CEO/TRUSTEE TOWNHALL SERIES

# DEI DATA 101

December 9, 2021

COMMUNITY
COLLEGE LEAGUE
of CALIFORNIA
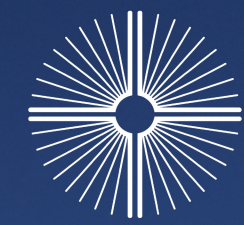
www.ccleague.org/ETW2022

Register Now

2022
Effective Trusteeship &
Board Chair Workshops

Sacramento, CA

Community College League of California
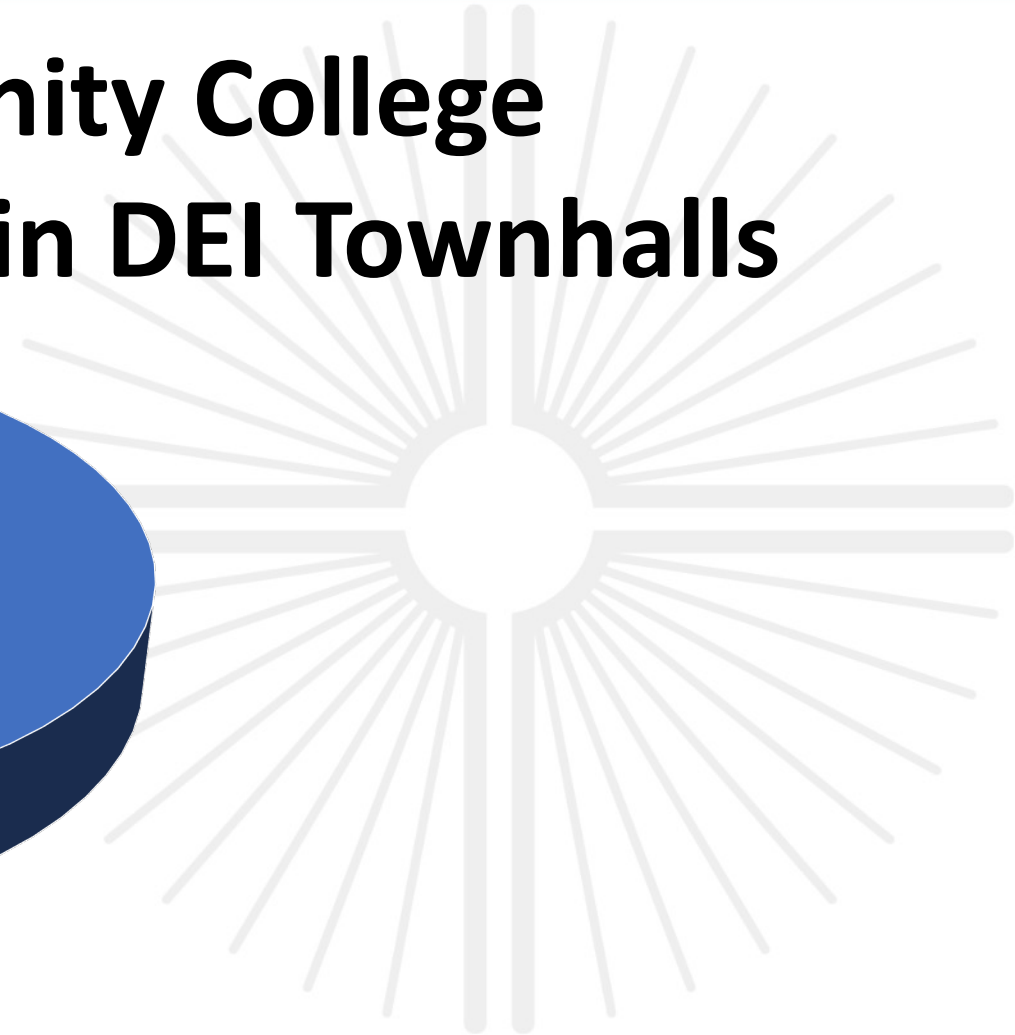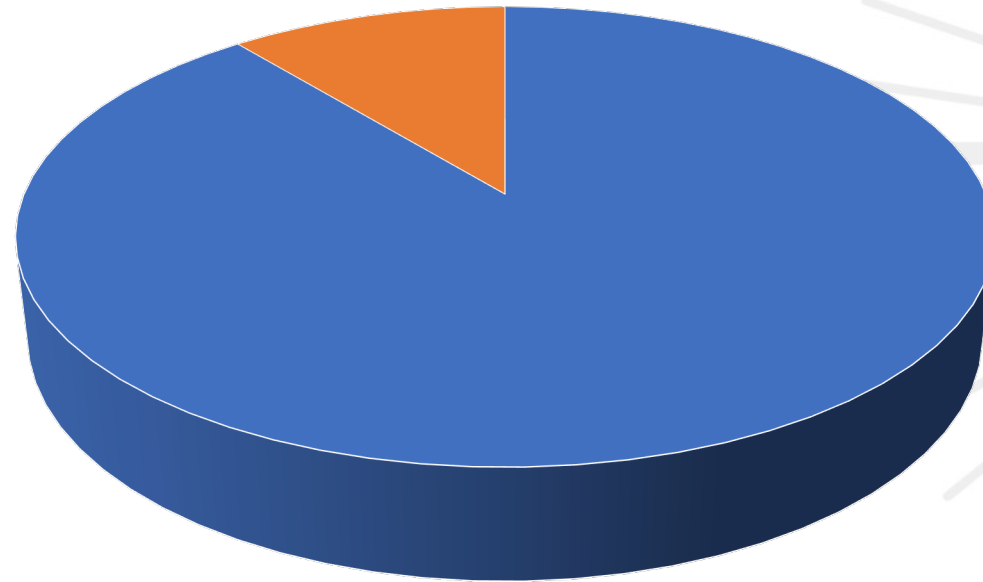
# Fun Facts to Celebrate!

