



SAN DIEGO
Community College District

City College · Mesa College · Miramar College
College of Continuing Education

SOGI Data at the San Diego Community College District

*Quantitative Findings & Qualitative
Reflections*

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SDCCE FLEX: 38719

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San Diego Community College District

Agenda

1. Introductions
2. Background & Context
3. Quantitative Findings
4. Qualitative Reflections
5. Activity
6. Wrap-up & Gratitude



Jaime
(they/he)



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Introduction

Former SDCCD student & current employee

Applied Anthropologist & Qualitative Data Nerd

Member of the CCC SOGI Coalition

Queer & trans

My motivation for this work is to connect with LGBTQIA+ students and colleagues to understand some of our rich experiences and make the SDCCD a better place for all of us.

This also means working in community with colleagues statewide to address the problematic ways in which we collect and use (or do not use) SOGI data.



Stephen
(he/him)



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Introduction

Former Literature/Writing student, tutor

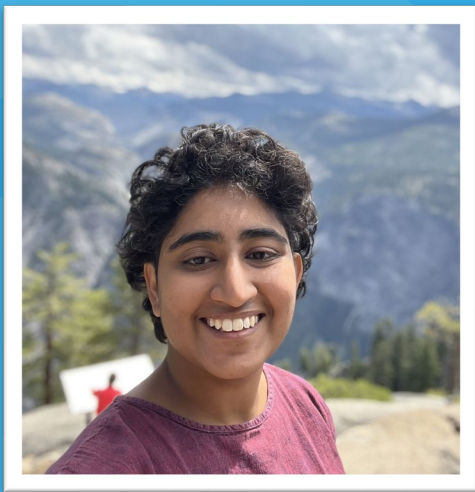
Storyteller

Straight & cis

This work has always been important and often under-resourced. Now more than ever it is important to prioritize visibility and safety for LGBTQIA+ students and faculty.

I hope that this quantitative data can support ongoing advocacy and student support efforts for the LGBTQIA+ community in San Diego, California, and the rest of the nation.

Rajitha (they/them)



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Introduction

Former neuroscience student and researcher

Part-time Math, Science and Executive Functioning Tutor

Grad Student and Data Nerd (Master's in Learning Analytics)

Queer, Trans and Nonbinary

To advocate effectively for LGBTQIA+ students, we need inclusive and representative data. The lack of this data renders LGBTQIA+ students invisible in policy and funding decisions.

This work is essential to ensuring access to the life-saving services and support systems that every student needs and deserves.

Who's in the room?



SDCCCD 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.** We increase the prosperity and well-being of our local communities and the state of California.



Pride Center





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Quantitative Work at SDCCD

SDCCD received grant from AAAS to develop SOGI data infrastructure

Prior to the grant, usage of SOGI data at SDCCD was limited

Significant limitations in availability and quality of data.

Used sparingly to support LGBTQIA+ programs and services and focused more on qualitative data.

This lack of engagement with SOGI data is not uncommon in the CCC System.



Quantitative Work at SDCCCD: Data Source Overview

Gender/Transgender

This information will be used for state and federal reporting purposes. It is optional and voluntary and will not be used for a discriminatory purpose. "Gender" in this context, means a person's sex, or a person's [gender identity](#) and [gender expression](#).

Gender ⓘ

-- Select Gender --

Do you consider yourself [transgender?](#) ⓘ

-- Select Transgender Response --

Sexual Orientation

By California law, the California Community Colleges collect voluntary demographic information regarding the sexual orientation, gender identity, and gender expression of students.

- This information is used for summary demographic reporting and will not be used for a discriminatory purpose.
- Your responses are kept private and secure.
- Providing this information is optional.

Please indicate your [sexual orientation](#) ⓘ

-- Select Sexual Orientation --

California Community
College (CCC) students all
complete a single
application:

CCCApply



Quantitative Work at SDCCD: Data Source Limitations

Gender/Transgender

This information will be used for state and federal reporting purposes. It is optional and voluntary and will not be used for a discriminatory purpose. "Gender" in this context, means a person's sex, or a person's [gender identity](#) and [gender expression](#).

Gender ?

- ✓ -- Select Gender --
- Female
- Male
- Non-binary
- Decline to State

Do you consider yourself [transgender?](#) ?

- ✓ -- Select Transgender Response --
- Yes
- No
- Decline to State

information regarding the sexual orientation, gender identity, and gender expression of students.

