MEMORANDUM

TO:        Alexander N. Cartwright, Provost and Executive Vice Chancellor
           Carlos N. Medina, Vice Chancellor and Chief Diversity Officer

FROM:      Carole A. McCoy, President
           Daniel Dupee II, Chief Diversity Officer and Vice President for
           Administration & Finance

DATE:      November 2, 2016

SUBJECT:   Jefferson Community College Diversity Plan

Attached please find a draft of Jefferson Community College’s Diversity Plan dated
November 1, 2016.

The plan remains in draft form while we share it through the governance processes on
campus for the purpose of soliciting feedback. The draft plan has been presented to the
College Senate and President’s Administrative Cabinet. Over the course of the next
month, we have open forums scheduled for input from faculty and staff. The diversity
plan will be shared with the College’s Board of Trustees in early December.

Jefferson is committed to fostering a diverse and inclusive learning environment and
campus community. We value the ideas and concerns alike of our faculty, staff, and
Students. We believe we will have a strong final diversity plan with meaningful
objectives and outcomes.

Per your conversation with Jefferson’s chief diversity officer, Dan Dupee, Jefferson will
submit our final Diversity Plan by January 31, 2017. Thank you for your understanding.

If you should have any questions, please do not hesitate to contact me at (315) 786-2230.
Introduction

Jefferson Community College has long embraced diversity, equity, and inclusion. Founded in 1961 as an open access institution, the vision of the College is to “be a dynamic educational leader, transforming lives and our community.” As a leader in the community, the college stands against all forms of discrimination and believes that in order to transform lives, students must engage with different perspectives.

In 1992, President Deans commissioned a Task Force to study diversity on campus. The Task Force affirmed the college’s commitment to diversity, identified barriers to creating a sense of community on campus, recommended specific activities, and suggested ways the college could measure campus climate. This report reflects the college’s enduring interest in cultivating an equitable and inclusive environment. Still, many of the barriers identified in 1992 are relevant today, including a concern that the faculty and staff are not representative of the community’s diversity.

Jefferson has developed the Diversity Action Plan to refocus college efforts on the important issues of diversity, equity, and inclusion. Aligned with the college’s mission, enhancing efforts to support diversity will benefit learning. The college mission is clear, “learning is the focus of Jefferson Community College.” This mission is supported by the college’s core values and policies, but improvements are still necessary to ensure that students, staff, and faculty are supported by an inclusive and welcoming environment that is committed to their success.

Jefferson Community College Policies
- Non-Discrimination Policy
- Equal Employment Opportunity Statement
- Statement of Civility (Appendix A).

Jefferson Community College's Core Values
- **Learning:** We view learning as a life-long process and education as a shared experience; we are a community of learners.
- **Accountability:** We accept responsibility for our actions and their consequences.
- **Creativity:** We embrace innovation, exploration, and imagination in the classroom and in day-to-day campus life.
- **Access:** We believe that education should be available to all those who value and desire it.
- **Community:** We recognize Jefferson as part of a larger, dynamic community and commit ourselves to both our immediate College community and the community at large.
- **Sustainability:** We use resources in responsible ways to achieve balance among our economic, environmental, and social practices and policies.

Despite Jefferson’s commitment to diversity, higher education has traditionally excluded many groups from access and maintained barriers to their success. Jefferson is not immune from deeply rooted societal forces that marginalize populations based on their race, ethnicity, sex, gender, religion, age, disability status, military
status, or socioeconomic position. The College acknowledges that building upon past efforts, there is still much work to be done to create and maintain an inclusive and equitable campus environment.

Jefferson recognizes both the visible and invisible dimensions of diversity and the overlapping identities each individual brings to campus. The SUNY definition of diversity has been accepted as a starting point for understanding the differences that bring strength to Jefferson.

The [SUNY Diversity, Equity and Inclusion Policy] intentionally defines diversity broadly to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as an individual with a disability, students undergoing transition (transfer, stopout, international student acclimation), and first-generation students.

As Jefferson reflects on the future opportunities and challenges for both the institution and its students, the Diversity Action Plan reaffirms the College’s commitment to diversity and inclusion, as well as outlines important strategic priorities for improving the college environment and learning outcomes for all students. Developing and implementing a plan to address diversity is also the right thing to do. As a community leader, Jefferson can be a role model for the North Country’s efforts to address any and all forms of discrimination and inequality.

The three-year Diversity Action Plan has been aligned with the college's strategic planning cycle. Connecting the processes for diversity and strategic planning will ensure continued focus on access, equity, and faculty and staff goals.

Note on Process
In summer 2016, the annual President’s Cabinet retreat and Leadership Day were devoted to diversity, equity, and inclusion. The Cabinet reviewed a series of questions that challenged the group to reflect on the college’s mission, values, and priorities as related to diversity. This process continued with Leadership Day activities focused on creating a diversity mission statement and a presentation of the attached Diversity & Inclusion Assessment.

