



Equity and Inclusion Plan End of Year Report

June 2022

The information in this *2021-2022 End of Year Report for the Equity and Inclusion Strategic Plan* provides data related to the eight objectives of the Plan for the academic year.

2020 E&I Strategic Plan and its objectives: mitchellcc.edu/diversity

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

Curriculum- The following courses are being offered for Fall 2022:

- ASL 111/112: Elementary American Sign Language I & II
 - This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.
- MUS 114: Introduction to World Music
 - This course provides a basic survey of World Music. Emphasis is placed on non-traditional instruments, sources, and performing practices. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of World Music. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

Basic Law Enforcement Training

Within the structure of the CIT (Crisis Intervention Training) the BLET (Basic Law Enforcement Training) Program increased the training in Mental Health Conditions by 8 hours or 33% for BLET students.

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

Admissions

The Admissions department hired two Success Navigators in 2021 and intentionally hired a Navigator who is bi-lingual and of Latinx descent. This hire adds additional diversity to the admissions department and allows students to see representation in the department. Our Navigator is able to support our Spanish speaking population through the admissions process to ensure that they thrive at Mitchell Community College.

Financial Aid

Student Services Financial Aid Director along with a HEERF Team made up of: Student Services Vice President, Student Services Financial Aid Director, Business Office Controller, Student Services Admissions and Special Programs Coordinator

Mitchell Community College received \$2.6 million in Federal Higher Education Emergency Relief Funds (HEERF) under the American Rescue Plan (ARP) Act of 2021 for student funding, to prevent, prepare for, and respond to the coronavirus. With this third stream of funding, students were no longer required to be eligible for Title IV student financial aid; however, institutions were directed to prioritize students with exceptional need, such as students who receive Pell Grants. Beyond Pell Grant eligibility, other types of exceptional need could include students who may be eligible for federal or state need-based aid. In addition, undocumented and international students, who do not qualify for Federal or State aid were eligible for HEERF funding. These students were eligible for an award amount equivalent to a student eligible for maximum Pell (O EFC) totaling \$6495(\$3248 fall/\$3247spring).

Every curriculum student enrolled for 2021 fall and 2022 spring received HEERF funding for a total of 2232 students in the amount of \$2,471,982.

Please see link for Funding Guidelines and award amounts:

<https://mitchellcc.edu/sites/default/files/CARES Act Fund Notification to Campus Exhibit 3 10-8-21.pdf>

Financial Aid

All Financial Aid Staff in Student Services: Financial Aid Director, FA Specialists (3), VA Specialist, FA Receptionists (2)

One goal of the Financial Aid Office is to annually encourage all enrolled students to apply for financial aid through the FAFSA (Free Application for Federal Student Aid) at www.fafsa.gov. To assist students in applying for financial aid, 'FAFSA Completion Nights' are held every Tuesday from

4:30pm-6:00pm. This service is open and available to graduating seniors from all Iredell area High Schools.

For 2021 Fall: 64% of the students enrolled applied for financial aid and 44% who completed their process were Pell Grant eligible

For 2022 Spring: 64% of the students enrolled applied for financial aid and 45% who completed their process were Pell Grant eligible

Accessibility Services

Marks Elder, Coordinator for Accessibility Services/504

Barbara Nilsson, Assistant to Coordinator for Accessibility Services/504

In a little over two years Accessibility Services has grown from serving 28 students to around 200 students. We have also opened an office on the Mooresville campus insuring that our services are reaching those students

M2M



Never Give Up

Mr. Wilbert Jones, Supervisory Import Specialist, U.S. Customs and Border Protection

February 23, 2022

The most important thing is to try and inspire people so that they can be great in whatever they want to do.



Leadership—Lessons from the Journey

Mr. Bryan Duncan, Executive Director of I-CARE, Inc., Certified Community Action Professional

March 29, 2022

My journey in leadership and lessons that I've learned along the way.



A Simple Formula for Getting Results

Dr. Jeffery Isenhour, Director, Career and Technical Education, Catawba County Schools

April 11, 2022

Finding your fire.

Awards Recognition and Celebration Luncheon

Guest Speakers Dr. James Brewer and Mr. Mike Lassiter

April 26, 2022

Male Leadership Academy

Presentations and Presenters | Spring 2022

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.



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mitchellcc.edu/man2man

Equal Opportunity College





Man2Man

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.

Mark Your Calendars!
Fall 2021 Activities

SEPTEMBER 14	Welcome Back, Meet & Greet Mentors
OCTOBER 19	Student Services Resources
NOVEMBER 30	Library Resources and Study Skills
DECEMBER 21	Planning for Spring Session

*All activities held at 12:30 p.m.

Participation is open to all students regardless of race, creed, national origin, gender or ability.

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 mitchellcc.edu
 Equal Opportunity College

Mitchell Community College SAFE Club for our LGBTQIA+Community

The Student Alliance for Equality (SAFE) Club has been working on a project called, SAFE Conversations with SAFE Club. This will allow students to ask questions to students in our SAFE Club things that they may not have another opportunity to ask. The SAFE Club is also doing a community service project benefiting Time Out Youth (TOY) in Charlotte.

