



BALANCING SUSTAINABILITY WITH INGENUITY

**Prepared for the 2013 NRC Conference:
Demonstrating the Impact of National
Resource Centers**

**Sesstion K: *Building and Evaluating
Relationships with Community Colleges***

Thursday, February 28th, 2013

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AGENDA

- ▶ INTRODUCTION OF DATA
- ▶ PURPOSE
- ▶ FRAMEWORK OF STUDY
- ▶ NEXT STEPS



BACKGROUND



O.R.I.A.S.

**OFFICE OF RESOURCES FOR
INTERNATIONAL AND AREA STUDIES**

THE NUMBERS...

- ▶ University of California School System



DEMOGRAPHICS OF STUDENTS

(STATISTICS BASED ON 2011 - 2012 UNIVERSITY SYSTEM OF CALIFORNIA AND CALIFORNIA COMMUNITY COLLEGES SYSTEM REPORTS)

UC

- ▶ 222,000 (60,000)
- ▶ Geography
- ▶ Gender 51/49 (2011)*
- ▶ Ethnicity
- ▶ Origin internationally

CCC

- ▶ 2.4 Million (?)
- ▶ Geography
- ▶ Gender 54/45 (2012)*
- ▶ Ethnicity
- ▶ Origin internationally

*FTES

STATISTICAL DATA: CALIFORNIA COMMUNITY COLLEGES ENROLLMENT (2011 - 2012)

Enrollment Status Report - Data & Format Area

Report Area

Enrollment Status		
	Annual 2011-2012	
	Student Count	Student Count (%)
<input type="checkbox"/> State of California Total	2,423,876	100.00 %
1 - < 18	115,060	4.75 %
18 & 19	471,502	19.45 %
20 to 24	739,822	30.52 %
25 to 29	324,326	13.38 %
30 to 34	194,153	8.01 %
35 to 39	134,379	5.54 %
40 to 49	211,074	8.71 %
50 +	232,743	9.60 %
Unknown	817	0.03 %

STATISCAL DATA: CALIFORNIA COMMUNITY COLLEGES ENROLLMENT (2011 – 2012)
(Continued)

Enrollment Status Report - Data & Format Area

Report Area

Enrollment Status		
	Annual 2011-2012	
	Student Count	Student Count (%)
<input type="checkbox"/> State of California Total	2,423,876	100.00 %
African-American .	180,975	7.47 %
American Indian/Alaskan Native.	12,785	0.53 %
Asian .	279,773	11.54 %
Filipino .	71,491	2.95 %
Hispanic .	870,560	35.92 %
Multi-Ethnicity .	67,345	2.78 %
Pacific Islander .	12,944	0.53 %
Unknown .	171,366	7.07 %
White Non-Hispanic .	756,637	31.22 %

