

SOUTH SEATTLE COLLEGE RACIAL EQUITY REPORT

Fall 2020

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Introduction

The purpose of South's Racial Equity Report is to bring the issue of racial equity to the forefront, to demonstrate why providing equitable opportunity and support to all of South's students, faculty and staff is a community priority and to assure that it remains one. With respect to racial equity, the datasets in this report serve as a reflection and baseline of where we are at as an institution, while simultaneously assessing how far we have yet to go to achieve true equitable opportunity for all our students, faculty and staff of South Seattle College.

In July 2020, South's BIPOC (Black, Indigenous, People of Color) Committee issued an open letter email to the college detailing concerns around racism across our campuses. Shortly after, the committee followed up with priorities and recommendations for President's Cabinet to consider and act on. Of these priorities, there was a call to provide regular access to identified data points disaggregated by race and ethnicity that support and inform our work. To support this recommendation, over the last several months, the Office of Institutional Effectiveness, in collaboration with members of BIPOC Committee, AVP of Equity, Diversity and Inclusion and the VP of Instruction, identified 12 student and 4 employee metrics for the first iteration of this report.

These metrics were selected based on conversations and feedback from campus colleagues and with a recognition to the availability of current data. South continues to evolve and incorporate more opportunities to gather, assess and use qualitative data – and we anticipate providing these narratives and stories in the future iterations of this report.

During President's Day 2019, Dr. Rosie Rimando-Chareunsap, issued a charge to our college: *"In order to improve student outcomes, in order to improve student retention, in order to fulfill our mission and make whole-system improvements that guarantee that our legacy for the next 50 years will survive and thrive, we must confront our institutionalized racism, and work together to create racial equity. In so doing, we will be better able to address the many other forms of inequities that also exist. Knowing is not enough, we must apply. Being willing is not enough, we must do. We must do. And my hope is that we lean into this work together, making connections, and remembering that these are the things that we love about our college: to be kind, to be inclusive, to be student-centered, to be advocates, and to be connected."*

Each of us has the ability to affect change within our own areas of influence, and each of us has the responsibility to do so. The future strength and success of all students, faculty and staff rests largely on our ability to make real progress in addressing racism in every area and experience at our College. Racism is systemic and deeply embedded in the historical foundations and structures of our institutions. It has taken hundreds of years to instill and maintain strategic policies and practices that benefit some while depriving others. Racism continues to have a profoundly negative impact on the academic, social, and economic achievement of our Black and Brown students in particular. We can do better. We can change. And it will require intense work at individual and institutional levels to make real change.

Let's partner to review these datasets, discuss them with your colleagues and act on them. What can you do to make a difference?

Methodology

Data for this report was collected from a variety of sources. Demographic and outcome data came from sources both internal to South, including student and financial databases (“ODS” and “FMS”) and external data sources, including the SBCTC’s datasets and dashboards. Survey data was collected from three different surveys: the Community College Survey of Student Engagement (CCSSE), the Hanover Student Climate Survey, and the district-wide College Climate Survey for Seattle Colleges employees.

Data Measure	Source
State-funded, Fall Student Demographics	SBCTC public enrollment dashboard
Admissions Conversion	ODS AdmissionStudent, Student tables
Financial Aid	FMS, ODS Student tables
Retention, fall to winter and fall to fall	SBCTC First-Time Entering Student Outcomes dataset
Math and English in Year 1	SBCTC First-Time Entering Student Outcomes dataset
Pass Rates	Faculty Guided Pathways dashboard
Award Completion	SBCTC First-Time Entering Student Outcomes dataset
Transfer to a 4-year College by Year 4	SBCTC First-Time Entering Student Outcomes dataset
Post-College Employment & Earnings	SBCTC First-Time Entering Student Outcomes dataset
Cultural Sensitivity and Diversity survey data	CCSSE
Discrimination at SSC survey data	Hanover Student Climate Survey
Employee demographics and demographics by employee type and avg salary	PMIS Employee and Payroll tables
EDI & Discrimination survey data	College Climate Survey
Teaching Load data	ODS Employee and Class tables
Demographics of stipend faculty	FMS query, payroll org code 4%, object code AF%, ODS employee table

Because data sources varied by measure, demographic categories also varied. For instance, the employee demographic system did not until recently have an option for employees to record more than one racial group. Because of this, student and employee racial groups were not a one-to-one match. In some cases, students have had the option to report multiple races, and students that opted to do so fell into the “2+ races” or “multiple race” reporting categories, while such a category did not exist for employees.

Data at a Glance

The table below displays the most recent year of data available for selected metrics. Green arrows indicate higher rates (within the top one-third) by row; red arrows indicate lower rates (bottom one-third); yellow dashes indicate the rate falls in the middle range (in the middle one-third).

To see more information and further disaggregation of these metrics, please see the data appendix.

Student and Employee Metrics by Race Categories				
		BIPOC	White	Not Reported
Student Metrics	Student Demographics	▲ 42%	▲ 37%	▼ 21%
	Admission Conversion	▼ 26%	▲ 36%	▬ 32%
	Rate of Cohort Eligible for Financial Aid	▲ 34%	▲ 34%	▼ 29%
	Fall - Winter Retention	▲ 72%	▼ 59%	▼ 61%
	Fall - Fall Retention	▲ 49%	▬ 43%	▼ 31%
	Completion of college-level English	▲ 32%	▬ 21%	▼ 14%
	Completion of college-level math	▲ 33%	▬ 30%	▼ 28%
	Course Pass rate	▼ 79%	▲ 83%	▼ 79%
	Award Completions	▲ 22%	▲ 21%	▼ 16%
	Transfer to a 4-year	▼ 19%	▲ 28%	▼ 20%
	Employment rate	▲ 66%	▲ 66%	▼ 61%
	Median Earnings	▼ \$42K	▲ \$53K	▲ \$53K
Employee Metrics	Employee Demographics	▼ 26%	▲ 65%	▼ 9%
	Felt discriminated against in past AY	▲ 33%	▼ 19%	▲ 32%
	Teaching Load	▼ 14%	▲ 75%	▼ 10%
	Faculty with Stipends	▼ 18%	▲ 72%	▼ 10%

*metrics shown for the most recent data year available

Key Findings

Access at South for Students and Employees

For both students and employees, the single largest racial group was the White group (charts 1, 26). However, White students made up just over a third of students, while White employees made up nearly two-thirds of all employees. The proportion of White staff over BIPOC staff was higher among faculty, as evidenced that three-fourths of credits taught were taught by White faculty (chart 29). Finally, while movement toward a more diverse staff and faculty can often be slowed by the fact that employees often remained for long periods of time, including employee-related metrics that “roll over” more often can gauge the success of diversity efforts. Faculty apply and are selected for stipend work on an annual basis. Over the past three years, the portion of White stipended faculty has increased by 12% points (chart 30). However, the portion of stipended faculty that had not reported a race has fallen by nearly 14% points – possibly indicating a successful effort that more employees report demographic information.

Each fall quarter, just over 20% of students did not report a race, which made “not reported” the second largest race group. These students often had lower rates of success in various metrics, but not knowing the racial demographics of such a large group of students creates a gap in South’s ability to outreach and understand/serve the needs of these students.

The admissions conversion rates point to possible barriers for certain BIPOC group before enrollment. White students were consistently about 10% points higher than BIPOC students from enrollment conversion rates (chart 2a). Native American, Hispanic/Latino, and Black/African American students had rates at or below the BIPOC average (chart 2b).

The cost of college is often cited as one of the more challenging barriers for community college students, particularly for students of color.^{1, 2} Compared to fall enrollment demographics, BIPOC students were overrepresented throughout the financial aid process, including students that started the FAFSA or WASFA process, students with a file ready to review, and students that were eligible for aid (chart 3). In the 2017-18 and 2018-19 academic years, BIPOC students made up a slightly larger portion of students on SAP compared to the portion of students that started the financial aid process that were BIPOC, although that trend was not present in 2019-20 (chart 4). BIPOC students also made up a slightly larger portion of students that went through the Verification 1 and Selective Service processes, but this may be related to requirements of Pell recipients (charts 7, 8, table 13).

Unrelated to the data was an impression among some staff and students that certain financial aid policies at South were more restrictive than other colleges within the district or surrounding areas, specifically in areas where the policy is fully or partially at the discretion of the FA office (as opposed to fully mandated by the state/federal government). This included some policy around the selective service appeal process (“*Students whose appeals do not meet the above criteria will still be allowed to appeal, however, staff will share the decreased likelihood of a positive outcome. Students will be told at this point and in writing with a negative appeal outcome, **that they may be able to appeal and receive financial aid at another institution as each school sets different criteria.***”³) and tax verification (some students understood they were supposed to provide documents from an accountant to verify tax information, creating a costly barrier).

Success Milestones During and After College

In many of the in-college success milestones, White students were not the top performing group, such as fall-to-winter and fall-to-fall retention rates, and rates of completion for college-level math and English courses (charts 14a/b, 15a/b, 16a/b, 17a/b). However, when these measures were further disaggregated, many historically underrepresented groups were consistently below the BIPOC average rate. Additionally, BIPOC students were consistently less likely to successfully complete a course with a passing grade than their White peers. Specifically, groups disproportionately impacted by lower pass rates across divisions include American Indian/Native American, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander student groups (chart 19). It is important to note that grades and pass rates have ripple effect for all outcomes, such as completion of college-level courses, time-to-completion, award completion, and can create additional barriers, such as loss of financial aid through a SAP designation.

White and BIPOC students had similar award completion rates for the most recent cohort (chart 21a). White students were consistently more likely to transfer if they did not complete an award (chart 22a). While the gap between White and BIPOC rates of employment has declined with past cohorts, White students in the same cohorts consistently had post-college median annual earnings of approximately \$10 thousand than BIPOC peers (chart 23).

This earnings trend for students did not hold for South employees. On average, BIPOC staff earned more than White staff in the following employee type categories: Administration Exempt, Exempt Pro-Staff, and FT Faculty (chart 27). The Classified employee type was the only type with a higher portion of BIPOC staff compared to White staff, and had the largest gap between White and BIPOC staff pay (on average, White Classified staff made \$2,556 more than BIPOC Classified staff annually, or \$213 more monthly).

Survey Responses

In 2018, BIPOC students were slightly more likely to agree that faculty and staff/administrators made efforts to increase culturally diverse student participation in both the classrooms and college activities than White students (chart 24). However, BIPOC students were less likely to agree that the same groups were culturally sensitive in responding to students' needs. In a 2020 survey, 28% of students felt they had been discriminated against on any basis, an increase of 4% points from 2019 (chart 25). Similarly, 26% of employees responded they felt discriminated against in the past academic year in 2020 (chart 28a/b/c). That rate increased for BIPOC employees to 33%.

Sources:

¹ "New Report on Community College Student Success." RISC, www.risc.college/blog/new-report-community-college-student-success

² Allen, D., Wolniak, G.C. Exploring the Effects of Tuition Increases on Racial/Ethnic Diversity at Public Colleges and Universities. *Res High Educ* 60, 18–43 (2019). <https://doi.org/10.1007/s11162-018-9502-6>

³ "Policies: Selective Service." *South Seattle College*, <https://southseattle.edu/financial-aid/policies>

Conclusion & Next Steps

In her President's Day 2020 speech, President Rosie Rimando-Chareunsap set her vision for the College to become an anti-racist institution. South's Racial Equity Report was developed to support and guide that vision. We view this as a living document and are committed to updating and refining the contents of this report to best benefit our conversations, work and actions toward becoming an anti-racist College.

Moving forward, The Office of Institutional Effectiveness in collaboration with the campus community will facilitate open forums to further discuss the data and findings in this report. These conversations will help us better understand what information and data we are missing from a quantitative and qualitative perspective, while also defining how we want to measure our progress – setting targets and goals.

We plan on working closely with the campus community to create and offer professional development opportunities that will allow us to make necessary change to influence and impact these measures, and ultimately the experiences and outcomes of our students, faculty and staff.

Once we have moved to ctLink, we are committed to developing an interactive racial equity dashboard that will provide real-time access to data and information around identified metrics, such as the ones outlined in this report.

Finally, we are committed to providing data and research (quantitative and qualitative) that will require us to take action and make change for the better of our campus community, especially our Black and Brown students, faculty and staff.

Data Appendix

Notes about the Data

The term BIPOC is used throughout these datasets. For the purposes of this report, the BIPOC set includes all racial and ethnic groups (including American Indian/Native American/Alaskan Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, other race, and multi-race/two or more races) **except White and not reported**. In some cases where the first-time entering student outcomes dataset is used, the not reported race group also includes the other category.

In these datasets, the BIPOC group is represented by the color **blue**, the White group is represented by **orange**, and the not reported group is **gray**. Exceptions to this color legend are noted where necessary.

Datasets with a \diamond character include further racial/ethnic disaggregation.

STUDENT MEASURES

Access

Student Demographics

Source: SBCTC public enrollment dashboard

Chart 1: State-funded, Fall Student Demographics, Fall 2017-2019

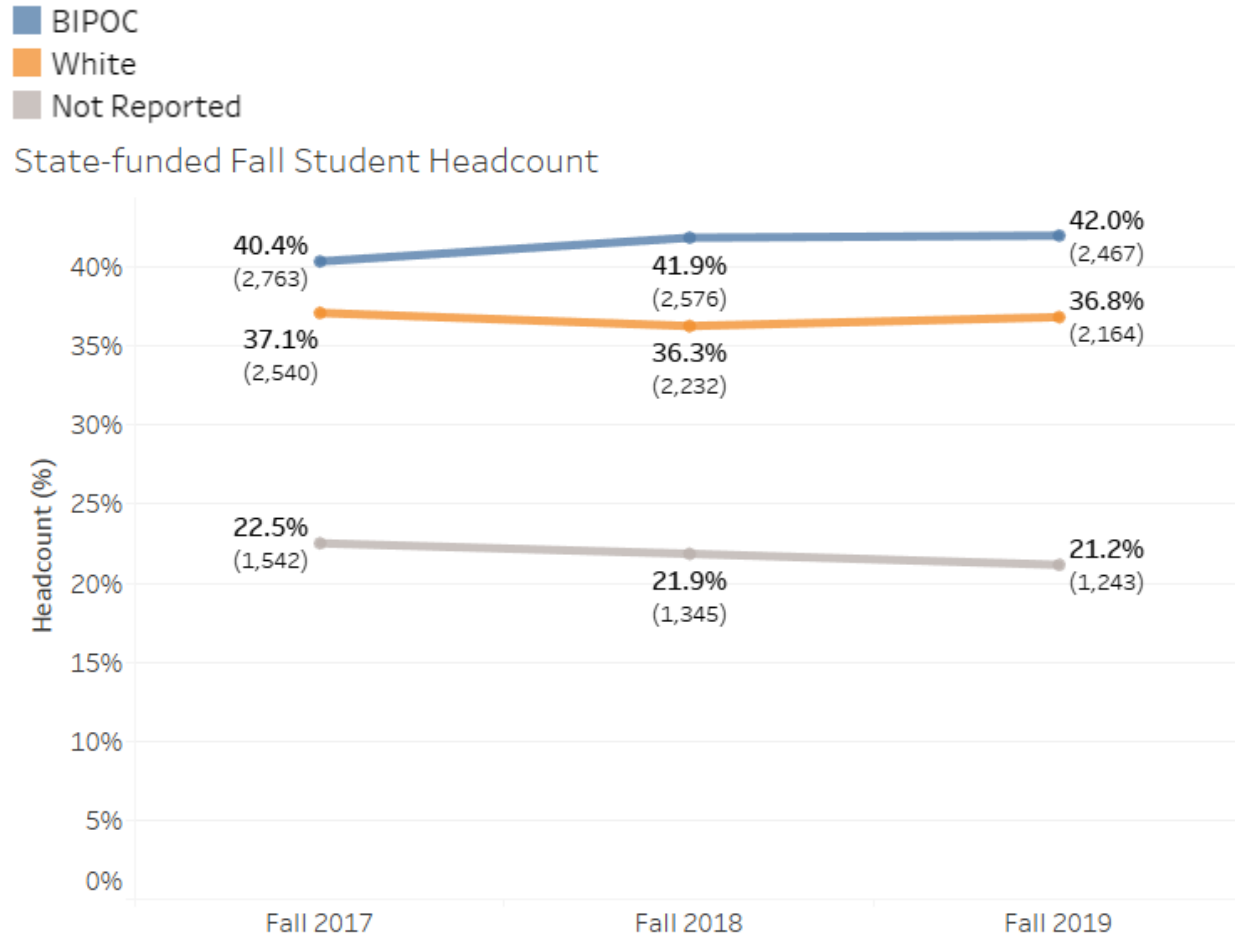


Table 1: State-funded, Fall Student Headcount^o, Fall 2017-2019

State funded Fall Student Headcount						
	Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%
American Indian/Alaskan Native	59	1%	63	1%	52	1%
Asian	901	13%	798	13%	702	12%
Black/African American	672	10%	624	10%	602	10%
Hispanic	380	6%	326	5%	305	5%
Pacific Islander	56	1%	46	1%	56	1%
2+ races	695	10%	719	12%	750	13%
BIPOC Total	2,763	40%	2,576	42%	2,467	42%
White	2,540	37%	2,232	36%	2,164	37%
Not Reported	1,542	23%	1,345	22%	1,243	21%
Grand Total	6,845	100%	6,153	100%	5,874	100%

