

Diversity



Equity



Inclusion



2024-2026
Plan



Atlantic Cape Community College
Diversity, Equity and Inclusion Plan 2024 - 2026

I. Introduction

The College's mission as adopted in the *2022 – 2026 Strategic Plan – A Vision for Success* encompasses our culture, goals and values:

Atlantic Cape Community College provides inclusive, accessible, and equitable educational programs and services to transform lives and empower students to successfully meet their academic, social and career goals, while also supporting the diverse needs of our community.

In alignment with our mission, the 2024-2026 Diversity, Equity, and Inclusion Plan represents our commitment to creating an inclusive campus culture where every individual feels respected, valued, and supported to thrive academically, personally, and professionally. The plan has been designed to provide a blueprint to systematically advance Atlantic Cape's DEI efforts and increase college-wide accountability to those efforts.

The goals and strategies for this plan were identified through a process involving analysis of multiple data sources including institutional performance metrics, HEDS campus climate survey results, and demographic data (see *Appendix A*), a review of the work that has taken place since the Diversity, Equity, and Inclusion Plan was first approved in 2021 (see *Appendix B*), and feedback from college stakeholders including the Diversity, Equity, and Inclusion Cross-functional Committee, the Academic Equity Committee, and the Board of Trustees Diversity, Equity, and Inclusion Committee.

Key Terms Defined

Diversity: differences among people in their race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, culture, national origin, religious beliefs and identity, age, disability status, and political perspective.

Equity: a commitment to working to challenge and respond to bias, harassment, and discrimination against people from diverse identities and backgrounds. Noting that fairness cannot be achieved by treating everyone the same regardless of need; emphasizing practices that cultivate fairness by allocating more resources to those who need them to succeed, thereby working to rectify social/historical disparities in resources.

Inclusion: The active creation and maintenance of culture, policy, and practices that are grounded in respect for the worth of all individuals. Inclusion emphasizes seeking out and promoting the participation of all, with particular effort to reach out and pull in those who are most at risk of marginalization.

II. Diversity, Equity and Inclusion Goals & Strategies

Goal 1: Improve Campus Culture and Climate

Examine college processes and systems to renew a college culture that fosters opportunities for cultural and intercultural engagement and supports diversity, equity and inclusion.

Goal 1 Strategies:

- 1.1 Develop, sustain and support **curricular, co-curricular, and extracurricular learning opportunities** for students, faculty and staff to engage in cultural and intercultural learning, promoting an equity minded culture.
- 1.2 Review and revise **High Impact College Policies and Procedures** using an equity lens.
- 1.3 **Assess the climate of diversity, equity, and inclusion** across the College, including providing a plan for continuous assessment/feedback and a platform to reflect on perceptions of the college climate.

Goal 2: Ensure Equitable Access

Enhance the recruitment and search processes and professional development opportunities for prospective and current employees to support a workforce reflective of Atlantic Cape's service region and the student populations that we serve.

Goal 2 Strategies:

- 2.1 Create **Onboarding Equity Orientation** for all employees. Include equity module to faculty onboarding program and new student orientations.
- 2.2 Expand **Professional Development opportunities** for employees focusing on *Atlantic Cape Cares – A Culture of Care, Recognizing and Addressing Microaggressions, Conflict Resolution and Trust Building*.
- 2.3 Review and revise key **recruitment and retention policies** and procedures (e.g., hiring, reclassification, complaints, etc.).

Goal 3: Improve Student Experience and Outcomes – Closing Achievement Gaps

Deploy strategies to promote equitable access, engagement, and success of current and future students of Atlantic Cape's diverse communities.

Goal 3 Strategies:

- 3.1 Offer opportunities for departments to **review and make meaning of** their specific **data metrics**, including reviewing disaggregated student Early Momentum Metrics (EMM).
- 3.2 Create and distribute calendar of all employee and student **surveys**. Communicate to college when disaggregated survey results are available and where to access. Offer focus groups to engage college in **data driven conversations**.
- 3.3 Implement an **Equity Minded Budget Allocation and Resource Identification and Planning** process.

II. Expected Outcomes, Targets and Responsible Departments**Goal 1: Improve Campus Culture and Climate**

- 1.1 Expected Outcome: Increased overall satisfaction with campus experience/ environment regarding diversity.
Target: Overall satisfaction will increase by 1% per year.
Baseline: Fall 2021 - Campus experience/environment regarding diversity Very satisfied or Generally satisfied by 83%
- 1.2 Expected Outcome: Develop sustainable processes to evaluate and continuously improve policies, procedures or processes.
Target: Annual review and update of 2 policies through equity lens, e.g. non-bias, inclusive language.
Baseline: none
- 1.3 Expected Outcome: Increase response rate of Campus Climate Survey administered in March 2024.
Target: Increase response rate to 20% response rate overall
Baseline: Overall response rate 11% in December 2021.

