RRCC Strategic Plan for Diversity, Equity, and Inclusion (DEI)

Red Rocks Community College has served as a leader in our efforts toward greater diversity and inclusion of all members of our community. Still, there is more work to be done, and our next evolution will include a strong lens on equity.

To familiarize you with the differences between these concepts, the RRCC Equity & Inclusion Council developed the following terminology to be used consistently across the institution.

**Diversity**: the broadest spectrum of humanity which include individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)

**Inclusion**:  Active, intentional, and ongoing efforts to create a culture of belonging where individuals feel welcome, valued, and supported

**Equity**: the creation of opportunities, systems, and structures which remove barriers and close gaps in outcomes for those from historically underrepresented groups[[1]](#footnote-1)

**Equity-Mindedness**:  "The term 'Equity-Mindedness' refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education."[[2]](#footnote-2)

Many members of the RRCC Community were involved in the development of this plan. It represents input from the RRCC Strategic Planning Committee, the writing team, faculty surveys, and student reflections. From all of that, and the data available to us, the Equity & Inclusion Council has developed this plan as a pathway forward. It is meant to be a fluid document, and as such should reflect the changing needs of the college as well as the community we serve, particularly as we experience rapid changes in our plans and resources due to Covid-19.

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| Goal | S/T # | Strategies and Tactics | Accountability | Timeline | Measures/KPIs | Baseline | Target | 2020 – 2021 Updates |
| Goal 1: Create and sustain a campus climate which supports the values and goals of the institution, particularly those in support of equity and inclusion. | 1.A | Assess the campus climate for inclusiveness on a regular cycle to determine how RRCC is serving various constituencies and communities. | | | Campus Climate Survey | Percentage of students responding agree or strongly agree. | Percentage of students responding agree or strongly agree. |  |
| 1.A.1 | Amend campus climate survey to include questions targeted at E&I of campus (employee and student) | Institutional Research, E&I Council, Inclusion & Diversity |  | **Q24** – I would recommend Red Rocks Community College to a friend.  **Q28** – As a student at RRCC, I feel a sense of acceptance and belonging here.  **Q30** – As a student at RRCC, I feel the need to hide. personal characteristics that may be negatively perceived.  **Q31** – It is uncommon to hear RRCC employees make offensive, biased, or discriminatory comments about other employees or students.  **Q32** – It is uncommon to hear RRCC students make offensive, biased, or discriminatory comments about other employees or students.  **Q36** – I have experienced harassment, discrimination, or bias due to my gender.  **Q37** – I have experienced harassment, discrimination, or bias due to my race or ethnicity. |  | All questions - >95% for all student demographic groups | No student climate survey or internal employee survey was distributed this year due to the added burdens of COVID on students and faculty/staff workloads. However, progress was still made on this goal:   * The Executive Team developed a Continuous Improvement Plan to address communication and transparency, particularly around issues of DEI * DEI questions were added to the CCCS employee climate survey, allowing RRCC to set baseline metrics that can be compared across the system; the shortcoming is that this data isn’t disaggregated in ways that were helpful (such as by race) in our internal employee climate survey. The initial data for RRCC is linked here: <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:d3dfb875-f1e8-4c54-8e6e-a3a0435a6975> * For 2021, the Executive Team will establish targets for the new DEI questions in the system climate survey. |
| 1.A.2 | Define what constitutes a healthy campus climate | E&I Council, Inclusion & Diversity, Executive Team |  |
| 1.A.3 | Continue to deploy the campus climate survey for students every two years | Institutional Research |  |
| 1.A.4 | Continue to deploy the campus climate survey for faculty and staff every three years | Institutional Research |  |
| 1.B | Infuse inclusive excellence and cultural competence across the institution. | | | Participation in training and development opportunities to promote equity and inclusion; Climate Survey Q31, Q32 |  |  |  |
| 1.B.1 | Provide professional development around various aspects of diversity and inclusion, focusing on underserved populations | Inclusion & Diversity, in partnership with Accessibility Services, Veterans Services, International Student Services, and beyond |  | *Existing Development Opportunities*  Intercultural Competence (Levels 1 – 4)  Safe Zone  Dream Zone  Green Zone  Poverty 101  Faculty Reflective Practice Group: Equity Scorecard Process |  | In each employment category, at least 80% of employees will have completed at least some development opportunities, and 50% will have completed 3 or more.  We will also advocate for the idea that these development opportunities should be mandatory for all employees. | RRCC paused most of our standard trainings in this area during 2020-2021, but added alternative modes for employees to increase their competencies for DEI.   * The Inclusion & Diversity department hosted a college-wide bi-weekly book club for Ibram X. Kendi’s *How to Be an Anti-Racist.* * Human Resources sponsored CUPA’s 21-Day Challenge for Racial Equity. 