

## **Spring 2019 Report**

### **Foundation for Student Success**

**Provide an update on mentee progress on goals and accomplishments, however small they may seem.**

1. Develop an action plan to institutionalize and operationalize the Inclusive Excellence strategic plan, including a theory of change.

A reporting tool has been created to gather information about how the IE strategic plan is being operationalized. Each Vice President has received this tool and has been asked to report on the progress for each priority and goal where their divisions have responsibility. The reports are due to the Special Assistant to the President for Inclusive Excellence by May 3<sup>rd</sup> in which a comprehensive report will be developed and shared in early Fall 2019. The CCA Team will make this available to NCHEMS at the organization's request.

A few highlights from year two of the IE Strategic Plan are:

- Development of an IE training for student employees
- A mentoring program developed by the Hispanic Serving Institution Committee
- Continued required IE trainings for faculty and staff
- Research and development of a plan to create a Center for Teaching and Learning
- Second annual student climate survey distributed
- Focus groups were conducted with students to gather feedback about how to use anticipated vacant space in the Student Centre building

2. Document guidelines, procedures, and practices related to implementation of institutional equity.

The hiring manual has been completed and is currently available to search committees to follow more inclusive hiring practices. The Division of Student Affairs is also currently working on revising policy in regards to student conduct. The Division of Academic Affairs is collaborating with Student Affairs to revise academic integrity policy and processes that can account for student voice to be embedded.

The Human Resource committee of the IE Council has completed the revisions to performance plans for Professional Technical Employees. These revisions include more inclusive language and expectations for employees to embed values of IE in their daily responsibilities. These will be distributed and used for performance planning in the 2019-2020 academic year.

3. Identify data points to inform equity gaps for students of color, first generation, and Multi-language learners.

Current data points have not changed from last year and are still being identified as the following:

- Disaggregated data by race/ethnicity and gender in student success for courses of faculty members who participate in the Equity in Instruction Leadership Academy
- Disaggregated data by race/ethnicity and gender for retention from fall to fall
- Disaggregated data by race/ethnicity and gender for transfer rates

- Disaggregated data by race/ethnicity and gender for degree and certificate completion

One major change from last year has been the work of CCA's College-Wide Assessment Committee which will be developing an assessment tool that can be used for curricular and co-curricular programs, and administrative support services. This committee has also developed new institutional outcomes of which programs will be required to map to student learning outcomes. The outcomes are as follows:

- Career and Transfer Readiness
- Cultural Competency
- Communication
- Critical Thinking

Demographic data is still being discussed amongst the College-Wide assessment committee as to what will be disaggregated. Race, ethnicity, and gender are three that will continue to be used in analysis of student learning outcomes.

4. Establish a baseline to determine how and where to start addressing equity gaps to increase student retention and success rates.

Participants in the Equity in Instruction Leadership Academy (EILA) continue to receive their student course completion data disaggregated by race, ethnicity, and gender. The Instructional Database Developer in the Division of Academic Affairs, has developed dashboards that will be accessible to department chairs and faculty. The dashboards will allow faculty to immediately see their student success rates for any course they have taught before and after they participated in EILA. Trend data will also be available for faculty as a dashboard and can be compared with program trend data.

5. Create and maintain sustainable campus-wide training and development for Inclusive Excellence.

In the last year, there have been an additional 57 employees who have participated in the *IE Champion Trainings*. With these additions, over 50% of CCA employees have now completed this training series.

There has also been an *Implicit Bias in Hiring* training implemented in the last two years. These sessions are 2-hour trainings that are offered about twice a month. The purpose of conducting these trainings are to:

- Learn about types of bias and recognize how biases impact search committee decisions
- Identify strategies to interrupt bias
- Increase recruitment and hiring of members from historically marginalized groups (CCA strategic goal 6)

These trainings are facilitated by the Director of Human Resources and the Special Assistant to the President for IE. There have been over 130 employees who have participated in these trainings since fall 2017. There were four new full-time faculty positions added last year and half of them were filled by people of color. With temporary and permanent hiring for faculty last year, the faculty of color increased from 13% to 19% for CCA. The full-time staff now make up almost 50% of staff at CCA. The training is not a direct causation to these demographic changes, but it is believed this is one variable that has potentially contributed to these changes.

