Institutional Priority 2021-22	Why is this a priority for your institution?	What needs to change and why?	Who needs to be involved in implementing the changes?	What resources are needed?	What outcomes can do you expect after implementing this change?	Outcomes for 2021-2022
1. **Teaching and Learning:** Engage faculty discipline teams in an equity-driven review of curriculum content for cultural responsiveness and representation	College faculty and staff believe that equitable learning will occur when all students have an awareness of varying cultures and can see themselves represented in the curriculum content. Faculty and staff also believe that when students make meaningful connections between what they learn in class and their cultures and life experiences, student engagement, trust, and success will increase.	Curriculum content must incorporate the assets and strengths all students bring to the classroom. Curriculum content must be relevant to all students. All cultures must be represented in the selection of textbooks, online materials, assignments, assessments, guest speakers, field trips, etc.	Full-time and adjunct faculty, Dean of Arts and Sciences, Dean of Business and Technologies, and Vice President for Instruction and Student Services.	Professional development training where faculty can learn about cultural responsiveness and representation in curriculum content. Time for faculty discipline teams to review curriculum content and to develop new content for cultural responsiveness and representation. Funds to purchase culturally-diverse materials for classrooms.	A greater number of faculty will incorporate culturally responsive and representative content in their courses. Faculty will develop skills in serving and engaging students from diverse backgrounds. Enrollment and retention of students from diverse backgrounds will increase. Student success, engagement, and trust in the classroom and online will increase.	During the 2021-22 year, academic divisions laid groundwork for equity-driven review of curriculum content for cultural responsiveness and representation by introducing concepts of equity and diverse student populations. Activities included: • Fall 2021 In-service: Inclusive Campus Culture presentation • Fall 2021: Equity in Education presentation • Spring 2022: Equity in Appalachia presentation • Trauma-informed teaching • ALICE workshops Additionally, faculty in several areas began work to review and revise courses for cultural responsiveness and representation. Examples and models to build upon include: • ART 101/102—inclusion of work of artists from all over the world who address gender, sex, race, ethnicity, immigration, and economics. • ART studio courses—inclusion of lessons on cultural sensitivity

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						such as how to show all skin tones. • BUS 205—inclusion of video describing the diverse workforce of Jet Blue to prompt students' discussion on the importance of diversity, equity, and inclusion in today's work environment. • BUS 236—inclusion of a research project on a country of the student's choice to identify at least five aspects of intercultural communication and the culture's impact on communication and the process of acculturation. • BUS 265—inclusion of assignments on the impact that cultural influences have on the development of social norms, morals, and values. • CST 100- inclusion of video examples of speeches that feature speakers of varied heritage and background or topics that have been traditionally neglected (such as Juneteenth). • ENG 111- inclusion of podcasts that encourage discussion about diversity of human experiences born out of differences in age, race, gender, geography, home

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						language, immigration status, socio-economic status, and family culture. • ENG 111—incorporation of Universal Design for Learning (UDL) so that the class provides multiple entry points to learning • ENG 111, 112—inclusion of assignments about home cultures, traditions, and practices. • ENG 211—addition of a mini-lesson about cultural appropriation and sensitivity in writing about people and cultures not our own, and inclusion of assigned readings from a variety of ethnic and racial backgrounds and reflective of gender diversity. • ENG 241/242—creation of diverse reading list that includes writings from female, African-American, LGBTQIA+, Latinx, Native, and Asian-American authors. • MUS 225—explanation of varied geography, history, and cultural contexts that shape the peoples of the world.

