Three Rivers Community College Strategic Plan 2020-2023			
Goals	**Activities**	**Metrics**	**Progress to Date**
1. STUDENT SUCCESS Provide excellent educational experiences to prepare students for advancement to four-year institutions or for career readiness / enhancement.	Three Rivers will provide excellent educational experiences to prepare students for advancement to four-year institutions or for career readiness	• % students enrolled in >=15 credits in one semester (fall or spring) • % of students enrolled in >=30 credits in one year (fall, spring, summer) • % of students enrolled in distance-learning courses • % of students passing developmental English or Math courses in their first year (fall, spring, and summer) • % of students completing gateway English or Math courses with a C or better • Number of tutoring sessions offered in one year (fall, spring, summer) • % of students retained fall-to-spring and fall-to-fall	• In Spring and Fall of 2018, we had our highest percentage of students enrolled in 15 or more credits in several years, but from Spring 2019 through Spring 2020 we returned to levels more consistent with historical data. In Fall of 2020, we achieved our highest percentage in at least eight years, with 10.3 percent of students registered for 15 or more credits. • No clear trend across academic years exists in terms of the percentage of students enrolled in >=30 credits in a year. In 17/18, we have a value of 4.6%, followed by 4.8% in 18/19 and 4% in 19/20. The average over the three academic years prior to the strategic plan is identical to the average of our strategic plan period. • We have seen steady gains in the percentage of students taking distance learning courses, increasing in a near-linear pattern from 25.2% in Fall 2017 to 34.2% in Spring of 2020. • Pass rates for those students taking developmental math saw an increase for student starting in the Spring and Fall of 2018, but students starting in Spring of 2019 had a lower developmental pass rate than in years prior. Students starting in Fall of 2019 had a pass rate comparable to the rate in Fall 2017. Developmental English pass rates followed a similar pattern, though students starting in Fall of 2019 had an especially high pass rate of 63.4 percent. • Students starting in Spring of 2019 had a notably low gateway math course pass rate of 38.9%. In contrast, Fall 2019 hit our highest gateway math pass rate in the range of our strategic plan, with 56.8% passing. English pass rates were flat, with a Fall 2017 cohort pass rate of 66.5% serving as the peak, the Spring 2018 cohort representing the lowest pass rate with 53.5%, and the Fall 2019 cohort finishing with a 61.7% pass rate. • Tutoring sessions have seen large gains when looked at on both the year and semester level. From 16/17 to 18/19, we saw an increase of 2105 tutoring sessions. • Fall to Fall retention has declined since Fall 2017, albeit Fall 2019 numbers have been impacted by COVID-19. Our Fall to Spring retention rates have remained in the very narrow range of 66.6% to 69.3% for the past three years. Rates in the prior three years fell into a slightly higher range of 70.7% to 74.6 percent.

		• % of credential-seeking students who complete a degree or certificate within 3 years of initial enrollment.	• The percentage of credential-seeking students who have earned a degree or certificate within three years has risen steadily, with 11.5% of students starting in the 17/18 academic year completing a credential within three years, regardless of full-time/part-time status.
	Students in career-focused programs are well-prepared for work, and programs demonstrate marketable quality.	• Employer satisfaction with student preparation survey (data currently not available)	• Employer satisfaction surveys have not been done with any regularity. Past employer surveys for programs have yielded very little employer feedback. • In terms of awards conferred, Non-credit has a peak in Fall 2017 and Spring 2018, largely due to the Manufacturing Prep program numbers. Number of programs that students earned an award in have declined. On the credit side, the Spring of 2019 had the most awards conferred, while the number of programs awarded in any given semester has declined. • Enrollment numbers for non-credit have been strong, with our largest enrollment term in the 2016-2020 data set being Spring 2020 at 234 students. Remarkably, Fall 2020 enrollment was only very slightly less at 211.
		• Number of focused workforce development programs validated by local / regional labor data for high-demand jobs.	• Workforce development data is encouraging as validated by P20WIN information. As a whole, graduates from the 2010-2011 were earning 3,851 more per quarter 8 quarters afterwards. Electrical Engineering grads were earning 4,524 more per quarter, our CJS and Fire Tech majors were earning 4,394 ore per quarter, and our Nurses were earning 9,653 more per quarter.
		• Seek/maintain accreditation for career-focused programs, i.e., nursing.	• External program accreditation is required for the ECE and nursing. Both have been successful within the last two years in maintaining accreditation.
	College sustains an excellent reputation in transfer preparation.	• Number of articulation agreements	• As of the 2019 -2020 AY, the college has 22 transfer articulations or agreements with other 4 yr. institutions. Some are broad but moist address specific programs, e.g. criminal justice, ECE, and dental hygiene. This does not include the TAP program which are not a closely within the college's purview. • CT-CCNP participates in twelve RN-BSN/MSN articulation agreements (https://www.ct.edu/academics/nursing#agreements)

