2020-21 INSTITUTIONAL EFFECTIVENESS REPORT

South Puget Sound Community College

SUCCESS AMPLIFIED

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

- **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.

DIVERSITY COMMITMENT

- 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.

2020-21 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 <u>70% institution mission fulfillment rate.</u> The individual core theme mission fulfillment areas are as follows:
    a. Core Theme 1 – Student Achievement: We prepare students for further education and employment – 100%
    b. Core Theme 2 - Equity: Given the diversity of our changing community, we cultivate an environment that reduces barriers and removes equity gaps – 40%
    c. Core Theme 3 – Learning and Engagement: We create accessible and enriching student experiences – 100%

The institutional effectiveness report is an annual update of the strategic plan goals. The strategic plan was developed by the strategic plan committee 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.

A new component of the Institutional Effectiveness report is the addition of the operational planning update documents in the appendix. Due to Covid-19, extensive meetings to share the progress of the strategic plan were inefficient. To communicate the strategic plan progress, a one-page document was developed for each indicator within the strategic plan and distributed via e-mail to the college community over the course of eight weeks. This 'small bites' concept was well received throughout the college community. Each page allowed for a more in-depth analysis that would otherwise not be as visible in a general presentation. Several components of the one-pagers are duplicative within the main Institutional Effectiveness report (specifically the rationale and indicator status). However, there are additional demographic comparisons within the indicators on the one pagers that provide added insight and are not included in the main report. Moving forward, we will continue to provide this valuable resource.

The data in the report is from the completed 2019-20 academic year. Covid-19 restrictions were implemented spring 2019. Therefore, some of the indicators that dropped slightly may be a result of the transition to remote learning. However, we did not have any indicators that were in mission fulfillment and subsequently dropped to below mission fulfillment or further down, below the baseline.

Committee discussions during the 2020-21 academic year
-   Implementation of the operational plan one page documents
-   Selection of regional peer institutions
-   Dashboard review of peer institutions
-   Redesign the summary scorecard

- An adjustment to the CWA indicator to exclude students who did not attempt the assignment
- Accreditation information updates
- Covid-19 stay at home order still in effect for the year

Upcoming action items for 2021-22

- Incorporate NWCCU Rubric for Institutional Effectiveness and Student Achievement into the committee dialogue
- Incorporate regional peer data into core theme 1 charts.

Top Takeaways from 2020-21

Compared to prior year: ⬆ *Up,* ➡ *No Change,* ⬇ *Down*

Areas of success: Indicator is at or above the mission fulfillment goal

Current indicator status	Compared to prior year
26% of students transitioned from basic education into math	➡
50% of students transitioned from 30 college credits to 45 college credits	⬆
40% of new students completed college level math within their first academic year	⬇
40% of students graduate within three years	⬆
78% of professional/technical students are employed 12 months after graduation	⬆
Equity gaps measuring fall-to-fall retention and three year graduation rates between historically underrepresented students and Asian/Caucasian students has closed and the point gap has reached the mission fulfillment goal	⬆
25% of classified staff are people of color	⬆
83% of students surveyed are satisfied with student life activities	⬇

Areas for improvement: Indicator is below the baseline)

Current indicator status	Compared to prior year
Equity gaps measuring fall-to-fall retention and three year graduation rates continue to widen from the baseline measurement. Part-time students and students receiving need-based aid are not reaching these outcomes as well as the comparison counterparts (full-time students, students who do not received need-based aid).	⬇
A gap (3.0 points) exists between student completion and the current fall enrollment of historically underrepresented students.	⬆
12.4% of faculty are people of color	⬆
22% of administrative/exempt staff are people of color	⬆

Areas to watch: Indicator is above baseline but not at mission fulfillment

Current indicator status	Compared to prior year
31% of students transitioned from 0 college credits to 15 college credits	→
79.5% of students are continuously enrolled during their first academic year	→
77% of graduating students are satisfied with campus support services	↑
91% of the college wide assessment assignments met the course learning outcome	→

Core Theme 1: Student Achievement

We prepare students for further education and employment.

Core Theme 1 Annual Scorecard

Core Theme	Goal /Measure	Baseline 3-Yr Average	2020-21 Update	5% Mission Fulfillment	10% Stretch Goal
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%	25.9%	23.8%	25.0%
	1.1.2: Students transition from 0 credits to 15 or more CLVL* credits within the year	30.1%	30.8%	31.6%	33.1%
	1.1.3: Students transition from 30 CLVL credits to 45 CLVL credits within the year	45.4%	50.1%	47.7%	50.0%
	1.1.4: Students complete CLVL math within their first year	32.3%	40.0%	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%	40.3%	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%	78.4%	77.0%	80.6%
	CLVL – college level				
	Mission Fulfillment: # of Yellow + # of Green / All(7)				100%
	Indicator Legend	*Under Baseline*	*BL – Less than Goal*	*Goal or Higher*	

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%	25.9%						23.80%	25.0%

Source (verifiable):	SAI
Update Date	01/2021
Comparison	State and Local
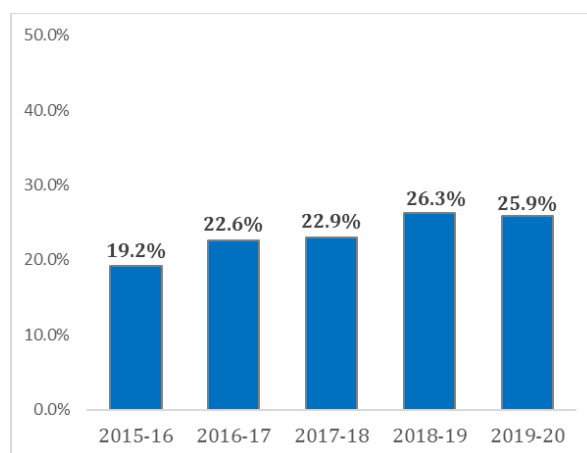
	N	Pre-C Only	% of Pre-C Math	Pre-C and CLVL Math	% Pre-C and CLVL Math	Either Pre-C or CLVL*	% of Either Pre-C or CLVL Math
2015-16	984	100	10.2%	60	6.1%	189	19.2%
2016-17	1036	139	13.4%	59	5.7%	234	22.6%
2017-18	1077	160	14.9%	67	6.2%	247	22.9%
2018-19	1121	108	9.6%	123	11.0%	295	26.3%
2019-20	1081	83	7.7%	123	11.4%	280	25.9%

*Some students go directly to CLVL Math

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%.

2020-21: Of the current/former basic skills students enrolled in the 2019-20 academic year, 25.9% completed pre-college or college level math. This is a slight decrease from the prior year, but still above mission fulfillment and the 10% stretch goal.

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%	30.8%						31.6%	33.1%

Source (verifiable):	SAI
Update Date	01/2021
Comparison	State and Local
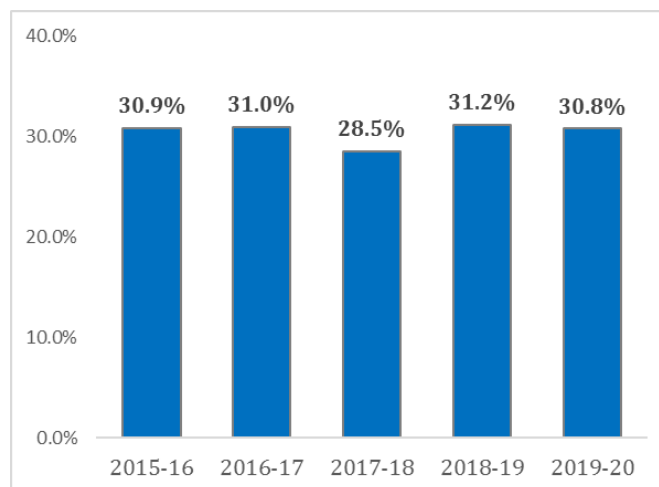
	N (# of Students with 0 College Level Credit)*	Earn 15 Point	Transition 0 - 15+
2015-16	2620	809	30.9%
2016-17	2678	829	31.0%
2017-18	2668	761	28.5%
2018-19	2678	836	31.2%
2019-20	2666	820	30.8%

* SAI funding eligible flag = 'Y'

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 who have not earned any college level credit student achievement points 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 because the source data is the student achievement initiative dataset.

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 1.1 points, but does not quite achieve the 5% increase of mission fulfillment (31.6%).

2020-21: The percentage of students who earn their first 15 college level credits by the end of the year remains flat in 2019 with less than a 1-point decrease from the prior year. Persistence for full time students is 52%, while part time student persistence is 13%. This indicator remains in yellow status because it is above the initial baseline but has not reached mission fulfillment.

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

Mission fulfilment 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%	50.1%						47.7%	50.0%

Source (verifiable):	SAI
Update Date	01/2021
Comparison	State and Local
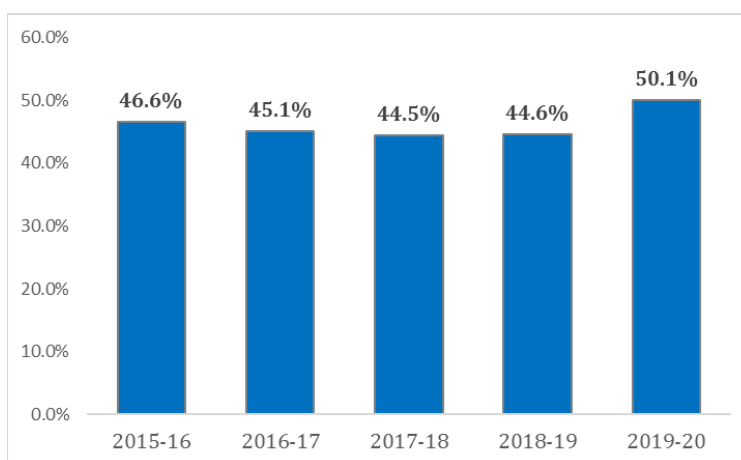
	N(# of Students with 30 College Level Credits)*	Earn 45 Point	Transition 30-45
2015-16	1133	528	46.6%
2016-17	1101	497	45.1%
2017-18	1100	489	44.5%
2018-19	1045	466	44.6%
2019-20	1106	554	50.1%

* 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 credits 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 a students' pathway of study. The expectation is more students will be on Guided Pathways, which is designed to reduce credit waste resulting in a higher transition rate.

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.

2020-21: The percentage of students who transitioned from 30 college level credits to 45 college level credits within the academic year increased more than 5-points from 2018-19 to 2019-20. Full time students have a 10-point increase and historically underrepresented students have a substantial 12-point increase in transition from 2018-19 to 2019-20. This indicator has transitioned from red status, indicating the data point is below the initial baseline, to green status, indicating the data point has surpassed the mission fulfillment goal. The 10% stretch goal has also been surpassed.

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%	40.0%						34.0%	35.6%

Source (verifiable):	SBCTC New Cohorts Dashboard
Update Date	01/2021
Comparison	State and Local
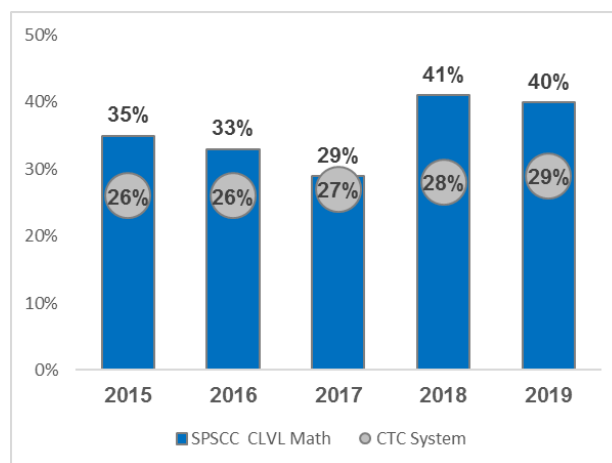
Cohort Year	SPSCC CLVL Math	CTC System
2015	35%	26%
2016	33%	26%
2017	29%	27%
2018	41%	28%
2019	40%	29%

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, which encourages colleges to develop pathways for students to complete this gateway course successfully within their first academic year.

Analysis (Assessable):

<u>2018-19</u>: 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%.

<u>2019-20</u>: 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. Forty-one percent 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.

<u>2020-21</u>: Two out of five new students (40%) in 2019 succeeded in completing college level math during their first year at South Puget Sound Community College (SPSCC). SPSCC is consistently above the Community and Technical College (CTC) system average as well. Full time students and students that did not need pre-college math (or who earned college level math within a Clipper Math course) were more likely to complete college level math during the first year than part time students or students who required pre-college math. This indicator remains in green status because it continues to be above mission fulfillment. This indicator also remains above the 10% stretch goal.

**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%	79.5%						83.5%	87.5%

Source (verifiable):	IR Data Warehouse
Update Date	01/2021
Comparison	Local
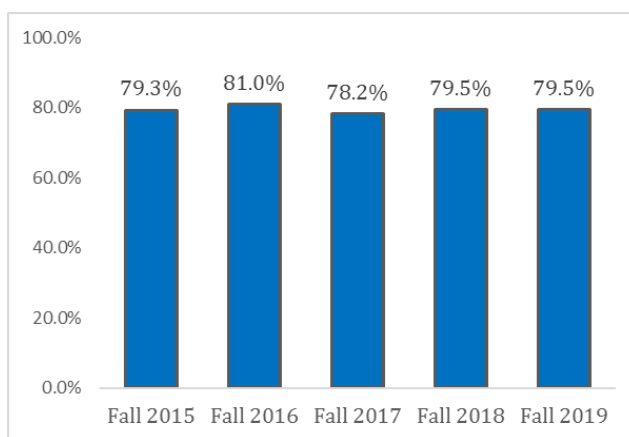
Full Time Students	N	Continuously Enrolled	%
Fall 2015	1030	817	79.3%
Fall 2016	1069	866	81.0%
Fall 2017	1055	825	78.2%
Fall 2018	1153	917	79.5%
Fall 2019	1178	936	79.5%

Meaningful (Rationale): First year continuous enrollment is a strong predictor of completion for students. A student is considered continuously enrolled if, in their first year, they enroll in fall, winter, and spring quarters. Generally, of students who earn an Associate Degree, nine out of ten graduates are continuously enrolled their first year at SPSCC.

