



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES  
DIVERSITY TRAINING  
March 4, 2015



## Institutional Commitment To Diversity

### **Mission**

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their institutional goals

### **Adoption of BOT policies identifying commitment to diversity:**

- 7100 Cultural Competence
- 1570 Non-Discrimination
- 1565 Equal Employment Opportunity



## Institutional Commitment To Diversity

- **Institutional Effectiveness Outcome (IEO) #9**
- **AA/AS Degree Diversity Requirement**
- **Annual BOT Commitment to Diversity Resolution**
- **Student Equity Plan – Disaggregated Scorecard Data used to identify achievement gaps and associated recommendations to address the gaps.**
- **Cultural Diversity Student Equity Committee as a District-wide committee charged with promoting cultural competence and serving as the EEO Advisory Committee**



## Cultural Diversity and Student Equity Committee

**Dr. Anthony Gutierrez, Chair**

**Role of the Cultural Diversity and Student Equity Committee (CDSE):**

- **Leads the district effort in promoting cultural competence (BP 7100)**
- **The Equal Employment Opportunity Advisory Committee**
- **Plans and implements district training programs**



## 2014 ACCJC Evaluation Report

**Commendation #4:** Cuesta College is to be commended for its Cultural Diversity and Student Equity Committee, the breadth and range of dynamic campus programs that it supports, and the depth of training on diversity issues that it provides.

**Recommendation #4:** In order to increase effectiveness, Cuesta College should develop mechanisms for the consistent monitoring of its records in employment equity and diversity (III.A.4.b)



## Diversity – EEO Plan Promoting Diversity

•Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District.

•Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.



**Diversity – EEO Plan**

**Implementation – Annual**

- Review the EEO Plan and implement any Title 5 changes
- Annual notification to district employees (component 7)
- Training for screening/selection committees (component 8)
- Annual notice to community organizations (component 9)

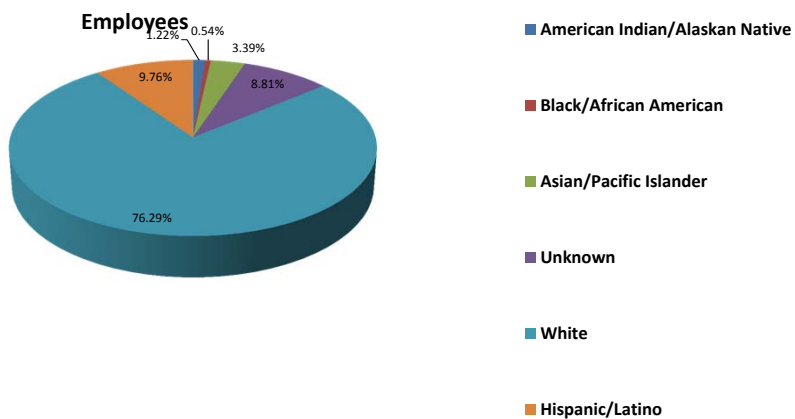


**Diversity – EEO Plan**

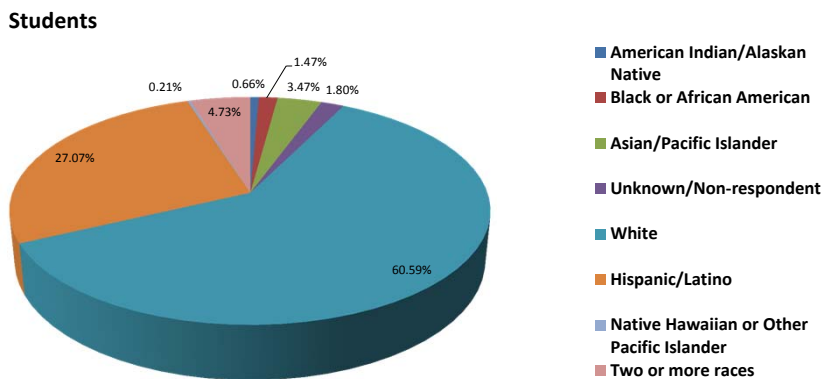
- Analysis of workforce and applicant pool (component 10)
- Analysis of degree of underrepresentation (component 11)
- Methods to address underrepresentation (component 12)
- Additional steps to remedy significant underrepresentation (component 13)
- Other measures necessary to further EEO (component 14)



### Diversity – Employees and Students



### Diversity – Employees and Students





Diversity – Employees and Students

	Employees	Students
American Indian/Alaskan Native	1.22%	0.66%
Black/African American	0.54%	1.47%
Asian	3.39%	3.47%
Unknown/Non-respondent	8.81%	1.8%
White	76.29%	60.59%
Hispanic/Latino	9.76%	27.07%
Native Hawaiian or other Pacific Islander	NA	0.21%
Two or more races	NA	4.73%



Diversity – EEO Plan Workforce Summary

•The gender distribution is relatively consistent with previous years, however in 2015 there was an increase in males (41.73% in 2015, 40.8% in 2013).