		• Top ten 4-year institutions TRCC students transfer into.	• The top ten 4yr transfer institutions averaged over 2015-20219 in order of highest to lowest are ECSU, UCONN, SCSU, CCSU, Southern New Hampshire U, NE Institute of Tech, Mitchell College, Charter Oak State College, WCSU, and the University of Tampa. • The top three 4-year institutions TRCC Nursing students transfer to for their BSN/MSN completion are: 1. University of Louisiana at Lafayette 2. Western Governors University 3. COSC
	College expands support of faculty development to advance teaching and learning.	• Number of Center for Teaching events	• CFT events are offered throughout the academic year and by both the local and statewide group. During the 2019-20 academic year, the Center for Teaching activities at the 12 community colleges provided professional development support for 5146 program attendees in both the online and in-person programs. The three CFT system-wide programs provided support for 509 individuals, representing a 42% increase in participation in State-wide events over last year despite the cancelation of two of our largest programs, Schwab and Barnes. Ninety-six percent of the participants attended more than one event and 25% participated in all seven state-wide events.
		• Number of professional development days.	• Professional days for the faculty continue to be organized by the CFT at the beginning of the spring semesters. The fall event is generally applicable to faculty and staff and is organized by the president's office or a designee individual or group. • Nursing & AH: Annual; CT-CCNP Annual (except for May 2020 due to COVID-19)

	Establish clear, goal-oriented process to evaluate academic programs.	• Systematically evaluate all certificate and degree programs to determine their relevance.	• Academic programs are assessed on a five-year schedule. A report is drafted by the program's coordinator and reviewed by the Curriculum Committee. Relevant student learning outcomes are provided to the CSCU for review, feedback and acceptance. Programs that have few graduates or do not provide outcomes that allow student success are processed for improvement or termination. The college has developed improvement plans and terminated several programs or certificates in the past years.
			• Scheduled program evaluation at monthly nursing curriculum guided by ACEN standard's 1-6
			   o Mission and Administrative Capacity
			   o Faculty and Staff

- o Students
- o Curriculum
- o Resources
- o Program Outcomes/End-of-Program SLOs
- o CT-CCNP May 2021 PD focus: First annual evaluation of newly implemented Concept-Based Curriculum

Goals	Activities	Metrics	Progress to Date
2. IMAGE College of choice; promote the value and recognition of Three Rivers Community College and the CSCU as excellent venues to achieve educational goals.	**Increase Marketing Efforts** Continue to create a paradigm shift – that TRCC is a legitimate choice for college, not a last resort; it is for successful students as well as for students needing remedial help; it's a responsible financial choice that reduces college debt; that transferring to 4-yr college is straightforward with no loss of credit.	• % increase of enrollment of credit first year and transfer broken out by traditional students (up to age 21) and adults (22 and older), by semester, and by part-time and full-time • # of students who successfully transfer (if access to additional data from National Clearing House is allowed, add successful completion of Bachelor's degree)	*(see tables below)*

	Fall 2016	Fall 2017	% Fall 16 to Fall 17	Fall 2018	% Fall 17 to Fall 18	Fall 2019	% Fall 18 to Fall 19
Trad FT	501	524	4.50%	480	-8.40%	428	-10.83
Trad PT	323	329	1.85%	305	-7.29%	284	-6.88
Non-Trad FT	122	85	-30.23%	101	18.82%	69	-31.68
Non-Trad PT	440	347	-21.14%	388	11.81%	355	-8.5

- This is data on transfers, not on successful completion of a bachelor's degree.

