Community and Technical College Student Access and Success by Race/Ethnicity and Socioeconomic Status 2014 Progress Report

November 2014

Introduction

Populations of color have increased in Washington State from 18 percent to 28 percent in the ten year period 2000 to 2010. During this period Hispanics increased 71 percent, Asians 49 percent, and those who identify as multiracial increased by 41 percent.

Beginning with the 2000 census, respondents were given the ability to report their race and ethnicity in more than one category. Respecting this right and throughout this report, both the state population data and student data are counted for each race whether reported alone and in combination. Titles for races follow the titles used in the census. In 2010, for non-Hispanics reported alone or in combination, Black/African Americans comprised 4.7 percent of state population, American Indian/Alaskan Natives were 2.7 percent, Asians were 8.9 percent, Native Hawaiian/Pacific Islanders were 1 percent, and 11.2 percent of the state population were Hispanic (any race).

Projections for 2012 to 2022 show that diversity will continue to grow in our population. Hispanics will increase 19 percent, Black/African Americans 7 percent, Asians 14 percent, American Indian/Alaskan Natives 1 percent, Native Hawaiian/Pacific Islander 25 percent, and persons reporting multiple races in combination 130 percent. During this period the non-Hispanic white population will decrease 1 percent.

The non-white and Hispanic labor force growth rates will also be considerably higher than whites due both to the much faster growth rate than the white population and because they have a younger age composition.

Numerous reports identify the growing importance of postsecondary education and training beyond high school to preparing our current and future workforce.[1] Educational attainment contributes to employment and earnings. At a time when higher education is increasingly important, some visible race/ethnic groups have consistently been in the "have not" or under-represented category of our society. These include Hispanics, Native Hawaiian/Pacific Islanders, American Indian/Alaskan Natives and Black/African Americans. In all of these groups significant portions, larger than in whites or Asians, have at most high school level educational attainment. For example, high school or less attainment for adults 29-39 years ranges from over half (53 percent) for Hispanics to one third (33 percent) for Black or African Americans. Native Hawaiian/Pacific Islanders and American Indian/Alaskan Natives have 48

[1] One such report is Recovery: Job Growth and Education Requirements through 2020 by Anthony Carnevale, et. al. This report predicts 65% of jobs will require postsecondary education beyond high school.

CREATING OPPORTUNITIES
WASHINGTON COMMUNITY AND TECHNICAL COLLEGES

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percent and 42 percent respectively of this age cohort with at most a high school education. These compare to 27 percent for whites and 16 percent for Asians.[2]

Community and technical colleges are the gateway to postsecondary education for the majority of Washingtonians. Raising educational attainment is essential to Washington State's economic growth and the prosperity of its citizenry.

This report describes the Fall 2013 and Academic Year 2012-13 results for access and success for Washington community and technical college students. Results are reported by students' race/ethnicity and socioeconomic status. The latter is presented as the ratio of lowest to highest SES (socioeconomic status) student quintiles. Other sub-groups such as veterans, immigrants and refugees are reported where helpful to understanding the study findings.

Key Findings

The key findings are reported in two parts for (1) Indicators for Enrollment Diversity and (2) Indicators for Student Progress and Success.

Part 1: Indicators to Measure Enrollment Diversity

Indicator A	**The overall access ratio** is the percent of all state supported students to percent of the population by race and ethnic group. This is access to college regardless of mission. If the percentages of students and population were equal, the ratio would be at parity (1.0). **SES Ratio**-This section also introduces students' socioeconomic status (SES), presented as the ratio of percentage of students in the lowest quintile vs. the highest quintile. When the ratio is 1.0, the odds of being in the lowest or highest SES quintiles are equal and a student is equally likely to be from either group. When the ratio is higher than 1.0, a student is more likely to be from the lowest quintile than the highest.	General access to community and technical colleges is above parity with state population demographics as every student of color ratio is higher than parity to their share of the state's population. Hispanics, Black/African Americans, Hawaiian/Pacific Islanders and American Indian/Alaskan Natives are more likely than Asians and whites to be low SES. Various student characteristics are also provided. Black/African Americans and Hawaiian/Pacific Islanders have higher percentages of veterans. Hispanics, Asians and Blacks have higher percentages of immigrants. There are other differences in the groups for age and family status.

[2] EEO tabulation from 2006-2010 (5-year) American Community Survey - Washington State.

Indicator B	**The college level access ratio** is the percent of all state-supported students enrolled in college level professional technical education and transfer-oriented classes compared to the general access ratio for all students by race and ethnic group and socioeconomic status.	Hispanics when compared to their overall college access have low college level access ratios for both academic transfer and professional technical classes. As such, Hispanic ethnicity is the most under-represented race/ethnic group for college level access. Using the ratio of lowest to highest SES quintiles as a guide, the lowest SES students are more likely to access professional technical classes compared to their ratio in academic transfer.
Indicator C	**Professional Technical Enrollments by Career Cluster** is enrollments in 16 separate professional technical areas compared to professional technical enrollments overall.	There is significant variation in fields of highest concentration among the groups.
Indicator D	**Professional Technical Enrollments by Wage Level.** SBCTC categorizes professional technical programs into higher, middle and lower wage employment based upon earnings of past program participants.	Overall, the colleges do more training for higher level than other wage programs. However, the ratio of higher to lower wage enrollments is higher for students reporting themselves as Asians, other and whites than other groups. Black/African American students have the lowest ratio of any group, meaning they are the most likely to be training in fields that lead to lower wage job placements.
Indicator E	**Adult Basic Education Enrollments** compares enrollments in adult basic education by race and ethnicity and SES to overall college enrollments. Additional information on students' refuge/immigrant status and SES is given**.**	Adult basic education is a major participation point for Black/African American students, Asian and Hispanic students. Hispanics are the largest group participating and do so at a rate that is more than twice their share in overall college participation. Black/African American, Asian and Hispanics have the highest proportions of immigrants and refugees. Black/African Americans, Hispanics, Hawaiian/Pacific Islanders and American Indian/Alaskan Natives are more likely than other groups to be low SES.

