

Comprehensive Diversity Framework for Realizing Equity and Excellence



Skyline College
ACHIEVE

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Message from the President

Skyline College deeply values the diversity of all constituencies of our campus community; recognizing and drawing on the assets of that diversity. We use those assets to enhance innovation and excellence that moves the College towards meeting its mission while moving the students towards meeting their educational goals, making this world a richer and better place through these abundant contributions.

The commitment to diversity is driven by institutional, student and community needs and the capacity for faculty and staff to work and serve in the context of shifting demographics and an increasingly sophisticated society full of racial, ethnic, cultural, gender and class dynamics. Our histories, languages, religions, abilities, cultures and customs shape the way we experience the world and each other. All institutions of society; including those of the family, community, religion, business, media and even education, have a responsibility to engage in a way that supports access, equity, excellence and social justice.

Skyline College uses a comprehensive diversity framework that considers multiple domains beyond the typical context of student deficits. Indeed, we look at ourselves, our institutional structures, processes and practices to address issues that impact students' ability to access, enter, progress through and successfully exit the college.

We recognize that effective equity efforts must intersect all aspects of the institution; that responsibility for identifying barriers and transforming structures must be both coordinated and shared; and that shifting this paradigm begins with creating an institutional culture that is reflective, self-knowing, engages a listening stance, and practices critical inquiry. These intersecting practices promote deeper engagement, more innovative approaches, a constantly evolving consciousness, and a greater likelihood for praxis and transformation.

Achieving these goals requires a shared understanding of key equity terms and frameworks; an understanding of the current and desired "equity status" of the institution; an explicit approach to identifying, prioritizing and transforming educational inequities; an equitable distribution of needed resources; and clear lines of accountability. This document outlines Skyline College's institutional approach to these key components, describes our equity audit process and findings, and offers strategies for advancing our equity vision. The Skyline College *Comprehensive Diversity Framework* both begins and ends with the firm conviction that educational access is both a right and one of the greatest hopes for humankind.

Introduction and Brief Overview

“Make the familiar strange....Problematize the familiar and enable it to be viewed from a different perspective.”¹ Pedro Noguera

“Let us find that common stake we all have in one another, and let our politics reflect that spirit as well.”² (Then Senator) Barack Obama

Skyline College has a long history of critical consciousness, praxis, and leadership rooted in social justice. Evident throughout the culture and practices at all levels of the institution is a firm belief that diversity, social justice, access, and equity are essential prerequisites to academic excellence.

The *students first* philosophy that drives the Mission-Vision-Values and Goals of the College is deeply grounded in a “strengths framework” that understands diversity as *value added* rather than something to be “overcome” or “transcended” and as a *necessary starting point* rather than the entire goal. In order to create an equitable and rigorous educational environment, the value of diversity must go beyond celebration and be embedded in policy and practice, be reflected throughout the institution, and address equitable impact as well as intent. Consequently, the institutional commitment must go beyond the absence of discrimination and the removal of barriers to create a proactively inclusive, accessible, and embracing educational environment. **Ensuring diversity and equity at all levels of the institution promotes Skyline College’s mission and strategic priorities, enriches curricular content and pedagogical approaches, deepens critical thinking, enhances cultural fluency, strengthens campus community, and increases student success.**

Among the critical components necessary for transformative practice are structured self-reflection and assessment, commitment to lifelong learning, bold and innovative leadership, and a continuous cycle of inquiry and action. The journey that led to the development of the Skyline College *Comprehensive Diversity Framework* incorporates these key components, and both exemplifies and advances our core institutional values. Skyline College played a pivotal role in incorporating attention to diversity and equity into multiple aspects of the District-wide Strategic Plan,³ including a recommendation to **“Develop a holistic diversity framework that supports access and success of our diverse student population, promotes institutional vitality and viability and serves all students equitably.”⁴** The seeds for the creation of the Skyline College *Comprehensive Diversity Framework for Realizing Equity and Excellence* were planted, and College leadership began a series of deep dialogues to frame the scope and resources for an effective process.

¹ Noguera, Pedro, and Jean Yonemura Wing, Eds. *Unfinished Business: Closing the Racial Achievement Gap in Our Schools*. San Francisco: Jossey-Bass, 2006.

² (Then) Senator Barack Obama, Speech at Constitution Center, Philadelphia, March 18, 2008. In Bell, Lee Anne. *Storytelling for Social Justice: Connecting Narrative and the Arts in Antiracist Teaching*. NY: Routledge, 2010. p. 1.

³ San Mateo County Community College District (SMCCCD) *Strategic Plan 2008-2013*

⁴ Stewardship for Equity, Equal Employment, and Diversity (SEEED) Committee Meeting Minutes 9.28.10

Critical consciousness is a dynamic force, and even on campuses where we are “preaching to the choir,” it is imperative that “the choir” continues to practice, learn new songs, and routinely question the underlying assumptions around selections, norms, and voices heard. Lessons learned since the 2005 Student Equity Plan have enriched the Comprehensive Diversity Framework. We have progressed from integrating the (2005) Student Equity Plan with Student Learning Outcomes and the Program Review process to developing an Integration Matrix of College Goals, Equity Vision, and Strategic Priorities. Our understandings of student success, access, equity, and diversity—among others—have grown more nuanced and intersectional, as have our strategies and tools for inquiry and for achieving our vision.

Skyline College brought together disparate offices and individuals working separately across the College on a wide range of equity and excellence initiatives, and **sought to create a unified blueprint that would centralize and institutionalize diversity and social justice efforts while ensuring that they remain our shared responsibility.**

The following snapshot of Skyline College will provide a greater contextual comprehension of how the institution understands and enacts diversity, equity, and social justice as core values for excellence, and how these components have shaped our inquiry process.

About Skyline College

Snapshot

Located on an 111-acre site overlooking the Pacific Ocean just south of San Francisco, Skyline College offers world-class educational opportunities to residents from North San Mateo County and beyond in a culturally rich and globally informed environment. Over 17,000 students annually enroll in a broad range of affordable day, evening, weekend and online courses. Many students complete lower division general education requirements at Skyline College and then transfer to four-year colleges and universities to earn a bachelor’s degree. Our Associate Degree for Transfer (ADT) program enables Skyline College students to get *guaranteed* admission to a California State University (CSU) campus or one of seven University of California (UC) schools, entering as juniors. Skyline College currently offers 6 ADTs, with an additional 12 pending approval by the state.

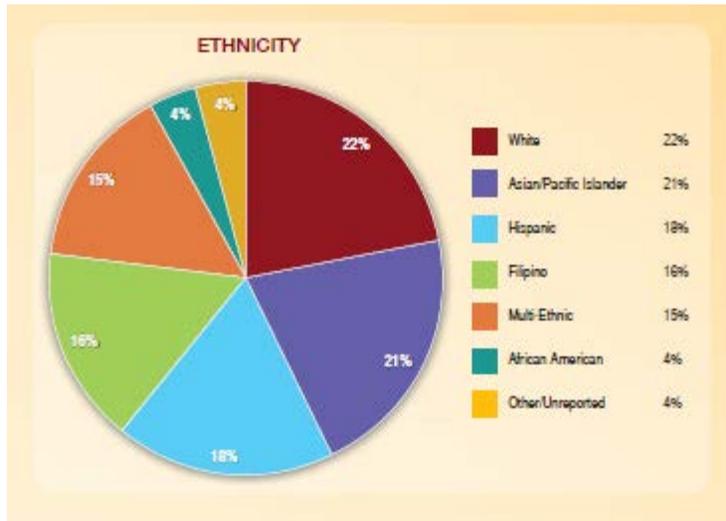
Other Skyline College students graduate and achieve an Associate in Arts (A.A) or Associate in Science (A.S) degree, or complete one or more Certificates that advance their career opportunities. Skyline College offers 41 Associate Degree programs and 58 Certificate programs, nationally acclaimed Career Technical Education (CTE) programs, and a wide range of **Learning Communities**, such as African American Success Through Excellence and Persistence (ASTEP); Career Advancement Academies (CAAs); Kababayan; First Year Experience; Mathematics, Engineering, & Science Achievement (MESA); Puente; Scholar Athlete; and Women in Transition. Learning Communities enhance student success by providing a strong network of professional, peer, and community resources, blending academic support, cultural enrichment, service learning, community building, and personal development

through culturally relevant cohort models that value and engage family and community as an integral part of a student's success.

Skyline College is one of three colleges in the **San Mateo County Community College District (SMCCCD)**, along with Cañada College, in Redwood City, and the College of San Mateo. The SMCCCD is governed by a six-member Board of Trustees that operates independently from county government. Five members are elected at large by county voters every four years, and one student member is elected yearly directly by the students.

As evidenced in the following two charts, both the College and the District enjoy rich demographic diversity; and projections presented in the Skyline College *Education Master Plan* 2013-2019 show that the College will experience even more diversity in its service area in coming years.⁵

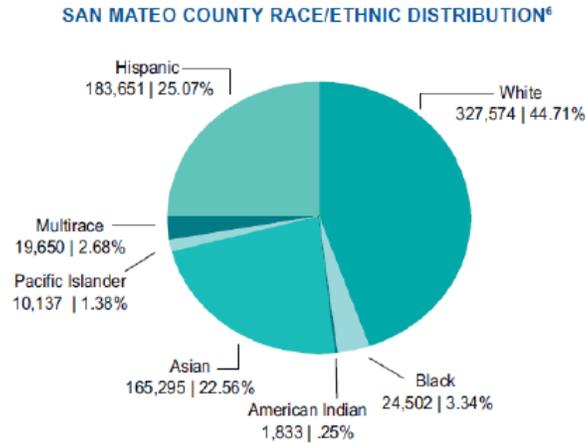
Skyline College.⁶



⁵ Skyline College *Institutional Self Evaluation Report 2013*, Draft 3A (Last revised April 16, 2013) p. 3.

⁶ Skyline College *Annual Report 2012-13*, p.5. <http://www.skylinecollege.edu/aboutskyline/annualreport.php>

San Mateo Demographics by Ethnicity



Approximately 41% of Skyline College students are day students, 30% are evening students, and 30% combine day and evening courses. 67% of students take classes part-time, with the remaining 33% carrying full-time course loads. Students range in age from under 18 years (1%) to 50 years and older (7%) with 46% in the 18-22 years old range, 24% ranging from 23-28, 15% between 29-39 years old, and 6% in their forties.⁸

Skyline College Mission-Vision-Values (MVV) Statement

Skyline College has integrated its mission, vision, and values into one comprehensive Mission-Vision-Values (MVV) Statement that guides our direction and decision making. The MVV Statement clearly articulates the College's educational purposes, the students it serves, and its commitment to student learning and student success. Both the integrated statement and the seven values enumerated clearly reflect the scope, depth, and interwoven nature of diversity and equity at the College:

⁷ SEED Hiring Sub-Committee presentation, August 2012, <http://www.skylinecollege.edu/SEED/SE/research.php>

⁸ Skyline College Annual Report, 2012-2013 <http://www.skylinecollege.edu/aboutskyline/annualreport.php>

Skyline College Mission-Vision-Values

Mission Statement

To empower and transform a global community of learners.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Values Statement

Education is the foundation of our civilized democratic society.

Thus:

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Participatory Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

Goals

The College goals are part of the strategic framework for governance, decision making, and resource allocation. The **Skyline College Education Master Plan 2013-2019**, discussed in more detail shortly, clearly articulates the College's goals and priorities and guides its participatory governance. The Education Master Plan was developed through integrated planning processes and extensive dialogue in departments, committees, and forums; and it provides direction for both short and long-term planning.

Skyline College Goals

- 1.** Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.
- 2.** Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication and participatory governance.
- 3.** Fulfill the college's role as a leading academic and cultural center for the community.
- 4.** Provide human, physical, technological and financial resources to ensure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.
- 5.** Recruit, retain and support a world-class faculty, staff and administration that is committed to ongoing improvement through access to opportunities for professional growth and advancement.
- 6.** Play a central role in the preparation of the region's workforce and expand networks and partnerships with businesses, the community and non-profit organizations.
- 7.** Establish and maintain fiscal stability and alignment of programs and services to the core Mission - Vision - Values of the college.
- 8.** Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

A Rich Tradition: Diversity, Equity, and Social Justice as Core Values for Excellence

Evident throughout the discussion thus far are the myriad ways in which Skyline College enacts its commitment to ever-deepening understandings of the interwoven strands of diversity, equity, social justice, and excellence, and an ever-broadening set of strategies for implementation. This rich tradition begins with an unwavering commitment to placing students first; and continues with an ongoing process of engaging in creative, innovative pedagogical and student support strategies that question the traditional orthodoxy and align more closely with the communities that we serve.

Social justice scholar-activist Singhashri Gazmuri, who worked with Skyline College over a two year period as the lead facilitator for the equity audit, observed that dynamic immediately, noting that

perhaps nowhere in California is the student success movement more apparent than at Skyline College, where there is a firm commitment to equitable outcomes for the college's diverse student body, and an emerging culture of inquiry into how that equity might be achieved....The campus was clearly designed and built with learning in mind, and a commitment to supporting the achievement of students coming from the ever diversifying communities in its midst. There is also a clear vision of social justice: etched into the wall above the entrance to the student and community center reads the famous quote by Mahatma Gandhi, "Be the change you wish to see in the world."⁹

Also evident throughout the College is a commitment to Universal Design—both architecturally and pedagogically—to maximize student access. In addition to an extensive array of resources, education, support personnel, and self-advocacy workshops through the Disability Resource Center, Skyline College has infused principles and practices that support and enhance multiple learning styles and needs throughout the broader curricula, expanded the availability of assistive and adaptive technology, enhanced online and web access, and improved professional development opportunities through the Center for Transformative Teaching and Learning (CTTL).

