



RENTON
TECHNICAL
COLLEGE®

2022-2023 STRATEGIC PLAN MONITORING REPORT

Year One of the 2022-2024 Bridge Strategic Plan

Strategic Plan Monitoring Report – 2022-23

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EXECUTIVE SUMMARY

Renton Technical College's (RTC) mission is to engage a diverse student population through educational opportunities for career readiness and advancement, serving the needs of individuals, the community, businesses, and industry.

For achieving the mission, RTC developed its 2017-2022 Strategic Plan based on the foundation of past success and through a comprehensive and inclusive planning process. Although this plan was set to conclude in spring 2022, with the transition of executive leadership, the Board of Trustees approved a two-year extension Bridge Plan for 2022-2024. It includes the same four goals and 16 strategic objectives, with 23 priority activities designated by the Executive Cabinet.

The Strategic Plan Monitoring Report is an annual report distributed campus-wide and shared with the Executive Cabinet and the Board of Trustees to give them an overview of RTC's progress toward mission fulfillment. This report covers data from Year 1 (2022-2023 academic year) of the Bridge Plan.

The four goals outlined in the strategic plan are as follows:

- **GOAL 1 Learning:** RTC will be a learning community in which students, faculty, and staff all strive for excellence and growth
- **GOAL 2 Equity & Inclusion:** RTC will foster an academic and work environment of equity, inclusion, and collaboration
- **GOAL 3 Community:** RTC will engage the greater community through intentional partnerships and responsive programming
- **GOAL 4 Institutional Strength & Resilience:** RTC will enhance institutional strength and resilience

16 strategic indicators have been established to monitor success toward strategic plan implementation by Resource and Planning Council. The strategic indicators are outlined in the scorecard on page 6-7.

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Key Findings

Key findings from the 2022-2023 Year One Bridge Plan assessment are as follows:

Overall

- 13 out of 16 indicators "met the goal" or were "in progress of meeting the goal."

Student Enrollment

- The percentage of students of color in professional technical programs continued to increase this past year. For the 2022-2023 academic year, 62.9% of students enrolled in professional technical programs were students of color.
- The transition rates from CCP programming to professional-technical or transfer programming has declined overall, but the gap between students of color and white students has narrowed to a 5.0% gap with students of color at 7.0% and white students at 12.0%.

Student Progression and Completion

- The 1st to 2nd quarter retention rate was high, with a rate of 80.6% for students of color and 78.4% for white students. The persistence rates declined to 60.7% for students of color and 61.6% for white students. For both cases, the gap between students of color and white students is below 5.0%.
- The 3-year completion rate has continued to decrease overall, with the gap between students of color and white students increasing to a 9.9% difference compared to an 8.4% gap the previous year.

Program Effectiveness

- In the past few years, the placement rates of RTC graduates has seen an increase overall. Although there was a modest increase for those who completed an RTC program, the increase for those who did not complete rose more dramatically, closing the gap between those who completed (80%) versus those who did not (76%). Likewise, the wage gap between completers (\$46,885) and non-completers (\$45,814) was practically non-existent.
- Industry licensure and certification pass rates have increased with an 85% pass rate overall, though there was one exam that had a pass rate of below 67%. It appears that the college has begun to recover from the disruption of COVID.
- The College has made progress on implementing a new program review and student learning outcome assessment process. Continued effort and persistence will be needed to see the success of this work.

Employees

- The percentage of employees of color at RTC is 49%. The SBCTC system is at 27%. RTC is way above the benchmark of +/- 5% of the SBCTC system.

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Financials

- Career Training and General Education intent areas saw slight increases in FTE in 2022-2023. However, College & Career Pathways saw a slight decline this past year. Occupational Supplemental saw a larger decrease, due to a shift in programming categorization to Continuing Ed.
- The College had slightly over-estimated revenue by 1.5% and under-estimated expenditures by 4.2%, with an overall budget-to-actual variance of -5.7%. This is considered acceptable from an auditing perspective.
- The percentage of high demand programs for RTC was 18%. High demand programs receive enhanced FTE and may be an opportunity for growth.

