














Durham Tech



EQUITY SCORECARD

Becoming an Anti-Racist Institution

ANTI-RACIST GOAL 1 The racial ethnicity of our employees will be more diverse than our student and local community. Employees will understand racism and demonstrate the use of antiracist strategies to address systemic racism in College culture.			
2021-2022 METRIC	BASELINE (2019)	PROGRESS & GREATNESS INDICATOR	GOAL DEFINITION
INCREASE MEN OF COLOR STAFF POSITIONS	27 men of color in full-time staff positions in 2019.	26 men of color in full-time staff positions in 2021. 	Number of Black/Latinx men that the College recruits and hires for full-time staff positions at Durham Tech.
INCREASE MEN OF COLOR INSTRUCTOR POSITIONS	38 men of color in instructor positions in 2019.	39 men of color in instructor positions in 2021. 	Number of Black/Latinx men that the College recruits and hires for full-time and adjunct faculty positions.
INCREASE MEN AND WOMEN OF COLOR IN SENIOR LEADERSHIP ROLES	5 women of color and 1 man of color are in senior leadership roles (22 roles).	4 women of color and 4 men of color are in senior leadership roles (21 roles). 	Increase the number of Black/Latinx men and women in leadership roles (Deans, VPs, Executive Directors, President, Chief of Staff, and Public Information Officer).
ANTI-RACIST PROFESSIONAL DEVELOPMENT	150 employees attended REI Training.	255 (105 additional) employees attended REI Training. 	Increase the number of people who have attended at least sixteen hours of professional development that focuses on culturally responsive teaching and anti-racist practices specific to Black and Latinx cultures.
 No Data  Not Great  Approaching Great  Doing Great Things			

