SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

SHEEO Community of Practice:

Improving Equity & Opportunity Through Postsecondary Data

SHEEO hosted a Community of Practice (CoP) convening in Denver, Colorado September 28-29, 2022. The topic was "Improving Equity and Opportunity through Postsecondary Data."

The purpose of the CoP was to bring together state data practitioners, researchers, and policy analysts and academic affairs and DEI officers to explore practical uses of postsecondary data systems for improving equity and opportunity. PASSHE sent a five-representative team: Kate Akers and Natalie Cartwright from Advanced Data Analytics; and Denise Pearson, Christa Cobb, and emily howe from the Office of DEI.

Below is a list of resources compiled from meeting attendees. These resources are intended to help state teams "reflect in-depth on the capacities, uses, and barriers to their data systems" and "share best practices and shared experiences and to workshop strategies and solutions with their counterparts in other states." We have also generated annotations to outline the content of each resource.

Please reach out to emily (ehowe@passhe.edu) if you have any questions.

Keynote 1: Meeting the Moment: Using Data to Advance Racial Equity in Higher Education

EdTrust-West Data Equity Walk Toolkit

- "A Data Equity Walk is a 45-90 minute activity for any size audience – high school and college students, teachers, district leaders, community members, or others – to engage with education data and discuss equity issues. Participants dive into data that shows education outcomes and exposes gaps between groups of students. The data usually show district or school performance across different measures like student achievement and school climate."
- Includes video, FAQ, and data slide templates

The Color of Law, by Richard Rothstein

- "In **The Color of Law** (published by Liveright in May 2017), Richard Rothstein argues with exacting precision and fascinating insight how segregation in America—the incessant kind that continues to dog our major cities and has contributed to so much recent social strife—is the byproduct of explicit government policies at the local, state, and federal levels."

EdTrust-West examples of community-engaged research to collect and use data for equity:

Example: Fresno State: "Identifying and Supporting Student Parents at Fresno State" EdTrust-West

- "Fresno State serves as an excellent model for other colleges and universities in California around its work to support student parents. If individual campuses – and the CSU system more broadly – better tracks student parents going forward, they can be more visible on campus and met with more robust supports such as the ones described here for themselves and their families."

Example: Education Equity in Crisis: Mapping the Digital Divide - EdTrust West

- "The equity implications of [the "digital divide"] and impacts on learning have been brought into sharper focus as schools and districts across the state grapple with the COVID-19 crisis... We hope state and district leaders use this map as a tool to zoom in on the needs of their community, evaluate the extent of digital divide, and build the case for resources in the hardest hit districts."

Example: CSU Graduation Initiative 2025

- "Graduation rates at the CSU are at record highs, due in part to Graduation Initiative 2025's emphasis on equity. The initiative is the CSU's determined effort to ensure that all students regardless of racial, ethnic or financial background have an equal opportunity to earn a college degree."
- Timeline of the Project
- Equity goals and priorities: "The COVID-19 pandemic and the disparate impacts across communities of color and moderate-income families created a renewed urgency to close the gaps that exists between underserved students and their peers across all 23 CSU campuses. Not since the launch of Graduation Initiative 2025 in 2015 has the need to marshal the CSU's collective resources been more critical to address differential patterns of student success. Building on the Graduation Initiative 2025 Advisory Committee recommendations in summer 2021, the CSU identified five equity goals and priorities to address the gap. They are:
    - o Reengage and reenroll underserved students
    - o Expand credit opportunities
    - o Access to a digital degree planner
    - o Eliminate barriers to graduation
    - o Promote equitable learning and reduce DFW rates

Session 1 - Building & Employing an Equity Lens in Postsecondary Data Work

USHE Equity Lens Framework

- "An *equity lens framework* is a tool comprised of shared beliefs, common definitions, and critical questions through which an organization commits to continually evaluating any existing or new strategy, policy, or initiative."
- Provides the Utah Board of Higher Education five sets of questions to guide "their implementation of strategies and initiatives, policymaking, and more" in 5 categories: access, examine data, engage and plan, implement, and measure success.
- Provides a list of shared beliefs, shared definitions, the methodology and context of developing this document, and additional resources