Educators committed to equity and social justice may draw on a wealth of research and resources that corroborate the multitude of ways in which diversity enhances academic excellence. Milem, et. al., note that

powerful diverse learning environments are ones that, through the curriculum and co-curriculum: offer multiple ways to engage with diversity; focus on all members of the community in the engagement of diversity; view this engagement as a work-in-progress; attend to the recruitment, retention, and high achievement of all students; create positive perceptions of campus climate for all; and foster cross-racial interaction. Key educational benefits of engaging diversity include: exposure to more varied viewpoints and positions; enhanced cognitive complexity; increased cultural knowledge and understanding; enhanced leadership abilities; stronger commitment to promoting understanding; enhanced

⁹ Singhashri Gazmuri, preliminary draft of the Skyline College *Comprehensive Diversity Plan*, p. 1.

self-confidence, motivation, and educational aspirations; greater cultural awareness; greater degree of cross-racial interaction; diminished racial stereotypes; enhanced ability to adapt successfully to change; development of values and ethical standards through reflection; and greater commitment to racial equity.¹⁰

The California Community Colleges Chancellor’s Office (CCCCO) has also recently reaffirmed the centrality of diversity as a key component of academic excellence. The November, 2012 Equity Task Force Report, *Realizing Our Commitment to Access and Success for All Students Through Student Equity, Equal Opportunity, Nondiscrimination and Workforce Diversity* describes the System’s equity commitment as “both historic and ongoing;” noting that “it is critical to express these general goals [of educational success and equal opportunity for all] in more specific terms to ensure that the system remains vibrant, responsive, and inclusive, and in all ways focused on educational accessibility and excellence for all our students.”¹¹ Three overall goals are then described in more specific terms—each with a clear rationale that seamlessly links capacity building, strengthening the campus climate, and broader access with increased student success, higher educational quality, and more vibrant communities.

In designing the *Comprehensive Diversity Framework*, Skyline College sought to create an integrated, systemic, and transformative approach that considers the connections between the various levels at which an institution operates, rather than focusing on institutional practices separately from student success challenges. By instituting this shift, linkages between organizational policies and practices, campus climate, student supports, and student outcomes¹² would become more readily apparent, and effective equity supports could become institutionalized. Significant attention was devoted to aligning equity components of the design and inquiry process with desired outcomes, and ensuring widespread engagement and processes for co-creating a shared vision. Participants researched effective models and resources on other campuses, and created safe/ safe enough¹³ spaces for ongoing authentic dialogue to arrive at a common understanding of key frameworks and definitions. **Several consistent threads emerged from the inception of the planning and were sustained throughout the process: ensuring that action would follow the vision; and a clear desire for an overarching paradigm shift from “introductory/celebratory diversity frameworks” to systemic transformative ones**—with greater attention to intersectionality, enhanced communication across instruction and student services, and “...less about remediation, and a greater focus on

¹⁰ Milem, Jeffrey F.; Mitchell J. Chang; and Anthony Lising Antonio. *Making Diversity Work on Campus: A Research-based Perspective* Briefing Paper Summary. In Clayton-Pedersen, Alma R.; Nancy O’Neill & Caryn McTighe Musil. *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities’ Academic Excellence Mission*. Association of American Colleges and Universities. (Updated August, 2009), p. 3.

http://www.aacu.org/inclusive_excellence/documents/MEIPaperUpdate8.09Revised8.13.09.pdf

¹¹ http://extranet.cccco.edu/Portals/1/Legal/EEO/equity_tf-recommendations.pdf

¹² These levels form the backbone of California Tomorrows Equity-Driven Systems Change (ESC) Model.

¹³ bell hooks notes that we can more authentically and effectively commit to the creation of spaces that are “safe enough” to take the risks necessary for growth and change; and that the identification and naming of the components and dynamics necessary for the creation of such spaces is, in itself, part of the necessary process of agency, accountability, and transformation.

how we look at our practices, systems in place, processes, and what shifts we make at the College.”¹⁴

Key Definitions and Frameworks

In addition to the overarching frameworks mentioned thus far, the SEED Committee conducted an extensive review of promising practices¹⁵ at other colleges and universities, and of leading scholarship in the field. Some of the early influences in framing the Skyline College *Comprehensive Diversity Framework* include Daryl Smith’s *Diversity’s Promise in Higher Education: Making it Work*,¹⁶ Pedro Noguera’s *Unfinished Business*,¹⁷ Mica Pollock’s *Colormute: Race Talk Dilemmas in an American School*¹⁸ and the University of Minnesota Diversity Framework.¹⁹ The SEED Committee wanted to ensure that the process and tools selected, the manner in which input was sought and incorporated, and the decisions that resulted both enacted and promoted the College’s values of diversity, access, social justice, equity, and excellence.

Smith’s work was instrumental in exploring the key components of a strong equity framework, and in framing and communicating the importance of an integrated model. “Smith uses the analogy of the change society made to integrate technology in everyday life as opposed to working and supporting (or celebrating) technology on the side.”²⁰ She explored the notion of the framework being a set of concepts, assumptions, ideas and beliefs that support and inform our ideas; and the importance of naming and examining the “presumed relationships we believe are present between various components of the framework. The framework is constructed, not found from the orientation or stance we bring to the discussion. Ultimately, the framework allows us to see new and different ways of what seems ordinary.”²¹ Drawing from these dialogues, the SEED Committee identified criteria and priorities for selecting the final models and frameworks. That process is described in more detail in the section **The Research Design and Inquiry Process**.

While language is constantly evolving—along with our understanding of each of these concepts and their impact on equity and excellence—the following definitions reflect the consensus on their shared meaning at Skyline College at the time of this report:

¹⁴ Opening Day, 2012 remarks, SEED Committee meeting minutes 5.24.2010, and SEED Equity Retreat.

¹⁵ Reflects a shift in Student Affairs terminology to reflect concept that what is “best” on one campus may not be transferable to another, and should be tailored to the specific dynamics of one’s own campus and/ or used to inform practices that emerge more organically.

¹⁶ Pull full citation, John Hopkins University Press, 2009

¹⁷ Noguera, Pedro, and Jean Yonemura Wing, Eds. *Unfinished Business: Closing the Racial Achievement Gap in Our Schools*. San Francisco: Jossey-Bass, 2006.

¹⁸ Pollock, Mica. *Colormute: Race Talk Dilemmas in an American School*. Princeton: Princeton University Press, 2004.

¹⁹ Pull full citation,

²⁰ (Locate--likely mid-2010, SEED Meeting summary notes)

²¹ Pull full citation; Smith, Daryl (2009) *Diversity’s Promise in Higher Education: Making it Work*. John Hopkins University Press.

Diversity: Diversity at Skyline College has an “explicit connection to discovery and academic and scholarly excellence; establishing an aim of moving beyond celebration to transformation.”²² As such, “...it is critical to recognize that diversity is a necessary prerequisite for equity and social justice; but is insufficient for achieving either of those goals in the absence of institutional and cultural change. While diversity indicates basic numeric representation or presence, it does not inherently bring voice, agency, resources, or the ability to drive agendas or curricula.”²³

The Association of American Colleges and Universities (AAC&U)’s *Making Excellence Inclusive* Initiative “defines diversity more in terms of the engagement with such differences rather than the differences themselves;” noting that specifically within a campus context, diversity means

an active, intentional, and ongoing engagement with differences—in people, in the curriculum, in the cocurriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. Such differences can be individual (e.g., personality, learning styles, and life experiences) or group/social (e.g., race/ethnicity, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations). *Making Excellence Inclusive* further defines inclusion as the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.²⁴

In addition to embracing the engagement and critical consciousness aspects of this definition, the Skyline College CDF explicitly strives to create the spaces at all levels of the institution for self-identification within an intersectionality framework, the exploration of ally identities and practices, and being attentive to the power dynamics inherent in language/naming—with particular attention to the definitions and dialogues that emerge from within the communities that they are about.

Multiculturalism

“Within a social justice framework, multiculturalism identifies unspoken norms and assumptions from the dominant culture (what Audre Lorde has termed “the mythical norm”²⁵) and calls out

²² SEED Committee Notes, (date).

²³ Justicia Consulting, Social Justice Resources, Definitions and Frameworks. justiciaconsulting@gmail.com

²⁴ Williams, Damon; Berger, Joseph; and McClendon, Shederick. *Towards a Model of Inclusive Excellence & Change in Post-Secondary Institutions*. Briefing Paper Summary. In Clayton-Pedersen, Alma R.; O’Neill, Nancy; & Musil, Caryn McTighe. *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities’ Academic Excellence Mission*. Association of American Colleges and Universities. (Updated August, 2009), p. 6. http://www.aacu.org/inclusive_excellence/documents/MEIPaperUpdate8.09Revised8.13.09.pdf

²⁵ Lorde, Audre (April, 1980) *Age, Race, Class, and Sex: Women Redefining Difference*, * in *Sister/ Outsider* (1984) Freedom, CA: The Crossing Press, p. 116. *Paper delivered at the Copeland Colloquium, Amhurst College.

their cultural specificity; while simultaneously demanding core level inclusion of cultural norms across multiple identities. People from targeted communities have voice, agency, and influence in addition to numeric representation. Multiculturalism transforms agendas, priorities, spaces, and curricula, to reflect our various communities' values, practices, priorities, and needs throughout: in the physical space, access, resources, assessment tools, teaching methods, communication and decision-making practices, curriculum content, Individual Education Plans, and other realms."²⁶

Social Justice

“Premised in full and core level equity and inclusion, social justice recognizes and addresses the disparities in power, resources, inclusion, and agency. It goes beyond addressing oppression and privilege at the personal and interpersonal levels, and focuses on transforming the institutional and cultural levels. It embraces people across their multiple identities, including gender/s, gender identities, and gender presentations; race, ethnicity, sexual orientation, socioeconomic class, citizenship status, age, disability, and religious/cultural/spiritual identities, among others. Social justice requires a commitment the equitable distribution of power and resources, ongoing self-awareness and ally development, and transformative action.”²⁷

Equity

“A concept that starts from a premise of multiple models rather than a single norm, and focuses on fair access and outcomes rather than ‘identical treatment.’ For example, if a Financial Aid Office advertises emergency loans available to ‘students’ but requires a Social Security number in order to apply for the loans, students who are undocumented are structurally excluded from accessing a resource that is advertised as available to all students. Although the identical form of identification is being required ‘equally,’ there is a disparate impact that creates inequity for one class of students. Similarly, if a student with a \$10,000 financial need and a student with a \$1,000 financial need apply for support, giving them both the same amount of funding would be equal, but not equitable. Equity disputes the myth of ‘special needs’ and ‘special rights’ and identifies them all as ‘needs’ or ‘rights.’²⁸

State and District Context

“Each year, the California Community Colleges provide instruction to approximately 2.6 million students, representing nearly 25 percent of the nation’s community college student population. Across the state, our 112 community colleges and 71 off-campus centers enroll students of all ages, backgrounds, and levels of academic preparation. We are a system that takes pride in serving the most diverse student population in the nation, and we value that diversity as our greatest asset.” *Student Success Task Force 2012 Report*²⁹

²⁶ Justicia Consulting, Social Justice Resources, Definitions and Frameworks. justiciaconsulting@gmail.com

²⁷ Justicia Consulting, Social Justice Resources, Definitions and Frameworks. justiciaconsulting@gmail.com

²⁸ Justicia Consulting, Social Justice Resources, Definitions and Frameworks. justiciaconsulting@gmail.com

²⁹ Student Success Task Force 2012 Report: *Advancing Student Success in the California Community Colleges: Recommendations of the California Community Colleges*

Both California Community College System and the San Mateo County Community College District (SMCCCD) have long histories of prioritizing educational access and equity, and explicitly linking diversity to academic excellence. From “California's historic commitment to a non-tuition policy for California residents”³⁰ set forth in the 1960 *California Master Plan for Higher Education*, to the more recent 2012 CCCO Equity Task Force Report,³¹ this commitment goes much deeper than getting students through the doors of a college campus. It is about challenging internalized messages that reflect deficit model thinking, supporting students in knowing their strengths and capabilities; and supporting faculty and staff in ongoing capacity for cultural fluency and relevance in their work with students. Within the “*Making Excellence Inclusive*” framework, “‘Excellence’ involves [historically underrepresented students] demonstrating traditional measures of excellence (e.g., high GPA, honors), and moves the discourse surrounding these students from that of mere persistence to that of high achievement and leadership.”³²

Partial Timeline for Contextualizing the Evolution of Skyline College’s Equity Framework

1960-2004: Historical/Contextual

1960

- *California Master Plan for Higher Education* reaffirms commitment to “access for all students who can benefit from higher education,” including tuition-free access for California Residents.³³

1969:

- Skyline College established!

http://www.californiacommunitycolleges.cccco.edu/portals/0/executive/studentssuccesstaskforce/sstf_final_report_1-17-12_print.pdf

³⁰ *The History and Future of the California Master Plan for Higher Education*, UC Berkeley, Web.

http://sunsite.berkeley.edu/uchistory/archives_exhibits/masterplan/1960.html The principle itself dates back to “...the Organic Statutes of California in 1867-68, under which the University of California was created, [by which] public higher education institutions in California do not charge tuition to bona fide legal residents of the state.” *1960 California Master Plan for Higher Education*, p. 172.

http://sunsite.berkeley.edu/uchistory/archives_exhibits/masterplan/MasterPlan1960.pdf

³¹ *Realizing Our Commitment to Access and Success for All Students Through Student Equity, Equal Opportunity, Nondiscrimination and Workforce Diversity*, November 2012.

http://extranet.cccco.edu/Portals/1/Legal/EEO/equity_tf-recommendations.pdf

³² Bauman, Georgia; Bustillos, Leticia Tomas; Bensimon, Estela; Brown, M. Christopher II; and Bartee, RoSusan D. *Achieving Equitable Educational Outcomes with All Students: The Institution's Roles and Responsibilities. Briefing Paper Summary*. In Clayton-Pedersen, Alma R.; O’Neill, Nancy; & Musil, Caryn McTighe. *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities’ Academic Excellence Mission*. Association of American Colleges and Universities. (Updated August, 2009), p. 4.

http://www.aacu.org/inclusive_excellence/documents/MEIPaperUpdate8.09Revised8.13.09.pdf

³³ http://sunsite.berkeley.edu/uchistory/archives_exhibits/masterplan/MasterPlan1960.pdf

1984:

- California Tomorrow shifts from an environmental planning organization to an equity-focused one; and emerges “as one of the first voices to call attention to [the] historic transformation [in the state’s demographics] and to embrace our society’s tremendous diversity as one of our greatest strengths.”³⁴

1988:

- AB 1725³⁵ establishes the California Community Colleges as a single system, codifies faculty “primacy over academic and curriculum matters;” and (among other things) expands staff and student voice in the participatory governance process.³⁶

1992:

- Following 3 years of effective lobbying by the Academic Senate for California Community Colleges, the Board of Governors establishes Title 5 regulations “directing districts to develop a student equity plan (§51026 and §54220) and submit it to the Chancellor’s Office;” and outlines specific requirements.³⁷ The Academic Senate raised awareness of the vast discrepancies between enrolment and completion numbers across demographics, and the need for Community Colleges to take a more proactive approach in shifting their focus from boosting enrolment numbers to promoting equitable outcomes. The submission of an Equity Plan becomes a **minimum requirement** for receiving state apportionment funding.

