



A Commitment to Equity and Inclusion

Equity and Inclusion Plan
2016-2019



RIVERLAND
Community College

Equity and Inclusion Plan 2016-2019



Planning Committee Members

<p><u>Riverland Employees</u> Adenuga Atewologun, President (chair) Chelsea Anderson, TRIO Director Relations Brad Doss, Chief Financial Officer Nathan Gustafson, Institutional Research, Riverland and Minnesota State University, Mankato Danielle Heiny, Chief Diversity Officer, Director of Retention and Student Success Laura Helle, Director of Grants and Alumni Kenneth Johnson, Director of Customized Training, Business Solutions and Entrepreneurship Kelly McCalla, Dean of Arts, Humanities and Social Sciences Celeste Ruble, Vice President of Employee and Technology Resources Juliana Sammon, Enrollment Advisor Gary Schindler, Dean of Student Affairs Ricki Walters, Diversity Trainer and Investigator Al Wesely, General Maintenance Worker Tanya Whitehouse, Philosophy Faculty</p>	<p><u>Community Members</u> Sonji Davis, Area Manager, Workforce Development, Inc. Linda Lares, SEMCAC, Albert Lea Gauher Mohammad, Doherty Staffing, Owatonna</p> <p><u>Resource Persons/Facilitators</u> Alex Hines, Winona State University Dr. Josefina Landrieu, Minnesota State Colleges and Universities</p> <p><u>Student Representatives (2)</u> Andrea Ramirez-Hernandez, Austin Student Senate President Margarita Daisy Tonche, Owatonna Campus</p> <p><u>Academic and Faculty Leadership for Master Academic Plan (MAP) Initiatives</u> Matt Bissonette, Academic Dean Dr. Mary Davenport, Vice-President of Academic and Student Affairs Ole Gladsoe, Automotive Service Technology Dr. Barbara Houle, Psychology Kelly McCalla, Academic Dean Dr. Debra McManimon, Business Jeanne Poppe, Counseling Heidi Schara, Speech</p>
--	--

Table of Contents

INTRODUCTION.....	1
RATIONALE.....	2
DEVELOPMENT AND SCOPE OF RIVERLAND EQUITY AND INCLUSION PLAN	10
RIVERLAND COMMUNITY COLLEGE INSTITUTIONAL MISSION STATEMENT	11
CORE THEMES – Critical Strategic Themes from Riverland’s Strategic Vision	11
INCLUSIVE VISION AND VALUES STATEMENT.....	11
OBJECTIVES	12
Riverland Inclusion Plan Framework.....	12
OBJECTIVE 1 – ACCESS, EQUITY AND OPPORTUNITY.....	13
GOAL 1: Reduce and Eliminate the Achievement/Opportunity Gap	13
OBJECTIVE 1 – ACCESS, EQUITY AND OPPORTUNITY.....	19
GOAL 2: Increase the Diversity in the Student Body	19
OBJECTIVE 2 – EMPLOYEE DIVERSITY AND INCLUSION	23
GOAL 1: Increase and Retain Diversity in Faculty and Staff	23
OBJECTIVE 3 – COMMUNITY ENGAGEMENT AND INCLUSION	27
GOAL 1: Build Partnerships with Diverse Communities	27
OBJECTIVE 4 – SUPPORTIVE CAMPUS ENVIRONMENT	28
GOAL 1: Ensure a Welcoming and Supportive Campus Environment	28
OBJECTIVE 5 – Community Engagement	32
GOAL 1: Build a Sustainable Initiative to Increase Diversity in Vendors and Suppliers.....	32
KEY TERMS AND DEFINITIONS	33
DEVELOPMENT AND SCOPE OF RIVERLAND EQUITY AND INCLUSION PLAN	35

INTRODUCTION

I am impressed, but not surprised, with the outcome of the work of the Equity and Inclusion Plan Development Team. The plan reflects collective thought because of the breadth of participation and feedback across the College community. The plan is ambitious and realistic because it relied on quantitative and qualitative research. The plan is dynamic because it allows for evidence-based improvement in response to rapid changes locally and globally. Thanks to all of you that helped shape the final document. The opposing views and spirited academic discussions enriched the product.

The accompanying Equity and Inclusion Plan is an essential piece of the integrated planning we started in the fall of 2013 that culminated in the release of *Strategic Vision: A Blueprint for Excellence 2015 – 2020*. One of the next steps identified in the Strategic Blueprint was “the completion or updating of internal plans that support Riverland’s Strategic Framework.” The Equity and Inclusion Plan creates action steps that align with Riverland’s Strategic Vision and specific diversity goals from the Minnesota State Colleges and Universities system office.

I am optimistic that by implementing the actions in the Equity and Inclusion Plan, Riverland underscores the 30th anniversary action statement from higher education presidents and chancellors that “we can redouble our efforts with a renewed commitment to preparing students for a democratic citizenship, building partnerships for change, and invigorating higher education for the public good” (<http://compact.org/actionstatement/>); we will be doing our best to increase the capacity of higher education to play its historic role of enabling social mobility. It is the right thing to do. It is a noble responsibility. It is an enduring legacy.

Special thanks to Riverland Chief Diversity Officer Danielle Heiny and Diversity Trainer Ricki Walters who did the heavy-lifting, writing, conducting focus groups and putting their complementary skills at full disposal of the development team; Nathan Gustafson for researching and analyzing data; and Dr. Josefina Landrieu of Minnesota State Colleges and Universities system office for facilitating the retreat and being a reliable resource throughout the process.

Sincerely,

Adenuga O. Atewologun

Adenuga O. Atewologun

President

Riverland Community College has made an institutional commitment to the concept and practice of Inclusive Excellence, the organizational philosophy that inclusiveness and excellence are one and the same and that inclusiveness should be embedded throughout every aspect of our College. The College is committed to expanding the reach of inclusion beyond cultural and gender diversity.

Minnesota State Colleges and Universities’ Charting the Future Initiative designates specific strategies to address achievement and opportunity gaps, and educational disparities. Charting the Future Strategy 3 mandates the development and use of a Campus Equity and Inclusion Plan for colleges and universities to guide the work of reducing and eliminating disparities.

Riverland's Equity and Inclusion Plan will align with the Minnesota State Colleges and Universities' Charting the Future initiative and the Riverland Strategic Vision: A Blueprint for Excellence, guiding Riverland to greater levels of accomplishment in equity and inclusion as an individual institution, and as part of the Minnesota State Colleges and Universities' system. The President's Work Plan, Master Academic Plan, Strategic Enrollment Plan, Affirmative Action Plan, and the College's previous Diversity Plan (2012-2015), were also reviewed and when possible, aligned with the Equity and Inclusion Plan.

The ultimate goal of this Equity and Inclusion Plan is to facilitate the college adoption of the value of equity and the habit of inclusiveness at the College. The plan is a living document that will evolve during its established timeframe.

President Atewologun convened an Equity and Inclusion Plan Development Team in February 2016 to identify and prioritize objectives and goals for this plan. The Plan Development Team prioritized areas of focus and formed four sub-committees to document the current state, set goals and establish measurable outcomes.

In April 2016, focus groups were held with students and employees to gather feedback on the draft plan. Student Senates, Administrative Council, President's Cabinet and Faculty Shared Governance groups were informed throughout the development process. The various groups were solicited for input on goals, objectives, and actions steps.

President Atewologun, the chair of the Equity and Inclusion Planning Committee, and Danielle Heiny, Chief Diversity Officer, will provide leadership in implementing and monitoring this plan in partnership with the Equity and Inclusion Committee. All employees at Riverland Community College are responsible for improving our service to Underserved and Underrepresented students on all three college campuses by pursuing the goals and objectives of the plan.

The Equity and Inclusion Plan Committee will review the plan on a quarterly basis. Progress updates on reaching goals and objectives will be made available to Riverland stakeholders.

RATIONALE

Data for Equity and Inclusion Plan

As Riverland Community College affirmatively states, and makes unequivocal, its commitment to fostering a diverse and inclusive learning environment for its students and faculty, it is imperative that the college use data to inform each step of the plan.