Diversity, Equity, and Inclusion

The Diversity, Equity, and Inclusion (DEI) office under the guidance of RTC’s inaugural Executive Director of DEI has completed its first full year. The office has centralized work around DEI in college governance and departments across campus. It has led the implementation of legislative initiatives as part of Washington State laws. Furthermore, progress has been made on the opening the college’s first multicultural center.

Community Partnerships

Renton Promise, a partnership between RTC and Rep. Steve Bergquist, was secured and began taking effect in Fall 2023. Renton Promise allows students from Renton School District to pursue career and technical training by providing financial assistance, regardless of grade point average, income, ability, or country of birth.

Technology

The College has continued to refine and secure business processes around ctLink and EAB Navigate. A new CRM tool was also launched to leverage data and provide targeted communications to prospective students. In addition, College Technology Services (CTS) continued to upgrade equipment and strengthen cybersecurity and accessibility efforts. Fiscal year 2023 had over \$1 million in technology investments, including new IT Hardware, EAB Navigate, Ocelot, Fire Engine RED, cybersecurity tools and a new website platform.

Budget Requests

Via the College’s budget request process, RTC approved to fund the following budget requests for Fiscal year 2024.

Goal	Materials & Supplies	# Labor Positions
Goal 1: Learning	\$11,985.00	0
Goal 2: Equity & Inclusion	\$4,740.00	2
Goal 3: Community	\$7,000.00	0
Goal 4: Institutional Strength & Resilience	\$199,000.00	2
Total	\$222,725.00	4

STRATEGIC INDICATORS SCORECARD

Overview

The strategic indicators scorecard represents RTC’s progress towards implementation of the 2022-2023 Year One of the Bridge Plan. Each strategic goal has associated strategic objectives and strategic indicators used to measure the progress of its Bridge Plan toward mission fulfillment.

The data are collected and reviewed by the Institutional Research & Effectiveness (IR&E) office, discussed at [Resource and Planning Council](#) (RPC) and Executive Cabinet, and shared with the Board of Trustees and campus constituents.

Each strategic indicator receives a score based on objective, quantifiable measures. RPC is responsible for scoring the indicators.

Scoring Key

Progress Toward Goal	Score
Met (100% for Each Indicator Benchmark)	2
In Progress (85% or higher for Each Indicator Benchmark)	1
Not Met	0

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Definitions

STRATEGIC INDICATORS (SI) – measures used to determine success toward meeting strategic objectives.

Total Implementation Success Score by Strategic Indicators

Strategic Indicator	Strategic Goal	Strategic Objective	Annual Score
1-year persistence rate disaggregated by race/ethnicity	Learning	1.1	2
3-year completion rates disaggregated by race/ethnicity	Learning	1.1	0
Transition rates disaggregated by race/ethnicity	Learning	1.1	2
Course success rates disaggregated by race/ethnicity	Equity	2.1	2
1 st to 3 rd quarter retention rate disaggregated by race/ethnicity	Equity	2.1	2
1 st to 2 nd quarter retention rate disaggregated by race/ethnicity	Equity	2.1	2
Enrollment percentage of students of color in prof-tech programs	Equity	2.1	2
Employee demographics Race/ethnicity breakdown for faculty/staff	Equity	2.2	2
Status of compliance with WA state OCIO Policy 188 pertaining to accessibility	Equity	2.4	N/A
Licensure and certification pass rates	Community	3.1	1
Placement rates – Completers	Community	3.1	2
Placement rates – Non-completers	Community	3.1	2
Wages of graduates – Completers	Community	3.1	2
Wages of graduates – Non-completers	Community	3.1	2
Percentage of programs that qualify as high-demand	Community	3.1	0
Budget-to-actual variance	Inst. Strength	4.2	0
FTE enrollment by institutional intent	Inst. Strength	4.2	2
		Total Score	25/32 (78%)

STRATEGIC GOAL 1: LEARNING

Renton Technical College will be a learning community in which students, faculty, and staff all strive for excellence and growth. There are four strategic objectives that fall within this goal, as well as three strategic indicators for measuring success. Objectives and indicators are as follows:

Objective 1.1: Increase student progress and completion

Priority Activity: Increase student transition from College & Career Pathways to professional-technical and transfer programming.

