

Council Meeting Minutes

November 6, 2023

9:00am

Port Angeles

Members Attending (alphabetical by last name):

Jeff Charbonneau, Paul Frances, Terri Standish- Kuon, Mustapha Samateh, Evangelina Galvan Shreeve, and Jeff Vincent.

Staff Attending (alphabetical by last name):

Joel Anderson, Joel Bentley, Abby Chien, KC Deane, Crystal Hall, Heather Hudson, Isaac Kwakye, Emma Lacalli, Hannah Lodwick, Ami Magisos, Terri McReynolds, Michael Meotti, Lucas Minor, Grace Nelson, Inez Olive, Daniel Oliver, Pablo Rodriguez, Abbey Roth, Katie Tallman, and Becky Thompson.

Meeting called to order at 9:00 a.m.

Consent of the Agenda

Motion made to approve the Consent Agenda as presented.

Motion seconded.

Motion carried.

Approval of the Minutes

Motion made to approve the August Council Meeting Minutes.

Motion seconded.

Motion carried.

Welcome From President Ames, Peninsula College

- There is poverty in the North Olympic Region that does not get talked about. The college is responding by starting up eight new instructional programs this fall including new degrees in AA and BA, with new programs coming next year.
- Highlights include partnerships with six nationally recognized Tribes.
- Peninsula College is in the process of developing an immigrated Indigenous Pathway AA/DTA with every General Education class embedded with indigenous ways of knowing and teaching native languages in direct partnership with the Tribal community.
- Partnered with Evangelina Shreeve at PNNL to create an Indigenous internship, six students had this experience this summer. Last year partnerships were formed with community-based organizations providing social services to students on campus to help at risk students achieve success.

Executive Director Update

Presenter: Michael Meotti

- Topics covered: Student Support, Student Success project in partnership with Central WA University, and Regional Challenge Grant.
 - Issues discussed are founded in partnerships and teamwork. The legislative report filed last fall, includes factors that shape college enrollment and model of change highlighting how the State can drive the change and support students at the community level. The goal is it to incorporate Council Leads into sharing the updates with the work they have been exposed to in each of the cluster areas.

 - Agency Activity:
 - Submitted funding request/agency request statures to OFM in Mid-September.
 - Also in September, a WEIA meeting was held and WSAC is now managing and supporting the board. W submitted a proposal on how to bring and access State Financial Aid earlier for students before the 12th grade, to increase equity in education.
 - WSAC staff spent two days in CWU, including a day in Yakima working with partnerships.
 - The Joint Higher Education Committee is reactivating, Senate Labor Committee is engaging in work around apprentices, Work Force Committee.
 - Releasing a new RFP. The State Legislator directed WSAC to launch a new program that would be a more traditional 529 college savings plan. 529 plan activities and re directed by separate governing committees led by Michael Meotti and include a state treasurer, the Sector and Office of Financial Management, and two citizen members.
 - Speaking engagements with Seattle Colleges Foundation Board as part of deepening relationships with the leadership.
 - Convening by the United States Department of Education called Raise the Bar, talked about transfer issues and how to effectively make it easier and increase access for students of color, low income, and first-generation students.
 - Attended the Technology Alliance Institute and September Eleventh Order Seattle based group that focuses on technology and education issues.
 - WSAC was recognized by James Dorsey for our strong partnerships at the Account College Assess Foundation annual luncheon in Seattle.
 - First Gates education round table gathering of education leaders was successful.
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Chair Report

Presenter: Jeff Vincent

Suggested Priorities for improving future Council Meetings

- Send draft agendas to Council Members 3-4 weeks prior to council meetings for feedback and input.
 - Reserve 15 minutes for Executive Director Update.
 - For Materials requiring Council approval, mark as Draft.
 - Include an Executive Director summary as a part of the pre-read materials.
 - Hold fewer Quarterly meetings, but longer meetings.
 - Establish meetings dates up to two years in advance and avoid moving the dates.
 - Establish a more formal onboarding process for new Council members.
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- Create more transparency associated with the Executive Committee. Expanding to 4 members adding more representation and input.
- If possible, hold a one-day retreat in 2024.

