PRIORITIES

CGCC prioritizes educational equity by:

1. Ensuring equitable access to education
2. Advancing equitable student learning and educational outcomes
3. Fostering economic growth, inclusive prosperity, and a thriving community

Context Setting

Multicultural Organizational Development Model

MONOCULTURAL ORGANIZATIONS

Stage 1: **The Exclusionary Organization**

- § Openly maintains the dominant group's power and privilege
- § Deliberately restricts membership
- § Intentionally designed to maintain dominance of one group over others
- § Overt discriminatory, exclusionary, and harassing actions go unaddressed
- § Unsafe and dangerous environment for subordinated group members
- § Monocultural organization

Stage 2: **"The Club"**

- § Maintains privilege of those who have traditionally held power and influence
- § Monocultural norms, policies, and procedures of dominant culture viewed as the only "right" way: "business as usual"
- § Dominant culture institutionalized in policies, procedures, services, etc.
- § Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- § Engages issues of diversity and social justice only on club member's terms and within their comfort zone

Multicultural Organizational Development Model

NON~DISCRIMINATING ORGANIZATIONS

Stage 3: The Compliance Organization
- § Committed to removing some of the discrimination inherent in the Club organization
- § Provides some access to some members of previously excluded groups
- § No change in organizational culture, mission, or structure
- § Focus: Do not make waves, or offend/challenge dominant group members
- § Efforts to change profile of workforce (at bottom of organization)
- § Token placements in staff positions: Must be "team players" and "qualified"
- *   Must assimilate into organizational culture
- *   Must not challenge the system or "rock the boat"
- *   Must not raise issues of sexism, racism, classism, heterosexism..

Stage 4: The Affirming Organization
- § Demonstrated commitment to eliminating discriminatory practices and inherent advantages
- § Actively recruiting and promoting members of groups that have been historically denied access and opportunity
- § Providing support and career development opportunities to increase success and mobility of members of groups that have been historically denied access and opportunity
- § Employees encouraged to be non--oppressive through awareness trainings
- § Employees must assimilate to organizational culture

Multicultural Organizational Development Model

MULTICULTURAL ORGANIZATIONS

Stage 5: The Redefining Organization

§ In transition

§ Moving beyond "nondiscriminatory," "non--oppressive"

§ Working to create environment that "values and capitalizes on diversity"

§ Working to ensure full inclusion of multicultural workforce to enhance growth and success of organization

§ Begins to question limitations of organizational culture: mission, policies, structures, operations, services, management practices, climate, etc.

§ Actively works towards developing a multicultural organization

§ Committed to redesigning and implementing policies and practices to redistribute power, and ensure the inclusion, participation, and empowerment of all members

Stage 6: The Multicultural Organization

§ Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups

§ Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization

§ Members across all identity groups are full participants in decision--making

§ Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

Perspective

Deficit Based	Asset Based/Anti-Deficit
Men of color won't get tutoring	How can the college serve men of color better
White men won't ask for help	What college messaging makes asking for help easier
Women show up worse at math	What instructional practices engage women

Asset Based	Anti-Deficit
identify and leverage existing strengths, skills, and resources	challenge and dismantle negative stereotypes and narratives about students, particularly those from marginalized backgrounds.
recognize backgrounds, experiences, and knowledge as valuable assets in the learning process	focusing on how students overcome obstacles rather than merely identifying challenges
Inclusive curriculum fosters a sense of belonging	ensuring that systems are in place to recognize and support student potential

Yosso's Community Strength Model

1. **Aspirational Capital:** dreams & goals
2. **Linguistic Capital:** language skills & ways of communicating
3. **Familial Capital:** support and knowledge from families
4. **Social Capital:** networks & connections
5. **Navigational Capital:** ability to navigate challenges
6. **Resistant Capital:** resilience & strength in overcoming obstacles

A Few Words about Data

Any data set is just a snapshot in time

We'll only focus on what's in our sphere of influence

Low Ns preclude some reporting

No blame, continuous improvement is the goal

We can only control what we can control

Any data set is just a snapshot in time

We'll only focus on what's in our sphere of influence

Low Ns preclude some reporting

No blame, continuous improvement is the goal

Activity Instructions

1. Arrive a data presentation
2. Read, analyze, think, discuss, ideate
3. Share your thoughts with the presentation facilitator
4. When the sound indicates the time is up, move to the next table
5. Repeat until you have viewed all the stations

Guiding Questions

What patterns do you notice? Do you notice disproportionate impact?

Analyze your proposed action. Does it reflect an asset-based or anti-deficit approach?

