

September 2006

Diversity in Washington Higher Education

Improving the participation and performance of African American, Hispanic, American Indian, and Asian American students, faculty, and staff in Washington's higher education system represents a vital element of the state's *Strategic Master Plan for Higher Education*.

The following report, *Diversity in Washington Higher Education*, is based on analysis of state-level data on diversity in higher education, information generated from a survey of Washington colleges and universities conducted by HECB staff in 2006, and significant feedback gathered in various venues over the past several months:

- In May, HECB Executive Director Jim Sulton met with multicultural services directors from the community colleges in Pasco.
- During a meeting convened by HECB staff at Highline Community College later that month, more than 40 participants underscored the importance of diversity in higher education and the need to direct the state's attention to this critical area of need. Participants included staff and administrators with diversity responsibilities in the community and technical colleges, the public and private baccalaureate institutions, and other state officials.
- In late June, the Board's Advisory Council heard presentations on diversity in Washington as well as information about programs designed to improve participation and completion in higher education. The meeting also included extensive testimony from a diverse group of representatives from K-12 and higher education.
- During the regularly scheduled meeting of the Higher Education Coordinating Board in July, staff presented the draft report and recommendations. Board members requested that HECB staff disseminate the report for broader review.
- A series of forums conducted in late August attracted more than 150 participants in Spokane, Pasco, Seattle and Tacoma – including state legislators, college and university officials, business and community leaders, teachers, counselors and students.

The information gathered over the past several months has helped shape the final diversity report and recommendations. Staff have made a number of changes to the report and recommend board approval of the report and recommendations. The board is being asked to take action to adopt the final report during its September 27 meeting in Olympia.

Next Steps

Following board approval, staff will move quickly to develop an implementation plan for the recommendations. The plan will include:

- Regular interaction with campus diversity coordinators.
- A review of existing campus diversity plans and policies, and an analysis of areas of compatibility and local programs that could be expanded systemwide.
- An implementation timeline for a number of strategies that are needed to execute report recommendations.
- Cost estimates to implement the report's recommendations.
- Biennial progress reports on implementation of the recommendations, and outcomes in the higher education system.

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Introduction

In a broad sense, diversity in higher education includes differences in role and mission, coursework and degree programs, graduate and undergraduate study, numbers of students, a mix of two-year and four-year schools, even campus locations. These differences are the foundation of the state higher education system, and are a significant reason why our colleges and universities are among the best in the world.

Diversity among students, faculty and staff is a cornerstone of that system.

Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.

It promotes personal growth – and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking and it helps students learn to communicate effectively with people of varied backgrounds.

It strengthens communities and the workplace. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.

It enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.¹

In addition, public opinion supports the importance of diversity within the higher education system. In a first-ever national poll on diversity in higher education, conducted in 1998 by DYG, Inc. for the Ford Foundation, 91 percent agreed that the global economy makes it more important than ever for all of us to understand people who are different from ourselves. And by a margin of more than three to one, those who had an opinion said that diversity programs in colleges and universities raise, rather than lower, academic standards.

¹ American Council on Education (ACE), “On the Importance of Diversity in Higher Education.”

Over the past few years, many of Washington's colleges and universities have implemented multifaceted diversity programs and faculty and staff instruction that are aimed at outreach, recruitment, and retention efforts. While often successful individually, these collective programs fall short of what is needed to ensure commensurate participation and achievement of racial and ethnic minorities in higher education.

Of even greater significance are demographic trends. In Washington state, projections indicate a substantial growth in the minority population in the state – from 22 percent currently to 28 percent in 2020. Longer term, the national forecast sustains that trend. According to the Civil Rights Project at Harvard University, “while only a half century ago the country was nearly 90 percent white, within the next 50 years there will be no racial majority.”

If education gaps remain the same and changes in demographics occur as projected, the state will face a much starker future with a less educated workforce in a rapidly changing world. Ultimately, our standard of living will drop and the state's economy will suffer.

“Today more than ever, higher education stands as the gateway to the kind of society we will become.”

(Lee C. Bollinger, President, Columbia University)

About this report

The Higher Education Coordinating Board (HECB) is responsible for monitoring and reporting on the academic success of African American, Hispanic, Asian American, and American Indian students in Washington's statewide system of higher education.

Previous HECB reports showed that individuals from African American, Hispanic, and American Indian backgrounds were not participating – nor were they achieving academically – at rates comparable to statewide averages. This report presents data showing that despite numerous efforts undertaken by the state's colleges and universities, disparities remain.

In the past few years, as the state's public colleges and universities addressed the issue of increasing diversity and assuring student academic successes, they have had the added challenge presented by Initiative 200 (I-200), passed in November 1998 by Washington voters. I-200 essentially nullified affirmative action efforts on public campuses in all areas – from recruitment to retention to graduation. Despite this prohibition, the state's colleges and universities remain committed to increasing diversity and improving student academic achievement. A major part of this effort involves faculty, as they serve as role models, particularly for minority students.

As Washington state continues to implement the *2004 Strategic Master Plan for Higher Education*, taking steps toward eliminating education attainment gaps is critical to reaching the plan's goals: increasing opportunities for students to earn degrees, and responding to the state's economic needs by cultivating a workforce with the knowledge, skills, and education level needed to compete in our increasingly knowledge-based global economy.

This report presents evidence of differences that remain among racial and ethnic groups in indicators of participation and achievement – despite institutional efforts to enhance campus diversity. The report is structured into three main sections: (1) students, (2) faculty and staff, and (3) campus environments.

This report is timely in that it coincides with initial implementation efforts addressed in the strategic master plan. It offers a baseline on indicators that can be reviewed annually to assess progress in closing education attainment gaps. The report takes a statewide focus with an understanding that addressing and increasing diversity is important for all of the state’s colleges and universities.

“These persistent gaps in college participation among whites and minorities tell us that we must be more creative and imaginative in developing strategies and finding additional resources so that more students of color are successful on our campuses. The long-term economic and social well being of this country is connected to closing this gap.”

William B. Harvey, ACE vice president and director of the Center for Advancement of Racial and Ethnic Equality

The Challenge

Unfortunately, despite the commitment and individual efforts of many of the state’s colleges and universities, Washington is facing a critical need to address real imbalances in the system – imbalances that will be exacerbated by impending demographic changes.

Diversity within the state’s higher education system does not reflect diversity in society. As a result, even maintaining the status quo while societal demographics change would produce formidable challenges to issues of social justice, social and economic health, and educational excellence.

“The primary question put to institutions regarding diversity still remains, ‘How much diversity do you have?’ A secondary question is, ‘How well are your ‘diversity’ students achieving and how comfortable do they feel in your institution?’ I want us to modify the second question and create a third. We must, of course, get rid of the notion that our diversity students are a subset of our students and replace it with the conviction that our diversity students are all our students. Then we must add the third question, ‘What are you doing educationally with the diversity you’ve got? How are you using it intentionally as an educational resource? And how are these uses benefiting all your students?’”

Edgar F. Beckham, senior fellow at AAC&U and emeritus dean of the college at Wesleyan University; “Diversity at the Crossroads: Mapping Our Work in the Years Ahead.”

Opportunity

There is no shortage of research regarding the importance of racial diversity in the college environment. Inclusive education helps students from all racial and ethnic backgrounds learn, increases college retention, and better prepares graduates to become active participants in society.

In addition, more closely aligning college demographics with societal demographics would have a significant impact on the economy.

“If African-American and Latino workers were represented at colleges and universities in the same proportions as their share of 18- to 24-year olds, U.S. wealth would increase by \$231 billion every year, annual tax revenues would increase by \$80 billion, and the proportion of minority families with inadequate incomes would decrease.”

Anthony P. Carnevale, vice president for public leadership at the Educational Testing Service, January 1999.

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Diversity in Washington Higher Education

Executive Summary

Improving the participation and performance of African American, Latino, American Indian and Asian American students, faculty and staff in Washington's higher education system represents a pivotal element of the statewide strategic master plan. This report includes current statistics and trend data for student enrollment, retention, and graduation; and provides an overview of some of the diversity related programs and practices that are currently in effect. In addition, the report presents a number of recommendations for advancing programmatic efforts to foster greater equity through enhancing diversity in higher education.

Three fundamental conclusions derive from this report:

- 1) While college enrollment for some American racial and ethnic minority students has begun to rebound following the passage of I-200 in 1998, most of the data reflect areas where the state is merely maintaining the status quo, or worse yet – is losing ground.
- 2) Continual efforts in our colleges and universities are a step in the right direction, but do not address a greater need for systemic change.
- 3) Recommendations for enhancing diversity must address four key areas: stepping up pre-college efforts; helping students succeed in college; improving faculty diversity; and promoting systemic change. In addition, increasing minority participation and achievement will require greater collaboration among stakeholders, shared responsibility for results, and ongoing benchmarks and accountability measures.

Along with extensive research data, the recommendations in this report are based on significant outreach efforts. Over the past few years, the HECB has conducted two comprehensive surveys aimed at gathering information from the state's public and private, two- and four-year colleges and universities about institutional diversity efforts. Some of those outreach and recruitment strategies are highlighted in this report.

The success of any statewide diversity initiative hinges on its collaborative nature. No state-level policy will bear fruit unless it synchronizes with campus-based efforts to improve the quality of higher education for all students. In furtherance of this aim, the HECB has recently convened a series of broad-based meetings with institutions' educationally and economically disadvantaged student program coordinators.

In June 2006, the HECB Advisory Council met with approximately two dozen stakeholders who are involved with diversity programs and outreach efforts statewide. Those meetings provided key information on current efforts, as well as recommendations for next steps.

In addition, a series of forums conducted in late August attracted more than 150 educators, community and business leaders, and students. Participants in Spokane, Pasco, Seattle, and Tacoma included state legislators, college and university officials, business, and community leaders, teachers, counselors and students. Research findings and key data are summarized below.

High School-to-College Continuation Rates

The percentage of some minority groups enrolling in college falls in 1999; begins to increase by 2002:

- In fall 1998, before the passage of I-200, 71 percent of Asian Americans, 56 percent of white, 55 percent of African American, 52 percent of American Indian, and 50 percent of Hispanic public high school graduates in the class of 1999 entered postsecondary education.
- In fall 1999, after the passage of I-200, lower percentages of African American (53 percent), American Indian (46 percent), and Hispanic students (46 percent) from the graduating class of 1999 entered postsecondary education; while percentages of Asian Americans (72 percent), and white students (56 percent) entered postsecondary education at rates comparable to earlier levels.
- In fall 2000, the percentages of the class of 2000 graduates enrolling in higher education fell for all racial and ethnic groups.
- By 2002 and 2003, the percentages enrolling in college directly out of high school for all groups had surpassed the 2000 rates – with the exception of American Indians.

First-Time-in-College Freshmen

The percentage of minority students entering college varies among two-year, four-year, public and private schools:

- Comparisons of fall 1998 and fall 1999 enrollments of first-time freshmen seeking a degree or credential show that in the public four-year sector, enrollment dropped for American Indian, African American, and Hispanic students and rose for white and Asian American students.
- In the public two-year sector, the enrollments of first-time freshmen decreased between fall 1998 and fall 1999 for American Indian and Asian American students, and increased for African American, Hispanic, and white students.
- In the private four-year sector, the enrollments of first-time freshmen decreased between fall 1998 and fall 1999 for American Indian and Asian American students; remained essentially the same for African American students; and increased for Hispanic and white students.
- In the two-year private sector, the enrollment for first-time freshmen decreased from 1998 to 1999 for white students and increased for other racial and ethnic groups.