❖ **Districts Represented at All 5 Townhalls**

| | |
|---|---|
| El Camino | Pasadena |
| Gavilan | Rancho Santiago |
| Glendale | Redwoods |
| Grossmont-Cuyamaca | San Joaquin Delta |
| Kern | State Center |
| Los Angeles | Ventura |
| Los Rios | West Hills |
| Ohlone | West Valley-Mission |
| Palomar | |

# Fun Facts to Celebrate!

❖**Districts Represented at 4 Townhalls**

Allan Hancock

Chabot-Las Positas

Citrus

Compton

Marin

Monterey Peninsula

Mt. San Antonio

Peralta

Rio Hondo

Riverside

San José-Evergreen

San Luis Obispo

Santa Monica

Victor Valley

Yuba-Woodland
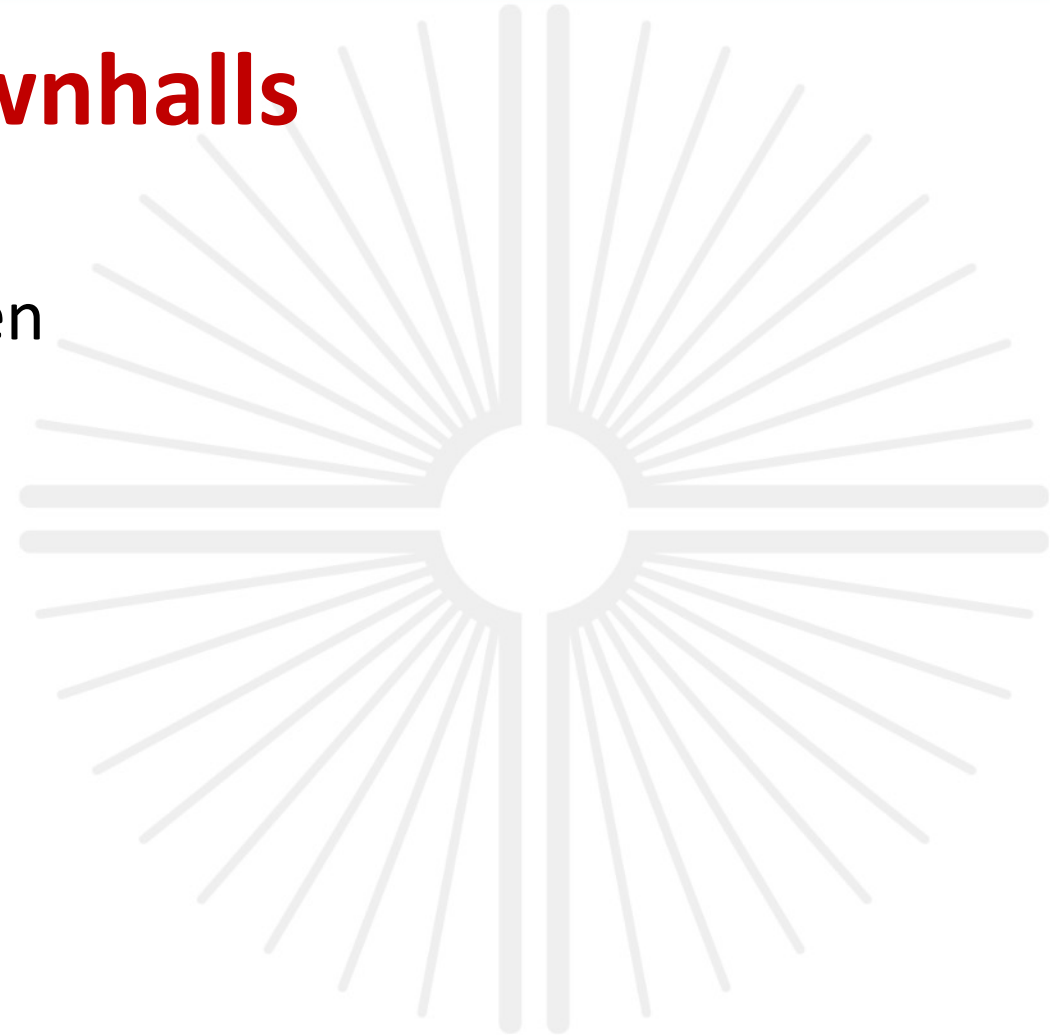
# Fun Facts to Celebrate!

