

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14



# Crafton Hills College

## Diversity and Inclusion Plan

Spring 2017

# Table of Contents

15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28

SIGNATURE PAGE..... 3

EXECUTIVE SUMMARY..... 4

    Program Introduction..... 4

    Committee..... 4

    Media..... 4

    Contact Person..... 5

CAMPUS-BASED RESEARCH..... 5

GOALS AND ACTIVITIES..... 6

RESOURCES AND BUDGET..... 9

EVALUATION SCHEDULE AND PROCESS..... 10

ENDNOTES..... 11

## Signature Page

**District:** San Bernardino Community College District

**Date Approved by Board of Trustees:** \_\_\_\_\_

**College President:** \_\_\_\_\_

Dr. Wei Zhou

**Vice President of Student Services:** \_\_\_\_\_

Dr. Rebecca Warren-Marlatt

**Vice President of Instruction:** \_\_\_\_\_

Dr. Kathy Bakhit

**Academic Senate President:** \_\_\_\_\_

Professor Denise Allen Hoyt

**Diversity and Inclusion Faculty Lead:** \_\_\_\_\_

Professor Breanna Andrews

## Executive Summary

### Program Introduction

**Mission:** To intentionally educate and raise awareness of diversity in all of its forms through collaboration and advocacy.

**Vision:** To create an inclusive campus community where individuality is recognized, differences are celebrated, and everyone has the opportunity to engage, learn, and advance.

**Values:** Individual differences, equal access, and inclusion of all community members.

Figure 1 lists protected classes in the center green circle, followed by other markers of diversity in the center yellow circle. The outer green circle lists methods of education the Diversity and Inclusion program uses to educate and celebrate our diversity.

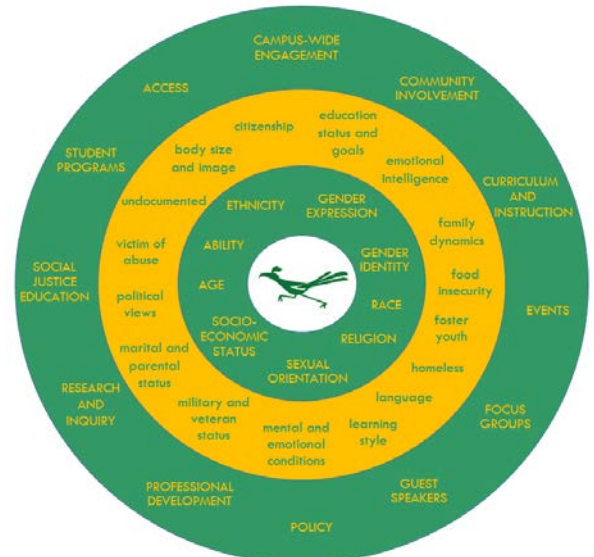


Figure 1

### Committee

The Diversity and Inclusion Committee recognizes we are a learning institution that provides a welcoming environment to our evolving campus population and empowers each member of the community to flourish. This occurs through critical reflection, acceptance, and the quest to find our individual truths.

The Diversity and Inclusion Committee intentionally educates and raises awareness of diversity in all of its forms through actively participating in collaboration, advocacy, and analysis of campus policy. The committee is also responsible for hosting programs and events, as well as promoting and nurturing a campus culture of civility. We seek to create an inclusive campus community where individuality is recognized, differences are celebrated, and everyone has the opportunity to engage, learn and advance.

This committee meets every 2nd and 4th Thursday of each month from 9:00-10:30am in CCR-155, and is composed of two Student representatives, two Staff representatives, two Faculty representatives, and two Management representatives. Other campus members are welcome to attend. The Diversity and Inclusion committee first convened on October 13, 2016.

### Media

**Website:** <http://www.craftonhills.edu/current-students/diversity-and-inclusion/index.php>

**Facebook:** <https://www.facebook.com/CHCDiversityandInclusion/>

**Email:** [CHCdai@sbccd.cc.ca.us](mailto:CHCdai@sbccd.cc.ca.us)

## Contact Person

Breanna Andrews, American Sign Language Faculty, is the current contact person for the Diversity and inclusion program. She currently holds the title “Faculty Lead, Diversity and Inclusion.”

