

Board of Trustees Monitoring Report

Institutional Diversity

Board Ends Policy: Skagit Valley College is part of a diverse community and committed to serving diverse student groups including race, ethnicity, religion, age, gender, disability and other special student populations [E-6]

Strategic Plan Goal/Objective: Cultivate an environment that encourages diversity and supports learning for all members of the college community [Goal #1]; Provide students with an educational environment that promotes and develops an understanding of diversity with a global perspective [Objective #3]

January 10th 2006



Executive Summary

Background:

Monitoring Reports presented to the Board of Trustees at their meetings in January 2003, 2004 and 2005 provided data regarding progress made on the five goal statements in Ends Policy E-6 and Strategic Goal #1. This Monitoring Report is an update to provide the Board of Trustees with current data and information.

Conclusions:

The student access and success data remain fairly consistent during the past four years, with the exceptions noted below.

We administered the Community College Survey of Student Engagement (CCSSE) in Spring 2005. The results indicate that students of color were **more likely** than white students to have prepared two or more drafts of a paper or assignment and to report that they worked harder than they thought they could to meet an instructor's standards or expectations. Students of color were also significantly **more likely** to report that the college 1) helped them cope with their non-academic responsibilities (work, family, etc), 2) provided the support they needed to thrive socially, and 3) provided the financial support they need to afford their education.

Change from Prior Year Monitoring:

Sixteen percent (16%) of the students in the 2004-05 high school senior class in our district were students of color. In contrast, the college enrollment of students of color in Fall 2005 was 19%, unchanged from Fall 2004. The greatest percentage growth of students of color enrollments is at the San Juan Center. The percent of Hispanic students attending SVC to acquire basic skills (ABE/ESL/GED) and for other non-degree goals has increased while the percent attending to obtain an Associate of Arts General Studies (AAGS) or University & College Transfer (AAUCT) has declined. Other students of color, including International Students, are more likely to be seeking a general studies or transfer degree or a professional/technical degree or certificate.

The fall-to-fall retention rate for students of color declined from the prior year; however, the percent of students of color receiving awards (degrees and certificates) increased. Students of color were more likely during this past year to obtain a professional/technical certificate than a degree.

As noted in the section regarding employment, the result of specific advertising and hiring practices, the college has seen an increase in the prior in the percent of applicants of color—from 8% to 18%—and an increase in the employment of minority faculty and staff—from 11% to 14%.

The Framework for Diversity Assessment and Planning

As noted in the January 2005 report, the college has adopted the State Board for Community and Technical Colleges-created a *Framework for Diversity Assessment and Planning* “to provide campuses with a tool they can use to assess their efforts in promoting and supporting the academic achievement of students of color.” The Framework includes 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 *Framework* provides the basis for future goals and activities related to the college’s diversity agenda. We continue to flesh out the Framework for our college. Last year, this report addressed the first four sections of the Framework. The current report address each of the first four sections separately, then sections 5 through 7 using data from the Community College Survey of Student Engagement (CCSSE) administered in Spring 2005.

1. Access for Students of Color

Of the students enrolled at SVC for credit, approximately 19% are students of color (Figure 1). This is relatively unchanged from Fall 2004. The largest minority groups are Hispanic (10%) and Asian/Pacific Islanders (5%). In the high schools served by Skagit Valley College, 16% of the seniors 20% of all high school students are students of color. The participation of Hispanic students in Running Start continues to be significantly lower (4%), resulting in an overall lower participation rate for students of color (Figure 2).

This year we have included the “Other/Unknown” category separately in the Students of Color by Campus/Center graphic because this number has grown considerably over the past four years (Figure 3). The largest percentage increase in enrollments of students of color has been at the San Juan Center—from 7% in Fall 2003 to 15.5% in Fall 2005.

The majority of Hispanic students attend SVC to acquire basic skills (62%), while other students of color are most likely attending SVC to obtain a general studies or transfer degree (48%) or a professional/technical degree or certificate (Figure 4).

