

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

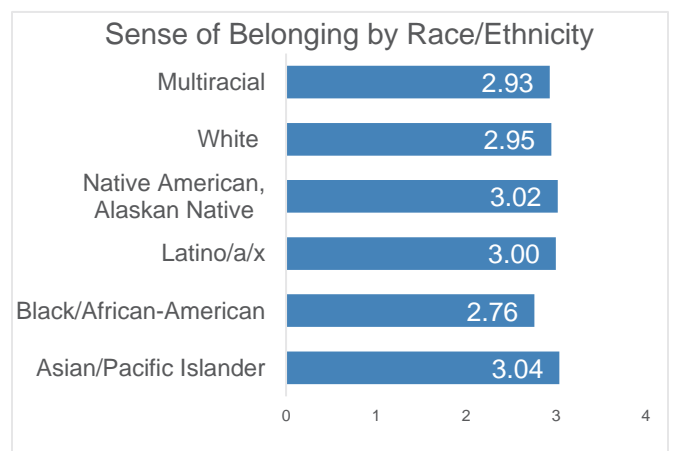
Islander students are slightly underrepresented at the college. In addition to our student body, we want to recruit and retain a workforce reflective of our student population. Hiring coming into AY22-23 showed great progress recruiting Black/African American administrators, and so now our focus is on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

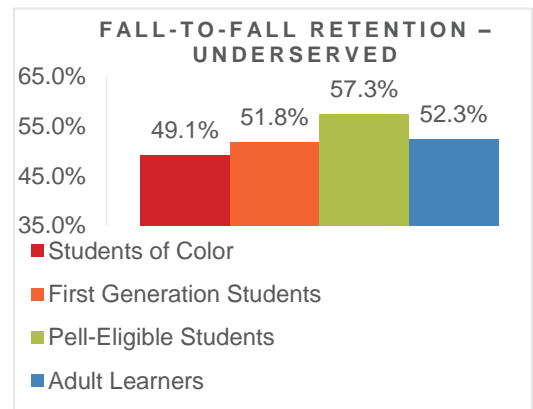
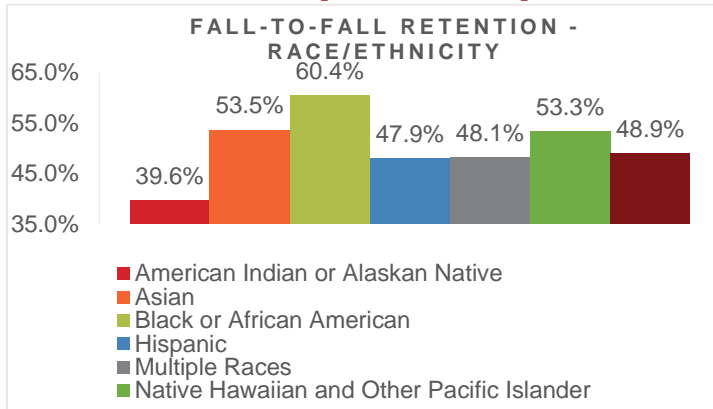
The CECE survey showed that our white students at the college had a slightly higher sense of belonging than students of color. When student racial/ethnic groups were disaggregated further, Black/African American students were the group with the lowest belonging scores at the college. When looking beyond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