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.

2020-21: Continuous enrollment has not increased above the baseline and remains flat at 79.5%. Full time students are more likely to persist through each quarter than part time students. Part time student persistence has declined 5-points from the prior year. First year persistence has increased 6-points from the prior year for historically underrepresented students, and is slightly lower than non-historically underrepresented students this year. Students who are not low-income status are more likely to persist through the first year than students who have a low-income status. This indicator remains in yellow status because it is above the initial baseline, but has not reached mission fulfillment.

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

Mission fulfilment 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.**

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%	40.3%						39.50%	41.4%

Source (verifiable):	IPEDS
Update Date	01/2021
Comparison	Local, State, National
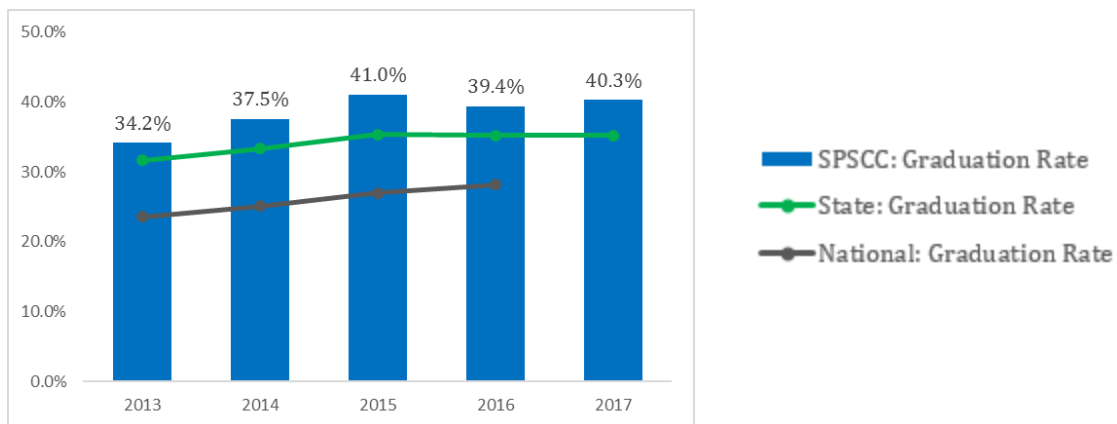
Cohort Year	*2013*	*2014*	*2015*	*2016*	*2017*
SPSCC: Graduation Rate	34.2%	37.5%	41.0%	39.4%	40.3%
State: Graduation Rate	31.7%	33.4%	35.4%	35.3%	35.2%
National: Graduation Rate	23.6%	25.1%	27.0%	28.2%	

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. This is an important measurement to monitor because it is derived from federal reporting, and is often the statistic used in news and media reports when reporting institutional outcomes nationwide.

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.

2020-21: The 3-year graduation rate, 40.3%, has increased slightly from the prior year, is higher than the average graduation rate of Community and Technical Colleges in Washington, and is substantially higher than the national graduation rate. There is a significant increase from the prior year (16 points) for full time, historically underrepresented students. The graduation rate for full time students who are not low-income status is significantly higher than students who have a low-income status. The graduation rate was slightly below mission fulfillment last year. This year's modest increase has transitioned the indicator to green status, indicating mission fulfillment.

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

Mission fulfilment 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%	78.4%						77.0%	80.6%

Source (verifiable):	IR Data Warehouse
Update Date	03/2021
Comparison	Local
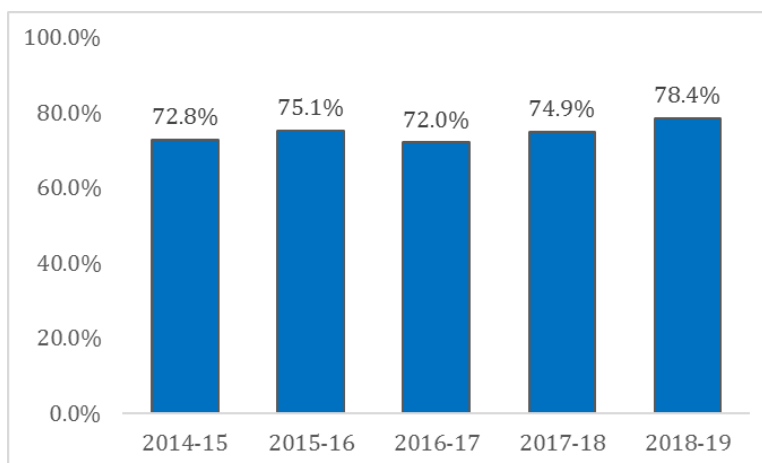
Completers - SPSCC	2014-15	2015-16	2016-17	2017-18	2018-19
45 Credits or More	145	113	119	105	104
Certificate	145	90	66	76	82
Degree	233	250	218	233	221
Completers Placed in UI*-Covered Jobs	381	340	290	310	319
% Employed	72.8%	75.1%	72.0%	74.9%	78.4%

Unemployment Insurance

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.

<u>2020-21:</u> The current employment rate is 78.4% and continues an upward trend. Part time students have a higher employment rate than full time students. The employment rate was below mission fulfillment last year. This year's increase has transitioned the indicator to green status, signifying mission fulfillment.

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*	*2020-21 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	22.5	15.10	14.3
	2.1.1b: F2F Retention – HU/Asian-Caucasian	5.8	5.2	5.51	5.3
	2.1.1c: F2F Retention – receiving need-based aid / not receiving aid	3.8	8.3	3.61	3.4
	2.1.2a: 3 Yr. Completion – FT/PT	19.6	24.6	18.62	17.7
	2.1.2b: 3 Yr. Completion – HU/Asian- Caucasian	8.7	7.2	8.26	7.9
	2.1.2c: 3 Yr. Completion – receiving need-based aid / not receiving need-based aid	2.8	-0.8	2.66	2.5
	2.1.3: Proportion of historically underrepresented students mirror the fall enrollment	2.9	3.0	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%	12.4%	13.12%	13.8%
	2.2.2: Classified staff by ethnic demographic	19.5%	25.2%	20.48%	21.5%
	2.2.3: Administrative/Exempt staff by ethnic demographics	22.8%	22.4%	23.93%	25.1%
	Historically Underrepresented Students: Represent all non-Asian students of color				
	Mission Fulfillment: # of Yellow + # of Green / All(10)				*40.0%*
	Indicator Legend	*Under Baseline*	*BL – Less than Goal*	*Goal or Higher*	

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	22.5						15.10	14.3

Source (verifiable):	IR Data Warehouse
Update Date	02/2021
Comparison	Local
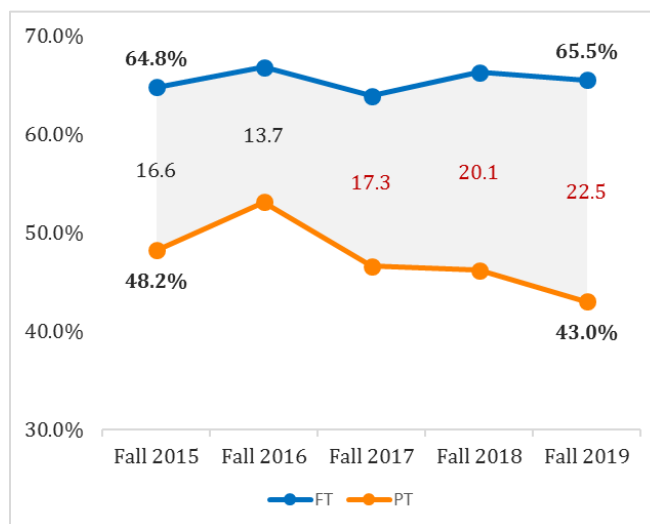
Category	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full Time	64.8%	66.8%	63.9%	66.3%	65.5%
Part Time	48.2%	53.1%	46.6%	46.2%	43.0%
Gap	-16.6	-13.7	-17.3	-20.1	-22.5

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 to finding strategies to close the gap 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.

2020-21: The equity gap has increased between full time and part time students. The annual fall-to-fall retention rate for full time students has been flat for the last five years resulting in a five year gain of less than 1-point. Part time student retention rates have steadily decreased resulting in a 5-point decline over the last five years. Percentage point differences in red font indicate the gap has widened from the prior measurement, while black font indicates the gap has narrowed or maintained. This indicator remains in red status.

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

Mission fulfilment 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 Asian /Caucasian 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	5.2						5.51	5.3

Source (verifiable):	IR Data Warehouse
Update Date	02/2021
Comparison	Local
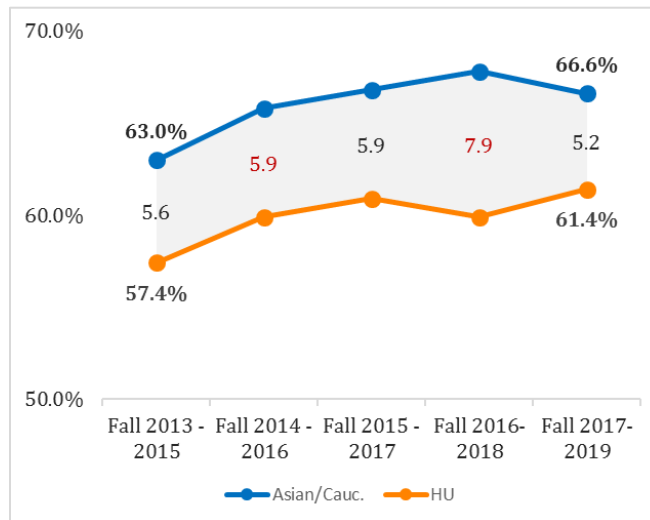
Category	Fall 2013, 2014, 2015	Fall 2014, 2015, 2016	Fall 2015, 2016, 2017	Fall 2016, 2017, 2018	Fall 2017, 2018, 2019
HU Retention	57.4%	59.9%	60.9%	59.9%	61.4%
Asian/Caucasian Retention	63.0%	65.8%	66.8%	67.8%	66.6%
Gap	-5.6	-5.9	-5.9	-7.9	-5.2

Meaningful (Rationale): Historically underrepresented (HU) students are struggling to achieve the same level of student success as Asian/Caucasian (A/C) students. SPSCC is committed to finding strategies to close the retention gap between underrepresented students and Asian/Caucasian 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 Asian /Caucasian population also increased 1.6 points. It is positive that retention is on an upward track, but the gap between the student groups remains.

2020-21: The rolling three year retention rate gap between HU students and A/C students is smaller now than it has been at any of the last five reporting cycles. The retention rate has increased 4-points for HU students and 3.6-points for A/C students. This has resulted in a decreased retention rate gap between the two populations. This indicator has transitioned from red status, indicating the data point is below the initial baseline, to green status, indicating the data point has surpassed the mission fulfillment goal. The 10% stretch goal has also been surpassed.

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	8.3						3.61	3.4

Source (verifiable):	IR Data Warehouse
Update Date	02/2021
Comparison	Local
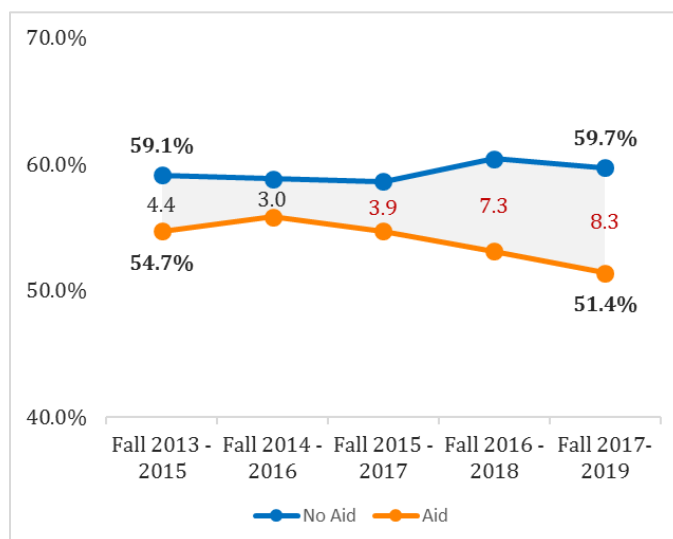
Category	2013, 2014, 2015	2014, 2015, 2016	2015, 2016, 2017	2016, 2017, 2018	2017, 2018, 2019
FT: Aid = Y	54.7%	55.8%	54.7%	53.1%	51.4%
FT: Aid = N	59.1%	58.8%	58.6%	60.4%	59.7%
Gap	-4.4	-3.0	-3.9	-7.3	-8.3

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.