1996:

- Skyline College *Survey of Student Perceptions and Campus Climate* administered. Overall, very strong positive perceptions of climate in terms of diversity and inclusion.
- Skyline College mobilizes in response to passage of anti-affirmative action Proposition 209, and creates broader equity framework.

³⁴ http://www.californiatomorrow.org/about_ct/index.php

³⁵ <http://www.faccc.org/advocacy/bills/historical/ab1725.PDF>

³⁶ Collins, Linda (2002) Shared Governance in the California Community Colleges. *Academe*, 88(4).

³⁷ “These plans must include campus-based research in the areas of access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer, examining performance equity among various groups, especially those that are underrepresented. In addition, the plans must address goals to remedy a demonstrated adverse impact from local policies and practices on any group, strategies for attaining these goals, sources of funds to support implementation, and evaluation of the plan itself. With the Board of Governors’ direction that student equity plans be reviewed every three years, the intent was to create a dynamic and flexible map that responded to data and evidence gathered routinely about student performance.” The Academic Senate for California Community Colleges. *Student Equity: From Dialog and Access to Action* (Adopted Spring 2010), p. 4. http://asccc.org/sites/default/files/studentequity_10.pdf

1998:

- California Proposition 227,³⁸ the “English Language in Public Schools” Initiative Statute passes, effectively eliminating bilingual education in the state’s public schools.

2000:

- Skyline College’s *Student Access and Success Committee* (**which would later become the *Student Equity Committee***) “was established in the Fall 2000 semester to begin the development of a Student Equity Plan for the College. The committee was formed with representatives from all constituent groups at the college, including faculty, staff, and administrators.”³⁹
- CCC Board of Governors reaffirms value of diversity and adopts “*Achieving the Diversity Commitment: a Policy and Resource Paper of the California Community College Trustees*”⁴⁰

2001

- Data collection underway for development of 2005 Skyline College *Equity Plan*, set to take place for academic years 01-02, 02-03, and 03-04.
- The Third District Court of Appeal “...[strikes] down the community college statutes that address affirmative action employment, finding that the statutes violate equal protection guarantees and Proposition 209.”⁴¹ (*Connerly v. State Personnel Board*,⁴² September 4th).
- (October 19th) The Board of Governors issues a statement “...we will establish a policy task force to explore options for vigorously promoting diversity in our system that will not offend equal protection guarantees or proposition 209.”⁴³

2004

- California Tomorrow forms the *Campus Change Network*, as an avenue of direct work with colleges through their *Community College Access and Equity Initiative*.⁴⁴ Skyline College would later participate in this Initiative.

³⁸ <http://primary98.sos.ca.gov/VoterGuide/Propositions/227.htm>

³⁹ 2005 Skyline College *Student Equity Plan*, p. 5. (pull link)

⁴⁰ <http://www.ccleague.org/files/public/PRPdiversity03.pdf>

⁴¹ CCCC Oct 19 2001 memo, Fourteenth Advisory on Prop 209 & Update on *Connerly v. State Personnel Board*

⁴² (2001) 92 Cal. App. 4th 16. <http://www.nacua.org/documents/ConnerlyVCaliforniaStatePersonnelBoard.pdf>

⁴³ CCCC Oct 19 2001 memo, Fourteenth Advisory on Prop 209 & Update on *Connerly v. State Personnel Board*

⁴⁴ Gazmuri, Singhashri; Petty, Sheryl; and Porter, Ed, California Tomorrow (December 2010). *The Equity-Driven Systems Change (ESC) Model: a Toolkit for Improving Institutional Practice and Student Outcomes*. p. 3.

<http://www.californiatomorrow.org>

2005-2013: Emergence of the SEED Committee & Development of the CDF

2005

- 2005 Skyline College *Student Equity Plan* completed.
- College leadership drives campus-wide shift from affirmative action focus to a broader equity paradigm. **Proposal submitted to College Council for change in name, charge, and focus of the *Equal Employment Opportunity Advisory Committee* (EEOAC)⁴⁵ to the *Stewardship for Equity, Equal Employment and Diversity (SEED) Committee*.** Proposal approved. Advisory role to District EEOAC is set to continue.
- **November 21, 2005 marks the first meeting of SEED under its new name and charge.**
- District EEOAC undergoes reorganization.

2006

- SEED researches best/promising practices on other campuses in promoting effective equity work, and begins discussions to develop shared definitions of “diversity” and “student success.” Daryl G. Smith’s model for institutionalizing diversity in a holistic and student-centred manner is selected for additional consideration. The framework includes “indicators of access and success, climate and intergroup relations, education and scholarship, and institutional viability and vitality.”⁴⁶ The University of Minnesota’s Diversity Framework⁴⁷ was selected as the primary college campus model.

2007

- San Mateo County Community College District (SMCCCD) begins development of the 2008-13 *Strategic Plan*. Skyline College plays a pivotal role in incorporating attention to diversity and equity; particularly in relationship to the demographic assumptions contained in the plan. Among the emergent recommendations in the Plan is to “Develop a holistic diversity framework that supports access and success of our diverse student population, promotes institutional vitality and viability and serves all students equitably;”⁴⁸ planting the seeds for the scope and philosophy for the 2013 Skyline College *Comprehensive Diversity Framework*.

2008

- **The *Student Success Committee* is reconstituted with a broader charge, and renamed the *Student Equity Committee*.** (September 24th). The new charge reads: “The

⁴⁵ Formerly the *Affirmative Action Committee*; renamed following passage of Proposition 209. The new title “retained the employment component to honor issues addressed by the *Affirmative Action Committee*. (Skyline College EEOAC March 28, 2005 minutes)

⁴⁶ *The Campus Diversity Initiative: Current Status, Anticipating the Future*.

⁴⁷ http://www.skylinecollege.edu/seed/assets/resources/ReimaginingED_Dec2009.pdf

⁴⁸ SEED/SE Committees Joint Meeting Minutes, 9.28.10

Student Equity Committee is responsible for monitoring the college’s performance and response to student equity relative to race, ethnicity, gender, age, disability status and sexual orientation. The committee will seek to identify barriers and to promote institutional changes which would strengthen student equity. The committee’s role is to collaborate with the college through the Curriculum Committee, which is a subcommittee of the Academic Senate, and the Institutional Planning Committee, which is a subcommittee of the College Council. The Curriculum Committee’s role will include integrating the findings into the various program review and curriculum development processes. The Institutional Planning Committee’s role will include supporting the integration of the college’s various equity-related efforts, including the First Year Experience project, the Basic Skills Initiative, Student Learning Outcomes development and assessment, and SEED, as well as other initiatives which are undertaken at Skyline. The Student Equity Committee will create an Annual Report and/or Research Agenda based upon their work during the prior year.”⁴⁹

- The SMCCCD *Strategic Plan 2008-2018* is put into place.

2009

- The SEED Committee and the *Student Equity* Committee begin discussions on effective collaboration for collective responses that strengthen campus equity.

2010

- **The SEED Committee and the Student Equity Committees begin meeting jointly, and explore developing broader frameworks for systemic change and shared accountability.** In preparation for designing the *Comprehensive Diversity Framework* for Skyline College, they begin deeper discussions on both content and purpose of equity work; review models, websites, and theoretical frameworks; explore what motivates engagement in equity work; and **hold preliminary discussions about merging SEED and SE.** They also reach consensus on adding student representation, and welcome their first student representative. The groups jointly advance a recommendation for 3 shared goals:⁵⁰
 1. Develop a holistic diversity framework and create an action agenda. Identify a research agenda that is relevant to the diversity framework.
 2. Develop student success-focused professional development district-wide and conduct analysis of program effectiveness.
 3. Increase dialogue regarding effective teaching and learning.
- **The group develops and presents a proposed process and timeline for the *Comprehensive Diversity Framework*.** The proposed process includes three central components: Definitions, Context Setting, and Priority Domains. The “**definitions**” component would explore shared definitions of diversity and equity, with explicit connections to discovery and academic and scholarly excellence; establishing an aim of moving beyond celebration to transformation. The “**context setting**” component would

⁴⁹ Skyline College *Student Equity Committee* Agenda, February 19, 2009

⁵⁰ SEED Committee and *Student Equity Committee* Joint Meeting Minutes, 9.28.10

focus on clear connections with the College’s Mission, Vision, Goals, and Strategies; with an analysis for integration, identifying gaps, and conducting an inventory of work already underway. The **final component** identifies 7 “Priority Domains”⁵¹ to be assessed through a “**mini equity audit;**” which would include the selection of key measurements, intermediate milestones, cohort tracking in basic skills, and identification of 4-7 key benchmarks. The proposed timeline included the design, research, and writing of the document, followed by discussion and input by the various constituencies throughout the College’s participatory governance process.⁵²

- Committee members select domains for their research through the equity audit.
- **The SEEED Committee reiterates its commitment to addressing issues of institutional diversity, equity and student success through inquiry and action.**

2011

- The Design Team forms, frames the group’s purpose, and fine-tunes its scope.
- **The Equity Audit enters Stage 1 of ESC Process** (Teambuilding & Understanding Current Context), Feb. 22-Sept. 27.
- Oct. 26, **Equity Audit enters Stage 2 of ESC Process** (Equity-Driven Data Gathering and Analysis). The initial draft of the focus question is developed.
- **The SEEED Committee and Student Equity Committee continue to meet jointly, and later merge under the SEEED name.**

2012

- April 27th, **Stage 2 of Equity Audit completed.**
- August 24th -25th, **Stage 3 of Equity Audit** (Culturally Responsive Strategy Development) **completed** at the SEEED Equity Retreat.
- September 25th, **Equity Audit enters Stage 4** (Exploring Student-Centered Measures of Success).
- Fall 2012, immediately following the Retreat, Skyline College Leadership meets to align institutional goals with the vision and strategies that emerged from the retreat; subsequently develops the *Integration Matrix of College Goals, Equity Vision, and Strategic Plan* (p. 45).

2013

- **Equity Audit enters Stage 5** (Reflecting on our Process and Planning for the Future)
- **Comprehensive Diversity Framework** finalized and approved through participatory governance process.

⁵¹ Hiring, admissions processes, registration policies, scholarship/ curricular and pedagogical approaches, institutional climate, leadership, and student support. Community connections was later added as an eighth domain.

⁵² Institutional Planning Committee, Classified Council, Academic Senate, Associated Students of Skyline College, Managers Council, Cabinet, Instructional Leadership Team, Student Services Council, and the divisions and units; with the final draft considered by the College Governance Council for recommendation to the President for adoption.

The Research Design and Inquiry Process

A core component of Skyline College’s commitment to equity and excellence is ensuring that all students have access to quality higher education, along with the tools, skills, and supports needed to achieve academic success. From a social justice lens, a critical consciousness is a vital component in both transformative teaching and learning and the provision of culturally responsive support services. Educators and practitioners who are unaware of their own biases or are unable to effectively critique their own programs and curricula will be significantly challenged in designing transformative curricula, pedagogy, or programs; supporting student success; or otherwise developing excellence within their areas.

Self-awareness is a necessary prerequisite to both self-advocacy and cultural fluency. Before they are able to set and achieve strong academic goals, students must begin to unlearn internalized “deficit model” thinking, be able to identify their strengths and resources, and develop a clear sense of their “selves as learners” in order to align their learning needs with the most effective tools and pedagogies. Similarly, faculty staff and administrators must be able to effectively identify when they are unintentionally contributing to the barriers faced by students—whether through low expectations, pathologizing behavior that is external to their own experience, or the inability to incorporate universal design for instruction and principles of cultural fluency into their courses/ programs/ practices/ policies. In designing the comprehensive equity audit, the Design Team set out to ensure that each aspect of the research design and inquiry process not only achieved the desired outcomes, but was itself informed by and practicing the full nuances of equity and excellence.

In selecting the models for the development of the Comprehensive Diversity Framework, the Design Team sought to address the full spectrum of these needs: building capacity and cultural fluency among faculty, staff, and administrators to ensure effective and culturally informed pedagogy, curricula, and supports; empowering and transforming our global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment;⁵³ and effectively interconnecting each domain to students’ educational pathways in order to maximize persistence, retention, and completion.

While several strong frameworks exist for addressing one set of these issues, the Design Team recognized that in order to effectively address the full spectrum while simultaneously creating a holistic framework transferable from one realm of the college to another, students’ needs would best be met by combining two models. The Design Team selected the *Equity-Driven Systems Change (ESC) Model* to build capacity and content knowledge of staff, faculty and administrators across a wide range of access and equity issues in higher education. It guided them more in what they were thinking about—ways of evaluating equity in a deeper and more systemic manner; how to link the College’s equity work across instruction, student services and administration; how to access and utilize tools for self-reflection and cultural fluency, and how to translate those into equitable and transformative student learning outcomes.

⁵³ Skyline College Mission-Vision

They selected the *Completion by Design Framework: Preventing Loss, Creating Momentum*⁵⁴ to provide the operational structure for ensuring that equity and excellence are being advanced at each key phase of the students' educational journeys. It guided them more in how they were thinking about the equity and excellence work described above. Skyline College has utilized both of these models successfully in the past to increase and assess student success and promote equity across the College. By blending the two, and tailoring them to the specific context of Skyline College, the Design Team could apply the insights gleaned from *ESC* within the strong operational framework provided by *CBD*, to ensure that equity and excellence were being advanced at each of the four critical phases⁵⁵ in students' educational journeys.

