Campus Strategic Diversity & Inclusion Plan
DRAFT

Fall 2016
Part I: Mission

Niagara County Community College actively engages the whole college community in promoting a culture of inclusion and acceptance for all members, including administration, faculty, staff, and students.

Guiding Principles

- Prevention of discriminatory or harassing behaviors that create hostile or exclusionary environments for others based on gender, sexual orientation, age, race, religion, socioeconomic status, ability, or ethnicity.
- Commitment to consistently improving opportunities for all people, by supporting social justice and civility, in developing curricula, programs and services.
- Transparency in processes, and a leadership accountable for the experiences of all members of the college community.
- Ongoing evaluation of recruitment and outreach practices to sustain diversity in employee and student populations and in external constituent relationships.

Part II: Assessment

Shared Governance

The college recently conducted comprehensive college-wide assessment as part of the Middle States accreditation process. The self-study included a college-wide survey in 2015 for staff, faculty, and administration that captured sentiment on multiple critical topics. Respondents were, as follows: staff, 27.7%; full-time faculty, 47.3%; administrator, 9.2%; adjunct faculty, 15.8%, and others (included in “other”: part-time coach, technical assistant, non-ranked professional, etc.). The survey revealed that 57.4% of staff, faculty, and administrators who responded said they did not know the process for revising or initiating a college policy while 15.7% said they were not informed when changes were made to college policies.
The survey demonstrated a response pattern for employees who indicated an understanding of the organizational structure and if they thought it supported access to decision making “Of the employees who felt that they understood the structure between administration and faculty either very well or well enough; 40% felt that the structure supported access to participation in decision making either very well or somewhat well; 51.8% felt that the structure supported access not very well or very poorly.” When more than half of respondents feel excluded from access to participation in decision making regarding their professional lives and the experiences of their students, they believe they have no formal avenue to contribute to college discourse or guide initiation of policy development responsive to issues they identify as important.

In response, the college President engaged in grassroots efforts to let employees know their contributions were valuable and began holding open forums in the Faculty Resource Center (FRCAE) to give college employees direct access to him. In addition, at the annual All College meetings attended by staff, faculty, and administration, the President opened the floor to field questions and concerns from attendees to provide a forum for a live college-wide conversation. Efforts to provide open forum to members of the campus community are ongoing.

**Professional Development: Diversity**

FRCAE is positioned centrally as a dedicated space for faculty and student services staff development and peer-to-peer engagement. This academic year, FRCAE workshops include: a theoretically grounded series of discussions based on social psychologist Claude M Steele’s research and subsequent book, “Whistling Vivaldi,” which explores how stereotypes influence our behaviors and others’ responses to us; a 10-module series on helping students to learn more efficiently and effectively; a Learning Community Series collaborative workshop on managing disruptive students; and an installment of the Reading Matters series, “Escape from Camp 14: One Man’s Remarkable Odyssey from North Korea to Freedom in the West.” Other training opportunities from both the Security and Human Resources offices include online training modules that lead participants through a tutorial and then a quiz to test their understanding of critical concepts: employees are provided Title IX Discrimination and Harassment, Preventing Workplace Violence, and Preventing Discrimination and Harassment modules while students access a Title IX Discrimination and Harassment module.
The Human Resources Office is committed to engaging in hiring practices that promote diversity and equity in the workplace. With 87% of college employees self-reporting as white, the college knows that recruiting qualified minority candidates is necessary and has identified multiple ways this will be addressed, as demonstrated in the goals, strategies, and implementation.

