

St. Cloud  
Technical  
College/  
Diversity  
Goals  
Draft Copy

1.

MNSCU Strategic Direction One: Increase Access and Opportunity participation and success rate.

SCTC Diversity Goal One: Determine barriers that prevent academic readiness, academic success, full participation, or inhibit participation in SCTC procedures and programs.

Proposed Action Item 1.1 Focus Groups	Develop criteria for focus group membership. Focus Groups will meet quarterly. Develop Questions. Implement and synthesize data. Share data with SCTC.
Accountability	VP Academic Affairs, Student Services, Affirmative Action Director, Diversity Coordinator, Affirmative Action/Diversity Committee
Assessment	Focus Groups composed of currently enrolled students, recent graduates, prospective students, and family members, will be conducted quarterly to respond to questions about their experiences with: Acuplacer testing, academic advising, registration, financial aid, language inclusion, tutoring, and course content, and to discuss barriers they experienced, in order to determine accessibility, inclusion, or barriers to successful participation. Where did you experience barriers, name them? Where did you feel accepted, included and valued? Where did you feel isolated and confused? Where could you have most used an interpreter?
Timeline	Develop questionnaire during Fall semester 09/10. Implement first Focus Group January 2010. Collect and share data, 3 <sup>rd</sup> quarter 09/10. Develop routine of quarterly Focus Group process beginning 4 <sup>th</sup> quarter 09/10.
Cost Estimate	\$600. \$150. X 4 groups, cost of refreshments, materials.
Notes	Our procedures become routines because they have always worked for majority students. Focus Groups, including the experience of underserved, underrepresented lenses will allow us determine barriers within these routines helping SCTC become accessible for everyone while maintaining a climate that will also contribute to retention. Focus Groups will resemble the diversity of our student body by age, physical ability, ethnicity, literacy and economic status.

2.

<p>Proposed Action Item 1.2 Equity Scorecards</p>	<p>Develop an “Equity Scorecard” to be used institution wide that has the ability to determine data in four perspectives: 1.access, 2.retention, 3.educational equity/inclusion, 4.viability.</p> <p>Determine where “gaps” are occurring, where our underrepresented underserved students are starting and where they are being successful.</p> <p>Develop “inclusion” strategies where necessary.</p>
<p>Accountability</p>	<p>The Diversity Coordinator will recruit and develop a Scorecard Data Team with membership across the institution, including the Assessment Team.</p>
<p>Assessment</p>	<p>The Equity Scorecard will accurately document the departments, divisions, and programs our underrepresented, underserved students are enrolling in, their levels of academic achievement, attendance, retention and graduation/transfer.</p>
<p>Timeline</p>	<p>Fall 2009, Develop/Recruit Team, begin data search. Assemble Scorecard prototype.</p> <p>Spring 2010, Organize the Equity Scorecard for the most current data available. Share data with Deans, Department Chairs, and Administrators.</p> <p>Fall 2010, begin five year project and begin to assemble Scorecard for AY 2010/2011.</p>
<p>Cost</p>	<p>Much of the data is readily available through Financial Aid, The Registrar, Admissions, etc.</p>
<p>Notes</p>	<p>Equity has been defined as the point at which all groups are proportionally represented across the institution’s majors, programs, departments, graduation rates, degrees and certificates awarded.</p> <p>The Scorecard Team will gather data reflecting patterns of movement and retention that have occurred over the past five years.</p> <p>As we move forward the Scorecard Team will use target, mainstream, cohorts to compare measures.</p>

3.

<p>Proposed Action Item 1.3 Recruitment</p>	<p>Make contact at least once a month, or more often if appropriate opportunities arise, with the following community resources: NuWay Baptist Church, Higher Ground, the Somali Elders Council, South Side Boys and Girls Club, LaCruz Residential Center, Lutheran Social Services, St. Cloud Schools Equity Services, ALC's and Summer School, La Casa Guadalupe, Etheopian Council ,etc.....and other high ethnic density populations who may be candidates for recruitment, who fit within Access and Opportunity guidelines of underrepresented and underserved populations.</p>
<p>Accountability</p>	<p>Student Services, Trio, Mosaic, Affirmative Action Director, Diversity Coordinator, Deans, Dept Chairs, Administrators, Faculty,</p>
<p>Assessment</p>	<p>Make contact with target groups when ever SCTC or individual Divisions and Departments have an event relevant or compatible with the dynamics of underrepresented/underserved populations.</p> <p>The Diversity Coordinator has contact information to assist in making contact with people who will work with you to have eligible people there when you are. Develop the "measure" it is you telling why this is necessary to them.</p> <p>Bring Admissions " Marketing Kit" with to see how many contacts result from the visit</p>
<p>Timeline</p>	<p>Be consistant, develop an annual visit or more often if possible. DC initiated contact 2008/09</p>
<p>Cost</p>	<p>Salaried time for Student Services/Mosaic</p>
<p>Notes</p>	<p>Recruitment of students to the community, new stakeholders, identification and bringing down barriers, student retention and achievement, are all institution wide objectives. We want to include all of our new populations within our success data.</p>

4.

