The Board’s Role in Fostering Diversity and Equity

Grossmont-Cuyamaca CCD
Edwin Hiel, Trustee
Cindy L. Miles, Chancellor

San Diego CCD
Maria Nieto Senour, Board President
Constance M. Carroll, Chancellor
San Diego County Demographics

White
47%
Hispanic
33%
Black
6%
Asian
12%
Role of the Board in Diversity, Equity & Inclusion

How does the BOARD promote Diversity & Equity?

“Access, Equity, & Success”
Trustee’s ROLE:

Ask the **RIGHT QUESTIONS**
Ask for **EVIDENCE**

**DIVERSITY QUESTIONS**
- about student **access** & **inclusion**

**EQUITY QUESTIONS:**
- about student **success** & achievement **gaps**
1. What is the **DIVERSITY** of our student population?

- **WHY** should trustees care about student diversity?
- **ACCESS** and **INCLUSION**
42% White
33% Hispanic
7% African-American
9% Asian & Filipino
8% Two or More
1% not reported
Commitment to Diversity

The Grossmont-Cuyamaca Community College District is committed to providing learning and working environments that ensure and promote diversity, equity and inclusion.

People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization.

The District strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community.

GCCCD Board Policy 7100
DIVERSITY QUESTION #2

2. What do we do to make ALL students feel welcome?

- ACCESS and INCLUSION
INSIGHT
Into Diversity
Higher Education Excellence Award
2014
Diversity
DIVERSITY, EQUITY & INCLUSION COUNCIL & COMMITTEES

- Gender-Neutral Restrooms
- Contemplation Rooms
- Teaching for Diverse Cultures workshops
- Safe Spaces for LGBT Students
- Diversity Dialogue Series
3. What is our high school “CAPTURE RATE”? Why is this a question about ACCESS and INCLUSION?
East County High School Graduates

- 30% go to a 4-year university
- 30% go to our colleges
- 40% do not go on to higher education
1. Are there differences in achievement rates among various groups (e.g., gender, ethnicity, SES, age, disability, veterans)

- SUCCESS & COMPLETION
- ACHIEVEMENT GAPS
## COMPLETION

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes.

### CURRENT PROFILE

<table>
<thead>
<tr>
<th>Gender</th>
<th>COLLEGE PREPARED</th>
<th>UNPREPARED FOR COLLEGE</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>71.9</td>
<td>48.1</td>
<td>52.3</td>
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<tr>
<td>MALE</td>
<td>58.3</td>
<td>37.2</td>
<td>40.8</td>
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<tr>
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<tr>
<td>AGE</td>
<td></td>
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<tr>
<td>UNDER 20</td>
<td>68.1</td>
<td>44.2</td>
<td>48.8</td>
</tr>
<tr>
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<tr>
<td>25-39</td>
<td>60.0*</td>
<td>41.3</td>
<td>42.2</td>
</tr>
<tr>
<td>40 OR OVER</td>
<td>50.0*</td>
<td>35.3</td>
<td>36.3</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>ETHNICITY/RACE</td>
<td></td>
<td></td>
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<tr>
<td>AFRICAN AMERICAN</td>
<td>83.3</td>
<td>38.3</td>
<td>43.4</td>
</tr>
<tr>
<td>AMERICAN INDIAN/ALASKA NATIVE</td>
<td>50.0*</td>
<td>36.4</td>
<td></td>
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<tr>
<td>ASIAN</td>
<td>85.7*</td>
<td>43.9</td>
<td>50.0</td>
</tr>
<tr>
<td>FILIPINO</td>
<td>25.0*</td>
<td>50.0</td>
<td>45.6</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>52.4</td>
<td>36.8</td>
<td>38.7</td>
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<tr>
<td>PACIFIC ISLANDER</td>
<td>80.0*</td>
<td>40.0</td>
<td>50.0</td>
</tr>
<tr>
<td>WHITE</td>
<td>65.1</td>
<td>44.5</td>
<td>48.9</td>
</tr>
</tbody>
</table>

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
* Cohort fewer than 10 students
Percentage of Unprepared Students: 3%
2. What programs or practices are we using to address our ACHIEVEMENT (“OPPORTUNITY”) GAPS?

