

Diversity and Participation of People of Color in Higher Education: 1999 Report

December 1999

EXECUTIVE SUMMARY

BACKGROUND

State law [28B.80.350 (11)] charges the Higher Education Coordinating Board (HECB) with monitoring and reporting on the participation of people of color in higher education. Statute also directs the HECB to "...recommend strategies to increase minority¹ participation in higher education." In March 1996, the Board adopted 20 statewide diversity goals (Resolution No. 96-06). The goals included quantitative measures on minority student enrollment, retention, and completion, and faculty and staff employment. They also included less quantifiable measures related to "institutional climate."

This progress report is based on information obtained from several different sources. The public baccalaureate institutions and the State Board of Community and Technical Colleges (SBCTC) provided quantitative data, responded to a survey on institutional climate, and participated in interviews with HECB staff. The state Department of Personnel (DOP) provided institutional employment data in institutions' affirmative action plans. National databases and relevant reports provided by the institutions and the SBCTC completed the data collection efforts.

This study was undertaken less than a year after Washington voters approved Initiative 200, described in statute [RCW 49.60.400-401] as follows:

The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

Because I-200 did not repeal any existing law, the Washington State Attorney has advised public agencies to attempt to "harmonize" I-200 with existing statute.² At the time this report was written, then, it is not surprising that colleges and universities appeared still to be ascertaining exactly how I-200 affects campus policies. And after less than a year, it is not possible to assess the effect of I-200. Minority enrollments are up on some campuses and down on others — just as they have been in past years. Nevertheless, there is concern about whether the provisions of I-200 will negatively affect the participation of people of color in higher education and, therefore, future analysis of minority participation rates and other data will continue.

1999 DIVERSITY REPORT FINDINGS

In 1998-99, undergraduate enrollment, community college transfer rates, one-year retention rates, and completion rates for some minority groups *exceeded* the benchmarks set forth in the statewide goals. An examination of trends shows that participation measures tended to fluctuate

¹ Throughout this report, the term "minority" will refer to people of color.

² Attorney General of Washington. Issue Paper on Initiative 200. URL: <http://www.wa.gov/ago/pubs/i200/html>.

from year to year. Given their erratic behavior, it is difficult to cite a definitive “trend” in minority student participation in higher education. Nevertheless, there are a few increasing trends for some minority groups in some of the measures. Furthermore, the fluctuations observed tended to be minimal. However, although institutional outreach, recruitment, and retention efforts are somewhat successful, it is uncertain whether all of the benchmarks will be reached within the indicated time periods.

Enrollment:

- Fall 1998 participation rates for the following groups *exceeded* the respective benchmark:
 - ✓ African American, Native American, Asian/Pacific Islander, and Latino/Latina/Hispanic enrollees at community and technical colleges;
 - ✓ Native American and Asian/Pacific Islander undergraduates at public baccalaureate institutions; and
 - ✓ Asian/Pacific Islander graduates/professionals.
- Between fall 1995 and fall 1998, the participation rate of Latino/Latina/Hispanic students at community and technical colleges has *increased steadily*.
- Between fall 1995 and fall 1998, the graduate/professional participation rate of Asian/Pacific Islander students has *increased steadily*.

Transfers:

- Fall 1998 Washington community college transfer rate of Native American students *exceeded* the transfer rate benchmark. Additionally, every year from fall 1996 to fall 1998, Native American students experienced *increases* in transfer rates.

Retention:

- Fall 1998 retention rate of Asian/Pacific Islander first-time freshmen *exceeded* the retention rate benchmark for first-time freshmen.³
- Fall 1998 retention rates of Native American and Asian/Pacific Islander Washington community college transfers also *exceeded* the retention rate benchmark.
- Spring 1998 substantial progress rate for Asian/Pacific Islander community and technical college students *exceeded* the substantial progress rate benchmark.⁴

Completion:⁵

- The 1998 completion rates for the following groups *exceeded* the respective benchmark:

³ Retention rate is the percentage of students first enrolled in the fall of a given year who enroll in the subsequent fall.

⁴ The State Board of Community and Technical Colleges defines “substantial progress” as having enrolled in at least four quarters during the two years since first enrolled.

⁵ Successful completion at community and technical colleges is defined as the attainment of degree or certificate within three years of first enrolling. Successful completions at public baccalaureate institutions are defined differently for first-time freshmen and community college transfers with associate degrees. For first-time freshmen, it is graduation with a baccalaureate degree within six years of first enrolling; for community college transfers with associate degrees, it is graduation with a baccalaureate degree within three years of first enrolling at the public baccalaureate institution. Therefore, to assess successful completions in spring 1998, we examine the fall 1992 cohort of first-time freshmen and the fall 1995 cohort of community college transfers with associate degrees.

- ✓ Asian/Pacific Islander degree-seeking students (i.e., the 1995 cohort) in community and technical colleges;
 - ✓ Asian/Pacific Islander first-time freshmen at public baccalaureate institutions; and
 - ✓ African American and Asian/Pacific Islander community college transfers at public baccalaureate institutions.
- Between 1996 and 1998, completion rates *increased* for community college transfers who were Native American first-time freshmen or Native American and Latino/Latina/Hispanic community college transfers.
 - All minority groups experienced an *increase* between 1997 and 1998 in the percentage of bachelor's degrees awarded with the exception of Native American students, whose percentage remained constant over the two years.
 - All minority groups, with the exception of African American students, experienced *increases* in the rate of master's degree conferrals between 1997 and 1998.
 - The percentage of the doctoral degrees awarded to African American and Latino/Latina/Hispanic students in 1998 were *higher* than in 1997.
 - All minority groups experienced a *decrease* between 1997 and 1998 in the percentage of professional degrees awarded with the exception of Native American students, whose percentage remained same in 1998 as in 1997.

Employment:

- Reports submitted to the Governor's Affirmative Action Policy Committee (GAAPCom) on employment showed progress toward some of the parity goals. However, across institutions and goals, the progress was neither constant nor dramatic.

SCHOOLS SHOW STRONG CONTINUING COMMITMENT TO DIVERSITY

Based on the reports from the public baccalaureate institutions and the community and technical college system, there appears to be a strong continuing commitment to increasing the participation of people of color.⁶ This commitment is evidenced by the many efforts that administration, faculty, staff, and students are pursuing. Public baccalaureate institutions report that between 1995-96 and 1998-99, they increased funding and full-time staff devoted to enhancing campus diversity. The evidence provided in the body of this report is only a small portion of what has been described to HECB staff in campus visits, surveys administered for the purpose of this report, and other documents made available to the HECB.

Institutions and their efforts to increase diversity are affected by many factors. These include the following:

- **Initiative 200 prohibitions** against the use of race or gender as criteria in admissions and hiring;
- **the relatively small number of citizens of color** from which to recruit in Washington state;

⁶ Detailed information on institutional efforts is included in the body of the report. However, the efforts described are a sample of all efforts. This is especially true of community and technical colleges. A supplement on community and technical college efforts will be forthcoming.

- **nationwide competition** for students, faculty, and staff of color; and
- **funding** required to enhance all efforts to recruit and support students of color on college campuses.

Furthermore, future tracking of trends is expected to be affected by changes in how individuals will be asked to report on racial/ethnic background starting with the 2000 Census.

RECOMMENDED BOARD ACTION

The following recommendations are presented to the Board for approval:

1. The HECB - in collaboration with relevant constituencies, including the public baccalaureate institutions and the State Board of Community and Technical Colleges - will **review the statewide goals for the participation of people of color** in higher education to determine whether the bases for the statewide goals remain meaningful, whether the goals are effective in fostering increases in participation rates, and what changes should be made to the language of the goals.
2. Results of the review will be presented to the Board for action by September 2000.
3. The HECB will **continue to monitor the participation of people of color in higher education**, specifically in the areas of student enrollment, retention, and completion, and institutional climate, and **report on effective practices** for increasing the participation of students of color in higher education.

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BACKGROUND

The Revised Code of Washington, section 28B.80.350 (11), charges the Higher Education Coordinating Board (HECB) to:

Make recommendations to increase minority participation and monitor and report on the progress of minority participation in higher education.

In response, the HECB established the following policy in the 1987 Washington State Master Plan for Higher Education:

Higher education institutions and higher education agencies in this state should provide leadership for the rest of society by establishing and implementing policies and practices that ensure the full participation of minorities in higher education programs as students, faculty, staff, and administrators.

In 1991, the HECB adopted the Policy on Minority Participation and Diversity, which addressed the participation of people of color in five areas: student enrollment, student retention, program completion, employment, and institutional climate. The Board revised the 1991 goals and adopted the 20 new goals in March 1996, which are assessed annually.⁷ Those goals are the subject of this report.

INITIATIVE 200

In November 1998, the voters of the state of Washington approved Initiative 200 (I-200). The provisions of I-200 are articulated in statute [RCW 49.60.400] as follows:

The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

According to the Washington State Office of the Attorney General, the HECB's policy and statewide goals do not set quotas or require preferential treatment of any group and, therefore, are not affected by I-200. Furthermore, Governor Locke's Directive No. 98-01 to state agencies acknowledges the value of diversity and allows for affirmative action plans, goals, and outreach and recruitment efforts that promote diversity in public employment and public contracting. In addition, the Governor encourages institutions of higher education to follow his directive, however deferring to the policies ultimately set by boards of regents and trustees.

DATA SOURCES AND PREPARATION OF REPORT

The numerical data and other information upon which this report is based came from several sources. The six public baccalaureate institutions and the State Board for Community and

⁷ HECB Resolution No. 96-06.

Technical Colleges submitted quantitative data on student enrollment, retention, and completion; responded to a written survey on institutional climate; and provided relevant published reports. The Integrated Postsecondary Education System (IPEDS), a national data system, was the source of data on graduate and professional enrollment, completion, and degrees awarded.⁸ In order to assess less measurable diversity goals, HECB staff traveled to baccalaureate institutions' main campuses and spoke with diversity and affirmative action officers, spoke with faculty, and toured student facilities. The SBCTC made similar assessments on behalf of the community and technical college system. However, due to the number of campuses in the system and the resulting size of the evaluation project, a full report from the SBCTC on qualitative measures will not be available until January 2000.

