

# NORTH COUNTRY COMMUNITY COLLEGE

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The State University of New York

## Diversity Plan

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# Introduction

## Our Vision, Mission and Values

North Country Community College's current Vision, Mission, and Values are currently under review with the creation of a new Strategic Plan, but as they were endorsed in 2010-11 they read:

**Vision** - *North Country Community College will be a leader in higher education. We will provide a quality education that enhances opportunity, growth, and success for our students and community.*

**Mission** - *North Country Community College provides an exceptional learning and community building experience for all who seek it, challenging and supporting all individuals in their educational and personal growth.*

**Values** – *Transparency, Shared Governance, Intellectual Curiosity, Openness to Change, Accountability and Integrity, Honest, Open, and Timely Communication, Mutual Respect for Diversity and Individuality*

In fall 2016, a College-wide working group representing faculty, staff and students developed a vision statement for the College's Diversity Plan. It reads as follows:

### Diversity & Inclusion Vision Statement

*North Country Community College aspires to raise competence, critical consciousness, and civil discourse around issues of diversity, equity and inclusion as an integral part of our institutional mission, and to increase our culture of inclusion through a renewed commitment to collectively evolve our understanding within our campus and regional communities. We believe it is our responsibility as an educational institution and as community leaders to actively address bias and injustices on a local and global scale, and to actively engage in conversations and activities that will build this competence among our students, faculty, staff, and community members. We believe that in order to demonstrate our commitment to accept and value the whole individual that we must continually strive to adopt and practice more inclusive programs, services, and processes, to recognize and acknowledge our limited demographic diversity, and to actively seek more understanding of global diversity issues and social justice activism. It is through academic infusion, intentional outside-the-classroom experiences, and forging alliances that we will actualize these values and goals.*

## Diversity Working Group Membership

1. Joseph Costa – Ticonderoga Student
2. Sean Hance – Malone Student
3. Delaney Guntert – Saranac Lake Student
4. Mark Lopez – Saranac Lake Student
5. Angela Brice – Staff
6. Bella Doolittle – Staff
7. Kim Irland – Staff, Chief Diversity Officer
8. Brenton Johnson – Faculty
9. Selina LeMay-Klippel – Faculty
10. Peter Nelson – Faculty
11. Kelli Rodriguez – Faculty
12. Bruce Rowe – Faculty

## Our Definition of Diversity

North Country Community College recognizes many types of diversity including, but not limited to race, ethnicity, nationality, gender identity and expression, sexual orientation, socio-economic status, age, regional background, marital status, ability, political beliefs, religious beliefs, educational background, and occupation.

## Our Current Demographics

North Country Community College is a small rural open-access institution founded nearly 50 years ago to serve the Essex and Franklin Counties of New York State. We are one of 30 community colleges affiliated with the State University of New York spanning three campuses across two counties in Saranac Lake, NY; Malone, NY; and Ticonderoga, NY. Below is the College's demographic breakdown of various employee and student populations that was reported in the institution's SUNY Excels 2015 Summary.



### Trends in Geographic Diversity of Students

<b>TABLE 4</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>5-Year Percent Change</b>	<b>Plan Fall 2018</b>	<b>Plan Fall 2020</b>
<b>Total Students</b>	<b>2,198</b>	<b>2,242</b>	<b>2,454</b>	<b>2,327</b>	<b>2,088</b>	<b>1,962</b>	<b>-10.7%</b>	<b>1,380</b>	<b>1,245</b>
New York State	2,104	2,192	2,414	2,265	2,025	1,894	-10.0%	1,288	1,162
Percent	95.7%	97.8%	98.4%	97.3%	97.0%	96.5%	-	93.3%	93.3%
U.S. Non New York	75	41	39	37	31	43	-42.7%	100	100
Percent	3.4%	1.8%	1.6%	1.6%	1.5%	2.2%	-	7.2%	8.0%
International	19	9	1	25	32	25	31.6%	60	60
Percent	0.9%	0.4%	0.0%	1.1%	1.5%	1.3%	-	4.3%	4.8%
<b>Undergraduate Students</b>	<b>2,198</b>	<b>2,242</b>	<b>2,454</b>	<b>2,327</b>	<b>2,088</b>	<b>1,962</b>	<b>-10.7%</b>	<b>1,380</b>	<b>1,245</b>
New York State	2,104	2,192	2,414	2,265	2,025	1,894	-10.0%	1,288	1,162
Percent	95.7%	97.8%	98.4%	97.3%	97.0%	96.5%	-	93.3%	93.3%
U.S. Non New York	75	41	39	37	31	43	-42.7%	100	100
Percent	3.4%	1.8%	1.6%	1.6%	1.5%	2.2%	-	7.2%	8.0%
International	19	9	1	25	32	25	31.6%	60	60
Percent	0.9%	0.4%	0.0%	1.1%	1.5%	1.3%	-	4.3%	4.8%

