



SAN BERNARDINO
COMMUNITY COLLEGE
DISTRICT

IMPROVING STUDENT SUCCESS THROUGH PEOPLE, CULTURE AND BELONGING

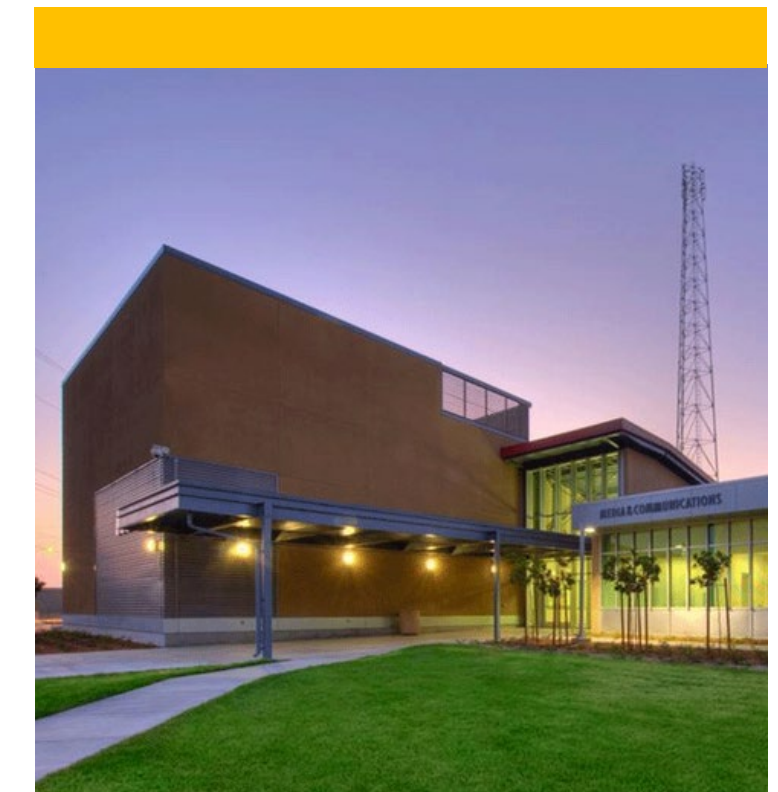
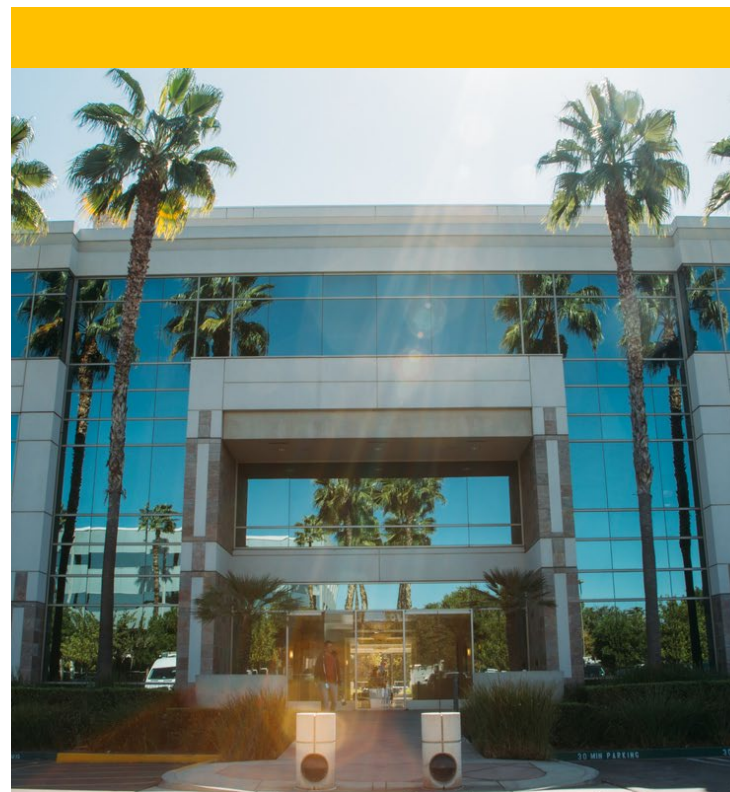
Presenters –

