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Diversity Dimension Report McHenry County College

Foundations Institutions ensure that new students experience ongoing exploration of diverse ideas, worldviews, and cultures as a means of enhancing their learning and participation in pluralistic communities. Institutions cultivate an open and civil community in which students interact with people from varied backgrounds and cultures. These institutions guide students to reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.

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Current Situation:

McHenry County College (MCC) is committed to providing our students an educational experience which gives our students opportunities to learn about and experience different cultures and different aspects of human backgrounds so they can live and work in a global society. MCC has established 12 general education goals for our students and one goal is for our students to appreciate the diversity of the human experience. This goal is further expanded into two areas:

- Appreciate the diversity of the human experience in different cultures through various media (e.g. art, literature and music).
- Demonstrate an understanding of the dimensions of human diversity, such as gender, sexual orientation, disability, ethnicity, cultural, religion, and age.

Diversity is addressed in a number of areas across the campus including:

- New Student Orientation reviews the student handbook including some information on Multicultural Programs & Student Leadership.
- MCC 101 - the College Experience course includes diversity as a core topic.
- There are numerous efforts across the curriculum to use activities and assignments that pertain to the many facets of diversity. - MCC office of Multicultural Programs & Student Leadership plans and coordinates diversity events throughout the school year and publishes these events in a calendar.
- MCC website contains information about the Multicultural Program & Student Leadership goals and activities.
- The Student Life & Campus Activities office offers students a variety of clubs and organizations to join that help promote diversity on campus.
- The faculty and the Multicultural Programs & Student Leadership Office provide curriculum/co-curriculum coordinated activities to highlight diversity.
- There are efforts in place to increase student interaction with people from different cultures including a study abroad program and class-related field trips/excursions.
- MCC recently hired a multicultural recruiter to provide outreach to the community.

MCC is also committed to offering an open and civil campus community to our students and community. In order to do this, MCC has established expectations of students' behaviors and has adopted a formal Code of Conduct. The Dean of Students oversees the Code of Conduct. New students receive an overview of the Code of Conduct during New Student Orientation. Full time students are required to take our MCC 101 - the College Experience course where personal responsibility (Student Code of Conduct) is a core topic. Most course syllabi have references to the Code of Conduct. On the Foundations of Excellence surveys, our students and employees agreed that our college does communicate the importance of respecting others with differing opinions. There has not been any pattern of behavior issues related to cultural differences. The random problems occurring in the last few years are dealt with appropriately through the Dean of Students. The Dean of Students and Coordinators of Student Life & Campus Activities and Multicultural Programs & Student Leadership are taking a leadership role in promoting diversity and tolerance on our campus.

Opportunities and Challenges:

Currently the majority of MCC faculty/staff and student body are white, the majority of the student body is Christian and approximately 90% of our students come from families with household incomes above the poverty line. The demographics of our school require concerted efforts on the part of our faculty and staff to provide students opportunities to experience a wide variety of diverse experiences inside and outside the classroom.

The results from the 2004 administration of the Community College Survey of Student Engagement (CCSSE) included three diversity-related areas where MCC student response means were lower than student responses in our consortium group and were significantly lower than the national group.

The 2006 Foundations of Excellence survey results show that generally our students feel MCC only "slightly to moderately" exposes students to diverse people and experiences from different backgrounds and cultures. The non-minority students rated the areas lower than the minority students. The faculty and staff rated MCC in the moderately to high range for providing opportunities for exposure to different backgrounds and cultures. However, the minority faculty and staff rated the areas lower than the non-minority faculty and staff and some of the areas were significantly lower. These results corroborate discussions by the diversity dimension committee. MCC has made concerted efforts to provide diversity-related experiences and events however, participation is the critical element. For the students responding to the survey, 83% said they rarely or have no involvement with campus-sponsored, out-of-class activities. These students consistently rated the survey items on diversity lower than the students who are very and somewhat involved and most items were significantly lower. The way to increase our students' exposure to diverse experiences and events is to integrate these experiences and events into the curriculum whenever possible in order to provide the best way to reach students. Advertising is another critical area to consider for increasing participation.

