

Diversity in Higher Education Project

Behind the Scenes

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Why is this important?

Guiding Questions and Expectations

Did race-neutral admissions lead to increased % of minorities?

Expectation: Barring universities from using race would result in less minorities being admitted to top-tier schools.

Did race-neutral admissions lead to long term success?

Expectation: If minorities can't get into top-tier universities, then their post-grad success would be stunted.

Challenges with Government Data

- Lack of data prior to 1996
- No prior high-level analysis for CA
- No research on CA “major-occupation retention”

Looking High and Low

Scope of Data

1996-2000
2006-2010
1992-2008
2018

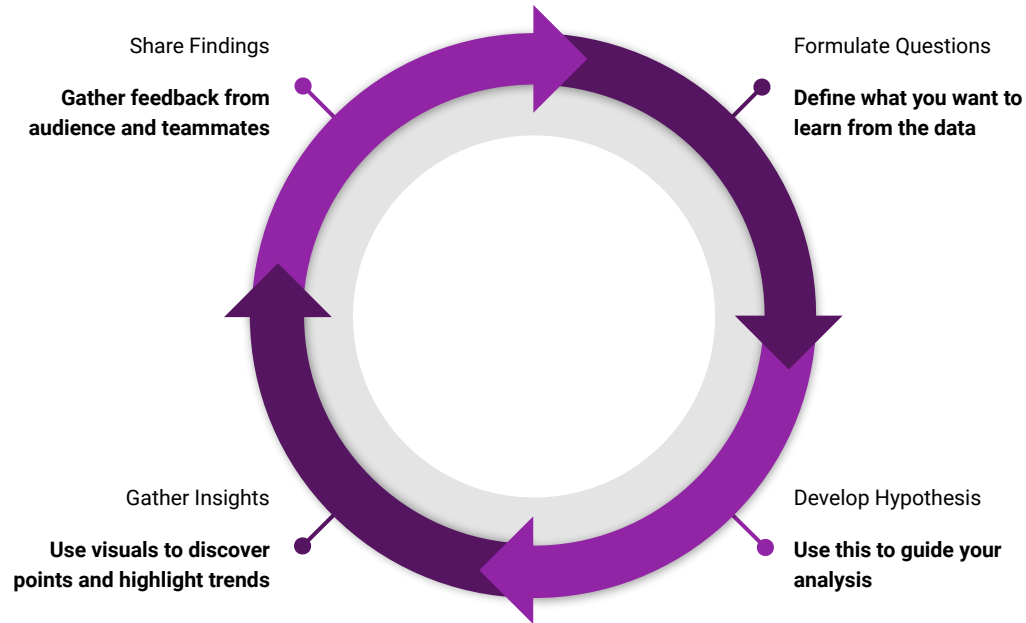
Sources

California government websites
with publicly-available data on race,
year, pop. count, majors, etc.

Working with the Data

After collection, what did we do with it?

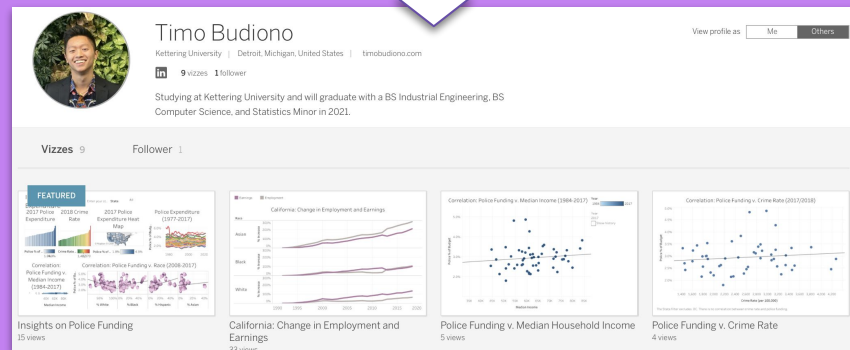
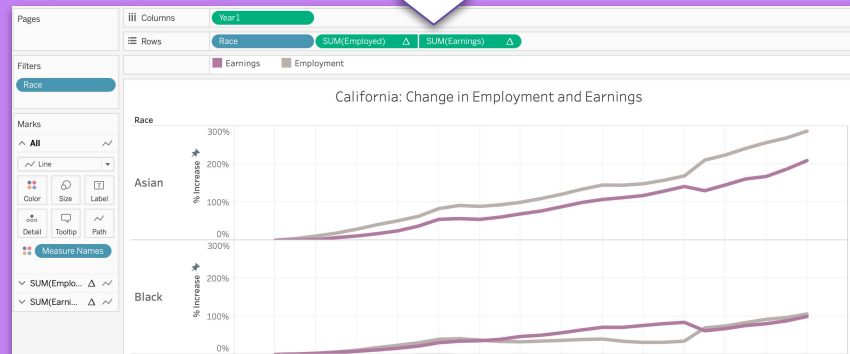
Data Analysis Process