Building on this foundation, the Diversity Action Plan was drafted by a committee representing faculty, staff, and students. The committee valued the input of all constituents, and actively sought to be inclusive and to present the perspectives and ideas of marginalized students, faculty, and staff.

Work groups members:
Daniel Dupee, V.P. for Finance and Administration - Chair and Chief Diversity Officer
Tina Bartlett-Bearup, Administrative Assistant to the VP for Finance and Administration
Peter Boenning, Assistant Professor, Social Science
Ann Clark-Moore, Assistant Professor, English
Andrea Corona, Student
Jeri Fairman, Associate Vice President for Liberal Arts
Thomas Finch, Vice President for Academic Affairs
Karen Freeman, Assistant to the President
Jeannine Gomiela, Coordinator of Paramedic Program
Terrence Harris, Dean for Continuing Education
Mark Irwin, Associate Professor of Biology
Betsy Penrose, Vice President for Students
Rebecca Riehm, Assistant Professor, Sociology
CJ Southworth, English Instructor
Edward Smalls, Criminal Justice Instructor
Megan Stadler, Coordinator of Supplemental Funding
Gabrielle Thompson, Director of STAR
Kerry Young, Executive Director for Finance & Human Resources

The work group first convened on September 8, 2016 and presented the draft plan on the following dates:

- Faculty Senate – November 1, 2016
- President’s Cabinet – November 1, 2016

The final plan was submitted to the JCC Board of Trustees on November 2, 2016 and SUNY on November 9, 2016.

I. Jefferson’s Diversity & Inclusion Vision Statement

As part of our mission, Jefferson Community College embraces goals and strategies that foster a diverse and inclusive learning community in which all are welcome. Through the open exchange of ideas, mutual respect, social-cultural exploration, and learning both within and outside the classroom, Jefferson prepares our campus community for a global society.

II. Current Campus Diversity & Inclusiveness Assessment

In preparation for the creation of a Diversity & Inclusion Plan, a campus assessment sought to describe JCC’s ability to address:

- The enrollment of a student population that is increasingly representative of the diversity of the primary service region and the State as a whole;
- The rate of completion for all students and any gaps in completion rates of students from any group when compared with the average campus completion rate; and,
- A faculty and staff that are representative of all segments of the population of New York State.

The assessment was completed in summer 2016 and presented to campus leadership (see Appendix B). In October 2016, a follow-up student forum was held to directly solicit student feedback. Please see Appendix C.

Students reported that:

- They value diversity;
- There is room for improvement in creating an inclusive environment where all students feel welcome;
- The College should support student-led efforts;
- They do not know where to go with concerns regarding equity and inclusion;
- Classroom discussions and assignments related to diversity are appreciated; and
- Opportunities for student leadership should be equitably distributed.

Key Access Indicators

- “This is not the Jefferson Community College of Watertown, it is Jefferson Community College for all.”
  – Student forum participant
- Among measurable and comparable dimensions of diversity (race, ethnicity, and income status), JCC’s student population is more racially and ethnically diverse than the main service areas (Jefferson and
Lewis counties) and less diverse than New York State as a whole. In 2014, 22% of JCC’s student population self-identified as belonging to a racial and/or ethnic minority group in comparison to 15% of individuals in Jefferson and Lewis counties and 45% of individuals in New York State.

- The military population brings racial and ethnic diversity to our campus. Approximately 64% of students self-identified as belonging to a racial and/or ethnic minority group are military affiliated and 61% of non-traditional students are military affiliated.

Key Equity Indicators

- “We shouldn’t have to feel like a percentage.” – Student forum participant

- Due to limitations in comparable data and the small numbers of students in some population groups, it’s difficult to assess disparities in student outcomes. The first-time full-time cohort used in the IPEDS data is a barrier in the identification of inequities in graduation rates. Additionally, the inability to disaggregate the Voluntary Framework for Accountability data by military status, constrains the campus’s ability to interpret gaps in retention rates.

- Despite difficulty in interpreting the existing data, it is clear that Jefferson has room to improve retention and degree completion rates for all students.

Key Faculty and Staff Indicators

- “I don’t see myself in my peers or faculty.” – Student forum participant

- JCC faculty and staff do not reflect the diversity of the students, the local community, or the State. Furthermore, faculty and staff diversity along racial and ethnic lines remains unchanged since the 1992 Presidential Report on Diversity. In 2014, less than 3% JCC’s faculty and staff self-identified as belonging to a racial and/or ethnic minority group in comparison to 15% of individuals in Jefferson and Lewis counties and 45% of individuals in New York State.

III. Three-Year Goals

Access Goal

1) Maintain an enrollment that reflects a student population that exceeds the local community’s diversity.

