



2022-23 INSTITUTIONAL EFFECTIVENESS REPORT





MISSION

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

VISION

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

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

VALUES

- **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.

2022-23 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 2022-23 mission fulfillment indicators of achievement reflect a 65% institution mission fulfillment rate. The individual core theme mission fulfillment areas are as follows:
 - a. Core Theme 1 – Student Achievement: We prepare students for further education and employment – 57%
 - b. Core Theme 2 - Equity: Given the diversity of our changing community, we cultivate an environment that reduces barriers and removes equity gaps – 60%
 - 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. Overall mission fulfillment rate has increased to 65% from 55% from the prior year. The source data for this report reflects outcomes from the 2021-22 academic year.

Most of the indicators in the strategic plan are holding steady or have made positive gains compared to the prior year. The highest indicator gain is post college professional technical graduate employment. It has increased 13-points from the prior year, but is not quite back to pre-pandemic levels.

In the equity core theme, retention rates for vulnerable populations (part time, historically underrepresented (HU), and receiving need-based aid students) have increased from the prior year; however, a gap still persists compared to the counterpart populations (full time, non-historically underrepresented (non-HU), and not receiving need-based aid students). Retention rates between students who receive need-based aid and students who do not receive need-based aid has narrowed resulting in only a slight equity gap. Racial diversity of SPSCC employees is higher for all three employee classifications (full time faculty, exempt staff, and classified staff). The percentage of students responding favorably in surveys administered within the Learning and Engagement core theme has increased from the prior year. Three out of four students are satisfied with SPSCC services and 86% value SPSCC Student Life events. The college continues to collect and disaggregate a large amount of college-wide ability outcomes data, more than nine out of ten students has met the outcomes outlined within their class syllabus.

Positive increases for indicators supporting new student persistence remains challenging. The percent of students transitioning from 0 to 15 college level credits increased slightly, but remains below the baseline. The indicator for students who are continuously enrolled their first year remains flat as it has over the last four years.











The three-year completion rate for vulnerable population is lower than the prior year. The equity gap has narrowed between full time/part time students and Non-HU/HU students due to the non-vulnerable population also experiencing a decline in completions compared to the prior year.

Operational planning disaggregated data that was developed and well received during the pandemic continues. The reports transitioned to online, and were helpful for encouraging engagement with the data. The links to each resource is under the operational planning section of the [institutional research website](#).








Top Takeaways from 2022-23

Compared to prior year:  Moved toward goal  No Change,  Moved away from goal

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

Current indicator status	Compared to prior year
29.2% of students transitioned from basic education into pre-college math	
49.5% of students transitioned from 30 college credits to 45 college credits	
39.0% of new students completed college level math within their first academic year	
44.0% of students graduate within three years	
The equity gap between fall-to-fall retention rates for historically underrepresented students and Asian/Caucasian students increased slightly, but remains beyond mission fulfillment (HU students have a lower retention rate)	
The equity gap between fall-to-fall retention rates for students who received need-based aid and students who did not receive need-based aid decreased, and has surpassed mission fulfillment (students who received need-based aid have a lower retention rate)	
15.5% of faculty are people of color	
27.1% of classified staff are people of color	
26.5% of exempt staff are people of color	
86.2% of students surveyed are satisfied with student life activities	

Areas for improvement: Indicator is below the baseline

Current indicator status	Compared to prior year
28.5% of student transition from 0 CLVL credits to 15 CLVL credits	
78.7% of students continuously enrolled their first year	
72.4% of professional technical students are employed 12 months after leaving SPSCC	
The equity gap between fall-to-fall retention rates for part time students and full time students increased, and has not met mission fulfillment (part time students have a lower retention rate)	
The equity gap between 3-year completion rates for part time students and full time students decreased, but has not met mission fulfillment (part time students have a lower completion rate)	
The equity gap between 3-year completion rates for students who received need-based aid and students who did not receive need-based aid increased, and has not met mission fulfillment (students who received need-based aid have a lower completion rate)	
A gap continues between student completion and the current fall enrollment of historically underrepresented students	

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

Current indicator status	Compared to prior year
The equity gap between 3-year completion rates for historically underrepresented students and Asian/Caucasian students decreased, but has not met mission fulfillment (HU students have a lower completion rate)	↑
75.6% of graduating students are satisfied with campus support services	↑
93.5% 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

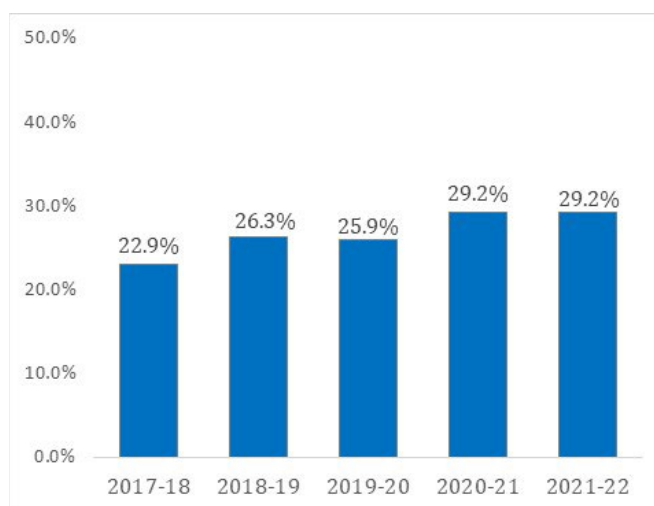
Core Theme	Goal /Measure	Baseline 3-Yr Average	2022-23 Update	5% Mission Fulfillment	10% Stretch Goal
Core Theme 1: Student Achievement – We prepare students for further education and employment	Goal 1: Increase student persistence				
	1.1.1: Students transition from basic education to pre-college math	22.7%	29.2% ●	23.8%	25.0%
	1.1.2: Students transition from 0 credits to 15 or more CLVL* credits within the year	30.1%	28.5% ◆	31.6%	33.1%
	1.1.3: Students transition from 30 CLVL credits to 45 CLVL credits within the year	45.4%	49.5% ●	47.7%	50.0%
	1.1.4: Students complete CLVL math within their first year	32.3%	39.0% ●	34.0%	35.6%
	1.1.5: Students are continuously enrolled during their first year	79.5%	78.7% ◆	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%	44.0% ●	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%	72.4% ◆	77.0%	80.6%
	*CLVL – college level				
	Mission Fulfillment: # of Yellow + # of Green / All(7)				57%
<i>Indicator Legend</i>		<i>Under Baseline</i> ◆	<i>BL – Less than Goal</i> ▲	<i>Goal or Higher</i> ●	

Core Theme 1 Detail

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

Baseline: 3-Yr Average	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
22.7%	26.3%	25.9%	29.2%	29.2%				23.8%	25.0%

Source (verifiable):	SAI
Update Date	01/2023
Comparison	State and Local



	N	Pre-C Only	% of Pre-C Math	Pre-C & CLVL Math	% Pre-C & CLVL Math	Either Pre-C or CLVL Math*	% Either Pre-C or CLVL Math
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	081	83	7.7%	123	11.4%	280	25.9%
2020-21	921	75	8.1%	115	12.5%	269	29.2%
2021-22	907	58	6.4%	124	13.7%	265	29.2%

*Some student 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 I-BEST 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.

