

THE STATUS OF SAN DIEGO COUNTY'S  
CHICANOS/LATINOS  
IN PUBLIC HIGHER EDUCATION:  
DECOLONIZING LOCAL COLLEGES AND UNIVERSITIES

Report by

The San Diego County Chicano/Latino Concilio on Higher Education

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**Center for Equity and Bilingual Educational Research**

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## EXECUTIVE SUMMARY

For over thirty years, the San Diego Chicano/Latino Concilio on Higher Education has advocated for access and success among local Chicanos/Latinos in San Diego's public colleges and universities. This 2022 SD Concilio Report provides data and information gathered from most of the local community colleges and universities that reflects their institutional strategies to serve Chicanos/Latinos.

The focus of inquiry corresponded to six areas: Institutional Leadership/Mission (Organizational Diversity), Campus Enrollment (Compositional Diversity), Chicano/Latino Student Success (Psychological & Behavioral Dimensions), Chicano/Latino Faculty (Compositional Diversity), and Chicano/Latino Studies and Biliteracy-Teacher Education (Historical Legacy), and Law Enforcement. Overall, local community colleges and universities responded in varying levels to the San Diego Concilio's request for such public information. Thus, there appears a glaring lack of consistency in the priority attached to the needs of Chicanos/Latinos among these local institutions. This unfortunate finding contradicts the research directions indicated by Chicano/a scholars such as Gina Garcia as well as the California Campaign for College Opportunity, that advocate for an institutional focus that prioritizes Chicano/Latino students as our community becomes a larger part of the California population, including students attending colleges and universities in our state. *During this series of dialogues, our San Diego Concilio concluded that the level of support for Chicanos/Latinos in San Diego's higher education institutions seems uneven at best.*

The exploratory findings found in this report include:

- Due to a lack of consistent responses, we are unable to determine the degree to which Chicanos/Latinos are equitably represented among the leadership of local public higher education institutions. Likewise, the priority placed on equity for Chicanos/Latinos found in critical institutional documents, such as strategic plans, appear inconsistent. These institutional conditions constitute a serious shortcoming for local colleges and universities.
- With notable exceptions such as UC San Diego, almost all the local, public colleges and universities have achieved "Hispanic Serving Institution" status, i.e., at least 25 percent of their enrollment is Chicano/Latino students. Likewise, both CSU San Marcos and SDSU and all five community college districts have achieved parity in their Chicano/Latino enrollment with the ethnic composition of San Diego County, which is 34 percent Chicano/Latino.
- While the two local CSU campuses have only minimal gaps in outcomes such as first-year retention and graduation rates between Chicanos/Latinos and white students, most local community colleges have a larger gap in course completion rates and grade point average.
- While all the responding institutions have several support programs and services that supposedly focus on the success of Chicano/Latino students, there is no

consistent indication of their administrative coordination, their adequate funding, or the assessment of their success.

- Despite the scholarly research's documentation of the importance of Chicano/Latino faculty in the success of Chicano/Latino students, as well as their contribution to the learning of all students in contemporary higher education, the representation of Chicano/Latino faculty at virtually all these local, public institutions was unacceptably low.
- Preparing Chicano/Latino and other postsecondary students for engagement with an increasingly diverse society requires strong institutional support for curriculum such as Chicano/Latino Studies and Bilingual Teacher Education, respectively. The support for such curriculum across local colleges and universities was mixed, from strong support at SDSU, to fledgling support for Ethnic Studies at CSUSM, to variable type of courses from local community colleges.
- The data and information we received regarding law enforcement structures and strategies was unacceptably evasive. It appears that our local, public colleges and universities are spending considerable amounts of public funds on law enforcement without evidence that their strategies are implemented in an antiracist manner, that they are not wasting funds that should be spent on instructional and support strategies, and that their approaches are effective in ensuring safety on local campuses.

Based on these findings, our SD Concilio's report contains conclusions and recommendations for local, public colleges and universities and elected officials, respectively. Our findings focus on the need for local, public higher education institutions to be **intentional in their work with Chicanos/Latinos**, with an institutional focus that recognizes the historic presence of our community in San Diego County, the systemic and institutional racism to which we have been subjected, and the growth of our community.

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# THE STATUS OF SAN DIEGO’S CHICANOS/LATINOS IN PUBLIC HIGHER EDUCATION: DECOLONIZING LOCAL COLLEGES AND UNIVERSITIES

A report by the San Diego Chicano/Latino Concilio on Higher Education  
Co-Chairs: Isidro Ortiz, Ph.D. and Patrick Velasquez, Ph.D.

Decolonization ultimately requires the overturning of the colonial structure. It is not about tweaking the existing structure to make it more Indigenous-friendly or a little less oppressive. The existing system is fundamentally and irreparably flawed . . . Decolonization . . . involves challenging colonizer systems and institutions that serve to maintain the colonial relationship so they are eventually eradicated completely.

Waziyatawin, For Indigenous Minds Only: A Decolonization Handbook. Santa Fe, NM, 2012.

In order to effectively serve Latinxs . . . the organizational structures that have excluded and oppressed them must be completely disrupted and transformed . . . I absolutely want Latinx students to graduate and get jobs, but I also want them to graduate as socially conscious people who understand their historical, social, linguistic, and racial-ethnic backgrounds. I also want them to be committed to serving, empowering, and transforming their own Latinx communities upon graduation. Stop being race neutral and understand that becoming a Hispanic Serving Institution presents an opportunity to disrupt whiteness while being unapologetically committed to racially minoritized students.

Gina A. Garcia, *Journal of the Alliance for Hispanic Serving Institution Educators* 2021, 1, 1-14.

## I. INTRODUCTION

This research and policy report by the San Diego Chicano/Latino Concilio on Higher Education (hereafter the SD Concilio) analyzes data and information gathered from eleven public colleges and universities in San Diego to provide a profile of the status of local Chicanos/Latinos in higher education. The SD Concilio is a local coalition of faculty and staff, including emeriti, that has monitored and conducted advocacy for the access and success of Chicano/Latino students in higher education for over thirty years. A previous report or “Brown Paper” by the SD Concilio, issued in November 2021, provided a summary of the scholarly research and theory that informs our approach to such community advocacy. That report also provided an important historical context to explain the contemporary status of Chicanos/Latinos as a subordinate group in the racial hierarchy of the United States.

From September through November 2022, we disseminated a series of nine research and

policy reports regarding local Chicano/Latino students. We emphasize that our main purpose in disseminating these reports is to inform our local Chicano/Latino community regarding the status of our students in San Diego institutions of higher education and to raise the community's consciousness of necessary policy changes.

This document contains all the nine reports we disseminated previously, with data and information gathered from direct contact with local, public colleges and universities as well as content from their respective websites. We hope that our work contributes to the process of decolonizing our communities and their public institutions, which is critical for our self-determination as Chicanos/Latinos. Waziyatawin and Yellow Bird provide these helpful definitions for indigenous groups such as Chicanos/Latinos:

Colonization refers to both the formal and informal methods (behavioral, ideological, institutional, political, and economic) that maintain the subjugation and/or exploitation of Indigenous Peoples, lands, and resources. Decolonization is the meaningful and active resistance to the forces of colonialism that perpetuate the subjugation and/or exploitation of our minds, bodies, and lands. Decolonization is engaged for the ultimate purpose of overturning the colonial structure and realizing Indigenous liberation (2012, p. 3).

This decolonization process is essential due to the decades of systemic and institutional racism to which Chicanos/Latinos have been subjected, and the continuing hindering conditions in our communities and public institutions that result from such racism.

## **I. DIRECTIONS FROM SCHOLARLY LITERATURE**

The work of the San Diego Chicano/Latino Concilio on Higher Education is informed by directions from scholarly research that contextualize data and information on the conditions for Chicano/Latino students found in our local colleges and universities. Such research directions, particularly the work of Sylvia Hurtado, are found in the SD Concilio's "Brown Paper" published in 2022. For this report, we provide a prominent example of recent, national research by Gina Garcia that focuses on Hispanic Serving Institutions (HSI's) and their urgent need to provide supportive conditions for Chicano/Latino students. While we reject colonial labels such as "Hispanic," we utilize that terminology only when it is referred to in literature that analyzes the conditions for Chicano/Latino students. In addition, we provide selected highlights from the 2021 report of the California Campaign for College Opportunity that analyzes the state's California Chicano/Latino experience in higher education, including policy recommendations.

*Gina Garcia: Expanded Research and Theoretical Directions on HSI's*

The Latina scholar Gina Garcia has built on the work of Hurtado and other scholars on Hispanic Serving Institutions. She emphasizes the considerable percentage of Chicano/Latino students that attend HSI's and the subsequent imperative for those colleges and universities to become truly "serving" institutions rather than merely enrolling a high percentage of our students. Indeed, Garcia states that both the twenty-five percent enrollment level and the federal designation for HSI's are arbitrary, much as categories such as "Hispanic" and "HSI" are

subjective and socially constructed (2019). Garcia uses an explicit racial analysis, arguing that HSI's are generally undervalued because they are judged by "white normative standards for postsecondary institutions" (2019, p. 3). This dynamic contributes to the racialization of colleges and universities, a process in which they are assigned value based on the ethnicity of their student enrollment. According to Garcia, such a process ensures that higher education institutions help to perpetuate the racial and ethnic stratification of the U.S. society.

Garcia frames the current focus on HSI's that examines institutional strategies and conditions:

The scholarly and policy debates about HSI's continue to be focused on whether they are actually serving Latinx and other minoritized students. Beyond the enrollment requirement, there is no federally mandated expectation about processes or outcomes at HSI's. This has created a debate about measuring the effectiveness and viability of HSI's (Garcia, 2019, p. 17).

Garcia provides recommendations for higher education institutions that are authentic in their desire to provide supportive conditions for Chicano/Latino students (2019, P. 116-220):

- Provide curricula and programs that are grounded in justice and equity.
- Hire faculty, staff, and administrators committed to justice and liberation.
- Value and embrace non-dominant input, process, and outcome variables.
- Reinforce bilingualism and the preservation of the Spanish language.
- Provide high-touch practices for students, including advising and experiential learning.
- Provide students with a diverse financial aid package.

The degree to which institutions provide such practices and enact such values largely determines the degree to which they are actually "Chicano/Latino serving" or "simply white institutions that enroll a large percentage of Latino students" (2019, p. 123). Thus, HSI's are clearly called upon to do more than historically white institutions, as they must achieve a high level of "traditional" outcomes, e.g., retention and graduation, as well as ensure that Chicano/Latino students develop the type of "habits of mind" identified by Hurtado that equip them to become effective change agents for the collective Chicano/Latino community (Hurtado and Alvarez, 2015). As Garcia emphasizes, HSI's cannot operate as "race-neutral" institutions: "HSI's *must* work toward recognizing the racialized sociohistorical past of their organizational members and that they *must* work toward breaking down the structures that reinforce white supremacy and colonization" (Garcia, 2019, p. 129).

Garcia ends her 2019 text on a positive note:

While institutions of higher education were not designed for Latinx students (or any minoritized populations), I believe we have reached a moment in time when we can disrupt the historical legacy of exclusion and move toward a model of inclusion, or what I have otherwise called a **decolonized institution** . . . HSI's may very well be the best-equipped institutions for providing a culturally engaging space for Latinx and other minoritized students, leading to a greater sense of belonging and ultimately a greater level of persistence, graduation, and

postgraduation career outcomes (Garcia, 2019, p. 137, emphasis added).

Garcia's most recent work expands on her analysis of HSI's and their potential to contribute to Chicano/Latino achievement and collective empowerment. Garcia focuses on the degree to which HSI's provide institutional conditions that constitute authentic "servingness:"

Servingness is conceptualized here as the ability of colleges and universities that meet the 25% Latinx and 50% low-income enrollment threshold to become HSI's to enroll and educate Latinx students through a culturally enhancing approach that centers Latinx ways of knowing and being, with the goal of providing transformative experiences that lead to both academic (e.g., graduation, post-baccalaureate degree enrollment, job placement) and nonacademic (e.g., community engagement, critical consciousness, racial identity development) outcomes (Garcia, 2020, p. 1-2).

As Garcia points out, since the 1990's, HSI's have applied for and often received federal grants under Title V of the U.S. higher education code. These Title V grants are supposed to improve a college's or university's institutional conditions so that they more fully support the success of Chicano/Latino students. She cites the important scholarship of Vargas and Villa-Palomino, who analyzed the content of such Title V grant applications that received awards between 2009 and 2016. Vargas and Villa-Palomino (2018) found a general lack of focus on the specific needs of Chicano/Latino students in those awards, including lack of support for Chicano/Latino Studies and/or Ethnic Studies.

According to Garcia, their analysis also found that of those awards, "85% employed a 'colorblind racialized logic' that was guided by white norms" (Vargas and Villa-Palomina, cited in Garcia, 2020, p. 11). Garcia also emphasized that none of the grant awards focused on addressing microaggressions, discriminatory institutional behavior, or racial harassment despite the documentation of such impactful problems in the scholarly literature on Chicano/Latino students' experience in higher education (p. 13). Likewise, the grant awards mostly favored the training of existing faculty and staff on "culturally-sensitive" classroom pedagogy rather than institutional strategies to hire more Chicano/Latino faculty and staff.

Garcia's definition of servingness is very much aligned with the long-standing vision of our San Diego Chicano/Latino Concilio on Higher Education. We greatly value "traditional," "academic" outcomes such as graduation and high grades. However, such outcomes mean little for the collective empowerment of our Chicano/Latino community unless those outcomes are accompanied by an educational process that produces critical thinkers committed to a role as change agents for social justice.

Garcia concludes that the responsibility of HSI's to achieve servingness to their students should be measured by appropriate assessment. That is, their assessment should not be directed by "white normative values" instead of more culturally relevant ideologies that reflect the culture and community needs of Chicano/Latino students. Garcia argues that white normative values have not led to effective solutions, i.e., equitable outcomes for Chicano/Latino students and instead simply reinforce the "dominant narrative elitism" (Garcia, 2020, p. 15). Thus, we should reject policy studies that ignore the historic and contemporary racism against the Chicano/Latino community and blame HSI's for their "failure" to achieve equity. As Garcia concludes:

Even when policy reports are written through asset-based lenses and with the goal of uplifting HSI's, they often continue to highlight white normative outcomes such as graduation rates and job placement, with less focus on how HSI's are serving their local Latinx communities, enhancing students' racial identity and understanding of self, and increasing students' self-efficacy and social agency" (Garcia, 2020, p. 16).

### *The California Campaign for College Opportunity*

The literature of Gina Garcia and other Chicano/Latino scholars provide an important analysis of the issues faced by Chicanos/Latinos in higher education on a national level. Additional scholarly sources have analyzed the status of Chicanos/Latinos on a state level in California's higher education institutions. One such source is the Campaign for College Opportunity. Their November 2021 report, "The State of Higher Education for Latinx Californians," provides a valuable analysis of the Chicano/Latino experience in postsecondary institutions throughout the state.

The Campaign's 2021 report notes that nearly forty percent of California's population is Chicano/Latino and that by 2060, forty-five percent of California's residents will be Chicano/Latino. The overwhelming portion of this Chicano/Latino community in California is of Mexican origin. The report concludes that there is both "good news" and "bad news" regarding the status of California's Chicanos/Latinos in higher education. The good news includes:

- Eighty-seven percent (87%) of Latinx 19-year-olds in the state have a high school diploma or equivalent credential, compared to 73 percent 10 years ago.
- Forty-four percent (44%) of Latinx high school graduates in 2019-2020 were prepared for college and eligible for university admission.
- Over 1.39 million Latinx were enrolled in college in California; 43 percent of California undergraduates are Latinx.
- The percentage of Latinx community college students taking and passing college-level math in their first semester has gone from 8 percent to 33 percent. The percentage taking and passing transfer-level English in their first semester has more than doubled, from 20 percent to 56 percent.
- More than half of Latinx associate degree-earners are earning Associate Degrees for Transfer – helping them save time and money, while guaranteeing them junior standing when they enroll in the CSU.
- For the first time in history, the CSU entering class of 2019-2020 reflects the diversity of the California high school graduating class.
- Over the past five years, four-year graduation rates for both Latinos and Latinas enrolling in the CSU as full-time freshmen have doubled from nine percent to 18 percent for Latinos and from 15 percent to 29 percent for Latinas.
- Half of Latinas transferring to the CSU graduate within two years at rates approaching those of white women (52 percent), and four-year graduation rates for Latinx transfer students are generally high—75 percent for Latinos and 81 percent for Latinas.

- Preliminary admissions data from the UC for fall 2021 shows an eight percent increase in Latinx admissions from fall 2020. Among California residents applying to the UC, the admission rates for Latinx applicants exceeded those of white applicants.
- More than half of Latinos enrolling in the UC are graduating on time—with 53 percent of Latino freshmen graduate in four years, and 51 percent of Latino transfer students graduate in two years. Nearly two-thirds of Latinas at the UC are graduating on time—65 percent of Latina freshmen graduate in four years, and 63 percent of Latina transfer students graduate in two years (p. 7).

The bad news is:

- More than half of California’s Latinx high school graduates are not eligible for admission to the state’s public four-year university systems because they were not offered or supported to complete the A-G courses required to apply for university admission to the UC and CSU.
- While 78 percent of Latinx students enroll in a community college seeking to earn a two-year degree and/or transfer to a four-year institution, after six years, fewer than one-third (32 percent) have been supported to transfer to a four-year college or university.
- At the CSU, fewer than one in five Latino freshmen (18 percent) are supported to graduate in four years, and only 29 percent of Latinas enrolling as full-time freshmen are supported to graduate in four years. These rates are far lower than for white men (36 percent) and white women (52 percent).
- Only 36 percent of Latino transfer students enrolling in the CSU are supported to earn their bachelor’s degrees in two years, compared to 41 percent of white men and 50 percent of Latinas.
- At 53 percent, the four-year graduation rate for Latino freshmen is 17 percentage points lower than the four-year graduation rate for white men who enroll in the UC as freshmen. The gap in four-year graduation rates between Latinas and white women enrolling in the UC as freshmen is 14 percentage points.
- Roughly the same percentage (51 percent) of Latino transfer students graduate in two years, compared to 58 percent of white men. A similar gap in two-year graduation rates (seven percentage points) exists between Latina transfer students to the UC and white women who transfer to the UC.
- The UC student body still does not reflect the diversity of the state, with Latinx Californians woefully underrepresented at 25 percent (p. 8).

The Campaign emphasizes that less than half of California’s Chicano/Latino population has attended college, the lowest college attendance rate of any racial/ethnic group in the state. Thus, Chicanos/Latinos represent an “enormous reservoir of untapped talent” (p. 19). However, in addition to their low college attendance rate, Chicanos/Latinos have a high rate of leaving college without a degree. The Campaign’s report of 2021 also noted that the COVID-19 global pandemic had a large, disproportionate impact on Chicano/Latino student enrollment, including a 17 percent decrease in community college enrollment and a 4 percent decrease in public

university enrollment between fall 2019 and fall 2020.

The Campaign's data show that there is a continuing trend in California in which the majority, 72 percent, of Chicano/Latino students in postsecondary institutions are attending a community college, and they make up 45 percent of the California Community College enrollment. Chicano/Latino students comprise 43 percent of all students in the California State University but only 25 percent of University of California students. None of the three "flagship" campuses of the UC have achieved Hispanic Serving Institution status, i.e., at least twenty-five percent of campus enrollment being Chicano/Latino students. The Campaign, in their report "*The State of Higher Education for Latinx Californians*," (2021) states,

"In a state where Latinx residents are the largest ethnic group, and where 48 percent of 18-to-24-year-old residents are Latinx, an undergraduate population that contains at least 25 percent Latinx students at every campus should be the norm" (p. 36).

The Campaign's section on Chicano/Latino student success is instructive. It includes these critical findings:

- Though the trend over the past few years is positive for all subgroups examined, fewer than one in 10 Latinos that transferred to a university from a California Community College in 2014-2015 was able to graduate in three years.
- If the California Community Colleges system were able to support an additional two out of every 100 Latinx degree-seeking students to complete their degrees, it would see an additional 12,245 Latinx completions each year.
- Less than one-third (32 percent) of Latinx students transferred to a four-year college or university within six years of enrolling in a community college.
- At the CSU, only 62 percent of Latinas and only 52 percent of Latinos graduate in six years.
- Support for Latina transfer students ensures that they graduate at rates approaching those of white women transferring to the CSU. Latinos transferring to the CSU, however, are not as well supported to timely completion, with just over one in three (36 percent) graduating within two years of transferring.
- A growing percentage of UC Latinx freshmen are supported to earn their degrees in four years, but Latinos and Latinas are not as well-supported as their white peers.
- At all three public systems of higher education, there are too few Latinx faculty (p. 39-50).

The Campaign also provided recommendations for California to better serve its Chicano/Latino students in higher education. Along with recommendations for California high schools, state government, and the federal government, respectively, the report includes specific recommendations for the three levels of public higher education institutions in our state:

- Ensure strong implementation of California Community Colleges and CSU reforms that focus on equitable placement of students into college-level English and math, and support Latinx students to succeed in these courses. Identify strategies for intentionally closing racial/ethnic and gender gaps in enrollment and completion to degree, certificate, and transfer.
- Continue support for strong implementation of the community college Student-Centered Funding Formula, which provides additional resources to colleges based on enrollment, number of low-income students, number of first-generation students, and success of students who earn a degree, certificate, or complete the transfer requirements.
- Strengthen the CSU Graduation Initiative to improve graduation rates and close racial/ethnic and gender gaps for Latinx students who enroll as first-time freshmen and who transfer to the CSU.
- Strategically identify efforts to make sure the UC increases the number of Latinx students who enroll and successfully graduate, so that its student body and every campus is more reflective of the diversity of California’s high school population.
- College presidents, campus leaders, and governing bodies must commit to identifying, hiring, retaining, and promoting Latinx faculty at California’s public colleges and universities.

California often sets the tone for U.S. policies and practices in fields such as higher education. California’s Master Plan for Higher Education was once touted as a national model of access for public higher education. California now occupies a position in which it can establish a positive example of ensuring equitable access and success for a large Chicano/Latino population that is increasingly found in other states as well. San Diego has the ability to be part of such a positive effort.

The literature reviewed in this section on both national and state levels provides an informed context through which our San Diego Concilio analyzes the institutional conditions and strategies of our local colleges and universities. As we so often emphasize, we clearly know the conditions and strategies that provide effective support for Chicano/Latino students, support that contributes to the collective empowerment of our community. We need the will of local institutions and elected officials to ensure support for the implementation of such conditions and strategies.

## **II. METHODOLOGY**

This report was developed collectively by the members of the San Diego Concilio. During the second half of 2020, we engaged in a dialogue that resulted in the formation of “Priorities & Strategies” of the SD Concilio for 2021-22 (see Appendix G). These priorities and strategies were compiled to provide local colleges and institutions with research-based elements

of access and success for Chicano/Latino students in higher education. Our expectation for our local institutions is to utilize research-based elements to maximize supportive conditions for our students. Therefore, we disseminated our priorities and strategies by email to the administrators of each local, public college and university. In our correspondence, we invited institutional administrators to meet with our SD Concilio via Zoom for a dialogue regarding our recommendations for transforming institutional structures, policies, and practices.

In addition, we attempted to disseminate our priorities and strategies to the members of the California Latino Legislative Caucus, those Chicano/Latino state assembly members and senators that purport to focus on the needs of California's Chicano/Latino community. We did so given our SD Concilio's history of seeking, without success, the support of those caucus members in our advocacy for Chicanos/Latinos in higher education. During the pandemic, it has been difficult to obtain such support for action from existing California legislators.

After disseminating our priorities and strategies to the staff of the Latino Caucus in March 2021, they responded that they would not forward them to the caucus members because our SD Concilio's priorities and strategies did not reflect the caucus' "projects." This is incomprehensible to us since our priorities and strategies included specific legislative objectives on behalf of our community. Despite their staff's rejection of our request for support, we emailed our priorities and strategies directly to some of the local caucus members. Unfortunately, *none* of these legislators responded to us. We disseminated our priorities and strategies to several local Chicano/Latino community organizations as well.

In early 2022, Assembly Member Lorena Gonzalez resigned from the assembly. In September 2022, our SD Concilio met with David Alvarez, who was elected in a spring primary to fill the seat vacated by Gonzalez. Unlike our previous attempts to work with Latino Caucus members, Assembly Member Alvarez was deeply engaged in educational policy to serve Chicanos/Latinos and was willing to work with our SD Concilio. Assembly Member Alvarez was elected to a full term in the legislature in November 2022. We look forward to working with him.

Over the first three to four months of 2021, our SD Concilio held Zoom meetings with the leadership of most of the local, public colleges and universities:

- Miramar College
- Mesa College
- City College
- Palomar College
- Mira Costa College
- San Diego State University
- California State University San Marcos
- SDICCA (San Diego Imperial Valley Community College Association)
- Southwestern College
- Cuyamaca College
- Grossmont College

These meetings were helpful in developing working relationships, clarifying our SD Concilio's objectives and recommendations, and obtaining initial information on each institution's progress in enrolling and serving Chicano/Latino students. Only UC San Diego expressed no interest in meeting with our SD Concilio. During this series of dialogues, our SD Concilio concluded that

the level of support for Chicanos/Latinos in San Diego's higher education institutions seemed uneven at best. To illuminate this situation for our community, the SD Concilio decided to compile and disseminate a report on the status of higher education for our Chicano/Latino community in San Diego.

In June 2021, our SD Concilio sent correspondence to each local, public institution's leadership to request data and information that would be utilized to compile these reports. All the institutions initially responded with an expression of willingness to provide the data and information we requested. UC San Diego, San Diego State University, and California State University San Marcos, respectively, told us that they would provide the requested information. Unfortunately, UCSD did not provide any data or information. The local community colleges responded through SDICCA, the San Diego and Imperial Counties Community Colleges Association, that they would submit the requested information from all their colleges to our SD Concilio through their association. The following is the specific data and information that our SD Concilio requested from local, public institutions:

### **1. Institutional Leadership/Mission (Organizational Diversity)**

- Data for most recent five years—ethnicity: number of deans, presidents/chancellors, VPSA/VCSA, VP Instruction, VC Academic Affairs
- Equity, Diversity, HSI status in institutional mission statement and/or strategic plan
- Diversity/Equity plan agenda
- Name of VP or VC of Equity, Diversity and Inclusion and ethnicity
- Chicano/Latino community off campus relationships—e.g., formal Chicano/Latino community advisory group

### **2. Campus Enrollment (Compositional Diversity)**

- Five (5) years of enrollment data—overall enrollment disaggregated by ethnicity; Chicano/Latino students disaggregated by first and non-first-generation college students, gender, percentage of Pell recipients and non-recipients
- For universities—disaggregation by first-time freshmen, transfers
- Existing initiatives/strategies to recruit and enroll Chicano/Latino students
- What departments/divisions are responsible for recruitment and enrollment
- Assessment of effectiveness—recruitment and enrollment
- Hispanic Serving Institution status and federal support success

### **3. Chicano/Latino Student Success (Psychological & Behavioral Dimensions)**

- Student success: Who has primary responsibility for Chicano/Latino student success? To whom does she/he report? Who assesses the effectiveness of initiatives/strategies for Chicano/Latino student success?
- Corresponding to type of institution: For most recent three years, provide specific initiatives/programs that focus on Chicano/Latino student success; number of Chicano/Latino students served by each initiative/program;

assessment of each initiative's/program's contribution to Chicano/Latino student success

- Federal support through Title V program/services? Provide description, funding level, assessment of effectiveness, timeline, institutionalization, to whom Title V grant reports
  - Course completion: For most recent three years, data on course completion for all students disaggregated by ethnicity
  - Corresponding to type of institution: By ethnicity: a. number of AA degrees awarded? b. number of transfers to four-year universities? c. 1<sup>st</sup> to 2<sup>nd</sup> year retention? d. five-year graduation for first-time freshmen and three-year graduation for transfers? e. GPA at graduation (all data disaggregated by ethnicity)
  - Type of impact practices: Chicano/Latino student participation in “high impact practices,” (e.g., undergraduate research, study abroad, enrollment in Ethnic Studies courses, community service)
- 4. Chicano/Latino Faculty (Compositional Diversity)**
- For most recent five years, number of Chicano/Latino faculty disaggregated by academic department or division and rank (lecture, assistant, associate, full professor)
  - Number of academic senate representatives by ethnicity and chairs
- 5. Chicano/Latino Studies and Bilingual-Teacher Education (Historical Legacy)**
- Corresponding to type of institution: Existing Departments? Programs?
  - Catalog description: Chicano/Latino Studies and/or Ethnic Studies
  - Type of Bilingual: Bilingual-Teacher Education track (CC) and/or University Department
  - Budget: Program or department budget and number of FTE for most recent five years
  - Faculty Tenure track: Disaggregation of FTE by tenure track and non-tenure track by ethnicity
- 6. Law Enforcement on Campus (Historical & Behavioral Dimensions)**
- Model: Model of campus for law enforcement? Own force or contracts out?
  - Personnel: Criteria used to recruit law enforcement personnel? Who hires? What is required training? Who writes campus law enforcement policies?
  - Budget: For most recent five years—law enforcement budget disaggregated (personnel/FTE, maintenance, physical plant, etc.)
  - Integration: How is law enforcement entity integrated with campus community?
  - Incidents: For most recent five years—campus crime incidents disaggregated by type, detainees disaggregated by ethnicity
  - Complaint process: statement of requirements, number of complaints and resolution for most recent five years

- Composition: Diversity of law enforcement personnel for most recent five years
- Social services: Use of counselors, social workers by law enforcement?
- Practices: Use of restorative justice? De-escalation?
- Oversight: Who has oversight of campus law enforcement?

As we received this data and information from local institutions, our SD Concilio began to compile and analyze the responses. The subsequent research and policy reports that we disseminated provide highlights from the responses to portray the status of Chicanos/Latinos in the public colleges and universities in San Diego.

It is important that we emphasize our reports' objective to provide accurate information on educational outcomes and institutional strategies for local Chicano/Latino students. To achieve this objective, we sought consistency in the way we obtained and reported information on these institutions. Our hope was that each institution would fulfill its commitment to provide the information we requested. Unfortunately, that has not been the case. The response from our local colleges and universities has been very uneven, which no doubt indicates a gross inconsistency in the degree to which San Diego's higher education institutions prioritize accountability to our Chicano/Latino community.

Due to the uneven response from these institutions, our SD Concilio was forced to search out information from the web sites of local colleges and universities. Since each institution makes its own decision as to the student, faculty, and other data to display publicly, the information we report is bound to be incomplete. **We emphasize that each local, public college and university had an opportunity to avoid this shortcoming by responding to our request for public information in its entirety.** Unfortunately, some chose not to respond to our inquiries despite the public information nature of our request. Thus, we shall report data and information that we received along with what we retrieved on our own.

### III. RESULTS

#### *Institutional Leadership and Mission*

Our SD Concilio recognizes the importance of institutional leadership and mission to access and success for the Chicano/Latino community. Scholarship is clear in documenting the importance of a leadership structure that is firmly committed to equity, with equity embedded as a critical element of the institutional mission (Smith, 2015). For a public institution to serve Chicanos/Latinos at an equitable level, Chicano/Latino change agents committed to equity and social justice must be at the table of leaders that determine institutional structures, standards, policies, and practices. While we recognize that the mere presence of a Chicano/a face at the table is not always helpful, we believe that the absence of Chicano/Latino leadership virtually guarantees a lack of accountability to the Chicano/Latino community.

As such, our SD Concilio requested that each local college and institution provide data and information regarding the ethnicity of its leadership. Likewise, we requested information that demonstrates the degree to which equity is embedded in the institutional mission. Such a commitment to equity should be clearly spelled out in official institutional documents such as mission statements and strategic plans. It is also reflected in the presence or absence of leadership that is focused on equity, such as a "chief diversity officer," as well as the substance

of that person's responsibilities. The SD Concilio also believes that a public college or university should have leadership that maintains a consistent, substantive relationship with the local Chicano/Latino community, one that is much more than gathering agreeable individuals for meetings or special ceremonial events that do not address the lived experience of Chicanos/Latinos at the institution.

The following are the responses we received from local institutions of higher education regarding institutional mission and leadership. In some cases, our SD Concilio retrieved information from institutional web sites. A general profile of the three universities and eight community colleges is found in Table I that briefly describes each institution mission, senate leadership, administrator leadership and HSI status. More complete information on each institution's mission and leadership is found in Appendix A.

### UC San Diego

UC San Diego has always suffered from an absence of Chicano/Latino leadership and subsequently, a priority on equity throughout the institution. Founded in 1960, UCSD has had only one Chicano/Latino vice chancellor during its entire existence. According to their website, none of the chancellor's cabinet, a total of fifteen administrators that includes nine vice chancellors, is Chicano/Latino. According to the UCSD "dashboards" of institutional data on their website, in 2021 only 10 percent of their Senior Management Group was Chicano/Latino. UCSD did not submit any response to our SD Concilio's request for data and information, including documentation of the degree to which equity is embedded in their institutional mission.

### San Diego State University

The contemporary college or university generally operates under a system of "shared governance," in which policy and practice is developed and implemented through the collaboration of a staff of full-time administrators, e.g., presidents and vice presidents, and an academic senate made up of generally full-time, tenure-track faculty members. The degree to which Chicanos/Latinos are represented in each body often contributes to the institutional focus on Chicanos/Latinos or their neglect. SDSU provided data showing that there are ninety-six academic senate representatives on their campus, of which nine (9 percent) are Chicano/Latino and sixty-six (69 percent) are white.

In terms of administrators, in 2020-2021, there were 370 administrators at SDSU of which sixty-four or 17 percent were Chicano/Latino. The campus did not indicate the distribution of these administrators among divisions, e.g., academic affairs or student affairs. According to SDSU, they have an African American administrator that is Vice President of Student Affairs and Campus Diversity. He serves as the institution's chief diversity officer. In addition, the university employs a Chicano/Latino administrator as Associate Chief Diversity Officer of HSI and Regional Affairs.

