Research Report
No. 09-2

Washington State Board for Community and Technical Colleges

ACCESS AND SUCCESS FOR PEOPLE OF COLOR IN WASHINGTON COMMUNITY AND TECHNICAL COLLEGES: PROGRESS REPORT

Revised June 2009

Background

Washington State continues to grow more racially and ethnically diverse. The state's population of color (non-white and Hispanic) increased from 13 percent in the 1990 census to an estimated 24.4 percent in April 2008, according to the Office of Financial Management (OFM). As a result the labor force growth rates for people of color are projected to be considerably higher than for whites. According to OFM's 2008 long-term labor forecast, in 1990 people of color made up 8.5 percent of the labor force. By 2000 that increased to 12.2 percent. The population shifts projected from 2007-2030 are significant. The non-white labor force is expected to grow at a 2.3 percent annual rate, compared to a 0.7 percent annual rate for the white labor force. Non-white workers will account for over one-third (36 percent) of the state's labor force growth, and the non-white labor force share is expected to reach 18.9 percent by 2030. These changes are transforming Washington's workforce.

The trend toward increased diversity poses critical issues in the effort needed to raise workers' skills levels. The average education level of African American workers of every age cohort is far below their white counterparts. The gap has been narrowing, but at a slow pace. The gap for Hispanic workers is even greater. In 2007, only 59 percent of the Washington Hispanic population 25 years or older had completed high school or equivalency, compared to 90 percent for the non-Hispanic white persons in the same age group. The story is similar for Native Americans and there exists a substantial portion of Asian Americans as well compared to whites, although this population also has a high proportion of adults with an Associate degree or higher. Furthermore, according to the U.S. Census, the number of non-English speaking (speaks English "less than very well") adults ages 18-64 increased about 261,000 between 2000 and 2007–to over 360,000 adults 18 and over.

SBCTC
WASHINGTON STATE BOARD FOR COMMUNITY & TECHNICAL COLLEGES

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As future economic growth relies more and more on productivity improvement, raising the education levels of these fast-growing racial and ethnic minorities becomes a major policy concern. It underscores the need to successfully address the attainment gap that persists for students of color compared to their white counterparts.

In September 2006, the State Board approved a new System Direction to guide the two-year-college system for the next ten years. One of three primary goals for the system is to increase educational attainment for the economic development of the state and the economic well-being of Washingtonians.

The System Direction notes that much of the growth in the state's population will be concentrated in people of color over the next 15 years. This growth represents strength in the global economy and potentially brings a richness of talents, creativity, values and languages to the state's workforce. As the community and technical colleges are keys to higher education access for people of color for English proficiency, job skills, certificates, apprenticeships, and associate and bachelor's degrees, they are well positioned to help the state maximize these benefits. To view the System Direction go to: http://www.sbctc.ctc.edu/general/a_vision.aspx.

Since 2000, State Board staff has provided periodic reports on access and success indicators for students of color, and staff and faculty diversity. The following points are findings in this latest report:

Access Findings:

- Colleges have achieved a measure of success in access for people of color. Overall, via the three missions for basic skills, transfer and workforce education, they are providing equitable access to students of color at access rates that exceed their percentages in the state population.

- Enrollment in college-level coursework is also above parity for all groups except Hispanics. Hispanics still enroll in college-level coursework at rates substantially below their share of state population, but college-level access is growing faster than their population changes are occurring.

Progress and Success Findings:

- Progress and success indicators show gains are being made, but large gaps remain. There is good news that students of color showed achievement gains in every point category. This may be evidence of practices that are working. Students of color accounted for nearly all (80 percent) of the point growth in Student Achievement from 2006-07 (baseline year) to 2007-08 (learning year). Still relatively large portions of all of the students who colleges provide access to do not earn college level points or go onto the "tipping point" in a given year.

- Longer-term, college completions (degrees and certificates) and transfer are improving for all students. However, sixth-year success rates in cohorts for students of color (apart from Asians) still substantially lag white students.

- Achievement and completions are built with stronger retention and intermediate progress. One intermediate measure, the substantial progress indicator, shows that apart from Asians, other students of color with college goals are less likely to be retained. Additional analysis in the report shows that students of color who were not successful longer term were extremely likely to leave college very early–after the first quarter.

- There is an equally large group of students that persisted in college for a period from three to six years, but did not complete. These students are fertile ground for further examination using Student Achievement to identify practices that can help them to achieve their goals.

- Adult Basic Education, which includes basic skills/GED preparation and English as a Second Language (ESL) instruction, are major entryways for a large number of students of color.

- Less than half of basic skills students are making substantial gains. Despite the promise shown by I-BEST, too few students have access to this type of programming. Those without access too frequently exit after adult basic education and do not transition into college-level work.

- Over half (53 percent) of young high school graduates enrolled in at least one pre-college English or math class in their first year of college. African Americans, Hispanics and Native Americans are enrolling in pre-college classes at higher rates than white students. More needs to be done for improving the college readiness of younger students of color.

Table 1 presents the definition and summary of findings for the key indicators in each of these areas.

Table I
Summary of Goals and Indicators

Area	Indicator	Status
Enrollment Diversity	A. Ratio of percentage of students of color to percentage of population of color (all ages).	Overall access rates are high for all.
	B. Ratio of percent of college-level students of color to percent of people of color.	Apart from Hispanics, students of color enrollments in college-level courses are on a par with, or higher than their share of state population. College-level rates lag share of state population for Hispanic students but are growing faster than their state population growth.

Area	Indicator	Status
	C. Ratio of percent of college-level students of color to percent of people of color by career field.	African American students are on par with or higher than their share in the state population for most career fields. The proportion of Hispanic students in most career fields lags their share in the state population. Native American students lag in health-related fields. Hispanic students are represented in higher proportions in lower-wage fields, and Asian students are represented in higher proportions in fields containing higher-wage jobs.
Student Progress and Success	A. Adult Basic Education rate for students of color	More also needs to be done to increase the number of students who improve their basic skills. Apart from Asians, less than half of all other students make gains. Just over half of Asian students make gains. The percent of students that make gains is lowest for Native American.
	B. Adult Basic Education Transition Rate	Transition rates from adult basic education to college level are improving in large part due to I-BEST. However, the transition rates need to improve much more, in particular for Hispanics and Asians–two groups that often need instruction in English as a second language (ESL).
	C. Developmental Education rates for students of color straight from high school.	Rates are higher for African American, Hispanic and Native American students than for white or Asian students. More needs to be done for preparing younger students of color.
	D. College-level substantial progress rates for students of color at parity with average	With the exception of Asian students, other students of color with degree plans were less likely to make substantial progress toward their goal than were white students.

	E. Increased Student Achievement	This is an annual measure that spans all students regardless of their program. Achievement points for all students increased from the 2006-07 baseline year to one year later (Learning Year). Students of color contributed substantially to the one-year point growth. Apart from Native Americans, points per student were as high or higher for students of color than white students. Native Americans substantially lag the other groups in increasing their aggregate achievement. Still the number of students reaching completion, or even earning college-level points, while growing, remains only a small portion of all students enrolled.
	F. Students' with College Goals– Status Sixth Year After Starting	This longer-term view shows that successful outcomes are increasing for cohorts who begin with college-level goals. However, apart from Asian students substantially more needs to be done to close the gap between students of color and white students for completion (earning a certificate or degree). Additional differences exist for how students transfer. African American and Native American students are less likely to transfer with an Associate degree than other students. As found in the substantial progress measure, African American, Native American and Hispanic students who don't stay are more likely than other groups to leave after their first quarter.
Employment Diversity	G. Percent of staff of color compared to state population of color.	Staff is becoming more diverse, but still far less diverse than students, and with the exception of classified staff, also less diverse than state population. Diversity for administrators and full-time faculty is increasing, but at a slower rate than for student and population growth.