Strategic Indicator: Transition rates disaggregated by race/ethnicity

Benchmarks:

1. Transition rates for students of color will be equal to or within +/-5% of the rate for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

Measure: Transition rate disaggregated by race/ethnicity

	2018-19	2019-20	2020-21	2021-22	2022-23
Students of Color	8.4%	4.7%	5.3%	9.5%	7.0%
White	7.7%	7.3%	10.0%	16.0%	12.0%
Gap	0.7%	-2.6%	-4.7%	-6.5%	-5.0%
Benchmark met	Yes	Yes	Yes	No	Yes
SI score and rationale	Score = 2				

Data Source: Database: ctLink_CDS; Tables: PS_STDNT_ENRL, PS_CLASS_TBL, PS_CRSE_OFFER, does not count 'Not Reported' or 'Unspecified', Transition = First time students enrolled in CIP code like 32% (excluding 32.0501 for IBEST), who enrolled in college level coursework in subsequent quarters within two years. NOTE: Discrepancy may be noted from previous years' reporting of these metrics. Previous reporting pulled from the SBCTC Student Achievement Database using momentum points and WABERS reporting to calculate transition rates.

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Strategic Indicator: 1-year persistence disaggregated by race/ethnicity

Benchmarks:

1. The persistence rates for students of color will be equal to or within +/-5% of the persistence rates for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

Measure: 1-year persistence rate disaggregated by race/ethnicity

Cohort:	2017-18	2018-19	2019-20	2020-21	2021-22
Students of Color	69.7%	56.3%	47.5%	59.6%	60.7%
White	69.7%	64.4%	59.7%	67.1%	61.6%
Gap	0.0%	-8.1%	-12.2%	-7.5%	-0.9%
Benchmark met	Yes	No	No	No	Yes
SI score and rationale	Score = 2				

Data Source: SBCTC Data Warehouse Student Achievement Database, PEP Cohorts.

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Strategic Indicator: 3-Year completion rates disaggregated by race/ethnicity

Benchmarks:

1. The completion rates for students of color will be equal to or within +/-5% of the completion rates for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

Measure: 3-year completion rate disaggregated by race/ethnicity

Cohort:	2015-16	2016-17	2017-18	2018-19	2019-20
Students of Color	66.0%	68.9%	60.2%	47.8%	39.9%
White	67.0%	65.8%	62.3%	56.2%	49.8%
Gap	-1.0%	3.1%	-2.1%	-8.4%	-9.9%
Benchmark met	Yes	Yes	Yes	No	No
SI score and rationale	Score = 0				

Data Source: SBCTC Data Warehouse Student Achievement Database, PEP Cohorts, and Completion Tables.

Priority Activity: Fully implement Guided Pathways.

Guided Pathways continued to be work-in-progress as changes were made at RTC as well as outside of RTC. Since this priority activity was established, Guided Pathways has transitioned from a grant allocation to a state allocation, with all 34 community and technical colleges now required to implement the framework.

The Guided Pathways team has created easy-to-use program maps in Canvas that assist students along their academic journey. In addition, there has been increased use of the student success software, EAB Navigate, to improve support services for students on the path. Finally, the College has hired three Guided Pathways Navigators to assist fulfilling the goals of Guided Pathways at RTC.

Objective 1.2: Provide comprehensive student support services

Priority Activity: Utilize a student-centered approach in the development and implementation of policies, procedures, and technologies.

The Student Success office reorganized its department with distinct offices of Outreach & Recruitment and Entry Services being defined and staffed. Additional positions were also added to Enrollment Services to help provide faster service to students who are receiving help with registration and graduation. Employees throughout Student Services continued to work through ctcLink and collaborate with changes to policies and processes across campus to improve the student experience.

Post-pandemic, the Disability Resource Services (DRS) office has increased its number of students served with 130 students per quarter. The LRCC continued to support students in services such as tutoring, the food pantry, and community-based services. The Career Services team has been set up in a new space to help students with resume and interview tips, as well as employers matching with potential hires. In addition, the Wellbriety Center was opened to provide a safe space for students who are in recovery and their allies.