87 employees signed up for the materials and 47 participated weekly in the town hall meetings. * The Dream Team and the I&D department have been working on updating the Dream Zone training for the college and putting it into a remote format to be accessible by more people. * Training on the proper use of pronouns was delivered to multiple groups including the Student Success Leadership Team and the ATP constituency. * Professional Learning Communities met on a regular basis to research, discuss, and test out new ways to approach our work both inside and outside the classroom:   + Racial Equity in Policy: 8 participants   + Racial Equity in Teaching and Learning: 8 participants   + Humanity of Inclusive Teaching (RRCC also purchased a one-year subscription for this content to support faculty development): 8 participants   These learning communities were so successful that RRCC is adapting our CCCS Equity grant application to reflect this approach for faculty development. |
| 1.B.2 | Develop training around identifying and addressing bias | Inclusion & Diversity |  |
| 1.B.3 | Conflict resolution and active bystander training for students, staff, and faculty | Inclusion & Diversity |  |
| 1.B.4 | Clear expectations for Inclusive Excellence across all College Divisions developed, and readily available for reference | E&I Council, Inclusion & Diversity, Executive Tam |  |
| 1.B.5 | Professional development to encourage equity-mindedness and education regarding barriers that traditional practices may encourage | Inclusion & Diversity, (future) Teaching and Learning Team |  |
| 1.C | Encourage college-wide engagement with issues of equity, inclusion, and diversity, in order to facilitate a climate where these concepts are frequently discussed and embraced. | | | Participation in professional development opportunities; Attendance/participation in cultural events |  |  |  |
| 1.C.1 | Develop a climate where individuals are informed about and equipped to effectively address incidents of bias between individuals and in our systems | All College |  | *Existing Activities*  Intercultural Competence Training  Student training through the Center for Inclusion and Diversity  Cultural Events and Programming | For faculty/staff development baseline, see 1.B  Number of students participating in I&D events in 2018-2019: **1165** | This target has yet to be determined because of shifting plans for COVID-19 | * The Dream Team and the newly hired I&D program coordinator have begun work on an online (D2L) Dream Zone training focused on serving undocumented students * The college held a year-long book club on Kendi’s How to Be an Anti-Racist, and college staff participate in CCCS book clubs on this book as well * Open forums were held after the insurrection at the capitol on January 6th for community members to process their feelings and perspectives. * FYE learning outcomes have been established and two outcomes pertaining to DEI are included in the “Community Connections” category (see below), one of which is an outcome for the RRCC Common Learning Competency of Respect for Diversity and Global Awareness. Assessment of these outcomes will be included in future reports:   + Express understanding of the value of diversity in educational, work, and community settings.   + Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. (RRCC CLC) |
| 1.C.2 | Expand online learning and engagement opportunities on Inclusion & Diversity topics, with a focus on fast, interesting, and accessible learning tools. | Inclusion & Diversity, E&I Council, Marketing, Instructional Technology |  |
| 1.C.3 | Explore ways to discuss current events with RRCC community in a way that is sensitive and oriented towards learning and trauma-informed | Inclusion & Diversity, E&I Council, Marketing |  |
| 1.C.4 | Include Inclusive Excellence learning goals in First Year Experience (FYE) and Orientation Initiatives | First Year Experience, The HUB, Inclusion & Diversity |  |
| 1.C.5 | More celebrations of the diversity of our community, with a focus on inclusion and accessibility | Inclusion & Diversity, International Student Services, Accessibility Services |  |
| 1.C.6 | Update Intercultural Competency Trainings and Zone Trainings, including the completion of new ‘Access Zone’ | Inclusion & Diversity, E&I Council |  |
| 1.C.7 | Strengthen communication between Inclusion & Diversity, Veterans Services, LSAMP, International Student Services, Accessibility Services, and Trio, to better support and refer students | Inclusion & Diversity, Veterans Services, LSAMP, International Student Services, Accessibility Services, and Trio |  |
| 1.D | Revise college processes to be more inclusive and supportive of our equity goals | | | List of reviewed and updated processes, including equity-focused changes |  |  |  |
| 1.D.1 | Revise process for identifying bias or disparate impact of processes and procedures within the college. | Inclusion & Diversity, Executive Team |  |  |  | TBD | This year multiple efforts took place to move us forward on this goal.   * A Policy Equity Professional Learning Community (PLC) met regularly to discuss how to approach reviewing policies for bias and tools available for this activity * The ILEARN team developed a template for reviewing procedures and operational guidelines for equity impacts. * Enrollment Services will be piloting this process in May 2021 using the enrolment appeals process as the sample to review. * The Collaboration Council – RRCC’s shared governance body – updated their bylaws * The Executive Team, along with Collaboration Council, created a new representative body to provide community feedback to the RRCC Police Department |
| 1.D.2 | Develop and deploy a process to address incidents of bias at the college. | E&I Council, Inclusion & Diversity, Executive Team |  |  |  |  |