Full-time faculty continue to participate in Inclusive Pedagogy trainings. Instructors are also invited to participate, of which an average of 15-20 instructors are participating in each session. There are four trainings held every year that are four hours each. This year has been focused on Cultural Humility and navigating difficult dialogue as a community. Dr. Veronica Keiffer-Lewis was contracted this year to facilitate these trainings. The CCA FSS team learned about Dr. Keiffer-Lewis during the first mentor visit at Los Medanos College. In addition to the large group trainings, Dr. Keiffer-Lewis also conducted virtual coaching sessions with Department Chairs to support them in their leadership with embedding Cultural Humility in the culture of their departments and in their programs. As a substitute to one of the large-group trainings, Dr. Keiffer-Lewis also provided optional webinars for faculty and instructors that covered the following topics:

- *Mindfulness and Reflective Practitioner*
- *Microaggressions and the Trauma Informed Classroom*
- *Navigating Power, Privilege, and Racial Identity*
- *Cultural Humility Informed Equity Literacy and Pedagogy*

A new department was created in Academic Affairs last year known as Instructional Intervention and Support. This department is able to support multiple academic programs in creating interventions for student success as well as provide professional development workshops for all faculty and instructors. Due to another grant received by the Colorado Department of Higher Education and matched funds, another position was added to this department titled Inclusive Pedagogy Instructional Coach. This position has been used to develop workshops for faculty that have included the following:

- *Decentering Whiteness (3 workshops)*
- *Inclusive Classroom Culture*
- *Increasing Inclusive Excellence: Teaching Students Reading*
- *Effective Teaching Practices(2 workshops)*
- *I am more than my S number (2 workshops)*
- *Damage can no longer be the way we talk about ourselves*
- *What I Need to Unlearn to Navigate Conversations About Race (2 workshops)*

Over 180 participants engaged in the above workshops in fall 2018. The below workshops have been planned for spring 2019:

- *ESL Students in Your Classroom*
- *“Damage can no longer be the only way we talk about ourselves:” A Re-evaluation of How We Teach Narratives of Damage, Discrimination, and Oppression in Diverse Classrooms (x2)*
- *Community*
- *Deconstructing Whiteness*
- *ACUE: Effective Teaching Practices*
- *EILA Reflective Pedagogy: using student surveys to gain feedback*
- *Rethinking Assessment in the Classroom*
- *Root Cause Analysis (Policies our students don’t follow)*
- *Understanding the ELL Student Experience*
- *Counter-Narrative: Who are our students?*

- *Using D2L to support our students*
- *ACUE Panel*

The Equity in Instruction Leadership Academy (EILA) continues to be a significant professional development opportunity for faculty. There has been 12 additional faculty who have participated in EILA which now brings the total to 37 participants. There has been more than 50% of full-time faculty who have completed EILA. Grant funds from the Colorado Department of Higher Education has also provided an opportunity to expand EILA to instructors. There are currently 34 instructors who have participated this year.

**Please include specific updates regarding the plans for next steps you outlined in the spring 2018 report.**

### **Next Steps**

1. The CCA FSS team will develop an action plan to identify data sets for additional student populations.
  - a. **Update**-please see response to progress of goal #3
2. The CCA FSS team will also develop an action plan to establish baselines for strategies to address equity gaps across the college. The team will work with CCA leaders across the college to identify these data sets and baselines to institutionalize these two specific efforts. It is expected that multiple areas of the college can be familiar with these efforts and can utilize them to inform the support of CCA student success and retention.
  - a. **Update**-As noted in the progress on goals, the College-Wide Assessment Committee has developed new institutional outcomes. It is expected that departments will map their student learning outcomes to the institutional outcomes and that the data collected will be disaggregated by race, ethnicity, and gender.
3. The NERCHE rubric will be implemented over the next three years with multiple departments across the college. This rubric will allow departments to understand where the gaps are with implementation of Inclusive Excellence. Departments can also develop a work plan to address those gaps identified from the rubric including student equity gaps if relevant.
  - a. **Update**-The IE Council Leadership Team has been revising questions from the rubric to tailor to the training and professional development initiatives at CCA. This rubric will cover the following areas of CCA: curriculum, institutional mission, vision, and philosophy, faculty support, staff support, student support, and administrative leadership in regards to Inclusive Excellence. Questions from these areas will be aligned with program assessment for curricular, co-curricular, and administrative services college-wide. The first cycle of this program assessment will take place in fall 2019.

