level reforms: Annual Dept-level analysis/ re-evaluation of equity data, goal setting and intervention planning to eliminate racial equity barriers

D. Determination of how diversity/global learning could be infused throughout the curriculum

E. Future considerations of practices to substantively diversify the faculty to bring more faculty across the curriculum whose work focuses on diverse experiences, identities, content, etc. (e.g., cluster hires)

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Infusing Racial Equity

as an Institution-wide Principle (goal to shift from a "compliance" to a "transforming" organization)

1. **Institutional Interventions**
   a. Equity review as part of Program Reviews
   b. Racial policy/practice reviews especially of policies that most directly impact students
   c. Institutional vision for Racial Equity
   d. DEI Syllabus statement
   e. Adoption of Definitions of terms
   f. Setting the state mandated benchmark for faculty/staff racial diversity closer to the 37% of Students of Color (currently at 21% non-White employees)
   g. Physical spaces reflecting more of the rich cultural diversity of our students.
   h. More visible and intentional celebrations of student cultures, partnering with the Community
   i. Response Plan and Bias Response Team
2. **Professional Development**
   a. College-wide racial equity professional development sessions for all staff (including AACEWD, Learning Support, HR, Operations, IT, Institutional Effectiveness, and Finance)
   b. Faculty-specific and Learning Support-specific conference like the conference held in January 2021
   c. Ongoing Professional Development Plan for onboarding and further development for all employees

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Infusing Racial Equity cont'd

3. Student Experience

a. Curricular/content/text review across all pathways

b. Deliberate and intentional student co-curricular programming

c. Student racial climate assessments every 3-4 years

d. Ongoing assessments and interventions addressing racial bias in teaching and learning

e. Racial equity review of institutional aid distribution

4. Employee experience

a. Rubric for how to assess DEI on Performance Review

b. Employee professional development plans/pathways around racial equity

c. Required onboarding and then annual implicit racial bias training

d. Recommended DEI questions for Hiring

e. Supervisor/leader training around creating spaces that interrupt implicit racial bias

f. Institutionalize Faculty/Staff of Color Employee Group

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Gratitude

We are grateful to the Board of Trustees for giving us this opportunity this year to focus on access and success for all FCC students. We want to thank President Libby Burmaster, Dr. Tony Hawkins, and Dr. Nora Clark for their commitment and leadership around racial equity. We want to thank our FCPS colleagues: it has been an honor partnering with you on this essential work of our time.

The racial equity plan was developed by the following members of the FCC and Frederick County Public School Community. It reflects labor in all forms—emotional, physical, and intellectual labor during the COVID-19 pandemic and the largest racial justice movement in recorded U.S. history. We are grateful for this team's innovation, research, and willingness toward personal and professional growth during this very difficult year.

FCC Committee Members

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