

1. ENROLLMENT & GROWTH IN A DIVERSE STUDENT POPULATION

Diversity among the student body has grown significantly at WCC and the college has the highest percentage of minority students, the highest percentage of Hispanic students and the second highest percentage of Black students in the State University of New York system. The college has experienced a 19.0% increase in credit headcount in the last ten years and its minority student population has increased by 60.4%. In fall 2008, 47.3% of the students claimed a minority status compared to only 35.1% in fall 1998. While all minority groups have grown, the largest growth has occurred among Hispanic and Black students.

Table 1: Ethnicity

	Fall 1998		Fall 2008		Pct. Change
	Number	Pct.	Number	Pct.	
Asian/Pacific Islander	505	4.8%	635	5.0%	25.7%
Black	1,726	16.3%	2,550	20.2%	47.7%
Hispanic	1,418	13.4%	2,694	21.4%	90.0%
White	6,479	61.1%	6,052	48.0%	-6.6%
Native American/Alaskan Native	75	0.7%	93	0.7%	24.0%
Foreign	128	1.2%	240	1.9%	87.5%
Uncoded	272	2.6%	349	2.8%	28.3%
Total	10,603		12,613		19.0%
Total Minority	3,724	35.1%	5,972	47.3%	60.4%

2. SUCCESSFUL COMPLETION

The College Start Academy - WCC offers two summer programs at its Mount Vernon Extension Center targeted to the underserved, at-risk residents in the area. The city of Mount Vernon is ethnically diverse with 71.4% of its population claiming a minority status in the 2000 U.S. Census. The *College Start Academy* is an intensive, three-week summer academic enrichment program offered to incoming students whose placement scores indicate the need for developmental coursework in Math and/or English. The program provides lectures in writing, reading, mathematics, college study skills, individualized computer instruction and a college orientation series. While the program is not restricted to minority students, over 80% of the participants are minorities due to the demographic makeup of the extension center's service area. The Academy began as a pilot at the Mount Vernon Extension Center but will expand to the main campus due to its overwhelming success and student interest. Student outcomes are significantly improved with higher success rates in subsequent developmental courses (see table below) and 89% of participants completing their first-year of college.

Table 2: Pass Rates of Developmental Courses

Fall 2007	Participants	Non-Participants	Fall 2008	Participants	Non-Participants
Pre-Algebra	44%	32%	Pre-Algebra	55%	37%
Basic Writing I & II	86%	61%	Basic Writing I	100%	73%
			Basic Writing II	100%	62%

The Entrepreneurship Summer Academy (ESA) – This is the second program offered at the Mount Vernon Extension Center and its primary goal is to expose underserved youth to entrepreneurial and community college environments through a meaningful six-week summer learning experience focused on the basic principles of business planning and management. Participants must be underserved high school students with 70% meeting the economic guidelines for school-based reduced-fee lunch. The program consists of an award winning curriculum, exposure to a college environment, field trips, guest speakers and a concluding business plan competition.

Student Support Services Program/TRIO - WCC is currently in its second four-year cycle of funding for the federally sponsored program. The *Student Support Services/TRIO* program at WCC provides support services to students identified as having academic need (need of remediation), who are low income, first generation in college or disabled. The program provides students with one-on-one tutoring, personal counseling and mentoring, academic advisement, career and transfer assistance, and study skills workshops. Retention, graduation, transfer to four year institutions, and good academic standing are measured annually with results exceeding program goals in every area. This at-risk cohort has also shown greater success in these areas than the general college population. The students participating in TRIO are 71% female, 40% Black, 34% Hispanic and 4% Asian/Pacific Islander.

Conversation Partners Program - This program is supported by a dedicated group of 90 volunteers who contribute their time and skills to work individually with the college's English Language Institute (ELI) students, making them feel welcome and providing them the opportunity to practice the language skills they need to succeed. The Partners meet once a week with their individual students and the students practice speaking English in a relaxed atmosphere at no additional cost to the students. Students in the program range from 18 to older adults and come from all over the world from places as far away as Asia, Africa and the Middle East. Over 1,000 students have participated to date, which has helped them adapt to a new environment and language while accomplishing their academic goals.