Equity Goals

2) Identify, develop, and commit to student outcome measures (retention, completion) that accurately compare student populations and identify any disparities.

3) Annually report student outcome measures to the campus.

4) Achieve annual improvement in student outcome measures.

Faculty and Staff Goals

5) Achieve measurable annual progress in meeting the service area’s diversity.

6) Annually assess the College’s Equal Opportunity Employer statement to ensure it is being adhered to.

7) Provide focused professional development on cultural competency as an institutional priority.
IV. Strategic Implementation

The three year goals are supported by objectives that will move the institution forward in achieving a more diverse, inclusive, and equitable campus. In reaching the goals, continuous improvement will be sought by piloting strategies and conducting timely assessment. This framework will allow for campus leaders to adjust their approach to be responsive to feedback and emergent needs.

Access Objective

i. **Support the recruitment of underrepresented students.**

   The College will maintain and expand its enrollment of underrepresented students by supporting recruitment efforts.

   **Strategies:**
   a. Increase collaboration and leverage of resources between student support programs.
   b. Expand the Start Now program.
   c. Examine summer melt and address any concerns through increased summer outreach and programming.
   d. Enhance recruitment of military-affiliated students through strategic program development.
   e. Encourage the JCC foundation to create a scholarship fund for underrepresented students.

Equity Objectives

i. **Communicate Commitment to Diversity.**

   A sustained commitment to diversity is only possible through leadership at all levels. This leadership promotes a vision for an inclusive campus community that supports the success of all students.

   **Strategies:**
   a. Support the Chief Diversity Officer with appropriate resources.
   b. Craft a bold diversity mission statement that is communicated both internally and externally.
   c. Make diversity a visible part of a campus office(s); helping students connect diversity issues to actual college employees.
   d. Host a difficult dialogues series to engage the students and the community with issues of diversity, equity, and inclusion.
   e. Clearly provide the rationale for any new policies to all campus constituencies through open forum meetings, Senate meetings, Division meetings, as well as during new faculty and staff orientation.

ii. **Develop diversity metrics that are embraced by the Jefferson community and regularly monitored and shared broadly.**

   Campus commitment to diversity will be enhanced by strengthening data collection relative to equity and inclusion consistent with the broadest definition of diversity.

   **Strategies:**
   a. Disaggregate student survey results, campus climate assessments, and student outcome data (retention, GPA, graduation) by demographics and departments whenever possible.
   b. Embed the Diversity Action Plan as part of the ongoing Institutional Effectiveness efforts.
   c. Hold broad-based data discussions that engage all constituencies, including students.

iii. **Strengthen non-academic student supports.**

   Many Jefferson students experience non-academic barriers to their success, such as financial challenges.
Strategies:

a. Explore the demographics of students participating in on-campus employment and expand employment opportunities to serve a greater number of students.

b. Address the childcare needs of student parents, including non-emergency drop-in childcare, infant childcare, and childcare during college breaks.

c. Enhance Student Activities to substantively engage in issues of diversity, inclusion, and equity.

d. Develop programming to support non-local students adjusting to life in the North Country.

e. Empower students to support one-another through diverse student affinity groups, by providing financial assistance, ongoing leadership, and designated campus space.

f. Design and pilot a mentoring program that involves staff mentoring of at-risk students.

g. Strengthen supports for our Veteran students.

iv. Strengthen academic supports.

The majority of time that students spend on campus is in the classroom. The classroom is the most important space for student development.

Strategies:

a. Expand ESL supports and produce critical materials in Spanish and English. (e.g. nursing student manual)

b. Ensure that applied learning opportunities are equally accessed by student populations.

c. Encourage new classroom strategies that build bridges between cultures and students to enhance learning.

d. Infuse current curriculum with US and global social justice issues and a diversity of perspectives in the social sciences.

e. The Curriculum Committee will strongly encourage that any new course under review include a diversity component and that any course being revised consider incorporating a diversity of perspectives.

f. Introduce a campus reading that highlights issues of diversity, inclusion, and/or equity and encourage faculty to integrate content into their curriculum.

g. Create a freshman seminar that introduces diversity, inclusion, and equity.

h. Enhance community partnerships.

Faculty and Staff Objectives

i. Attract a diverse pool of candidates.

The first step in changing the demographics for Jefferson faculty and staff is to encourage a diverse pool of candidates.

Strategies:

a. Expand advertising in sources that attract candidates from diverse backgrounds.

b. Use more inclusive language in advertisements.

c. Contact local universities to explore the possibility of recruiting students from underrepresented groups for teaching positions.

d. Explore the targeted use of search consultants to recruit candidates from diverse backgrounds.

e. Recommend a remote pre-screening interview and invite only finalists to campus.

f. Budget for a portion of candidate travel expenses.

g. Consider a long-term mentor relationship with underrepresented students leading to JCC employment after graduation.
ii. **Support Affirmative Action Hiring Practices**

Recognizing the campus’s lack of progress in developing a representative faculty and staff population, the College commits to changing hiring policies and practices to support Affirmative Action hiring.