In the process of gathering information about the participation of faculty and staff of color, HECB staff met with staff from the state Department of Personnel (DOP) and reviewed affirmative action plans submitted by the institutions to DOP and the Governor's Affirmative Action Policy Committee (GAAPCom). After preliminary analysis of the data and preparation of a draft report, institutions had the opportunity to review the report and verify their data.⁹

⁸ IPEDS is a federal data survey system operated by the National Center for Education Statistics of the U.S. Department of Education. All post-secondary institutions that participate in the federal financial aid programs (Title IV of the Higher Education Act) are required to submit data on various aspects of their institutions annually or biennially.

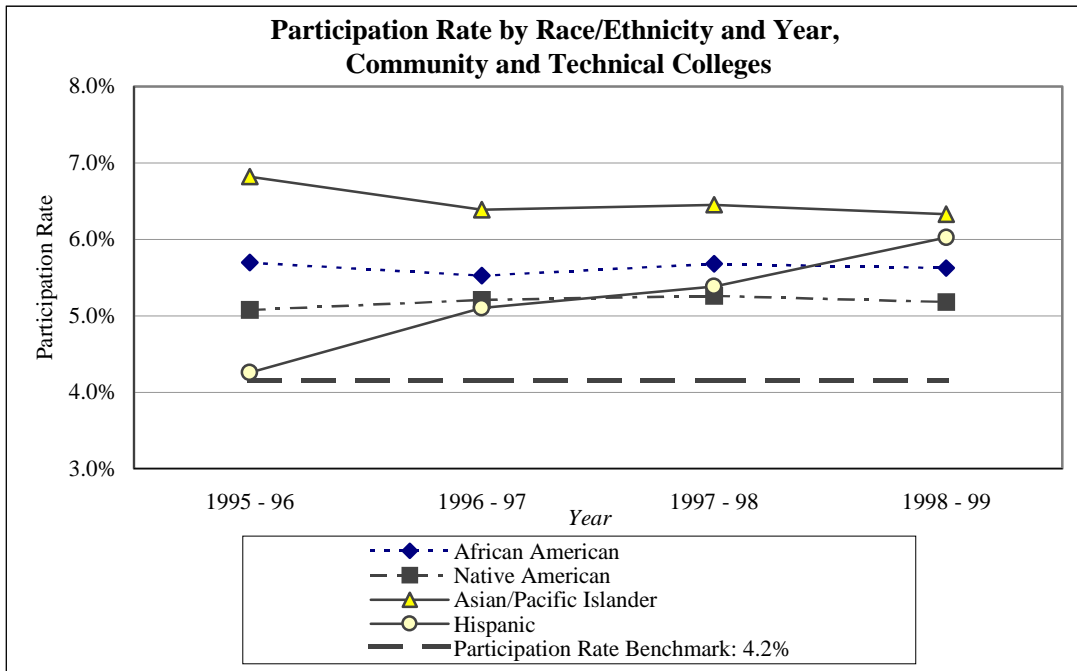
⁹ Detailed information on institutional efforts in this report is selective and limited, it is especially true of efforts being carried on campuses of community and technical colleges. Copies of the institutions' responses to the institutional climate survey are available from the HECB. A supplement on community and technical college efforts will be forthcoming.

STUDENT ENROLLMENT

Goal I-A. Achieve, by fall 2001, community and technical college and public baccalaureate *undergraduate participation rates* for African American, Native American, Asian/Pacific Islander, and Hispanic students that equal or exceed the average statewide participation rate for fall 1996 through fall 1998 for 17-and-above.¹⁰

In fall 1998, the participation rates of all racial/ethnic minority¹¹ groups in the community and technical college sector *exceeded* the community and technical college benchmark.¹² (See Figure 1.)¹³ However, the fall 1998 undergraduate participation rates for African American and Latino/Latina/Hispanic students enrolled in public baccalaureate institutions *did not exceed* the public baccalaureate undergraduate benchmark. (See Figure 2.)

Figure 1



Source: SBCTC

Note: Participation rates are based on the state's population age 17 and above.

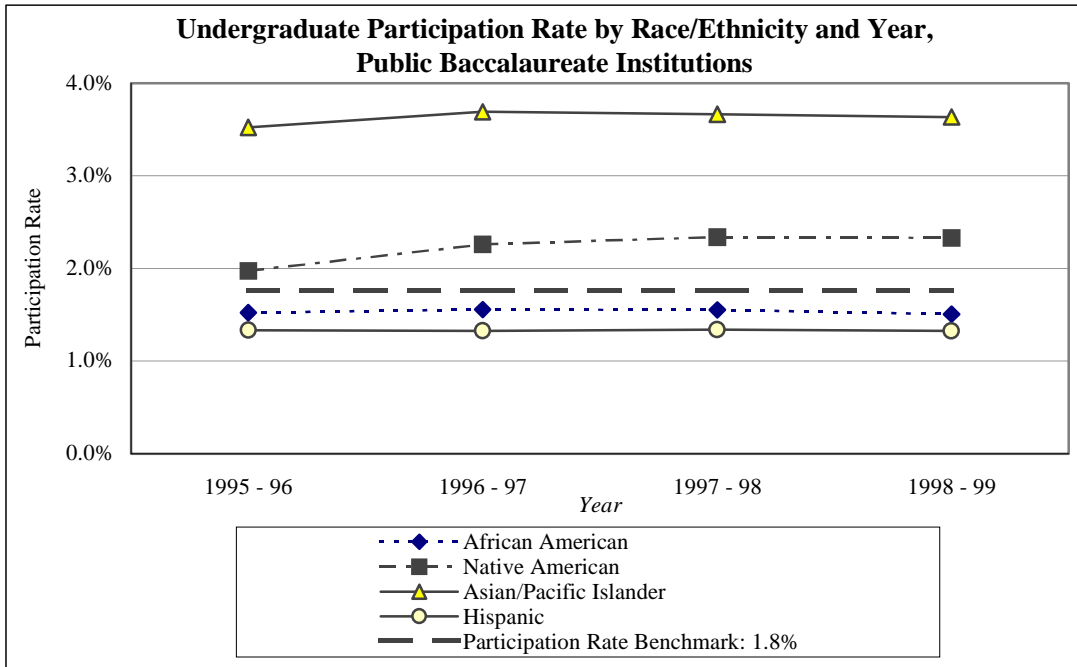
¹⁰ The statewide goal adopted by the HECB stipulates participation rates of 17-year-olds. Annual estimates of single-age populations by racial/ethnic categories are not available and fall enrollment data by age and race/ethnicity are not typically reported. Therefore, this report will use the population age 17-or-above to calculate participation rates. The participation rate is the percent of individuals in the population age 17-or-above enrolled; both referencing the same year. That is, the participation rate for African American students is the percent of African American individuals in the state's population aged 17-or-above who are enrolled.

¹¹ Throughout this report, the term "minority" will be used interchangeably with "racial/ethnic minority."

¹² The average statewide participation rate will be referred to as the benchmark; averages established by other goals will also be referred to as benchmarks.

¹³ Data that support the figures in this report are presented in tables in the appendix.

Figure 2



Source: IPEDS and Public Baccalaureate Institutions.

Note: Participation rates are based on the state's population age 17 and above.

Although a single year's comparison to the benchmark shows the status of each minority group, it does not indicate what progress has been made overtime. The data in Figures 1 and 2 show that every year since fall 1995, the year the statewide goals were adopted by the HECB, Latino/Latina/Hispanic participation rates at community and technical colleges have increased. In the public baccalaureate sector, participation rates for minority groups have either remained constant or fluctuated from year to year.

Analysis

The fall 1998 data show a greater number of minority students at community and technical colleges than at public baccalaureate institutions (PBIs). This raises a question about whether minority students are able to go to the school of first choice, and, if not, what factors prevent them from doing so.

A survey of community college students conducted in 1988 found that 61 percent of students chose their particular community college because it offered courses at a convenient location.¹⁴ There are many other reasons for student choices. When possible, higher education policies and practices should strive to increase rather than limit those choices.

For example, the HECB has worked diligently to ensure that financial need is not a barrier to students. Realizing that the differences in tuition among our public institutions may be a major factor for some individuals in deciding which college to attend, the HECB proposed changes to the state need grant program so grant amounts would be tuition-based. During the 1999 session,

¹⁴ SBCTC Current Student Survey, winter 1988.

legislation passed that endorsed among other changes, the board's "goal that the base state need grant amount be equivalent to one hundred percent of tuition charged to resident students attending Washington state public colleges and universities ..."¹⁵

Strategies to Enhance Diversity

Scholarships. Central Washington University (CWU) depends to some degree on scholarship programs to encourage enrollments of under-represented minorities. One of these programs is a partnership with the Yakama Nation. CWU agrees to match, with tuition waivers, scholarships given by the Yakama Nation to Native American students who have been accepted and enroll at CWU.

Targeted Publications. The office of Enrollment Services at The Evergreen State College has prepared outreach and recruitment publications targeted to potential students of color. One such publication is their First Peoples' Catalog 2000-2001, which includes a welcome from President Jervis in English and Spanish, photos and testimonies of students about their experiences at Evergreen, and information about First Peoples' Advising Services also written in English and Spanish.

K-12 Partnerships. In years prior to the passage of I-200, the University of Washington (UW) used race/ethnicity as one of the criteria in admissions decisions; it can no longer do this. Consequently, the University has had to re-think its outreach and recruitment strategies to ameliorate any negative impacts I-200 has and will continue to have on applications and enrollments of students of color. Its focus is now on increasing direct partnerships with the K-12 sector. Promoters of these partnerships believe that in helping the K-12 sector to better prepare students academically and raise students' expectations for higher education, they will increase the participation of under-represented student populations in future years.

Direct Staff-to-Student Contact. A major component of Western Washington University's (WWU) recruitment efforts includes physically basing staff in Seattle. The staff has responsibilities for developing relationships and recruiting students of color in King, Pierce, Snohomish, Kitsap and Thurston Counties. In addition, WWU's recruitment program includes travel throughout the state to targeted high schools, community colleges, community organizations, and businesses to talk with school counselors, prospective students, and parents. All of the other institutions use this recruitment tool to some extent.