Suggestions from Members

- **Paul Francis:** [Regarding improved onboarding] Suggests creating a council mentorship program for new members happy to help with welcome and onboarding.
- **Mustapha Samateh:** Suggests retreat for new members and especially student members to help form relationships and build partnerships, opportunities to learn from others.
- **Terri Standish-Kuon:** Suggests spending time talking about State and Federal student aid policy and having a briefing. Will be helpful to have more discussions from a student aid perspective because of the cuts that are happening on the Federal side.
- **Question:** How do we take the ambitious agenda plan and how does the Council relate to all the work that needs to accomplish?
- **Consideration** of expanding the meeting times (because our work is not whole state where we often receive community updates that highlights the partnerships/challenges) to add to the agenda.

Reminder: If you have any additional questions or comments, please reach out to Jeff Vincent directly.

Action Items:

Council Meeting Dates Tentatively for 2024-2025

2024	2025
Tues, January 23, 2024	Tues, January 28, 2025
Tues, May 14, 2024	Tues, May 20, 2025
Tues, August 20, 2024	Tues, August 19, 2025
Wed, November 6, 2024	Wed, November 5, 2025

Draft Amendment to WSAC Bylaws to expand the executive committee, Paul Francis will be joining as a secular member.

Consent to approve.

Motion made to approve the draft.

Motion seconded.

Motion carried.

Discussion on Post Secondary Attainment on the Olympic Peninsula

Presenter: Ami Magisos

Introduction of Panel North Olympic Peninsula Community Engagement

Discussion participants:

- **Jessica Humphries**, Youth & Indian Child Welfare Program Supervisor, Title VI Services, Jamestown S'Klallam Tribe
- **Yau Fu**, Student, Port Angeles High School
- **Brain Kneidl**, Associate Dean for Workforce Programs, Peninsula College
- **Suzy Ames**, President, Peninsula College
- **Perry Knudson**, Managing Director, Brix Marine

Summary of Discussion

Yau Fu: Fu discussed the disparities in her high school due to being in an isolated community. She shared that her school does not offer as many AP classes compared to schools in Seattle and that isolated communities are limited in their resources and funds. Fu highlighted the feeling of being disconnected as a student can be discouraging; she hopes more students from isolated communities will gain access to more scholarship opportunities, resources, and guidance on post-secondary education.

Jessica Humphries: Humphries explains her background with Peninsula College offers childcare, staff that supports Native students. She stated in post-secondary attainment “finances can be a burden to students who want to go to college, with our economy how it is today can be a struggle.”

Brain Kneidl: Kneidl shared that every student has a story, and his team collaborates with Work Force students to provide the support they need to advance their education. Observes many students asking for transportation, housing, and computer access for classes. Kneidl shared some internal situations his team is working on to help students with their individual needs and notes the challenges of local employers hiring between 5-7 employees. The question Kneidl raises is where students are going if they don't have a job and states students will have to go outside of the town to acquire a job.

Perry Knudson: Knudson works for an aluminum boat manufacture that offers a post-secondary partnership opportunity with Peninsula College. Knudson explains how they are learning how to utilize local partnerships, continuing to engage, because of the increase opportunity to train aluminum welders as this can be a pathway for students to be trained in a skill that can catapult their career.

Suzy Ames: President Ames states that the student experience for most community colleges is working or have families. Many of the high schools do not have the resources to think about life after high school. President Ames is working on maximizing natural resources to be more profitable and increasing program opportunities in education and healthcare. She discussed housing is a problem in the area and Peninsula college is critical to training the residents to train and work locally. The rate of post-secondary education is low. Figuring out how to reach and expand neighboring communities that are further away from campus is a priority for President Ames.

Comments and QuestionsInternships and Accessibility

- Offering more Internships and guidance in high schools will open more pathways to students that they might not be aware of. **President Ames** comments that through Career Connect Washington programs paid internships are a barrier for having more students from applying and employment. Insurance issue/liability with high school students.

- Job Skills Program and Customized Training Program- Funding goes out quickly about 93% working towards getting more funding.
 - **President Ames** addresses the challenges with Career Technical Education because of the funding to get programs running and staffed, especially in the rural communities. The question she asks is how we get these students into prosperity, exposure, on track to higher education, and to a career. Forks has started a program. It is still a continued struggle for students not having a connection or interest because of the accessibility in programs.
 - **Sarah Brooks** (College and Career Counselor at a Highschool) comments on age requirements for internships. Brooks notices connections that can be built with more community partners, like a job coach coming into schools. Many students are interested in skilled trained opportunities.
 - **Question for Yau Fu:** What is the attitude of students on the Peninsula? Do they want to stay in the Peninsula? **Fu** thinks students want to leave Washington. All they know is the Peninsula because of the limitations of resources and activities high school students find it uneventful.
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Regional Patronships Strategic Direction

Presenter: Abbey Roth

Material: [Regional Partnerships](#)

- Updates to Regional Partnerships in relation to WSAC

2023 RCG Legislative Report

Overview: Regional Challenge Grants are place-based community partnerships with K-12 schools, higher education, and other community groups committed to increasing educational attainment. The Council supports eight funded partnerships across the state in the first cohort.