2021-22: Transitioning to pre-college math or math for basic skills student has increased 3.3-points from the prior year and is 6.5-points higher than the baseline. The indicator remains in green status above mission fulfillment and has exceeded the stretch goal.

2022-23: Student transitions from basic skills to math remains the same as the prior year at 29.2%. Full time student transitions fell by 2-points while part time student transitions increased by 3-points. The indicator remains in green status above mission fulfillment and has exceeded the stretch goal.

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

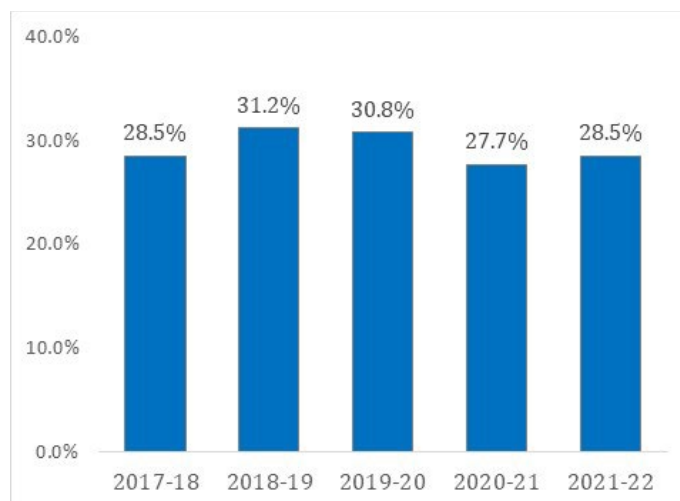
Mission fulfilment target logic: 5% over baseline, 23.8%

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%								31.6%	33.1%

Source (verifiable):	SAI
Update Date	01/2023
Comparison	State and Local



	N (# of Students with 0 CLVL Credit)*	Earn 15 Credits	% Transition 0 to 15 Credits
2017-18	2668	761	28.5%
2018-19	2678	836	31.2%
2019-20	2666	820	30.8%
2020-21	2170	601	27.7%
2021-22	2088	596	28.5%

*SAI funding eligible flag – ‘Y’

Meaningful (Rationale): Persistence to the first 15 college level 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

2022-23 Institutional Effectiveness Report

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.

2021-22: The percentage of students who earn their first 15 college level credits by the end of the year has declined more than 3-points. The new data point has fallen below the baseline, is at its lowest point in the last five years and is in red status.

2022-23: The transition rate from 0 to 15 college level credits has increased less than 1-point from the prior year. The indicator remains below the baseline and continues to be in a red status.

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

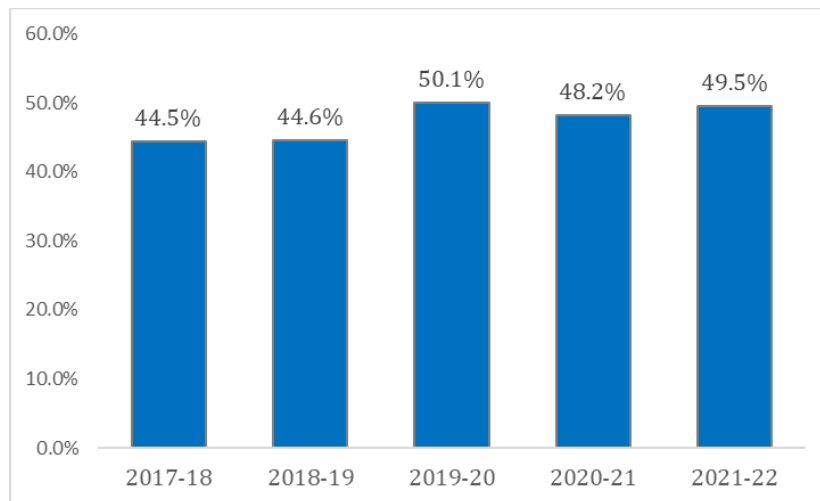
Mission fulfilment target logic: 5% over baseline, 31.6%

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%	48.2%	49.5%				47.7%	50.0%

Source (verifiable):	SAI
Update Date	01/2023
Comparison	State and Local



	N (# of Students with 30 CLVL Credits)*	Earn 45 Credits	% Transition 30 to 45 Credits
2017-18	1100	489	44.5%
2018-19	1045	466	44.6%
2019-20	1106	554	50.1%
2020-21	1003	483	48.2%
2021-22	846	419	49.5%

*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.

2021-22: The percentage of students transitioning from 30 college level credits to 45 college level credits has dropped almost 2-points from the prior year. The indicator remains in mission fulfillment green status but has dipped below the 10% stretch goal threshold.

2022-23: Transitions for students from 30 to 45 college level credits has increased slightly by 1.3-points. Transitions for full time students increased 7-points while part time student transitions decreased 1-point.

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

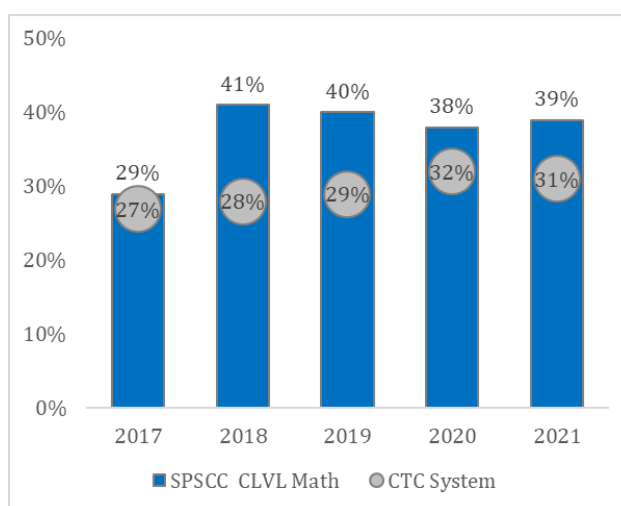
Mission fulfillment target logic: 5% over baseline, 47.7%

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%	38.0%	39.0%				34.0%	35.6%

Source (verifiable):	SBCTC New Cohorts Dashboard
Update Date	01/2023
Comparison	State and Local



Cohort Year	SPSCC CLVL Math	CTC System CLVL Math
2017	29%	27%
2018	41%	28%
2019	40%	29%
2020	38%	32%
2021	39%	31%

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):

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

2019-20: The number of students who complete college level math within the first year has increased significantly. The latest data point is 12-points higher than the prior year, is 13-points higher than the Community College System overall, and is a 46% increase over the prior year. 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.