Part 2: Indicators to Measure Student Progress and Success

Indicator A	**Adult basic education transition rate** is calculated by using the Student Achievement Initiative's (SAI) Measuring Up definition. Current and former adult basic education students (within the previous two years) are the denominator. Students are flagged in the SAI database. The numerator is the number of students who earn any achievement points for pre-college and college milestones in the measurement year.	In 2012-13, the transition rate for all current and former basic skills was 13%. White adult basic education students transitioned beyond basic skills in 2012-13 at a rate of 21%. Hispanics had the lowest transition rate, 6%.
Indicator B	**Percentage of pre-college students completing college math.** This indicator is calculated by using the Student Achievement Initiative's Measuring Up definition. The denominator is all current and former (prior year) pre-college math students. The numerator is all current and former students who complete college math in the measurement year.	Black/African American, American Indian/Alaskan Natives and Hispanic students enroll in pre-college math at the highest rates, but overall they go on to complete college math after pre-college at lower rates than Asian and white students. Low SES students overall are more likely to enroll in pre-college and those from the lowest SES are most likely to enroll at the lowest levels, furthest from college ready.
Indicator C	**Retention rate.** This indicator is calculated using the Student Achievement Initiative's new retention point. All prior year students are flagged in the SAI database. They are awarded a retention point if they reach a further achievement milestone during the year. Exclusively adult basic education students are excluded.	Retention rates are lower for Black/ African American, American Indian/Alaskan Native and Hispanic when compared to other groups. Retention rates are equal among veterans in all race and ethnic and overall return and retention rates are higher than for non-veterans.
Indicator D	**Professional Technical Program Completions.** This indicator is calculated for students who exited college in 2011-12. Students exiting college from professional technical programs are deemed prepared for work if they receive a college award (certificate or degree) or in two cases: if they do not receive an award, but leave	Asian, white students and students from the highest SES were more likely to exit college deemed prepared for work than other race/ethnic groups. Their preparation is also more likely to result in higher attainment, a degree, than other race/ethnic groups.

	after completing at least 45 professional technical course credits, or if they have an individualized plan. The indicator shows the percentages of students deemed prepared for work by race and ethnicity and socioeconomic status.	Post program earnings are highest for Asian, white, and Hawaiian/Pacific Islander students. Earnings are also higher for students from the highest compared to the lowest SES quintiles.
Indicator E	**Academic Transfer Degree Completions and Four-Year College Enrollment in the Year After.** This indicator is calculated for academic transfer students who exited college in 2011-12. The indicator shows the percentages of students who earned an Associate Transfer degree in the year they exited college by race and ethnicity and socioeconomic status.	Among transfer students leaving college in 2011-12, Asian and white students had the highest percentages awarded an Associate degree. Black/African American students' degree attainment at time of exit was about half the rate of Asian and whites. Asians, whites and students in the highest SES quintile were all more likely to transfer to a four-year institution within a year after leaving a community college. Transfer gaps by race/ethnic and SES narrowed and transfer increased substantially if students were awarded a degree in the year they exited a two-year college.
Longer Trends	For a discussion of trends over time please see Research Report 13-3: *Low-Income Students in Washington's Community and Technical Colleges: An Analysis of Educational Attainment and Student Characteristics over the Past 10 Years.* *http://www.sbctc.edu/colleges-staff/research/reports/socioeconomic-research.aspx*	The report findings demonstrate that for low SES students the outcomes described in this report prevail over time. As the report notes, while SES does not include race and ethnicity, students of color, in particular students in groups under- represented for educational attainment are more likely to be low SES.

Conclusion

The results found in this report show that students of color have general access to two-year colleges above the rates of their incidences in the state population. However, different groups are more or less likely to enter through different doors. Hispanics have the lowest rates of college coursework and program participation. They have the highest participation in adult basic education, but their transition beyond basic skills shows that pathway to still be very narrow for them.

Professional technical education is the predominant entry way for state population groups identified as under-represented in post-secondary attainment. The career clusters in which students enroll vary by race and ethnicity. When viewed through the lenses of potential future earnings, under-represented groups pursuing college-level attainment are more likely than Asians and whites to enroll in lower wage fields.

Apart from Hispanics, other race and ethnic groups participate in academic transfer at rates on par with their overall access to college. However, Hispanics and most other under-represented students pursing degrees also enroll in pre-college at higher rates than Asians or whites. Further, they have higher rates in the lowest pre-college levels and overall they have less success progressing to and completing college math.

Retention as measured by continuing students who make further achievement gains is lower for under-represented groups.