Report: Provides a combination of early data from the regions and a narrative of the partnerships to help frame program status including:

- Short summaries of each of the partnership to get familiar with all the work, written collaboratively by groups within the partnerships.
- Serves as document for anyone who is interested in getting involved and a reflection of what the agency has been doing to align themselves with regional partnership/building work.

RCG Program Framework

- **2-page visual overview** of our strategy for moving the attainment needle.
- Designed to give a **summary** of Regional Challenge Grants, partnership descriptions, and our goals.
- Includes a **summary** of RCG impact and scope, as well as the Regional Partnerships “Theory of Change.”

Guiding Principles used to look ahead towards 2024 implementation with RCG and partnerships.

- Strong relationships with current and future partners are critical to our understanding of how partnerships grow and evolve in communities. Understanding that it is shared work that we need to co-create, we are making a shared investment to address the structural barriers for students in Washington.
- Learning what works alongside a community takes time. Need to move at the speed that builds trust with our partners, which means being transparent, authentic, present, and building bridges.
- The opportunity for this investment should be accessible to communities across our State.
- Our process must continuously improve, and our awards must reflect the community needs, as well as resources available to WSAC and our partners.

Direction in 2024

- Current and future investments should be sustained for more than 1-2 years.
- In January 2023, each current partnership will have an opportunity to meet with WSAC staff to negotiate an extension to their current agreement that recommits us to the shared work through June 2025.
- Additional partnerships may apply beginning in January 2024.
- The request for 2024 Letters of Interest will be simplified from last year's request, and will prioritize:
 - Strong emerging or forming partnerships that are regional and community-centered, as well as partnerships that seek funding to implement collective strategies. WSAC is attempting to put these items into action by meeting with each of the partnerships regularly for information sharing and alignment of support. All of eight of WSAC's partnerships are coming together at the RCG Summit for the first time in person. Exciting to continue building and learning out of this network.
 - Recommended award levels will be responsive to the needs, capacity, and proposed strategies of the applicants.
 - More detailed information, a timeline, and instructions available in early January 2024 on website: <https://wsac.wa.gov/challenge-grants>

Questions/Concerns

- **Q:** How do you know you are being inclusive to the potential Partners?
A: Through applications, robust discussions.
- **Concern:** Confusion about WSAC applications, no rubric, not understanding what WSAC is asking for. Will the applications be more honed and specific? **A:** Website announcement of Info-session opportunity in January that will be hosted to clarify and provide more details to the process.
- **Q:** Award level tiers- lift the tier 1?
A: New forming partnerships a lot to ask for a new application, we want to respond to what is needed through discussions to support the growth. The current cohort will not have to reapply

in January. Negotiate extensions where needed. Rather than being prescriptive to the tiers wanting to reflect what we see in the partnerships, needs/ capacity.

- **Q:** Can council members be invited to the RCG summit?
A: Yes!
- **Concern:** Can we be more intentional about connecting our Tribes?
- **Q:** What are we doing for applicants that have done that work but did not get into a tier?
A: Will request an updated/ reported changes style of initial letter, much smaller ask. Trying to tackle something different with a modest amount of money committed to making the process partner friendly.

Comments

Online Chat comment from **Inez Olive** regarding adult learning engagement. WSAC's work with LAR-focused on refugee, Native, multi-lingual language learners, in Spokane region. This work is a regional partnership not RCG partnership, but reflective of work with engaging adult learners through regional approach. Working with WSU, Native Pathways, in Health Sciences, supporting them in submitting LOI for RCG.

Isaac Kwakye responds with the knowledge that will be produced from WSAC and learning what is working to share out and engage more partners.

Supporting Postsecondary Students' Basic Needs

Presenter: Ami Magisos

Materials: [Student Basic Needs](#)

WSAC Council Strategic Plan

Access to basic needs should not be a barrier for Washington Residents seeking a postsecondary degree.

- Basic needs encompass access to affordable housing, sufficient food, quality childcare, mental healthcare, and other needs.
- Access could be provided through higher education institutions, existing federal or state public benefits, and or local resources.