## ❖ Welcome to Our Washington State DEI Colleagues

Bellevue Community College

Centralia Community College

Clark Community College

Columbia Community College

Edmonds Community College

Highline Community College

Lake Washington Institute of Technology

Olympic Community College

Shoreline Community College

South Puget Sound Community College

Washington State Association of Community College Trustees

Washington State Board of Community Colleges

# CONGRATULATIONS DEI CHAMPIONS!

# Welcome
# Program Overview

**Ken Brown**
Trustee, El Camino CCD
CCCT Board President

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

# Program

- ❖ Overview
- ❖ Student Perspective
- ❖ Marin Community College District
- ❖ San Bernardino Community College District
- ❖ DATA 101
- ❖ Breakout Sessions
- ❖ Wrap Up
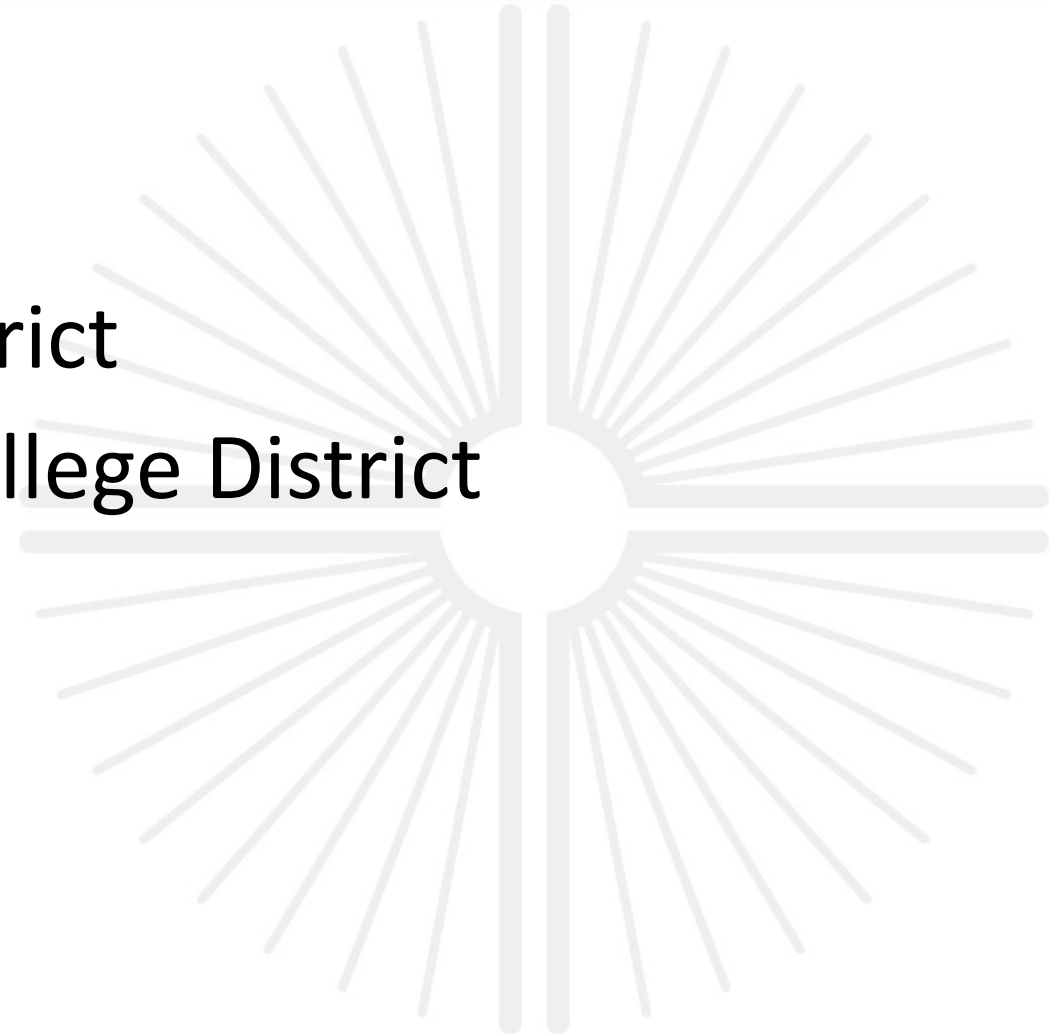
# Presenters

# Introduction

**Ken Brown**
Trustee, El Camino CCD
CCCT Board President

# Mendocino-Lake Community College District

**Leonardo Rodriguez**
Student Trustee,
Mendocino-Lake CCD

# Introduction

**Nan Gomez-Heitzeberg**
Trustee, Kern Community College District

# Marin Community College District

**Dr. David Wain Coon**
Superintendent/President, Marin CCD
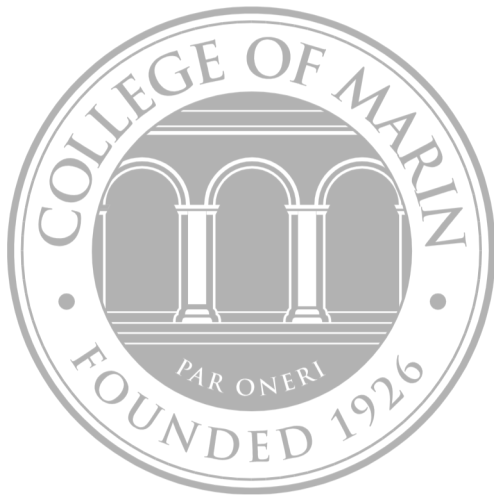
**Presenters:**

**David Wain Coon, Ed.D.**
*Superintendent/President*

**Holley Shafer**
*Director of Institutional Effectiveness*

**Nekoda Harris**
*Executive Director of Human Resources*

**Anna Pilloton**
*Director of School & Community Partnerships*

**Equity Highlights:**

▶ Equity Focused Educational Master Plan

▶ Equity Statement

▶ Diversity, Equity, & Inclusion Resolution

▶ 9-Point Anti-Racism Plan

▶ Umoja Equity Institute

*All Board Approved*

# Educational Master Plan – Equity Focus Area

**Goal 1** - Decrease toward elimination of existing racial equity gaps

**Goal 2** – Hire, support, and retain equity-minded employees reflective of diversity of student body and expect all employees to approach their work with equity-mindedness

**Goal 3** – Given the Marin County's stark racial inequities are intertwined with the College's ability to achieve its mission, be a leader in promoting equity throughout the county.