**Strategies:**

a. *Clearly and transparently define the role of the Affirmative Action Committee.*

b. *During each stage of the hiring process, for equally qualified candidates, preference is given to racial and/or ethnic minority candidates.*

c. *Add diversity experience to every search committee credential criteria.*

d. *Examine our policies, procedures and practices for implicit bias that may impact the hiring process.*

iii. **Building Cultural Competencies of Faculty and Staff.**

In order to retain new faculty and staff, the College campus must be a welcoming environment for all employees.

**Strategies:**

a. *Examine campus climate and identify any underlying issues that contribute to employee attrition.*

b. *Provide employee orientation with diversity and inclusion programming.*

c. *Introduce mandatory professional development opportunities related to diversity.*

d. *Foster community partnerships that enhance inclusion and cultural competencies of faculty and staff.*

V. **Assessment and Evaluation**

On an annual basis the Diversity Action Plan will be reviewed, modified, and revised as needed to meet the college’s diversity mission. At the completion of the three year plan, all goals, objectives, and strategies will be assessed for effectiveness and possible continuation.

The Chief Diversity Officer will receive the annual progress report, including the results of student surveys, student outcomes, and faculty and staff hiring metrics collected by the Office of Institutional Research. This report will be shared with faculty, staff, and students.

**Tracking Progress in Implementing Strategies**

<table>
<thead>
<tr>
<th>ACCESS</th>
<th>Objective i.</th>
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<th>Strategy</th>
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Host a difficult dialogues series to engage the students and the community with issues of diversity, equity, and inclusion.

Clearly provide the rationale for any new policies to all campus constituencies through open forum meetings, Senate meetings, Division meetings, as well as during new faculty and staff orientation.

**Objective ii.** Develop diversity metrics that are embraced by the Jefferson community and regularly monitored and shared broadly.

**Progress**

**Strategy**

- Disaggregate student survey results, campus climate assessments, and student outcome data (retention, GPA, graduation) by demographics and departments whenever possible.
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- Hold broad-based data discussions that engage all constituencies, including students.

**Objective iii.** Strengthen non-academic student supports.

**Progress**

**Strategy**

- Explore the demographics of students participating in on-campus employment and expand employment opportunities to serve a greater number of students.
- Address the childcare needs of student parents, including non-emergency drop-in childcare, infant childcare, and childcare during college breaks.
- Enhance Student Activities to substantively engage in issues of diversity, inclusion, and equity.
- Develop programming to support non-local students adjusting to life in the North Country.
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- Design and pilot a mentoring program that involves staff mentoring of at-risk students.

**Objective iv.** Strengthen academic supports.

**Progress**

**Strategy**

- Expand ESL supports and produce critical materials in Spanish and English.
- Ensure that applied learning opportunities are equally accessed by student populations.
- Encourage new classroom strategies that build bridges between cultures and students to enhance learning.
- Infuse current curriculum with US and global social justice issues and a diversity of perspectives in the social sciences.
- Curriculum Committee will strongly encourage that any new course under review include a diversity component and that any revised course consider incorporating a diversity of perspectives.
- Introduce a campus reading that highlights issues of diversity, inclusion, and/or equity and encourage faculty to integrate content into their curriculum.
- Create a freshman seminar that introduces diversity, inclusion, and equity.
- Enhance community partnerships.

**FACULTY AND STAFF**

**Objective i.** Attract a diverse pool of candidates.

**Progress**

**Strategy**

- Expand advertising in sources that attract candidates from diverse backgrounds.
- Use more inclusive language in advertisements.
- Contact local universities to explore the possibility of recruiting students from underrepresented groups for teaching positions.
- Explore the targeted use of search consultants to recruit candidates from diverse backgrounds.
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- Consider a long-term mentor relationship with underrepresented students leading to JCC employment after graduation.

**Objective ii.** Support Affirmative Action Hiring Policies
Clearly and transparently define the role of the Affirmative Action Committee.

During each stage of the hiring process, for equally qualified candidates, preference is given to racial and/or ethnic minority candidates.

Add diversity experience to every search committee credential criteria.

Examine our policies, procedures and practices for implicit bias that may impact the hiring process.

Objective iii. Building Cultural Competencies of Faculty and Staff.

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VI. Summary

Jefferson Community College embraces goals and strategies that foster a diverse and inclusive learning community. Through the open exchange of ideas, mutual respect, social-cultural exploration, and learning both within and outside the classroom, Jefferson prepares our campus community for a global society.