	No Transfer	Year 1	Year 2	Year 3	Year 4	Year 5	Total
2016	646	44	63	60	34	1	202
2017	660	37	49	57	1		144
2018	686	31	75	1			107
2019	655	40	1				41

Academic Year	TRCC Nursing Graduates Count	TRCC Nursing graduates who transferred to a 4-year institution	% of TRCC Nursing graduates who transferred to a 4-year institution
	Total Graduates	Number of Graduates who Transferred	% of Graduates who Transferred

2012-2013	76	55	72%
2013-2014	83	57	69%
2014-2015	93	54	58%
2015-2016	74	35	47%
2016-2017	63	20	32%
2017-2018	66	36	55%
2018-2019	64	34	53%

- Top Ten Transfer-Receiving Four-Year Institutions

- Top Ten Transfer-Receiving Four-Year Institutions:
  - Eastern
  - UConn
  - Southern
  - Central
  - Southern NH
  - New England Institute of Tech
  - Mitchell College
  - Charter Oak State College
  - University of Tampa

- % increase of enrollment of non-credit students

% increase of enrollment of non-credit students:
    Fall 2016 – 397 students
    Fall 2020 - 600 students
    51% increase

Graduation

- Data gathered on 15 credit/semester students (enrollment, retention, eventually graduation)

	Fall 2015	Fall 2016	Fall 2017
Total Number	749	735	654
# Graduated	52	57	49
# Not Graduated	697	678	605
Graduation Percentage	6.9%	7.8%	7.5%

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Transfer

	Fall 2015	Fall 2016	Fall 2017
Total Number	749	735	654
# Transfer	126	119	87
# Did not Transfer	623	616	567
Transfer Percentage	16.8%	16.2%	13.3%

- Graduate Survey

Nursing Graduate Surveys post 1-year graduation
- o Job placement
- o Employer
- o Orientation

RN Job Placement Rates Phone/Observation/email survey			
Graduating Semester	**Number of Respondents**	**Response Rate**	**RN Job Placement Rate (of respondents)**
Spring 2016	15/34	44%	93%
Fall 2016	26/40	65%	92%
Spring 2017	27/32	84%	100%
Fall 2017	20/34	59%	100%
Spring 2018	30/32	94%	97%
Fall 2018	17/27	63%	100%
Spring 2019	29/34	85%	88%
Fall 2019 (Analysis in progress)	20/36	56%	100%

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| | | • Employers include HHC, Yale NHH, VNASC, Davita Dialysis, Rehabilitation Facilities
• Orientations include 2 weeks to 1-year Residencies |
| | | |

CCMA Job Placement Rates Observation/email				
Graduating Semester	Number of Graduates	Number of Respondents	Response Rate	MA Job Placement Rate
Spring 2020	12	11/12	92%	63%

	• Top Ten Feeder High Schools	• NFA, Fitch, New London, Ledyard, Montville, Griswold, Norwich Tech, Waterford, Stonington, Grasso Tech Fall 2016 – 59.9% Fall 2017 – 60.7% Fall 2018 – 58.6% Fall 2019 – 55.3% Fall 2020 – 42.9%
	• Applicant yield rate	
	• College Career Pathway Enrollment	Fall 2017 – 1,309 Fall 2018 – 1,084 Fall 2019 - 927 Fall 2020 – 676
	Optimize academic programs with a student-centered approach including making	• Graduate Survey • Data gathered on 15 credit/semester students (enrollment, retention, eventually graduation)	• Metrics are unclear for this. • Please see above (this is in the document twice)

	offerings more convenient to students, respond quickly to job market trends and future forecasts, and full-time career counseling.	• Percentage of students taking online classes by term	• LRON and hybrid were not included, this is strictly ONLN Fall 2016 – 20.1% Fall 2017 – 22.5% Fall 2018 – 25.9% Fall 2019 – 28.5% Fall 2020 – 53%

