A Population Survey as a Starting Point: Using Data to Enhance Equity Strategy

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Get to Know Your Neighbor

- Introduce yourself
- Why did you choose to attend this session?
- How is this topic important or relevant to you?
About You and About Us

- Who here is able to access data on your campus about minoritized groups of students?
  - At a population level?
  - From program evaluation data?
- Who here uses data to support strategy and decision-making related to equity and inclusion?
Outline

- Context on our campus
- Disaggregating population-level survey data
- Creating key performance indicators (KPIs)
- Benchmarking program evaluation data
- Next steps
- Q & A
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About USC

- 48,500 students in the 2019-2020 academic year
  - 28,000 are in graduate and professional programs
  - About 6,000 students are in online programs

- Distribution of race/ethnicity (via official enrollment statistics):
  - Asian/Asian American: 17%
  - Black/African American: 5%
  - International: 25%
  - Latinx/Hispanic: 15%
  - White/Caucasian: 29%
  - Mixed/Other: 9%

- Estimated prevalence of LGBTQ+ students: 13%
Student Wellbeing Efforts at USC

● Four strategic areas:
  ○ Enhance a culture of equity and inclusion
  ○ Cultivate a culture where individuals and communities thrive
  ○ Disrupt the culture of at-risk substance use
  ○ Foster a culture of consent and healthy relationships

● Focus areas were determined based on extensive qualitative research with campus stakeholders
Five Conditions of Collective Impact

- A Backbone Coordinating Organization
- A Common Agenda For Change
- Open and Continuous Communication
- Shared Measurement for Data & Results
- Mutually Reinforcing Activities

Collective Impact
Collective Impact in Practice

● Year 1 & 2:
  ○ Focused on creating recommendations and basic infrastructure (Y1)
  ○ Recommended to create Student Equity and Inclusion Programs (SEIP) position and streamline E & I programs under 1 unit (Y1)
  ○ Working groups created around four goal areas (Y 1 & 2)
    ■ Chaired by senior-level leadership, comprised of campus partners
  ○ Steering Committee and Student Wellbeing Council (Y2)
  ○ Integration of SEIP with Backbone (Y2)

● Year 3:
  ○ Broad Steering Committee with larger number of units involved
  ○ Focused on creating action
Student Equity and Inclusion Programs

- Asian Pacific American Student Services (APASS)
- Center for Black Cultural and Student Affairs (CBCSA)
- Latinx/Chicanx Center for Advocacy and Student Affairs (La CASA)
- LGBT Resource Center (LGBTRC)
- Veterans Resource Center (VRC)
- Student Basic Needs
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Example: Healthy Minds Equity Module: Climate for Diversity and Inclusion

- Two ways we consider equity:
  - Equity outcomes
    - Includes perception of value, perception of fair treatment in the classroom and in out-of-class spaces, perception of university effort for inclusion
  - Equity within broad outcomes (i.e., between students in minoritized vs dominant groups)
    - Includes outcomes like flourishing, sense of belonging, sexual assault, alcohol use, perception of safety
Collaborative Process to Disaggregate Data

- Iterative process between Backbone and Student Equity and Inclusion Programs (SEIP)
  - Identify general goals of research
  - Identify demographic groups of interest, including intersections
    - Who do we not know enough about? What is actionable? Where is there sufficient n of students on campus and in survey?
  - Start with broad view on outcomes, then follow what is interesting, relevant, or actionable

- Strategic communication of data
  - Data spotlights for general consumption
  - More specific reports for key internal stakeholders
### Example Findings: Fair Treatment in the Classroom

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent reporting fairness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domestic Students</strong></td>
<td></td>
</tr>
<tr>
<td>- Asian</td>
<td>87.8%</td>
</tr>
<tr>
<td>- Black/African American</td>
<td>70.9%</td>
</tr>
<tr>
<td>- Latinx/Hispanic</td>
<td>78.1%</td>
</tr>
<tr>
<td>- Middle Eastern/Arab</td>
<td>79.7%</td>
</tr>
<tr>
<td>- Mixed</td>
<td>84.4%</td>
</tr>
<tr>
<td>- White</td>
<td>86.9%</td>
</tr>
<tr>
<td>- Other/Unknown</td>
<td>79.8%</td>
</tr>
<tr>
<td><strong>International Students</strong></td>
<td></td>
</tr>
<tr>
<td>- International Asian</td>
<td>87.7%</td>
</tr>
<tr>
<td>- International Non-Asian</td>
<td>83.1%</td>
</tr>
<tr>
<td><strong>Gender and Sexual Orientation</strong></td>
<td></td>
</tr>
<tr>
<td>- Cisgender Heterosexual Male</td>
<td>88.1%</td>
</tr>
<tr>
<td>- Cisgender Heterosexual Female</td>
<td>83.6%</td>
</tr>
<tr>
<td>- LGBTQ+</td>
<td>78.0%</td>
</tr>
</tbody>
</table>

Rates are much lower among some intersecting identities, for example:
- Black cisgender heterosexual males (46.5%)
- Latinx LGBTQ+ students (63.8%)
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Creating Key Performance Indicators

- Created candidate list of KPIs
- Shared what makes a good KPI
  - Simple to understand
  - Measureable based on data we have access to
  - Achievable
    - Will this highlight accomplishments?
    - Will this rally different stakeholders?
    - Are there multiple pathways to contribute?
  - Actionable
- Solicited feedback from senior leadership
Our Current List of KPIs

- Positive sense of belonging
- Fair and equitable treatment
  - In classrooms and classroom settings
  - In out-of-class university spaces
- Positive mental health (flourishing)
- At-risk drinking in the past 2 weeks
- At-risk drinking among incoming undergraduates after 6 weeks on campus
- Sexual assault in last 12 months
- Upstanding behaviors
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Program Evaluation Surveys

- Created for SEIP centers, including Trojan Food Pantry (TFP)
  - Collaborative process between center staff and Backbone
- Value using Healthy Minds data to benchmark, but also want more actionable findings
Example Outcomes with Population Benchmark

- 19% of all students strongly agree they ‘belong at USC’
  - 22% of food pantry users strongly agree they ‘belong at USC because of the Trojan Food Pantry (TFP)’
  - 42% of SEIP center users strongly agree they ‘belong at USC because of services, support and programs offered by [center]’

- 16% of all students strongly agree they are ‘valued as an individual at USC’
  - 28% of TFP users strongly agree they are ‘valued as an individual at USC because of TFP’
  - 43% of SEIP center users strongly agree they are ‘valued at USC because of services, support and programs offered by [center]’
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Products of Using Data

● ‘Let’s Talk’ with all Cultural Resource Centers
● Influenced decisions related to LGBT Center move
● Created conversation about individual center services
● Using data to support funding proposals
  ○ Resources
  ○ Staff
  ○ Space
Research Next Steps

- Early step in all analyses of new outcomes is to disaggregate data
- Include KPIs in program evaluation surveys
- Group model building project on equity in the classroom
- Plan to ask basic needs questions on next population-level survey
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Questions for Reflection

Have you done anything similarly or differently on your campus?

If you’re not currently using data for equity-related decision-making:

● What data currently exist on your campus that can be used to support equity strategy?
● Who would be the next person to have a conversation with?
● What else do you need to know?