Objective 1.3: Foster continuous growth and professional development of faculty and staff

Priority Activity: Broaden the array of implemented effective classroom learning practices.

The Vice President of Instruction (VPI) has conducted classroom observations on excellent teaching practices, including hands-on experience in the dental lab, out in the field surveying, and in the bakery. In addition, faculty have embraced various instructional modes, including face-to-face, but also online synchronously, as well as asynchronously to meet students where they are.

These best practices culminated in the inaugural VPI Best Practices Showcase to focus and celebrate faculty excellence. This new tradition shares faculty and student work and is open to the entire campus.

Objective 1.4: Develop and implement a college-wide learning assessment strategy

Priority Activity: Provide faculty with the tools needed to effectively assess student learning.

Annual program data deep dives have continued in the 2022-2023 academic year where the VPI, deans, program faculty, and IR&E staff share and discuss the data associated with their program. These sessions are time-intensive, but crucial is sharing knowledge and information about RTC's programs and students at the ground level.

IR&E has collaborated with faculty and Data Integrity Group (DIG) members on several data dashboards accessible via SharePoint for faculty to access data related to their programs. Data were shared with the programs during the program data deep dives and validated for accuracy.

However, a systematic process of assessing student learning outcomes has been inconsistent and decentralized with varying results. A pilot student self-assessment was conducted in Spring 2023 for three programs with varying degrees of response from students. A new framework has been launched in Spring 2024 that would utilize quantitative data from Canvas. These initiatives must still be fully implemented and integrated to provide useful feedback, and thus is an area that RTC can hope to improve upon.

Priority Activity: Use the program review process to drive instructional improvement.

The Program Review Committee was launched and tasked with creating and implementing a sustainable program review process that can be easily institutionalized and carried forward for multiple years. The first phase of this process was launched for faculty in Fall 2023, with positive feedback received from faculty and deans. An assessment of its success will be conducted in Fall 2024.

STRATEGIC GOAL 2: EQUITY & INCLUSION

Renton Technical College will foster an academic and work environment of equity, inclusion, and collaboration. There are four strategic objectives that fall within this goal, as well as five strategic indicators for measuring success. Objectives and indicators are as follows:

Objective 2.1: Close equity gaps for underrepresented, low-income, and first-generation college students

Priority Activity: Develop and infuse diversity, equity, and inclusion in curriculum and instructional practices.

Strategic Indicator: Course success rates disaggregated by race/ethnicity

Benchmarks:

1. The course success rates for students of color will be equal to or within +/-5% of the course success rates for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

Measure: Course success rates (pass 2.0 or higher) disaggregated by race/ethnicity

Cohort:	2018-19	2019-20	2020-21	2021-22	2022-23
Students of color	83%	82%	83%	86%	83%
White	88%	87%	87%	89%	87%
Gap	-5%	-5%	-4%	-3%	-4%
Benchmark met	Yes	Yes	Yes	Yes	Yes
SI score and rationale	Score = 2				

Data Source: SBCTC Data Warehouse Transcript Database

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Strategic Indicator: 1st to 2nd quarter retention rates disaggregated by race/ethnicity

Benchmarks:

1. The retention rates for student of color will be equal to or within +/-5% of the retention rates for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

Measure: 1st to 2nd quarter retention rate disaggregated by race/ethnicity

Cohort:	2018-19	2019-20	2020-21	2021-22	2022-23
Students of color	58.8%	54.4%	72.3%	66.4%	80.6%
White	67.5%	69.8%	77.4%	80.3%	78.4%
Gap	-8.7%	-15.4%	-5.1%	-13.9%	2.2%
Benchmark Met	No	No	No	No	Yes
SI score and rationale	Score = 2				

Data Source: SBCTC Data Warehouse Student Achievement Database, PEP Cohorts; 2022-23 data collected from dataLink.