Gaps in Access & Achievement

Evaluation of recent assessment materials that examine enrollment, retention, and achievement gaps between minority and white students reveal that minority applicants are approximately 20% less likely to register for classes than white students, 15-18% more likely to have dropped out after their first year than white students, and 12-15% less likely to be successful in their courses than white students. The statistical data below demonstrates fluctuating patterns in all 3 categories:

| Percent of Applicants Who Registered by Fall Semester and Racial Status: |
|-----------------|--------------|--------------|----------------|
| Semester        | Minority     | White        | Difference (Minority - White) |
| Fall 2014       | 22.5%        | 46.0%        | -23.5%          |
| Fall 2015       | 26.5%        | 44.3%        | -17.8%          |
| Fall 2016       | 23.4%        | 44.2%        | -20.7%          |

Minority applicants are approximately 20% less likely to register for classes than white students.

| One Year Attrition Rates (Drop-outs) of First-Time Students by Fall Semester and Racial Status: |
|-----------------|--------------|--------------|----------------|
| Semester        | Minority     | White        | Difference (Minority - White) |
| Fall 2012       | 51.4%        | 32.9%        | 18.5%           |
| Fall 2013       | 51.6%        | 34.3%        | 17.3%           |
| Fall 2014       | 49.5%        | 34.2%        | 15.3%           |

Minority students are about 15-18% more likely to have dropped out after their first year than white students.

| Course Success Rates (Grade of C or better) Students by Fall Semester and Racial Status |
|-----------------------------------------------|--------------|----------------|
| Semester        | Minority     | White        | Difference (Minority - White) |
| Fall 2012       | 58.2%        | 71.2%        | -13.0%          |
| Fall 2013       | 58.8%        | 71.5%        | -12.7%          |
| Fall 2014       | 54.6%        | 70.0%        | -15.4%          |

Minority students are about 12-15% less likely to be successful in their courses than white students.
Diversity & Cultural Awareness

The college relies heavily on Student Senate and the Student Programming Board to provide diversity and cultural awareness programming for the college community. Student clubs funded through Student Life include Catholic Club, Christian Fellowship, GLASS (LGBTQ group), Black Student Union, Veterans Association, Foreign Language Club, and Human Services Club. Student Life also sponsors Leadership Weekend, a free weekend of cabin camping for students that features workshops and team-building activities for develop leadership skills and personal competencies; student participant demographics strongly represent the diversity in the college’s student population. Each month Student Senate holds monthly events that highlight trending social issues or celebrate culture. These include Black History month trivia and movie marathon, the Ally project which shows support for LGBTQ students, Salt & fencing lessons, a celebration of National Coming Out Day, the International Food Festival, and speakers on domestic violence and diversity topics.

Campus Safe Zones

The Wellness Center, the college’s established Safe Zone for any students who feel they are the victims of discrimination or judgement, offers monthly workshops on topics including sexual violence prevention, substance abuse, safe sex, suicide prevention, eating disorders, healthy relationships, depression to education students on mental and physical health issues that can plague anyone but which often afflict specific populations, in an effort to spread awareness, tolerance, and build a sense of community for students who need help.

Support for Targeted Populations

Student Development provides the majority of student services for continuing students and through this paradigm is also focused on offering support to populations their multitude of services target. These include support services for veterans (Veterans Services) and students with disabilities (Accessibility Services). Veteran Services has its own office suite including a private lounge for veterans, which is remarkable on a campus that is often space-constrained; this allows veterans with PTSD and other veteran-related issues the opportunity to do homework or decompress in between classes. The Veteran Student Association, active since 1971, is a student club with a
faculty advisor in the Veteran Services office. The club provides its members with opportunities to socialize, promote veteran issues on campuses, and be involved in community service related to veterans and non-veterans. It sponsors a yearly meet and greet for veterans and the college’s Veteran’s Day ceremony, which brings together veterans from the community with student and alumni veterans.