Summary of Central Models Informing the Framework

Equity-Driven Systems Change (ESC) Model and Process

The ESC model is designed to support community colleges in creating deep and lasting institutional change by developing greater self-awareness and awareness of the unique characteristics of their individual campuses, and providing equity-specific language and tools for effective strategic planning.

Institutions and organizations often approach change from either a very structural perspective or a primarily personal/interpersonal perspective; usually grounded in a belief that one inherently drives the other, or that one is a necessary precondition for starting work on the other. **The ESC model views both as interdependent, overlapping, and as mutually re-enforcing; and posits that deep and sustainable change is most effectively created through processes that address structural and cultural aspects of the institution through specific, scaffolded processes that loop cyclically across four different arenas.** Equity language and lenses are built in to both the processes of the change model and the desired outcomes; and the particular complexities and nuances of challenging entrenched practices and paradigms are explicitly addressed.

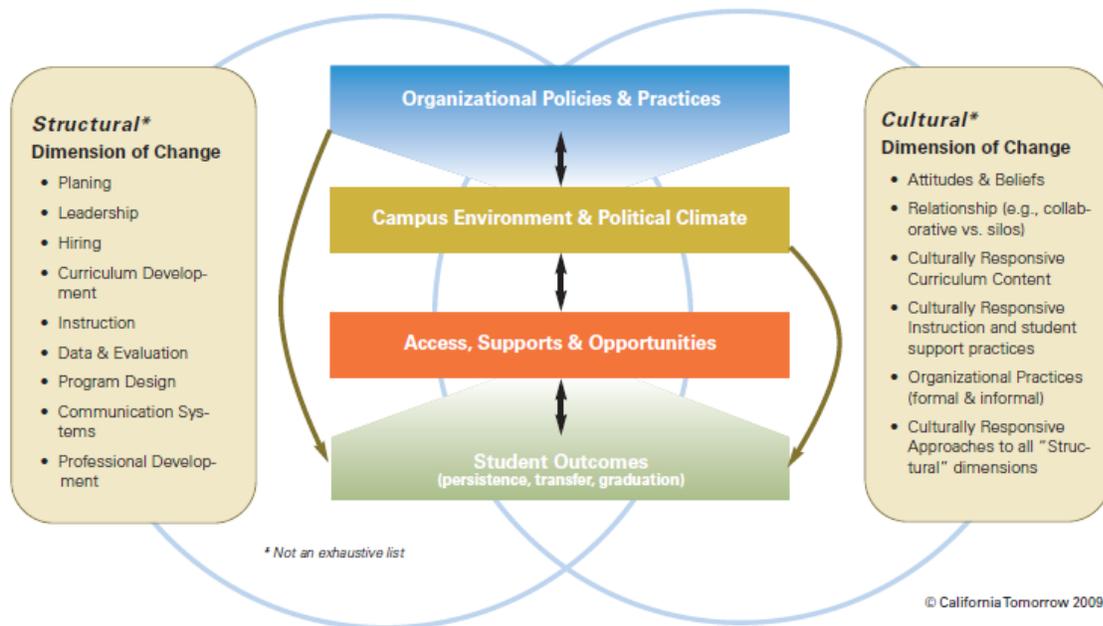
Both the model and the process are critical components of successful equity driven systems change. An abbreviated description of the key components of the model follows the graphic depiction below. Following that description, you will find a similar graphic depiction and description focussed on the process. In order to appreciate the full richness of the Equity-Driven Systems Change (ESC) Model and Process, please review the full *Toolkit*,⁵⁶ which may be downloaded free of charge at www.californiatomorrow.org

⁵⁴ Additional detail on Completion by Design available at <http://www.completionbydesign.org/about-us/our-approach-and-tools>.

⁵⁵ Connection, Entry, Progress, and Completion.

⁵⁶ Written by Singhashri (Kica) Gazmuri, Sheryl Petty, and Ed Porter, The Equity-Driven Systems Change (ESC) Model: A Toolkit for Improving Institutional Practice and Student Outcomes condenses over a decade of work led by California Tomorrow. (December, 2010)

Equity- Driven Systems Change (ESC) Model



The model addresses four key arenas of community colleges that impact equity and student success across two overlapping institutional dimensions. **The four arenas—organizational policies and practices; cultural environments and political climate; access, supports, and opportunities; and student outcomes (persistence, transfer, and graduation)—are often addressed in isolation, which belies the complex interlocking relationships between them, and undermines the long-term success of ameliorative strategies.** This tendency to create “siloes” within institutions of higher education is exacerbated by two additional tendencies in academia: mislabeling a “multiple points of entry”,⁵⁷ approach as a “duplication of services;” and a failure to understand the intersectional nature of students’ identities and lived experiences. By continuously looping through the four arenas while deeply examining both the institutional and cultural dimensions, the ESC model supports educators in developing nuanced and informed strategies that can be narrowly focused on any segment of any arena while complementing other strategies that are all driving towards strengthening student outcomes for all students.

Throughout the intersecting dimensions of the structural and the cultural, there is a dynamic and mutually-reinforcing thread that infuses the structural with cultural relevance and institutionalizes the cultural to ensure long-lasting change. The slogan popularized in the 1990’s U.S. Disability Rights Movement--“nothing about us without us”—concisely distills the core components of a culturally responsive approach: relevance and agency; both of which significantly enhance student engagement, sense of belonging, retention, and successful completion (Tierney, Nieto)⁵⁸ A more nuanced understanding begins with

⁵⁷ Draft quick overview of distinction & underlying assumptions

⁵⁸ Pull citations

unpacking what Audre Lorde has termed “the mythical norm,”⁵⁹ and addresses the centrality of culture to learning—whether “culture” is named or unnamed.

Gloria Ladson-Billings (1994) defines culturally responsive teaching as “a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning;” noting that culture “plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.”⁶⁰

The ESC Process will be described in the *Equity Audit Methodology* section.

Completion by Design (CBD) Model

Skyline College was the first in the District to implement this highly successful framework, developed by the Bill and Melinda Gates Foundation to increase community college completion rates. The *Completion by Design Framework: Preventing Loss, Creating Momentum*⁶¹ “...guides colleges through an analysis of the full continuum of the student experience in order to pinpoint specific places where the college is losing its transfer students (loss points), and identify which of the activities/ strategies the college is currently engaged in (momentum strategies) that are most effectively supporting transfer.”⁶² Much like the ESC model, CBD provides a common overarching framework within which participating colleges can analyse the unique conditions and specific student needs on their own campuses, and create tailored responses. **While the ESC model facilitates a more holistic and cross-sectional set of lenses and strategies for assessing and increasing equity, the CBD model does so for assessing and increasing retention and completion.** Both models emphasize the critical role of strong relationships and support mechanisms, building “linkages and interdependencies” across instruction and support services, conducting ongoing assessments and strategy modifications, and providing clear mechanisms of accountability.⁶³

Once the specific loss points and momentum points have been identified, participating colleges design tailored *model pathways to completion*. “Completion pathways are defined as integrated sets of institutional policies, practices, and programs that are intentionally designed to maximize students’ progress at each point of their community college experience, from the time students first consider attending the community college to their attainment of a credential.”⁶⁴ CBD has identified four critical stages: **connection, entry, progress and completion**. By tying equity

⁵⁹ Lorde, Audre (April, 1980) *Age, Race, Class, and Sex: Women Redefining Difference*, * in *Sister/ Outsider* (1984) Freedom, CA: The Crossing Press, p. 116. *Paper delivered at the Copeland Colloquium, Amhurst College.

⁶⁰ Ladson-Billings, G. (1994). *The Dreamkeepers*. San Francisco: Jossey-Bass Publishing Co.

⁶¹ More extensive detail on the *Completion by Design* framework may be found at <http://www.completionbydesign.org/about-us/our-approach-and-tools>

⁶² Skyline College Annual Report 2011-12, p. 16. While transfer rates are a major focus of the CBD model, it is also applicable to shorter-term goals, such as achieving certificates and/or Associate degrees.

⁶³ http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/CBD_Concept_paper_.pdf; <http://www.californiatomorrow.org>

⁶⁴ *Changing Course: A Guide to Increasing Student Completion in Community Colleges*, p.9.

http://knowledgecenter.completionbydesign.org/sites/default/files/changing_course_V1_fb_10032011.pdf

and excellence considerations to each of these stages, Skyline College is able to more effectively identify these loss and momentum points across different demographics, and more effectively tailor points of intervention/ supports.

Equity at the Connection point: Particularly for students who are first in their families to go to college, from families with lower incomes, and/or from traditionally underrepresented groups, **the Connection stage of the educational pathway is crucial.** Early outreach and relationship-building with the “feeder schools,” helping middle school and high school students to see themselves as “college material,” demystifying the financial aid and application processes, providing support with application completion—each of these approaches, among others—can make a critical difference in enhancing equity at the connection point. With this age group, strategic dual enrollment and connections with learning communities can also increase connection point equity. For adult learners, building “‘on ramps’ to help students choose a program of study...customized to accelerate entry into specific program streams” are among the promising practices highlighted for “ideal pathway design.”⁶⁵ **One of the domains researched in our equity audit, Community Connections, focused on whether the College’s current outreach efforts make Skyline College more accessible to potential first generation college students at local feeder high schools.**

Equity at the Entry point: Particularly for first-generation college students, the first few weeks of the college experience can be particularly challenging.⁶⁶ According to the Bill & Melinda Gates Foundation, “colleges may lose between 10 and 15 percent of their potential student body at this juncture.”⁶⁷ Ensuring that students have clear contact points for asking questions, feel welcome and valued, see themselves represented throughout the fabric and composition of the college, are aware of resources specific to their own identities and learning needs (such as the Women in Transition Program and the Disability Resource Center), and make connections with minimally one or two specific support people can enhance equity at the entry point and strengthen student retention and success.⁶⁸ One of the original eight domains identified for research in the equity audit, Resources to Succeed, conducted preliminary research on computer access for students who receive financial aid. The SEEED Committee plans to conduct additional research during the next round of the equity audit, and expand it to include one of the areas identified in the Vision Elements Work Plan, the digital divide.

Equity and Progress: The Completion by Design Concept Paper identifies “academic catch-up and gatekeeper courses” as one of the most significant loss points at the progress stage. They cite research stating that “Sixty percent of all community college students enroll in at least one developmental education course in their community college career. Unfortunately, fewer than

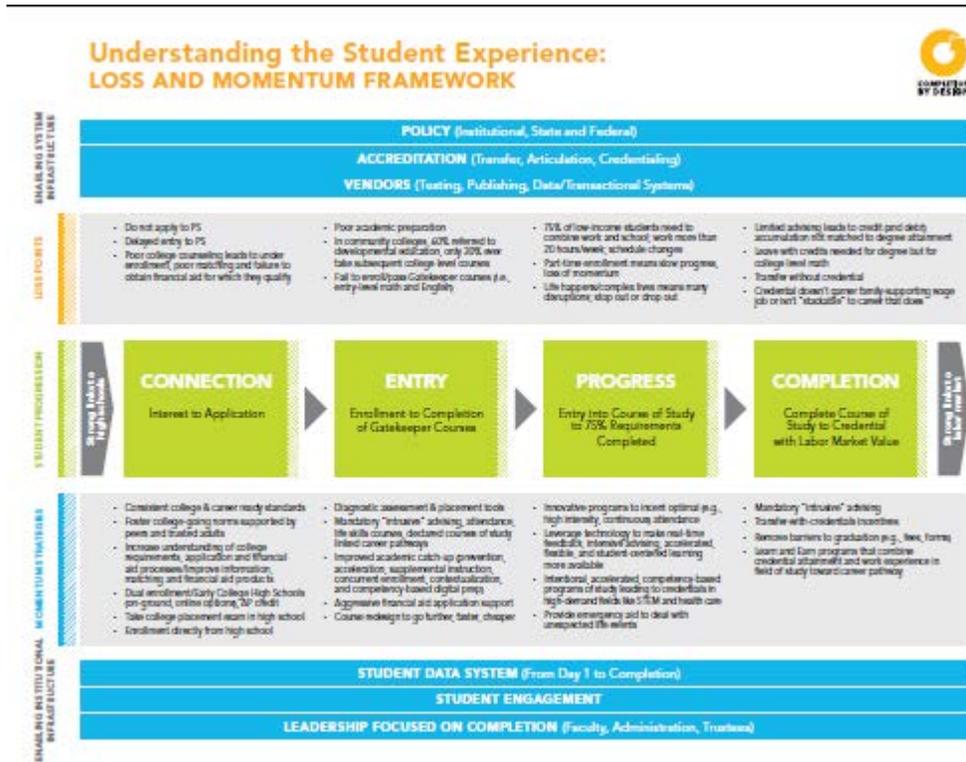
⁶⁵ Davis Jenkins and Rob Johnstone, *Redesigning CC Program Pathways for Completion: Principles and Pathways* (Powerpoint), CBD Cadre Planning Retreats, Feb. 2012, p. 12.
http://www.skylinecollege.edu/institutionalplanning/assets/documents/20112012/020812/JenkinsJohnstone_CBD%20RedesigningPathways%20Process_w%20Diagrams_022012_c.pdf

⁶⁶ Cite research, get more specific.

⁶⁷ http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/CBD_Concept_paper.pdf p.7.

⁶⁸ Pull citations.

25 percent of students who start in developmental education complete a credential or degree within eight years of enrollment.”⁶⁹ **The Curricular and Pedagogical Approaches to Equity domain of the equity audit examined cultural dimensions of persistence and progression within the math sequence of the curriculum.**



Once the Design Team integrated the *Completion by Design* and the *Equity-Driven Systems Change models* into a Skyline College specific context, the ESC process provided excellent rubrics and tools for designing the inquiry stages and moving through the first loop of the equity audit cycle.

⁶⁹ Complete the citation. Drawn from CBD Concept Paper p.8; they were citing (Bailey, 2009). Bailey, Tom. (2009). Rethinking Developmental Education in Community Colleges. Community College Research Center Brief #40. Teachers College, Columbia University. Retrieved August 2010 from <http://ccrc.tc.columbia.edu>.