PART 1: ENROLLMENT DIVERSITY

Indicator A: Access Ratio–All Students. The access ratio is the percent of all state supported students to percent of the population by race and ethnic group.

Indicator B: Access Ratio–College Level. The college level access ratio is the percent of all state supported workforce training and transfer-oriented students enrolled in college-level classes to percent of the population by race and ethnic group.

Indicator C: Students Entering Direct for High School Prepared for College. This indicator measures the percent of very recent high school graduates who enroll in a pre-college English, writing or math course during their first year in order to become college ready.

Enrollments, All Students: Community and technical colleges are the major gateway to post secondary education for students of color in Washington State. The numbers have increased every year. Table II shows detail for how students reported their race and ethnic background including the increasing number reporting two race and ethnic categories.

Table II
Students by Race and Ethnic Background
State Supported

	2003	2004	2005	2006	2007	% Change from 2006
African American	8,791	8,266	8,671	8,831	9,158	3.7%
African American \ White	65	270	412	575	660	14.8%
African American \ Native American	12	66	116	180	190	5.6%
Asian - Pacific Islander	16,592	15,399	15,791	16,552	16,511	-0.2%
Asian - Pacific Islander \ White	58	555	936	1,247	1,389	11.4%
Asian - Pacific Islander \ Native American	7	42	67	79	91	15.2%
Asian - Pacific Islander \ African American	18	93	117	151	199	31.8%
Hispanic	18,186	17,477	18,791	20,439	21,416	4.8%
Native American	3,030	2,831	2,754	2,724	2,764	1.5%
Native American \ White	73	500	867	1,116	1,297	16.2%
Other Race	3,386	3,032	2,871	3,073	3,534	15.0%
White	123,944	116,693	115,048	113,792	113,379	-0.4%
Total Reporting Race	174,162	165,224	166,441	168,759	170,588	1.1%
Not Reporting Race or International Student	16051	16402	18204	18,297	20,012	9.4%
Students of color	50,218	48,531	51,393	54,967	57,209	4.1%
% Student of Color	28.8%	29.4%	30.9%	32.6%	33.5%	
% State Population of Color	22.6%	23.2%	23.8%	24.1%	24.4%	

Access Ratio for All Students: In fall 2007, one third (33.5 percent) of students who enrolled in community and technical colleges were of color compared to the 2008 state population estimate of under one quarter (23.8 percent).

Table III shows the percentage of students compared to the percentage of the state population expressed as a ratio. Each student and individual in the population is counted in each race and ethnic category they reported and thus may be counted more than once. If the percentages of students and population were equal, the ratio would be at parity (1.0). Every group is at or higher than parity to the state population.

Table III
Access Ratio, All State Supported Students
Fall Quarter 2007

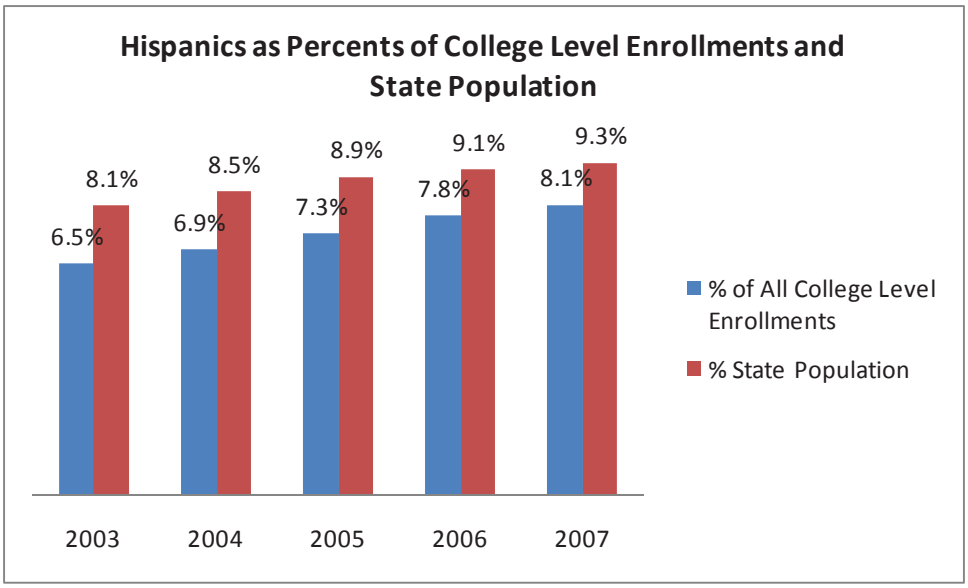
	% of Total Students	% of Total Population (2008 OFM Estimate)	Access Ratio (1.00 is Parity)
African American	6.0%	4.0%	1.5
Asian/Pacific islander	10.7%	7.9%	1.4
Hispanic	12.6%	9.3%	1.4
Native American	2.5%	2.4%	1.0
Other	2.1%	0.9%	2.3

Enrollments, College Level: Table IV shows access ratios within college level programs only. African American, Asian/Pacific Islander, Native American and Other are all enrolled in college level programs at ratios higher than parity. Hispanics are enrolled at less than parity.

Table IV
Ratio of Percent College-Level Students of Color to Percent State population (Access Ratio)
Fall 2008

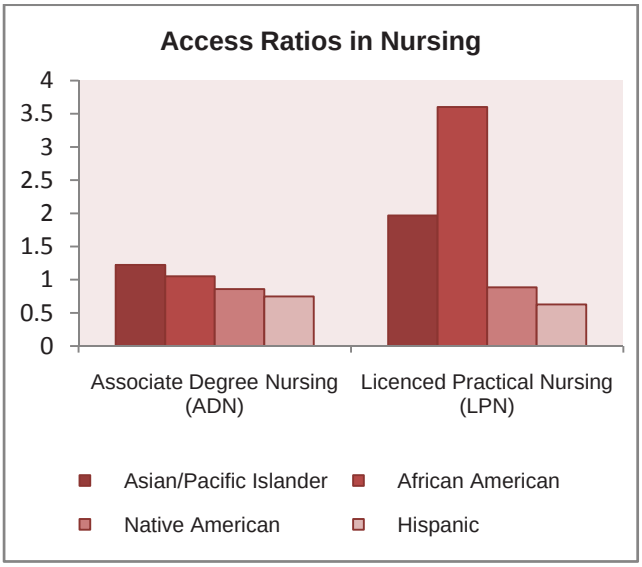
	----------College-Level----------					
	Workforce	Transfer	All	% of College Level	Washington Population 2008	Access Ratio (1.00 is parity)
African American	3,958	3,579	7,537	5.6%	4.0%	1.40
Asian/Pacific islander	5,920	6,923	12,843	9.5%	7.9%	1.20
Hispanic	5,494	5,462	10,956	8.1%	9.3%	0.87
Native American	1,782	1,627	3,409	2.5%	2.4%	1.05
Other	1,015	1,243	2,258	1.7%	0.9%	1.86