As outlined, the College is committed to ensuring broad access, achieving equity in student outcomes, and improving the representativeness of the faculty and staff. By 2020, the college will have piloted innovative strategies and learned what works and what doesn’t at Jefferson, established agreed upon metrics to analyze equity in student outcomes, and significantly strengthened the Affirmative Action process.

Although this Action Plan is time bound, it is expected that the college will continue to prioritize diversity, equity, and inclusion. The gains made, lessons learned, and new challenges identified will inform the college’s next Strategic Plan in 2020.
Diversity and Inclusiveness Assessment

This assessment reports on the current status of diversity and inclusiveness within the institution.

The assessment seeks to describe JCC's ability to address:

- the enrollment of a student population that is increasingly representative of the diversity of the primary service region and the State as a whole;
- rate of completion for all students and any gaps in completion rates of students from any group when compared with the average campus completion rate; and,
- a faculty and staff that are representative of all segments of the population of New York State.

1 KEY ACCESS INDICATORS

Does JCC enroll a population that represents the diversity of the primary service region and the State as a whole?

<table>
<thead>
<tr>
<th></th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic /Latino</th>
<th>Two or More</th>
<th>White</th>
<th>Low-Income</th>
<th>Individuals with a Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCC Fall 2014 Enrollment*</td>
<td>1.0%</td>
<td>1.0%</td>
<td>7.0%</td>
<td>10.0%</td>
<td>3.0%</td>
<td>74.0%</td>
<td>15.1%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Fort Drum (CDP)**</td>
<td>1.6%</td>
<td>2.1%</td>
<td>12.0%</td>
<td>19.3%</td>
<td>8.1%</td>
<td>68.5%</td>
<td>16.2%</td>
<td>UNK</td>
</tr>
<tr>
<td>Jefferson and Lewis County **</td>
<td>0.4%</td>
<td>1.2%</td>
<td>4.4%</td>
<td>5.6%</td>
<td>3.3%</td>
<td>88.5%</td>
<td>15.0%</td>
<td>13.0% (Jefferson) 13.0% (Lewis)</td>
</tr>
<tr>
<td>New York State **</td>
<td>0.4%</td>
<td>7.8%</td>
<td>15.6%</td>
<td>18.2%</td>
<td>2.8%</td>
<td>65.0%</td>
<td>15.6%</td>
<td>11%</td>
</tr>
</tbody>
</table>

* IPEDS 2014 Enrollment, all students, $0 EFC
**U.S. Census, 2014 American Community Survey estimates. Low-income is “all people whose income in the past 12 months is below the poverty line”
How do we compare with our SUNY peers?

Table 2: Percentage Point Differences in URM Enrollment by Campus, fall 2006 vs. fall 2015

<table>
<thead>
<tr>
<th>Campus</th>
<th>Fall 2006</th>
<th>Fall 2015</th>
<th>Percentage Point Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>All SUNY C.C.</td>
<td>17.6%</td>
<td>27.7%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>9.7%</td>
<td>21.9%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Adirondack</td>
<td>2.4%</td>
<td>8.4%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Cayuga County</td>
<td>4.0%</td>
<td>10.7%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Fulton-Montgomery</td>
<td>9.3%</td>
<td>20.9%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Herkimer County</td>
<td>11.3%</td>
<td>17.2%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Tompkins Cortland</td>
<td>9.9%</td>
<td>18.5%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Ulster County</td>
<td>9.4%</td>
<td>20.4%</td>
<td>11.0%</td>
</tr>
</tbody>
</table>

*SUNY Data Brief 2016*

Does the military affiliated student population account for the majority of our diversity on campus?

The military population brings racial and ethnic diversity to our campus. Approximately 64% of students self-identified as belonging to a racial and/or ethnic minority group are military affiliated and 61% of non-traditional students are military affiliated.

Table 3: Fall 2015 Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Military Affiliated</th>
<th>Non-Military Affiliated</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of all</td>
<td>#</td>
</tr>
<tr>
<td>Racial and/or Ethnic Minority</td>
<td>659</td>
<td>63.9%</td>
<td>373</td>
</tr>
<tr>
<td>White</td>
<td>1095</td>
<td>37.8%</td>
<td>1801</td>
</tr>
<tr>
<td>Low-Income ($0 = EFC)</td>
<td>240</td>
<td>40.5%</td>
<td>353</td>
</tr>
<tr>
<td>EFC &gt; $0</td>
<td>1514</td>
<td>45.4%</td>
<td>1821</td>
</tr>
<tr>
<td>Students with a Disability</td>
<td>372</td>
<td>50.9%</td>
<td>359</td>
</tr>
<tr>
<td>Students without a Disability</td>
<td>1382</td>
<td>43.2%</td>
<td>1815</td>
</tr>
<tr>
<td>Traditional</td>
<td>952</td>
<td>36.3%</td>
<td>1668</td>
</tr>
<tr>
<td>Nontraditional</td>
<td>802</td>
<td>61.3%</td>
<td>506</td>
</tr>
</tbody>
</table>

*Data provided by Mary Perrine

*For low-income, those using the GI Bill are unlikely to fill out a FAFSA*
What will our local population look like in the future?

