



P-20 Feedback Report for Community and Technical Colleges: Overview, Technical Notes, and Summary of Tables

Education Research & Data Center (ERDC) is moving forward with the P20 reports for Washington state Community and Technical Colleges (CTCs). One of the challenges presented by these reports is deciding who to include. The CTCs serve a diverse population of learners and the focus on students who previously attended Washington public K12 does not capture a large number of people served by CTCs.

As the mission of ERDC is to provide longitudinal data cross-sector, the concept of cohorts are employed to provide a means for tracking commonly defined groups of students over time and sectors. For this version of the CTC Feedback Reports, ERDC has defined a CTC cohort as first-time students beginning coursework in the 2011-12 CTC school year (excluding Basic Skills or Lifelong Learning students); alternatively, no records of CTC participation were found spanning Summer Quarter 2005 through Spring Quarter 2011.

Data Sources & Definitions

Washington Community and Technical College Enrollment: Enrollment data from the State Board for Community and Technical Colleges (SBCTC), which includes student enrollment status by term for the 34 colleges in the state system. Students are considered enrolled if they are enrolled in:

- courses preparing them for certificates or degrees
- courses preparing them for transfer to academic programs in four-year institutions

Students who are identified as exclusively life-long learning (excl_ll = 'yes') or basic skills (excl_bs = 'yes') students for the entire academic year (Summer term 2011 – Spring term 2012) are not included. The status of life-long learning and basic skills is collected for every term. If a student is identified as a life-long learner or adult basic skills and enrolled in certificate, degree, or transfer preparation courses during the Summer 2011 – Spring 2012 terms they will be counted as enrolled for the purposes of this report.

Data Suppression and Report Exclusion Rules

ERDC has worked with the Office of Superintendent of Public Instruction (OSPI) and the State Board for Community and Technical Colleges (SBCTC) to develop suppression rules that meet the law and intent of the Family Educational Rights and Privacy Act (FERPA) and protect student privacy. ERDC has also

followed the guidance of the Privacy Technical Assistance Center (PTAC) to display the data using a method to maximally protect individual privacy. These suppression rules and display methods are applied by ERDC to the data before it is released in summary format for web display.

The following rules have been applied to the reports:

- Reports for Community and Technical Colleges with fewer than 10 new enrollees are limited to providing only the number of new enrollees in this annual report. Additionally, some information for community and technical colleges with more than ten enrollees may be suppressed where the number of subtype enrollments or subgroups of enrollments fall below the necessary threshold of 10 used for calculating percentages.
- To comply with recommendations made by the Privacy Technical Assistance Center ([PTAC](#)), information is presented in percentages, or ranges of percentages rather than exact counts. This change to the display mitigates the release of personal identifiable information and is a strategy recommended in [SLDS Technical Brief #3](#).

Table 1. 2011-12 First-time Enrolled CTC Students and Prior WA Public K12 Enrollment

Description

Table 1 shows all students who enroll at a CTC for the first time in the 2011-12 school year. The purpose of this table is to put the students who enter CTCs from Washington (WA) public K12 into the larger context of all students served in a year. First time is defined as no previous enrollments as found in the CTC enrollment files back to 2004-05, and also excludes Basic Skills and Life Long Learners. In addition, CTC records with no P20id assigned were excluded.

High School Graduates, Dropouts, and Enrolled Students: The Office of Superintendent of Public Instruction (OSPI) annual summary data files for high school enrollment and completion (P-210) were used to identify high school graduates. The graduate cohort is defined by the academic year data file in which they are reported as graduated. For the most part this corresponds to the August 16, 2004 – August 15, 2012 school years for the high school graduates.

A student is included as a **high school graduate** if he/she was reported in OSPI's academic year enrollment summary file with student enrollment status indicating:

- “graduated with regular High School Diploma” or Enrollment_Status_Type = ‘G0’,
- “graduated with Associates Degree” or Enrollment_Status_Type = ‘GA’,
- “confirmed completion of Individualized Education Program” or Enrollment_Status_Type = ‘C2’,
- “confirmed receipt of Adult High School Diploma” or Enrollment_Status_Type = ‘C3’.