## Campus-Based Research

Historical research has shown a positive relationship between school cultures that promote diversity and inclusivity and: student engagement (Brady, 2005) (Denson & Chang, 2009); student satisfaction with their college experience (Villalpando, 2002); learning and academic attainment (Denson & Chang, 2009) (Gottfredson, et al., 2008); and students’ activist involvement with campus diversity (Zuniga, Williams, & Berger, 2005).

The Community College Survey of Student Engagement (CCSSE) gathers qualitative and process oriented data, and is being administered this semester, Spring 2017, and results will be available in the fall 2017 semester.

Past CCSSE results (2011) showed that, when CHC student responses were compared to students at other Hispanic-serving institutions, CHC students were less likely to feel that multicultural issues were included in their coursework quite a bit or extremely (37% vs. 44%); and were slightly less likely to feel that they “belong” (64% vs. 68%) (Garvin, 2013).

When looking at the Crafton Hills College 2017 Student Equity Data report, “results indicate access, the transfer rate, and the degree and certificate completion rate, were the three areas where disproportionate impact was most likely to occur. African American, 20 – 24 year olds, and DSPS students were the groups most likely to be disproportionately impacted. African American and 20 – 24 year old students were more likely to have substantially lower math and English throughput rates and lower degree/certificate and transfer rates. In addition, Hispanic students were more likely to have substantially lower degree/certificate completion rates and transfer rates” (Wurtz, 2017).

These results suggest that additional work must be done at CHC to improve the quality and frequency of staff and faculty contact with students, and to promote a more individualized approach to supporting our diverse learners.

The Equity outcomes that this initiative will most likely impact will be access (working adults, veterans, students with disabilities, and undocumented students); course completion (foster youth); basic skills completion (African American, Hispanic, and economically disadvantaged students). It is also reasonable to assume that, because students are more likely to stay in college and complete their academic goals when a college is welcoming and inclusive, there would be a positive impact on degree and certificate completion (males, African Americans, Hispanics, Native Americans, and students aged 20-34 years; and on transfer (African Americans, Hispanics, and students aged 20-24 years). This positive climate change will likely make LGBTQ and diverse religious groups feel more comfortable on campus as well.

## Goals and Activities

The purpose of Crafton Hills College's Diversity and Inclusion program and its processes is to influence the college culture to become more inclusive, diversity-minded, accepting, and aware of the issues diverse populations sometimes face; to recognize the strengths and assets diverse groups bring to the college; and to create ways to recognize and celebrate diversity as an institution. The program's initiatives, which align closely with the District EEO Plan, has two main focuses, which may overlap at times: Student education and engagement; and Staff/Faculty education and engagement. To advance the purpose of the program, the Coordinator will work with the Diversity and Inclusion Committee to create a programmatic approach to recognizing and celebrating diverse groups; develop booklets and pamphlets promoting diversity; sponsor surveys and focus groups to better understand diverse perspectives; develop a Diversity and Inclusion website; build connections with community organizations and resources for diverse groups; and create a strategic plan for the Diversity and Inclusion Initiative. The Coordinator will also work closely with the Professional Development Coordinator and with the District EEO and Professional Development officers to ensure a comprehensive approach to diversity that includes policies that promote inclusion, as well as increased awareness and appreciation of others, improved communication skills with all people, and the development of interpersonal emotional intelligence competencies among staff, faculty, and managers.

The purpose of the Diversity and Inclusion program and its processes are two-fold. First, programming will be developed to positively impact campus climate, increase student and faculty/staff knowledge, influence attitudes, and improve teaching and service to become more inclusive and accessible. This approach to campus climate change has not previously existed at Crafton Hills College. While outstanding work is being done at the College around diversity and inclusion, such as Safe Spaces, many student club activities, diversity-themed theater productions and art shows, curriculum in many disciplines that includes multicultural content, our data shows that there is still room for improvement. Figure 2 shows the intersection of the Diversity and Inclusion mission with educational domains, such as access, community involvement, and social justice education; with student statuses and contexts, such as military veteran, undocumented, and food-insecure; and with group membership, such as race, gender, age, and disability. The Diversity and Inclusion program will address diversity and inclusion on all these dimensions on multiple measures and varying degrees.