Strategic Indicator: 1st to 3rd quarter retention rates disaggregated by race/ethnicity

Benchmarks:

1. The retention rates for students of color will be equal to or within +/-5% of the retention rates for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

Measure: 1st to 3rd quarter retention rate disaggregated by race/ethnicity

Cohort:	2018-19	2019-20	2020-21	2021-22	2022-23
Students of Color	43.3%	42.2%	56.4%	66.4%	59.4%
White	52.3%	54.6%	60.1%	73.0%	62.7%
Gap	-9.0%	-12.4%	-3.7%	-6.6%	-3.3%
Benchmark met	No	No	Yes	No	Yes
SI score and rationale	Score = 2				

Data Source: SBCTC Data Warehouse Student Achievement Database, PEP Cohort s; 2022-23 data collected from dataLink.

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Strategic Indicator: Enrollment percentage of students of color in prof-tech programs

Benchmarks:

1. Enrollment percentage of students of color in prof-tech programs is equal to or higher than the previous year.

Measure: Enrollment percentage of students of color in prof-tech programs

Cohort:	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment percentage of students of color	57.7%	57.2%	58.3%	59.9%	62.9%
Benchmark met	Yes	No	Yes	Yes	Yes
SI score and rationale	Score = 2				

Data Source: [SBCTC Strategic Enrollment Dashboard](#)

- Enrollment by College Tab – Parameters:
 - Period: Annual
 - Intent: Professional-Technical
 - Students of Color: Students of Color / Students of Color + non-Students of Color (removed non-reported)

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Objective 2.2: Attract, hire, and retain diverse faculty and staff

No priority activities for 2022-2024.

Strategic Indicator: Employee demographics

Benchmarks:

1. The percentage of RTC's faculty and staff who are people of color is within 5% (+/-) of the Washington System.

Measure: Race/ethnicity breakdown for faculty/staff and local area

Year:		2018-19	2019-20	2020-21	2021-22	2022-23
Percent people of color	RTC	37%	38%	40%	49%	49%
	System	21%	22%	24%	27%	27%
	Gap	+16%	+16%	+16%	+22%	+22%
Benchmark met						
SI score and rationale	Score = 2					

Data Source: [SBCTC Personnel Demographics Dashboard](#)

- Table: Demographics Tab, Filters:
 - Headcount, FTE or %: % of Headcount
 - Period: Annual
 - Disaggregate by: Race/Ethnicity: of Color

Objective 2.3: Increase cultural competency

Priority Activities:

- **Provide ongoing education for faculty, staff, and students.**
- **Expand opportunities for ongoing dialogue.**

The 2022-2023 academic year was the first full year with RTC having a DEI office and Executive Director. Events and projects led by the office on campus included:

- Reorganization of DEIC and its corresponding committees and action teams
- Approval of the Multicultural Center site
- Inaugural Latinx Graduation Celebration
- Campus Climate Assessment Survey
- Community gathering and check-ins with the President
- MLK Commemoration
- Various Men and Women of Merit events
- Opportunities to join/attend:
 - Social Justice Leadership Institute
 - Faculty and Staff of Color Conference (FSOCC) in Pasco, Washington
 - National Conference on Race and Ethnicity (NCORE) in New Orleans, Louisiana
 - Crucial Conversations training course
 - Common book read: *So You Want to Talk About Race*, by Ijeoma Oluo

Objective 2.4: Improve policies, procedures, and infrastructure to ensure equity among all campus constituents

Priority Activity: Revise policies to close opportunity gaps and remove barriers for students.

The grade policy was revised by a collaborative team from Student Services and Instruction Group ensuring policy was updated and aligned with State Board policy.

A review of the course fee structure was conducted by a cross-departmental group to standardize how fees are charged across the programs. A new fee policy and structure were approved by the Board and set to be implemented in the 2023-2024 academic year.

RTC continued to work and make progress on WA OCIO Policy 188. Here is the current status:

- RTC is not fully compliant with Policy 188.
 - A comprehensive software portfolio accessibility assessment has not been conducted.
 - There is a lack of established Accessible IT Procurement policy.
 - At present time, accessibility for any new software purchases are requested and evaluated by CTS.
- Achieving full accessibility is challenging due to external dependencies on software and hardware manufacturers' commitment to accessibility.

