



2018-19 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 & DIVERSITY COMMITMENT

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

2018-19 Institutional Effectiveness Report

Executive Summary

Introduction

The 2018-19 academic year was a gap year to develop the new 2020 – 2027 SPSCC strategic Plan. The strategic plan was led by two individuals; an external consultant with ties to the community technical college system as a former community college president and the SPSCC Vice President of Instruction who represents SPSCC as the Accreditation Liaison Officer. The plan was supported by members of the 2017-18 Institutional Effectiveness Committee (IEC) and the SPSCC Executive Leadership. These groups provided input, supported all-college forums and listening sessions to gather feedback and develop the Strategic Plan. The result of this effort is the Strategic Plan with three core themes and subsequent goals under each theme. There are twenty goals, which align and measure the effectiveness of each core theme.

Each goal is supplemented by information, which provides context around the individual goal. The supporting information details the core theme, goal, baseline data point, mission fulfillment goal, stretch goal, why the goal is meaningful, and the current annual analysis of the goal. This information provides comprehensive supporting details otherwise lost in a large organization.

Reporting Process

The Institutional Effectiveness committee (IEC) will monitor each core theme indicator through a strong review process throughout the year. The results of this process are conversations regarding the strengths and weaknesses of each indicator. Each core theme is reported to the SPSCC Board of Trustee by an Executive Team member. The IEC is instrumental in support of that process. The annual report is developed after each completed year to report on the analysis and state of mission fulfillment at SPSCC. Each indicator will be assigned the following “stop light” visual indicator (Figure 1) for an at a glance current assessment of the indicator status.

Figure 1: Stop light visual of indicator status

Under Baseline	Baseline through Less than Goal	Goal or Higher

Mission fulfillment outcomes

1. The Board of Trustees has identified mission fulfillment for South Puget Sound College as 80% of core theme indicators meeting or exceeding the intended targets.
2. Each year the report will reflect an overall mission fulfillment statistic as a proportion of all twenty goals that are met. A goal is considered to be met if the measure meets the baseline measurement (yellow and green status). The individual Core Theme Mission fulfillment areas are as follows:
 - a. Core Theme 1: Student Achievement contains 7 goals
 - b. Core Theme 2: Equity contains 10 goals
 - c. Core Theme 3: Learning and Engagement contains 3 goals

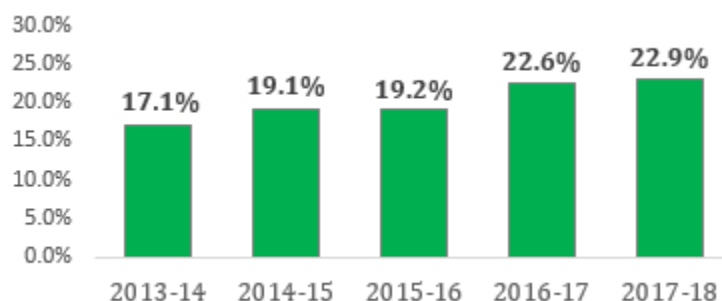
1: Student Achievement

We prepare students for further education and employment.

Core Theme	1	Student Achievement
Goal	1	Increase Student Persistence
Measure	1	Student transition from prior basic skills 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%								23.83%	25.0%

Source (verifiable):	SAI
Update Date	04/2019
Comparison	State and Local



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

Meaningful (Rationale): Students transition from basic skills studies to college level credit is the first step into a livable wage. The state rewards, through the student achievement initiative, students who continue their education past basic skills. SPSCC is committed to the success of our basic skills students. This indicator measures the number of students who were a basic skills 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 several students, usually in IBest courses, skip pre-college math and obtain college level math credit.

Analysis (Assessable): There is a 5.8-point increase in the percentage of students who transition from basic skills to college level math over the last five years. The three-year average over the last three

2018-19 Institutional Effectiveness Report

years is 21.6% of basic skill student’s transition to college level math. The last two years the transition has remained stagnant with little movement.