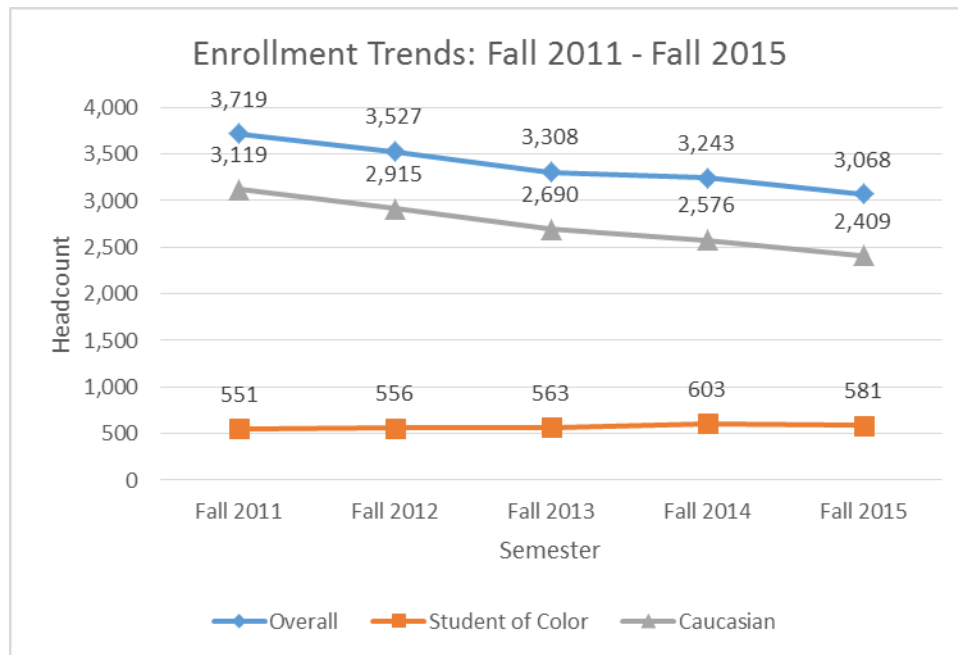
Student-level enrollment data, accompanied by persistence and completion data, will provide benchmarks to establish goals – both attainable and aspirational. Community demographic data will provide the college with the necessary data to continue planning for future students and to ensure that the Riverland team reflects the full diversity of our communities.

The following enrollment and student retention and completion data indicate a gap between students of color and Caucasian students.

Figure 1 - Enrollment Data - Riverland Community College

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change 2011 - 2015
Overall	3,719	3,527	3,308	3,243	3,068	-17.5%
Students of Color	551	556	563	603	581	+5.4%
% of Overall	14.82%	15.76%	17.02%	18.59%	18.94%	
International	36	39	42	45	36	0%
% of Overall	0.97%	1.11%	1.27%	1.39%	1.17%	
Caucasian	3,119	2,915	2,690	2,576	2,409	-22.7%
% of Overall	83.87%	82.65%	81.32%	79.43%	78.52%	

Figure 2 - Riverland Community College Five-Fall Enrollment



Riverland’s enrollment data show the percentage of students of color has increased 4.12% over the past five fall terms. Conversely, the percentage of Caucasian students has decreased by 5.35%. These statistics are important to note because overall student enrollment at Riverland has declined 17.5% during the same time period. As one of the growing segments of Riverland’s student body, enrolling and retaining students of color will be critical to rebalancing Riverland’s enrollments.

Student Retention and Completion

In order for Riverland’s students to achieve the highest level of success in post-secondary education, it is imperative that the institution measures the retention rates of its student body. The enrollment data indicate second fall retention rates for Riverland’s students of color, Caucasian students, and International students. It is important to note that of the fall 2013 and fall 2014 cohorts, Riverland’s students of color were retained at a higher percentage than Riverland’s Caucasian students.

In order to continue improving the retention rates of the entire student body as well as specific populations such as students of color, Riverland must begin documenting successful practices that are currently improving student retention (i.e., student success initiatives; enrollment services; academic student counseling, etc.).

Figure 3 - Riverland Community College Student Retention to Second Fall

	Cohort	2nd Fall Enrolls	2nd Fall Retain %
Fall 2010	544	282	51.84%
Caucasian	412	220	53.40%
Students of Color	117	52	44.44%
International	12	10	83.33%
Fall 2011	436	204	46.79%
Caucasian	321	161	50.16%
Students of Color	105	37	35.24%
International	10	6	60.00%
Fall 2012	449	212	47.22%
Caucasian	315	157	49.84%
Students of Color	118	50	42.37%
International	15	5	33.33%
Fall 2013	374	190	50.80%
Caucasian	264	130	49.24%
Students of Color	95	52	54.74%
International	14	7	50.00%
Fall 2014	342	186	54.39%
Caucasian	228	127	55.70%
Students of Color	96	54	56.25%
International	16	5	31.25%

Cohort data is limited to new, first-time, full-time enrollees. These definitions are used at both the federal level (IPEDS) and state level (MnSCU) in determining retention and graduation percentages.

Figure 4 - Riverland Community College Five-Fall Trend in Cohort Enrollments

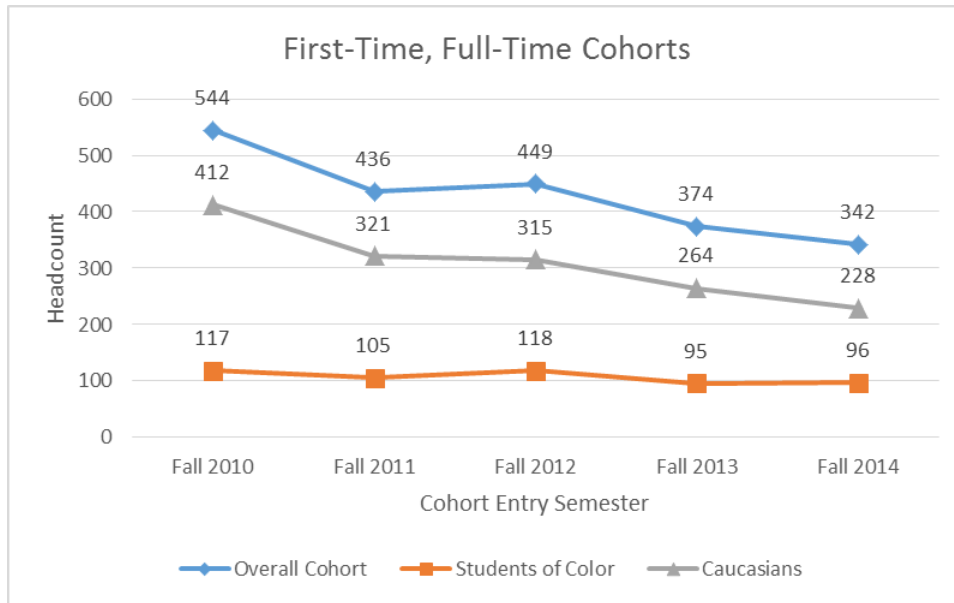
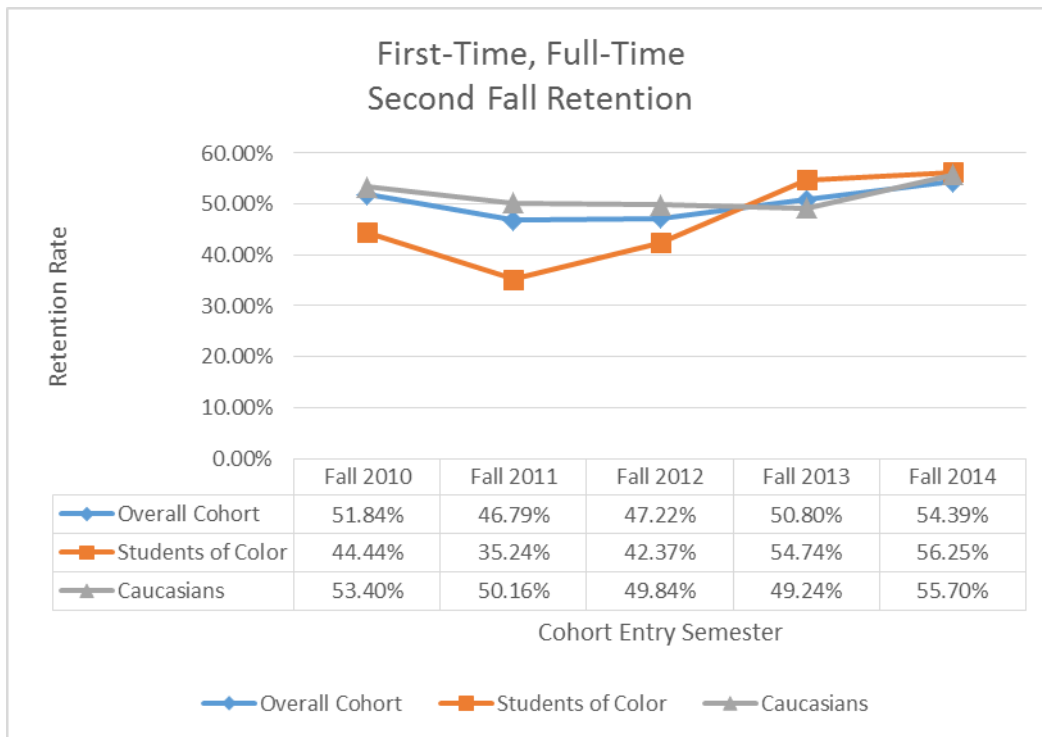


Figure 5 - Riverland Community College Fall Trend in Second Fall Retention Rates



Cohort data is limited to new, first-time, full-time enrollees. These definitions are used at both the federal level (IPEDS) and state level (MnSCU) in determining retention and graduation percentages.