Figure 2

162

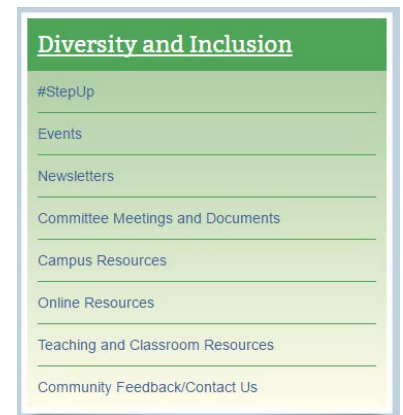
163 Second, the program will include the review of policies and procedures for their accessibility  
 164 and alignment with legal mandates and their use of inclusive language and ideas. For example,  
 165 the incumbent Diversity and Inclusion Coordinator has worked to include preferred names on  
 166 faculty rosters, and to ensure that all-gender bathrooms are placed on campus maps. The  
 167 coordinator will serve on college committees and connect with student organizations to ensure  
 168 the goals of the diversity and inclusion initiative are advanced throughout the campus.

169 To effect the important cultural change that will allow every student, staff, faculty member, and  
 170 community member to feel included and appreciated, the college needs a program that has the  
 171 staffing, leadership, and resources to keep issues of diversity on the forefront of the college's  
 172 agenda.

173

#### 174 Specific Activities and Initiatives include:

- 175 • Monthly Newsletters
- 176 • Weekly campus email updates
  - 177 ○ Upcoming on-campus events
  - 178 ○ TedTalks
  - 179 ○ Current events (nation-wide/world-wide)
  - 180 ○ Upcoming Diversity related conferences and other learning
  - 181 ○ opportunities
- 182 • Workshops
  - 183 ○ Cross-Cultural Communication
  - 184 ○ Continuation of Cultural Education Series (Safe Space, UndocuAlly, Vet Net)
  - 185 ○ Add new Cultural Education Series (ability, homelessness, etc.)
  - 186 ○ Student Communication Series: One for employees ("How to pull info out of students"),
  - 187 ○ and one for students ("how to ask the right questions")
- 188 • Targeted "in-reach" focus groups to collect qualitative data regarding students'  
 189 experiences their coming to Crafton; Are our people, information, and signage helpful? Do  
 190 students feel comfortable stating their personal views in class and within various offices  
 191 and departments on campus?
- 192 • Build and maintain website and resources (see navigation menu above to the right)
- 193 • Campus Climate Initiatives
  - 194 ○ #StepUp
  - 195 ○ Cultural Celebratory Events
  - 196 ○ Creation and distribution of posters around campus
  - 197 ○ Educational slides added to TVs in Crafton Center
- 198 • Establish a campus Cultural Center (currently on Facilities Master Plan)
- 199 • Review policies and procedures to reduce or eliminate unintended barriers
  - 200 ○ Review APs and BPs



- 201
  - All Gender Bathrooms
- 202
  - Preferred Names on Rosters
- 203
  - Homeless Student Support
- 204
  - Develop process for international students to meet IGETC requirements when country
- 205
  - of origin will not release transcripts (LOTE)
- 206
  - Collaboration with various campus departments
- 207
  - Admissions and Records: preferred names on rosters
- 208
  - Career Services: Clothing Closet
- 209
  - Counseling: Dreamers/UndocuAlly
- 210
  - DSPS and Professional Development: UDL series
- 211
  - EOPS: D&I Workshops satisfy EOPS Student workshop requirement
- 212
  - Foster Youth: Workshop/Student Panel
- 213
  - Facilities: All-Gender Bathrooms
- 214
  - Homeless Student Support
- 215
  - Student Life
- 216
  - Tutoring Center: Student Safe Space Ally Training
- 217
  - Veterans Center: Military Appreciation events
- 218
  - Collaboration with District and San Bernardino Valley College to gain ideas and resources,
- 219
  - and maintain consistency in our approach to policy change and programming
- 220
  - Collaboration with community organizations
- 221
  - Inland Empire Autism Society
- 222
  - Option House
- 223
  - PossAbilities
- 224
  - San Bernardino County, Department of Public Health
- 225
  - University of California, Irvine
- 226
  - University of Redlands, Counseling
- 227
  - Youth Hope
- 228
  - Become a model Diversity and Inclusion program for other small community colleges