<p>Proposed Action Item 1.4 Academic Success, Retention, Belonging</p>	<p>a. Inventory Inclusion/Diversity curricular outcomes. b. Assess the outcomes on their ability to include or reflect the stories of all students. c. Integrate Inclusion/Diversity outcomes institution wide. d. Curricular materials, Admission materials, Website information translated into Spanish, Somali and Sudanese. e. Create a visual tool, like a map, to bring ELL students to the support they will require.</p>
<p>Accountability</p>	<p>The Diversity Coordinator, Deans, Department Chairs, Curriculum and Assessment Committee Mosaic, TRIO.</p>
<p>Assessment</p>	<p>The number of course offerings and programs that have diversity, multicultural, or inclusive outcomes. Changes in marketing materials.</p> <p>The names or number of Faculty who have taken or are currently participating in Diversity, SEED, or Anti-Racism, Cultural Proficiency trainings.</p> <p>The names of Faculty or their course/program offerings who utilize interpreters, ELL strategies, SIOP curriculum within mainstream courses, to better serve ELL students.</p> <p>CESSE Results,</p> <p>Interpreters working with Admissions and Mosaic.</p>
<p>Timeline</p>	<p>AY 2010/2011 the Diversity Committee will ask for curricular and co-curricular information.</p>
<p>Cost</p>	<p>SEED Training, \$5000. SIOP Training, \$1000. Interpreters, \$?</p>
<p>Notes</p>	<p>The more often a student can see themselves reflected within the curriculum, (the experience of the place) the more successful that student will be.</p>

5.

<p>Proposed Action Item 1.5 Diversity Exhibits and Events</p>	<p>Develop a calendar of institution wide/community sharable events, exhibits, staff development in-services that provide information about Inclusion, Cultural Diversity, Human Expression, reflecting an ethnic/cultural theme.</p> <p>Look for themes that give every group attending SCTC a sense of belonging, of being included.</p> <p>Work with Faculty to identify events, consultants, exhibits that are compatible with their curriculum.</p> <p>Advertise Events/Exhibits on Diversity WebPage.</p>
<p>Accountability</p>	<p>Diversity Coordinator, Affirmative Action/Diversity Committee, Faculty, Staff, Student Senate, Somali Student Group, Latino Student Organization.</p>
<p>Assessment</p>	<p>The number of people attending the event...attendance or participation.</p> <p>A simple survey asking questions like “was this event compatible with the populations who attend SCTC.””How were you able to connect to the content of the event?” “Did you feel included?”</p> <p>Was this event compatible with SCTC’s Diversity Plan?</p>
<p>Timeline</p>	<p>In AY 2008/09 SCTC presented nine events. Ideally that would be the goal, to present one event, exhibit, or in-service a month.</p> <p>Fall 2009, work with IT Webmaster to develop a Diversity/Inclusion Web Page. (in progress)</p> <p>Summer, Fall, annually, request input from Faculty and In-service committee.</p>
<p>Cost</p>	<p>Rough estimate, \$5000. Would be a reasonable estimate for the year. Costs are determined by the quality and reputation of the consultant or group presenting.</p>
<p>Notes</p>	<p>Working with Student Senate would be an excellent day to develop a Culture Day that truly included every body. Our Culture Events tend to be only about new comers. What about German Day, or Irish Day, as well as Somali Night etc.</p>

6.

MNSCU Strategic Direction Two: Promote and measure high quality learning programs and services.

SCTC Diversity Goal Two: SCTC will enhance diversity, pluralism, and inclusion in marketing materials, programs and documents.

<p>Proposed Action Item 2.1 Marketing task force</p>	<p>Create a task force to review materials for inclusive language, images, cross cultural perspectives, bi-lingual presentations, to ensure that they convey the understanding that SCTC will work with everyone to be successful.</p>
<p>Accountability</p>	<p>Diversity Coordinator, Affirmative Action Director, Task Force,</p>
<p>Assessment</p>	<p>Diversity/Inclusion is visibly centered in the institution's Mission Statement and Core Value statement. Documents, Catalogues, Advertisement, Marketing Materials, will contain inclusion/diversity references and will be reviewed before going to press' Documents, Catalogues, Advertisement, Marketing materials will be reviewed for appropriate bi-lingual potential and will be reviewed before going to press.</p>
<p>Timeline</p>	<p>A review of materials currently in place will begin Fall, 2009. Mission Statement, Core Value Statement can begin AY 2009/10, in a time frame compatible with the Community College transition. Inclusion Task Force will work on a continuing process as new documents, catalogues, materials are needed. OCR Review, as they occur.</p>
<p>Cost</p>	<p>The question may be, what are we missing by not having this in place? Salaries of Diversity Coordinator and Mosaic staff. Other costs to be determined.</p>
<p>Notes</p>	<p>Much of the information about significant Diversity Goals/Plan, (AAUC) says that unless Diversity/Inclusion staff, office, or Center, are part of the budget, and the plan is institutionalized, this is all just lip service.</p>

7.