Goal I-B. Achieve, by fall 2001, *transfer rates* for African American, Native American, Asian/Pacific Islander, and Hispanic students transferring from Washington community colleges to public baccalaureate institutions that equal or exceed the average transfer rate for fall 1996 through fall 1998 for all students.¹⁶

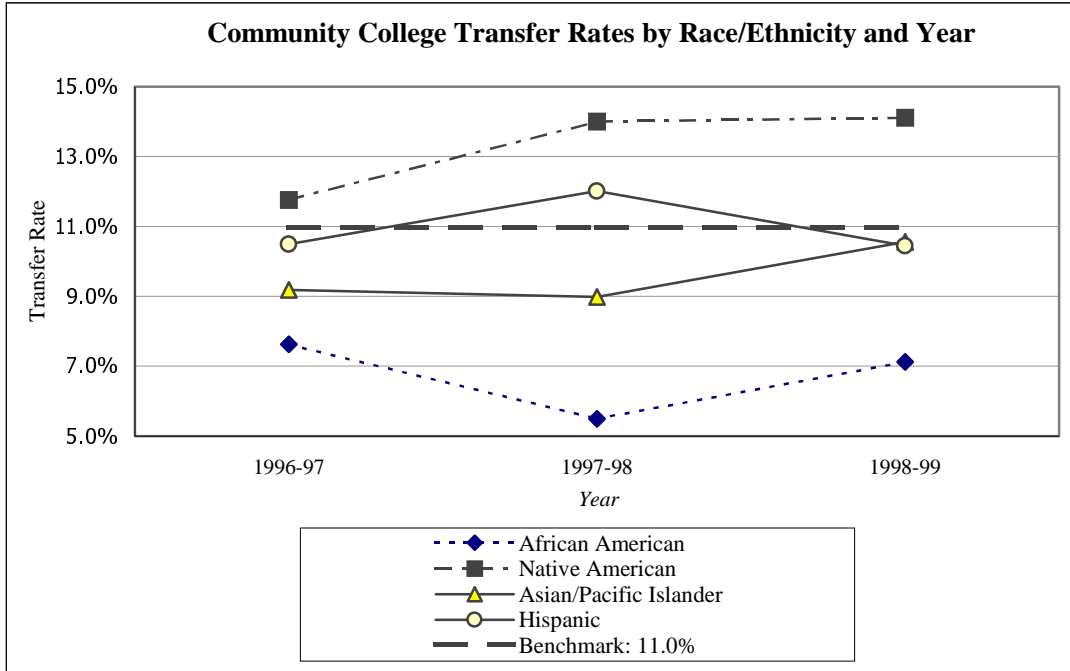
A main door to baccalaureate institutions is through the state's community college system. Transfer students include both students who have and have not obtained an associate's degree before

¹⁵ Substitute House Bill 1140.

¹⁶ Transfer rates are percentages calculated by dividing the number of first-time fall transfers from Washington community and technical colleges divided by the number of enrollees in the community and technical college sector in the fall two years prior, who declared an intent to transfer, and multiplied by 100.

enrolling in a public baccalaureate institution. As shown in Figure 3, the fall 1998 transfer rate for Native American students exceeded the benchmark; transfer rates for Native American students experienced increases annually between 1996 and 1998.

Figure 3



Source: SBCTC and Public Baccalaureate Institutions.

Analysis

The State Board of Community and Technical Colleges (SBCTC) projects a dramatic growth in transfers between 2000 and 2005;¹⁷ minority students should be a part of this growth. However, the current low transfer rates raise questions regarding students’ intent and expectations. If, in fact, students hope to transfer from community colleges to baccalaureate institutions, then colleges must identify strategies to increase the likelihood that all minority students, but particularly, African American students will be prepared — academically, financially, emotionally — to transfer.

Strategies to Enhance Diversity

Partnerships among colleges and universities. Community colleges and four-year institutions are partnering in many ways to increase transfers and ensure student success. One such example involves Eastern Washington University, Spokane Falls Community College, and Spokane Community College, a collaborative that recently received a state Fund-for-Innovation grant to establish a co-located Transfer Student Center. The center will help transfer students who (1) develop an academic plan that satisfies the requirements of both institutions; (2) receive ongoing

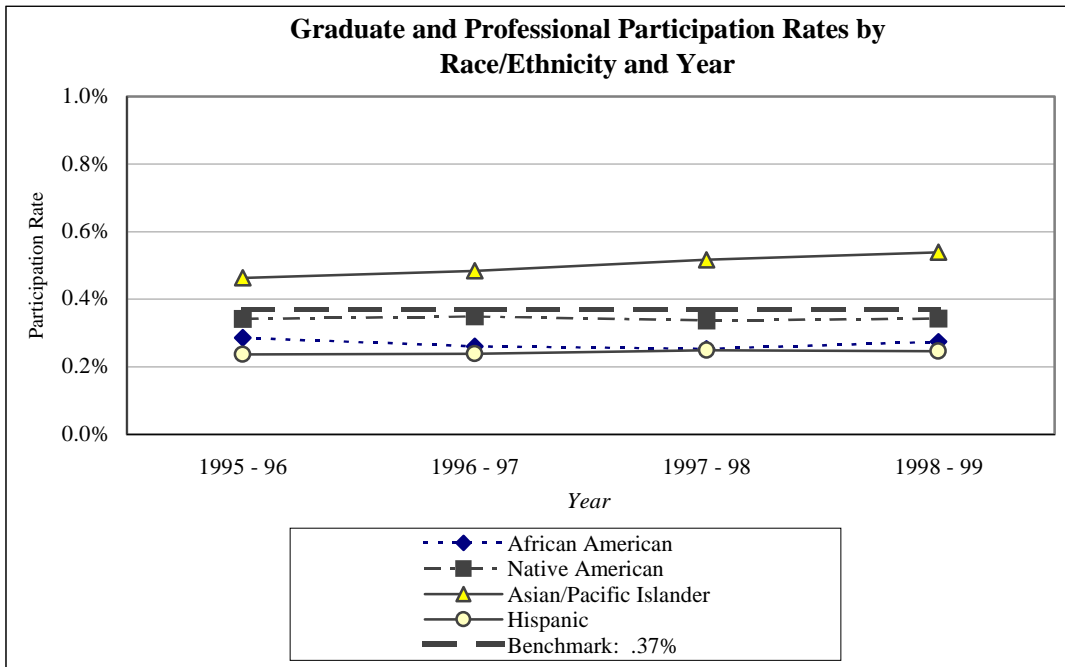
¹⁷ SBCTC. (September 1998). Patterns Underlying the Current and Future Trends in Transfers from Community Colleges to Four-year Public and Independent Institutions. Research Report No. 98-7.

academic advising and individual assistance with admissions; and (3) learn about and gain access to financial aid and support services such as child care and transportation.¹⁸

Goal I-C. Achieve, by fall 2001, *graduate and professional participation rates* for African American, Native American, Asian/Pacific Islander, and Hispanic students that equal or exceed the average statewide graduate and professional participation rate for all students, fall 1996 through fall 1998.

Graduate and professional enrollments include students whose intended degree is a master’s degree, a doctoral degree, or a first professional degree. The graduate/professional participation rates also are also based on the population age 17-and-above. The benchmark graduate and professional participation rate for all students is 0.4 percent. As shown in Figure 4, the fall 1998 participation rate of Asian/Pacific Islander students exceeds this benchmark, while the participation rates of the other minority groups do not. Further, between fall 1995 and fall 1998, the graduate/professional participation rate of Asian/Pacific Islander students has increased steadily.

Figure 4



Source: IPEDS.

Note: Participation rates are based on the state's population age 17 and above.

Analysis

Despite the fact that in 1998, the participation rate of most minority groups did not equal or exceed the benchmark, graduate/professional enrollments for each racial/ethnic group were higher than

¹⁸ HECB. (September 1999). The Fund for Innovation and Quality in Higher Education. Executive Summary.

their respective enrollments in 1997. While the HECB 2000 Master Plan anticipates that minority students' demand for graduate/professional studies will increase,¹⁹ other data show trends to the contrary.²⁰

Strategies to Enhance Diversity

Early Intervention Programs with undergraduates are viable recruitment tools for graduate and professional programs. The intent of the federally funded Ronald E. McNair Post Baccalaureate Achievement Program (at Eastern Washington University and Central Washington University) is to encourage low-income and/or first-generation students, many of whom are from racial/ethnic minority groups, to pursue graduate-level education.²¹ The program offers students a variety of services, including research opportunities for participants who have completed their sophomore year of college; mentoring and tutoring; summer internships, and academic counseling.

Unique Academic Opportunity. Western Washington University's Law and Diversity Program provides special preparation for legal careers to students who are interested in law, diversity and access to the legal system for under-represented groups. Central Washington University's Resources Management Master's Program, coordinated by the departments of Anthropology and Geography, support Native American students pursuing graduate work in cultural and natural resource management. Begun in 1994 with support from a Bureau of Land Management Grant, the program provides stipends for students. Faculty volunteer their time to administer the grant, and recruit and mentor students.

Multi-cultural Programs. The Evergreen State College (TESC) has a Master in Teaching (MIT) program in which multiculturalism is an interwoven feature. Admissions criteria include "experience with individuals from diverse cultural (racial/ethnic) background," and program applicants must submit a two-page essay exploring challenges one will face in "meeting the expectation to become an advocate for multicultural and anti-bias teaching." TESC identifies field placements where MIT students will encounter students of color in the classroom. The Evergreen Foundation offers the Lloyd Colfax Scholarship, which covers year one of the MIT Program's in-state tuition for a Native American student. The MIT 2000 Program, whose cohort started in fall 1998, focused recruitment on Native American populations. Twenty (34 percent) of the 59 students who remain enrolled in the program are people of color, including 10 Native Americans.

Evergreen's Master of Public Administration Program (MPA) continues to work on an initiative to develop an additional program track entitled *Tribal Administration and Governance*, which would lead to an MPA degree with specialization in tribal governance. The proposal to study this in greater depth was approved by TESC's Strategic Planning task force in spring 1999 and is the result of discussion held in 1995 as part of TESC's Native American Curriculum Initiative.

On-Campus Support Groups. The African American Graduate and Professional Students Association at Washington State University was formed to promote graduate studies and professional opportunities by supporting the retention of African American graduate students, assuring comfortable study settings, and providing avenues through which students could meet their professional goals.

¹⁹ HECB. (forthcoming). 2000 Master Plan for Higher Education.

²⁰ Mangan, K.S. (October 27, 1999). Minority Applications to U.S. Medical Schools Hit 7-year Low. *Chronicle of Higher Education*.