Accessibility Services is responsible for the college-wide compliance and accommodation processes for students with disabilities. Liaison with ACCES-VR vocational case managers to create academic plan for prospective students with disabilities. Promoting inclusion for disabled students in the higher education begins before they even apply to the college. Staff liaison with high school counselors, ACCESS-VR, Olmsted Center for Sight, Commission for the Blind, and Family and Children Health Services of Niagara County to identify appropriate certificate and degree programs based on students’ functional limitations. A workshop is held every semester to educate students on the rights and responsibilities of students with disabilities and another workshop is help for students seeking careers in the teaching professions on social construct and inclusion for students with disabilities in academic settings. Accessibility Services partners with teaching faculty for a service learning program that pairs student mentors in PSY270: Psychology of Teaching and Learning with self-selected students registered with Accessibility Services to offer students with disabilities additional academic support and socialization and to educate future teachers on working with this population. To promote independence in the disabled student population, the college employs the use of multiple types of adaptive technology (screen-reading software, smart pens, voice-recognition software, etc.) to minimize disabled students’ dependence on other students and college personnel to execute academic tasks and build academic skills that all other students can do independently.

Student Satisfaction

Student satisfaction and graduate surveys indicate that these efforts are not sufficient to make students feel like they have developed competencies in those areas. Assessment data on student satisfaction is captured every three years through the SUNY/ACT Student Opinion Survey (SOS) and the National Community College Benchmark Project. The SOS completed in Spring 2016 showed that we demonstrate strength in “faculty respect for students and diversity of the student
body," students rated "college’s contribution to understanding and appreciating ethnic/cultural/language diversity lower than that of most other SUNY institutions’ student populations at 3.2/5. It wasn’t clear in the Self-Study how in house assessments of the efficacy of particular 14 program assessments were informing future practice, although student satisfaction surveys did provide impetus to changing programming (i.e., Student Leadership Programming). While there were no student learning outcomes tied to the diversity programming at the time of the Self Study, the college is in the process of developing student learning outcomes for Student Services services and programming in an effort to guide meaningful practice; diversity, equity, and inclusion are integral to this new paradigm.

Diversity Inclusion in Course Offerings

The college currently has available to all students comprehensive course offerings which provide access to diversity education in both breadth and depth. Each of the following courses in some way examines culture, equity, diversity, and/or a subject in historical context: Cultural Anthropology; People and Cultures of the World; Introduction to Linguistics; Religion: Anthropological View; Kingdom of the Cults; Art, Artist, Society; Art Appreciation; Visual Literacy; Ancient to Gothic Art; 18th to 19th Century Art; American Art; Consumer Behavior; International Business; Criminology; International Cuisine, History of US to 1865; History of US since 1865; Western Civilizations I & II; World Civilizations I & II; American Women’s History; Holocausts: From Rome to Rwanda; African American History; China and the Modern World; American Frontier; Poverty, Welfare, & Policy; Introduction to Aging & the Aged; Introduction to Addictions: Individual & the Family; Diversity in Chemical Dependency Counseling; Studies Abroad in the Social Sciences; Caribbean Literature & Studies; Comparative Literature; British Literature from Beowulf to the Restoration; British Literature from the Romantics to the Present; Women in Literature; American Literature Culture 1865-present; Contemporary World Literature; African American Literature; Native American Literature; Urban Music: Bebop & Hip-Hop; American Popular Music; Music for Film; Music: Introduction Through Class Era; Ethics, Morality, Law, & Politics; Political Philosophy: Community, Culture, and State Power; Philosophy of Religion; Country/Folk Dance; Social Psychology; Psychology of Teaching and Learning; Introduction to Sociology; Social Organization of Work; Gender and Society; Gender, Sexuality, and Culture; Black Drama and Film; Disabilities: Birth to Adolescence; Anti-Bias Early
Childhood Education; and courses in German, French, Spanish, Italian, Japanese, and American Sign Language. The challenge lies in encouraging students to choose these courses as electives to meet certificate and degree program requirements when they are not a prescribed requirement of a certificate or degree program.