Undergraduate Enrollment

Enrollment of Hispanic and African American students is lower than the percentage of college-aged state population for both groups:

- In fall 2005, Hispanic students comprised 5.2 percent of the total undergraduate enrollment in the state's colleges and universities. This was considerably lower than their representation in the state's 17-39-year-old population, which was 11.3 percent. The percentages of enrollment for other racial and ethnic groups were similar or higher than their percentages of the population between the ages of 17 and 39.
- However, in the public four-year sector, enrollments of both African American and Hispanic students comprised a lower percentage of the total enrollment than their share of the state's 17-39-year-old population. Furthermore, African American and Hispanic students represent a smaller percentage of total enrollment in the public four-year sector, compared with other sectors.

Graduate/Professional Enrollment

Minority students are underrepresented in graduate and professional enrollments:

- In most cases, when compared to their representation in the state population between the ages of 17 and 39, minority groups are underrepresented in the graduate and professional enrollments in both public and private four-year institutions.

Persistence in Community and Technical Colleges

Some minority groups are less likely to complete or maintain progress in two-year degree programs:

- Of the students enrolled in community and technical colleges who intend to pursue a degree, American Indian, African American, and Hispanic students are more likely than Asian American or white students to become "early leavers;" that is, attend only one quarter and not return within two years' time.
- In this same group of students, American Indian, African American, and Hispanic students are less likely than Asian American and white students to have made "substantial progress" in their programs (i.e., substantial progress means graduating or attending four or more quarters over a two-year period).

College Graduation Rates

Some minority groups are less likely to complete degree programs within three years (for two-year programs) or six years (for four-year programs):

- Regardless of sector (public or private, two-year or four-year), American Indian, African American, and Hispanic students are less likely to graduate within 150 percent of the expected time to graduation (for degree or certificate programs) than Asian American and white students.

Degrees Awarded

Degree completion for some minority students is lower than their percentage of the state's population:

- Similar to the enrollment situation at the institutions, Hispanic, African American, and American Indian students earn a smaller percentage of degrees than their representation in the population.

Faculty

The percentage of minority faculty is much smaller than comparable undergraduate enrollment:

- The percentages of racial and ethnic minority faculty are much smaller than the percentages of the same racial and ethnic groups' undergraduate enrollments.

Senior Academic Staff

The percentage of senior administrators of color is less than the percentage of students of color:

- Senior academic staff are generally promoted from faculty positions and the representation of racial and ethnic minorities in these positions more closely reflects the profile of faculty than the student racial and ethnic profile.

Recommendations

The following steps aim toward reducing the current imbalance of racial and ethnic diversity in the Washington higher education system and increasing participation and achievement among Hispanic, African American, and American Indian/Alaska Native students.

Investing in pre-college efforts

- Coordinate existing pre-college programs by strengthening the network among colleges and universities to enhance program delivery and reach increasingly more students each year.
- Establish a pre-college scholarship program – to be administered by the HECB – to bring more underrepresented students into institutions of higher education during the summer as well as the regular year for meaningful academic experiences, including interaction with college students, faculty, and professional staff. The program could be financed through community partnership grants or state funding earmarked for student outreach efforts.
- Create additional student outreach programs. In partnership with colleges and universities, build upon successful existing pre-college programs – such as GEAR UP – to ensure that junior high and high school students statewide are aware of college opportunities and how to access those opportunities. Coordinated system-wide and implemented locally, the programs should include colleges, high schools, and the private sector.

The Early Academic Outreach Program in California has existed for the past several decades. The program has established clear objectives to serve the educational communities near each UC campus and create academically oriented programs which serve the needs of those students who need an ongoing focus on educational access beyond high school graduation.

Helping students complete college

- Enhance student participation in Washington higher education by emulating or participating in successful state, regional, and national programs that facilitate greater enrollment, retention, and graduation of students of color.
 - *The POSSE Foundation* identifies, recruits, and trains young leaders from urban public high schools and sends them as “Posses” to the country’s top colleges and universities.
 - *PEOPLE* – “*Pre-College Enrichment Program for Learning Excellence*” – is a Wisconsin program that seeks to increase enrollment and graduation of minority and disadvantaged students from middle school through 12th grade. The program is based on a number of studies that demonstrate that enrollment and graduation rates can be increased by pre-college programs that: (1) encourage students to aspire to opportunities available through higher education, and (2) assist students in developing critical academic skills.
 - The Southern Regional Education Board’s *Minority Doctoral Scholars Program* has a proven track record of success; the state should seek associate status.

- Fund student support centers so practical, academic, and early intervention services are available to the diverse students served by higher education institutions.
 - Continually intervene to monitor students' academic performance and progress;
 - Establish early warning/intervention programs at the institutional level; and
 - Consider contractual agreements for student advising.
- Support and encourage outreach efforts among graduate and professional educational programs designed to provide information to undergraduates and secondary students. May include the development of clear articulation pathways from high school through degree attainment.
- Improve understanding of diverse cultures and histories through expanded ethnic studies programs and curricula, including support for graduate programs and studies.
- Require meaningful multicultural training and curricula in colleges of education, and establish diversity course requirements for future teachers.
- Develop a model diversity in professional development training program for K-12 and higher education, emphasizing multi-cultural awareness, culturally relevant curricula, and diverse teaching and learning styles.
- Provide incentives to encourage faculty and administrators to participate in diversity training and mentoring, including a strategy to tie both to merit pay and tenure (for faculty).

Improving faculty diversity

- Fund visiting professorships between Washington institutions and Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) to bring more Hispanic, African American, and American Indian/Alaska Native faculty members onto campuses for a semester or a year-long scholarly experience.
- Create a statewide adjunct faculty program or private sector-outreach effort to bring career professionals – particularly in science, mathematics, engineering, and technology (SMET) fields – onto Washington campuses to teach, counsel, and advise students.
- Implement faculty and staff development programs that would enable existing professionals on campus to enhance their qualifications and take on higher level positions.
- Provide incentive funding for institutions to convert more part-time faculty positions into full-time posts.
- Promote “cluster hiring” – i.e., recruiting and hiring of three or more faculty of color to minimize departmental isolation.

- Provide better information for search and screen committees, including tool kits that would lead to more inclusive candidate searches, and to eliminate “unconscious bias” or “cognitive errors” in the hiring process.
- Expose faculty senates and leaders to diversity training and literature.
- Provide state funding for graduate students and post-doctoral fellows to help retain students of color for future faculty positions on Washington campuses.
- Provide incentives for faculty members to step outside their institutions and develop relationships with middle- and high-school teachers and students and communities.

Promoting systemic change

- Assure that diversity goals are embedded into the implementation of initiatives proposed in the *2004 Strategic Master Plan for Higher Education*.
- Seek long-term, stable funding from the state Legislature for sustainable, institutionally driven diversity initiatives.
- Provide funding incentives for colleges and universities to infuse diversity into their strategic plans – including assessment of results and accountability related to access; student progression and achievement; hiring and retaining staff, faculty and administrators; instruction and curriculum; student support services; the campus environment; and other key factors to improve diversity in higher education.
- Institutionalize incentives that will make the best teachers available to those students who need them the most. Concentrate particularly on SMET related fields.
- Provide resources for the HECB to:
 - Provide statewide oversight of institutions’ diversity strategic plans and goals, and report progress each biennium to the state Legislature;
 - Convene a biennial meeting to bring together staff from the state’s public and private institutions of higher education to share best practices, celebrate successes, and provide feedback to the HECB and to one another. Such meetings would help ensure continual progress in providing higher education access and opportunity to Washington residents; and
 - Work with the higher education community to identify or design an “accountability” system in which benchmarks of equity or excellence would be defined for different indicators of student, faculty, and staff outreach, participation, and outcomes. The system would include baseline data and would track the institutions’ progress toward benchmarks.

Students

In Washington, institutions of higher education are sensitive to diversity at every stage of the pipeline. Outreach and recruitment efforts aim toward getting students prepared, admitted, and enrolled. Such programs are typically thought of as targeting students in the K-12 sector. But outreach and recruitment also occurs on community college campuses for students who plan to transfer to four-year institutions, and on four-year campuses for graduate and professional schools. Once students enroll, the focus of support turns to retention, persistence, and graduation. As described below, these efforts are varied and numerous.

Washington's institutions, however, have been operating under the constraints of Initiative 200 (I-200) passed by the citizens of Washington in November 1998. I-200 essentially put an end to affirmative action efforts on public college and university campuses – particularly with respect to admissions practices, but basically in all areas of outreach, recruitment, and retention.² Therefore, while institutions remain committed to enhancing diversity on their campuses, they must assure that they are complying with state law, which has made implementation of strategies to increase diversity somewhat more challenging.

Outreach and Recruitment

In April 2006, the HECB surveyed the public baccalaureate institutions, two-year colleges, and the independent colleges of Washington. The majority of the institutions that responded to the survey enlisted a range of outreach and recruitment strategies to attract a diverse student body. These included financial assistance (81 percent), community-based recruitment (83 percent), and pre-college programs and outreach (86 percent). About 89 percent of the responding institutions indicated that they sponsor outreach programs to high school students with an emphasis on underrepresented student populations, and 69 percent sponsor programs in middle schools.

Students' aspirations and adequate academic preparation are important prerequisites for participation in higher education (Choy 2002). To that end, many of the state's colleges and universities participate in federally-funded pre-collegiate programs – such as GEAR UP and Upward Bound – and also have designed their own outreach and recruitment programs. A few of these programs are described below.

In 2002, the **University of Washington Tacoma** (UWT) partnered with the Metropolitan Development Council, a local non-profit agency, to co-author and co-sponsor a U.S. Department of Education Educational Talent Search TRIO grant. The grant was funded at \$190,000 per year for five years and is housed on the UWT campus. It serves low-income, first-generation, and disabled students attending Mt. Tahoma and Lincoln High Schools, plus several middle schools that feed these institutions. A total of 475 middle school, 400 high school and 25 re-entry students were selected to participate in the

² Initiative 200 is described in statute (RCW 49.60.400-401) as: The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

program in which the partners provide college preparation workshops, tutoring, and summer-bridge activities. One object of the program is that these students will consider enrolling at UWT.

Heritage University in Toppenish attracts and nurtures elementary and middle school students – those often considered unlikely to attend college – by participating in community events, such as Native American pow-wows and Mexican-American fiestas. Through a partnership with the Yakima Valley Opportunities Industrialization Center’s (OIC) Program and Washington State Migrant Council (WSMC), Heritage also helps students who are seasonal workers obtain a GED and be placed in career positions, military services, postsecondary, or other training programs.

Central Washington University (CWU) hosts a number of federally funded pipeline, student preparation, and academic support programs that encourage underrepresented students to attend college and support those who do. Included among these programs are the College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Student Support Services (SSS), and two GEAR UP programs.

At **Peninsula College**, the TRIO Dissemination Program has increased the racial and ethnic diversity of the campus by focusing recruitment efforts on underrepresented student populations. The program has served as a springboard in the pursuit of other TRIO programs that are successful in extending college opportunity to more diverse student populations.

Walla Walla Community College provides outreach to the community by offering a variety of satellite programs that are designed to serve certain populations, including the Spanish speaking. Such programs are currently in place at Garrison Middle School, the Farm Labor Camp, Touchet, Tyson, and WorkSource.