2020-21: The rolling three year retetion rate between students who received need-based financial aid and students who do not receive need-based financial aid continues to widen. The retention rate is flat for students who do not receive need based financial aid. The annual decline of retention rates for students who receive need based financial aid has widened the 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	24.6						18.62	17.7

Source (verifiable):	IR Data Warehouse
Update Date	02/2021
Comparison	Local
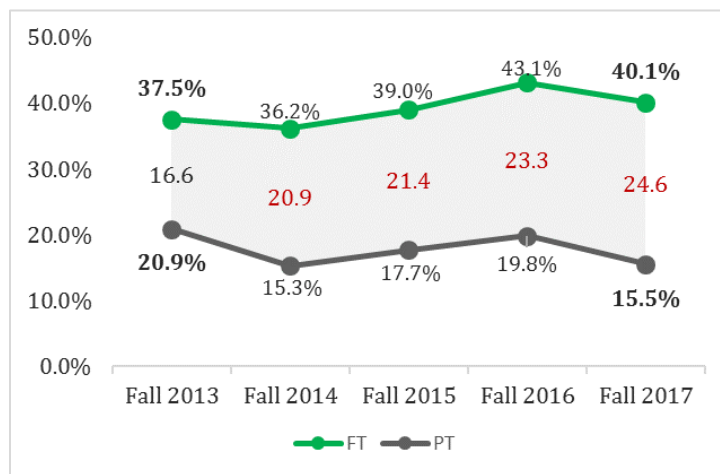
Category	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Full Time	37.5%	36.2%	39.0%	43.1%	40.1%
Part Time	20.9%	15.3%	17.7%	19.8%	15.5%
Gap	-16.6%	-20.9%	-21.4%	-23.3%	-24.6%

Meaningful (Rationale): Timely degree completion is critical for students. Most students who earn a degree achieve that goal within three to four years, regardless of full/part time status. 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.

2020-21: Three-year completion rates have declined 3-points for full time students and 4.3-points for part times students since the prior year. The gap continues to widen, less than 1 out of 5 students who start at part time status earn a degree within three years.

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

Mission fulfilment 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 Asian /Caucasian 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	7.2						8.26	7.9

Source (verifiable):	IR Data Warehouse
Update Date	02/2021
Comparison	Local
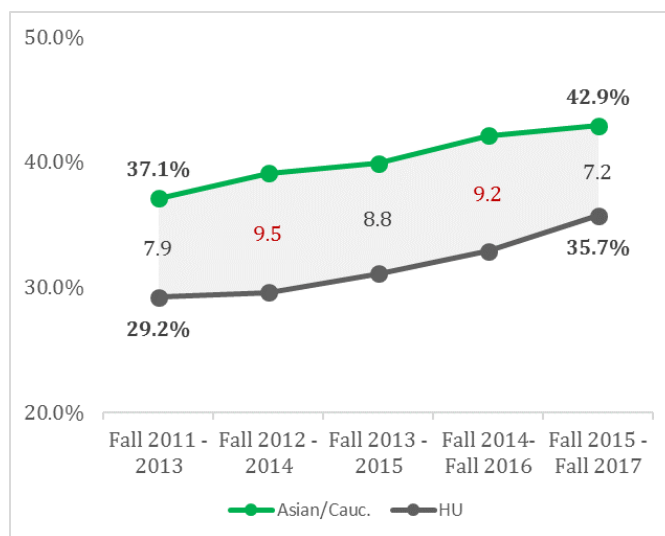
Category	Fall 2011, 2012, 2013	Fall 2012, 2013, 2014	Fall 2013, 2014, 2015	Fall 2014, 2015, 2016	Fall 2015, 2016, 2017
HU Completion	29.2%	29.6%	31.1%	32.9%	35.7%
Asian/Caucasian Completion	37.1%	39.1%	39.9%	42.1%	42.9%
Gap	-7.9%	-9.5%	-8.8%	-9.2%	-7.2%

Meaningful (Rationale): Historically underrepresented students are struggling to achieve the same level of student success as Asian/Caucasian students. SPSCC is committed finding strategies to close the gap between historically underrepresented students and Asian/Caucasian 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 Asian/Caucasian students with a 2.2-point increase while historically underrepresented students increased by 1.8 points.

2020-21: The rolling three year completion rate has increased 6.5-points for HU students and 5.8-points for A/C students over the five-year reporting period. There is an anticipated continued narrowing gap moving forward due to the increase in annual retention rates for HU students. This indicator has transitioned from red status, indicating the data point is below the initial baseline, to green status,

indicating the data point has surpassed the mission fulfillment goal. The 10% stretch goal has also been surpassed.

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	-0.8						2.66	2.5

Source (verifiable):	IR Data Warehouse
Update Date	02/2021
Comparison	Local
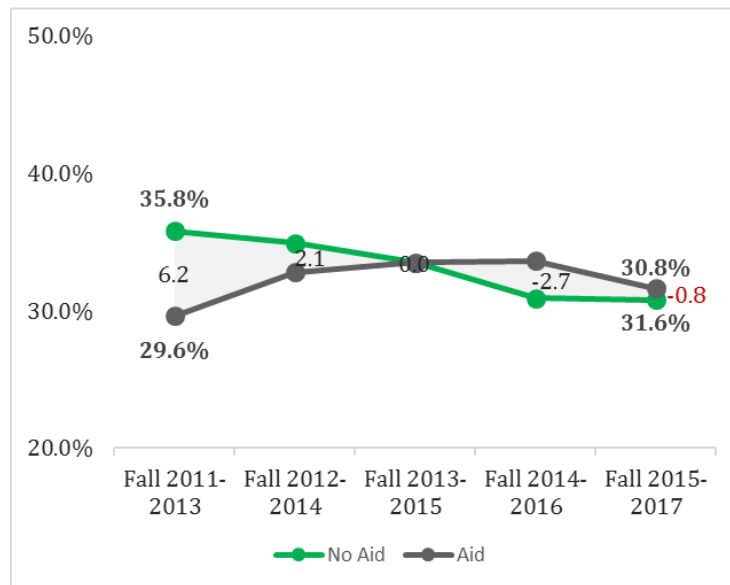
Category	2011, 2012, 2013	2012, 2013, 2014	2013, 2014, 2015	2014, 2015, 2016	2015, 2016, 2017
FT: Aid = Y	29.6%	32.8%	33.5%	33.6%	31.6%
FT: Aid = N	35.8%	34.9%	33.5%	30.9%	30.8%
Gap	-6.3%	-2.1%	0.0%	2.7%	0.8%

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.

2020-21: The rolling three year completion rate for students receiving need based financial aid has dropped slightly. The cause of this shift is the annual rate has remained flat for students who received need based aid while the rate has increased for students who who did not receive need based financial aid. This indicator remains in green status because it continues to be above mission fulfillment. This indicator also remains above the 10% stretch goal. However, it is moving in the wrong direction.

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	3.0						2.76	2.6

Source (verifiable):	IR Data Warehouse
Update Date	01/2021
Comparison	Local
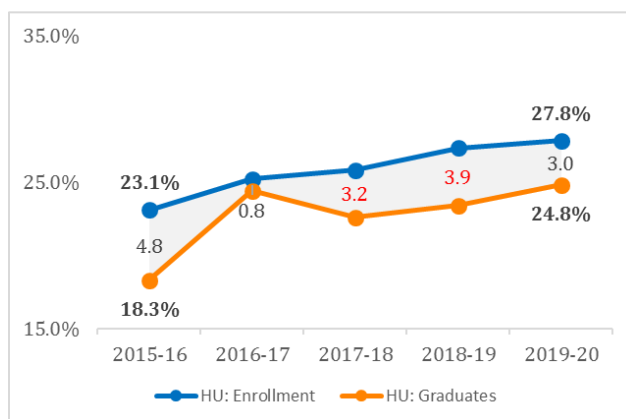
Gap	2015-16	2016-17	2017-18	2018-19	2019-20
Asian	0.7	-0.9	1.3	1.1	1.0
Pacific Islander	-0.2	0.1	0.3	0.0	-0.5
African Amer	-1.0	-0.4	-0.3	0.1	-1.2
Native Amer/Alaskan Native	-0.4	0.0	-0.3	0.1	0.0
Hispanic	-2.1	-1.6	-4.8	-0.7	-0.3
Multi-Racial/Other	-1.1	1.1	1.9	-3.4	-0.9
Caucasian	2.9	0.8	1.8	1.1	2.2
NR	-0.4	0.5	0.4	0.0	0.0
HU	-4.8	-0.8	-3.2	-3.9	-3.0

	2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment HU	23.1%	25.2%	25.8%	27.3%	27.8%
Completion HU	18.3%	24.4%	22.6%	23.4%	24.8%

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):

<u>2018-19</u>: 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.

<u>2019-20</u>: 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.

<u>2020-21:</u> The gap between the number of historically underrepresented students who earn a completion and the number of underrepresented students enrolled in the fall of the same year has decreased slightly. This indicator remains in red status because it continues to be below the baseline.

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 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
12.5%	11.6%	12.4%						13.12%	13.8%

Source (verifiable):	SBCTC Dashboard
Update Date	01/2021
Comparison	Local
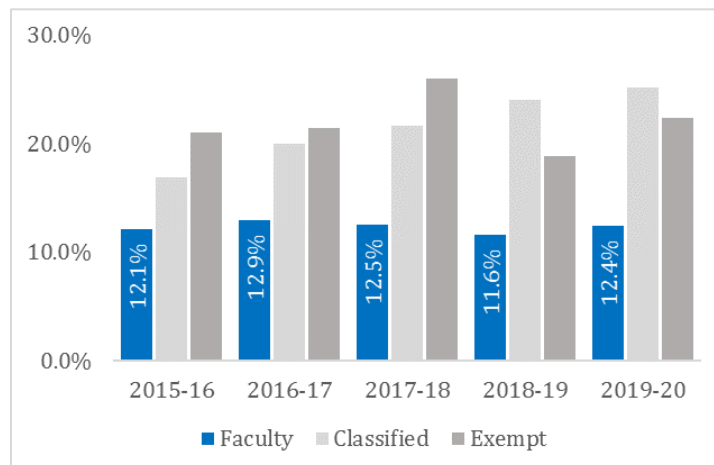
FT Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
Am. Ind. /AK Native	2	1			
Asian	5	6	5	5	5
Afr. Am.	1	1	1	1	2
Hispanic	2	2	2	1	0
Pac. Isl.		0	0	0	0
White	80	81	84	84	85
Other					
2+ Races	1	2	4	4	5
Not Reported					
TOTAL	91	93	96	95	97
% non-white	**12.1%**	**12.9%**	**12.5%**	**11.6%**	**12.4%**

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.

2020-21: Faculty diversity increased less than 1-point this year. This indicator remains in red status because it is still slightly 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%	25.2%						20.48%	21.5%

Source (verifiable):	SBCTC Dashboard
Update Date	01/2021
Comparison	Local
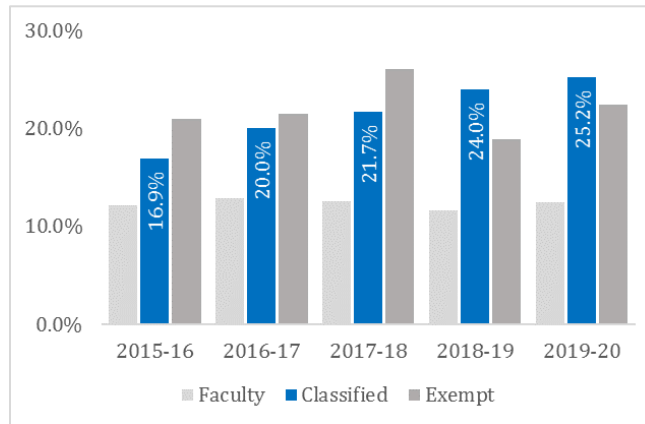
FT Classified	2015-16	2016-17	2017-18	2018-19	2019-20
Am. Ind. /AK Native	3	3	3	3	3
Asian	8	8	9	11	12
Afr. Am.	9	9	11	11	14
Hispanic					
Pac. Isl.		1	1	0	0
White	113	108	112	111	113
Other					
2+ Races	3	6	7	10	9
Not Reported					
TOTAL	136	135	143	146	151
% non-white	**16.9%**	**20.0%**	**21.7%**	**24.0%**	**25.2%**

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

Analysis (Assessable):

<u>2018-19</u>: 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.

<u>2019-20</u>: 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 above the 10% stretch goal.

<u>2020-21</u>: The percentage of non-white classified staff continues an upward trend, increasing 1.2 points from the prior year. This indicator remains in green status because it continues to be above mission fulfillment. This indicator also remains above the 10% stretch goal.

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%	22.4%						23.93%	25.1%

Source (verifiable):	SBCTC Dashboard
Update Date	01/2021
Comparison	Local
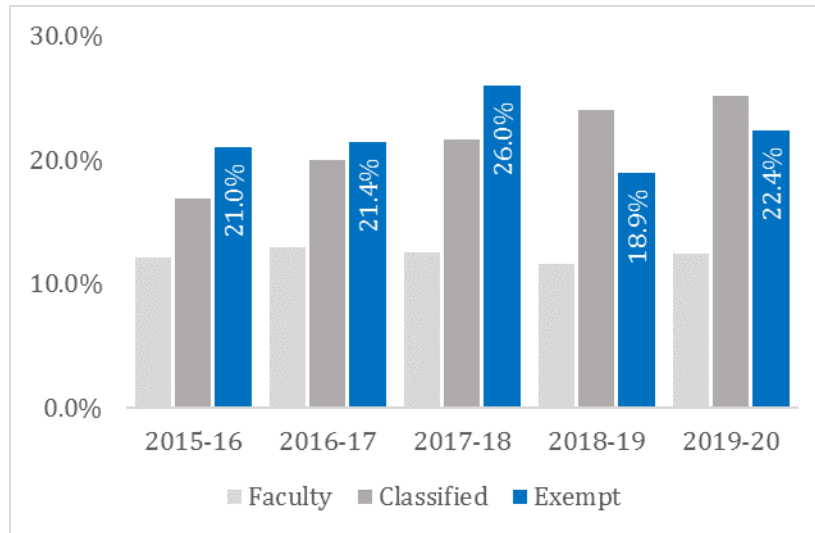
FT Admin/Exempt	2015-16	2016-17	2017-18	2018-19	2019-20
Am. Ind. /AK Native					
Asian	7	8	9	8	9
Afr. Am.	5	4	8	4	6
Hispanic	1	1	3	2	3
Pac. Isl.			1	1	3
White	64	66	74	77	83
Other					
2+ Races	4	5	5	3	3
Not Reported		1		2	
TOTAL	81	85	100	97	107
% non-white	21.0%	21.4%	26.0%	18.9%	22.4%

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.