Something to Talk About – An extension of the previous program, *Something to Talk About* provides students of the English Language Institute the opportunity to practice their English in a small group setting to make them more comfortable speaking in a classroom or group environment. The sessions meet weekly and are run by volunteers who act as facilitators on topics such as the recent presidential election, health care and cultural items. All participants have a chance to speak in a non-judgmental environment that encourages participation and language development.

Workplace Culture Coaching For Women - Female, business-curriculum students are provided a training program and personal work experience with a professional businesswoman within the local community through the *Workplace Culture Coaching for Women* program. The mission is to give each mentee the opportunity to develop professional behavior and envision realistic career goals. This program provides an opportunity to experience a business environment and acquire the knowledge and workplace behavior skills that will help them to be successful. Examples of topics include communication styles, confidence, business etiquette, professional meetings, business communication and work/life balance.

English Language Institute (ELI) - Nine levels of English as a Second Language (ESL) instruction are offered at WCC through its English Language Institute (ELI). Each level provides balanced instruction and active practice in all English language skills: listening, speaking, standard grammar, reading, and writing. New students take an examination to determine the level at which they begin study. An English-only environment for all activities promotes maximum learning. The courses serve the needs of the general learner and learners preparing for college study. Instructors are professionals in TESOL (Teaching English to Speakers of Other Languages). In the 2008-2009, ELI served 3,989 students who originated from 104 different countries and spoke 49 different languages. ESL courses are offered year round at the main campus and at the ten extension sites around the county.

Women's Forum – This department is focused on easing and enhancing the transition of adult women who have resumed their education at WCC. Free counseling and supportive services are provided to women returning to school or work. Services include a "Welcoming Reception" for new students, program planning, workshops, seminars, peer discussion groups, job-hunting techniques, academic and personal counseling. Peer connections are also emphasized so the participants have additional peer support on campus. College information and referrals to on and off campus resources are offered during daily "drop-in" office hours or by telephone and e-mail. The department is also actively connected to various services off-campus such as local shelters and Victim's Assistance Services.

Project Transition - This free program is designed to provide women with the training necessary to re-enter the workforce after a long absence due to divorce, separation, death or disability or permanent unemployment of a spouse. Six-week training sessions throughout the year offer the latest computer software training, assistance with resume, cover letter, and interview preparation, and job search counseling.

3. PARTNERSHIPS FOR MOBILITY

Job Success through Academic Resources (JobSTAR)-In 1990 the college entered into a collaborative agreement with Westchester County Department of Social Services (DSS) to provide assessment, skill enhancement training programs, credit-bearing certificate programs, job placement and other vocational career training services to select Temporary Unemployment customers, TANF (Temporary Assistance to Needy Families) recipients and TANF services eligible customers. This collaboration, known as *JobSTAR*, continues to the present day and its goal is to foster self-sufficiency and financial independence for participants. Participants employed at minimal paying jobs are able to acquire the skills necessary to obtain better paying employment while unemployed participants learn basic skills for entry level jobs. Both groups strive for self-sufficiency, ultimate case closure and long-term ability to support their families. Of the participants, 74% are female, 54% Black and 31% Hispanic. The program is provided in a case management format with ongoing contact with students' caseworkers at DSS. The program provides tutoring support, a computer lab, Metro cards for participants using public transportation and child care for students in Saturday training programs. JobSTAR program staff maintains constant contact with local organizations regarding recruitment and often do presentations throughout the county.

Bridges – WCC has a number of partnership programs with four-year colleges to support underrepresented students who want to continue their studies in fields such as science and math. Participants are provided additional academic support and mentoring within their discipline and participate in a summer internship conducting scientific research at the participating four-year college.

Scholarships – Last year the Westchester Community College Foundation provided over \$1 million in scholarship to its students with many of the scholarships targeted towards underrepresented groups.

4. CAMPUS ENVIRONMENT

Monitoring Benchmarks – WCC measures student satisfaction of diversity and benchmarks the results with its peer institutions in a survey distributed every three years. The chart below demonstrates that student satisfaction with diversity is high with WCC ranking highest among its peers in all measures.