SDSU currently has a Chicana/Latina serving as the university's president and a Chicano/Latino serving as provost, the campus' chief academic administrator. They represent the first Chicanos/Latinos to serve in these positions in the university's 125-year history. The university points out that its current strategic plan (2020-2025) identifies SDSU as a "Premier Research University: A New Kind of Hispanic Serving Institution." They state that the university's president convened an HSI Task Force in 2019 that established six strategic priorities to reflect SDSU's commitment to equity for Chicanos/Latinos. This HSI Task Force continues to operate with campus and community representation that includes our SD Concilio.

In addition, each academic college and department at SDSU has written a “diversity plan” that is posted on the campus’ website.

SDSU claims to have two entities that serve as a liaison with the local Chicano/Latino community. One is the “President’s Latinx Advisory Board,” the purpose of which is to “facilitate mutual sharing of relevant information from SDSU campus leadership and San Diego’s Latinx community.” The second entity is the “Community and Transborder Relations and Initiatives” subcommittee of the HSI Task Force. This group’s purpose is to assist SDSU in its effort to develop transborder relationships that enhance the university’s role as an HSI.

#### Cal State San Marcos

CSUSM did not provide any data to indicate the representation of Chicanos/Latinos among its leadership in either its academic senate or administration. Apparently, they are prohibited from doing so by an institutional policy that does not allow CSUSM to provide disaggregated ethnic data for a small group of employees to protect their privacy. Thus, there was no way to determine the degree of Chicano/Latino representation among the institutional leadership of the university.

There appears to be a prominent place for diversity and equity in the institutional documents of CSUSM. These include a 17-page document, “CSUSM Diversity and Inclusion Plan,” which features a framework for diversity, a vision for inclusive excellence, alignment with the CSUSM mission, and strategic goals and objectives that focus on representation, curriculum, and climate. In addition, the website for CSUSM’s Office of Inclusive Excellence has a “Current Strategic Plan” that includes action steps and a dashboard with institutional data.

According to CSUSM, the campus has no community advisory group that is specific to the Chicano/Latino community. It does have a broader, forty-member community advisory group with Chicano/Latino representation.

#### San Diego Community College District

Instead of sending our SD Concilio the specific data we requested regarding institutional leadership, the community colleges sent us a link to their respective Equal Employment Opportunity reports. Some of these reports provide detailed data on the ethnicity of executives/administrators. Others do not. In addition, none of the community colleges provided information to indicate that they employed a chief diversity/equity officer. Their EEO reports included institutional statements in support of diversity and some documented steps to increase diversity in their work force. However, the narrow scope of the EEO reports prohibited them from including information on faculty, students, and staff typically found in an institution’s strategic plan.

The San Diego Community College District’s EEO report (2020-2023) merely contains an ethnic disaggregation of their total employees. From their data for 2019, the district, which includes three campuses with credit-bearing courses and a continuing education center, had 5,452 total employees with 1,085 or 20 percent Chicano/Latino and 2,415 or 44 percent white. The report does not include data that identifies the number or percentage of Chicano/Latino executives/administrators.

#### Grossmont/Cuyamaca College District

The EEO (2020-2021) report of the GCCCD provided data on institutional leadership disaggregated among the district’s two campuses. In 2019-2020, Cuyamaca College had nineteen

total staff at the executive/administrative level, of which nine or 47 percent were Chicano/Latino and six or 32 percent were white. At that time, Grossmont College had a total of twenty-eight executive/administrative staff, of which five or 18 percent were Chicano/Latino and sixteen or 57 percent were white.

#### Mira Costa College

According to the Mira Costa College EEO report (2021), in 2019, there were thirty-five total staff at the executive/administrative level. Five or 14 percent were Chicano/Latino and twenty-three or 66 percent were white.

#### Palomar College

Palomar College's EEO report (2019-2022) included data on their total executive/administrative staff. In 2018, the college had fifty-eight total executive/administrative staff. Thirteen of them or 22 percent were Chicano/Latino and thirty-one or 53 percent were white.

#### Southwestern College

Southwestern College provided no data on the ethnic composition of its leadership.

#### Conclusion: Institutional Leadership and Mission

As stated previously, the presence of informed, committed Chicanos/Latinos among institutional leadership is a clear sign of the priority assigned to our community in policy-making processes. The most recent U.S. Census data for 2020 shows that Chicanos/Latinos make up 40 percent of the California population and 34 percent of San Diego's population. Those percentages provide relevant benchmarks for parity in the representation of our community at all institutional levels. In addition to the representation of Chicanos/Latinos in higher education institutions, a substantive commitment to diversity and equity should be well-reflected in key institutional documents such as strategic plans.

Only SDSU provided data on the ethnic composition of its academic senate. Only 9 percent of their senate members were Chicano/Latino, a level of representation much too low for such an important policy-making body. SDSU increased its Chicano/Latino representation among administrators from 12 percent in 2016 to 17 percent in 2021, a percentage that is still only halfway to parity with the 34 percent Chicano/Latino representation in San Diego County. Among local public universities, SDSU is unique in having a Chicana/Latina president and a Chicano/Latino provost, their chief academic administrator.

Diversity and equity appear firmly embedded in SDSU's institutional documents and structures, including its strategic plan, its HSI Task Force, and its academic colleges' diversity plans. Although SDSU has two Chicano/Latino "community advisory groups," it is not clear to what degree those groups interface with the local Chicano/Latino community.

It is much more difficult to ascertain the degree of commitment to diversity, equity, and the Chicano/Latino community at the other local colleges and universities. UC San Diego submitted no documentation of their priorities. Due to claims of protecting privacy, CSUSM did not provide any data on the ethnic composition of its leadership, which is unfortunate. The commitment to diversity and equity does seem reflected in CSUSM's institutional documents,

including its “Diversity and Inclusion Plan” and the strategic plan of their Office of Inclusive Excellence.

The San Diego Community College District provided no data on the ethnicity of leadership among its three credit-bearing campuses. Its respective websites indicate high ethnic diversity in the top leadership among its three credit-bearing campuses. The district’s chancellor is a Latino, and two of the three community college presidents are Black. The Southwestern College web site points to its president being Chicano/Latino. The presidents of Palomar College and Cuyamaca CC, respectively, are Latina. Based on their most recent EEO reports, the Chicano/Latino representation among all administrators at local community colleges is relatively sparse compared to the percentage of our community found at the county or state level, including 18 percent of administrators at Grossmont College, 14 percent at Mira Costa College, and 22 percent at Palomar College. The exception to this trend is found at Cuyamaca College, where 47 percent of administrators are Chicano/Latino. Beyond the EEO reports that include little information about strategic plans, none of the community colleges provided institutional documents that contain a commitment to equity and diversity.

In summary, except for SDSU and Cuyamaca College, respectively, San Diego’s local, public institutions need considerable improvement in their representation of Chicanos/Latinos at policy-making levels. For almost all our local colleges and universities, the current level of Chicano/Latino leadership is woefully inadequate and amounts to a serious dimension of institutional racism (Hurtado and Alvarado, 2015; Smith, 2015).

Much the same shortcoming exists for local institutions in terms of the degree to which a priority on service to Chicanos/Latinos is critical to their institutional mission. Local community colleges should be more explicit in their expression of what it means to be a “Hispanic Serving Institution,” including their commitment to equitable service for Chicanos/Latinos. Merely enrolling a representative level of Chicano/Latino students is inadequate, particularly if such an institution provides hindering conditions that limit those students’ success (Garcia, 2020). Most of these institutions operate without a consistent communication mechanism for the local Chicano/Latino community beyond tokenism and symbolism. These negative features of our public institutions are clearly unacceptable.

**Table 1 Summary of Public Administrative Institutional Diversity**

	<b>Institutional Leadership &amp; Mission</b>	<b>Senate Diverse Leadership</b>	<b>Administrator Leadership (CEO and total administrators)</b>	<b>Hispanic/Latino Serving Institution commitment</b>
<b>SDSU</b>	Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) located on the lands of the Kumeyaay Nations and part of the US-Mexico transborder region, is committed to advancing access, justice, equity, diversity, and inclusion in everything we do.	The academic senate consists of 96 representatives of which nine (9%) are Chicano/Latino and sixty-six (69%) are white.	<b>Dr. Adela de la Torre</b> is a Chicana/Latina serving as the university’s president and <b>Salvador Hector Ochoa</b> a Chicano/Latino serving as academic provost. 370 administrators at SDSU of which sixty-four or 17 % Chicano/Latino. (2021).	HSI Task Force in 2019 that established six strategic priorities to reflect SDSU’s commitment to equity for Chicanos/ Latinos. “President’s Latinx Advisory Board,” Community and Transborder Relations and Initiatives.” Employs a chief diversity/equity officer
<b>CSUSM</b>	There appears to be a prominent place for	Estimated 63 academic senate representatives	<b>Dr. Ellen Neufeldt</b> , President.	CSUSM, the campus has no community advisory

	diversity and equity in the institutional documents of CSUSM. These include a 17-page document, “CSUSM Diversity and Inclusion Plan,” which features a framework for diversity, a vision for inclusive excellence, alignment with the CSUSM mission, and strategic goals on representation, curriculum, and climate.	of which nine (12%) are Chicano/Latino (2020)	CSUSM’s Office of Inclusive Excellence has a “Current Strategic Plan” that includes action steps and a dashboard with institutional data. No data on total administrators or their ethnic composition.	group that is specific to the Chicano/Latino community. It does have a broader, forty-member community advisory group with Chicano/Latino representation. Employs a chief diversity/equity officer
<b>UCSD</b>	The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service.	Web site indicates 2 of the 20 (10%) of Senate Council members are of Hispanic Latino background. Three governance branches are part of the shared governance. The Senate Administration Council Representative Assembly has less than 6% Latino.	<b>Dr. Pradeep K. Khosla</b> <i>Chancellor</i> . Strategic plan: Student centered, research oriented, and service oriented public institution. Total administrators are 10% Chicano/Latino.	Has not achieved HSI status. The academic faculty of UCSD consists of 4,275 with 5.38% identifying as Latino/Chicano. Employs a chief diversity/equity officer.

	<b>Institutional Leadership &amp; Mission</b>	<b>Senate Diverse Leadership</b>	<b>Administrator Leadership (CEO &amp; total administrators)</b>	<b>Hispanic/Latino Serving Institution commitment</b>
<b>SDCC District</b> San Diego City, Mesa & Miramar Community Colleges	<b>Optimize and enhance student access, equity, inclusiveness, learning, and success through exemplary instructional services, support services, and effective practices.</b>  (Institutional Self-evaluation, 7-2019)	Board of Trustees Policy (2017) is committed to participatory governance with an academic senate established at each college and Continuing Education. Each college has an ethnically diverse cabinet and management team.	Chancellor <b>Dr. Carlos O. Turner Cortez</b> . The San Diego Community College District is governed by its five-member, locally elected Board of Trustees and a student board member. Two of the five trustees are Latinas. Respectively, the SDCC is led by President <b>Dr. Ricky Shabazz</b> ; Mesa CC is led by President <b>Dr. Ashanti Hands-Houston</b> ; Miramar CC is led by President <b>Dr. Wesley Lundburg</b> . No data on total administrators.	San Diego City College, Mesa College a& Miramar are designated as Hispanic-Serving Institutions.  In 2019, the district had 5,452 total employees with 1,085 or 20 percent Chicano/Latino.  In 2019, Latinx contract faculty at San Diego City College was 18%, Mesa CC was 16%, and Miramar CC was 14%. Continuing Education was 22%.
<b>Grossmont Community College</b>	Engaging the college broadly in considering equity from personal, professional, and institutional perspectives helps to solidify the college and ultimately ensure that the members of the college	The Grossmont-Cuyamaca Community College District. The Academic Senate represents the faculty of Cuyamaca College. Five elected officers, senators elected from	<b>Dr. Lynn Neault</b> began serving as Chancellor of the Grossmont-Cuyamaca Community College District in January 2020.	Grossmont CC launched its new participatory governance system at the start of the spring 2019 semester. The GCC is led by 27 administrators of which 4% are Chicano/Latino and 56%

	community operate from a shared understanding of equity	the faculty and the immediate past-president and president-elect.	<b>President Denise Whisenhunt, J.D</b> leads the Grossmont CC. with 5 members of the president's cabinet. Total administrators are 18% Chicano/Latino.	white. The 2016-2022 Strategic Plan: to pursuit four core goals (Outreach, Engagement, and Retention and institutional capacity)
<b>Cuyamaca CC</b>	With its vision of "Learning for the Future," Cuyamaca College offers a wide scope of challenging courses, from drafting technology and child development to paralegal training, from computer and information science or ornamental horticulture to automotive technology.	The Cuyamaca Community College District is governed by a six locally elected Board of Trustees and a student board member. The Academic Senate represents the faculty of Cuyamaca College. Five elected officers, senators elected from the faculty and the immediate past-president and president-elect.	<b>Dr. Lynn Neault</b> began serving as chancellor of the Grossmont-Cuyamaca Community College District in January 2020. <b>President Dr Julianna Barnes</b> , a Latina, led the Cuyamaca CC until recently. Its vision is "advancing equity and social justice through student-centered and innovative approaches to education". Total administrators are 47% Chicano/Latino.	Cuyamaca College has nineteen executive and administrative level personnel, of which nine or 47 percent are Chicano/Latino and six or 32 percent were white. The 2016-2022 Strategic Plan identifies: Acceleration, Guided Student Pathways, Student Validation & Engagement, and Organizational Health as priorities.
<b>Mira Costa CC</b>	Mira Costa College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.  Mira Costa College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities, Long Term Planning Framework, 2020-2026.	The seven elected members of the Mira Costa College Board of Trustees and a student elected by the student body. Each represent the communities of Oceanside, Carlsbad, Encinitas, Cardiff, Olivenhain, Leucadia, Solana Beach, Rancho Santa Fe, Del Mar, and parts of Carmel Valley. One of the seven trustees is a Latina.	<b>Dr. Sunita V. Cooke</b> , serves as Superintendent/ President of the Mira Costa CC. Shared governance involves the academic senate, Associated student government, and an administrative council. Total administrators are 14% Chicano/Latino.	According to the Mira Costa College EEO report (2021), in 2019, there were thirty-five total staff at the executive/ administrative level, with five or 14 percent were Chicano /Latino and twenty-three or 66 percent were white.
<b>Palomar CC</b>	Strategic Plan 2022: Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities and goals. ...we support and encourage students who are pursuing transfer-	The Palomar Community College District is governed by a five-member Governing Board elected to four-year terms by voters in the District, which serves 2,500 square miles of	<b>Dr. Star Rivera</b> , in 2022 was designated President. Shared governance involves the academic senate, Associated student government, Administrative Council.	EEO report (2019-2022) included data on their total executive/ administrative staff. In 2018, the college had fifty-eight total executive/administrative staff. Thirteen or 22% were Chicano/ Latino and thirty-

	readiness, general education, basic skills, career and technical training. Aesthetic and cultural enrichment and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens... in an independent and changing world.	northern San Diego County. A student trustee also serves for a one-year term.	<i>Master Plan 2022</i> is transitioning Palomar College into its next generation as an outstanding institution in higher education committed to the learning success of its students and responsive to the changing needs of its diverse community. Total administrators are 22% Chicano/Latino.	one or 53% were white.
<b>Southwestern CC</b>	Six goals drive the focus for 2022-2025: 1. Inclusive, Equity-Focused; 2. Faculty & Leadership Development & Representation --Hiring, Onboarding, Retention, Mentoring 3. Student-Centered Approach; 4. Leverage Financial Power to Dismantle White Supremacy & Institutional Racism; 5. Campus-Wide & Department-Focused Diversity, Equity & Inclusion Strategy, and 6. Community Connectedness	The governing board is comprised of five elected members and one student member, all five ethnically diverse, with three being Latinx. The college has shared governance that involves the academic senate, associated student government, and an administrative council.	Southwestern College web site points to six administrative leaders, led by Superintendent/ <b>President Dr. Mark Sanchez</b> . Vision statement: Southwestern College is the leader in equitable education that transforms the lives of students and communities. Annual student enrollment ranges from 26,000 to 29,000. No data on Chicano/Latino administrators.	Based on the SWC Fact Book 2019-20 Report, employee profile consists of 1,345 employees: 5.2% administrators, full-time faculty 19.0%, part-time faculty 50.2%, classified employees (full & part-time 25.7%). By race/ethnicity: 5.3% African American, 5.3% American Indian 0.5%, Asian/Pacific islander 10.6%, /Latinx 33.2%, two or more races 1.4% , and Other 3.4%. By Gender 54.1% female.

### *Student Enrollment*

As seen in our request, the SD Concilio asked each local, public institution to provide detailed disaggregation of their data on the enrollment of Chicano/Latino students. Such detail is important to capture the degree to which Chicanos/Latinos have access to each institution and the degree to which more needy segments of our community, e.g., students from low-income or working-class socioeconomic backgrounds, access those institutions. Our SD Concilio also asked each institution to describe their strategies for developing and maintaining a representative enrollment of Chicano/Latino students as well as their assessment of the effectiveness of those institutional strategies.

The responses from the eleven local, public institutions of higher education were uneven in terms of the degree to which they provided all our requested data and information. The overall student enrollment patterns are presented in Tables 2 to 5. For a more complete overview of each college or university enrollment, including their enrollment strategies, see Appendix B.

With notable exceptions such as UC San Diego, almost all the local, public colleges and universities have achieved “Hispanic Serving Institution” status, i.e., at least 25 percent of their enrollment is Chicano/Latino students. Likewise, both CSU San Marcos and SDSU and all five community college districts have achieved parity in their Chicano/Latino enrollment with the ethnic composition of San Diego County, which is 34 percent Chicano/Latino.

**Table 2: San Diego State University Student Enrollment for 2021 by Ethnicity**


**SDSU Main Campus Enrollment by Ethnicity Fall 2021**

Ethnicity	Undergrad	%	Graduate	%	Grand Total	%
African-American	1,274	4.0	191	4.0	1,465	4.0
Asian	4,134	13.0	458	9.0	4,592	13.0
<b>Hispanic-Latinx</b>	<b>10,288</b>	<b>33.0</b>	<b>1,550</b>	<b>32.0</b>	<b>11,878</b>	<b>33.0</b>
Filipino	Not provided (Np)	Np	Np	Np	Np	Np
Native American	82	0.0	13	0.3	95	0.3
Pa..Isl. Native Hawaiian	80	0.3	7	00	87	0.3
White	10,519	34.0	1,724	35.0	12,243	34.0
Multiple Ethnicities	2,118	7.0	247	5.0	2,365	7.0
Other/Not Stated	872	3.0	273	5.0	1,326	3.9
International	1,497	5.0	455	9.0	1,952	5.0
<b>Total *SDSU Campus</b>	<b>30,864</b>	<b>100</b>	<b>4,868</b>	<b>100</b>	<b>35,732</b>	<b>100</b>

\*Source: California Department of Education, 2017; National Center for Statistics, 2017

**Table 3: CSU San Marcos Student Enrollment for 2006 to 2021 by Ethnicity**


**CSU San Marcos Enrollment by Ethnicity Fall 2006 to 2021**

15 Yr. Diff	2006		2012		2016		2017		2021	
African-American	285	3%	390	3%	434	3%	417	3%	455	3.0%
Asian American	985	11%	1,094	10%	1,484	11%	1,498	11%	1,295	9.0%
<b>Hispanic-Latinx</b>	<b>1,948</b>	<b>22%</b>	<b>3,363</b>	<b>32%</b>	<b>5,688</b>	<b>43%</b>	<b>6,444</b>	<b>46%</b>	<b>6,935</b>	<b>50%</b>
Filipino	NR*		NR*		NR*		NR*		NR*	
Native American Indian	84	1%	52	0%	44	0%	45	0%	40	0.03%
Pa..Isl. Native Hawaiian	64	1%	40	0%	42	0%	37	0%	30	0.02%
White non Latinx	4,389	50%	4,243	40%	3,965	30%	3,865	25%	3,525	25%
Two or more races	NR*		488	5%	694	5%	772	6%	710	5.0%
Unknown	979	11%	1,040	10%	793	6%	815	6%	422	3.0%
<b>Graduate &amp; Post Bac</b>	<b>1,176</b>	<b>8.2%</b>	<b>682</b>	<b>6%</b>	<b>582</b>	<b>4.4%</b>	<b>577</b>	<b>4.1%</b>	<b>638</b>	<b>4.0%</b>
<b>Total 100%</b>	<b>8,734</b>	<b>100%</b>	<b>10,610</b>	<b>100%</b>	<b>13,144</b>	<b>100%</b>	<b>13,893</b>	<b>100%</b>	<b>14,503</b>	<b>100%</b>

\* NR=not reported      \*Source: CSU Chancellor, asd.calstate.edu

**Table 4: UCSD Student Enrollment for 2008- 2021 by Ethnicity**


### UCSD Undergraduate by Ethnicity: 2008-2021

Ethnicity	2008		2013		2018		2020-21	
<b>African-American &amp; Black</b>	339	1.5%	478	2.0%	775	2.6%	<b>951</b>	<b>3.0%</b>
<b>Asian &amp; Filipino</b>	10,938	48.6%	10,506	44.1%	11,165	36.9%	<b>11,829</b>	<b>37.1%</b>
<b>Chicano/Latinx</b>	2,743	12.2%	3,717	15.6%	5,904	19.6%	<b>6,624</b>	<b>20.8%</b>
<b>Native American/ Pacific Isl. &amp; Hawaiian Alaskan</b>	90	0.4%	106	0.4%	59	0.2%	<b>179</b>	<b>0.6%</b>
<b>White</b>	5,374	26.7%	5,546	22.9%	5,791	19.1%	<b>6,045</b>	<b>19.0%</b>
<b>International</b>	729	3.2%	2,809	11.8%	5,628	18.6%	<b>5,422</b>	<b>17.0%</b>
<b>Other/ undeclared/ Unknown</b>	1,709	3.2%	729	3.1%	841	2.8%	<b>792</b>	<b>2.5%</b>
<b>Total</b>	22,518		23,805		30,165		<b>31,607</b>	

Source: University of California, Undergraduate Dashboard & [ir.ucsd.edu/undergraduate/publications](http://ir.ucsd.edu/undergraduate/publications)

**Table 5: San Diego County Community College Enrollment for 2021 by Ethnicity**


### San Diego County Community Colleges by Ethnicity & Enrollment for Fall 2021

Ethnicity	Cuyamaca	Grossmont	Miracosta	Palomar	San Diego*	Southwestern
African-American	4.08%	5.68%	3.50%	2.74%	6.45%	4.12%
Asian	2.87%	3.49%	5.30%	4.30%	12.24%	1.86%
<b>Latinx-Hispanic</b>	<b>32.29%</b>	<b>38.22%</b>	<b>37.86%</b>	<b>46.02%</b>	<b>37.54%</b>	<b>70.97%</b>
Filipino	2.28%	3.43%	2.28%	2.28%	4.86%	9.01%
American Indian/Alas	0.48%	0.65%	0.45%	0.52%	0.27%	0.27%
Pacific Isl. Native Hawaiian	0.36%	0.24%	0.63%	0.43%	0.42%	0.26%
White	48.35%	38.28%	37.13%	3.22%	30.67%	6.90%
Multiple Ethnicities	4.54%	5.74%	7.04%	6.03%	6.33%	4.31%
Other/Not Stated	4.75%	4.26%	2.86%	2.14%	2.67%	1.63%
<b>Total</b>	<b>7,895</b>	<b>13,232</b>	<b>13,211</b>	<b>19,411</b>	<b>55,359</b>	<b>16,770</b>

Source: Community College Chancellor, [datamart.cccco.edu](http://datamart.cccco.edu) \*includes San Diego City 24,350, , Mesa, 31,818 and Miramar 22,935

## Conclusions: Chicano/Latino Student Enrollment

The access of Chicanos/Latinos to local, public colleges and universities is one of the highest priorities for the SD Concilio. Access is reflected in the degree of representation of Chicano/Latino students in the enrollment of those institutions. Given the open access of California Community Colleges compared to public universities such as SDSU, CSUSM, and UCSD, one would expect a higher Chicano/Latino enrollment at our community colleges. As is the case for institutional leadership, the context for analyzing the enrollment of our students is census data showing that Chicanos/Latinos make up 34 percent of the San Diego County population (San Diego Union-Tribune, 2022), forty percent of the California population, and 55 percent of the K-12 enrollment of California public schools. Since Chicanos/Latinos are a relatively young population, their representation among the population that frequently attends colleges and universities is even higher.

The following highlights of local institutions' enrollment are illustrative:

- San Diego State University is one of the more selective CSU campuses. SDSU eliminated its guarantee of admission for local students in 2009 under the subterfuge of a budget crisis. From 2016 to 2020, SDSU increased its enrollment of Chicano/Latino students from 29 percent to 32 percent, close to parity with the county population. Although their most recent data shows that 37 percent of SDSU applicants are Chicano/Latino, only 24 percent of admitted students are Chicano/Latino.
- At California State University San Marcos, Chicano/Latino students have increased from 39 percent of enrollment in 2016 to 48 percent in 2021, far beyond parity with the county population and exceeding that of the state.
- Among the community college districts, SDCCCD, SW, GCCCD, Mira Costa, and Palomar, Chicano/Latino students represented from 32 percent to 70 percent of enrollment in 2021. All the districts experienced a small degree of Chicano/Latino enrollment growth since 2016.
- Only SDSU and CSUSM provided data on the percentage of Chicano/Latino enrollment that is first-generation college students. At SDSU, 39 percent were first generation while at CSUSM, 46 percent were first generation.

From additional data and information found in Appendix B, it appears that most of the universities and community college districts identified specific strategies to recruit and enroll Chicano/Latino students. Likewise, most had clear lines of responsibility to the campus entity(s) in charge of such enrollment strategies. Most of the institutions indicated that they regularly assess the effectiveness of their enrollment strategies, although none provided evidence of their assessment results. Thus, most of the local, public colleges and universities in San Diego, with the glaring exception of UC San Diego, are maintaining equitable access for Chicano/Latino students, although the details reveal some institutional shortcomings. The next step is to examine the degree to which these institutions are intentional in maximizing the success of Chicano/Latino students once they enter the college or university.

## *Chicano/Latino Student Success*

Except for UC San Diego, all the local, public community college districts and universities have a Chicano/Latino enrollment that reflects our community's demographic profile in San Diego, i.e., approximately 34 percent Chicano/Latino. While such enrollment is laudable, it carries a responsibility to provide institutional conditions that support Chicano/Latino student success, including retention, graduation, and high levels of achievement in both "traditional academic" and "liberatory" outcomes (Garcia, 2020).

The SD Concilio asked each local, public institution to provide detailed data and information on their specific institutional strategies to maximize the success of Chicano/Latino students. We also requested data on institutional outcomes for those students. The responses from the eleven local, public institutions of higher education were uneven in terms of the degree to which they provided all our requested data and information.

In most cases, we report the responses we received directly from these institutions. In other cases, we report data extracted from an institutional website. In addition to the data on outcomes, we provide a conceptual framework to assess the commitment of institutional strategies that provide supportive conditions for Chicano/Latino students. We report more detailed data and information on the strategies identified by our local, public institutions in Appendix C.

Except for UC San Diego, all local, public universities identified programs and services implemented to maximize the success of Chicano/Latino students. The SD Concilio's conceptual framework of supportive programs and services provided to Chicano/Latino students utilizes a metric to identify the degree of institutionalization of support and success at each campus. We provide a basic summary of the results of our assessment of such institutional support below with support in ascending order. We also provide a brief summary of institutional strategies and outcomes. A more thorough description of each institution's strategies to support Chicano/Latino Students is found in Appendix C.

### **Metric of Intensity from Low to High Institutional Support**

#### **LOW • No evidence of support for C/L students**

- **VARIABLE support provided to C/L students (CSUSM, UCSD, GCCCD, MCCD, PCD)**
- **SUPPORTIVE programs that facilitate C/L student success (SDCCD, SWCD)**
- **LEADING through institutionalized infrastructure in support of C/L success (SDSU)**

#### **HIGH • Exemplary infrastructure and institutionalized programs that support C/L student success**

The specific outcomes reported by local, public higher education institutions are reported below. None of the local institutions was rated at the highest level of institutional support for Chicano/Latino students.

**Table 6: Strategies to Maximize Chicano/Latino Student Success**

<b>Institution</b>	<b>Program Initiatives</b>	<b>Indicators</b>	<b>Federal Support</b>	<b>Types of Data Available</b>	<b>Level of Intensity*</b>
<b>SDSU</b> 33% C/L 30,864 Und 35,732 All	<ul style="list-style-type: none"> <li>•Resource centers</li> <li>•Community scholar program</li> <li>• HSI Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>• 89% 1<sup>st</sup> yr. retention</li> <li>• 72% 5yr Graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating transfer from CC to SDSU (DEBER)</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnic enrollment</li> <li>• Application, Admits, Register</li> <li>• GPA &amp; Retention</li> <li>• Transfers</li> <li>• Graduation</li> </ul>	<b>Leading</b> providing infrastructure of support of C/L students
<b>CSU San Marcos</b> 50% C/L 14,503	<ul style="list-style-type: none"> <li>• Puente</li> <li>• MESA</li> <li>• Hermanos Unidos/ Brothers United (HUBU)</li> <li>• World Cultures</li> </ul>	<ul style="list-style-type: none"> <li>• 78% 1<sup>st</sup> yr. retention</li> <li>• 48% 5yr Graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Teacher Ed</li> <li>• Bilingual ED</li> <li>• Academic Advising</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnic enrollment</li> <li>• Application, Admits, Register</li> <li>• GPA &amp; Retention</li> <li>• Transfers</li> <li>• Graduation</li> </ul>	<b>Variable</b> no centralized infrastructure of support of C/L students
<b>UC San Diego</b> 20% C/L 31,607 Und. 39,576 all	No data provided, UCSD Equity Office Equity & Inclusion points the Raza Resource Center & Latinx Initiative	<ul style="list-style-type: none"> <li>• 20% of 6624 undergraduates are C/L (2020-21 Data)</li> <li>• 87% 2<sup>nd</sup> yr. retention</li> <li>• 82% C/L graduate in 6 yrs.</li> </ul>	No data provided	<ul style="list-style-type: none"> <li>• Ethnic enrollment</li> <li>• Application, Admits, Register</li> <li>• GPA &amp; Retention</li> <li>• Transfers</li> <li>• Graduation</li> </ul>	<b>Variable</b> no centralized infrastructure of support of C/L students

<b>Institution (2020-21)</b>	<b>Program Initiatives</b>	<b>Indicators</b>	<b>Federal Support</b>	<b>Types of Data Available</b>	<b>Level of Intensity*</b>
<b>SDCCD</b> Mesa CC ( HSI ) SD CITY CC (HSI) Miramar CC 37.54% C/L of 55,359 students fall 2021	<ul style="list-style-type: none"> <li>• Puente /Trio</li> <li>• MESA</li> <li>• Hermanos Unidos/ Brothers United (HUBU)</li> <li>• Upper Bound</li> <li>• World Cultures</li> <li>• EOP</li> </ul>	<ul style="list-style-type: none"> <li>• 78% 1<sup>st</sup> yr. retention</li> <li>• 48% 5yr Graduation</li> </ul>	Active in receiving Title V HSI grants • SUBIR • LOFT • AVANZA • Structured Learning	<ul style="list-style-type: none"> <li>• Ethnic enrollments</li> <li>• Application, Admits, Register</li> <li>• GPA &amp; Retention</li> <li>• Transfers</li> <li>• Graduation</li> </ul>	<b>Supporting</b> with extended opportunity programs, study abroad, STEM Center & community outreach engagement
<b>Southwestern CC (HIS)</b> 70.97% C/L of 11,613 students fall 2021	<ul style="list-style-type: none"> <li>• Puente</li> <li>• EOPS Program</li> <li>• Student Equity Plan</li> <li>• Four pillars of Guided Pathways</li> <li>• MESA</li> <li>• CURES (UND Research support)</li> </ul>	<ul style="list-style-type: none"> <li>• 30% of Chicano/Latino students received Pell Grant</li> <li>• 69% academic course completion</li> <li>• 71% first year retention</li> <li>• Positive Transfer to 4 yr. university</li> </ul>	Active in receiving Title V HSI grants used to institutionalize: • First Year Experience Program • Connexiones Project	<ul style="list-style-type: none"> <li>• Ethnic enrollment</li> <li>• Application, Admits, Register</li> <li>• GPA &amp; Retention</li> <li>• Transfers</li> <li>• Graduation</li> </ul>	<b>Supporting</b> with extended support programs such as study abroad, & learning communities, and first year experience
<b>Grossmont</b> 38.22% C/L of 5,019 students fall 2021	<ul style="list-style-type: none"> <li>• Redesigning math and English pathways for students</li> <li>• equity professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• 67% course success</li> <li>• 3.3 GPA upon graduation</li> <li>• 41% Transfers to 4 yr. university C/L</li> </ul>	Pathway Academy,” which utilizes student cohorts to focus on first-year Chicano/Latino students.	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> &amp; 2<sup>nd</sup> Yr. support</li> <li>• Admission</li> <li>• Enrollment</li> <li>• Retention &amp; Graduation rates</li> <li>• Transfers</li> <li>• Mean GPA</li> </ul>	<b>Variable</b> Seeks approaches that combines equity and institutional effectiveness functions and abroad opportunities
<b>Cuyamaca CC</b> 32.28% C/L of 2,779 students fall 2021	<ul style="list-style-type: none"> <li>• redesigning math and English pathways for students</li> </ul>	<ul style="list-style-type: none"> <li>• 67% course success</li> <li>• 3.3 GPA upon graduation</li> </ul>	• Title III Cuyamaca students can gain research	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> &amp; 2<sup>nd</sup> Yr. support</li> <li>• Admission</li> <li>• Enrollment</li> </ul>	<b>Variable</b> Seeks approaches that combines equity and institutional

	<ul style="list-style-type: none"> <li>• equity professional learning</li> </ul>	<ul style="list-style-type: none"> <li>•41% Transfers to 4 yr. university C/L</li> </ul>	experience in the sciences	<ul style="list-style-type: none"> <li>• Retention &amp; Graduation rates</li> <li>• Transfers</li> <li>• Mean GPA</li> </ul>	effectiveness functions and abroad opportunities
<b>Mira Costa CC</b> C/L=5,310 37.86% of C/L of 5310 students fall 2021	<ul style="list-style-type: none"> <li>• PUENTE</li> <li>• UPRISE</li> <li>• EOPS</li> <li>• Department of Student Equity</li> <li>• SJEC</li> <li>• Diversity, Equity, and Inclusion</li> <li>• CCC</li> </ul>	<ul style="list-style-type: none"> <li>• 68% 1st yr. C/L course completion</li> <li>• GPA 3.23 C/L earning AA</li> <li>• 67% Retention rate</li> </ul>	<ul style="list-style-type: none"> <li>• EChALE STEM with CSU SM</li> </ul>	<ul style="list-style-type: none"> <li>• 1st &amp; 2<sup>nd</sup> Yr. support</li> <li>• Admission</li> <li>• Enrollment</li> <li>• Retention &amp; Graduation rates</li> <li>• Transfers</li> <li>• Mean GPA</li> </ul>	<b>Variable</b> to create and support new and existing resources that cultivate inclusion, diversity, and equity
<b>Palomar CC</b> C/L=9,268 46.02% C/L of 9,268 students fall 2021	<ul style="list-style-type: none"> <li>• C/L success “the institution as a whole, inclusive of faculty and all staff”. •PUENTE</li> <li>•Tardiada Familia •</li> </ul>	<ul style="list-style-type: none"> <li>• 67% Retention rate</li> <li>• 66% completion rate</li> <li>• GPA 3.17 C/L earning AA</li> </ul>	<ul style="list-style-type: none"> <li>• Title V to engage students in STEM Center * STEM Core Program</li> </ul>	<ul style="list-style-type: none"> <li>• 1st &amp; 2<sup>nd</sup> Yr. support</li> <li>• Admission</li> <li>• Enrollment</li> <li>• Retention &amp; Graduation rates</li> <li>• Transfers</li> <li>• Mean GPA</li> </ul>	<b>Variable</b> seeking to support in the support of C/L students while not having a centralized support system

### San Diego State University

SDSU described its institutional strategies designed and implemented to contribute to Chicano/Latino student success. As context for its first-year retention data, SDSU provided this definition:

Retention rate data measure the rate at which students persist in their educational program. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. Retention rate data include full-time and part-time retention rates.