What actions do you recommend to intervene if warranted

Gateway Math & Writing
Priority 1, Objective 2, Indicators B & C

Gateway Math and Writing: Guided Pathways and Developmental Education research (i.e., CCRC) has long indicated that student persistence and accelerating college-level math and writing completion are inextricably linked. As such, data is collected on Oregon community colleges as to college-level math and writing completion in their first year.

What is Gateway Math? Any 100 or 200 level, i.e., MTH105Z (Math in Society) & MTH111Z (College Algebra)

What is Gateway Writing? Any 100 or 200 level WR after WR115, i.e., WR121Z (Composition 1)

This Cohort: Degree-seeking students who started college the fall quarter (2022 cohort).

Source: Oregon Community College Student Success Dashboard. (Our data benchmarked against Blue Mountain CC, Clatsop CC, Oregon Coast CC, and Tillamook Bay CC.)
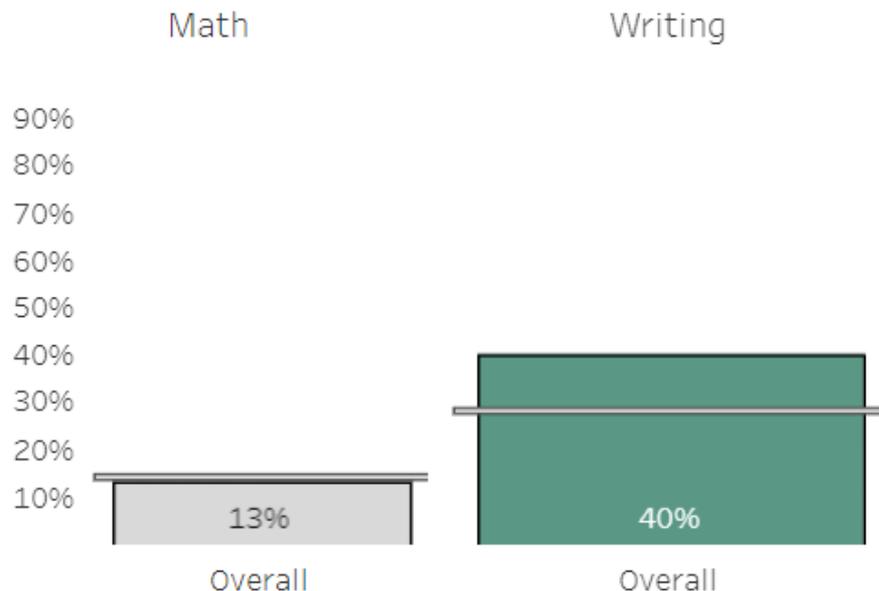
Gateway Math & Writing

Degree-seeking students who started college the fall quarter (2022 cohort).

The bar in the graph represents the average rates of our peer colleges (BMCC, Clatsop, OCCC, TBCC).

Completing Gateway Courses

Students who complete math and writing early build a solid foundation and are more likely to succeed in future coursework.

Math   Writing

| 90% |
| 80% |
| 70% |
| 60% |
| 50% |
| 40% |
| 30% |
| 20% |
| 10% |

13%   40%

Overall   Overall

Gateway Math & Writing
Disaggregated by Gender

The bar in the graph represents the average rates of our peer colleges (BMCC, Clatsop, OCCC, TBCC).

Completing Gateway Courses

Students who complete math and writing early build a solid foundation and are more likely to succeed in future coursework.
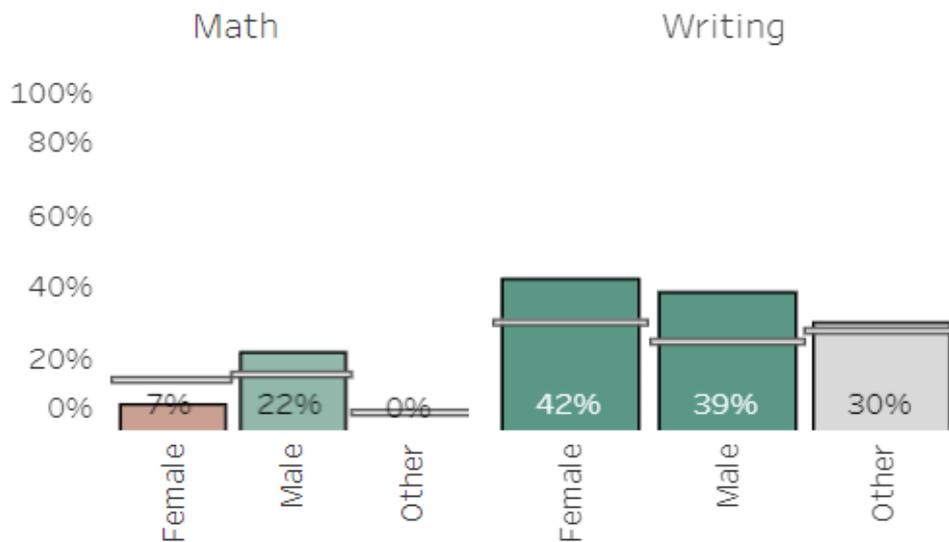
	Math			Writing		
	Female	Male	Other	Female	Male	Other
Rate	7%	22%	0%	42%	39%	30%

