Cerro Coso Community College Convergence on Diversity and Equity
October 8, 2013
Room 350

Participants attending the convergence will gain an understanding of the difference between equity and equality; discuss the implications of the outcomes of our ratings on the ATD Inventory on Diversity and Equity; Consider ways to engage the college stakeholders in "courageous conversations" about the identified topics.

9:00   Welcome from President Board

9:15   Setting the Context: Reviewing the Results on the ***ATD Inventory on Diversity and Equity***

10:00 Coffee Break

10:15 "Inclusions Insights: Stereotypes, Lazy Brains, and Unintentional Intolerance"
       Viewing the CD (s) with reflection back to the Inventory

11:30 Lunch and Table Top Discussion

12:30 "So what does our disaggregated data say?"

1:30   Cookie and Beverage Break

1:45   KCCD Diversity Plan: college staffing, student demographics, and the community demographics of our Service area

2:45   Wrap up and assessment of the day

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TBD   ATD Coach time with PC (CCConfer or VC)
TBD   ATD Coach time with BC (CCConfer or VC)
3:00   CCConfer or VC Presidents' meetings with ATD Coaches

2013 Kickoff Institute
Discussion Guide

Team Time #3: Engaging Stakeholders in Student Equity, Success, and Completion Improvements

Description

College teams and coaches meet to complete and review the Achieving the Dream *Inventory on Diversity and Equity* and to identify stakeholder engagement strategies.

Instructions

- Discuss difference between equity and equality.
- Review and complete the ATD *Inventory on Diversity and Equity*.
- Discuss plans for engaging internal and external stakeholders on these topics.

Team Time Objectives

- Gain clear understanding of differences between equity and equality.
- Complete and discuss the implications of your ratings on the ATD *Inventory on Diversity and Equity*.
- Consider ways to utilize the *Inventory on Diversity and Equity* to engage stakeholders in "courageous conversations" about these topics.

Suggested Guiding Questions (continued next page)

1. Are there unintended barriers (attitudes, policies, practices, etc.) at your college that may be preventing *equitable* treatment of students?
   - ✓ What suggestions do you have for removing these barriers?
   - ✓ Are there certain groups that may resist equitable, rather than equal, treatment of students?

2. What ratings on the *Inventory on Diversity and Equity* stand out positively or negatively?
   - ✓ How would you rate the college overall on cultural openness to topics such as equity, diversity, and inclusiveness?

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3. How and when will you introduce and administer the *Inventory on Diversity and Equity* at your college?

4. What cultural sensitivities do you anticipate at your institution as you begin to share data and engage in "courageous conversations" about closing achievement gaps?
    - ✓ How will you overcome these sensitivities?
    - ✓ How important is it that disaggregated outcomes data and gap analysis are presented to participants during these conversations? Why?

5. How will you engage the external community in conversations about equity and performance gaps?

References

Team Time #3 Discussion Guide
Achieving the Dream *Inventory on Diversity and Equity*

Achieving the Dream™

Community Colleges Count

INVENTORY ON DIVERSITY AND EQUITY

Please Check One
___ African American
___ Asian/Pacific Islander
___ Hispanic/Latino
___ Native American
___ Caucasian

Please Check One
___ Administrator
___ Staff
___ Faculty
___ Student

This inventory is designed to promote dialogue about colleges' cultural sensitivity, cultural competence, and commitment to equitable outcomes for all students. Individuals' perceptions are a key component of such dialogue. Responses to the inventory are intended for use in a facilitated discussion or focus group.

Circle 1 – 5 to indicate the extent to which you agree with each statement. **1** = strongly disagree; **2** = disagree; **3** = neither agree nor disagree; **4** = agree; and **5** = strongly agree; DK=Don't Know

1. This institution has publicly committed itself to the promotion of equity and fairness.

   1   2   3   4   5   DK

   Comment: _____

2. Closing gaps in student outcomes (retention and graduation) between racial and ethnic groups is a part of this college's vision for the future.

   1   2   3   4   5   DK

   Comment: _____

3. The college climate indicates a respect for inclusiveness.

   1   2   3   4   5   DK

   Comment: _____

4. This college consistently demonstrates a commitment to equity for all students.

   1   2   3   4   5   DK

   Comment: _____

5. Institutional policies are sensitive to the needs of a diverse student population.

   1   2   3   4   5   DK

   Comment: _____

... ..., and commitment to equitable outcomes for all

Achieving the Dream™

Community Colleges Count

Circle 1 – 5 to indicate the extent to which you agree with each statement. **1** = strongly disagree; **2** = disagree; **3** = neither agree nor disagree; **4** = agree; and **5** = strongly agree; DK=Don't Know

6. This institution routinely reviews and discusses student outcome data (retention, graduation, course completion) that is disaggregated by race, income, and other demographic factors.

    1 2 3 4 5 DK

Comment: _____

7. Student support staff routinely discuss and assess how their services address achievement gaps between students of different racial, ethnic, and income groups.

    1 2 3 4 5 DK

Comment: _____

8. The college's staffing reflects the racial and ethnic composition of its service area's population (community or region).

    1 2 3 4 5 DK

Comment: _____

9. At this institution equity and fairness is considered during the hiring process.

    1 2 3 4 5 DK

Comment: _____

10. Most faculty have sufficient experience with or knowledge of how to teach students from diverse backgrounds.

    1 2 3 4 5 DK

Comment: _____

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Community Colleges Count

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11. Most staff have sufficient experience with or knowledge of how to work with students from diverse backgrounds.

1 2 3 4 5 DK

Comment: _____

12. Most administrators have sufficient experience with or knowledge of how to work with students from diverse backgrounds.

1 2 3 4 5 DK

Comment: _____

13. Front-line staff are sensitive to culturally diverse students.

1 2 3 4 5 DK

Comment: _____

14. Student support services are effective for a diverse student population.

1 2 3 4 5 DK

Comment: _____

15. Multicultural perspectives are integrated throughout the curriculum.

1 2 3 4 5 DK

Comment: _____

16. Faculty members hold high expectations for the success of all students.

1 2 3 4 5 DK

Comment: _____

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Community Colleges Count

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17. Professional development opportunities have increased cultural competence across all college units.

1 2 3 4 5 DK

Comment: _____

18. Instructional and student services areas carefully coordinate their work to support a diverse student population.

1 2 3 4 5 DK

Comment: _____

19. The college routinely creates opportunities for students of color and low-income students to voice opinions about their college experience.

1 2 3 4 5 DK

Comment: _____

20. Students of color and low-income students are encouraged to assume student leadership positions at the college and supported when they do so.

1 2 3 4 5 DK

Comment: _____

21. Students of color and low-income students routinely have opportunities to be hired for student jobs at the college

1 2 3 4 5 DK

Comment: _____

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