

# **RCC FY 2010-2012 Diversity and American Indian Plan**

## **Diversity and American Indian Plan**

### **Riverland Community College**

**FY 2010 – 2012**

#### **INTRODUCTION**

These goals and strategies are designed to improve the access and success of Underserved (These are students who have been traditionally excluded from full participation in our society and its institutions. The basis of exclusion has primarily been race and color including African Americans/Black, Asian, Hispanic, American Indian and multiracial.), Underrepresented (This group includes underserved students, first generation students, and low income students. In specific instances, other groups of students may be considered underrepresented. For example, in a traditionally female discipline, males may be considered underrepresented.) and American Indian students at Riverland Community College. Faculty, staff, and administrators designed this plan using goals and objectives from existing plans and programs (President’s Work Plan, Academic Work Plan, Access and Opportunity Plan, Affirmative Action Plan, Enrollment Plan, Retention Committee Plan) working toward improving recruitment, retention, and the success of a diverse student body.

Though, as the college’s Chief Diversity Officers, Dani Heiny and Ricki Walters are primarily responsible for monitoring this plan, we understand that *everyone* at Riverland Community College is responsible for improving our service to Underserved, Underrepresented, and American Indian students at college locations in our three-county region. The Access, Opportunity & Success Advisory Council will review the plan on an annual basis, and program updates will be provided to the administrative leadership team as needed.

An abbreviated list of goals and action steps from the Diversity and American Indian Plan will be disseminated via email to all Riverland faculty, staff and students. Additionally, the plan will be available on the Riverland web site and this web address will be sent in the initial email and advertised in a banner ad on the main Riverland web page.

## **Diversity and American Indian Plan**

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Goal 1. To measure and promote high-quality learning programs and services and to assess diversity programming needs by the end of Fiscal Year 2012, Riverland Community College will administer the Intercultural Development Inventory (IDI) to all full time

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unlimited faculty and staff with a completion rate of 85% (157 of 185). (President's Work Plan, Goal 3—2008)

### Action Steps:

- Alex Hines, Qualified IDI Administrator, will work with Riverland's Administrative Council to coordinate the college's use of the IDI assessment for Riverland.
- As part of this process, the Regional Diversity Trainer will complete an all-student college-wide diversity climate survey prior to and after administering the IDI. This survey will be conducted using Survey Monkey.
- Upon completion of the IDI, Alex Hines, will analyze the assessment data and present these results to the Administrative Council for discussion of possible future action at Riverland. The assessment results will also be shared college wide at a spring semester 2011 staff development day.
- The Regional Diversity Trainer will work with Alex Hines and the Administrative Council to develop the next steps for the college.

Target Completion Date: December 2012

Person(s) Responsible: The Regional Diversity Trainer, Alex Hines, Qualified IDI Administrator

Goal 2. In academic year 2008-2009, underrepresented students made up 56% of the student body (2697 students of 4816 total students) at Riverland Community College. By the end of Fiscal Year 2012, underrepresented student enrollment will increase, by means of retention or new enrollment, by 3% (81 students). (Enrollment Plan, Academic Work Plan, Retention Committee Plan, Access and Opportunity Plan)

### Action Steps:

- The Chief Diversity Officers will meet with the Institutional Research person, the Retention Committee, and the Access, Opportunity and Success Advisory Council to review existing data and evaluate the effectiveness of recruitment, admission, and retention services, and make recommendations to the Administrative Council, at least quarterly.
- Enrollment Plan Action Steps
  - Offer One-Stop Registration dates prior to each term for late-start students. The One-Stop Registration events will result in the enrollment of 100 new underrepresented students.
- Academic Master Plan Action Steps

