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COLORADO
COMMUNITY COLLEGE SYSTEM

2022 Annual Equity Report

SUBMITTED BY DR. RYAN ROSS,
CCCS ASSOCIATE VICE CHANCELLOR

DR. RYAN ROSS (HE, HIM)

Associate Vice Chancellor - Student Affairs
Associate Vice Chancellor - Equity, & Inclusion

2022-2023 EQUITY REPORT

Coming into the 2022-2023 year, CCCS was committed to growing, learning, being uncomfortable, and taking action as a system and a group of individual colleges. I am excited to report that we are still moving forward and committed to this work. The courageous and uncomfortable conversations continue to happen and grow throughout our organizations. The questions that allow us to dig beneath the surface and understand our data differently are being asked. We are beginning to realize that our Equity Journey is not the sole responsibility of one person or committee but rather each of us. Over this last year, we provided more than 15 training sessions that averaged more than 150 participants across the system. In our first year, the average was less than 75, so while we still need to be where we want to be, we continue progressing forward. Our progression should be celebrated; on behalf of our Chancellor, Joe Garcia, I offer a CCCS salute to you all!

While transitioning out the most challenging times of the pandemic, facing human and resource capital constraints, and increasing workloads, we continued to move the work forward throughout 21-22. Adjustments and accommodations were made, and some goals were reevaluated, but we still accomplished wins that we should be proud to share.

As a system we:
- Had all 13 colleges begin to explore equity data and begin to think about what was missing and how the data could be used or incorporated moving forward
- Received 100% participation in the annual report process
- Completed a system Land acknowledgment and equity philosophy
- Began individual work on college-specific land acknowledgments
- The Vice Chancellor's Office completed a system-wide Equity symposium and grant process to explore and improve equity in curriculum and instruction.
- Contributed to advancing the equity and leadership focus in our police academies
- Implemented a system-wide introduction to equity training for current and new employees.

One of the interesting and challenging things about social justice and equity work is that it's a constantly moving target. It's work where the goals sometimes seem unachievable because of the constant shifting of society, individuals, systems, procedures, and the everyday demands that easily divert our attention from our ultimate goal of ensuring that every student, faculty, staff, and stakeholder connected to CCCS thrives

. It's easy to throw in the towel, check boxes, or enter a holding pattern for the work. What inspires me about the future of our equity work in CCCS is our colleagues' determination, teamwork, and unapologetic commitment to stay focused on the goals in front of us.

As we charge into 2022-23, we will continue to focus on professional and personal development in Equity, Justice, and Inclusion, as well as focus broadly on:
- Data collection and assessment
- Labor Acknowledgements
- Accessibility Services
- Identifying policies and procedures that create barriers and/or harm to any stakeholders of CCCS

On behalf of the Office of student affairs, equity, and inclusion, I would like to thank each member of our Statewide and I Council for their commitment to this complex and frequently lonely work. On behalf of the committee, I would like to thank our chancellor, vice chancellor, and college leadership teams for your continued support and commitment to this work. As we move forward, let's continue to lead with grace, accountability, and courage to ensure no CCCS student staff or faculty finds themselves not driving.

Dr. Ryan Ross

Support for our Students and Employees Impacted by the Crisis in Ukraine

"Please know that you are not alone and that you have our full support. Resources, services, and supports are available. Please do not hesitate to reach out to our available network of advisors, counselors or any institutional staff member."

Student Action on Campus- Auraria Campus

"As a student, do what you can to coalition-build, check your organizations and ally build, create a strategy to help the campus."

Global MindED Equity Sessions:

https://globalminded.org/equity-sessions/higher-ed

The Higher Education of Tomorrow: Created by Our Choices and Actions Today
- **Dr. Kristen Raney**, Vice Chancellor for Academic Affairs, Eastern Iowa Community Colleges
- **Dr. Helen Castellanos Brewer**, Vice President for Student Services, College of the Mainland
- **Dr. Shawnda Navarro Floyd**, Provost, Dallas College
- **Edgar Soto**, Vice President, Pima Community College, Desert Vista Campus

What is Hispanic Heritage Month and what does it mean for Equity, Justice, Opportunity, and Culture?
- **Crestina Martinez**, Long Term Recovery & Major Initiatives Director, Adams County Government
- **Dr. Roberto Montoya**, Chief Educational Equity Officer, Colorado Department of Higher Education; Mariana Del Hierro, Executive Director, Re: vision
- **Rachel Garcia**, CEO, Colectiva

Taking the Cape Off: Getting Real with Women CEOs
- **Janet Salazar**, President, Foundation for the Support of the UN
- **Dr. Angie Paccione**, Executive Director, Colorado Department of Higher Education
- **Simone D. Ross**, CEO, Colorado Women's Chamber of Commerce;
- **Dr. Jessica Rothenberg-Aalami**, CEO, Founder, Cell-Ed
- **Karen Ashworth-Macfarlane**, Co-Founder & CEO, Digame Spirits PBC

Black History Month: Relevance, Reality, and Celebration: Perspectives from Those Doing the Work
- **Dr. Kimberly Grayson**, Principal, Denver Public Schools;
- **Omar Montgomery**, Director of Equity, Culture, and Community Engagement, Cherry Creek School District;
- **Dr. Vern L. Howard**, Chairman, Dr. MLK Jr Colorado Holiday Commission

The Various Pathways to Get to a STEM Career
- **Dr. Siobahn Day Grady**, North Carolina A&T
- **Toi Massey**, Founder & CEO ANM Innovative Solutions;
- **Eric Knapp**, DeKalb County Schools;
- **Jason Pugh**, Gensler and President of the National Organization of Minority Architects

The Real Indigenous Experience
- **Dr. Cheryl Crazy Bull**, President & CEO, American Indian College Fund
- **Jameson D. Lopez**, Asst. Professor, Educational Policy Studies & Practice University of Arizona
- **Jasmine Neosh**, Undergraduate Researcher, College of the Menominee Nation, Sustainable Development Institute

Fact v Fiction Critical Race Theory: Its Role in Current Conversations on Race, Equity, and Justice
- **Omar Montgomery**, Director of Equity, Culture, & Community Engagement, Cherry Creek School District;
- **Regan Byrd**, Founder & Principal Consultant, Regan Byrd Consulting LLC;
- **Dr. Dedrick Sims**, CEO, Sims-Fayola Foundation

Lifting the Hood on Disability Services - Time for a Tune Up!
- **Lesley Owens Pelton**, MSEd, CAS, JD, Director of the Office of Disability Services at Susquehanna University;
- **Catherine Carlson**, Director of the Office of Accessibility Services, Adjunct Instructor and EIT Accessibility Officer at Columbia-Greene Community College;
- **Emily Perry**, Access, Access & Equity Services Professional, Colorado Community College System

"Achievement waits ahead so never look back besides why settle on being good when we are designed to be great!"

2022 CCCS Student Excellence Awards

"Thank you for being a catylist for change, thank you for joy, thank you for being energy, thank you for being all things great about education on your campuses, In times like this there's nothing more important than authentic leadership and it's going to be your leadership that changes the world. So we salute you and congratulations on behalf of all student affairs and a job well done!"

EQUITY & INCLUSION REPRESENTATIVES

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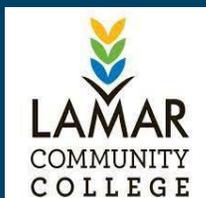Director of Academic Operations
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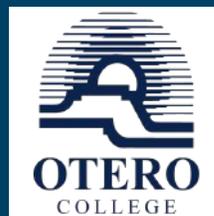President, Morgan Community College
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ARAPAHOE COMMUNITY COLLEGE

ACC MOST NOTABLE ACCOMPLISHMENTS

An inaugural **Equity Symposium** was held in SP22 that garnered 67 attendees. Evaluation respondents found the workshops insightful and useful for their role at ACC. Here is a notable quote:

"This symposium introduced me to several programs I have no idea about. I know there are people in my community who will raise their estimation of ACC as a school when I share with them the work that is being done. Our communities are very hungry to see more done in schools to promote inclusion and success for everyone. Today I learned that ACC isn't just all talk."

- Twenty-one (21) students participated in a half-day workshop learning about DEI foundations from a local social justice non-profit organization.
- The College Equity Strategic Plan was developed and informed by student and employee quantitative data and campus climate data.
- Forty-five (45) staff participated in the Equity Training Series.
- There was an average growth in DEI competencies of 49% in the staff track and 28% in the leadership track.
- The employee affinity groups had 93.7% overall retention rate of employees who participate in these groups in FA21.
- Sixty-eight (68) participants engaged in the REI Groundwater workshop.
- The Office of Inclusive Excellence started a monthly newsletter to provide education on common terminology, cultural celebrations, and updates on events.
- Accessibility efforts included providing 31 classroom accommodations, 233 documents were remediated or created for accessibility, and 33 videos were captioned.
- New Employee Orientation continues to require accessibility training and yielded 149 completions this year.
- A college equity statement was drafted and adopted and is now included in job announcements, the catalogue, and syllabus template. The statement is as follows:

"We welcome and value the identities and experiences of our students, staff, faculty, and surrounding communities. We seek to engage and support historically marginalized groups whom higher education has traditionally failed to serve. We work to foster an equitable and inclusive learning and work environment that supports our students and employees through professional development, programming, reflection, and transformational change of ACC practices, procedures, services, and teaching. We collectively commit to holding ourselves accountable to our equity goals through assessing these efforts with multiple strategies that include voices of those impacted by this work."

ACC ACCOMPLISHMENTS

- There was some movement in diversifying full-time employees where 21% of new hires were POC demonstrating a 3.2% growth in this demographic from 2021. The goal in the College Equity plan is to increase the hiring of people from historically marginalized populations by 5% each year.
- HR hired a consultant to review current hiring processes that will make recommendations on revisions to create more inclusive practices and increase the diversity in applicant pools.
- ACC's Nursing program has taken a more holistic approach to admissions to increase diversity from historically marginalized populations which yielded a 30% increase in BIPOC students that now make up 51% of the SP22 cohort. First generation students increased by 16% and now make up 57% of the SP22 cohort.
- Twenty-one (21) Full time faculty and 11 part-time instructors completed the Equity-Minded Teaching Academy. SP22 participants reported a 13% average growth in their equity-minded classroom skills with 48% increase in the ability to create equitable tasks for students.

" As a college, our mission is teaching and learning. As an open access institution, it is incumbent upon us to embed diversity, equity, and inclusion into all that we do to fulfil our promise as America's social justice higher education provider. At ACC, we are committed to student success as fostered through the facilitation of a sense of belonging for our students, our faculty, and our staff. The diversity of experiences, identities, and ideas of our many communities requires us to be courageous in recognizing and respecting our differences, but also provides us an opportunity to truly exhibit and embrace our values of inclusion, life-long learning, integrity, and partnership. This work is arduous, ever-constant, and challenging. It requires us to become more self-aware of our implicit biases, examining our own past experiences and histories, and seeking to be more informed, educated, and mindful of the experiences and challenges of others who are different and for whom higher education has historically excluded. It is demanding work and one can often be consumed by the politics, policies, and personalities of the many who participate in the responsibility of educating and supporting our students. All are realities within an institution. However, our most valuable resource and strength is people and ACC believes strongly in the capacity of our community to care. If we are to entrench equity into our work, we need ALL to have a shared understanding and commitment to our individual and collective roles and responsibilities to truly actualize and improve outcomes for our students. "

Stephanie Fujii, ACC President

ACC WORKSHOPS & PROGRAMS

·Racial Equity Institute Ground Water Workshop:
- In this virtual webinar, REI organizers used stories and data to present a perspective that racism is fundamentally structural in nature. By examining characteristics of modern-day racial inequity, the presentation introduces participants to an analysis that most find immediately helpful and relevant.
- The Groundwater metaphor is designed to help practitioners at all levels internalize the reality that we live in a racially structured society, and that *that* is what causes racial inequity.

Implicit Bias in Hiring Training:
- This training targeted search committee members who were asked to serve on full-time faculty searches. Participants learned about the different types of bias that can negatively impact the search process and strategies to address and mitigate bias.

Equity Training Series:
- This training program supports an increase in knowledge, awareness, and skills regarding equity, diversity, and inclusion concepts and practices that support and affirm the success and identities of students and employees.

Outcomes of Equity Training Series:
- Provide employees with knowledge, skills, awareness, and
- resources to create and maintain an inclusive, welcoming, and equitable environment.
- Develop leaders across multiple divisions and departments at ACC who advocate for equitable practices, policies, and environments.
- Implement practices in the roles of ACC employees to equip them with using equity in decision making, in professional development, and in service.

ACC CHALLENGES

Diversifying employees at ACC continues to be a challenge and has been exacerbated by the current labor shortage. We will need to develop more inclusive strategies for recruitment and retention of employees. There were organizational cultural challenges as ACC has experienced significant senior leadership change. The organization was challenged by its internal employees with a desire for action in balancing the value of DEI in a polarizing political environment at an institution which also values free speech and academic freedom. This created conflict and divisiveness within the institution. It was a challenge to get 50 part-time instructors through the Equity-Minded Teaching Academy for Spring 22 and Summer 22 cohorts. Many ended up not having time due to full-time job responsibilities or opportunities or had their course cancelled. We also experienced gaps in personnel to support recruitment and coordination. We will be working to do more heavy recruitment for the Spring 23 cohort.

ACC WORKSHOPS & PROGRAMS

·Equity-Minded Teaching Academy:
The academy supports faculty and instructors in learning about equity-minded and culturally responsive pedagogy. The purpose of engaging in this type of professional development is to increase academic success and retention of all students and close equity gaps in student course pass rates and grade distribution between students of color and white students.