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

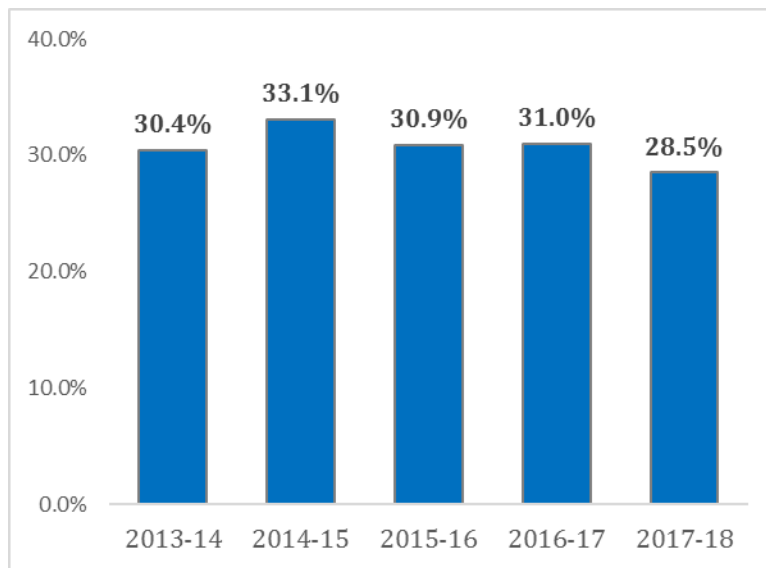
Mission fulfilment target logic: 5% over baseline, 23.83%

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	12/2019
Comparison	State and Local



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

Meaningful (Rationale): Persistence to the first 15 credits is critical for student success. The State Board has provided incentives for vulnerable students to reach this first milestone. Students with zero college credits at the beginning of the year are identified; their progress is evaluated as of the end of the 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. These students are only counted as SAI Funding eligible, which means running start students are excluded from this measure.

Analysis (Assessable): This indicator has fluctuated over the last five year with a net decline of negative -1.9. 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%.

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

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

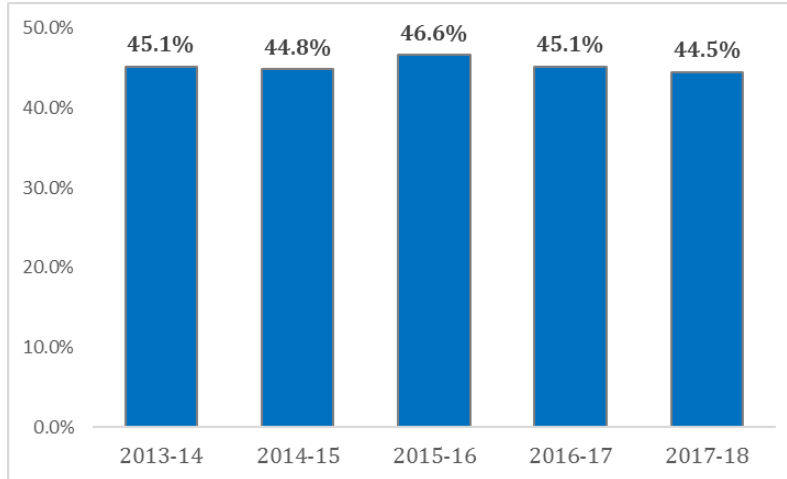
Stretch Goal: 10% over baseline, 33.1%

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%								47.7%	50.0%

Source (verifiable):	SAI
Update Date	12/2019
Comparison	State and Local

2018-19 Institutional Effectiveness Report



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

* SAI funding eligible flag = 'Y'

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

Analysis (Assessable): 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%.

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

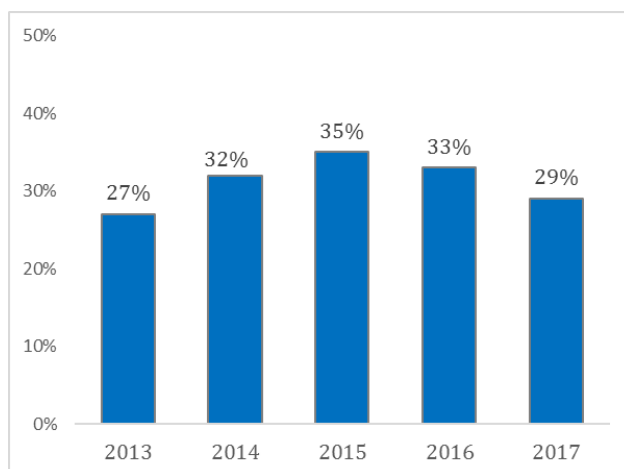
Mission fulfilment target logic: 5% over baseline, 47.7%

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
Measure: 1.1.4: Students complete a college level math within their first academic year	32.3%								34.0%	35.6%

Source (verifiable):	SBCTC New Cohorts Dashboard
Update Date	12/2019
Comparison	State and Local



