



**Diversity, Equity, & Inclusiveness Plan  
2016-2021**



**November 1, 2016**

**Mohawk Valley Community College  
Diversity, Equity, & Inclusiveness Plan 2016-2021**

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## INTRODUCTION

Beginning in the mid-twentieth century, as the American GI Bill offered the opportunity of a college education to Americans of diverse socio-economic backgrounds, attending college has become almost synonymous with experiencing diversity. No longer accessible only by the elite, higher education began to embrace the ideals of inclusiveness, accessibility, and diversity. It was not until the 1960s, however, that colleges and their programs fell under criticism for the implicit, and many times explicit, exclusion of women and minorities. The protests that began on college campuses during those days influenced not only higher education, but our culture in general. To their credit, universities, colleges, and community colleges have accepted the mantle of advancing, modeling, and engendering the principles of diversity, equity, and inclusiveness. We are now faced with new challenges, which we must accept with the optimism, determination, and right-mindedness that has brought us thus far.

Community colleges, in particular, have become the champions of a body of students who are diverse not only in terms of race, religion, ethnicity, age, and gender identification, but who are also diverse in their levels of academic preparedness, family and work obligations, disabilities, and political outlooks. Mohawk Valley Community College recognizes and embraces our responsibility not only to serve diverse populations, but to transform lives by teaching and practicing principles of diversity, equity, and accessibility that will be carried by our students and employees into the community. To that end, a college diversity, accessibility, and equity plan can be a valuable tool. The plan will document already existing successful practices, create means for checking our progress, and solidify our commitment to modeling and advancing principles that create an environment where all can feel safe and valued, and where we can learn to celebrate our differences while finding common ground.

## GUIDING PRINCIPLES FOR DIVERSITY, EQUITY, AND INCLUSION

The guiding principles for this document, as we reflect on progress and move forward are firmly based in the College's value statement, MVCC's Diversity, Equity, and Inclusion Plan is guided by these principles:

- *Inspire excellence* by seeking opportunities for diversity and inclusion.
- *Embrace community* by fostering an inclusive campus environment that respects the dignity of everyone.
- *Model the way* for inclusive practices that promote student and employee success.
- *Encourage confidence* by empowering individuals to thrive in a global community.

## STRATEGIC PLAN, VISION, MISSION, VALUES

### MVCC VISION STATEMENT

Transforming lives through learning

### MVCC MISSION STATEMENT

MVCC provides accessible, high-quality educational opportunities to meet the diverse needs of our students. We are the community's college, committed to student success through local partnerships, transfer and career pathways, and personal enrichment.

### MVCC VALUES STATEMENT

Inspire excellence; Embrace community; Model the way; Encourage confidence

### THREADS

Assessment; Partnerships; Communication; Resources; Enrollment

### STRATEGIC GOALS

- **INCREASE STUDENT COMPLETION**
  - Increase the fall to fall retention.
  - Increase the graduation rate.
  - Increase the student success rate.
- **STRENGTHEN THE EDUCATIONAL PIPELINE**
  - Strengthen outreach efforts to increase the number of K-12 career and educational opportunities.
  - Strengthen university partnerships to increase the number of bachelor and graduate program partners and students enrolled in completer programs
  - Strengthen transfer success by increasing the percentage of AA and AS graduates, and students without a credential who transfer to a four-year institution.
- **ADVANCE DIVERSITY AND INCLUSIVENESS**
  - Advance faculty and staff recruitment to reflect the diversity evident in the MVCC student population.
  - Advance student recruitment, offerings, and services to support and increase the percentage of adult students (25 years or older) as a percentage of the total student population.
  - Advance the understanding of universal design by integrating UDL standards into 18 gateway course toolkits.
- **EXPAND APPLIED LEARNING**
  - Expand the number of students completing internships and service learning experiences.
  - Expand the number of sites for internships and service learning.

- **DEVELOP THE WORKFORCE AND COMMUNITY**
  - Develop or redevelop programs (credit and noncredit) annually to meet community needs.
  - Develop community partnerships annually with educational impact.

### MVCC & THE COMMUNITY

Community is at the heart of MVCC's mission of service. The College has launched numerous efforts to reach the community's underserved residents – those at the highest risk and with the highest needs. Community programs offered by MVCC are extensive and serve diverse populations:

- In 2012, the College launched the Educational Opportunity Center, a TRIO-funded program to provide college entry assistance to low-income community residents. The EOC serves 1,000 clients per year, providing mentoring / advisement, assistance in attaining a High School Equivalency credential, college research and applications, financial aid paperwork, and more.
- A 2015 pilot program partnered with a food bank and homeless shelter in Rome, NY to offer nutrition and cooking classes for the agency's clients, and a Skills for Success program partners with the Utica Rescue Mission to provide free, for-credit construction skills training for individuals who were homeless or in addiction recovery programs.
- Team MVCC, an effort initiated and coordinated by college staff, promotes community activities and engagement by college stakeholders. The effort participates in charity walks, food drives, toy drives, bake sales, neighborhood clean-ups, and more, raising tens of thousands of dollars per year. Beneficiaries include student scholarships, cancer research, autism services, local homeless shelters, and more.
- The College has operated a YouthBuild program since 2013, providing high school equivalency education, vocational skills training, and job placement services for youth who dropped out of high school (77 served to date).
- A New Directions program serves formerly incarcerated individuals, enabling them to pursue higher education in an environment that understands their unique needs and provides essential supports to aid in readjusting and developing a positive lifestyle.
- MVCC partners with a local service agency to provide CollegeWorks, a two-year, non-credit vocational training program for individuals with developmental disabilities, graduating more than 125 individuals in ten years.
- In 2015, the College launched iServe Mohawk Valley, a grant-funded volunteer generation initiative to recruit college students who can contribute their time and talents at local service agencies to fight the hunger epidemic in

their local communities (volunteers have assisted in preparing over 1,000 meals to date).

