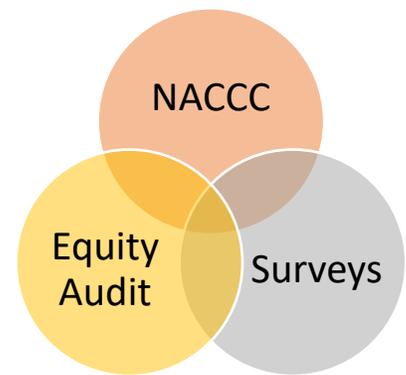


National Assessment of Collegiate Campus Climate (NACCC), Equity Audit, and RCCD Student Survey Alignment
Winter 2021



Why (do we need change)

The changes driven by a pandemic, the Black Lives Matter movement, and feedback from students, faculty, classified professionals and administrators has presented a clear need for change with a focus on closing racial equity gaps and combatting racism. These assessments provide recommendations for creating specific action plans, identifying champions, and securing resources to support these actions. This document identifies 2 common areas of focus and recommends short-term goals. The full documents are posted on RCC’s Student Equity webpage [Equity \(rcc.edu\)](http://Equity(rcc.edu)). This document is structure to first share the findings and then propose action.

Who (is helping us identify needs and strategies)

USC’s Race & Equity Center conducted a Student Survey in Fall 2020. The National Assessment of Collegiate Campus Climate (NACCC) is a quantitative national survey of undergraduate students that includes six content areas essential to understanding racial climate on campus. [RCC NACCC Student](#)

Hotep Consulting conducted an Equity Audit with students, classified professionals, faculty, and administrators in Fall 2021 using the S.E.T. framework (Student Ready, Equity Minded, Transformative Service). [RCC Equity Audit](#)

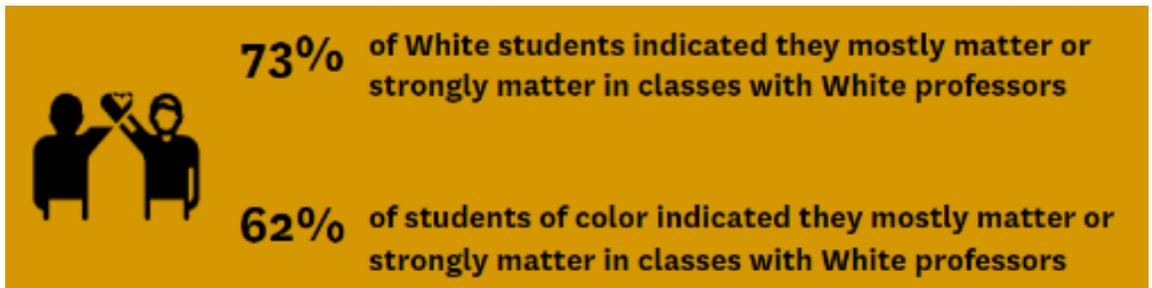
RCCD has conducted several internally-developed student surveys through 2020 and 2021. These internal findings reflect student feedback on course offerings and student services through the last three semesters.

How (do we know what to focus on)

Area of Focus #1: Matter and Affirmation (“Be Human”)

NACCC defines Matter and Affirmation is others noticing and caring about what students think, want, and have to say.

For NACCC, students indicated the extent to which they feel they matter in classrooms and out-of-class campus spaces. Additionally, students indicate the ways and the frequency with which faculty members affirm them.