Access and progress indicators have impacts on completion and this report demonstrates that completion matters for both professional technical and academic transfer students.

For professional technical students in 2012-13, post-program earnings are lower for most under-represented groups when compared to Asians and whites. Post program earnings are a function of fields of study that students chose and the level of attainment they reach. Overall levels of preparedness are lower for under-represented students upon exit. As previously stated, they also are more likely to enroll at the start for preparation in lower wage fields.

Degree completion matters for academic transfer students as a means for increasing four-year transfer. Under-represented groups are less likely than Asians and whites to complete their degree upon college exit. Overall they are less likely to be enrolled in a four-year institution in the following year. This last gap closes significantly if under-represented students complete their transfer degree.

The results by race and ethnicity highlight the challenges for increasing college attainment for Hispanics, Black/African American, and American Indian/Alaskan Native and Hawaiian/Pacific Islander students. These students are all members of groups under-represented in the state population for post-secondary attainment.

Characteristically, students in these groups are also more likely to be of lower socioeconomic standing. The results in this report play out similarly for students in the lowest SES quintile. Combined with the race and ethnic findings they reinforce social and economic justice imperatives for closing gaps. Finally, while this report provides a one-year snapshot, trends reported in 2013 show that most of these findings are part of a long standing pattern of results.

Part 1: Enrollment Diversity

Indicator A: Overall Access Ratio – All Students of Color. 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 professional technical education and transfer-oriented students enrolled in college-level classes compared to the access ratio for all students by race and ethnic group and socioeconomic status.

Indicator C: Professional Technical Enrollments by Career Cluster. Enrollments in 16 professional technical fields are compared to professional technical enrollments as a whole by race and ethnic group.

Indicator D: Professional Technical Enrollments by Wage Level. SBCTC categorizes professional technical programs into higher, middle and lower wage employment based upon earnings 6-9 months after college for past program participants.

Indicator E: Adult Basic Education Enrollments. Compares by race and ethnicity and SES quintiles enrollments in adult basic education to overall college access enrollments.

Enrollment Indicator A – Access Ratio for All Students: In Fall 2013, 41 percent of students who enrolled in community and technical colleges were of color compared to the Washington State 2010 census population estimate of 30 percent.

Table 1 shows the percentage of students compared to the percentage of the state population expressed as a ratio (Fall 2013 Enrollment/WA State Population). 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 student of color ratio is higher than parity to their share of the state's population. In Fall 2013, students of color represented 41% of all students enrolled, an increase of 5% since Fall 2009.

Table 1
Overall Access Ratio
All State Supported Students Compared to Washington State Population
Fall 2013

All races reported alone and in combination	State Support Students Fall 2013	Wa State Pop Census 2010	Access Ratio (1.0 is parity)
Black/African American	7.8%	4.7%	1.7
American Indian/Alaskan Native	2.9%	2.7%	1.1
Asian	11.4%	8.9%	1.3
Native Hawaiian/Pacific Islander	1.2%	1.0%	1.2
Other	2.1%	0.9%	2.3
Hispanic	15.9%	11.2%	1.4

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 2 provides the detail for students' reported race and ethnic background, including the increasing number reporting two race and ethnic categories.

Table 2
Students by Race and Ethnic Reported Detail
State Supported Fall Enrollments

	2009	2010	2011	2012	2013
White Alone	117,799	117,299	108,487	99,735	94,514
White in Combination	4,433	4,973	5,220	5,341	5,702
Black/African American Alone	11,047	11,793	11,297	10,983	10,479
Black/African American in Combination	1,440	1,654	1,755	1,847	1,982
American Indian/Alaskan Native Alone	2,645	2,673	2,463	2,261	2,062
American Indian/Alaskan Native in Combination	2,173	2,357	2,422	2,454	2,566
Asian Alone	16,128	16,921	16,891	16,179	15,507
Asian in Combination	1,904	2,233	2,386	2,455	2,645
Native Hawaiian/Pacfic Islander Alone	1,166	1,254	1,329	1,325	1,241
Native Hawaiian/Pacfic Islander in Combination	474	583	603	645	709
Other	4,228	3,832	3,515	3,597	3,376
Hispanic (Any race)	23,275	23,339	23,037	23,941	25,256

Student Characteristics

Students are diverse in many ways. Veterans are more likely among Black/African American and Native Hawaiian/Pacific Islanders than other students. Asians have the highest percentage of immigrants and refugees, followed by students identifying as other, Blacks and Hispanics. Percentages also vary for age, gender and family status.

Socioeconomic status is based upon household income, occupation, and educational level in the census block neighborhood in which the student resides. While race and ethnicity are not included in determining SES, low SES students are more likely to be students of color and are particularly prevalent amongst the students from race and ethnic backgrounds under-represented in the state population for post-secondary attainment.

Throughout this report SES is expressed as the ratio or likelihood of being in the lowest vs. the highest SES for a given group. The table on the next page presents the ratio of lowest to highest SES students for each race and ethnic category. The disparity exists most dramatically with Hispanic students. For example, Hispanics students are more than 3 times (3.4) as likely to come from a low vs. high SES background. The ratio is nearly the same (3.0) for Black/African American students. White and Asian students have ratios less than 1, meaning they are less likely to be of low SES and more likely to be of high SES backgrounds.

