



2019-20 INSTITUTIONAL EFFECTIVENESS REPORT





MISSION

South Puget Sound Community College's mission is to support student success in postsecondary academic transfer and workforce education that responds to the needs of the South Sound Region.

VISION

SPSCC supports student success and builds prosperity by collaborating with the community and our partners to offer innovative, accessible, and affordable learning experiences. We embrace all of our students and the diversity of their goals. We employ devoted people who mirror the diversity of our community and contribute to an inclusive and welcoming environment. By investing in the talent and creativity of our staff and faculty, we construct clear and compelling pathways that lead our students to successful outcomes. We strive to be fiscally responsible. Our strategic use of technology embedded in purposeful instruction helps students persist and achieve their academic goals.

Our graduating class reflects the community we serve, and our students successfully transition from higher learning into the leaders and innovators of tomorrow.

VALUES & DIVERSITY COMMITMENT

- **Pursues excellence** – We use our resources responsibly and ethically in pursuit of excellence. We continuously improve our programs, services, and operations.
- **Operates in an atmosphere of accountability and respect** – We work cooperatively in taking on challenges, making good decisions, helping each other be successful, and promoting a respectful, open, and safe communication.
- **Responds to and partners with the communities we serve** – We continually monitor and are responsive to the community's changing needs in an increasingly global economy. We seek opportunities for effective partnerships with community members, businesses, and organizations.
- **Fosters inclusiveness at our campuses** – We honor diversity and encourage compassion for individual expression. We promote inclusiveness and equity on our campus and in the community.
- **Provides student-centered education** – We facilitate student success by maximizing learning opportunities and reducing barriers. We provide resources to support students in achieving their goals.
- **Committed to Diversity** – South Puget Sound Community College is a learning community that embodies social justice, equity and inclusion. SPSCC seeks to empower students, faculty and staff to fully participate in a society of increasingly diverse identities and experiences. SPSCC actively works to eliminate all forms of discrimination and provide an education that reflects the diversity of our community and a deeper understanding of the dynamics of power and privilege that perpetuate inequity and inequality.

2019-20 Institutional Effectiveness Report

Executive Summary

Mission fulfillment outcomes

1. The board of Trustees has identified mission fulfillment for South Puget Sound Community College (SPSCC) as 80% of core theme indicators meeting or exceeding the intended targets.
2. The 2019-20 mission fulfillment indicators of achievement reflect a 50% institution mission fulfillment rate. The individual core theme mission fulfillment areas are as follows:
 - a. Core Theme 1 – Student Achievement: We prepare students for further education and employment – 85.7%
 - b. Core Theme 2 - Equity: Given the diversity of our changing community, we cultivate an environment that reduces barriers and removes equity gaps – 20.0%
 - c. Core Theme 3 – Learning and Engagement: We create accessible and enriching student experiences – 66.7%

This is the first year of the new SPSCC Strategic Plan. The new plan was led by a Strategic Planning Committee and facilitated by a consultant who also served as the college's Guided Pathways coach. The Strategic Planning Committee was comprised of members of the Executive Team, President's Advisory Group, the Institutional Effectiveness Committee, student government representatives, and facilitated by Dr. Jean Hernandez (consultant). The committee drafted three Core Themes based upon survey results conducted late fall 2018. A draft plan was written in winter 2019. The draft plan was shared by the committee with the college community to gather feedback through open forums, faculty division meetings and a student survey. Feedback was evaluated and implemented to form the final document presented to the SPSCC Board of Trustees in spring 2019.

Top Takeaways from 2019-20

Areas of success: (mission fulfillment reached)

- 26% of students transitioned from basic education into math
- 41% of new students completed college level math within their first academic year
- 24% of classified staff are People of Color
- 93% of students surveyed are satisfied with student life activities

Areas for improvement: (annual data is below the baseline)

- 45% of students transitioned from 30 college credits to 45 college credits
- Equity gaps measuring fall-to-fall retention and three year graduation rates have widened from the baseline measurement in all but one metric (need-based aid completion).
 - Historically underrepresented students, part-time students, and students receiving need-based aid are not reaching these outcomes as well as the comparison counterparts (Asian/Caucasian students, full-time students, students who do not received need-based aid).
- A widening gap (3.9 points) exists between student completion and the current fall enrollment of historically underrepresented students
- 11.6% of faculty are People of Color
- 19% of administrative staff are People of Color

Areas to watch: (annual data is above baseline but not at mission fulfillment)

- 31% of students transitioned from 0 college credits to 15 college credits
- 79.5% of students are continuously enrolled during their first academic year
- 39% of students graduate within three years
- 75% of students are employed 12 months after graduation
- 76% of graduating students are satisfied with campus support services

Committee discussions during the 2019-20 academic year

- Operational planning logistics: what worked and what can be improved upon.
- Discussion regarding supplemental data points that would inform the strategic plan.
- Accreditation information updates. NWCCU is requiring comparison of metrics with institutional peers both nationally and regionally. Discussion regarding what this might look like for SPSCC. Many of the required metrics are not publicly available on IPEDS (e.g. first generation status, disaggregated retention statistics, etc.)
- Spring term learning has moved online due to the COVID-19 stay at home order.

Upcoming action items for 2020-21

- Identify peer colleges and metric comparisons for NWCCU requirements.
- Develop supplemental data points to inform the college community regarding the strategic plan goals.
- Continued college communication regarding the message that sustainable outcome success will arise not from easy to serve populations (college-ready, running start students), but from serving traditionally underachieving populations: part time students, low-income students, and students who are not college ready.

Core Theme 1: Student Achievement

We prepare students for further education and employment.

Core Theme 1 Annual Scorecard

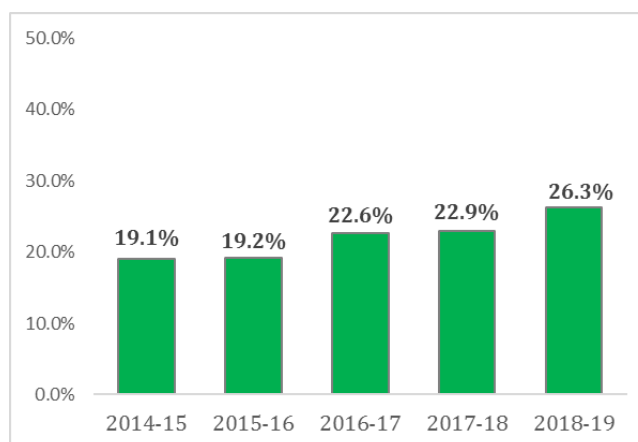
<i>Core Theme</i>	<i>Goal /Measure</i>	<i>Baseline 3-Yr Average</i>	<i>2019-20 Update</i>	<i>5% Mission Fulfillment</i>	<i>10% Stretch Goal</i>	
Core Theme 1: Student Achievement – We prepare students for further education and employment	Goal 1: Increase student persistence					
	1.1.1: Students transition from basic education to pre-college math	22.7%	26.3%	23.8%	25.0%	
	1.1.2: Students transition from 0 credits to 15 or more CLVL* credits within the year	30.1%	31.2%	31.6%	33.1%	
	1.1.3: Students transition from 30 CLVL credits to 45 CLVL credits within the year	45.4%	44.6%	47.7%	50.0%	
	1.1.4: Students complete CLVL math within their first year	32.3%	41.0%	34.0%	35.6%	
	1.1.5: Students are continuously enrolled during their first year	79.5%	79.5%	83.5%	87.5%	
	Goal 2: Increase certificate and degree completion in transfer and workforce programs					
	1.2.1: Students graduate with a degree/certificate within 3 years	37.6%	39.4%	39.5%	41.4%	
	Goal 3: Increase job placement for workforce education students					
	1.3.1: Workforce students are employed within 12 months after completion/graduation	73.3%	74.9%	77.0%	80.6%	
	<i>*CLVL – college level</i>					
	Mission Fulfillment: # of Yellow + # of Green / All(7)				85.7%	
	<i>Indicator Legend</i>		<i>Under Baseline</i>	<i>BL – Less than Goal</i>	<i>Goal or Higher</i>	

Core Theme 1 Detail

Core Theme	1	Student Achievement
Goal	1	Increase Student Persistence
Measure	1	Student transition from prior basic adult education into pre-college math (or CLVL math)

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
22.7%	26.3%							23.80%	25.0%

Source (verifiable):	SAI
Update Date	01/2020
Comparison	State and Local



	N	Pre-C Only	% of Pre-C Math	Pre-C and CLVL Math	% Pre-C and CLVL Math	Either Pre-C or CLVL*	% of Either Pre-C or CLVL Math
2013-14	1073	135	12.6%	39	3.6%	184	17.1%
2014-15	964	116	12.0%	48	5.0%	184	19.1%
2015-16	984	100	10.2%	60	6.1%	189	19.2%
2016-17	1036	139	13.4%	59	5.7%	234	22.6%
2017-18	1077	160	14.9%	67	6.2%	247	22.9%
2018-19	1121	108	9.6%	123	11.0%	295	26.3%

Meaningful (Rationale): Students’ transition from Basic Education for Adult studies to college level credit is the first step towards a livable wage. The state rewards, through the student achievement initiative, students who continue their education past basic education. SPSCC is committed to the success of our basic education students. This indicator measures the number of students who were a basic education student in the current year or last two years, then evaluates if the student has transitioned to pre-college or college level math as of the current reporting year. This includes college level math because some students, usually in IBest courses, skip pre-college math and obtain college level math credit.