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.

2020-21: The percentage of non-white staff increased 3.5 points from the prior reporting year. This indicator remains in red status because it continues to be 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

Core Theme	Goal /Measure	Baseline 3-Yr Average	2020-21 Update	5% Mission Fulfillment	10% Stretch Goal
Core Theme 3: Learning and Engagement – We create accessible and enriching student experiences	Goal 1: Enhance general education competency				
	3.1.1: Students who meet the College Wide Abilities	90.0%	90.7%	94.5%	99.0%
	Goal 2: Enhance quality student experience and campus life activities				
	3.2.1: Student satisfaction with student life activities	73.7%	82.8%	77.4%	81.1%
	3.2.2: Student satisfaction of campus support services	73.7%	77.0%	77.4%	81.1%
	Mission Fulfillment: # of Yellow + # of Green / All(3)				100%
	Indicator Legend	Under Baseline	BL – Less than Goal	Goal or Higher	

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 Qrtr 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
90.0%	90.9%	90.7%						94.5%	99.0%

Source (verifiable):	Canvas Data
Update Date	01/2021
Comparison	Local
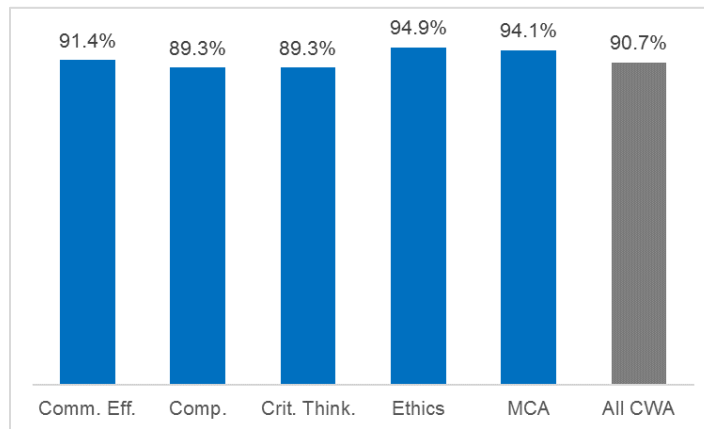
2019-20	Communicate Effectively	Computation	Critical Thinking	Ethics	Multicultural Awareness	Total of All CWA
Met	15,027	4,500	14,669	2,160	2,528	38,884
Not Met	1,409	541	1,761	116	158	3,985
Not Attempted	1,687	518	1,603	245	253	4,306

Total	18,123	5,559	18,033	2,521	2,939	47,175
% Met of Total	82.9%	80.9%	81.3%	85.7%	86.0%	82.4%

Total Met / Not Met	16,436	5,041	16,430	2,276	2,686	42,869
% of Met of the subgroup	91.4%	89.3%	89.3%	94.9%	94.1%	90.7%

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):

<u>2018-19</u>: 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.

<u>2019-20</u>: 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.

<u>2020-21</u>: This is the first full year of CWA data collection. An adjustment to the methodology was made this year, and it now calculates the percentage of students who met the CWA within the met/unmet population. Prior methodology calculated the percentage of student who met the CWA outcome within the population met/unmet/did not attempt. Upon discussion with the IE committee, including students who did not attempt the assessment assignment should not be included in the calculation. This has resulted in resetting the baseline and mission fulfillment goal.

The percentage of CWA assessment assignments that met the outcome is 90.7% and is a slight increase from the prior year and the baseline. Ethics and multicultural awareness have the highest CWA outcome success rate. Computation and critical thinking are 89.3%. This indicator remains in yellow status because it is above the baseline, but has not reached mission fulfillment.

Baseline: 90.0%

Mission fulfilment target logic: 5% over baseline, 94.5%

Stretch Goal: 10% over baseline, 99.0%

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%	82.8%						77.4%	81.1%

Source (verifiable):	Student Life Survey
Update Date	01/2021
Comparison	Local
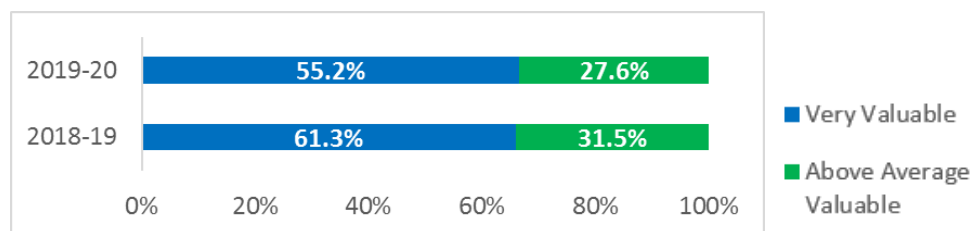
Year	# of Respondents	# Very Valuable	# Above Average Valuable	Average Value	Limited & Not Valuable	NR
2018-19	111	68	35	5	2	1
2019-20	1100	607	304	130	24	35

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. Ninety-one 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%. One-hundred and three students out of 111 who answered the question indicated that they found the programming to be very valuable or of above average value. This 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.

2020-21: As anticipated, a decrease occurred from the prior year due to a significant increase of events that were surveyed, resulting in 82.8% of students who found the programming valuable. The number of events hosted and/or supported by Student Life exceeded 80 events, and more than 1,000 students responded to the survey at various events throughout the year. The offerings were wide and supported many topics and activities from "Uncovering and Dismantling Bias" to "Time Management" and on a lighter note, "Virtual Bingo". This indicator remains in green status because it continues to be above mission fulfillment. This indicator also remains above the 10% stretch goal.

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

Mission fulfilment 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%	77.0%						77.4%	81.1%

Source (verifiable):	SPSCC Graduation Exit Survey
Update Date	01/2021
Comparison	Local
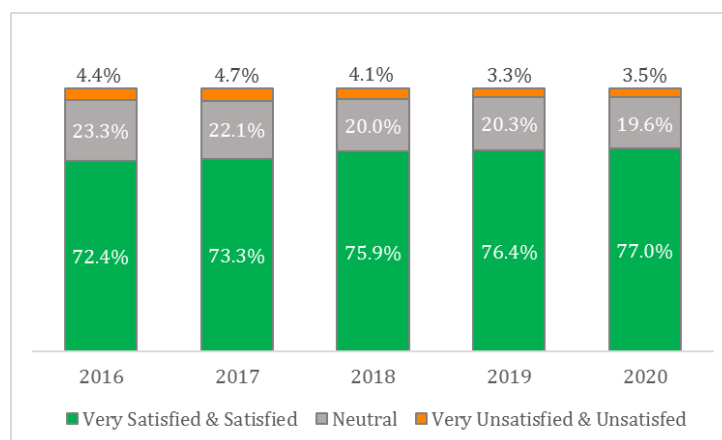
	2016	2017	2018	2019	2020
Very Satisfied & Satisfied	72.4%	73.3%	75.9%	76.4%	77.0%
Neutral	23.3%	22.1%	20.0%	20.3%	19.6%
Very Unsatisfied & Unsatisfed	4.4%	4.7%	4.1%	3.3%	3.5%

Meaningful (Rationale): The services students receive is an important component of the overall student experience beyond academic achievement, persistence, and student life. SPSCC measures student satisfaction of campus services during the exit survey when the student applies for graduation. The question asked is: In thinking about your experience at SPSCC, please indicate your level of satisfaction with each of the following services: [Choices: Very satisfied, Satisfied, Neutral, Unsatisfied, Very unsatisfied]. The following services are measured and aggregated together for a singular data point: Library, Enrollment Services, Financial Aid Services, Current Student Advising, New Student Advising, Counseling, Placement Testing, Participation in Student Events, and Tutoring Services (new). The level of satisfaction is determined by the percentage of students who selected 'Satisfied' and 'Very satisfied' in response to the question.

Analysis (Assessable):

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

<u>2019-20</u>: 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.

<u>2020-21:</u> The percentage of students who are satisfied or very satisfied continues a slow but steady upward trend. The indicator is in yellow status because it is above the baseline, but has not reached mission fulfillment.

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

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

Stretch Goal: 10% over baseline, 81.1%

Appendix

Operational Planning Update Documents

How many basic skills students transition to pre-college or college level math?

Purpose of Measurement: 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. The college strategic plan identifies students who are currently a basic skills student or were a basic skills student within the prior 2 years of current enrollment, and subsequently measures who completed pre-college or college level math.

Indicator Data: : Of the current/former basic skills students enrolled in the 2019 year, 25.9% completed pre-college or college level math (Figure A), a slight decrease from the prior year. For further analysis, the population is disaggregating into three independent groups that align with the strategic plan focus populations (Figure B): enrollment status, race/ethnicity, and low-income status. Forty-five percent of the full time population transitioned beyond basic skills into math in 2019, with less than 1 in 5 part time students transitioning into math (B.1). Historically underrepresented students who transitioned into math decreased 4-points from the prior year but remain a few points higher than non-historically underrepresented students (B.2). The percentage of low-income status students transitioning improved by 3-points from 2018 to 2019 and performed better than students who are not low-income status (B.3).

Current Indicator Status: This indicator remains in green status because it continues to be above mission fulfillment, defined as 5% above baseline. This indicator also remains above the 10% stretch goal.

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%	25.9%						23.80%	25.0%

Figure A: Strategic Plan Data Points

Prior to Strategic Plan[1]
Current Strategic Plan[1]

2015: 19.2% 2016: 22.6% 2017: 22.9% 2018: 26.3% 2019: 25.9%

Figure B: Strategic Plan Focus Populations

B.1: Full Time / Part Time Status
2018: FT 41%, PT 16%
2019: FT 45%, PT 15%
FT PT

B.2: Non-HU / HU*
2018: Non-HU 25%, HU 31%
2019: Non-HU 25%, HU 27%
Non-HU HU

B.3: Non-LI / LI*
2018: Non-LI 26%, LI 26%
2019: Non-LI 25%, LI 29%
Non-LI LI

[1]Average # of students in annual dataset: 1,060

*HU - Historically Underrepresented: Non-Asian, Non-White students
*LI – Low-Income: Student received need-based financial aid

Purpose of Measurement: 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 who have not earned any college level credit student achievement points 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 because the source data is the student achievement initiative dataset.

Indicator Data: The percentage of students who earn their first 15 college level credits by the end of the year remains flat in 2019 with less than a 1-point decrease from the prior year (Figure A). For further analysis, the population is disaggregating into three independent groups that align with the strategic plan focus populations (Figure B): enrollment status, race/ethnicity, and low-income status. Full time students are more likely than part time students to earn their first 15 college level credits during the year (B.1). Approximately one-third of historically underrepresented students and non-historically underrepresented students earn 15 credits, which aligns with the overall college data point (B.2). There is a 6-point increase for low-income students who earn 15 credits from 2018 to 2019 (B.3).

Current Indicator Status: This indicator remains in yellow status because it is above the initial baseline but has not reached the 5% mission fulfillment goal.

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%	30.8%						31.6%	33.1%

Figure A: Strategic Plan Data Points

Prior to Strategic Plan[1]
Current Strategic Plan[1]

30.9% 31.0% 28.5% 31.2% 30.8%
2015 2016 2017 2018 2019

Figure B: Strategic Plan Focus Populations

B.1: Full Time / Part Time Status
2018 51% 14%
2019 52% 13%
■ FT ■ PT

B.2: Non-HU / HU*
2018 31% 31%
2019 30% 31%
■ Non-HU ■ HU

B.3: Non-LI / LI*
2018 32% 27%
2019 30% 33%
■ Non-LI ■ LI
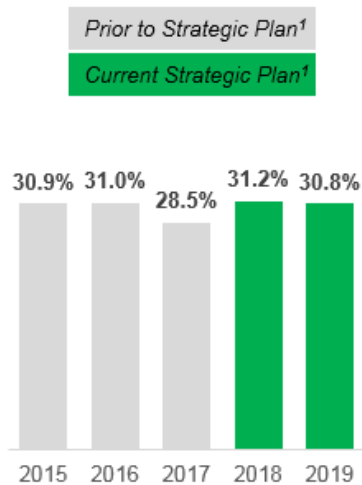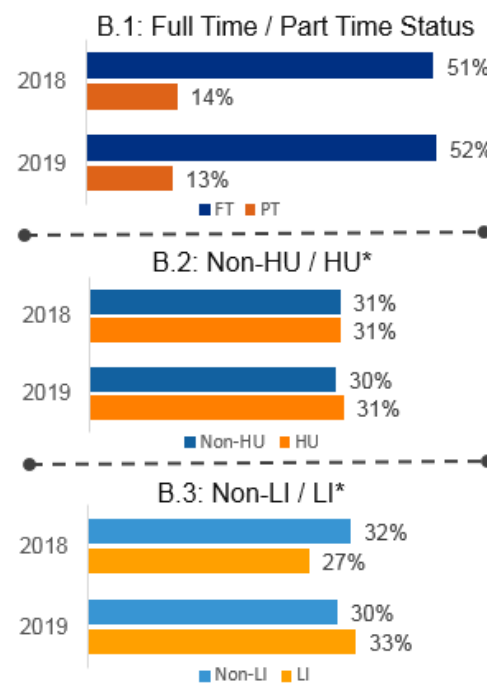
[1]Average # of students in annual dataset: 2,662

*HU - Historically Underrepresented: Non-Asian, Non-White students
*LI – Low-Income: Student received need-based financial aid

How many students transition from 30 college level credits to 45 college level credits within the year?

