

Diversity and Inclusion Goals – Success for All Students

With Discussion Questions with Data

2008 – 2009

Working Draft October 1, 2009

- Ensure that diversity and inclusion are integrated into the learning process and that PVCC realizes the educational benefits when students learn and interact in a diverse environment. According to Harper (2008) it has been shown that student interaction with diverse peers has a strong effect on cognitive outcomes including critical thinking and reasoning, perspective taking, and openness to cognitive dissimilarity and challenge.
 - What do we know about the learning outcomes assessment in general education courses with a diversity component?
 - What do we know about student expectations of interacting within a diverse learning environment?
- Increase faculty and staff's level of inter cultural competence.
 - What new learning do we need to gain in order to be effective working with all students? What is the current level of college inter cultural competence?
 - What student trends, values, traits are we currently unaware of?
- Increase students' levels of inter cultural competence.
 - What are our current baselines in terms of number of programs, number of students, and effectiveness of programs as determined by assessing learning outcomes?
 - How can student affairs and learning support staff partner with faculty to achieve this goal?
 - How is diversity assessed in the general education curriculum?
 - How have we used the CCSSE data to improve in this area?
- Increase the number of opportunities for students to interact with peers of diverse backgrounds.
 - Do we leave this to chance or do we create situations for this type of interaction to occur?
 - Do we reach out to underrepresented students not participating in co-curricular programs?
- Ensure that student success is equally distributed across all socioeconomic, ethnic, age, and gender groups.
 - Do we know the current student success rates of our students by cohort groups?
 - Do we know levels of participation in our support areas/programs and are the levels representative of the student population?
 - If success is not equally distributed across all student groups, what might be some of the causes?

- What are strategies to improve student success?

○ **Sample Data: Student Success – Passing %**

Passing	Sp07	Fa07	Sp08	Fa08	Sp09
Am. Indian	67%	63%	63%	66%	57%
Asian	77%	74%	73%	80%	76%
Black	58%	62%	63%	63%	55%
Hispanic	66%	71%	69%	71%	69%
Other	72%	70%	68%	75%	73%
Unknown	77%	73%	75%	75%	74%
White	74%	72%	73%	74%	75%
Total	73%	71%	72%	74%	73%

Retention (45 th Day)	Fa06-Sp07	Fa07-Sp08	Fa08-Sp09
Am. Indian	63%	59%	59%
Asian	60%	62%	56%
Black	61%	58%	55%
Hispanic	61%	55%	59%
Other	62%	63%	65%
Unknown	55%	54%	65%
White	58%	59%	61%
Total	58%	58%	61%

Dual Enrollment students not included

- Ensure that historically under represented students enroll at critical mass levels that meet or exceed the service area population.

- Why is this important?

- Service Area Ethnic Data (Spring 2009 – 45th Day):

Ethn.	Service Area	PVCC
AI	1.4%	1.4%
Asian	2.6%	3.6%
Black	2.6%	2.6%
Other	10.4%	11.3%
Hispanic	17.6%	10.2%
White	65.0%	70.9%

- Provide educational experiences and programming that lead to positive social change in the context of improving community life in the context of diversity (reducing the ism's of the world).
 - To what extent do our programming efforts address the greater social issues of justice?
 - Do our students engage in programming that leads to social justice?
 - Do class projects and assignments connect with social justice issues?
- Ensure that the College staff is representative of the Phoenix metropolitan area at levels that meet or exceed the service area population.
 - Why is this important?

○ **Sample Employee Data (September 1, 2009 for Board Approved, Ad. 08-09):**

Employee Gender	Male	Female
Adj Faculty	45%	55%
Res Faculty	48%	52%
Mgmt., Adm., Exec.	49%	51%
Prof Staff	24%	76%
Maint & Op	86%	14%
Crafts/Safety	100%	0%
Specially Funded	33%	67%
Short Term Fac	100%	0%
Short Term Non-Fac	20%	80%

Employee Race	White	Black	Hispanic	Asian/PI	Am. Indian
Adj Faculty	80%	2%	6%	3%	1%
Res Faculty	78%	2%	14%	4%	2%
Mgmt., Adm., Exec.	76%	7%	16%	2%	0%
Prof Staff	76%	6%	14%	1%	3%
Maint & Op	43%	0%	57%	0%	0%
Crafts/Safety	100%	0%	0%	0%	0%
Specially Funded	83%	17%	0%	0%	0%
Short Term Fac	100%	0%	0%	0%	0%
Short Term Non-Fac	100%	0%	0%	0%	0%