Washington Student Achievement Council

Educational Attainment for All: Diversity and Equity in Washington State Higher Education

July 2013 (Revised)

Washington Student Achievement Council
www.wsac.wa.gov

Prepared by the University of Washington and Washington State University with foreword by the Washington Student Achievement Council

Foreword

The Washington Student Achievement Council takes a leading role in facilitating analysis and research leading to increased educational attainment in the state.[1] The Council's Ten-Year Roadmap will prioritize recommendations for P-20 improvements, including strategies to expand participation and success for racial and ethnic minorities in higher education.[2] To inform the state's planning efforts, the Council hired the University of Washington Office of Minority Affairs and Diversity to develop a diversity and equity report in collaboration with the Washington State University Office of Equity and Diversity.

The attached report, Educational Attainment for All: Diversity and Equity in Washington State Higher Education, provides greater clarity on the state's higher education diversity challenges. The Council acknowledges diversity in the 2012 strategic action plan, noting that ". . . demographic and economic forces have produced significant education and employment gaps, particularly for Washingtonians of color, and if no changes are made, these gaps will likely become greater over time."[3]

The report describes state population and education system demographics. It also analyzes data and information from multiple sources to do the following:

- Identify enrollment and achievement gaps.
- Highlight research on and best practices for broadening pathways to college for underrepresented groups.
- Highlight research on and best practices for student persistence and success.
- Identify gaps in the data and information available.

The report also describes the results of a 2013 statewide Survey of Higher Education Diversity Programs in Washington State, which asked public and private two- and four-year colleges and universities about their best practices and challenges. In addition, the report provides examples of promising and inspiring programs in other states. The report closes with recommendations and includes detailed supporting appendices.

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[1] RCW 28B.77.003(3)
[2] RCW 28B.77.020(3)(h)
[3] Washington Student Achievement Council. (2012). Critical Crossroads: A Call for Action. Retrieved April 24, 2013 from http://www.wsac.wa.gov/PlanningAndResearch/Roadmap.

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TABLE OF CONTENTS

Acknowledgements.....Page 2

Executive Summary.....Page 3

Introduction .....Page 5

Washington State Demographics .....Page 6

Pathways to College.....Page 18

College Student Persistence and Success .....Page 19

Institutional Practices and Capacity.....Page 20

Recommendations for Policy Change and Action.....Page 31

References .....Page 34

Appendices

Appendix A: Washington Demographic Statistics by Age Group and Ethnicity
Appendix B: Washington Analysis Regions
Appendix C: K-12 Enrollments by Race/Ethnicity and Regions
Appendix D: Washington State High School Graduation Rate Trends (2007-2012)
Appendix E: Fall 2011 Undergraduate Enrollment
Appendix F: Washington State Undergraduate Enrollment (1998-2011)
Appendix G: Washington Community College Completion Rates
Appendix H: Washington Community College Transfer Rates
Appendix I: Washington Public and Private College Graduation Rates
Appendix J: Statewide Pathway and Student Success Programs
Appendix K: 2013 Survey of Higher Education Diversity Programs
Appendix L: List of Survey Respondents
Appendix M: Institutional Diversity Programs and Collaborations

Acknowledgements

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Executive Summary

The Obama completion agenda and the Lumina Big Goal of 60% degree attainment by 2025 [1] both emphasize the importance of increasing degree production. According to Lumina, in order to increase degree production, Washington must help residents who have attended college but not completed their degrees and do more to close achievement gaps and increase success among working adults, low-income, first generation and students of color.

Multiple research studies have noted that an increasing number of students have aspirations to earn a college degree, and that students of color have equal or higher aspirations to earn a degree. Unfortunately, student aspirations are not often realized and many do not end up enrolling in college after graduation. The gap between aspiration and college enrollment is especially true for students of color. The gap widens further for these students as they have less success in college and are less likely to earn a college degree.

It is important to note that although these degree attainment gaps manifest themselves most often among racial/ethnic minorities, it is not the case that students from these groups are uninterested in or incapable of being successful in college [2, 3]. It is rather that students of color are more likely to be: a) first generation college students; b) English language learners; c) enrolled in low-resourced schools; and d) come from families with low socio-economic status. Studies continue to indicate that despite similar or higher aspirations to pursue a college degree, students with these characteristics face three primary barriers to college enrollment: 1) poor academic preparation; 2) lack of social capital; and 3) higher sensitivity to the rising costs of college tuition [4-14]. Once enrolled in college these three barriers continue to be challenges for this student population, and are exacerbated by two additional barriers: 1) a campus climate that is not always welcoming; and 2) weak integration into campus social and academic communities [15-18].

A number of statewide and institutional initiatives are in place or underway to address these barriers to student access to and success in college. Many utilize best practices as identified by national studies to address barriers. According to a Survey of Higher Education Diversity Programs in Washington State capacity among campuses varies significantly and the declining state support for higher education has challenged their ability to deliver services.

Washington higher education institutions know “what” to do to broaden pathways to college and increase college degree production, but often lack the resources to implement best practices. Eight recommendations for enhancing educational attainment for all of Washington’s citizens are offered in the report.

1. Pay more statewide attention to changing demographics and their impact on college enrollment.
2. Identify and address gaps in institutional capacity to deliver best practices.

3. Increase disaggregation of data for diverse populations.
4. Work toward consistency of data definitions across the entire K-20 educational system in Washington.
5. Enhance the ability of Washington's educational systems to view their own data, utilize key indicators and track individual students as they proceed through transitions from high school to college and among postsecondary institutions.
6. Keep college accessible and affordable for Washington residents.
7. Clarify roles and responsibilities of educational sectors, community based organizations, business and government in contributing to degree production.
8. Establish and maintain a web-based college access and success tool for students, parents, and educators.

The recommendations offered above center on developing a coordinated and comprehensive strategy of capacity-building, data collection and public policy that crosses institutional boundaries and strengthens relationships between K-12 and post-secondary educational systems.

Introduction

The Washington State legislature created the Washington Student Achievement Council in 2012. The Council consists of nine members: five citizen members appointed by the governor, including one college student; and four members representing the Superintendent of Public Instruction, the Washington State Board of Community and Technical Colleges, the Council of Presidents of the public four-year institutions, and the Independent Colleges of Washington respectively. Soon after its formation, the Council adopted a strategic action plan and set out to identify barriers to educational achievement in the state so that it could develop a comprehensive roadmap to address them. The Council commissioned this report to better understand issues related to diversity and equity in the State, specifically as they impact the goal of college degree attainment for all students.

An increasing number of students in the US are from groups of people who have experienced significant educational achievement and degree attainment gaps. In a knowledge-based economy, degree attainment has a direct impact on our nation's ability to compete in the global marketplace. Students of color, students with disabilities and low income students have disparate high school graduation rates, and are particularly underrepresented in our institutions of higher education. As a nation we are in the midst of a demographic shift where people of color are projected to be the majority population in the country, and our collective economic well-being is at stake if we cannot close the educational achievement and degree attainment gap in the near future.

Washington's educational achievement and degree attainment gap is even more pressing, given the large number of multi-national corporations that rely on access to an educated work force. According to a recent report[19] the degree attainment gap manifests as a persistent job skills gap that threatens the vitality and productivity of the state. It and a plethora of similar reports [1, 8, 9, 20-23] suggest that the need to increase degree attainment rates is at a crisis level, and educational systems must do more to improve postsecondary access and success among populations who have previously been underrepresented in higher education.

This report focuses on K-20 student demographics and issues that impact underrepresentation in higher education. It examines pathways to college, factors that enhance student success in college, the capacity of Washington's higher education institutions to deliver services to target populations, and policy issues to be addressed systemically to close the degree attainment gap. It does not include analysis of faculty and staff demographics.

This report also recognizes that the terms diversity and equity are subjective; different audiences may have very different understandings about the target population for diversity and equity initiatives. For purposes of this report, diversity is defined as groups or individuals with differences in culture or background, including, but not limited to, race, sex, gender identity, socioeconomic status, ethnicity, sexual orientation, age, disability, nationality, religion, and veteran status. The term diversity is also understood as fluid given that the status and

representation of groups shift over time. Most of the analysis in the report focuses on race/ethnicity as that is the dimension of diversity for which data is readily available.

The report is informed by data and research on student pathways to college and student success; and by responses to a statewide survey of higher education institutions. Data was gathered from the Office of the Superintendent of Public Instruction (OSPI), the U.S. Census Bureau, and the Integrated Postsecondary Education Data System (IPEDS).

The report is organized into five major sections:

1. Washington State Demographics
2. Pathways to College
3. College Student Persistence and Success
4. Institutional Practices and Capacity; and
5. Recommendations for Policy Change and Action

Section 1 examines the state of education in Washington and demographic details related to higher education participation. It provides an overview of K-12 enrollments, a summary of college degree attainment in Washington compared to the rest of the nation, and a discussion of projected demographic shifts and their implications for degree attainment initiatives.

Section 2 provides a summary of best practices and research on broadening pathways to college for underrepresented groups, and discusses a number of new initiatives in the State designed to increase degree production. It is followed by Section 3 which summarizes best practices and research on student persistence and success. Both sections analyze factors that either deter or enable the success of students from diverse populations.

Section 4 describes specific activity at Washington's two year and four year colleges and universities that is directed at enhancing the participation of diverse students in higher education. A comparative analysis of how activity relates to best practices and institutional capacity is included.

The report concludes with recommendations for statewide action to increase degree attainment in Washington. Recommendations focus on institutional capacity needed to replicate best practices throughout the K-20 educational system, data and assessment needed by practitioners and policymakers, and state policy issues that must be addressed to advance educational attainment among diverse populations in Washington.

Washington State Demographics

Washington State is home to more than 6.7 million residents, 80 percent of whom reside on the west side of the state. Washington has spawned such multinational corporations as Amazon, Starbucks, Boeing, and Microsoft which contributes to its reputation of being an innovative,

vibrant and productive region of the country. Paradoxically, the reputation for innovation and productivity is not shared by its educational system. The state has one of the highest demands in the country for an educated workforce, but it continues to rank in the bottom five in terms of the percentage of recent high school graduates who go to college[20] . The Seattle-Tacoma-Bellevue metropolitan area ranks among the top 20 in the nation in terms of the percentage of adults ages 25-64 who have a college degree [1, 20]. Given the low numbers of high school graduates who go on college, clearly the state is dependent on in-migration of an educated workforce to meet the needs of its economy. The State has a long way to go to close the gap in degree attainment for its resident population.

Washington has a population that is becoming more racially diverse with Hispanics increasing 71.2%, Asian's increasing 48.9%, and those who identify as multiracial increasing by 40.6% since the 2000 census. An examination of educational statistics in Washington with demographic information paints a picture of a state with a demand for more higher education degrees that is peaking just as it is becoming more racially diverse. It is also a State with an impressive record of success in terms of graduation rates, but that success is unevenly distributed across racial/ethnic groups.

Shifting Racial/Ethnic Diversity Statewide

Despite continued growth in racial/ethnic groups, as shown in Table 1 below, relative to the nation Washington has smaller proportions of its population who identify as African American and Latino and larger proportions who identify as all other races, including two or more races (a detailed table of demographic statistics by age group and race/ethnicity is included as Appendix A). However, the current demographic picture is changing, when birth rates and K-12 enrollment patterns are considered.

Table 1: Washington Population by Race and Gender

GENDER	WASHINGTON STATE		UNITED STATES	
	#	%	#	%
Male	3,349,707	49.81%	151,781,326	49.16%
Female	3,374,833	50.19%	156,964,212	50.84%
TOTAL	6,724,540	100.00%	308,745,538	100.00%

RACE	WASHINGTON STATE		UNITED STATES	
	#	%	#	%
White	4,876,804	72.52%	196,817,552	63.75%
Latino	755,790	11.24%	50,477,594	16.35%
African American	229,603	3.41%	37,685,848	12.21%
Asian	475,634	7.07%	14,465,124	4.69%
American Indian/ Alaska Native	88,735	1.32%	2,247,098	0.73%
Native Hawaiian/Pacific Islander	38,783	0.58%	481,576	0.16%
Other	11,838	0.18%	604,265	0.20%
Two or more races	247,353	3.68%	5,966,481	1.93%
TOTAL	6,724,540	100.00%	308,745,538	100.00%

Source: 2010 Census

According to a recent report [24], minority births in the US surpassed White, non-Hispanic births for the first time in U.S. history, and more racial/ethnic diversity is expected in the future.

Growth in minority populations account for almost all of the growth in the U.S. since the 2000 census. In Washington state, the minority population already exceeds 50% in Franklin, Yakima and Adams [25]. Washington demographic projections by race/ethnicity are shown below in Table 2.

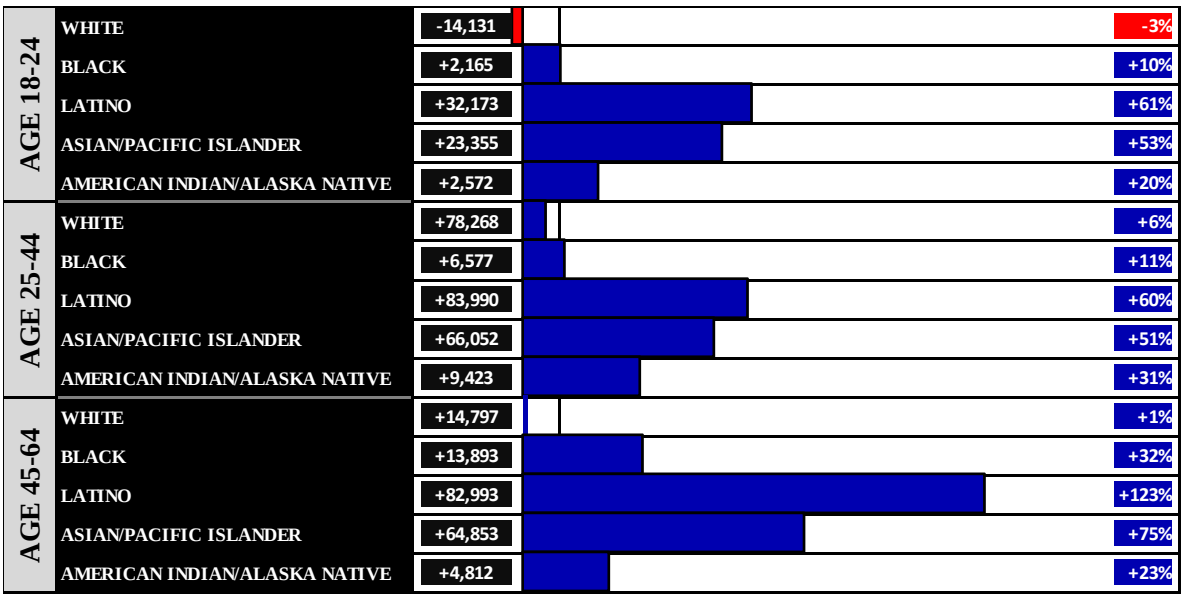
Table 2: Washington Demographic Projection by Race

RACE	% Growth 2012-2022
White	-0.8%
Latino	19.1%
African American	7.4%
Asian	14.2%
American Indian/Alaskan Native	1.3%
Native Hawaiian/Pacific Islander	24.8%
Two or more races	130.1%

Source: Washington Student Achievement Council

These projections are even more startling if examined by age group. As shown in Figure 1 below, the entire population is aging, and the non-Hispanic White group is declining among the 18-24 year old age group.

Figure 1: Projected Population Changes in Washington by Race/Ethnicity

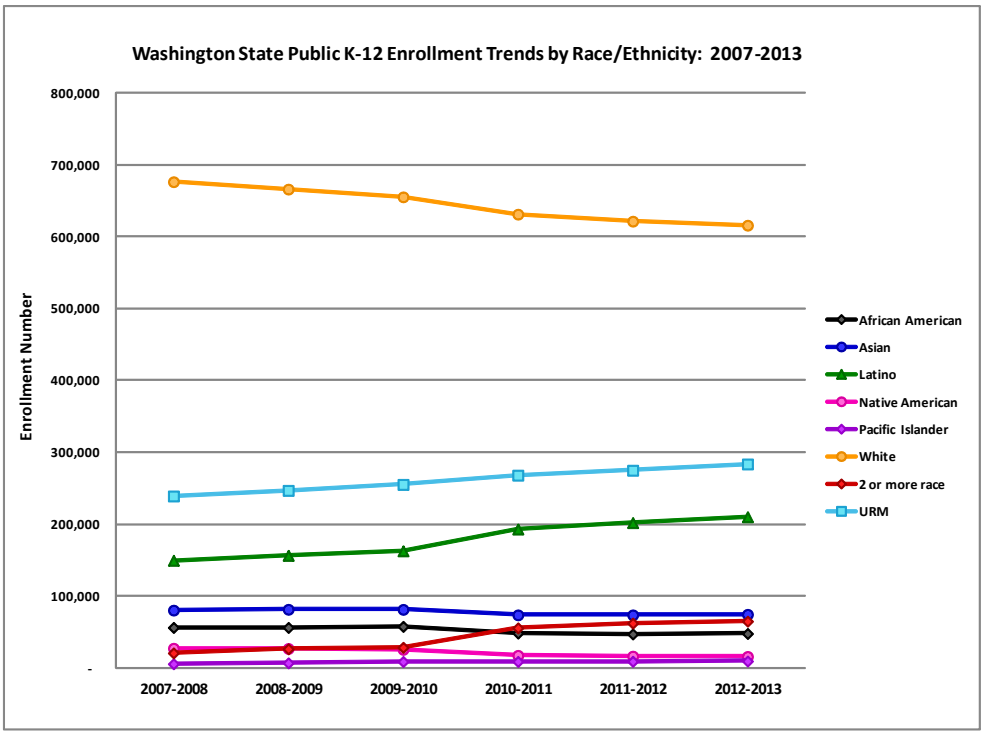


Source: NCHEMS, estimates calculated using data from U.S. Census Bureau.

K-12 Enrollments Reflect Shifting Demographics

The demographic shift in age groups is reflected in public school enrollments in the State. Long-projected decreases in non-Hispanic Whites and increases in Latino students are now evident in school enrollments. Since 2007, public schools have seen significant shifts in their enrollments by race/ethnicity. According to Figure 2 below, Latino and two-or-more-race students experienced significant increases in public school enrollment, while all others decreased.