### **Provide a budget narrative (March 2018 – February 2019)**

To date \$6413.88 has been spent on faculty and instructor mini-grants. There were 11 proposals received and six have been funded. Two faculty withdrew their proposals and two faculty decided to combine their proposals. One proposal has only been partially completed. The following programs and activities that were funded are as follows:

- *Engaging Worldview Diversity Training*
- *Community Engagement Photography Project*
- *Conquer College as a Student Parent Panel*
- *COM 115 Public Speaking D2L Course Repository Project*
- *Lunch and Learn sessions created from knowledge gained at conference attendance at “Culture and Languages Across the Curriculum (CLAC)” conference and “Equity through Social-Emotional Learning Summit”*
- *Faces of STEM Short Video Project*

## **Summary of Mini-Grants**

### *Engaging Worldview Diversity Training Description*

A six-hour training—developed by the Interfaith Youth Core—focused on increasing one's confidence to engage religious and worldview diversity; theoretical grounding, self-reflection, interrogation of biases, and practical application. Funding for this project paid for two instructors to assist in preparing and facilitating this training for other faculty and instructors. There were 18 participants.

Impact feedback received from participants:

- Learned that discussion of religion and religious values in the classroom does not have to be taboo.
- Gained understanding the connection between one’s own religious background and worldview.
- Gained ability to distinguish between the concepts of diversity (a fact) and pluralism (a goal).
- Gained ability to distinguish between civic pluralism and theological pluralism (our focus is on the former not the latter).

### *Community Engagement Photography Project Description*

A body of work was created with photography students focusing on community engagement and photojournalism that highlighted inclusive organizations within Aurora. Students were presented with an opportunity to choose from various local organizations to work with to create photojournalistic work or photo-essays. Funding for this project paid for supplies students needed.

Impact

- Student work has been featured on the website of a local non-profit organization
- Two students photographed a fundraiser gala, which gave students valuable experience in event photography and exposed them to the work being done on behalf of refugees in the Aurora community.
- The photography program is continuing to offer opportunities for students to connect with the organizations this grant enabled us to establish relationships with.

- Currently, students are completing the “Day in the Life” project in collaboration with Mile High Behavioral Health and the Aurora Sentinel (local newspaper).
- Internship opportunities are now available to CCA students at the Aurora Sentinel.

### *Conquer College as a Student Parent Panel Description*

Two panels were conducted that focused on how to balance work and school with problem solving and planning for the issues and mitigating circumstances that arise as a student parent. Funding for this project contributed to stipends for instructors and panelists as well as logistical expenses for the program.

#### Impact

- Students felt encouraged, recognized, and included as part of the regular college environment.
- Students expressed that the panel gave student parents a voice and a fostered a climate for open dialogue.
- Additional resources were created for online use, where students can find information and support to help them persevere through issues so they can attain their educational pursuits.
- Panel members felt they were “paying it forward” because they wanted to help other student parents know they could succeed.
- Each panel member had different tips and advice that provided diverse perspectives of how they conquered their struggles to attend and attain a college degree.

### *COM 115 Public Speaking D2L Course Repository Project Description*

The purpose of creating this repository was to increase inclusivity practices across the Public Speaking curriculum by establishing a digital repository of resources (now known as “Dev Comm”) that also reflect best practices for students in the COM 115: Public Speaking course. Funding for this project was used to pay instructors for the time to develop this repository.

#### Impact

- Instructors of COM 115 have a set of relevant, user-friendly materials to supplement their teaching as well as support student learning and application of required skills.
- Students found these materials helpful.

### *Conference Attendance for Mandy Geddes Description*

The Purpose of conference attendance was to gain more information on inclusive practices and theory. Funding was used to pay for conference registration.