Embodying Equity Workshop:
This workshop was for students interested in growth from a social justice perspective that is rarely offered in a higher-ed environment. It was free for ACC students, and was facilitated by a team from Creative Strategies for Change (CSC). Their mission is to mobilize arts and education for social justice from a intersectional anti-oppression framework. This workshop specifically addressed what it means to bring our true authentic selves to work and school. Through a combination of large and small group activities, facilitated dialogue, and individualized opportunities for self reflection, participants built relationships, shared language and experiences for equity.

IEC PD Workshops Offered:
September 2021:
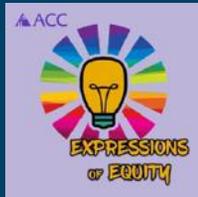Inclusive Language in Professional Relationships
October 2021:
Employees with Disabilities Affinity Group Presentation
November 2021:
Transgender Day of Remembrance
January 2022:
Self-Care at ACC
February 2022:
Environmental Scanning at ACC
March/April 2022:
Equity Symposium

ACC MOST SIGNIFICANT CHALLENGES

A significant challenge for the college continues to be accessing disaggregated data in a quick and practical manner. The college wishes faculty to access and use data to inform practice in their courses and staff to do in their work supporting students. Access and use of data can inform goals and next steps in closing gaps and creating more welcoming and inclusive environments.

ACC Student Goals

- Increase African American Student Retention by 3% each year and close equity gap by 4% each year.
- Increase completion rates by 2% each year and close completion equity gap by 1% each year.
- Increase transfer rates, course pass rates, and close equity gaps by 1% each year.
- Increase American Indian or Alaska Native student retention by 5% each year and close equity gap by 5% each year.
- Increase completion and transfer rates by 1% each year and. Close transfer equity gap by 2% each year.
- Increase course pass rate by 2% each year and close course pass rate equity gap by 2% each year.
- Increase Hispanic/Latinx student retention by 3% each year and close equity gap by 2% each year.
- Increase course pass rate, completion, and transfer by 1% and close equity gaps by 1%.
- Increase retention for Multiracial students by 2% each year and close equity gap 1% each year.
- Increase completion rate by 1% each year and close equity gap by 1% each year.
- Increase transfer rate and close equity gap by 2% each year.
- Increase course pass rate and close equity gap by 1% each year.

- Increase retention rate for Native Hawaiian or Pacific Islander students by 5% year, and close equity gap by 1% each year.
- Increase transfer rate and close equity gap by 2% each year.
- Increase retention rate of first-generation students by 1% each year and close equity gap by 2% each year.
- Increase transfer rate and close equity gap by 2% each year. Increase course pass rates by 1% each year.
- Increase retention rate for Pell eligible students by 1% each year and close equity gap by 3% each year.
- Increase Indigenous, Black, and Hispanic graduation rates to 29.3% (ACC Average).
- Increase Black and Hispanic Fall to Fall retention to a consistent rate of 43%.
- Increase transfer of Indigenous, Black and Hispanic students to 24%.
- Conduct research on best practices to create and maintain a cultural center that ACC will refer to as the Center for Inclusion and Belonging.

ACC STAFF GOALS

- Supporting staff at examining and revising departmental policy using the Equity-Minded Assessment tool and questionnaire that would yield more equitable outcomes for students.
- We will also focus on providing tiered training opportunities for staff to access from their various levels of understanding DEI.
- Employee demographics will reflect larger community populations:
- Hispanic/Latino (10.3% community, 15.3% student, 8.7% employee – increase by 2% per year); ·
- Black (1.5% community, 2.4% student, 2.8% employee – increase by 1% per year);

- Asian/Pacific Islander (1.4% community, 4.1% student, 3.7% employee – increase by 1% per year);·
- Native American (.5% community, .4% student, .9% employee – increase by .5% per year);
- 2 or more races (1.8% community, 4.4% student, 0.8% employee - increase by 1% per year)
- Provide Equity-Minded professional development for all ACC employees

ACC FACULTY GOALS

- As stated in the College Equity Plan, we will diversify the faculty demographics by 2% each year from BIPOC populations. Faculty will also begin having easier access to their student success data to inform their annual goals of closing equity gaps.
- Expand opportunities for faculty and full-time instructors to participate in professional development that increases their competencies in equity-minded pedagogical practices that will inform closing equity gaps for students.

INCLUSIVE EXCELLENCE COUNCIL

Laura Aycock, Charity Aymami, Dan Balski, Heidi Barrett, Brad , Elana Beloved, Anna, Vicki Bobo, Sineca Williams-Boettcher, Karen Browning, Karla, Dewa, Lisa Christiansen, Lee Christopher, Mary Cima, Ashlie, Mitch Cota, Mary Cullen, Jackson Culpepper, Shari, Courtney Dale, Jomil Ebro, Allana Farley, LaMario Fortson, Monica Fuglei, Soma, Brian Grewe, Scott Guenthner, John, Phil Hargrove, Susan, Sarah Homer, Jess, Marcy Huck, Jennifer Husum, Cara Idol, Jen Jacobs, Courtney Johnston, Jennifer, Chris Juarez, Courtney Kuntz, Holly Lynch, Ashley Dawn Maloney, John, Jennifer , Lisa Matye Edwards, Ashlea Miller, Jaden Netwig, Cindy, April, Amanda , Celia Norman, Molly Ostwald, Marie, Becky Quade, Megan Rector, SANDRA BUTLER, Angela, Lance Rubin, Maria, Jenai Rutledge, Trish Sangelo, Amanda Savarese, Susan Stafinbil, Danielle, Mary Steggall, Anna Super, Kristie Swaim, Rebecca Terpstra, John, Craig Weathers, Iwa, Gwen Young

ACC EVENTS & ACTIVITIES

Equity Symposium:
The Inclusive Excellence Council at ACC hosted a virtual symposium bringing together the ACC community across estates to showcase ongoing work to advance diversity, equity and inclusion outcomes and experiences on campus.

Expressions of Equity Competition:
This is a new competition the IEC introduced to engage students to learn about DEI common terminology and submit a creative expression that demonstrated their understanding. One student was awarded a 3-credit scholarship as a first-place prize.

ACC COLLEGE-WIDE GOALS

- Increase transfer rate and close equity gap by 2% each year. Increase course pass rates by 1% each year.
- Increase retention rate for Pell eligible students by 1% each year and close equity gap by 3% each year.
- Increase Indigenous, Black, and Hispanic graduation rates to 29.3% (ACC Average).
- Increase Black and Hispanic Fall to Fall retention to a consistent rate of 43%.
- Increase transfer of Indigenous, Black and Hispanic students to 24%.
- Conduct research on best practices to create and maintain a cultural center that ACC will refer to as the Center for Inclusion and Belonging.

ACC — ARAPAHOE COMMUNITY COLLEGE

COMMUNITY COLLEGE OF AURORA

" The Community College of Aurora's vision statement is to "aspire to be a college where every student succeeds." The realization of this vision requires that CCA utilize institutional data to inform our efforts to remove systematic barrier that prohibit equitable student success. "

Dr. Mordecai I. Brownlee,
CCA President

CCA: MOST NOTABLE ACCOMPLISHMENTS

- In Spring 2022, CCA was accepted to the Achieving the Dream (ATD) 2022 National Network Colleges.
- This three-year commitment will guide and focus our efforts to advance student success, while reducing equity gaps leading to improved economic and social mobility for all of our students.
- An additional notable accomplishment is the creation of DEI-related infrastructure.
- This currently includes the creation of a new DEI Division, new positions of VP of DEI, Director and Assistant Director of DEI, the Creation of a DEI Cultural Center and the thematic design to create DEI Cultural Center Space through renovation of the Student Center.
- The conceptual development of the Cultural Center space is in progress with the Smithgroup Architecture Firm.

CCA: EVENTS/ACTIVITIES

Events and programming held over the year on campus included:

- First Gen Week
- Pride & Popcorn
- Cultural Fashion Show
- Movie event - Cesar Chavez: An American Hero
- Coming Out Day tabling & movie (in-partnership with Indigenous Peoples' Day)
- Cultural Appropriation versus Appreciation·
- Veteran's Day Celebration
- Transgender Day of Remembrance
- Identity & Intersectionality
- MLK Luncheon
- Winter Q'ommunity Social
- Know Your Rights with Colorado Immigrant Rights Coalition (CIRC)
- Drag Queen Bingo
- Black History Month Paint & Sip
- CCA DEI Community Partnerships for Programming

CCA: ACCOMPLISHMENTS

- In Fall 2021, Dr. Brownlee affirmed the commitment to Diversity, Equity and Inclusion by raising the level of responsibility of the vacant diversity officer from a Director of DEI to a Vice President of DEI, effective October 1, 2021.
- This position was created to serve as a key member of the President's Executive Cabinet and direct report of the president.
- The VP of DEI position provides college-wide leadership, direction, and support regarding the development, implementation, and sustainability of a learning environment that ensures the achievement of equitable student success at CCA.
- This means examining, recommending, and leading changes to college-wide practices, policies, procedures, services, curricular and co-curricular activities.
- He also furthered this commitment by creating a new Division of DEI to work with campus and community constituents, and increase awareness and understanding of DEI and equitable student success as an institutional imperative.

CCA: EVENTS & ACTIVITIES

CCA DEI Community Partnerships for Programming Activities/Events:

- ·CCA participated in Aurora Pride for the first time by tabling and sponsoring the event with volleyball
- New partnership with Montview Elementary in our community for the purpose of connecting students to college early.
- Series of goal setting workshops with grades 3-5.
- Partnered with University of Denver to serve as a site to place undergraduate intern interested in having a career in diversity. This was a grant funded opportunity for students who are bilingual.
- Partnered with New Era Colorado to promote new voter registration both in- and out- of the classroom
- Marched in Historic Five Points' Juneteenth Parade as an institution for the first time

Hosted at CCA:

- LGBTQIA+ Community & Educational Summit in partnership with City of Aurora Office of DEI, CU Anschutz
- LGBTQIA+ Hub, & Aurora Police Department. Inaugural two-day event in July, serving over 150+ community members

CCA:TRAINING & DEVELOPMENT

- Supporting our Multi-Language Learner Initiative and Peer Learning Community with professional development and guidance with aim to increase equity for MLL students across the college
- Supporting the CCA Foundation Board in their DEI journey and goals Joining in bi-monthly meetings and providing training, content, and resources to expand diversity, open up access, and be equity-minded in decision-making

Bias Trainings:

- Eliminating Bias in the Scholarship Review Process- 42 volunteer scholarship reviewers completed
- Eliminating Bias in the Search Process- 127 employees completed
- New yearly requirement for anyone serving on a search committee
- Intercultural Development Inventory (IDI) tool, ~ 10 CCA employees are now trained administrators for the IDI
- This assessment and resource are being provided to CCA employees and students as a foundation for engaging across difference and strategies for moving from a monocultural mindset to a multicultural mindset
- 20 Academic Learning Center tutors participated in a book club around "How to Be an Anti-Racist" by Ibram X. Kendi
- DEI Related Affinity Group Development or Support
- Assisting ongoing in the support of growing the newly established AAPI Support Employee Affinity Group and the up-and-coming Rainbow Folx Employee Affinity Group (LGBTQIA+)
- Provided support the Undocu-Serving Task Force.
- Built a virtual space for resources and information supporting students with DACA and those who are undocumented.
- Provided education and strategies for allies. (site visited 700 times)
- During Graduation DEI provided Commencement Affinity Cords for 300 students (in partnership with our Employee Affinity Groups), including: AAPI students; Black and/or African American students; Indigenous students; Latinx students; LGBTQIA+ students and a build-your-own-cord for students celebrating identities affinities important to them not included in the larger categories.

CCA: STUDENT GOALS

- We will work to increase enrollment of all our student
- populations. We are down in enrollment and are continuing to work to bring our student populations up to before pandemic enrollment numbers.
- We have recently hired a new Vice President of Enrollment Management & Success.
- This role will be tasked for setting enrolment goals, implementing strategies to improve recruitment and retention, and drafting in collaboration our Strategic Enrollment Management Plan.

Categorical goals include:
- Increase headcount
- Increase FTE
- Increase Fall to Fall retention rates
- Increase Fall to Spring retention rates (ATD Persistence)
- increase matriculation rates of Concurrent Enrollment students to CCA after high school graduation
- Increase completion rates
- Increase transfer rates
- Maintain our HSI Federal Designation and MSI status by enrolling/retaining the student identities percentages needed to maintain these designations

DEI Division Retention
- Goal - In alignment with CCA "Equity indicator of KPM 1.2 Fall to Fall Retention Rate Part time" which has a current rate of retention at 42.2%, the Office of Disability& Equity, and the TRiO SSS/ESL departments will increase retention of students served by their programs by 5% to reach an AY 22-23 retention rate of 47.2% of all part-time students.

Achieving the Dream School (ATD) related student goals - CCA will improve in the following metrics:
- (Percent improvement forthcoming) and decrease equity gaps in these specific areas:

Improve Access metrics by enrolling the percent of individuals representing various identities that reflect the market population (Community surrounding CCA)

Improve Momentum Metrics
- Zero college-level credits – Decrease the number of students who earn no college credits in their first semester
- Credit momentum – Increase the number of students who complete an increasing number of credits (12, 15, 24, 30) in the first year.
- Increase the number of students who successfully complete Gateway Math and English in the first year

Improve Mobility data by increasing the completion rates and increasing the transfer rates to four-year institutions

CCA: MOST SIGNIFICANT CHALLENGE

- Overcoming the "harm" caused by past Inclusive Excellence work is our biggest challenge related to DEI work.
- During the listening sessions conducted at the time the new president came to CCA, he heard that the IE work caused "harm" and many were against furthering this work, and many no longer wanted to participate in it.
- In an attempt to understand the "harm", he charged the VP of DEI to conduct listening sessions to understand the specifics of this feedback.
- The results and recommendations were identified in a report.
- Moving forward, this information is currently being used to re-imagine, and redesign the DEI work.
- It will also inform in the creation of a DEI Master Plan for CCA and in identifying/ implementing Restorative Practice and intentional equity-minded efforts to begin again.