**UC
Student
New Admit
Population
I_3**

	Number of Admits						1-Year Change	2-Year Change
	2010	% of Total	2011	% of Total	2012	% of Total	2011 -2012 # +/-	2010 -2012 # +/-
Berkeley								
African American	348	3.7%	332	3.6%	324	3.5%	-8	-24
American Indian	78	0.8%	68	0.7%	63	0.7%	-5	-15
Asian American	3,910	41.3%	4,096	44.0%	4,220	45.1%	124	310
Chicano/Latino	1,404	14.8%	1,530	16.4%	1,660	17.8%	130	256
Pacific Islander	20	0.2%	12	0.1%	27	0.3%	15	7
White/Other	3,026	32.0%	2,914	31.3%	2,677	28.6%	-237	-349
Missing	<u>673</u>	<u>7.1%</u>	<u>351</u>	<u>3.8%</u>	<u>377</u>	<u>4.0%</u>	<u>26</u>	<u>-296</u>
Total Berkeley	9,459	100.0%	9,303	100.0%	9,348	100.0%	45	-111
Davis								
African American	534	3.0%	494	2.7%	516	2.7%	22	-18
American Indian	159	0.9%	115	0.6%	108	0.6%	-7	-51
Asian American	6,936	39.0%	7,563	41.5%	8,109	42.9%	546	1,173
Chicano/Latino	3,184	17.9%	3,596	19.7%	3,377	17.8%	-219	193
Pacific Islander	44	0.2%	41	0.2%	40	0.2%	-1	-4
White/Other	5,836	32.8%	5,892	32.3%	6,116	32.3%	224	280
Missing	1,091	6.1%	521	2.9%	656	3.5%	135	-435
Total Davis	17,784	100.0%	18,222	100.0%	18,922	100.0%	700	1,138
Irvine								
African American	455	2.4%	538	2.8%	506	3.2%	-32	51
American Indian	136	0.7%	104	0.5%	62	0.4%	-42	-74
Asian American	9,480	49.5%	9,282	48.7%	7,876	49.4%	-1,406	-1,604
Chicano/Latino	3,386	17.7%	4,382	23.0%	4,094	25.7%	-288	708
Pacific Islander	32	0.2%	42	0.2%	23	0.1%	-19	-9
White/Other	4,649	24.3%	4,264	22.4%	2,950	18.5%	-1,314	-1,699
Missing	<u>1,009</u>	<u>5.3%</u>	<u>434</u>	<u>2.3%</u>	<u>444</u>	<u>2.8%</u>	<u>10</u>	<u>-565</u>
Total Irvine	19,147	100.0%	19,046	100.0%	15,955	100.0%	-3,091	-3,192
Los Angeles								
African American	372	3.8%	382	3.5%	348	3.8%	-34	-24
American Indian	69	0.7%	58	0.5%	62	0.7%	4	-7
Asian American	4,274	43.2%	4,900	44.9%	4,158	44.9%	-742	-116
Chicano/Latino	1,592	16.1%	1,907	17.5%	1,958	21.1%	51	366
Pacific Islander	15	0.2%	12	0.1%	28	0.3%	16	13
White/Other	2,929	29.6%	3,286	30.1%	2,389	25.8%	-897	-540
Missing	<u>639</u>	<u>6.5%</u>	<u>368</u>	<u>3.4%</u>	<u>320</u>	<u>3.5%</u>	<u>-48</u>	<u>-319</u>
Total Los Angeles	9,890	100.0%	10,913	100.0%	9,263	100.0%	-1,650	-627

**UC
Student
New Admit
Population
2_3**

	Number of Admits						1-Year Change	2-Year Change
	2010	% of Total	2011	% of Total	2012	% of Total	2011 -2012 # +/-	2010 -2012 # +/-
Merced								
African American	483	5.4%	581	5.9%	570	6.0%	-11	87
American Indian	63	0.7%	47	0.5%	53	0.6%	6	-10
Asian American	3,322	37.4%	3,500	35.8%	3,294	34.5%	-206	-28
Chicano/Latino	2,756	31.0%	3,640	37.2%	3,778	39.6%	138	1,022
Pacific Islander	31	0.3%	34	0.3%	33	0.3%	-1	2
White/Other	1,851	20.8%	1,772	18.1%	1,622	17.0%	-150	-229
Missing	385	4.3%	204	2.1%	201	2.1%	-3	-184
Total Merced	8,891	100.0%	9,778	100.0%	9,551	100.0%	-227	660
Riverside								
African American	960	5.4%	753	4.9%	869	5.1%	116	-91
American Indian	83	0.5%	61	0.4%	72	0.4%	11	-11
Asian American	7,461	41.9%	6,424	42.1%	7,392	43.3%	968	-69
Chicano/Latino	5,421	30.5%	5,247	34.4%	5,544	32.5%	297	123
Pacific Islander	38	0.2%	25	0.2%	25	0.1%	0	-13
White/Other	3,085	17.3%	2,448	16.1%	2,791	16.4%	343	-294
Missing	745	4.2%	293	1.9%	360	2.1%	67	-385
Total Riverside	17,793	100.0%	15,251	100.0%	17,053	100.0%	1,802	-740
San Diego								
African American	334	2.2%	337	2.4%	358	2.3%	21	24
American Indian	96	0.6%	61	0.4%	85	0.5%	24	-11
Asian American	7,521	48.7%	6,454	46.2%	7,728	49.8%	1,274	207
Chicano/Latino	2,413	15.6%	2,821	20.2%	2,519	16.2%	-302	106
Pacific Islander	26	0.2%	21	0.2%	38	0.2%	17	12
White/Other	4,126	26.7%	3,910	28.0%	4,212	27.1%	302	86
Missing	917	5.9%	369	2.6%	574	3.7%	205	-343
Total San Diego	15,433	100.0%	13,973	100.0%	15,514	100.0%	1,541	81
Santa Barbara								
African American	569	3.2%	646	3.4%	704	3.7%	58	135
American Indian	152	0.9%	155	0.8%	165	0.9%	10	13
Asian American	5,280	29.8%	6,042	31.8%	6,446	34.1%	404	1,166
Chicano/Latino	3,893	21.9%	4,477	23.5%	4,318	22.8%	-159	425
Pacific Islander	36	0.2%	30	0.2%	41	0.2%	11	5
White/Other	6,762	38.1%	7,150	37.6%	6,629	35.0%	-521	-133
Missing	1,052	5.9%	524	2.8%	627	3.3%	103	-425
Total Santa Barbara	17,744	100.0%	19,024	100.0%	18,930	100.0%	-94	1,186