The Council's vision has driven some of the highlights of things that we have learned since 2019 when the Council made this a priority for Washington State.

What We Learned

- For the first time in 2022 Students got to participate in a basic needs survey that was designed by Washington institutions. Over 9,700 students participated, nearly half of respondents (49.4%) experienced basic needs insecurity. Including 50.1% of students at 2-year colleges and 48.8% of students at 4- year colleges.
- Students are experiencing basic need insecurities across the state of Washington. South Central 57.9%. South Puget Sound 54.1%. Northeast 53.8% and Northwest 50.1%. Peninsula 48.8%. Southeast 48.8% and Southwest 48.0%. North Central 47.9% and North Puget Sound 45.0%.

- Some students had higher rates of food, housing, and homelessness insecurities. Data shows American Indian/ Alaskan Native and Black/ African- American respondents experienced significantly higher rates of insecurity than White and Asian respondents (the two groups with lowest reported insecurity rates).
- Former foster youth respondents had the highest rates of insecurity amongst all sub populations: 67.5% experience food insecurity. 58.9% experienced housing insecurity. 23.7% experienced homelessness.
- Less than half of students experiencing insecurity accessed basic needs support resources in the prior 6 months. 48.9% accessed public resources and 33.7% accessed campus resources.

State Legislative Advances for Student Support

Positive changes since 2019 in Washington passport to Careers in Washington providing support and scholarships to foster care students. Excellent pilots in CTCs.

Only CTCs	Limited Time
Emergency Assistance Grants Childcare Subsidies	"Bridge Grants" and increased eligibility for full Washington College Grant
Mental/ Behavioral Healthcare grants(4CTCs)	Health Insurance Navigation (2 Universities, 2 CTCs)

2023 Statewide Basic Needs Legislation

- Supporting students experiencing homelessness grant program
 - Achieved providing services to students experiencing homelessness or who aged out of foster care. Made 2019 pilot permanent in 2023.
 - Students supported by SSEH.
 - 6,700 students have been served by SSEH in case management and navigation, housing accommodations, food, transportation, hygiene, laundry, storage....
 - Will have this report available in December for our state.
- Postsecondary Basic Needs Act
 - Achieved basic needs navigators for colleges. Commitment to college and strategic planning and statewide biennial assessment of basic needs insecurity. Food security pilot for 4 CTCs and 2 public baccalaureates.

Discussion Participants:

- **Michael Sledge**, Executive Director – Student Life/Associate Dean of Students, Western Washington University
- **Jennifer Manley**, Dean, Student Engagement and Retention, South Puget Sound Community College
- **Allie Moser**, Benefits Navigator, South Puget Sound Community College
- **Daphne Rasche**, Graduate, South Puget Sound Community College

Summary of Discussion

Michael Sledge: Sledge Executive Director of Student Life at Western Washington University is identifying students' housing insecurities and its importance to the Western community. He discusses the only basic needs effort that the college has had for basic needs was a food pantry and clothing drive. This became more pounced when building partnership with SSEH. The Passport program also was invigorated. According to Sledge the student care concern team/ resource navigator became prevalent and resourceful on campus. Having a navigator available on campus raised awareness for students. Sledge raised the question with these new legislation needs how Western can retain students. Sledge believes outreach is key by having a permanent resource navigator will reinvigorate the program creating the ability to pilot new programs and building a resource HUB for students.

Daphne Rasche: Rasche is a graduate student who has been an active participant in the Diversity Equity and Inclusions Center as a student peer mentor on campus. She found herself experiencing some difficulties, received services, and is completing her degree. Rasche shares her personal story and how housing is so important to students who are managing life, school, and kids. She is an advocate for students in need as she has experienced it herself.

Allie Moser: Moser is the Support Center Hub Navigator at South Puget Sound Community College who provides access to grants and resources for students. The Central Hub serves as a crucial role for outreach on campus. Moser intakes about five students weekly due to food and housing insecurities. Every week there are new sets of students and follows up with previous week students to set plans and goals. Establishing a partnership with the student is a priority, taking a step towards retention. SPSCC hosts a quarterly survey for students responding to food and housing insecurities to identify the main needs on campus. Thus, allowing her as a Navigator to reach out to students to help with resources. Every student has a different case working with 20 + students weekly. The impact that we make with students is beyond rewarding.