Data Visualization

1. Clean data in Excel
2. Create visuals in Tableau
3. Publish online to Tableau Public

	A	B	C	D
1	Field of study	Year	Race/Ethnicity	Scholar's Degrees Conferred
2	All fields, total	2016-17	Total	1,956,114
3	All fields, total	2016-17	White	1,195,977
4	All fields, total	2016-17	Black	196,338
5	All fields, total	2016-17	Hispanic	252,203
6	All fields, total	2016-17	Asian	139,541
7	All fields, total	2016-17	Pacific Islander	4,552
8	All fields, total	2016-17	American Indian/ Alaska Native	9,589
9	All fields, total	2016-17	Two or more races	66,532
10	All fields, total	2016-17	Non-resident alien	91,382
11	All fields, total	2017-18	Total	1,980,644
12	All fields, total	2017-18	White	1,189,619
13	All fields, total	2017-18	Black	195,014
14	All fields, total	2017-18	Hispanic	267,065



What's Next?

We've done the research. What will we do with it?

Spreading the Word

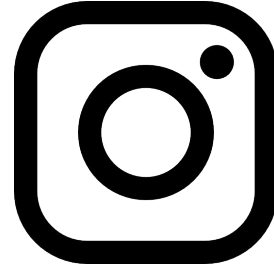
Medium Article



Website

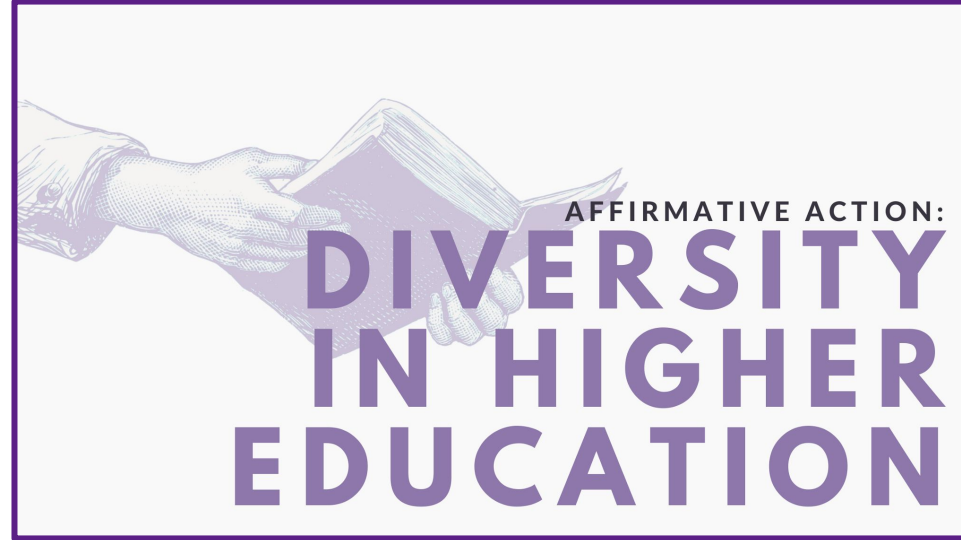


Instagram and
Infographics



Medium Post

- Publically share our research and insights
- Most in-depth version of our visualizations and analyses
- Provides links to our educational materials (one-sheet, infographics)





Diversity in Education

Home

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Mission of the project

As part of the Diversity in Education Project, our team cleaned and visualized the data to glean insights around changes seen in racial/ethnic demographics in higher education, as well as employment outcomes. The data collected for this project was sourced from publicly available, government databases.

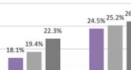
ABOUT THE PROJECT

About

What did we do?

