

# 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 13<sup>th</sup> 2009**



## Introduction

Monitoring Reports on Institutional Diversity have been presented to the SVC Board of Trustees for the past six years (January 2003 through 2008). This 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 several 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.

The Framework includes the following eight topics:

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

Each of the *Framework* topics is addressed in a corresponding section below.

### 1. Access for Students of Color

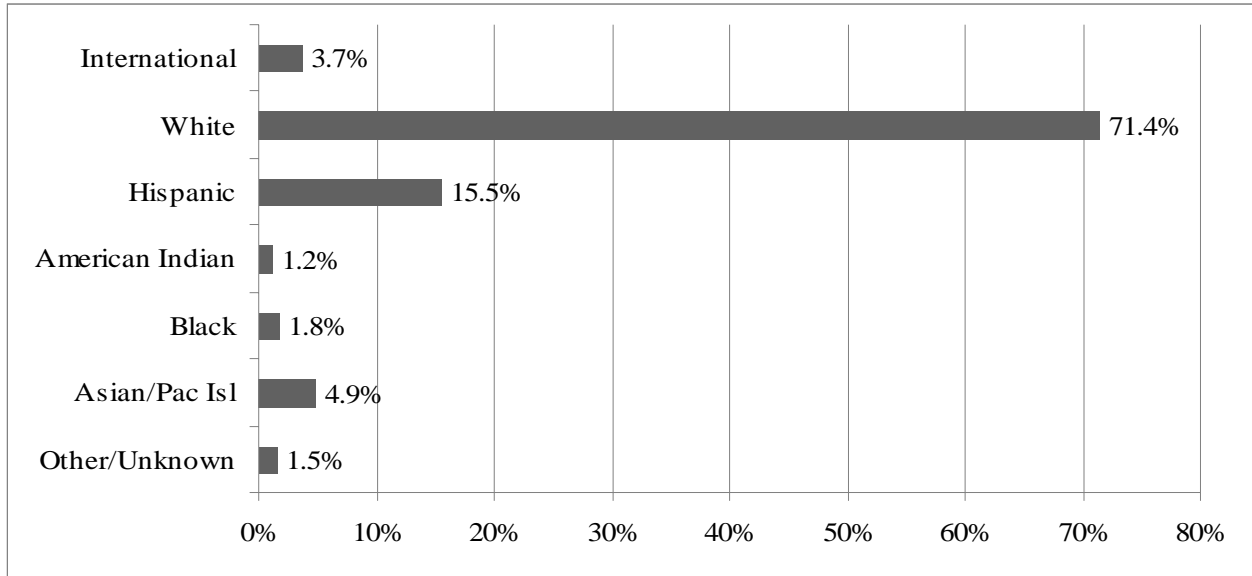
As the Hispanic population continues to grow, the percentage of those in the school districts continues to grow, particularly in Mount Vernon and Burlington-Edison, as shown in Table 1. In addition, the Asian and Hispanic population in the Oak Harbor has been increasing.

**Table 1: 2007-08 Public School Student Demographics, Selected Districts**

District	Total	Percent White	Percent Hispanic	Percent Asian	Percent Native American	Percent Female
Burlington-Edison	3995	66.0	27.3	1.4	1.4	49.5
La Conner	668	64.2	7.6	2.1	25.0	50.4
Mount Vernon	6018	46.5	46.0	2.2	1.3	48.7
Oak Harbor	5638	67.0	7.3	15.2	1.5	47.7
San Juan Island	929	85.4	8.8	2.4	1.2	49.7
Sedro-Woolley	4560	80.6	11.1	1.1	3.2	46.4
South Whidbey	1951	88.8	2.7	2.6	1.5	49.8
Stanwood-Camano	5420	90.1	4.5	3.8	1.9	48.7

Of the students enrolled at SVC for credit in fall 2008, approximately 23% were students of color, and nearly 4% were International students (see Figure 1), consistent with data from previous years. Students of color in Running Start comprised 15% of all students in that program (see Figure 2), an increase of approximately 4% over the prior year.