[USHE Equity Lens Handout](#)

- Graphic that highlights five parts of their equity lens framework: access, examine data, engage and plan, implement, measure success

[USHE https://ushe.edu/board/strategic-plan/Strategic Plan](https://ushe.edu/board/strategic-plan/)

- Strategic plan website that provides goals, strategies, and tactics for the following priorities:
  - System Unification
  - Access
  - Affordability
  - Completion
  - Workforce alignment
  - Research

[Oregon HECC Equity Lens](#)

- Pdf that describes and provides rationale for the HECC Equity Lens
- Sections: "The Case for Equity," "Focus and Purpose," "Beliefs," "Guiding Questions," "Appendix: Definitions"

[Oregon HECC Equity Impact Protocol](#)

- 1 page diagram an Equity Impact Protocol to assess equity centered decisions
- 6 parts include: (1) engage partners and identify data, (2) benefits and burdens, (3) deeper equity consideration, (4) mitigate and enhance impacts, (5) evaluate and communicate, (6) issues and outcomes

[Oregon HECC Equity Progress/Briefs](#)

- Equity Progress webpage provides "data resources [that] are intended to support the application of the [HECC Equity Lens](#) and inform ongoing policy and funding efforts to achieve Oregon's equity and student success goals."
- "In January 2022, the HECC Office of Research and Data released a new series of research publications, Equity Briefs, providing an in-depth look at data on the challenges and successes of public college and university students of color. Each Equity Brief focuses on the challenges of success—from high school through college and into the workplace—and where progress in reducing gaps has or has not been made for each racial/ethnic group." Reports on this page are:
  - [Asian American/Asian learners](#)
  - [Black/African American learners](#)
  - [Latino/a/x/Hispanic learners](#)
  - [Native American/Alaska Native learners](#)

- o Native Hawaiian/Pacific Islander learners
- o All groups combined in one document

Oregon HECC Equity Work Expectations

- Two slides that provide an overview of "HECC Equity Work Expectations" and "HECC Equity Goals & Strategies"

Oregon HECC Statewide Higher Education Snapshots

- Website provides a map of Oregon with markers on the map for each university.
- When you click on a university, you get an infographic on three sets of information: Enrollment, Affordability, and Outcomes
- Each set of information disaggregates by race and ethnicity

Oregon HECC Strategic Roadmap

- Pdf report entitled "Strategic Roadmap: Oregon Postsecondary Education and Workforce Training" from August 2021
- "In August 2019, the HECC launched the development of a new strategic plan for meeting the State's postsecondary goals, consistent with its responsibilities under ORS 350.075 (d). The Commission expressed that this plan should help generate a new consensus among legislators, institutions, stakeholders, and the Commission about an ambitious path forward for postsecondary education that expands opportunity, equity, and success for Oregonians through increasing levels of public investment, public accountability, coordination, and responsiveness to student and workforce needs… Between October 2019 and March 2020, HECC and its consulting partner Coraggio Group conducted large-scale public and stakeholder outreach and published key findings in an Insights Report…. With the onset of the COVID-19 pandemic in March 2020, the HECC began to reassess the Strategic Roadmap to take into account the pandemic's profound economic and educational disruptions and the country's simultaneous reckoning with racial injustice."
- Sections: "Background and Findings," "Vision," "Roadmap Preamble," "Roadmap for Action," "The Role of the HECC," "Next Steps"

Oregon HECC *Real Opportunity* Video

- 45 second video titled "Real Opportunity: Supporting College Success for Underserved Students of Color"

Session 2: Equity-Focused Metrics & Measurements

CSCU Key Performance Indicators

- Webpage with data dashboard related to the Key Performance Indicators (KPIs)
- Also has pdfs of 2018-2021 reports on KPIs

PASSHE DEI Dashboard

PASSHE Climate Survey (coming soon)

Session 3 - Disaggregating Data to Inform Change

[Elevating Equity Through Better Data 2021 Proposal for Changes to the Office of Higher Education's Student-Level Data Collection](#)

- Report pdf from Minnesota Office of Higher Education (June 2021)
- "This report contains **recommendations for changes in the reporting of student level data** by institutions to the Office of Higher Education (OHE) for OHE's Enrollment and Awards Conferred databases. Over the past year, staff from OHE have engaged representatives from a cross section of institutions, sectors, and systems to review OHE's existing data collection and to discuss potential new data elements. The changes proposed and described in this report are necessary to address critical postsecondary issues identified by policymakers as well as Minnesota students and their families."