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

Dr. Aysia Brown , District Director of HR, Diversity, Wellness, EEO and Compliance

Dr. Christopher Crew , Executive Director of Research, Planning and Institutional Effectiveness

Chloe de los Reyes, Associate Professor English



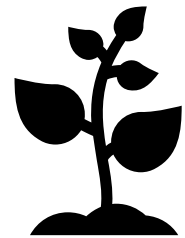
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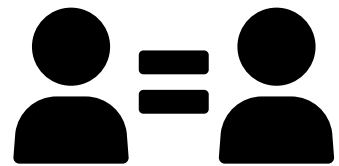
AGENDA



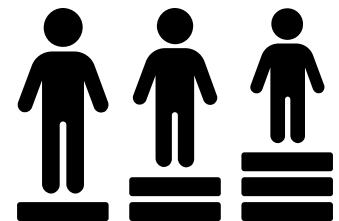
01 HISTORY OF EEO AT SBCCD



02 APPLICANT DATA



03 PEOPLE, CULTURE AND BELONGING



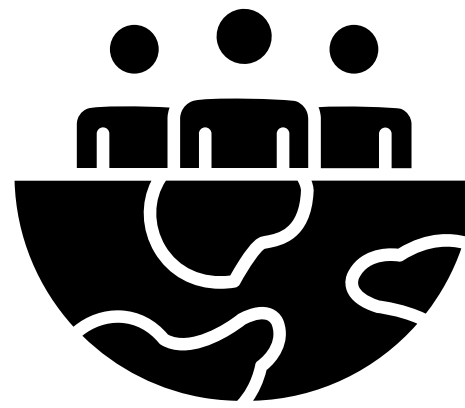
04 EEO BEST PRACTICES GRANT OUTCOMES



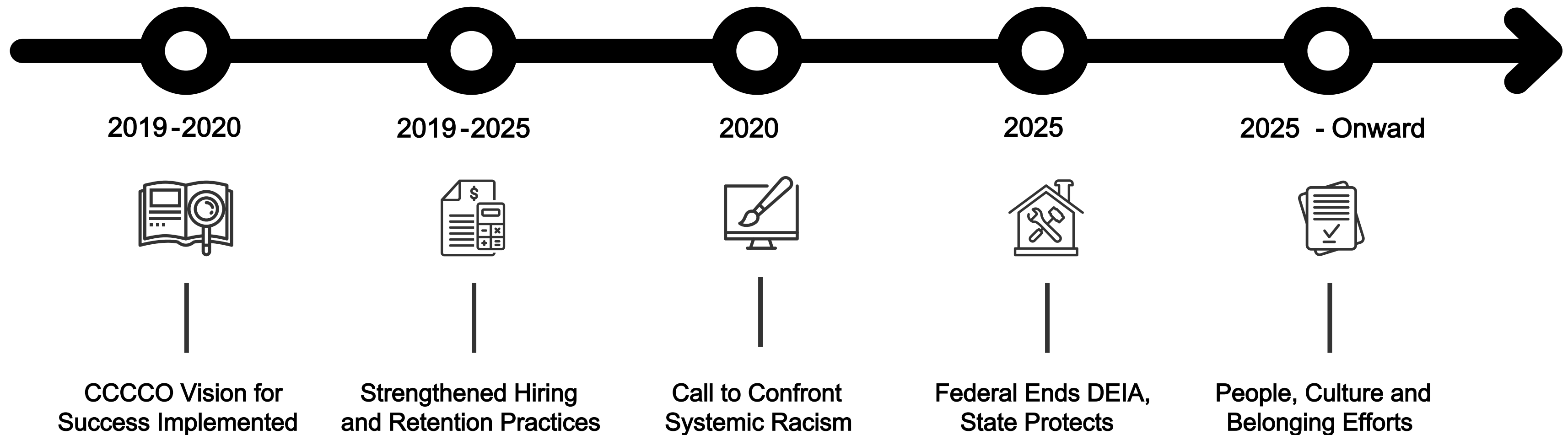
05 QUESTION AND ANSWER



STRONG COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION



SBCCD EEO JOURNEY



2024-25 APPLICANT DATA

376

Recruitments

Committed to meeting
District workforce needs.

11k+

Applicants

Growing reputation as an
employer of choice.

725

New Hires

Building the future—one
talented employee at a time.



55%

Female

Inclusive recruitment practices
advance gender equity.

77.6%

Underrepresented

Diverse candidates see SBCCD
as a place where they belong.

SBCCD DIVERSITY, EQUITY & INCLUSION ADVISORY COMMITTEE

WHO WE ARE

- Collaborative body of faculty, staff, students, and district leaders.
- Dedicated to advancing a districtwide culture of inclusion, equity, and belonging.

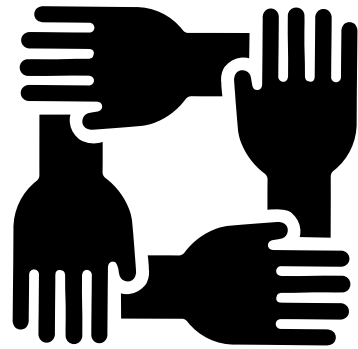
WHAT WE DO

- Provide data -informed recommendations to the Chancellor's Council on DEI priorities, policies, and practices.
- Align and strengthen DEI initiatives across colleges and departments.
- Recommend strategies to enhance engagement and belonging, especially for historically marginalized groups.
- Support the development of equitable policies that center marginalized voices.

OUR COMMITMENT

