STUDENT DIVERSITY AT LWTech: ANNUAL REPORT 2014-2015

This first installment of an annual student diversity report for LWTech seeks to document one of the Equity, Diversity, and Inclusion Plan markers of success: “Begin to narrow equity gaps and increase completion rates for underrepresented and historically marginalized students.”

The first section examines a five-year history of student enrollment at LWTech which is one method for ascertaining “equity gaps” based on access and enrollment. The second section examines five years of completion data to determine “completion rates” for all students. The final section provides key takeaways from an examination of the data.

Student Enrollment Using a Diversity Lens: 2010/11-2014/15

In order to examine LWTech’s ability to provide equitable access to students we track student enrollment data using the following demographic categories:

- Gender
- Disability Status
- Veteran Status
- Race
- Sexual Orientation
- Gender Identity

In addition to enrollment data, discussion in this section covers LWTech data in comparison to national research and what conclusions or insights we might draw from the data.

Gender:

Comparison to national research:
- LWTech enrollment mirrors national trends at all colleges where females now make up about 57% of all college enrollment.

LWTech data:
- Female students consistently make up about 60% of enrollment
- Female students are heavily concentrated in traditional sectors like health care and business support and make up only 16% of enrollments in non-traditional trades, IT, and applied design sectors
- Due to Perkins Grant funding, LWTech may want to increase targeted outreach to encourage students to enroll in non-traditional gendered programs

Overall enrollment split by program sectors:

Trades/IT/Applied Design:
- Female: 16%
- Male: 84%

Health/Education/Service/Business Support:
- Female: 77%
- Male: 23%

Female Students consistently make up about 60% of enrollment:

= 1,000 Students

2010/11:
- Female: 4,888
- Male: 3,966

2011/12:
- Female: 4,833
- Male: 3,285

2012/13:
- Female: 4,535
- Male: 3,224

2013/14:
- Female: 4,454
- Male: 3,020

2014/15:
- Female: 4,182
- Male: 2,816

**Disability Status**

Comparison to national research:
- Enrollment of students with disabilities is approximately 10%\(^2\) nationwide

LWTech data:
- LWTech's enrollment has remained fairly consistent (around 6% of the population) for the past five years
- LWTech's longstanding TRiO program (10 years) consistently serves this population

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**Veteran Status**

Comparison to national research:
- Veterans comprise 3% of national college enrollment and are significantly more likely to be disabled as well

LWTech data:
- This enrollment has been growing substantially over the past few years\(^3\)
- Receipt of the Center of Excellence for Veteran Student Success grant should aid in improving our enrollment above national averages

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LWTech's enrollment with disability status has remained fairly consistent for the past five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>450</td>
<td>5.1%</td>
</tr>
<tr>
<td>2011/12</td>
<td>479</td>
<td>5.9%</td>
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<tr>
<td>2012/13</td>
<td>479</td>
<td>6.2%</td>
</tr>
<tr>
<td>2013/14</td>
<td>492</td>
<td>6.9%</td>
</tr>
<tr>
<td>2014/15</td>
<td>436</td>
<td>6.2%</td>
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</table>

LWTech's enrollment of veterans has been growing substantially over the past few years:

<table>
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<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>1.1%</td>
</tr>
<tr>
<td>2011/12</td>
<td>153</td>
<td>1.9%</td>
</tr>
<tr>
<td>2012/13</td>
<td>235</td>
<td>3.0%</td>
</tr>
<tr>
<td>2013/14</td>
<td>237</td>
<td>3.2%</td>
</tr>
<tr>
<td>2014/15</td>
<td>218</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

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\(^3\)Prior to Summer 2012 (B231) coding for veterans was college defined. A standardized system coding schema was developed and implemented during the 2011-12 academic year.