The percentage of students identifying as multiracial, Asian or Native Hawaiian, and Hispanic or Latino will increase.

<table>
<thead>
<tr>
<th>Table 4: Projected Jefferson County High School Graduates</th>
<th>2020</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiracial</td>
<td>2.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian</td>
<td>1.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>White</td>
<td>79%</td>
<td>74%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>6.8%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>8.5%</td>
<td>10%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>52%</td>
<td>53%</td>
</tr>
</tbody>
</table>

2015 Jefferson County Grade 3 and Grade 8 ELA Assessment Data

What do we know about students’ gender identity and sexual orientation?

<table>
<thead>
<tr>
<th>Table 5: Student Information Survey: Frequency Counts of Gender Identity, Spring 2016</th>
<th>% Jefferson respondents (n=2,047)</th>
<th>% SUNY Community College respondents (n=32,618)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>56.1%</td>
<td>30.6%</td>
</tr>
<tr>
<td>Man</td>
<td>35.7%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Trans man</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Trans woman</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Genderqueer/Gender-fluid</td>
<td>0.7%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Questioning or unsure</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>I prefer not to respond</td>
<td>7.0%</td>
<td>46.8%</td>
</tr>
<tr>
<td>A gender identity not listed</td>
<td>0.5%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 6: Student Information Survey: Frequency Counts of Sexual Orientations, Spring 2016</th>
<th>% Jefferson respondents (n=2,047)</th>
<th>% SUNY Community College respondents (n=32,618)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straight (heterosexual)</td>
<td>80.0%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Gay</td>
<td>0.8%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Lesbian</td>
<td>1.3%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>2.9%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Pansexual</td>
<td>1.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Queer</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Questioning or unsure</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>I prefer not to respond</td>
<td>12.8%</td>
<td>49.8%</td>
</tr>
<tr>
<td>An orientation not listed</td>
<td>0.9%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>
2  **KEY EQUITY INDICATORS**

Does the rate of completion vary for any student group compared to the average campus completion rate?

Based on the IPEDS data below, the completion rate of American Indian/Alaska Native, Black or African American, and Hispanic/Latino students falls below the overall campus graduation rate of 27%.

**Table 7: IPEDS 3-Year Graduation Rate by Race/Ethnicity for fall 2011 cohort**

IPEDS Chart: Percentage of full-time, first-time students who began their studies in fall 2011 and graduated with 150% or “normal time” to complete their program.

**Table 8: IPEDS 3-Year Graduation and Transfer-Out Rates for fall 2011 cohort**

IPEDS Chart: Percentage of full-time, first-time students who graduated or transferred out within 150% of “normal time” to completion for their program.
How do we compare to SUNY?

<table>
<thead>
<tr>
<th>Campus</th>
<th>URM</th>
<th>Non-URM</th>
<th>Percentage Point Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>All SUNY C.C.</td>
<td>15.9%</td>
<td>29.1%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>26.0%</td>
<td>28.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Table 9: 3-year graduation rates for first-time, full-time associate degree students, fall 2011 cohort

How does JCC compare to similar institutions?

Data from the Voluntary Framework for Accountability shows that after six years there is a gap between the percentage of Black and Hispanic students that have earned an Associate’s degree and White students that have earned an Associate’s degree at Jefferson.

Table 10: 2-year graduation rates for first-time, full-time associate degree students, fall 2011 cohort

<table>
<thead>
<tr>
<th>Campus</th>
<th>Pell Recipient</th>
<th>No Pell</th>
<th>Percentage Point Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>All SUNY C.C.</td>
<td>9.3%</td>
<td>17.0%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>12.7%</td>
<td>14.9%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

Table 11. Fall 2009 outcomes at end of six years

<table>
<thead>
<tr>
<th></th>
<th>Associate (at JCC)</th>
<th>No Award (Transfer)</th>
<th>Left ≥ 30 credits (No Transfer)</th>
<th>Left &lt; 30 credits (No Transfer)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JCC</td>
<td>Benchmark Colleges*</td>
<td>JCC</td>
<td>Benchmark Colleges*</td>
</tr>
<tr>
<td>Black</td>
<td>17.1%</td>
<td>15.5%</td>
<td>47.5%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6.2%</td>
<td>21.8%</td>
<td>49.2%</td>
<td>18.9%</td>
</tr>
<tr>
<td>White</td>
<td>32.7%</td>
<td>24.3%</td>
<td>24.8%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Awarded Pell</td>
<td>27.5%</td>
<td>25.4%</td>
<td>27.0%</td>
<td>22.7%</td>
</tr>
<tr>
<td>No Pell</td>
<td>31%</td>
<td>19.7%</td>
<td>31.2%</td>
<td>28.2%</td>
</tr>
</tbody>
</table>

