Review of Recent Literature

- Counseling programs need to retain demographic data on students who are not admitted in order to better assess admissions policies and procedures (Shin, Smith, Goodrich, & LaRosa, 2011)
- One phenomenological study found that participants perceived some inconsistencies in the ways in which their colleagues and administrators valued diversity (Cartwright, Avent Harris, Munsey, & Lloyd, 2018)
- A recent case study found that counseling programs should implement proactive mentoring and advising services, remain committed to diversifying the student body and faculty, and develop networks for students of color (Hippolito-Delgado, Estrada, & Garcia, 2017)
- Beginning in the 1980s, female faculty who earned their degrees in CACREP programs began to outpace male faculty; currently, female faculty outnumber male faculty in CACREP programs (Baggerly, Tan, Pichotta, & Warner, 2017)
- In comparison to APA programs, CACREP programs graduate more Black and Latinx doctoral students (Baggerlu et al., 2017)

So Where Do We Start?
What is a “Community Scorecard”

- A tool and process to regularly measure equity of a particular entity’s staff demographics in relation to residents from the local community.
- Means of evaluating a particular entity’s effectiveness in providing traditionally underrepresented and/or marginalized populations with necessary tools to gain economic, social, and political power through employment in said entity (e.g., local university, medical center, large employer, etc.).
- Engaging in a “Community Scorecard” process usually leads to:
  - Awareness
  - Interpretation
  - Action
- Often times, an advisory council is established before engaging in the exercise in order to facilitate collaborative problem-solving and sustained efforts to address issues uncovered by the process.

How do you “do” a Community Scorecard

- First, ask the “right questions”
- What is the state of equity in representation among your entity?
- How does the state of equity vary based on the demographics of three selected groups?
- When possible, look for types of hierarchy differences that might be present.
- Then follow the Equity Index Formula:

  Target group’s Equity Index for the outcome of interest =
  \[
  \frac{(\text{Target demographic group count} / \text{Total count})}{(\text{Target group in reference population} / \text{Total in reference population})}
  \]

- Finally, determine how you’re doing.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Equity Index Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Performance</td>
<td>Greater than or equal to 1</td>
<td>At or above equity</td>
</tr>
<tr>
<td>Medium-High Performance</td>
<td>0.85 ≤ Equity Index ≤ 0.99</td>
<td>Almost at equity</td>
</tr>
<tr>
<td>Medium-Low Performance</td>
<td>0.70 ≤ Equity Index &lt; 0.85</td>
<td>Below equity</td>
</tr>
<tr>
<td>Low Performance</td>
<td>Equity Index &lt; 0.70</td>
<td>Far below equity</td>
</tr>
</tbody>
</table>

(Baxter, 2017)

“Community Scorecards” and Counselor Ed

- At the Meta Level:
  - It means looking at our profession and exploring if we are living up the diversity and inclusions standards – CACREP and otherwise – that we espouse perhaps by comparing demographics for our Faculty to our Students
- At the Macro Level:
  - It means looking at our profession, as a whole, and comparing our faculty ranks, as well as our PhD and Masters student demographics, and comparing them to national and/or regional census data
- At the Micro Level:
  - It means looking at our departments and comparing our faculty and students demographics to the clients and school-aged students they are serving in practicum and internship

References