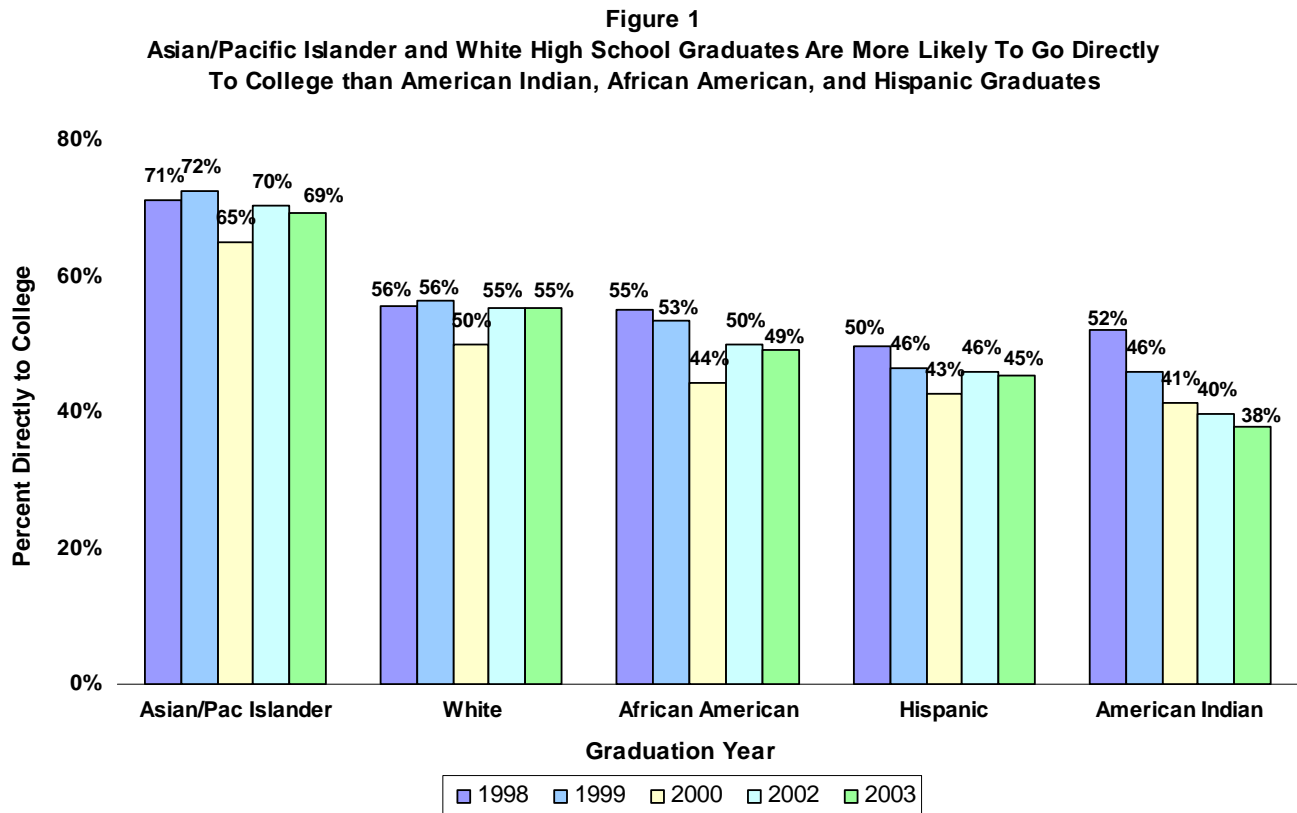
Everett Community College, Walla Walla College and Whitman College sponsor programs that target K-12 students with events geared toward the students, which include visits to the campus designed to introduce the campus experience and allow them to explore educational opportunities after high school.

Seattle Pacific University coordinates the continued development of the Urban Youth Leadership Academy, a program designed to bring together high school students from a variety of backgrounds to experience higher education, learn multi-cultural leadership skills and develop mentoring relationships with urban leaders and university faculty.

Although these outreach and recruitment programs have taken important steps toward improving diversity and are relatively successful on an individual basis, they fall short when taken as a whole. If these efforts are sufficient, there would be a greater similarity between the numbers of students participating in these programs and the percentage of racial and ethnic groups entering college.

High School-to-College Continuation Rates

Figure 1 shows the percentages of public school graduates going directly to college for the year before I-200 was implemented, and during the four years subsequent to its passage.³



Source: WSU SESRC. Washington State Graduate Follow-up Study (various years).

The data appear to show an initial negative impact of I-200 on the high school-to-college continuation rates for American Indian, African American, and Hispanic graduates. The rates continue to fall for the class of 2000; however, in that year, the percentages fell for all students – indicating influential factors other than I-200. By the class of 2002, with the exception of American Indian students, the percentages had rebounded somewhat, but still fell below pre-I-200 levels. It is likely that the recoveries were due, at least in part, to the numerous efforts of the state’s institutions of higher education.

For the class of 2003 (the last year for which data are available), the percentages had dropped slightly (about 1 percent) from the prior 2002 levels. Perhaps this small change indicates a leveling effect. Furthermore, it should be noted that in all years presented in the graph, lower percentages of American Indian, African American, and Hispanic high school graduates go directly into higher education – compared to Asian American and white high school graduates.

³ See Table A2 in Appendix A for more detailed data.

First-Time-in-College Freshmen

An alternative view of the possible negative effects of I-200 would consider changes in the enrollment of first-time freshmen.⁴ The data in Table 1 show that there are differences depending on sector (public four-year, public two-year).

Table 1

First-Time-in-College Freshmen by Race/Ethnicity & Sector: Fall 1998 and Fall 1999

| | <u>American Indian</u> | <u>Asian/Pacific Islander</u> | <u>African American</u> | <u>Hispanic</u> | <u>White</u> |
|--|----------------------------|-----------------------------------|-----------------------------|-----------------|--------------|
| <u>Public Four-Year</u> | | | | | |
| Fall 1998 | 214 | 1,429 | 308 | 457 | 8,103 |
| Fall 1999 | 172 | 1,506 | 246 | 368 | 8,217 |
| Change: 1998 to 1999 | -42 | 77 | -62 | -89 | 114 |
| <u>Public Two-Year</u> | | | | | |
| Fall 1998 | 373 | 1,032 | 588 | 838 | 12,047 |
| Fall 1999 | 254 | 986 | 676 | 855 | 12,528 |
| Change: 1998 to 1999 | -119 | -46 | 88 | 17 | 481 |
| <u>Private Four-Year</u> | | | | | |
| Fall 1998 | 54 | 475 | 126 | 167 | 3,862 |
| Fall 1999 | 48 | 419 | 125 | 200 | 3,963 |
| Change: 1998 to 1999 | -6 | -56 | -1 | 33 | 101 |
| <u>Private Two-Year/Sub-baccalaureate Sectors</u> | | | | | |
| Fall 1998 | 114 | 386 | 364 | 313 | 4,238 |
| Fall 1999 | 122 | 453 | 388 | 325 | 4,060 |
| Change: 1998 to 1999 | 8 | 67 | 24 | 12 | -178 |

Notes: Students of "unknown" and "nonresident alien" backgrounds are excluded from the table. Because of the small numbers for some of the racial groups, the findings should be interpreted with caution.

Source: NCES, IPEDS Fall Enrollment Survey, 1998, 1999. See Table A2 in Appendix A for additional data.

Given that the restrictions of I-200 were placed on only public institutions, differences among sectors would be expected. However, the pattern of differences seems to indicate that many factors influence student enrollments. In the public four-year sector, there were decreases between fall 1998 and fall 1999 in the number of first-time American Indian, African American, and Hispanic freshmen enrolled.

These decreases appear to validate the assertion of I-200's negative effect on traditionally underrepresented minorities. However, in the public two-year sector, the decreases were experienced by only American Indian and Asian American groups. Asian American and American Indian groups also experienced decreases in the private four-year sector. Finally, in the private two-year sector, there was an enrollment decrease for white students only.

⁴ These first-time freshmen are defined by IPEDS. The definition excludes those who are not seeking a degree or certificate.

Seven years after the passage of I-200, racial and ethnic group enrollments – with a few exceptions – have exceeded enrollments in fall 1998 (see table A3 in Appendix A for detailed numbers). The increases experienced by minority groups are presumably the result of several factors, including the outreach and retention efforts of the state’s institutions; the increasing enrollment of students from all racial and ethnic groups; and the diminishing effect over time of I-200. Despite the increases and what appears to be a recovery, participation gaps among racial and ethnic groups remain, and under-representation among minority groups continues.

Enrollment, Persistence, and Graduation

Getting students to enroll in college is a major step. Once enrolled, it is important that schools support students in attaining their academic goals. In some cases, this may mean upgrading knowledge or skills. However, given the goals of the statewide *2004 Strategic Master Plan for Higher Education*, helping those who aspire to a degree or credential attain their goals is particularly important. Research has shown that the path from first enrolling in college to graduation is neither linear nor continuous for many students (Adelman 1999).

According to a recent U.S. Department of Education report, students attending community colleges were three times as likely as students who started at baccalaureates to enter with factors that put them at risk to leave early. Compared to their four-year counterparts, students at community and technical colleges are more likely to be minority, female, older, and more likely to be working during their undergraduate years.

Many students of color face an additional burden. In 2001, African American and Hispanic students were about three times as likely to be poor as whites (Urban Institute, 2004). Meanwhile, attending college in Washington has become less affordable – particularly for low-income families (National Center for Public Policy and Higher Education, 2006).

What is clear, however, is that college graduation is key; and doing so in a timely manner is important. The investment of time and money that students expend correlates directly with increases in the time it takes to graduate.

Researchers have learned that there are academic and nonacademic factors related to college retention and graduation (Lotkowski et al., 2004). Therefore, to be successful, retention programs must address the social, emotional, financial, and academic needs of students. To that end, many of the state’s colleges and universities are implementing multi-pronged efforts.

Of the institutions responding to the HECB survey on diversity strategies and practices, 67 percent report offering a comprehensive recruitment and retention strategy for underrepresented students. About 61 percent require baccalaureate students to take a specified number of credits in courses that reflect diverse cultures, and 64 percent have reviewed general education requirements to ensure that diversity knowledge and skills are embedded in the curriculum. About 69 percent of responding institutions indicate that they offer academic majors that prepare students to live and work in a diverse society.

Some specific examples of retention efforts are briefly described below:

Western Washington University (WWU) and the **University of Washington Tacoma (UWT)** offer incentives in the form of financial assistance. WWU's Multicultural Achievement Program (MAP) scholarships recognize students with solid academic abilities who have made significant contributions to, and have strong experiences in, multicultural leadership. UWT uses tuition waiver awards that recognize the culture and contributions of renowned Americans of diverse ethnic backgrounds. It prominently displays the essays and photographs of top award recipients, thereby sending a message to enrolled and prospective students about its commitment to diversity.

The Evergreen State College (TESC) has collaborated with **Tacoma Community College** and **South Puget Sound Community College** in a retention project called "Critical Moments." The project prepares students, faculty, and administrators to respond proactively to campus and classroom events that involve issues of race. The project complements many existing strategies for improving the campus climate by empowering students to act on behalf of themselves and their communities. For Evergreen, the project contributes to the cultural knowledge of faculty, staff, and students and promotes collaboration between academic and student services.

Heritage and St. Martin's Universities provide curricular opportunities to increase students' knowledge and understanding of diversity. Heritage has two "Heritage Core" courses that integrate experiential learning in cross-cultural communication with academic-success skills. Students gain awareness of their own cultural identity and the norms and values of the cultures within which they live, appreciation for those different from themselves, and an ability to communicate across cultures. St. Martin's University has developed long-term relationships with universities in Japan and China that provide opportunities for student exchange during both the academic year and the summer.

