

**May 2021**

### **1.1 Review and develop courses and programs of study which promote diversity and inclusivity across the curriculum.**

One of this goal's intended outcomes is to "create a local course inventory by reviewing existing coursework to identify courses which already achieve the objective or could be modified to achieve the objective."

Over the course of this semester, the Curriculum Infusion subcommittee reviewed both Mitchell's catalog of courses and the State's combined course library and came up with a list of approximately 20 courses that might promote diversity and inclusivity. We worked to choose courses across the curriculum, from Natural Sciences to Languages to Humanities to Social Sciences. We then discussed our selections with the individual department chairs; their feedback helped us reduce the list to the following 7 courses:

- ASL 111/112: Elementary American Sign Language I & II (in Mitchell *Catalog*)
  - These have been taught in the past as another option for students needing language courses before they transfer. An adjunct instructor would be needed.
- ENG 261/262: World Literature I & II (in Mitchell *Catalog*)
  - In the past, these courses have been equivalent to American and British Literature courses (which have UGETC status). If UGETC status could be gained for World Literature, students could have more diverse choices for their Humanities credit.
- HIS 221: African-American History (in Mitchell *Catalog*)
  - This course has been taught in the past, is approved for transfer, and offers students an important and often-neglected perspective on the history of the U.S.
- HUM 120: Cultural Studies (in Mitchell *Catalog*)
  - A course that can be tailored to faculty expertise. In the past this course has been taught as Race in America, Holocaust, and the Selma trip course. Based on the diversity of interests and expertise in our faculty, with this course we can offer students an enriching elective credit.
- HUM 180: International Cultural Exploration (in Mitchell *Catalog*)
  - International travel combined with academic cultural study has the potential to open students' eyes to the world's diversity. With the increase in scholarships available to students, the college could offer international cultural experience to those who might not otherwise be able to afford it.

- MUS 114: Introduction to World Music (not in Mitchell *Catalog*)
  - Another course to diversify options for the academic study of music. Also, if UGETC status could be gained, students could have more diverse choices for their Humanities credit.
- REL 111: Eastern Religions (not in Mitchell *Catalog*)
  - An option to offer in alternating semesters with REL 211/212 for greater diversity in those wishing to pursue the academic study of religion.

These courses will be presented to Academic Affairs as suggested by the EIC Curriculum Infusion subcommittee.

## 1.2 Increased collaboration with Student Services Support and organizations, which support the success of marginalized, underrepresented, and at-risk student populations.

### Man2Man Events for 2020-2021



# Man2Man

## Calendar of Events

### Fall 2020

All events held via Zoom @ 5 p.m.

**THURSDAY, OCTOBER 15**  
**Man2Man Opening Sessions: Where do we go from here?** Join us for a roundtable discussion on current topics regarding today's issues with race and racism in America.

**THURSDAY, OCTOBER 22**  
**Locked Out:** Purchasing a home is part of the American Dream and mechanism for building generational wealth. Hear how individual prejudices, laws and policies, and the strategic actions taken by banks and real estate agencies promoted segregation and reduced the ability for minorities in America to become home owners.

**THURSDAY, OCTOBER 29**  
**Racial Disparities:** Racial disparities in the criminal justice system contribute to the disproportionate disenfranchisement of blacks in North Carolina. Hear how North Carolina law disproportionately deprives certain North Carolinians of the right to vote and prolongs their disenfranchisement based on circumstances unrelated to the legitimate interests of the State.

**THURSDAY, NOVEMBER 12**  
**Breaking the Cycles of Poverty:** Why do the "rich keep getting richer" and the "poor keep getting poorer"? How can you break cycles of generational poverty, eliminate financial disparities and create your own wealth starting now? We will present equity mobility strategies are not often taught to the poor and to people of color.

**THURSDAY, NOVEMBER 19**  
**Racial Battle Fatigue:** Racial battle fatigue describes the psychophysiological symptoms—from high blood pressure to anxiety, frustration, shock, anger and depression—people of color may experience living in and navigating historically white spaces. These experiences include anti-Black male stereotyping, marginality, hyper-surveillance and control directed at them on and off campus. How do students of color successfully navigate these spaces?



The Man2Man Organization promotes the general welfare of Minority Male students; provides an opportunity for peer-to-peer fellowship; creates an environment to discuss hot topics effecting minority communities; assists with career exploration; promotes personal and social development.

Register Online!

[mitchellcc.edu/man2man](http://mitchellcc.edu/man2man)



# Man2Man

## Calendar of Events

Spring 2021

All events held via Zoom @ 3:30 p.m.

### Racial Disparities in the Criminal Justice System

Tuesday, January 26, 2021 | 3:30 p.m.

### Maintaining Healthy Relationships During the Pandemic

Thursday, February 11, 2021 | 3:30 p.m.

### Black Lives Matter...What is it really all about?

Tuesday, February 23, 2021 | 3:30 p.m.

### From Maleness to Manhood

Thursday, March 18, 2021 | 3:30 p.m.

