Equity Audit (EA) Findings

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Today's Agenda

Equity Audit Overview

Key Findings

A Way Forward

Next Steps

Discussion

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Background

Context

RCC invited Hotep Consultants to facilitate an Equity Audit of practices, policies and procedures to uncover potential barriers to student success -- specifically as it relates to the impact on historically minoritized students.

- Assess current practices at RCC - including existing equity-centered work
- Provide recommendations for continued improvements
- Ensure equity is embedded in all areas of campus: policy, practice, and praxis

Timeline

April - May Collected survey responses from an employee survey and a student survey.

May-June Facilitated focus groups for students, instructional faculty, student support & services (classified professionals), and administrators.

June-August Conduct an analysis of key institutional documents focused on policy, practice, and assessment.

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Key Definition: Equity

Equity: We define equity as an investment to achieving parity in academic outcomes by removing institutional barriers and creating an inclusive and culturally affirming learning environment.

- Continue data driven conversations that lift Black voices and linking with faculty support

- Aligning completion data and strategic goals with Vision for Success metrics- Integrated Academic Support, Equitable placement strategies and supports

- Providing supportive learning environments for all students

- Providing supporting campus culture and climate where all employees feel valued, included, acknowledged, and supported

- Becoming a hub of student success by providing a safe and brave space (understanding limitations) with clear onboarding and exit strategies

- Cultivating teaching, student services and human resources practices to address Anti-Blackness in our campus culture

- Equity-minded Counseling and Advising strategies that support student development and increased social and economic mobility opportunities for students

(*Guided Pathways Plan 11.10.20*)

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Key Definition: Anti-Racism

- Intentionally focusing on policies and practices that produce or sustain racial equity between racial groups
- Requires constant assessment and reflection
- Is less about the creator – is solely about the outcome

Ijeoma Oluo ✓
@IjeomaOluo

The beauty of anti-racism is that you don't have to pretend to be free of racism to be an anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it's the only way forward.

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Guiding Research Questions

1. To what extent is the environment at RCC **diverse and inclusive**?

2. To what extent do RCC's administrative policies and practices encourage a **systemic and collaborative approach** to diversity, equity and inclusion?

3. To what extent do RCC's **instruction policies and practices** help cultivate a learning experience that is engaging and empowering for historically minoritized students?

4. In what ways can RCC support changes to current policies, practices, and procedures in order to **improve the quality of instruction and services** for students?

5. To what extent are RCC's **budget and resource practices** informed by a student-ready and equity minded lens?

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S.E.T. Framework

Student Ready	**Equity Minded**	**Transformative**
Institutional	Individual	Service
Policy	**Practices**	**Assessment**
The record of what we say we do	Doing what we said we would do	The result of doing what we said we would do

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EA Approach: Data Reviewed

1. **Campus-wide survey**
   a. Employee responses: 321 Student Responses: 407
   b. Gained insight into RCC's culture and climate including the extent to which employees feel supported and valued by the institution, the practices they engage in to support students, and some of the issues and challenges with shifting to a student-focused and student-ready approach.
   c. Participation encouraged at cabinet level and division/departmental level
   d. Intentional recruitment by classified professionals and faculty leaders to engage employees who typically don't participate in these conversations.

2. **Focus Group Discussions**
   a. Total # of hours: 12
   b. 64 participants engaged in 8 sessions. Participants represent the following stakeholder groups: (1) students, (2) student services & support, (2) instructional faculty, (1) President leadership team, and (2) the meeting of the managers.
   c. Gained insight around employees level of understanding, engagement, and feedback around equity, diversity, and inclusion efforts at RCC.

