This second 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: 2011/12 – 2015/16

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 21% of enrollments in non-traditional trades, IT, and applied design sectors.
- Male students are heavily concentrated in traditional sectors like the trades and STEM areas and only make up 21% of Health/Education/Service/Business classes.
- Due to Perkins Grant funding, LWTech may want to increase targeted outreach to encourage students to enroll in non-traditional gendered programs; clearly some current efforts are working given the growth of female enrollments in the trade and STEM areas over the past year.

**Marker of Success:**

Since last year’s report the percent of women enrolled in traditionally male programs has risen from 16% to 21%

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Female Students consistently make up about 60% of enrollment:

- Female: 4,833
- Male: 3,285

2011/12:

- Female: 4,535
- Male: 3,224

2012/13:

- Female: 4,454
- Male: 3,020

2013/14:

- Female: 4,182
- Male: 2,816

2014/15:

- Female: 3,915
- Male: 2,655

Overall enrollment split by program sectors:

- Trades/IT/Applied Design:
  - Female: 21%
  - Male: 79%

- Health/Education/Service/Business Support:
  - Female: 79%
  - Male: 21%

Disability Status
Comparison to national research:
• Enrollment of students with disabilities is approximately 10%\textsuperscript{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

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 was growing substantially over the past few years\textsuperscript{3}, but began to drop this past year as for the first time in history, veteran unemployment rates dropped below general unemployment rates
• Receipt of the Center of Excellence for Veteran Student Success grant should aid in improving our enrollment above national averages especially with the influx of veteran students from the ITT closure just before Fall 2016

LWTech’s enrollment with disability status has remained fairly consistent for the past five years:
\[\text{\# = 100 Students}\]
2011/12: 479 (5.9%)
2012/13: 479 (6.2%)
2013/14: 492 (6.9%)
2014/15: 436 (6.2%)
2015/16: 390 (6.2%)

LWTech’s enrollment of veterans has been growing substantially over the past few years:
\[\text{\# = 100 Students}\]
2011/12: 153 (1.9%)
2012/13: 235 (3.0%)
2013/14: 237 (3.2%)
2014/15: 218 (3.1%)
2015/16: 179 (2.9%)

\textsuperscript{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%.
• 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.

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 and Multi-Racial.
• Increases in the number of students of color on campus prompts the question, how can LWTech ensure the needs of this growing population are met.
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2011/12
- Students of Color: 2539 (31%)
  - African American: 225 (3%)
  - American Indian: 49 (1%)
  - Asian: 1,144 (14%)
  - Hispanic: 586 (7%)
  - Native Hawaiian: 13 (.2%)
  - Pacific Islander: <10
  - Multi-Racial: 284 (4%)
  - Other: 238 (3%)
- White: 4,468 (55%)
- Not Reported: 1,098 (14%)

2012/13
- Students of Color: 2500 (32%)
  - African American: 216 (3%)
  - American Indian: 36 (1%)
  - Asian: 1,086 (14%)
  - Hispanic: 582 (8%)
  - Native Hawaiian: <10
  - Pacific Islander: 10 (.1%)
  - Multi-Racial: 346 (4%)
  - Other: 224 (3%)
- White: 4194 (54%)
- Not Reported: 1063 (14%)

2013/14
- Students of Color: 2408 (32%)
  - African American: 201 (3%)
  - American Indian: 31 (.4%)
  - Asian: 1,034 (14%)
  - Hispanic: 555 (7%)
  - Native Hawaiian: <10
  - Pacific Islander: 11 (.1%)
  - Multi-Racial: 365 (5%)
  - Other: 211 (3%)
- White: 4001 (54%)
- Not Reported: 1059 (14%)

2014/15
- Students of Color: 2309 (33%)
  - African American: 204 (3%)
  - American Indian: 23 (.3%)
  - Asian: 1,031 (15%)
  - Hispanic: 463 (7%)
  - Native Hawaiian: <10
  - Pacific Islander: 16 (.2%)
  - Multi-Racial: 368 (5%)
  - Other: 204 (3%)
- White: 3570 (51%)
- Not Reported: 1,114 (16%)