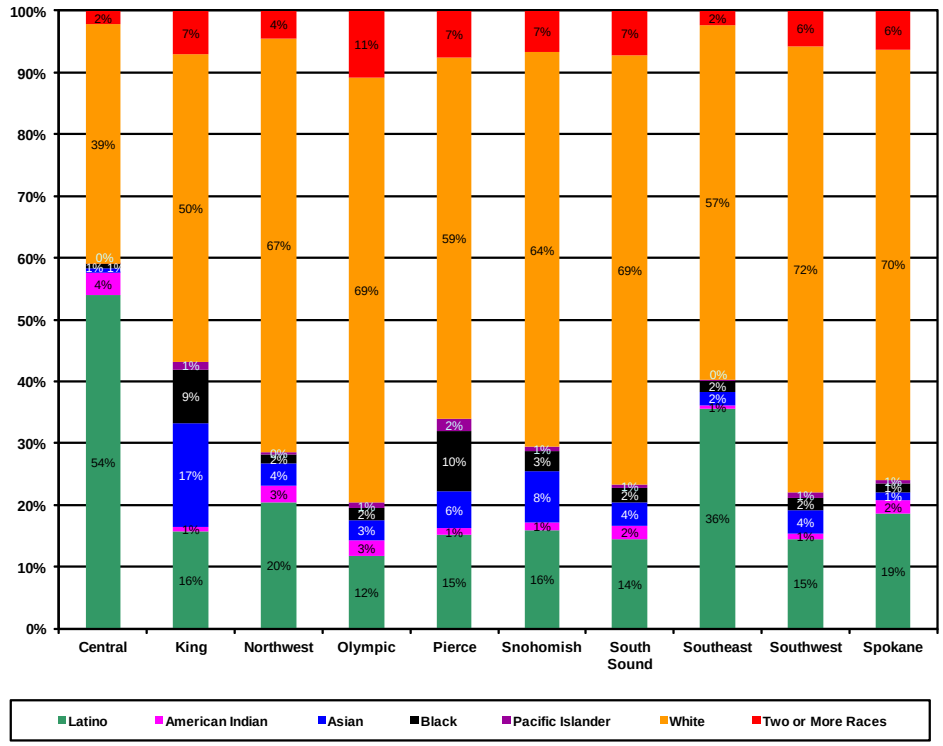
Figure 2: Public K-12 Enrollments: 2007-2013



Source: Office of Superintendent of Public Instruction, 2012

The distribution of students by race/ethnicity across the ten major geographic regions of the State is quite different. A map of the ten regions is included at Appendix B. Figure 3 below provides a summary, and a detailed table of school districts by region and race/ethnicity is attached as Appendix C. Latino students make up 54% of the K-12 enrollments in the central region of Washington, and 36% of those in the southeast region. The region of King County has the greatest and the southwest region has the least ethnic/racial diversity among all regions. African American enrollments are greatest in the King, Pierce and Snohomish regions and least in the Spokane and central regions.

Figure 3: Washington State 2012-2013 Public K-12 Enrollment by Race/Ethnicity and Region



Note: the total percent may not add to 100% due to rounding and not including the total for the category "not provided"
Source: OSPI 2012-2013

As the State has become more racially diverse, considerable attention has been paid to persistent disparities in on-time high school graduation rates. According to OSPI reports, 57% of Native American high school students graduated on-time in 2012, compared to 84% for Asian American students, 80% for non-Hispanic Whites, 67% for African Americans and Latinos, and 65% for Hawaiian/Pacific Islanders. A detailed chart of graduation trends is included as Appendix D. In 2008 the Washington Legislature commissioned five research reports about the educational achievement gaps for African American, Native American, Asian American, Hawaiian/Pacific Islander and Latino students. Subsequently, an Equal Opportunity Gap Oversight and Accountability Committee (EOGOAC) was created to synthesize the findings from those research reports and develop a plan to close the achievement gaps[26]. The work of that committee continues to be an important resource for progress on K-12 educational equity issues.

In addition to race/ethnicity, other K-12 demographic data points related to diversity are as noted below. As of May 2012:

- 45.5% of K-12 students are eligible for free or reduced price meals
- Males slightly outnumber females 51.5% compared to 48.5%
- 13.3% of students participate in Special Education Programs

- 8.3% are considered transitional bilingual education participants
- 2.0% are eligible for Section 504 services for students with disabilities
- 1,310 students are actively enrolled in foster care programs

In summary, Washington's K-12 enrollment is becoming more diverse, with notable differences by race/ethnicity already evident by region. A considerable amount of attention has been paid to K-12 graduation disparities, and a statewide group has developed a plan for addressing these gaps. Finally, a sizable number of K-12 students are also considered low-income as defined by being eligible for free or reduced price meals.

Persistent Gaps in College Degree Attainment

The disparity in high school graduation rates at the K-12 level, is also evident in enrollment and degrees granted at the post-secondary level. An examination of college enrollment one year after high school graduation, the proportion of underrepresented students enrolled in Washington colleges, and the distribution of enrollments across institution type indicates that even for those students who do graduate from high school on time, progression to college is problematic and differences by race/ethnicity persist. Further, data on transfer and graduation rates highlight persistent gaps in college degree attainment by race/ethnicity.

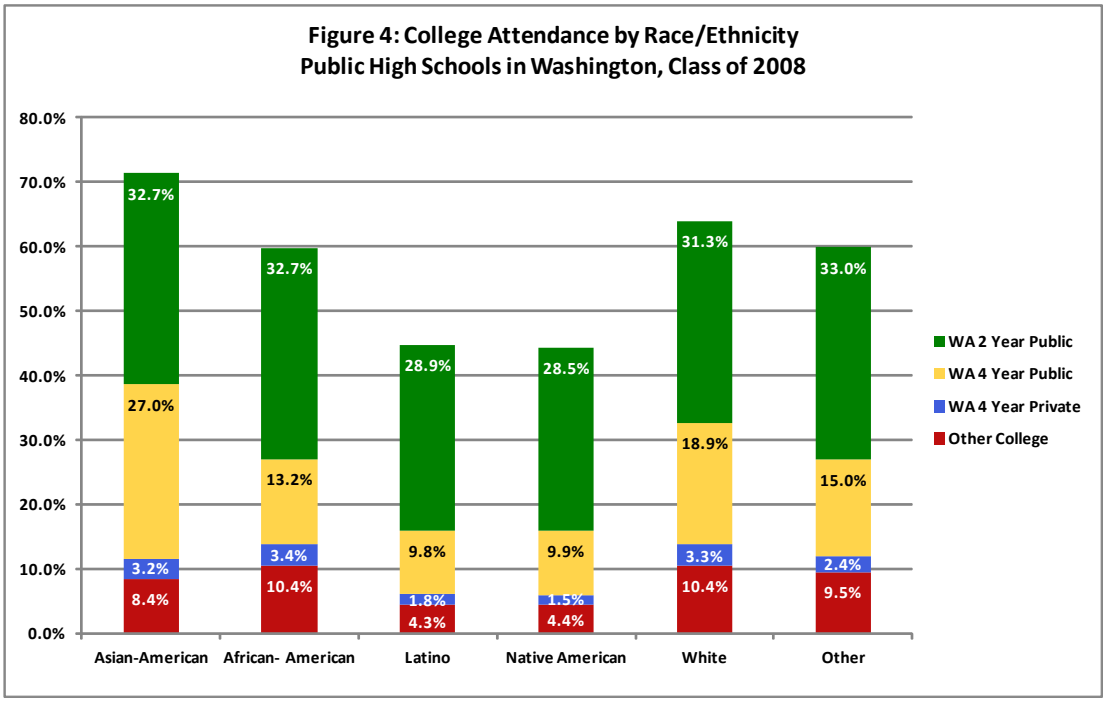
According to the latest Washington College Enrollment Study [27], 62% of the class of 2008 attended college in the first year after graduation. Compared to the national average of 68.6%, Washington lags in the proportion of students who transition to college after graduation from high school[28]. As shown in Table 3 below, enrollments by race/ethnicity in Washington also lag national trends.

Table 3: College Enrollment 1 Year After High School Graduation
Washington State and National Trends

Race/Ethnicity	WA	U.S.
	%	%
White	64.0	71.7
Latino	44.9	62.3
African American	59.8	60.3
Asian	71.3	90.1
All races/ethnicity	62.2	68.6

Source: Conditions of Education, 2012 and Washington State College Enrollment Study, 2008
Note: Comparative data not available for Hawaiian/Pacific Islanders or Native American student.
U.S. data is calculated on the basis of two-year moving averages.

College enrollment patterns the first year after high school graduation vary considerably by race/ethnicity and institution type. Figure 4 indicates that Asian American students had the highest college enrollment rate (71%) and Native American students had the lowest enrollment rate (44%). A vast majority of the class of 2008 (85%) enrolled in a Washington public or private college. Compared to other groups Asians and non-Hispanic Whites are more likely to enroll in Washington's 4-year public institutions. Underrepresented minority students (URM) which include African American, Latino, Hawaiian/Pacific Islander and Native American students have vastly different enrollment patterns.



Source: Washington State College Enrollment Study, WSU Social and Economic Sciences Research Center

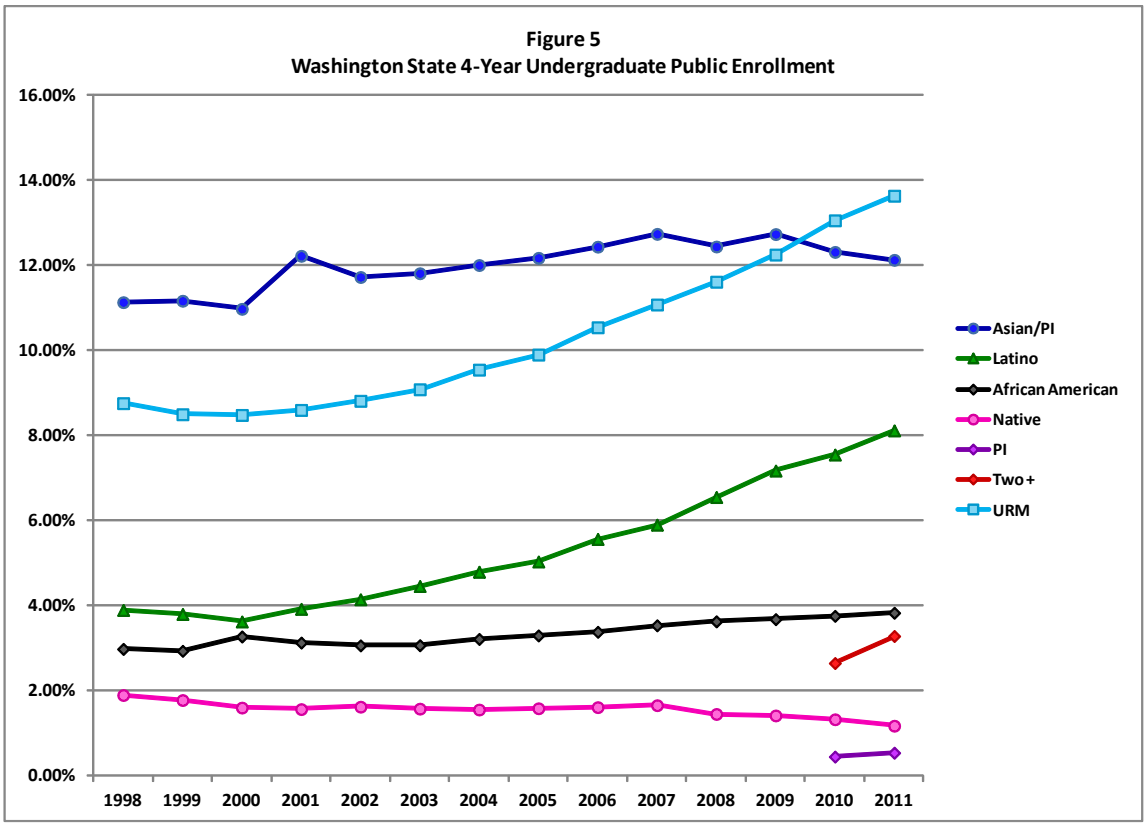
Fall 2011 undergraduate enrollment data, included in Appendix E, highlights the differences in institutional enrollment patterns for URM students. Table 4 shows that, consistent with the rest of the country, most URM students in Washington are enrolled in public 2-year institutions, followed by public 4-year and private 4-year institutions. The percentage enrollment of URM students within each institution type, is somewhat troubling when one considers that the proportion of URM population in the State is 16.5% overall and 21.3% for 18-24 year olds. URM students account for 24.9% of enrollments in public four year colleges nationwide compared to 13.7% in Washington.

Table 4: Washington State Undergraduate Enrollments by Institution Type Compared U.S. Fall 2011

Institution Type	URM as Percent of Total		Distribution of URM Across Institutions	
	WA	U.S.	WA	U.S.
Public 2 Year	15.1	33.7	48.1	52.0
Public 4 Year	13.7	24.9	43.1	35.9
Private 4 Year	13.3	20.7	8.8	12.1

Source: IPEDS 2012, and Census 2010
Note: URM refers to Native American, African American, Latino and Pacific Islander population groups

While the data on URM enrollment by institution type is concerning, URM enrollment in Washington's four year public colleges has grown since the passage of Initiative 200 in 1998. Initiative 200 prohibited the use of race/ethnicity in admissions decisions. A detailed set of tables on undergraduate enrollment in Washington's public institutions by race/ethnicity since 1998 is included as Appendix F. Figure 5 below highlights the change in enrollments for URM students in Washington's public four year colleges since 1998. The entering class of Fall 1999 was the first to be admitted under the new law.



Source: IPEDS (1998-2011)

As this report moves from enrollments to degree completion, an examination of community college transfer and completion rates, as well as six year graduation rates from four year colleges provides more evidence for disparate outcomes by race/ethnicity.

Detailed transfer and completion tables are included as Appendices G-H. Washington has a two year completion rate of 28.1% in 2011 compared to 20.2% for the nation. The 2011 two year transfer rate in Washington is 20.3% compared to 18.5% for the nation. It is difficult to discern real meaning by race/ethnicity from the tables as the number of students of color in each cohort is small and subject to great fluctuations each year. Therefore, the State Board for Community and Technical Colleges (SBCTC) has used the Achieving the Dream framework to assess outcomes for students of color [29]. The framework promotes the use of longitudinal cohort data that tracks individual student progress. It has been proven to be a better indicator than discrete year to year transfer and completion rates for tracking student persistence and success [30].

Using the Achieving the Dream framework, the SBCTC follows students for six years to determine whether they are making progress toward or have completed a degree. As shown below in Table 5, Washington Community Colleges have made progress but gaps by race/ethnicity still remain.

Table 5: Six Year College Level Outcomes for Students

Distribution of New Students That Complete (Degree or Certificate), Transfer, or Are Still Enrolled and Making Strong Progress (with 45 credits or more) by End of the Sixth Year

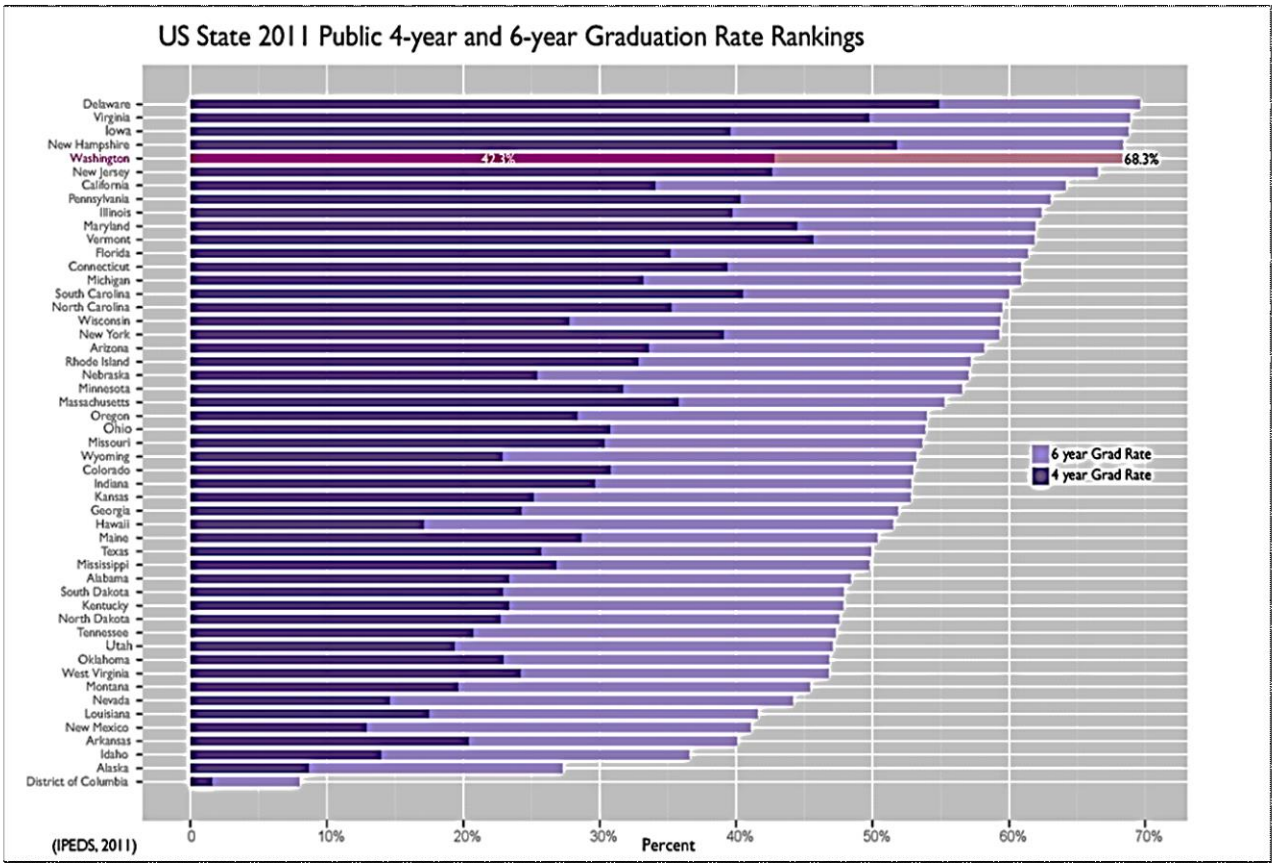
	Started by Fall 1999, Outcomes by Spring 2005	Started by Fall 2001, Outcomes by Spring 2007
African American	29%	36%
Asian/Pacific Islander	45%	50%
Latino	27%	30%
Native American	27%	35%
Other Race	43%	44%
White	43%	48%

Source: State Board for Community and Technical Colleges Research Report No 09-2

Note: Data includes all Washington colleges, although only six colleges participate in the Achieving the Dream project

Similar success overall, but persistent gaps in student success by race/ethnicity are evident in Washington's four year colleges. As shown in Figure 6, Washington ranks highly in the country in terms of graduation rates from its colleges. Few states outperform Washington in graduating students once they get into a four year college.