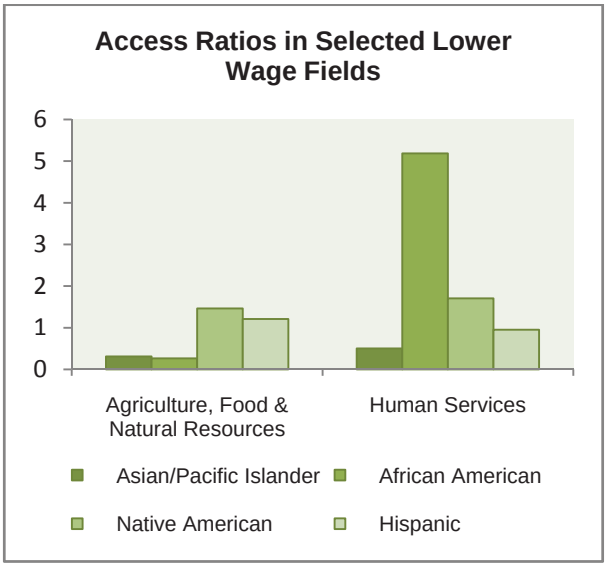
Hispanic Students Making Progress in Reducing Parity Gap for College Level Enrollments, However Substantial Work Remains: The college-level enrollment rate for Hispanics, while below parity, has been increasing faster than the rate of growth in state population. The graph shows Hispanics as a percentage of all college level students and as a percentage of the state population for the last five years. From fall 2003 to fall 2007, Hispanics increased nearly twice (1.7) times as fast in the college level student body as they did in the state population. Their access ratio increased from .8 to .87. Still, substantial efforts are needed to bring the college level participation equal to parity.

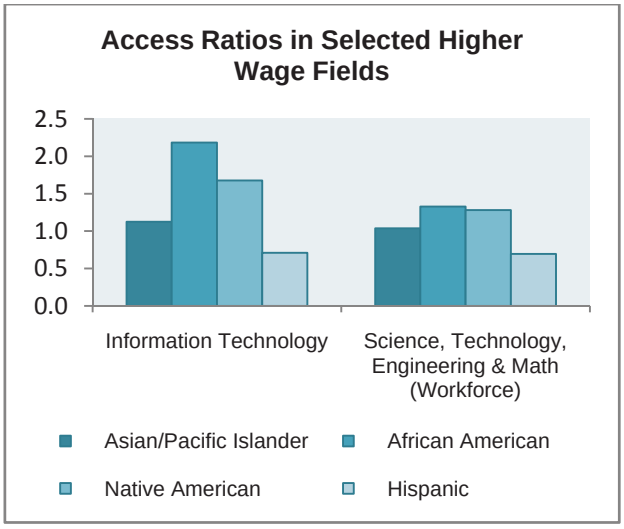


Access Ratio and Enrollments by Career Cluster: The tables in Appendix I at the end of the report provide 5 years of fall enrollments of workforce students by career field and broken out by race and ethnic code. In most of the career fields, African American students are on par with or are higher than their share in the state population. Hispanic students lag their share in the state population in most fields. Native American students lag in nursing and health technician fields. Hispanic students, in particular, are represented in higher proportions in fields that include more lower-wage jobs, such as agriculture, education, and human services. By contrast, Asian students seem to be represented in higher proportion in those fields that include higher-wage jobs.

The career fields used in the Appendix tables align with The States' Career Clusters Initiative (SCCI), an initiative established under the National Career Technical Education Foundation (NCTEF) to provide Career Clusters as a tool for describing the transition from education to career. A description of SCCI's 16 career clusters can be accessed online at http://www.careerclusters.org/resources/misc/16clusters.pdf. For the purposes of this study, all 16 clusters are represented; however, the health-related field is further broken into RN, LPN, Health Tech (including higher wage fields of medical technicians) and Health Services (including massage therapy, speech therapy, etc), to reflect the importance of health fields in Washington state.







Part II: STUDENT PROGRESS AND SUCCESS

Indicator A: Adult basic education rate. The adult basic education rate is calculated by dividing the total number of adult basic education students with gains of at least one competency level in one subject area by the total number of reportable students taking adult basic education courses.

Indicator B: Students Entering Direct for High School Prepared for College. This indicator measures the percent of very recent high school graduates who enroll in a pre-college English, writing or math course during their first year in order to become college ready.
courses.

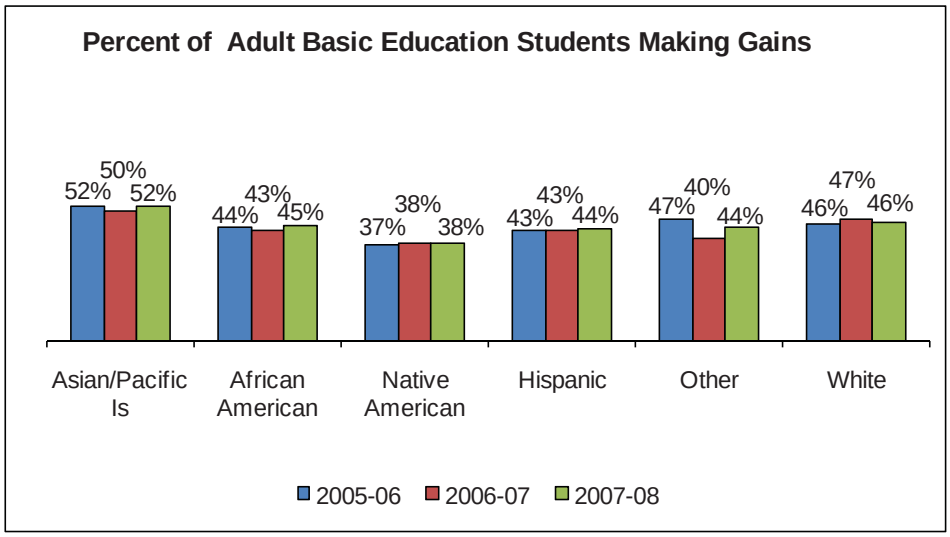
Indicator C: Adult basic education transition rate. The adult basic education transition rate is calculated by dividing the total number of adult basic education students who enroll in college workforce or academic instruction during the year by the total number of adult basic education students enrolled that year.

Indicator D: Student Progress Rate. Substantial progress and early leaving rates for students of color compared to the average rate. The substantial progress rate is calculated by dividing the number of degree-seeking students who enrolled four or more quarters by the number who started two years earlier with the declared interest of completing a degree. The early leaving rate represents the number of students with degree intentions who enrolled for only one quarter and did not return to college any time during the following two years.

Indicator E: Student Achievement. This measures the attainment of milestones that align with further college success. In this report, 2006-07(Baseline Year) is compared to 2007-08 (Learning Year).

Indicator F: Six Year Student Status. This measures the status of students with a college level goal for the completion (degree or certificate), transfer, or continuing enrollment with at least 45 credits in the sixth year after they started.

Adult Basic Education Rate: The adult basic education rate shows the percentage of all students enrolled in adult basic education (ABE), GED or English as a Second Language (ESL) instruction who make substantive skills gain during the year. Native American students have substantially lower rate gains than all other students. African American, Hispanic and Other races have lower rates of gain similar to whites, but are lower than Asian/Pacific Islander students.