2015/16
- Students of Color: 2238 (34%)
  - African American: 191 (3%)
  - American Indian: 30 (.5%)
  - Asian: 971 (15%)
  - Hispanic: 438 (7%)
  - Native Hawaiian: <10
  - Pacific Islander: 17 (.3%)
  - Multi-Racial: 363 (6%)
  - Other: 228 (3%)
- White: 3,431 (52%)
- Not Reported: 900 (14%)

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Sexual Orientation

Comparison to national research:
• Data related to college enrollments is not available nationwide or state wide at this time
• Recent research indicates approximately 4% of Washington adults identify as GLBTQ; 6.5% in the Seattle metro area

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
• Since implementing the coding for these questions, the overall percentage of students identifying as GLBQ has grown from 3.2% to 6.0%
• Now that LWTech has this data it prompts the question, how can LWTech ensure the needs of this growing population are met?

Marker of Success:
Since last year’s report students identifying as GLBTQ has grown to parity with local demographics

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5 YEAR STUDENT COMPLETION USING A DIVERSITY LENS: 2009/10 – 2013/2014

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 2009/10 – 2013/2014 is 23% (a 3% increase since last year’s report).

The positive change in LWTech’s overall completion rate in a short period of time may be an early indicator that the completion initiative started by Dr. Goings when she accepted the presidency at the college is working.

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)\(^8\)

LWTech data:
• Women are more likely to graduate than men, and the LWTech gap is larger than the national averages
• 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

Five year completion rate for students by gender 2009/10–2013/14
Female: 24%
Male: 21%

Overall five year completion rates* split by program sectors:
Trades/IT/Applied Design:
46% of female enrollees graduate compared to 35% of males

Health/Education/Service/Business Support:
55% of female enrollees graduate compared to 33% of males

* as noted on page 10 completion rates improve significantly once students enter technical programs

8 http://collegecompletion.chronicle.com/state/#state=wa&sector=public_two
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.9

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 36% versus the full college average of 23%
• Previous data suggested students with disabilities took longer to complete coursework as new students, yet most recent data suggests this gap may be narrowing.

Marker of Success:
Since last year’s report completion rates for students with disabilities have improved from 30% to 36%

Veteran Status

Comparison to national research:
• National data suggest that approximately 52% of veteran students graduate from college10

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 44%
• Receipt of the Center of Excellence for Veteran Student Success grant should aid in improving our completion rates for this population
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 more likely to graduate in three years\textsuperscript{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\textsuperscript{12}

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LWTech data:

- Please note raw numbers of American Indian, Native Hawaiian, and Pacific Islander groups are so small that examining percentages in isolation may be misleading.
- LWTech data show a substantial difference in completion rates between students of color and White students, the five year average for White students is 29% (better than the national average) compared to 15% for Students of Color (lower than the national averages in all categories except American Indian).
- While completion rates for both White Students and Students of Color have improved since last year, the achievement gap between has actually widened (a difference of 11 percentage points last year compared to a difference of 14 this year).

Five year completion rates (2009/10 – 2013/14) based on enrollment in technical programs instead of initial enrollment

<table>
<thead>
<tr>
<th>Five Year completion rate of all students starting technical classes: College overall: 45%</th>
<th>Traditionally male programs, five year completion rate: Overall: 37%</th>
<th>Traditionally Female programs, five year completion rate: Overall: 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color: 42%</td>
<td>Students of Color: 33%</td>
<td>Students of Color: 49%</td>
</tr>
<tr>
<td>American Indian: 34%</td>
<td>American Indian: 26%</td>
<td>American Indian: 41%</td>
</tr>
<tr>
<td>Native Hawaiian: 75%</td>
<td>Native Hawaiian: 50%</td>
<td>Native Hawaiian: 100%</td>
</tr>
<tr>
<td>Pacific Islander: 40%</td>
<td>Pacific Islander: 33%</td>
<td>Pacific Islander: 50%</td>
</tr>
<tr>
<td>African American: 26%</td>
<td>African American: 20%</td>
<td>African American: 30%</td>
</tr>
<tr>
<td>Hispanic: 38%</td>
<td>Hispanic: 27%</td>
<td>Hispanic: 47%</td>
</tr>
<tr>
<td>Asian: 50%</td>
<td>Asian: 40%</td>
<td>Asian: 55%</td>
</tr>
<tr>
<td>Multi-Racial: 43%</td>
<td>Multi-Racial: 35%</td>
<td>Multi-Racial: 48%</td>
</tr>
<tr>
<td>Other: 37%</td>
<td>Other: 26%</td>
<td>Other: 44%</td>
</tr>
<tr>
<td>White Students: 45%</td>
<td>White Students: 38%</td>
<td>White: 50%</td>
</tr>
<tr>
<td>Not Reported: 43%</td>
<td>Not Reported: 34%</td>
<td>Not Reported: 50%</td>
</tr>
</tbody>
</table>
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:
• Please note raw numbers of American Indian, Native Hawaiian, and
  Pacific Islander groups are so small that examining percentages in
  isolation may be misleading
• 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
• The data clearly illustrate getting students into their program of study
  quickly matters; the college has already made significant progress on
  these issues based on IBEST initiatives and reduction of developmental
  math sequences. Work will begin in 2016/17 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 African American, Hispanic, and Multi-Racial students.
  More work is needed to:
  • Assist faculty in examining program specific completion data
    disaggregated by race to identify, understand, and address
    inequity at a program level