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2. **Student Support**: Provide professional development on labor market information, careers, programs, and transfer pathways for advisors who onboard students to enable them to guide students effectively in identifying career goals and selecting program pathways	Professional development and training will be needed as NRCC hires three new G3 advisors. Additionally, all student services team members will be invited to participate in trainings to ensure consistency of student supports and messaging, and to strengthen the holistic, guided pathways, and one-door advising model.	The REV and G3 programs, coupled with ongoing labor market effects of the pandemic, have steered more non-traditional students to begin or return to their academic journeys. NRCC is increasing re-enrollment efforts throughout summer and fall 2021 with the goal of encouraging students who left during the pandemic to re-enroll and complete their programs of study. A strong focus on holistic advising is imperative to	Student services managers: Dean, Admissions and Records Coordinator, Disability Services Coordinator, Enrollment Management and Transfer Services Coordinator, Financial Aid Manager, Student Success Coordinator All student services staff, including but not limited to, new G3 advisors, current advisors, career coaches, career	Student services managers will take leadership roles in planning and implementing the professional development and training. External resources and partnerships with the New River/Mt. Rogers Workforce Development Board, Radford University, Virginia Tech, VCCS, and other organizations will be utilized in developing and delivering the training content.	Student services staff, especially advisors, will become better equipped to provide holistic, guided pathways, and one-door advising. Staff will have a greater understanding of labor market needs and ability to assist students in developing career goals.	Professional development opportunities focusing on labor market information, careers, programs, and transfer pathways were provided to student support staff members. The list below includes activities in which staff participated during the 2021-22 academic year. Additionally, the list highlights a "culture of care" approach to supporting students. These holistic professional development opportunities have enabled staff to assist students more effectively with identifying career goals and selecting program pathways. • AHEAD in Virginia conferences • ASIST Suicide Prevention training • Diversity, Equity, and Inclusion trainings • EAB Navigate training • EMSI Career Coach training • NRCC Advising trainings • NRCC Inclusive Campus Culture presentation • NRCC Orientation/CLAS survey training • Potomac & Chesapeake Association for College Admission Counseling (PCACAC) conference • Single-Stop training

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		support all students – traditional, non-traditional, and those returning. Furthermore, greater emphasis on career goals and planning, and a deeper understanding of the labor market is needed.	services and student resources, student welcome center, student activities, veterans' services. WFD staff, including FastForward career coach.			• SNAP 50-50 training • ALICE Series trainings • TransferVA trainings • Trauma Informed Care trainings and certifications • VCCS Coaching & Advising Peer Group meetings and trainings • VCCS G3 training • VCCS New Horizons conference • Virginia Career Coach Certification • Virginia Tech Advising Matters conference

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3. **The Future of Work Objectives:** Evaluate effectiveness of 8-week terms, flexible hybrid course delivery, and online course delivery to respond to the changing needs of students; explore year-round scheduling to improve retention and persistence	Students have expressed a desire for more flexibility in course scheduling and mode of delivery; lack of flexibility may become a competitive disadvantage in attracting and retaining students.	Initial schedule modifications to include some shorter terms have been promising, as has development of hybrid course delivery, but more analysis is needed to guide future directions.	Vice President for Workforce Development and External Relations, Vice President for Instruction and Student Services, Director of Institutional Effectiveness and Research, Director of Online Learning, and Deans.	Staff time	Revised parameters for academic calendar/course offerings.\n\nEnhanced data to support decision-making regarding instructional delivery.	A review of offerings at postsecondary institutions both inside and outside of Virginia was undertaken during the 2021-22 academic year. Results indicated significant movement in recent years in the direction of shorter academic terms and more flexible options for completing courses and programs. Results have been shared with NRCC academic managers to inform future course/program development and scheduling.\n\nA grade distribution study of students enrolled in seven-week and 14-week courses in 2019-20 and 2020-21 (excluding dual enrollment courses) was conducted. Results indicated that success rates for students who completed seven-week courses (as defined by an earned grade of A, B or C) were greater than success rates for students who completed traditional 14-week courses. Success rates (by term) for the latter ranged from a low of 43.6 percent to a high of 80.4 percent. For the seven-week courses, success rates ranged from 76.1 percent to 88.7 percent.\n\nWhile comparisons must take into account factors such as the much

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						smaller number of seven-week courses and correspondingly smaller number of students, as well as the possible impact of the COVID-19 pandemic, the results at a minimum suggest that offering courses condensed from the full-semester time frame may not pose substantial risks in the area of student success. In fact, the likelihood of enhancing student success seems promising, although further research will be needed in this area before more definite conclusions can be made. Both VCCS and internal data show a continuing decline in enrollment in recent years, while a review of marketing efforts by other institutions, ranging from proprietary schools to universities, reveals increased competition for students, particularly for those taking online courses. Given this and other considerations, a proposal recommending that the college expand the range of choices for students in scheduling and mode of delivery has been submitted to the president's staff for suggested implementation in 2022-23.