During the past two and a half years since the CCSSE administration, MCC has provided students numerous diversity-related experiences with challenges that have been identified along the way. Examples include:

Curriculum Opportunities

- The Sociology Department offers a course on Race and Ethnicity which includes simulations of the Civil War Reconstruction period and neighborhood racial change plus field trips to Chicago ethnic neighborhoods.
- The Psychology Department offers courses where students are asked to consider how their social experiences might influence their beliefs and alter their interpretation of behavior.
- The Early Childhood Education Department includes a discussion of Anti Bias curriculum into every course along with other diversity-related activities and discussions in individual courses.
- The Business Department includes a research project for students to create a business report and presentation for successfully conducting business with someone in or from another country.
- The Speech Department includes an assignment where students interview someone of a different culture and ask about the various concepts of communication in their culture and the results are presented in a speech.
- The Art Department provides students a varied assortment of artists who embody all different kinds of diversity.
- The Music Department helps students understand various cultures and their histories by understanding various types of music.
- The Modern Languages Department includes multicultural learning activities in their language classes.

Conclusion and Recommendations:

- MCC has a strong faculty that is emphasizing diversity in many ways.
- There are classes, across the curriculum, that are using all kinds of tools to enhance student learning of diversity.
- MCC is going in the right direction and there is a concentrated effort to enhance the diversity dimension throughout the college.
- There can always be more uses of diversity-related projects and activities in the classroom.
- A number of departments are assessing the general education goal related to diversity in their classrooms which is documented in our assessment database; however, not all diversity-related curriculum is included.
- For each individual MCC student the question remains as to how many of the classes that emphasize diversity they take while enrolled.
- Given the demographic make-up of our college, diversity should be continually emphasized to our faculty for them to include more examples in their curriculum, especially in courses with high levels of enrollment. Any activities should be documented so the college knows that we

are meeting our general education diversity goal for our students.

New Student-Specific Opportunities

- New Student Orientation (full-time students are required to attend and part-time students are invited to attend) where students learn about MCC and available services.
- The Student Planner is reviewed during orientation. The facilitator highlights the many clubs and organizations a student can join at MCC.
- A quiz is given to students during orientation asking them where they can find out about various clubs at MCC. Results showed that 98% answered the question correctly.
- MCC 101 - the College Experience course is required of all full-time students. This eight week course dedicates one class session to diversity which includes a diversity exercise. The students indicate on a "pre-test" question that they come to MCC with an understanding of the importance of diversity and culture on their lives.
- Multicultural Programs & Student Leadership invite first year students to one of three luncheons in the fall semester. The students are encouraged to become involved and to attend scheduled cultural and diversity activities.

Conclusion and Recommendations:

- Students come to MCC with some basic knowledge of diversity from their high school experiences.
- New Student Orientation and the student planner tend to associate Multicultural Programs & Student Leadership with the clubs students can join. Instead the topic of diversity should be the focus and the importance of learning about different cultures and tolerance for different viewpoints. The Coordinator of Multicultural Programs & Student Leadership should collaborate with the Coordinator of Counseling & Advising to discuss options for presenting this information.
- The New Student Orientation quiz should be changed to question students about their understanding of diversity and tolerance of different viewpoints.
- MCC 101 considers diversity one of its core topics, however, the structure of MCC 101 does not provide much time for student interactions, classroom discussions and most importantly reflection about diversity. The format of MCC 101 should be changed to a three hour course dealing with topics recommended by other Foundations committees along with diversity. This would allow not only time for more class discussions and reflections about diversity but also time to invite individuals with diverse backgrounds and culture to speak to the classes.
- Explore ways to make MCC 101 instructors and students aware of additional activities/events beyond those scheduled by Student Life & Campus Activities.
- Broaden the definition of diversity and culture in course context and discussion.