3. **Document Analysis Protocol**
   a. Total # of documents: 207
   b. Types of documents: Policies, practices, and assessments
      i. Job descriptions/postings, student forms, advertisements about programs and services, assessments, student learning outcomes, and syllabi.
   c. Gained insight into structures, messages and practices that create barriers to anti-racist efforts
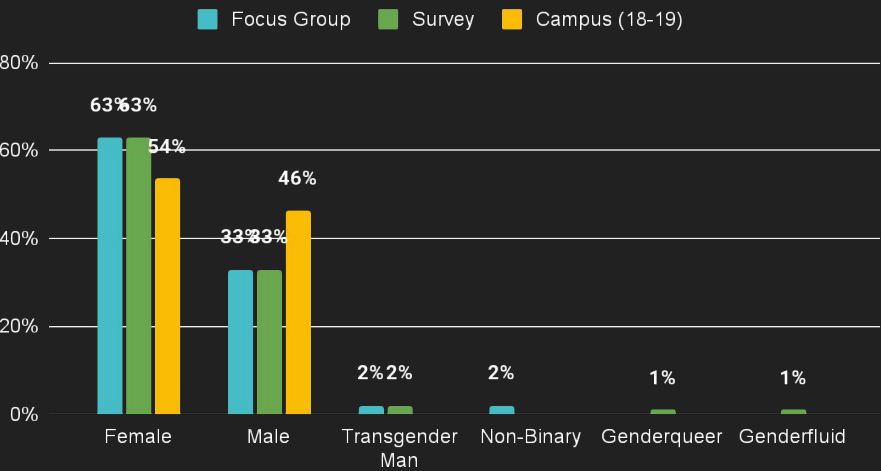
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Stakeholder Focus Groups Demographics

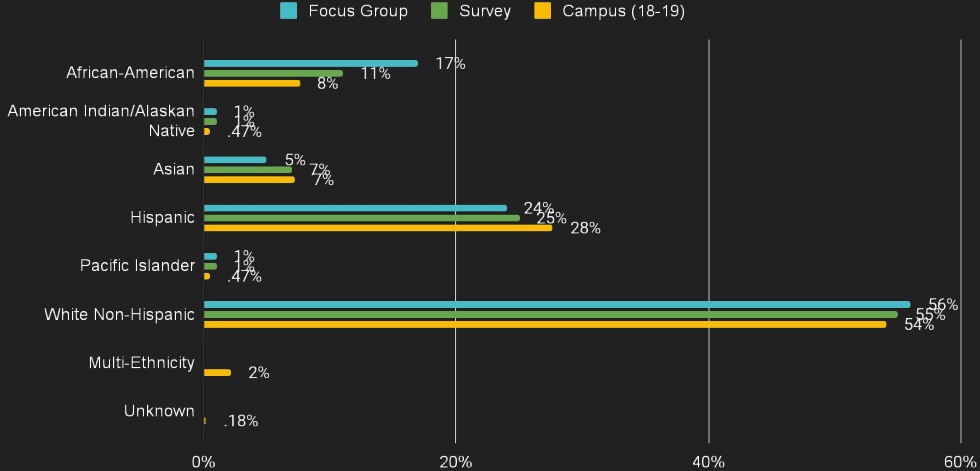|	Employee	Student
Role at RCC	• Full time employees: 89% • Contract employees: 5%	• Students: 3%
Department Affiliation	• Academic/Instructional: 42% • Student Services: 37% • Business Services: 10% • President's Office: 2% • Institutional Research: 3%	• Science, Technology, Engineering and Mathematics: 50% • Social and Behavioral Sciences: 50%
Primary Employee Classification	• Administrator/Manager, Academic: 25% • Administrator/Manager, Classified: 25% • Classified Professionals: 25% • Instructional Faculty: 23%	
Gender Demographics	• Women: 63% • Men: 33% • Transgender Man: 2% • Non-Binary:2%	• Woman: 50% • Transgender Man: 50%
Racial Demographics	• White: 56% • Hispanic/Latinx: 24% • Black: 17% • Asian: 5% • Native American : 1% and Pacific Islander: 1%	• White: 50% • Asian: 50%

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Stakeholder Survey Respondent Demographics

