Cutting the Curb: Creating a Culture of Accessibility to Improve Success for all Learners

OACC SSLI
Chris Prokes, Sinclair Community College
September 15, 2023
Looking back...
Eight-County Region

Population Counts

Eight-County Region Population Counts

<table>
<thead>
<tr>
<th>County</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>DARKE</td>
<td>51,155</td>
</tr>
<tr>
<td>MIAMI</td>
<td>108,273</td>
</tr>
<tr>
<td>CLARK</td>
<td>133,471</td>
</tr>
<tr>
<td>PREBLE</td>
<td>40,809</td>
</tr>
<tr>
<td>MONTGOMERY</td>
<td>532,100</td>
</tr>
<tr>
<td>GREENE</td>
<td>171,099</td>
</tr>
<tr>
<td>BUTLER</td>
<td>387,862</td>
</tr>
<tr>
<td>WARREN</td>
<td>241,180</td>
</tr>
</tbody>
</table>

Total Population: 1,665,949

(About 71% of Sinclair students reside in these eight counties)

Source: EMSI, 2021
Overall Race/Ethnicity in the Eight-County Region

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>11%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>4%</td>
</tr>
<tr>
<td>Other or Unknown</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>79%</td>
</tr>
</tbody>
</table>

Source: EMSI, 2021
Race/Ethnicity Comparison Across Student Populations at Sinclair

<table>
<thead>
<tr>
<th></th>
<th>Eight-County Region</th>
<th>Sinclair Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Other or Unknown</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>79%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Source: EMSI, 2022; Internal RAR Data, 2022
Addressing the Equity Gap

- Course completion rates significantly lower for minority students
- Learners with disabilities faced similar gaps
- Social calls for inclusivity
- 2018 Board Refinement of Priorities
David A. Sinclair
(1850-1902)

“Find the need and endeavor to meet it”

In 1887 Dayton YMCA General David Sinclair founded the courses of study that eventually became Sinclair College. This to create skilled citizens to succeed in local jobs and life.
The focus on success of one vulnerable group ultimately benefits all groups

The Curb-Cut Effect
A Rising Tide Lifts All Boats

Sinclair focuses on ways to impact all students
THE CURB-CUT EFFECT

WHEN WE DESIGN FOR DISABILITIES

WE MAKE THINGS BETTER FOR EVERYONE

sketchplanations
Sinclair focuses on gains for students and learners with disabilities through accessible services, programs, and tools.

- Blackboard Ally Accessibility Tool
- Accessibility training completed by 300+ faculty/staff
- Tartan TOPS Program
- AAA Web Content Accessibility Guidelines
- Voluntary Product Accessibility Template
Blackboard Ally

The tool evaluates all course content, pages, files, and other aspects for overall accessibility.

Evaluation results are a score out of 100% and fixes are provided to address identified issues.

2020 to 2023 Ally Accessibility Scores

- 71%
- 91%

1.1 Million Content Objects Evaluated
16,000+ Alternative Formats
Ally also provides alternative formats of course materials that – while suited especially for students with disabilities – benefit all students.

- **ePub**: For reading as an e-book on an iPad and other e-book readers.
- **Electronic braille**: BRF version for consumption on electronic braille displays.
- **Audio**: MP3 version for listening.
- **BeeLine Reader**: Enhanced version for easier and faster on-screen reading.
- **Immersive Reader**: Aid reading comprehension and grammar skills. Internet required.
Tartan TOPS Program

The TOPS Program provides an educational and career pathway for part-time students with intellectual disabilities through skills development focused on academic and career success and also includes an internship.
TOPS Students

• Founded in 2020 with 6 students
• 10 graduates thus far
• 22 currently enrolled students
• Graduates are employed (some FT)
Sinclair refined its process for vendors wishing to do business with the college to be more focused on VPAT requirements – Voluntary Product Accessibility Templates.

This legally-defined document ensures certain products purchased by the college are accessible – for all learners.
Since policy revision, 25 VPATs completed with 0 products purchased failing to meet Sinclair criteria
Sinclair created a campus, classroom, and community culture of diversity, equity, and inclusion as a place to study, work, or meet.