Figure 6: Graduation Rate Rankings by State



Detailed data on four, five and six year graduation rates in Washington's public and private four year colleges are included as Appendix I. The summary shown below in Table 6, confirms that Washington is a national leader in terms of graduation rates at both private and public institutions. Washington's six year graduation rate is 68.3% compared to 56.8% nationally for public institutions, and 70.7% compared to 65.6% nationally at private institutions. Despite this success, the distribution across racial groups is uneven. Rates for Latino, African American and American Indian are consistently lower than those for White and Asian students.

Table 6: Washington State Six Year Graduation Rates by Race/Ethnicity
2005 Entering Cohort at Public and Private Not for Profit Baccalaureate Colleges

RACE/ETHNICITY	Public Colleges		Private Colleges	
	WA	US	WA	US
White	68.5%	59.9%	72.9%	68.2%
Latino	60.6%	49.0%	60.1%	61.1%
African American	52.0%	38.8%	74.8%	44.6%
Asian	74.6%	67.3%	67.9%	77.3%
American Indian/Alaskan Native	59.3%	38.3%	43.4%	48.8%
Native Hawaiian /Pacific Islander	73.1%	49.5%	44.4%	53.7%
Two or more races	65.2%	56.1%	78.9%	75.3%
Other	67.3%	56.9%	65.1%	65.1%
TOTAL	68.3%	56.8%	70.7%	65.6%

Source: IPEDS, 2012

Barriers to Closing the Gap

The Obama completion agenda and the Lumina Big Goal of 60% degree attainment by 2025 [1] both emphasize the importance of increasing degree production. According to Lumina, in order to increase degree production, Washington must help residents who have attended college but not completed their degrees and do more to close achievement gaps and increase success among working adults, low-income, first generation and students of color. Given the challenge of changing demographics and a persistent degree attainment gap, what can be done to increase degree production in Washington?

It is important to note that although these gaps manifest themselves most often among racial/ethnic minorities, it is not the case that students from these groups are uninterested in or incapable of being successful in college [2, 3]. It is rather that students of color are more likely to be: a) first generation college students; b) English language learners; c) enrolled in low-resourced schools; and d) come from families with low socio-economic status. All of these characteristics have been identified in research as factors that influence college enrollment and degree attainment rates.

Studies continue to indicate that despite similar or higher aspirations to pursue a college degree, students with these characteristics face three primary barriers to college enrollment: 1) poor academic preparation; 2) lack of social capital; and 3) higher sensitivity to the rising costs of college tuition [4-13]. Once enrolled in college these three barriers continue to be challenges for this student population, and are exacerbated by two additional barriers: 1) a campus climate that is not always welcoming; and 2) weak integration into campus social and academic communities [15-18].

Poor academic preparation is a function of students not taking the courses needed to be successful in college and high schools that do not offer the rigorous courses required for

college, coined lack of opportunity to learn by Cliff Adelman [4]. Research on college readiness suggests that taking one course beyond Algebra 2 improves a student's odds of access to and success in college [7, 16]. In his study, Adelman identified profound socio-economic and racial gaps in the proportion of students who attended high schools that offered post-Algebra 2 courses (71.6% of high socio-economic students, compared to 43.5% of low socio-economic students). Further, 58.6% of white students attended high schools with courses beyond Algebra 2 compared to 61.3% of Asian, 50.8% of African American and 44.6% of Latino students. Adelman modeled that improving the quality of the high school curriculum could increase college graduation rates for URM students significantly. He concluded that the rigor of high school curriculum is a better predictor of student success than grades and test scores [4, 31].

Studies also indicate that the primary issue is not just student preparation for college, but in what happens after students matriculate to college. Most conclude that the pathway to college and subsequent success in college depends on improved communication and outreach among K-12 and postsecondary institutions [4, 9, 12, 13, 32]. In Adelman's analysis, crossing the bridge from high school to college is constrained by the fact that the bridge is not aligned with the road on the other side.

Navigating a pathway that is not well-aligned requires a level of expertise and knowledge – also referred to as social capital - that is not uniformly distributed across race and class. The concept of social or cultural capital in educational settings is attributed to the French sociologist, Pierre Bourdieu [33, 34]. Social capital is comprised of the resources and knowledge that is transmitted to children by their families and social connections to reproduce culture and social class. Bourdieu [35, 36] observed that schools reflect the dominant culture of a society and that students who belong to the dominant culture are privileged by the knowledge and resources they bring to such settings. Lack of social capital, especially for first-generation and low-income students, has been identified as a major contributor to the phenomenon of qualified students not applying for or enrolling in college, and of those who do go to college many enroll in less selective colleges than they are qualified for [6, 12]. The pathway is even more complicated for English language learners who are the children of immigrants, with limited English language skills [13].

Social capital also influences the level of knowledge and information that families have about paying for college. Many families have serious concerns about how to fund college given the rising costs of college tuition and decreasing aid. Financial literacy, aversion to loan debt, incomplete and inconsistent information about financial aid, and perceptions about the affordability combine and limit choices students from low-income families make about college enrollment [1, 7, 8, 21, 37]. Variations in the cost of college have been shown to have greater influence on low-income and first-generation students [21]. This influence continues even after a student enrolls in college and is a significant factor in student persistence and degree attainment.

With much of the focus for the past 40 years on access, initially little attention was given to how low-income and first-generation students experienced campus life once enrolled. As the focus shifted to student persistence and success, researchers began to examine the quality of the campus interactions and experiences for students who had traditionally not been represented in higher education. What they found was that not all students experience campus as a warm and nurturing environment [38, 39]. Concerns about discrimination, feelings of belonging, and hostile campus interactions with faculty and/or peers are factors which can isolate students and engender feelings of alienation and marginalization [40].

The alienation of students from peers and faculty is a primary cause of weak integration into campus social and academic communities [8, 17]. Tinto [41] is cited most often for his theory that student persistence is enhanced by increasing student involvement in their academic departments as well as the social fabric of campus life. Subsequent work has advocated for institutional practices that encourage and enhance student engagement both inside and outside the classroom [17, 42].

In summary, numerous research reports and studies have identified best or promising practices to address the barriers to and through college and, thus broaden pathways to college and enhance persistence and success in college for low income, first generation and/or students of color. The good news is that Washington educators and advocates are actively pursuing the implementation of many of these promising practices at both the State level and on individual campuses. A brief summary of promising practices underway in Washington and preliminary outcome information is provided in the following sections.

Pathways to College

Pathways to college include access directly from high school to a two or four year institution, transfer from a two year to a four year institution, and from the workforce to a two or four year institution. Table 7 below identifies six promising practices, the barriers to college access that they address, and examples of related practices at a statewide level. This list is, in part, based on information provided in the 2008 achievement gap reports commissioned by the Washington State Legislature's HB 2722, particularly *A Plan to Close the Achievement Gap for African Americans* and *Understanding Opportunities to Learn for Latino Students in Washington* (http://www.k12.wa.us/AchievementGap/Studies.aspx). Specific practices on Washington's college campuses are identified and discussed in the Institutional Practices section of the report.

Table 7: Promising Practices to Address Barriers to College Enrollment

Barrier to College Enrollment	Promising Practice to Address	Activity in Washington State
Poor Academic Preparation	Improve academic preparation for college for all students	• Common core standards • MESA • GEAR-UP • The Road Map Project (Race to the Top Grant) • Educational Opportunity Gap Oversight and Accountability Committee
Lack of Social Capital	Maximize access to information about college choices and application processes	• College Bound • MESA • GEAR-UP • Washington College Access Network • Know How 2 Go
	Improve clarity of information about how to best prepare for and transition from high school to college, from 2 year to four year colleges, and from work to college	• Achieving the Dream • Washington's Transfer Network
Higher Sensitivity to Cost	Provide adequate financial aid for college	• College Bound • Opportunity Scholarship • Running Start • GET

College Student Persistence and Success

For many years, higher education institutions focused solely on broadening pathways to college. What we now know, however, is that inadequate attention given to student persistence and success results in broken dreams as students leave college without earning a degree. Since the articulation of a college completion agenda by the Obama administration a number of higher education think tanks, funding agencies and private foundations have coalesced around a completion agenda. Table 8 below outlines promising practices and the barriers for student success that they address. Where applicable, examples of related practices in Washington are presented, but most promising practices are specific to individual campuses rather than statewide initiatives. Specific practices on Washington's college campuses are identified and discussed in the Institutional Practices section of the report.

Table 8: Promising Practices to Address Barriers to College Success

Barrier to College Success	Promising Practice to Address	Activity in Washington State
Poor Academic Preparation	Provide academic support such as tutoring and supplemental instruction	Specific campus based practices
Lack of Social Capital	Strengthen academic advising	Specific campus based practices
Higher Sensitivity to Cost	Provide scholarship programs that support students throughout their college tenure	• College Bound • Opportunity Scholarship • Running Start • GET • Specific campus based practices
Campus climate	Provide support for groups and spaces that cater to underrepresented populations	Specific campus based practices
	Develop mentoring programs to connect students to faculty	Specific campus based practices
Weak Social and Academic Integration	Increase opportunities for students to be more engaged in learning through mentoring, experiential learning and career connections	Specific campus based practices
	Expand the use of assessment data to track student progress toward a degree	Specific campus based practices

Although the State does have a few programs that contribute to student success, much of the work in this area is specific to the institution where a student enrolls. Details about the unique programs and approaches underway at individual campuses are provided in the next section.

Institutional Practices and Capacity

In order to gather information about diversity programs and initiatives at higher education institutions in the State of Washington, a "Survey of Higher Education Diversity Programs in Washington State," was conducted in March and April 2013. The survey instrument is included as Appendix K. Data from that survey was used for this section, which describes themes, strategies, and capacity of current college and university diversity programs. This section also

discusses institutions' diversity-related working groups and major challenges to serving diverse populations. A select group of best practices from around the nation is also included.

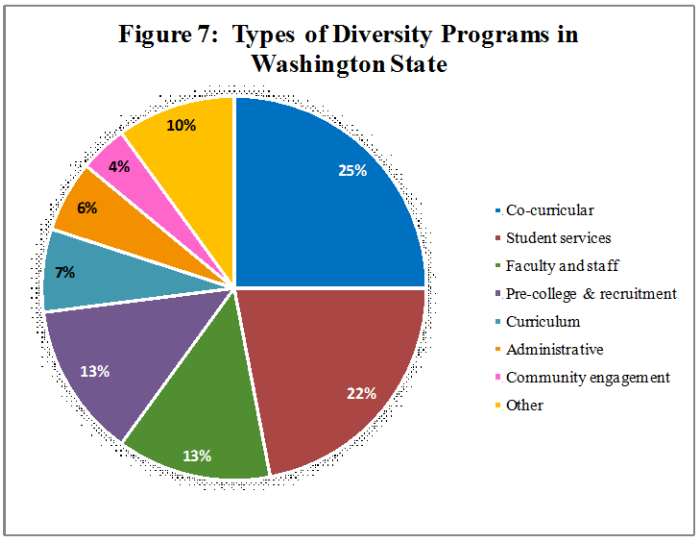
Current Diversity Programs, Themes and Strategies

In the "Survey of Higher Education Diversity Programs in Washington State," institutions were asked to report their best practices regarding diversity. These were to be the institutions' most effective, current efforts and initiatives that produce the most noteworthy progress toward diverse students, faculty, staff, and educational experiences. Forty-nine public and private, two-year and four-year, Washington State institutions responded to the survey and described 138 programs and initiatives.

Taken as a whole, the programs can be divided into seven broad categories: (1) co-curricular, (2) student services, (3) faculty and staff hiring, retention, and development, (4) pre-college and student recruitment, (5) administrative leadership, (6) curricular, and (7) community engagement. While these categories can overlap, most of the programs could be counted in one of the seven areas.

As the following chart illustrates, co-curricular diversity programs constituted 25 percent of the total programs reported on the survey. Student services programs represented 22 percent. Faculty and staff programs, and pre-college programs, each represented 13 percent of the programs reported. Curricular and administrative efforts were 7 and 6 percent respectively. Community outreach covered 4 percent of the total. And, the remaining programs fell into multiple categories or their functions were unclear, constituting the "Other" category at 10 percent. All percentages are rounded to the nearest percent.

It is important to note that these percentages do not necessarily reflect the actual allocation of resources to the categories at any particular institution or to the composite. The percentages are for the types of programs selected as noteworthy by the institutions surveyed.



Source: WSAC Survey Data

The most common type of programs reported were co-curricular programs directed at current students, such as guest speakers, film showings, workshops, trainings, and retreats. These efforts involve learning experiences that chiefly occur outside the classroom. Examples:

- **Living Learning Communities, Central Washington University**
  Students with common interests live together and engage in educational programs, http://www.cwu.edu/housing/LLC

- **Multicultural Leadership Institute, Pierce College District**
  18-hour diversity training workshop and retreat program, http://www.pierce.ctc.edu/dist/supportservices/multicultural/mli

  The second most common type of noteworthy program reported was student services programs. These efforts entail services such as tutoring, advising, mentorship, career counseling, and summer orientation to support the retention of diverse students. TRIO programs (http://www2.ed.gov/about/offices/list/ope/trio/index.html) were reported by several schools. Other examples included:

- **Multicultural Student Services, Washington State University - Pullman**
  Serves students with retention initiatives like mentoring programs, tutoring services, educational workshops, the Academic Enrichment Center, and ethnic student centers, http://mss.wsu.edu/

The third and fourth most common types of diversity programs focused on (a) faculty and staff, and (b) pre-college populations, each representing 13 percent of the results. Faculty and staff programs include efforts to hire individuals from diverse backgrounds, train faculty and staff to work in diverse environments, and provide support for faculty and staff from underrepresented groups. Faculty and staff program examples:

- **Faculty and staff of color retreats and quarterly gathering, Seattle University**
  The retreat is a weekend-long program focused on improving retention, professional success, and personal growth for Seattle University faculty and staff of color

- **Pluralism and diversity training for members of hiring committees, Bellevue College**
  Mandatory 2.5 hour training for all employees, additional training for pluralism representatives and hiring managers/committee chairs

Pre-college programs are intended to encourage middle and high school students to go to college. In addition, they may recruit students to attend the institution sponsoring the program. Some programs also target pre-college adults. Pre-college and student recruitment program examples:

- **Access Program, University of Puget Sound**
  Summer Academic Challenge (one-month, full-time intensive academic program in science/math), tutoring, college visit days, and book groups for middle and high school students
  http://www.pugetsound.edu/about/diversity-at-puget-sound/access-programs/

- **Educate @ Big Bend Latino Education Fair, Big Bend Community College**
  Annual event provides workshops and information booths about college in the evening hours so parents and working people can attend

- **Students Together Empowering Personal Success (STEPS), University of Washington – Tacoma**
  College students meet once a week with high school mentees
  http://www.tacoma.washington.edu/diversity/programs/steps/

The fifth and sixth most common noteworthy categories were curricular at seven percent and administrative leadership at six percent each. Curricular diversity efforts take the form of courses, degree requirements, and majors/minors. Curricular program example:

- **Multicultural Competency Requirement, Clover Park Technical College**
  Faculty and deans have established a set of curriculum for career programs and general education courses

Administrative leadership encompasses efforts like the creation of a chief diversity officer, and the adoption of campus-wide diversity goals, documents, and plans. Administrative leadership example:

- **Diversity Blueprint, University of Washington – Seattle**
  University-wide integrated vision for promoting diversity
  http://www.washington.edu/diversity/blueprint/

The survey responses would suggest that administrative leadership and curricular diversity programs are relatively rare. However, anecdotal evidence suggests that many institutions have institutional statements, course offerings and requirements related to diversity and multiculturalism. Thus, the low reporting of curricular and administrative diversity efforts may suggest that those measures are viewed as standard institutional practice and therefore not reported on the survey. This points to a need for further study.

At four percent, community engagement had the lowest frequency of programs reported. This group consisted of advisory boards or cultural centers specifically oriented to engage local stakeholders. Community engagement program examples:

- **Community Diversity Advisory Committee, Bates Technical College**

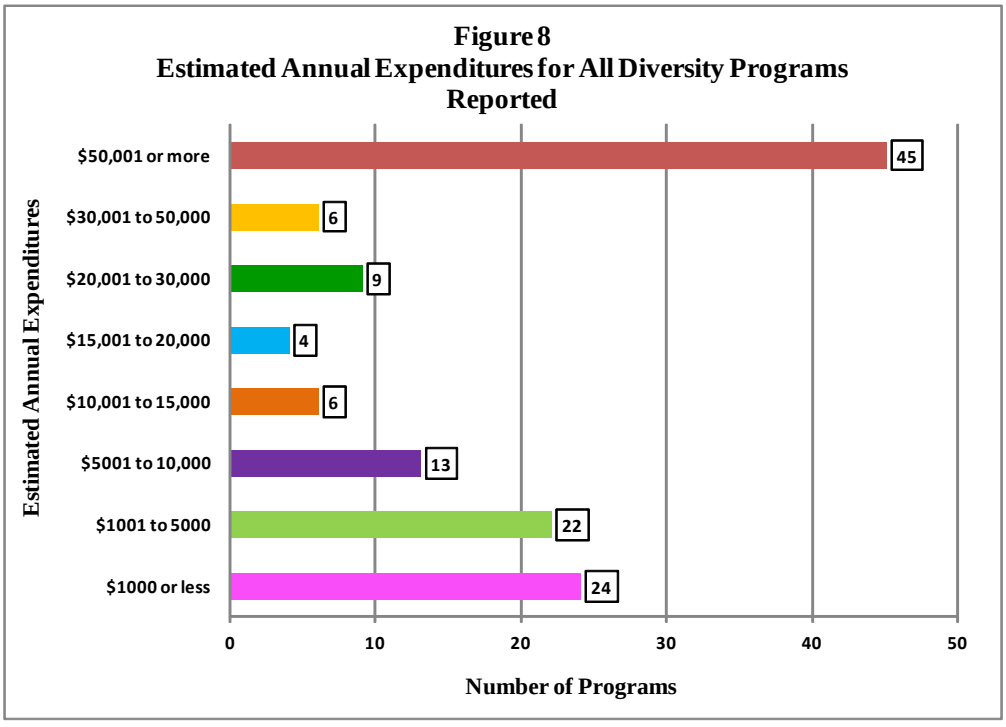
Initiative to increase connections to the local community, specifically around the topics of diversity
http://www.bates.ctc.edu/student-resources/diversity-center/community-diversity-advisory-committee

- **Peninsula College Longhouse, Peninsula College**
  Longhouse hosts intercultural/intertribal programming, annual intertribal events, and meetings with Tribal Councils and college officials
  http://houseoflearning.pencol.edu/homepage.aspx

In this case, both the survey results and anecdotal evidence indicate that community engagement programs are the least likely type of diversity effort found on college campuses in Washington State. Among the various diversity areas to which institutions can commit resources, one can understand why retaining diverse students or hiring diversity faculty gets higher priority than community engagement. However, further study may show that these community outreach efforts deserve to be expanded to more institutions.