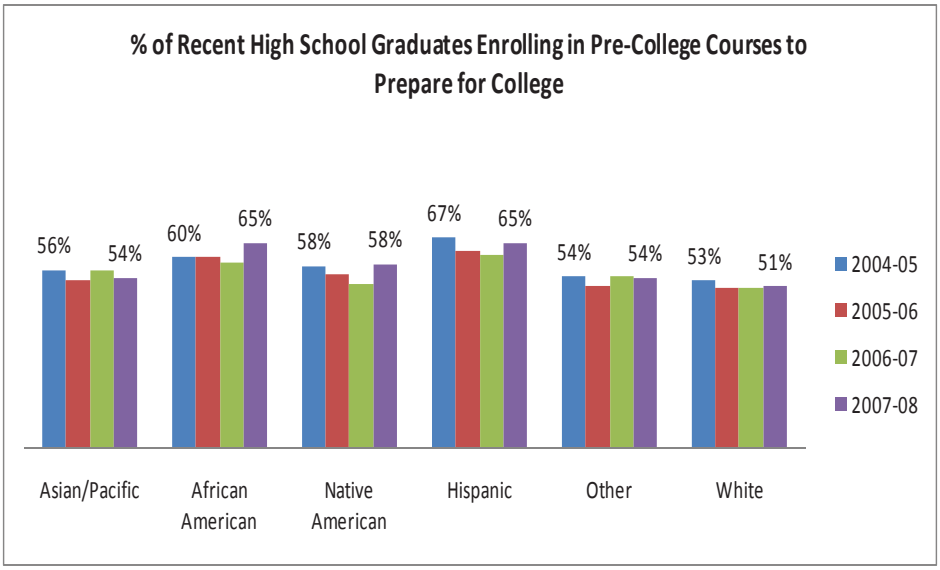


Transition Rates from Adult Basic Education to Further Education and Training: The transition rate is the percent of adult basic education students who move beyond ABE/GED and ESL to further academic or workforce preparation–in the same year. This rate accounts for the majority of students who transition from adult basic education. It had remained relatively constant, but is now increasing with I-BEST, an instructional model that puts together basic skills and college level work. Hispanics and Asian Pacific Islanders who typically must first improve their English language skills have lower rates than white, African American and Native American students who typically transition from ABE/GED. Table V shows the percent of adult basic education students who transition from I-BEST and the percent who enroll in college classes without I-BEST. While access to college level courses is greater for students who do not take I-BEST, SBCTC research has shown that I-BEST students have higher rates of adult basic education improvement and are more likely to reach achievement thresholds that correlate with further college success when they are compared to the students who transition without I-BEST (http://www.sbctc.ctc.edu/college/education/resh_rpt_08_1_student_achieve_basic_skills.pdf).

Table V
Percent of Adult Basic Education Students Who Transition to College Level Courses via I-BEST or Other Means In the Same Year

		Asian/ Pacific Islander	African American	Native American	Hispanic	Other	White
2005-06	I-BEST	0.3%	0.8%	0.5%	0.1%	0.3%	0.4%
	Other	7.0%	8.2%	8.5%	3.7%	4.5%	11.8%
	Total	7.3%	9.0%	9.1%	3.8%	4.7%	12.2%
2006-07	I-BEST	1.7%	3.4%	2.7%	1.0%	1.3%	3.2%
	Other	5.9%	6.1%	7.5%	2.8%	3.5%	9.9%
	Total	7.6%	9.5%	10.2%	3.8%	4.7%	13.1%
2007-08	I-BEST	2.7%	4.0%	4.2%	1.8%	1.9%	5.0%
	Other	5.3%	7.2%	7.5%	3.1%	3.5%	9.8%
	Total	8.0%	11.2%	11.7%	4.9%	5.4%	14.8%

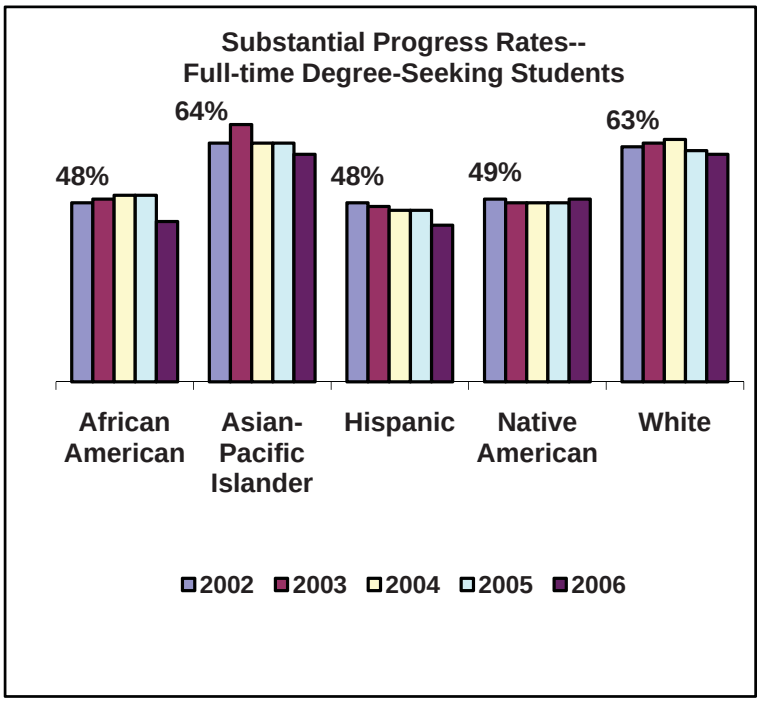
College Readiness for Students of Color Entering Directly from High School: New students are regarded as "college ready" if they have completed intermediate algebra in high school and can demonstrate readiness on college English and math placement exams. Typically, the requirements for college readiness exceed high school graduation requirements. Pre-college courses are a prerequisite to college-level courses and do not count toward degree requirements.



Fifty-three percent of high school graduates enrolled at least one pre-college class in math, reading or writing in 2007-08. Rates are highest for African American, Hispanic and Native American students. A report on pre-college-readiness can be viewed at: http://www.sbctc.ctc.edu/college/education/resh_rpt_07_2_systemsummary_precollege.doc).

Substantial Progress Rate: To account for stop-out patterns and the diversity of student objectives, SBCTC measures degree-seeking student progress by the number of quarters enrolled over a two year period. There are three categories of progress:

- Substantial Progress: Students with degree plans graduating or attending four or more quarters over the two year period.
- Some Progress: Students with degree plans attending two or three quarters over the two year period.
- Early Leavers: Students with degree plans attending only the first quarter and not returning within two years time.



With the exception of Asian/Pacific Islanders, students of color with degree plans were less likely to make substantial progress and more likely to be early leavers than were white students.

Increased Student Achievement: In 2006-07, the State Board started a new initiative to measure student achievement for adult basic education and pre-college gains, first year college credit thresholds (1st 15 and 1st 30 college credits earned), completion of college math, and attainment at the "tipping point" and beyond. The points measure all students regardless of their stated goals and provide an aggregate count of the total achievement gains made during the year. Point gains are indicators of progress being made in getting students college ready and eventually increasing the number of students who reach the "tipping point" or beyond. They provide a way for colleges to measure the progress of students that can be meaningful in program design and in student advising. A full description of the initiative is available at: http://www.sbctc.ctc.edu/college/e_studentachievement.aspx.

Tables VI- a and b show Achievement points garnered in 2006-07 (Baseline Year) and 2007-08 (Learning Year). Total points and points per student increased for all groups. In 2007-08, with the exception of Native Americans, other students of color earned on average more points than whites. African American and Asian students had the largest increases in points per student.

Students of color as a whole generate larger portions of their points than white students in basic skills and pre-college. Adult basic education achievement is critical for Hispanics as evidenced by the number of points they garner in that area. Asians are not far behind in this need. The points per student generated by these students are influenced by a high need for adult basic education and are congruent with the Student Achievement Initiative's guiding principles to call attention equally to all students, including those who are the least college-ready. The goal of the initiative is to use basic skills and pre-college as springboards to increase college-level achievement for students who start less than college ready.