Co-Curriculum Opportunities

The Coordinators of Student Life & Campus Activities and Multicultural Programs & Student Leadership work together to implement multiple social and educational activities for the college community, offer leadership development trainings, and provide support and guidance to the student organizations. More specifically, the Coordinator of Student Life & Campus Activities oversees all the student organizations, works with all the advisors, and implements activities for the students at large that include events such as welcome week, the club fair, movie series, blood drives, and off campus trips, whereas the Coordinator of Multicultural Programs & Student Leadership coordinates cultural and diversity events that include events, such as Hispanic Heritage Month, Black History Month, Chinese New Year, Native American Heritage Month, World AIDS Day, and Cinco de Mayo. In addition to the implementation of cultural activities, urges intellectual growth and lifelong learning through leadership development and also through a multiplicity of cultural organizations and student government. Overall these activities are implemented for everyone that is part of the college community.

The main issue with co-curriculum events is participation rates. On the 2004 CCSSE survey, 88% of our students indicated they never spend time participating in college-sponsored activities. The offices of Student Life & Campus Activities and Multicultural Programs & Student Leadership have done extensive advertising of their events across the campus including mailings to new students, flyers, posters, and bulletin board announcements. The Coordinator of Multicultural Programs & Student Leadership has received comments from students on numerous occasions that once they go to a multicultural event that the students enjoy the event and are happy they attended. Post-event survey data for multicultural events is very positive. Advertising is usually seen as the area with the lowest ratings.

Conclusion and Recommendations:

- MCC provides a variety of multicultural events and activities on campus for students
- There is a lot of information about multicultural programs and student leadership and the information needs to be updated and accurate to make sure there is an understanding of the services that Multicultural Programs & Student Leadership provides.
- Having students attend events is the biggest challenge. Advertising of events and working with faculty to integrate activities into the college curriculum should provide the best means for achieving success in this area.

Integrated Curriculum & Co-Curriculum Opportunities

- The Coordinator of Multicultural Programs & Student Leadership and Student Life & Campus Activities have made the outreach to multiple departments, such as the English, Social Sciences, History, Art, Foreign Language, Health, Theater, and Music departments.
- The outreach has included speaking with the Department Chair, designing a flyer, writing a letter, and attending department meetings.
- Multicultural Programs & Student Leadership worked with the English Department for the Women's Film Festival and Black History Month, Foreign Language Department for Hispanic Heritage Month and the Day of the Dead Celebration, Theater Department for Black History Month activities, and the Art Department for Hispanic Heritage Month and the Day of the Dead Exhibition.
- The Coordinator of Student Life & Campus Activities worked with the Health Department for the Healthy Relationships Conference, History Department for the Voter Registration Drive, Art and Music Departments for the Skyway Conference.

Conclusion and Recommendations:

- The intention exists on campus.
- The Coordinator of Multicultural Programs & Student Leadership should provide out reach to individual faculty members in order to see what Departments are currently doing and collaborate on additional efforts.
- Executive Deans can emphasize the importance of shared responsibility at division and department chair meetings. As educators across the curriculum and co-curriculum we share responsibility for creating the conditions under which students are likely to take the time and energy in educational activities.

Student Interactions

Considering the location and demographic makeup of the faculty/staff/student body, MCC does a good job providing opportunities to interact with individuals from outside the college, who are from different backgrounds and cultures. MCC programs, classes, and events involving diversity do not currently seem to specifically target new students. However, new students do have the same opportunities as any other MCC student to interact with diverse individuals, as listed below.

On campus, MCC students can interact with diverse individuals brought in:

- Through the faculty/administrator exchange program.
- As guest speakers (in the classroom or otherwise).
- As entertainers or musicians.
- As art exhibitors (art gallery or otherwise).
- As folk art craft sellers (in the cafeteria or otherwise).
- Through club or organization events.
- International Night craft fair, dinner, and events.
- Panel discussions.
- Movie showings.
- Demonstrations of cultural activities like Chinese calligraphy and martial arts.