The ESC Process:



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Skyline College was fortunate to engage an external facilitator, Singhshri Gazmuri, whose extensive experience with this model led her to literally write the book on it. Ms. Gazmuri met repeatedly with the SEED Committee to gain a deeper understanding of the unique contextual aspects of Skyline College, and then worked with SEED and the Design Team over a two year period as a facilitator and coach.

The SEED Committee carried out Stage 1 of the ESC cycle, *Teambuilding and Understanding the Current Context for our Work*, from February 22nd –September 27th, 2011. During this initial phase, the group engaged in deep dialogue about the purpose and scope of their work; and articulated ways of creating safer spaces both within the group and across the campus for engaging in authentic dialogue, remaining engaged in the work, handling disagreements respectfully and effectively, and providing one another with mutual support on their shared journey. Utilizing a series of rubrics and dialogue prompts from the *Toolkit*, they began the **teambuilding** process, and then shifted into the preliminary stages of inquiry in order to gain a deeper understanding of what the institutional data revealed about the College's current status in relation to equity goals. During this time, the group also began exploring ideas for the research **focus question**. The SEED Committee utilized materials from the first two stages of the *Tools for Engaged Inquiry* from the ESC framework (below), to develop and explore the focus question.

Tools for Engaged Inquiry⁷⁰

- 8.1: **Developing a Focus Question** supports a team in looking at initial student outcomes data as part of a larger planning process and developing a question that the planning process will seek to answer.
- 8.2: **Exploring Our Focus Question** supports a team in reflecting on, discussing, and making any necessary change to the focus question.
- 8.3: **Starting the Data Dialogue** provides practitioners with the opportunity to get more comfortable looking at and discussing student outcomes data.
- 8.4: **Developing Inquiry Questions** builds consensus among a group about the areas they want to understand more about from their student outcomes data to help them answer their focus question.
- 8.5: **Developing Data Gathering Plans** supports a group to determine how they will begin to dig into their inquiry questions through the gathering of additional quantitative data and the design and implementation of qualitative action research. This tool includes a sample Data Gathering Action Plan and a set of Data Gathering Best Practices to help guide the development of data gathering activities.
- 8.6: **Making Meaning of the Data** includes a set of activities to help a group share the data they gathered, dialogue about what the data is telling them, and shed light on the problems they seek to solve.

In designing the focus question, the SEED Committee sought to address broader issues of definitions, accessibility, and persistence/retention/completion while interconnecting the domains to student pathways. Ideas were generated by the group, and then compiled into one question by the Design Team, and fine-tuned by the group. A preliminary focus question was carried into the start of Stage 2, and was then finalized.

During Stage 1, the focus of the group was on:

- gaining an accurate snapshot of their starting point;
- solidifying shared language, vision, and capacity across equity issues;
- identifying knowledge gaps for more focused inquiry;
- collaboratively creating the focus research question; and
- understanding the strengths and challenges that they would face in developing and advancing the next phase of the equity agenda at Skyline College.

From October 26th, 2011-April 27th, 2012, SEED/SE conducted the *Equity-Driven Data Gathering and Analysis* phase of the cycle (Stage 2).

In addition to laying the groundwork for the remaining phases of the equity audit, the rich dialogues held across the College throughout phase one were invaluable in deepening content knowledge, strengthening collaboration, and forging new partnerships for the work ahead. At the start of phase 2, the group finalized the focus question, began meeting in subcommittees for the original eight domains,⁷¹ and began formulating the inquiry questions for each domain. The focus question was:

⁷⁰ Toolkit, p. 125. (pull full cite)

⁷¹ Fold the detail into either the timeline or this section. Sept 28, 2011 Meeting Summary Notes.

How do our practices and processes in connection, entry, progress and completion impact campus equity and student success at Skyline College?

Throughout this phase, the focus was on drilling down within each of the selected domains in order to gain more focused insights and set the stage for effective tailored strategies. The Research Action Teams for each domain ensured that their inquiries explored both the 4 key loss and momentum points identified within the *Completion by Design* framework and the 4 key areas across cultural and structural dimensions of the institution identified in the *Equity-driven Systems Change* framework within their inquiry tool and/or recommendations and strategies. The research methodologies within each domain were tailored to the specific question/s and characteristics of that domain, and will be explored in more detail shortly.

The next three *Tools for Engaged Inquiry* were employed to help the group explore “the data dialogue,” design inquiry questions specific to their domains and grounded in the shared focus question, and develop their plans for gathering the data. Each domain group conducted a “mini-equity audit” within their own domains, in order to assess where the College was at in all of the different levels of change within the two dimensions (institutional and cultural) of the ESC model. The group also decided to focus on four of the eight domains for this first cycle of the equity audit. The “mini-equity audit helped each group to identify gaps in their understanding of student impact within that domain, and to hone their questions to elicit deeper data.

The domain groups finalized their inquiry questions, implemented their action research agendas, and began the data collection process. Some of the data already existed and needed to be compiled and analyzed through this particular lens, while other data had to be gathered.

As the inquiry questions and research needs were unique to each of the four domains, the methodologies will be discussed within each section.

Revised per K&K feedback—copy & paste into draft.

Methodologies by Domain: Community Connections, Curricular and Pedagogical Approaches to Equity, Communication/Information Dissemination, and Hiring Processes⁷²

Community Connections

Purpose

The Community Connections group sought to gain a deeper understanding of the effectiveness of our outreach efforts through general counseling. The relationship between Skyline College and each of the local “feeder” high schools provides a crucial bridge for incoming students—particularly those from underrepresented backgrounds; and general Counseling Outreach to those high schools is an essential component of how students at the local high schools perceive Skyline College as a potential opportunity.

⁷² Additional detail, including subcommittee reports and presentations for each of these domains, may be accessed at <http://www.skylinecollege.edu/seed/research.php>

Inquiry Question

How does our current outreach effort make Skyline College accessible for potential first generation college students at local feeder high schools?

- A. What programs and services are local feeder high schools aware of? How is this information presented?
- B. What general outreach efforts does Skyline College offer to Jefferson High School and South San Francisco High School?

Methods

The team designed a survey instrument and administered it to students at the above high schools during the *Spring 2012* semester (**Appendix B**). 160 students completed the survey, with the following breakdown of respondents by grade level:

- 10th grade: 7
- 11th grade: 31
- 12th grade: 122

A second survey was administered to high school staff (**Appendix C**) to gather a snapshot of their familiarity with Skyline College and its resources. The survey also asked staff to identify the top three colleges and universities that their students attend upon graduation, and the major reasons the students selected the top choice.

Findings

The major finding is that our local high school students hear about Skyline College primarily from high school Staff and from family/friends.

Of the 160 student respondents, 93% of participants plan to attend college immediately after high school and 58% plan on attending a California Community College.

97% of participants heard of Skyline College prior to this survey, through a variety of resources. Among the highest responses, students heard about Skyline College via:

- 76% High School Counselor
- 62% HS Teacher
- 43% College Fairs
- 31% Other (i.e. Friends and Family)
- 19% Concurrent Enrollment Program

The survey listed the 4 resources below, along with an option for “other,” and asked students to circle all of the programs that they were familiar with. 66% of student participants expressed familiarity with Skyline College resources, with the following distribution:

- 54% Financial Aid
- 36% General Counseling
- 32% Cosmetology
- 26% Automotive
- 12% Extended Opportunity Program and Services/ EOPS

- 8% Disabled Students Programs and Services/ DSPTS (currently the Disability Resource Center/DRC)
- 4% Other

The top responses for how students became aware of Skyline College resources were through:

- 56% High School Counselor
- 41% High School Teacher
- 24% College Fairs
- 13% Concurrent Enrollment Program
- 11% Skyline College Outreach Counselor
- 10% Herman@s Program

87% of student participants had not spoken with a Skyline College Outreach Counselor at the time of the survey. Of the 13% who had, 73% indicate that the counselor was successful in providing them with information on student services.

Students were also asked how colleges could best provide them with information. The top three responses were through the following Staff positions:

- 81% High School Counselors
- 61% High School Teachers
- 48% Skyline College Counselor (Outreach)

The Community Connections Subcommittee identified a few additional insights learned through this research process:

- In working with local high schools, it would be helpful to begin the data collection process earlier in the academic year.
- Adding focus groups as a data collection method might strengthen both the depth and breadth of information learned.
- General Outreach efforts, outreach events, and record-keeping could all be strengthened.

Curricular and Pedagogical Approaches to Equity

Purpose

To examine what practices and processes in the algebra sequence impact equitable student success⁷³ in statistics; particularly in light of the very low number (only 5%) of pre-algebra students that progress through the algebra sequence to successfully complete transfer-level math.

Inquiry Question

⁷³ In this context, success is defined as course completion with a grade of A, B, C, or Pass. A “Pass” grade requires students to earn a minimum grade of “C.”

What practices and processes in the algebra sequence impact equitable student success in statistics?

Methods

The team drew on existing data through the Office of Planning, Research, and Institutional Effectiveness (PRIE) to determine the following sets of questions relating to each of the following areas of inquiry:

The relative success of students in the three statistics options:

- How many students took Math 200, Bus 123, and Psych 171 at Skyline College between Academic Year 2008-2009 2011-2012?⁷⁴
- What were the success rates?
- Among the students who successfully completed those three courses, how many had Math 120 as their previous math course?
- How do these enrollment data disaggregate by ethnicity?

The pathway students took to get to statistics:

- What transfer level math classes do former Math 110 students (Fall 2009) take across the District?
- How do these enrollment data disaggregate by ethnicity?
- What are the success rates?

Whether the students are STEM majors or not:

- What are the declared majors of our Elementary Algebra students during Academic Years 2007-2008 through 2011-2012?
- Do those majors lead into Statistics?

Findings

The relative success of students in the three statistics options:

By far, Math 200 is the most popular statistics course at Skyline College, with a 71% share of student enrollment, as compared to Bus 123's share of 17% and Psyc 171's share of 13%. However, only 55-56% of students pass Math 200 or Bus 123, a stark contrast to the 86% of Psyc 171 students that are successful. In terms of ethnic breakdown, Math 200 and Bus 171 mirror the college as a whole, while Psyc 171 has a disproportionate share of White and Hispanic students.

District wide, Asians and Whites who took Elementary Algebra in 2009 had higher success rates in Trigonometry while their Filipino, Hispanic, and Black counterparts did better in Statistics:

⁷⁴ Students in the Fall 2009 courses were followed over three years.

Of SMCCCD students who took Elementary Algebra in FALL 2009:						
Ethnicity	Math 200 Successes	Math 200 Enrollees	Math 200 Success Rate	Math 130 Successes	Math 130 Enrollees	Math 130 Success Rate
American Indian/Alaskan Native	0	0	0%	0	0	0%
Asian	11	17	65%	10	12	83%
Black - Non-Hispanic	3	8	38%	0	1	0%
Filipino	16	21	76%	3	8	38%
Hispanic	24	37	65%	9	18	50%
Multi Races	11	15	73%	1	1	100%
Pacific Islander	1	7	14%	0	0	0%
Unknown	19	23	83%	3	7	43%
White Non-Hispanic	29	41	71%	10	13	77%
Total	114	169	67%	36	60	60%

The pathway students took to get to statistics:

While roughly 40% of Psyc 171 and Math 200 students took Math 120 previously, only 22% of Bus 123 students did so.

Whether the students are STEM majors or not:

With regards to majors, 41% of elementary algebra students at Skyline College are undeclared and 29% are non-STEM.

Communication/Information Dissemination

Purpose

Given the critical impact that students' access to sufficient financial resources has on their academic progress and success, this group sought to explore the effectiveness of the College's current methods of disseminating information to students about financial aid and scholarship opportunities. The Communication/ Information Dissemination Subcommittee sought to ascertain both the faculty culture around sharing information, and the student culture around receiving information.

Inquiry Questions

How do faculty receive information regarding financial aid and scholarship opportunities; and how do they share that information with Skyline College students?

What is the resulting impact on First-Year students applying for scholarship opportunities?

Methods

- 1) A survey instrument (Appendix D) was disseminated, through print copies, to 108 students from Math, English and Communications courses.
- 2) A second survey instrument (Appendix E) was disseminated, through print copies, to 10 faculty members from the Science, Math and Technology, Language Arts, and Social Sciences divisions. Half of the 10 faculty members were involved with Learning Communities and half were not involved in Learning Communities.
- 3) Online surveys were administered through Survey Monkey. The Faculty Survey was broadcast on *Skyline Shines*, and received 1 response. The Student Survey was announced on (then) SEED Committee Co-Chair Vanson Nguyen's Facebook page, and received 41 responses.

Students were asked:

- About their length of time at Skyline College
- About their involvement on campus
- Whether they were aware of scholarship opportunities on campus
- About the best methods for receiving information
- Whether they had applied for scholarships
- If they had NOT applied for scholarships, why not

Faculty were asked:

- About involvement on campus
- If they receive financial aid information
- If they receive scholarship information
- How they would share the above information
- What preference they have for receiving such information
- Reasons for not sharing the information

Findings

Faculty respondents indicated that the best ways to receive information were:

- Email.
- Classroom presentation by the Financial Aid Office

Three faculty members responded as to why they did not share the information received:

- Two assumed students already knew
- One needed time to cover content

Student respondents indicated that the best ways to receive information were:

- Email.
- Announcements in the classroom

The top three ways students heard about scholarships include:

1. Word of Mouth
2. Instructor
3. Classroom Presentation.

Students involved with Learning Communities were more likely than those unaffiliated with a Learning Community to respond with a “yes” when asked whether they receive financial aid and scholarship information.

There were not significant differences in the responses of the first-year students versus the non-first-year students.

Of the 16 students who responded and, applied for scholarships/financial aid:

- 56% said they needed the money
- 31% responded “scholarships help”

Of the students who didn’t apply for scholarships/financial aid:

- 23% said they didn’t know
- 19% said they didn’t meet the requirements
- 17% said they were too lazy
- No students indicated that they had applied because someone told them to

The top responses as to why they did or did not apply were the following:

- Money (those that applied)
- Didn’t know (those that didn’t apply)
- Didn’t meet the requirements (those that didn’t apply)

Only two students said they applied because someone referred them.