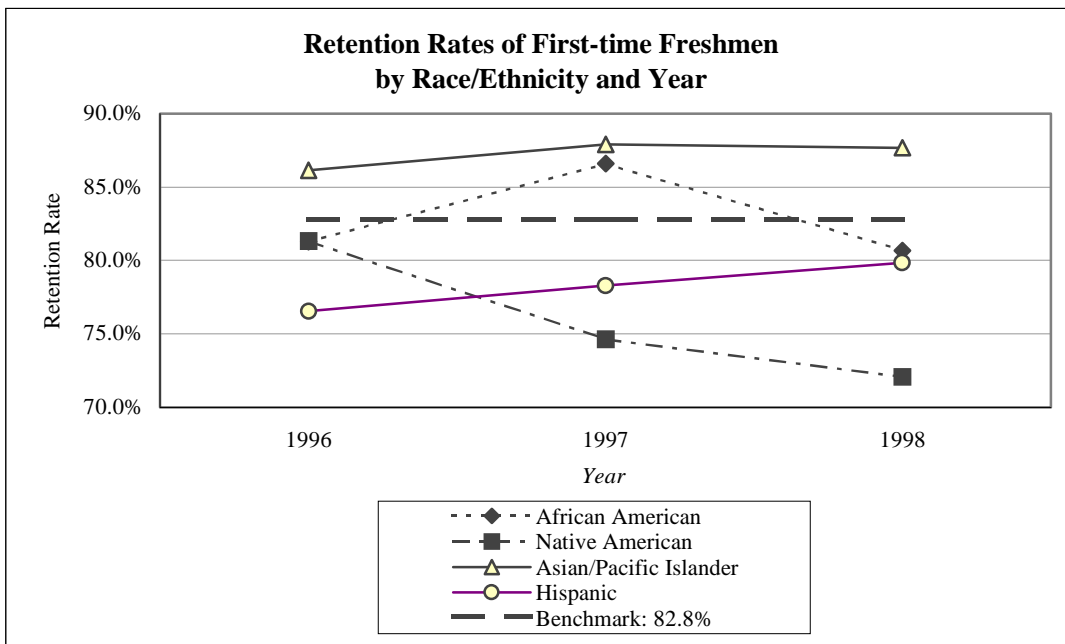
²¹ The source of information on the McNair Program is "<http://www.ed.gov/offices/OPE/OEP/TRIO/mcnair.html>".

STUDENT RETENTION

Goal II-A. Achieve, by fall 2001, *retention rates* for African American, Native American, Asian/Pacific Islander, and Hispanic first-time freshmen that equal or exceed the average retention rate for fall 1996 through fall 1998 for all first-time freshmen students.²²

In 1998, the retention rate of Asian/Pacific Islander students *exceeded* the benchmark retention rate for first-time freshmen. (See Figure 5 below.) Although the 1998 retention rates of Latino/Latina/Hispanic students did not exceed the benchmark, their retention rates have increased steadily from 1996 to 1998.

Figure 5



Source: Public Baccalaureate Institutions.

Analysis

As measured, it is not clear whether non-returning students dropped out of the system completely, transferred to another institution, or stopped out for a quarter, a semester, or a year. Nevertheless the decreasing retention rates for African American, Native American, and Asian/Pacific Islander students are cause for some concern.

²² Retention rates are the percentage of students enrolled in the fall of a given year who were enrolled for the first time in that institution in the fall of the prior year. These are one-year fall-to-fall retention rate. The fall 1996 retention rate is, therefore, the percent of the 1995 cohort who enrolled in fall 1996.

Strategies to Enhance Diversity

On-Campus Support Groups. All institutions have student services offices to help students survive their campus and academic experiences and thrive. CWU has an umbrella office called Campus Life, whose goals include the development of a campus-wide program “which contributes to the social, educational, multi-cultural, recreational, and lifetime leisure skills development of our students.” The Campus Life office collaborates closely with other student-oriented offices such as Residential Services and Department of Athletics to provide students with many more services and activities than each can provide alone.

TESC’s Academic Support Services includes the First Peoples’ Advising Services that works to enhance retention. The office offers a fall orientation, a peer support program, extra-curricular academic activities, and advocacy support. The office of Academic Support Services is leading Evergreen’s efforts to initiate a successful retention program called Critical Moments, which teaches students to respond proactively to campus events that involve issues of race, gender, and class. Ultimately the program aims to reduce the isolation of traditionally underrepresented students, to help retain them, and to increase the contributions of culturally diverse students on the college campus.

The University of Washington’s Office of Minority Affairs provides support to the various university groups and operates programs of its own, all targeted to increasing the participation of minority students. An example of an effective retention program is the Summer Bridge program, a three-week residential program that provides selected “at-risk” underrepresented students a head start into their first year at the university. Students attend this three-week program during the summer before initial entrance into the university. The program includes an academic component, a residential life component, and a financial assistance component. Students in the program establish an academic and social network that will support them while attending the University.

The Multicultural Student Services Center organizes WSU's most comprehensive retention program for multicultural students, the Student Mentor program. It was established in the early 1990s to help support freshmen and transfer students make the transition into the WSU campus community. Each year about 20 students of color are hired to assist in the transition process by making frequent contact with new students. The center also engages in recruitment services and other academic and social support services for students of color.

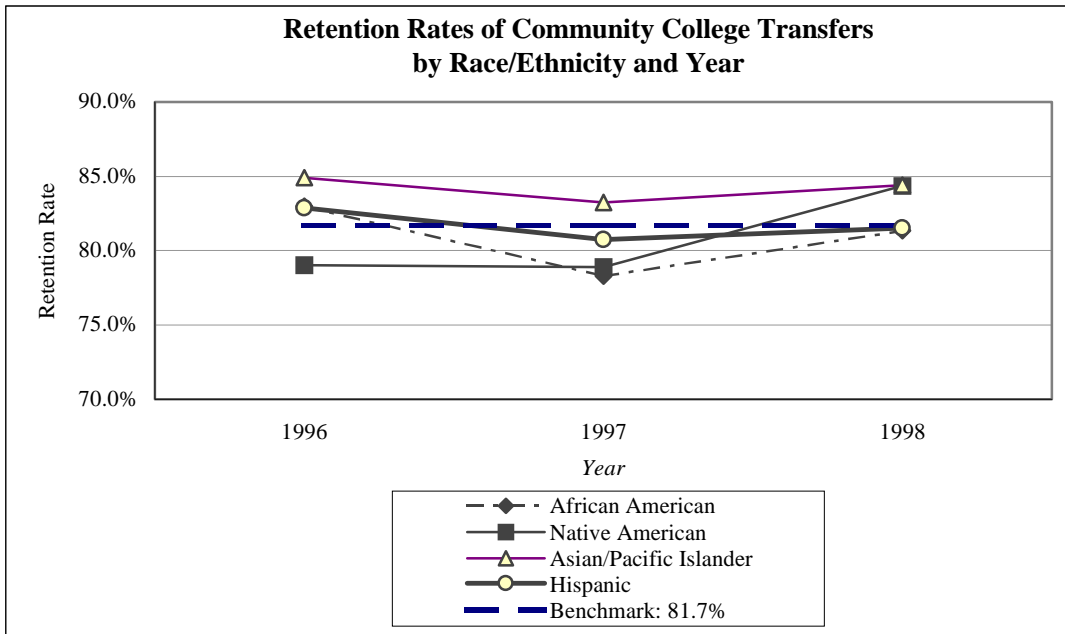
Western’s Multicultural Academic Support Programs and Retention Office supports a comprehensive multicultural retention plan, which includes coordinating multicultural academic support and positive intervention programs, such as registration assistance, one-on-one academic and career advising, mentoring, and cultural and identity support. Special mentoring programs match students of color and international students with volunteer mentors.

Multi-Cultural Curriculum. EWU’s Chicano Education Program, Black Education Program, and the Native American Studies Program share two major goals: (1) to enhance opportunities and participation of students of color in higher education; and (2) to provide courses, open to all students, that serve to increase understanding and appreciation of racial/ethnic minority social, political, and cultural histories and current issues. At Eastern, these academic programs also provide culturally oriented activities on campus such as speaker forums and social activities.

Goal II-B. Achieve, by fall 2001, *retention rates* for African American, Native American, Asian/Pacific Islander and Hispanic community college transfer students enrolled at public baccalaureate institutions that equal or exceed the average fall 1996 through fall 1998 retention rate for all community college transfer students.

Goal II-B focuses on transfers from Washington community and technical colleges, who may or may not have completed an associate degree, and who were enrolled for the first time in a state’s public baccalaureate institution. In 1998, the retention rates of Native American and Asian/Pacific Islander students *exceeded* the retention rate benchmark for community college transfer students (see Figure 6). Although the retention rates for all minority groups tended to fluctuate from 1996 to 1998, each group experienced increases in retention rates between 1997 and 1998.

Figure 6



Source: Public Baccalaureate Institutions.

Analysis

A comparison of retention rates for transfers and first-time freshmen shows retention rates *vary more* among the different racial/ethnic minority groups of first-time freshmen than among the minority groups of community college transfers. The reason for this phenomenon is not clear. It suggests, however, that there may be differences in needs and expectations among first-time freshmen from different racial/ethnic minority groups that are not present among community college transfers. It calls for further analysis, but suggests a need to apply unique strategies to each situation; one-size-fits-all solutions and efforts to increase retention and completion rates may be ineffective.