| 1.D.3 | Decentralize the decision-making process to provide for more employee empowerment and leadership opportunities | Executive Team, Human Resources, Faculty, ATP, and Classified Representatives |  |  |  |  |
| 1.D.4 | Assess policies and reporting processes related to Title IX and Sexual Harassment and Assault, ensuring survivor safety and wellbeing | Human Resources, BIT Team, Behavioral Health, Inclusion & Diversity |  |  |  |  |
| 1.D.5 | Integrate restorative justice into the student code and process | SSLT, BIT Team, Inclusion & Diversity | 2019-2020 |  |  |  | The [CCCS Student Behavioral Expectations And Responsibilities Resolution Procedure (SP4-30a)](https://www.cccs.edu/policies-and-procedures/system-presidents-procedures/sp-4-30-student-disciplinary-procedure/) and the Code of Student Behavioral Expectations and Responsibilities were updated on February 10, 2021 to reflect a restorative justice framework. The updated policy is being communicated to students through the handbook and the college website. |
| 1.D.6 | Create a standard of Accessibility as a foundational requirement for all RRCC experiences and media | Accessibility, Inclusion & Diversity, E&I Council, Marketing, Instructional Technology |  |  |  |  | RRCC adheres to CCCS [SP 3-125g](https://www.cccs.edu/policies-and-procedures/system-presidents-procedures/sp-3-125g-web-accessibility-procedure/) which requires full web accessibility to the Web Content Accessibility Guidelines 2.0 (WCAG) – Level AA of compliance. RRCC has developed the [RRCC Web Accessibility Implementation Plan](https://rrcc0-my.sharepoint.com/:w:/g/personal/jen_macken_rrcc_edu/Efq2CjA8SJtPhHFe-K2S75kBMo1DB5kg7usuqJmyOJBISA?e=4cJy8h) to ensure that our faculty and staff meet and exceed this standard to provide accessible learning opportunities for our students.  In 2020 – 2021, these members of the college community completed Accessibility training:   * 2 student employees * 17 content editors (across business services & faculty) * 64 staff from student success |
| 1.E | Utilize physical and virtual spaces for historically underserved communities which are accessible, supportive, and reflect the values and needs of our students, faculty, and staff. | | | Number of students utilizing cultural centers on campus; Campus Climate Survey Q28-Belonging | Percentage of students selecting agree or strongly agree |  |  |
| 1.E.1 | Complete audits of campus physical spaces and posted messaging about Inclusion for both Lakewood and Arvada campuses | E&I Council, Inclusion & Diversity, |  |  | Number of students utilizing cultural centers: *unknown*  Q28 – Race – see 1.A  Q28 – Sexual Orientation:  Gay/Lesbian/Bisexual/ Pansexual: 87.1%  Straight/Heterosexual: 88.1%  Questioning/Unsure: 92.1% | TBD  Q28 – Greater than 95% for all student demographic groups | * On-campus cultural centers have not been accessible to students during COVID as RRCC has exercised caution for student safety. We look forward to students being able to return in 2021-2022. |
| 1.E.2 | Grow use and community within our cultural spaces (LGBTQ+ Center, CME, Center for I&D, Military and Veteran Student Center. | Veterans Services, Inclusion & Diversity, |  |
| 1.E.3 | Create virtual spaces for remote engagement, including conversations and cultural social spaces | Marketing, Inclusion & Diversity, Instructional Technology, IT |  |  |  |  | * The RRCC Student Remote Engagement Task Force launched the Virtual Student Union as a space for students to connect and find resources during the pandemic. * The LGBTQ+ Center launched a [Discord](https://discord.com/) channel to keep students connected during the pandemic. |
| Goal 2: Recruit faculty, staff, and students from historically underserved and minoritized communities. | 2.A | Ensure that our student body is reflective of our service area (while also considering available research on community college matriculation) through recruitment of historically underserved communities. | | | Student body demographic composition based on enrollment and campus climate data | Percentage of Students at RRCC and Population of Service Area (2010 Jefferson County Data Used; will update with new census) |  |  |
| 2.A.1 | Set goals and targets supported by data from a holistic look at our local communities | Institutional Research, E&I Council, Inclusion & Diversity |  | Variances between RRCC and Jeffco (18-19) (using CCCS data book and [Jeffco Data](https://www.jeffco.us/DocumentCenter/View/2383/Race-and-Ethnicity-PDF) from the 2010 census).  AI/AN: -0.3%  A/PI: +0.5%  B/AA: +1.0%  H/L: +3.9%  Multi: +1.7%  W/C: -14.9% | |  | Variances between RRCC and Jeffco (19-20) (using [CCCS data book](https://drive.google.com/file/d/1vByolw_26gTKkKDwcs01VGFDGLWzOR4C/view) and [Jeffco Data](https://www.jeffco.us/DocumentCenter/View/2383/Race-and-Ethnicity-PDF) from the 2010 census).  AI/AN: +0.3%  A/PI: +0.7%  B/AA: +0.7%  H/L: +4.6%  Multi: +1.9%  W/C: -14.1%  RRCC has offered an ongoing conversational Spanish group which meets monthly over the 2020-2021 academic year.  International Student Services, Student Outreach and Recruitment, Accessibility Services, and Enrollment Management met with the Vice President of Student Success to discuss potential communities for outreach and next steps to support students from these underserved communities such as English Language Learners and students with disabilities. |
| 2.A.2 | Instructional Programs to find “natural” in-roads to connect with diverse target communities | Instructional Services |  |
| 2.A.3 | Create and maintain collaborative networks of community organizations where we might reach prospective students | Inclusion & Diversity, SOaR |  |
| 2.A.4 | Diversify media outreach to increase awareness of programming to underserved communities | Marketing |  |
| 2.A.5 | Multilingual outreach materials | Marketing, SOaR |  |
