



Gateway Technical College

Local Equity Report

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Table of Contents

Executive Summary	7
Key Findings:	7
Action Items:	7
Introduction	10
Purpose of the Report	10
Gateway Technical College District Demographics	12
Gender	12
Race/Ethnicity	13
Educational Attainment	14
Educational Attainment by Race	16
Educational Attainment by Gender	17
Poverty Levels	19
Historic Shifts in Poverty Rates	19
Gender and Poverty	19
Race and Poverty	20
Educational Attainment and Poverty	21
Gateway Technical College Student Success Outcomes	23
6 –Year Program Completion Rates for New Program Students	23
Early Momentum Metric: Year to Year Retention	25
Early Momentum Metric: 2.0 GPA or Greater	28
Program Enrollment Patterns	31
Enrollment Intensity Gap	33
Enrollment Intensity and Graduation	36
Employee Representation	38
Strengths of institution in terms of equity and inclusion based on local data analysis	39
Opportunities for growth in terms of equity and inclusion based on local data analysis	39
Short-term (1 year) and Long-term (4 year) plans to address equity gaps and advance inclusion across the district	40
College-Wide Goal	40
Faculty Goal	41
Staff Goal	42
College Leadership Goal	43

Additional long term (4-year) plan to address equity gaps and advance inclusion across the district ..45
Appendix A. Historical Demographic Shifts47
Appendix B. Historical Shifts in Educational Attainment 48
Appendix C. Historical Shifts in Poverty for Gateway Technical College District..... 55
Appendix D. Student Success Outcomes..... 58
Appendix E. Program Enrollment by Wage 64
Appendix F. Gateway Technical College Employee Representation 68

List of Figures

Figure 1. Percentage of males and females in Wisconsin in 2012 and 2017 12

Figure 2. Race/Ethnicity in Wisconsin 13

Figure 3. Race/Ethnicity in Wisconsin. 13

Figure 4. Percentage of education level attained for Gateway Technical College tri-county district residents in 2012 and 2017..... 14

Figure 5. Educational attainment for Gateway Technical College district residents who are 25 years and older in 2012 and 2017..... 15

Figure 6. Educational attainment for Gateway Technical College district residents broken out by race in 2012 and 2017..... 16

Figure 7. Gateway Technical College Tri-County District Residents Educational attainment broken out by gender for 2012 and 2017. 17

Figure 8. Educational attainment of Gateway Technical College district residents broken out by race for 2012 and 2017..... 18

Figure 9. Percentage of Gateway Technical College Tri-County Residents living below poverty in 2012 and 2017. 19

Figure 10. Poverty rates for the Gateway Technical College District for males and females in 2012 and 2017. 19

Figure 11. Poverty Rates in Kenosha, Racine and Walworth Counties for males and females in 2012 and 2017. 20

Figure 12. Poverty levels in the Gateway Technical College district broken out by three largest race/ethnic groups for the district for 2012 and 2017..... 20

Figure 13. Poverty levels in the Gateway Technical College district communities of Kenosha, Racine and Walworth counties broken out by the three largest race/ethnic groups for 2012 and 2017. 21

Figure 14. Educational attainment for those living below poverty for the overall Gateway Technical College tri-county district..... 22

Figure 15. Educational attainment for those living below poverty for each county in the Gateway Technical College district..... 22

Figure 16. 6-Year program completion rates for new program students at Gateway Technical College (GTC) compared to the 6-year program completion at the Wisconsin College Technical System (WTCS). 23

Figure 17. 6-year program completion rates for Gateway Technical College tri-county district disaggregated by race..... 23

Figure 18. Comparison of 6-year program completion rates for Gateway Technical College district students with and without a disability. 24

Figure 19. Comparison of 6-year program completion rates for Gateway Technical College district students with and without an economic disadvantage. 25

Figure 20. Comparison of 6-year program completion rates for Gateway Technical College district male and female students..... 25

Figure 21. Gateway Technical College Year to Year Retention Rates broken out by males and females. 26

Figure 22. Gateway Technical College Year to Year Retention Rates broken out by race. 27

Figure 23. Gateway Technical College Year to Year Retention Rates broken out by economic status. 27

Figure 24. Gateway Technical College Year to Year Retention Rates broken out by disability status. 28

Figure 25. Comparison of Gateway Technical College district students by race who have a GPA of 2.0 or greater. 29

Figure 26. Comparison of percentage of Gateway Technical College district students with and without a disability who earn a 2.0 GPA or higher..... 29

Figure 27. Comparison of percentage of Gateway Technical College district students with and without an economic disadvantage who earn a 2.0 GPA or higher. 30

Figure 28. Comparison of the percentage of Gateway Technical College district male and female students who earn a 2.0 GPA or higher..... 31

Figure 29. Comparison of student program enrollment patterns by disability status. 32


Figure 30. Comparison of student program enrollment patterns by economic status..... 32


Figure 31. Comparison of student enrollment patterns by gender. 33


Executive Summary


Gateway Technical College serves a large number of minority student populations as well as economically disadvantaged students and those with physical and mental disabilities through all its campus locations. The Gateway Technical College Local Equity Report analyzes equity gaps that exist for program students and offers interventions that emphasize a culture of diversity, equity, and inclusion college-wide.


Key Findings:


- 


Minority Students had lower grade point averages and had lower program completion rates than non-minority students.
- 

Minority students mostly enrolled in low to medium wage programs instead of those that offer high-wages.
- 

Economically disadvantaged students had lower grade point averages and had lower program completion rates than non-economically disadvantaged students.
- 

Students with disabilities showed gaps in achievement and lower program completion rates than those with no disabilities.
- 


Most students with disabilities enrolled in low-wage programs
- 


The College lacks sufficient Hispanic staff and faculty and black faculty to adequately represent Gateway's large populations of black and Hispanic students.
- 


Early enrollment intensity gap between underrepresented minority and non-underrepresented minority students.


Action Items:

Opportunities for growth based on analysis of this data include:

- 

Develop/expand/strengthen services that address academic performance as well as retention challenges among disadvantaged student populations.
- 

Focus efforts at empowering minority students and those with disabilities to consider programs that offer high wage careers.
- 

Recruit Hispanic staff and Hispanic and black faculty to represent the large population of minority students the College serves.
- 

Focus efforts on initial enrollment intensity gap between under-represented minority and non-under-represented minority students.

- Professional development to staff and students on universal design for learning and digital accessibility to increase learning access and reduce barriers for under-represented minority students

Current short and long term plans to address the College's equity gaps and promote equity and inclusion across Gateway campus locations include:

- Develop meaningful and intentional discussions of diversity and inclusion throughout the school year for students and staff
- Hire and retain diverse employees
- Recruit and retain a diverse student body through 3-4 annual student events for targeted populations
- Complete cultural climate survey district-wide every 3 years
- Examine college data annually for continuous improvement and support data-driven decision-making for equitable outcomes
- Develop a plan for including the student voice and feedback in the DEI initiatives
- Participate in professional development that provides new ideas and strategies for teaching learners from all diverse backgrounds in multiple learning platforms (face-to-face, online/virtual)
- In partnership with the DEI Committee, faculty will develop learning resources to address equitable practices in the classroom
- Commit to delivering equity-minded and culturally-affirming teaching and learning practices (face-to-face and in virtual learning communities) to ensure that students are active and engaged learners
- Increase student understanding of Diversity, Equity and Inclusion
- Provide student support services that acknowledge the unique needs of all learners and promote an equity-mindset within the programming
- Participate in professional development that provides new ideas and strategies for increasing student engagement among students of diverse backgrounds
- Promote in-demand, high-wage programs to incoming and current students in under-represented populations

- Implement proven retention strategies to reduce achievement gaps for students of color, students with disabilities and veteran students
- Establish and support professional development for all faculty, staff, administration, and board members related to Diversity, Equity and Inclusion
- Support the development and provide input for a DEI Strategic Plan every 4-years
- Provide vision and communication for institutional equity
- Celebrate and highlight DEI advancements made in district-wide system change, student outcomes and employee retention
- Complete a bi-annual Data Equity Walk (as presented by WTCS)

Introduction

Gateway Technical College is located in Southeastern Wisconsin between Milwaukee, Wisconsin, and Chicago, Illinois. Founded in 1911, it is the nation’s first publicly funded technical college and one of 16 Wisconsin Technical College System technical colleges. The mission of Gateway Technical College is to deliver industry focused education that is flexible, accessible, and affordable to the diverse communities it serves. This mission drives its vision of “making life-changing educational opportunities a reality.”



With an open-door admissions policy, Gateway Technical College serves the large urban counties in Wisconsin, Racine and Kenosha, and the large rural Walworth County. The College offers instructional programs from its nine campus locations and through distance learning opportunities, such as online courses, to approximately 8,750 program students annually (Program Enrollment, Program Performance Dashboards). Gateway offers over 70 associate of applied science degree programs, technical diploma programs, advanced technical certificates, and apprenticeship programs. The College also provides customized training to over 400 business and industry representatives in more than 50 businesses.

Purpose of the Report

The purpose of this report is to provide information about equity at the Gateway Technical College district-level to help highlight the needs and opportunities for increasing equity, inclusion, and credential attainment for populations experiencing gaps in student success outcomes. For the tri-county district the College serves, this report will detail:

- Demographic and historic population shifts broken out by gender, race/ethnicity, educational attainment and poverty level
- Historic shifts in poverty rates broken out by gender, race/ethnicity, and educational attainment
- Student success outcomes (6-year program completion rates for new program students) broken out by race/ethnicity, gender, disability status, and economic disadvantage status

- Analysis of the fall to spring retention for new program students broken out by race/ethnicity, gender, disability status, and economic disadvantage status
- Student program enrollment patterns across programs with varying median wage outcomes broken out by race/ethnicity, gender, disability status, and economic disadvantage status
- Analysis of representation by employment category with a comparison of demographic patterns across program students, all college employees, faculty, and workforce in the district
- Strengths of institution in terms of equity and inclusion based on local data analysis
- Opportunities for growth in terms of equity and inclusion based on local data analysis
- Short term plan to address equity gaps and advance inclusion across the district
- Long-term plan to address equity gaps and advance inclusion across the district

Gateway Technical College District Demographics

Gender

Statewide, the distribution of males and females in Wisconsin in 2012 and 2017 has remained relatively even, with males outnumbering females in both years by a very narrow margin. This ratio is also demonstrative of the tri-county district the College serves; however, in the district, females outnumber males by a slim margin.

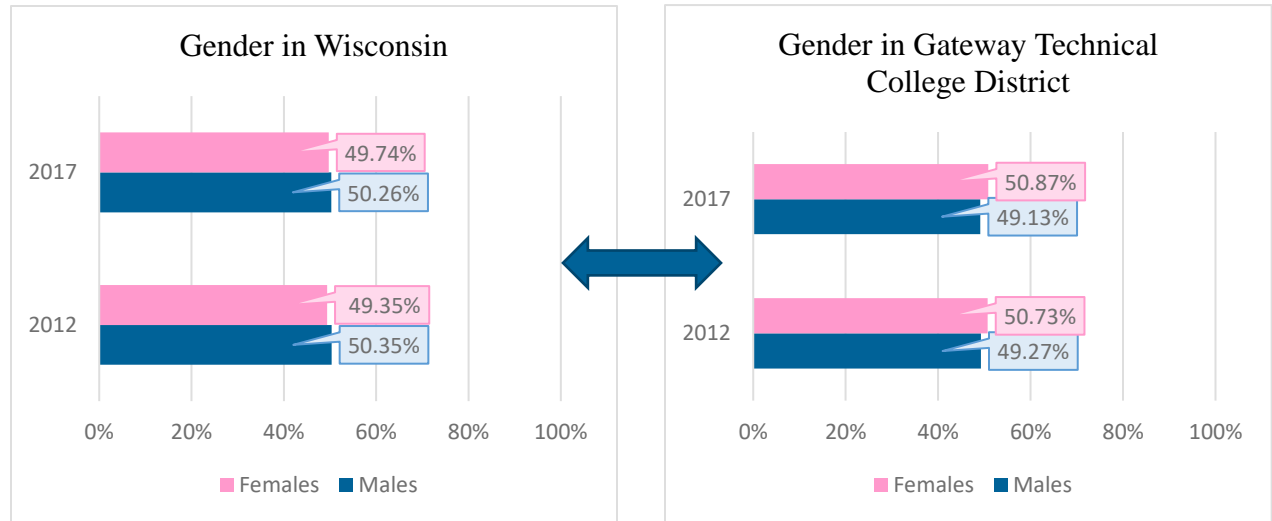


Figure 1. Percentage of males and females in Wisconsin in 2012 and 2017 (Source: Wisconsin Department of Health Services Population Data) and percentage of males and females in the Gateway Technical College district in 2012 and 2017 (Source: American Fact Finder for 2012 and 2017).

Broken down by county, females outnumber males in both 2012 and 2017 except for a slight change in Walworth County where in 2017 males outnumbered females. These differences are shown in Table 1, below.

Table 1. Gender Across the Gateway Technical College District Counties for 2012 and 2017

	Kenosha County				Racine County				Walworth County			
	2012		2017		2012		2017		2012		2017	
Total	163,682		163,934		190,124		190,946		99,694		100,075	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	81,388	49.72	80,405	49.05	92,810	48.83	92,846	48.62	49,253	49.40	50,275	50.24
Female	82,294	50.28	83,529	50.95	97,314	51.60	98,100	51.38	50,441	50.60	49,800	49.76

Table 1 shows the population in Kenosha, Racine and Walworth Counties in 2012 and 2017 (Source: American Fact Finder for 2012 and 2017) in sum and broken out by male and female. Across counties, females slightly outnumber males in both years, except for a subtle change in 2017 for Walworth County where males outnumbered females.

Race/Ethnicity

According to American Fact Finder 2017 data, the majority of Wisconsin residents are white (85.9%), Hispanics are the largest minority (6.6%), and blacks are the second largest minority (6.3%). Recent United States Census Bureau data indicate that of the ten cities in Wisconsin with the largest Hispanic populations, two of the cities the College serves, Racine and Kenosha, ranked second and fifth respectively. Racine and Kenosha are also cities with some of the largest black populations, with Racine coming in third and Kenosha seventh.

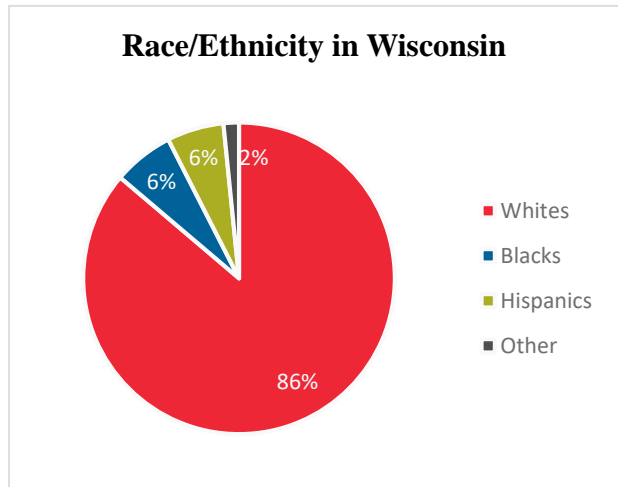


Figure 2. Race/Ethnicity in Wisconsin. Data derived from American Fact Finder Data, 2017.

In the tri-county communities the College serves, Kenosha, Racine and Walworth, data shows a slight decline in whites and blacks across all three regions and an increase in Hispanics.

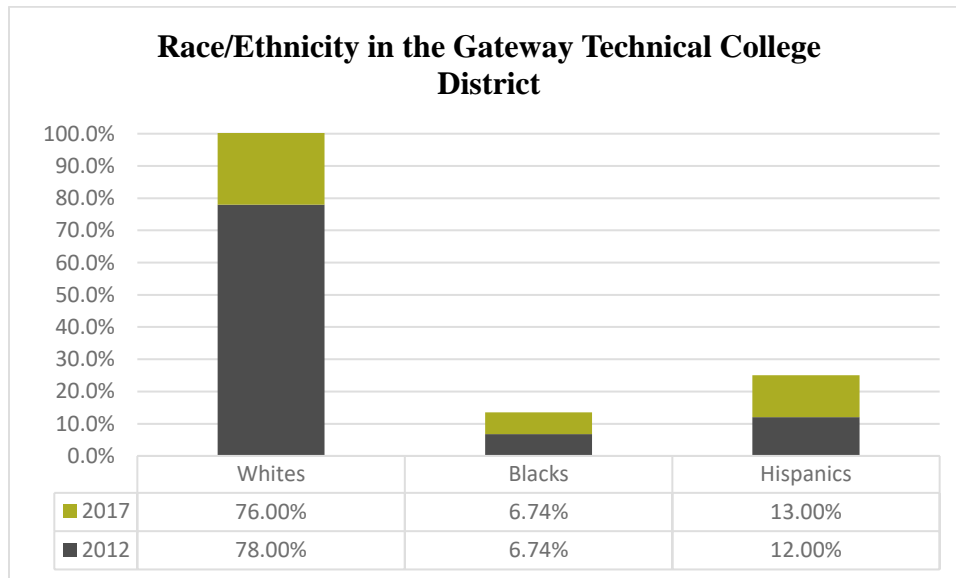


Figure 3. Race/Ethnicity in Wisconsin. Data derived from American Fact Finder Data, 2017.

When this data is disaggregated across counties in 2012 and 2017, it shows that the slight decline in the population of blacks is in Racine and Kenosha Counties and the increase in the Hispanic population is in Kenosha County as demonstrated in Table 2 below.

Table 2. Race/Ethnicity in Gateway Technical College Serving Districts in 2012 and 2017

Year	Kenosha County				Racine County				Walworth County			
	2012		2017		2012		2017		2012		2017	
Total	163,682		163,934		190,124		190,946		99,694		100,075	
	#	%	#	%	#	%	#	%	#	%	#	%
Whites	126,878	77.55	124,059	75.68	141,424	72.77	138,351	72.46	86,006	86.27	85,205	85.14
Hispanics	19,732	13.32	21,831	13.29	23,300	13.29	25,273	13.24	10,747	10.78	11,545	11.54
Blacks	11,487	7.02	11,012	6.72	19,072	10.25	19,946	10.25	N/A	N/A	N/A	N/A

Data derived from American Fact Finder Data, 2017. Other minorities are omitted from the table. N/A indicates that the percentage of residents was too few or not identified in data.

Educational Attainment

According to the U.S. Census Bureau’s 2019 estimates of Wisconsin residents aged 25 years and older, 91.9% held a high school diploma or higher. Educational attainment is reported as the highest level of education attained. Therefore, in 2017, 26.51% of district residents reported having a Bachelor’s degree or higher and 31.33% reported not having any higher education experience.

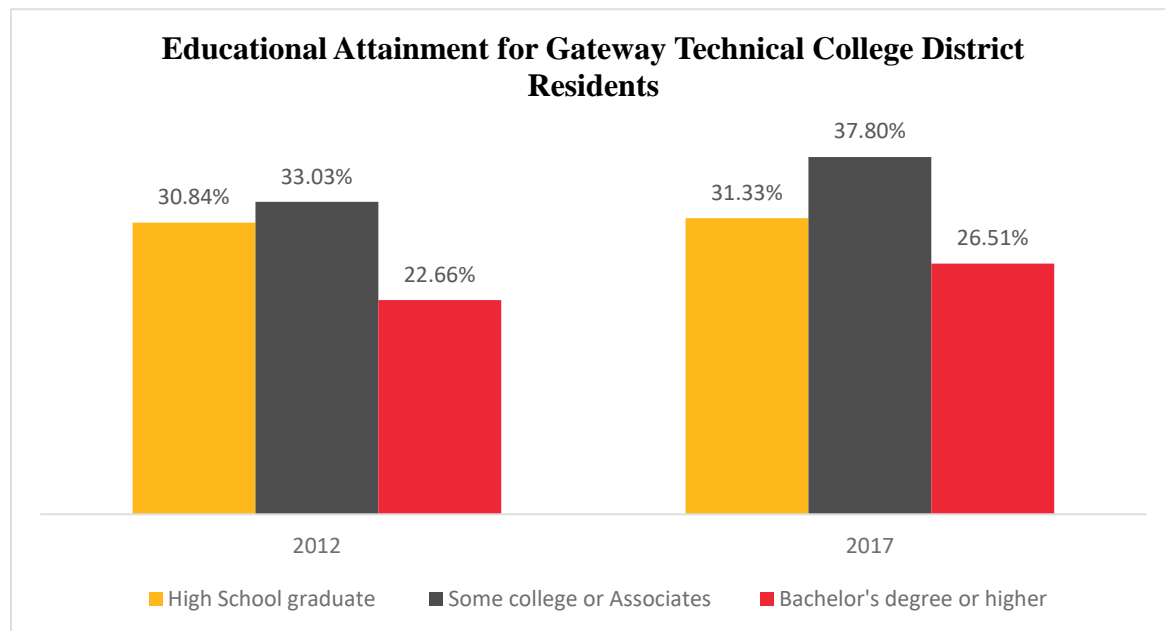


Figure 4. Percentage of education level attained for Gateway Technical College tri-county district residents in 2012 and 2017. Data Derived from American Fact Finder Data, 2017.