- The thINCubator (The Home for Innovative New Companies) is a recent effort by the College to develop entrepreneurship and foster innovation in the region. This program supports entrepreneurs in creating, launching, and sustaining new businesses, and serves approximately 22 new ventures per year, including an artisans collective initiative in partnership with the Mohawk Valley Resource Center for Refugees.
- STEP and CSTEP (Science and Technology Entry Programs for high school and college students) encourage female, minority, and otherwise underrepresented students to enter the science and technology fields. The programs each serve approximately 80 students per year.

These few examples are just a small listing of MVCC's extensive efforts to partner within the community to serve those who too often experience service gaps and limited opportunities. The College serves more than 6,000 people annually through its corporate and community education programs, and its campuses welcome more than 50,000 people on a yearly basis for community events. The College is committed to making a difference for those who need hope the most.

## **STUDENT EXPERIENCE & SUPPORT**

### **Student Recruitment**

The Admissions office is committed to providing quality services to prospective students who seek guidance in furthering their education with the hope of achieving their ultimate goal of transfer, employment, or personal development, while fostering an academically and culturally diverse student body. We strive to motivate prospective students by providing a student-focused supportive environment through accessibility, guidance and learner-centered customer service while assisting in making life changing decisions.

As representatives of the College, the Admissions office travels throughout New York State, and internationally to recruit prospective students, promoting MVCC's quality, affordable education, numerous academic programs, extensive student clubs and athletic programs, and our vibrant campus community. Staff participates in over 250 events annually, from college fairs and information nights, to high school visits and community-based organizations, to on-campus Open Houses and program information nights. We host several hundred prospective high school students each semester, those who visit as individuals, come with their support team, or as part of a group visit with their high school or organization. The Admissions staff guide prospective students through the application process, assisting with their acceptance to the College, and direct them toward enrolling at the College.

### **Students of Color**

The College has provided several educational training for students, faculty and staff that addresses race relations, diversity and inclusion. These efforts raise awareness for all who are a part of this campus about the many ways that discrimination impacts students of color, whether in the classroom or in the community. The institutes and workshops that have been provided, articulate how insidious discrimination is and what the perpetrator and victims of discrimination can do to tackle the barriers that institutional discrimination creates. Through student groups such as, the Black Student Union and the Latino Student Union, we have held many events and programs over the years to empower students on an emotional, academic and professional level. In addition, for the past 8 years, the College has hosted the Men of Color Symposium; through this symposium, we have had numerous speakers and panels of experts that has proven to be exceptional motivational speakers for students of color.

### **Refugees/Immigrants**

Utica has long been regarded as the “city that loves refugees” and this reality has not only greatly influenced the culture of the city, but the student population and programming at MVCC. The Mohawk Valley Resource Center for Refugees (MVRRCR) was established in 1979. Over the years, MVRRCR has resettled waves of refugees from Vietnam, Russia, Bosnia, Burma and several other war-torn and unstable countries. For the last decade, more than 400 refugees have been resettled in Utica – a city of 60,000 people. As a result, the Utica City School District estimates that as many as 42 languages are spoken within the District. It is estimated that more than 25 languages are spoken by students at MVCC.

In addition to the significant refugee population in Utica, a growing Latino influence is reshaping the cultural local landscape. According to the Mohawk Valley Latino Association (MVLA), as many as 500 newcomers from the Dominican Republic and Puerto Rico have been relocating to Utica on annual basis for more than ten years. MVLA has a database of more than 70 Hispanic-owned business in the Utica area.

### **Returning Adults**

Each year, several hundred students 25 years of age and older choose to enroll at the College. Our students are parents, dislocated workers, veterans, GED recipients, non-native English speakers and senior citizens. Adult Learner Services provides individualized services for current or prospective adult students to support and enhance the educational experience of adult learners. We encourage student success through advocacy, community, advisement, and mentoring. Through our ED100 class (College Seminar), Returning Adult Student Association, Non-Traditional Student Week Activities, SPIRE Honor Society (for non-traditional students), and other



workshops, we offer students an opportunity to connect with one another and gain support from each other.

### **Lesbian, Gay, Bisexual, Transgender, Queer & Allies (LGBTQ&A)**

The MVCC LGBTQ&A Committee has made great strides over the past four years of existence. Its main goal is to create a more supportive and welcoming environment for our student body and in doing so, providing increased opportunities for student success. Major initiatives have included training over 150 faculty and staff members to create safe spaces; an ally database for LGBTQ students on campus; training RA's to best support LGBTQ&A students in residence halls; increasing LGBTQ&A programming as a part of the MVCC Cultural Series, and working with facilities and operations to create several gender inclusive bathrooms on campus. Additionally, we have worked closely with other college departments, including Residence Life, Accessibility Resources, Public Safety, and the Registrar to incorporate more inclusive policies such as the use of preferred names and the availability of gender inclusive housing. The committee also participates in community events such as fundraising for the AIDS Hike for Life and meetings of the Mohawk Valley LGBT Consortium, which was initiated by our committee in 2016. This consortium consists of key representatives' at all local colleges and major service organizations that deal specifically with LGBTQ&A support services. Furthermore, the committee serves as a support to the MVCC student club Gay/Straight Alliance ensuring that connections are made between faculty, staff, and students.