	Strong regional socio-economic opportunities – Make TRCC an acknowledged and trusted resource for the business and industry community to partner in creating strong regional socio-economic opportunities.	• Annual numbers and donations to Foundation by area businesses
		
		• Measure numbers and types of connections with businesses (large and small) – not yet available - need comprehensive list of all businesses involved in all departments/divisions through advisory boards, committees, internships, etc.
			• Add Text Here
			
			• Nursing and AH External Advisory Committee
			  o Meets annually
			  o Shared program outcomes
			  o Feedback provided by External Stakeholders

Goals	**Activities**	**Metrics**	**Progress to Date**
3. STEWARDSHIP Cost effective and efficient; improve the fiscal stability through increased enrollment, alternate sources of revenue and	Maximize the use of facilities. Consider using facilities for community engagement and development, language courses and	• Room Utilization • Energy Utilization • # of non-TRCC events hosted	• Due to Covid pandemic, this metric is not meaningful due to shift to primarily shift to online instruction & closure of building to outside groups. • Energy utilization has improved due primarily to lighting efficiency upgrade project. • Due to Covid pandemic, this metric is not meaningful. • See statistics above under Student Success.

effective management of resources.	lecture series, and implement a more agile scheduling process.	• Fall, Spring, and Summer enrollment by student types	
	Develop a more robust evaluation program that incorporates both measures of effectiveness and efficiency according to the CIHE standards.	• Effectiveness Measures o NCLEX pass rates	

NCLEX PASS RATES
per Mountain Measurement Reports

- April 2015 - Mar 2016: TRCC 92%, NATIONAL 83%
- April 2016 - Mar 2017: TRCC 86%, NATIONAL 85%
- April 2017 - Mar 2018: TRCC 100%, NATIONAL 86%
- April 2018 - Mar 2019: TRCC 93%, NATIONAL 86%
- April 2019 - Mar 2020*: TRCC 92%

TRCC NATIONAL   * unofficial data

• These metrics are still being developed

o Program Completion

Academic Year	TRCC	CT-CCNP Average
2013-2014	88%	80%
2014-2015	91%	81%
2015-2016	79%	76%
2016-2017 (Fall semester only)	82%	75%

• Budget analysis

			• Each Fiscal Year during this Plan TRCC has worked diligently to achieve the most efficient and effective use of funding available. CSCU System Office has determined that the CT Community Colleges have been in a budgetary crisis that is being addressed by the One College Initiative.
	Engage and inspire faculty innovation.	• # of faculty and staff attended professional development by type (conference, workshop, courses, etc.), • # of curriculum change requests (new, modify, termination), • Percentage of faculty who have completed Teaching Effectiveness Certificate Program.	• This metric has been put on hold due to the pandemic. • All Nursing Faculty participate in Professional Develop Activities Annually. All PD is documented in the Nursing Office and the faculty professional files. • The Academic Dean's office tracks this metric which continues to be helpful with academic & curriculum planning. • New Concept-Based Nursing Curriculum approved by the CT State Board of Nurse Examiners, ACEN, and the TRCC Curriculum Committee in Spring 2018. The CBC was implemented in Fall 2018 through Spring 2021. • Recommend that this metric be replaced by Center For Teaching and other College wide Professional Development event participation.

