

# 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 8<sup>th</sup> 2008**



## Introduction

Monitoring Reports on Institutional Diversity have been presented to the SVC Board of Trustees for the past five years (January 2003 through 2007). This, the sixth 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. Since we administered the Community College Survey of Student Engagement (CCSSE) in spring of 2007, current data pertaining to sections 5, 6, and 7 of the Framework are provided in this report.

### 1. Access for Students of Color

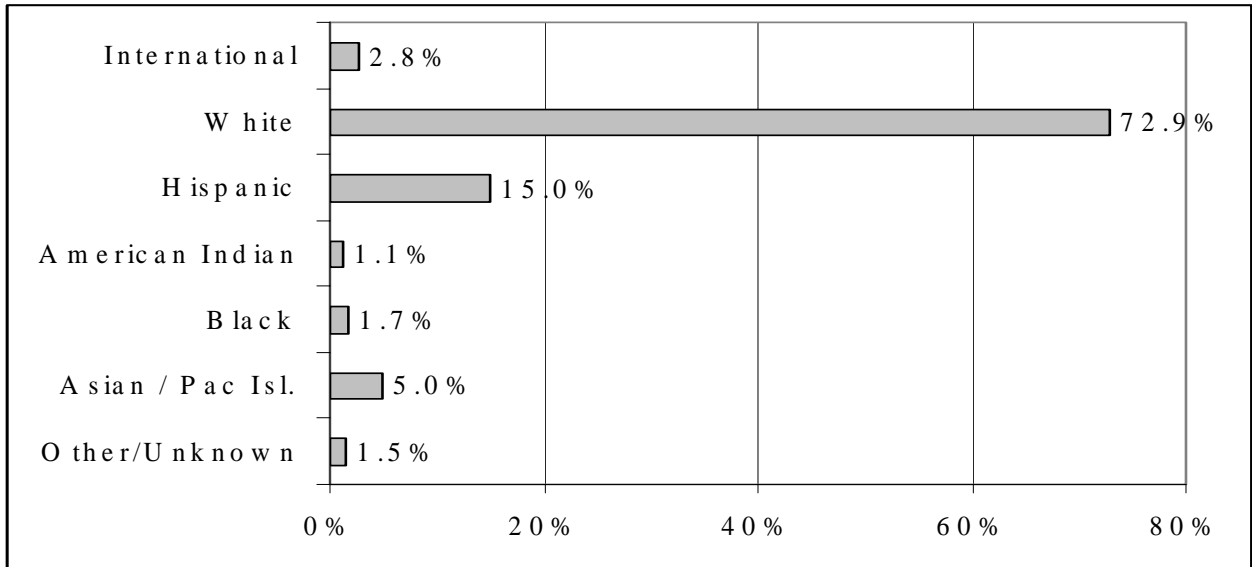
As the Hispanic population continues to grow, particularly in Skagit County, the percentage of those in the high school continues to grow as shown in Table 1. However, the dropout rate for Hispanic students remains higher than for other students.

**Table 1: Hispanic Students in Mount Vernon and Burlington-Edison High Schools**

District	Grade	Total	Hispanic	Percent Hispanic	Hispanic Male	Hispanic Female
Mount Vernon High School	9	484	191	39.5	99	92
	10	471	176	37.4	92	84
	11	454	154	33.9	78	76
	12	391	126	32.2	64	62
Burlington-Edison High School	9	350	80	22.9	47	33
	10	274	60	21.9	30	30
	11	305	40	13.1	17	23
	12	274	40	14.6	19	21

Of the students enrolled at SVC for credit, approximately 23% 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 2007**