### **International Students**

The College has a strong and diverse International Admissions Office. The Office is responsible for recruiting students to achieve college enrollment objectives by working with prospective international students, advisors and overseas partners. The office, comprised of two full-time staff, works directly with college departments and faculty advisors to facilitate academic planning and to provide appropriate services for international students.

During the International Student Orientation, and through ongoing orientation activities, the office thrives to ease the transition of students into the American educational system, and to mitigate culture shock and homesickness. We are the student's first image of the College, so we aim to be welcoming and supportive to the student in any way possible, as to promote learning, personal growth and student success.

### **Veterans**

The Veterans Education Services Office welcomes Veteran students, their dependents and active duty personnel to Mohawk Valley Community College. The Office is comprised of two full-time staff who help veterans through the traditional college processes as well as provide a comprehensive overview of VA Educational Benefits.

We are committed to supporting their academic and career goals along with making the transition to college as seamless as possible.

### **Accessibility Resources**

The MVCC Office of Accessibility Resources (OAR) is committed to providing leadership, advocacy and services to the college community to ensure a physical, academic, social and attitudinal environment in which any student, employee, or visitor can participate with equity and dignity.

The MVCC Office of Accessibility Resources (OAR) believes in Universal Design, an approach that results in instruction, programs, services, and facilities that can be used with maximum flexibility and usability by the widest possible range of individuals, regardless of their personal characteristics, abilities, and disabilities.

### **New Directions**

The New Directions program recruits recently incarcerated and underrepresented students to enroll at our institution. The department regularly sponsors presentations and events addressing diversity and inclusion for all groups and has done so for seven years. In addition, our College in Prison Program provides access to education to those currently incarcerated of which are primarily men of color. The staff in our department has advised the Black Student Union, the Caribbean Club and are often on committees and searches for new staff to help diversify the institutions faculty and staff.

### **College-Community-Connection (C3)**

The College-Community-Connection (C3) program connects students at MVCC to appropriate wrap around services within the community. Through established community agencies and partnering organizations, students and their families will have access to resources and services that will aid and help them to remain in college and complete their studies. These services include access to transportation, healthcare, legal aid, child care & elderly care, mental health, housing assistance, employment assistance and other such services.

Our student population is highly reflective of the city of Utica and is inherently diverse. The campus community has a high rate of students receiving financial aid (62%), First Generation (33%), Historically Underrepresented (24%), Adult Student (30%), Students with Disabilities (10%), and English as a Second Language (7%). The C3 program is highly inclusive as our mission and goal is to connect any student in need to appropriate services and resources, therefore eliminating potential barriers to persistence and completion, providing access and equity.

### **Collegiate Science Technology Entry Program (CSTEP)**

CSTEP is a New York State Department of Education grant-funded enrichment initiative designed to foster academic excellence, cultivate student independence,

enhance students' college experience, and increase awareness and opportunities for historically and economically underrepresented college students pursuing careers in the fields of science, math, engineering, technologies and allied health. MVCC CSTEP provides eligible full time college students with activities to foster academic excellence and nurture students as they progress through their college study. The 2015-16 group, of 80 plus members, was comprised of over 50% historically underrepresented populations (Black/ African American, Hispanic/Latino, Alaskan Native, or American Indian). Over 1/3 of the membership were students with refugee status. The 2015-16 year produced 24 CSTEP graduates, with over 70% transferring to 4 year institutions to pursue a bachelor's degree. CSTEP students are required to maintain a minimum 2.8 GPA; the average GPA for 2015-16 was 2.98.

### **Athletics**

Mohawk Valley Community College is committed to offering one of the most extensive, diverse and successful two year college intercollegiate athletic programs in the entire country. There are a wide variety of individual (12) and team (10) sports for men and women. The diversity of the program - eleven sports for men and eleven for women, virtually assures any interested student an opportunity to participate in the sport of their interest at MVCC.

### **Clubs & Organizations**

The Student Activities Program is co-curricular education, providing first-hand experience in planning, group leadership, committee work and budgetary management. This "hands on" experience, combined with classroom learning, creates a well-rounded college experience for the student body. The approximately 50 different clubs and organizations, including but not limited to, the International Club, the Muslim Student Association, the Latino Student Union and the Black Student Union, offer the students many diverse and cultural opportunities. In addition, numerous special events are sponsored by Student Congress that focus on the diverse student population here at MVCC.

### **Interfaith/Spiritual Room**

The College has identified a quiet, unadorned space that can be utilized for prayer, mindfulness, meditation or quiet spiritual reflection. The room is open to all and is intended to be utilized by anyone without requesting a reservation. Its purpose and name are intentionally broad to be as inclusive as possible to meet the individual needs of the members of the college community.