We strive to create safe, inclusive, and transformative spaces that drive systemic change and equitable outcomes for all members of the SBCCD community.

PEOPLE, CULTURE AND BELONGING



Aligning Professional Development Across all Sites

- Sustainable EEO spending
- Institute for Excellence
- Race to Equity Program



Belonging and Wellness Programs Offered Districtwide

- New Webpage
- Community Spotlights
- Milestone Check-Ins



Intentional Intervention to Reinforce Trust and Safety

- Department Mediation
- Overlapping training plans
- Transparent Investigations

COMMUNITY SPOTLIGHT - CHC MULTILINGUAL PROGRAM

FACULTY LEARNING COMMUNITY



OVERVIEW

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

PURPOSE

A collaborative learning community composed of faculty across disciplines, tasked with developing—from scratch—rigorous, culturally-responsive teach materials for English language learners.

KEY INITIATIVES

Supports multilingual literacies, celebrates language diversity, honors linguistic identities, and—most importantly—centers care in every aspect of student learning and engagement.

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

EEO BEST PRACTICES: IN-DEPTH INTERVIEW SUMMARY

PURPOSE

To understand faculty perspectives on student success and equity initiatives.

KEY INITIATIVES

The use of disaggregated student success and roster data to inform teaching practices and identify equity gaps.

Professional development programs designed to strengthen faculty capacity to support disproportionately impacted students, particularly Hispanic and African American learners.



EEO BEST PRACTICES: IN-DEPTH INTERVIEW SUMMARY

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

01

Effective in shaping more inclusive teaching practices.

02

Faculty revised course content and teaching approaches.