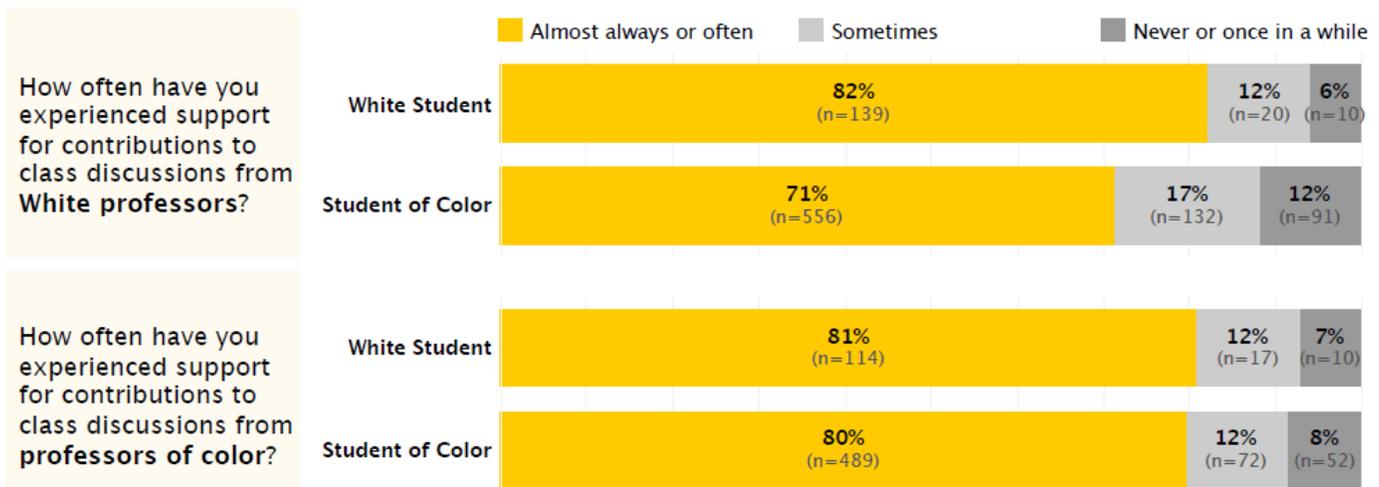


There was a gap of 11% between white students and students of color for this area. While the 62% is the average for all students of color, Arab and Middle Eastern students replied that on 40% often or always experienced concern for feelings or experiences from white professors. Fifty-four percent (54%) of Black students felt this. Fifty percent (50%) of Native Hawaiian or Pacific Islander students felt they mattered with White professors.

Mattering and Affirmation have also been strong themes in the student surveys RCCD has conducted in Spring and Summer 2020 as well as in Fall 2021. Students want to feel that they matter to faculty, administrators, and classified professionals. Responses to some of the open-ended questions have been summarized with students asking that faculty “be human.” More broadly what this means is that they want faculty to understand students are under stress but want to be in the classroom (in person or virtually) and want to know that the faculty feel the same way.

Focusing specifically on white faculty, NACCC student responses to two of questions shown below.

Students of color were significantly less likely than White students to receive affirmation from White professors



The Equity Audit also had similar feedback from students:

Question: When I enter a classroom, I feel welcomed based on this part of my identity: race or ethnicity

	Strongly Disagree	Disagree	Agree	Strongly Agree
African-American / Black	8.82%	20.59%	35.29%	17.65%
Latinx / Hispanic	4.48%	1.49%	52.99%	23.88%
Asian	9.09%	0%	48.48%	27.27%
White	2.20%	6.59%	46.15%	21.98%

*Asian, Middle Eastern, Pacific Islander, Native American or Alaskan Native, Transgender Woman, and Transgender Man respondent populations were too few to disaggregate without potentially identifying the employees who responded to the survey.

It isn't just students -- in addition to this feedback from students, the Equity Audit results also found that "In comparison to all other racial groups, African-American employees had higher reports of felling as though they did not receive credit for their work or ideas, being dismissed by colleagues, and having to work harder than other colleagues in order to be perceived as competent."

Area of Focus #2: Institutional Commitment

In the NACCC survey, students were asked whether they believe campus leadership deals with racism / racist incidents effectively, in the open, and in a timely matter. Key topics in this group of questions included rating of campus racial diversity, rating of how campus administration deals with racism or racist incidents, and rating of administration's commitment to campus racial equity and diversity.

In alignment with NACCC's student feedback, the Equity Audit provides feedback on RCC's institutional commitment to equity from a wide group of RCC stakeholders. The three overarching themes for the audit are **Clarity and Communication**, **Intentionality around Anti-Racism**, and **Setting Expectations and Providing Support Campus-wide**. Each of these three themes identifies gaps in the college's institutional commitment.

The Equity Audit summary includes these high-level findings:

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 of the institution.