Disaggregating this data across the counties the College serves demonstrates that Walworth county residents are making gains in their educational attainment, with an increase in Bachelor’s degrees or higher from 17.61% in 2012 to 20.51% in 2017. Residents in Kenosha county are showing a slight decline in attaining Bachelor’s degrees or higher. Residents obtaining some college/associates level of education are increasing, with five percent more residents in our district obtaining some college or associate’s degrees.

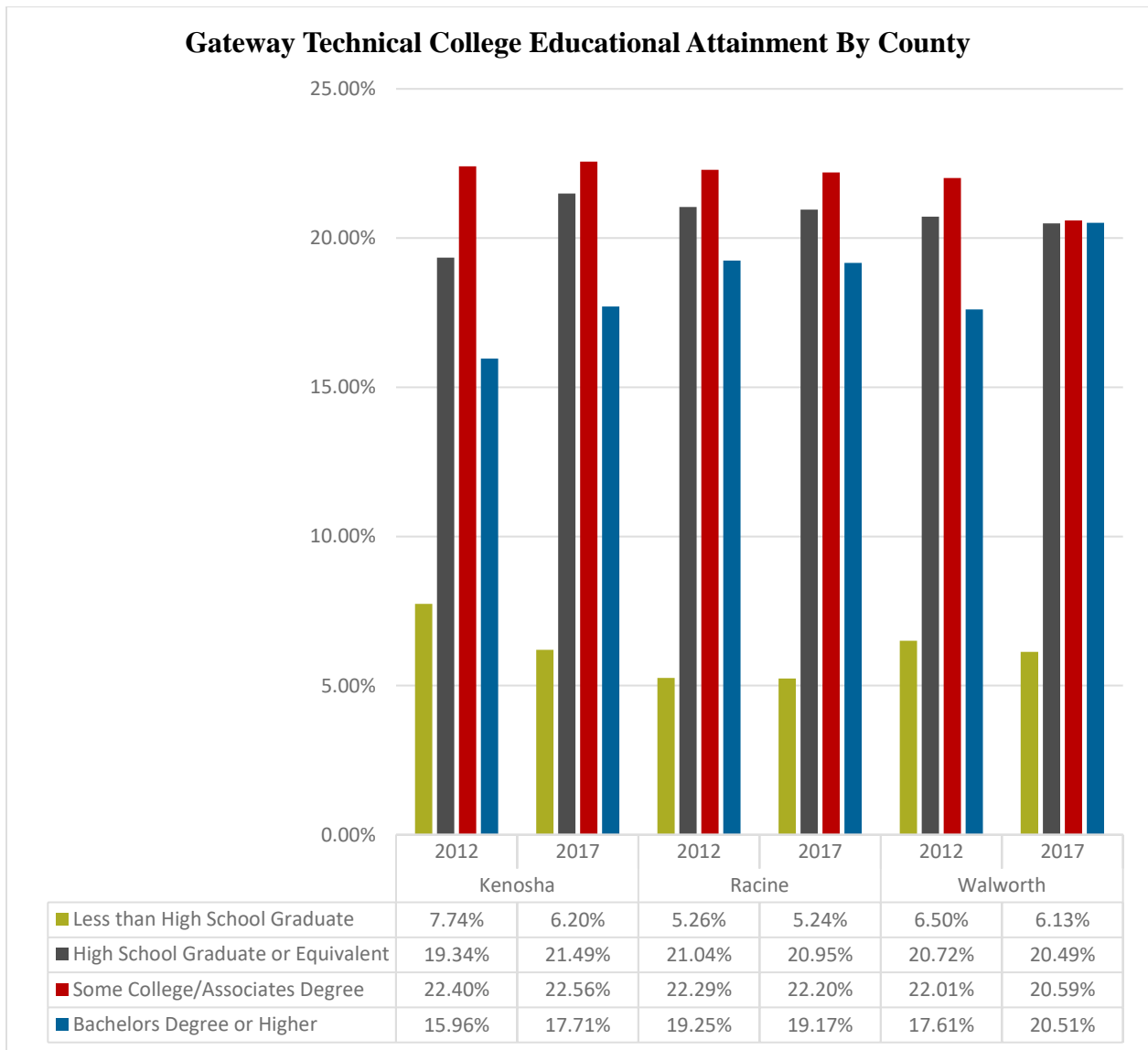


Figure 5. Educational attainment for Gateway Technical College district residents who are 25 years and older in 2012 and 2017. Data derived from American Fact Finder Data, 2017.

Educational Attainment by Race

Across the district, white residents are far more likely to have a higher level of education. They are also at least twice as likely to obtain a Bachelor’s degrees or higher than Hispanics (13.79% in 2017) and almost three times as likely than blacks (8.54%).

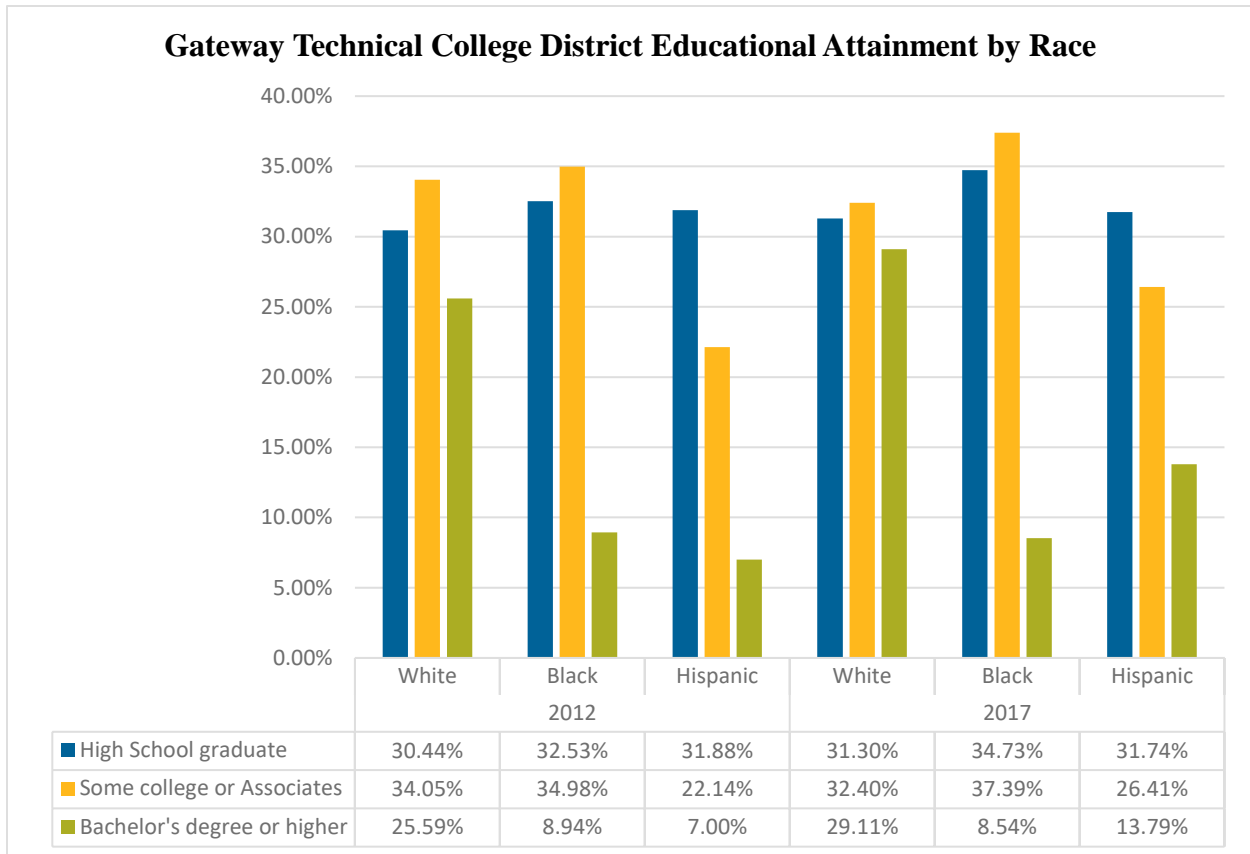


Figure 6. Educational attainment for Gateway Technical College district residents broken out by race in 2012 and 2017. Data derived from American Fact Finder Data, 2017.

Educational Attainment by Gender

In the Gateway Technical College district, females are obtaining a college education and earning degrees at a higher percentage than males. The biggest gap is demonstrated in 2017, where there is a 7% gap between females who have some college or an Associate’s degree than their male counterparts. 22.61% of females had some college or an Associate’s degree in comparison to 15.19% of males. There is a 2% increase from 2012 to 2017 in district males acquiring a bachelor’s degree or higher. However, males who have a high school diploma or some college/associates degree are slightly declining.

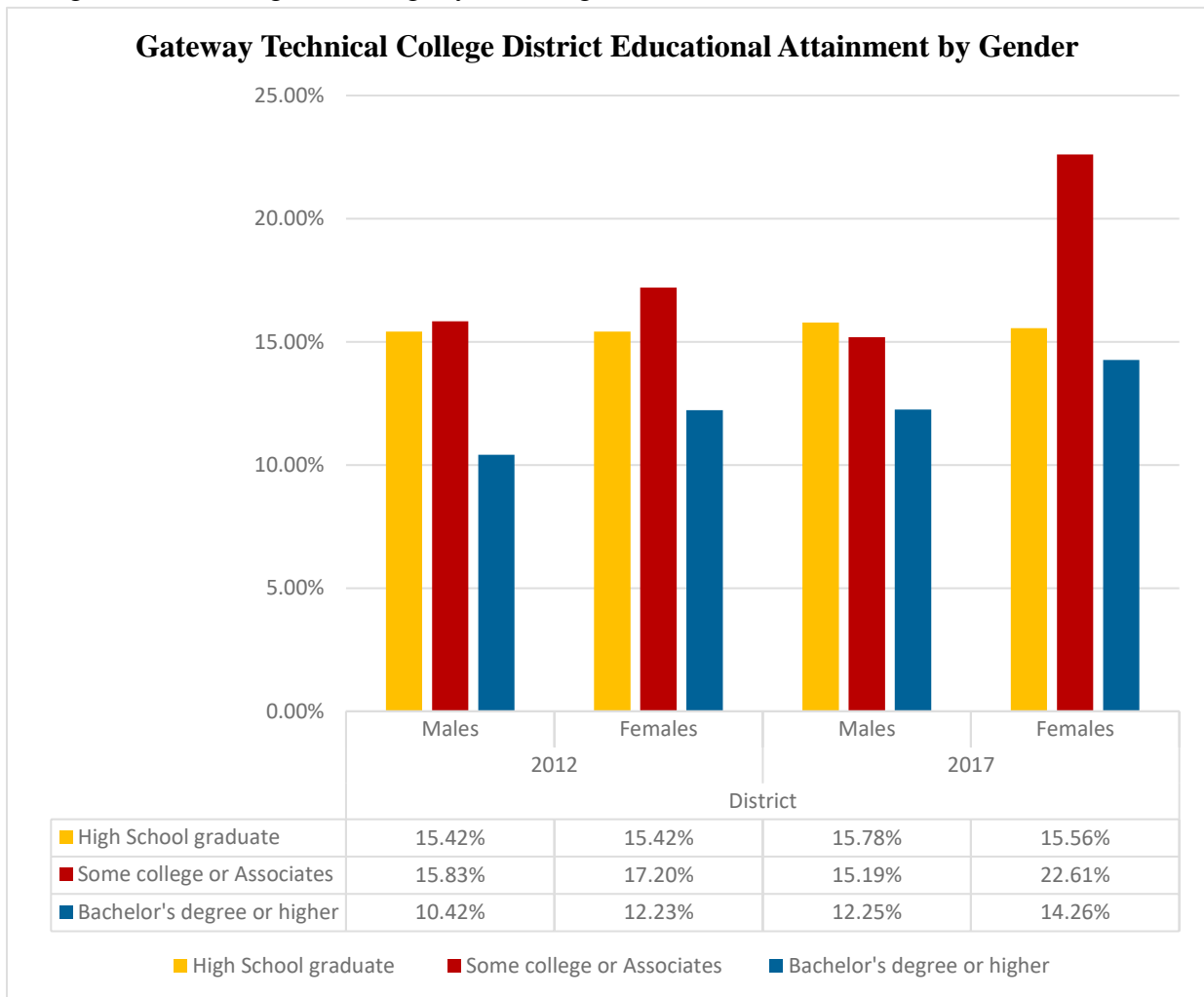


Figure 7. Gateway Technical College Tri-County District Residents Educational attainment broken out by gender for 2012 and 2017. Data derived from American Fact Finder data, 2017.

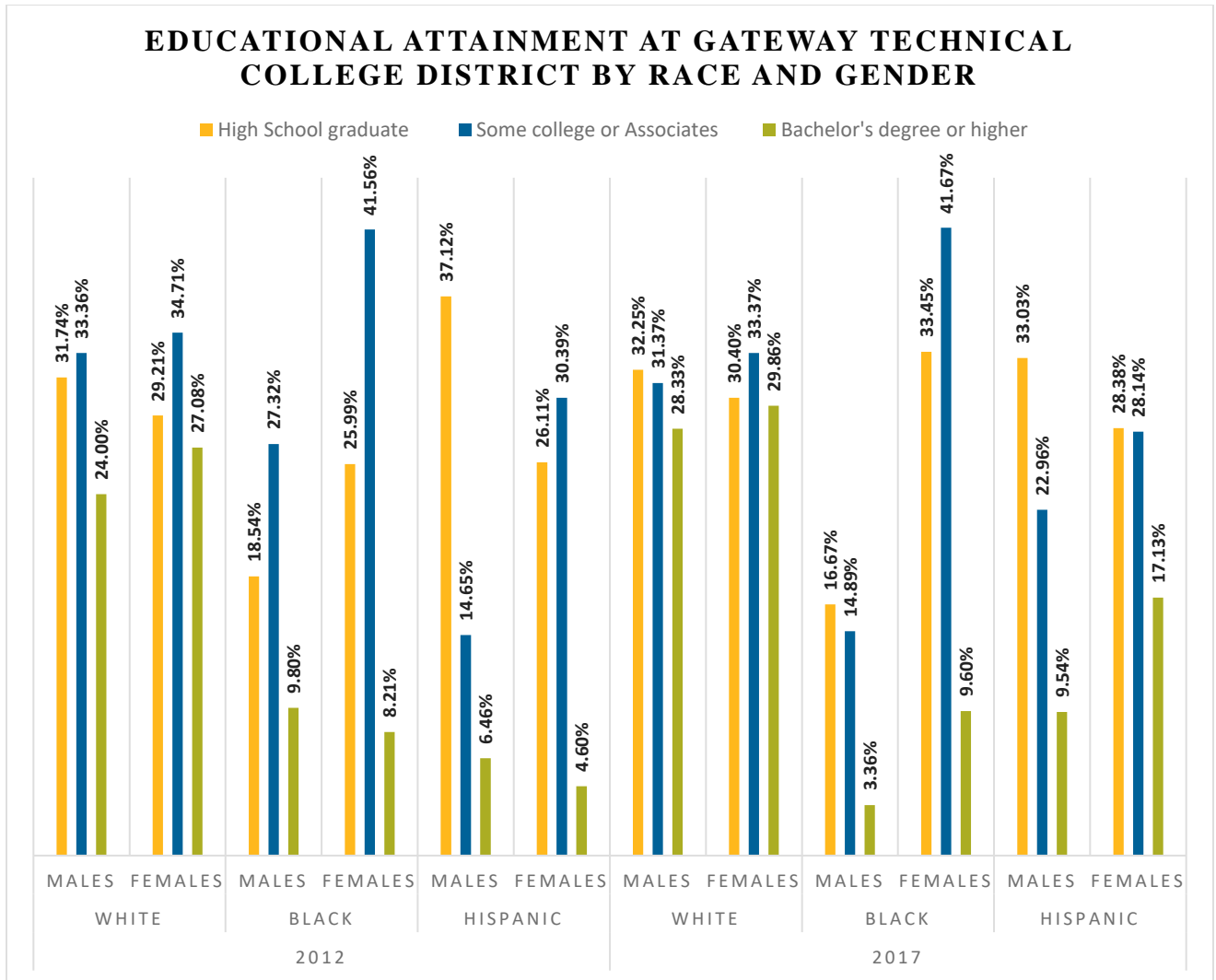


Figure 8. Educational attainment of Gateway Technical College district residents broken out by race for 2012 and 2017. Data derived from U.S. Census Bureau, 2017 American Community Survey.

Educational attainment disaggregated by gender and race across the district reveals that black females earn some college or associates degrees at a higher percentage than their same race male counterparts. We also see that Hispanic females are earning bachelor’s degrees or higher at a much higher percentage than Hispanic males. Trends from 2012 to 2017 show a significant growth in Hispanic females earning a bachelor’s degree from 4.60% in 2012 to 17.13% in 2017.

Poverty Levels

The U.S. Census Bureau’s poverty level for a family of four is \$25,000. In 2016, Wisconsin’s overall poverty rates increased from 10.8% to 11.8%. As a district, the percent of residents living in poverty have decreased from 13.55% in 2012 to 10.75% living in poverty in 2017. This decrease is true for each county in the district.

Although there is a decrease across all three counties, the state average in 2017 was 10.2%, which means that Kenosha and Walworth are still both slightly higher than the state average and Racine is the same as the state. Further, according to the American Community Survey, Racine ranks fifth of the ten poorest places in Wisconsin for 2020.

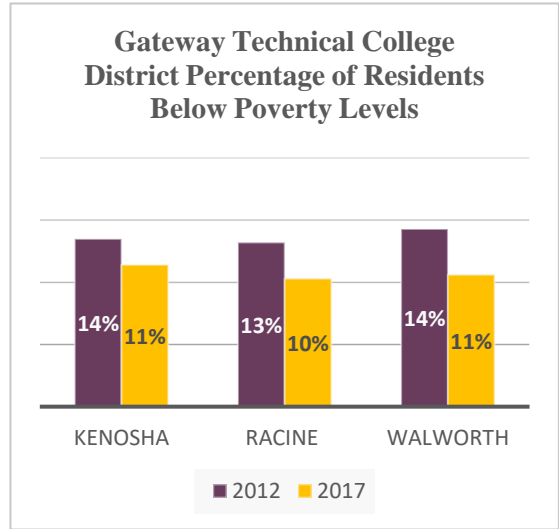


Figure 9. Percentage of Gateway Technical College Tri-County Residents living below poverty in 2012 and 2017. Data derived from American Fact Finder data, 2017

Historic Shifts in Poverty Rates

Gender and Poverty

Across all three counties in the Gateway Technical College district, poverty rates among males and females have declined from 2012 to 2017. However, more female residents of these counties live in poverty compared to male residents (refer to Figure 6). The biggest change in poverty rates was in Walworth County, where the percentage of female residents living in poverty declined from 16.2% in 2012 to 11.1% in 2017. Males living in poverty had the biggest decrease in poverty in Kenosha County, from 12.9% in 2012 to 10.4% in 2017.