### Financial Literacy

Tuesday, March 30, 2021 | 3:30 p.m.

### The Importance of Networking

Thursday, April 15, 2021 | 3:30 p.m.

### Passion Versus Paycheck

Tuesday, April 27, 2021 | 3:30 p.m.

Registration is required to attend the sessions.



The Man2Man Organization promotes the general welfare of Minority Male students; provides an opportunity for peer-to-peer fellowship; creates an environment to discuss hot topics effecting minority communities; assists with career exploration; promotes personal and social development.

*Registration and  
Session Information*



[mitchellcc.edu/man2man](http://mitchellcc.edu/man2man)

1.2 (Continued)

Programming for marginalized, underrepresented, and at-risk communities

Mitchell continues to offer opportunities for equitable outcomes and inclusionary programs that support our students and our community members? Some examples of this campus-wide work are seen in various programs such as:

- Man2Man campus organization, in Student Services, which provides an informal mentorship for our men of color (Contact- Vermel Moore, [vmoore@mitchellcc.edu](mailto:vmoore@mitchellcc.edu))
- SAFE Club (Student Alliance for Equality) which provides support for our students in the LGBTQIA+ community (Contact- Michelle Money, [mmoney@mitchellcc.edu](mailto:mmoney@mitchellcc.edu))
- Student Support Services which offers crisis intervention; supports students who are struggling with financial barriers to education, food insecurity, and mental health barriers; and provides transportation and professional clothing for interviews (Contact- Ann Wright, [awright@mitchellcc.edu](mailto:awright@mitchellcc.edu))
- English as a Second Language program which offers ESL courses in learning to read, write, and speak English. Citizenship Preparation Classes are also offered. The programs are marketed at the Department of Social Services. (Contact (704) 978-5466 or (704) 878-3232)
- Career Development and Employability program for community members who may be underemployed or unemployed. Mitchell Community College partners with Goodwill Career Connections and NC Works to provide career guidance and job search assistance. Please go to our website for contact /additional information. [mitchellcc.edu/career-development-and-employability](http://mitchellcc.edu/career-development-and-employability)
- The Basic Skills Program at Mitchell assists students in improving their reading, writing, and math skills. Students will prepare for their High School Equivalency test (Contact Jackie Gamble (704) 878-3233)
- Adult Basic Education program for anyone 18 years or older who wants to improve their reading, writing, math, money management, and problem-solving skills. (Contact (704) 878-3232)

- The Education and Training Program is a partnership with the Department of Social Services working to help Food and Nutrition recipients prepare for the job market. Education Navigator, Pamela Siegfried, helps participants enroll in job training courses at no cost or curriculum classes based on FAFSA eligibility. The program markets directly to at-risk, financially vulnerable population of Iredell county and placing students in no cost vocational training programs, high school equivalency (HSE) preparation or supporting them through curriculum classes and covers all costs of attending including required background checks, books, testing and supplies. (Contact Pamela Siegfried, [psiegfried@mitchellcc.edu](mailto:psiegfried@mitchellcc.edu))
- Accessibility Services ensures that all students, especially those with special challenges, overcome academic barriers in order to pursue their dreams and accomplish their goals. Accessibility Services strives to create an atmosphere where ABILITY is the focus, where limitations are diminished and expectations are raised. (Contact Marks Elder, [melder@mitchellcc.edu](mailto:melder@mitchellcc.edu))
- The Veteran Education Benefits program serves our students who are/were a member of the armed forces, a member of the Selective Reserves, or the National Guard. (Contact the Veterans Coordinator, (704) 978-5435)

New Huskins Library student support programs:

- Huskins Library has a limited number of laptops which may be checked out for student use. Priority is given to students who do not have laptops or must share devices with others in their households. If you know of students who are in need and could benefit from the library's laptop lending program for summer classes, please have them contact Huskins Library by phone at (704) 878-3271 or email [library@mitchellcc.edu](mailto:library@mitchellcc.edu). Laptops will be checked out by appointment using our Porch Pick Up service. Wi-Fi service is not included. If you have any questions, please contact the library.

\* "This grant is made possible by funding from the federal Institute of Museum and Library Services (IMLS) under the provisions of the Library Services and Technology Act (LSTA) as administered by the State Library of North Carolina, a division of the Department of Natural and Cultural Resources (IMLS grant number LS-00-246551-OLS-20)."

- Huskins Library has a class set of Ti-84 calculators for students to check out if they are enrolled in a math class at Mitchell.

Continued and future work in equitable scholarship practices:

Equitable and Inclusive Scholarship Practices session attended and reported out by Ann Wright, Director Student Support Services.

The information is in line with current research that higher education should improve their efforts with BIPOC populations when awarding institutional scholarships.

This particular presentation discussed the need to review attitudes, processes and structures that prohibit access to funds for marginalized students.

Additional points are:

- Merit Based scholarships perpetuate the academic privilege of some high school students.
- Need based scholarships equally measure the financial strength of families, demonstrating who has the most need.
- Include access for any undocumented students.