Impact; The following lunch and Learns as well as additional workshops were developed:

- *Eliminating Deficit Mindset*
- *Social Emotional Learning*
- *Service Learning*
- *Race Matters*
- *Teaching reading to increase equity that*
- *What I needed to Unlearn in Order to Navigate Conversations About Race*

Direct quotes from Mandy Geddes on how learning from the conferences have been applied;

“In my own classes, I am better able to measure impact on students. I have made significant changes to my curriculum and my pedagogy. I have decentered myself in my classroom, providing more opportunities for my students to construct knowledge and take agency and ownership in the classroom. I check in with my students daily (through reflective “exit tickets”) and check in on a broader scale several times each semester through anonymous surveys, and I have found that they really appreciate gaining positionality and voice in the classroom and feel more included/welcome/confident in the class because of this approach. I have found “ways in” to explicitly discussing identity (including race and racism) in our class, and we’ve focused heavily on learning elements of Critical Race Theory, including having students develop a unit on Counter-Narrative and writing their own counter-narratives (which have since informed the keynote at the college-wide in-service, the I.E. Programming Committee’s Counter-Narrative Campaign: The Power of Our Stories, and the spring play: Living Echoes). Because the campus-wide Counter-Narrative campaign is on-going, it will continue to impact students.”

### *Faces of STEM Short Video Project Description*

To produce 4 short (1-3 minute) documentaries featuring inspiring under-represented role model professionals working in STEM fields which will be used by CCA and the CCCS Network to promote, inspire and recruit diversity in STEM classrooms. Funding was used to pay for production expenses and administrative support.

Impact

- Link to one of the finished videos [Dr. Daniel Gordillo-Ramirez: Neuroscientist](#)
- The videos will be relevant and valuable for recruiting, setting expectations among entry level students and for intervention with struggling students well into the future.
- A CCA student that visited the Neuroscience lab on the day of filming was a business major and not interested in science. After taking a class with Dr. Gordillo Ramirez’s class,

and becoming a mentee of Dr. Gordillo-Ramirez's, the student is now switching from business to biology.

- The remaining videos will be included in the May 1<sup>st</sup> report.

The second half of the grant was distributed to college-wide affinity groups and committees that currently lack funding structures. The following groups were awarded these amounts below:

- College-Wide Professional Development Committee-\$3500
- Hispanic Serving Institution Committee -\$5000
- Latinx Faculty & Staff Association-\$500
- Black Faculty & Staff Umoja/Unity \$500
- LGBTQA Task Force-\$500

The employee affinity groups were created by employees who determined a need to have a dedicated space to be able to share in common experiences as well as receive professional development and mentoring that would impact their support of students. The two affinity groups that were created in the last two years are the Black Faculty and Staff Umoja/Unity (BFSU) and the Latinx Faculty and Staff Association (LFSA). It is the hope that these groups will serve as a retention tool for the diverse faculty and staff that are being hired at CCA. The creation of these affinity groups are also an objective of the IE Strategic Plan.

### *BFSU Summary*

BFSU wanted to continue to provide culturally relevant programming for the College. Most of the funds were used for programming that focused on culturally relevant issues as well as celebration of Black and African culture. CCA community members had the opportunity to better understand Black and African heritage and culture in meaningful ways and thereby create cross-cultural conversations, interactions, and engagement. Additionally, BFSU has traditionally built external relationships through engagement and support of Black and African owned businesses in the Aurora community as programming and catering partners. The remaining funds will be put towards professional development for BFSU members.

### *Impact*

- Over 100 people were in attendance at these events including the college president, college leadership, faculty, staff and students.
- Students were provided with the opportunity to showcase and promote their work (through film and art) and their cultures.
- Instructors used the theme of Sankofa in their classrooms to facilitate teachings and continue conversations on Black history.
- Relationships were strengthened with community organizations through Collaboration with organizations such as Black American West Museum and Heritage Center, and local food vendors to provide cultural cuisine.
- Remaining funds were spent on graduation memorabilia for members of CCA's newly formed Black Student Alliance and African Student Union. There are approximately 30 students who participate in these organizations.

## *LFSA Summary*

LFSA has recently shifted the purpose of the organization to focus on professional development. LFSA will be using funds to support a retreat for members.

Programming/workshops will be focused on self-healing, personal narratives in the workplace, how to promote professional growth, celebrating our cultural strengths, and engaging with our community. These types of workshops will be able to support members to be better equipped to pass along best practices to students and to fellow colleagues.

\*Impact-The impact will be included in the May 1<sup>st</sup> report as the retreat will happen on April 8, 2019.