	Employee	Student
Role at RCC / Education Goal	- Full time employees: 82% - Contract employees: 4% - Adjunct faculty: 9% - Part-time employee: 4%	- Transfer to 4-year: 68% - Earn Associate's: 53% - Earn Certificate: 16% - Personal Enrichment: 10%
Department Affiliation	- Academic/Instructional: 54% - Student Services: 29% - Business Services: 10% - President's Office: .6% - Institutional Research: .3%	- Advanced Technical Trades: 5% - Business, Information Systems, & Technology: 24% - Languages & Humanities: 9% - STEM: 23% - Social & Behavioral Sciences: 25% - Visual, Performing, & Creative Arts: 14%
Primary Employee Classification	- Instructional Faculty: 43% - Classified Professionals: 42% - Counseling Faculty: 5% - Administrator/Manager, Classified: 5% - Administrator/Manager, Academic: 4%	
Gender Demographics	- Women: 63% - Men: 33% - Transgender Man: 2% - Genderqueer or Genderfluid: 2%	- Women: 71% - Men: 22% - Genderqueer or Genderfluid: 3% - Transgender Woman: 1%
Racial Demographics	White: 55%, Hispanic/Latinx: 25% Black: 11%, Asian 7%, Native American 2%, Pacific Islander 1%	Hispanic/Latinx: 55%, White: 38%, Black: 9%, Asian 11%, Native American 3%

Participant Demographics - Employees
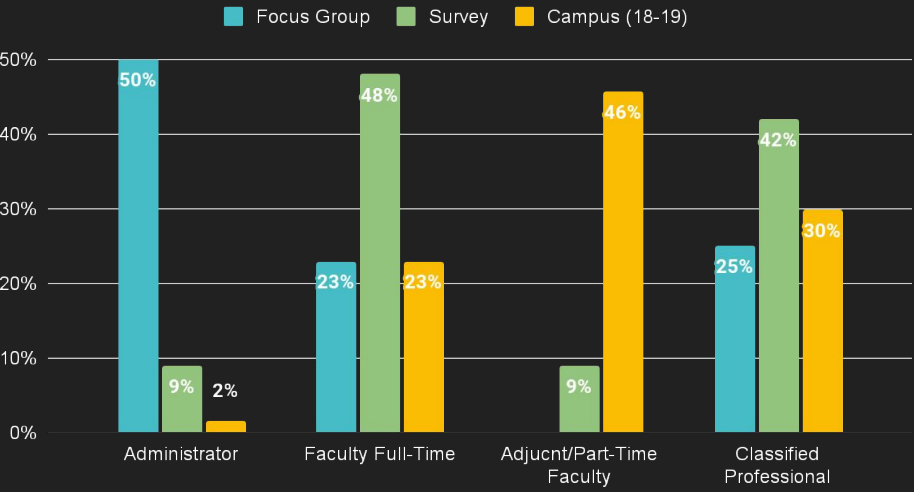
Employee Demographics - Gender

Legend: Focus Group, Survey, Campus (18-19)

- Female: 63%, 63%, 54%
- Male: 33%, 33%, 46%
- Transgender Man: 2%, 2%
- Non-Binary: 2%
- Genderqueer: 1%
- Genderfluid: 1%

Employee Demographics - Race/Ethnicity

Legend: Focus Group, Survey, Campus (18-19)

- African-American: 17%, 11%, 8%
- American Indian/Alaskan Native: 1%, 1%, .47%
- Asian: 5%, 7%, 7%
- Hispanic: 24%, 25%, 28%
- Pacific Islander: 1%, 1%, .47%
- White Non-Hispanic: 56%, 55%, 54%
- Multi-Ethnicity: 2%
- Unknown: .18%

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Participant Demographics - Employees

Employee Demographics - Employee Type

Legend: Focus Group · Survey · Campus (18-19)

- Administrator: 50%, 9%, 2%
- Faculty Full-Time: 23%, 48%, 23%
- Adjucnt/Part-Time Faculty: 9%, 46%
- Classified Professional: 25%, 42%, 30%

