



DIVERSITY AND INCLUSION REPORT

Academic Year 2016 - 2017
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Diversity and Inclusion Report

Executive Summary

Wytheville Community College (WCC) has put diversity and inclusion at the forefront of initiatives during this past Academic Year. WCC has an active Diversity and Inclusion Committee that is appointed each academic year to work on diversity initiatives in all aspects of the campus community. The committee meets three times during the Academic Year. A member of the Diversity and Inclusion Committee actively serves on every full-time interview committee to insure that inclusion of all candidates are prevalent in each interview process. Each interview committee strives to put at least one minority faculty/staff on each committee. The Diversity and Inclusion Committee also actively updates the Recruiting and Hiring Guide that is a resource for hiring managers and committees. The Director of Human Resources/Payroll Services served as the Committee Chair for the committee and also as the Teaching Fellows Coordinator. The Diversity Liaison for Wytheville Community College is the Vice President of Finance and Administrative Services.

WCC has appointed a Teaching Fellows Coordinator that actively looks at the database for the Chancellor's Teaching Fellow program. While WCC has not yet hired any adjunct faculty from this pool, it is a part of the regular search for open adjunct faculty positions as the prospective adjunct faculty contacted from this pool so far are not willing to commute to Wytheville. WCC has displayed information about this program on the college website in a much more visible area to draw more candidates to the program.

WCC also posts all positions when possible so as to insure a transparent and fair process in hiring. During the 2016/2017 Academic Year, WCC posted over 50% of all adjunct faculty positions and over 75% of all wage positions. WCC continued to post 100% of all full-time positions. WCC posts all full-time positions in diverse newspapers in the state and posts Administrative and Teaching Faculty positions in *Diverse Issues* and with the *Chronicle of Higher Education*. This process has allowed WCC to solicit and receive applications from qualified candidates from across the United States.

One area that WCC has experienced a significant drop is the number of minority students who apply at WCC and then eventually enroll. The data for the Fall 2016 semester showed that only 43% of minority students who applied at WCC actually enrolled. This is a drop of over 16% from the Fall 2015 semester where 59.10% of minority students enrolled after applying. WCC is actively working and contacting community leaders and public school system leaders to find ways to get interest from the minority community in college attendance. This is an area that

could bring a change to enrollment in the student body where the college, like other sister colleges, is experiencing a significant enrollment drop. WCC will seek to implement programs and activities that will draw minority students to the college.

With the enrollment drop, WCC faces many challenges in offering programs that are of interest to students. Strategic planning will be important in the day-to-day operation of WCC to insure that we are reaching as many students as possible. WCC has established a schedule for development of a new Strategic Plan during the 2017-18 academic year that will incorporate diversity initiatives.

Diversity Report

Part I. Diversity Dashboard

Summary of Changes										
Academic Year	Non-Minority Students	Minority Students	Non-Minority Teaching Faculty	Minority Teaching Faculty	Non-minority Adjunct Faculty	Minority Adjunct Faculty	Non-Minority Administrators	Minority Administrators	Minority Classified Staff	Remarks
2014-15	89%	11%	96%	4%*	100%	0%	90%	10%	0%	
2015-16	89%	11%	98%	2%*	99%	1%	90%	10%	0%	
2016-17	89%	11%	98%	2%*	99%	1%	90%	10%	2%	*Includes contracted new hires

Actionable Highlights from Analysis of the College’s Diversity Dashboard:

Full-Time Teaching Faculty: Full-time faculty does not mirror the minority student population. Recruitment efforts need to be made to hire and retain minority full-time teaching faculty.

Adjunct Faculty: Our adjunct pool is less diverse than our full-time faculty. We need to continue to find areas to recruit diverse candidates.

Administrators/Managers: Administrative faculty are well above the minority service area population and just slightly below the student population.

Classified (optional): Our classified staff are below the service area minority population and below the minority student population.

Actions Taken and Results Achieved this Academic Year (as a result of, or related to actionable highlights):

Full-Time Teaching Faculty: WCC only had two faculty positions to advertise this year. WCC did not receive an application from a minority applicant for either position. WCC needs to continue to look for different areas to recruit and retain minority full-time faculty.

Adjunct Faculty: WCC utilized the Chancellor’s Teaching Fellows program but of the prospective adjunct faculty notified, none were willing to travel to the Wytheville area to teach. WCC may need to look at incentive programs to attract more diverse candidates.