**Figure 2: Ethnicity of Running Start Students, Fall 2007**

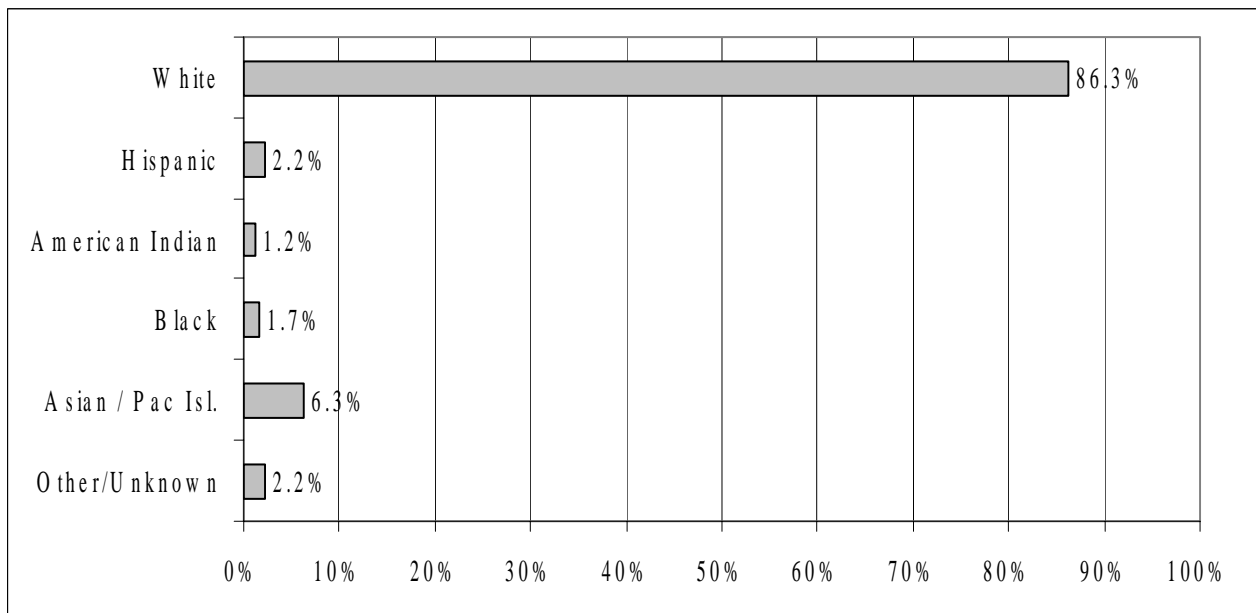
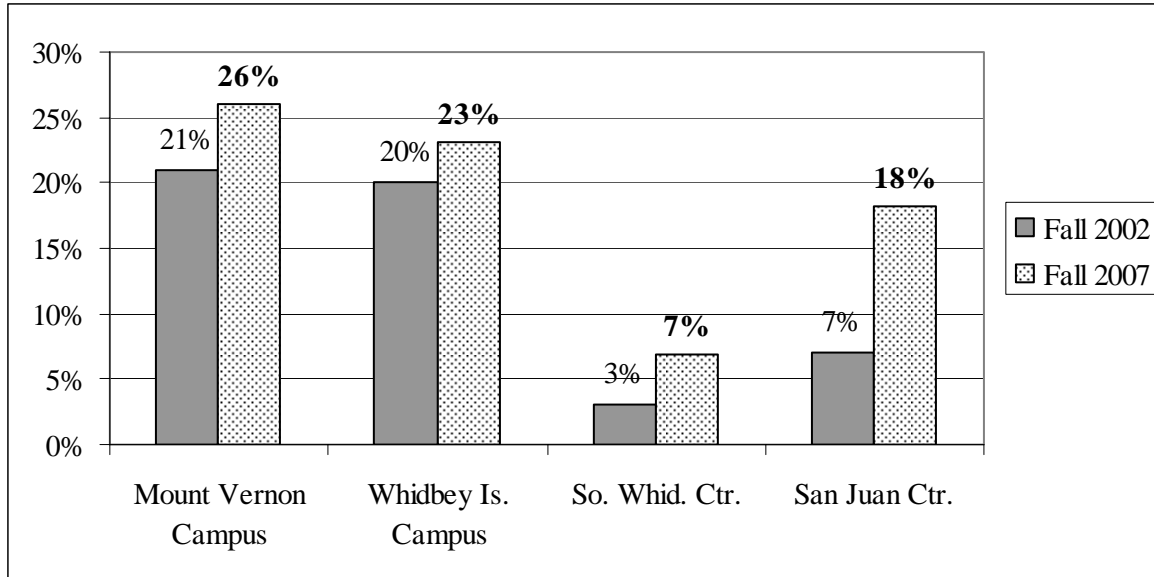


Figure 3 shows the distribution of students by ethnicity at the college's campuses and centers for Fall 2002 and Fall 2007. The greatest percentage growth of students of color enrollments is at the San Juan Center.