Table 3
Characteristics for Students by Race and Ethnic Background
Fall 2013 State Support

	White	Black African American	American Indian Alaskan Native	Asian	Native Hawaiian Pacific Islander	Other	Hispanic	All State Support Reporting Race
% Female	57%	54%	58%	59%	60%	56%	59%	57%
<25 Years	49%	38%	49%	50%	56%	43%	49%	48%
25+ Years	51%	62%	51%	50%	44%	57%	51%	52%
Median Age	25	27	26	25	24	27	25	26
% Families With Children	21%	26%	23%	27%	31%	22%	27%	22%
Veteran, Active Duty or Dependent	6%	8%	6%	4%	9%	4%	4%	6%
Immigrant/Refugee	3%	17%		23%	5%	22%	13%	8%
Ratio of Students - Lowest to Highest SES (AYR 12-13)	0.9	3.0	2.1	0.7	1.9	1.7	3.4	1.3

Indicator B – Enrollments, College Level: Table 4 shows two access ratios for participation in college level academic transfer and professional technical education. Each ratio compares the respective college level group to all enrollments for access by race and ethnicity. In addition, the ratios of lowest to highest SES for college level students are shown in comparison to the previously shown ratio for all students reporting race and ethnicity.

All groups with the exception of Hispanics are participating in academic transfer at higher rates than are represented in the total student population community and technical colleges. The proportion of lowest to highest SES students is lower for academic transfer students, meaning these students are somewhat more likely to be in higher SES quintiles.

Black/African American and American Indian/Alaskan Native students participate in professional technical education on par with their overall representation among all college students. Asian, Hawaiian/Pacific Islander and Hispanics are under-represented in professional technical education when compared to their overall two-year college access. A substantially higher proportion of students in the lowest versus highest SES participate in professional technical education compared to academic transfer and the general college population.

Table 4
College Level Access Ratio: Enrollment in Academic Transfer and Professional Technical Compared To Overall College Access
Fall 2013

(All races reported alone and in combination)	% of Total College Level Students	% of Transfer Students (N=61,193)	Participation Ratio for Transfer to All College Students	% of Professional Techncial Students (N=72,262)	Participation Ratio for Prof-Tech to All College Students
Black/African American	7.8%	7.6%	1.0	7.8%	1.0
American Indian/Alaskan Native	2.9%	3.2%	1.1	2.9%	1.0
Asian	11.4%	11.6%	1.0	9.8%	0.9
Native Hawaiian/Pacfic Islander	1.2%	1.3%	1.1	1.2%	0.9
Other	2.1%	2.0%	1.0	1.8%	0.9
Hispanic	15.9%	14.2%	0.9	12.6%	0.8
Ratio Lowest to Highest SES	1.3	1.1		1.5	

Access Ratio and Enrollments by Professional Technical Career Clusters and Wage Groups:

Enrollment Indicator C – Career Clusters in Which Students Are Enrolled

The States' Career Clusters Initiative clusters programs into 16 career groupings.[3] The first row in the table on the next page shows each race and ethnic group's share of all professional technical students and then their share of each career cluster category.

[3] 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.

Table 5
Professional Technical Program Clusters Enrolled
Fall 2013 State Enrollments

	White	Black African American	American Indian Alaskan Native	Asian	Native Hawaiian Pacific Islander	Other	Hispanic
2013 Prof Tech Students-All	68%	8%	3%	10%	1%	2%	13%
Agri, Food & Natl Resource	77%	3%	3%	3%	1%	1%	12%
Architect & Construct	75%	6%	3%	4%	1%	1%	9%
Arts, A/V & Comm	70%	8%	3%	10%	1%	2%	7%
Bus, Mgmt & Admin	65%	10%	4%	8%	1%	2%	10%
Education & Training	59%	10%	3%	8%	2%	1%	17%
Finance	60%	9%	24%	3%	0%	0%	3%
Health Services	61%	10%	2%	10%	2%	2%	13%
Health Tech	69%	6%	2%	10%	1%	2%	10%
Hospitality & Tourism	67%	10%	3%	8%	1%	2%	9%
Human Services	70%	9%	3%	7%	1%	1%	9%
Info Tech	66%	9%	3%	11%	1%	2%	8%
Law, Public Safe, Corr & Security	67%	9%	3%	4%	2%	1%	14%
Manufacturing	75%	6%	3%	7%	1%	2%	6%
Marketing, Sales & Services	61%	10%	4%	7%	2%	3%	14%
Nursing	65%	8%	3%	11%	2%	2%	11%
Science, Tech, Engineering & Math	73%	7%	2%	8%	1%	2%	8%
Transp, Distrib & Logistics	66%	9%	4%	6%	2%	1%	12%

Enrollment Indicator D – Comparison of Higher vs Lower Wage Programs in Which Students Are Enrolled

The State Board categorizes professional technical programs based upon higher, middle and lower entering wage levels for program completers. In 2012-13, completers in higher wage programs had median hourly earnings just under $20/hr as measured in the year after leaving college. Lower wage programs had median hourly wages of under $13/hr. Middle wage programs had median hourly wages above $15/hr.

Table 6 shows the wage levels for programs in which students were enrolled in Fall 2013. Specifically, it then provides a ratio of enrollments in higher wage vs lower wage programs. Overall, the colleges do more training for higher than other wage programs. However, the ratio of higher to lower wage enrollments is higher for Asians and whites than for any other group. Black/African American students have the lowest ratio of any group.