Session 4 - Communicating Equity through Data Visualization

[The Urban Institute's Do No Harm Guide](#)

- Webpage and pdf report
- "when data are collected and communicated carelessly, data analysis and data visualizations have an outsized capacity to mislead, misrepresent, and harm communities that already experience inequity and discrimination. For researchers and analysts to unlock the full potential of their data, they must apply an equitable lens to every step of the research process."
- "In this guide and its associated toolkits, we focus on how data practitioners can approach their work through a lens of diversity, equity, and inclusion. We conducted over a dozen interviews with nearly 20 people who work with data to hear how they approach inclusivity in their work. Our goal is not to prescribe what to do or not do; rather, we want to encourage thoughtfulness in how analysts work with and present their data."

[The Urban Institute's Racial Equity in Data Visualization Checklist](#)

- 1 page checklist to assess racial equity in data visualization

[The Urban institute's DEI in Data Visualization: General Recommendations](#)

- 1 page overview/tips of thinking about DEI in data visualization

[Tableau's Data Equity Hub](#)

- Webpage that has resources related to data equity
- These resources include:
  - Tableau's Data Advocacy Explorer: "An enablement tool assisting organizations to effectively utilize data and visualizations in their advocacy efforts."
  - Democratizing Data Access: "Just because data is publicly available doesn't mean it's easy to use. We're working to fix that."
  - Doing good data means doing no harm: "As data storytellers, we must have sensitivity for our subject matter and our audience while always approaching work through a lens of diversity, equity, and inclusion."
  - Data equity stories: "Get a better understanding of the human stories behind the data."

[Data Humanism by Giorgia Lupi](#)

- Article/blog about data humanism
- "Data is now recognized as one of the founding pillars of our economy, and the notion that the world grows exponentially richer in data every day is already yesterday's news. **Big Data doesn't belong to a distant dystopian future; it's a commodity and an intrinsic and iconic feature of our present**... The ways we relate to data are evolving more rapidly than we realize, and our minds and bodies are naturally adapting to this new hybrid reality built of both physical and informational structures. **And visual design** — with its power to instantly reach out to places in our subconscious without the mediation of language, and with its inherent ability to convey large amounts of structured and unstructured information across cultures — **is going to be even more central to this silent but inevitable revolution.**"

[Are there good words to divide the world? By Mirko Lorenz](#)

- Article/blog about some challenges of data labels/categorization
- "Let us assume you go on holiday and you meet someone for the first time. You introduce yourself: "Hi, I am Mirko, I am from Germany." What would your reaction be if the reply were: **"Ah, you are from the Walled World"?** How would that feel? Correct? Insulting? Putting you into a box you don't want to be in? The "Walled World" is simply one possible classification for one part of the world. As you might guess, the term describes the roughly 36 rich countries, containing 14% of the world's population, [whose borders are hard or impossible for others to cross](#). **If you dislike this label, you're experiencing a feeling that most people have all the time, because their countries are classified with terms — like "Third World" or "developing country" — that often have negative connotations."**

[Data Feminism](#) Book by D'Ignazio & Klein

- "A new way of thinking about data science and data ethics that is informed by the ideas of intersectional feminism."
- "Today, data science is a form of power. It has been used to expose injustice, improve health outcomes, and topple governments. But it has also been used to discriminate, police, and surveil. This potential for good, on the one hand, and harm, on the other, makes it essential to ask: Data science by whom? Data science for whom? Data science with whose interests in mind? The narratives around big data and data science are overwhelmingly white, male, and techno-heroic. In Data Feminism, Catherine D'Ignazio and Lauren Klein present a new way of thinking about data science and data ethics—one that is informed by intersectional feminist thought."