STRATEGIC GOAL 3: COMMUNITY

Renton Technical College will engage the greater community through intentional partnerships and responsive programming. There are four strategic objectives that fall within this goal, as well as four strategic indicators for measuring success. Objectives and indicators are as follows:

Objective 3.1: Prepare skilled workers and leaders for the businesses and industries that power our regional and global economy

Priority Activities:

- Invest in new program offerings based on labor market demand and student needs.
- Ensure current programming remains relevant and up-to-date with industry trends.

Strategic Indicator: Percentage of programs that qualify as high-demand

Benchmarks:

1. The percentage of high-demand programs using CIP code is equal to or higher than the previous year.

Measure: The percentage of high-demand programs

Year:	2018-19	2019-20	2020-21	2021-22	2022-23
Percentage of high-demand programs	20%	19%	18%	19%	18%
Benchmark met	Yes	No	No	Yes	No
SI score and rationale	Score = 0				

Data Source: [SBCTC Allocation Monitoring Report](#)

- Wtd by Cat. Tab
- As of Spring qtr Columns
- Calculation: (STEM + Skills Gap)/Total State

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Strategic Indicator: Licensure and certification pass rates

Benchmarks:

1. Average pass rates are 85% or higher, with no programs falling below 67%.
2. Overall scores are equal to or higher than the previous year.

Measure: Licensure and certification pass rates

Year:	2018-19	2019-20	2020-21	2021-22	2022-23
Pass rate	94%	85%	76%	76%	85%
Benchmark met	Yes	Yes	No	No*	No*
SI score and rationale	Score = 1				

*Note: *1 out of 11 exams had pass rates below 67%. 4 out of 11 exams had pass rates above 85%. Overall college averages were calculated based on number of students who passed an exam divided by total number of students who attempted an exam.*

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Strategic Indicator: Placement rates

Benchmarks:

1. Placement/employment rates are equal to or higher than the previous year.

Measure: Professional/Technical estimated placement rates – Completers

Cohort:	2017-18	2018-19	2019-20	2020-21	2021-22
Placement Rate	78%	84%	77%	80%	80%
Benchmark met	Yes	Yes	No	Yes	Yes
SI score and rationale	Score = 2				

Measure: Professional/Technical Estimated placement rates – Left Without Completing

Cohort:	2017-18	2018-19	2019-20	2020-21	2021-22
Placement Rate	60%	64%	61%	71%	76%
Benchmark met	No	Yes	No	Yes	Yes
SI score and rationale	Score = 2				

Data Source: [SBCTC After College Outcomes Dashboard](#)

- Prof./Tech. Placement Tab, Filter:
 - College: Renton

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Strategic Indicator: Wages of graduates

Benchmarks:

1. Wages of graduates are equal to or higher than the previous year.

Measure: Estimated wages of graduates for Professional/Technical – Completers

Cohort:	2017-18	2018-19	2019-20	2020-21	2021-22
Median annual wages	\$42,578	\$45,947	\$44,949	\$42,541	\$46,885
Benchmark met	Yes	Yes	No	No	Yes
SI score and rationale	Score = 2				

Measure: Estimated wages of graduates for Professional/Technical – Left Without Completing

Cohort:	2017-18	2018-19	2019-20	2020-21	2021-22
Median annual wages	\$38,355	\$38,147	\$39,853	\$32,632	\$45,814
Benchmark met	Yes	No	Yes	No	Yes
SI score and rationale	Score = 2				

Data Source: [SBCTC After College Outcomes Dashboard](#)

- Prof./Tech. Median Wages Tab, Filter:
 - College: Renton
 - Hourly wage is annualized by multiplying by 40 hours per week and 52 weeks per year.
 - Database: DLOA; Table: JOB_PREP_POST_COLLEGE; Field: INFLATION_ADJ_EARN_EST_ANN

Priority Activity: Provide corporate and continuing education courses and programs that increase our responsiveness to the needs of business and industry.