Table VI-a
Achievement Points Earned in 2006-07 (Baseline Year)

	Students (State and Contract)	Adult Basic Education	Pre-College	1st 15 Credits	1st 30 Credits	Quanti-tative	Comple-tions	Total Points	Points per Student
African American	19,097	4,760	3,288	2,811	2,076	1,289	815	15,039	0.79
Asian/Pacific Islander	30,911	11,923	5,022	4,677	3,526	3,209	1,727	30,084	0.97
Hispanic	41,966	23,564	6,145	4,185	3,092	2,221	1,320	40,527	0.97
Native American	5,796	1,080	909	766	608	418	238	4,364	0.71
Other	13,849	2,960	3,065	2,729	2,009	1,576	756	13,095	0.95
White	215,112	23,901	40,279	39,078	30,731	22,686	15,452	172,127	0.80

Table VI-b
Achievement Points Earned in 2007-08 (Learning Year)

	Students (State and Contract)	Adult Basic Education	Pre-College	1st 15 Credits	1st 30 College Credits	Quanti-tative	Comple-tions	Total Points	Points per Student
African American	19,982	5,972	3,776	3,077	2,282	1,385	983	17,475	0.87
Asian/Pacific Islander	31,184	13,073	5,699	5,000	3,971	3,409	1,897	33,049	1.06
Hispanic	44,829	26,491	6,699	4,603	3,376	2,381	1,492	45,042	1.00
Native American	5,862	1,423	1,032	811	582	374	303	4,869	0.78
Other	15,790	4,098	3,747	3,202	2,355	1,784	863	16,049	1.02
White	215,932	23,863	41,954	40,037	31,068	22,518	16,262	175,702	0.81

Table VI-c shows the one year change in points by category. Students of color played a substantial role in increasing total student achievement. Across the board changes were strongest for African American, Asian and Pacific Islander students. Native Americans stand out from the other students for their decline in students reaching 30 credits and quantitative reasoning.[1]

Table VI-c
One Year Change in Achievement Points Earned- Baseline and Learning Years

	Basic Skills	Pre-College	1st 15 Credits	1st 30 Credits	Quanti-tative	Comple-tions	Total Points
African American	25%	15%	9%	10%	7%	21%	16%
Asian/Pacific Islander	10%	13%	7%	13%	6%	10%	10%
Hispanic	12%	9%	10%	9%	7%	13%	11%
Native American	32%	14%	6%	-4%	-11%	27%	12%
Other	38%	22%	17%	17%	13%	14%	23%
White	0%	4%	2%	1%	-1%	5%	2%

[1] 350 Native American students attending Bates College are excluded from this analysis. These students served in a special program for small business all made 15 credit gains in 2006-07 and then went on to 30 credit gains in 2007[1] 350 Native American students attending Bates College are excluded from this analysis. These students served in a special program for small business all made 15 credit gains in 2006-07 and then went on to 30 credit gains in 2007-08. However, the program was ended before these students could complete, creating a onetime bow wave in college points that fell short of completion. This group is an example of how the initiative points can be used to learn about promising practices and missed opportunities.

Longer-term Outcomes – Students' Status After Sixth Year: One longer-term measure of positive outcomes for students used by a number of states participating in the Achieving the Dream[2] project is to track students with a college level goal[3] for six years after entering college in a fall term. Students' status is tracked for completion, transfer in Washington or continued enrollment in the two-year college system. Table VII shows that six-year outcomes have been improving for all students. However, apart from Asians, other students of color were substantially less likely to complete, transfer, or still be enrolled by the end (spring) of the sixth year.

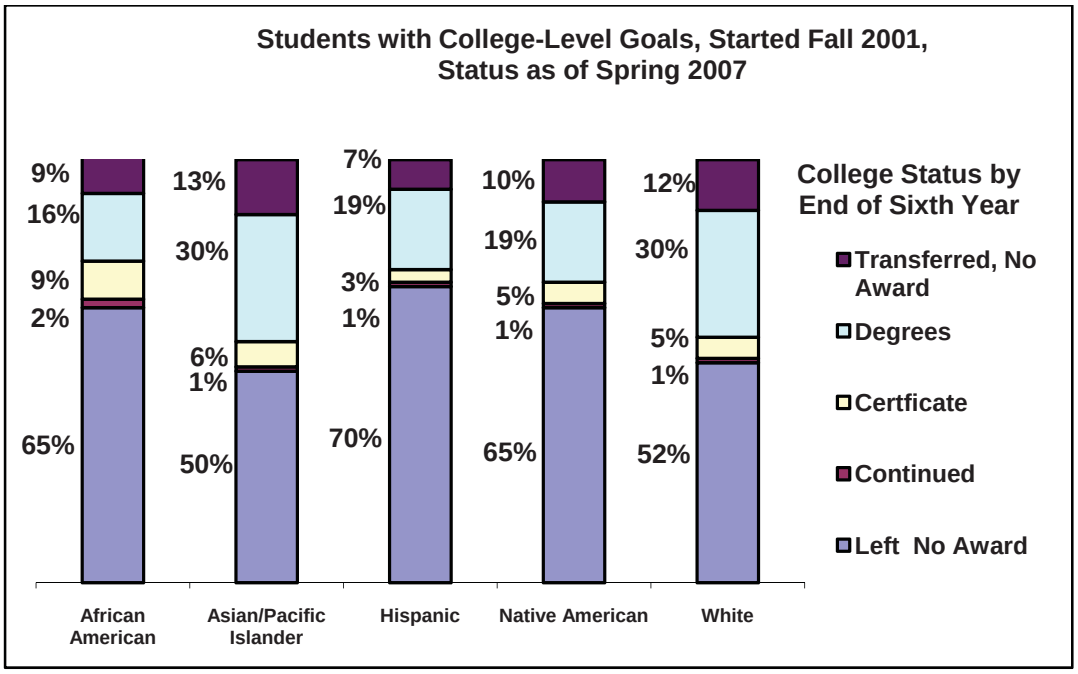
Table VII
Six-Year College Level Outcomes for Students

	Percent of New Students That Complete (Degree or Certificate), Transfer, or Is Still Enrolled and Making Strong Progress (with 45 or more credits) by End of the Sixth Year		
	Started by Fall 1999, Outcomes by Spring 2005	Started by Fall 2000, Outcomes by Spring 2006	Started by Fall 2001, Outcomes by Spring 2007
African American	29%	31%	36%
Asian/Pacific Islander	45%	47%	50%
Hispanic	27%	27%	30%
Native American	27%	33%	35%
Other Race	43%	40%	44%
White	43%	43%	48%

[2] Achieving the Dream is a multi-year national initiative to help more students succeed. Washington State has six participating colleges with funding from the College Spark Foundation. The data in this section are for all Washington colleges, using the Achieving the Dream tracking framework.

[3] Students who declare an interest in transfer or who are in a job preparatory program or who specify that completing a degree is a goal and when starting college had not yet completed a bachelor's degrees.

Specific Longer Outcomes for Students Starting in Fall 2001 by Spring 2007 (end of sixth year):
The chart below shows the status in spring 2007 for the cohort that started in fall 2001.



The majority of all students left college by the sixth year with no award. This included a small (1 percent) of students still continuing with minimal credits earned. Hispanics, African Americans and Native Americans were substantially more likely than whites or Asians to leave with no award. Another 1-2 percent of all students continued through the sixth year and earned at least 45 college credits.

The percent of students that earned Associate degrees by the sixth year ranged from 30 percent for whites and Asians to 16-19 percent for all other students of color. About two-thirds (64 percent) of Asian students who earned Associate degrees subsequently transferred to 4-year public colleges in Washington. This compared to 57 percent of whites and African Americans and 56 percent of Hispanics. Native Americans had a transfer rate after degree awards of 46 percent.

