Student Achievement

Highline has identified nine key measures of student achievement that are used to inform ongoing reflection and continuous improvement. These measures are included in our annual Mission Fulfillment Report (MFR), published by the Office of Institutional Research, and shared across campus for the purpose of monitoring our progress and informing strategic planning, resource allocation and workgroup formation. All nine measures fall under our Learning core theme. They have been selected to demonstrate progress on persistence, retention, course progress, completion, and post-college success.

Four of our measures are meant to provide us with information that we can respond to earlier in the student lifecycle. Based on our knowledge of how these lead to later outcomes, we can predict how changes in earlier success measures will impact our lagging indicators.

- First to second term persistence
- Course completion rates (all credit courses combined)
- Completion of gateway courses in the first year
    - College Level English
    - College Level Math

The other five measures help us to see patterns in achievement as students progress in their educational journeys, which leads us to investigate more deeply when we see inconsistencies across student groups or patterns that do not align as expected. These five measures are:

- First fall to second fall retention
- Transfer degree completion
- Transfer to a baccalaureate institution
- Workforce degree/certificate completion
- Employment of workforce (Professional-Technical) students

To ensure that we are reducing barriers and closing equity gaps in achievement, all measures are disaggregated by several student attributes. Depending on the data available, each measure may have slightly different categories of disaggregation. All measures are disaggregated by race, ethnicity, sex and age, at a minimum. Most measures are also disaggregated by socioeconomic status. Because most of our students are first generation college students, all of our support services and student facing content are designed to support first generation students. It has become clear to us that it is not helpful to disaggregate by this category. Rather, race/ethnicity, and to a lesser extent socioeconomic status, have been more meaningful categories for us when examining outcomes.

Peer benchmarking

Local peers

To find institutionally meaningful peer comparisons, we have depended most strongly on our Washington state Community and Technical College peers. With access to consistent, reliable, disaggregated data from our State Board for Community and Technical Colleges (SBCTC) on several outcomes, it has been most helpful to compare our achievement data to that of our peers who have similar geographic and demographic attributes as well as shared funding and governance structures. With the exception of course completion data, for which we do not

have comparison data, all of our outcomes are compared to 10 of our state peers. These peers were selected to be relatively similar to Highline, based on size, location, demographics and programs offered. They are listed as CTC Peers in our data tables. Peers include:

- Bellevue College
- Edmonds College
- Everett Community College
- Green River College
- North Seattle College
- Pierce College District
- Seattle Central College
- Shoreline Community College
- South Seattle College
- Tacoma Community College

In addition to our local CTC peers, we look to two regional institutions and three national peers. Finding comparable regional peers outside Washington is a challenge, since Highline serves a rare service area of low-income, high-immigrant, and high-students of color. In order to select more than one regional peer with admirable outcomes for a similar student body, we needed to include one college within our own state, though outside of our local area. All peers were selected using IPEDS data and Aspen data and narratives. All have been Aspen finalists. These colleges serve as aspirational peers based on outcomes that exceed our own more often than not, as well as narratives that give us insight into the strategies that support diverse student bodies that face many of the same challenges faced by our students.

Regional Peers

- South Puget Sound Community College (WA)
- Truckee Meadows Community College (NV)

National Peers

- Kingsborough Community College (NY)
- San Jacinto College (TX)
- Valencia College (FL)

Given the limitations of IPEDS data and the variety of methods and measures used by different institutions, we are not able to compare to all peers on all measures. But comparing to other institutions when possible does allow us to see where we are doing well and where we are falling short, especially when comparing across specific demographic characteristics.

Data Tables

Data for all nine key measures are displayed below.

Notes on data:

Peer rates are based on the most recent data available.

CTC Peer rates are weighted by number of students within each college while National and Regional Peer Rates are averages across overall institutional numbers (due to unavailability of raw data).

CTC peer data is not available for Filipino students. Highline has chosen to look specifically at Filipino students because they are a significant percentage (4%) of our population and their outcomes generally differ significantly from other Asian students.

Valencia College numbers for American Indian/Alaska Native, Asian, and Pacific Islander not included since they are only reported in the aggregate "Other" category.

Table 1. First to Second Term Persistence

	2020-21	2021-22	2022-23	CTC Peers	National Peers	Regional Peers
Overall	72%	78%	74%	74%	75%	68%
Asian	76%	85%	81%	77%	82%	72%
Filipino	71%	89%	60%	N/A	N/A	N/A
Black	67%	69%	72%	72%	69%	58%
Hispanic	74%	75%	68%	73%	75%	66%
American Indian/ Alaska Native	73%	67%	57%	73%	*	64%
Pacific Islander	75%	71%	76%	74%	*	*
White	72%	82%	75%	74%	77%	71%
Female	72%	79%	74%	75%	77%	69%
Male	73%	75%	75%	73%	74%	65%
Up to 24	77%	80%	78%	75%	*	65%
25+	65%	74%	68%	71%	*	71%
Low Income	78%	76%	77%**	73%**	*	70
Not Low Income	69%	81%	79%**	78%**	*	63

*Not included due to too few colleges reporting.
**Based on incomplete data related to management system conversion. To be updated as data become available.

Table 2: Course completion rates for all credit-bearing classes.

