



# DIVERSITY, EQUITY, AND INCLUSION

RRCC Annual Report 2021 - 2022



*Last Updated: 11.3.22*

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## LAND ACKNOWLEDGEMENT

In the spirit of healing, Red Rocks Community College acknowledges and honors the Arapaho, Cheyenne, Kiowa and Ute Tribes, recognizing that the land occupied by RRCC is located in the traditional territories and ancestral homelands of these Indigenous peoples. We also acknowledge and honor the forty-eight known tribal nations<sup>1</sup> that have lived, traded and traveled this land throughout history.

RRCC recognizes the significant contribution of Indigenous cultures in Colorado, within our communities and within the land on which we are privileged to gather, live, learn, and work today. We recognize the vital importance of honoring these beginnings and the dedication and importance of Indigenous voices who courageously bring the truth of our history as a state. RRCC stands in solidarity with the Indigenous peoples of Colorado.<sup>2</sup>

## INTRODUCTION

### Statement from the President

Red Rocks Community College is committed to equity for our students, faculty, and staff. As we move forward from the pandemic, we are mindful of the need to rebuild our community and to be intentional about building one which offers the education, support, and sense of belonging that has been so characteristic of our institution in the past. We are also embracing the changes and positive aspects of this transition moment, and look forward to new possibilities and enthusiasm surrounding this work.

### Executive Summary

When we consider the events of the past year, both within our community and beyond the walls of our campuses, it strikes me that we are still in a moment of transition. As we search for order, we also strive to express our creativity. As we move forward, we continue to consider the lessons of our past. As a community of practitioners working every day to serve our students, we are sometimes at a loss for how to meaningfully address the challenges they are facing.

In the midst of so much challenge, for our students as well as our faculty and staff, RRCC has made progress towards our vision of more equitable and inclusive college. This report highlights the collective work of our community to bring that vision to life. Just a few examples of that collaborative work include:

- The LGBTQ+ Discord has over 60 active users, and there were over 650 recorded visits to our physical spaces in the Hub in the first half of 2022.
- Thirty-three faculty & instructors completed the training on inclusive pedagogy developed by the RRCC Inclusive Teaching Council as part of our CCCS Teaching Excellence in Equity grant.
- The Inclusion & Diversity and LGBTQ+ Website was updated frequently, with new resources added to include scholarships, mental health, and community resources.
- Student employees collaborated with staff to complete a Land Acknowledgment Project, including a land acknowledgement statement, engagement with our community partners (Denver Indian Center et.al.), and creation of a “How to be an Ally to Indigenous Peoples” document.
- The college has hired an Executive Director of Diversity, Equity, and Inclusion to coordinate and champion these efforts alongside the rest of our college leadership.
- The college has made excellent strides in AY21-22, and this has continued into summer and fall 2022. We anticipate shrinking our representation gaps even more significantly in the coming year.

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<sup>1</sup> <https://ccia.colorado.gov/tribes/historic-tribes-of-colorado>

<sup>2</sup> The land acknowledgement was developed as a student project in collaboration with the Denver Indian Center.

Our primary challenges this year were structural and pandemic-related in nature. The college had conducted three searches for an Executive Director of Diversity, Equity, and Inclusion, and while this position is now filled, several projects were put on hold until the new director was hired. This led to additional challenges:

For a quick reference guide for the upcoming year, see pages 12-13 of this report. For a list of activities for the coming year, see page 16.

- The college needs to update identity-specific trainings and begin to offer them again on a recurring basis (Dream Zone, Green Zone, Safe Zone).
- The college safety task force met infrequently during the pandemic; Equity & Inclusion Council meetings focused on preparing for the new director.
- The college has experienced challenges to the sense of belonging that existed prior to the pandemic. We are working to set structures and opportunities in place for our students, faculty, and staff, to rekindle a strong connection with the college and reinvigorate our sense of urgency with this work.

Our most significant challenge this year was the lack of a director to oversee and coordinate efforts across the institution. While important DEI work continued in many small pockets, we look forward to seeing it accelerate and grow in a more collaborative manner in the coming year.

## RRCC Equity & Inclusion Council

The RRCC Equity & Inclusion Council plays a pivotal role in supporting our efforts for diversity, equity, and inclusion across the college. For more information about the council, visit <https://www.rrcc.edu/diversity/diversity-council>.

**Jenna Alzona** – Faculty (English)  
**Tina Armijo** – Faculty (Nurse Aid)  
**Kelly Beltran** – Library Assistant  
**Wendy Bird** – Dean of Academic Affairs  
**Armando Burciaga** – Dean of Students  
**Johanna Debrecht** – Faculty (Math)  
**Kirk Fallon** – Director of Student Recreation  
**David Finchem** – Director of Supplemental Learning  
**Zach Fraizer**, - Veteran Services Coordinator  
**Stina French** – Faculty (English)  
**Julliana Garcia** – Community Member  
**Ana Carolina Gutierrez** – International Student Specialist  
**Gina Jimenez** – Director, TRiO Student Support Services  
**Kyle Kelly** – Faculty (Psychology)  
**Derek Lan** – Faculty (History)  
**Jen Macken** – Dean of Enrollment Management

**Marie Martin** – Career Advisor  
**Merri Mattison** – Faculty (Sociology)  
**Mika Matzen** – Student Life Sr. Coordinator  
**Jenning Prevatte** – Faculty (Education)  
**Chris Pusateri** – Access Librarian  
**Stacy Roe** – Coordinator/Interpreter, Accessibility Services  
**Lorely Sanchez** – Inclusion & Diversity Coordinator  
**Debora Stefani** – Academic Advisor  
**Janet Stomberg** – Director, Honors Program  
**Ryan Tamm** – Foundation, Accounts Receivable Coordinator  
**Elise Tomasian** – Collections Librarian  
**Karen Tran** – Financial Aid Advisor  
**Lisa Venette** – Student  
**Shannon Webber** – Director of Financial Aid  
**Paul Weinrauch** – Faculty (Multimedia & Graphic Design)

## 2021 – 2022 PROGRAMS AND EVENTS

### Events & Activities

Date	Event	Reach
November 2021	<b>Day of the Dead (Dia de los Muertos)</b> Altars were set up on both campuses dedicated to our loved ones who have passed away. Participants had the opportunity to ask questions or to read the information provided on the meaning of the items and the celebration more generally.	160
January 2022	<b>Martin Luther King Jr. Day</b> Faculty, staff, and students participated in Denver's MLK Parade.	16
February 2022	<b>Lunar New Year</b> The Center for Inclusion & Diversity gave out goodies and mooncakes to people. We were able to engage with over 100 students on both campuses.	100
March 2022	<b>Denver March Powwow</b> Students and staff attended the Denver March Powwow to engage with our indigenous community.	6
June 2022	<b>Denver Juneteenth Parade</b> Students and staff marched together to celebrate the end of slavery in the U.S. and to celebrate the power of the Black community.	14
June 2022	<b>Denver Pride Parade</b> Students, faculty, and staff participated in the parade with a float constructed to symbolize the foundation of the LGBTQ+ community.	30