Emphasis on Equity and Inclusion
Designing Equitable Classrooms

• Significant disparities between modalities overall
• Gap increased when factoring in age and race
• Root causes:
  • Lack of access to technology
  • Familial/professional obligations
  • Shortage of engagement

eLearning Division introduced the Equity Rubric to the course design process

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Success Rates: eLearning Courses v. F2F Comparison

<table>
<thead>
<tr>
<th></th>
<th>All Online</th>
<th>F2F</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Or Younger</td>
<td>90%</td>
<td>74%</td>
</tr>
<tr>
<td>18-25</td>
<td>93%</td>
<td>79%</td>
</tr>
<tr>
<td>26 Or Older</td>
<td>76%</td>
<td>87%</td>
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</tbody>
</table>
To date, 180+ courses have been evaluated or modified with the digital equity rubric and Sinclair won a $316k grant to support this work.
Cultivating an Equitable Campus and Community

- 350+ DEI events & workshops with 15000+ duplicated attendees from campus & community
- 82% of Student Affairs Staff completed DEI Challenge impacting their work directly
- 100+ community members, faculty, and staff completed 10-hour DEI Certificate
- Our American Journey: The Black Experience exhibit has 1700+ visitors
- Consulting for 25+ external agencies including urban teacher pipeline
- 1000+ attendees at 2021 and 2022 Equity Summits involving campus and community
- Purchasing from minority vendors increases from $1/2 million to $5 million annually

Task Force created to focus on DEI in hiring practices in 2021
Diversity on Campus

Land Acknowledgement  The Challenge  What is Diversity?  What Matters Most
Our Goals, Values and Beliefs

CONTACT INFO:

Michael E. Carter, Chief Diversity Officer
michael.carter@sinclair.edu  |  Building 12, Room 220  |  937-512-3883

Michele E. Marcum, Executive Administrative Assistant
michele.marcum@sinclair.edu  |  Building 12, Room 201  |  937-512-2161

Equal Opportunity/Non-Discrimination Policy

Report an Incident
Cultivating an Equitable Campus and Community

350+ DEI events & workshops with 15000+ duplicated attendees from campus & community
KATIE MEYER
Policy and Program Manager for UniCity, altafiber’s Smart City Division

Regional Digital Equity Initiatives and Outcomes

January 18, 2023 | 12:00 p.m.

Katie Meyer is the Policy and Program Manager for UniCity, altafiber’s smart city division. In her role, Katie works with municipalities and organizations to navigate smart city planning, policy, strategy, implementation, and data analysis. Over the past two years, Katie has supported the implementation of a variety of digital equity initiatives in the greater Cincinnati and Dayton regions. Katie also serves as the Chair of the altafiber Pride Employee Resource Group, working across altafiber’s global companies to advance LGBTQ+ inclusion through education, visibility, and policy.
Cultivating an Equitable Campus and Community

82% of Student Affairs Staff completed DEI Challenge impacting their work directly
Challenging our Staff Collectively

Student Affairs updated and enhanced an employee DEI Challenge tiered badging system to incentivize and recognize DEI professional development work.
Cultivating an Equitable Campus and Community

Our American Journey: The Black Experience exhibit has 1700+ visitors
OUR AMERICAN JOURNEY

Exhibit containing Black History Memorabilia, including a diverse collection of artifacts, books, and images, encouraging individuals to Remember, Reflect, and React.

FREE and open to the Public!

SCHEDULE A TOUR:

PH: 937-512-2161
EMAIL: michele.marcum@sinclair.edu

Building 7, Library, Room 001
Cultivating an Equitable Campus and Community

1000+ attendees at 2021 and 2022 Equity Summits involving campus and community
Sinclair holds an annual Equity Summit to review data, direction, and best practices in serving under-served and at-risk populations.
Cultivating an Equitable Campus and Community

Task Force created to focus on DEI in hiring practices in 2021
Diversity Task Force on Hiring

