

Equity and Beyond: What Does the Data Actually Say?

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WASHINGTON COMMUNITY AND TECHNICAL COLLEGE SYSTEM OVERVIEW



Program Trends

- Applied Management
- Information Technology (e.g. networking admin. systems software, application development)
- Nursing
- Dental Hygiene
- Health professions (e.g. health informatics and management)
- Cyber Security
- Teacher Education/Early Childhood Education

BACCALAUREATE LEADERSHIP COUNCIL (BLC)



EQUITY SUBCOMMITTEE

Mission/purpose statement:

Identify, develop, and share best practices to:

- Promote/Value equity, inclusion, and diversity within BAS programs.
- Support baccalaureate attainment for students of diverse backgrounds.
- Support equity, inclusion, and diversity for faculty and staff in BAS programs.

**APPLIED
BACCALAUREATE
DEMOGRAPHICS
(2016-17)**

WA Student Profile:

- **FTEs: 2,221**
- **Headcount: 3,036**
- **Retention/Completion Rate:
87%**
- **Employment Match Rate: 92%**
- **Wage Progression Rate: 46%**



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BACCALAUREATE
DEMOGRAPHICS
(2016-17)**

WA Student Profile:

- 33 average age
- 37% part-time
- 53% female
- 39% students of color - Asian and Hispanic fastest growing groups
- 67% entered with an Associate degree from WA; 7% with a prior bachelor's

