DEIA TOWNHALL SERIES

DEIA THROUGH THE STUDENT LENS:
DO YOUR STUDENTS SEE AND FEEL YOUR COLLEGE AS DIVERSE AND WELCOMING?

THURSDAY, JULY 21
6:00 P.M. - 7:30 P.M.

Community College League of California

DIVERSITY EQUITY INCLUSION

DEI *EVOLVES*..........

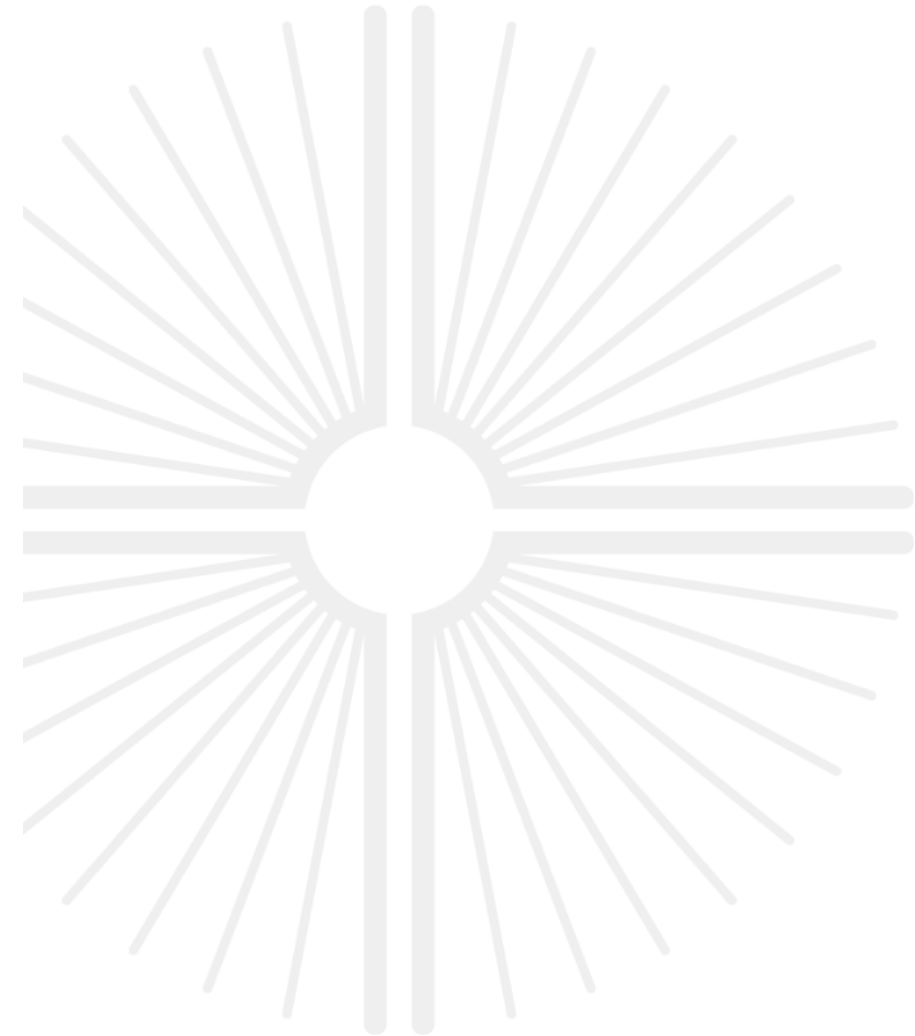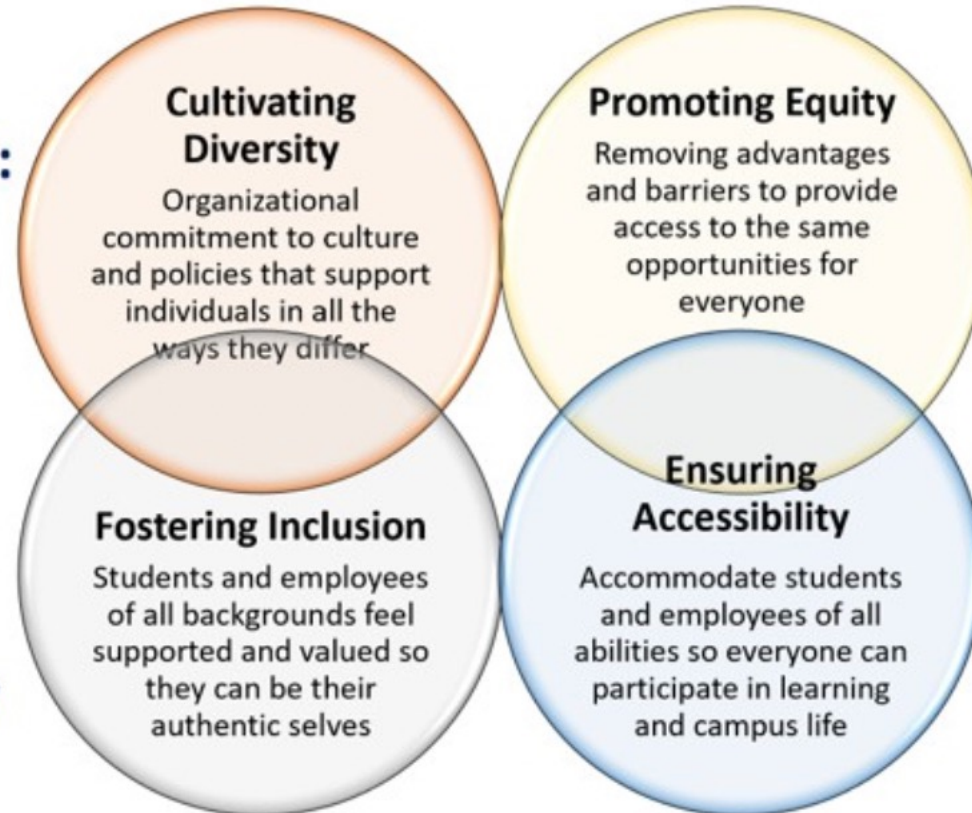**DIVERSITY EQUITY INCLUSION ACCESSIBILITY**

DEIA

DEIA Defined:

⦿ **Diversity**

⦿ **Equity**

⦿ **Inclusion**

⦿ **Accessibility**

Cultivating Diversity

Organizational commitment to culture and policies that support individuals in all the ways they differ

Promoting Equity

Removing advantages and barriers to provide access to the same opportunities for everyone

Fostering Inclusion

Students and employees of all backgrounds feel supported and valued so they can be their authentic selves