According to their data reported, the first-year retention rate for all SDSU students that enrolled as first-time freshmen and as full-time students in 2020-21 was 89 percent for both all students and Chicano/Latino students. For part-time, first-time freshmen, the retention rate was 61 percent for all students and 63 percent for Chicano/Latino students in 2017-18 and in 2020-21, the retention rate was 70 percent for all students and 60 percent for Chicano/Latino students.

In addition to first-year retention, SDSU reported its six-year graduation rates for first-time freshmen and its three-year graduation rates for transfer students. The rates for both populations were disaggregated by full-time and part-time status. They compared the outcomes for all students with those of Chicano/Latino students. For the cohort that enrolled as first-time freshmen in 2012, the six-year graduation rate for all full-time students was 75 percent while the rate was 72 percent for full-time Chicano/Latino students. For the 2012 cohort of part-time students, the overall six-year graduation rate was 55 percent while Chicano/Latino students had a rate of 53 percent.

For students entering SDSU as transfer students, presumably from community college, the three-year graduation rate for all full-time students in the 2012 cohort was 77 percent while Chicano/Latino students had a graduation rate of 75 percent. For that cohort of part-time students, the graduation rate was 46 percent for all students and 47 percent for Chicano/Latino

students. Among the 2014 cohort of full-time transfers, the graduation rate was 81 percent for both all students and Chicano/Latino students. For the 2014 cohort of part-time transfer students, 53 percent of all students graduated in three years while 55 percent of Chicano/Latino students graduated within the same timeframe.

SDSU responded to several questions from our SD Concilio related to Chicano/Latino student success, including a statement that the SDSU Faculty Advancement and Student Success office is mainly responsible for such success. According to their response, “This office works with academic colleges and the Division of Student Affairs and Campus Diversity to design, implement, and assess strategies for student success, including Chicano/Latino students.” In addition, a subcommittee of the SDSU HSI Advisory Committee, under the direction of their Associate Chief Diversity Office for HSI and Regional Affairs, provides recommendations for enhanced success among Chicano/Latino students. The SDSU Office of the Provost partners with academic colleges and the SDSU Office of Analytical Studies and Institutional Research in using student data to identify barriers to degree completion for students such as Chicanos/Latinos. This effort has led to several campus programs, the provost’s equity gap analyses, the Super Senior project, and the @core initiative, that provide interventions for student groups identified through data analysis.

The strategic context of SDSU’s efforts to maximize student retention and graduation are described as: “The strategy behind degree completion efforts involves comprehensive academic advising, preventative and proactive advising, specialized outreach to special populations of students, holistic wrap-around services and intervention largely informed by a data driven approach.”

The SDSU campus implements specific initiatives or programs that focus on Chicano/Latino student success, which they believe contribute to a sense of belonging and community among the students and affirm their experience as Chicano/Latino students. One such initiative is the SDSU Latinx Resource Center (LRC), which launched in early 2020 and is considered a key institutional strategy to support students during the pandemic.

SDSU currently implements a Title V grant titled “Developing Effective Bilingual Educators with Resources (DEBER).” The DEBER project collaborates with three local community colleges to provide participating students with institutional, academic, and financial support toward persistence and graduation.

San Diego State University was identified as a **Leading** institution for student success that has institutionalized an infrastructure of support for Chicano/Latino students. Their recent data on student outcomes is provided in Table 7.

**Table 7: SDSU Outcomes**

	All Campus	Chicano/Latino Students
2020-21 1 <sup>st</sup> year retention-1 <sup>st</sup> time freshmen	89%	89%
6-year graduation-2012 1 <sup>st</sup> time freshmen	75%	72%
3-year graduation-2014 transfers	81%	81%

## California State University San Marcos

CSU San Marcos submitted several sets of data that reflect retention and graduation rates among their first-time freshmen and transfer students, respectively. For the fall 2016 cohort of all full-time, first-time freshmen, the one-year retention rate was 80 percent. For the Chicano/Latino students among that population, the one-year retention rate was 81 percent. As a comparison with the dominant racial group, the white students among the first-time, full-time freshmen had a one-year retention rate of 78 percent.

Among the same category of full-time, first-time freshmen in 2020, the overall population of students had a one-year retention rate of 79 percent. The Chicano/Latino students in that category had a retention rate of 78 percent while the white students' retention rate was 82 percent.

CSUSM also submitted data on the one-year retention of their California Community College transfer students. For the 2020 cohort of entering transfer students, their retention rate was 85 percent. Among that cohort's Chicano/Latino students, their retention rate was 84 percent. For the white students, it was 87 percent.

The CSUSM campus also reported data on its five-year graduation rates for full-time, first-time freshmen and its three-year graduation rates for California Community College transfer students. Among the full-time, first-time freshmen cohort of 2011, their five-year graduation rate was 41 percent for all students, 38 percent for Chicano/Latino students, and 46 percent for white students. For the fall 2016 cohort of such students, the five-year graduation rate was 49 percent for all students, 48 percent for Chicano/Latino students, and 52 percent for white students.

Three-year graduation rates were reported for California Community College transfer students. Among those students' cohort of 2013, the graduation rate was 60 percent for all students, 61 percent for Chicano/Latino students, and 61 percent for white students. For the fall 2018 cohort, the graduation rate was 72 percent for all students, 70 percent for Chicanos/Latinos, and 74 percent for whites.

In terms of describing their campus' strategies to maximize Chicano/Latino student success, including institutional responsibility for the coordination of such strategies, CSUSM notes that they have no centralized office or administrator with such responsibility. Their efforts seem focused on the impact of the campus' HSI grants. One administrator provides leadership and convenes campus stakeholders to analyze the impact of CSUSM's HSI grants on the success of Chicano/Latino students. The campus notes that during the past six years, it has had five Title V HSI grants that focus on Engineering, teacher education, bilingual education, and academic advising. The university did not provide more specific information regarding the strategies of each of these grants or the results of annual assessments.

This CSUSM data is seen in Table 2.

**Table 8: CSUSM Outcomes**

	All Campus	Chicano/Latino Students
2020 1 <sup>st</sup> year retention-1 <sup>st</sup> time freshmen	79%	78%
1 <sup>st</sup> year retention-2020 transfers	85%	84%
5-year graduation-2016 1 <sup>st</sup> time freshmen	49%	48%

3-year graduation-2018 transfers	72%	70%
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### University of California San Diego

UC San Diego provided no information on institutional responsibility for Chicano/Latino student success. Our requests for data and information were not answered other than a referral to the university dashboard, which does not provide the responses we requested and were promised by UCSD.

### San Diego's Community College Districts

The five community college districts in San Diego, San Diego Community College District, Southwestern College District, Grossmont-Cuyamaca Community College District, Mira Costa College District, and Palomar College District, submitted data on five student outcomes. These outcomes included the percent of academic courses in which students enrolled and completed, first year retention, grade point average (GPA), the number of students that earned an Associates Degree, and the number of students that completed the requirements for transfer to a four-year university. Our SD Concilio reports comparisons with the most privileged students, whites, along with Chicano/Latino students from these community college districts. The data reflecting these local community college student outcomes is provided in Table 9, followed by more detailed data.

**Table 9: SD Community College Outcomes by District**

	SDCCD		Southwestern		GCCCD		Mira Costa		Palomar	
	White; C/L		White; C/L		White; C/L		White; C/L		White; C/L	
Course completion	79%	68%	78%	69%	79%	67%	77%	68%	75%	66%
1 <sup>st</sup> year retention	63%	60%	66%	71%	75%	67%	70%	67%	69%	67%
GPA	3.32	3.20	3.31	3.08	3.31	3.13	3.39	3.23	3.30	3.17
Associates Degrees awarded	972	1,296	204	1,405	1,690	1,241	902	816	777	1,036
Transfers to university	746	859	60	706	686	466	607	562	640	669

### San Diego Community College District

The SD Concilio requested information from each campus or district regarding institutional responsibility for student success. We also asked to whom such person(s) reports and who assesses the effectiveness of institutional strategies for student success. The SDCCD reported that “our institution as a whole is responsible for our Chicano/Latino student success.” They also reported that their leadership team, student equity committees, student services councils, Title V committee and other campus governance groups perform active assessment of student success metrics and all initiatives and strategies for Chicano/Latino student success.

The San Diego Community College District, three credit-bearing campuses (SD City CC, Mesa CC, & Miramar CC) and its Continuing Education campuses, reported several measures of success for its Chicano/Latino students. One measure was the percent of academic courses in which students enrolled and completed. Our SD Concilio reports comparisons with the most privileged students, whites, along with Chicano/Latino students. In fall 2017, Chicano/Latino students had a course completion rate of 67 percent compared to 77 percent for white students. In fall 2019 the completion rates were 68 percent for Chicanos/Latinos and 79 percent for whites.

The district reported the number of students that were awarded Associate Degrees. For 2017-2018, the SCCD awarded Associate Degrees to 1,260 Chicano/Latino students and 1,137 white students. For 2019-2020, the district awarded Associate Degrees to 1,296 Chicanos/Latinos and 972 whites. For 2017-2018 the average GPA for Chicano/Latino students earning an Associates Degree was 3.20 compared to 3.41 for white students. For 2019-2020 the average GPA was 3.20 for Chicanos/Latinos and 3.32 for whites.

Additional measures of success by the SDCCD included one-year retention rates as well as the number of district students that transferred to a four-year institution. The percentage of retention from fall 2017 to spring 2018 was 60 percent for Chicano/Latino students and 61 percent for white students. The retention percentage from fall 2019 to spring 2020 was 60 percent for Chicanos/Latinos and 63 percent for whites. For the 2017-2018 year, 700 Chicano/Latino students transferred to a CSU or UC campus compared to 555 white students. For the 2019-2020 school year, the number of SDCCD student transfers to a CSU or UC campus was 859 Chicanos/Latinos and 746 whites.

Our SD Concilio requested information from each local institution regarding the use of “high impact practices” by Chicano/Latino students. These institutional experiences are associated with success, especially among historically underrepresented students such as Chicanos/Latinos. The SDCCD responded with a list of such practices, including the Extended Opportunity Programs & Services (EOPS), Puente Program (at City College and Mesa College), a federally funded TRIO program at City College and Mesa College, respectively, the San Diego Promise Program, Study Abroad, the Mathematics, Engineering, Science, and Achievement (MESA) program at City College, and the STEM Center at Mesa College. However, the district provided no data regarding the number of students served by these initiatives. They did report that in 2020-2021, 3,337 students enrolled in Chicano Studies courses across the district, an academic engagement that would qualify as a diversity experience and therefore, a high impact practice. Presumably, not all those enrollments were by Chicano/Latino students.

### Southwestern College

The Southwestern Community College District (SWCCD) identified its “Student Equity Plan” as the guiding document for institutional assessment of success. According to the district, the plan is evaluated every three years for indicators of student success and alignment with the district’s “Vision for Success” goals. The elimination of equity gaps in outcomes is the responsibility of all faculty and college leadership. SWCCD also reported that it provides “intentional support” to students through culturally based learning communities and counseling that is geared to specific groups of students. Specific “target populations” receive outreach from the district’s marketing and communications team.

In terms of student outcomes, the SWCCD reported that Chicano/Latino students had a course completion rate of 67 percent in fall 2017 compared to 75 percent for its white students in

the same semester. In fall 2019, the district's course completion rate for Chicano/Latino students was 69 percent while its white students had a rate of 78 percent of course completion.

In 2019-2020, Chicano/Latino students earned 1,405 Associate Degrees and white students earned 204 Associate degrees. Their GPA at degree completion was 3.08 for Chicanos/Latinos and 3.31 for whites. The percentage of one-year retention from fall 2019 to spring 2020 was 71 percent for Chicanos/Latinos and 66 percent for whites.

The number of district students that transferred to a four-year university in 2017-2018 was 512 for Chicano/Latino students and forty-seven for white students. In 2019-2020 there were 706 Chicano/Latino students that transferred compared to sixty white students.

The SWCCD reported the availability of institutional experiences that reflect high impact practices. Those included EOPS, Learning Communities, Study Abroad, Jaguar Services, Cooperative Work Experience Education, MESA, Classroom Undergraduate Research Experiences (CURES), and the Society of Hispanic Professional Engineers. There were no descriptions provided for any of these programs and there was no data to reflect the degree of engagement of these services by Chicano/Latino students.

#### Grossmont and Cuyamaca Community College District

The GCCCD describe its institutional responsibility for Chicano/Latino student success as a responsibility assigned to "all employees." Its initiatives to achieve equity in access and success are assessed through disaggregated data at both college and academic disciplinary levels. A program review process evaluates efforts that are specific to academic disciplines or program/service areas. They described an approach that combines equity and institutional effectiveness functions at both Grossmont and Cuyamaca Colleges.

The GCCCD's documentation of student success included course completion. In fall of 2019, the course completion rates were 67 percent for Chicano/Latino students and 79 percent for white students. In addition, in 2019-2020, the number of awarded Associate Degrees was 1,241 for Chicanos/Latinos and 1,690 for whites. The Chicano/Latino degree recipients had an average GPA of 3.13 compared to 3.31 for the white degree recipients.

The percentage of retention from fall 2017 to spring 2018 was 67 percent for the district's Chicano/Latino students and 70 percent for its white students. In fall 2019 to spring 2020, 67 percent of Chicano/Latino students were retained compared to 75 percent of white students.

In the 2017-2018 academic year, 338 Chicanos/Latinos in the district transferred to a four-year university along with 489 whites. In 2019-2020, the number of such transfers was 466 Chicano/Latino students and 686 white students.

In their response to our question regarding Chicano/Latino student engagement in high impact practices, the district stated that Cuyamaca students can gain research experience in the sciences through a partnership with UC San Diego that is facilitated by a federal Title III STEM grant. They also reported that Cuyamaca College recently started an Ethnic Studies program, presumably with credit-bearing courses. The district had provided study abroad opportunities through a partnership with Citrus College prior to the pandemic. They provided no additional descriptions of high impact practices or the degree of engagement with such practices by Chicano/Latino students.

#### Mira Costa College

Mira Costa College provided a description of the campus entities that have responsibility for the success of Chicano/Latino students. Like several other institutions, Mira Costa stated that

all its employees contribute to such success and that all institutional efforts center equity. The college also identified their Department of Student Equity as an advocate for communities that have not been historically a priority for the institution. According to their response, this department works “to create and support new and existing resources that cultivate inclusion, diversity, and equity at Mira Costa by fostering student leadership, collaborating with campus partners, and raising awareness of the unique experiences of the diverse populations” served by the college. The college cited its Social Justice and Equity Center (SJEC) as a space in the Mira Costa student center that facilitates students’ work focusing on social justice and/or equity. Both the Department of Student Equity and the SJEC are under the direction of the Dean of Counseling and Student Development within the Division of Student Services.

The Mira Costa College data on student success included course completion rates. In 2019-2020, 816 Chicanos/Latinos earned an Associate Degree compared to 902 whites. The GPA for those Chicanos/Latinos was 3.23 and for whites, 3.39. The retention rate from fall 2019 to spring 2020 was 67 percent for Chicanos/Latinos and 70 percent for whites. The number of transfers to four-year universities in 2019-2020 was 562 Chicanos/Latinos and 607 whites.

In response to our question regarding the engagement by Chicano/Latino students in high impact practices at the institution, Mira Costa instead provided data on the number of such students that receive “emergency grants” at the college. They identified EOPS, Puente, and the UPRISE program as partners that facilitate the delivery of such grants to Chicano/Latino students. Although they cited data to support the equitable awarding of such grants, the grants are not considered a high impact practice. Mira Costa does not have a current Title V program.

#### Palomar College

Palomar College described its accountability structure for Chicano/Latino success as broad, including “the institution as a whole, inclusive of faculty and all staff.” However, they also noted that most strategies for student success are implemented by staff that report to the Dean of Student Success, Equity, and Counseling. Additionally, the responsibility for student success is shared with instructional faculty that report to the dean of their respective academic divisions. The college’s “student equity and achievement plan” is reviewed annually and revised every three years.

In terms of college outcomes, Palomar’s Chicano/Latino students had a course completion rate of 66 percent while white students’ completion rate was 75 percent. In 2019-2020, the college awarded 1,036 Associate degrees to Chicanos/Latinos and 777 such degrees to whites. Those Chicano/Latino students had an average GPA of 3.17 and the white students’ average GPA was 3.30.

The college’s Chicanos/Latinos were retained from fall 2019 to spring 2020 at a rate of 67 percent. The retention rate of white students was 69 percent. A total of 669 Chicano/Latino students transferred from Palomar to a four-year university for 2019-2020, and 640 whites transferred to a four-year university.

The college identified institutional strategies to facilitate Chicano/Latino students’ success. One such strategy is their Puente Program. They also cited a “new undocumented student support workgroup” as well as a collaboration with Jewish Family Service of San Diego to provide affordable legal services related to immigration. Finally, the college hosts an annual “Tarde de Familia” for prospective students. No details were provided regarding these programs’ specific strategies, or the number of students served.

Palomar does have several federally funded programs for which they qualify as an HSI. One such program is their “STEM Center,” which they describe as a facility designed to engage students with “STEM resources.” The facility and its supervisor are funded by Palomar College, but the funding level was not provided. Their assessment evidence was that during its three years, student visits to the center increased by 124 percent. The college has institutionalized the center. Its oversight is assigned to the Math, Science, and Engineering Division, with the departments in that division involved in the center’s planning and service delivery.

#### Conclusions: Chicano/Latino Student Success

Each institution except UC San Diego provided some level of response to our questions about institutional responsibility for the success of Chicano/Latino students. They also provided data on specific student outcomes for Chicanos/Latinos along with strategies designed to maximize the success of Chicano/Latino students, including assessments. When feasible, we present comparisons between the outcomes of Chicano/Latino students and white students, respectively, because white students are the most privileged college students and often enjoy the most positive institutional conditions and subsequent outcomes. The lack of a gap or a minimal gap between outcomes for these two student populations is a positive indication of institutional equity.

Some of the important trends in outcomes that contribute to Chicano/Latino student success include:

- There is a significant difference among local, public higher education institutions in the support they provide to Chicano/Latino students. Unfortunately, the general pattern tends toward offering disconnected services with no evidence that they receive adequate funding. This is problematic, as higher education history is replete with examples of effective programs and services for Chicano/Latino students that suffer from budget reductions and inadequate institutional support (Ibarra, 2001; Smith, 2015). Likewise, these institutions offered little evidence that their programs and services undergo a comprehensive assessment of effectiveness that informs their ongoing funding and refinement.
- There was little evidence of services for Chicano/Latino students provided by academic departments to supplement classroom instruction. Nor was there evidence of the assessment of learning among Chicano/Latino students in academic courses. Academic departments should not receive a free pass without documentation of their effectiveness in facilitating learning among our students.
- None of the local, public colleges and universities provided any evidence that they are intentional in facilitating “liberatory outcomes,” e.g., ethnic identity development, commitment to social justice, community service, among Chicano/Latino students (Garcia, 2020; Hurtado and Alvarez, 2015). Such outcomes are a critical complement to traditional “academic” outcomes such as retention and graduation, especially for students from a subordinate community such as Chicanos/Latinos.

- Although small, there are some gaps between the retention and graduation rates, respectively, of Chicano/Latino students and the overall student body at both SDSU and CSUSM. However, it appears that overall, Chicano/Latino students are performing well at both these CSU campuses.
- There was a small difference in first-year retention between Chicano/ Latino and white students in four of five community college districts in 2019-20. In four districts, the retention rate was higher for whites than for Chicanos/Latinos.
- At all five community college districts, there appeared to be a considerable, disturbing gap in course completion rates between Chicano/Latino students and white students. Across the community colleges, the mean course completion rate for Chicanos/Latinos was 68 percent compared to a mean of 78 percent for whites.
- At three of the five community college districts, Chicanos/Latinos earned a higher number of Associate Degrees than whites. At the same three districts, Chicano/Latino students outnumbered white students among those that transferred to four-year universities. This data indicates that many Chicano/Latino students in local community colleges are earning an important credential or advancing toward a four-year degree.
- The GPA data provided by community college districts showed a trend of white students with higher GPA's than those of Chicano/Latino students. Some of the differences appear significant.

As noted above, the administrative coordination of programs and services to maximize Chicano/Latino student success is indicative of an institutional priority on such success. Among the three universities and eight community colleges, only SDSU seemed to identify a relatively high-level administrative cluster that was responsible for Chicano/Latino student success. However, SDSU did not indicate how administrative entities in Academic Affairs and Student Affairs & Campus Diversity, respectively, interact to ensure a coordinated focus on Chicano/Latino success. CSUSM appeared not to have a focused structure of responsibility for Chicano/Latino student success other than the coordination of its federal Title V grants. The disturbing trend among the eight community colleges was a vague reference to “the entire campus” or “the institution as a whole” having responsibility for the success of Chicano/Latino students. Unfortunately, if everyone is responsible, ultimately no one is truly responsible, and the diffusion of responsibility is dysfunctional.

Only UC San Diego failed to identify any programs and services to facilitate success among Chicano/Latino students. However, only some of these programs on other campuses appear to focus on Chicano/Latino students while some programs have a broader focus. During our more than thirty years of advocacy, the SD Concilio has learned that an institution's laundry list of programs and services does not necessarily indicate an effective contribution to Chicano/Latino student success. Often, such programs and services are underfunded, or poorly administered, or meet the needs of only a small number of students.

If access, as indicated by enrollment data, represents the first general priority of the SD Concilio, student success is our second major priority. It appears that the public colleges and universities in San Diego are implementing institutional strategies to contribute to

Chicano/Latino student success although much more detail on their funding and coordination is needed. The overall trends in outcomes such as first-year retention, graduation, course completion, and transfer to four-year institutions, are generally positive. However, some troubling gaps in outcomes exist, and most of these institutions do not indicate a clear line of responsibility for Chicano/Latino student success or a comprehensive assessment of effectiveness of their strategies to facilitate such success. Likewise, they do not provide a plan or focused strategy to close such achievement gaps. We are also disheartened to see that apparently, none of the local, public colleges and universities are intentional in facilitating “liberatory outcomes,” a critical component of success for contemporary Chicano/Latino students.

### *Chicano/Latino Faculty*

The representative presence of Chicano/Latino faculty and other underrepresented faculty of color makes a critical contribution to both the access and success of our students at local colleges and universities (Bristol and Martin-Fernandez, 2019; Castellanos and Jones, 2003; Hurtado and Alvarado, 2015; Smith, 2015). Chicano/Latino faculty are needed across academic disciplines rather than only Chicano/Latino Studies or Ethnic Studies. Scholars such as Hurtado and Alvarado document the importance of Chicano/Latino faculty in U.S. higher education:

Because faculty with adequate support may be employed for up to 30 years at a single institution, **diversification at all ranks is the single most important long term structural change in institutional transformation**; it is the most effective way to diversify the curriculum, broaden research foci, and increase connections with minority communities as well as ensure pathways to future academic leadership (2015, p. 36, emphasis added).

The SD Concilio asked each local, public institution to provide detailed data on the representation of Chicano/Latino faculty across their academic departments and programs. The responses from those institutions were uneven in terms of the degree to which they provided all our requested data and information.

As the above quote indicates, a critical mass of Chicano/Latino faculty is important to the access and success of Chicano/Latino students and for institutional excellence itself. Chicano/Latino faculty are more likely to conduct research on various dimensions of the Chicano/Latino experience, leading to the construction of knowledge that is critical to our community and to the mission of higher education institutions in an increasingly diverse society. Likewise, such faculty are more likely to teach meaningful curriculum such as Chicano/Latino studies and to utilize culturally sustaining pedagogy; both enhance outcomes for Chicano/Latino students and increase cultural competence for all students (Hurtado and Alvarado, 2015). Chicano/Latino faculty are also more likely to serve as transformative mentors for Chicano/Latino students (Solórzano and Delgado Bernal, 2001). In addition, the participation of Chicano/Latino faculty in academic senates can help ensure that institutional leadership is responsive to the needs of Chicano/Latino students and their communities.

Based on the available data, Tables 10 through 13 provide a profile of the Chicano/Latino tenure and tenure track faculty by public higher education institution in San Diego County. Overall, despite the scholarly research’s documentation of the importance of Chicano/Latino

faculty, including their contribution to the learning of all students in higher education, **the representation of full-time Chicano/Latino faculty at virtually all local, public institutions was unacceptably low.** In summary, the full-time Chicano/Latino faculty in local, public institutions is as follow:

- **SDSU:** In fall 2020, full-time Chicano/Latino faculty constituted **9%** of all Full-time faculty.
- **CSU San Marcos:** In fall 2020, full-time Chicano/Latino faculty constituted **17%** of all full-time faculty.
- **UCSD:** In fall 2021, full-time Chicano/Latino faculty constituted **7.6%** of all full-time faculty.
- **San Diego Community College District: (Mesa, San Diego City, Miramar)** In fall 2021, full-time Chicano/Latino faculty constituted **15.6%** of all full-time faculty.
- **Southwestern CC:** In fall 2021, full-time Chicano/Latino faculty constituted **24.3%** of all full-time faculty.
- **Grossmont CC:** In fall 2021, full-time Chicano/Latino faculty constituted **15.3%** of all full-time faculty.
- **Cuyamaca CC:** In fall 2021, full-time Chicano/Latino faculty constituted **15.4%** of all full-time faculty.
- **Mira Costa CC:** In fall 2021, full-time Chicano/Latino faculty constituted **20.5%** of all full-time faculty.
- **Palomar CC:** In fall 2021, Chicano/Latino faculty constituted **14.2%** of all full-time faculty.

In almost every case, the representation of Chicano/Latino faculty falls woefully short of parity with Chicano/Latino student enrollment at these institutions as well as our community's representation in San Diego County and the State of California, respectively.

#### San Diego State University

SDSU submitted extensive data on the ethnic composition of their faculty including a disaggregation by academic college and department. The data presented in Table 10 provides an overall faculty composition indicating that in 2016-2017, SDSU had a total of 985 full-time faculty, defined as an FTE of 1.0, including tenured, tenure-track, and non-tenure-track. Of that total, ninety-one (9 percent) were Chicano/Latino.

In 2021, the total of 1,059 total full-time faculty included 113 Chicanos/Latinos (11 percent). On the other hand, part-time faculty in 2016-2017 numbered 876 of which 153 or 17 percent were Chicano/Latino. In 2021, 171 or 17 percent of the 1,019 part-time faculty were Chicano/Latino.

Among the important category of tenured faculty, important foundational faculty, their total of 608 in 2016-2017 included forty-nine or 8 percent of the faculty that were Chicano/Latino. In 2021, among 624 total tenured faculty, fifty-four or 9 percent were Chicano/Latino.

**Table 10: San Diego State University Chicano/Latino Faculty**

Faculty Representation (Fall)	2016-17	2017-18	2018-19	2019-20	2020-21	% change 2016 to 2021

<b>Full Time Faculty 1.0 FTE/Greater</b>	<b>985</b>	<b>998</b>	<b>1049</b>	<b>1068</b>	<b>1059</b>	<b>7.51%</b>
<b>Chicano/Latino Faculty Full Time</b>	<b>91</b>	<b>100</b>	<b>104</b>	<b>108</b>	<b>113</b>	<b>24.18%</b>
<b>Chicano/Latino Tenured Faculty</b>	<b>49</b>	<b>52</b>	<b>54</b>	<b>53</b>	<b>54</b>	<b>10.20%</b>
<b>% Chicano/Latino of tenured faculty</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>12.50%</b>

#### California State University San Marcos

The data submitted by CSUSM included a disaggregation of faculty by tenure-track and non-tenure-track levels. However, the disaggregation did not include ethnicity. Thus, using the CSU Office of Institutional Research data, the percentage of full-time Chicano/Latino faculty compared to the total such faculty is provided in Table 2.

**Table 11: CSU San Marcos Chicano/Latino Faculty**

<b>Faculty, Representation (Fall)</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>% change 2016 to 2021</b>
<b>Full Time Faculty 1.0 FTE/Greater</b>	<b>828</b>	<b>891</b>	<b>948</b>	<b>938</b>	<b>924</b>	<b>11.5%</b>
<b>Chicano/Latino Faculty Full Time</b>	<b>132</b>	<b>141</b>	<b>155</b>	<b>144</b>	<b>159</b>	<b>20.4%</b>
<b>% Chicano/Latino</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>15%</b>	<b>17%</b>	<b>6.25%</b>

#### University of California San Diego

No data was submitted to the SD Concilio by UCSD. The following data was extracted from their institutional research data system. The UCSD data includes a disaggregation of all faculty by ethnicity. With respect to academic full-time faculty, in Fall 2021, 5.6 percent were domestic Chicano/Latino (born in the U.S.) and 2.0 percent were of international background.

**Table 12: UC San Diego Chicano/Latino Faculty\***

	<b>2016-17 Fall</b>	<b>2017-18 Fall</b>	<b>2018-19 Fall</b>	<b>2019-20 Fall</b>	<b>2020-21 Fall</b>	<b>2021-22 Fall</b>	<b>Change Fall 2017- 2021</b>
<b>Chicano/Latino Faculty Full Time</b>	<b>4.8% domestic 1.6% international</b>	<b>4.9% domestic 1.6% international</b>	<b>4.9% domestic 1.6% international</b>	<b>5.0% domestic 1.7% international</b>	<b>5.1% domestic 2.0% international</b>	<b>5.6% domestic 2.0% international</b>	<b>14.2% 25.0%</b>

\*Source: UC San Diego Office for Equity, Diversity, and Inclusion, [www.diversity.ucsd.edu](http://www.diversity.ucsd.edu)

### San Diego County Community Colleges

Due to an inadequate response to the SD Concilio, the data we provide for the San Diego Community Colleges was extracted from the California Community Colleges Office, Management Information Systems Data Mart. The data includes the percentage of Chicano/Latino students in relation to total student enrollment. Secondly, it features all tenured and tenure track faculty. Thirdly, it includes the number and percent of Chicano/Latino faculty in 2019, fourthly, the percent of Chicano/Latino faculty in 2021, and lastly, the percent increase from fall 2019 to 2021. In the case of the SD Community College District, the faculty data reflects the three credit bearing colleges within the district.

Table 13 indicates that Chicano/Latino faculty in all eight local community colleges is significantly below its Chicano/Latino student composition.