### Programs & Workshops

Date	Event	Reach
Fall 2021	<b>Poet Warrior Book Club</b> Faculty, staff, and students read Joy Harjo's book <i>Poet Warrior</i> and held ongoing discussions about the work.	85
October 2021	<b>Ute STEM Exhibit</b> Hosted a History Colorado exhibit on both campuses highlighting STEM in the UTE Traditions, Ute STEM Exhibit.	200
November 2021	<b>An Evening with Joy Harjo</b> US. Poet Laureate Joy Harjo spoke with the college via zoom about her new memoir, <i>Poet Warrior</i> , and her life as an indigenous writer.	130
April 2022	<b>Clothesline Project</b> The Center for Inclusion & Diversity partnered with faculty and students, the Jefferson County Sheriff's office, Blue Bench, Service Animals, and our Student Recreation Center to provide a series of events honoring survivors and victims of intimate partner violence.	45
Monthly AY 21-22	The RRCC Louis Stokes Alliance for Minority Participation (LSAMP) hosted monthly roundtable programs to highlight the contributions and experiences of minoritized people in STEM fields based on the following themes: <ul style="list-style-type: none"> <li>• Proud to be Hispanic Heritage Month- September</li> <li>• Women's Health Awareness- October</li> <li>• Indigenous Heritage Month- November</li> <li>• Black History Month- February</li> <li>• Women in STEM- March</li> <li>• Asian American and Pacific Islander Month- April</li> <li>• LSAMP Spotlight Event: Cannabis Research- April</li> <li>• LSAMP Retreat and Graduation Celebration- May</li> <li>• Imposter Syndrome Workshops- October and March</li> </ul>	12

### What We Learned

During the 21-22 AY, the Center for Inclusion and Diversity was overseen by a sole coordinator. Limited staffing and uncertainty around the pandemic created a challenging environment for student engagement.



Still, the Center collaborated with other departments across the campus to continue advancing DEI in our community.

Based on internal assessments and the data available to us, we intend continue to develop and modify our offerings for students, faculty, and staff. Examples of lessons learned include:

- Our spaces for student connection (both physical and digital) need more dedicated monitoring and mentoring from professional staff. Without this oversight and guidance, a climate can be created which is counter to our DEI goals. The same is true for student employees in the department. We will work toward a model of support and development for our students with the appropriate leadership from staff.
- The Center for Inclusion & Diversity has a need for additional clerical support in order to be most effective in moving the college forward, particularly as new initiatives and goals are developed and implemented.

## PROGRESS ON PLAN

Between early 2019 and spring 2020, the RRCC Equity and Inclusion Council developed a strategic plan (DEI Plan) to assist the college in meeting our diversity, equity, and inclusion goals. This plan was developed with input from constituencies across the college, and is intentionally aligned with the college [mission, vision, values](#), and [strategic plan](#).

### Key Concepts

This plan began with conversations around foundational concepts and development of definitions for the college. Shared understanding and use of language are key pieces of our collective work.

### 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

### 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."<sup>3</sup>

### Goals

The Equity & Inclusion Council identified five goals to focus the college's work in this area.

- 1) Create and sustain a campus **climate** which supports the values and goals of the institution, particularly those in support of equity and inclusion.
- 2) **Recruit** faculty, staff, and students from historically underserved and minoritized communities.
- 3) **Retain** faculty, staff, and students from historically underserved and minoritized communities.

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<sup>3</sup> The Council chose to keep this definition from the Center for Urban Education, <https://cue.usc.edu/equity/equity-mindedness/>

- 4) Create and sustain a **learning** environment that supports equity and is inclusive of the lived experiences of our students.
- 5) Build **capacity** for ongoing efforts in support of diversity, equity, and inclusion.

The Council also recognized that flexibility and adaptation would be key components of implementation, and agreement was reached that a key aspect of our work would be application of a data-informed approach. In this way the Council allowed space for new insights alongside continuous monitoring and the ability to respond to the changing needs of our students, employees, and community partners.

Metrics for the DEI Plan come from a variety of sources, and when those metrics are also Colorado Community College System (CCCS) Key Performance Metrics (KPMs), they will be noted in sidebars throughout the next section.

**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.**



**INCLUSION**

- 1.A Assess the campus climate for inclusiveness on a regular cycle to determine how RRCC is serving various constituencies and communities.
- 1.B Infuse inclusive excellence and cultural competence across the institution.
- 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.
- 1.D Revise college processes to be more inclusive and supportive of our equity goals
- 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.

### *Data*

Red Rocks has not administered a student climate survey since 2019, and will be planning for our next one during AY 22-23. In lieu of climate data, we are utilizing results from the Culturally Engaging Campus Environments (CECE) Survey and focus groups conducted during the fall 2021 semester. Below are some highlights from the results of this mixed methods study of interest in regard to the campus climate.

- Black students responded with the lowest sense of belonging among all racial groups identified (2.76), followed by multiracial (2.93) and white (2.95) students.
- Beyond racial/ethnic groups, veterans had the lowest sense of belonging of monitored special populations at the college.
- For students of color, the following factors had significant relationships with sense of belonging: Collectivist cultural orientations ( $\beta = .36, p < .001$ ), holistic support ( $\beta = .22, p < .001$ ), and cultural familiarity ( $\beta = .15, p = .05$ ).
- For white students, holistic support ( $\beta = .36, p < .001$ ), humanized educational environments ( $\beta = .19, p < .001$ ), proactive philosophies ( $\beta = .18, p < .001$ ), and cross-cultural engagement ( $\beta = .12, p < .01$ ) were significant related to sense of belonging.

Based on this data and study findings overall, recommendations for improvement include:

- 1) Increase hiring, retention, and visibility of faculty and staff of color
- 2) Provide growth opportunities around implicit bias
- 3) Provide opportunities for students to connect with peers and supportive coaches (faculty/staff)

### *Goal 1 Tactics/Objectives for AY 22-23*

- 1) Review CCCS climate survey for areas of improvement in climate for faculty/staff
- 2) Identify climate survey to utilize consistently for students
- 3) Utilize Moon Shot for Equity as a framework for process review with an equity lens
- 4) Expand and scale professional development and community engagement opportunities for faculty and staff

**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.
- 2.B Actively recruit faculty from historically underrepresented populations to better reflect our service area as well as our student population.
- 2.C Recruit staff and administrators from historically underrepresented populations to better reflect our service area as well as our student population.