Off campus, MCC students can interact with diverse individuals through:

- Study abroad programs (available to full-time students with GPA of 2.75 or higher).
- Required or optional class-related field trips/excursions.
- Other field trips/excursions offered through the college or by clubs.

Conclusion and Recommendations:

- MCC has strong programs and a variety of culturally diverse events and opportunities for students to meet individuals from different cultural backgrounds.
- There are clubs, events, speakers, and other opportunities to meet individuals from different economic, political, and religious backgrounds.
- New students are not specifically targeted to be informed about these events and an anecdotal impression is new students think "Nothing happens at MCC".
- Advertising, extra credit/integration with the curriculum and choosing speakers/events with an eye to student relevance are possible ways for improvement.
- The Study abroad program should be advertised at every cultural event at MCC and should be listed prominently on the MCC website. Students with the required GPA and taking relevant classes should be notified about the financial aid and credit they could receive for study aboard.
- MCC should target artists and speakers who provide diverse viewpoints.
- Activities should be paired with information so there is greater understanding of the cultural events taking place.

Sources of Evidence:

- Information from faculty members and the MCC assessment database on current diversity-related curriculum
- Interviews with MCC 101 (The College Experience) instructors:
 - There are not a large number of faculty/staff from different backgrounds and cultures, so there are few opportunities for interactions.
 - Interaction is worse in hybrid sections of the course.
 - Opportunities for interaction have been increased but additional strategies are needed to get students to take advantage of those opportunities or take opportunities to the classroom.
 - Interactions are difficult to achieve in MCC 101 and MCC in general due to homogenous makeup of the student body; Activities introduce a topic, but courses meeting the "diversity requirement" are more effective at broadening student knowledge and experience.
- Interviews with New Student Orientation personnel.
- Multicultural Programs & Student Leadership office calendar of events and website information.
- Inventory of diversity-related interaction opportunities.
- Student Code of Conduct and interview with the Dean of Students.
- Quantifiable data as follows:

Fall 2006 MCC Faculty/Staff and Student FoE Surveys

The Foundations of Excellence surveys provided data on diversity related areas.

Diverse Interactions - Within the following groups, to what degree does this institution provide opportunities for students to interact with individuals from differing backgrounds and cultures?

	Student Mean	Faculty Mean	Faculty/Staff Mean
Other students at the institution	2.90*	3.42	3.52
Faculty and staff	2.76*	3.22	3.30
People outside this institution	2.43*	2.85	2.88
Respecting others with differing opinions	3.58	3.58	3.54

Scale: 5-Very High, 4-High, 3-Moderately, 2-Slightly, 1-Not At All

* There is a statistically significant difference ($p < .05$) between the mean for students compared to the mean for the faculty and to the mean for all MCC employees combined

Means	All Students	Minority Students (n=31)	Non-Minority Students (n=260)
Other students at the institution	2.90	2.94	2.88
Faculty and staff	2.76	2.84	2.74
People outside this institution	2.43	2.71	2.39
Respecting others with differing opinions	3.58	3.68	3.57

Scale: 5-Very High, 4-High, 3-Moderately, 2-Slightly, 1-Not At All

Minority Non-Minority

Means	All Employees	Employees (n=15)	Employees (n=161)
Other students at the institution	3.52	3.00*	3.58
Faculty and staff	3.30	3.00	3.37
People outside this institution	2.88	2.33*	2.98
Respecting others with differing opinions	3.54	3.13*	3.63

Scale: 5-Very High, 4-High, 3-Moderately, 2-Slightly, 1-Not At All

* There is a statistically significant difference ($p < .05$) between the mean for minority employees compared to the mean for non-minority employees

Means: involvement with campus-sponsored, out-of-class activities	All Students	Very or Somewhat (n=50)	Rarely or No (n=244)
Other students at the institution	2.90	3.29	2.82*
Faculty and staff	2.76	3.10	2.69*
People outside this institution	2.43	2.76	2.37*
Respecting others with differing opinions	3.58	3.84	3.53*

Scale: 5-Very High, 4-High, 3-Moderately, 2-Slightly, 1-Not At All

* There is a statistically significant difference ($p < .05$) between the mean for students who are very or somewhat involved and students rarely or not involved.