Student Graduation

Riverland’s retention data show that students of color are being retained to second fall at a higher rate than Caucasian students. This trend indicates progress toward reducing the “achievement gap” which is defined as the gap between the success rate of Caucasian students compared with students of color.

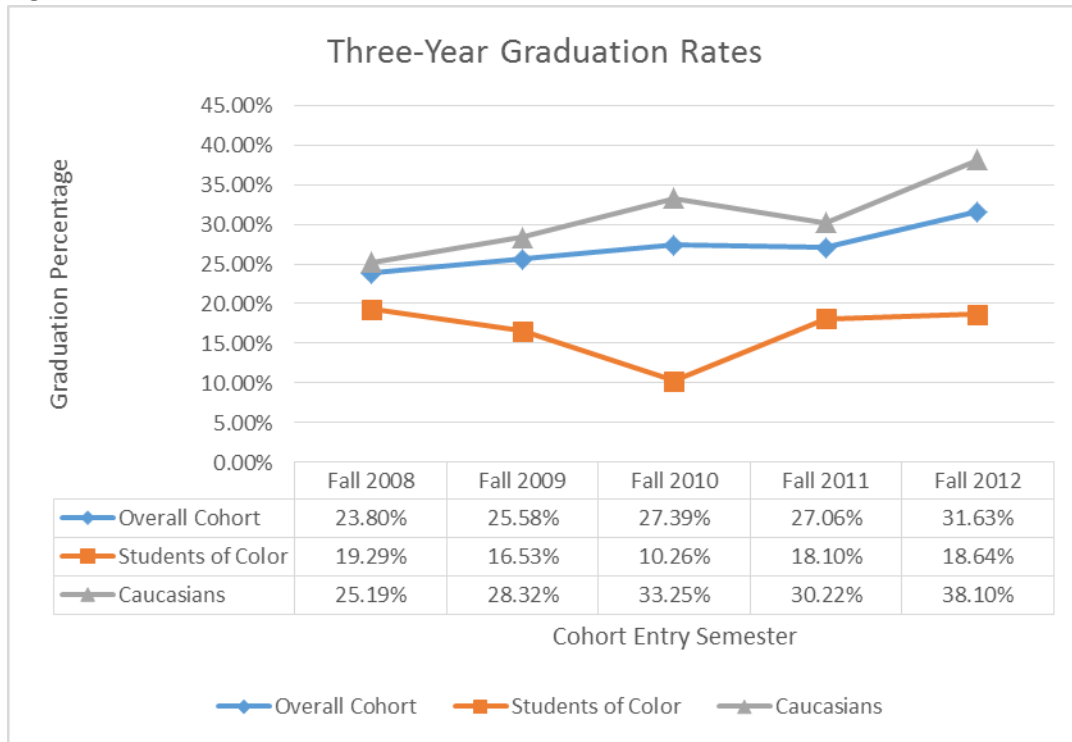
However, when considering the three cohorts included in the above table, students of color have not been keeping pace with their Caucasian counterparts in terms of earning an academic degree from Riverland. The average percentage gap (fall 2008 – fall 2012 cohorts) between Caucasian graduates and students of color graduates is 14.45%. The achievement gap for students of color at all Minnesota State Colleges and Universities two-year colleges is 15.4% which is higher than Riverland’s achievement gap. The Minnesota State Colleges and Universities Colleges Strategic Framework measure for fall 2011 shows a 38% completion rate for students of color compared to a 53.4% completion rate for Caucasian students leaving a 15.4% achievement gap.

Figure 6 - Riverland Community College Student Graduation

	Cohort	3rd Spring Graduates	3rd Spring Graduate %
Fall 2010	544	149	27.39%
Caucasian	412	137	33.25%
Students of Color	117	12	10.26%
International	12	0	0.00%
Fall 2011	436	118	27.06%
Caucasian	321	97	30.22%
Students of Color	105	19	18.10%
International	10	2	20.00%
Fall 2012	449	142	31.63%
Caucasian	315	120	38.10%
Students of Color	118	22	18.64%
International	15	0	0.00%

Cohort data is limited to new, first-time, full-time enrollees. These definitions are used at both the federal level (IPEDS) and state level (MnSCU) in determining retention and graduation percentages.

Figure 7 - Five-Year Trend For Students Who Graduate Within Three Years of First Enrollment



Cohort data is limited to new, first-time, full-time enrollees. These definitions are used at both the federal level (IPEDS) and state level (MnSCU) in determining retention and graduation percentages.

Future data needs for Equity and Inclusion Planning

- 1) Estimated Family Contribution (EFC) and unmet financial need data – student’s ability to pay
- 2) Course success rates – Drop, Fail, Withdraw rates

These data points are used to provide contextual evidence to support the hard work of creating an actionable Equity and Inclusion Plan.

Cohort data are limited to new, first-time, full-time enrollees. These definitions are used at both the federal level (IPEDS reports) and state level (MnSCU reports) in determining retention and graduation percentages. The number of students in the cohort limits those who are included in the data analysis. Part-time students, and full-time students who had previously enrolled and stopped out are not included in the cohort data.

Community Data

Riverland is a proud member of many communities in Southeastern Minnesota and maintains physical campus presences in Albert Lea, Austin, and Owatonna. Riverland educates many students who call these communities home. It is important for Riverland to appreciate the changing demographics of the communities it serves. To best capture the region and communities, this plan examines data of the three home counties (Freeborn, Mower, Steele) and cities (Albert Lea, Austin, Owatonna) of our campuses in the context of statewide and national data.

Figure 8 – Persons Living in Poverty, U.S. Census, 2014

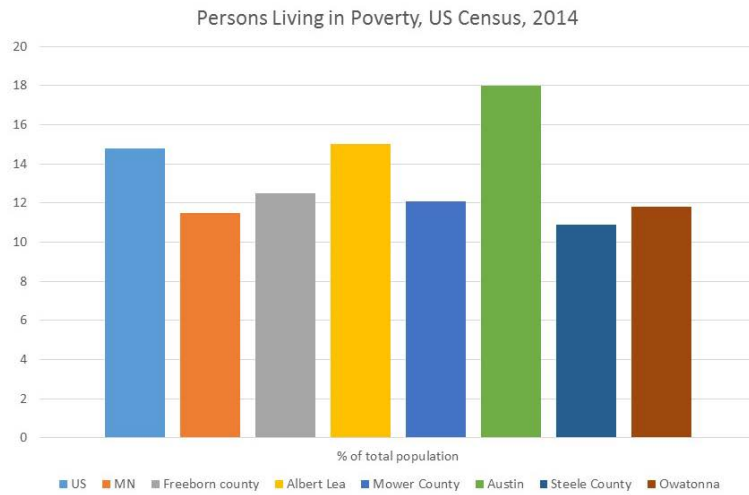


Figure 9 – Persons with Disability, Under Age 65, U.S. Census, 2014

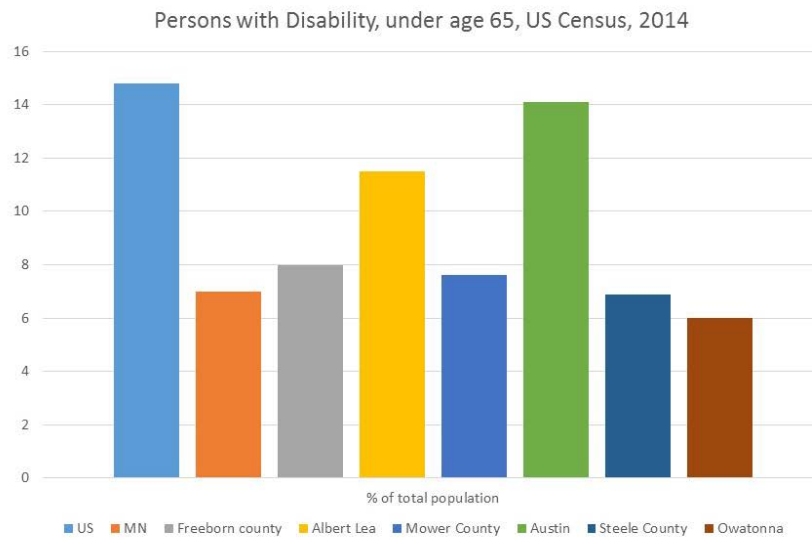


Figure 10 – Riverland Service Area Race/Ethnicity, Percent of Population, U.S. Census, 2014

