



# IEPI- CCCCO DIVERSITY SUMMIT

## Being Comfortable with being Uncomfortable

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Executive Director of Human Resources

# Diversity and the Data

- ▶ Dr. Daisy Gonzales, Deputy Chancellor CCCCO, shared data on student success and the relationship between success rates and a diversified faculty.
- ▶ Statewide data has not shown improvement in hiring diverse faculty
- ▶ The chancellors office asked each district to commit to the vision of success by improving diversity in the recruitment and retention of Community College Faculty and staff.

## The Equity Gaps are Real

In our system, certain student groups are much less likely to reach a defined end goal such as a degree, certificate, or transfer:

| Student Demographic Group | Completion Rate |
|---------------------------|-----------------|
| African American          | 36%             |
| American Indian/Alaskan   | 38%             |
| Hispanic                  | 41%             |
| Pacific Islander          | 43%             |
| Asian                     | 65%             |
| White                     | 54%             |

# Student Equity Gaps

- ▶ Studies have shown a correlation for underrepresented student outcomes if they took a course taught by an underrepresented minority group- equity gap closed between 20-50% (any group)
- ▶ Positive effects for degrees and transfer when courses taught by any underrepresented minority.

## Student Success

Studies prove the educational benefits of a diverse faculty.



Closing achievement gaps by

20-50%

Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom*. *American Economic Review*, 104(8): 2567-2591.

## Brutal Facts

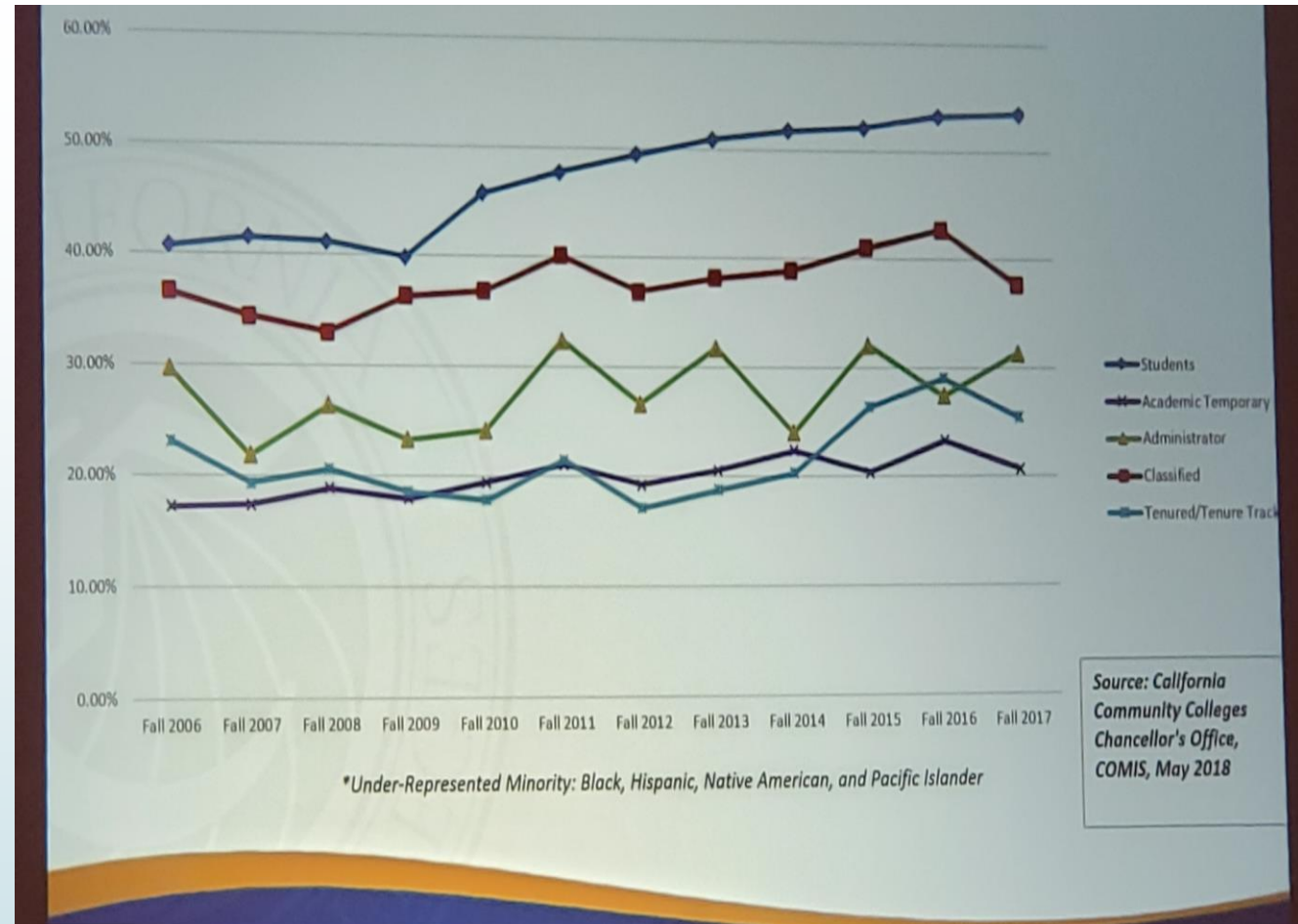
- ▶ The number of students of color has grown exponentially while the number of faculty of color hired has remained at the same level.
- ▶ When students of color are taught by faculty of color, they are more likely to pass and less likely to drop out
- ▶ Our institutions and systems are perfectly designed to get the results we get.
- ▶ We all come in with implicit and sometimes explicit biases
- ▶ None of us are as culturally fluent as we want to be