Analysis (Assessable):

2018-19: There is a 5.8-point increase in the percentage of students who transition from basic education to pre-college or college level math over the last five years. The average of this transition over the last three years is 21.6%. The last two years the transition has remained stagnant with little movement.

2019-20: The data indicates a 3.4- point increase from the prior year of the number of students transitioning to pre-college or college level math from basic education. At 26.3% this exceeds the 10% stretch goal of 25%.

Baseline: 3 Year Average (*three years 2015-16 through 2017-18*): 22.7%

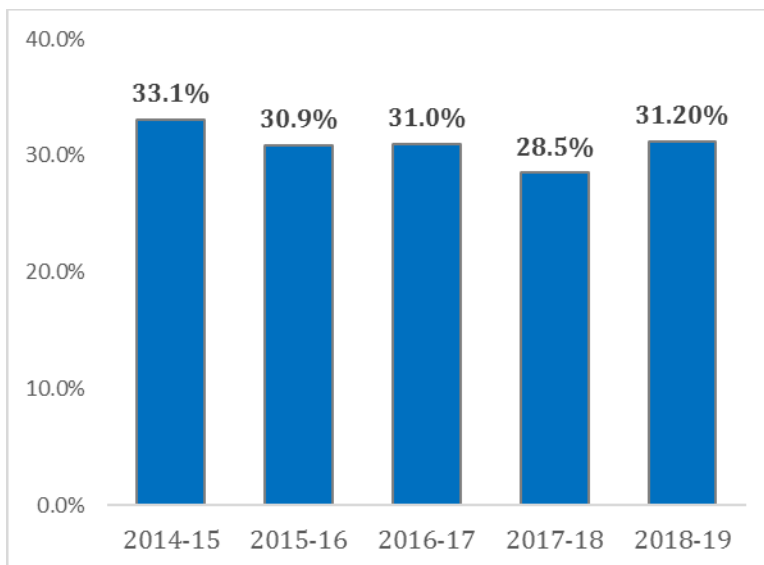
Mission fulfilment target logic: 5% over baseline, 23.8%

Stretch Goal: 10% over baseline, 25%

Core Theme	1	Student Achievement
Goal	1	Increase Student Persistence
Measure	2	Student transition from 0 college level credits to 15 (or more) college level credits within the year.

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
30.1%	31.2%							31.6%	33.1%

Source (verifiable):	SAI
Update Date	01/2020
Comparison	State and Local



2019-20 Institutional Effectiveness Report

	N (# of Students with 0 College Level Credit)*	Earn 15 Point	Transition 0 - 15+
2013-14	2902	883	30.4%
2014-15	2658	880	33.1%
2015-16	2620	809	30.9%
2016-17	2678	829	31.0%
2017-18	2668	761	28.5%
2018-19	2678	836	31.2%

Meaningful (Rationale): Persistence to the first 15 credits is critical for student success. The State Board has provided incentives for vulnerable students to reach this first milestone. Students with zero college credits at the beginning of the year are identified, and their progress is evaluated at the end of the academic year. The student may be a new student or a returning/continuing student who was focused on pre-college work or not successful in previous quarters. Running start students are excluded from this measure.

Analysis (Assessable):

2018-19: This indicator has fluctuated over the last five years with a net decline of 1.9 points. The last three year average baseline of students starting the year with 0 credits and subsequently earning 15 college level credits or beyond is 30.1%.

2019-20: The number of students who enter the academic year with 0 college level credits and subsequently earn 15 college level credits has increased 2.7 points from the prior year. At 31.2% this exceeds the baseline by 1.1points, but does not quite achieve the 5% increase of mission fulfillment (31.6%).

Baseline: 3 Year Average (three years 2015-16 through 2017-18): 30.1%

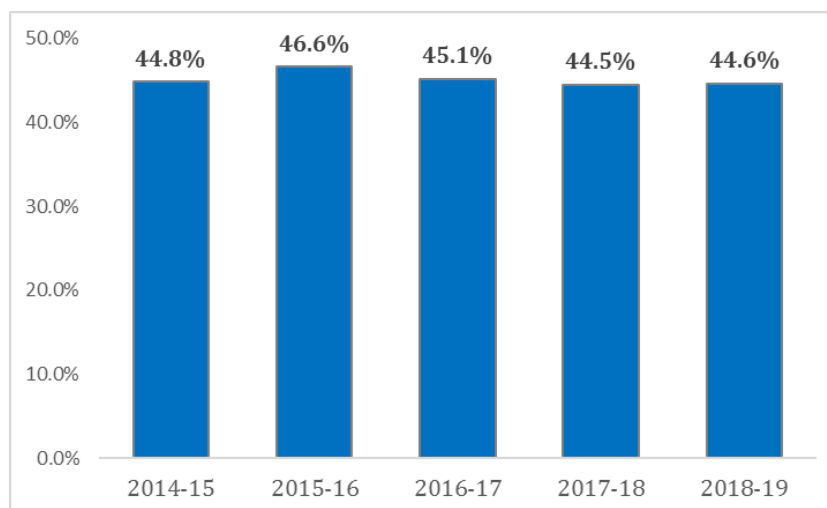
Mission fulfillment target logic: 5% over baseline, 31.6%

Stretch Goal: 10% over baseline, 33.1%

Core Theme	1	Student Achievement
Goal	1	Increase Student Persistence
Measure	3	Student transition from 30 college level credits to 45 college level credits within the year.

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
45.4%	44.6%							47.7%	50.0%

Source (verifiable):	SAI
Update Date	01/2020
Comparison	State and Local



	N(# of Students with 30 College Level Credits)*	Earn 45 Point	Transition 30-45
2013-14	1237	558	45.1%
2014-15	1176	527	44.8%
2015-16	1133	528	46.6%
2016-17	1101	497	45.1%
2017-18	1100	489	44.5%
2018-19	1045	466	44.6%

* SAI funding eligible flag = 'Y'

Meaningful (Rationale): Transitioning from 30 college level credits to 45 college level credits is an important student success milestone. This indicator measures students who enter the academic year with 30 college level credit and earn the 45 credit point within the year. This point is awarded on a specific workforce or transfer pathway, which means 45 credits must be sufficiently distributed in students’ pathway of study. The expectation is more students will be on Guided Pathways, which is designed to reduce credit waste, and this will help them achieve the transition to 45 college level credits.

Analysis (Assessable):

2018-19: This measure has remained stagnant over the last five years with only a slight .6-point difference. The last three-year average baseline of students starting the year with 30 college level credits and subsequently earning 45 college level credits is 45.4%.

2019-20: This measure continues to remain flat with only a slight .1-point increase from the prior year. The baseline remains higher than the current indicator; therefore, this indicator needs improvement.