Admissions Conversion

Source: ODS AdmissionStudent, Student tables

Chart 2a: Admission Conversion, 2016-17 – 2018-19

- BIPOC
- White
- Not Reported

Applicants that Enrolled within 1 Year of Planned Start by Race/Ethnicity, 2016-17 to 2018-19

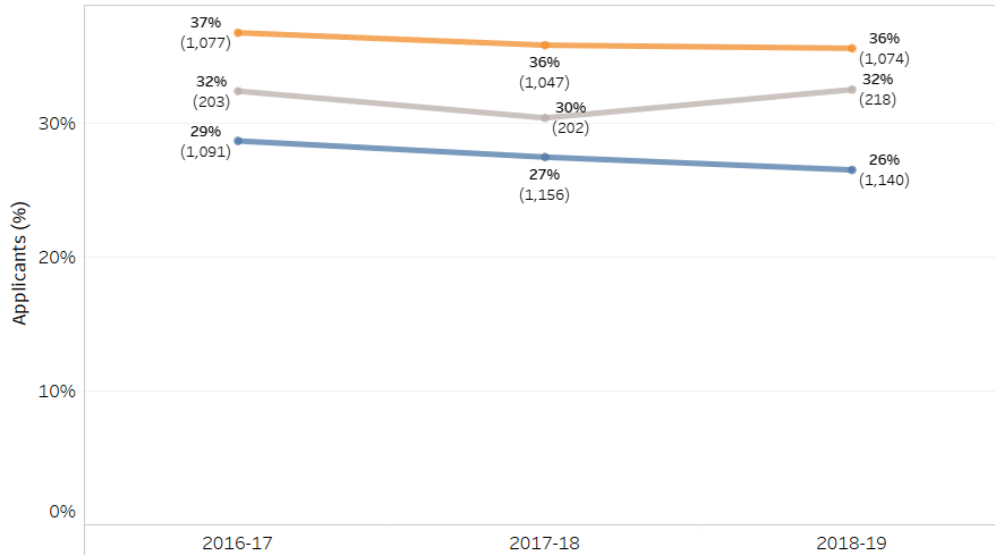
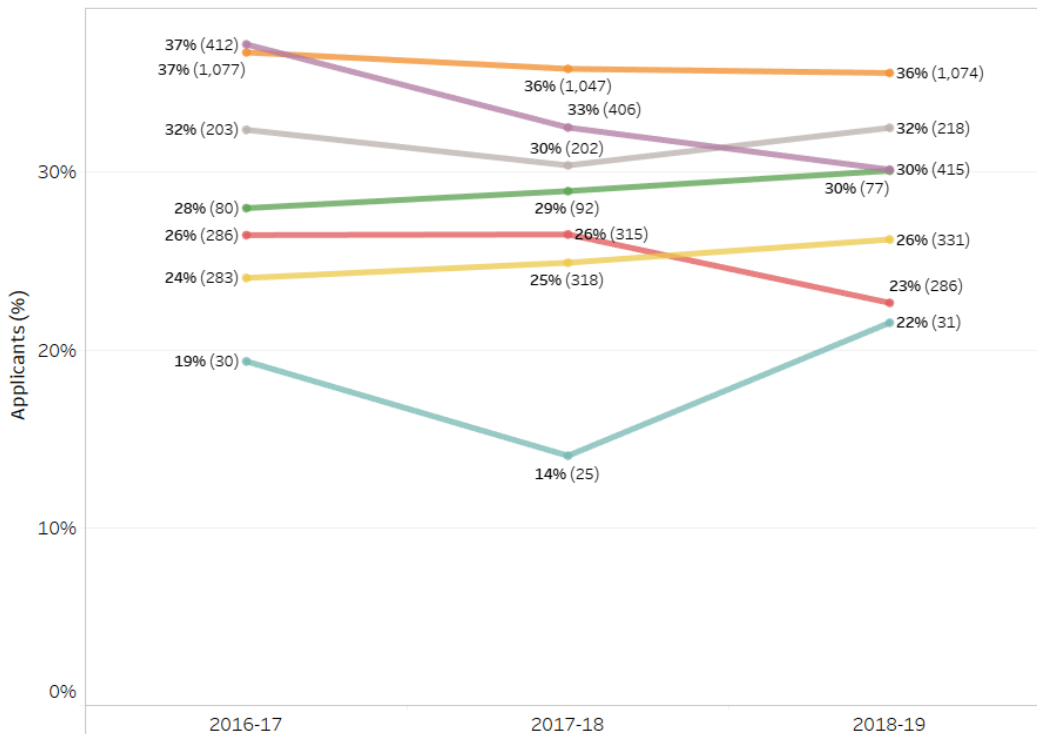


Chart 2b: Admission Conversion^o, 2016-17 – 2018-19

- African American
- Asian/ Pacific Islander
- Hispanic/ Latino
- Native American
- Not Reported
- Other Race
- White

Applicants that Enrolled within 1 Year of Planned Start by Race/Ethnicity, 2016-17 to 2018-19



Financial Aid

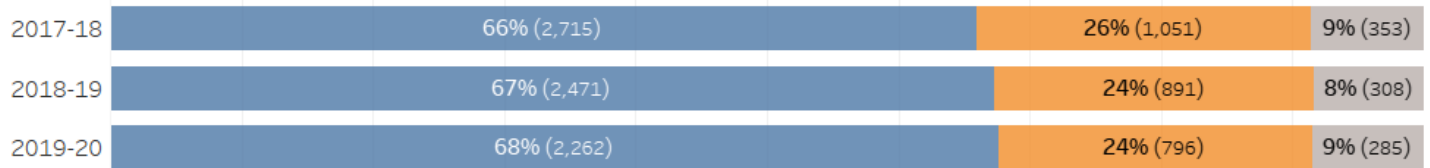
Source: FMS, ODS Student tables

Note: only for students with SSN/SID student match and enrollment at South

Chart 3: Financial Aid Milestones, 2017-18 – 2019-20

- BIPOC
- White
- Not Reported

Demographics of Enrolled Students that Started FAFSA/WASFA Process (04 or W6 track code)



Demographics of Enrolled Students with Financial Aid File for Review (FC track code with completion date)



Demographics of Enrolled Students Eligible for Aid (package code not NA or blank)

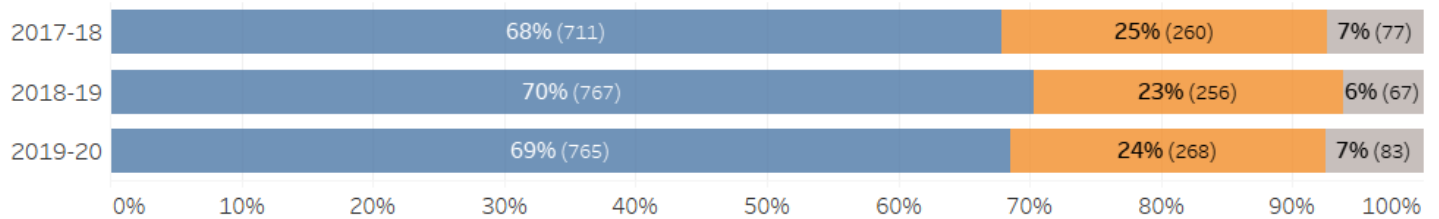
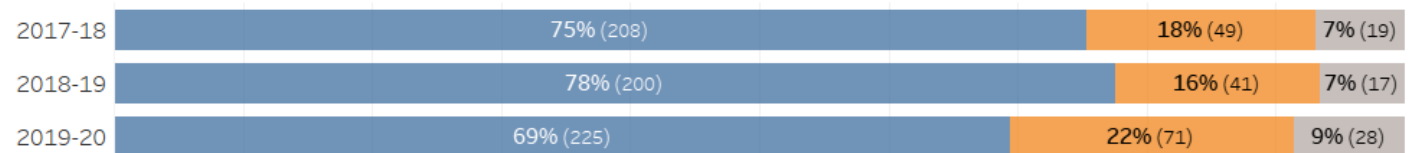


Chart 4: Financial Aid SAP Milestones, 2017-18 – 2019-20

Demographics of Enrolled Students with SAP codes (61 track code)



Demographics of Enrolled Students with Approved SAP Appeals (72 track code)

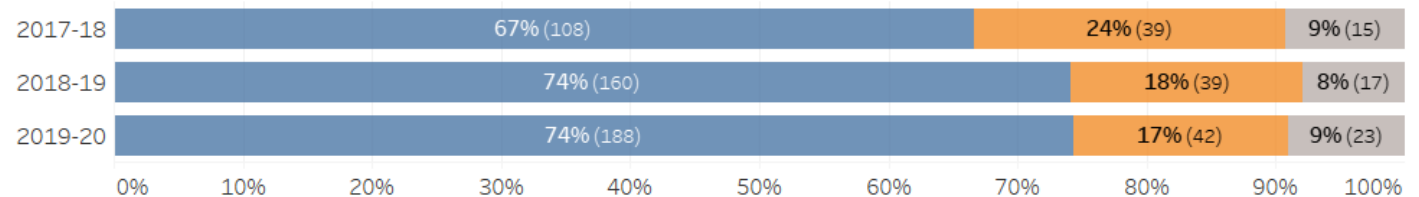


Table 3a: Financial Aid Milestones – Started FAFSA/WASFA Process, 2017-18 – 2019-20°

Demographics of Enrolled Students that Started FAFSA/WASFA Process

(04 or W6 track code)

		2017-18		2018-19		2019-20	
		N	%	N	%	N	%
BIPOC	Amer Indian/AK Native	67	2%	63	2%	54	2%
	Asian/Pac Islander	793	19%	747	20%	674	20%
	Black/African Amer	1,095	27%	990	27%	892	27%
	Hispanic	546	13%	481	13%	486	15%
	International Student	1	0%	4	0%	2	0%
	Other/Unknown	213	5%	186	5%	154	5%
White	White	1,051	26%	891	24%	796	24%
Not Reported	Not Reported	353	9%	308	8%	285	9%

Table 3b: Financial Aid Milestones – FA File Ready for Review, 2017-18 – 2019-20°

Demographics of Enrolled Students with Financial Aid File for Review

(FC track code with completion date)

		2017-18		2018-19		2019-20	
		N	%	N	%	N	%
BIPOC	Amer Indian/AK Native	12	1%	20	1%	24	2%
	Asian/Pac Islander	326	22%	297	21%	292	22%
	Black/African Amer	341	23%	333	24%	306	23%
	Hispanic	229	15%	228	16%	227	17%
	International Student	0	0%	0	0%	0	0%
	Other/Unknown	66	4%	74	5%	45	3%
White	White	407	27%	357	25%	336	25%
Not Reported	Not Reported	114	8%	93	7%	100	8%

Table 3c: Financial Aid Milestones – Eligible for Aid, 2017-18 – 2019-20^o

Demographics of Enrolled Students Eligible for Aid *(package code not NA or blank)*

		2017-18		2018-19		2019-20	
		N	%	N	%	N	%
BIPOC	Amer Indian/AK Native	12	1%	18	2%	23	2%
	Asian/Pac Islander	229	22%	222	20%	243	22%
	Black/African Amer	267	25%	271	25%	272	24%
	Hispanic	147	14%	197	18%	186	17%
	International Student	0	0%	0	0%	0	0%
	Other/Unknown	56	5%	59	5%	40	4%
White	White	260	25%	256	23%	268	24%
Not Reported	Not Reported	77	7%	67	6%	83	7%

Table 4: Financial Aid SAP Milestones – SAP Codes and Approved SAP Appeals, 2017-18 – 2019-20^o

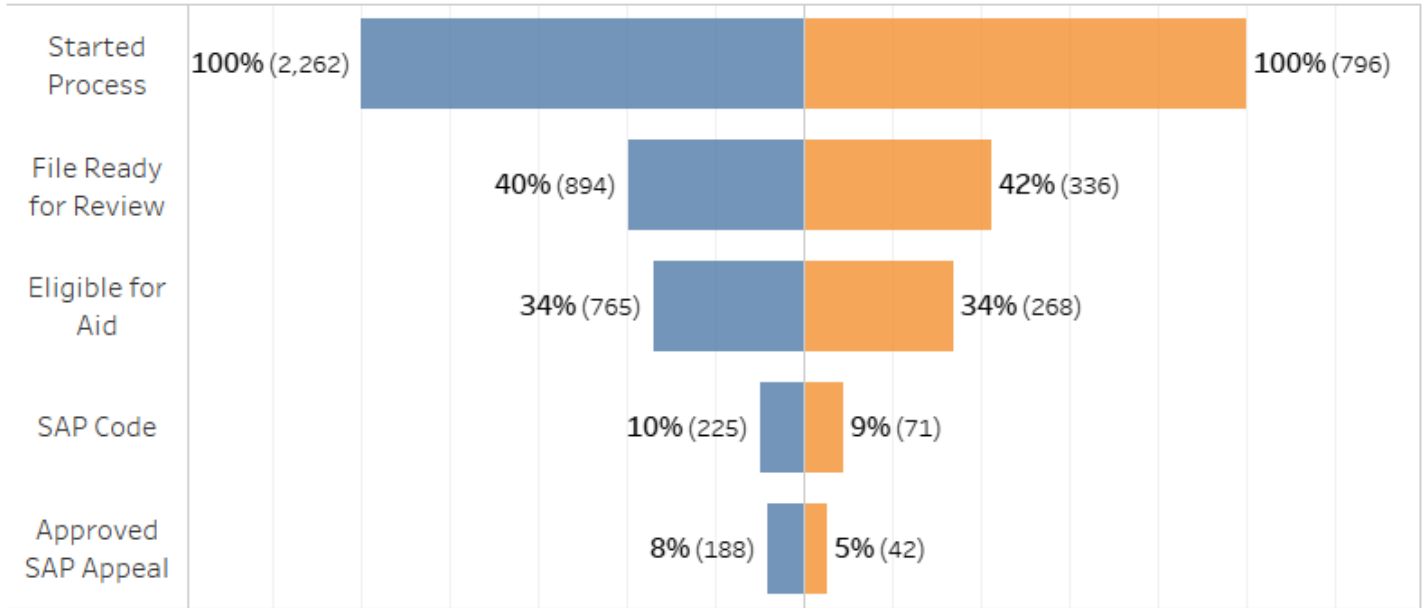
Demographics of Enrolled Students with SAP codes *(61 track code)* and Approved SAP appeals *(72 track code)*

