

Board of Trustees Monitoring Report

Institutional Diversity

Board Ends Policy E-3: Institutional Diversity

Skagit Valley College is part of a diverse community and is committed to serving diverse student groups including race, ethnicity, religion, age, gender, disability and other special student populations.

Skagit Valley College will utilize the Framework for Diversity Assessment and Planning to measure institutional progress in meeting the following:

1. Encourage diversity in the college's employment process.
2. Make explicit, in our curriculum, our institutional values regarding diversity.
3. Promote a campus environment that is welcoming and respectful to all people.
4. Provide for the special needs of many diverse student groups.

Related Strategic Plan Goals/Objectives:

- 3.2 – Create and promote educational opportunities for our community, particularly the underserved populations in the district.
- 2.3 – Attract, support, and retain a qualified and diverse workforce.

January 9th 2007



Introduction

Monitoring Reports on Institutional Diversity have been presented to the SVC Board of Trustees for the past four years (January 2003, 2004, 2005, and 2006). This, the fifth Institutional Diversity Monitoring Report, is an update to provide the Board of Trustees with current data and information.

As noted in previous reports, the college has adopted the *Framework for Diversity Assessment and Planning* created by State Board for Community and Technical Colleges several years ago “to provide campuses with a tool they can use to assess their efforts in promoting and supporting the academic achievement of students of color.” In the past few years, SVC has utilized the *Framework* as the basis for establishing baseline data and future goals and activities related to the college’s diversity agenda. Our latest efforts have focused on mapping the Framework to our new Strategic Plan and to developing priorities.

The Framework includes the following eight sections:

1. Access for Students of Color	5. Instruction & Its Relationship to Students of Color
2. Progression of Students of Color	6. Student Services & Its Relationship to Students of Color
3. Students of Color Goal Attainment & Completion	7. Institutional/Administration Related to Students of Color
4. Hiring and Recruiting Staff, Faculty & Administrators of Color	8. Physical Environment Audit

The current report addresses each of the first four sections separately. We will again administer the Community College Survey of Student Engagement (CCSSE) in the Spring of 2007, consequently data pertaining to sections 5, 6, and 7 of the Framework will be reported in the January 2008 Monitoring Report.

1. Access for Students of Color

While the Hispanic population continues to grow, particularly in Skagit County, the percentage of those in high school remains relatively low. For example, 44% of the students in the Mount Vernon School District and 26% of those in the Burlington-Edison School District are Hispanic. In contrast, only 12% of the students in the 2005 high school senior class in Skagit County were Hispanic.

Of the students enrolled at SVC for credit, approximately 22% are students of color (see Figure 1). This is a moderate increase over the past several years. The enrollment of students of color in Running Start has remained stable over the past two years, comprising 11% of the enrollments in that program (see Figure 2).