**Data**

Our goal is to continue to recruit and retain a student body that is representative of our service area. Currently, as a college we are reflective of Jefferson County, with slightly higher numbers of students of color, including Latinx students, multiracial students, and Native Hawaiian/Pacific Islander students. American Indian/Alaskan Native students are slightly underrepresented at the college.

	RRCC Student Body	Jefferson County	Representation Gap
American Indian and Alaska Native	0.8%	1.2%	-0.4
Asian	3.2%	3.2%	0
Black or African-American	1.6%	1.6%	0
Hispanic or Latino	18.8%	15.9%	+2.9
Multiple Races	3.8%	2.7%	+1.1
Native Hawaiian or Pacific Islander	0.3%	0.1%	+0.2
White (non-Hispanic)	66.5%	77.2%	-10.7

Beyond student diversity, the literature in the field as well as our own internal research demonstrate the need for a workforce that is representative of our student body. While our staff (Classified and Professional/Technical) reflects our student population

(with the exception of multiracial staff, though many staff were also hired before this category was available), we are still underrepresented in in three racial groups in our administration. Faculty (full-time) showed underrepresentation in of Hispanic/Latino/a/x (-13.7), multiracial (-2.8) and Black/African-American (-1.6) faculty.

	RRCC Student Body %	RRCC Admin %	Admin Rep. Gap	RRCC Staff %	Staff Rep. Gap	RRCC Faculty %	Faculty Rep. Gap
American Indian and Alaska Native	0.8%	0%	-0.8	1.3%	+0.5	1.1%	+0.3
Asian, Native Hawaiian, or Pacific Islander	3.5%	0%	-3.5	6.0%	+2.5	7.5%	+4.0
Black or African-American	1.6%	12.1%	+10.5	5.2%	+4.4	1.1%	-0.5
Hispanic or Latino	18.8%	9.1%	-9.7	18.5%	-0.3	6.5%	-12.3
Multiple Races	3.8%	0%	-3.8	3.0%	-0.8	2.2%	-1.6
White	66.5%	78.8%	+12.3	66.1%	-0.4	81.7%	+15.2

**Goal 2 Tactics/Objectives for AY 22-23**

- 1) Identify local high schools with high proportions of minoritized and/or underserved students, and develop plans for concurrent enrollment and recruitment support at/for those institutions.
- 2) Work collaboratively to identify barriers to recruitment of faculty and staff of color and propose solutions in alignment with the college Affirmative Action Plan.
- 3) Grow institutional knowledge around factors that influence institutional selection for faculty and administrators of color.





**GOAL 3: Retain faculty, staff, and students from historically underserved and minoritized communities.**

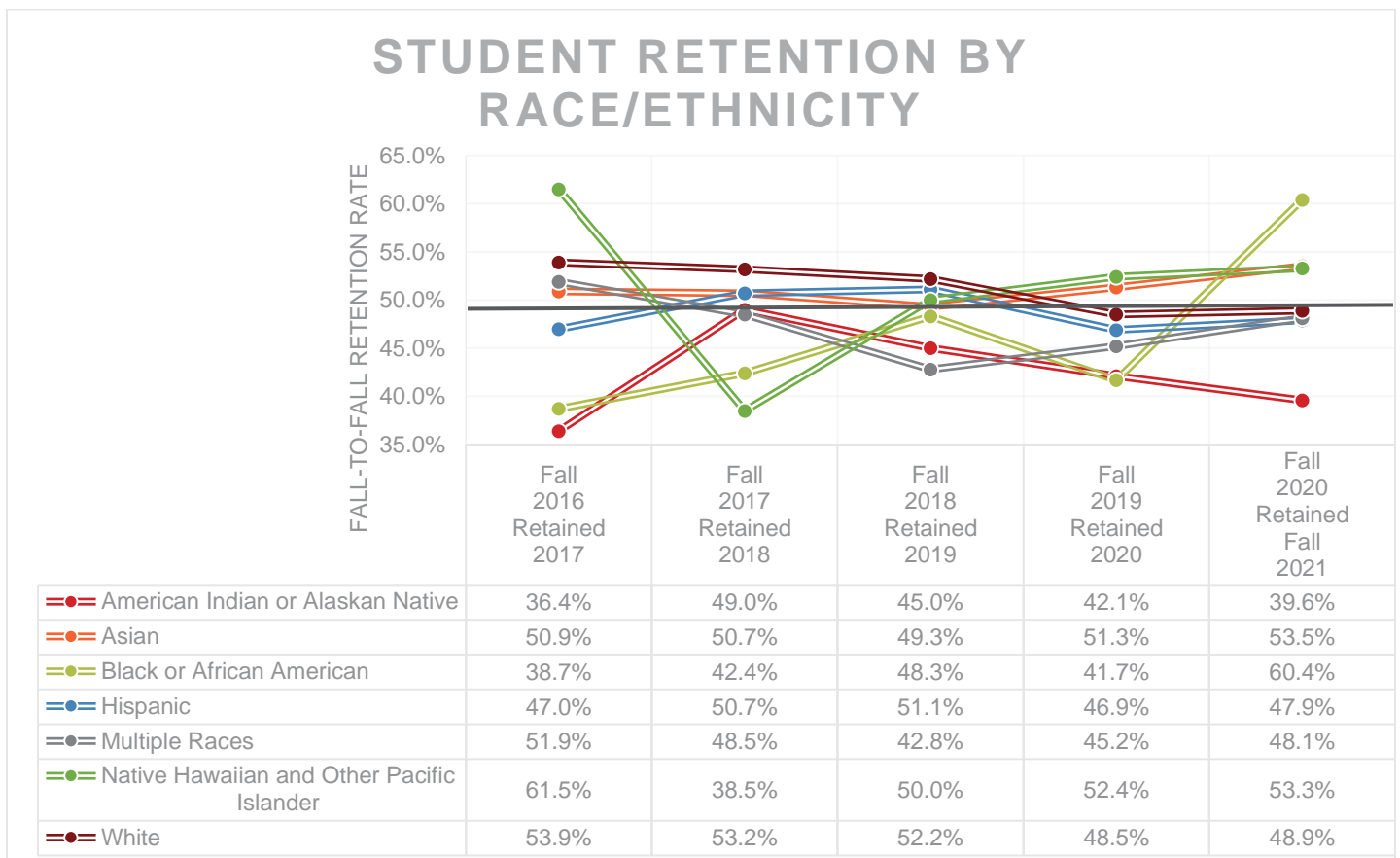
- 3.A Assess policies and procedures across the college to identify and address barriers to students in meeting their goals.
- 3.B Identify, deploy and market support services for students which will assist them in meeting their goals at RRCC.
- 3.C Use promising practices to retain diverse staff, faculty, and administrators.
- 3.D Ensure equitable advancement opportunities for faculty and staff.