Baseline: 3 Year Average (*three years 2015-16 through 2017-18*): 45.4%

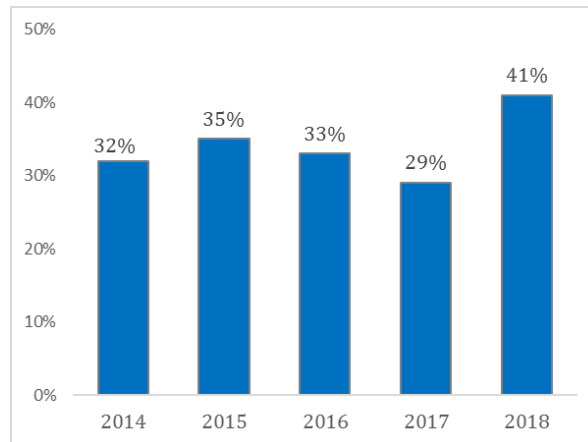
Mission fulfilment target logic: 5% over baseline, 47.7%

Stretch Goal: 10% over baseline, 50.0%

Core Theme	1	Student Achievement
Goal	1	Increase Student Persistence
Measure	4	Students complete college level math within their first academic year.

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
32.3%	41.0%							34.0%	35.6%

Source (verifiable):	SBCTC New Cohorts Dashboard
Update Date	01/2020
Comparison	State and Local



Cohort Year	Completion CLVL Math	ALL Colleges
2013	27%	24%
2014	32%	25%
2015	35%	26%
2016	33%	26%
2017	29%	27%
2018	41%	28%

Meaningful (Rationale): Research indicates that students who complete college level math within the first year are more likely to earn a degree. This indicator is part of the statewide initiative of Guided Pathways and encourages colleges to develop pathways for students to complete this gateway course successfully within their first academic year.

Analysis (Assessable):

2018-19: SPSCC has seen a 2-point increase over the last five years regarding the number of students who complete college level math within the first year. SPSCC has continually been several points higher than the overall state average. The three-year average baseline for this indicator is 32.3%.

2019-20: The number of students who complete college level math within the first year has increased significantly. The latest data point is 12 points higher than the prior year, is 13 points higher than the Community College System overall, and is a 46% increase over the prior year. 41% of students completing college level math has surpassed the stretch goal of 35.6%. A deeper analysis indicates there are gaps regarding who is completing college level. Students who do not need pre-college math, full-time students, and students with a transfer intent are succeeding in this metric. Students who start in pre-college math and part-time students need added support to reach this milestone.

Baseline: 3 Year Average (*three years 2015 through 2017*): 32.3%

Mission fulfilment target logic: 5% over baseline, 34.0%

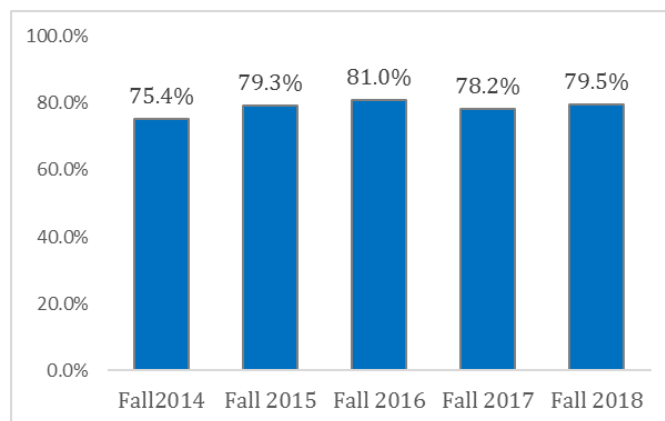
Stretch Goal: 10% over baseline, 35.6%

Core Theme	1	Student Achievement
Goal	1	Increase Student Persistence
Measure	5	Students are continuously enrolled in their first academic year.

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
79.5%	79.5%							83.5%	87.5%

Source (verifiable):	Data Warehouse
Update Date	01/2020
Comparison	Local

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Full Time Students	N	Continuously Enrolled	%
Fall 2013	893	603	67.5%
Fall 2014	926	698	75.4%
Fall 2015	1030	817	79.3%
Fall 2016	1069	866	81.0%
Fall 2017	1055	825	78.2%
Fall 2018	1153	917	79.5%

Meaningful (Rationale): Continuous enrollment in the first year is a predictor of completion. Generally, 3 out of 4 full time, degree-seeking students are continually enrolled through their first year.

Analysis (Assessable):

2018-19: The percent of students continuously enrolled in the 2017 cohort is 10 points higher than the 2013 cohort. There has been a consistent, upward trend until the last reported fall 2017 cohort, which had a slight decline.

2019-20: The number of students who were continuously enrolled in the prior year has increased slightly, and matches the baseline number of 79.5%. While this number has not slipped below the baseline, a more significant increase is necessary to reach mission fulfillment.

Baseline: 3 Year Average (*three years fall 2015 through fall 2017*): 79.5%

Mission fulfillment target logic: 5% over baseline, 83.5%

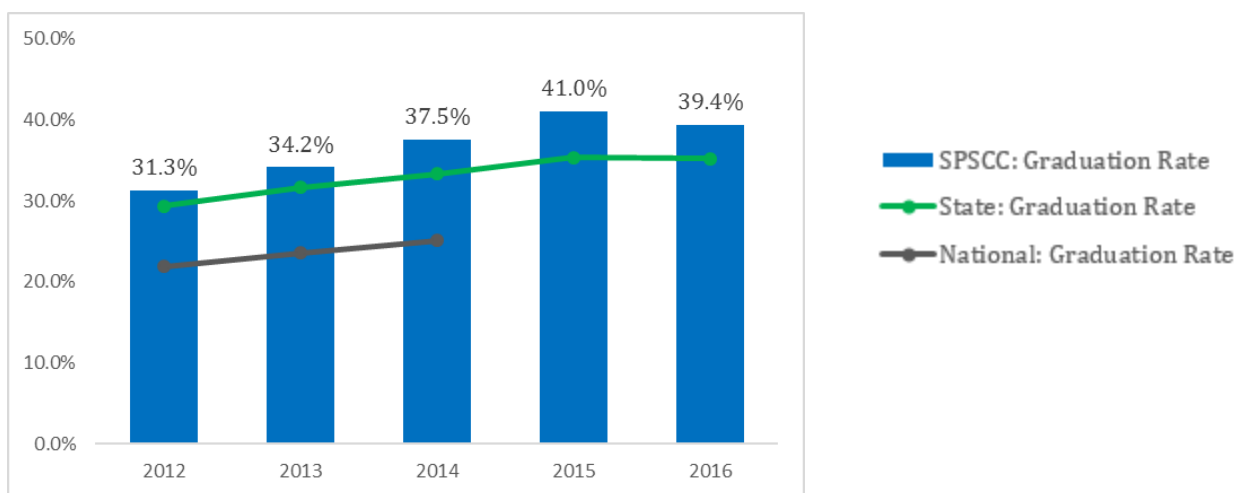
Stretch Goal: 10% over baseline, 87.5%

Core Theme	1	Student Achievement
Goal	2	Increase certificate and degree completion in transfer and workforce education
Measure	1	Students graduate with a degree/certificate within 3 years.

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Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
37.6%	39.4%							39.50%	41.4%

Source (verifiable):	IPEDS
Update Date	01/2020
Comparison	Local, State, National



Cohort Year	2012	2013	2014	2015	2016
SPSCC: Graduation Rate	31.3%	34.2%	37.5%	41.0%	39.4%
State: Graduation Rate	29.4%	31.7%	33.4%	35.4%	35.3%
National: Graduation Rate	21.9%	23.6%	25.1%		

Meaningful (Rationale): The 3-year graduation rate is a standard benchmark measuring student success. This indicator speaks to state and national efforts to increase the completion rates of first time, full time, degree seeking students.

Analysis (Assessable):

2018-19: The 3-year graduation rate has been on a continuous upward trend for the last five years gaining 13.6 points. The 3-year average graduation rate for the baseline is 37.6%.

2019-20: The three year graduation rate for full-time, degree seeking students who started at SPSCC in fall 2015 has dipped slightly from the prior year (-1.6 points), but still remains strong and above the baseline statistic. The graduation rate has made gains every year over the last five years and this is the first time there has been a dip. With an increase in vulnerable student’s likely (implementation of the Washington State Grant), this rate should be identified as a potential caution area within the operational planning process.