Table 6
Fall 2013 State Supported Professional Technical Students
Race/Ethnicity Distributed by Wage-Level for Program Enrolled

	% Higher Wage Program Enrollments	% Middle Wage Program Enrollments	% Lower Wage Program Enrollments	Ratio Higher Wage to Lower Wage Enrollments
Black/African American	48%	26%	26%	1.8
American Indian/Alaskan Native	49%	32%	19%	2.5
Asian	59%	27%	15%	4.1
Hawaiian/Pacific Islander	54%	26%	20%	2.8
Hispanic	51%	27%	22%	2.4
Other	58%	27%	15%	3.8
White	58%	26%	16%	3.6

Enrollment Indicator E – Adult Basic Education Enrollments

Adult basic education encompasses English as a Second Language (ESL), adult basic skills in numeracy and literacy (ABE) and High School Equivalency (HSE). The Student Achievement Initiative measures progress while a student is in adult basic education and for the two years following their last enrollment. The latter are called former students. Adult basic education students are more diverse than state support students as a whole showing that adult basic education is a particularly important portal into community and technical colleges for groups under-represented in attainment in the state population. The table below details enrollments for 2012-13 by race and ethnicity. It shows the percentages of current and former students by the last adult basic education program area (ABE/HSE or ESL) they were enrolled.

Table 7
2012-13 Current and Former Adult Basic Education Students
by Race/Ethnicity and Program Area Enrolled

	White	Black African American	American Indian Alaskan Native	Asian	Native Hawaiian Pacific Islander	Other	Hispanic
All Current and Former Reporting Race/Ethnicity (N=51,371)	30%	12%	3%	16%	1%	4%	35%
All Current and Former ESL Reporting Race/Ethnicity (N=25,588)	11%	12%	0%	26%	1%	5%	45%
All Current and Former ABE/HSE Reporting Race/Ethnicity (N=25,783)	49%	13%	5%	7%	2%	2%	25%
All State Support Students Fall 2013	63%	8%	3%	11%	1%	2%	16%

The table below describes adult basic education students for immigrant/refugee socioeconomic statuses. Overall, immigrants and refugees comprise a larger share of adult basic education students by race and ethnicity than they do for state support students as whole. For example 10 percent of all students self-identifying as white who enroll in adult basic education are immigrants or refugees compared to 3 percent in all state support students. Students self-reporting as Asian, Hispanic and Black are twice as likely to be immigrants or refugees if enrolled in adult basic education compared to state support students as a whole.

Low socioeconomic status is substantially more concentrated in under-represented populations of color. It is also more concentrated overall in adult basic education students regardless of their race and ethnic background. The ratio of students in the SES lowest quintile vs. the highest quintile ranges from nearly 2:1 for Asian students to about 7:1 for students self-reporting as Native Americans and Hispanics.

Table 8
Comparisons between 2012-13 Adult Basic Education and Fall 2013 All State Support Students Race and Ethnicity, Immigrant/Refugee and Socioeconomic Status

	White	Black African American	American Indian Alaskan Native	Asian	Native Hawaiian Pacific Islander	Other	Hispanic
Current and Former Adult Basic Education Students - % Immigrant or Refugee	10%	33%	1%	40%	0%	27%	26%
All State Support Students - % Immigrants or Refugees	3%	17%	0%	23%	5%	22%	13%
Current and Former Adult Basic Education Students - Ratio Lowest to Highest SES	3.2	5.2	7.0	1.6	-	3.1	6.5
All State Support Students - Ratio Lowest to Highest SES	0.9	3.0	2.1	0.7	1.9	1.7	3.4

Part II: STUDENT PROGRESS AND SUCCESS

Indicator A: Adult basic education transition rate. The adult basic education rate is calculated by using the Student Achievement Initiative's (SAI) Measuring Up definition. Current and former adult basic education students (within the previous two years) students are the denominator. Students are flagged in the SAI database. The numerator is the number of students who earn any achievement points for pre-college and college milestones in the measurement year.

Indicator B: Percentage of pre-college students completing college math. This indicator is calculated by using the Student Achievement Initiative's Measuring Up definition. The denominator is all current and former (prior year) pre-college math students. The numerator is all current and former students who complete college math in the measurement year.

Indicator C: Retention rate. This indicator is calculated using the Student Achievement Initiative's new retention point. All prior year students are flagged in the SAI database. They are awarded a retention point if they reach a further achievement point milestone during the year. Adult basic education students are excluded in this indicator.

Indicator D: Professional Technical Program Completions. This indicator is calculated for students who exited college in 2011-12. Students exiting college from professional technical programs are deemed prepared for work if they receive a college award (certificate or degree) or in two cases: if they do not receive an award, but leave after completing at least 45 professional technical course credits, or if they have an individualized plan. The indicator shows the percentages of students deemed prepared for work by race and ethnicity and socioeconomic status. Additional information for post-college earnings is also provided.

Indicator E: Academic Transfer Degree Completions. This indicator is calculated for academic transfer students who exited college in 2011-12. The indicator shows the percentages of students who earned an Associate transfer degree by race and ethnicity and socioeconomic status. Additional information for enrollment in a four-year institution in the following year is also provided.