**Data**

There are many ways to look at student retention data (from beginning of term to end of term, fall-to-spring, fall-to-fall, etc.). Course retention data (from beginning of term to end of term) will be further examined in a report on DEI in the classroom, and for annual reporting purposes this data will focus on fall-to-fall student retention.

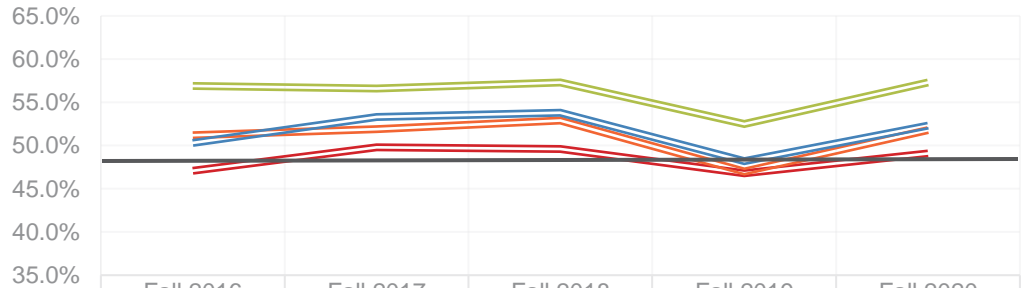
**Student Fall-to-fall Retention**

Data presented is from the [CCCS Data Book](#), and reflects data for both full- and part-time students. When fall-to-fall retention is considered, the RRCC overall student average is 48.8%. Our American Indian/Alaskan Native students experience the largest equity gaps at 39.6% (-9.2).



# STUDENT RETENTION FOR UNDERSERVED STUDENT POPULATIONS

FALL-TO-FALL RETENTION RATE



	Fall 2016 Retained 2017	Fall 2017 Retained 2018	Fall 2018 Retained 2019	Fall 2019 Retained 2020	Fall 2020 Retained Fall 2021
Students of Color	47.1%	49.8%	49.6%	46.8%	49.1%
First Generation Students	51.2%	51.9%	52.9%	47.0%	51.8%
Pell-Eligible Students	56.9%	56.6%	57.3%	52.5%	57.3%
Adult Learners	50.3%	53.3%	53.8%	48.2%	52.3%

## Faculty & Staff Retention

We have begun tracking departures from the college by race/ethnicity, and hope to continue to refine a metric that will capture our desire to retain and grow our faculty and staff of color.

### Goal 3 Tactics/Objectives for AY 22-23

- 1) Utilize Moon Shot for Equity as a framework for process review with an equity lens
- 2) Map support services and co-curricular opportunities for students; develop equity framework for service delivery
- 3) Grow institutional knowledge around factors that influence retention for faculty and administrators of color
- 4) Create map of leadership and development opportunities available to staff and make accessible to all employees

**GOAL 4:** Create and sustain a learning environment that supports equity and is inclusive of the lived experiences of our students.

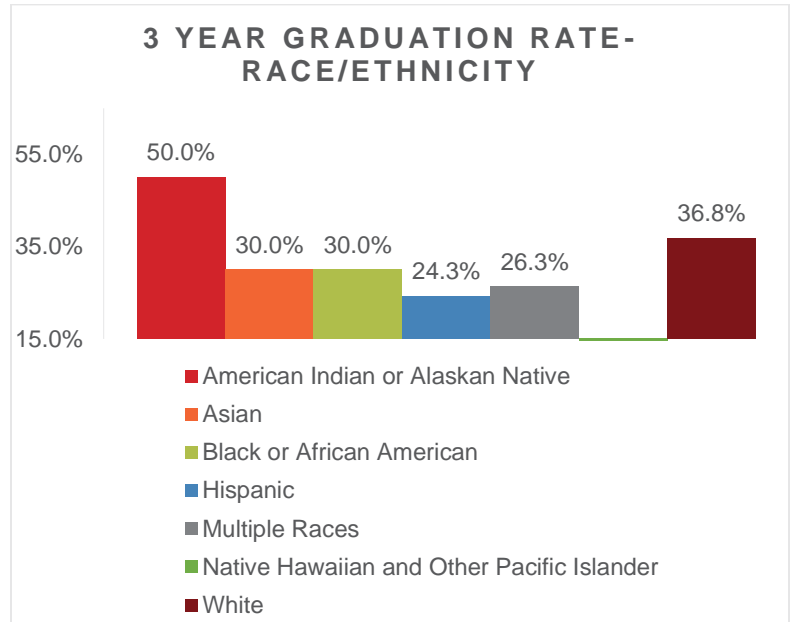
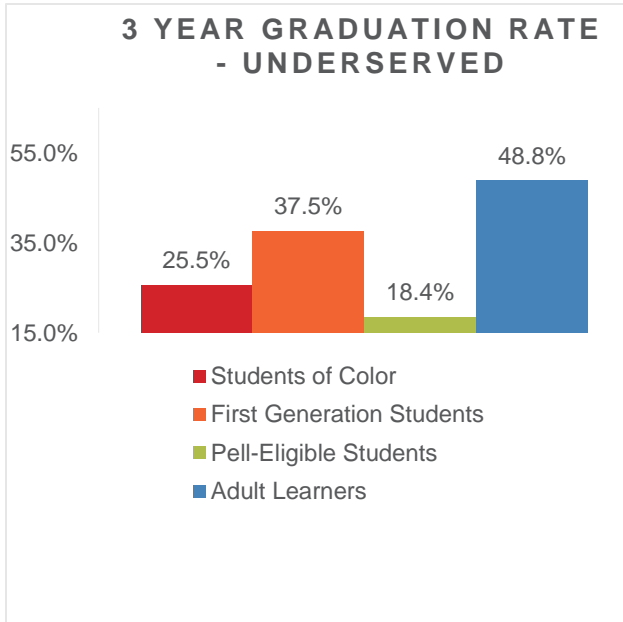
- 4.A Ensure equity in outcomes for students of color and those from other historically underserved communities
- 4.B Provide curricular and co-curricular opportunities for students to develop the learning outcomes of global learning and respect for diversity
- 4.C Ensure equity of participation in curricular and co-curricular learning opportunities, particularly High Impact Practices (HIPs)
- 4.D Explore options to establish a Center for Teaching and Learning