Employee Demographics - Department/Division

Legend: Focus Group · Survey

- Academic/Instructional: 42%, 54%
- Student Services: 37%, 29%
- Business Services: 10%, 10%
- President's Offce: 2%, 1%
- Institutional Research: 3%, .31%
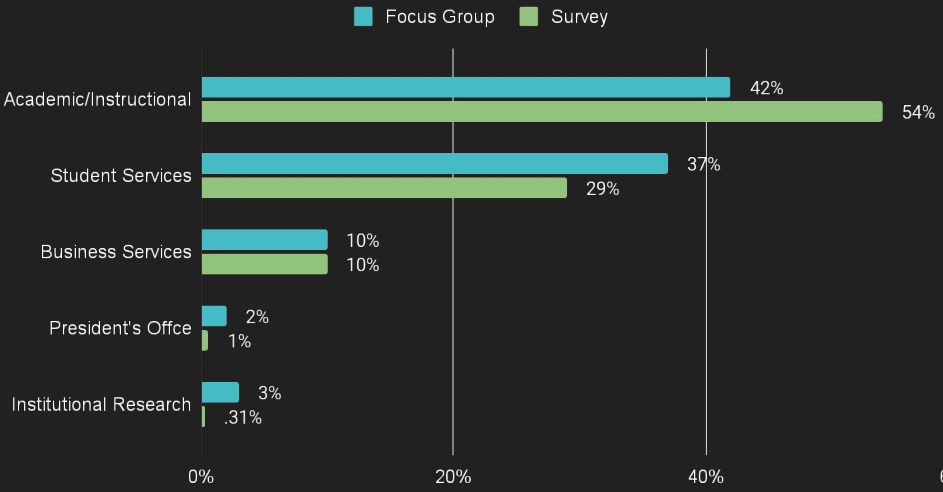
Participant Demographics - Student

Student Demographics - Gender

Legend: Focus Group | Survey | Campus (18-19)

- Woman: 50%, 71%, 58%
- Transgender Woman: 1%
- Male: 22%, 41%
- Transgender Man: 50%, 51%
- Non-Binary: 1%
- Genderqueer: 2%
- Gender fluid: 1%
- Unknown: 1%

(Axis: 0% to 80%, labeled "Gender")

Student Demographics - Race/Ethnicity

Legend: Focus Group | Survey | Campus (18-19)

- African-American: 8%, 9%
- American Indian/Alaskan: .40%, 3%
- Asian: 50%, 11%, 5%
- Filipino: 5%, 2%
- Hispanic: 55%, 62%
- Pacific Islander: .42%, 2%
- White Non-Hispanic: 50%, 38%, 19%
- Multi-Ethnicity: 2%
- Unknown: 1%

(Axis: 0% to 60%)

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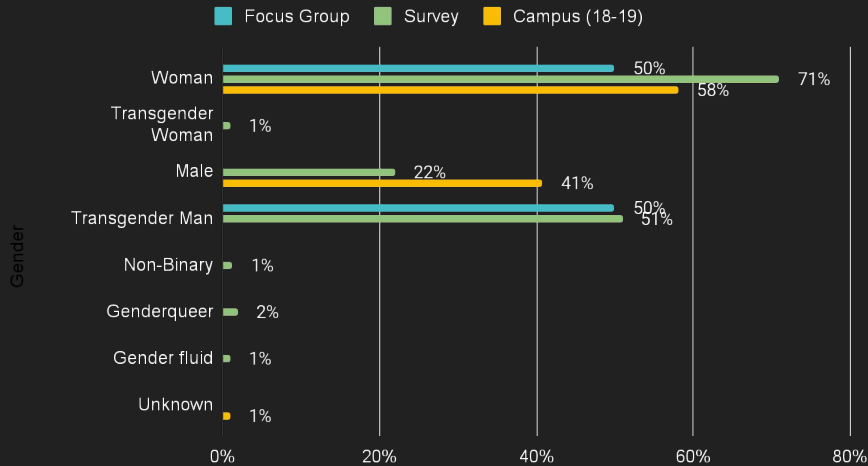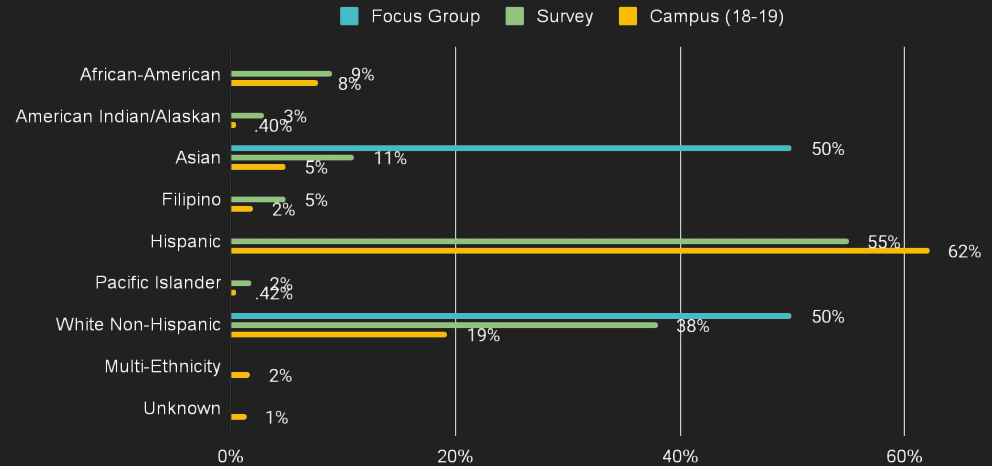
Participant Demographics - Student

