

**San Diego City College
BSI Application**

- 1. State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.**

At San Diego City College, we commit to closing the opportunity gaps perpetuated by structural injustice in higher education. Closing the opportunity gap means dismantling the inequitable distribution of resources, opportunities, and policies to achieve parity in educational outcomes for historically marginalized student populations, including our Black and/or African American students.

We commit to providing an inclusive and welcoming educational environment by recognizing and supporting the intersection of our community members' multiple identities and roles through culturally responsive pedagogy and equity-minded practices, behaviors and policies.

We commit to sustaining a teaching, learning, and work culture that envisions and actively validates and uplifts our diverse community's lived experiences to ensure a strength-based structural and cultural change at our institution. Specifically for black students, we have a long-standing commitment to our learning communities UMOJA and HUBU (Hermanos Unidos, Brothers United). Beyond this, our black history month committee, our professional learning council, our black studies program, the campus diversity committee and our campus executive team all have black representation who ensure student and employees voices are heard and their needs are addressed.

This is consistent with our mission since San Diego City College welcomes and inspires every student to identify and pursue their community, personal, educational, and professional goals. We prioritize accessibility, equity, and social justice through student-centered support services and educational opportunities for global learning. We offer general education, associate and bachelor's degrees, transfer pathways, certificates, and career technical education for personal enrichment and economic mobility.

- 2. Please state the percent of the college's or university's enrolled student population identifying as Black/African American students for the current term.**

14.9%

- 3. Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.**

1,862 out of 14,381 students served in Spring 2025

4. Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

Our academic goals focus on student persistence as defined by the National Student Clearinghouse Research Center. Persistence rate measures students who continued enrollment from their first primary term to the subsequent primary term (fall to spring, or spring to the following fall)

To increase student persistence, our institution plans to provide professional development opportunities for classified professionals, supervisors, managers and faculty to increase their ability to respond to black student needs and aspirations.

Additionally, we will revise our current allocation of resources to ensure their distribution is equitable and supports all students.

5. Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

During 22/23 persistence/retention rate for Black or African American Students was 53.3%. In the same year, we awarded 63 certificates, 50 associate degrees not for transfer, and 80 associate degrees for transfer for a total of 193. The 2 year (100%) Time-to-Completion/Graduation rates by cohort entering year 2020 was 10% and the 3 year (150%) Time-to-Completion/Graduation rates - by cohort entering year 2020 for black students was 14%.

The academic goals for Black or African American students during the next 5 years are :

- 1-year goal: Raise the retention rate for Black or African American students to 54.3%.
- 2-year goal: Raise the retention rate for Black or African American students to 55.3%.
- 3-year goal: Raise the retention rate for Black or African American students to 56.3%.
- 4-year goal: Raise the retention rate for Black or African American students to 57.3%.

- 5-year goal: Raise the retention rate for Black or African American students to 58.3%.

Some strategies to achieve these goals include:

- Student engagement programming, such as our Social Justice Conference, HUBU (Hermanos Unidos/Brothers United) Conference, and City Women Rock Conference, integrated with instruction in high-enrollment courses to support the retention of Black or African American students.
- Faculty professional development focused on the educational outcomes and needs of Black and African American students so they report a stronger understanding of this population in their classroom and an improved ability to design instruction that supports this group.
- Academic support through, paired courses, tutoring and study groups.

Our goals reflect our commitment to continuing interventions that have been put in place to support Black or African American students. Students participating in programs such as Umoja and HUBU (Hermanos Unidos/Brothers United) report that these programs increase their sense of belonging in an academic environment, provide them with mentors, and improve their academic outcomes. Students from these populations also report benefits derived from student engagement programming such as the Social Justice Conference. The BSI designations will allow us to expand our academic, basic needs and student support services to students beyond the currently established learning communities using evidence based practices and programs.

6. Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

- Umoja Learning Community
- HUBU Hermanos Unidos/Brothers United (HUBU)
- A2MEND
- San Diego Black Chamber of Commerce
- National Black Contractors Association
- Martin Luther King Jr. Parade N C
- All Peoples Breakfast A
- YMCA Breakfast
- San Diego Voice and Viewpoint
- Pillars of the Community
- The Jacobs Center
- San Diego Urban League
- Blue Heart Foundation
- African American Achievement Summit

7. **Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.**

Attached

8. **4-year College/University applicants submit the following for the previous three academic years:** (A) Submit graduation rates for the previous three academic years for all students within the normal time and up to 150 percent of the normal time to degree completion. (B) Submit graduation rates for Black and African American students, within the normal time and up to 150 percent of the normal time to degree completion.

Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

Attached

9. **Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.**

Attached

10. Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

There are several academic support programs, cultural centers, mentorship opportunities, student organizations and any other institutional efforts currently supporting our Black and African American students

The HUBU (Hermanos Unidos, Brothers United) program encompasses several key components that support men of color, particularly African American and Latino male students. The HUBU Learning Community is designed to improve academic success by enhancing students' academic, social, and cultural experiences through a curriculum focused on identity development. The HUBU Mentoring program fosters meaningful connections between faculty and students, linking participants with positive role models in the community. Additionally, the HUBU Annual Conference provides motivation and inspiration through workshops addressing issues that impact men of color in higher education. The HUBU Club, a student-led group, promotes unity and academic achievement among men of color through active campus engagement and community service.

UMOJA offers a range of services that support African American student success, including orientation, counseling, mentoring, supplemental instruction and tutoring, as well as academic and cultural enrichment activities. More specifically this academic support program offers a series of math, English, and personal growth courses designed to provide support to our Black student population seeking to transfer to four-year colleges and universities. The program currently shares a center with HUBU and Puente and Umoja students also are part of an official recognized club by our associated student government.

Black/African American students also have access to ongoing basic needs supports at city college. During the academic year 2024–2025, the Knight's Table Food Pantry recorded a total of 12,731 visits, serving 1,436 unique students, 21% of whom identified as Black. The Basic Needs Emergency Support program received 1,223 Basic Needs Assessment forms from 808 unique students, with 22% identifying as Black. The Barbershop initiative, offered through City Fresh Cutz, saw approximately 226 visits during Spring 2025 from 102 unique students, half of whom identified as Black.

City College also has a black history planning committee supported by the office of the president and it has recently created an Inclusion, Diversity, Equity, Anti-Racism, Accessibility, and Social Justice (IDEAAS) Council that reports to College Council, the highest level of shared governance at our college.

Additionally, our college has a strong and active diversity committee which was form in year 2005 and since have taken the lead role in fostering a campus environment that welcomes and respects diverse life experiences.

11. Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

City College has a rich tradition, over 111 years, of supporting Black students in accessing a world class education and support services. Our theme at City College is You Belong Here. This theme aligns with our social justice mission and our love for supporting Black students. This theme is carried out into practices with our programs and services that attract Black students, Black faculty and staff, and Black leaders who outpace the county averages for the population of Black folks in the region.

San Diego City College is unapologetically Black. We are especially proud that our population of Black students, at 10-11%, nearly matches the population of Black faculty who teach at City College. These statistics are impressive as they are nearly double the county average which is approximately 5-6%. Our Student Equity plan indicates that we have either removed or reduced equity gaps for Black students.

Thank you for completing the Black Serving Institution application. If you have any questions about your submission, please feel free to contact BJ Snowden at bsnowden@calstate.edu for support.