- Select Sexual Orientation --
- Straight/Heterosexual
- ✓ Gay or Lesbian/Homosexual
- Bisexual
- Other
- Decline to State
- Select Sexual Orientation --

Application items also use **non-representative item choices**

Report uses "LGBTQ" and includes that narrow definition as a limitation





Quantitative Work at SDCCD: **Data Source Limitations**

The current SOGI data structure **excludes students who apply while in high school**; these are generally some of our highest-performing students.

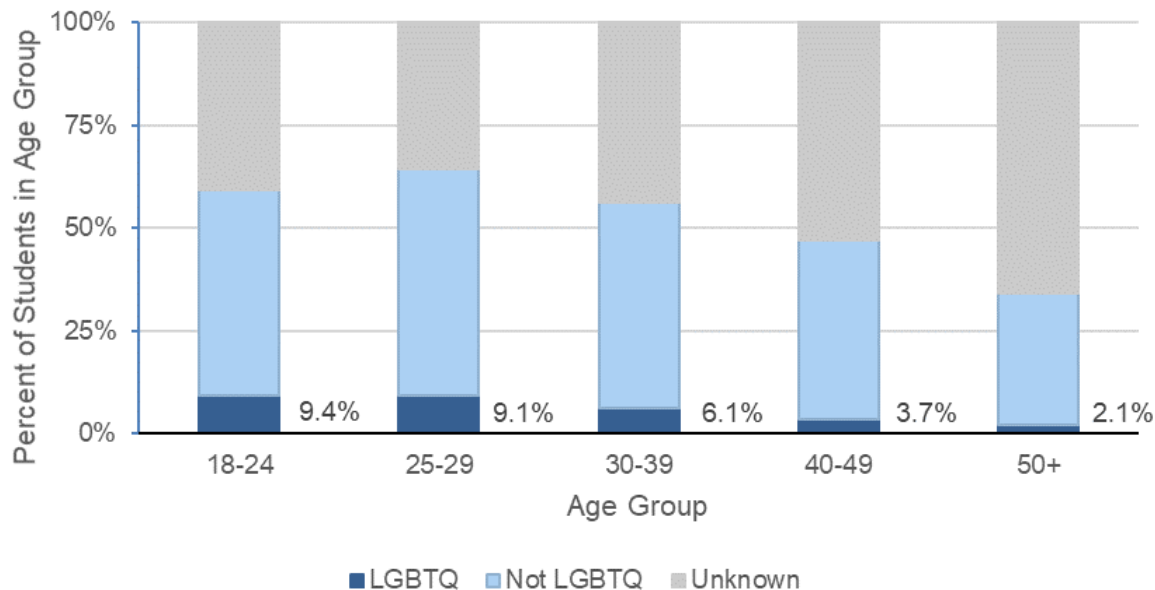
- Only students aged 18+ complete SOGI questions on application
- SDCCD serves a large and growing number of high school students taking college classes (dual enrollment / special admit)
- Students do not need to re-apply each term, so we are currently set up to never collect SOGI data about high school applicants
- Younger students identify as LGBTQ more often





Quantitative Work at SDCCCD: Data Source Limitations

Younger students, who are excluded from SOGI data collection, identify as LGBTQ more often than older students, contributing to under-reported rates



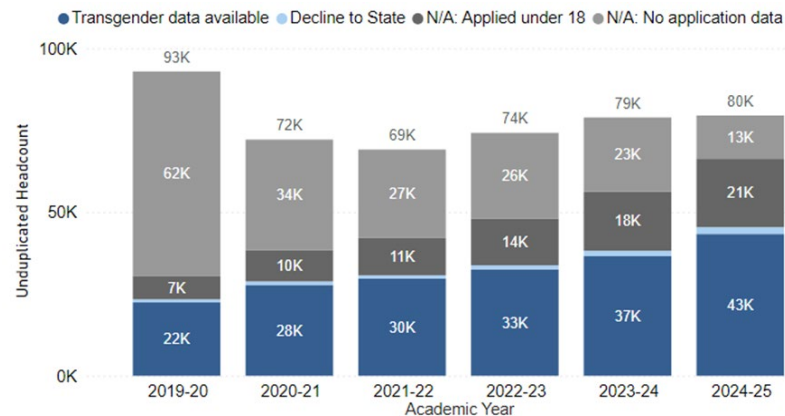
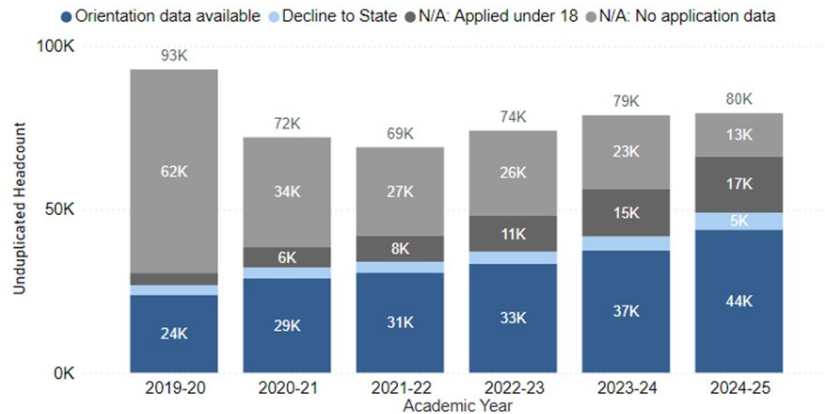