Gateway Math & Writing
Disaggregated by Pell Eligibility

According to College Board (n.d., para. 3), Pell Eligible students:
- US Citizen or eligible noncitizen;
- Hold High school diploma or GED;
- Exceptional financial need;
- Enrolled in an eligible degree program, and have not yet earned a degree.

The bar in the graph represents the average rates of our peer colleges (BMCC, Clatsop, OCCC, TBCC).

College Board. (n.d.). *What is a pell grant?*. BigFuture. https://bigfuture.collegeboard.org/pay-for-college/get-help-paying-for-college/scholarships-grants-institutional-aid/what-is-a-pell-grant

Completing Gateway Courses

Students who complete math and writing early build a solid foundation and are more likely to succeed in future coursework.

	Math		Writing	
	Yes Pell	No Pell	Yes Pell	No Pell
	13%	14%	33%	45%
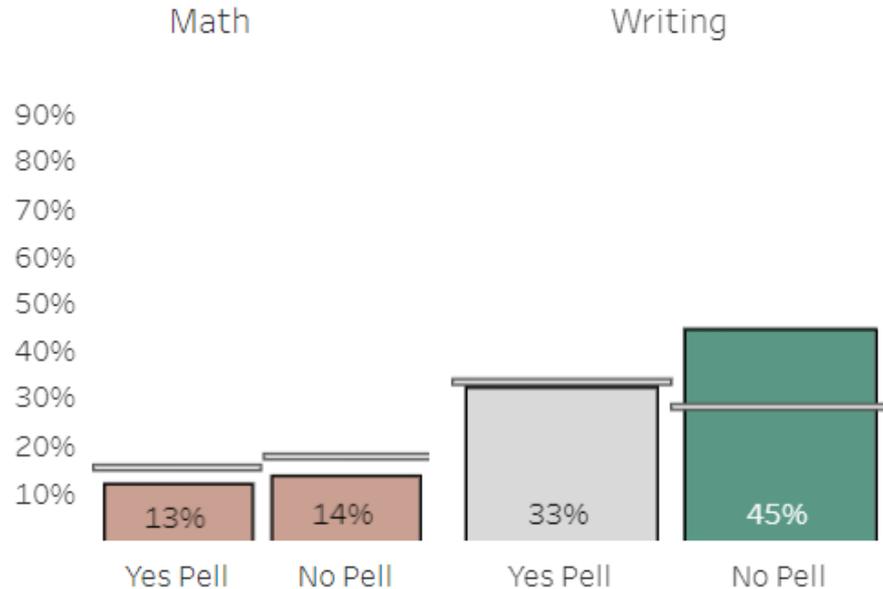
Higher Education
Data Sharing Consortium
CGCC Campus Climate

Fall 2023
Staff, Faculty, Students

Figure 1. Percent of Respondents who Responded Yes or Unsure to Having Experienced Discrimination or Harassment

Legend: CGCC, Other Associate's Colleges, All Other Institutions

Yes, experienced discrimination or harassment: CGCC 14%, Other Associate's Colleges 12%, All Other Institutions 18%