There were 14 staff and faculty members that attended the retreat. The retreat took place at Museo de las Americas, which is a local museum dedicated to showcasing art from the Latinx population. For more information please visit this website <http://museo.org/>. The staff participated in multiple workshops about identity development and the history of the Latinx community in Denver in conjunction with professional development. The staff enjoyed being able to be in community and strengthen relationships with each other to influence their support and relationships with students.

CCA was granted Hispanic Serving Institution (HSI) Status in June 2016. As a result an HSI committee was created to examine how CCA currently supports the Latinx population and determine where the opportunities exist to better support Latinx student success. This committee identified that more curricular and co-curricular programming should be implemented at CCA, as well as more scholarship opportunities and services for students who are undocumented.

## *HSI Committee Summary*

This committee focused on co-curricular programming for students. They recognized a need to develop a mentoring program for students and recruited CCA employees to serve as mentors for students with the goal of increasing student retention and engagement. The committee also wanted to bring more Latinx culture to the campus and are currently identifying prominent local, national, and international industry leaders throughout the Latinx diaspora to highlight through a poster campaign. This idea is still being explored as the committee needed more time to execute logistical efforts. Instead of a poster campaign, the committee is creating a large visual display to engage the CCA community in celebrating the rich diversity of students and employees. Additional funds are being used for programing purposes.

## *Impact*

- Conexiones Con La Comunidad program served as the kick-off to the mentoring program with local community members that allowed students to network and connect with their assigned mentors.
- 20 mentors from the CCA community applied to mentor students.
- There are currently 12 pairs of mentor/mentee pairs as there were more mentors than mentees that signed up for this pilot year.

### *LGBTQA Task Force Summary*

The LGBTQ Task Force will be hosting a program titled *Drag Queen Bingo*. The goal of this program is to provide the opportunity to learn about the purpose, culture, and history of drag in a fun and educational way. There are many misconceptions and stereotypes about drag and the drag community. This event will address these misconceptions and educate attendees on drag as a very empowering form of performance art. Our aim is to bring in performers of multiple identities.

Drag Queen Bingo supports the **LGBTQA+ Task Force's mission** to increase LGBTQA visibility on campus, educate and foster understanding, provide support and resources, and advocate for the LGBTQA community through planning events.

\*Impact-The impact of this program will be included in the May 1<sup>st</sup> report as the program will take place on April 4, 2019.

The Drag Queen Bingo event was a great success for the LGBTQA+ Task Force and Student Life. The performer, "Tequila Mockingbird", had extensive knowledge on the history of drag and LGBTQ+ history and addressed numerous topics during the event. She was able to relate to the students and provided an educational environment. She also discussed the strong influence of African America culture and Ball culture on drag culture. For many students, as well as members of the LGBTQA+ Task Force, this was new information. This is an area, the Task Force would like to explore further.

Due to the success of this event, the Task Force is planning to organize it again next spring. The intent is to have an additional performer who is also part of the Queer and Trans people of color community (QTPOC) and can speak about intersections of multiple identities within the LGBTQ community. This would further educate attendees on the history and influence of the African American community and Ball culture on drag, and discuss the challenges that QTPOC community faces. QTPOC continually face higher levels of discrimination and violence than white LGBTQ people. The majority of LGBTQ organizations are led by white cis-gender leaders, which is reflected in the types of services and resources offered, and do not always support the needs of the QTPOC community.

This was the most attended LGBTQA+ event ever on campus and the most attended Student Life event this semester. Over 150 people attended. Based on the evaluations from the event, the response were overwhelmingly positive. Students were able to learn new information and expressed an interest to attend this event again next year. Furthermore, students who identify

as part of the LGBTQ+ community were able to share their knowledge of LGBTQ+ history, have their identities affirmed, and felt that they could be themselves in the space.

Here are just a few of the comments from the evaluations:

“Drag brings people together. There are many forms of expression. People can express in different forms”

“I feel more knowledgeable. I am more loving me [*sic*] new LGBTQIA family here in CCA

“I feel inspired to explore different forms of self expression! I have been blown away by this event! Thank you to the entire task force. A special thank you to Tequila. She made this event! So Thankful!! Heart heart heart emoji”

“My view that our campus needs more events like this was affirmed. To hear students share their identities so bravely showed the immense value of this event”

### *College-Wide Professional Development Committee (CWPDC) Summary*

The CWPDC hosted a college-wide day long professional development day in conjunction with faculty in-service day on Tuesday, November 20, 2018. The theme was *Humanizing Our Students' Experience at CCA: "To better serve you, I must know who you are."* The committee selected a keynote speaker who supported the theme and provided education for faculty and staff. There were also evening sessions hosted on Monday, November 19, 2018 to meet the needs of instructors. There were 13 breakout sessions hosted after the keynote session and three one-time sessions on November 19, 2018. It is the hope that the theme would increase faculty and staffs understanding of who our students are so we can better serve them. The CWPDC believes this supports the College's inclusive excellence efforts.