		2017-18				2018-19				2019-20			
		SAP code N	SAP code %	Approved Appeal N	Approved Appeal %	SAP code N	SAP code %	Approved Appeal N	Approved Appeal %	SAP code N	SAP code %	Approved Appeal N	Approved Appeal %
BIPOC	Amer Indian/AK Native	3	1%	4	2%	6	2%	6	3%	6	2%	7	3%
	Asian/Pac Islander	53	19%	31	19%	41	16%	32	15%	53	16%	43	17%
	Black/African Amer	82	30%	42	26%	90	35%	69	32%	100	31%	80	32%
	Hispanic	52	19%	20	12%	47	18%	36	17%	52	16%	40	16%
	International Student	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
	Other/Unknown	18	7%	11	7%	14	5%	17	8%	14	4%	18	7%
White	White	49	18%	39	24%	41	16%	39	18%	71	22%	42	17%
Not Reported	Not Reported	19	7%	15	9%	17	7%	17	8%	28	9%	23	9%

Chart 5: Financial Aid Pipeline, 2019-20

■ BIPOC
 ■ White

Financial Aid Milestones, 2019-20



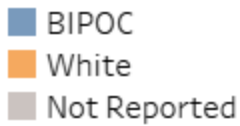


Chart 6: Financial Aid Milestones – Data Sheet Submission, 2017-18 – 2019-20

Demographics of Enrolled Students with Data Sheet Submitted (*03 track code with completion date*)

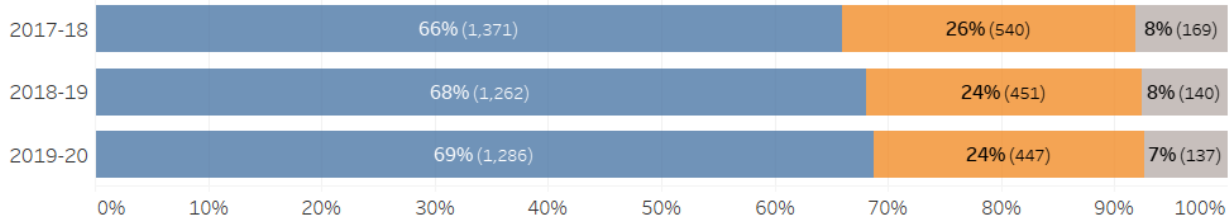
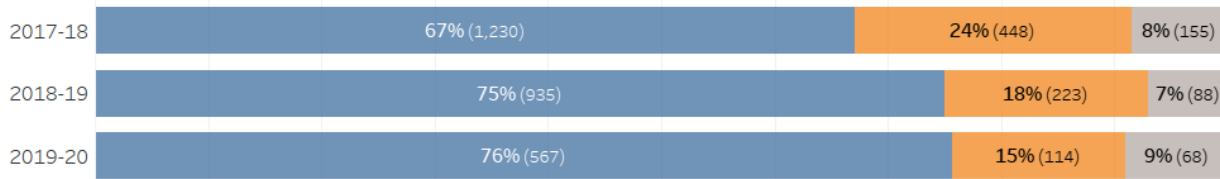


Chart 7: Financial Aid Milestones – Verification 1 Request and Submission, 2017-18 – 2019-20

Demographics of Enrolled Students with V1 Requested (*1V track code*)



Demographics of Enrolled Students with V1 Submitted (*1V track code with completion date*)

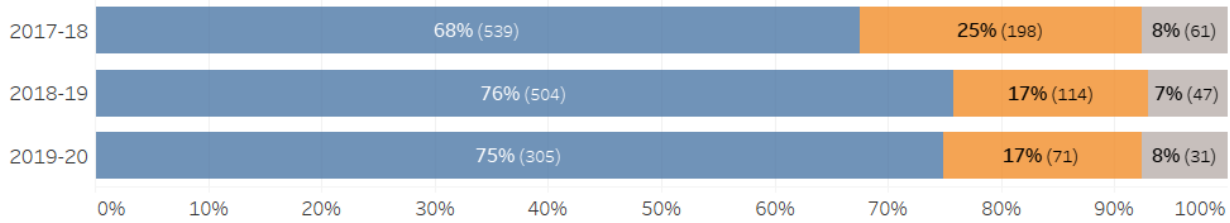
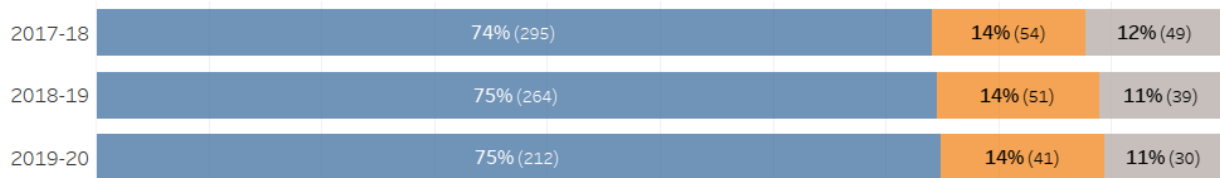


Chart 8: Financial Aid Milestones – Selective Service Request and Submission, 2017-18 – 2019-20

Demographics of Enrolled Students with Selective Service Requested (*SS track code*)



Demographics of Enrolled Students with Selective Service Submitted (*SS track code with completion date*)

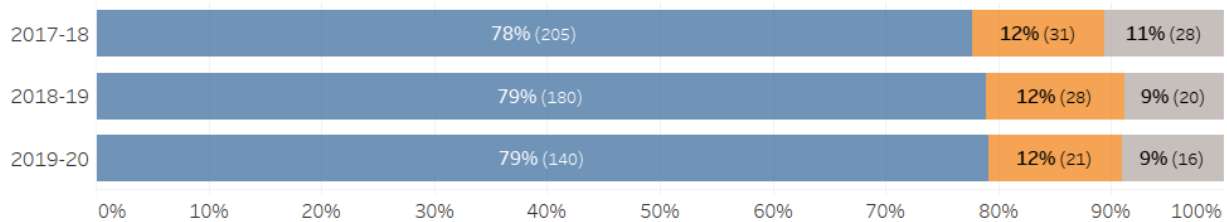


Chart 9: Financial Aid Milestones – Tax Document Request and Submission, 2017-18 – 2019-20

Demographics of Enrolled Students with Tax Docs Requested *(2T track code; Independent students only)*



Demographics of Enrolled Students with Tax Docs Submitted *(2T track code with completion date; Independent students only)*

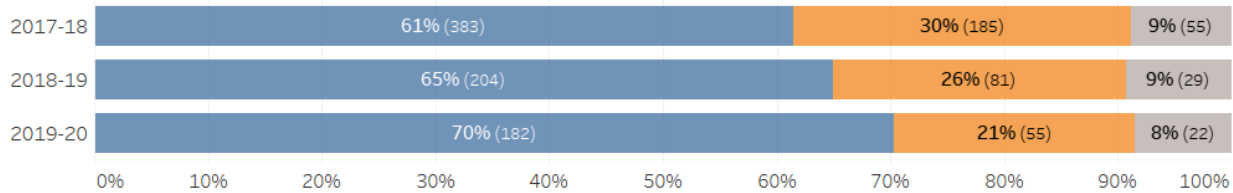


Table 6: Financial Aid Milestones – Data Sheet Submission, 2017-18 – 2019-20^o

Demographics of Enrolled Students with Data Sheet Submitted

(03 track code with completion date)

		2017-18		2018-19		2019-20	
		N	%	N	%	N	%
BIPOC	Amer Indian/AK Native	29	1%	28	2%	34	2%
	Asian/Pac Islander	422	20%	391	21%	407	22%
	Black/African Amer	507	24%	447	24%	461	25%
	Hispanic	314	15%	295	16%	304	16%
	International Student	1	0%	0	0%	1	0%
	Other/Unknown	98	5%	101	5%	79	4%
White	White	540	26%	451	24%	447	24%
Not Reported	Not Reported	169	8%	140	8%	137	7%

Table 7: Financial Aid Milestones – Verification 1 Request and Submission, 2017-18 – 2019-20^oDemographics of Enrolled Students with V1 Requested (*V1 track code*) and Submitted (*V1 track code with completion date*)

		2017-18				2018-19				2019-20			
		V1 Requested N	V1 Requested %	V1 Submitted N	V1 Submitted %	V1 Requested N	V1 Requested %	V1 Submitted N	V1 Submitted %	V1 Requested N	V1 Requested %	V1 Submitted N	V1 Submitted %
BIPOC	Amer Indian/AK Native	35	2%	13	2%	18	1%	7	1%	13	2%	7	2%
	Asian/Pac Islander	330	18%	159	20%	278	22%	152	23%	192	26%	117	29%
	Black/African Amer	545	30%	221	28%	400	32%	209	31%	228	30%	109	27%
	Hispanic	220	12%	102	13%	157	13%	93	14%	104	14%	60	15%
	International Student	1	0%	1	0%	1	0%	0	0%	0	0%	0	0%
	Other/Unknown	99	5%	43	5%	81	7%	43	6%	30	4%	12	3%
White	White	448	24%	198	25%	223	18%	114	17%	114	15%	71	17%
Not Reported	Not Reported	155	8%	61	8%	88	7%	47	7%	68	9%	31	8%

Table 8: Financial Aid Milestones – Selective Service Request and Submission, 2017-18 – 2019-20^oDemographics of Enrolled Students with Selective Service Requested (*SS track code*) and Submitted (*SS track code with completion date*)

		2017-18				2018-19				2019-20			
		SS Requested N	SS Requested %	SS Submitted N	SS Submitted %	SS Requested N	SS Requested %	SS Submitted N	SS Submitted %	SS Requested N	SS Requested %	SS Submitted N	SS Submitted %
BIPOC	Amer Indian/AK Native	6	2%	3	1%	2	1%	1	0%	4	1%	3	2%
	Asian/Pac Islander	74	19%	54	20%	81	23%	58	25%	61	22%	46	26%
	Black/African Amer	158	40%	112	42%	136	38%	91	40%	99	35%	63	36%
	Hispanic	30	8%	23	9%	24	7%	22	10%	28	10%	19	11%
	International Student	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%
	Other/Unknown	27	7%	13	5%	20	6%	8	4%	20	7%	9	5%
White	White	54	14%	31	12%	51	14%	28	12%	41	14%	21	12%
Not Reported	Not Reported	49	12%	28	11%	39	11%	20	9%	30	11%	16	9%

Table 9: Financial Aid Milestones – Tax Document Request and Submission, 2017-18 – 2019-20^o

Demographics of Enrolled Students with Tax Docs Requested (2T track code) and Submitted (2T track code with completion date) - Independent Students Only

		2017-18				2018-19				2019-20			
		Tax Docs Requested N	Tax Docs Requested %	Tax Docs Submitted N	Tax Docs Submitted %	Tax Docs Requested N	Tax Docs Requested %	Tax Docs Submitted N	Tax Docs Submitted %	Tax Docs Requested N	Tax Docs Requested %	Tax Docs Submitted N	Tax Docs Submitted %
BIPOC	Amer Indian/AK Native	31	2%	13	2%	15	3%	3	1%	8	2%	6	2%
	Asian/Pac Islander	207	14%	99	16%	92	17%	62	20%	84	21%	59	23%
	Black/African Amer	436	30%	172	28%	158	29%	81	26%	116	29%	72	28%
	Hispanic	159	11%	65	10%	58	11%	38	12%	56	14%	35	14%
	International Student	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Other/Unknown	84	6%	34	5%	41	7%	20	6%	19	5%	10	4%
White	White	410	28%	185	30%	134	24%	81	26%	81	20%	55	21%
Not Reported	Not Reported	132	9%	55	9%	52	9%	29	9%	39	10%	22	8%

■ BIPOC
■ White

Chart 10: Financial Aid Pipeline – Verification 1 Request and Submission, 2019-20

Financial Aid Milestones - Verification 1, 2019-20

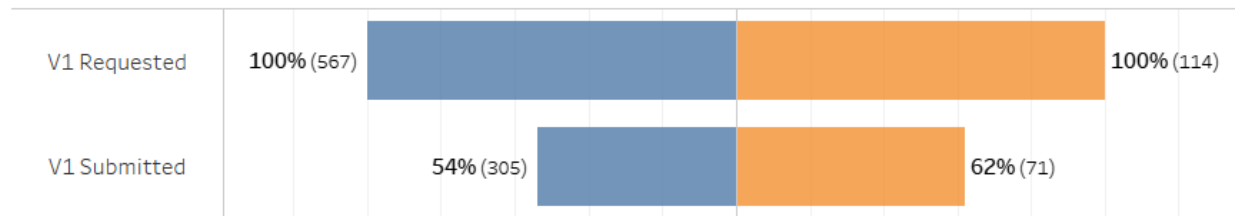


Chart 11: Financial Aid Milestones – Selective Service Request and Submission, 2019-20

Financial Aid Milestones - Selective Service, 2019-20



Chart 12: Financial Aid Milestones – Tax Document Request and Submission, 2019-20*

Financial Aid Milestones - Tax Documents, 2019-20



*Tax data only for independent students

Table 13: Pell Recipient Demographics, 2017-18 – 2019-20^oPell Recipient Demographics *(award code 01 with award status 02)*

		2017-18		2018-19		2019-20	
		Pell Recipient N	Pell Recipient %	Pell Recipient N	Pell Recipient %	Pell Recipient N	Pell Recipient %
BIPOC	Amer Indian/AK Native	11	1%	13	2%	16	2%
	Asian/Pac Islander	171	22%	158	21%	165	23%
	Black/African Amer	214	28%	233	32%	212	29%
	Hispanic	107	14%	105	14%	98	13%
	Other/Unknown	40	5%	43	6%	32	4%
White	White	172	22%	138	19%	155	21%
Not Reported	Not Reported	50	7%	48	7%	54	7%