**Table 13: San Diego Community Colleges Tenured Chicano/Latino Faculty**

<b>Institution</b>	<b>All L/H Students Fall 2021</b>	<b>Chicano/Latino Faculty Fall 2019</b>	<b>Chicano/Latino Faculty Fall 2021</b>	<b>Percent Change 2019-2021</b>
<b>San Diego Community College District</b> • Mesa CC (HSI) • SD City CC (HSI) • Miramar CC	<b>37.54% C/L of 55,359 students</b>	<b>75 of 631 11.8%</b>	<b>100 of 639 15.65%</b>	<b>+32.6% but below student parity</b>
<b>Southwestern CC (HSI)</b>	<b>70.97% C/L of 16,770 students</b>	<b>53 of 203 T/T track 26.1%</b>	<b>47 of 193 T/T track 24.35%</b>	<b>-9.33% and below student parity</b>
<b>Grossmont CC (HSI)</b>	<b>38.22% C/L of 13,232 students</b>	<b>35 of 220 T/T Track 15.91%</b>	<b>31 of 202 T/T Track 15.35%</b>	<b>-9.64% and below student parity</b>
<b>Cuyamaca CC (HSI)</b>	<b>32.28% C/L of 7,895 students</b>	<b>15 of 91 T/T Track 16.48%</b>	<b>11 of 71 T/T Track 15.49%</b>	<b>-9.40% and below student parity</b>
<b>Mira Costa CC (HSI)</b>	<b>39.76% C/L of 13,211 students</b>	<b>24 of 150 T/T Track 16.00%</b>	<b>43 of 209 T/T Track 20.57%</b>	<b>+28.5% but below student parity</b>
<b>Palomar CC (HSI)</b>	<b>46.02% C/L of 19,411 students</b>	<b>45 of 309 T/T Track 14.56%</b>	<b>39 of 273 T/T Track 14.29%</b>	<b>-9.81% and below student parity</b>

### Conclusions: Chicano/Latino Faculty

In a previous section, we articulated the critical reasons why Chicano/Latino faculty are necessary for the success of Chicano/Latino students and to institutional excellence. In addition, faculty are much more likely than administrators to remain at one institution for an extended time, providing more opportunity to contribute to institutional transformation (Hurtado and

Alvarado, 2015). **Within this context, the trends in Chicano/Latino faculty at local colleges and universities are a cause for great concern.**

SDSU provided the most detail regarding the representation of Chicano/Latino faculty at their campus. Between 2016 and 2021, there was a minimal increase in Chicano/Latino full-time faculty, from 9 percent of all faculty to 11 percent. Chicanos/Latinos remained at 17 percent of part-time faculty during that time.

Among the seven academic colleges at SDSU, the representation of Chicano/Latino faculty in 2021 ranged from 6 percent in the College of Business Administration to 23 percent in the College of Education. The mean representation for the colleges was 11 percent Chicano/Latino. Only 1 percent of the twenty-seven faculty in the Library was Chicano/Latino.

Across the approximately fifty academic departments at SDSU, many had very little representation of Chicano/Latino faculty, especially at tenure or tenure-track levels. Clearly, the representation of Chicano/Latino faculty at SDSU is inadequate and undoubtedly has negative implications for the learning experiences of Chicano/Latino students on campus, as well as overall institutional excellence.

The data received from CSUSM was not disaggregated to show the representation of Chicano/Latino faculty at levels of tenured, tenure track, and temporary, respectively. From 2017 to 2020, Chicanos/Latinos showed only a minimal increase in their representation among CSUSM faculty, from 16 percent to 17 percent. Again, this degree of representation is not high enough to equitably reflect the San Diego Chicano/Latino community.

The low level of Chicano/Latino faculty representation at UC San Diego is nothing less than deplorable. For an institution that prides itself on a national level of excellence, their abject failure to hire a representative level of Chicano/Latino faculty amounts to a serious dimension of institutional racism. It does a disservice to all its students and represents a complete lack of accountability to the Chicano/Latino community at several levels. No public institution should be allowed to operate in such a negligent manner.

The representation of Chicano/Latino faculty at local community colleges ranged from 14 percent of full-time faculty at Palomar College to 24 percent at Southwestern College. The San Diego Community College District did not disaggregate data by its three credit-bearing campuses, so it is likely that the 16 percent Chicano/Latino faculty for the entire district is lower at some campuses. A comparison of Chicano/Latino faculty to Chicano/Latino students at each local community college shows that none of them have a degree of Chicano/Latino faculty that reflects our community's representation in the student body. While their representation of Chicano/Latino faculty is higher than at SDSU or UCSD, it is still inadequate.

Except for SDSU, these institutions did not provide data to show the representation of Chicano/Latino faculty across academic colleges or departments. This is also problematic, as some postsecondary institutions tend to cluster most of their Chicano/Latino faculty in only a few academic disciplines.

We cannot overemphasize the problematic nature of such Chicano/Latino faculty underrepresentation. Without a representative presence of Chicano/Latino faculty at our local, public higher education institutions, our Chicano/Latino students are less likely to find the validation, mentoring, inclusive pedagogy, culturally relevant course content, and non-racist policy that maximizes their academic success, including liberatory outcomes. Thus, our students are unlikely to participate in the construction of knowledge necessary for our community's decolonization and empowerment. Each of these institutions should develop a plan to greatly increase the hiring and promotion of Chicano/Latino faculty. Such a plan should apply elements

from the considerable scholarly literature on diversifying faculty in higher education (Garcia, 2019; Smith, 2015).

### *Chicano/Latino Studies; Dual Language Education Bilingual & Multilingualism*

The SD Concilio sought information from each local institution regarding their support for Chicano/Latino Studies and/or Ethnic Studies, and Dual Language Education (Bilingual & Multilingualism) Teacher Education. Both are dimensions of curriculum that make critical contributions to a social consciousness, identity development, commitment to social justice agency, and other liberatory outcomes among Chicano/Latino students (Garcia, 2019; Hurtado and Alvarez, 2015). Without such curriculum, our Chicano/Latino students are unlikely to acquire the knowledge and sensibilities that enable them to become progressive leaders and change agents for our community. Thus, preparing Chicano/Latino and other postsecondary students for engagement with an increasingly diverse society requires strong institutional support for such curriculum.

Our SD Concilio requested data on the annual budget of these departments as well as the number of faculty positions assigned to each. Due to the lack of response from many local institutions, most of the data presented was acquired from institutional data dashboards. More detailed commentary on the data is found in Appendix E. The support for such diverse curriculum across local universities was mixed, from strong support at SDSU, to variable or fledgling support for Ethnic Studies at CSUSM and meager support for an unfunded minor program at UC San Diego. At the community college level, City CC, Mesa CC and Palomar CC provide more consistent services in Chicano Studies and/or Ethnic Studies, while other community colleges have limited faculty at the tenure or tenure-track level to provide consistent support.

Table 1 presents an overview of the departments that address Chicano/Latino Studies, Ethnic Studies and Dual Language Teacher Education (Bilingual & Multilingualism), respectively. We provide a metric for the overall academic focus over the years to differentiate from “No support” to “Variable support” to “Leading support” to “Exemplary Support”. The data presented in Table 14 was acquired from: SDSU Office of Institutional Research, UC Institutional Research, and Community College datamart.cccco.edu, respectively. We then provide a summary of the degree to which each institution provides support for diverse curriculum.

**Table 14. Chicano/Latino Studies, Ethnic Studies, and Dual Language Teacher Education**

<b>Institution</b>	<b>Chicano/Latino Students Fall 2021</b>	<b>Chicano/Latino Studies Department &amp; Faculty</b>	<b>Ethnic Studies Department &amp; Faculty</b>	<b>Dual Language Teacher Education</b>	<b>Overall Focus and strength of Departments</b>
<b>San Diego State--HSI</b>	33% C/L of 30,864 Undergrads	YES over 50 years at SDSU BA & MA	YES Ethnic Studies graduate certificate & 5 different Departments over 25 TT faculty	YES DLE with over 44 years & six TT Faculty CEBER-Center w/Equity & Language focus.	<b>Leading.</b> Chicana & Chicano Studies & Dual Language Education based on an interdisciplinary, transnational, & multilingual social justice program in MS & SS teaching, research, and public service.

<b>CSU San Marcos--HSI</b>	50% C/L of 14,504 Undergrad	NO National Latino Research Center	YES with over 25 TT affiliated faculty	YES authorized for Bilingual TE: Single Subject, Multiple Subjects or Education Specialist teaching credentials With 4TT Faculty.	<b>Variable.</b> Study critically and systematically the experiences of racial/ethnic groups that have been economically, educationally, politically, legally, and/or socially disadvantaged. Using themes: <i>Colonialism, Migration and Diasporas, Inequality and Resistance; Identities &amp; Representation.</i>
<b>UCSD</b>	20% C/L of 33,343 Und.	NO Unfunded minor program.	YES with over 15 TT faculty	YES offers BILA program in Bilingual Education.	<b>Variable.</b> Particular areas of focus include aesthetics, performance, and cultural production; materialist approaches to labor, value and consumption; science and technology; colonialism, migration, and movement.
<b>San Diego CC District (Mesa, SD City, Miramar colleges and Adult Extended Education)</b>	37,54% C/L of 55,359 Fall 1921	YES Mesa & San Diego City	YES In 3 colleges related departments	NO Foreign language departments.	<b>Variable.</b> Offers an interdisciplinary approach to understanding the historical experiences and contemporary social realities of Chicana/os as the largest segment of the Latino population in the U.S.
<b>Mesa CC--HSI part of SDCCD</b>	37% C/L of 18,221 students Fall 1921	YES 2TT & 10 Adjuncts Chicana & Chicano Studies Department	YES Via an interdisciplinary academic discipline in ethnic studies (Chicano, Black Asian, Native Americans, Women)	No The language department offers AA degree programs in Spanish, French and Japanese.	<b>Leading.</b> Offers an interdisciplinary comparative approach that incorporates the arts and literature, gender studies, border studies, cultural studies, history, the social sciences, and policy studies of the Chicana/o community in the U.S.
<b>San Diego City CC--HSI part of SDCCD</b>	48% C/L of 13,086 students Fall 2021	YES AA Degree with 3TT & Adjunct faculty	NO Black & Chicanx Studies Departments	NO The language department offers AA degree programs in Spanish, Italian German, and French.	<b>Leading.</b> Examines Chicano/a social, political, cultural, and economic conditions and how race, ethnicity, class, culture, gender, and sexuality intersect throughout history and today. Emphasizes the study of the international border between Mexico and the United States.
<b>Miramar CC--HSI</b>		NO AA Degree in Social and	NO Offers ethnic studies courses	NO The language department offers AA	<b>Variable.</b> To prepare students to succeed in a complex and dynamic world by providing quality

<b>part of SDCCD</b>	29% C/L of 13,209 students Fall 2021	Behavioral Sciences	through English/ Literature Studies & related departments	degree in World Language.	instruction and services in an environment that supports and promotes diversity, while emphasizing innovative programs and partnerships.
<b>Southwestern CC--HSI</b>	70.97% C/L of 16,770 students Fall 2021	YES  AA Degree in Mexican American Studies 2 TT & Adjunct faculty	NO  Black, Chicanx Asian, Gender Studies emphasis courses	YES Liberal Studies & Paralegal Studies Bilingual & American Sign Language World Language.	<b>Variable.</b> Explores Chicano/a history, culture, society, politics, religion, economics, art, and major contributions to the development of the United States through interdisciplinary course.
<b>Grossmont CC--HSI</b>	38.22% C/L of 13,232 students Fall 2021	NO  Covered under Interdisciplinary programs & departments with courses focusing on Chicana/o Studies	YES  Ethnic Gender & Social Justice Studies 3TT faculty & 4 Instructors	NO  Foreign language department offers AA degree programs in Spanish, Russian, Japanese, German, French, Chinese, Arabic.	<b>Variable.</b> Ethnic, Gender, & Social Justice is the study of human behavior and culture. Programs are interdisciplinary and explores the intersections of race, class, ethnicity, indigeneity, gender, sexuality, and dis/ability to better understand and transform the world.
<b>Cuyamaca CC--HSI</b>	32.28% C/L of 7,895 students Fall 2021	NO  Part of Ethnic Studies courses	YES  Ethnic Gender & Social Justice Studies 3TT faculty & 4 Instructors	NO  The World Languages Department offers courses in Arabic and Spanish.	<b>Variable.</b> Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. Build upon the strengths and socio- cultural experiences of our diverse student population and their communities.
<b>Mira Costa CC--HSI</b>	39.76 C/L of 13,211 students  Fall 2021	NO  Part of Ethnic Studies courses & 2 specific Chicana/o courses under Sociology Department	YES  Ethnic Studies courses focus on Black, Chicana/o under Sociology Department	NO  International Language Department offers courses to gain proficiency in Spanish, Italian, French, Japanese, and German.	<b>Variable.</b> Chicana/ Chicano & Ethnic Studies investigates how race/ ethnicity intersects with class, gender, colonialism, imperialism, and sexuality to gain an understanding of historical movements for social transformation, resistance, and liberation.

<b>Palomar CC--HSI</b>	46.02% C/L of 19,411 students Fall 2021	YES  Under Ethnic Studies provide six course. 3 TT & 10 adjunct faculty	YES  Ethnic studies Department	NO  World Language Department offers courses to gain proficiency in Spanish, French, Arabic, Japanese, German, Italian, Chinese.	<b>Leading.</b> Seeks to study questions of race and ethnicity both globally and in the United States. Through a comparative and interdisciplinary approach students are encouraged to understand how the formation of race and ethnicity articulate with other axes of stratification such as class, gender, and sexuality.
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### San Diego State University

SDSU has a department of Chicana and Chicano Studies (CCS). It offers a major, a minor, and a Border Studies Certificate. According to the department's website, their CCS Masters Program is "on hiatus." CCS has a total of fifteen faculty, including six tenured, two tenure-track, and seven temporary faculty. Its website contains a description of the department:

The Department of Chicana and Chicano Studies is one of the first of its kind in the nation and we recently celebrated our 50th anniversary! We are an interdisciplinary and transnational program of teaching, research, and public service that provides students with the opportunity to explore the history, politics, culture, and ethics of Chicana/o/x-Latinx communities on both sides of the U.S.-Mexico border. Our mission is to develop interculturally aware 21st century leaders who engage in social-justice oriented community service and scholarship. We achieve our mission through our curriculum, research, and knowledge production, which explores race, gender identities, class, immigration, and ethnicity, and emphasizes the U.S.-Mexico borderlands (history, sociopolitical contexts, comparative and symbolic borders), expressive arts (art, cinema, music, theater), and community practices for social change (health, education, community organizing).

The SDSU campus also has a department of Dual Language and English Learner Education established in 1978. Its website includes this description:

The Department of Dual Language & English Learner Education prepares bilingual and cross-cultural teachers, administrators, and other educators who are reflective and transformational practitioners in addressing the needs of ethnically and linguistically diverse learners through collaboration with schools, families, and community. The Dual Language program philosophy is based on the principles of a pedagogy of empowerment that views all K-12 students from an educational benefits model . . . Furthermore, the department values the transformation of schools that seek to produce students that are multiculturally, biliterately competent.

The Dual Language & English Learner Education Department offers a bilingual multiple subject credential, a bilingual single subject credential, an English Language Development Certificate, a Dual Language Certificate, and a Master of Arts Degree. It has thirty-one total faculty. Two of the faculty are tenured, three are tenure-track, and twenty-six are temporary.

#### California State University San Marcos

CSUSM does not have a Chicano/Latino Studies department or major. It does have an Ethnic Studies Department with both a major and minor. These descriptions from the CSUSM website include its objectives and strategies:

The Ethnic Studies Program at California State University San Marcos offers students the opportunity to study critically and systematically the experiences of racial/ethnic groups that have been economically, educationally, politically, legally, and/or socially disadvantaged. Courses in Ethnic Studies analyze how these groups have been integrated or not into society(ies) and how race/ethnicity has shaped identity. The Ethnic Studies Program provides students with an empowering education that expands students' social and political perspectives and the critical thinking skills necessary in today's world. Offering U.S. and global perspectives, the Ethnic Studies Program supports the founding Mission Statement of the University by helping to prepare students "to live cooperatively and competitively in a world of cultural and ethnic diversity."

The major operates from a comparative approach. The Ethnic Studies core curriculum anchors students intellectually, theoretically, and methodologically. Augmenting the core, upper-division courses support the three themes of the curriculum: 1) *Colonialism, Migration and Diasporas*; 2) *The State, Inequality and Resistance*; and 3) *Identities and Representation*. Students have the opportunity to demonstrate their knowledge of ethnic studies via application in a capstone project and/or fieldwork opportunities in racial-ethnic communities.

The Ethnic Studies major at CSUSM appears to include few courses that focus on the specific experiences of Chicano/Latinos. Instead, it features themes that are discussed from a more comparative approach. The campus Ethnic Studies faculty consists of three tenure-track faculty and forty-five affiliate faculty in other departments.

CSUSM also has a "Bilingual Authorization" within its School of Education. According to their website, "The Bilingual Authorization equips bilingual teachers with effective, research-based bilingual-bicultural instructional strategies that is valued by employers." The biliteracy faculty consists of four tenure-track faculty. CSUSM also has a National Latino Research Center to promote scientific and applied research, training, and the exchange of information that contribute to the knowledge and understanding of rapidly growing U.S. Latina and Latino populations.

#### University of California San Diego

UCSD does not have a Chicano/Latino Studies major. It has a comparative Ethnic Studies Department that offers both a major and minor as well as a major and minor in "Black Diaspora and African American Studies." UCSD has only a small, unfunded minor in "Chicanx and Latinx Studies." At UCSD, the Education Studies Department offers a Bilingual Authorization Program

(BILA) for current graduate students in the M.Ed./Credential Program (Multiple or Single Subject).

### San Diego Community Colleges

None of the San Diego Community Colleges submitted data or information on the availability of Chicano/Latino Studies (or Ethnic Studies) on their campus. Likewise, none of their campuses responded to our inquiry regarding Biliteracy Teacher Education. Thus, we provide institutional data in Table 14 from websites of their respective departments and from the Community College data.mart.ccco.edu. Four of the eight community colleges have established Chicano/Latino Studies, namely, Mesa CC, San Diego City CC, Southwestern CC, and Palomar. Each has at least two full-time tenure-track faculty members.

### Conclusions: Chicano/Ethnic Studies/Dual Language Education Biliteracy & Multilingualism

Chicano/Latino student enrollment/access and student success, respectively, represent the first two priorities of the San Diego Concilio. The content of our students' learning represents our third high priority. Access and successful academic outcomes achieve maximum value for our community only if Chicano/Latino students also experience learning that helps them form an identity, develop a commitment to social justice, and demonstrate leadership for and engagement with their community. It is our premise that Chicano/Latino Studies and Biliteracy Education, respectively, make a major contribution to such "liberatory" outcomes (Garcia, 2020).

San Diego State University has an impressive commitment to Chicano/Latino Studies as well as Biliteracy Teacher Education. SDSU's Department of Chicana and Chicano Studies has existed for fifty years. It is a comprehensive department that offers a major, minor, and Border Studies certificate. The department's annual budget is \$1.5 million and their faculty numbers fifteen total, including thirteen Chicano/Latino faculty. Six of their faculty are tenured.

SDSU also has been committed to its Department of Dual Language and English Learner Education, which trains bilingual educators. while awarding both multiple subjects and single subject credentials. It also offers a master's degree in critical pedagogy and teaches courses in the Joint doctoral program between SDSU & Claremont Graduate University since 2001. The department's annual budget is \$2 million, with a total of five tenure-track faculty and nineteen adjunct faculty that includes twelve Chicanos/Latinos. From the institutional literature that describes these two academic departments, it seems that both reflect a progressive philosophy that recognizes the subordinate status of Chicanos/Latinos and the subsequent need for an emancipatory education. Likewise, both indicate a sense of responsibility to the Chicano/Latino community.

At California State University San Marcos, the institution has an Ethnic Studies Department rather than Chicano/Latino Studies. Its literature indicates a progressive philosophy that honors equity and social justice. The titles of its courses seem to reflect a comparative approach rather than a focus on the Chicano/Latino experience. The financial commitment to CSUSM's Ethnic Studies Department appears low, with an annual budget of \$162,373. The campus Ethnic Studies faculty consists of three tenure-track faculty and 45 affiliate faculty in other departments.

CSUSM also has a bilingual authorization in its School of Education that can be added to any credential it awards. The biliteracy faculty consists of four tenure-track faculty. We received no information on the budget or faculty for the bilingual authorization. Although not a degree-

granting department, CSUSM has a National Latino Research Center that serves various sectors of the local community. Again, no budget or faculty information for the center was provided. However, the relatively weak institutional commitment to empowering academic programs at CSUSM is concerning and warrants more scrutiny.

For an institution that poses as a national model of “excellence,” UCSD’s lack of commitment to a Chicano/Latino Studies major or department represents a disservice to the largest ethnic community in California. UCSD seeks to graduate students for professional fields such as medicine and law. Yet, it fails to provide those graduates with even basic knowledge regarding over 40 percent of the state’s population.

It is very regretful that none of the San Diego community colleges provided any data or information that would indicate a commitment to Chicano/Latino Studies or Bilingual Teacher Education.

While all community colleges teach foreign languages, no attention is provided to educational bilingual/multilingual proficiency. This raises questions regarding the degree to which these colleges prioritize the learning experiences of their Chicano/Latino students and the challenges faced by those students that seek to provide leadership and agency for their community.

The three public four-year institutions (SDSU, CSUSM, and UCSD) offer Dual Language Credentials with SDSU having the strongest bilingual teacher education programs in Multiple Subjects and Single Subjects specialization. ALL eight community colleges provide world languages as a foreign language.

Thus, we conclude that the commitment to culturally sustaining curriculum that produces both traditional, academic outcomes and liberatory outcomes is very inadequate across the eleven public colleges and universities in San Diego. Our public institutions should do much more than enroll Chicano/Latino students and facilitate their success in areas that are not directly relevant to the Chicano/Latino community. Chicano/Latino students that earn a degree(s) and distance themselves from our community’s needs fail to contribute to the collective empowerment needed by the community. We expect these institutions and their funding sources, e.g., the California state legislature, to ensure a more relevant college experience for Chicano/Latino students.

### *Campus Law Enforcement*

The SD Concilio asked each local campus to describe their model of law enforcement, including administration, hiring, and training, and to provide data on crime rates, annual budget, and other related activity. It is important to note that historically, the history of law enforcement throughout the United States, especially in the Southwest, is one of racist, anti-Mexican administrations, structures, policies, and practices (Beltran, 2020; Lytle Hernandez, 2022). Law enforcement is often seen as largely a tool to socially control Chicanos/Latinos and other racially subordinate groups (American Civil Liberties Union Foundation, 2020). Because educational structures and policies reflect the hierarchies of society, it is logical that such racist patterns would be found on college and university campuses, which manifest virtually every dimension of institutional racism (Persell, 1977). According to the Public Policy Institute of California Statewide Survey, 39 percent of Californians think the police in their community treat all racial and ethnic groups fairly only some of the time or almost never, an increase of 10 percentage points from May 2019 (PPIC, 2020).

In addition, there is an important equity issue in the expenditure of public funds for campus law enforcement that could be utilized for direct academic instruction and student services that contribute to success among Chicano/Latino students. At a time when local colleges and universities routinely fail to provide adequate financial resources for undocumented student centers, Chicano/Latino centers, and support services such as the Puente Program for Chicano/Latino students, our SD Concilio has heard reports of exorbitant public funds spent on campus law enforcement. Likewise, we hear reports of substantial law enforcement structures on college campuses that largely duplicate already existing law enforcement. Thus, while we certainly recognize the need to provide a safe environment at local, public higher education institutions, it is critical for our SD Concilio to monitor and analyze the way in which law enforcement is implemented on our college and university campuses.

Both San Diego State University and Cal State University San Marcos provided a limited response to our SD Concilio's questions regarding law enforcement. SDSU indicated that they have their own campus police department rather than contracting with a local law enforcement agency such as the San Diego Police Department or the San Diego County Sheriff's Department. It appears that the SDSU Police Department receives direction from the law enforcement entity of the broader California State University. However, the SDSU police adhere to a policy manual that was developed by a private entity, a potentially disturbing development. Their police department claims to be "integrated" into the campus community through its participation in various committees.

The SDSU Police Department also claims that it does not have an annual budget that can be provided to the public. This is dubious to the point of absurdity. While under the federal Clery Act, all higher education institutions are required to disclose any data on campus law enforcement incidents, the reports do not report data on the ethnicity of individuals that come in formal contact with campus law enforcement officers. Likewise, they assert that they are not required to submit data on complaints filed against the campus police or data on the diversity of their officers.

The SDSU Police Department states that it utilizes social workers in certain situations and that their officers are trained in de-escalation techniques. It appears from their response that SDSU has no advisory or oversight committee for its police department.

CSUSM also has their own police department. Their web site includes a comprehensive department manual that among many policies, describes their department's prohibition against "biased-based policy" as well as the detention of individuals based on immigration status. The department provides ongoing training to its officers.

The CSUSM Police Department also submitted no information regarding its budget or annual expenditures. There was also no data provided on the ethnicity of detainees or the ethnicity of the department's officers. CSUSM does have an annual report on campus crime that delineates various types of incidents. The department claims to utilize counselors as well as de-escalation strategies. The campus president has oversight of the department and there is an advisory committee for the police department.

UC San Diego provided no response to our SD Concilio's request for data and information on their law enforcement practices. Likewise, none of the local community colleges provided any response to our SD Concilio's questions regarding law enforcement on their campus. The data and information we requested would seem to be public information available to any San Diego resident. Even the responses we received from SDSU and CSUSM are extremely troubling in their police departments' stubborn refusal to provide even an estimate of

their annual budget or the most basic data on campus officers' interactions with the public. Without this data and information from the eleven public, credit-bearing campuses in San Diego, we cannot determine to any degree the existence of racism and/or malpractice in campus law enforcement or the possible waste of tax dollars that are sorely needed to support the education of Chicano/Latino students. Overall, the data and information we received regarding law enforcement structures, strategies, and cost was unacceptably evasive.

Table 15 describes law enforcement by college campus according to information found on their web-sites.

**Table 15: San Diego County Higher Education Approach to Law Enforcement**

<b>Institution</b>	<b>Approach/ Model</b>	<b>Guiding Policies/Practices</b>	<b>Integration with the community</b>	<b>Approach to Campus Oversight &amp; Budget</b>
<b>SDSU</b>	Centralized CSU department described as a "full service police department of 40 officers"	<ul style="list-style-type: none"> <li>• Full service police department</li> <li>• "community policing" model</li> <li>• officers operate as state peace officers</li> </ul>	Campus report that their police department is "fully integrated with the campus community,"	<ul style="list-style-type: none"> <li>• Chief of police and officers serving on committees, the academic senate, and campus programs and initiatives.</li> <li>• Annual Security Report &amp; Fire Safety Report under the federal Clery Act and other federal and state laws</li> <li>• Diversity of personnel unknown</li> <li>• Budget unknown</li> </ul>
<b>CSU San Marcos</b>	Own University Police Department (UPD) <ul style="list-style-type: none"> <li>• Department is committed to providing law enforcement services to the community with regard for the racial, cultural or other differences of those served.</li> </ul>	<ul style="list-style-type: none"> <li>•UPD maintains a safe academic environment by being a proactive police force working closely with students, staff, faculty, and community members.</li> <li>• Trained annually in de-escalation techniques and that call for restorative justice practices.</li> </ul>	<ul style="list-style-type: none"> <li>• UPD participates in several campus programming efforts and training with student groups, including Police Active in Community Engagement program (PACE).</li> <li>• Maintains a proactive police force working with campus community</li> </ul>	<ul style="list-style-type: none"> <li>Chief of Police has the responsibility to administer the UPD. The department has two divisions, the administrative and operations divisions, respectively.</li> <li>• UPD officers enforce all California Penal and Vehicle Codes on and around campus.</li> <li>• Diversity of personnel unknown</li> <li>• Budget unknown</li> <li>• Annual Security Report &amp; Fire Safety Report under the federal Clery Act and other federal and state laws .</li> </ul>
<b>UC San Diego</b>	UC San Diego strives to provide a safe campus environment for its students, faculty and staff in compliance with the federal Clery Act and other federal and state laws.	<ul style="list-style-type: none"> <li>• The federal Clery Act requires colleges and universities to draft and implement policies and procedures, as well as disclose certain crime statistics.</li> <li>Office for the Prevention of Harassment &amp; Discrimination.</li> </ul>	"We believe that true excellence is achieved through productive relationships among people of diverse perspectives, as defined by UC San Diego's Principles of community."	<ul style="list-style-type: none"> <li>• UC San Diego Annual Security Report &amp; Fire Safety Report - Posted Report covers 2018-2020 (police/ucsd.edu/docs/annualclery.pdf)</li> <li>• Reports statistics on criminal offense pp.114-117 over 3 year period</li> <li>• Office for the Prevention of Harassment &amp; Discrimination handles inquiries relating to non-discrimination policies as well as issues relating to sexual harassment and sexual violence. Diversity of personnel unknown. Budget unknown.</li> </ul>
<b>SDCC District: Mesa CC San Diego City CC</b>	Our mission is to engage the campus community in creating a safe environment in	District police provides the primary law enforcement response on and around City College, Mesa College,	Collaboration and District Police Department is fully committed to building and maintaining	<ul style="list-style-type: none"> <li>• Requires SDCCD to publish Annual Security Report &amp; Fire Safety Report under the federal Clery Act and other federal and state laws. Report posted in website for 2008-2020.</li> </ul>

<b>Miramar CC</b>	which to work, visit and learn.	Miramar College, six continuing education centers and various San Diego Community College business offices, classrooms and properties. College Police patrol all District sites 7 days a week, 24 hours a day.	meaningful partnerships within the campus, throughout the adjoining neighborhoods and with all relevant local, state and federal law enforcement agencies.	<ul style="list-style-type: none"> <li>• This publication is a coordinated effort between various departments within the district to generate, compile, and report crime, arrest, and student disciplinary information as required by the Clery Act. Annual Security Report 2018-2020 posted covers the 3 CC's</li> </ul>
<b>Southwestern CC</b>	Protect the college community, property of the district. Ensures methods that fit within and contribute to the educational philosophy of the institution.	SW CC Police Academy is a Commission on Peace Officers Standards and Training (POST) Certificated Training Academy for California law enforcement.	Police receive the same training as all peace officers in the county and state and have the same enforcement authority on or about the campus, which is to enforce Federal and state laws as well as institutional policies.	<ul style="list-style-type: none"> <li>• Requires SW to publish Annual Security Report &amp; Fire Safety Report under the federal Clery Act and other federal and state laws . Posted Report covers 2018-2020</li> <li>• The College's Police Department is staffed with personnel to provide law enforcement and public safety service</li> <li>• Diversity of personnel unknown</li> <li>• Budget unknown</li> </ul>
<b>Grossmont CC</b>	Police services at the Grossmont-Cuyamaca Community College District are provided by the <u>San Diego County Sheriff's Department</u>	Provides professional counselors whose professional responsibilities include providing mental health counseling to members of the campus community and who functions within the scope of his or her license or certification	Under the <b>Clery Act</b> , a Campus Security Authority (CSA) includes a campus police or security department. <ul style="list-style-type: none"> <li>• All persons on college grounds are primarily responsible for their own safety and property.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires GCC to publish Annual Security Report &amp; Fire Safety Report under the federal Clery Act and other federal and state laws. Posted 9/27/21</li> </ul> <p>The district does not have its own police force. All persons on college grounds are primarily responsible for their own safety and property.</p> <ul style="list-style-type: none"> <li>• Diversity of personnel unknown</li> <li>• Budget unknown</li> </ul>
<b>Cuyamaca CC</b>	Police services at the Grossmont-Cuyamaca Community College District are provided by the <u>San Diego County Sheriff's Department</u>	Provides professional counselors whose professional responsibilities include providing mental health counseling to members of the campus community and who functions within the scope of his or her license or certification	Under the <b>Clery Act</b> , a Campus Security Authority (CSA) includes a campus police or security department. <ul style="list-style-type: none"> <li>• All persons on college grounds are primarily responsible for their own safety and property.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires CCC to publish Annual Security Report &amp; Fire Safety Report under the federal Clery Act and other federal and state laws Posted 9/27/21</li> </ul> <p>The District does not have its own police force. All persons on college grounds are primarily responsible for their own safety and property.</p> <ul style="list-style-type: none"> <li>• Diversity of personnel unknown</li> <li>• Budget unknown</li> </ul>
<b>Mira Costa CC</b>	Police Department employs Peace Officer Standards and Training (POST) certified police	Works as a team and in partnership with the community to provide college with the most professional, effective police and safety services	Police Department provides ongoing awareness and prevention programs for employees and	<ul style="list-style-type: none"> <li>• Requires Mira Costa to publish Annual Security Report &amp; Fire Safety Report under the federal Clery Act and other federal and state laws . Posted Report covers 2018-2020</li> </ul>

	officers whose peace officer authority extends throughout California. The members are responsible for protecting life and property controlled by the Mira Costa CC District	possible, always keeping in mind ethical standards, constitutional safeguards, and respect for the human dignity of all persons.	ensures that reasonable protection is provided by using methods that fit within and contribute to the educational philosophy and processes of the institution.	<ul style="list-style-type: none"> <li>• Diversity of personnel unknown</li> <li>• Budget unknown</li> </ul>
<b>Palomar CC</b>	Police Department pledges to uphold the concepts of constitutional policing; ethical, lawful practices that seek to protect the rights of all people. Through the foundation of Relationship Based Policing we serve the campus population through extending, cultivating and earning the trust of students, faculty and staff.	<i>Through community partnerships, we provide a safe and secure learning environment to the campus community and maintain a proactive approach to crime reduction and problem solving; enabling our students to obtain a quality education. The Department works in conjunction with local, county, state, and federal agencies to accomplish our mission of safety.</i>	The Palomar College Police Department (PCPD) is responsible for providing police services to the San Marcos Campus, the Escondido Educational Center, and our new additions, the Fallbrook and Rancho Bernardo Education Centers.	<ul style="list-style-type: none"> <li>• Requires Palomar CC to publish Annual Security Report &amp; Fire Safety Report under the federal Clery Act and other federal and state laws. Posted Report covers 2018-2020</li> </ul> <p>The College maintains a memorandum of understanding with the San Diego Sheriff's Department and the Escondido Police Department regarding mutual assistance pursuant to the Kristen Smart Act for Uniform Crime Report Part I crimes.</p> <p>Palomar Community College District declares itself a safe campus for learning and reaffirms its unequivocal support of all students regardless of race, religion, national origin, immigration status, sexual orientation, family structure, or gender identity.</p> <ul style="list-style-type: none"> <li>• Diversity of personnel unknown</li> <li>• Budget unknown</li> </ul>

## Conclusions—Law Enforcement

During an era of unprecedented public awareness of the historic and contemporary racism embedded in law enforcement institutions throughout the United States, it is imperative that our SD Concilio monitors the structures and strategies of law enforcement on local college campuses. This includes a focus on non-racist law enforcement practices as well as a focus on the considerable expenditures of public funds on campus law enforcement, funds that could be utilized to provide direct educational services to Chicano/Latino and other similarly situated students.