Figure 1: Ethnicity of SVC Students Enrolled for Credit, Fall 2006

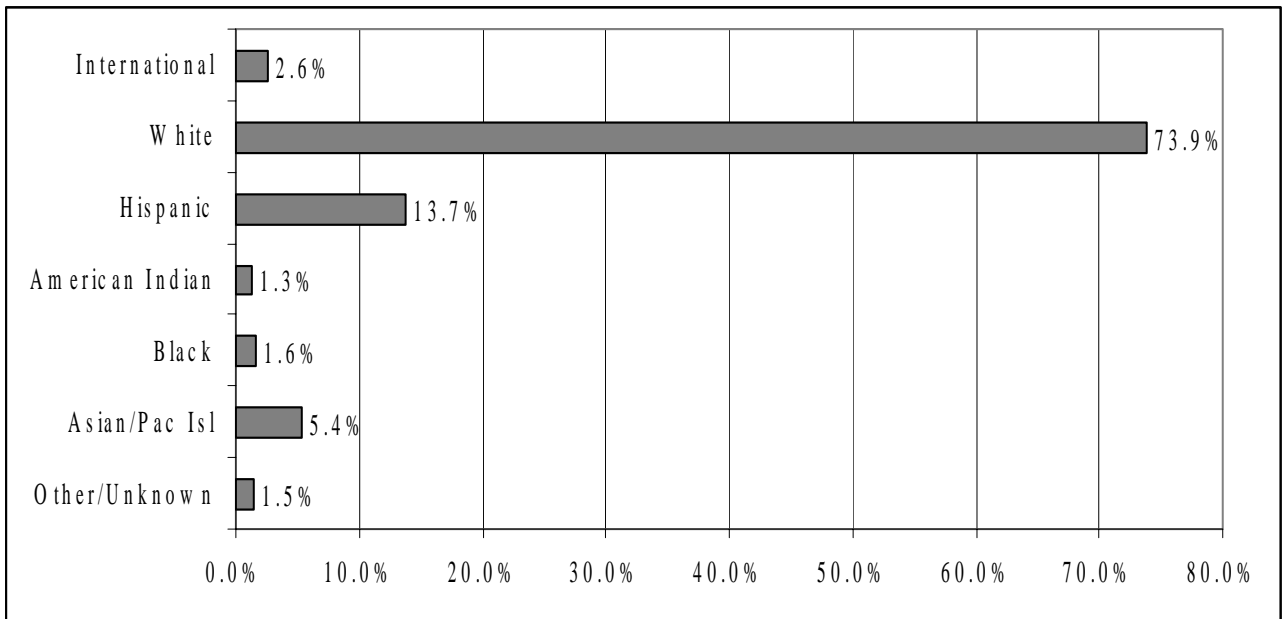


Figure 2: Ethnicity of Running Start Students, Fall 2006

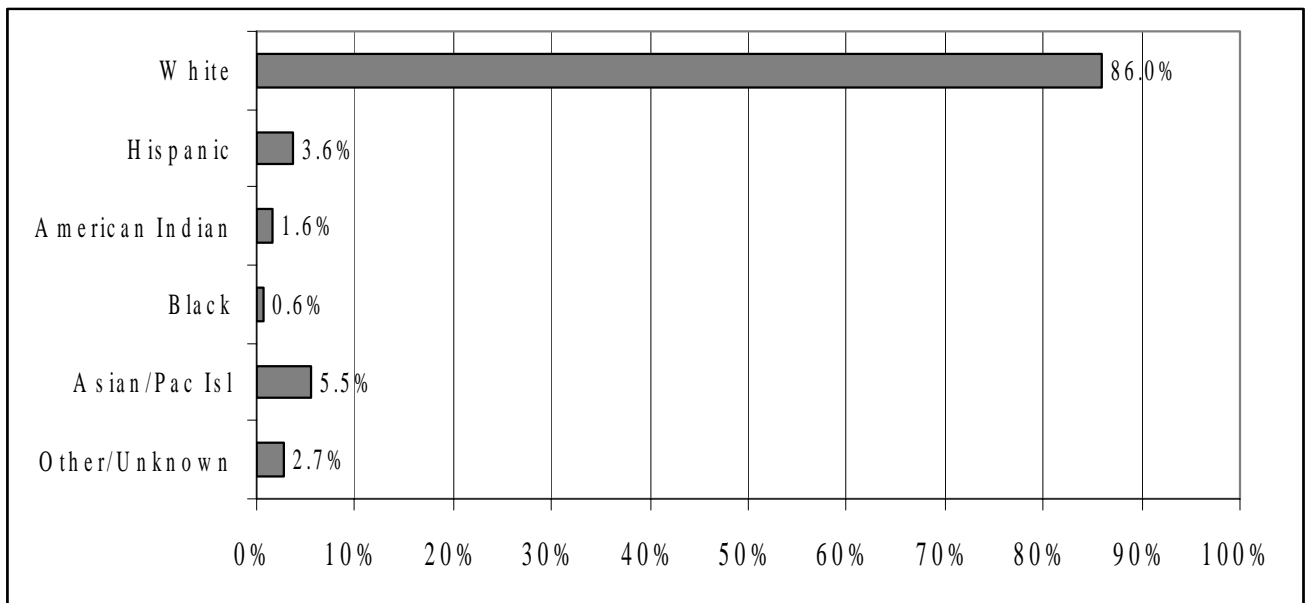
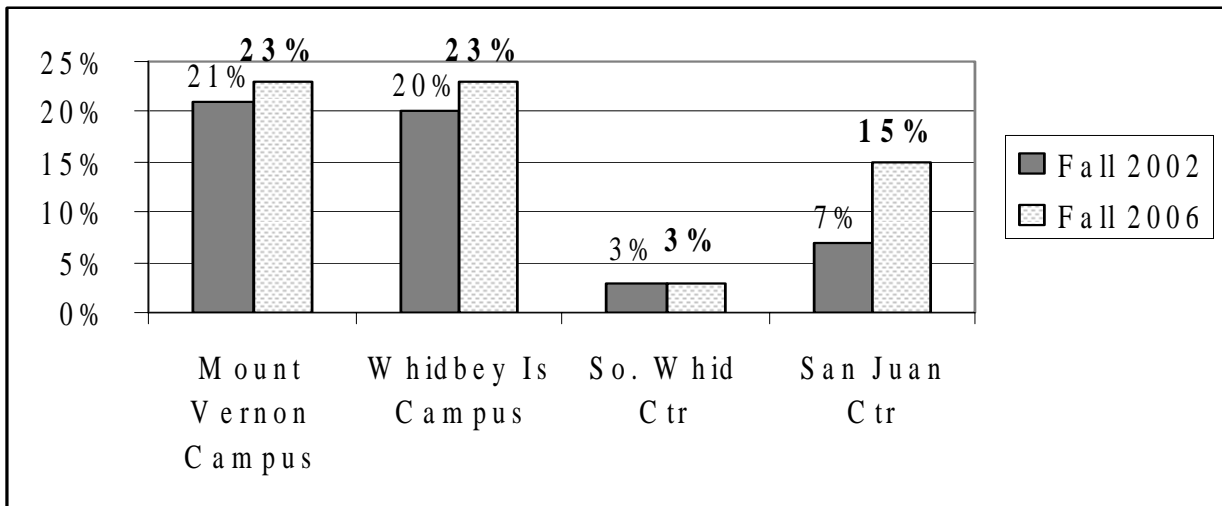


