

Mount Wachusett Community College

NOTES

Headcount reflects starting cohort and does not adjust for students who are deceased or entered active military service

Grad rates **DO ADJUST** for students who are deceased or entered active military service

% Continued to 2nd Year' rates **DO NOT ADJUST** for students who are deceased or entered active military service

First Generation

MWCC refers to the information a student lists on their FAFSA

MWCC also asks the following question on our application - do either of your natural or adoptive parents have a four-year college degree?

MWCC has been collecting and storing first generation data for years but we only feel confident in reporting the results from fall 2009 forward

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

Name of Institution: Mount Wachusett Community College (MWCC)

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.	Yes	MWCC has a dedicated Veterans Support Center and we track students who are veterans (not dependents of veterans) for our DHE reporting. We identify the veteran population in our DHE data and calculate retention and graduation rates in the same manner as other sub populations.
Does your institution track graduation rates of veterans ? If so, please share with the Leading for Change Consortium how you gather this information.	Yes	MWCC has a dedicated Veterans Support Center and we track students who are veterans (not dependents of veterans) for our DHE reporting. We identify the veteran population in our DHE data and calculate retention and graduation rates in the same manner as other sub populations.
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	MWCC does not track retention rates or graduation rates for LGBT students. MWCC does not track students based on their sexual orientation.
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	MWCC does not track retention rates or graduation rates for LGBT students. MWCC does not track students based on their sexual orientation.
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.	Yes	MWCC has a dedicated Disabilities Services office and we track students who document disabilities and receive services from MWCC. We identify this population, cross reference those in our DHE data, and calculate retention and graduation rates in the same manner as other sub populations.
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.	Yes	MWCC has a dedicated Disabilities Services office and we track students who document disabilities and receive services from MWCC. We identify this population, cross reference those in our DHE data, and calculate retention and graduation rates in the same manner as other sub populations.

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

Name of Institution: Mount Wachusett Community College (MWCC)

<i>Aspects of Campus' Culturally Inclusive Pedagogical and Curricular Development</i>	<i>Notes</i>
<p>Are students required to take diversity course(s)? If so, describe the curricular requirement.</p>	<p>Students are required to take culturally diverse courses within our Liberal Arts and Sciences program, which includes all tracks within that program. We have a list of courses that have been designated as culturally diverse based on the content of these courses.</p>
<p>Describe the faculty development that occurs at your institution around culturally inclusive and engaged pedagogies.</p>	<p>The faculty development on our campus centers around active learning strategies which provide multiple entry points for students to engage with academic content and the learning process and promote differentiated instruction. Because these strategies begin by having students access their prior knowledge and experience, they create a classroom context that is culturally inclusive. These strategies also welcome student voice in the classroom and require students to take ownership of their learning and to have agency in the production of knowledge.</p>
<p>Is attention to diversity part of the academic/departmental program assessment process? If so, please describe.</p>	<p>No, not at this time</p>
<p>In addition to the above, please describe any additional efforts your institution is engaged in to enhance culturally inclusive pedagogical and curricular development.</p>	<p>Our institution will begin to more cohesively implement Universal Design for Learning (UDL) practices as a way to create more accessible curriculum for all students. We held a UDL training institute for faculty and staff and plan to work through the stages of implementation in the coming academic year. Our NEH grant is also highly attuned to creating curriculum that is culturally inclusive. The lead faculty on the grant facilitated a 2-day institute on this year's grant theme and include the implementation of teaching practices that are inclusive. The events for this grant also include a wide range of speakers that represent diverse perspectives.</p>

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

Name of Institution: Mount Wachusett Community College (MWCC)

<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.	This information is self disclosed as part of the onboarding process for new hires; not tracked in our HR system.
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.	No
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.	Professional Development and informal mentoring

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

Name of Institution: Mount Wachusett Community College (MWCC)

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 a faculty or staff member at (insert name of institution) that I can talk to.			
My institution create 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 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>).

**MWCC HAS NOT CONDUCTED A
CAMPUS CLIMATE SURVEY**

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

Name of Institution: Mount Wachusett Community College (MWCC)

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

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