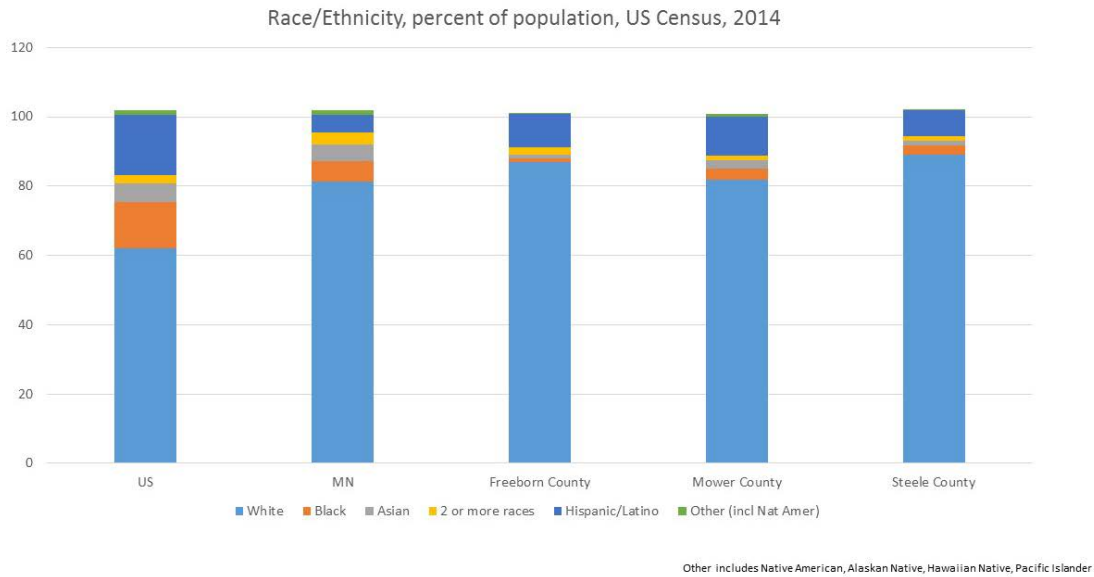
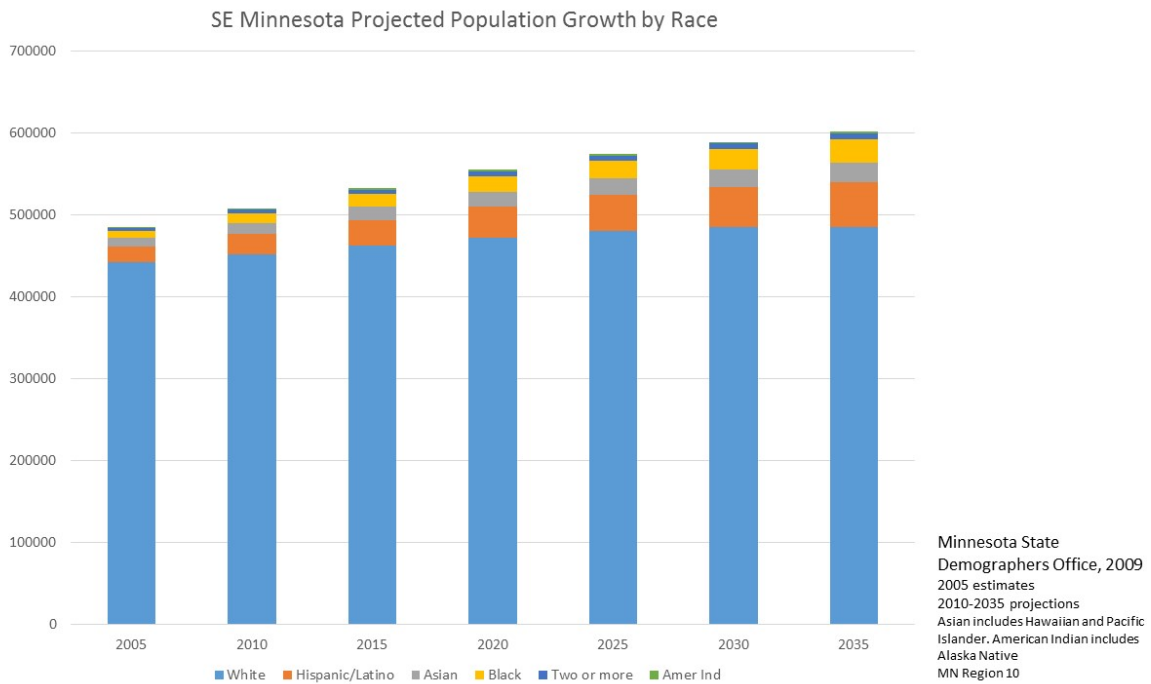


Figure 11 - SE Minnesota Projected Population Growth by Race



The Census data in figures 8 through 11 underscores the need to address the achievement gap. Riverland’s service area has higher percentages of persons with disabilities under age 65; higher percentages of people living in poverty; and higher minority populations (especially persons of

Hispanic/Latino ethnicity), when compared with the state of Minnesota. Minnesota's projected population growth through 2035 will mainly be from growth in minority populations. Riverland's Equity and Inclusion plan implements strategic, proactive initiatives to better prepare for, and support, the success of future underrepresented students.

Needs Assessment Data:

In March of 2016, a cross-section of Riverland employees responded to questions in a needs assessment tool developed by Minnesota State Colleges and Universities as part of the Inclusive Excellence Planning toolkit. The questions were formatted for a "yes" or "no" response with opportunities for individuals to provide qualitative feedback in comment sections. Even though the response rate for the Needs Assessment was low, a theme emerged around employees' uncertainty regarding college practices related to diversity. Below is a sample list of questions/responses derived from the Needs Assessment that indicate employee uncertainty in Riverland's support of Inclusive Excellence:

- ❖ Does Riverland have an Inclusive Excellence Statement?
 - Is the Inclusive Excellence Statement prominently displayed in or on the college's marketing materials, website, job applications, wall art/posters, and other institution materials?
 - Based on some responses to the Needs Assessment, some individuals believe this statement exists, while others do not.
 - Are people from various backgrounds and identities represented in the décor in individual offices and common spaces (i.e., photographs, art, displays, reading materials, etc.)?
 - Have senior staff within our institution allocated or shifted new or existing financial resources to support Inclusive Excellence initiatives?
 - Are Inclusive Excellence initiatives and projects adequately financed (compared to other priorities in the unit)?
 - Are the traditions and celebrations of each campus unit inclusive (i.e., global calendar, dietary preferences, learning styles, disability, cost, etc.)?

The results from the Needs Assessment suggest that more can be done to increase the visibility of Inclusive Excellence initiatives on campus. One recommendation is to take an inventory of all Inclusive Excellence initiatives, programs, and communications/marketing tools and house them in a central web-based repository as a hub for information regarding Riverland's Inclusive Excellence initiatives.

The Equity and Inclusion Committee could undertake a comprehensive diversity audit or diversity mapping process as a way to establish benchmarks and identify gaps.

DEVELOPMENT AND SCOPE OF RIVERLAND EQUITY AND INCLUSION PLAN

The President engaged broad cross-sections of college employees, students, and community members in the planning process. From December 2015 through May 2016, a 22-member planning committee and six smaller sub-committees met and created the 2016-2019 plan which will be submitted to Minnesota State Colleges and Universities by June 1, 2016, for approval. The development process is detailed in Appendix 1 at the end of the plan document.

INSTITUTIONAL MISSION STATEMENT

Riverland Community College inspires personal success through education.

CORE THEMES – Critical Strategic Themes from Riverland’s Strategic Vision

1. Attention to access, enrollment, and increasing resources
2. Realign for growth, outreach, quality and efficiency
3. Cultivate public and private partnerships
4. Create and nurture a culture that supports the vision

INCLUSIVE VISION AND VALUES STATEMENT

Riverland Community College is dedicated to attracting and retaining a diverse faculty, staff, and student body. Riverland is committed to building cultural competency in students and employees. Riverland fosters diversity of thought and an open exchange of ideas, which can only emerge from the participation of individuals with diverse backgrounds and worldviews.