Purpose of Measurement: It is important to keep students on track toward their completion. Students who enter the academic year with 30 college level credits and reach 45 college level credits within that year will earn a student achievement initiative point if the credits are sufficiently distributed within their pathway of study. Guided Pathways is expected to help with this transition because it is designed to prevent students from taking unnecessary classes. Running start students are excluded from this measure because the source data is the student achievement initiative dataset.

Indicator Data: The percentage of students who transitioned from 30 college level credits to 45 college level credits within the academic year increased more than 5-points from 2018 to 2019 (Figure A). For further analysis, the population is disaggregated into the three independent strategic plan focus population groups: enrollment status, race/ethnicity, and low-income status (Figure B). Full time students have a 10-point increase in transition from 2018 to 2019 (B.1). Historically underrepresented students have a substantial 12-point increase from 2018 to 2019 (B.2). Low-income and non-low-income students both have a 6-point increase from 2018 to 2019 (B.3).

Current Indicator Status: This indicator has transitioned from red status, indicating the data point is below the initial baseline, to green status, indicating the data point has surpassed the 5% mission fulfillment goal. The 10% stretch goal has also been surpassed.

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%	50.1%						47.7%	50.0%

Figure A: Strategic Plan Data Points

Prior to Strategic Plan[1]
Current Strategic Plan[1]

46.6% 45.1% 44.5% 44.6% 50.1%
2015 2016 2017 2018 2019

Figure B: Strategic Plan Focus Populations

B.1: Full Time / Part Time Status
2018: 56% FT, 36% PT
2019: 66% FT, 35% PT
FT PT

B.2: Non-HU / HU*
2018: 46% Non-HU, 41% HU
2019: 49% Non-HU, 53% HU
Non-HU HU

B.3: Non-LI / LI*
2018: 45% Non-LI, 39% LI
2019: 51% Non-LI, 45% LI
Non-LI LI

[1]Average # of students in annual dataset: 1,097

*HU - Historically Underrepresented: Non-Asian, Non-White students
*LI – Low-Income: Student received need-based financial aid

Purpose of Measurement: 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, which encourages colleges to develop pathways for students to complete this gateway course successfully within their first academic year.

Current Indicator Status: Two out of five new students (40%) in 2019 succeeded in completing college level math during their first year at South Puget Sound Community College (SPSCC). SPSCC is consistently above the Community and Technical College (CTC) system average as well (Figure A). For further analysis, the population is disaggregating into three independent groups: enrollment status, race/ethnicity, and college-level math readiness (Figure B). Full time students (B.1) and students that did not need pre-college math (or who earned college level math within a Clipper Math course) (B.3) were more likely to complete college level math during the first year than part time students or students who required pre-college math. College math completion has increased 3-points for historically underrepresented students from the prior year, and is slightly lower than non-historically underrepresented students (B.2).

Current Indicator Status: This indicator remains in green status because it continues to be above mission fulfillment, defined as 5% above baseline. This indicator also remains above the 10% stretch goal.

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%	40.0%						34.0%	35.6%

Figure A: Strategic Plan Data Points

Prior to Strategic Plan[1]

Current Strategic Plan[1]

SPSCC · CTC System

Figure B: Strategic Plan Focus Populations

B.1: Full Time / Part Time Status

B.2: Non-HU / HU*

B.3: No Pre-Math / Pre-Math
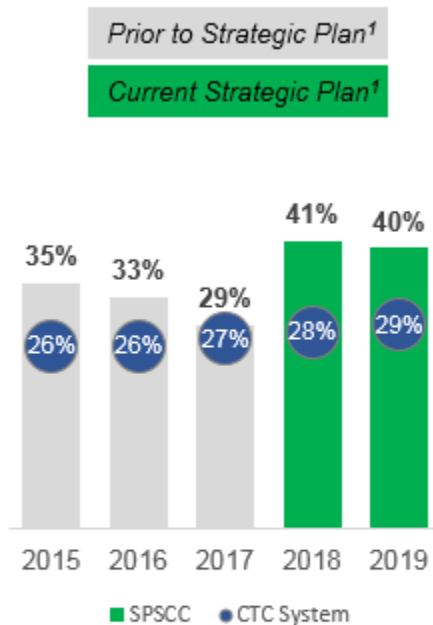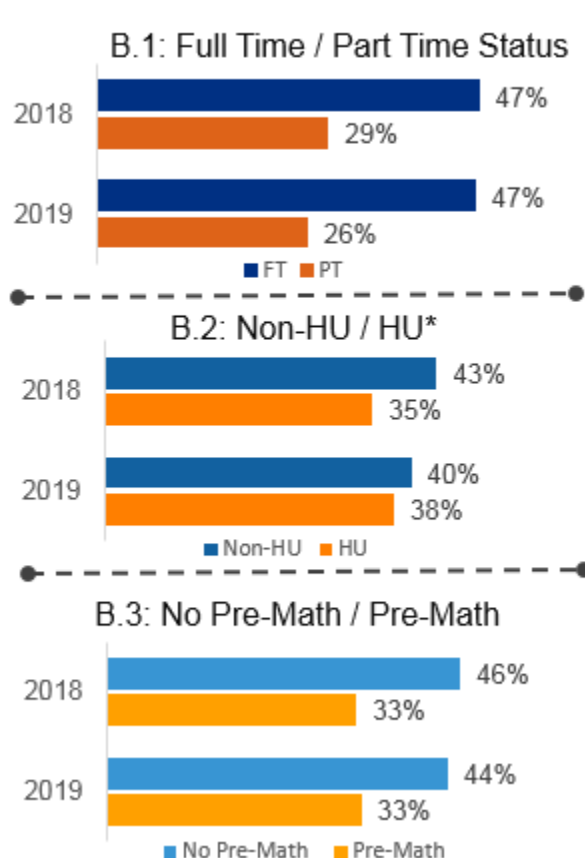
[1]Average # of students in annual dataset: 658

*HU - Historically Underrepresented: Non-Asian, Non-White students

How many students are continuously enrolled in their first academic year at SPSCC?

Purpose of Measurement: First year continuous enrollment is a strong predictor of completion for students. A student is considered continuously enrolled if, in their first year, they enroll in fall, winter, and spring quarters. Generally, of students who earn an Associate Degree, nine out of ten graduates are continuously enrolled their first year at SPSCC.

Indicator Data: Continuous enrollment has not increased above the baseline and remains flat at 79.5% (Figure A). For further analysis, the population is disaggregated into three independent groups that align with the strategic plan focus populations: enrollment status, race/ethnicity, and low-income status (Figure B). Full time students are more likely to persist through each quarter than part time students, and part time student persistence has declined 5-points from the prior year (B.1). First year persistence has increased 6-points from the prior year for historically underrepresented students, and is slightly lower than non-historically underrepresented students this year. Students who are not low-income status are more likely to persist through the first year than students who have a low-income status, and the persistence rate is flat from the prior year for both populations (B.3).

Current Indicator Status: This indicator remains in yellow status because it is above the initial baseline, but has not reached the 5% mission fulfillment goal.

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%	79.5%						83.5%	87.5%

Figure A: Strategic Plan Data Points
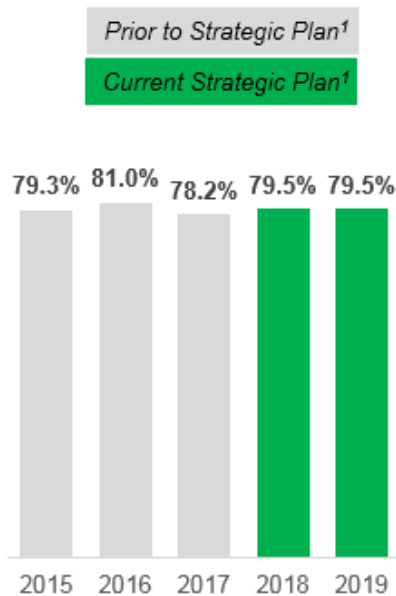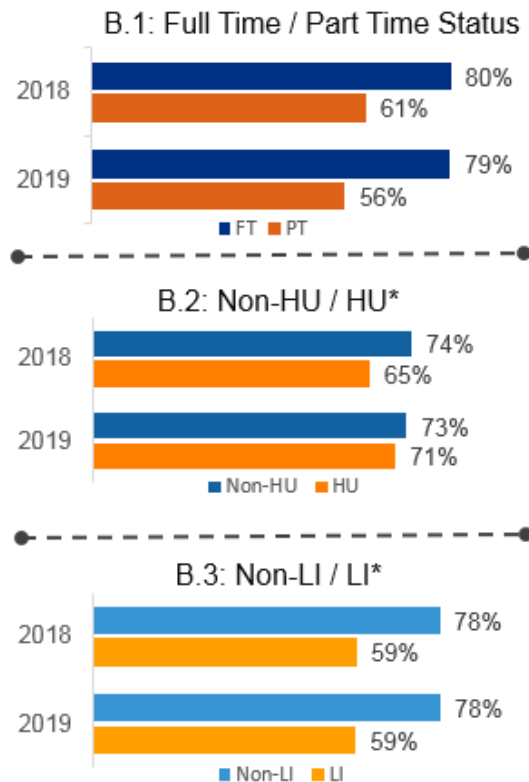
Prior to Strategic Plan[1]
Current Strategic Plan[1]

Figure B: Strategic Plan Focus Populations

B.1: Full Time / Part Time Status

B.2: Non-HU / HU*

B.3: Non-LI / LI*

[1]Average # of students in annual dataset: 1,097

*HU - Historically Underrepresented: Non-Asian, Non-White students
*LI – Low-Income: Student received need-based financial aid

Core Theme 1: Student Achievement
Goal 2: Increase certificate and degree completion in transfer and workforce programs
Measure: 1.2.1
How many students graduate with a degree or certificate within 3 years?

Purpose of Measurement: 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. This is an important measurement to monitor because it is derived from federal reporting, and is often the statistic used in news and media reports when reporting institutional outcomes nationwide.

Current Indicator Status: The 3-year graduation rate, 40.3%, has increased slightly from the prior year, is higher than the average graduation rate of Community Technical Colleges in Washington, and substantially higher than the national graduation rate (Figure A). For further analysis, the population is disaggregated into three independent groups that align with the strategic plan focus populations: enrollment status, race/ethnicity, and low-income status (Figure B). The graduation rate of full time students is almost two times higher than the graduation rate for part time students (B.1). The graduation rate is the same within the historically underrepresented and non-historically underrepresented categories for the current 2017 cohort (B.2). If you look specifically at full time, historically underrepresented students, the graduation rate has a significant increase of 16-points from the prior year. The graduation rate for full time students who are not low-income status is significantly higher than students who have a low-income status. The indicator remains flat for both population (B.3).

Current Indicator Status: The graduation rate was slightly below mission fulfillment last year. This year's modest increase has brought the graduation rate into green status indicating mission fulfillment.

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%	40.3%						39.50%	41.4%

Figure A: Strategic Plan Data Points

Figure B: Strategic Plan Focus Populations
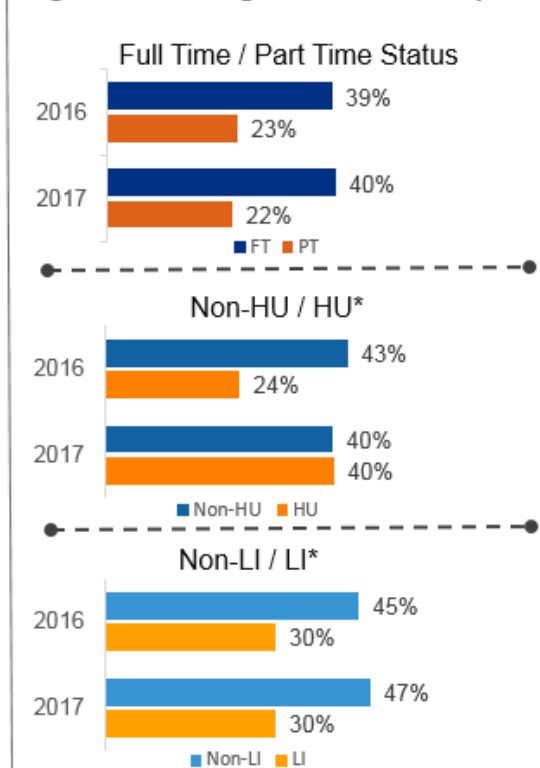
[1]Average # of students in annual dataset: 434

*HU - Historically Underrepresented: Non-Asian, Non-White students
*LI – Low-Income: Student received need-based financial aid

Core Theme 1: Student Achievement
Goal 3: Increase job placement for workforce education students
Measure: 1.3.1
How many workforce students are employed after leaving SPSCC?

Purpose of Measurement: Post college employment outcomes are an increased focus at the national level. An indicator of student success is students who earn a degree, certificate, or earn enough credits to be substantially trained in a professional technical field for the purpose of employment. This indicator measures the percent of students who have left SPSCC with a professional technical degree, certificate, or 45 credits toward a professional technical degree that are subsequently employed one year after exit. Students who continue their education at another community or technical college are excluded.