Responsible Departments:

Board Office
 Institutional Effectiveness
 Human Resources
 Student Affairs & Enrollment Mgmt Academic Affairs
 Finance
 DEI Cross-functional Committee
 Academic Equity Committee
 Student Success Cross-functional Committee

Goal 2: Equitable Access

- 2.1 Expected Outcome: All new full time and part time employees will receive onboarding equity orientation.
Target: 100% of new employees will receive Onboarding Equity Orientation
Baseline: none
- 2.2 Expected Outcome: Increase in satisfaction with overall campus climate.
Target: Increase satisfaction rate by 1% per year.
Baseline: 2021 survey: overall satisfaction - 83% (HEDS identified 2-year college peer group: 81%)
- 2.3 Expected Outcome: Assess existing human resources hiring practices, policies and procedures through an equity lens.
Target: Review and revise minimum 2 employee recruitment and retention policies and procedures (e.g., hiring, reclassification, complaints, etc.) annually.
Baseline: none

Responsible Departments:

Human Resources
Institutional Effectiveness
 Student Affairs & Enrollment Management
 Academic Affairs
 Finance
 Diversity, Equity & Inclusion (DEI) Cross-functional Committee
 Academic Equity Committee
 Student Success Cross-functional Committee

Goal 3: Improve Student Experience and Outcomes – Closing Achievement Gaps

- 3.1 Expected Outcome: Data literacy skills will be enhanced college wide to understand success patterns and characteristics of student populations.
 Target: Increase frequency (3 per academic year) of Data Literacy Day Sessions.
 Baseline: 1 session offered in 2023.
- 3.2 Expected Outcome: Expand communication of planned and completed surveys, including disaggregated results.
 Target: Publish disaggregated survey results in Annual Institutional Outcomes Report
 Baseline: none
- 3.3 Expected Outcome: College's Budget planning process is updated to include expected Student Success outcomes for under-served populations.
 Target 1: Fall to Fall Retention IPEDS: 2% increase per year
 Baseline: Black/African American (56% FA22) and Hispanic (55% FA22)
 Target 2: 150% Completion IPEDS: 2% increase per year
 Baseline: Black/African American (12% FA22) and Hispanic (20% FA22)

Responsible Departments

Institutional Effectiveness
Finance
 Academic Affairs
 Student Success Cross-functional Committee

Reporting

The progress made toward accomplishment of the Diversity, Equity and Inclusion Plan Goals outlined above will be reported in the annual *Institutional Outcomes Report* and made available to the college community electronically. Key findings, including disaggregated student success outcome data will also be included in area midyear and annual progress reports.

Appendix A: Data Analysis

Institutional Performance Measures

The multiple year trend data is used to identify priorities and build internal capacity to address inequities in student outcomes and narrow equity gaps through increased completion, retention, and graduation rates for low-income students, students of all races/ethnicities and genders, first-generation students, adult learners, students with disabilities and under-represented students.

These data are leveraged to broaden our understanding of equity and equity-based, student-centered design to begin to identify specific strategies, including targeted student interventions in the College's student success work. The work of the campus-wide Diversity, Equity & Inclusion (DEI) committees includes understanding trends, determining action steps, and scaling interventions to provide all students with the supports they need to be successful.

Diversity Equity & Inclusion Plan Performance Metrics

Atlantic Cape's Strategic Plan Performance Metrics are used to measure DEI Plan progress, outlining student characteristics, enrollment patterns, fall-to-fall retention and 3-year outcomes for entering cohorts. Key Findings include:

Fall-to-Fall Retention

- The fall to spring retention rate for Blacks was 71% compared to 77% for Whites in the Fall 2022 cohort, a 6-percentage point gap. This gap of 6 percentage points persisted between Fall 2021 and Fall 2022
- The fall to spring retention rate for Hispanics was 72% compared to 77% for Whites in the Fall 2022 cohort, a 5-percentage point gap. The gap increased 3 percentage points between Fall 2021 and Fall 2022
- The fall to fall retention rate for Blacks was 44% compared to 59% for Whites in the Fall 2022 cohort, a 15-percentage point gap. The gap increased 5 percentage points between Fall 2021 and Fall 2022
- The fall to fall retention rate for Hispanics was 52% compared to 59% for Whites in the Fall 2022 cohort, a 7-percentage point gap. The gap increased 4 percentage points between Fall 2021 and Fall 2022

Course Success

- The fiscal year 2023 overall course success rate for Blacks is 57% compared to 77% for Whites, a 20-percentage point gap. This gap has widened from the previous year by 4 percentage points
- The fiscal year 2023 overall course success rate for Hispanics is 66% compared to 77% for Whites, an 11-percentage point gap. This gap has narrowed from the previous year by 5 percentage points
- The English gateway course success rate for Blacks was 39% compared to 57% for Whites in the Fall 2022 cohort, an 18-percentage point gap. This gap widened from 15 percentage points the previous year.
- The English gateway course success rate for Hispanics was 49% compared to 57% for Whites in the Fall 2022 cohort, an 8-percentage point gap. This gap widened by 11 percentage points from the previous year.
- The Math gateway course success rate for Blacks was 19% compared to 40% for Whites in the Fall 2022 cohort, a 21-percentage point gap. This gap narrowed from 22 percentage points the previous year.
- The Math gateway course success rate for Hispanics was 29% compared to 40% for Whites in the Fall 2022 cohort, an 11-percentage point gap. This gap widened by 5 percentage points from the previous year.

College Credits Earned

- In the Fall 2022 cohort 40% of Blacks earned 6+ college credits in term 1 compared to 70% of Whites, a 30-percentage point gap. This gap widened by 5% between the Fall 2021 and Fall 2022
- In the Fall 2022 cohort, 53% of Hispanics earned 6+ credits in term 1 compared to 70% of Whites, a 17-percentage point gap.
- In the Fall 2022 Cohort 16% of Blacks earned 12+ credits I term 1 compared to 31% of Whites, a 15-percentage point gap.
- In the Fall 2022 Cohort 22% of Hispanics earned 12+ credits I term 1 compared to 31% of Whites, a 9-percentage point gap.
- In the Fall 2022 Cohort 10% of Blacks earned 24+ credits I year 1 compared to 29% of Whites, a 19-percentage point gap
- In the Fall 2022 Cohort 21% of Hispanics earned 24+ credits I year 1 compared to 29% of Whites, an 8-percentage point gap

Graduation

- The 150% IPEDS graduation rate for Hispanics was 20% compared to 27% for Whites in the Fall 2019 cohort, a 7-percentage point gap. Compared to Fall 2021 the gap widened by 3 percentage points
- The 150% IPEDS graduation rate for Blacks was 12% compared to 27% for Whites in the Fall 2019 cohort, a 15-percentage point gap. Compared to Fall 2021 the gap widened by 4 percentage points

Campus Climate Survey Key Findings

The HEDS Diversity and Equity Campus Climate Survey was administered by HEDS (Higher Education Data Sharing Consortium) between November 8 - December 5, 2021. It was sent to all students, faculty, and staff with the goal to understand more about their:

- perceptions of Atlantic Cape's climate;
- perceptions of how Atlantic Cape supports diversity and equity, and;
- experiences with discrimination and harassment at Atlantic Cape.