Figure 3 on the following page provides ethnicity data for the college's campuses and centers for Fall 2002 and Fall 2006. The greatest percentage growth of students of color enrollments is at the San Juan Center.

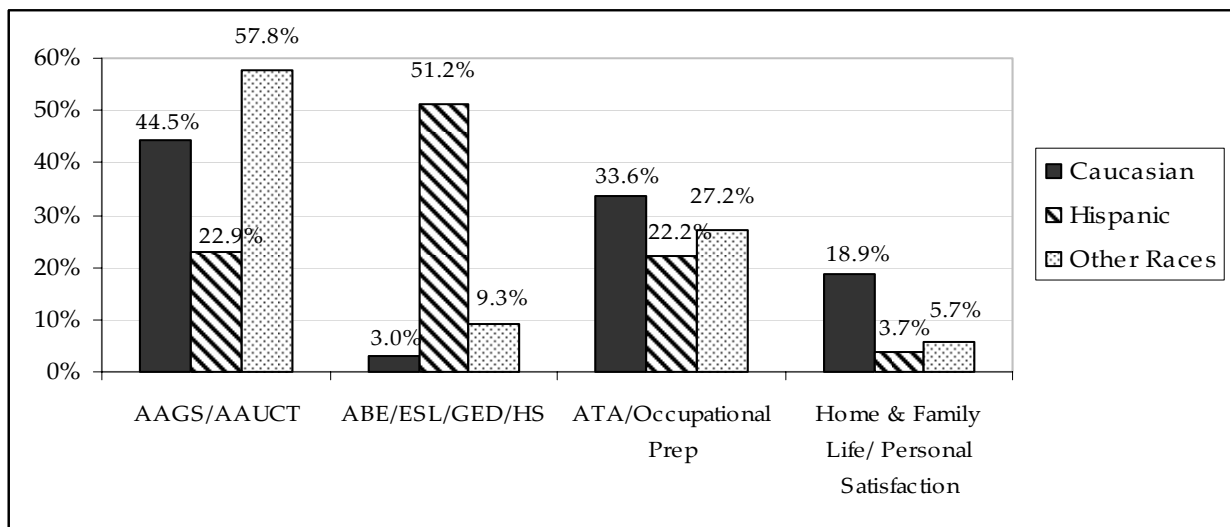
Figure 3: Percent of Students of Color by Campus/Center , Fall 2002 & Fall 2006