Hiring Processes

Purpose

The Hiring Subcommittee sought to understand why the hiring processes for faculty and staff at Skyline College were not yielding successful candidates that were more representative of the ethnic diversity of the College’s student body.

Inquiry Question

How do our current hiring practices assist or inhibit the attracting, hiring and retaining of faculty, staff, and administrators reflective of our student population?

Methods

The Hiring Subcommittee collaborated with the Office for Planning, Research, and Institutional Effectiveness, the Human Resources Office, and members of the SEED Committee to design a *hiring practices* survey instrument (Appendix F), to be completed by people who have served on Skyline College hiring committees. They had a number of preliminary questions that they sought to address through the questionnaire itself, as well as clarifying questions about the types of data that they would be able to gather.

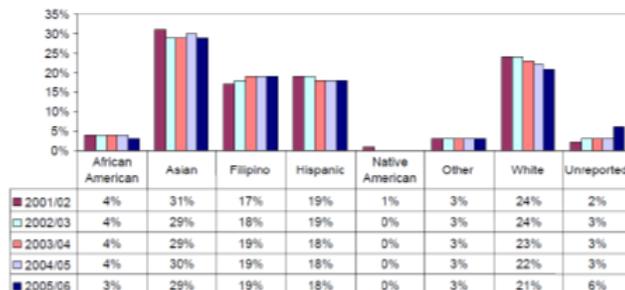
Two methods were used to distribute the survey: it was attached to a District questionnaire that was being sent from the SMCCCD offices to staff and faculty who had been on recent hiring committees; and it was also sent to faculty via Survey Monkey, in order to gather a wider range of responses from people who have participated in previous hiring committees. **The survey was completed by 50 respondents (25 faculty, 20 classified staff and 5 administrators), among whom 44 had served on a Skyline College hiring committee. Responses were confidential.**

Findings

The most current data suggest that, in terms of ethnicity, the most recent hires at Skyline College are more representative of our student population than in previous years. However, the overall ethnic composition of the faculty remains less representative; with the greatest under-representation in terms of faculty/staff /administration to student ratio among Filipinos and Pacific Islanders. The following three slides from the Hiring Subcommittee's presentation⁷⁵ at the SEED Retreat provide additional detail:

Skyline College Diversity Numbers

Student Population



Source: SMCCCD Data Warehouse
Figure 3. Enrollment by Ethnicity

⁷⁵ <http://www.skylinecollege.edu/seed/research.php>

**San Mateo County Community College District—Skyline College
2010-2011 EEO Summaries for Full-Time/Permanent New Hires
(reassignments of existing employees not included)**

Skyline	1 - 4 Hispanic /Latino	5 - 13 Asian	14 - Black or African American	15 - American Indian / Alaskan Native	16 - 19 Pacific Islander	20 - White	Two or More	Not Disclosed	TOTAL	% of Total
Female	3	3	0	0	0	4	1	0	11	55.00%
Male	0	2	1	0	0	3	1	2	9	45.00%
Total	3	5	1	0	0	7	2	2	20	100.00%
% of Total	15.00%	25.00%	5.00%	0.00%	0.00%	35.00%	10.00%	10.00%	100.00%	

Percentage of New Hires compared to Students and our Local Populations

	Newly hired Staff, Faculty, Administration	Skyline Students	San Mateo	San Francisco
White	35		21	44.7
Asian	25		23	22.6
African American	5		4	3.3
Latino	15		19	25
American Indian	0		0.1	0.25
Filipino	0		17	6.9

(approx. 33 in Daly City & 16.5 in South SF)

The hiring survey revealed a spectrum of attitudes about the hiring process, along with some strong feelings about its level of fairness, often with contradictory results. Responses to the questions that addressed perceptions of bias (7-12) are provided below to elucidate this point:

7. How much do you think your personal biases influenced the development of the screening instruments?

Very much 0% (0)	Somewhat 8.7% (4)	Not very much 56.5%	Not at all 34.8% (16)	Skipped question 4
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8. How much do you think others' personal biases influenced the development of the screening instruments?

Very much 21.3% (10)	Somewhat 23.4% (11)	Not very much 34.0% (16)	Not at all 21.3% (10)	Skipped question 3
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9. How much do you think your personal biases influenced your preference of candidates?

Very much 0% (0)	Somewhat 23.9% (11)	Not very much 32.6% (15)	Not at all 43.5% (20)	Skipped question 4
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10. How much do you think others' personal biases influenced the committee's choice of candidates?

Very much 27.7% (13)	Somewhat 23.4% (11)	Not very much 34.0% (16)	Not at all 14.9% (7)	Skipped question 3
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11. Do you think the interview questions were biased?

Yes 15.6% (7)	No 84.4% (38)	Skipped question 5
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12. On what do you think that bias was based?

Ethnicity	35.0% (7)
Gender	10.0% (2)
Age	5.0% (1)
Communication Style	45.0% (9)
Experience	65.0% (13)
Differently-abled	0.0% (0)
Religion	0.0% (0)
Sexual Orientation	5.0% (1)
Skipped Question	30

Despite a relatively low percentage of respondents who believed that personal bias influenced the screening instruments (8.7% / 4 respondents “somewhat”) and a relatively low percentage who felt that the interview questions were biased (15.6%/ 7 respondents), responses to the open-ended question⁷⁶ surfaced a greater number who viewed the process itself as unfair, confusing, or lacking in transparency. Other respondents noted the conscious efforts throughout the process to ensure fairness and transparency. Given the College’s goals of fairness, transparency and

⁷⁶ “Is there anything else you would like to share about your Hiring Committee experience?”

equity, even a low percentage of perceived bias is problematic, and further exploration of the process over a longer window of time would provide valuable insights. The hiring subcommittee addresses some of these discrepancies in the next section, while also noting the need for additional research.

Implications and Recommendations

Community Connections

This line of inquiry has helped the college to better understand the manner in which students most often receive information about Skyline College, particularly at the “connection” stage of the *Completion by Design* model.

Findings suggest that, overall, high school counselors and teachers play an integral role in providing high school students with accurate and timely information about Skyline College. College resources, such as Skyline College counselors or representatives at a college fair, also have an impact, but less so than the high school counselors.

The implications for increasing our effectiveness are twofold:

- Skyline College should strengthen relationships/partnerships with key high school personnel (particularly with counselors and teachers) and increase the presence/impact of Skyline resources, completing the ESC model. Further inquiry may be necessary in order to identify specific strategies for providing a consistent flow of accurate information regarding our programs and resources via people and programs that most effectively interact with students.
- Once these strategies are in place, additional analysis will be necessary in order to measure the impact on specific student groups, and ensure that these efforts are positively impacting the equitable outcomes that we seek.

Curricular and Pedagogical Approaches to Equity

Based on these initial findings,⁷⁷ it appears that any intervention in the Algebra sequence should first and foremost be directed at improving success in Math 200. That being said, the outstanding success rate of Psyc 171 demands further exploration, as does its disproportionate share of White and Hispanic students. Furthermore, an intervention in the Algebra sequence would most likely benefit the Elementary Algebra students with non-STEM majors, a share of the classes that could be as high as 70%. Still, it is troubling to see that for the SMCCCD Elementary Algebra students of Fall 2009, White and Asian students did better in Trigonometry while and Filipino, Hispanic, and Black students did better in Statistics. **Further research is most certainly needed.**

A *Completion by Design* lens can help the College to gain greater insights into earlier and more tailored interventions. At the **Connection** stage, it is critical to understand what students’ experiences are prior to enrolling in these courses; and how these experiences contribute to their success/struggle in the course. At the **Entry** stage, we can examine whether particular student experiences within the courses are helping some students to be more successful than others. At the **Progress** stage, it will be important to understand the academic pathway implications for students in each of these courses.

Communication/Information Dissemination

⁷⁷ While these initial finding provide a useful snapshot, the sample size is too small and the inquiry period too short to generalize.

Findings here suggest that the classroom presentations and increased communication through instructors are the most effective means of increasing student awareness of scholarship and financial aid opportunities. As a large number of students indicated that they did not apply for financial aid/scholarships because they didn't know that they were available, increased efforts to inform students would likely yield a positive impact.

Once new strategies are developed and implemented, further research measuring awareness and impact across demographic groups can ensure that the strategies are equitably effective.

Expanded efforts at the Connection stage can have a more positive impact on developing solid footing early on—such as supporting the ability to attend school full-time, which in turn supports more effective and efficient progress towards their goal. However, it is important to sustain that connection throughout all stages of students' academic experience.

Hiring Processes

The equity audit surfaced a number of additional questions and concerns that clearly indicate both the need for deeper research and the desire for increased transparency about the hiring processes. The hiring subcommittee noted both the high degree of frustration with/ distrust of the fairness of the hiring process that surfaced within the questionnaire—particularly in the open-ended responses; and also the equally adamant characterizations of the fairness of the system. Further clouding the interpretation was the confusion expressed by some respondents about what was meant by terms such as “bias” and “experience.” Follow-up focus groups may provide more clarity about people's experiences on hiring committees, and pin-point specific areas for improvement.

Although the more recent numbers indicate that the College is moving in the right direction, a more comprehensive effort is needed to make continued progress towards our equity goals. Having diverse faculty, staff, and administrators that mirror our student population continues to be a major equity priority; particularly with groups that are currently under represented, such as Filipinos and Pacific Islanders. We need to develop and implement more effective strategies in order to improve our recruitment, hiring, and retention efforts.

The Hiring Subcommittee has explored additional strategies for improving the inquiry process, and has generated sixteen recommendations to increase equity and transparency within the hiring system. Four of these have already been implemented,⁷⁸ and the remaining twelve are in various stages of exploration.

⁷⁸ “Discern which target demographics are currently underrepresented on campus; increased diversity training for hiring committee Chairs; advertise positions more widely and to target demographics currently underrepresented; and interview from a district-wide candidate pool.” SEED Hiring Subcommittee meeting notes, 1.24.13.

Institutionalizing the Equity Vision: Integrated Vision/Shared Responsibility for Implementation

The development of this framework began with the goal of creating a holistic and integrated approach to equity that would provide the College with both an accurate snapshot of our journey to date and a clear vision to guide our action as we deepen and institutionalize our collective efforts to strengthen equity and social justice throughout the fabric of our work. The two-year equity audit process culminated with a two-day Diversity Framework Retreat, held August 24th-25th at Skyline College.

The SEEED Retreat and Development of the Equity Vision

Over 30 participants, including staff, faculty, and administrators, convened to report on their research, collectively analyze the implications, review progress to date on the development of the framework, and create specific vision elements with strategies and action plans for the next 3-5 years that provide the foundation for the comprehensive diversity framework.

The retreat goals included:

1. To understand the purpose of a Diversity Framework for Skyline College and feel inspired to participate in its creation and implementation.
2. To understand the history, goals, and current work of the SEEED Committee as it relates to the development of a Diversity Framework.
3. To collectively develop the vision and strategies of the Diversity Framework and identify barriers to achieve the vision.
4. To identify 1-2 year measures of success and action steps that can be moved forward by the institution with the guidance of the SEEED Committee.

Throughout the first day of the retreat, participants shared additional insights into equity work being conducted in *parallel isolation* across the campus, and explored ways of **more effectively interconnecting** that work. They identified strategies for increasing engagement, and articulated the need for “engaging the 80%,”—continuously expanding the circle of those leading the work. In preparation for the equity audit report-out from the four subcommittees who had led the domain-focused research, the Office of Planning, Research, and Institutional Effectiveness provided a snapshot of the College’s demographics and provided core statistics on student success rates, persistence, and retention. Subcommittee members for each of the four domains then presented on their equity audit research, discussed in the previous two sections of this report.⁷⁹ Participants discussed the implications of the equity audit research in both small groups and full group, and closed the day with a question to ponder overnight:

“What will be in place in 3-5 years as a result of our actions?”

⁷⁹ For subcommittee reports and presentations, please see <http://www.skylinecollege.edu/seeed/research.php>

The second day of the retreat was devoted to a series of consensus-building activities, each of which began at the individual level (brainstorming and free-writing on a particular question), then shifted to small group dialogue and report-out, and culminated with full group dialogue that prioritized and clustered ideas to create a shared vision element, strategy, or set of action steps; and identify both effective practices/resources in place and “contradictions”—root causes of any obstacles or barriers that are preventing us from achieving our vision. These consensus-building activities culminated in the *Vision Elements and Work Plan* (Appendix G) that will inform and guide our work over the next 3-5 years.

Each of the retreat goals was met, and the process of institutionalizing the framework began immediately after the conclusion of the *SEED Diversity Framework Retreat*, with College leadership meeting to align the vision elements with the College Goals and the Skyline College Strategic Plan 2012-2017.⁸⁰

[Integration Matrix of College Goals, Equity Vision, and Strategic Plan](#)

The goals and strategies of Skyline College represent the central focus of the institution’s work and serve as the primary indicators of how the College is fulfilling its MVV. College goals are aligned with the institution’s strategic priorities (as outlined in the **Skyline College Strategic Plan 2012-2017**) in addition to the **SEED Committee’s vision statement**. This integration can be seen in the figure below:

⁸⁰ The Strategic Plan identifies a series of Strategic Priorities, in five-year cycles, that represent key initiatives of the College that are central to supporting our Mission-Vision-Values and the Goals and Strategies outlined in the Balanced Scorecard. They outline specific programs, resources, infrastructure improvements, and additional factors that will help support the College in meeting its goals. [Strategic Plan 2013-2017](#) (Online Version), [Strategic Plan 2013-2017](#) (Print Version)

Integration Matrix of College Goals, Equity Vision and Strategic Priorities

Strategic Priorities	Strategic Priorities						College Goals								
	Goal, vision or priority #	1	2	3	4	5	6	1 ISLO 1-5	2 ISLO 1-5	3 ISLO 1-5	4 ISLO 1-5	5 ISLO 1-5	6 ISLO 1-5	7 ISLO 1-5	8 ISLO 1-5
SEED Vision	1							X		X	X	X		X	
	2							X		X	X	X			
	3									X		X	X	X	X
	4							X		X	X	X			
	5							X		X	X	X		X	X
	6											X	X		X
	1	X		X		X	X				X			X	
	2			X	X	X	X			X					X
	3		X	X		X								X	
	4		X		X			X		X					
5	X		X		X	X		X						X	
6	X	X		X	X		X		X	X					
7			X	X	X		X		X	X					
8		X		X	X						X		X		
9	X		X		X	X	X		X						

Next Steps and Action Timeline

A Vision for Greater Equity and Student Success

The following nine vision elements, developed by the SEED Committee in collaboration with institutional leaders, will guide the work of committee members and set the agenda for the institution for the next 3-5 years.⁸¹ The College has aligned these vision elements with the Mission-Vision-Values, Goals, and Strategic Plan in order to ensure that they are integrated into already established institutional planning. As evidenced in the Work Plan, several of these elements, (such as the CCTL and the TAC plan), have been instituted and are beginning to flourish; others (such as ARC and the GLI) are in preliminary stages, and groundwork is being established for those remaining.