554 respondents completed the survey from the 4,892 that were invited to participate for an 11% overall response rate with a 4% margin of error and 95% confidence level (the acceptable margin of error usually falls between 4% and 8% at the 95% confidence level). The response rate for the different roles was as follows:

Role	Invited	Count	Response Rate
Students	4,305	332	7%
Employees	587	192	33%
Prefer not to respond		44	
Total	4,892	554	11%

With regard to **the overall campus climate**, the majority of respondents (83%) reported that they were Very satisfied or Generally satisfied. 13% responded that they were Neither satisfied nor dissatisfied, and 4% were Very dissatisfied or Generally dissatisfied with the overall campus climate.

The campus experience/environment regarding diversity at this institution was rated as Very satisfied or Generally satisfied by 83%, while 12% responded that they were Neither satisfied nor dissatisfied, and 6% were Very dissatisfied or Generally dissatisfied.

Nine percent of the respondents (**49 out of 554**) who took the survey reported that they'd experienced **discrimination or harassment** while at Atlantic Cape, of which 4% (24 out of 554) stated they experienced it within the past year; 5% indicated they were unsure whether they had.

Of the 24 respondents who took the survey and reported that they'd experienced discrimination or harassment while at Atlantic Cape in the past year, 67% of those individuals (16) **indicated they did not report the discrimination/harassment** that they experienced to campus officials.

Employment and Student Demographics

Employee demographics compared to Student Demographics

- The percentage of Hispanic students has been increasing steadily, from 25% in Fall 2019 to a 28% in Fall 2022. However, the percentage of Hispanic faculty has remained low at 2 to 4% over the years, and Hispanic staff increased slightly from 8 to 10%. This shows potential underrepresentation.
- The percentage of Black/African American students has remained steady at 13-14% over the years. But the percentage of Black/African American faculty increased from 4 to 6% between Fall 2018 and Fall 2022, and Black/African American staff increased slightly from 20-23% over the years. This shows overrepresentation among staff but underrepresentation among faculty.
- Over 60% of the students are female, compared to 63% of faculty and 58% of staff. This suggests female students may be relatively well-represented among employees.

Student/Employee Distribution; Fall 2023

Race/Ethnicity	Students	Faculty	Staff	Faculty and Staff
White	42%	88%	69%	73%
Black or African American	14%	6%	23%	15%
Hispanic	28%	4%	10%	7%
Asian	6%	4%	5%	5%
Two or More Races	4%	0%	0%	0%
American Indian or Alaska Native	0%	0%	1%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
Unknown	5%	0%	0%	0%

Service Region Demographics vs. Employee Trend Data

	Atlantic	Cape May	Service Area Combined	Fall 2022	Fall 2021
American Indian or Alaska Native	1%	0%	1%	0%	0%
Asian	8%	1%	6%	6%	6%
Black or African American	17%	5%	14%	14%	14%
Hispanic	20%	9%	17%	26%	28%
Native Hawaiian/ Other Pacific Islander	0	0	0	0	0
Two or More Races	3%	2%	3%	4%	4%
White	55%	85%	63%	42%	44%

Appendix B:

2021 Diversity, Equity and Inclusion Plan - Activities Summary

Initiatives designed to advance the goals of the 2021 Diversity, Equity, and Inclusion Plan have been implemented across the College. The results of the HEDS Diversity and Equity Campus Climate Survey administered in the Fall of 2021 served to inform the priority areas of focus for these activities and highlighted a need to improve campus culture for both students and employees, to enhance professional development opportunities, and to empower executive staff to navigate and address DEI concerns on campus. The following is a brief summary of these activities.

Institutional Improvement

To foster institutional transformation, the College has engaged the services of Achieving the Dream (ATD), a national nonprofit that helps colleges to accelerate student success and enhance equity by using data to inform a unique change process that builds each college's institutional capacities.

ATD Coaches have conducted campus visits and facilitated workshops for key college stakeholders including the President's Cabinet, President's Leadership Council, Cross-functional Committees, Academic Committees, and Faculty and Staff. Site visits took place in March 2022, January 2023, and November 2023, with additional virtual sessions taking place throughout this time period.

These sessions have served to equip college leaders with the tools and frameworks to recognize and address obstacles to equity work, identify and address micro-aggressions, and foster a respectful and inclusive campus climate.

Additionally, the College has also had the opportunity to engage with NACUBO, through a 3-year institutional grant, to test and implement a tool to strategically finance initiatives that foster equitable student outcomes. As part of this process, faculty and staff were invited to submit proposals for projects that would foster student success and/or enhance equity and the College awarded up to \$100,000 total in Student Success Initiative funding to 8 projects for FY24.