Goals	Activities	Metrics	Progress to Date
4. PARTNERSHIPS Leverage and strengthen collaboration, partnerships, and responsiveness to students, employers, and communities.	Foster more collaboration with industry and other external partners; this includes recruiting subject matter experts from industry to serve as advisors and adjunct faculty.	• Meet critical needs of Eastern Connecticut's manufacturing industries. Collaborate with Eastern Workforce Investment Board, General Dynamics-Electric Boat, EAMA, and Department of Labor to identify and deliver workforce training and funding. As the Trainer-of-Choice for Outside Machinist, Welding, Introduction to Manufacturing, Carpentry, Painting, and Design classes, deliver training outlined in the EWIB 3-year manufacturing pipeline. Provide assessment of pipeline annually.	• TRCC continues to meet the needs of the EWIB/EAMA/EB through 6 manufacturing pipeline programs ranging from design, welding to plastics and planning/logistics. TRCC has secured $705,000.00 in DOD grant funding to support the submarine supply chain needs in welding, and also recruit youth and women into the trades.
	Pursue more partnerships with Healthcare / Allied Health programs serve community & students Program expansion & creation, weekend, RN-BSN, Allied health, IT/Network, Hospitality, Online courses.	• Implement a Medical Assisting Associate of Science Degree program by Fall 2018, creating alternative degree programs and career opportunities for current and prospective students. • Implement a Medical Administrative Assistant Certificate program by Spring 2018, creating alternative certificate programs and career opportunities for current and prospective students	• In partnership with the EWIB, CWP and Social Venture Partners, TRCC offered a Pharmacy Technician "Pipeline" training program; 9 students completed program and were placed into jobs or an externship at Hartford Healthcare. • TRCC partners with the Health Education Center in Norwich, offering a 140-hour Community Health Worker Training program. • In efforts to increase enrollment within the CMA program, TRCC attempted to implement a pathway program for NFA students however this did not come to fruition. We plan to implement the program in the Summer2021 or Fall 2021. • TRCC continues to partner with NFA and Plainfield HS to provide a Certified Nurse Aide Program to high school seniors; Plainfield HS program is on hold this year due to COVID. • RN clinical education includes Acute Care Hospitals (HHC, Yale NHH, ECHN, Gaylord Hospital, DKH),

			Rehabilitation Healthcare Centers (Norwichtown, Westview), Home Healthcare (VNASC), Community Healthcare (UHD, MRC, Health Education Centers), Telehealth (HHC), school nursing care (Norwich Public Schools, Sprague Schools), Ambulatory Surgical Centers (Constitution Surgical Center) • CCMA clinical education includes Ambulatory Healthcare (HHC, UCFS, Wood River Healthcare) • The CT-CCNP curriculum has been approved by the by the Connecticut Board of Regents for Higher Education and the Connecticut State Board of Examiners for Nursing, with the consent of the Commissioner of the Connecticut Department of Public Health • The Fall 2018 accreditation decision made by the ACEN Board of Commissioners for the Three Rivers Community College Nursing Program is *Continuing Accreditation* through 2026
	Increase internship opportunities for students.	• Appoint a TRCC internship coordinator who collaborates with industry and local employers to increase internship opportunities and post them on TRCC's College Central Network. • # of students participating in internships/co-ops/practicums by academic year	• TRCC WCE Department serves 300 students each year via noncredit and credit-based Apprenticeship programs for EB employees. • All Enrolled Nursing Students in NUR 120, 125, 220, and 225 participate in direct patient care with clinical partners (170-180 students per semester) • All CCMA students enrolled in MED 280 participate in clinical education (12 students Spring 2020, first graduated cohort). 10 students Spring 2021

		• Annual expenditure of Foundation sponsored activities.	Table 5.1.C – Supplemental Funding to Support the Nursing Program

	Cultivate and secure unrestricted, temporary and restricted gifts.	Annual number and donations to Foundation by area businesses includes recurring and new gifts through annual campaign, scholarships and endowment, golf and other events.	Foundation total assets have grown 36% since 2016 • 2016 $4,485,619 • 2017 $5,211,308 • 2018 $5,498,558 • 2019 $5,625,393 • 2020 $6,101,437

	2020	2019	Percent Change
Number of Company & Individual Donors	358	297	20.54%
Foundation/Company	87	77	13%
Number of New Businesses	27	19	42.11%
Active Individual Donors	271	220	22.73%
Number of New Donors	129	83	55.42%

	Leverage and strengthen collaboration, partnerships, and responsiveness to students,	Annual expenditure of Foundation sponsored activities	The allocation and disbursement of funds to support the College has increased by 28% from 2016 with annual support now over $500,000. These funds support a variety of scholarships, programs and initiatives.

