

At the request of the Co-chairs of the Equity and Inclusion Council, and upon the advice of Dr. Tia McNair, Vice President of the Office of Diversity, Equity, and Student Success at AAC&U, who consulted with the Council in Spring and Summer 2016, the following Equity Scorecard Heatmap was developed.

The heatmap was a means to consolidate and visualize quantitative data analyzed from multiple sources about enrollment, student experience, persistence, campus composition, and graduation outcomes to explore potential equity gaps for disaggregated groups of students. The intended purpose of the heatmap was to provide a macro-level overview of multiple indicators in order to hone in on critical equity gaps that might focus the strategic work of the Council. When a particular column has a concentration of orange cells, there might be reason to focus deeper investigation of institutional structures and experiences that might be contributing to an equity gap for that group of students. When dark green cells appear, the institution or Council might choose to dig deeper to understanding what is contributing to higher levels of persistence, resource use/satisfaction, high impact practice participation, etc. in order to learn from areas of strength.

Caution is urged in reviewing this data, in that each of the sections uses a specific criteria (noted in the right-most column) to determine and signify “hot spots”, which appear in orange shading. For examples, most of page 1 in this pdf layout is made up of more typical equity scorecard indicators, such as acceptance rates, retention, and graduation rates. As is typical for such scorecards, the disaggregated groups are compared to the overall average rate to determine if a group is being less well-served or more so than the average.

In the later sections of the heatmap, the shading is contingent upon statistical analysis of the difference between groups, and thus the hot spots (orange) and exceptionally high spots (dark green) are fewer in number and much less likely to be random variance.



Orange cells are hot spots in the heatmap.



Light green cells are cooler spots in the heatmap, in most cases they denote groups that are either running at the average for a particular metric (especially pg. 1 standard metrics or groups who do not show significant differences from students who are not members of that group (analyses of student experience)



Dark green cells denote potential strengths in terms of groups that are increasing, higher than average, or significantly higher than a comparison group.



Gray shaded cells are those for which no data is available to be analyzed or groups too small for disaggregation.

Again, the heatmap might help to see areas of concern in terms of equity gaps and particularly strong areas that would suggest further investigation and unpacking. The visual display might reveal something about the experiences of a group of students that was not already presumed. The criteria for shading do vary based on the nature of the data available.

Equity and Diversity Council Scorecard Heatmap

last update: 8/4/16

	Men	Women	Veteran	Disability	Latin@	Black, NonHispanic	Black/African American, any	American Indian, NonHispanic	American Indian, any	Asian, NonHispanic	Asian, any	Pacific Islander, NonHispanic	Pacific Islander, any	White, NonHispanic	White, any	Multiracial	People of Color	BelowPoverty	LowIncome	First-Gen Bacc	NonTrad Age	LGBTQQ	COMPARISON CRITERIA
UG applications increasing?																							HIGHER, LOWER, SAME AS PRIOR YR
MES applications increasing?																							
MIT applications increasing?																							
MPA-GEN apps increasing?																							
MPA-TMP apps increasing?																							
UG acceptance rate																							HIGH, LOW, SAME AS OVERALL
MES acceptance rate																							
MIT acceptance rate																							
MPA-GEN acceptance rate																							
MPA-TMP acceptance rate																							
UG yield rate																							HIGH, LOW, SAME AS OVERALL
MES yield rate																							
MIT yield rate																							
MPA-GEN yield rate																							
MPA-TMP yield rate																							
UG enrollment increasing?																							HIGHER, LOWER, SAME AS PRIOR YR
MES enrollment increasing?																							
MIT enrollment increasing?																							
MPA-GEN enroll. increasing?																							
MPA-TMP enroll. increasing?																							
retention first-time, first-years																							HIGHER, LOWER, OR SAME AS OVERALL RATE
retention new transfers OLY																							
UG retention OLY																							
retention Tacoma																							
retention Tribal Res-based																							
retention MES																							
retention MIT																							
retention MPA - General																							
retention MPA - Tribal Cohort																							
4-Yr Graduation Rate FTFY (weighted 3-yr ave.)																							COMPARE TO OVERALL
6-Yr Graduation Rate FTFY (weighted 3-yr ave.)																							