Success Milestones

Retention

Source: First-Time Entering Student Outcomes dataset

- Students of Color
- White
- Other/Not Reported

Chart 14a: Fall to Winter Retention, fall 2017 – 2019 cohorts

1st Fall to Winter Retention

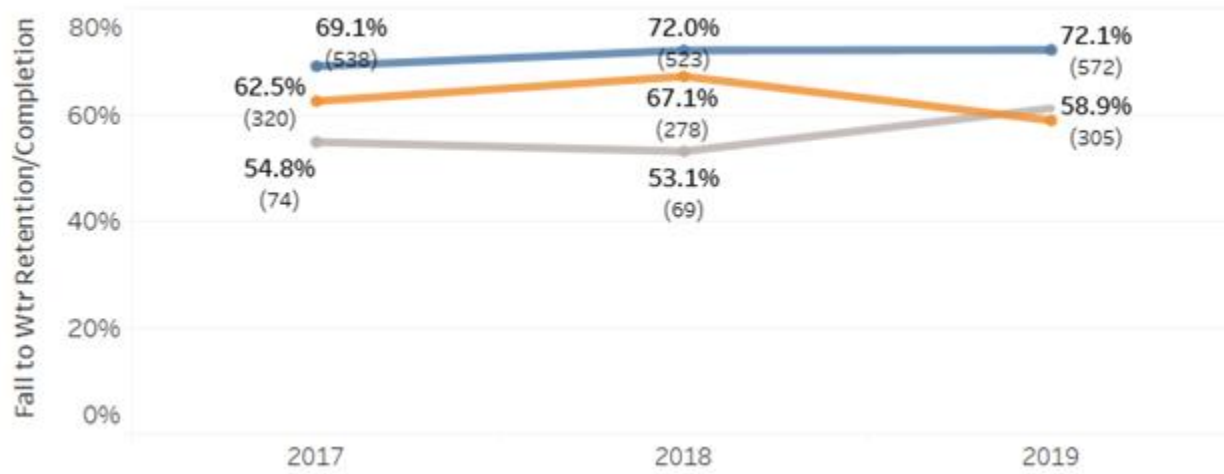
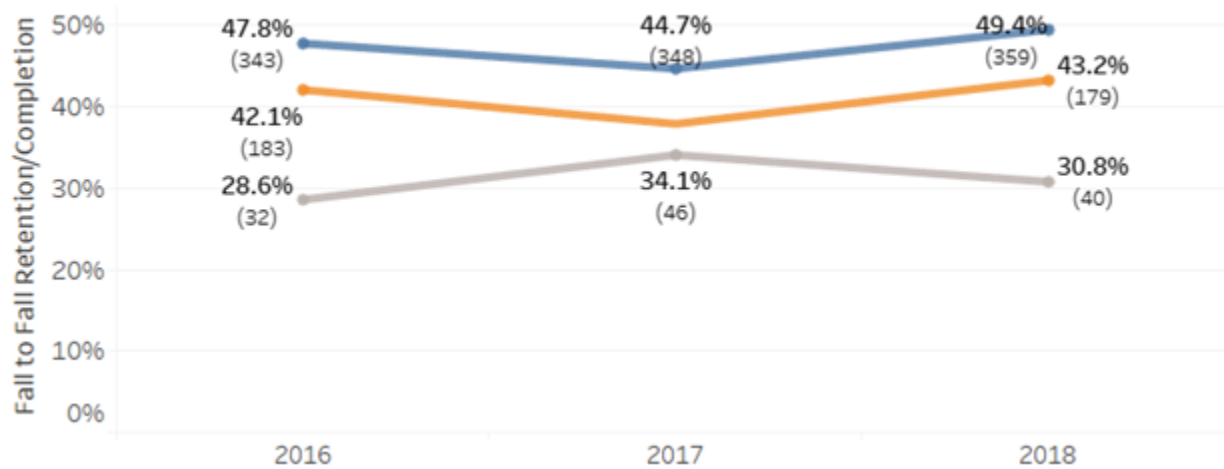


Chart 15a: Fall to Fall Retention, fall 2016 – 2018 cohorts

1st Fall to 2nd Fall Retention



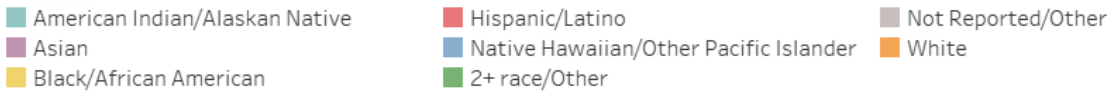


Chart 14b: Fall to Winter Retention, fall 2017 – 2019 cohorts^o

1st Fall to Winter Retention

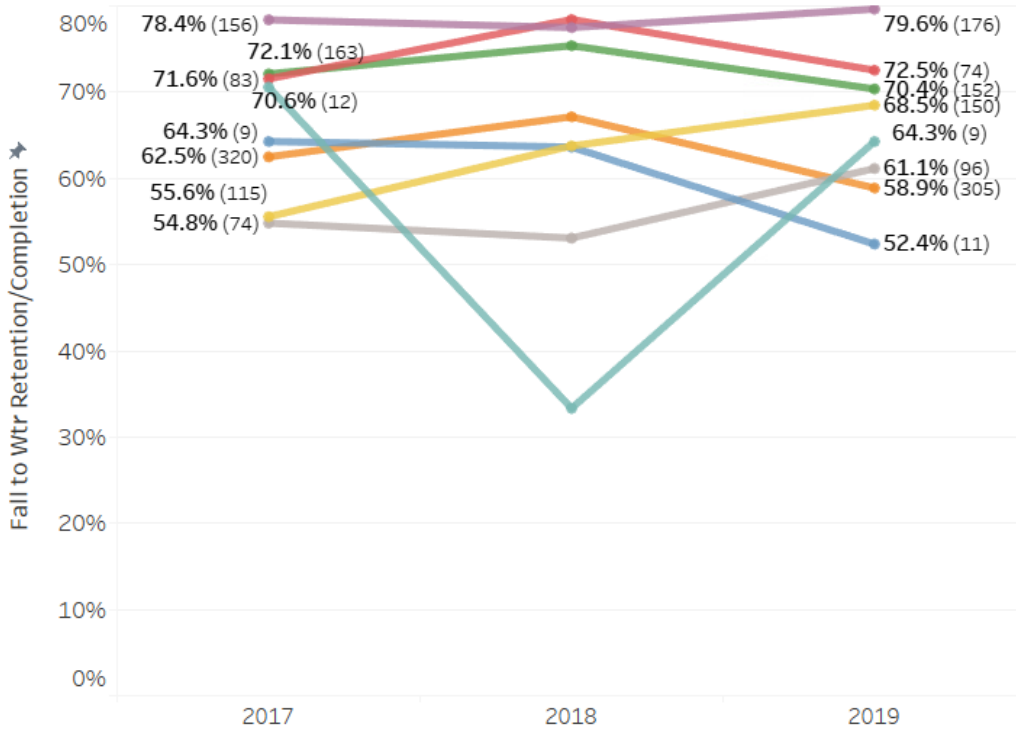
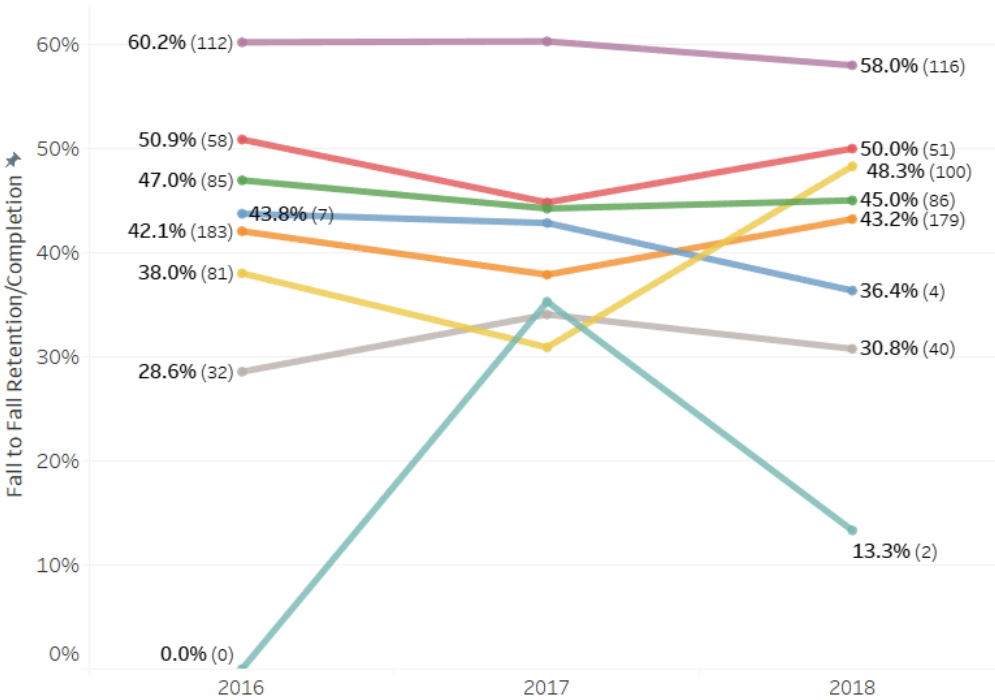


Chart 15b: Fall to Fall Retention, fall 2016 – 2018 cohorts^o

1st Fall to 2nd Fall Retention



College-Level Math and English in Year 1

Source: First-Time Entering Student Outcomes dataset

- Students of Color
- White
- Other/Not Reported

Chart 16a: Completion of College-Level English in Year 1, 2016 – 2018 cohorts

Completed College-Level English in Year 1

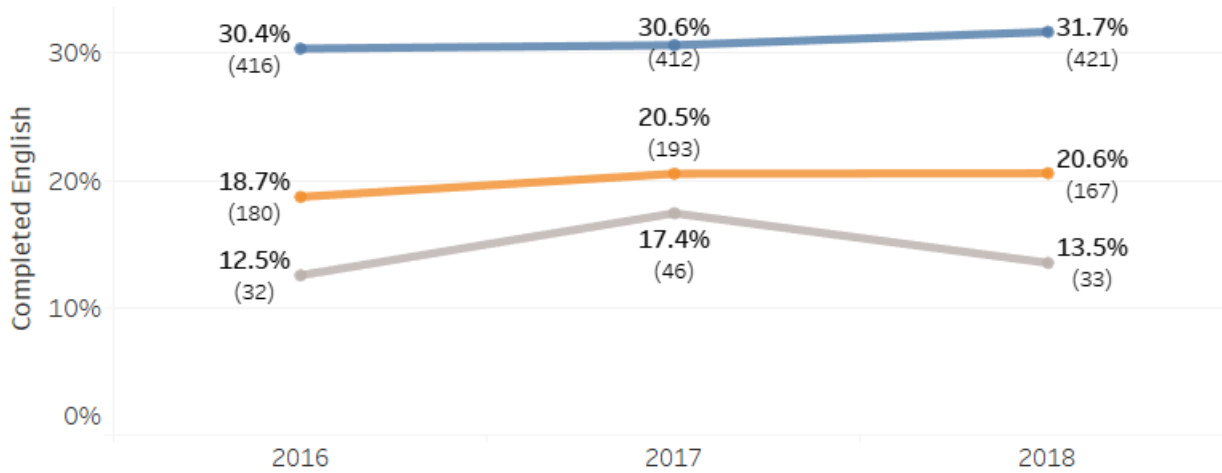
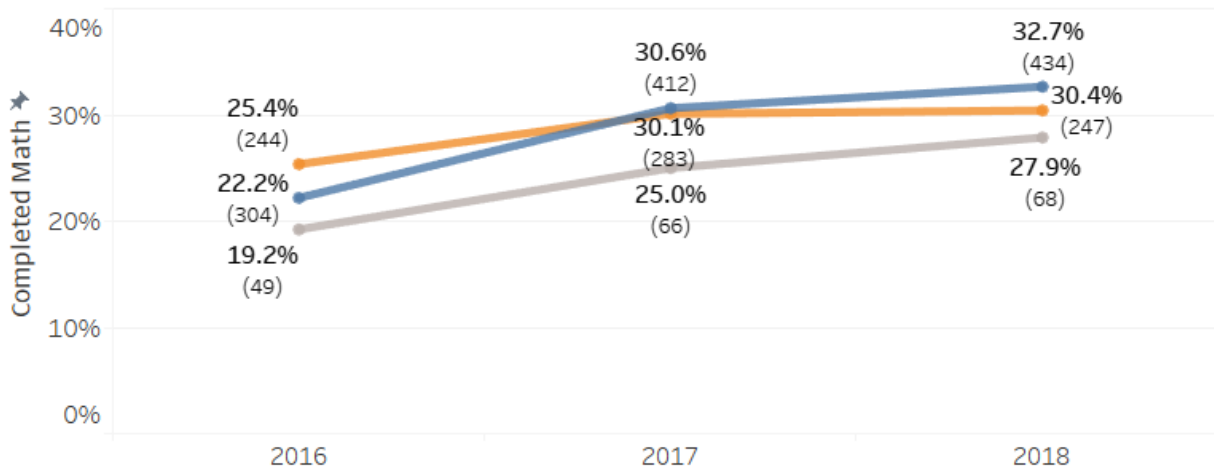