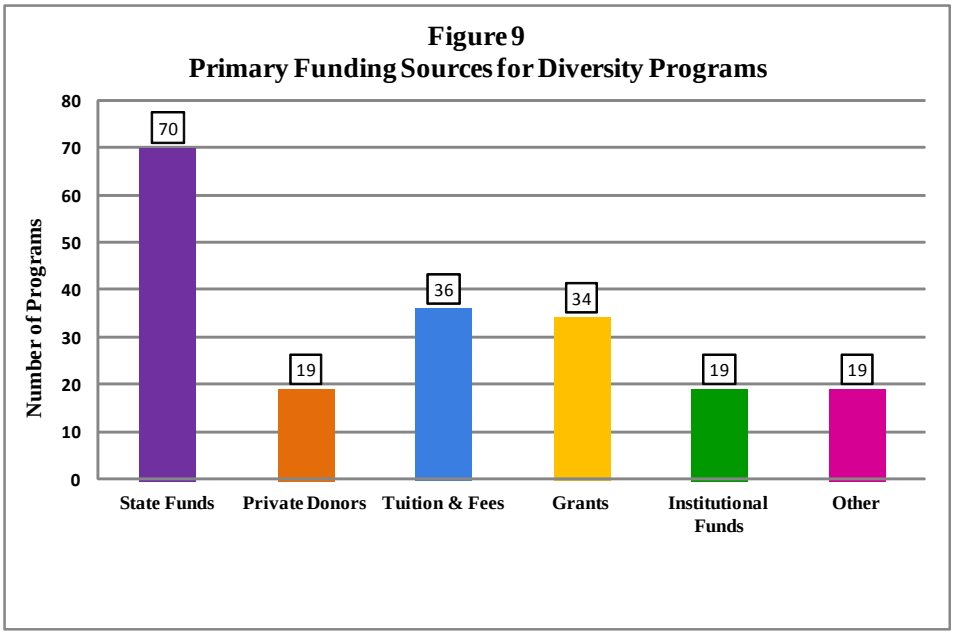
Current Diversity Programs: Capacity

The following charts provide information about the capacity of current diversity programs. Again pulling from the "Survey of Higher Education Diversity Programs in Washington State," here we have aggregate data on annual expenditures, primary funding sources, and annual duration of diversity program in our State.



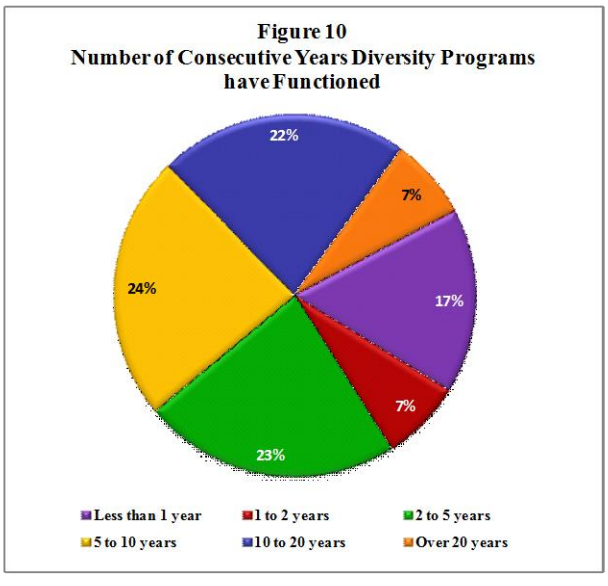
Source: WSAC Survey Data

Regarding the estimated annual expenditures the survey results showed that the programs cluster at the larger and smaller ends of the spectrum with 45 programs spending $50,001 or more, and 46 spending $5,000 or less (represented by the two lowest categories). The remaining 38 programs are spread among the levels in between. As shown in Figure 8 above, diversity programs utilize funds from a variety of sources, but most support comes from state funds.



Source: WSAC Survey Data
Note: This chart displays the frequency that diversity programs are funded in total or in part by each funding source

The number of consecutive years diversity program have been in existence was distributed fairly evenly over the answer choices. At least ten programs (7%) were found in each of the time ranges.



Source: WSAC Survey Data

Taken together, the preceding charts on annual expenditures, primary funding sources, and annual duration reflect the wide variety of diversity programs in existence across the State. This overview displays that some programs in our State have functioned from many years and others just beginning, some have budgets under $5000 and some have budgets that are more than ten times larger. Moreover, despite these differences, most programs rely on state funds.

These findings also point to the need for more research to explore what this data would reveal if disaggregated by institution type: four-year public, four-year private, and two-year public.

Diversity-Related Workgroups

In addition to their best practices, survey respondents reported the diversity-related working groups they have at their institutions and regional or statewide diversity associations that their institutions are members of. Depending on how the survey was interpreted, respondents included human resources and academic units as diversity working groups, or included the same groups as internal and inter-institutional. Yet, irrespective of this inconsistency, the data did point to some conclusions. For example, the results showed that there are a wide variety of diversity related organizational units in existence in Washington and that most institutions have some ongoing, organized diversity work. Moreover, fifty-five percent of the survey respondents reported participation in the State Board for Technical and Community Colleges' Multicultural Student Services Directors' Council, making it the most commonly reported workgroup. The entire list of responses about diversity programs and workgroups is included as Appendix M.

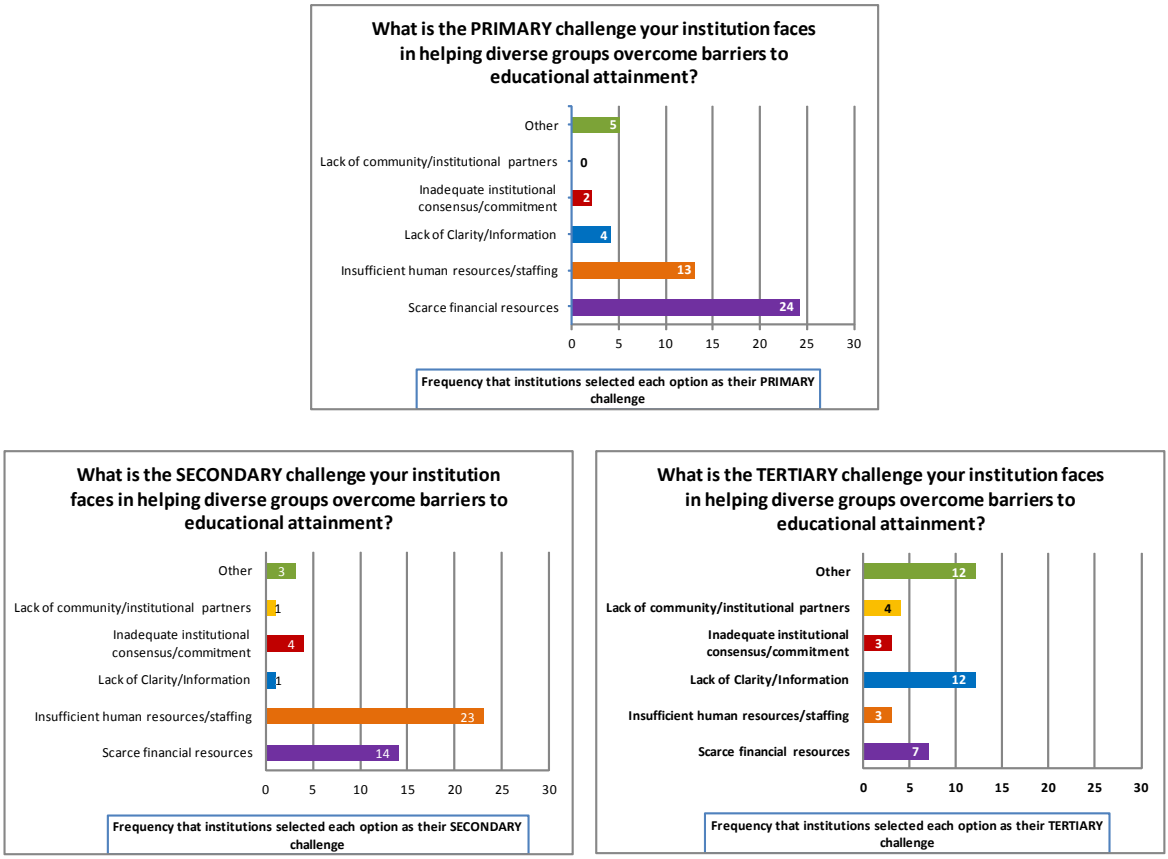
- **Multicultural Student Services Directors' Council, State Board for Technical and Community Colleges**

  The Multicultural Student Services Directors' Council meets multiple times per year and formulates policies that advocate for students, faculty, and staff of color throughout the State of Washington. http://www.sbctc.ctc.edu/college/_g-wssscmulticulturalstudents.aspx

Challenges Colleges and Universities Face Maintaining Diversity Programming

The survey addressed challenges to diversity programming and respondents indicated that two main barriers inhibit their ability to serve diverse groups, (1) scarce financial resources and (2) insufficient human resources/staffing. As Figure 11 illustrates, financial scarcity and insufficient staffing constituted over 75% of the responses. And, given the connections between a lack of funds and lack of staff, one can conclude that increasing financial support for diversity efforts would make a positive impact. (Note: All percentages are rounded to the nearest percent.)

Figure 11: Institutional Challenges



Source: WSAC Survey Data

As the previous figures illustrate, institutions selected financial scarcity and insufficient staffing as their major challenges. When prompted to elaborate, the schools submitted narratives describing these difficulties.

- "Scarce institutional resources have impeded our ability to "scale up" on programs and services that have proven success. The institution is limited in its ability to build capacity in our curricular, co-curricular, support services and broader services to students and the community."

- "Clearly the limited financial resources limit our ability to dedicate an employee to developing a center and a program. It is a task that cannot be adequately done by simply tacking it on to someone's already full-time work load."

- "The financial resources available to support students has become a barrier to our institution regarding creating and sustaining effective diversity programs. Decreases in state funding to institutions and the Federal Pell Grant not keeping pace with the large increases in costs of attendance creates barriers for students…The institution has

become more and more reliant on grant funds or foundation funds to sustain diversity programs which funding can fluctuate from year to year and grants often have limitations on renewal."

- "The most significant barrier the institution faces in creating and sustaining is our inability through resources - financial and human - to meet the unique needs of different groups. The definition of diversity has expanded since the early 1970s when "racial" diversity was the most prevalent topic of discussion. With the broadening of the definition came newer populations to be included in the discussion, each group with its own unique needs and challenges. Creating an inclusive, yet unique to the specific group, campus environment is a challenge for colleges as we simply do not have the resources to effectively address each group…"

These findings indicate that, in most cases, faculty and staff working in diversity know what programs and initiatives they need to pursue and expand. However, they lack the capacity and resources to do so. Some survey respondents reported other challenges like the absence of a unified vision for diversity at their school or a Eurocentric campus climate. However, the dominant theme was the lack of human and fiscal resources. Hence, given the connections between funds and staffing, one can conclude that increasing financial support for diversity efforts should be a top priority.

Best Practices: National Diversity Programs

In assessing the current diversity programs in higher education in our State, it is prudent to consider what other states are doing in this area. This section provides examples of national best practices from around the nation. Each program was selected for inclusion due to its established record of success and reception of major funding.

Initiative to Maximize Student Development, Brown University
The Initiative to Maximize Student Development (IMSD) at Brown University utilizes partnerships with minority-serving institutions (College of Mount Saint Vincent, North Carolina A&T State University, St. John's University, and York College of the City University of New York) to increase opportunities for minority students in biology and public health graduate fields. Each student receives a unique advising plan and students participate in special training modules to build expertise for success in graduate school: scientific writing, demystifying the PhD experience, graphic presentations of biological data, etc.

The program began in 2006-2007, financed by a $1.7 million grant from the National Institutes of Health (NIH). When Brown started the program fewer than one in 20 PhD students in biology or medicine at Brown were black or Latino. By 2010-2011, more than one in five students in those areas was from those backgrounds. NIH has also funded similar IMSD programs at other institutions nationwide.

Sources:
Website (Brown U.) - http://biomed.brown.edu/imsd/
Article - http://chronicle.com/article/Brown-U-Program-Helps/138179/
Website (national) - http://www.nigms.nih.gov/Training/MBRS/IMSDDescription.htm

Meyerhoff Scholars Program, University of Maryland, Baltimore County
The Meyerhoff Scholars Program is dedicated to increasing diversity in science, technology, engineering and related fields. Beginning in 1988 with support from Robert and Jane Meyerhoff, it began as a scholarship program for African-American male undergraduates. Black women were admitted in 1990, and in 1996 the program was expanded to include all people committed to increasing the representation of minorities in science and engineering.

During the 2012-2013 academic year, the program included 290 students. Alumni from the program have earned 106 Ph.D.s, 31 M.D./Ph.D.s, 105 M.D.s, and over 85 additional graduate degrees in Engineering. In addition, nearly 300 alumni are currently enrolled in graduate and professional degree programs. For its outstanding success, the program has received numerous awards including the 1996 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.

Sources:
Website -- http://umbc.edu/meyerhoff/index.html
Article -- http://www.prism-magazine.org/mar12/feature_02.cfm
60 Minutes feature -- http://www.cbsnews.com/video/watch/?id=7388127n

University System of Georgia's African-American Male Initiative
The University System of Georgia's (UGA) African-American Male Initiative (AAMI) is a program to address the barriers black men encounter to educational attainment. Established in 2002, AAMI is a system-wide drive to significantly increase the enrollment, retention, and graduation of black male students. Based at Kennesaw State University, the program has now spread to 26 of the USG's 35 campuses. The numerous campuses associated within the initiative have fashioned their own programs that include housing coordination, team building, academic review, service learning, designated courses, social activities, mentoring, summer bridge, academic support and leadership development. Many universities offer more than one program.

Due to AAMI, African-American male UGA enrollment has increased 80.73 percent between 2002 and 2011—from 17,068 to 30,847. Initially funded by the Board of Regents, the program has received two grants from the Indiana-based Lumina Foundation for Education's McCabe Fund.

Sources:
Website -- http://www.usg.edu/aami/
Brochure -- http://www.usg.edu/aami/AAMI_Booklet_UPDATED.pdf
Article -- http://chronicle.com/article/Georgia-Offers-a-Model-for/137711/

Virginia-North Carolina Louis Stokes Alliance for Minority Participation

The Virginia-North Carolina Alliance for Minority Participation (VA-NC Alliance) is coordinated by a multiple-school consortium whose goal is to increase the quantity and quality of underrepresented minority students who pursue careers in science, technology, engineering and mathematics. The program began in 2007 with funding from the National Science Foundation through The Louis Stokes Alliance for Minority Participation and received a second, five-year, $3.5 million grant from the same source in 2012.

The VA-NC Alliance currently encompasses eight colleges and universities. Each institution in the VA-NC Alliance offers individually tailored recruitment, retention and enhancement activities to support their students. These activities include annual symposia, bridge programs, stipends, tutoring, mentoring, workshops, faculty exchanges, opportunities for professionalization, and an annual summer research program. In the first five years of the program the total number of underrepresented minority students graduating from VA-NC Alliance partner institutions with STEM degrees increased by 67 percent, from 488 to 815. The number of Hispanic/Latino students who obtained STEM degrees almost doubled in five years, from 124 to 238.

Sources:
Website – http://www.virginia.edu/amp/index.html
Article -- https://news.virginia.edu/content/success-va-nc-alliance-minority-participation-leads-continued-funding
Informative video on summer program – http://youtu.be/jIYX50BdoU4
Report 2007-2011 -
http://www.virginia.edu/amp/documents/working_version_Impact_publication.pdf

Two similar alliances are currently operating in Washington State. One is the Pacific Northwest Louis Stokes Alliance for Minority Participation (PNW LSAMP), which is based at the University of Washington and includes seven community colleges and five universities in Washington, Oregon and Idaho. Participating institutions in the State of Washington are Columbia Basin Community College, Highline Community College, Seattle Central Community College, University of Washington, Washington State University, and Yakima Valley Community College. (http://www.washington.edu/omad/lsamp-home/).

The other alliance in Washington is the All Nations Louis Stokes Alliance for Minority Participation which targets Native American students and is active at 9 mainstream colleges and universities and 25 tribal colleges in 13 states. Washington's participating institutions are

Heritage University, North West Indian College, The Evergreen State College, and Western Washington University (http://www.anamp.org/).

Recommendations for Policy Change and Action

It is clear from the literature on college access and success and the survey of Washington higher education institutions that diversity practitioners know "what" to do to broaden pathways to college and increase college degree production. Dissemination of best practices has become quite common through a variety of mechanisms including national associations, the Department of Education, private foundations, diversity advocates and Washington State committees. Implementing those best practices, however, has been uneven and sporadic throughout Washington due to varying levels of institutional capacity, lack of data on student outcomes and funding challenges.

Eight recommendations for enhancing educational attainment for all of Washington's citizens are provided below. They center on developing a coordinated and comprehensive strategy of capacity-building, data collection and public policy that crosses institutional boundaries, improving information about college access, keeping college affordable and strengthening relationships between K-12 and post-secondary educational systems.