Keynote II: Embedding Equity in Data Infrastructure: Taking A Systems-Based Approach

[Education-to-Workforce Indicator Framework: Using Data to Promote Equity and Economic Security for All](#) from Mathematica

- Article that describes The Education-to-Workforce Indicator Framework (E-W Framework), "a first-of-its kind framework that establishes a common set of metrics and data equity principles for assessing and addressing disparities along the pre-K-to-workforce continuum. The framework was built through iterative input from 30+ E-W experts in research, policy, and

practice at the local, state, and federal levels; cross-walking 40+ leading frameworks; and synthesizing the current evidence base."

- Key components of the framework include:
  - Data equity principles: Principles to support ethical and safe data use across the data life cycle
  - Essential questions: Questions every E-W data system should be equipped to answer
  - Indicators: Indicators that matter most along the E-W continuum for states and localities to measure
  - Disaggregates: Key student characteristics to inform data disaggregation and assess disparities
  - Evidence-based practices: Illustrative practices shown to move the needle on key outcomes
- Sections: Executive Summary; Chapter I: Introduction and Approach; Chapter II: Indicators and Metrics; Chapter III: Disaggregates; Chapter IV: Evidence-Based Practices; Chapter V: Data Equity Principles; Appendices

Data Equity Principles from Mathematica

- Pdf of Chapter V. Data Equity Principles from above report
- "This file contains Chapter V of the Education-to-Workforce Indicator Framework. This chapter includes seven leading principles for centering equity throughout the data life cycle and supporting education-to-workforce systems to use data in service of greater equity. The full framework includes five chapters

Postsecondary Data Partnership

- From the National Student Clearinghouse
- "Transform the way your institution measures and reports student progress so that every student can thrive. The Postsecondary Data Partnership (PDP) empowers institutions with more comprehensive data, easier analysis, and better visual representations to help you understand, improve, and communicate student momentum, outcomes, and equity."

SHEEO PDP Toolkit

- "This toolkit serves as a public resource for higher education professionals interested in or already involved in the Postsecondary Data Partnership (PDP). The goal is to support institutions and systems in the adoption of the PDP by providing technical assistance documents that both complement and expand on the information that is already available on the National Student Clearinghouse's PDP webpage. This site includes technical briefs on specific PDP topics, data use examples for utilizing the PDP Tableau dashboards and Analysis-Ready File, documents from PDP presentations at national conferences, research utilizing the PDP, and a blog which serves to share and communicate PDP information to the higher education community. The toolkit will be updated on a regular basis with new resources."

Postsecondary Value Commission from IHEP

- Webpage: "Are today's students getting ahead, getting by, or even falling behind when it comes to their post-college earnings? The Equitable Value Explorer, an innovative diagnostic tool that puts the commission's work into action, is helping to answer that question."
- "A diverse group of college leaders, policymakers, researchers, advocates, and students took a hard look at the question "what is college worth?" and is proposing a way to answer that question – and actions leaders can take *now* to improve postsecondary value and make it more equitable."
  - o DEFINE: A shared definition of college value that can inform policy and practice.
  - o MEASURE: A measurement framework for how individual colleges and universities create equitable value for students.
  - o ACT: An action agenda to encourage changes in policy and practice leading to more equitable value."

[Postsecondary Value Commission Measuring Value](#) from IHEP

- "Education after high school has many returns – for students, their families, and their communities. So how do we capture those returns in a way that makes information useful and points to where action is needed to make value more equitable? The commission has developed an approach for measuring *how* and *how much* students are better off because of their education."
  - o 0: Minimum economic return
  - o 1: Earnings premium
  - o 2: Earnings parity
  - o 3: Economic mobility
  - o 4: Economic security
  - o 5: Wealth Parity

[Postsecondary Value Collaborative](#)

- Webpage for the Postsecondary Value Collaborative
- "The Postsecondary Data Collaborative is an IHEP-led coalition of diverse organizations that recognize the power of high-quality data to ensure equitable access and success in higher education."
- Has these tabs: "About us," "Our Work," "Resources," "News & Events"