### **Learning Commons**

The Learning Commons is the integrated hub that combines welcoming learning space, technology, and services to help students achieve their academic goals. In the Learning Commons, students could receive individualized and student-centered tutoring in a wide range of subjects. Mentored study groups and Supplemental Instruction provide

additional support to help motivated students succeed. Further, librarian support enhances learning in a relaxed and attentive environment. Completion coaches are also available to provide a holistic approach to eliminate any barriers to academic success. Computer workstations, scanners, and printers add to the wealth of resources in the Learning Commons.

Characterized by a diverse student population, MVCC students differ in ability, academic preparation, age, ethnicity, language and cultural background. The Learning commons tutors and coaches are selected based on their academic achievements and empathic abilities, and represent the student diversity on the campus.

### **Residence Life**

Mohawk Valley Community College has had a Residence Life program since the late 1960s. Like most Residence Life programs, an absolute commitment to diversity and inclusion has been a cornerstone of the MVCC program. The commitment to diversity, sensitivity, and inclusion begins very early in our relationship with students and carries through all publications, processes, and practices.

MVCC resident students are greeted by a very diverse residence hall staff who model the inclusive values that guide us. Additionally, professional staff undertakes very intentional steps to recruit, hire and train a diverse student staff that reflects the overall student population. All of the residence life staff and incoming students participate in a very powerful sensitivity and multicultural relations seminar within days of arriving on campus. This event sets the tone for what is expected of students in the residence halls and clearly demonstrates a commitment to sensitivity and the celebration of diversity in the program. A very recent example is the accomplishment of the LGBTQ&A committee and the steps taken in collaboration with Residence Life to initiate the best practice of using students preferred names and housing students as they identify and where they feel comfortable.

### **High School Programs**

#### ***STEP***

MVCC's Science and Technology Entry Program (STEP), a NYS Education Department grant funded project, works to increase the number of historically underrepresented (Black/ African American, Hispanic/Latino, Alaskan Native, or American Indian) or economically disadvantaged students pursuing careers leading to professional licensure or professions in mathematics, science, technology, engineering, and health-related fields. Programming includes peer mentoring, tutoring, college visits, career exploration, workshops, and educational field trips. All activities are centered on fostering student success in high school, while offering opportunities for growth beyond the classroom. The project, which is open to eligible 7th through 12th graders from the Utica City School District and the Utica Academy of Science, serves 80 plus

students. Statewide 85% of STEP students attend college. In addition to being historically underrepresented and/or economically disadvantaged, many MVCC STEP students are first generation college students.

### ***College Connection***

MVCC College Connection is a scholarship program targeting qualified high school juniors and seniors in Oneida and Madison counties to take courses on a part time basis at MVCC's Utica or Rome Campus. Guidance counselors work closely with the Office of Engagement and Outreach to select courses that are highly transferable to the college of choice or in getting a head start on a degree at MVCC. Participants are afforded a taste of the "full college experience" while still in high school. Tuition for up to two college classes is covered through the scholarship. Students are responsible for all associated fees and books. The MVCC Office of Student Engagement conducts informational seminars in an effort to promote the program and encourage participation from eligible students regardless of race, gender identity, sexual orientation, religion or disability.

### ***Magnet Bridge***

MVCC hosts the Magnet Bridge Scholarship Program. The program is open to Proctor HS students through an application process during the spring of their junior year. Participants attend college classes full-time on the Utica campus for their senior year, with all tuition and fees being covered by the Utica City School District scholarship. Magnet Bridge Scholars are encouraged to participate in campus activities and to become active college citizens. Students work closely with the Office of Student Engagement and Outreach, thereby helping students acclimate to the rigors of college. Successful participants typically graduate from high school with at least 26 hours of college credit. The Utica City School District is recognized as the most diverse student body in Upstate NY. MVCC's Student Engagement and Outreach office works diligently to promote the Magnet Bridge Scholarship opportunity to all eligible students.

### ***Upward Bound***

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their post-secondary education pursuits. Upward Bound serves Proctor High School students from low-income and/or students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

The Upward Bound philosophy is to intentionally recruit and employ professionals who are culturally aware and have completed or continuously on the journey that our students are in. Our students are from all walks and religions, whereas they stated

through their Upward Bound summer college videos – “Upward Bound is a great place to learn about different cultures and religions due to our diverse population.”

**GEAR UP**

Utica GEAR UP, a federally-funded program that is designed to increase the number of low-income students who are prepared to enter and succeed in college, embraces diversity and inclusion in its cohort members and staff members. Utica GEAR UP works with members of Proctor’s graduating class of 2017, a cohort that is inherently rich with cultural and ethnic diversity. The GEAR UP philosophy is to intentionally recruit and employ professional, college-aged, and peer tutors who are culturally aware and sensitive, and who are involved in Utica’s massive refugee community.