Chart 17a: Completion of College-Level English in Year 1, 2016 – 2018 cohorts

Completed College-Level Math in Year 1



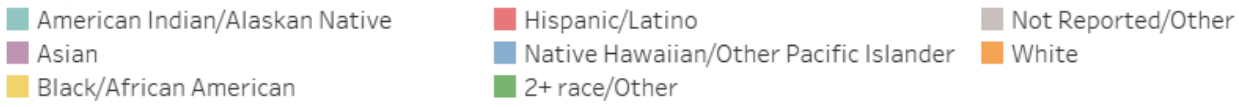


Chart 16b: Completion of College-Level English in Year 1, 2016 – 2018 cohorts^o

Completed College-Level English in Year 1

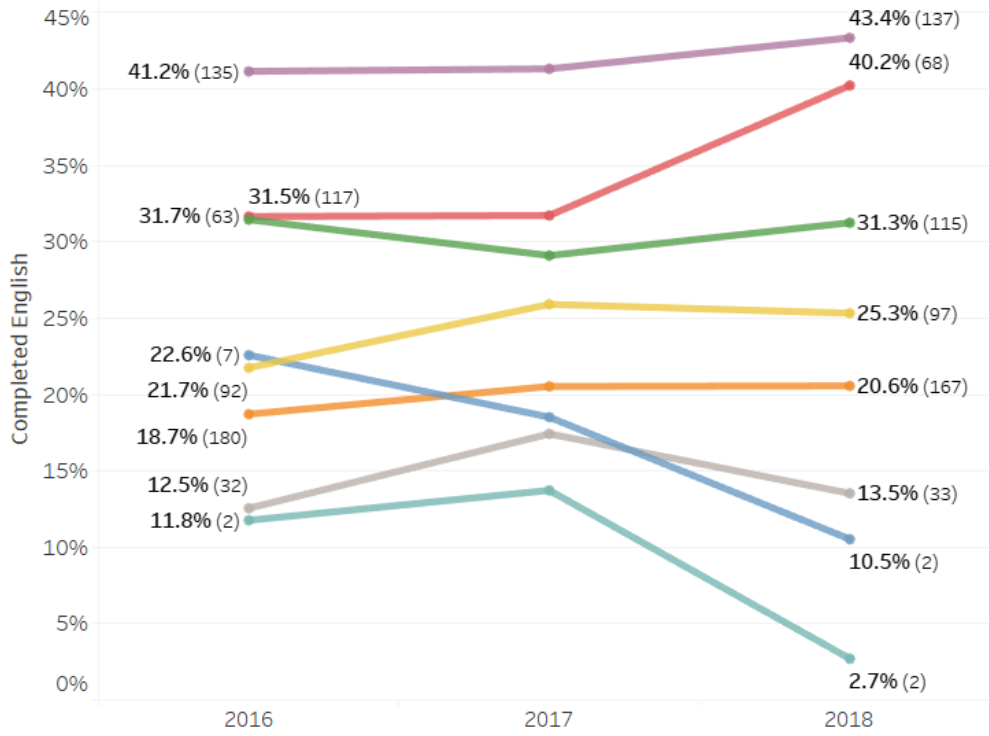
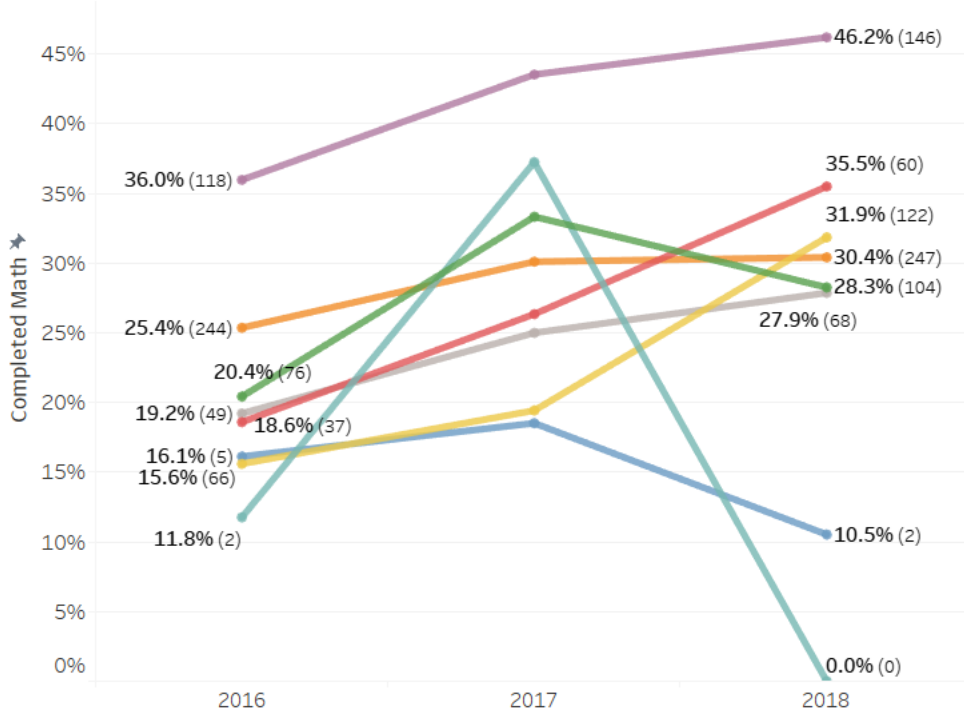


Chart 17b: Completion of College-Level English in Year 1, 2016 – 2018 cohorts^o

Completed College-Level Math in Year 1



Grade/Pass Rates

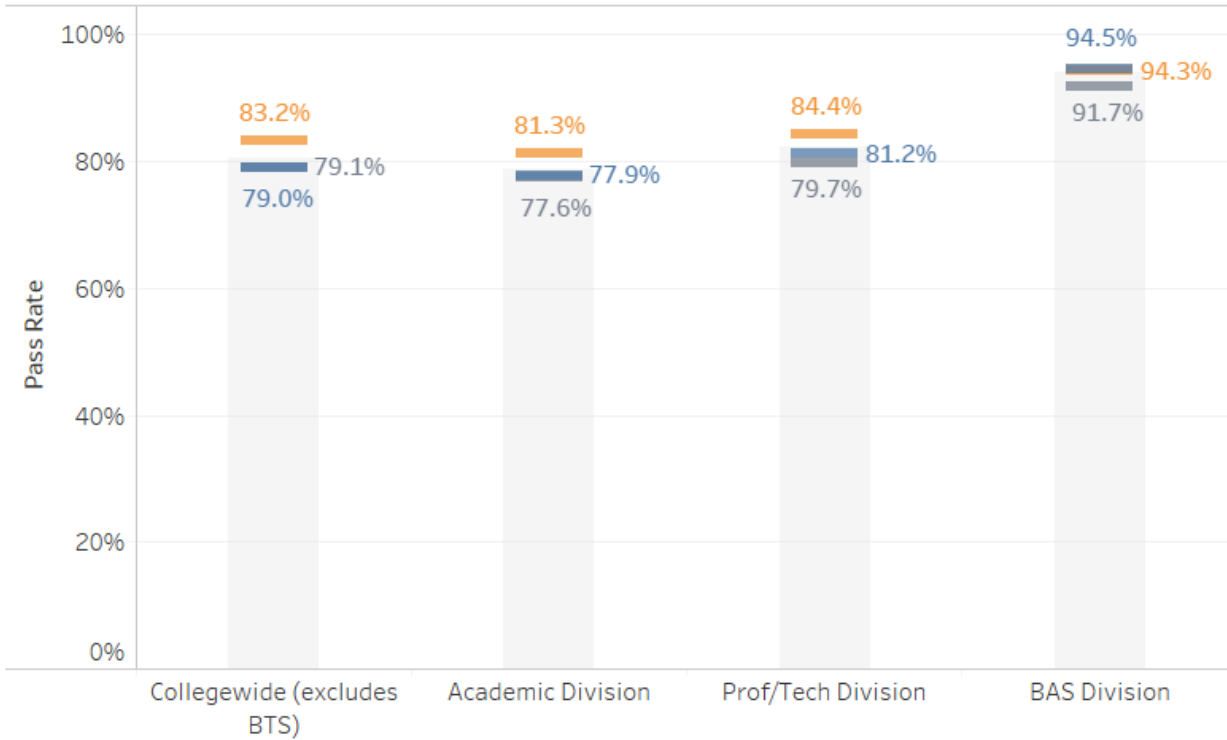
Source: Faculty Guided Pathways dashboard, 2015-16 to 2019-20

Notes: pass rates calculation: (all decimal grades 2.0 and above AND S grades) out of ALL grades that are not “*”; BTS excluded, since they use a different, non-decimal grading scale; light gray bars represent the average

- BIPOC
- White
- Not Reported

Chart 18: Pass Rates by Division, 2015-16 – 2019-20

Pass Rate (2.0+ Decimal Grade) by Division, 2015-16 to 2019-20



Total Enrollments by Division

	Collegewide (excludes BTS)	Academic Division	Prof/Tech Division	BAS Division
BIPOC	69,691	50,706	17,460	1,525
White	43,820	21,487	20,559	1,774
Not Reported	14,363	6,551	7,342	470

Chart 19: Pass Rates by Division – Difference from Average, 2015-16 – 2019-20⁰

(groups above 0% line had pass rates above average)

Pass Rates (2.0+ Decimal Grade): Difference from Average, 2015-16 to 2019-20

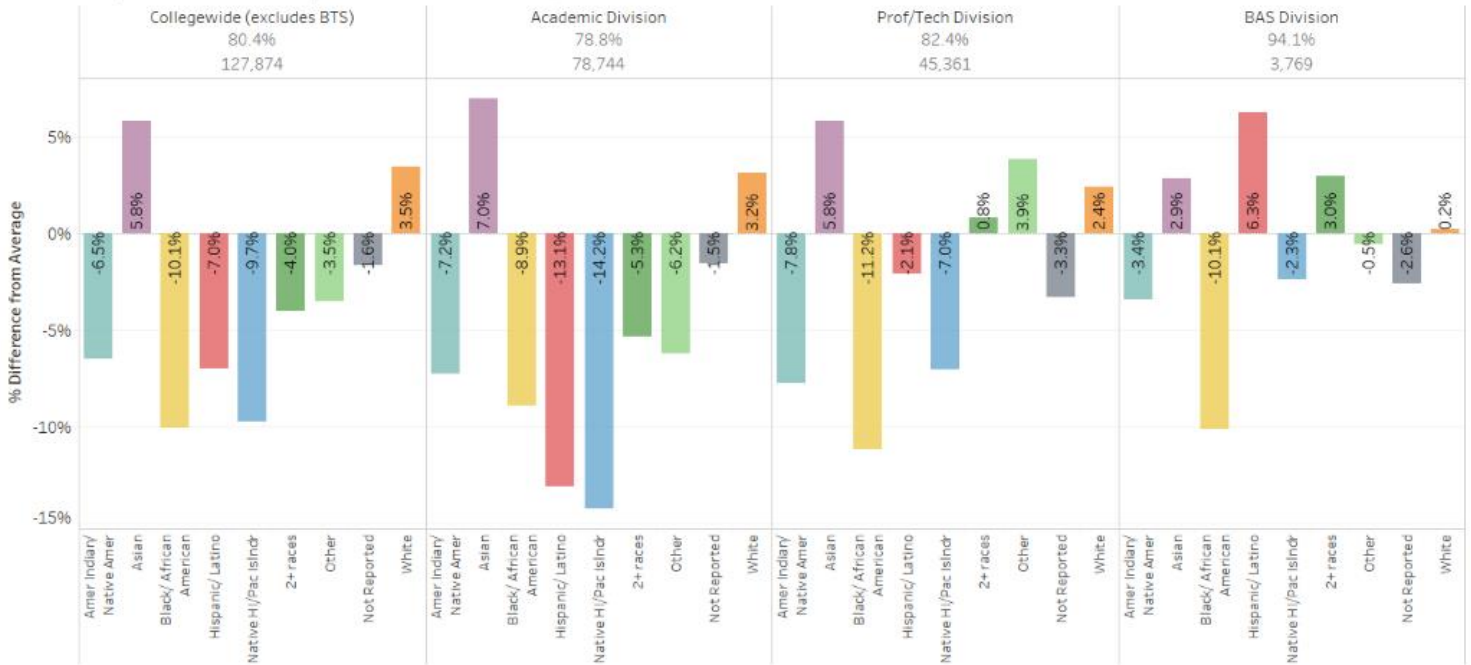


Table 20a: Pass Rates for Departments with 20 Highest Enrollments, 2015-16 – 2019-20^o (international students included)

Note: different color scale used here

Lowest Pass Rate  Highest Pass Rate

Pass Rates (2.0+ Decimal Grade) by Department and Race/Ethnicity for Departments with 20 Highest Enrollments, 2015-16 to 2019-20																				
Dept	Total Graded Enrollments	Overall Pass Rate	Amer Indian/ Native Amer		Asian		Black/African American		Hispanic/Latino		Native HI/Other Pac Islander		Other Race		2+ race		Not Reported		White	
			%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.
All Depts	121,258	80%	75%	1,042	85%	26,595	72%	15,863	75%	1,711	73%	1,013	78%	5,794	77%	15,761	79%	13,409	83%	40,070
AHE	1,775	79%	75%	16	89%	264	74%	505	91%	35	70%	44	71%	24	67%	210	83%	185	84%	492
AMT	3,163	92%			92%	1,168	89%	192	94%	32	93%	73	90%	92	88%	218	95%	218	94%	1,169
ART	2,588	84%	83%	36	88%	759	82%	282	83%	18	55%	11	78%	120	81%	402	82%	211	83%	749
AUT	2,354	87%	100%	36	92%	459	80%	393	72%	36	100%	19	91%	304	84%	334	79%	202	91%	571
BIOL	5,856	78%	83%	29	81%	1,392	68%	1,116	75%	67	49%	45	76%	284	77%	885	80%	563	84%	1,475
BUS	3,640	80%	42%	36	88%	903	69%	557	77%	66	59%	69	81%	162	78%	500	80%	260	84%	1,087
CHEM	3,243	74%	82%	11	84%	1,065	65%	455	65%	31	56%	16	70%	137	64%	426	72%	273	74%	829
CMST	2,752	85%	69%	16	90%	795	81%	446	71%	21	76%	21	82%	118	81%	435	82%	197	87%	703
CSC	2,746	74%	77%	13	79%	855	64%	445	73%	15			74%	121	68%	336	75%	233	79%	721
ECON	1,976	82%	40%	15	88%	833	66%	176	86%	14	80%	10	82%	73	80%	238	83%	151	79%	466
ENGL	11,540	80%	71%	76	85%	3,374	73%	1,757	82%	109	68%	88	77%	599	76%	1,818	76%	917	82%	2,802
HIST	2,664	83%	77%	22	89%	587	72%	317	62%	21	88%	17	76%	101	83%	458	79%	196	84%	945
HMG	1,732	94%	83%	23	98%	522	85%	158			89%	28	88%	34	97%	211	96%	171	93%	577
LHO	2,207	83%			91%	224	35%	52	55%	31	77%	13	98%	49	82%	271	79%	227	84%	1,334
MATH	20,074	74%	71%	112	81%	5,076	66%	2,961	57%	281	63%	133	67%	1,098	68%	2,881	75%	1,792	78%	5,740
PHYS	1,798	84%			87%	707	75%	212	76%	17			82%	78	77%	166	87%	145	86%	466
PSYC	5,880	84%	76%	45	89%	1,284	81%	886	76%	84	80%	49	80%	320	81%	975	82%	490	86%	1,747
WAR	5,125	91%	94%	50	89%	157	93%	223	82%	158	98%	48	89%	214	92%	341	95%	1,696	87%	2,238
WFT	4,259	90%	92%	93	85%	157	78%	373	98%	89	52%	21	92%	265	94%	448	88%	493	92%	2,320
WIN	2,558	88%	63%	16	88%	174	82%	104	90%	21			86%	70	91%	182	82%	310	90%	1,680

*Groups with <10 enrollments not shown; all departments listed included multiple instructors.