**Goal 1**-Decrease toward elimination of existing racial equity gaps

## Objectives:

1. Routine, disaggregated data analysis at both the institutional and program level identifies particular areas of concern and charts progress toward Goal E1 attainment.

2. Data-informed, equity-minded, ongoing professional development expands faculty, staff, and administrator capacity and capability to meet Goal E1.

3. All academic programs identify and carry out data-informed, equity-minded, program-specific changes through the program review process toward Goal E1 attainment.

# Program Review Cycle

Disaggregated program level enrollment and outcomes data

DI analysis

Data updated each academic year

Progress on equity gaps reviewed

Faculty equity facilitators work with department to review data and plan to address equity gaps

Completed program review reviewed by PRAC

Resources to address equity gaps

Completed program review reviewed by GRIT committee

Suggestions and support to address equity gaps

**Goal 2 - Hire, support, and retain equity-minded employees reflective of diversity of student body and expect all employees to approach their work with equity-mindedness.**
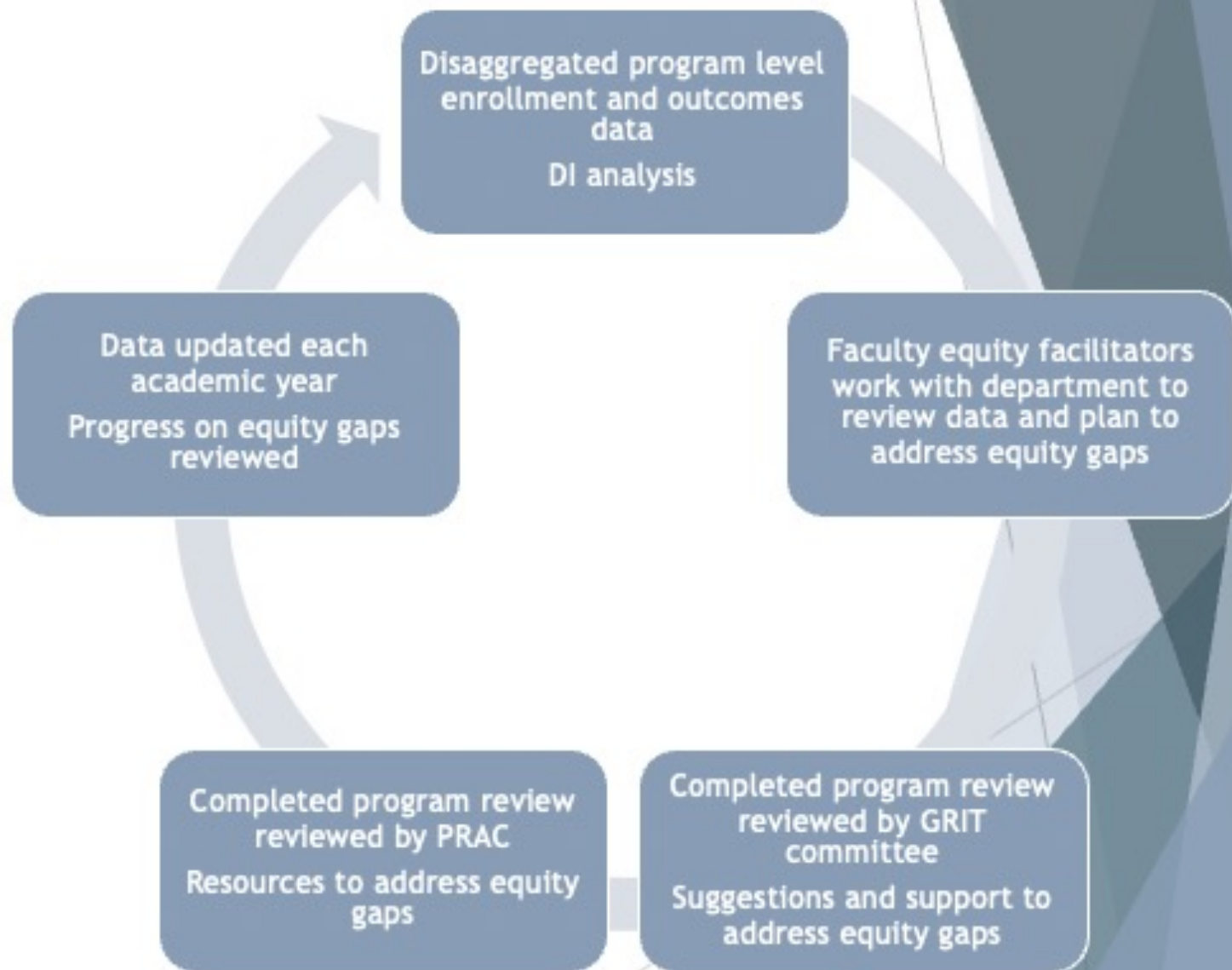
Legend:
- Fall 2019
- Fall 2016