Figure 1: Ethnicity of SVC Students Enrolled for Credit, Fall 2005

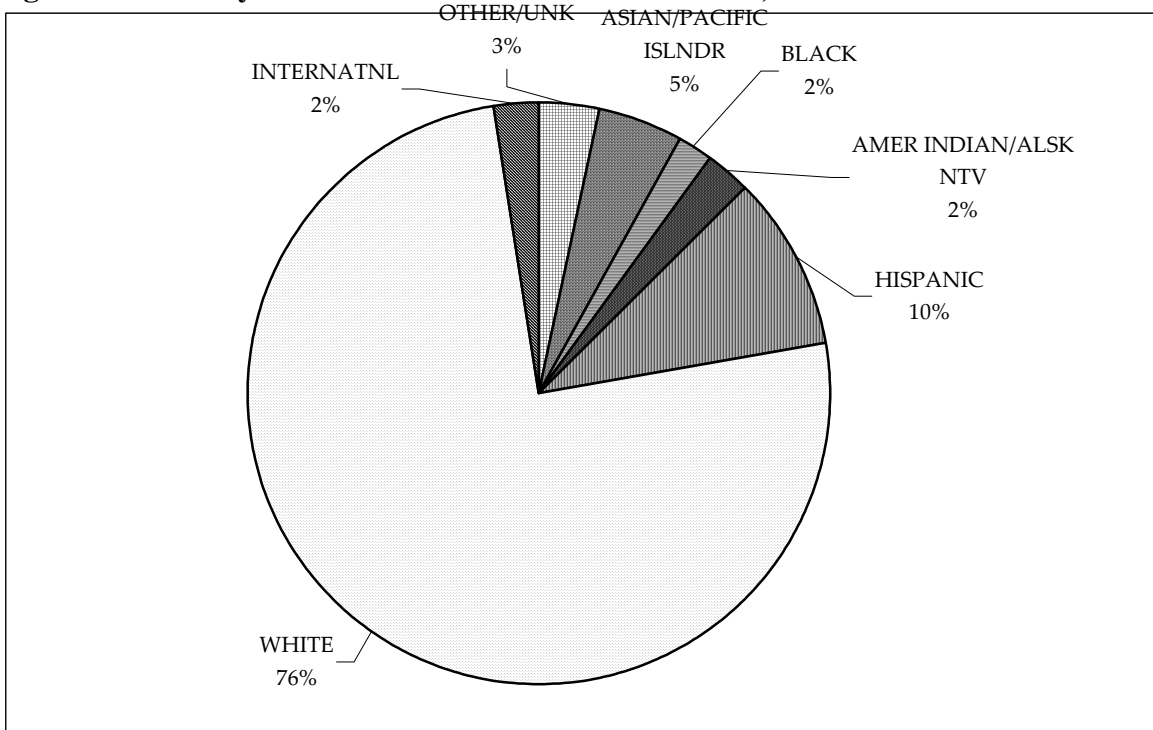


Figure 2: Ethnicity of Running Start Students, Fall 2005