Table 20b: Pass Rates for Departments with 20 Highest Enrollments, 2015-16 – 2019-20^o (international students excluded)

Note: different color scale used here

Lowest Pass Rate  Highest Pass Rate

Pass Rates (2.0+ Decimal Grade) by Department and Race/Ethnicity for Departments with 20 Highest Enrollments, 2015-16 to 2019-20 (international students excluded)																				
Dept	Total Graded Enrollments	Overall Pass Rate	Amer Indian/ Native Amer		Asian		Black/African American		Hispanic/Latino		Native HI/Other Pac Islander		Other Race		2+ race		Not Reported		White	
			%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.
All Depts	108,235	80%	75%	1,042	83%	15,740	72%	15,074	75%	1,673	73%	1,013	77%	5,728	77%	15,742	79%	13,358	83%	38,865
AHE	1,775	79%	75%	16	89%	264	74%	505	91%	35	70%	44	71%	24	67%	210	83%	185	84%	492
AMT	2,363	94%			94%	522	88%	181	97%	31	93%	73	90%	92	88%	217	95%	218	96%	1,028
ART	2,134	83%	83%	36	90%	372	80%	256	83%	18	55%	11	78%	117	81%	402	82%	211	84%	711
AUT	2,274	87%	100%	36	92%	379	80%	393	72%	36	100%	19	91%	304	84%	334	79%	202	91%	571
BIOL	5,445	78%	83%	29	80%	1,042	67%	1,090	74%	65	49%	45	76%	283	77%	880	80%	559	84%	1,452
BUS	3,082	79%	42%	36	88%	437	68%	523	78%	64	59%	69	81%	160	78%	500	80%	257	84%	1,036
CHEM	2,738	72%	82%	11	80%	632	64%	433	65%	31	56%	16	70%	136	64%	424	72%	267	74%	788
CMST	2,304	84%	69%	16	87%	406	81%	426	71%	21	76%	21	82%	114	81%	434	82%	197	88%	669
CSC	2,327	72%	77%	13	76%	504	63%	427	73%	15			73%	117	68%	336	74%	226	78%	682
ECON	1,362	79%	40%	15	86%	290	63%	146	86%	14	80%	10	81%	69	80%	238	82%	146	79%	434
ENGL	9,627	78%	71%	76	82%	1,738	72%	1,660	81%	105	68%	88	76%	588	76%	1,816	76%	915	82%	2,641
HIST	2,414	82%	77%	22	90%	372	72%	303	65%	17	88%	17	76%	100	83%	458	79%	195	84%	930
HMG	1,372	94%	83%	23	99%	272	86%	95			89%	28	88%	34	97%	211	96%	171	92%	530
LHO	2,166	82%			91%	204	35%	52	55%	31	77%	13	98%	49	82%	271	79%	227	84%	1,313
MATH	17,604	73%	71%	112	77%	3,065	65%	2,773	57%	281	63%	133	66%	1,082	68%	2,875	75%	1,783	78%	5,500
PHYS	1,414	82%			83%	386	76%	188	76%	17			82%	78	77%	165	87%	141	86%	432
PSYC	5,387	84%	76%	45	88%	892	80%	849	75%	81	80%	49	79%	317	81%	974	82%	489	86%	1,691
WAR	5,125	91%	94%	50	89%	157	93%	223	82%	158	98%	48	89%	214	92%	341	95%	1,696	87%	2,238
WFT	4,243	90%	92%	93	85%	155	77%	359	98%	89	52%	21	92%	265	94%	448	88%	493	92%	2,320
WIN	2,417	88%	63%	16	89%	80	82%	104	82%	11			86%	70	91%	182	81%	305	89%	1,648

*Groups with <10 enrollments not shown; all departments listed included multiple instructors.

Outcomes

Completion of Award

Source: First-Time Entering Student Outcomes dataset

Chart 21a: Award Completion by Year 4, 2013 – 2015 cohorts

- Students of Color
- White
- Other/Not Reported

Award Completion by Year 4

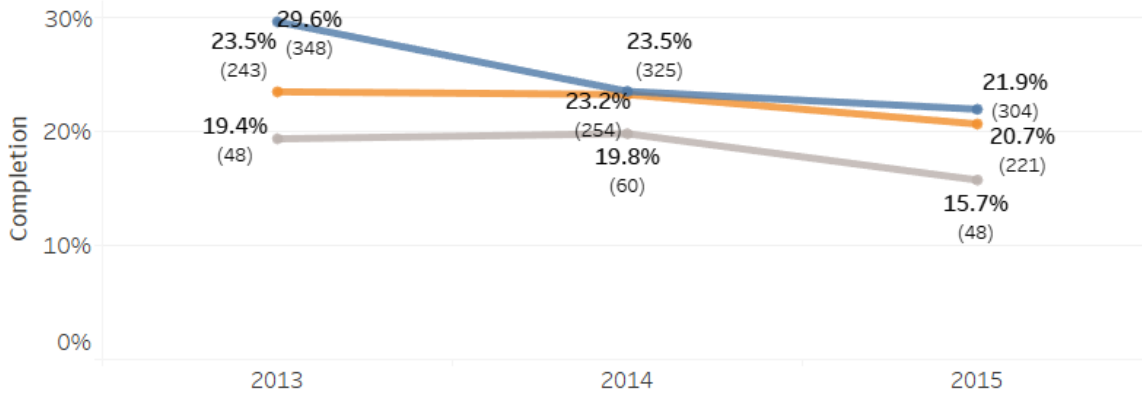
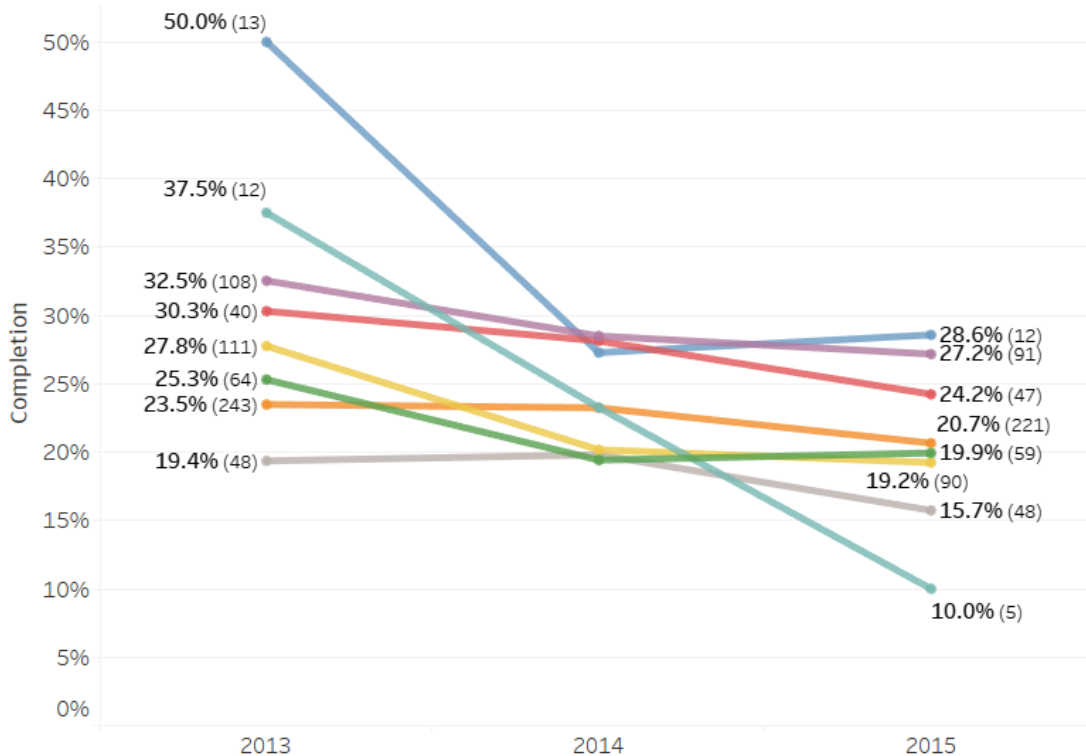


Chart 21b: Award Completion by Year 4, 2013 – 2015 cohorts⁰

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Other Pacific Islander
- 2+ race/Other
- Not Reported/Other
- White

Award Completion by Year 4



Transfer to a 4-year College by Year 4

Source: First-Time Entering Student Outcomes dataset

Chart 22a: Transfer to a 4-year College by Year 4 (with and without completion of award), 2013 – 2015 cohorts

- Students of Color
- White
- Other/Not Reported

Transfer to a 4-year College by Year 4

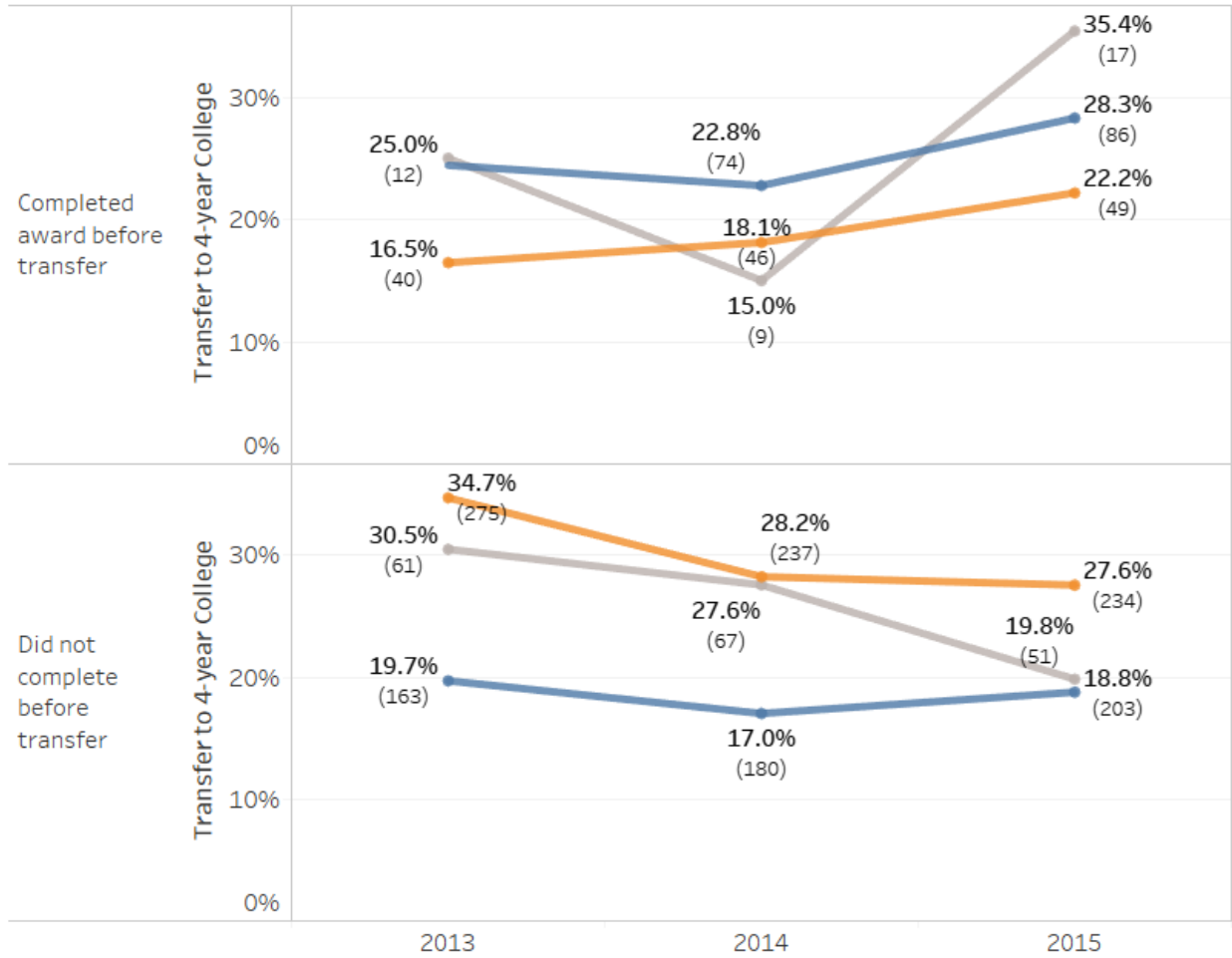
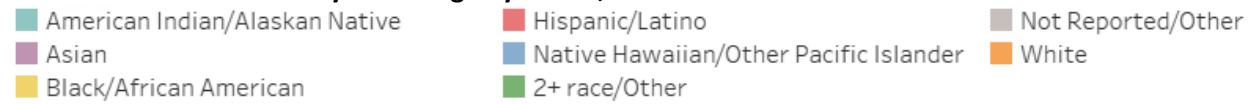
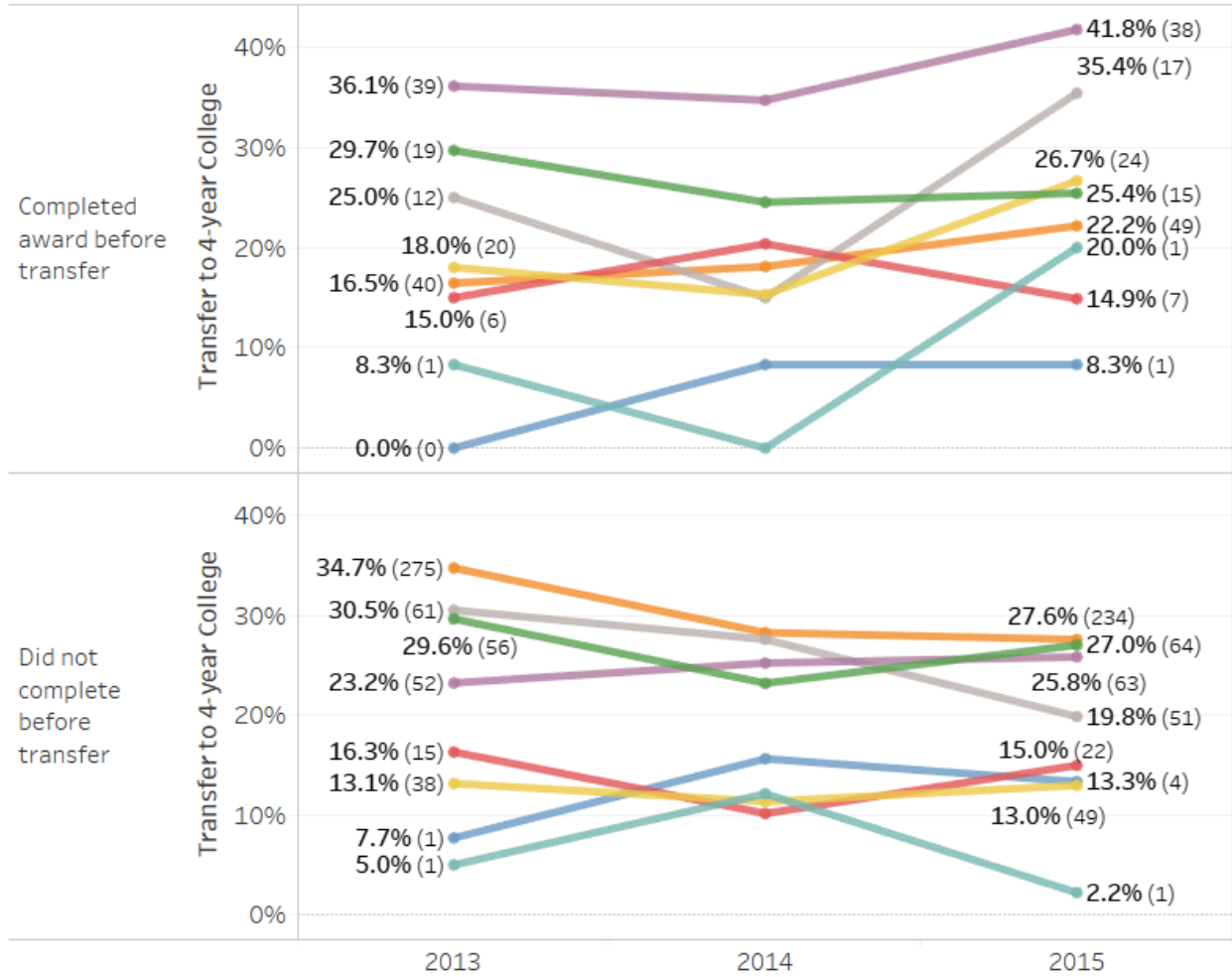


