Understanding Cultural Competencies

Workshop   - April 11, 2025

Credit Colleges Flex: 26347| SDCCE Flex: 36466

Institutional Innovation and Effectiveness

Bienvenidas/os/es

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**Please introduce
yourself in the chat!**

Think about a time or learning space where you felt fully engaged and met the learning goals.

If you are comfortable, please share in the chat.

Session Learning Outcomes

1. Define cultural competence and recognize its importance in personal and professional interactions, drawing on Welborn's framework.

2. Identify and understand the core elements of the cultural competence continuum: cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, cultural competence and cultural proficiency.

3. Understand how to use student and institutional data to identify gaps, and apply insights to foster a more inclusive and equitable environment, aligning with the stages of the Cultural Competence Continuum.

What is Culture Competence?

Video

Cultural competence refers to one's ability to understand and respect people. This includes respecting beliefs, customs, norms, and values of people from different backgrounds.

Why it is Relevant?

A7. Revise current professional development programs for all employees **to align with the District's mission, vision, and values related to successfully serving diverse student communities** with equity in success, outcomes, inclusion, and accountability.

A8. Implement training programs to expand **cultural competence** in teaching and learning, student services, and all district operations.

https://www.sdccd.edu/docs/District/cpr/FINALStrategicPlan_092822.pdf

GOAL A: STUDENT SUCCESS AND WELL BEING
Provide innovative resources and services to help students achieve their educational and career goals.

OBJECTIVES

A1: Provide all students*, especially those with the greatest needs, with access to a full suite of support services, including but not limited to student housing solutions, mental health counseling, food and nutrition, financial literacy, and other basic needs. [Ongoing]

A2: Be proactive through the provision of email accounts for all students* and by other means to communicate the range of services and support systems available to all students*, especially those with the greatest needs. [On-going]

A3: Streamline the registration and enrollment process and make it consistent across all the Colleges. [Short term: 0 – 2 years]

A4: Make it easier for non-credit students at the College of Continuing Education to transfer to the for-credit Colleges. [Short term: 0 – 2 years]

A5: Ensure diversity, equity, inclusion, and accessibility (DEIA) by reviewing policies and procedures and identifying and eliminating barriers. [Short term: 0 – 2 years]

A6: Increase and maintain the diversity of all employees to best serve the diversity of the student population. [On-going]

A7: Revise current professional development programs for all employees to align with the District's mission, vision, and values related to successfully serving diverse student communities with equity in success, outcomes, inclusion, and accountability. [Short term: 0 – 2 years]

A8: Implement training programs to expand cultural competence in teaching and learning, student services, and all district operations. [On-going]

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SDCCD Culture

Mission

The San Diego Community College District **uplifts diverse individuals** and **communities** through **culturally affirming** teaching, learning, and work environments...

Vision

Every member of our community experiences inclusive excellence. We create spaces where access, **belonging, success, and the exchange of ideas and learning are paramount for our diverse community** of students, faculty, and employees...