RTC has centralized Continuing Education under one instructional dean and part time support staff. The school has invested in the CampusCE platform to remove barriers for students and simplify the in-take process for its course offerings.

Objective 3.2: Provide comprehensive student support services

No priority activities for 2022-2024.

Objective 3.3: Customize outreach and communication strategies for engaging the diverse constituencies we serve

Priority Activity: Strengthen partnerships with area school districts, faith-based organizations, community-based organizations, labor organizations, and city and county agencies.

RTC has partnered with Rep. Steve Bergquist and Renton School District on Renton Promise, that started taking students from the graduating class of 2023. Renton Promise is an exciting opportunity that will allow more Renton students to pursue career training and college transfer opportunities at Renton Technical College by assisting with tuition and fees.

Priority Activity: Use data to improve outreach efforts in our communities.

RTC has invested in the customer relationship management (CRM) system, Fire Engine RED. The system has been implemented and utilized to target prospective students.

Objective 3.4: Improve coordination of legislative advocacy at the federal, state, and local level

No priority activities for 2022-2024.

STRATEGIC GOAL 4: INSTITUTIONAL STRENGTH

Renton Technical College will enhance institutional strength and resilience. There are four strategic objectives that fall within this goal, as well as two strategic indicators for measuring success. Objectives and indicators are as follows:

Objective 4.1: Improve the integration of a planning, evaluation, and resource allocation system aligned to accreditation standards

Priority Activities:

- **Improve transparency of resource allocation and decision-making processes.**
- **Actively use data to inform decision making.**

Resource and Planning Council continued to refine its purpose in 2022-2023 with new co-chairs and mission to reaffirm its by-laws and processes related to resource allocation. The group recruited 28 members representing different areas and levels of the college. It has improved transparency by holding budget review meetings open to the campus community and updated its online presence on the web and SharePoint. The group scored and assessed the 2021-2022 Strategic Plan Monitoring Report and recommended multiple staff positions, software, and infrastructure upgrades to Cabinet for approval. The group continues to refine the resource allocation process and institutional effectiveness cycle.

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Objective 4.2: Increase financial security by maximizing professional-technical programming and through the diversification of funding

Priority Activities:

- Increase the number of tuition-generating students.
- Secure grant and contract funding to further develop the infrastructure and program and support service offerings at RTC.

Strategic Indicator: FTE enrollment by institutional intent

Benchmarks:

1. The percentage of career training FTE is equal to or higher than the previous year.

Measure: FTE by institutional intent area

Year:		2018-19	2019-20	2020-21	2021-22	2022-23
Career Training	#	1,532	1,369	1167	1125	1174
	%	40.3	39.4	40.6	36.7	43.3%
General Education	#	491	492	428	557	568
	%	12.9	14.1	14.9	18.2	20.9%
College & Career Pathways	#	1,212	1,123	836	966	944
	%	31.8	32.3	29.1	31.5	34.8%
Occupational Supplemental	#	571	494	443	417	25
	%	15.0	14.2	15.4	13.6	0.9%
Benchmark met		No	No	Yes	No	Yes
SI score and rationale		Score = 2				

Data Source: Datalink database

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Strategic Indicator: Budget-to-actual variance

Benchmarks:

1. The budget to actual variance for revenue and expenditure is within 5% (+/-) of the budget. This margin is considered to be acceptable from an auditing perspective, with any variance greater than 10% (+/-) needing additional explanation.

Measure: Budget to actual variance

Year:	2018-19	2019-20	2020-21	2021-22	2022-23
Revenue	-3.8%	0.2%	2.6%	4.9%	-1.5%
Expenditures	-5.3%	-6.6%	-8.2%	1.2%	4.2%
Variance Result	1.5%	6.8%	10.8%	3.7%	-5.7%
Benchmark met	Yes	No	No	Yes	No
SI score and rationale	Score = 0				

Data Source: Business Office provided; -1.5% (revenue variance) – 4.2% (expenditure variance) = -5.7%. This does not include grants or contracts.