Educational Goal

- Personal Enrichment 6.8%
- Earn Certificate 10.9%
- Transfer to 4-year 46.3%
- Earn Associate's 36.1%

Department

- Visual, Performing, &… 14.0%
- Advanced Technical… 5.0%
- Business, Informatio… 24.0%
- Social & Behavioral… 25.0%
- Languages & Huma… 9.0%
- STEM 23.0%
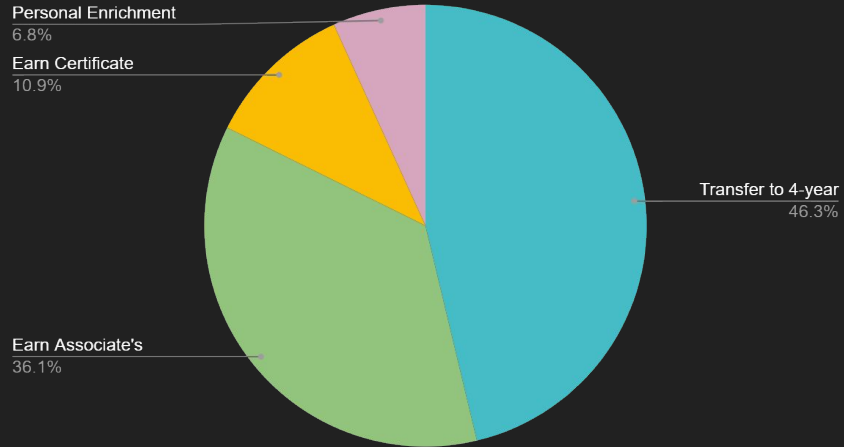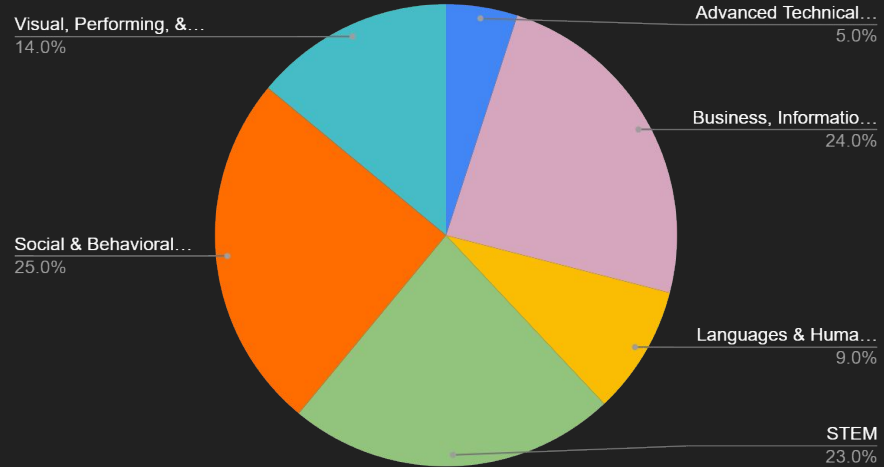
Limitations

- Timing
  - Many of the focus groups took place during the summer

- Breadth and depth of voices
  - Wish we had more participation from students and part-time/adjunct faculty

- Access to data
  - We can only review the information we have access to

- Pandemic!
  - This year has been *interesting*

Key Findings

Overarching Themes

1. **Clarity and Communication**
   Within and across stakeholder groups, there are different perceptions about what "equity" means and different levels of understanding which impacts how it looks to carry out equity-minded practices in their work. This leads to barriers in having critical, constructive, and collegial conversations about practices and policies that prevent equity advancing thought and implementation.