<b>Student Enrollment Analysis</b>						
Fall enrollment for students, except those courses in the high schools or prison						
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>% Change</b>
<b>Asian</b>	201	263	247	270	242	20%
<b>Black</b>	460	473	416	387	416	-10%
<b>Hispanic</b>	410	412	446	409	410	0%
<b>Native American</b>	32	39	24	16	24	-25%
<b>White</b>	4836	4683	4034	3527	3209	-34%
<b>Returning Adults</b>	2157	2154	1812	1427	1321	-39%
<b>Pell</b>	3786	3781	3314	2977	2697	-29%
<b>New Directions</b>	109	140	127	99	90	-17%
<b>Veterans</b>	1-1	1-1	1-3	1-7	1-8	1-700%
	2-8	2-16	2-20	2-11	2-22	2-175%
	3-130	3-169	3-132	3-100	3-130	3-0%
	4-14	4-9	4-14	4-8	4-15	4-7%
<b>Disability</b>	523	542	511	494	430	-18%

<b>Student Success Analysis</b>						
Three Year Graduation Rate for first-time, full-time, degree-seeking students*						
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>% Change</b>
<b>TOTAL population</b>	24.7%	22.0%	24.8%	30.1%	32.8%	33%
<b>Asian</b>	23.9%	15.6%	31.4%	40.8%	33.3%	39%
<b>Black</b>	6.9%	5.4%	9.8%	13.4%	22.0%	217%
<b>Hispanic</b>	13.6%	12.4%	10.8%	14.9%	27.3%	100%
<b>Native American</b>	0.0%	57.1%	9.1%	22.2%	16.7%	N/A
<b>White</b>	27.8%	25.9%	29.0%	34.6%	35.3%	27%
<b>Returning Adults</b>	29.3%	21.5%	27.4%	29.3%	28.4%	-3%
<b>Pell</b>	18.9%	18.1%	21.0%	25.4%	27.7%	47%
<b>New Directions</b>	13.3%	12.5%	8.6%	16.0%	14.6%	10%
<b>Veterans</b>	1-N/A	1-N/A	1-N/A	1-N/A	1-N/A	1-N/A
	2-50.0%	2-0.0%	2-0.0%	2-33.3%	2-28.6%	2-(43%)
	3-25.0%	3-33.3%	3-22.2%	3-40.0%	3-22.7%	3-(9%)
	4-0.0%	4-0.0%	4-40.0%	4-N/A	4-50.0%	4-N/A
<b>Disability</b>	23.1%	16.9%	27.8%	28.9%	29.2%	26%
*Note: this is not the IPEDS graduation rate -- it allows certificate students 3 years to obtain a credential						
<b>Veteran Codes:</b>						
1-Active Duty						
2-Dependent of Active Duty						
3-Veteran						
4-National Guard or Active Reserve						

## CURRICULUM, PROGRAMMING & DIVERSITY INITIATIVES

### Learning Outcomes

Two of the five principal aims of the MVCC General Education program focus squarely on the principles and values inherent in establishing an enduring awareness of and commitment to a diverse, inclusive, and equitable college experience.

One of these aims is that a student will have a basic knowledge of society, including an understanding of individuals, cultures, and the relationships between them. To this end, MVCC requires that its graduates will have demonstrated:

- Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, and/or experimentation, evaluation of evidence and employment of mathematical and interpretive analysis;
- Knowledge of major concepts, models and issues of at least one discipline in the social sciences.

The second of these aims is that students will demonstrate an understanding of human nature and the human condition as expressed in the humanities.

### ESL/Newcomers

The ESL program currently provides international, immigrant and refugee students the opportunity to develop proficiency in academic English skills. Students enter one of four levels, ranging from beginner to advance, based on placement testing. Each level includes coursework in grammar, reading, composition, and listening and speaking. An Intensive English Program, of the intermediate and advanced levels, was recently implemented to better meet the needs of international and advanced immigrant and refugee students. The ESL program is designed for students who plan to continue in another college degree or certificate program, supplement an advanced degree from another country, or function in an English-speaking workplace, either in the United States or internationally.

### **(Corporate and Community Education Department/CCED)**

Currently, CCED is running ESL classes through two funding streams; the Adult Literacy Education (ALE) grant and non-credit remedial ESL courses. As these are CCED courses, the vast majority of the students lack a high school diploma, leaving them unable to enroll in MVCC's credit-bearing ESL classes. The ALE grant is a three year grant through NYSED, allowing these classes to be free for students. Under the ALE grant, we are responsible for enrolling a minimum of forty students into non-credit ESL classes per year, where they are testing using the Best Plus speaking assessment. Students are expected to increase at least one level while in the program. We have established a partnership with nearby Turning Stone Resort Casino to offer classes to their employees on site. Classes are also offered at our Elizabeth Street location Monday through Friday.



Secondly, MVCC offers non-credit remedial ESL classes. These classes have been presented to and approved by MVCC's College Wide Curriculum Committee (CWCC) and then approved by New York State Education Department. These classes are eligible for FTE's as they are approved by the state. Currently, we have a Review/Preview class and a Pronunciation class approved. Classes are 80 hours long and have a \$10 fee per student. Thus far, the College has applied for and received grants, allowing us to take care of the fee for the students. Three additional ESL classes will soon be considered by CWCC; Beginner Reading, Beginner Writing and Beginner Vocabulary.

### **Partnership with Kien Giang Community College (KGCC)**

The College has developed a strong and sustained partnership with Kien Giang Community College in Rach Gia, Vietnam. Based on a Fulbright experience of a professor emeritus, a faculty/staff exchange program has provided several faculty and staff with tremendous international experiences and countless others for our students through the annual visiting professor itinerary. Since 2008, MVCC has annually hosted a KGCC professor for nine weeks in the spring who typically provides more than 50 guest lectures in a variety of classrooms; teaches a non-credit conversational Vietnamese course; and actively participates in the life of the College through participating in several events and programs throughout their visit.

Also during this time, six faculty, the Director of Residence Life, and the College President have visited KGCC through various trips and one sabbatical. The exchanges have provided life-changing experiences and expanded cultural understanding for everyone involved.