**Figure 1: Ethnicity of SVC Students Enrolled for Credit, Fall 2008**



**Figure 2: Ethnicity of Running Start Students, Fall 2008**

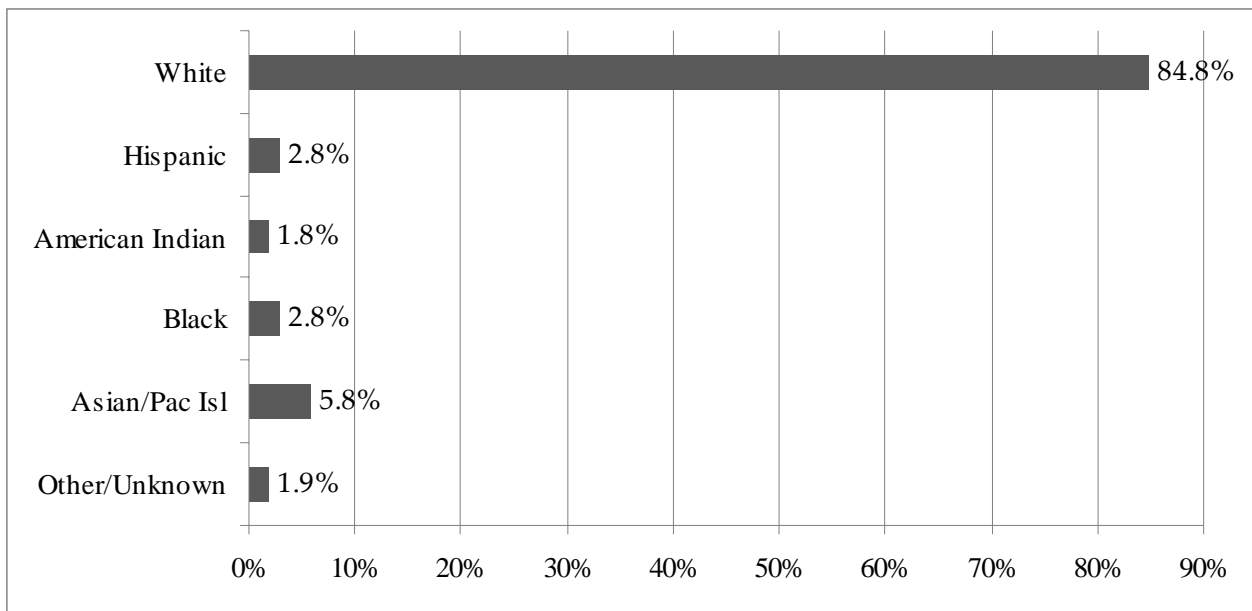
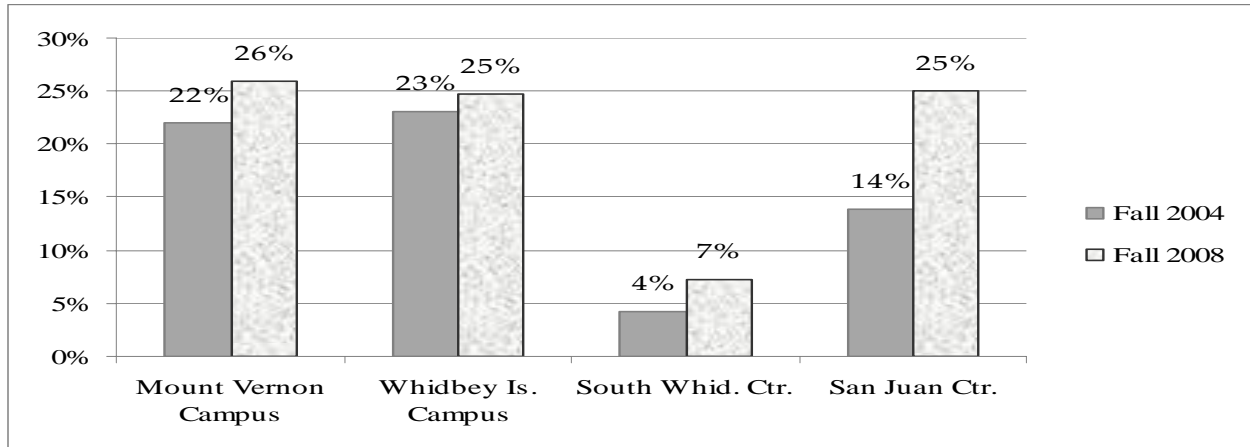


Figure 3 shows the distribution of students by ethnicity at the college's campuses and centers for fall 2004 and fall 2008. Although both the Mount Vernon and Whidbey Island campuses have seen modest increases, the greatest growth in student of color enrollments continues to be at the San Juan Center. However, this represents a small number of students (i.e., 70 of 295 in fall 2008).