Table 3: 2006 SUNY Student Opinion Survey – Measures of Diversity

Item	% of WCC Students Who Selected Very Satisfied/Satisfied	Mean Score WCC	Mean Score Peer Colleges	WCC Ranking Among Peers
Campus Acceptance of Individual Differences	73.2%	3.93 *	3.82	1 st
Racial Harmony on Campus	74.5%	3.94 **	3.73	1 st
Diversity of Faculty and Staff	76.3%	3.96 *	3.82	1 st
Diversity of Student Body	77.7%	4.02 **	3.86	1 st

* Difference is statistically significant at the .05 level; ** Difference is statistically significant at the .001 level

Gateway Center - One of the college's most notable investments in diversity is its *Gateway Center* which is scheduled to open in 2010. The Gateway Center is at the heart of WCC's commitment to addressing the educational needs of Westchester County's increasingly diverse population, where one in four residents was born outside the United States. The \$40.5 million structure will provide targeted programs for motivated immigrant and international students, who will study side-by-side with U.S. born students, gaining the education they need for meaningful careers while building intercultural understanding. This new building will house the college's business programs, Professional Development Center, modern language programs, International Student Services, English Language Institute, Community College Consortium for Immigrant Education and the Volunteer Center in 70,000 square feet of space. With all these resources in one location, the college is planning for increased collaboration with new initiatives such as the Institute for Entrepreneurial Studies and the Citizenship Center.

Year of Diversity- One of the most recent and exciting diversity initiatives at WCC was a full year dedicated to recognizing and celebrating diversity and cultural awareness. Working closely with the college's Board of Trustees, working groups developed a full year of diversity related activities instead of the typical multi-cultural day. Thus, the *Year of Diversity 2008-2009* was developed with a slate of events that were open to students, faculty, employees and the public. This special year was launched with a free lecture by renowned civil rights scholar Lani Guinier, the first woman of color appointed to a tenured professorship at Harvard Law School.

Two town hall events were held featuring panels of speakers that included the college president, local politicians, student government representatives, and committee members. The format of the meeting included an open mike for questions, comments and discussion. All college constituents were invited to attend and the event was open to the public. The first meeting focused on the then upcoming presidential election and the cultural perspectives of gender and ethnic equity in the news coverage surrounding the election. The second meeting celebrated the historic presidential inauguration of Barack Obama and fostered discussion on how individuals and communities can respond to the national leader's call for service. Due to the success and requests these town hall meetings will continue each semester.

Various screenings and discussions on the *Souls of Black Girls* continued over the course of three months due to the strong interest expressed by students and faculty. This activity culminated in the visit of its producer, Daphne Valerius, to discuss her provocative documentary which explores the images of black women in the media and how that impacts how they view themselves.

The college held its *First Annual Teach-In on Racism* in April 2009. This all day event included 17 inter-disciplinary sessions on the topic of racism with presentations on music, philosophy, rhetoric, literature, media images, drama, religion, psychology, statistics, economics and more. The program was free and open to students, faculty and employees. The event was a huge success and discussions have already begun on how this program can be continued.

The working groups for the *Year of Diversity* experienced such momentum several initiatives have already been scheduled for the 2009-2010 academic year. Three committee members were sponsored to attend the *2009 National Conference on Race and Ethnicity in American Higher Education* and will conduct faculty trainings with an emphasis on best hiring practices in support of a diverse faculty. The workshops and panel discussions will also continue. Tahira Naqvi, professor of Urdu and Southeast Asian Studies at New York University and renowned translator of Urdu fiction is scheduled to speak in October 2009. There are also plans for a panel focusing on diversity in mathematics with Arthur D. Powell of Rutgers University and Marilyn Frankenstein of the University of Boston. The purpose of this panel is to increase awareness of how statistics impact the presence of diverse job candidates and for students to engage with mathematicians of diverse ethnicities and gender. The committee is also sponsoring 16 faculty members to attend the *Undoing Racism Workshop* on campus with a proposed date of October 1st 2009. The workshop is organized by the *Anti-Racist Alliance* in conjunction with the *People's Institute for Survival for Survival and Beyond*, an organization recognized as one of the foremost anti-racism training institutions in the nation.