1. ***Pay more statewide attention to changing demographics and their impact on college enrollment.*** Washington, like the rest of the nation, is becoming more racially diverse and students from these groups have been underrepresented in college enrollment, especially at four year colleges. Those responsible for working with underrepresented populations in K-12 systems, community colleges and four year colleges and universities are often working in isolation and disconnected from state policy-makers. Their collective efforts to increase access to and success in college for underrepresented students must be more strategic, visible and coordinated if the State is to realize its goal of increasing degree production. To that end, the Council should annually convene diversity staff and coalitions from the different educational sectors. The purpose of the convening shall be to assess progress on broadening access to and success in college for underrepresented groups, identify strategic priorities and share effective practices. Proceedings from the annual convening should be produced and shared with the Council, the Legislature and other policy-makers.

2. ***Identify and address gaps in institutional capacity to deliver best practices.*** Many of the best practices to support students in college require implementation of institution-specific initiatives. Advising, tracking student progress through gateway courses and first year programs, supplemental instruction, student engagement in learning and other support services are not things that can be delivered by a state entity. They require staff on college campuses with student development expertise and sensitivity to the diversity of student backgrounds and experiences that

influence progress. The survey administered for this report captured just a small portion of the information needed to assess the ability of Washington's colleges to deliver these types of service. Further institutional analysis and information is needed in order to better assess where institutional investment is needed.

3. ***Increase disaggregation of data for diverse populations.*** In gathering information for this report, the research team encountered data gaps on English language learners, students with disabilities, first generation students, former foster youth, Queer students and the influence of membership in multiple at-risk student populations. In addition, some districts collect sub-ethnic and sub-racial data but it is not uniform across the state despite recommendations from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) to do so. In their work, EOGOAC has found that the intersection of race and socio-economic status can have a significant impact on educational outcomes. Thus, racial data must also be disaggregated across socio-economic groupings to better discern where disproportionality exists. Lack of easily accessible and disaggregated data on student populations limits what we know about these students and their progress toward a college degree.

4. ***Work toward consistency of data definitions across the entire K-20 educational system in Washington.*** Definitions of what constitutes student success and how to measure it vary considerably in the State. Further, public and private K-12 systems, policy agencies, 2 year and four year colleges, and federal reporting agencies definitions of academic rigor and college readiness make it nearly impossible for students and families to plan for college enrollment. Consistency and common language across the entire system will enhance planning and predictability for Washington's students. The Council should convene the data team from the EOGOAC and the Education Research and Data Center (ERDC) to ensure that all groups are using consistent data definitions for state purposes and are transparent about data definitions used for other reporting purposes (i.e. federal grants or private funding agencies.)

5. ***Enhance the ability of Washington's educational systems to view their own data, utilize key indicators and track individual students as they proceed through transitions from high school to college and among postsecondary institutions.*** The ERDC has already started this critical work and the Council should advocate for continued support of this activity. Key indicator data will allow institutions to benchmark student degree outcomes with others in the State and across the nation. In Washington, like in other parts of the country [43] data systems are inadequate to follow students across systems. Washington has a few models of dashboards with key indicators that could serve as a foundation for utilizing the data system underway at the ERDC. For example, the Road Map Project in King County has identified eight indicators to measure whether students graduate from high school both college and career ready, and six indicators to measure their progress toward

earning a degree. The Office of Financial Management worked with public universities to develop key indicators to measure student enrollment, student progress and degree completion. An important next step in this work is to raise awareness about the ERDC as a resource and train personnel from all sectors on how to best utilize the center to benchmark progress and track student outcomes.

6. ***Keep college accessible and affordable for Washington residents.*** Since the economic downturn began in 2008, Washington's colleges have been forced to reduce operations and increase tuition at an unpredictable and unsustainable pace. Declining state funding for K-20 education reduces the ability of public high schools to offer rigorous curricula, destabilizes Washington's Guaranteed Education Tuition plan and threatens innovative programs like College Bound. Constant uncertainty about the cost of college undermines the ability of families to plan for and support students as they pursue college degrees. Low-income and first generation families are especially sensitive to these threats and are more likely to limit college enrollment based on perceptions about cost.

7. ***Clarify roles and responsibilities of educational sectors, community based organizations, business and government in contributing to degree production.*** Everyone has a part to play in improving Washington's degree production. It will be important to minimize duplication of effort and maximize collaborations among different sectors as Washington's demographics change and the need to reach more underrepresented students intensifies. The Council should convene a task force of K-12 educators, higher education leaders, industry advocates and state policy-makers to identify what each entity is doing now to contribute to degree production and what opportunities exist for collaboration and partnerships.

8. ***Establish and maintain a web-based college access and success tool for students, parents, and educators.*** The Council should commission the development of the tool that focuses on navigating secondary and post-secondary pathways to and through college. The web-based tool could be complemented by a phone service of qualified persons and/or webinars to present information and answer questions. It could also be enriched by a social media network/community and proactive communication strategies.

Washington State has been a global leader in innovation and knowledge production for much of the last century. Maintaining this leadership throughout the 21st century and beyond will require that the State make substantial progress on closing its educational achievement and degree attainment gap. We know how, we just need the political and social will to fully fund and support educational attainment for all of Washington's residents.

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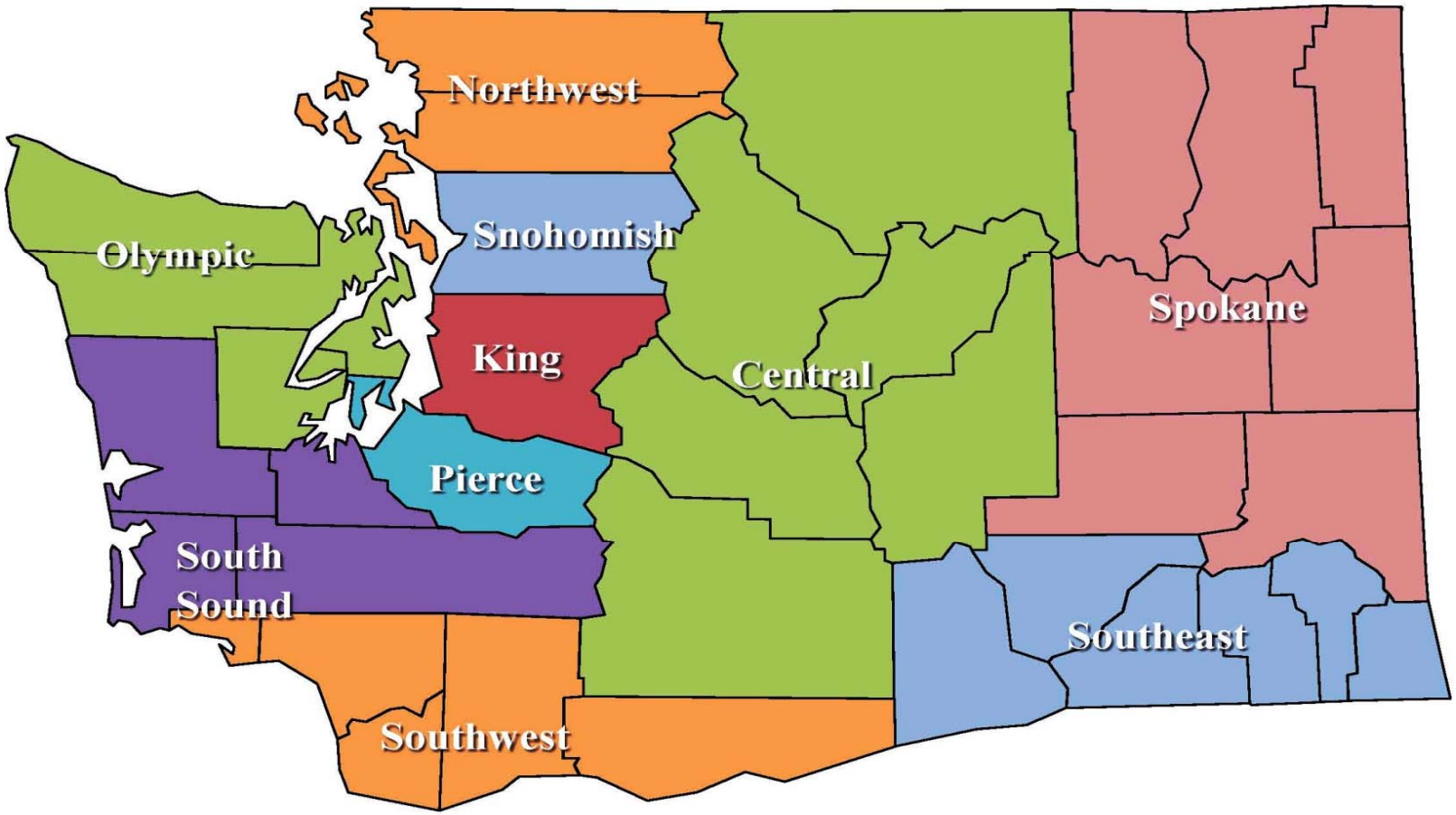
Appendix A: Washington State Demographic Statistics: Age Group by Ethnicity

			UNDER 18	PERCENT	18-24	PERCENT	25-34	PERCENT
TOTAL POPULATION	**6,724,540**		**1,581,354**	**23.5%**	**650,053**	**9.7%**	**933,781**	**13.9%**
MALE	3,349,707	49.8%	810,202	51.2%	335,013	51.5%	474,877	50.9%
FEMALE	3,374,833	50.2%	771,152	48.8%	315,040	48.5%	458,904	49.1%
WHITE	4,876,804	72.5%	960,500	60.7%	429,162	66.0%	625,559	67.0%
LATINO	755,790	11.2%	299,435	18.9%	96,977	14.9%	135,293	14.5%
AFRICAN AMERICAN	229,603	3.4%	61,426	3.9%	26,217	4.0%	36,704	3.9%
ASIAN	475,634	7.1%	101,661	6.4%	49,861	7.7%	80,863	8.7%
AMERICAN INDIAN/ALASKAN NATIVE	88,735	1.3%	24,161	1.5%	10,375	1.6%	12,410	1.3%
NATIVE HAWAIIAN/PACIFIC ISLANDER	38,783	0.6%	12,141	0.8%	5,366	0.8%	6,933	0.7%
OTHER	11,838	0.2%	4,231	0.3%	1,244	0.2%	1,864	0.2%
TWO +	247,353	3.7%	117,799	7.4%	30,851	4.7%	34,155	3.7%

			35-44	PERCENT	45-64	PERCENT	65+	PERCENT
Total Population	**6,724,540**		**908,305**	**13.5%**	**1,823,370**	**27.1%**	**827,677**	**12.3%**
MALE	3,349,707	49.8%	459,437	50.6%	900,203	49.4%	369,975	44.7%
FEMALE	3,374,833	50.2%	448,868	49.4%	923,167	50.6%	457,702	55.3%
WHITE	4,876,804	72.5%	644,909	71.0%	1,487,341	81.6%	729,333	88.1%
LATINO	755,790	11.2%	104,388	11.5%	98,117	5.4%	21,580	2.6%
AFRICAN AMERICAN	229,603	3.4%	34,735	3.8%	55,921	3.1%	14,600	1.8%
ASIAN	475,634	7.1%	81,140	8.9%	117,297	6.4%	44,812	5.4%
AMERICAN INDIAN/ALASKAN NATIVE	88,735	1.3%	12,125	1.3%	22,892	1.3%	6,772	0.8%
NATIVE HAWAIIAN/PACIFIC ISLANDER	38,783	0.6%	5,545	0.6%	7,305	0.4%	1,493	0.2%
OTHER	11,838	0.2%	1,480	0.2%	2,457	0.1%	562	0.1%
TWO +	247,353	3.7%	23,983	2.6%	32,040	1.8%	8,525	1.0%

Source: Census 2010

Appendix B: Analysis Regions



Source: Washington Student Achievement Council StateOverviewCompletePDF1-15.pdf

Appendix C: K-12 Enrollments by Race/Ethnicity and Regions

Location	Latino		American Indian		Asian		Black		Pacific Islander		White		2 or More Races		Not Provided*		Total	
Adams	3,414	0.33%	11	0.00%	20	0.00%	8	0.00%	2	0.00%	964	0.09%	26	0.00%	1	0.00%	4,446	0.43%
Asotin	201	0.02%	43	0.00%	27	0.00%	33	0.00%	2	0.00%	2,841	0.27%	124	0.01%	0	0.00%	3,271	0.31%
Benton	8,825	0.85%	229	0.02%	899	0.09%	708	0.07%	82	0.01%	22,911	2.20%	687	0.07%	0	0.00%	34,341	3.30%
Chelan	5,781	0.56%	72	0.01%	87	0.01%	64	0.01%	9	0.00%	6,588	0.63%	262	0.03%	0	0.00%	12,863	1.24%
Clallam	1,157	0.11%	600	0.06%	170	0.02%	159	0.02%	35	0.00%	7,444	0.72%	923	0.09%	1	0.00%	10,489	1.01%
Clark	10,988	1.06%	473	0.05%	3,348	0.32%	1,829	0.18%	944	0.09%	55,351	5.33%	4,541	0.44%	1	0.00%	77,475	7.46%
Columbia	57	0.01%	14	0.00%	8	0.00%	11	0.00%	0	0.00%	383	0.04%	9	0.00%	0	0.00%	482	0.05%
Cowlitz	2,568	0.25%	260	0.03%	236	0.02%	141	0.01%	47	0.00%	12,475	1.20%	982	0.09%	1	0.00%	16,710	1.61%
Douglas	3,256	0.31%	29	0.00%	37	0.00%	21	0.00%	3	0.00%	3,415	0.33%	165	0.02%	0	0.00%	6,926	0.67%
Ferry	43	0.00%	217	0.02%	11	0.00%	14	0.00%	1	0.00%	630	0.06%	76	0.01%	0	0.00%	992	0.10%
Franklin	11,791	1.13%	27	0.00%	210	0.02%	305	0.03%	33	0.00%	4,643	0.45%	317	0.03%	0	0.00%	17,326	1.67%
Garfield	23	0.00%	2	0.00%	4	0.00%	0	0.00%	0	0.00%	284	0.03%	8	0.00%	0	0.00%	321	0.03%
Grant	10,645	1.02%	324	0.03%	111	0.01%	144	0.01%	2	0.00%	7,476	0.72%	412	0.04%	0	0.00%	19,114	1.84%
Grays Harbor	1,781	0.17%	667	0.06%	163	0.02%	124	0.01%	22	0.00%	6,900	0.66%	491	0.05%	0	0.00%	10,148	0.98%
Island	824	0.08%	76	0.01%	632	0.06%	378	0.04%	49	0.00%	5,515	0.53%	494	0.05%	0	0.00%	7,968	0.77%
Jefferson	179	0.02%	48	0.00%	65	0.01%	33	0.00%	15	0.00%	2,379	0.23%	147	0.01%	0	0.00%	2,866	0.28%
King	41,871	4.03%	2,303	0.22%	44,667	4.30%	23,356	2.25%	3,452	0.33%	132,947	12.79%	19,055	1.83%	4	0.00%	267,655	25.76%
Kitsap	4,002	0.39%	545	0.05%	1,496	0.14%	877	0.08%	440	0.04%	24,096	2.32%	4,489	0.43%	0	0.00%	35,945	3.46%
Kittitas	703	0.07%	53	0.01%	73	0.01%	45	0.00%	7	0.00%	3,768	0.36%	52	0.01%	0	0.00%	4,701	0.45%
Klickitat	654	0.06%	108	0.01%	24	0.00%	14	0.00%	2	0.00%	2,245	0.22%	139	0.01%	0	0.00%	3,186	0.31%
Lewis	2,040	0.20%	97	0.01%	108	0.01%	158	0.02%	24	0.00%	8,936	0.86%	405	0.04%	0	0.00%	11,768	1.13%
Lincoln	86	0.01%	60	0.01%	4	0.00%	7	0.00%	3	0.00%	1,775	0.17%	71	0.01%	0	0.00%	2,006	0.19%
Mason	1,376	0.13%	271	0.03%	51	0.00%	54	0.01%	26	0.00%	5,430	0.52%	582	0.06%	0	0.00%	7,790	0.75%
Okanogan	2,555	0.25%	792	0.08%	161	0.02%	149	0.01%	19	0.00%	5,312	0.51%	407	0.04%	1	0.00%	9,396	0.90%
Pacific	601	0.06%	68	0.01%	83	0.01%	38	0.00%	3	0.00%	2,241	0.22%	208	0.02%	0	0.00%	3,242	0.31%
Pend Oreille	88	0.01%	91	0.01%	16	0.00%	7	0.00%	1	0.00%	1,309	0.13%	97	0.01%	0	0.00%	1,609	0.15%
Pierce	19,030	1.83%	1,395	0.13%	7,518	0.72%	12,237	1.18%	2,529	0.24%	73,700	7.09%	9,443	0.91%	95	0.01%	125,947	12.12%
San Juan	187	0.02%	15	0.00%	55	0.01%	21	0.00%	5	0.00%	1,457	0.14%	60	0.01%	0	0.00%	1,800	0.17%
Skagit	5,949	0.57%	405	0.04%	320	0.03%	161	0.02%	56	0.01%	11,383	1.10%	421	0.04%	0	0.00%	18,695	1.80%
Skamania	126	0.01%	25	0.00%	8	0.00%	12	0.00%	2	0.00%	926	0.09%	61	0.01%	0	0.00%	1,160	0.11%
Snohomish	17,000	1.64%	1,436	0.14%	8,947	0.86%	3,437	0.33%	697	0.07%	68,667	6.61%	7,216	0.69%	5	0.00%	107,405	10.34%
Spokane	5,254	0.51%	1,053	0.10%	1,250	0.12%	1,309	0.13%	564	0.05%	57,189	5.50%	5,715	0.55%	0	0.00%	72,334	6.96%
Stevens	353	0.03%	513	0.05%	44	0.00%	48	0.00%	16	0.00%	5,157	0.50%	284	0.03%	0	0.00%	6,415	0.62%
Thurston	5,011	0.48%	594	0.06%	2,067	0.20%	1,215	0.12%	364	0.04%	27,268	2.62%	3,641	0.35%	1	0.00%	40,161	3.86%
Wahkiakum	32	0.00%	1	0.00%	1	0.00%	4	0.00%	2	0.00%	388	0.04%	9	0.00%	0	0.00%	437	0.04%
Walla Walla	3,341	0.32%	35	0.00%	106	0.01%	83	0.01%	12	0.00%	5,093	0.49%	243	0.02%	0	0.00%	8,913	0.86%
Whatcom	4,336	0.42%	991	0.10%	999	0.10%	309	0.03%	70	0.01%	18,835	1.81%	1,500	0.14%	0	0.00%	27,040	2.60%
Whitman	330	0.03%	50	0.00%	257	0.02%	69	0.01%	6	0.00%	3,527	0.34%	222	0.02%	3	0.00%	4,464	0.43%
Yakima	33,764	3.25%	2,048	0.20%	329	0.03%	274	0.03%	21	0.00%	13,942	1.34%	1,030	0.10%	0	0.00%	51,408	4.95%
Washington State Total	**210,222**	**20.23%**	**16,041**	**1.54%**	**74,612**	**7.18%**	**47,856**	**4.61%**	**9,567**	**0.92%**	**615,790**	**59.26%**	**65,014**	**6.26%**	**113**	**0.01%**	**1,039,215**	**100.00%**