Source: SUNY Data Warehouse

Note: New York State includes unknowns

**Campus Notes:** The College will look to grow online program offerings and we believe this will have a positive impact on out-of-State enrollment. Admissions staff are also in conversations with State operated campuses regarding their international recruitment efforts. We are exploring how NCCC can partner with them to accept a student they cannot place at their institution (due to selectivity, athletics, limited program space) but we can accept them here at NCCC and then facilitate a transfer to the State operated campus thereafter.

# Trends in Student Diversity: Race/Ethnicity, Gender, & Pell

<b>TABLE 5</b>	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
<b>Race/Ethnicity</b>									
<b>Total Students</b>	<b>2,198</b>	<b>2,242</b>	<b>2,454</b>	<b>2,327</b>	<b>2,088</b>	<b>1,962</b>	<b>-10.7%</b>	<b>Data provided for reference only. No goals requested.</b>	
White Non-Hispanic	2,002	2,181	2,321	2,003	1,965	1,697	-15.2%		
<b>All Minorities</b>	<b>177</b>	<b>52</b>	<b>132</b>	<b>104</b>	<b>90</b>	<b>128</b>	<b>-27.7%</b>		
Black Non-Hispanic	64	27	66	42	25	26	-59.4%		
Hispanic	31	13	15	4	1	1	-96.8%		
Asian/Pacific Islander	15	1	9	13	10	12	-20.0%		
Native American/Alaskan	67	11	41	19	17	25	-62.7%		
Two or More Races	0	0	1	26	37	64	-		
<b>Underrepresented Minorities<sup>1</sup></b>	<b>162</b>	<b>51</b>	<b>123</b>	<b>91</b>	<b>80</b>	<b>116</b>	<b>-28.4%</b>		
Non-Resident Alien	19	9	1	25	32	25	<b>31.6%</b>		
Unknown	0	0	0	195	1	112	-		
<b>Campus % All Minorities</b>	<b>8.1%</b>	<b>2.3%</b>	<b>5.4%</b>	<b>4.5%</b>	<b>4.3%</b>	<b>6.5%</b>	<b>-</b>		
<i>Sector % All Minorities</i>	<i>22.9%</i>	<i>24.2%</i>	<i>25.7%</i>	<i>27.6%</i>	<i>28.6%</i>	<i>30.0%</i>	<b>-</b>		
<b>Campus % Underrepresented Minorities</b>	<b>7.4%</b>	<b>2.3%</b>	<b>5.0%</b>	<b>3.9%</b>	<b>3.8%</b>	<b>5.9%</b>	<b>-</b>		
<i>Sector % Underrepresented Minorities</i>	<i>19.8%</i>	<i>21.2%</i>	<i>22.7%</i>	<i>24.4%</i>	<i>25.3%</i>	<i>26.5%</i>	<b>-</b>		
<b>Gender</b>									
<b>Total Students</b>	<b>2,198</b>	<b>2,242</b>	<b>2,454</b>	<b>2,327</b>	<b>2,088</b>	<b>1,962</b>	<b>-10.7%</b>	<b>1,380</b>	<b>1,245</b>
Male	813	920	989	936	803	741	-8.9%	483	436
Female	1,385	1,322	1,465	1,391	1,285	1,221	-11.8%	897	809
<b>Campus % Male</b>	<b>37.0%</b>	<b>41.0%</b>	<b>40.3%</b>	<b>40.2%</b>	<b>38.5%</b>	<b>37.8%</b>	<b>-</b>	<b>35.0%</b>	<b>35.0%</b>
<i>Sector % Male</i>	<i>44.2%</i>	<i>44.2%</i>	<i>44.2%</i>	<i>44.2%</i>	<i>44.2%</i>	<i>44.2%</i>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Campus % Female</b>	<b>63.0%</b>	<b>59.0%</b>	<b>59.7%</b>	<b>59.8%</b>	<b>61.5%</b>	<b>62.2%</b>	<b>-</b>	<b>65.0%</b>	<b>65.0%</b>
<i>Sector % Female</i>	<i>55.8%</i>	<i>55.8%</i>	<i>55.8%</i>	<i>55.8%</i>	<i>55.8%</i>	<i>55.8%</i>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Pell Recipients</b>									
Students Eligible to Apply for Pell	n/a	n/a	1,224	1,131	992	1,018	-	1,320	1,185
Students Receiving Pell	n/a	n/a	704	0	526	550	-	1,056	948
<b>Campus % Students Receiving Pell</b>	<b>-</b>	<b>-</b>	<b>57.5%</b>	<b>0.0%</b>	<b>53.0%</b>	<b>54.0%</b>	<b>-</b>	<b>80.0%</b>	<b>80.0%</b>
<i>Sector % Students Receiving Pell</i>	<i>n/a</i>	<i>n/a</i>	<i>44.3%</i>	<i>43.5%</i>	<i>44.1%</i>	<i>44.7%</i>	<b>-</b>	<b>-</b>	<b>-</b>
<b>EOP Enrollment</b>									
EOP Enrollment	0	0	0	0	0	0	-		0