Professional Development for Faculty and Staff

A variety of professional development activities have provided opportunities for faculty and staff to expand their understanding of DEI and connect these concepts to work at the college. Some examples include:

- Attending annual conferences such as the ATD DREAM Conference
- DEI-focused sessions at Faculty Development Day, Faculty-In Service, and Adjunct Academy
 - Examples include: "Creating Safe and Inclusive Classrooms and Curriculum for LGBTQ+ Students", "Connecting with Students Regardless of Age, Race, Experience, or Views" and "How to 'Do' Accessibility in the Classroom."
- Distinguished Speaker Talk and Workshop led by LeDerick Horne, disability rights advocate
- Instructional Technology and CFA Webinars on accessibility and accommodations
- New DEI-focused Center for Teaching and Learning Excellence (CTLE) programming: "Equity Minded Student Practices", "Creating a Sense of Belonging for Students", and "Conducting an Equity Minded Assessment of Classroom Structures"
- "Best Practices in Advancing Culturally Responsive Classrooms" resource guide, compiled by the College's Academic Equity Committee

Student-Focused Programming

Student Engagement has made a concerted effort to broaden the student perspective around diversity, equity, and inclusion. Through multicultural and diverse programming, students have the opportunity to experience an inclusive campus life experience outside of the classroom while deepening their understanding of others. The following list is sample of the student programming that has taken place at Atlantic Cape:

- Community for the Differently Abled Advocacy Guest Speaker series
- White Cane Day sponsored by the Community for the Differently Abled
- Closet Convo; LGBTQIA Panel Discussion
- National Coming Out Day Fest
- Iftar Party and Student Panel sponsored by the Muslim Student Association
- Asian American Pacific Islander Heritage Month & Flag Raising
- Hispanic Heritage Month & Flag Raising
- Black History Month & Flag Raising
- Hunger Banquet - Hunger & Homelessness Week program
- Cultural Heritage Festival
- International Student Celebration

Atlantic Cape Community College 2022 – 2026 Strategic Plan: A Vision for Success Goal Metrics

Updated: January 18, 2024 (FY 2022-2023)

Goal 1: Engage

Ensure high-quality and equitable student, employee, and community stakeholder experiences

Metrics Assumptions: Baseline Fall 2021 (FY22) adding additional year re: COVID-19

Fall Applicants

Fall Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021*	Fall 2022	1yr. Change
Number of Applicants	3,140	3,148	3,220	2,875	2,743	-5%
Enrollment Yield	37%	35%	35%	38%	40%	2%

Fall Credit Enrollment

Fall Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021*	Fall 2022	1yr. Change
Credit Enrollment	4,973	5,048	4,464	4,373	4,278	-2%

Spring Credit Enrollment

Spring Term	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	1yr. Change
Credit Enrollment	4,747	4,699	3,923	4,198	4107	-2%

Fiscal Year Credit Enrollment

Fiscal Year	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	1yr. Change
Total Headcount	7,744	6,948	6,166	6,313	6322	0.1%
Audited Full-Time Equivalent Enrollment (FTE)	3,692	3,747	3,374	3,339	TBD	-

Fiscal Year Non-Credit Enrollment

Fiscal Year	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	1yr. Change
Customized Training Registrations	1,736	762	330	782	833	13%
Open Enrollment Registrations	2,090	2,160	1,076	933	1732	86%

Term Credit Student Population Demographic Distribution (*)

Fall Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	8%	7%	7%	6%	6%	0%
Black or African American	14%	14%	13%	14%	14%	0%
Hispanic	23%	25%	26%	26%	28%	2%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%
Two or More Races	2%	3%	3%	4%	4%	0%
Unknown	8%	7%	6%	5%	5%	0%
White	46%	44%	45%	44%	42%	-2%
Total Headcount of Underrepresented Minorities	1,934	2,144	1,909	1,951	1,994	2%
Total Headcount – Fall Enrollment	4,973	5,048	4,464	4,373	4,278	-2%
% of Fall Student Enrollment	39%	42%	43%	45%	47%	2%

(*) DEI Plan 2023 – 2026 Metric

Fall Term Enrollment by Gender Distribution (*)

Fall Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
Female	61%	61%	65%	64%	63%	-1%
Male	39%	39%	35%	36%	37%	+1%

(*) DEI Plan 2023 – 2026 Metric

Adult (Non -Traditional Age) Credit Enrollment (*)

Fall Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
Total Headcount	1,626	1,625	1,480	1,521	1,426	-6%
% of Fall Student Enrollment	33%	32%	33%	32%	33%	1%

(*) DEI Plan 2023 – 2026 Metric

HS Dual/Concurrent Enrollment

Fiscal Year	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	1yr. Change
Fiscal Year Headcount (Summer, Fall, and Spring)	592	1,032	957	1,347	1,215	-10.0%

Goal 2: Support

Provide innovative services designed to bolster student progress and wellness that enhance the educational experience
 Cross-functional committees – Enrollment Management; Student Success; Diversity, Equity & Inclusion

Financial Aid & Economic Support (*)

Fiscal Year	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	1yr. Change
Number of Unduplicated Headcount of PELL, TAG, CCOG and EOF Recipients	3,452	3,548	3,085	3,016	3133	4%
Number of Unduplicated Headcount of Scholarship Awards Recipients	402	567	600	529	1874	254%

Fall to Spring Retention (NTI AtD Fall Student Cohort) – Early Momentum Metric (*)

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
% of students who persisted from term 1 to term 2 (fall-to-spring)	77%	78%	75%	78%	75%	-3%
Asian	85%	77%	69%	87%	81%	-6%
Black/African American	70%	73%	70%	73%	71%	-2%
Hispanics	78%	81%	80%	77%	72%	-5%
White	78%	79%	75%	79%	77%	-2%
Pell Recipients	81%	82%	83%	82%	80%	-2%
Non-Pell Recipients	71%	73%	66%	74%	69%	-5%
Female	78%	81%	77%	80%	76%	-4%
Male	76%	75%	72%	75%	73%	-2%