	2020-21	2021-22	2022-23
Overall	81%	80%	81%
Asian	85%	84%	84%
Filipino	79%	80%	80%

Black	78%	75%	77%
Hispanic	76%	75%	76%
American Indian/Alaska Native	74%	71%	75%
Pacific Islander	69%	71%	72%
White	84%	83%	83%
Female	82%	81%	82%
Male	78%	77%	79%
Low Income**	N/A	83%	TBD
Not Low Income**	N/A	79%	TBD

**Missing or incomplete data related to management system conversion. To be updated as data become available.

Table 3: Completion of College Level English in Year 1

	2019-20	**2020-21**	**2021-22**	**CTC Peers**
Overall	54%	61%	56%	48%
Asian	66%	68%	64%	52%
Filipino	39%	32%	55%	N/A
Black	51%	56%	56%	46%
Hispanic	50%	59%	51%	45%
American Indian/Alaska Native	52%	57%	44%	41%
Pacific Islander	57%	58%	45%	46%
White	55%	60%	59%	49%
Female	52%	62%	57%	50%
Male	58%	59%	56%	46%
Age Up to 24	61%	63%	60%	52%
Age 25+	42%	56%	48%	38%
Low Income	55%	64%	58%	48%
Not Low Income	53%	59%	54%	47%

Table 4: Completion of College Level Math in Year 1

	2019-20	2020-21	2021-22	CTC Peers
Overall	24%	28%	26%	27%
Asian	38%	39%	38%	35%
Filipino	14%	34%	36%	N/A
Black	20%	24%	25%	22%
Hispanic	16%	23%	21%	23%
American Indian/Alaska Native	21%	13%	26%	19%
Pacific Islander	16%	28%	24%	21%
White	24%	29%	20%	27%
Female	25%	29%	24%	27%
Male	23%	26%	29%	27%
Age Up to 24	28%	31%	33%	30%
Age 25+	16%	20%	15%	19%
Low Income	23%	25%	24%	27%
Not Low Income	24%	31%	28%	27%

Table 5: First Fall to Second Fall Retention

	2020-21	2021-22	2022-23	CTC Peers	National Peers	Regional Peers
Overall	48%	46%	51%	48%	60%	46%
Asian	58%	51%	56%	54%	68%	55%
Filipino	49%	47%	57%	N/A	N/A	N/A
Black	46%	40%	45%	46%	52%	36%
Hispanic	49%	46%	44%	47%	60%	43%
American Indian/ Alaska Native	41%	57%	33%	41%	*	38%
Pacific Islander	46%	50%	43%	44%	*	*

White	46%	44%	54%	48%	60%	48%
Female	49%	48%	51%	49%	63%	49%
Male	47%	41%	48%	47%	56%	44%
Age Up to 24	51%	51%	55%	49%	*	47%
Age 25+	44%	39%	45%	46%	*	43%
Low Income	53%	55%	49%**	49%	*	47%
Not Low Income	47%	42%	57%**	48%	*	44%

*Not included due to too few colleges reporting.
**Based on incomplete data related to management system conversion. To be updated as data become available.

Table 6: Transfer Degree Completion Within 3 Years

	2019-20	**2020-21**	**2021-22**	**CTC Peers**
Overall	24%	20%	18%	18%
Asian	33%	24%	26%	22%
Filipino	33%	23%	29%	N/A
Black	15%	10%	16%	13%
Hispanic	25%	25%	17%	17%
American Indian/Alaska Native	20%	27%	15%	16%
Pacific Islander	35%	24%	21%	18%
White	22%	23%	16%	19%
Female	29%	25%	20%	20%
Male	18%	14%	15%	17%
Low Income	27%	20%	18%	21%
Not Low Income	22%	20%	18%	18%
Age Up to 24	26%	23%	20%	19%
Age 25 or Higher	17%	12%	13%	16%

Table 7: Transfer Within 4 Years

	2019-20	2020-21	2021-22	CTC Peers
Overall	56%	57%	57%	59%
Asian	63%	58%	60%	63%
Black	53%	57%	53%	56%
Hispanic	44%	51%	53%	52%
American Indian/Alaska Native	67%	*	60%	57%
Pacific Islander	33%	63%	46%	61%
White	58%	61%	61%	60%
Female	55%	57%	59%	60%
Male	58%	57%	55%	57%
Low Income	50%	53%	51%	55%
Not Low Income	62%	60%	63%	60%

*Sample was fewer than 10 students and not reported.

Table 8: Workforce Degree/Certificate Completion Within 3 Years

	2019-20	2020-21	2021-22	CTC Peers
Overall	43%	31%	31%	31%
Asian	44%	49%	38%	38%
Filipino	*	64%	30%	N/A
Black	37%	25%	32%	24%
Hispanic	46%	26%	27%	27%
American Indian/Alaska Native	*	8%	*	22%
Pacific Islander	*	*	*	22%
White	39%	26%	34%	32%
Female	46%	35%	32%	33%
Male	34%	21%	27%	29%
Low Income	51%	30%	29%	32%
Not Low Income	37%	31%	33%	32%

Age Up to 24	31%	28%	29%	28%
Age 25 or Higher	47%	32%	32%	33%

*Sample was fewer than 10 students and not reported.

Table 9: Employment and Income Within 4 Years

	2019-20	2020-21	2021-22	CTC Peers
Overall	75%	72%	78%	73%
	$52k	$54k	$59k	$60k
Asian	80%	85%	84%	77%
	$50k	$68k	$66k	$63k
Black	73%	61%	68%	71%
	$50k	$47k	$47k	$58k
Hispanic	76%	76%	79%	73%
	$49k	$54k	$55k	$56k
American Indian/Alaska Native	*	*	*	76%
				$47k
Pacific Islander	*	*	*	82%
				$57k
White	82%	77%	85%	72%
	$57k	$58k	$71k	$60k
Female	76%	72%	77%	73%
	$51k	$51k	$57k	$56k
Male	77%	75%	84%	73%
	$61k	$66k	$75k	$66k
Low Income	77%	72%	81%	71%
	$49k	$52k	$61k	$55k
Not Low Income	75%	75%	75%	75%

	$58k	$57k	$63k	$63k

*Sample was fewer than 10 students and not reported.