

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 12th 2010



Introduction

Monitoring Reports on Institutional Diversity have been presented to the SVC Board of Trustees for the past seven years (January 2003 through 2010). 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

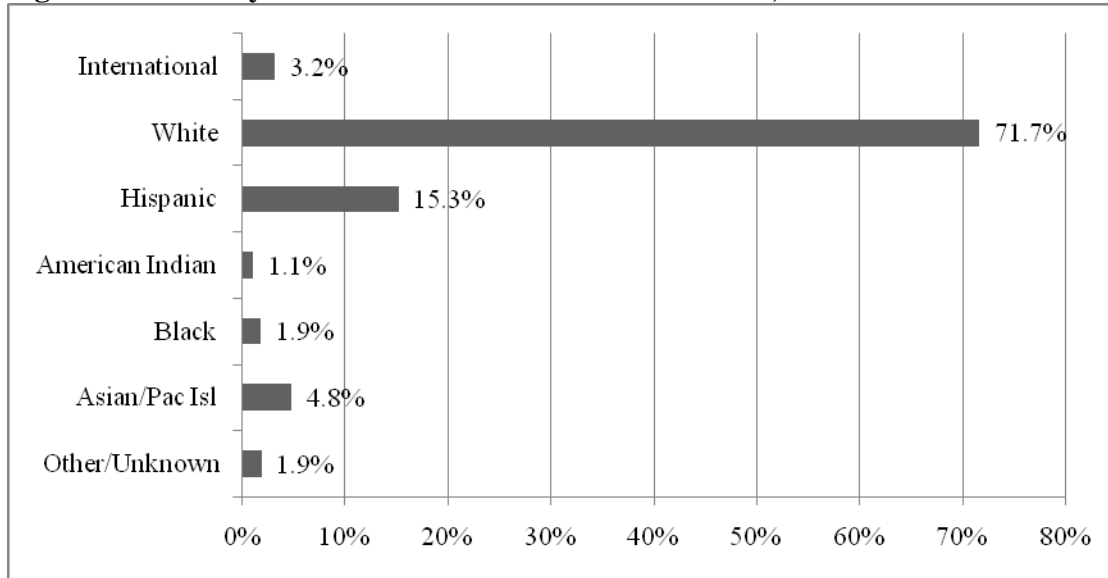
As in the prior year, the percentage of Hispanic students is largest in Mount Vernon and Burlington-Edison, as shown in Table 1. When compared to last year, that percentage grew by 1.4% in Mount Vernon and 2.2% in B-E. The Native American enrollments in La Conner were up 3.1% compared to the prior year.

Table 1: 2008-09 Public School Student Demographics, Selected Districts

District	Total	Percent White	Percent Hispanic	Percent Asian	Percent Native American	Percent Female
Burlington-Edison	4031	62.8	29.5	1.6	1.3	49.4
La Conner	664	61.0	7.6	2.0	28.1	49.8
Mount Vernon	6166	44.7	47.4	2.6	1.4	49.1
Oak Harbor	5691	66.4	7.4	14.0	1.5	48.0
San Juan Island	919	84.6	9.4	2.2	1.0	50.6
Sedro-Woolley	4422	80.0	11.7	1.2	3.3	46.2
South Whidbey	1909	87.9	3.1	4.0	1.7	50.6
Stanwood-Camano	5362	89.5	4.9	2.6	1.6	48.5

Of the students enrolled at SVC for credit in fall 2009, approximately 28% were students of color, including 3% who were International students (see Figure 1). Of the 25% non-International students of color, the majority were Hispanic.

Figure 1: Ethnicity of SVC Students Enrolled for Credit, Fall 2009



Students of color in Running Start comprised 11% of all students in that program in fall 2009 (see Figure 2). Running Start students of color in almost all categories declined from the previous year with the exception of Hispanic which increased .2%.