<p>Proposed Action Item 2.2 Inclusive Curriculum</p>	<p>Promote a continuous development cycle of new course offerings with inclusive content: gender, sexual orientation, ethnicity, country of origin, different abilities and learning styles, curricular and co-curricular. Examples might include a Women’s Studies Program, or An American Indian Studies program.etc. Another action would be bi-lingual para’s co teaching mainstream curriculum to ELL students, new to country.</p>
<p>Accountability</p>	<p>Diversity Coordinator, The Curriculum Assessment Committee, Deans, Dept. Chairs</p>
<p>Assessment</p>	<p>Document the new numbers of course offerings that will reflect inclusive/multicultural perspectives.</p> <p>Document the number of mainstream courses that are co-taught, using ELL, Sheltered Instruction Curriculum models.</p> <p>Document the new numbers of organizations emerging through Student Senate participation i.e. The German Club, Irish Voices, Sudanese Students in America...</p> <p>Staff Development will always include one offering or more in inclusive/multicultural best practices.</p> <p>Holiday Decorations transitions to Seasonal Celebrations.</p>
<p>Timeline</p>	<p>AY 2008/09 SCTC began transitioning from “heroes and holidays mind set to Decorating for the Seasons with new banners and a memo from DC explaining the need to take on a “global “perspective. Curriculum and Assessment can begin documenting new developments in 2009/2010 and begin a continuing review cycle.</p>
<p>Costs</p>	<p>Seasonal décor, salaries</p>
<p>Notes</p>	<p>Curriculum defined as “the experience of the place and the materials used for teaching and learning” gives more authority or responsibility to activities, student life and climate. In this way “Inclusion” is about working collaboratively with the diversity of the institution. Giving every one the opportunity to develop a greater sense of belonging.</p>

8.

<p>Proposed Action Item 2.3 Increase Diversity of Faculty and Staff</p>	<p>SCTC will enhance, increase the diversity of our employee application pools. HR/AA will direct contracted Executive Search Consultants to place adds in zones that are rich in diversity.</p> <p>HR/AA will place adds for general hiring in publications that have diverse interests/readers, i.e. Black Scholar, etc.</p> <p>Ads, position descriptions, and interview questions, will stress diversity and cultural proficiency as a strength of all candidates.</p> <p>Include diversity proficiency in employee performance evaluation process.</p> <p>Provide “cultural comfort” within the interview process. If the search committee lacks diversity consider a second interview opportunity in order to avoid alienation.</p>
<p>Accountability</p>	<p>Human Resources/Affirmative Action, Diversity Coordinator, Diversity/Affirmative Action Committee, Search Committee Chairs</p>
<p>Assessment</p>	<p>Document the numbers of inquiries and responses from candidates of color within the application process. (when possible)</p> <p>Document the efforts of contracted search agency, head hunters.</p> <p>Develop and evaluate interview questions in order to emphasize diversity and cultural proficiency.</p> <p>Review Search process continuously as a first stem in every search. What can we do to attract a diverse pool of qualified applicants?</p>
<p>Timeline</p>	<p>MNSCU finished an evaluation of hiring practices to better understand this goal of increasing diversity. Review this document and implement suggestions, 2009/10.</p>
<p>Costs</p>	<p>Adds/postings, consultant contracts, salaries of search committee members.</p>
<p>Notes</p>	<p>Develop a Diversity Directory for Central MN listing groups and contacts essential to success in planning and assessment</p>

9.

MNSCU Strategic Direction Three: Provide programs and services integral to State and Regional economic needs.

SCTC Diversity Goal Three: Strengthen Institutional Relationships within the SCTC community and the Central Minnesota, St. Cloud Community at large.