## Underrepresented Minority- Student and Employee – 2006-2017

State wide data displaying Black, Hispanic, Native American and Pacific Islander racial demographics in comparison to Faculty, Staff, Administrators and Temporary Part-Time (Academic).

The State Chancellors Office is requiring us to change and restructure through looking at the data and policies.

A diverse workforce has a positive impact on the diverse students.





# The Board of Governors directive to all Community College Districts :

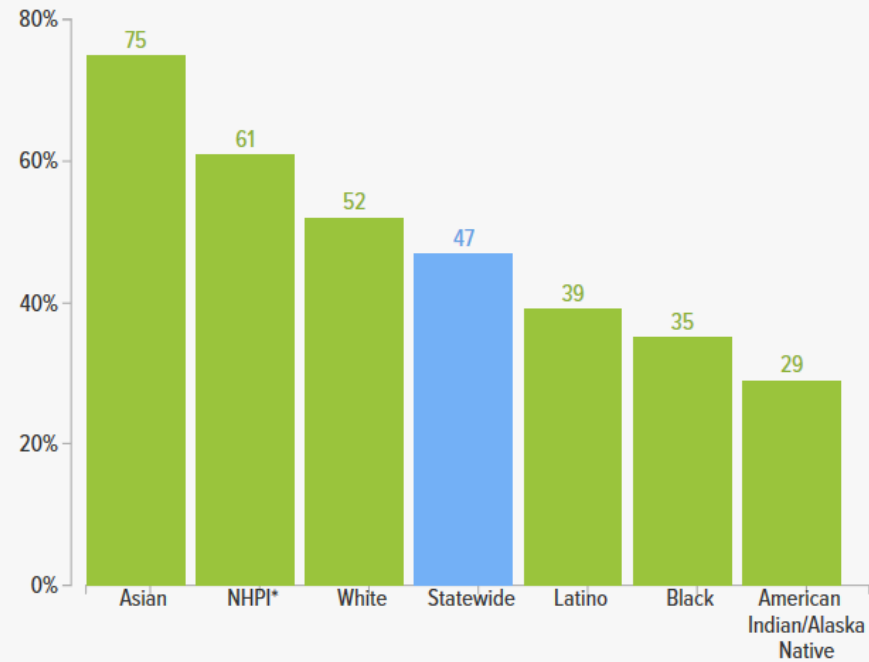
## Strategic Vision Goal: Closing Equity Gaps

- “Reduce equity gaps through faster improvements among traditionally underrepresented student groups, with the goal of:
  - cutting equity gaps by 40 percent within 5 years
  - and fully closing those equity gaps for good within 10 years”

-Vision for Success, Goal #5

## Percent of high school graduates who completed requirements, known as A-G, to attend UC or CSU

2016-2017



Note: \*Native Hawaiian and Pacific Islander

Source: *The Campaign for College Opportunity*

Chart by Yuxuan Xie, Justin Allen and John Osborn D'Agostino



“But, it’s a pipeline issue!”