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, 2021, to May 31, 2022. Please note that the data is an analysis of applicants that applied during this period to all open jobs.

- The College posts its jobs to the following sites, which focus on higher ed or have been shown to attract candidates for higher ed positions.
 - Mitchellcc.edu
 - insidehighered.com
 - Indeed
 - Google
 - Facebook
 - nccommunitycolleges.edu
 - LinkedIn
- HR additionally posted to job 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.
- The College received 395 individual applications for all open full and part-time positions.
- Selection Committees were convened, and all committee members were trained on how to recognize (and avoid) implicit bias in the selection process.
- 61% of the applicants were Female. 38% were Male. 1.3% did not indicate gender
- 107 hires were made during the period.
 - 17 full-time hires:
 - o 8 White Females
 - o 7 White Males
 - o 1 Black Female
 - o 1 Black Male
 - 90 part-time hires:
 - o 39 White Females
 - o 40 White Males
 - o 6 Black Females
 - o 3 Black Males
 - o 1 Asian Female
 - o 1 Male American Native

HR is committed to offering Professional Development opportunities to employees to support the College's efforts in growing and nurturing an environment that celebrates diversity and inclusion.

Here is a summary of EI content available to employees this past fiscal year 2021-2022:

- Hispanic/Latinx Heritage Month Workshop
- Engaging Diverse Perspectives in the Classroom using MELO
- Viewing of PBS Documentary Race: The Power of an Illusion Part I & Part II
- Beyond Diversity: Building Racial Justice Part I, Part II & Part III
- Inclusivity in Your Course: 5 Strategies You Can Use Today
- Myers-Briggs Type Indicator - Understanding Self and Others

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 2021-2022

Hannah Elmore
Pamela Siegfried
Sarah Sowa
Kelly Wisdom, Chair EIC
Lisa Ausburn
Jessica Caudill
Megan Harbach
Jane Morgan
Jamie Vance
David Galliher
Tony Briceno
Mark West
DeShaun Williams
Crystal Dagenhardt
Erin Dubea
Kellie Kerley
Arthur Piervencenti
Phil Holleran
T'Sha Harrison
Austin Leviner
Emily Weddington
Molly Nicholson
Beverly Brown, Director of Equity and Inclusion

Evaluation of DEIJ Progress: Fall 2021 Faculty/Staff Survey

During the Fall of 2021 an Inclusion and Diversity Survey was disseminated by the Equity & Inclusion Council (EIC) to all Mitchell faculty and staff. The purpose of the survey was to collect data to compare to the 2016 baseline survey to assess growth and determine what opportunities for improvement remain. The report, provided by Katalyst Consulting, is visible in the Employee Portal, under Diversity, for your review.

Highlights from the report:

- 75.2% of respondents agreed/strongly agreed that the general climate of the college is inclusive (a 6.2 percent increase from the 2016 survey).
- Over 85% of respondents strongly agree or agree with the statement, "In this college, I am treated fairly by college leadership, faculty, staff, and students". This is a 10% increase over the 2016 survey.
- 60% of respondents strongly agree or agree that differences are valued, respected, and celebrated. This is a 12% increase over the 2016 survey.
- Over 78% of respondents disagree or strongly disagree that they have experienced discrimination by age, ethnicity/race, gender/gender identity, sexual orientation, religion/belief system, or disability. This is a 24% increase over the 2016 survey.
- 75.2 percent (6.2 percent increase from 2016 survey) of respondents agree or strongly agree that the general climate of the college is inclusive.
- 77.1 percent (8.7 percent increase from 2016) of respondents agree or strongly agree that events focused on diversity have improved.
- 80.5 percent (15.8 percent increase from 2016 survey) of respondents agree or strongly agree that focused efforts on communications related to diversity and inclusion has improved.
- 57.3 (19.2 percent increase over 2016 survey) percent of respondents agree or strongly agree that they would report discrimination witnessed on campus.
- 62.5% of respondents (22.2 percent increase from 2016 survey) agreed/strongly agreed that because of the diversity and inclusion initiative here at Mitchell, the climate for acceptance has improved.

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

Beyond Diversity: Building Racial Justice Parts I-III and Viewings of PBS Documentary Race: The Power of an Illusion (February, March, April, June and July)

Topics include: Differing Identities, Empathy, Equity, Race, Why talk about race?, the Heat Index as it relates to racial literacy, privilege, Code Switching, Racial Justice, Racism, Bias, the Racial Wealth Gap, Proximity and the Racial Empathy Gap, Racial Inequity Data, Psychological Safety and Inclusion, and Racial Battle Fatigue.

Outcomes: Participants who attend these sessions will be able to:

- Examine differing realities and lived experiences outside of their own.
- Become comfortable with being uncomfortable in courageous conversations.
- Consider racial inequities with empathy through a lens of equity.
- Communicate an extended understanding of race and racial justice.
- Extend their knowledge of barriers related to racial inequities that affect our student success and belonging.
 - Faculty Evaluation Comments:
 - “Did the session provide an opportunity to examine differing realities outside of your own? ”
 - “Yes - I love the discussions and when other attendees share their experiences.”
 - “Did your understanding of race and racial inequalities increase?”
 - “Absolutely - I learn something every time.”
 - “What information was the most interesting or meaningful during the presentation?”
 - “The documentary was extremely interesting and eye-opening.”
 - “It was very thought provoking. I enjoyed the time afterwards to process what we watched through discussion.”
 - Other comments:
 - “Keep these sessions coming. I didn't learn this information in school and it is very eye opening.”
 - “This was a great session. Hopefully, more individuals will be able to attend these in the future.”