As an alternative, IR queried SMS and joined SID with Student table in Data Warehouse for 2010-11 and 2011-12.
Race
Comparison to national research:

- Nationwide White students comprise 58% of two year college enrollment and students of color 40%\(^4\)
- As noted by the Washington Student Achievement Council, we must “close achievement gaps and increase success among … students of color” since these students enroll disproportionately at 2-year colleges and the social and economic future of our society depends upon the success of all students\(^5\)

LWTech data:

- Overall enrollment at the college has slowly shifted the past few years with fewer White students enrolling and increasing numbers of students identifying as Asian/Pacific Islander and Multi-Racial/Other Race
- Increases in the number of students of color on campus prompt the question, how can LWTech ensure the needs of this growing population are met

**Sexual Orientation**

Comparison to national research:

- Data related to college enrollments is not available nationwide or statewide at this time
- Recent research indicates approximately 4% of Washington adults identify as GLBTQ⁶; 6.5% in the Seattle metro area⁷

LWTech data:

- The WA CTC system is the first college system in the country to track this information
- Now that LWTech has this data it prompts the question how can LWTech ensure the needs of this growing population are met

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**Gender Identity**

Comparison to national research:

- Data related to college enrollments is not available nationwide or statewide at this time
- Recent research indicates approximately 4% of Washington adults identify as GLBTQ⁶; 6.5% in the Seattle metro area⁷

LWTech data:

- The WA CTC system is the first college system in the country to track this information
- Now that LWTech has this data it prompts the question, how can LWTech ensure the needs of this growing population are met?

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In order to examine LWTech’s ability to increase completion rates of students, we track student completion data using the following demographic categories:

- Gender
- Disability Status
- Veteran Status
- Race

Additionally, the data above are further examined by means of the impact of:

- Individual Programs of Study
- Support Programs

Completion information is based on tracking new students from a given academic year and whether or not they eventually graduate. The longer period of time that passes, the better overall completion rates. These data exclude non-credit, apprenticeship, and parent education but otherwise include all enrolled students regardless of intent. The data aim to help us answer the question “who is completing at LWTech?”

The average LWTech graduation rate for the five year time period of 2008/2009 – 2012/2013 is 20%.

In addition to completion data, discussion covers LWTech data in comparison to national research and what conclusions or insights we might draw from the data.

Gender

Comparison to national research:
- According to IPEDS data from 2013, women across the country at two year colleges are slightly more likely to graduate than men (20% and 19% respectively)²

LWTech data:
- Women are more likely to graduate than men, and the LWTech gap is larger than the national averages
- Women may take longer to graduate then men as evidenced by the two most recent years’ worth of data (equivalent graduation rates between genders at 18 and 13%)
- Women are more likely to enroll in programs that require completion for employment (e.g. health care) while men are more likely to enroll in programs that do not require completion for employment (e.g. the trades)
- Women are significantly more successful in programs that are traditionally considered female and slightly more likely to complete in male dominated fields as well

²http://collegecompletion.chronicle.com/state/#state=wa&sector=public_two

Women are More Likely to Graduate Than Men

![Gender Comparison](http://collegecompletion.chronicle.com/state/#state=wa&sector=public_two)

2008/09:
- Female: 24%
- Male: 19%

2009/10:
- Female: 26%
- Male: 20%

2010/11:
- Female: 25%
- Male: 20%

2011/12:
- Female: 18%
- Male: 18%

2012/13:
- Female: 13%
- Male: 13%

Overall completion split by program sectors (as noted on page 8 completions rate improve significantly once students enter technical programs):

**Trades/IT/Applied Design:**
32% of female enrollees graduate compared to 28% of males

**Health/Education/Service/ Business Support:**
51% of female enrollees graduate compared to 32% of males
Disability Status
Comparison to national research:
• LWTech is a leader in completion rates for students with disabilities. National research suggests students with disabilities are significantly less likely to finish their education than non-disabled peers.  

LWTech data:
• Students with Disabilities at LWTech are much more likely to complete a certificate or degree than students on average; a five year average of 30% versus the full college average of 20%
• Data suggests Students with disabilities may take longer to complete coursework as new students in 2012/2013 reflect just 11% of students with disabilities graduating versus a college average of 13%

Veteran Status
Comparison to national research:
• National data suggest that approximately 52% of veteran students graduate from college

Key insights:
• Veteran’s have some of the highest completion rates on campus but do not consistently reach or exceed national graduation rates for this population; five year average of 50%
• Receipt of the Center of Excellence for Veteran Student Success grant should aid in improving our completion rates for this population

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9 Horn, L. and Berktold, J. (1999). Students with Disabilities in Postsecondary Education: A Profile of Preparation, Participation, and Outcomes. National Center For Education Statistics
Race

Comparison to national research:
• National IPEDS data for two year colleges show completion rates for White students at 22%, African Americans at 11%, Asian at 27%, Hispanic at 16%, and American Indian at 14%.
• Nationally, African American and Hispanic male students enter community colleges with higher aspirations than White peers and are more engaged in tutoring, study-skills sessions, and other practices key to college success, yet White males are six times as likely to graduate in three years\(^{11}\).
• Students of Color are more likely to face an unwelcoming campus climate without a structured process to integrate into social and academic communities, leading to higher chances of disengagement\(^{12}\).

