
URGE Demographic Data for West Los Angeles College

This is what was found by West Los Angeles College (WLAC) group of the SoCal Community Colleges pod on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

- **The link(s) to demographic data at our organization are here:**
 - [West Los Angeles College Student Factbook](#) (most recent data Fall 2019)
 - [West Los Angeles College Employee Demographics](#) (Fall 2015)
 - [Los Angeles Community College District Workforce Analysis](#) (Fall 2016)
- **How does your organization compare to others, or to the field as a whole?**
 - Our institution is a primarily Hispanic serving institution and 56% identifying as Hispanic. The next largest category is “multiethnic” at 40%. Students who identify as white are 1.3% of the enrollment. More than 60% of students identify as female.
 - In terms of full-time faculty, race/ethnicity demographics do not align with student enrollment. White faculty are 37%, Hispanic/Latino 14%, Asian/Pacific Islander 13%, Black 12%, American Indian 0%, and not reported/unknown 24%. Full-time faculty are 58% female and 42% male.
 - In terms of college administration, the data from 2016 skew very white again (~40%), however, there has been a substantial number of new hires over the past 4 years, and we estimate that the current demographics are approximately 50% Hispanic/Latino, 27% white, 13% API, and less than 1% Black, and that 60% identify as female.
 - Our district has a relatively small Board of Trustees. There are seven members elected by the public and one student trustee. Demographic data are not published for the trustees, but four publicly identify as Hispanic/Latino and one as Black. Two trustees are female.
- **Public goals on demographics or increasing representation:**
 - The goals of our institution are towards increasing racial equity in completion and transfer. In the most recent Educational Master Plan ([2014-2020](#)) there were no quantitative goals for increasing completion by race/ethnicity. The institution is in the process of updating the EMP and numerical goals may be included.
 - One goal from the EMP is “3.2.2 Enhance services to improve the retention and success rates of Black/African American and Hispanic/Latino students.”
 - Our college has recently created the Black Student Success Taskforce and is working to ensure that more Black students succeed in their courses, complete their programs, and transfer to 4-year institutions.

- Our district has created a [Framework for Racial Equity and Social Justice](#) with the goal of “taking action to root out racism and internalize anti-racist policies and practices at LACCD.” The district has created a Race, Equity and Inclusion Human Resources Workgroup “to review all district policies and practices aimed at identifying structural and systemic barriers to the recruitment, hiring, onboarding, supervision and promotion of historically underrepresented and marginalized communities, with an emphasis on the historical barriers for Black/African Americans.”
- **Policy or proposed policy for collecting demographic data at your organization:**
 - We could not find any policy for data collection, but believe that the college and district are required to collect and publicize data by law because we are a public institution.
- **Summary statement and proposed actions**
 - We are a community college in the 2nd largest metro area in the country. While we are diverse both in our students and employees, we can do better to see that our faculty, administration, and staff demographics mirror our student population. We plan to talk to college administration about implementing hiring policies that ensure that more non-white candidates apply and that their strengths are adequately appreciated during the ranking of candidates.
 - We can do more to ensure that Hispanic/Latino and Black/African American students complete their coursework and programs at the same rates as Asian/Pacific Islander and white students. We are working with the Black Student Success Taskforce to see the creation of a Black Student Union at the college.
 - In the geosciences, while white students are a vast minority in course enrollments, they tend to “succeed” (earn a grade of C or higher) at higher rates than all other demographic populations. We will work as geoscience faculty to target interventions with students of color and ensure they feel supported.
 - We would like to see more students complete majors in the geosciences (students sometimes transfer prior to completing a degree in the sciences at our college). Over the past 10 years, we have only had 1 student complete a degree in a geoscience-adjacent field (environmental studies).

URGE Demographic Data for Santa Monica College

This is what was found by Santa Monica College (SMC) group of the SoCal Community Colleges pod on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

The link(s) to demographic data at our organization are here:

[Student data](#)

[Faculty and Staff data](#)

[Master Plan \(Goals for equity and increasing equitable outcomes\)](#)

DEMOGRAPHIC DATA:

The data shows that SMC is a Minority Serving Institution with 11,127 out of 29,334 students identifying as Latinx (37.9%) and 2193 out of 29,334 students identifying as Black (7.5%). In the Earth Science department, 1,078 out of 2,651 students identify as Latinx (40%) and 184 out of 2,651 students identify as Black (6.9%). The Geology discipline had 138 out of 305 Latinx identifying students (45.2%) and 22 out of 305 Black identifying students (7.2%). While it is reassuring to see that our Minoritized students are represented in our department and discipline at numbers similar to the overall population at SMC, there are still equity gaps when we drill into the data.

