



JUNE 2, 2022
10:00am-2:30pm CST

▼
Institutional
Research
Virtual Conference

ACTIVATING EQUITY-CONSCIOUS, DATA-INFORMED INSTITUTIONAL EFFECTIVENESS EFFORTS

Conference
Program

OCCRL
Office of Community College
Research and Leadership

**ICCB**



DIRECTOR'S NOTE:

Greetings! It is my pleasure to welcome you to our Activating Equity-Conscious, Data-Informed Institutional Effectiveness Efforts virtual summit. This convening is made possible with support from the Illinois Community College Board. Today's sessions offer various stakeholders an opportunity to consider the importance of institutional research and effectiveness as partners in advancing the academic mission. Moreover, it is our intent to further awareness of the necessity of building cultures of inquiry in achieving inclusive campuses and equitable outcomes.

At OCCRL, we have a long record of linking research, policy, and practice, as each is inextricably linked in informing deliberative actions that cultivate culturally sustaining pathways. It is in posing essential questions that we foster quality engagement and educational/ socioeconomic mobility critical in improving the life conditions for those from undeserved, marginalized and racially minoritized communities. We hope you endeavor to challenge the status quo and be on a quest for continual improvement and added understanding of your respective college context. In sum, individual and institutional level learning, as well as the vanguard of equitizing and transforming postsecondary educational institutions, is part and parcel of information finding through research. Again, thank you for engaging with us and we hope today's takeaways create a spark that leads to putting equity into action.

Eboni M. Zamani-Gallaher

AGENDA:

10:00am-10:30am- Welcome Remarks:

Towards Racially Transformative Equity-Conscious Culture Building in Institutional Research

Eboni M. Zamani-Gallaher, University of Illinois at Urbana-Champaign

10:30am-11:30am- Concurrent Breakout Session I

Amanda O. Latz, Ball State University

Title: The Utilities of Photovoice in Advancing Community College Program Assessment and Evaluation

Description: During this session, attendees will learn about the photovoice methodology as well as its utilities for program assessment and evaluation within the community college. Photovoice is a participatory action research approach, which encourages participants to use photography and the narration of their photographic images to convey their experiences on their own terms. The foundational theories of photovoice, in addition to its aims, will be explained. The infusion of photovoice into traditional assessment and evaluation tools will be discussed. Finally, practical examples will be provided.

Asif Wilson, University of Illinois at Urbana-Champaign

Title: Socially Just Community Engaged Research

Description: During this dialogic breakout session, Dr. Asif Wilson will share a brief overview of justice-centered community-engaged research—a research methodology that centered justice and situated participants/subjects as co-authors. Following the brief overview, session participants will create action plans for more justice-centered and community-engaged research. The session will conclude with Q & A.

12:00pm-1:00pm- Keynote Panel

Anti-racist Research and Policy: The Utilities of IR in Fostering Transformative Change

Panelists: Ace Charette, Turtle Mountain Community College; Heather McCambly, University of Pittsburgh; Mayra Padilla, Contra Costa College; Tina M. King, Southwestern College; Nathan Wilson, Illinois Community College Board

Moderator: Frankie Santos Laanan, University of Utah

1:30pm-2:30pm- Concurrent Breakout Session II

Colvin Georges, Jr., Chatham University

Title: Engaging Community College Student Activism: The Applicability of Critical Participatory Action Research

Description: The historical effects of Black student activism have led to transformative change across the higher education landscape, particularly at community colleges nationwide, relative to institutional policies, practices, and curricular programs. Despite meaningful progress concerning access for minoritized racial groups, equity gaps still exist, impacting Black student activists' sense of belonging to their campus communities. This interactive session will offer scholarship on how antiracist education and critical participatory action research (CPAR) apply to community college contexts through an intersectional lens. More specifically, this session will provide tools for attendees to adopt CPAR as an informed methodological approach and disciplined inquiry that centers and uplifts the voices of Black student activists. Furthermore, we will engage in group dialogue discussing racialized power dynamics and strategies for bolstering institutional effectiveness using the CPAR framework. We will also discuss several benefits and challenges of CPAR when partnering with Black student activists to address structural racism and operationalize equity imperatives on community college campuses. and evaluation tools will be discussed. Finally, practical examples will be provided.

Marci Rockey, Illinois State University

Title: Moving Beyond Numbers: Centering the Voices of Racially Minoritized Students in Rural Illinois Community Colleges

Description: Given the demographics of rural Illinois, the experiences of racially minoritized students frequently go uninterrogated in data collection and analysis. A focus on numerical data perpetuates race-neutrality with the claim that there just isn't a large enough student population to enact race-conscious institutional improvement. This session will support practitioners in rural Illinois community colleges in understanding the relevance of racial equity to their districts and assessing student experiences from a place of race-consciousness.

