

Achieving the Diversity Commitment

A Policy and Resource Paper
of the
California Community College Trustees

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Community College League of California
2017 O Street
Sacramento, CA 95814
916.444-8641
www.ccleague.org

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The California community colleges represent and serve one of the most diverse populations in the world in terms of race, ethnicity, language, culture, national origin, socio-economic class, age, physical ability, sexual orientation, and religious beliefs. The 2000 census revealed that there is no longer a majority ethnic group in California; non-Hispanic Whites are 49.85% of the population, Hispanic 31.56%, Asian/Pacific Islander 12.1%, Black 7.5%, and American Indian .01% (Sacramento Bee, 8/30/00). The state will continue to include many cultures, values, and backgrounds.

The vitality and stability of California will thrive in direct proportion to its ability to foster productive citizenship in this diverse, multicultural environment. The community colleges play a major role in ensuring educational opportunity and success for all of California's people; they have increased access to and success in higher education for many under-represented groups. However, there are still many areas of concern. In general, African-Americans, Latinos and males fare less well than Whites, Asians and females on most measures of student success. People of color continue to be underrepresented in the faculty and administration, although the proportion of women has increased in the last decade (Kitano, Ochoa, and Piland 2000).

The California Community Colleges Board of Governors affirmed its *Commitment to Diversity* in 1999, adopting goals and objectives for the system that addressed success for all students, the diversity of faculty and staff, a campaign to promote public awareness of the value of diversity, and obtaining additional resources to support the plan. The Board adopted an updated plan in 2002, titled "Realizing Our Commitment to Access and Success for All Students Through Student Equity, Equal Opportunity, Nondiscrimination and Workforce Diversity," which complies with the Court of Appeals decision in *Connerly v. State Personnel Board* and Proposition 209.

"Realizing Our Commitment" asks the California Community College Trustees and local boards to undertake specific tasks. The CCCT Board supports the California Community Colleges' *Commitment*, and in fulfilling its responsibility to represent and assist local districts, CCCT:

- Establishes expectations that the League include diversity values in achieving its goals, and
- Encourages local boards to adopt and monitor policies that support the Commitment.

CCCT PLEDGE TO ACTION

The duties and powers of the CCCT Board for the Community College League are listed in its governing policies. The duties include managing its own operations and establishing policies on statewide issues of governance, education and fiscal, trustee education, board/CEO relations, legislation and other matters of interest. The powers include reviewing and commenting on the programs of the League and approving co-sponsorships or endorsement. The CCCT board also works in partnership with the Board of Governors, representing the local district perspective in California's bilateral system of governance.

The CCCT board is committed to valuing diversity in its own board operations, including the conduct of its meetings and treatment of members. Decisions made in the course of performing its duties and exercising its powers as a board of the League will include consideration of diversity values.

LEAGUE GOALS AND OPERATIONS

The CCCT board upholds the values expressed in the League’s mission statement, including accomplishing the mission in a manner that values the “diversity within the governing boards, student bodies, faculty and staff of the colleges.”

The CCCT board encourages the League to include diversity values in the process of achieving the goals of the League, as follows:

Education and Development

League conferences, workshops, educational publications, and seminars should include content that assists local colleges in addressing diversity on their campuses, as well as modeling a value for diversity.

Research and Policy Analysis

Research and policy analyses of the League should include attention to the implications of diversity issues.

Governmental Affairs

Representation of local college perspectives to state and federal government and agencies should advocate policy that supports diversity values and/or that empowers local districts to support diversity.

Communications

The publications and other communications of the League should include content that assists local colleges in addressing diversity on their campuses, as well as modeling a value for diversity.

Special Services

The special, coordinated programs and services and related partnerships should include consideration that diversity values are supported and that those with whom the League partners also support diversity.

Association Operations

The procedures and operations of the association shall be conducted in a manner that supports diversity values, within legal limits.

PARTNERING WITH THE BOARD OF GOVERNORS

The CCCT board also works in partnership with the Board of Governors. As a partner, it supports “Realizing Our Commitment” and the Board of Governors efforts to ensure that it is fulfilled. To that end, it will:

- Seek updates from the Board of Governors on the goals identified in “Realizing the Commitment,”
- Engage in discussions with the Board of Governors to identify policy barriers and shared strategies to help fulfill “Realizing the Commitment”, and
- Support system requests for funding the strategies.

In addition, the CCCT Board encourages local districts to ensure that their policies support diversity values and the success of all California citizens, in a call for local action.