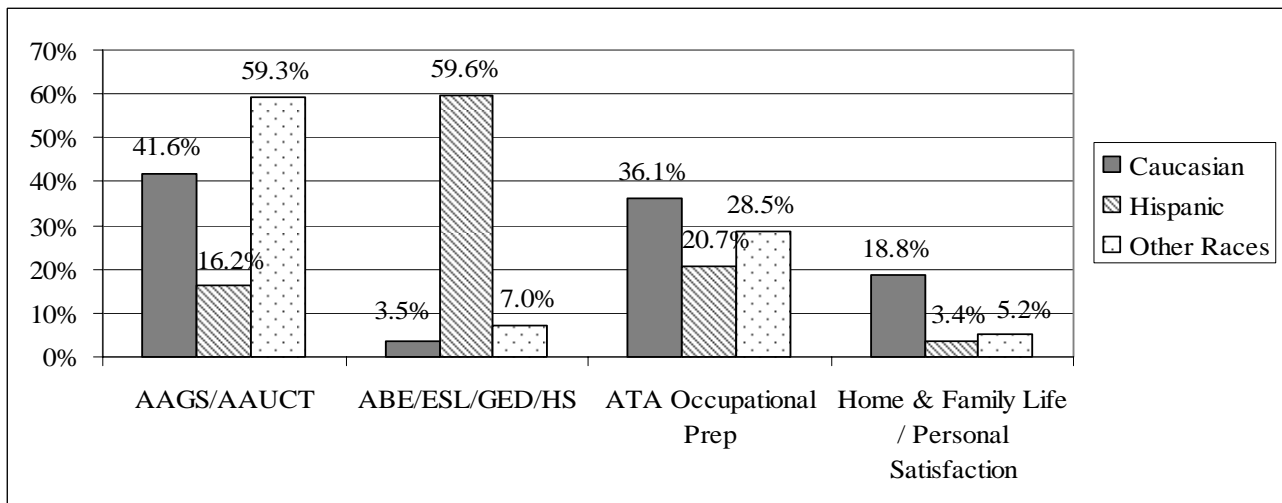
**Figure 3: Percent of Students of Color by Campus/Center , Fall 2002 & Fall 2007**



Note: All students enrolled for credit in Fall 2007; SOC includes all ethnic codes except 6 and 7.

As shown in Figure 4 below, the majority of Hispanic students (~60%) attend SVC to acquire basic skills (ABE/ESL/GED). The majority of other students of color (~60%) attend to obtain a General Studies or University/College Transfer degree.