ABOUT THE SPEAKERS:



Ace Charette is an enrolled member of the Little Shell Tribe of Chippewa, and he works as an institutional researcher at Turtle Mountain Community College. In this role, Ace applies nearly a decade of experience serving tribal education organizations toward solutions spanning the student experience, ranging from pre-enrollment to post-graduation. Additionally, Ace promotes an indigenous framework for approaching data discussions and their equity-centered applications to meaningful practice. In identifying opportunities for data application and cultural relevance, Ace seeks to bridge diverse information sources with realistic applicable strategies to "close the loop" on institutional action.



Colvin T. Georges, Jr. PhD (he/him/his) is the Assistant Dean of Students for Student Success and Engagement at Chatham University. Most recently, Dr. Georges earned his Ph.D. in Education Policy, Organization and Leadership with a concentration in Higher Education from the University of Illinois Urbana-Champaign. His research examines how predominantly white institutions (PWIs) respond to occurrences of Black student activism. More specifically, Dr. Georges seeks to advance understanding of how these responses impact student success, mental health, and the sense of belonging for racially/ethnically minoritized students, with the goal of establishing culturally sustaining environments at PWIs.



Tina Maria King EdD. (she, her, ella) is a transformative educational leader who's vision is guided by the core values of inclusive excellence, equity-mindedness, and institutional responsibility for student success. Dr. King has served in every sector of public education in California. She began her career as a middle school teacher in the Compton Unified School District. Dr. King is a tireless advocate for students and educators, she is extremely passionate about issues that affect student equity, student success, and policy in public education. Following a high impact career in public K-12 education, Dr. King transitioned to postsecondary education and served as the Student Affairs Officer at California State University, Fullerton. She then transitioned to the community college system becoming the first Director of Institutional Research and Planning at North Orange Continuing Education (NOCE) in the North Orange County Community College District. While at NOCE, Dr. King was promoted to the Dean of Instruction and Student Services serving as the Chief Student Services Officer, Title IX and Student Conduct Officer. During her tenure at NOCE, she successfully developed a comprehensive strategic enrollment management system, led the Guided Pathways Initiative, and worked in partnership to design the data element metrics for the Launch Board Adult Education Project, a tool intended to track community college outcomes for students who began in a K-12 pathway, and she co-led the redevelopment of the College's Student Learning Outcomes (SLO).

Currently, Dr. King serves as the Assistant Superintendent and Vice President for Student Affairs (ASVPSA) at Southwestern College where she oversees a Division of more than 300 educators serving a diverse population of nearly 30,000 students. Among her outstanding accomplishments as ASVPSA are: obtaining a \$3 million grant to advance equitable student programs, developing the first LGBTQIA+ Learning Community, and establishing a Personal Wellness Center to meet students' mental health and wellness needs. Dr. King also spearheaded the College's Basic Needs Hub and is leading the development of a \$90 million Student Union Complex. Dr. King's accomplishments are the result of collaborative leadership with colleagues and mutually beneficial partnerships with the local community. Effective, July 1, 2022, she will assume her new role as President at San Diego College of Continuing Education.

Dr. King also serves as a professor at San Diego State University, teaching equity-minded approaches to student success to graduate students in postsecondary educational leadership. Dr. King received a Bachelor of Arts in Liberal Studies with a minor in Pan African Studies and a Multiple Subject Teaching Credential from California State University Northridge. She holds a Master of Arts in Education and a Single Subject Teaching Credential from the University of Southern California, and a Doctorate in Community College Leadership from California State University, Fullerton.



Frankie Santos Laanan PhD is Associate Dean for Faculty and Student Affairs and Professor of Education, Culture, and Society in the College of Education at the University of Utah. Prior to his appointment at the University of Utah in July 2021, he was Professor of Higher Education Administration and Department Head of the Department of Educational Leadership, Policy, and Technology Studies at The University of Alabama. He has held faculty positions at University of Illinois at Urbana-Champaign and Iowa State University.

His research focuses on the role of community colleges and their impact on individuals and society. Specifically, his research and publications address transfer student success, economic benefits of attending, community colleges, role of community colleges as pathways for women and historically underrepresented students, career and technical education, and accountability. His research has been funded by the National Science Foundation, Iowa Department of Education, Kern Family Foundation, and the Spencer Foundation.

Born and raised on the island of Guam he is a first-generation college student and a proud beneficiary of the American community college. He attended Northern Virginia Community College in Alexandria, Los Angeles City College, and Los Angeles Valley College. He transferred to UCLA where he earned his B.A. in Political Science, M.A. and Ph.D. degrees in Higher Education and Organizational Change.



Amanda O. Latz EdD is Associate Professor of Higher Education and Community College Leadership at Ball State University (BSU). She directs the Ed.D. in Higher Education and Graduate Certificate in Community College Leadership at BSU. Her research interests include the lived experiences of students and faculty within the community college sector and visual methodologies and methods within higher education. She taught at Ivy Tech Community College from 2006 to 2011.



Heather McCambly PhD, an assistant professor of higher education policy at the University of Pittsburgh, is an expert in mixed-methods analysis research in the domain of postsecondary racial and socioeconomic equity. Her work focuses on the implications of and pathways out of racialized higher education policies that disadvantaged minoritized students and the institutions that predominantly serve them, in particular community colleges. She is a long-time affiliate member of the Office of Community College Research and Leadership (OCCRL), having previously served as project manager for the organization's Pathways to Results Initiative. Her work centers on the way states, funders, and other actors can (re)build sustainable structure for racially equitable outcomes.