LWTech data:
• LWTech data show a substantial difference in completion rates between students of color and White students, the five year average for White students is 25% (better than the national average) compared to 13% for Students of Color (lower than the national averages in all categories except American Indian).


2010/11:
- Not Reported: 14%
- African American: 20%
- American Indian: 18%
- Asian/Pacific Islander: 21%
- Hispanic: 7%
- Multi-Racial/Other Race: 20%
- White: 26%

2011/12:
- Not Reported: 17%
- African American: 22%
- American Indian: 19%
- Asian/Pacific Islander: 19%
- Hispanic: 12%
- Multi-Racial/Other Race: 20%
- White: 28%

2012/13:
- Not Reported: 21%
- African American: 14%
- American Indian: 21%
- Asian/Pacific Islander: 14%
- Hispanic: 12%
- Multi-Racial/Other Race: 13%
- White: 29%

2013/14:
- Not Reported: 16%
- African American: 18%
- American Indian: 38%
- Asian/Pacific Islander: 11%
- Hispanic: 6%
- Multi-Racial/Other Race: 18%
- White: 24%

2014/15:
- Not Reported: 10%
- African American: 11%
- American Indian: 14%
- Asian/Pacific Islander: 12%
- Hispanic: 5%
- Multi-Racial/Other Race: 8%
- White: 17%
Impact of Individual Programs of Study
Comparison to national research:
• According to national research related to guided pathways, students with structured supports and a clear roadmap to completing their program are more likely to graduate.\textsuperscript{13}

LWTech data:
• Completion rates improve dramatically for all students once they start classes in the technical program; five year average of 38% (43% if selective admission programs are included)\textsuperscript{14}
• In particular, completion rates of Asian/Pacific Islander students exceed rates of White students which mirrors national data on student success.
• Given this data, we cannot underscore enough the importance of getting students into their program of study quickly; the college has already made significant progress on these issues based on IBEST initiatives and reduction of developmental math sequences. More work is needed related to:
  • Placement decisions
  • Streamlined intake services
  • Services for undecided students
• Additionally, data indicate that although the gap narrows once enrolled in technical programs, White students are still substantively more likely to graduate than all other race categories except Asian/Pacific Islander and among women also American Indians. More work is needed to:
  • Assist faculty in examining program specific completion data disaggregated by race to identify, understand, and address inequity
• Although completion rates for all students are significantly higher once they begin technical programs, the data uncover a new concern related to enrollment. Although White students make up approximately 53% of total student enrollment, they make up 68% of enrollment within technical programs. The reverse is true of the ABE/ESL population where 66% of students identify as a student of color. This indicates that the college may need to:
  • Examine recruitment practices to ensure underrepresented groups are intentionally recruited into technical programs
  • Identify ways to scale up programs that successfully transition students out of basic skills and developmental education into technical programs
  • Examine policies to determine if LWTech has “embedded benefits” that disproportionately benefit one group while creating barriers for others.\textsuperscript{15}

\textsuperscript{14}LWTech offers the following selective programs: Bachelors of Technology and Applied Design (BTAD), Dental Hygiene, Nursing, Physical Therapist Assistant (PTA) and Occupational Therapy Assistant (OTA- De-facto Selective since it requires completion of prerequisites with 3.0 or higher.)