Figure 2: Ethnicity of Running Start Students, Fall 2009

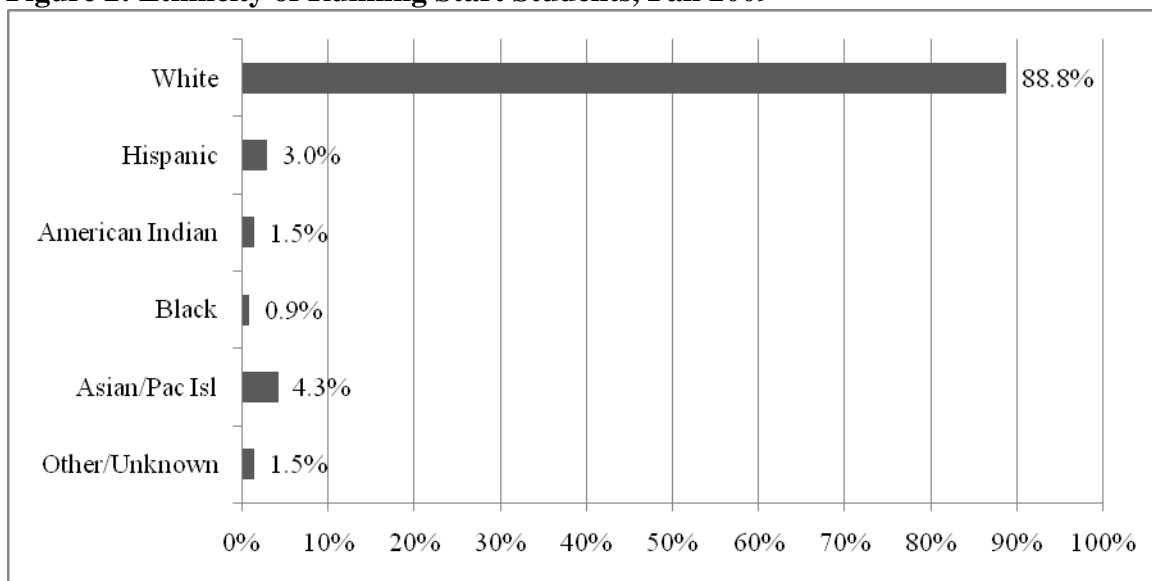


Figure 3 shows the distribution of students by ethnicity at the college's campuses and centers for fall 2004 and fall 2009. Although both the Mount Vernon and Whidbey Island campuses have seen modest increases, the greatest growth in student of color enrollments continues to be at the San Juan Center. However, this represents a small number of students.

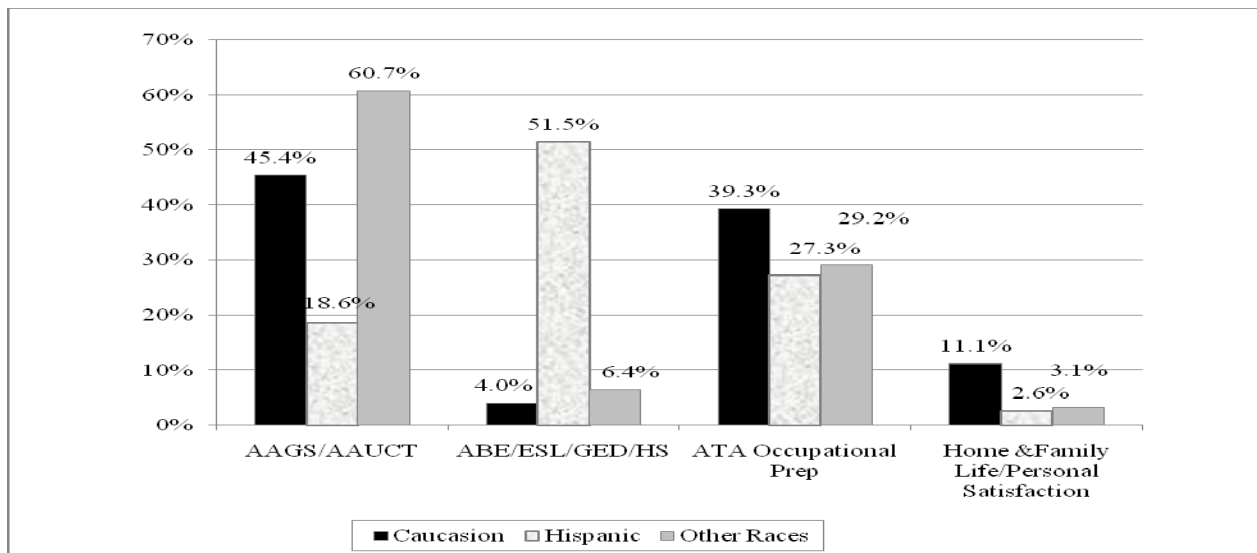
Figure 3: Percent of Students of Color by Campus/Center, Fall 2004 & 2009