Support for Non-Native English Speakers

Although the college has not formally offered ESL classes in several years, potential offerings are being examined in response to anecdotal evidence from faculty on their experiences teaching this population and also in response to the growing number of faculty contacting the Testing Center (which serves students registered with Accessibility Services who receive academic adjustments due to documented disability) to request services for ESL students. The Testing Center serves students with disabilities exclusively. In response to the call for greater support for ESL students, and as a stop-gap until other solutions are identified, a 1-credit, 5-week module course is being offered in Fall 2016 to help ESL students further develop American English conversational and listening skills, and ESL-specific tutors are now available in the Learning Commons to support these students’ academic goals. The Coordinator of Reading recently attended 2 local conferences, Erie 1 Boces’ Biliteracy for All and an ESL training through ESL Literacy Buffalo-Niagara, in October, and will be attending Collaboration in the Classroom and Beyond, the NYS TESOL 46th Annual Conference in Syracuse, NY in November, to learn more about current best practices and professional standards. In an effort to establish a grassroots approach to promoting inclusion of non-native English speakers at the college, the Coordinator of Reading, Assistant Vice President of Academic Affairs and Vice President of Academic Affairs recently met with two representatives from Journey’s End Refugee Services, Inc. to find out more about refugee resettlement in Erie and Niagara counties and the potential role of NCCC in providing access to higher education and inclusive services.

New Initiatives Supporting Access & Academic Excellence

As a public community college with an open admission policy, supporting academic success for a population with wide range of abilities and capabilities is an ongoing challenge. Some initiatives that were launched this past year:
1. Reading and Writing Remediation: A task force was recently formed to explore best practices in developmental/remedial instruction for reading and writing to remove barriers to achieving proficiency.

2. Math Remediation: Math faculty have implemented a math emporium approach for remedial courses as well as joined SUNY’s initiative to offer Quantway for remedial math students.

3. Allied Health Programs: A free summer anatomy and physiology primer course is available to students going into Allied Health programs and was developed in response to a historically low student success rate in these courses, which are curricular requirements for allied health programs. Recently a task force was formed to research best practices to increase student success so that more students can successfully meet admission requirements for these health-related occupations.

4. Prior Learning Credit: A task force was recently formed to research and recommend best practices in credit-for-prior-learning that will enhance admission and inclusion of post-traditional and veteran students.

5. Course Scheduling and Time to Degree: A task force was recently formed to evaluate and modify evening and accelerated course and program schedules, part-time programs, and online and hybrid courses to provide greater access and increase educational options for a broader population including adult students, single parents, working students, and even college staff who want to further their education or training.

Part III: Goals

Institutional Leadership and Commitment to Inclusion

Goal #1: To create complaint resolution and grievance procedures that promote transparency in addressing injustice - real or perceived - experienced by any member of the college community.

Goal #2: To develop a framework for revealing underlying issues and transforming exclusive practices and behaviors.

Staff, Faculty, and Administration Development
Goal #1: To engage in recruitment practices that increase and retain full-time and part-time diversity at the faculty, staff, and administrative levels.

Goal #2: To provide professional development opportunities that allow faculty, staff, and administration to focus on constructive resolution to conflicts arising from equity and inclusion inefficacy.

Curriculum Transformation

Goal #1: To facilitate concrete strategies for greater engagement and success among underserved students through curriculum development and assessment.

Goal #2: To develop global citizens through curriculum.

Student Experience

Goal #1: To improve conversion, retention, and graduation rates of targeted underrepresented student demographics so those rates will be comparable to the student population enrollment, retention, and graduation rates overall.

Goal #2: To create a climate in which all students have a supportive and comfortable environment to meet the competitive challenges of academic life.

College Community Networking

Goal #1: To engage in comprehensive recruitment activities that support admission of traditionally underserved prospective students and those representing emerging excluded population demographics.

Goal #2: To engage with the community to support the development of multicultural competency in our student populations.

Part IV: Strategies and Implementation

Institutional Leadership and Commitment to Inclusion

Goal #1: To create complaint resolution and grievance procedures that promote transparency in addressing injustice – real or perceived – experienced by any member of the college community.