•The two biggest increases were in the Asian/Pacific Islander (3.39% in 2015 vs. 2.8% in 2013) and Hispanic/Latino (9.76% in 2015 vs. 8% in 2013).

•Another significant change was in the unreported category which was reported as 6.3% in 2013 and 8.81% in 2015. A decrease was reported for those identifying as White with 79.3% in 2013 and 76.29% in 2015.



## Diversity – EEO Plan

### Hiring/Employment Practices That Support Diversity

- Diversity essay prompt on all employment applications – managers, faculty and classified positions.
- EEO online quiz required for all hiring committee members.
- EEO checklist in hiring committee process with sign off by all committee members.



## Diversity – EEO Plan

### Hiring/Employment Practices That Support Diversity

- Diversity related question(s) required in all employment interviews.
- Bi-lingual stipends available, as deemed beneficial, for classified positions that directly interface with students and/or the public.
- CDSE sponsored a consultant conducted district-wide hiring committee training in spring 2014, "Eliminating Bias in The Hiring Process".



## Who are our Promise Students?

Local high school students who enrolled in Cuesta for the first time in fall 2013 (prior to The Promise) compared to Cuesta Promise Students (fall 2014 – the first year of The Promise):

- Overall there were no significant differences in ethnicity, but there was a slight increase in students who reported as Latino/Hispanic.
- Promise students were more strongly female.
- Promise students were more likely to say they intend to obtain an AA/AS degree and transfer to a 4 year institution.
- Promise students have a slightly higher rate of placement into transferable math.
- Promise students have a higher rate of placement into transferable English.
- Promise students have an average higher course loads, better persistence rates, and a similar GPA.



## Who are our Promise Students?

**Most of these differences are not statistically significant, but we can say with some confidence that our Promise students are at least similar to our local area students who previously entered Cuesta College and in some cases they are somewhat more successful.**





## Who are our Promise Students?

	Local HS Students Fall 2013	Promise Students Fall 2014
% Latino/Hispanic (the largest change in reported ethnicity)	32.9%	35%
% Female	48.1%	55.5%
Goal: Obtain AA/AS & transfer to 4 yr	53.1%	57.1%
Transferable Math Placement	27.9%	28.2%
Transferable English Placement	67.4%	70.1%
Persistence (fall to spring)	80%	83%
Term GPA	2.12	2.13
Units Earned (Units Attempted)	7.992 (11.234)	8.746 (12.174)



## Campus Climate Survey

### Biennial Survey

- Administered Dec. 1, 2014 – Jan. 19, 2015
- 827 Responses
- In 2012, only 293 responses were received

**Supports Institutional Effectiveness Outcome (IEO) #9:  
Cuesta College promotes a campus climate that is inclusive  
and supportive of its diverse student body**



## Question 7: Overall Climate on Campus

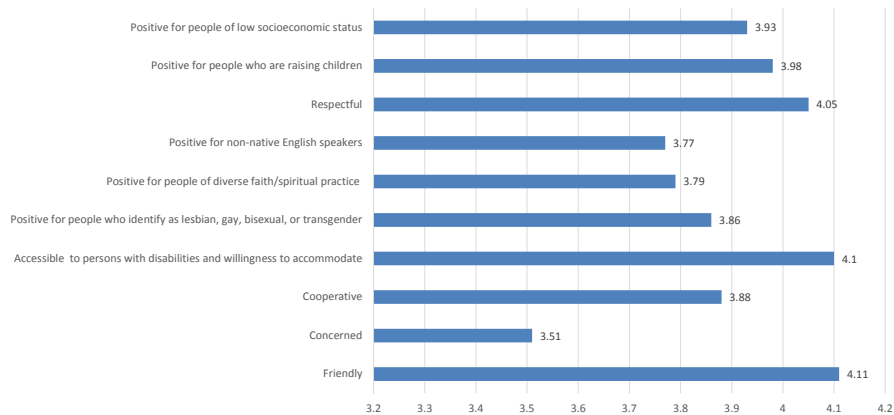
Using a scale of 1 to 5, please rate the overall climate on campus on the following dimensions:

- Friendly
- Concerned
- Cooperative
- Accessible to persons with disabilities and willingness to accommodate
- Positive for people who identify as lesbian, gay, bisexual, or transgender
- Positive for people of diverse faith/spiritual practice
- Positive for non-native English speakers
- Respectful
- Positive for people who are raising children
- Positive for people of low socioeconomic status



## Question 7: Overall Climate on Campus

Campus Climate Respondents Question 7





### Question 8: Overall Climate on Campus

Using a scale of 1 to 5, please rate the overall climate on campus on the following dimensions:

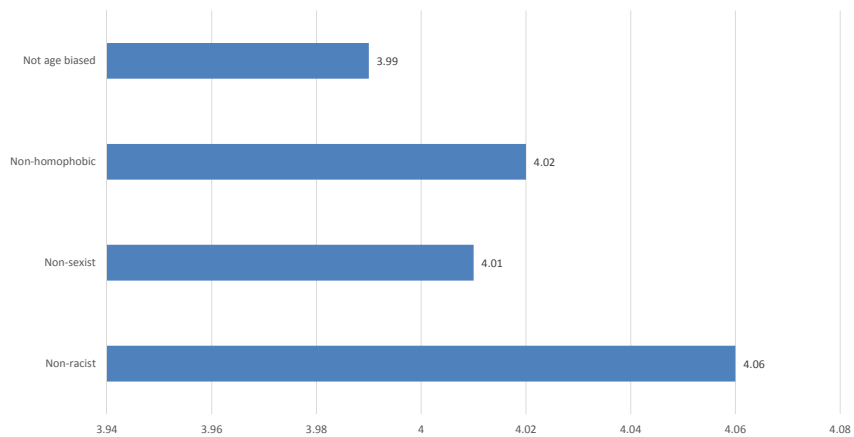
1 = Strongly Disagree, 3 = Neutral, 5 = Strongly Agree

- Non-racist
- Non-sexist
- Non-homophobic
- Not age biased



### Question 8: Overall Climate on Campus

Campus Climate Respondents Question 8





Question 9: Welcoming Classroom Climate

Using a scale of 1 to 5, please rate how welcoming the classroom climate is for students based on their:

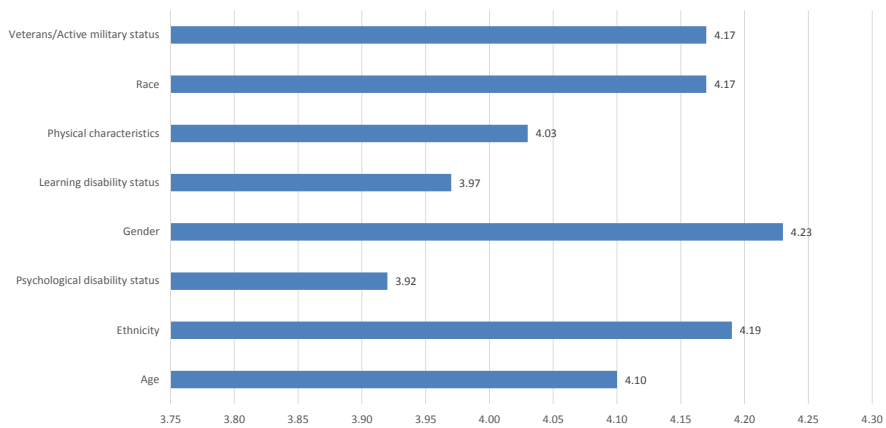
1 = Strongly Disagree, 3 = Neutral, 5 = Strongly Agree

- Age
- Ethnicity
- Psychological disability status
- Gender
- Learning disability status
- Physical characteristics
- Race
- Veterans/Active military status



Question 9: Welcoming Classroom Climate

Campus Climate Respondents Question 9





What does this mean?

**In areas with less satisfaction, CDSE will spend additional time assessing possible trainings to address student concerns.**

**Overall, students report a positive campus climate.**