Fall to Fall Retention (NTI AtD Fall Student Cohort) - Early Momentum Metric (*)

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
% of students who persisted from term 1 to term 2 (fall-to-fall)	57%	52%	58%	62%	55%	-7%
Asian	73%	63%	66%	72%	65%	-7%
Black/African American	45%	48%	52%	53%	44%	-9%
Hispanics	62%	52%	60%	61%	52%	-9%
White	57%	52%	58%	63%	59%	-4%
Pell Recipients	57%	53%	61%	64%	56%	-8%
Non-Pell Recipients	56%	49%	55%	60%	53%	-7%
Female	58%	57%	59%	66%	57%	-9%
Male	55%	45%	56%	56%	52%	-4%

Fall to Fall Retention (IPEDS Cohort) - Early Momentum Metric (*)

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
% of students who persisted from term 1 to term 2 (fall-to-fall)	62%	58%	63%	69%	60%	-9%
Asian	82%	71%	73%	74%	68%	-6%
Black/African American	45%	52%	56%	61%	56%	-5%
Hispanic	65%	62%	64%	67%	55%	-12%
White	64%	58%	64%	72%	64%	-8%
Pell Recipients	60%	58%	64%	68%	59%	-9%
Non-Pell Recipients	65%	58%	63%	70%	61%	-9%
Female	63%	64%	65%	72%	65%	-7%
Male	58%	60%	50%	60%	55%	-5%

CCSSE Survey - Support for Learners Benchmark

Administered	Spring 2019
Providing the support you need to help you succeed at this college	68%
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	57%
Helping you cope with your non-academic responsibilities (work, family, etc.)	28%
Providing the support you need to thrive socially	32%
Providing the financial support you need to afford your education	57%
Academic advising/planning	63%
Career counseling	17%

Goal 3: Educate

Cultivate an innovative and inclusive climate for high-quality learning across the college community responsive to both immediate challenges and long-term needs

Cross-functional committees – Student Success and Faculty Committees

College Ready Headcount

Fall Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
College Ready Headcount	353	372	491	550	576	5%
% of Cohort	26%	27%	44%	48%	49%	1%

Course Success Rates (*)

Fiscal Year	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	1yr. Change
Fiscal Year Course Success Rates (% with ABC Grades)	75%	75%	74%	74%	71%	-3%
Asian	80%	81%	82%	78%	77%	-1%
Black/African American	63%	65%	64%	63%	57%	-6%
Hispanic	74%	73%	69%	70%	66%	-4%
Native American	76%	81%	77%	89%	77%	-12%
Native Hawaiian	75%	66%	65%	63%	73%	10%
Multiple Races	65%	68%	67%	69%	63%	-6%
White	79%	78%	79%	79%	77%	-2%
Pell Recipients	74%	73%	72%	72%	68%	-4%
Non-Pell Recipients	78%	77%	78%	77%	75%	-2%
Female	78%	78%	76%	76%	72%	-4%
Male	71%	70%	71%	82%	69%	-13%

English Gateway Course Success (NTI AtD Fall Student Cohort) - Early Momentum Metric (*)

Aspen Benchmark: 57%

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
% of students who completed gateway college-level English in Year 1	54%	57%	61%	60%	52%	-8%
Asian	56%	60%	70%	60%	61%	1%
Black/African American	39%	52%	46%	48%	39%	-9%
Hispanics	56%	55%	65%	61%	49%	-12%
White	60%	60%	62%	63%	57%	-6%
Pell Recipients	55%	56%	65%	63%	52%	-11%
Non-Pell Recipients	53%	57%	56%	57%	52%	-5%
Female	57%	58%	63%	63%	53%	-10%

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
Male	51%	55%	57%	56%	50%	-6%

Math Gateway Course Success (NTI AtD Fall Student Cohort) - Early Momentum Metric (*)

Aspen Benchmark: 48%

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
% of students who completed gateway college-level Math in Year 1	25%	34%	41%	43%	34%	-9%
Asian	39%	42%	42%	57%	54%	-3%
Black/African American	13%	27%	24%	25%	19%	-6%
Hispanics	22%	30%	41%	41%	29%	-12%
White	30%	38%	47%	47%	40%	-7%
Pell Recipients	23%	32%	40%	41%	31%	-10%
Non-Pell Recipients	28%	37%	41%	45%	37%	-8%
Female	24%	34%	40%	44%	30%	-14%
Male	27%	34%	42%	40%	38%	-2%

English and Math Gateway Course Success (NTI AtD Fall Student Cohort) - Early Momentum Metric (*)

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
% of students who completed gateway college-level English and Math in Year 1	19%	28%	35%	35%	26%	-9%
Asian	30%	37%	38%	42%	44%	2%
Black/African American	8%	23%	20%	19%	12%	-7%
Hispanics	16%	24%	35%	34%	24%	-10%
White	22%	31%	39%	40%	30%	-10%
Pell Recipients	18%	25%	35%	34%	24%	-10%
Non-Pell Recipient	20%	31%	34%	36%	29%	-7%
Female	17%	28%	35%	37%	24%	-13%
Male	20%	27%	35%	32%	29%	-3%

Six credits earned in term 1 (NTI AtD Fall Student Cohort) - Early Momentum Metric (*)

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
% of students earning at least 6 college credits or more in term 1	56%	59%	63%	65%	59%	-6%
Asian	56%	53%	58%	66%	67%	1%
Black/African American	39%	46%	46%	48%	40%	-8%
Hispanics	56%	53%	61%	60%	53%	-7%

