

**What brings you  
the most joy  
inside of work?**

**What brings you  
the most joy  
outside of work?**

# WELCOME

Erasing Equity Gaps via  
**Collective Impact**

## ALL-HANDS CONVENING

September 12, 2025

# Collective Impact in a Time of Limited Resources

*Making Progress on Existing Goals While Sustaining  
Community and Morale*

EVC Elizabeth H. Simmons  
September 12, 2025

**YOU ARE DOING GREAT WORK!**

# What Can We Accomplish Using What We Already Have?

- We are united by our belief in the importance of higher education and our university's mission & vision
- We continue to be committed to the work of closing equity gaps across campus
- Collective Impact empowers us to work effectively with colleagues to magnify the impact of our work through unified goals, tools, efforts and metrics
- Knowledge of the work being done and those doing it helps us make connections and uplift one another



# Building Upon a Collective Foundation

- **Listen Intently**
  - Are there projects or initiatives whose champions could bolster Collective Impact work?
- **Seek Out Innovation**
  - Can we do our work differently to further closing equity gaps?
- **Embrace New Approaches to Better Support Our University's Mission**



# Keep Sharing and Documenting

- **Information sharing is essential to the continued success of Collective Impact**
  - Co-chairs should proactively keep each another apprised of their units' efforts and activities on an ongoing basis
  - Working Group members can support coordination and amplification of efforts by bringing information and updates to the group
- **Documentation of the working group progress will help us in our reaccreditation process**
  - Accreditation Committee urged work across units – Collective Impact prompts that action
  - Setting common goals and metrics aids in measuring and reporting progress

# In the Middle: A Space for Positive Change

**Maruth Figueroa**

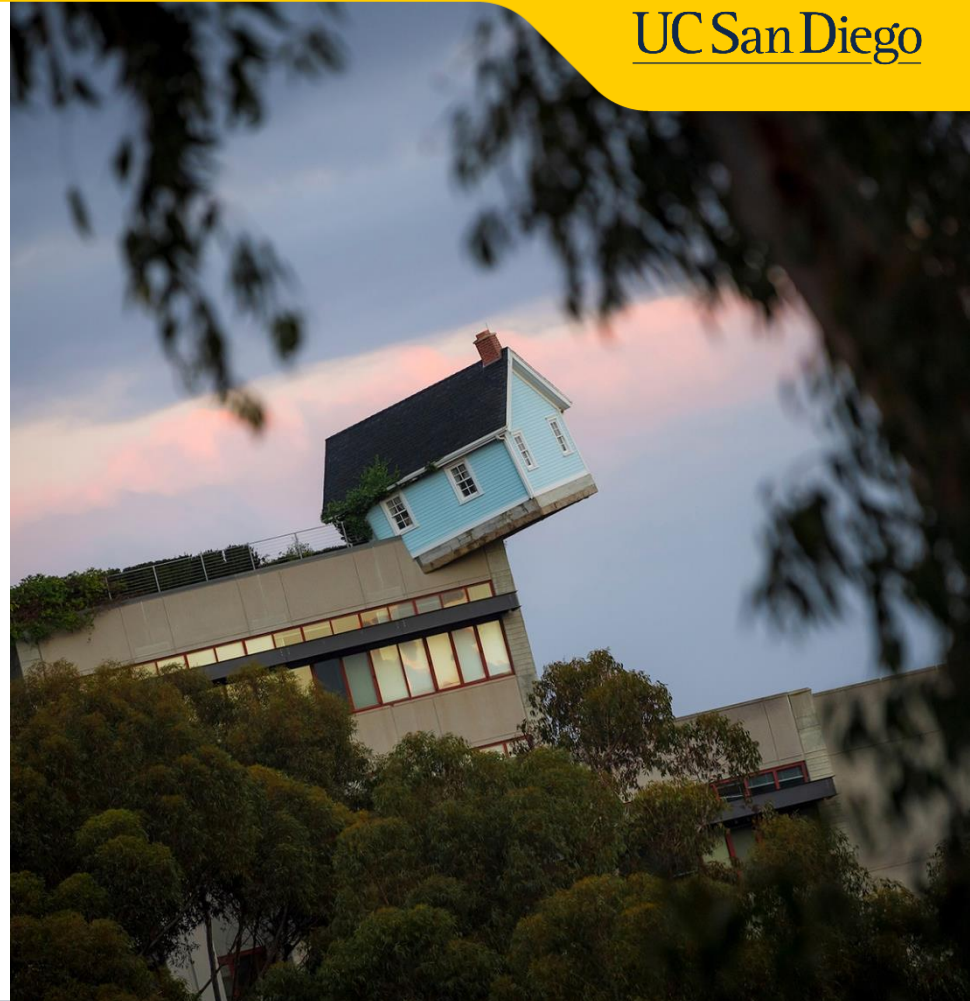
**David Song-Ruiter**

*with support from Samantha Berthelette and Nan Chen*



# Reflection: Our Current Context

- Individual Reflection:
  - What are 2-3 challenges your area is currently experiencing?
- Small Group Share Out



“In the middle of every difficulty lies opportunity”

~ Albert Einstein

## 2025 All-Hands Convening

Needs

Opportunities

Metrics

Name: \_\_\_\_\_

Working Group: \_\_\_\_\_

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UC San Diego  
ACADEMIC AFFAIRS

## Synergies for the Common Good

As you listen to the Working Group and HSI presentations, make note of the ideas and possibilities that could strengthen our work together. You might consider:

- What do you want to hear more about?
- Who else should be involved?
- Do you notice any overlap with your work?
- What resources could strengthen this effort?

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Before you leave, please take a moment to synthesize one or two of your ideas from today's sessions

**Need:** \_\_\_\_\_

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**Opportunity:** \_\_\_\_\_

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**Metrics:** \_\_\_\_\_

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**Synergies:** \_\_\_\_\_

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**Need:** \_\_\_\_\_

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**Opportunity:** \_\_\_\_\_

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**Metrics:** \_\_\_\_\_

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**Synergies:** \_\_\_\_\_

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# Sense of Belonging Assessment Toolkit

## Collective Impact All-Hands Convening

Berenice Jau, Associate Director, OASIS | Sense of Belonging Working Group Co-chair

Emily Trask, Executive Director, Center for Student Involvement | Sense of Belonging Working Group Co-chair

Shannon Milligan, Director of the Education Research and Assessment Hub, Teaching & Learning Commons

# Sense of Belonging

- Defined as the feeling of membership, acceptance, and validation
- Associated with:
  - persistence
  - graduation rates
  - overall satisfaction
  - use of campus resources
  - wellbeing
- Reviewed SOB data
- Identified strategic initiatives



# The Need for Assessment Resources

- As the culture of assessment grows across campus, so does the interest in shared resources and learning from each other
  - This also addresses the varied assessment knowledge, skills, and experience across campus
- Perfect timing: Student Retention & Success (SRS) identified a need for shared assessments and outcomes across units, including a focus on assessing sense of belonging
- More perfect timing: the Sense of Belonging Working Group reached a point of readiness in their work to focus on tangible outputs