Lastly, virtually all segments of a higher education institution, including academic affairs, student affairs, and business affairs, should be thoroughly assessed for their effectiveness. This involves the establishment of goals and objectives as well as quantitative and qualitative measures of effectiveness. Without such assessment, our public institutions are not accountable to taxpayers. Unfortunately, we see no evidence that law enforcement entities on our local, public colleges and universities are assessed for their effectiveness.

Those law enforcement entities on our college and university campuses are not exempt from such public accountability. It appears that in San Diego, public institutions of higher

education are expending funds on law enforcement entities that do not maintain records of their practices and/or refuse to report them to the public.

#### **IV. CONCLUSIONS AND RECOMMENDATIONS**

Perhaps the most striking finding in our SD Concilio report is the very limited accountability to the local Chicano/Latino community among San Diego's public colleges and universities. There were several premises in our attempt to report the status of local Raza in higher education. One was that the data and information we requested should be available to the public. Another was that these institutions place an appropriate degree of priority on serving Chicanos/Latinos and that this priority would be reflected in institutional structures that record, maintain, and disseminate such data and information. Another premise was that local colleges and universities regularly review such data and information, and that they could easily gather and disseminate the data and information upon request from community stakeholders.

Despite these premises, in most cases, the local institutions expressed consternation about our request, as though it was unwarranted and unnecessary. Six months after our request, some of the institutions still had not fulfilled their commitment to respond with the data and information. The University of California San Diego, while initially expressing their willingness to respond to our request, never provided a shred of information; nor did they direct us to institutional sources from which we might mine the data and information ourselves. The local community colleges initially stated their intention to provide what we requested in a consolidated format through their association, the San Diego and Imperial Counties Community College Association (SDICCCA). While they provided data and information to meet much of our request, they never submitted anything regarding Chicano/Latino Studies, Bilingual Teacher Education, or their law enforcement model and strategies. Unfortunately, we can only conclude that providing important information to the Chicano/Latino community is not a high priority for most local, public colleges and universities. There were exceptions.

While UCSD was completely intransigent in its refusal to respond to our request and the local community colleges provided only a portion of our requested data and information, two local institutions were more accountable. San Diego State University provided almost all the data and information we requested within a short time. California State University San Marcos also provided most of what we requested, although much of it simply directed us to website links through which we searched for data and information.

For this report, the SD Concilio developed recommendations based on our findings on the status of Chicanos/Latinos in local, public colleges and universities. Our SD Concilio utilized data and information submitted by these institutions, along with their website content, to identify recommendations to improve the conditions and subsequent success for Chicano/Latino students on local campuses.

The data and information that our SD Concilio received reflect both positive and negative dimensions of institutional strategies enacted by local public colleges and universities that impact Chicano/Latino students. Our organization makes the following recommendations for these institutions and the administrative and legislative entities to which they are accountable. These recommendations are made in the context of a thorough recognition of the characteristics of our local Chicano/Latino community, including our long historic experience as a subordinate ethnic group subject to systemic and institutional racism, a community that has suffered from

subsequent educational underachievement, and a community that continues to grow as a portion of the California population.

The effect of our Chicano/Latino students' educational achievement on the entire social and economic fabric of our state will increase as well. Most of our recommendations suggest necessary actions by local, public colleges and universities. Others are made to stimulate necessary action by the state and federal legislatures that provide extensive funding to San Diego's public colleges and universities. We emphasize that these recommendations are not exhaustive.

After disseminating these recommendations, we expect our local, public institutions of higher education to respond with plans to achieve progress in serving our community. Our SD Concilio will continue to monitor such progress or lack thereof. We emphasize that these recommendations are not exhaustive.

### **Recommendations for Local Higher Education Institutions:**

The data and information obtained by our San Diego Concilio leads to subsequent recommendations to increase equitable, supportive conditions for Chicanos/Latinos in local, public colleges and universities.

#### **Institutional Mission and Leadership**

- As a requirement for any public institution of higher education that receives government funds, including funds from state, county, and/or federal sources, each such institution should provide to the public, including elected officials, data and information on the dimensions of equity addressed by this SD Concilio report. This includes the dimensions that directly impact Chicanos/Latinos, including leadership and institutional mission, enrollment, student success, faculty representation across academic disciplines, support for Chicano/Latino Studies and Bilingual Literacy Education, respectively, and law enforcement structure and strategies. None of this data or information should be withheld from the public.
- If public colleges and universities find it too cumbersome to respond to public inquiries regarding equity for Chicano/Latino students, those institutions themselves should publish an annual report on Chicanos/Latinos that addresses all dimensions of equity. As previously stated, the historic status and subsequent educational underachievement of Chicanos/Latinos and the increasing size of our community warrants this degree of attention from higher education institutions.
- Local colleges and universities should develop and implement strategies designed to increase the representation of Chicanos/Latinos in high administrative positions. These include positions in which individuals serve as part of the chancellor's or president's cabinet. Institutional strategies should include mentoring and leadership development programs that identify Chicano/Latino staff and provide them experience and education to increase their qualifications to serve at the highest administrative levels. Local institutions of higher education should also contract with outside consultants to review and interrogate their hiring practices for high administrative positions to identify and eliminate bias and other manifestations of institutional racism.

- Local higher education institutions should have a strategic plan that places diversity, equity, and inclusion among the highest priorities. Such plans should emphasize the role of diversity, equity, and inclusion, as well as Hispanic Serving Institution status, to the institutional mission and its essential contribution to institutional excellence. When necessary, local colleges and universities should contract with external consultants to develop such a strategic plan.
- Each local college and university should appoint a chief diversity officer that reports directly to the chancellor or president. This person should have a substantive budget and staff to monitor, report on, and improve diversity and equity at all levels of the institution. The chief diversity officer should appoint and utilize an **inclusive** community advisory group to ensure the position's accountability.
- All local colleges and universities should have at least one inclusive Chicano/Latino advisory group with which the chancellor or president interacts regularly. Individuals appointed to such advisory groups should demonstrate experience and knowledge regarding the Chicano/Latino experience in higher education rather than passive individuals that merely rubber-stamp institutional policies and practices. The advisory groups should monitor all manifestations of diversity and equity at the institution and disseminate an annual written report on their findings.

### **Chicano/Latino Student Enrollment**

- Local public colleges and universities should develop and implement a plan to maximize the enrollment of Chicano/Latino students, a variable that is critical to the subsequent success of our students (Hurtado and Alvarez, 2015). Such plans should be developed by a broad section of the campus that includes both academic and student affairs. Specific institutional entities should be responsible for implementing enrollment strategies. The group responsible for planning enrollment strategies should assess annually those strategies as well as annual enrollment data.
- Selective universities should utilize a holistic admissions process with admission criteria that includes prospective students' contribution to institutional diversity and equity.
- Local public universities should implement only anti-racist admissions criteria and processes. Standardized test results should not be utilized for undergraduate or graduate school admission.

### **Chicano/Latino Student Success**

- All public colleges and universities should develop and implement a comprehensive, detailed plan to maximize the success of Chicano/Latino students. Success should be defined as "traditional" academic outcomes such as retention, achievement, transfer, and graduation, as well as "liberatory" outcomes such as ethnic identity development and commitment to social justice (Garcia, 2020). Institutional strategies to maximize Chicano/Latino student success should apply

principles from the scholarly literature on our students, including validation (Rendon and Muñoz, 2011), sense of belonging (Strayhorn, 2012), community wealth (Solorzano and Delgado Bernal, 2001), bicultural social capital (Stanton-Salazar, 2001), and others.

- Student success plans should clearly identify one individual or entity with primary responsibility for Chicano/Latino student success. Likewise, that individual or entity should have a clear reporting line to the campus' chancellor or president along with the authority and resources necessary to fulfill their responsibility. Although efforts to maximize the success of Chicano/Latino students should involve all segments of the campus, e.g., both academic and student affairs, the principle that "all faculty and staff are responsible for student success" is much too diffuse and should be reconsidered. Strict coordination of all efforts is necessary to ensure focused institutional energy and to avoid the duplication of services.
- Public colleges and universities that have received the designation of "Hispanic Serving Institutions" should employ a full-time "HSI Coordinator" to ensure the coordination and administration of all efforts to secure and/or implement HSI grants and strategies. One critical priority of such a position is to ensure that HSI grants are well-focused on service to Chicano/Latino students.
- All services designed to contribute to the success of Chicano/Latino students should be thoroughly assessed annually by individuals with knowledge of college student development. Ideally, such assessments should include both qualitative and quantitative dimensions.
- All public higher education institutions should review annually their outcomes, including disaggregating data by ethnicity to compare dominant and subordinate groups, respectively.
- All public higher education institutions should develop or expand model programs that have demonstrated success in facilitating positive outcomes among Chicano/Latino students. Such programs include the Puente Project, EOP, summer bridge programs, etc.
- All public higher education institutions should develop and implement High Impact Practices (Kuh, 2008) that have demonstrated success with Chicano/Latino students. These institutional strategies should be marketed heavily for Chicano/Latino students. Their impact on Chicano/Latino student success should be assessed regularly.

### **Chicano/Latino Faculty**

- All public colleges and universities should develop and implement a comprehensive, detailed plan to increase the representation of Chicano/Latino faculty across all academic disciplines (Hurtado and Alvarado, 2015; Smith, 2015). If necessary, campuses should hire an external consultant to develop effective strategies.
- Public colleges and universities should utilize "cluster hires" to ensure the hiring of a group of Chicano/Latino faculty across academic disciplines that cluster around academic foci that are relevant to the Chicano/Latino community. These

cluster hires should not be limited to STEM fields. Such cluster hires can avoid violation of California Proposition 209 by focusing on areas of research and/or teaching rather than the ethnicity of faculty themselves.

- All public colleges and universities should develop and implement mentoring programs for new Chicano/Latino faculty that ensure institutional support for them and maximize their retention as faculty. Such programs should carefully guide such faculty through the process of tenure and promotion.
- Each public college and university should review its process and outcomes of faculty tenure, including the results of tenure decisions by faculty ethnicity for at least the past five years. Where necessary, institutions should change elements of their tenure process to ensure an anti-racist, equitable process. The tenure process for faculty at public institutions should include these elements: (1) the effect of Covid-19 on faculty tenure; (2) the extent to which mentors and other support are provided; (3) the provision of clear and detailed information on the rights and responsibilities of faculty in the tenure process; and (4) the provision of formal information sessions for new faculty of color and first-generation faculty that intentionally address such topics as microaggressions, imposter syndrome, bias in student evaluations, service obligations (departmental and campus-wide), cultural taxation, burnout, leadership development, and hostile work environments.

### **Chicano/Latino/Ethnic Studies and Dual Language Teacher Education**

- All public colleges and universities should make a commitment to establish and fully support a department of Chicano/Latino Studies, even if under the umbrella of broader Ethnic Studies (Hurtado and Alvarado, 2015; Sleeter and Zavala, 2020). The fact that more than 40 percent of the California population in 2022 is Chicano/Latino means that no college graduate can function well as a professional without extensive knowledge of our community. Institutions that currently have an Ethnic Studies department should ensure the development of an extensive focus on curriculum that reflects the Chicano/Latino experience.
- Public institutions of higher education should provide sufficient budget, faculty, and staff to ensure a broad array of courses offered by their Chicano/Latino Studies Department. For universities, Chicano/Latino Studies courses should be offered at both lower and upper division levels. Clearly, a college or university department with only two-three tenure-track faculty is insufficient to achieve this critical objective.
- Public universities should establish and fully support a department of Biliteracy Teacher Education to ensure a substantive contribution to the production of Bilingual-Bicultural teachers necessary to serve the growing population of Chicano/Latino students in California that presently exceeds 55 percent of all students (2022). It is a reasonable, sound expectation among the Chicano/Latino community that all levels of public education, including colleges and universities, contribute to the development of bilingualism and biliteracy for Chicano/Latino students.

## **Law Enforcement**

- As is the case with virtually all segments of public higher education, campus law enforcement strategies should be assessed annually for their effectiveness in providing safe institutional conditions in an anti-racist, economically efficient manner. These annual assessments should be made public.
- The leadership of local colleges and universities should work with the leadership of local law enforcement entities, e.g., the San Diego Police Department or the San Diego County Sheriff's Department, to develop cooperative agreements that ensure the safety of our San Diego campuses without duplication of local police or sheriffs.
- Local colleges and institutions should demonstrate total transparency in the operations of their campus law enforcement practices. Data on police-related incidents, including the ethnicity of parties involved, should be available to the public. Likewise, data on complaints against campus police should be available, as should annual budgets for law enforcement that delineate costs. The ethnicity of campus police officers should also be public information. These items should be published annually and clearly posted on institutional websites.
- All local colleges and universities should have a representative campus safety advisory board made up of campus faculty, staff, students, and community members that provide an oversight function for campus law enforcement. The board should meet at least monthly and should make an annual report on its activities, findings, and recommendations. The minutes of all meetings should be available to the public, including posting on the institution's website.
- All local higher education institutions should employ a team of counselors and/or social workers trained to address certain traditional law enforcement situations that do not require the presence of an armed officer. Those staff should report to an entity other than the campus law enforcement office.
- All local colleges and institutions should ensure that law enforcement officers utilize de-escalation strategies when interacting with individuals on local campuses. Those institutions should train all faculty and staff to ensure the use of the lowest intensity interventions for individuals with whom they experience challenging interactions.

## **Recommendations for State or Federal Legislators**

- State legislators should demand that as a condition of public funding, all California Community College, California State University, and University of California institutions must monitor access and success, defined broadly, for Chicano/Latino students. As the state's largest ethnic group that has historically been subjected to racist structures and processes in public higher education, our community merits such attention. State legislatures, through their appropriate committees, should publish their findings from these audits annually.
- The California Latino Legislative Caucus should implement immediate steps to greatly increase their accessibility to community organizations such as the San

Diego Chicano/Latino Concilio on Higher Education. The caucus should hold quarterly meetings with such organizations that create collaborations for greater advocacy on behalf of Chicano/Latino students in California. The caucus should also develop and implement a system through which community organizations can communicate with the entire caucus via email.

- The California Latino Legislative Caucus should ensure the development of a legislative commission to analyze the current status of California's Chicanos/Latinos in higher education. The caucus should hold legislative hearings in cities throughout the state to gather and analyze input. The members of such a commission should include representatives from community organizations such as the San Diego Concilio that have demonstrated experience in higher education.
- Federal elected officials representing San Diego should assign staff to maintain regular communication with community organizations such as our SD Concilio. Such communication should lead to greater collaboration that holds public higher education institutions accountable for effectively serving Chicano/Latino students.
- Federal elected officials should implement regulations to prohibit public institutions of higher education from receiving federal grants from entities such as the National Institute of Health and the National Science Foundation without those institutions providing evidence of anti-racist, supportive structures, policies, and practices toward Chicanos/Latinos and other underrepresented communities of color. Institutions should be required to go beyond mere "nondiscrimination" to demonstrate actions that remove historic barriers to access and success for Chicanos/Latinos and other underrepresented communities of color.

The SD Concilio provides these recommendations with both the hope and expectation that, with appropriate oversight from elected officials, our local, public colleges and universities will maximize institutional equity for Chicanos/Latinos. Such action on their part should contribute greatly to the decolonization of Chicano/Latino communities, a higher rate of achievement for Chicano/Latino students, and a stronger, more positive social and economic fabric for the entire state of California. For this to occur, one element is especially critical: these higher education institutions are **public**, and they must be **transparent** about their service to Chicanos/Latinos and be **accountable** to our community.

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## Appendix A

### Note 1 Summary of Administrative Institutional Diversity by Campus

#### San Diego State University

The contemporary college or university generally operates under a system of “shared governance,” in which policy and practice is developed and implemented through the collaboration of a staff of full-time administrators, e.g., presidents and vice presidents, and an academic senate made up of generally full-time, tenure-track faculty members. The degree to which Chicanos/Latinos are represented in each body often contributes to the institutional focus on Chicanos/Latinos or their neglect. SDSU provided data showing that there are ninety-six academic senate representatives on their campus, of which nine (9 percent) are Chicano/Latino and sixty-six (69 percent) are white.

In terms of administrators, in 2016-2017, forty of the 325 administrators at SDSU, or 12 percent, were Chicano/Latino. In 2020-2021, there were 370 administrators at SDSU of which sixty-four or 17 percent were Chicano/Latino. The campus did not indicate the distribution of these administrators among divisions, e.g., academic affairs or student affairs. According to SDSU, they have an African American administrator that is Vice President of Student Affairs and Campus Diversity. He serves as the institution’s chief diversity officer. In addition, the university employs a Chicano/Latino administrator as Associate Chief Diversity Officer of HSI and Regional Affairs.

SDSU currently has the campus’ chief academic administrator. They represent the first Chicanos/Latinos to serve in these positions in the university’s 125-year history. The university points out that its current strategic plan (2020-2025) identifies SDSU as a “Premier Research University: A New Kind of HSI.” They state that the university’s president convened an HSI Task Force in 2019 that established six strategic priorities to reflect SDSU’s commitment to equity for Chicanos/Latinos. This HSI Task Force continues to operate with campus and community representation that includes our SD Concilio. In addition, each academic college and department at SDSU has written a “diversity plan” that is posted on the campus’ website.

SDSU claims to have two entities that serve as a liaison with the local Chicano/Latino community. One is the “President’s Latinx Advisory Board,” the purpose of which is to “facilitate mutual sharing of relevant information from SDSU campus leadership and San Diego’s Latinx community.” The second entity is the “Community and Transborder Relations and Initiatives” subcommittee of the HSI Task Force. This group’s purpose is to assist SDSU in its effort to develop transborder relationships that enhance the university’s role as an HSI.

#### Cal State San Marcos

CSUSM did not provide any data to indicate the representation of Chicanos/Latinos among its leadership in either its academic senate or administration. Apparently, they are prohibited from

doing so by an institutional policy that does not allow CSUSM to provide disaggregated data for a small group of employees to protect their privacy. Thus, there was no way to determine the degree of Chicano/Latino representation among the institutional leadership of the university.

There appears to be a prominent place for diversity and equity in the institutional documents of CSUSM. These include a 17-page document, “CSUSM Diversity and Inclusion Plan,” which features a framework for diversity, a vision for inclusive excellence, alignment with the CSUSM mission, and strategic goals and objectives that focus on representation, curriculum, and climate. In addition, the website for CSUSM’s Office of Inclusive Excellence has a “Current Strategic Plan” that includes action steps and a dashboard with institutional data.

According to CSUSM, the campus has no community advisory group that is specific to the Chicano/Latino community. It does have a broader, forty-member community advisory group with Chicano/Latino representation.

### University of California San Diego

No information was provided to the San Diego Concilio by UCSD. The following information was taken from the UCSD web site that describes the mission of the institution.

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

We (UCSD) represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UC San Diego community, we can enhance the excellence of our institution. At the Student Promoted Access Center for Education and Service, we are committed to increasing educational access and boosting success rates of historically underrepresented student populations. As a student-initiated group, we empower students to act, develop as leaders and unite through community engagement.

The enrolled student population at University of California-San Diego is 29.1% Asian, 20.8% White, 18.9% Hispanic or Latino, 4.54% Two or More Races, 1.67% Black or African American, 0.212% Native Hawaiian or Other Pacific Islanders, and 0.11% American Indian or Alaska Native. Overall, in 2021, 31,607 undergraduate students attended UCSD, with 6,624 identifying as Latin America/Latino, Mexican America/Chicano or 20.8%.

The academic faculty of UCSD in 2019, consisted of 4,275 members with 230 identified as Latino or Mexican American/Chicano or 5.4% (UCSD Office for Equity, Diversity, and Inclusion, Dashboard).

### San Diego Community College District

All eight community college campuses that offer credit-bearing courses are members of SDICCCA, the San Diego and Imperial County Community College Association. Instead of sending our San Diego Concilio the specific data we requested regarding institutional leadership, the campuses sent us a link to their Equal Employment Opportunity report. Some of these reports provide detailed data on the ethnicity of executives/administrators, respectively. Others do not. In addition, none of the community colleges provided information to indicate that they employed a

chief diversity/equity officer. Their EEO reports included institutional statements in support of diversity and some documented steps to increase diversity in their work force. However, the narrow scope of the EEO reports prohibited them from including information typically found in an institution's strategic plan.

The SDCCD's EEO report (2020-2023) merely contains an ethnic disaggregation of their total employees. From that data, in 2017 the district, which includes three campuses with credit-bearing courses and a continuing education center, had 6,531 total employees, of which 1,328 or 20 percent were Chicano/Latino and 2,926 or 45 percent were white. In 2019, the district had 5,452 total employees with 1,085 or 20 percent Chicano/Latino and 2,415 or 44 percent white. The report does not include data that identifies the number or percentage of Chicano/Latino executives/administrators. In 2019, Latinx contract faculty at San Diego City College was 18%, while at Mesa CC was 16%, and at Miramar CC. it was 14%. Continuing Education it was 22%. SDCCD service area management personnel was over 30%.

Under the Board of Trustees Policy (2017) is committed to participatory governance. To ensure faculty have the opportunity for meaningful participation in the formation of District policies on academic and professional matters, an academic senate shall be established at each college and Continuing Education. The Districtwide Strategic Plan 2017-2021 serves as a living document for sustained, continuous quality improvement initiatives that facilitate the District's efficiency and effectiveness in achieving its mission, improving service delivery and operations, and promoting better-informed decisions for resource management.

The strategic planning process is a collaborative and comprehensive mechanism that promotes the development of a document that is assessed annually and evaluated for alignment and appropriateness in achieving the District's mission. The San Diego Community College District (SDCCD) operates with the goal to help strengthen San Diego's economy. The SDCCD is always searching for innovative paths for collaborating with the public and private sectors to bolster the region's growing economic engine.

As the SDCCD looks to the future with its strategic plan, the District has defined five overarching goals in the broad areas below that will allow it to advance its ambitious mission. 1. Pathway to Completion, 2. Institutional Effectiveness and Innovation, 3. Community Collaboration, 4. Fiscal Stewardship, and Leader in Sustainability.

#### Grossmont-Cuyamaca College District

The founders of the Grossmont-Cuyamaca Community College District believed that a community college should provide experiences which will greatly broaden the students' educational opportunities and strengthen the society's democratic institutions. Under the leadership of Chancellor Dr. Lynn C. Neault, she oversees two community colleges. The District is governed by a six locally elected Board of Trustees and a student board member.

The Grossmont-Cuyamaca Community College District accepts, and is committed to the following premises: The democratic way of life allows each individual the personal freedom and initiative consistent with his/her responsibilities to other persons.

The EEO (2020-2021) report of the GCCCD provided data on institutional leadership disaggregated among the two district's campuses. In 2019-2020, Cuyamaca College had nineteen total staff at the executive/administrative level, of which nine or 47% were Chicano/Latino and six or 32% were White. At that time, Grossmont College had a total of twenty-eight executive/administrative staff, of which five or 18 percent were Chicano/Latino and sixteen or 57 percent were white.

The decision-making process calls for the Faculty and staff to participate in collective

decision-making within their departments or programs and have representatives who serve on the college's councils, committees, and task forces. Their work and recommendations are given to the College Council, which then advises the college president, who is charged with final decisions and recommendations to the Chancellor of the Grossmont CC District.

### Grossmont Community College

The Grossmont-Cuyamaca college is governed by a five-member Governing Board and a student member. Under the leadership of President Denise Whisenhunt, J.D the Grossmont CC "is Grossmont College is "changing lives through education" by offering more than 150 degree and certificate programs, including those focused on university transfer and workforce training. Grossmont College also offers a full range of student activities and clubs, as well as 17 intercollegiate athletic teams" (Accreditation Self-evaluation, p.2).

The *Achieving the Dream* plan submitted by the college in 2016 included a three-year commitment to the pursuit of three core goals (Outreach, Engagement, and Retention). Within each of the three key areas, the college committed to a single "big bet" for achieving the goal and developed a timeline for the implementation of each. These included, a dedicated outreach office and coordinated program; a student engagement center with diversity, equity and social justice programming; and the development of a retention specialist program, with a case-management approach to helping students connect to appropriate resources (). This plan coincided with the transition to a new, six-year strategic planning cycle 2016-2022. The college, which was committed to the pursuit of its goals for success and equitable outcomes for its students, folded the institutional goals identified for the *Achieving the Dream* plan into its new Strategic Plan. In developing the strategic plan, the college added a fourth goal, "institutional capacity," in order to recognize and prioritize the important work of building structural and operational capacity to support the pursuit of the key student success and equity goals (Institutional Self-evaluation, p.4). Furthermore, the college has developed an administrative structure that connects the work of student success and equity to its work at every level of the institution: the Dean of Student Success and Equity is located in the Office of College Planning and Institutional Effectiveness, which reports directly to the college President.

Based on the demographics section of the Institutional Self-evaluation Report of June 2018, p.13) the composition of the Administration (n=27) consisted of 19% Black, 7% Asian, 15% Hispanic/Latino, 56% White, 2% Other. The composition of full-faculty (n=220) consisted of 5% Black, 10% Asian, 16% Hispanic/Latino, 65% White, 4% Other. The gender of administrators was 44% female and 56% male, while faculty gender was 56% female and 44% males.

### Cuyamaca Community College

Under the leadership of President Dr. Julianna Barnes, the vision and mission of Cuyamaca CC calls for "advancing equity and social justice through student-centered and innovative approaches to education. We strive to create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve by providing programs that lead to certificates, degrees, transfer, career opportunities, and ultimately social and economic mobility. The values it promotes include Student-centered, Equity, Student Success, Innovation, Excellence, Social Justice, and Community. The college offers more than 140 degrees and certificates to about 10,000 students.

Specialized programs include automotive technology, ornamental horticulture, water/wastewater technology and business and professional studies.

The Grossmont-Cuyamaca college is governed by a five-member Governing Board and a student member. In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following priorities, which form the foundation of the 2016-2022 Strategic Plan: Acceleration, Guided Student Pathways, Student Validation & Engagement, and Organizational Health

The Strategic Plan clearly links to and supports the key goals of the strategic plan of the Grossmont-Cuyamaca Community College District: (1) Create streamlined, student-centered pathways to educational goal completion; (2) Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success; and (3) Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service. The values that underpin all that Cuyamaca College does include equitable access, individual student success, academic excellence, innovation and creativity, diversity and social harmony, environmental stewardship and sustainability, and strong community relations. By pursuing these values, we believe we will help students develop the intellect, character, and skills required for ethical and productive lives in the global community of the 21st century.

#### Mira Costa College

Sunita V. Cooke, Ph.D. serves as Superintendent/President of the Mira Costa CC. The seven elected members of the Mira Costa College Board of Trustees each represent and must reside in a specific area of the college district. The term of office is four years, and members are elected by the voters in the trustee area they represent. The MiraCosta College district includes the communities of Oceanside, Carlsbad, Encinitas, Cardiff, Olivenhain, Leucadia, Solana Beach, Rancho Santa Fe, Del Mar, and parts of Carmel Valley. Shared governance involves the academic senate, Associated student government, and an administrative council. One of the seven trustees is a Latina.

The Long Term Planning Framework (2020-2026), states that” MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

According to the Mira Costa College EEO report (2021), in 2017 the college had twenty-eight total executive/administrative staff. Three or 11 percent were Chicano/Latino and seventeen or 61 percent were white. In 2019, there were thirty-five total staff at the executive/administrative level, with five or 14 percent were Chicano/Latino and twenty-three or 66 percent were white.

#### Palomar College

The Palomar Community College District is governed by a five-member Governing Board elected to four-year terms by voters in the District, which serves 2,500 square miles of northern San Diego County. A student trustee also serves for a one-year term. Dr. Star Rivera was designated President on June 25, 2021. The college has shared governance that involves the

academic senate, associated student government, and an administrative Council. All five board members are ethnically diverse, three of the five Board members are Latino.

A *Master Plan 2022* is transitioning Palomar College into its next generation as an outstanding institution in higher education committed to the learning success of its students and responsive to the changing needs of its diverse community. Palomar College constitutes a single-college district, and it is the largest single community college district in San Diego County. Palomar College borders seven other community college districts: South Orange County, Mt. San Jacinto, Desert, Imperial Valley, Grossmont-Cuyamaca, San Diego, and Mira Costa.

In the 2022 Strategic Plan, states, “Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities and goals. ...we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training. Aesthetic and cultural enrichment and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively and creatively in an independent and changing world”. Furthermore, the *Strategic plan* states that Palomar College is transitioning into its next generation as an outstanding institution in higher education committed to the learning success of its students and responsive to the changing needs of its diverse community.

Palomar College’s EEO report (2019-2022) included data on their total executive/administrative staff. In 2015, forty-two total staff were at that level, of which eleven or 26 percent were Chicanos/Latinos and twenty-six or 62 percent were white. In 2018, the college had fifty-eight total executive/administrative staff. Thirteen of them or 22 percent were Chicano/Latino and thirty-one or 53 percent were white.

### Southwestern College

Southwestern College web site points to seven administrative leaders, led by Superintendent/President Dr. Mark Sanchez. The governing board is comprised of five elected members and one student member, all five ethnically diverse, with three being Latinx. The college has shared governance that involves the academic senate, associated student government, and an administrative council.

The Southwestern College Board of Governors is committed to the development and success of all students. The Board statement states, “We value the diversity of the district’s students, faculty, staff, and campus community. We believe in the importance of honoring our history, our designation as a Hispanic-Serving Institution (HSI), and the rich diversity of our community while working towards creating an equity-focused inclusive college”.

The board affirms that the district shall provide an education and work environment that is welcoming and supportive of all members of the college community, regardless of race, ethnicity, gender, disability, sexual orientation, age or religion. The environment shall be such that students and employees can learn and work together in an atmosphere that is productive and not only free from discrimination, harassment, exploitation, and hate crimes, but affirmatively empowers people of all backgrounds.

Six goals drive the focus for 2022-2025: 1. Inclusive, Equity-Focused, Anti-Racism Campus Culture-Emphasis on Leadership; 2. Faculty, Staff and Leadership Representation Through Hiring, Onboarding, Retention, Mentoring & Leadership Development; 3. Student-Centered Approach; 4. Leverage Financial Power to Dismantle White Supremacy & Institutional

Racism; 5. Campus-Wide & Department-Focused Diversity, Equity & Inclusion Strategy, and 6. Community Connectedness.

Based on the SWC Fact Book 2019-2020 report, employee profile consists of 1,345 employees: 5.2% administrators, full-time faculty 19.0%, part-time faculty 50.2%, classified employees (full & part-time 25.7%. By race/ethnicity: 5.3% African American, 5.3% American Indian 0.5%, Asian/Pacific islander 10.6%, Hispanic/Latinx 33.2%, two or more races 1.4% , and Other 3.4%. By Gender 45.9% are male and 54.1% female.

## **APPENDIX B**

### **Note 2 Summary of Campus Enrollment**

As seen in our request, the San Diego Concilio asked each institution to provide detailed disaggregation of their data on enrollment over recent years. Such detail is important to capture the degree to which Chicanos/Latinos have access to each institution and the degree to which more needy segments of our community, e.g., students from low-income or working-class socioeconomic backgrounds, access those institutions. Our SD Concilio also asked each institution to describe their strategies for developing and maintaining a representative enrollment of Chicano/Latino students as well as their assessment of the effectiveness of those institutional strategies.

The responses from the eight local, public institutions of higher education were quite uneven in terms of the degree to which they provided all our requested data and information. The overall student enrollment patterns are presented in Tables 1 to 5.

#### **San Diego State University Student Enrollment for 2019 and 2021 by Ethnicity**

SDSU provided perhaps the most detailed data on recent years of campus enrollment. They reported data on overall campus enrollment of Chicano/Latino students with disaggregation by several variables. Although the SD Concilio is concerned mainly with the conditions of SDSU's local campus, their leadership also provided enrollment data on their Imperial Valley Campus. Some of the salient data points based on Table 1 and 2 for the main SDSU campus provides indicates a university that is ethnically diverse with a non-white student enrollment of 64.9% in 2019 (Table 1) and in 2021 a non-white student enrollment of 66% (Table 2).

Some salient demographics pertaining to Chicano/Latino students are :

- Total SDSU undergraduate and graduate enrollment at the San Diego State campus increased from 34,031 in 2019 to 35,732, in 2021. The enrollment of Chicano/Latino students including graduate students increased from 10,069 in 2019, which was 34% of campus enrollment, to 11,878 in 2021 or 33 percent of enrollment.
- That first time freshman enrollment resulted from 60,545 total applicants and 20,858 total admits in 2016. In 2020, there were 64,700 total applicants and 23,711 total admits. Lastly, in 2021, there were 67,602 total applicants and 25,610 admits.
- In 2016, 22,681 of applicants (37 percent) and 5,363 of admits (26 percent) were

Chicano/Latino students. By 2020, 23,809 of applicants (37 percent) and 5,630 of admits (24 percent) were Chicano/Latino students. Lastly, in 2021 of the 5236 applicants, 28.5% were Chicano/Latino students.