Administrators/Managers: Included all Administrative positions in the *Chronicle of Higher Education* and *Diverse Issues*.

Part II. Recruitment Programs and Activities

Summary:

WCC actively looks for areas to attract diverse qualified candidates. Current teaching faculty and Administrative positions are advertised in *Diverse Issues*. Prior to July 2015, only paper applications were accepted for open positions. There was no tracking tool in place to gather applicant diversity data.

Applicant Flow Summary Chart				
Percentage of Minority Applicants by Employment Category				
	Classified	Adjunct	Teaching Faculty	Administrators/Managers
2014 – 2015	0%	0%	0%	0%
2015 – 2016	14%	22%	5%	20%
2016 – 2017	8%	5%	0%	33%

Actions Taken and Results Achieved this Academic Year:

Full-Time Teaching Faculty: Connected with Virginia Tech’s Dual Career Program & Special Projects for a trailing spouse program. Advertised all full-time teaching faculty positions in *Diverse Issues* and in *The Roanoke Tribune* (a regional minority newspaper).

Adjunct Faculty: Actively checked and used the Chancellor’s Teaching Fellows program as source for adjunct faculty recruitment. To date no adjunct faculty have applied for open positions needed.

Administrators/Managers: Expanded advertising to include *Diverse Issues* and all other options included at no extra charge through *Graystone Advertising*. Advertise all Administrative faculty in *The Roanoke Tribune*. This appears to draw more diverse candidates to open Administrative positions.

Part III. Chancellor’s Teaching Fellows

Summary:

WCC has a Teaching Fellows Coordinator that actively checks and documents any adjunct in the database that is willing to teach at Wytheville.

Academic Year	Total Minority Professional Applicants	Minority Professional Interviews	Minority Professional Applicants Hired	Total Graduate Student Applicants	Graduate Student Interviews	Graduate Student Applicants Hired	Spring 2016 Hires	Fall 2015 Hires	Notes/Success Stories
2014-2015	0	0	0	0	0	0	0	0	
2015-2016	1	0	0	0	0	0	0	0	
2016-2017	2	0	0	0	0	0	0	0	

Top Three Actions Taken and Results Achieved this Academic Year:

1. The Teaching Fellows information has been added to the WCC recruitment website. WCC has not noticed a significant increase in minority applicants after this website update. WCC has adjusted the location of the information on the website to try to gain more minority applicants in the program.
2. The Diversity and Inclusion Webinars are offered to the entire campus to watch and there has been discussion over the topics.
3. The college appointed a Teaching Fellows Coordinator to act as a resource for deans and track the use and success of the program within WCC.

Inclusion Report

Part IV. Great Places to Work Survey Highlights and Analysis:

Summary:

WCC was very successful this year in getting employees involved in the Great Places to Work Survey. Overall we had a 77% response rate and responses were submitted by all groups of employees. After reviewing the data from the Great Colleges to Work for survey, employees rated the three key areas below as effective at Wytheville Community College.

The institution actively contributes to the community.
This institution has clear and effective procedures for dealing with discrimination.
At this institution, people are supportive of their colleagues regardless of their heritage or background.

Further observations or analysis

Based on further analysis of the demographic data, all employee populations are represented in the survey. We continue to engage these groups in order to capture a more accurate picture of our college's environment.

Actions Taken and Results Achieved this Academic Year:

1. **WCC's President, Diversity and Inclusion Liaison, and a teaching faculty member attended the VCCS Diversity and Inclusion Conference.**
2. **The President has implemented an ad-hoc group that represents different areas of the college to suggest ways to offer better communication to all groups of employees. This group has suggested an employee newsletter to keep employees up to date on important initiatives of the college. Another suggestion that has been implemented is a Week at a Glance calendar that lets employees know the events scheduled for the campus.**
3. **During Black History Month, the film "Loving" was offered to students, staff, and the community as part of WCC's Movie Night Series.**
4. **Biographical photos of historically significant African Americans were framed and displayed prominently during Black History Month.**
5. **A group of international students from WCC attended an international student event in Richmond.**
6. **Two Administrators and three Faculty attended the VCCS diversity sponsored event at NRCC in March 2017.**
7. **Members of the Diversity and Inclusion Committee participated in the VCCS diversity and inclusion webinar series.**
8. **WCC was named a 2016 Great College to Work For (Chronicle of Higher Ed).**