Notes: *Not Provided is not an acceptable category beginning in 2010-11. Students in this category cannot be included in federal compliance reports.
Source: OSPI, 2012

Appendix D: Washington State High School 4-year Graduation Rate Trends (2007-2012)

	2007		2008		2009		2010		2011		2012		Six Year Change (Percentage Points)
Total Cohort	81,242		80,524		79,818		79,562		77,964		78,458		*
Total Grads	58,875	72%	58,005	72%	58,687	74%	60,835	76%	59,732	77%	60,552	77%	4.71
Female	30,577	76%	30,164	76%	30,571	77%	31,221	79%	30,775	80%	31,286	81%	4.72
Male	28,298	69%	27,841	69%	28,116	70%	29,614	74%	28,957	73%	29,266	74%	4.66
Native	1,146	49%	1,122	48%	1,143	53%	1,237	58%	1,092	56%	760	57%	7.81
Asian	5,342	80%	4,950	80%	5,277	84%	5,214	57%	5,382	83%	5,027	84%	4.68
African American	2,462	61%	2,400	60%	2,631	63%	2,703	67%	2,732	65%	2,487	67%	6.47
Latino	4,996	60%	4,969	60%	5,622	63%	6,088	67%	6,639	64%	8,415	67%	6.21
White	44,552	76%	43,800	75%	43,028	76%	42,925	79%	42,447	80%	40,661	80%	4.73
Other	428	57%	582	56%	768	62%	2,375	70%	1,125	74%	2,790	78%	21.00
Pacific Islander			182	59%	218	60%	293	57%	315	66%	411	65%	5.78**
URM total cohort	14,666		14,879		15,635		15,804		16,881		18,306		
URM Grads	8,604	59%	8,491	57%	9,396	60%	10,028	63%	10,463	62%	11,662	64%	5.04

NOTES:

* = the Six Year Change for the Total Cohort is -3.43%

* the six year change for the Total Cohort = -3.43%

** denotes five year change

URM = Underrepresented Minorities (i.e., Native, African American, Latino and Pacific Islander)

Native = Native American/ Native Alaskan

Source: OSPI, 2007-2012

Appendix E: Fall 2011 Undergraduate Student Enrollment by Institution Type, Race/Ethnicity, Gender, Washington State vs. U.S.

	WASHINGTON						U.S.							
	Public 2-year		Public 4-year		Private-4 year		Public 2-year		Private 2-year		Public 4-year		Private-4 year	
Race/Ethnicity and Gender	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage
American Indian men	803	0.5%	927	0.6%	126	0.4%	29213	0.4%	329	0.8%	22871	0.3%	6395	0.2%
American Indian women	1028	0.7%	1313	0.9%	224	0.7%	43822	0.6%	647	1.6%	32569	0.5%	9711	0.4%
Asian men	3408	2.3%	7905	5.4%	829	2.7%	179676	2.5%	471	1.2%	201671	3.0%	56638	2.1%
Asian women	4314	2.9%	8933	6.1%	1240	4.0%	200733	2.8%	1001	2.5%	206122	3.1%	74003	2.8%
Black men	3536	2.4%	2879	2.0%	449	1.5%	384952	5.4%	3642	9.1%	297955	4.5%	120635	4.5%
Black women	3544	2.4%	2901	2.0%	548	1.8%	644492	9.1%	7769	19.5%	470912	7.1%	200794	7.5%
Latino men	5425	3.7%	4883	3.3%	932	3.0%	540480	7.6%	1376	3.4%	345731	5.2%	85464	3.2%
Latina women	7186	4.8%	6410	4.4%	1602	5.2%	720234	10.2%	3372	8.5%	464344	7.0%	126353	4.7%
Pacific Islander men	398	0.3%	364	0.2%	88	0.3%	10525	0.1%	54	0.1%	7557	0.1%	3008	0.1%
Pacific Islander women	487	0.3%	393	0.3%	122	0.4%	12439	0.2%	83	0.2%	8555	0.1%	3816	0.1%
White men	39053	26.3%	41554	28.4%	8197	26.7%	1599120	22.6%	6869	17.2%	1861154	28.1%	702595	26.2%
White women	50975	34.4%	46798	31.9%	12074	39.4%	2080818	29.4%	11591	29.0%	2107550	31.8%	918897	34.2%
Two or more races men	3016	2.0%	2012	1.4%	454	1.5%	59799	0.8%	195	0.5%	60941	0.9%	21321	0.8%
Two or more races women	4109	2.8%	2550	1.7%	740	2.4%	80901	1.1%	318	0.8%	79731	1.2%	32401	1.2%
Race/ethnicity unknown men	7519	5.1%	4629	3.2%	839	2.7%	183439	2.6%	466	1.2%	122515	1.8%	91522	3.4%
Race/ethnicity unknown women	8769	5.9%	5000	3.4%	1137	3.7%	208354	2.9%	775	1.9%	137444	2.1%	121131	4.5%
Nonresident alien men	2542	1.7%	3520	2.4%	599	2.0%	44197	0.6%	438	1.1%	107746	1.6%	56778	2.1%
Nonresident alien women	2176	1.5%	3593	2.5%	471	1.5%	48052	0.7%	508	1.3%	90957	1.4%	53065	2.0%
Total men	65700	44.3%	68673	46.9%	12513	40.8%	3031401	42.9%	13840	34.7%	3028141	45.7%	1144356	42.6%
Total women	82588	55.7%	77891	53.1%	18158	59.2%	4039845	57.1%	26064	65.3%	3598184	54.3%	1540171	57.4%
Underrepresented Minorities	22407	15.1%	20070	13.7%	4091	13.3%	2386157	33.7%	17272	43.3%	1650494	24.9%	556176	20.7%
Total:	148288	100.0%	146564	100.0%	30671	100.0%	7071246	100.0%	39904	100.0%	6626325	100.0%	2684527	100.0%

Source: IPEDS

Note: Numbers equal headcounts and include all enrollments, not just degree-seeking

Appendix F: Washington State 4 Year Undergraduate Public Enrollment
1998-2011

Washington State Degree Seeking 4 Year Undergraduate Public Enrollment Trends (1998-2011)

	1998		1999		2000		2001		2002		2003		2004	
Total		*89,178*		*89,886*		*118,756*		*89,201*		*100,118*		*104,438*		*103,025*
Male	41084	46.07%	41388	46.04%	54375	45.79%	41213	46.20%	45905	45.85%	47978	45.94%	47386	45.99%
Female	48094	53.93%	48498	53.96%	64381	54.21%	47988	53.80%	54213	54.15%	56460	54.06%	55639	54.01%
White	62669	70.27%	63676	70.84%	83201	70.06%	61592	69.05%	68730	68.65%	70655	67.65%	69492	67.45%
Asian/Pacific Islander	9922	11.13%	10030	11.16%	13025	10.97%	10897	12.22%	11731	11.72%	12329	11.81%	12362	12.00%
Latino	3467	3.89%	3409	3.79%	4294	3.62%	3491	3.91%	4143	4.14%	4648	4.45%	4931	4.79%
African American	2650	2.97%	2631	2.93%	3876	3.26%	2783	3.12%	3058	3.05%	3194	3.06%	3303	3.21%
Native	1685	1.89%	1591	1.77%	1892	1.59%	1389	1.56%	1616	1.61%	1637	1.57%	1594	1.55%
Unknown	6441	7.22%	6375	7.09%	9531	8.03%	6928	7.77%	8470	8.46%	9646	9.24%	8935	8.67%
Undoc	2344	2.63%	2174	2.42%	2937	2.47%	2121	2.38%	2370	2.37%	2329	2.23%	2408	2.34%
PI														
Two +														
URM	***7802***	***8.75%***	***7631***	***8.49%***	***10062***	***8.47%***	***7663***	***8.59%***	***8817***	***8.81%***	***9479***	***9.08%***	***9828***	***9.54%***

Washington State Degree Seeking 4 Year Undergraduate Public Enrollment Trends (1998-2011)

	2005		2006		2007		2008		2009		2010		2011	
Total		*103,445*		*105,343*		*106,231*		*110,445*		*117,951*		*118,234*		*120,119*
Male	47638	46.05%	48408	45.95%	48946	46.08%	50968	46.15%	55388	46.96%	55232	46.71%	56264	46.84%
Female	55807	53.95%	56935	54.05%	57285	53.92%	59477	53.85%	62563	53.04%	63002	53.29%	63855	53.16%
White	69385	67.07%	69916	66.37%	69824	65.73%	71764	64.98%	74744	63.37%	74255	62.80%	73915	61.53%
Asian/Pacific Islander	12587	12.17%	13094	12.43%	13525	12.73%	13733	12.43%	15011	12.73%	14552	12.31%	14559	12.12%
Latino	5200	5.03%	5854	5.56%	6260	5.89%	7227	6.54%	8451	7.16%	8916	7.54%	9741	8.11%
African American	3402	3.29%	3554	3.37%	3746	3.53%	3998	3.62%	4330	3.67%	4433	3.75%	4590	3.82%
Native	1631	1.58%	1689	1.60%	1752	1.65%	1594	1.44%	1661	1.41%	1558	1.32%	1401	1.17%
Unknown	8770	8.48%	8721	8.28%	8371	7.88%	7454	6.75%	7663	6.50%	6839	5.78%	6122	5.10%
Undoc	2470	2.39%	2515	2.39%	2753	2.59%	3401	3.08%	4121	3.49%	4560	3.86%	5857	4.88%
PI											520	0.44%	638	0.53%
Two +											3121	2.64%	3934	3.28%
URM	***10233***	***9.89%***	***11097***	***10.53%***	***11758***	***11.07%***	***12819***	***11.61%***	***14442***	***12.24%***	***15427***	***13.05%***	***16370***	***13.63%***

United States Degree Seeking 4 Year Undergraduate Public Enrollment Trends (1998-2011)

	1998		1999		2000		2001		2002		2003		2004	
Total		*5,196,850*		*5,262,134*		*5,323,854*		*5,510,211*		*5,667,028*		*5,767,220*		*5,808,562*
Male	2339771	45.02%	2363824	44.92%	2381044	44.72%	2459311	44.63%	2525267	44.56%	2564041	44.46%	2587435	44.55%
Female	2857079	54.98%	2898310	55.08%	2942810	55.28%	3050900	55.37%	3141761	55.44%	3203179	55.54%	3221127	55.45%
White	3590107	69.08%	3606515	68.54%	3606013	67.73%	3691379	66.99%	3758072	66.31%	3795697	65.82%	3790908	65.26%
Asian/Pacific Islander	301778	5.81%	307381	5.84%	314241	5.90%	329479	5.98%	343893	6.07%	351658	6.10%	361292	6.22%
Latino	437447	8.42%	446908	8.49%	465696	8.75%	492405	8.94%	515543	9.10%	541236	9.38%	559675	9.64%
African American	543957	10.47%	553424	10.52%	559858	10.52%	585954	10.63%	608344	10.73%	628046	10.89%	643638	11.08%
Native	52224	1.00%	52406	1.00%	52420	0.98%	53516	0.97%	55873	0.99%	59223	1.03%	59173	1.02%
Unknown	160485	3.09%	179268	3.41%	203427	3.82%	227176	4.12%	250469	4.42%	258934	4.49%	266767	4.59%
Undoc	110852	2.13%	116232	2.21%	122199	2.30%	130302	2.36%	134834	2.38%	132426	2.30%	127109	2.19%
PI														
Two +														
URM	***1033628***	***19.89%***	***1052738***	***20.01%***	***1077974***	***20.25%***	***1131875***	***20.54%***	***1179760***	***20.82%***	***1228505***	***21.30%***	***1262486***	***21.73%***

United States Degree Seeking 4 Year Undergraduate Public Enrollment Trends (1998-2011)

	2005		2006		2007		2008		2009		2010		2011	
Total		*5,865,121*		*5,933,170*		*6,047,201*		*6,193,742*		*6,408,031*		*6,544,268*		*6,636,575*
Male	2615994	44.60%	2658833	44.81%	2728289	45.12%	2807257	45.32%	2916920	45.52%	2989861	45.69%	3032111	45.69%
Female	3249127	55.40%	3274337	55.19%	3318912	54.88%	3386485	54.68%	3491111	54.48%	3554407	54.31%	3604464	54.31%
White	3797102	64.74%	3803734	64.11%	3821258	63.19%	3859938	62.32%	3919833	61.17%	3946221	60.30%	3943571	59.42%
Asian/Pacific Islander	370264	6.31%	381538	6.43%	397104	6.57%	413083	6.67%	425083	6.63%	414837	6.34%	424202	6.39%
Latino	577054	9.84%	605525	10.21%	638843	10.56%	681104	11.00%	736687	11.50%	786533	12.02%	847334	12.77%
African American	657146	11.20%	664016	11.19%	678523	11.22%	698236	11.27%	737634	11.51%	748450	11.44%	762845	11.49%
Native	59535	1.02%	61401	1.03%	62687	1.04%	62421	1.01%	64027	1.00%	58626	0.90%	55304	0.83%
Unknown	273314	4.66%	280031	4.72%	305027	5.04%	319672	5.16%	331550	5.17%	306339	4.68%	265184	4.00%
Undoc	130706	2.23%	136925	2.31%	143759	2.38%	155103	2.50%	166593	2.60%	180517	2.76%	198623	2.99%
PI											17591	0.27%	18232	0.27%
Two +											102745	1.57%	139512	2.10%
URM	***1293735***	***22.06%***	***1330942***	***22.43%***	***1380053***	***22.82%***	***1441761***	***23.28%***	***1538348***	***24.01%***	***1611200***	***24.62%***	***1683715***	***25.37%***

Source: IPEDS (1998-2011)
Note: Numbers equal headcounts

Appendix G: Washington State Public Two Year Completion Rates by Race/Ethnicity and Gender

2011

	Washington			United States		
	2008 Cohort	Completers of programs of 2 years < 4 (150% of normal		2008 Cohort	Completers of programs of 2 years < 4 (150% of normal	
Race/Ethnicity	**Number**	**Number of Completers**	**Graduation Rate**	**Number**	**Number of Completers**	**Graduation Rate**
American Indian men	76	7	9.2%	3773	574	15.2%
American Indian women	65	7	10.8%	4454	699	15.7%
American Indian Total	141	14	9.9%	8227	1273	15.5%
Asian men	217	70	32.3%	16700	4195	25.1%
Asian women	196	61	31.1%	14652	4335	29.6%
Asian Total	413	131	31.7%	31352	8530	27.2%
Black men	231	37	16.0%	45189	5446	12.1%
Black women	208	40	19.2%	53958	6341	11.8%
Black Total	439	77	17.5%	99147	11787	11.9%
Latino men	516	124	24.0%	45668	6798	14.9%
Latina women	505	104	20.6%	53015	8747	16.5%
Latino/a Total	1021	228	22.3%	98683	15545	15.8%
Pacific Islander men	24	3	12.5%	1442	220	15.3%
Pacific Islander women	23	5	21.7%	1449	221	15.3%
Pacific Islander Total	47	8	17.0%	2891	441	15.3%
White men	3587	1067	29.7%	196727	43491	22.1%
White women	3577	1064	29.7%	195819	45983	23.5%
White Total	7164	2131	29.7%	392546	89474	22.8%
Two or more races men	277	62	22.4%	1945	325	16.7%
Two or more races women	309	71	23.0%	2200	383	17.4%
Two or more races Total	586	133	22.7%	4145	708	17.1%
Race/ethnicity unknown men	320	72	22.5%	18108	3118	17.2%
Race/ethnicity unknown women	277	78	28.2%	17807	3470	19.5%
Race/ethnicity unknown Total	597	150	25.1%	35915	6588	18.3%
Nonresident alien men	71	39	54.9%	6905	1939	28.1%
Nonresident alien women	77	55	71.4%	7006	2311	33.0%
Nonresident alien Total	148	94	63.5%	13911	4250	30.6%
Total	**10556**	**2966**	**28.1%**	**686817**	**138596**	**20.2%**

Source: IPEDS

Appendix H: Washington State Public Two Year Transfer Rates by Race/Ethnicity and Gender
2011

	Washington			United States		
	2008 Cohort	Transfer-out-students		2008 Cohort	Transfer-out-students	
Race/Ethnicity	**Number**	**Number of Transfers**	**Transfer Rate**	**Number**	**Number of Transfers**	**Transfer Rate**
American Indian men	76	11	14.5%	3773	568	15.1%
American Indian women	65	17	26.2%	4454	686	15.4%
American Indian Total	141	28	19.9%	8227	1254	15.2%
Asian men	217	56	25.8%	16700	3059	18.3%
Asian women	196	50	25.5%	14652	2666	18.2%
Asian Total	413	106	25.7%	31352	5725	18.3%
Black men	231	67	29.0%	45189	9317	20.6%
Black women	208	70	33.7%	53958	11143	20.7%
Black Total	439	137	31.2%	99147	20460	20.6%
Latino men	516	88	17.1%	45668	6880	15.1%
Latina women	505	92	18.2%	53015	7708	14.5%
Latino/a Total	1021	180	17.6%	98683	14588	14.8%
Pacific Islander men	24	9	37.5%	1442	261	18.1%
Pacific Islander women	23	4	17.4%	1449	242	16.7%
Pacific Islander Total	47	13	27.7%	2891	503	17.4%
White men	3587	685	19.1%	196727	38542	19.6%
White women	3577	735	20.5%	195819	37661	19.2%
White Total	7164	1420	19.8%	392546	76203	19.4%
Two or more races men	277	61	22.0%	1945	392	20.2%
Two or more races women	309	69	22.3%	2200	470	21.4%
Two or more races Total	586	130	22.2%	4145	862	20.8%
Race/ethnicity unknown men	320	62	19.4%	18108	3238	17.9%
Race/ethnicity unknown women	277	63	22.7%	17807	3290	18.5%
Race/ethnicity unknown Total	597	125	20.9%	35915	6528	18.2%
Nonresident alien men	71	3	4.2%	6905	493	7.1%
Nonresident alien women	77	0	0.0%	7006	456	6.5%
Nonresident alien Total	148	3	2.0%	13911	949	6.8%
Total	**10556**	**2142**	**20.3%**	**686817**	**127072**	**18.5%**