Analysis

What did we discover?



EXECUTIVE ORDER 10925

1961

Outlined by President John F. Kennedy during the US Civil Rights Movement, government contractors were instructed to take affirmative action to ensure that all applicants regardless of "race, creed, color, or national origin" are employed. While this sentiment advised for affirmative action, as well as asserted the government's stance towards equal opportunities for all individuals, Executive Order 10925 was voluntary, and did not require or outline the terms of affirmative action.

CIVIL RIGHTS ACT OF 1964 AND TITLE VII

1964

The Civil Rights Act of 1964, passed by President Lyndon B. Johnson, stated specifically within the passage Title VII that preferential treatment could be given to American Indians. However, the Act failed to address the extent of affirmative action across other specific demographics. Rather, the document only ensured "unbiased" policy in ensuring civil rights.

EXECUTIVE ORDER 11246

1965

Following the Civil Rights Act of 1964, Johnson was pushed to endorse affirmative action as a method of ensuring Black individuals under the new civil rights legislation could compete equally with whites. This accompanied Executive Order 11246, which required the federal government and its institutions to "take affirmative action." While this better insured the integrity of affirmative action as a part of governmental processes, the language did not define the terms of affirmative action nor did it require affirmative action outside of federal governmental agencies.

History

What is affirmative action?

Team

Who are we?



www.diverse.education

ABOUT THE PROJECT

The Diversity in Higher Education Project looked at publicly available California (CA) college admissions data and CA income trend data to analyze the effects of race-neutral college admissions.

By contextualizing our research around Prop. 209, which has banned affirmative action in CA since 1996, and the upcoming resolution, ACA 5, which would repeal Prop. 209, we hope to provide a glimpse into the messy world of affirmative action and provide insight on whether affirmative action has a place in our society.

DIVERSITY IN HIGHER EDUCATION

TECHSOUP AND PARSONS
DATA STRATEGY MENTORSHIP PROGRAM
SUMMER 2020

PRESENTED BY:

JULIANA ALBERTINI, MUAZ AZNAN, TIMO BUDIONO, CHELSIE LUI, AND AMY OH

Methodology

The data collected for this project was sourced from publicly available, government databases.

Our team cleaned and visualized the data to glean insights around what changes can be seen in racial and ethnic demographics in college admissions post-Prop. 209 and employment earnings trends can be seen across racial and ethnic demographics.

Insights

Between 1996 and 2000, although there was a 15% and 16% increase of minority students overall within the California State University (CSU) and University of California (UC) systems, respectively, enrollment of Black and Native American students notably decrease.

From 2006 to 2010, the number of Black students continued to decrease, but Asian and Latino students steadily increased during this period.

Changes in employment and earnings varied across racial and ethnic groups.

THE HISTORY OF AFFIRMATIVE ACTION

IN CALIFORNIA

affirmative action policies, programs, and provisions that are in preference to those targeted groups in hiring, admissions, and contracts, to name a few social benefits. Policies set to offset historical discrimination against minorities in various institutions, from employment to education

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THE PHILADELPHIA PLAN

1968

Under President Richard Nixon's term, The *Philadelphia Plan* was the first affirmative action plan that was *seriously adapted across the federal government.* The administration was able to argue for the adoption of this model by referring to the percentages as targets, rather than minimum standards, and that recruiters and employers simply had to act in "good faith" to accomplish the set standards.

CALIFORNIA CIVIL RIGHTS INITIATIVE (PROPOSITION 209)

1996

After years of continued controversy around affirmative action, on November 1996, the California Civil Rights Initiative, also known as *Proposition 209*, was passed by California voters to *prohibit government institutions in the state from giving preferential treatment to individuals based on their race or sex.*

ASSEMBLY CONSTITUTIONAL AMENDMENT NO. 5 (ACAS)

2020?