Engaging Diverse Perspectives in the Classroom using MELO (January 2022)

For all faculty. We currently have several faculty members using the Diverse Perspectives MELO in their classes. Three instructors presented their MELO assignments to faculty in a virtual presentation. The goal was to increase faculty use of the Diverse Perspectives MELO. Additionally, the presenters discussed how it fits the MELO rubric, how they feel their students benefit from the assignment, any changes they might make, and really anything else they think is helpful to share with the attendees. After each presentation, there were questions from the participants and brief discussion before moving onto the next presenter. After all presentations, we discussed the SharePoint folder that has been created in the EIC section of SharePoint for faculty to share their MELO assignments with each other. Faculty can use these assignments and make edits to best fit their classes. We also shared the continuing goal of the Curriculum Infusion subcommittee, which is to expand the SharePoint folder to include other assignments and projects that engage and encourage equity and diversity in the classroom. We ultimately hope to have folders for each department through which faculty may share their assignments.

- Faculty Evaluation Comments:
 - The most interesting or meaningful part of the presentation was “Instructors sharing their personal experiences in the classroom; any training / info session that is for instruction-based practices should always have this for both the ethos of claiming X is a best practice as well as for concrete examples and experiences.”
 - The most interesting or meaningful part of the presentation was “the additional resources that students may access.”

Dr. Martin Luther King, Jr. Celebration, January 2022

Mitchell Community College celebrates
Dr. Martin Luther King, Jr.

“The time is always right to do what is right.”
- Dr. Martin Luther King, Jr.

Wednesday, January 12, 2022
6 p.m., Via Livestream at mitchellcc.edu/MLK

with guest speaker
Dr. Pamela Senegal
President, Piedmont Community College

External Diversity, Equity, Inclusion, Justice, and Belonging Professional Development attended by Faculty/Staff

West Learning Hub & Achieving the Dream

- "Equitizing the Syllabus"
- "Building Community Through Inquiry-Based Pedagogy"

NC Student Success Center

- "Becoming Trauma-Informed"
- "Equity Workshop"

The Oneness Lab

- Deeper Than Diversity Racial Literacy

Online Learning Consortium

- "Designing Neuroinclusive Learning Environments"

WillHouse Global

- North Carolina Chief Diversity Officers Summit: Connecting the Dots

Rowan Cabarrus Community College

- A New Way Forward GUIDE (Growth, Understanding, Inclusion, Diversity, and Equity) conference

Wiley Collectivity Consulting

- Diversity in Dialogue

Achieving the Dream

- Operationalizing Equity, Social Justice, and Inclusion to Transform Teaching & Learning Series

Lenoir Rhyne University

- Exploring Race in America

The Diversity Movement

- The Word Choice Workshop: Inclusive Language Tips for Everyday Business
- Wellness at Work: Building Resilience by Supporting Mental Health

NROC

- Radical Collaborations to Impact Diversity, Equity, and Inclusion (DEI) on STEM Pathways

NC Live

- The Politics of Citation: Who's in Your Bibliography?

DEIJ External Professional Development Mitchell Representatives Presented:

AVISO National Summit

- Equity and Inclusion Strategic Planning: One College's Experience

SACSCOC Annual Meeting

- TILting Toward Equity: How One College Engaged Faculty amid COVID

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

New student orientation onboarding: Equity and Inclusion Content added fall 2021

PREVIEW MODE: This is a preview, and should be used for content evaluation only. Some features and styles may not act/look exactly the way they do on live site.

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ONLINE ORIENTATION

Equity and Inclusion

STUDENT LIFE
(4 of 6)

Our goal at Mitchell is for everyone to feel valued, heard, and respected, while providing opportunities to excel. With intentional, conscious effort, we strive to create the space for everyone in the college community to bring their whole selves to our campus, allowing them to become active and engaged. We will continue to honor differences in race, age, ability, education, gender, religion, sexual orientation, gender expression, and socio-economic level in order to achieve our goals.

Equity and Inclusion Council Mission Statement

"At Mitchell Community College, we believe an inclusive culture puts diversity into action by producing a climate of engagement and respect where an array of beliefs, interests, experiences, and perspectives are valued and utilized to achieve our goals. The Equity and Inclusion Council, with the support of the college administration, advises and recommends policy and practice on matters related to diversity, equity and inclusion."

The Equity and Inclusion Council includes faculty and staff members who serve 2-3 year terms. In addition to the larger Council, members serve on one of the following EIC sub-committees: Curriculum Infusion, Resources and Communication, and Events and Planning.

Our Equity and Inclusion [Strategic Plan](#), events, resources, and more can be found on the [Mitchell Diversity website](#).