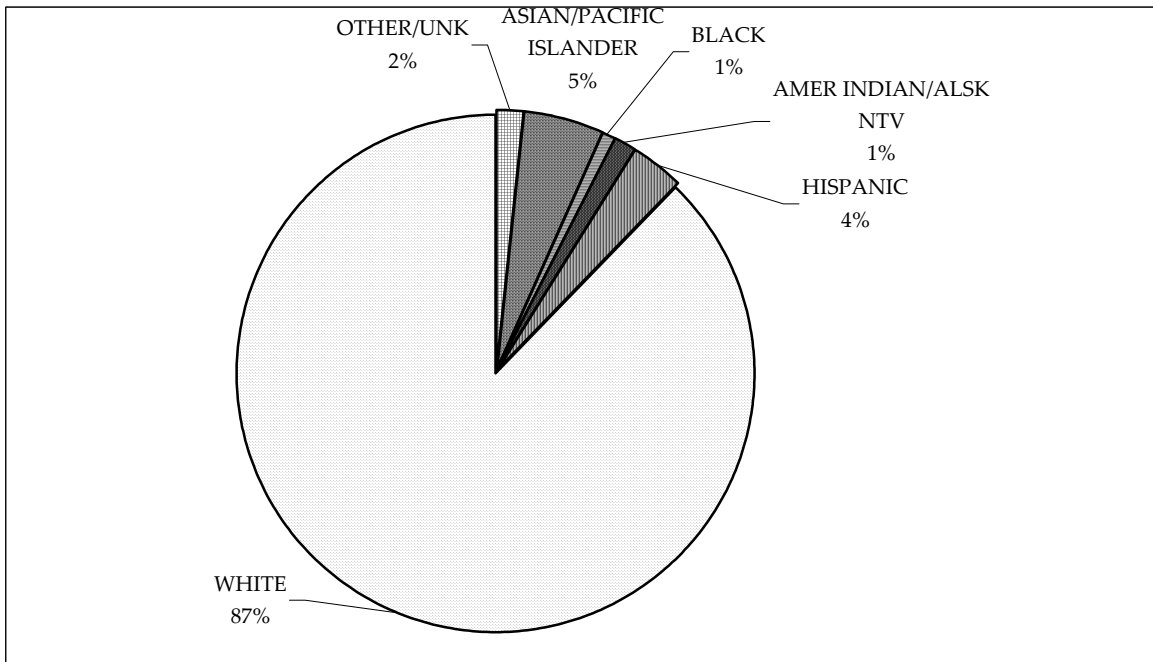
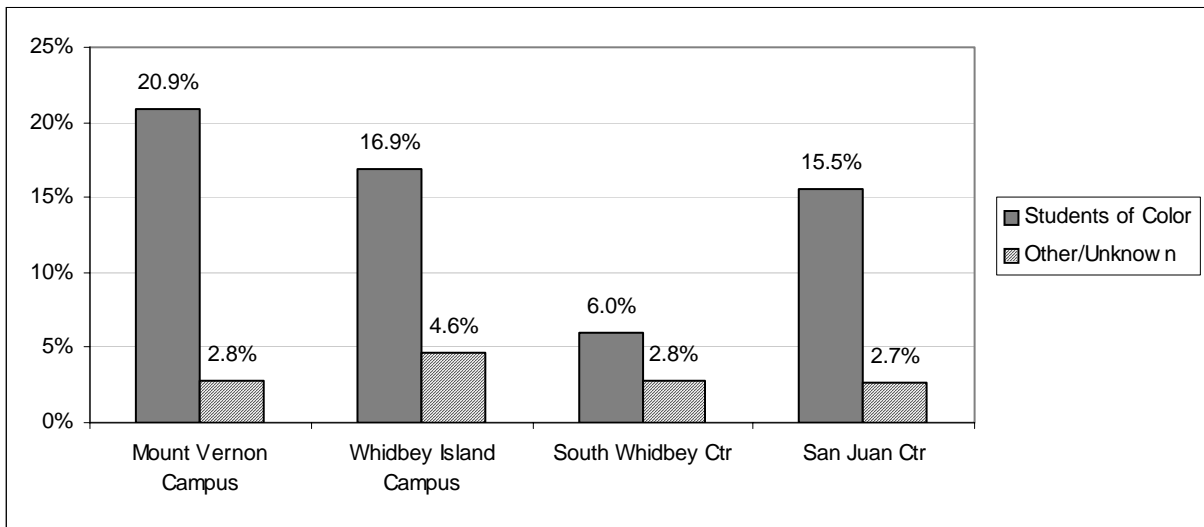
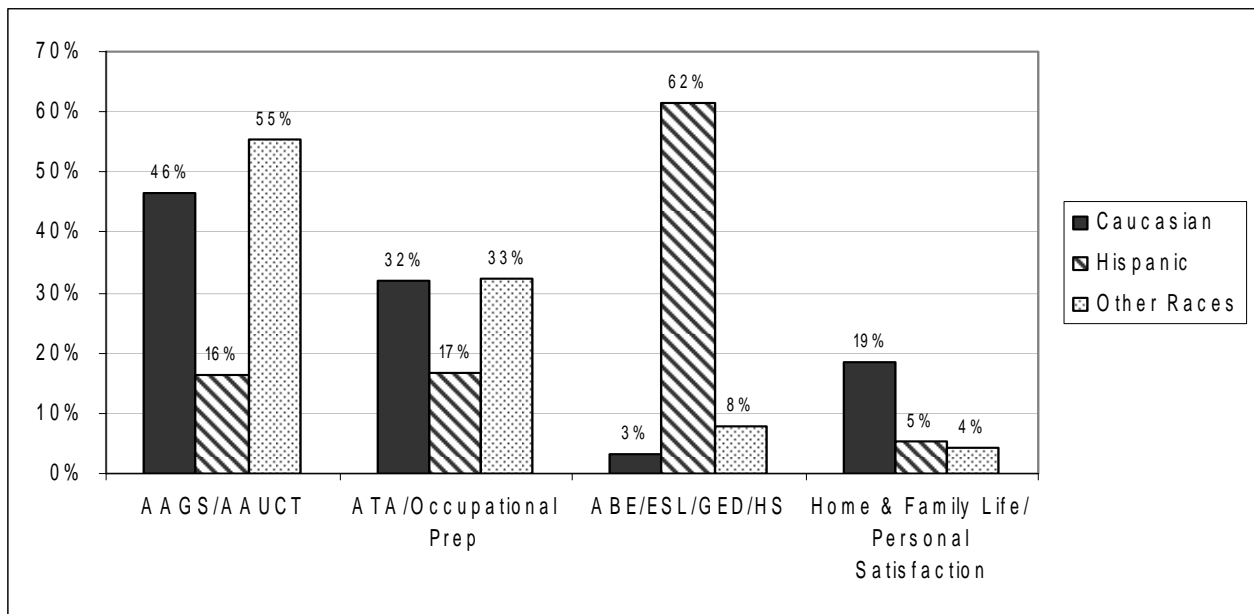