Student Activities- There are 15 student clubs that target cultural differences with a faculty member sponsoring each club to act as a mentor and guide for its members. El Club Hispano Americano, Black Student Union, Multi-Cultural Exchange and the Diversity Action Committee are a few examples of the clubs on campus.

Women's History Month – Every March the college celebrates the contributions of women with a full slate of events that are free and open to the public. Twenty-five events were held this year including lectures from faculty members, movie screenings, poetry and book discussions as well as presentations on the contributions of women in the fields of economics, science and the environment. Dr. Gilda Carle, a nationally known psychotherapist, relationship expert and author who the New York Times calls the “busiest television therapist in the business” was one of the guest speakers. Other guest speakers included Dr. Shobha S. Krishnan who discussed her book *The HPV Vaccine Controversy* and a workshop on stress management and life changes. This year Professor Eryn Klosko was honored at the college as *Women's History Month Woman of the Year* for her efforts on behalf of the environment.

Black History Month - Black History Month is celebrated each February at WCC with several events that are free and open to the public. Activities this year included a panel discussion on health issues, literary readings, a panel discussion with local politicians to discuss the importance of political awareness in the black community, showings and discussions of the Emmy Award winning film *A Lesson Before Dying* as well as the provocative documentary *The Souls of Black Girls*, and a Black College Mini-Fair and panel discussion. A formal dinner and dance brought the events to a close.

5. EMPLOYMENT AND PROMOTION

Affirmative Action Advisory Committee (AACC) - The purpose of the Affirmative Action Advisory Committee (AACC) is to promote equal opportunity, ensure the college is aware of federal and state legislation and to see that the college's mission to seek and provide diversity throughout its levels of workforce is realized. A Board of Trustees member serves as an active participant and the committee chair reports directly to the college president. The committee publishes and distributes the *Affirmative Action Policy and Guidebook for WCC* to help communicate policies and procedures regarding sexual harassment, discrimination and search committees. The committee also focuses on monitoring outcomes rather than intent and annually reviews benchmarks related to workforce analysis and student enrollment. The chair, who also serves as the college's Equity Officer, meets with each search and screen committee to present and review college policies and to provide screening and interview guidelines to ensure applicant pools remain diverse. Mandatory harassment training was also provided this year to highlight what is and what is not acceptable at the college's work environment. As a result of the efforts to increase faculty diversity six of the eleven new faculty positions for fall 2009 are minorities.

The Dr. Julius Ford Teaching Fellowship - The *Dr. Julius Ford Teaching Fellowship* was initiated in 2008 and its purpose is to assist individuals from underrepresented groups, who hold a graduate degree or are enrolled in a graduate program to obtain the skills needed for full-time, tenure track teaching or faculty-held administrative positions. The program pairs each fellow with a full-time faculty member for a mentoring experience. The fellows are expected to teach at least three hours per week, attend two hours of class taught by their mentor, meet with their mentor for at least one hour per week and spend an additional three hours per week attending relevant faculty meetings or campus activities. Fellows must develop a portfolio of their experience and progress throughout the semester and share the results with one another. Fellows receive the current adjunct salary for the courses they teach in addition to a stipend in recognition for their participation in the program. Eight fellows were accepted for the fall 2009 cohort. While the program began during the *Year of Diversity*, it will continue each year with a new cohort.

The First Annual Diversity Adjunct Job Fair - The *First Annual Diversity Adjunct Job Fair at WCC* was held on March 25th with over 300 resumes collected. It demonstrated the college's commitment to diversify the faculty to reflect the diversity of our student body. Its purpose was to invite diverse applicants on campus to learn about current summer and fall job openings for adjuncts, meet with faculty and administrators and hear about the *Dr. Julius Ford Teaching Fellowship Program* for minority adjunct faculty. Full-time faculty and department chairs attended to showcase their curriculum and program offerings with display tables and small gathering rooms were also provided to meet with candidates.

