



Wytheville Community College

DIVERSITY AND INCLUSION REPORT

Academic Year 2015 - 2016

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Diversity and Inclusion Report

Executive Summary

Wytheville Community College (WCC) is committed to a diverse and inclusive campus community for not only employees but also for students. While the surrounding service area does not include a large population of different ethnic groups as of the census of 2010, WCC is a diverse community in many other categories of diversity. WCC's Diversity and Inclusion Statement includes the following, *"Wytheville Community College is committed to creating a campus environment that is diverse and inclusive as well as welcoming to and accepting of all people regardless of race, ethnicity, gender, sexual orientation, gender identity, genetics, socio-economic background, nationality, veteran status, disability, age, political affiliation or religious preference. WCC recognizes that the communities that we serve are strengthened by diversity, which encompasses a range of human differences. A culture of inclusion puts diversity into action by leveraging differences to create an environment of involvement, engagement and respect for others"*. While non-minority versus minority population comparisons in this report are measurable, WCC is diverse and inclusive in other areas that are not included in the dashboard data which appears in this report. For example, the service area is very diverse in Socio-Economic backgrounds. While the data could not be obtained at the time of this report for the 2015/2016 Academic Year, WCC data shows that for 2014/2015, 28.5% of students enrolled were first-generation college students. By reaching first-generation college students, WCC is actively changing lives for students and for families in the community.

Wytheville Community College is in agreement that a diverse campus conveys an image to the community of inclusiveness. WCC is diligently working to increase recruitment of minority faculty, adjunct faculty, staff, and students. The college is making a concentrated effort to post all open recruitment positions online and in newspapers and magazines that reach a more diverse audience. In March of 2016, WCC began using the Chancellor's Teaching Fellows database to have access to more minority applicants. The college has successfully, as of report date, identified one adjunct candidate from this pool. WCC recognizes that this number will increase over the coming academic year as the need for adjuncts grow. Since the college accessed this database late into the academic year, there is little data to include, but it is anticipated that future years will include better outcomes. Prior to July of 2015, WCC was not actively tracking minority applicants nor posting adjunct job openings online. From July 2015 forward, there has been active tracking of minority applicants with over 50% of adjunct recruitments and 100% of full-time recruitment openings posted online. For future years, data obtained from the implemented changes will allow for better identification of ways to attract and retain diverse candidates.

Another area that WCC has concentrated efforts in is the Veteran population. Wytheville Community College has completed all required courses and objectives to become a Virginia Values Veterans (V3) certified agency as of April 2016. WCC believes in being inclusive of all and that each

individual can bring something unique to the college that will help students, faculty, and staff through the experience. WCC appreciates the service of returning veterans and is committed to becoming an agency that hires qualified veterans who can enrich the education of students and add diversity to the WCC campus. The college looks forward to reporting veteran hires in the future.

During the current academic year, WCC has endeavored to make staff and faculty more aware of diversity and inclusiveness. In August of 2015, employees participated in Diversity Training provided during the fall In-Service Program. In May of 2016, the Diversity and Inclusion Committee recommended, and the college invited a Diversity speaker on campus, (Dr. Brenda White Wright). Dr. Wright motivated faculty and staff to become more aware of the similarities and differences of each other and encouraged all to take what was learned back to the student body. Dr. Wright shared her experience of marching during the Civil Rights movement with Dr. Martin Luther King, Jr. and had a lot of wisdom to share with the group on being diverse and inclusive. WCC was the host site for a Department of Minority Business Enterprises' (DMBE) state vendor information fair focusing on increasing business with Small, Women and Minority (SWAM) businesses. This event was held for state agencies and small businesses and was attended by minority and non-minority vendors. The fair was so successful that DMBE has requested that WCC remain the host site as an annual event for the Southwest Virginia area. WCC's goal is to allow the community served to have the opportunity to become a state vendor and to recognize that WCC is very willing to do business with minority and non-minority vendors.

While Wytheville Community College has made significant progress in becoming more diverse and inclusive during the past academic year, the college does acknowledge that there is more work to complete in attracting and retaining qualified minority applicants. The college has a very low minority population of adjunct instructors at 1% compared to the minority student body at 11%. WCC will need to continually find ways to attract and retain qualified minority adjunct instructors. The WCC Diversity Plan from 2015 identified two strategies to increase diversity: a) Go out into the community and actively recruit qualified minority candidates through job fairs and other venues; and b) Build relationships with four-year college campuses to recruit minority graduate students. One of the goals for the Diversity and Inclusion Committee for the coming year is to seek out opportunities where minority applicants can be recruited. WCC's full-time teaching minority faculty percentage at 2% is also much lower than the 11% of WCC student body minorities. WCC's continued goal is to have the teaching faculty mirror the student minority population. With some of the teaching faculty nearing retirement, this opens up opportunity for the college to find more unique ways to recruit for open positions to attract and retain minority candidates.