Baseline: 3 Year Average (three years fall 2013 through fall 2015): 37.6%

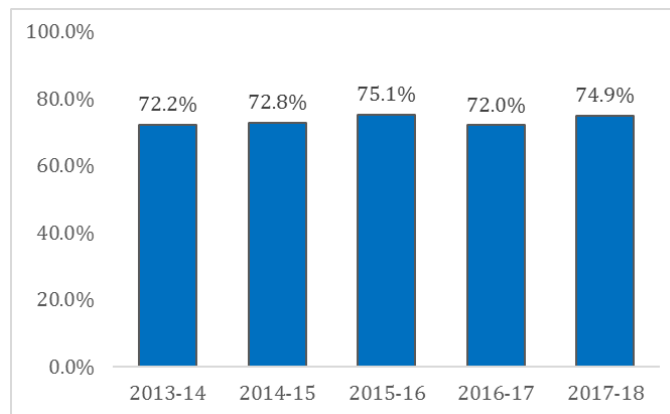
Mission fulfillment target logic: 5% over baseline, 39.48%

Stretch Goal: 10% over baseline, 41.4%

Core Theme	1	Student Achievement
Goal	3	Increase job placement for workforce education students
Measure	1	Prof. Tech. students are employed within 12 months after leaving SPSCC

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
73.3%	74.9%							77.0%	80.6%

Source (verifiable):	DW Warehouse
Update Date	01/2020
Comparison	Local



Completers - SPSCC	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
45 Credits or More	159	171	145	113	119	105
Certificate	113	110	145	90	66	76
Degree	296	273	233	250	218	233
Completers Placed in UI*-Covered Jobs	389	400	381	340	290	310
% Employed	68.5%	72.2%	72.8%	75.1%	72.0%	74.9%
<i>* Unemployment Insurance</i>						

Meaningful (Rationale): Post college outcomes is becoming an increased focus at the national level. An indicator of success is students who earn a degree or certificate for the purpose of employment. This indicator measures the percent of students who have left SPSCC with a degree, certificate, or 45 credits toward the degree that are subsequently employed one year after exit.

Analysis (Assessable):

2018-19: There has been a gain of 3.5 points over the last five years. The 3-year average employment rate for the baseline is 73.3%.

2019-20: The percentage of students who left SPSCC in 2017-18 and are subsequently employed is 74.9%. This is a 2.9 point increase over the prior year. The number of earned awards increased by 11 awards, but the number of employed students increased by 20 students.

Baseline: 3 Year Average (*three years 2014-15 through 2016-17*): 73.3%

Mission fulfilment target logic: 5% over baseline, 77.0%

Stretch Goal: 10% over baseline, 80.6%

Core Theme 2: Diversity and Equity

We cultivate an environment that reduces barriers and removes equity gaps.

Core Theme 2 Annual Scorecard

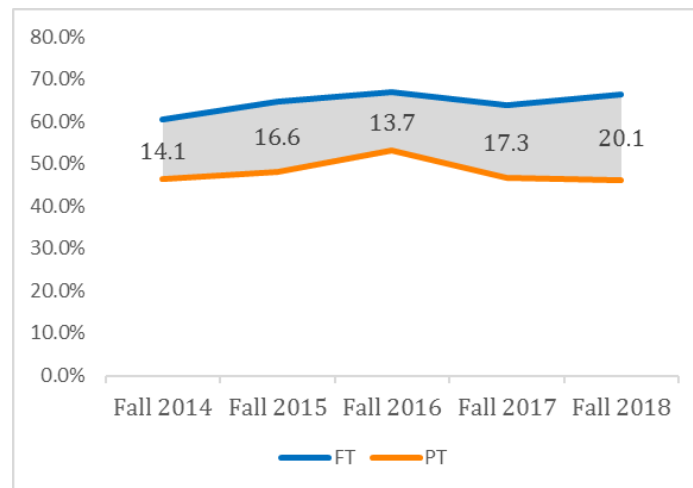
Core Theme	Goal /Measure	Baseline 3-Yr Average	2019-20 Update	5% Mission Fulfillment	10% Stretch Goal	
Core Theme 2: Equity – Given the diversity of our changing community, we cultivate an environment that reduces barriers and removes equity gaps	Goal 1: Close equity gaps					
	2.1.1a: F2F Retention – FT/PT Comparison	15.9	20.1	15.10	14.3	
	2.1.1b: F2F Retention – HU/Asian-Caucasian	5.8	7.9	5.51	5.3	
	2.1.1c: F2F Retention – receiving need-based aid / not receiving aid	3.8	7.3	3.61	3.4	
	2.1.2a: 3 Yr. Completion – FT/PT	19.6	23.3	18.62	17.7	
	2.1.2b: 3 Yr. Completion – HU/Asian- Caucasian	8.7	9.2	8.26	7.9	
	2.1.2c: 3 Yr. Completion – receiving need-based aid / not receiving need-based aid	2.8	2.7	2.66	2.5	
	2.1.3: Proportion of historically underrepresented students mirror the fall enrollment	2.9	3.9	2.76	2.6	
	Goal 2: Increase the ethnic diversity of faculty, staff, and administrative/exempt employees					
	2.2.1: Faculty by ethnic demographic	12.5%	11.6%	13.12%	13.8%	
	2.2.2: Classified staff by ethnic demographic	19.5%	24.0%	20.48%	21.5%	
	2.2.3: Administrative/Exempt staff by ethnic demographics	22.8%	18.9%	23.93%	25.1%	
	<i>*Historically Underrepresented Students: Represent all non-Asian students of color</i>					
	Mission Fulfillment: # of Yellow + # of Green / All(10)				20.0%	
	<i>Indicator Legend</i>		<i>Under Baseline</i>	<i>BL – Less than Goal</i>	<i>Goal or Higher</i>	

Core Theme 2 Detail

Core Theme	2	Diversity and Equity
Goal	1	Close Equity Gaps
Measure	1a	Fall-to-Fall Retention: Comparison between full-time and part time students.

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
15.9	20.1							15.10	14.3

Source (verifiable):	DW Warehouse
Update Date	02/2020
Comparison	Local



Category	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full Time	60.4%	64.8%	66.8%	63.9%	66.3%
Part Time	46.3%	48.2%	53.1%	46.6%	46.2%
Achievement Gap	-14.1	-16.6	-13.7	-17.3	-20.1

Meaningful (Rationale): Part time students are struggling to achieve the same level of student success as full time students. The gap in key indicators is significant. SPSCC is committed to finding strategies to close the gaps between full and part time students.

Analysis (Assessable):

2018-19: In the last five years, the gap between full and part time students fall-to-fall retention is substantial. The gap has widened 2.8 points over the last five years. The 3-year average gap is 15.9 points.

2019-20: The gap widened by 2.8 points resulting in a 20.1-point gap in retention rates for full and part time students. Full time students gained 2.4 points while part time student retention declined by .4 of a point.

Baseline: 3 Year Average (three years fall 2015 through fall 2017) 15.9 percentage point gap

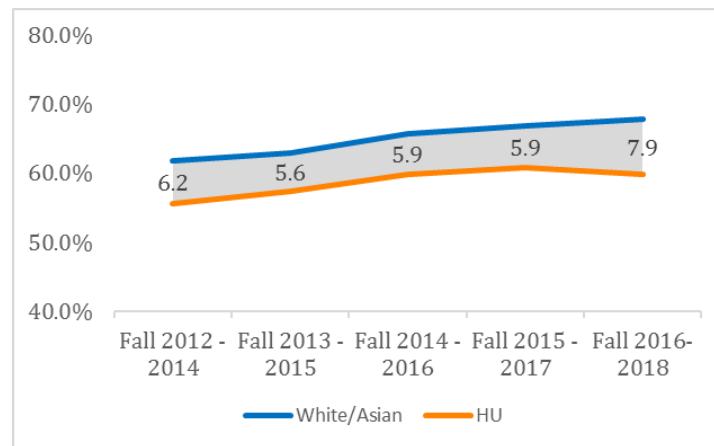
Mission fulfillment target logic: 5% below baseline, 15.1 percentage point gap

Stretch Goal: 10% below baseline, 14.3 percentage point gap

Core Theme	2	Diversity and Equity
Goal	1	Close Equity Gaps
Measure	1b	Fall-to-Fall Retention: Comparison between Historically Underrepresented (HU) and Caucasian/Asian students.