Ensuring Accessibility

Accommodate students and employees of all abilities so everyone can participate in learning and campus life

CELEBRATING DEIA

Districts Registered for 1 or more DEIA Townhalls

94%

CELEBRATING DEIA

Districts Registered for All 7 Townhalls

Allan Hancock CCD	Compton CCD	El Camino CCD
Foothill-De Anza CCD	Glendale CCD	Grossmont-Cuyamaca CCD
Kern CCD	Los Rios CCD	Ohlone CCD
Palomar CCD	Pasadena Area CCD	Peralta CCD
Rancho Santiago CCD	Redwoods CCD	Rio Hondo CCD
Riverside CCD	San Joaquin Delta CCD	State Center CCD
Ventura County CCD	West Valley-Mission CCD	Yuba CCD

CELEBRATING DEIA

Districts with Most Participants

Ohlone CCD

Pasadena Area CCD

Where can I find the recordings of the Townhall Series?
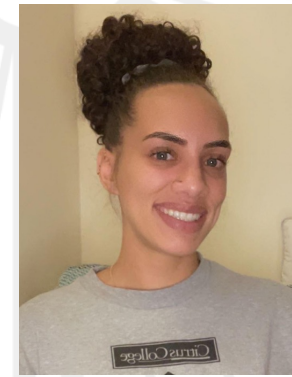
Community College League of California

CCLC Website

DEIA Webpage

PRESENTERS

DEIA Through The Student Lens Agenda

Program Overview

Introduction Panel Topic

Student Panel

Summary

Resources & Coming Events

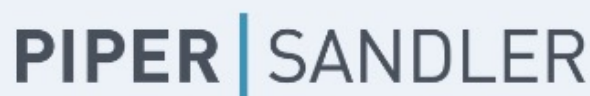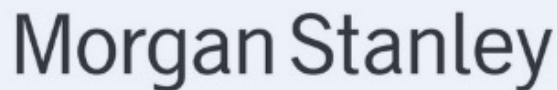# A SPECIAL THANK YOU TO OUR CORPORATE PARTNERS

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LOGISTICS

USE CHAT TO......

❖ INTRODUCE YOURSELF AND YOUR COLLEGE

❖ POST QUESTIONS AND COMMENTS

DEIA Through The Student Lens Agenda

Program Overview

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Summary

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PRESENTERS

Enhancing the Student Experience

Dr. Richard Rams
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Enhancing the Student Experience

Three Major Challenges to DEIA through the Student Lens

- Invisibility
- Accessibility
- External Pressures

Enhancing the Student Experience:
Seven Equity Minded Practices in Student Services

(Reference: Frank Harris III & J. Luke Wood)

1. Be Intrusive

2. Be Responsive

3. Be race conscious

4. Be informed

5. Be community focused

6. Be clear and validating

7. Be flexible and compassionate

Enhancing the Student Experience: Initiating Contact

Enrollment Services Example

- How technology, analytics and constant user feedback can be utilized to improve interactions and staff understanding of needs/challenges.