Fall 2010, 2011 and 2012


UC
Student
New Admit
Population
3_3

	Number of Admits						1-Year Change	2-Year Change
	2010	% of Total	2011	% of Total	2012	% of Total	2011 -2012 # +/-	2010 -2012 # +/-
Santa Cruz								
African American	456	2.7%	569	3.2%	682	3.7%	113	226
American Indian	176	1.1%	152	0.8%	145	0.8%	-7	-31
Asian American	5,043	30.1%	5,372	30.0%	5,570	30.5%	198	527
Chicano/Latino	3,484	20.8%	4,570	25.5%	5,201	28.5%	631	1,717
Pacific Islander	41	0.2%	52	0.3%	63	0.3%	11	22
White/Other	6,534	39.0%	6,727	37.5%	6,086	33.3%	-641	-448
Missing	<u>1,022</u>	<u>6.1%</u>	<u>475</u>	<u>2.7%</u>	<u>518</u>	<u>2.8%</u>	<u>43</u>	<u>-504</u>
Total Santa Cruz	16,756	100.0%	17,917	100.0%	18,265	100.0%	348	1,509
Universitywide (unduplicated counts)								
African American	2,450	4.2%	2,411	4.1%	2,720	4.4%	309	270
American Indian	486	0.8%	404	0.7%	427	0.7%	23	-59
Asian American	20,806	35.4%	21,316	36.0%	22,278	36.3%	962	1,472
Chicano/Latino	13,699	23.3%	15,418	26.0%	16,775	27.3%	1,357	3,076
Pacific Islander	149	0.3%	151	0.3%	175	0.3%	24	26
White/Other	18,003	30.6%	18,123	30.6%	17,301	28.2%	-822	-702
Missing	<u>3,184</u>	<u>5.4%</u>	<u>1,465</u>	<u>2.5%</u>	<u>1,767</u>	<u>2.9%</u>	<u>302</u>	<u>-1,417</u>
Total Universitywide	58,777	100.0%	59,288	100.0%	61,443	100.0%	2,155	2,666

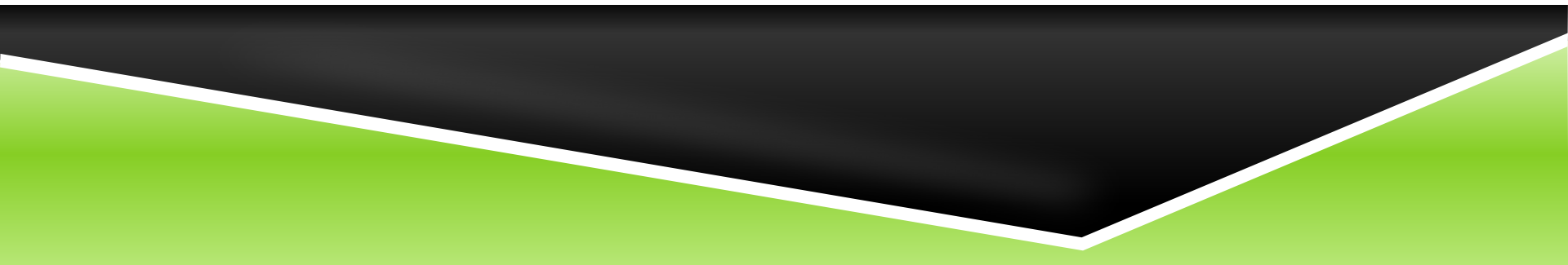
Note: Data include students who were offered admission for the spring term to Berkeley for 2010, 2011 and 2012. See notes on race/ethnicity at the end of the report.