# An Opportunity to Collaborate

- Result of perfect timing: the Working Group voted to prioritize the creation of a Sense of Belonging Assessment Toolkit and a tiger team to bring the toolkit to life
- The tiger team consists of members from:
  - Assessment, Evaluation, and Organizational Development, Division of Student Affairs and Campus Life
  - Education Research and Assessment Hub, Teaching and Learning Commons
  - Equity Research & Analytics Team, Institutional Research
- The charge for the tiger team was to provide a solid and practical resource for programs to use to:
  - learn more about their students and the environments created by the programs
  - drive data-informed program improvement to enhance the student experience and to address gaps in sense of belonging
  - create a foundation for sense of belonging as a critical value across the university





# Sense of Belonging Assessment Toolkit

For Use by Administrators and Staff

July 2025 Draft



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- The toolkit provides:
  - A shared understanding of assessment and sense of belonging
  - Thoughtful considerations for usage
  - Examples of assessment tools, including:
    - Sample survey questions
    - A sample focus group protocol
  - Strategies for using assessment results

# Checklist

- Checklist provides team and individual reflection questions
  - Evaluate current approaches
  - Recognize strengths
  - Identify opportunities for improvement
- *2 case studies*
  - *Walk-up and drop-in services*
  - *Cohort-based support program*

## Sense of Belonging Self-Assessment Checklist

For Programs and Services

August 2025 Draft



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# 16

## programs & services

currently pilot-testing the Toolkit and Checklist

**Thank you!**

# Metrics and Closing Equity/ Institutional Performance Gaps

**Collective Impact All-Hands Convening**

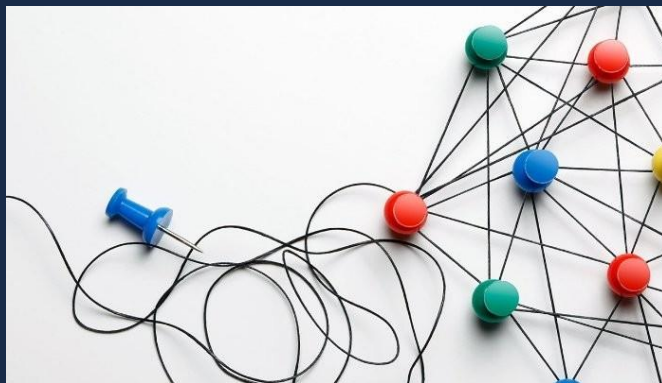
Christina Buelna, Collective Impact Backbone | Institutional Research Analyst

*Erasing Equity Gaps via Collective Impact* | September 12, 2025

# Mapping Opportunities to Metrics

**As you listen, reflect:**

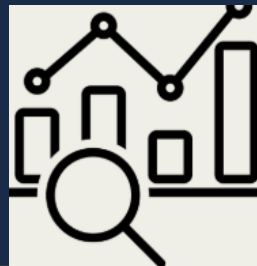
How do the needs and opportunities that you've identified on your worksheet map onto these institutional metrics?



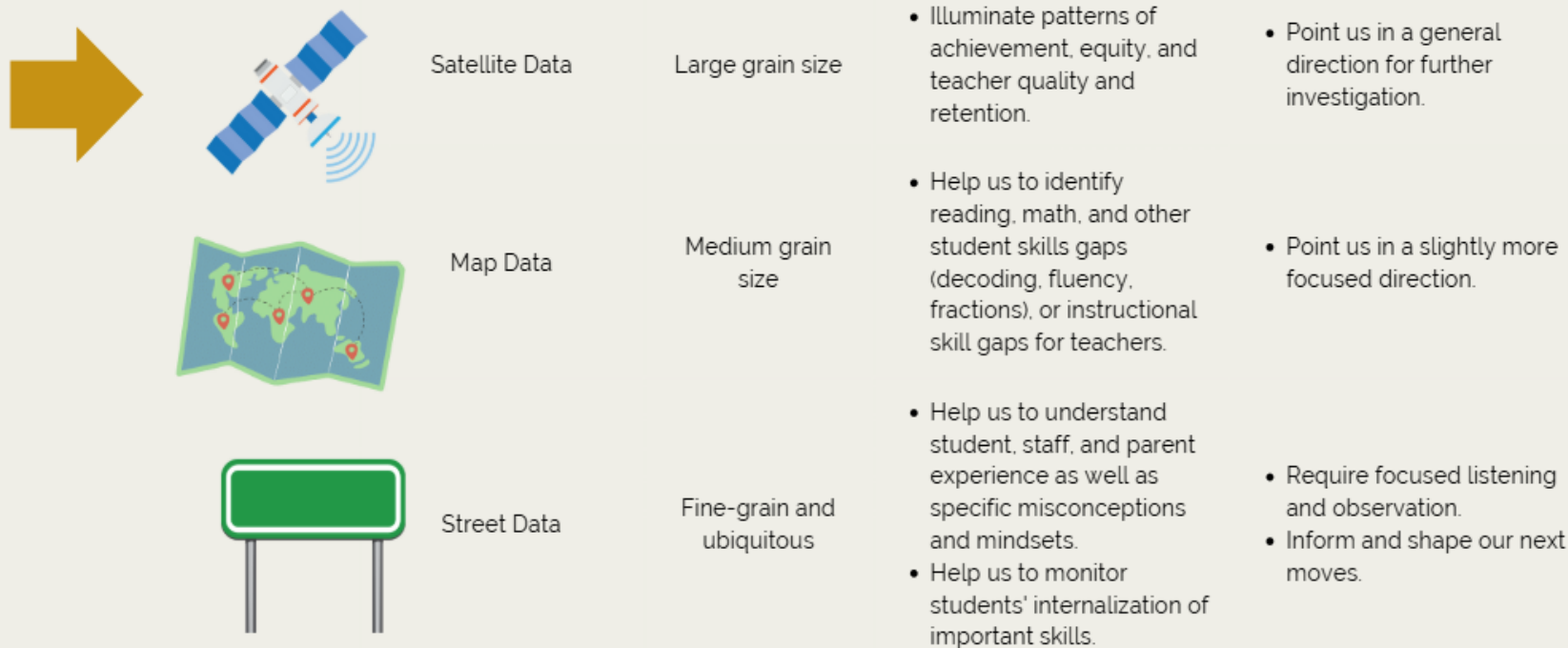
# Objective

Develop institutional metrics to track progress on Collective Impact efforts for **undergraduate** and graduate students that are:

- **Meaningful** to the student experience
- **Aligned** with the UCSD's missions, goals, and strategic objectives
- **Updatable** on an annual or other meaningful basis
- **Disaggregated** by various student groups (e.g., first-generation, transfer, etc.)



# Levels of data to inform equity-based change work



Safir, S., & Dugan, J. (2021). *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*.



# Institutional metrics Focus

- Tied to the UC San Diego Strategic Plan
- Tied to the UC San Diego Strategic Plan for Inclusive Excellence

## Advancing UC San Diego's Strategic Vision

### Mission and Vision

#### MISSION

UC San Diego will transform California and a diverse global society by educating, generating and disseminating knowledge and creative works, providing high-quality health care and engaging in public service.

#### VISION

To be a destination public university that is student-centered, research-driven, patient dedicated and service-oriented.