[Nettles (2017) - ETS Report](#)

- Policy information report entitled "Challenges and Opportunities in Achieving the National Postsecondary Degree Attainment Goals"
- **Abstract:** "In 2009, at the end of the 12-month Great Recession in the United States, the U.S. government established a college degree attainment goal for 60% of 25- to 34-year-olds to earn an associate's or bachelor's degree by the year 2020. In the same year, Lumina Foundation set a similar goal for 60% of 25- to 64-year-olds to earn a high-quality certificate, associate's degree, or bachelor's degree by the year 2025. Both the U.S. government's and Lumina Foundation's goals intend to place the United States in a leadership position in the global massification of postsecondary education that has evolved over the past few decades and to address the

growing labor market demands for postsecondary education and training. This report provides a view of current progress and forecasts of the nation's long-term progress toward achieving the goals. The analyses in this report represent college degree attainment performance of the U.S. population by race/ethnicity and gender and project through 2060. The projections reveal that neither goal is expected to be reached by target dates for the targeted adult populations, but the associate's and bachelor's degree attainment rates of the Asian American population are already beyond the 60% target and the White population, overall, is approaching at a pace to arrive a few years beyond the target year 2020 established by the U.S. government and 2025 set by Lumina Foundation. The projections for the African American, American Indian/Alaska Native, and Hispanic populations are not promising. Unless aggressive actions are taken to address the inequalities in each level and type of degree, and especially bachelor's and higher degrees, not only will the three underserved population groups (African American, American Indian/Alaska Native, and Hispanic) fail to reach the goals in the foreseeable future, but also the progress that they make could be overrepresented by lower status degrees and certificates and in turn lower status occupations. Each of these three underrepresented population groups may require targeted and tailored initiatives to make substantive progress toward a larger share being college and career ready and ultimately persisting toward and attaining college degrees. The report includes data and analyses that could be useful in designing interventions."

[Coleridge Initiative (ADRF)](#)

- "The Coleridge Initiative is a not-for-profit organization, originally established at New York University, that is working with governments to ensure that data are more effectively used for public decision-making. We achieve this goal by working with government agencies to create value for the taxpayer from the careful use of data, by building new technologies to enable secure access to and sharing of confidential microdata, and by training agency staff to acquire modern data skills."
- What We Do: Create new products with partners; Build networks and collaborations; Build workforce capacity through training; Protect data with secure data infrastructure; Innovate with great teamwork.

Workshop: Making the Case for Equity: Engaging State Boards and Leadership in Equity Work

Commodore, F., Rall, R. M., & Morgan, D. L. (2022). [Equity as leadership: The role of boards in advancing the equity agenda](#). In, R. M. Johnson, U. Anya, L. M. Garces (Eds.), Racial Equity on College Campuses: Connecting Research and Practice (pp. 61-82). Albany, NY: SUNY Press.
- "The population of racially minoritized groups in higher education continues to grow and by 2030 will make up the majority of the higher education population (Vespa et al., 2018). Institutions must respond to these increases in demographic diversity with policies and practices that lead to more institutions embracing the pursuit for equity in terms of access and success of all constituents (Garces & Jayakumar, 2014; Museus, 2014). In this chapter, we define equity-

centered decision-making as a critical and collaborative examination that pushes postsecondary education leaders to be intentional rather than passive agents of work that enhances inclusion, access, diversity, and social justice. Consistent with the translational racial equity research-practice (TRERP) framework presented earlier in this book, we assert that equity-centered institutions are ones that engage in decision-making and practices that execute and accomplish their institutional mission in ways that specifically advance racial justice informed by research and practice."

Rall, R. M., Morgan, D. L., Commodore, F., Fischer, R. A., & Bernstein, S. (2022, August 11). Introducing boards to the equity conversation: State-level governing boards and discourses of social justice. Journal of Diversity in Higher Education. Advance online publication.