Setting Expectations and Providing Support Campus-wide

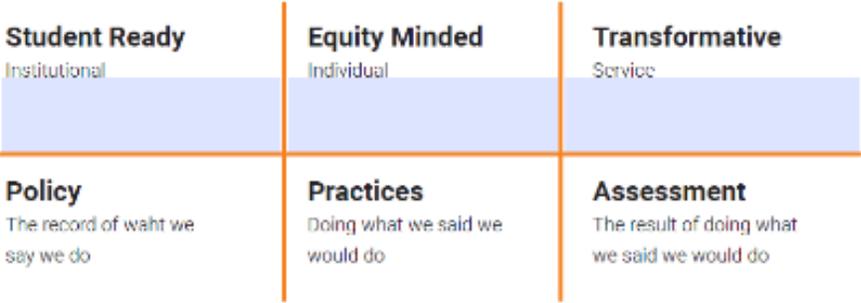
There is a disconnect between the expectations to embed equity within the work of all campus stakeholders and the necessary support to do so.

What (should we do next)

Put change into action with a focus on closing racial equity gaps and combatting racism.

The Equity Audit's S.E.T. Framework recommends the college focus on three different areas – Policy, Practices, and Assessment. While RCC has made progress transitioning to a student-ready culture, there is still a lot of work to be done to make RCC Student Ready.

The recommendations below are short-term highlights for action with policy and practices.



Mattering and Affirmation

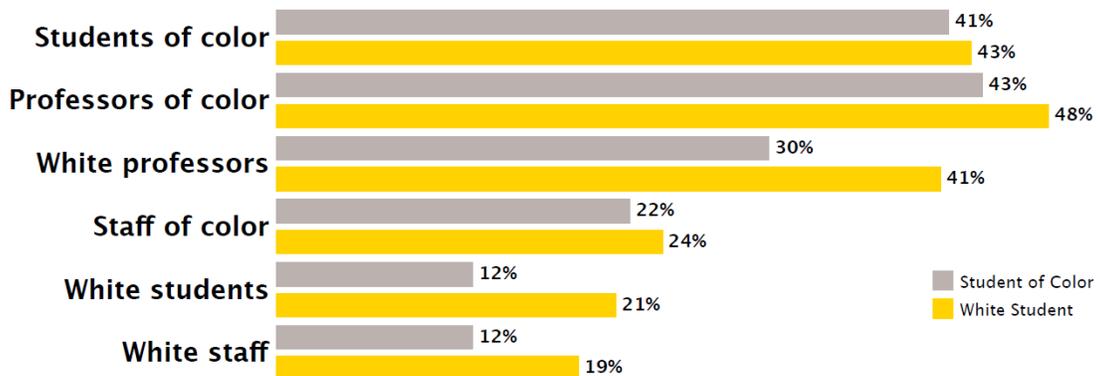
- 1) Increase specific dialogue and share best practices and examples of how employees can engage students. NACCC's feedback specifically includes "Increase overall sense of mattering and affirmation, including among racially minoritized students, in dominant social spaces or at events important to significant to student life

outside the classroom (i.e., common areas, student clubs and organizations).” (*timeline: Spring 2022 through Fall 2022*)

- Emphasize that an inclusive teaching model IS NOT A ONE SIZE FITS ALL model
 - How do we ensure sure everyone (faculty, students, classified professionals, and managers) understands the contributions of different groups and how they matter?
 - Which groups need to be intentionally included and represented? As an example Arab and Middle Eastern students were the lowest-rated group for mattering and affirmation. Can we intentionally reach out to that group?
- 2) Build Standards of Inclusive Teaching including ways to engage instructional personnel in developing culturally sustaining and affirming practices and engage in Race-Consciousness in classroom practices.
- Supporting this, offer mini grants for development of practices. RCC’s Student Equity Committee has offered these grants and will continue to do so. (*timeline: in place*)
 - RCC’s Equity Minded Teaching and Learning Institute ([Cuyamaca Model](#)) is beginning in Spring 2022. This institute will increase RCC’s capacity to support this recommendation. (*timeline: Spring 2022*)
- 3) Increase coordinated professional learning opportunities to promote equity advancing practices amongst employees INCLUDING classified professionals and administrators. The NACCC survey showed that there are gaps for Racial Learning and Literacy. The graphic below shows that the college needs to more intentionally work to ensure everyone – including white employees – understands that equity work is their work.