A CALL FOR LOCAL ACTION LOCAL BOARD POLICIES

Board leadership is essential to promoting understanding and celebrating diversity, and breaking down attitudinal, economic, and cultural barriers to full participation by all people in our society. Boards lead through the values they espouse and exhibit and the policies they make.

Below, we identify key policy issues, provide sample policy statements, and discuss how the policies might be monitored. The actual policies adopted and measures or indicators used will vary from district to district depending on local needs and the availability of data.

The following policy examples complement those in the League's Policy and Procedure Service provided to subscribing districts. In some cases, the samples may be substituted for required or legally advised policies. Most of the following policy examples are not required by law or regulation: they are local option.

GENERAL DIVERSITY COMMITMENT POLICY

The governing board establishes broad expectations and standards for the direction and values of the district. A general policy statement on diversity might read something like:

The Board of Trustees is committed to equality, values the diversity of the district's students, faculty, staff, and people with whom it does business, and believes in the importance of a multicultural education to prepare students for a global society. It is committed to non-discrimination policies and procedures. The board believes that the district must be success oriented and expects that the learning environment is one in which all students can succeed and are free from harassment due to race, ethnicity, religion, disability, or sexual orientation.

The board affirms that the district will not discriminate on the basis of gender, age, race, ethnicity, disability, and sexual orientation.

More specific policies further define board expectations and standards. The following discussion is divided into two general areas: 1) policies that address student success and the value added by the college to the community, and 2) policies that address college operations, including planning, human resources, student outreach and support services, climate and curriculum.

Student Success

Student success — student learning and achievement — is the primary focus of the institution's efforts. At the individual level, success is defined when students benefit from the community college education and achieve their goals. Institutionally, student success is often defined and measured as ensuring access and measuring overall goal achievement, including degrees and certificates, transfer, workforce development, and basic skills.

ACCESS POLICY

Basis

Community colleges are proud of their mission to provide access to higher education for all people in the community; a board policy on access reinforces this mission.

Monitoring Access Achievement

Monitoring the access goal generally involves using a participation rate, which is the percentage of the adult population that is enrolled in the college. Assessing the adequacy of the participation rate may include comparing the rate to that of nearby or like districts or the statewide average.

Monitoring the proportions of students in demographic categories is accomplished by comparing them to the proportions in the adult population in the community.

Sample Policy

The district provides access to community college education to those in its region as well as to those who reside beyond the region but seek to enroll. Efforts shall be made to ensure that equal access to the district is afforded to all members of the community in its region. The district will regularly monitor the composition of its student body and compare it to the demographic composition of its region.

Boards may wish to further define the goal by discussing distance learning or the creation of centers throughout the district, as appropriate. They may have policies that ask the district to target and develop linkages with neighborhoods in which higher education is not supported or is not seen as an option (see Student Outreach operations goal discussed later).

STUDENT GOAL ACHIEVEMENT: DEGREES AND CERTIFICATES POLICY

Basis

While not all students are seeking degrees or certificates (many students achieve their goals by taking courses that fulfill immediate needs), the number of degrees and certificates awarded is a significant indication of institutional effectiveness in enabling students to achieve career goals or a planned course of study. Boards may wish to establish policies stating that degree and certificate achievement provide important measures of student success and district effectiveness, and that such achievement should be shared across demographic groups.

The state's Partnership for Excellence program includes a goal to increase the overall number of degrees and certificates, and progress on this goal helps colleges fulfill their PFE commitment.

Monitoring Degree and Certificates Achievement

Progress on this goal may include trends in the number of degrees and certificates awarded and/or comparing the number of those awarded to regional or state averages or like colleges. Monitoring commitment to diversity includes comparing the proportion of degrees and certificates earned by various student groups to the proportions in the student body or other relevant comparisons.

Sample Policy

Degree and certificate programs will be offered that are current and relevant to the needs of the students and community. Efforts shall be made to ensure that student achievement of degrees and certificates is comparable to like institutions. The district shall also monitor the rates at which degrees and certificates are conferred, by demographic groupings.

STUDENT GOAL ACHIEVEMENT: TRANSFER POLICY

Basis

The community college is a major entry point for many students who would not otherwise seek college degrees. It is imperative that all students have equal opportunity to transfer to baccalaureate level institutions regardless of race, gender, ethnicity, age, sexual orientation, religion or other immutable characteristics. While opportunity to transfer is somewhat contingent upon the practices of the receiving

institutions, board policy establishes the importance of the transfer function and how the district can achieve its diversity commitment in the transfer context.

The state's Partnership for Excellence program includes a goal to increase the overall number of transfers to the University of California, California State University and independent and out of state institutions, as well as a subgoal to increase the number of transfer ready students. Progress on these goals helps colleges fulfill their PFE commitment.