SOURCE: University of California Office of the President, Student Affairs, UC Central Application Processing file, 04/1/10, 03/ 24/11 and 4/2/12.


PURPOSE

- ▶ **Foundation of collaboration - Why**
 - ▶ **Promote exchange of ideas - Investment**
 - ▶ **Identify common interests - Benefit**
 - ▶ **Transparency (Faculty & Students) - Support**
 - ▶ **Prospect of a consensus - Implementation**
- 

FRAMEWORK

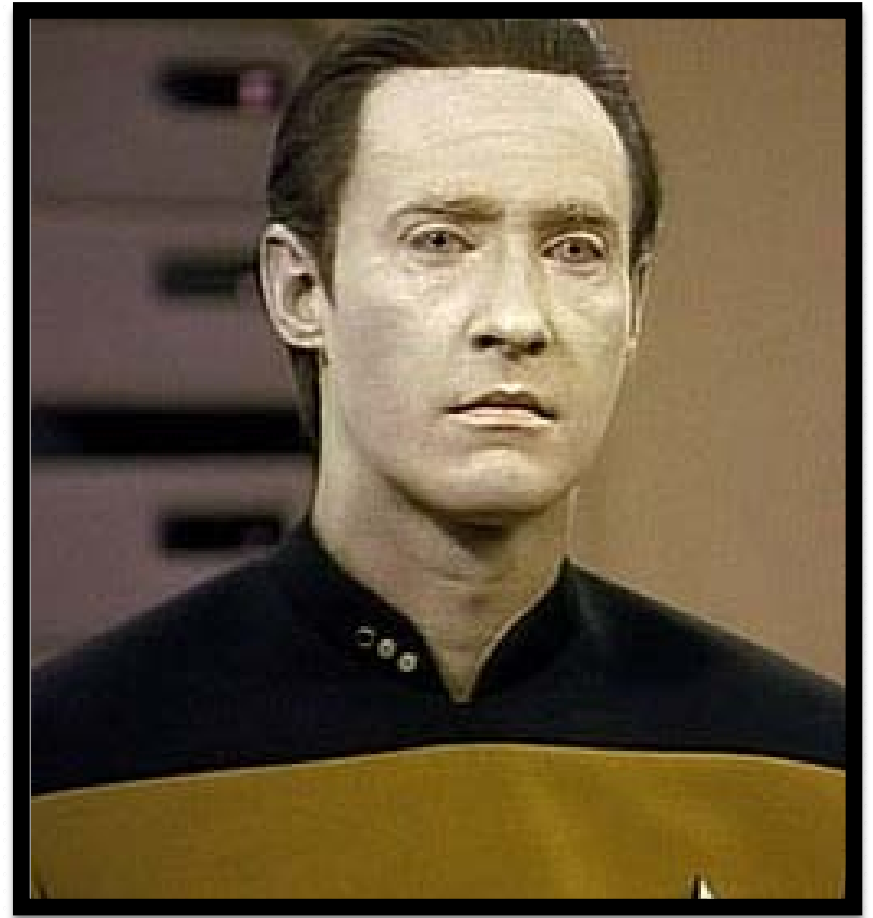


APPLICATION

- ▶ This project is:
 - ▶ A medium to develop course curriculum
 - ▶ A space to explore what drives and limits the expansion of world history courses
 - ▶ An area to learn from and challenge the conceptualization of world history
 - ▶ Brainstorm what could be
 - ▶ This project is not:
 - ▶ An attempt at 'normalizing' curricula
 - ▶ A threat to autonomy
 - ▶ Predatory
 - ▶ A guarantee
- 

DATA

1. Instrument
(Reliability)
2. Effectiveness
3. Variance
4. Longevity



WORLD HISTORY – COLLEGE COLLABORATION

2011

- ▶ 19 participants
- ▶ 12 Community Colleges
3 4-year Colleges

2012

- ▶ 19 participants (1 High School)
(4 repeats 15 new)
- ▶ 10 Community Colleges
3 4-year Colleges



ORIGINAL INSTRUMENT (PURPOSE_BASELINE DATA, 2011, 2012)

Will this workshop contribute to your teaching? Why or why not?