WCC faces a challenge in the coming years with decreased enrollment and budgets. An effort to target minority students will be more important than ever, and WCC will have to continue to commit resources to attracting and retaining a diverse student body and employee base. WCC data shows that over 40% of minority students who apply at WCC never enroll. This compares to about 14% of non-minority students who apply and then never enroll. A targeted effort to identify this minority population and successfully recruit to enrollment will be vital for future growth at WCC. This opens up a door of opportunity for WCC to increase enrollment and diversity on campus.

Report

Part I. Diversity Dashboard

Academic Year Summary of Changes								
	Non-Minority Students	Minority Students	Non-Minority Teaching Faculty	Minority Teaching Faculty	Non-Minority Administrators	Minority Administrators	Non-Minority Adjuncts	Minority Adjuncts
2014-15	89%	11%	96%	4%	90%	10%	100%	0%
2015-16	89%	11%	98%	2%	90%	10%	99%	1%

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

Full-Time Teaching Faculty: Full time faculty, while closer to the percentage for the service area population, does not mirror the student population. Recruitment efforts need to be made to recruit more minority full-time faculty members.

Adjunct Faculty: Our adjunct pool is less diverse than our full-time faculty. Our greatest focus for recruitment efforts should be on Adjunct Faculty where we currently have only 1% minority population represented.

Administrative Faculty (Leaders): Administrative Faculty are well above the service area population and slightly below the student population. Efforts to retain and recruit qualified minority applicants needs to be ongoing.

Classified Staff: While not listed as a category in the Diversity Dashboard data above-WCC has 2% minority employees serving in key Classified Staff support positions at the College.

Actions Taken and Results Achieved this Academic Year:

Full-Time Teaching Faculty: Established a Faculty Mentorship program to help new faculty adjust to Wytheville Community College.

Adjunct Faculty: Utilized Chancellor’s Teaching Fellows program in March of 2016. While no adjuncts have been hired from the pool, the CTF Coordinator is actively searching along with the College Deans for all open adjunct positions.

Administrative Faculty (Leaders): Continue to seek new ways to attract diverse candidates to mirror the student population. WCC is still receiving applications for open positions from diverse candidates.

Part II. Recruitment Programs and Activities

Applicant Flow Summary Chart				
Percentage of Minority Applicants by Employment Category				
	Classified	Adjunct	Teaching Faculty	A&P Faculty
2014 - 2015	0%	0%	0%	0%
2015 - 2016	14%	22%	5%	20%

Summary of the recruitment, networking, or outreach programs that WCC initiated, managed, or participated in during this academic year to increase the diversity of its selection pool.

Actions Taken and Results Achieved this Academic Year:

Prior to July 2015, only paper applications were accepted for open positions. There was no tracking tool used to gather employee diversity information. Because of this, there is no way to compare 14/15 with 15/16. Post July 2015, WCC is actively tracking candidate status.

Full-Time Teaching Faculty: Expanded advertising to include Diverse Issues and all other options through Greystone Advertising. Advertise all Full-time Faculty positions in the Roanoke Tribune, a newspaper that reach a more diverse audience in the state. WCC became V3 Certified to attract qualified veterans.

Adjunct Faculty: In the past adjuncts were hired from word of mouth or from faculty recommendations, currently over half of all adjunct positions are posted on the Virginia Jobs Website to get more diversity in candidates. The college is also actively using the Chancellor’s Teaching Fellows program. WCC became V3 Certified to attract qualified veterans.

Administrative Faculty (Leaders): Expanded advertising to include Diverse Issues and all other options included at no extra charge through Greystone Advertising.

Part III. Chancellor’s Teaching Fellows

Summary:

Prior to the Chancellor’s request to reinvigorate the Teaching Fellows program, Wytheville did not actively use the Minority Professional or Graduate Student teaching fellow applicant pool as part of the recruitment process. Since WCC is new to accessing the database, there is little data to share. Beginning in March of 2016, WCC made an intentional effort to ensure our college deans were informed of fellow applicants. This effort resulted in the outcomes below.

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	

Top Three Actions Taken and Results Achieved this Academic Year:

1. The Teaching Fellows information was added to the WCC recruitment website. WCC has not noticed a significant increase in applicants after it was added with no additional marketing. Therefore, the plan is to market the program in the future and give it a different location on the WCC website.
2. 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.
3. The Vice President of Instruction and Student Development, the Director of Human Resources, and the Dean of Special Projects all attended a Diversity and Inclusion Drive-In Workshop that included information on the Chancellor’s Teaching Fellows Program presented by Dr. Chris Lee and Ms. Katherine Haselhorst. Each participant reported back to the Diversity and Inclusion Committee and the Vice President of Instruction and Student Development reported to the President’s Cabinet and campus Deans.