If a student has more than one graduation record in the school year in the P210 file, the record associated with the school primarily responsible for the student is used (IsPrimary = ‘1’). If a student has 2 graduation records both indicated as the primary school responsible for the student, the record with the most recent entrance date is used. That is, the same student may

have multiple graduation records in the P210 file (for the same school year or across school years). When this happens, the record flagged as the “primary” school with the most recent school year and enrollment date is selected.

A student is included as **currently enrolled** if he/she was reported in OSPI’s academic year enrollment summary file in the 2012 school year with student enrollment status indicating:

- “Currently Enrolled” or Enrollment_Status_Type = ‘E0’.

A student is included as **attended WA K12 Public, but No Graduation Record Found** if the student was found the P210 file with no graduation record and is not currently enrolled.

A student is included as **No/Unknown WA K12 Public Involvement** if he/she was not reported in OSPI’s academic year enrollment summary files from 2004 through 2012. This group also includes CTC students who graduated from high school prior to 2004, graduated out of state, graduated from a private high school or simply never graduated from high school.

Summary for Table 1

For all CTC New Enrollees Table 1 shows that WA public K12 students are only a fraction of all students served by CTCs at 47% of the 2012 cohort. It also shows that of the new CTC students in 2012, 17% were enrolled as WA Public high school students (10% current students, 4% graduates, and 3% K12 attendees with no graduation record) for the first time in the same school year that they were enrolled in K12. Some 53% of new CTC students enrolling in the 2011-12 school year cannot be found in WA Public K12 records dating back to 2004-05. Finally, 15% of the new 2012 students were 2011 WA K12 Public high school graduates in 2011.

Table 2. 2011-12 First-time Enrolled CTC Students and Prior WA Public K12 Enrollment: K12 Grades, Course-taking and Assessments

Description

Table 2 focuses on first-time 2011-12 CTC students based upon the characteristics of students involved in Washington state’s public K12 system (HS Grads and Non-HS Grads). Table 2 is divided into two areas: The upper panel investigates K12 Course-Taking and Grades, and the lower panel focuses on K12 Assessments.

High School GPA is from the Office of Superintendent of Public Instruction (OSPI) annual summary data files for high school enrollment and completion (P-210). GPA is one of the student characteristics contained in this file. About 13% of WA Public students do not have GPA records, and 36% for those with no graduation record found. GPA is also reported in two categories for the purpose of this report (less than 3.0 and greater than or equal to 3.0).

Running Start Credits Earned is from the Office of Superintendent of Public Instruction (OSPI) annual summary data files for high school enrollment and completion (P-210).

WASL/MSP/HSPE scores on Math and Reading tests are from the Office of Superintendent of Public Instruction (OSPI).

- WASL/MSP/HSPE records were linked to the high school graduate cohort using OSPI's student identifier. The scores reported in this table represent whether the student met/did not meet the proficiency level.
- The WASL/MSP/HSPE scores reported in this table represent whether the student met/did not meet the proficiency level.
- The number meeting proficiency differs somewhat from the OSPI report card because this report uses the student's most recent WASL/MSP/HSPE test.

For each high school graduate cohort there were between 3% to 7% students without a WASL/MSP/HSPE score, however it was 19% for those with no graduation record found.

Summary for Table 2

For all CTC New Enrollees, in the Table 2 upper panel it can be noticed that among new CTC enrollees for 2011-12, HS graduates have a higher GPA than those for whom we cannot find a graduation record; even more amazing, currently enrolled WA K12 Public students have the highest GPA at 3.17. In addition, 80% of currently enrolled WA K12 Public students have earned Running Start Credits, and over half of them have earned 45 or more credit hours. Just over 10% of recent grads and other leavers of the WA K12 Public system had Running Start credits, and almost all were less than 45 credit hours.

The lower panel of Table 2 displays readiness for CTC Math and English using proxy scores from high school assessment tests on math and reading (HSPE/WASL). Examining math readiness, 59% of all new WA Public K12 students were determined to be math proficient; only 29% for non-grads and 85% for still-enrolled students. WA Public students fared much better on the Reading test as overall 84% were deemed proficient; only 56% of the WA Public K12 non-grads, however.

Table 3. Demographic Characteristics of 2011-12 First-time Enrolled CTC Students by Prior WA Public K12 Enrollment

Description

Table 3 is broken into three panels summarizing demographic characteristics of new students; one for Age, one for Gender, and one for Race/Ethnicity.