COMMUNITY COLLEGE of AURORA

CCA: CHALLENGES

- In 2020 and 2021, we had three failed searches for the Diversity Officer Position at CCA.
- Therefore, while the position sat vacant, some events and programming were implemented but not to the level that it was previously.
- At that time, there was also no leadership in this area.
- As a result, council work and IE related training was minimal.
- Employee turnover, retention of employees and onboarding new employees was also a challenge during the pandemic.
- We have begun to take steps to improve in these areas

CCA: PROGRAMS/ WORKSHOPS
- In honor of National HSI Week, Dr. Mordecai Brownlee signed a proclamation establishing **September 13 – 19th , HSI Week at CCA.**
- This was the first time CCA celebrate National HSI week and kicked off Hispanic Heritage Month with programming and messaging throughout both campuses.
- "**The Historical Medical Profession, Black and Brown Bodies, and the COVID-19 Vaccine**" resource was created exploring the history of distrust of the medical profession by the lack and Brown communities due to abuses and experimentations and why, despite that horrendous history, the COVID-19 vaccine is safe, effective, and trustworthy. This resource has been accessed over 1,000 times.
- **HSI Speaker Series with expert Dr. Alejandro Covarrubias.** This was a three-session series that had 20 CCA faculty and staff participate in learning about HSI Servingness with the purpose of developing awareness and knowledge about Latinx students and their Identity Development; Developing personal awareness of racial, ethnic, and national identity development; and Engaging in the Intercultural Development Inventory.
- **Providing training, content, and resources** to CCA Foundation Board in their DEI journey and goals
- **Providing/conducting eliminating Bias Trainings:**
- Eliminating Bias in the Scholarship Review Process- 42 volunteer scholarship reviewers completed Eliminating Bias in the Search Process- 127 employees completed
- New yearly requirement for anyone serving on a search committee
- Trained 10 CCA employees to be Qualified Administrators to use the **Intercultural Development Inventory (IDI) tool** and implementing it. This assessment tool provides a personal review of DEI Development and provides a foundation for moving from a monocultural mindset to a multicultural mindset.
- 20 Academic Learning Center tutors participated in **a book read** around "How to Be an Anti-Racist" by Ibram X. Kendi
- Assisting ongoing in the support of growing the newly established AAPI **Support Employee Affinity Group** and the up-and-coming Rainbow Folx Employee Affinity Group (LGBTQIA+)
- Supporting the **Undocu-Serving Task Force** through virtual space posting of resources and information supporting students with DACA and those who are undocumented. (site visited 700 times)
- During Graduation DEI provided **Commencement Affinity Cords** for 300 students (in partnership with our Employee Affinity Groups), including:

AAPI students; Black and/or African American students; Indigenous students; Latinx students; LGBTQIA+ students and a build-your-own-cord for students celebrating identities and affinities important to them not included in the previous categories.

CCA: FACULTY GOALS
- Increase the number of Black, Indigenous, & People of Color (BIPOC) identified Faculty – Current data indicates 78.9% Faculty identify as White, and 21.1% identify as Faculty of Color.
- Increase the number of BIPOC adjunct instructors. Current data indicates that 73.8% self-identify as white and 24.2% self-identify as BIPOC.
- Increase the percent of Full time Faculty that identify as BIPOC and Female - CCA employs 58 Full time Faculty with a gender breakdown of 60.3% identifying as Women; and an ethnic breakdown of 3.5% Asian, 6.9% Black, 3.5% Hispanic, 82.8% White, 3.5% Two or more races.
- Increase the percentage of Female Instructors to 57.6% to meet the 80% rule reflecting availability. (Utilization analysis indicates CCA is underrepresented in Female Instructors at 41.7% compared to the availability data of 72%.)
- Increase the percent of Instructors that identify as Hispanic to 5.8% to meet the 80% rule reflecting availability.
- CCA is underutilized in Faculty that self-identify as Hispanic at 3.5% compared to the availability of 13%
- Increase the percent of Instructors that self-identify in two or more races to approx. 1.5% to meet the 80% availability rule.
- Currently CCA employs zero instructors that identify in two-or-more races and the availability is at 3%.

CCA: COLLEGE WIDE GOALS

Clearing the Path for Equitable Student Success Through President Priorities of:

- Invest in people, systems and infrastructure
- Improve sustainability of CCA through strategic enrollment management
- Advance equitable student success through intentional design
- Design a system for organizational learning and innovation
- Learn, define, embrace and advance HSI Designation

Other DEI Related College-wide goals

- Develop CCA DEI Strategic Plan in alignment with CCA Strategic Plan and actualize it.
- Launch an HSI Task Force to identify recommendations for HSI Servingness
- Successfully launch identified priorities in alignment with ATD ICAT Framework with the purpose of improving educational outcomes, decreasing equity gaps, and improving the social and economic mobility of all students.
- Develop a DEI Master Plan that embeds DEI in all core elements of CCA.

Further create DEI Related infrastructure to include:

- Student-focused training and programming
- Development of a Cultural Center
- Revise/create DEI related training and professional development
- Virtual workshop training series to encourage inclusive learning environments in the classroom
- Continue to encourage and promote access to education and opportunities for students of all abilities/disabilities
- Continue to encourage disaggregation of all data by identities and promote a data-informed culture

Conduct assessment of DEI related efforts to include:

- Identify Key Performance Indicators, student learning outcomes and desired program outcomes
- Conduct co-curricular assessment, and program evaluation for effectiveness.

CCA OTHER GOALS

- Focus on Waste Reduction
- Increase Buying Power
- Discover our New Identity

ATD Year One Broad Areas of Focus includes:

- Improving student life cycle and re-envisioning guided pathways
- Elevating faculty engagement through professional learning, advising and integrated academic supports
- Developing a Data Success Scorecard with an Equity Lens

DIVISION OF DIVERSITY, EQUITY & INCLUSION; DEI LEADERSHIP TEAM, DEI COUNCIL, HSI COMMITTEE, ACHIEVING THE DREAM CORE TEAM

Division of DEI Members: Dr. Angela Marquez, Mike Roderique, Monica Paez, Dr. Susan Hua, Dr. Jasmine Yap, Brian Jackson, Sumner Lambert, Annalia Acuna, Will Flowers, April Stewart, Reem Hamodi, Nnena West, Efren Herrera Hurtado, Fatima Estrada, Emma Mooso, Melkamu Alemu, Eduardo Garcia, Lily Lat.

DEI Leadership Team Members: Felicia Sena, Mike Roderique, Erica Hines, Will Flowers, Robley Welliver, Dr. Reyna Anaya, Dr. Angela Marquez

Achieving the Dream Core Team: Dr. Mordecai Brownlee, Dr. Kathryn Skulley, Dr. Bobby Pace, Dr. Reyna Anaya, Mandy Geddes, Dr. Angela Marquez

DEI Council & HSI Committee: being revamped to incorporate ATD so new members are being recruited for the efforts.

COMMUNITY **COLLEGE** of AURORA

CCA: STAFF GOALS

Diversify the applicant pool through diversity recruitment/posting efforts:

- To include posting positions in identity specific organizations and diversity-related industry organizations;
- Engaging in annual purchase of diversity advertising and recruitment packages, and communication in job descriptions that CCA values its diverse, equitable and inclusive environment.

Diversify the applicant pool through job description/position description revisions:

- CCA has adjusted its required qualifications to reflect the essential function of the jobs, removed biased language, and identified minimum qualifications that reflect relevant experience and education and allow for transferable skills that could demonstrate an applicant's chance for success in a given role.

Embed DEI Interview questions:

- Into every search interview process.

Require DEI-related training:

- For all faculty and staff as required by the federal regulations such as Title IX and system-related required training. This ensures that our employees can help to support the college's values of DEI including creating an environment where all are valued and respected.

Require participation in Implicit Bias training for search committee members:

- Prior to assisting with any recruitment process.

Improve job satisfaction:

- Through improved onboarding, training and development and employee recognition to improve retention of employees. This is currently occurring through a new position titled Director of Talent Development, Engagement & Belonging.

Expanded DEI infrastructure:

- By reorganizing various existing functions within the college, embedding DEI throughout CCA Core Functions, and promote/create/encourage efforts towards a more inclusive environment which is in alignment with the Mission and Vision of the college and promotes mattering, valuing and belonging of all student and employees at CCA

Specific Staff Hiring goals - Based on our Affirmative Action Plan for the category of Staff:

- **Increase the percent of Hispanic/Latinx identified staff by 7%** - We saw a decrease in individuals who self-identify at Hispanic/Latinx for the FY21-FY22 by 7%. This percent decrease reflects that there were 5 fewer Hispanic/Latinx staff and therefore is an area for focused increase in hiring.
- **Increase the percent of Black/African American Staff by 5%** - We have aseen a decrease in staff self-identifying as Black/African American (non-Hispanic) at the rate of 5%. This decrease reflects that there were 3 fewer individuals who self-identified as Black/African American and is also an area of focus to increase in hiring

COMMUNITY COLLEGE OF DENVER

CCD: ACCOMPLISHMENTS

- Updated interview questions to provide a bank of
- interview questions for hiring managers to choose from, in order to guide hiring candidates from an equity lens.
- Hired a Culturally Relevant High Impact Practices Coordinator
- Strong faculty and staff participation CCCS Teaching Excellence Virtual Symposium
- Hired three Concurrent Enrollment Navigators to work
- embedded in DPS high schools to build bridges and create relationships with counselors, students and building administrators to increase college going mindset
- Revised college positions to create an Associate
- Dean for High School to College Transitions to foster college-going and facilitate transition across high school partners
- Built a WBL crosswalk from DPS schools to CCD coursework to increase early college credit opportunities for more high school students. This was adopted by CCCS and continues to build.
- Built numerous non-credit learning opportunities for adult learners and scaffolded these experiences to CCD coursework for momentum on ramps.
- Launched the Colorado Health Careers Collaborative to provide hands-on learning about health careers to underrepresented students across the state of Colorado (in partnership with ACC)
- Engaged in the SHEEO/Gardner Transfer Initiative to improve the transfer ecosystem in Colorado
- Met college goals of increasing FTFT retention rates for all students to 74% as well as for FTFT black male retention rates also to 74% (significant effort to reduce equity gaps)
- Reorganized academic affairs from academic centers to pathway learning communities that include partner colleagues from student affairs with pathway-relevant administrative and IR/effectiveness supports

CCD: MOST NOTABLE ACCOMPLISHMENT

CCD's focus on building CPL pathways for work-based learning for both high school students and adult learners.

CCD: ACTIVITIES & EVENTS

Provided Equity-minded professional development to faculty and instructors by multiple means:

- Center for Urban Education Equity Pedagogy Cohort 2, with Cohort 1 peer coaching support
- Association of College and University Educators (ACUE)'s Effective Teaching Practices and Effective Online Teaching Practices cohorts
- Part 2 of IELT's Next Level Equity professional development series through the fall 2021
- CCD-adapted (fully accessible and project-based) CDHE Equity Toolkit professional development module

CCD: PROGRAMS & WORKSHOPS

- Culturally Relevant HIPs orientation to department chairs and deans at May 2022 Provost Day
- Multiple CUE workshops throughout the year
- Completion of 25 module ETP and EOTP ACUE cohorts
- Offering ACUE's equity-based practices microcredential to two cohorts throughout the year

CCD: STUDENT GOALS

- Increasing the fall to spring retention rate for students of color enrolled in programs aligned to high wage/high demand jobs by 10%
- Increase the concurrent enrollment participation of Title 1 DPS high school students by 10% (976 to 1073)
- Increase conferred credentials by 10% as compared to the 2021-22 AY (1,223 to 1,343)
- Increase overall fall to fall retention by 10% (baseline 38%)
- Increase CCD-based hybrid and online course success rate from 73% to 80%

CCD: STAFF GOALS

- Increasing Minority
- Staff to 45%; increasing male staff of color to 15%
- 85% of employees participate in professional development training
- Reduce the turnover rate for first year employees from 20% to 10%

CCD: COLLEGE WIDE GOALS

- Launching Moonshot for Equity to ensure we have solid baseline data upon which we build our goals and strategies for improved student outcomes and elimination of the opportunity gap
- We will build out pathway learning communities to provide greater cross-college collaboration to support the student journey to and through CCD to transfer and/or livable wage employment.

CCD: CHALLENGES

Loss of membership of IELT members

CCD: SIGNIFICANT CHALLENGES

Inability to have a main focus from which to build.