### **Study Abroad**

MVCC offers a course, SA 300 Study Abroad, typically every spring. The course consists of a classroom component, and culminates with a trip abroad, usually lasting 9-12 days. During the classroom component of the class, beginning in January, students are introduced to the history and culture of the country or countries they will visit in May, as well as the particular topic to be explored abroad (typically, language, literature, art, and/or history).

Upon completion of this study abroad program, students will indicate:  
Expanded knowledge of general international issues for enhancing their skills to perform in an increasingly global society

- An ability to apply cultural awareness skills to evaluate and/or explain different aspects of cultural experiences.
- A gain in language if studying in a non-English speaking country.
- A correlation between their study abroad experience and their continuing education choices.

- A correlation between their study abroad experience and their career/employment choices.
- Satisfaction with the study abroad program.

### **Achieving the Dream**

The Achieving the Dream (ATD) network is a national initiative committed to improving student success outcomes with its primary focus on low-income students and students of color. It remains one of the most comprehensive non-governmental reform movements for student success in higher education since its inception in 2004. The ATD process includes measuring and understanding achievement gaps while continuously improving systems that impact student success and completion. ATD provides an *Institutional Capacity Framework* that serves as the model for the student success work to occur. The framework promotes creating a culture of evidence based decision making with a keen eye toward equity (vs. equality) for all students. MVCC's data analysis identified the largest achievement gaps to be among those MVCC students who fell into the low-income category, which also included the Black and Hispanic students whose achievement gaps were most significant.

MVCC was the first SUNY community college to join the ATD Network in 2014. More recently, MVCC has partnered with the Minority Male Community College Collaborative (M2C3) to administer the Community College Equity Assessment Lab (CCEAL). MVCC and M2C3 will be distributing the Institutional Assessment Package to the College during October 2016. The package consist of three separate surveys that are utilized as an equity measure for the College. The three surveys are targeted at three separate groups to include students, staff and administration, and instructional faculty.

### **Universal Design for Learning (UDL)**

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn.

It provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. The seven principles of UDL are:

1. Equitable use
2. Flexibility in use
3. Simple and intuitive use
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use

### **Virtual Toolkits**

To begin customization, Virtual Toolkit Teams are assessing current course outlines and objectives. Teams will then create *Digital Course Toolkits* – innovative, comprehensive course resources – that support teaching and learning in the identified high enrollment, high stakes courses. The Teams and the Instructional Design Consultant will adapt existing teaching methods in light of technological advances and new research into effective learning. Toolkits which detail interactive and contextualized activities, learning objects with team-based projects and exercises, web-based supports, and tutor- and self-directed activities which will be housed in Blackboard and piloted, assessed, and refined throughout the three-year customization process. The teams will work collaboratively with other faculty in the discipline to vet the course toolkits and integrate recommended improvements.

In the pilot year, the customized courses will be taught with newly-developed toolkits by Team faculty. Piloting will allow time for conscientious formative and summative assessment of the new tools, followed by revision and refinement by the teams, before the customized course toolkits are introduced.

Digital toolkits are a collection of resources that are stored on Blackboard that can be used to broaden an instructor’s pedagogical repertoire. The goal of utilizing digital toolkits is to increase student satisfaction and increase completion rates. The content is selected on UDL principles and include active learning activities; project ideas; games; study guides, lecture notes; videos; ice breakers; Open Educational Resources; tutorials; syllabus template.

### **Diversity and Global View (DGV) Student Attainment Plan**

The Mohawk Valley Community College Mission statement and College-wide Competencies both emphasize the importance of diversity and global view at the institution. In addition, the College’s General Education Committee drafted the following statement on Diversity and Global View, which was adopted by the College Senate in the spring 2004.

#### **General Education Statement on Diversity and Global View**

*“In the classroom and the broader college community, Mohawk Valley Community College emphasizes an appreciation of the differences in individuals. These include but are not limited to race, ethnicity, cultural background, gender, sexual orientation, socioeconomic status, academic abilities and interests, age, religious beliefs, and physical ability. The College recognizes that our students need to understand that in today’s world, different cultures interact and must be appreciated. We hold a global view which perceives the interconnectedness of technological, ecological, economic, social, health and political issues that must be understood and addressed*

*from an international perspective. Students will develop an intercultural awareness and a respect for other points of view, and will be prepared to be participants in an increasingly global community."*

Student learning outcomes have been identified in numerous courses and programs across the disciplines and in the activities as identified under the plan options. These outcomes, integral to raising students' diversity consciousness and the need to be globally competent learners, are summarized as:

Students will demonstrate an understanding of:

1. Their relationship to the global society.
2. How global view is interpreted from multiple perspectives.
3. Contributions that diverse groups and individuals have made to local, state, national and global society.

It is the College's position that all students in all degree and certificate programs must be provided with opportunities for attainment in these areas. To that end, the College has developed a plan which mandates that all students graduating from MVCC will have:

- a) Documented participation in courses and activities that provide a focus on Diversity/Global View.

Individual Academic Departments are responsible for establishing the criteria for every program offered through their department, and do this by choosing from the selected list of options. Documentation that students have participated in the courses and/or activities will then be included in the student's Plan of Study.

- b) Completed an online assessment developed by the Senate Committee on Diversity and a Global View.