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 (52%) attend SVC to acquire basic skills (ABE/ESL/GED), while 61% 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 2009

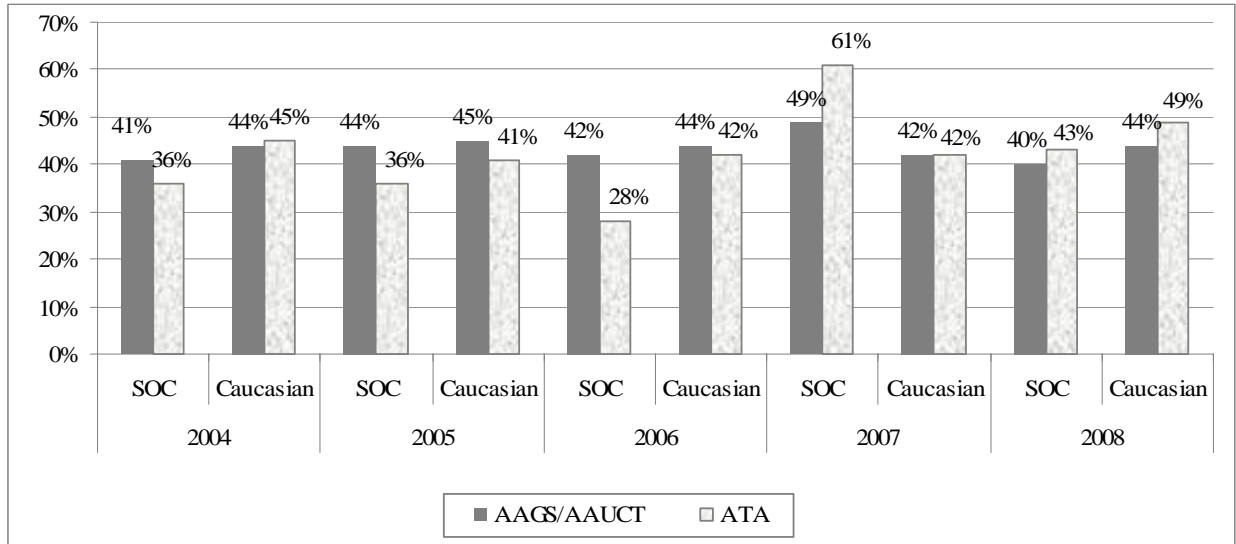


Note: All students enrolled for credit in Fall 2008; "intent" coded as follows: AAGS/AAUCT = A, B; ABE/ESL/GED/HS = C, D, E; ATA/Occupational Prep = F, G, H, J; Home & Family Life/ Personal Satisfaction = K, L. "Other Races" includes international and other/unknown.

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 fall-to-fall 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