Questions and suggestions may be made by email to EIC@mitchellcc.edu

i I would like to learn more about Equity and Inclusion

Mitchell Diversity site: 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

Website updates- website updated a minimum of once/week throughout 2021-2022

- Events page (which includes internal and external PD opportunities and events)
- Resources pages (located resources and added resources on request from faculty/staff)
- Homepage banners (coordinated with holidays and observances).
- Corrected/updated any outdated links from the 2020-2021 academic year

Student Services

Strategic Enrollment Management Team comprised of the Director of Strategic Enrollment Management and the Retention and Transition Specialist.

- Participated in ESL Parent Night for Iredell-Statesville Schools. This night was specifically designed for Japanese and Latinx parents whose children were enrolled in ESL classes for the Iredell-Statesville School system. In this presentation there was an emphasis on the types of programs Mitchell has to offer and the free ESL classes offered through Continuing Education.

Student Government Association hosted the Homage Exhibit that displayed artifacts going as far back as slavery all the way up to Obama's presidency.

- SGA worked with the Library to allow faculty, staff, and students to experience a large part of American History.

Student Ambassadors

- Cultural Responsiveness: Mitchell Student Ambassadors Session

Continuing Education

CE staff - admissions, financial aid, student support services

- Mitchell Community College's participation with the Employment and Training program in conjunction with Iredell County Department of Social Services helping interested food insecure individuals in Iredell county access job training programs, ESL, basic skills HSE and/or college curriculum programs through an Education Navigator on staff specially trained to work with qualifying students.

Resource and Community Sub-Committee Email communications:

2021-2022 e-Blast Topics

- August 2021
 - August 9: International Day of the World's Indigenous People
 - August 23: International Day for the Remembrance of the Slave Trade and Its Abolition
- September 2021
 - September 23: International Day of Sign Language
 - September 20-26: International Week of Deaf People
- October 2021
 - Discrimination Policy and Recourse Resources
- December 2021
 - Personal story of incorporating equity and inclusion into the classroom, by Tony Briceno
- January 2022
 - Poverty Awareness Month
- February 2022
 - Black History Month
- March 2022
 - Women's History Month
 - March 8: International Women's Day
 - March 31: International Transgender Day of Visibility
- April 2022
 - Arab American Heritage Month
 - April 2: World Autism Awareness Day
- May 2022
 - Jewish-American Heritage Month
 - Mental Health Month
- June 2022
 - Pride Month
 - Juneteenth
- July 2022
 - July 8-9: The Day of Arafat: "An Islamic holiday that falls on the 9th day of Dhu al-Hijjah of the lunar Islamic Calendar. It is the holiest day in the Islamic calendar, the second day of the Hajj pilgrimage, and the day after is the first day of the major Islamic holiday of Eid al-Adha."

Library Acquisitions 2021-2022 with themes or information that support our DEIJ mission

Title	Author
Different not Less	Dr. Temple Grandin
Sallie Stockard: Adversities met by an educated woman of the New South	Crole Troxler
I shimmer sometimes, too	Porsha Olayiwola
Trust: A novel	Daines L. Reed
Shirley Chisholm: The last interview	Introduction by Representative Barbara Lee
Bloodstone cowboy	Kara Jackson, 2019 National Youth Poet Laureate
Fine in the world: Lumbee language in time and place	Wolfram, Dannenburg, Knick, & Oxendine
Disability visibility: First-person stories from the twenty-first century	Alice Wong
To address you as my friend: African American letters to Abraham Lincoln	Edited by Jonathan W. White
Migrant longing: Letter writing across the U.S.-Mexico borderlands	Miroslava Chavez-Garcia
Intersectionality as critical theory	Patricia Hill Collins
Waiting for an echo: The Madness of American incarceration	Christine Montross, M.D.
Philip Vera Cruz: a personal history of Filipino immigrants and the Farmworkers movement	Craig Scharlin; Lilia V Villanueva
Haben: the deafblind woman who conquered Harvard Law, a memoir	Haben Girma
The shadow of El Centro: A history of migrant incarceration and solidarity	Jessica Ordaz
Hannah Arendt: the last interview and other conversations	
Prince: The last interview	
Billie Holiday: The last interview	
Half in shadow: The life and legacy of Nellie Y. McKay	Shanna Greene Benjamin
Language of the geckos and other stories	Gary Pak
James Baldwin: The last interview	
Living nations, living words: An anthology of First People's poetry	Collected and with an introduction by Joy Harjo
Behold the land: The Black arts movement in the South	James Smethurst
Tainted tap: Flint's journey from crisis to recovery	Katrinell M. Davis
Freedom is a constant struggle: Ferguson, Palestine, and the foundations of a movement	Angela Y. Davis
The shame game: Overturning the toxic poverty narrative	Mary O'Hara