Where feasible, break out data by:

**RACE/ETHNICITY**

**GENDER**

**SEXUAL  
ORIENTATION**

**FIRST  
GENERATION  
COLLEGE  
STUDENT**

**DISABILITY  
STATUS**

**PELL RECIPIENT  
STATUS**

**FIRST TIME FIRST  
YEAR (FTFY)  
OR TRANSFER**

# Method for Evaluating Equity Gaps: PPG

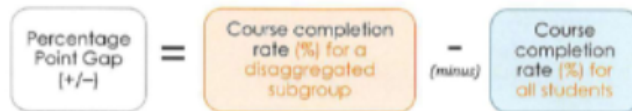


Figure 1. Percentage Point Gap Formula (Center for Urban Education, 2015)

## Example:

- Four Year Graduation Overall Rate for FTFY Students: **74.3%**
- Four Year Graduation Rate for FTFY African American/Black Students: **59.8%**
- **59.8%-74.3%= -14.5%** Equity Gap
- Margin of Error= -3% (Statistical Test)
- It would take **115 African American/Black students** to close the gap.

**Calculation:**  $\text{ABS}(-14.5\%) \times \text{Subgroup}$

Denominator=  $(0.145 \times 789) \sim 115$

# Metric Focus Areas

WORKGROUPS ESTABLISH SUBGOALS THAT ALIGN WITH AND CONTRIBUTE TO OVERARCHING SATELLITE METRICS

STRATEGIC PLAN FOR INCLUSIVE EXCELLENCE KEY TENETS



Access & Success



Climate & Inclusion



Accountability



WORKGROUPS- INTERMEDIATE ACTIONABLE SUB- GOALS

Sense of Belonging



Affordable Learning and  
Financial Support



Inclusive Instruction



Experiential Learning



Mentoring, Coaching, &  
Advising



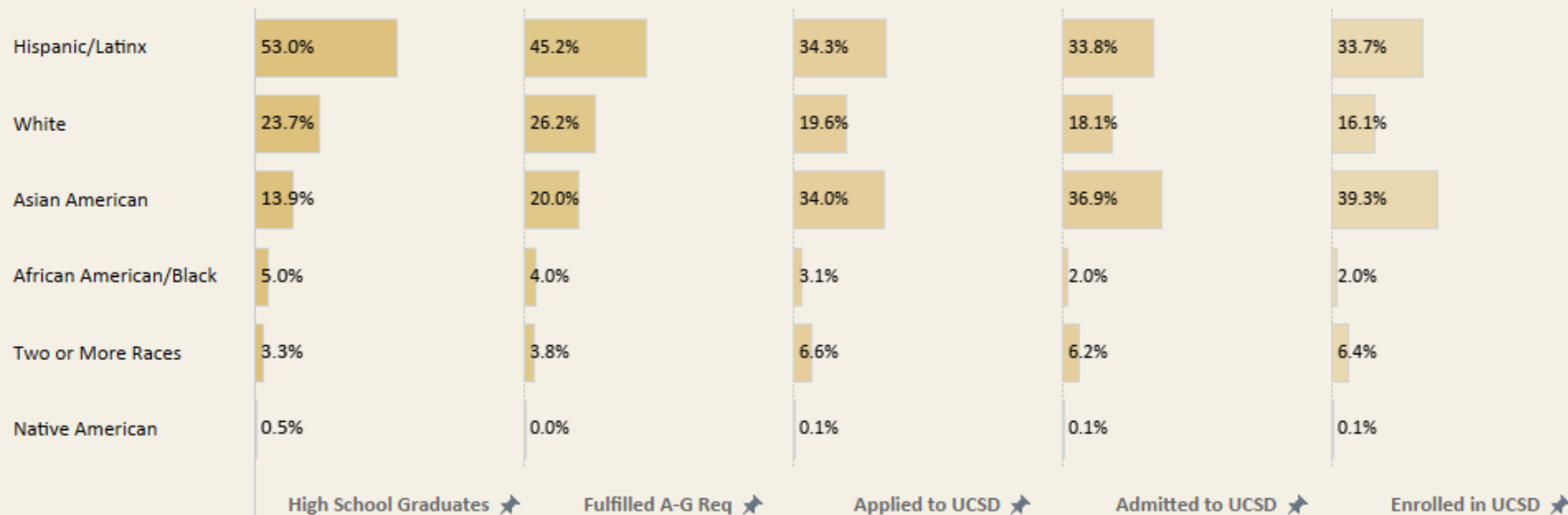
# Access- First Time First Year (FTFY) Students

## Share of High School Students- California (Five Year Average, 2019-2023)

Hispanic/Latinx and African American/Black students are underrepresented at almost every stage of the enrollment process compared to their representation in the high school graduating class.

Access Metric

FTFY



Source: UC Information Center. Gap Analysis. <https://www.universityofcalifornia.edu/about-us/information-center/gap-analysis>

Product of "Erasing Equity Gaps via Collective Impact" in collaboration with UC San Diego Institutional Research

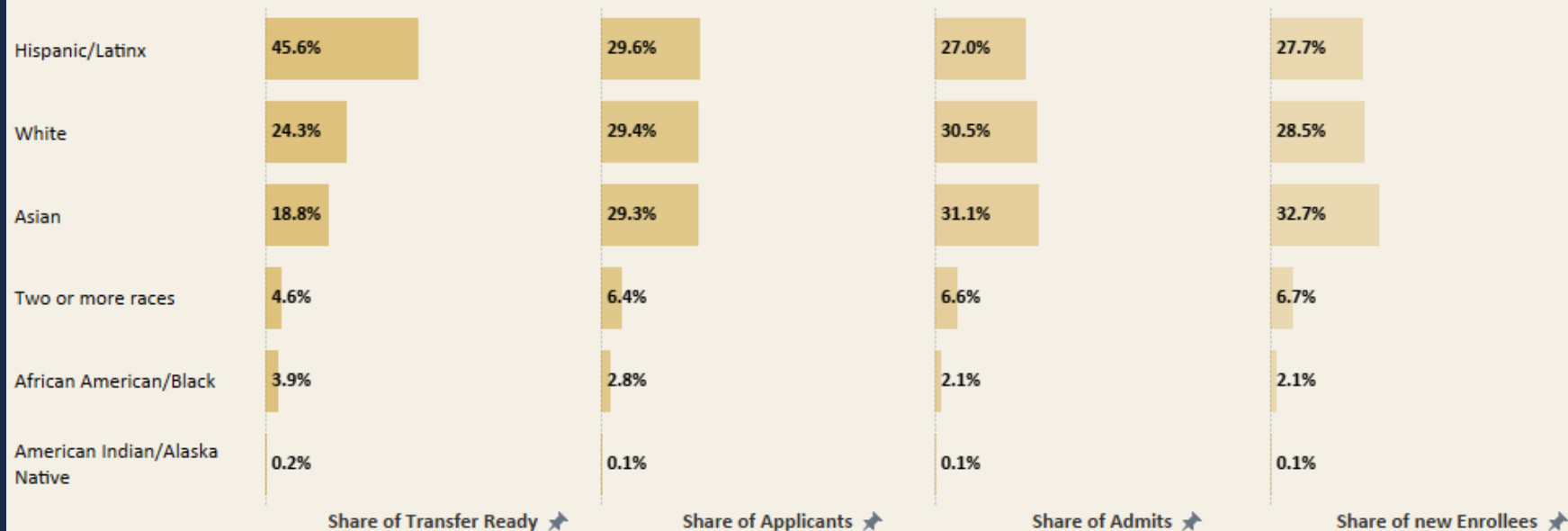
# Access- Transfer Students

## Share of transfer ready students (Five Year Average, 2019-2023)

Hispanic/Latinx and African American/Black students are underrepresented at almost every stage of the enrollment process compared to their representation in the transfer ready pool.