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

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

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

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

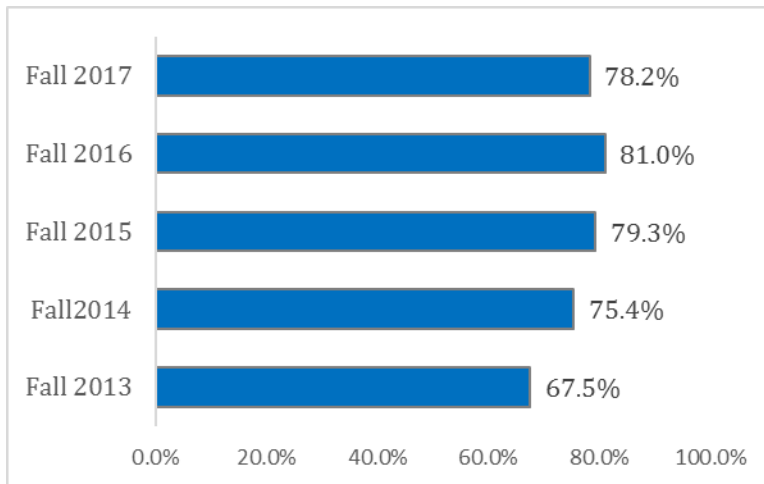
Mission fulfilment target logic: 5% over baseline, 34.0%

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%								83.5%	87.5%

Source (verifiable):	Data Warehouse
Update Date	04/2019
Comparison	Local



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

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

Analysis (Assessable): 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.

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

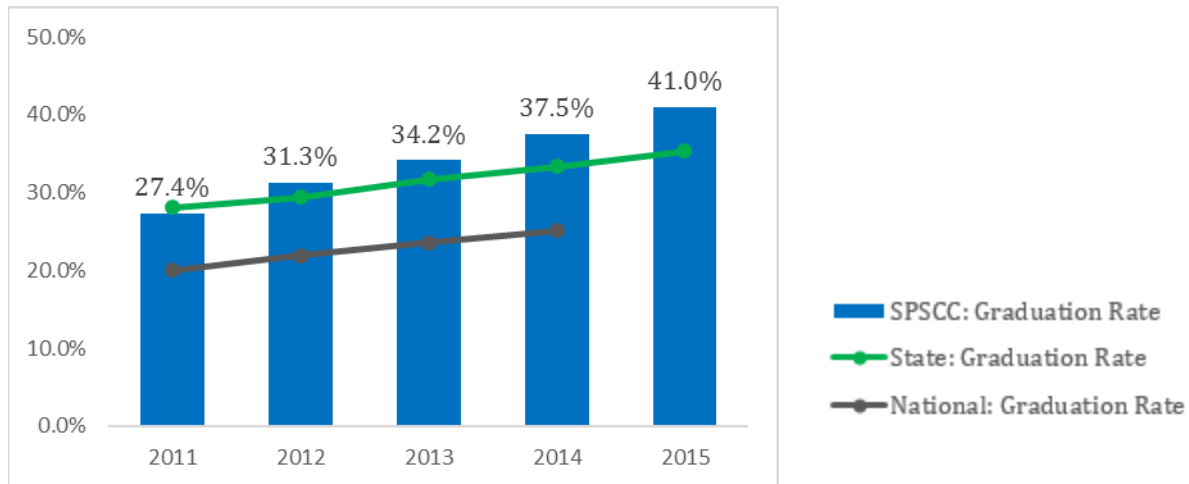
Mission fulfilment target logic: 5% over baseline, 83.5%

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%								39.48%	41.4%

Source (verifiable):	IPEDS
Update Date	04/2019
Comparison	Local, State, National



Cohort Year	2011	2012	2013	2014	2015
SPSCC: Graduation Rate	27.4%	31.3%	34.2%	37.5%	41.0%
State: Graduation Rate	28.1%	29.4%	31.7%	33.4%	35.4%
National: Graduation Rate	20.0%	21.9%	23.6%	25.1%	

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

Analysis (Assessable): 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%.