- How do we know they work?
Equity-Minded Student Success
Trustee’s ROLE:
Ask the **RIGHT QUESTIONS!!!**

How is the district taking a BIG-PICTURE look at equity-minded student success?
Helping ALL students succeed
Closing the Gaps

Since 2009:
- Latino students enrollment up ~20%
- Latino student graduates up ~90%

Accelerated Statistics Pathway (2011):
- Latino and Black students 4x more likely to complete transfer math

Accelerated English Pathway (2012):
- Latino and Black students ~2x more likely to complete transfer English
Close the Gaps
Keep Asking the **RIGHT** Questions
CRITERIA

• How does the college define equity within the college's service district?

• Identify at least one program that promotes access and completion to an underserved community.

• Provide data on the impact of the identified program(s).

• Employment and promotion (i.e., commit to employing a diverse staff; provide resources and an environment for all students to succeed)

• Engagement of board of trustees, committees, advisory groups of the college, student groups and community based organizations (i.e., actively seek diverse representation)

Deadline: JUNE  Awards: Annual Congress
Diversity in the San Diego Community College District

Dr. Maria Nieto Senour
President, Board of Trustees, SDCCD

Dr. Constance M. Carroll
Chancellor, SDCCD
California Community College Mission

- Open Access to Higher Education
- Transfer Education
- Career Technical Education
- Adult/Continuing Education
- Basic Skills/Remedial Education
- Support Services
- Economic Development
- Bachelor’s Degree Pilot Program

72 Districts
113 Colleges

Associate Degrees
Certificates
The San Diego Community College District

- California’s second-largest community college district
- Serves the City of San Diego and surrounding region
- 5 Member Elected Board of Trustees
- Student Trustee (Rotating)
**SDCCD Mission & Functions**

**Instruction**
- Basic Skills to Honors
- Transfer Programs
- A.A. & A.S. Degrees
- Career Technical Education Certificates
- High School Diploma / G.E.D.
- English Language Acquisition & Citizenship Training
- Skills Upgrading / Enrichment
- Military Education
- Bachelor’s Degree Pilot Program

**Support Services**
- Counseling, Tutoring, Financial Aid

**Co-Curricular**
- Performance Groups, Athletic Teams, Etc.

**Understanding & Respect for Diversity**

**Community Partnerships**
San Diego County’s 20 Largest Employers

1. State of California
2. UC, San Diego
3. Sharp Health
4. Scripps Health
5. Qualcomm Inc.
6. City of San Diego
7. UC San Diego Health System
8. Kaiser Permanente
9. General Atomics (and affiliated companies)
10. San Diego State University

11. Sempra Energy
12. SeaWorld San Diego

13. San Diego Community College District
14. Palomar Health
15. Solar Turbines Inc.
16. Rady Children’s Hospital-San Diego
17. YMCA of San Diego County
18. University of San Diego
19. Barona Resort & Casino
20. General Dynamics NASSCO

Source: San Diego Business Journal Book of Lists 2015
60,000 Students Enroll in Credit Colleges

SAN DIEGO CITY COLLEGE

SAN DIEGO MESA COLLEGE

SAN DIEGO MIRAMAR COLLEGE
45,000 Students Enroll in Continuing Education

- Educational Cultural Complex
- North City Campus
- At Mesa College
- At Miramar College
- West City Campus
- Cesar Chavez Campus
- Mid-City Campus
- Centre City Campus
42,000 Service Personnel
(3-year average)
Enroll at Military Base Programs
California Education Diversity Profile
University of California System Demographics

- Asian: 33%
- Latino: 20%
- White: 32%
- Unknown: 6%
- Filipino: 4%
- African American: 4%
- American Indian: 1%

10 universities
244,126 students

California State University
System Demographics

23 universities
436,560 students

Latino or Hispanic: 35%
White: 31%
Asian: 17%
African American: 5%
Filipino: 1%
Unknown: 6%
American Indian: 0%
Two or More Races: 5%

California Community Colleges System Demographics

- Latino or Hispanic: 40%
- White: 29%
- Asian: 12%
- Two or More Races: 4%
- Filipino: 3%
- African American: 7%
- Unknown: 5%
- American Indian/Alaskan Native: 0%

Source: http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx
California Statewide K-12 Student Demographics

- Latino or Hispanic: 53%
- White: 25%
- Asian: 9%
- Filipino: 2%
- American Indian/Alaska Native: 1%
- Unknown: 1%
- Two or More Races: 3%
- African American: 6%