| 2.A.6 | Prioritize bilingual/multilingual and cultural competency skillsets on our recruitment team | SOaR, Human Resources |  |
| 2.A.7 | Develop mentorship program for first-generation and underrepresented students | E&I Council and Inclusion & Diversity |  |
| 2.A.8 | Discern and widen our concept of ‘Service Area,’ with attention to increased outreach to non-local and international students | Executive Team, International Student Services, SOaR |  |
| 2.A.9 | Explore options for phone/technological translation services to allow for multilingual conversations between RRCC employees and students | Inclusion & Diversity |  |  | |  | CCCS as a whole is looking at shared translation services, so this strategy has been paused as of spring 2021. |
| 2.B | Actively recruit faculty from historically underrepresented populations to better reflect our service area as well as our student population. | | | Faculty demographic composition based on Human Resources Records | Faculty demographics for 2019 – 2020 Academic Year |  |  |
| 2.B.1 | Advocate for competitive salaries and additional benefits to attract large and competitive candidate pools | Executive Team, Human Resources, Faculty, ATP, and Classified Representatives |  | Because employee data was not available at the time of writing the initial plan due to COVID—19, the 2019-2020 data will be used as a baseline to set goals moving forward. | |  | * Human Resources continues to work on diversifying candidate pools, and these efforts have shown to be successful. * In support of a Student Success annual goal, a team worked to crowdsource from the staff ideas for where to post jobs to increase the diversity of the candidate pool, especially racial diversity. * Women’s Studies will be offered this fall for the first time at RRCC. * Staff from across the college were invited to apply to the CCCS Leadership Academy. * The Executive Leadership Team has approved reassign time for faculty to participate in the Inclusive Teaching Council. * Human Resources has announced an equity audit of all ATP positions to be completed in the upcoming year. |
| 2.B.2 | Improve initiatives meant to increase candidate pool diversity | Human Resources, Inclusion & Diversity |  |
| 2.B.3 | Advertise on job boards which are frequented by underrepresented populations | Human Resources, Inclusion & Diversity |  |
| 2.B.4 | Review possible additions to RRCC class list that might attract faculty from underrepresented communities | RRCC Deans of Instruction, Curriculum Management |  |
| 2.B.5 | Provide competitive opportunities for professional development and advancement | Executive Team, Human Resources |  |
| 2.B.6 | Create a supportive environment for current faculty who are members of historically underrepresented communities, to foster a real reputation of being a great place for all to work. | Instructional Services, Inclusion & Diversity, Human Resources |  |
| 2.C | Recruit staff and administrators from historically underrepresented populations to better reflect our service are as well as our student population. |  |  | Staff demographic composition based on Human Resources Records | Staff demographics for 2019 – 2020 Academic Year |  |  |
| 2.C.1 | Advocate for competitive salaries and additional benefits to attract large and competitive candidate pools | Executive Team, Human Resources, Faculty, ATP, and Classified Representatives |  |  | |  | * Human Resources continues to work on diversifying candidate pools, and these efforts have shown to be successful, particularly with our administrators who saw a 6.4% increase in administrators of color. * In support of a Student Success annual goal, a team worked to crowdsource from the staff ideas for where to post jobs to increase the diversity of the candidate pool, especially racial diversity. |
| 2.C.2 | Improve initiatives meant to increase candidate pool diversity | Human Resources, Inclusion & Diversity |  |
| 2.C.3 | Advertise on job boards which are frequented by underrepresented populations | Human Resources, Inclusion & Diversity |  |
| 2.C.4 | Review possible supportive and educational programming that might attract candidates from underrepresented communities | E&I Council, Inclusion & Diversity |  |
| 2.C.5 | Provide competitive opportunities for professional development and advancement | Executive Team, Human Resources |  |
| 2.C.6 | Create a supportive environment for current staff and administrators who are members of historically underrepresented communities, to foster a real reputation of being a great place for all to work | Instructional Services, Inclusion & Diversity, Human Resources |  |
| Goal 3: Retain faculty, staff, and students from historically underserved and minoritized communities. | 3.A | Assess policies and procedures across the college to identify and address barriers to students in meeting their goals. | | | List of reviewed and updated processes, including equity-focused changes |  |  |  |
| 3.A.1 | Improve early intervention and outreach to students failing classes | Advising, Student Information Systems |  |  | Need to identify list of processes for review | TBD | * The Student Success and Instructional Services leadership teams met together for a presentation on data and strategic planning with Dr. Landon Pirius. * Student Success began sharing emails that go out to the student body with instructional leadership so that both divisions know what students are getting. * Student Success has included the following tactic in their annual goals for 21-22: Promote and engage in opportunities to partner with other areas of the college and benefit students. |
| 3.A.2 | Online processes need to be user friendly and accessible (e.g., application, registration, etc.) | IT, Instructional Technology, Marketing |  |