**Figure 4: Educational Intent of Students by Ethnicity**

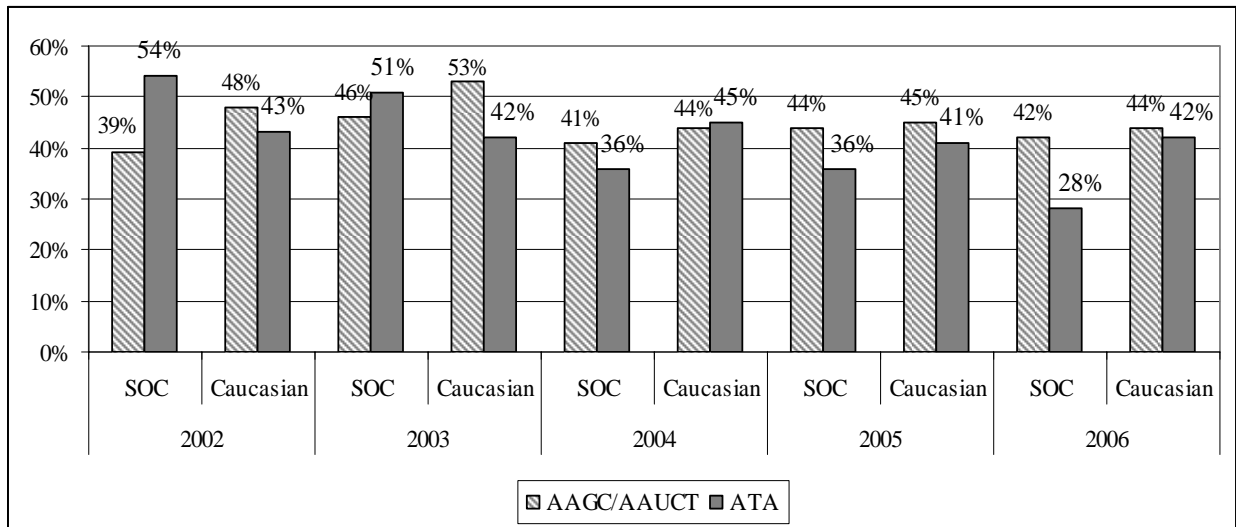


Note: All students enrolled for credit in Fall 2007; "intent" coded as follows: AAGS/AAUCT = A, B; ABE/ESL/GED/HS = C, D, E; ATA/Occupational Prep = F, G, H, J; Home & Family Life/ Personal Satisfaction = K, L. "Other Races" includes international and other/unknown.

## 2. Progression of Students of Color

The fall-to-fall retention rates of degree seeking students are subject to wide variation as a result of small numbers. (For example, the decrease in students of color [SOC] seeking ATA degrees from 2005 to 2006 represents a change of four students.) However, Table 5 suggests an increase over time in the retention of students of color seeking a General Studies or University/College Transfer degree and a decline for those seeking a technical degree.

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

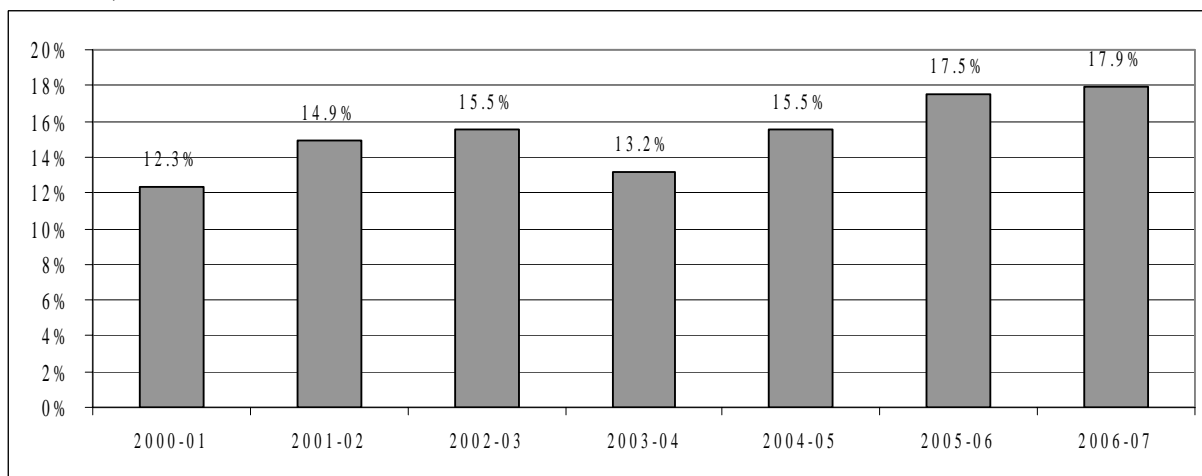


Note: SOC includes all ethnic codes except 0, 6 and 7 (Unknown, Caucasian, & International, respectively)