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
5.8	7.9							5.51	5.3

Source (verifiable):	DW Warehouse
Update Date	02/2020
Comparison	Local



Category	Fall 2012, 2013, 2014	Fall 2013, 2014, 2015	Fall 2014, 2015, 2016	Fall 2015, 2016, 2017	Fall 2016, 2018, 2018
HU Retention	55.6%	57.4%	59.9%	60.9%	59.90%
White/Asian Retention	61.8%	63.0%	65.8%	66.8%	67.80%
Achievement Gap	-6.2	-5.6	-5.9	-5.9	-7.9

Meaningful (Rationale): Historically underrepresented students are struggling to achieve the same level of student success as Asian/White students. SPSCC is committed to finding strategies to close the gap between underrepresented students and Asian/White students.

Analysis (Assessable):

2018-19: The gap has fluctuated, but has never been below 5 points. The 5-year difference between the two populations is .7 points. The 3-year average gap is 5.8 points.

2019-20: The retention gap between the two populations has widened by 2 points. The fall 2015 cohort for historically underrepresented students had a retention rate of 62.9%, the highest in the last ten years. SPSCC uses a three year rolling rate to smooth out annual fluctuations. The 2015 rate has ‘rolled out’ of the newest calculation. This last year, historically underrepresented student retention is 59.7%, which is up 1.3 points from the prior year. However, the Caucasian/Asian population also increased 1.6 points. It is positive that retention is on an upward track, but the gap between the student groups remains.

Baseline: 3 Year Average (*three years fall 2013-15 through fall 2015-17*): 5.8 percentage point gap

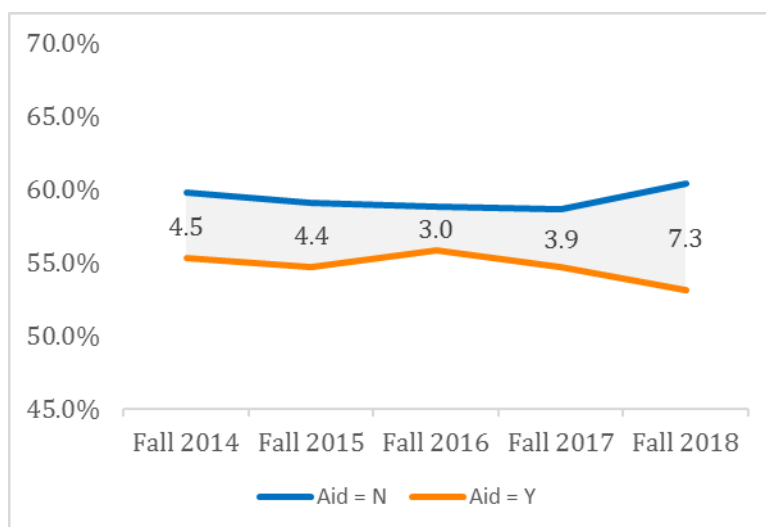
Mission fulfilment target logic: 5% below baseline, 5.51 percentage point gap

Stretch Goal: 10% below baseline, 5.3 percentage point gap

Core Theme	2	Diversity and Equity
Goal	1	Close Equity Gaps
Measure	1c	Fall-to-Fall Retention: Comparison between students who receive need-based financial aid and students who do not receive need-based financial aid.

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
3.8	7.3							3.61	3.4

Source (verifiable):	DW Warehouse
Update Date	02/2020
Comparison	Local



Category	2012, 2013, 2014	2013, 2014, 2015	2014, 2015, 2016	2015, 2016, 2017	2016, 2017, 2018
FT: Aid = Y	55.3%	54.7%	55.8%	54.7%	53.1%
FT: Aid = N	59.8%	59.1%	58.8%	58.6%	60.4%
Achievement Gap	-4.5	-4.4	-3.0	-3.9	-7.3

Meaningful (Rationale): A persistent gap exists between students who receive need-based aid, which includes Pell and the State Need Grant, and students who do not receive this aid. Running Start students are not included in this indicator because those students receive contract funding to attend college. This indicator measures full time students.

Analysis (Assessable):

2018-19: There is a gap in fall-to-fall retention between the two groups. The gap narrowed significantly for students starting in fall 2015, but has since widened to over 5 points between the two populations. The 5-year difference between the two populations is a positive 3.7 points, indicating the gap has closed slightly. The 3-year average gap is 4.0 points.

2019-20: The gap has widened by 3.4 points. SPSCC uses a three-year rolling rate to smooth out annual fluctuations. The fall 2015 cohort had a gap of only 1.1 points between students who received need-based aid and students who did not receive needed aid. This cohort has dropped from the rolling total. Additionally, this year, looking at just the annual retention and not the 3-year combined retention, the retention rate for students who did not receive need-based financial aid increased by 3.9 points, while student who received need-based financial aid declined 1.7 points. Both of these factors have contributed to a larger gap between the two populations.

Baseline: 3 Year Rolling Average (*three years fall 2013-15 through fall 2015-17*): 3.8 percentage point gap

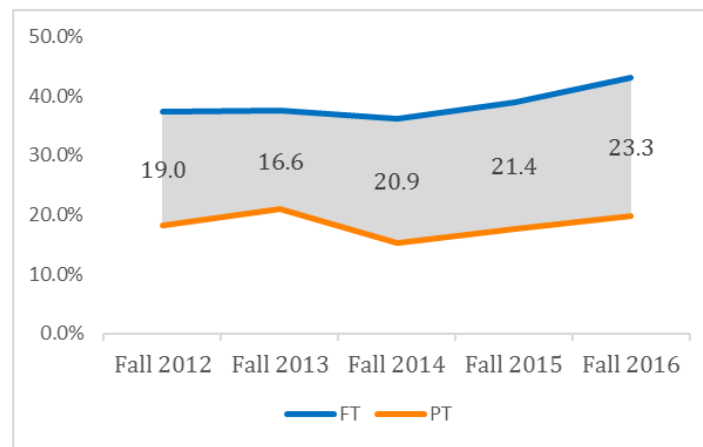
Mission fulfilment target logic: 5% below baseline, 3.61 percentage point gap

Stretch Goal: 10% below baseline, 3.4 percentage point gap.

Core Theme	2	Diversity and Equity
Goal	1	Close Equity Gaps
Measure	2a	3-Year Completion: Comparison between all full time and part time students.

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
19.6	23.3							18.62	17.7

Source (verifiable):	DW Warehouse
Update Date	02/2020
Comparison	Local



Category	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Full Time	37.3%	37.5%	36.2%	39.0%	43.1%
Part Time	18.3%	20.9%	15.3%	17.7%	19.8%
Achievement Gap	-19.0%	-16.6%	-20.9%	-21.4%	-23.3%

Meaningful (Rationale): Part time students are struggling to achieve the same level of student success as full time students. The gap is significant. SPSCC is committed finding strategies to eliminate achievement gaps between full and part time students.

Analysis (Assessable):

2018-19: In the last five years, the gap between full and part time students completion is substantial. The gap has widened 4.9 points over the last five years. The 3-year average gap is 19.6 points.

2019-20: The completion rate gap has widened 1.9 points from the prior year. Both category of students made gains in completion. However, full time status students increased 4.1 points while part time status students increased 2.1 points resulting in the 2.0-point gap increase.

Baseline: 3 Year Average (three years fall 2013 through fall 2015): 19.6 percentage point gap

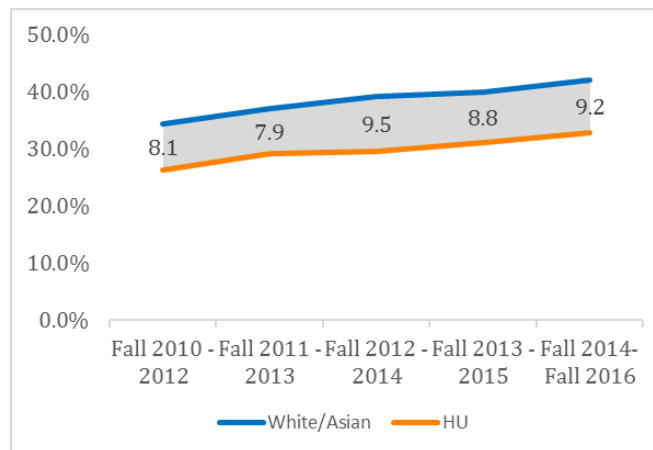
Mission fulfillment target logic: 5% below baseline, 18.62 percentage point gap

Stretch Goal: 10% below baseline, 17.7 percentage point gap

Core Theme	2	Diversity and Equity
Goal	1	Close Equity Gaps
Measure	2b	3-Year Completion: Comparison between Historically Underrepresented (HU) and Caucasian/Asian students.