Key Equity Minded Principles: Intrusive, Responsive, Informed

Financial Aid Example

- An Equitable Approach to Enforcement of Satisfactory Academic Progress

Key Equity Minded Principles: Race Conscious, Clear/Validating, Flexible/Compassionate, Community Focused
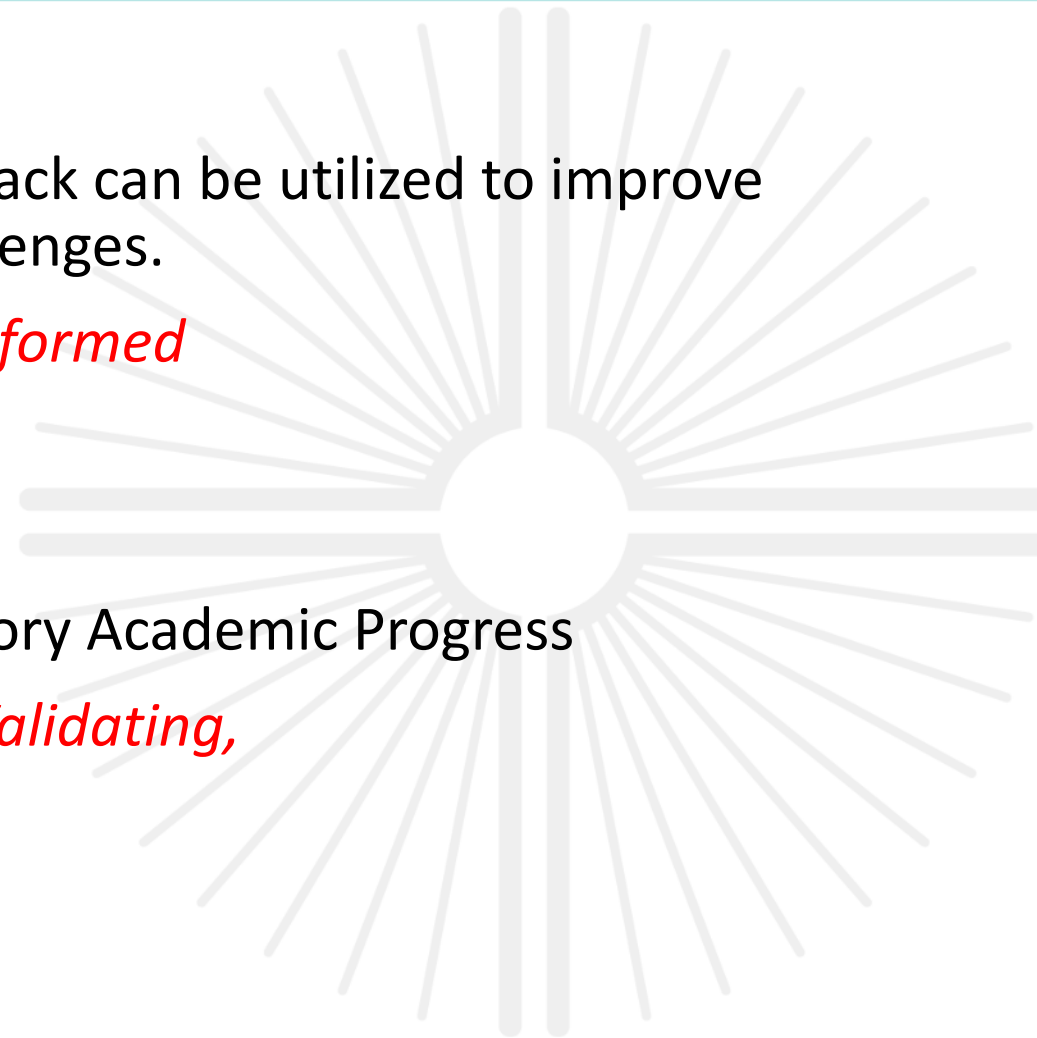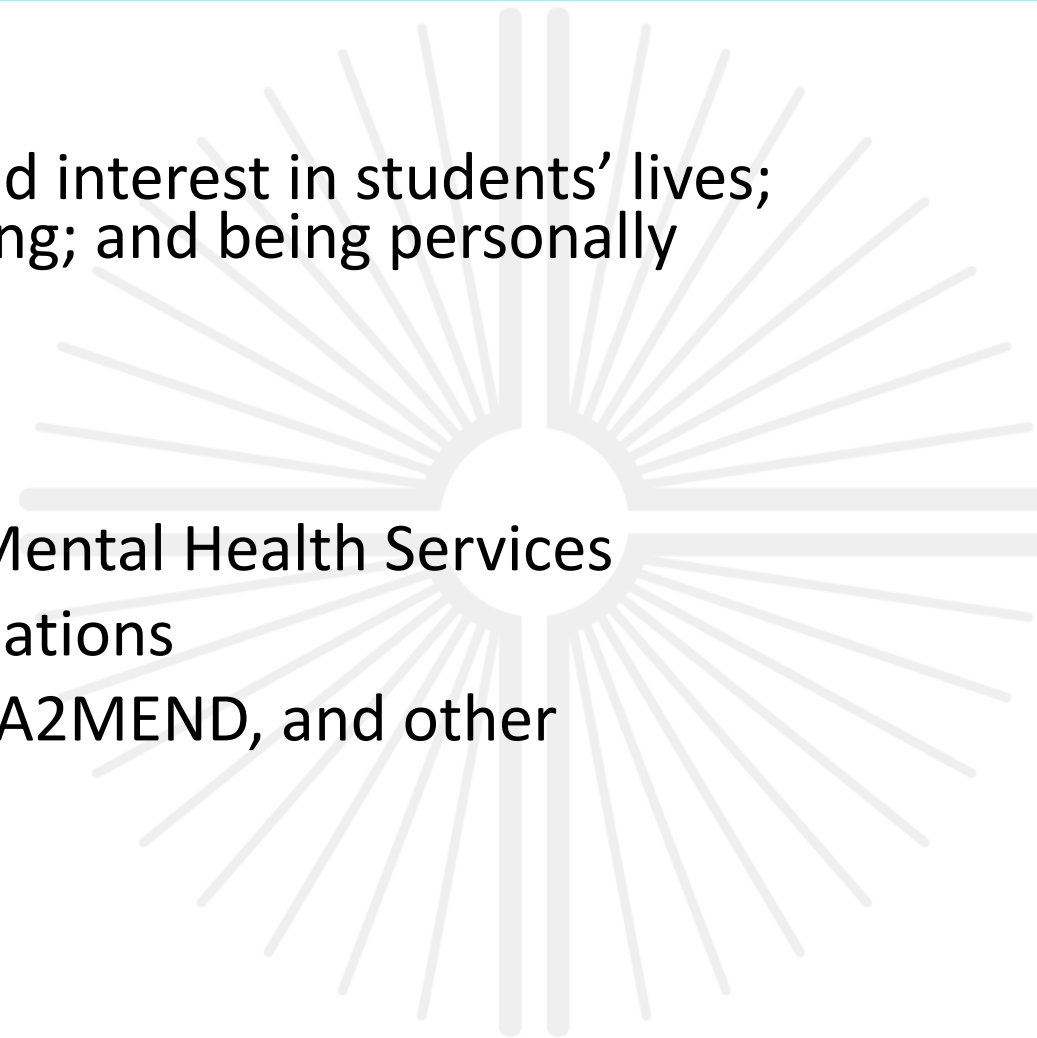
Enhancing the Student Experience:
Mental Health Support and Collaborations

"AUTHENTIC CARE" (Bensimon): Having a vested interest in students' lives; being genuinely concerned about their well-being; and being personally invested in their success.

Emerging Opportunities:

- $30 million of ongoing support to CCCs for Mental Health Services

- Changes to BOG/Title 5 Campus Safety regulations

- Emerging support for Basic Needs, LGBTQ+, A2MEND, and other impacted groups

Enhancing the Student Experience: Assessment
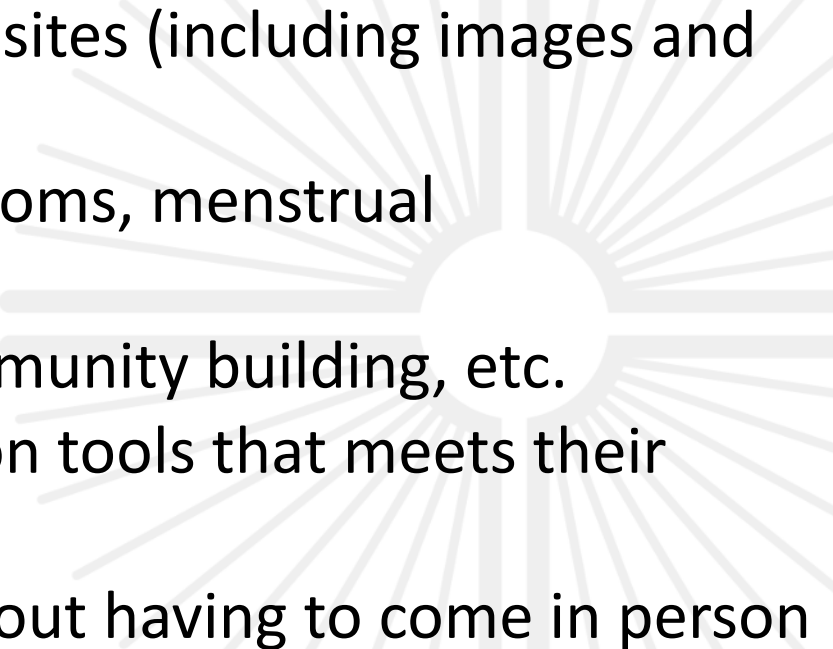
Activities to engage in