2. **Intentionality around Anti-Racism**
   While there is a genuine desire to promote Anti-Racism, traditional approaches and ways of thinking about teaching, learning, and student engagement are still present and embedded in the design, language, and practice.

3. **Setting Expectations and Providing Support Campus-wide**
   There is a disconnect between the expectations to embed equity within the work of all campus stakeholders and the necessary support to do so.

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Key Findings - Student Ready *(Institutional)*

Highlights	Areas of Growth/Opportunity
• Many of the campus documents, especially those developed within the last year, have had explicit mentions of equity, disproportionate impact, and the acknowledgement of the need for the institution to revise practices to better support a diverse constituency of students. *Evidenced in: Guided Pathways Plan 2020-2022; Student Equity Plan 2019-2022; Strategic Plan 2020-2025* • There have been steps taken to provide the campus with trainings to better understand the current campus landscape and identify ways forward. *Evidenced in: Development of Data Coaches; Establishment of BFSA; Response to housing insecurity during COVID-19 pandemic*	• There's an acknowledgement that the diversity of the faculty are not reflective of the diversity of the student population • Not all employees are included in conversations around equity or equity advancing practices, as much of the discussions and professional development are focused on instructional faculty. Even so, departments and divisions are siloed in their approaches to daily operations, nevermind equity advancing thought partnership. *"Departments are very siloed - I don't necessarily think we intend* *or want to be siloed, but rather it is a result of deeply entrenched college processes and procedures, inter- and intra-departmental organization, lack of communication, and other influences."*

Key Findings - Equity Minded *(Individual)*

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Highlights	Areas of Growth/Opportunity
- Both faculty and classified professionals reported strong feelings of comfort when working with diverse groups of students. - There is also a strong awareness of the social identities that faculty and classified professional possess, as well as biases and the impact of such biases within their work. - The majority of faculty and classified professionals acknowledge that their departments prioritize high quality instruction and/or service for students and provide flexibility and support when students need assistance	- Also, 20% African-American respondents responded that they "disagreed" to the statement: When I enter a classroom, I feel welcomed based on this part of my identity: race or ethnicity - How are instructors integrating Anti-Racist practices within their courses? Especially in high enrolled courses – how are the concepts of race, culture, gender and identity, integrated and valued in the course experiences through the focus on strengths rather than deficits? *"It is not expected and is not part of COR but I add diverse representation to my lectures and discussions"* - How are staff, and all employees, trained to support students with disabilities? trans students? - How are all employees trained and encouraged to have critical conversations with one another? - How might the flexibilities offered during the remote approach to learning, continue as the campus shifts back to in-person services?

Key Findings - Transformative *(Service)*

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Highlights	Areas of Growth/Opportunity
- The majority of student respondents (70-80%) stated that they felt valued by faculty, staff, and other students on campus - The majority of faculty and staff (70-90%) respondents reported being proactive in their approach to supporting students 75% of faculty reported that course offerings include examples from different cultural contexts 87% and 84% of classified professionals reported they they ask students how to correctly pronounce their names, and address students with their proper pronouns, respectively - In reviewing syllabi, several included transformative practices such as welcome statements, student first/student ready language, and a balance between humanizing empathy, support, and high expectations.	- When working with students, what might it look like to communicate in a way that highlights the benefits of the service/task rather than focusing on only the requirements? Shifting the focus between features vs. benefits as it relates to program flyers, assessments, and even guiding campus documents - When thinking about course assessments & SLO's questions to consider may be: how does this course add to what they already have in order to strengthen their skillset and toolbox? How does culture and community impact the ways in which this subject is valued, and how that shows up in education and/or the workplace? - Both classified professionals, faculty, and administrators noted the lack of training around working with diverse student populations – many mentioned that they received such support a other institutions (or prior schooling) but not at RCC

Guiding Research Questions

1. To what extent is the environment at RCC **diverse and inclusive**?

2. To what extent do RCC's administrative policies and practices encourage a **systemic and collaborative approach** to diversity, equity and inclusion?

3. To what extent do RCC's **instruction policies and practices** help cultivate a learning experience that is engaging and empowering for historically minoritized students?

4. In what ways can RCC support changes to current policies, practices, and procedures in order to **improve the quality of instruction and services** for students?