9,919 schools
6,236,372 students

Ethnicity of College Students Fall 2014

- Latino, 36%
- White, 31%
- Asian, 11%
- Filipino, 5%
- African American, 8%
- American Indian, 0%
- Unreported, 3%
- Other, 6%
Ethnicity of Continuing Education Students Fall 2014

- Latino, 34%
- Asian, 15%
- White, 32%
- African American, 8%
- Other, 2%
- Filipino, 2%
- American Indian, 0%
- Unreported, 7%
Gender of College & Continuing Education Students Fall 2014

College
- Female: 50%
- Male: 50%

Continuing Education
- Male: 36%
- Female: 64%
San Diego Community College District
Diversity Goals and Programs
Diversity Goals of the Board of Trustees

- Ensure Faculty, Staff, and Administrative Diversity
- Diversity Related to Region and Student Body Demographics
- Ongoing Reports at Board Meetings on Diversity Progress
- Cultural Competency Requirement
  - Board policy
  - Hiring
Trustee Advisory Council

The Trustee Advisory Council was created in 2004 to assist the Board of Trustees in strengthening communication with and receiving advice from the community it serves. Members represent a variety of community organizations and constituencies, including the Interfaith Committee for Worker Justice, the Latino Coalition for Education, and the Urban League of San Diego County.
“The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to the success of all students. The Board recognizes that cultural competency is an important component of being qualified. The Board further recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity, diversity, and cultural competency, to provide equal consideration for all qualified candidates.”

San Diego Community College District
Board Policy 7100 “Commitment to Diversity”
Adopted 4/16/2009
The Umoja Community is a learning community that seeks to engage, connect, educate, support, and encourage students through a program of math, English, and personal growth courses to prepare students for transfer to 4-year colleges and universities. Course materials, discussions, and activities focus on African-American culture, literature, and experiences.

Program Components:

- Assessment for math and English
- Orientation
- Counseling
- Academic/Cultural Enrichment Activities
- Mentoring
- Supplemental Instruction/Tutoring
- Umoja Village
The Puente Project is an academic preparation program that started as a grassroots initiative to address the low rate of academic achievement among Mexican American and Latino students. The project’s mission is to increase the number of educationally-disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations through:

- Rigorous language arts instruction
- Sustained academic counseling
- Mentoring by members of the community
Hermanos Unidos/Brothers United (HUBU) is committed to helping students succeed by informing, motivating, and preparing them for success both academically and personally. The HUBU mission is to increase faculty and student interaction; promote community, cultural, and gender-identity development, and encourage peer-to-peer interaction between students.
First Year Experience provides support to all students who are in their first year in the San Diego Community College District. After applying to City, Mesa, or Miramar Colleges, all new students are required to schedule mandatory Math and English assessments, and first-semester sessions on their education plans. Students who enroll in the program receive access to early class registration, Student Success Workshops, and other year-round support exclusively available to certain first year students.
Special Programs
LGBTQ Support

- Special support services for LGBT students and staff
- Gay-straight Alliance clubs
- Districtwide participation in annual San Diego LGBT Pride Parade
Special Programs
EOPS and DSPS

- Educational Opportunity Programs and Services (EOPS) is a state-funded program of support services which are designed to be in addition to other services offered by the college. These services are specifically designed for students who are economically and educationally disadvantaged.

- Disability Support Programs & Services (DSPS) provides special services for students with verified disabilities. Resources include disability management counseling, test proctoring, interpreting services for Deaf or hard-of-hearing, priority registration, and training in assistive technology.
Faculty/Employee Diversity 2015

- White, 47.6%
- Latino or Hispanic, 19.1%
- Asian, 13.0%
- African American, 8.9%
- American Indian, 0.6%
- Unreported, 10.3%
- Other, 0.6%
San Diego CCD Leadership Team

Dr. Constance M. Carroll
Chancellor

Board of Trustees
Bernie Rhinerson, Dr. Maria Nieto Senour, Rich Grosch,
Peter Zschiesche, Mary Graham

Dr. Anthony Beebe
President
City College

Dr. Pamela Luster
President
Mesa College

Dr. Patricia Hsieh
President
Miramar College

Dr. Carlos O. Turner Cortez
President
Continuing Education