This assessment will be taken in conjunction with the College's online Information Literacy Assessment. Questions will assess student attainment of the student learning outcomes as listed on the first page of this document. Graduating students will be expected to take the assessment in their final semester at MVCC.

### **Cultural Series**

Purpose: The purpose of the Cultural Events Council is to enrich the College and the greater community through the planning, promoting and facilitating of a bi-semester cultural series that reflects and enhances diverse interests and strengthens learning opportunities.

What We Do/Guiding Points:

- Keep the College mission, with an emphasis on the student experience, front and center.
- Maintain a diverse array of offerings at both the Utica and Rome campuses.

- Consider all employee and affinity groups with regard to inclusivity.
- Collaborate with the Diversity and Global View Committee to maximize programming offerings to strengthen the DGV general education requirement.
- Solicit programming ideas from students, faculty and staff.
- Develop an annual budget plan.
- Develop the annual Cultural Series program, including a variety of DGV events, and recommend offerings to the President's Cabinet.
- Coordinate with the MVCC Foundation to solicit sponsorships for the Cultural Series.
- Coordinate with the Office of Marketing and Communications to market Cultural Events.
- Coordinate with Academic Affairs to plan events that integrate/support curricular goals.
- Maintain a sub-council that consists of three (3) Cultural Events Council members, who also serve on the Diversity and Global View Committee, which ensures DGV events planned by the council meet the Diversity and Global View graduation requirement criteria.

### **Strengths Quest**

At Mohawk Valley Community College we believe that every student comes to us with the ability to succeed academically. By understanding the combination of unique talents that inform the natural ways that they think and feel, our students are able to unlock their potential. To this end, MVCC utilizes Gallup's StrengthsQuest StrengthsFinder assessment to help them to better understand their strengths and to apply them to their lives with a philosophic foundation that is grounded in positive psychology.

StrengthsFinder is a personality assessment inventory from the perspective of Positive Psychology. It is the first assessment instrument of this type developed expressly for the Internet. Over a secure connection, it presents 177 questions to the participant. Each question consists of a pair of potential self-descriptors, such as "I read instructions carefully" versus "I like to jump right into things." The descriptors are placed as if anchoring polar ends of a continuum. The participant is then asked to choose from the pair the statement that best describes him or her, and also to what extent that chosen option is descriptive. The respondent is given 20 seconds to respond to a given pair of descriptors before the system moves on to the next pair. After completion of the inventory, the results are calculated and the participant is provided with a list of their Top 5 Themes based on their answers. Learning about these Themes is the first step toward learning how to excel in one's personal, academic, and professional life by revealing ways to help the participant capitalize on skills and talents that come naturally to them.

All students are required to take a one-credit College Success Seminar (ED 100) during their first semester of study where they will take the Strengthsfinder assessment. Over

the past several years, an increasing number of faculty and staff have taken the assessment as well – to the point that more than 70% of full-time employees have taken it and can therefore, better support students as they discover and begin to use theirs. A student team of Strengths Ambassadors undergoes extensive training and then provides promotion and support of strengths throughout the year. In addition, the Strengths Council is charged with overseeing initiatives to further implement strengths and drive it deeper into the organizational culture for everyone.

**EMPLOYEE PROFILE AND DEVELOPMENT**

**Employee Profile**

EMPLOYEES	Fall 2015
<b>Total Employee FTE</b>	557
<b>Full-Time Employees</b>	407
<b>FT Employees (Incl. Grants)</b>	423
<b>Part-Time Employees</b>	403
<b>Adjunct Employees</b>	208
<b>FT Average Age</b>	48.6
<b>FT Average Service</b>	11.7
<b>FT Minority Headcount</b>	39
<b>% Minority FT Employees</b>	10%

\*,\*\*Ethnicities for both students and employees count Native American, Asian, Black, Pacific Islander, and Hispanic individuals as minority.

\*\*Employee data represent IPEDS snapshot as of Nov 1 each fall; IPEDS FTE defined as #Full-time employee + (1/3)\*#Part-time Employees

\*\*Adjunct data are from IPEDS: those part-time employees whose primary duty is to teach (includes some CCED instructors);

\*\*Average service is based on the year of the first hire date.

**Recruitment Strategies**

Promote from within and through internal searches when possible.

External searches are conducted for most vacant unclassified positions (not civil service) and provisional classified (civil service) positions.

MVCC Human Resources recruits through various resources including but not limited to local print and online sources. Human Resources targets diverse groups (women, veterans, Hispanic, blacks, disabled) through various publications and online postings. MVCC reaches out to alumni, utilizes social media to announce our vacancies, and is also a member of the Higher Education Recruitment Consortium (HERC).

### **Hiring Processes**

MVCC follows the Hiring Process as approved by the College's Board of Trustees. The Hiring Process requires that the College:

- Gather a diverse pool of candidates through diverse publication and online sources.
- Utilize diverse screening committees.
- Review each applicant who has applied on or before our advertised application deadline in accordance with the advertised qualifications.
- Interviews candidates through non-biased methods.
- Conducts reference checks and criminal background checks in accordance with the law.
- Hire the most qualified and diverse candidate.