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

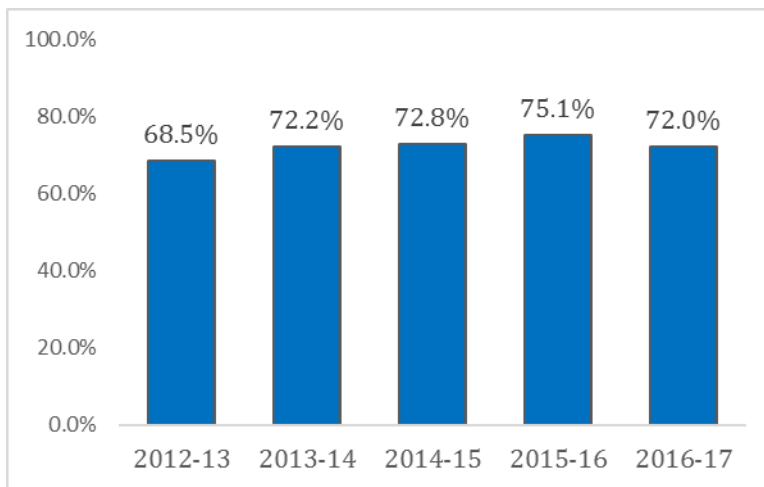
Mission fulfilment target logic: 5% over baseline, 39.48%

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%								77.0%	80.6%

Source (verifiable):	DW Warehouse
Update Date	04/2019
Comparison	Local



Completers - SPSCC	2012-13	2013-14	2014-15	2015-16	2016-17
45 Credits or More	159	171	145	113	119
Certificate	113	110	145	90	66
Degree	296	273	233	250	218
Completers Placed in UI-Covered Jobs	389	400	381	340	290
% Employed	68.5%	72.2%	72.8%	75.1%	72.0%

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): 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%.

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%

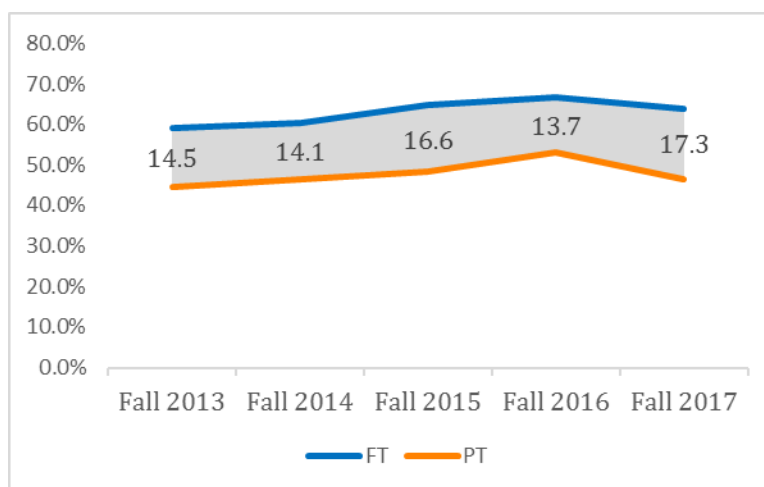
2: Diversity and Equity

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

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								15.1	14.3

Source (verifiable):	DW Warehouse
Update Date	04/2019
Comparison	Local



Category	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Full Time	59.2%	60.4%	64.8%	66.8%	63.9%
Part Time	44.7%	46.3%	48.2%	53.1%	46.6%
Achievement Gap	-14.5	-14.1	-16.6	-13.6	-17.3

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

Analysis (Assessable): 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.

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

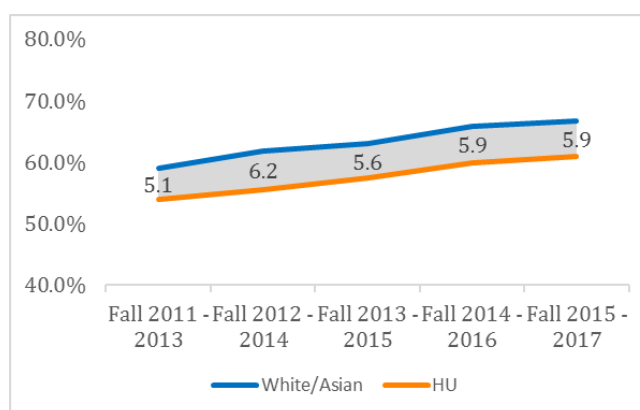
Mission fulfilment target logic: 5% below baseline, 15.1 percentage point gap

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 Caucasian/Asian students.

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

Source (verifiable):	DW Warehouse
Update Date	04/2019
Comparison	Local



Category	Fall 2011, 2012, 2013	Fall 2012, 2013, 2014	Fall 2013, 2014, 2015	Fall 2014, 2015, 2016	Fall 2015, 2016, 2017
HU Retention	53.9%	55.6%	57.4%	59.9%	60.9%
White/Asian Retention	59.0%	61.8%	63.0%	65.8%	66.8%
Achievement Gap	-5.1	-6.2	-5.6	-5.9	-5.9

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

Analysis (Assessable): 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.