Note: All students enrolled for credit in Fall 2006; SOC includes all ethnic codes except 6 and 7; Other/Unknown is ethnic code 0

As shown in Figure 4 below, the majority of Hispanic students attend SVC to acquire basic skills (ABE/ESL/GED or HS Diploma). However, compared to the Fall 2005 enrollment data, this percentage has declined by 11%. At the same time, the percent of students of color who report attending to obtain an Associate of Arts General Studies (AAGS) or University & College Transfer (AAUCT) has increased by 7% and, similarly, the percent attending to obtain a Professional/Technical degree or certificate has increased by 5%.

Figure 4: Educational Intent of Students by Ethnicity

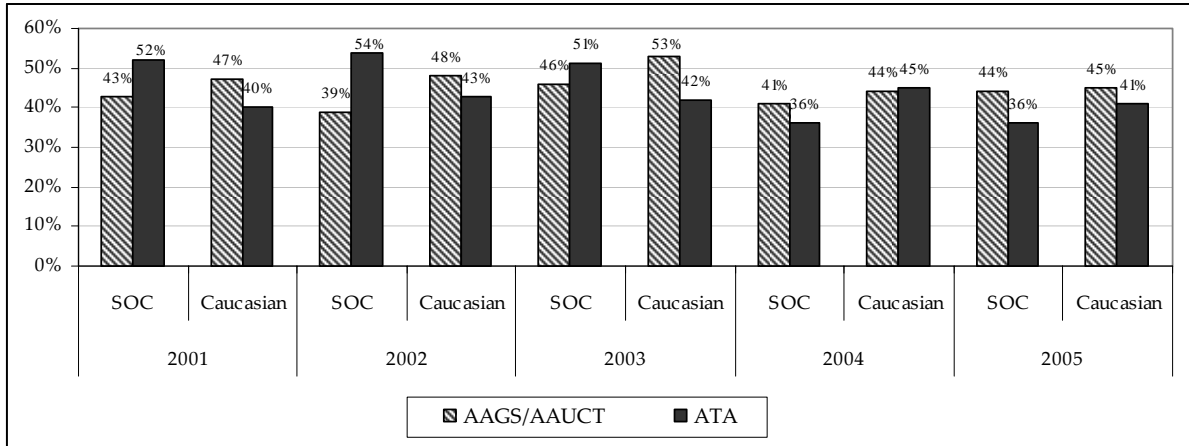


Note: All students enrolled for credit in Fall 2005; “intent” coded as follows: AAGS/AAUCT = A, B; ABE/ESL/GED/HS = C, D, E; ATA/Occupational Prep = F, G, H, J; Home & Family Life/ Personal Satisfaction = K, L. “Other Races” includes international and other/unknown.

2. Progression of Students of Color

Early in the decade, students of color working toward a professional/technical degree had consistently better retention rates than their white counterparts while white students who are attending SVC to obtain a general studies or transfer degree enjoyed better fall-to-fall retention rates. However, over the past years, the retention rate of the two groups has leveled out considerably (Figure 5).

Figure 5: Fall-to-Fall Retention Rates of Degree-Seeking Students New to the College



Note: SOC includes all ethnic codes except 0, 6 and 7 (Unknown, Caucasian, & International, respectively)

3. Students of Color Goal Attainment and Completion

The percent of students of color obtaining degrees or certificates (as a total of all recipients), while variable, has shown considerable improvement over the past two years (see Figure 6) primarily as a result of a substantial increase in certificates earned by students of color (see Figure 7).