Strategy: Review current processes, policies, and procedures to assess efficacy.
Implementation:
- Identify formal processes, policies and procedures and date of last revision. For example, the college’s Affirmative Action policy is outdated and new leadership in Human Resources has identified it as first priority for revision.
- Establish timeline for revisions as necessary and work with college constituents to promote inclusion by making revisions through a collaborative effort.

Goal #2: To develop a framework for revealing underlying issues and transforming exclusive practices and behaviors.

**Strategy:** Provide professional development to Public Relations staff specifically and anyone college-wide to ensure current and future college materials, for credit, non-credit and public events, are free of bias (promotional material, websites, regular correspondence, surveys, etc.).

**Implementation:**
- Create comprehensive databases of all college promotional materials, websites, regular correspondence, surveys, etc.
- Contract with consultant or identify qualified college employees with background necessary to providing training program on bias-free thinking and identifying social constructs that support exclusion.

**Strategy:** Provide professional development to Human Resources, administration, academic division chairs, and front office staff, and any employees college-wide, that focuses on workplace and front-line student interactions that are free of bias.

**Implementation:**
- Contract with consultant or identify qualified college employees to provide training program on bias-free thinking and identifying social constructs that support exclusion.

**Strategy:** Create a Diversity Council chaired by Assistant Director of Diversity & Compliance that includes members from all parts of the college community to encourage and track diversity initiatives.

**Implementation:**
- Open suggestion of Diversity Council membership to all members of college community to ensure inclusion and evaluate whether to establish
subcommittees for specific projects based on interests and goals of group after bi-monthly focus groups for one semester.
  o Diversity Council will establish process for, and be gatekeeper of, archiving historical information that guides policy on diversity related issues.

**Staff, Faculty, and Administration Development**

**Goal #1:** To engage in recruitment practices that increase and retain full-time and part-time diversity at the faculty, staff, and administrative levels.

**Strategy:** Identify venues to advertise openings at the college in an effort to bring more diverse candidate pools.

**Implementation:**
  o Network with regional and national organizations that engage human resources professionals and support diversity in the workforce to identify best practices for reaching candidates.
  o Evaluate financial and practical efficiency of contracting with a service that posts jobs to multiple venues automatically.
  o Review and update college affirmative action plan.

**Strategy:** Review, analyze, and revise current college search process and procedure guidance for search committees.

**Implementation:**
  o Revise search process and procedure to provide search committee chairs with formal, non-discretionary guidance that ensures college-wide uniformity in all employee searches.
  o Establish rights and responsibilities of college in conducting searches for qualified candidates and engaging in equitable hiring practices.

**Goal #2:** To provide professional development opportunities that allow faculty, staff, and administration to focus on constructive resolution to conflicts arising from equity and inclusion inefficacy.

**Strategy:** Identify types of diversity, equity, and inclusion training needed for the college (i.e. sensitivity, social identity development, diversity, etc.).

**Implementation:**
o Establish standard annual timeline for resolution-based diversity, equity, and inclusion training and ensure that all college employees have the opportunity to participate.

o Ensure multicultural competency training engages various college forums (i.e. FRCAE, Human Resources, etc.) to promote feelings of inclusion among employees.

Curriculum Transformation

Goal #1: To facilitate concrete strategies for greater engagement and success among underserved students through curriculum development and assessment.

Strategy: Establish best practices in developmental/remedial instruction for reading and writing.

Implementation:

o Pending findings of designated task force.

Goal #2: To develop global citizens through curriculum.

Strategy: Encourage students to elect to take courses that educate them on diversity, inclusion, and overlapping topics.

Implementation:

o Design campaign to be executed by Student Services that educates students on the multitude of ways students can learn about diversity while meeting degree requirements.

o Provide promotional materials to advisors that highlight diversity focused courses students can take for elective credit while meeting degree requirements.

Strategy: Create Student Learning Outcome for diversity courses.

Implementation:

o Establish best practices for faculty in embedding, implying, or focusing on diversity issues in courses.
o Revise appropriate master course syllabi to reflect integration or recognition of diversity themes in courses.

o Work with transfer institutions to align Student Learning Outcomes of diversity courses.