Unsure if experienced discrimination or harassment: CGCC 10%, Other Associate's Colleges 7%, All Other Institutions 9%
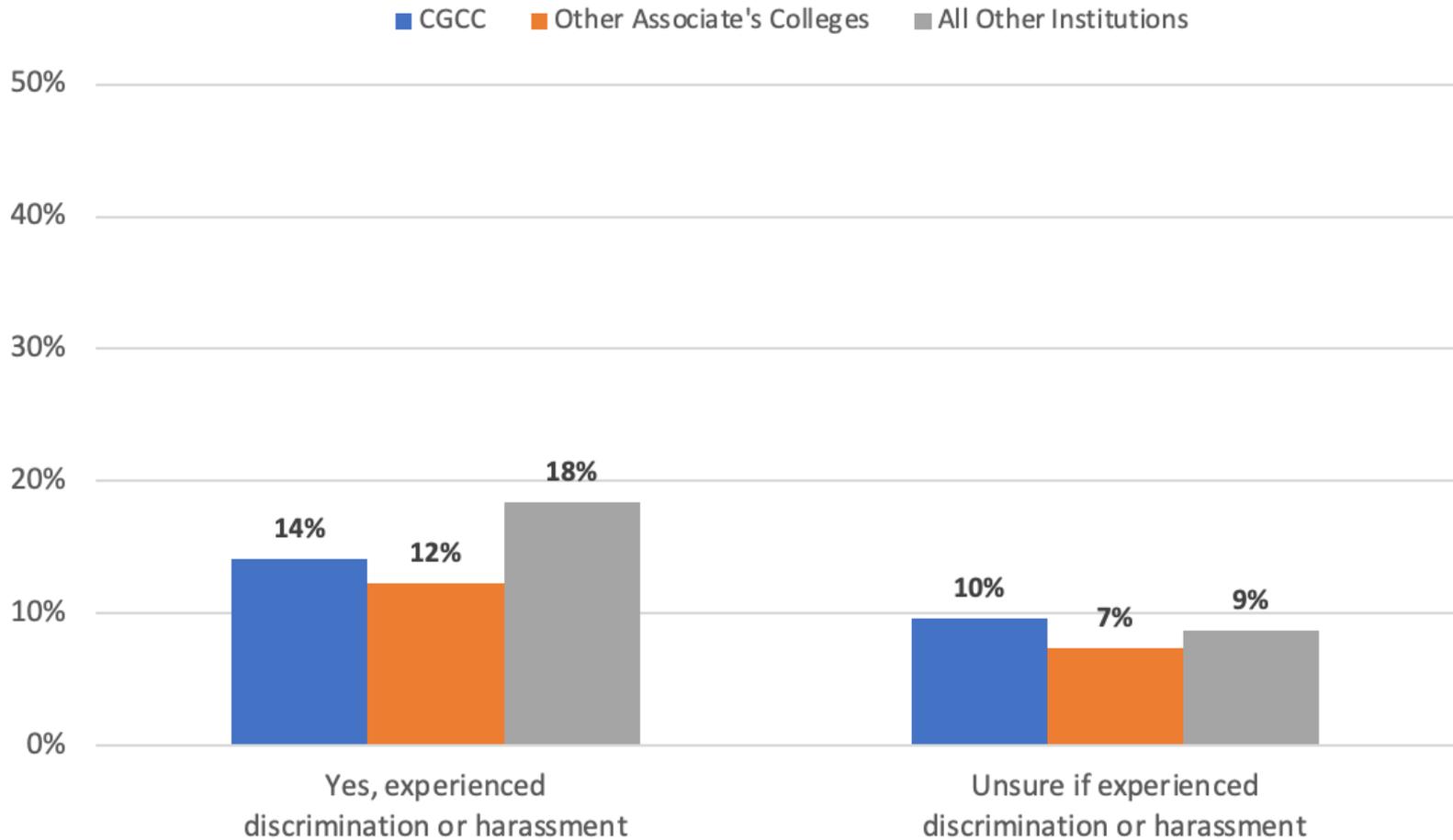
Figure 4. Percent of Respondents with Different Racial/Ethnic Identities Who Experienced Discrimination/Harassment