The surveys contained additional diversity related questions but the questions were worded differently between the two surveys and can't be directly compared:

Foundations of Excellence Faculty & Staff Survey	Faculty Mean	Faculty/Staff Mean
Diverse Curriculum and Co-Curriculum - To what degree does this institution's: Curriculum, as experienced by new students, include appropriate attention to diverse ideas and world views	3.60	3.54
Diverse Curriculum and Co-Curriculum - To what degree does this institution's: Out-of-class activities for new students include appropriate attention to diverse ideas and world views	3.45	3.41

Foundations of Excellence Student Survey	Mean
To what degree is this college exposing you to different: World cultures	2.63
To what degree is this college exposing you to different: World religions	2.26
To what degree is this college exposing you to different: Political perspectives	2.35
To what degree is this college exposing you to different: Issues related to social class/economic status (poverty vs. privilege)	2.56

Scale: 5-Very High, 4-High, 3-Moderately, 2-Slightly, 1-Not At All

Fall 2006 MCC Faculty/Staff and Student Body Ethnicity Data

Ethnicity Categories	Fall 2006	
	Percent of Faculty/Staff	Percent of Students
Asian or Pacific Islander	2.6%	1.8%
American Indian/Alaskan	0.0%	0.2%
Black, Non-Hispanic	1.2%	1.15%
Hispanic	4.9%	7.3%
White, Non-Hispanic	91.3%	88.4%
Nonresident Alien	0.0%	1.15%

Freshman Class Profile (Fall 2005 Freshmen) Income Levels

Household Income	Percent
> \$100K	17%
\$80-100K	13%

\$60-80K	14%
\$50-60K	13%
\$42-50K	10%
\$36-42K	9%
\$30-36K	7%
\$24-30K	8%
\$18-24K	5%
<\$18K	5%

Economic Resources: MCC freshmen come from families with diverse economic resources. Approximately, 18 percent estimate their annual family income is under \$30 thousand. Another 17 percent estimate theirs at over \$100 thousand. The poverty level for a family of four for 2006 is approximately \$20,000 and \$26,800 for a family of six, suggesting that as many as 10 percent of MCC's freshmen may come from families with income near the poverty level.

CCSSE 2004 Student Survey Results

CCSSE 2004 Questions	MCC Mean	Consortium Mean	2004 College Mean
During the current school year, how often have you had a serious conversation with students of a different race or ethnicity than your own?	2.09	2.23	2.38
Does MCC encourage contact among student from different economic, social, and racial or ethnic backgrounds?	2.13	2.30	2.42
How much of your experience at MCC contributed to your understanding people of other racial and ethnic backgrounds?	2.03	2.14	2.30

Scale: 4=Very often, 3=Often, 2=Sometimes, 1=Never

Diversity Assessment Example: Journalism Department

Students were asked to rate their skill levels on the four Journalism Department learning objectives. The scale is: 4 - Very Strong, 3 - Strong, 2 - Poor, 1 - Very Poor.

Objective 1: demonstrating an appreciation of the diversity of the human experience in different cultures through various media (e.g. art, literature, and music)

	Mean	4 or 3	4	3	2	1	2 or 1
Skills when started Journalism Program	2.74	64.3%	15.5%	48.8%	30.2%	5.4%	35.7%
Skills now	3.30	92.2%	39.8%	52.3%	6.3%	1.6%	7.8%
Change	+.56	+27.9					-27.9

Note: fifty five students (42.6 %) reported an increase of one skill level, 7 (5.4%) increased two skill levels, and 1 (.8%) increased three levels.