Source: IPEDS

Appendix I: Graduation Rates by Race/Ethnicity and Gender for Washington State Public and Private Four Year Colleges and Universities
2010-2011

	PUBLIC							PRIVATE						
	2005 Cohort	4-years or less		5-years		6-years		2005 Cohort	4-years or less		5-years		6-years	
Race/Ethnicity and Gender	Number	Number of Completers	Graduation Rate	Number of Completers	Graduation Rate	Number of Completers	Graduation Rate	Number	Number of Completers	Graduation Rate	Number of Completers	Graduation Rate	Number of Completers	Graduation Rate
American Indian men	78	20	25.6%	37	47.4%	43	55.1%	30	13	43.3%	13	43.3%	14	46.7%
American Indian women	104	40	38.5%	57	54.8%	65	62.5%	46	12	26.1%	15	32.6%	19	41.3%
American Indian Total	182	60	33.0%	94	51.6%	108	59.3%	76	25	32.9%	28	36.8%	33	43.4%
Asian men	890	364	40.9%	576	64.7%	634	71.2%	162	83	51.2%	92	56.8%	106	65.4%
Asian women	1055	579	54.9%	787	74.6%	817	77.4%	262	147	56.1%	163	62.2%	182	69.5%
Asian Total	1945	943	48.5%	1363	70.1%	1451	74.6%	424	230	54.2%	255	60.1%	288	67.9%
Black men	179	34	19.0%	74	41.3%	84	46.9%	68	34	50.0%	45	66.2%	51	75.0%
Black women	167	51	30.5%	83	49.7%	96	57.5%	67	39	58.2%	44	65.7%	50	74.6%
Black Total	346	85	24.6%	157	45.4%	180	52.0%	135	73	54.1%	89	65.9%	101	74.8%
Latino men	310	88	28.4%	173	55.8%	192	61.9%	118	46	39.0%	57	48.3%	67	56.8%
Latina women	429	145	33.8%	232	54.1%	256	59.7%	183	90	49.2%	102	55.7%	114	62.3%
Latino/a Total	739	233	31.5%	405	54.8%	448	60.6%	301	136	45.2%	159	52.8%	181	60.1%
Pacific Islander men	11	4	36.4%	8	72.7%	9	81.8%	5	2	40.0%	2	40.0%	2	40.0%
Pacific Islander women	15	5	33.3%	10	66.7%	10	66.7%	13	4	30.8%	6	46.2%	6	46.2%
Pacific Islander Total	26	9	34.6%	18	69.2%	19	73.1%	18	6	33.3%	8	44.4%	8	44.4%
White men	4295	1606	37.4%	2624	61.1%	2860	66.6%	1636	947	57.9%	1133	69.3%	1195	73.0%
White women	5173	2501	48.3%	3439	66.5%	3626	70.1%	2409	1486	61.7%	1697	70.4%	1752	72.7%
White Total	9468	4107	43.4%	6063	64.0%	6486	68.5%	4045	2433	60.1%	2830	70.0%	2947	72.9%
Two or more races men	89	21	23.6%	41	46.1%	51	57.3%	14	8	57.1%	9	64.3%	10	71.4%
Two or more races women	98	41	41.8%	61	62.2%	71	72.4%	24	15	62.5%	16	66.7%	20	83.3%
Two or more races Total	187	62	33.2%	102	54.5%	122	65.2%	38	23	60.5%	25	65.8%	30	78.9%
Race/ethnicity unknown men	327	123	37.6%	176	53.8%	203	62.1%	223	130	58.3%	149	66.8%	155	69.5%
Race/ethnicity unknown women	309	131	42.4%	195	63.1%	206	66.7%	217	116	53.5%	132	60.8%	137	63.1%
Race/ethnicity unknown Total	636	254	39.9%	371	58.3%	409	64.3%	440	246	55.9%	281	63.9%	292	66.4%
Nonresident alien men	106	58	54.7%	70	66.0%	78	73.6%	35	13	37.1%	18	51.4%	20	57.1%
Nonresident alien women	102	64	62.7%	79	77.5%	81	79.4%	35	17	48.6%	19	54.3%	20	57.1%
Nonresident alien Total	208	122	58.7%	149	71.6%	159	76.4%	70	30	42.9%	37	52.9%	40	57.1%
Total	**13737**	**5875**	**42.8%**	**8722**	**63.5%**	**9382**	**68.3%**	**5547**	**3202**	**57.7%**	**3712**	**66.9%**	**3920**	**70.7%**

Source: IPEDS

Appendix J: Statewide Pathway and Student Success Programs

The programs described below are examples of best practices in Washington State to broaden pathways to college and enhance student success in college. It is by no means exhaustive, nor is it meant to imply that other programs are not effective. The descriptions were compiled from the program websites.

Achieving the Dream

Achieving the Dream is a national initiative to improve community college student outcomes. Six community colleges in Washington participated in the project from 2006-2012. The project leverages four approaches to close achievement gaps for low income and students of color. As part of the network, Washington committed to:

- Developing a visible public policy commitment to student access and success
- Strengthening state data systems and their use to make student outcomes more transparent and facilitate higher performance
- Aligning community college academic expectations with those of secondary systems and four-year higher education institutions
- Providing incentives for improved services for academically underprepared students
- Expanding funding incentives and financial aid policies that increase persistence

http://www.achievingthedream.org/state/washington_state_policy_team

College Bound Scholarship Program

The College Bound Scholarship program is an early commitment of state funding that intends to alleviate the financial barriers preventing low-income middle school students from considering higher education as a possibility. The scholarship coordinates with State Need Grant and other state financial aid to cover tuition and fees (at public institution rates) and a small book allowance. Students must complete the College Bound application in the 7th or 8th grade, graduate from high school with 2.0 GPA or higher, be a good citizen, complete a FAFSA to determine income eligibility in the senior year, and successfully apply to a higher education institution when they graduate.
www.CollegeBound.wa.gov

Common Core Standards

Washington is part of the effort to develop Common Core standards. This initiative to identify key concepts in math and language arts is being developed by education experts from 45 states. The standards require a practical, real-life application of knowledge that prepares Washington students for success in college, work and life. The outcome will be clear learning expectations for all students, with emphasis on the topics students need to succeed after high school.
http://www.k12.wa.us/CoreStandards/

Educational Opportunity Gap Oversight and Accountability Committee

In response to five statewide studies on academic achievement gaps for students of color, the Legislature created the Educational Opportunity Gap Oversight and Accountability Committee. The committee has responsibility for two tasks: 1) synthesize the findings from the five studies; and 2) recommend policies and strategies to close the gap. They continue to issue reports and

make legislative recommendations about accountability, teacher training, disproportionate disciplinary action, and data analysis tools needed to effect change.
http://www.k12.wa.us/AchievementGap/

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
GEAR UP encourages low-income middle and high school students to stay in school, work hard in school, have high academic expectations, and go to college. This program provides tutoring, mentoring, college and career planning, campus visits, leadership training, and other services.
http://www.wsac.wa.gov/PreparingForCollege/GearUp
UW -- http://depts.washington.edu/omad/gear-up/
WSU -- http://earlyoutreach.wsu.edu/learn/

Guaranteed Education Tuition Program
The Guaranteed Education Tuition Program is Washington's tax exempt prepaid college tuition plan. It allows families to save for their child's future higher education by buying units that represent a portion of the cost of one year of undergraduate tuition and fees at the highest priced public university. The State of Washington guarantees that the value of GET accounts will increase with the cost of college tuition in the State, no matter how much it increases in the future. The account can be used to pay for college costs at any college or university in the country.
http://www.get.wa.gov/

Mathematics Engineering Science Achievement (MESA)
Washington MESA is a division of the Office of Minority Affairs and Diversity at the UW. Its efforts are directed toward K-14 students across the State. Through MESA's activities, participating students receive educational enrichment experiences and practical help needed to prepare for university-level studies in a variety of science and technology related fields. Eighty-five percent of MESA students are from minority groups that are underrepresented in science, technology, engineering and mathematics.
http://www.washingtonmesa.org/

The King County Road Map Project (Race to the Top Grant Recipient)
The Road Map Project is a region-wide effort (South King County and South Seattle) to improve education outcomes for all students. The work is focused on closing achievement gaps and using data and research to make large-scale change. The goal of the project is to double the number of students who are on track to graduate from college or earn a career credential by 2020.
http://www.roadmapproject.org/

Running Start
Running Start is intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit. Participants in the program (high school juniors and seniors) may take college courses at Washington's community and technical colleges, and select four-year campuses, and pay no tuition. They receive both high school and college credit for these classes which can be counted toward their undergraduate degree requirements.
http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/RunningStart.aspx

Washington College Access Network
Washington is part of the National College Access Network (NCAN) through individual campus memberships and the Washington College Access Network (WCAN). A number of regional networks have also been implemented (i.e. Seattle, Tacoma and Spokane). The networks are designed to improve preparation and access to higher education to all students through partnerships between K-12 providers, higher education institutions and community-based organizations. The collaboration promotes and supports the use of best practices, leverages training opportunities and supports public policies to ensure that all students have the opportunity and tools to succeed in higher education. Network membership is open and free to all participants which may include college access programs, schools/districts, educational agencies, workforce development organizations and youth-serving organizations.
http://www.collegesuccessfoundation.org/wcan

Washington Know How 2 Go
The American Council on Education, Lumina Foundation for Education and the Ad Council launched the KnowHow2GO campaign in January 2007, and Washington is a partner in this effort. It is a multiyear, multimedia effort to provide students and families with better information to prepare for college. The Washington campaign includes partnerships with a strong grassroots network.
http://www.knowhow2gowashington.org/

Washington's Transfer Network
Transfer policy is implemented and maintained through the cooperative efforts of the state institutions of higher education, the State Board for Community and Technical Colleges, and the Washington Student Achievement Council. The work is supported by many statewide groups and offices involved in aspects of transfer initiatives. The Council works to coordinate information and data about transfer between the network members, and provide policy recommendations to stakeholders to improve student success.
http://www.wsac.wa.gov/ProgramAdministration/CreditTransfer

Appendix K: Survey of Higher Education Diversity Programs in Washington State

Due Date: Monday, March 25, 2013
Background and Purpose:

The Washington Student Achievement Council, hereafter called the "Council," was created by the Washington State legislature effective July 1, 2012. One of the principal missions of the Council is to facilitate analysis and research leading to increased educational attainment. In pursuit of its missions, the Council must connect the work of the Office of Superintendent of Public Instruction (OSPI), the State Board of Education (SBE), the Professional Educator Standards Board (PESB), the State Board for Community and Technical Colleges (SBCTC), the Workforce Education and Training Coordinating Board (WTECB), public institutions of higher education, and independent schools and colleges.

Presently, the Council is working to compile a report on diversity and equity in higher education, with research support from the University of Washington and Washington State University. The purpose of the report is to inform the state's strategic planning efforts with regard to increasing educational attainment for diverse populations. The report will be used for guidance in determining what the state and its educational institutions and systems can do to increase educational attainment.

Diversity is defined herein as groups or individuals with differences in culture or background, including, but not limited to, race, sex, gender identity, socioeconomic status, ethnicity, sexual orientation, age, disability, nationality, religion, and military status. The term of diversity is also understood as fluid given that the status and representation of groups shift over time.[1]

As a part of this project, the Council requests that 2-year and 4-year institutions complete the Survey of Higher Education Diversity Programs in Washington State. This survey asks each institution to describe its current programs to support diversity and equity. Herein, programs that support equity are defined as measures to ensure a proportionate representation of diverse groups, relative to their population. This survey is estimated to required 45 to 60 minutes to complete. Thank you for your time and cooperation.

Description:
This survey aims to collect qualitative data about current diversity initiatives at institutions of higher education across the state of Washington. It will gather this information by asking 2-year and 4-year, public and private, post-secondary institutions to report their three most effective, current diversity programs. These are to be three of your institution's best practices regarding diversity; efforts and initiatives that produce the most noteworthy progress toward institutional goals and aspirations for diverse students, faculty, staff, and educational experiences. In addition, the survey will ask institutions to describe the most significant challenges they face in helping diverse groups overcome barriers to educational attainment.

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[1] Adapted from the University of Washington's "Diversity at UW: A Blueprint for the Future, 2012-2014" http://www.washington.edu/diversity/blueprint/index.shtml

SURVEY QUESTIONS

INSTITUTIONAL QUESTIONS

1. Name and title of the individual completing the survey:
    a. *Fill in box*

2. Institution name:
    a. Fill in box

3. Institution type:
    a. Public
    b. Private/Independent
    c. Other (*fill in box*)

4. What is the size of the student body at your institution (headcount)?
    a. 2,000 or less
    b. 2,001 – 5,000
    c. 5,001 – 10,000
    d. 10,001 – 15,000
    e. 15,001 – 20,000
    f. 20,001 – 25,000
    g. 25,001 – 30,000
    h. 30,001 – 40,000
    i. 40,001 – 50,000
    j. 50,001 or more

5. What is the size of the faculty at your institution (headcount)?
    a. 50 or less
    b. 51 – 100
    c. 101 – 200
    d. 201 – 400
    e. 401 – 600
    f. 601 – 800
    g. 801 – 1000
    h. 1001 – 2000
    i. 2000 – 3000
    j. 3000 or more

6. What is the size of the staff at your institution (headcount)?
    a. 50 or less
    b. 51 – 100
    c. 101 – 200
    d. 201 – 400
    e. 401 – 600
    f. 601 – 800

g. 801 – 1000
h. 1001 – 2000
i. 2000 – 3000
j. 3000 or more

7. Which of the following is the appropriate designation for your institution?
    a. Community or Technical College
    b. College
    c. University
    d. Other (*fill in box*)

8. What are your institution's campus-level diversity-related organizational units and/or workgroups (list names)?
    a. Fill in box

9. What inter-institutional diversity-related workgroups does your institution participate in (list names)?
    a. *Fill in box*

PROGRAM QUESTIONS

Please describe your institution's three best practices regarding diversity. These are to be three of your school's most effective, current efforts and initiatives that produce the most noteworthy progress toward diverse students, faculty, staff, and educational experiences.

Program A (*given in no particular order*)

1. What is the name of the diversity program?
    a. *Fill in box*

2. What is the program's primary target audience? (*Select all that apply*)
    a. Prospective students
    b. Current students
    c. Prospective faculty and/or staff
    d. Current faculty and/or staff
    e. Other institutions
    f. Community Partners
    g. Other (*Fill in box*)

3. Program type (*select all that apply*):
    a. Recruitment
    b. Retention
    c. Professional development (*support for career advancement, advanced degrees, etc.*)
    d. Academic (*classroom or programmatic*)
    e. Campus climate

f. Other (*Fill in box*)

4. What is the estimated annual expenditure for this program?
    a. 1,000 or less
    b. 1,001 – 5,000
    c. 5,001 – 10,000
    d. 10,001 – 15,000
    e. 15,001 – 20,000
    f. 20,001 – 30,000
    g. 30,001 – 50,000
    h. 50,001 or more
    i. Indeterminate or not applicable (*Explain in box*)

5. What is the primary funding source for this program?
    a. State funds
    b. Private donors
    c. Student fees
    d. Grants
    e. Other (*Fill in box*)

6. For how many consecutive years has this program been implemented at your institution?
    a. Less than 1 year
    b. 1 to 2 years
    c. 2 to 5 years
    d. 5 to 10 years
    e. 10 to 20 years
    f. Over 20 years

7. Describe the mission and goals of the program (50 to 100 words). (*Fill in box*)

8. Describe the actions and methods of the program (50 to 100 words). (*Fill in box*)

9. Describe the impact and outcomes of the program (50 to 100 words). (*Fill in box*)

10. Describe the institutional resources committed to the program, especially human resources (50 to 100 words). (*Fill in box*)

Program B (*given in no particular order*)

1. What is the name of the diversity program?
    a. *Fill in box*

2. What is the program's primary target audience? (*Select all that apply*)
    a. Prospective students
    b. Current students
    c. Prospective faculty and/or staff
    d. Current faculty and/or staff
    e. Other institutions
    f. Community Partners
    g. Other (*Fill in box*)

3. Program type (*select all that apply*):
    a. Recruitment
    b. Retention
    c. Professional development (*support for career advancement, advanced degrees, etc.*)
    d. Academic (*classroom or programmatic*)
    e. Campus climate
    f. Other (*Fill in box*)

4. What is the estimated annual expenditure for this program?
    a. 1,000 or less
    b. 1,001 – 5,000
    c. 5,001 – 10,000
    d. 10,001 – 15,000
    e. 15,001 – 20,000
    f. 20,001 – 30,000
    g. 30,001 – 50,000
    h. 50,001 or more
    i. Indeterminate or not applicable (*Explain in box*)

5. What is the primary funding source for this program?
    a. State funds
    b. Private donors
    c. Student fees
    d. Grants
    e. Other (*Fill in box*)

6. For how many consecutive years has this program been implemented at your institution?
    a. Less than 1 year
    b. 1 to 2 years
    c. 2 to 5 years
    d. 5 to 10 years
    e. 10 to 20 years
    f. Over 20 years

7. Describe the mission and goals of the program (50 to 100 words). (*Fill in box*)

8. Describe the actions and methods of the program (50 to 100 words). (*Fill in box*)

9. Describe the impact and outcomes of the program (50 to 100 words). (*Fill in box*)

10. Describe the institutional resources committed to the program, especially human resources (50 to 100 words). (*Fill in box*)

Program C *(given in no particular order*)

1. What is the name of the diversity program?
    a. *Fill in box*

2. What is the program's primary target audience? (*Select all that apply*)
    a. Prospective students
    b. Current students
    c. Prospective faculty and/or staff
    d. Current faculty and/or staff
    e. Other institutions
    f. Community Partners
    g. Other (*Fill in box*)

3. Program type (*select all that apply*):
    a. Recruitment
    b. Retention
    c. Professional development (*support for career advancement, advanced degrees, etc.*)
    d. Academic (*classroom or programmatic*)
    e. Campus climate
    f. Other (*Fill in box*)

4. What is the estimated annual expenditure for this program?
    a. 1,000 or less
    b. 1,001 – 5,000
    c. 5,001 – 10,000
    d. 10,001 – 15,000
    e. 15,001 – 20,000
    f. 20,001 – 30,000
    g. 30,001 – 50,000
    h. 50,001 or more
    i. Indeterminate or not applicable (*Explain in box*)

5. What is the primary funding source for this program?
    a. State funds

b. Private donors
c. Student fees
d. Grants
e. Other (*Fill in box*)

6. For how many consecutive years has this program been implemented at your institution?
    a. Less than 1 year
    b. 1 to 2 years
    c. 2 to 5 years
    d. 5 to 10 years
    e. 10 to 20 years
    f. Over 20 years

7. Describe the mission and goals of the program (50 to 100 words). (*Fill in box*)

8. Describe the actions and methods of the program (50 to 100 words). (*Fill in box*)

9. Describe the impact and outcomes of the program (50 to 100 words). (*Fill in box*)

10. Describe the institutional resources committed to the program, especially human resources (50 to 100 words). (*Fill in box*)

CHALLENGES

1. What is the **primary** challenge your institution faces in helping diverse groups overcome barriers to educational attainment?
    a. Scarce financial resources
    b. Insufficient human resources/staffing
    c. Inadequate institutional consensus and commitment
    d. Lack of community and institutional partners
    e. Lack of clarity and information
    f. Other (*Fill in box*)

2. What is the **secondary** challenge your institutions faces in helping diverse groups overcome barriers to educational attainment?
    a. Scarce financial resources
    b. Insufficient human resources/staffing
    c. Inadequate institutional consensus and commitment
    d. Lack of community and institutional partners
    e. Lack of clarity and information
    f. Other (*Fill in box*)

3. What is the **tertiary** challenge your institutions faces in helping diverse groups overcome barriers to educational attainment?
    a. Scarce financial resources
    b. Insufficient human resources/staffing
    c. Inadequate institutional consensus and commitment
    d. Lack of community and institutional partners
    e. Lack of clarity and information
    f. Other (*Fill in box*)

4. Please give a description to the most significant barriers your institution faces in regards to creating and sustaining effective diversity programs (200 to 300 words). (*Fill in box*)

Please respond by March 25, 2013. If you have any questions, contact Marc Robinson at marc_robinson@wsu.edu.