OBJECTIVES

INSTITUTION Inclusion Plan Framework Critical Strategic Themes from the Strategic Vision: A Blueprint for Excellence 2015-2020			
1. Attention to access, <u>enrollment</u> and increase resources 2. <u>Realign</u> for growth, outreach, quality, and efficiency 3. Cultivate public and private <u>partnerships</u> 4. Create and nurture a <u>culture</u> that supports the vision			
Objective 1 People	Objective 2 Program	Objective 3 Finance	Objective 4 Market
Goal 1 Build a strengths based organization that maximizes service to students.	Goal 1 Develop and align best-in-class programs.	Goal 1 Leverage corporate sponsorships and partnership opportunities.	Goal 1 Create clear processes to enroll and retain students by designing, implementing and continuously improving a comprehensive Strategic Enrollment Management (SEM) plan.
Goal 2 Foster an environment of mutual trust and respect.	Goal 2 Build support and secure commitment to a Master Academic Plan that delivers a highly-regarded program portfolio.	Goal 2 Provide adequate financial support for physical, digital, and virtual infrastructure.	Goal 2 Realign communication efforts that ensure our outreach messages are effectively reaching target audiences through appropriate and effective channels.

ADMINISTRATIVE IMPERATIVES

Assessment and Accountability	Budget and Fundraising
1) Keep measuring outcomes both qualitative and quantitative. 2) Identify personnel and partners to monitor outcomes. 3) Investigate appropriate tools for needs assessment. 4) Use climate survey results to drive improvements.	Allocate and commit financial and personnel resources that effectively support inclusivity and the goals of this plan.

OBJECTIVE 1 – ACCESS, EQUITY AND OPPORTUNITY

Goal 1: Reduce and Eliminate the Achievement/Opportunity Gap as presented in Figure 7 in this plan. This goal will be achieved by aligning with, and supporting the Riverland Master Academic Plan 2015-2020 (MAP) which is partially inserted below. The Master Academic Plan can be accessed at: <http://www.riverland.edu/strategy/master-academic-plan.pdf>. Some performance measures are not fully defined at this time, as reflected in the outcomes column.

Action Steps	Primary Stewards	Proposed Partners	Completion Target	Outcomes
Student Access and Persistence Need – Increase the academic success of underrepresented Riverland Students.				
<p>1 Master Academic Plan (MAP) Initiative 1. Increase student retention and success by creating and providing a first semester or first year student experience.</p> <p>Design a common first year experience program for all incoming students. Program identified: <i>On Course</i> http://oncourseworkshop.com/</p> <p>1.1 Deliver <i>On Course</i> Training: May 2016</p> <p>1.2 Implement Phase I: AA degree students; MnTC students.</p> <p>1.3 Evaluation:</p>	<p>Faculty team led by Psychology faculty Dr. Barb Houle and Academic Dean Kelly McCalla</p>	<p>AASC, Faculty Shared Governance, and the MAP faculty planning committee</p>	<p>May 2016 deliver OnCourse training.</p> <p>Fall 2016 pilot course(s) for all probationary students.</p> <p>Evaluation: Spring/Summer 2017</p>	<p>Sections of the First Year Experience Course will be offered each semester beginning with Fall semester 2016.</p> <p>Up to 50 employees will complete the On Course training in May 2016.</p> <p>Program/course adjustments made based on evaluation.</p>

	Action Steps	Primary Stewards	Proposed Partners	Completion Target	Outcomes
	Next steps identified			Next steps identified	
2	<p>MAP Initiative 2 Create and support Individualized Student Pathways</p> <p>2.1 Develop specific procedures to assist each admitted student to create a personalized education pathway.</p> <p>2.2 Apply the Minnesota Career Fields, Clusters and Pathways (http://www.pacer.org/help/symposium/2010/pdf/preparingforemployment/Handout%20%20Career%20Wheel.pdf) to AA degree seeking and undecided major student planning and course sequencing</p>	Counselor and faculty member Jeanne Poppe and Student Affairs Dean Gary Schindler	Student Affairs Division, Faculty and MAP faculty planning committee	<p>Summer 2016 deliver training to those assisting with new student registration.</p> <p>Fall 2016 implement pathway process.</p> <p>Evaluate outcomes for continuous improvement.</p>	<p>Students pursuing a Liberal Arts degree will have a clearly defined plan to complete their major or program of study.</p> <p>All new students entering Fall 2016 have an individualized plan by the start of spring semester 2017</p> <p>Increase student retention by 5% by FY2020 Baseline: Fall 2015 to Fall 2016 Measure: Fall 2016 to Fall 2017</p> <p>Increase number of students who indicate a strong early connection to someone at the college and have an academic road map as measured against the comparison cohort through the SENSE survey.</p>
3	MAP Initiative 3 Course Redesign Teaching and Learning. Increase enrollment and retention by establishing support for course re-	Faculty team led by Speech and Communications faculty Heidi Schara	Faculty, AASC committee and MAP faculty planning committee	Fall 2017, 2018, and 2019	Increase the number of faculty engaged in collaborative and coordinated teaching and

	Action Steps	Primary Stewards	Proposed Partners	Completion Target	Outcomes
	<p>design and restructuring that emphasizes innovative teaching and learning strategies</p> <p>3.1 Establish learning communities designed with collaborative and coordinated teaching and learning strategies.</p> <p>3.2 Phase I: Explore successful models at Spring faculty development days during 2016-2020.</p> <p>Identify the number of faculty engaged in collaborative and coordinated teaching at Spring 2016 faculty development day.</p> <p>3.3 Phase II: Identify next steps to enable increased collaboration and coordination.</p>	<p>and Academic Dean Kelly Mc Calla</p>			<p>learning strategies by 5% by 2020 Baseline: Spring 2016 Measure: Fall 2017, 2018, and 2019</p> <p>Create a searchable database for Master Course Outlines by Fall 2016 (in progress in conjunction with Student Learning Outcomes Assessment Project (SLOAP) initiative.)</p> <p>Increase the number of students actively engaged in active and collaborative learning as measured in CCSSE, reaching a level of above the comparison cohort. Baseline: 2015 Riverland: 44.4% Comparison Cohort: 50% Top performing colleges: 59.4% Measure: Next CCSSE administration, 2018.</p>
4	<p>MAP Initiative 4 Student Engagement: Promote learning through civic engagement.</p>	<p>Faculty team led by Automotive Service Technician faculty Ole Gladsoe and Academic Dean Matt Bissonette</p>	<p>Community groups: employers, non-profits, education entities, and the</p>	<p>Fall 2016 through Spring 2017 Ongoing through 2019</p>	<p>Students will have opportunities to engage in active and collaborative learning outside the classroom.</p>

	Action Steps	Primary Stewards	Proposed Partners	Completion Target	Outcomes
	<p>4.1 Promote service learning by increasing both student engagement hours and faculty engagement hours.</p> <p>4.2 Phase I: Establish current practice. Identify best practices from other colleges. Review enabling policy. Identify community needs. Determine methodology to measure service learning delivery.</p> <p>4.3 Phase II: Identify next steps to enable increased service learning.</p>		MAP faculty planning committee		<p>Increase student engagement hours by 2% within 3 years (2019).</p> <p>Increase faculty engagement hours by 2% within 3 years (2019).</p> <p>Increase the number of incidents of service learning activities for at least one student learner outcome goal with each program by 2020. Baseline: FY2016 Measure FY2017, and annually thereafter.</p>
5	<p>MAP Initiative 5 Online Education: Develop online educational pathways for students who desire an Associate Degree</p> <ul style="list-style-type: none"> • Increase online FYE enrollment beyond the immediate area. • Increase online ad conversion to enrollment rate • Additional goals for future action see Strategic Visioning Planning Workbook for details • More student friendly process • Deliver high quality programs and courses 	Business faculty Dr. Deb McManimon and J.C. Turner, Office of Instructional Technology	Student Affairs Division and MAP faculty planning committee	<p>Fall 2016 through Spring 2017</p> <p>Fall 2016 through Spring 2017</p> <p>Summer 2016</p>	<p>Increase online FYE enrollment from outside the Riverland service area by 15% by 2017.</p> <p>Increase online ad conversion rate to 2% by 2017.</p> <p>Have marketing plan in place to be ready for Fall semester enrollment (run date targeted to 6/1/16) Baseline: FY2016</p>

	Action Steps	Primary Stewards	Proposed Partners	Completion Target	Outcomes
	<ul style="list-style-type: none"> Better marketing and promotion Better data/analytics Leverage existing authorizations that Riverland's Office of Instructional Technology have secured through NC-SARA to deliver online courses in states other than MN. 				Measure: FY2017 and FY2018
Student Access and Persistence Need -- Support first-generation and/or low-income students and students with disabilities					
6	6.1 Provide appreciative and intrusive advising, tutoring and financial literacy advising for 140 students per year through TRIO Student Support Services.	TRIO Director, TRIO staff, and Dean of Students	Enrollment advisors, counselors, and Student Success Center staff	Fall 2016 and ongoing through 2020.	<p>At least 100 students will be served by TRIO during fall 2016 and spring 2017.</p> <p>TRIO grant targets of serving 140 students annually with wrap around services will be met each year through 2020.</p> <p>TRIO students will be retained, graduate and transfer at a higher rate than non-TRIO students as annually measured and reported for the TRIO Student Support Services grant.</p>

	Action Steps	Primary Stewards	Proposed Partners	Completion Target	Outcomes
7	<p>7.1 Under- represented students will receive advising and support services through grant funded programs such as:</p> <ul style="list-style-type: none"> • Be Your Best • Cycles for Success • Otto Bremer Finish Line • Parent Centers • MN Higher Ed ICAP program <p>Student support centers:</p> <ul style="list-style-type: none"> • Student Success Centers • Writing Center • Math Center • TRIO 	Academic and Student Affairs Deans	Director of Retention and Student Success, Chief Diversity Officer, Multicultural Affairs, Enrollment Advisors, Counselors, Faculty, and Riverland Foundation	Fall 2016 and each semester through 2019.	Students enrolled in performance-based scholarship programs will be retained at a higher rate of at least 10% and graduate at a higher rate of at least 10% when compared with underrepresented students who are not enrolled in one of the programs.