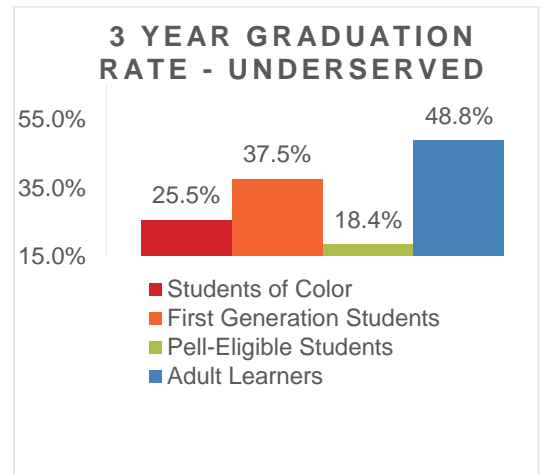
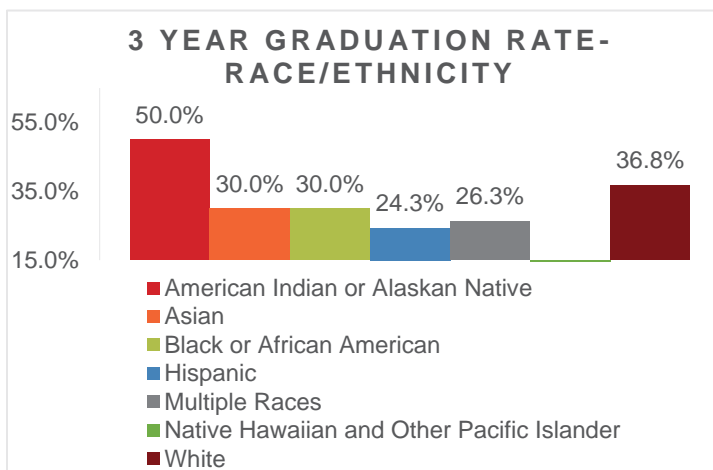
EQUITY IN OUR COMMUNITY

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.

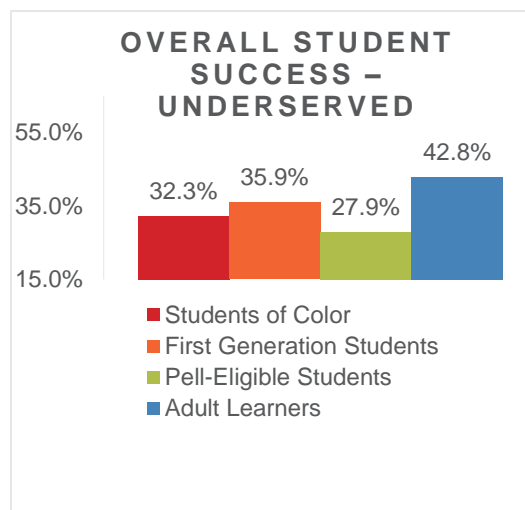
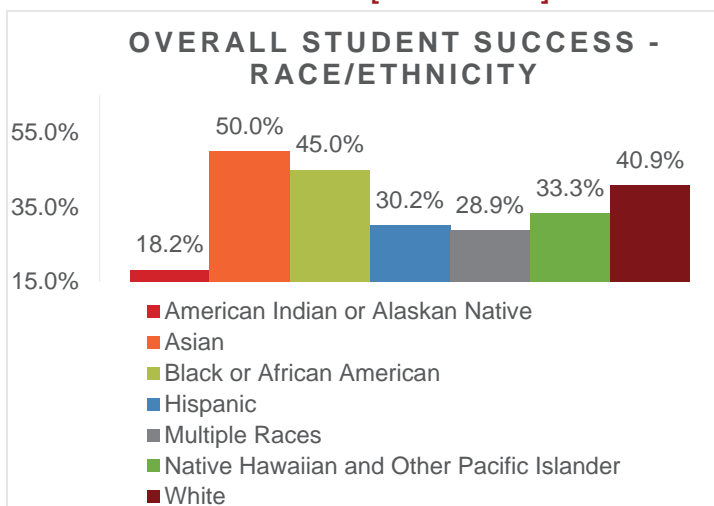
RETENTION RATE [AVG=48.8%]



GRADUATION RATE [AVG=33.8%]



STUDENT SUCCESS¹ [AVG=38.6]



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.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.

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

¹ The CCCS overall success rate includes graduation, transfer (to four-year institutions) and Skills Builder outcomes over the traditional three-year graduation rate period.

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

Status

Our student body does not 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.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.

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.

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.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

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

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

- 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 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.

Updated 11.3.22

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 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