Figure 6: Percent of All SVC Students Receiving Associate Degrees or Certificates who are of Color, 1999-2000 to 2005-06

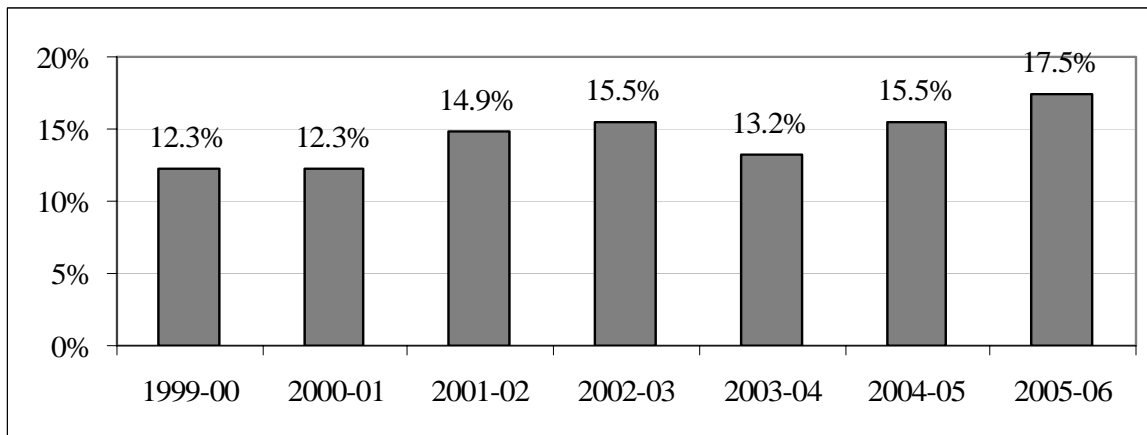
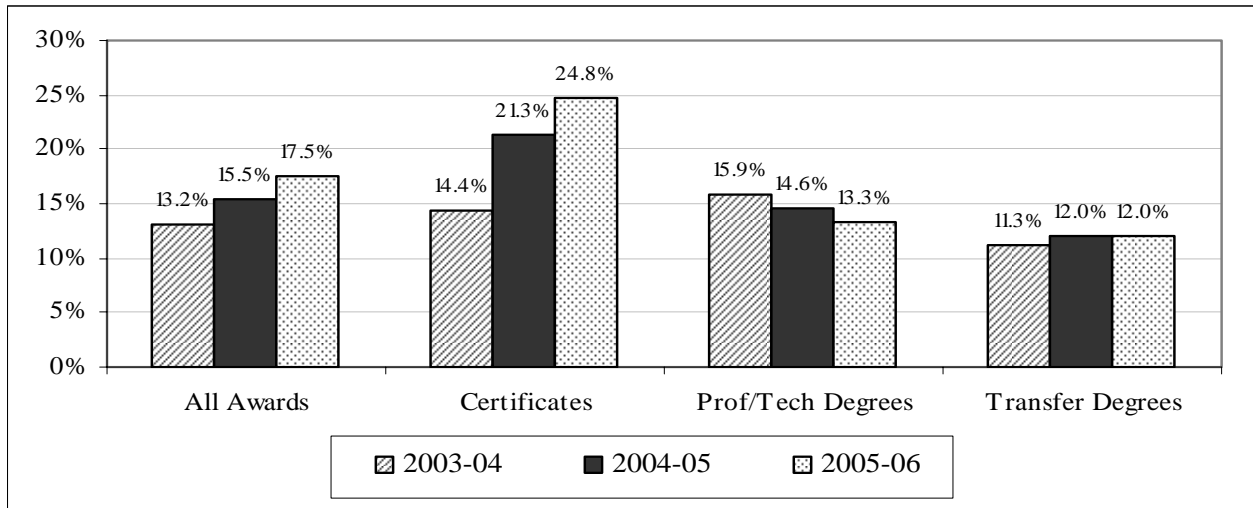