**EQUITY & INCLUSION**

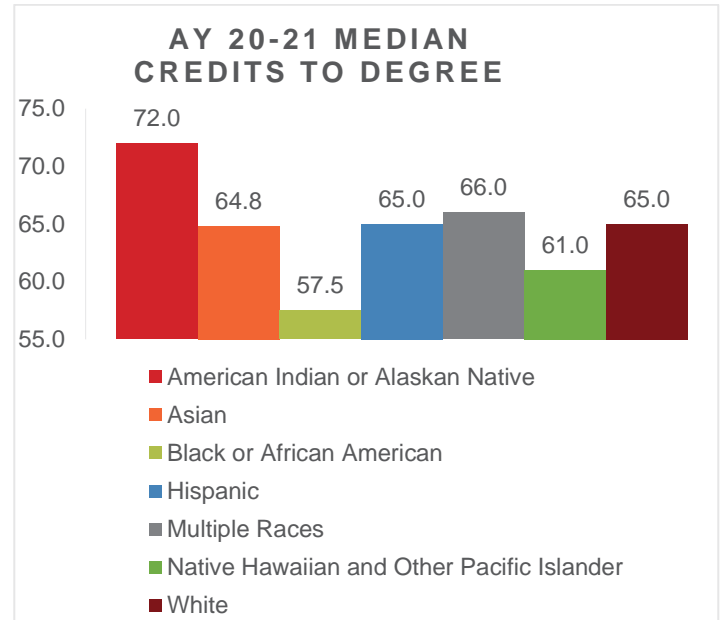
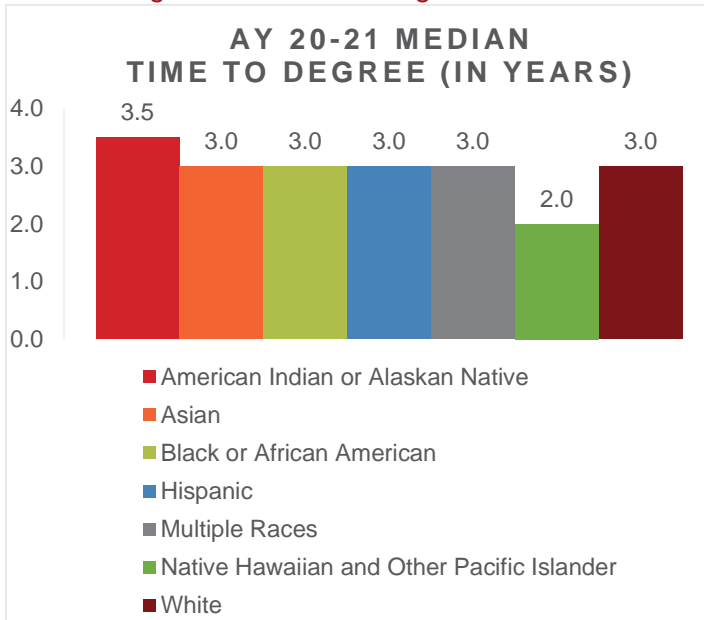
### Data

While student success is difficult to measure, an equity-minded approach to assessing outcomes requires at least a starting point to examine success and disaggregate it. We have adopted four measures used at the CCCS level to assess student success from an equity lens: 3-year graduation rates, time to degree and credits to degree, credentials by student demographics, and overall student success rates, with the last one being the most holistic measure of student success.

## Graduation Rates



## Time to Degree & Credits to Degree

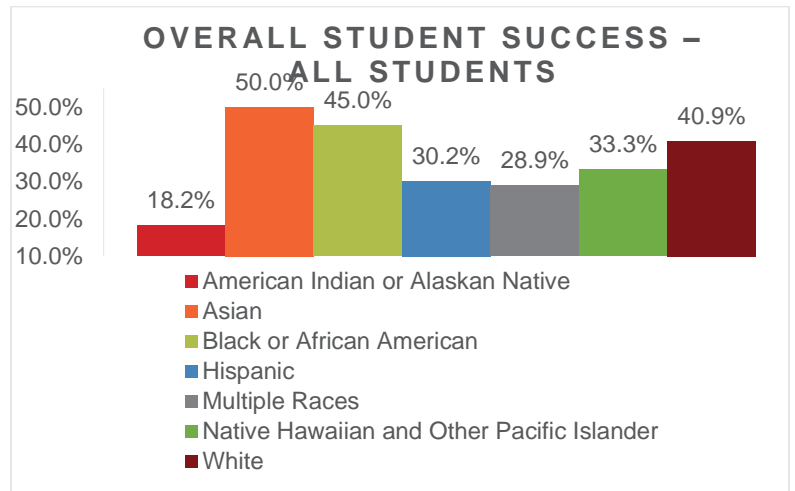
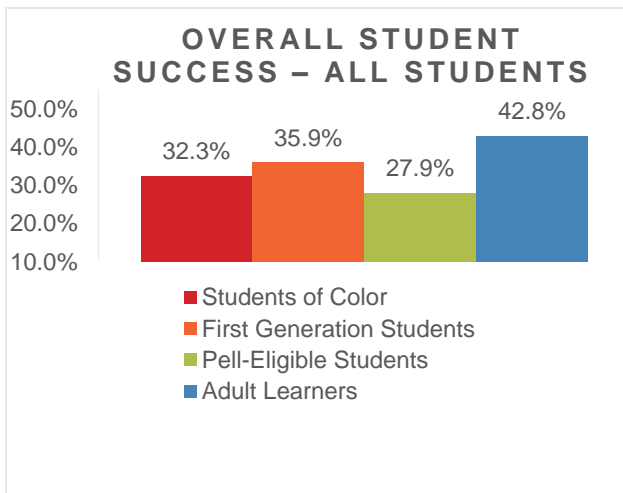


## Credentials by Student Demographics

	<i>RRCC Student Body</i>	<i>AY 20-21 Credentials</i>	<i>Representation Gap</i>
American Indian and Alaska Native	0.8%	0.6%	-0.2
Asian	3.2%	3.4%	+0.2
Black or African-American	1.6%	2.1%	+0.5
Hispanic or Latino	18.8%	18.2%	-0.6
Multiple Races	3.8%	2.9%	-0.9
Native Hawaiian or Pacific Islander	0.3%	0.5%	+0.2
White (non-Hispanic)	66.5%	65.5%	-1.0

Again, given principles of equity, we would expect our rate of credentials earned to somewhat mirror our rates of enrollment. As of AY 20-21, no racial/ethnic group experienced an equity gap of greater than one percentage point in certificates earned as compared to our student body.

