**PPCC Instructional Services Equity Plan**

**Mission Statement**

By 2026, Pikes Peak Community College will eliminate educational equity gaps.

**Change Philosophy**

We will eliminate educational equity gaps by improving behaviors we can control. Compassion, empathy, and care for students will drive this shift. Even faculty who embrace diversity, equity, and inclusion are likely to have equity gaps in student performance. Underlying practices that support inequity must be identified and eliminated.

**Diversity, Equity, and Inclusion**

We are forthright in declaring ourselves an Anti-Racist College, and as such will continue to adopt policies and practices that promote equitable impacts and results. We also believe in creating a culture and structure that make it unavoidable for all students to form relationships with peers and college employees.

**Data and Metrics**

As of 2019, approximately 42% of all PPCC full-time students successfully earned either an Associate Degree or a Certificate (**Table 1**). However, when we look more closely at this combined success rate, we can see there are differences across ethnic groups (**Table 2**). For this same cohort of students, who started fall 2016 and graduated from PPCC or transferred to another institution within three years of entry, the range of successful completion exemplifies some of the well-documented equity gaps. For example, the combined success rate for Black or African American students was 37%, a 6% difference from white students (43%) at PPCC. Table 2 provides a breakdown of the combined success rates for all reported ethnic groups. Other available data points highlight equity gaps related to gender, first generation college status, and low income. It is our hope that further research will help us identify additional gaps and shed light on how we can eliminate all equity gaps.

|  |  |
| --- | --- |
| **Table 1**   Fall 2016 Cohort (graduated/transferred by 2019)\* | |
| Entering Cohort\* | 1052 |
| Earned an Associate Degree | 171 |
| Earned a Certificate | 77 |
| Transferred Out | 193 |
| Graduation/Transfer Rate (within 3 years after entry) | 42% |

\*Entering Cohort: First-time, full-time, degree/certificate seeking students

Note: Transfer institution includes two-year or four-year, public or private, in-state or out-of-state institutions.

|  |  |  |
| --- | --- | --- |
| **Table 2** | | |
| First-time, Full-time Entered PPCC Fall 2016 Graduated/Transfer by 2019 | | |
| **Race/Ethnicity** | **No. Successful** | **% Successful** |
| American Indian or Alaskan Native | 7/15 | 47% |
| Asian | 13/24 | 54% |
| Black or African American | 28/75 | 37% |
| Hispanic | 85/226 | 38% |
| Multiple Races | 26/65 | 40% |
| Native Hawaiian and Other Pacific Islander | 5/9 | 56% |
| Non-Resident Alien | 3/12 | 25% |
| Unknown | 26/54 | 48% |
| White | 248/572 | 43% |
| **Cohort Total** | **441/1052** | **42%** |

**Diversify Faculty and Instructor Hiring**

The college is committed to recruiting and hiring diverse faculty and instructors. Ideally, the demographics of our various employee groups represent the demographics of the communities we serve. As of fall 2020, the demographics of faculty and part-time instructors (ethnicity in particular) do not represent those of students attending PPCC (**Table 3**).

**Hiring Practices**

* Recruit Diverse Candidates
  + Review advertising materials and ensure they speak to our desired applicants.
  + Identify opportunities to recruit candidates.
  + Recruit for faculty and instructor positions, even before the position is posted.
  + Build professional networks to facilitate recruiting of candidates as positions are posted.
* Educate Candidates
  + Provide web-based or print information for applicants and candidates about the college and the community.
  + Provide additional support documents as they apply for positions.
  + Hold virtual web sessions to share information about open positions.
* Increase Diversity of Faculty by Implementing Diverse Faculty Fellows
* Identify Staff to Support Instructor and Faculty Hiring (recruitment, data, process, etc.)
* Evaluate Employee Retention and Identify Concerns

|  |  |  |
| --- | --- | --- |
| Table 3  Ethnicity of Students and Faculty/Instructors (Fall 2020) | | |
| Ethnicity | **Students** | **Faculty & Instructors** |
| American Indian/Alaskan Native | 81 (1%) | 7 (1%) |
| Asian | 370 (3%) | 23 (3%) |
| Black or African American | 913 (7%) | 29 (4%) |
| Hispanic/Latino | 2687 (21%) | 39 (6%) |
| Native Hawaiian or Pacific Islander | 68 (1%) | 0 (0%) |
| Non-Resident Alien | 88 (1%) | 0 (0%) |
| Two or more races | 798 (6%) | 11 (2%) |
| Unknown/Not Reported | 385 (3%) | 9 (1%) |
| White Non-Hispanic | 7294 (58%) | 544 (82%) |
| Grand Total | **12684** | **661** |

**Professional Development**

**New Faculty Academy (NFA) year 2 and/or 3**

Faculty are purposefully developed via NFA. In year 1, culturally responsive teaching will be introduced. During year 2 or 3, new faculty will complete The Equity Project (TEP). NFA participants will observe great teachers, and be observed by a mentor. ACUE will be vetted as a development tool to use for new faculty.