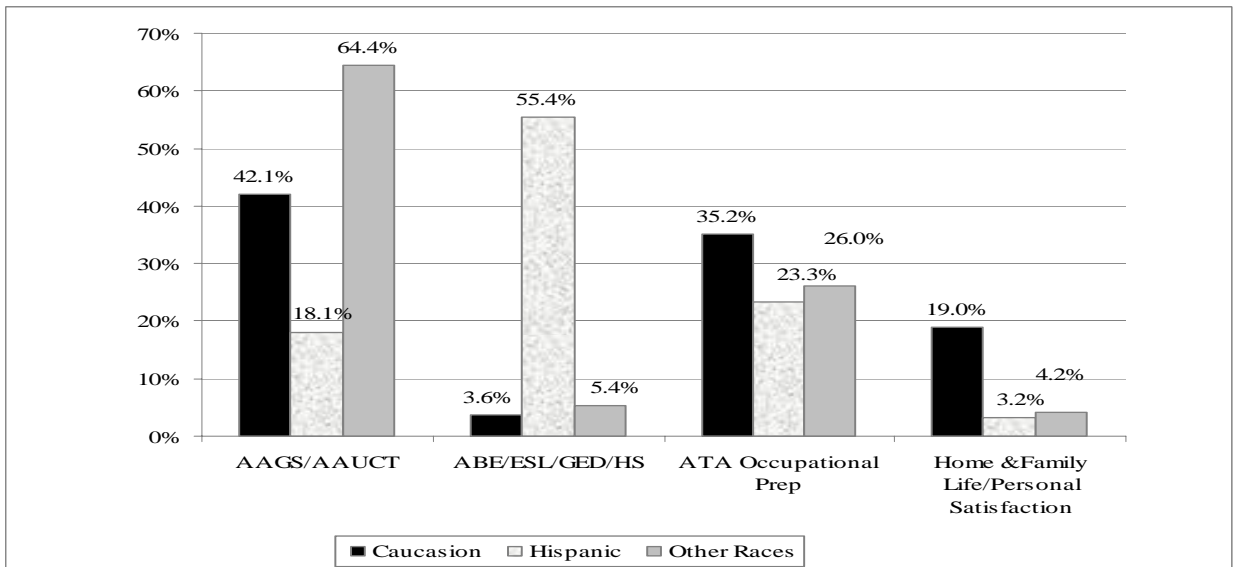
**Figure 3: Percent of Students of Color by Campus/Center, Fall 2004 & 2008**



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

As shown in Figure 4 below, the majority of Hispanic students (55%) attend SVC to acquire basic skills (ABE/ESL/GED). Nearly 65% of the other students of color enrolled at the college attend to obtain a General Studies or University/College Transfer degree.