CCD FACULTY GOALS

- Increasing Minority Faculty & Instructors to 25%
- 100% of faculty and 75% of instructors complete ACUE Effective Online
- Teaching Practices/Effective Teaching Practices

CCD INCLUSIVE EXCELLENCE LEADERSHIP TEAM

Erin Christon, Amanda O'Sullivan, Ruthanne Orihuela, Shana Stovall, Aziz Vahobov

COLORADO NORTHWESTERN COMMUNITY COLLEGE

CNCC: MOST NOTABLE ACCOMPLISHMENT

Created a DEI Committee that had meaningful impact on our campuses

CNCC: ACCPLISHMENTS

- Teaching Excellence committee moved forward will plans to improve student satisfaction and success through data and evidence based professional development and classroom observations
- Created student mentoring program for athletes
- Held campus wide discussions
- Created events calendar
- Student groups decorated areas with diverse and culturally sensitive topics
- Hired an increased number of diverse faculty
- Marketing promoted images on our material to reflect our diverse student body
- ESL program going strong

CNCC: MOST SIGNIFICANT CHALLENGE

Employee Resources

CNCC: CHALLENGES

- Funds are a challenge. Although the Teaching Excellence funds help our Academic progress tremendously, the rest of the college initiatives are limited.
- Initiative leads are completed by staff members as an additional duty.
- The college does not have the funds to support a full time DEI Director, although the work needed for effective change is there.
- Attendance at discussions- we had between 10-20 people at each discussion.

CNCC: EVENTS/ACTIVITIES

- ·Convocation AY 2021- Dr. Ross DEI discussion with entire campus
- Let's talk about it (all college discussions): Understanding culture in November 2020
- Let's talk about it (all college discussions): Inclusion in December 2020
- Let's talk about it (all college discussions): Unconscious Bias in January 2021
- March 2021: CNCC Discussion about Race: What does it mean to us and what can we do to help? (Dr. Ross lead the collegewide discussion)

CNCC: PROGRAMS/ WORKSHOPS

- ·Student Mentoring program for Women's Basketball athletes
- Teaching Excellence committee developed workshops and developed the model for improving DEI in the classroom
- Teaching Excellence committee developed E/I course design and Inclusive Syllabi handouts to be distributed to faculty
- Arts and Sciences hosted monthly Brown Bags focused on improving student success and satisfaction.

CNCC: STUDENT GOALS

- Identify the current alignment of CNCC employee demographics, at all employment levels with those of our students and create a plan toward alignment.
- Review baseline data and develop a plan for implementation.
- Climate Survey development, Implementation and plan to address outcomes- DEI committee in conjunction with HR, our VPI and our VPSS will craft and distribute a climate survey to employees and students on their views of CNCC and efforts on equity and inclusion.
- Focus Group – Along with or soon following the distribution of the climate survey to students, the DEI committee will commission the help of a focus group facilitator to gather students' input on faculty effectiveness in fostering an inclusive and safe for learning classroom environment. This is in response to satisfaction survey results.
- Employee and Student DEI and personal and organizational strength development
- Using focus group and climate survey data, the book "The Fearless Organization" and also with MBTI principles, conduct sessions with faculty, other employees and students.
- Maximizing personal strengths, working effectively with diverse other, creating a safe working community, creating a safe classroom, etc.
- Our enrollment by student demographic data for AY 2020-2021 shows the majority of our diverse student groups are Hispanic and Multiple Race.
- Become a Hispanic Serving Institution (HSI) by 2025-26 (increase FTE from 19% to 25%).
- Begin developing support systems for Hispanic population Improve upon student mentor programs
- Open-Educational Resources (OER) Task Force focuses on transition high-enrollment GT and Gen-Ed courses to OER
- Expand student awards to include First Generation student recognition awards

CNCC: FACULTY GOALS

- Identify the current alignment of CNCC employee demographics, at all employment levels with those of our students and create a plan toward alignment.
- Review baseline data and develop a plan for implementation.
- Climate Survey development, Implementation and plan to address outcomes.
- DEI committee in conjunction with HR, our VPI and our VPSS will craft and distribute a climate survey to employees and students on their views of CNCC and efforts on equity and inclusion.
- As a follow up to the focus group findings, the DEI committee will craft information and strategy sessions with faculty.
- Organizational Review- Complete equity review of CNCC titles, department support, professional development opportunities, and pay.
- Based on the data provided, CNCC has 0% ethnic diversity in our faculty members for AY 2020-2021.
- Nearly half of our faculty members identify as women. Continue to promote and support this group.
- Identify targets pertaining to faculty diversity that will align with student success and engagement goals.

CNCC EQUITY AND INCLUSION COMMITTEE

Swails, Nicholas (Associate Dean of Arts & Sciences; Director of eLearning)
Rea, Jennifer (Associate Dean of Res Life)
Gallardo, Maya (Advisor)
Miller, Angela (Exec Director of HR)
Kruger, Jessica (PSY & SOC Faculty Member)
Cox, Leana (Director of Library Resources)
Yantzer, Erica (NUR Director)
Goff, Andrew (ECE Lead faculty)
Mogul, Randi (Residence Life Assistant)
Krueger, Lisa (Director of Academic Operations)

CNCC: OTHER GOALS

- ·Data collection
- Analyzing data to make educated decisions
- Increasing DEI footprint at the college.

CNCC: COLLEGE WIDE GOALS

- Identify the current alignment of CNCC employee demographics, at all employment levels with those of our students and create a plan toward alignment. Review baseline data and develop a plan for implementation.
- Climate Survey development, Implementation, and plan to address outcomes- **DEI committee in conjunction with HR, our VPI and our VPSS** will craft and distribute a climate survey to employees and students on their views of CNCC and efforts on equity and inclusion.
- Focus Group- Along with or soon following the distribution of the climate survey to students, the DEI committee will commission the help of a focus group facilitator to gather students' input on faculty effectiveness in fostering an inclusive and safe for learning classroom environment. This is in response to satisfaction survey results

- Employee and Student DEI and personal and organizational strength development-Using focus group and climate survey data, the book "The Fearless Organization" and also with MBTI principles, conduct sessions with faculty, other employees and students.
- Maximizing personal strengths, working effectively with diverse other, creating a safe working community, creating a safe classroom, etc.
- As a follow **up to** the focus group findings, the DEI committee will craft information and strategy sessions with faculty.
- Organizational Review- Complete equity review of CNCC titles, department support, professional development opportunities, and pay.

FRONT RANGE COMMUNITY COLLEGE

FRCC: MOST NOTABLE ACCOMPLISHMENT

Formed a Hispanic Service Institution Task Force to move FRCC toward becoming an Hispanic Serving Institution.

FRCC: ACCOMPLISHMENTS

- Developed first Land Acknowledgment, was read at each of the three FRCC campus graduations and several other college events.
- Developed drafts of an updated Philosophy of Inclusion (still in progress).
- New student enrollment task force drafted a plan of how to improve outreach to Latinx community.
- In response to plan, developed an email campaign to prospects and applicants that identify as Latinx.
- Contracted with website redesign firm to add expanded number of pages in Spanish

FRCC: EVENTS/ACTIVITIES

- First Annual Equity Awards and Celebration;
- Multiple campus events;
- Leadership book read of *Becoming an Hispanic Serving Institution* by Dr. Gina Ann Garcia;
- Open college facilitated book read of the same book with more than 50 participants.

FRCC: STAFF GOALS

- Retention of staff of color
- Overall 2-year public colleges, 63% of staff White / 37% staff of color.
- FRCC data is 67% of staff White / 33% staff of color.
- Establish identity-based affinity groups and encourage staff participation; solicit diverse staff participation in campus-based and college-wide diversity committees; new equity and inclusion coordinator to produce staff-facing events and forums

FRCC: CHALLENGES

Changes in leadership—new VPAA and Boulder Campus VP

FRCC: MOST SIGNIFICANT CHALLENGE

Moving forward in a pandemic. Fall of 2021 was particularly difficult as many faculty and staff were buffeted either by contracting COVID, caring for family members, or working extra due to students and/or other staff being out.

FRCC: FACULTY GOALS

- Hiring practices to increase diversity in new faculty positions
- 87.8% of faculty White / 12.2% faculty of color
- Recruit diverse members for hiring committees; update implicit bias training and require it for all hiring committees
- Encourage participation from a wider array of FRCC constituents in interview forums and solicit feedback through Executive Director's newsletter

FRCC: COLLEGE WIDE GOALS

Strategic Plan Goal: Create and sustain a college culture for employees and students that fosters and supports diversity, equity, and inclusion.

FRCC: STUDENT GOALS

- Increasing percentage of Latinx (Hispanic) students
- AY20-21 IPEDS percentage was 22.7%. Increase to 25%
- Address Course Success Rates: Students of Color 74.3% pass rate compared to 79.0% for all students. Close the gap
- Develop and release internal and external equity and inclusion websites that include FRCC-developed resources and links to external resources
- Formalize protocol for responsive programming team (to address equity and inclusion-focused incidents and/or cultural events); increase student, faculty, and staff of color participation in equity and inclusion committees and programming; produce monthly newsletter from equity and inclusion office
- Create directory of gender neutral restrooms and quiet spaces for prayer, breastfeeding, and other student/faculty/staff needs on campus;
- Spearhead formation of identity-based affinity groups for faculty and staff and student groups through Student Affairs

FRCC: PROGRAMS/ WORKSHOPS

- Three cohorts of the Equity Academy for Instruction with 75 faculty and instructors participating.
- An additional 27 are enrolled for the fourth cohort in Fall 2022.
- FRCC offered seven cohorts since 2021, and there have been 96 participants total.

CNCC: OTHER GOALS

- Data collection
- Analyzing data to make educated decisions
- Increasing DEI footprint at the college

EQUITY, INCLUSION, AND DIVERSITY COUNCIL (EIDC)

Joe Brenkert, Grace Brown, Hannah Brown, Karey Carbaugh, Rebecca Chavez, Amanda Chenkin, Andera DeCosmo, Brandon Fox, Susana Gallegos, Kathy Gamble, Chico Garcia, Levi Glavin, Richard Glover, Liz Griswold, Mark Harben, Catlyn Keenan, Mindy Kinnaman, Aaron Leff, Marla Manchego, Amy Mann, Java Nooryani, Angie Peach, JamalPearce, Paula Prentice, Abenicio Rael, Marie Romero, Jean Runyon, Francis Schneeweiss, Andria Simons, Kathryn Skulley, Carla Stein, JoAnne Wilkinson

LAMAR COMMUNITY COLLEGE

LCC: MOST NOTABLE ACCOMPLISHMENTS

- Continued increase in Hispanic/Latinx enrollment with a focus on providing bilingual service and support to families.
- Continued improvement in employee recruitment and hiring practices to remove bias, eliminate unnecessary barriers, and provide an inclusive process for prospective employees.
- Extension of cocurricular programming by faculty and the opportunities that provided students. Example: Nursing students conducting Mental Health Screenings; and an extension of student involvement in the biennial Frontier History Encampment with planning and implementation.
- Increased success of Students of Color enrolled in concurrent enrollment through activities such as student focus groups, cocurricular programs, and informal feedback from student cohort groups LCC facilitated student voices being included in the conversation, which heightened mindfulness around aspects of DEI.

LCC: ACCOMPLISHMENTS

- Continued to deploy the Athletic Student Success Report and consider impact and implications on DEI and the student experience.
- President's Leadership Council (PLC) members extended their individual DEI work and presented to PLC in a way that impacted and informed both the individual and the group.
- Presentations were archived for future use.
- PLC is the extended cabinet for LCC and members take their learning and experiences back to their departments and units.

LCC: DEI MOST SIGNIFICANT CHALLENGE

- Continued pandemic environment had a major impact on LCC's ability to offer in-person DEI events and activities.
- Employee turnover had an impact on consistency and continuity of processes and activities.

LCC: EVENTS/ACTIVITIES

- The number of students that participated in cocurricular programming increased by 50% in AY 21-22.
- Cultural calendar broadly recognized many/all aspects of possible diversity, equity, and inclusion.
- Calendar is shared on campus monitors and used to guide some activities and event themes

LCC: CHALLENGES

Given the many challenges associated with pandemic and employee turnover, being able to learn of and facilitate meaningful activities that inspired and motivated collaborative and individual work focused on DEI.

COMMITMENT TO DEI- KEY PERSONNEL

- **Dr. Linda Lujan**, President
- **Larry McLemore**, Vice President of Academic and Student Services
- **Chad DeBono**, Vice President of Administrative Services and Institutional Effectiveness
- **Kyle Lasley**, Dean of Academics
- **Kelli Gaines**, Title III Project Director
- **Julie Jones**, MAP Center Director
- **Shelly Tombleson**, Director of Human Resources
- **Yolanda Herrera**, Director of Residence/Student Life and Advisor to SGA

LCC: FACULTY GOALS

- Ensuring faculty have a sense of belonging as we foster faculty peer to peer conversations on student success in relation to DEI data, strategies, and outcomes.
- Improve processes for faculty onboarding, evaluations, informal check-ins and coaching, and access to resources
- Facilitate opportunities that enable us to define how we structure our roles and enable skill progression and increased knowledge of DEI best practices.
- This will then influence HR practices.

LCC: STAFF GOALS

- Ensuring staff have both a sense of belonging as well as an ability to support students and peers in relation to DEI data, strategies, and outcomes.
- Improve processes for staff onboarding, evaluations, informal check-ins and coaching, and access to resources to support both staff members themselves as well as their DEI work.
- Facilitate opportunities that enable us to define how we structure our roles and enable skill progression and increased knowledge of DEI best practices.
- This will then influence HR practices

LCC: OTHER GOALS

In the spirit of LCC's theme for the year, *Reset * Reconnect * Renew* the College will focus on ways to help students, who have experienced the impact of 2+ years of pandemic and economic change, feel an authentic sense of belonging as we meet each student where they are and help them identify and achieve their goals.

LCC: PROGRAMS/WORKSHOPS

- Faculty Equity Minded 2-Day Workshop, May 2022
- Staff Equity Minded 1-day Workshop, July 2022

LCC: STUDENT GOALS

- Ensuring new employees (and there are many) are onboarded with a focus on LCC's DEI philosophies and practices.
- We will also focus on ensuring the "serving" aspect of being an Hispanic-Serving Institution is a priority.
- Identify student-driven activities that support student subgroups.
- Increase transfer rates of Pell-eligible students seeking transfer from 22% to 25% (after 8 years of entry).
- Will utilize Title III indicators for AY 22-23 for measure success (those are intentional interventions and support by MAP Center staff with Pell eligible students who are seeking transfer).
- Increase matriculation rate of college bound students in LCC's dual-enrollment program by (2%) from 28% in AY 2020 to 30% in AY 2023. (measured in Fall 2025).