Data points:
- Multi-Ethnicity: -3.1% (Fall 2016), -1.4% (Fall 2019)
- American Indian/Alaska Native: 0.4% (Fall 2019), 0.7% (Fall 2016)
- Asian/Pacific Islander: 0.3% (Fall 2019), 1.9% (Fall 2016)
- African-American: 1.0% (Fall 2016), 1.4% (Fall 2019)
- White: 16.3% (Fall 2019), 22.7% (Fall 2016)
- Hispanic/Latino: -25.9%

0% gap

Underrepresentation of students ← → Overrepresentation of employees

**Percentage Gap in Workforce and Student Composition by Ethnicity Fall 2016 and Fall 2019**

## Cradle to Career
### Educational Progress Report
MARIN COUNTY

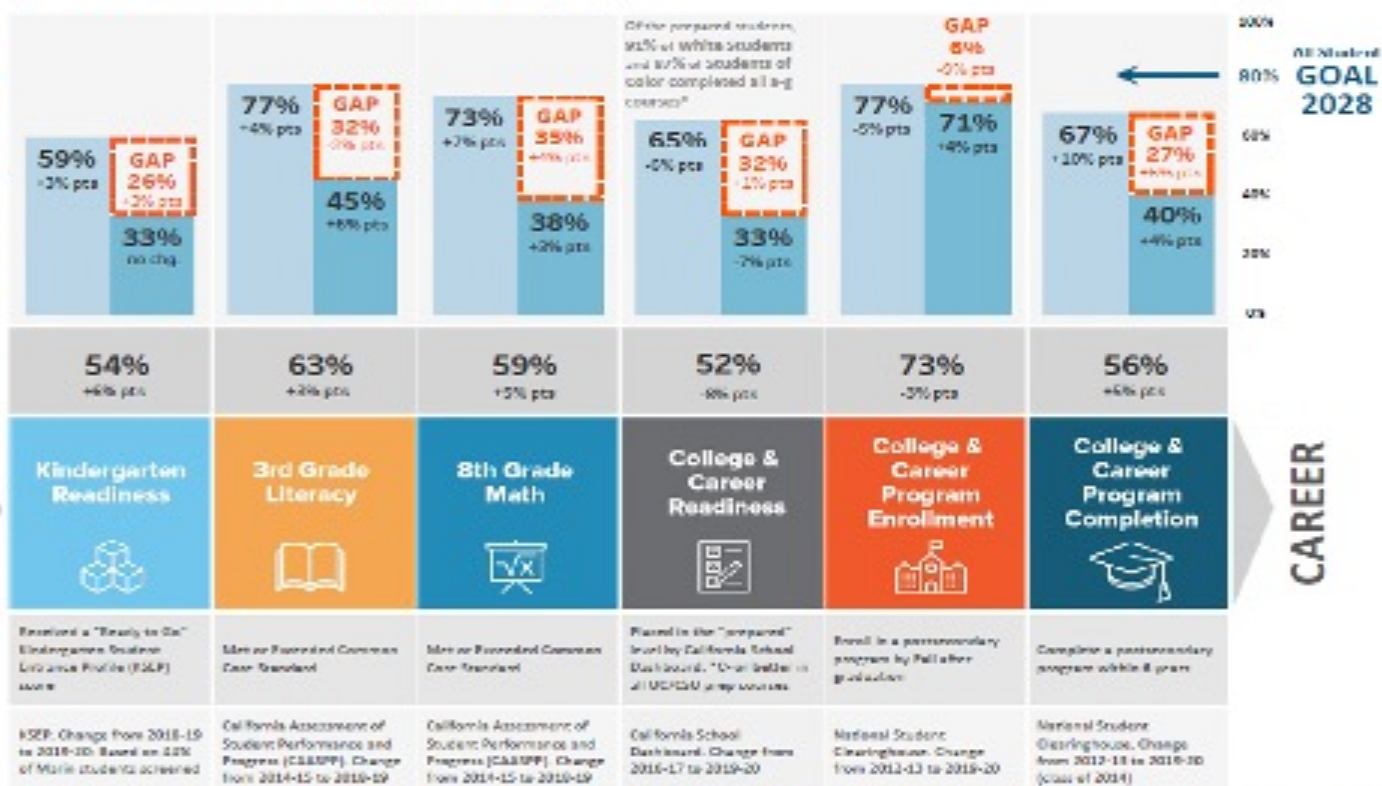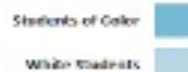**MARIN PROMISE PARTNERSHIP**

Marin Promise Partners have agreed to hold each other accountable to measurable collective impact goals at each of the six milestones described below. Since race is a leading predictor of educational outcomes, this report not only includes public data for all students but also highlights racial disparity gaps.

## RACIAL OPPORTUNITY GAP

Students meeting milestones:

- Students of Color
- White Students

All Student GOAL 2028

| | Kindergarten Readiness | 3rd Grade Literacy | 8th Grade Math | College & Career Readiness | College & Career Program Enrollment | College & Career Program Completion |
|---|---|---|---|---|---|---|
| Students of Color | 33% no chg. | 45% +8% pts | 38% +2% pts | 33% -7% pts | 71% +4% pts | 40% +4% pts |
| White Students | 59% -3% pts | 77% +4% pts | 73% +7% pts | 65% -0% pts | 77% -5% pts | 67% +10% pts |
| GAP | 26% +3% pts | 32% -0% pts | 35% +4% pts | 32% +1% pts | 6% -0% pts | 27% +6% pts |
| All Students meeting milestones | 54% +6% pts | 63% +3% pts | 59% +5% pts | 52% -6% pts | 73% -3% pts | 56% +6% pts |

Of the prepared students, 91% of white students and 67% of students of color completed all a-g courses.