1. Determine best ways to create or engage in two-way communication
   - Students, employees, community, & system
2. Assess students who are missing
3. Review technology data – search queries and keywords
4. Consider the needs of non-credit programs
5. Conduct DEIA survey
6. Equity walks - digital and in-person
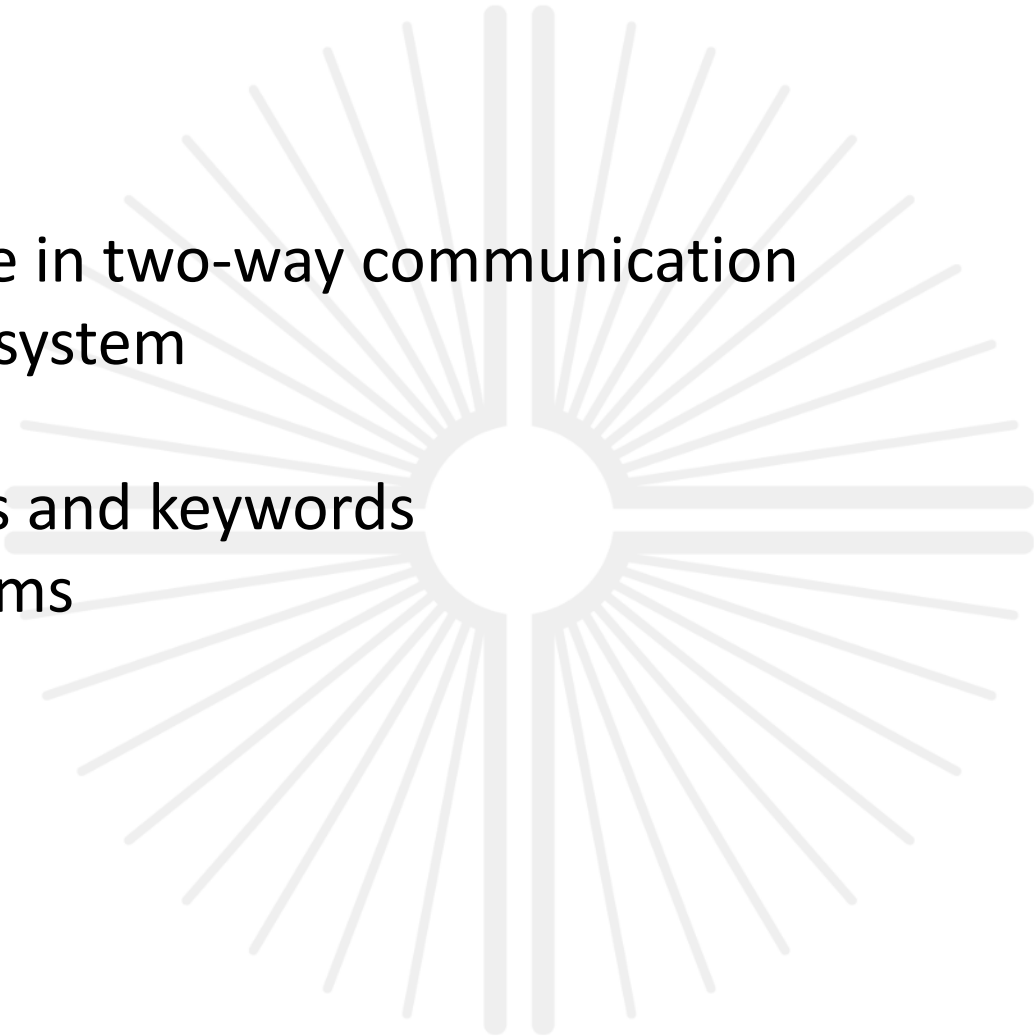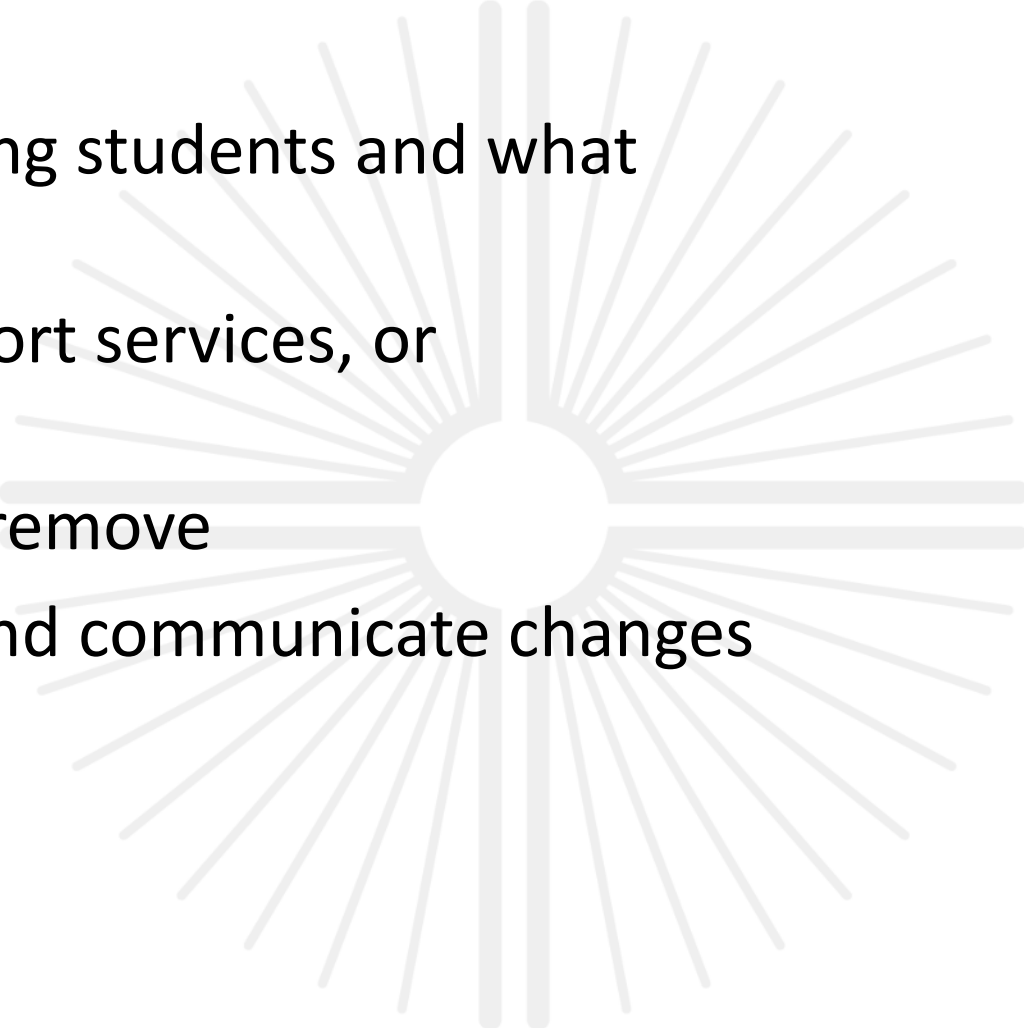
Enhancing the Student Experience:
College Website, App, & Social Media