2020-21: 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.

2021-22: The percentage of students who complete college math in year one has declined for the second year in a row. SPSCC continues to have a higher year one math completion rate than the overall CTC system. This indicator remains in green status above mission fulfillment and has exceeded the stretch goal.





2022-23: Completion of math year 1 increased by 1-point from the prior year. Full time student math completion increased 4-points, while part time student math completion decreased by 5-points. This indicator remains in green status above mission fulfillment and has exceeded the stretch goal.

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

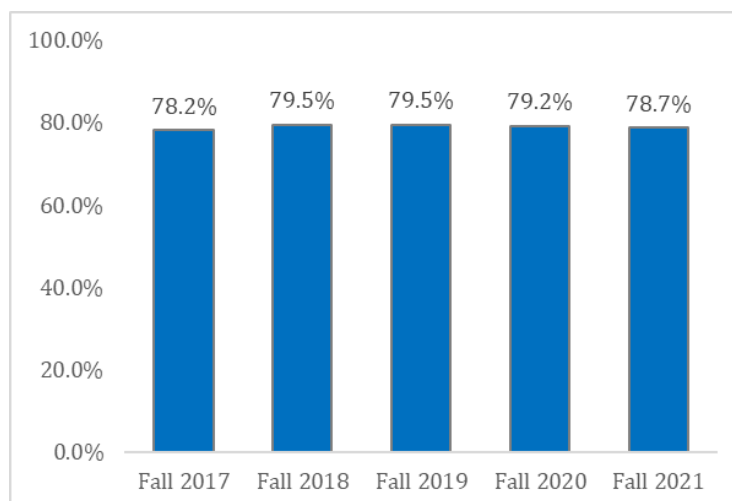
Mission fulfillment target logic: 5% over baseline, 34.0%

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%								83.5%	87.5%

Source (verifiable):	IR Data Warehouse
Update Date	01/2023
Comparison	Local



Cohort	N*	Continuously Enrolled	%
Fall 2017	1055	825	78.2%
Fall 2018	1153	917	79.5%
Fall 2019	1178	936	79.5%
Fall 2020	1048	830	79.2%
Fall 2021	904	711	78.7%

*Full time students

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

2022-23 Institutional Effectiveness Report

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.

2021-22: Continuous enrollment has dropped slightly to 79.2%, the baseline for the indicator is 79.5% therefore the slight drop has pushed the indicator to red status. Continuous enrollment by historically underrepresented students and income status remains flat compared to the prior year. Part time continuous enrollment increased a significant 7-points from the prior year and full time enrollment remains flat.

2022-23: The percentage of students continuously enrolled continues to decline dropping slightly by half a point. Overall, the indicator remains flat for the 4th year in a row. This indicator remains in red status below the baseline.

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

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

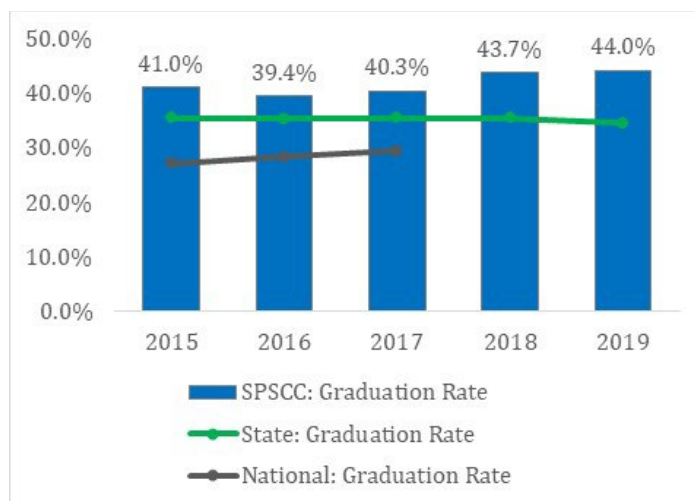
Stretch Goal: 10% over baseline, 87.5%

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%	43.7%	44.0%				39.5%	41.4%

Source (verifiable):	IPEDS
Update Date	02/2023
Comparison	Local, State, National

2022-23 Institutional Effectiveness Report



Cohort	National Graduation Rate	State Graduation Rate	SPSCC Graduation Rate
Fall 2015	27.0%	35.4%	41.0%
Fall 2016	28.2%	35.3%	39.4%
Fall 2017	29.3%	35.2%	40.3%
Fall 2018		35.3%	43.7%
Fall 2019		34.4%	44.0%

*Full time students

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

2022-23 Institutional Effectiveness Report

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.

2021-22: The 3-year graduation rate has increased 3.4-points to 43.7%. These gains were made in the non-running start population within the cohort. The indicator remains in green status and has exceeded the stretch goal.

2022-23: The 3-year graduation rate increased very slightly, less than half a point. Due to the small movement the indicator remains flat. Disaggregating by strategic priorities in Core Theme 2, there remains a substantial gap between vulnerable and non-vulnerable populations. Overall, the indicator remains in green status because it is above the baseline and has reached mission fulfillment as well as the stretch goal.