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
White	63%	68%	70%	73%	70%	-3%
Pell Recipients	54%	56%	64%	62%	57%	-5%
Non-Pell Recipients	59%	63%	62%	68%	62%	-6%
Female	57%	60%	65%	66%	58%	-8%
Male	55%	57%	60%	63%	61%	-2%

Twelve college credits earned in term 1 (NTI AtD Fall Student Cohort) - Early Momentum Metric (*)

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
% of students earning at least 12 college credits or more in term 1	21%	23%	30%	30%	26%	-4%
Asian	34%	20%	25%	31%	38%	7%
Black/African American	7%	12%	22%	17%	16%	-1%
Hispanics	18%	17%	25%	27%	22%	-5%
White	27%	31%	35%	35%	31%	-4%
Pell Recipients	18%	20%	28%	28%	23%	-5%
Non-Pell Recipients	26%	28%	31%	32%	29%	-3%
Female	20%	24%	31%	31%	25%	-6%
Male	23%	22%	28%	28%	28%	-

Twenty-four college credits earned in year 1 (NTI AtD Fall Student Cohort) - Early Momentum Metric (*)

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
% of students earning at least 24 college credits or more in year 1	19%	21%	26%	28%	23%	-5%
Asian	29%	27%	25%	27%	35%	8%
Black/African American	6%	8%	17%	15%	10%	-5%
Hispanics	18%	16%	19%	25%	21%	-4%
White	25%	27%	32%	33%	29%	-4%
Pell Recipients	17%	18%	23%	25%	21%	-4%
Non-Pell Recipients	23%	26%	29%	31%	26%	-5%
Female	19%	23%	28%	30%	23%	-7%
Male	20%	18%	23%	25%	23%	-2%

Goal 4: Achieve**Eliminate barriers to increase academic, social, and career goal attainment for all students.**

Cross-functional committees –Student Success, Diversity Equity & Inclusion and Faculty Committees

Completion: Degrees and 30+ Certificates Awarded

Fiscal Year	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	1yr. Change
Number of Degrees Awarded	644	689	599	808	643	
Number of 30+ Certificates Awarded	7	7	8	14	5	

IPEDS Graduation Rate (Fall First-Time Full-Time Degree Seeking Cohort)

Cohort Entering Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	1yr. Change
100% of the time (2 years)	5%	8%	8%	9%	10%	1%
150% of the time (3 years)	21%	20%	20%	21%	23%	2%
200% of the time (5 years)	26%	27%	25%	29%	27%	-2%

150% (3Y) IPEDS Graduation Rate – Disaggregated (*)

Cohort Entering Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	1yr. Change
% who earned a credential within 4 years	21%	20%	20%	21%	23%	2%
Asian	24%	15%	24%	25%	21%	-4%
Black/African American	11%	11%	9%	15%	12%	-3%
Hispanic	16%	20%	17%	23%	20%	-3%
White	24%	23%	27%	26%	27%	1%
Pell Recipients	18%	15%	19%	21%	17%	-4%
Non-Pell Recipients	25%	26%	23%	24%	31%	7%
Female	24%	22%	24%	25%	27%	2%
Male	18%	17%	17%	19%	17%	-2%

4y Graduation Rate (NTI AtD Fall Student Cohort) (*)

Cohort Entering Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	1yr. Change
% who earned a credential within 4 years	22%	20%	22%	22%	22%	0%
Asian	28%	23%	31%	26%	25%	-1%
Black/African American	10%	10%	10%	11%	13%	2%
Hispanics	17%	22%	17%	23%	20%	-3%
White	26%	23%	29%	27%	27%	0%

Cohort Entering Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	1yr. Change
Pell Recipients	20%	18%	19%	18%	19%	1%
Non-Pell Recipients	25%	23%	25%	20%	25%	5%
Female	24%	22%	25%	25%	25%	0%
Male	19%	17%	18%	20%	18%	-2%

% of College Credits Earned versus Attempted in Year 1 (NTI AtD Fall Student Cohort) - Early Momentum Metric (*)

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
% of College Credits Earned versus Attempted in Year 1 (NTI AtD Fall Student Cohort) - Early Momentum Metric	76%	76%	76%	76%	74%	-2%
Asian	86%	84%	79%	78%	85%	7%
Black/African American	62%	67%	64%	63%	57%	-6%
Hispanics	75%	73%	69%	73%	70%	-3%
White	80%	79%	82%	81%	80%	-1%
Pell Recipients	72%	73%	73%	73%	70%	-3%
Non-Pell Recipients	80%	79%	80%	80%	79%	-1%
Female	78%	79%	77%	79%	75%	-4%
Male	73%	71%	74%	72%	73%	1%

Goal 5: Excel

Cultivate an innovative and inclusive climate for high-quality learning across the college community responsive to both immediate challenges and long-term needs.

Cross-functional committees – Institutional Effectiveness; Senior Staff;

Unrestricted Expenses by Function - Instructional, Academic Support, Student Services, Institutional Support, Plant Operations & Maintenance

Fiscal Year	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	1yr. Change
Total Cost of Expenses/FTE	\$9,485	\$9,846	\$9,523	\$10,061	\$11,006	9%
Cost of Credit Instruction/FTE	\$3,125	\$3,238	\$3,121	\$3,322	\$3,471	4%
Cost of Academic Support/FTE	\$982	\$977	\$943	\$1,092	\$1,355	24%
Cost of Student Services/FTE	\$1,111	\$1,136	\$1,119	\$1,219	\$1,454	19%
Cost of Institutional Support/FTE	\$2,345	\$2,423	\$2,470	\$2,443	\$2,534	4%
Cost of O&M of Plant/FTE	\$1,780	\$1,929	\$1,760	\$1,759	\$1,983	13%

