

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?
<p>1. Teaching and Learning: Engage faculty discipline teams in an equity-driven review of curriculum content for cultural responsiveness and representation</p>	<p>College faculty and staff believe that equitable learning will occur when <u>all</u> students have an awareness of varying cultures and can see themselves represented in the curriculum content.</p> <p>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.</p>	<p>Curriculum content must incorporate the assets and strengths all students bring to the classroom.</p> <p>Curriculum content must be relevant to <u>all</u> students. All cultures must be represented in the selection of textbooks, online materials, assignments, assessments, guest speakers, field trips, etc.</p>	<p>Full-time and adjunct faculty, Dean of Arts and Sciences, Dean of Business and Technologies, and Vice President for Instruction and Student Services.</p>	<p>Professional development training where faculty can learn about cultural responsiveness and representation in curriculum content.</p> <p>Time for faculty discipline teams to review curriculum content and to develop new content for cultural responsiveness and representation.</p> <p>Funds to purchase culturally-diverse materials for classrooms.</p>	<p>A greater number of faculty will incorporate culturally responsive and representative content in their courses.</p> <p>Faculty will develop skills in serving and engaging students from diverse backgrounds.</p> <p>Enrollment and retention of students from diverse backgrounds will increase.</p> <p>Student success, engagement, and trust in the classroom and online will increase.</p>

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<p>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</p>	<p>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.</p>	<p>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 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.</p>	<p>Student services managers: Dean, Admissions and Records Coordinator, Disability Services Coordinator, Enrollment Management and Transfer Services Coordinator, Financial Aid Manager, Student Success Coordinator</p> <p>All student services staff, including but not limited to, new G3 advisors, current advisors, career coaches, career services and student resources, student welcome center, student activities, veterans' services.</p> <p>WFD staff, including FastForward career coach.</p>	<p>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.</p>	<p>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.</p>

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<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Staff time</p>	<p>Revised parameters for academic calendar/course offerings.</p> <p>Enhanced data to support decision-making regarding instructional delivery.</p>
<p>4. Diversity: Review hiring process to ensure candidates understand equity focus</p>	<p>New hires need to be aware that diversity, equity, and inclusion are important values at NRCC.</p>	<p>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.</p>	<p>Director of HR, Title IX Coordinator, President’s Staff</p>	<p>Personnel time to review current policies and develop revised policies.</p>	<p>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.</p>

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<p>5. Diversity: Evaluate and improve faculty recruitment and retention efforts to ensure hiring reflects, at a minimum, demographics of the service region</p>	<p>Students at NRCC should be able to see themselves among the faculty at NRCC and feel represented in the NRCC community.</p>	<p>Faculty recruitment and retention activities will be reviewed to ensure hiring reflects demographics of the community the college serves.</p>	<p>Director of HR, Title IX coordinator, President's Staff</p>	<p>Personnel time to review current policies and develop revised policies.</p>	<p>Faculty demographics will increasingly mirror those of the community NRCC serves.</p> <p>New River Community College Service Region Demographics (April 2021 data from JobsEQ)</p> <table border="1" data-bbox="1604 581 2016 1463"> <thead> <tr> <th colspan="2" data-bbox="1604 581 2016 621">Gender</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 625 1885 662">Male</td> <td data-bbox="1885 625 2016 662">50.6%</td> </tr> <tr> <td data-bbox="1604 665 1885 703">Female</td> <td data-bbox="1885 665 2016 703">49.4%</td> </tr> <tr> <th colspan="2" data-bbox="1604 706 2016 747">Race/Ethnicity</th> </tr> <tr> <td data-bbox="1604 750 1885 787">White</td> <td data-bbox="1885 750 2016 787">88.6%</td> </tr> <tr> <td data-bbox="1604 790 1885 867">Black or African American</td> <td data-bbox="1885 790 2016 867">4.5%</td> </tr> <tr> <td data-bbox="1604 870 1885 946">American Indian and Alaska Native</td> <td data-bbox="1885 870 2016 946">0.3%</td> </tr> <tr> <td data-bbox="1604 950 1885 987">Asian</td> <td data-bbox="1885 950 2016 987">3.9%</td> </tr> <tr> <td data-bbox="1604 990 1885 1096">Native Hawaiian and Other Pacific Islander</td> <td data-bbox="1885 990 2016 1096">0.1%</td> </tr> <tr> <td data-bbox="1604 1099 1885 1136">Some Other Race</td> <td data-bbox="1885 1099 2016 1136">0.8%</td> </tr> <tr> <td data-bbox="1604 1140 1885 1177">Two or More Races</td> <td data-bbox="1885 1140 2016 1177">1.9%</td> </tr> <tr> <td data-bbox="1604 1180 1885 1256">Hispanic or Latino (of any race)</td> <td data-bbox="1885 1180 2016 1256">2.8%</td> </tr> <tr> <th colspan="2" data-bbox="1604 1260 2016 1300">Other Demographics</th> </tr> <tr> <td data-bbox="1604 1304 1885 1341">Veterans, Age 18-64</td> <td data-bbox="1885 1304 2016 1341">3.8%</td> </tr> <tr> <td data-bbox="1604 1344 1885 1421">With a Disability, Age 18-64</td> <td data-bbox="1885 1344 2016 1421">10.0%</td> </tr> <tr> <td data-bbox="1604 1424 1885 1461">Foreign Born</td> <td data-bbox="1885 1424 2016 1461">5.1%</td> </tr> </tbody> </table>	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%
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