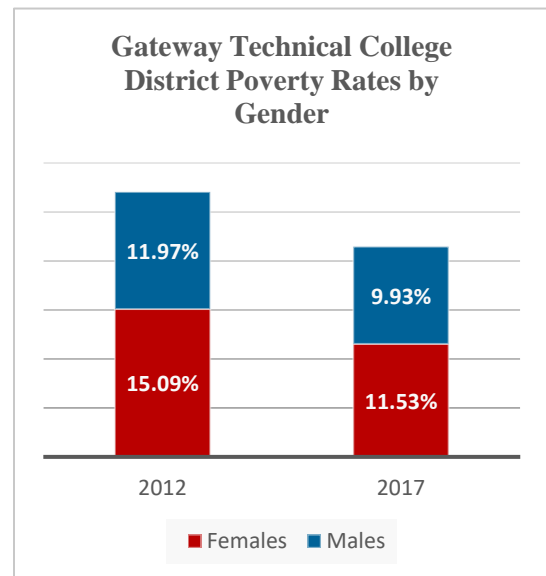


Figure 10. Poverty rates for the Gateway Technical College District for males and females in 2012 and 2017. Data derived from American Fact Finder, 2017.

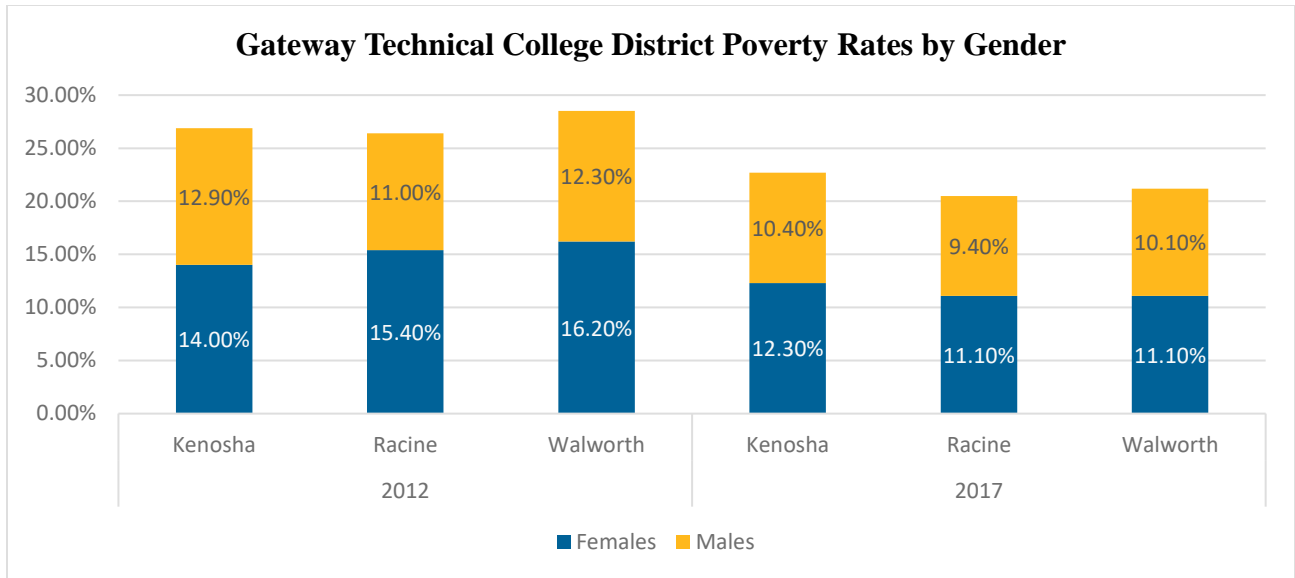


Figure 11. Poverty Rates in Kenosha, Racine and Walworth Counties for males and females in 2012 and 2017. Data derived from American Fact Finder, 2017.

Race and Poverty

Poverty levels across all three counties by race also shows a decrease from 2012 and 2017. Hispanics had the biggest decrease in poverty levels from 2012 to 2017 in all three counties; blacks had the second. While the

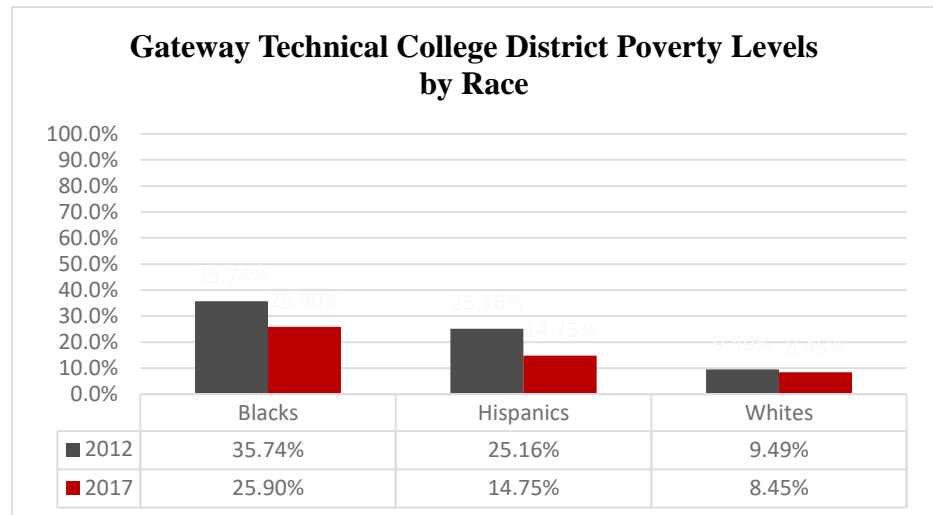


Figure 12. Poverty levels in the Gateway Technical College district broken out by three largest race/ethnic groups for the district for 2012 and 2017. Data derived from American Fact Finder, 2017.

poverty rate among both these minority groups has decreased from 2012 to 2017, a disproportionate number of minority residents are still poor especially in comparison to white residents in these urban counties. White residents in the Gateway Technical College district have the lowest levels of poverty, 8.45% in 2017, and blacks have the highest, 25.9% in 2017. Further, the percentage of blacks in poverty in the district far exceeds the state average of 10.2.

When this data is disaggregated by each county the College serves, it shows that the highest percentage of the population living in poverty are blacks living in Kenosha county.

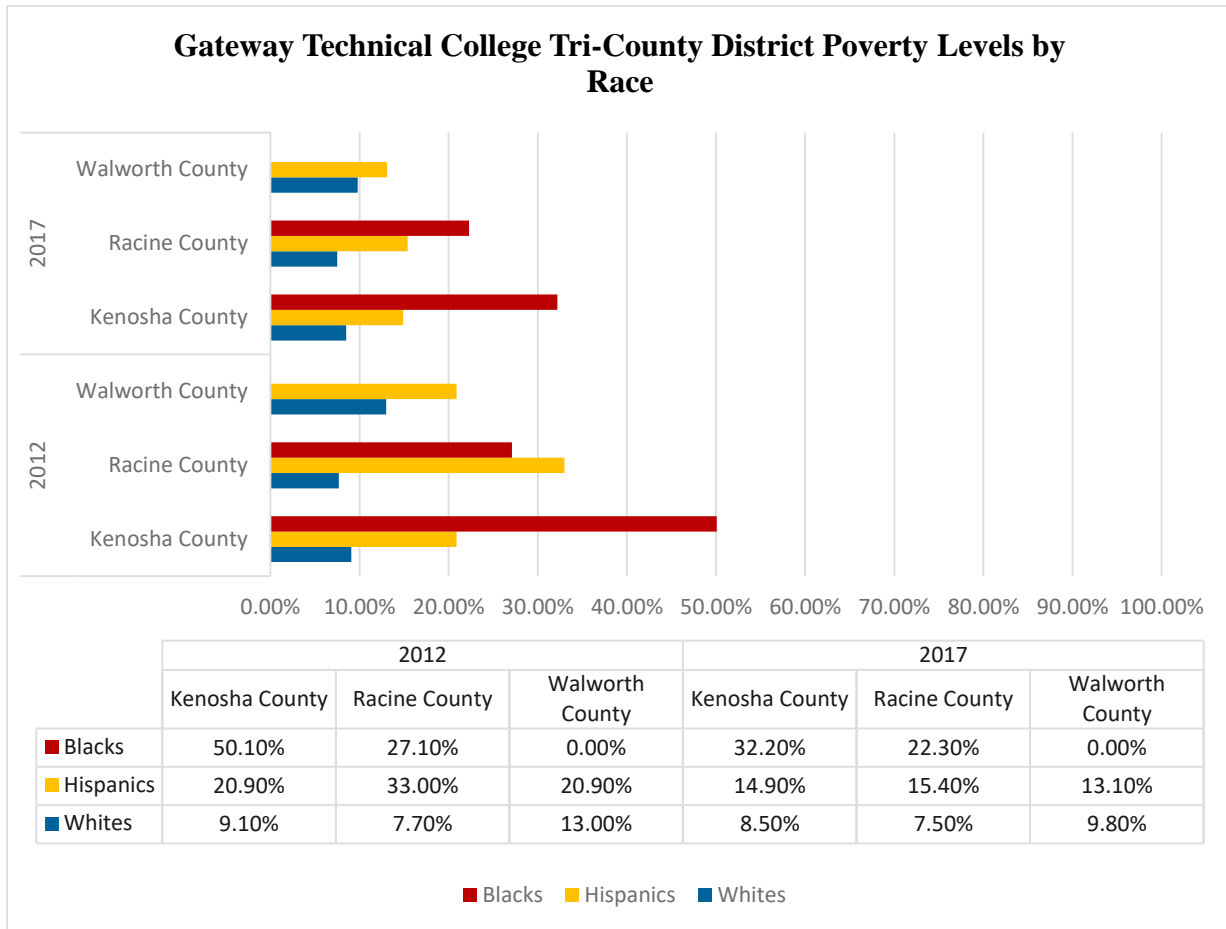


Figure 13. Poverty levels in the Gateway Technical College district communities of Kenosha, Racine and Walworth counties broken out by the three largest race/ethnic groups for 2012 and 2017. Data derived from American Fact Finder Data, 2017.

Educational Attainment and Poverty

Not surprisingly, data shows that those who had higher levels of education in the tri-county Gateway Technical College district were less likely to live in poverty. District wide, residents with a Bachelor’s degree or higher in 2017 comprised 2.45% of the population living below poverty compared to 17.57% for those with less than a high school graduation.

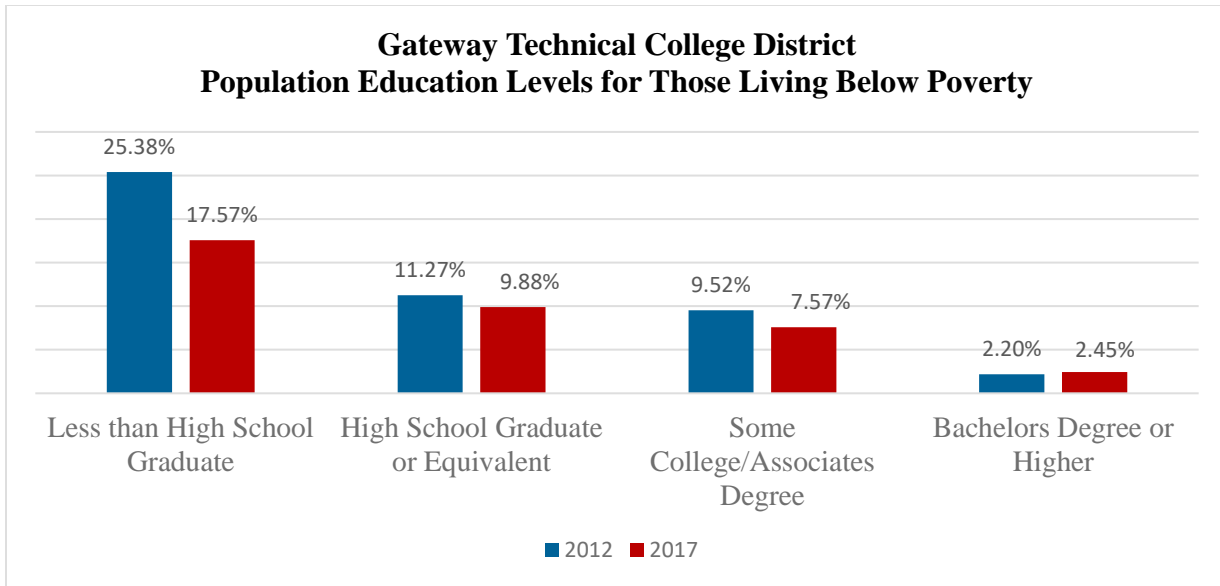


Figure 14. Educational attainment for those living below poverty for the overall Gateway Technical College tri-county district. Data derived from American Fact Finder Data, 2017.

When this data is further disaggregated by county, it continues to demonstrate that those without a high school degree comprise a higher percentage of those living below poverty and those with a Bachelor’s degree or higher comprise the lowest.

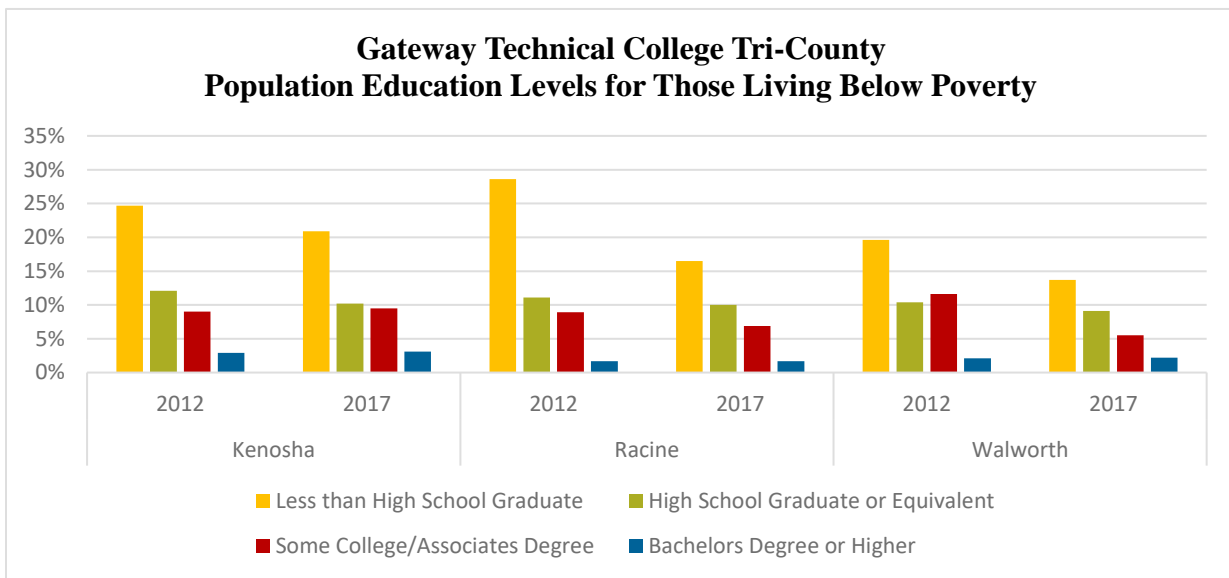


Figure 15. Educational attainment for those living below poverty for each county in the Gateway Technical College district. Data derived from American Fact Finder Data, 2017.

Gateway Technical College Student Success Outcomes

6-Year Program Completion Rates for New Program Students

Gateway Technical College aims to help students succeed as they pursue their education and career goals. To ensure success for all students, the Learning Success Centers at the Elkhorn, Kenosha, and Racine campuses provide a wide range of helpful, free resources including educational support, tutoring, specialized services, student support counseling and more. A key measure of student success and credential attainment is program completion.

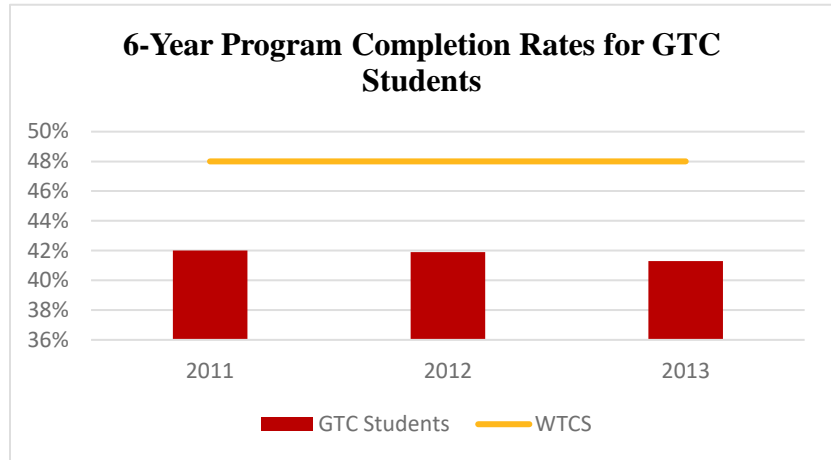


Figure 16. 6-Year program completion rates for new program students at Gateway Technical College (GTC) compared to the 6-year program completion at the Wisconsin College Technical System (WTCS). Data derived from WTCS SS dashboards.

While Gateway Technical College’s 6-year program completion rate captured from 2011, 2012, and 2013 is above the national benchmark of 37.5 percent (NCES Signature Report 2017), it is lower than the 48 percent completion rate of the Wisconsin Technical College System.

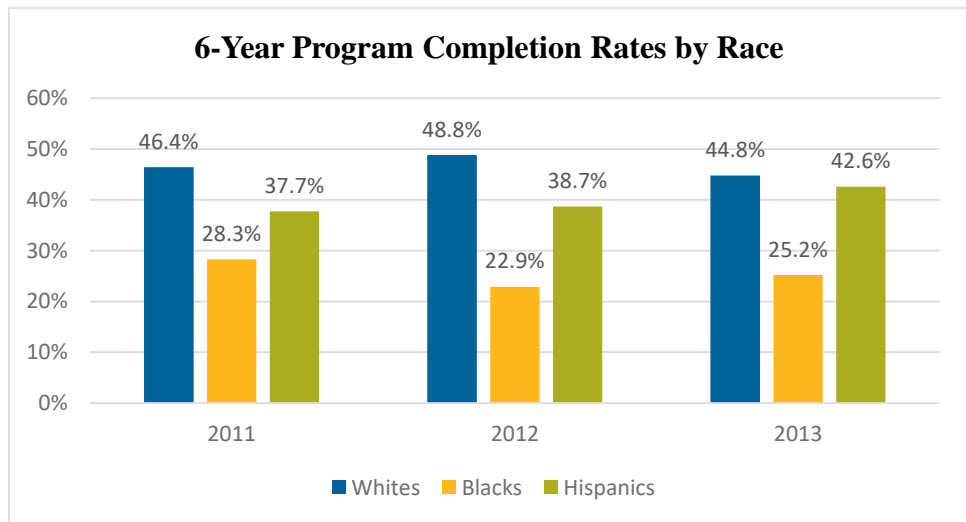


Figure 17. 6-year program completion rates for Gateway Technical College tri-county district disaggregated by race. Data derived from WTCS SS dashboards.

Further, when this data is disaggregated by demographic categories, there are significant equity gaps. For the Gateway Technical College District, White students average a 45 percent

completion rate. In comparison, completion rates for Black students are about 20 percentage points lower and about 10 percentage points lower for Hispanic students.

Another large equity gap for the Gateway Technical College tri-county district is seen when comparing 6-year completion rates between students with and without a disability. Students with a disability fall far behind their non-disabled cohorts and even further behind the WTCS average (48%) and the National Average (38%).