Objective 4.3: Implement intentional systems improvement

Priority Activities:

- **Champion a culture of transparency and accountability.**
- **Expand participation in shared governance and inclusive decision making.**

A revitalized college governance structure was reaffirmed by the President with a web presence on SharePoint for documentation and promotion. A sixth additional council, Student Success Council, was added to support the work of the campus to improve services for students.

Objective 4.4: Invest in the College’s infrastructure

Priority Activity: Ensure classroom equipment and technology is relevant and up-to-date.

A new Executive Director of College Technology Services was hired at the end of 2023. Technicians concluded equipment upgrades at remote locations, resulting in faster network speeds and positive feedback from end-users. 90% of faulty lines were repaired on the network that resulted in more reliable network connections across campus. An internal audit was conducted to improve cybersecurity at RTC.

Priority Activity: Automate manual processes and increase workflow efficiency.

Departments across campus continue to build and improve upon processes around ctclink, EAB Navigate, and Microsoft products.

RECOMMENDATIONS

The RTC Strategic Plan Monitoring Report provides the campus community with comprehensive and systematic information on its progress toward mission fulfillment and prepares the institution for implementation of the coming year's strategic plan and priority activities. In addition, the college has recently completed its Year 3 Mid-Cycle Visit with the NWCCU. With this in mind, outlined below are recommendations for which the College and Executive Cabinet might consider in the coming year.

- For **institutional effectiveness**, the good work happening in siloes on campus needs to convert to a centralized, systematic framework that is transparent and easy to follow as a college. It is recommended that the directors and above take part in **college planning sessions** and follow a **system of accountability** to deliver on its goals across campus. Evidence of the work must be documented and tracked in a centralized location to ensure stakeholders are working in the same direction on the same priorities. Staff doing the work must be aware of the **policies and procedures** of the college, as well as the **goals** set by Cabinet each year. **College governance** must regularly meet and report on the work being done in support of the mission, and representatives must **communicate** that work to each other in their various departments and groups.
- RTC has begun work on a revised **systematic program review** and **student learning outcome assessment framework** and must continue with **urgency** to fully implement and integrate these processes to support **continuous improvement**. This must not only occur in instructional areas, but in **non-academic areas** of the college as well. The Program Review Committee and Assessment Committee are active and will need **broad engagement** from multiple areas of the college to be successful moving forward.
- As RTC's student population continues to diversify with demographic changes in the region, RTC's HR team has continued to recruit and **hire diverse faculty and staff** to ensure representation of our students and region. It is recommended that **continuous training and professional development** be centrally implemented to improve RTC's cultural and technological competencies.
- As the data show, the **gap in placement and wages** between completers and non-completers of our programs is shrinking, which reflects a diminishing return on program completion. This could be indicative of a post-pandemic labor shift with demand and alternative training options increasing in certain industries. In addition, the percentage of students of color is increasing over time, yet the **gap between students of color and white students of completion is widening**. Overall completion rates continue to decline post-pandemic for all students. **Program Viability** has revealed programmatic focus areas for improvement. A mix of shortening programs, reviewing credential options, and furthering outreach using Guided Pathways Navigators should be explored to better this metric.
- It is recommended that the college continue its comprehensive **strategic equity enrollment management plan** to recruit and retain students at RTC, particularly for Career Training programs. RTC should review areas that have **enhanced FTEs** to take advantage of that opportunity. In addition, a team dedicated to **new programming** could be established to research and plan out new programmatic options for the school based on labor demands and community needs.

DATA SOURCES

- dataLink, ctcLink_CDS Database, PS_STDNT_ENRL, PS_CLASS_TBL, PS_CRSE_OFFER Tables
- RTC Program Enhancement Plan (PEP) Cohorts
- SBCTC After College Outcomes Dashboard
- SBCTC Allocation Monitoring Reports
- SBCTC Data Warehouse, Class Table
- SBCTC Data Warehouse, Completion Table
- SBCTC Data Warehouse, Data Linking for Outcomes Assessment Database
- SBCTC Data Warehouse, Employee Database
- SBCTC Data Warehouse, Student Achievement Database
- SBCTC Data Warehouse, Transcript Database
- SBCTC Personnel Demographics Dashboard
- SBCTC Strategic Enrollment Dashboard