Progress and Success Indicator A – Adult Basic Education Transition Rate

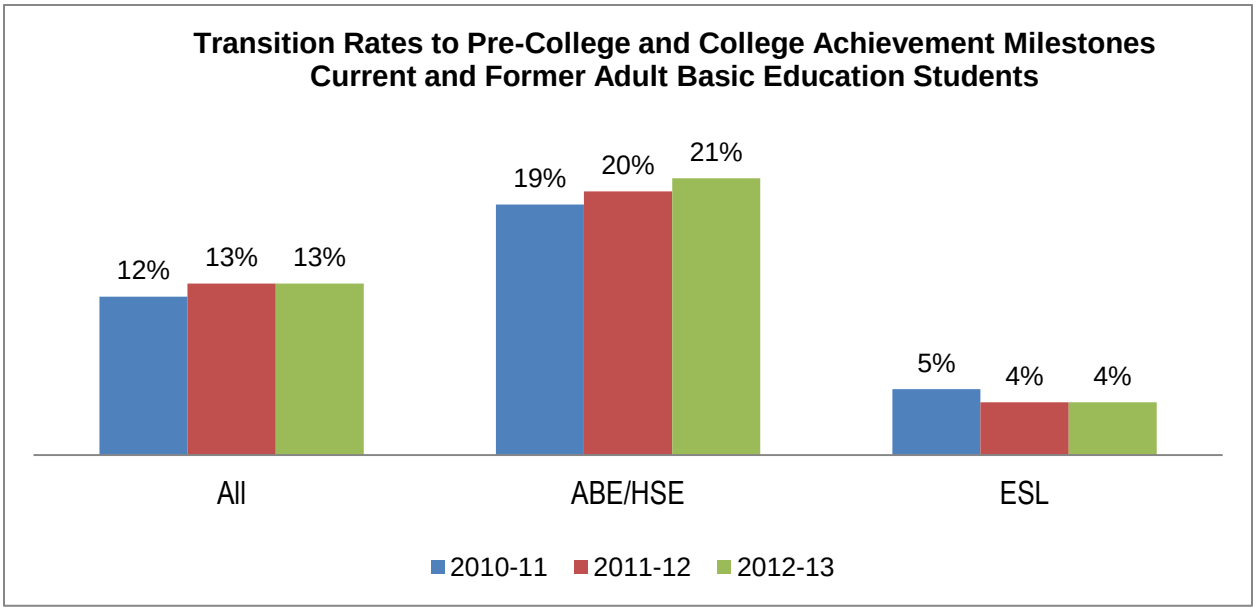
As part of a yearlong system review completed in June 2012, a system workgroup adapted changes to the Student Achievement Initiative in several key areas. The review, in concurrence with findings from the Community College Research Center's external analysis, identified that few basic skills students were progressing to college level. As a result, metrics to measure and reward colleges for transitioning basic skills students have been added. *A transition student is a current or former adult basic education student who in a given year completes an SAI milestone beyond basic skills.*

The table on the next page details transition rates and ratios for current and former adult basic education students who transition beyond basic skills to pre-college and college coursework. In 2012-13, the overall rate was 13 percent. White adult basic education students transitioned beyond basic skills in 2012-13 at a rate of 21 percent. Hispanics had the lowest transition rate, 6 percent.

Table 9
Transition Rates Beyond Adult Basic Education
Current and Former Adult Basic Education Students 2012-13

	Transition Rate for Current and Former Adult Basic Education Students
White	21%
Black/African American	14%
American Indian/Alaskan Native	14%
Asian	13%
Native Hawaiian/Pacific Islander	12%
Other	8%
Hispanic	6%
All	13%

Transitions directly from ESL are significantly more challenging than transitions for ABE/HSE current and former students. The chart below shows the percentages of current and former basic skills students that have enrolled in pre-college and college courses within the year.



Pre-College Math Pathway to College Math

College math is a major challenge for students. Barriers often begin with not being college math ready. The Student Achievement Initiative measures pre-college math students' progress and success in college math. Current and former (prior academic year) pre-college students are measured for completion of college math.

The table below shows the importance of pre-college math to under-represented populations specifically and students from low SES backgrounds overall. American Indian/Alaskan Natives along with Black/African American and Hispanic students constitute greater shares of pre-college than they do for college-level enrollments.

Colleges provide four course levels of pre-college instruction. The table details student by their lowest level placement. Former students are also categorized by their lowest level placement in the last year they enrolled. Forty percent (28,304 of 71,091 students) were initially placed in one of the two lowest levels, the furthest from college math readiness. Based upon their shares of enrollments, the under-represented populations and students from the lowest SES backgrounds are most likely to start at these lowest levels.

Table 10
2012-13 Pre-College Math and Fall 2013 College-Level Enrollments
Disaggregated by Student Race/Ethnicity and Socioeconomic Status

		By Student's Math Level Placement		
	All (N=71,091)	**Lower Level at Start of Year (N=28,304)**	**Higher Level at Start of Year (N=42,787)**	**Fall 2013 College Level Students**
White	65%	64%	65%	67%
Black/African American	9%	10%	8%	8%
American Indian/Alaskan Native	4%	4%	3%	3%
Asian	8%	6%	9%	11%
Native Hawaiian/ Pacific Islander	1%	1%	1%	1%
Other	2%	2%	2%	2%
Hispanic	14%	14%	13%	13%
SES Low to High Ratio	1.5	2.0	1.2	1.0

Progress and Success Indicator B – Completing College Math – As important as pre-college math appears for under-represented populations and low SES students, the percentages that directly complete college math after (or along with) pre-college instruction is lower than for whites, Asians and students from higher SES backgrounds. The next table shows the percentages of current and former pre-college math students that completed college math in 2012-13, within two years of their last pre-college course enrollment. Under-represented students overall go on to complete college math after pre-college at lower rates than Asian and white students. The rates suggest that in order to influence success for students of low SES, greater efforts will need to be placed on the lowest level students.