In addition, another 7-13 percent of students transferred by the sixth year without a degree award. Apart from Asian students, other students of color were less likely to transfer without an award than were whites.

Finally between 3 and 9 percent of each student group earned a certificate as their highest award. African American students had the highest percentage in this category.

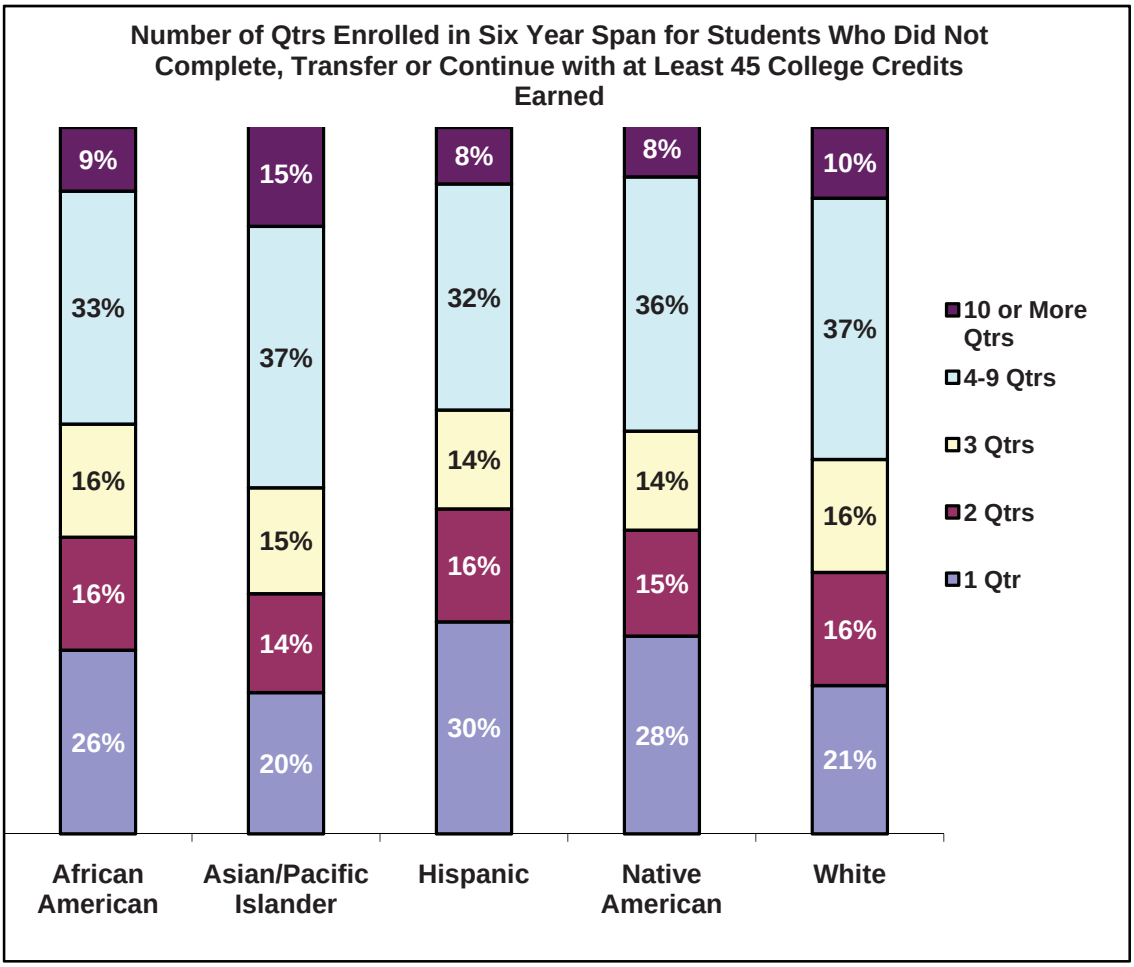
The graph in the next section looks at students who left with no award and shows how many quarters they attended during the six year span.

Students who left – quarters enrolled:

The chart below shows the number of quarters enrolled from fall 2001 to spring 2007 for students who left with no award

Hispanic, Native American and African American students were all more likely than white and Asian students to stop after just one or two quarters. Over half of the students in these groups attended for no more than 3 quarters.

Equally notable is the percent of students (over 40 percent) who attended 4 or more quarters in the six year span, but still earned no award.
This group is fertile ground for identifying practices that can help these students increase their achievement more quickly and efficiently.

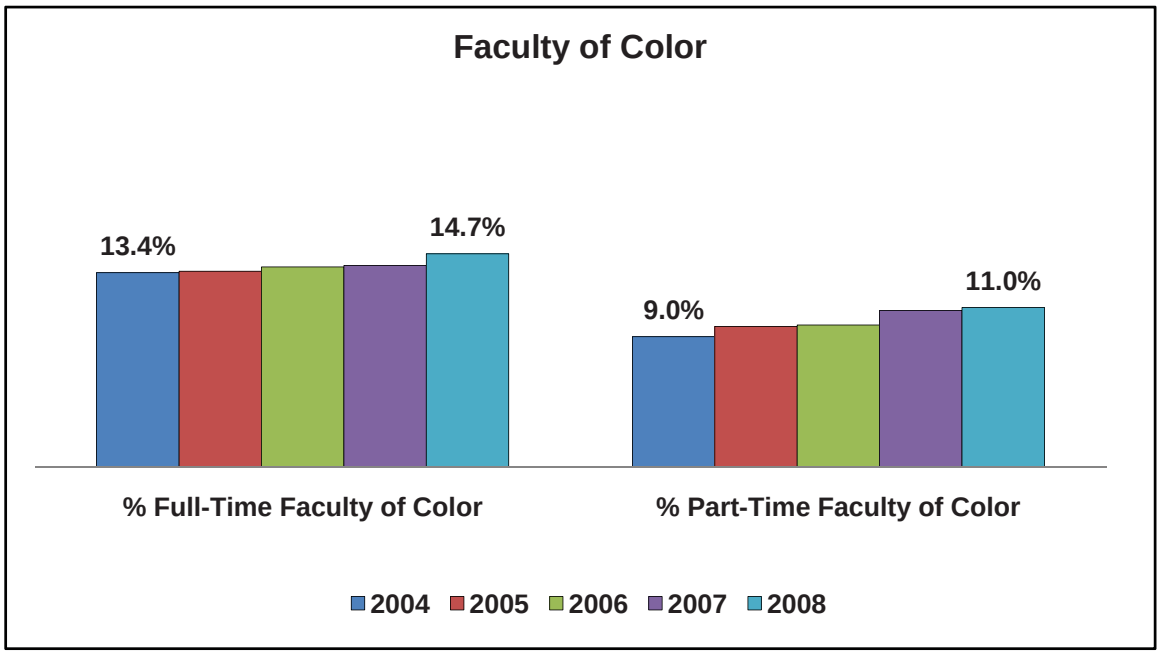


PART III: COLLEGE FACULTY AND STAFF

Indicator F: Relationship of percentage of faculty and staff of color to the percentage of people of color in Washington.