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

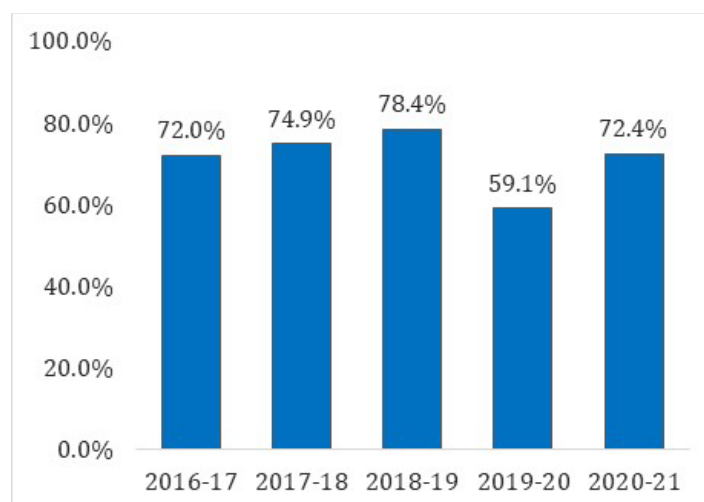
Mission fulfillment target logic: 5% over baseline, 39.5%

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%	59.1%	72.4%				77.0%	80.6%

Source (verifiable):	IR Data Warehouse
Update Date	01/2023
Comparison	Local



Completers	45 Credits or More	Certificate	Degree	Completers Placed in UI* Covered Jobs	% Employed
2016-17	119	66	218	290	72.0%
2017-18	105	76	233	310	74.9%
2018-19	104	82	221	319	78.4%
2019-20	85	58	194	199	59.1%
2020-21	70	69	220	260	72.4%

*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-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.

2020-21: 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.

2021-22: The current employment rate has dropped to 59.1%, a 19-point drop from the prior year. Students left SPSCC at the start of the pandemic and were expected to find employment the following year during the height of lock downs. The employment rate for historically underrepresented students has dropped 33-points from the prior year. For non-HU students the drop is 18-points. The last two years, employment for the HU population was higher than non-HU but the downturn this year results in an 8-point employment gap between the two populations. The indicator is below baseline and in red status as a result of the downturn.

2022-23: Employment for professional technical graduates has rebounded to 72.4 a 13.3-point increase from the prior year. The gap between historically underrepresented students and Asian/Caucasian students has disappeared. While not to pre-pandemic employment, increased rates are positive. The indicator remains in red status because it is still below the baseline.

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: Equity

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

Core Theme 2 Annual Scorecard

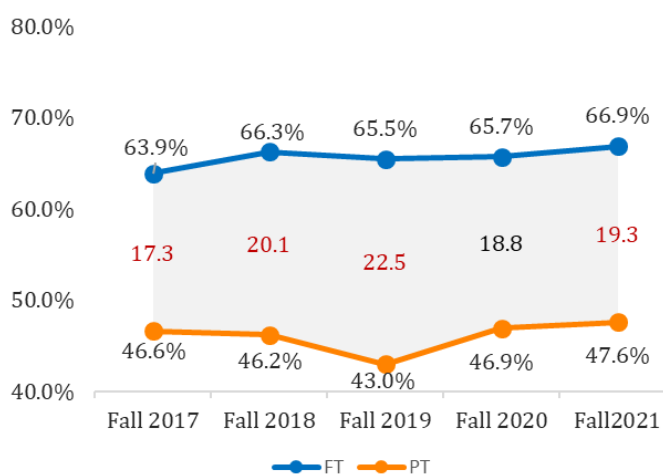
Core Theme	Goal /Measure	Baseline 3-Yr Average	2022-23 Update	5% Mission Fulfillment	10% Stretch Goal	
Core Theme 2: Equity – Given the diversity of our changing community, we cultivate an environment that reduces barriers and removes equity gaps	Goal 1: Close equity gaps					
	2.1.1a: F2F Retention – FT/PT Comparison	15.9	19.3	◆	15.1	14.3
	2.1.1b: F2F Retention – HU/Asian-Caucasian	5.8	5.0	●	5.5	5.3
	2.1.1c: F2F Retention – receiving need-based aid / not receiving aid	3.8	1.9	●	3.6	3.4
	2.1.2a: 3 Yr. Completion – FT/PT	19.6	25.6	◆	18.6	17.7
	2.1.2b: 3 Yr. Completion – HU/Asian- Caucasian	8.7	8.4	▲	8.3	7.9
	2.1.2c: 3 Yr. Completion – receiving need-based aid / not receiving need-based aid	2.8	3.4	◆	2.7	2.5
	2.1.3: Proportion of historically underrepresented students mirror the fall enrollment	2.9	3.3	◆	2.8	2.6
	Goal 2: Increase the ethnic diversity of faculty, staff, and administrative/exempt employees					
	2.2.1: Faculty by ethnic demographic	12.5%	15.5%	●	13.1%	13.8%
	2.2.2: Classified staff by ethnic demographic	19.5%	27.1%	●	20.5%	21.5%
	2.2.3: Administrative/Exempt staff by ethnic demographics	22.8%	26.5%	●	23.9%	25.1%
	<i>*Historically Underrepresented Students: Represent all non-Asian students of color</i>					
	Mission Fulfillment: # of Yellow + # of Green / All(10)				70.0%	
	<i>Indicator Legend</i>		<i>Under Baseline</i> ◆	<i>BL – Less than Goal</i> ▲	<i>Goal or Higher</i> ●	

Core Theme 2 Detail

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

Baseline: 3-Yr Average	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
15.9	20.1	22.5	18.8	19.3				15.1	14.3

Source (verifiable):	IR Data Warehouse
Update Date	02/2023
Comparison	Local



Cohort	Full Time	Part Time	Gap
Fall 2017	63.9%	46.6%	17.3
Fall 2018	66.3%	46.2%	20.1
Fall 2019	65.5%	43.0%	22.5
Fall 2020	65.7%	46.9%	18.8
Fall 2021	66.9%	47.6%	19.3

Meaningful (Rationale): Part time students are struggling to achieve the same level of student success as full time students. The gap is significant. SPSCC is committed 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-points.

2022-23 Institutional Effectiveness Report

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.

2021-22: This year the equity gap has narrowed 3.7-points compared to the prior year. First year retention for full time student has increased less than half a point and part time student retention has increased almost 4-points. This is the first year of gains after a 3-year downward trend for part time student. The indicator remains in red status.