**Table 1 San Diego State University Student Enrollment for 2019 by Ethnicity**



**SDSU Main Campus Enrollment by Ethnicity Fall 2019**

Ethnicity	Undergrad	%	Graduate	%	Grand Total	%
African-American	1,236	4.2	135	3.1	1,1,371	4.0
Asian	2,220	7.5	278	6.4	22,498	7.3
<b>Hispanic-Latinx</b>	<b>8,776</b>	<b>29.9</b>	<b>1,193</b>	<b>27.5</b>	<b>10,069</b>	<b>34.0</b>
Filipino	1,788	6.0	132	3.0	1,920	5.6
Native American	105	0.4	11	0.3	116	0.3
Pa..Isl. Native Hawaiian	89	0.3	9	0.2	98	0.3
White	10,294	34.7	1,642	37.8	11,936	35.1
Multiple Ethnicities	1,950	6.6	208	4.8	2,158	6.3
Other/Not Stated	1,081	3.6	245	5.6	1,326	3.9
International	2,048	6.9	491	11.3	2,539	7.5
Total *SDSU Campus	29,687	100	4,344	100	34,031	100

\*Source: California Department of Education, 2017; National Center for Statistics, 2017

**Table 2 San Diego State University Student Enrollment for 2021 by Ethnicity**

- Among Chicano/Latino students at SDSU, in 2016 about 40 percent of those enrolled were first-generation college students. Sixty percent were not first-generation college students. In 2020, 39 percent of enrolled students were first-generation college students, while 61 percent were not.
- In 2016, 57 percent of enrolled Chicano/Latino students were female while 43 percent were male. By 2020, 59 percent were female, and 41 percent were male.
- Fifty-one percent of enrolled Chicano/Latino students were eligible for a federal Pell grant in 2016 while 49 percent were not eligible. In 2020, 47 percent were Pell grant eligible and 53 percent were not.
- In 2016, 7,670 of the enrolled Chicanos/Latinos were full-time students while 834 were part-time. In 2020, 8,576 Chicano/Latino students were full-time and 986 were part-time.
- In 2016, SDSU enrolled 1,292 Chicano/Latino transfer students. By 2020, the enrollment

of Chicano/Latino transfer students was 1,699.

- In terms of access for local Chicano/Latino students, in 2016, there were 5,955 local Chicano/Latino applicants, of which 2,770 were admitted and 1,719 enrolled. By 2020, 6,331 local Chicano/Latino students applied, 3,581 were admitted, and 2,168 enrolled.

In addition, SDSU provided a concise description of their strategies to enroll a representative level of Chicano/Latino students. Their strategies included:

- Refinement of strategies after administrative “listening tours.”
- Strong relationships with SDSU students, parents, and local community colleges that serve a high percentage of Chicano/Latino students.
- Close, annual evaluations of enrollment trends.
- Close relationships with the local Chicano/Latino community.
- Intentional partnerships with school districts and community-based organizations that serve a high degree of Chicano/Latino students and nurture a college-going culture.
- Enrollment efforts as core strategies in the SDSU Strategic Plan (2020-25).
- Bolstering recruitment and outreach activities to engage targeted schools, e.g., Sweetwater Unified School District and Southwestern College, respectively.

SDSU also identified specific strategies to enroll transfer students:

- Collaborative relationships with the eight local community colleges.
- Priority admission for local community college applicants.
- Monthly meetings between the SDSU Assistant Vice President for Enrollment and local community college presidents.
- Partners from SDSU academic departments meet to discuss coursework, articulation, and cross-institution collaboration.
- A cross-enrollment plan in which students have a high rate of retention and graduation.
- The Transfer Student Success Office (TSSO) was created; it offers a Transfer Summit, Transfer Workshops, etc.

SDSU identified the person directly responsible for recruitment and enrollment as the Senior Director of Enrollment. They described their primary strategy to assess the effectiveness of enrollment strategies as an annual assessment made at the end of each cycle, which includes surveys of enrolled and non-enrolled students as well as surveys of key partners. Subsequent adjustments in strategies are driven by this annual assessment. SDSU received the federal designation as a Hispanic Serving Institution.

### **California State University San Marcos**

CSU San Marcos is another public university located in San Diego, specifically in North County. In 2016, its total enrollment was 13,144 students, of which 5,688 or 43 percent were Chicano/Latino. By fall 2021, the total CSUSM enrollment grew to 14,503 students with 6,935 or 50 percent Chicano/Latino. Some of the salient data points based on Table 3, indicates that CSU San Marcos is a university that was 50% white non-Hispanic-Latino in 2006 and in 2021

the enrollment shifted to 50% Hispanic-Latino and majority ethnically diverse non-white.

CSUSM reported data on the parental educational achievement of their Chicano/Latino students. In 2016, 3,015 or 52 percent of those students had parents with no college attendance, 1,333 or 23 percent had some college, and 1,043 or 18 percent had at least a bachelor's degree. In 2021, 3,596 or 46 percent of students had parents with no college, 1,876 or 24 percent had some college, and 1,720 or 22 percent had at least a bachelor's degree.

In 2016, 68 percent or 3,943 of Chicano/Latino students were female. A total of 1,855 or 32 percent were male. In 2021, among CSUSM's Chicano/Latino students, 6,935 or 67 percent were female and 2,580 or 33 percent were male. Table 3 provides the student demographics profile from 2002 to fall 2021.

**Table 3 CSU San Marcos Student Enrollment for 2021 by Ethnicity**



CSU San Marcos Enrollment by Ethnicity Fall 2006 to 2021

15 Yr. Diff	2006		2012		2016		2017		2021	
African-American	285	3%	390	3%	434	3%	417	3%	455	3.0%
Asian American	985	11%	1,094	10%	1,484	11%	1,498	11%	1,295	9.0%
<b>Hispanic-Latinx</b>	<b>1,948</b>	<b>22%</b>	<b>3,363</b>	<b>32%</b>	<b>5,688</b>	<b>43%</b>	<b>6,444</b>	<b>46%</b>	<b>6,935</b>	<b>50%</b>
Filipino	NR*		NR*		NR*		NR*		NR*	
Native American Indian	84	1%	52	0%	44	0%	45	0%	40	0.03%
Pa..Isl. Native Hawaiian	64	1%	40	0%	42	0%	37	0%	30	0.02%
White non Latinx	4,389	50%	4,243	40%	3,965	30%	3,865	25%	3,525	25%
Two or more races	NR*		488	5%	694	5%	772	6%	710	5.0%
Unknown	979	11%	1,040	10%	793	6%	815	6%	422	3.0%
<b>Graduate &amp; Post Bac</b>	1,176	8.2%	682	6%	582	4.4%	577	4.1%	638	4.0%
<b>Total 100%</b>	<b>8,734</b>	<b>100%</b>	<b>10,610</b>	<b>100%</b>	<b>13,144</b>	<b>100%</b>	<b>13,893</b>	<b>100%</b>	<b>14,503</b>	<b>100%</b>

\* NR=not reported      \*Source: CSU Chancellor, [asd.calstate.edu](http://asd.calstate.edu)

In 2016, 3,479 or 60 percent of the CSUSM Chicano/Latino students were Pell Grant recipients while 2,320 or 40 percent were not. No data on the 2021 population of Chicano/Latino students regarding their Pell Grant status was reported.

CSUSM reported additional disaggregation of their enrollment data including the context of Chicano/Latino applicants, admits, and enrollees as well as enrollment data among first-time freshmen and transfers, respectively. Among the total of 2,152 first-time freshmen enrolled in 2016, 1,027 or 48 percent were Chicano/Latino. In 2021, among the total 2,413 freshmen, 1,291 or 54 percent were Chicano/Latino. Among the 1,819 transfer undergraduate enrollees in 2016, 641 or 35 percent were Chicano/Latino. In 2021, among the 1,999 transfers, 883 or 44 percent were Chicano/Latino.

The “pipeline” data from student applicants, those admitted, and those that enrolled was also reported by CSUSM. Their total applicants decreased from 25,156 to 22,220 from 2016 to

2021. Using white students as a comparison, in 2016 51 percent of white applicants to CSUSM were accepted while 40 percent of Chicano/Latino applicants were accepted. Among those white students admitted, 38 percent enrolled at CSUSM while the same percentage, 38 percent of admitted Chicano/Latino students enrolled. In 2021, 79 percent of white applicants were admitted compared to 82 percent of Chicano/Latino applicants. Among the white students admitted, 28 percent enrolled while 26 percent of Chicano/Latino admits enrolled at CSUSM.

In response to our SD Concilio's request for the recruitment and enrollment strategies of CSUSM, they reported that the CSUSM Office of the Registrar has primary responsibility for campus recruitment and enrollment. At the CSUSM campus, Recruitment and Outreach (R&O) collaborates with various partners to recruit and enroll Chicano/Latino students. These collaborations include:

- Outreach materials in Spanish created by R&O.
- R&O representation at meetings of the Parent Institute for Quality Education (PIQE).
- R&O attendance at community events and college fairs in districts with significant Chicano/Latino populations.
- Collaborations with the CSUSM Latin@/x Center.
- Presentations to parents on application and enrollment.
- Presentations to local high schools.
- Phone banking by R&O staff to follow up on submitted applications.

In addition to the strategies implemented by R&O, other CSUSM programs conduct outreach and presentations to various prospective student populations. They describe recruitment and enrollment as the responsibility of the entire campus community. These efforts are supported by each college and department at CSUSM. In 2021, R&O led an Outreach Coordination group that included the EOP, College Assistant Migrant Program, Pathways to Academic Success and Opportunities, and other programs to share participation in outreach strategies.

According to CSUSM, they have not assessed the effectiveness of their recruitment and enrollment strategies during the past two years. They do record attendance at recruitment events and track applications through enrollment. CSUSM has received federal designation as a Hispanic Serving Institution since 2010.

### **University of California San Diego (UCSD)**

One of 10 public institutions under the University of California system. It has a total undergraduate enrollment of 31,607 (spring 2021), its setting is urban, and the campus size is 1,976 acres. It utilizes a quarter-based academic calendar. University of California San Diego (UCSD) has an admission rate of 34.3% and an entry GPA in the range of 4.07-4.29. academically UCSD offers 140+ undergraduate majors in a wide array of fields and provide the opportunity to 1 in 3 undergraduates to study abroad. For over the past 13 years the undergraduate enrollment of Chicano/Latino students has been increasing, but below the 25% to qualify as a Hispanic Serving Institution (HIS) as defined under the Higher Education Act (HEA) as colleges or universities where at least 25 percent of the undergraduate, full-time enrollment is Hispanic; and at least half of the institution's degree-seeking students must be low-income. In the spring of 2021, the undergraduate enrollment of Chicano/Latino students was at 20.8%. The K-12 enrollment of California public schools in 2021 was 55.3 % of all students. One significant requirement for UCSD to

become an HIS is for the university to improve students' social, emotional, academic, and career development, with a focus on underserved students. Five UC campuses, Berkeley, Davis, Irvine, Los Angeles, and San Diego each have current total enrollment at over 30,000, but only UC Irvine, UC Merced, UC Riverside, UC Santa Barbara and UC Santa Cruz are recognized as HIS institutions.

**Table 4 UCSD Student Enrollment for 2008- 2021 by Ethnicity**



Ethnicity	2008		2013		2018		2020-21	
<b>African-American &amp; Black</b>	339	1.5%	478	2.0%	775	2.6%	<b>951</b>	<b>3.0%</b>
<b>Asian &amp; Filipino</b>	10,938	48.6%	10,506	44.1%	11,165	36.9%	<b>11,829</b>	<b>37.1%</b>
<b>Chicano/Latinx</b>	2,743	12.2%	3,717	15.6%	5,904	19.6%	<b>6,624</b>	<b>20.8%</b>
<b>Native American/ Pacific Isl. &amp; Hawaiian Alaskan</b>	90	0.4%	106	0.4%	59	0.2%	<b>179</b>	<b>0.6%</b>
<b>White</b>	5,374	26.7%	5,546	22.9%	5,791	19.1%	<b>6,045</b>	<b>19.0%</b>
<b>International</b>	729	3.2%	2,809	11.8%	5,628	18.6%	<b>5,422</b>	<b>17.0%</b>
<b>Other/ undeclared/ Unknown</b>	1,709	3.2%	729	3.1%	841	2.8%	<b>792</b>	<b>2.5%</b>
<b>Total</b>	22,518		23,805		30,165		<b>31,607</b>	

Source: University of California, Undergraduate Dashboard & [ir.ucsd.edu/undergraduate/publications](http://ir.ucsd.edu/undergraduate/publications)

## San Diego Community Colleges

It is important to note that although the SD Concilio requested data and information on Chicano/Latino students by individual campus, some of the local community college districts declined to respond with such a disaggregation. As previously commented, this provides a very incomplete picture of each campus' status in terms of their service to Chicano/Latino students. Our SD Concilio received all responses from the eight local community colleges in one data set, which is certainly acceptable. The responses of all local California Community Colleges were coordinated by the San Diego and Imperial Counties Community Colleges Association (SDICCCA), a consortium made up of the local community colleges along with the Imperial Valley Community College.

Tables 5 and 6 provide community college institutional student enrollment by ethnicity data found under the Community College Chancellors Datamart. Table 4 provide data by community colleges in San Diego County for 2019, and Table 5 for 2021. Of importance to the Concilio is that all seven community colleges have a Chicano-Latino student enrollment ranging from 33.3% (Cuyamaca) to 69.38% Southwestern College. For a more complete overview see Appendix B for each college.

**Table 5 San Diego County Community College Enrollment for 2019 by Ethnicity**


**San Diego County Community Colleges**  
by Ethnicity & Enrollment for Spring 2019

Ethnicity	Cuyamaca	Grossmont	Miracosta	Palomar	San Diego*	Southwestern
African-American	5.21%	6.19%	3.12%	2.84%	6.67%	4.46%
Asian	3.66%	6.57%	5.77%	4.76%	11.19%	2.30%
<b>Latinx-Hispanic</b>	<b>33.15%</b>	<b>35.25%</b>	<b>40.57%</b>	<b>46.25%</b>	<b>36.79%</b>	<b>69.38%</b>
Filipino	2.36%	3.68%	2.30%	2.50%	4.36%	8.13%
American Indian/Alas	0.48%	0.28%	0.40%	0.69%	0.28%	0.27%
Pacific Isl. Native Hawaiian	0.33%	0.38%	0.49%	0.34%	0.47%	0.37%
White	46.94%	39.49%	38.84%	34.84%	31.02%	10.03%
Multiple Ethnicities	6.82%	7.12%	6.14%	4.96%	4.88%	4.10%
Other/Not Stated	1.06%	1.04%	2.36%	2.81%	3.34%	0.96%
<b>Total</b>	<b>8,466</b>	<b>17,313</b>	<b>15,118</b>	<b>24,239</b>	<b>50,015</b>	<b>19,703</b>

Source: Community College Chancellor, [datamart.cccco.edu](http://datamart.cccco.edu) \*includes San Diego City, Mesa, and Miramar

**Table 6 San Diego County Community College Enrollment for 2021 by Ethnicity**


**San Diego County Community Colleges**  
by Ethnicity & Enrollment for Fall 2021

Ethnicity	Cuyamaca	Grossmont	Miracosta	Palomar	San Diego*	Southwestern
African-American	4.08%	5.68%	3.50%	2.74%	6.45%	4.12%
Asian	2.87%	3.49%	5.30%	4.30%	12.24%	1.86%
<b>Latinx-Hispanic</b>	<b>32.29%</b>	<b>38.22%</b>	<b>37.86%</b>	<b>46.02%</b>	<b>37.54%</b>	<b>70.97%</b>
Filipino	2.28%	3.43%	2.28%	2.28%	4.86%	9.01%
American Indian/Alas	0.48%	0.65%	0.45%	0.52%	0.27%	0.27%
Pacific Isl. Native Hawaiian	0.36%	0.24%	0.63%	0.43%	0.42%	0.26%
White	48.35%	38.28%	37.13%	3.22%	30.67%	6.90%
Multiple Ethnicities	4.54%	5.74%	7.04%	6.03%	6.33%	4.31%
Other/Not Stated	4.75%	4.26%	2.86%	2.14%	2.67%	1.63%
<b>Total</b>	<b>7,895</b>	<b>13,232</b>	<b>13,211</b>	<b>19,411</b>	<b>55,359</b>	<b>16,770</b>

Source: Community College Chancellor, [datamart.cccco.edu](http://datamart.cccco.edu) \*includes San Diego City 24,350, , Mesa, 31,818 and Miramar 22,935

## The San Diego Community College District (SDCCD)

The SDCCD is made up of three local, credit-bearing community colleges, San Diego City College, San Diego Mesa College, and San Diego Miramar College, along with seven campuses of the San Diego College of Continuing education. Our assumption is that the enrollment data we provide for the SDCCD is the three colleges.

In 2019, the SDCCD enrolled a total of **50,015** students. Of that total, 37.79 percent, were Chicano/Latino. B, 2021, of the **55,356** SDCCD student 37 percent were Chicano/Latino students with 58 percent being female and 42 percent were male..

The district further disaggregated their Chicano/Latino student enrollment by several variables as requested by our SD Concilio. In 2016, female students made up 23,632 or 56 percent of Chicano/Latino enrollment while male students made up 18,444 or 44 percent (seven students' gender was unknown). By 2021, 37percent were identified as Chicano/Latino students with 58 percent being female and 42 percent were male. Among their Chicano/Latino student population in 2016, 6,326 students or 15 percent were Pell Grant recipients while 9,337 or 22 percent were not. In 2020, 5,544 or 15 percent of the total students were Pell Grant recipients while 7,590 or 20 percent were not. Our assumption is that missing data accounts for the fact that these percentages do not add up to the total number of Chicano/Latino students.

The SDCCD identified their strategies for enrolling a representative population of Chicano/Latino students and others:

- City College | EOPS, Puente, HUBU Hermanos Unidos/Brothers United, Dreamer Resource Center, Title V-- Subir Cultural Centers, Upward Bound.
- Mesa College | EOPS, Borderless Scholars Program, Upward Bound, Star TRiO, HSI STEM.
- Miramar College | EOPS, Dreamers Support Services.
- College of Continuing Education | Gateway to College and Career for Immigrants, Refugees and English Language Learners, Immigrant Professional Transfer Academy.
- San Diego Promise Parent Information Nights hosted in English and Spanish.
- Outreach Programs and Services for Community Organization and services who predominantly service Chicano/Latino students.
- Conferences geared towards Chicano/Latino students' support and access.
- Outreach engagement with community organization and activities for Chicano/Latino students' college and career Preparation.

The SDCCD provided responses to our questions regarding the entities responsible for recruiting and enrolling students at their campus(s). Those entities responsible for recruitment include:

- City College—Outreach and Community Relations and Student Services.
- Mesa College—Outreach and Community Relations and Student Services.
- Miramar College—Outreach and School Relations and Student Services.
- College of Continuing Education—Outreach and Student Services.

The entities responsible for enrollment include Admissions, Outreach, Student Support Program, e.g., Foster Youth, EOPS, CalWORKs, and Continuing Education. The district assesses the effectiveness of its recruitment and enrollment strategies through an annual, formal program review conducted departmentally with a focus on the degree to which goals and outcomes established in previous years were achieved. According to their response, the SDCCD campuses of City College and Mesa College, respectively, received the federal designation as a Hispanic Serving Institution.

### **Southwestern Community College District**

The total enrollment of SW College in 2019 was **19,703** students, of whom **69.38%** percent were Chicano/Latino. In 2021, the total enrollment increased to **70.79%** Chicano/Latino students.

In 2016, female students made up 9,881 or 56 percent of SW College's Chicano/Latino enrollment while males accounted for 7,742 or 44 percent. By 2021, female Chicano/Latino students were 57 percent and males 43 percent. Among Chicano/Latino students, 5,174 or 29 percent were Pell Grant recipients in 2016 while 7,142 or 40 percent were not. In 2020, 5,895 or 30 percent of Chicano/Latino students were Pell Grant recipients while 6,082 or 31 percent were not.

SW College described its recruitment and enrollment strategies as:

- A Puente Program that is one of the oldest in California, celebrating its thirtieth anniversary in 2019.
- A Student Equity Plan that focuses on eliminating equity gaps.
- The four pillars of Guided Pathways (named Jaguar Pathways) to encourage enrollment.
- A first-year experience program established through a Title V HSI grant that has since been institutionalized.
- An EOPS Program that was the largest EOPS in California in 2020.

The entities at SW College directly responsible for recruitment are the Office of Student Equity Programs and Services, Outreach, Communications, Community and Government Relations, and Continuing Education. The offices of Admission, Outreach, and Continuing Education, respectively, are responsible for enrollment. The college assesses the effectiveness of its recruitment and enrollment strategies through an annual measure of its marketing campaigns by the Communications, Community and Government Relations department. SW College received the federal designation as a Hispanic Serving Institution.

### **Grossmont/Cuyamaca Community College District**

The Grossmont/Cuyamaca Community College District (GCCCD) includes two campuses in East San Diego County, Grossmont and Cuyamaca Colleges. They reported data and information from both campuses combined. In 2019 the district had a total enrollment of 25,779 students. The Chicano/Latino student portion of their enrollment was **8909** or 34.5%. In 2021 the student enrollment in the two campuses was 21,127 with 7606 or 36% identified as Chicano/Latino.

Among their Chicano/Latino students in 2019, 58 percent or 7,451 were female and 41 percent or 5,304 were male. In 2020, females made up 60 percent or 7,567 of Chicano/Latino students while males made up 40 percent or 5,023. In 2016 Pell Grant recipients represented 2,558 or 20 percent of Chicano/Latino students and non-Pell Grant recipients were 4,595 or 36 percent. By 2021 the student enrollment **in the two campuses was 21,127 with 7606 or 36% identified as Chicano/Latino.**

The GCCCD reported its strategies for recruiting and enrolling students by campus. At its Cuyamaca campus, the district implemented these strategies:

- A Pathway Academy program in transition to a “wrap-around” support program focused on success for first-year students.
- A Title III HSI STEM grant that provides outreach and recruitment for Chicano/Latino students to enter a STEM discipline and a complete a STEM degree.
- A RISE program that provides counseling, personalized financial aid assistance, referrals to resources, orientations, and cohort-building events for AB450, Dreamer, DACA, and undocumented students.
- An EOPS program that works closely with Pathway Academy and other programs.
- An annual Encuentros Leadership Summit focusing on college access for middle and high school Chicano/Latino male students through outreach and information workshops.
- A standing partnership with Mt. Miguel High School for early college programs.

The following strategies are employed by Grossmont College:

- Via Rápida, a HSI Title V grant that is transitioning to a retention program for first-year students.
- A Dreamer Center that partners with community-based organizations to provide services to DACA and AB540 students.
- A Puente Program that serves Chicano/Latino students.
- Student Outreach which reaches out to high schools and recruits student ambassadors.
- Categorical programs such as EOPS and Justice Scholars.

At Cuyamaca College, the Pathway Academy shares responsibility for recruitment with Outreach. The academy also focuses on enrollment. At Grossmont College, College and Community Relations is responsible for recruitment. It also shares responsibility for enrollment with EOPS/CARE and CalWORKS. In terms of assessing the effectiveness of their recruitment and enrollment strategies, Cuyamaca College does so through measures of the clicks/visits to their social media ads and email campaigns. In addition, their Pathway Academy assesses enrollment and the college’s program review includes assessment of student access and enrollment by academic discipline. At Grossmont College, assessment occurs through annual unit planning, program review, outcomes assessment via student surveys, and other metrics. Both Cuyamaca and Grossmont College have received federal designation as a Hispanic Serving Institution.

## **Mira Costa College**

Located in North San Diego County, Mira Costa College in 2019 with a total enrollment of 15,118 students, 40.57% were Chicano/Latino. In 2021, their total enrollment was 13,211 with a Chicano/Latino student enrollment of 37.86%. In 2016, 60% of their Chicano/Latino students were female and 40 percent were male. By 2020, 61 percent were female and 39% were male.

In 2016, in terms of other variables among Mira Costa's Chicano/Latino students, 2,153 or 24 percent were Pell Grant recipients and 2,377 or 27 percent were not. In 2020, 2,111 or 26 percent of Chicano/Latino students received a Pell Grant while 2,116 or 26 percent did not.

Mira Costa College reported that the campus entities responsible for their recruitment were Student Services, Outreach, Public Information, and non-credit outreach. The entities charged with enrollment were the Office of Instruction, Student Services, Public Information, and non-credit outreach. The college did not report any specific strategies utilized to recruit or enroll Chicano/Latino students. Likewise, Mira Costa College did not respond to our question asking if they conducted assessment of the effectiveness of their recruitment and enrollment strategies. The college did report that it is a Hispanic Serving Institution but did not respond to our question regarding their receipt of federal designation as an HIS.

## **Palomar Community College**

Palomar College is also located in North San Diego County. In 2019, the college had a total enrollment of 24,239 students. Of those, 43% were Chicano/Latino. By 2021, Palomar College's total enrollment was 19,411 of which 46.02% were Chicano/Latino.

Among Palomar College's Chicano/Latino students in 2016, 49% were female and 50% were male. In 2020, 50% were female and 48 percent were male. Their Pell Grant recipients in 2016 numbered 2,502 or 16 percent while non-recipients were 13,481 or 84 percent. By 2020, 3,135 Chicano/Latino students or 20% received a Pell Grant while 13,525 or 80% did not.

Palomar College reported on their strategies to recruit and enroll Chicano/Latino students, including:

- Outreach to parents in both the English and Spanish languages, such as their messaging for Talent Search/NCEOC, GearUp, and Student Support Services Program.
- Outreach to high school counselors through their TRIO programs and dual enrollment as well as an annual high school guidance counselor meeting.
- Outreach to churches and Chicano/Latino community organizations.
- Promotion of PUENTE programs.
- Dissemination of "highlight stories" about Chicano/Latino students and staff.

At Palomar College, the Division of Student Services, inclusive of Outreach and NCEOC, along with Marketing and Communications, are responsible for student recruitment. The entities responsible for enrollment include Enrollment and Admissions, Student Services, EOPS, NCEOC, CalWorks, CARE, FYRST. To assess the effectiveness of their recruitment and enrollment strategies, the college conducts an annual program review and monitors enrollment via KPI's and

Vision for Success metrics. They also utilize student surveys. Palomar also reported that it is a Hispanic Serving Institution and has received federal designation as such.

## APPENDIX C

### Note 3 Summary of Chicano/Latino Student Success

Each local institution was asked to report on the degree to which its Chicano/Latino students enjoyed equitable levels of success according to indicators such as retention and graduation. In addition to such quantitative data, our SD Concilio requested that each institution identify and describe their strategies to support and maximize the success of Chicano/Latino students, including assessment of the effectiveness of such strategies.

Table 7 provides a summation of the types of services are provided to Chicano Latino students as part of retention and success.

Overall, our exploratory research found that while all of the responding institutions have several support programs and services that supposedly focus on the success of Chicano/Latino students, there is no consistent indication of their administrative coordination or the assessment of their success. A metric is suggested to assess the degree of intensity of ongoing institutionalization of support and success:

#### Metric of Intensity from Low to High):

- LOW** • No evidence of support of C/L students  
 • Variable provides types of support for C/L students) -----→  
 • Supports programs that engage and seek C/L student success ---→  
 • Leads through institutionalize infrastructure of support of C/L success ----→
- HIGH** • Exemplary infrastructure and institutionalize programs that support of high C/L student success

Table 7 Activities Towards Chicano/Latino Student Success

Institution	Program Initiatives	Indicators	Federal Support	Types of Data Available	Level of Intensity*
<b>SDSU</b> 33% C/L 30,864 Und 35,732 All	•Resource centers •Community scholar program • HSI Advisory Council	• 89% 1 <sup>st</sup> yr. retention • 72% 5yr Graduation	• Facilitating transfer from CC to SDSU (DEBER)	• Ethnic enrollment • Application, Admits, Register • GPA & Retention • Transfers • Graduation	<b>Leading</b> providing infrastructure of support of C/L students
<b>CSU San Marcos</b> 50% C/L 14,503	• Puente • MESA • Hermanos Unidos/ Brothers United (HUBU) • World Cultures	• 78% 1 <sup>st</sup> yr. retention • 48% 5yr Graduation	• Engineering • Teacher Ed • Bilingual ED • Academic Advising	• Ethnic enrollment • Application, Admits, Register • GPA & Retention • Transfers • Graduation	<b>Variable</b> no centralized infrastructure of support of C/L students
<b>UC San Diego</b> 20% C/L	No data provided	• 20% of 6624 undergraduates are C/L (2020-21 Data) • 87% 2 <sup>nd</sup> yr. retention	No data provided	• Ethnic enrollment • Application, Admits, Register • GPA & Retention	<b>Variable</b> no centralized infrastructure of

31,607 Und. 39,576 all		• 82% C/L graduate in 6 yrs.		• Transfers • Graduation	support of C/L students
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Institution (2020-21)	Program Initiatives	Indicators	Federal Support	Types of Data Available	Level of Intensity*
<b>SDCCD</b> Mesa CC (HSI) SD CITY CC (HSI) Miramar CC 37.54% C/L of 55,359 students fall 2021	<ul style="list-style-type: none"> <li>• Puente /Trio</li> <li>•MESA</li> <li>• Hermanos Unidos/Brothers United (HUBU)</li> <li>• Upper Bound</li> <li>• World Cultures</li> <li>• EOP</li> </ul>	<ul style="list-style-type: none"> <li>• 78% 1<sup>st</sup> yr. retention</li> <li>• 48% 5yr Graduation</li> </ul>	Active in receiving Title V HSI grants <ul style="list-style-type: none"> <li>• SUBIR</li> <li>• LOFT</li> <li>•AVANZA</li> <li>• Structured Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnic enrollments</li> <li>• Application, Admits, Register</li> <li>• GPA &amp; Retention</li> <li>• Transfers</li> <li>• Graduation</li> </ul>	<b>Supporting</b> with extended opportunity programs, study abroad, STEM Center & community outreach engagement
<b>Southwestern CC (HIS)</b> 70.97% C/L of 11,613 students fall 2021	<ul style="list-style-type: none"> <li>• Puente</li> <li>• EOPS Program</li> <li>• Student Equity Plan</li> <li>• Four pillars of Guided Pathways</li> <li>• MESA</li> <li>• CURES (UND Research support)</li> </ul>	<ul style="list-style-type: none"> <li>•30% of Chicano/Latino students received Pell Grant</li> <li>•69% academic course completion</li> <li>• 71% first year retention</li> <li>Positive Transfer to 4 yr. university</li> </ul>	Active in receiving Title V HSI grants used to institutionalize: <ul style="list-style-type: none"> <li>•First Year Experience Program</li> <li>• Connexiones Project</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnic enrollment</li> <li>• Application, Admits, Register</li> <li>• GPA &amp; Retention</li> <li>• Transfers</li> <li>• Graduation</li> </ul>	<b>Supporting</b> with extended support programs such as study abroad, & learning communities, and first year experience
<b>Grossmont</b> 38.22% C/L of 5,019 students fall 2021	<ul style="list-style-type: none"> <li>• redesigning math and English pathways for students</li> <li>• equity professional learning</li> </ul>	<ul style="list-style-type: none"> <li>•67% course success</li> <li>• 3.3 GPA upon graduation</li> <li>•41% Transfers to 4 yr. university C/L</li> </ul>	Pathway Academy,” which utilizes student cohorts to focus on first-year Chicano/Latino students.	<ul style="list-style-type: none"> <li>•1st &amp; 2<sup>nd</sup> Yr. support</li> <li>• Admission</li> <li>• Enrollment</li> <li>• Retention &amp; Graduation rates</li> <li>• Transfers</li> <li>• Mean GPA</li> </ul>	<b>Variable</b> Seeks approaches that combines equity and institutional effectiveness functions and abroad opportunities
<b>Cuyamaca CC</b> 32.28% C/L of 2,779 students fall 2021	<ul style="list-style-type: none"> <li>• redesigning math and English pathways for students</li> <li>• equity professional learning</li> </ul>	<ul style="list-style-type: none"> <li>•67% course success</li> <li>• 3.3 GPA upon graduation</li> <li>•41% Transfers to 4 yr. university C/L</li> </ul>	• Title III Cuyamaca students can gain research experience in the sciences	<ul style="list-style-type: none"> <li>• 1st &amp; 2<sup>nd</sup> Yr. support</li> <li>• Admission</li> <li>• Enrollment</li> <li>• Retention &amp; Graduation rates</li> <li>• Transfers</li> <li>• Mean GPA</li> </ul>	<b>Variable</b> Seeks approaches that combines equity and institutional effectiveness functions and abroad opportunities
<b>Mira Costa CC</b> C/L=5,310 37.86% of C/L of 5310 students fall 2021	<ul style="list-style-type: none"> <li>• PUENTE</li> <li>• UPRISE</li> <li>•EOPS</li> <li>•Department of Student Equity</li> <li>• SJEC</li> <li>•Dec</li> <li>• Diversity, Equity, and Inclusion</li> <li>• CCC</li> </ul>	<ul style="list-style-type: none"> <li>• 68% 1st yr. C/L course completion</li> <li>•GPA 3.23 C/L earning AA</li> <li>•67% Retention rate</li> </ul>	•EChALE STEM with CSU SM	<ul style="list-style-type: none"> <li>•1st &amp; 2<sup>nd</sup> Yr. support</li> <li>• Admission</li> <li>• Enrollment</li> <li>• Retention &amp; Graduation rates</li> <li>• Transfers</li> <li>• Mean GPA</li> </ul>	<b>Supporting</b> to create and support new and existing resources that cultivate inclusion, diversity, and equity
<b>Palomar CC</b> C/L=9,268 46.02% C/L of 9,268 students fall 2021	<ul style="list-style-type: none"> <li>• C/L success “the institution as a whole, inclusive of faculty and all staff”.</li> <li>•PUENTE</li> <li>•Tardiada Familia</li> </ul>	<ul style="list-style-type: none"> <li>• 67% Retention rate</li> <li>• 66% completion rate</li> <li>• GPA 3.17 C/L earning AA</li> </ul>	• Title V to engage students in STEM Center * STEM Core Program	<ul style="list-style-type: none"> <li>•1st &amp; 2<sup>nd</sup> Yr. support</li> <li>• Admission</li> <li>• Enrollment</li> <li>• Retention &amp; Graduation rates</li> <li>• Transfers</li> <li>• Mean GPA</li> </ul>	<b>Variable</b> Seeks to support in the support of C/L students while not having a centralized support system

## San Diego State University

San Diego State University submitted data on its first-year retention rates for students as well as graduation rates for both first-time freshman students and transfer students. In addition to these quantitative measures of student outcomes, SDSU also described its institutional strategies designed and implemented to contribute to Chicano/Latino student success. As context for its first-year retention data, SDSU provided this definition:

Retention rate data measure the rate at which students persist in their educational program. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. Retention rate data include full-time and part-time retention rates.