Net Price for FT/FT Degree Seeking: General Tuition and Fees

Fiscal Year	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	1yr. Change
Cost of Attendance \$	\$14,658	\$15,336	\$15,653	\$15,753	\$14,889	-5.4%
Average Awarded Grant/Scholarship Aid	\$5,735	\$6,003	\$5,368	\$5,288	\$6,480	+29%
Net Price	\$8,923	\$9,333	\$10,285	\$10,465	\$8,409	-20%
Full Academic Year General Tuition and fees (in district)	\$4,818	\$5,238	\$5,340	\$5,340	\$4,272	-25%

Employee Demographics (Faculty + Staff)*

Fall Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
White	78%	79%	77%	73%	73%	0%
Black / African American	13%	12%	14%	15%	15%	0%
Hispanic	5%	5%	6%	7%	7%	0%
Asian	3%	2%	3%	5%	5%	0%
Native Hawaiian/ Pacific Islander	1%	1%	0%	0%	0%	0%
American Indian / Alaska Native	0%	0%	0%	0%	0%	0%
Unknown	0%	0%	0%	0%	0%	0%
Female	60%	55%	60%	62%	61%	-1%
Male	40%	45%	40%	38%	39%	1%

(*) DEI Plan 2023 – 2026 Metric

Employee Demographics (Faculty) *

Fall Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
White	88%	91%	89%	86%	85%	-1%
Black / African American	6%	4%	4%	5%	6%	1%
Hispanic	2%	2%	3%	5%	4%	-1%
Asian	3%	2%	3%	3%	4%	1%
Native Hawaiian/ Pacific Islander	1%	1%	1%	1%	1%	0%
American Indian / Alaska Native	0%	0%	0%	0%	0%	0%
Unknown	0%	0%	0%	0%	0%	0%
Female	61%	48%	61%	65%	63%	-2%
Male	39%	52%	39%	35%	37%	2%

(*) *DEI Plan 2023 – 2026 Metric*

Employee Demographics (Staff)*

Fall Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Change
White	69%	67%	68%	62%	61%	-1%
Black / African American	20%	20%	22%	23%	23%	0%
Hispanic	7%	8%	8%	9%	10%	1%
Asian	2%	4%	2%	6%	5%	-1%
Native Hawaiian/ Pacific Islander	1%	1%	0%	0%	0%	0%
American Indian / Alaska Native	0%	0%	1%	1%	1%	0%
Unknown	0%	0%	0%	0%	0%	0%
Female	59%	63%	60%	60%	58%	-2%
Male	41%	37%	40%	40%	42%	2%

(*) *DEI Plan 2023 – 2026 Metric*

County of Service – Demographics*

County	Atlantic	Came May
White	55%	85%
Black / African American	17%	5%
Hispanic	20%	9%
Asian	8%	1%
Native Hawaiian/ Pacific Islander	0%	0.4%
American Indian / Alaska Native	0.7%	0.1%
Two or More Races	2.9%	2%
Female	51%	51%
Male	49%	49%

(*) *DEI Plan 2023 – 2026 Metric*

Atlantic Cape Community College Diversity, Equity and Inclusion (DEI) Plan 2024 – 2026

Diversity, Equity & Inclusion Goals	Goal 1: Improve Campus Culture and Climate Examine college processes and systems to renew a college culture that fosters opportunities for cultural and intercultural engagement and supports diversity, equity and inclusion.			
	Goal 2: Ensure Equitable Access Enhance the recruitment and search processes and professional development opportunities for prospective and current employees to support a workforce reflective of Atlantic Cape’s service region and the student populations that we serve.			
	Goal 3: Improve Student Experience and Outcomes – Closing Achievement Gaps Deploy strategies to promote equitable access, engagement, and success of current and future students of Atlantic Cape’s diverse communities.			
Goal 1	Improve Campus Culture and Climate Examine college processes and systems and renew a college culture that fosters opportunities for cultural and intercultural engagement and supports diversity, equity and inclusion. Promote a culture of care through dialogue, education, engagement and DEI awareness within the broader college community.			
Strategies	Expected Outcomes	Target	Responsible Departments	Progress Update March 2024
1.1 Develop, sustain and support curricular, co-curricular, and extracurricular learning opportunities for students, faculty and staff to engage in cultural and intercultural learning, promoting an equity minded culture.	Increased overall satisfaction with campus experience/environment regarding diversity.	Target: Overall satisfaction will increase by 1% per year. Baseline: Fall 2021 - Campus experience/environment regarding diversity Very satisfied or Generally satisfied by 83%	Institutional Effectiveness Student Affairs & Enrollment Mgmt Academic Affairs Human Resources Finance DEI Cross-functional Committee Academic Equity Committee Student Success Cross-functional Committee	<ul style="list-style-type: none"> - Achieving the Dream Equity Coaching programming to Cabinet and expanded to President’s Leadership Council - Student-Focused Programming - To broaden the student perspective around diversity, equity, and inclusion, multicultural and diverse programming has been expanded to provide students the opportunity to experience an inclusive campus life experience outside of the classroom while deepening their understanding of others. - Academic Equity Committee proposed equity syllable statement. - Creation of centralized webpage for DEI