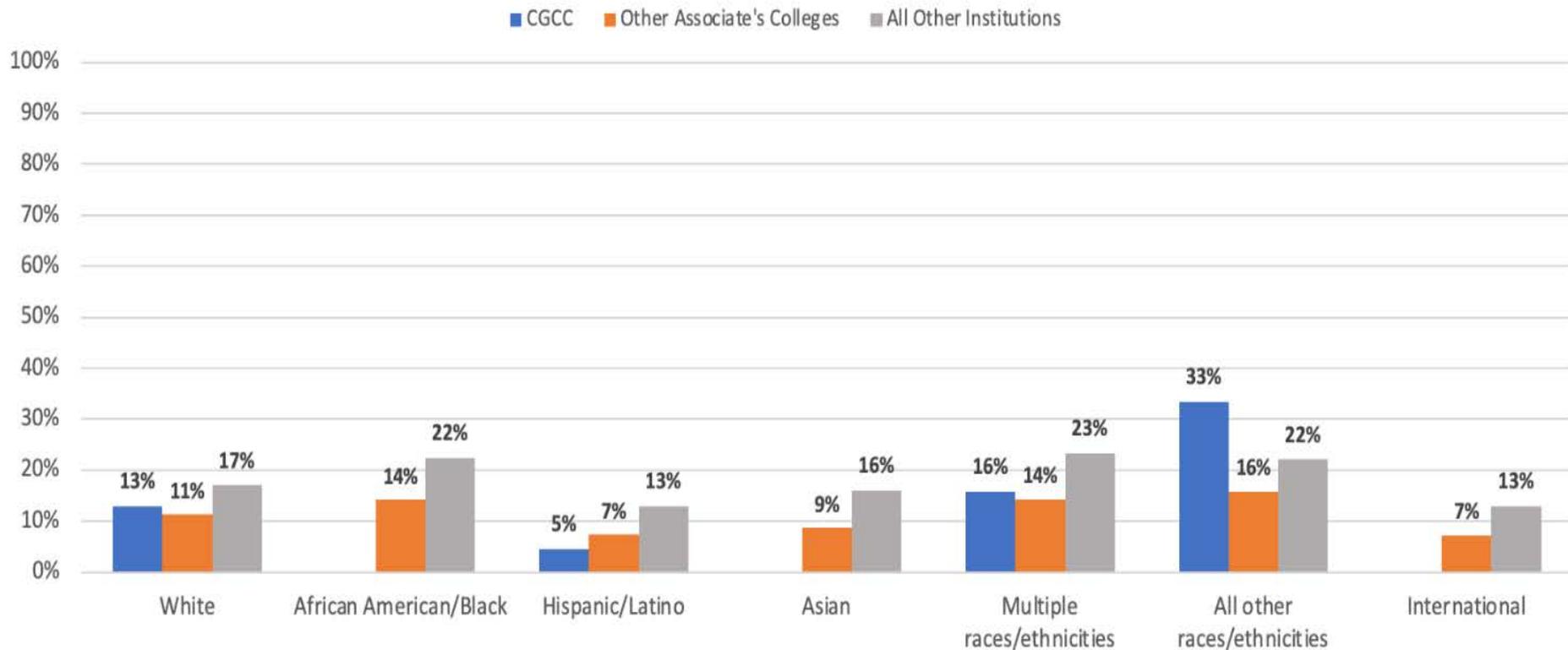**Figure 5. Percent of Respondents with Different Gender Identities Who Experienced Discrimination/Harassment**

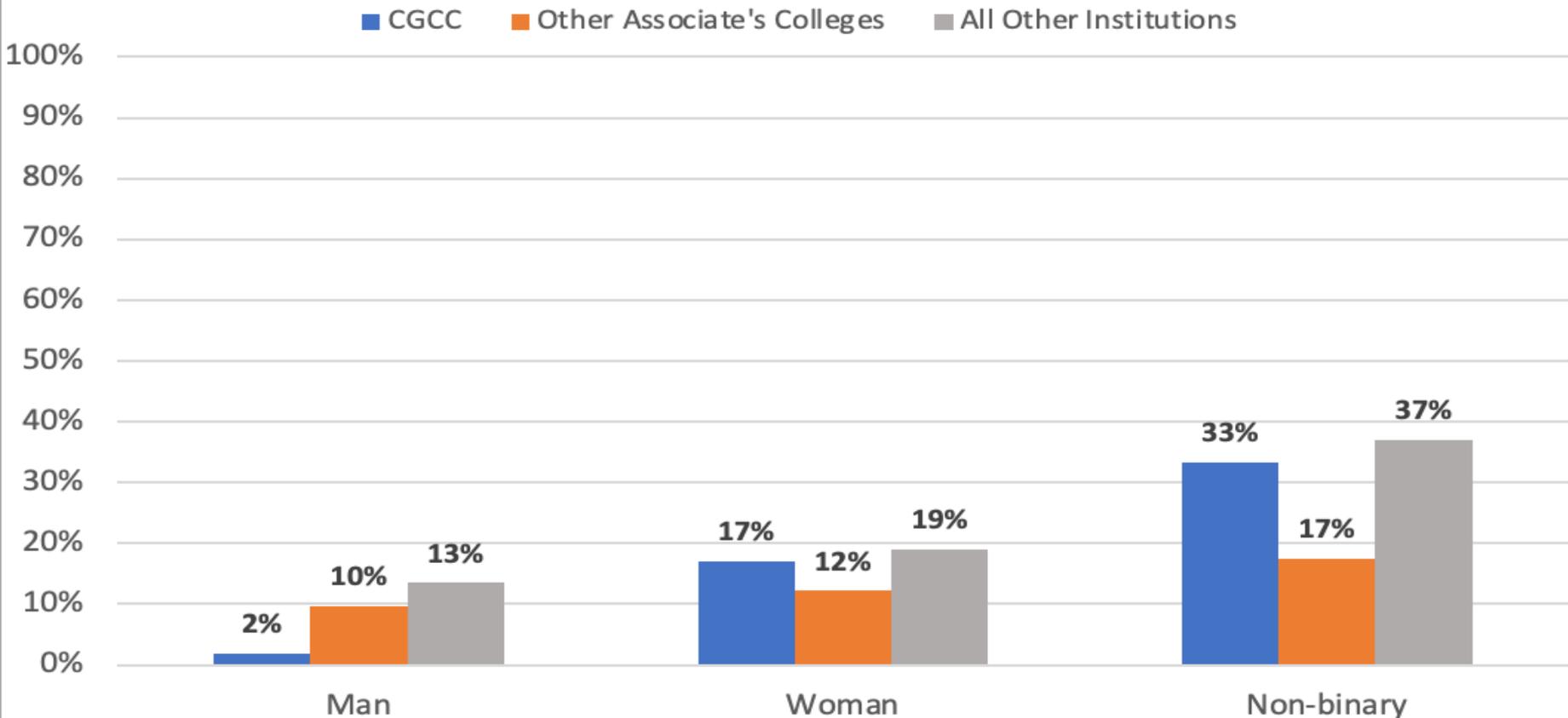Legend: CGCC · Other Associate's Colleges · All Other Institutions