## Student Success Rates



**Data Needs Identified:** HIP participation; co-curricular involvement;

### Goal 4 Tactics/Objectives for AY 22-23

- 1) Expand knowledge of HIPs, specifically culturally responsive HIPs, among our faculty; lay the foundation for establishing consistent criteria and more expansive tracking of participation in outcomes of HIPs
- 2) Implement co-curricular tracking software (Presence) with an equity-minded approach
- 3) Utilize Moon Shot for Equity as a framework for process review with an equity lens

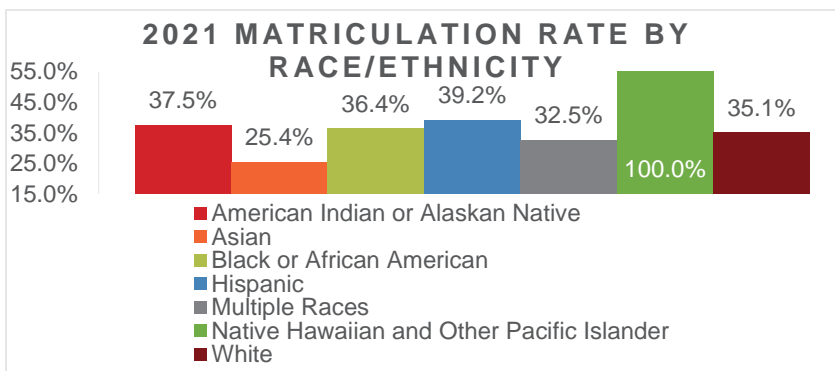
### GOAL 5: Build capacity for ongoing efforts in support of diversity, equity, and inclusion.



- 5.A Support departments in efforts to develop pipelines for underserved students from K-12 to transfer colleges and career opportunities
- 5.B Participate in system-wide initiatives to support access and equity for students from historically underserved communities
- 5.C Expand acknowledgement for champions of equity work on campus and in the community
- 5.D Build partnerships and collaborations that support our inclusion and equity goals with community, state, and local organizations

### Data

#### Concurrent Enrollment Matriculation Rate



Our concurrent enrollment matriculation rate shows that our Asian students who participate in concurrent enrollment are currently less likely to continue at RRCC than any other racial/ethnic group. In order to better understand our concurrent enrollment and matriculation patterns, a larger analysis will be conducted during the 2022-2023 academic year.

### Goal 5 Tactics/Objectives for AY 22-23

- 1) Conduct equity review of concurrent enrollment programs and identify opportunities for improvement
- 2) Launch EAB moonshot and work collaboratively with our partners, particularly CCD

# DIVERSITY, EQUITY, & INCLUSION

## DIVERSITY IN OUR COMMUNITY

Currently, as a college we are reflective of Jefferson County, with slightly higher numbers of students of color (which is expected at community colleges), including Latinx students and multiracial students. American Indian/Alaskan Native and Native Hawaiian/Pacific

	RRCC Student Body	Jefferson County	Representation Gap
American Indian and Alaska Native	0.8%	1.2%	-0.4
Asian	3.2%	3.2%	0
Black or African-American	1.6%	1.6%	0
Hispanic or Latino	18.8%	15.9%	+2.9
Multiple Races	3.8%	2.7%	+1.1
Native Hawaiian or Pacific Islander	0.3%	0.1%	-0.2
White (non-Hispanic)	66.5%	77.2%	-10.7

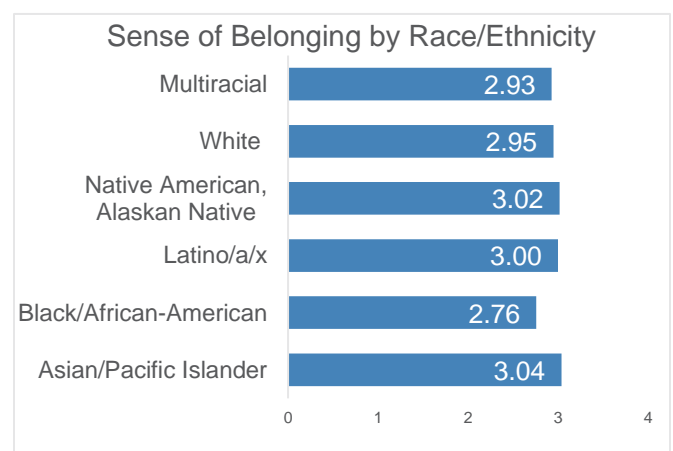
Islander students are slightly underrepresented at the college. In addition to our student body, we want to recruit and retain a workforce reflective of our student population. Hiring coming into AY22-23 showed great progress recruiting Black/African American administrators, and so now our focus is on Latinx faculty and administrators, as well as Asian, Native Hawaiian, and Pacific Islander administrators and multiracial administrators.

	RRCC Student Body %	RRCC Admin %	Admin Rep. Gap	RRCC Staff %	Staff Rep. Gap	RRCC Faculty %	Faculty Rep. Gap
American Indian and Alaska Native	0.8%	0%	-0.8	1.3%	+0.5	1.1%	+0.3
Asian, Native Hawaiian, or Pacific Islander	3.5%	0%	-3.5	6.0%	+2.5	7.5%	+4.0
Black or African-American	1.6%	12.1%	+10.5	5.2%	+4.4	1.1%	-0.5
Hispanic or Latino	18.8%	9.1%	-9.7	18.5%	-0.3	6.5%	-12.3
Multiple Races or other/unknown	3.8%	0%	-3.8	3.0%	-0.8	2.2%	-1.6
White	66.5%	78.8%	+12.3	66.1%	-0.4	81.7%	+15.2

## INCLUSION IN OUR COMMUNITY

Typically, we measure inclusion at the college using climate surveys – both internal and external. However, because no climate survey was conducted in AY 21-22, we are utilizing the Culturally Engaging Campus Environments (CECE) Survey as our indicator of belonging for students. Faculty and staff belonging will be measured with the CCCS Climate Survey in fall 2022 and compared with previous results to assess progress.

The CECE survey showed that our white students at the college had a slightly higher sense of belonging than students of color. When student racial/ethnic groups were disaggregated further, Black/African American students were the group with the lowest belonging scores at the college. When looking beyond race and ethnicity, veteran students had the lowest belonging rating of other tracked subgroups (veteran, first generation, foster child, etc.).