- Recognize the historical systemic barriers and consider race in awarding as all students benefit from diversity. (Bowen, Bok, 1998)
- Be strategic and award funds to entice enrollment.

### **1.3 Increase the likelihood that diverse, accomplished candidates for faculty and staff positions will be identified, recruited, retained, and promoted.**

The following data represents all applicants and hires made between the dates of July 1, 2020 to May 26, 2021. Please note that the data is an analysis of applicants that applied during this period to all open jobs.

- The College posts its jobs mainly to the following sites, which focus on higher ed or have been shown to attract candidates for higher ed positions.
  - insidehighered.com
  - Indeed
  - Google
  - [nccommunitycolleges.edu](http://nccommunitycolleges.edu)
  - LinkedIn
- The College received 598 individual applications for all open full and part-time positions.
- 25 selection Committees were convened and 100+ employees were trained on how to recognize (and avoid) implicit bias in the selection process.
- 61% of the applicants were Female. 39% were Male.
- 81 hires were made during the period.
  - 15 full-time hires:
    - 9 White Females
    - 4 White Males
    - 2 Black Males
  - 66 part-time hires: were made
    - 26 White Females
    - 29 White Males
    - 2 Black Females
    - 4 Black Males
    - 2 Asian Males
    - 1 American Indian Female
    - 1 Hispanic Female
    - 1 Hispanic Male

To increase the likelihood that the College will reach a more diverse slate of candidates moving forward, HR commits to deliberately posting jobs to sites that are committed to attracting diverse candidates:

LGBTQ+: Pink Jobs, Campus Pride and Out and Equal.

Diversity: Work Place Diversity, Black Jobs, Black Career Network, iHispano and [Diversity.com](http://Diversity.com).

HR is also committed to offering Professional Development opportunities to employees to support the College's strong position on growing and nurturing an environment that celebrates diversity.

**1.4 Maintain the leadership group that will maintain, evaluate and monitor the ongoing development and implementation of the Equity and Inclusion Strategic Plan.**

**EIC membership roster 2020-2021**

Joyce Chambers  
Marc Davis, Chair EIC  
Aspen Chang, Chair Resource and Communications Subcommittee  
Donna Hogue  
Myra Lewis  
Hannah Elmore, Chair Events and Planning Subcommittee  
Pamela Siegfried  
Sarah Sowa  
Kelly Wisdom, Chair Curriculum Infusion Subcommittee  
Lisa Ausburn  
Jessica Caudill  
Megan Harbach  
Jane Morgan  
Jamie Vance  
David Galliher  
Tony Briceno  
Mark West  
DeShaun Williams  
Aaron Thompkins  
Molly Nicholson  
Beverly Brown, Director of Equity and Inclusion

**Subcommittee Resources and Communication End of Year Report:**

**Team Members: Aspen Chang, Sarah Sowa, Pam Siegfried, Tony Briceno, DeShaun Williams, Aaron Thompkins**

**2020-21 School Year**

Goal#1 (be specific):
Aid in creation of database for campus partnerships and mentors available to EIC council. Creation of a form for interested partners/mentors to fill and provide information.
Which Focus Area/Goal of the Equity and Inclusion Strategic Plan will this subcommittee goal address:
Environment (objective 2)
Was the goal accomplished? Yes
How did it work out?
The repository has been set up in the Employee Portal, but currently remains sparse, awaiting faculty/staff input.
Is it still a worthwhile goal in the future? If so, what changes and resource are needed.
Yes. This goal can be useful for multiple different areas of the college. Maintenance and continued building of the repository will require input, collaboration, and communication between the council and the rest of the campus.

**Subcommittee: Curriculum Infusion**

**Team Members: Lisa Ausburn, Megan Harbach, Myra Lewis, Molly Nicholson, Mark West, Kelly**

**Wisdom**

**2020-21 School Year**

Goal#1 (be specific):
Coordinate with Coordinators, Deans, and the VP for Instruction to review existing coursework at the local then at the state level, to assist in the development of new curricula to advance racial and social justice, anti-racism, and cultural diversity across the curriculum.
Which Focus Area/Goal of the Equity and Inclusion Strategic Plan will this subcommittee goal address:
Environment
Was the goal accomplished?
Partially
How did it work out?
We reviewed coursework at the local and the state level and communicated with Coordinators to get their feedback. We will be able to pare down the list of recommended courses and can most likely present those to the Deans and the VP for Instruction before the end of the semester.
Is it still a worthwhile goal in the future? If so, what changes and resource are needed.

I think it is a worthwhile goal and one that can be accomplished over the next year. The change needed is perhaps a clear statement of support from Academic Affairs, since many coordinators are being asked to remove courses instead of add them. I think as the Strategic Plan moves forward it might become clearer to all parties involved what this goal is intended to accomplish.