**Student Experience**

**Goal #1:** To improve conversion, retention, and graduation rates of targeted underrepresented student demographics so those rates will be comparable to the student population enrollment, retention, and graduation rates overall.

**Strategy:** Develop recruitment plan that addresses conversion from admission to enrollment by identifying barriers for target populations.

**Implementation:**

o Conduct qualitative analysis via phone interviews with students who did not achieve conversion to determine barriers.

o Analyze data to determine pattern of behavior or barriers embedded in college admission or enrollment structure and create plan to mediate these barriers.

**Strategy:** Develop tracking mechanisms that support identifying challenges to academic success for populations with lower retention and graduation rates.

**Implementation:**

o Initiate case management model for all students.

o Train case managers to identify markers that indicate students are in distress.

o Develop proactive approaches to troubleshooting student issues and finding resolution to minimize damage to the students’ academic life.

**Goal #2:** To create a climate in which all students have a supportive and comfortable environment to meet the competitive challenges of academic life.

**Strategy:** Develop and initiate college-wide efforts to bring students of different races, ethnicities, ages, abilities, gender identity, and socioeconomic class together to promote understanding, discourse, and inclusion.

**Implementation:**

o Identify groups that are marginalized and not represented in current service and curriculum offerings.
- Develop effective framework for disseminating information to students on opportunities to engage in activities that promote inclusion and equity.
- Establish and publicize more judgment-free zones/safe places/way to identify allies.
- Begin ongoing college-wide speaker series that promotes tolerance and diversity.
- Implement "preferred name" policy, allowing preferred name in Banner
- Create more gender free areas on campuses: locker rooms, housing options, and restrooms.

**Strategy:** Embed diversity in Institutional Student Learning Outcomes and develop multiple avenues for students to achieve these outside the classroom.

**Implementation:**
- Include diversity module in mandatory online orientation.
- Include diversity module in mandatory online orientation that demonstrates both breadth and depth of student population demographics
- Offer more diversity and inclusion-focused student programming college-wide that speaks to institutional Student Learning Outcomes.

**College Community Networking**

**Goal #1:** To engage in comprehensive recruitment activities that support admission of traditionally underserved prospective students and those representing emerging excluded population demographics.

**Strategy:** Create targeted recruitment campaigns and communication streams.

**Implementation:**
- Identify reachable geographic areas where students underrepresented in our student population live, work, and/or go to school.
- Develop a recruitment strategy supported by accompanying communication that provide access to those prospective students.

**Goal #2:** To engage with the community to support the development of multicultural competency in our student populations.
Strategy: Initiate and build external relationships that strengthen the college’s ties to the community.

Implementation:
  o Identify employers and internship sites that represent diversity in the workforce and build relationships accordingly.
  o Identify professional organizations that support underrepresented populations.
  o To identify community service opportunities that increase student awareness of social issues and marginalized populations.

Part V: Assessment and Evaluation

Institutional Leadership and Commitment to Inclusion

Goal #1: To create complaint resolution and grievance procedures that promote transparency in addressing injustice – real or perceived – experienced by any member of the college community.

Strategy: Review current processes, policies, and procedures to assess efficacy.

Assessing Implementation:
The Human Resources Director has a 3-year plan for examining and revising all policy and procedure manuals that are outdated or no longer relevant. The first, the Affirmative Action policy, will be completed by February 2017. The others will be added to a database with reasonable timelines for completion and approval through governance.

Goal #2: To develop a framework for revealing underlying issues and transforming exclusive practices and behaviors.

Strategy: Provide professional development to Public Relations staff specifically and anyone college-wide to ensure current and future college materials, for credit, non-credit and public events, are free of bias (promotional material, websites, regular correspondence, surveys, etc.).