ANTI-RACIST GOAL 2 All students will experience the College as welcoming, affirming, and anti-racist.			
2021-2022 METRIC	BASELINE (2019)	PROGRESS & GREATNESS INDICATOR	GOAL DEFINITION
ENSURE CAMPUS INCLUSIVITY FOR ALL STUDENTS	No baseline data.	The Champion of Equity Core Value in the Student Climate Survey (2021) subscales focus on the entire student experience (both instruction and service areas). Currently, the differences between student demographics by race/ethnicity are not statistically significant. 	Ensure an inclusive College (Customer Satisfaction/Service) environment in all instructional and service areas.
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ANTI-RACIST GOAL 3 Black, Indigenous, Latinx, and Students of Color will access and succeed at the College.			
2021-2022 METRIC	BASELINE (2019)	PROGRESS & GREATNESS INDICATOR	GOAL DEFINITION
ENSURE CAMPUS INCLUSIVITY FOR STUDENTS OF COLOR	No baseline data.	The Champion of Equity Core Value subscales in the Student Climate Survey (2021) focus on the entire student experience (both instruction and service areas). Currently, the differences between student demographics by race/ethnicity are not statistically significant.	Ensure an inclusive College (Customer Satisfaction/Service) environment in all instructional and service areas.
REDUCE ZERO-CREDITS FOR STUDENTS OF COLOR IN THE FIRST SEMESTER - BLACK FEMALES AND MALES	Using the 2019FA NCCCS Dashboard (first-time/fall credential-seeking cohort): 20% of Black females and 18% of Black males experience a zero-credit first semester.	Using the 2020FA NCCCS Dashboard (first-time/fall credential-seeking cohort): 30% of Black females and 46% of Black males experience a zero-credit first semester.	In first semester (semesters where the course completion rate for a student is zero) for students of color (Black males and females). % of curriculum students who received zero credits by the end of their first term (W, NS, NP, R, and F grades do not receive credit, AU courses removed).
REDUCE ZERO-CREDITS FOR STUDENTS OF COLOR IN THE FIRST SEMESTER - LATINX FEMALES AND MALES	Using the 2019FA NCCCS Dashboard (first-time/fall credential-seeking cohort): 9% of Latinx females and 10% of Latinx males experience a zero-credit first semester.	Using the 2020FA NCCCS Dashboard (first-time/fall credential-seeking cohort): 22% of Latinx females and 23% of Latinx males experience a zero-credit first semester.	In first semester (semesters where the course completion rate for a student is zero) for students of color (Latinx males and females). % of curriculum students who received zero credits by the end of their first term (W, NS, NP, R, and F grades do not receive credit, AU courses removed).
INCREASE FIRST SEMESTER COURSE COMPLETION RATES FOR STUDENTS OF COLOR - BLACK FEMALES AND MALES	Using the 2019FA NCCCS Dashboard (first-time/fall credential-seeking cohort): 11% of Black females and 14% of Black males completed 12 more credits in their first semester.	Using the 2020FA NCCCS Dashboard (first-time/fall credential-seeking cohort): 8% of Black females and 5% of Black males completed 12 more credits in their first semester.	Full-time (i.e., 12 credit hours) first semester course completion rates for students of color (Latinx males and females). % of students who completed 12 or more credits in their first semester.
INCREASE FIRST SEMESTER COURSE COMPLETION RATES FOR STUDENTS OF COLOR - LATINX FEMALES AND MALES	Using the 2019FA NCCCS Dashboard (first-time/fall credential-seeking cohort): 15% of Latinx females and 14% of Latinx males completed 12 more credits in their first semester.	Using the 2020FA NCCCS Dashboard (first-time, fall credential-seeking cohort): 12% of Latinx females and 17% of Latinx males completed 12 more credits in their first semester.	Full-time (i.e., 12 credit hours) first semester course completion rates for students of color (Latinx males and females). % of students who completed 12 or more credits in their first semester.
DECREASE WITHDRAWAL RATES FOR STUDENTS OF COLOR - BLACK FEMALES AND MALES	2019FA: 29% of Black females and 33% of Black males withdrew from at least one course.	2021FA: 28% of Black females and 30% of Black males withdrew from at least one course.	In-class retention of students of color (Black males and females). % of curriculum students of color (Black males and females) who receive at least 1 "W" grade within the term.
DECREASE WITHDRAWAL RATES FOR STUDENTS OF COLOR - LATINX FEMALES AND MALES	2019FA: 23% of Latinx females and 31% of Latinx males withdrew from at least one course.	2021FA: 25% of Latinx females and 26% of Latinx males withdrew from at least one course.	In-class retention of students of color (Latinx males and females). % of curriculum students of color (Latinx males and females) who receive at least 1 "W" grade within the term.
<div> <div></div> No Data <div></div> Not Great <div></div> Approaching Great <div></div> Doing Great Things </div>			

INCREASE STUDENTS OF COLOR THAT GRADUATE, TRANSFER, OR ARE STILL ENROLLED BY FOURTH ACADEMIC YEAR - BLACK FEMALES AND MALES	<p>Using the 2015FA NCCCS Performance Metric (curriculum completion): 35% of Black female students and 33% of Black male students in the 2015FA cohort of first-time fall credential-seeking curriculum students have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours.</p>	<p>Using the 2016FA NCCCS Performance Metric (curriculum completion): 43% of Black female students and 28% of Black male students in the 2016FA cohort of first-time fall credential-seeking curriculum students have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours.</p> 	<p>% of first-time fall credential-seeking students of color (Black males and females) who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours.</p>
INCREASE STUDENTS OF COLOR THAT GRADUATE, TRANSFER, OR ARE STILL ENROLLED BY FOURTH ACADEMIC YEAR - LATINX FEMALES AND MALES	<p>Using the 2015FA NCCCS Performance Metric (curriculum completion): 54% of Latinx female students and 43% of Latinx male students in the 2015FA cohort of first-time fall credential-seeking curriculum students have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours.</p>	<p>Using the 2016FA NCCCS Performance Metric (curriculum completion): 41% of Latinx female students and 38% of Latinx male students in the 2016FA cohort of first-time fall credential-seeking curriculum students have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours.</p> 	<p>% of first-time fall credential-seeking students of color (Latinx males and females) who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours.</p>
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