**2020-21 School Year**

Goal#2 (be specific):

Develop a presentation and workshop on intersectionality, positionality, and reflexivity. Coordinate with Events subcommittee and Nydia Ferral to hold this workshop in May 2021.

Which Focus Area/Goal of the Equity and Inclusion Strategic Plan will this subcommittee goal address:

Engagement

Was the goal accomplished?

Yes. The presentation is being prepared and will be held in May 2021.

How did it work out?

Will have to update this after the event.

Is it still a worthwhile goal in the future? If so, what changes and resource are needed.

Developing training for future sessions on other topics is definitely a worthwhile goal for this committee. It works best to coordinate with the Events committee on this, so that there is plenty of help and support along the way.

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**2020-21 School Year**

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Goal#3 (be specific):

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Curate a resource list of theoretical and practical research that will assist faculty as they seek to infuse curricula with equitable and inclusive content that will be possibly placed in a Curriculum Infusion course on the LMS.

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Which Focus Area/Goal of the Equity and Inclusion Strategic Plan will this subcommittee goal address:

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Environment & Engagement

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Was the goal accomplished?

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No.

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How did it work out?

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We didn't do this.

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Is it still a worthwhile goal in the future? If so, what changes and resource are needed.

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Developing training for future sessions on other topics is definitely a worthwhile goal for this committee. It works best to coordinate with the Events committee on this, so that there is plenty of help and support along the way.

## **Subcommittee Events and Planning End of Year Report**

### **2020-21 School Year**

#### **Goal#1 (be specific):**

Provide continuous professional, personal, and educational development opportunities throughout the academic year in the form of trainings, workshops, and lunch and learn sessions. These activities will be used to meet the needs of a variety of individuals and represent the diversity, inclusivity, and growth of our college.

Which Focus Area/Goal of the Equity and Inclusion Strategic Plan will this subcommittee goal address:

- Focus Area: Engagement, Goal 2: Training, Objective 1
- Focus Area: Environment, Goal 1: Operational Practices Objective 4

Was the goal accomplished? Yes

#### **How did it work out?**

We were able to offer trainings to faculty and staff on a variety of subject areas to increase educational opportunities, inclusion, and knowledge on campus. Participants gave positive feedback surrounding all events and gave suggestions for more opportunities and topics in the future.

#### **Is it still a worthwhile goal in the future? If so, what changes and resource are needed.**

Yes, this is a never-ending goal that must continue for our college to reach its greatest potential as it relates to equity and inclusion. One of the greatest needs is a formal, transparent process for who to contact and how to navigate the specifics of scheduling and advertising for all events. This needs to exist for programs specific to our campus and for our community at large. This should include who to contact for scheduling, advertisement, and resources for specific programs, as well as, a living suggested timeline of events throughout the year. This process and procedure would help to streamline the planning process and ensure an inclusive experience for all interested in attending EIC trainings and events.

#### **Goal#2 (be specific):**

Create a virtual library of participants/resources provided in the resource fair so access and information are available to students, faculty, and staff at all times As a compliment/extension of the in-person resource fair.

Which Focus Area/Goal of the Equity and Inclusion Strategic Plan will this subcommittee goal address:

- Focus Area: Engagement, Goal 2: Training, Objective 2
- Focus Area: Environment, Goal 1: Operational Practices Objective 4

**Was the goal accomplished?** Partly

#### **How did it work out?**

This goal was accomplished as the subcommittee came together to reach out to campus partners and created a list of contacts and other resources for our campus community. We did add 2 new campus partners to the list this year. The resources that could be were gathered and some contacts have been updated.

**Is it still a worthwhile goal in the future? If so, what changes and resource are needed.**

No, only a handful of campus partners responded to requests for information. This could be due to the Pandemic or other issues; however, few resources were gathered due to lack of response or contacts at that specific partnership no longer being available. An updated campus partnership list is needed.

**Goal#3 (be specific):**

Start a Virtual Coffee House series that meets bi-monthly for those who wish to informally have discussions/trainings on inclusivity, equity, social issues, give feedback or ideas to the EIC, and provide a safe space for conversations about happenings on campus.

Which Focus Area/Goal of the Equity and Inclusion Strategic Plan will this subcommittee goal address:

- Focus Area: Environment, Goal 1: Operational Practices Objective 4
- Focus Area: Engagement, Goal 2: Training, Objective 1

**Was the goal accomplished? Yes**

**How did it work out?**

This goal worked out well as we were able to host one “Campus Conversation” and gather ideas to plan for future conversations and ideas for other trainings.

**Is it still a worthwhile goal in the future? If so, what changes and resource are needed.**

Yes, the conversation that happened during this event was wonderful and touched on a variety of subjects concerning many populations on our campus. We were able to talk through current issues and possible solutions, as well as, set the stage for future planning of conversations.