Six community and technical colleges in Washington have joined "Achieving the Dream: Community Colleges Count," a national initiative to help more community college students succeed. Participating colleges receive grant money and support to implement strategies to help more students — particularly low-income students and students of color -- earn degrees, complete certificates or transfer to other institutions to continue their studies. **Big Bend Community College** in Moses Lake; **Highline Community College** in Des Moines; **Renton Technical College**; **Seattle Central Community College**; **Tacoma Community College**; and **Yakima Valley Community College** will identify strategies to help more students continue their studies and earn certificates and degrees. Strategies include helping students better prepare for college-level work by focusing on developmental education, engaging students in the classroom through new instructional techniques that include team learning and subject combinations that make learning more relevant to students' lives, and using student success courses to teach skills such as time management and effective study skills.

Pierce College created the Multicultural Leadership Institute, which offers a free 18-hour diversity training workshop. A certificate of hours completed in diversity training is awarded. Participants can receive a co-curricular transcript that lists all workshops attended to add to a resume or portfolio.

The University of Puget Sound hosted a Conference on Race and Pedagogy on September 14-16, 2006. The conference brought together scholars, teachers, and students as well as community partners to discuss the pedagogical implications of race in higher education, particularly but not exclusively in institutions and programs oriented toward a liberal education in the arts and sciences.

Marking its 17th anniversary in April 2007, the Washington State Students of Color Conference will bring together about 400 to 500 students of color from across higher education sectors. This conference, sponsored by the state's **community and technical college multicultural student services directors**, provides students with tools to support positive identity development, leadership skills, increased cultural competencies, and an understanding of the resources that are available to strengthen students' persistence and achievement of academic and career success.

Despite these and many other efforts, indicators of persistence show that American Indian, African American, and Hispanic students are less likely to persist and also less likely to graduate in a timely manner, compared to Asian American and white students.

Undergraduate Enrollment

Undergraduate enrollment (freshmen through seniors) reflects outreach, recruitment, and retention efforts. As shown in Table 2, when compared to their representation in the state's 17 to 39 year-old population, Hispanics appear to be the more substantially underserved group in the undergraduate student population.

Table 2:

Hispanics are underrepresented across all sectors, compared to the state's 17-39 year-olds

| | % of Population Ages 17-39 | Overall: % of Under-graduate Enrollment | Fall 2005: Percentage of Sector's Undergraduate Enrollment | | | |
|--------------------------------------|-------------------------------|---|---|------------------|-------------------|---|
| | | | Public 4-Year | Public 2-Year | Private 4-Year | Private 2-Year/ Sub-baccalaureate Sector* |
| American Indian/Alaska Native | 1.6% | 1.6% | 1.7% | 1.6% | 1.5% | 1.7% |
| Asian/Pacific Islander | 7.6% | 8.4% | 12.5% | 6.8% | 8.0% | 7.2% |
| African American | 3.9% | 4.0% | 2.9% | 4.5% | 3.9% | 7.3% |
| Hispanic/Latino | 11.3% | 5.2% | 4.5% | 5.4% | 5.3% | 5.5% |
| White | 73.0% | 65.8% | 66.3% | 65.1% | 67.9% | 69.7% |
| Two or more races | 2.6% | | | | | |
| Unknown race/ethnicity | | 12.9% | 9.8% | 14.6% | 10.3% | 8.4% |
| Nonresident Alien | | 2.1% | 2.3% | 2.0% | 3.1% | 0.2% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

*2004 data

Notes for Table 2:

- IPEDS enrollment numbers do not use the category of “two or more races” which is found in census/population data.
- Enrollments for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. IPEDS defines “Nonresident alien” as: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
- Public two-year data includes Northwest Indian College (a federally funded tribal college).

Sources: NCES: IPEDS 2005 Fall Enrollment Survey (2004 used for Private Two-Year / Sub-baccalaureate sector); Office of Financial Management Web site: “2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties,” November 2004 (latest update).

Despite these seemingly positive indicators of participation, an examination of the racial and ethnic group distributions within sectors – public four-year, public two-year, private four-year, and private two-year – raises significant questions. For example, African Americans and Hispanics represent a smaller percentage of total enrollment in the public four-year sector, compared to other sectors. Asian Americans are enrolled in the public four-year sector at a higher proportion than their representation in the 17-39-year-old population would indicate. However, the proportion of students who are classified as “unknown” has implications for overall analysis – because the “unknown” percentage is higher than several of the racial groups. Nevertheless, the findings in Table 2 raise concerns about factors that influence enrollment patterns – particularly for Hispanics, African Americans and American Indians.

Graduate/Professional Enrollment

As shown in Table 3, compared to the 17-39 year-old population, all groups are underrepresented in the overall enrollment data at the graduate/professional level.

Table 3: All racial and ethnic groups are underrepresented in graduate and professional enrollments compared to the 17-39 year-old population

| | % of Population Ages 17-39 | Overall: % of Graduate/Professional Enrollment | Fall 2005: Percentage of Sector's Graduate/Professional Enrollment | |
|--------------------------------------|----------------------------|--|--|-------------------|
| | | | Public Four-Year | Private Four-Year |
| American Indian/Alaska Native | 1.6% | 1.3% | 1.3% | 1.3% |
| Asian/Pacific Islander | 7.6% | 7.3% | 7.7% | 6.6% |
| African American | 3.9% | 2.8% | 2.0% | 4.0% |
| Hispanic/Latino | 11.3% | 3.2% | 3.2% | 3.2% |
| White | 73.0% | 64.8% | 63.3% | 67.0% |
| Two or more races | 2.6% | | | |
| Unknown race/ethnicity | | 12.1% | 10.8% | 14.1% |
| Nonresident Alien | | 8.5% | 11.7% | 3.8% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% |

Notes: IPEDS enrollment numbers do not use the category of “two or more races” which is found in census/ population data. Enrollments for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

Sources: NCES: IPEDS 2005 Fall Enrollment Survey; Office of Financial Management Web site: “2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties,” November 2004 (latest update).

Again, Hispanics (as seen in undergraduate enrollments) show the greatest under-representation (see Table A5 in Appendix A for more details). It appears, however, that institutions are doing somewhat better with the undergraduate enrollments of students of color, compared to graduate and professional enrollments.

Persistence in Community and Technical Colleges

As indicated previously, college enrollments reflect outreach, recruitment, and retention efforts. Measures of persistence may provide a way to parse out the impact of retention efforts from initial outreach and recruitment efforts. The data in Table 4 show that American Indian, African American, and Hispanic degree-seekers are more likely to be “early leavers” than are Asian and white students. Additionally, American Indian, African American, and Hispanic students are less likely to be making “substantial progress” than Asian American and white students.⁵

Table 4
Community and Technical Colleges: American Indian, African American, and Hispanic students are less likely to persist than Asian American and white students

| | Substantial Progress* | Early Leavers** |
|--------------------------------|-----------------------|-----------------|
| Am Indian/Alaska Native | 58% | 14% |
| Asian/Pacific Islander | 73% | 9% |
| African American | 58% | 15% |
| Hispanic/Latino | 62% | 11% |
| White | 70% | 9% |

*“Substantial Progress” includes those who attend four or more quarters – or graduate – over a two-year period.

**“Early Leavers” are those who attend one quarter, and don’t subsequently return within the following two years.

Notes: The percentages are based on an average of the years 1999-2003. Data are for full-time students only. The pattern for part-time students of color generally follows the same trend.

Source: State Board for Community and Technical Colleges, *Academic Year Report 2004-2005*.

The State Board for Community and Technical Colleges has regularly reported on the progress made by students who enroll with degree plans. Specifically, they define and measure the percentage of these students who make “substantial progress” or are “early leavers.”⁶ Students graduating or attending four or more quarters over a two-year period are making “substantial progress.” “Early leavers” are students attending only one quarter and not returning within two years’ time.

⁵ The percentages in Table 4 are five-year averages, 1999-2003. These “substantial progress” and “early leaver” percentages are similar in magnitude to prior five-year averages: 1996-2000, 1997-2001, and 1998-2002. See Table A6 in Appendix A for earlier data.

⁶ State Board for Community and Technical Colleges also reports on students who make “some progress;” however, this measure was left out of this analysis.

Transfer Rates

Another measure of persistence is the percentage of transfer-ready students who transfer from community colleges to four-year institutions. The data in Table 5 show that in 2001-2002, the transfer rates to public four-year institutions for those who were transfer-ready were lower for American Indian, African American, and Hispanic students compared to Asian American and white students.⁷

Table 5
Transfers from community colleges to public four-year institutions:
Asian American and white students are more likely to transfer than
American Indian, African American, and Hispanic students

| | Percent Transferring |
|--------------------------------------|----------------------|
| American Indian/Alaska Native | 32% |
| Asian/Pacific Islander | 46% |
| African American | 25% |
| Hispanic/Latino | 36% |
| White | 38% |

Notes: The data are for transfer-ready students transferring in 2001-2002 to public institutions. Students transferring to private four-year and out-of-state institutions are not included in these numbers.

Sources: State Board for Community and Technical College e-mail communication on 1/6/2005.

Because underrepresented Hispanic, African American and American Indian students make up a larger percentage of public two-year enrollments than four-year enrollments, increasing their transfer rates appears to be a sensible way to increase the participation of students of color on four-year campuses.

Graduation Rates

The National Center for Education Statistics, through its Integrated Postsecondary Education Data System (IPEDS), collects data on the amount of time students take to graduate. For an associate degree, this time is typically three years; for a bachelor's degree, the time is six years. For certificates, the time varies, depending on the type of certificate. Graduation rate data reflect first-time, full-time enrollees who graduate without transferring from the school in which they first enrolled. Given the tendency of many students to move in and out of schools, these data are limited in that they do not capture all students who graduate with a degree or certificate regardless of school. Furthermore, particularly with the public two-year institutions, many students transfer to four-year institutions without completing their associate degree programs. Nonetheless, these data allow us to make comparisons among racial and ethnic groups.

⁷ Students are expected to transfer to private four-year institutions and out-of-state institutions as well. However, these data were not available when this report was being prepared. The expectation is that the trends would not change appreciably with the addition of information from private and out-of-state schools.

The data in Table 6 show that regardless of their sector or level, lower percentages of American Indian, African American, and Hispanic students graduate (obtain a bachelor’s degree or certificate) when compared to Asian American and white students – without transferring – within 150 percent of the expected time to graduation. (See table A7 in Appendix A for detailed numbers.)

Table 6

2005 Graduation Rates: Percentages represent those degree/certificate-seeking students who graduate within 150% of the normal expected time. Rates are lower for American Indian, African American, and Hispanic students when compared to Asian American and white students.

| | <i>Percentage completing within 150% of normal time</i> | | | |
|-------------------------------|---|------------------------------|----------------------------|------------------------------|
| | Public Four-Year | Private Four-Year | Public Two-Year | Private Two-Year* |
| American Indian/Alaska Native | 51.2% | 48.8% | 20.4% | 54.7% |
| Asian/Pacific Islander | 69.5% | 65.4% | 37.6% | 69.3% |
| African American | 47.1% | 54.6% | 25.2% | 59.5% |
| Hispanic/Latino | 56.5% | 57.8% | 26.0% | 60.1% |
| White | 64.6% | 68.2% | 33.8% | 66.6% |
| Total | 64.8% | 65.7% | 33.1% | 65.0% |

**2004 data*

Notes:

- Four-year cohorts seeking a bachelor’s degree started in fall 1999, and two-year cohorts seeking an associate degree started in fall 2002.
- Program length for certificate-seeking students varies.
- Rates reflect those who initially enroll as full-time first-time freshmen, and who continue and graduate at the same institution where they first enrolled within 150 percent of “normal” time.
- Transfer students who graduate are not included in the data.
- Students from “unknown” and “nonresident alien” racial/ethnic categories are not included.