Access Metric

Transfer



Source: UC Information Center. Gap Analysis. <https://www.universityofcalifornia.edu/about-us/information-center/gap-analysis>

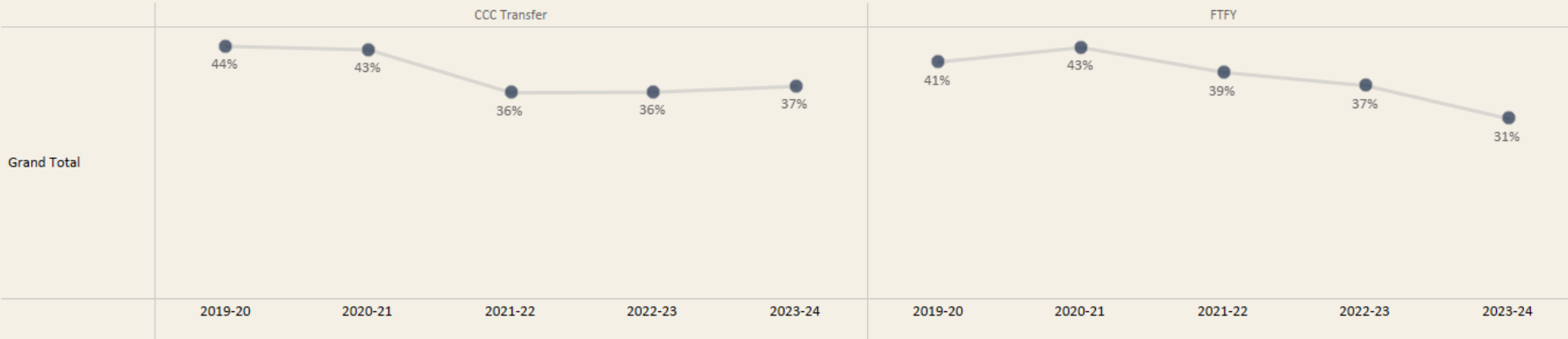
Product of "Erasing Equity Gaps via Collective Impact" in collaboration with UC San Diego Institutional Research

# Affordability- Overall

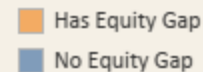
## Student Loan Debt at Graduation (2019 to 2023)

Despite the overall decline in percentage of students with debt at graduation, there were persistent equity gaps for FTFY African American/Black and Hispanic/Latinx students. For CCC Transfer there were persistent equity gaps for African American/Black, Hispanic/Latinx, and White students. For both FTFY and CCC Transfer students there were persistent equity gaps for students receiving Pell grants.

*Note: Decline in student debt over the past five years can be attributed to: 1) Increased grant and scholarship availability (e.g., Middle Class Scholarship, Cal Grant), 2) Rising student aversion to loans, possibly driven by narratives discouraging educational debt., 3) Decline in percentage of students that graduated and received Pell grants.*



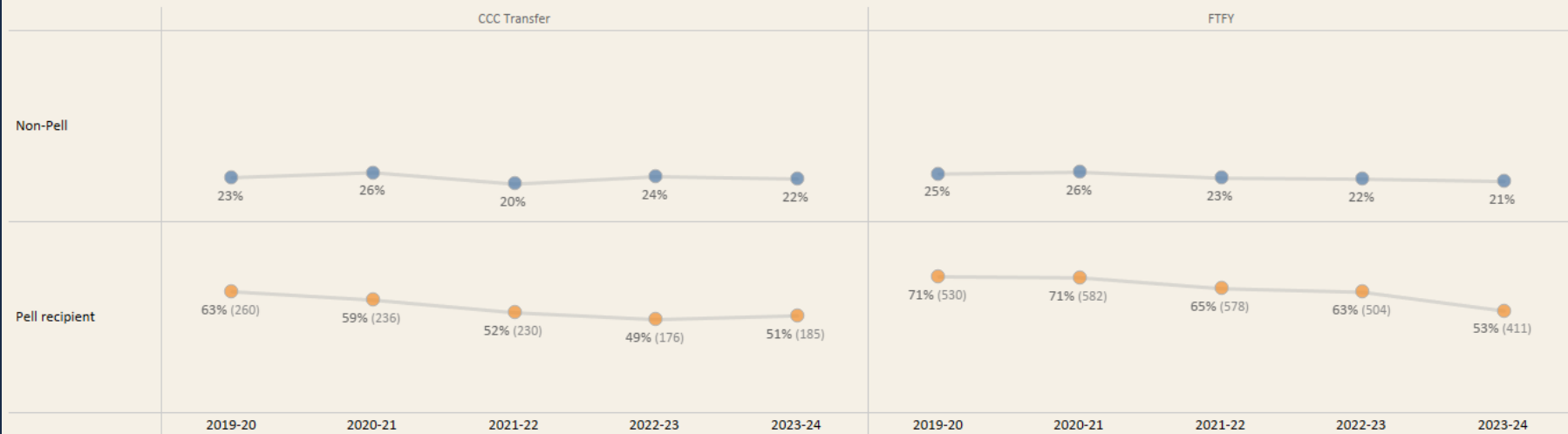
# Affordability-Pell Status



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# Affordability-Race/Ethnicity

## Student Loan Debt at Graduation (2019 to 2023)

Has Equity Gap  
No Equity Gap

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# Success: Four Year Graduation Rates

## Equity Gaps for:

First Generation  
Men  
Pell Recipient  
African  
American/Black  
Hispanic Latinx

### Four Year Graduation Rates

Graduation Rates for 2016 to 2020 cohorts. Grad Rate % (# of students lost). There were equity gaps in graduation rates for both FTY and transfer students for First Generation, Men, Pell, African American/Black, Hispanic/Latinx. For transfer students there were additional equity gaps for Asian American students.