\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.)

Between 2009/10 and 2013/14 the majority
of Students of Color are enrolled in Basic
Skills/English as a Second language classes

Total College
White: 54%
Students of Color: 32%

Tech Program
White: 68%
Students of Color: 32%

ABE/ESL
White: 27%
Students of Color: 63%
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 54% of total student enrollment, they make up 68% of enrollment within technical programs. The reverse is true of the ABE/ESL population where 63% 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

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 stronger than general college enrollment**

**Five year completion rate 2009/10 – 2013/14**

<table>
<thead>
<tr>
<th>Program</th>
<th>Overall</th>
<th>Male</th>
<th>Female</th>
<th>DSS</th>
<th>Veteran</th>
<th>White</th>
<th>Student of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBEST</td>
<td>52%</td>
<td>48%</td>
<td>61%</td>
<td>50%</td>
<td>47%</td>
<td>51%</td>
<td>52%</td>
</tr>
<tr>
<td>Opportunity Grant</td>
<td>57%</td>
<td>42%</td>
<td>59%</td>
<td>50%</td>
<td>50%</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>TRiO</td>
<td>38%</td>
<td>37%</td>
<td>38%</td>
<td>34%</td>
<td>48%</td>
<td>41%</td>
<td>32%</td>
</tr>
</tbody>
</table>

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Key Takeaways from Enrollment and Completion Data

Areas 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 seven programs the enrollment gap between white students and students of color is non-existent:
   a. Accounting
   b. Auto Collision
   c. Business Technology
   d. Early Childhood Education
   e. Electronics
   f. Information Technology Applications Development
   g. Nursing Assistant
4. In three programs the achievement gap between white students and students of color is non-existent:
   a. Dental Hygiene
   b. Early Childhood Education
   c. Fitness Specialist

Area of Concern
1. The data showcase that some historically marginalized groups are significantly less likely to both transition from basic skills/English as a second language courses into technical classes and to graduate from LWTech. This is especially true for:
   a. Hispanic Students
   b. African American Students
2. While completion rates have improved for virtually all groups since last year’s report, the achievement gap between white students and students of color has grown.
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</td>
<td>EDIP Year 3, Goal 6: Establish a Multicultural Center</td>
</tr>
<tr>
<td>Identify and implement ways for students to report and seek redress for negative experiences</td>
<td>EDIP Year 3, Goal 7: Establish a student, faculty, and staff ombudsperson/s position</td>
</tr>
<tr>
<td>Provide Cultural Competency training to all employees, especially faculty</td>
<td>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</td>
</tr>
<tr>
<td>Address negative climates and institutional practices that may prevent student success; set expectations that this work applies to all community members</td>
<td>EDIP Year 2, Goal 2: Ask all prospective employees and applicants to selective admission programs a question related to how they will help LWTeach enhance its commitment to diversity EDIP Year 3, Goal 7: Establish a student, faculty, and staff ombudsperson/s position</td>
</tr>
<tr>
<td>Examine recruitment practices</td>
<td>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</td>
</tr>
<tr>
<td>Identify ways to successfully transition students out of basic skills and developmental education into technical programs</td>
<td>EDIP Year 3, Goal 4: Provide skills and related training to foster academic and employment success of all</td>
</tr>
<tr>
<td>Examine policies to determine if LWTeach has “embedded benefits” that disproportionately benefit one group while creating barriers for others</td>
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