Assessing Implementation:
The college will provide training on bias-free publications and marketing materials in Summer 2017; ongoing assessment of materials to ensure non-bias will occur as a collaborative effort between Public Relations and the Diversity Council annually. **Strategy:** Provide professional development to Human Resources, administration, academic division chairs, and front office staff, and any employees college-wide, that focuses on workplace and front-line student interactions that are free of bias.

**Assessing Implementation:**
The Assistant Director of Diversity & Compliance will establish an annual workshop series that provides opportunities for professional development in unbiased thinking and identifying detrimental patterns of communication and process behavior that support exclusive practices.

**Strategy:** Create a Diversity Council chaired by Assistant Director of Diversity & Compliance that includes members from all parts of the college community to encourage and track diversity initiatives.

**Assessing Implementation**
After the Assistant Director of Diversity & Compliance is hired in Spring 2017 and, the campus-wide call for Diversity Council participation will begin. The committee will begin monthly meetings in Fall 2017 and will move forward to identify an agenda and respond to this campus plan. End of semester assessment of objectives achieved will be annual.

**Staff, Faculty, and Administration Development**

**Goal #1:** To engage in recruitment practices that increase and retain full-time and part-time diversity at the faculty, staff, and administrative levels.

**Strategy:** Identify venues to advertise openings at the college in an effort to bring more diverse candidate pools.

**Assessing Implementation:**
Human Resources expects that any positions posted after September 2017 will reach a broader audience in response to the implementation process outcomes.

**Strategy:** Review, analyze, and revise current college search process and procedure guidance for search committees.
**Assessing Implementation:**

The Human Resources Director will have search processes and procedures revised and reorganized according to state and federal law and best practices in human resources management, and then vetted through the Diversity Council, by Fall 2017.

**Goal #2:** To provide professional development opportunities that allow faculty, staff, and administration to focus on constructive resolution to conflicts arising from equity and inclusion inefficacy.

**Strategy:** Identify types of diversity, equity, and inclusion training needed for the college (i.e. sensitivity, social identity development, diversity, etc.).

**Assessing Implementation:**

The college will implement a schedule of 3 workshops each semester beginning in Fall 2017 that address specific issues and allow opportunities for college employees to engage in meaningful discourse about their experiences in a safe, non-judgmental setting. Survey staff/faculty to determine if the college is aware of the current process and/or satisfied with how the process works. In addition, through SUNY, the college will be implementing the COACH in Spring 2017 to capture faculty perception of all aspects of professional life, which will create a benchmark for improvement for this group.

**Curriculum Transformation**

**Goal #1:** To facilitate concrete strategies for greater engagement and success among underserved students through curriculum development and assessment.

**Strategy:** Establish best practices in developmental/remedial instruction for reading and writing.

**Assessing Implementation:**

Pending findings of designated task force. Final reports are due in June 2017.

**Strategy:** Establish best practices in credit-for-prior-learning to enhance admissions and inclusion of post-traditional and veteran students.

**Assessing Implementation:**

Pending findings of designated task force. Final reports are due in June 2017.
Goal #2: To develop global citizens through curriculum.

**Strategy:** Encourage students to elect to take courses that educate them on diversity, inclusion, and overlapping topics.

**Assessing Implementation:**

The full list of course offerings that embed, imply, or include education on diversity topics must be reviewed and approved by Faculty Senate; this will be on the agenda for Spring 2017. An ad-hoc committee through Academic Council will coordinate implementation to occur during the next registration and advisement period.

**Strategy:** Create Student Learning Outcome for diversity courses.

**Assessing Implementation:**

Pending review by Faculty Senate.

**Student Experience**

Goal #1: To improve conversion, retention, and graduation rates of targeted underrepresented student demographics so those rates will be comparable to the student population enrollment, retention, and graduation rates overall.

**Strategy:** Develop recruitment plan that addresses conversion from admission to enrollment by identifying barriers for target populations.

**Assessing Implementation:**

The first assessment period will begin in September 2017 to determine the baseline and conduct further analysis.