**Figure 4: Educational Intent of Students by Ethnicity, Fall 2008**

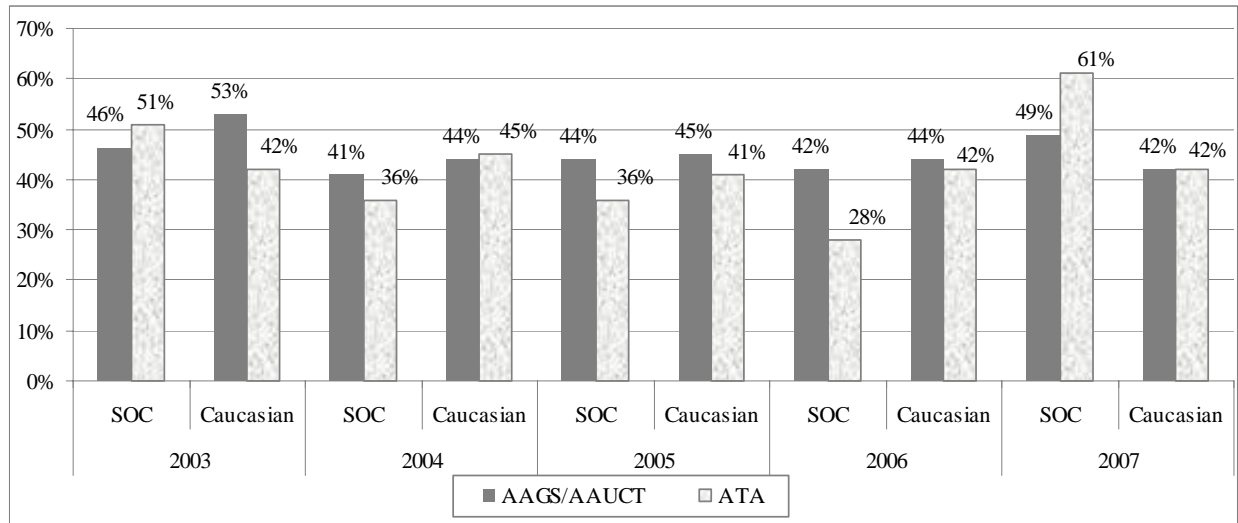


Note: All students enrolled for credit in Fall 2008; "intent" coded as follows: AAGS/AAUCT = A, B; ABE/ESL/GED/HS = C, D, E; ATA/Occupational Prep = F, G, H, J; Home & Family Life/ Personal Satisfaction = K, L. "Other Races" includes international and other/unknown.

## 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 seeking ATA degrees from 2005 to 2006 represents a change of four students.) However, Figure 5 suggests an increase in retention rates of both workforce and academic students of color over the previous year.

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

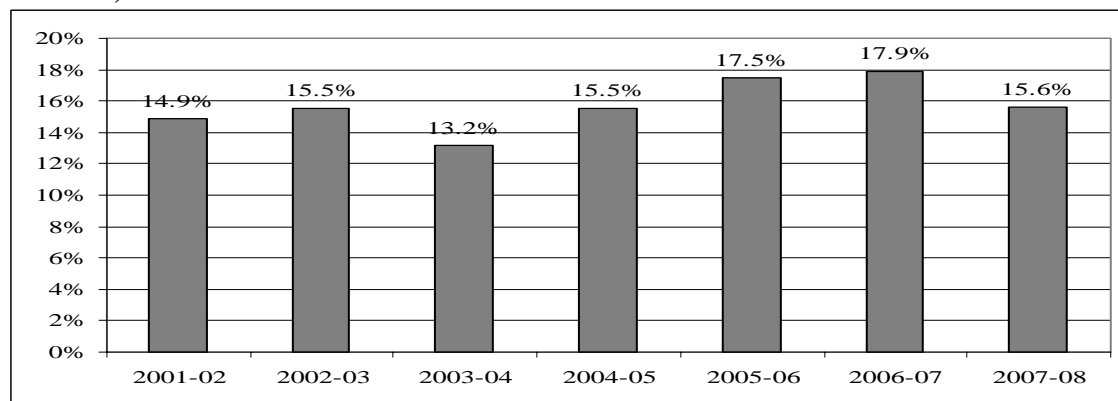


Note: SOC includes all ethnic codes except 0, 6 and 7 (Unknown, Caucasian, & International, respectively)