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

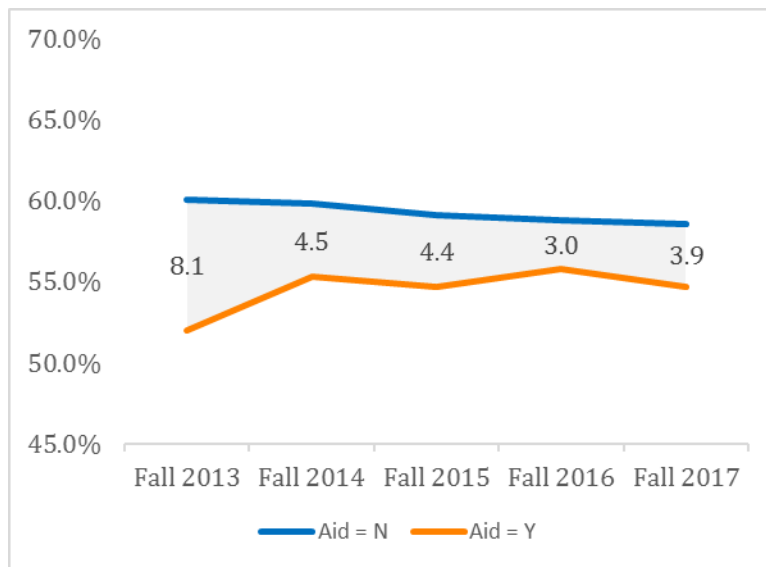
Mission fulfillment target logic: 5% below baseline, 5.51 percentage point gap

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 Pell financial aid and students who do not receive Pell 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								3.61	3.4

Source (verifiable):	DW Warehouse
Update Date	04/2019
Comparison	Local



Category	2011, 2012, 2013	2012, 2013, 2014	2013, 2014, 2015	2014, 2015, 2016	2015, 2016, 2017
FT: Aid = Y	52.0%	55.3%	54.7%	55.8%	54.7%
FT: Aid = N	60.1%	59.8%	59.1%	58.8%	58.6%
Achievement Gap	-8.1	-4.5	-4.4	-3.0	-3.9

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.

Analysis (Assessable): 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.

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

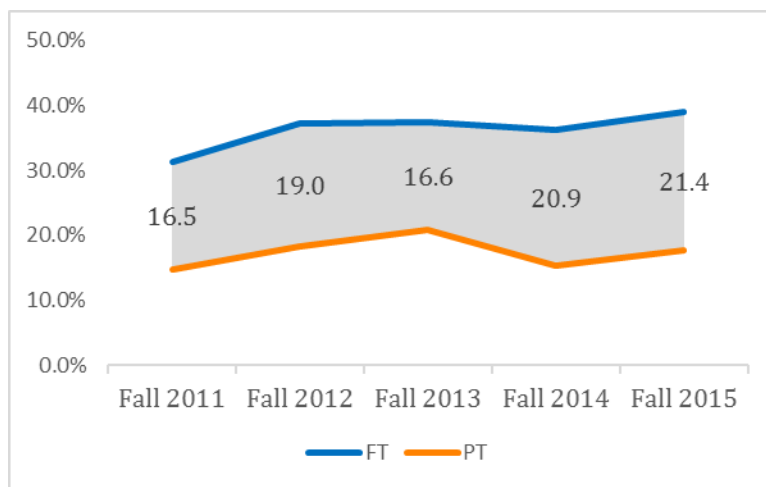
Mission fulfilment target logic: 5% below baseline, 3.61 percentage point gap

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								18.62	17.7

Source (verifiable):	DW Warehouse
Update Date	04/2019
Comparison	Local



Category	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Full Time	31.3%	37.3%	37.5%	36.2%	39.0%
Part Time	14.8%	18.3%	20.9%	15.3%	17.7%
Achievement Gap	-16.5%	-19.0%	-16.6%	-20.9%	-21.4%

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

Analysis (Assessable): 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.

