



IMPROVING STUDENT SUCCESS THROUGH PEOPLE, CULTURE, AND BELONGING: HOW SBCCD UTILIZED THE BEST PRACTICES GRANT

Presenters-

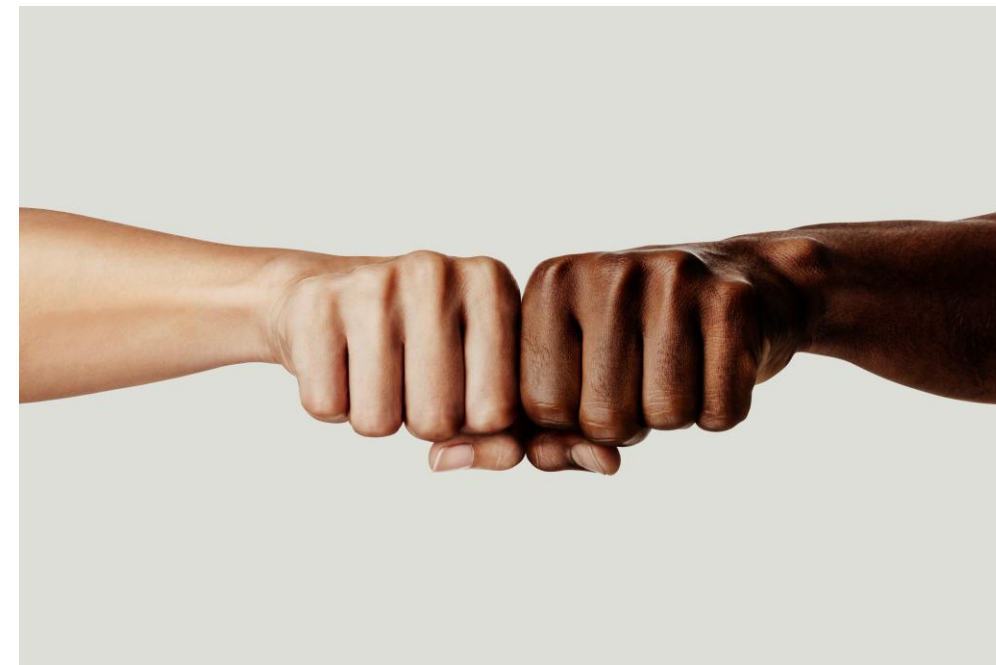
Kristina Hannon, Vice Chancellor of Human Resources, Payroll, Police Services, and Employee Health and Safety Administration

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HISTORY OF EEO PRACTICES AT SBCCD

- In **January 2019** the State Chancellor’s Office requested each district to commit to the vision of success by improving diversity in the recruitment and retention of its faculty and staff.
 - SBCCD responded to the call to action by expanding training programs, conducting a classification study of all job descriptions, and examining our policies and practices to identify any barriers to hiring. These practices continue today, including completing the 2nd classification study with CSEA in 4 years. We have also completed the management and confidential classification study and are currently conducting a POA study. Doing the study inhouse allows us to truly identify the district’s unique needs and builds trust and transparency between employee groups and HR.
 - In 2019, we introduced the Screening Committee Handbook. **As of 2026, we have revised the hiring process for executive leadership and management positions and improved candidate quality, which has been shown to decrease employee-initiated turnover, a metric directly related to student success.** Grant-supported pre-employment changes include a district-wide equivalency process, changes to the hiring process for faculty and classified staff, and the removal of arbitrary barriers to hiring. We use interns to support HR, and although the grant has been exhausted, we have continued this practice using EEO and HR funding.
 - In June 2020, a new call to action was made to address Systemic Racism within each institution and to raise the consciousness of all employees as we work towards taking strategic action.
 - Diversity and EEO training opportunities for district employees have been ongoing and include unconscious bias training for managers, specifically on hiring, progressive discipline, and evaluations. We’ve held retreats focused on **understanding our differences, generational differences in the workplace, and the Institute of Excellence, which highlights belonging and excellence.**
- In January of 2025, a Presidential Executive Order attempts to **dismantle EEO practices** and DEIA initiatives within the government, citing, in part, the need to *“terminate, to the maximum extent allowed by law, all DEI, DEIA, and “environmental justice” offices and positions (including but not limited to “Chief Diversity Officer” positions); all “equity action plans,” “equity” actions, initiatives, or programs, “equity-related” grants or contracts; and all DEI or DEIA performance requirements for employees, contractors, or grantees.*
 - Section **87102 of the California Education Code** provides in relevant part: (a) As a condition for the receipt of funds pursuant to Section 87107, the governing board of the community college district that opts to participate under the article shall periodically submit to the board of governors an affirmation of compliance with this article, and, **to promote faculty diversity, commencing with the 2023–24 academic year, shall implement strategies from the Multiple Methods identified by the office of the Chancellor of the California Community Colleges.** Each participating community college district’s equal employment opportunity program shall ensure that community college district personnel participate in and commit to the program. Each participating community college district’s equal employment opportunity plan shall include steps that the community college district will take to **eliminate improper discrimination or preferences in its hiring and employment practices.** Each plan shall address how the community college district will make progress toward achieving the full-time-to-part-time faculty hiring ratio, as indicated in Section 87482.6, while still ensuring equal employment opportunity. These efforts also align with **SBCCD Board Goal 2.**