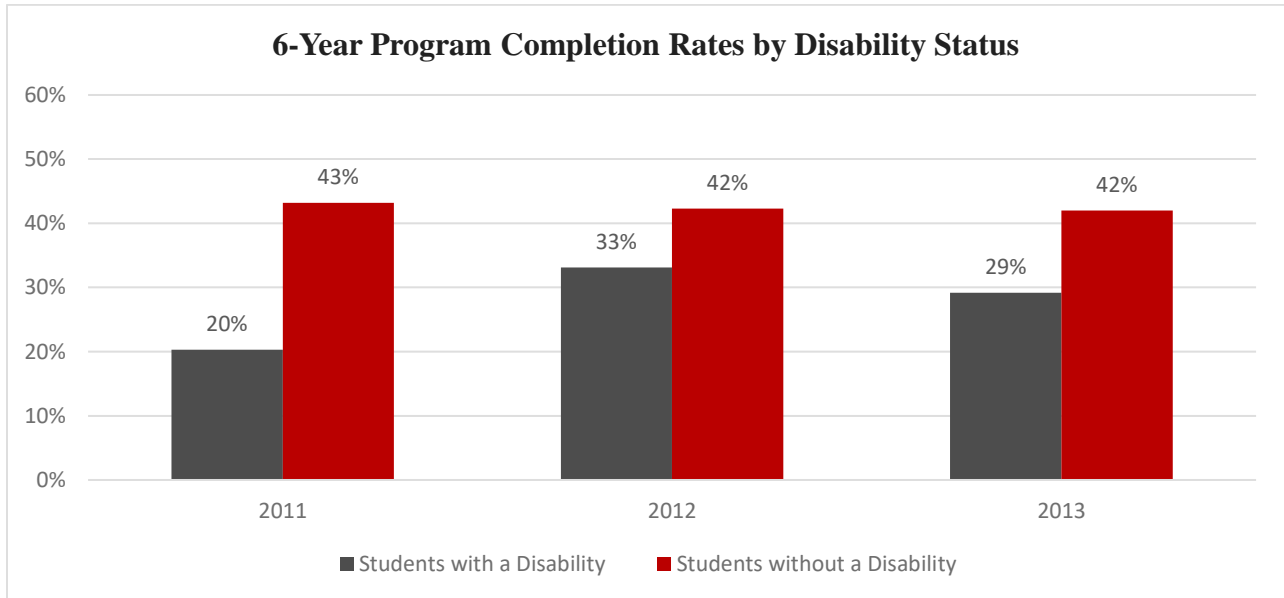


Figure 18. Comparison of 6-year program completion rates for Gateway Technical College district students with and without a disability.

Not surprisingly, students in the Gateway Technical College tri-county district who are not at an economic disadvantage fair far better than those who are. This remains true in 2011, 2012 and 2013. In 2013 6-year program completion rates for students with an economic disadvantage was 27.60% compared to 57.10% for students without an economic disadvantage.

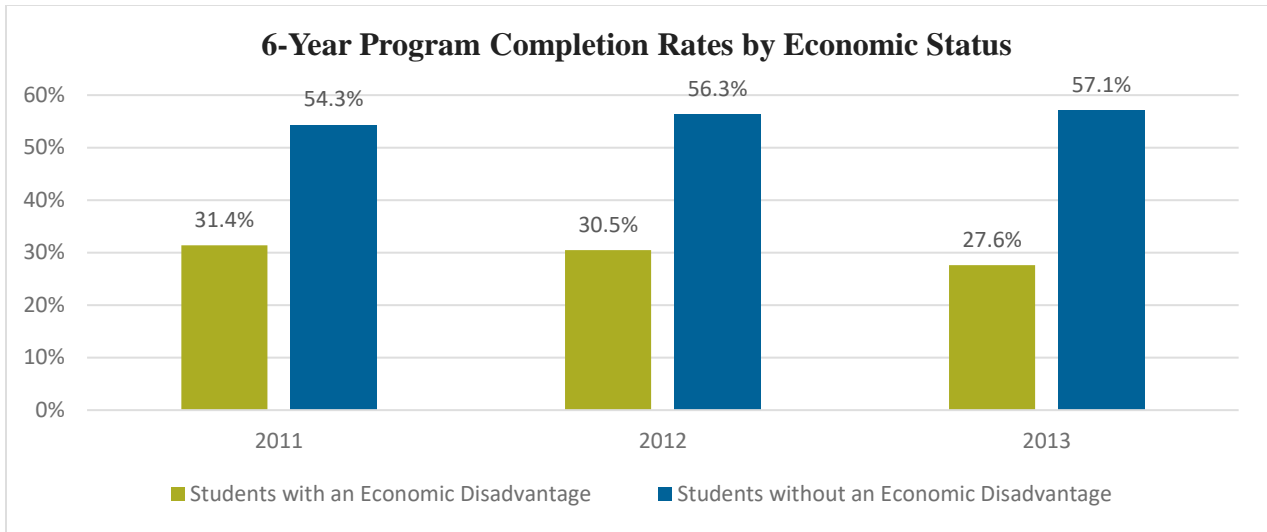


Figure 19. Comparison of 6-year program completion rates for Gateway Technical College district students with and without an economic disadvantage.

Finally, 6-year program completion rates for Gateway Technical College district male and female students showed that female students outperformed male students by at least a 20 percent margin.

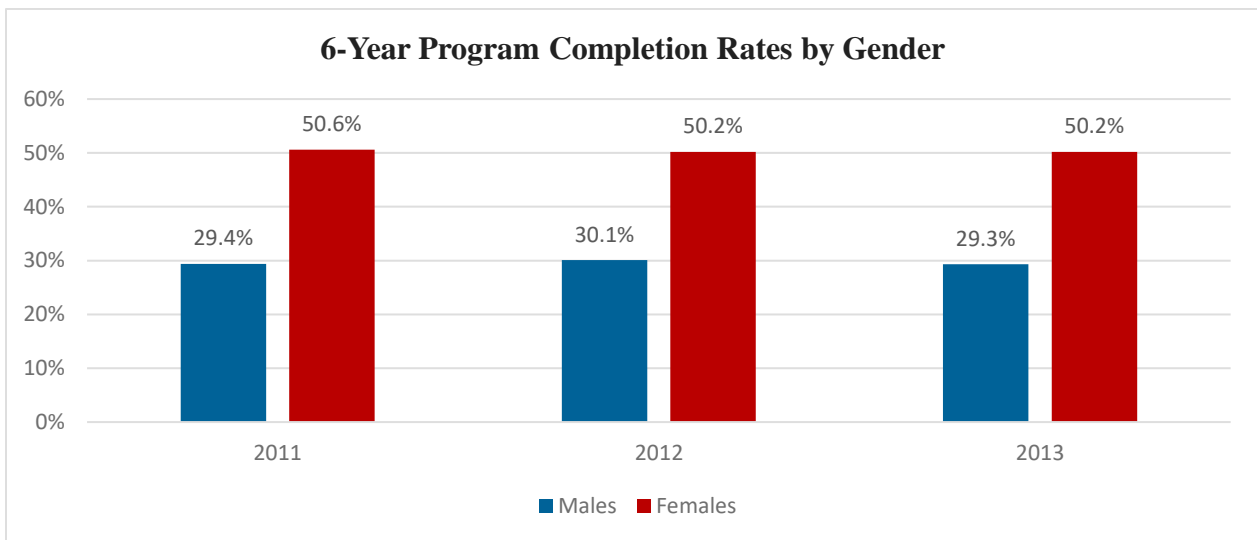


Figure 20. Comparison of 6-year program completion rates for Gateway Technical College district male and female students.

Early Momentum Metric: Year to Year Retention

Research has been demonstrating for some time that the first year of college is critical to support student success, persistence, and retention, which will ultimately lead to timely graduation.

Gateway Technical College’s 2021 strategic plan is also incorporating this measurement in the

focus to attract and develop engaged students. Nationally, at 2-year degree-granting institutions in 2015, 2016, and 2017, the overall retention rate for first time, full-time degree seeking undergraduate students was 53% (IPEDS data). Gateway’s program retention rate, based on new program students who either completed or are still retained in their program of study into the second year, is better with a higher percent retention rate all three years: 63.3% (2015), 64.2% (2016) and 65.2% (2017). When this data is disaggregated by gender, race, economic disadvantage and disability status, it shows that females students are retained at higher percentages than males, white and Hispanic students are retained at higher percentages than black students, economic disadvantage does not significantly affect first year retention rates, and disabled students are retained at lower percentages than those are not disabled.

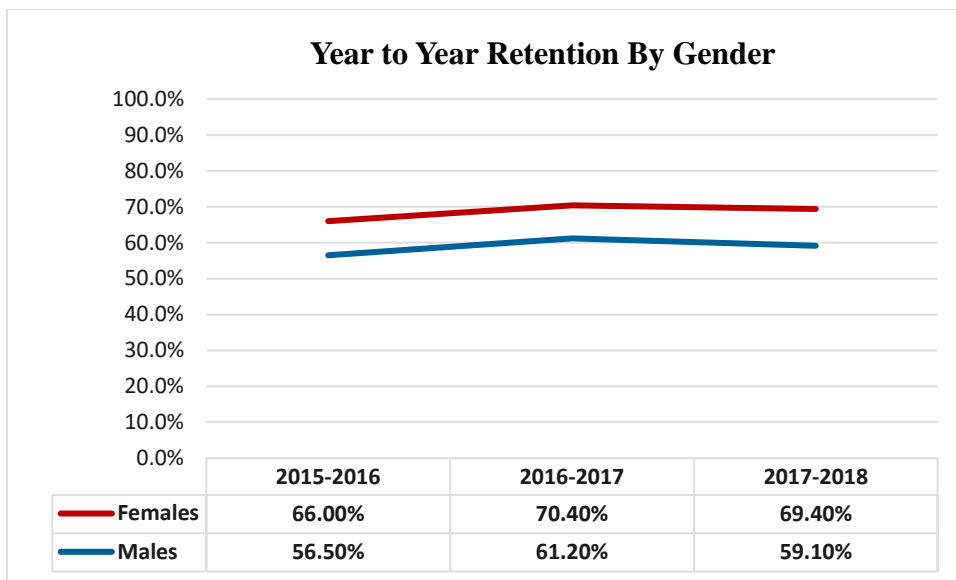


Figure 21. Gateway Technical College Year to Year Retention Rates broken out by males and females. Data derived from American Fact Finder Data, 2017.

Figure 21 shows that female students are continuing into their second year of college at higher percentage rates than male students. This graph also shows that male students are not making significant gains in their retention rates and female students had a slight decrease in 2017-2018 from the previous year.

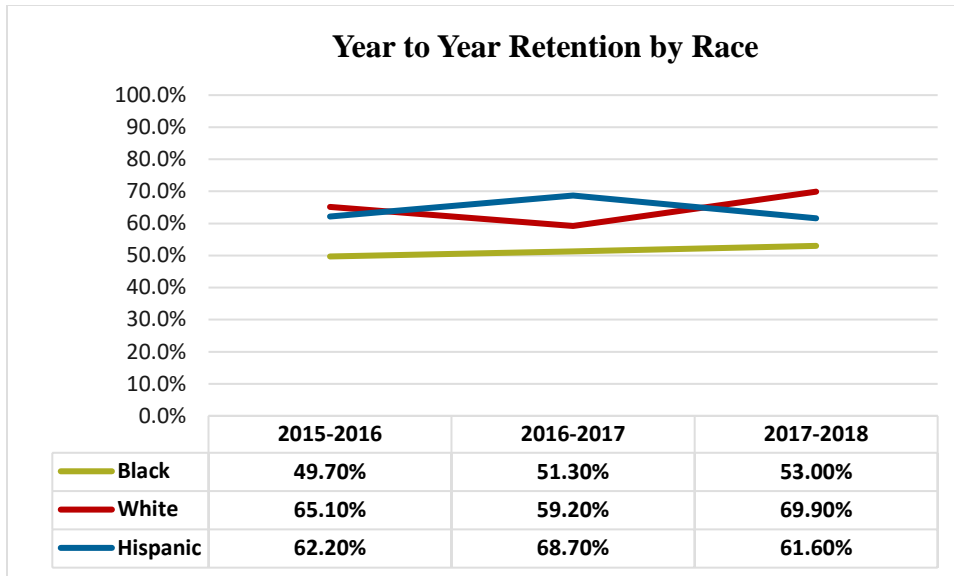


Figure 22. Gateway Technical College Year to Year Retention Rates broken out by race. Data derived from American Fact Finder Data, 2017.

Figure 22 shows that overall, white and Hispanic students are retained at higher percentages than black students. This figure also shows that although black students are not making significant gains in closing the gap, there is consistent upward movement. Further, Hispanic students had made substantial improvement in retention from 2015-2016 to 2016-2017 but then experienced a large decline the following year in 2017-2018.

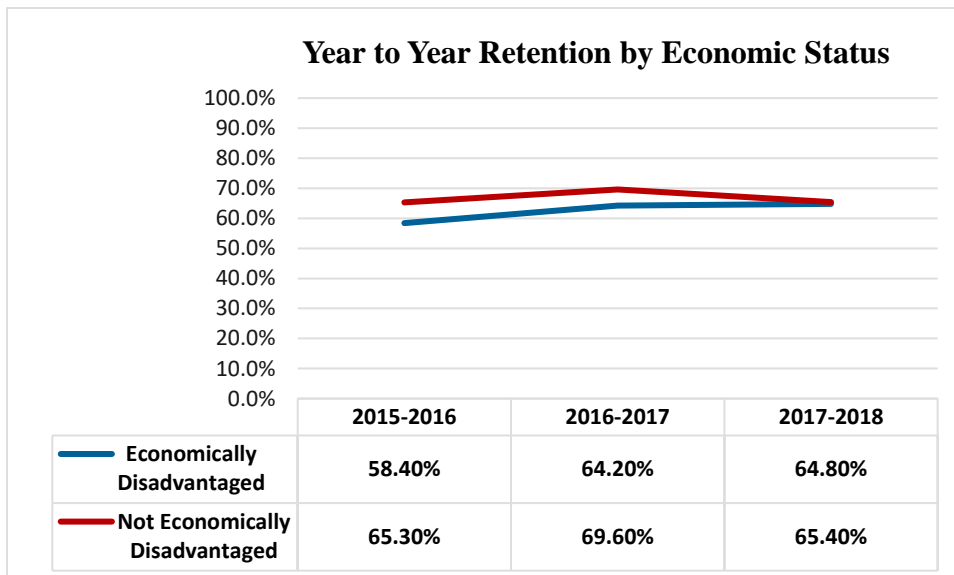


Figure 23. Gateway Technical College Year to Year Retention Rates broken out by economic status. Data derived from American Fact Finder Data, 2017.

Figure 23 shows that the 7% gap in 2015-2016 between students with and without an economic disadvantage improved to just one percent.

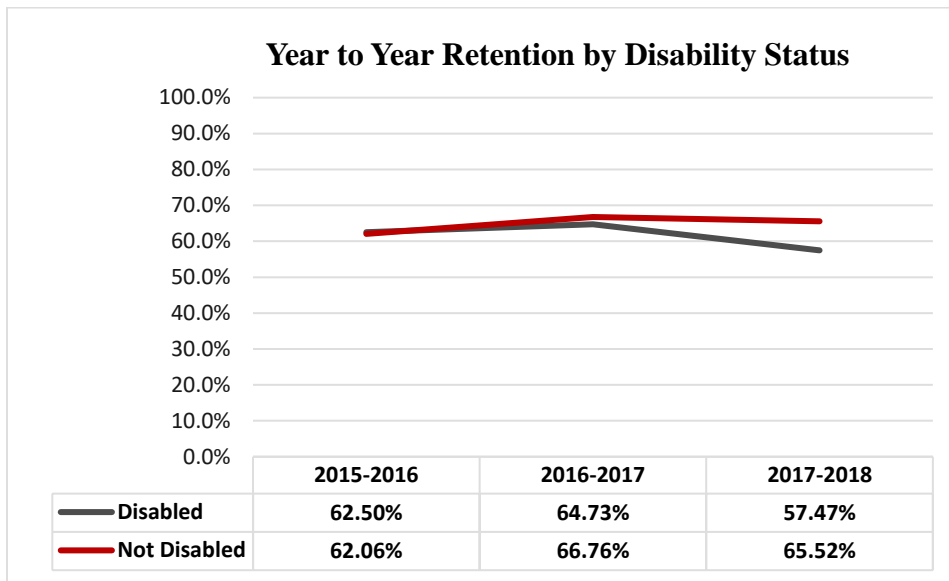


Figure 24. Gateway Technical College Year to Year Retention Rates broken out by disability status. Data derived from American Fact Finder Data, 2017.

Figure 24 shows that retention rates of disabled students by decreased by five percent in the past three years and retention rates for non-disabled students have decreased by three percent. There is an eight percent difference in 2017-2018 between retention rates of non-disabled students and disabled students, with non-disabled students faring better.

Early Momentum Metric: 2.0 GPA or Greater

Maintaining at 2.0 Grade Point Average (GPA) or higher can be challenging for Gateway Technical College students. Many Gateway students are going to school in addition to working, making finding time to study and maybe even attend class regularly harder. In addition, the College’s open door admissions policy lends itself to accepting students who may not be prepared for the academic rigor of college and do not have the study skills that are needed to be successful. When analyzing the data for this measure, one trend observed is the large gap between the ability of white students to achieve and maintain a GPA of 2.0 and those of minority

students. Overall, across the years, black students were the lowest performers. The performance gap between white students and black students was the largest, ranging from a 20-25% gap.

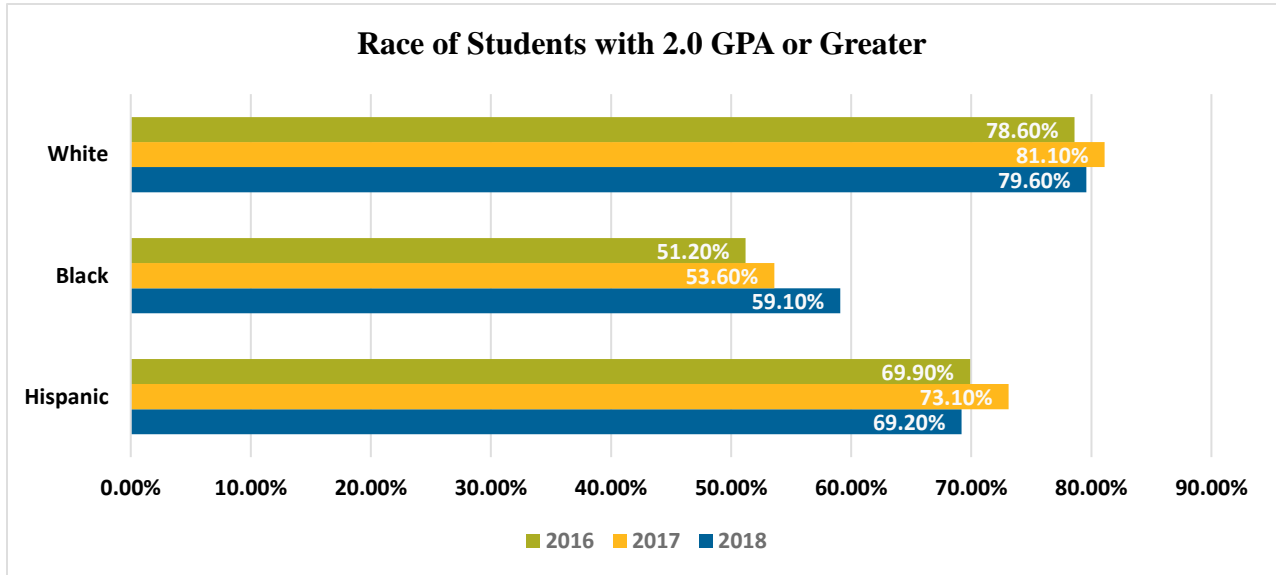


Figure 25. Comparison of Gateway Technical College district students by race who have a GPA of 2.0 or greater. Data derived from American Fact Finder Data, 2018.

Figure 25 shows that overall white and Hispanic students are performing better than black students. Black students are making gains, however, increasing by eight percentage points from 2016 to 2018.