#### Success Metric

Four Year Graduation Rates

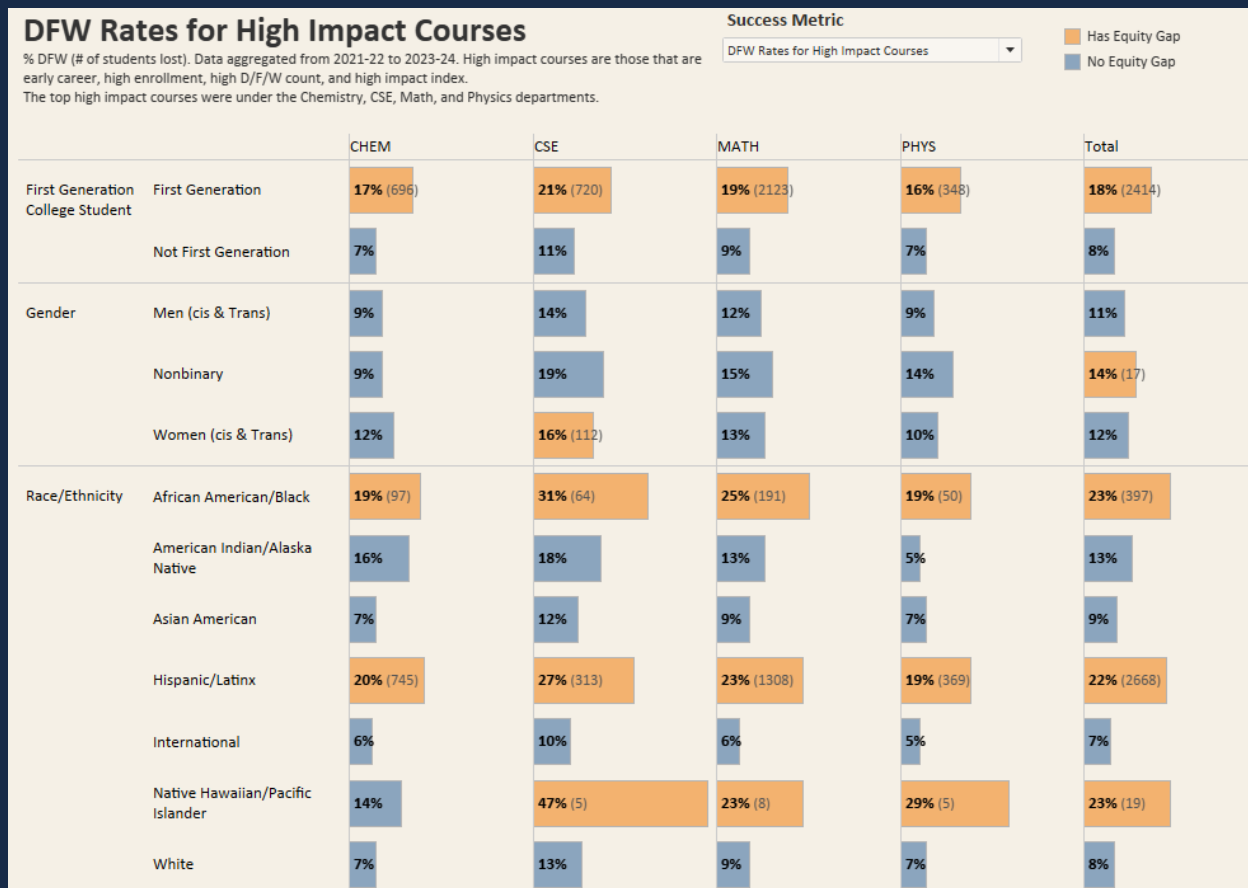
Has Equity Gap  
No Equity Gap

		FTFY	Transfer
First Generation College Student	First Generation	68.3% (623)	50.8% (74)
	Not First Generation	77.7%	53.4%
Gender	Men (cis & Trans)	70.9% (495)	43.9% (579)
	Women (cis & Trans)	77.7%	60.6%
Pell Recipient Status	Not Pell Recipient	77.4%	56.1%
	Pell Recipient	67.6% (625)	46.6% (326)
Race/Ethnicity	African American/Black	59.8% (115)	45.5% (33)
	American Indian/Alaska Native	67.9%	50.0%
	Asian American	80.5%	49.3% (111)
	Hispanic/Latinx	62.6% (734)	49.1% (80)
	International	76.3%	63.5%
	Pacific Islander	65.9%	46.3%
	White	75.6%	50.9%

# Success: DFW Rates for High Impact Courses

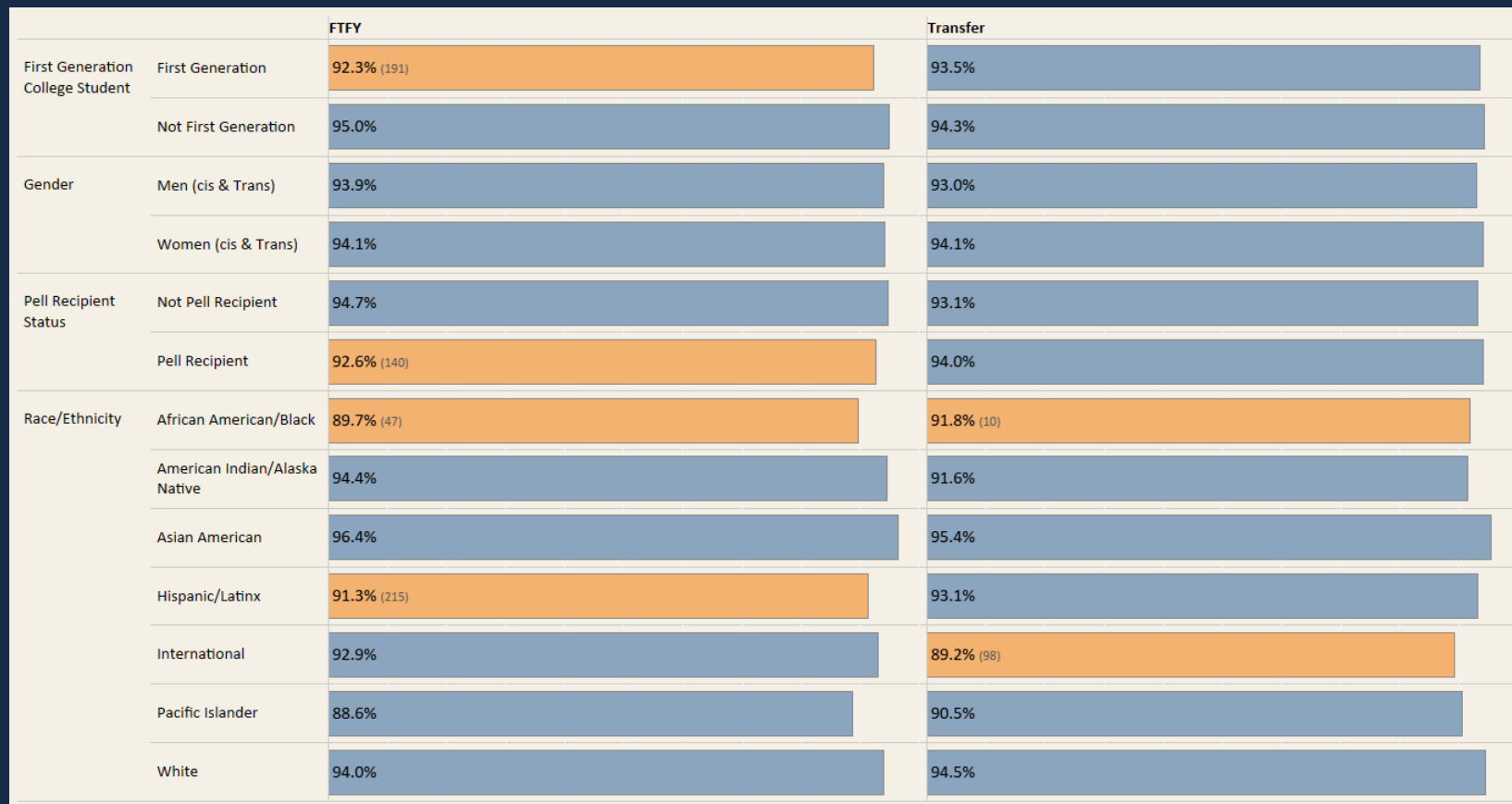
## Equity Gaps for:

First Generation  
African American/Black  
Hispanic/Latinx  
Native Hawaiian/Pacific  
Islander