- Established 3-year Annual Contracted Faculty positions
- Established Visiting Faculty role
- Created the Equity Liaison positions
- Added HR recruiter for outreach
- Launched the Search Committee Academy
- Develop Diversity, Equity and Inclusion training for all employees
Cultivating an Equitable Campus and Community

100+ community members, faculty, and staff completed 10-hour DEI Certificate
Diversity, Equity, and Inclusion Accomplishments

Over 100 Sinclair College employees have participated in Workforce Development’s **Cultivating Diversity, Equity, and Inclusion in the Workplace** series. 60 completing the entire 4-part, 10-hour offering.
Cultivating an Equitable Campus and Community

Consulting for 25+ external agencies including urban teacher pipeline
Diversity Training and Consulting Provided to Area Organizations Outside of Sinclair

1. Northmont School District
2. Marion Technical College
3. Dayton Public Schools
4. Clark State
5. DECA
6. Columbus State
7. Kings Local
8. Cuyahoga Community College
9. Piqua School District
10. Ivy Tech Community College
11. Miami County ESC
12. John Logan College, IL
13. Covington School District
14. American Association of Community Colleges
15. Vandalia Butler School District
16. Accreditation Council for Business Schools and Programs
17. Dayton Development Coalition
18. Fairborn City Council
19. Oakwood Inclusion Committee
20. Peregrine Global Services
21. Sugarcreek Cares
22. Dayton Area Chamber of Commerce
23. Oakwood Rotary
24. Sinclair and Dayton Police Departments
25. Miami Valley Law Enforcement Agencies
Cultivating an Equitable Campus and Community

Purchasing from minority vendors increases from $1/2 million to $5 million annually
Sinclair Purchasing from Minority Vendors and Contractors

Supplier Diversity Spend
(from $½ million annually to $5 million annually)

Percentage of Diverse Supplier Spend

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>FY10</td>
<td>2%</td>
</tr>
<tr>
<td>FY16-20</td>
<td>15%</td>
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<tr>
<td>FY22 Target</td>
<td>18%</td>
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Identified attainment gaps between online and in-person learners resulted in strategic programming to improve success outcomes.
Coaching to Complete (C2C) Program - Assumptions

- Difficulty in managing success across more common courses in general education.
- Students don’t log into course, forget exams or to submit assignments, limit participation.
- Online courses underperformed in-person counterparts across many demographics.
Program Successes

• 6,400+ learners impacted by C2C

• 64% of students claim they felt much more successful because of Success Coach

• 6% higher completion rate

• Increased completion rates among minority males (12%) and females (13%)

• D/F grades dropped 8%
Overarching Effects: DEI Metrics
Sinclair Degrees & Certificates Earned by Minority Students

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<tbody>
<tr>
<td>Degrees</td>
<td>538</td>
<td>552</td>
<td>617</td>
<td>1,008</td>
<td>996</td>
<td>1,257</td>
<td>2,037</td>
<td>1,709</td>
<td>2,643</td>
<td>3,004</td>
</tr>
</tbody>
</table>

458% Increase Since 2012-13
IPEDS Graduation Rate by Minority Status, 2009-present

*First-time in college, full-time students who complete an associate’s degree in approximately 3 years.*
Lessons Learned

Sinclair offers four lessons for any college to create a culture grounded in the Curb-Cut Effect and find equal success among all shareholders.
Lesson 1
Institutional Buy-in to Mission

• Aim high starting with governance
• Mission, Values, and Policy Goals
• Use the community at large
• Financial Support - $400K/yr
• Marathon, not a sprint
Lesson 2

Students-First Focus

• Focus on what you do best from macro to micro/granular level

• Ensure student perspective is at the forefront in all processes and plans

• Involve students in decision-making
Lesson 3
Identify a Champion

• Use a champion with the ability to have influence over decision-making – cabinet level

• Identify more champions at every level of the organization.

• Find a way to ‘credential’ champions
Lesson 4
Continuous Improvement of the Work

• Institutional-level analysis of data and metrics of all facets

• Continuous, comprehensive improvement planning

• Invoke technology in new ways – one small change per term
THANK YOU!

www.sinclair.edu/diversity

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christopher.prokes@sinclair.edu