INTERNSHIP OPPORTUNITIES AND ADVERSE IMPACT ANALYSIS

- The Human Resources office launched an internship program for college graduates interested in working in Human Resources. Interns are trained on the district's EEO policies and practices and support recruitment by serving as EEO representatives, conducting research for classification/compensation plans, and analyzing employee surveys and information.
- We also expanded our adverse impact analysis by creating an electronic process to analyze candidate information and determine whether we have statistically significant variances in candidate screening. For example, the system will flag a statistically significant lack of representation for a specific group (gender, age, race). We will pause the recruitment and determine if we have an arbitrary barrier.



DISTRICT EEO COMMITTEE AND DEI ADVISORY COMMITTEE

The **SBCCD Diversity, Equity, and Inclusion (DEI) Advisory Committee** serves as a collaborative and representative body comprised of faculty, staff, students, and leaders from the District's

Our purpose is to advance a districtwide culture of inclusion, equity, and belonging by:

Making data-informed **recommendations to the Chancellor's Council** on DEI-related priorities, policies, and practices.

Aligning and strengthening DEI efforts across the District's colleges and departments.

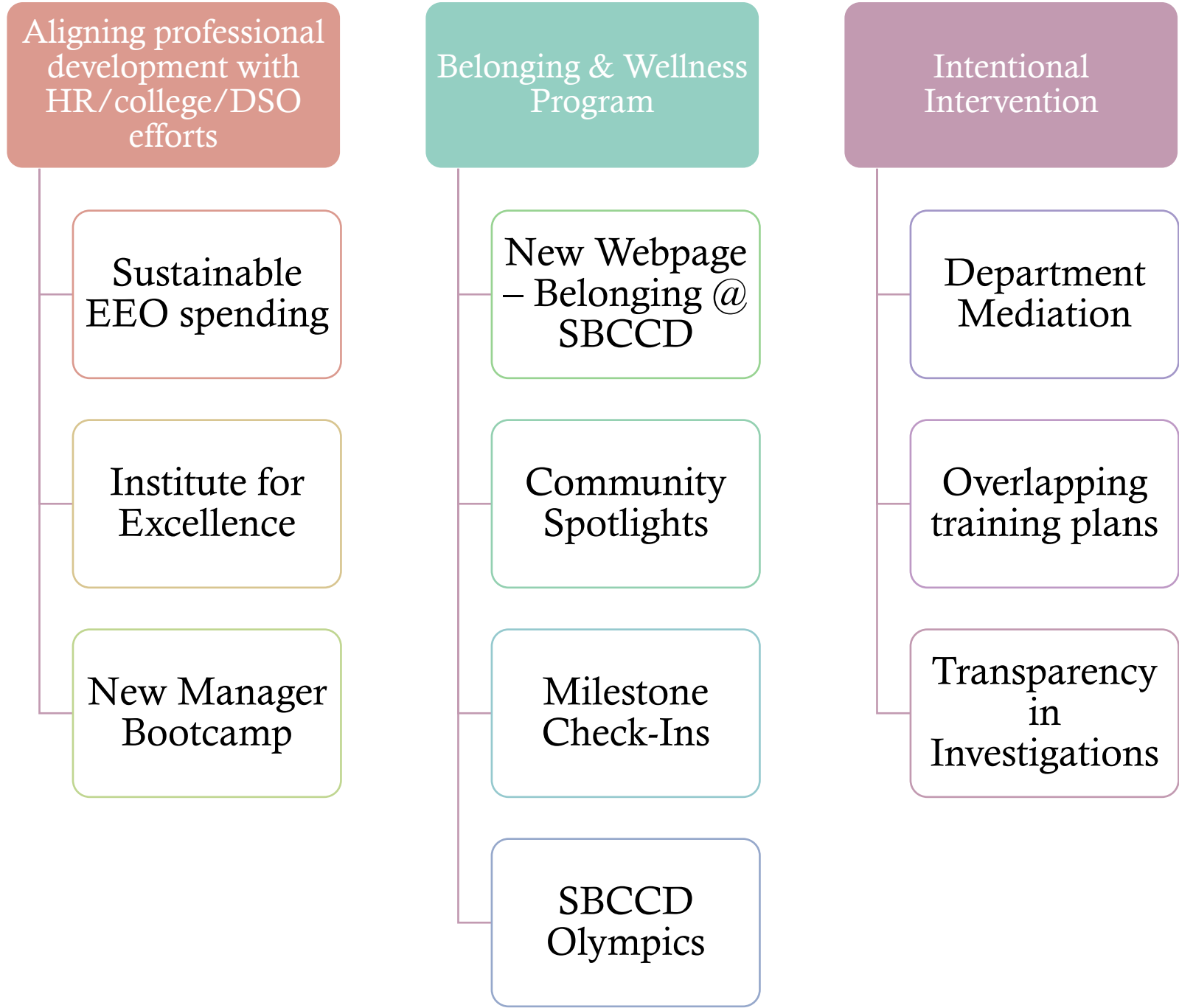
Recommending strategies to **increase engagement, inclusion, and belonging** among students and employees, particularly those from historically marginalized communities.