Quick tips to enhance the digital experience

1. Search bar, accessible documents & websites (including images and social media), Google translate feature
2. Maps or listings - gender inclusive restrooms, menstrual products, lactation spaces, etc.
3. Virtual services - events, resources, community building, etc.
4. Use customer service and communication tools that meets their needs
5. Create ways to complete processes without having to come in person

Enhancing the Student Experience: Things to consider during panel

1. Who the panelists are in addition to being students and what their needs are

2. How students learn about college, support services, or find information

3. The barriers colleges removed or could remove

4. How colleges can learn about barriers and communicate changes or outcomes

POP-UP POLL TIME!!

Dr. Sharoni Little
Trustee
Compton CCD

STUDENT PANEL

Leonardo Rodriguez
Student
Mendocino College

Karina Ramirez
Student
El Camino College

Rafael Valdovinos
Student
Allan Hancock College

Katie Beverly
Student
Citrus College

Dr. Lennor M. Johnson
Superintendent/President
Imperial Valley College

Diversity, Equity, Inclusion, and Accessibility

Dr. Lennor M. Johnson

Tips

MAKE IT REAL

MAKE IT ACTIONABLE

MAKE IT MEASURABLE

LEVERAGE ESSENTIALS

Make it Real

- Reality check
  - Who is attending and not graduating
  - Who is not attending
  - What programs are working or not working?
  - How many 'X' graduated from STEM related fields?
  - What percent of the funding or resources is supporting DEIA?

- Make the obvious more obvious
  - Data dashboards
  - Public discussions/forums
  - Standing item discussion at all levels
  - DEIA or culturally relevant displays

- Create a burning platform around equity - change is necessary to improve student outcomes

- How does DEIA success look like this year, next year and within 5 years

Make it Actionable

Mission, Vision, & Values

Strategic Educational Master Plan

Board Goals

Board Policies & Administrative Procedures
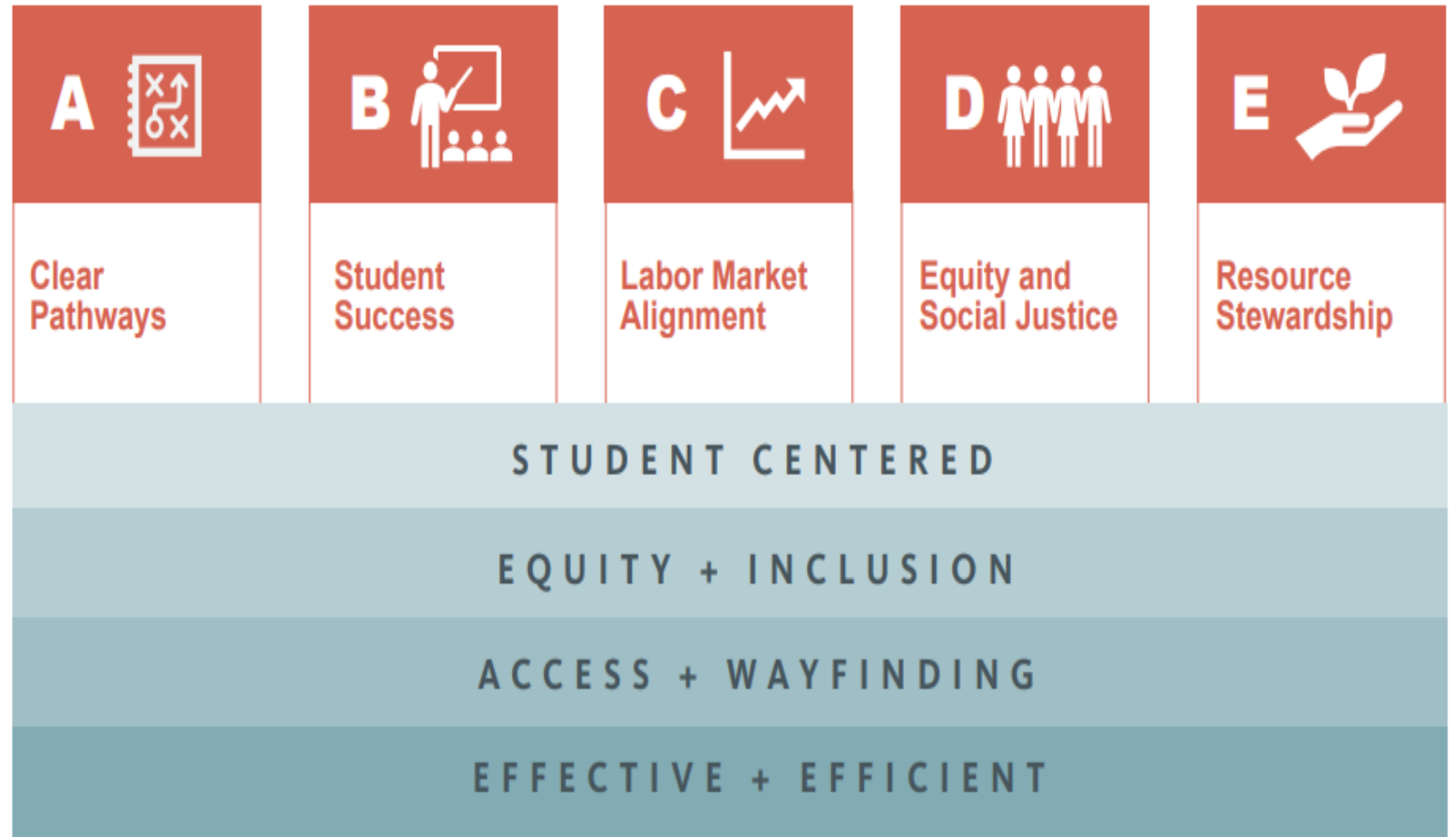
Hiring Practices

Professional Development

Strategic Educational & Facilities Master Plan

STRATEGIC GOALS

A — Clear Pathways

B — Student Success

C — Labor Market Alignment

D — Equity and Social Justice

E — Resource Stewardship

STUDENT CENTERED

EQUITY + INCLUSION

ACCESS + WAYFINDING

EFFECTIVE + EFFICIENT

FACILITIES PLANNING PRINCIPLES

Strategic Goal D

Goal 1A

Increase All Students Who Earned an
Associate Degree (including ADTs)