<sup>1</sup> Underrepresented Minorities includes Black, Hispanic, Native American/Alaskan, and Two or More Races.

Source: SUNY Data Warehouse

**Campus Notes:** As the College expands recruitment efforts outside of the North Country region, we hope to explore markets to both increase enrollment and increase the number of underrepresented minorities at the College. The North Country region is more than 90% White-Non-Hispanic. 80% receive Pell: In our on-going commitment to access, we continue to assist students in obtaining financial aid to support their educational goals.

# Faculty Trends: with Diversity & Student Faculty Ratios

TABLE 6	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	4-Year Percent Change	Plan Fall 2018	Plan Fall 2020
<b>Faculty Headcount</b>									
<b>Faculty Total</b>	120	124	111	133	99	n/a	-17.5%	90	90
Full-Time	42	45	37	42	41	-	-2.4%	40	40
Part-Time	78	79	74	91	58	-	25.6%	50	50
<b>Campus % Full-time</b>	35.0%	36.3%	33.3%	31.6%	41.4%	-	-	44.4%	44.4%
<i>Sector % Full-time</i>	30.4%	29.3%	28.6%	27.4%	28.2%	-	-	-	-
<b>Faculty and Student FTEs</b>									
<b>Estimated Faculty FTE (FT + .33PT)</b>	68	71	62	72	60	-	-11.3%	57	57
Student FTE (fall semester)	1,439	1,449	1,443	1,373	1,259	-	-12.5%	902	814
<b>Campus Student/Faculty FTE Ratio</b>	21.2	20.3	23.4	19.0	20.9	-	-1.4%	15.9	14.4
<i>Sector Student/Faculty FTE Ratio</i>	22.1	22.8	22.1	22.4	23.1	-	4.7%	-	-
<b>Race/Ethnicity</b>									
<b>Full-Time Faculty Total</b>	42	-	37	-	41	-	-2.4%	Data provided for reference only. No goals requested.	
White Non-Hispanic	42	-	36	-	41	-	-2.4%		
<b>All Minorities</b>	0	-	1	-	0	-	-		
Black Non-Hispanic	0	-	1	-	0	-	-		
Hispanic	0	-	0	-	0	-	-		
Asian/Pacific Islander	0	-	0	-	0	-	-		
Native American/Alaskan	0	-	0	-	0	-	-		
Two or More Races	0	-	0	-	0	-	-		
<b>Underrepresented Minorities<sup>1</sup></b>	0	-	1	-	0	-	-		
Non-Resident Alien	0	-	0	-	0	-	-		
Unknown	0	-	0	-	0	-	-		
<b>Campus % All Minorities</b>	0%	-	3%	-	0%	-	#DIV/0!		