Unbound voices: a documentary history of Chinese women in San Francisco	Judy Yung
The Chinese and the Iron Road: Building the Transcontinental Railroad	Gordon H. Chang and Shelley Fisher Fishkin
John Lewis: The last interview	Introduction by Jelani Cobb
American history unbound: Asians and Pacific Islanders	Gary Y. Okihiro
They can't kill us until they kill us	Hanif Abdurraqib
While justice sleeps: A novel	Stacey Abrams
Recitatif	Toni Morrison
Lincoln and the politics of slavery: The other Thirteenth Amendment and the struggle to save the Union	Daniel W. Crofts
Wilmington's Lie (WINNER OF THE 2021 PULITZER PRIZE): The Murderous Coup of 1898 and the Rise of White Supremacy	David Zucchino
The white racial frame	Joe R. Feagan
Supporting men of color in the community college: A guidebook	Dr. Luke Wood
Will	Will Smith
College Men and Masculinities: Theory, Research, and Implications for Practice	Shaun R. Harper
Tell Them We Are Rising: The Story of Historically Black Colleges and Universities (DVD)	
East Lake Meadows: A public housing story	Ken Burns
John Lewis: Good trouble	John Lewis
American experience: The Amish	Ken Burns
Miles Davis: Birth of cool (2 DVDs)	
Aftershocks: A memoir	Nadia Owusu
The love songs of W.E.B. Du Bois	Honorée Fanonne Jeffers
Lonely letters	Ashon Crawley
Alien encounters: Popular culture in Asian America	Mimi Nguyen
Soundtracks of Asian America: Navigating race through music	Grace Wang
Staight A's: Asian American college students in their own words	Edited by Christine Reiko Yano and Neil K. Adolph Atkatsuka
Ethics at the heart of higher education	Edited by C.R. Crespo & Rita Kirk
The revolutionary life of Yuri Kochiyama: Heartbeat of struggle	Diane C. Fujino
Speculative fiction for dreamers: A Latinx anthology	Edited by Alex Hernandex, Matthew David Goodwin, and Sarah Rafael Garcia
Moving images: Photography and the Japanese American incarceration	Jasmine Alinder

The Next Smart Step: How to Overcome Gender Stereotypes and Build a Stronger Organization	Kelly Watson
Knowing Maggie	Susan Cowles Hudson
Every Body Looking [Award Winner & Finalist]	Candice Iloh
The History of Black Business in America: Capitalism, Race, Entrepreneurship: Volume 1, To 1865	Juliet E.K. Walker
So you want to talk about race	Ijeoma Uluo
We Can't Talk about That at Work!: How to Talk about Race, Religion, Politics, and Other Polarizing Topics	Mary-Frances Winters
Once I was you: A memoir of love and hate in a torn America	Maria Hinojosa
We are not free	Traci Chee
Beyond Marriage: Continuing Battles for LGBT Rights	Susan Gluck Mezey
DMZ colony	Don Mee Choi
When stars are scattered	Victoria Jamieson
My remarkable journey: A memoir	Katherine Johnson
Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race	Derald Wing Sue
Border towns and border crossings: A history	Roger Brunson
Inequality in America: Causes and consequences	Kim Kinsley

2.3 Reduce opportunity gaps in historically marginalized students.

Equity in the Classroom Professional Development (for all faculty, facilitated by Megan Harbach)

Inclusivity in Your Course: 5 Strategies You Can Use Today

Date and Time: May 16th 11:00 am – 12:00 pm

Topics: In this one-hour professional development session, the Curriculum Infusion subcommittee of the Equity and Inclusion Council condensed best practices into 5 easy-to-use, practical strategies for ensuring equity and inclusivity in faculty courses. Faculty questions and concerns were also addressed.

- TILT
 - Acronym for Transparency in Learning and Teaching
 - tilthighered.com
 - “...to advance equitable teaching and learning practices that reduce systemic inequities in higher education through two main activities”
 - Promoting students' conscious understanding of how they learn
 - Enabling faculty to gather, share and promptly benefit from current data about students' learning by coordinating their efforts across disciplines, institutions and countries”
- Transparency in Testing
 - During/after discussing a concept, show what a “typical” test question (TTQ) on this topic would look like
 - How students identify the kind of questions they will see on a test
 - How students identify the difficulty of questions they will see on a test
 - Students who have difficulty with the TTQs will receive evidence that they don't yet understand the material
 - Instructor can identify where students are struggling before the assessment
- Addressing Students
 - Ask students for their chosen name/pronouns
 - Beginning semester survey
 - Being available before/after class
- Classroom Environment
 - Visual displays of diverse members in your field and discuss contributions
 - Poll students to learn their concerns and interests
 - Seating students to foster discussion
- Accessibility
 - Offer both virtual and in-person support hours
 - Multiple methods of communication
 - Class notes/media accessible for all students

Figure 1 and Table 1 below show the number of credentials (certificate, diploma, associate degree) completed by (a) Latino/Hispanic men and (b) Latina/Hispanic women at Mitchell Community College over time. The number of credentials completed were grouped into Fall, Spring, and Summer award dates ranging from Fall 2016 to Summer 2021.