Questions from Audience

- **Q:** What are you seeing with students' behavioral needs since the pandemic?
A: Allie: Creating a program that supports behavioral needs, setting up appointments/making plans with counselors on campus and aiding in resources that they need. Intervention/care team that participates in the scope of students through case management, so we are having more staff members being involved. **Jennifer:** Our response has increased since 2019 and built more infrastructures for risk management for all students experiencing a crisis is managed at every level. We are seeing students with a lot of mental health needs since 2019.
- **Q:** If 50% of our students are experiencing a scarcity, what percent of students are you reaching out to and being able to support and accessing your services?
A: Michael: We lost momentum at one point because we did not know if legislation was going to continue...we did not have a permeant Navigator. The other struggle was sources from COVID that were extended were being pulled back and the need for students continued. I do not have a sense currently where we are now, however we want to be a resource stop for students and continue to support. **Jennifer:** On a campus of 4000 student, we get about 300-500 students replying to the quarterly basic needs survey. Personal support center opened in Fall 2021 from then until Fall 2023 2,000 students have had their individual needs met. Future goal fall 2024 to

have all our resources centralized for more accessibility and time saving to students. Next fall the data will look different, having the program now being permanent.

- **Observation from Council Member Evangelina:** Interconnectedness between Federal and State Policy. In June we had the pandemic allowances for college to equal work for SNAP benefits removed. There is Legislative move apart of the Farm Bill that will restore college attendance to equal work for SNAP. This is something Washington Delegation is leaning on. Example on Federal Policy that the Council would like to support on going forward.
 - **Q:** How are you supporting students with transfers and how are you working with and connecting with our 4-year partners?
A: Jennifer: One of the strategies since we have been in the pilot phase has been the learning communities that WSAC has provided for us. Evergreen State college one of our partners that we have built relationships with staff. Being a part of learning communities and sharing space geographically has helped future strategies on how we can continue. When we can give names, built trust, and repour is critical.
 - **Ami Magisos:** There are homelessness liaisons k-12 network, they have reached out and said we are reaching out with students, and we don't know who to connect with in the postsecondary level. We can say this year we have a network of navigators for basic needs that we can directly connect with. We have lists in the CTCs and the 4-years, and this is something new infrastructure in our state.
 - **Suzy Ames:** We have not applied to the Grant but will be applying for it, so we did instead this past February convened a collection of community-based organizations and health care providers. Built this premise that our at-risk students are your clients and if you can come serve them on our campus, we will make a space for you. Now there is a rotation of organization on campus has been successful. If we provide services to students on campus it will significantly increase retention rates.
 - **Q:** What do you think other institutions will help with rendition rates?
A: Allie: We need the funding for full time positions, we are the team so is very other department on campus, and being willing to work together to achieve it, it would be harder if we didn't have the support from the ground up. **Jennifer:** Encourage other campuses to build diverse infrastructures to serve students' needs. **Michael:** Creating a new line of communications to better serve our students and work smarter around these issues.
 - **Q:** Curious any participations or partners for national organizations?
A: Ami Magisos: Hope Center national organization that has lifted the national awareness and has worked with states and institutions directly to help access basic needs and use that data to drive impact partnerships. There are other organizations that continue building resources.
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CWU Report

Presenters: Michael Meotti, Isaac Kwakye, Daniel Oliver

Materials: [CWU Report Snapshot & CWU Report](#)

Turning Intention into Action: Exploring Student Attributes that Predict Enrollment and Retention at Central Washington University.

Historical Context - Michael Meotti

- Three or four years ago spoke with the President of Central Washington University. Up to 30 or more of their admitted high school seniors did not go anywhere in higher education, including the year after graduation. It was the data point that riveted all the work being done to support students see more opportunities. By the time students get to 10th-12th grade they no longer see these opportunities. There is a student population in Washington that applied to universities for admittance, however, chose to delay their higher education, at least for a year out. That led to a partnership that was funded and working through with Central Washington University.
- This report is a body of work to get address enrollment issues and understanding ultimately the voices of those students and the choices they made. The goal is for other institutions not just CWU start figuring out the strategies, techniques, and responses to try and turn that loss of opportunity around. Work has been led by Isaac Kwakye and Daniel Oliver.

WSAC Strategic Plan - Isaac Kwakye

Goal: Postsecondary credentials for 70% of Washingtonian ages 25-44. WSAC'S work is framed by four strategic cluster:

- **Affordability**
- **Enrollment**
- **Student Supports**
- **Completion**

Some of the research begins with building trust within the state, nationally and internationally. It is a collaborative work between WSAC and CWU. The report aligns with the Council's goals and the strategic framework, enrollment, and completion. The data helped CWU project intention into action.