BETWEEN 2012-2016, THE CSU AND THE UC AWARDED A COMBINED **150,000** MASTER’S AND DOCTORATE DEGREES

OF THESE, MORE THAN **64,000** (43%) WERE AWARDED TO AFRICAN AMERICAN, AANHPI, LATINX AND MULTIETHNIC GRADUATES

### 3667876--San Bernardino City Unified

| Level    | Code    | Hispanic | American Indian or Alaska Native | Asian Not Hispanic | Pacific Islander Not Hispanic | Filipino Not Hispanic | African American Not Hispanic | White Not Hispanic | Two or More Races Not Hispanic | No Response | Total   |
|----------|---------|----------|----------------------------------|--------------------|-------------------------------|-----------------------|-------------------------------|--------------------|--------------------------------|-------------|---------|
| District | 3667876 | 628      | 13                               | 57                 | 11                            | 34                    | 222                           | 1,155              | 9                              | 944         | 3,073   |
| County   | 36      | 4,790    | 160                              | 583                | 53                            | 219                   | 1,206                         | 12,818             | 145                            | 1,774       | 21,748  |
| State    | 00      | 76,116   | 1,808                            | 20,558             | 1,092                         | 5,751                 | 15,476                        | 222,050            | 3,344                          | 15,523      | 361,718 |

# SBCCCD DATA- Crafton Hills Student Demographics

|   | Fall 2018     |                   |
|---|---------------|-------------------|
|   | Student Count | Student Count (%) |
| <input checked="" type="checkbox"/> Crafton Hills Total | 6,408         | 32.65 %           |
| African-American  | 222           | 3.46 %            |
| American Indian/Alaskan Native                          | 20            | 0.31 %            |
| Asian   | 232           | 3.62 %            |
| Filipino  | 142           | 2.22 %            |
| Hispanic  | 3,187         | 49.73 %           |
| Multi-Ethnicity   | 334           | 5.21 %            |
| Pacific Islander  | 11            | 0.17 %            |
| Unknown   | 12            | 0.19 %            |
| White Non-Hispanic                                      | 2,248         | 35.08 %           |



# SBCCCD DATA- SBVC Student Demographics

|  | Fall 2018     |                   |
|--|---------------|-------------------|
|  | Student Count | Student Count (%) |
| <input checked="" type="checkbox"/> San Bernardino Total | 13,220        | 67.35 %           |
| African-American   | 1,476         | 11.16 %           |
| American Indian/Alaskan Native                           | 24            | 0.18 %            |
| Asian  | 444           | 3.36 %            |
| Filipino   | 161           | 1.22 %            |
| Hispanic   | 9,068         | 68.59 %           |
| Multi-Ethnicity  | 445           | 3.37 %            |
| Pacific Islander   | 23            | 0.17 %            |
| Unknown  | 41            | 0.31 %            |
| White Non-Hispanic                                       | 1,538         | 11.63 %           |



# Examining Our Data

- There has not been a significant increase in racial diversity for faculty and staff at either campus since 2014. Methods in use to increase diversity in hiring include direct recruitment in diverse agencies and groups, reviewing minimum qualifications for all classifications to ensure job relevancy and removing any artificial barriers that may inadvertently exist.

## Recruitment Efforts:

- Organizing a collaborative effort between Human Resources, faculty administration, and staff to develop initiatives for increasing recruitment of Hispanic and African American faculty and staff to provide a better balance in the Hispanic and African American faculty/staff to student ratio.
- Increasing recruitment efforts to include advertisements in “Hispanic Outlook in Higher Education” “Blacks in Higher Education”, “NASPA” and “Hispanic Job.com”
- Advertisement language “bilingual/Spanish encouraged to apply” on recruitment flyers.
- The District will engage with the community in recruitment efforts.

A decorative graphic on the left side of the slide. It features a dark blue vertical bar on the far left. A black arrow points to the right from the top of this bar. Below the arrow, several thin, light blue lines curve downwards and to the right, creating a sense of movement and flow.

# SBCCD Next Steps

- The multiple methods form was submitted for Board approval in June 2019. EEO Committee members have been able to attend trainings on diversity and professional development which will be incorporated into trainings and education for the campus. Both college Administration, Human Resources and Professional Development work group will also work with local agencies (SBCUSD and CSUSB) on bridge programs for students looking to work in the community college and degree/certificate programs for current employees. Other efforts include:
- Revamped onboarding expected beginning fall 2019.
- Screening Committee Handbook
- Diversity and EEO training opportunities for district employees (ongoing)
- Professional Development opportunities for district employees (ongoing)
- Creating adjunct pools/internships with local K-12 Administrators and Certificated Staff
- Actively working on taking the District from Compliance to Competence