Leading into the Future
Through a Lens of Equity

Roberto Alcantar, Governing Board President
Griselda Delgado, Trustee
Kindred Murillo, Ed.D. Superintendent/President
Starting with Students

Our “Why”

Point #1 – Know Your Why
The How - Transforming a College

- Setting a clear aspirational shared vision of who we want to be.
  - Values revised to include equity and inclusion
- Assessing our current reality
- Intentional and systematic changes in structural, human resources, political, and symbolic frames.

VISION STATEMENT

Recommended revision:
“Southwestern is the leader in equitable education that transforms the lives of students and communities”.

Point #2 – Have a clear aspirational vision
Assessing the Current and Past Reality

Where we have been

- 2010 – ACCJC Action – Probation
- 2010 - Inappropriate bond handling
- 2016 – ACCJC Action – Warning
- Lack of Financial Accountability
- History of Racial Inequities & lack of human resources stable leadership
- Campus Climate
Assessing - Who We Are

SWC Student Population by Race/Ethnicity

- American Indian/Alaskan Native: 0.3%
- Asian*: 10.7%
- African-American: 4.8%
- Hispanic: 66.4%
- Pacific Islander: 0.4%
- Two or More/Multi-Ethnicity: 12.3%
- White, Non-Hispanic: 3.7%
- Unknown: 11.0%

SWC Student Population by Age

- 19 or Less: 6.9%
- 20 to 29: 29.6%
- 30 to 39: 46.2%
- 40 to 49: 6.2%
- 50 +: 11.0%
Assessing - Who We Are

Service Area Percentage

- American Indian: 0%
- Asian: 0%
- African-American: 0%
- Hispanic: 0%
- Pacific Islander: 0%
- Two or More/Multi-Ethnicity: 23%
- White, Non-Hispanic: 0%
- Other: 56%
- Total: 100%
Assessing - Who We Are

Point # 3- Important to Know Your Data

<table>
<thead>
<tr>
<th>SWC Employee (Modified IPEDS)</th>
<th>2018 Total 1,050 100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>565 53.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>225 21.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>119 11.3%</td>
</tr>
<tr>
<td>Unknown/Decline to State</td>
<td>72  6.9%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>56  5.3%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>13  1.2%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>2 or More Races</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student IPEDS Race/Ethnicity</th>
<th>18/SP Total 19,055 100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>12,723 66.8%</td>
</tr>
<tr>
<td>White</td>
<td>2,153 11.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>1,911 10.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>853  4.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>734  3.9%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>337  1.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>217  1.1%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>71   0.4%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>56   0.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SANDAG (Data Surfer Estimates for SWC)</th>
<th>2016 is most recent estimate Total 506,842 100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>281,587 55.6%</td>
</tr>
<tr>
<td>White</td>
<td>118,098 23.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>60,672 12.0%</td>
</tr>
<tr>
<td>Black</td>
<td>29,456  5.8%</td>
</tr>
<tr>
<td>Two or More</td>
<td>12,571  2.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2,012  0.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1,596  0.3%</td>
</tr>
<tr>
<td>Other</td>
<td>850   0.2%</td>
</tr>
</tbody>
</table>

Sources: SANDAG Data Surfer for estimated 2016 College/Southwestern District (http://datasurfer.sandag.org/) and BusinessObjects Snapshot for student data: both pulled 2/13/2018. Internal HR report was used to determine SWC employee counts (summing Administrators/Supervisors, Faculty, Adjuncts, and Classified counts).
Recognition the College Needed a Systemic Culture Shift to focus on:

- Students
- Accountability
- Equity, Diversity, Respect, & Inclusion

Point #4 Must acknowledge your current reality to put the right strategies in place
● Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates or specific skill sets that prepare them for an in-demand job.
● Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
● Decrease the average number of units accumulated by CCC students earning associate’s degrees.

● Increase the percent of exiting Career Education students who report being employed in their field of study.
● Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.
● Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

Point #5 – Have Clear Goals and Metrics
The Governing Board

- Recognized the reality of the college culture
- Taking accountability
- Set clear goals
  - Reaffirm and maintain accreditation reaffirmation status
  - Transform the college environment to one that values respect, diversity, accountability, and inclusion for everyone
    - Respect starts at the top
  - Rebuild financial accountability
  - Assess and rebuild human resources

Point #6 – Leadership starts at the top
Action
Taking Action

Governing Board

- Governing Board Commitment and Statement on Equity and Diversity
- Holding Superintendent/President Accountable
- Governing Board actions
- Holding employees accountability
- Explicit About Commitment to Inclusive Culture
- Allocate resources

Point #7 – Allocate the Resources & Take Action
Governing Board Goals & Policies:
- Revise Governing Board Goals to Reflect Focus
- Discrimination and Sexual Misconduct Policy
- Equal Employment Opportunity Policy
- Hiring
**Taking Action – Leadership**

**Human Resources**

- Assess human resources practices, systems, and procedures
- Hiring assessment, professional development, policy changes
- Investigating issues quickly and taking appropriate actions
- Stabilize human resources leadership
- Restructure staffing to meet organizational needs
- Build diverse, equity minded leadership pipeline
- Implement technology solutions
- Holding ourselves accountable for evaluations
- Analyze student, service area, and employee demographic data
Taking Action – Leadership

Revising hiring processes

- Rewriting and updating job descriptions for recruitment that matches colleges values of equity and focuses on equity minded leadership
- Training all hiring committees on implicit bias and EEO
- Requiring diversity on all hiring committees
- Conduct disparate impact reports on recruitment pools
Student Support, Teaching and Learning

- Implementing the Jaguar Pathways (Guided Pathways)
- Empowering faculty and staff to innovate
- Investing in professional development
- Culturally Responsive Teaching Academy
- Turning learning assessments into meaningful dialogues
- Building faculty leadership pipelines – Leading From the Middle, Equity Minded Teaching
Administrative Services

- Building strong financial systems and internal controls
- Prudent budget
- Budget transparency
- Bond oversight and transparency
- Board accountability over bond program
- Focus on preemptive risk management
Structural Resources

- Assessing, aligning structural resources to college goals
- Rethinking organization from a perspective of Equity to include Guided Pathways
- Asking the question: Does our structure reflect our values?
- Aligning resources with priorities
- Creating and developing a dedicated administrator position to Employee Equity and Inclusion
- Implementing a hub for student economic insecurity coordination
Taking Action  – Leadership

Telling our Story

- Actively working to change the narrative inside and outside of the college to reflect the equity work we do
- Restructuring to ensure the capacity to make these changes are funded
- Advocating the equity agenda – Student Centered Funding Formula; a focus on Student Economic Insecurity; Immigration; supporting diverse students
Major Points

- Start with your why
- Set a shared, aspirational vision
- Know your data
- Acknowledge your current reality
- Establish clear goals and metrics
- Leadership starts at the top
- Allocate the resources
- Take Action
- Assess the results and continue to improve
Questions, Reflections, Thoughts