Monitoring Transfer Achievement

Transfer success generally involves establishing a transfer rate and comparing the rate to some benchmark, such as rates in prior years, the state average, or rates at similar colleges. Transfer success is also monitored by comparing transfer GPAs of the colleges' students to those of students who started at the transfer institution. Monitoring the success of diverse groups of students involves comparing their proportion in the transfer pools to the general population of students or those who declared transfer as a goal.

Sample Policy

District students will be able to obtain the skills and knowledge required to transfer to and succeed in baccalaureate institutions. The transfer cohort shall be monitored to determine whether it reflects the demographic characteristics of the entire student body. If monitoring reveals significant underrepresentation of any demographic group, steps shall be taken to determine if this is the result of any institutional barriers, and to remove any such barriers where removal is possible and consistent with the established curriculum.

STUDENT GOAL ACHIEVEMENT: WORKFORCE DEVELOPMENT POLICY

Basis

A significant measure of student success is the ability to obtain and succeed at meaningful employment as a result of the community college education. Not all groups share equally in California's economy. For instance, in 1998, Latinos accounted for 28% of the state's labor force but earned only 19% of its aggregate income. Community colleges can address these disparities by having policies to monitor and strengthen workforce training.

The Partnership for Excellence goals in workforce development include an increase in the number of successfully completed apprenticeship courses, an increase in the number of advanced and introductory vocational course completions, an increase in the number of individuals benefiting from training through contract education, and an increase in the number of individuals receiving fee-based job training. These measures may also be gathered according to student group.

Monitoring Workforce Development Achievement

Many indicators of success may be used in skill and job attainment, including the achievement rates of certifications and degrees in vocational education areas mentioned above. In addition, licensure exam scores, job placements rates, salary levels, and employer satisfaction surveys are possible measures. Measures of the success of diverse groups of students could be compared to the general population of students achieving these goals.

Sample Policy

Students of the district shall be able to attain the skills and knowledge necessary to obtain jobs that require postsecondary training and education. The rates of skill and job attainment shall be monitored to determine whether they reflect the demographic characteristics of the student body. If monitoring reveals significant underrepresentation of any demographic group, steps shall be taken to determine if this is the result of any institutional barriers and where possible to remove any such barriers.

STUDENT GOAL ACHIEVEMENT: BASIC SKILLS POLICY

Basis

Community colleges have been “second chance” institutions, providing courses and services that raise the level of literacy and prepare students for college-level work. The skills include reading, writing, basic math, thinking, problem solving, and fluency in English. In addition, some colleges may set standards for computer literacy as a basic skill.

The Partnership for Excellence program includes a goal that there will be an increase in the number of students completing coursework at least one level above their prior basic skills enrollment.

Monitoring Basic Skills Achievement

A number of measures are possible, including looking at the proportions of students enrolling in and successfully completing basic skills or other specific courses and comparing the performance of demographic groupings of students. Or, the PFE goal could be used as a measure.

Sample Policy

Students in the district will have the opportunity to gain the skills necessary to succeed in college-level work and in the workplace through courses of study and support services. The district will also regularly monitor student achievement to determine whether students from diverse demographic groups have success rates that parallel the population of basic skill students. If monitoring reveals significant underrepresentation of any demographic group, steps shall be taken to determine if this is the result of any institutional barriers and where possible to remove any such barriers.

Value Added to the Community

Colleges add value to their communities through economic development and contributions to cultural and civic life. Incorporating diversity values in these efforts increases the ability of California’s people to thrive in today’s multicultural society.

COLLEGE GOAL ACHIEVEMENT: ECONOMIC DEVELOPMENT POLICY

Basis

Economic development is one of the three primary community college missions. The mission is achieved through workforce development programs that teach students the skills they need to make a decent living, as well as through the partnerships and contracts that colleges enter into with local businesses to provide training and other services.

A Partnership for Excellence goal related to workforce and economic development is an increase in the number of California businesses benefiting from training through contract education

Monitoring Economic Development Achievement

Monitoring this policy goal could involve comparing the percentage of businesses that meet the definition of minority and women managed and owned with which the district partners to the percentage of those businesses in the community. Similarly, the district could compare the demographics of individuals participating in contract training courses with the demographics of the company’s workforce.

Sample Policy

The criteria used to recruit and enter into business partnerships and contracts shall not discriminate against minority and women managed and owned businesses, or small, locally owned business enterprises. Contract education and the provision of other types of training shall include outreach to all groups in businesses and the community.