Baseline: 3-Yr Average	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
8.7	9.2							8.26	7.9

Source (verifiable):	DW Warehouse
Update Date	02/2020
Comparison	Local



Category	Fall 2010, 2011, 2012	Fall 2011, 2012, 2013	Fall 2012, 2013, 2014	Fall 2013, 2014, 2015	Fall 2014, 2015, 2016
HU Completion	26.3%	29.2%	29.6%	31.1%	32.9%
White/Asian Completion	34.4%	37.1%	39.1%	39.9%	42.1%
Achievement Gap	-8.1%	-7.9%	-9.5%	-8.8%	-9.2%

Meaningful (Rationale): Historically underrepresented students are struggling to achieve the same level of student success as Asian/White students. SPSCC is committed finding strategies to close the gap between historically underrepresented students and Asian/White students.

Analysis (Assessable):

2018-19: The 5 year difference between the two populations is 2.9 points. The 3-year average gap is 8.7 points.

2019-20: The completion gap has widened by .4 of a point from the prior year. SPSCC uses a three-year rolling rate to smooth out annual fluctuations. The fall 2011 cohort had an annual gap of 7.9 points between the two student populations, subsequent cohort gaps have been above 9 points. The 2011 cohort has dropped off from the rolling total causing an overall increase in the gap. Each group of students has seen an increase in the completion rate. However, the increase is slightly more prominent for Caucasian/Asian students with a 2.2-point increase while historically underrepresented students increased by 1.8 points.

Baseline: 3 Year Average (*three years fall 2011-13 through fall 2013-15*): 8.7 percentage point gap

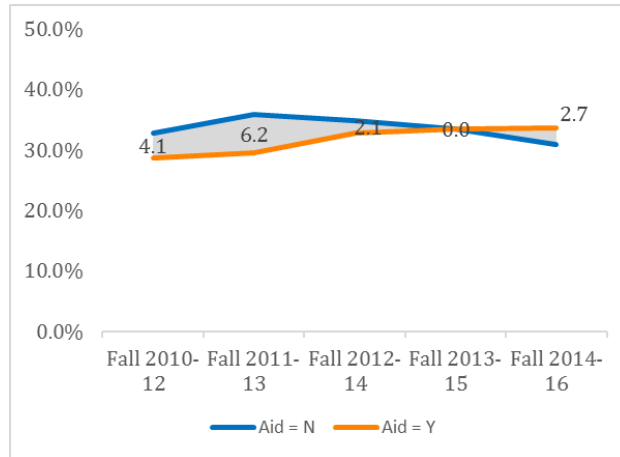
Mission fulfilment target logic: 5% below baseline, 8.261 percentage point gap

Stretch Goal: 10% below baseline, 7.9 percentage point gap

Core Theme	2	Diversity and Equity
Goal	1	Close Equity Gaps
Measure	2c	3-Year Completion: Comparison between students who receive need-based financial aid and students who do not receive need-based financial aid

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
2.8	2.7							2.66	2.5

Source (verifiable):	DW Warehouse
Update Date	02/2020
Comparison	Local



Category	2010, 2011, 2012	2011, 2012, 2013	2012, 2013, 2014	2013, 2014, 2015	2014, 2015, 2016
FT: Aid = Y	28.7%	29.6%	32.8%	33.5%	33.6%
FT: Aid = N	32.8%	35.8%	34.9%	33.5%	30.9%
Achievement Gap	-4.1%	-6.3%	-2.1%	0.0%	2.7%

Meaningful (Rationale): Traditionally, a gap has existed between students who receive need-based aid, which includes Pell and the State Need Grant, and students who do not receive this aid. Running Start students are not included in this indicator because those students receive contract funding to attend college. A rolling three-year total is computed to smooth out the peaks of annual completion.

Analysis (Assessable):

2018-19: The traditional gap between students who receive aid and those who have not received aid has closed. The three-year completion gap peaked three years ago with the 2011-2013 cohort but has been reduced to zero in the current reporting cycle. From an annual perspective, the 2014 and 2015 cohort completion rate is higher for students receiving need-based aid.

2019-20: The 3 year completion gap is not evident. Students in the 2014 and 2015 cohort who have received need-based aid have a higher completion rate than students who do not receive aid. However, this last year, the 2016 cohort, the tide has changed with a slight .1-point higher rate for students who do not need aid. The Washington College Grant may influence this indicator as more students who need aid attend SPSCC.

Baseline: 3 Year Average (*three years fall 2011-13 through fall 2013-15*): 2.8 percentage point gap

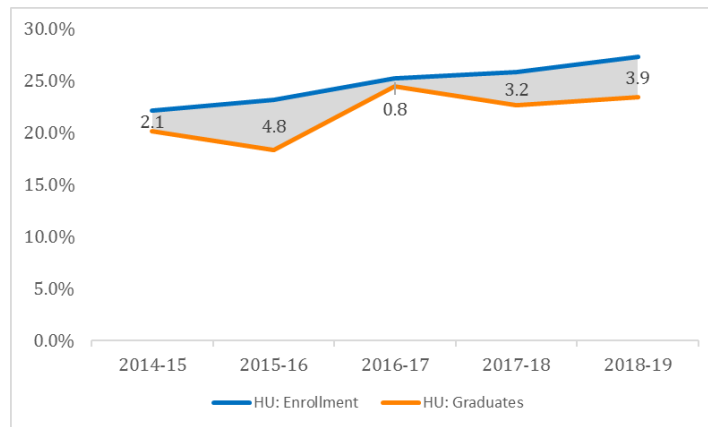
Mission fulfilment target logic: 5% below baseline, 2.66 percentage point gap

Stretch Goal: 10% below baseline, 2.5 percentage point gap

Core Theme	2	Diversity and Equity
Goal	1	Close Equity Gaps
Measure	3	Proportion of historically underrepresented graduates mirror the proportion of fall enrollment of historically underrepresented students.

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
2.9	3.9							2.76	2.6

Source (verifiable):	DW Warehouse
Update Date	01/2020
Comparison	Local



Gap	2014-15	2015-16	2016-17	2017-18	2018-19
Asian	1.5	0.7	-0.9	1.3	1.1
Pacific Islander	-0.2	-0.2	0.1	0.3	0.0
African Amer	-1.0	-1.0	-0.4	-0.3	0.1
Native Amer/Alaskan Native	0.3	-0.4	0.0	-0.3	0.1
Hispanic	-2.0	-2.1	-1.6	-4.8	-0.7
Multi-Racial/Other	0.8	-1.1	1.1	1.9	-3.4
Caucasian	1.6	2.9	0.8	1.8	1.1
NR	-1.1	-0.4	0.5	0.4	0.0
HU	-2.1	-4.8	-0.8	-3.2	-3.9

HU: Enrollment	22.1%	23.1%	25.2%	25.8%	27.3%
HU: Completion	20.1%	18.3%	24.4%	22.6%	23.4%

Meaningful (Rationale): SPSCC has a goal that the graduating class is representative of the surrounding Thurston County Community. However, SPSCC has a more diverse enrollment population than the overall Thurston County Census. Therefore, we want to ensure that our students who complete are representative of the student body diversity. A comparison of historically underrepresented students from the fall quarter is used for comparison. Completers are students who earn a degree or certificate.

Analysis (Assessable):

2018-19: The gap for historically underrepresented students between completion and enrollment has fluctuated over the last five years. The 5-year difference between the two populations is 1.4 points. The 3-year average gap is 2.9 points.

2019-20: The gap between enrollment and completions for historically underrepresented students has widened by .7 of a point and is below the baseline. The racial diversity of enrollment increased by more than 5 points over the last five years; however, the racial diversity of degree earners increased by 3.3 points.