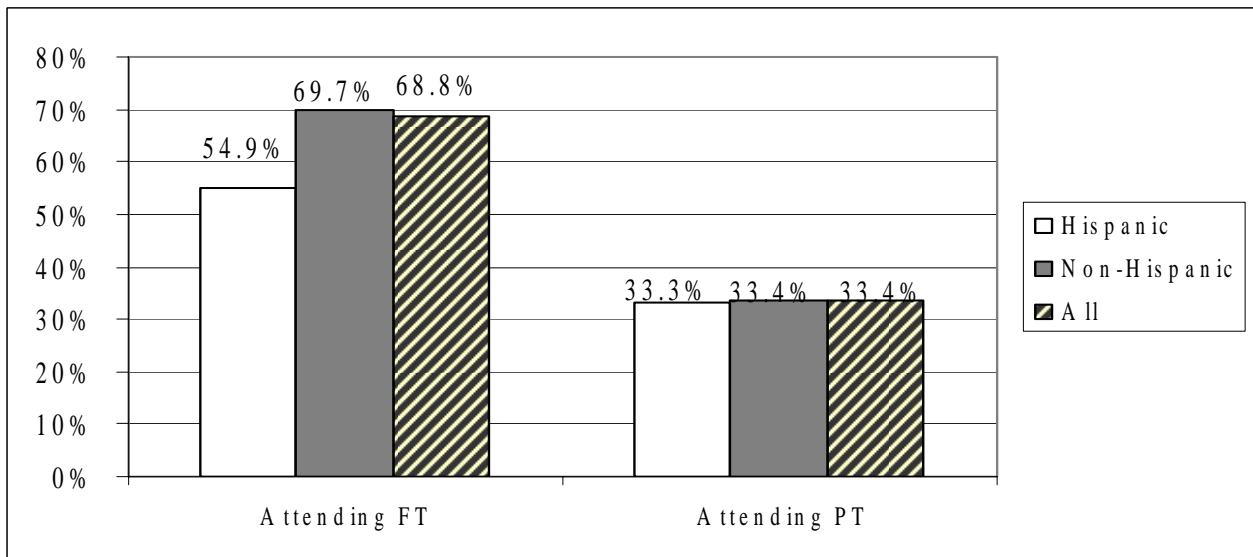
Figure 7: Percent of SVC Students Receiving Each Award Category who are of Color, 2003-04, 2004-05, & 2005-06



Note: The “All Awards” category includes certificates, prof/tech and transfer degrees. It does not include high school diplomas.

Another measure of student progress is derived from data provided by the State Board for Community and Technical Colleges. This data is for three Fall cohorts (2002, 2003, and 2004) and tracks each cohort for seven (7) subsequent quarters anywhere in the system. Figure 8 below shows the “substantial progress” (defined by the SBCTC as attending four or more quarters or graduating during the two years) made by SVC Hispanic and non-Hispanic students based on the enrollment status (full-time versus part-time).

Figure 8: Substantial Progress for Degree Seeking Hispanic & Non-Hispanic Students by Enrollment Status



4. Hiring and Retaining Staff, Faculty and Administrators

In 2004, the Human Resources (HR) department updated the college's recruiting and hiring procedures, revised media targets for advertising positions to include publications for diverse populations, and reviewed all minimum qualifications to ensure that applicant pools were adequately diverse. Since that time, the percent of employees of color has increased as noted in Table 1.

Table 1: Full-Time Employee Gender and Minority Status by Job Category, Fall 2006

Job Group	Total (N)	Ethnicity			Gender	
		Non-Minority (%)	Minority (%)	Unknown (%)	Male (%)	Female (%)
Admin/Exempt	19	100%	0%	0%	44%	56%
Faculty	127	77%	9%	5%	39%	61%
Professional/Non-Faculty	42	88%	7%	5%	50%	50%
Clerical/Secretary	53	74%	26%	0%	4%	96%
Technical/ Paraprofessional	104	73%	19%	8%	10%	90%
Skilled Crafts	31	87%	10%	3%	90%	10%
Fall 2006 Totals	376	82%	14%	4%	32%	68%
Fall 2005 Totals	358	83%	14%	3%	32%	68%
Fall 2004 Totals	358	89%	11%	0%	33%	67%

In addition, in 2004 only 8% of employment applicants were of color. During 2005-06, 20% of the applicants for administrative/professional exempt positions were of color. For faculty positions, 8% were of color and for classified positions 24% were of color. The Human Resources department has also been attending job fairs in California to further increase these numbers, and will do so again this month.

Board Plus/Delta
What is good about this report? (+)
What would you like to see changed? (Δ)

January 9, 2007

+	Δ