Goals	Activities	Metrics	Progress to Date
	employers, and communities		
5. PROPOSED NEW GOAL: DIVERSITY/ EQUITY/INCLUSION	Become a member of the national association, Achieving the Dream (ATD), to identify areas of improvement which include familiarizing the community about educational equity through professional development activities, using data to identify areas for improvement to increase student success and developing strategies that holistically serve our student population.	Promote an environment that fosters and supports diversity, equity, and inclusion efforts.	• Create a ATD Core Team. Members include: President Jukoski, Dean Barfield, Dr. Todd Barry and Ms. Jodi Osborne, faculty and staff leads, and Alycia Ziegler, student activities lead. • Meet with coaches Paula Tally and Laurie Heacock on a regular basis. • Conduct a professional development day on student equity with Tony Santa Ana to explore key terms for building collective knowledge, the environmental requirements for organizational equity to thrive, what hinders equity change efforts, and select strategic actions to advance equity for all. • Faculty/Staff Equity Book discussion was introduced using the book, Teaching Across Cultural Strengths by Chavez and Longerbeam. Copies of the book were provided to all ATD members and fulltime faculty and funding for this effort was provided by the TR Foundation. • Student success data by subject and section was distributed individually to each faculty member. The data was disaggregated by race, ethnicity, gender, and other equity considerations. • Equity work was organized into five teams focusing on different student needs: +LGBTQ+ and Women +Support Services +Nontraditional Students, Caregivers, and Working Parents +Race +International and Cultural • A new TRCC Equity Statement is currently under consideration.

			Student programs created and launched the Equity Newsletter
			• Implemented the Institutional Capacity Assessment Tool (ICAT)
			• Submitted Scale of Adoption Assessment (SOAA)
			• Hosted Capacity Café

Appendix A-Metrics for Strategic Plan – Image

Increase Marketing Efforts

% increase of enrollment of credit first year and transfer broken out by traditional students (up to age 21) and adults (22 and older), by semester, and by part-time and full-time

Group	Student Type	Status	Fa13_to_Fa14	Fa14_to_Fa15	Fa15_to_Fa16	Fa16_to_Fa17	Fa17_to_Fa18	Fa18_to_Fa19	Fa19_to_Fa20
Adult	New	Full-Time	3.5	-30.5	29.3	-24.5	10	-52.3	71.4
Adult	New	Part-time	-17.2	-3.6	35.5	-34.5	31.6	-8.8	-45.6
Adult	Transfer	Full-Time	-22.4	8.5	7.8	-34.8	26.7	-15.8	-12.5
Adult	Transfer	Part-time	2.1	-10.7	35.3	-14.6	4.4	-8.4	-41.9
Traditional	New	Full-Time	-3.6	-1.9	-13.4	6.1	-9	-11.5	23
Traditional	New	Part-time	-12.8	4.9	-5	-3.3	-2.5	-7.8	-30
Traditional	Transfer	Full-Time	2.6	-27.8	64.9	-2.1	-5.4	-8	-36.2
Traditional	Transfer	Part-time	7.7	-10	23.8	17.9	-19.6	-4.1	-42.3

# of students who successfully transfer (if access to additional data from National Clearing House is allowed, add successful completion of bachelor's degree)

This is data on transfers, no on successful completion of a bachelor's degree.