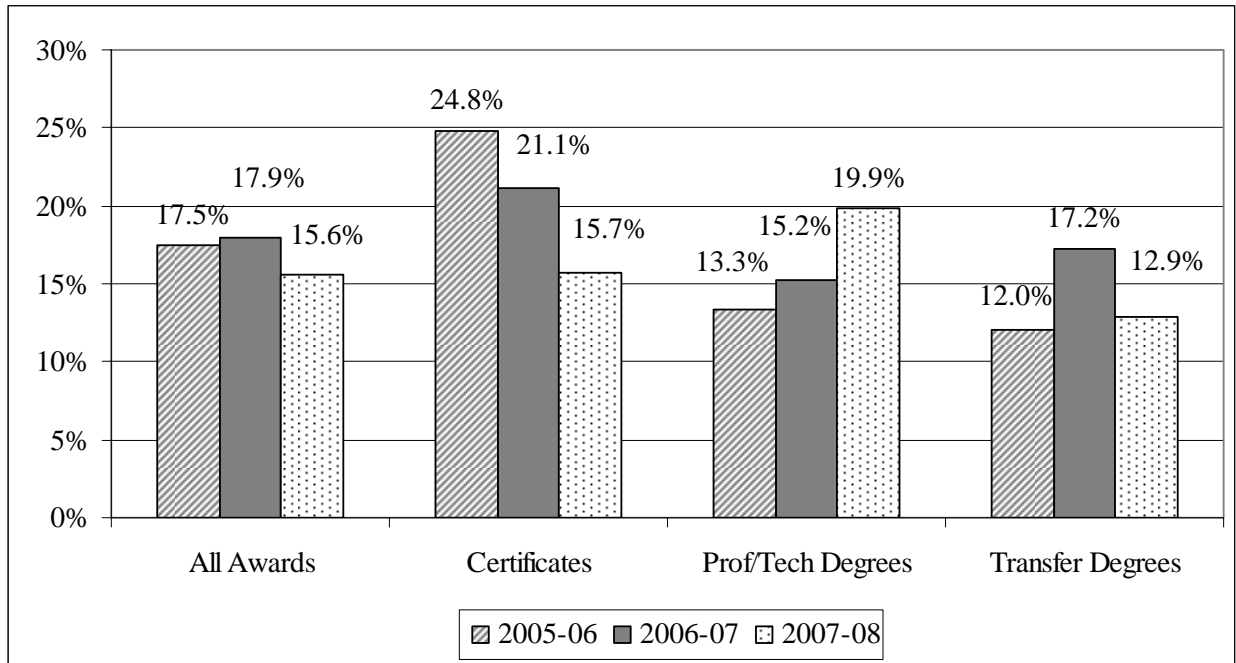
## 3. Students of Color Goal Attainment and Completion

The percent of students of color obtaining degrees or certificates (as a total of all recipients), while variable, has remained higher over the past several years when compared to the early part of the decade (see Figure 6), with the percent of degrees awarded to students of color in all categories declining in 2007-08 (see Figure 7).

**Figure 6: Percent of All SVC Students Receiving Associate Degrees or Certificates who are of Color, 2001-02 to 2007-08**



**Figure 7: Percent of SVC Students Receiving Each Award Category who are of Color: 2005-06, 2006-07 and 2007-08.**



Note: The “All Awards” category includes certificates, professional/technical and transfer degrees. High school diploma awards were excluded from this analysis.

Another measure of student progress is derived from Student Achievement data provided by the State Board for Community and Technical Colleges. Achievement points are earned for a variety of “momentum points” reached by students on their educational journey. These points have been incorporated as indicators for the college’s strategic priorities as follows:

Based on Student Achievement data and taking into account ethnicity and program area:

- Increase the points earned by basic skills students
- Increase the percent of students earning credit at a qualifying grade in a pre- college English or math class
- Increase the number of students who reach 15 college level credits earned
- Increase the number of students who reach 30 college level credits earned
- Increase the number of number of degrees, certificates, or apprenticeship awards.

Achievement points for students enrolled at Skagit in 2007-08 are presented in Table 2, 3 and 4 below. The data has been summarized based on the student’s reported intent for attending the college during fall quarter. For example, Hispanic students in basic skills earned points at the same rate as their white counterparts (Table 2). Students of color with a transfer intent earned slightly more points for success completion of pre-college math or English (they may take more of these courses, thus earning more points) and college-level math (Table 3). Students of color enrolled as workforce students also completed college-level math at a similar rate as their white counterparts (Table 4), but are not likely to earn their first 15 credits as quickly as other students.

**Table 2: Point Gains for Basic Skills Students, 2007-08 (N =1381)**

<b>Ethnicity</b>	<b>Number of Students</b>	<b>Students with Gain Points</b>	<b>Percent Earning Points</b>
Asian/Pacific Is.	54	14	25.9%
African American, non-Hispanic	25	3	12.0%
Native America, non Hispanic	8	0	0.0%
Hispanic	799	179	22.4%
White	475	105	22.1%
Other or more than one race	20	3	15.0%

**Table 3: Points Gained by Transfer Students, 2007-08 (N = 3120)**

<b>Points Category</b>	<b>No Prior College Credits</b>		<b>Prior College, No Math</b>		<b>Prior College, Some Math</b>	
	<b>SOC (N = 365)</b>	<b>White (N = 1220)</b>	<b>SOC (N = 195)</b>	<b>White (N = 791)</b>	<b>SOC (N = 107)</b>	<b>White (N = 442)</b>
Pre-College Math or English*	34.8%	30.7%	25.6%	35.7%	11.2%	4.8%
15 College-level Credits	39.7%	52.0%			4.7%	1.4%
30 College-level Credits	20.0%	24.5%	24.6%	24.1%	6.5%	7.0%
Quantitative Course	10.7%	11.4%	27.7%	28.1%		
Tipping Point	0.3%	0.5%	7.7%	10.7%	30.8%	29.9%