<p>1.2 Review and revise High Impact College Policies and Procedures using an equity lens.</p>	<p>Develop sustainable processes to evaluate and continuously improve policies, procedures or processes.</p>	<p>Target: Annual review and update of 2 policies through equity lens, e.g. non-bias, inclusive language. Baseline: none</p>	<p>Board Office Institutional Effectiveness Human Resources Student Affairs & Enrollment Mgmt Academic Affairs Finance DEI Cross-functional Committee Academic Equity Committee Student Success Cross-functional Committee</p>	<p>- Identification of Policy to be reviewed – Achieving the Dream process mapping adult onramps for students, including equity lens</p>
<p>1.3 Assess the climate of diversity, equity, and inclusion across the College, including providing a plan for continuous assessment/feedback and a platform to reflect on perceptions of the college climate.</p>	<p>Increase response rate of Campus Climate Survey administered in March 2024.</p>	<p>Increase response rate to 20% response rate overall Baseline: Overall 12/21 response rate 11%</p>	<p>Institutional Effectiveness Human Resources Student Affairs & Enrollment Mgmt Academic Affairs Finance DEI Cross-functional Committee Student Success Cross-functional Committee</p>	<p>- Campus Climate Survey administered Spring 2024</p>
<p>Goal 2 <i>Ensure Equitable Access</i> Enhance the recruitment and search processes and professional development opportunities for prospective and current employees to support a workforce reflective of Atlantic Cape’s service region and the student populations that we serve.</p>				
<p>Strategies</p>	<p>Expected Outcomes</p>	<p>Target</p>	<p>Responsible Departments</p>	<p>Progress Update March 2024</p>
<p>2.1 Create Onboarding Equity Orientation for all employees. Include equity module to faculty onboarding program and new student orientations.</p>	<p>All new full time and part time employees will receive onboarding equity orientation.</p>	<p>100% of new employees will receive Onboarding Equity Orientation Baseline: none</p>	<p>Human Resources DEI Cross-functional Committee Academic Equity Committee Enrollment Management Cross-functional</p>	<p>- Equity Orientation Program in development</p>

<p>2.2 Expand Professional Development opportunities for employees focusing on <i>Atlantic Cape Cares – A Culture of Care</i>, Recognizing and Addressing Microaggressions, Conflict Resolution and Trust Building.</p>	<p>Increase in satisfaction with overall campus climate.</p>	<p>Increase satisfaction rate by 1% per year. Baseline: 2021 survey: overall satisfaction - 83% (HEDS identified 2-year college peer group was 81%).</p>	<p>Human Resources Institutional Effectiveness Student Affairs & Enrollment Management Academic Affairs Finance Diversity, Equity & Inclusion (DEI) Cross-functional Committee Academic Equity Committee Student Success Cross-functional Committee</p>	<ul style="list-style-type: none"> - ATD Equity Sessions Fall 2023 - ATD Equity Sessions Spring 2024 - HR sponsored professional development events
<p>2.3 Review and revise key recruitment and retention policies and procedures (e.g., hiring, reclassification, complaints, etc.).</p>	<p>Assess existing human resources hiring practices, policies and procedures through an equity lens.</p>	<p>Target: Review and revise minimum 2 employee recruitment and retention policies and procedures (e.g., hiring, reclassification, complaints, etc.) annually. Baseline: none</p>	<p>Human Resources DEI Cross-functional Committee Academic Equity Committee Student Success Cross-functional Committee Enrollment Management Cross-functional</p>	<ul style="list-style-type: none"> - In progress
<p>Goal 3</p>	<p><i>Improve Student Experience and Outcomes – Closing Achievement Gaps</i> Deploy strategies to promote equitable access, engagement, and success of current and future students of Atlantic Cape’s diverse communities.</p>			
<p>Strategies</p>	<p>Expected Outcomes</p>	<p>Targets</p>	<p>Responsible Departments</p>	<p>Progress Update March 2024</p>
<p>3.1 Offer opportunities for departments to review and make meaning of their specific data metrics, including reviewing disaggregated student Early Momentum Metrics (EMM).</p>	<p>Data literacy skills will be enhanced college wide to understand success patterns and characteristics of student populations.</p>	<p>Target: Increase frequency (3 per academic year) of Data Literacy Day Sessions. Baseline: 1 session offered in 2023.</p>	<p>Institutional Effectiveness Academic Affairs Finance Student Success Cross-functional Committee Institutional Effectiveness Cross-functional Committee</p>	<ul style="list-style-type: none"> - Data Literacy Days offered at Faculty Assembly - Data Literacy Days offered to service areas; Cross functional committees; etc. -

<p>3.2 Create and distribute calendar of all employee and student surveys. Communicate to college when disaggregated survey results are available and where to access. Offer focus groups to engage college in data driven conversations.</p>	<p>Expand communication of planned and completed surveys, including disaggregated results.</p>	<p>Target: Publish disaggregated survey results in Annual Institutional Outcomes Report Baseline: none</p>	<p>Institutional Effectiveness Academic Affairs Finance Student Success Cross-functional Committee</p>	<ul style="list-style-type: none"> - Institutional Outcomes Report will include survey calendars and results. - Strategic and DEI Plan metrics identified, including disaggregated results.
<p>3.3 Implement an Equity Minded Budget Allocation and Resource Identification and Planning process.</p>	<p>College’s Budget planning process is updated to include expected Student Success outcomes for under-served populations.</p>	<p>Target 1: Fall to Fall Retention IPEDS: 2% increase per year Baseline: Black/African American (56% FA22) and Hispanic (55% FA22) Target 2: 150% Completion IPEDS: 2% increase per year Baseline: Black/ African American (12% FA22) and Hispanic (20% FA22)</p>	<p>Finance Institutional Effectiveness Academic Affairs Student Success Cross-functional Committee</p>	<p>Partnering with NACUBO, through a 3-year institutional grant, to test and implement a tool to strategically finance initiatives that foster equitable student outcomes. As part of this process, faculty and staff were invited to submit proposals for projects that would foster student success and/or enhance equity and the College awarded up to \$100,000 total in Student Success Initiative funding to 8 projects for FY24.</p>