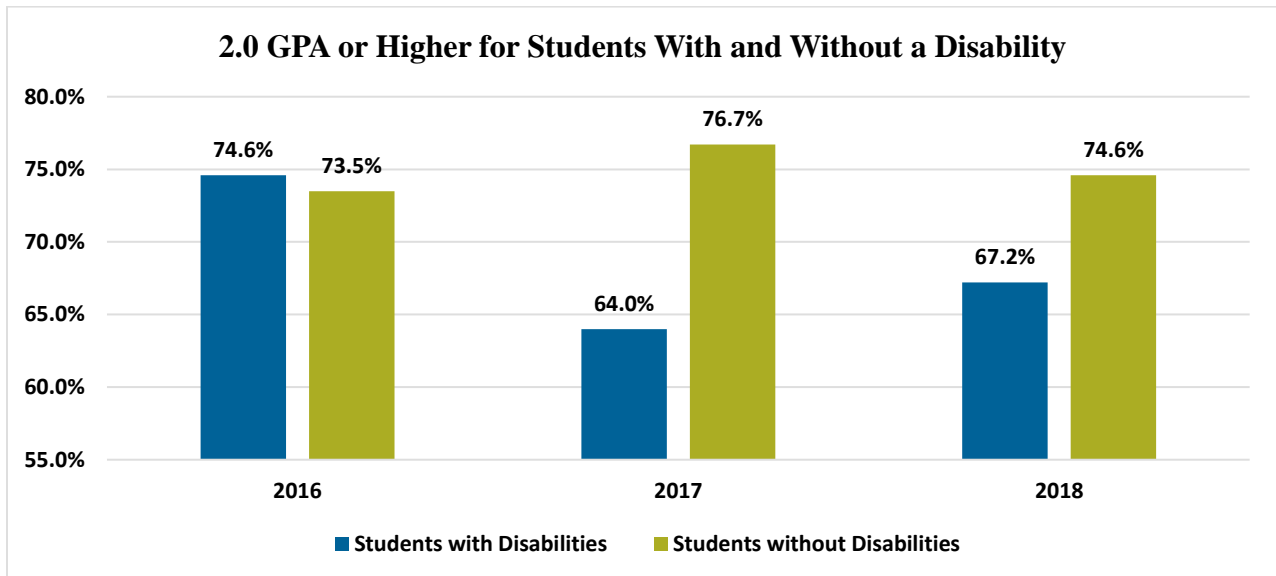


Figure 26. Comparison of percentage of Gateway Technical College district students with and without a disability who earn a 2.0 GPA or higher. Data derived from American Fact Finder Data, 2018.

Figure 26 shows that students without disabilities perform better than those without. Data also shows that the performance gap between these groups was smallest in 2016 at just one percentage point difference as opposed to 2018 where that gap has increased by nine percentage points.

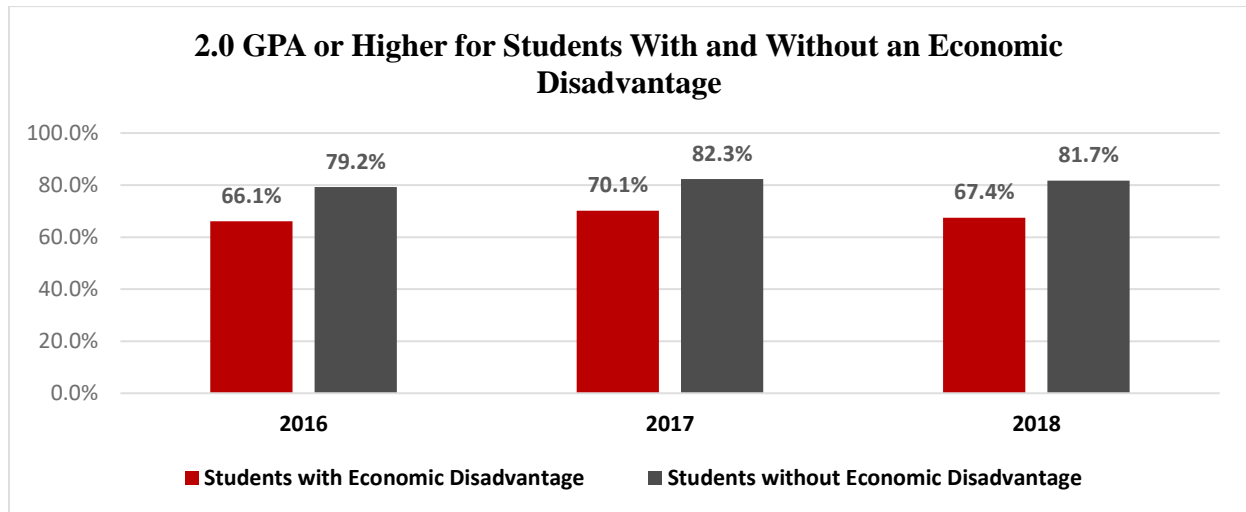


Figure 27. Comparison of percentage of Gateway Technical College district students with and without an economic disadvantage who earn a 2.0 GPA or higher. Data derived from American Fact Finder Data, 2018.

Figure 27 demonstrates that the performance gap between students with and without and economic disadvantage has remained pretty consistent, with a 13% gap in 2016, a 12% gap in 2017 and a 14% gap in 2018. This gap is always in the non-economically disadvantaged students favor.

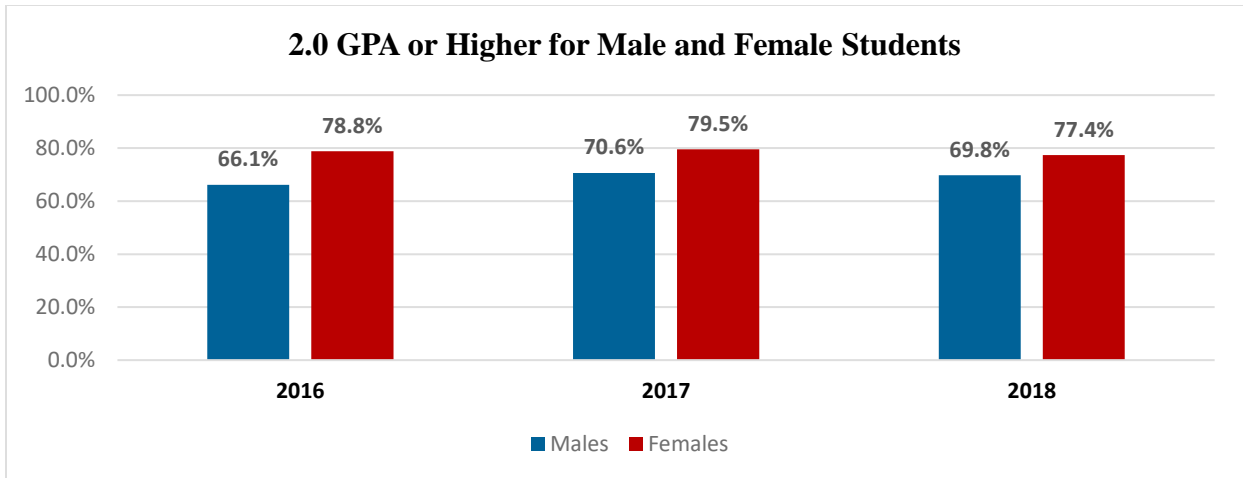


Figure 28. Comparison of the percentage of Gateway Technical College district male and female students who earn a 2.0 GPA or higher. Data derived from American Fact Finder Data, 2018.

As shown in Figure 28, female students consistently perform better than male students.

Program Enrollment Patterns

One trend that is evident for both black and Hispanic students is enrollment in programs that result in earning credentials for low to medium wage jobs. In contrast, more white students enrolled in programs that will earn credentials towards higher wage professions.

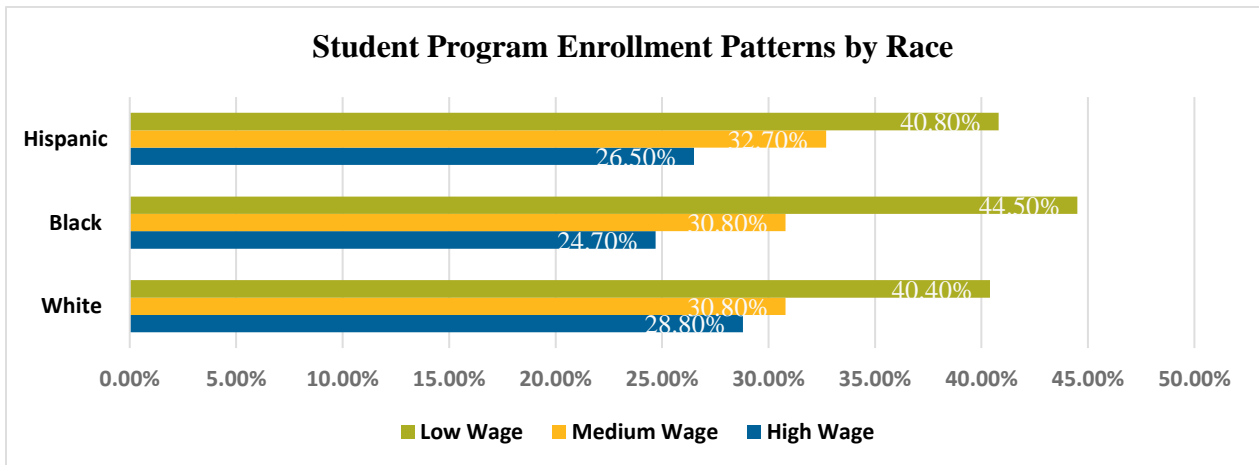


Figure 29. Comparison by race of the percentage of Gateway Technical College district students who enroll in programs that earn credentials in low, medium, and high wage jobs.

In addition to an equity gap in enrollment patterns by race, there is also a gap between students with disabilities and those without disabilities. About 9% more students with disabilities enroll in low-wage program compared to their non-disabled counterparts.

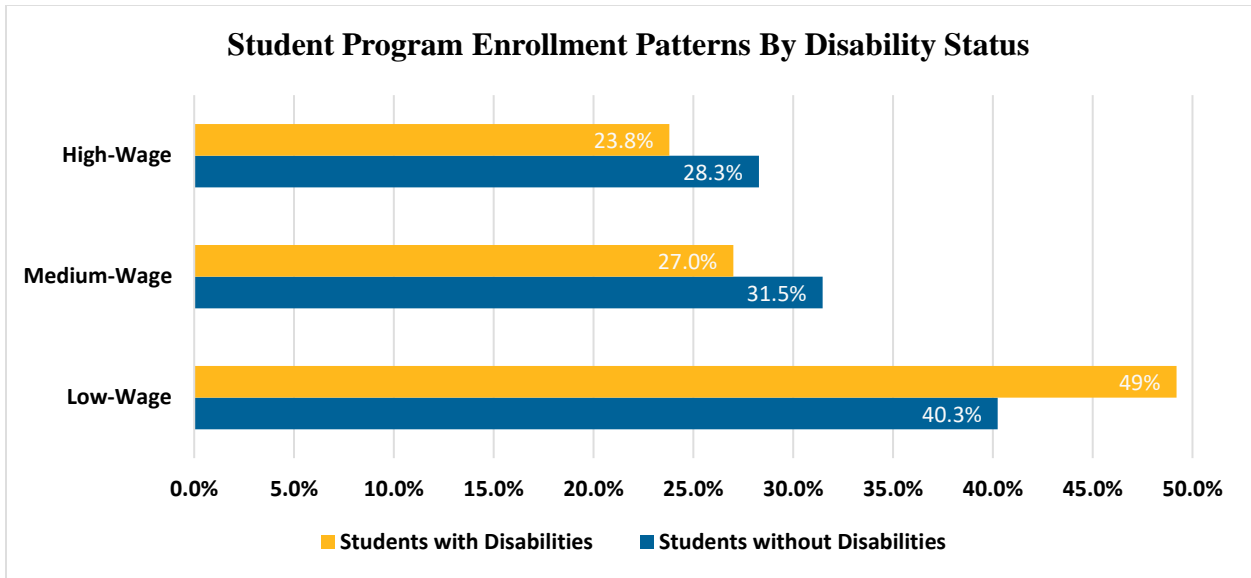


Figure 29. Comparison of student program enrollment patterns by disability status.

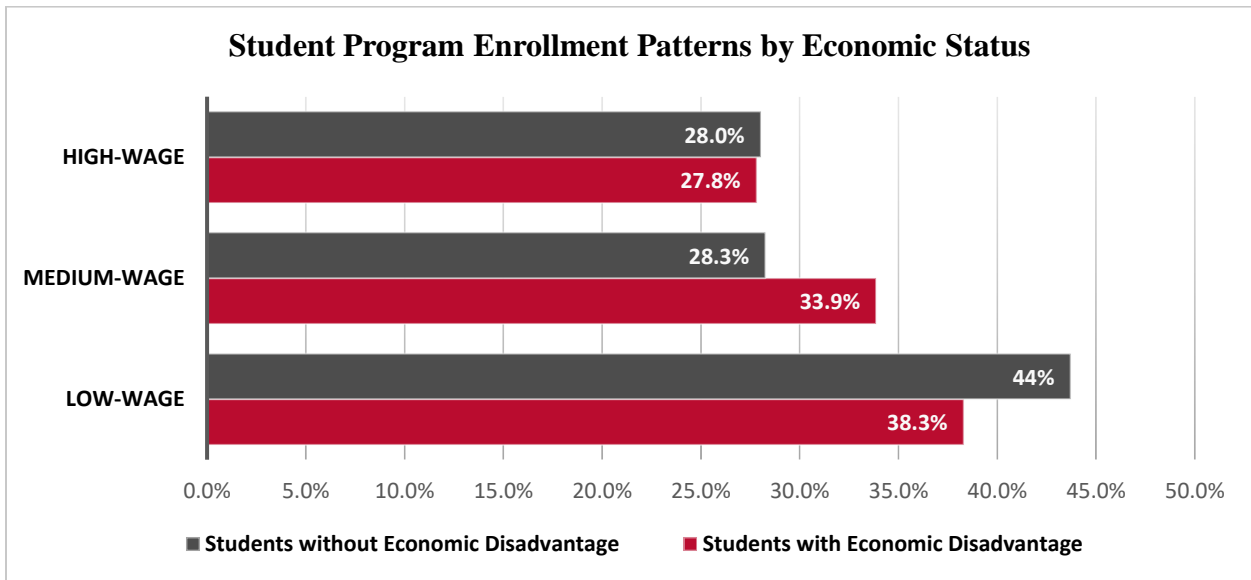


Figure 30. Comparison of student program enrollment patterns by economic status.

Figure 31 shows that students without an economic disadvantage are enrolling in programs that will earn credentials in low-wage jobs at a six percent higher rate than students with an economic disadvantage.

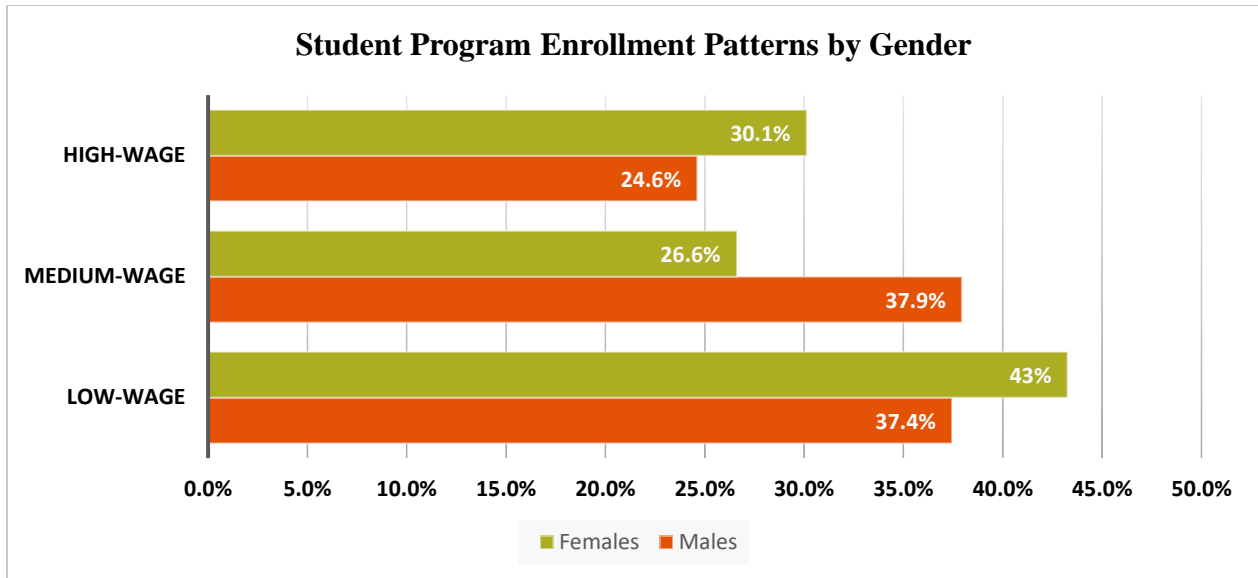


Figure 31. Comparison of student enrollment patterns by gender.

Figure 38 shows that males gravitated towards middle wage program fields while female students enrolled in more low and high wage programs.

Enrollment Intensity Gap

Literature focused on indicators of student success underscore that early enrollment patterns influence students' long-term successful outcomes¹. Specifically, research emphasizes the importance of initial enrollment intensity when examining student outcomes². Initial enrollment intensity analysis allows for exploring early gaps between student populations, which indicate gaps in future outcomes. Enrollment intensity is a measurement of full-time or part-time enrollment at the beginning of students' academic journeys. Both two-factor and three-factor enrollment intensity analysis was performed. Two-factor analysis compares the enrollment intensity of demographic groupings, underrepresented minorities (URMs) and non-underrepresented minorities (Non-URMs). Three-factor analysis compares enrollment intensity of demographic groupings and retention graduation rates.

Initial investigation into Gateway Technical College new program cohorts indicated an initial enrollment intensity gap between URM and Non-URM students in their first year. Over a 5-year

¹ American Association of Community Colleges (AACC). (2019). Driving success: VFA summary report: leading indicators of success and student outcomes for community colleges.

² Jenkins, D. and Bailey, T. (2017). Early Momentum Metrics: Why they Matter for College Improvement. New York, NY: Columbia University, Teachers College, Community College Research Center

span, 87.4% of URM students enrolled part-time while 83.9% of Non-URM students enrolled part-time (Figures 34 & 35). The initial enrollment intensity gap may be one contributing factor gaps in retention identified in Fall-to-Spring and Year 1-to-Year 2 between URM and Non-URM students (Figures 32 & 33).

These initial investigations allow the opportunity to explore enrollment intensity at a deeper level, such as: does switching between full and part-time enrollment status help or hinder students? To what extent does enrollment continuity impact successful outcomes? How much does self-efficacy (academic mindset) influence initial enrollment intensity? It is also worth noting that research has uncovered factors that impact students’ enrollment intensity choices, such as parental education attainment, local economic conditions, and timeline of enrollment selection (or when students select courses).