Sources: NCES, IPEDS 2005 Graduation Rate Survey (2004 Survey for Private Two-Year).

However, even the percentages for white and Asian American students are not as good as they could be. There are many reasons why students take longer than the expected time to graduate. It is important, therefore, to determine which different strategies are needed to effectively address the needs of different students in helping them graduate, and graduate in a timely manner.

Degrees Awarded

Graduation rates, as reflected in Table 6 (above), look at a cohort of students who enrolled full-time as freshmen, and continued at the same institution – without transferring. This cohort of graduates (as reported in IPEDS) is a subset of the total number who receive degrees in any given year. Therefore, another perspective looks at the number of degrees awarded in a single year, by race/ethnicity. Data reflecting degrees awarded (Table 7 below) provides information on all

students who received bachelor's degrees in a given year – whether or not the students were enrolled full-time or part-time as freshmen, without reference to the total number of years that individual students had been enrolled, and without reference to the number of institutions where individual students might have studied.

Table 7
Number and percentage of bachelor's degrees awarded,
by race/ethnicity: 2004-05

| | <u>Public Four-Year</u> | | <u>Private Four-Year</u> | |
|-------------------------------|-------------------------|----------------|--------------------------|----------------|
| | <u>Number</u> | <u>Percent</u> | <u>Number</u> | <u>Percent</u> |
| American Indian/Alaska Native | 323 | 1.6% | 82 | 1.1% |
| Asian/Pacific Islander | 2,376 | 11.5% | 621 | 8.2% |
| African American | 489 | 2.4% | 235 | 3.1% |
| Hispanic/ Latino | 713 | 3.4% | 293 | 3.9% |
| White | 14,025 | 67.8% | 5,297 | 69.9% |
| Unknown race/ethnicity | 2,173 | 10.4% | 780 | 10.3% |
| Nonresident Alien | 593 | 2.9% | 265 | 3.5% |
| Total | 20,692 | | 7,573 | |

Notes: Data for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

Source: NCES, Completions Survey 2005 (for academic year 2004-05).

The data in Table 7 provide a “snapshot” of bachelor's degrees awarded at public four-year and private four-year institutions in 2004-05; the most recent year for which data are available. The data below are consistent with enrollment data for undergraduates shown in Table 2. White students earn the greatest number of degrees, and also represent most of the total enrollment, followed by Asian Americans. And, consistent with enrollment patterns, more than 10 percent of the students receiving degrees are classified as being of “unknown race/ethnicity.” (See Appendix A, Table A8, for more degree information.)

Comparison of Population Data and Enrollment/Degree Data

A comparison of population and enrollment/degree data allows a “wide-angle” view of race/ethnicity in higher education. Table 8 shows the current make-up of the 17-39-year-old population, along with data on undergraduate enrollment and bachelor's degrees granted. Furthermore, the addition of population projections (for ages 17-39) to the year 2020 provides a perspective on which race/ethnic groups are expected to increase.

Table 8
Comparison of 17-39-year-old population, undergraduate enrollment, and bachelor's degrees in Washington

| | CURRENT | | | PROJECTED |
|-------------------------------|----------------------------------|--|--|--|
| | 2004: % of Population Ages 17-39 | Fall 2005: % of All Undergraduate Enrollment | 2004-05: % of All Bachelor's Degrees Awarded | 2020 Projections: % of Population Ages 17-39 |
| American Indian/Alaska Native | 1.6% | 1.6% | 1.4% | 1.7% |
| Asian/Pacific Islander | 7.6% | 8.4% | 10.6% | 8.8% |
| African American | 3.9% | 4.0% | 2.6% | 4.2% |
| Hispanic/Latino | 11.3% | 5.2% | 3.6% | 15.0% |
| White | 73.0% | 65.8% | 68.4% | 66.5% |
| Two or more races | 2.6% | | | 3.8% |
| Unknown race/ethnicity | | 12.9% | 10.4% | |
| Nonresident Alien | | 2.1% | 3.0% | |
| Total | 100.0% | 100.0% | 100.0% | 100.0% |

Notes: IPEDS data do not use the category of “two or more races” which is found in census/population data. Data for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

Sources: Population: OFM Web site; Enrollment: IPEDS, Fall Enrollment 2005 (data reflect all public and private institutions: four-year, two-year, etc.); Degrees: IPEDS, Completions 2005 (data reflect public and private four-year institutions that award bachelor's degrees).

Of specific interest are Hispanics, who are currently underrepresented in undergraduate enrollments and bachelor's degree attainment at four-year institutions (when compared to their representation in the state population). Without intervention it seems likely that this discrepancy may grow – because the Hispanic population is projected to increase significantly over time.

Again, it should be noted that there is not a direct correlation between population data and enrollment/degree data (from IPEDS). In particular, the use of the “unknown” race/ethnic category is not used in census data. Presumably, at least some of those designated as “unknown” would include members of racial and/or ethnic minorities. Nonetheless, the discrepancies between census representation and higher education participation (for those with specific race/ethnic coding) is indicative of the under-representation of several groups.

Faculty

Faculty members provide the most significant support for individual student participation and achievement. On a more global level, they can enhance the campus environment that students experience. Their interactions with students determine, to a large degree, how students perceive their college experience. Students' perceptions affect their behaviors and academic outcomes, and the presence or absence of Hispanic, African American, and American Indian faculty affects students' perceptions.

During one of the public forums held by the HECB in August, Sheila Edwards Lange, vice president of the University of Washington Office for Minority Affairs, said that faculty diversity is one of the most pressing issues facing higher education today.

“Faculty diversity is inextricably linked to student academic achievement and to excellence in teaching, research and community service. An ethnically and racially diverse faculty means that diverse students have role models, that courses across the curriculum include study of diverse histories and cultures in the United States and the world, and that research addresses pressing societal issues of crucial importance to achieving social justice.”

Most institutions responding to the HECB survey indicate they have a campus-wide plan for the recruitment and retention of faculty (64 percent) and staff (61 percent) of underrepresented population groups. However, only 22 percent use salary incentive packages to recruit and retain faculty and staff of color, and 31 percent host research centers on multiculturalism/diversity to facilitate faculty research and/or teaching.

The data in Table 9 show that regardless of sector, the percentage of Hispanic, African American, and American Indian faculty is less than the percentage of students of color (see Tables 2 and 3 for enrollment data on students of color).

Table 9
Faculty members by race: Fall 2005

| | Public Four-Year | Private Four-Year | Public Two-Year |
|-------------------------------|-----------------------------|------------------------------|----------------------------|
| American Indian/Alaska Native | 0.8% | 0.7% | 1.6% |
| Asian/Pacific Islander | 7.1% | 5.7% | 4.4% |
| African American | 1.5% | 3.2% | 2.7% |
| Hispanic/Latino | 2.3% | 2.4% | 2.9% |
| White | 73.2% | 81.4% | 87.6% |
| Unknown race/ethnicity | 6.7% | 6.0% | 0.7% |
| Nonresident Alien | 8.4% | 0.6% | 0.1% |
| Total | 100.0% | 100.0% | 100.0% |

Notes: Data reflect full- and part-time faculty. “Nonresident alien” definition (as used in IPEDS): A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Private two-year data are not included due to small numbers. See Table 2 for data related to undergraduate enrollments. See Appendix Table A8 for additional faculty information.

Source: NCES IPEDS – 2005 Fall Staff Survey.

And, similar to enrollment statistics in the earlier tables, the percentage of students whose race/ethnicity is “unknown” (as reported in IPEDS) accounts for about 6 percent of faculty at four-year institutions – which is higher than several of the race/ethnicity categories. Nonetheless, based on available data for those faculty members who are identified with a specific race/ethnicity, the faculty do not reflect the race/ethnicity proportions seen in the student population. (For additional detail on faculty, see Table A9 in Appendix A.)

Institutions acknowledge the important function that faculty and staff fill as role models and student advisors. This has always been one of the major reasons why schools seek to increase the racial and ethnic diversity of their faculty and staff. However, institutions know that having Hispanic, African American, and American Indian faculty and staff is not the only way to increase the participation and achievement of students of color. Furthermore, as evidenced by the percentages of Hispanic, African American, and American Indian faculty present on Washington campuses, recruiting and retaining Hispanic, African American, and American Indian faculty is a major challenge. Many of the colleges and universities, in addition to targeted recruitment and retention efforts, have focused their efforts on the professional development of all faculty and staff in terms of understanding how to effectively work with students of color. Some of these efforts are described below.

Washington State University College of Education's Cluster Hiring project is in the first stages of hiring five faculty members in the area of multicultural education. This "cluster" of faculty, headed by a senior professor, will anchor a supportive network and advance diversity within the college.

The Evergreen State College has sponsored Faculty Summer Institutes since 1995 to enhance the capacity of faculty to understand and work with diverse groups of people. The goals of these institutes are to study how faculty deal with issues of race in class, make the classroom more inclusive, and ensure that the academic work is relevant to a diverse student body. Between 26 and 52 percent of the faculty participate in the institutes each summer. Evergreen also offers workshops during its annual fall faculty retreat. The 2004 workshops resulted in a recommendation from the Diversity Group (comprised of deans, faculty, and staff) that the president appoint a group to oversee the coordination of all campus activities related to promoting diversity.

The University of Washington developed tool kits to help faculty search committees improve the process used to identify candidates and conduct a more inclusive search. Regular leadership development workshops for chairs and deans provide them with information about unconscious bias, cognitive errors in the evaluation of candidates, research on faculty diversity issues, the importance of department cultural change to improve climate, and the role of leadership in fostering diversity.

Highline Community College has developed and implemented a systemic and continuous faculty recruitment process whereby they identify and contact graduate programs in Washington, Oregon and California that statistically graduate elevated numbers of students of color that may be interested in community college teaching. They also participate in two California Community College Registry job fairs that draw large numbers of diverse individuals.

Whitworth College solicits applicants through direct mail to contacts listed in the Women and Minority Directory, Hispanic College and University Association, Native American Colleges and Universities and Historically Black Colleges and Universities. They place generic advertisements in the *African American News*, *Women in Higher Education* and other publications as identified, directing interested parties to their Employment Opportunities Web site.

In addition to advertising position announcements in ethnic publications and communities, **Lower Columbia College** sends a representative to visit colleges with major populations of underrepresented groups.

Whitman College is working to upgrade temporary appointments to tenure-track, with the goal of creating a more diverse faculty.

Senior Academic Staff

Senior academic staff provide the academic leadership of an institution. Generally, administrators are promoted from the faculty ranks. Administrators are critical players in a number of decisions that affect the campus environment. While direct interactions with students may be limited, administrators work closely with faculty committees and typically have the final say on key decisions – such as faculty hiring, tenure and promotion decisions, new program development, and substantive changes to courses and/or curriculum.

The data in Table 10 indicate that the percentage of Hispanic, African American, and American Indian senior administrators is less than the percentage of students of color (see Tables 2 and 3 for enrollment data on students of color) and more closely reflect the distribution of faculty. However, in aggregate, the representation of American Indians and African Americans in the administrative ranks is somewhat higher than in the faculty ranks.