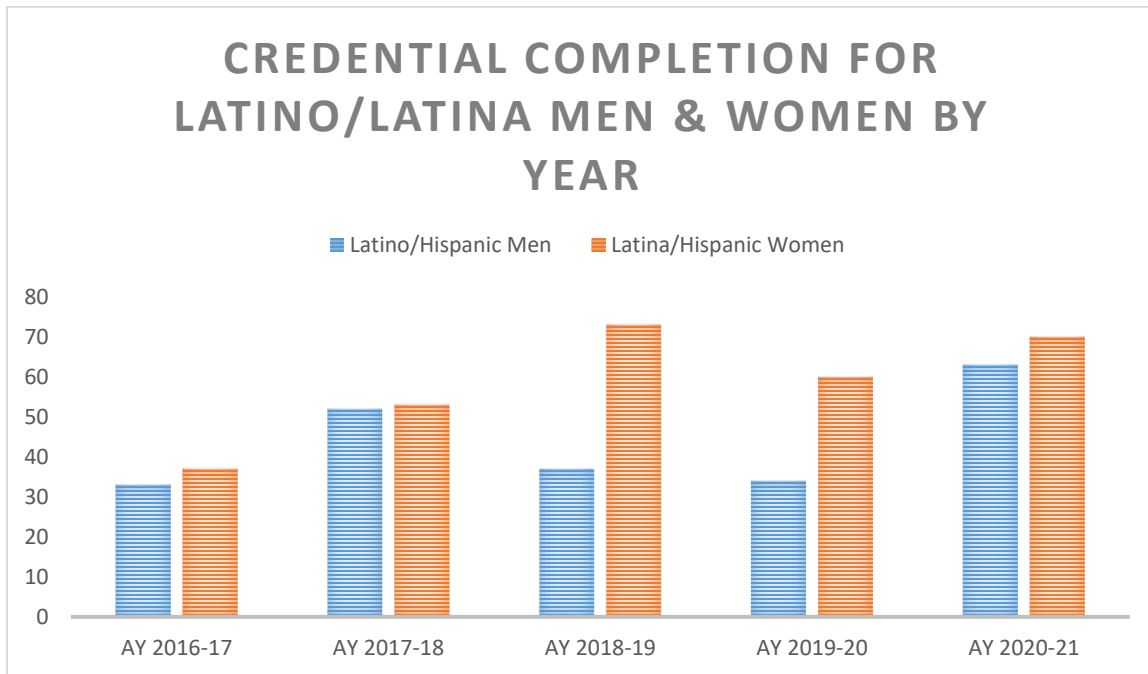


Figure 1. Credential Completion for Latino/Latina Men and Women by Year

Table 1

Number of Credentials Completed by Latino/Latina/Hispanic Men and Women Over Time

Variable	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21
Men	33	52	37	34	63
Women	37	53	73	60	70
Total	70	105	110	94	133

Figure 2 and Table 2 below show annual unduplicated curriculum enrollments for Latino/Latina men and women over time by academic year.

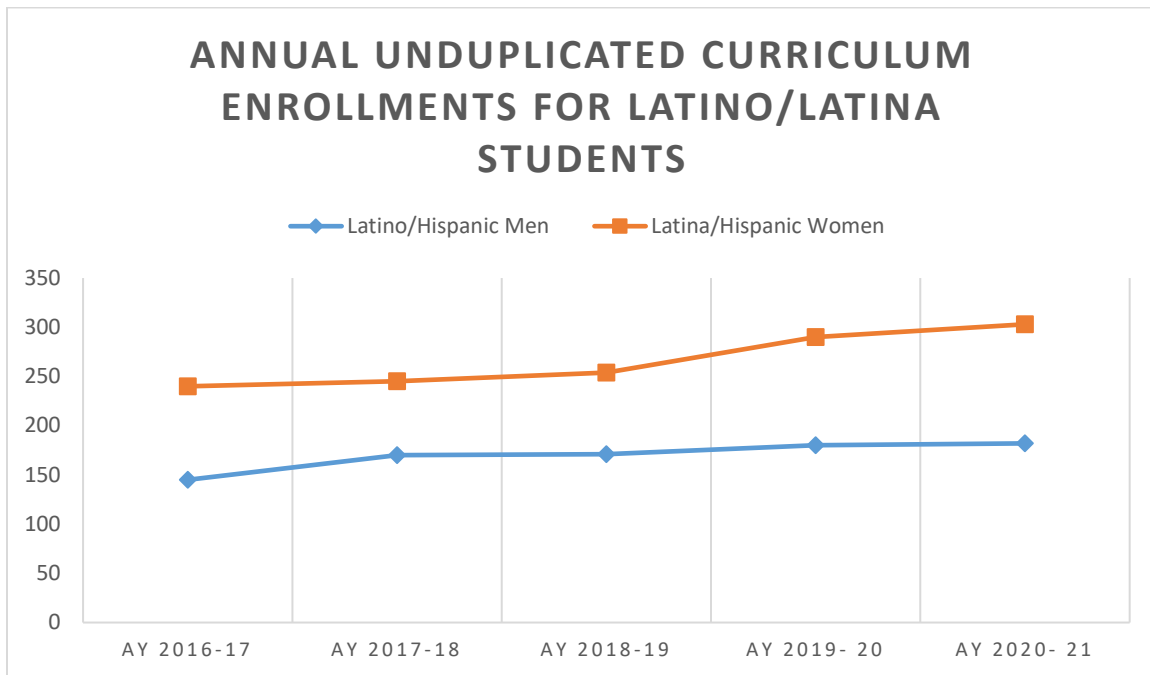


Figure 2. Annual Unduplicated Curriculum Enrollments for Latino/Latina Students at Mitchell

Table 2

Annual Unduplicated Curriculum Enrollments for Latino/Latina/Hispanic Men and Women Over Time

Variable	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Men	145	170	171	180	182
Women	240	245	254	290	303
Total	385	415	425	470	485

Figure 3 and Table 3 below show the ratio of student completers to the number of students enrolled in a particular academic year for Latino/Latina men and women by academic year.