	No Transfer	Year 1	Year 2	Year 3	Year 4	Year 5	Total
2016	646	44	63	60	34	1	202
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Top Ten Transfer-Receiving Four-Year Institutions

- Eastern
- UConn
- Southern
- Central
- Southern NH
- New England Institute of Tech
- Mitchell College
- Charter Oak State College
- University of Tampa

% increase of enrollment of non-credit students

Fall 2016 – 397 students

Fall 2020 - 600   students

51% increase

Data gathered on 15 credit/semester students (enrollment, retention, eventually graduation)

This is the data for less than 15 credits per semester for Graduation. It only goes to Fall 2017 because enough time hasn't transpired for the later terms to have the 150% time used for calculation.

Graduation

	Fall 2015	Fall 2016	Fall 2017

Total Number	749	735	654
# Graduated	52	57	49
# Not Graduated	697	678	605
Graduation Percentage	6.9%	7.8%	7.5%

Transfer

	Fall 2015	Fall 2016	Fall 2017
Total Number	749	735	654
# Transfer	126	119	87
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Transfer Percentage	16.8%	16.2%	13.3%

Top Ten Feeder High Schools

- NFA
- Fitch
- New London
- Ledyard
- Montville
- Griswold
- Norwich Tech
- Waterford
- Stonington
- Grasso Tech

Applicant yield rate

Fall 2016 – 59.9%
Fall 2017 – 60.7%
Fall 2018 – 58.6%
Fall 2019 – 55.3%
Fall 2020 – 42.9%

College Career Pathway Enrollment

Fall 2016 – 1193
Fall 2017 – 1309
Fall 2018 – 1084

Fall 2019 - 927
Fall 2020 – 676

Optimize academic programs with a student-centered approach

Graduate Survey

Percentage of students taking online classes by term

LRON and hybrid were not included, this is strictly ONLN

Fall 2016 – 20.1%
Fall 2017 – 22.5%
Fall 2018 – 25.9%
Fall 2019 – 28.5%
Fall 2020 – 53%

Appendix B-Racism Awareness Plan			
Area	Actions	Due Date	Responsible Department
Academic and Student Services	Make the ATD work a primary focus to identify areas for improvement using data to implement reforms to increase student success and equity	2020-2023	• TRCC ADT Student Success and Equity Teams • Dean of Academic and Student Affairs

Appendix B-Racism Awareness Plan

Area	Actions	Due Date	Responsible Department

	LAS/GS programs redefined their international/intercultural requirement into three categories that addressed these issues of diversity. Courses offered, e.g., Race and Ethnicity to Modern Asia to LGBTQ and Literature.	On-going discussions	• Academic Affairs
			  o Department Chairs
			  o Curriculum Committee
			• Humanities Department

	Diversify Nursing Advisory Board	Discuss at Spring 2021 meeting Summer-recruit new members Fall 2021-add to Board	• Nursing Department • Dean of Academic and Student Affairs
	Administer climate survey by TRCC or system	Spring 2021	• Director of Institutional Research • Dean of Academic and Student Affairs • Director of Student Activities
	Library showcase books in other languages on prominent display. Invest in fiction/poetry and videos that present minority/LGTBQT experiences that resist the victim narrative.	Spring 2021	Library Staff
	Continue faculty and student art displays because they highlight the diverse backgrounds of students.	Spring 2021	• Professor of Art / Director of Art Gallery • TRC Foundation

	Work with Pam Williams, Interim Director of Library Services and Laura Vasselle from the library to submit a request for funding from the Foundation to transform the large blank wall of the library, first floor study space to help cultivate an environment where students, staff and faculty from a variety of backgrounds feel represented, seen and celebrated by including art that envisions a future of inclusiveness in which all cultures have	Fall 2021+	• Library
			• Foundation
			• Academic Office
			  o Humanities Department
			  o Professor of Art