Current Indicator Status: The current employment rate is 78.4% and continues an upward trend (Figure A). For further analysis, the population is disaggregated into three independent groups that align with the strategic plan focus populations: enrollment status, race/ethnicity, and low-income status (Figure B). Part time students have a higher employment rate than full time students (B.1). The employment rate is 7-points higher for historically underrepresented student compared to non-historically underrepresented students in the current reporting year, and is 8-points higher than the previous year[2] (B.2). The employment rate for students who are not low-income status has increased from the prior year, and for the current reporting year is comparable to students who do have a low-income status (B.3).

Current Indicator Status: The employment rate was below mission fulfillment last year. This year's increase has brought the employment rate into green status indicating mission fulfillment.

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%	78.4%						77.0%	80.6%

Figure A: Strategic Plan Data Points
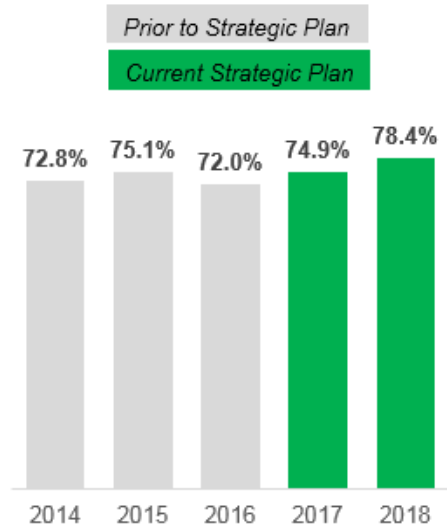
Figure B: Strategic Plan Focus Populations
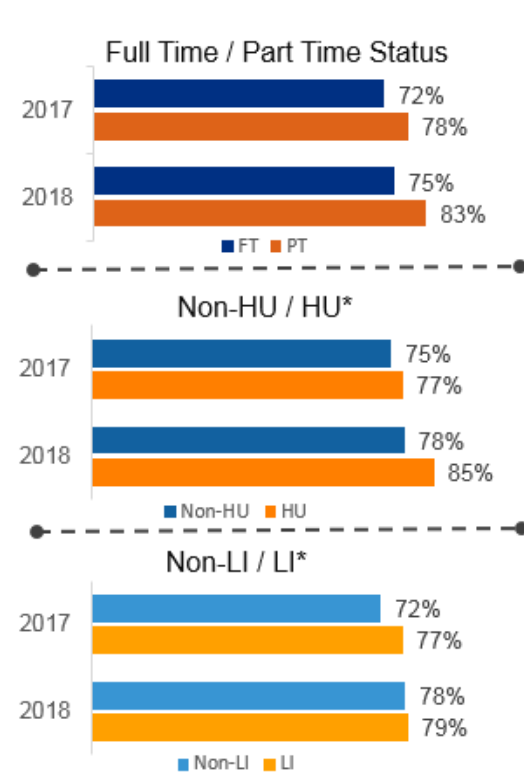
[1]Average # of students in annual dataset: 410
[2]Average # of HU students in annual dataset: 30

*HU - Historically Underrepresented: Non-Asian, Non-White students
*LI – Low-Income: Student received need-based financial aid

Purpose of Measurement: Fall-to-fall retention is a significant milestone to completion.To identify gaps within this outcome, the strategic indicator measures the percentage point difference between retention rates of two population groups within three focused student characteristics: full time-part time status, historically underrepresented students-Asian/Caucasian students, and students who received need based financial aid-students who do not receive need based financial aid as a proxy for low-income status.

Current Indicator Status: The achievement gap has increased between full time and part time students, and has also increased between students who receive need based financial aid and students who do not receive this aid from the prior year. These two indicators remain in red status because both are above the baseline. The gap has closed 2.7 points between historically underrepresented students and Asian/Caucasian students from the prior year. This achievement gap decrease has put the indicator in green status for meeting mission fulfillment, and it has also reached the 10% stretch goal. The measure of achievement point gaps does not identify the true retention rate. In the following pages, the retention rate and achievement gap is shown. A chart showing the annual retention rate between the two populations of interest is shown along with a small narrative about each chart. Excluding the full/part time measure, the measures use a rolling 3-year total to smooth out high and low years.

Goal / Measure	Baseline: 3-Yr Average	2019-20 Update	2020- 21 Update	Mission Fulfillment	10% Stretch Goal
Goal 1: Close Equity Gaps – Fall-to-Fall Retention					
Measure 2.1.1a: Comparison between full time and part time students	15.9	20.1	22.5	15.1	14.3
Measure 2.1.1b: Comparison between historically underrepresented and Asian/Caucasian students	5.8	7.9	5.2	5.5	5.3
Measure 2.1.1.c: Comparison between students who receive need-based financial aid and students who do not receive need-based financial aid	3.8	7.3	8.3	3.6	3.4

Fall-to-Fall Retention by Enrollment Status: Full Time and Part-Time
(Each cohort is defined as new / first time at SPSCC)

The retention rate for part time students continues a downward trajectory (Figure A).

Figure A: The annual fall-to-fall retention rate for full time students has been flat for the last five years resulting in a five year gain of less than 1-point. Part time student retention rates have steadily decreased resulting in a 5-point decline over the last five years. Percentage point differences in red font indicate the gap has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.
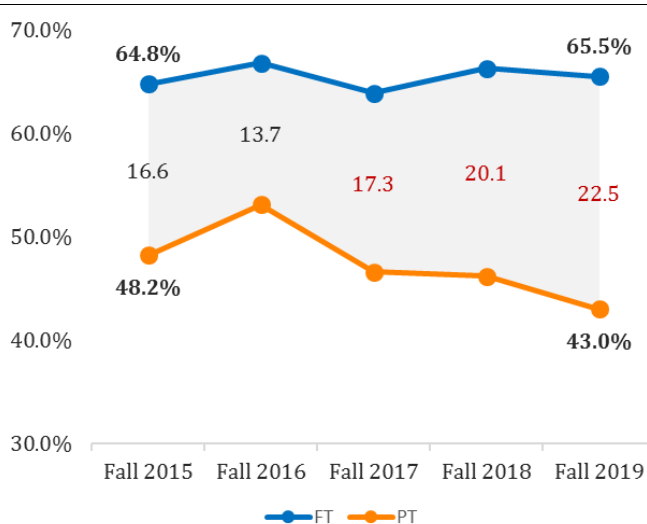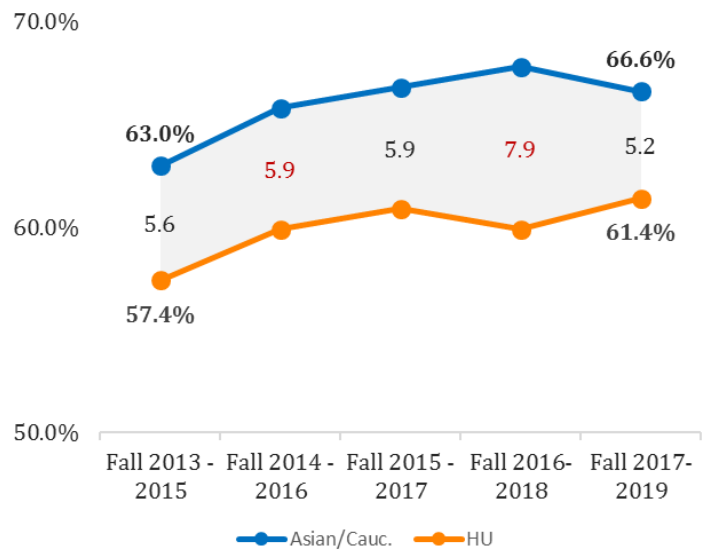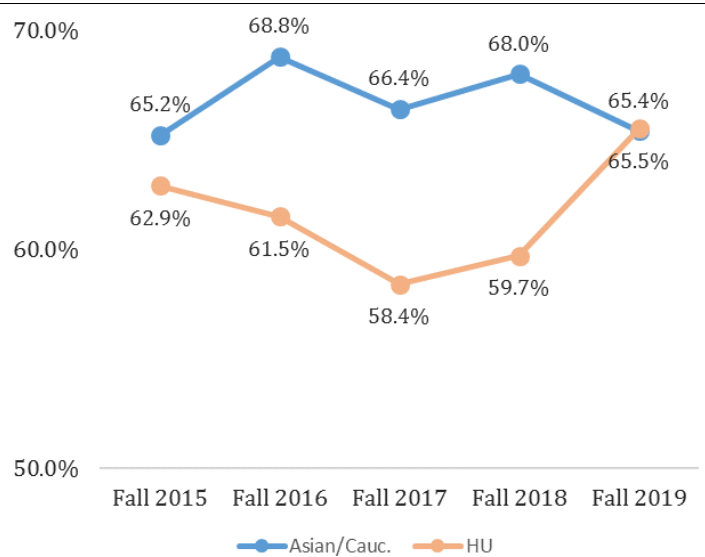
Fall-to-Fall Retention by Student Race / Ethnicity Groups: Historically Underrepresented (HU) Students and Asian/Caucasian (A/C) Students

(Each cohort is defined as new / first time at SPSCC, full time students. HU students include; Black/African American, Native American, Pacific Islander, Latinx/Hispanic, and multiracial students)

The rolling three year retention rate gap between HU students and A/C students is smaller now than it has been at any of the last five reporting cycles (Figure B). The annual retention rate for HU students continues an upward trend, and has slightly surpassed the retention rate for A/C students in the last year (Figure C).

Figure B: The rolling three year retention rate has increased 4-points for HU students and 3.6-points for A/C students. This has resulted in a decreased retention rate gap between the two populations. Percentage point differences in red font indicate the gap has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.	
Figure C: Annual retention rates for Asian/Caucasian students have fluctuated over the last five years. The anuual retention rates for historically underrepresented students have a 7-point gain from the fall 2017 cohort.	

Fall-to-Fall Retention by Student Need: Students Who Receive Need Based Financial Aid and Students Who Do Not Receive Aid (Low-Income Status)
(Each cohort is defined as new / first time at SPSCC, full time, non-running start students)

The achievement gap between students who receive need based financial aid and students who do not received need based financial aid continues to widen.

Figure D: The rolling three year retetion rate is flat for students who do not receive need based financial aid. The annual decline of retention rates for students who receive need based financial aid has widened the gap between the two populations. Percentage point differences in red font indicate the gap has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.
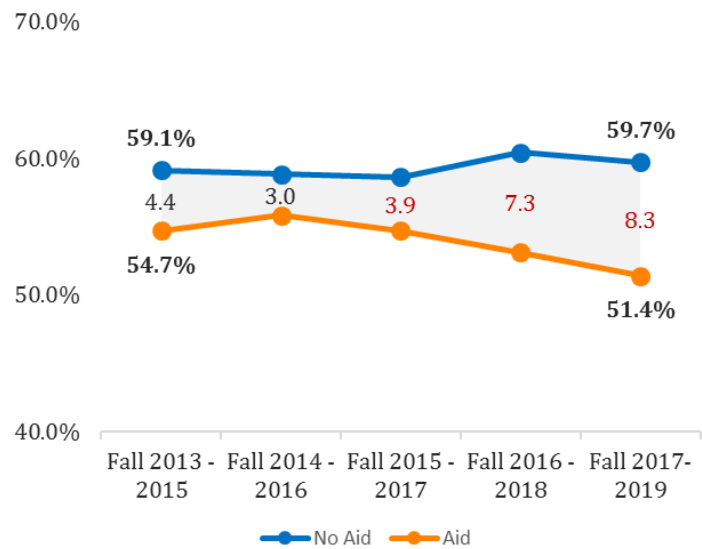
Figure E: The annual retention rate of students who do not receive need based financial aid has fluctuated year over year, while the retention rate of students who receive need based financial aid has had a steady decline over the last five years.
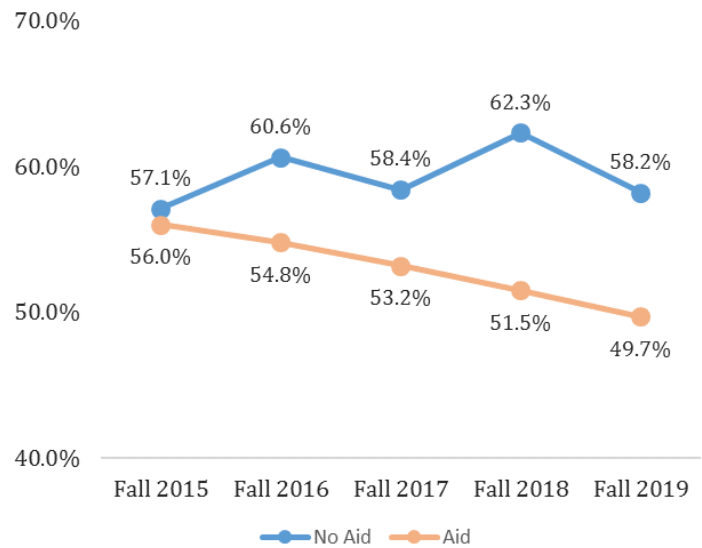
Purpose of Measurement: Timely degree completion is critical for students. Most students who earn a degree achieve that goal within three to four years. The completion measure in Core Theme 1 reflects 3-year completion rates for use in federal reporting, whereas this indicator uses a slightly different methodology that includes more students within the cohort. The strategic indicator measures the percentage point difference of the 3-year completion rate between two population groups within three focused student characteristics: full time-part time status, historically underrepresented students-Asian/Caucasian students, and students who received need based financial aid-students who do not receive need based financial aid.

The second measure in this section compares the proportion of historically underrepresented graduates to historically underrepresented students enrolled in fall of the given year. The purpose of this comparison is to ensure the students who graduate represent the diversity of the student body.