#### Workshops Conducted at PD Day

- *Effective Teaching Practices*
- *I Am More Than My S#*
- *Reflecting and Making Meaning of My Student Experience: A Staff of Color Panel*
- *How to Coach, Mentor, and Turn Learners into CEO's (Chief Education Officers)*
- *Sink or Swim? Supporting Students Through Content-based Reading Instruction*
- *Building a Community of Care: A Conversation on Creating Affirming Spaces for Students at CCA*
- *Culture Shock*
- *"Damage can no longer be the only way we talk about ourselves": A Re-evaluation of How We Teach Narratives of Damage, Discrimination, and Oppression in Diverse Classroom*
- *Deconstructing Whiteness*
- *Humanity is Wrap-Around Services from the Student Success Center*

- *Reading Apprenticeship Training: Engaging Students with Reading*
- *An Activist Perspective: The Social Model of Disability*
- *Speedfaithing: A Quick and Dirty Intro to Worldview Diversity in the Classroom*
- *Students, Before They Even Get to Their First Day of Class...*
- *Utilizing Our Institution Learning Outcomes to Better Serve Our English Language Learners*
- *What I Needed to Unlearn in Order to Navigate Conversations about Race*

#### Impact

- 200 faculty and staff were in attendance for the PD day.
- Feedback from participants was overwhelmingly positive and the committee is planning to do the same type of session in fall 2019.
- Many participants expressed the need to repeat sessions for the whole college at an All-College meeting another time during the academic year.
- Many participants felt that the sessions helped them understand how to better support CCA students.
- Another college-wide PD day will happen on April 12, 2019 that will be focused on cultural competence, one of the new institutional outcomes. The impact of this day will be included in the May 1<sup>st</sup> report.

#### Update\*

The spring 2019 professional development day was a success. Over 80 participants attended the keynote and breakout sessions. The theme for the day was Cultural Competency which is a newly identified institutional student learning outcome. There were two adjunct instructors who conducted the keynote address titled, "ELL Students in Your Office & Classroom." There were eight different breakout sessions offered throughout the day titled:

- Fandom As Pedagogy: Geeking Up the Classroom
- The LGBTQIA+ Community: Developing Cultural Competence
- Reflecting and Making Meaning of My Student Experience: A Staff of Color Panel
- CCA Climate Survey Outcomes Discussion
- Culture Shock
- Damage can no longer be the only way we talk about ourselves
- Effectively Serving CCA Students Disabled by the College Curriculum: More than a Letter of Accommodations
- How to Disrupt Dominant Culture Patterns for Success in the Workplace

#### Plans for next steps

- The Academic Affairs Committee of the IE Council will need to collaborate with the Department Chairs Council to determine how to best utilize the new dashboards that have been created and set training dates for faculty
- Explore options to support faculty with understanding and addressing their disaggregated data

- Develop an Inclusive Pedagogy Instructional Coach permanent rotating position
- Explore an option to engage EILA alumnae in a similar structure to continue growth of knowledge and application of Inclusive Pedagogy and how to use equity data to inform changes to pedagogy and classroom structures
- Continue to implement the IE Strategic plan and assess efforts
- Receive updated reports from LFSA, HSI, and CWPDC committees to include in final May 1<sup>st</sup> report
- CCA will be applying for Title V grant funds to sustain the efforts that have been developed over the last couple of years and expand the impact on student engagement and retention
- Determine how to utilize remaining FSS funds

**Characterize the nature and frequency of your interaction with individuals from your mentor institution.**

The Community College of Aurora and the designated FSS team are grateful for this opportunity to further our Inclusive Excellence efforts for the benefit of our students. Towards the end of the first year of the grant, we met with LMC on a monthly basis but have not met with them during this second year. We did reach out to them individually for resources-specifically pertaining to understanding disaggregated equity data, and received it after multiple inquiries. It would have been helpful to review some of the documents together that were shared in addition to uploading them to the google drive. Overall the partnership has been beneficial for CCA in many ways pertaining to program review and use of data, and marketing and implementing our HSI initiatives.