2022-23: Full time student retention increased by 1.2-points while the retention rate for part time students increased less than 1-point. This resulted in a slightly increased equity gap compared to the prior year, and the 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

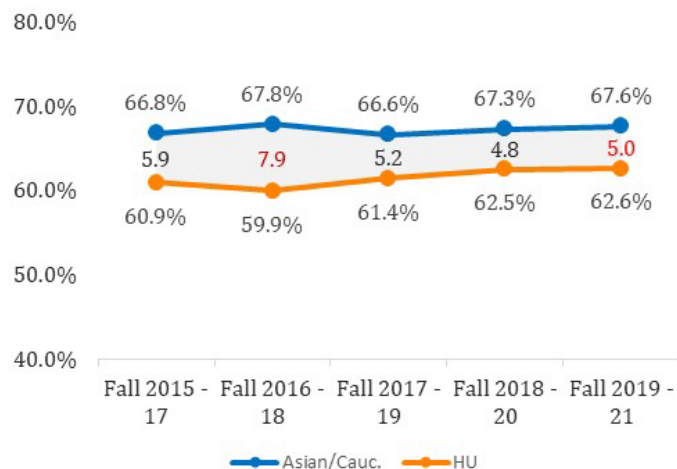
Stretch Goal: 10% below baseline, 14.3 percentage point gap

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	4.8	5.0				5.5	5.3

Source (verifiable):	IR Data Warehouse
Update Date	02/2023
Comparison	Local

2022-23 Institutional Effectiveness Report



Cohort*	Historically Underrepresented (HU)**	Asian/Caucasian	Gap
Fall 2015-17	60.9%	66.8%	5.9
Fall 2016-18	59.9%	67.8%	7.9
Fall 2017-19	61.4%	66.6%	5.2
Fall 2018-20	62.5%	67.3%	4.8
Fall 2019-21	62.6%	67.6%	5.0

*Full Time Students **Non-White and Non-Asian

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 historically 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.

2021-22: The rolling three-year retention rate gap between HU and A/C students continues to narrow. Both populations have an increased retention rate, a .7-point increase for HU students and a 1.1-point increase for A/C students. The indicator remains in green status, above mission fulfillment and also remains above the stretch goal.

2022-23: The chart for the rolling three-year retention rate gap remains flat with a very slight increase in retention rates for both populations. The latest data point incorporates a data methodology* adjustment resulting in a slightly higher equity gap compared to the prior year. The expectation is the gap will continue to widen as the inclusion of the gap elimination in 2019 processes out of the three-year cycle.

*HU Methodology change Spring 2023. The 2019, 2020, and 2021 HU cohort has been refined to include only multiracial students who identify as Black/African American, native American, Pacific Islander, or Latinx/Hispanic as part of the multiracial composition.

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

Mission fulfillment target logic: 5% below baseline, 5.5 percentage point gap

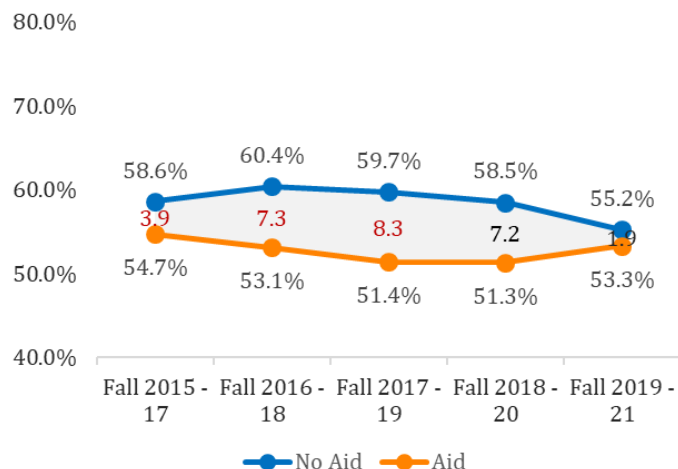
Stretch Goal: 10% below baseline, 5.3 percentage point gap

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	7.2	1.9				3.6	3.4

Source (verifiable):	IR Data Warehouse
Update Date	02/2023
Comparison	Local

2022-23 Institutional Effectiveness Report



Cohort*	Need-Based Aid: Yes	Need-Based Aid: No	Gap
Fall 2015-17	54.7%	58.6%	3.9
Fall 2016-18	53.1%	60.4%	7.3
Fall 2017-19	51.4%	59.7%	8.3
Fall 2018-20	51.3%	58.5%	7.2
Fall 2019-21	53.3%	55.2%	1.9

*Full Time Students

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-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 retention 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.

2021-22: The rolling three year retention rate between students who received need-based financial aid and students who do not receive need-based aid has narrowed a little more than 1-point from the last report. This is due to a retention rate increase in the 2020 annual data for students who receive aid while the retention rate for students who did not receive aid has declined. The indicator remains in red status.

2022-23: The equity gap for the three-year rolling retention rate is at the lowest in 5 years. Annually, the retention rate for students who receive need-based aid is higher than the retention rate for students who do not receive need-based aid for the second year. Incorporating the inverted equity gap into the three-year rolling retention will result in the equity gap disappearing from this indicator. This indicator has changed from red to reaching mission fulfillment and has exceeded the stretch goal.

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, 3.6 percentage point gap

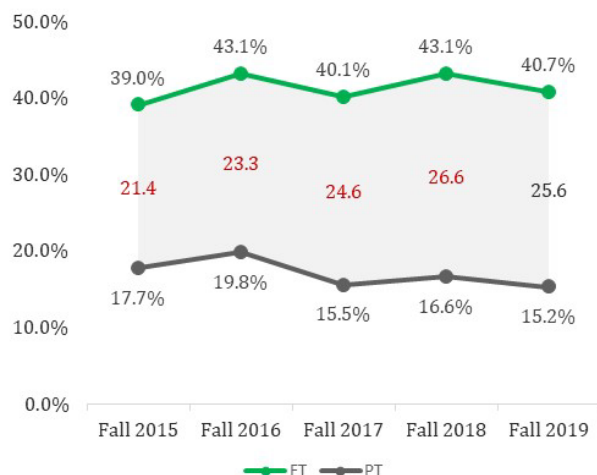
Stretch Goal: 10% below baseline, 3.4 percentage point gap.

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	26.6	25.6				18.6	17.7

Source (verifiable):	IR Data Warehouse
Update Date	01/2023
Comparison	Local

2022-23 Institutional Effectiveness Report



Cohort	Full Time	Part Time	Gap
Fall 2015	39.0%	17.7%	21.4
Fall 2016	43.1%	19.8%	23.3
Fall 2017	40.1%	15.5%	24.6
Fall 2018	43.1%	16.6%	26.6
Fall 2019	40.7%	15.2%	25.6

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.

2021-22: Completion rates for full time students increased 3-points from the prior year. Completion rates for part time students increased slightly (1-point). The gap in completion rates between full time and part time students has widened 3-points from the prior year with more than a 26-point gap between full time and part time students. The indicator remains in red status.

2022-23 Institutional Effectiveness Report

2022-23: Completion rates declined 2.4-points for full time students and 1.4-points for part time students resulting in an equity gap decrease of 1-point from the prior year. The indicator remains in red status.