OBJECTIVE 1 – ACCESS, EQUITY AND OPPORTUNITY

GOAL 2: Increase the Diversity in the Student Body compared with Figure 2 data in this plan and other measures.

	Action Steps	Primary Stewards	Proposed Partners	Completion Target	Outcomes
Student Persistence Need -- A supportive, safe, and inviting environment for people from diverse backgrounds and perspectives.					
1	<p>1.1 Align the Strategic Enrollment Management (SEM) with the activities of the Equity and Inclusion Plan to promote equity and inclusion and attract students from diverse backgrounds.</p> <p>1.2 Riverland staff tasked with executing the SEM Plan complete cultural competency training.</p>	Dean of Student Affairs, Chief Diversity Officer, Director of Admissions, Marketing Department, and Multicultural Affairs Department.	Strategic Enrollment Committee, Academic Deans, and Faculty,	<p>Fall 2016</p> <p>Spring 2017 – Spring 2019.</p>	<p>Riverland Equity and Inclusion committee reviews SEM plan annually and provides a written recommendation for further alignment. Document will be posted to SharePoint.</p> <p>Employees will have opportunities to increase cultural competency measured by number of training opportunities; number of employees participating; and survey results measuring changes in knowledge, attitude, and behavior.</p>
2	2.1 Provide student club and organization activities at all campuses to build a sense of belonging among students while celebrating diversity.	Dean of Student Affairs and Chief Diversity Officer	Student Club and Organization advisors, Faculty, other colleges, community groups, and Student Senates.	<p>Fall 2016 exploration phase.</p> <p>Spring 2017 implementation</p>	Students will have access to participate in multiple on-campus events and activities that celebrate diversity and/or provide

					<p>opportunities to increase cultural competency.</p> <p>Measured by the number of events and activities provided; attendance at events, and pre and post-event survey results to measure changes in knowledge, attitude, or behavior.</p>
	2.2 Align student life activities across campuses and reduce disparities of number and range of events and activities.	Dean of Students, Chief Diversity Officer (CDO), Student Senates, Multicultural Clubs, Phi Theta Kappa, Amnesty International, and Library Lecture series coordinators.	Student club and organization advisors and student leadership.	<p>Fall 2016 and Spring 2017.</p> <p>Fall 2017 increase replicated activities to 3 or more per semester, per campus.</p>	<p>Designate 2 or more activities to be replicated at all 3 campuses and assign to club/organization Champions. Measured by students having access to at least 2 events and activities per semester, per campus.</p> <p>Clubs and organizations maximize resources and create efficiencies.</p>
Student Persistence Need -- Build capacity to serve and increase enrollment of International students both on-campus and online.					
3	3.1 Leverage community partners and the Riverland Multicultural Center to increase enrollment of International students, both on – campus and on-line.	Director of Grants, Riverland Foundation, International Student Advisor, CDO, and STEM partners	Other colleges and universities including SMSU, MSU; Pillsbury Camp and Prep School in Owatonna, MN; and business and industry partners.	Fall 2017	International student enrollment for fall 2017 will increase by at least 5 students over fall 2016 enrollment.

	<p>3.2 Secure Science, Technology, Engineering, Math (STEM) scholarship and grant funding to reduce the cost for International students to attend Riverland.</p> <p>3.3 Increase recruiting efforts for International students through:</p> <ol style="list-style-type: none"> 1. Study MN 2. Pillsbury Relationship 3. Mexican Consulate Relationship 4. U.S. State Department exchange program) 5. New partnerships and relationships 6. MnSCU's China PathPro Initiative 			Spring 2017 and ongoing.	<p>At least one new funding source will be developed to support International student enrollment.</p> <p>Riverland will participate in at least two virtual recruiting opportunities through Study MN or other service during the 2016-17 academic year.</p> <p>Measure: Review enrollment and retention statistics for international students year over year.</p>
4	<p>4.1 Create welcoming spaces/centers in close proximity to advisors and other support resources</p> <p>4.2 Enhance the multicultural center space in Austin East based on student's needs and their feedback.</p>	Chief Diversity Officer, Multicultural Affairs Dept., and Dean of Student Affairs	Multicultural Club and Student Senates.	A needs assessment and space usage study will be conducted fall 2016.	<p>Number of students and employees using the space will increase from fall 2016 to fall 2017.</p> <p>Measured by food sales, number of events, meetings and activities scheduled in the area.</p>
Student Persistence Need -- Ensure access to equitable educational opportunities and resources for underrepresented students.					
5	5.1 Be an active partner and build strong relationships with social service agencies, Workforce Development Inc. (WDI), and	Directors of Admissions, Multicultural Affairs,	K-12 school districts, Riverland counselors, and Riverland Director of College	Fall 2016 and ongoing.	At least 60 students of color and family members participate in "college

	<p>area high schools and students of color:</p> <ul style="list-style-type: none"> • Somali • Sudanese • Hispanic/Latino • Karen/Karenni • Asian • Native American/First People 	and Enrollment Services.	Partnerships and Transitions.		connection” events during 2016-17.
Student Persistence Need -- Ensure access to information on careers and transitioning to college for underrepresented and underserved students.					
6	6.1 Host Multicultural Career Day and College Connection events for students of color and their families.	Admissions Department, Multicultural Affairs Department, and Enrollment Services	Area high schools, regional colleges and universities, and business partners.	Fall 2016 Fall 2018	<p>At least 150 students of color and teachers / chaperones will attend this every-other-year event.</p> <p>100% of attendees will gain knowledge of careers, wages, employment trends and college options.</p> <p>At least 80% of attendees will self-report increased knowledge of the college transition process.</p>

OBJECTIVE 2 – EMPLOYEE DIVERSITY AND INCLUSION

GOAL 1: Increase and retain diversity in faculty and staff as compared to the Employee Diversity Measures noted in the 2007-2017 Strategic Performance Measures for Riverland Community College.

	Action Steps	Primary Stewards	Partners	Completion Target	Outcomes
Student Learning Need -- Increase recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the college to enrich college life and provide positive role models.					
1.1 Increase the number of diverse applicants in each search pool	<ul style="list-style-type: none"> • Align the College search process policy with the College search process handbook. • Advertise in diverse publications as needed • Assess advertising sources to identify those that generate the highest number of diverse applicants • Train search teams and supervisors more thoroughly on affirmative action requirements and the value of diverse teams. • The Affirmative Action Officer will review each applicant pool using Recruitment Solutions and/or other tools to assure adequate diversity in each applicant pool prior to sending to search teams • Research funding sources for searches 	Affirmative Action Officer, Chief Human Resources Officer, Search Team Chairs, and Regional Diversity Trainer and Investigator	CDO and President’s Council	Completion Dates: On-going with a start date of September 1, 2016	Outcome: Each candidate pool will have at least 25% of the candidates coming from underrepresented groups (women, people from racial/ethnic minority groups, people with disabilities, and veterans)