**2.1 Continue to provide professional development which promotes racial justice and equity-minded pedagogy/andragogy and support**

**Events and Planning 2021 Events List**

<b>Hosted/Partnered through by Mitchell’s EIC</b>	
<b>Event</b>	<b>Description</b>
Coping with COVID-19	The objective of this workshop is to connect and foster a sense of community as we continue to work in a world affected by COVID. We will cover mental health, coping skills, and other relevant topics related to how we can be better together and support each other.
Accessibility 101	Presented by Jessica Caudill and Marks Elder: The objective of this workshop is to provide a foundational knowledge and dialogue of terminology, processes, and general knowledge surrounding Accessibility at the college. This is a beginner workshop of sorts intended to provide those who interact directly and indirectly with the Accessibility office and students the knowledge to keep individuals moving forward in their experience with the college and feel empowered.
Dr. Martin Luther King Jr. Celebration	Speaker- Bryan Duncan

Black History Month Emails (2)	
Black History Month Program	During this event we will discuss the importance of Black History Month and honor those who have made this month the celebration it is. We will also talk about addressing our conscious and unconscious biases head-on. Objectives: Participants will discuss the importance of Black History Month. Participants will discuss unconscious and conscious biases related to race and how to work through these in an active and positive way. Through the viewing and discussion of a TED Talk.
Women's History Month Program	In this interactive workshop about Women's History Month participants will play a short game testing their knowledge of historic women, watch a TED Talk, and engage in discussion about Women's History Month and the importance of empowering women. This workshop is designed to encourage collaboration among participants and encourage dialogue.
Equity in the Classroom, Data Review and TILT Training	<p>Two sessions regarding the email dissemination to faculty with their recent student success and retention rates disaggregated by race, gender, Pell grant status, age, first generations status, etc.</p> <p>The presenters discussed best practices related to reducing opportunity gaps in students, in addition to looking more closely and talking through experiences with the TILT process in classroom implementation and sharing other pertinent information about using the TILT method with assignments.</p> <p>The presenters addressed opportunities to easily navigate data anytime using the dashboards available through the NCCCS Website.</p> <p>The Objective of this event is to increase gateway course success and retention rates by historically marginalized groups to a level that is statistically similar to others.</p>
Campus Conversations-Communication	This is the first part of a series of virtual coffeehouse conversations where we discuss best practices and strategies to address issues related to the community college setting and how to best address them in an equitable way. In this first session we will discuss best practices for getting student feedback and communication whether about an assignment, advising, or just to check in. We will talk briefly about good communication practices and hear from those who have had success in hearing back when they reach out to students. We will discuss what tools or techniques they use and how these promote equitable outcomes for all of our students.
Holistic Advising	This will be a facilitated dialog on the tension between students' academic goals and their stated vocational/career/professional/nonacademic goals, with a specific focus on racial equity and equity for low-income students. Participants interested in attending should go to the link below and register to receive a confirmation email which will include a link to join the meeting.
SAFE Zone 101 (2)	In this training participants will be introduced to foundational knowledge including terminology, concepts, and vocabulary surrounding the LGBTQ+ community. This workshop will include participation in activities and discussions to help grow knowledge about the LGBTQ+ community and focus on the

	questions that participants have or would like to learn more about related to the this community and their specific needs. The feedback and information covered in this training hopes to touch on the specific challenges facing students, staff, and faculty on Mitchell Community College campuses and inform a discussion on actionable steps for a more equitable campus experience for all.
Intersectionality Training	This training will serve as an interactive opportunity to discuss intersectionality and how it applies to the students, faculty, and staff at Mitchell Community College. In this training participants will focus on how intersectionality informs individuals' lived realities and impacts the outcomes of all populations on our Mitchell Campuses.
Equity and Inclusion Training paired with Strategic Plan Training	Review of process with Dr. Sylvia Burgess and Dr. Forrest Toms with EIC, President, and Vice-Presidents

**Attended by our EIC Members—Hosted by others**

- Presentation to Partners for Equity Iredell Group
- NCCS Professional Development 3 Part Series on Retention and Student Success in Hispanic and Latinx Students
- Courageous Conversations—Training
- Fixing the Pond—Equity Training
- Wiley 3 Part Series on Equity and Inclusive Practices in Higher Education
- GUIDE Virtual Conference—Sponsored by RCCC
- Racial Battle Fatigue Training
- Man2Man Workshops:
  - Racial Disparities in the Criminal Justice System
  - Mentoring
  - Passion Versus Paycheck
- Challenging the Paradigm Virtual Conference—hosted by UNC Wilmington

**2.2 Clearly and proactively provide the community with resources related to equity and inclusion.**

Launch of Mitchell Diversity site: [mitchellcc.edu/diversity](http://mitchellcc.edu/diversity)

Resources including:

- Who and what is the Equity and Inclusion Council?
- Accessibility
- Classroom Equity
- First-generation Students
- Gender Equity
- Immigration & Intercultural Communication
- Intersectionality
- Library Resources
- Neurodiversity & Mental Health
- Racial Equity
- Workplace Diversity & Inclusion

Other resources—the History of Equity and Inclusion at Mitchell, EIC Subcommittees, Man2Man, Scholarship Opportunities, Events/Calendar, Equity and Inclusion Strategic Plan, Non-Discrimination Policy, and Discrimination, Harassment, and Gender-Based Misconduct Reporting Form, Scholarship Opportunities.