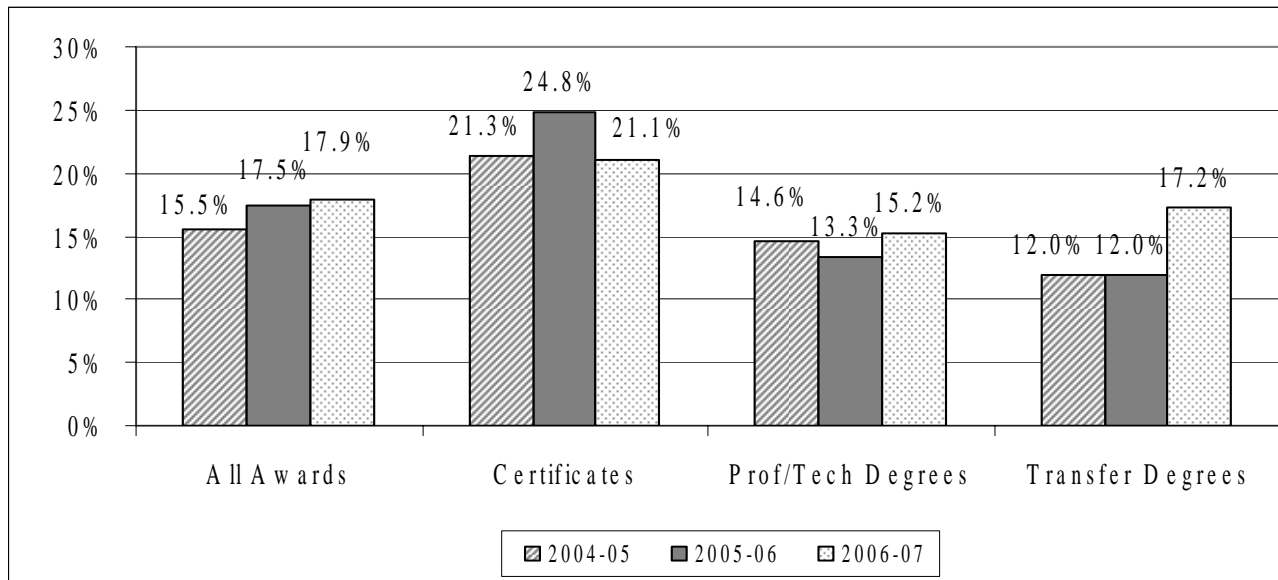
## 3. Students of Color Goal Attainment and Completion

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 three years (see Figure 6). The increases resulting from an increase in 2005-06 of certificates earned and in 2006-07 an increase in the number of transfer degrees earned (see Figure 7).

**Figure 6: Percent of All SVC Students Receiving Associate Degrees or Certificates who are of Color, 2000-01 to 2006-07**



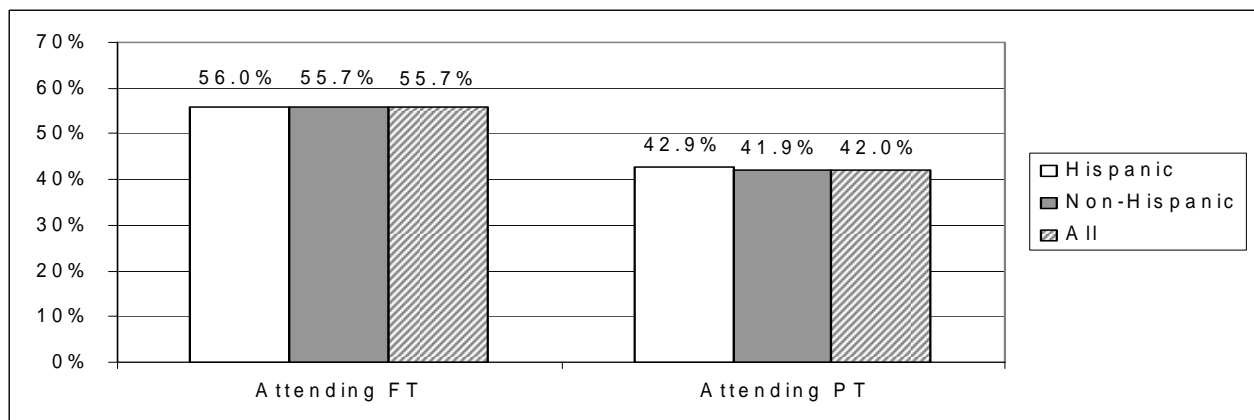
**Figure 7: Percent of SVC Students Receiving Each Award Category who are of Color: 2004-05, 2005-06 & 2006-07**



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 which tracks each Fall cohort for seven (7) subsequent quarters anywhere in the system. The system data was not yet available, so an in-house version was created which includes only progress at SVC (these rates will be lower than if system data were included). 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 slightly as shown in the table below.