5. To what extent are RCC's **budget and resource practices** informed by a student-ready and equity minded lens?

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Guiding Research Questions

1. To what extent is the environment at RCC **diverse and inclusive**?

- There is a campus wide recognition around the importance of equity and the connection to student success.

- There's an acknowledgement that the diversity of the faculty are not reflective of the diversity of the student population.

- There has been an effort to increase the gender diversity within campus leadership, though the racial and gender makeup of employees overall, especially faculty, appears to be lacking.

- Barriers to equitable recruitment include: English only materials and instructions; lack of accessibility for students with disabilities; department materials (limited as they may be) are generic, represent buildings instead of people, and don't represent the true student population.

"the commitment to hiring a ethnic/racial minorities varies by area, but there has been a lack of leadership in steering the institution. We now see boilerplate language in job announcements and lofty statements, but missing is training for hiring committees on equity minded hiring practices."

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Guiding Research Questions

1. To what extent is the environment at RCC **diverse and inclusive**?

- For the most part, students seem neutral or satisfied with the racial and gender diversity of the faculty, staff, administration, and student body

- Some students have noticed that there are few(er) African American employees, staff, faculty, and administrators, on campus.

- Also, depending on the discipline, there may also be a lack of gender diversity (ie. women in STEM)

- Also, 20% African-American respondents responded that they "disagreed" to the statement: When I enter a classroom, I feel welcomed based on this part of my identity: race or ethnicity

"I see very very little faculty, staff and administration that I can relate to, being African American. It sometimes can be very discouraging, especially in classes we learn about race."

"In terms of the computer science department, I seldom interact with female or non-binary students as is, I also don't have much of an interaction with female computer science related professors."

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Guiding Research Questions

2. To what extent do RCC's administrative policies and practices encourage a **systemic and collaborative approach** to diversity, equity and inclusion?

- There is representation from all constituencies (administration, classified, faculty, and students) on the main campus councils (TLLC, SAS, RDAS, GEMQ)
  - Student Access & Support having the most balance between classified and faculty representation

- Not all employees are included in conversations around equity or equity advancing practices, as much of the discussions and professional development are focused on instructional faculty. Even so, departments and divisions are siloed in their approaches to daily operations, nevermind equity advancing thought partnership.

"I feel like our college overall is understanding and aware of equity and our institutional goals for achieving equity. However, concerted action towards achieving equity is not quite as clear or evenly advanced across the campus. Departments are very siloed - I don't necessarily think we intend or want to be siloed, but rather it is a result of deeply entrenched college processes and procedures, inter- and intra-departmental organization, lack of communication, and other influences."

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Guiding Research Questions

3. To what extent do RCC's **instruction policies and practices** help cultivate a learning experience that is engaging and empowering for historically minoritized students?

- There's also no requirement for COR to include diversity or "approach to addressing equity" section? While it may not be required by Title 5, it could require more intentionality in thinking about the course content, assignments, materials, and assessments.
  - *"It is not expected and is not part of COR but I add diverse representation to my lectures and discussions"*
- Based on the RCCD Curriculum Handbook:
  - Only DE courses are required to be ADA section 508 compliant. While section 508 is specific to the use of technology & websites, is it not expected that in-person courses also be ADA compliant as well? What would it look like to include accessible methods of instruction/assessment explicitly within the COR?

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Guiding Research Questions

4. In what ways can RCC support changes to current policies, practices, and procedures in order to **improve the quality of instruction and services** for students?

- What conversations are being had to share promising practices, curricular resources, and ask critical questions of one another in a safe space to promote the growth and development of faculty and classified professionals?
- Engaging in conversations to unpack the core competencies with the input of department/division members can increase both buy-in and a clear understanding of the purpose and impact of the division as it relates to improving equitable outcomes for students.
- With regards to documentation: what type of language are we using within the forms, flyers, or documents for students? Is it strengths based or deficit based? Is the language student first or institution first?

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Guiding Research Questions

4. In what ways can RCC support changes to current policies, practices, and procedures in order to **improve the quality of instruction and services** for students?