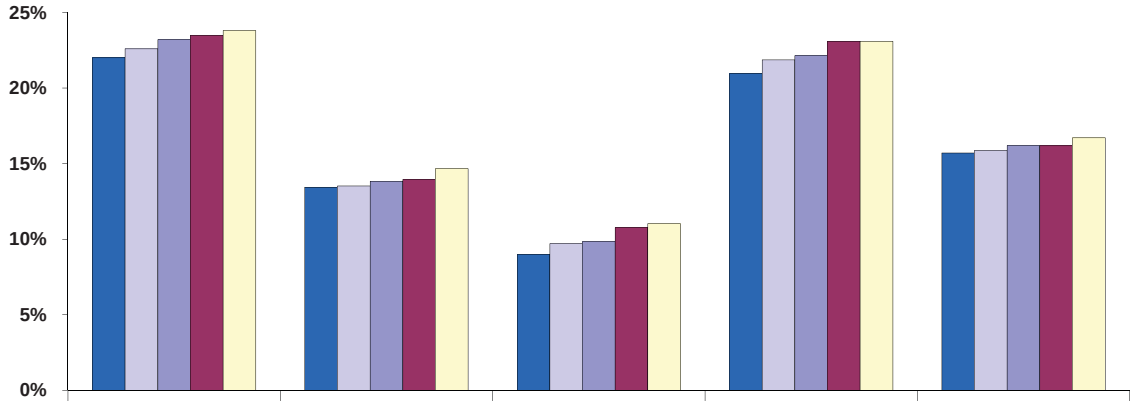
Consistent with Governor's Executive Order 93-07, each college completes an annual report of their affirmative action strategies, goals and progress. After review and approval by each college's Board of Trustees, these reports are submitted to the Governor's Affirmative Action Policy Committee. That group, which includes representatives from the various affirmative action affected groups, reviews and comments on each affirmative action plan. This review process assures that the leaders of colleges, including the Boards of Trustees, annually review their personnel practices to ensure that efforts are sufficient to recruit and hire staff and faculty of color.

Although the colleges are hiring an increasingly diverse staff, neither the percentage of full-time nor part-time faculty of color have kept pace with growth in the percentage of students of color. The faculty of color is also not on par with the Washington State population of color.



With the exception of classified and support staff, all other staffing categories are less diverse than state population and are increasing at slower rates than population growth. Part-time faculty and support staffs are increasing in diversity at a faster rate than state population.

Percent of Employees and Washington State Population of Color
Community & Technical Colleges - State Funded



	Washington Population	Full-Time Faculty	Part-Time Faculty	Classified/Support	Administrative/Exempt Professional
2004	22.0%	13.4%	9.0%	21.0%	15.7%
2005	22.6%	13.5%	9.7%	21.9%	15.9%
2006	23.2%	13.8%	9.8%	22.1%	16.2%
2007	23.5%	13.9%	10.8%	23.1%	16.2%
2008	23.8%	14.7%	11.0%	23.1%	16.7%

Appendix I. Enrollments and Access Ratios by Career Field

	2004-05	2005-06	2006-07	2007-08	2008-09	2008 % of total Population	2008-09 Access Ratio
Associate Degree Nursing (ADN)							
Total Reporting Race	2,838	3,303	3,609	3,776	3,543		
Asian/Pacific Islander	198	247	311	382	342		
	7.0%	7.5%	8.6%	10.1%	9.7%	7.9%	1.2
African American	64	86	122	144	149		
	2.3%	2.6%	3.4%	3.8%	4.2%	4.0%	1.1
Native American	33	47	67	67	73		
	1.2%	1.4%	1.9%	1.8%	2.1%	2.4%	0.9
Hispanic	134	165	205	228	246		
	4.7%	5.0%	5.7%	6.0%	6.9%	9.3%	0.7
Other	30	56	63	63	66		
	1.1%	1.7%	1.7%	1.7%	1.9%	0.9%	2.1
Licenced Practical Nursing (LPN)							
Total Reporting Race	1,509	1,375	1,274	1,163	1,319		
Asian/Pacific Islander	205	205	198	159	205		
	13.6%	14.9%	15.5%	13.7%	15.5%	7.9%	2.0
African American	156	175	163	187	190		
	10.3%	12.7%	12.8%	16.1%	14.4%	4.0%	3.6
Native American	26	26	25	16	28		
	1.7%	1.9%	2.0%	1.4%	2.1%	2.4%	0.9
Hispanic	74	66	75	73	77		
	4.9%	4.8%	5.9%	6.3%	5.8%	9.3%	0.6
Other	29	33	39	25	29		
	1.9%	2.4%	3.1%	2.1%	2.2%	0.9%	2.4
Health Tech							
Total Reporting Race	2,020	2,037	2,235	2,561	2,861		
Asian/Pacific Islander	178	170	227	260	285		
	8.8%	8.3%	10.2%	10.2%	10.0%	7.9%	1.3
African American	81	100	100	141	170		
	4.0%	4.9%	4.5%	5.5%	5.9%	4.0%	1.5
Native American	32	26	39	56	60		
	1.6%	1.3%	1.7%	2.2%	2.1%	2.4%	0.9
Hispanic	110	115	134	166	192		
	5.4%	5.6%	6.0%	6.5%	6.7%	9.3%	0.7
Other	34	31	26	37	49		
	1.7%	1.5%	1.2%	1.4%	1.7%	0.9%	1.9

	2004-05	2005-06	2006-07	2007-08	2008-09	2008 % of total Population	2008-09 Access Ratio
Health Services							
Total Reporting Race	3,860	3,772	3,756	3,861	4,311		
Asian/Pacific Islander	348	350	346	365	389		
	9.0%	9.3%	9.2%	9.5%	9.0%	7.9%	1.1
African American	281	267	269	287	315		
	7.3%	7.1%	7.2%	7.4%	7.3%	4.0%	1.8
Native American	106	96	104	128	115		
	2.7%	2.5%	2.8%	3.3%	2.7%	2.4%	1.1
Hispanic	297	284	299	326	385		
	7.7%	7.5%	8.0%	8.4%	8.9%	9.3%	1.0
Other	68	79	72	76	91		
	1.8%	2.1%	1.9%	2.0%	2.1%	0.9%	2.3
Agriculture, Food & Natural Resources							
Total Reporting Race	956	925	826	770	854		
Asian/Pacific Islander	21	20	14	17	21		
	2.2%	2.2%	1.7%	2.2%	2.5%	7.9%	0.3
African American	10	15	14	12	9		
	1.0%	1.6%	1.7%	1.6%	1.1%	4.0%	0.3
Native American	25	23	17	28	30		
	2.6%	2.5%	2.1%	3.6%	3.5%	2.4%	1.5
Hispanic	71	66	66	62	96		
	7.4%	7.1%	8.0%	8.1%	11.2%	9.3%	1.2
Other	16	16	11	7	12		
	1.7%	1.7%	1.3%	0.9%	1.4%	0.9%	1.6
Architecture & Construction							
Total Reporting Race	1,183	1,152	1,219	1,276	1,444		
Asian/Pacific Islander	82	78	70	105	109		
	6.9%	6.8%	5.7%	8.2%	7.5%	7.9%	1.0
African American	87	83	85	96	109		
	7.4%	7.2%	7.0%	7.5%	7.5%	4.0%	1.9
Native American	30	28	31	30	51		
	2.5%	2.4%	2.5%	2.4%	3.5%	2.4%	1.5
Hispanic	71	83	100	97	122		
	6.0%	7.2%	8.2%	7.6%	8.4%	9.3%	0.9
Other	15	15	10	19	16		
	1.3%	1.3%	0.8%	1.5%	1.1%	0.9%	1.2