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

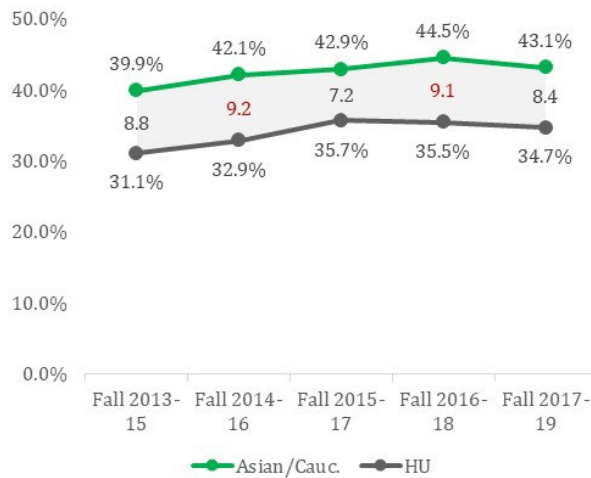
Mission fulfilment target logic: 5% below baseline, 18.6 percentage point gap

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	9.1	8.4				8.3	7.9

Source (verifiable):	IR Data Warehouse
Update Date	01/2023
Comparison	Local



Cohort*	Historically Underrepresented (HU)**	Asian/Caucasian	Gap
Fall 2013-15	31.1%	39.9%	8.8
Fall 2014-16	32.9%	42.1%	9.2
Fall 2015-17	35.7%	42.9%	7.2
Fall 2016-18	35.5%	44.5%	9.1
Fall 2017-19	34.7%	43.1%	8.4

*Full Time Students **Non-White and Non-Asian

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.

2021-22: The rolling three-year completion rate for Asian/Caucasian students has increased 1.6-points while completion rates for historically underrepresented students has declined slightly (.2-point). The gap has widened almost 2-points between the two population. The indicator has returned to red status, below baseline, as a result of the widened gap.

2022-23: The completion rate for Asian/Caucasian students has decreased by 1.4-points while the completion rate for historically underrepresented students has declined slightly (less than 1-point). This resulted in a slight decrease of the equity gap by .7 of a point, which moved the indicator into yellow status (above baseline but not to mission fulfillment).

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, 8.3 percentage point gap

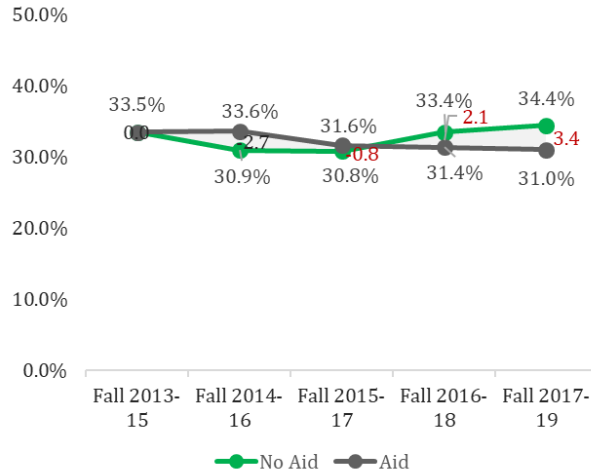
Stretch Goal: 10% below baseline, 7.9 percentage point gap

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

2022-23 Institutional Effectiveness Report

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	● 2.1	◆ 3.4				2.7	2.5

Source (verifiable):	IR Data Warehouse
Update Date	01/2023
Comparison	Local



Cohort*	Need-Based Aid: Yes	Need-Based Aid: No	Gap
Fall 2013-15	33.5%	33.5%	0
Fall 2014-16	33.6%	30.9%	-2.7
Fall 2015-17	31.6%	30.8%	-0.8
Fall 2016-18	31.4%	33.4%	2.1
Fall 2017-19	31.0%	34.4%	3.4

*Full Time Students

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,

2022-23 Institutional Effectiveness Report

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.

2021-22: The equity gap for the rolling three-year completion rate between students who received need-based financial aid and students who do not receive need-based financial has widened between the two populations. The rolling completion rate for students who did not receive aid has increased 2.6-points while completion rates for student who did receive need-based aid has declined slightly (.2). This is the second year of a decline for students who received need-based aid. The indicator remains in green status.

2022-23: The completion rate equity gap has widened again for the third year. This is a result of a completion rate increase for student who did not received need-based aid and a completion rate decrease for student who did receive need-based aid. This indicator is now in red status because it has dropped below the baseline.

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, 2.7 percentage point gap

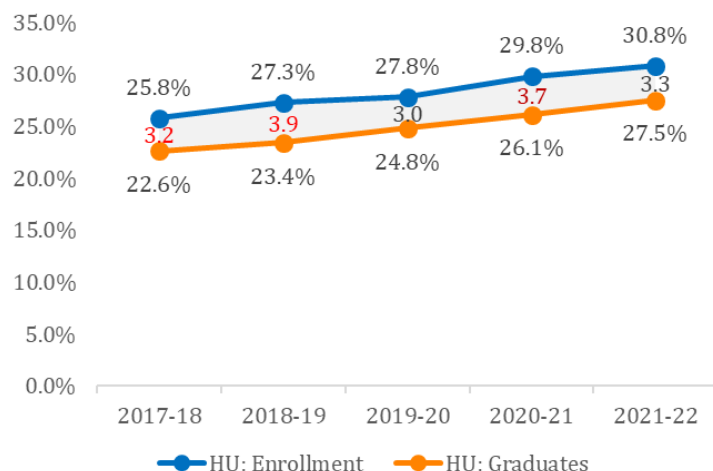
Stretch Goal: 10% below baseline, 2.5 percentage point gap

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	3.7	3.3				2.8	2.6

Source (verifiable):	IR Data Warehouse
Update Date	01/2023
Comparison	Local

2022-23 Institutional Effectiveness Report



	Historically Underrepresented Student Fall Enrollment	Historically Underrepresented Student Completions	Gap
2017-18	25.8%	22.6%	3.2
2018-19	27.3%	23.4%	3.9
2019-20	27.8%	24.8%	3.0
2020-21	29.8%	26.1%	3.7
2021-22	30.8%	27.5%	3.3

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

Analysis (Assessable):

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

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

2020-21: 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.

2021-22: Enrollment and completions for historically underrepresented students continue an upward trend, however the gap between the two populations has increased slightly. Students who identify as

multiracial have the widest difference (-2.9) between completions and enrollment. The indicator remains in red status.