229

230



231

232

## Resources and Budget

### 233 **Item 1: Salary, Coordinator of Diversity and Inclusion**

234 Description: Provide oversight and direction to the future campus Cultural Center and carry out  
235 tasks mentioned above.

236 Cost: \$ 108,690 (\$80,718 salary; \$27,972 benefits) - Ongoing

237

### 238 **Item 2: Supplies Budget**

239 Description: National memberships, various publications, printing materials, and  
240 event/workshop supplies as needed.

241 Cost: \$1,000 - Ongoing

242

### 243 **Item 3: Contracts**

244 Description: Contracts for guest speakers and presenters to deliver up to date information to  
245 the campus regarding specialty areas of diversity.

246 Cost: \$20,000 - Ongoing

247

### 248 **Item 4: Part-time Clerical Support**

249 Description: part time individual to assist in scheduling of events, advertising, and community  
250 connections.

251 Cost: \$20,000 - Ongoing

252

### 253 **Item 5: Food and Other**

254 Description: Provide food to participants engaged in events, workshops, etc.

255 Cost: \$4,000 - Ongoing

256

257

258

259

260

261

## Evaluation Schedule and Process

The table below describes an approach to gathering evidence. Processes and outcomes were chosen based on the literature cited above. Data will be examined longitudinally, and disaggregated by group membership to detect patterns of response and to inform institutional improvement.

Outcome	Method	Timeline
Student Engagement	CCSSE	Every two years, in spring
Student Satisfaction	Student Satisfaction Survey	Every two years, in spring (alternates with CCSSE)
Students' Feelings of Belongingness	CCSSE	Every two years, in spring
Learning Outcomes and Cognitive Gains	ILO Assessment GPA Analysis	Annual
Staff and Faculty Self-Assessment of communication with and acceptance and understanding of those who are different from oneself	Annual	Annual
Student Engagement	OIERP Student Engagement Survey	Annual

In addition to student outcomes, the program will gather data regarding participation in diversity events and student participation in activism and advocacy.

## End Notes

- Brady, P. (2005). Inclusionary and exclusionary secondary schools: The effect of school culture on student outcomes. *Interchange*, 36: 295.
- Denson, N., & Chang, M. J. (2009). Racial diversity matters: The impact of diversity-related student engagement and institutional context. *American Educational Research*, (46), 322-353.
- Garvin, R. (2013, Spring). Hispanic student success--comparison of Crafton Hills College students to students at other Hispanic-serving institutions. *Did You Know?*, p. 1.
- Gottfredson, N. C., Panter, A. T., Daye, C. A., Allen, W. A., Wightman, L. F., & Deo, M. E. (2008). Does diversity at undergraduate institutions influence student outcomes? *Journal of Diversity in Higher Education*, 80-94.
- Guadiana, L. (2014). *Spring 2009, 2010, 2011, & 2013 CHC CCSSE Results by Year*. Yucaipa: Crafton Hills College.
- Villalpando, O. (2002). The impact of diversity and multiculturalism on all students: Findings from a national study. *NASPA Journal*.
- Wurtz, Keith (2017). *Crafton Hills College Student Equity Data*. Yucaipa: Crafton Hills College.
- Zuniga, X., Williams, E. A., & Berger, J. B. (2005). Action-oriented democratic outcomes: The impact of student involvement with campus diversity. *Journal of College Student Development*, 660-678.