Students of color assume invisible work on teaching race to peers on campus

% of students who reported they have learned about race from the following people on campus



- Increase intentional and coordinated professional development – a first step is conducting an equity map to catalog all of the equity-related efforts on campus (*timeline: Spring 2022*)
 - Specific, purposeful, and intentional training on how to talk about race and equity led by a variety of employees including white employees.
 - Develop case students to PRACTICE courageous and encouraging conversations – supporting and reinforcing that this work is important and providing skills and tools to help with the work.
 - Use the National Equity Project meeting framework training intentionally in a wide variety of committee meetings, retreats, workshops, etc. A large number of RCC employees attended the training and it is providing a baseline and toolkit on how center equity in our meetings.
- Pay adjunct faculty for equity professional development (*timeline: in place*)
- Intentionally engage faculty in understanding how the concepts of race, culture, gender and identity, are integrated and valued in course experiences.

- What are you already doing to support mattering and affirmation?
 - How are you engaging students in the classroom? Examples might include how faculty are recognizing the experiences, knowledge, capabilities that the students bring into the classroom.
 - How are you recognizing the need for and capability of code-switching?
- Encourage and support all employees participating in professional learning (*timeline: Spring 2022*)
 - A guiding question for this area might include “What are you already doing to support mattering and affirmation?”
 - How we are intentionally recognizing power structures and including important voices in college decision making?

Longer-term (6-18 months)

- Leverage the Equity Minded Teaching and Learning Institute for increased training and adoption of practices.
- Increase coordinated professional learning across the college.
- Establish a process to review and revise course syllabi and canvas pages using an equity lens.
- See the Equity Audit and NACCC Report for more specific recommendations.

Institutional Commitment

- 1) [RCC's Student Equity Plan](#) identified 6 student groups as the primary focus for intentional and deliberate student equity activities due to the degree of the proportionality gaps that exist across the five success metrics.
 - African American / Black
 - Hispanic
 - Native Hawaiian / Pacific Islander
 - American Indian / Alaska Native
 - Students with Disabilities
 - Foster Youth

This plan has detailed action and recommendations supporting closing student equity gaps. RCC’s Guided Pathways Plan ([link](#)) and [RCC's Strategic Plan](#) are also aligned with the Student Equity Plan. College groups can leverage this work which has already been done in identifying actions to increase institutional commitment and close student equity gaps. (*timeline: Spring 2022*)

Both of these plans are robust and have been developed with specific intention to support many of the same recommendations in NACCC and the Audit. As the College updates the Student Equity Plan (kick off in Spring 2022) aligning actions in the plan will support an increased institutional commitment to Equity.

- 2) Identify and USE key definitions. The ASCCC has created a Diversity, Equity, and Inclusion Glossary of Terms ([ASCCC DEI Glossary](#)). While RCC groups acknowledge there are nuances which might need to be addressed, this group strongly recommends adopting this glossary. (*timeline: March 2022*)
- 3) Hire a cabinet level equity administrator and provide infrastructure to support the equity centered programming and accountability of equity advancing work. (*timeline: Fall 2022*)

What Next

RCC’s Student Equity Plan Executive Summary includes:

The majority of RCC students are from minoritized groups that have faced challenges to success due to policies and processes that were designed based upon cultural standards that have historically been exclusionary and largely an extension of middle class norms. This history has contributed to, among other things, class-based standardized testing that serves more as a proxy for middle class social capital than actual intellect or knowledge, a student-deficit model which absolves the institution of accountability and has rather suggested that students alone bear the responsibility for their successful matriculation and completion without regard to their capacity or to their ability to access the tools and resources that have conventionally been deemed necessary for academic success. Additional examples of the systemic barriers in place in conventional educational settings is that student discipline and conduct policies reward conformity to certain norms and castigate outliers as defiant and where an insistence on colorblindness negates the humanity of the student seated in the classroom.

RCC has talked about equity for a long time. As the Audit notes, we have made some progress, but much work remains to be done. This group hopes that the Audit and NACCC's feedback can be leveraged to increase the college's progress and better support students.