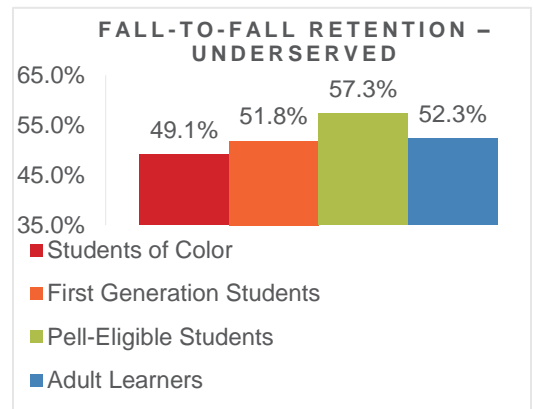
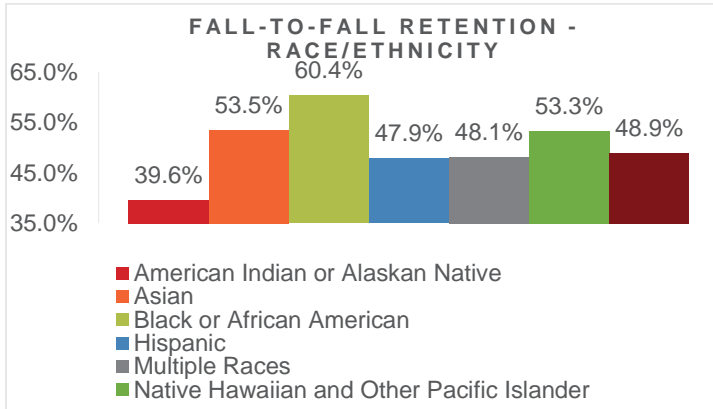




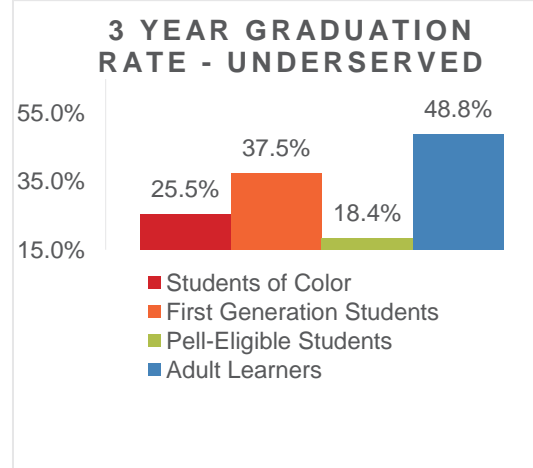
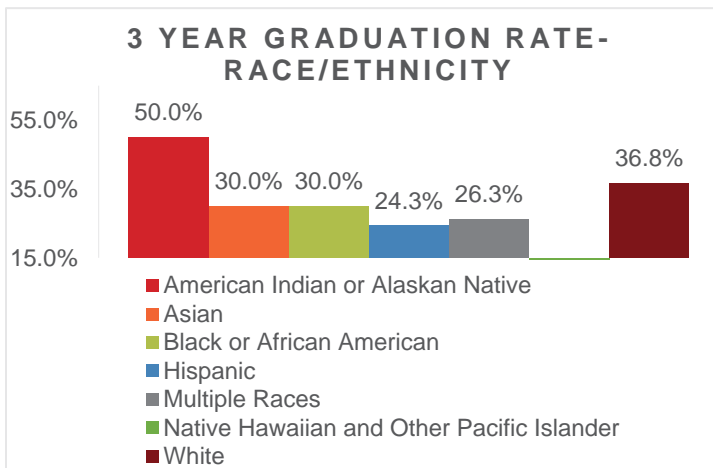
# EQUITY IN OUR COMMUNITY

As an institution, we recognize our role in supporting student success and supporting all students in achieving their goals. In order to evaluate our work in this area we use a combination of factors. For the purposes of this short snapshot, retention rates and student success rates are included.

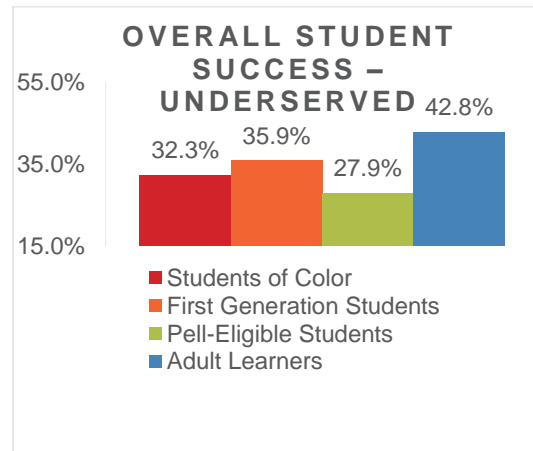
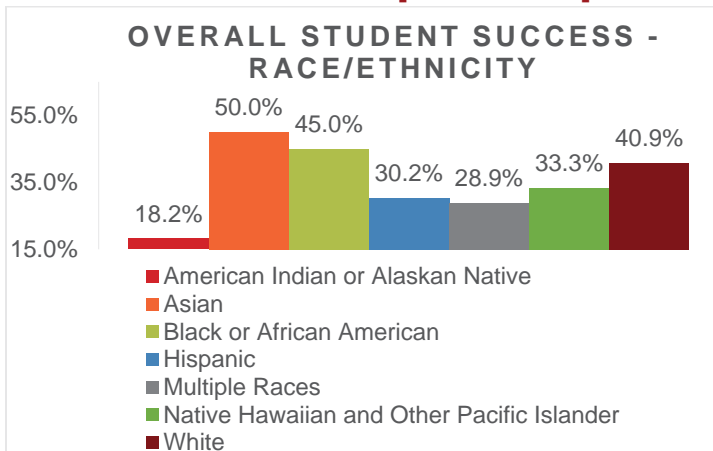
## RETENTION RATE [AVG=48.8%]



## GRADUATION RATE [AVG=33.8%]



## STUDENT SUCCESS<sup>4</sup> [AVG=38.6%]



<sup>4</sup> The CCCS overall success rate includes graduation, transfer (to four-year institutions) and Skills Builder outcomes over the traditional three-year graduation rate period.

# STRATEGIC PLAN FOR DEI

During AY 19-20, the RRCC Equity & Inclusion Council developed a strategic plan to drive our DEI efforts at the college. Alongside shared definitions for key concepts, these goals and strategies represent their collaborative work. More detailed tactics and data are available upon request.