Voluntary Framework of Accountability Benchmarks: all students in fall 2009 cohort (ft/pt)

*Based on same enrollment size and similar percentages of racial and ethnic groups: Carol Sandburg College, Davidson Co. C.C., Fulton-Montgomery C.C., Iowa Valley C.C. District, Lake Michigan College, Mid-Plains C.C., Mount Wachusett C.C., Peninsula College
Progress to degree and retention are impact factors leading to degree completion. The following information from the Voluntary Framework for Accountability depicts gaps in retention and credit success rate.

**Table 12. Fall 2013 student progress by end of year two**

<table>
<thead>
<tr>
<th></th>
<th>Fall to Next Term Retention</th>
<th>Two Year Credit Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JCC</td>
<td>Benchmark Colleges*</td>
</tr>
<tr>
<td>Black</td>
<td>55.8%</td>
<td>68.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45.2%</td>
<td>71.5%</td>
</tr>
<tr>
<td>White</td>
<td>70.2%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Awarded Pell</td>
<td>73.8%</td>
<td>77.7%</td>
</tr>
<tr>
<td>Not Awarded Pell</td>
<td>60.2%</td>
<td>57.7%</td>
</tr>
<tr>
<td>&lt;20 Yrs.</td>
<td>78.1%</td>
<td>78.2%</td>
</tr>
<tr>
<td>20 – 24 Yrs.</td>
<td>52.3%</td>
<td>63.6%</td>
</tr>
<tr>
<td>25 – 29 Yrs.</td>
<td>57.4%</td>
<td>68.2%</td>
</tr>
<tr>
<td>30 – 39 Yrs.</td>
<td>70.9%</td>
<td>69.0%</td>
</tr>
</tbody>
</table>

*Based on same enrollment size and similar percentages of racial and ethnic groups: Carol Sanburg College, Davidson Co. C.C., Fulton-Montgomery C.C., Iowa Valley C.C. District, Lake Michigan College, Mid-Plains C.C., Mount Wachusett C.C., Peninsula College

**Voluntary Framework of Accountability Benchmarks**

Community College Survey of Student Engagement

In addition to measures of degree completion, retention, and credit success rate, the 2014 Community College Survey of Student Engagement compares JCC with similar institutions on measures of inclusiveness and diversity. The mean is based on a 1-4 scale (1 = very little, 2 = some, 3 = quite a bit, 4 = very much).

- **How much does JCC emphasize?** Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
  - JCC Mean 2.46
  - Small College Mean 2.57
  - Difference - 0.11

- **How much has your experience at JCC contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?**
  - JCC Mean 2.37
  - Small College Mean 2.45
  - Difference - 0.08
SUNY Student Opinion Survey

The 2013 SUNY Student Opinion Survey asked students to rate their level of satisfaction across several levels of campus culture and environment. Approximately 550 students responded to the questions below. Of the respondents, 6.3% identified as Hispanic and/or Latino, 3.3% identified as Black or African American, and 83.3% identified as White.

### Table 13: ACT SUNY Student Opinion Survey Results - 2013

<table>
<thead>
<tr>
<th>Item</th>
<th>JCC</th>
<th>Other Small Colleges C.C.s</th>
<th>Other SUNY 2-Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus acceptance of individual differences</td>
<td>4.39</td>
<td>3.97</td>
<td>3.98</td>
</tr>
<tr>
<td>Racial harmony on campus</td>
<td>4.35</td>
<td>3.90</td>
<td>3.92</td>
</tr>
<tr>
<td>Diversity of faculty and staff</td>
<td>4.26</td>
<td>3.87</td>
<td>3.92</td>
</tr>
<tr>
<td>Diversity of student body</td>
<td>4.31</td>
<td>3.95</td>
<td>3.99</td>
</tr>
<tr>
<td>Faculty respect for students</td>
<td>4.35</td>
<td>4.01</td>
<td>3.98</td>
</tr>
<tr>
<td>Non-teaching staff respect for students</td>
<td>4.34</td>
<td>3.96</td>
<td>3.91</td>
</tr>
<tr>
<td>Your sense of belonging at this campus</td>
<td>4.21</td>
<td>3.76</td>
<td>3.74</td>
</tr>
<tr>
<td>Campus openness opinions of others</td>
<td>4.17</td>
<td>3.78</td>
<td>3.77</td>
</tr>
</tbody>
</table>

*Very satisfied = 5, Satisfied = 4, Neither satisfied nor dissatisfied = 3, Dissatisfied = 2, Very dissatisfied = 1*

What if we hold academic preparedness and enrollment status constant, does the rate of completion vary for any student group compared to the average campus completion rate?