	2004-05	2005-06	2006-07	2007-08	2008-09	2008 % of total Population	2008-09 Access Ratio
Business, Management & Administration							
Total Reporting Race	6,870	6,972	7,231	7,662	8,722		
Asian/Pacific Islander	562	570	665	686	826		
	8.2%	8.2%	9.2%	9.0%	9.5%	7.9%	1.2
African American	470	559	587	634	801		
	6.8%	8.0%	8.1%	8.3%	9.2%	4.0%	2.3
Native American	209	211	252	251	325		
	3.0%	3.0%	3.5%	3.3%	3.7%	2.4%	1.6
Hispanic	472	476	531	602	696		
	6.9%	6.8%	7.3%	7.9%	8.0%	9.3%	0.9
Other	103	96	123	149	195		
	1.5%	1.4%	1.7%	1.9%	2.2%	0.9%	2.5
Education & Training							
Total Reporting Race	2,009	1,907	1,963	2,032	2,562		
Asian/Pacific Islander	95	106	97	118	134		
	4.7%	5.6%	4.9%	5.8%	5.2%	7.9%	0.7
African American	135	114	123	169	188		
	6.7%	6.0%	6.3%	8.3%	7.3%	4.0%	1.8
Native American	50	60	60	56	82		
	2.5%	3.1%	3.1%	2.8%	3.2%	2.4%	1.3
Hispanic	253	248	281	303	380		
	12.6%	13.0%	14.3%	14.9%	14.8%	9.3%	1.6
Other	27	31	43	34	45		
	1.3%	1.6%	2.2%	1.7%	1.8%	0.9%	2.0
Hospitality & Tourism							
Total Reporting Race	1,018	1,016	916	930	1,003		
Asian/Pacific Islander	99	96	94	86	118		
	9.7%	9.4%	10.3%	9.2%	11.8%	7.9%	1.5
African American	61	68	73	47	71		
	6.0%	6.7%	8.0%	5.1%	7.1%	4.0%	1.8
Native American	23	27	26	30	28		
	2.3%	2.7%	2.8%	3.2%	2.8%	2.4%	1.2
Hispanic	53	57	65	70	73		
	5.2%	5.6%	7.1%	7.5%	7.3%	9.3%	0.8
Other	24	20	15	14	17		
	2.4%	2.0%	1.6%	1.5%	1.7%	0.9%	1.9

	2004-05	2005-06	2006-07	2007-08	2008-09	2008 % of total Population	2008-09 Access Ratio
Human Services							
Total Reporting Race	576	609	582	615	757		
Asian/Pacific Islander	22	27	29	28	30		
	3.8%	4.4%	5.0%	4.6%	4.0%	7.9%	0.5
African American	107	116	101	116	157		
	18.6%	19.0%	17.4%	18.9%	20.7%	4.0%	5.2
Native American	29	31	31	23	31		
	5.0%	5.1%	5.3%	3.7%	4.1%	2.4%	1.7
Hispanic	35	45	44	52	67		
	6.1%	7.4%	7.6%	8.5%	8.9%	9.3%	1.0
Other	7	7	9	12	20		
	1.2%	1.1%	1.5%	2.0%	2.6%	0.9%	2.9
Information Technology							
Total Reporting Race	5,296	4,849	4,604	4,748	5,267		
Asian/Pacific Islander	445	392	390	431	468		
	8.4%	8.1%	8.5%	9.1%	8.9%	7.9%	1.1
African American	421	355	381	408	460		
	7.9%	7.3%	8.3%	8.6%	8.7%	4.0%	2.2
Native American	169	172	172	175	212		
	3.2%	3.5%	3.7%	3.7%	4.0%	2.4%	1.7
Hispanic	285	291	321	313	348		
	5.4%	6.0%	7.0%	6.6%	6.6%	9.3%	0.7
Other	101	87	73	71	102		
	1.9%	1.8%	1.6%	1.5%	1.9%	0.9%	2.2
Law, Public Safety & Security							
Total Reporting Race	3,643	3,177	2,821	2,762	2,976		
Asian/Pacific Islander	145	119	132	147	161		
	4.0%	3.7%	4.7%	5.3%	5.4%	7.9%	0.7
African American	205	214	184	163	190		
	5.6%	6.7%	6.5%	5.9%	6.4%	4.0%	1.6
Native American	88	81	66	89	105		
	2.4%	2.5%	2.3%	3.2%	3.5%	2.4%	1.5
Hispanic	277	239	238	240	308		
	7.6%	7.5%	8.4%	8.7%	10.3%	9.3%	1.1
Other	40	31	64	55	38		
	1.1%	1.0%	2.3%	2.0%	1.3%	0.9%	1.4

	2004-05	2005-06	2006-07	2007-08	2008-09	2008 % of total Population	2008-09 Access Ratio
Manufacturing							
Total Reporting Race	2,520	2,658	2,426	2,413	3,178		
Asian/Pacific Islander	138	163	169	142	213		
	5.5%	6.1%	7.0%	5.9%	6.7%	7.9%	0.8
African American	96	117	117	126	173		
	3.8%	4.4%	4.8%	5.2%	5.4%	4.0%	1.4
Native American	45	68	64	57	84		
	1.8%	2.6%	2.6%	2.4%	2.6%	2.4%	1.1
Hispanic	129	156	154	178	245		
	5.1%	5.9%	6.3%	7.4%	7.7%	9.3%	0.8
Other	28	34	40	35	62		
	1.1%	1.3%	1.6%	1.5%	2.0%	0.9%	2.2
Marketing, Sales & Services							
Total Reporting Race	2,079	2,131	2,052	2,124	2,539		
Asian/Pacific Islander	147	169	133	132	174		
	7.1%	7.9%	6.5%	6.2%	6.9%	7.9%	0.9
African American	173	165	167	186	238		
	8.3%	7.7%	8.1%	8.8%	9.4%	4.0%	2.3
Native American	44	51	66	69	77		
	2.1%	2.4%	3.2%	3.2%	3.0%	2.4%	1.3
Hispanic	141	123	121	149	160		
	6.8%	5.8%	5.9%	7.0%	6.3%	9.3%	0.7
Other	24	29	34	33	41		
	1.2%	1.4%	1.7%	1.6%	1.6%	0.9%	1.8
Science, Technology, Engineering & Math, Workforce Only							
Total Reporting Race	2,052	1,909	2,042	2,147	2,504		
Asian/Pacific Islander	164	135	170	157	205		
	8.0%	7.1%	8.3%	8.3%	8.2%	7.9%	1.0
African American	129	122	117	113	133		
	6.3%	6.4%	5.7%	5.7%	5.3%	4.0%	1.3
Native American	39	42	59	68	77		
	1.9%	2.2%	2.9%	2.9%	3.1%	2.4%	1.3
Hispanic	109	126	122	148	162		
	5.3%	6.6%	6.0%	6.0%	6.5%	9.3%	0.7
Other	37	30	30	42	49		
	1.8%	1.6%	1.5%	1.5%	2.0%	0.9%	2.2

	2004-05	2005-06	2006-07	2007-08	2008-09	2008 % of total Population	2008-09 Access Ratio
Transportation, Distribution & Logistics							
Total Reporting Race							
Asian/Pacific Islander	222	209	195	185	194		
	8.9%	8.8%	8.4%	8.5%	8.8%	7.9%	1.1
African American	101	99	132	147	141		
	4.0%	4.1%	5.7%	6.8%	6.4%	4.0%	1.6
Native American	54	52	54	78	70		
	2.2%	2.2%	2.3%	3.6%	3.2%	2.4%	1.3
Hispanic	204	227	242	234	254		
	8.2%	9.5%	10.4%	10.8%	11.6%	9.3%	1.2
Other	30	36	28	19	22		
	1.2%	1.5%	1.2%	0.9%	1.0%	0.9%	1.1