Age is the age of the student as of the first day of the year and quarter being reported. Age is calculated to the first day of the quarter (ZZ.ZZ format) to accommodate the calculation of median age and calculated to the nearest .25 to accommodate statistics compatible with the U.S. Census. Data are from the SBCTC Student file.

Gender is the student’s gender, female or male. A one-character field identifying the student’s gender. This is a required data element for State or Contract funding. The data are found in the SBCTC Student file.

Race/Ethnicity is the student’s race/ethnicity. It is provided by the State Board for Community and Technical College (SBCTC) annual summary data files. **Standards for the Classification of Federal Data on Race and Ethnicity can be found at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>.** The Race/Ethnic categories were aggregated and descriptions for the categories used are listed here for reference. Data are found in the SBCTC Student file.

Race/Ethnicity Descriptions

Short Description	Long Description
American Indian or Alaska Native-Not Hispanic	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian/ Native Hawaiian or Other Pacific Islander -Not Hispanic	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Black or African American-Not Hispanic	A person having origins in any of the black racial groups of Africa.
Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.
Caucasian or White-Not Hispanic	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Of more than one race or Multiracial-Not Hispanic	A person of multiple race categories.
Not Provided	A person who has chosen not to provide information.

Summary for Table 3

For all CTC New Enrollees, average age for No/Unknown WA-K12 participants is, on average, some 13-14 years older than those with WA K12 experience; over half these students are 30 or older. In terms of gender differences, the recent graduates (Graduated from WA K12 Public HS) and Still Enrolled groups reflect the continuing historic trend of more females than males attending post-secondary education, and the still enrolled is quite skewed towards females at 57% of all new students in this cohort.

The race/ethnic data in Table 3 display that white students are still the largest group among the four cohorts, and especially among the simultaneously enrolled K12 students. Among Asian/Native Hawaiians/Pacific Islanders in the CTC data, they have their highest representation among the group we cannot link back to the WA Public K12 system. Among the black/African American students, their highest representation occurs in the No/Unknown WA Public K12 and No graduation record found cohorts (6% and 7%, respectively). Hispanics appear to have higher representation among the new CTC cohort when entering from the WA Public K12 system (whether graduating or not).

Table 4. CTC Enrollment Characteristics for 2011-12 First-time Enrolled Students: Intent and Participation

Description

Table 4 is divided into four panels: 1) Intent/Purpose of Enrollment; 2) Full-time or Part-time first attended quarter; 3) Full-time or Part-time annual credit hours Summer 2011 to Spring 2012; and 4) Number of quarters attended Summer 2011 to Spring 2012.

Intent/Purpose of Enrollment is a one-character code representing the student's intent for enrolling during their first ever quarter, and represents the response as coded by the colleges. Colleges may have unique definitions for the remaining codes. This data element is collected each quarter the student is enrolled. This is a required data element for State or Contract funding. Data are found in the SBCTC Student File.

Full-time or Part-time (First Ever Quarter) indicates the sum of credits *attempted* while enrolled between summer term and spring term in student's first quarter attended is less than 12 credit hours (Part-time) or 12 credit hours or more (Full-time). Records are from the SBCTC Transcript data..

Full-time or Part-time (36 Credit Hours 1st Year) indicates the sum of credits *attempted* while enrolled between summer term and spring term in student's first year is less than 36 credit hours (Part-time) or 36 credit hours or more (Full-time). Records are from the SBCTC Transcript data.

Summary for Table 4

The top panel covers Intent/purpose of enrollment where one can see that for all CTC New Enrollees, WA K12 Graduates are most likely to enroll first for academic transfer and then for vocational preparation reasons (57% and 22%, respectively); those are also the top two reasons stated for the WA K12 Non-Graduates, who also enroll heavily to complete a GED (16%); as the No WA Public K12 students are a bit older, their reasons for enrolling also change – top priorities are for vocational training (36%), then for academic transfer (31%), and finally to upgrade their job skills (11%).

This first-year CTC cohort is enrolled equally part- and full-time (First Ever Quarter), however there are differences between the cohorts. For those with No/Unknown WA K12 experience 53% attend part-time; the same is true for those still enrolled in WA Public K12. Weighing in on the other side, 55% of WA public HS graduates attended CTCs full-time for their first-term in 2011-12.