Chart 22b: Transfer to a 4-year College by Year 4, 2013 – 2015 cohorts^o



Transfer to a 4-year College by Year 4



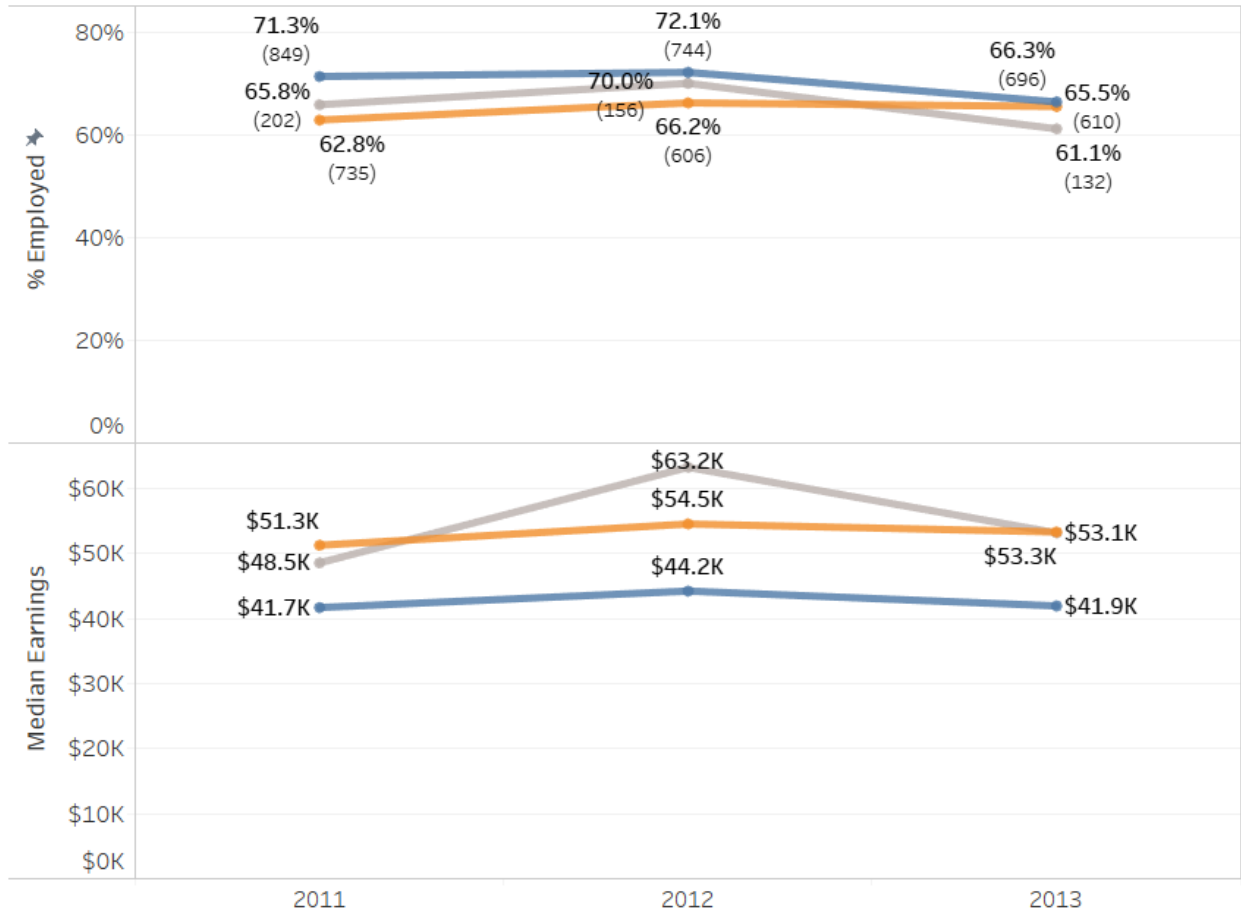
Employment & Earnings

Source: First-Time Entering Student Outcomes dataset – by Year 6

Chart 23: Post-College Employment and Earnings by Year 6, 2011 – 2013 cohorts

- Students of Color
- White
- Other/Not Reported

Post-College Employment & Earnings by Year 6



Survey data

Chart 24: Community College Survey of Student Engagement (CCSSE) Responses – Cultural Sensitivity and Diversity Data, 2018

Note: different color scale used here

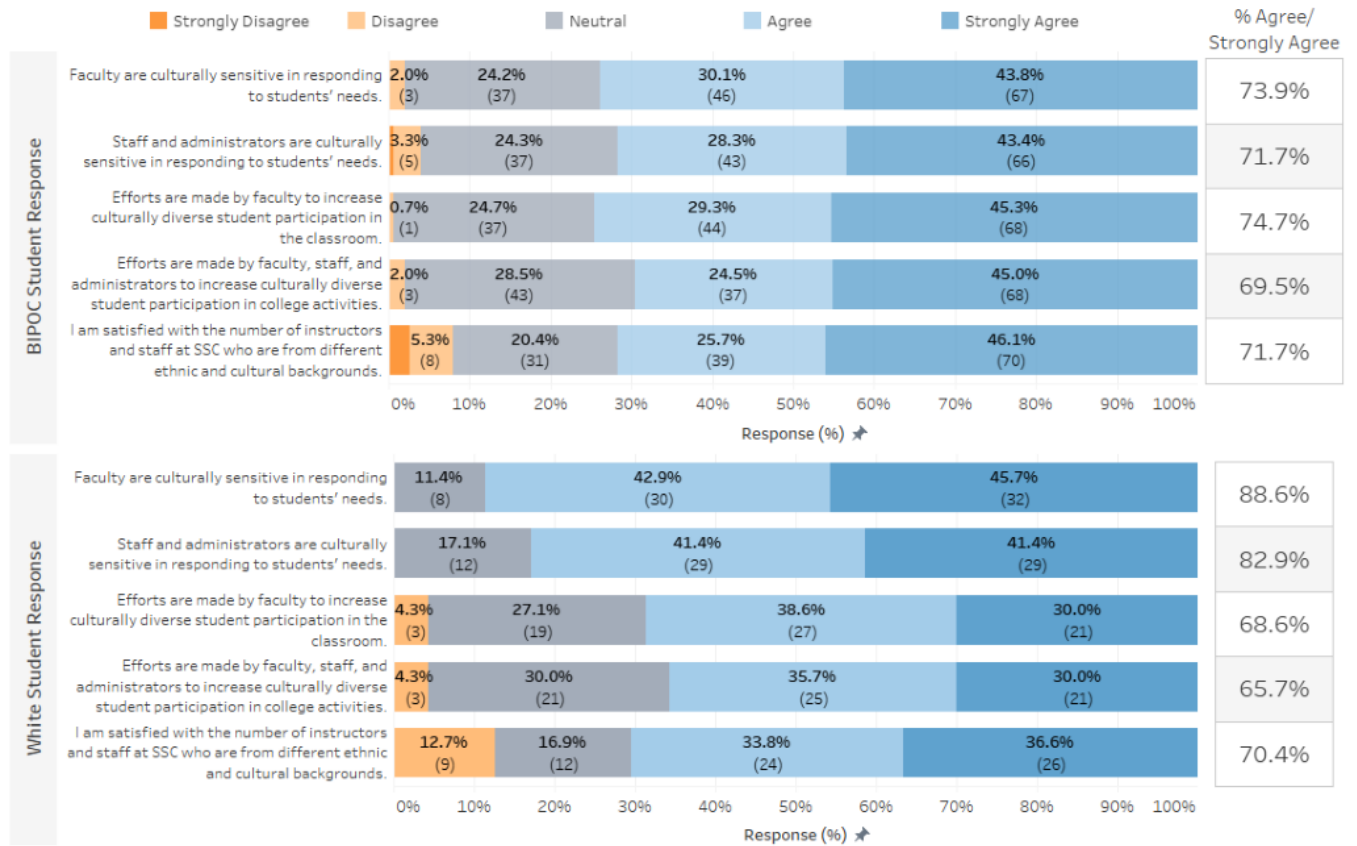
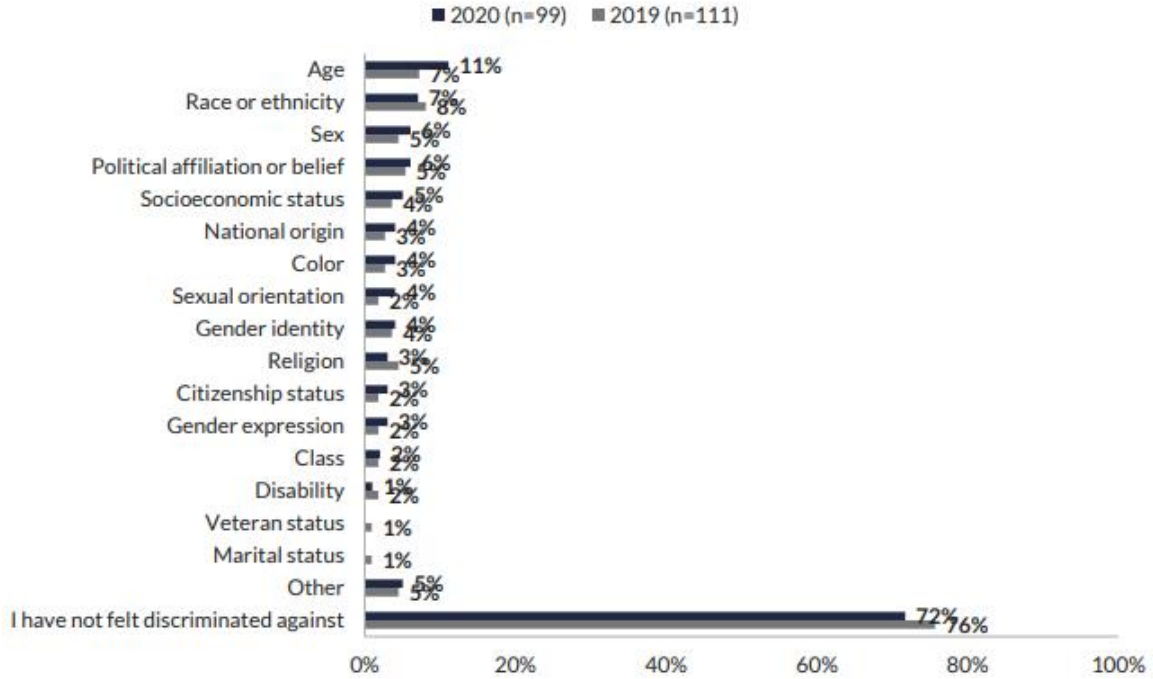


Chart 25: Hanover Student Climate Survey Responses – Discrimination at SCC, 2019 & 2020
DISCRIMINATION AT SCC

Please indicate the ways in which you have felt discriminated against at South Seattle College within the current academic year. Select all that apply.



HIGHER EDUCATION

Note: Values sum to more than 100 percent because respondents could select all that apply.