Goal 5.1A

Increase All Students who earned an
Associate Degree, including ADT's for
specified subgroups

STRATEGIC GOAL

D

**Strengthen a culture
of equity, diversity,
inclusion, and social
justice**

OBJECTIVES (2021-30)

1. Increase equitable access to programs and support services at
   all locations and in all modalities

2. Increase retention and success rates for all students in all
   instructional modalities and course types

3. Develop a human capital management strategy that reflects
   IVC's demographic diversity

4. Provide accurate data and professional development
   opportunities, which are needed to address inequities and serve
   disproportionately-impacted, underserved students

5. Implement policies and procedures to regularly audit classroom
   and campus climates to ensure an inclusive environment

6. Create regular opportunities for engagement and community-
   building centered on equity-focused, anti-racist, intersectional
   lens, and inclusive practices

Make it Measurable

- Addressing Basic Needs

Expand services to address basic needs → Basic Needs Survey → Established Food Pantry 2017 → Established Housing Project 2020 → Expanded Housing to Tiny Homes → SDSU & IVC Housing

Make it Measurable

- Equity across the campus

Bring equity in the classroom	→	Equity-minded hires	→	Professional development "ELI"	→	Challenged inequitable practices	→	Equity & Social Justice Forums

Equality   **Equity**

Social Justice Reform Events

Black Lives Matter Forum (August 27 at 3pm)
Students, faculty, staff share their experiences regarding racism and recommendations on what needs to change locally and nationally

Faculty/Staff Forum Listening Session (September 24 at 3pm)
An interactive workshop where faculty and staff discuss situations where they witnessed or experienced racism, sexism and other forms of discrimination on-campus and develop strategies to address them.

LGBTQ+ Forum (October 22 at 3pm)
Students, faculty and staff share their experiences on campus and in the community.

A Time to Heal (November 5 at 3pm)
A mental health expert joins the conversation and provide insight and strategies on self-help and the road to recovery.

Allies for Justice (December 10 at 3pm)
Faculty and staff discuss how they can be support the Black Lives Matter movement and address inequities within our system.

Addressing Racism Head-on Crucial Conversation
Panelist will provide strategies on how to address racism/sexism immediately when observed, as well as provide tactics on how conscience individuals can seek assistance addressing their own bias

What is the Equity Leadership Institute (ELI) at IVC? ELI is year long institute designed to provide professional development and support to an inaugural cohort of (10) classified professionals, (10) faculty members and (10) administrators that will become future ELI Facilitators for our campus community for Justice, Equity, Diversity, Inclusiveness and Accessibility practices at our institution.
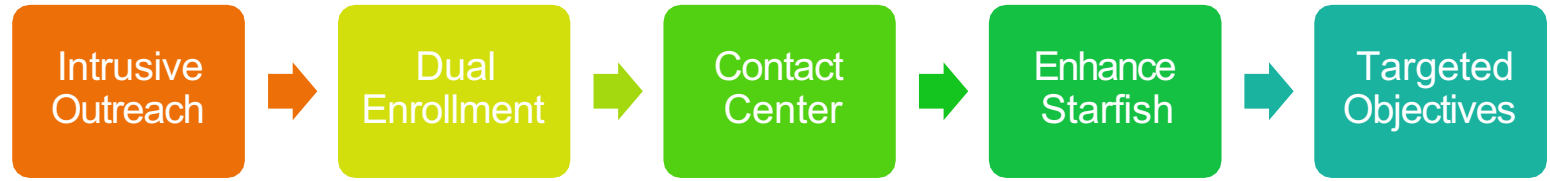
Make it Measurable

- Equity hires

| Make campus more diverse | → | Hiring practices | → | Changed BPs & APs | → | Committee structure | → | Enhanced orientation |

❖ Student Equity Insider on the committee
❖ Diverse committee
❖ Thorough discussion on the "ideal" candidate
❖ Don't be afraid to start over

Race and Ethnicity

Faculty Full-Time	Fall 2019	151/31.3%	77/51%	74/49%	0.0%	0.0%	6/4%	0.0%	0.0%	5/3.3%	64/42.4%	72/47.7%	0.0%	4/2.6%
	Fall 2020	123/26.3%	55/44.7%	68/55.3%	0.0%	0.0%	7/5.7%	0.0%	0.0%	5/4.1%	49/39.8%	60/48.8%	0.0%	2/1.6%
	Fall 2021	115/24.9%	53/46.1%	62/53.9%	0.0%	0.0%	8/7%	0.0%	0.0%	5/4.3%	46/40%	53/46.1%	2/1.7%	1/.9%