Table 11
2012-13 Students Completing College Math within Two Years of Their Last Pre-College Math Enrollment

		By Student's Math Level Placement	
	All	**From a Lower Level Start**	**From a Higher Level Start**
White	21%	11%	28%
Black/African American	15%	7%	22%
American Indian/Alaskan Native	16%	7%	24%
Asian	24%	12%	30%
Native Hawaiian/Pacific Islander	22%	9%	30%
Other	19%	8%	26%
Hispanic	18%	7%	26%
SES Low to High Ratio	1.2	2.1	1.0

Progress and Success Indicator C – Retention – Further Achievement for Returning-Year Students

The Student Achievement Initiative places a premium on returning students who continue to demonstrate academic momentum by making further gains. Students returning from the prior year are flagged in the database. If they reach a new achievement milestone, an extra point is added for their retention.

The table below shows by their race and ethnicity the percentages of students enrolled in 2012-13 who are continuing students from the previous year, and of those continuing students, the percentages who increased their achievement in 2012-13. Students enrolled exclusively in adult basic education are excluded from the analysis. There were fewer continuing students among groups self-identifying as Black/African American, American Indian/Alaskan Native or Hispanic. Of the continuing students in those groups there was also a slightly smaller likelihood that they made further achievement gains in the year they returned.

Table 12
Returning Students by Race and Ethnicity Who Making Further Achievement Gain in 2012-13

	% of 2013 Students Who Are Continuing Students from Previous year	**% of Continuing Students Who Make Further Achievement Gains During the Year**
White	54%	60%
Black/African American	50%	56%
American Indian/Alaskan Native	52%	57%
Asian	56%	58%
Native Hawaiian/Pacific Islander	60%	59%
Other	54%	56%
Hispanic	50%	54%

Retention rates for veterans by race and ethnicity who return and make further achievement gains are two to seven points higher than returning students as a whole. The next table shows veterans as percentages of returning students and the percent of veterans who furthered their achievement in the next year.

Table 13
Returning Students by Race/Ethnicity and Veterans Status Who Make Further Achievement Gains in 2012-13

	Students with Veterans Status	
	% of 2013 Students Who Are Continuing Students from Previous year	% of Continuing Students Who Make Further Achievement Gains During the Year
White	90%	62%
Black/African American	69%	60%
American Indian/Alaskan Native	82%	59%
Asian	81%	61%
Native Hawaiian/Pacific Islander	97%	61%
Other	91%	60%
Hispanic	78%	61%

Progress and Success Indicator D – Professional Technical Student Completion and Post-College Earnings

Students exiting college from professional technical programs are deemed prepared for work if they receive a college award (certificate or degree) or in two cases: if they do not receive an award, but leave after completing at least 45 professional technical course credits, or if they have an individualized plan.

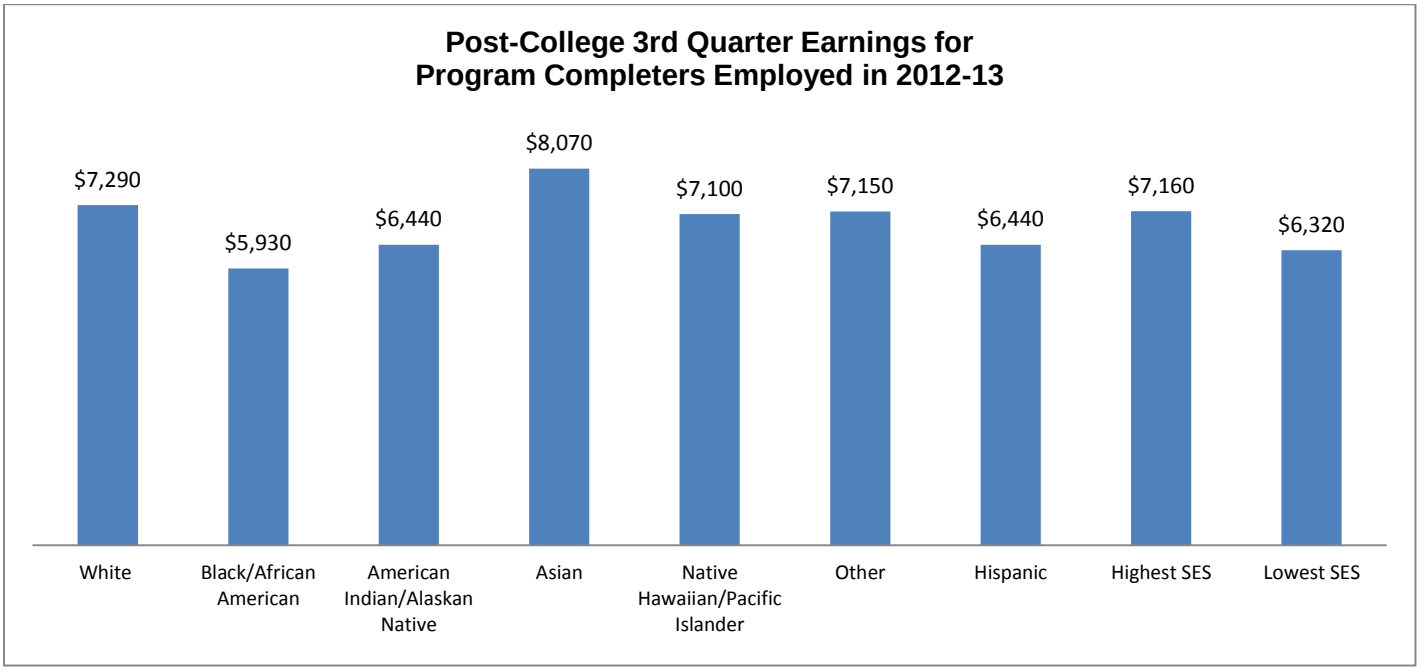
Asian and white students were more likely to exit college deemed prepared for work than other race and ethnic groups. Their preparation is also more likely to result in a degree than other race and ethnic groups. A similar pattern is observed when the highest and lowest quintile SES students are compared.