Table 10
Percentage of Hispanic, African American, and American Indian senior administrators:
Spring 2006

| | American Indian | Asian/Pacific Islander | African American | Hispanic | White | Male | Female |
|---|-----------------|------------------------|------------------|-----------|------------|------------|------------|
| Campus CEO ⁸ (President/ Chancellor) | - | 3% | 7% | 3% | 87% | 72% | 28% |
| Executive Vice President ⁹ | - | 5% | 5% | 2% | 88% | 58% | 42% |
| Academic Officers, Directors and Deans (total/summary data for all positions) | 3% | 5% | 5% | 3% | 85% | 48% | 52% |

Source: HECB Survey May 2006.

⁸ Principal administrative official responsible for the direction of all operations of a campus or an institution of higher education (Chief Campus Officer in a system) (CUPA-HR 2005-06 Administrative Compensation Survey Position Descriptions).

⁹ Principal administrative official, in lieu of the Chief Executive Officer, responsible for the direction of all operations of an institution of higher education. Reports to the Chief Executive Officer (CUPA-HR 2005-06 Administrative Compensation Survey Position Descriptions).

Campus Environment

The environment that students inhabit plays an important role in encouraging participation and fostering academic success – or lack of success, in higher education. As mentioned above, faculty and senior academic staff are a major factor in engendering a hospitable and supportive campus environment. To some extent, different campuses face different challenges in assuring a comfortable and supportive campus climate. These challenges include the communities within which the campuses reside, as well as the Hispanic, African American, and American Indian students that enroll. The efforts that institutions make to meet these challenges range from leadership by high-level administrators, to curricular offerings, to campus-wide social and academic events.

The majority of colleges and universities report institutional support for diversity goals on campus, and 86 percent of institutions assign key administrative positions to addressing diversity goals. About 81 percent of responding institutions include progress in meeting diversity goals as an accountability measure and 69 percent evaluate university leaders based on achievement of campus goals for inclusion and engagement.

Most of the institutions responding to the HECB survey indicated that speaker forums and similar campus activities are some of the more successful strategies in nurturing an understanding and acceptance of diversity. Many have also set up some form of a Diversity Center that provides direct academic and support services to students and works collaboratively with instruction on curriculum and training.

Eastern Washington University has begun an initiative that seeks to engage members of the EWU community in continuous dialogue and action intended to build a stronger community that is inclusive, respectful and supportive of all of its members; a community that celebrates its diversity and its unity; a community that expects honesty and that provides an environment for safe interaction among its members. Funding for the Diversity Initiative is approximately \$145,000 per year to support keynote speakers – such as Winona LaDuke and Cornel West. Proposals also include initiatives to infuse diversity into the curriculum and create a multicultural library.

Tacoma Community College offers comprehensive information packets reflecting campus and community diversity. They are also currently revamping the college recruitment Web pages, enhancing visibility and appeal.

Washington State University created a new position of “Vice Provost for Equity and Diversity” in fall 2004 that is charged with developing and implementing a strategic diversity plan for the university system. A complementary program at WSU is the Diversity Benchmarking Project, in which a team of faculty, students, and administrators in collaboration with the University of Southern California's Center for Urban Education is developing an "equity scorecard" related to educational outcomes for underrepresented students.

St. Martin's University recently initiated an all-campus Diversity and Equity Team to provide ongoing assessment and recommendations to the college on diversity and equity issues.

In order to address improvement of the campus environment for students, faculty, staff and community members, the **University of Washington** has conducted a diversity appraisal, funded projects to respond to concerns raised by the appraisal, offered training programs for faculty and students, and institutionalized programs started by a grant-funded Center for Institutional Change. One promising program that attempts to address climate systemically is the ADVANCE project and its Center for Institutional Change (CIC), which is a collaboration between the College of Engineering and the College of Arts and Sciences to increase the number of women in leadership positions in science and engineering departments. At the core of the project is the Department Cultural Change Program, which provides professional development for departmental leadership and grants to departments for comprehensive cultural change initiatives.

Many institutions provide for student clubs and support services that focus on retention. **Pacific Lutheran University** has a dedicated student Diversity Center, as well as increased personalized support to its minority students. **Western Washington University's** Associated Students Ethnic Student Center, a student-run organization that houses numerous ethnic student clubs, assists students in transition to the university, provides a sense of community, helps students develop their cultural identity, and supports social justice activities.

Seattle Pacific University has developed numerous partnerships, particularly with ethnic churches.

On a larger scale, the state's **community and technical college system**, in collaboration with the Washington Center for Improving the Quality of Undergraduate Education, has developed a campus diversity assessment tool that has proven useful to colleges' self-study efforts. The Diversity Assessment Framework links diversity recommendations to campus data, and includes eight categories: access; student progression and achievement; student goal attainment and completion; hiring and retaining staff, faculty, and administrators of color; instruction; student services; institutional and administration efforts, and; physical environment.

Conclusion

Judging from the examples provided by institutions on their most successful strategies, there is no dearth of individual and institutional commitment to enhancing diversity on Washington's college and university campuses. The negative effects of I-200 in the year following its passage appears to have diminished to some extent. However, research illustrates unacceptably high participation and achievement gaps among racial and ethnic groups.

According to the data in this report:

- ◆ Diversity within the state's higher education system does not reflect diversity in society.
- ◆ While college enrollment for some racial and ethnic minority students has begun to rebound following the 1998 passage of I-200, most of the data reflect areas where the state is either maintaining the status quo, or losing ground.
- ◆ The percentage of some minority groups enrolling in college fell in 1999; however in 2002 and 2003, the percentages enrolling in college directly out of high school had surpassed the 2000 rates for all groups except American Indians.
- ◆ The percentage of Hispanic and African American students enrolled in college is lower than the percentage of the college-aged state population for both groups.
- ◆ Minority students are under-represented in graduate and professional enrollments.
- ◆ Some minority groups are less likely to complete or maintain progress in two-year degree programs.
- ◆ Some minority groups are less likely to complete degree programs within three years (for two-year programs) or six years (for four-year programs).
- ◆ The percentage of minority faculty is much smaller than the comparable undergraduate enrollment.

Despite ongoing diversity programs and outreach activities, differences remain. Certainly, without these many efforts, the disparities among racial and ethnic groups would likely be even greater. Nonetheless, Washington's higher education system can – and must – do a better job of ensuring equality of opportunity and achievement. This effort is particularly important given the state's changing demographics.

If the state's higher education system does not eliminate these disparities in participation and achievement, many of Washington's postsecondary students will not enjoy the quality of life that accrues with higher levels of educational achievement. Many will be deprived of a richly diverse intellectual and social environment.

On a societal scale, the divisiveness of unequal opportunity will hamper the spirit of possibility that is fostered by higher education. And perhaps most importantly, Washington state will not be well positioned to meet the needs of a vital and global economy.

Today, state efforts must consider the legal environment in which Washington's colleges and universities operate. The passage of Initiative 200 in 1998 affected every facet of affirmative action efforts in higher education – from outreach to graduation.¹⁰ At the time, then-University of Washington President Richard McCormick told the Association of American Colleges and Universities, “We have failed to make our schools good enough and we have failed to ensure truly equal opportunities for our minority citizens. Affirmative action was a way around those failures – a useful and even indispensable path for many. But now that detour is closing, and together we must finally get serious about building a better road.”

In 2003, the U.S. Supreme Court's decisions in *Grutter and Gratz versus Bollinger* appeared to give back to states such as Washington the ability to consider race and ethnicity in admissions decisions, while denying schools that utilized numerical point systems the ability to continue to do so (Coleman et al. 2004).

What came out of these Supreme Court decisions, however, was more far-reaching than admissions policies. Indeed, anti-affirmative action organizations have become ever more vigilant about higher education policies and practices that involve race, ethnicity, and gender (Selingo 1/14/05). The threat of lawsuits hangs over both public and private institutions. In fact, Selingo indicated that many institutions – including Carnegie Mellon, Harvard, and Yale Universities – have already opened “a wide range of what were once exclusively minority scholarships and programs to students of any race.”

“Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.”

ACE, “On the Importance of Diversity in Higher Education”

¹⁰ I-200 is described in statute (RCW 49.60.400-401) as: The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

References

The data used in this report are derived from several sources. Published data were obtained from publications and websites of Washington's Office of Financial Management (OFM), Washington's Office of the Superintendent of Public Instruction (OSPI), Washington's State Board for Community and Technical Colleges (SBCTC), the U.S. Census Bureau, institutions of higher education in Washington state, and the U.S. Department of Education's National Center for Education Statistics (NCES). Data provided by NCES are taken from the annual federal survey of higher education institutions – this survey is known as IPEDS (Integrated Postsecondary Education Data System).

Unpublished data were provided directly to the HECB by the State Board for Community and Technical Colleges. Finally, the HECB surveyed higher education institutions about their policies and strategies for enhancing diversity on their campuses in December 2004 and again in May 2006.

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Appendix A

Detailed Data Tables

- Table A1:** Total State Population by Race/Ethnicity
- Table A2:** Number and Percentage of Washington Public High School Graduates Going Directly to College by Race/Ethnicity
- Table A3:** First-time-in-college Freshmen by Race/Ethnicity and Sector
- Table A4:** 2004 Population Ages 17-39, and Fall 2005 Undergraduate Enrollment
- Table A5:** 2004 Population Ages 17-39, and Fall 2005 Graduate/Professional Enrollment
- Table A6:** Community/Technical Colleges: Percentage of Full-time Students Making "Substantial Progress" and Percentage of "Early Leavers"
- Table A7:** Number in Cohort and Number of Completers within 150% of Normal Time
- Table A8:** Degrees Awarded in Washington by Race/Ethnicity: 2004-05
- Table A9:** Number and Percentage of Faculty by Race/Ethnicity: Two Selected Years

Table A1**Total State Population by Race/Ethnicity**

| | <u>2004 Actuals</u> | | <u>2010 Projections</u> | | <u>2020 Projections</u> | |
|---|---------------------|----------|-------------------------|----------|-------------------------|----------|
| | <u>Number</u> | <u>%</u> | <u>Number</u> | <u>%</u> | <u>Number</u> | <u>%</u> |
| Non-Hispanic | | | | | | |
| American Indian/Alaska Native | 91,053 | 1.5% | 97,998 | 1.4% | 110,433 | 1.5% |
| Asian/Pacific Islander | 383,939 | 6.2% | 506,112 | 7.4% | 658,019 | 8.5% |
| African American | 200,866 | 3.3% | 231,110 | 3.4% | 264,889 | 3.4% |
| White | 4,808,975 | 78.0% | 5,123,716 | 75.2% | 5,540,999 | 71.7% |
| Two or More Races | 165,322 | 2.7% | 201,254 | 3.0% | 279,143 | 3.6% |
| Hispanic, Any Race | 517,645 | 8.4% | 651,0275 | 9.6% | 871,896 | 11.3% |
| Total | 6,167,800 | 100% | 6,811,217 | 100% | 7,725,379 | 100% |
| <i>Percentage Minority (all except "White")</i> | | 22% | | 25% | | 28% |

Notes: The racial/ethnic groups are mutually exclusive.

Source: Office of Financial Management Data for 2004 retrieved from http://www.ofm.wa.gov/pop/race/2004%20race_estimates.xls.
Data for 2010 and 2020 retrieved from <http://www.ofm.wa.gov/pop/race/projections>, March 2006.