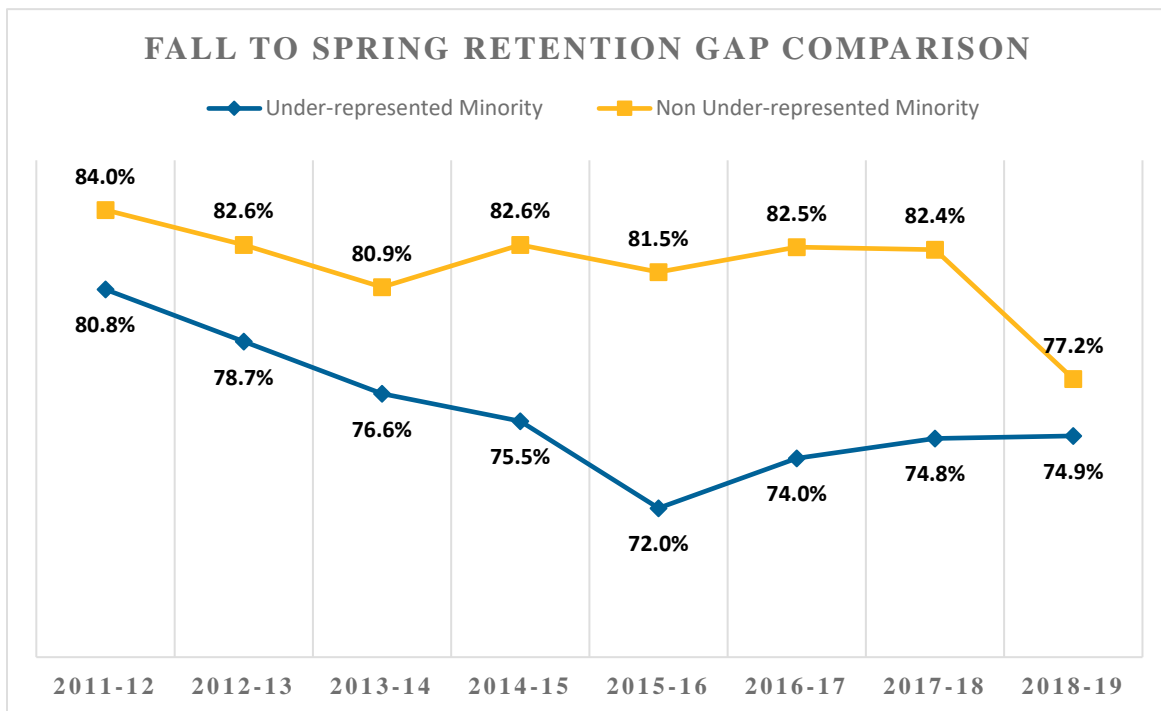


Figure 32. *Fall-to-Spring Retention Gap Comparison of Underrepresented Minority and Non-Underrepresented Minority New Program Students. Source: WTCS QRP Database.*

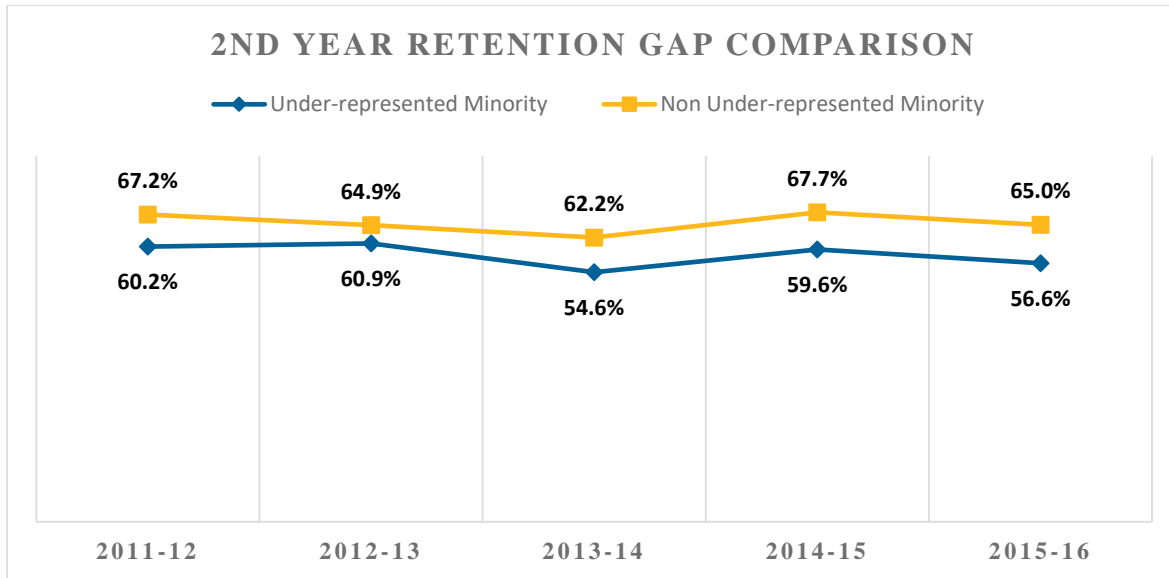


Figure 33. 2 Year Retention Gap Comparison of Underrepresented Minority and Non-Underrepresented Minority New Program Students. Source: WTCS QRP Database.

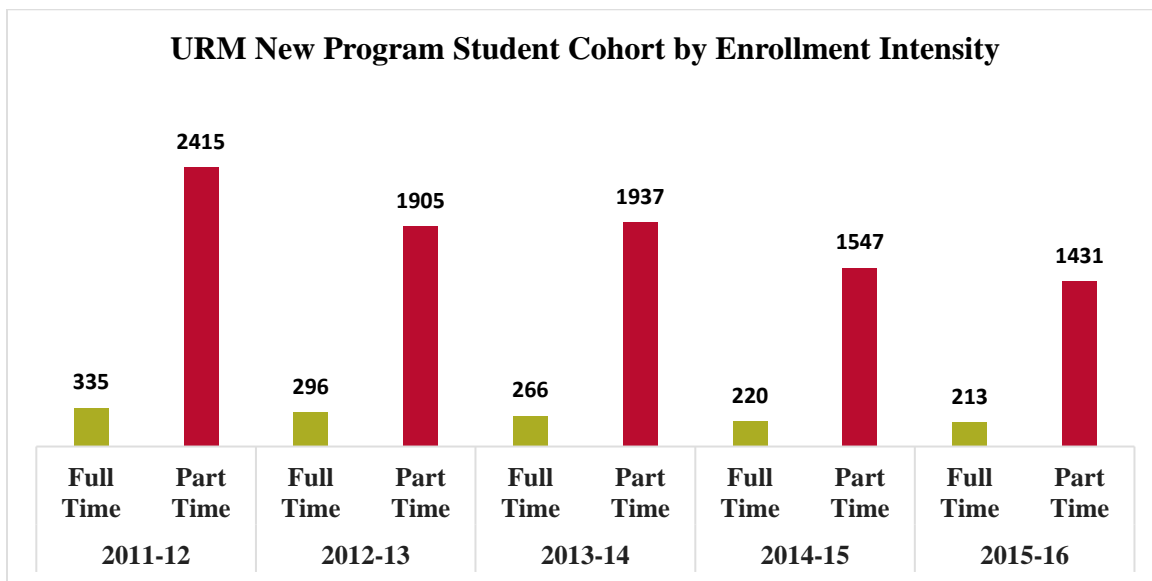


Figure 34. Enrollment Intensity of URM New Program Students in First Year. Source: WTCS QRP Database

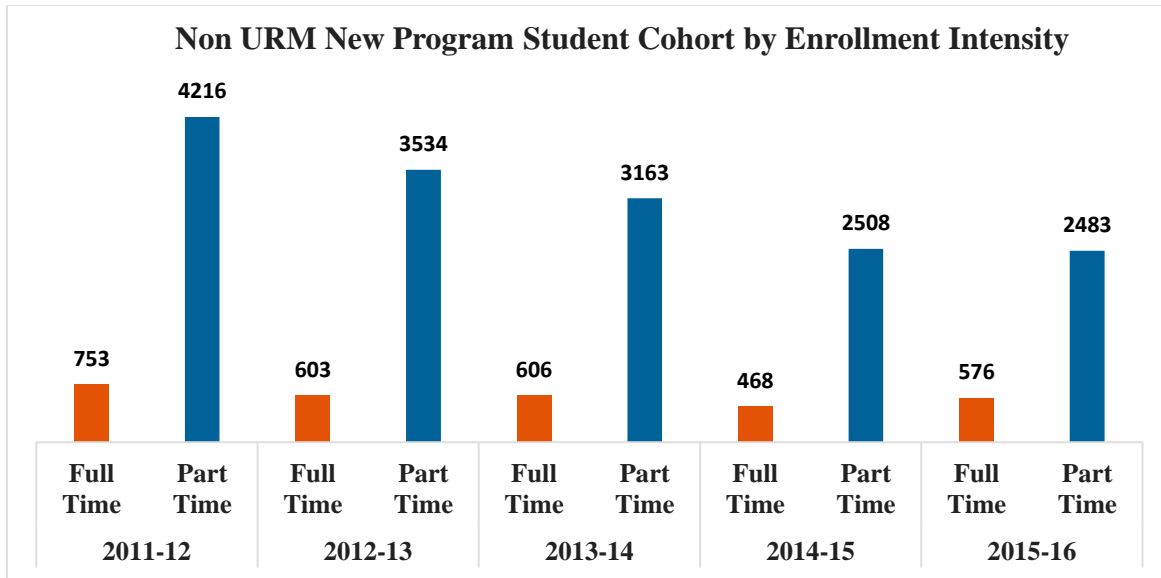


Figure 35. Enrollment Intensity of Non URM New Program Students in First Year. Source: WTCS QRP Database

Enrollment Intensity and Graduation

Three-factor enrollment intensity, student outcome analysis builds on the foundation of early indicators research associated with enrollment intensity and student outcomes³. This analysis compares 3rd-year graduation rates of URM and Non-URM students by part-time and full-time initial enrollment status. For part-time enrolled students, a vast majority of program enrollees at Gateway Technical College, the 3rd-year graduation rate gap between URM and Non-URM students is significant and persistent, 8.8% gap within the 2011-12 cohort and 10.2% within the 2015-16 cohort (Figures 36). This gap has remained constant during a trend of increasing graduation rates. For full-time enrolled students, the 3rd-year graduation rate gap between URM and Non-URM students is also significant and persistent, 11.4% in 2011-12 cohort and 9.4% in the 2015-16 cohort (Figure 37).

³ Attewell, P., Heil, S., & Reisel, L. (2012). What is academic momentum? And does it matter? Educational Evaluation and Policy Analysis, 34(1), 27-44

This analysis indicates that graduation gaps exist between URM and Non-URM students in both full-time and part-time status. It also expresses enrollment intensity impacts 3rd-year graduation rates for both URM and Non-URM students. Full-time URM cohort students' 3rd-year graduation rates are significantly higher than part-time URM cohort students (around 10%). Similarly, Full-time Non-URM cohort students' 3rd-year graduation rates are significantly higher than part-time Non-URM cohort students (around 10%).

This analysis provides evidence that initial full-time enrollment has a significantly positive impact on student outcomes. Future action research could focus on decreasing the initial enrollment intensity gap between URM and Non-URM students. Reducing the gap between full-time enrollment of URM students and Non-URM students will have an impact on the overall 3rd-year graduation gap between URM and Non-URM students.

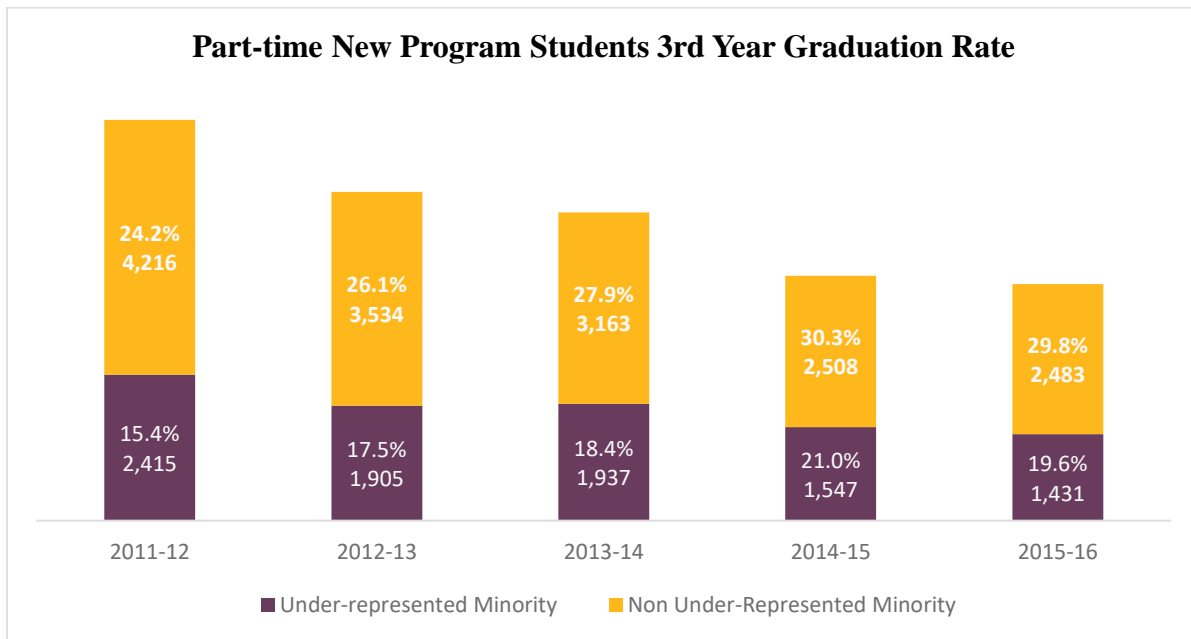


Figure 36. 3rd Year Graduation Rates based on Initial Part-time Enrollment and URM Status. Source: WTCS QRP Database

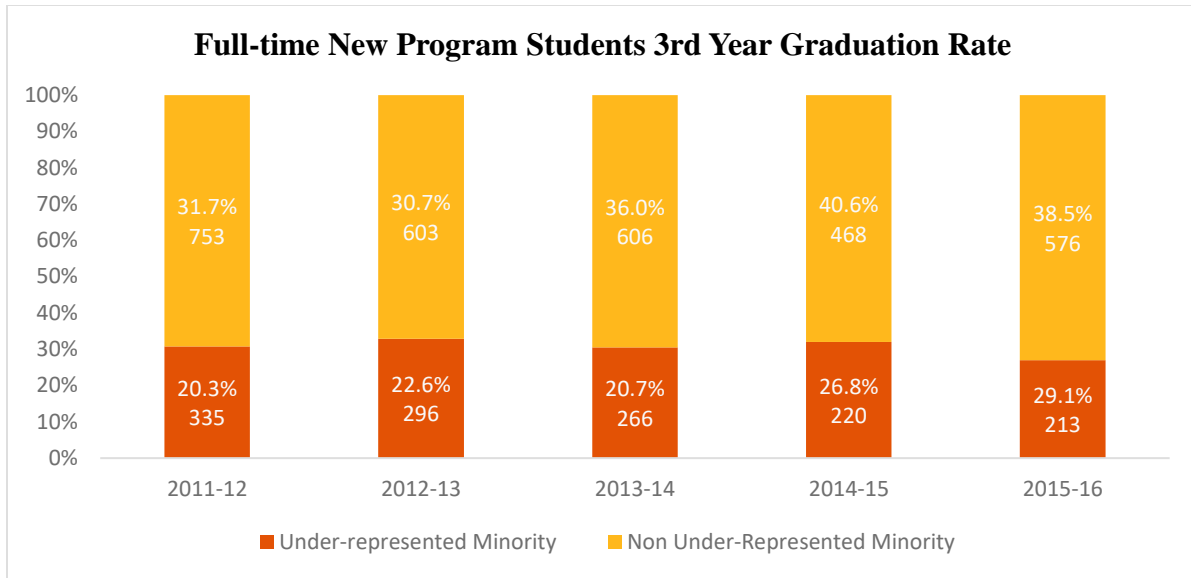


Figure 37. 3rd Year Graduation Rates based on Initial Full-time Enrollment and URM Status. Source: WTCS QRP Database.

Employee Representation

Research has demonstrated that students who’s race and ethnicity are represented in the staff and faculty where they attend school will feel more comfortable and will be more likely to do well academically⁴. When analyzing Gateway Technical College student and staff demographics, staff demographics in most areas reflect student demographics with the exception of Hispanic students and staff. Gateway Technical College serves a large number of Hispanic students, and the regional workforce also reflects this demographic trend. However, Gateway Technical College’s total staff and faculty demographics demonstrate an overall lack of Hispanics employed at the College relative to the Hispanic students’ population. In addition, data shows that there is a lack of black and Hispanic faculty at Gateway Technical College relative to the student population.

⁴ Egalite, A.J., Kisida, B., & Winters, M.A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52; Okonofua, Walton et al., 2016.

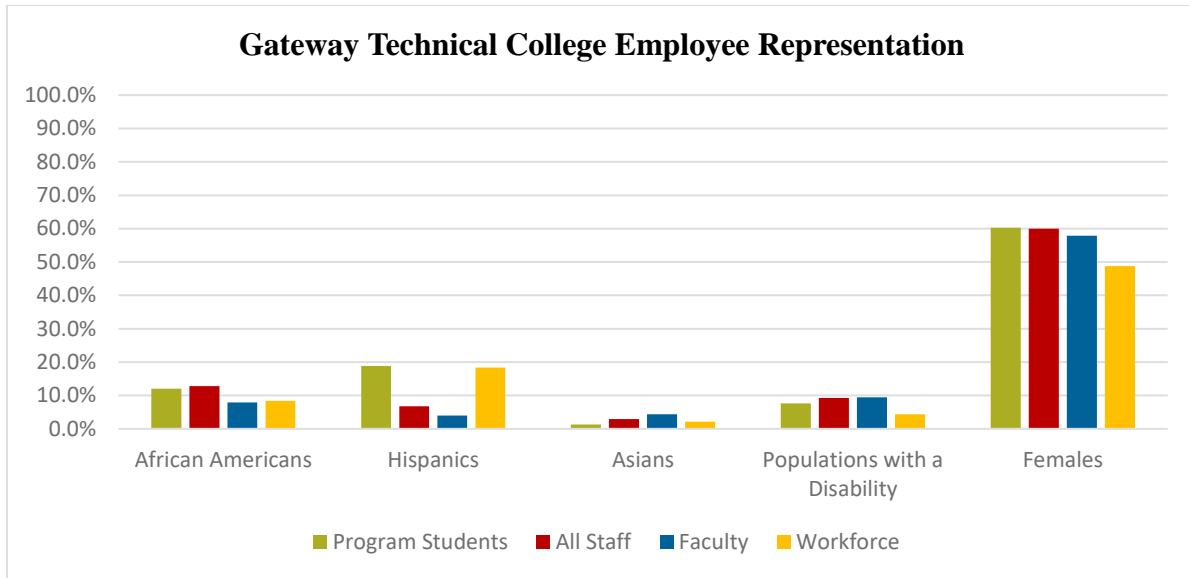


Figure 38. Tri-county workforce data includes all individuals in the Walworth, Kenosha, and Racine Counties between ages 16 and 65. Data derived from Gateway Technical College Affirmative Action Compliance Report, 2019.

Strengths of institution in terms of equity and inclusion based on local data analysis

When analyzing student success outcomes over the years, there are some areas in which Gateway Technical College has successfully boosted student achievement. From 2016 to 2018 there has been a significant improvement in the area of black student achievement, as demonstrated in their improvement in acquiring a GPA of 2.0 or greater. This suggests that tutoring and academic services offered to black students may be successful. Additional data demonstrates that students who were economically disadvantaged generally enrolled in programs that offered high wages as opposed to programs that offered low and medium wage jobs upon completion. Therefore, the College's efforts to attract low-income students to high-income career options seem to be successful.

Opportunities for growth in terms of equity and inclusion based on local data analysis

There are significant opportunities for growth among minority students who performed lower than all Gateway students and significantly lower than white students in both student success outcomes with black students being the lowest performers. Furthermore, although black students' performance in acquiring a 2.0 GPA has improved, there is still a gap, and much work to do. Also, when it comes to program completion and obtaining a 2.0 GPA or higher, economically disadvantaged and disabled student populations also performed lower than the

general Gateway student population and those who were not similarly disadvantaged. Therefore, there is a significant need for developing and expanding/strengthening services that address academic performance as well as retention challenges among disadvantaged student populations. Furthermore, there was a noted discrepancy among those who enrolled for programs that offered higher wages. Therefore, opportunities for growth may include more focused efforts at empowering minority students and those with disabilities to consider programs that offer high wage careers through marketing efforts, mentoring, career counselling, and other such support services.

Another opportunity for growth is in the area of minority staff recruitment. Overall, Gateway lacks Hispanic staff which would be far more representative of the College’s student demographics and workforce demographics. The College also lacks both Hispanic and black faculty. Therefore, there is a need for attracting minority faculty to the College to match Gateway’s minority student demographics. Representation from minority faculty can have a huge influence on student performance.

Short-term (1 year) and Long-term (4 year) plans to address equity gaps and advance inclusion across the district

In response to the data provided and to address equity gaps and advance inclusion across the district, Gateway’s leadership has developed comprehensive objectives with one and four year goals. These goals are categorized as either College Wide, Faculty, Staff and Leadership goals, as demonstrated in the table below.