- "State-level governing boards (SLGBs) play integral roles in the leadership and governance of higher education. Oftentimes, though, their role and influence are understated or ignored in scholarship. In this article, the authors recenter the integral impact of these boards and push for a better understanding of their impact on higher education. Specifically, through an examination of 33 strategic plans, the authors consider how SLGBs can better manage the equity challenges within colleges and universities. Recognizing that higher education governance is complex and involves many moving parts, the authors present an argument for how SLGBs can influence postsecondary equity work. This article helps elucidate how SLGBs intersect with prevailing equity discourses and support higher education leaders to better recognize and understand the surreptitious ways equity is absent from pivotal discourses despite the best intentions and measured efforts of entities such as state-level governing boards."

Morgan, D.L., LePeau, L.A. & **Commodore, F.** Observable evidence and partnership possibilities for governing board involvement in diversity, equity, and inclusion: A content analysis. *Research in Higher Education* 63, 189–221 (2022).

- "Researchers conducted a qualitative content analysis to investigate the observable involvement of 22 Governing Boards with Diversity, Equity, and Inclusion (DEI) efforts at colleges and universities. Using a merged theoretical framework of Rall et al.'s (Journal of Education Human Resources 38:139–164, 2020) Culturally Sustaining Governance and LePeau's (The Review of Higher Education 39:97–122, 2015) Cycle of Making Continuous Commitments to Diversity and Inclusion, the findings revealed that Boards act in similar ways to an electrical socket between internal and external stakeholders associated with DEI efforts. Boards receive information from stakeholders at points in time and episodically 'plug in' to DEI efforts such as endorsing policies or diversity plans. The study highlights the nature and potential of governance partnerships to advance DEI work. Implications encourage Boards to enhance their capacity to partner and support organizational change."

Morgan, D. L., Rall, R. M., **Commodore, F.**, Fischer, R. A., & Bernstein, S. (2021). Hiding in plain sight: The potential of state-level governing boards in postsecondary education policy agenda-setting. *The Journal of Higher Education*, *92*(4), 570-595.

Rall, R. M., Morgan, D. L., & **Commodore, F.** (2020). Toward culturally sustaining governance in higher education: Best practices of theory, research, and practice. *Journal of Education Human Resources*, *38*(1), 139-164.

Other Resources:

[SHEEO Resource: State Agencies and Systems of Higher Education Leading for Equity](#)
- 2020 Report by Denise Pearson, Jason Lee, and Brandon Bishop
- "EXECUTIVE SUMMARY: Leaders of state agencies and systems of higher education (SHEEOs) are in unique positions to expand higher education's positive impact on the human condition through an intentional and systematic focus on educational equity. The opportunities and challenges are noteworthy, and the authors of this paper sought to identify these. It is also the goal of this paper to provide SHEEOs and their staffs with information to support their efforts to ensure positive postsecondary outcomes for all students in their respective states, regardless of race or ethnicity. In essence, this is the fundamental aim of equity in higher education. It's instructive to mention that an important impetus for this paper — States Leading for Equity — is the consistent focus on equity-oriented proposals and sessions at SHEEO's annual policy conferences."

[Data for Equity Protocol from High Tech High Graduate School of Education](#)
- "**Purpose:** To identify equity gaps in our system, reflect on the conditions that create and perpetuate them, and move forward with concrete steps for understanding and interrupting inequities. You can use this protocol with multiple small groups, each unpacking a different piece of data, and then sharing out to the group. Or you can use this protocol to have everyone unpack the same piece of data (in this case, modify Stage 3)."
- **Sections:** Questions to ask before engaging in this protocol; Roles; Norms; Phase 1: Getting Oriented; Phase 2: Discussion Rounds; Round 3: Hypotheses

[We All Count: Data Equity Framework](#)
- Webpage that describes the The Data Equity Framework, "a systematic way of looking at data projects. It organizes every project into 7 stages."
    - Funding
    - Motivation
    - Project design
    - Data collection & sourcing
    - Analysis
    - Interpretation
    - Communication & distribution

[A Toolkit for Centering Racial Equity Throughout Data Integration](#) - UPenn's Actionable Intelligence for Social Policy
- 76 page pdf document
- "Data sharing and data integration to inform decision making across government entities is now commonplace, and occurs at every level—local, state, and federal. While most data sharing and

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integration occurs within a legal and governance framework, an emphasis on racial equity, transparency, and community engagement is often peripheral. This is especially troubling because government policies and programs that produce administrative data have often played a direct role in creating, enabling, and sustaining institutional and structural racism. We aim to change this."