This is phase one of the web and exploring the administrative data for those insights. Phase two is on the way and will be a student approach. This will help surface evidence and defy solutions, together with CWU's team to engage with the leadership essential with students and admission.

Why did WSAC study CWU?

- It is vital that regional universities and their students succeed.
- Regional Public universities enroll roughly 40% of all undergraduates' students in the United States. Students at these institutions come disproportionately from lower-parental-income families and are more likely to be racial minorities relative to other 4-year public universities.
- Of undergraduates at 4-year public universities, almost 70%, including 85% of Black and 74% of Hispanic students, are at regional universities. This work is going to allow a bridge for other institutions in our states and exploring their desire to replicate this in a similar way. Important

thing is getting those insights about students not showing up and attributes and how we can bring evidence and solutions for further research.

CWU Key Findings from the Report Presenter - Daniel Oliver

Insights

- Students with home addresses with commuting distance to CWU (50 miles) are substantially more likely to enroll and be retained.
- Hispanic students are less likely to enroll at CWU, but once enrolled, have the highest retention rates among the racial groups analyzed.
- Male students of color are less likely to be retained than their White male peers and female peers of the same race.

Concerning Trend

- In recent years, a disparity in retention rates between first-generation and non-first generation has emerged.
- The key thing we were trying to do is predict the type of students that are likely to enroll, and then ultimately also, be retained through the first year.

Report Sample

- Students who are offered to enroll at Central directly from high school Fall 2004-2022
- Data was provided by Central Washington University. Most of these are going to be about 18 years old.

Key Sources of Data

- Applications and Confirmations
- FAFSA
- High school Transcripts
- SAT/ACT scores
- NSC enrollment records
- Neighborhood (ACS)
- High school (OSPI Dashboard)

Highlights

- Central can observe whether the student is enrolling at Central or any other institution. This report becomes informative at understanding whether the student declines an offer from Central or if they are going to any other institution.
- These sources of data included in this report are the students' application records.
- Linked up neighborhood information from the American Community Survey, using those zip codes to get the educational payment level median income.
- This includes AP pass rates, participation rates, and high school graduation rates. Are a rich set of controls and the analysis is going to focus on the senior year high school and what happens after. Ultimately the end of the analysis is to define whether students return for the next fall.

Data from Snapshot Shows Attributes of Applicants from Fall Cohorts 2004-2022

- These applicants are accepted into Central, 40% of students are, first generation.

- About 30% have college in the high school experience meaning they participated in college in the High School. The average distance from Central is about 144 miles from applicants' home addresses.
- There is a centroid is the center of a Zip code that is connected to Central's GPS coordinates used to calculate the distance.
- Most students are White, and then the second most represented group are Hispanic or Latino.
- Financial aid, about 47% of students file their FASFA by March first. And this is the year prior to their expected enrollment, add an additional 22%.
- All remaining other students do not apply for FASFA by September because they "are just trying to think about it."
- Many of these students applying are coming from more rural areas and less city areas.

Studied Outcomes for Fall Cohorts from 2004-2022

- 85% enroll at any university and this is using Central's enrollment records and the National Student Clearing House. There is a 15% slippage in terms of where these students apply to attend university. Another 15% of them are not showing up to any college at all. After students have received an offer, they need to accept their seat. Central has a unique system where a student just needs to confirm that they are going to attend. They do not require a deposit to keep the access open therefore there is no deposit required.

Prediction Model (Method-Ordinary Least Square Regressions)

$$Y_{it} = X_i' \beta + \lambda_t + u_{it} \quad (1)$$

Y = Enrollment & retention outcomes.

E.g., $Y=1$ Student enrolls at Central. $Y=0$ Student does not enroll at Central.

X = Predetermined student characteristics.

λ_t = Cohort year fixed effects (Controls for the year a student enters).

i : individual & t : time

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- Data includes factors like race ethnicity, first-generation status, and as much as possible, neighborhood characteristics.
 - First-generation students have more disadvantages and have other barriers, so we are controlling for these factors.
 - First-generation students are disproportionately more likely to come from a lower income community. This will affect the type of high school they attend. All the results that we are presenting, and these next figures are going to be controlling for those factors and Central tracking individuals over time.

Percentage Point Difference in Likelihood of Enrolling at Central by Select Student Attributes.

