Institutional Diversity

Board Ends Policy: 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 [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 13, 2004
Executive Summary

Background:

After the Board of Trustees approved Ends Policy E-6, Institutional Diversity, in Fall 2002, the Interim President, building on the work of the Students of Color Task Force, created a Diversity Steering Committee to develop and implement a strategic plan for institutional diversity.

At the January 2003 Board of Trustees meeting, a Monitoring Report relating 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 members with current data and information.

Conclusions:

The majority of Hispanic students are at the college for basic skill acquisition, while other students of color are most likely at the college to obtain an Associate of Arts General Studies (AAGS) or University & College Transfer (AAUCT) degree. Students of color attending the college who participated in the Community College Survey of Student Engagement responded similar to their white counterparts regarding the support provided by the college, their relationships with faculty and staff, and the campus environment. A survey of students who use the services for disabled students also indicated high satisfaction with the service and staff.

Change from Prior Year Monitoring:

The percent of students of color attending the campuses and centers remains unchanged from last year. Over half of the Hispanic students attending SVC are at the college to obtain basic skills, while 18% are at the college to obtain an Associate of Arts General Studies (AAGS) or University & College Transfer (AAUCT). These percentages are consistent with the prior year. The fall-to-fall retention rate for students of color working toward an Associate of Technical Arts degree rose, while the rate for AAGS/AAUCT degree seekers of color declined. The percentage of students of color receiving degrees or certificates remained unchanged from the prior year. The number of faculty of color has also remained relatively constant over the past several years, however several strategies are being implemented to encourage a more diverse pool of applicants.

Implications/Questions:

While degree- and certificate- seeking students of color in the mainstream of college life appear to progress as well as other students and have similar perceptions of the college, the progression of students in English as a Second Language and those enrolled in basic skills courses continues to be an issue for the college.
Goal #1: Provide a strategic plan for institutional diversity that complements the college’s mission, and is compatible with diversity plans required by other State and system entities.

In October 2003, the State Board for Community and Technical Colleges distributed the completed Framework for Diversity Assessment and Planning for Students of Color “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 was reviewed by a number of administrators and the Diversity Steering Committee, and it appears that the framework is consistent the college’s focus areas (Human Resources, Teaching and Learning, Student Success, Institutional Climate, and Community Relationships).

The first phase of implementation is gathering data and information on current campus status. This Board of Trustees Monitoring Report and the previous Monitoring Report on this Ends Policy (E-6) provide a substantial amount of that information, which can be used to continue progress on meeting our diversity goals.

Figure 1. Enrollments of SVC Students of Color by Campus/Center Fall 2003
Figure 2. Educational Intent of Students by Ethnicity, Fall 2003

The college has expanded its ESL offerings into the community with classes at Sakuma Farms and Sedro-Woolley High School. To assist Hispanic ESL students with obtaining job skills, the college, in partnership with Goodwill Industries, now offers computer classes for Hispanic ESL students.

Figure 3. Fall-to-Fall Retention Rates of Degree-Seeking Students by Ethnicity
Goal #2: Encourage diversity in the college’s employment process.

In an effort to move further toward this goal, the Human Resources (HR) Department is reviewing all minimum qualifications to ensure that applicant pools are diverse, and reviewing and updating hiring processes to eliminate disparate treatment. The HR Department has revised the media used for advertising positions to include publications for diverse populations, and staff will be participating in a Diversity Employment Day/Career Fair in Seattle on January 13th. The college is also in the process of updating its Affirmative Action Plan.

Table 1 presents the ethnicity of SVC part- and full-time faculty by year. Please note that this table is based on SBCTC data and includes information collected on a voluntary basis.

Table 1. Full- and Part-Time Faculty by Ethnicity, 1993-2002

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>319</td>
<td>333</td>
<td>315</td>
<td>322</td>
<td>313</td>
<td>310</td>
<td>320</td>
<td>309</td>
<td>295</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>African American</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Totals</td>
<td>335</td>
<td>352</td>
<td>335</td>
<td>345</td>
<td>336</td>
<td>335</td>
<td>339</td>
<td>326</td>
<td>316</td>
</tr>
</tbody>
</table>
**Goal #3: Make explicit, in our curriculum, our institutional values regarding diversity.**

The General Education Task Force, as part of its review of the General Education program at SVC, created a “Community and Cultural Diversity” learning value to directly address the diversity of people and cultures. The current draft definition and student learning outcomes associated with this learning value are provided below:

**Definition:** Recognizing the value of human communities and cultures from multiple perspectives through a critical understanding of their similarities and differences.