| 3.A.3 | Mandatory advising sessions for first time students | Advising, Registrar |  |
| 3.A.4 | Strengthen relationship and accountability between Instructional Services and Student Success Services, addressing any perceived dichotomy between academic integrity and vigor, vs. student support | Instructional Services and Student Success Services |  |
| 3.B | Identify, deploy and market support services for students which will assist them in meeting their goals at RRCC. | | | Student Retention Data from CCCS – Table 13.3; Course Success Rates | AY 18 – 19 |  |  |
| 3.B.1 | Increase visibility of support services by increasing their presence on campus – Explore a regular resource fair, and assess whether support service presence is needed periodically on evenings and weekends | SSLT |  | Fall-to-Fall Retention Rate (full-time)  Fall-to-Fall Retention Rate (part-time)    Fall-to-Spring Retention Rate (full-time)  Fall-to-Spring Retention Rate (part-time)  Course Pass Rates | Overall: 66.0%  Students of Color: 62.1%  **Equity Gap: 3.9%**  Overall: 39.6%  Students of Color: 39.2%  **Equity Gap: 0.4%**  Overall: 81.9%  Students of Color: 82.2%  **Equity Gap: 0.3%**  Overall: 60.1%  Students of Color: 55.9%  **Equity Gap: 4.2%**  Overall: 79.9%  Students of Color: 75.2%  **Equity Gap: 4.7%** | 75%  75%  0%  55%  55%  0%  90%  90%  0%  80%  80%  0% | Overall: 60.7%  Students of Color: 57.4%  **Equity Gap: 3.3%**  Overall: 39.8%  Students of Color: 37.9%  **Equity Gap: 1.9%**  Overall: 76.9%  Students of Color: 73.9%  **Equity Gap: 3.0%**  Overall: 59.7%  Students of Color: 56.3%  **Equity Gap: 3.6%**  Overall: 83.2%  Students of Color: 78.6%  **Equity Gap: 4.6%**  **Progress on these strategies included**:   * Securing funding and pilot faculty for a fall 2021 FYE pilot to embed content into courses in each pathway * Purchase of software to strengthen collaboration and attendance of co-curricular programming * Progress and preparation to launch new website in summer 2021 * Expansion of support services to remote appointments |
| 3.B.2 | Support and Expand FYE | First Year Experience, The HUB, Executive Team |  |
| 3.B.3 | Ensure HIPs options in all pathways | Deans of Instruction, the HUB |  |
| 3.B.4 | Make opportunities for discussion groups and social cohorts to encourage engagement | Student Life, Inclusion & Diversity, Recreation Center |  |
| 3.B.5 | Strengthen co-curricular programming | All College |  |
| 3.B.6 | Encourage and incentivize faculty to keep a strong presence on campus to be available to students | Instructional Services, Business Services |  |
| 3.B.7 | Better website and marketing strategies advertising student services | SSLT, Marketing |  |
| 3.B.8 | Standardize the use of shared reporting tools like Navigate to strengthen collaboration between departments on students’ specific cases | Student Information Systems, SSLT |  |
| 3.C | Use promising practices to retain diverse staff, faculty, and administrators. |  |  | Employee Retention Data from Human Resources |  |  |  |
| 3.C.1 | Explore opportunities to launch and sustain affinity groups | Inclusion & Diversity, Wellness Committee |  | Need to establish baseline | | TBD | The Executive Team has established a regular schedule of open forums as well as visits with each employee constituency group to get feedback on college issue, initiatives, and overall morale.  The President sends out competitive opportunities for professional development such as the CCCS Leadership Academy and, the League for Innovation, and the Academic Management Institute.  An onboarding academy for deans is in development to ensure shared understandings of college values, goals, processes, and provide opportunities for relationship-building with colleagues. |
| 3.C.2 | Provide appropriate and equitable onboarding, professional development opportunities, and resources so that all employees have access to the information they need to do their work | RRCC Management in all departments, Executive Team, Human Resources, Business Services, IT |  |
| 3.C.3 | Provide regular and safe opportunities for employee feedback, including complaints, requests for training, and general ideas. Feedback should be addressed. | RRCC Management in all departments, Executive Team, Human Resources |  |
| 3.C.4 | Address culture of assimilation, and encourage authentic presence and expression amongst all employees | All College, Executive Team, Inclusion & Diversity |  |
| 3.C.5 | Review and address financial structures that cause inequities per departments, i.e. International Student Services | Business Services, Inclusion & Diversity, Executive Team |  |
| 3.D | Ensure equitable advancement opportunities for faculty and staff |  |  | Employee Promotion Data from Human Resources |  |  |  |
| 3.D.1 | Make all staff equally aware of paths to promotion. Provide transparency regarding whether opportunities for advancement are available | Human Resources |  | Need to establish baseline data | | TBD | RRCC Human Resources will be completing an equity audit of ATP staff in summer 2021 and develop a new operational guideline to appropriately reward continuing education and years of experience up hire.  RRCC offers employee tuition reimbursements for college courses, and will be looking at ways to incentivize continuing education through this audit.  Open positions at the college are sent to all employees weekly to ensure everyone is aware of the current opportunities.  All employees participate in annual performance planning conversations where they work with their supervisor on establishing appropriate professional development goals and discuss professional growth. |
| 3.D.2 | Encourage leadership to provide clear feedback and guidance for employees who are not advancing | Human Resources |  |