	Men	Women	Veteran	Disability	Latin@	Black, NonHispanic	Black/African American, any	American Indian, NonHispanic	American Indian, any	Asian, NonHispanic	Asian, any	Pacific Islander, NonHispanic	Pacific Islander, any	White, NonHispanic	White, any	Multiracial	People of Color	Below Poverty	Low Income	First-Generation Bacc	Non-Traditional Age	LGBTQ	COMPARISON CRITERIA
affirmative action (labor force)																							
staff composition (vs. student)																							HIGH, LOW, SAME AS STUDENTS
faculty composition (vs. student)																							
OLY UG faculty composition																							
HIP: community service (alum)																							STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN GROUP AND NON-GROUP (p<.05)
HIP: community service (NSSE)																							
HIP: contracts/individual work (alum)																							
HIP: research w/faculty (NSSE)																							
HIP: culminating exper. (alum)																							
HIP: capstone (NSSE)																							
HIP: internship (alum)																							
HIP: internship (NSSE)																							
HIP: learning community (alum)																							
HIP: learning community (NSSE)																							
HIP: study abroad (alum)																							
HIP: study abroad (NSSE)																							

	Men	Women	Veteran	Disability	Latin@	Black, NonHispanic	Black/African American, any	American Indian, NonHispanic	American Indian, any	Asian, NonHispanic	Asian, any	Pacific Islander, NonHispanic	Pacific Islander, any	White, NonHispanic	White, any	Multiracial	People of Color	Below Poverty	Low Income	First-Gen Bacc	Non-Trad Age	LGBTQQ	COMPARISON CRITERIA
Campus Library use (ESES)																							STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN GROUP AND NON-GROUP (P<.05)
Digital Library/Online use (ESES)																							
Campus Library use (alum)																							
Library satisfaction (alum)																							
Media Loan use (ESES)																							
Media Loan use (alum)																							
Media Loan satisfaction (alum)																							
Photo Services use (ESES)																							
Photo Services use (alum)																							
Electronic Media use (ESES)																							
CCAM use (ESES)																							
Electronic Media use (alum)																							
Elect. Media satisfaction (alum)																							
Campus Computing use (ESES)																							
Campus Computing use (alum)																							
Campus Comput. satis. (alum)																							
Writing Center use (ESES)																							
Writing Center use (alum)																							
Writing Ctr satisfaction (alum)																							
QuaSR Center use (ESES)																							
QuaSR Center use (alum)																							
QuaSR satisfaction (alum)																							
CCBLA use (ESES)																							
CCBLA use (alum)																							
CCBLA satisfaction (alum)																							

	Men	Women	Veteran	Disability	Latin@	Black, NonHispanic	Black/African American, any	American Indian, NonHispanic	American Indian, any	Asian, NonHispanic	Asian, any	Pacific Islander, NonHispanic	Pacific Islander, any	White, NonHispanic	White, any	Multiracial	People of Color	Below Poverty	Low Income	First-Gen Bacc	Non-Trad Age	LGBTQQ	COMPARISON CRITERIA
Academic Advising use (ESES)																							STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN GROUP AND NON-GROUP (P<.05)
Academic Advising use (alum)																							
Acad. Advising satis. (alum)																							
TRIO Student Srvs. use (ESES)																							
Access Services. use (ESES)																							
Career Devel. Ctr. use (ESES)																							
Career Devel. Ctr. use (Alumni)																							
Financial Aid use (ESES)																							
Student Employment use (ESES)																							
Financial Aid use (alum)																							
Financial Aid satis. (alum)																							
Health Center use (ESES)																							
Health Center use (alum)																							
Health Center satis. (alum)																							
Counseling Center use (ESES)																							
Counseling Center use (alum)																							
Counseling Ctr. satis. (alum)																							
Veterans' Center use (ESES)																							
Veterans' Center use (alum)																							
Recreation Center use (ESES)																							
Recreation Center use (alum)																							
Recreation Center satis. (alum)																							
Resid. Life programming (ESES)																							
Housing/Resid.Life use (alum)																							
Housing/Res.Life satis. (alum)																							

	Men	Women	Veteran	Disability	Latin@	Black, NonHispanic	Black/African American, any race	American Indian, NonHispanic	American Indian, any race	Asian, NonHispanic	Asian, any race	Pacific Islander, NonHispanic	Pacific Islander, any race	White, NonHispanic	White, any race	Multiracial	People of Color	Below Poverty	Low Income	First-Generation Bacc	Non-Traditional Age	LGBTQ	COMPARISON CRITERIA
Quality of instruction																							STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN GROUP AND NON-GROUP (p<.05)
Interdisciplinary approach to education																							
Team teaching by faculty																							
Relevance of acad. assignments																							
Avail. of faculty outside class																							
Acad. planning/advising by faculty																							
Quality of faculty feedback on work																							
Narrative evaluations by faculty																							
Practice of self-evaluation																							
Respect shown for different or opposing viewpoints																							
Seminars as a way of learning																							
Faculty role in seminars																							
Social climate in seminars																							
Group projects and other peer collaborations																							
Opps. for in-depth academic work/research																							
Opps. to link theory and practice																							
Opps. for community service																							
Progress achieving educational goals																							
Amount of time able to devote to academic work																							
Match between classes and their catalog description																							
Avail. of info. on college website																							
Level of respect from faculty																							
Level of respect from other campus staff																							
Level of respect from students																							
Campus activities																							
Your social experiences at Evergreen																							