**Outcomes:** Students will be able to...
1. understand, appreciate and respect human differences as they relate to issues of race, social class, gender, sexual orientation, disabilities and culture.
2. understand the historically and socially constructed nature and meanings attributed to human differences.
3. demonstrate effective communication across differences in human communities and cultures.
4. adapt to and function effectively in communities and cultures different from one's own.
5. utilize ethical practice in relation to diverse communities and cultures for the promotion of equity and social justice.

Student Learning outcomes related to a diverse and global world are also addressed in the learning values for “Communication” and “Local and Global Awareness and Responsibility.”

**Goal #4: Promote a campus environment that is welcoming and respectful to all people.**

Several activities in Fall 2003 were aimed at this goal. The Diversity Steering Committee sponsored a speaker, panel and entertainment at the college in-service for the purpose of maintaining and increasing awareness of the cultural diversity that exists in our community and the college. The speaker also created an opportunity for learning.

The Diversity Steering Committee and Calling all Colors, the student organization, also hosted a social for faculty and staff of color on the Mount Vernon campus.

Indicators about student perceptions of campus environment were included in the Spring 2003 administration of the Community College Survey of Student Engagement (CCSSE). The college surveyed over 800 students in 60 courses district wide, resulting in 765 usable surveys. Note that ESL courses were not surveyed and the data also excludes International students. The percent of students of color who are attending SVC for reasons other than
ABE or ESL during Spring 2003 was 16.7%. The percent of students of color surveyed were 12.3%, somewhat below the overall percentage. Because the actual number of students in some ethnic categories was too low for analysis, the responses of all 78 students of color (SOC) who completed the CCSSE are combined.

Figure 5: College Provides Support for Student Success

![Graph showing support for student success](image)

**How much does the college provide the support you need to help you succeed at this college?**

- **Very little**: SOC 10, White 15
- **Some**: SOC 40, White 30
- **Quite a bit**: SOC 20, White 20
- **Very much**: SOC 5, White 5

MEANS: SOC 2.75; White 2.92; *Not significant*

Figure 6: Quality of Relationships with Instructors

![Graph showing quality of relationships](image)

**The quality of relationships with instructors**

- **Low**: SOC 2, White 3
- **Moderate**: SOC 3, White 2
- **High**: SOC 3, White 2

MEANS: SOC 5.69; White 5.73; *Not significant*
Figure 7: College is a Comfortable Environment

To what extent is your college a comfortable environment for all students; that is, an environment free of harassment of any kind (racial, sexual, or other harassment)?

![Bar chart showing the comfort levels of different groups.](chart1)

**MEANS:** SOC 1.43; White 1.35; *Not significant*

Figure 8: Feel Safe on Campus

As a student at this college, how safe do you feel on campus?

![Bar chart showing the safety levels of different groups.](chart2)

**MEANS:** SOC 1.37; White 1.31; *Not significant*
**Goal #5: Provide for the special needs of many diverse student groups.**

A mailed survey of students with disabilities who were enrolled in the college in Fall 2002 (~190) was conducted in early Winter 2003. Students were asked to assess Disability Support Services (DSS) regarding the extent to which the department was serving their needs.

Figure 9. Response Distribution: “As a student needing access services, I was able to find out about DSS easily.”

![Chart showing the response distribution for finding out about DSS easily.](chart)

Figure 10: Response Distribution: “I was given information about what accommodations were available to me.”

![Chart showing the response distribution for receiving information about accommodations.](chart)
Figure 11: Response Distribution: “The DSS staff was friendly, courteous, and respectful when working with me.”
**Board Plus/Delta**

“What is good about this report? What would you like to see changed?”

*January 13, 2004*

<table>
<thead>
<tr>
<th>+</th>
<th>∆</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>