	<ul style="list-style-type: none"> Review all job postings and assess for language that is a barrier to attracting diverse candidates 				
Student Learning Need -- Culturally competent faculty and staff to support student learning and employee engagement.					
2.1 Increase cultural competency for developing curriculum and college operations	<ul style="list-style-type: none"> Assess the diversity and inclusion training needs of Riverland employees Explore best practices and tools to complete employee assessment i.e. IDI and other assessment tools Research and request funding for Seeking Educational Equity and Diversity (SEED) training and curriculum for employees Provide diversity and inclusion training customized to employees' needs. For example, have the Regional Diversity Trainer deliver training for each Student Affairs Division Meeting Assess changes in levels of intercultural competency in our employees after training is provided Partner with other college and community business 	Academic Affairs, Human Resources, Regional Diversity Trainer and Investigator, and Institutional Research Analyst	System Office and President's Council	<p>Completion Dates: On-going with research starting in August 2016</p> <p>***The purchase of cultural competency assessment tools and outside training are dependent on funding sources***</p>	Outcome: College employees will demonstrate an increased cultural competency level as measured prior to and after training, by the chosen measure.

	partners to bring training to the College <ul style="list-style-type: none"> • Seek out funding sources for training and assessment tools 				
Student Learning Need -- A welcoming, diverse environment that reflects the diversity of our students. NOTE: This section is connected to employees' needs. There is a separate goal area 4 that addresses student needs.					
3.1 Increase employee retention by creating a more inclusive, welcoming college environment to better support employees and students	<ul style="list-style-type: none"> • Review the retention rates for underutilized employee groups • Provide training opportunities on how to advance at the College • Provide welcome signs in a variety of languages on the website, and at all physical locations of the College • Provide regular opportunities for employees to socialize at a variety of times and locations • Provide department informational sessions at all-college staff development days to help employees understand what each department does • Explore options with faculty to include the Riverland Equity and Inclusion statement on Master Course Outlines 	Human Resources, Administrators, Supervisors, and Marketing Group	System Office	On-going with a start date of September 1, 2016	Climate surveys that are administered every two years will reflect a more positive perception of the College's diversity environment.

	<ul style="list-style-type: none">• Develop and offer a mentorship program for new employees				
--	--	--	--	--	--

OBJECTIVE 3 – COMMUNITY ENGAGEMENT AND INCLUSION

GOAL 1: Build Partnerships with diverse communities

	Action Steps	Primary Stewards	Completion Target	Outcomes
Need -- Strengthen and grow Riverland’s relationships/partnerships with diverse communities in the regions the college serves.				
1	Review current policies / procedures / rules for hosting events on campuses and offer recommendations for making the process more effective and accessible for outreach.	Diverse Partnerships Goal Area Sub-committee members under the leadership of Director of Customized Training, Business Solutions and Entrepreneurship	Fall 2016	Recommendations given to appropriate stakeholders such as Cabinet and Riverland Council.
2	Identify Riverland employees to serve as leads for all three campus location communities who will be charged with building community partnerships	Diverse Partnerships Goal Area Sub-committee members under the leadership of Director of Customized Training, Business Solutions and Entrepreneurship	Fall 2016	3 leads identified; one each for Albert Lea, Austin, and Owatonna.
3	Measure the frequency and number of people from outside organizations utilizing campus resources	Riverland Employees who serve as Community Leads identified in Action Step 2	Develop baseline from 2015-2016. Starting July 2016, tracking will be continuous.	Benchmark established for measurement.
4	For Steele, Mower, and Freeborn counties obtain demographic data (race, age, gender, household size, marital status, income, level of education, disability, veteran’s status, etc.)	Riverland Institutional Research Analyst	Summer 2016	A demographic profile for each county
5	Three community leads determine community resources (social services, nonprofits, churches, mosques, synagogues, service organizations, Chambers of Commerce, philanthropic organizations, etc.) to contact and who should contact each.	Community Leads	1) September 1, 2016 2) October 1, 2016	1) Assess organizations with whom we currently have relationships. 2) Plan to sustain and expand relationships.

OBJECTIVE 4 – SUPPORTIVE CAMPUS ENVIRONMENT

GOAL 1: Ensure a welcoming and supportive campus environment

Action Steps	Primary Stewards	Partners	Completion Target	Outcomes
Need -- Ensure a welcoming and supportive campus environment for students to increase student retention.				
<p>1 Increase access to advising for underrepresented students through the use of Career and Technical Education faculty advisors, Enrollment Advisors, TRIO staff, and Multicultural Affairs advisors.</p> <p>Increase cultural competency of enrollment advisors and other student affairs staff related to advising and serving diverse groups</p>	Academic Leadership and Student Affairs Leadership	Faculty and Student Services staff.	<p>To be determined in consultation with Strategic Enrollment Management Plan Committee and Dean of Student Affairs.</p> <p>Each semester 2017 - 2019</p>	<p>At least 30% of approximately 350 new, first-time, full-time students enrolling fall 2016 will have a dedicated enrollment advisor, (approximately 105 students) measured by tracking the number of students assigned to a dedicated enrollment advisor.</p> <p>Student Affairs employees will participate in at least one specific training topic during each Student Affairs Division Meeting.</p>
<p>2 Increase student engagement by providing interactions among students, faculty, and staff outside the classroom. One strategy is the “3 at 3” conversations that brings 3 faculty or staff and 3 underrepresented students together for a 30-minute guided conversation between employees and students.</p>	Deans, CDO, Regional Diversity Trainer, and Multicultural Advisors	Student Senates, Bargaining Units, Community partners, and K-12 schools	<p>Fall 2016 pilot at one campus.</p> <p>Spring 2017 expand to all three campuses.</p> <p>Fall 2017-2019.</p>	<p>Measured by attendance and satisfaction with each activity. At least 24 employees and 24 students will participate fall 2016.</p> <p>At least 45 employees and 45 students will participate spring 2017 across all campuses.</p> <p>Each semester, at least 24 employees and 24 students will participate.</p>

	Action Steps	Primary Stewards	Partners	Completion Target	Outcomes
	Provide opportunities to celebrate cultural heritage through celebrations and events: Martin Luther King, Jr., Black History Month, Women’s History Month, Taste of Heritage, Taste of Nations, etc.	Dean of Student Affairs and Student Clubs and Organizations		Each semester beginning Fall 2016.	Establish baseline measures: the number of events offered, and attendance for each interaction year over year. Include changes in knowledge, attitude, and behavior as measured in self-reported surveys that capture pre- and post-activity perceptions.
3	<p>3.1 Leverage the campus environment (physical facility, artwork, study and quiet spaces, promotional messages) to reflect the full diversity of students’ cultural, racial, gender and/or other identities.</p> <p>3.2 Inventory each campus building to identify assets and gaps.</p> <p>3.3 Provide designated quiet spaces for students and employees.</p>	Inclusion and Equity committee, Facilities, CDO, and Regional Diversity Trainer.	Student Senates other student clubs and organizations.	<p>Fall 2016 develop a plan to review Riverland’s four buildings.</p> <p>Spring 2016 through Fall 2017</p> <p>Spring 2016</p>	<p>An assessment tool will be identified and used to inventory assets and opportunities for improvement.</p> <p>A comprehensive assessment of each building will be available to the college. Specific priorities will be identified.</p> <p>At least one location per campus will be available for quiet study/meditation. Number of reservations will be tracked.</p>
4	4.1 Provide cultural competency training for Administrators, Supervisors, Student Organization leadership, and other college employees who purchase	CDO, Regional Trainer, and Student Senates	Cedar Valley Services’ administration, Student Clubs and Organizations, and college employees	<p>Fall 2016 and Spring 2017.</p> <p>Assess and refine processes</p>	<p>Increased cultural competency of the college community related to food and dietary restrictions.</p> <p>Measured by number of trainings provided, number of attendees</p>

	Action Steps	Primary Stewards	Partners	Completion Target	Outcomes
	<p>food for events and activities. Training will focus on cultural preferences and norms regarding food and dietary restrictions.</p> <p>4.2 Provide cultural competency training for staff in food service at all campuses specifically focusing on cultural preferences and norms regarding food and dietary restrictions.</p> <p>4.3 Encourage food service to offer new menu options.</p>			<p>2017-2019</p> <p>Fall 2016 and ongoing annually</p>	<p>and pre and post-measure of knowledge, attitude and/or behavior.</p> <p>Food and refreshments provided by on campus food services will respect cultural norms. Measured by changes reported year over year from food service manager with Fall 2016 as baseline.</p> <p>Additional menu options will be available for on-campus food purchases than available in Spring 2016. Annually document new food options available on menus or point of sale options with Spring 2016 as baseline.</p>
	4.4 Explore options for food availability on the Owatonna campus	Owatonna campus employees, student senates and Riverland leadership	Community partners, restaurants, grocery stores etc.	2016-17 Academic year.	Additional options will be available for on-campus food purchases, or food delivered to campus than are available in Spring 2016. Measured by number of options explored, pros and cons of each option, and number of new options implemented.
5	5.1 Equip the college community to honor and respect dates of significance to the global community	Deans, Supervisors, HR, and Academic Departments. that host events (i.e.	Community Partners	Fall 2016 Identify a calendar that lists global holidays to use	Employees have access to a standard calendar with significant dates to consider when planning