Figure 3: Percent of Students of Color by Campus/Center



Note: All students enrolled for credit in Fall 2005; SOC includes all ethnic codes except 6 and 7; Other/Unknown is ethnic code 0

Figure 4: Educational Intent of Students by Ethnicity

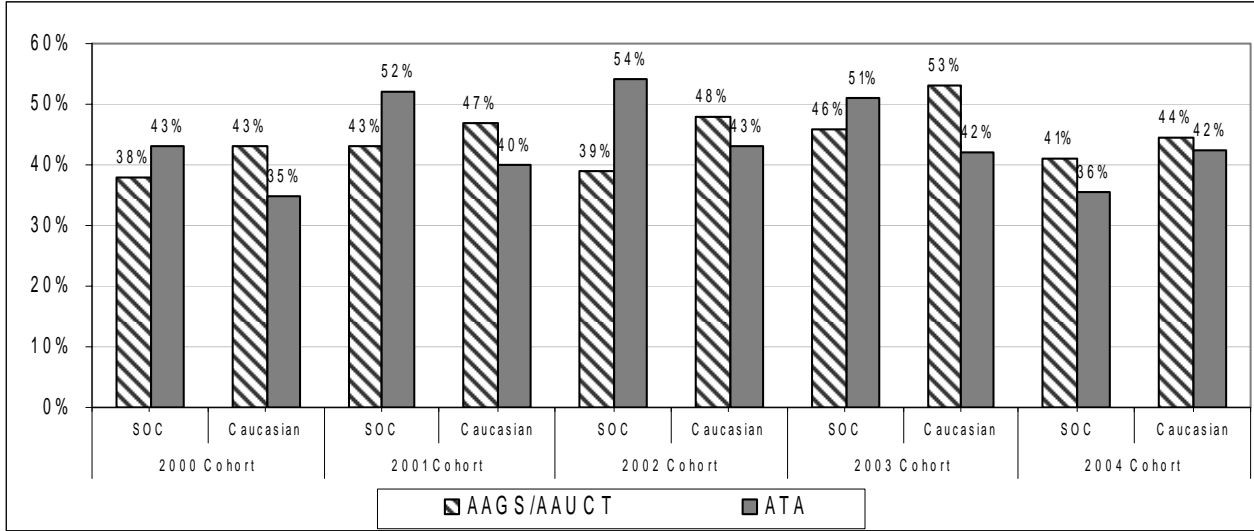


Note: All students enrolled for credit in Fall 2005; "intent" coded as follows: AAGS/AAUCT = A, B; ABE/ESL/GED/HS = C, D, E; ATA/Occupational Prep = F, G, H, J; Home & Family Life/ Personal Satisfaction = K, L. "Other Races" includes international and other/unknown.

2. Progression of Students of Color

Students of color working toward a professional/technical degree have consistently better retention rates than their white counterparts. Conversely, white students who are attending SVC to obtain a general studies or transfer degree continue to enjoy better fall-to-fall retention rates. However, over the past four years, the retention rate of transfer-degree seeking students of color has shown considerable improvement (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

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 improvement over the past several years (Figure 6). Students of color are most likely to receive a degree or certificate in a professional/technical program (Figure 7), consistent with intent and retention data presented in Figure 4 and Figure 5.

Figure 6: Percent of All SVC Students Receiving Associate Degrees or Certificates who are of Color, 1999-2000 to 2004-05