**Table 2: Full-Time Employee Gender and Minority Status by Job Category, Fall 2007**

<b>Job Group</b>	<b>Total (N)</b>	<b>Ethnicity</b>			<b>Gender</b>	
		<b>Non-Minority (%)</b>	<b>Minority (%)</b>	<b>Unknown (%)</b>	<b>Male (%)</b>	<b>Female (%)</b>
Admin/Exempt	29	86%	7%	7%	45%	55%
Faculty	122	91%	7%	2%	38%	62%
Professional/Non-Faculty	50	84%	8%	8%	32%	68%
Clerical/Secretary	55	75%	25%	0%	5%	95%
Technical/ Paraprofessional	99	73%	21%	6%	13%	87%
Skilled Crafts	27	85%	15%	0%	89%	11%
<b>Fall 2007 Totals</b>	<b>382</b>	<b>82%</b>	<b>14%</b>	<b>4%</b>	<b>30%</b>	<b>70%</b>
<b>Fall 2006 Totals</b>	<b>376</b>	<b>82%</b>	<b>14%</b>	<b>4%</b>	<b>32%</b>	<b>68%</b>
<b>Fall 2005 Totals</b>	<b>358</b>	<b>83%</b>	<b>14%</b>	<b>3%</b>	<b>32%</b>	<b>68%</b>
<b>Fall 2004 Totals</b>	<b>358</b>	<b>89%</b>	<b>11%</b>	<b>0%</b>	<b>33%</b>	<b>67%</b>

HR staff continue to attend job fairs in California to further increase these numbers, and will do so again this month. Despite the fact that our applicant pools continue to be small, the number of applicants of color has increased over the past five years and is currently about 20%.

#### 5, 6, & 7. Students of Color and Instruction, Student Services & Administrative Offices

Sections 5, 6, and 7 of the Diversity Framework can be addressed using data from the Community College Survey of Student Engagement (CCSSE), which has been administered in alternate spring quarters since 2003. The survey includes 175 items. Only items most relevant to the Diversity Framework are included in this report. It should also be noted that, with a few exceptions, the results for both students of color and white students are above those of the six other Northwest Consortium Colleges and for all 525 colleges in the 2007 cohort. Data are only for students who reported a race code (N = 542).

**Table 3: CCSSE Items Related to Overall Satisfaction**

CCSSE Item	Percent	
	White	Of Color
Very or somewhat satisfied with the quality of instruction at the college	92.4%	93.0%
Very or somewhat satisfied with the college's process for working with new students (e.g., admissions, financial aid, testing, registration, etc.)	83.1%	89.5%
Definitely or partially meeting educational objectives as a result of enrollment at the college	92.6%	91.6%
The college is a very or somewhat comfortable environment for all students	93.9%	94.3%
Other students are extremely, very or somewhat friendly and supportive	87.8%	81.2%
Instructors are extremely, very, or somewhat available, helpful, and sympathetic	84.7%	87.2%
Administrative personnel and offices are extremely, very, or somewhat helpful, considerate, and flexible	69.6%	73.1%
Recommend this college to a friend or family member	94.0%	88.7%

**Table 4: CCSSE Items Related to Interactions with Other Students and Faculty**

Variable	Mean		Sig
	White	Of Color	
<i>"In your experiences at this college during the current school year, about how often you have done each of the following?"</i>			
Worked with other students on projects during class	2.76	2.73	
Worked with classmates outside of class to prepare class assignments	2.26	2.26	
Worked harder than you thought you could to meet an instructor's standards or expectations	2.65	2.65	
Used email to communicate with an instructor	2.87	2.76	
Discussed grades or assignments with an instructor	2.67	2.60	
Received prompt feedback (written or oral) from your instructors on your performance	2.85	2.64	.014
Worked with instructors on activities other than coursework	1.51	1.71	.005
Discussed ideas from your readings or classes with instructors outside of class	1.94	1.99	
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.83	2.49	.000

Note: Response options ranged from 1 ("Never") to 4 ("Very Often"). Only p values for significant differences are noted.

**Table 5: CCSSE Items Related to Support for Students**

<b>Variable</b>	<b>Mean</b>		<b>Sig</b>
	<i>White</i>	<i>Of Color</i>	
<i>“How much does <u>this college</u> emphasize each of the following?”</i>			
Providing the support you need to help you succeed at this college	2.94	3.03	
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.69	2.81	
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.83	2.19	.000
Providing the support you need to thrive socially	2.07	2.33	.005
Providing the financial support you need to afford your education	2.42	2.32	

Note: Response options ranged from 1 (“Very Little”) to 4 (“Very Much”). Only p values for significant differences are noted.

It is worth noting that for all but one item in the tables above (the very last item regarding financial support) SVC students rated their experiences more positively than the other Northwest Consortium colleges and the 525 colleges in the 2007 cohort.

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

*January 8, 2008*

+	$\Delta$