What content would you be interested in seeing at a future workshop?

What aspects of this workshop met your expectations? What aspects would you like to see strengthened?

How did you find out about this workshop?

What is the best way to reach instructors at your institution who teach world history or area/international studies courses?



RESPONSES (EXAMPLE I)

Teaching World History at Community College Survey – May 29-30, 2012

Will this workshop contribute to your teaching? Why or why not?

Very helpful in helping me w/ primary sources to add to the curricula.

What content would you be interested in seeing at a future workshop?

- More book/author presentation
- Sharing syllabus among faculty of world history
- SLO Discussion w/ assessment outlines

What aspects of this workshop met your expectations? What aspects would you like to see strengthened?

This workshop was very helpful in focusing my teaching, curriculum, & more importantly I gained valuable information & examples of better methods & pedagogy.

How did you find out about this workshop?

ORIAS website
Michelle is wonderful & very helpful.

What is the best way to reach instructors at your institution who teach world history or area/international studies courses?

Email
Flyers

Early January
Early Summer

} are good
times to meet.

RESPONSES (EXAMPLE 2)

Teaching World History at Community College Survey – May 29-30, 2012

Will this workshop contribute to your teaching? Why or why not?

- Yes, definitely, in a variety of ways. I made some valuable contacts with folks that I'll keep in touch with.
- I will be using Getz's book in my class in the Fall + will use aspects of methods/theory/content from both Martes + Morris.

What content would you be interested in seeing at a future workshop?

- Hmm... not sure. Perhaps a thematic focus – on gender or environmental history or ???
- Reading Apprenticeships? (WestEd)

What aspects of this workshop met your expectations? What aspects would you like to see strengthened?

- I liked that it was a fairly small group + that there were ample opportunities for discussion.
- Perhaps a bit more structure for discussions??
- bring syllabi and/or sample assignments and/or ???

How did you find out about this workshop?

- See below

What is the best way to reach instructors at your institution who teach world history or area/international studies courses?

- I heard about it from a colleague and I will be sharing my experiences with ~~my~~ other colleagues.
- I'm the only one at my college!

WORLD HISTORY – COLLEGE COLLABORATION (CONTINUED)

- ▶ 13 respondents in 2011 and 2012 (68% response rate – sample size)

- ▶ ANALYSIS OF QUESTIONS (2012)

- 1 Uniformly will contribute to teaching (both years): Construction of syllabus, new ideas: Content theme continued from 2011
- 2 Region/Theme request: Middle East and Empire?
Syllabus sharing/development – the most clearly emphasized theme
- 3 Appreciation to ORIAS for the opportunity/book group; Aspect strengthened: more time/keeping members on task
- 4 Email or Colleague More hidden data: 2011 (6 – forwarded email) 2012 (10 email – 7 specific part of ORIAS list) Consider rephrasing this question to capture where the emails are coming from?
- 5 What is the best way to reach instructors at your institution who teach world history or area/international studies courses? ANSWERS: (Department chair, dean, 'me.')

1) Content themed presentations and syllabus exchange activities have provided the basis for teacher confidence to promote and develop world history courses at their respective institutions.

2) There is an existing interest and desire among students, professors and administrative leaders (deans and department chairs) to offer a more expansive set of courses related to world history and international studies.

3) The growth of the institute over two years indicates the increasing and sustained interests by instructors to acquire tools and strategies to successfully deliver world history content in the classroom.



SO WHAT?

VALUE



LITERATURE (FOR REPORTS)



CONTINUATION



FUTURE



LOCATION



THANK YOU