The vast majority of students of color are concentrated in Adult Basic Education and English as a Second Language courses.

\[ \text{Total College Enrolled: 13019} \]
\[ \text{White: 6863 (52.71%)} \]
\[ \text{Persons of Color: 4434 (34.06%)} \]

\[ \text{Tech Program: 6562} \]
\[ \text{White: 4448 (67.78%)} \]
\[ \text{Persons of Color: 1468 (22.37%)} \]

\[ \text{ABE/ESL: 7149} \]
\[ \text{White: 1702 (23.81%)} \]
\[ \text{Persons of Color: 4718 (66.00%)} \]
Impact of Select Support Programs

Comparison to national research:

- According to the Community College Research Center at Columbia University, “not only do particular support services need to be in place, e.g., orientations, proactive advising, early warning systems, targeted support services, but they must be well aligned and coordinated across the campus. Seamless integration of services from the student’s perspective and collaboration among faculty, staff, and administration in providing these services are the college characteristics that seem to contribute most to student success.”

- Comprehensive support services like mandatory study-skills classes, learning communities, mandatory advising, and tutoring benefit all students and students of color benefit disproportionately without the stress of being labeled “at-risk”.

- Ethnic student organizations also provide similar impacts as other support service when adequate funding and reliable administrative support is provided; they also allow for peer support and bonding e.g., mentors, comfortable spaces, faculty or staff of color advisor who help facilitate dialogues.

LWTech data:

- LWTech data show that completion rates improve for both White students and students of color who receive support services.

- Opportunity Grant and I-BEST have significantly higher completion rates for students of color than the other support services.

- Enrollment in support programs closely aligns with the enrollment data presented above in that more White students (63%) enroll in support services than students of color (23%) and students of color are concentrated in I-BEST (43%) which supports ABE/ESL students.

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Completion rates for students based on enrollment in support programs Opportunity Grant (OG), TRiO, I-BEST (language support for ESL/ABED students in professional technical programs) and HMDS 111 (College Strategies)

Five year aggregate 2008/09 – 2012/13

### I-BEST

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>DSS</th>
<th>Vet</th>
<th>White</th>
<th>POC</th>
<th>African Am.</th>
<th>API</th>
<th>Latino</th>
<th>Nat. Am.</th>
<th>Other</th>
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<td>19</td>
<td>175</td>
<td>133</td>
<td>9</td>
<td>70</td>
<td>43</td>
<td>5</td>
<td>6</td>
<td>22</td>
<td>6</td>
<td>336</td>
</tr>
<tr>
<td>completion</td>
<td>110</td>
<td>65</td>
<td>11</td>
<td>9</td>
<td>90</td>
<td>69</td>
<td>2</td>
<td>42</td>
<td>20</td>
<td>2</td>
<td>3</td>
<td>12</td>
<td>4</td>
<td>175</td>
</tr>
<tr>
<td>% comp</td>
<td>47.83%</td>
<td>61.32%</td>
<td>50.00%</td>
<td>47.37%</td>
<td>51.88%</td>
<td>22.22%</td>
<td>60.00%</td>
<td>46.51%</td>
<td>40.00%</td>
<td>50.00%</td>
<td>54.55%</td>
<td>66.67%</td>
<td>52.08%</td>
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### HMDS 111

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<th>Vet</th>
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<th>POC</th>
<th>African Am.</th>
<th>API</th>
<th>Latino</th>
<th>Nat. Am.</th>
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<td>17</td>
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<td>7</td>
<td>8</td>
<td>16</td>
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<td>32.68%</td>
<td>52.50%</td>
<td>28.19%</td>
<td>31.25%</td>
<td>26.00%</td>
<td>32.93%</td>
<td>25.42%</td>
<td>41.18%</td>
<td>50.00%</td>
<td>26.67%</td>
<td>40.00%</td>
<td>29.96%</td>
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### Opportunity Grant

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<th>POC</th>
<th>African Am.</th>
<th>API</th>
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<th>Nat. Am.</th>
<th>Other</th>
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<td>74</td>
<td>16</td>
<td>31</td>
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<td>4</td>
<td>10</td>
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<td>5</td>
<td>21</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>13</td>
<td>0</td>
<td>126</td>
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<tr>
<td>% comp</td>
<td>42.31%</td>
<td>58.97%</td>
<td>50.00%</td>
<td>50.00%</td>
<td>56.00%</td>
<td>58.11%</td>
<td>31.25%</td>
<td>67.74%</td>
<td>69.23%</td>
<td>50.00%</td>
<td>60.00%</td>
<td>59.09%</td>
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### TRiO