Mayra Padilla PhD received support and mentorship at Contra Costa College (CCC) as a student which enabled her to successfully complete her bachelor's degree in Applied Physics from UC Davis and her doctorate in Neuroscience from UC Berkeley. Dr. Padilla worked as a neuroscientist at the San Francisco Brain Institute, SRI International, and Sands Research, Inc. She studied Frontal Lobe development and dysfunction. Her research focused on the role of the prefrontal cortex in behavior monitoring, decision making, and learning. As a result of seeing too few Latinx, Black, indigenous, and women scientists, Dr. Padilla returned home to take on the role of director for the Hispanic Serving Institution (HSI) Science, Technology, Engineering, and Math (STEM) initiatives at CCC in order to build programming to prepare students to pursue careers in STEM. Today Dr. Padilla is the Dean of Institutional Effectiveness & Equity at CCC. Under her leadership, CCC has been awarded two Department of Education HSI STEM grants and a Title V HSI Social Justice grant. To date, she has brought over \$13 million dollars of external funding to CCC. Dr. Padilla has received numerous awards for her work at CCC including the Jefferson Award for Public Service, STEM Woman of the Year for Nancy Skinner's Office, Contra Costa County Women's Hall of Fame for "Building Community" and the San Francisco Foundation Koshland Civic Unity Fellowship. She was also featured in the SF Business Times Notable People. Most recently, the Hispanic-Serving Community Colleges STEM Pipelines (HSCC-STEM) study funded by the National Science Foundation (NSF) identified the programming that she developed at CCC as one of the top California HSI community colleges excelling in STEM student success. As a result, Dr. Padilla was selected as an Equity Champion Consultant for the Racial Equity for Adult Credentials in Higher Education (REACH) Initiative, Announcement. She also collaborated on the NSF Project: Measuring Institutional Change Across Diverse HSIs which explores the development of metrics that can assess the impact of institutional change efforts on the concepts of servingness and other liberatory practices.



Marci Rockey PhD is a lifelong resident of rural central Illinois, she attended Illinois State University (ISU) for both an undergraduate degree and an M. S. Ed. with a concentration in College Student Personnel Administration (CSPA). Dr. Rockey earned her PhD in Education Policy, Organization and Leadership from the University of Illinois at Urbana-Champaign (UIUC) and spent 7 years working at the Office of Community College Research and Leadership following a ten-year career as a student affairs administrator in Illinois community colleges. She is currently the Assistant Coordinator and Academic Advisor for ISU's CSPA program. Her research interests center on advancing equitable student outcomes for community college students, particularly rural and/or racially minoritized student subpopulations.



Asif Wilson's, PhD., research broadly focuses on justice-centered pedagogies in P-20 educational contexts and has been featured in peer-reviewed publications like the Journal of Curriculum Theorizing, the Journal of Educational Foundations, and Rethinking Schools.

More specifically, Asif's scholarship studies the historical and contemporary forces that shape justice-centered pedagogies, how teachers engage in, and conceptualize, justice-centered pedagogies, and how students experience justice-centered educational spaces. Wilson is a three-time alumnus from the University of Illinois Chicago, completing his bachelor's degree in Elementary Education, master's degree in Educational Studies, and doctorate in Curriculum and Instruction. He is actively involved in education organizing in Chicago and nationally with several groups.



Nathan Wilson is the Deputy Director for Research and Information Technology at the Illinois Community College Board (ICCB) and has led the agency's research, data, and analytic efforts for more than ten years and oversees its information technology and systems as well. Since joining the ICCB in 2001, he has acted as a resource to the Illinois Community College System and state and federal stakeholders on issues related to performance, accountability, and strategic planning. Mr. Wilson provides oversight to ICCB's Centralized Data System processes to produce numerous reports, tables, and analytic tools for many topics including transitions, equity, college readiness, workforce outcomes, and economic impact for the Illinois Community College System and other interested parties. He serves as the ICCB lead with Illinois Longitudinal Data System and state cross-agency efforts and lends his expertise on numerous state and national committees.



Eboni Zamani-Gallaher PhD is Professor of Higher Education/Community College Leadership and Director of the Office for Community College Research and Leadership (OCCRL). She previously served as Associate Head of the Department of Education Policy, Organization, and Leadership and Associate Dean of the Graduate College at the University of Illinois at Urbana-Champaign. Her teaching, research, and consulting activities largely include psychosocial adjustment and transition of marginalized collegians, transfer, access policies, student development and services at community colleges.



2022 Forum for Excellence

Cultivating Collaboration Through Conversation

September 22nd & 23rd, 2022

Marriott Hotel and Conference Center

201 Broadway Ave.

Normal, IL 61761



*The Council for the Study of
Community Colleges*

2023

Chicago, IL

4/20-4/22



OCCRL

Office of Community College
Research and Leadership



Funded by the Illinois Community College Board
Grant #AHI65