1. Skyline College **leverages the expertise** of the Technology Advisory Committee (TAC) to **coordinate technology** resources, mentoring, training, assessment, and support for students, staff, and faculty that enhance access and equity.
2. **An institution devoted to global learning** that draws on the collective resources of humanity and provides robust international and multicultural programs, services, and initiatives.
3. **Transparent processes** reflecting the values of Skyline College that serve our internal and external communities, promoting equity and cultural fluency for all students, staff, and faculty through a lens of social justice and agency.
4. **Comprehensive community outreach and access** with the promise of retention and success.
5. **A Center for transformational inquiry** that conducts, facilitates, and communicates research toward institutional effectiveness.
6. **A multiple points of entry online/offline model** for students based on a distributed service online/offline model by staff and faculty.
7. **Comprehensive and clearly defined educational pathways** that bridge students' experiences from connection to completion and beyond.
8. **Holistic and seamlessly integrated guidance**, planning, outreach, and instruction, designed and informed by the students' perspectives.
9. A fully resourced, staffed, coordinated, and integrated **Center for transformative scholarship, teaching, and learning** that is both physical and web-based and positively affects student success.

⁸¹ For additional detail and preliminary objectives and strategies, please see Appendix G, Vision Elements and Work Plan

Strong vision statements are both aspirational and attainable; containing both the seeds of greatness and the building blocks for success. A key component of Skyline College’s ability to make these visions a reality is **collective implementation**. As a College, we all own these data; we each can bring these lenses to our specific areas, apply them in ways that impact student success, continue the inquiry process, and spark ongoing and deeper dialogue. Our efforts—as well as our success—are both interconnected and interdependent; and by continuously auditing equity and exercising critical consciousness, we continuously strengthen the institutional fabric to promote the success and excellence of **all** of our students.

Conclusion

Consistent themes throughout this two year process were embodying the College’s “students first” philosophy for all of our students; exercising bold leadership and critical consciousness; making services and supports for students seamless and holistic; and entrusting each member of the campus community with the leadership and accountability for enacting equity in every action. As we move forward in making the aspirational our lived reality, we can draw on the tools from the *Equity-Driven Systems Change* (ESC) model to ensure that critical inquiry and systems-level action remain core to our work; and on the *Completion by Design* model to ensure that our strategies are effective in promoting equity and excellence at each of the key stages of students’ educational journey.

Skyline College will continue building on our successes and learning from our challenges, as we strive to reduce the *education debt*⁸² being carried by our students, and balance the reality of long-term change with the immediacy of short-term action.

The Skyline College *SEED Committee* has shown remarkable dedication to gathering and analyzing data that is accurate and can be a force for change. Its members have been willing to ask tough questions, engage in difficult dialogue, and share their findings and implications with institutional leadership in the interest of being a catalyst for new and innovative initiatives. Over the next five years, they will continue to work on gathering data in new areas of inquiry and guide the work of subcommittees tasked with carrying out many of the strategies outlined here. Their hope is that, over time, the culture of inquiry they’ve established will become part of the fabric of the institution and that all administrators, faculty and staff will engage in on-going efforts to improve the outcomes for every student that enters their doors. This culture shift will require a continued and deepening commitment to the vision of being a global and diverse community of learners achieving intellectual, cultural, social, economic and personal fulfillment.

⁸² Ladson-Billings, Gloria. (October 2006). *Educational Researcher*. vol. 35 no. 7 3-12
doi: 10.3102/0013189X035007003

Appendix A: Action Research Template

Our Focus Question: How do our practices and processes in connection, entry, progress and completion impact campus equity and student success at Skyline College?					
Action Research Team Data Gathering Plan					Date:
When developing your action plan, be sure to include both quantitative and qualitative data gathering and methods that ensure adequate representation of student voice.					
Inquiry Question					
Action Research Team Members					
Data Gathering Activities (no more than 3)	Who are we gathering data from?	Where do we go to get the data?	How are we gathering the data?	Team Member(s) Responsible for Implementing Activities	Due Date

Developed by SEED Design Committee, 9.4.2013

1



Appendix B:⁸³
Community Connections Survey Instrument (High School Students)

Please take a few minutes to fill out this survey about Skyline College. Thank you for your participation.

1. What grade are you currently in? _____

2. Do you plan on attending college immediately after graduating high school?
 - Yes
 - No

3. If yes, what *type* of college would you like to attend? *(please circle all that apply)*
 - i. Community College (e.g., Skyline, CSM, Cañada, City College)
 - ii. California State University (e.g., SF State)
 - iii. University of California (e.g., UC Berkeley, UCSF, UC Davis)
 - iv. Private University (e.g., Stanford)
 - v. Tech Schools (e.g., Heald College, WyoTech)

- Yes No 4. Have you heard of Skyline College?

5. How did you hear about Skyline College? *(please circle all that apply)*
 - a. High School Counselor
 - b. High School Teacher
 - c. Skyline College Outreach Counselor
 - d. Concurrent Enrollment Program
 - e. Priority Enrollment Program (PEP)
 - f. Los Hermanos/Las Hermanas Program
 - g. College Fairs
 - h. High School Book Covers
 - i. Other _____

6. Are you aware of the variety of services Skyline College provides such as financial aid and general counseling?
 - Yes
 - No

⁸³ Formatting and spacing will be corrected in the final draft

7. If yes, please identify which programs and services at Skyline College you are aware of: *(please circle all that apply)*
- Financial Aid
 - General Counseling
 - Extended Opportunity Program and Services (EOPS)
 - DSPS (Disabled Students Programs and Services)
 - Automotive Program
 - Cosmetology Program
 - Other _____
8. How did you hear about these programs and services? *(please circle all that apply)*
- High School Counselor
 - High School Teacher
 - Skyline College Outreach Counselor
 - Concurrent Enrollment Program
 - Priority Enrollment Program (PEP)
 - Los Hermanos/Las Hermanas Program
 - College Fairs
 - High School Book Covers
 - Other _____
9. Have you ever spoken with an outreach counselor from Skyline College?
- Yes
 - No
10. If yes, was the outreach counselor successful in providing information on student support services about Skyline College to you?
- Yes
 - No
11. As a high school student, what is the best way a college could provide information to you? *(please rank in order with 1 being the best)*
- High School Counselor
 - High School Teacher
 - Skyline College Outreach Counselor
 - Other _____



Appendix C:⁸⁴
Community Connections
Survey Questions (Staff)

Please take a few minutes to fill out this survey about Skyline College. Thank you for your participation.

1. What high school are you from? _____

- 2) What is your position/ title? _____

- 3) Please rank the top three colleges or universities your students attend after graduation?

- 4) What are the major reasons your students attend the first college listed above?
- 5) Have you heard of Skyline College?
 - o Yes
 - o No

- 6) How did you hear about Skyline College? *(Circle all that apply)*
 - a. High School Colleague
 - b. Skyline College Outreach Counselor
 - c. Concurrent Enrollment Program
 - d. Priority Enrollment Program (PEP)
 - e. Los Hermanos/Las Hermanas Program
 - f. College Fairs
 - g. Website
 - h. Other _____

7. Are you aware of services at Skyline College such as financial aid and general counseling?

8. If yes, please identify which programs and services at Skyline College you are aware of: *(Circle all that apply)*
 - a. Jump Start
 - b. Concurrent Enrollment
 - c. Financial Aid
 - d. General Counseling

⁸⁴ Formatting and spacing will be corrected in the final draft

- e. Extended Opportunity Program and Services (EOPS)
- f. DSPS (Disabled Students Programs and Services)
- g. Automotive Program
- h. Cosmetology Program
- i. Other _____

9. How did you hear about these programs and services? *(Circle all that apply)*

- a. High School Colleague
- b. Skyline College Outreach Counselor
- c. Concurrent Enrollment Program
- d. Priority Enrollment Program (PEP)
- e. Los Hermanos/Las Hermanas Program
- f. College Fairs
- g. High School Book Covers
- h. Other _____

10. Have you ever spoken with an outreach counselor from Skyline College?

11. As a high school representative, what is the best way a college could provide information to you? *(Please rank from 1 as the best)*

- a. Presentation at your high school
- b. Presentation at Skyline College
- c. President's Breakfast (high school administrators invited)
- d. Other _____

Appendix D

Communication/ Information Dissemination Subcommittee Student survey

1. Circle the most appropriate response regarding how long you've been at Skyline:
 - a. This is my first year in college
 - b. Took a break (more than 2 years) and this is my first year back at Skyline.
 - c. Other _____

2. What is your involvement on campus? (Mark all that apply)

Learning Communities	Clubs	Student Government	Volunteer	Work Study	Other _____	None
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3. Did you know scholarship opportunities exist?
 - a. If yes, how? Rank top 5 by putting 1,2,3,4,5 next to each.

TV's	Text Messages	Social Media (e.g. Facebook)	Class presentations	Word of mouth
Fliers	Instructor	Other _____		

4. Have you applied for scholarships? Yes or no?

a) If yes, what motivated you to apply?	b) If no, why not?
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Appendix E:

Communication/ Information Dissemination Subcommittee Faculty survey

1. Outside of class, how do you interact with students? (Mark all that apply)

Learning Communities	Advise Student Groups	Technology (Online OH, Social Networking, etc.)
Other		

2. How long have you been at Skyline?

0-5 years	5.5-10 years	Over 10 years
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3. Do you receive financial aid (BOGG, Pell/Cal Grant, etc.) information?

Yes	No	I don't know
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4. Do you receive scholarship information?

Yes	No	I don't know
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5. What is your preference in receiving information like scholarship opportunities? Rank top 3 by putting 1, 2 & 3.

Email	Mailbox	Meetings
Financial Aid Class Presentations	Financial Aid Website	Other_____

6. Suppose you receive information about scholarships. How would/do you share that information with students?

Send email	Announce in class	Arrange presentation by resource
Post Online Announcement	Invite Student Ambassador	I make announcement at events
Syllabus	I don't	Other_____

7. If you do not share information, why not? (Mark all that apply)

Need the time to cover content	Not my responsibility
I assume the students already have the info	Other_____

5. Circle the most appropriate response regarding how long you've been at Skyline:
- d. This is my first year in college
 - e. Took a break (more than 2 years) and this is my first year back at Skyline.
 - f. Other _____

6. What is your involvement on campus? (Mark all that apply)

Learning Communities	Clubs	Student Government	Volunteer	Work Study	Other _____	None
----------------------	-------	--------------------	-----------	------------	-------------	------

7. Did you know scholarship opportunities exist?
- a. If yes, how? Rank top 5 by putting 1,2,3,4,5 next to each.

TV's	Text Messages	Social Media (e.g. Facebook)	Class presentations	Word of mouth
Fliers	Instructor	Other _____		

8. Have you applied for scholarships? Yes or no?

c) If yes, what motivated you to apply?	d) If no, why not?
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1. Circle the most appropriate response regarding how long you've been at Skyline:
- g. This is my first year in college
 - h. Took a break (more than 2 years) and this is my first year back at Skyline.
 - i. Other _____

2. What is your involvement on campus? (Mark all that apply)

Learning Communities	Clubs	Student Government	Volunteer	Work Study	None
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3. Did you know scholarship opportunities exist?
- a. If yes, how? Rank top 5 by putting 1,2,3,4,5 next to each.

TV's	Text Messages	Social Media (e.g. Facebook)	Class presentations	Word of mouth
Fliers	Instructor	Other _____		

4. Have you applied for scholarships? Yes or no?

e) If yes, what motivated you to apply?	f) If no, why not?
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**Appendix F:
Hiring Subcommittee Survey Instrument**

1. What position are you? (Faculty, Classified, AFSCME, Administration)
2. Have you ever been on a Skyline College Hiring Committee?
3. If so, how long ago?
Within the last 1-2 years
Between 3-5 years ago
6-11 years ago
Over 12 years ago
4. What position was your Committee for? (Faculty, Classified, AFSCME, Administration)
Faculty
Classified
AFSCME
Administration
5. How familiar were you with the current district hiring processes and policies?
Very familiar
Familiar
Not very familiar
Not at all familiar
6. How well did your committee adhere to the established hiring processes and policies?
Very well
Somewhat well
Not very well
Not at all
7. To what degree do you think personal biases influenced the development of the screening instruments?
Very much
Somewhat
Not very much
Not at all
8. To what degree do you think others' personal biases influenced the development of the screening instruments?
Very much
Somewhat
Not very much
Not at all

9. To what degree do you think your personal biases influence your preference of candidates?

- Very much
- Somewhat
- Not very much
- Not at all

10. To what degree do you think others' personal biases influenced the committee's choice of candidates?

- Very much
- Somewhat
- Not very much
- Not at all

11. Do you think the interview *questions* to the candidates were biased?

- Yes
- No

12. If so, on what do you think that bias was based? (In what way?)

- Ethnicity
- Gender
- Age
- Communication Style
- Experience
- Differently-abled
- Religion
- Sexual Orientation
- Other (fill in)

(Open-ended Question)

13. Is there anything else you would like to share about your Hiring Committee experience? Please share below:

Appendix G: Vision Elements and Work Plan

During Day Two of the SEEED *Diversity Framework Retreat* (August 2012), participants generated the following nine Vision Elements through a participatory process utilizing tools from the Equity-Driven Systems Change (ESC) Model.⁸⁵ An early version of the following *Vision Elements and Work Plan* was developed at the retreat, to be updated periodically by the College. The current Work Plan was updated September 2013.