| 3.D.3 | Incentivize faculty and staff to take advantage of continuing education opportunities. Assess whether there are barriers to participation currently that can be addressed | Human Resources, Executive Team, RRCC Management |  |
| Goal 4: Create and sustain a learning environment that supports equity and is inclusive of the lived experiences of our students. | 4.A | Ensure equity in outcomes for students of color and those from other historically underserved communities | | | Student Completion Data from CCCS – Table 13.3 (18-19); Student Learning Assessment Data (when available disaggregated); Overall completion data from IR; courses designated as focused on diversity through the lens of power and privilege | AY 18-19 | Target | Progress Update AY 19-20 |
| 4.A.1 | Define (and potentially broaden) our understanding of “outcomes” | All College |  | Completion rate for Gateway English  Completion rate for Gateway Math  Successful completion rate (all courses)  Number of credentials awarded  Successful transfer to 4-Year institution (RRCC KPM 3.2)  Percentage of students earning a credential in 3 years (baseline from AY 17-18, cohort beginning in 2014)  Number of courses designated as diversity-focused and meet specific learning outcomes supporting understanding of privilege and power | Overall: 69.9% Students of Color: 64.3%  **Equity Gap: 5.6%**  Overall: 65.7% Students of Color: 59.8%  **Equity Gap: 5.9%**  Overall: 79.8% Students of Color: 75.3%  **Equity Gap: 4.5%**  Overall: 2035 Students of Color: 510  All Students: 15.9% Students of Color: 14.3%  Equity Gap: 1.6%  Need to develop criteria to establish baseline data. | 85%  85%  0%  85%  85%  0%  85%  85%  0%  25%  25%  0% | 2019-2020 Data  Overall: 35.3%  Students of Color: 35.7%  Equity Gap: NONE  Overall: 15.6%  Students of Color: 15.1%  Equity Gap: 0.5%  Overall: 83.2 %  Students of Color: 78.5%  Equity Gap: 4.7%  Overall: 2541  Students of Color: 651  All students: 15.0%  Students of Color: 11.4%  Equity Gap: 3.6% |
| 4.A.2 | Minimize silo-ing, and where possible standardize assessments of various areas of student learning |  |  |
| 4.A.3 | Encourage and provide resources for restorative practices in the classroom | Instructional Services Leadership, Inclusion & Diversity |  |
| 4.A.4 | Encourage and provide resources for trauma-informed instructional/classroom practices | Instructional Services Leadership, Inclusion & Diversity |  |
| 4.A.5 | Explore options for budgeting additional paid time for part-time/adjunct faculty to offer office hours, and complete prep work needed to meet accessibility needs of the class | Executive Team, Business Services, Instructional Services |  |
| 4.A.6 | Create more full-time faculty opportunities | Executive Team, Business Services, Instructional Services |  |
| 4.A.7 | Develop Equity plans for each pathway | Deans of Instruction, Department Leads/Chairs, Inclusion & Diversity |  |
| 4.A.8 | Encourage utilization of support committees: Develop STEM Equity Council. | All College |  |
| 4.A.9 | Bolster food and housing support for students | Student Life, Housing & Food Insecurity Council, Business Services, CCCS Business Services |  |
| 4.B | Provide curricular and co-curricular opportunities for students to develop the learning outcomes of global learning and respect for diversity | | | Disaggregated data on course completion rates for courses designated as teaching this learning outcome; Disaggregated student learning assessment data; New certificates developed |  |  |  |
| 4.B.1 | Workshop all syllabi to maximize opportunities for global learning and respect for diversity | Deans of Instruction, Department Leads/Chairs, Inclusion & Diversity |  | Need to develop metrics for this strategy. | | TBD | While data may be scarce, we do know that faculty (24%) enthusiastically participated in voluntary professional learning communities this year without any incentivization. These PLCs encouraged many of the tactics suggested here. The college is exploring ways to promote this type of engagement among faculty (full- and part-time) through reassignment time and other means.  Community Engaged Learning continues to develop opportunities for students to engage with real world issues as part of their learning experience in a way that benefits campus and community.  Student Life is in the process of purchasing software to track participation in co-curricular learning opportunities and assess learning outcomes for these programs.  Faculty and instructors have been provided access for one year to the Humanity of Inclusive Teaching online professional development series.  LSAMP has organized several events for our students to meet with STEM scholars of color working in the field. |
| 4.B.2 | Establishing global learning/diversity requirements in each pathway, and designations of which classes qualify | Deans of Instruction, Department Leads/Chairs, Inclusion & Diversity |  |
| 4.B.3 | Require inclusion of curricular material from underrepresented authors | Deans of Instruction, Department Leads/Chairs, Inclusion & Diversity |  |
| 4.B.4 | Explore provision of Certificates that represent global studies or diversity-related topics (taught by RRCC instructors AND 4-yr instructors – potential transfer relationships) | Deans of Instruction, Department Leads/Chairs, Inclusion & Diversity |  |
| 4.B.5 | Encourage visits and talks from discipline-relevant professionals of underrepresented communities | Deans of Instruction, Department Leads/Chairs, Inclusion & Diversity |  |
| 4.B.6 | Encourage or otherwise increase enrollment in the Arts, Humanities, and Social Sciences. Advertise cultural competencies and applicability to further education, job prospects, and civic/societal engagement and leadership | Deans of Instruction, Department Leads/Chairs, Marketing, the HUB |  |