EQUITY GAPS:

(Equity data is the academic success rate between student groups and is calculated by subtracting the course success rate of the group from the total average. It shows how low or high the group performed compared to overall semester performance.)

What these show us are that Black students have the highest gap (-12.1% for Fall 2020) and even more disturbing is that gap shown by Latinx students (-7.9% for Fall 2020) as the Latinx equity gap is increasing.

In the Earth Science department, the equity gap is LARGER for Black students (-15.1%) and SMALLER for Latinx students (-4.8%).

In the Geology subdiscipline, the equity gap for Black students was -20.7% in fall 2020 and -5.3% for Latinx students. Of note, there are a very small number of Black students enrolled in our courses during a given semester, often just 1-2 students. These small numbers mean that the individual experience a student has with an instructor can cause markedly change the reported data (i.e. for Fall 2019 the equity gap for Black students was + 15.2%).

GRADE DISTRIBUTION

Overall, 63.2% of SMC students passed (A,B,C,P) their classes in Fall 2020. For Black students the rate was 53.3% and for Latinx students the rate was 59.5%

In the Earth Science department, 71.7% students passed their classes, for Black students that rate was 54.1% and for Latinx students the rate was 65.4%

In Geology 75.2% of students passed their classes, for Black students that rate was 60% and for Latinx students the rate was 71.7%

FACULTY AND STAFF DEMOGRAPHICS:

At SMC, we have 50 academic administrators, of which 42% are white, 26% are Black, and 22% are Latinx. The gender representation is better here with females outnumber males by 3 to 1.

The classified support employees are the most racially diverse group with 29% white, 31% Latinx, 21% Black and 2% identify as Pacific Islander. This resonates with what we have read and heard, when Black students or faculty are mis-identified as custodial staff or assumed to be in a service role and not believed when they state they are there as a faculty member or a student.

Full time faculty diversity (338 people in fall 2019) is 56% white, 17% Latinx, 12% Asian, and 12% Black.

Part time faculty (1,019 people in fall 2019) is 56% white, 14% Latinx, 11% Asian, and 10% Black.

Our faculty are not representative of our student population although the efforts to diversify and recruit a more diverse group of faculty over the last decade have decreased the number of white faculty. Efforts still must be made to work with the existing faculty to help close the equity gaps for the students we have.

PUBLIC GOALS ON DEMOGRAPHICS AND INCREASING REPRESENTATION

The most recent published update to the SMC master plan is from 2016-2017 (although drafts of updated plans have floated through academic senate).

Equity is mentioned 38 times in the report with several objectives including:

-Objective 1 "Complete and submit the 2016 Accreditation Self Evaluation report, identifying two to three major areas for improvement to include in the Quality Focus Essay and the seven year accreditation cycle."

Under this objective is the plan to have an "Integrated Student Equity and Success Plan which will address equity gaps in student achievement, ongoing implementation of the Student Equity Plan processes, Basic Skills innovations, and various student learning strategies designed to increase student learning and success."

-Objective 3 "Develop a plan to establish a gender equity center to serve all students interested in or having a need for services regarding issues of gender, sexuality, identity and inclusion. (This

objective has been met with a gender equity center that was completed during the pandemic in our new student services building. New buildings are also installing gender neutral, single user bathrooms as well).

-Objective 14 "Identify tools and methods that will integrate Student Equity activities and similar student success projects across campus in order to maximize the impact on students."

STUDENT EQUITY PLAN:

[The student equity plan outlined from the master planning document](#)

This plan puts numbers onto existing success metrics (varying from students staying at the college to students completing transfer level math and English within their first year, pg 11-12). The plan identifies which departments and offices on campus need to work together and identifies the need for student support services to be integrated into the plan.