- 73% of students return the next fall. The students that live within 50 miles or within commuting distance are 8.6% more likely to make it to the next fall than students that do not live within 50 miles.
- Students are filing FASFA earlier are 6.5%. More likely will be return the next fall in students that do not file for FASFA by September 1.
- College preparation does help at the high school level.
- First-generation students are 3.3% less likely return to the next fall. This is a consistent finding even though Hispanic students systematically are less represented on campus are doing well.

Percentage Point Difference in Likelihood of Retention at Central by Select Student Attributes.

- For men of color there is a different pattern statistically. In 2010 the gaps are narrow but does remain consistent throughout the period. Then widens from 2016-2017 however a gap remained.
- Research is helping Central think about what type of interventions or types of programs they can do or what can the state do to help?

Ideas Generated

- Develop tailored recruitment strategies to enhance the enrollment of students from local high schools.
- Possibility if Central can get more students to apply, they may be able to open an opportunity to improve enrollment.
- Leverage Central's emerging Hispanic serving institutions status to foster recruitments and a culture of success.
- Central is an emerging Hispanic institution. This looks like a population demographic shift in Washington. They might be one of the first Hispanic serving institutions in the State. Central is finding that Hispanic/Latino students are doing very well at the university.
- Emerging Hispanic serving institution status can be served as a recruitment tool that might also improve the overall enrollment rate and the outcomes for that population or State.
- Initiate pilot strategies to discern the most effective policies and programs that support first generation students and men of color.

Phase 2 of Turning Intention into Action:

- MDRC will lead qualitative research to identify barriers impacting students' enrollment decisions once they are admitted.
- Phase two is going to cumulate in the set of actionable recommendations for Central including an implementation plan for them to launch a co-designed student-centered solution.

Questions and Comments

- **Q:** Just as more of our campuses have test optional pathways, and that out of your total end of about 102 is only 70,000 taking a standardized exam. Is that all backloaded to the most recent years in the data set? Did you look at the time?

A: I did analysis on SAT scores and High School to understand the potential waiting between that, but the SAT scores were not included in our main predictive models because it excluded the last 4 years. It is very important for us to include the most recent data. That that is why the end size is smaller and we only use the SAT scores for a specific and kind of sensitivity analysis between the weight of high school GPA and SAT scores is predicting retention of sub population.
- **Q:** So, are we seeing that as our schools have opened pathways for students that fewer students are taking standardized exams?

A: I can't say that there was no. There were no records collected from what I observed, or it might have been strays, but I cannot say how the data was transmitted, but it seemed like at that time they weren't collecting any SAT scores.
- **Q:** How's first generation college student defined for the business of this study?

A: That's an indicator, that I need to follow up with them on.
- **Q:** Did you look at students identifying as multiracial?

A: I do not think that was a category. I did have control for "other". There was an option for all the reported races and other. I don't think multiracial is a category that was available that we received from Central Washington that they put together and constructed for us to use. So we could only analyze based on the data provided.
- **Q:** Does Central aspire to be the first Hispanic serving students intuition?

A: Looking at the share of Hispanic students and looking at the list of institutions that are emerging Hispanic institutions, I think they have the highest proportion of Hispanic students.
- **Comment:** That is great, but we do have other institutions in State that are Hispanic servicing like Heritage University, Yakima Valley Community College, I think there are 8 state-wide.

 - If WSU Tri-Cities reported separately it would be considered HSI. These decisions go back many decades as to why it is structured this way. UW reports Bothell, Tacoma, and Seattle separately, and so you can see them separately in the college navigator, and all the numbers are readily available separately. CWU does not report separately. When we had our meeting last year, we asked the Chancellor there, and we had 42%.
 - I will just add that Seattle University, Pacific Luther University and a couple of others are emerging MSI's. Saint Martin's University is an ANAPC Serving Institution, Heritage University, Hispanic Serving institution, and a Non-Tribal Native American Serving Institution.
- **Comment:** Just a just a quick comment back to the SAT, I will tell you as a high school principal. Very few kids are signing up for the SAT or ACT compared to what we used to. It used to be an

ongoing multiple test opportunities throughout the school year. We offer it once now and get a couple of students. So as everyone is considering your metrics and how you're evaluating our high school performance. Thank you for this work.

- **Q:** Why did you deep dive into recruitment and retention at one particular institution? Is there something about CWU that informs statewide trends?
A: CWU approached WSAC with an issue they wanted to investigate and explore. We met with them and collaborated on this work. CWU did a lot of internal work and spent time gathering the data together and provided it in a way that we could analyze which helped us with the insights that we have.

