

Leading for Change Higher Education Diversity Consortium
Measuring Retention and Graduation Rates for Other Student Groups

Name of Institution: _____ Middlesex Community College

| Benchmark | Yes/No | Notes |
|--|--------|--|
| Does your institution track retention rates of veterans ? If so, please share with the Leading for Change Consortium how you gather this information. | Y | This information is collected at admissions and through the various funding contracts. |
| Does your institution track graduation rates of veterans ? If so, please share with the Leading for Change Consortium how you gather this information. | Y | This information is collected at admissions and through the various funding contracts. |
| Does your institution track retention rates of gay, bisexual and transgender students (LGBT) ? If so, please share with the Leading for Change Consortium how you gather this information. | N | |
| Does your institution track graduation rates of gay, bisexual and transgender students (LGBT) ? If so, please share with the Leading for Change Consortium how you gather this information. | N | |
| Does your institution track retention rates of students with disabilities ? If so please share with the Leading for Change Consortium how you gather this information. | N | |
| Does your institution track graduation rates of students with disabilities ? If so please share with the Leading for Change Consortium how you gather this information. | N | |

Leading for Change Higher Education Diversity Consortium
Culturally Inclusive Pedagogical and Curricular Development

Name of Institution: _____ Middlesex Community College

| Aspects of Campus' Culturally Inclusive Pedagogical and Curricular Development | Notes |
|---|---|
| Are students required to take diversity course(s)? If so, describe the curricular requirement. | All students are required to fulfill a 7 course General Education requirement as part of their core curriculum. All Gen Ed courses are required to both integrate and assess students' development of 3 of our 6 Institutional Student Learning Outcomes (ISLOs), two of which are Social Responsibility and Multicultural/Global Literacy. Student achievement of our 6 ISLOs is assessed on a cyclical, ongoing basis. |
| Describe the faculty development that occurs at your institution around culturally inclusive and engaged pedagogies. | For several years, our college has engaged in work that addressed changing student demographics. In the spring of 2014 we had an all-college Professional Day ("Our Inner Resources: Closing the Achievement Gap"), devoted to raising awareness of how demographic changes were impacting our college and developing responsive strategies to address, around which a website was created to aggregate and share resources. Our success in this effort provided the content for a presentation to the AAC&U 2015 Diversity, Learning, and Student Success Conference. The Office of Professional Development offers the above and other online professional development resources that provide practical strategies for facilitating interaction in classrooms with students and faculty from diverse backgrounds. We have also been involved for several years with Bridgewater State University's "Leading for Change" conference on diversity and inclusion and are members of a Diversity Consortium they lead. Additionally, we provide a professional development certificate for faculty and staff who complete four professional development events related to diversity/global education. |
| Is attention to diversity part of the academic/departmental program assessment process? If so, please describe. | As described above, a representative sampling of all students' development and achievement of our 6 ISLOs, two of which are Social Responsibility and Multicultural/Global Literacy, are assessed cyclically on an ongoing basis, to learn more about our students' development of these essential learning outcomes. |
| In addition to the above, please describe any additional efforts your institution is engaged in to enhance culturally inclusive pedagogical and curricular development. | In the past year, we have sought to increase collegewide awareness of the needs of LGBTQ students. In this context, we have engaged the services of "History Unerased", an organization devoted to promoting awareness of LGBTQ issues and to the development of inclusive curricular materials that acknowledge the contributions of the LGBTQ community. |

Leading for Change Higher Education Diversity Consortium
Gathering Information on Employees from Other Diverse Groups

Name of Institution: _____ Middlesex Community College

| Employee Group | Notes |
|--|--------------|
| Does your institution track the percentage of employees that define themselves as disabled? If so, please share with the Leading for Change Consortium how you gather this information. | |
| Does your institution track the percentage of employees that define themselves as members of the LGBT community? If so, please share with the Leading for Change Consortium how you gather this information. | |
| Please share with the Leading for Change Consortium any other programs or practices you utilize to support the success of employees from traditionally under-represented groups. | |

We do not implement a Campus Climate Survey for Students.

Leading for Change Higher Education Diversity Consortium
Campus Climate: Students

Name of Institution: _____

Year Data Was Collected: _____

| Question | Agree/Strongly Agree | Neither Agree, Nor Disagree | Disagree/Strongly Disagree |
|--|--------------------------|------------------------------------|--------------------------------|
| I feel I have the opportunity to succeed at (name of institution). | NC | | |
| I feel respected by my peers. | NC | | |
| I am treated fairly by campus employees. | NC | | |
| When I have a concern or problem, I feel that there is a faculty or staff member at (insert name of institution) that I can talk to. | NC | | |
| My institution creates a welcoming and supportive environment. | NC | | |
| | Satisfied/Very Satisfied | Neither Satisfied nor Dissatisfied | Dissatisfied/Very Dissatisfied |
| Overall, how satisfied are you at (fill in name of institution). | | | |

Note: for the purpose of the consortium website, report out student campus climate in aggregate. Institutions are strongly encouraged to use disaggregated data in campus discussions. See the consortium website for the categories to use in analysis (<http://www.bridgew.edu/the-university/diversity-consortium/diversity-benchmarks>).

We implement the PACE Survey that uses different questions.

Leading for Change Higher Education Diversity Consortium
Campus Climate: Employees

Name of Institution: _____

Year Data Was Collected: _____

| Question | Agree/Strongly Agree | Neither Agree, Nor Disagree | Disagree/Strongly Disagree |
|--|--------------------------|------------------------------------|--------------------------------|
| I feel I have the opportunity to succeed at (name of institution). | | | |
| I feel respected by my peers. | | | |
| I am treated fairly by campus employees. | | | |
| When I have a concern or problem, I feel that there is someone at (insert name of institution) that I can talk to. | | | |
| My institution creates a welcoming and supportive environment. | | | |
| | Satisfied/Very Satisfied | Neither Satisfied nor Dissatisfied | Dissatisfied/Very Dissatisfied |
| Overall, how satisfied are you at (fill in name of institution). | | | |

Note: for the purpose of the consortium website, report out employees campus climate in aggregate. Institutions are strongly encouraged to use disaggregated data in campus discussions. See the consortium website for the categories to use in analysis (<http://www.bridgeu.edu/the-university/diversity-consortium/diversity-benchmarks>).