Supporting the development of equitable policies that center marginalized communities.

Amplifying the voices of historically underserved students and employees in institutional decision-making.

Rooted in our **Guiding Principles**, we are committed to cultivating safe, inclusive, and transformative spaces that drive systemic change and equitable outcomes for all members of the SBCCD community.

PEOPLE, CULTURE AND BELONGING



COMMUNITY SPOTLIGHT – CHC MULTILINGUAL PROGRAM



Submitted by Chloe de los Reyes, Associate Professor and Multilingual Faculty Lead, English Department, CHC

A learning community composed of faculty across the curriculum, counselors and staff.

This program supports multilingual literacies, promotes language diversity, honors linguistic identities, and most importantly centers care.

Emilia Farago-Spencer (English), Andrew Guevara (English), Herberth Jaco (Outreach & Educational Partnerships), Jasmine Ojeda (CIS), Jilian Robertson (Math), Xochilt Trujillo-Flores (Math), Isidro Zepeda (English)



EEO BEST PRACTICES:
IN-DEPTH INTERVIEW SUMMARY

CONDUCTED BY
DR. CHRISTOPHER CREW AND
DR. KEITH WURTZ

Purpose

- 01 To understand faculty perspectives on student success and equity initiatives.

Key Initiatives

- 01 The use of disaggregated student success and roster data to inform teaching practices and identify equity gaps
- 02 professional development programs designed to strengthen faculty capacity to support disproportionately impacted students, particularly Hispanic and African American learners

- Through a series of faculty interviews, we gathered insights on how these initiatives influenced teaching strategies, student engagement, and campus culture.



Study Overview

- 01 11 CHC faculty completed in-depth interviews to share views on the use of disaggregated and DEI training in the classroom.

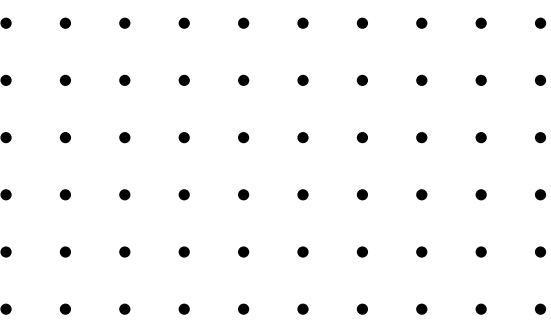
Faculty Insight

- 01 Disaggregated course success and roster data has been effective in shaping more inclusive teaching practices.
- 02 Data made equity gaps visible, driving faculty to revise course content and teaching approaches.
- 03 Professional development improved faculty equity strategies and validated their experiences.
- 04 Faculty value the training but want more practical content and better balance with student accountability.

Faculty Comments

**QUALITATIVE RESEARCH IS EXPLORATORY
AND DESIGNED TO ADD INSIGHT AND A
DEPTH OF UNDERSTANDING TO A
PARTICULAR QUESTION OR TOPIC.**

**QUALITATIVE FINDINGS PROVIDE
COMMONALITIES AND TRENDS BUT ARE
NOT INTENDED TO BE STATISTICALLY
SIGNIFICANT OR TO PROVIDE
GENERALIZABLE CONCLUSIONS.**



“I think most useful [aspect of this initiative] is that I'm more aware of the makeup of my class and where students might need different approaches. [What is] challenging is kind of the same thing—trying to find ways to approach diverse students and make my class more equitable.”

“This is something that I'm already aware of, so I don't necessarily think that the initiative itself has changed my life or changed the way I teach. It has certainly given me sort of the words or the research to back sort of some of my experiences, which I think is just as important because some colleagues will always question your lived experiences.”

“I hope the college would spend some of their own money to continue training faculty and classified staff... it's going to be a continuing issue with the movement of the nation.”

“I think awareness needs to... be in basically the main meetings, the meetings that everybody's at, including the ones that are resistant to the entire idea.”

“I would say financially challenged or even unhoused students. I think we're seeing a much larger growth in that population. And I think they have a big—they need a lot more support in a lot more areas than we recognize.” –P8

QUESTIONS???