Current Indicator Status: The 3-year completion achievement gap has increased between full time and part time students from the prior year. This indicator remains in a red status because it is above the baseline. The achievement gap has closed by 2-points between historically underrepresented students and Asian/Caucasian students from the prior year. It is a positive point that students who receive need based financial aid have a higher completion rate than students who do not receive need based aid (indicated by the negative value). However, this indicator has moved in the wrong direction this year. The indicators for race and aid comparisons are both in green status because the current value is below the baseline. Both of the indicators have also exceed the 10% stretch goal.

Three percentage points is the difference between the proportion of historically underrepresented students in the graduating class and the proportion of historically underrepresented students represented in the fall enrollment. The gap has closed slightly from the prior year, but the indicator still remains in red status because it is above the baseline.

The measure of achievement point gaps does not identify the true completion rate for measure 2.1.2. In the following pages, the completion rate and gap is shown. Excluding the full/part time measure, the other two measures use a rolling 3-year total to smooth out high and low years. Therefore, a chart showing the annual retention rate between the two populations of interest is shown along with a small narrative about each chart.

Goal / Measure	Baseline: 3-Yr Average	2019-20 Update	2020-21 Update	Mission Fulfillment	10% Stretch Goal
Goal 1: Close Equity Gaps – Completion					
Measure 2.1.2a: Comparison between full time and part time students	19.6	23.3	24.6	18.6	17.7
Measure 2.1.2b: Comparison between historically underrepresented and Asian/Caucasian students	8.7	9.2	7.2	8.26	7.9
Measure 2.1.2.c: Comparison between students who receive need based financial aid and students who do not receive need based financial aid	2.8	-2.7	-.8	2.66	2.5
Measure 2.1.3: Proportion of historically underrepresented graduates mirror the fall enrollment of historically underrepresented students	2.9	3.9	3.0	2.76	2.6

3-Year Completion by Student Attendance: Full-Time and Part-Time Status
(Each cohort is defined as new / first time at SPSCC)

The completion gap widens between full time and part time students.

Figure A: 3-year completion rates have declined 3-points for full time students and 4.3-points for part times students since the prior year. The gap continues to widen, less than 1 out of 5 students who start at part time status earn a degree within three years. The percentage point differences in red font indicate the difference has widened from the prior measurement.
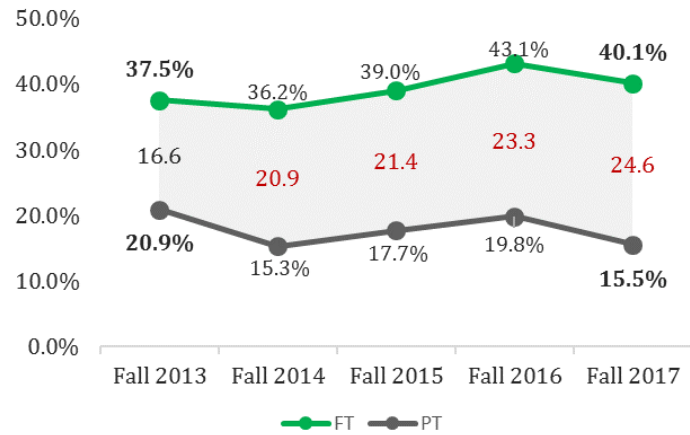
Figure B & Figure C: If a student earns a degree or certificate, it will most likely happen within three or four years regardless of attendance status.
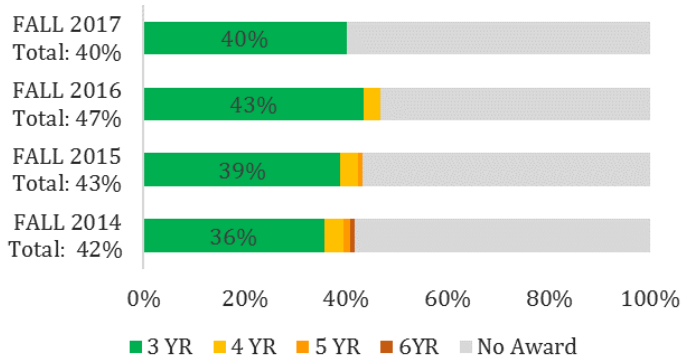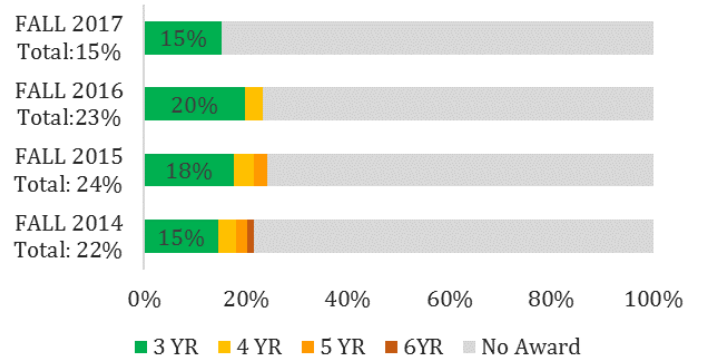
3-Year Completion by Student Race / Ethnicity Groups: Historically Underrepresented (HU) Students and Asian/Caucasian (A/C) Students

(Each cohort is defined as new / first time at SPSCC, full time students. HU students include; Black/African American, Native American, Pacific Islander, Latinx/Hispanic, and multiracial students)

Annual completions for HU students have increased 10-points from four years ago, resulting in a narrowing completion gap between HU and A/C student populations.

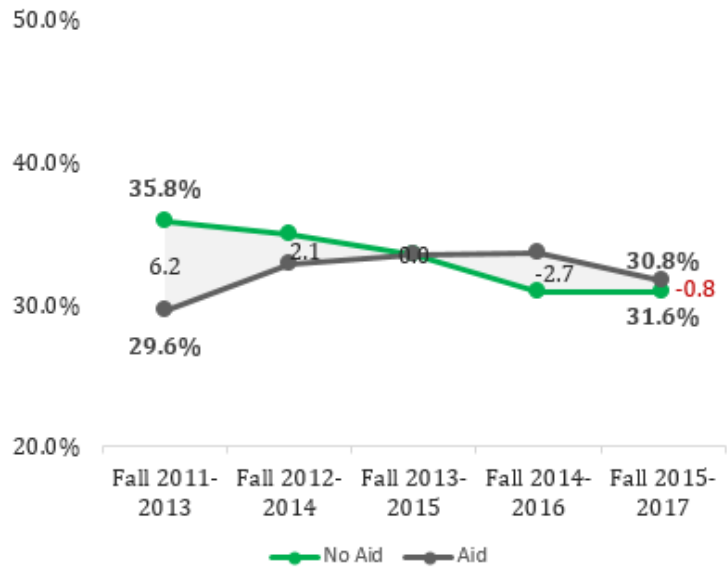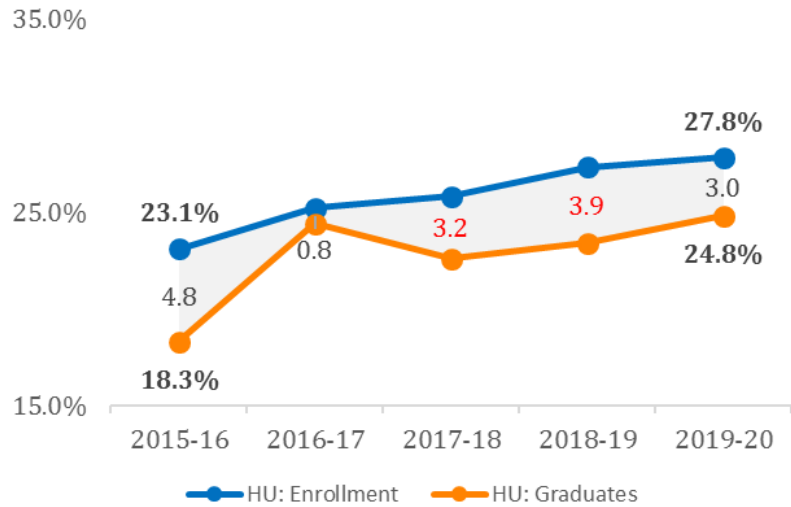|	
Figure D: The rolling three year completion rate has increased 6.5-points for HU students and 5.8-points for A/C students over the five-year reporting period. There is an anticipated continued narrowing gap moving forward due to the increase in annual retention rates for HU students. The percentage point differences in red font indicate the difference has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.	
Figure E: Completion rates were at a low in 2014 for HU students, but have gained more than 10-points over the last four years.	
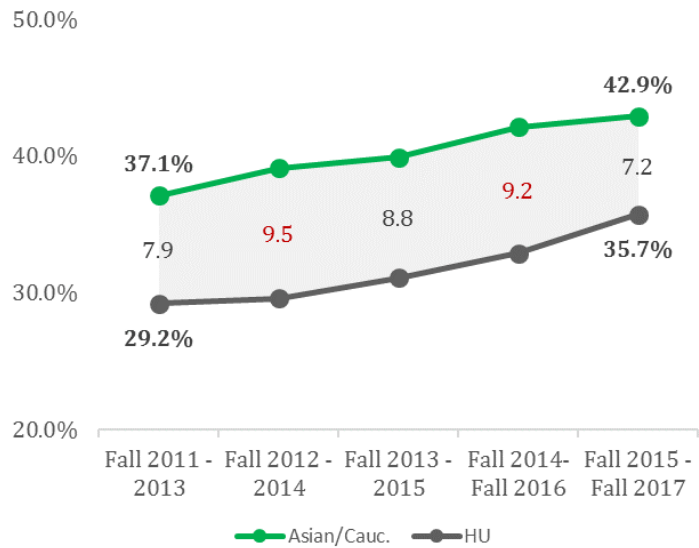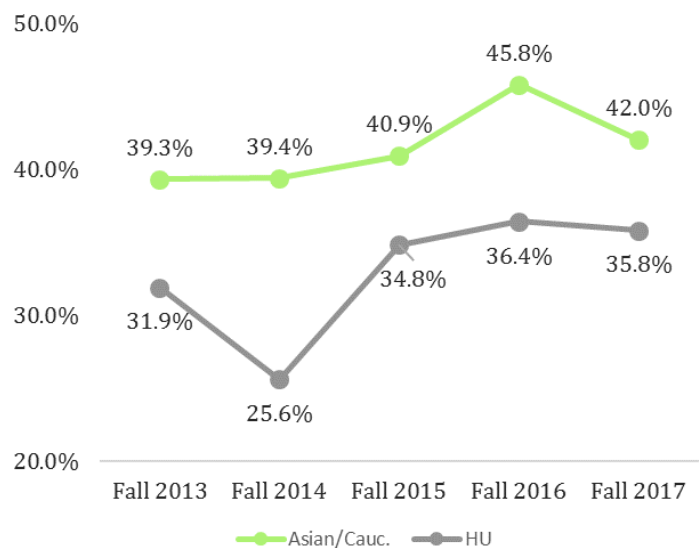
3-Year Completion by Student Need: Students Who Received Need Based Financial Aid and Students Who Did Not Receive Aid
(Each cohort is defined as new / first time at SPSCC, full time, non-running start students)

The 2014 & 2015 cohort of students who received need based aid had a higher completion rate compared to students who did not receive aid. Completions have leveled off in the last two years for students who need financial aid.

Figure F: The rolling three year completion rate for students receiving need based financial aid has dropped slightly. The percentage point differences in red font indicate the difference has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.	
Figure G:The annual completion rate for students who did not receive need based financial aid has increased this last year, while the completion rate for students who did receive aid has remained flat.	
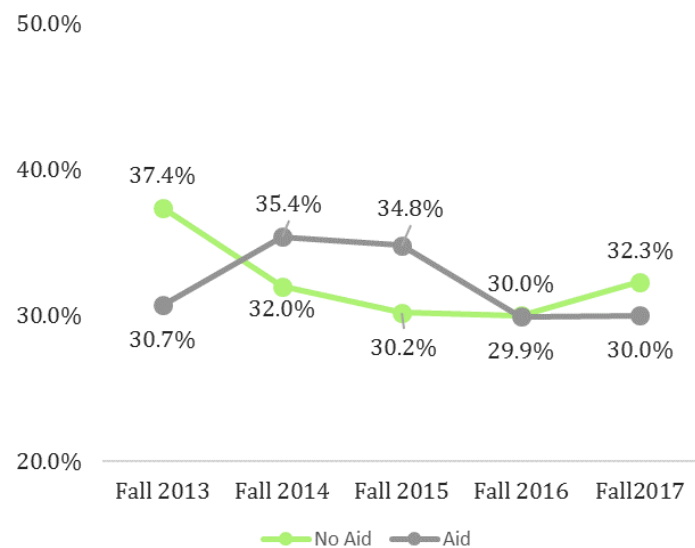
The Proportion of Historically Underrepresented Students Who Received a Degree or Certificate Mirror the Proportion of Historically Underrepresented Fall Enrollment
(The annual proportion of HU students earning a degree/certificate compared to the fall enrollment of degree-seeking HU students)

The gap between the two populations has closed slightly comparing the proportion of HU graduates to enrollments.

Figure H: The diversity of SPSCC graduates and fall enrollment continues to rise. The gap between graduates and enrollment has decreased slightly. The percentage point differences in red font indicate the difference has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.