When examining the Full- and Part-time attendance over the entire school year, a separate pattern emerges; far less engagement in full-time, full-year participation. Overall, just over one quarter of first-time enrollees in 2011-12 enroll full-time, full-year (26%). Only WA high school grads and WA public K12 students still enrolled had higher than average full-time, full-year participation rates; 41% and 33%, respectively. In addition, those exiting WA public K12 without a degree as well as those having No/Unknown WA public K12 link have much lower participation with only about one of every five going full-time (17% and 21%, respectively).

Similar to the results on part-time/full-time and annual credit hours, Participation (as measured by percentage of quarters enrolled) displays consistent findings. Half of the No/Unknown WA public K12 students attended only one term; and for those who attended WA K12 but did not graduate, just over half only attended one term (53%); and for those attending and graduating a WA Public K12 school, over 40 percent attended three terms (42%); finally, 63% of currently enrolled WA Public K12 students enrolled in three terms.

Table 5. 2011-12 First-time Enrolled CTC Students and Prior WA Public K12 Enrollment: Remedial Course-taking, Credits, and Grades

Description

Table 5 presents data on CTC remedial course-taking, Number of Credits Earned, and CTC cumulative Grade Point Average (GPA).

Enrollment in pre-college coursework in Math is defined as any enrollment in remedial or developmental courses in math. Records of pre-college courses in math from SBCTC data are identified by CIP code "330101." Data are found in the SBCTC StuClass File.

Enrollment in pre-college coursework in English is defined as any enrollment in remedial or development courses in English. Records of pre-college courses in English are identified by CIP codes "330102," "330103," and "330104." Data are found in the SBCTC StuClass File.

Enrollment in any pre-college coursework is enrollment in either math or English pre-college courses from the SBCTC data.

Enrollment in both pre-college English and math coursework is enrollment in both math and English pre-college coursework between summer term and spring terms.

Pre-college coursework can also be referred to as developmental or remedial course work.

Number of Credits Attempted in a Year indicates the sum of credits *attempted* while enrolled between summer term and spring term in student's first year. Records are from the SBCTC Transcript data.

CTC GPA (Grade Point Average) is calculated from the SBCTC Transcript file. There are between 4.0-32% of CTC new students who did not have GPA records. GPA is reported in two categories for the purpose of this report (less than 3.0 and greater than or equal to 3.0), as well as average GPA.

Summary for Table 5

For all CTC New Enrollees, and among the cohort groups, WA Public HS graduates display the highest levels of remedial course-taking overall (49%), mostly in math (43%). As expected, currently enrolled WA public K12 students had the lowest remedial course-taking rates; largely a reflection of Running Start courses being credited courses.

Comparable to comments mentioned in the part-time data in Table 4, the number of credit hours taken within the 2011-12 CTC school year also reflects the background of those beginning CTC studies. First, those with a WA public HS degree are most likely to earn more than 30 credit hours in a year (43%) and average 26.1 credit hours during their inaugural year; just under half of those with No/Unknown WA public K12 experience earn less than 15 hours during their first year (45%) and average 21.1 hours; and almost 44% of those attending WA Public K12 but not graduating earn less than 15 hours in their first year and only average 20.4 hours. Finally, despite being jointly enrolled in both the WA Public K12 system and a CTC and having the lowest full-time participation rate (45%), over half the currently enrolled WA Public K12 students completed 30+ credit hours in 2011-12 (53%) and averaged 28.4 credit hours.

In the bottom panel, the data indicate that the GPAs for CTC work are quite high, ranging from a low of 2.13 for the attended WA public K12 but no graduation record found to a high of 2.97 for the No/Unknown WA public K12 participation, and 2.95 for students still enrolled in WA public K12. An alarming observation in this panel is the high percentage of unknown data for GPAs. Some 24% of the No/Unknown cohort as well as 32% of the No Graduation Record cohort are lacking GPA data. Part of this answer lies in the coding of the data as Pass/Fail courses are not given numeric values to calculate GPAs; they do count towards credited hours. Further examination will be conducted when time permits.

If you are interested in receiving a dataset associated with these reports, please contact us. To date, we've established data share agreements for the P20 data behind the K12 and CTC reports with: Seattle Community Colleges, Cascadia, Skagit Valley, and Whatcom Colleges.

Please direct questions and provide feedback to
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