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

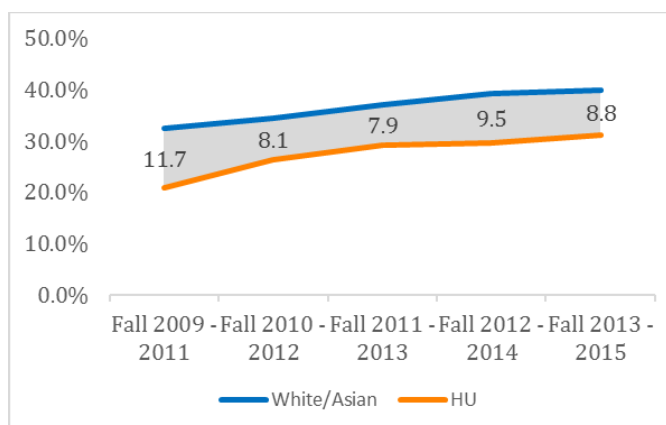
Mission fulfillment target logic: 5% below baseline, 18.62 percentage point gap

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

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

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
8.7								8.261	7.9

Source (verifiable):	DW Warehouse
Update Date	04/2019
Comparison	Local



Category	Fall 2009, 2010, 2011	Fall 2010, 2011, 2012	Fall 2011, 2012, 2013	Fall 2012, 2013, 2014	Fall 2013, 2014, 2015
HU Completion	20.8%	26.3%	29.2%	29.6%	31.1%
White/Asian Completion	32.5%	34.4%	37.1%	39.1%	39.9%
Achievement Gap	-11.7%	-8.1%	-7.9%	-9.5%	-8.8%

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

Analysis (Assessable): The 5 year difference between the two populations is 2.9 points. The 3-year average gap is 8.7 points.

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

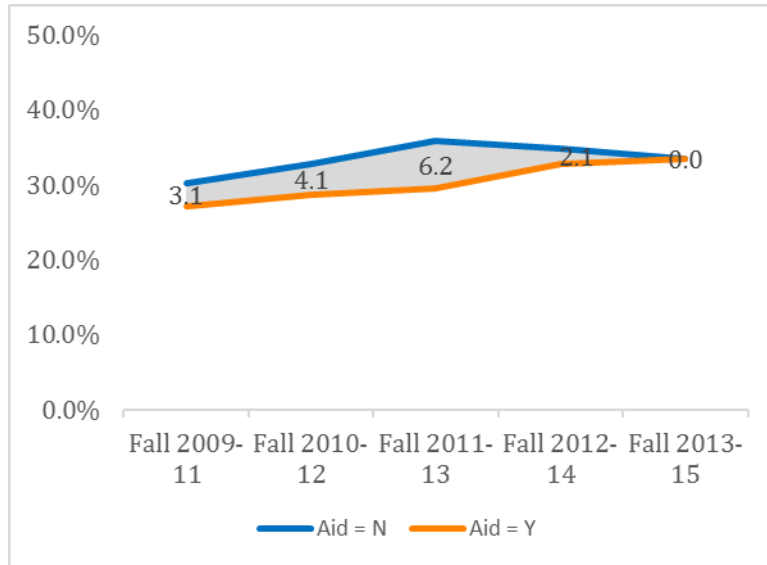
Mission fulfilment target logic: 5% below baseline, 8.261 percentage point gap

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

Core Theme	2	Diversity and Equity
Goal	1	Close Equity Gaps
Measure	2c	3-Year Completion: Comparison between students who receive Pell financial aid and students who do not receive Pell 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								2.66	2.5

Source (verifiable):	DW Warehouse
Update Date	04/2019
Comparison	Local



Category	2009, 2010, 2011	2010, 2011, 2012	2011, 2012, 2013	2012, 2013, 2014	2013, 2014, 2015
FT: Aid = Y	27.1%	28.7%	29.6%	32.8%	33.5%
FT: Aid = N	30.2%	32.8%	35.8%	34.9%	33.5%
Achievement Gap	-3.1%	-4.1%	-6.3%	-2.1%	0.0%

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): The traditional gap between students who receive aid and those who have not received aid has closed. The gap peaked three years ago with the 2011-2013 cohort but has been reduced to zero in the current reporting cycle.