Purpose of Measurement: SPSCC stresses the importance that the employees of the college are reflective of the students and surrounding community we serve.
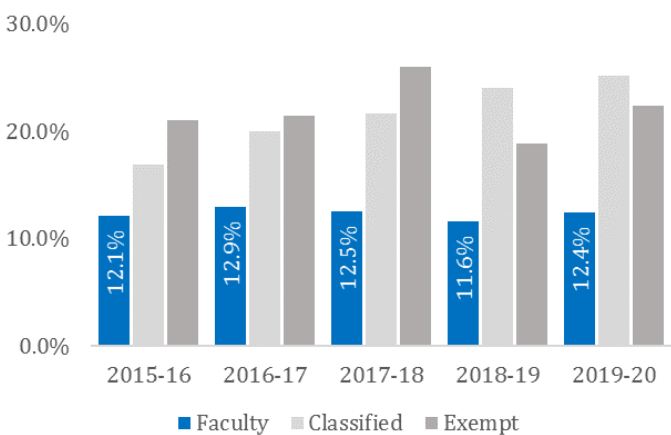
Current Indicator Status: The indicator for diversity of classified staff has increased from the prior year, remains in green status because it has reached mission fulfillment, and has exceeded the stretch goal. The diversity of full time faculty and administrative/exempt employees has also increased from the prior year. These two indicators remain in red status because they are both slightly under the baseline measurement.
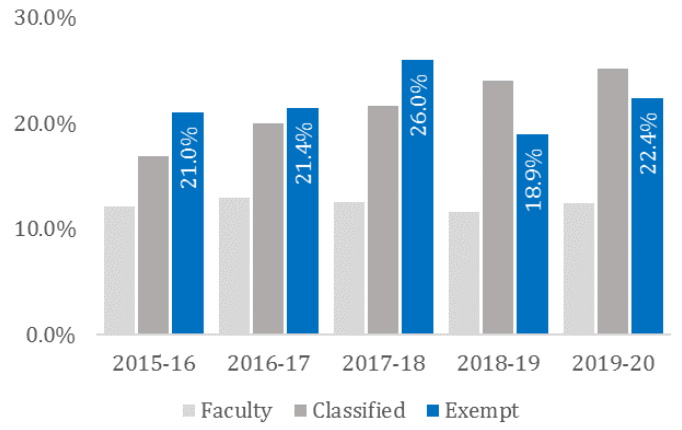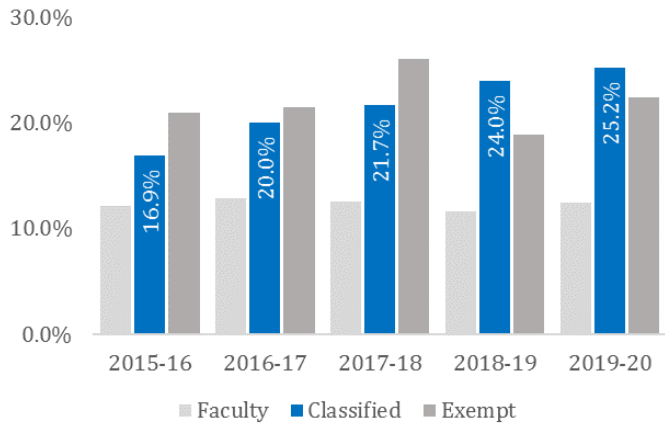
Goal / Measure	Baseline: 3-Yr Average	2019-20 Update	2020- 21 Update	Mission Fulfillment	10% Stretch Goal
Goal 2: Increase the ethnic diversity of faculty, staff, and admin./exempt employees					
Measure 2.2.1: Faculty by ethnic demographics	12.5%	11.6%	12.4%	13.1%	13.8%
Measure 2.2.2: Classified staff by ethnic demographics	19.5%	24.0%	25.2%	20.5%	21.5%
Measure 2.2.3: Administrative/Exempt staff by ethnic demographics	22.8%	18.9%	22.4%	23.9%	25.1%

Employee Demographics
(The annual proportion of non-white full time employees)

The diversity of all employee groups has increased from the prior year

Faculty diversity has increased less than 1-point, Classified staff diversity has increased 1.2-points, and Exempt staff diversity has increased by 3.5-points from the prior year.

	2015-16	2016-17	2017-18	2018-19	2019-20
Faculty					
Classified	16.9%	20.0%	21.7%	24.0%	25.2%
Exempt					

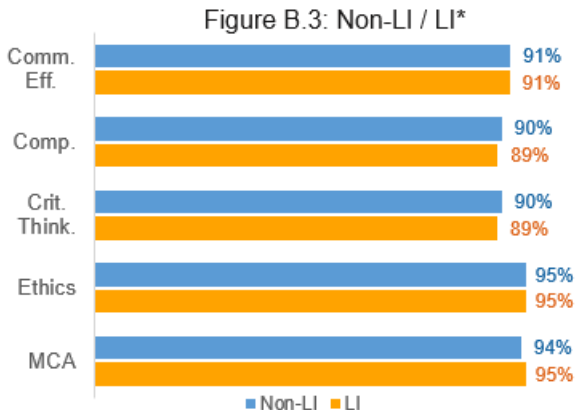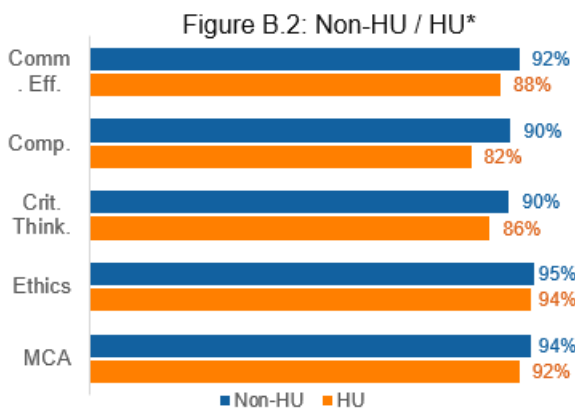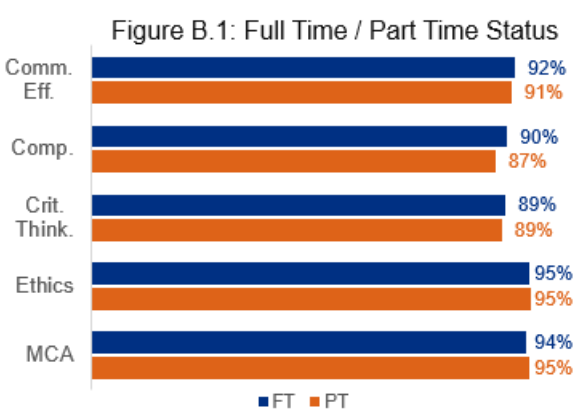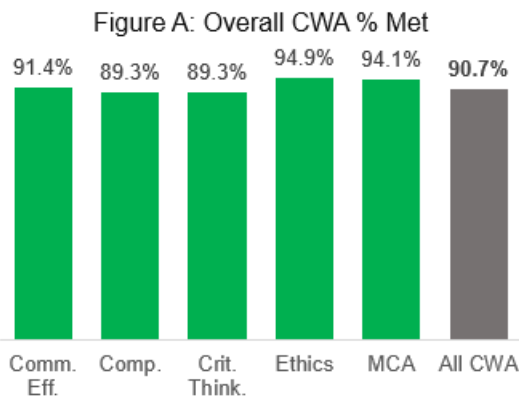|	2015-16	2016-17	2017-18	2018-19	2019-20
Faculty					
Classified					
Exempt	21.0%	21.4%	26.0%	18.9%	22.4%

How many students meet the college wide abilities student learning outcomes?

Purpose of Measurement: College Wide Abilities (CWA) are key skills necessary for success in college and post-college. The college conducts systematic assessment of the five college wide abilities. The assessment is coordinated by the Student Learning Assessment Committee. The five CWA's are: communicate effectively, computation, critical thinking, ethics, and multicultural awareness. All SPSCC courses contain at least one CWA, and students are evaluated regarding whether the particular CWA 'met' the standard or did 'not-meet' the standard for a specified assignment.

Indicator Data: The percentage of students who have met their college wide abilities is 90.7%. The ethics CWA had the highest percentage of success, 94.9%. The computation and critical thinking CWA's have the lowest percentage of success, 89.3% (Figure A). For further analysis, the population is disaggregating into three independent groups that align with the strategic plan focus populations: enrollment status (Figure B.1), race/ethnicity (Figure B.2), and low-income status (Figure B.3). Generally, most CWA's for all populations are above 90%. The exceptions to this are the computation and critical thinking CWA's, which are both below 90% for part time students (Figure B.1), historically underrepresented students (Figure B.2), and low-income students (Figure B.3). Non-historically underrepresented students have a higher success rate in the communicate effectively CWA.

Current Indicator Status: This indicator remains in yellow status because it is above the initial baseline, but has not reached the 5% mission fulfillment goal.

Baseline: 2 Qrtr 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
90.0%	90.9%	90.7%						94.5%	99.0%

Figure A: Overall CWA % Met

Figure B.1: Full Time / Part Time Status

Figure B.2: Non-HU / HU*

Figure B.3: Non-LI / LI*

[1]# of students in dataset: 42,600   *HU - Historically Underrepresented: Non-Asian, Non-White students
*LI – Low-Income: Student received need-based financial aid

Core Theme 3: Learning and Engagement
Goal 2: Enhance quality student experience and campus life activities
Measure: 3.2.1
How much do students value SPSCC events?

Purpose of Measurement: 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 students are asked after an event 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, value will be determined by the percentage of students who selected 'Very valuable' or 'Above average value' in response to the question.

Indicator Data: The measure of value survey launched spring 2019, and the main data source for this data point collection was the "Big Event". More than 9 out of 10 students rated the "Big Event" as a very valuable or above average value. The initial survey in spring 2019 consisted of 111 responses. Moving forward to 2019-20, the number of events hosted and/or supported by Student Life exceeded 80 events, and more than 1,000 students responded to the survey at various events throughout the year. The offerings were wide and supported many topics and activities from "Uncovering and Dismantling Bias" to "Time Management" and on a lighter note, "Virtual Bingo".

When asked if they would participate in a similar program again, 83% of students said yes (Figure A). The percentage of students who found the event very valuable or above average value was 82.8% in the 2019-20 year (Figure B). As expected, the indicator decreased, which is due to increased and more diverse event opportunities and an increase in survey responses.

Current Indicator Status: This indicator remains in green status because it continues to be above mission fulfillment, defined as 5% above baseline. This indicator also remains above the 10% stretch goal.

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%	82.8%						77.4%	81.1%

Figure A: 83% of students are likely to attend a similar event

■ Yes   ■ Maybe / No / NR
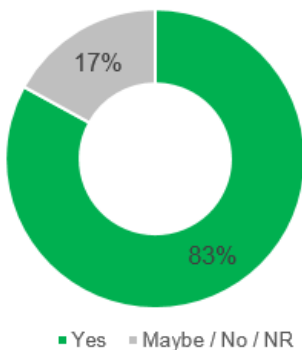
Figure B: Most students found value in the event
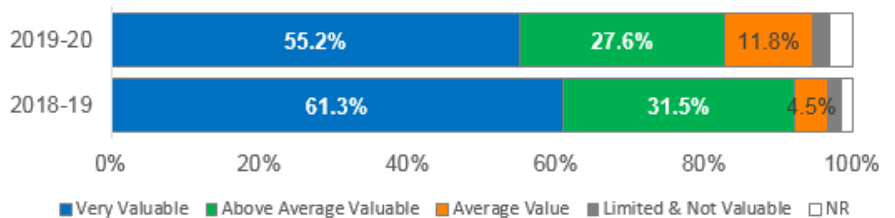
■ Very Valuable ■ Above Average Valuable ■ Average Value ■ Limited & Not Valuable □ NR

Core Theme 3: Learning and Engagement
Goal 2: Enhance quality student experience and campus life activities
Measure: 3.2.2
How satisfied are students with SPSCC services?

Purpose of Measurement: The services students receive is an important component of the overall student experience beyond academic achievement, persistence, and student life. SPSCC measures student satisfaction of campus services during the exit survey when the student applies for graduation. The question asked is: In thinking about your experience at SPSCC, please indicate your level of satisfaction with each of the following services: [Choices: Very satisfied, Satisfied, Neutral, Unsatisfied, Very unsatisfied]. The following services are measured and aggregated together for a singular data point: Library, Enrollment Services, Financial Aid Services, Current Student Advising, New Student Advising, Counseling, Placement Testing, Participation in Student Events, and Tutoring Services (new). The level of satisfaction is determined by the percentage of students who selected 'Satisfied' and 'Very satisfied' in response to the question.

Indicator Data: The graduate exit survey has averaged more than 1,000 responses over the last three years. The percentage of students who are satisfied or very satisfied continues a slow trend upward (Figure A). The library (86%) and enrollment services (84%) have the highest level of satisfaction (Figure B).

Current Indicator Status: This indicator remains in yellow status because it is above the initial baseline but has not reached the 5% mission fulfillment goal.

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%	77.0%						77.4%	81.1%

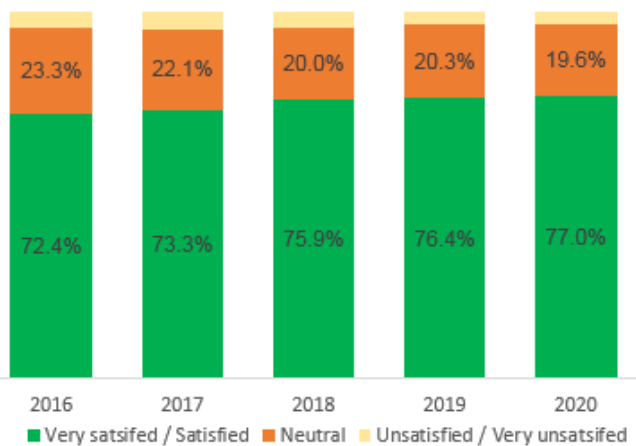**Figure A: Generally, 3 out of 4 students are satisfied with college services**

Figure B: Satisfaction is 70% or higher for all services measured