Values

At SDCCD, every student, faculty member, and employee will experience an environment in which they can **be, belong, and become**. Every member of our community will be **embraced and celebrated for their authenticity** and provided supportive ...
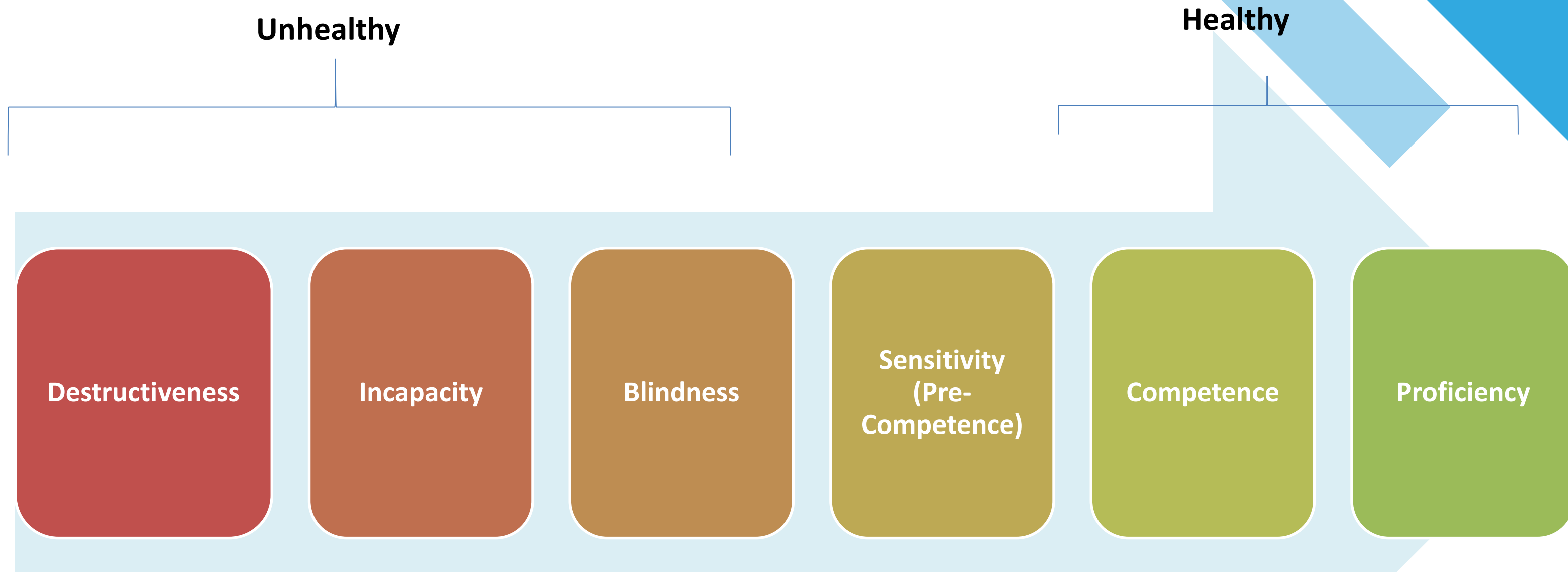

https://www.sdccd.edu/about/mission-and-goals.aspx

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Understanding The Continuum

Cultural Competencies Continuum

- Pioneered by Cross, 1989

- Adapted, Welborn et al. , 2022

- Personal journey

- Awareness and Commitment

- Transformation

- Practicing Cultural humility

Cultural Competence Continuum

Unhealthy

Healthy

| Destructiveness | Incapacity | Blindness | Sensitivity (Pre-Competence) | Competence | Proficiency |

Welborn, 2023

Cultural Competence Continuum

Destructiveness

attitudes, policies, and practices within a system that are destructive.

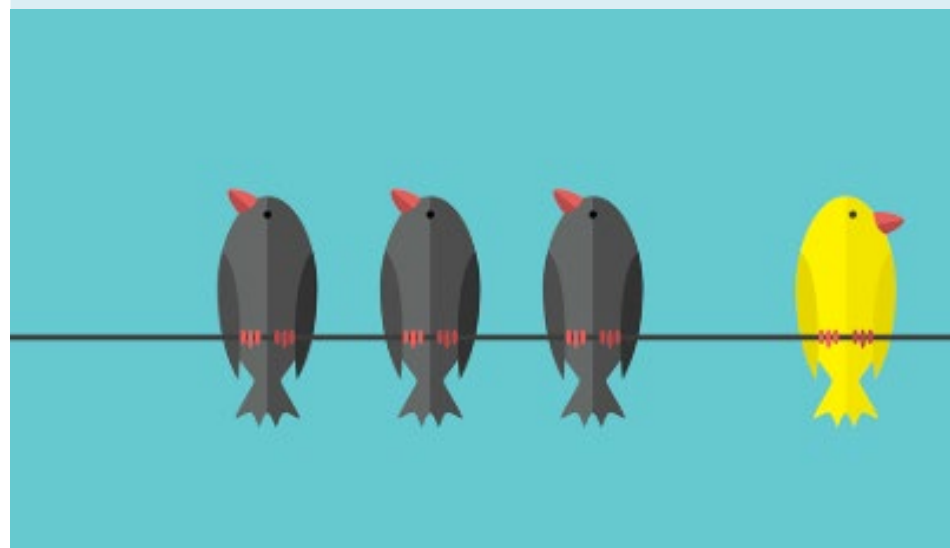Institutional Innovation and Effectiveness

Cultural Competence Continuum

Incapacity

Lack of capacity of systems to respond to needs, interest and preferences

Cultural Competence Continuum

Blindness

Failure to recognize or acknowledge the existence of cultural diversity and its impact

Cultural Competence Continuum

Sensitivity

Explore cultural issues. Committed to assess needs. No clear plan.