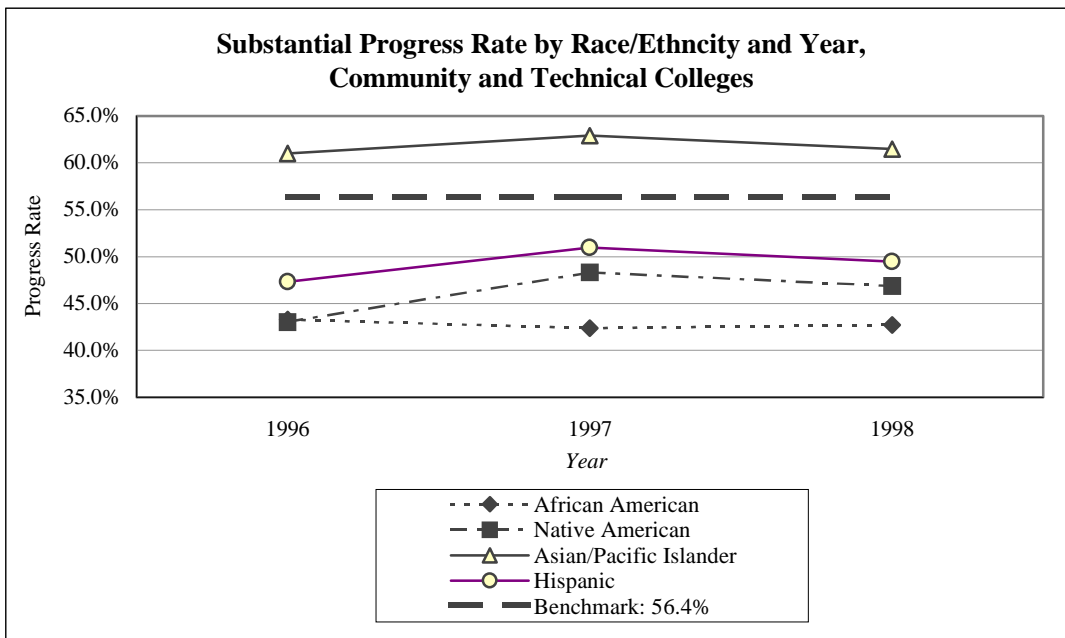
Goal II-C. Achieve, by fall 2001, *substantial progress rates* for African American, Native American, Asian/Pacific Islander, and Hispanic community and technical college students that equal or exceed the average rate for fall 1996 through fall 1998 for all community and technical college students.²³

In a study of “substantial student progress” the State Board of Community and Technical Colleges (SBCTC) found that student “progress patterns” have remained *relatively unchanged* over time:

*About 56 to 57 percent graduate or make substantial progress toward their degree in two years. ... [However], [s]tudents of color, with the exception of Asian and Pacific Islander students, have lower rates of substantial progress...than on average.*²⁴

In 1998, the substantial progress rate of Asian/Pacific Islander students *exceeded* the substantial progress benchmark for all community and technical college students (see Figure 7). The substantial progress rates for all minority groups fluctuated between 1996 and 1998.

Figure 7



Source: SBCTC.

²³ Data provided by the SBCTC is used to assess progress toward Goal II-C. The SBCTC calculates the substantial progress rate by dividing the number of degree-seeking students who enroll four or more quarters, by the number who started two years earlier with the declared interest in staying at the college until degree completion. These data are calculated on a fall-to-spring schedule. Therefore, while the goal references fall 1998, the analysis used the substantial progress data for spring 1998.

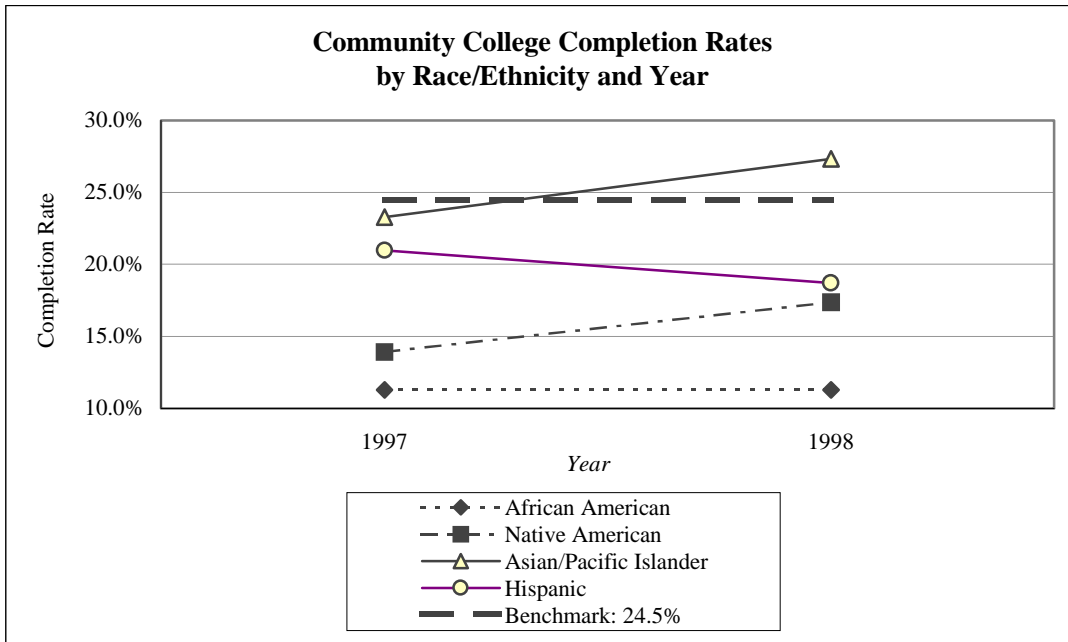
²⁴ SBCTC. (January 1999). Access and Success for System Goals for People of Color in Washington Community and Technical Colleges. Fifth Annual Progress Report. Research Report No. 98-2, pg. 6.

STUDENT COMPLETION

Goal III-A. Achieve by academic year 2001, *community and technical college completion rates* for African American, Native American, Asian/Pacific Islander, and Hispanic degree-seeking students that equal or exceed the average completion rate for the academic years 1996, 1997, and 1998 for all degree-seeking students.²⁵

In this report, completion for community and technical college degree-seeking students means attainment of degree or certificate within three years of first enrolling. The data focuses on full-time students. Data are not available for academic year 1996; therefore, the benchmark used is the average completion rate for academic years 1997 and 1998 for all degree-seeking students, which is 24.5 percent. In 1998, as shown in Figure 8, the completion rate of Asian/Pacific Islander students *exceeded* the completion rate benchmark. From 1997 to 1998, the completion rate of each of the racial/ethnic groups with the exception of Latino/Latina/Hispanic students increased.

Figure 8



Source: SBCTC.

Analysis

The community and technical college sector has found that completion rates are relatively high once students have successfully completed their first year at the college.²⁶ Therefore, it continues to be

²⁵ The goal as adopted states that the reference group is “first-time freshmen.” This report changed the reference group to “all degree-seeking” students.

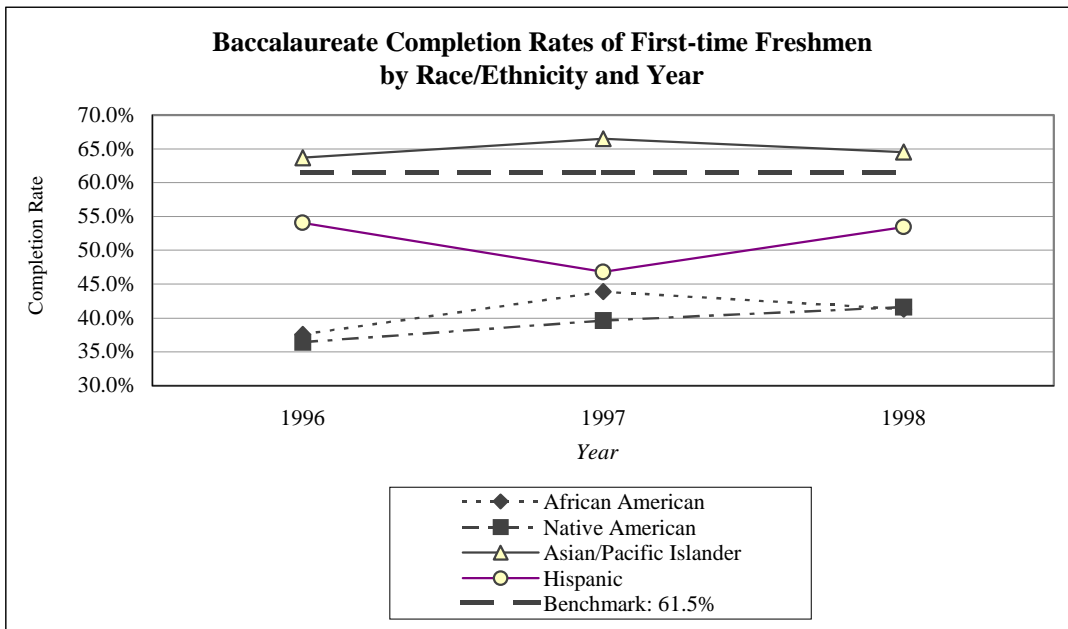
²⁶ SBCTC. (January 1999). Access and Success for System Goals for People of Color in Washington Community and Technical Colleges: Fifth Annual Progress Report. Research Report No. 98-2.

important that community colleges work to retain students from the first year to the second as one of the tools to increasing successful completions.

Goal III-B. Achieve, by academic year 2001, *baccalaureate completion rates* for African American, Native American, Asian/Pacific Islander, and Hispanic first-time freshmen that equal or exceed the average statewide baccalaureate completion rate for the academic years 1996, 1997, and 1998 for all first-time freshmen.²⁷

The baccalaureate completion rate benchmark for first-time freshmen is 61.5 percent. As shown in Figure 9, in 1998, Asian/Pacific Islander students *exceeded* this rate. Although still relatively low, Native American students experienced increasing completion rates between 1996 and 1998, while the completion rates for other minority groups fluctuated.

Figure 9



Source: IPEDS and Public Baccalaureate Institutions.

Analysis

The baccalaureate completion rate selected for first-time freshmen is defined by the IPEDS. This measure is particularly valid in assessing how well an institution or a postsecondary sector is doing in graduating students who initially enroll there. However, recent research has shown that increasing percentages of students are attending more than one institution in their postsecondary lifetime.²⁸ This may mean that a one-institution completion rate may be understating the percentages of students who successfully obtain their baccalaureate degrees.

²⁷ The completion rate for first-time freshmen is defined as the percentage of students who completed their baccalaureate degree within six years of first enrolling. Therefore, the calculation of completion rates for the academic year 1996 refers to first-time freshmen who first enrolled in fall 1990.

²⁸ Adelman, C. (June 1999). *Answers in a Toolbox: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. Washington, DC: OERI, U.S. Department of Education.

The difficulty at present is in gaining access to student-level data that informs whether they have completed a baccalaureate degree regardless of which institution they first enrolled in and from which they graduated. In order to obtain a more accurate assessment of baccalaureate completions, it would behoove the postsecondary sector to work towards a more comprehensive data exchange system; this would include community and technical colleges, public baccalaureate institutions, and independent colleges and universities.