**CRADLE → CAREER**

**Indicators**

- Kindergarten Readiness: Received a "Ready to Go" Kindergarten Student Entrance Profile (KSEP) score
- 3rd Grade Literacy: Met or Exceeded Common Core Standard
- 8th Grade Math: Met or Exceeded Common Core Standard
- College & Career Readiness: Placed in the "prepared" level by California School Dashboard. "C or better in all UC/CSU prep courses
- College & Career Program Enrollment: Enroll in a postsecondary program by Fall after graduation
- College & Career Program Completion: Complete a postsecondary program within 6 years

**Data Sources**

- KSEP: Change from 2018-19 to 2019-20. Based on 44% of Marin students screened
- California Assessment of Student Performance and Progress (CAASPP). Change from 2014-15 to 2018-19
- California Assessment of Student Performance and Progress (CAASPP). Change from 2014-15 to 2018-19
- California School Dashboard. Change from 2016-17 to 2019-20
- National Student Clearinghouse. Change from 2012-13 to 2019-20
- National Student Clearinghouse. Change from 2012-13 to 2019-20 (class of 2014)

Please visit marinpromise.org/tableau for up-to-date detailed data by race, gender, district and school.

Updated January 2021

# Introduction

**Nan Gomez-Heitzeberg**
Trustee, Kern Community
College District

# USING DATA TO INFORM DEI

**CEO Trustee DEI Townhall**

**December 9, 2021**

1

# EXPANDED ANCESTRY AND CCCAPPLY

- Students are presented with Race/Ethnicity/Ancestry options on the CCCapply application form that include the ability to identify country of birth and citizenship

- After answering the Federally required "Are you Hispanic or Latino" applicants are provided the option to choose as many race/ethnicity/ancestries as they feel best describes themselves.

- Thus the possible combinations are enormous but inclusive.

# EXPANDED ANCESTRY

**Table 1.** Comparison of level of detail in previous and current ethnicity collection

| Broad Group | Previous Number of Groups | Current Number of Groups |
|---|---|---|
| African American or Black | 1 | 11 |
| American Indian or Alaska Native | 1 | 118 |
| Asian (including Filipino) | 10 | 18 |
| Hispanic or Latino | 4 | 19 |
| Middle Eastern or North African | 0 | 13 |
| Pacific Islander | 4 | 6 |
| White | 1 | 9 |
| **Total** | **21** | **194** |

Adapted from Ethnicity and Ancestry Expansion Project:
https://cccnext.jira.com/wiki/spaces/PD/pages/821887199/Ethnicity+Ancestry+Expansion+Project

# WHAT DO TO WITH ALL THAT DATA-- CLUSTER ANALYSIS



With cluster analysis, we used IPEDS, Expanded Ancestry, and group size to create clusters.

Pasadena City College - OIE
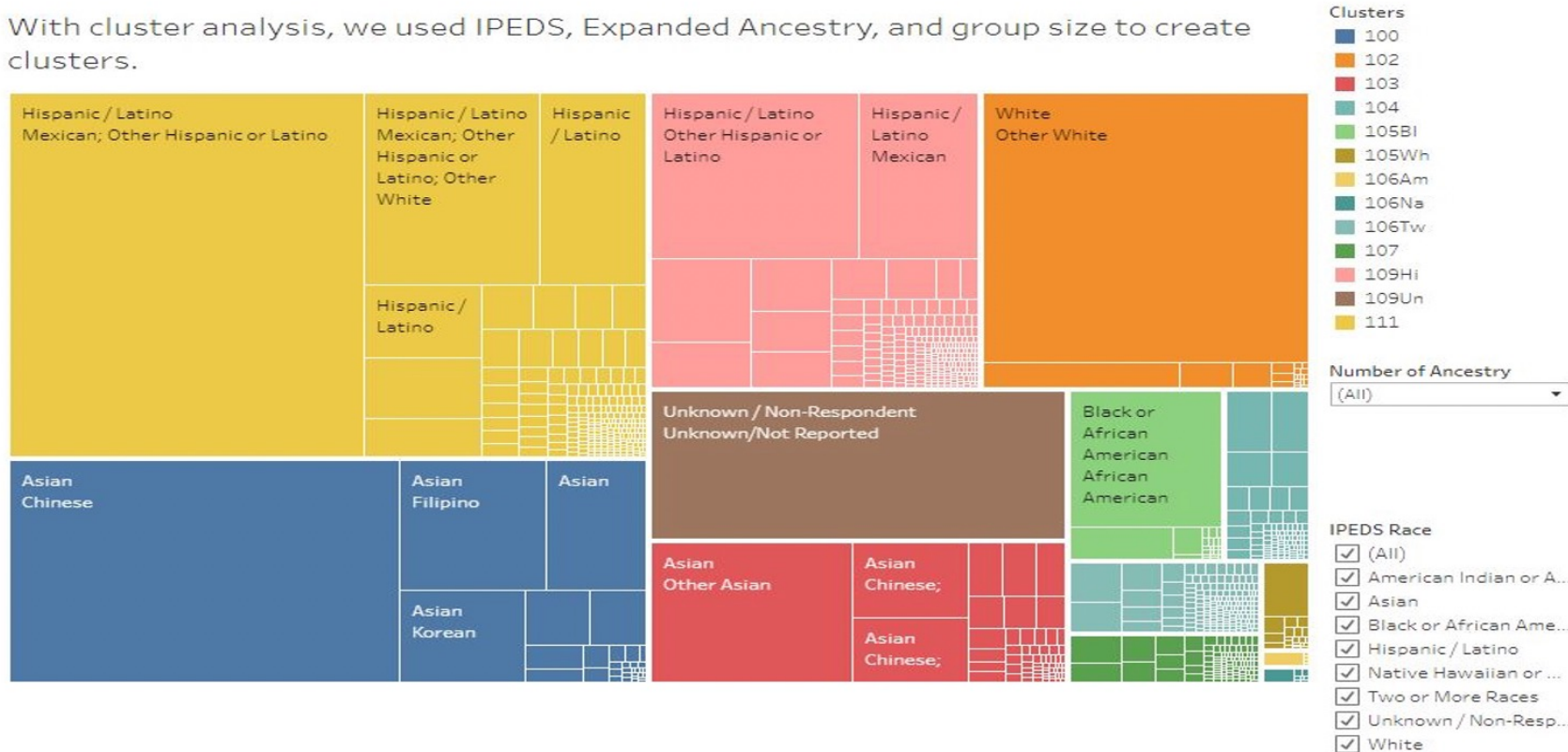
# WHY THE ANCESTRY DASHBOARD WITH CLUSTER ANALYSIS?