College-Wide Goal		
Create a college environment that is welcoming to diverse populations of people.		
Objective	Year 1	Year 4
Develop meaningful and intentional discussions of diversity and inclusion throughout the school year for students and staff	Hold at least 6 lunch and learn events to share cultural climate survey results	Establish a regular schedule of monthly DEI discussion forums

Hire and retain diverse employees	Establish guidelines for Employee Resource/Affinity Groups	Disaggregate college hiring and retention data and address inequities employees
Recruit and retain a diverse student body through 3-4 annual student events for targeted populations	Launch targeted recruitment event for black and Latino students.	Host at least three annual student recruitment events targeted at underrepresented populations
Complete cultural climate survey district-wide every 3 years	No objective at this time	Administer college-wide cultural climate survey by July 2023
Examine college data annually for continuous improvement and support data-driven decision-making for equitable outcomes	Identify datasets and a common set of categories for disaggregation	Establish a regular review schedule for disaggregated student outcome data with data owners
Develop a plan for including the student voice and feedback in the DEI initiatives	Include student representation in the DEI steering committee, and include feedback form on the DEI webpage	In partnership with the Marketing Team, USG and the DEI Committee create a system for gathering feedback from students (Red Hawks in Response). For example, Pizza with the Prez & Provost, Donuts with the Dean, annual online survey, Town Hall with USG student leaders

Faculty Goal
Foster learning environments that advance the college’s commitment to Diversity, Equity and Inclusion.

Objective	Year 1	Year 4
Participate in professional development that provides new ideas and strategies for teaching learners from all diverse backgrounds in multiple learning	Create training sessions and provide materials focused on the revised WTCS FQAS	Offer diversity workshop certificate program for all faculty

platforms (face-to-face, online/virtual)	competency for diversity, equity and inclusion	
In partnership with the DEI Committee, faculty will develop learning resources to address equitable practices in the classroom	Develop rubric for faculty to evaluate bias in instructional materials	Offer regular workshops during faculty in-service related to creating equitable and inclusive learning materials
Commit to delivering equity-minded and culturally-affirming teaching and learning practices (face-to-face and in virtual learning communities) to ensure that students are active and engaged learners	Develop comprehensive toolkit that provides additional DEI resources and guides on diversity, equity and inclusion	Develop equity and inclusion academic unit plans and metrics for accessing progress by division within Gateway
Increase student understanding of Diversity, Equity and Inclusion	Create an assessment tool of student DEI understand in the General Studies - Social Science courses	Include questions related to DEI on student surveys (Noel-Levitz, CSSE, or the IDEA faculty survey)
<p>Staff Goal</p> <p>Create learning opportunities that are inclusive and demonstrate respect for students from diverse backgrounds.</p>		
Objective	Year 1	Year 4
Provide student support services that acknowledge the unique needs of all learners and promote an equity-mindset within the programming	Expand the number of students participating in the HEADS Up Mentor program district-wide	All students enrolled at Gateway are assigned at student support specialist at admissions/enrollment
Participate in professional development that provides new ideas and strategies for increasing student engagement among students of diverse backgrounds	Offer 4-6 DEI related trainings, workshops or webinars for staff to expand their understanding and ability to work with diverse populations	Offer equity and inclusion workshop certificate program for all staff

Promote in-demand, high-wage programs to incoming and current students in under-represented populations	Share data information with key staff who facilitate the admissions and advising process. Develop a specific Marketing plan to recruit students into specific careers.	Utilize data to understand student equity gaps and develop department action plans to support improvements for equitable outcomes
Implement proven retention strategies to reduce achievement gaps for students of color, students with disabilities and veteran students	Develop a plan for intrusive Case Management in a virtual environment with students populations with the largest gaps between their white counterparts	No objective at this time
College Leadership Goal		
Promote the understanding that diversity is a core responsibility of all Gateway employees		
Objective	Year 1	Year 4
Establish and support professional development for all faculty, staff, administration, and board members related to Diversity, Equity and Inclusion	Offer equity and inclusion training as part of the 2-year onboarding process	Develop equity and inclusion workshop certificate program for all Gateway stakeholders
Support the development and provide input for a DEI Strategic Plan every 4-years	The DEI Steering Committee Workgroup will begin the process of developing a DEI Strategic Plan for the college	No objective at this time
Provide vision and communication for institutional equity	-Finalize the Gateway DEI Statement and host staff and faculty discussion about the institutional focus -Creation of DEI Webpage for sharing information, communication, resources	Create a Marketing plan for branding all DEI initiatives and the college's DEI Strategic Plan
Celebrate and highlight DEI advancements made in district-wide system change, student	-Create an award category that recognizes the DEI Champions and Allies in the Gateway community. This	No objective at this time

outcomes and employee retention	recognition should be for both students and employees.	
Complete a bi-annual Data Equity Walk (as presented by WTCS)	Research and discuss the creation of Data Dashboards or Data Equity Walk with WTCS experts and Gateway IR department	Bi-annually update Equity Data Dashboards and share this information throughout the college and seek recommendations for continuous improvement

Additional short-term (1 year) plans to address equity gaps and advance inclusion across the district

Gateway serves a significant number of minority student populations its larger urban campuses as well as students with unique challenges that range from poverty, low-literacy levels, unemployment, under employment, and physical and mental disabilities and limitations through all its campus locations. Some additional, immediate plans to address equity gaps and advance inclusion across Gateway over the next year are listed below:

- Establishing leadership for Diversity, Equity and Inclusion (DEI) Steering Committee was formalized late last year with a 6-member leadership team and steering committee of 16, championed by Zina Haywood, Executive Vice President and Provost for Academic and Campus Affairs. This team is now working to develop a statement of diversity, equity, and inclusion by surveying members and analyzing other college model statements over this year.
- Implementing a Gateway to Success first year experience course. Research demonstrates a well-designed first-year experience course can have an impact on increasing academic achievement and student retention.⁵
- Multiple Measures – Beginning in the summer of 2020, Gateway will be replacing the current accu-placement placer exam, to measuring student placement with other, multiple measures, such as their ACT score and/or having a GPA of 2.5 or higher, thereby

⁵ Keeling, R., ed. 2004. *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: National Association of Student Personnel Administrators and American College Personnel Association.

replacing the need for a placement test which may put students unnecessarily into remedial classes

- Continuing to analyze the Noel –Levitz Student Satisfaction Inventory, Community College Survey of Student Engagement (CCSSE), and cultural climate survey and other available data as well as gap data related to graduation rates and acquiring/maintaining 2.0 GPA in relation to disadvantaged student populations who are performing poorly. The DEI Steering Committee and Institutional Research Department will establish work groups to analyze this data
- Sharing results of the Gateway Equity Report and the Cultural Climate survey with Gateway staff and students using various methods that will include designing Chat and Chew sessions, creating marketing materials, through classroom presentations, and student government meetings.
- Creating a Diversity Equity and Inclusion webpage.
- Creating smaller learning communities and tutoring study groups by subject areas for students with disabilities and black students.
- Assigning all black students as well as students with disabilities a peer mentor.
- Extending invitations to all black students and students with disabilities to attend an annual event related to the Student Leadership and Diversity Conference and connecting them with a Student Support Specialist or Academic Advisor at this event.
- Defining cultural and social competency as an institution and creating a dictionary of terms for the College
- Investigate factors influencing initial enrollment intensity gap between URM and Non-URM students.
- Collaborating with Diversity, Equity, and Inclusion Steering Committee to promote programming as part of the required New Faculty Institute, Adjunct In-Service, and American Camp Association staff development.

Additional long term (4-year) plan to address equity gaps and advance inclusion across the district

Gateway Technical College strives to promote success among its disadvantaged student populations. Gateway’s Strategic Plan, Vision 2021, has goals to increase the graduation rates of students of color and increase student satisfaction with the institution’s commitment to under-

represented populations. The College has designed a host of strategies to help these at-risk student populations persist and succeed despite their academic, financial, and personal challenges and will continue to implement, fine-tune, and strengthen these strategies over the next four years. Long-term plans to address equity gaps and advance inclusion across Gateway include:

- Facilitating supplemental instruction or study groups for specific classes that have high failure rates.
- Having every faculty member participate in a training on teaching inclusively and universal design so that they are able to incorporate inclusive teaching and learning practices in the classroom. Inclusive teaching suggests that cultural diversity, or differences related to identity and experience, are crucial to learning. The practice of inclusive teaching involves consciously working to foster learning across differences; for example, by acknowledging and challenging biases and stereotypes that can impede understanding and undermine a student's sense of belonging to the discipline or institution. Inclusive teaching and learning practices are instrumental in creating and maintaining a learning environment in which all participants are fully engaged and respected, open to ideas, perspectives, and ways of thinking that are distinct from their own.
- Research and Development of the Diverse Faculty Fellow program that is designed using the Harper College model. This program is a paid fellowship that provides a unique opportunity for individuals to gain valuable teaching experience at a community college.
- Adopting poverty-informed practice strategies to address the basic needs insecurity and sense of belonging for economically disadvantaged students.

Appendix A. Historical Demographic Shifts

2012 Total Population

County	Population type	Number of people	Percent
District	Total sample	453,500	NA
Kenosha	Total sample	163,682	NA
Racine	Total sample	190,124	NA
Walworth	Total sample	99,694	NA

2017 Total Population

County	Population type	Number of people	Percent
District	Total sample	454,955	NA
Kenosha	Total sample	163,934	NA
Racine	Total sample	190,946	NA
Walworth	Total sample	100,075	NA

2012 Gender

County	Population type	Number of people	Percent
District	Male	223,451	49.27%
	Female	230,049	50.73%
Kenosha	Male	81,388	49.72%
	Female	82,294	50.28%
Racine	Male	92,810	48.83%
	Female	97,314	51.60%
Walworth	Male	49,253	49.40%
	Female	50,441	50.60%

2017 Gender

County	Population type	Number of people	Percent
District	Male	223,526	49.13%
	Female	231,429	50.87%
Kenosha	Male	80,405	49.05%
	Female	83,529	50.95%
Racine	Male	92,846	48.62%
	Female	98,100	51.38%
Walworth	Male	50,275	50.24%
	Female	49,800	49.76%

2012 Race/Ethnicity

County	Population type	Number of people	Percent
District	Black/African American	30,559	6.74%
	Hispanic/Latino	53,779	11.86%
	White	354,308	78.13%
Kenosha	Black/African American	11,487	7.02%
	Hispanic/Latino	19,732	12.06%
	White	126,878	77.51%
Racine	Black/African American	19,072	10.25%
	Hispanic/Latino	23,300	13.29%
	White	141,424	72.77%
Walworth	Black/African American	NA	NA
	Hispanic/Latino	10,747	10.78%
	White	86,006	86.27%

2017 Race/Ethnicity

County	Population type	Number of people	Percent
District	Black/African American	30,497	6.70%
	Hispanic/Latino	58,649	12.89%
	White	347,615	76.41%
Kenosha	Black/African American	11,012	6.72%
	Hispanic/Latino	21,831	13.32%
	White	124,059	75.68%
Racine	Black/African American	19,485	10.20%
	Hispanic/Latino	25,273	13.24%
	White	138,351	72.46%
Walworth	Black/African American	NA	NA
	Hispanic/Latino	11,545	11.54%
	White	85,205	85.14%

Appendix B. Historical Shifts in Educational Attainment

2012 Educational Attainment				2017 Educational Attainment			
County	Population type	Number of people	Percent	County	Population type	Number of people	Percent
District	Population 25 year or older	301,882	66.57%	District	Population 25 year or older	308,171	67.74%
	Less than high school graduate	33,379	7.36%		Less than high school graduate	26,298	5.78%
	High school graduate or GED	91,275	20.13%		High school graduate or GED	95,730	31.06%
	Some college or associate's degree	102,910	22.69%		Some college or associate's degree	99,980	32.44%
	Bachelor's degree or higher	74,318	16.39%		Bachelor's degree or higher	86,163	27.96%
Kenosha	Population 25 year or older	107,108	65.44%	Kenosha	Population 25 year or older	111,409	67.96%
	Less than high school graduate	12,669	7.74%		Less than high school graduate	10,156	6.20%
	High school graduate or GED	31,654	19.34%		High school graduate or GED	35,233	21.49%
	Some college or associate's degree	36,663	22.40%		Some college or associate's degree	36,989	22.56%
	Bachelor's degree or higher	26,122	15.96%		Bachelor's degree or higher	29,031	17.71%
Racine	Population 25 year or older	128,139	67.85%	Racine	Population 25 year or older	128,993	67.55%
	Less than high school graduate	14,229	5.26%		Less than high school graduate	10,006	5.24%
	High school graduate or GED	38,964	21.04%		High school graduate or GED	39,995	20.95%
	Some college or associate's degree	44,308	22.29%		Some college or associate's degree	42,384	22.20%
	Bachelor's degree or higher	30,638	19.25%		Bachelor's degree or higher	36,608	19.17%
Walworth	Population 25 year or older	66,635	66.84%	Walworth	Population 25 year or older	67,769	67.72%
	Less than high school graduate	6,481	6.50%		Less than high school graduate	6,136	6.13%
	High school graduate or GED	20,657	20.72%		High school graduate or GED	20,502	20.49%
	Some college or associate's degree	21,939	22.01%		Some college or associate's degree	20,607	20.59%
	Bachelor's degree or higher	17,558	17.61%		Bachelor's degree or higher	20,524	20.51%

2012 Educational Attainment by Race/Ethnicity

Population Type	Educational Attainment Level	Number of people	Percent
Overall	High school graduate or GED	94,680	30.84%
	Some college or associate's degree	101,395	33.03%
	Bachelor's degree or higher	69,560	22.66%
Black / African American	High school graduate or GED	6,054	32.53%
	Some college or associate's degree	6,511	34.98%
	Bachelor's degree or higher	1,664	8.94%
Hispanic / Latino	High school graduate or GED	8,186	31.88%
	Some college or associate's degree	5,684	22.14%
	Bachelor's degree or higher	1,798	7.00%
White	High school graduate or GED	83,497	30.44%
	Some college or associate's degree	93,405	34.05%
	Bachelor's degree or higher	70,186	25.59%

2017 Educational Attainment by Race/Ethnicity

Population Type	Educational Attainment Level	Number of people	Percent
Overall	High school graduate or GED	98,406	31.33%
	Some college or associate's degree	118,720	37.80%
	Bachelor's degree or higher	83,244	26.51%
Black / African American	High school graduate or GED	6,257	34.73%
	Some college or associate's degree	6,736	37.39%
	Bachelor's degree or higher	1,539	8.54%
Hispanic / Latino	High school graduate or GED	9,337	31.74%
	Some college or associate's degree	7,769	26.41%
	Bachelor's degree or higher	4,056	13.79%
White	High school graduate or GED	86,967	31.30%
	Some college or associate's degree	90,012	32.40%
	Bachelor's degree or higher	80,887	29.11%

2012 Educational Attainment for Blacks

County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	2,209	37.05%
	Some college or associate's degree	2,311	38.76%
	Bachelor's degree or higher	504	8.45%
Racine	High school graduate or GED	3,845	30.40%
	Some college or associate's degree	4,200	33.20%
	Bachelor's degree or higher	1,160	9.17%
Walworth	High school graduate or GED	NA	NA
	Some college or associate's degree	NA	NA
	Bachelor's degree or higher	NA	NA

2017 Educational Attainment for Blacks

County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	2,563	40.62%
	Some college or associate's degree	2,324	36.84%
	Bachelor's degree or higher	520	8.24%
Racine	High school graduate or GED	3,694	31.55%
	Some college or associate's degree	4,412	37.69%
	Bachelor's degree or higher	1,019	8.70%
Walworth	High school graduate or GED	NA	NA
	Some college or associate's degree	NA	NA
	Bachelor's degree or higher	NA	NA

2012 Educational Attainment for Hispanics/Latinos

County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	2,834	30.91%
	Some college or associate's degree	1,673	18.25%
	Bachelor's degree or higher	708	7.72%
Racine	High school graduate or GED	3,869	34.00%
	Some college or associate's degree	2,898	25.47%
	Bachelor's degree or higher	961	8.45%
Walworth	High school graduate or GED	1,483	28.92%
	Some college or associate's degree	1,113	21.70%

2017 Educational Attainment for Hispanics/Latinos

County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	3,805	34.23%
	Some college or associate's degree	3,151	28.35%
	Bachelor's degree or higher	1,228	11.05%
Racine	High school graduate or GED	3,708	29.21%
	Some college or associate's degree	3,502	27.59%
	Bachelor's degree or higher	2,336	18.40%
Walworth	High school graduate or GED	1,824	32.52%
	Some college or associate's degree	1,116	19.90%

	Bachelor's degree or higher	129	2.52%
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	Bachelor's degree or higher	492	8.77%
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2012 Educational Attainment for Whites

County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	29,540	29.94%
	Some college or associate's degree	33,165	33.61%
	Bachelor's degree or higher	24,629	24.96%
Racine	High school graduate or GED	34,060	30.29%
	Some college or associate's degree	39,353	35.00%
	Bachelor's degree or higher	28,305	25.17%
Walworth	High school graduate or GED	19,897	31.50%
	Some college or associate's degree	20,887	33.07%
	Bachelor's degree or higher	17,252	27.31%

2017 Educational Attainment for Whites

County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	31,375	31.60%
	Some college or associate's degree	32,990	33.23%
	Bachelor's degree or higher	26,561	26.76%
Racine	High school graduate or GED	36,320	31.81%
	Some college or associate's degree	37,056	32.46%
	Bachelor's degree or higher	33,985	29.77%
Walworth	High school graduate or GED	19,272	29.93%
	Some college or associate's degree	19,966	31.01%
	Bachelor's degree or higher	20,341	31.59%

2012 Educational Attainment for Blacks/African Americans by Gender			
County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	M: 1,358	22.78%
		F: 851	14.27%
	Some college or associate's degree	M: 717	12.03%
		F: 1,594	26.74%
	Bachelor's degree or higher	M: 398	6.68%
		F: 106	1.78%
Racine	High school graduate or GED	M: 2,093	16.55%
		F: 1,752	13.85%
	Some college or associate's degree	M: 1,631	12.89%
		F: 2,569	20.31%
	Bachelor's degree or higher	M: 444	3.51%
		F: 716	5.66%
Walworth	High school graduate or GED	NA	NA
	Some college or associate's degree	NA	NA
	Bachelor's degree or higher	NA	NA

2017 Educational Attainment for Blacks/African Americans by Gender			
County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	M: 1,243	19.70%
		F: 1,320	20.92%
	Some college or associate's degree	M: 971	15.39%
		F: 1,353	21.45%
	Bachelor's degree or higher	M: 175	2.77%
		F: 345	5.47%
Racine	High school graduate or GED	M: 1,760	15.03%
		F: 1,934	16.52%
	Some college or associate's degree	M: 1,712	14.62%
		F: 2,700	23.06%
	Bachelor's degree or higher	M: 430	3.67%
		F: 589	5.03%
Walworth	High school graduate or GED	NA	NA
	Some college or associate's degree	NA	NA
	Bachelor's degree or higher	NA	NA

2012 Educational Attainment for Hispanics/Latinos by Gender

County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	M: 1,696	18.50%
		F: 1,138	12.41%
	Some college or associate's degree	M: 394	4.30%
		F: 1,279	13.95%
	Bachelor's degree or higher	M: 400	4.36%
		F: 308	3.36%
Racine	High school graduate or GED	M: 2,375	20.87%
		F: 1,494	13.13%
	Some college or associate's degree	M: 1,042	9.16%
		F: 1,856	16.31%
	Bachelor's degree or higher	M: 424	3.73%
		F: 537	4.72%
Walworth	High school graduate or GED	M: 927	18.08%
		F: 556	10.84%
	Some college or associate's degree	M: 537	10.47%
		F: 576	11.23%
	Bachelor's degree or higher	M: 46	0.90%
		F: 83	1.62%

2017 Educational Attainment for Hispanics/Latinos by Gender

County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	M: 1,987	17.88%
		F: 1,818	16.35%
	Some college or associate's degree	M: 1,651	14.85%
		F: 1,500	13.49%
	Bachelor's degree or higher	M: 426	3.83%
		F: 802	7.21%
Racine	High school graduate or GED	M: 2,123	16.73%
		F: 1,585	12.49%
	Some college or associate's degree	M: 1,282	10.10%
		F: 2,220	17.49%
	Bachelor's degree or higher	M: 779	6.14%
		F: 1,557	12.27%
Walworth	High school graduate or GED	M: 912	16.26%
		F: 408	7.27%
	Some college or associate's degree	M: 558	9.95%
		F: 568	10.13%
	Bachelor's degree or higher	M: 246	4.39%
		F: 230	4.10%