Assembly Constitutional Amendment No. 5 (ACAS) is "a resolution to propose to the people of the State of California an amendment to the Constitution of the State, by repealing Section 31 of Article I thereof, relating to government preferences," or more colloquially, *would repeal Prop. 209 and reinstate affirmative action policy in the state if passed by CA voters November 2020.*

SOURCES
1. WWW.BRITANNICA.COM/TOPIC/AFFIRMATIVE-ACTION
2. HTTP://CIVILRIGHTS.VILLAGE.COM/AFFIRMATIVE-ACTION/HISTORY-OF-AFFIRMATIVE-ACTION/
3. WWW.OEDU.EDU/POLICY/ACA_HISTORY.PDF

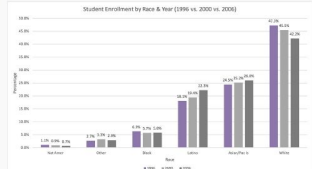
HIGHER EDUCATION & EMPLOYMENT

As part of the Diversity in Higher Education Project, our team cleaned and visualized the data to glean insights around changes seen in racial/ethnic demographics in higher education, as well as employment outcomes. The data collected for this project was sourced from publicly available, government databases.

From 1996 to 2006, the percentage of Latino and Asian students enrolled in the UC and CSU systems increased by 4.2% and 5.5% respectively, while enrollment of White students decreased by 5.1%. However, it should be noted that Hispanic and Asian populations in CA had an average annual growth rate of 2%, which was nearly 7 times faster than that for Whites.

At the same time, there was a 0.5% and 0.6% decrease in enrollment of Native American and Black students respectively.

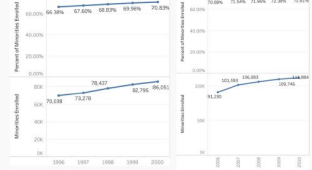
Therefore, we can presume that Black and Native American students in the UC and CSU systems were disproportionately affected by Proposition 209 being taken into effect officially in 1996 for undergraduate students.



From 1996 to 2000, the percentage of minority students enrolled in STEM disciplines increased by 4.5%.

Fast forward to 2006 to 2010, the percentage of minority students in STEM increased by 3.9%.

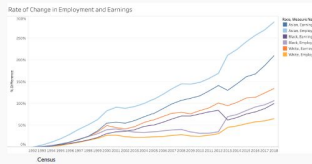
The rate of which minority students enrolled in STEM disciplines notably decreased in 2006 to 2010, compared to earlier time frame 1996 to 2000.



The Asian population saw the greatest increase in both employment and earnings, with the employment increase outpacing earnings increase from 1996 to 2010.

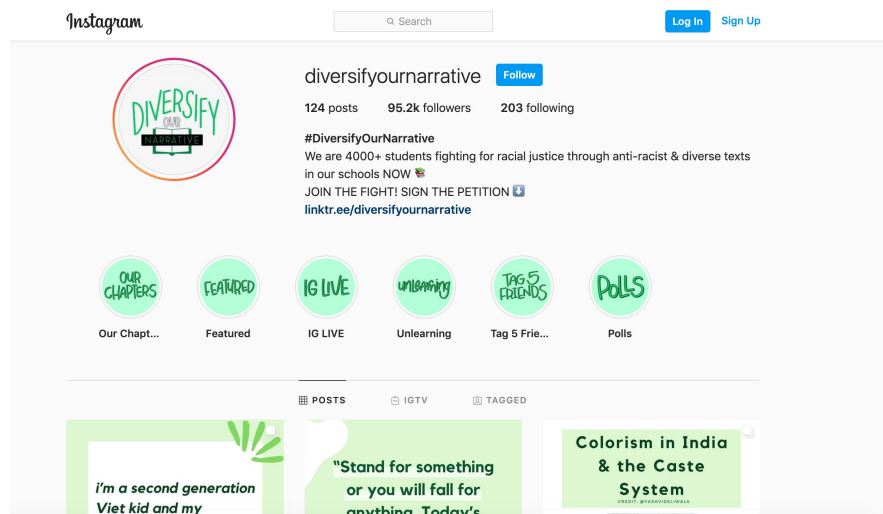
For the White population, the earnings increase was greater than the employment increase.

In 2013, there was a large increase in employment paired with a large decrease in earnings, suggesting a high number of low-wage jobs were added to the market. This appeared to most significantly impact the Black population.



Instagram and #DiversifyOurNarrative

- Instagram audience overlaps with the target audience of our research
- **#DiversifyOurNarrative** is a student-led initiative that targets USA school boards to expand curriculum with diverse and anti-racist texts.
 - **We want to submit our research to their instagram page for publication**



Thank you for listening!

Check us out at <https://www.diverse.education/>
Read about our work on [Medium @chelsie.lui22](#)