COLLEGE GOAL ACHIEVEMENT: CIVIC AND CULTURAL LIFE POLICY

Basis

Community colleges add benefit to their communities through service learning, community leadership, cultural events (art and performance), and partnerships with civic organizations and local government. Boards may have policies that establish contribution to the civic and cultural life of the community as a broad goal. The broad goal could be further defined to incorporate attention to diversity.

Monitoring Civic and Cultural Life Achievement

Reviewing progress toward this goal may include a report of the various activities of the college that are open to and provide service to the community, including those that address diversity or serve diverse populations.

Sample Policy

The district shall provide events that are open to the community and that contribute to its civic and cultural life, including promoting human dignity and mutual appreciation for the contributions of all groups. The district shall develop procedures to ensure access to such events by the disabled. It shall also develop procedures for effectively publicizing such events in communities within its region with large numbers of limited-English speakers, and translation services where practicable or required by law.

SUMMARY

The above student success and community benefit policies may be sufficient as board direction, since to achieve them implies that college staff must consider diversity values in the programs and operations of the colleges. However, boards may wish to adopt policies that establish specific standards and measures in these areas, outlined below.

College Operations

The manner in which the colleges conduct their business reflects their values, including their support for diversity. The values are reflected in planning and creating a climate that supports diversity, ensuring the diversity of the faculty, administration and staff, providing for outreach and support for students from all backgrounds, and incorporating multicultural aspects into the curriculum.

PLANNING POLICY

Basis

The Board of Governors and Chancellor's Office requires districts to engage in planning, including developing a Student Equity Plan. Local boards may also require strategic planning, contribute to the development of the policy goals (see above), set standards for the planning process, and adopt the vision, mission and broad policy goals that result from planning. As part of their general policies on planning, local boards may reinforce through policy the importance of addressing diversity issues in planning.

Monitoring Planning

An assessment of this policy may include a report to the board that highlights the planning processes, the linkages between various types of plans, and the extent to which diversity is addressed in the plans.

Sample Policy

College and district planning processes shall include systemic approaches to assuring the success of a diverse student body, including the campus climate, the diversity of the staff, and professional development. The district shall adopt a Student Equity Plan.

CAMPUS CLIMATE POLICY

Basis

Healthy college campuses have educational climates that support diversity, civility, and openness to differences. They discourage bigotry, hate, and harassment.

Monitoring Campus Climate

Reviewing the implementation of this policy could include: a succinct report of activities and regulations that address campus climate and promote tolerance, a periodic survey of the campus climate, and/or reporting trends of negative occurrences and how they are addressed. (Such monitoring may include certain crime monitoring and reporting requirements under state and federal laws.)

Sample Policy

The district shall provide an education and work environment that is welcoming and supportive of all members of the college community, regardless of race, ethnicity, gender, disability, sexual orientation, age or religion. The environment shall be such that students and employees can learn and work together in an atmosphere that is productive and free from discrimination, harassment, exploitation, and hate crimes.

Human Resources Policies

RECRUITMENT AND HIRING POLICY

Basis

In 1998, the full-time faculty of the colleges was 76% White, 6% African-American, 10% Latino, 6% Asian, and 2% other. The administration was 68% white and 32% people of color. These numbers are disproportionate to the population of California (see introduction) and the student demographics of the community colleges (43% White, 24% Latino, 13% Asian and Pacific Islanders, 7% African American, 3% Filipino, and 1% Native American).

Having highly qualified, diverse faculty, classified staff, and administration is essential to preparing students to be successful in our culturally diverse state and in the world, and creating an environment that supports success for all students. Employees who reflect the many faces of California bring richness to the college. Therefore, boards should affirm their support for equal employment opportunity and support efforts to attract and retain a diverse staff.

Monitoring Recruitment and Hiring

Monitoring the implementation of this policy may include receiving reports that describe the recruitment process, provide percentages of underrepresented candidates in hiring pools and percentages of those candidates who are hired, analyze barriers to increasing staff diversity, and describe the institutional response to the barriers.

Sample Policy

The district shall adopt an Equal Employment Opportunity Plan in accordance with Title 5 regulations. The plan may include incentive programs that prepare future community college teachers, diversity training programs, and partnerships with local governments.

RETENTION AND SUPPORT POLICY

Basis

Once new staff members are hired, colleges have the responsibility to provide an environment and training for success.

Monitoring Retention

Evaluating the implementation of the policy may include reviewing a report that summarizes internship programs, professional development, and other support opportunities for new staff members, and/or a report of retention and promotion rates of staff, faculty, and administrators that compares retention rates across demographic classifications.