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4. **Diversity:** Review hiring process to ensure candidates understand equity focus	New hires need to be aware that diversity, equity, and inclusion are important values at NRCC.	The hiring process will be reviewed and modified to ensure that the process explicitly includes a discussion of the importance of diversity and equity at NRCC.	Director of HR, Title IX Coordinator, President's Staff	Personnel time to review current policies and develop revised policies.	All candidates for positions at NRCC will value diversity, inclusion and equity as much as the institution and will understand the college's focus on these values.	A thorough review of the following steps of the hiring process was conducted: - decision to hire, - job posting development, - placement of postings, - review of applications, - selection of candidates for interviews, - interview process, - final selection, and - on-boarding of the hired individual. This review validated that required job duties include a commitment to diversity, equity, and inclusion. Screening and interviewing committees include related questions and statements, such as: - Why do you believe that diversity and equity are important to an institution like NRCC? - NRCC is committed to the principle of diversity, equity, and inclusion and as such, faculty and staff make a conscious effort in creating a campus climate that not only welcomes and supports, but also emphasizes respect from

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						and for, staff, students, and campus visitors from varied ethnic, gender identity, sexual orientation, ability-level, and socio-economic status, among other backgrounds. • Please explain your level of comfort working with a diverse clientele and describe how you would strive to make others feel welcome and supported on campus. In addition, an aggressive effort was undertaken to train a number of staffers to serve as search advocates in this process to ensure the process clearly focuses on the equity of the process and that the individual hired understands and respects the college's focus on equity. A total of nine college employees have been trained as search advocates. The hiring process concludes with independent reviews and signoffs by a five-person team to ensure the propriety of the hiring process, including a focus on equity.

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5. **Diversity:** Evaluate and improve faculty recruitment and retention efforts to ensure hiring reflects, at a minimum, demographics of the service region	Students at NRCC should be able to see themselves among the faculty at NRCC and feel represented in the NRCC community.	Faculty recruitment and retention activities will be reviewed to ensure hiring reflects demographics of the community the college serves.	Director of HR, Title IX coordinator, President's Staff	Personnel time to review current policies and develop revised policies.	Faculty demographics will increasingly mirror those of the community NRCC serves. **New River Community College Service Region Demographics** (April 2021 data from JobsEQ) | **Gender**	
Male	50.6%
Female	49.4%
Race/Ethnicity	
White	88.6%
Black or African American	4.5%
American Indian and Alaska Native	0.3%
Asian	3.9%
Native Hawaiian and Other Pacific Islander	0.1%
Some Other Race	0.8%
Two or More Races	1.9%
Hispanic or Latino (of any race)	2.8%
Other Demographics	
Veterans, Age 18-64	3.8%
With a Disability, Age 18-64	10.0%
Foreign Born	5.1%		College staff reviewed the current recruitment process to ensure that a diverse population of potential applicants is reached. As a result of the review, the college has increased recruitment efforts, using media sites such as Graystone Workplace Diversity Network, DiversityJobs.com, WorkplaceDiversity.com, and hispanicoutlook.com. Retention efforts have been addressed through the contract renewal (retention) and/or promotion processes. The entirety of a faculty member's contributions to the college, including representation of an underrepresented community segment, is included in the review and deliberations. Current data do not reflect significant improvement; however, the college remains committed to the recruitment and retention of faculty who represent the demographics and diversity of the service region.