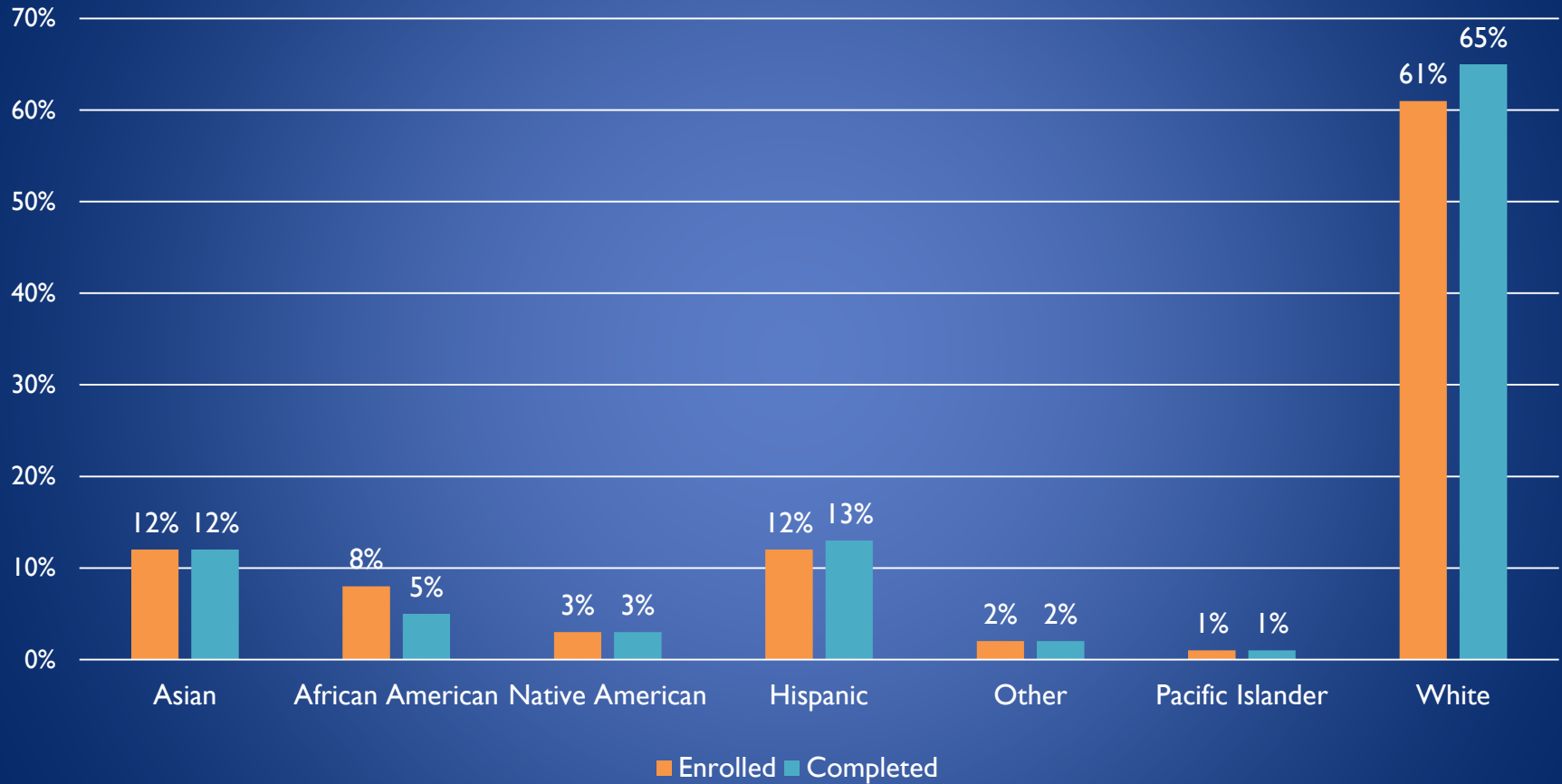


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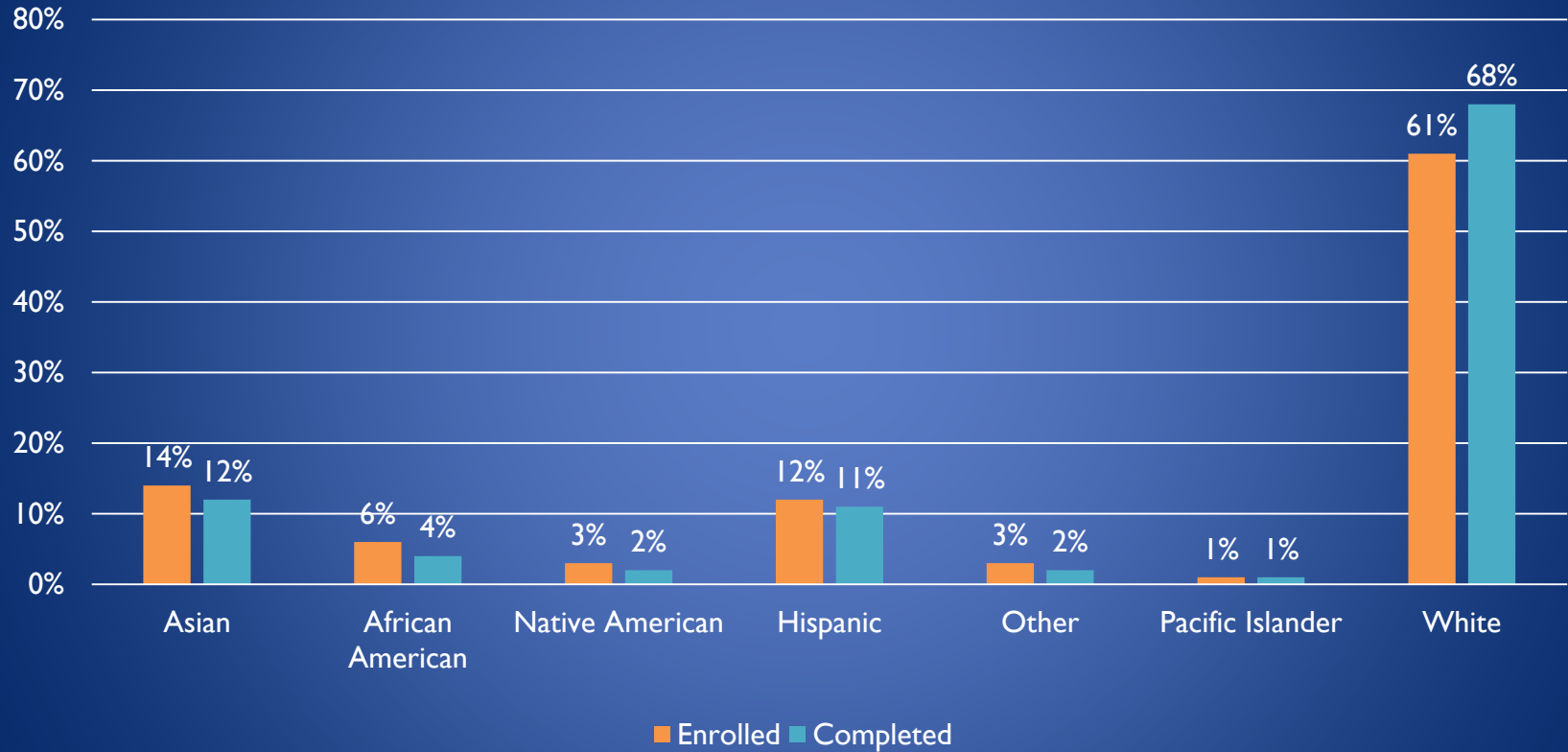
WA Student Profile:

- A gender gap has developed over the last 5 years (65% women in 2013, 53% in 2017)
- African American student enrollment has steadily decreased (9% in 2013, 7% in 2017)
- African American and Asian students are proportionally underrepresented in enrollment and completion rates

BAS Enrollment & Completion for Women by Race/Ethnicity



BAS Enrollment & Completion for Men by Race/Ethnicity



Pair and Share

Thank you!

Reference:

Kaikkonen, D. (2017). *Program growth and graduate employment outcomes of Washington's applied baccalaureate degrees. Research Report 15-3.*

Retrieved from <https://www.sbctc.edu/resources/documents/colleges-staff/research/bachelor-applied-science-research/17-4-applied-baccalaureate-program-growth-employment-outcomes-8-23-17.pdf>