**Cultural Excellence: Ideals and Discussion (CEID)**

Faculty and instructors are encouraged to participate in the CEID trainings (3 levels), which focus on unconscious bias and courageous conversation. CEID Level 1 is required for serving on hiring committees, and an expectation for all provisional faculty.

**High Impact Practices (HIPs)**

Over 80% of faculty and instructors at PPCC use HIPs in their courses currently. These best practices have had a positive impact with all students, including our students of color, with a particular focus on supporting our male students of color.

**The Equity Project (TEP)**

The Equity Project (TEP) enables a cohort of faculty and instructors to use the process of critical inquiry and personal disaggregated data to develop a race conscious lens to improve equity in instruction. This experience lasts one semester.

**Equity Professional Development**

All faculty and instructors will have access to their disaggregated success data, including the opportunity to help them interpret their data and identify opportunities for improvement. This experience may be between 4-8 hours.

**Center for Excellence in Teaching and Learning (CETL) Workshops**

CETL will continue offering professional development on empathy and transparent design (e.g., rubrics, contract grading, ungrading, use of student lived experience in the classroom), to develop faculty and instructors.

**Data-Positive Culture**

**Data Committee**

A faculty-driven group will explore equity data. The committee will analyze data to determine how we can better serve students. The committee will also create a dashboard to analyze success of the Equity Plan. This group will partner with Institutional Effectiveness and follow ethical guidelines and practices.

**Annual Goals**

**Equity Café Menu**

The café menu is a useful (but not comprehensive) list of ways faculty and instructors can participate in equity work at PPCC. It is meant to illustrate and provide scope for this work. This approach encourages faculty and instructors to identify a variety of strategies to build on their current best practices.

**Level 1**

* + Participate in department efforts with equity focus, i.e., HIPs, data analysis, equity focused assessment.
  + Participate in a book discussion group focused on equity and inclusion.
  + Participate in a movie discussion group focused on equity and inclusion.
  + Participate in a topic discussion group focused on equity and inclusion.
  + Take an equity awareness quiz and reflect on the results.
  + Join in the Global Village initiatives as a presenter or supporter.
  + Increase intentional use of Early Alert to assist struggling students.

**Level 2**

* + CEID Level 1 and 2 training.
  + Follow Human Resource Guidelines to earn a DEI Badge.
  + Focus/discussion groups (through CEID, CETL ,or HIPs).
  + Engage in High Impact Practice teaching through our HIPs program: collaborative learning projects, Service Learning, or Learning Communities.
  + Review course, program, catalog, documents, etc.; ensuring inclusive language.
  + Volunteer to be a mentor to military students and veterans of color.
  + Learn about, actively support, and use Restorative Practices in teaching (the idea that student behavior is often cultural and college expectations are learned over time).
  + Volunteer to be a mentor to African American and Black students.
  + Volunteer to be a mentor to LatinX and Hispanic students.
  + Volunteer to be a mentor to LGBTQA+ students.

**Level 3**

* + Participate in TEP.
  + Serve on the Data Committee.
  + Allow a faculty, instructor, staff, or student to serve as an outside observer and provide input about the student experience in your class.
  + Participate in Study Abroad.
  + Volunteer at a professional or community organization involved in DEI work (e.g., Inside Out Youth Services, Boys & Girls Clubs of America, Educating Children of Color, CoCEAL, Latino Community Luncheon, Food for Thought: COS Diversity Forum, Converge).
  + Volunteer to be a mentor to new hires, particularly those from diverse backgrounds.

**Other College Initiatives**

The Instructional Services Equity Plan is only a portion of the college’s efforts to close equity gaps. Instructional Services supports other equity efforts, including:

* Various efforts to address physical and mental health of students
* Hungry and homeless initiatives
* First Year Experience
* Guided pathways
* Co-Req Developmental Education
* AAA Student Success Course

**Timeline for Specific Actions**

* Diverse Faculty Fellows.
  + Immediately
* President or VPI are final interview for all faculty hires.
  + Immediately
* Recruiting champion for all open faculty positions.
  + Fall 2021
* Position/release to support instructor hiring process.
  + Fall 2022
* Continue The Equity Project (TEP).
* Half day sessions to support all Faculty having their success data.
  + Spring 2022
* Faculty driven data committee.
  + Spring 2022
* Continue High Impact Practices (HIPs) emphasis.
* Evaluate ACUE experience.
  + Prep 21/22, implement 22/23
* Enhance NFA year 2/3.
  + TEP 21/22 and dean discretion
  + ACUE 22/23
* Create an “Equity Menu” from which faculty can choose various strategies to implement.
  + Prep 21/22
  + Implement Fall 22

**Review and Analysis**

The VPI will review and adjust this plan annually and will prepare and present a report to the president, executive team, and faculty senate. The faculty data committee will develop a dashboard to demonstrate plan progress.

**Financial Limitations**

This plan will be implemented to the extent that uncertain and ever-changing budget dynamics allow.