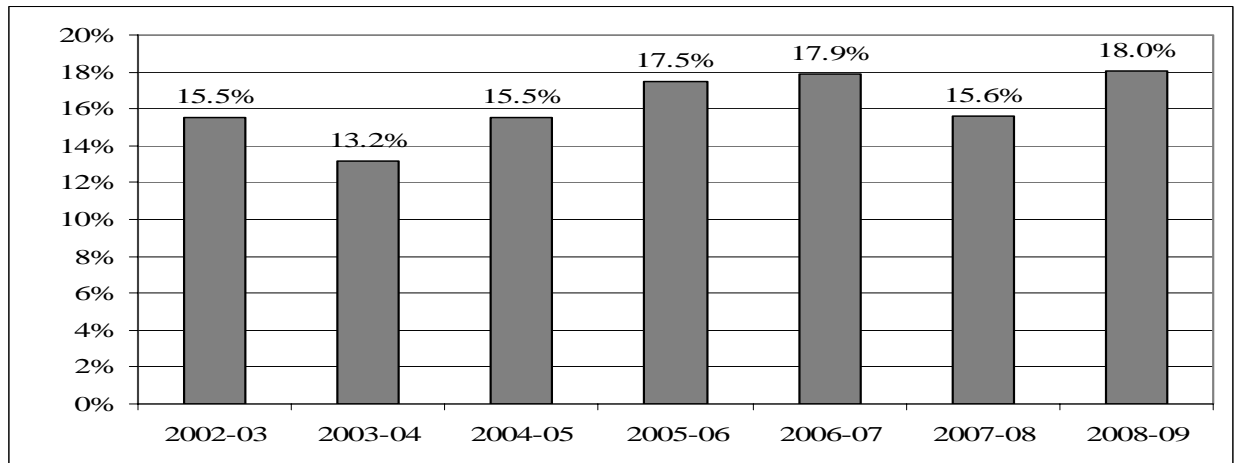


Note: SOC includes all ethnic codes except 0, 6 and 7 (Unknown, Caucasian, & International, respectively)

3. Students of Color Goal Attainment and Completion

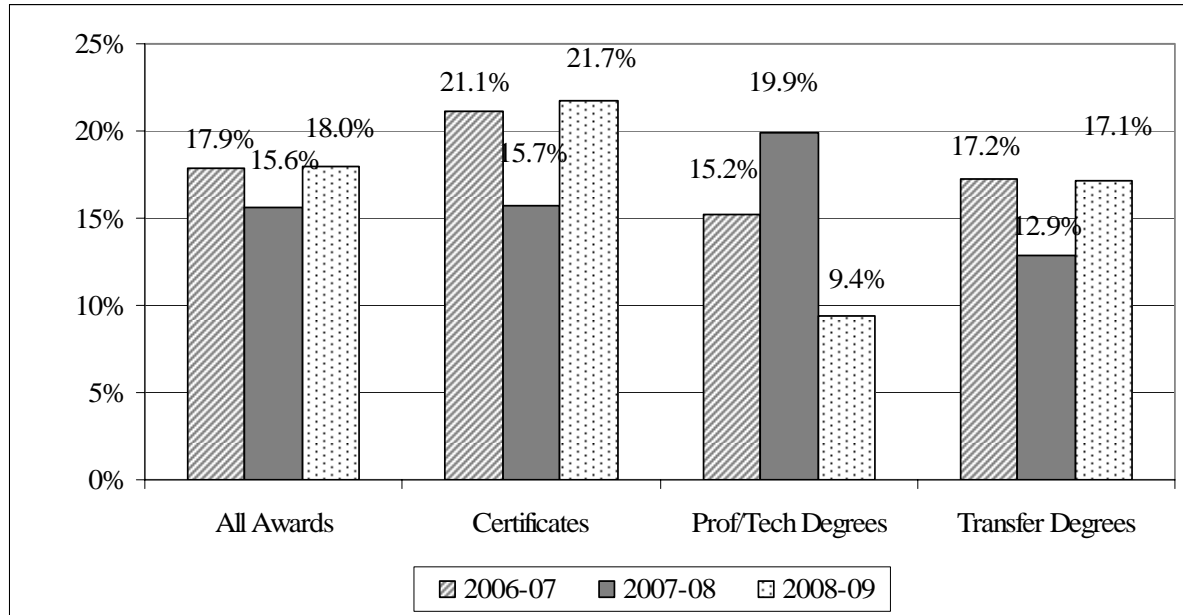
The percent of students of color obtaining degrees or certificates (as a total of all recipients), while variable, has been generally higher over the past several years when compared to the early part of the decade (see Figure 6).

Figure 6: Percent of All SVC Students Receiving Associate Degrees or Certificates who are of Color, 2002-03 to 2008-09



As shown in Figure 7, students of color were most likely to get certificates, although 17% of all transfer degrees were awarded to students of color.