Additionally, the College provides the following in support of hiring a diverse employee body:

- MVCC supports candidates through the process to obtain H1B work status.
- Screening committees are also used for provisional classified service positions as well as civil service labor, non-competitive, and competitive class positions.
- Each screening committee meets with human resources and the hiring supervisor to review the hiring process, qualifications and experience so that each applicant is consistently and fairly evaluated.
- Screening committees are provided with guidelines on how to interview applicants/candidates in accordance with state and federal laws.
- Hiring supervisors are provided guidance on how to complete appropriate and legal reference checks.
- Hiring supervisors are instructed to offer a position prior to conducting criminal background checks.
- Criminal background checks are conducted for all full-time employees and results are reviewed in accordance with New York State laws.

### **Mentoring**

- MVCC's Leadership Academy's mission is to "Inspire each participant to become a leader" no matter what position you in with the College. The learning objective are to:
  - o Develop the personal characteristics of a leader.

- Develop the capacity to build affirming and empowering relationships that are fundamental to effective leadership
- Develop the ability to create a climate of collaborative effort and a culture of mutual support.
- New Faculty Institute (NFI) – Each new faculty attends this institute for the first four (4) years of their employment. The curriculum is as follows:
  - First Year Experience
    - Establish relationship with colleagues.
    - Learn about the cognitive and affective aspects of learning.
    - Share best practices.
    - Learn from each other – strategies in the classroom.
    - Create student-focused learning.
    - Attend regional teaching workshop
  - Second Year -Teaching squares
    - Observe classes taught by other faculty.
    - Share and reflect on observations
  - Third Year – Sharing Stories
    - Share their own stories about their contributions to the MVCC community
    - Attend the “Great Teachers” or “On Course” seminar.
  - Fourth Year – Mentorship
    - Fourth year teachers are paired with first year teachers to share experiences.
- Start Right Program – This program is a self-paced six-month program mentored by the supervisor for their new employee. The program begins before the new employee starts employment and readies the supervisor to make preparations, then moves through the first day of employment and up to six (6) months. The philosophy is that each new employee feels welcomed, part of the team, cared for, is provided the tools and resources to fulfill their role and experiences a meaningful and productive start to their career.
- PEAKS (a central NY Community College Leadership Development Consortium) - is a yearlong in depth development program that MVCC leaders attend along with leaders from other colleges.
- Human Resources meets with new administrators to review college policies, procedures, collective bargaining agreements, etc.

### **Training**

- Mandatory Title IX training
- Mandatory training for new employees regarding sexual harassment, harassment, discrimination and Title IX.



- New full-time employees are provided with a Strengthfinder code to take an assessment and to learn their strengths. Employees are encouraged to share their strengths, learn about others strengths and explore how our strengths can positively contribute to their success and the success of the College.
- Employees are encouraged to attend LGBTQ/Safe Space training.
- Emotional Intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. The College has conducted numerous training to educate employees on emotional intelligence.
- Student Accommodation Resource training.
- Veteran Learner training - working with military veterans.
- Achieving the Dream - training and data summits.

### **New Employee Orientation (NEO) and Adjunct Orientation**

- Each new full-time employee is mandated to attend NEO where new employees participate in a welcoming, connecting and informative introduction to the College, make connections with other new employees and with the College's leadership team. They experience a short interactive multimedia presentation about the College's strategic plan and the history of the College. Cabinet members also share their strengths and strengths story and learn about the new employee's strengths
- Adjunct Orientation is optional for all adjuncts and is conducted at the start of each semester to provide adjuncts with tools for teaching in the classroom.

### **Cultural Competency**

MVCC shows a commitment of cultural competency because we have a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.

Our commitment is evident in this Diversity Plan, in the College's mission, vision, values, strategic plan, programs, policies and procedures.

## **DIVERSITY & INCLUSIVENESS GOALS**

### **Strategic Goals 2016-2021**

#### **Students**

1. Advance student recruitment, offerings and services to support and increase the number of adult students (25 years or older) enrolled at the College.

## **Curriculum**

2. Advance the understanding of universal design by integrating UDL standards into 18 gateway course toolkits.

## **Employees**

3. Advance faculty and staff recruitment to reflect the diversity evident in the MVCC student population.

## **Organizational Capacity**

4. Increase organizational capacity for diversity, equity, and inclusiveness.
  - Review and update Board policies and administrative procedures as necessary.
  - Establish a Diversity Council with a clear and useful charter and purpose
  - Hire a Chief Diversity Officer.

### **Annual Goals 2016-17**

1. Advance student recruitment, offerings and services to support and increase the number of adult students (25 years or older) enrolled at the College.
2. Advance the understanding of universal design by integrating UDL standards into 18 gateway course toolkits.
3. Advance faculty and staff recruitment to reflect the diversity evident in the MVCC student population.
4. Increase organizational capacity for diversity, equity, and inclusiveness.
  - Review and update Board policies and administrative procedures as necessary.
  - Establish a Diversity Council with a clear and useful charter and purpose.
  - Hire a Chief Diversity Officer.
  - Conduct campus-wide core workshops on diversity, equity and inclusiveness.
  - Administer SUNY Campus Climate Survey in spring 2017.

### **COORDINATION, ASSESSMENT & EVALUATION**

The coordination, assessment, and evaluation of the Plan will be the responsibility of the Chief Diversity Officer and Diversity Council once they have been identified and established. The Campus Climate Report Card will serve as a primary assessment tool in addition to the regular climate survey that has been conducted at MVCC for more than a decade, the Community College Survey of Student Engagement (CCSSE) that has been conducted several times over the past decade, the M2C3 survey that will be conducted this year, and other quantitative and qualitative measures.