2022-23: Enrollment and completions continue a 5-year upward trend, and the gap remains between the two populations. The equity gap has decreased slightly this year. The indicator remains in red status because it is 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, 2.8 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%	12.4%	15.5%				13.1%	13.8%

Source (verifiable):	SBCTC Dashboard
Update Date	01/2023
Comparison	Local



	Am. Ind., AK Native, Pac.Isl.	Asian	Afr. Amer.	Hispanic	Caucasian	Other	2+ Races	Not Reported	Total	% Non-White
2017-18		5	1	2	84		4		96	12.5%
2018-19		5	1	1	84		4		95	11.6%
2019-20		5	2		85		5		97	12.4%
2020-21		5	2		85		5		97	12.4%
2021-22		7	3	4	82	1			97	15.5%

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.

2021-22: The diversity of full time faculty remains flat compared to the prior year. The indicator is barely in the red status, a few key hires would move this indicator out of the red status.

2022-23: The diversity of faculty has increased 3-points resulting in reaching mission fulfillment and exceeding the stretch goal as well.

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

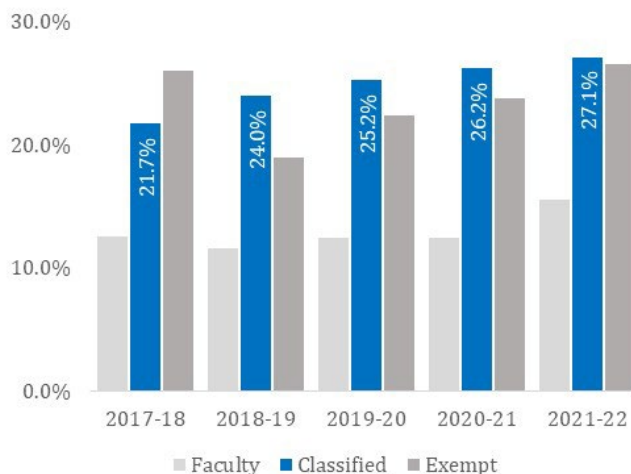
Mission fulfilment target logic: 5% over baseline, 13.1%

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%	26.2%	27.1%				20.5%	21.5%

Source (verifiable):	SBCTC Dashboard
Update Date	01/2023
Comparison	Local



	Am. Ind., AK Native, Pac. Isl.	Asian	Afr. Amer.	Hispanic	Caucasian	Other	2+ Races	Not Reported	Total	% Non-White
2017-18	4	9	11		112		7		143	21.7%
2018-19	3	11	11		111		10		146	24.0%
2019-20	3	12	14		113		9		151	25.2%
2020-21	2	13	12	1	96		6		130	26.2%
2021-22	2	17	12	8	105			1	145	27.1%

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

Analysis (Assessable):

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

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

2020-21: 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.

2022-23 Institutional Effectiveness Report

2021-22: The percentage of non-white classified staff continues an upward trend, increasing 1-point from the prior year. This indicator remains in green status above mission fulfillment and has exceeded the stretch goal.

2022-23: Diversity of classified staff continues an upward trend increasing slightly from the prior year. This indicator remains in green status above mission fulfillment and has exceeded the stretch goal.

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

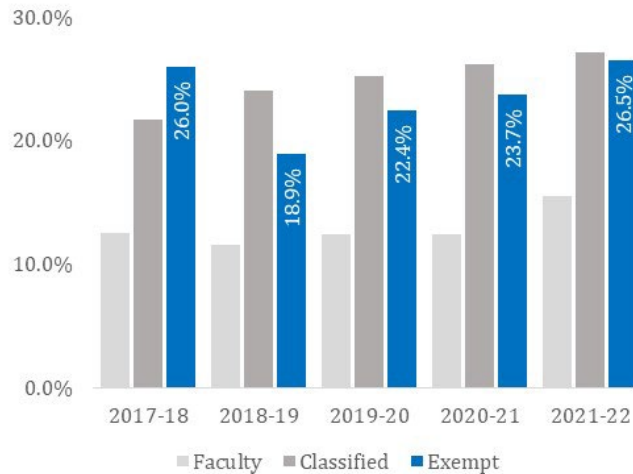
Mission fulfilment target logic: 5% over baseline, 20.5%

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%	23.7%	26.5%				23.9%	25.1%

Source (verifiable):	SBCTC Dashboard
Update Date	01/2023
Comparison	Local



2022-23 Institutional Effectiveness Report

	Am. Ind., AK Native, Pac.Isl.	Asian	Afr. Amer.	Hispanic	Caucasian	Other	2+ Races	Not Reported	Total	% Non-White
2017-18	1	9	8	3	74		5		100	26.0%
2018-19	1	8	4	2	77		3	2	97	18.9%
2019-20	3	9	6	3	83		3		107	22.4%
2020-21	2	8	6	4	74		3		97	23.7%
2021-22		12	9	9	83			1	114	26.5%

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.

2021-22: The percentage of non-white staff increased 1.3-points from the prior reporting year. This has lifted the indicator out of red status and into yellow status indicating the measurement is above the baseline but has not reached mission fulfillment.

2022-23: Diversity of exempt staff has increased 2.8-points from the prior year. This has lifted the indicator out of yellow status and into mission fulfillment green status. The indicator has also exceeded the stretch goal.







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

Mission fulfilment target logic: 5% over baseline, 23.9%

Stretch Goal: 10% over baseline, 25.1%

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

Core Theme 3 Annual Scorecard

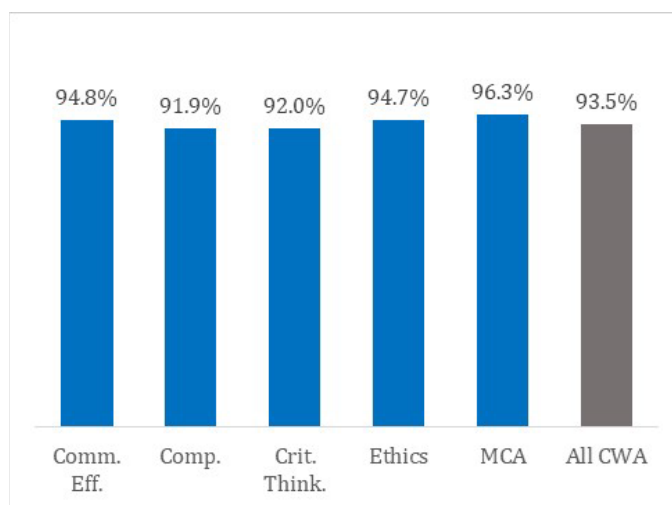
<i>Core Theme</i>	<i>Goal /Measure</i>	<i>Baseline 3-Yr Average</i>	<i>2022-23 Update</i>	<i>5% Mission Fulfillment</i>	<i>10% Stretch Goal</i>
Core Theme 3: Learning and Engagement – We create accessible and enriching student experiences	<i>Goal 1: Enhance general education competency</i>				
	3.1.1: Students who meet the College Wide Abilities	90.0%	93.5% 	94.5%	99.0%
	<i>Goal 2: Enhance quality student experience and campus life activities</i>				
	3.2.1: Student satisfaction with student life activities	73.7%	86.2% 	77.4%	81.1%
	3.2.2: Student satisfaction of campus support services	73.7%	75.6% 	77.4%	81.1%
	Mission Fulfillment: # of Yellow + # of Green / All(3)				100%
	<i>Indicator Legend</i>	<i>Under Baseline</i> 	<i>BL – Less than Goal</i> 	<i>Goal or Higher</i> 	