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- EIEIO Intervention
- Enrollment Plan Action Steps
  - Offer One-Stop Registration dates prior to each term for late-start students. The One-Stop Registration events will result in the enrollment of 100 new underrepresented students.
- Academic Master Plan Action Steps
  - Early Identification, Extra Interaction, Often Intervention (EIEIO) Intervention
- Serve and retain 350 students on academic probation through intrusive advising by our counseling department. The program will offer early identification, extra interaction, and frequent intervention to students on academic probation. As a result of the EIEIO Intervention, fewer probation students will become suspended in the Semester immediately following their probation in FY12 than in FY10.
- Outreach and Recruitment Programs
  - Enroll 13 ENAP (ESL) students in a new cohort of courses on the Albert Lea campus. The students in this cohort will enroll in at least 8 credits in fall semester and 8 credits in spring semester – FY010. Of these 13 students, at least 75% will remain in the program the entire academic year.
  - Enroll five college students in the free math and reading lab sessions sponsored by ABE. At least one student successfully completing his/her GED will enroll in college prep courses. Two students will apply to the college.
  - Register 18 students for men's soccer. Of these 18, nine students will be students of color or multicultural.
- Summer College Prep Academy (Be Your Best and Cycles for Success) for Underserved and Underprepared Students
  - Complete program with 85% of student participants. Of these completers, 90% will show increased academic skills in Reading, Math, and English at the end of the summer program and be prepared for college-level work. This will be measured by pre-enrollment Accuplacer assessments and academic grades provided at program completion. At least 60% of the program completers will achieve a "B" average or higher as evidenced by a 3.0 GPA.
- Multicultural Career Fair and College Fair
  - 250 students will gain increased understanding of career planning and educational and financial requirements. The participants will engage with positive role models in leadership positions in respective career areas. 5%

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of students who attend the Multicultural Career Day and College Fair event in FY10 will apply to Riverland Community College by FY12.

- Austin High Alternative School Career Academy
  - Enroll three full-time equivalent alternative high school students in three demand occupational programs of study.
- Perkins Plan
  - Riverland Community College will provide coordinated services for under-prepared and under-employed adult learners, including the annual Partners on Campus event. As a result of these coordinated services, retention of students enrolled in Developmental Courses at Riverland will increase from 50% to 55%. Of the students in developmental courses, 53.8% (107/200) are underrepresented. This will result in an increase of 4 underrepresented students in Developmental Courses by FY10.
  - Riverland Community College will provide academic support for non-traditional and special populations. These activities will result in an increased retention rate of students in Career and Technical Education from 1,198 (69%) to 1,216 (70%) by the end of FY10. Of the students in Career and Technical Education at Riverland, 27% are considered underrepresented due to economic disadvantage. These efforts will result in an increase in at least 5 underrepresented students in Career and Technical Education at Riverland by FY10
  - Riverland's Minority Student Advisor will assist and provide programming and advising for minority students. These initiatives will increase the number of minority students participating in Career and Technical Education by 2%.
- Retention Committee Plan
  - The Retention Committee will evaluate literature, best practices, and current Riverland Community College data to develop measurable, goal-oriented action steps to increase the retention of underrepresented students by the end of Fiscal Year 2011.
- Multicultural Advisor and Multicultural Coordinator
  - A multicultural coordinator will be hired in spring 2011 to assist the efforts in recruitment and retention of underrepresented students. The advisor will provide bi-weekly advising sessions for at least 35 underrepresented students per semester. The majority of these students will be funded through the Cycles for Success scholarship program. The first semester successful credit completion rate for the semesters including fall 2010 through spring 2012 will exceed the successful credit completion rate of underrepresented students from their respective high schools by

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2%. The current rate for fall 2008 was 72.3% first term successful credit completion rates for full-time underrepresented students.

- Chief Diversity Officers, Retention Directors, and Student Affairs administration will explore the feasibility of funding and developing a multicultural center on the Austin campus during spring semester 2011.
- Chief Diversity Officers, Retention Directors, and Student Affairs administration will review the recommendation of the Riverland Global Education Committee during spring semester 2011 to establish a designated multicultural center on the Austin campus.
- Recommendations will be made during spring semester 2011 to the Administrative Council on findings.

Target Completion Date: End of Fiscal Year 2012

Person (s) Responsible: Academic Deans, Student Affairs Department Supervisors, Counseling Department, Minority Advisor

Goal 3. Increase the diversity of Riverland's Faculty and Staff by 5 employees by the end of Fiscal Year 2012. (Affirmative Action Plan—Goals and Timetables).

### Action Steps:

- Refine the Personnel Action Request Packet that will serve as a checklist and also provide convenience in the hiring and recruiting process.
- Distribute the Personnel Action Process to all faculty and staff for review and feedback.
- Arrange orientation meetings with college managers/supervisors and search committees to review hiring data, suggest recruitment methods, and to identify if there is a disparity.
- Work with the Office of the Chancellor, Minnesota Management and Budget's Office of Diversity and Equal Opportunity to establish other methods to improve recruitment.
- Publish electronically job opportunities internally or externally via e-mail and website.
- The Chief Diversity Officers will meet with the Institutional Research person and the Affirmative Action Officer to review and evaluate the recruiting and hiring practices to ensure that the college's practices are consistent with the affirmative action pre-employment plan and hiring goals (Affirmative Action Plan—Improvement Program Objectives)
- Promote the tuition-waiver procedures for eligible employees' professional development.
- Create a multi-faceted recruitment and marketing plan for minority employees.