As part of the intentionally integrated nature of this framework, many of the objectives and strategies are interwoven across more than one vision element.

Vision #1: Skyline College leverages the expertise of the Technology Advisory Committee (TAC) to coordinate technology resources, mentoring, training, assessment, and support for students, staff, and faculty that enhance access and equity.					
Examples: Technological scholarship, closing the digital divide, library of the future, online pathways that mirror offline pathways (such as the life map at Valencia College), coordination of online use for students and faculty.					
Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
* Create specific resources, coordinated with the TAC, that facilitate mentoring for staff, faculty, and administrators to explore technological possibilities in order to bridge the digital divide.	*Faculty technology mentors *Mitigate the digital divide *Augment awareness of technological possibilities *Hire an Instructional Designer *Provide Flex Day	Technology Advisory Committee SEEED CITD Library TLC	2012-2015	*Smart Classrooms *Mandatory trainings for faculty *Technological Scholarship: Closing the Digital Divide *Cultural events a) Strong business/industry ties b) President's Council	*Increased College and District trainings (Web Access, SharePoint, iTunesU, Banner, Gmail, DegreeWorks, STOT) (See CTTL website ⁸⁶ and Technology Plan 2012-2015 ⁸⁷ for extensive details).

⁸⁵ Described in greater detail in the *Research Design and Inquiry Process* section (model) and the *Institutionalizing the Equity Vision* section (process) of the Skyline College *Comprehensive Diversity Framework*.

⁸⁶ <http://skylinectl.org/>

⁸⁷ <http://www.skylinecollege.edu/technologyadvisorycommittee/assets/documents/SpecTechPlanV142.pdf>

	technology trainings *Partner with PIO to promote available resources and trainings				*Expanded online Library resources ⁸⁸ *Robust distance education program ⁸⁹ and expanded online one-stop student support services ⁹⁰
Strategies					
*Identify funding for staffing and operational needs to establish: a) Center for Transformative Inquiry b) Center for Scholarship for Transformative Teaching and Learning c) Online teaching and learning d) Global Learner Institute		VPI VPSS PRIE	2012-2014	*Funding identified *Funding secured *Centers/ Program/Institute established	a) Grew into its own Vision Element—see Vision #5. Additional detail will be reported in that section. b) Grew into its own Vision Element—see Vision #9 Additional detail will be reported in that section. c) Distance learning Program strengthened and expanded. (See <i>Substantive Change Report Distance Education</i> , February 2013 ⁹¹) d) Incorporated into Strategic Plan 2012-17; staffing needs identified.

Vision #2: An institution devoted to global learning that draws on the collective resources of humanity and provides robust international and multicultural programs, services and initiatives.

⁸⁸ <http://www.skylinecollege.edu/library/distanceeducation.php>

⁸⁹ <http://skylinecollege.edu/online/>

⁹⁰ <http://skylinecollege.edu/officevpss/supportservices.php>

⁹¹ http://www.skylinecollege.edu/accreditation/assets/documents/DE%20Sub%20Change%20Report%20Total_022613.pdf

Examples: Includes components of both Study Abroad programs and increased internationalization of Skyline College. African Diaspora Program (ADP), Center for International Trade Development (CITD), International Students Program (ISP), Global Learners' Institute (GLI).

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
*Expand and integrate international initiatives throughout the college and the community.	*Integrate international initiatives within the campus (i.e., classrooms) & the community	VPI VPSS CITD ISP ADP	2012-2016	*Global Learner's Institute in place *Coordinated efforts, ongoing, across campus and with the community	GLI incorporated in Strategic Plan; staffing needs identified, presented to campus community, and currently under review through participatory governance process.
Strategies					
Identify funding for staffing and operational needs to establish: * Global Learners Institute *Identify specific partnership opportunities for infusing stronger international lens/ assessment/ events/ curricula through *Center for Transformative Inquiry *Center for Scholarship for Transformative Teaching and Learning *Online teaching and learning *Student Services *More intentionally build cultural fluency professional development opportunities for faculty and staff *Change in cultural breadth requirement for broader exposure to diverse cultures domestically and internationally.		VPI VPSS CITD	2012-2016	*African Diaspora Program strengthened *Robust International Students Program /ISP (greater than 500 students in residence) *Robust study abroad: students and faculty (Global Learners' Institute) *Identify and partner with organizations that foster cultural fluency for faculty and staff	*ADP growth ongoing *ISP gradually growing; has not yet reached 500. *Some programs in place, additional ones under exploration. New MOUs established with colleges and universities through CITD *New partnership established with African American Museum and Library in Oakland

Vision #3: Transparent processes in place that reflect the values of Skyline College and serve our internal and external communities; promoting equity and cultural fluency for all students, staff, and faculty through a lens of social justice and agency.

Examples: Hiring process, professional development, lecture series and events.

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
<p>*Create a more equitable hiring process for faculty and staff</p> <p>*Develop and provide ongoing cultural fluency capacity building, training, and information resources for faculty, staff and students.</p>	<p>* Refine the process of hiring quality faculty and staff (informed externally)</p> <p>*Ongoing capacity building on wide range of equity issues within hiring process</p> <p>*Utilize expertise, i.e., H.R. consultant</p> <p>*Explore promising processes at other campuses</p> <p>*Evaluate training for screening committees</p> <p>*Components of hiring that will change as a result: self-reflection, communication, recruitment, process, interview experience, evaluation, candidate pool, follow up & follow through</p>	<p>*Academic Senate</p> <p>*Classified Senate</p> <p>*SEED Committee</p> <p>*Staffing for Student Success Task Force</p> <p>*District H.R. Office</p> <p>CITD</p>	2012-2017	<p>*Very diverse faculty, staff, and administrators at Skyline College, reflective of the diversity of the student population</p> <p>*Transparent, accessible, and equitable hiring process in place</p> <p>*Ongoing evaluation of hiring, recruiting, communication process</p> <p>*Identified areas for capacity building</p> <p>*Revised selection process (hiring, scholarships, etc.)</p> <p>*Diverse faculty and equitable hiring for part-time faculty</p>	<p>*<i>Staffing for Student Success Plan</i> updated and approved through participatory governance process</p> <p>*New Faculty Orientation program (Boot Up Camp) developed and implemented through CITD and launched Fall 2013</p> <p>*<i>A Call to Consciousness</i> Lecture Series launched Fall 2012</p>
Strategies					
<p>*Mentoring, hiring fairs for under-represented communities, workshops</p> <p>*Internal mentoring programs for faculty/staff/ students, supporting success and retention</p> <p>*Professional development opportunities that enhance internal advancement</p>		<p>*Academic Senate</p> <p>*Classified Senate</p> <p>*SEED Committee</p> <p>*Staffing for Student</p>	2012-2017		*Ongoing

		Success Task Force *District H.R. Office CITD			
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Vision #4: Comprehensive community outreach and access, designed to maximize retention and success.					
Examples: Alma Mater Day, Community and Family Fairs that are linked to retention and success.					
Objectives	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
*Engage the community with comprehensive outreach involving students, faculty, staff and alums that establishes mutual connections and partnerships.	* Create a centralized resource so that counselors can coordinate with transfer institutions *Community & family fairs on campus *Alma Mater Day *Coordinate community engagement efforts across campus *Identify additional funding sources	*Adjunct Outreach Counselor * Financial Aid outreach Departmental outreach *ELI outreach *CAA *Jump Start *PEP / Prep for PEP *Cosmetology *SparkPoint *Expanding your Horizons • Coop Ed • PIO	2013/14-2014/15	*Fully staffed outreach office with tech support • Standardized marketing materials i.e., viewbook, media, testimonials, website, college outreach, calendar • Ongoing training for updates • Alumni database listserv • In-reach services	*Middle College has been incorporated into the Strategic Plan; SC is pursuing funding options. *College is conducting outreach in multiple areas. *1 st Annual Success Summit held 21 September 2013; very strong connections and planning. *Enhanced marketing materials, such as Annual Reports.
Strategies					
*Engage greater proportion of faculty and staff for more equitable distribution of outreach efforts *Strengthen connections with community (internal / external) *Identify strong community partners successfully serving AF.		*VPI *VPSS Adjunct Outreach Counselor * Financial Aid outreach	2013/14-2014/15		*First three, ongoing *Middle College incorporated into Strategic Plan

AM. Community for potential partnerships & other under- served population *Create Middle College. Pair Skyline faculty with high school faculty		*Departmental outreach *ELI outreach *CAA *Jump Start *PEP / Prep for Pep *Cosmetology *SparkPoint *Expanding your Horizons *Coop Ed *PIO			
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Vision #5: A center for transformational inquiry that conducts, facilitates, and communicates research toward institutional effectiveness					
(Originally a strategy under Vision #1)					
Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
*Design and develop a center for transformative inquiry.	*Identify scope of the center *Establish the center's infrastructure	Office of Planning, Research, and Institutional Effectiveness (PRIE) SEED Committee	2012-2014	*Center is in place. *Funding has been secured.	*The Center has been incorporated into both the Strategic Plan and the Education Master plan, under the name Action Research Center (ARC), under the purview of the PRIE Office.
Strategies					
*Identify infrastructure needs and key components *Identify funding for staffing and operational needs.	*Create a library for existing research (external and internal) *Create forums (online	Office of Planning, Research, and Institutional	2012-2014	*Scope and structure for library finalized; initial fields populated *Patterned schedule	*Funding needs have been identified and are currently under review through the

	and offline) to exchange ideas based on research *Discuss how ideas from external research may be applied to Skyline College	Effectiveness (PRIE)		established for offline forum; initial agendas formulated	participatory governance process.
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Vision #6: A multiple points of entry integrated student services and support model, utilizing connected online/offline resources.					
Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
*Create a robust and integrated student services model with enhanced communication and clearer pathways to enhance student success.	* Identify and address communication gaps across departments *enhance cross-modal integration of student support services, to effectively “mirror” the offline and online realms.	VPSS Counseling Advising TLC Outreach Financial Aid SEED	2012-2015	*Online services match offline services *Organizational structure facilitates alignment *Multiple-points of entry model understood and implemented across departments *Info Dashboard *Increased student connection	*Significant alignment achieved; continuing efforts in place.
Strategies					
*Increase interdepartmental communication to streamline student supports into a more holistic and integrated model. *Expand professional development opportunities for faculty and staff to ensure equitable and culturally relevant services within each department as well as across departments *Mirror online and offline points of access/ contact	*Needs and gaps analyses *Professional development programs *Centralized capacity-building resources	VPSS Counseling Advising TLC Outreach Financial Aid CITD SEED	2012-2015	*Online services match offline services * Multiple-points of entry model understood and implemented across departments	*Significant alignment achieved; continuing efforts in place.

Vision #7: Comprehensive and clearly defined educational pathways that bridge students' experiences from connection to completion and beyond.

Examples: SkyPath, scheduling appointments in WebSmart, Degreeworks fee payment plan

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
*Enhance educational pathways to more effectively address each of the major momentum and loss points of the Completion by Design model (Connection, Entry, Progress, and Completion) to enhance student success by maximizing the momentum points and minimizing the loss points.	*Establish Task Force to compile and prioritize needed alignments	VPSS PRIE CAAs Puente FYE CTE	2013-2016	*Constituencies for Task Force identified; charge drafted; group convened	*Some departments/ programs have conducted preliminary pathway analysis; however, the College is still in the dialogue stage for a comprehensive approach
Strategies					
*Map educational pathways (from student perspective) from recruitment through completion, for individualized educational goals *Perform gap analyses of these pathways, and develop SkyPath to ensure continuity of institutional support for student success.	*Address pathway needs for certificates, degrees, and transfer *Assess effectiveness across programs and populations—CTE, Athletes, EOPS, DRC, TRiO, etc.	VPSS PRIE CAAs Puente FYE CTE	2013-2016	*Focus group questions finalized, focus groups convened. *Research design in place for comprehensive pathway analysis	*Preliminary discussion

Vision #8: Holistic and seamlessly integrated guidance, planning, outreach, and instruction, designed and informed by the students' perspectives.

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
*Ensure that student perspectives and experiences inform design of integrated support and instruction planning.	*Design assessment tools *Identify participants for each stage/ realm identified above *Conduct assessment *Create design	VPSS VPI ASSC PRIE	2014-2016	*Student perspectives across constituencies compiled and folded into design and implementation of programs; *Robust, holistic, and	*Preliminary dialogues

	opportunities for students			seamlessly integrated student support, outreach, and instruction programs in place	
Strategies					
*Analyze existing data (i.e., Communications domain equity audit research) to inform inquiry plan *Engage student leadership in generating priorities and strategies through student body	*Identify relevant research; cull key learnings *Convene leadership across constituencies for preliminary planning session	VPSS VPI ASSC PRIE	2014-2016	*Executive summary drafted *Planning session convened	Will begin Fall 2014

Vision #9: A fully resourced, staffed, coordinated, and integrated center for transformative scholarship, teaching, and learning that is both physical and web-based and positively affects student success.

(Originally a strategy under Vision #1)

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
*Create a comprehensive integrated ongoing professional development program that focuses practices that lead toward equitable student success and recognize/ build upon employee accomplishments. * Create specific resources that that facilitate mentoring for staff, faculty, and administrators to explore technological possibilities in order to bridge the digital divide.	*Secure adequate space *Create web presence: calendar, share sites for scholarship, etc. *Begin building Social Justice Resource Library and Instructional Technology Resources Library *Strengthen new faculty orientation; including shared core of “intro to Skyline College” and “intro to instructional technology” information	VPI CTTL	2012-2016	*Space identified and equipped *Strong and accessible web presence *Comprehensive New Faculty Orientation program designed and implemented	*Completed 2012 *Completed 2012 *Completed 2012 *Boot Up Camp designed by CITD; launched Fall 2013