Core Theme 3 Detail

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

Baseline: 2Qtr. B89 (Fall & Wint.)	Yr. 1 ▲	Yr. 2 ▲	Yr. 3 ▲	Yr. 4 ▲	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
90.0%	90.9%	90.7%	92.0%	93.5%				94.5%	99.0%

Source (verifiable):	Canvas Data
Update Date	01/2023
Comparison	Local



	Met	Not Met	Not Attempted	Total	% Met of Total	Total Met / Not Met	% of Met within the Subgroup
Communicate Effectively	20,436	1,124	1,748	23,308	87.7%	21,560	94.8%
Computation	7,559	665	703	8,927	84.7%	8,224	91.9%
Critical Thinking	21,815	1,887	1,829	25,531	85.4%	23,702	92.0%
Ethics	4,482	253	368	5,103	87.8%	4,735	94.7%
Multicultural Awareness	5,843	224	445	6,512	89.7%	6,067	96.3%
Total All CWA	60,135	4,153	5,093	69,381	86.7%	64,288	93.5%

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

Analysis (Assessable):

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

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

2020-21: 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.

2021-22: The percentage of students who have met the CWA has risen slightly to 92%. Communicate effectively is the CWA with the highest met rate (93.7%) while critical thinking (90.2%) and computation (90.5%) are the lowest. The indicator remains in yellow status.

2022-23: The percentage of students who have met the CWA has increased 1.5-points from the prior year. As it was last year, communicate effectively is the CWA with the highest met rate (94.8%) while critical thinking (92.0%) and computation (91.9%) are the lowest. The indicator remains in yellow status.

Baseline: 90.0%

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

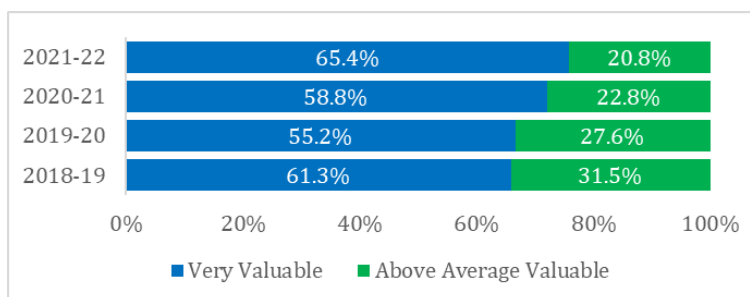
Stretch Goal: 10% over baseline, 99.0%

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

2022-23 Institutional Effectiveness Report

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%	81.6%	86.2%				77.4%	81.1%

Source (verifiable):	Student Life Survey
Update Date	01/2023
Comparison	Local



	# of Respondents	Very Valuable	Above Average Valuable	Average Value	Limited & Not Valuable	NR
2018-19	111	68	35	5	2	1
2019-20	1,100	607	304	130	24	35
2020-21	228	134	52	40	1	1
2021-22	159	104	33	18	22	

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.

2021-22: Due to COVID-19 the number of events decreased this year. Nevertheless, more the 200 students responded to the survey and 81.6% of students found the programming valuable, which is a slight decrease from the prior year. The indicator remains in green status and above the stretch goal.

2022-23: Survey responses continued to decline, 159 responded to the survey. The percentage of students who found the programming valuable increased almost 5-points from the prior year. The indicator remains in green status above mission fulfillment and has exceeded the stretch goal.

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

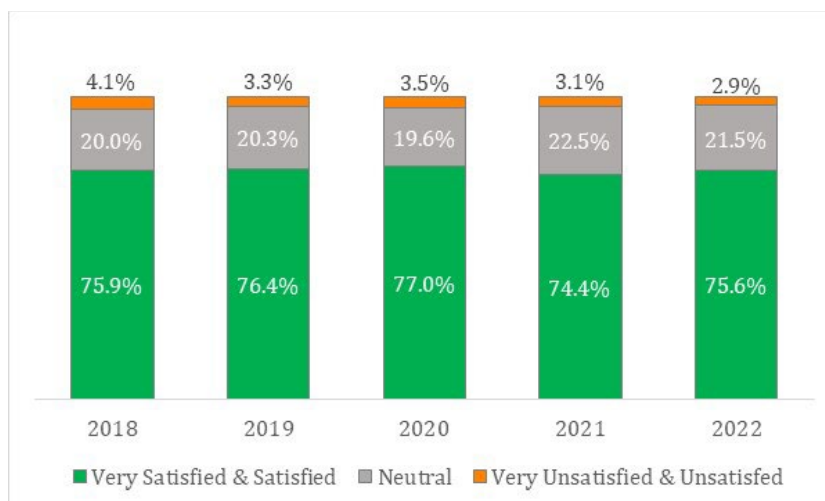
Mission fulfilment target logic: 77.4%

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%	74.4%	75.6%				77.4%	81.1%

Source (verifiable):	SPSCC Graduation Exit Survey
Update Date	01/2023
Comparison	Local



	Very Satisfied & Satisfied	Neutral	Very Unsatisfied & Unsatisfied
2018	75.9%	20.0%	4.1%
2019	76.4%	20.3%	3.3%
2020	77.0%	19.6%	3.5%
2021	74.4%	22.5%	3.1%
2022	75.6%	21.5%	2.9%

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):

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

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

2020-21: 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.

2022-23 Institutional Effectiveness Report

2021-22: The percentage of students who are very satisfied or satisfied dropped 2.6-points from the prior year, while neutral responses increased this year. The percentage of dissatisfied students has also dropped slightly resulting in a larger percentage of students feeling neutral about services this year.

2022-23: Generally, 3 out of 4 students are very satisfied or satisfied with services at SPSCC. This indicator increased 1.2-points from the prior year and remains in yellow status.

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%