<p>Proposed Action Item 3.1 Institution Wide acceptance of Diversity Goals</p>	<p>Educate, communicate and collaborate Diversity Goal outcomes institution wide. Do not mandate! Collaborate! Communicate your ideas on how these goals can better serve Students, Faculty, Staff, Administration, and the community we live in.</p>
<p>Accountability</p>	<p>SCTC Community</p>
<p>Assessment</p>	<p>Document First Year, Foundations curriculum and its relationship to recruitment and student achievement data.</p> <p>Establish and document relationship with the new to country community as well as local ethnic organizations.</p> <p>The number of new opportunities within SCTC and the community that will impact relationships with the underrepresented, underserved communities with whom we work.</p> <p>Name the new events and programs that impact the lives of new students isolated by literacy.</p> <p>Grant opportunities that will give access and opportunity to underserved, underrepresented, new to country or American born students.</p> <p>New numbers of programs and participants new to workforce literacy and job readiness.</p> <p>Opportunities to communicate Diversity Goals and solicit feedback and refinement via divisions and depts...</p>
<p>Timeline</p>	<p>Communicate goals and solicitation of feed back will begin Fall 2009 and become a continuing process.</p>
<p>Costs</p>	<p>Salaries</p>
<p>Notes</p>	

10.

Proposed Action Item 3.2 Climate Assessment	Develop Institutional Climate Committee. Organize events like last years Compassion Fatigue Staff Development. Address CESSE Data Implement the IDI Survey (intercultural development inventory) <a href="http://idiinventory.com">idiinventory.com</a> Julie Landsman, author, "A White Teacher talking about Race.
Accountability	Diversity Committee, Diversity Coordinator
Assessment	The Inventory would be facilitated and processed by a trained consultant. Julie Landsman is a Minnesota teacher and author who has life long experience in working with multicultural pedagogy and staff development.
Timeline	Spring semester, 2010 IDI. Jan. Staff Development, Julie Landsman.
Cost Estimate	To be determined.
Notes	Susan Doering, St. Cloud Schools, is being trained in IDI (Intercultural Development Inventory) facilitation. I'll have more information on IDI and Julie Landsman by the end of the Fall Semester.

11.

Assessment Questions:

Proposed Action Item 1.1, Focus Groups:

1. Who Attended, What questions were asked, was there a consensus of responses as to where barriers exist, how were they identified.
2. Where did people feel most accepted, included? What procedures, experiences, most gave students and families a sense of belonging?
3. What needs were identified as not being addressed?
4. What solutions were suggested?

Proposed Action Item 1.2, Equity Score Cards:

1. What Departments, Divisions, courses have the greatest appeal for our underrepresented, underserved students?
2. If students are unsuccessful in the entry level courses where do they go, another department or do they leave school?
3. Tracking over a five year period what is the annual data regarding attendance, retention, graduation/transfer?
4. If students are unsuccessful in the entry level courses do they leave or try another area?

Proposed Action Item 1.3, Recruitment:

1. Who do you, (Mosaic, Admissions, Diversity Coordinator, Foundations Director, Student Services), visit annually for the purpose of recruitment, other than the regular secondary schools?
2. What new Central Minnesota sources of Underrepresented, Underserved populations are you considering?
3. What is the youngest age of students you meet with regularly?
4. What works, what doesn't?

Proposed Action Item 1.4, Academic Success, Belonging:

1. Name the courses, programs and events that have diversity, multi-cultural or inclusive outcomes?
2. What has been changed in recruitment/marketing procedures and materials to make all potential and current students feel included and promote a sense of belonging?
3. How many faculty/staff are participating in the current SEED seminar or any other inclusive curriculum development programs?
4. What improvements have been made to better address the communication needs of ELL students?

12.

Proposed Action Item 1.5: Diversity Events/Exhibits:

1. Brief description of event, dates, desired outcome.
2. The number of people attending.
3. Consensus response of participants.
4. What needs were addressed, course compatibilities...etc.

Proposed Action Item 2.1, Marketing:

1. Provide examples of how the diversity plan is seated in the mission and core values of the institution.
2. What new developments best exhibit/reflect the institutions relationship to diversity and inclusion?

Proposed Action Item 2.2, Inclusion:

1. New programs, course offerings that respond to new communities attending or working within the institution....
2. Main stream course offerings co-taught with bi-lingual interpreters or incorporating ELL strategies.
3. New Student Organizations.
4. Staff Development or Quality Crew proposals that are directed to the development of inclusive and multi-cultural best practices.

Proposed Action Item 2.3, Increasing the Diversity of staff and faculty:

1. Review and improve search and hiring best practices, continuously.

Proposed Action Item 3.1, Acceptance/participation in the institutions diversity plan:

1. Document the success of the first year plan, Foundations Program curriculum and its relationship to student success, inclusion.
2. What kind of catalogue could be developed with groups of people, new to our community, who could use resources or serve as resources to each other, to stabilize their participation within the SCTC community.

Proposed Action Item 3.2, Climate Assessment:

1. CESSE (a student based climate inventory)
2. IDI (Intercultural Development Inventory) results.