Sample Policy

The district shall provide support that enhances the success of all newly hired faculty, administrators and staff, particularly those who are new to community colleges and/or are from a demographic group not traditionally employed in the discipline or job category for which they were hired.

PROFESSIONAL DEVELOPMENT POLICY

Basis

Achieving operational goals in the areas of campus climate, programs, and curricula depend in part on professional and organizational development opportunities that address the implications and value of diversity. To facilitate this process, boards may wish to establish a policy standard that specifically addresses professional development.

Monitoring Professional Development

One approach to assessing the policy expectation may be a report to the board that is a succinct summary and evaluation of relevant offerings.

Sample Policy

Organizational, professional, and staff development opportunities shall be provided that foster sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability and ethnic backgrounds found in California's communities and college student bodies. The district will periodically provide the board with a summary and evaluation of relevant offerings.

TREATMENT OF PERSONNEL POLICY

Basis

A significant component of the "general commitment" policy discussed above and/or a campus climate that supports diversity, addresses the way that administrators, faculty, and staff are treated as employees. The policies and procedures of the district should ensure that people are treated fairly, equitably and with dignity.

Monitoring Treatment of Personnel

Evaluating a policy on treatment of personnel can be accomplished through looking at trends in employee grievances and recognition programs, as well as by a study session to review the policies and procedures to ensure they meet the standard.

Sample Policy

The board expects that personnel policies and procedures ensure people are treated with dignity and that there is equal opportunity and freedom from discrimination or harassment due to race, ethnicity, religion, disability, age, or sexual orientation.

Student Recruitment and Support Policies

STUDENT OUTREACH POLICY

Basis

Many groups are underrepresented in community colleges because members of those groups are unaware of college opportunities or do not believe they “belong” in college. Therefore, colleges should ensure that their recruitment efforts are effectively reaching all segments of the community within their region, including areas where limited English is spoken.

Monitoring Student Outreach

Indicators may include a summary of recruitment efforts and comparing the demographics of potential students who are contacted, apply and enroll with the demographics of the region.

Sample Policy

District recruitment efforts should address all segments of the community, and should include, but not be limited to, efforts to recruit and enroll members of historically underrepresented groups in the colleges and in programs in which they have not been well represented.

STUDENT SUPPORT PROGRAMS POLICY

Basis

Students who come from families or communities with little higher education background often require additional support to overcome barriers. There are a number of state and federal categorical and grant programs that provide for such programs and include activities such as counseling, developing student educational plans, tutoring, mentoring, financial aid, housing, scholarships, book loans, student success courses, etc. Local boards can reinforce those programs and support local college initiatives through policy.

Monitoring Student Support

Evaluating this policy includes the accountability reports required by state and federal laws and regulations for use of targeted funds. Enrollment, persistence, achievement, and follow-up data on student progress are commonly used indicators.

Sample Policy

The district shall ensure that student support programs exist, that they provide students with the skills for success, and that systems exist to ensure that these programs are made available to all students in need of them. These programs shall be evaluated regularly for their effectiveness.

Education Program Policies

CURRICULUM POLICY

Basis

The number of colleges that have multicultural components in courses and/or multicultural general education requirements increased in the 1990s. Studies suggest that students learn more in courses with multicultural content and desire opportunities to gain cross-cultural competence. Boards of trustees may wish to reinforce the importance of multicultural curriculum through policy. The board may further require that degree requirements include a multicultural component.

Monitoring Curriculum

An example of reviewing progress on this policy is a succinct report or study session that discusses multiculturalism in the curriculum and degree requirements.

Sample Policy

Students of the district will be exposed to multicultural issues in the curriculum that will foster their success in California, national, and global society.

TEACHING AND LEARNING STRATEGIES POLICIES

Basis

The ways in which students learn vary widely. A variety of teaching strategies will foster the success of many different learning styles and will enhance the ability of many different types of students to succeed. In addition, the use of technology in learning has broadened the options available to teachers and learners, as well as created barriers for others.

Monitoring Teaching and Learning

Evaluating the policy may include a study session with the board regarding the variety of teaching and learning modes used and their effectiveness with different groups of students, as well a report of technology implementation and how barriers to its use by students are addressed.

Sample Policy

The delivery of education in the district shall take into consideration diverse learning styles and modes. The use of educational technology shall consider disability accommodations as well as students' socio-economic ability to access technology.

SUMMARY

Ensuring that California successfully accommodates and builds on the strength of its people is everyone's responsibility. California's community colleges traditionally have made important contributions to the effort. The California Community College Trustees is committed to continuing and enhancing what the colleges do to support the success of all of their students, and to add value to the communities the colleges serve.