6. INVOLVEMENT IN MINORITY COMMUNITY

Community College Consortium for Immigrant Education (CCCIE) - Since July 2008, through a grant from the JM Kaplan Fund, Westchester Community College has been host to the *Community College Consortium for Immigrant Education*. CCCIE's mission is to raise awareness of the important role community colleges play in delivering educational opportunities to immigrants and to promote and expand the range and quality of programs and services for immigrant students among community colleges around the country. Representatives from 16 community colleges across the country have joined the consortium during its first year. Together they have begun to outline critical issues facing community colleges, collect exemplary practices in immigrant education and training, and serve as presenters and panelists at conferences and workshops on immigrant education and training, ESL and workforce development.

Spirit of Women Archive – Working with the American Women of African Heritage (AWAH), the college's library has established the *Spirit of Women Archive* to preserve the legacy and celebrate the accomplishments of Westchester County's outstanding women of color. The college has been providing technical assistance on this project, meeting with historic preservation specialists and assisting with the necessary documentation.

Professional Development Center (PDC) – The PDC at the college provides harassment and cultural awareness training on a regular basis to local businesses and organizations.

Community Involvement – WCC supports participation in community involvement and the President serves on many boards including the advisory board for the League of Women Voters. One vice-president is an officer with the Women's Enterprise Development Center and another is a Board Member Emeritus. The Westchester Region for the National Association for the Advancement of Colored People recently honored Professor Carol Passariello for her work with youth as an outstanding educator.

Community Outreach – Various offices actively work to reach underserved students through committee work, presentations and collaboration on special projects with school districts and community based organizations. The *Collegiate Academy* is a partnership with a local school that serves at-risk ninth graders and ensures the student will be prepared for college upon high school graduation. A partnership with the White Plains Youth Bureau targets underserved populations and provides college visitations, academic planning and financial aid sessions. *Club Amigas* is a mentoring program that matches WCC Latina students with Latina middle school students. *College Readiness Seminars* are also offered in Spanish to high school students and their parents in area school districts. The advisory council for a local city school district recently presented WCC with a Recognition Award for "Outstanding and Dedicated Service to the Students of the Yonkers Public Schools." JobSTAR staff worked with Yonkers Public Schools on the *Providing Understanding and Support Helps (PUSH)* program, which offers tutorial assistance to under-prepared high school students to improve their academic skills and prepare them with the tools for academic success. The college also provides the use of WCC's facilities to a number of advocacy groups such as the Huaxia Chinese School, Women's Leadership Forum, Westchester/Putnam ACTSO and the Asian Society.

7. REPRESENTATION

Advisory Boards and Committees – WCC's Board of Trustees is 40% female and 40% minority. The President is advised by a Cabinet that is 71% female and 29% minority. A few college committees that advise the President include the Affirmative Action Advisory Committee, President's Committee on Women's Issues, the President's Diversity Committee and the Cultural Awareness Committee. Curriculum chairs are also required to actively seek diverse representation on Academic Advisory Boards that provide guidance on program development and review.

8. CONTRACT AND VENDOR PARTICIPATION

The college works within county guidelines to ensure all contracts are fair and equitable with bids including statements that encourage minority and female applicants. The county has an online registry for minority and women owned business with automated email notifications sent based on pre-selected business categories.

EQUITY STATEMENT

Diversity and respect for differences among students, faculty and employees have long been standing values at Westchester Community College and the college has committed extensive resources to meet the needs of its diverse service area. While there are many programs and policies to ensure equity, the 2008-2009 year was particularly special as the college celebrated its *Year of Diversity* with extra events and initiatives. The *Dr. Julius Ford Teaching Fellowship*, *First Annual Diversity Job Fair* and *First Annual Teach-In on Racism* were three new initiatives that were launched this year. The college's newest building, the *Gateway Center*, will open in spring 2010 to further support the educational needs of the county's increasingly diverse population.

It is the policy of the college to provide equal opportunity employment and Westchester Community College takes affirmative action to seek out qualified applicants.