<i>Sector % All Minorities</i>	<b>8%</b>	-	<b>10%</b>	-	<b>10%</b>	-	17.9%		
<b>Campus % Underrepresented Minorities</b>	<b>0%</b>	-	<b>3%</b>	-	<b>0%</b>	-	-		
<i>Sector % Underrepresented Minorities</i>	<b>6%</b>	-	<b>7%</b>	-	<b>7%</b>	-	20.2%		
<b>Gender</b>									
<b>Full-Time Faculty Total</b>	<b>42</b>	-	<b>37</b>	-	<b>41</b>	-	<b>-2.4%</b>	<b>40</b>	<b>40</b>
Male	18	-	17	-	19	-	5.6%	20	20
Female	24	-	20	-	22	-	-8.3%	20	20
<b>Campus % Male</b>	<b>43%</b>	-	<b>46%</b>	-	<b>46%</b>	-	-	<b>50.0%</b>	<b>50.0%</b>
<i>Sector % Male</i>	47%	-	46%	-	46%	-	-	-	-
<b>Campus % Female</b>	<b>57%</b>	-	<b>54%</b>	-	<b>54%</b>	-	-	-	-
<i>Sector % Female</i>	53%	-	54%	-	54%	-	-	-	-

<sup>1</sup> Underrepresented Minorities includes Black, Hispanic, Native American/Alaskan, and Two or More Races.

Source: IPEDS HR Survey

**Attachment 2: Data Summary and Detail Tables - North Country  
(Non-instructional) Staff Trends, with Diversity**

<b>TABLE 7</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>4-Year Percent Change</b>	<b>Plan Fall 2018</b>	<b>Plan Fall 2020</b>
<b>Staff Headcount</b>									
<b>Staff Total</b>	<b>60</b>	<b>68</b>	<b>68</b>	<b>27</b>	<b>59</b>	<b>n/a</b>	<b>-1.7%</b>	<b>70</b>	<b>71</b>
Full-Time	51	54	54	16	52	-	2.0%	58	59
Part-Time	9	14	14	11	7	-	-22.2%	12	12

<b>Campus % Full-time</b>	<b>85.0 %</b>	<b>79.4 %</b>	<b>79.4 %</b>	<b>59.3 %</b>	<b>88.1 %</b>	<b>-</b>	<b>-</b>	<b>82.9%</b>	<b>83.1%</b>
<i>Sector % Full-time</i>	65.1 %	66.1 %	67.3 %	62.5 %	64.9 %	-	-	-	-

<b>Race/Ethnicity</b>									
<b>Full-Time Staff Total</b>	<b>52</b>	<b>-</b>	<b>55</b>	<b>-</b>	<b>53</b>	<b>-</b>	<b>1.9%</b>	<b>Data provided for reference only. No goals requested.</b>	
White Non-Hispanic	51	-	53	-	52	-	2.0%		
<b>All Minorities</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>0.0%</b>		
Black Non-Hispanic	0	-	1	-	0	-	-		
Hispanic	0	-	0	-	0	-	-		
Asian/Pacific Islander	0	-	0	-	0	-	-		

Native American/Alaskan	1	1	1	1	1	1	0.0%
Two or More Races	0	-	0	-	0	-	-
<b>Underrepresented Minorities<sup>1</sup></b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>0.0%</b>
Non-Resident Alien	0	-	0	-	0	-	-
Unknown	0	-	0	-	0	-	-

<b>Campus % All Minorities</b>	<b>2%</b>	<b>-</b>	<b>4%</b>	<b>-</b>	<b>2%</b>	<b>-</b>	<b>-1.9%</b>
<i>Sector % All Minorities</i>	<i>13%</i>	<i>-</i>	<i>15%</i>	<i>-</i>	<i>15%</i>	<i>-</i>	<i>16.4%</i>

<b>Campus % Underrepresented Minorities</b>	<b>2%</b>	<b>-</b>	<b>4%</b>	<b>-</b>	<b>2%</b>	<b>-</b>	<b>-1.9%</b>
<i>Sector % Underrepresented Minorities</i>	<i>12%</i>	<i>-</i>	<i>14%</i>	<i>-</i>	<i>14%</i>	<i>-</i>	<i>16.1%</i>