In fall 2012, 140 matriculated students were first-time, full-time, and did not test into any development course work. Of these students, 44% graduated on time. Please note that the numbers in most categories in small.

3-year graduation rates for ft/ft matriculated students
- 26% student with a disability (23 students)
- 32% military affiliated (38 students)
- 40% for low-income students (15 students)
- 47% for students unrepresented by race and/or ethnicity (15 students).
- 49% non-military affiliated (102 students)

### Table 14: Fall 2012 First-Time Full-Time 3-Year Graduation Rate for College Ready Students

<table>
<thead>
<tr>
<th>Military Affiliated</th>
<th>Non-Military Affiliated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>1/1 (100.0%)</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3/5 (60.0%)</td>
</tr>
<tr>
<td>White</td>
<td>7/29 (24.1%)</td>
</tr>
<tr>
<td>Asian</td>
<td>0/1 (0.0%)</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>1/1 (100.0%)</td>
</tr>
<tr>
<td>Two</td>
<td>1/1(100.0%)</td>
</tr>
<tr>
<td>Low-Income ($0 = EFC)</td>
<td>1/3 (33.3%)</td>
</tr>
<tr>
<td>EFC &gt; $0</td>
<td>11/35 (31.4%)</td>
</tr>
<tr>
<td>Student with Disability</td>
<td>1/8 (12.5%)</td>
</tr>
<tr>
<td>Students without Disability</td>
<td>11/30 (36.7%)</td>
</tr>
<tr>
<td>All FT/FT College Ready</td>
<td>12/38 (31.6%)</td>
</tr>
</tbody>
</table>

*Provided by Mary Perrine*
3 Faculty and Staff

Does the faculty and staff represent the population of New York State?

Table 15: 2013-2014 JCC, Service Region, and New York State Diversity

<table>
<thead>
<tr>
<th></th>
<th>White, non-Hispanic</th>
<th>Hispanic</th>
<th>Black non-Hispanic</th>
<th>Asian/Pacific Islander</th>
<th>Native American/Alaskan</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCC Faculty*</td>
<td>96.2%</td>
<td>1.2%</td>
<td>0%</td>
<td>1.2%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>JCC Staff*</td>
<td>97.0%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.0%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Jefferson and Lewis County **</td>
<td>88.5%</td>
<td>5.6%</td>
<td>4.4%</td>
<td>1.2%</td>
<td>0.4%</td>
<td>3.3%</td>
</tr>
<tr>
<td>New York State **</td>
<td>65.0%</td>
<td>18.2%</td>
<td>15.6%</td>
<td>7.8%</td>
<td>0.4%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

* As of fall 2013
** American Community Survey, 2014 estimates

Is the staff representative of the racial and ethnic diversity available through Jefferson County civil service?

In the last reporting year, 99% of Jefferson County’s employees identified as White non-Hispanic.

Have there been any changes in the recruitment and retention of diverse faculty and staff over time?

Table 16: Faculty and Staff Diversity Trends

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2011</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCC % of Minority Faculty</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>JCC % of Minority Staff</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

In addition to the representativeness of faculty and staff, the college has collected information on the perceptions of faculty and staff related to inclusiveness and diversity.

In the 2014 PACE Survey Results, diversity issues were flagged as top priorities for discussion. It is worth noting that the teaching faculty rated the institution lower on these measures than the college average. 

- **Very satisfied = 5, Satisfied = 4, Neither satisfied nor dissatisfied = 3, Dissatisfied = 2, Very dissatisfied = 1**

- The extent to which the institution effectively promotes diversity in the workplace.

- The extent to which student ethnic and cultural diversity are important to the institution.
4 GOALS

The SUNY Excels Performance Improvement Plan included a set of commitments related to enhancing campus diversity and inclusivity.

The College committed to:

- Appointing a designated Diversity Officer;
- Seeking external funding to support underrepresented and economically disadvantaged students; and
- Approving the Affirmative Action Plan, which includes percentage goals for recruiting faculty, administrative, and professional staff from underrepresented populations.

5 UNANSWERED QUESTIONS

- Has the gap in retention and graduation rates increased or decreased over time?
- Is academic preparedness a factor of diversity?
- Does the opinion of campus climate differ for students that are underrepresented?
- What is the effectiveness of campus activities related to diversity, multi-culturalism, and inclusion?
- What are the emerging student, faculty, and staff diversity issues and concerns?
- What are the trending concerns of various constituent groups with underrepresented perspectives (e.g. Veterans, LGQBT+, student parents)?
- What data do we not currently collect that we should be collecting?