Resource and Community Sub-Committee Email communications:

- June 8, 2020—Pride Month, featuring Marsha P. Johnson
- Feb. 12, 2021—Chinese New Year
- Feb. 18, 2021—Celebrating Black History Month—Past Meets Present, featuring Amanda Gorman and Rep. John Lewis (Collaboration with Events and Planning)
- Feb. 25, 2021—Celebrating Black History Month—Everyday Reminders, featuring black inventors (Collaboration with Events and Planning)
- Mar. 8, 2021—Celebrating International Women’s Day and Women’s History Month, featuring Pauli Murray
- Mar. 22, 2021—Developmental Disabilities Awareness Month
- Apr. 5, 2021—Celebrate National Library Week April 4-10, 2021
- Apr. 20, 2021—Festival of Ridvan
- May 3, 2021—May is National Asian American and Pacific Islander Heritage Month
- May 18, 2021—May is Mental Health Awareness Month
- June 7, 2021—Race Unity Day, highlighting diversity in Caribbean heritage
- June 18, 2021—Juneteenth and Loving Day
- July 1, 2021—Community resources for students
- July 19, 2021—Americans with Disabilities Act Signed “Disability Independence Day”

Basic Law Enforcement Training student session on cultural competency July 24, 2020 including topics such as dialogue, differing realities, diversity, equity, inclusion and privilege.

Virtual Panel Discussion Invitation—Basic Law Enforcement Training (BLET)/law enforcement August 4, 2020. Panelists included staff and instructors from Mitchell's BLET program as well as local law enforcement representatives. Topics included the components of BLET training and resources and fiscal support of Law Enforcement Agencies.

### **2.3 Reduce opportunity gaps in historically marginalized students.**

Summer 2020—Faculty and Staff attended NCCCS training *Equity in the Classroom*

#### **Objective Plan for both #1 and #2:**

Fall 2020 (October): Baseline and peer data (fall 2017 for peer and baseline data and fall 2019 for an additional baseline semester) was shared with the Academic Affairs Committee from the Office of Institutional Research and Planning which established need for objectives.

Fall 2020 (October): Full-time faculty received their excel files via email from the Office of Institutional Research and Planning that included student success and retention data for each course they taught along with college aggregate data for comparison purposes. A description of the upcoming TILT workshop was also included.

Fall 2020 (October 13 fall break): The EIC hosted IE and TILT faculty facilitators for a virtual session introducing TILT and how it could be used to address equity gaps (why to do it, intro to TILT and for activity).

Spring 2021 (March): Full-time faculty received their excel files via email from the Office of Institutional Research and Planning along with a description of the upcoming TILT workshop.

Spring 2021 (March): The EIC hosted IE and TILT faculty facilitators for a virtual session introducing TILT and how it can be used to address equity gaps.

Spring 2021 (May): End of first year review of progress.

Gateway courses: defined by the college as any course that is a common “first-year” course and is also a pre-requisite for further coursework or required in order to earn a degree. Courses for this objective will include: DRE-098; DMA-030; DMA-050; ENG-111; MAT-143; MAT-152; MAT-171; and ACA-122.

#### **Notes:**

1. Fall 2017 semester was the first fall semester used to provide both baseline data and peer colleges’ performance data.
2. Beginning Fall 2020, the RISE courses replaced the prior DRE and DMA coursework.
3. Course data was disaggregated when there are 5 or more individuals in a sub-group.
4. Faculty ID’s and student ID’s were replaced with random numbers in each dataset (each semester is a separate dataset).
5. Random ID’s generated for faculty were not shared from the Office of Institutional Research and Planning with anyone except the faculty member directly.

Measurement 1: Course success rates (A,B,C grade attainment) will be analyzed descriptively to determine if there are differences in outcomes across gender; ethnicity/race; age cohort; Pell grant status; and first-generation status. Course success will be measured across all sections of large gateway courses each fall and spring semester.

Measurement 2: Course retention rates (course credit attainment) will be analyzed descriptively to determine if there are differences across gender; ethnicity/race; age cohort; Pell grant status; and first-

generation status. Course retention will be measured across all sections of large gateway courses each fall and spring semester.

**Objective 2.3: Reduce opportunity gaps in historically marginalized students**

The charts below show the average success and average retention rates for students enrolled in Fall 2019 course and Spring 2020 gateway courses.

Course success is defined by the receipt of an A, B, C, or P grade.

Course retention is defined by the receipt of a grade which reflects the student maintained enrollment (excludes W grades).

During fall and spring semesters of 2019-2020, 1,998 students enrolled across 102 total course sections creating 3,240 grades from 7 gateway courses taught by 23 full-time and 7 part-time faculty.