EMPLOYEE MEASURES

Demographics and Salary

Source: PMIS Employee and Payroll tables

Note: includes moonlight salary data

Chart 26: Annual Employee Demographics, 2017-18 – 2019-20

- BIPOC
- White
- Not Reported

Annual Employee Demographics, 2017-18 to 2019-20

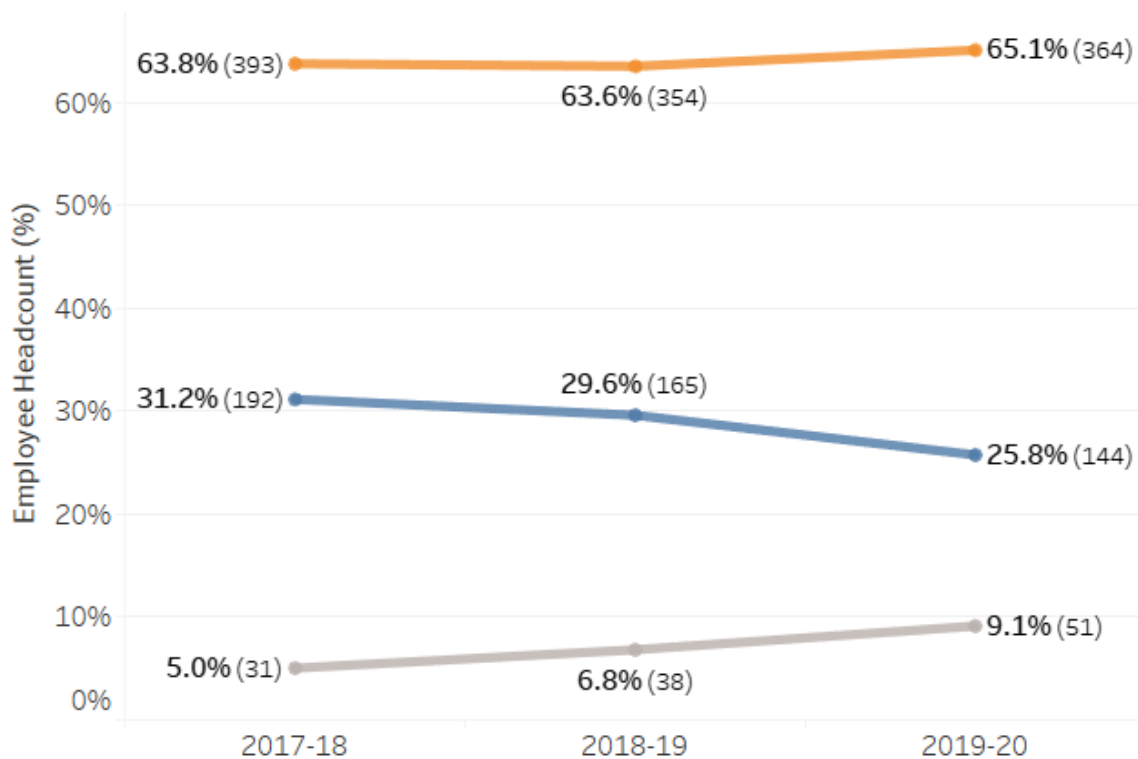


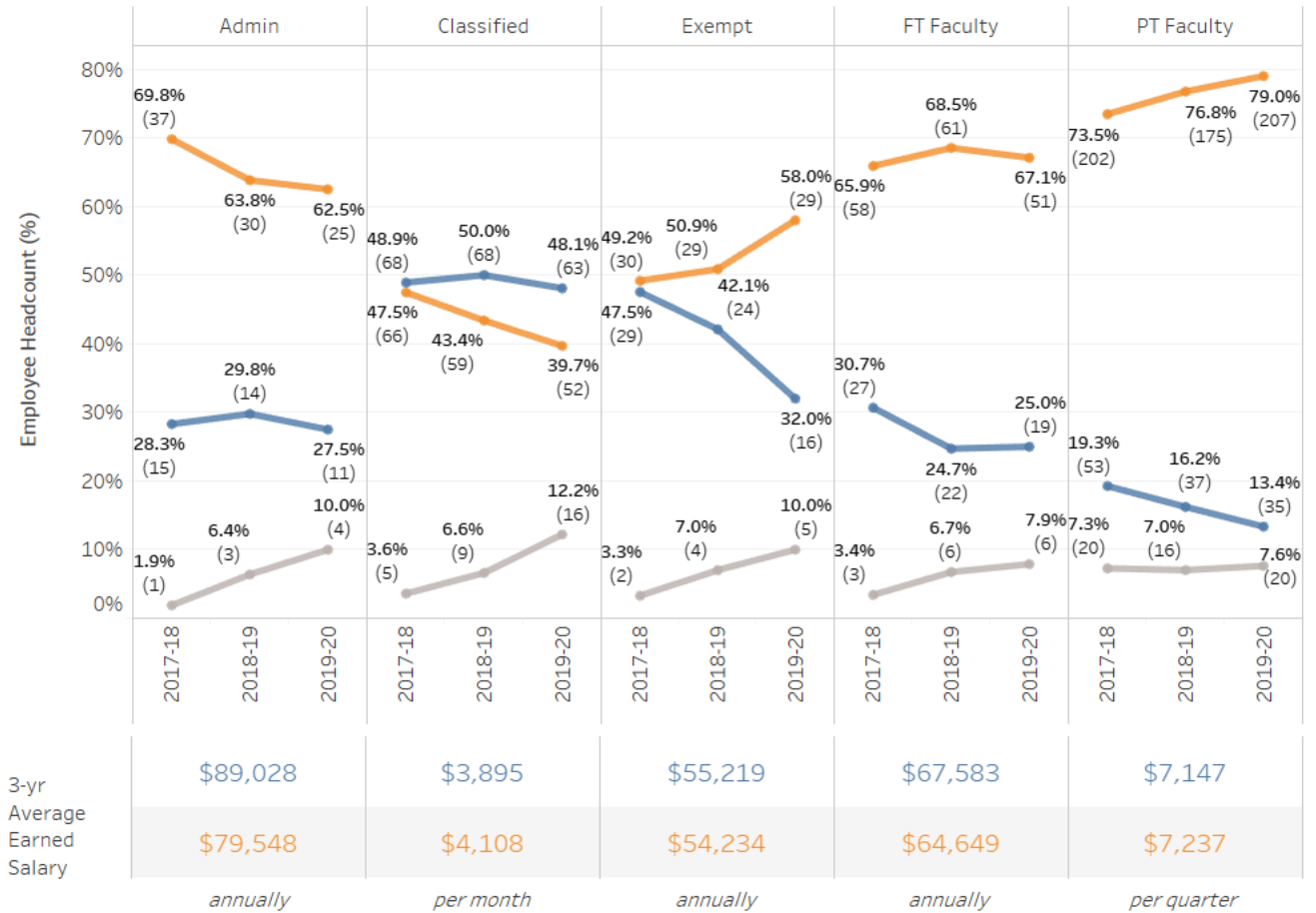
Table 26: Annual Employee Headcount, 2017-18 – 2019-20⁰

Annual Employee Headcount						
	2017-18		2018-19		2019-20	
	N	%	N	%	N	%
African American	59	10%	55	10%	49	9%
Asian/Pacific Islander	87	14%	72	13%	65	12%
Hispanic	42	7%	34	6%	26	5%
Native American	4	1%	4	1%	4	1%
BIPOC Total	192	31%	165	30%	144	26%
White	393	64%	354	64%	364	65%
Not Reported	31	5%	38	7%	51	9%
Grand Total	616	100%	557	100%	559	100%

Chart 27: Annual Employee Demographics and Average Salary by Employee Type, 2017-18 – 2019-20

- BIPOC
- White
- Not Reported

Annual Employee Demographics by Type, 2017-18 to 2019-20



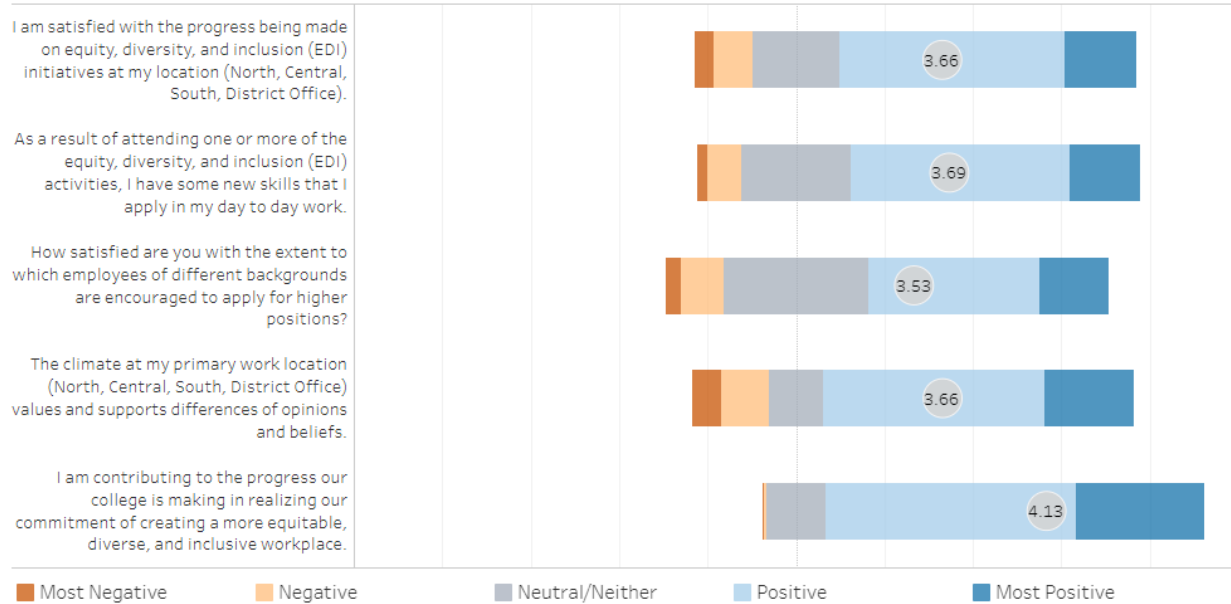
Employee Survey Data

Chart 28a: South Employee College Climate Survey Responses – EDI & Discrimination, 2020 (All Respondents)

Note: different color scale used here

Filter by Demographics: Age Group filter (All) Gender Identity filter (All) Race/Ethnicity filter (All) Sexual Orientation filter (All) 


Equity, Diversity, & Inclusion



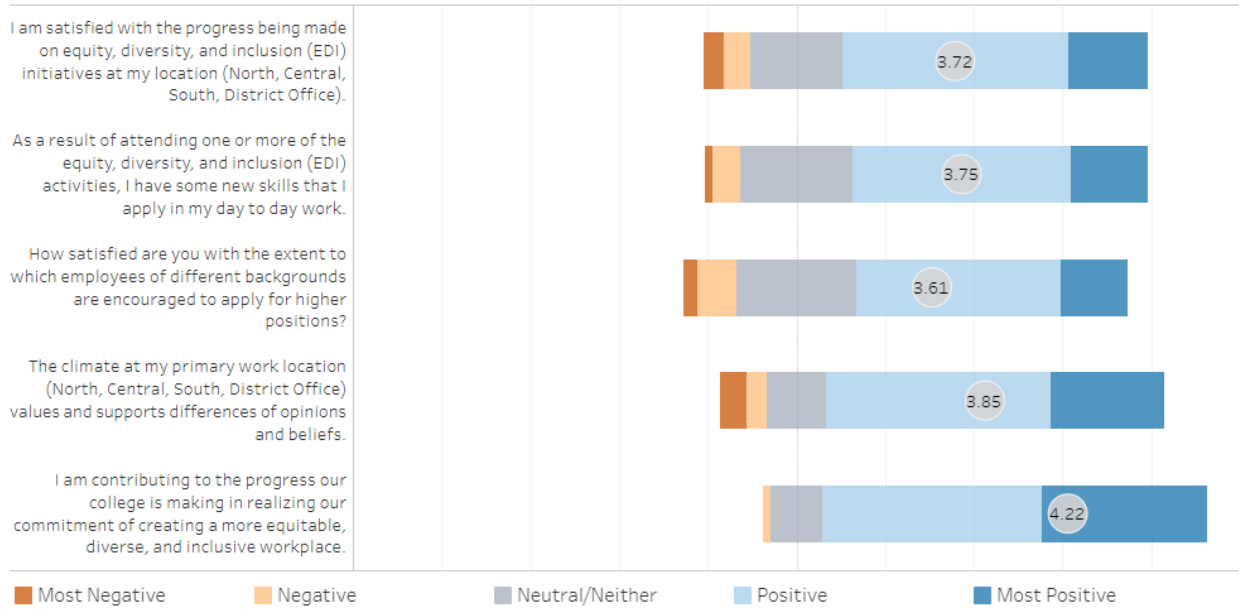
Discrimination

	Yes	No
Within the current academic year, have you felt discriminated against?	25.7% (N=52)	74.3% (N=150)

Chart 28b: South Employee College Climate Survey Responses – EDI & Discrimination, 2020 (BIPOC Respondents only)

Filter by Demographics: Age Group filter (All) Gender Identity filter (All) Race/Ethnicity filter POC Sexual Orientation filter (All) 


Equity, Diversity, & Inclusion



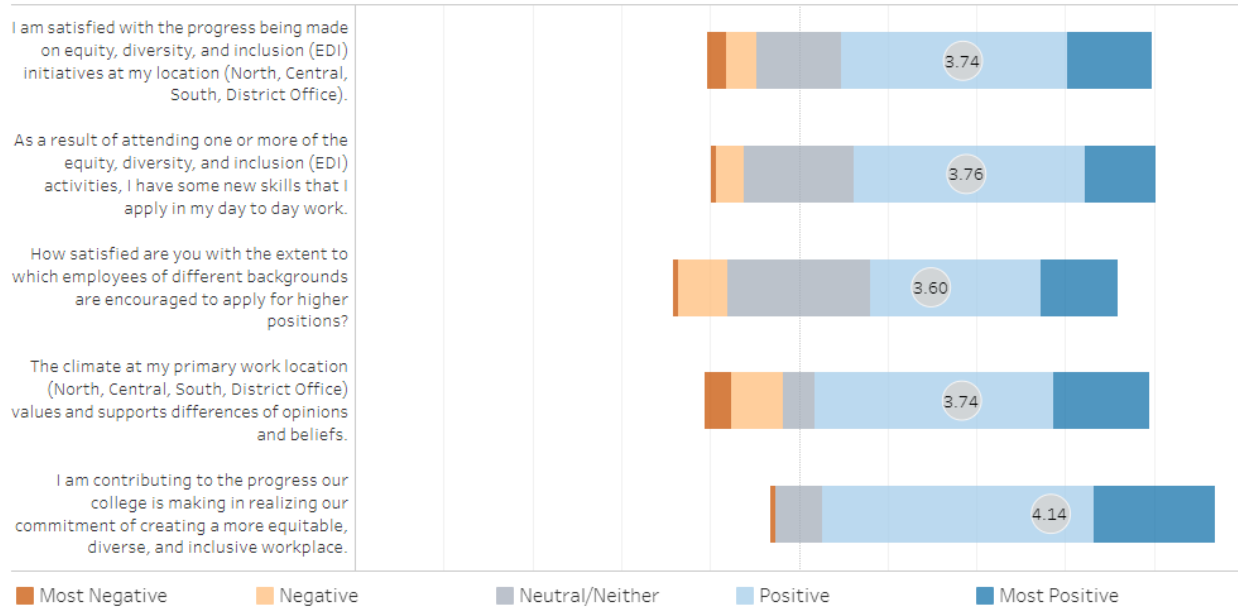
Discrimination

	Yes	No
Within the current academic year, have you felt discriminated against?	33.3% (N=21)	66.7% (N=42)

Chart 28c: South Employee College Climate Survey Responses – EDI & Discrimination, 2020 (White Respondents only)

Filter by Demographics: Age Group filter (All) Gender Identity filter (All) Race/Ethnicity filter White, only Sexual Orientation filter (All) 

Equity, Diversity, & Inclusion



Discrimination

	Yes	No
Within the current academic year, have you felt discriminated against?	18.6% (N=19)	81.4% (N=83)

Teaching Load

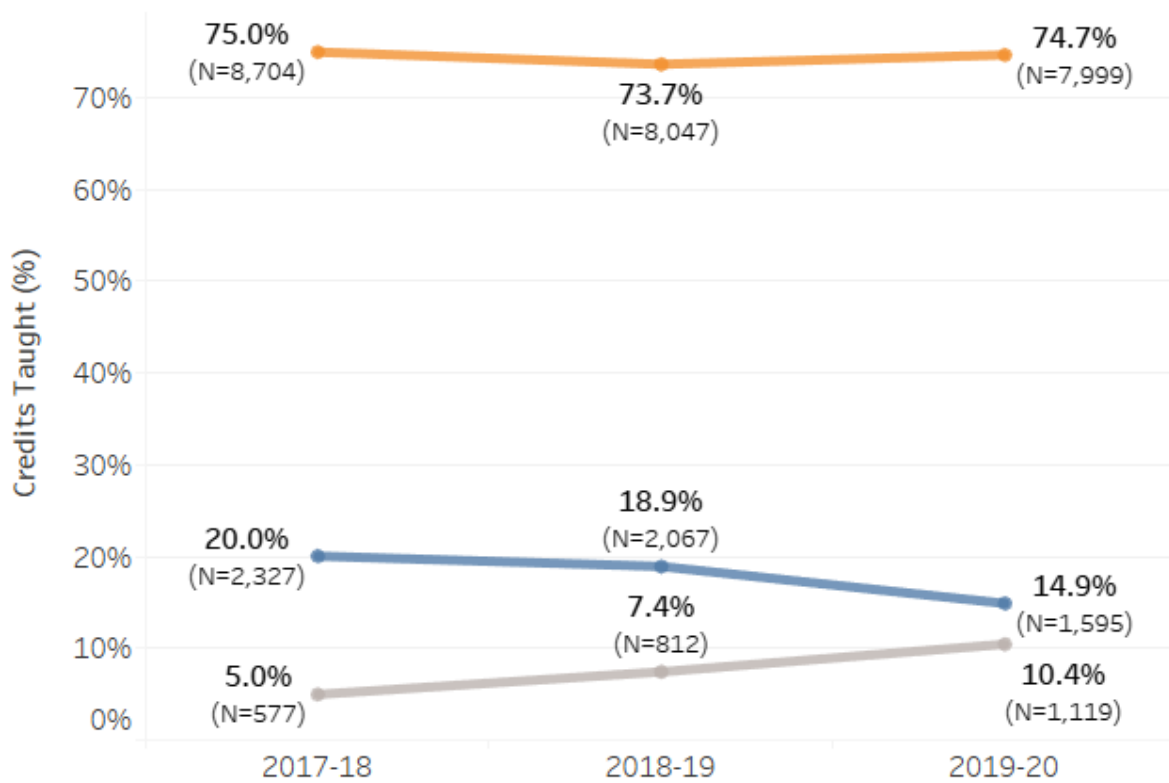
Source: ODS Employee and Class tables

Chart 29: Annual Teaching Load, 2017-18 – 2019-20

Note: based on “credit” – not “credit equivalency” – does not take into account any extra FTEs used to calculate funding, like IBEST

- BIPOC
- White
- Not Reported

Annual Teaching Load, 2017-18 to 2019-20



Faculty Stipend Pay

Source: FMS query, payroll org code 4%, object code AF%, ODS employee table

Chart 30: Faculty Paid by Stipends, 2017-18 – 2019-20

- BIPOC
- White
- Not Reported

Faculty Paid by Stipends, 2017-18 to 2019-20