Part V. Development and Employment Activities

Activities or Initiatives Undertaken This Academic Year	Results from Actions Taken This Academic Year
<p>A. Several members of the college attended the Diversity and Inclusion Conference.</p>	<p>Attendees updated the campus and the Diversity and Inclusion Committee on topics that were presented at the conference. Several speakers have been identified to submit to the Professional Development Committee for opportunities at the college.</p>
<p>B. Diversity, Inclusion, and Student Success Webinars were sent out to the campus community for viewing.</p>	<p>All campus employees were encouraged to attend. Discussed topics of webinars in the Diversity and Inclusion Committee meeting.</p>
<p>C. A Diversity and Inclusion committee member serves on all hiring committees.</p>	<p>Committee members contribute to selecting the most qualified candidate while ensuring that diverse candidates are considered for positions for which they qualify.</p>

PART VI. Student Data

A diverse and inclusive workforce will directly impact the educational environment our students experience each day. Additionally, more diverse faculty and staff will attract a more diverse student population.

What percentage of WCC minority students successfully complete their programs of study (certificate, graduate, transfer, etc.)? Is this higher/lower than the success rate for all students?

During the 2015-16 academic year, 22.5% of minority students successfully completed their programs of study. This is lower than the success rate for all students, which was 34.2%, a difference of 11.7 percentage points. This is a significant drop from the 2014-2015 academic year when minority students completed 34.4% of their programs of study and the success rate for all students was 39.9%. WCC will need to implement programs to retain students who are not completing their programs of study while researching and identifying factors contributing to the loss from 2014-2015 to 2015-2016.

Is there a significant difference in the number of minority students who apply and enroll? How does this compare to non-minority students?

Yes, there is a moderately significant difference in the number of minority students who apply for admission and enroll at the college. For the Fall 2016 semester, 43.0% of the minority students who applied for admission actually enrolled at the college. For non-minority students, 48.2% of those who applied for admission actually enrolled. Once again as compared to the 2015 Fall Semester, this is a significant difference in both minority and non-minority potential students. For the Fall 2015 semester, 59.1% of minority students who applied for admission actually enrolled. For non-minority students, 86.3% of those who applied went on to enroll in Fall 2015. WCC will need to research why there was this much difference from one Fall semester to another.

Is there a drop in minority student enrollment from Fall to Spring semester?

There was a slight drop in minority student enrollment from Fall 2016 to Spring 2017. Minority student enrollment dropped from 11.1% in Fall 2016 to 10.5% in Spring 2017, a drop of 0.6 percentage points. The minority student enrollment for Fall 2015 was 10.8% and Spring 2016 was 10.6% which was a slightly lower drop of 0.2%. Wytheville Community College needs to continue to increase academic advising to contact students who drop out and find ways to retain all students.

Does WCC solicit feedback from students regarding the college environment (e.g. the Community College Survey of Student Engagement (CCSSE)? Are any questions specific to diversity and inclusion? If so, what are they saying?

Wytheville Community College administered the Community College Survey of Student Engagement (CCSSE) to our students during the Spring 2016 academic semester. Three of the questions we included on this survey were specific to diversity. Responses to these questions indicate that we are quite similar to other colleges of our size in regards to diversity and inclusion.

Questions included on this administration of the CCSSE and mean responses to the questions are as follows:

4s. Had serious conversations with students of a different race or ethnicity other than your own.

Our college – 2.38
Small colleges – 2.39
2016 Cohort – 2.46

4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.

Our college – 2.34
Small colleges – 2.35
2016 Cohort – 2.36

9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

Our college – 2.67
Small colleges – 2.63
2016 Cohort – 2.63

PART VII. Institutional Goals

The Diversity and Inclusion Committee plays an active role in the recruitment efforts of Wytheville Community College. Six goals that the committee will work on in the upcoming academic year are:

1. Enhance diversity in hiring;
2. Add a student to the committee and encourage student participation in diversity initiatives;
3. Establish the campus as a safe zone and provide training to campus personnel to support WCC as a safe space;
4. Continue to provide diversity training for employees (both live and on-line);
5. Expand knowledge base and promote awareness of ongoing diversity initiatives through formal and informal activities; and
6. Continue outreach to under-served and minority populations.