Quantitative Work at SDCCD: What we have



Orientation data is available for 54%
of enrolled students in 2024-25.

Transgender data is available for 53%
of enrolled students in 2024-25.



How do we report SOGI application data?

Generally, SOGI data should be reported as granularly as possible. When cell sizes are too small, or in executive summaries, data may be aggregated up to "LGBTQ" and "Not LGBTQ."

Table 4. Levels of Disaggregation for Orientation

	LGBTQ			Not LGBTQ	Unknown	
Level 1	LGBQ			Straight	Decline to State	Unknown
Level 2	Gay/Lesbian	Bisexual	Other			

Table 5. Levels of Disaggregation for Gender

	LGBTQ			Not LGBTQ		Unknown	
Level 1	Transgender		Non-Binary	Cisgender		Decline to State	Unknown
Level 2	Transgender Female	Transgender Male		Cisgender Female	Cisgender Male		

What does our application data show us?

We estimate the number of LGBTQ students at each college based on data availability

Table 1. Percent of SDCCD Students who Identified as LGBTQ in 2023-24 and 2024-25

	% LGBTQ (of those w/ Available Data)	# LGBTQ Reported	# Estimated
SDCCD	13%	7,694	15,700
City	17%	3,340	5,900
Mesa	16%	4,387	7,800
Miramar	12%	2,619	4,800
SDCCE	8%	1,021	2,900

Making SOGI Data Actionable: Intersectional Analysis

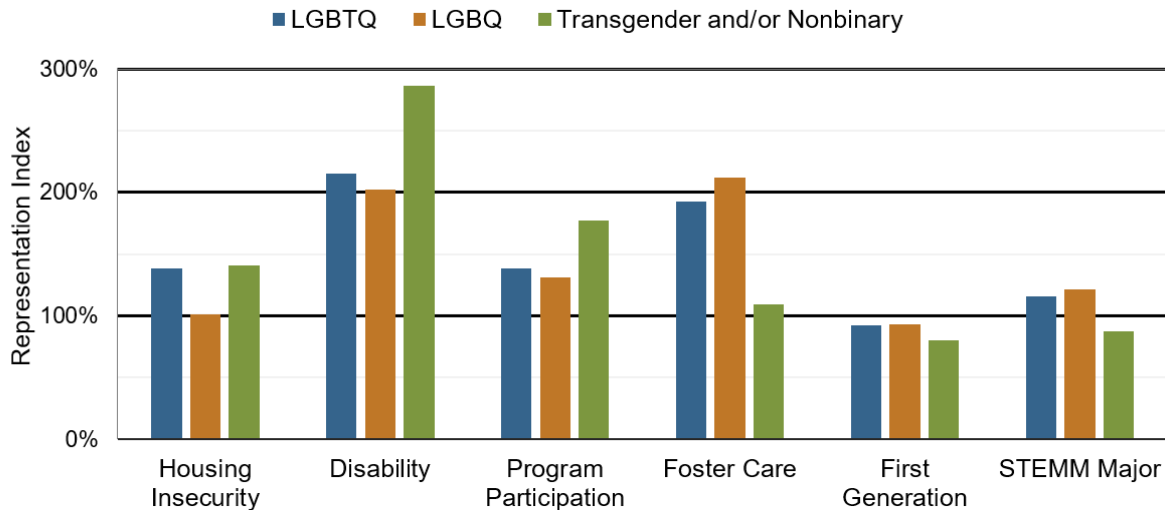
- We looked across available variables to create identity values (Housing Insecure, Program Participation) with which to crosstab SOGI data
- Replicated this approach, to the extent possible, at more granular SOGI levels, and by college

		LGBTQ	Not LGBTQ
Total		13%	87%
Housing	Yes	18%	82%
Insecure	No	13%	87%
DSPS	Yes	28%	72%
	No	13%	87%
Program	Yes	18%	82%
Participation	No	13%	87%
Foster Care	Yes	25%	75%
	No	13%	87%
First	Yes	12%	88%
Generation	No	16%	84%
STEMM Major	Yes	15%	85%
	No	13%	87%

Making SOGI Data Actionable: Representation Index

- Representation Index indicates LGBTQ student over-representation

Figure 8: Representation Index of LGBTQ students across categories



Representation Index Highlights



Districtwide intersectional trends hold true at each of the colleges. However, representation of LGBTQ students among those who...