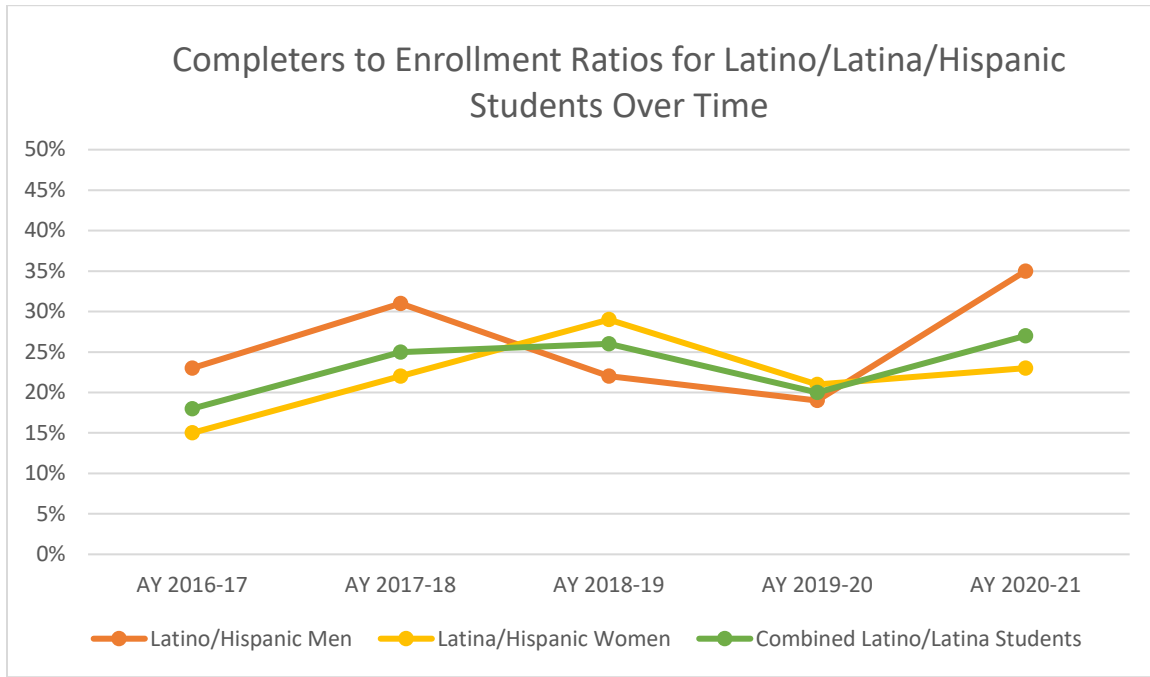


Figure 3. Credential Completion Rates for Latino/Latina/Hispanic Students Over Time

Table 3

**Completers to Enrollments Ratios for Latino/Latina Men and Women Over Time*

Variable	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21
Men	23%	31%	22%	19%	35%
Women	15%	22%	29%	21%	23%
Total	18%	25%	26%	20%	27%

* The ratio of completers-enrollments was calculated by dividing the number of credentials completed by Latino or Latina students in a particular academic year by the total number of Latino or Latina students enrolled at Mitchell in a particular academic year.

Takeaways: Review of Latinx Student Population by Completion/ Enrollments

- Curriculum enrollments for both Latinx/Hispanic students have continued to increase over the past five academic years.
- When examining the number of credentials completed, Latina/Hispanic women at Mitchell have shown a consistently higher number of credentials completed over time compared to Latino/Hispanic men, although in certain years the gap was very small.
- Taking curriculum enrollment into account, data suggest that Latino/Hispanic men, on average, have a higher ratio of completers to enrollments than Latina/Hispanic women. The only academic years in which women had higher completers to enrollment ratios were AY 2018-19 and AY 2019-20.
- The largest completion gaps (number of credentials completed) between Latino/Hispanic men and Latina/Hispanic women were AY 2018-19 and AY 2019-20.
- The greatest number of completed credentials since FA 2016 for Latino/Latina/Hispanic students at Mitchell were awarded in Fall 2020, Spring 2021, and Summer 2021 (133). This is nearly double the number of credentials completed by this population in Fall 2016, Spring 2017, and Summer 2017 (70)—an increase of 90%.
- Credential completions for Latino/Hispanic men at Mitchell have increased 91% from AY 2016-17 to AY 2020-21, and credential completions for Latina/Hispanic women at Mitchell have increased 89% from years 2016-2017 to 2020-2021.
- The completers to enrollments ratio for Latino/Hispanic men has increased from 23% in AY 2016-17 to 35% in AY 2020-21. The completers to enrollments ratio for Latina/Hispanic women has increased from 15% in AY 2016-17 to 23% in AY 2020-21
- Given the trend of increasing enrollments for this population, it will be important to foster credential completion and remove barriers to completion in the years ahead for Latinx/Hispanic students at Mitchell.