Appendix L: List of Institutions that Responded to 2013 Survey

The "Survey of Higher Education Diversity Programs in Washington State" was conducted via an online survey platform during March and April of 2013. It was coordinated by Dr. Marc Arsell Robinson, director of the Culture and Heritage Houses, Office of Equity and Diversity, Washington State University. The following is the list of institutions that participated in this project by submitting surveys by April 26, 2013.

Public Four-Year Universities
Central Washington University
Eastern Washington University
The Evergreen State College
University of Washington - Seattle
University of Washington - Tacoma
Washington State University - Pullman
Washington State University - Spokane
Washington State University - Tri-Cities
Washington State University - Vancouver

Independent Colleges of Washington
Heritage University
Pacific Lutheran University
Saint Martin's University
Seattle Pacific University
Seattle University
University of Puget Sound
Walla Walla University
Whitman College
Whitworth University

Other Accredited Private Colleges and University
Bastyr University
Northwest College of Art & Design
Northwest University

Online Institutions
Western Governors' University (WGU)
Washington, online

Community and Technical Colleges
Bates Technical College
Bellevue College
Bellingham Technical College
Big Bend Community College
Cascadia Community College
Centralia College
Clark College
Clover Park Technical College
Columbia Basin College
Community College of Spokane
Edmonds Community College
Everett Community College
Grays Harbor College
Green River Community College
Highline Community College
Lower Columbia College
Peninsula College
Pierce College - Fort Steilacoom/Puyallup
Renton Technical College
Skagit Valley College
South Puget Sound Community College
South Seattle Community College
Spokane Community College
Tacoma Community College
Walla Walla Community College
Whatcom Community College
Yakima Valley Community College

Appendix M: 2013 Diversity and Equity Report Survey
Institutional Diversity Programs and Collaborations
Provided by Survey Respondents

PUBLIC FOUR-YEAR INSTITUTIONS

Institutions	**Institution's diversity-related organizational units and/or workgroups**	**Inter-institutional, regional or statewide diversity-related associations, councils, committees and organizations**
Central Washington University	• Inclusivity/Diversity Council • Center for Diversity and Social Justice • Institute for Social Justice	
Eastern Washington University	• President's Committee on Diversity • Office of Equal Opportunity (facilitates diversity training throughout the campus as requested)	• Affirmative Action and Diversity Council • Gonzaga and Whitworth Multicultural Services • Northwest Human Rights Committee
The Evergreen State College	• Access Services for Students with Disabilities • ADA Compliance Committee • Affirmative Action • Bias Incident Response Team • Diversity Affairs Office • Diversity and Equity Standing Committee • First People's Advising • Gateways for Incarcerated Youth • GEAR UP Project • K.E.Y. Student Services • Longhouse Education and Cultural Center • Office of Sexual Assault Prevention • President's Diversity Fund Committee • Sustainability in Prisons Project • Veterans Affairs Office • VETS Team (Veterans of Evergreen Transition and Success)	• Multicultural Student Service Directors Council • Hispanic Roundtable of South Puget Sound • Regional Partners of the Native Arts and Cultures Foundation • Next Generation Art Spaces, convened by the Kennedy Center for Performing Arts • Friends of Tahoma Indian Center • Indigenous Program Council, the Banff Centre • Lac du Flambeau Tribe's Cultural Center

	• Upward Bound • Washington Center for the Improvement of Undergraduate Education • Washington Trio Expansion Program	
University of Washington – Seattle	• Office of Minority Affairs & Diversity (the central diversity office) • Diversity Council (includes 2 representatives from each college and administrative unit on campus, including representatives from UW Bothell and UW Tacoma) • Disability, Q-Center and Women's Center • Various diversity units in Colleges	WA Faculty and Staff of Color Conference
University of Washington – Tacoma	• Equity & Diversity Office • Diversity Resource Center • Diversity Task Force	• University of Washington Diversity Council • South Puget Sound Higher Education Diversity Institute • Association of American Colleges and Universities Making Excellence Inclusive • Society for Diversity • National Association of Diversity Officers in Higher Education
Washington State University – Pullman	• Office of Equity and Diversity • Office of Multicultural Diversity • Association for Diversity • African American Faculty and Staff Association • Chicano/a Latino/a Faculty and Staff Association • Asian American Pacific Islander Faculty and Staff Association • President's Commission on the Status of Women • Women's Resource Center	• Washington Commission on Hispanic Affairs • Washington Commission on African American Affairs • Washington Commission on Asian and Pacific Islander Affairs • Washington Association of Faculty and Staff of Color • National Association of Diversity Officers in Higher Education • American Indian Science and Engineering Society • Affiliated Tribes of Northwest Indians

	• Senior Diversity Liaisons • The Access Center (persons with Disabilities) • University ADA Coordinators Council • Association for Faculty Women • Office of the Tribal Liaison • Plateau Center for American Indian Studies • Office of TRIO Programs	• Columbia River Inter-Tribal Fish Commission • Intertribal Timber Council • National Congress of American Indians • National Indian Child Welfare Association • National Indian Education Association • Upper Columbia United Tribes • Washington State Governor's Office of Indian Affairs • Washington State Indian Education Association • Business Opportunities for Leadership Diversity (BOLD)
Washington State University – Tri-Cities	• Association for Diversity (a system-wide organization, formerly called the Association for Faculty Diversity • Diversity Council (appointed by the Chancellor)	
Washington State University – Spokane	• Diversity Committee • Diversity Events Subcommittee	• Greater Spokane Incorporated • Unity in the Community, Spokane community
Washington State University – Vancouver	• Office of Academic Affairs • Diversity Council (funded and overseen by the Vice Chancellor for Academic Affairs) • Diversity Advisory Board (external stakeholders) • Student Diversity Team (run through the Office of Student Affairs through the Assistant Director for Student Diversity)	Higher Education Recruitment Consortium (HERC)

INDEPENDENT FOUR-YEAR INSTITUTIONS

Institutions	**Institution's diversity-related organizational units and/or workgroups**	**Inter-institutional, regional or statewide diversity-related associations, councils, committees and organizations**
Pacific Lutheran University	• Diversity Center • University Diversity Committee • Rieke Peer Educators • Women's Center • Wang Center for International Programs • Diverse, Just and Sustainable Ad Hoc Taskforce • General Education Council Global Education Committee	• South Sound Higher Education Diversity Partnership • Peace Community Center • Act Six / Northwest Leadership Foundation
Saint Martin's University	• Office of Intercultural Initiatives • Diversity Taskforce	
Seattle Pacific University	• Deans Cabinet (curriculum, majors, minors, graduate program content) • Office of Student Life – Multi-Ethnic Programs • Faculty Committee on Diversity • John Perkins Center for Reconciliation, Leadership Training, and Community Development • University Ministries and Center for Worship	• National African American Sacred Music Symposium and Gospelfest with Grammy Award winning artist and community choirs (University Ministries and Center for Worship) • Intergenerational and Multi-Ethnic Hymnfest Celebrations (University Ministries and Center for Worship) • The Multiethnic Strategic Alliance and Ignite (both are sponsored by Salter McNeil & Associates, Office of Student Life) • Puget Sound Student Affairs Colloquium (topics often related to diverse populations, Office of Student Life) • Student Congress on Racial Reconciliation (SCORR) Conference at Biola University • National Christian Multicultural Student Leaders Conference (NCMSLC)

		• Seattle Race Conference at Seattle University • White Privilege Conference (Office of Student Life)
Seattle University	• Human Resources • Office of Multicultural Affairs in the Division of Student Development • Engaging Our Diversity Task Force (December 2006 – November 2007) • Committee to Improve Trans Inclusion	Multicultural Student Service Directors Council
University of Puget Sound	• Office of Diversity and Inclusion • Multicultural Student Services • Race and Pedagogy Initiative • Diversity Advisory Council • Faculty Committee on Diversity • Spirituality, Service and Social Justice	
Walla Walla University	Diversity Committee	
Whitman College	• Intercultural Center • Academic Resource Center • President's Council (this body of mostly budget officers is currently in charge of developing a diversity plan)	• Greater Oregon Higher Education Recruitment Consortium • Consortium of liberal arts colleges (NW5C), may also collaborate on some diversity initiatives, most likely specific to faculty recruitment and retention
Whitworth University	• Institutional Diversity Committee • Intercultural Student Affairs Center • Cultural Diversity Advocates • International Education Center	• Intercollegiate Diversity Collaborative (Eastern Washington) • National Association of Diversity Officers in Higher Education

OTHER ACCREDITED PRIVATE COLLEGE AND UNIVERSITIES

Institutions	**Institution's diversity-related organizational units and/or workgroups**	**Inter-institutional, regional or statewide diversity-related associations, councils, committees and organizations**
Bastyr University	Diversity Committee	
Northwest University	• Act Six • School of Education • Advancement Via Individual Determination (AVID)	• Act Six • Advancement Via Individual Determination (AVID)
Western Governors' University	Diversity Affairs Coordinator (WGU national, not specific to WGU Washington)	

COMMUNITY AND TECHNICAL COLLEGES

Institutions	**Institution's diversity-related organizational units and/or workgroups**	**Inter-institutional, regional or statewide diversity-related associations, councils, committees and organizations**
Bates Technical College	• Diversity/Associated Student Government • Student Services	• Multicultural Student Service Directors Council • South Puget Sound Higher Education • Diversity Partnership
Bellevue College	• Office of Equity and Pluralism • Instructional Pluralism • Student Pluralism • Employee Pluralism and Diversity Caucus • Multicultural Services Department, Student Services	Multicultural Student Service Directors Council
Bellingham Technical College	• Multicultural and Student Support Office	Multicultural Student Service Directors Council

	• Diversity Committee	
Big Bend Community College		Multicultural Student Service Directors Council
Cascadia Community College	• Committee for Pluralism and Social Justice • Committee for Global Education • Center for Culture, Community and Inclusion	Multicultural Student Service Directors Council
Centralia College	Diversity Committee	Multicultural Student Service Directors Council
Clark College	• Office of Diversity and Equity • Cultural Pluralism Committee	Multicultural Student Service Directors Council
Clover Park Technical College	• Diversity Committee • Half-time Multicultural Coordinator	Multicultural Student Service Directors Council
Columbia Basin College	Diversity and Outreach Division	Multicultural Student Service Directors Council
Community Colleges of Spokane	• District Equity Council • Multicultural Student Service Center (Spokane Community College) • Multicultural Center (Spokane Falls Community College) • Student Activities & Diversity Programs (Institute for Extended Learning)	• District Equity Advocates Spokane STEM Multicultural Student Service Directors Council • 21st Century Grant Advisory Committee • Spokane Refugee and Immigrant Service Providers • Japanese American Citizens League • MLK Jr. Outreach Planning Committee • Human Rights Commission • YWCA Race and Social Justice Committee • Hifumi En Society • Gonzaga Institute for Hate Studies • Unity in the Community • The Boys and Girls Club • Ethnic Graduation Committees (Community Colleges of Spokane) • Spokane Minority Awareness Resource Team

Edmonds Community College	• Office of Equity and Inclusion (within the President's Office) • Diversity Student Center • Diversity Council	• Multicultural Student Service Directors Council • Latino Leadership Institute (five colleges)
Everett Community College	• Outreach • Diversity and Equity Center • Community Diversity Advisory Committee • Human Resources-workforce diversity committee • Diversity Curriculum Committee • Safe Zone • Veterans task force	• Multicultural Student Service Directors Council • College Women's Program Council • Snohomish County Veterans Committee • Higher Education Coalition for Veterans Affairs
Grays Harbor College	• Diversity Committee • Diversity and Equity Center	Multicultural Student Service Directors Council
Green River Community College	• Office of Diversity, Equity, and Inclusion • Women's programs • Disability support services • Master Achiever Center (adult basic education, English for speaker of other languages, high school completion) • Diversity Studies certificate • Diversity Course requirement • Connect2Complete • Office of Student Life • Green River Diversity and Equity Council	• Multicultural Student Service Directors Council • Latino Education Achievement Project • Northwest Association of Pacific Americans • African American Leadership Conference • South King County Action Network • Asia Pacific Cultural Center • City of Auburn Diversity Roundtable • ADA Committee • TRiO
Highline Community College	• Multicultural Affairs • Inter-Cultural Center • TRiO student support services • MESA • Gateway	• Multicultural Student Services Commission • South Puget Sound Diversity Education Partnership • Community College International Development • Latino Outreach Initiative/Partnership

	• Transition Center • ESL Program • Latino Outreach Initiative • Southeast Asian Coalition • Women's Program • LGBTQ Task Force • Safe Zones Project • Start Zone (microenterprise training) • Achieve Program (outreach and for community, regional and international engagement)	• Gateway to College • Statewide Councils and Commissions
Lower Columbia College	• Diversity and Equity Center Committee • Multicultural Club	Multicultural Student Service Directors Council
Peninsula College	• Outreach to Diverse Populations (contributing to a healthy, vibrant community by engaging diverse populations) • Global Awareness (preparing students to live in an increasingly interdependent global society) • Multicultural Student Services • Peninsula College Longhouse Programming • Artist in Residence (year-long events, programs, courses, etc.) • Cultural Events Committee • Intercultural Global Awareness Committee • Global Lens Series & Magic of Cinema • Studium Generale • Services for Students with Disabilities • Veterans Services • International Student and Faculty Services	• Multicultural Student Service Directors Council • WAPED – Washington Association on Postsecondary Education and Disability • DSSC – Disability Support Services Council • CUSP – Council of Unions and Student Programs • Faculty and Staff of Color Conference • Students of Color Conference • Opportunity Grant (State) • Upward Bound – TRIO Grant (Federal) • Associated Student Council – Student diversity programming
Pierce College-Fort Steilacoom/Puyallup	Multicultural Student Services	• Multicultural Student Service Directors Council • Approx. 40 students attend annual Students of

		Color Conference in Yakima
Renton Technical College	• Diversity and Equity Counsel • Multicultural Programming • Human Resources Development	Multicultural Student Service Directors Council
Skagit Valley College	• Multicultural Student Services • Diversity Committee	Multicultural Student Service Directors Council
South Puget Sound Community College	• Office of Diversity & Equity • Diversity & Equity Advisory Committee • Campus Activities Board Diversity Coordinator • Senator for Diversity & Equity, Associated Student Body (ASB)	• Multicultural Student Service Directors Council • South Puget Sound Higher Education • Diversity Partnership • Hispanic Roundtable • The Thurston Group of Washington
South Seattle Community College	• Office of Diversity and Retention • President's Committee on Diversity and Retention • Cultural Center • Women's Center • Veterans Student Center • Safe Zone • Diverse Readings to Understand Multiculturalism (D.R.U.M.) • Bias Incident Response/Support Team (BIRST) • Town Hall Meeting • VOICES (Vision, Opportunity, Inclusion, Collaboration, Equity, Social Justice: A Learning community of Diverse Leaders) • Lunch and Learn • I Am From • Ally for New Hire • Asian American Native American Pacific	• Multicultural Student Service Directors Council • Latino/a Educational Achievement Project (LEAP) • Asian Pacific Islander American Think Tank

	Islander Serving Institutions (AANAPISI) • AANAPISI Advisory Committee • AANAPISI Student Success Center • and Latino/a Advisory Committee	
Spokane Community College	Multicultural Student Services	• Multicultural Student Service Directors Council • Unity in the Community • African American, Hispanic, and Native American Graduations • Intercollegiate Diversity Collaborative
Tacoma Community College	• Multi-Ethnic and Cultural Affairs • President's Council on Equity and Diversity	Multicultural Student Service Directors Council
Walla Walla Community College	Diversity Committee	Multicultural Student Service Directors Council
Whatcom Community College	Multicultural Academic Support Center	• Multicultural Student Service Directors Council • Association of Washington Community and Technical College Administrators and Exempt Staff (The ASSOCIATION) • Washington Faculty and Staff of Color Conference • Adult Education Advisory Council
Yakima Valley Community College		Multicultural Student Service Directors Council