- With a 1000+ different combinations we still need to protect the identity of students when reporting outcomes.

- IPEDS race/ethnicity definitions continue to be the national reporting standard.

- But locally, with the cluster analysis, we can take a more nuanced look at how students identify with their ancestry – honoring student identity.

- Use the cluster analysis to overlay on outcomes to identify patterns and needs of students in order to provide academic and holistic support services.

# WHY THE ANCESTRY DASHBOARD WITH CLUSTER ANALYSIS?

- The clusters provide a bridge between IPEDS race/ethnicity categories and the 194 distinct choices/combinations provided in CCCapply.

- PCC will continue run the cluster analysis to stabilize the emerging groups and use this information to provide guidance on holistic services and support to students.

- We can use the "umbrella" groups (clusters) that are established or emerging to design interventions where needed.

Pasadena City College - OIE

# WHAT'S NEXT? THE IMPORTANCE OF DATA IS TO TELL A STORY.

**Next** we will be adding student voices to illustrate the importance of using the expanded ancestry for understanding our students – telling the story that illuminates the numbers.

Pasadena City College - OIE

# Introduction

**Linda Wah**
Trustee,
Pasadena Area CCD

# NOTE:

The characters and events portrayed in this scenario DO NOT REPRESENT …

REAL PEOPLE

REAL COLLEGES

OR

ANY REAL INTERACTION at Long Beach Community College District

# DATA TABLETOP EXERCISE

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

Dr. Mike Muñoz
Superintendent/President,
Long Beach City College

Vivian Malauulu
Trustee,
Long Beach City College

Craig Hayward
Dean of Institutional
Effectiveness,
Bakersfield College

# Breakout Session

**Linda Wah**
Trustee,
Pasadena Area CCD

# Dashboard for All Colleges and Districts

Student Success Metrics Dashboard

https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics

Transfer Level Gateway Completion Dashboard

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard
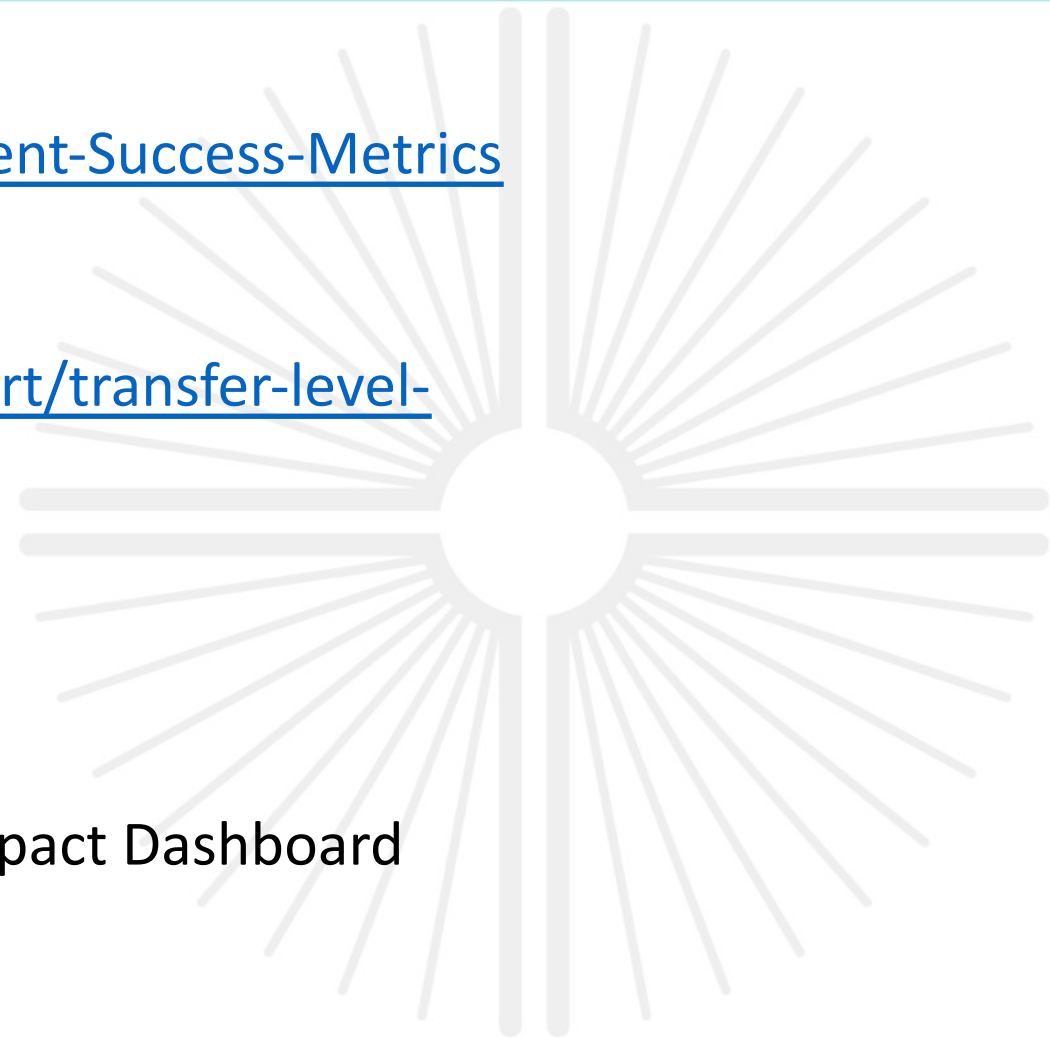
CTE Outcomes Survey