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

Annual Review of College Services - Student Survey Fall 2021

Q11 How often do you feel a sense of belonging on campus?

- 25% All of the time
- 37% Most of the time
- 23% Some of the time
- 16% Rarely or never

Q12 How often do you feel a sense of belonging in your classes?

- 36% All of the time
- 38% Most of the time
- 18% Some of the time
- 8% Rarely or never

Q16 Student Services Advising

After I enrolled, Mitchell advisors were available to assist me with academic questions, changes of major, personal issues, etc.

- 46% Strongly Agree
- 41% Agree
- 4% Disagree
- 3% Strongly Disagree

Mitchell advisors are available at times that are convenient for me.

- 42% Strongly Agree
- 41% Agree
- 4% Disagree

The Advising Center helped me get a good start at Mitchell.

- 34% Strongly Agree
- 40% Agree
- 3% Disagree
- 4% Strongly Disagree

Q17 Faculty Advising

My faculty advisor helps me plan for the proper courses for my major and career plans.

- 44% Strongly Agree
- 36% Agree
- 2% Disagree
- 3% Strongly Disagree

Q21 Course Registration

Class offerings are adequate to complete programs of study in a timely manner.

- 35% Strongly Agree
- 53% Agree
- 4% Disagree
- 3% Strongly Disagree

Q22 Technology Overview

Support for Open LMS is readily available to students

- 45% Strongly Agree
- 39% Agree
- 3% Disagree
- 0% Strongly Disagree

Q23 Facilities Overview

Mitchell provides an environment conducive to learning

- 42% Strongly Agree
- 44% Agree
- 2% Disagree
- 1% Strongly Disagree

Q28 Financial Aid

I understand the instructions, information, etc. contained in the letters and e-mail I receive from the Financial Aid Office

- 50% Strongly Agree
- 41% Agree
- 4% Disagree
- 0% Strongly Disagree

Q33 Huskins Library Overview

Library staff are friendly, courteous, and helpful

- 54% Strongly Agree
- 28% Agree
- 0% Disagree
- 0% Strongly Disagree

Faculty and Staff Survey of College Services 2021 Campus Culture

Students and student success are the focal points of all efforts of the college.

- 54% Always
- 37% Often
- 7% Sometimes
- 0% Rarely
- 0% Never

We are a community college that respects and celebrates diversity and inclusion.

- 55% Always
- 26% Often
- 14% Sometimes
- 3% Rarely
- 0% Never

We provide educational opportunities for those who might otherwise not have them.

- 59% Always
- 34% Often
- 4% Sometimes
- 0% Rarely
- 0% Never

We provide our employees with a safe and supportive work environment with the opportunity to grow and learn.

- 45% Always
- 38% Often
- 11% Sometimes
- 2% Rarely
- 1% Never

We demonstrate caring through attentive and responsive action to the needs of students and others.

- 45% Always
- 35% Often
- 15% Sometimes
- 2% Rarely
- 0% Never

We demonstrate inclusion by seeking involvement and providing access for those with diverse backgrounds to work toward a culture of equality while maintaining differences in a peaceful way.

- 45% Always
- 33% Often
- 14% Sometimes
- 1% Rarely
- 2% Never

Mitchell Strategic Plan (2022-)

To acknowledge where we are, resolve where we are going, and strategically move forward and create a climate conducive to student success, two groups convened during the spring of 2022 in preparation for the new *Mitchell Community College Strategic Plan (Spring 2023)*.

The *Strategic Planning Task Force* (consisting of faculty, Deans and Directors) reviewed student success data in order to determine student needs. The Task Force then met with representatives from *NC State University Belk Center for Community College Leadership and Research*. During this period of collaboration, the team examined the *Aspen Institute College Excellence Program Framework for Student Success*. Equity is embedded throughout the program framework and is the central component of all student success work. The four components, which are structured with an equity lens are: learning, completion, transfer, and workforce.

The Aspen Institute College Excellence Program Framework for Student Success



To extend the work of the Task Force, and with the Board of Trustees engagement, the *Planning Council* was created. During a collaborative event with representatives from the *Belk Center for Community College Leadership and Research*, three overarching goals were established and reported to all faculty and staff by President, Dr. Tim Brewer in May 2022.

- Mitchell will be a data-driven college for the purpose of continuing to enhance student outcomes.
- Mitchell will be the educational resource provider of high-impact, relevant educational pathways that lead to equitable social and economic mobility for students.
- Mitchell will value strong, purposeful internal and external partner relationships that support community, regional, and state workforce needs.

Upcoming work includes:

- June 2022- planning event to review and discuss mission statement and vision
- Fall 2022- update to college with discussions and input
- Spring 2023- plan implementation