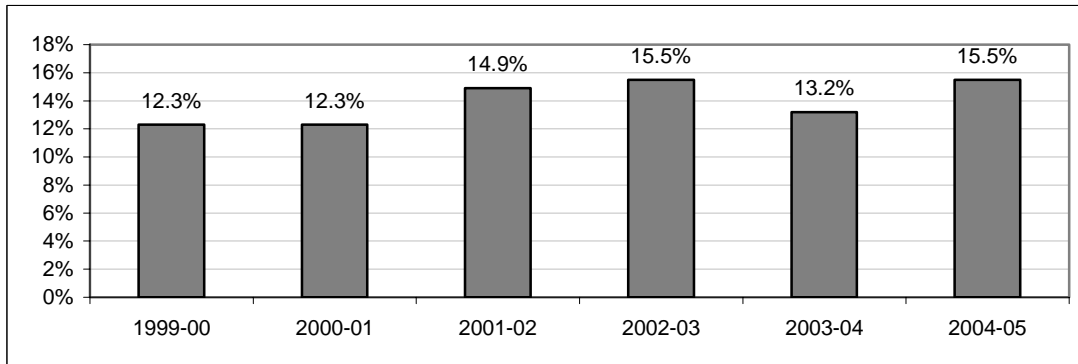
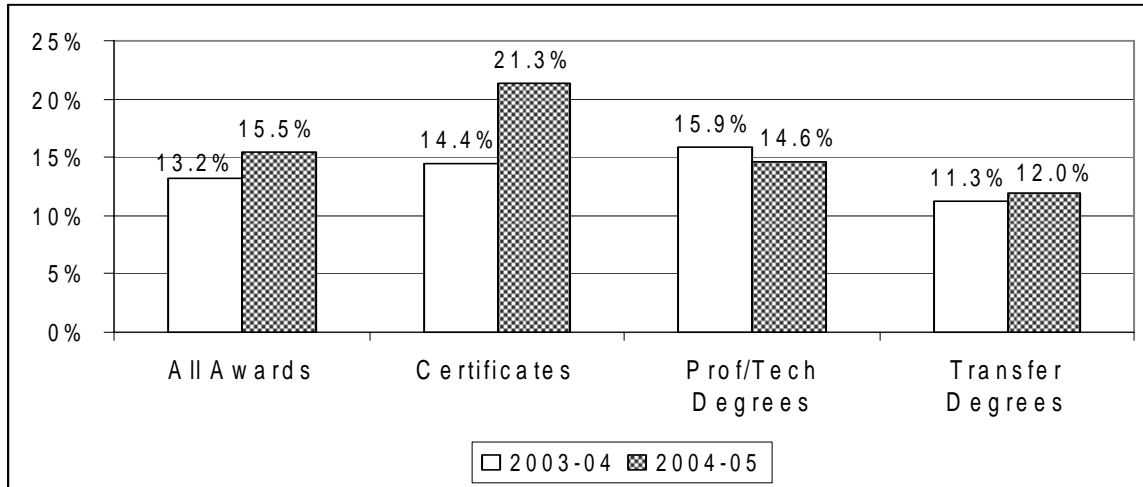


Figure 7: Percent of SVC Students Receiving Each Award Category who are of Color 2003-04 and 2004-05



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. As a result of these efforts, eighteen percent (18%) of employment applicants this past year were persons of color, up from 8%, and minority employment increased from 11% to 14%.

Table 1: Full-Time Employee Gender and Minority Status by Job Category, Fall 2005

Job Group	Total (N)	Ethnicity			Gender	
		Non-Minority (%)	Minority (%)	Unknown (%)	Male (%)	Female (%)
Admin/Exempt	27	93%	4%	3%	48%	52%
Faculty	118	87%	9%	4%	43%	57%
Professional/Non-Faculty	45	91%	5%	4%	31%	69%
Clerical/Secretary	50	75%	24%	1%	4%	96%
Technical/ Paraprofessional	107	76%	21%	3%	13%	87%
Skilled Crafts	29	90%	10%	0%	93%	7%
Total All Job Groups	376	83%	14%	3%	32%	68%
Fall 2004 Totals	358	89%	11%	0%	33%	67%

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

Several sections of the Diversity Framework can be addressed with data from the Community College Survey of Student Engagement (CCSSE) administered in Spring 2005. Note that the data below represents **only** those areas where there were significant differences ($p < .05$) between students who were of color ($N = 122$) and students were not ($N = 455$). The data excludes international students and respondents who did not report race/ethnicity.

Students of color were **more** likely than white students to have prepared two or more drafts of a paper or assignment and to report that they worked harder than they thought they could to meet an instructor's standards or expectations. Students of color were significantly more likely to report that their experience this college has contributed to understanding self, understanding people of other racial and ethnic backgrounds, developing a personal code of values and ethics, and developing clearer career goals.

Students of color also reported significantly more use of academic advising/planning, career counseling, peer or other tutoring, skill labs (writing, math, etc.), and financial aid advising than white students. They were more likely to participate in student organizations and their satisfaction with student organizations was significantly higher.

Students of color were also significantly more likely to indicate that the college helped them cope with their non-academic responsibilities (work, family, etc), provided the support they needed to thrive socially, and provided the financial support they need to afford their education.

Students of color were **less** likely than white students to have discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.).

There were no significant differences between the two groups on their relationships with other students, instructors, and administrators; however, students of color rated their relationships with students and instructors somewhat lower than white students, but higher with regard to administrative staff.

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

January 10, 2006

+	Δ