Appendix B-Racism Awareness Plan

Area	Actions	Due Date	Responsible Department
	value, with special attention given to works by artists of color.		
	Increase and improve the inclusion of movies, literature, websites, etc. across disciplines. For example, in a physics or math class, the instructor could show the film *Hidden Figures* and/or visit websites that celebrate the accomplishments of Black scientists or read short stories or biographies. Another idea: do curriculum workshops to see what material instructors are including in their classes to make sure there are diverse representations. Even in 096 there could be brief writing(s) woven into the curriculum to include voices from the margins and a discussion of writings across cultures. In 095, there could be brief stories about students of color who have succeeded in math (to elicit a conversation about the challenges students of color face and ways to overcome them). These are just examples, but I think it would create a supportive environment for students of color, validation, and a great learning experience for other students.	Fall 2021+	• Academic Affairs • Faculty • Student Government Association • Student Clubs
Education/Training	Invest in campus-wide antiracism training, e.g. Provide professional development on such topics as sensitivity training	January 2021 May 2021	• Academic Affairs o Center for Teaching • HR Shared Services • TRC Foundation
	Schedule forums, perhaps student led to hear student experiences and perspectives	Professional Development days	• Student Affairs o Student Activities

Appendix B-Racism Awareness Plan

Area	Actions	Due Date	Responsible Department
	Provide forum on diversity facilitated by professional speaker	Professional Development days	• Academic Affairs o Center for Teaching • TRC Foundation
	Create minority mentorship program for Black and Latino students that pairs them with appropriate faculty members and/or health care organizations	Implement plan Spring and Summer 2021 Fall 2021	• Academic Affairs o Student Activities
Human Resources	Increase diversity by hiring and retaining faculty and staff who are representative of the students we teach	When hiring freeze is lifted and positions are approved	• HR shared services o Appropriate hiring department at TRCC
	Mark major holidays from major religious/traditions to demonstrate diversity of CSCU faculty, staff and students	Discuss Spring 2021 Implement for AY 21-22	HR System Office
Technology	Provide additional technology resources for students lacking them (specifically move wireless hot spots for students lacking internet connectivity and laptops). TRC Foundation agreed at October meeting to create a fund ($250,000) and fund raise to support this initiative.	Spring 2021	• IT • TRC Foundation • Financial Aid
Student Activities	Create minority focused student clubs or programs	Discuss with Student Government spring 2021 Implement fall 2021	• Student Programs o Student Government
	Discuss mental health needs and wrap around services at respective council meetings	Spring 2021	Academic and Student Affairs areas
Physical Facilities	Add signage throughout campus in additional languages reflecting our student demographics.	Begin spring 2021 Ongoing as needed	Physical Facilities

Appendix B-Racism Awareness Plan

Area	Actions	Due Date	Responsible Department
	Include departmental documentation that is used by students as well as additional support for on-going campus technology		
	Post building signage including new COVID-19 safety procedures, especially at the security desk in Spanish, and all other languages are spoken by our students	Spring 2021	• Dean of Administration o Physical Facilities • Marketing and Public Relations
Website	Reproduce important information posted on TRCC's webpage in Spanish to demonstrate that TRCC values diversity	Spring 2021	Marketing and Public Relations
	Ensure all financial information and important policies are available in other languages. E.g. Financial Obligation or Payment Plan forms are in English on one side and Spanish on the other side.	Fall 2021+	• Dean of Administration • Marketing and Public Relations
	Ensure that all self-help technology information/videos are available in multiple languages. E.g. How to access My.Commnet and BlackBoard should also be available in Spanish, French, etc.	Fall 2021+	IT
	Post historical facts/brief stories on TRCC's website (Library's Racism Resource page) about the many contributions minorities have made to this country, e.g. W.E.B Du Bois who received a PhD from Harvard in 1895	Spring 2021	• Library • Marketing and Public Relations
	Develop a page devoted to American Indians. Three Rivers has very close proximity to the Mohegan Tribe (Mohegan Sun Casino) and the Mashantucket Pequot Tribal Nation (Foxwoods Casino), both in Southeastern Connecticut	Spring 2021	• Library • Marketing and Public Relations

Appendix B-Racism Awareness Plan			
Area	Actions	Due Date	Responsible Department
	Add a crawler in Spanish or close captioning in English to the TV news	Spring 2021+	Marketing and Public Relations