Inclusion Report

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

Summary:

Overall, for 2015, the college did not have a large representation in the Survey with a 36% response rate. The college did get a late start in the survey and felt that this was one of the reasons that employees did not respond. However, WCC did score well overall within certain categories with a 72% survey average. WCC did not request the additional diversity report for the Year 2015 Survey. The college had no area from the received responses that warranted attention. However three areas were only fair to mediocre that the college will need to focus on in the next academic year.

Wytheville Community College needs to implement more effective communication methods to all employees.
Wytheville Community College needs to find ways to collaborate as a team and eliminate any silos among and between departments.
Wytheville Community College needs to find ways to explain to all employees the reason for decisions so that all decisions will appear fair.

Further observations or analysis (Note the top three)

Based on further analysis of the demographic data, WCC identified one employee population who seems to be underrepresented in the survey. The adjunct response was less than 5 respondents so did not populate on the report. We feel it is necessary to engage adjuncts in order to capture a more accurate picture of our college's environment. The exempt professional classified staff also scored the college really low with 48% on communication. Wytheville Community College leadership needs to insure that accurate communication is getting out to all groups of employees. The Administration group indicated with 42% that there needs to be improvement of relationships and collaboration of faculty, administration, and staff. Intentional efforts need to be made to have different areas and departments to participate in collaborative projects that will build stronger relationships.

Actions Taken and Results Achieved this Academic Year:

1. WCC has made an effort to have managers meet with direct reports so as to provide accurate and up to date communication and build relationships.
2. The response rate for the 2016 Great Colleges to Work For was much better as we started communicating early about the process.
3. For the survey for 2016, communication from the President was received early with specific information on the e-mail to look for and the desire and request for all employees to submit.

Part V. Development and Employment Activities

The top three actions taken at WCC in order to train, promote, and support a diverse workforce.

Activities or Initiatives Undertaken This Academic Year and the Results	Results from Actions Taken This Academic Year
<p>A. Had a speaker on diversity come to Spring In-Service and required all staff to attend one session. Employees also attended a Diversity Training Session during the fall semester In-Service session.</p>	<p>Required all staff to attend to promote awareness. Will have a yearly speaker or activity on diversity. Worked with Professional Development committee to plan events with Diversity as one of the topics.</p>
<p>B. Incorporated Diversity and Inclusion topics into work of standing committees and college initiatives.</p>	<p>Changed the Affirmative Action Committee to the Diversity and Inclusion Committee with the Director of Human Resources as the chair. Appointed an Ad Hoc Committee to research and implement a Faculty Mentorship Program that will help all faculty to become acclimated to WCC. Included a minority employee on every interview and screening panel.</p>
<p>C. Became Certified with the Virginia Values Veterans (V3) program.</p>	<p>The Director of Human Resources completed all courses required to become V3 certified and submitted a veterans hiring plan to show the commitment to hiring veterans and having a diverse workforce. Actively tracking veteran applicants and hires.</p>

PART VI. Student Data

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

For the 14/15 academic year, 34.4% of minority students successfully completed their programs of study at Wytheville Community College. This is somewhat lower than the success rate for all students, which was 39.9%, a difference of 5.5 percentage points. Wytheville Community College needs to continue to add retention programs that are specifically geared toward helping minority students succeed in their field of study. The College Success Coach Grant at WCC actively works with first-time students that include minority students to help the student become successful. The college has committed resources to hiring a Part-Time Recruitment and Retention Specialist to serve the Health and Occupational Division. Data for the 15/16 academic year was not available at the time of this report.

There is a significant difference in the number of minority students versus non-minority students who apply for admission and eventually enroll at WCC. For the Fall 2015 semester, 59.1% of the minority students who applied for admission actually enrolled at the college. For non-minority students, 86.3% of those who applied for admission actually enrolled. Continued effort will need to be in place to work with minority high school students and non-traditional minority students to increase the success rate of potential minority students who apply and then eventually enroll.

In addition, Wytheville Community College currently goes out into the high schools to work with students who have a disability to assist them with the transition from high school to higher education. The college also has the Great Expectations program that specifically works with foster-care students transitioning into college.

There was a slight drop in minority student enrollment from Fall 2015 to Spring 2016. Minority student enrollment dropped from 10.8% in Fall 2015 to 10.6% in Spring 2016, a drop of 0.2 percentage points. While not a huge drop, every student loss affects that student's ability to become successful in life. The 0.2% drop could be the result of several factors including a student finishing a program during the Fall semester. Wytheville Community College needs to continue to increase academic advising to contact students who drop out and find ways to retain the student. Wytheville Community College actively recruits students in programs such as machine shop and welding that are disadvantaged by certain gender-underrepresentation. This effort could also expand career counseling/advising services to explore different programs of study for minority students who are on the verge of dropping out or for programs that are underrepresented with minority students.

Wytheville Community College administered the Community College Survey of Student Engagement (CCSSE) to our students during the Spring 2016 academic semester. We are currently awaiting our results report from CCSSE, which is scheduled to be submitted to the college on July 31, 2016.