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

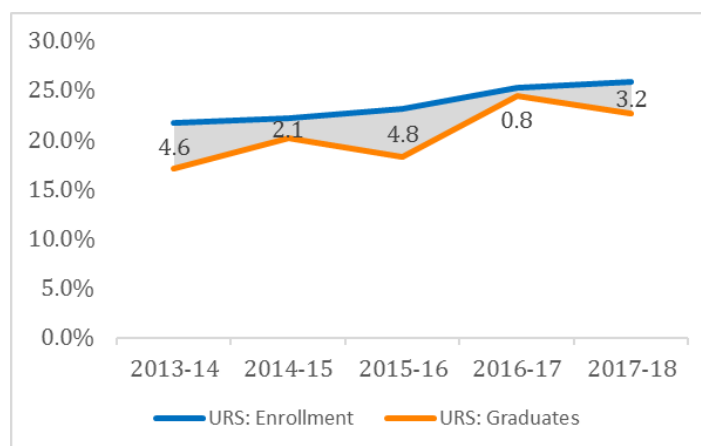
Stretch Goal: 10% below baseline, 2.5 percentage point gap

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								2.755	2.6

Source (verifiable):	DW Warehouse
Update Date	04/2019
Comparison	Local



Gap	2013-14	2014-15	2015-16	2016-17	2017-18
Asian	-0.6	1.5	0.7	-0.9	1.3
Pacific Islander	-0.1	-0.2	-0.2	0.1	0.3
African Amer	-1.6	-1.0	-1.0	-0.4	-0.3
Native Amer/Alaskan Native	-0.3	0.3	-0.4	0.0	-0.3
Hispanic	-0.5	-2.0	-2.1	-1.6	-4.8
Multi-Racial/Other	-2.1	0.8	-1.1	1.1	1.9
Caucasian	4.1	1.6	2.9	0.8	1.8
NR	-1.1	-1.1	-0.4	0.5	0.4
HU	-4.6	-2.1	-4.8	-0.8	-3.2

Enrollment HU	21.7%	22.1%	23.1%	25.2%	25.8%
Completion HU	17.1%	20.1%	18.3%	24.4%	22.6%

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.

Analysis (Assessable): 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.

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

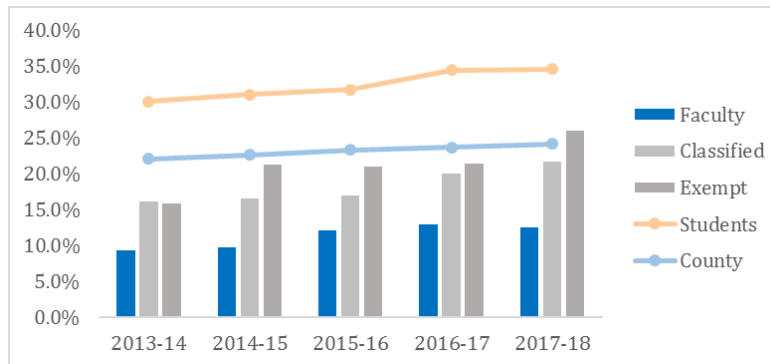
Mission fulfilment target logic: 5% below baseline, 2.755 percentage point gap

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

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

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

Source (verifiable):	SBCTC Dashboard
Update Date	04/2019
Comparison	Local



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

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

Analysis (Assessable): 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.

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

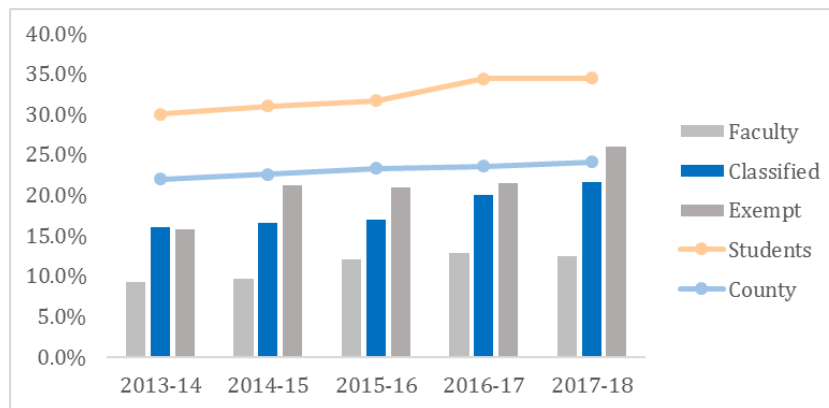
Mission fulfilment target logic: 5% over baseline, 13.12%

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%								20.48%	21.5%

Source (verifiable):	SBCTC Dashboard
Update Date	04/2019
Comparison	Local



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

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

Analysis (Assessable): 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.