Figure 7: Percent of SVC Students Receiving Each Award Category who are of Color: 2006-07, 2007-08 and 2008-09



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 have been incorporated into our strategic plan measures as indicators:

- 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 2008-09 who reported a race/ethnic code 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. Point gains in basic skills varied considerably by ethnicity. 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) (Table 3). Students of color enrolled as workforce students who had completed college-level math and earned prior credit earned a greater percentage of points for pre-college courses and completion of 30 college credits (Table 4).

Table 2: Point Gains for Basic Skills Students, 2008-09 (N =1344)

Ethnicity	Number of Students	Students with Gain Points	Percent Earning Points
Asian/Pacific Is.	47	16	34.0%
African American, non-Hispanic	19	5	26.3%
Native America, non Hispanic	7	1	14.3%
Hispanic	785	190	24.2%
White	469	173	36.9%
Other or more than one race	17	2	11.8%

Table 3: Points Earned by Transfer Students, 2008-09 (N = 3120)

Points Category	No Prior College Credits		Prior College, No Math		Prior College, Some Math	
	SOC (N = 414)	White (N = 1316)	SOC (N = 218)	White (N = 846)	SOC (N = 120)	White (N = 434)
Pre-College Math or English*	33.3%	31.2%	31.2%	29.6%	8.3%	6.0%
15 College-level Credits	41.5%	50.2%			1.7%	1.8%
30 College-level Credits	15.2%	24.3%	25.7%	23.0%	6.7%	4.4%
Quantitative Course	12.3%	13.4%	25.7%	27.7%		
Tipping Point	0.2%	0.6%	8.3%	10.0%	24.2%	27.6%

* Students can earn multiple points in this category

Table 4: Points Earned by Workforce Students, 2008-09 (N = 4858)

Points Category	No Prior College Credits		Prior College, No Math		Prior College, Some Math	
	SOC (N = 1040)	White (N = 1919)	SOC (N = 233)	White (N = 966)	SOC (N = 151)	White (N = 549)
Pre-College Math or English*	9.7%	15.5%	12.9%	14.2%	10.6%	4.7%
15 College-level Credits	12.7%	26.2%			1.3%	2.2%
30 College-level Credits	4.8%	11.6%	18.5%	18.1%	11.9%	8.6%
Quantitative Course	3.0%	5.8%	13.3%	14.2%		
Tipping Point	0.5%	1.7%	7.7%	11.1%	12.2%	17.9%

*Students can earn multiple points in this category

4. Hiring and Retaining Staff, Faculty and Administrators

Efforts for recruiting a diverse staff were curtailed by the limitations during the past year as a result of budget reductions, a hiring freeze and, ultimately, laying off employees in most job groups.

The current minority status by job category for fall 2009 and summary data for the previous five years is presented in Table 5.

Table 5: Full-Time Employee Gender and Minority Status by Job Category, Fall 2009

Job Group	(N)	Non-Minority (%)	Minority (%)	Unknown (%)		Male (%)	Female (%)
Admin/Exempt	25	95.8%	4.2%	0.0%		52.0%	48.0%
Faculty	124	89.5%	8.1%	1.6%		37.1%	62.9%
Professional/Non-Faculty	45	82.2%	6.7%	11.1%		28.9%	71.1%
Clerical/Secretary	48	70.8%	29.2%	0.0%		6.3%	93.8%
Technical/Paraprofessional	93	78.5%	21.5%	0.0%		16.1%	83.9%
Skilled Crafts	28	85.7%	14.3%	0.0%		82.1%	17.9%
Fall 2009 Totals	363	83.5%	14.3%	2.2%		31.1%	68.9%
Fall 2008 Totals	379	84.0%	15.0%	1.0%		31.0%	69.0%
Fall 2007 Totals	382	82.0%	14.0%	4.0%		30.0%	70.0%
Fall 2006 Totals	376	82.0%	14.0%	4.0%		32.0%	68.0%
Fall 2005 Totals	358	83.0%	14.0%	3.0%		32.0%	68.0%
Fall 2004 Totals	358	89.0%	11.0%	0.0%		33.0%	67.0%

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

During the past year, the college completed a plan for signage for the Knutzen Cardinal Center. The signs—which will be delivered in the very near future—include both English and Spanish identification of areas and functions in the Cardinal Center.

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

January 12th, 2010

+	Δ