URGE Demographic Data for East Los Angeles College

This is what was found by East Los Angeles College (ELAC) group of the SoCal Community Colleges pod on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

- **The link(s) to demographic data at our organization are here:**
 - [ELAC Facts in Brief](#) (Fall 2018)
 - [Enrollments, Success and Retention by Discipline](#) (Fall 2013-Spring 2016)
 - [Los Angeles Community College District Workforce Analysis](#) (Fall 2016)
- **How does your organization compare to others, or to the field as a whole?**
 - Our institution is a Hispanic-serving institution (HSI), with 80.7% of students identifying as Hispanic. The next largest ethnicity demographic is Asian, which makes up 12% of enrolled students. Students who identify as white comprise 2% of the enrollment. 58.5% of students identify as female.
 - The ethnicity demographics of full-time faculty at ELAC do not align with student enrollment. White faculty and Hispanic/Latino faculty are almost at parity, representing 29.57% and 28.12% of total faculty, respectively. The next largest demographic is unreported or unknown at 21.45%, then Asian/Pacific Islander at 15.94%, and Black at 4.64%. There was 1 faculty that self-reported as two or more races, and no American Indian/Alaskan Native faculty. Full-time faculty are 53% female and 47% male.
 - The ethnicity of ELAC's administrators is slightly more reflective of the student population, with 41.38% Hispanic/Latino, 31.03% Unreported or Unknown, 17.24% White, and 10.34% Asian/Pacific Islander. There are no Black or American Indian/Alaskan Native administrators as of Fall 2016.
 - Our district has a relatively small Board of Trustees. There are seven members elected by the public and one student trustee. Demographic data are not published for the trustees, but four publicly identify as Hispanic/Latino, one as Asian, and one as Black. Two of the seven trustees are female.
- **Public goals on demographics or increasing representation:**
 - The Los Angeles Community College District has created a [Framework for Racial Equity and Social Justice](#) with the goal of "taking action to root out racism and internalize anti-racist policies and practices at LACCD." The district has created a Race, Equity and Inclusion Human Resources Workgroup "to review all district

policies and practices aimed at identifying structural and systemic barriers to the recruitment, hiring, onboarding, supervision and promotion of historically underrepresented and marginalized communities, with an emphasis on the historical barriers for Black/African Americans.”

- ELAC’s Office of Institutional Effectiveness and Advancement creates the college’s [Strategic Plan](#), which contains the public goals and objectives that will shape the college’s future, including demographic data and addressing equity issues.
 - The faculty of the Department of Anthropology, Geography, and Geology incorporate goals in our Annual Update Plan for increasing equity in department enrollees’ retention and success.
- **Policy or proposed policy for collecting demographic data at your organization:**
 - ELAC’s Office of Institutional Effectiveness and Advancement collects student demographic and success data to analyze progress in the college’s strategic plans.
 - These planning questions include “Are there different demographic representations across departments?” which is addressed by determining student equity and diversity across departments.
- **What did you learn about other organizations (or in general) while investigating demographic data?**
 - According to ELAC’s OIEA, “ELAC is one of the most diverse community colleges in the state of California... It is thus reasonable to expect that student performance indicators would mirror these percentages. [...] However, indicators of student performance (including transfer rates) vary according to ethnicity in patterns that differ greatly from the overall ethnic makeup of the campus. Thus, although ELAC is considered an ethnically diverse campus when compared to other community colleges, it is not necessarily considered an ethnically equitable campus.”
- **Summary statement and proposed actions**
 - Within our department, the data from 2015-2016 shows that about 80% of enrolled students in our courses are Hispanic/Latino, reflecting the demographics of our campus. Overall, it doesn’t look like there are systematic ethnic disparities in enrollment in Geoscience courses.
 - However, in Earth Science, Geology, and Oceanography courses, success rate for Hispanic/Latino students is 10 to 20 points below the average success rates for these sections, showing systematic disparity.
 - In Geography courses, success rate for Hispanic/Latino students is about average, but success rates for African American/Black students is far below average. (In 2015-2016, of the 19 Black students enrolled in Geography courses, only 4 passed.)
 - As a department, we are working to adopt more equitable teaching practices to help our Hispanic/Latino and African American/Black students succeed in our courses at the same rates as Asian/Pacific Islander and white students. We would also like to

increase the success rates for our courses for all students, regardless of ethnicity, and revising teaching practices to be more equitable will help in this endeavor.

- We would like to attract more students to the Geography AST and newer Geology AST, and the other transfer degrees in our department. We are exploring recruitment efforts, but will do so mindfully with the ethnic demography of our campus in mind.