LCC: COLLEGE WIDE GOALS

Continuing the work of prior years, LCC will:

- Increase and measure success of student subgroups
- Increase and measure the experiences of student subgroups
- Increase opportunities for faculty and staff to experience cultural awareness and provide opportunities to learn about bias and their unintentional outcomes
- Increase access to CTE programs in remote high schools serving large numbers of marginalized students
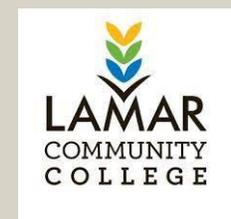
MORGAN COMMUNITY COLLEGE

MCC: MOST NOTABLE ACCOMPLISHMENT
- Diversity and Pride clubs are the most engaged student clubs at the college.
- Both clubs tap into a broad group of students for students and allies and promoted activities throughout the year.

MCC: ACCOMPLISHMENTS
Increased participation among DEI activities, and offered more regular opportunities for engagement

MCC: MOST SIGNIFICANT CHALLENGE
Maintaining a productive learning and working environment within the significant impact of socially distanced and remote conditions required by the pandemic.

MCC: CHALLENGES
Employee turnover, recruitment and onboarding of new employees COVID-19 impact on social distancing and remote learning/working.

MCC: FACULTY GOALS
- Explore the use of ACUE training with faculty.
- Continue to promote culturally relevant pedagogy to improve service to our diverse student body

MCC: PROGRAMS/ WORKSHOPS
- 8/18/21 – Inclusive Pedagogy. Mandatory for faculty, optional for instructors. 40 attendees
- 9/17/21 – Strategies for Inclusive Teaching. 28 attendees
- 10/15/21 – Mental Health in the Classroom. 27 attendees
- 12/3/21 – Asset-based Teaching. 31 attendees
- 1/13/22 – Inclusive Pedagogy Follow-up.
- Mandatory for faculty, optional for instructors. 40 attendees

MCC: STUDENT GOALS
- Promote regular and frequent campus dialogue on DEI topics
- Develop a land acknowledgement for MCC
- Improve transfer of MCC students
- Provide data to promote data-driven decisions
- Promote cultural appreciation and acknowledgement among MCC's diverse student body
- Provide culturally and generationally responsive education to students
- Provide suggested books (including e-book options) and other professional development resources to employees and students for their personal use
- Increase targeted support for ELL students
- Engage students from throughout the MCC service area in cultural diversity, conversations, and activities
- Increase awareness of needs and services to students with disabilities
- Continue to promote the college and recruit among Hispanic and Black students in the region.

"Morgan Community College serves a unique rural region filled with more diversity than many urban areas. The population in Fort Morgan is about equally likely to have grown up on a cattle ranch as they are to have grown up in a refugee camp.   The student diversity creates a rich environment for students to explore cultures and gain more global perspectives. The college works hard to make every effort to provide information and support to students in Spanish, Somali, French, and Arabic – the four most likely languages spoken after English. The MCC team has worked hard to develop and promote the utilization of culturally responsive pedagogy and student support services. The college has made decisions specifically to ensure the best service to students, including providing mental health services through a provider that employs a wide variety of therapists that can meet the diverse needs of our students. The Multicultural and Pride Clubs are among the strongest student organizations at the college, and represent the interest in promoting diversity, equity, and inclusion. MCC will continue to focus efforts to increasing retention, completion, and transfer among all students, and to promote sustainable ways to meet the basic skills and English language learning needs across the region."

Dr. Curt Freed, MCC President

ADVANCING A COLLEGE CULTURE OF EQUITY FOR STUDENT SUCCESS (ACCESS) TEAM
- **Freed, Curt** – President
- (Chair), **Beydler, Julie** – Director of Human Resources
- **Bigalk, Roberta** – Director of Development,
- **Cardenas, Maria** – Director of Admissions & Advising
- **Castaneda, DeAnna** – Coordinator of Scholarships and Default Management
- **Crandall, Shelli** – Success Advisor
- **DeLung, Jim** – Faculty (Media Design)
- Marketing & Advertising)
- **Fries, Jane** – Assistant to the President
- **Frisbie, Kathy** – VP of Instruction
- **Gonzales-Vondy, Ariella** – Director of Communications Marketing, & Recruitment
- **Guardado, Sofia** – Success Advisor
- **Guilbert, Jon** – Title III Director
- **Lara Garcia, Lupita** – Student Support Specialist, Title V
- **Maxwell, Kim** – Dean of Concurrent Enrollment
- **McDonald, Megan** – Academic Success Coordinator
- **Michel, Brady** – Faculty (Biological Sciences/STEM)
- **Norton, Steven** – Title V Director
- **Olivo, Christiane** – Dean of General Education & Health Sciences
- **Purves, Dianne** – Faculty (Biology)
- **Sanchez, Vanesa** – Success Coach for CTE Immersion Program
- **Schincke, Robbin** – Director of Regional Community Outreach (Bennett)
- **Schneider, Tracy** – VP of Administration and Finance
- **Scholes, Scott** – VP of Student Services
- **Tranter Michael** – Enrollment Research & Data Support Analyst
- **Valdez, Brenda** – Student Life Coordinator

MCC: EVENTS/ACTIVITIES
Watercooler conversations including:
- Hidden Disabilities
- LGBTQ+ population and how to support them
- SafeZone Training
- Universal Design
- CCCS EDI Training Discussion
- Juneteenth
- Bridge Program for New Students
- Student Welcome Back BBQ
- Boulder International Film Festival
- Veteran Celebration Concert
- Veteran Art Exhibit
- First-Generation Student Celebration
- Dia De Muertos Community Ofrenda
- Indigenous Peoples' Day Activity
- Best of the Best Student Art Exhibit
- Native American History and Artifacts from the High Plains
- Created Portraitures by Joshua McKenzie Art Exhibit
- Pride Club End of the Year Party

NORTHEASTERN COMMUNITY COLLEGE

NJC: MOST NOTABLE ACCOMPLISHMENTS

- Student Government and Residence life established and fulfilled their "Global Learning Objectives" by hosting monthly student events.
- In March, the International Club hosted the 4th annual Food and Culture Fair.
- Food and activities were provided by international and domestic students representing 14 different countries, as well as 7 student clubs.
- This was a huge event that brought the NJC and Sterling community together.

NJC: ACCOMPLISHMENTS

Overall student engagement was high this year. Many residence life events got 100% participation of the hall in which the event was held.

NJC: MOST SIGNIFICANT CHALLENGE

Funding for professional development.

NJC: CHALLENGES

Staff and Faculty representation.

NJC: EVENTS/ACTIVITIES

- Black History at Northeastern
- Loteria (Students enjoyed this so much that they did it 8 times!)
- "Palentines" to match students with other students to learn about someone new.

NJC: PROGRAMS/ WORKSHOPS

Hosted a legislative information event and opened it to the public.

NJC: STAFF GOALS

- Building a more welcoming environment for Hispanic students, and growing cultural awareness for all NJC students, faculty and staff throughout the year.
- Attract a diverse candidate pool for open positions.
- Expand community relationships at our Yuma campus through the addition of an engaged advisory council member and with the support of a State Board for Community Colleges and Occupational Education member.
- Build relationships in the Front Range that open opportunities for underrepresented students to come to NJC and thrive on our campus that offers a full college experience (dorms, athletics, clubs).

NJC: STUDENT GOALS

- Growing cultural awareness with our "Passport Challenge", a color run during orientation, and our annual culture fair, among other activities.
- Increasing enrollment of students of color, first generation students, and underrepresented populations
- establish relationships with school counselors and non-profit groups supporting students of color, first generation students, and underrepresented populations (ex. Girls Inc. Of Denver Metro, Greeley Dream Team, etc.)
- Increase enrollment of non-traditional age students that have some college but no degree
- Conduct an entry survey and focus groups to assess student perceptions and needs.
- Arrange visits for specific high school student groups to increase exposure of student of color to Northeastern's campus.

NJC: OTHER GOALS

- Complete bi-lingual signage in Hays Hall (Student Center)
- Partnership with the Sterling Department of Corrections Facility to provide vibrant art celebrating each heritage month, to be displayed across campus.
- Complete door signage on all buildings celebrating the language and culture of our international students
- Athletic department completed training on DEI for all athletic staff, which was open to, and attended by various faculty and staff.
- Hosting one cultural event each month. This will be done by a combination of Northeastern Nation, ASG, Residence Life, MLC and student clubs.

NJC: FACULTY GOALS

- Provide a DEI course for faculty within D2L
- Attract a diverse candidate pool for open positions

NJC: COLLEGE WIDE GOALS

Providing professional development opportunities to faculty and staff about DEI.

NORTHEASTERN NATION

- Director of Student Success Equity and Inclusion-**Kodi Johnson**
- Director of Residence Life and Student Activities-**Tim Stahley**
- International Student Coordinator-**Sarah Robinson** (Chair)
- Department Chair Liberal Arts-**Celeste Delgado-Pelton** (Chair)
- Director of Academic Support
- Services-**Catheryne Trenkle**
- Head Basketball Coach-**Eddie Trenkle**
- HR Director-**Jeri Estrada**
- Department Chair Fire/EMS- **Tracy Yahn**

OTERO COLLEGE

OC: ACCOMPLISHMENTS

OER Grant
Otero received a Colorado Open Educational Resources Grant in 2021.
- The overarching goals of this project are to increase the number of Otero faculty and instructors using OERs, and to address equity gaps by reducing the cost of textbooks to increase access and affordability.
- Since Fall 2021, 14 faculty have revised or implemented new OERs as part of this grant project.
- In Fall 2021, OERs were used in 16 course sections. The combined headcount in these courses was 302 students, and the implementation of OERs saved students $24,378.78.
- In Spring 2022, OERs were used in 19 course sections. The combined headcount in these courses was 235 students, and the implementation of OERs saved students $11,392.07.
- In Summer 2022, OERs were used in one course. There were 17 students in this course, and by implementing an OER, they saved $1,238.79.
- In Fall 2022, OERs will be used in 55 course sections. The combined headcount and projected savings will be calculated on the first census date.

COSI Finish What You Started Grant
Otero received a COSI *Finish What You Started Grant* to provide financial assistance and support services to students who have earned credits at Otero and want to return to complete their degree or certificate. To qualify for assistance, students must:
- Have "some-credit, no-degree" from Otero or another accredited college in the past
- Be impacted economically by the pandemic, or show some sort of financial hardship
- Be pursuing a first higher education degree or certificate

Students involved in the program are provided with:
- One-on-one guidance from the Student Success Coordinator to map out academic plan for completion
- Referrals to tutoring and support programs on campus to assist with academic challenges
- Connections to services off-campus to alleviate non-academic barriers to student success
- Financial assistance in the form of scholarships to students who are eligible (over $250,000 designated for scholarships over a two-year grant period)
- Between Spring 2022 and Summer 2022, 24 students have participated in this program, all of whom are non-traditional students, and Otero is expecting 22 students to participate this fall.

Closing Equity Gaps through Teaching Excellence Grant
- Otero received a grant through CCCS to address persistent equity gaps in pass rates for students of color by creating learning environments that reflect culturally responsive pedagogy, support inclusion, and provide students space that is aesthetically pleasing and stimulating.

Through this grant:
- All full-time faculty attended a general training on Universal Design for Learning (UDL) 12 faculty members participated in a CAST UDL
- Training Intensive in Spring 2022, and will be implementing lessons learned this fall
- Three faculty members attended the Teaching Professor's Conference
- Otero acquired Nearpod accounts for 10 faculty members. Nearpod is an application that provides real-time insight into student understanding through interactive lessons, videos, gamification, and activities, for Otero is actively reforming three traditional classroom(s) into "learning spaces" with an efficient, proactive design that supports a diverse student population.
- Driven by student research projects in a General Psychology course this spring, classroom learning spaces created on campus will incorporate varied technology and digital resources to ensure multiple means of action and expression.
- The layout and furniture options will create functional space for working groups and other relative means of engagement or independent work and will embrace fidgeting movements.
- The layout and furniture options will also allow students to move around as they learn and will provide options to stand or sit while fostering collaboration and community among students. Careful attention will be paid to visual elements (e.g., posters, photos, artwork) that may negatively impact our students' sense of belonging. Modernizing classrooms could be a great recruiting tool for our institution.