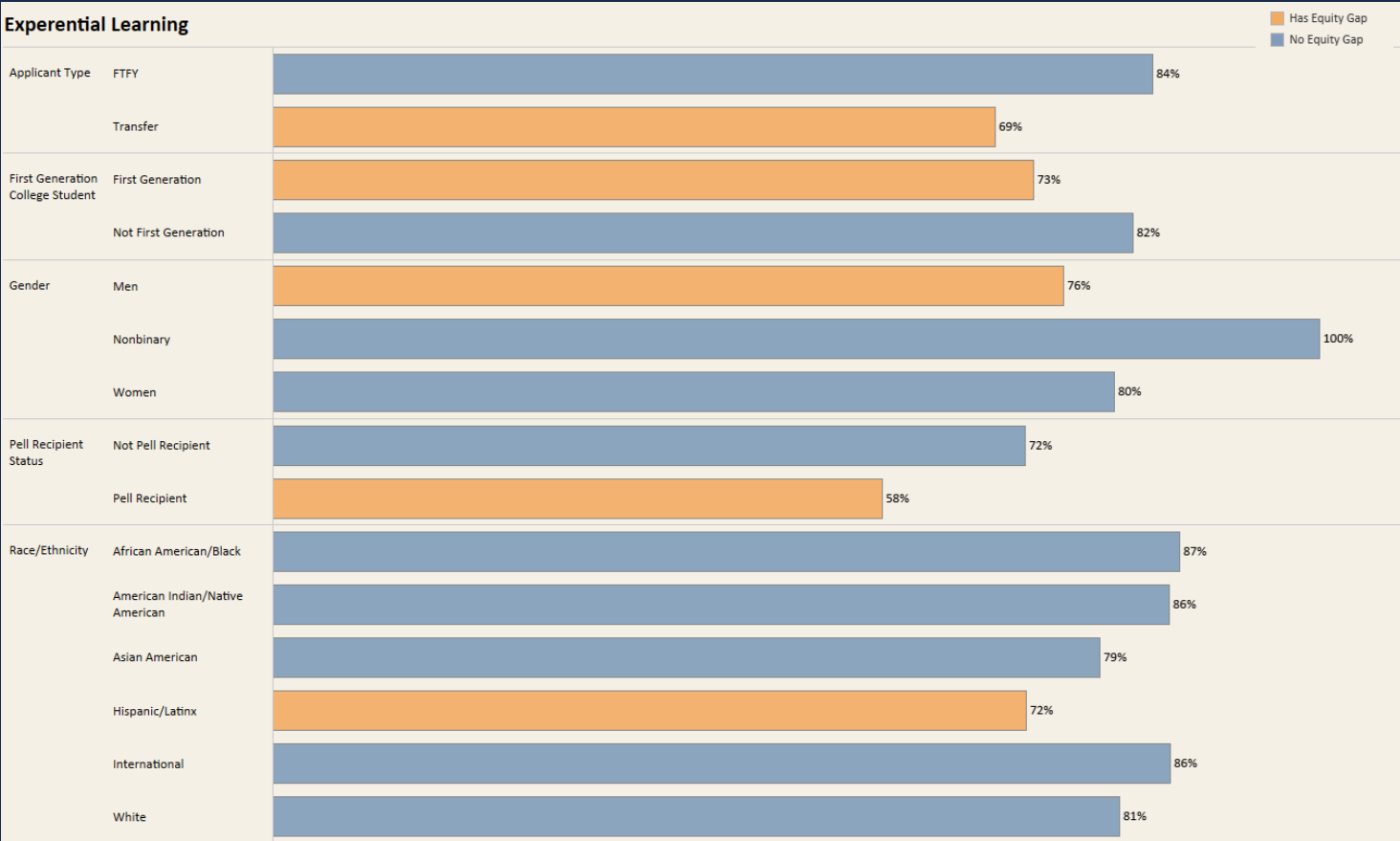
# Success: Retention (1-yr), 2019 to 2023 cohorts

Has Equity Gap  
No Equity Gap



# Success: Experiential Learning, 2024 UC Undergraduate Experiences Survey (UCUES) Survey Year

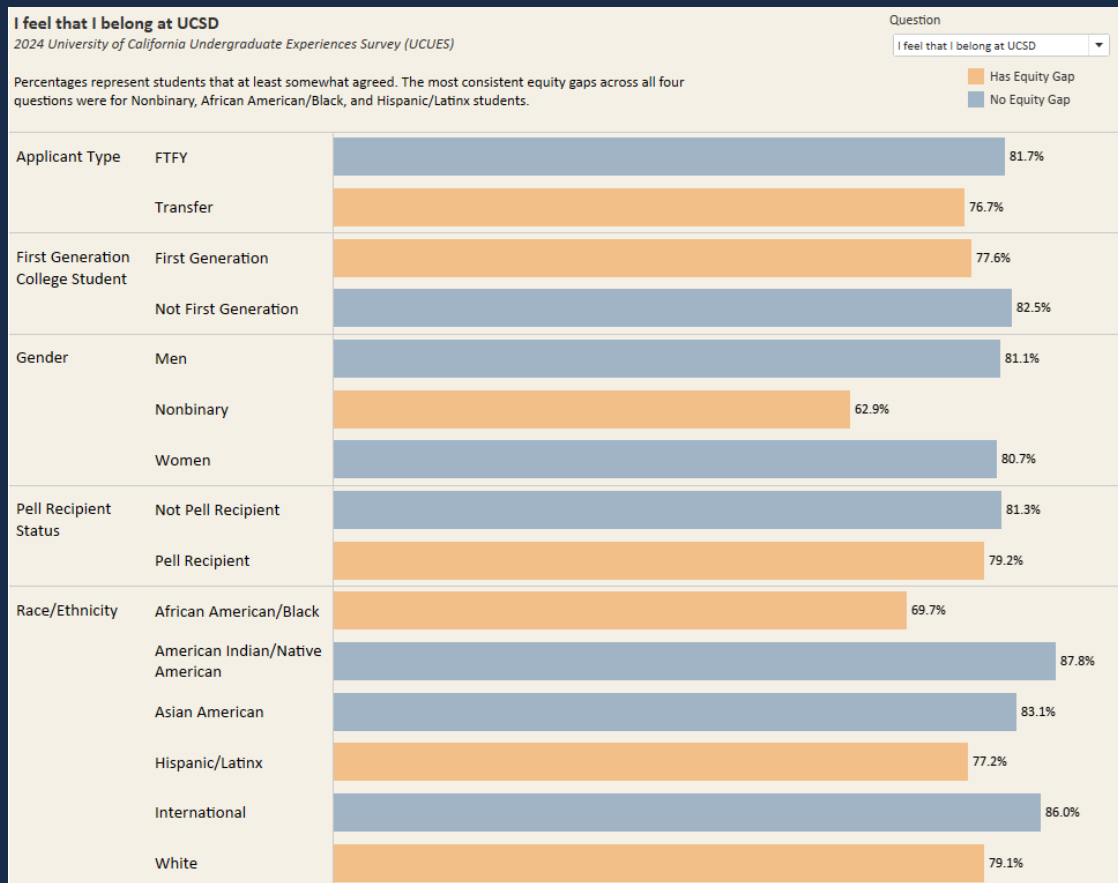
Percentage of students that responded to 2024 UCUES and indicated they :  
participated or are participating in research activity, a creative project, an internship, or an academic service-learning opportunity



# Climate & Inclusion: Belonging at UCSD, 2024 UCUES Survey Year

Equity Gaps for:

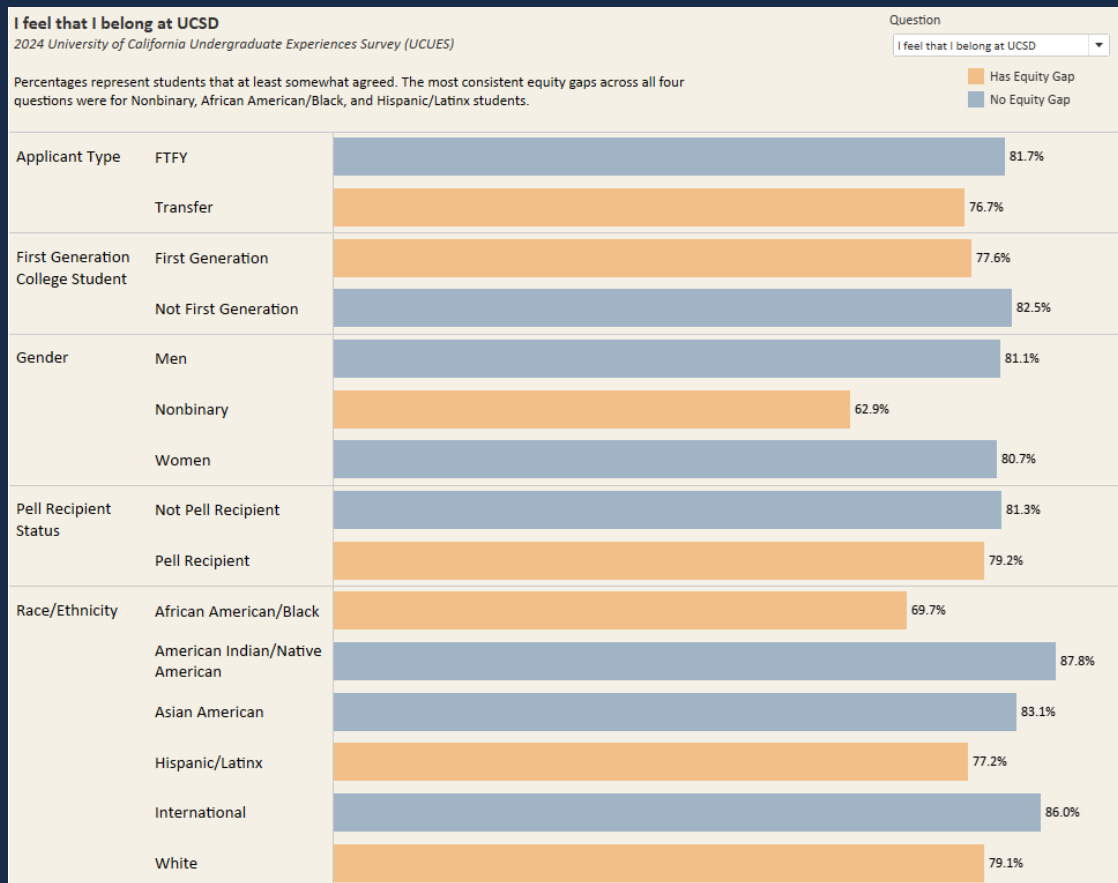
Transfer  
First Generation  
Nonbinary  
Pell Recipient  
American/Black  
Hispanic/Latinx  
White



# Climate & Inclusion: Belonging at UCSD, 2024 UCUES Survey Year

Equity Gaps for:

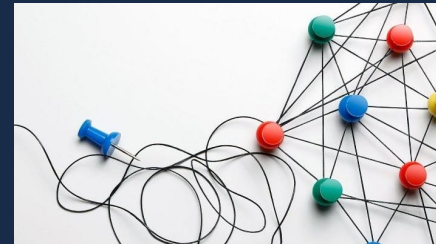
Transfer  
First Generation  
Nonbinary  
Pell Recipient  
American/Black  
Hispanic/Latinx  
White



## Activity: Metrics Gallery Walk (20 minutes)

Reflecting on: How do the needs and opportunities that you've identified in your worksheet map onto the institutional metrics?

1. On sticky notes: write down at least one opportunity that is connected to a metric
2. Put sticky notes onto the relevant part of the “metrics gallery”
3. Browse the gallery and see what others have contributed.





**Break**  
**(10 minutes)**

# Working Group Highlights

**Collective Impact All-Hands Convening**

# Affordable Learning & Financial Support

1

Day-one access to course materials

- Equitable Access
- Technology Access

2

Holistic and proactive support

- CalFresh Communications Campaign
- Campus Food Affordability
- Financial Literacy

3

Debt-free UC and return on investment

# Experiential Learning

1

Shared understanding  
of EL

- A shared definition of Experiential Learning

2

Inventory of EL  
opportunities

- Inventory of all EL programs on campus

3

Reduce barriers to  
engagement in EL

- One-stop UC San Diego EL website

# Inclusive Instruction

1

Landscape-mapping of  
inclusive pedagogical practices

- Inclusive pedagogy survey

2

Shared understanding of  
inclusive instruction

- A shared definition of Inclusive Instruction

3

Recommendations from the  
National Academies

- Reviewing recommendations on equitable teaching

# Mentoring, Coaching & Advising

1

Inventory of MCA opportunities

- Inventory of all MCA programs on campus

2

Coordinated support for academic difficulty intervention

- Reduce duplication and increase effectiveness of College, department, and support program interventions

3

Collaborating and sharing expertise for career development

- Career Readiness

# Sense of Belonging

1

Campus community building

- Sense of Belonging Assessment Toolkit & Checklist

2

Normalize challenges

- Student story sharing campaign
- Classroom intervention

3

Support vulnerable student groups

- Partnership with HSI & BAEI

Luis Alvarez Ph.D., Raquel Aparicio MSML, Gerardo N. Arellano Ph.D. | Sept. 12th, 2025

UC San Diego



# HSI Implementation Preliminary Updates and CI Collaboration

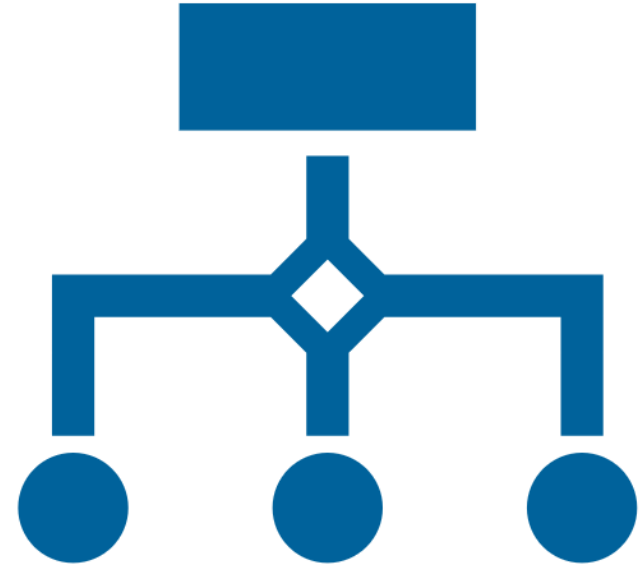


# Outline

- 1 Workgroup Implementation Strategy
- 2 Overview of HSI Preliminary Work
- 3 Servingness Scala
- 4 Intersection and Partnership with CI
- 5 Preliminary Findings
- 6 Student Success Pipeline
- 7 Potential Next Steps
- 8 Work Group Discussion

# Workgroup Implementation Strategy

- Co-conveners
- Group Members
- Process **a)** Inventory **b)** Meet/Bring in Stakeholders **c)** Implement