| 4.B.8 | Strengthen relationship between Inclusion & Diversity Department and Instruction (all disciplines/departments), establishing I&D department as a partner and resource | Deans of Instruction, Department Leads/Chairs, Inclusion & Diversity |  |
| 4.B.9 | Expand service learning and community-based learning opportunities for students to connect with community partners and apprenticeships, internships, etc. with strong inclusion/equity/diversity components | Service Learning, Internships, the HUB, Inclusion & Diversity |  |
| 4.C | Ensure equity of participation in curricular and co-curricular learning opportunities, particularly High Impact Practices (HIPs) | | | Disaggregated data on participation |  |  |  |
| 4.C.1 | Make sure HIPs projects/experiential learning are accessible to students, with attention to providing equitable access to resources, technology, and other access points. | The Hub, Library, IT, Accessibility, Instructional Technology, Housing and Food Insecurity Council, Inclusion & Diversity |  | Student participation in High Impact practices  Student participation in events provided by the Center for Inclusion & Diversity  Student participation in co-curricular offerings across the institution  Number of courses utilizing HIPs | Still establishing reporting possibilities; Need to work with Hub on mapping HIPs and | TBD | The Hub has undergone a transition and continues to evolve in 2021.  Student Life is in the process of purchasing software to track involvement in co-curricular programs in order to track learning outcomes and provide students with a co-curricular transcript.  RRCC is also in conversation with PPCC on professional development for HIPs in the classroom. As an example, a team from PPCC is presenting on HIPs at the 2021 faculty summer institute, in addition to our own faculty presenting and supporting each other in the implementation of HIPs.  Due to COVID 2019, RRCC was forced to accelerate our work on remote/digital programming. The Student Remote Engagement Task Force was created to respond to the immediate pandemic crisis, and will transition their work back to the Co-Curricular Council in the upcoming academic year.  Block scheduling is being discussed by the Instructional Leadership Team and the midday gap will be proposed again, though the elimination of that gap occurred because our lower income students (anecdotally) wanted to continue taking classes through that hour to be able to get to work or family commitments more quickly.  Student Success has a goal for the upcoming year to survey students (or use alternative effective research approaches) to determine the needs of our various communities regarding service hours and modalities. |
| 4.C.2 | Assess HIPs and co-curricular activities to determine their effectiveness at RRCC, including disaggregating data to determine if they truly promote equity | The HUB |  |
| 4.C.3 | Revisit introducing schedule gap to accommodate speakers and events; more opportunities and better and consistent publicizing of events | E & I Council, Instructional Services |  |
| 4.C.4 | Further vary time offerings for co-curricular opportunities and support services | SSLT |  |
| 4.C.5 | Ensure all marketing for co-curricular opportunities are accessible prior to rolling out to community | Marketing |  |
| 4.C.6 | Survey students of color, LGBTQI+ students, student with accessibility needs, veteran students, and other underserved populations to see what they want in terms of co-curricular learning opportunities, and then work to provide them | Institutional Research, Inclusion & Diversity, Student Life |  |
| 4.C.7 | Research impacts of move to remote learning on vulnerable student populations, and create a plan to support remote student engagement and support | Institutional Research, Inclusion & Diversity, Student Life |  |
| 4.D | Explore options to establish a Center for Teaching and Learning | | | Faculty Needs Assessment; Formation of exploratory committee |  |  |  |
| 4.D.1 | Develop process to establish a Teaching and Learning Center, which would formally assist faculty in implementing increasingly effective and equitable teaching/assessment strategies | E & I Council, Instructional Services |  |  | We are planning to deploy a survey for faculty identifying their needs for professional development and how they feel supported in their teaching. | TBD | In spring 2021 it was announced that RRCC would be establishing and Center for Teaching and Learning beginning in fall 2021.  As part of a system-wide effort, RRCC has identified OER courses and low-cost resource courses so that students are able to identify them prior to registration.  CARES and CRSSA funds have been distributed to students to help defray the cost of attendance over the past year |
| 4.D.2 | Seek funding opportunities for piloting a Teaching and Learning Center | Grants Office |  |
| 4.D.3 | Focus on strategies to keep costs low for students | Teaching and Learning Team |  |
| Goal 5: Build capacity for ongoing efforts in support of diversity, equity, and inclusion. | 5.A | Support departments in efforts to develop pipelines for underserved students from K-12 to transfer colleges and career opportunities | | | Increase matriculation rate of concurrent enrollment students; Established CE partnerships at primarily SOC and low SES High Schools; Increase transfer rates for students of color | Disaggregated matriculation rate for CE students to RRCC, Creation of a prioritized list of High Schools in our service area; disaggregated transfer rates |  | AY 2019-2020 Data |