A. Aggregate Course Success and Retention Rates

*Table 1 Gateway course enrollments for fall 2019 and spring 2020*

<b>Gateway Course</b>	<b># enrollments</b>
ENG-111	958
MAT-110	27
MAT-143	214
MAT-152	269
MAT-171	385
PSY-150	927
SOC-210	460
<b>Total</b>	<b>3240</b>

*Table 2 and Table 3 Gateway course success and retention for fall 2019 and spring 2020*

<b>Success</b>	<b>#</b>	<b>%</b>		<b>Retained</b>	<b>#</b>	<b>%</b>
No	843	26%		No	353	11%
Yes	2397	74%		Yes	2887	89%
<b>Total</b>	<b>3240</b>	<b>100%</b>		<b>Total</b>	<b>3240</b>	<b>100%</b>

## Disaggregated Course Success and Retention Rates

Figure 1. Gender

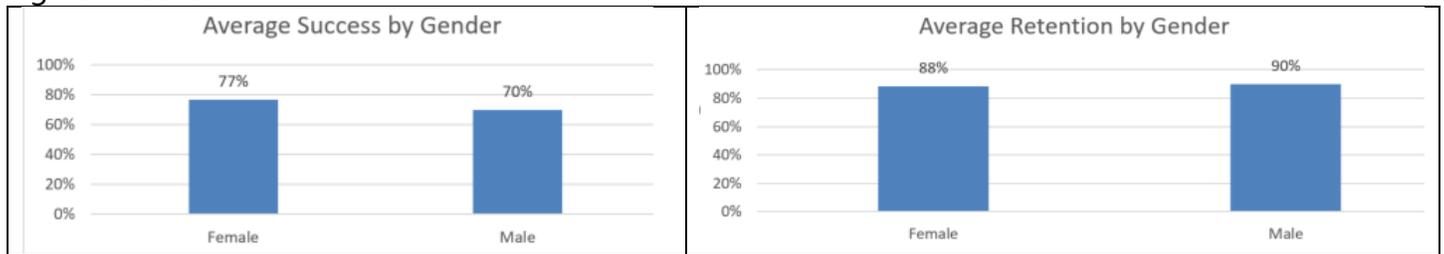


Figure 2. Ethnicity/Race

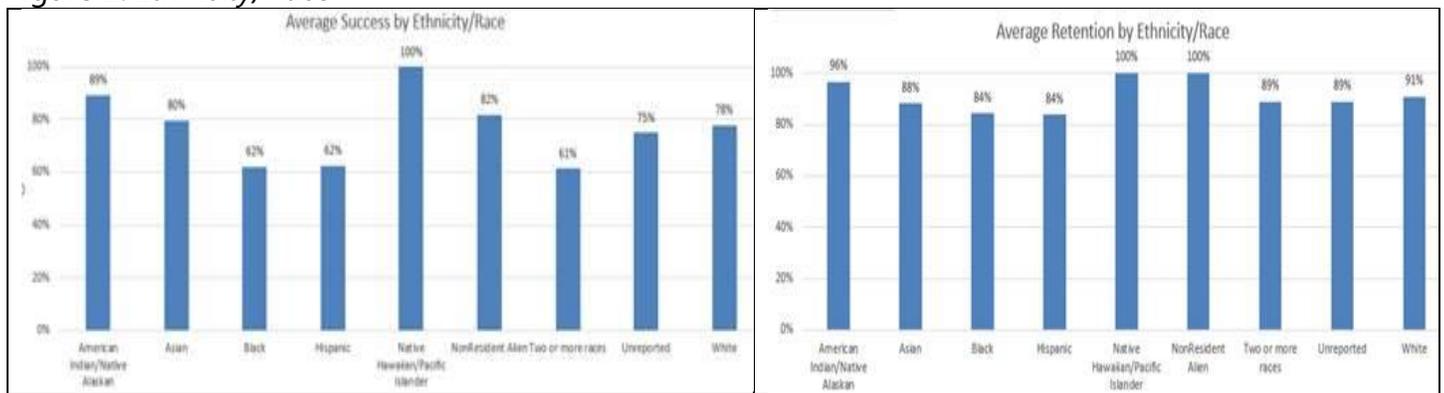


Figure 3. Age Group

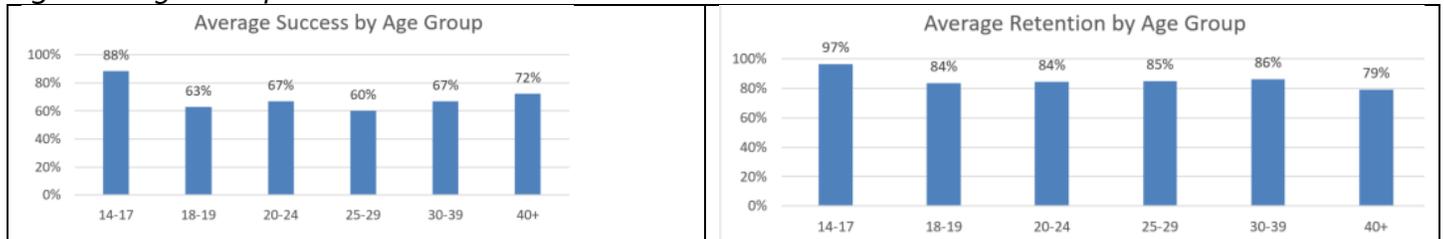
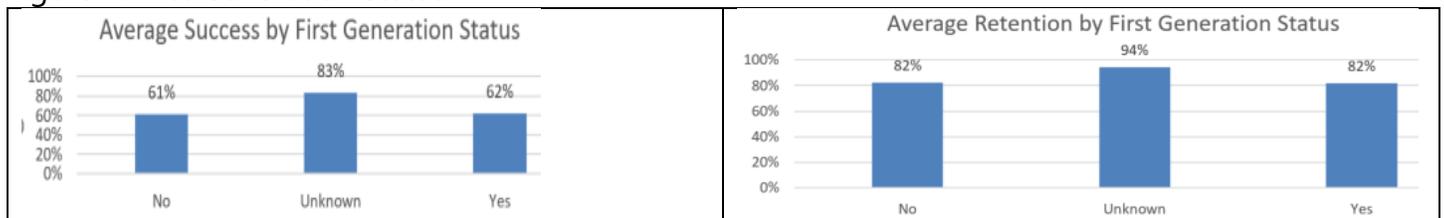