Table A2

**Number and Percentage of Washington Public High School Graduates Going Directly to College
by Race/Ethnicity**

| Graduation Cohort: | 1998 | | 1999 | | 2000 | | 2001 | | 2002 | | 2003 | |
|---------------------------------------|----------------------------|---------------------|----------------------------|---------------------|----------------------------|---------------------|----------------------------|---------------------|----------------------------|---------------------|----------------------------|---------------------|
| | <u>Number of Graduates</u> | <u>% to College</u> | <u>Number of Graduates</u> | <u>% to College</u> | <u>Number of Graduates</u> | <u>% to College</u> | <u>Number of Graduates</u> | <u>% to College</u> | <u>Number of Graduates</u> | <u>% to College</u> | <u>Number of Graduates</u> | <u>% to College</u> |
| American Indian /Alaska Native | 527 | 52.2% | 543 | 45.9% | 647 | 41.4% | 689 | 41.1% | 782 | 39.8% | 798 | 37.8% |
| Asian/Pacific Islander | 2,511 | 71.1% | 2,549 | 72.5% | 3,158 | 65.0% | 3,068 | 68.7% | 3,521 | 70.2% | 3,881 | 69.1% |
| African American | 811 | 55.0% | 791 | 53.4% | 1,096 | 44.3% | 1,167 | 47.9% | 1,337 | 50.0% | 1,542 | 49.1% |
| Hispanic/Latino | 1,461 | 49.8% | 1,419 | 46.4% | 1,742 | 42.7% | 1,971 | 42.4% | 2,405 | 45.8% | 2,663 | 45.5% |
| White | 26,494 | 55.7% | 24,413 | 56.5% | 30,015 | 49.8% | 29,133 | 54.6% | 32,639 | 55.3% | 33,272 | 55.2% |
| Total | 31,804 | 56.5% | 29,715 | 57.1% | 36,658 | 50.5% | 36,028 | 54.7% | 40,684 | 55.5% | 42,156 | 55.3% |

Source: SESRC (various years). Washington State Graduate Follow-up Study: All graduates, first year after graduation, statewide results. Olympia, WA: OSPI.

Table A3**First-time-in-college Freshmen by Race/Ethnicity and Sector**

| Public Four-Year | | | | | |
|--|----------------------------|------------------------------------|-----------------------------|-----------------|--------------|
| | <u>American Indian</u> | <u>Asian/ Pacific Islander</u> | <u>African American</u> | <u>Hispanic</u> | <u>White</u> |
| Fall 1998 | 214 | 1,429 | 308 | 457 | 8,103 |
| Fall 1999 | 172 | 1,506 | 246 | 368 | 8,217 |
| Fall 2003 | 189 | 1,955 | 319 | 595 | 9,138 |
| Fall 2005 | 223 | 2,091 | 400 | 714 | 9595 |
| Public Two-Year | | | | | |
| | <u>American Indian</u> | <u>Asian/ Pacific Islander</u> | <u>African American</u> | <u>Hispanic</u> | <u>White</u> |
| Fall 1998 | 373 | 1,032 | 588 | 838 | 12,047 |
| Fall 1999 | 254 | 986 | 676 | 855 | 12,528 |
| Fall 2003 | 360 | 1,270 | 848 | 1,177 | 13,736 |
| Fall 2005 | 261 | 1,006 | 731 | 1,117 | 11,822 |
| <i>Note: Enrollments overall at public two-year have declined in the past two years.</i> | | | | | |
| Private Four-Year | | | | | |
| | <u>American Indian</u> | <u>Asian/ Pacific Islander</u> | <u>African American</u> | <u>Hispanic</u> | <u>White</u> |
| Fall 1998 | 54 | 475 | 126 | 167 | 3,862 |
| Fall 1999 | 48 | 419 | 125 | 200 | 3,963 |
| Fall 2003 | 124 | 547 | 236 | 386 | 5,167 |
| Fall 2005 | 107 | 580 | 251 | 404 | 4,977 |
| Private Two-Year and Less Than Two-Year | | | | | |
| | <u>American Indian</u> | <u>Asian/ Pacific Islander</u> | <u>African American</u> | <u>Hispanic</u> | <u>White</u> |
| Fall 1998 | 114 | 386 | 364 | 313 | 4,238 |
| Fall 1999 | 122 | 453 | 388 | 325 | 4,060 |
| Fall 2003 | 123 | 463 | 496 | 286 | 3,584 |
| Fall 2004* | 74 | 445 | 448 | 282 | 3,548 |
| <i>*Latest available data.</i> | | | | | |
| <i>Note: Students of "unknown" and "nonresident alien" backgrounds are excluded from the table. Because of the small numbers for some of the racial groups, the findings should be interpreted with caution.</i> | | | | | |
| <i>Source: NCES, IPEDS Fall Enrollment Survey, 1998, 1999, 2003, 2004, 2005.</i> | | | | | |

Table A4**2004 Population Ages 17-39, and Fall 2005 Undergraduate Enrollment**

| Racial/Ethnic Group | Population Ages 17-39 | 2005 Total Undergraduate Enrollment | <u>Undergraduate Enrollment by Sector</u> | | | |
|---|--------------------------|---|---|--------------------|----------------------|---|
| | | | Public Four-Year | Public Two-Year | Private Four-Year | Private Two-Year and Less than Two-Year* |
| American Indian /Alaska Native | 32,340 | 5,190 | 1,438 | 3,066 | 548 | 138 |
| Asian/Pacific Islander | 150,294 | 27,252 | 10,787 | 12,890 | 3,000 | 575 |
| African American | 77,087 | 13,039 | 2,503 | 8,510 | 1,445 | 581 |
| Hispanic/Latino | 223,564 | 16,670 | 3,884 | 10,365 | 1,984 | 437 |
| White | 1,450,223 | 212,464 | 57,308 | 124,154 | 25,420 | 5,582 |
| Two or More Races | 52,838 | | | | | |
| Unknown race/ethnicity | | 41,241 | 8,578 | 28,098 | 3,885 | 680 |
| Nonresident Alien | | 6,879 | 1,952 | 3,762 | 1,147 | 18 |
| Total | 1,986,346 | 322,735 | 86,450 | 190,845 | 37,429 | 8,011 |

* 2004 data

Notes.

- IPEDS enrollment numbers do not use the category of “two or more races” which is found in census/population data.
- Enrollments for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)
- Public two-year data includes Northwest Indian College (federally funded tribal college).

Sources: NCES: IPEDS 2005 Fall Enrollment Survey (2004 used for private two-year and less than two-year); Office of Financial Management Web site: “2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties,” November 2004 (latest update).

Table A5**2004 Population Ages 17-39, and Fall 2005 Graduate/Professional Enrollment**

| | 2004 Population Ages 17-39 | Total Graduate/ Professional Enrollment | Graduate/Professional Enrollment by Sector | |
|--------------------------------------|----------------------------------|---|---|----------------------|
| | | | Public Four-Year | Private Four-Year |
| American Indian/Alaska Native | 32,340 | 435 | 260 | 175 |
| Asian/Pacific Islander | 150,294 | 2,427 | 1,540 | 887 |
| African American | 77,087 | 941 | 395 | 546 |
| Hispanic/Latino | 223,564 | 1,080 | 645 | 435 |
| White | 1,450,223 | 21,640 | 12,587 | 9,053 |
| Two or More Races | 52,838 | | | |
| Unknown race/ethnicity | | 4,040 | 2,126 | 1,914 |
| Nonresident Alien | | 2,841 | 2,330 | 511 |
| Total | 1,986,346 | 33,404 | 19,883 | 13,521 |

Notes: IPEDS enrollment numbers do not use the category of "two or more races" which is found in census/population data.

Enrollments for students from "unknown" and "nonresident alien" racial/ethnic backgrounds are included to indicate their proportions of the overall total. ("Nonresident alien" definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

Sources: NCES: IPEDS 2005 Fall Enrollment Survey; Office of Financial Management Web site: "2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties," November 2004 (latest update).

Table A6

**Community/Technical Colleges: Percentage of Full-time
Students Making “Substantial Progress” and Percentage of “Early Leavers”**

| | <u>Average 1996-2000</u> | | <u>Average 1997-2001</u> | | <u>Average 1998-2002</u> | | <u>Average 1999-2003</u> | |
|---|--------------------------|---------------|--------------------------|---------------|--------------------------|---------------|--------------------------|---------------|
| | Substantial Progress | Early Leavers | Substantial Progress | Early Leavers | Substantial Progress | Early Leavers | Substantial Progress | Early Leavers |
| American Indian/ Alaska Native | 59% | 12% | 58% | 13% | 59% | 14% | 58% | 14% |
| Asian/Pacific Islander | 71% | 9% | 71% | 9% | 72% | 9% | 73% | 9% |
| African American | 56% | 15% | 57% | 15% | 58% | 15% | 58% | 15% |
| Hispanic/Latino | 62% | 11% | 61% | 11% | 62% | 11% | 62% | 11% |
| White | 69% | 9% | 69% | 9% | 69% | 9% | 70% | 9% |

Note: Percentages reflect students who are seeking associate degrees at community colleges, or who enroll in professional/technical programs at technical colleges.

Source: State Board for Community and Technical College Academic Year Reports (various years).

Table A7**Number in Cohort and Number of Completers within 150% of Normal Time**

| | <u>Public Four-Year</u> | | <u>Private Four-Year</u> | | <u>Public Two-Year</u> | | <u>Private Two-Year</u> | |
|---------------------------------------|-------------------------|--------------|--------------------------|--------------|------------------------|--------------|-------------------------|--------------|
| | # in Cohort | # Completers | # in Cohort | # Completers | # in Cohort | # Completers | # in Cohort | # Completers |
| American Indian /Alaska Native | 172 | 88 | 41 | 20 | 255 | 52 | 106 | 58 |
| Asian/Pacific Islander | 1,497 | 1,040 | 379 | 248 | 876 | 329 | 336 | 233 |
| African American | 244 | 115 | 108 | 59 | 469 | 118 | 484 | 288 |
| Hispanic/Latino | 372 | 210 | 161 | 93 | 810 | 211 | 293 | 176 |
| White | 8,127 | 5,251 | 3,706 | 2,528 | 8,980 | 3,038 | 2,485 | 1,655 |
| Total | 10,412 | 6,704 | 4,395 | 2,948 | 11,390 | 3,748 | 3,704 | 2,417 |

Notes. Four-year cohorts seeking a bachelor's degree started in fall 1999, and two-year cohorts seeking an associate's degree started in fall 2002. Program length for certificate-seeking students varies. Rates reflect those who initially enroll as full-time first-time freshmen, and who continue and graduate at the same institution where they first enrolled within 150% of "normal" time. (Transfer students who graduate are not included in the data). Students from "unknown" and "nonresident alien" racial/ethnic categories are not included.

Sources. NCES, IPEDS 2005 Graduation Rate Survey (2004 Survey for Private Two-Year).