OC: EVENTS/ACTIVITIES

Hispanic Heritage Week – Learning Commons /Student Life
- La Llorona Movie Showing and Discussion with Mexican fruit cups
- Going for Gold with Latina Dreamer: Laurie Hernandez Virtual Event
- Comienda Pa' Los Pobres: Screening and Discussion
- Salsa Bar and Demos from Hispanic Countries
- Candy Bar and Treats from Hispanic Countries
- Coffee and Beverages from Hispanic Countries
- Spanish Dialects Across the World
- Hispanic Authors Book Display

Black History Month – Learning Commons/ Student Life
- Black Owned Businesses Display
- Black Panther Movie Showing and Discussion
- Health and Wellness in the Black Community Book Display

MLK Recognition – Learning Commons
- Life Magazine Display
- I Have a Dream Interactive White Board Activity

Women in Sports Day – Learning Commons
- Women in Sports Book Display

Women and Girls in Sciences Day – Learning Commons and Academic Affairs
- STEAM Day Presentations and Activities with Faculty

Women's History Month – Learning Commons
- Women with Disabilities Display
- Female Leaders at Otero Display
- Book Display

World Blindness Day – Learning Commons
- Lunch and Learn Presentation on Visual Impairments
- Educational Display on Visual Impairments
- Interactive Braille Display
- Blindfolded Painting and Sculpting Activity – Hosted by Art Faculty and Accessibility Services Specialist

Movember: Men's Physical and Mental Health Awareness Display – Learning Commons
- Flyers and Information

ADHD Awareness Week – Learning Commons and AIM
- Distributed Educational Materials
- Distributed Fidget Toys and Pop-Its

Halloween and Dia De Los Muertos – Learning Commons, AIM, and Student Life
- Dia De Los Muertos Altar for Students, Faculty, and Staff with Educational Handouts
- Tres Leches Cake

First Gen Recognition Day – Learning Commons, Student Life, AIM, TRiO
- First Gen T-Shirts for Students, Faculty, and Staff
- First Gen Buttons from TRiO

Holocaust Remembrance Day Display – Learning Commons
- Life Magazines
- Articles on Genocide
- Timeline Project

Mental Health Awareness – Learning Commons and Mental Health Office
Student Lunch and Learn Presentations – Learning Commons & International Relations
- Australia
- Canada
- Russia
- Brazil
- France

OC: MOST NOTABLE ACCOMPLISHMENTS

• Increase in Student Life programming related to DEI topics
• Grant projects as described
• Faculty involvement in professional development related to DEI topics

OC: CHALLENGES

• **Employee Recruitment** – finding and advertising to a large amount of people who are ready and willing to move to a rural location has proven to be hard to find qualified employees.
• There are fewer applicants for job openings than ever before, and we have some positions we haven't been able to fill for months (e.g., Nursing Faculty)
• Lack of DEI Coordinator position – brings challenges in having someone who is solely focused on fostering a culture of community, diversity and inclusion, and support students and staff to address issues.

OC: MOST SIGNIFICANT CHALLENGE

• **Employee Turnover** – building campus culture takes time, and turnover hinders that process.
• In 2020, Otero had 12 new hires.
• Twenty-three new hires in 2021 and since January of 2022, 17 new hires.
• As a system, we have experienced over a 20% turnover rate.
• Prior to the pandemic, we averaged 10-12%.

OC: PROGRAMS/ WORKSHOPS

Faculty Professional Development:
• "Open Educational Resources", led by Hailey Wold and Dol Khanal
• "Intersectionality on Campus", led by Sarah Droege
• "Culturally Responsive Teaching, Metacognition, Learning Strategies, Oh My! A Primer Focused on Student Retention" led by Dr. Aaron Richmond.
• Faculty ESCALA Presentations
• CAST UDL Training
• "Teaching Strategies, Incorporating Teaching Apps, and the Development of Critical Thinking Skills" led by Shawn Glassberg
• Adult Education Summit Teaching Excellence Virtual Symposium
• State EDI Training
• Faculty Burnout

Staff
• State EDI Training

Students
• IRO Lunch and Learn Presentations
• Otero Women, Allies, and Advocates Movement (OWAAM) Group
• Mental Health Programming and Group Sessions

OTERO COLLEGE

OC STUDENT GOALS

• Solidify co-curricular assessment and incentivize students to participate in events, activities, and workshops related to DEI topics
• Our students of color population is 50.30% which is a 14% increase since 2016-2017
• Continue to increase enrollment for students of color and continue increase the pass rates for students of color.
• Increase the retention rates for students of color. We have dropped 8% from 2019 to 2020.

OC: FACULTY GOALS

• Continue faculty professional development through AIM Grant, RISE Grant, and CCCS.
• Increased focus to recruit a more diverse workplace.
• Minorities represent only 12.3% of our staff.

OC: STAFF GOALS

• Increase professional development opportunities for staff.
• A large percentage of staff are white (68%) and there has not been much movement since 2018.
• Increased focus to recruit a more diverse workplace.

OC: COLLEGE WIDE GOALS

• Increase equitable efforts to increase retention for students of color, while also seeking opportunities to continue to enroll students of color.
• Otero will also continue to work towards equitable efforts to retain and recruit a more diverse workplace.

OC: OTHER GOALS

Maintain and develop support services that provide an equitable and inclusive opportunity for all students, staff, and faculty.

EDI COUNCIL

Hailey Wold
Maureen Rikoff
Todd Werner
Kim Juul
Kimberly Munro

Kelsey Barbee
Chelsea Herasingh
Amber Asbury
Shawn Japhet

PIKES PEAK STATE COLLEGE

Dr. Tiko Hardy, Chief Diversity Officer

PPSC: EVENTS/ACTIVITIES

PPSC Equity and Inclusion Professional Development
- President's Town Hall "What Inclusive Companies Have in Common" Harvard Business Review
- Equity and Inclusion Town Hall on college data (students, staff, instructors & faculty) disaggregated by gender, race, and ethnicity.
- Equity and Inclusion Townhall College Leadership (Department chairs, Dean's & Associate deans, Directors, VP's and AVP's) Meeting
- Executive Team Read: "Teaching Men of Color in the Community College: A Guidebook"

PPSC E&I Mini-Series (2022)
- Session 1 – Civil Discourse *Why Agreeing to Disagree is Not Always Effective*
- Session 2 – Inclusive Language in the Workplace
- Session 3 – Adoption of *A Framework for Advancing Anti-Racism Strategy on Campus* (NADOHE 2021)
- Session 4 – Becoming a Hispanic Serving Institution (HSI) to Better Serve Hispanic Identifying Students

PPSC Collaborative/Ongoing Opportunities
- Center for Excellence in Teaching and Learning (CETL) offers new faculty members additional support and professional development opportunities regarding culturally inclusive teaching practices during the three years of their provisional such as...
  - TEP
  - Inclusive Teaching Checklist
  - Online library of articles, books and videos
- Office of eLearning has developed training modules in a range of formats to assist faculty in designing curricula that are accessible to students with disabilities.
- Global village roundtables created to share experiences, value culture, and make connections.
- Combat Papers – a project to help veterans reclaim their uniforms as art.
- Veteran's Week Activities.

PPSC Diversity in Hiring
- Created the Faculty Fellows Program.
- Improved the New Faculty & Instructor Onboarding Process
- Presented PPSC's commitment to equity at New Faculty Orientation (NFO) to include presenting to instructors who teach in the High School
- New Faculty Academy (NFA) – provided a copy of Teaching Men of Color in the Community College to nearly 30 faculty
- Formalized the way that department chairs hire instructors to include posting the position on the applicant tracking system for interviews by the department chair and/or small search committee.

Intentional Hiring Practices
- Search committees and HR actively looked for transferrable skills that may not be previous teaching experience, so non-traditional candidates are more visible.
- Recommended that search committees meet prior to screening candidates to provide an opportunity for them to get comfortable with one another and to set clear goals based on the specification of the job description.
- Recommended that the search and screen committees use the job descriptions to develop interview questions

PPSC MOST NOTABLE ACCOMPLISHMENT

Adoption of *A Framework for Advancing Anti-Racism Strategy on Campus* (NADOHE 2021)

PPSC ACCOMPLISHMENTS
- PPSC received the Higher Education Excellence in Diversity Award in August 2021
- Human Resources Completion of Affirmative Action Plan 2022-23
- PPSC was awarded the 2021-2022 Military Friendly® Schools bronze distinction which is for the colleges with exceptional military and veteran programs
- Hired HLC Quality Initiative Program Director (HSI related)

PPSC CHALLENGES
- Qualifying for HSI designation when there is a nation-wide decline in enrollment for Hispanic students (The Chronicle of Higher Education - The Missing Hispanic Students)
- The loss of students across demographics who have not returned to PPSC due to challenges presented by the pandemic.
- Difficulty establishing and maintaining meaningful relationships with students, colleagues, and the campus community which is essential to creating a sense of connection and belonging
- Attempting to address racial injustice and inequity across multiple campuses virtually.

PPSC PROGRAMS/WORKSHOPS:
- Enrollment Management Team designed and delivered a 24/7, online orientation program that introduces first generation students to the higher education experience, and processes, policies, and support services available at PPSC.
- Instructional Services successfully administered a fourth cohort for the Equity Project (TEP) during the 2021-2022 Academic Year.
- The cohort included faculty and instructors.
- Using virtual platforms including Facebook Live, Zoom Video Conference, and WebEx Events along with in-class and cocurricular activities and assignments that faculty and instructors provided for students, enhancing PPSC's ability to address issues pertaining to equity and inclusion.

PPSC FACULTY GOALS

Focus: Closing equity gaps by increasing opportunities for faculty professional development to include:
- Increase faculty participation in TEP Implement inclusive teaching practices checklist
- Include additional sections in TEP that focus on Hispanic students
- Revise faculty recruiting and selection methods that increase the number of bi-lingual

PPSC: OTHER GOALS

Focus: Increase enrollment, retention, and success of all students, with a special emphasis on BIPOC, and other underserved population.

PPSC STAFF GOALS

Focus: Develop an E&I award program to highlight staff contributions to student belongingness, student services and other programs that will affect student success (see HR search and screen goals)

PPSC STUDENT GOALS

Focus: HSI designation
- Increase number of Hispanic-identifying students from 23.3% to 25%
- To enhance, recruit and retain BIPOC students
- Develop and reinstate student groups/ organizations that celebrate all cultures
- Create a multicultural space to build community
- Implementation of the Higher Learning Commission (HLC) Quality Initiative (QI) to better serve Hispanic – identifying students

PPSC COLLEGE-WIDE GOALS

Focus: Continue the E&I mini-lecture series that discussed healthy dialogue, inclusive language in the workplace, becoming an HSI to better serve Hispanic-identifying students and adopting NADOHE Antiracism Framework.
HR, Staff & Faculty Search Committees
- Develop and implement Inclusive Excellence Champions
- (IEC) to identify, and train interested individuals to serve on search and screen committees
- Assign one IEC to serve on every hiring committee who will advocate for equitable hiring
- Develop and implement a set of standardized multicultural questions that are relevant across disciplines.

Focus: Implementation of college-wide Inclusive Excellence (IE) Strategies for students, staff, faculty, and instructors to include:
- Plan and implement programs to advance equity initiatives college-wide
- Build and implement programs to support and meet HSI designation requirements
- Implement Higher Learning Commission (HLC) Quality Initiative (QI) to better serve Hispanic identifying students
- Increase faculty participation in The Equity Project (TEP)
- Develop inclusive practices for recruiting and selecting a more diverse faculty and staff

PPSC E&I TEAMS

Dr. Lance Bolton (Chair) | President and Ex-Officio member
Jacquelyn Gaiters-Jordan | Vice President for Instructional Services
Dr. Homer Wesley | Vice President for Student Services
Dr. Patricia Diawara | Executive Director of Institutional Effectiveness
Warren Epstein | Executive Director of Marketing and Communication
Kristen Johnson | Dean of Natural Sciences
Kristy Callihan | Communication Professor and HSI Committee Member
Karen Summerson | Math Associate Professor, Director of the Center for Excellence in Teaching and Learning
Dr. Jim Mancall | Chief of Staff

PIKES PEAK STATE COLLEGE

PUEBLO COMMUNITY COLLEGE

PCC: MOST NOTABLE ACCOMPLISHMENT
Diversification of President's Cabinet

PCC: ACCOMPLISHMENTS

Diversification of the President's Cabinet including three BIPOC representatives.

- Dr. Quincy Rose-Sewell is the first black woman to hold a leadership position at the VP level.
- At the Dean's level, Dr. Raj Pandit is the first East Indian woman to hold the position of Dean in Health Professions and Dr. Young Kim is the first Asian (Korean) man to hold the position of Dean of Arts and Sciences.
- English Department faculty members have created a Professional Development DEI bootcamp for instructors, intended to run for 8 week periods. Instructors will explore current concepts, their relevance in education, how to implement best practices, and how to network for additional resources.
- Under the NSF HSI STEM Edge grant, we are creating a STEM educational center in the SW.
- The SW campus has made significant strides with the Ute Mountain Ute and Southern Ute nations in advancing educational offerings on Native lands.
- Under the Optica Grant, tools are being developed that address student retention and completion. These incorporate the advancement of cultural relevance and emotional intelligence.
- Two coordinators and a Director have been hired under the grant.
- The PCC Land Acknowledgement Statement was created and approved.
- The PCC DEI website is under development. The IDEA Committee has been collaborating with the Marketing team.

PCC: PROGRAMS/ WORKSHOPS

- Safe Space training (2 sessions)
- Pronouns Training
- IDEA Committee sponsored 20 PCC faculty/staff to attend the Diversity Training - Educating Children of Color
- GlobalMindED conference – 3 attendees from PCC including a student
- Higher Education Diversity Summit sponsored by Metropolitan State University – several PCC Cabinet members attended
- CCCS Educational Excellence Symposium

PCC: EVENTS/ ACTIVITIES

- Film and Discussion Event – Chicanas: Nurturers and Warriors
- Cinco de Mayo celebration

PCC: STUDENT GOALS

- Disaggregated DFWI data for students in introductory courses.
- Research indicates that students who are not successful in introductory courses are typically not retained. At PCC, every year a significant number of AGS students seeking entrance into pre health professional programs are not retained.
- Disaggregated data for both of these populations needs to be analyzed with the intention of developing targeted retention strategies.
- Pueblo Community College is unique among the colleges within the CCCS, in that we provide educational services to many incarcerated students.
- When reviewing student data we will ensure that this population is disaggregated for meaningful, transparent, analysis. This is critical for two reasons. The first is that we want to assess how we are affecting local communities in our service area. Secondly, we want to track this unique student population, especially since the correctional system has disproportionate numbers of people of color.
- Provide opportunities to elevate student voices and participation.
- Create an informative website, highlighting resources and opportunities for student engagement.