<table>
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<th>African Am.</th>
<th>API</th>
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<th>Nat. Am.</th>
<th>Other</th>
<th>Not Rep.</th>
<th>Intl.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
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<td>346</td>
<td>333</td>
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<td>161</td>
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<td>113</td>
<td>19</td>
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<tr>
<td>% comp</td>
<td>37.24%</td>
<td>37.86%</td>
<td>33.93%</td>
<td>47.50%</td>
<td>40.76%</td>
<td>31.68%</td>
<td>23.68%</td>
<td>30.00%</td>
<td>33.33%</td>
<td>46.15%</td>
<td>41.67%</td>
<td>31.17%</td>
<td>N/A</td>
<td>37.55%</td>
</tr>
</tbody>
</table>
Key Takeaways from Enrollment and Completion Data

Points of Pride
1. Students with disabilities, veterans, and women all maintain higher completion rates than the college average.
2. Once students enter their technical program they become much more likely to graduate which speaks to the caliber of faculty and curriculum on campus.
3. In two technical training programs the completion gap between White students and students of color is non-existent: Dental Hygiene and Early Childhood Education.

Area of Concern
The data above provide quantitative context to concerns uncovered by the consultants who provided an assessment of the LWTech diversity climate in preparation for the EDIP20. Specifically:

1. Low completion numbers in aggregate versus stronger completion rates for students once they start technical classes and substantially different enrollment percentages related to race between ESL/ABE and technical programs (said another way, students of color are much more likely to be enrolled in ESL/ABE and students overall are unlikely to transition from ESL/ABE to college classes) lines up with community concerns about:
   • “…tensions pertaining to the differing experiences of specific groups of people on campus configured around race, gender, job classification, educational level, first language, immigration status, sexual orientation, academic discipline, disability, and age…”
   • “For people who speak English as a second language, especially those with native or near native fluency, but also with an accent, ‘game face’ takes on almost superhuman dimensions.”
2. Lower completion rate of student of color, and Hispanic students in particular, lines up with community concerns:
   • “For members of many non-dominant identity groups (especially along the lines of race, gender, and sexuality), there was real fear expressed that to publically associate with others like oneself (i.e., other people of color, other women, other LGBTQ people) would cultivate resentment … [which] could have negative repercussions for the academic and/or employment advancement of members of these non-dominant identity groups.”

**Addressing areas of concern:**
Based on the data above, national research, and alignment with EDIP goals, the following strategies may move the college forward:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Alignment with EDIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear college commitment to equity in enrollment and completion</td>
<td>Full work of the EDIP</td>
</tr>
<tr>
<td>Create “student-centered” environments(^{21})</td>
<td>EDIP Year 6, Goal 6: Establish a Multicultural Center</td>
</tr>
<tr>
<td>Identify and implement ways for students to report and seek redress for negative experiences(^{19})</td>
<td>EDIP Year 3, Goal 7: Establish a student, faculty, and staff ombudsperson/s position</td>
</tr>
</tbody>
</table>
| Provide Cultural Competency training to all employees, especially faculty\(^{22}\) | EDIP Year 2, Goal 4: Establish a teaching and learning center with appropriate leadership  
EDIP Year 3, Goal 4: Provide skills and related training to foster academic and employment success of all  
EDIP Year 4, Goal 4: Task lead diversity personnel with developing college competencies related to equity, diversity, and inclusion |
| Address negative climates and institutional practices that may prevent student success; set expectations that this work applies to all community members\(^{20}\) | EDIP Year 2, Goal 2: Ask all prospective employees and applicants to selective admission programs a question related to how they will help LWTech enhance its commitment to diversity  
EDIP Year 3, Goal 7: Establish a student, faculty, and staff ombudsperson/s position |
| Examine recruitment practices                                            | EDIP Year 2, Goal 2: Further refine and expand marketing efforts to signal in all materials that valuing diversity is core to our institutional identity |
| Identify ways to successfully transition students out of basic skills and developmental education into technical programs | EDIP Year 3, Goal 4: Provide skills and related training to foster academic and employment success of all |
| Examine policies to determine if LWTech has “embedded benefits” that disproportionately benefit one group while creating barriers for others | EDIP Year 3, Goal 7: Establish a student, faculty, and staff ombudsperson/s position |