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

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

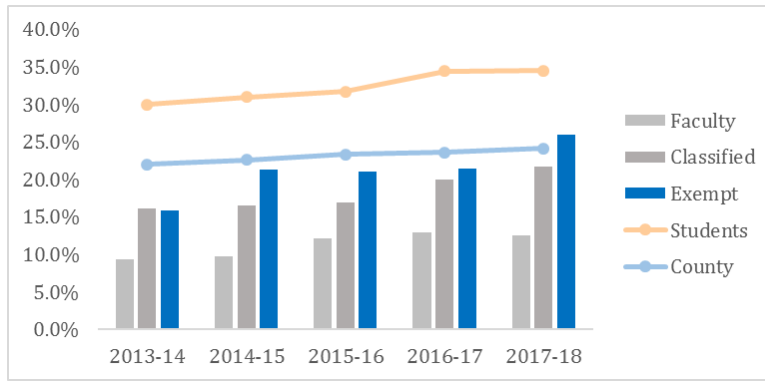
Stretch Goal: 10% over baseline, 21.5%

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%								23.93%	25.1%

Source (verifiable):	SBCTC Dashboard
Update Date	04/2019
Comparison	Local

2018-19 Institutional Effectiveness Report



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

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

Analysis (Assessable): 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.

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%

3: Learning and Engagement

We create engaging and accessible student experiences.

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

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
83.2%								87.4%	91.6%

Source (verifiable):	Canvas Data
Update Date	04/2019
Comparison	Local

2018-19 (Fall and Winter so far)	Communicate Effectively	Computation	Critical Thinking	Ethics	Multicultural Awareness	Total of All CWA
Met	1830	323	2992	538		5683
Not Met	111	55	425	41		632
Not Attempted	167	29	245	71		512
Total	2108	407	3662	650	0	6827
% Met of Total	86.8%	79.4%	81.7%	82.8%		83.2%
Total Met / Not Met	1941	378	3417	579	0	6315
% of Met of the subgroup	94.3%	85.4%	87.6%	92.9%		90.0%

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): The College has grappled with the ability to measure specific student 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 were uploaded during these quarters to set the baseline for students who have met the College Wide Ability.

Baseline: 83.2%

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

Stretch Goal: 10% over baseline, 91.6%

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

Baseline: 3-Yr Average	Yr. 1	Yr.2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	5% Mission Fulfillment	10% Stretch Goal
								75.0%	

Source (verifiable):	Student Life Survey
Update Date	04/2019
Comparison	Local

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

Baseline: Gather 500 student responses then set the baseline and goal

Mission fulfilment target logic: x% over baseline, 75%

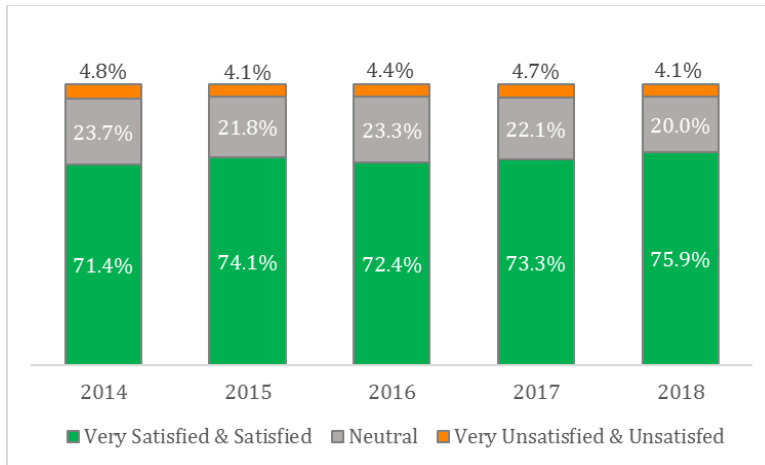
Stretch Goal: 10% over baseline, x%

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%								77.4%	81.1%

Source (verifiable):	SPSCC Graduation Exit Survey
Update Date	04/2019
Comparison	Local

2018-19 Institutional Effectiveness Report



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

Meaningful (Rationale): SPSCC measures student satisfaction of campus services during the exit survey when the student applies for graduation. The quality of experience when students receive services, outside of instruction, has impact on student engagement. The following services are measured and aggregated together: Library, Enrollment Svc., Financial Aid Svc, Current Student Advising, New Student Advising, Counseling, Placement Testing, Participation in student Events, Tutoring Services (new). The survey has an average of 965 responses over the last three years.

Analysis (Assessable): Student satisfaction has hovered around 75% for students who are Very satisfied or Satisfied with experience they received from the listed services.

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%