03

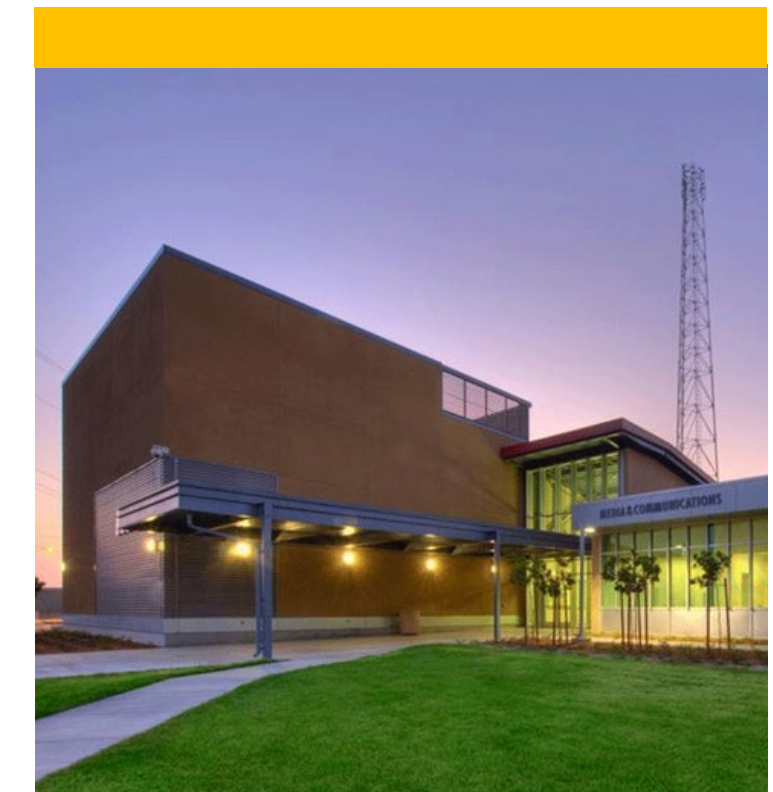
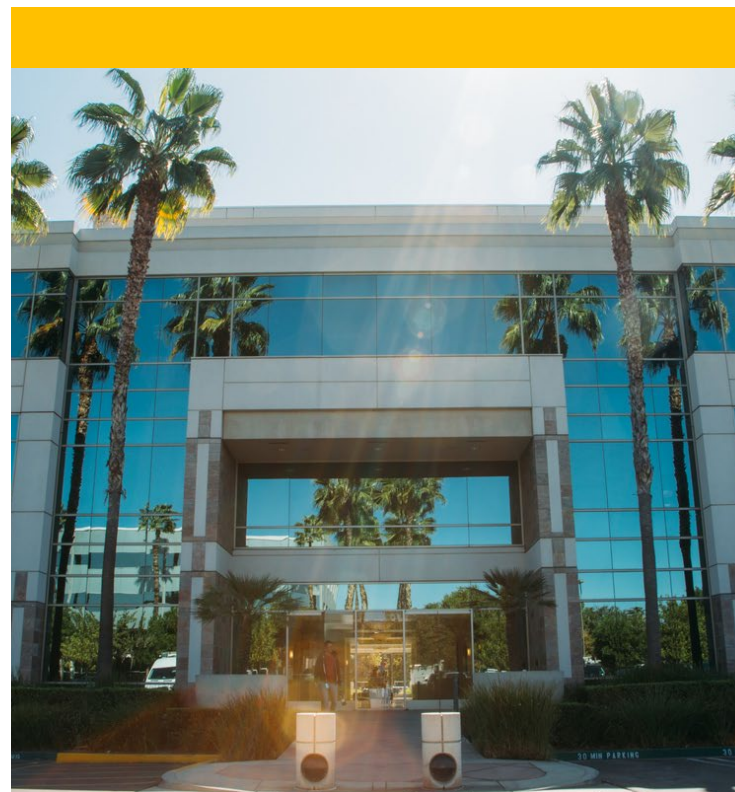
Improved faculty equity strategies and validated their experiences.





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Thank you



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FIRST NATIONS EXPERIENCE