Welborn, 2023

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Cultural Competence Continuum

Systems and organizations that demonstrate understanding, acceptance and respect for cultural differences

Competence

Cultural Competence Continuum

Hold culture in high esteem, use this a foundation to guide all of their endeavors, implement changes

Proficiency

Welborn, 2023

How to achieve Proficiency?

Overcoming Barriers

Relying on Guiding Principles

Collecting Data

Planning for Change

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How to achieve Proficiency?

Sustainability

Leadership

Teams

Identification of WHAT and WHY

Professional Learning Structures

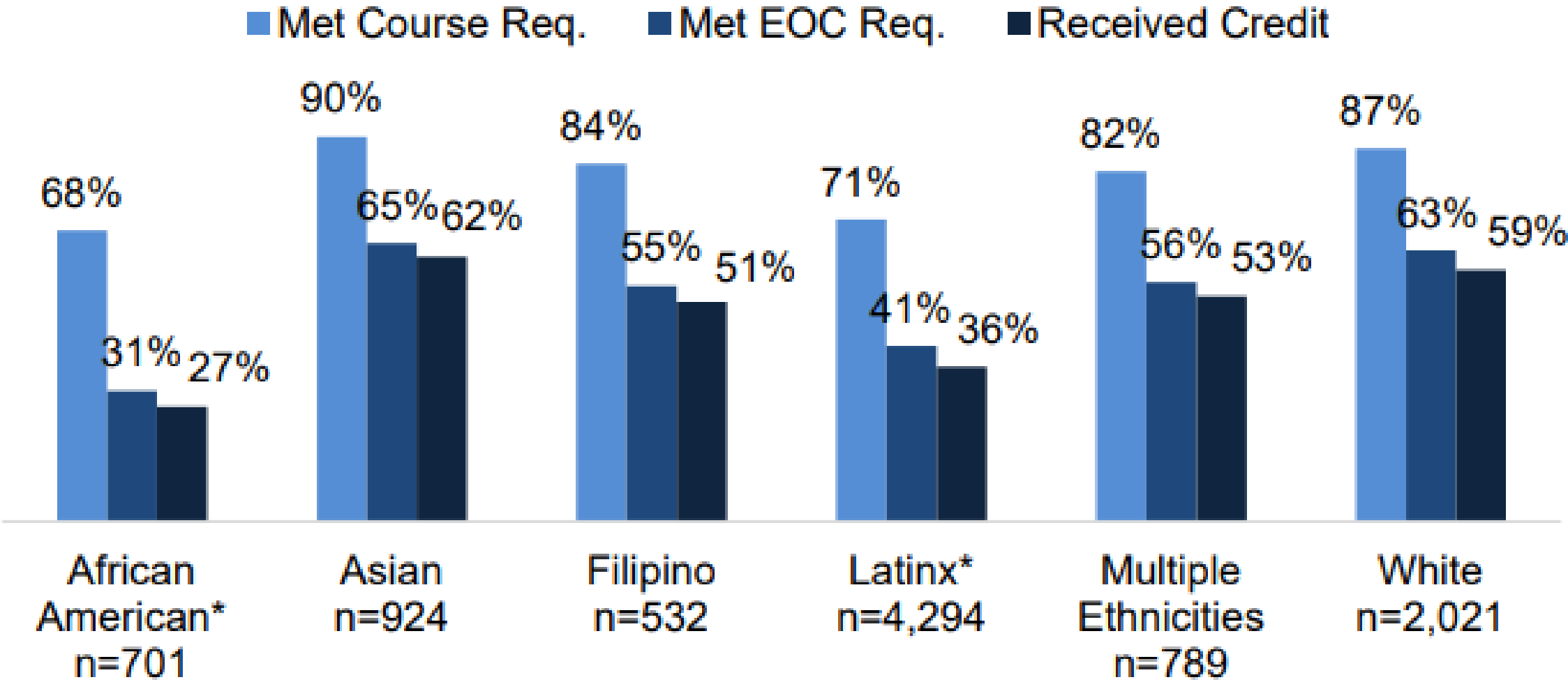Culture of Collaboration

Assessment

Data Practices

- Analyzing Disproportionate Impact
- Data Inquiry, Reflection, and Continuous Improvement
- Sharing Results and Facilitating Debrief Discussions

Data Practices -Example

Figure 6. 2023-24 College Credit Checkpoint Completion Rates, by Ethnicity

■ Met Course Req.   ■ Met EOC Req.   ■ Received Credit

	Met Course Req.	Met EOC Req.	Received Credit
African American* n=701	68%	31%	27%
Asian n=924	90%	65%	62%
Filipino n=532	84%	55%	51%
Latinx* n=4,294	71%	41%	36%
Multiple Ethnicities n=789	82%	56%	53%
White n=2,021	87%	63%	59%

*Asterisks indicate groups that are DI in receiving credit in two or more DI methodologies.