Make it Measurable
- Access & outreach

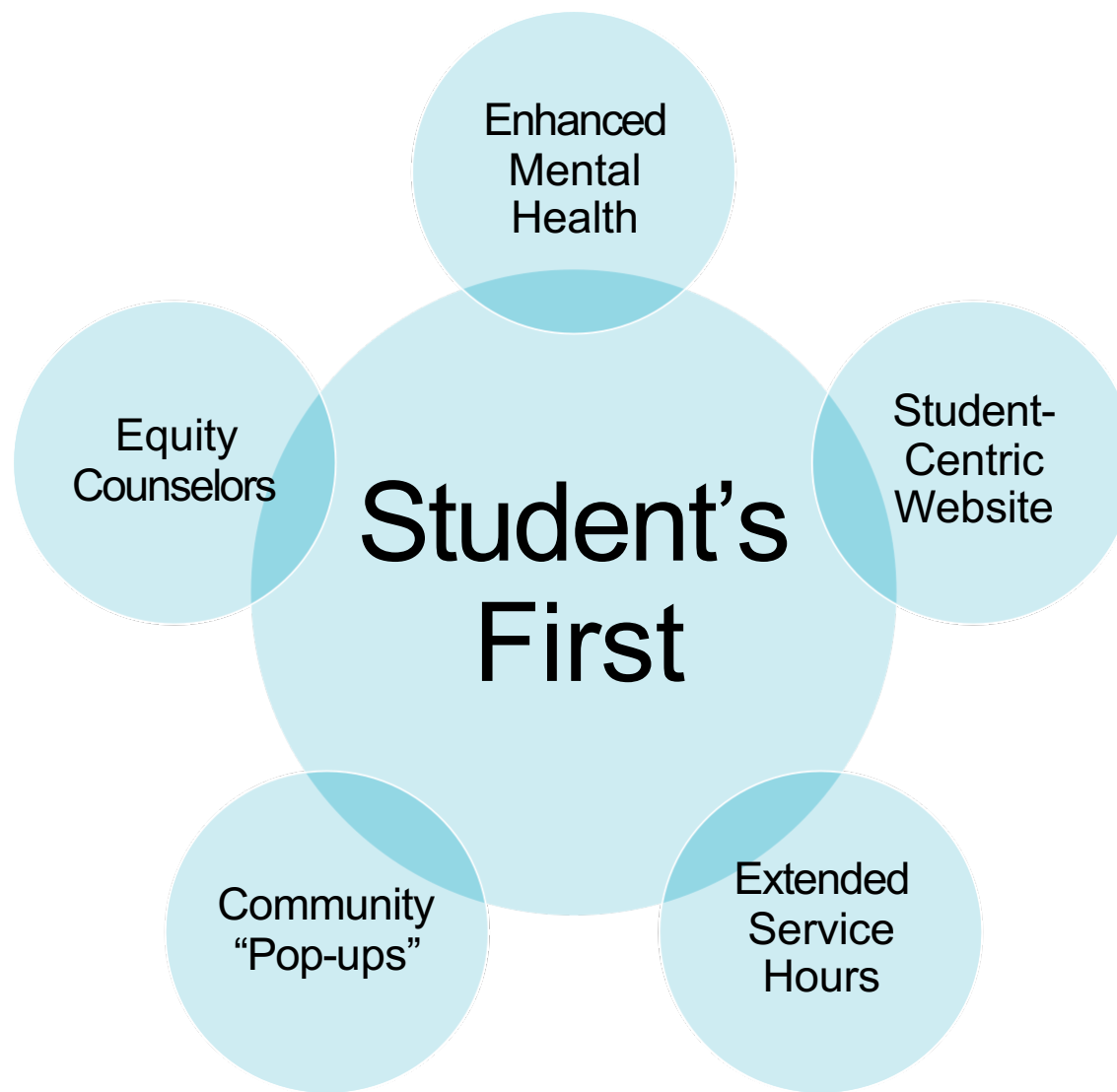Intrusive Outreach → Dual Enrollment → Contact Center → Enhance Starfish → Targeted Objectives

Sample Target Markets
- ❖ Foster youth
- ❖ ESL students
- ❖ DSPS
- ❖ Students who withdrew
- ❖ By Academic Program
- ❖ New students
- ❖ Near completion students

3/28/22 - 04/01/22

Outreach Specialists	Texts	Emails	Phone Calls	CalFresh Applications	Have Enrolled
Moya	136	131	145	2	131
Ruby	104	99	90	2	83
~~Pino~~	0	0	0	0	0
~~Mitchell~~	0	0	0	0	0
Urbina	15	265	35	1	5
Romero	125	105	110	0	100
~~Dominguez~~	0	0	0	0	0
~~Torres~~	0	0	0	0	0
Peralta	55	59	64	0	28
~~Chipress~~	0	0	0	0	0
~~Valdez~~	0	0	0	0	0
Aguilar	89	74	78	4	86
Castellum	20	1	20	0	6
Ruiz	95	95	105	1	70
TOTAL	**639**	**829**	**647**	**10**	**509**

Make it Measurable

- other essentials

Student's First

- Enhanced Mental Health
- Student-Centric Website
- Extended Service Hours
- Community "Pop-ups"
- Equity Counselors

Dashboards and Routine Reporting

D. Success & Retention by Ethnicity

Term: (All) Subject: (All) Course: (All) Class Type: (All) Race & Ethnicity: (All)

Term Name	American Indian or Alaska Native			Asian			Black or African American			Hispanic			Native Hawaiian or Other Pacific Islander			Two or More Races			Unknown			White		
	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)
Fall 2018	36	61.1%	100.0%	162	85.8%	90.7%	360	74.7%	93.3%	24,281	73.0%	89.8%	6	50.0%	66.7%	197	67.5%	84.3%	180	77.8%	93.3%	847	78.0%	88.0%
Winter 2019	3	100.0%	100.0%	33	97.0%	97.0%	66	93.9%	97.0%	4,105	87.2%	95.2%				25	76.0%	96.0%	11	81.8%	100.0%	137	85.4%	93.4%
Spring 2019	23	95.7%	100.0%	163	89.0%	95.1%	372	69.1%	87.6%	22,953	71.3%	87.0%	4	75.0%	75.0%	177	66.7%	83.1%	143	73.4%	86.0%	839	75.0%	86.2%
Summer 2019	5	100.0%	100.0%	32	93.8%	93.8%	74	90.5%	97.3%	4,982	84.6%	93.4%				41	92.7%	95.1%	30	80.0%	90.0%	146	88.4%	93.2%
Fall 2019	21	81.0%	90.5%	166	83.7%	93.4%	347	81.0%	89.9%	25,448	71.0%	87.7%	4	25.0%	25.0%	192	76.6%	87.5%	267	77.2%	88.4%	822	76.9%	89.9%
Winter 2020	1	100.0%	100.0%	38	84.2%	89.5%	83	85.5%	95.2%	4,853	84.1%	93.3%				44	79.5%	86.4%	48	95.8%	100.0%	172	86.0%	96.5%
Spring 2020	11	100.0%	100.0%	126	100.0%	100.0%	230	94.3%	100.0%	15,269	97.1%	100.0%	4	100.0%	100.0%	133	97.0%	100.0%	182	99.5%	100.0%	518	97.9%	100.0%
Summer 2020				41	97.6%	100.0%	30	66.7%	86.7%	4,650	77.1%	90.3%				38	89.5%	100.0%	31	87.1%	96.8%	131	78.6%	89.3%
Fall 2020	5	60.0%	80.0%	135	77.8%	85.2%	190	68.9%	84.2%	21,576	68.5%	87.8%	6	66.7%	66.7%	205	77.1%	86.3%	175	70.3%	92.6%	710	71.1%	87.7%
Winter 2021				35	88.6%	91.4%	38	76.3%	92.1%	4,599	81.3%	91.9%				43	83.7%	93.0%	20	80.0%	85.0%	147	88.4%	94.6%
Spring 2021	2	50.0%	100.0%	112	77.7%	81.3%	206	67.0%	88.3%	18,707	68.3%	85.5%	5	20.0%	80.0%	159	69.2%	85.5%	155	68.4%	91.6%	676	76.3%	89.2%
Summer 2021				42	90.5%	95.2%	34	70.6%	82.4%	4,140	77.0%	90.9%				49	85.7%	93.9%	23	60.9%	95.7%	192	70.8%	91.7%
Grand Total	107	79.4%	97.2%	1,085	87.0%	92.0%	2,030	77.1%	91.1%	155,563	75.2%	89.7%	29	55.2%	69.0%	1,303	76.7%	88.4%	1,265	78.8%	92.3%	5,337	78.9%	90.2%