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- Explore employment barriers and resolve any that surround credentialing requirements.
- Explore recruitment barriers and resolve any that interfere with people with advanced degrees.
- Review workforce analysis for underutilization and determine realistic goals based on data.
- Implement a new web-based application process to fill permanent positions.
- The college will hire a bilingual/bicultural school liaison who will manage and coordinate school-related activities for access and opportunity at Riverland Community College.

Target Completion Date: Ongoing during 2010-2012 with specific annual review dates of November 30 and June 1.

Person(s) Responsible: College President, Affirmative Action Officer/ Vice President of Employee & Public Relations, Human Resources Specialist, College Administration, College Supervisors, Inclusion Advisory Committee, Academic Dean (Waller)

Goal 4: Provide non-traditional methods for disseminating affirmative action, equal opportunity, and other employee development training needs (Affirmative Action Plan—Improvement Program Objectives).

### Action Steps:

- Rejuvenate the new-employee orientation to include a training module in the Desire2Learn environment, which can include more comprehensive information. It will be delivered in segments, which will be more conducive to many learning styles. The orientation will include and is not limited to the rights, obligations, and the process for reporting inappropriate behaviors that do not promote an environment free of discrimination and equal opportunity.
- Create an internal web page specifically for announcing college training opportunities that may include but are not limited to AAO/EEO, crisis management, drug and alcohol awareness, data privacy practices; website to be ADA compliant.
- Utilize the statewide database to gather training data to survey and analyze employee training needs.
- Evaluate the new online delivery of harassment and discrimination and safety training.
- Monitor and update the Global Voices website monthly or as needed.

Target Completion Date: Continuous 2010-2012

Person(s) Responsible: Regional Investigator and Trainer, Affirmative Action Officer/ Vice President of Employee & Public Relations, Director of Communications, Director of Technology, Web Developer

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Goal 5. Develop and maintain positive community relationships with under-utilized populations to recruit protected-group members actively and to support community appreciation and recognition programs (Affirmative Action Plan—Improvement Program Objectives).

### Action Steps:

- Attend semi-annual meetings to build relationships with people in three communities and communicate vacancy notices within this population.
- Build relationships with community organizations by administrative staff involvement in civic service organizations specific to protected group members.
- Assist in planning activities with other community organizations promoting and celebrating diversity or other issues related to violence, gender, and discrimination.
- Create and publicize a schedule of diversity events for each academic year; beginning each fall.
- Involvement of the college-wide Inclusion committee, to assist in planning diversity activities.
- Build relationships with local industry to help recruit a diversified representation of members for the Riverland Advisory Committees.
- Partner with the Southern Minnesota Initiative Foundation (SMIF) on their Community Growth Initiative – Immigrants in the Workforce and Minority Entrepreneur Community Collaborative. This is a three-community initiative.
- Review the college's current survey documents to ensure that diversity is included in the surveys, and to determine what it can tell us about improvement in our recruitment and retention practices.
- Create and consult with a student focus group to assess the college's ability to meet the needs of its diverse students.

Target Completion Date: Ongoing throughout academic years 2010-2012

Person(s) Responsible: Affirmative Action Officer/Vice President of Employee & Public Relations, College President, Minority Advisor, International Student Advisor, Executive Vice President, Director of Residential Life, Director of Communications

Goal 6. Evaluate the process in which data is collected for the workforce-analysis information to determine if specific populations have not been included (Affirmative Action Plan—Improvement Program Objectives).

### Action Steps:

- Consult with the Office of the Chancellor and Minnesota Management and Budget's Office of Diversity and Equal Opportunity to assist the refinement of the workforce-analysis process.

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- Conduct a confidential survey of current employees obtaining additional protected-group information.
- Disseminate new workforce-analysis information to the college's Administrative Council and the Inclusion Committee to inform the supervisors of hiring disparities within the job groups.

Target Completion Date: Continuous 2010-2012

Person(s) Responsible: Regional Diversity Investigator & Trainer, Inclusion Advisory Committee, Affirmative Action Officer/Vice President of Employee & Public Relations, Human Resources Specialist.