**CIP: ILEARN Fall 2016 – Spring 2020** **

**QUESTION 1**

At this point, you should be able to articulate your ILEARN, Operational Unit, improvement plan. The questions below are three ways to ask the same thing.

*In less than 50 words,* please respond to the question that makes the most sense to you.

1. What is the focus of your Operational Unit improvement plan?
2. What problem(s) have you identified in your Operational Unit that you will work to address?
3. What is your Operational Unit’s strategic plan for improvement?

Inclusion & Diversity will be working to close achievement gaps for student from historically underserved backgrounds. The reasons for this improvement plan are that (1) RRCC currently has existing achievement gaps for various racial groups, particularly in our retention rates and three year graduation rates, and (2) this is one of the primary tenets of the Inclusive Excellence framework from AAC&U. We will accomplish this by:

* Working with Institutional Research to provide disaggregated data to individual academic programs
* Encouraging participation by faculty and staff in Intercultural Competence Training and adapting scheduling to better suit faculty needs
* Adapting/developing training on equitable classroom practices

**QUESTION 2**

What data supports the focus of the Operational Unit’s improvement plan?

RRCC retention, completion, and transfer rates support the focus in this area, as well as the lack of identification of equity goals at the operational unit level.

The full time, first-year, fall-to-fall student retention rate is one such indicator.

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| Full-Time, First-Year, Fall-to-Fall Student Retention Rate | Fall 2010 | Retention Rate | Fall 2011 | Retention Rate | Fall 2012 | Retention Rate | Fall 2013 | Retention Rate | Fall 2014 | Annual Retention Rate Over 3 Years |
| American Indian or Alaska Native | 11 | 72.7% | 5 | 80.0% | 6 | 16.7% | 3 | 66.7% | 8 | 59.1% |
| Asian | 10 | 60.0% | 14 | 57.1% | 12 | 66.7% | 8 | 75.0% | 11 | 61.1% |
| Black or African American | 7 | 57.1% | 16 | 25.0% | 6 | 33.3% | 6 | 83.0% | 5 | 34.5% |
| Hispanic | 115 | 43.5% | 59 | 28.8% | 73 | 49.3% | 72 | 68.5% | 71 | 41.7% |
| Native Hawaiian or Other Pacific Islander | 2 | 0.0% | 0 | 0.0% | 1 | 0.0% | 1 | 0.0% | 0 | 0.0% |
| White | 532 | 39.1% | 423 | 49.2% | 364 | 53.0% | 360 | 49.7% | 323 | 46.2% |
| Two or more races | 18 | 61.1% | 31 | 48.4% | 14 | 42.9% | 18 | 55.6% | 19 | 50.8% |
| Race/ethnicity unknown | 140 | 39.5% | 69 | 50.0% | 43 | 46.4% | 39 | 23.1% | 15 | 43.4% |
| Subtotal | 835 | 41.0% | 617 | 47.0% | 519 | 51.4% | 507 | 51.3% | 452 | 45.6% |
| International Student | 13 | 30.8% | 11 | 50.0% | 12 | 44.4% | 13 | 30.8% | 8 | 40.2% |
| White Female, not of Hispanic Origin | 246 | 35.8% | 184 | 53.8% | 134 | 59.7% | 151 | 51.0% | 131 | 47.3% |
| All Students | 848 | 40.6% | 628 | 47.1% | 531 | 51.0% | 520 | 50.8% | 460 | 45.4% |

RRCC’s annual fall-to-fall retention rate for full time, first-time students over three years is 45.4%. Some of our underserved students are exceeding this rate, namely American Indian (59.1%) and Asian (61.1%) students. Groups falling behind include Black/African-American students (34.5%), Hispanic/Latino students (41.7%). Students of two or more races, however, are being retained at 50.8%. This data tells us we need to implement strategies to retain our Hispanic/Latino and Black/African American students at stronger rates.

An examination of graduation (credential) and transfer rates provide more information on disparities in student success.

* White students have the highest graduation rates at the college (31.1%) with students of color lagging behind significantly; in fact, the rate for our Black/African American and Native Hawaiian/Pacific Islander is 0%. While this rate is party so low due to low enrollment numbers, it is worth noting.
* While Black/African American students have a 0% graduation rate, they have a 49.5% transfer rate. It seems our Black/African American students are not comfortable at RRCC, and strategies must be developed to address this.
* Hispanic/Latino students have a 16.4% graduation rate and 28.8% transfer rate. While they are not the lowest group, they are still graduating and transferring at rates lower than their white counterparts. Because this is our second largest racial demographic of students, most of our energies should be spent here increasing these rates.

**QUESTION 3**

By fall 2019, how will you know if your Operational Unit’s improvement plan worked? In other words, what are your indicators of success?

By Fall 2019:

1. 80% of cohort 2 operational units will have access to data sets to disaggregate their services/courses based on gender and race.
2. 50% of full-time employees will have taken at least one level of intercultural competence training.
3. Equitable teaching and classroom practices will be available to faculty in the form of integration into the Intercultural Competence program or as a stand-alone training
4. The RRCC 3 year graduation rate of underserved populations will increase by 1%.
5. RRCC 3 year retention rates for all race/ethnicity categories will increase by 2%.

**QUESTION 4 (comparative data)**

What comparative data indicates success or areas of improvement?

**QUESTION 5 (conclusions and future action)**

What conclusion can be drawn from the results? What action will be taken based on the results?