Gender Identity	CGCC	Other Associate's Colleges	All Other Institutions
Man	2%	10%	13%
Woman	17%	12%	19%
Non-binary	33%	17%	37%

Figure 6. Percent of Respondents with Different Sexual Orientations Who Experienced Discrimination/Harassment

Legend: ■ CGCC ■ Other Associate's Colleges ■ All Other Institutions

LGBQ+: CGCC 19%, Other Associate's Colleges 13%, All Other Institutions 25%

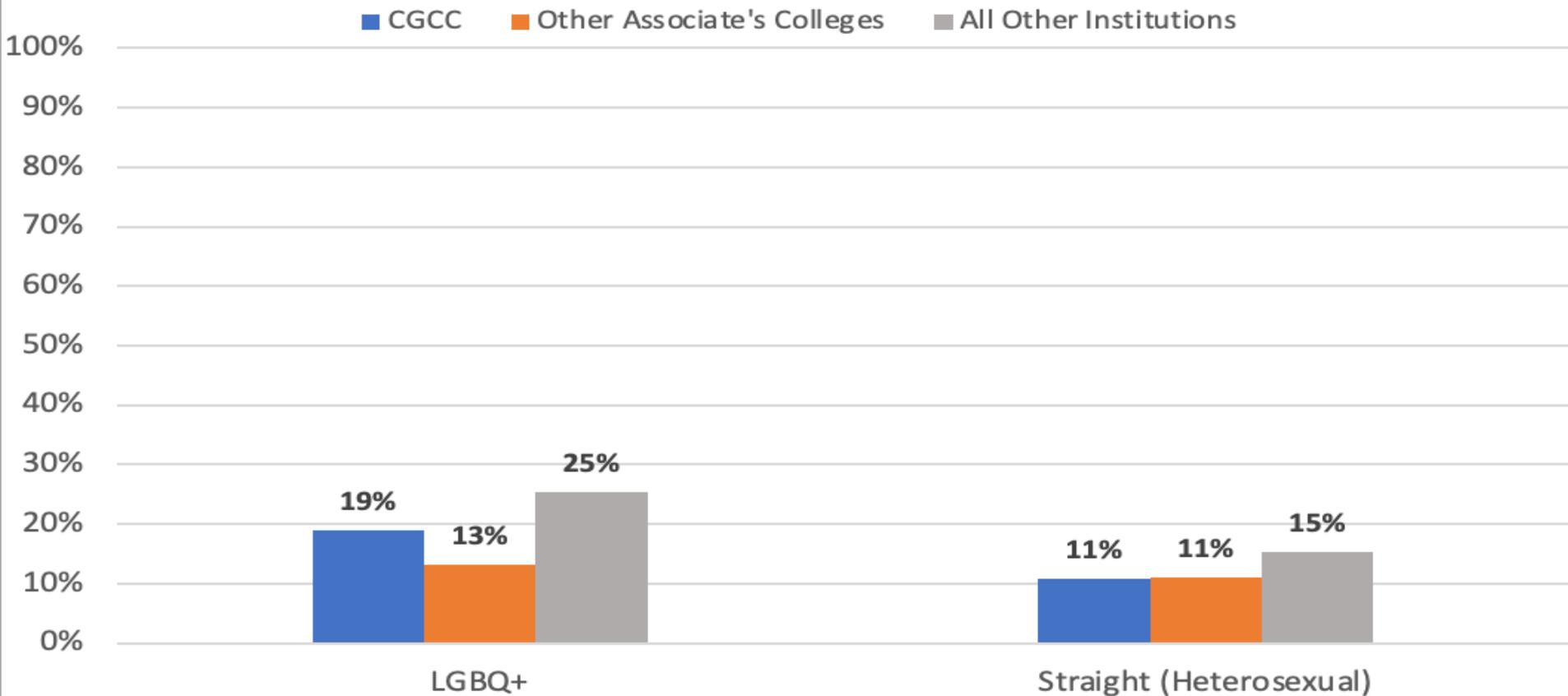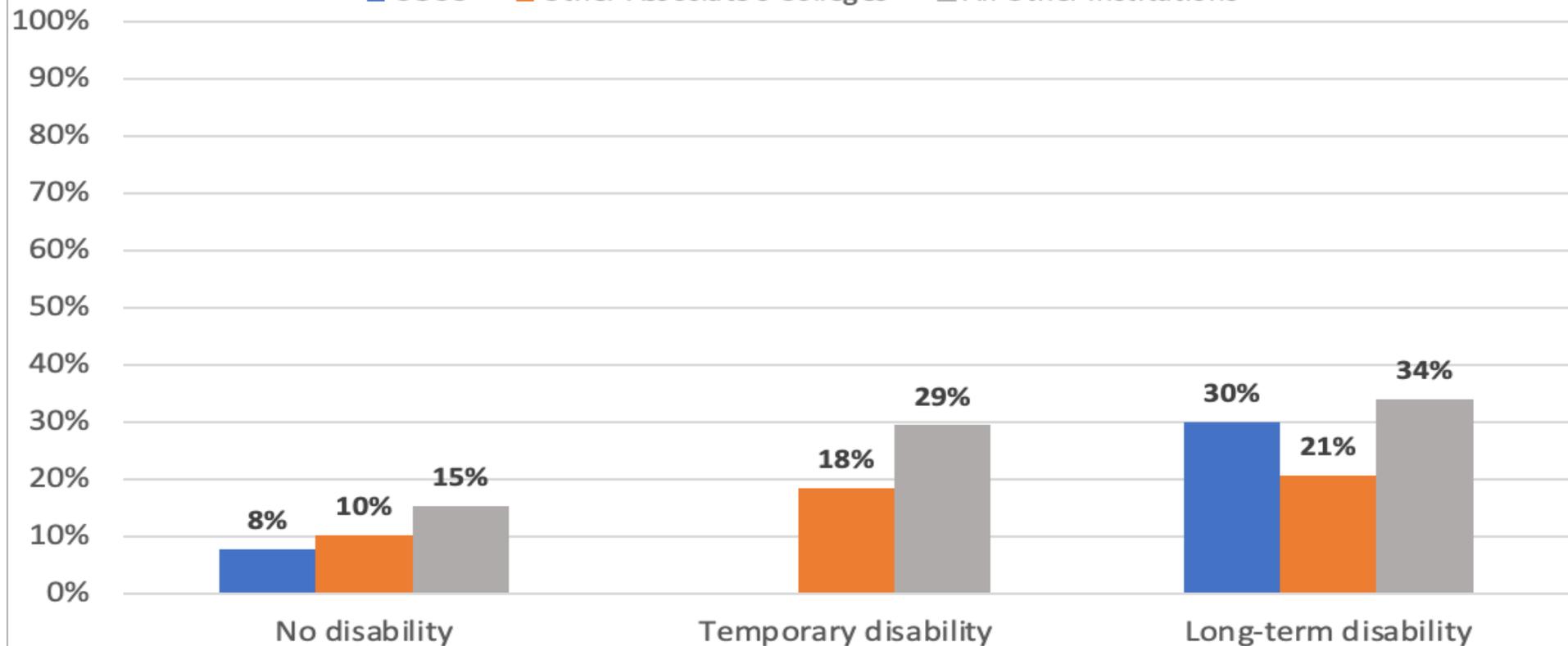Straight (Heterosexual): CGCC 11%, Other Associate's Colleges 11%, All Other Institutions 15%

Figure 8. Percent of Respondents with Different Degrees of Disability Who Experienced Discrimination/Harassment

Campus Climate for Diversity & Equity by Demographic Categories

		Columbia Gorge Community College			Other Associate's Colleges	All Other Institutions
			Effect Size[2]			
			vs. Other Associate's Colleges	vs. All Other Institutions		
		Mean[1]			Mean	Mean
Overall Results						
CGCC Campus Climate Indicator		3.67	↓↓	≈	3.98	3.69
Results by Race/Ethnicity						
All Students	White	4.05	↓	↑	4.18	3.78
	African American/Black				4.21	3.63
	Hispanic/Latino	3.50	↓↓↓	↓↓↓	4.31	3.99
	Asian				4.18	3.74
	Multiple races/ethnicities	3.61			4.07	3.62
	All other races/ethnicities	4.25			4.14	3.72
	International				4.29	4.02
All Employees	White	3.47	↓↓	↓	3.83	3.65
	African American/Black				3.58	3.38
	Hispanic/Latino	3.58			3.75	3.75
	Asian				3.91	3.67
	Multiple races/ethnicities	3.47			3.57	3.52
	All other races/ethnicities				3.59	3.54
	International				3.57	3.92

CCSSE Survey
Priority 1, Priority 2, and Priority 3

Focus on the Support for Learners

Spring 2023 Students complete survey

How much does this college emphasize the following?