# Overview of HSI Preliminary Work

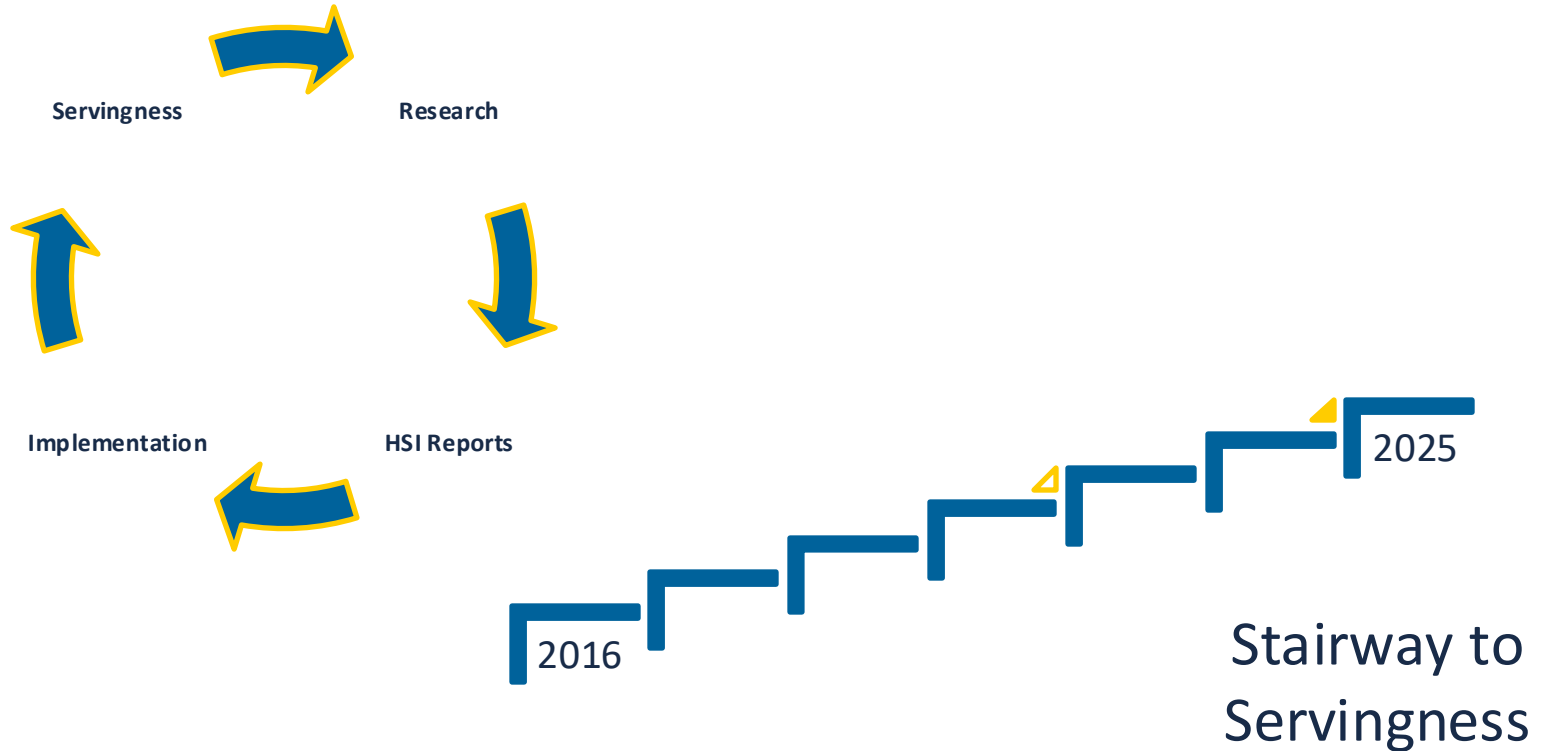


**RECOMMENDATION AND  
ACTION STEPS COMPLETED**

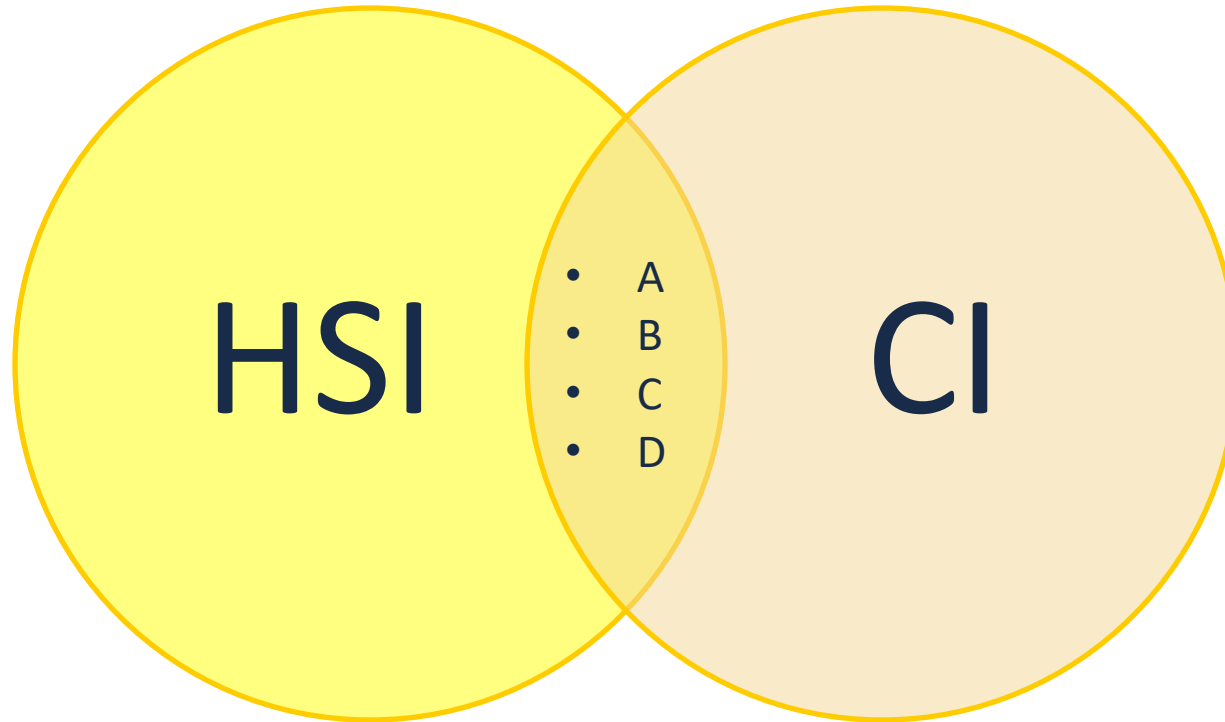


**FACULTY WORKGROUP**

# Servingness Scala



# Intersection and Partnership



# Preliminary Findings

Student Success Implementation Workgroup (Recommendation 2)

Campus Climate Implementation Workgroup (Recommendation 3)

Outreach Implementation Workgroup (Recommendation 4)

# Student Success Pipeline



**What are all those parent and community touch points that contribute to a scholar's readiness for an R1?**



**How can we work together to develop a metric for collective impact?**



**How can we leverage each other's resources to increase impact?**

# Potential Next Steps: What are Opportunities for HSI/CI Partnerships?

- Develop a Strategic Way to Organize Outreach University Assets
- Develop new CI Outreach Work Group
- Develop a Common Metric
- Utilize CI Framework to Organize Outreach Partners
- Other HSI/CI Partnership Opportunities



# Work Group Discussion



# Synergies for the Common Good

**Thank you!**