PCC: MOST SIGNIFICANT CHALLENGE

- The lack of a DEI professional position impedes the progress of DEI institutionalization.
- Currently, many individuals are engaged in projects but do not have the capacity to devote to broad scale institutionalization.
- Important projects such as the development of a key communication platform, i.e. a dynamic website, are implemented but at a slow rate.
- The hiring of a DEI professional will improve efficiency, communication, and collaboration.

PCC: CHALLENGES

- Since COVID, the student presence on campus has diminished with many students attending virtually.
- Student presence, including work-study positions, greatly enhance student voice
- Resources
- Lack of a DEI professional position to lead and unify all initiatives.
- Lack of a key communication platform (website)
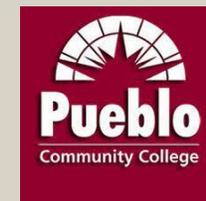
PCC: FACULTY GOALS

- Analysis of disaggregated data of adjunct instructors as well as faculty.
- Instructional time is delivered by adjuncts more than faculty so it is imperative that we include this group when assessing instructional best practices.
- Continue to develop professional development (PD) opportunities for instructional staff.
- Launch the 8 week PD interactive session with a cohort of faculty and instructors.
- Increase the pool of prospective BIPOC instructors.
- The SW campus would like to increase the pool of Native American instructors, specifically for courses to be offered on tribal lands.
- There are no Native American or Black faculty members at PCC.
- Create an informative website, highlighting resources and opportunities for faculty and instructor engagement.

PCC: STAFF GOALS

- Determine the specific job description and functions of a DEI professional position.
- Post the position with the intent of hiring this year.
- The PCC HR office has not yet compiled its disaggregated employee data report for AY21.
- Create an informative website, highlighting resources and opportunities for staff engagement.
- Develop and implement strategies to increase the pool of prospective BIPOC staff members.

PCC: COLLEGE WIDE GOALS

Development of the New DEI Strategic Framework 2023-2026

PCC: OTHER GOALS

- TBD in collaboration with the new DEI Professional.
- Determine the reporting and operational structure for DEI institutionalization.
- Determine the charges for DEI Committee(s). There were initially two committees: the DEI Committee was a subcommittee of the High Performance Advisory Council (HiPAC), and the IDEA Committee was the renamed Diversity Activities Committee.
- Two committees with similar names created a great deal of confusion. The first dealt with administrative tasks such as policy review. The second addressed activities on campus(es).
- Due to decreased capacity of DEI Committee members, HiPAC has been addressing critical DEI tasks, along with typical HiPAC duties while the IDEA Committee has organized campus events and is establishing the website.

IDEA COMMITTEE (INCLUSION, DIVERSITY, EQUITY, AND ACCESS)

Name	Role
Atnip, Becky	Special Assistant to the Executive Dean
Bradford, Carlee	Student Success Coach
Iverson, Maria	Transfer Coach
James, Vernon	Dean of Students
Javornik, Christopher	Advisor, TRIO Upward Bound
Jimenez, Julie	Program Assistant
Hinkle, Kimberly	Director, HSI Professional Development
Linden, Alex	Coordinator, Testing and Academic Support
Lucero, Aaron	Engagement Coach
McGrath, Christina	Director, Library Services
Oreskovich, Ann	Department Chair/Faculty
Stiner, Lisa	Faculty
Strickengloss, Shaylea	Coordinator, Concurrent Enrollment
Wasil, Rebecca	Advisory, Disability Resources
Zaleski, Adam	Faculty

RED ROCKS COMMUNITY COLLEGE

" 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. "

Dr. C. Michele Haney,
President

RRCC: MOST NOTABLE ACCOMPLISHMENT

• Red Rocks is proud of the progress we've made in expanding our faculty and staff diversity through intentional and inclusive hiring.
• 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.

RRCC: ACCOMPLISHMENTS

• A sustainable and engaging LGBTQ+ and CME community was created both on and off campus. 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 the college's 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.

RRCC: EVENTS/ACTIVITIES

• November 2021, **Day of the Dead (Dia de los Muertos),** 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. Reach 160
• January 2022, **Martin Luther King Jr. Day,** Faculty, staff, and students participated in Denver's MLK Marade. Reach 16
• February 2022, **Lunar New Year,** The Center for Inclusion & Diversity gave out goodies and mooncakes to people. We were able to engage with over 100 students on both campuses. Reach 100
• March 2022, **Denver March Powwow,** Students and staff attended the Denver March Powwow to engage with our indigenous community. Reach 6
• June 2022, **Denver Juneteenth Parade,** Students and staff marched together to celebrate the end of slavery in the U.S. and to celebrate the power of the Black community. Reach 14
• June 2022, **Denver Pride Parade,** Students, faculty, and staff participated in the parade with a float constructed to symbolize the foundation of the LGBTQ+ community. Reach 30

RRCC: PROGRAMS/ WORKSHOPS

• Fall 2021, *Poet Warrior* Book Club, Faculty, staff, and students read Joy Harjo's book *Poet Warrior* and held ongoing discussions about the work. Reach 85
• October 2021, **Ute STEM Exhibit,** Hosted a History Colorado exhibit on both campuses highlighting STEM in the UTE Traditions, Ute STEM Exhibit. Reach 200
• November 2021, **An Evening with Joy Harjo,** US. Poet Laureate Joy Harjo spoke with the college via zoom about her new memoir, *Poet Warrior*, and her life as an indigenous writer. Reach 130
• April 2022, **Clothesline Project,** 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. Reach 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:
  • Proud to be Hispanic Heritage Month- September
  • Women's Health Awareness- October
  • Indigenous Heritage Month- November
  • Black History Month- February
  • Women in STEM- March
  • Asian American and Pacific Islander Month- April
  • LSAMP Spotlight Event: Cannabis Research- April
  • LSAMP Retreat and Graduation Celebration- May
  • Imposter Syndrome Workshops- October and March, 12

RRCC: MOST SIGNIFICANT CHALLENGE

Our most significant challenge this year was the lack of a director to oversee and coordinate efforts across the institution. While the 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: CHALLENGES

• 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:
• The college needs to update identity-specific trainings and begin to offer them again on a recurring basis (DreamZone, GreenZone, SafeZone).
• The college safety task force met infrequently during the pandemic; Equity & Inclusion Council meetings focused on preparing for the new director.
• Additionally, the college has experienced challenges to the sense of belonging that existed prior to the pandemic.
• Red Rocks is 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.
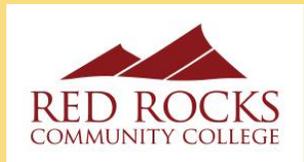
RRCC: STUDENT GOALS

Closing equity gaps for our Black and Latinx students, specifically in:
- Course Pass Rate – reduce gaps by 2%
- Fall-to-spring Retention – reduce gaps by 2%
- Details on the relevant data for these goals are included below.
- 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 and multiracial students. American Indian/Alaskan
- Native and Native Hawaiian/Pacific Islander students are slightly underrepresented at the college.

Course Pass Rate
- RRCC has an overall course pass rate of 83.5% and a distance/hybrid course pass rate of 79.4%. However, equity gaps persist for our minoritized and underserved students.
- The average course pass rate for students of color is 79.0% and the distance-hybrid pass rate for these students is 73.8. Equity gaps for specific populations are included below.
- Our goal for the upcoming academic year is to reduce equity gaps in completion rates by 2%.

Fall-to-Spring Retention
Another area of focus for AY 22-23 is fall-to-spring retention (KPM 1.2).
- Our 2019 full-time student fall-to-spring retention rate was 83.6% and for part-time students the rate was 54.6%.
- We have seen two consecutive years of widening gaps for students of color (both full-time and part-time) and will be implementing strategies to increase term-to-term retention for our minoritized students.
- Our goal for the upcoming academic year is to reduce equity gaps in fall-to-spring retention rates by 2%.

¤¤	Full-Time Retention Rate¤	Full-time Equity Gap¤	Part-time Retention Rate¤	Part-time Equity Gap¤
American Indian and Alaska Native¤	71.4¤	-12.1¤	28.6¤	-26.0¤
Asian¤	70.6¤	-12.9¤	60.0¤	5.4¤
Black or African-American¤	77.8¤	-5.7¤	0.0¤	-54.6¤
Hispanic or Latino¤	77.5¤	-6.0¤	52.9¤	-1.7¤
Multiple Races¤	84.2¤	0.7¤	27.8¤	-26.8¤
Native Hawaiian or Pacific Islander¤	0.0¤	-83.5¤	66.7¤	12.1¤
White (non-Hispanic)¤	87.0¤	3.5¤	57.8¤	3.2¤

RRCC: STAFF GOALS

Hire and retain Black, Latinx and Multiracial Administrators.
- Similar to our faculty ranks, we still have work to do to ensure our administration reflects our student body.
- While classified and professional/technical positions show more racial and ethnic diversity, people of color are still underrepresented in our administrators, particularly Latinx people and multiracial people.
- We will also continue to recruit Black administrators as well, given data on our Black students' sense of belonging at the college.

Identify DEI development needs for staff and develop opportunities to address those needs.
Targets for this goal include:
1. Assess development needs for various constituencies.
2. Create robust implicit bias training for the college.
3. 90% of administrators complete implicit bias training during AY 22-23. 70% of college staff complete implicit bias training during AY 22-23.

RRCC: FACULTY GOALS

Hiring and retaining Black and Latinx faculty
- We continue to work toward building a workforce which reflects the students we serve.
- When our student body data is compared to our faculty, there is clear underrepresentation of Latinx/Hispanic, multiracial, and Black faculty.
- Our target this year is to reduce the representation gap for minoritized faculty by hiring faculty from these communities into full-time positions as well as into our part-time faculty pipeline.

Increase participation in professional development on inclusive and equitable teaching practices.
- As a result of the funds provided by the CCCS Equity in Teaching Excellence Grant, faculty on the Inclusive Teaching Council worked together to develop and pilot inclusive teaching development training and resources for faculty. To date, 33 faculty have completed this training.
- Related to this accomplishment, we have established two targets for the upcoming year:
- Successfully apply for another round of the CCCS equity grant to incentive participation in training.
- 50% of full-time faculty will have completed the inclusive teaching course by the end of AY 22-23.

RED ROCKS
COMMUNITY COLLEGE
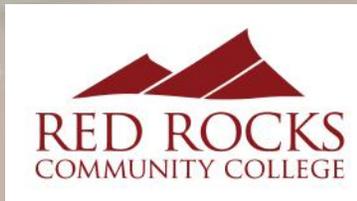
RRCC: COLLEGE WIDE GOALS

Successfully launch EAB Moon Shot initiative.
- The college has invested $500k over five years in the EAB Moon Shot for Equity program.
- It is our belief that collaboration with EAB will provide not only evidence-based structure and guidance to our equity efforts, but will also be integral in holding us accountable to these priorities and the progress we have committed to making together.
- We look forward to our kickoff with EAB in August 2022 and setting our targets for upcoming academic year.

Increase sense of belonging for students, faculty, and staff.
- While some aspects of college life have returning to a sort of normal post-pandemic, there is a shared feeling that we have lost the strong sense of community we had before.
- Stressors over the past two years have contributed to a reduced sense of belonging in the college.
- We also recognize that our Black or African-American students exist in small numbers on our campuses and also feel the lowest sense of belonging of all racial/ethnic groups at the college.
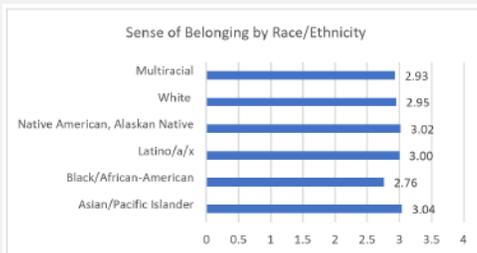
Targets for this goal include:
- Reduce the sense of belonging gap for Black/African-American students by 0.2 on the sense of belonging scale used in the Cultural Engaging Campus Environments survey.
- Increase sense of belonging for all student racial/ethnic groups to be above 3.0 on this scale

Sense of Belonging by Race/Ethnicity

Race/Ethnicity	Value
Multiracial	2.93
White	2.95
Native American, Alaskan Native	3.02
Latino/a/x	3.00
Black/African-American	2.76
Asian/Pacific Islander	3.04

RRCC: OTHER GOALS

Develop a consistent set of meaningful equity metrics to provide to academic programs on an annual or semesterly basis.
- While we have consistent metrics we review at the college level for DEI, there hasn't been a collaborative endeavor to determine program needs and provide a consistent data set across programs on a recurring basis.
- This year we hope to identify the key data points for such a set, distribution timing, and expectations around using data to determine departmental and program goals.

Synthesize and publicize a college-wide equity review process for procedures and processes.
- Currently there have been pockets of this work around this topic in professional learning communities, assessment teams, and college divisions.
- This year we hope to finalize what that process is at the college level, and distribute resources and tools for review of operational guidelines at the department level.