CTEArticulationCBE_SDUSD_23-24_

Data Practices -Example

Table 3. Gaps in College Credit Checkpoint Completion, by Ethnicity

	Group	Met Course Req.		Met EOC Req.		Received Credit	
		2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
% of Each Group Achieving Checkpoints	Asian	77%	90%	61%	65%	58%	62%
	White	72%	87%	58%	63%	55%	59%
	Filipino	66%	84%	50%	55%	48%	51%
	African American	51%	68%	30%	31%	25%	27%
	Latinx	37%	71%	35%	41%	30%	36%
	Reference (Max)	**77%**	**90%**	**61%**	**65%**	**58%**	**62%**
Gap Between Each Group and Reference Group	Asian	0%	0%	0%	0%	0%	0%
	White	-4%	-3%	-3%	-2%	-4%	-3%
	Filipino	-11%	-6%	-12%	-10%	-11%	-11%
	African American	-25%	-22%	-31%	-35%	-33%	-35%
	Latinx	-40%	-19%	-27%	-24%	-28%	-26%

CTEArticulationCBE_SDUSD_23-24_

Toolkit

https://nccc.georgetown.edu/foundations/framework.php

https://nccc.georgetown.edu/curricula/documents/TheContinuumRevised.doc

https://www.cue-tools.usc.edu/
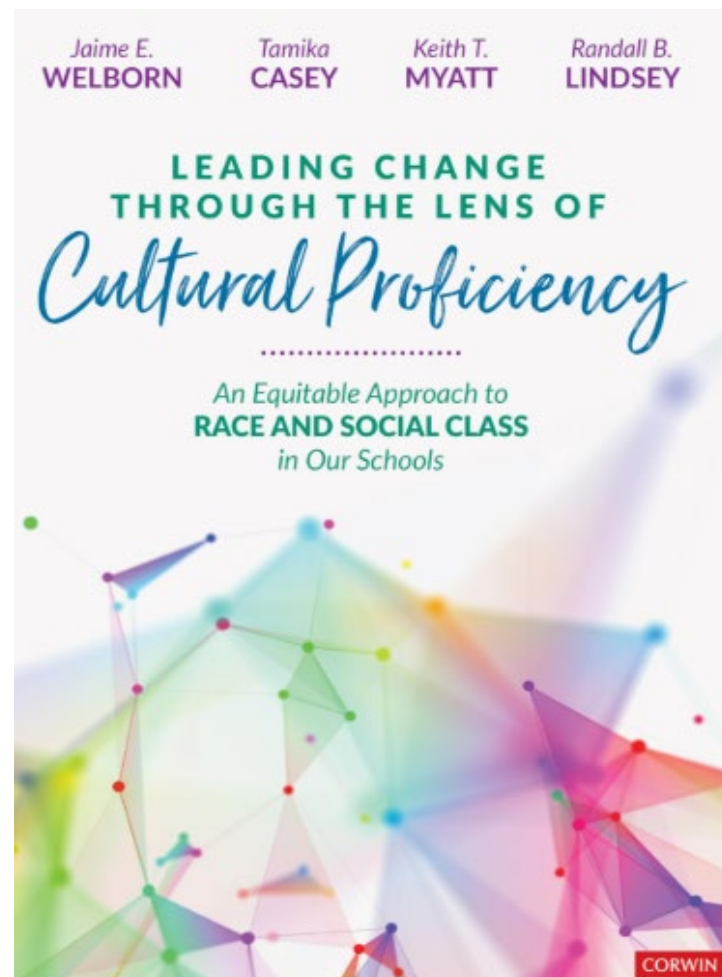
Welborn et al., 2022. Leading Change Through The Lens of Cultural Proficiency, Corwin.

Questions

Workshop Evaluation

Please click the link in the chat or use the QR code to tell us how the workshop went so we can improve future offerings!

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THANK YOU