Baseline: 3 Year Average (*three years 2015-16 through 2017-18*): 2.9 percentage point gap

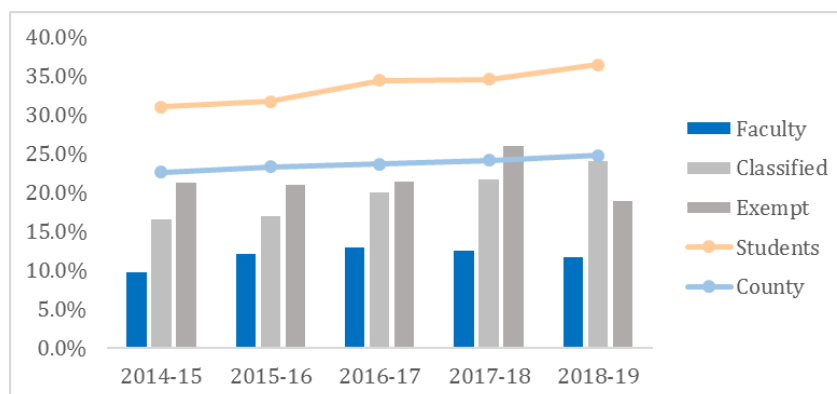
Mission fulfilment target logic: 5% below baseline, 2.755 percentage point gap

Stretch Goal: 10% below baseline, 2.6 percentage point gap

Core Theme	2	Diversity and Equity
Goal	2	Increase the ethnic diversity of staff, faculty and administrative/exempt employees
Measure	1	Faculty ethnic demographics

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
12.5%	11.6%							13.12%	13.8%

Source (verifiable):	SBCTC Dashboard
Update Date	01/2020
Comparison	Local



2019-20 Institutional Effectiveness Report

FT Faculty	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Am. Ind. /AK Native	2	2	2	1		
Asian	3	4	5	6	5	5
Afr. Am.	1	1	1	1	1	1
Hispanic	1	1	2	2	2	1
Pac. Isl.				0	0	0
White	88	84	80	81	84	84
Other						
2+ Races	2	1	1	2	4	4
Not Reported						
TOTAL	97	93	91	93	96	95
% non-white	9.3%	9.7%	12.1%	12.9%	12.5%	11.6%

Meaningful (Rationale): SPSCC stresses the importance that the employees of the college are reflective of the students and surrounding community we serve.

Analysis (Assessable):

2018-19: The gap between students of color and faculty of color is wide. It is unrealistic to expect turnover among faculty to a level that would mirror the student diversity on campus. This gap was a focus in the last strategic plan and SPSCC has since disaggregated the employee type to better understand where specific gaps occur. Over the last five years, there was a 3.2-point increase of non-white faculty. However, over the past three years there has been little increase.

2019-20: The percentage of non-white faculty has dropped for the third year in a row and is .9 points lower than the prior year. This is below the baseline.

Baseline: 3 Year Average (*three years 2015-16 through 2017-18*): 12.5%

Mission fulfilment target logic: 5% over baseline, 13.12%

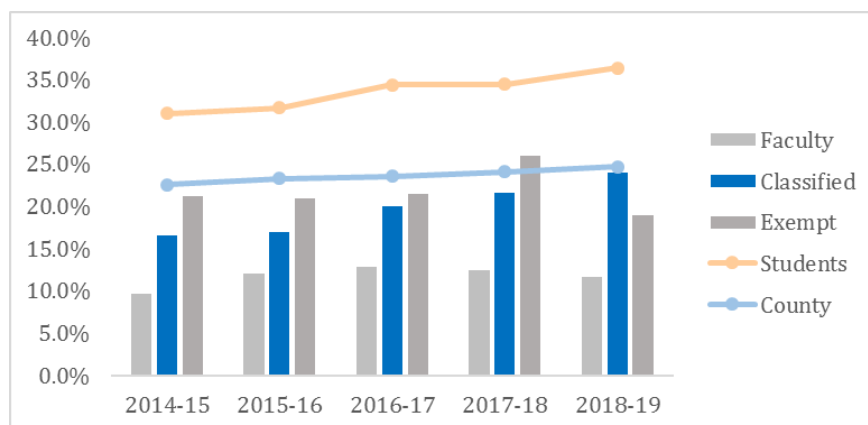
Stretch Goal: 10% over baseline, 13.8%

Core Theme	2	Diversity and Equity
Goal	2	Increase the ethnic diversity of staff, faculty and administrative/exempt employees
Measure	2	Classified staff by ethnic demographics

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
19.5%	24.0%							20.48%	21.5%

Source (verifiable):	SBCTC Dashboard
Update Date	01/2020
Comparison	Local

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FT Classified	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Am. Ind. /AK Native	2	3	3	3	3	3
Asian	8	8	8	8	9	11
Afr. Am.	8	10	9	9	11	11
Hispanic						
Pac. Isl.	1			1	1	0
White	120	116	113	108	112	111
Other						
2+ Races	4	2	3	6	7	10
Not Reported						
TOTAL	143	139	136	135	143	146
% non-white	16.1%	16.5%	16.9%	20.0%	21.7%	24.0%

Meaningful (Rationale): SPSCC stresses the importance that the employees of the college are reflective of the students and surrounding community we serve.

Analysis (Assessable):

2018-19: The gap between students of color and classified staff of color is wide; however, the gap is closing in comparison to Thurston County. The latest data for the county is 24.1% people of color, which is only 2.4 points higher than the diversity of the classified staff. Over the last five years, there has been a 5.6-point increase of non-white classified staff.

2019-20: The percentage of non-white staff continues in an upward trend for the sixth year in a row and is 2.3 points higher than the prior year. The latest number indicates a 23% increase from the baseline and is well above the 10% stretch goal identified.

Baseline: 3 Year Average (*three years 2015-16 through 2017-18*): 19.5%

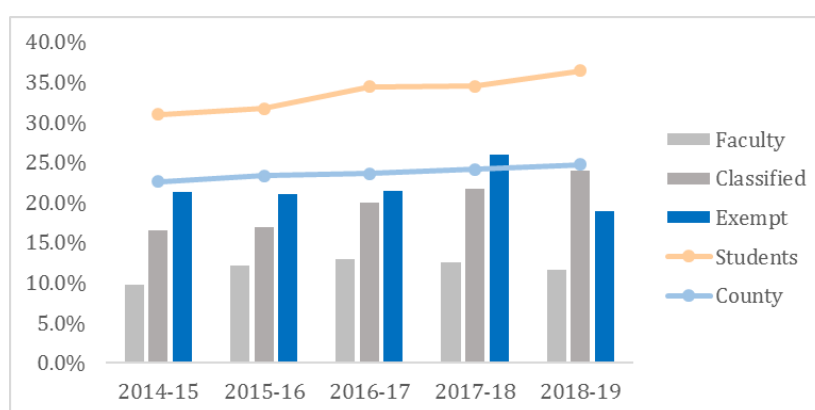
Mission fulfilment target logic: 5% over baseline, 20.48%

Stretch Goal: 10% over baseline, 21.5%

Core Theme	2	Diversity and Equity
Goal	2	Increase the ethnic diversity of staff, faculty and administrative/exempt employees
Measure	3	Administrative/Exempt staff by ethnic demographics

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
22.8%	18.9%							23.93%	25.1%

Source (verifiable):	SBCTC Dashboard
Update Date	01/2020
Comparison	Local



FT Admin/Exempt	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Am. Ind. /AK Native						
Asian	6	6	7	8	9	8
Afr. Am.	4	6	5	4	8	4
Hispanic			1	1	3	2
Pac. Isl.					1	1
White	64	63	64	66	74	77
Other						
2+ Races	2	5	4	5	5	3
Not Reported				1		2
TOTAL	76	80	81	85	100	97
% non-white	15.8%	21.3%	21.0%	21.4%	26.0%	18.9%

Meaningful (Rationale): SPSCC stresses the importance that the employees of the college are reflective of the students and surrounding community we serve.

Analysis (Assessable):

2018-19: The gap between students of color and exempt staff of color is wide. However, the gap has closed in comparison to Thurston County. The latest data for the county is 24.1% people of color, exempt staff at SPSCC are 26% non-white in the latest year. Over the last five years, there has been over a 10-point increase of non-white exempt staff.

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2019-20: The percentage of non-white exempt staff has declined considerably from the prior year, which was at a 5-year high of 26%, and is now at a 5-year low of 18.9%. This is below the baseline.

Baseline: 3 Year Average (*three years 2015-16 through 2017-18*): 22.8%

Mission fulfilment target logic: 5% over baseline, 23.93%

Stretch Goal: 10% over baseline, 25.1%

Core Theme 3: Learning and Engagement
We create engaging and accessible student experiences.