Table A8**Degrees Awarded in Washington by Race/Ethnicity: 2004-05**

| | <u>Associate Degrees</u> | | <u>Bachelors Degrees</u> | | <u>Masters Degrees</u> | | <u>Doctoral Degrees</u> | | <u>Prof. Degrees</u> | |
|---------------------------------------|--------------------------|----------------|--------------------------|----------------|------------------------|----------------|-------------------------|----------------|----------------------|----------------|
| | <u>Number</u> | <u>Percent</u> | <u>Number</u> | <u>Percent</u> | <u>Number</u> | <u>Percent</u> | <u>Number</u> | <u>Percent</u> | <u>Number</u> | <u>Percent</u> |
| American Indian /Alaska Native | 361 | 1.6% | 405 | 1.4% | 111 | 1.3% | 7 | 0.9% | 17 | 1.2% |
| Asian/Pacific Islander | 1,651 | 7.4% | 2,997 | 10.6% | 546 | 6.2% | 48 | 6.1% | 161 | 11.7% |
| African American | 759 | 3.4% | 724 | 2.6% | 228 | 2.6% | 12 | 1.5% | 40 | 2.9% |
| Hispanic/Latino | 1,156 | 5.2% | 1,006 | 3.6% | 287 | 3.3% | 23 | 2.9% | 43 | 3.1% |
| White | 15,888 | 71.1% | 19,322 | 68.4% | 5,748 | 65.5% | 425 | 53.6% | 988 | 72.0% |
| Unknown race/ethnicity | 1,586 | 7.1% | 2,953 | 10.4% | 1,172 | 13.4% | 67 | 8.4% | 97 | 7.1% |
| Nonresident Alien | 937 | 4.2% | 858 | 3.0% | 682 | 7.8% | 211 | 26.6% | 27 | 2.0% |
| Total | 22,338 | | 28,265 | | 8,774 | | 793 | | 1,373 | |

Notes: Data reflect degrees awarded by all institutions in Washington state, both public and private. Therefore, associate degree data include awards at community/technical colleges, as well as some associate degrees awarded by private two-year and four-year institutions.

Source: IPEDS, Completions Survey 2004-05.

Table A9

| Number and percentage of faculty by race/ethnicity: two selected years | | | | | | |
|---|------------------------------|----------------|------------------------------|----------------|----------------------------|----------------|
| Fall 2005 | Public Four -Year | | Private Four-Year | | Public Two-Year | |
| | Number | Percent | Number | Percent | Number | Percent |
| American Indian /Alaska Native | 76 | 0.8% | 41 | 0.7% | 170 | 1.6% |
| Asian/Pacific Islander | 638 | 7.1% | 327 | 5.7% | 466 | 4.4% |
| African American | 131 | 1.5% | 185 | 3.2% | 283 | 2.7% |
| Hispanic/Latino | 211 | 2.3% | 136 | 2.4% | 307 | 2.9% |
| White | 6,573 | 73.2% | 4,664 | 81.4% | 9,236 | 87.6% |
| Unknown race/ethnicity | 602 | 6.7% | 342 | 6.0% | 79 | 0.7% |
| Nonresident Alien | 757 | 8.4% | 32 | 0.6% | 8 | 0.1% |
| Total | 8,988 | | 5,727 | | 10,549 | |

| Fall 1995 | Public Four -Year | | Private Four-Year | | Public Two-Year | |
|---|------------------------------|----------------|------------------------------|----------------|----------------------------|----------------|
| | Number | Percent | Number | Percent | Number | Percent |
| American Indian /Alaska Native | 40 | 0.6% | 19 | 0.5% | 113 | 1.2% |
| Asian/Pacific Islander | 364 | 5.1% | 129 | 3.6% | 291 | 3.0% |
| African American | 111 | 1.6% | 60 | 1.7% | 172 | 1.8% |
| Hispanic/Latino | 99 | 1.4% | 44 | 1.2% | 240 | 2.5% |
| White | 6,035 | 85.4% | 3,271 | 91.9% | 8,739 | 91.3% |
| Unknown race/ethnicity | 109 | 1.5% | 33 | 0.9% | 8 | 0.1% |
| Nonresident Alien | 312 | 4.4% | 4 | 0.1% | 5 | 0.1% |
| Total | 7,070 | | 3,560 | | 9,568 | |

Notes: Data reflect full- and part-time faculty. "Public two-year" includes Northwest Indian College (federally funded). "Nonresident alien" definition (as used in IPEDS): A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Private two-year data are not included due to small numbers.

Source: NCES IPEDS – Fall Staff Surveys.

Appendix B

Pre-College Programs

Table B1: Federal Programs: GEAR UP and TRIO

Table B2: Washington Education Foundation Programs

Table B3: The HERO (Higher Education Readiness Opportunity) Initiative

Table B4: College/University Strategies and Practices Survey

Pre-college programs

Federal programs that are designated to serve low-income and minority students in Washington have provided limited, but valuable, services to those students. GEAR UP programs serve about 21,000 students from grades 7 through 12. TRIO's Talent Search program serves 4,300 students, and Upward Bound, 885 students. The Washington Education Foundation's Achievers Program has provided services and scholarships to 2,415 students – with a goal of 5,000 students over 10 years.

Table B1 Federal Programs (GEAR UP and TRIO)

| Type of Program | City | Dollars |
|---|--------------|------------|
| Central Washington University GEAR UP Partnership | Ellensburg | \$ 796,000 |
| Yakima School Dist. No. 7 GEAR UP Partnership | Yakima | 1,279,598 |
| Eastern Washington University GEAR UP Partnership | Cheney | 400,262 |
| University of Washington GEAR UP Partnership | Seattle | 2,176,608 |
| Central Washington University GEAR UP Partnership | Ellensburg | 1,148,000 |
| Evergreen State College GEAR UP Partnership | Olympia | 877,096 |
| Washington State University GEAR UP Partnership | Richland | 1,536,000 |
| Wenatchee School Dist. No. 246 GEAR UP Partnership | Wenatchee | 147,908 |
| Heritage University GEAR UP Partnership | Toppenish | 753,382 |
| University of Washington GEAR UP Partnership | Seattle | 1,010,445 |
| Bellingham School Dist. State GEAR UP | Bellingham | 150,000 |
| Eastmont School Dist. State GEAR UP | E. Wenatchee | 150,000 |
| Everett School Dist. State GEAR UP | Everett | 112,500 |
| Federal Way School Dist. State GEAR UP | Federal Way | 150,000 |
| Inchelium School Dist. State GEAR UP | Inchelium | 15,000 |
| Monroe School Dist. State GEAR UP | Monroe | 75,000 |
| Okanogan School Dist. State GEAR UP | Okanogan | 112,500 |
| Quincy School Dist. State GEAR UP | Quincy | 112,500 |
| Wapato School Dist. State GEAR UP | Wapato | 150,000 |
| Wenatchee School Dist. State GEAR UP | Wenatchee | 75,000 |
| West Valley School Dist. State GEAR UP | Spokane | 150,000 |
| Vancouver School Dist. State GEAR UP | Vancouver | 300,000 |
| Big Bend Community College Upward Bound | Moses Lake | 484,364 |
| City of Seattle Human Services Department - Upward Bound | Seattle | 402,999 |
| Columbia Basin College Upward Bound | Pasco | 393,802 |
| Evergreen State College Upward Bound | Olympia | 483,561 |
| Metropolitan Dev. Council/Southern Pierce County Upward Bound | Tacoma | 379,496 |
| North Seattle Community College Upward Bound | Seattle | 332,117 |
| South Seattle Community College Upward Bound | Seattle | 277,677 |
| University of Washington/ Seattle Upward Bound | Seattle | 410,987 |
| Washington State University/ Pullman (Yakima) Upward Bound | Yakima | 220,000 |
| Washington State University/ Pullman (Okanogan) Upward Bound | Okanogan | 220,000 |
| Washington State University/ Spokane Upward Bound | Spokane | 220,000 |
| Yakima Valley Community College Upward Bound | Yakima | 475,807 |
| Centralia College Talent Search | Centralia | 367,980 |
| Metropolitan Development Council Talent Search | Tacoma | 204,000 |
| Northwest Indian College Talent Search | Bellingham | 250,261 |
| South Seattle Community College Talent Search | Seattle | 250,261 |
| Tacoma Community College Talent Search | Tacoma | 204,000 |
| University of Washington/Seattle Talent Search | Seattle | 304,849 |
| Walla Walla Community College Talent Search | Walla Walla | 204,000 |

Washington Education Foundation Programs

The Achievers program will serve 5,000 students over 10 years, between now and 2010. More than 2,415 students have received services and scholarships so far, for a total expenditure of \$25,400,000.

| Achiever School | City |
|---------------------------|-------------|
| Cleveland High School | Seattle |
| Clover Park High School | Lakewood |
| Davis High School | Yakima |
| Foster High School | Tukwila |
| Henry Foss High School | Tacoma |
| Kent-Meridian High School | Kent |
| Kittitas High School | Kittitas |
| Lincoln High School | Tacoma |
| Mabton High School | Mabton |
| Mariner High School | Everett |
| Mount Tahoma High School | Tacoma |
| Stevenson High School | Stevenson |
| Tonasket High School | Tonasket |
| Truman High School | Federal Way |
| West Valley High School | Spokane |
| Yelm High School | Yelm |

The HERO (Higher Education Readiness Opportunity) Initiative

The HERO Initiative provides direct academic and leadership support to students, their families, and academic communities to ensure that students have the resources to succeed in high school and beyond.

| Achiever School | City |
|---------------------------|-------------|
| Cleveland High School | Seattle |
| Clover Park High School | Lakewood |
| Davis High School | Yakima |
| Foster High School | Tukwila |
| Henry Foss High School | Tacoma |
| Kent-Meridian High School | Kent |
| Lincoln High School | Tacoma |
| Mabton High School | Mabton |
| Mount Tahoma High School | Tacoma |
| Truman High School | Federal Way |

| College/University Strategies and Practices Survey | | <i>Check if Yes</i> |
|---|--|-------------------------|
| Students: | | |
| We have a comprehensive plan for recruitment and retention of underrepresented students. | | 67% |
| We employ the following strategies to recruit students with a goal of expanding racial/ethnic diversity on campus: | | |
| Financial Assistance | | 81% |
| Community-based recruitment | | 83% |
| Pre-college programs and outreach | | 86% |
| We offer courses in ethnic studies that span a variety of fields and disciplines. | | 69% |
| There is a graduation requirement for the baccalaureate degree that students must take a specified number of credit hours in courses that reflect diverse cultures. | | 61% |
| We have reviewed the general education requirements to ensure that diversity knowledge and skills are embedded in a specified percentage of our courses. | | 64% |
| Our curriculum offers academic majors that prepare students to live and work in a diverse society. | | 69% |
| We provide opportunities for international study to enable students to learn about diverse cultures. | | 81% |
| We support student organizations on campus with multicultural memberships. | | 97% |
| We sponsor outreach programs to high school students with an emphasis on underrepresented student populations. | | 89% |
| We sponsor outreach programs to middle school students with an emphasis on underrepresented student populations. | | 69% |
| We implement initiatives in the College of Education to prepare culturally competent K-12 teachers and administrators where appropriate (e.g. initiatives that require coursework in ethnic studies for future educators, assessment of cultural competence for initial certification through work samples or portfolios) | | 53% |
| Faculty & Staff: | | |
| We have a campus-wide plan for the recruitment and retention of faculty members from underrepresented population segments. | | 64% |
| We have a campus-wide plan for the recruitment and retention of staff members from underrepresented population segments. | | 61% |
| We use salary incentive packages to recruit and retain faculty and staff of color. | | 22% |
| We host research center(s) on multiculturalism/diversity to facilitate faculty research and/or training initiatives. | | 31% |
| We have a teaching/learning center available to assist faculty members in advising and counseling students. | | 81% |
| General Campus: | | |
| We assign key administrative position(s) to addressing diversity goals for the campus. | | 86% |
| We have a campus goal for inclusion and engagement and we evaluate university leaders based on achievement of that goal. | | 69% |
| We sponsor on-campus and outreach events on diverse topics through conferences and/or task force discussions. | | 94% |
| We offer a variety of communication tools to reach out to diverse groups, including Web sites and newsletters. | | 69% |
| Campus accountability measures includes progress in meeting diversity goals. | | 81% |
| We conduct periodic campus climate studies to improve the campus environment for diverse students | | 81% |
| We offer or host English as Second Language Institute/program(s). | | 78% |
| Response Rate | | 59% |