**Strategy:** Develop tracking mechanisms that support identifying challenges to academic success for populations with lower retention and graduation rates.

**Assessing Implementation:**

Pending reorganization of division resource allocation and/or approval for hiring.

Goal #2: To create a climate in which all students have a supportive and comfortable environment to meet the competitive challenges of academic life.

**Strategy:** Develop and initiate college-wide efforts to bring students of different races, ethnicities, ages, abilities, gender identity, and socioeconomic class together to promote understanding, discourse, and inclusion.

**Assessing Implementation:**
Engage in a college-wide assessment beginning in Fall 2017 that brings to the forefront issues students believe the college is not responsive to, and suggestions for appropriate responses. Focus groups that employ best practices in qualitative research methods will be conducted with students to gather more in-depth narrative on perceptions of diversity and inclusion. Results are expected to be available in Summer 2018. The Spring 2019 SOS will demonstrate whether implementation ongoing beginning in Fall 2017 has been effective and whether the college must reexamine its efforts; the goal is to improve “college’s contribution to understanding and appreciating ethnic/cultural/language diversity.”

**Strategy:** Embed diversity in Institutional Student Learning Outcomes and develop multiple avenues for students to achieve these outside the classroom.

**Assessing Implementation:**
Diversity will be embedded in the online orientation by Summer 2017 for our new students next academic year and college-wide monthly student programming will begin in Fall 2017. The Spring 2019 SOS will demonstrate whether implementation has been effective; the goal is to improve “college’s contribution to understanding and appreciating ethnic/cultural/language diversity.”

**College Community Networking**

**Goal #1:** To engage in comprehensive recruitment activities that support admission of traditionally underserved prospective students and those representing emerging excluded population demographics.

**Strategy:** Create targeted recruitment campaigns and communication streams.

**Assessing Implementation:**
Pending assessment of best practices in reaching specific populations, evaluation of campus materials for non-bias, implementation of training program for employees to identify exclusive social constructs supported by campus policies and/or programming. Actual implementation would occur between years 3 and 5 and be assessed using enrollment data for 3 consecutive years post-implementation.
Goal #2: To engage with the community to support the development of multicultural competency in our student populations.

**Strategy:** Initiate and build external relationships that strengthen the college’s ties to the community.

**Assessing Implementation:**
Target areas to be determined in consultation with college Diversity Council and timelines and assessment will be established accordingly. Timelines for implementation will end no more than 1 year from the start of the initiative and assessment will occur annually.

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**Part VI: Summative Statement**

While assessing our college-wide initiatives and the types of data we have historically collected and relied on to make changes to policies and practices, it became apparent that we are not doing enough for specific student populations (i.e. emergent mainstreaming student demographics) and that we must commit to more inclusive assessment practices to provide a snapshot of life on our campuses for those populations, so that we may engage not only in development of policies that guide us in responding to their needs but also in bringing about a cultural shift across campuses, with the goal of collectively supporting a social construct that speaks to equity and inclusion. Likewise, all of the areas identified as weaknesses in the SOS survey will be addressed going forward, and efforts will focus on improving student opinion in those areas.

In the interest in promoting transparency, results gathered from surveys, focus groups, and other research methods will be publicized campus-wide, in addition to college responses to findings, so that all members of the campus community are aware of assessment activities and can observe efforts to improve diversity and equity that promote inclusion by making all parties aware of ongoing initiatives and opportunities to participate in processes that move the campus forward in its strategic diversity plan.
We expect the impact of the college’s plan to be meaningful for all students as we prepare them to be global citizens and good neighbors in an increasingly diverse and ever-changing world population, and that administrators, faculty, and staff will be more aware of evolving challenges that create seemingly insurmountable obstacles for our students. The goal of the plan in terms of higher education specifically will be to enroll, retain, and graduate students with unique barriers in an effort to fulfill our mission as a community college that provides access to all and serves as a gateway to society’s most beleaguered, as a beacon of hope and a model for appropriate behavior in support of our local and global communities.