According to their data reported, the first-year retention rate for all SDSU students that enrolled as first-time freshmen and full-time students in 2017-18 was 89 percent compared to 88 percent for Chicano/Latino students. For the same group of students, i.e., full-time, first-time freshmen enrolled in 2020-21, the retention rate at SDSU was 89 percent for both all students and Chicano/Latino students. For part-time, first-time freshmen, the retention rate was 61 percent for all students and 63 percent for Chicano/Latino students in 2017-18 and in 2020-21, the retention rate was 70 percent for all students and 60 percent for Chicano/Latino students.

In addition to first-year retention, SDSU reported its six-year graduation rates for first-time freshmen and its three-year graduation rates for transfer students. The rates for both populations were disaggregated by full-time and part-time status. They compared the outcomes for all students with those of Chicano/Latino students. For the cohort that enrolled as first-time freshmen in 2012, the six-year graduation rate for all full-time students was 75 percent while the rate was 72 percent for Chicano/Latino students. For the same 2012 cohort of part-time students, the overall six-year graduation rate was 55 percent while Chicano/Latino students had a rate of 53 percent.

To illustrate graduation rates over time rather than just the most recent cohort, the 2014 cohort of SDSU students featured a six-year graduation rate of 78 percent for all full-time students and 75 percent for full-time Chicano/Latino students. Among the 2014 cohort of part-time students, the graduation rate was 52 percent for all students and 46 percent for Chicano/Latino students.

For students entering SDSU as transfer students, presumably from community college, the three-year graduation rate for all full-time students in the 2012 cohort was 77 percent while Chicano/Latino students had a graduation rate of 75 percent. For that cohort of part-time students, the graduation rate was 46 percent for all students and 47 percent for Chicano/Latino students. Among the 2014 cohort of full-time transfers, the graduation rate was 81 percent for both all students and Chicano/Latino students. For the 2014 cohort of part-time transfer students, 53 percent of all students graduated in three years while 55 percent of Chicano/Latino students graduated within the same timeframe.

San Diego State University provided additional data on student success as indicated by the percentage of students that completed at least one course in unsatisfactory status, i.e., they received a grade of either “D,” “F,” or a “W” for withdrawal from a course. For students enrolled at SDSU in fall 2016, as a comparison, 6 percent of white students had such an unsatisfactory course

outcome compared to 9 percent for Chicano/Latino students. In fall, 2020, 6 percent of white students had an unsatisfactory course outcome compared to 10 percent for Chicano/Latino students.

SDSU responded to several questions from our SD Concilio related to Chicano/Latino student success, including a statement that the SDSU Faculty Advancement and Student Success office is mainly responsible for such success. According to their response, “This office works with academic colleges and the Division of Student Affairs and Campus Diversity to design, implement, and assess strategies for student success, including Chicano/Latino students.” In addition, a subcommittee of the SDSU HSI Advisory Committee, under the direction of their Associate Chief Diversity Office for HSI and Regional Affairs, provides recommendations for enhanced success among Chicano/Latino students. The SDSU Office of the Provost partners with academic colleges and the SDSU Office of Analytical Studies and Institutional Research in using student data to identify barriers to degree completion for students such as Chicanos/Latinos. This effort has led to several campus programs, the provost’s equity gap analyses, the Super Senior project, and the @core initiative, that provide interventions for student groups identified through data analysis.

The strategic context of SDSU’s efforts to maximize student retention and graduation are described as: “The strategy behind degree completion efforts involves comprehensive academic advising, preventative and proactive advising, specialized outreach to special populations of students, holistic wrap-around services and intervention largely informed by a data driven approach.”

The SDSU campus implements specific initiatives or programs that focus on Chicano/Latino student success, which they believe contribute to a sense of belonging and community among the students and affirm their experience as Chicano/Latino students. One such initiative is the SDSU Latinx Resource Center (LRC), which launched in early 2020 and is considered a key institutional strategy to support students during the pandemic. According to the SDSU responses, “LRC supports students of Latin/Latin American descent throughout their journey at SDSU to thrive academically, socially and mentally, with a commitment to intersectionality, inclusivity, equity, and social and racial justice.” SDSU also identifies other programs enhanced to provide student support at the onset of the COVID-19 pandemic, including ECRT, SDSU Connect, EAB, and COMUNIDAD; these initiatives are described as providing peer mentoring, advising, internships, career planning, research, cultural activities, and workshops.

Their COMUNIDAD Scholars Program builds community among Chicano/Latino students and develops their intellectual strengths, academic skills, and commitment to social justice for four years. This program has grown from serving 135 students in summer 2020 to 860 in fall 2020 and 1,024 in spring 2021. Another SDSU initiative, the Casa Azteca Program, supports Chicano/Latino commuter students by providing them a first-year experience structure with a university seminar course, a general education course, and a discussion and analysis course. Participants are also connected to the Latinx Resource Center and student organizations. Approximately 700-800 Chicano/Latino freshman commuter students are supported each year by the Casa Azteca Program.

SDSU provided some information regarding their strategies to assess the effectiveness of these initiatives and programs. Some utilize surveys to gather feedback from student participants, which they judge to be positive. Some, such as the Casa Azteca Program, monitor the degree to which participants enjoy positive rates of retention and academic progress.

Our SD Concilio also asked institutions to provide data regarding the participation in so-called “high impact practices” by Chicano/Latino students. Those practices were identified by the higher education scholar George Kuh and his associates (2010) as especially effective in

contributing to the success of historically underrepresented students such as Chicanos/Latinos. They include institutional opportunities such as diversity courses, writing-intensive courses, study abroad programs, undergraduate research, and community service. According to SDSU's response, the campus has no system in place to track the participation of students in such practices.

Title V is a federal program that provides grants to HSI's for various student support initiatives proposed by an eligible campus, i.e., a campus that received federal designation as an HSI. SDSU currently implements a Title V grant titled "Developing Effective Bilingual Educators with Resources (DEBER)." The grant is funded for five years ending in 2022 and is "designed to facilitate the transfer from 2-year to 4-year institutions for Hispanic students pursuing an elementary, middle or high school teaching credential with a bilingual authorization." The DEBER project collaborates with three local community colleges to provide participating students with institutional, academic, and financial support toward persistence and graduation.

### **California State University San Marcos**

CSU San Marcos submitted several sets of data that reflect retention and graduation rates among their first-time freshmen and transfer students, respectively. For the fall 2016 cohort of all full-time, first-time freshmen, the one-year retention rate was 80 percent. For the Chicano/Latino students among that population, the one-year retention rate was 81 percent. As a comparison with the dominant racial group, the white students among the first-time, full-time freshmen had a one-year retention rate of 78 percent.

Among the same category of full-time, first-time freshmen in 2020, the overall population of students had a one-year retention rate of 79 percent. The Chicano/Latino students in that category had a retention rate of 78 percent while the white students' retention rate was 82 percent.

CSUSM also submitted data on the one-year retention of their California Community College transfer students. For the fall 2016 cohort of such students, their one-year retention rate was 84 percent. The one-year retention rate of their Chicano/Latino transfers was 88 percent while the rate for their white students was also 88 percent. For the 2020 cohort of entering transfer students, their retention rate was 85 percent. Among that cohort's Chicano/Latino students, their retention rate was 84 percent. For the white students, it was 87 percent.

The CSUSM campus also reported data on its five-year graduation rates for full-time, first-time freshmen and its three-year graduation rates for California Community College transfer students. Among the full-time, first-time freshmen cohort of 2011, their five-year graduation rate was 41 percent for all students, 38 percent for Chicano/Latino students, and 46 percent for white students. For the fall 2016 cohort of such students, the five-year graduation rate was 49 percent for all students, 48 percent for Chicano/Latino students, and 52 percent for white students.

Three-year graduation rates were measured for California Community College transfer students. Among those students' cohort of 2013, the graduation rate was 60 percent for all students, 61 percent for Chicano/Latino students, and 61 percent for white students. For the fall 2018 cohort, the graduation rate was 72 percent for all students, 70 percent for Chicanos/Latinos, and 74 percent for whites.

In terms of describing their campus' strategies to maximize Chicano/Latino student success, including institutional responsibility for the coordination of such strategies, CSUSM notes that they have no centralized office or administrator with such responsibility. Their efforts seem focused on the impact of the campus' HSI grants. One administrator provides leadership and convenes campus stakeholders to analyze the impact of CSUSM's HSI grants on the success of

Chicano/Latino students. This includes the establishment of baseline data on those students' persistence and graduation and the identification of best practices across CSUSM divisions. The campus notes that during the past six years, it has had five Title V HSI grants that focus on Engineering, teacher education, bilingual education, and academic advising. The funding for one of their programs, "PASO," ended in December 2021. Their "Project Success" in the College of Education is in mid-cycle. The university did not provide more specific information regarding the strategies of each of these grants or the results of annual assessments.

### **University of California San Diego**

Concilio did not receive specific information on institutional responsibility for student success. Follow-up requests were not answered other than pointing to the university dashboard.

### **San Diego Community College District**

The SD Concilio requested information from each campus or district regarding institutional responsibility for student success. We also asked to whom such person(s) reports and who assesses the effectiveness of institutional strategies for student success. The SDCCD reported that "our institution as a whole is responsible for our Chicano/Latino student success." They also reported that their leadership team, student equity committees, student services councils, Title V committee and other campus governance groups perform active assessment of student success metrics and all initiatives and strategies for Chicano/Latino student success.

The San Diego Community College District, three credit-bearing campuses and its Continuing Education campuses, reported several measures of success for its Chicano/Latino students. One measure was the percent of academic courses in which students enrolled and completed. Our SD Concilio reports comparisons with the most privileged students, whites, along with Chicano/Latino students. In fall 2017, Chicano/Latino students had a course completion rate of 67 percent compared to 77 percent for white students. In fall 2019 the completion rates were 68 percent for Chicanos/Latinos and 79 percent for whites.

The district reported the number of students that were awarded Associate Degrees. For 2017-2018, the SCCD awarded Associate Degrees to 1,260 Chicano/Latino students and 1,137 white students. For 2019-2020, the district awarded Associate Degrees to 1,296 Chicanos/Latinos and 972 whites. For 2017-2018 the average GPA for Chicano/Latino students earning an associate degree was 3.20 compared to 3.41 for white students. For 2019-2020 the average GPA was 3.20 for Chicanos/Latinos and 3.32 for whites.

Additional measures of success by the SDCCD included one-year retention rates as well as the number of district students that transferred to a four-year institution. The percentage of retention from fall 2017 to spring 2018 was 60 percent for Chicano/Latino students and 61 percent for white students. The retention percentage from fall 2019 to spring 2020 was 60 percent for Chicanos/Latinos and 63 percent for whites. For the 2017-2018 year, 700 Chicano/Latino students transferred to a CSU or UC campus compared to 555 white students. For the 2019-2020 school year, the number of SDCCD student transfers to a CSU or UC campus was 859 Chicanos/Latinos and 746 whites.

Our SD Concilio requested information from each local institution regarding the use of "high impact practices" by Chicano/Latino students. These institutional experiences are associated with success, especially among historically underrepresented students such as Chicanos/Latinos.

The SDCCD responded with a list of such practices, including the Extended Opportunity Programs & Services (EOPS), Puente Program (at City College and Mesa College), a federally-funded TRIO program at City College and Mesa College, respectively, the San Diego Promise Program, Study Abroad, the Mathematics, Engineering, Science, and Achievement (MESA) program at City College, and the STEM Center at Mesa College. However, the district provided no data regarding the number of students served by these initiatives. They did report that in 2020-2021, 3,337 students enrolled in Chicano Studies courses across the district, an academic engagement that would qualify as a diversity experience. Presumably, not all those enrollments were by Chicano/Latino students.

The district also responded to questions regarding specific initiatives or programs that focus on Chicano/Latino student success, including the number of students served and the assessment of effectiveness. According to the SDCCD, their initiatives include:

- The Puente Program, which facilitates Chicano/Latino student success including transfer to a four-year university, graduation, and postgraduate success. Puente serves approximately one hundred students annually across SDCCD campuses.
- Hermanos Unidos/Brothers United (HUBU) facilitates success through information, motivation, and preparation. The program promotes identity development and peer interaction. It serves approximately forty students per year.
- The MESA (Math, Engineering, Science Achievement) Program provides academic support and transfer preparation for STEM students. It serves approximately two hundred students annually.
- The World Cultures Program addresses campus diversity and world issues through film, drama, literature, speakers, and the arts, serving over two hundred students each year.
- The Basic Needs Initiative serves students with housing and/or food insecurities. It serves a predominantly Chicano/Latino student population and has served approximately thirty-six students since the 2020-21 term.

The SDCCD also reported its services provided through federal Title V grants. The district identified four such programs but did not indicate at which campus the programs are implemented. One of their district's Title V programs is SUBIR! (Students Uplifted by Instruction Reform), which they describe as developing and supporting various instructional and student services initiatives that intend to increase Chicano/Latino students' success along with that of low-income students. SUBIR! was funded at a level of \$450,000 in previous years; there was no clarification if this was the total or annual funding. According to the district, SUBIR!'s assessment indicates that "the project and its staff have increased the opportunities available for students to reach their educational goals and to cultivate educational achievement at all levels. There was no indication of how this assessment result was measured. The district recently completed its four-year grant cycle for the program and is "working on institutionalizing programs for students," including the institutionalization of a SUBIR! Center on one SDCCD campus. The program reports to a Title V Activity Director within the Student Services Division (no specific campus was identified).

Another Title V program was LOFT, Learning Opportunities For Transformation, apparently within the Faculty Professional Development Center of one SDCCD campus. No description of the program was provided, and its funding level was not identified. The timeline for

the program was 2014-2020 but no assessment information was provided, and the possible institutionalization of the program was unclear.

A third Title V program was AVANZA, a “Student Engagement Center” at one SDCCD campus. Several positions in Student Services were listed, apparently as elements of the program’s institutionalization. The fourth Title V program was Structured Learning Assistance, which featured “tutors embedded in classroom settings.” It also included a short list of positions that might have been institutionalized by the district. No information was provided regarding the funding level, assessment, or institutional oversight of the AVANZA or Structured Learning Assistance services.

### **Southwestern College**

The Southwestern Community College District (SWCCD) identified its “Student Equity Plan” as the guiding document for institutional assessment of success. According to the district, the plan is evaluated every three years for indicators of student success and alignment with the district’s “Vision for Success” goals. The elimination of equity gaps in outcomes is the responsibility of all faculty and college leadership. SWCCD also reported that it provides “intentional support” to students through culturally based learning communities and counseling that is geared to specific groups of students. Specific “target populations” receive outreach from the district’s marketing and communications team.

In terms of student outcomes, the SWCCD reported that Chicano/Latino students had a course completion rate of 67 percent in fall 2017 compared to 75 percent for its white students in the same semester. In fall 2019, the district’s course completion rate for Chicano/Latino students was 69 percent while its white students had a rate of 78 percent of course completion.

In 2017-2018, the district awarded 1,143 Associate Degrees to Chicano/Latino students and 270 such degrees to white students. The GPA for those Chicano/Latino students that earned an Associate Degree was 3.02 and for white students was 3.23. In 2019-2020, Chicano/Latino students earned 1,405 Associate Degrees and white students earned 204 Associate degrees. Their GPA at degree completion was 3.08 for Chicanos/Latinos and 3.31 for whites.

The percentage of one-year retention from fall 2017 to spring 2018 was 72 percent for Chicano/Latino students and 66 percent for white students. Retention from fall 2019 to spring 2020 was 71 percent for Chicanos/Latinos and 66 percent for whites.

The number of district students that transferred to a four-year university in 2017-2018 was 512 for Chicano/Latino students and forty-seven for white students. In 2019-2020 there were 706 Chicano/Latino students that transferred compared to sixty white students.

The SWCCD reported the availability of institutional experiences that reflect high impact practices. Those included EOPS, Learning Communities, Study Abroad, Jaguar Services, Cooperative Work Experience Education, MESA, Classroom Undergraduate Research Experiences (CURES), and the Society of Hispanic Professional Engineers. There were no descriptions provided for any of these programs and there was no data to reflect the degree of engagement of these services by Chicano/Latino students.

The district provided basic information on other institutional programs and initiatives that, unlike high impact practices, specifically focus on contributing to the success of Chicano/Latino students. They emphasized their Puente Program, a learning community that served 108 students from 2015-2016 to 2017-2018. According to the district, their Puente students have a higher fall to spring retention rate of 95 percent compared to non-learning community students that have a

retention rate of 77 percent. They also note that their Puente students “have higher completion rates (award and/or transfer) within three years (23 percent) compared to non-learning community students (16 percent). Besides the Puente Program, the SWCCD listed other learning communities that include a freshman year experience, a full-time “Basic Needs” coordinator, a MESA program, and respective conferences for women of color and men of color as Chicano/Latino-specific initiatives.

Finally, the district provided information regarding their programs and services provided through federal funds for HSI’s. One such program is their First Year Experience (FYE), which began eight years ago and has since become institutionalized at the SWCCD. In their FYE, a cohort of students enrolls in a personal development course and share a dedicated counselor and peer mentors. The students also participate in various activities together. The FYE has served more than 2,000 students since its inception. Eighty-five percent of the FYE students successfully complete their fall semester and enroll in the subsequent spring semester.

In addition to the FYE, in 2021 the district was awarded a second Title V grant of \$2.9 million over five years for its Conexiones Project. This project “provides funding for a Center for Student Engagement, provides professional development for 200 faculty, provides student internships, and provides financial literacy education to cohort students.” No information was provided regarding institutional oversight of these federally funded projects.

### **Grossmont/Cuyamaca Community College District**

The GCCCD describe its institutional responsibility for Chicano/Latino student success as a responsibility assigned to “all employees.” Its initiatives to achieve equity in access and success are assessed through disaggregated data at both college and academic disciplinary levels. A program review process evaluates efforts that are specific to academic disciplines or program/service areas. They described an approach that combines equity and institutional effectiveness functions at both Grossmont and Cuyamaca Colleges.

The GCCCD’s documentation of student success included course completion rates of 67 percent for Chicanos/Latinos and 77 percent of whites in fall 2017. In Fall 2019, the course completion rates were 67 percent for Chicano/Latino students and 79 percent for white students.

The district awarded 1,129 Associate Degrees to Chicano/Latino students and 1,586 to white students in 2017-2018. The average GPA for those Chicano/Latino students was 3.08 and for the white students, 3.28. In 2019-2020, the number of awarded Associate Degrees was 1,241 for Chicanos/Latinos and 1,690 for whites. The Chicano/Latino degree recipients had an average GPA of 3.13 compared to 3.31 for the white degree recipients.

The percentage of retention from fall 2017 to spring 2018 was 67 percent for the district’s Chicano/Latino students and 70 percent for its white students. In fall 2019 to spring 2020, 67 percent of Chicano/Latino students were retained compared to 75 percent of white students.

In the 2017-2018 academic year, 338 Chicanos/Latinos in the district transferred to a four-year university along with 489 whites. In 2019-2020, the number of such transfers was 466 Chicano/Latino students and 686 white students.

In their response to our question regarding Chicano/Latino student engagement in high impact practices, the district stated that Cuyamaca students can gain research experience in the sciences through a partnership with UC San Diego that is facilitated by a federal Title III STEM grant. They also reported that Cuyamaca College recently started an Ethnic Studies program, presumably with credit-bearing courses. The district had provided study abroad opportunities

through a partnership with Citrus College prior to the pandemic. They provided no additional descriptions of high impact practices or the degree of engagement with such practices by Chicano/Latino students.

The GCCCD identified several programs that focus on the success of Chicano/Latino students. They emphasized that during the past five years, the district's population of Chicano/Latino students has increased significantly. Concurrently, the Math and English Departments, respectively, at both Grossmont and Cuyamaca Colleges have tried to eliminate barriers to those students' success by "redesigning math and English pathways for students, using multiple measures placement methods even before AB 705, and continuing to engage in equity-minded professional development." Without providing details, the district focuses on student retention by increasing a sense of community and engagement among its Chicano/Latino students. Both district campuses host "cultural celebrations and professional learning opportunities during Latinx Heritage Month, Undocumented Student Action Week, and equity-minded professional development for faculty and staff to address equity gaps in student outcomes."

For its description of Title V programs and services, the district listed its "Pathway Academy," which utilizes student cohorts to focus on first-year Chicano/Latino students. There was no indication of on which campus this program operates. The program's grant ended in December 2021 while some aspects of its services were to be institutionalized. The program reported to Student Services although the specific campus was not identified.

### **Mira Costa College**

Mira Costa College provided a description of the campus entities that have responsibility for the success of Chicano/Latino students. Like several other institutions, Mira Costa stated that all its employees contribute to such success and that all institutional efforts center equity. The college also identified their Department of Student Equity as an advocate for communities that have not been historically a priority for the institution. According to their response, this department works "to create and support new and existing resources that cultivate inclusion, diversity, and equity at Mira Costa by fostering student leadership, collaborating with campus partners, and raising awareness of the unique experiences of the diverse populations" served by the college. The college cited its Social Justice and Equity Center (SJEC) as a space in the Mira Costa student center that facilitates students' work focusing on social justice and/or equity. Both the Department of Student Equity and the SJEC are under the direction of the Dean of Counseling and Student Development within the Division of Student Services.

The college also described equity efforts within its academic mission, including the maintenance of "culturally sustaining pedagogy." They described their Academic Senate's efforts to integrate diverse cultural perspectives into academic learning experiences. In addition, the college identified a group of faculty advisors and consultants to their Academic Senate, the Diversity, Equity and Cultural Competence Committee (DEqCC), that works to build cultural competence within the institution. It also reported that in October 2021, the Mira Costa College Board of Trustees would vote on the addition of a focus on "Diversity, Equity, and Inclusion" to the job descriptions of all college vice presidents.

The Mira Costa College data on student success included course completion rates. In fall 2017, their course completion rate for Chicano/Latino students was 67 percent compared to 75 percent for white students. The course completion in fall 2019 was 68 percent for Chicano/Latino students and 77 percent for white students.

During the 2017-2018 academic term, the college awarded 559 Associate Degrees to Chicano/Latino students and 720 to white students. The GPA for those Associate Degree recipients was 3.18 for Chicano/Latino students and 3.39 for white students. In 2019-2020, 816 Chicanos/Latinos earned an Associate Degree compared to 902 whites. The GPA for those Chicanos/Latinos was 3.23 and for whites, 3.39.

The retention rate from fall 2017 to spring 2018 was 68 percent for Chicano/Latino students and 71 percent for white students. From fall 2019 to spring 2020, the retention rate was 67 percent for Chicanos/Latinos and 70 percent for whites.

In 2017-2018, there were 458 Chicano/Latino students and 536 white students that transferred to a four-year university. The number of such transfers in 2019-2020 was 562 Chicanos/Latinos and 607 whites.

In response to our question regarding the engagement by Chicano/Latino students in high impact practices at the institution, Mira Costa instead provided data on the number of such students that receive “emergency grants” at the college. They identified EOPS, Puente, and the UPRISE program as partners that facilitate the delivery of such grants to Chicano/Latino students. Although they cited data to support the equitable awarding of such grants, the grants are not considered a high impact practice.

On the other hand, Mira Costa identified several college initiatives that focus on the success of Chicano/Latino students:

- The PUENTE project helps students to prepare to matriculate to and succeed at a four-year university through the transfer process. The college has two PUENTE cohorts.
- The Encuentros Career Exploration Conference increases career awareness among Chicano/Latino young men at the middle and high school levels. It also seeks to facilitate students’ connection of educational success to a meaningful career. Presumably these student participants are recruited to Mira Costa College.
- The Undocumented People Rise in Solidarity and Empowerment (UPRISE) program serves the colleges undocumented student population, including their families. The program works to facilitate students’ academic success and enhance their professional mobility.
- The Latino Literacy Book and Family Festival features workshops, family entertainment, and exhibits. Its connection to strategies for the college’s Chicano/Latino students’ success was not explained.
- The Empowering Chicanx and Latinx in Exploring STEM (EChALE STEM) program is a student club that provides tutoring at the Mira Costa College STEM Center. It works with California State University San Marcos to address equity gaps in STEM.
- The GEAR Up and Mira Costa College Promise programs assist pre-college students to reach their educational goals through academic success and the removal of financial barriers to higher education.
- The Cultural Curriculum Collective (CCC) provides college faculty with “equity tools” that are applied in the classroom.

Mira Costa also described their continued implementation of AB 705, an institutional effort to maximize equitable levels of course completion and GPA in Math and English courses. They

stated that their efforts utilize an “embedded tutoring model” in both first-in-sequence and transfer-level courses, an approach that facilitates active, engaged learning.

Mira Costa does not have a current Title V program. They reported that the federal solicitation for such grants was recently canceled, and that the college will submit a request for funding when the application period reopens. They also stated that the college will be involved with a HACU National Science Foundation proposal in which Mira Costa was selected as the leader of a regional network hub for the proposed project. No additional details were provided.

### **Palomar College**

Palomar College described its accountability structure for Chicano/Latino success as broad, including “the institution as a whole, inclusive of faculty and all staff.” However, they also noted that most strategies for student success are implemented by staff that report to the Dean of Student Success, Equity, and Counseling. Additionally, the responsibility for student success is shared with instructional faculty that report to the dean of their respective academic divisions. The college’s “student equity and achievement plan” is reviewed annually and revised every three years.

In terms of college outcomes, Palomar’s course completion rate in fall 2017 for Chicano/Latino students was 66 percent and for white students, 76 percent. In fall 2019, Chicano/Latino students had a completion rate of 66 percent while white students’ completion rate was 75 percent.

Palomar awarded Associate Degrees to 843 Chicano/Latino students in 2017-2018 while awarding such degrees to 713 white students. The average GPA for those students was 3.07 for Chicanos/Latinos and 3.29 for whites. In 2019-2020, the college awarded 1,036 Associate degrees to Chicanos/Latinos and 777 such degrees to whites. Those Chicano/Latino students had an average GPA of 3.17 and the white students’ average GPA was 3.30.

From fall 2017 to spring 2018, Palomar’s Chicano/Latino students had a retention rate of 68 percent while their white students’ retention rate was 69 percent. The college’s Chicanos/Latinos were retained from fall 2019 to spring 2020 at a rate of 67 percent. The retention rate of white students was 69 percent.

In the 2017-2018 academic year, 591 Chicano/Latino students transferred from Palomar to a four-year university along with 581 white students. For 2019-2020, 669 Chicanos/Latinos and 640 whites transferred to a four-year university.

The college identified institutional strategies to facilitate Chicano/Latino students’ success. One such strategy is their Puente Program. They also cited a “new undocumented student support workgroup” as well as a collaboration with Jewish Family Service of San Diego to provide affordable legal services related to immigration. Finally, the college hosts an annual “Tarde de Familia” for prospective students. No details were provided regarding these programs’ specific strategies, or the number of students served.

Palomar does have several federally funded programs for which they qualify as an HSI. One such program is their “STEM Center,” which they describe as a facility designed to engage students with “STEM resources.” The facility and its supervisor are funded by Palomar College, but the funding level was not provided. Their assessment evidence was that during its three years, student visits to the center increased by 124 percent. The college has institutionalized the center. Its oversight is assigned to the Math, Science, and Engineering Division, with the departments in that division involved in the center’s planning and service delivery.

Palomar provides a grant-funded program of “STEM Academic Support Services,” the institutionalization of which is pending. According to the college, 78 percent of the Chicano/Latino students that participate in this program are retained at Palomar compared to 46 percent of those that do not participate. Success rates, which are not defined, are described as 25 percent higher for participating students. The program’s reporting structure is the same as the STEM Center.

Palomar also implements a “STEM Core Program,” a one-year academic cohort model for potential chemistry and computer science majors that exposes students to internships. The program is grant-funded. The college will expand the program to a broader cohort model that will include all STEM majors, with both programs implemented and assessed concurrently. The college’s Math, Science, and Engineering Division oversees this program as well.

Palomar’s response also reported that the college had a five-year Title V grant for a First Year Experience Program, with both academic and student support services, that ended in 2013. The program served 4,100 students between 2013 and 2018. The program was then merged with the college’s Promise Program for a more comprehensive first-year experience strategy for students.

## APPENDIX D

### Note 4. Chicano/Latino Faculty

The presence of a representative critical mass of Chicano/Latino faculty, tenure and tenure track, is important to the access and success of Chicano/Latino students, and for institutional excellence itself, for several reasons. Chicano/Latino faculty are more likely to conduct research on various dimensions of the Chicano/Latino experience, leading to the construction of knowledge that is critical to our community and to the mission of higher education institutions in an increasingly diverse society. Likewise, such faculty are more likely to teach meaningful curriculum such as Chicano/Latino studies and to utilize culturally sustaining pedagogy; both enhance outcomes for Chicano/Latino students and increase cultural competence for all students. Chicano/Latino faculty are also more likely to serve as transformative mentors for Chicano/Latino students (Solórzano and Yosso, 2005). In addition, the participation of Chicano/Latino faculty in academic senates can help ensure that institutional leadership is responsive to the needs of Chicano/Latino students and their communities. In this component the SD Concilio requested data from each local higher education institution regarding their representation of Chicano/Latino faculty at various levels, including tenured, tenure-track, and non-tenure-track.

Based on the available data provided and accessible institutional data, Table 7 through 10 found in Appendix D provide the profile of the Latino/Hispanic tenure and tenure track faculty by public higher education institution in San Diego County. Table 7 provides the Chicano/Latino faculty profile for SDSU, while Table 8 provides the profile for CSU San Marcos, and Table 9 the faculty profile for the UC San Diego campus. Table 10 provides the profile of the eight community colleges in San Diego County.

Overall, despite the scholarly research’s documentation of the importance of Chicano/Latino faculty in the success of Chicano/Latino students, as well as their contribution to the learning of all students in higher education, the **representation of full-time Chicano/Latino faculty at virtually all local, public institutions was unacceptably low**. In summary, the full-time Chicano/Latino faculty is as follow:

- **SDSU:** In fall of 2020, Latino/Hispanic Faculty Full Time constituted **9% (113)** of all faculty (1119).
- **CSU San Marcos:** In fall of 2020, Latino/Hispanic Faculty Full Time constituted **17% (159)** of all faculty (924).
- **UCSD:** In fall of 2021, Latino/Hispanic Faculty Full Time constituted **7.6% (9,356)** of all faculty.
- **San Diego Community College District: (Mesa, San Diego City, Miramar)** In the fall of 2021, Latino/Hispanic Faculty Full Time constituted 15.65% (639) of all faculty.
- **Southwestern CC:** In the fall of 2021, Latino/Hispanic Faculty Full Time constituted **24.35% (193)** of all faculty.
- **Grossmont CC:** In the fall of 2021, Latino/Hispanic Faculty Full Time constituted **15.35% (202)** of all faculty (202).
- **Cuyamaca CC:** In the fall of 2021, Latino/Hispanic Faculty Full Time constituted **15.49% (71)** of all faculty.
- **Mira Costa CC:** In the fall of 2021, Latino/Hispanic Faculty Full Time constituted **20.57% (209)** of all faculty (209).
- **Palomar CC:** In the fall of 2021, Latino/Hispanic Faculty Full Time constituted **14.29% (273)** of all faculty.

### San Diego State University

SDSU submitted extensive data on the ethnic composition of their faculty including a disaggregation by academic college and department. The data presented in Table 7 provides an overall faculty composition indicating that in 2016-2017, SDSU had a total of 985 full-time faculty, defined as an FTE of 1.0 including tenured, tenure-track, and non-tenure-track. Of that total, ninety-one (9 percent) were Chicano/Latino. In 2021, the total of 1,059 total full-time faculty included 113 Chicanos/Latinos (11 percent). On the other hand, part-time faculty in 2016-2017 numbered 876 of which 153 or 17 percent were Chicano/Latino. In 2021, 171 or 17 percent of the 1,019 part-time faculty were Chicano/Latino.

Table 8 indicates that among the important category of tenured faculty, important foundational faculty, their total of 608 in 2016-2017 included forty-nine or 8 percent of the faculty that were Chicano/Latino. In 2021, among 624 total tenured faculty, fifty-four or 9 percent were Chicano/Latino. Under administrators in 2016-17 one finds only 40 Chicano/Latino administrators or 12% of all administrators. In 2021, among 374, sixty-four or 17 percent were Chicano/Latino.

**Table 8 San Diego State University**

Faculty, Representation (Fall)	2016-17	2017-18	2018-19	2019-20	2020-21	% change 2016 to 2021
<b>Full Time Faculty 1.0 FTE/Greater</b>	985	998	1049	1068	1059	7.51%
<b>Latino/Hispanic Faculty Full Time</b>	<b>91</b>	<b>100</b>	<b>104</b>	<b>108</b>	<b>113</b>	<b>24.18%</b>
Latino/Hispanic Tenured Faculty	<b>49</b>	<b>52</b>	<b>54</b>	<b>53</b>	<b>54</b>	<b>10.20%</b>
<b>%Latino/Hispanic</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>12.50%</b>

<b>Administrators</b>						
All Administrators	325	330	349	358	370	13.85%
Latino/Hispanic Administrators	40	47	51	54	64	60.00%
<b>% Latino/Hispanic</b>	<b>12%</b>	<b>14%</b>	<b>15%</b>	<b>15%</b>	<b>17%</b>	<b>41.67%</b>

### California State University San Marcos

The data submitted by CSUSM included a disaggregation of all faculty by tenure-track and non-tenure-track at various levels. However, the disaggregation did not include ethnicity. Thus, using the CSU Office of Institutional Research the percentage of Chicano/Latino faculty that are tenure-track compared to white faculty by ethnicity is provided in Table 8.

In fall 2016, CSUSM had a total of 828 faculty, of which 132 or 16% were Chicano/Latino and over 62 percent were white. In fall 2020, 159 (17 percent) of the 924 total faculty were Chicano/Latino while 533 (58 percent) were white.