RRCC EQUITY & INCLUSION COUNCIL

First Name	Last Name	Role at College
Jenna	Alzona	Faculty- English
Tina	Armijo	Faculty- Nurse Aid
Kelly	Beltran	Library Assistant
Wendy	Bird	Dean - 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	Ex. Director - Diversity, Equity, and Inclusion
Marie	Martin	Career Advisor
Merri	Mattison	Faculty - Sociology
Mika	Matzen	Sr. Coordinator - Student Life
Jenning	Prevatte	Faculty - Education
Chris	Pusateri	Access Librarian
Stacy	Roe	Coordinator/Interpreter - Accessibility Services
Debora	Stefani	Academic Advisor
Janet	Stomberg	Director - Honors Program
Ryan	Tamm	Accounts Receivable Coordinator - Foundation
Elise	Tomasian	Collections Librarian
Karen	Tran	Financial Aid Advisor
Lisa	Venette	Student
Shannon	Webber	Director - Financial Aid
Paul	Weinrauch	Faculty- Multimedia & Graphic Design

TRINIDAD STATE COLLEGE

TSC: MOST NOTABLE ACCOMPLISHMENT

The Equity Committee was approved as a standing committee at college, allowing for more autonomy and authority regarding equity related matters on campus.

TSC: ACCOMPLISHMENTS

• The Committee was able to get the Equity Committee Bylaws written and approved so that the committee is now a standing committee at TSC
• Worked with Title V to develop Equity Excellence Academies and other professional development opportunities for the upcoming year
• Made progress on the reduction of known equity gaps.

TSC: MOST SIGNIFICANT CHALLENGE

Equity is only one aspect of everyone's already full schedules and responsibilities. We are attempting to normalize equity in all aspects of higher education.

TSC: PROGRAMS/ WORKSHOPS

• A-Day – Equity activities were developed and used as part of the faculty assessment day activities for both Fall and Spring (Fall Included looking at and discussing program, course and faculty disaggregated data related to enrollment and pass rates.
• Spring included a video discussing the importance of equity in education, showing examples and ideas, which were then further discussed in groups by faculty who talked about how to implement equity in their courses and during interactions with students.)

Organized Lunch and Learns – History Faculty developed 45–minute presentations for monthly equity themes, which were presented with a free lunch (paid through Title V) for all faculty, staff, and students who attended on both campuses.
Included talks for:
• Native American Heritage Month
• Women's History Month
• Hispanic Heritage Month
• Organized hour-long panel discussion for Women in Leadership and Education, which included TSC president, TSC VP, a Division Chair and the Title V director

TSC: CHALLENGES

• The lack of a specified Equity budget makes it hard to know what we can and cannot provide.
• Money comes from Title V or VP funds but is not always guaranteed. How do we pay for flyers, programs, guest speakers, licensing, compensation, etc.?
• There was also a change in grant managers over the year, causing some confusion about what is allowable through Title V.
• Quite a few committee members are no longer at TSC, requiring us to recruit new members for the upcoming year.
• Equity is also just one of the roles that many people add to their current responsibilities, leading to it becoming just another thing people are expected to do when they are able.
• Having two campuses continues to be a challenge as we try to equitably offer the same services and activities to students and staff in both (similar yet unique) service areas.
• There is still quite a bit of resistance to equity initiatives on campus, as many consider equity a political stance and refuse to participate or consider equity as an important aspect of education.
• We are still working to create a culture of equity, as equity is often pushed aside as other challenges take precedent.
• Serving the unique challenges facing international athletic students
• Integrating students (especially non-traditional and off-campus) and Student Government in equity activities has been delayed due to turnover of staff associated with SGA (Student Government Association) and Student Life

TSC: EVENTS/ACTIVITIES

• Held monthly Equity Committee meetings
Continued the Equity Book Club:
• October 2021 to March 2022 we read The Newcomers: Finding Refuge, Friendship, and Hope in an American Classroom by Helen Thorpe and had at least one 90-minute discussion each month.
• For April, five TED-ed videos related to equity in education were shared, viewed, and discussed during a 90-minute session at end of April 2022.
• Shared equity themed flyers via email and on-campus message boards, including flyers for Cesar Chavez Day, Equal Pay Day, and Transgender Day of Visibility.

TSC: STUDENT GOALS

- Increase Graduation Rate to 50% (Centennial Goal)
- Increase Transfer number to 250 (Centennial Goal)
- Eliminate the Equity Gap (Centennial Goal)
- Total students of color (SOC)=49.8%;
- Proportion SOC since 2016 has not been lower than 46.4%
- ·Median age=20
- ·Highest age group percentage= 18-20 years of age at30.45
- Percentage female=58.1%; percentage male=41.9%
- ·Military affiliated students=5.4%
- Support part-time students in transitioning to full-time status
- Increase adult learner headcounts
- Maintain retention rates
- Increase credentials awarded; including credentials awarded by race/ethnicity
- Increase three-year graduation rates for SOC
- Decrease time to completion and median credits earned by SOC
- Increase Work Study awards and average aid per recipient
- Increase Enrollment by 20% (1500 FTE)

TSC: FACULTY GOALS

- Increase Faculty/adjunct members to reflect our student population
- Total minority faculty=8.7%; total students of colors=49.8%
- Assist in the completion of an equity review and report on classroom, office, and online spaces.
- Participate in equity themed professional development opportunities, including workshops, guest speakers, conferences and college provided.
- Improve course and program pass rates for all demographic groups included.

TSC: STAFF GOALS

- Identifying equity gaps
- and improving processes related to student services.
- Coordinating Equity
- planning and activities across campuses.
- Total minority staff= Total based on APT/Hourly/Adjunct/Faculty
- Total =273 Total
- 67% White, 26% Hispanic, .5% Black, 2% American Indian, 2.5% two or more, and 2% unknown
- Identify how advancement opportunities are communicated across campuses and departments and develop succession planning training.
- Increase performance evaluation training and evaluation current process.
- Integrate alumni professional development opportunities and share success stories and advantages of higher education from diverse groups of alumni.

TSC: COLLEGE WIDE GOALS

Identifying gaps in understanding needs and processes related to food insecurity for all students (TSC Food Pantry) and develop plans to further reduce the impact of food insecurity on students in need.

TSC: OTHER GOALS

Integrating Equity Committee in student life and SGA, mentoring and appropriate decision making.

TSC EQUITY COMMITTEE

Permanent Members –
Lynette Bates (VP)
Yvette Atencio (HR)
Desi Maxwell (EC)
Co-Chairs –
Paul Boone
Pam Espinosa
Current Rotating Members –
Juliana Chaparro
Sue Nesbitt
Alfredo Burciaga
Brooke Lucero

CCCS-SYSTEM OFFICE

SYSTEM: ACCOMPLISHMENTS

CCCOnline Learning
- The CCCOnline Learning Design team updated its course audit process to include DEI for the system.
- Its updated form weaves DEI in with Quality Matters and Universal Design standards to support all learners.

System Information Technology
- The VP IT Governance Committee is in the process of officially adding DEI components to the project request form and the subsequent evaluation of the project for approval.
- It is important that these projects support DEI initiatives and goals and do not inadvertently cause equity or inclusion issues, especially for students.
- The group is also looking at their prioritization process and including DEI components there as well.
- This is to be completed no later than December 2023.
- The new IT Strategic Plan, which will hopefully be approved by the Executive IT Strategy Committee in January 2023 includes support of DEI initiatives and goals as one of its strategic goals.

The System Office Foundation reports:
- Our Scholarship Equity Task Force took purposeful steps to diversify our scholarship application readers to more directly reflect our student body.
- Further, both this and other process adjustments proposed by the taskforce positively impacted the diversity of students engaging in our scholarship process, with the percentage of 2022-2023 scholarship recipients that are students of color dramatically outpacing CCCS's overall percentage of students of color.
- We established a new partnership with the PepsiCo Foundation to award 120 scholarships to Black and Hispanic Students at FRCC, CCD, and CCA in select programs.

SYSTEM: STAFF GOALS

- Monthly roundtables on specific DEI topics, specifically to increase the System Office staff's sense of belonging.
- Developing a Resource List for department's to use for their own team and individual development in DEI.

SYSTEM: PROGRAMS/WORKSHOPS

- Per the SOCIE Goal #4 on Leadership: Hold conversations with DEI staff/faculty across CCCS for help with creating a series of information sessions for SOCIE and eventually the System Office
- The System Office Training team and Dr. Ryan Ross provided numerous DEI training opportunities that system staff have attended.
- Academic and Student Affairs team members conducted many presentations on DEI with outside agencies and attended numerous conferences.
- At the Education Excellence conference this year, a track was added to discuss DEI and how it relates to student support services and teaching.
- Along with several DEI trainings for the whole team, the System Office Internal Audit management team attended a training on "Diversity, Equity and Inclusion – A Panel Discussion about Internal Audit's Role" at a conference put on by the Association of College and University Auditors this fall.
- The Audit Director also attended a training by the Association of Certified Fraud examiners titled, "Who's in the room? The link between homogeneity, lack of diversity and corruption.

SYSTEM: EVENTS/ACTIVITIES

- SOCIE Co-Chairs met with System Office Executive Staff to present the DAP and have discussion surrounding DEI goals for the System Office.
- The System Office Employee Engagement Committee held a System Office All-Staff Gathering/Picnic with games, contests and get-to-know-you activities.
- The System Office IT department had a barbecue and potluck this fall. This was especially important as we have many staff who have not met in person and this was a nice way to bring everyone together. The leadership team bought the burgers, brats, veggie burgers and almost everyone else contributed something. It was a gorgeous day to be outside.
- The System Office HR/Payroll Department has incorporated readings, trainings and discussions into their monthly and weekly department meetings with a focus on how we might be able to impact DEI change in our positions.

SYSTEM: MOST NOTABLE CHALLENGES

- The remote environment has required us to rethink how we develop an inclusive culture at a distance.
- While working at a distance has shown to be favorably received by staff, it also can limit the number of sidebar relationships that form naturally when working in a face-to-face setting.
- This means that SOCIE needs to develop creative solutions to its DAP in order to reach all staff and create an inclusive culture of people who feel connected to the system and who reach out to other members of the System Office beyond their typical siloed groups.

SYSTEM: CHALLENGES

- SOCIE had some challenges this year finding time to organize and complete the listed goals on its plan.
- While many accomplishments took place in the different departments at the System Office, they were not guided by the SOCIE group and instead were potentially prompted by knowing about the council and/or the members who served on the council.
- Some of these accomplished action items were included in the initial SOCIE DAP plan and listed in the brainstormed activities.

SYSTEM: OTHER GOALS

- Recommendation report on Representation and Retention.
- Employee activities to build an inclusive culture and continuing to get to know each other.
- Determine activities/services that would support System Office employee retention, e.g. affinity groups, lunchtime activities for walking, biking, knitting.
- Develop a comprehensive diversity resource list.
- Write a System Office Diversity Blueprint, including websites and newsletters.
- Build on system-wide educational sessions, such as Equity University & Global MindED.

SYSTEM OFFICE COUNCIL FOR INCLUSIVE EXCELLENCE (SOCIE)

Dana Anderson, Kate Barnes, Andrea Bollman, Angelo Cuccio, Laura DuClos, Sophie Greenfield, Amanda Hardman, Kelsey Jones, Amy Kahn, Chris Luchs, Daniel Metz, Tina Moore, Jen Parker, Kendra Rodriguez, John Schmahl, Michael Schulman, Patrick Warwick-Diaz, Ayelet Zur-Nayberg

CCCS EQUITY JOURNEY
Winter 2022

Summer 2018
Equity & Inclusion Council propose an Equity Officer Position

Fall 2018
Chancellor and Vice Chancellor Create combined Student Affairs and Equity Officer position – Associate Vice Chancellor of Student Affairs, Equity, & Inclusion

Fall 2018
Dr. Brenda J. Allen presents "**6 Signature Traits of Inclusive Leadership**" framework at the E&I Retreat

Winter 2018
Dr. Ryan Ross hired as Associate Vice Chancellor of Student Affairs, Equity, & Inclusion

Spring 2019
Determination of Equity Readiness for CCCS
• Executive buy-in and Support
• Equity Readiness Assessment for Leaders
• Professional Development for Executives
• Development of Equity Strategic Plan Process

Summer 2019 – Fall 2020
CCCS Equity Pledge Tour – All 13 Colleges visited by Chancellor and AVC to Launch Equity Work Campus wide and have Campus Presidents sign an Equity Pledge on behalf of their Colleges

Summer 2019
DIALED IN
Equity Framework & Strategic Plan Template created

Fall 2019
The CCCS system wide Annual Equity Professional development experience was created

Fall 2019
CCCS contacted by Dr. Christine McPhail to have the CCCS Equity Journey captured in the book: Transformational Change in Community Colleges – Becoming an Equity Centered Institution

Spring 2021
Equity & Inclusion Council vote for colleges to research & create Land Acknowledgment Statements

Spring 2020 – Spring 2021
CCCS Equity & Inclusion Council sets goals for all colleges to create a Strategic Equity Plan and develop an Equity Council on their Colleges

Spring 2020
Monthly Courageous Conversations and EquityU professional development programs launched

Spring 2021
System-wide baseline Equity & Inclusion training implemented for all faculty and staff

Fall 2020
CCCS AVC announced as CO-Chair of the Statewide Equity Champions Coalition for CDHE. Involvement led to Equity Pledges being signed by four-year College Presidents

Spring 2021
CCCS Featured in the published work - Transformational Change in Community Colleges – Becoming an Equity Centered Institution

Spring 2021
$5 million Teaching Excellence Grant Program aimed at closing equity gaps initiated

Fall 2021
First CCCS Equity Annual Report Created

Spring 2022
CCCS hosts Teaching in Excellence Symposium

Spring 2022
CCCS E & I Council sub committee created to produce an Equity Philosophy, Land Acknowledgement, and Labor Acknowledgement

Fall 2022
Land Acknowledgement & Equity Philosophy approved by Chancellor Garcia

Fall 2022
Second CCCS Annual Equity Report due

Winter 2022
Equity Report Released