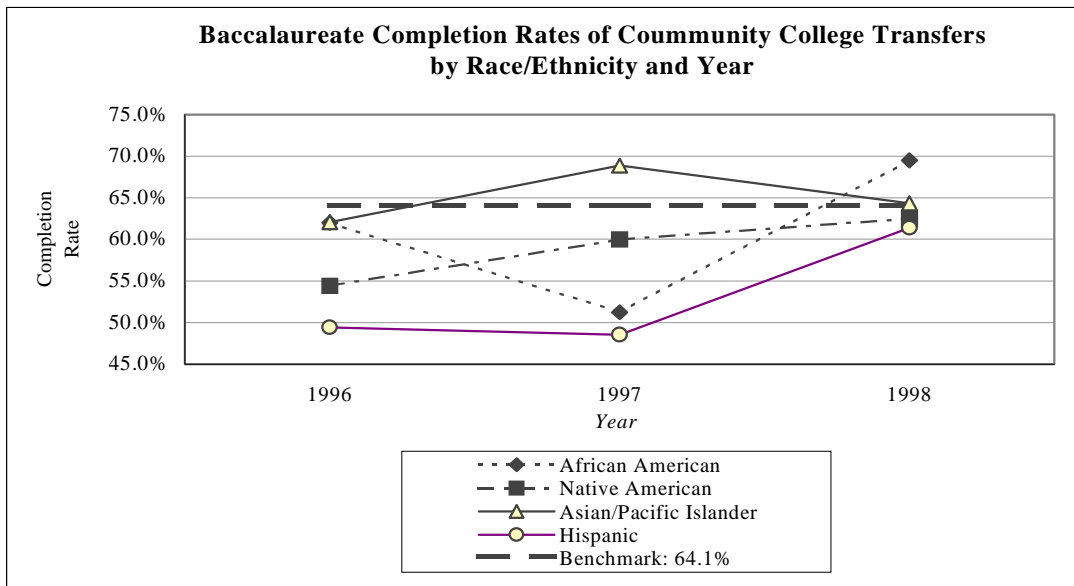
Strategies to Enhance Diversity

Efforts that address retention also address completion. However, the need for financial assistance and academic support become even more critical once a student has overcome the first-year retention hurdle. It is also in the latter years that faculty mentors become particularly important. Programs such as the McNair Scholars (described under Goal I-C) that help a student focus on increasing knowledge and skills in a chosen major play an important role in facilitating students' progress towards graduation.

Goal III-C. Achieve, by academic year 2001, *baccalaureate completion rates* for African American, Native American, Asian/Pacific Islander, and Hispanic community college transfer students with associate degrees that equal or exceed the average statewide baccalaureate completion rate for all community college transfer students with associate degrees²⁹, for the academic years 1996 through 1998.

In academic year 1998, African American and Asian/Pacific Islander students *exceeded* the completion rate benchmark for community college transfers with degrees. (See Figure 10.) Further, Native American students experienced yearly increases in completion rates from 1996 to 1998.

Figure 10



Source: Public Baccalaureate Institutions.

²⁹ The completion rate for community college transfer students with associate degrees is defined as the percentage of students who graduate within three years of first enrolling.

Analysis

In 1998, with the exception of Asian/Pacific Islander students, the completion rates for community and technical college transfers with degrees were higher than for first-time freshmen. This suggests that the route from an associate's degree to a baccalaureate degree may be a particularly viable one for many individuals. This is encouraging given current efforts underway to establish three Associate of Science degrees in the community college system. Institutions and agencies from all postsecondary education sectors are working collaboratively to determine the course requirements for such degrees. These programs and degrees aim to provide students a smoother transition into the appropriate majors in a four-year institution. Such efforts can serve the educational goals of community colleges, baccalaureate institutions, and, especially, students.

Goal III-D. Achieve, by academic year 2001, the *percentage of master's degrees awarded* to African American, Native American, Asian/Pacific Islander, and Hispanic students that equals or exceeds the average percentage of bachelor's degrees awarded to students in that ethnic/racial group in the academic years 1998 through 2000.

Goal III-E. Achieve, by academic year 2010, the *percentage of doctoral degrees awarded* to African American, Native American, Asian/Pacific Islander, and Hispanic students that equals or exceeds the average percentage of bachelor's degrees awarded to students in that ethnic/racial group for the academic years 1997 through 1999.

Goal III-F. Achieve, by academic year 2010, the *percentage of professional degrees awarded* to African American, Native American, Asian/Pacific Islander, and Hispanic students that equals or exceed the average percentage of bachelor's degrees awarded to all students in that ethnic/racial groups in the academic years 2002 through 2004.

The data needed to calculate the benchmarks for goals III-D, III-E, and III- F are not all available currently. Therefore, this report analyzes trends in awards for each of the degrees. The percentage of bachelor's degrees awarded to racial/ethnic minority students in 1998 *equaled or exceeded* the percentage of degrees awarded in 1997. (See Table A11 in the Appendix.)

Compared to 1997, data for 1998 shows the following changes:

- a *decline* in the percentage of master's degrees awarded to African American students;
- a *decline* in the percentage of doctoral degrees awarded to Native American and Asian/Pacific Islander students; and
- a *decline* in the percentage of professional degrees awarded to all racial/ethnic minority groups with the exception Native Americans.

Analysis

The intent of this goal is to compare the percentage of racial/ethnic minority students who obtain graduate or professional degrees, to the percentage who received bachelor's degrees at a prior time. The problem with looking at the results of master's, doctoral, and professional degrees separately is

that, typically, a student who pursues a professional degree will not also pursue a graduate degree; often those pursue a doctoral degree do not also obtain a master's degree. Consequently, *it may not be possible numerically for the percentage of master's or doctoral or professional degrees that are awarded to racial/ethnic minority groups to equal or exceed the percentage of bachelor's degree in a prior time.*

Strategies to Enhance Diversity

Academic Advising. Institutions strive to provide support for graduate and professional students, just as they do for undergraduate students. At the UW the "Graduate School uses person-to-person contact with students, meetings with faculty members, and small seminars to ensure that [minority] students understand the complexities of graduate school and that they are able to navigate the system successfully."³⁰

³⁰ Apilado, M. (December 1997). People of Color: Participation and Diversity. Seattle, WA: University of Washington, pg. 35.

EMPLOYMENT

Goal IV-A. By the year 2009, the public baccalaureate institutions and the community and technical colleges *will achieve parity in the number of African American, Native American, Asian/Pacific Islander and Hispanic faculty and staff* consistent with their availability for these positions.

Goal IV-B. Through the year 2001, the public baccalaureate institutions and the community and technical colleges *will demonstrate increased monitoring of faculty recruitment, promotion, and tenure procedures* with the intent of achieving parity in employment, promotion, and tenure rates of African American, Native American, Asian/Pacific Islander, and Hispanic faculty.

Goal IV-C. Through the year 2001, the public baccalaureate institutions and the community and technical colleges *will demonstrate increased monitoring of staff hiring and promotion procedures* with the intent of achieving parity in employment and promotion rates of African American, Native American, Asian/Pacific Islander and Hispanic staff.

BACKGROUND

U.S. Presidential Executive Order 11246 requires federal contractors (which includes several of our public higher education institutions) to prepare annual affirmative action plans with numerical goals for certain racial/ethnic minorities and women. Washington State requires higher education institutions to submit affirmative action plans for four additional protected groups, including Vietnam-era veterans, disabled veterans, persons with disabilities, and persons 40 and over.

Under Washington Administrative Code and the Governor's Executive Order 93-07, the state Department of Personnel (DOP) reviews these affirmative action plans for technical compliance with state guidelines. The Governor's Affirmative Action Policy Committee (GAAPCom) approves the plans for progress toward goals and implementation strategies, and includes recommendations to improve institutional policies or practices. Most public baccalaureate institutions submit annual plans, and the majority of community and technical colleges submit plans on a three-year cycle, with updates in the intervening years.

Institutions' goals are to employ protected groups in proportion to the availability of that particular group in the recruitment area of the institution. These "parity goals" are established using a model developed by the DOP based on guidelines established by the Office of Federal Contract Compliance. The model allows for the use of up to eight criteria to calculate the availability pool for different job categories and protected-group status. Of interest to this report are parity goals for different job groups by racial/ethnic categories.

Analysis

At the request of the institutions, the HECB agreed to use the affirmative action plans that colleges and universities submitted to the DOP and GAAPCom to gauge progress toward employment goals. Neither DOP nor GAAPCom attempts any summary across institutions or within institutions of progress towards parity goals; this report, therefore, does not attempt that either.

The review of the affirmative action plans shows that none of the institutions have met all of their various goals to achieve parity with the availability of the relevant workforce pools. However, GAAPCom approved all of the 1998-1999 affirmative action plans submitted. This indicates that the institutions have satisfactorily responded to the goals set in their previous year's plan, have

acceptable goals for the current year, and have shown good faith efforts in carrying out their affirmative action plans.

Data from the DOP show that, in 1998, 13.1 percent of executive/administrative/managerial staff at public baccalaureate institutions were from racial/ethnic minority backgrounds, while at the community and technical colleges the percentage was 15.0 percent. (See Table A12 in the Appendix). For faculty, there were 15.4 percent faculty of color at public baccalaureate institutions and 11.6 percent at community and technical colleges.

Strategies to Enhance Diversity in Employment

Minority Participation in Employee Selection. CWU exempt staff and faculty search committees must include both female and minority representation, in order to provide diversity of perspectives and underscore the need for inclusiveness. A representative of the Office for Equal Opportunity monitors searches and attends initial search committee meetings to discuss goals and recruitment strategies to attract a diverse group of applicants. Appointing authorities are asked to review the composition of their applicant pools for both sufficiency and diversity. If pools are found lacking, appointing authorities may extend the search so that additional recruitment efforts can be made or cancel the search and re-examine such factors as timing of the search, qualifications, and recruitment methods.

Emphasis on Diversity in the Hiring Process. At TESC job descriptions are written to communicate Evergreen's commitment to integration of diversity regardless of discipline. Faculty applicants are required to submit a one- to two-page statement of their multicultural experience and/or expertise. Telephone interview pools are examined for diversity; if found lacking and if the incomplete applications pool appears to have potential of increasing the diversity of the pool, calls are made to all incomplete applicants to encourage completions.

At WSU the Center for Human Rights monitors the entire hiring process. This provides opportunity for any necessary corrective action, as early in the search process as possible, as well as the opportunity to provide assistance to the hiring department.

Teaching Fellowships. One of the difficulties that institutions face in recruiting is fierce competition nationwide for faculty of color. WWU established two teaching fellowships that began in fall 1998 in hopes of getting ahead of the competition in attracting potential faculty of color. The fellows are in ABD (All But Dissertation) status. The hope is that the fellows will stay at Western after their terminal degree and eventually become part of the tenured faculty.