<b>Gender</b>									
<b>Full-Time Staff Total</b>	<b>51</b>	<b>-</b>	<b>54</b>	<b>-</b>	<b>52</b>	<b>-</b>	<b>2.0%</b>	<b>58</b>	<b>59</b>
Male	17	-	15	-	19	-	11.8%	23	23
Female	34	-	39	-	33	-	-2.9%	35	36

<b>Campus % Male</b>	<b>33%</b>	<b>-</b>	<b>28%</b>	<b>-</b>	<b>37%</b>	<b>-</b>	<b>-</b>	<b>39.7%</b>	<b>39.0%</b>
<i>Sector % Male</i>	<i>12%</i>	<i>-</i>	<i>14%</i>	<i>-</i>	<i>14%</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>

Campus % Female	65%	-	71%	-	62%	-	-	60.3%	61.0%
<i>Sector % Female</i>	<i>13%</i>	<i>-</i>	<i>15%</i>	<i>-</i>	<i>15%</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>

<sup>1</sup> Underrepresented Minorities includes Black, Hispanic, Native American/Alaskan, and Two or More Races.

Source: IPEDS HR Survey



# Current College Climate Assessment

North Country Community College's Diversity Working Group was convened and charged in September 2016 by Dr. Steve Tyrell, College President. The Working Group has discussed the development of strategies to assess the current climate of the campus around diversity and inclusion practices, policies, and competence. The Working Group's initial results are listed below and they represent the very beginning of what will continue to be an ongoing effort. Preliminary results remain too limited to attribute meaning to data collected so far.

## Focus Groups

Preliminary focus groups were held with students on each campus but low participation warrants forthcoming efforts to dialogue with our students on this topic.

- Ticonderoga – lead by Joseph Costa, Selina LeMay Klippel, and Peter Nelson
- Malone – lead by Brenton Johnson, Kelli Rodriguez, and Bruce Rowe
- Saranac Lake – lead by Angela Brice and Mark Lopez

## HR Self-Assessment

- Underway - Human Resources is conducting a self-assessment at this time.

## Faculty-Staff Survey

- Underway – responses to survey distributed this semester are still being collected.

## Enrollment & Admissions Self-Assessment

- Forthcoming from the Office of Admissions

## Athletics Self- Assessment

- Forthcoming from the Office of Athletics

# Diversity Goals/Themes:

The Working Group has developed a set of Diversity Goals/Themes that will guide North Country Community College as it is currently engaged in the development of a new Strategic Plan for the College. The Diversity Goals/Themes are as follows:

1. **Campus Climate:**
  - Improve the campus climate for ALL students, faculty, and staff by addressing identified areas of growth and challenge.
2. **Curriculum & Academic Infusion**
  - Enhance the college's academic excellence and inclusive reputation through embedded diversity education strategies.
3. **Student Recruitment and Retention**
  - Achieve and maintain a balance of diverse representation in the student population.
4. **Employee Recruitment and Retention**
  - Achieve and maintain a balance of diverse representation in the faculty, staff, and administration.
5. **Community Engagement**
  - Provide cultural enrichment and competency development opportunities for regional community stakeholders.

# Action Plan

The below *tentative* strategies represent both short-term and long-term actions that will assist the college in achieving our goals outlined above. Full vetting of these strategies is still underway and may be subject to change over the course of this academic year as further conversations with stakeholders will strengthen college-wide consensus and establish a timeline for action in the near future.

## Annual (short-term)

### 1. Campus Climate

- Administration, faculty and staff diversity and sensitivity training framed as ongoing enlightenment and competency development.
- Implement a formal, confidential mechanism for bringing issues or incidents of bias and discrimination to the attention of the college administration.
- *Voices of Diversity* blog series on college website that features faculty/staff and student perspectives related to diversity issues.
- Send monthly emails from the Chief Diversity Officer to educate the college community on featured issues related to diversity and inclusion in the classroom, outside the classroom, and beyond.
- Create webpage that publishes our diversity plan, vision statement and implementation updates.
- Create simulation experience for administrators to shadow an underrepresented student(s) day in the life of NCCC.