| 5.A.1 | Generate comprehensive list of potential partnerships and identify high schools who serve underrepresented communities in our area | Concurrent Enrollment |  | RRCC KPM 3.1 AY18-19  Concurrent Enrollment matriculation  Concurrent enrollment credentials awarded to: | White students: 39.2  Students of color: 43.3%  Students of Color: 180 White students: 541  First Generation: 306  Not First Generation: 415  Pell Eligible: 7  Not Pell Eligible: 714  Need to work with Enrollment Management Team to identify current priorities and asses for equity | Increase matriculation to 45% for all demographics  Increase number of credentials awarded to low SES students (200)  Increased CE offerings at low SES high schools and outreach to students to enroll | RRCC KPM 3.1 AY 19-20  White Students: 35.5%  Students of color: 42.4%  Students of Color: 211  White students: 486  First Generation: 273  Not First Generation: 424  Pell Eligible: 3  Not Pell Eligible: 694  RRCC institutionalized support of our LSAMP staff member prior to the defunding of the consortium grant and they will now be supported from general funds. While we were disappointed of the non-renewal of the program, we plan to continue support of minoritized students in STEM.  RRCC is a partner with COSI in supporting transfer from our high schools, particularly Jefferson High School.  RRCC is exploring the EAB Moonshot partnership program and has held an initial collaboration meeting with area four-year partners. This would be a very significant investment of resources to support equity in transfer for our students. |
| 5.A.2 | Create an easily updatable/accessible list of internal and external speakers and collaborators in our area |  |  |
| 5.A.3 | Increase support of transfer-oriented mentorship/support programs such as TRIO and LSAMP. Seek out other similar programs/grants to bring to RRCC. | The Hub, TRIO, LSAMP, Inclusion & Diversity, Grants office |  |
| 5.A.4 | Offer programming, support, and training to encourage Inclusive Excellence at high schools with which we do concurrent enrollment, or would like to encourage matriculation after high school. | Inclusion & Diversity, Concurrent Enrollment, SOaR |  |
| 5.B | Participate in system-wide initiatives to support access and equity for students from historically underserved communities | | | # of grants applied for; Grant dollars awarded; attendance by RRCC employees at CCCS forums |  |  |  |
| 5.B.1 | Pursue system grants and funding opportunities to support the equity work at RRCC | RRCC Foundation – Grants Director |  |  | Need to establish in year one. | Apply for one grant every three years (or more frequently as capacity and opportunity arises) | RRCC is in the process of writing our grant application for the CCCS Excellence in Teaching for Equity grant to be submitted in fall 2021. The project encompasses all of these strategies.  The Strategic Enrollment Management Council has established a data team to look at enrollment metrics and set targets. |
| 5.B.2 | Invest time and resources in creating programming that is well-suited for collaboration with and/or sharing with other system schools | Inclusion & Diversity |  |
| 5.B.3 | Analyze shared metrics between the college, and share best practices when successes are reported | Inclusion & Diversity, SSLT, Institutional Research |  |
| 5.C | Expand acknowledgement for champions of equity work on campus and in the community | | | Establishment of an integrated performance process which includes acknowledgment of equity work |  |  |  |
| 5.C.1 | Use I&D metrics in all staff performance plans (tied to pay raises) for completing training to demonstrate commitment to equity | RRCC Management, Human Resources |  |  |  |  | RRCC has decided to establish an Inclusive Teaching Council in addition to college-wide Equity and Inclusion Council.  The college has chosen to pursue reassign time for faculty as the primary expenditure in our application for the CCCS equity grant in order to pilot what this commitment could do as far as transforming the classroom experience for our students. |
| 5.C.2 | Increase opportunities for champions of equity (i.e. professional development, addressing workload vs. traditional award) | RRCC Management, Human Resources, Business Services |  |
| 5.C.3 | Provide clear opportunities and incentives for students to be involved in campus-wide equity initiatives | Business Services |  |
| 5.D | Build partnerships and collaborations that support our inclusion and equity goals with community, state, and local organizations | | | Establishment of partner list for the college; identification of which partnerships support DEI and potential partners for our DEI efforts |  |  |  |
| 5.D.1 | Seek out relationships with local, state, national, and international organizations who serve historically underrepresented/under-supported groups | Inclusion & Diversity, E&I Council |  |  | Need to work with The Hub and the Foundation to review existing partnerships. | TBD | During COVID we were able to use federal relief funds to support our students.  We will continue to pursue these partnerships as we are able to connect in person again. |
| 5.D.2 | Seek out Major Gift opportunities from private individuals and businesses, for the support of our Center for Multicultural Excellence, LGBTQ+ Center, and Veterans Center. | Foundation, Inclusion & Diversity, Veterans Services |  |
| 5.D.3 | Develop clear intentions for and asks of all partners before reaching out to them. Create mutually beneficial community partnerships. |  |  |

1. In order to preserve the racial justice roots of the term equity, and because we know that our students of color experience gaps in outcomes as compared to our white students, our primary lens of equity analysis is through race. However, we also are committed to ending other forms of inequity, such as inequity based on socioeconomic status, gender identity, etc. [↑](#footnote-ref-1)
2. <https://cue.usc.edu/about/equity/equity-mindedness/> [↑](#footnote-ref-2)