Financial Awards to Faculty of Color. Institutions also must engage in efforts to retain employees of color once hired. At WSU the office of Human Relations and Diversity, with assistance from the President's Commission on the Status of Minorities, created the Academic Enrichment Career Development Awards in Support of Diversity. These annual awards were developed in 1998 to provide financial support to junior faculty members identified as having the potential to add to the diversity of the university; many of these individuals are faculty of color. The grants are intended to assist faculty in developing academic programs and increasing productivity, and to enhance their opportunities for achieving tenure and promotion. To date, eight faculty members have received an award of up to \$4,000.

INSTITUTIONAL CLIMATE

In order to gather comprehensive information about progress towards the statewide goals for institutional climate, the HECB administered a survey to the public baccalaureate institutions and the State Board of Community and Technical Colleges in August 1999.³¹ In addition, HECB staff visited campuses to talk with administrators, faculty, and staff. Board staff also invited colleges and universities to provide any written documents that could further inform this report. The SBCTC has provided several examples of campus efforts to enhance diversity. But given the number of campuses in the system, a comprehensive report on the qualitative measures will not be available until January.

The following briefly addresses progress made toward each of the institutional climate goals. Institutions provided many examples of efforts being made in support of each statewide institutional climate goal. However, this report describes just a few of the efforts.

Goal V-A. Through the year 2001, public baccalaureate institution and community and technical college leaders will demonstrate *increased commitment to the value and role of ethnic/racial diversity* in learning, teaching, research, and service.

Responses to the HECB survey indicated a broad range of commitment by institutional leaders to the value and role of ethnic/racial diversity in learning, teaching, research, and service.

At CWU academic deans serve as appointing authorities for faculty. For 1999-2000, CWU added five tenure-track faculty of color. In 1998-1999, the CWU Faculty Senate and Student Affairs co-funded a year-long forum to discuss culture, race, and ethnicity. And Central has approved a tenure-track position in Sociology with primary teaching and research areas in race, ethnicity, diversity, and social inequality.

The EWU Board of Trustees reaffirmed its recognition of university-wide diversity as an important goal through a resolution that references enrollment, employment, and academic curriculum. In July 1998, Eastern renewed an emphasis on accountability of leadership to demonstrate tangible results of this commitment. All EWU executive administrators, including deans, are evaluated annually on the outcomes of their diversity efforts. Personnel decisions, student enrollment, retention, completion data and community-leadership activities are reviewed and evaluated in this process.

At TESC leaders have continued to demonstrate their commitment through their ongoing support of the public service centers housed on the campus. Much of the work of these centers focuses on developing pedagogical, curricular, and structural solutions to the challenges academia faces in becoming more responsive to the education aspirations of people of color.

The WSU Center for Human Rights held two major conferences, *Legal Issues in Human Resource Management* (1997) and *Equal Opportunity Issues in Higher Education, Beyond the Basics* (1998) in an effort to better educate individuals on both human rights and equal opportunity issues. More than 125 WSU administrators, deans, managers, supervisors, directors, as well as personnel from other state agencies, attended each conference. Also in 1998, WSU signed a memorandum of understanding (MOU) with the Northwest tribes to foster closer cooperation through biannual meetings at the highest levels of the tribal governments and WSU.

³¹ Copies of responses to the survey are available from the HECB.

The WWU Board of Trustees renewed its commitment to diversity and equal opportunity at its April 1999 meeting. To ensure progress toward their goal of being a campus known for embracing and encouraging diversity, in fall 1998, WWU began working to identify needed adjustments in policies and practices including increased dialogue and recruitment outreach; additional scholarships that stress multicultural achievement; and continued close monitoring of hiring practices to ensure equal opportunity.

Goal V-B. Through the year 2001, public baccalaureate institution and community and technical college leaders will demonstrate *increased efforts to provide a campus environment that is free of ethnic/racial discrimination and harassment.*

Institutions reported continuing high levels of effort to extensive increases in efforts to provide a campus environment free of ethnic/racial discrimination and harassment. Efforts include training of students, faculty, and staff in recognizing and dealing with discrimination and harassment; working with the wider community for increased acceptance of diversity that the campuses are attempting to engender internally; and high level support of activities that serve to increase understanding and acceptance of diversity.

At CWU the Director of the Office for Equal Opportunity is conducting a supervisory training program this fall that includes a module on discrimination and harassment. In another training effort, over 250 employees working for the Vice President for Student Affairs and the Director of Facilities Management attended a two-hour training session on diversity presented by the Office for Equal Opportunity. In 1999-2000, as part of its strategic plan for training and development, volunteers from the CWU community will participate in a two-year project called Building Community, which brings various faculty, staff and student employees together in teams to discuss how individually and together they can make a difference on campus.

The Center for Mediation Services is housed on TESC campus, staffed by volunteers, and offers problem solving and referral, conciliation and mediation services, as well as conciliation and mediation training to the campus community. The President's Diversity Fund, which is endorsed by the Board of Trustees, sponsored by the President, and administered by the Special Assistant to the President for Equal Opportunity, funds programs intended to increase campus awareness and encourage a welcoming, inclusive community climate.

The President of the UW established a 25-person committee on Diversity to examine, in depth, diversity on UW campuses and recommend to the president any policy changes and new initiatives that would effectively improve diversity in admissions, retention, and hiring practices. The committee also will be responsible for examining the institutional climate including ethnic/racial discrimination and harassment issues.

The "Hate-Free Universities/Communities Working Group" was established in an effort to fight a series of hate crimes on the WSU and University of Idaho campuses and in the Pullman/Moscow communities. The first week in April 1999 was designated as "The Week Against Hate." This was a campus-wide initiative designed to raise awareness about incidents of hate crimes and provide the entire WSU community with opportunities to demonstrate their opposition to acts of hate on this campus.

WWU continues to provide cultural sensitivity training for its work force and student residents. This training is important for student-staff who live on campus and have first-line responsibility for

community development, programming, and conflict management. On an ongoing basis, residence hall staff have involved faculty and other resource people, including staff from the Ethnic Student Center, in educational programs and social activities that speak to cultural understanding.

Goal V-C. Through the year 2001, the public baccalaureate institutions and the community and technical colleges will *demonstrate increased inclusion* of material on cultural pluralism, ethnic diversity, and race and racism in American society across a broad array of undergraduate courses.

Institutions report various levels of effort to include material on cultural pluralism, ethnic diversity, and race and racism in American society across a broad array of undergraduate courses.

At CWU the inclusion of materials on cultural pluralism, ethnic diversity and race in the undergraduate curriculum is an ongoing endeavor. A survey conducted in 1998-99 identified 171 undergraduate courses that include ethnic or racial themes. Faculty turnover (due to retirements) has provided an opportunity to review course content and encourage the inclusion of culturally relevant materials in the classroom.

Since 1996 at EWU all undergraduate students are required to take four credits of U.S. cultural and gender diversity courses; this constitutes a General Undergraduate Requirement. In addition, all faculty are encouraged through accreditation and tenure and promotion processes to include material on cultural pluralism in their courses, if appropriate to the subject matter.

TESC recently expanded its Native American Studies program to encompass a global perspective on the issues, concerns, and experiences of indigenous peoples. Approved in May 1998, the Native American and World Indigenous Peoples Studies program is designed to serve all those interested in gaining an understanding of the unique role and contemporary contributions of indigenous peoples in today's world.

In 1994, WSU through the combined efforts of the office of Human Relations and Diversity and the College of Liberal Arts, established the American Diversity Mini-Grant program, which has served to foster curriculum reform in the area of diversity across many disciplines and colleges. To date, 87 mini-grant proposals have been submitted, of which 47 have been awarded to faculty members for their commitment to curriculum diversification.

During 1998-99, WSU faculty approved a new three-hour American Diversity requirement in response to a December 1996 student-led initiative supported by a broad coalition of campus groups. The requirement is intended to complement and balance the existing Intercultural Studies requirement, which has an emphasis on international issues.

Last year the College of Arts and Sciences at WSU approved three new courses that address people of color and/or related issues: Latinas and Latinos in the U.S. West; Women in Japanese History; Asian American Issues and Trends. WSU held a faculty forum in spring 1999 to discuss ways to further infuse diversity, multicultural and cross-cultural concepts into the curriculum.

Goal V-D. Through the year 2001, presidents, trustees, regents, executive staff, and faculty leaders at the public baccalaureate institutions and the community and technical colleges will *demonstrate increased awareness and capacity to inspire, model, and lead* in their efforts to combat racism and promote cultural pluralism and ethnic/racial diversity.

Institutional leaders continued to demonstrate increased awareness and capacity to inspire, model, and lead in efforts to combat racism and promote cultural pluralism and ethnic/racial diversity. In particular, institutional leaders, in anticipation and subsequent passage of I-200, made considerable efforts to mitigate potential negative effects of the initiative on campus diversity efforts.

In 1998-99, CWU admissions staff worked with Movimiento Estudiantil Chicano de Atzlen (MEChA) to recruit Latino students in Yakima-area schools. This included hiring a student coordinator, sponsoring MEChA visits to high schools, bring potential students to the Ellensburg campus, and co-sponsoring a scholarship recognition banquet on campus. Admissions also supported a project developed by two African-American students to recruit students of color in the Tacoma area.

TESC board of trustees, president, and senior staff of TESC continue to show their commitment to the diversity of the campus community. The Board of Trustees participated in the development of criteria for the next president that identifies diversity as one of the five areas of essential expertise the successful candidate should demonstrate. In February 1998, the Board of Trustees adopted a Diversity Statement, which reaffirmed their commitment “to provide access to a high-quality public education that is rich in its mix of people from diverse backgrounds, and that promotes equal opportunities for all who choose Evergreen as their educational institution or as their employer.”

The UW formed a committee on diversity whose goal is “to stimulate a deeper and more profound appreciation of the fundamentally important role of diversity in all aspects of the educational life of the University.” The committee will explore ways in which the various dimensions of diversity can be constructively considered and engaged by members of the campus and broader communities, including students and other representatives of the K-12 and community college systems.

Goal V-E. Through the year 2001, students, faculty and staff at the public baccalaureate institutions and the community and technical colleges will *demonstrate increased awareness and capacity to inspire, model, and lead* in their efforts to combat racism and promote cultural pluralism and ethnic/racial diversity.

Students, faculty, and staff, like presidents, trustees, regents, executive staff, and faculty leaders, demonstrated extensive increases in awareness and capacity to inspire, model, and lead in their efforts to combat racism and promote cultural pluralism and ethnic/racial diversity.

The Diversity Center at CWU recently received funding from its student body (student and activity fees) to secure a full-time program coordinator to facilitate the Diversity Education Program, providing a myriad of resources designed to promote awareness, understanding, and appreciation for human differences and commonalities.