### 2. Curriculum & Academic Infusion

- Expand credit bearing short-term study abroad offerings like Costa Rica, for example, Ticonderoga's Medical Brigade in Honduras.
- Chief Diversity Officer continues to present diversity workshops to classes on all three campuses.
- Under the work of the faculty, continue to embed diversity dialogues into class discussions and credit-bearing applied learning opportunities.
- Host faculty dialogues with students to bridge understanding.

### 3. Student Recruitment and Retention

- Student Retention Strategies
  - Develop a Peer Mentoring Program to bridge barriers (e.g. language, culture, identity) and to emphasize interpersonal connection.
  - Increase implementation of diversity and cultural speakers and events across all sites:
    - Lecture series
    - Film discussions
    - Arts & Culture festivals

- Student Recruitment Strategies
  - Partnering with local employers whose employee recruitment efforts might diversify our college’s student body, including refugee populations and other minority populations.

#### **4. Employee Recruitment and Retention**

- Celebrate the diversity that currently exists among our employees more loudly.
- Develop a multifaceted employee recruitment plan to attract more diverse employees to our campuses.
- Add a diversity commitment/inclusion statement to every job posting.
- Continue to practice and enforce college’s Affirmative Action Policy.
- Audit standard interview questions for micro-aggressions and subtle non-inclusive language that could make the candidate feel like an “other.”

#### **5. Community Engagement**

- Promote diversity and inclusion efforts that are open to the public.
- Provide campus expertise and services to community agencies looking for cultural sensitivity training opportunities.

### **Multi-Year (long-term)**

#### **6. Campus Climate**

- Develop gender inclusivity policies and practices.
  - Add all-gender bathroom signage on all campuses.
  - Explore the feasibility of a preferred name policy and create implementation timeline.
  - Provide gender neutral housing options.
- Intentionally create visually welcoming atmosphere and aesthetics in our facilities. Examples include international flags, the rainbow flag, African American nursing models, etc.
- Change calendar labels for Columbus Day, Holiday Break, and Good Friday to be more generic.

#### **7. Curriculum & Academic Infusion**

- Expand academic course offerings related to diversity education on all sites:
  - Gender Studies
  - Diversity
  - Modern Languages
  - Religious Studies
- Connect with or create a consortium of regional educators from the high schools, community colleges, and four-year colleges to discuss how we can better prepare our students to be more culturally competent.

- Create a hybrid course that includes North Country students and downstate students.
- Identify academic programs and courses to audit/review on a rotation for inclusion of diversity and cultural competency content.

## 8. Student Recruitment and Retention

- Student Retention Strategies
  - Explore the development of exchange/study abroad programs.
  - Host Interfaith Dialogues.
  - Expand multicultural student organizations.
- Student Recruitment Strategies
  - Increase our international student population.

## 9. Employee Recruitment and Retention

- Develop a new employee mentoring program.
- Create a new employee onboarding process that emphasizes building connections and comfort with our institution.

## 10. Community Engagement

- Host *commUNITY* forums for dialoging about diversity and inclusion current events with campus students, faculty, staff and public constituents.
- Establish a “Sister College” abroad or elsewhere in the United States.
- Annual arts & culture festivals on campus in partnership with local community.
- Partner with regional organizations to collaboratively receive professional development trainings on a regular basis.
- Identify a variety of college personnel to join regional social justice organizations, task forces, and councils.

# Assessment and Evaluation Plan

Two assessment instruments have been identified to assist our college with evaluating our progress toward our diversity plan goals. Specific application of these instruments is still being explored and measureable outcomes will be assigned to each goal. It should also be noted that our institution does not have an Office of Institutional Research, but we have a full-time staff member who prepares assessment reports for mandatory reporting. In addition, our shared governance body, the College Senate, has an Assessment Committee, to which we will seek additional assistance and guidance. The two assessment instruments identified are:

- [ACPA’s Global Diversity & Inclusion Benchmarks for Higher Education](#)
- [NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education](#)

# Summary Statement

We see this document as an evolving one as we ourselves evolve our competency as diversity educators and members of a global community. Our vision statement inspires us to gain more understanding and to apply our understanding to action and follow through. The College community is excited about our renewed commitment to diversity and inclusion, and this document is one of the first illustrations of this excitement.