As CCA was preparing for a special visit from the Higher Learning Commission that focused on assessment, learning more about the program review process from LMC was helpful. Leaders at LMC contributed to our learning about how to do a comprehensive program review as well as how to support faculty in making meaning of their own data. LMC was able to be transparent about the challenges with presenting disaggregated data to faculty and intentionally creating conversations about the data. The level of transparency has been reassuring for us as we have shared similar challenges with some of our faculty wanting to avoid talking about race with the data they receive. We are currently now embedding more guided and specific questions in the program assessment tool that we are hoping will support faculty with sense making of their disaggregated data.

Our partnership with LMC has also supported our HSI initiatives. As stated in the budget narrative, the committee was able to pilot a mentoring program which is also something we learned from LMC. It is our hope that HSI funds will propel us to start learning communities for our historically marginalized groups in our STEM fields. We were intrigued by the amount of learning communities LMC has developed with support of HSI funds that impact so many students. Our former marketing director was also able to connect with LMC's marketing department to learn more about how to promote our HSI status and what that means for our college which has also been helpful. Our Vice President of Student Affairs has also started a Latinx Advisory Board with community and industry leaders to inform our efforts.

Overall, our expectations for this relationship were fulfilled. What we learned from LMC has influenced the large projects such as our program review and HSI initiatives. We would like to continue an open relationship with LMC in the future. Something that was unexpected was the reciprocal relationship with LMC was developed where we were also able to support them in things we have implemented with our faculty professional development and challenges we have navigated. We are looking forward to a continued partnership.

**Characterize the nature and frequency of your interaction with individuals from other mentee institutions in your pod.**

There was very little interaction with individuals from other mentee institutions. Most of the interaction happened during group video chat meetings. It was expected that we would only be meeting during our pod calls so this did meet our expectations during the quarterly meetings during the first year of the grant. It could have been beneficial to continue those quarterly meetings the second year. Our team did benefit from some of the resources that were shared. Specifically, Yakima Valley College's hiring guidelines informed some of the guidelines in CCA's hiring handbook that has been developed.

**Characterize the nature and frequency of your interaction with individuals from mentee institutions outside of your pod.**

A couple of members from our CCA team participated on three panels with folks from other pods during the course of the grant. There were two webinar panels and one was an in-person panel at the 2018 Global MindED Conference titled "Creating a Diverse Talent Pipeline".

Webinars

- "Shifting Student Demographics Matter"
- "Strategies for Engaging Leaders"

**Do you anticipate continuing to engage with individuals from institutions that participated in this project?**

We would like to continue relationships with folks from our pod. This would be helpful as grow our HSI initiatives, assessment efforts, and recruiting historically marginalized populations to work at CCA.

**Please share any big lessons you will take away from engaging in this project.**

One lesson we learned was that providing faculty with data alone is not enough. We have to support departments with making meaning of data and taking ownership of the data. We want faculty to be empowered to be change agents with closing equity gaps and we also have to provide them with the support of skills, knowledge, and tools.

Another lesson we learned was that when something does not work, to not give up but try something else. When LMC shared their process of rolling out the data to faculty senate-they shared there was not much conversation about the equity gaps. They tried something else instead and met with the department chairs group where there were more intentional questions and breakout groups with

smaller groups about the data. Taking different approaches is something we are currently examining with how we can better provide Inclusive Pedagogy professional development for faculty. We want to be able to meet the needs of varying levels of understanding of Inclusive Pedagogy and acknowledge the ways of which faculty can put their understanding into practice.

**As a result of your engagement with this project, how would you assess the likelihood of your campus continuing to work towards campus culture change to promote greater student success and equity?**

The Community College of Aurora continues to be committed to Inclusive Excellence and student success. We will continue to do this work not just because it is the right thing to do, but because it is who we are as an institution. The Inclusive Excellence Strategic Plan will continue to influence us in our efforts as well as hold us accountable. CCA is currently underway with developing a new college strategic plan, and Inclusive Excellence is embedded throughout each of the new goals for the new five-year plan.