CWU secured funding and support for the creation of *Bridges*, a network of websites developed in cooperation with the Yakama Nation and schools in the lower Yakima Valley. Operated by middle and high school students, the websites host community news, tribal, and other cultural histories, and

individual student projects. CWU faculty and students work directly with public school students, teachers, and administrators at each of the participating schools, assisting with coordination and technical expertise.

At TESC students organize, staff, and fund a number of organizations intended to enhance the experience of community for students of color, promote cross-cultural communication, educate the community, and celebrate diversity. Some of the organizations that focus on racial/ethnic identity and diversity include the Native American Science and Engineering Society; Asian Solidarity in Action; Jewish Cultural Center; Latin American Solidarity Organization Chicano Student Movement of Atzlan; and The Ninth Wave (formerly the Irish American Student Organization).

Faculty and Staff Associations have been established in an effort to unite faculty and staff of racial/ethnic minority groups at WSU thereby developing a cohesive, empowered community among these groups. The associations provide organizational support, facilitate professional growth, and serve as liaisons among the university administration, alumni, and community members in an effort to educate the WSU and larger Pullman community about the issues concerning minority populations.

At WWU student leaders have dedicated a significant amount of time to this effort. For example, the Student Allies for Equality (SAFE) was formed with support from the office of the special assistant to the president for diversity to help students deal with hate crimes. Student activists have also served to keep these issues alive working toward long term solutions.

CONCLUSION AND RECOMMENDATIONS

Limited progress toward goals. Washington colleges and universities report increasing the funding and campus activities dedicated to enhancing diversity during the period of 1995-96 (the year the current statewide goals were adopted) and 1998-99. Despite these efforts, the data trends show limited progress in increasing the participation of people of color in higher education. Most measures of participation have fluctuated from year to year. Further, in 1998, although the minority groups had already met some of the participation benchmarks established by the statewide goals, most had not.

Changing Political Environment. Since the adoption of the statewide goals in March 1996, the higher education environment has changed somewhat. In particular, because of the passing of I-200, institutions have had to assess past policies and practices intended to increase diversity on their campuses. Institutions continue to be concerned that their efforts meet the mandated requirements of I-200.

In addition to I-200, the changes in racial/ethnic reporting categories mandated by the U.S. Congress beginning with the 2000 Census are expected to impact the designation and reporting of racial/ethnic data in the state of Washington. Although the final decisions have not yet been made, there are two important changes expected:

- (1) the Asian/Pacific Islander group will be split into two separate categories, and
- (2) individuals will be allowed to identify themselves with more than one racial/ethnic category. These changes will probably result in some non-comparability of racial/ethnic data over time.

Demography limits in-state recruiting potential. Diversity recruitment efforts are challenged by nationwide competition and a relatively small number of citizens of color in Washington State from which to recruit. Therefore, it appears prudent to re-visit the statewide participation of people of color goals adopted in March 1996. Institutions strongly support a thorough review of the statewide goals, and the elimination of HECB employment goals. Institutions argue that federal and state reporting requirements and procedures established by the state DOP and GAAPCom regarding employment are comprehensive; therefore, HECB statewide goals are duplicative

RECOMMENDATIONS

1. The HECB — in collaboration with relevant constituencies, including the public baccalaureate institutions and the State Board of Community and Technical Colleges — shall **review the statewide goals for the participation of people of color** in higher education to determine 1.) whether the bases for the goals remain meaningful, 2.) whether the goals are effective in fostering increases in participation; and 3.) what specific changes should be made to the goals; and
2. A report on the review of diversity goals will be presented to the HECB no later than September 2000.
3. The HECB will **continue to monitor the participation of people of color in higher education**, specifically in the areas of student enrollment, retention, and completions, and institutional climate, and **report on effective practices** for increasing the participation of students of color in higher education.

APPENDIX

Data Tables

Table A1
Participation rate by Race/Ethnicity and Year, Community and Technical Colleges
Participation Rate Benchmark 4.16%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1995 - 96	5.70%	5.07	6.82	4.26
1996 - 97	5.52	5.21	6.39	5.10
1997 - 98	5.68	5.26	6.45	5.39
1998 - 99	5.62	5.18	6.33	6.02

Source: SBCTC.

Note: Participation rates are based on the state's population age 17 and above.

Table A2
Undergraduate Participation Rate by Race/Ethnicity and Year, Public Baccalaureate Institutions
Participation Rate Benchmark 1.76%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1995 - 96	1.52%	1.97	3.52	1.33
1996 - 97	1.56	2.26	3.69	1.33
1997 - 98	1.55	2.34	3.66	1.34
1998 - 99	1.51	2.33	3.64	1.32

Source: IPEDS and Public Baccalaureate Institutions.

Note: Participation rates are based on the state's population age 17 and above.

Table A3
Community College Transfer Rates by Race/Ethnicity and Year
Transfer Rate Benchmark 10.97%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1996 - 97	7.62%	11.75	9.19	10.49
1997 - 98	5.49	14.00	8.99	12.01
1998 - 99	7.12	14.10	10.55	10.45

Source: SBCTC and Public Baccalaureate Institutions.

Table A4
Graduate and Professional Participation Rates by Race/Ethnicity and Year
Participation Rate Benchmark 0.37%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1995 - 96	0.29%	0.34	0.46	0.24
1996 - 97	0.26	0.35	0.48	0.24
1997 - 98	0.25	0.34	0.52	0.25
1998 - 99	0.27	0.34	0.54	0.25

Source: IPEDS.

Note: Participation rates are based on the state's population age 17 and above.

Table A5
Retention Rates of First-time Freshmen by Race/Ethnicity and Year
Retention Rate Benchmark 82.81%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1996 - 97	81.27%	81.32	86.14	76.55
1997 - 98	86.59	74.63	87.98	78.28
1998 - 99	80.68	72.07	87.67	80.05

Source: Public Baccalaureate Institutions.

Table A6
Retention Rates of Community College Transfers by Race/Ethnicity and Year
Retention Rate Benchmark 81.70%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1996 - 97	82.98	79.02	84.91	82.88
1997 - 98	78.29	78.91	83.26	80.75
1998 - 99	81.34	84.35	84.42	81.53

Source: Public Baccalaureate Institutions.

Table A7
Substantial Progress Rate by Race/Ethnicity and Year, Community and Technical Colleges
Substantial Progress Rate Benchmark 56.37%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1996 - 97	43.29%	43.04	60.99	47.32
1997 - 98	42.38	48.33	62.90	50.97
1998 - 99	42.72	46.88	61.47	49.48

Source: SBCTC.

Table A8
Community College Completion Rates by Race/Ethnicity and Year
Community College Completion Rate Benchmark 24.50%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1997	11.28%	13.92%	23.28%	20.99%
1998	11.30%	17.37%	27.33%	18.72%

Source: SBCTC.

Table A9
Baccalaureate Completion Rates of First-time Freshmen by Race/Ethnicity and Year
Baccalaureate Completion Rate Benchmark 61.51%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1996	37.55%	36.44%	63.72%	54.09%
1997	43.90%	39.66%	66.54%	46.79%
1998	41.33%	41.61%	64.52%	53.44%

Source: IPEDS and Public Baccalaureate Institutions.

Table A10
Baccalaureate Completion Rates of WA Community College Transfers with Associate Degrees by Race/Ethnicity and Year

Baccalaureate Completion Rate Benchmark 64.09%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
1996	62.00%	54.41%	62.07%	49.44%
1997	51.22%	60.00%	68.85%	48.51%
1998	69.49%	62.50%	64.36%	61.40%

Source: IPEDS and Public Baccalaureate Institutions.

Table A11
Percent of Degrees Conferred by Race/Ethnicity and Year

Degree	School Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
Bachelors	1995 - 96	2.03%	1.56	9.21	2.97
	1996 - 97	2.31	1.70	9.85	3.01
	1997 - 98	2.42	1.70	9.96	3.37
Masters	1995 - 96	2.61	1.24	5.30	2.51
	1996 - 97	2.18	1.49	5.40	2.13
	1997 - 98	1.59	1.62	5.52	2.76
Doctoral	1995 - 96	0.77	0.62	6.50	2.17
	1996 - 97	2.00	0.72	6.15	1.86
	1997 - 98	2.31	0.00	5.08	3.08
Professional	1995 - 96	3.97	2.43	12.36	3.53
	1996 - 97	4.42	2.32	14.11	5.68
	1997 - 98	2.12	2.33	13.35	5.51

Source: IPEDS.

Table A12
Percent of Employees By Race/Ethnicity and Year, 1998

Sector	Job Group	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
2-Year	Exec/Admin/Mgr	5.7%	1.4	4.4	3.5
	Faculty	2.7	1.8	4.1	3.0
4-Year	Exec/Admin/Mgr	3.2	0.9	6.9	2.1
	Faculty	1.9	2.2	10.8	0.5

Source: Washington State Department of Personnel.

RESOLUTION 99-46

WHEREAS, RCW 28B.80.350 (11) requires the Higher Education Coordinating Board to monitor and report on the minority participation in higher education, and to make recommendations to increase minority participation rates; and

WHEREAS, the Higher Education Coordinating Board adopted Resolution No. 96-06, establishing a revised Policy on Participation of People of Color, including statewide goals for the public higher education system, and an annual schedule of reporting; and

WHEREAS, the Higher Education Coordinating Board in Resolution No. 97-44 reaffirmed its commitment to the value of ethnic and racial diversity in achieving educational excellence; and

WHEREAS, a supplementary report on efforts and strategies to increase the participation of people of color on campuses of community and technical colleges will be forthcoming;

THEREFORE, BE IT RESOLVED that the Higher Education Coordinating Board approves the Diversity and Participation of People of Color in Higher Education: 1999 Report; and

BE IT FURTHER RESOLVED that the Higher Education Coordinating Board reaffirms its commitment to the value of ethnic and racial diversity in achieving educational excellence and commends Washington colleges and universities in their efforts toward that end; and

BE IT FURTHER RESOLVED that the Higher Education Coordinating Board in collaboration with the public baccalaureate institutions and the State Board of Community and Technical Colleges shall conduct a comprehensive review of the statewide goals for the participation of people of color, and report on the review by September 2000; and

BE IT FURTHER RESOLVED that the Higher Education Coordinating Board shall continue to monitor the participation of people of color in higher education, specifically in the areas of student enrollment, retention, and completions, and institutional climate.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

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