\* Students can earn multiple points in this category

**Table 4: Points Gained by Workforce Students, 2007-08 (N = 4875)**

<b>Points Category</b>	<b>No Prior College Credits</b>		<b>Prior College, No Math</b>		<b>Prior College, Some Math</b>	
	<b>SOC (N = 982)</b>	<b>White (N = 1981)</b>	<b>SOC (N = 255)</b>	<b>White (N = 980)</b>	<b>SOC (N = 134)</b>	<b>White (N = 543)</b>
Pre-College Math or English*	9.0%	11.7%	21.2%	14.0%	9.0%	5.5%
15 College-level Credits	13.8%	25.4%			2.2%	1.1%
30 College-level Credits	4.3%	10.8%	19.6%	16.6%	9.7%	5.0%
Quantitative Course	2.1%	4.7%	16.1%	14.2%		
Tipping Point	0.2%	1.2%	12.2%	11.7%	24.6%	24.1%

\*Students can earn multiple points in this category

#### 4. Hiring and Retaining Staff, Faculty and Administrators

Significant efforts in recent years to employ more targeted marketing—versus the traditional newspaper and listservs—have resulted in a 4% increase of staff of color. For example, the college broadened recruitment efforts by targeting specific local businesses, medical facilities, and local K-12 school districts (i.e. automotive and diesel dealerships, hospitals, doctor’s offices, etc.). In addition to continuing to attend California job fairs and regional job fairs sponsored for business and industry who laid-off employees, the college participated in the first Regional Diversity Fair held in Everett in collaboration with the Community and Technical College Human Resource Commission and the Directors of Multicultural Services.

The minority status by job category for fall 2008 and summary data for the previous four years is presented in Table 5.

**Table 5: Full-Time Employee Gender and Minority Status by Job Category, Fall 2008**

<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	31	94%	6%	0%	42%	58%
Faculty	128	90%	9%	1%	39%	61%
Professional/Non-Faculty	55	89%	11%	0%	27%	73%
Clerical/Secretary	56	73%	27%	0%	7%	93%
Technical/ Paraprofessional	97	78%	22%	0%	13%	87%
Skilled Crafts	28	86%	14%	0%	86%	14%
<b>Fall 2008 Totals</b>	<b>379</b>	<b>84%</b>	<b>15%</b>	<b>1%</b>	<b>31%</b>	<b>69%</b>
<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>

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

The College will again administer the Community College Survey of Student Engagement (CCSSE) in spring quarter 2010. Consequently, data pertaining to sections 5, 6, and 7 of the Framework will be reported in the January 2011 Monitoring Report. Diversity-related CCSSE results were reported in January 2004, 2006 and 2008.

## 8. Physical Environment

The physical environment as it relates to diverse populations at Skagit was recently reviewed by State Board for Community and Technical College staff as part of a civil rights site audit in fall 2008. The audit included a review of data and materials compiled by the college, and on-site observations of district programs, promotional materials, and facilities.

As a result of this on-site audit, the college was commended for:

- the availability of its non-discrimination policy,
- the large number of documents available in Spanish to reach the growing Hispanic community in our district,
- having developed processes for identifying, assessing, and supporting students with limited English proficiency,
- developing documents and processes in the recruitment and hiring processes that ensure the college encourages diversity, and
- installing power-assisted doors on nearly every entrance to a college building.

The college was asked to:

- use a consistent non-discrimination statements in its written communications,
- update the admissions application to remove questions regarding race, color, national origin and family status,
- add accessible parking and appropriate signage for handicapped individuals,
- cover all pipes under sinks in handicapped-accessible restrooms, and
- modify facilities as necessary to ensure that computer workstations, lab workstations and equipment, door ways, water fountains, urinals, and brochure racks are handicapped-accessible.

A summary of the findings from the review and the next steps to address recommendations were provided to the Board of Trustees at their December 2008 meeting.

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

*January 13th, 2009*

+	$\Delta$