

Mass Maritime Notes:

Headcount listed is the initial entering cohort headcount (i.e., it does not reflect adjustments or any allowable exclusions).

Low-income students reflect students who are recipients of a Federal Pell Grant (based on receipt of aid during fall term of entry).

Retention and graduation rate calculations by receipt of financial aid at MMA follow HEOA reporting requirements (do not completely align with metrics indicated here).

Metrics for certain students subgroups have just started to be calculated and reported (i.e., low-income students, transfer students).

MMA is in the process of establishing a definition of first-generation college students and associated data collection efforts; reporting on these students will occur in future years.

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

Name of Institution: Massachusetts Maritime Academy

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.	No	Rates not calculated due to small cohort sizes and/or absence of a current system for accurately identifying and tracking these students.
Does your institution track graduation rates of veterans ? If so, please share with the Leading for Change Consortium how you gather this information.	No	Rates not calculated due to small cohort sizes and/or absence of a current system for accurately identifying and tracking these students.
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.	No	Rates not calculated due to small cohort sizes and/or absence of a current system for accurately identifying and tracking these students.
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.	No	Rates not calculated due to small cohort sizes and/or absence of a current system for accurately identifying and tracking these students.
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.	No	Rates not calculated due to small cohort sizes and/or absence of a current system for accurately identifying and tracking these students.
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.	No	Rates not calculated due to small cohort sizes and/or absence of a current system for accurately identifying and tracking these students.

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

Name of Institution: Massachusetts Maritime Academy

Aspects of Campus' Culturally Inclusive Pedagogical and Curricular Development	Notes
Are students required to take diversity course(s)? If so, describe the curricular requirement.	Students are not required to take diversity course(s). However, general education electives include courses (e.g., language and literature courses that include a cultural component) that help to build a student's respect for diversity and inclusion. Additionally, particularly for programs that have experiential learning as a requirement, coursework in the major also contributes to building students' appreciation for diversity and inclusion.
Describe the faculty development that occurs at your institution around culturally inclusive and engaged pedagogies.	
Is attention to diversity part of the academic/departmental program assessment process? If so, please describe.	The Academy's Core Competencies and ISLOs for undergraduate education were revised during spring 2016. Final updates were approved and became effective as of June 22, 2016. A new competency related to "Civic and Global Learning" was introduced as part of the revisions. The specific learning outcomes associated with this competency and related assessment measures can be found at: https://www.maritime.edu/undergraduate-islos
In addition to the above, please describe any additional efforts your institution is engaged in to enhance culturally inclusive pedagogical and curricular development.	

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

Name of Institution: Massachusetts Maritime Academy

<i>Employee Group</i>	<i>Notes</i>
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.	Not tracked due to small numbers of employees and/or absence of a current system for accurately identifying and tracking them.
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.	Not tracked due to small numbers of employees and/or absence of a current system for accurately identifying and tracking them.
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.	

**Leading for Change Higher Education Diversity Consortium
Campus Climate: Students**

Name of Institution: Massachusetts Maritime Academy _____

Year Data Was Collected: Spring 2015¹ _____

Question	Agree/Strongly Agree	Neither Agree, Nor Disagree	Disagree/Strongly Disagree
I feel I have the opportunity to succeed at (name of institution).	79%	17%	4%
I feel respected by my peers.	69%	23%	8%
I am treated fairly by campus employees.	<i>Not Collected</i>		
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.	58%	28%	14%
My institution create a welcoming and supportive environment. ²	49%	31%	20%
	Satisfied/Very Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied/Very Dissatisfied
Overall, how satisfied are you at (fill in name of institution).	<i>Not Collected</i>		

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>).

1/ In total, the survey included responses from 950 undergraduate students (response count to individual questions varied).

2/ Question specifically asked about agreement with the statement that "MMA provides a welcoming environment for all students."

**Leading for Change Higher Education Diversity Consortium
Campus Climate: Employees**

Name of Institution: _____ Massachusetts Maritime Academy _____

Year Data Was Collected: _____ Spring 2013* _____

Question	Agree/Strongly Agree	Neither Agree, Nor Disagree	Disagree/Strongly Disagree
I feel I have the opportunity to succeed at (name of institution).	<i>Not Collected</i>		
I feel respected by my peers.	<i>Not Collected</i>		
I am treated fairly by campus employees.	<i>Not Collected</i>		
When I have a concern or problem, I feel that there is someone at (insert name of institution) that I can talk to.	<i>Not Collected</i>		
My institution creates a welcoming and supportive environment.	<i>Not Collected</i>		
	Satisfied/Very Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied/Very Dissatisfied
Overall, how satisfied are you at (fill in name of institution).	<i>Not Collected</i>		

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.bridgew.edu/the-university/diversity-consortium/diversity-benchmarks>).

*A spring 2013 employee campus climate survey was conducted but none of the listed questions were part of the survey.