1 – Very Little 2 – Some 3 – Quite a bit 4 – Very

9b. Providing the support you need to help you succeed at this college

Mean	Your College	HSS	2023 Cohort
1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much			
American Indian or Alaska Native	3.51	3.19	3.21
Hispanic or Latino	3.16	3.21	3.21
White	3.19	3.07	3.12
2 or more	2.93	3.13	3.13
I prefer not to respond	3.00	2.91	2.91

9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Support for Learners Mean	Your College	HSS	2023 Cohort
1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much			
American Indian or Alaska Native	3.07	2.94	2.84
Hispanic or Latino	2.49	2.83	2.81
White	2.68	2.68	2.70
2 or more	2.46	2.79	2.76
I prefer not to respond	2.80	2.55	2.54

9d. Helping you cope with your non-academic responsibilities (work, family, etc.)

Support for Learners Mean	Your College	HSS	2023 Cohort
1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much			
American Indian or Alaska Native	3.51	2.50	2.48
Hispanic or Latino	2.12	2.37	2.38
White	2.28	2.15	2.17
2 or more	1.63	2.25	2.24
I prefer not to respond	2.00	2.07	2.03

9e. Providing the support you need to thrive socially

Support for Learners Mean	Your College	HSS	2023 Cohort
1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much			
American Indian or Alaska Native	3.07	2.66	2.67
Hispanic or Latino	2.39	2.55	2.56
White	2.35	2.26	2.31
2 or more	2.04	2.41	2.38
I prefer not to respond	2.20	2.16	2.15

9f. Providing the financial support you need to afford your education

Support for Learners Mean	Your College	HSS	2023 Cohort
1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much			
American Indian or Alaska Native	2.91	2.71	2.85
Hispanic or Latino	2.68	2.87	2.87
White	2.81	2.57	2.70
2 or more	2.53	2.75	2.76
I prefer not to respond	3.20	2.52	2.54

Workforce
Priority 3, Objective 2, Indicator B

Title 1B/Workforce Development: Directed by **Mike Moreno**, serves **Adult, Dislocated Worker, and Youth** clients with: Career exploration and guidance; Job search assistance and referrals; Work readiness skills, including resume writing and interviewing; Pre-employment workshops, including basic computer literacy; Labor market info; Referrals to other service providers; Training exploration; Offer scholarships and support services.

Adult Client Eligibility: 18 years or older, and Registered with Selective Service, if applicable.

Dislocated Worker Eligibility: Qualified as an adult *(see above)*, as defined as one of the following: Terminated or Laid-off Worker, Laid off due to Business Closure or Substantial Lay-off, 5. Self-Employed Business Closure, Displaced Homemaker, Displaced Military Spouse, or Separating Service Member.

Youth Client Eligibility: 16-24 years old, Oregon resident, the right to work in the USA, registered for Selective Service (for youth born male 18+).

Source: *East Cascades Works (Workforce Investment Board), WIOA Performance Report*

WIOA Performance Report - Employment Rates

2nd Quarter After Exit	2021			2022			2023		
	Adult	*DW*	*Youth*	*Adult*	*DW*	*Youth*	*Adult*	*DW*	*Youth*
Region	80.1%	80.7%	81.6%	82.4%	85.0%	74.7%	84.2%	79.8%	81.2%
CGCC	75.0%	75.9%	71.4%	63.5%	63.0%	63.6%	70.6%	78.2%	87.5%
ECW Target	*71.2%*	*71.4%*	*62.6%*	*71.2%*	*71.4%*	*62.6%*	*69.4%*	*70.4%*	*62.9%*

4th Quarter After Exit	2021			2022			2023		
	Adult	*DW*	*Youth*	*Adult*	*DW*	*Youth*	*Adult*	*DW*	*Youth*
Region	47.4%	49.6%	67.4%	72.9%	72.2%	73.0%	81.3%	80.5%	68.9%
CGCC	50.3%	49.2%	70.6%	68.7%	72.3%	33.3%	65.7%	64.3%	75.0%
ECW Target	*71.0%*	*71.6%*	*64.0%*	*71%%*	*71.6%*	*64.0%*	*65.4%*	*67.5%*	*60.6%*

Employment Rate 2nd Quarter After Exit - % of participants who are in unsubsidized employment during the second quarter after exit from the program 4th Quarter After Exit - % of participants who are in unsubsidized employment during the fourth quarter after exit from the program