Contents

[Advancing Equity with Data](link) from the U.S. Census Bureau
- Webpage
- "The Census Bureau is committed to producing data that depict an accurate portrait of America, including its underserved communities. Some of our data equity services include:

- **Demographic Data:** We provide a wealth of data by key demographic variables such as race, ethnicity, sex, disability, income, and veteran status to help measure equity. These data are often by geography, which provides meaning and context to the statistical data, and can identify rural and underserved communities. Explore demographic data with our data tools such as data.census.gov.
- **Data Tools:** We supply a variety of data tools that help the public and policy makers understand the issues surrounding inequities and enable them to propose effective, data-based solutions.
- **Public Assistance Program Metrics:** Among other uses, Census Bureau data can provide metrics to show public assistance programs' progress and outcomes.

- **Diversity Measurement:** We use several approaches to measure the racial and ethnic diversity of the U.S. population, including the Diversity Index, prevalence rankings, the diffusion score, and a series of prevalence maps.
- **Data Education:** A major part of our mission is to educate the public, policy makers, and stakeholders on what data we have available and how to use them. To empower data users with understandable, accurate, and timely information and the knowledge to use it, we invite you to:
  - Explore our online Census Academy for upcoming webinars and on-demand data training.
  - Browse our Data Equity Library with its online collection of equity-related data visualizations, infographics, photos, audio, video, working papers and more.

Talking Equity from the Lumina Foundation
- "To achieve justice for people who are Black, Hispanic, Latino, and Native American through increased learning after high school, we must help people understand why that's important, what systemic barriers exist, and how they can make a difference. We can't enter the conversation at an advanced stage of the journey—we must meet people where they are. This means we shouldn't confuse them with terms such as "equity," which means different things to different people. Or alienate potential allies by putting them on the defensive. At Lumina, we recognized that we needed to equip ourselves—and our partners—to have these conversations. And now we're sharing what we've learned in the form of research and tools you can take and apply to your own efforts."
- Webpage includes quiz, national survey results, and related resources

Equity Assessment from the Lumina Foundation
- Link to quiz/self-assessment
- "The way we talk about racial disparities in education matters. Discover how to become better talking about the importance of race. Take this short quiz to identify language to help you talk with your audience or community about addressing unfair and unjust outcomes in education."

State Team Resources – Add Your Links Below!

Arkansas State University System Resources

ASU System Tableau Public Dashboards: https://public.tableau.com/app/profile/asusystem#!/

This one suppresses data less than 5. There is a field that has a field (2YrRet) showing 1 or 0 for whether a student was retained. Here's how it works:

1. Create a new calculated field called 'Suppression Symbol':
CASE str([Retained])
when str(0) then 'DS'
else str([Retained])
END

2. Create another calculated field called 'Suppress ID':
IF count([Student Id]) > 4 THEN count([Student Id])
ELSE 0
END

3. Create another calculated field call 'Less than 5 Suppress':
IF count([Student Id]) > 4 THEN count([Student Id])
ELSE 0
END

4. Create another calculated field called 'Retained':
IF count([Student Id]) > 4 THEN round((sum([2YRet])/count([Student Id])*100),1)
ELSE 0
END

5. Bring the Term field into the Columns and the Retained field into the Rows.
In the Tooltip, show:
Term: <Term>
Retained: <AGG(Suppression Symbol)> (n=<AGG(Suppress ID)>)

6. Bring 'Suppression Symbol' to the Label card.

Iowa Student Outcomes Interactive Charts
site:https://iowastudentoutcomes.com/college_program_outcomes_new
- Iowa Department of Education, Board of Regents, Iowa College Aid, Future Ready Iowa and Iowa Workforce Development collaboration
- Includes financial aid, joint enrollment, credit and non-credit enrollment and outcomes including wage data
- Expanding to include more industry credentials and outcomes

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