MCC 101 Diversity "Pre- and Post-Test" Data

I UNDERSTAND THE IMPORTANCE OF DIVERSITY AND CULTURE IN MY LIFE.

The majority of the ratings for this statement were "5 or 4" on both the pre-test (85.5%) and on the post-test

(90.4%). This attribute was the third highest rated area on the pre-test and seventh on the post-test. It had the second smallest gain between the pre-test and post-test.

Understand Diversity & Culture

	Mean	5 or 4	5	4	3	2	1	2 or 1
Pre-Test (n=173)	4.33	85.5%	49.7%	35.8%	12.7%	1.2%	.6%	1.8%
Post-Test (n=157)	4.45	90.4%	56.1%	34.4%	8.3%	0.6%	0.6%	1.2%
Change	+0.12	+4.9	+6.4					-.6

Scale: 5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1-Strongly Disagree

Multicultural Event: Assessment Data Example

Event: Hidden Power of Group Diversity

Event Date: October 6, 2006

The respondents were first asked to rate a number of areas using a four point scale (4-Strongly Agree, 3-Agree, 2-Disagree and 1-Strongly Disagree).

	Mean
The presenter(s) was/were knowledgeable about the topic.	3.95
The presenter(s) was/were able to present the information in a clear manner.	3.95
This was an enjoyable event for me.	3.74
The location/facilities were suitable for the event	3.74
The topic presented was relevant to me.	3.71
The event met my expectations	3.67
The event greatly increased my awareness of the topic presented.	3.63
The date/time of the event were convenient	3.53
The advertising/marketing for this event described it accurately.	3.39

Note: Scale (4 - Strongly Agree, 3 - Agree, 2- Disagree, 1 - Strongly Disagree)

Recommended Grade: B-

Recommended Action Items:

- Diversity & Curriculum Integration (*High priority*)

Encourage faculty to consider diversity when developing their course curriculum especially in the classes with high levels of new student enrollment (English 151 and Psychology 151).

- Diversity Outreach to Faculty (*High priority*)

Have the Multicultural Programs & Student Leadership office increase outreach to faculty on how to integrate diversity-related co-curriculum opportunities into their class curriculum.

- Expansion of MCC 101 (*High priority*)

In conjunction with recommendations from other committees, expand MCC 101 to a three credit hour course and include a block of instruction on diversity which includes time for outside speakers, classroom discussion, and reflections on different cultures and tolerance of different viewpoints.

- Promote Diverse Campus (*High priority*)

Through the Dean of Students and the Coordinators of Student Life & Campus Activities and Multicultural Programs & Student Leadership continue promoting diversity and establishing an atmosphere of tolerance of different backgrounds/viewpoints across the campus.

- Advertise Study Abroad Program (*High priority*)

Increase "spreading the word" about the study abroad program at all cultural events.

- Restructure New Student Orientation (*High priority*)

Restructure New Student Orientation so the emphasis is on types of diversity and tolerance of different viewpoints instead of being focused on what clubs students can join. Change the quiz to ask students about their understanding of diversity/tolerance.

- Student Planner Update (*High priority*)

Change the Student Planner to include information on diversity and tolerance of different viewpoints.

- Increase Diversity Advertising (*High priority*)

Increase advertising to highlight events such as having an "Events" link on the MCC website, electronic advertising (possibly through Angel), and airing videos on the hallway TVs of past and upcoming events.

- Assess Student Involvement (*Medium priority*)

Have the MCC Assessment Team determine how often MCC students are provided diversity opportunities and if MCC is meeting its general education goal concerning diversity.

- Expand Diversity Events (*Medium priority*)

Increase opportunities for students to participate in diversity-related events, especially in the areas of economic, political, and religious diversity.