https://cteos.santarosa.edu/visualizations

CCCCO MIS Data Mart

https://datamart.cccco.edu/Default.aspx

Equal Employment Opportunity Disproportionate Impact Dashboard

https://bit.ly/EEO-Dashboard

# Wrap-Up

**Dr. Sharoni Little**
Trustee,
Compton CCD

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

# Upcoming DEI Events

❖ **December 10**        **Chancellor's Office Webinar: Dashboards**

❖ **January 28-30**     Effective Trusteeship & Board Chair Workshops

❖ **March 17**            CEO/Trustee DEI Town Hall VII

❖ **April 30 – May 1**   Trustee Annual Conference

❖ **Fall**                 **TBD**

- *Additional Townhalls and Webinars will be added as needed*

# DEI Call To Action Resources (1 of 2)

## Community College/Higher Ed Resources:

- ❖ CCCCO DEI Resources: ◆ Vision for Success DEI Task Force 2020 Report ◆ Chancellor's 6/5/20 Call To Action letter, webinar and links ◆ Chancellor's 11/9/20 Call To Action Update ◆ Chancellor's 6/14/21 Call To Action Update ◆ SAMPLE CC DISTRICT RESOLUTION: AFFIRMING COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION ◆ DEI Glossary of Terms

- ❖ **DEI Professional Development Learning Modules** – Search for these titles in the CCCCO Vision Resource Center :
  - ◆ "I Don't See Color, I Just See People: Becoming Culturally Competent"
  - ◆ "Playing Behind the Screen: The Implicit Bias in our Colleges"

- ❖ CCCT/CEOCCC Joint Resolution: AFFIRMING OUR COMMITMENT TO STUDENT SUCCESS FOR BLACK & AA STUDENTS

- ❖ Campaign For College Opportunity Study Reports: ◆ Left Out ◆ State of Higher Ed for Black Californians ◆ Follow The Money ◆ State of Higher Ed for Latinx Californians

- ❖ CA Governor's Council For Post-Secondary Education: Recovery With Equity

- ❖ BOOK: Sims/Taylor-Mendoza/Wallace/Conaway/Hotep Minding The Obligation Gap in Community Colleges and Beyond ◆ 5-Part Webinar Series

- ❖ BOOK: McNair/Bensimon/Malcom-Piqueux From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education

# DEI Call To Action Resources (2 of 2)

## Anti-Racism/Racial Justice Self-Study:

❖ "How Studying Privilege Systems Can Strengthen Compassion": Peggy McIntosh at TEDxTimberlaneSchools
White Privilege: Unpacking the Invisible Knapsack - Peggy McIntosh

❖ ARTICLE: Cory Collins. What Is White Privilege, Really?
Recognizing white privilege begins with truly understanding the term itself . Issue 60, Fall 2018

❖ BOOK: Robin DiAngelo, fwd by Michael Eric Dyson. White Fragility: *Why It's So Hard for White People to Talk About Racism*, 2018.

❖ VIDEOS: Robin DiAngelo ◆ Publications ◆ Media ◆ White Fragility Readers Guide

❖ BOOKS: Kendi, Ibram X. ◆ Stamped from the Beginning, 2017 ◆ How To Be An Antiracist, 2019

❖ BOOK: Wilkerson, Isabel ◆ Caste: The Origins of Our Discontents, 2020

# Behind the Scenes …

**Communication and Outreach**
**Barbara Calhoun**
**Bill Withrow**
**Cindi Napoli-Abella Reiss**
**Desiree Portillo-Rabinov**
**Mary Ann Lutz**
**Sally Biggin**
**Sue Chan**
**Tammy Silver**
**Vicki Gordon**

**Programming**
**Adrienne Grey**
**Linda Wah**
**Mary Ann Lutz**
**Nan Gomez-Heitzeberg**
**Raquel Rall**
**Sharoni Little**
**Trisha Murakawa**

**CCLC Staff:**
**Laura Murrell, Sylvia Harris,**
**Jimmy Madrigal, Rina Kasim**

# Goodnight, Everyone!