- ...received DSPS, participate in programs like Promise and Umoja/Puente/HUBU, and have experienced the Foster Care system **was highest at Miramar College**
- ...were Housing Insecure was highest at SDCCE and Miramar
- ...had STEM majors was higher at Miramar (Biology, Computer Science) and much higher at SDCCE (IT/Cybersecurity, Computer Science)

These intersections are notable because overall representation was lower at Miramar (12%) and SDCCE (8%) than at City (17%) and Mesa (16%).

Representation Index Highlights

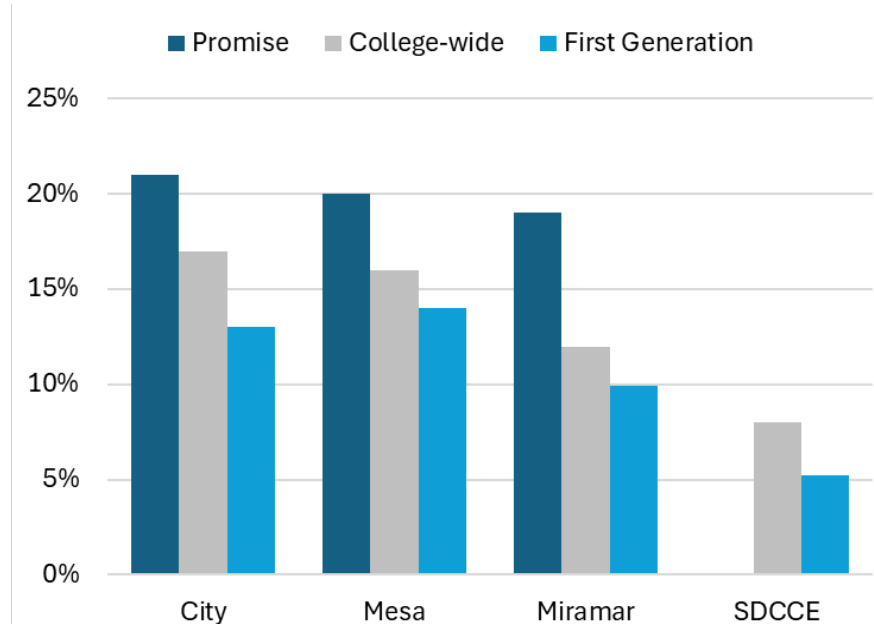


Representation of LGBTQ students among those who...

- ...were First Generation was **lower** at each of the colleges, possibly due to the multiple systems of oppression facing these students.

The Promise Program does appear to support LGBTQ students towards enrollment.

Representation of LGBTQ students, by demographic and college



Data Governances

Guarantee of privacy

Towards effective and ethical use of SOGI data



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The data presented here **should be used to:**



- **Support Equity Planning**
- **Identify Broad Patterns**
- **Inform Program Evaluation**
- **Strengthen Advocacy**

This data should **not be used to:**



- **Identify or Contact Individual Students**
- **Disaggregate at Small Scales**
- **Make Assumptions About Identity**

Data Governances

Guarantee of privacy

Towards effective and
ethical use of SOGI data



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Usage Guidelines

- Report representation based on available data
- Use language that establishes reported data as minimum representation of LGBTQ students
 - "**At least** 15,700 LGBTQ students enrolled at SDCCD in 2023-24 and 2024-25."
- When not to/to, how far to aggregate
- Understand limitations on data
- Use most recent available