Action Steps	Primary Stewards	Partners	Completion Target	Outcomes
<p>including a variety of religious and cultural traditions.</p> <p>5.2 Share the calendar college-wide, educate employees and create buy-in with faculty, staff and student organizations on using the calendar when planning events.</p> <p>5.3 Academic Affairs and Student Affairs will take potential conflicts with specific populations into consideration before scheduling major college events.</p>	<p>Theatre, Music, and Athletics)</p>		<p>as resource and share college wide.</p> <p>Spring 2017 Assess and refine processes for ongoing use.</p>	<p>events and activities for use during 2016-17 academic year.</p> <p>Each employee and student organization has received information about the global holiday calendar by October 1, 2016, and annually after.</p> <p>Event planning checklists and other planning documents will include guidance about using the global holiday calendar.</p>

OBJECTIVE 5 – Community Engagement

GOAL 1: Build a sustainable initiative to increase diversity in our vendors and suppliers

	Action Steps	Primary Stewards	Partners	Completion Target	Outcomes
Institution Need -- Support partnerships with Diverse Communities					
1	<p>1.1 Review Best Practices from MnSCU and others and share with college community.</p> <p>1.2 Identify a business office employee who will establish and maintain a list of current vendors and suppliers.</p> <p>1.3 Lists are updated annually and made available to cost center managers.</p> <p>1.4 Educate cost center managers on desired goal and how to access list of vendors and suppliers.</p>	CFO, Business Department, CDO, and Regional Trainer	MnSCU, other state agencies, area chambers of commerce, and Southern Minnesota Initiative Foundation	<p>Fall 2016</p> <p>Spring 2017</p> <p>Annually 2017 - 2019 and then ongoing.</p>	<p>College employees are aware of the goal.</p> <p>College employees are aware of vendors and suppliers.</p> <p>College employees will have access to a list of current vendors who meet the criteria.</p> <p>Measure: comparisons of lists of vendors and transactions year over year with 2015-2016 as baseline.</p>

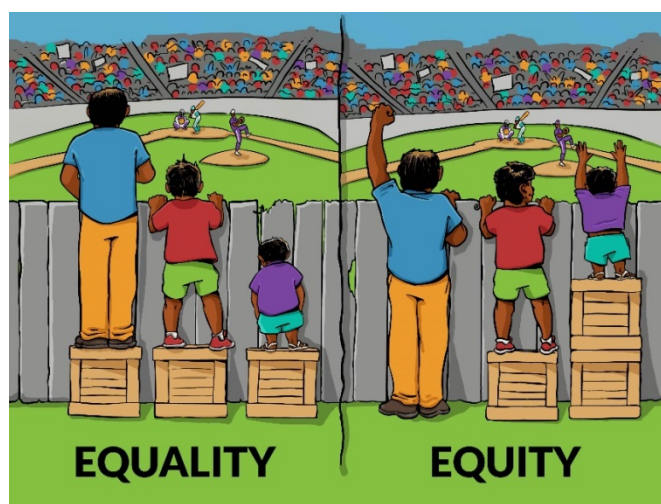
KEY TERMS AND DEFINITIONS

ACHIEVEMENT GAP: Closely related to learning gap and opportunity gap, the term achievement gap refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as [Caucasian] students and minorities, for, example, or students from higher-income and lower-income households. Generally speaking, *achievement gap* refers to outputs—the unequal or inequitable distribution of educational results and benefits—while *opportunity gap* refers to inputs—the unequal or inequitable distribution of resources and opportunities. <http://edglossary.org/>

DIVERSITY: Minnesota State Colleges and Universities system recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. Diversity includes but is not limited to, age, ethnic origin, national origin, race, color, sex, sexual orientation, marital status, disability, religious beliefs, creeds and income. Minnesota State Colleges and Universities system’s commitment to diversity compels it to confront prejudicial, discriminatory or racist behaviors and policies.

EQUITY: The proportional distribution or parity of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes, while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for, or even detrimental to, equitable outcomes.

FIGURE 11 – Equality compared with equity



Interaction Institute for Social Change | Artist: Angus Maguire.

INCLUSION: The active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

INSTITUTIONAL RESEARCH (IR): The Office of Institutional Research at Riverland Community College provides analyses of institutional data to internal and external stakeholders. Through dedicated and integrated data collection and reporting, the office serves as the official source of institutional data needs-- including college-level and majors, persistence and completion analyses, student demographic trends and longitudinal student success analyses.

UNDER REPRESENTED STUDENTS: This group includes underserved students (African Americans/Black, Asian, Hispanic, American Indian and multiracial) plus 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.)

FIRST GENERATION STUDENT: Neither of the student's parents completed a 4-year, Bachelor's degree.

LOW INCOME STUDENT: Eligible for federal Pell grants based on income.

UNDER SERVED STUDENTS: For purposes of this plan, this group includes students who have been traditionally excluded from full participation in our society and its institutions. As referenced in this plan, the basis of exclusion for underserved students has primarily been race and color including African Americans/Black, Asian, Hispanic, American Indian/First Nations and multiracial.

UTILIZATION / UNDER REPRESENTATION: Term used to describe a situation wherein a lower number of protected class employees are represented than parity would predict. Once underutilization is quantitatively established, an employer must 1) demonstrate that the underutilization is the legitimate effect of a bona fide occupational qualification (BFOQ) or results from business necessity; or 2) develop an affirmative action program with specific, action-oriented steps to overcome this underutilization.

Appendix 1

DEVELOPMENT AND SCOPE OF RIVERLAND EQUITY AND INCLUSION PLAN

From December 2015 through May 2016 a Strategic Inclusion planning committee engaged broad cross-sections of the campus in conversations about inclusive excellence including:

1. A preliminary meeting in December 2015 of the President, CHRO, CDO, regional diversity trainer, and a Psychology faculty member.
2. An all-day retreat of the 20+ member planning committee on February 19, 2016. The visioning process of the Operationalizing Goals for Action workbook was completed for Minnesota State Colleges and Universities goal area:
 - Increasing and retaining diverse employees
3. A half-day work session with most of the planning committee members on March 7, 2016 to complete the visioning process of the Operationalizing Goals for Action workbook for goal areas:
 - Increasing partnerships with diverse communities
 - Ensuring a welcoming and supportive campus environment
4. Dialogues with the Vice President of Academic Affairs, Dean of Student Affairs, and the Academic Deans and the faculty who are leading the Master Academic Plan initiatives to align their work with Minnesota State Colleges and Universities goal area:
 - Reducing and eliminating the achievement gap
5. An all –day work session on March 31, 2016 at Minnesota State Colleges and Universities for the Chief Diversity Officer and Institutional Research staff.
6. President’s Cabinet discussions.
7. Numerous meetings of three goals sub-committees who used the Operationalizing Goals for Action workbook to identify areas for improvement and action steps to accomplish the desired outcomes. Those committees are:
 - Increasing and Retaining Diverse Employees led by Ricki Walters, Regional Diversity Trainer and Investigator;
 - Increasing Partnerships with Diverse Communities led by Kenneth Johnson, Director of Customized Training and Development, Business Solutions and Entrepreneurism
 - Ensuring a Welcoming and Supportive campus environment led by Danielle Heiny, Chief Diversity Officer and Director of Retention and Student Success.
8. Numerous meetings with three sub-committees to move the structural process of the plan forward:
 - Needs Assessment led by Danielle Heiny, Chief Diversity Officer
 - Data Analysis led by Nathan Gustafson, Institutional Research
 - Communications Plan led by Ricki Walters, Regional Trainer and Investigator
9. Three campus-wide forums open to all students and employees.

10. Dialogues with numerous committees and groups discussing all phases of the plan including Faculty Shared Governance, Student Government, President's Cabinet, Supervisor Group, and at monthly Employee Conversations.
11. Best practices for recruitment, retention, and completion of underrepresented students and students of color were reviewed with special attention to models, structures, goals, objectives, action steps, timeframes, institutional profiles, and leadership.
12. Other college and university Equity and Inclusion/Diversity Plans were reviewed, and the Utah Valley University plan, provided by Minnesota State Colleges and Universities, was used as a guide. https://www.uvu.edu/inclusion/docs/inclusion_plan1.pdf
13. The scope of the plan includes efforts related to student access, student retention and completion, course redesign and academic inclusivity, cultural competency training and diversity mapping, diverse faculty and student representation, and regional partnerships.
14. This plan contains action steps that are targeted to be completed by the end of fall semester 2019. The Inclusion and Equity Planning Committee will conduct periodic reviews of the plan to make necessary adjustments to action steps, timelines, and essential resources.