While the number of tenure/tenure track Chicano/Latino faculty has increased and representing 17% of the faculty much more needs to be done to hire tenure-track C/L faculty and increase its diversity.

No specific number of administrative leadership was provided in terms of its C/L and ethnic diversity.

**Table 9 CSU San Marcos**

<b>Faculty, Representation (Fall)</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>% change 2016 to 2021</b>
<b>Full Time Faculty 1.0 FTE/Greater</b>	828	891	948	938	924	11.5%
Latino/Hispanic Faculty Full Time	132	141	155	144	159	20.4%
<b>Latino/Hispanic Tenured Faculty</b>						
<b>% Latino/Hispanic</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>15%</b>	<b>17%</b>	<b>6.25%</b>
<b>All Administrators</b>						
Latino/Hispanic Administrators						
<b>% Latino/Hispanic</b>						

### University of California San Diego

No data was submitted by UCSD, the data presented derived from the institutional Research data system

The data UCSD data included a disaggregation of all faculty by full-time academic faculty and non-academic faculty by ethnicity. Table 10 provides data on the overall undergraduate and graduate number of students and by Chicano/Latino students. In Fall 2017, 17.8% of the students were Chicano/Latino and by Fall 2021 they constituted 20.9%

With respect to academic full-time faculty, in the Fall of 2017 only 4.8% were Chicano/Latino born in the U.S. and 1.6% of foreign background. In the Fall of 2021 5.6% were C/L and 2.0% born in the U.S. and 2.0% of international background.

No specific number of administrative leadership was provided in terms of its C/L and ethnic diversity. Only percentages were derived from the UCSD data dashboard.

**Table 10 UC San Diego Chicano/Latino Faculty\***

<b>Faculty, Representation</b>	<b>2016-17 Fall</b>	<b>2017-18 Fall</b>	<b>2018-19 Fall</b>	<b>2019-20 Fall</b>	<b>2020-21 Fall</b>	<b>2021-22 Fall</b>	<b>Change Fall 2017-2021</b>
All UNDERGRADUATE student & L/H students		- 17.8%	30,285 5,921 L/H 19.5%	30,794 6,526 L/H 21.2%	31,842 6,627 L/H 20.8%	33,343 6,974 L/H 20.9%	16.6% 17.4%
ALL GRAD students & L/H		7,185 552 L/H				8,543 732 L/H	32.2%
<b>All UC System Academic Faculty</b>	<b>8,763</b>	<b>8,905</b>	<b>9,085</b>	<b>9,291</b>	<b>9,373</b>	<b>9,356</b>	
<b>Academic Latino/Hispanic Faculty Full Time</b>	4.8% domestic 1.6% international	4.9% domestic 1.6% international	4.9% domestic 1.6% international	5.0% domestic 1.7% international	5.1% domestic 2.0% international	5.6% domestic 2.0% international	14.2% 25.0%
<b>Non-Faculty Academic Latino/Hispanics</b>	5.0% domestic 2.5% international	5.1% domestic 2.5% international	5.3% domestic 2.8% international	5.4% domestic 3.0% international	5.5% domestic 3.0% international	6.4% domestic 3.7% international	25.4% 48.0%

\*Source: UC San Diego Office for Equity, Diversity and Inclusion [www.diversity.ucsd.edu](http://www.diversity.ucsd.edu)

### **San Diego County Community Colleges**

The data provided for the San Diego Community Colleges was derived from the California Community Colleges Office, Management Informational Systems Data Mart.

The data is presented in five columns, the percentage of CL students in relation to total students. Secondly, all tenure and tenured track faculty. Thirdly, number and percent of Latino/Hispanic faculty in 2019 and fourthly, percent of Latino/Hispanic faculty in 2021, and lastly, percent increase from fall 2019 to 2021. In the case of the SD Community College District, the data reflects the colleges within the community college district.

Table 10 indicates that Latino/Hispanic faculty in all of the eight community colleges is significantly below its Latino/Hispanic student composition.

**Table 10 San Diego Community Colleges by Tenure Latino/Hispanic Faculty**

<b>Institution</b>	<b>All L/H Students Fall 2021</b>	<b>All Tenure/Tenure Track Academic Faculty Fall-2019</b>	<b>Latino/Hispanic Faculty Fall 2019</b>	<b>Latino/Hispanic Faculty Fall 2021</b>	<b>Percent Change 2019-2021</b>
<b>San Diego CC District</b> • MESA CC (HSI) • SD CITY CC (HSI) • MIRAMAR CC	37.54% C/L of 55,359 students fall 2021	631 or 20% of all faculty & staff	75 of 631 11.8%	100 of 639 15.65%	+32.6% but below student parity
Southwestern CC (HSI)	70.97% C/L of 16,770 students	203 T/T track 14.95% of all faculty & staff	53 of 203 T/T track 26.1%	47 of 193 T/T track 24.35%	-9.33% and below student parity
Grossmont CC	38.22% C/L of 13,232 students	220 T/T Track 20.04% of all faculty & staff	35 of 220 T/T Track 15.91%	31 of 202 T/T Track 15.35%	-9.64% and below student parity
Cuyamaca CC	32.28% C/L of 7,895 students	91 T/T Track 15.91% of all faculty & staff	15 of 91 T/T Track 16.48%	11 of 71 T/T Track 15.49%	-9.40% and below student parity
Mira Costa CC	39.76% C/L of 13,211 students	150 T/T Track 13.69% of all faculty & staff	24 of 150 T/T Track 16.00%	43 of 209 T/T Track 20.57%	+28.5% but below student parity
Palomar CC	46.02% C/L of 19,411 students	309 T/T Track 19.85% of all faculty & staff	45 of 309 T/T Track 14.56%	39 of 273 T/T Track 14.29%	-9.81% and below student parity

## Appendix E

### Note 5 Chicano/Ethnic Studies/Dual Language Education Biliteracy & Multilingualism

The SD Chicano/Latino Concilio sought information from each local campus regarding their support for Chicano/Latino Studies and/or Ethnic Studies, and Dual Language Education (Biliteracy & Multilingualism) Teacher Education, dimensions of curriculum that are critical contributions to a social consciousness, identity development, commitment to social justice agency, and other liberatory outcomes among Chicano/Latino students. Our SD Concilio requested data on the annual budget of these departments as well as the number of faculty positions assigned to each.

Overall, in preparing Chicano/Latino and other postsecondary students for engagement with an increasingly diverse society requires strong institutional support for curriculum such as Chicano/Latino Studies and Dual Language Education (Biliteracy & Multilingualism) Teacher Education, respectively. The support for such curriculum across local colleges and universities was mixed, from strong support at SDSU, to fledgling support for Ethnic Studies at CSUSM and UCSD. At the community college level Mesa CC, Palomar CC provide more consistent services

in Chicano Studies and/or Ethnic Studies, while other community colleges have limited faculty at the tenure or tenure-track level to provide consistent support. The data presented in Table 12 was acquired from: SDSU Office of Institutional Research, UC Institutional Research, Community College datamart.cccco.edu. Table 12 present an overview of the departments that address Chicano/Latino Studies, Ethnic Studies and Dual Language Teacher Education (Biliteracy & Multilingualism).

**Table 12 Chicano/Ethnic Studies/Dual Language Education Biliteracy & Multilingualism**

<b>Institution</b>	<b>All L/H Students Fall 2021</b>	<b>Chicano Studies Department &amp; Faculty</b>	<b>Ethnic Studies Departments &amp; Faculty</b>	<b>Dual Language Teacher Education</b>	<b>Overall Focus of Departments</b>
<b>San Diego State</b>	33% L/H of 30,864 Undergrad	YES over 50 years at SDSU BA & MA 8TT & 4 Adjunct	YES Ethnic Studies graduate certificate & 5 different Departments over 25 TT faculty	YES DLE with over 44 years & six TT Faculty CEBER-Center w/Equity & Language focus Contact: Dr. Margarita Casas -Machado	<b>Leading.</b> Chicana & Chicano Studies & Dual Language Education based on an interdisciplinary and transnational & multilingual social justice program in MS & SS teaching, research, and public service
<b>CSU San Marcos</b>	50% L/H of 14,504 Undergrad	NO National Latino Research Center	YES with over 25 TT faculty	YES authorized for Biliteracy TE: Single Subject, Multiple Subjects or Education Specialist teaching credentials With 4TT Faculty Contact: Dr. Ana Hernandez	<b>Variable.</b> Study critically and systematically the experiences of racial/ethnic groups that have been economically, educationally, politically, legally, and/or socially disadvantaged. Using themes: e.g., Colonialism, Migration and Diasporas; Inequality and Resistance; Identities & Representation.
<b>UCSD</b>	20% L/H of 33,343 Und.	NO UC San Diego Raza Resource Centro	YES with over 15 TT faculty different related departments	YES offers a BILA program in Bilingual Education <u>contact:</u> Cheryl Forbes	<b>Variable.</b> Particular areas of focus include aesthetics, performance, and cultural production; materialist approaches to labor, value and consumption; science and technology; (settler) colonialism, migration, and movement.
<b>San Diego CC District (Mesa, SD City, Miramar colleges and Adult Extended Education)</b>	37,54% C/L of 55,359 Fall 1921)	YES @ Mesa & SD City	YES In 3 colleges related departments	NO Foreign language departments	<b>Variable.</b> Offers an interdisciplinary approach to understanding the historical experiences and contemporary social realities of the Chicana/os and as the largest segment of the Latino population in the U.S.
<b>Mesa CC-HSI part of SDCCD</b>	37% C/L of 18,221 students (Fall 1921)	YES 2TT & 10 Adjuncts	Via an interdisciplinary academic discipline in ethnic studies	No The language department offers AA degree programs in	<b>Leading.</b> Offers an interdisciplinary comparative approach that incorporates the arts and literature, gender studies,

		Chicana & Chicano Studies Department	(Chicano, Black Asian, Native Americans, Women)	Spanish, French and Japanese and courses.	border studies, cultural studies, history, the social sciences, and policy studies of the Chicana/o community in the U.S.
<b>San Diego City CC HSI</b> part of SDCCD	48% C/L of 13,086 students (Fall 2021)	YES AA Degree with 3TT & Adjunct faculty	NO Black & Chicano Studies Departments	NO The language department offers AA degree programs in Spanish, Italian German, French courses	<b>Variable.</b> Examines Chicano social, political, cultural and economic conditions and how race, ethnicity, class, culture, gender and sexuality intersect throughout history and today. Emphasizes the study of the international border between Mexico and the United States.
<b>Miramar CC</b> part of SDCCD	29% C/L of 13,209 students (Fall 2021)	NO AA Degree in Social and Behavioral Sciences	NO Offers ethnic studies courses through English/Literature Studies & related departments	NO The language department offers AA degree World Language (Spanish, Filipino)	<b>Variable.</b> To prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, while emphasizing innovative programs and partnerships.
<b>Southwestern CC (HSI)</b>	70.97% C/L of 16,770 students (Fall 2021)	YES AA Degree in Mexican American Studies 2 TT & Adjunct faculty	NO Black, Chicano Asian, Gender Studies emphasis courses	YES Liberal Studies & Paralegal Studies Bilingual & American Sign Language World Language (Spanish, French Italian Filipino)	<b>Variable.</b> Explores Chicano history, culture, society, politics, religion, economics, art, and major contributions to the development of the United States through interdisciplinary course of learning
<b>Grossmont CC</b>	38.22% C/L of 13,232 students (Fall 2021)	NO Covered under Interdisciplinary programs & departments with courses focusing on Chicana/o/x Studies	YES Ethnic Gender & Social Justice Studies 3TT faculty & 4 Instructors Via 25 Ethnic Studies courses	NO Foreign language department offers AA degree programs in Spanish, Russian, Japanese, German, French, Chinese, Arabic	<b>Variable.</b> Ethnic, Gender, & Social Justice is the study of human behavior and culture. Programs are interdisciplinary and explores the intersections of race, class, ethnicity, indigeneity, gender, sexuality, and dis/ability in order to better understand and transform the world.
<b>Cuyamaca CC</b>	32.28% C/L of 7,895 students (Fall 2021)	NO Part of Ethnic Studies courses & 2 specific courses	YES Ethnic Gender & Social Justice Studies 3TT faculty & 4 Instructors Via 25 Ethnic Studies courses	NO The World Languages Department offers courses in Arabic and Spanish.	<b>Variable.</b> Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. Build upon the strengths and socio-cultural experiences of our diverse student population and the communities.
<b>Mira Costa CC</b>	39.76 C/L of 13,211	NO Part of Ethnic Studies courses & 2 specific Chicana/o	YES Ethnic Studies courses focus on Black, Chicana/o	NO International Language Department offers courses to	<b>Variable.</b> Chicana/ Chicano & Ethnic Studies investigates how race/ ethnicity Ethnic Studies also investigates how

	students (Fall 2021)	courses under Sociology Department	Under Sociology Department	gain proficiency in Spanish, Italian, French, Japanese, and German.	race/ethnicity intersects with class, gender, colonialism, imperialism, and sexuality in gain an understanding of historical movements for social transformation, resistance, and liberation.
<b>Palomar CC</b>	46.02% C/L of 19,411 students (Fall 2021)	YES Under Ethnic Studies provide six course. Dr. R Jacobo Dept. Chair. 3 TT & 10 adjunct faculty	YES Ethnic studies Department	NO World Language Department offers courses to gain proficiency in Spanish, French, Arabic, Japanese, German, Italian, Chinese.	<b>Leading.</b> Seeks to study questions of race and ethnicity both globally and in the United States. Through a comparative and interdisciplinary approach students are encouraged to understand how the formation of race and ethnicity articulate with other axes of stratification such as class, gender, and sexuality.

### San Diego State University

SDSU has a department of Chicana and Chicano Studies (CCS). Its website contains a description of the department:

The Department of Chicana and Chicano Studies is one of the first of its kind in the nation and we recently celebrated our 50th anniversary! We are an interdisciplinary and transnational program of teaching, research, and public service that provides students with the opportunity to explore the history, politics, culture, and ethics of Chicana/o/x-Latinx communities on both sides of the U.S.-Mexico border. Our mission is to develop interculturally aware 21st century leaders who engage in social-justice oriented community service and scholarship. We achieve our mission through our curriculum, research, and knowledge production, which explores race, gender identities, class, immigration, and ethnicity, and emphasizes the U.S.-Mexico borderlands (history, sociopolitical contexts, comparative and symbolic borders), expressive arts (art, cinema, music, theater), and community practices for social change (health, education, community organizing).

The SDSU Department of Chicana and Chicano Studies offers a major, a minor, and a Border Studies Certificate. According to the department's website, their CCS Master's Program is "on hiatus."

The annual budget for the Department of CCS is \$1.5 million. It has a total of fifteen faculty, of which thirteen are Chicano/Latino. Six of their faculty are tenured, two are tenure-track, and seven are temporary.

The campus also has a department of Dual Language and English Learner Education. Its website includes this description:

The Department of Dual Language & English Learner Education prepares bilingual and cross-cultural teachers, administrators, and other educators who are reflective and transformational practitioners in addressing the needs of ethnically and linguistically diverse learners through collaboration with schools, families and community. The Dual Language program philosophy is based on the principles of a pedagogy of empowerment that views all K-12 students from an educational benefits model. This model values and integrates the language, culture and social context of the student into the school curricula giving equal status to home, community and school experiences. In addition, the department philosophy is based on the belief that all students want to self-actualize, that students, if properly nurtured, have high expectations of themselves to realize their potential. Furthermore, the department values the transformation of schools that seek to produce students that are multiculturally, biliterate competent.

The Dual Language & English Learner Education Department offers a bilingual multiple subject credentials, a bilingual single subject credential, an English Language Development Certificate, a Dual Language Certificate, and a Master of Arts Degree. The department's annual budget is \$2 million. It has thirty-one total faculty, sixteen of which are Chicano/Latino. Two of the faculty are tenured, three are tenure-track, and twenty-six are temporary.

### **California State University San Marcos**

CSUSM does not have a Chicano/Latino Studies department or major. It does have an Ethnic Studies Department with both a major and minor. These descriptions from the CSUSM website include its objectives and strategies:

The Ethnic Studies Program at California State University San Marcos offers students the opportunity to study critically and systematically the experiences of racial/ethnic groups that have been economically, educationally, politically, legally, and/or socially disadvantaged. Courses in Ethnic Studies analyze how these groups have been integrated or not into society(ies) and how race/ethnicity has shaped identity. The Ethnic Studies Program provides students with an empowering education that expands students' social and political perspectives and the critical thinking skills necessary in today's world. Offering U.S. and global perspectives, the Ethnic Studies Program supports the founding Mission Statement of the University by helping to prepare students "to live cooperatively and competitively in a world of cultural and ethnic diversity."

The major operates from a comparative approach. The Ethnic Studies core curriculum anchors students intellectually, theoretically, and methodologically. Augmenting the core, upper-division courses support the three themes of the curriculum: 1) *Colonialism, Migration and Diasporas*; 2) *The State, Inequality and Resistance*; and 3) *Identities and Representation*. Students have the opportunity to demonstrate their knowledge of ethnic studies via application in a capstone project and/or fieldwork opportunities in racial-ethnic communities.

The Minor in Ethnic Studies at California State University San Marcos offers students majoring in another discipline the opportunity to study critically and systematically the experiences of racial/ethnic groups that have been economically, educationally, politically, legally, and/or socially disadvantaged. It analyzes how these groups have been integrated or not into society(ies) and how race/ethnicity has shaped identity.

The Ethnic Studies major at CSUSM does not appear to include courses that focus on the experiences of Chicano/Latinos. Instead, it apparently features themes that are discussed from a more comparative approach.

CSUSM reported data on the annual budget of their Ethnic Studies Department. In 2019, the department's total budget was \$157,332. In 2020, the budget was \$162,373.

CSUSM also has a "Bilingual Authorization" within its School of Education. According to their website:

The Bilingual Authorization equips bilingual teachers with effective, research-based bilingual - bicultural instructional strategies that is valued by employers. The bilingual authorization is offered in conjunction with the credential program options or added to any credential. Both options offer transferable units of masters-level credit.

No data was provided by CSUSM to indicate the annual budget, or the number of faculty positions attached to their Bilingual Authorization degree. CSUSM also has a National Latino Research Center that apparently does not feature an undergraduate major. Its description:

The mission of the National Latino Research Center (NLRC) at California State University San Marcos (CSUSM) is to promote scientific and applied research, training, and the exchange of information that contribute to the knowledge and understanding of rapidly growing U.S. Latina and Latino populations. Specializing in applied research, the NLRC brings together key stakeholders from the community, government, nonprofit sector, and private industry to identify solutions and develop strategies to address local and regional challenges. The NLRC conducts research and training in the areas of education, civic engagement, cultural competency, health, environmental issues, public policy, and community development.

### **San Diego Community Colleges**

None of the San Diego Community Colleges submitted data or information on the availability of Chicano/Latino Studies (or Ethnic Studies) on their campus. Likewise, none of their campuses responded to our inquiry regarding Bilingual Teacher Education. Thus, we resorted to institutional data on the respective department and number of faculty in such academic departments.

None of the San Diego Community Colleges submitted data or information on the availability of Chicano/Latino Studies (or Ethnic Studies) on their campus. Likewise, none of their campuses responded to our inquiry regarding Bilingual Teacher Education. Thus, we resorted to

institutional data on the respective department and number of faculty in such academic departments. Specifically the data in Table 12 was derived from the Community College datamart.cccco.edu and each community college websites.

Four of the eight have established Chicano Studies, namely, Mesa CC, San Diego CC, Southwestern CC, and Palomar that have at least two full-time tenure-track faculty members.

The three public four year institutions (SDSU, CSU-SM, UCSD) offer Dual Language Credentials with SDSU having the strongest bilingual teacher education programs in Multiple Subjects and Single Subjects specialization. ALL eight community colleges provide world languages as a foreign language, with Southwestern providing a pathway for Paralegal Studies.

## **Appendix F**

### **Note 6 Summary of Campus Law Enforcement**

#### **San Diego State University**

SDSU provided a description of its law enforcement model as one served by a centralized California State University police department. Thus, SDSU does not contract out its law enforcement. They describe their model as a “full-service police department” with forty officers assigned to SDSU. These officers operate as state peace officers with the authority extending to anywhere within the state of California.

The SDSU police chief is the department’s hiring authority. According to SDSU, their police department works with the university’s Human Resources office on recruiting strategies to increase the diversity of applicants while following state mandates for hiring requirements established by the state governing body that oversees policing in California, referred to as the “Peace Officer Standards and Training.” SDSU also contracts with “Lexipol,” which they describe as an “industry leader,” to write law enforcement policies that are consistent with federal and state laws along with CSU requirements.

SDSU asserts that their police department does not have a budget that delineates annual costs. The department is part of SDSU’s office of Budget and Finance. The campus states that their police department is “fully integrated with the campus community,” with the chief of police and officers serving on committees, the academic senate, and campus programs and initiatives. They consider their law enforcement a “community policing” model.

In response to the SD Concilio’s request for data on campus crime incidents, the SDSU police department responded that “police incident reports are exempt from disclosure” under California law. They also stated that the department receives an “average” of three formal complaints annually, usually from “interactions perceived to be rude or discourteous.” The department stated that they do not collect data on the ethnic diversity of their campus police officers “for public release.”

SDSU described their police department as in the process of hiring additional social workers that will be utilized in campus law enforcement processes. They also state that their officers are trained in de-escalation as the first option that is utilized in any contact with the public. At SDSU, the chief of police reports directly to the Assistant Vice President of Administration and Risk.

## California State University San Marcos

CSUSM has its own University Police Department (UPD). According to its website,

Working 24 hours a day, 365 days a year, UPD officers enforce all California Penal and Vehicle Codes on and around campus. UPD officers also assist the sheriff's department with any campus-affiliated calls within the City of San Marcos. We maintain a safe academic environment by being a proactive police force working closely with students, staff, faculty, and community members alike.

The UPD at CSUSM has a comprehensive manual of over seven hundred pages for its officers. The manual, which describes the UPD's organizational structure and responsibility, states that the Chief of Police has the responsibility to administer the UPD. The department has two divisions, the administrative and operations divisions, respectively. The former includes an investigations unit. Each of the two divisions is "commanded" by a lieutenant.

One section of the manual includes direction to UPD officers regarding use of force, officer response to calls, discriminatory harassment, hate crimes, and other "general operations." Another section describes "patrol operations" such as bias-based policing, crisis intervention incidents, mental illness commitments, etc.

The manual includes this description of "bias-based policing:"

Bias-based policing - An inappropriate reliance on characteristics such as race, ethnicity, national origin, religion, sex, sexual orientation, gender identity or expression, economic status, age, cultural group, disability or affiliation with any non-criminal group (protected characteristics) as the basis for providing differing law enforcement service or enforcement (Penal Code § 13519.4) . . . The California State University San Marcos Police Department is committed to providing law enforcement services to the community with due regard for the racial, cultural or other differences of those served. It is the policy of this department to provide law enforcement services and to enforce the law equally, fairly, objectively and without discrimination toward any individual or group.

Another section of the manual describes the recruitment and hiring of police officers at CSUSM. UPD officers' training is provided through a Training Manager, a Training Committee, and a Training Plan. Training is also provided according to a "CSU University-Wide Training Guide" for the California State University Police Department (May 2021). In addition to its extensive manual, the UPD's website includes links to other dimensions of campus law enforcement. One example is their "crime log" description, a daily record of UPD activities, which is "open to public inspection, free of charge, upon request, during normal business hours at the University Police Department."

Our SD Concilio was unable to access information on the annual budget of the UPD at CSUSM. In response to our question regarding the integration of the UPD on campus, CSUSM stated that the UPD participates in several campus programming efforts and training with student groups, including a Police Active in Community Engagement Program (PACE).

CSUSM does not maintain records of the ethnicity of persons detained by their UPD. Thus, we cannot determine if there is an overrepresentation of some ethnic communities among such detainees. The campus does have a 2020 “Annual Security Report,” the so-called Clery crime statistics for 2017-2019. This report includes the number of crimes on campus for a three-year period, such as rape, robbery, burglary, motor vehicle theft, hate crimes, stalking, and domestic violence. The report does not indicate the ethnicity of crime victims or perpetrators. It does describe crime prevention programs on campus.

The campus has a clearly described process for submitting a complaint against the UPD. Such complaints can be submitted online. According to their website, “In addition to the CSUSM UPD complaint process, and in accordance with state regulations, complaints are also reported to the California Department of Justice (DOJ) on an annual basis.” There is no data on the ethnicity of those that submit such complaints.

The site includes a policy statement regarding immigration law enforcement on the CSUSM campus: “The primary jurisdiction for the enforcement of federal immigration laws concerning unlawful entry into the United States rests with U.S. Immigration and Customs Enforcement (ICE), not with the University Police Department (UPD) or other local law enforcement agencies. Individuals will not be contacted, detained, questioned or arrested by UPD solely on the basis of being or suspected of being undocumented.”

CSUSM would not provide data on the ethnicity of their UPD officers. It cited university policy on staff confidentiality:

Employee demographic data, including data concerning the race of CSUSM’s nineteen police officers is only disclosed in the aggregate where data cannot be tied to an individual employee. The CSU does not disclose data where the size on an individual department is small enough to allow the recipient of the data to readily identify the individual to the personally identifiable personnel information. CSUSM only obtains individual data about the races of its officers if the officer voluntarily provides such information at the time of hire. That information is collected so that the CSU can comply with applicable federal statute and regulations. This information is housed in the officer’s personnel file, and is not publicly disclosable.

The university provided links to reports of all CSU staff disaggregated by ethnicity, but these do not provide specific information on CSUSM’s police staff.

In response to our questions regarding the use of counselors and other mental health resources, the use of de-escalation strategies, and the application of restorative justice, CSUSM stated that their UPD has access to counselors and utilized them when they believe it’s appropriate. They report that all UPD officers are trained annually in de-escalation techniques and that restorative justice is practiced through their Dean of Students Office.

It appears that the university president has oversight of the CSUSM Police Department. There is a Campus Police and Safety Advisory Committee as well, the member of which are appointed by the university president.

Pertaining to SDSU and CSU San Marcos, In May 2019, then CSU Chancellor Joseph Castro issued remarks concerning law enforcement in the CSU system:

Police perform a vital and necessary function in our society: promoting public safety and enforcing our laws so that we may all enjoy our most treasured individual

freedoms. Police officers from all backgrounds often perform this function ably, even heroically. But our hearts break at regular reports of abusive police behavior from across our nation, reports that are seemingly increasing in frequency and that range from verbal slurs and acts of intimidation to brutality and violence. And, indeed, murder. Too often, the individuals suffering these abusive acts are people of color and of marginalized identities. And we must acknowledge as fact that such acts are often directly linked to and the result of systemic bias and racism that has plagued American institutions – including its police forces – for generations . . . The CSU will not defund, disarm or dissolve our police departments. I believe the better path forward is to do the hard work – together – to ensure that critical police services are performed in a manner that is consistent with our shared values.

CSUSM apparently follows the spirit of the former CSU Chancellor White in its law enforcement.

### **University of California San Diego**

The following statement derived from the UCSD 2021 Annual Clery Report on campus security.

The mission of the University of California Police Department, San Diego is to protect and to defend the rights guaranteed in the Constitution of the United States and the Constitution of the State of California; to enforce the criminal laws of the State of California in the spirit they were enacted; to protect life and property; to prevent crime, to apprehend suspected criminal violators, and to aid community members whenever possible. We shall strive to accomplish these objectives without prejudice, with integrity, respect and to support the people we serve in order to advance the achievement of the University's academic, research, and public service mission.

UC San Diego strives to provide a safe campus environment for its students, faculty and staff in compliance with the Clery Act and other federal and state laws. Each year UC San Diego publishes its *Annual Security and Fire Safety Report*, which includes UC San Diego's statements of policies and procedures relating to campus safety and security, as well as certain crime and fire statistics.

### **Community Colleges in San Diego**

Despite requests from our SD Concilio, none of the community colleges submitted data or information regarding law enforcement structures, policies, or practices on their campus. Data in this report was derived from each college web-sites. All campuses provide an annual security report as required by the federal Clery Act.

The Clery Act is a consumer protection law geared toward providing transparency about campus crime statistics and campus safety policies. Among other things, the Clery Act requires all colleges and universities that participate in federal student aid programs to disclose information about specific campus policies, and to publish crime statistics reported to Campus Security Authorities that occur on specific campus geography.

All community colleges ascertain their educational philosophy and declare their campuses as safe haven for learning and reaffirm unequivocal support of all students regardless of race, religion, national origin, immigration status, sexual orientation, family structure, or gender identity.

## **Appendix G**

San Diego Chicano/Latino Concilio on Higher Education  
Co-Chairs: Isidro Ortiz, Ph.D. and Patrick Velasquez, Ph.D.

### **Priorities and Strategies: 2021-24**

#### **Background Context**

Fifty-five percent (55%) of school-age children (K-12 public enrollment; CSE DataQuest 2021-22) in California are Chicano/Latino and eighty-percent (80%) of California Chicanos/Latinos are Mexican-origin. Several state agencies (education and labor) predict that Latinos will become the largest ethnic group in the state, surpassing whites, by 2020. In 2019, 54.8% of California and 48.1% of San Diego's K-12 students were Latinos, and nearly thirty-five percent (35%) of all Latino students entering school are English language learners (U.S. Census Bureau).

#### Priority Area 1: Institutional Advocacy for Access, Retention and Success

All local, public institutions of higher education will reach the minimum threshold required for "Hispanic Serving Institution" (HSI) status, i.e., 25% enrollment of Chicano/Latino students.

Any local, public institution of higher education that has not achieved HSI status will immediately develop and implement a detailed plan to achieve such status, including strategies and assessment of their effectiveness.

All local, public institutions of higher education that have at least 25% enrollment of Chicano/Latino students will develop and implement a plan to progress from a "Hispanic Enrolling Institution" to a "Hispanic Thriving Institution." This distinction moves an institution from merely celebrating its Chicano/Latino enrollment to implementing academic and sociocultural strategies informed by higher education research and theory to maximize the success of its Chicano/Latino students. Those plans will include the following elements:

- Appoint a full-time administrator that is responsible for all institutional courses, programs, and services that focus on the success of Chicano/Latino students. That administrator should possess documented experience and expertise on Chicano/Latino student success in higher education and s/he should report directly to the institutional president or chancellor.
- Compile and disseminate data on Chicano/Latino students' outcomes including enrollment, academic achievement, transfer, degree completion, etc. Institutional goals in such areas should be established and monitored.

- Develop and implement a plan to increase the hiring of Chicano/Latino faculty and administrators, including consistent compilation and monitoring of relevant data.
- Demonstrate substantive institutional commitment to Chicano/Latino Studies through the allocation of adequate budgets and other resources; ensure collaboration with other institutional initiatives that focus on Chicano/Latino student success.
- Facilitate Chicano/Latino students' engagement with "High Impact Practices" such as diversity courses, community service, undergraduate research, study abroad, etc.
- Institutions that do not have a federal Title V grant will form an inclusive committee of campus Chicano/Latino stakeholders to collaborate on the compilation and submission of a proposal for Title V funding. Of importance is for such proposal to be directly supported by the institution's president or chancellor.
- Consistently communicate to all stakeholders of the campus the meaning of "HSI status" and its relationship to institutional excellence and the institutional mission.
- Ensure that campus law enforcement incorporate best practices that incorporate knowledge of Chicano/Latino students, respect the campus community, collaborate with counselors and/or social workers, and avoid excessive expenses that infringe on resources better directed toward educational outcomes.
- Develop and maintain a comprehensive structure of consistent communication with a broad dimension of the local Chicano/Latino community to inform its institutional policies and practices.

The San Diego Concilio's advocacy will extend to the following colleges and universities, including institution-specific issues:

- UC San Diego
- San Diego State University
- California State University San Marcos
- San Diego Community College District (City, Mesa College, Miramar College)
- Grossmont-Cuyamaca Community College District
- Southwestern Community College
- Mira Costa Community College
- Palomar Community College

#### Priority Area 2: Legislation and Legislative Advocacy (Latino Legislative Caucus)

The San Diego Concilio will request the direct, consistent support of the California Latino Legislative Caucus and other state legislators for the following legislation:

- A substantive program of Chicano/Latino Studies at all California Community Colleges.

- Legislation to establish a fact-finding body that will research alternative law enforcement practices at all public community colleges and universities. This body will be modeled on the current state legislative studies on reparations for those impacted by past slavery.
- Ongoing restoration of funding for higher education that has been reduced due to the Covid-19 pandemic, while disallowing fee increases at all public higher education institutions.
- Allocate additional funds for financial aid to students that “stopped out” of higher education due to the Covid-19 pandemic; extend financial aid eligibility beyond existing limits for those students; provide deferments on student loans for graduates that lost employment due to the pandemic.
- Support AB 2972: annual training for California State University and California Community College administrators, respectively, regarding undocumented students and in enhancing diverse and inclusive campuses.

### Priority Area 3: Institutional Research

The San Diego Concilio will conduct research on policy areas related to access and success for local Chicano/Latino students in higher education institutions, such as:

- Chicano/Latino Studies—status in all public IHE in San Diego County.
- Community college transfers—access to UCSD, SDSU, CSUSM.
- SDSU Imperial Valley campus—outcomes, model features, potential for replication in the San Diego South Bay/Chula Vista area.
- Models for alternative policing of local higher education institutions that focus on rebuilding trust between the police and the campus communities they are sworn to protect.

### Priority Area 4: Community At Large Advocacy

The San Diego Concilio will participate in a number of community advocacy groups supporting the advancement of Chicano/Latino students (pre-K to higher education) such as:

- Send our Concilio’s priorities and strategies to the Latino Equity Council (LEC) for their endorsement.
- Send the priorities and strategies to the Latino Legislative Caucus for their support.
- Send our strategies to the CEO’s of local IHE; follow up with advocacy at individual institutions.
- Support ARE and other local organizations and/or advisory committees that advocate for greater academic rigor, achievement, culturally inclusive learning, and accountability at local K-12 schools.