- With regards to scheduling: There's no initial differentiation in WebAdvisor to understand which courses are connected to a learning community vs. which are general subject courses. While there's no search feature on WebAdvisor, which is a challenge within the system, there could be some creativity as it relates to the naming convention of the courses to better identify those connected to cultural learning communities
- It may also be helpful to pull out the learning community classes and establish them in a separate section of the catalog in order to make it easier to find. The courses would be listed twice – once in the Learning Communities section, and once in the subject area section of the catalog

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Guiding Research Questions

5. To what extent are RCC's **budget and resource practices** informed by a student-ready and equity minded lens?

- There is an intentional focus on equity within the strategic plan. This carries over into the prioritization process as well:
- *"Leadership council members should consider how any proposed strategy/item helps RCC improve the student experience and student outcomes through the Guided Pathways framework with particular attention to equity."*

- However, the focus on quantity over equitable impact may not address the needs of students who need the greatest amount of support:
- *"Concrete Action - How many students will the proposed strategy/initiative serve and in what way? What is the anticipated outcome?"*

- This is often the case when thinking about system impacted students, foster youth, students with disabilities, and even African-American students who have a small "n" but large opportunity gaps

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A Way Forward

A Way Forward - Student Ready (Institutional)

- **Hire a managerial level equity administrator and provide infrastructure to support the equity centered programming and accountability of equity advancing work.**

- Conduct an equity map to catalog all of the equity related efforts on campus.

- **Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions.** Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus.

- Center equity within all Flex Day activities and campus professional development.

- **Ensure that all campus constituents are able to participate in professional development activities, especially those that are focused on equity, announcing campus wide initiatives, and equity advancing practices.** Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information.

- Evaluate job postings to prioritize the "Commitment to Diversity" expectation of candidates and future employees, including student employees and adjunct faculty.

- Develop hiring practices that support the advancement of diverse pools of candidates, taking into consideration underrepresented members of the workforce.

- **Prioritize and center the impact of resource allocations on student groups highlighted in the Student Equity Plans within the Prioritization and Resource Allocation Process.**

- **Integrate intentional approaches to equity, diversity, and inclusion within the COR.**

- Increase efforts to retain students and employees from disproportionately impacted backgrounds. Establish intentional in-reach and community building efforts across the campus community.

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A Way Forward - Equity Minded (Individual)

- **Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies.**

- **Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional development needs of faculty, staff, and administrators.**

- **Establish a space for ongoing critical reflection, learning, and adaptation of individual practices**. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.

- Encourage programs, initiatives, and services designed to increase success for historically minoritized communities to each develop a bank of questions that guide their process for recruitment and program development.

- Provide cultural awareness and competency training opportunities specifically for students, including those not involved in student leadership. Prioritize the diversity in accessibility (both modality and timing) of when these engagement activities might take place.

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A Way Forward - Transformative (Service)

- **Conduct Student Support Services bi-annual retreats/planning sessions to share knowledge, onboard/support new employees, address priorities or issues, etc.**

- **Establish an Equity Innovation Fund/Grant to promote creative thinking of campus constituents.** Participants can submit an idea of a pilot project and/or updates to current programs and services to enrich the student's experience.

- Develop accessible training/experiences to be able to better support students in acquiring knowledge and develop critical thinking skills to advocate for equity and justice.

- **Develop a forms committee to review and evaluate the usefulness of student forms and processes.** Specifically identifying changes to be made to allow forms to be more user friendly; clear in instructions, expected next steps, and contact information; and written in student ready language that promotes student advocacy and clarity in process.

- Review marketing materials, websites, and onboarding materials for student support programs, learning communities, and learning centers to ensure the centering of program benefits rather than technical jargon.

- Review and revise welcome communications for students. Separate emails by student type in order to provide more direct communications and encourage student agency.

- **Establish a process to review and revise course syllabi and canvas pages on a regular basis.** While syllabi can be viewed as contracts from the student to the instructor, they can, and should, also be viewed as a communication tool and resource between the instructor and the student.

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"You can't be equity advancing and risk averse."

Lasana Hotep
Summer Learning Institute 2021 Keynote Address

Next Steps

- Identifying the recommendations that are most meaningful for your campus as it comes to addressing potential equity gaps
- Sharing the findings and recommendations with campus constituents and receiving feedback
- Incorporating the recommendations into the strategic planning process
- Establishing a system of accountability with recommended next steps

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