Table 14
Professional Technical Final Status of Student
Students Exiting College in 2011-12 by Race/Ethnicity and SES

	Prepared for Work				
	Non-Award, Individualized Plan	Non- Award, At Least 45 Credits	Workforce Certificate	Workforce Degree	Non-Completer
White	2%	15%	19%	27%	37%
Black/African American	1%	15%	22%	13%	49%
American Indian/ Alaskan Native	2%	14%	15%	21%	48%
Asian	2%	13%	28%	25%	32%
Native Hawaiian/ Pacific Islander	1%	14%	21%	19%	44%
Other	2%	17%	16%	26%	39%
Hispanic	3%	13%	21%	19%	44%
Highest SES	1%	16%	19%	26%	38%
Lowest SES	2%	16%	17%	23%	42%

Post Program Earnings

Post program earnings are highest for Asian, white and Hawaiian/Pacific Islander students. Earnings are also higher for students from the highest compared to the lowest SES quintiles. Post program earnings are primarily a function of the field of study (high, medium or low wage field) shown in Table 6.



Progress and Success Indicator E – Percent of 2011-12 Exiting Transfer Students Who Earned a Transfer Degree and Their Four-Year College Enrollment Status in 2012-13

Among transfer students stopping college in 2011-12, Asian and white students had the highest percentages who completed a transfer degree. For Black/African American students, degree attainment at time of exit was about half the rate of Asian and whites. The next table shows the percentages of transfer students by race/ethnicity and SES that left college with a transfer degree.

Table 15
% of Transfer Students Who Earned a Two-Year Associate Transfer Degree
Students Leaving College in 2011-12

White	24%
Black/African American	13%
American Indian/Alaskan Native	19%
Asian	24%
Native Hawaiian/Pacific Islander	14%
Other	24%
Hispanic	19%
Highest SES	21%
Lowest SES	21%

Asians, whites and students in the highest SES quintile were all more likely to transfer to a four-year institution within a year after leaving a community college. Transfer includes public and private institutions located inside and outside Washington State. Leaving college with a transfer degree is particularly important to transferring to a four-year institution. The next table shows the percentages of transfer students leaving college with and without a degree who enrolled in a four-year institution in the following year.

Table 16
% of 2011-12 Students Enrolled in a Public or Private Four-Year Institution
In 2012-13, One Year After Exiting Community College with and without a Two-Year Degree

	% All Leavers Enrolled in Any Four-Year Institution
White	27%
Black/African American	19%
American Indian/Alaskan Native	19%
Asian	33%
Native Hawaiian/Pacific Islander	17%
Other	28%
Hispanic	22%
Highest SES	34%
Lowest SES	21%

Transfer rates increased substantially and gaps narrowed if a student earned a two-year degree. The next table shows the percentages of students enrolling in a four-year public or private institution one year after leaving a community college. Rates are provided for all with a two-year degree.

Table 17
% of Students Enrolled in a Public or Private Four-Year Institution in 2012-13
One Year After Exiting Community College with a Two-Year Degree

	% of All Degree Graduates Enrolled in Any Four-Year Institution
White	51%
Black/African American	51%
American Indian/Alaskan Native	47%
Asian	58%
Native Hawaiian/Pacific Islander	52%
Other	54%
Hispanic	51%
Highest SES	55%
Lowest SES	50%

Longer Trends

For a discussion of longer trends please see Research Report 13-3: *Low-Income Students in Washington's Community and Technical Colleges: An Analysis of Educational Attainment and Student Characteristics over the Past 10 Years* *http://www.sbctc.edu/colleges-staff/research/reports/socioeconomic-research.aspx*.

The report findings demonstrate that for low SES students the outcomes described in this report prevail over time. For example, high SES students are more likely to transfer to a four-year institution within one year after exiting a community college. High SES students pursuing professional technical education are more likely to earn degrees and long certificates. As the report notes, while SES does not include race and ethnicity, students of color, in particular students in groups under-represented for educational attainment are more likely to be low SES.