## 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.F Assess the campus climate for inclusiveness on a regular cycle to determine how RRCC is serving various constituencies and communities.
- 1.G Infuse inclusive excellence and cultural competence across the institution.
- 1.H 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.
- 1.I Revise college processes to be more inclusive and supportive of our equity goals
- 1.J 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.

### Status

A study on sense of belonging during AY21-22 showed the most prominent gaps in belonging for Black/African-American students.

### Tactics for AY 22-23

- Review CCCS climate survey for areas of improvement in climate for faculty/staff
- Identify climate survey to utilize consistently for students
- Utilize Moon Shot for Equity as a framework for process review with an equity lens
- Expand and scale professional development and community engagement opportunities for faculty and staff

## Goal 2: Recruit faculty, staff, and students from historically underserved and minoritized communities.

### Status

Our student body does currently reflect our service area, as does our staff (classified and ATP). We do have underrepresentation by several racial/ethnic groups in our administration and faculty ranks – Latinx representation amongst our faculty and Latinx, Asian/Native Hawaiian/Pacific Islander, and multiracial representation amongst our administrators.

### Tactics for this 22-23

- Identify local high schools with high proportions of minoritized and/or underserved students, and develop plans for concurrent enrollment and recruitment support at/for those institutions.
- Work collaboratively to identify barriers to recruitment of faculty and staff of color and propose solutions in alignment with the college Affirmative Action Plan.
- Grow institutional knowledge around factors that influence institutional selection for faculty and administrators of color
- Develop implicit bias development opportunities for all constituency groups.

- 2.D 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.
- 2.E Actively recruit faculty from historically underrepresented populations to better reflect our service area as well as our student population.
- 2.F Recruit staff and administrators from historically underrepresented populations to better reflect our service area as well as our student population.

### Goal 3: Retain faculty, staff, and students from historically underserved and minoritized communities.

- 3.E Assess policies and procedures across the college to identify and address barriers to students in meeting their goals.
- 3.F Identify, deploy and market support services for students which will assist them in meeting their goals at RRCC.
- 3.G Use promising practices to retain diverse staff, faculty, and administrators.
- 3.H Ensure equitable advancement opportunities for faculty and staff.

#### Status

RRCC's average fall-to-fall retention rate is 48.8%. Most recent data from CCCS shows that our largest gaps for student retention exist for our American Indian (-9.2) students.

#### Tactics for this 22-23

- Utilize Moon Shot for Equity as a framework for process review with an equity lens
- Map support services and co-curricular opportunities for students; develop equity framework for service delivery
- Grow institutional knowledge around factors that influence retention for faculty and administrators of color
- Create map of leadership and development opportunities available to staff and make accessible to all employees

### Goal 4: Create and sustain a learning environment that supports equity and is inclusive of the lived experiences of our students.

#### Status

The largest equity gaps for overall student success exist for our American Indian/Alaskan Native students (-9.2) when looking at race and ethnicity. When broadening to other underrepresented groups, low-income (Pell eligible) students experience the largest equity gap (-10.7).

#### Tactics for this 22-23

- Expand knowledge of HIPs, specifically culturally responsive HIPs, among our faculty; lay the foundation for establishing consistent criteria and more expansive tracking of participation in outcomes of HIPs
- Implement co-curricular tracking software (Presence) with an equity-minded approach
- Utilize Moon Shot for Equity as a framework for process review with an equity lens

4.E Ensure equity in outcomes for students of color and those from other historically underserved communities

4.F Provide curricular and co-curricular opportunities for students to develop the learning outcomes of global learning and respect for diversity

4.G Ensure equity of participation in curricular and co-curricular learning opportunities, particularly High Impact Practices (HIPs)

4.H Explore options to establish a Center for Teaching and Learning

### Goal 5: Build capacity for ongoing efforts in support of diversity, equity, and inclusion.

- 5.E Support departments in efforts to develop pipelines for underserved students from K-12 to transfer colleges and career opportunities
- 5.F Participate in system-wide initiatives to support access and equity for students from historically underserved communities
- 5.G Expand acknowledgement for champions of equity work on campus and in the community
- 5.H Build partnerships and collaborations that support our inclusion and equity goals with community, state, and local organizations

#### Status

Our Asian students are the racial group least likely to matriculate to RRCC (25.4%).

#### Tactics for this 22-23

- Conduct equity review of concurrent enrollment programs and identify opportunities for improvement
- Launch EAB moonshot and work collaboratively with our partners, particularly CCD

# Objectives and Selected Tactics for 2022 – 2023

## *Goal 1 Tactics/Objectives for AY 22-23*

- 5) Review CCCS climate survey for areas of improvement in climate for faculty/staff
- 6) Identify climate survey to utilize consistently for students
- 7) Utilize Moon Shot for Equity as a framework for process review with an equity lens
- 8) Expand and scale professional development and community engagement opportunities for faculty and staff

## *Goal 2 Tactics/Objectives for AY 22-23*

- 4) Identify local high schools with high proportions of minoritized and/or underserved students, and develop plans for concurrent enrollment and recruitment support at/for those institutions.
- 5) Work collaboratively to identify barriers to recruitment of faculty and staff of color and propose solutions in alignment with the college Affirmative Action Plan.
- 6) Grow institutional knowledge around factors that influence institutional selection for faculty and administrators of color.

## *Goal 3 Tactics/Objectives for AY 22-23*

- 5) Utilize Moon Shot for Equity as a framework for process review with an equity lens
- 6) Map support services and co-curricular opportunities for students; develop equity framework for service delivery
- 7) Grow institutional knowledge around factors that influence retention for faculty and administrators of color
- 8) Create map of leadership and development opportunities available to staff and make accessible to all employees

## *Goal 4 Tactics/Objectives for AY 22-23*

- 1) Expand knowledge of HIPs, specifically culturally responsive HIPs, among our faculty; lay the foundation for establishing consistent criteria and more expansive tracking of participation in outcomes of HIPs
- 2) Implement co-curricular tracking software (Presence) with an equity-minded approach
- 3) Utilize Moon Shot for Equity as a framework for process review with an equity lens

## *Goal 5 Tactics/Objectives for AY 22-23*

- 1) Conduct equity review of concurrent enrollment programs and identify opportunities for improvement
- 2) Launch EAB moonshot and work collaboratively with our partners, particularly CCD

## Opportunities for Involvement

It will take the collective work of the entire college and our community close equity gaps at RRCC, and we can only do so with a diverse community where people feel a sense of belonging. We invite you to join us in the work.