Security: Users, credentials

Transparency on data use

Next Steps

Top-down distribution of
SOGI data



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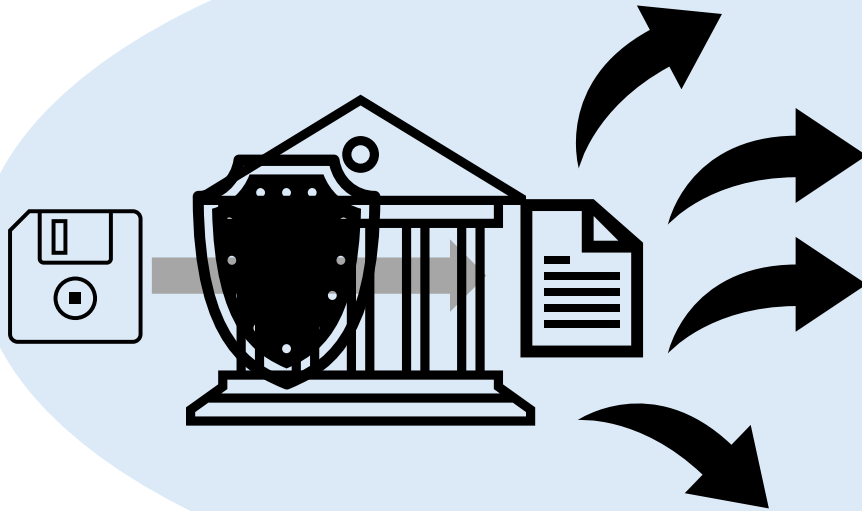
Engage Users of SOGI Data

Need to start with executive leadership (Cabinet) and District Governance Council (DGC)

- Standardize expectations of data
- Speak to previous requests to this data
- Establish foundation for conversation around increasing access to student-level data

**Cabinet > DGC > Campus Leadership >
Campus Offices**

Required: Privacy Towards: Effective and Ethical



Create/Support/
Resources space for
LGBTQ+ students

SDCCD Qualitative Project



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In interest of time, we are focusing on our quantitative results, which have not yet been presented to our community.

We will briefly go over the key qualitative takeaways now, and if you are interested in watching our full qualitative presentation from Fall 2025 you can click on the links in the chat!



Qualitative Framework and Methods

- Intersectional and critical queer framework
- Student focus groups with 15 students
- Interviews with 15 employees
- All conducted via zoom
- Transcription, coding, memos, and concept map creation with super cool research assistants!



Key Takeaways (continued)

Explore the
employee results
map on your own!



- **Power** is the overarching concept related to employees in this study.
- Employees are both powerful leaders in their support for queer and trans students and frustrated by the ways in which **hierarchies, policies, and bureaucratic processes can create barriers to their work.**
- Employees are the frontline support system for queer and trans people across the District. **Organizing has been incredibly effective** in making positive changes occur districtwide.
- A more **engaged, participatory approach to research has yielded positive actions from the data and the PROCESS** itself.



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Some changes since the study began...

- City, Mesa, and Miramar Colleges have **pride centers!** SDCCE is in exploration. Each college has a designated LGBTQIA+ programming lead.
- The **SDCCD District Queer Alliance employee resource group** was born in 2021 as part of the process of this study and is now becoming a **District Governance Council advisory committee.**



Some changes since the study began... (Continued)

- **Safe zone trainers** across the district now regularly meet and developed a **LGBTQIA+ 101** canvas training for anyone in the SDCCD to access.
- The SDCCD DQA wrote a **board resolution** that was passed in 2023 to raise the pride flag and affirm material support for LGBTQIA+ people across the district.
- City and Mesa Colleges are launching LGBTQIA+ **learning communities**.
- And more!



Areas for Continued Action

- Push to make all pride coordinators full-time and contract (we now have three out of four!)
- Continued cultural competency training across the district.
- Ensure that LGBTQIA+ students who exist in all bodies have space to Be. Belong. Become.
- Continue to listen to queer and trans employee voices in the now and dismantle barriers that keep us from thriving ourselves and supporting our students to the fullest.



Some Final Thoughts

We threw a lot at you! Here are some final thoughts about SOGI data broadly at a high level to wrap us up.



Final Thoughts (Continued)

- SOGI data quality is challenged by system-level shortcomings
- Using the data we do have meaningfully means:
 - Intersectional analysis
 - Flexible reporting approaches
 - Preserving safety and representation



Final Thoughts (Continued)

- SOGI data are more than quantitative points
- Ethically using data on queer and trans populations also means giving voice to queer and trans students and employees to give context and guide data collection, research more broadly, and programming on campus.



Final Thoughts

- **SOGI data needs to be:**
 - Collected from any student who wants to report (within legal limits)
 - Inclusive and humanized
 - Rigorously protected from those who might cause harm (intentional or not)
 - Used to tangibly impact Queer and Trans student lives





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Any Questions?

Thank you for sharing this time with us!

Please fill out the evaluation form in the chat or using the QR code to tell us how you found the workshop!

Please reach out

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