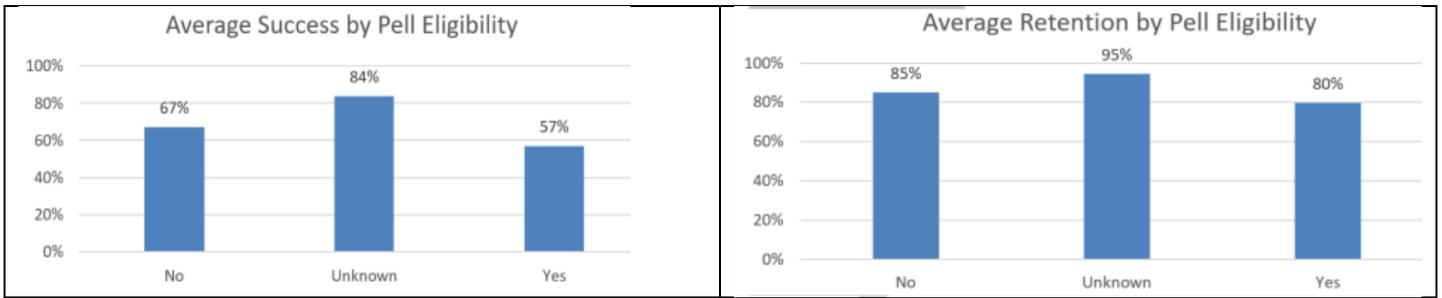


Figure 4. First Generation Status



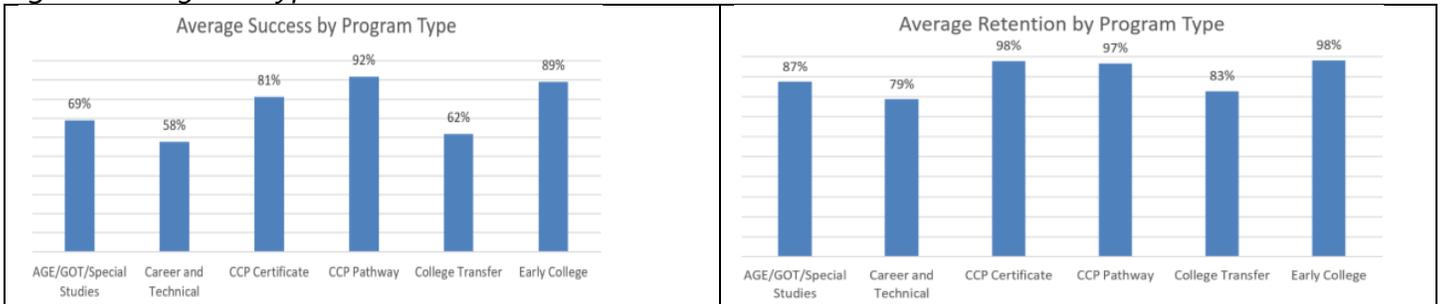
Unknown are students for whom first generation status cannot be determined because the student either reports it unknown or did not file a FAFSA.

Figure 5. Pell eligibility



Unknown are students for whom Pell eligibility cannot be determined because the student did not file a FAFSA.

Figure 6. Program Type



**2.4 Advance a climate that fosters inclusion excellence by building and maintaining a culture and climate based on mutual respect and caring.**

Responses to the College’s Campus Culture Survey questions.

Responses to the College's Annual Student Survey of College Services questions.

Responses will be added to the Equity and Inclusion plan following the submission of all surveys post June 10, 2021.