2012 Educational Attainment for Whites by Gender

County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	M: 14,751	14.95%
		F: 14,789	14.99%
	Some college or associate's degree	M: 15,132	15.33%
		F: 18,033	18.27%
	Bachelor's degree or higher	M: 11,768	11.93%
		F: 12,861	13.03%
Racine	High school graduate or GED	M: 16,814	14.95%
		F: 17,246	15.34%
	Some college or associate's degree	M: 20,053	17.83%
		F: 19,300	17.16%
	Bachelor's degree or higher	M: 11,924	10.60%
		F: 16,381	14.57%
Walworth	High school graduate or GED	M: 10,721	16.97%
		F: 9,176	14.53%
	Some college or associate's degree	M: 9,254	14.65%
		F: 11,633	18.42%
	Bachelor's degree or higher	M: 8,286	13.12%
		F: 8,966	14.20%

2017 Educational Attainment for Whites by Gender

County	Educational Attainment Level	Number of people	Percent
Kenosha	High school graduate or GED	M:16,384	16.50%
		F: 14,991	15.10%
	Some college or associate's degree	M:15,646	15.76%
		F: 17,344	17.47%
	Bachelor's degree or higher	M:13,046	13.14%
		F: 13,515	13.61%
Racine	High school graduate or GED	M:17,948	15.72%
		F: 18,372	16.09%
	Some college or associate's degree	M:17,186	15.05%
		F: 19,870	17.40%
	Bachelor's degree or higher	M:15,911	13.94%
		F: 18,074	15.83%
Walworth	High school graduate or GED	M: 9,362	14.54%
		F: 9,910	15.39%
	Some college or associate's degree	M: 9,675	15.03%
		F: 10,291	15.98%
	Bachelor's degree or higher	M: 9,424	14.64%
		F: 10,917	16.95%

Appendix C. Historical Shifts in Poverty for Gateway Technical College District

2012 % Below Poverty Level

County	Population type	Number of people	Percent Below Poverty
District	Estimate of Total Population	NA	13.60%
Kenosha	Estimate of Total Population	NA	13.50%
Racine	Estimate of Total Population	NA	13.20%
Walworth	Estimate of Total Population	NA	14.30%

2017 % Below Poverty Level

County	Population type	Number of people	Percent Below Poverty
District	Estimate of Total Population	NA	10.80%
Kenosha	Estimate of Total Population	NA	11.40%
Racine	Estimate of Total Population	NA	10.30%
Walworth	Estimate of Total Population	NA	10.60%

2012 % Below Poverty Level by Gender

County	Population type	Number of people	Percent Below Poverty
District	Male	NA	11.97%
	Female	NA	15.09%
Kenosha	Male	NA	12.90%
	Female	NA	14.00%
Racine	Male	NA	11.00%
	Female	NA	15.40%
Walworth	Male	NA	12.30%
	Female	NA	16.20%

2017 % Below Poverty Level by Gender

County	Population type	Number of people	Percent Below Poverty
District	Male	NA	9.93%
	Female	NA	11.53%
Kenosha	Male	NA	10.40%
	Female	NA	12.30%
Racine	Male	NA	9.40%
	Female	NA	11.10%
Walworth	Male	NA	10.10%
	Female	NA	11.10%

2012 % Below Poverty Level by Race/Ethnicity

County	Population type	Number of people	Percent Below Poverty
District	Black/African American	NA	35.74%
	Hispanic/Latino	NA	26.16%
	White	NA	9.49%
Kenosha	Black/African American	NA	50.10%
	Hispanic/Latino	NA	20.90%
	White	NA	9.10%
Racine	Black/African American	NA	27.10%
	Hispanic/Latino	NA	33.00%
	White	NA	7.70%
Walworth	Black/African American	NA	NA
	Hispanic/Latino	NA	20.90%
	White	NA	13.00%

2017 % Below Poverty Level by Race/Ethnicity

County	Population type	Number of people	Percent Below Poverty
District	Black/African American	NA	25.90%
	Hispanic/Latino	NA	14.75%
	White	NA	8.45%
Kenosha	Black/African American	NA	32.20%
	Hispanic/Latino	NA	14.90%
	White	NA	8.50%
Racine	Black/African American	NA	22.30%
	Hispanic/Latino	NA	15.40%
	White	NA	7.50%
Walworth	Black/African American	NA	NA
	Hispanic/Latino	NA	13.10%
	White	NA	9.80%

2012 % Below Poverty Level by Educational Attainment

County	Population type	Number of people	Percent Below Poverty
District	Less than high school graduate	NA	25.38%
	High school graduate or GED	NA	11.27%
	Some college or associate's degree	NA	9.52%
	Bachelor's degree or higher	NA	2.20%
Kenosha	Less than high school graduate	NA	24.70%
	High school graduate or GED	NA	12.10%
	Some college or associate's degree	NA	9.00%
	Bachelor's degree or higher	NA	2.90%
Racine	Less than high school graduate	NA	28.60%
	High school graduate or GED	NA	11.10%
	Some college or associate's degree	NA	8.90%
	Bachelor's degree or higher	NA	1.70%
Walworth	Less than high school graduate	NA	19.60%
	High school graduate or GED	NA	10.40%
	Some college or associate's degree	NA	11.60%
	Bachelor's degree or higher	NA	2.10%

2017 % Below Poverty Level by Educational Attainment

County	Population type	Number of people	Percent Below Poverty
District	Less than high school graduate	NA	17.57%
	High school graduate or GED	NA	9.88%
	Some college or associate's degree	NA	7.57%
	Bachelor's degree or higher	NA	2.45%
Kenosha	Less than high school graduate	NA	20.90%
	High school graduate or GED	NA	10.20%
	Some college or associate's degree	NA	9.50%
	Bachelor's degree or higher	NA	3.10%
Racine	Less than high school graduate	NA	16.50%
	High school graduate or GED	NA	10.00%
	Some college or associate's degree	NA	6.90%
	Bachelor's degree or higher	NA	2.10%
Walworth	Less than high school graduate	NA	13.70%
	High school graduate or GED	NA	9.10%
	Some college or associate's degree	NA	5.50%
	Bachelor's degree or higher	NA	2.20%

Appendix D. Student Success Outcomes

Six Year Program Completion

Cohort Year	Population type	Number of Students in Cohort	Percent
2011	Total sample	3,928	42.00%
2012	Total sample	3,835	41.90%
2013	Total sample	3,487	41.30%

Six Year Program Completion by Gender

Cohort Year	Population type	Number of Students in Cohort	Percent
2011	Male	1,596	29.40%
	Female	2,323	50.60%
2012	Male	1,573	30.10%
	Female	2,259	50.20%
2013	Male	1,480	29.30%
	Female	1,999	50.20%

Six Year Program Completion by Race/Ethnicity

Cohort Year	Population type	Number of Students in Cohort	Percent
2011	Black/African American	626	28.30%
	Hispanic/Latino	478	37.70%
	White	2,585	46.40%
2012	Black/African American	682	22.90%
	Hispanic/Latino	491	38.70%
	White	2,488	47.80%
2013	Black/African American	567	25.20%
	Hispanic/Latino	472	42.60%
	White	2,282	44.80%

Six Year Program Completion by Disability Status

Cohort Year	Population type	Number of Students in Cohort	Percent
2011	Disability	207	20.30%
	Without Disability	3,721	43.20%
2012	Disability	154	33.10%
	Without Disability	3,681	42.30%
2013	Disability	192	29.20%
	Without Disability	3,295	42.00%

Six Year Program Completion by Economic Disadvantage

Cohort Year	Population type	Number of Students in Cohort	Percent
2011	Economic Disadvantaged	2,117	31.40%
	Not Economically Disadvantaged	1,811	54.30%
2012	Economic Disadvantaged	2,139	30.50%
	Not Economically Disadvantaged	1,696	56.30%
2013	Economic Disadvantaged	1,868	27.60%
	Not Economically Disadvantaged	1,619	57.10%

2.0 GPA or Greater

Cohort Year	Population type	Number of Students in Cohort	Percent
2016	Total sample	2,474	73.60%
2017	Total sample	2,469	75.90%
2018	Total sample	2,534	74.20%

2.0 GPA or Greater by Gender

Cohort Year	Population type	Number of Students in Cohort	Percent
2016	Male	1,028	66.10%
	Female	1,442	78.80%
2017	Male	966	70.60%
	Female	1,490	79.50%
2018	Male	1,052	69.80%
	Female	1,480	77.40%

2.0 GAP or Greater by Race/Ethnicity

Cohort Year	Population type	Number of Students in Cohort	Percent
2016	Black/African American	299	51.20%
	Hispanic/Latino	379	69.90%
	White	1,584	78.70%
2017	Black/African American	293	53.60%
	Hispanic/Latino	431	73.10%
	White	1,555	81.10%
2018	Black/African American	320	59.10%
	Hispanic/Latino	494	69.20%
	White	1,486	79.60%

2.0 GPA or Greater by Disability Status

Cohort Year	Population type	Number of Students in Cohort	Percent
2016	Disability	130	74.60%
	Without Disability	2,344	73.50%
2017	Disability	139	64.00%
	Without Disability	2,330	76.70%
2018	Disability	116	67.20%
	Without Disability	2,418	74.60%

2.0 GPA or Greater by Economic Disadvantage

Cohort Year	Population type	Number of Students in Cohort	Percent
2016	Economic Disadvantaged	1,068	66.10%
	Not Economically Disadvantaged	1,406	79.20%
2017	Economic Disadvantaged	1,293	70.10%
	Not Economically Disadvantaged	1,176	82.30%
2018	Economic Disadvantaged	1,321	67.40%
	Not Economically Disadvantaged	1,213	81.70%

Year to Year Retention

Cohort Year	Population type	Number of Students in Cohort	Percent
2015-16	Total sample	4,703	62.10%
2016-17	Total sample	4,420	66.60%
2017-18	Total sample	4,701	65.10%

Year to Year Retention by Gender

Cohort Year	Population type	Number of Students in Cohort	Percent
2015-16	Male	1,936	56.50%
	Female	2,762	66.00%
2016-17	Male	1,766	61.20%
	Female	2,642	70.40%
2017-18	Male	1,967	59.10%
	Female	2,732	69.40%

Year to Year Retention by Race/Ethnicity

Cohort Year	Population type	Number of Students in Cohort	Percent
2015-16	Black/African American	567	49.70%
	Hispanic/Latino	784	62.20%
	White	2,970	65.10%
2016-17	Black/African American	534	51.30%
	Hispanic/Latino	779	68.70%
	White	2,785	69.20%
2017-18	Black/African American	579	53.00%
	Hispanic/Latino	955	61.60%
	White	2,761	69.90%

Year to Year Retention by Disability Status

Cohort Year	Population type	Number of Students in Cohort	Percent
2015-16	Disability	312	62.50%
	Without Disability	4,391	62.06%
2016-17	Disability	275	64.73%
	Without Disability	4,145	66.76%
2017-18	Disability	261	57.47%
	Without Disability	4,440	65.52%

Year to Year Retention by Economic Disadvantage

Cohort Year	Population type	Number of Students in Cohort	Percent
2015-16	Economic Disadvantaged	2,176	58.40%
	Not Economically Disadvantaged	2,527	65.30%
2016-17	Economic Disadvantaged	2,400	64.20%
	Not Economically Disadvantaged	2,020	69.60%
2017-18	Economic Disadvantaged	2,571	64.80%
	Not Economically Disadvantaged	2,130	65.40%

Part Time Enrollment by Under-Represented Minority (URM)

Cohort Year	Population type	Number of Students in Cohort	Retention Rate
2011-12	URM	2,415	58.80%
	Non-URM	4,216	65.04%
2012-13	URM	1,905	58.64%
	Non-URM	3,534	63.13%
2013-14	URM	1,937	52.81%
	Non-URM	3,163	59.79%
2014-15	URM	1,547	56.95%
	Non-URM	2,508	65.07%
2015-16	URM	1,431	55.84%
	Non-URM	2,483	63.63%

Full Time Enrollment by Under-represented Minority (URM)

Cohort Year	Population type	Number of Students in Cohort	Retention Rate
2011-12	URM	335	70.15%
	Non-URM	753	79.55%
2012-13	URM	296	75.68%
	Non-URM	603	75.46%
2013-14	URM	266	67.67%
	Non-URM	606	74.92%
2014-15	URM	220	78.18%
	Non-URM	468	82.05%
2015-16	URM	213	61.97%
	Non-URM	576	71.01%

Fall to Spring Retention by Under-Represented Minority (URM) Status

Cohort Year	Population type	Number of Students in Cohort	Percent
2011-12	URM	1,779	80.80%
	Non-URM	3,486	84.00%
2012-13	URM	1,443	78.70%
	Non-URM	2,877	82.60%
2013-14	URM	1,425	76.60%
	Non-URM	2,649	80.90%
2014-15	URM	1,190	75.50%
	Non-URM	2,086	82.60%
2015-16	URM	1,141	72.00%
	Non-URM	2,230	81.50%
2016-17	URM	1,130	74.00%
	Non-URM	2,179	82.50%
2017-18	URM	1,292	74.80%
	Non-URM	2,204	82.40%
2018-19	URM	1,850	74.90%
	Non-URM	3,035	77.20%

Part Time Students 3 Year Graduation Gap by Under-Represented Minority (URM)

Cohort Year	Population type	Number of Students in Cohort	Retention Rate
2011-12	URM	2,415	15.40%
	Non-URM	4,216	24.20%
2012-13	URM	1,905	17.50%
	Non-URM	3,534	26.10%
2013-14	URM	1,937	18.40%
	Non-URM	3,163	27.90%
2014-15	URM	1,547	21.00%
	Non-URM	2,508	30.30%
2015-16	URM	1,431	19.60%
	Non-URM	2,483	29.80%

Full Time Students 3 Year Graduation Gap by Under-Represented Minority (URM)

Cohort Year	Population type	Number of Students in Cohort	Retention Rate
2011-12	URM	335	20.30%
	Non-URM	753	31.70%
2012-13	URM	296	22.60%
	Non-URM	603	30.70%
2013-14	URM	266	20.70%
	Non-URM	606	36.00%
2014-15	URM	220	26.80%
	Non-URM	468	40.60%
2015-16	URM	213	29.10%
	Non-URM	576	38.50%

Appendix E. Program Enrollment by Wage

Program lists		
Low wages = < \$35,000	Medium wages = \$35,000 - \$50,000	High wages = > \$50,000
31-502-1 Cosmetology	10-152-3 IT - Web Developer	10-620-1 Electromechanical Technology
10-307-1 Early Childhood Education	10-614-6 Architectural - Structural Engineering Technician	31-469-2 Gas Utility Construction & Service
10-204-3 Graphic Communications	31-439-1 Tool and Die Technician	10-662-1 Electrical Engineering Technology
10-304-1 Interior Design	31-444-2 CNC Production Technician	10-462-1 Industrial Mechanical Technician
30-543-1 Nursing Assistant	31-503-1 Firefighter Technician	10-152-4 IT - Web Software Developer
31-106-1 Office Assistant	10-504-5 Criminal Justice Studies	30-504-2 Criminal Justice-Law Enforcement 720 Academy
10-522-2 Foundations of Teacher Education	31-101-1 Accounting Assistant	10-606-1 Mechanical Design Technology
31-404-3 Automotive Maintenance Technician	30-605-1 Electronics Technician Fundamentals	10-152-1 IT - Software Developer
30-531-6 Advanced EMT	30-510-2 Health Unit Coordinator	10-531-1 Paramedic Technician
30-531-3 Emergency Medical Technician	10-699-1 Professional Communications	10-524-1 Physical Therapist Assistant
10-402-1 Aeronautics-Pilot Training	10-154-3 IT - Computer Support Specialist	10-543-1 Nursing - Associate Degree
31-154-6 IT-Computer Support Technician	10-106-6 Administrative Professional	10-196-1 Leadership Development
10-316-1 Culinary Arts	10-101-1 Accounting	31-443-2 Facilities Maintenance
10-091-1 Veterinary Technician	10-530-1 Health Information Technology	10-607-4 Civil Engineering Technology - Highway Technology
10-150-2 IT - Network Specialist	10-601-1 Air Cond, Htg & Refrig Technology	31-444-3 CNC Programmer
10-602-3 Automotive Technology	10-512-1 Surgical Technology	
30-502-5 Barber Technologist	10-412-1 Diesel Equipment Technology	
31-442-1 Welding	31-412-1 Diesel Equipment Mechanic	
31-508-1 Dental Assistant	10-104-3 Marketing	
31-509-1 Medical Assistant	10-605-1 Electronics	
10-001-1 Horticulture	10-102-3 Business Management	
10-520-3 Human Services Associate	31-152-6 IT - Web Programmer	

31-145-1 Small Business Entrepreneurship	31-531-1 Emergency Medical Technician - Paramedic	
10-503-2 Fire Protection Technician	10-504-1 Criminal Justice - Law Enforcement	
30-442-2 Welding/Maintenance & Fabrication	10-607-9 Civil Engineering Technology-Fresh Water Resources	
31-536-1 Pharmacy Technician		

Program Enrollment by Wage

Wage Category	Population type	Number of Students	Percent
Low	Total sample	4,254	NA
Medium	Total sample	3,233	NA
High	Total sample	2,901	NA

Program Enrollment by Wage by Gender

Wage Category	Population type	Number of Students	Percent
Low	Male	1,551	37.44%
	Female	2,700	43.26%
Medium	Male	1,572	37.94%
	Female	1,661	26.61%
High	Male	1,020	24.62%
	Female	1,881	30.13%

Program Enrollment by Wage by Race/Ethnicity

Wage Category	Population type	Number of Students	Percent
Low	Black/African American	551	44.47%
	Hispanic/Latino	825	40.82%
	White	2,553	40.37%
Medium	Black/African American	382	30.83%
	Hispanic/Latino	660	32.66%
	White	1,949	30.82%
High	Black/African American	306	24.70%
	Hispanic/Latino	536	26.52%
	White	1,822	28.81%

Program Enrollment by Wage by Disability Status

Wage Category	Population type	Number of Students	Percent
Low	Disability	399	49.20%
	Without Disability	3,855	40.25%
Medium	Disability	219	27.00%
	Without Disability	3,014	31.47%
High	Disability	193	23.80%
	Without Disability	2,708	28.28%

Program Enrollment by Wage by Economic Disadvantage

Wage Category	Population type	Number of Students	Percent
Low	Economic Disadvantaged	2,030	38.30%
	Not Economically Disadvantaged	2,224	43.71%
Medium	Economic Disadvantaged	1,795	33.87%
	Not Economically Disadvantaged	1,438	28.26%
High	Economic Disadvantaged	1,475	27.83%
	Not Economically Disadvantaged	1,426	28.03%

Appendix F. Gateway Technical College Employee Representation

Student and Staff Demographics by Gender

Group	Population type	Number of People	Percent
Program Students	Male	2,940	39.71%
	Female	4,462	60.26%
All Staff	Male		NA
	Female		60.00%
Faculty	Male		NA
	Female		57.88%
Workforce	Male		NA
	Female		48.74%

Student and Staff Demographics by Race/Ethnicity

Group	Population type	Number of People	Percent
Program Students	Black/African American	892	12.05%
	Hispanic/Latino	1,393	18.81%
	White	4,574	61.78%
All Staff	Black/African American		12.84%
	Hispanic/Latino		6.74%
	White		NA
Faculty	Black/African American		7.87%
	Hispanic/Latino		3.94%
	White		NA
Workforce	Black/African American		8.38%
	Hispanic/Latino		18.32%
	White		NA

Student and Staff Demographics by Disability Status

Group	Population type	Number of People	Percent
Program Students	Disability	565	7.63%
	Without Disability	6,839	92.37%
All Staff	Disability		9.30%
	Without Disability		NA
Faculty	Disability		9.45%
	Without Disability		NA
Workforce	Disability		4.37%
	Without Disability		NA