Announcements

- There was a date error on our PowerPoint slide during the 2024/2025 meeting discussion. The dates vetted prior to our meeting are correct, it was an error on the slide only. What showed on the PowerPoint was June 4, 2024; the correct date is May 14, 2024.
- The December 2023 meeting will be cancelled, we will reconvene in January 2024.

Public Comment: None.

See Appendix

Motion made to Adjourn Meeting.

Motion Seconded.

Motion Carried.

Meeting Adjourned: 1:25 PM

Appendix A

[TVW meeting recording 11-06-2023](#)

Appendix B

Meeting chat record from Zoom:

09:00:02 From Executive Office to Everyone:

Welcome everyone online! Please use the chat feature to introduce yourself.

09:00:11 From Executive Office to Everyone:

My name is Crystal Hall, Council Staff

09:00:37 From Joel Bentley to Everyone:

Good morning! Joel Bentley, Council Staff

09:10:51 From Executive Office to Everyone:

Good morning, if you are just joining, please be sure to introduce yourself in the chat.

09:11:38 From Christina Rupp to Everyone:

Christina Rupp, Director, Washington State Construction Center of Excellence. Grateful to attend via Zoom.

09:11:48 From Inez Olive (she/her) | WSAC to Everyone:

Good Morning! Inez Olive, WSAC Associate Director for Workforce Programs.

09:12:03 From Sandra Janusch to Everyone:

Good morning! Sandra Janusch, Associate Vice Provost, Continuum College, University of Washington. Here for a few minutes this morning.

09:12:35 From Katie Tallman (she,her) | WSAC to Everyone:

Good morning! Katie Tallman, WSAC staff (she, her)

09:12:48 From Hannah Lodwick to Everyone:

Hello! Hannah Lodwick, Policy Associate, WSAC Regional Partnerships

09:13:05 From Rathi Sudhakara (she/her) | WSAC to Everyone:

Good morning, Rathi Sudhakara (she/her), Assistant Director, Policy & Planning, WSAC.

09:14:55 From Sara Levin to Everyone:

Good morning! Sara Levin, Ardea Strategies, working with the amazing Regional Challenge Grant team.

09:16:02 From Susan Kippels to Everyone:

Good morning, Susan Kippels, Education Policy Research Analyst at Continuum College, University of Washington

09:19:28 From Rachel Arteaga to Everyone:

Good morning! Rachel Arteaga, Associate Director, Simpson Center for the Humanities, University of Washington. Graduate of Elma High School :)

09:36:46 From Julie Garver to Everyone:

Julie Garver, Director of Policy and Academic Affairs, Council of Presidents

10:31:18 From Rachel Arteaga to Everyone:

Thank you for these presentations and this discussion. I'm very happy to see a focus on this area of our state. Anything WSAC can do to bring attention and resources to support the educational and career aspirations of residents of the peninsula, and the related infrastructure that is needed for them to become a reality, is time well spent. I have to attend another meeting starting now; again, thank you.

11:15:50 From Inez Olive (she/her) | WSAC to Everyone:

I wanted to chime in regarding adult learner engagement. WSAC's work with Learning and Employment Records (LERs) is focused on our adult refugee, immigrant, and multi-language learners in the Spokane region. This work is to support the regional healthcare workforce. This work is a regional partnership - not an RCG partnership, but definitely reflective our work with engaging adult learners through a regional approach. Additionally, we are working closely with WSU Native Pathways in Health Sciences to learn about their work and provide technical support for submitting an LOI for the RCG.

11:34:41 From Executive Office to Everyone:

Hello everyone, we are taking a short break and will resume shortly

11:40:42 From Bryce McKibben to Everyone:

Thank you all for having this critical discussion.

12:42:54 Bryce McKibben: Thank you all for having this critical discussion.

01:50:30 Bryce McKibben: Wonderful to hear about this work happening statewide. The Hope Center at Temple University is connecting the colleges and states doing this work and we'd love to help WA's leadership expand across the country. <https://hope.temple.edu/education-training-services>

12:56:40 Terri Standish-Kuon: Related to our discussion:

<https://healthymindsnetwork.org/research/whitepapers-briefs/>

01:21:39 Shea Hamilton | OFM: I thought this was fascinating. Thank you, Daniel for the presentation. Forgive me if I missed this, why did WSAC do this deep dive into recruitment and retention at one particular institution? Is there something about CWU that inform statewide trends?