Core Theme 3 Annual Scorecard

<i>Core Theme</i>	<i>Goal /Measure</i>	<i>Baseline 3-Yr Average</i>	<i>2019-20 Update</i>	<i>5% Mission Fulfillment</i>	<i>10% Stretch Goal</i>
Core Theme 3: Learning and Engagement – We create accessible and enriching student experiences	<i>Goal 1: Enhance general education competency</i>				
	3.1.1: Students who meet the College Wide Abilities	83.2%	83.1%	87.4%	91.6%
	<i>Goal 2: Enhance quality student experience and campus life activities</i>				
	3.2.1: Student satisfaction with student life activities	73.7%	93.0%	77.4%	81.1%
	3.2.2: Student satisfaction of campus support services	73.7%	76.4%	77.4%	81.1%
	<i>Mission Fulfillment: # of Yellow + # of Green / All(3)</i>				<i>67.0%</i>
	<i>Indicator Legend</i>	<i>Under Baseline</i>	<i>BL – Less than Goal</i>	<i>Goal or Higher</i>	

Core Theme 3 Detail

Core Theme	3	Learning and Engagement
Goal	1	Enhance general education competency
Measure	1	Student who meet the College Wide Abilities

Baseline: 2 Qtr B89 (Fall & Wint.)	Yr. 1 (Spr. Only)	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
83.2%	83.1%							87.4%	91.6%

Source (verifiable):	Canvas Data
Update Date	01/2020
Comparison	Local

2018-19 (Spring Year 1)	Communicate Effectively	Computation	Critical Thinking	Ethics	Multicultural Awareness	Total of All CWA
Met	1238	337	1749	414		3738
Not Met	53	39	240	41		373
Not Attempted	131	36	182	36		385
Total	1422	412	2171	491	0	4496
% Met of Total	87.1%	81.8%	80.6%	84.3%		83.1%

Meaningful (Rationale): College Wide Abilities (CWA) are key skills necessary for success in college and post-college. The college has five CWA's. Instructors identify specific assignments to measure the stated CWA within the class syllabus. The results are compiled and reported in this metric. In conjunction with this effort is the uploading of specific student artifacts to support the student learning assessment effort.

Analysis (Assessable):

2018-19: The College has grappled with the ability to measure specific student attainment of College Wide Abilities in an efficient manner for many years. Canvas, the on-line e-learning system, has emerged as a viable solution. Fall 2018 was the pilot quarter. Full time faculty were encouraged to participate in winter and spring quarter. In fact, more than 6,800 data points assessing whether students met or did not meet specific learning outcomes were uploaded during these quarters to set the baseline for students who have met the College Wide Ability.

2019-20: The data point for students who met their respective College Wide Ability is a slight .1 point below the baseline. The data point is based on a single quarter of data (spring 2019), which is sufficient for this startup. The 2018-19 academic year was the pilot year for this data collection. As more students are assessed, the expectation is the number of students who meet their CWA will increase.

Baseline: 83.2%

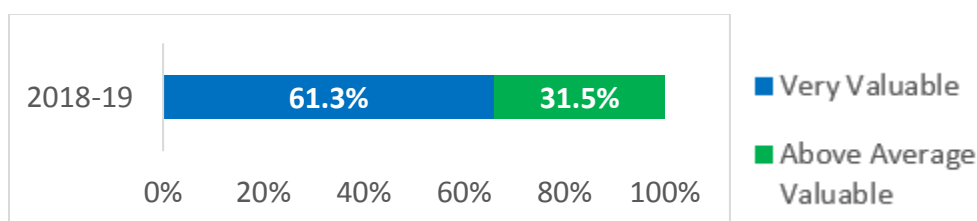
Mission fulfilment target logic: 7% over baseline, 87.4%

Stretch Goal: 10% over baseline, 91.6%

Core Theme	3	Learning and Engagement
Goal	2	Enhance quality student experiences and campus life activities
Measure	1	Student satisfaction with student life activities

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
73.7%	93.0%							77.4%	81.1%

Source (verifiable):	Student Life Survey
Update Date	01/2020
Comparison	Local



Year	# of Respondents	# Very Valuable	# Above Average Valuable	Total	% Value
2018-19	111	68	35	103	92.8%

Meaningful (Rationale): Research indicates student life is a critical component of student success. Measuring the impact that student life has on students is translated into the value the student received from a particular activity or event. The question the student is asked is: Please select the level of value you received from the program: [Choices: Very valuable, Above average value, Average value, Limited value, Not valuable]. From this metric, satisfaction will be determined by the percentage of students who selected Very valuable or Above average value in response to the question.

Analysis (Assessable):

2018-19: This is the first time SPSCC has collected this data. The first event to use the new instrument was the end of the year “Big Event” in spring 2019. For this initial launch, The College received 96 student responses. 91 respondents indicated that the value received was above average or very valuable, for an initial pilot response of 94.8%

2019-20: The current metric for May and July events is 93%. 103 students out of 111 who answered the question indicated that they found the programming to be very valuable or of above average value. This

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marks the final event for the 2018-19 academic year. The next year will report on the current activities of 2019-20. The high score of 93% will likely decrease as more data will be available for analysis.

Baseline: Set the baseline and mission fulfillment the same as the Student Service Satisfaction. Baseline from 3.2.2: 73.7%

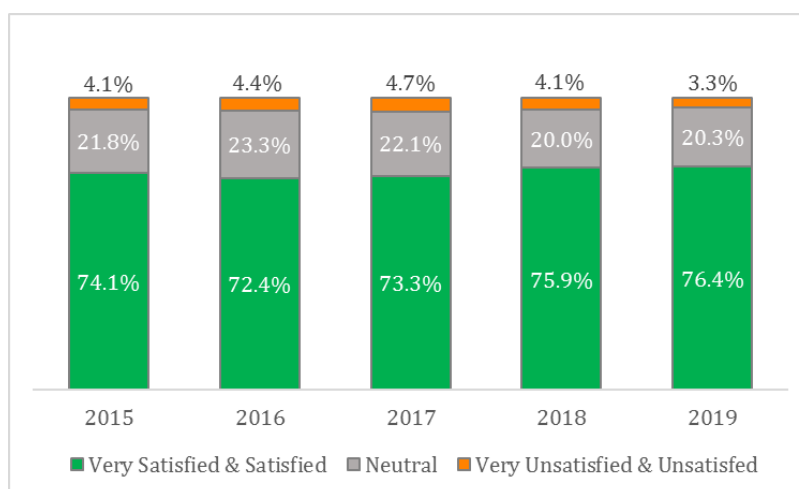
Mission fulfillment target logic: 77.4%

Stretch Goal: 10% over baseline, 81.1%

Core Theme	3	Learning and Engagement
Goal	2	Implement quality student experiences and campus life activities
Measure	2	Student satisfaction of campus services

Baseline: 3-Yr Average	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
73.7%	76.4%							77.4%	81.1%

Source (verifiable):	SPSCC Graduation Exit Survey
Update Date	01/2020
Comparison	Local



	2014	2015	2016	2017	2018	2019
Very Satisfied & Satisfied	71.4%	74.1%	72.4%	73.3%	75.9%	76.4%
Neutral	23.7%	21.8%	23.3%	22.1%	20.0%	20.3%
Very Unsatisfied & Unsatisfied	4.8%	4.1%	4.4%	4.7%	4.1%	3.3%

Meaningful (Rationale): SPSCC measures student satisfaction of campus services during the exit survey when the student applies for graduation. The quality of experience when students receive services, outside of instruction, has impact on student engagement. The following services are measured and aggregated together: Library, Enrollment Svc., Financial Aid Svc, Current Student Advising, New Student

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Advising, Counseling, Placement Testing, Participation in student Events, Tutoring Services (new). The survey has an average of 965 annual responses over the last three years.

Analysis (Assessable):

2018-19: Student satisfaction has hovered around 75% for students who are Very satisfied or Satisfied with experience they received from the listed services.

2019-20: The exit graduation survey continues to gather helpful information regarding services for students. The percentage of students who are satisfied or very satisfied with the identified services has increased a slight .5 of a point and continues a 3-year upward trend. This is above the baseline, but does not quite meet the 5% mission fulfillment increase.

Baseline: 3 Year Average (*three years 2016 through 2018*): 73.7%

Mission fulfillment target logic: 7% over baseline, 77.4%

Stretch Goal: 10% over baseline, 81.1%