Acad Year	American Indian or Alaska Native			Asian			Black or African American			Hispanic			Native Hawaiian or Other Pacific Islander			Two or More Races			Unknown			White		
	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)	Enrollment	Success (%)	Retention (%)
2018-2019	67	77.6%	100.0%	390	88.7%	93.3%	872	75.1%	91.5%	56,321	74.4%	89.4%	10	60.0%	70.0%	440	70.0%	85.5%	364	76.4%	90.4%	1,969	78.0%	88.0%
2019-2020	33	87.9%	93.9%	371	90.8%	96.0%	690	85.4%	93.8%	50,220	80.8%	92.2%	8	62.5%	62.5%	407	84.8%	92.6%	528	87.1%	93.9%	1,643	84.6%	93.7%
2020-2021	7	57.1%	85.7%	324	80.6%	85.8%	468	68.8%	86.5%	49,022	70.3%	87.6%	11	45.5%	72.7%	456	75.9%	87.5%	373	69.4%	92.0%	1,725	74.6%	89.3%
Grand Total	107	79.4%	97.2%	1,085	87.0%	92.0%	2,030	77.1%	91.1%	155,563	75.2%	89.7%	29	55.2%	69.0%	1,303	76.7%	88.4%	1,265	78.8%	92.3%	5,337	78.9%	90.2%

Success Rates

Retention Rates
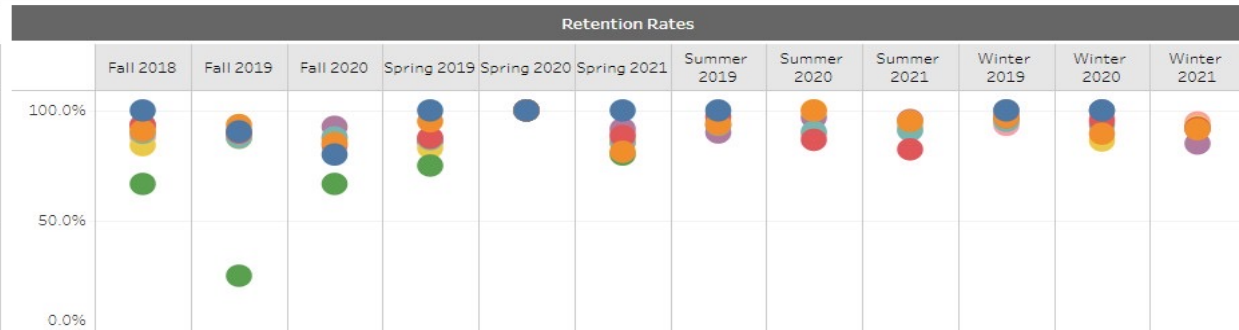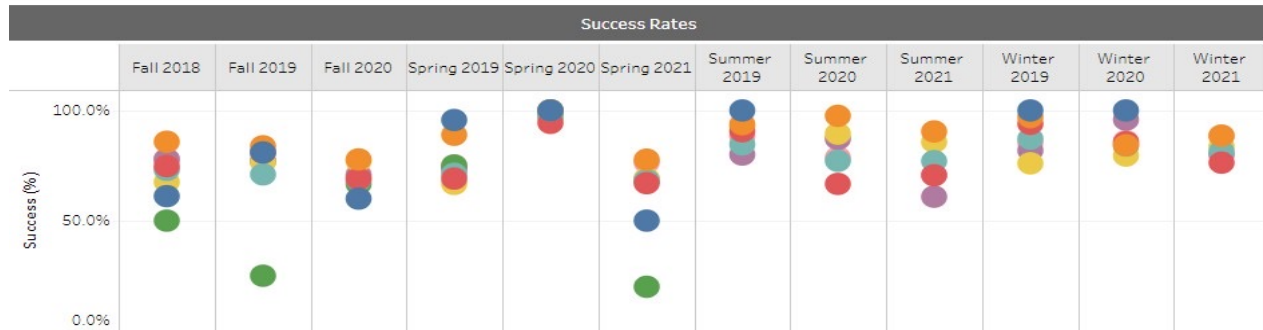
Key Essentials In Implementing DEIA

- Define diversity, equity, inclusion, and accessibility
  - What do they mean?
  - What defines success?
  - How does each department contribute

- Address campus culture

- Remove silos
  - Equity is not one department; it takes a campus

- Get enough data to make a decision and move on

- Maintain a degree of organizational stability

- Be intentional in the implementation
  - If you want more "x" students, do something different

- Have crucial conversations with key campus leaders

Contact Information

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Superintendent/President
Imperial Valley College
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POP-UP POLL TIME!!

SUMMARY

Dr. Martha Garcia
Superintendent/President
College of the Desert

COMING EVENTS

❖ 2022 ACCT LEADERSHIP CONGRESS   October 26 - 29

❖ 2022 CCLC ANNUAL COVENTION   November 17 - 19

DEIA Call To Action Resources (1 of 2)

Community College/Higher Ed Resources:

- ❖ League DEIA Resources/Town Hall Recordings ◆ CCCCO DEIA Resources: ◆ Vision for Success DEI Task Force 2020 Report ◆ Chancellor's Office: 6/5/20 Call To Action ◆ 11/9/20 Call To Action Update ◆ 6/14/21 Call To Action Update ◆ SAMPLE CC DISTRICT RESOLUTION: AFFIRMING COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION ◆ DEI Glossary of Terms ◆ SSCCC ANTI-RACISM: A Student Plan of Action

- ❖ **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

- ❖ BOOKS, VIDEOS & SERVICES by Drs. J. Luke Wood and Frank Harris III: ◆ BOOKS ◆ VIDEOS ◆ SERVICES

- ❖ 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

DEIA 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

Accessibility/Universal Design for Learning Self-Study:

❖ California State University Long Beach: Universal Design for Learning ◆ VIDEOS: UDL Part 1 UDL Part 2

❖ CAST.org: Universal Design for Learning ◆ VIDEO: UDL at a Glance

❖ UDL-Universe: A Comprehensive Faculty Development Guide - a project of the California State University system

Special Thanks
to
CCLC Staff!