



RENTON  
TECHNICAL  
COLLEGE®

# 2021-2022 STRATEGIC PLAN MONITORING REPORT

Year Five of the 2017-2022 Strategic Plan

## Strategic Plan Monitoring Report – 2021-22

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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. The Strategic Plan Monitoring Report is an annual report that is distributed campus-wide and shared with Executive Cabinet and the Board of Trustees to provide them with an overview of RTC's progress toward mission fulfillment.

The four strategic goals outlined in the plan are what RTC intends to achieve throughout the life of the plan. Under the four strategic goals there are 16 strategic objectives. Priority activities are aligned to each objective as collaborative tasks by departments and committees. 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

34 strategic indicators have been established to monitor success toward strategic plan implementation. The strategic indicators are outlined in the scorecard on page 7-8. To assist with implementation of the plan, the College has broken down its five-year plan into annual strategic plans (i.e. Year 1, Year 2, Year 3, Year 4, and Year 5).

### Annual Strategic Plan

Each [annual strategic plan](#) articulates the College's key areas of focus for that particular year and specifies priority activities to begin or complete in a given year. Unit/departments align their annual unit plans to the institutional priority activities to operationalize the institutional strategic plan. Units also specify measures of success for tracking progress toward completion of their stated goals and activities.

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### Key Findings

Key findings from the 2021-2022 Year Five Strategic Plan assessment are as follows:

#### Overall

- 13 out of 32 indicators "met the goal" or were "in progress of meeting the goal."
- 2 indicators were not scored: (1) WA state OCIO Policy 188 compliance and (2) Four recommendations cleared during Year Seven accreditation visit in 2021. The previous rubrics for measuring accessibility could not be replicated. However, consultation with RTC's Accessibility Advisory Committee provided comments for future improvement. The four accreditation recommendations have already been cleared in 2019-2020, and the Year Seven visit has prompted new recommendations.

#### Equity and Student Satisfaction

- The percentage of students of color in professional technical programs continued to increase since 2015-2016. For the 2021-2022 academic year, 59.9% of students enrolled in professional technical programs were students of color.
- An RTC Student Learning Engagement survey was distributed in the summer of 2022, where there were 407 respondents. Overall, the college scored an 89% satisfaction score across a variety of student support services.

#### Student Progression and Completion

- The 1st to 3rd quarter retention rate has improved by 11.5% from the previous year. However, when looking at these metrics disaggregated by race/ethnicity, there was a 6.6% gap between students of color and white students compared to a 3.7% gap the previous year.
- The 1-year persistence rate overall (60.6%) has improved since last year (52.4%). The gap between students of color and white students does not meet RTC's target of a less than 5% difference. However, improvements have been made in narrowing this gap since last year (12.2% vs. 7.5% differences).
- The 3-year completion rate has continued to decrease. There has been a sharp decline from 61.6% to 50.7% for this past year. In addition, the gap between students of color and white students has widened to 8.4% difference.

#### Program Effectiveness

- For those who completed a professional technical program the job placement rate was higher (77%) compared to those who did not complete (61%). Median annual wages were also higher for completers (\$44,949 compared to \$39,835).
- Industry licensure and certification pass rates have remained consistent since last year (76%), but 2 of the 8 exams had pass rates below 67%. There has also been a drop from years prior. Caution should be taken with this metric, as there is currently no systematic way of collecting this data.

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- In previous years, it was recommended to hold student learning assessment reporting in the faculty professional development days in the fall. While this was completed in the 2019-2020 academic year, it has not been completed since.
- The college has yet to implement a program review process since the 2017-2018 academic year. Program viability was last conducted in the 2018-2019 academic year. Attempts to revive program review have started but have yet to be implemented. New processes should include all instructional programs and support systems.

### Employees

- The percentage of employees of color at RTC is 40%. The SBCTC system is at 24%. RTC is way above the benchmark of +/- 5% of the SBCTC system.
- The employee retention rate has dropped from 91% in 2020-2021 to 80% in 2021-2022.
- Although less funding was budgeted for professional development for 2021-2022 than in previous years, it should be noted that travel budgets were cut during this period due to COVID. It is also important to note that all students, faculty, and staff learned how to use new systems with the implementation of ctcLink.

### Financials

- Each institutional intent area saw a decline in FTE in 2020-2021, most likely due to the pandemic. However, General Education and College & Career Pathways saw improvements this past year. FTE for Career Training programs and Occupational Supplemental courses have continued to decline.
- The college's actual FTE continues to decline and was 70% of allocation.
- The percentage of high demand programs for RTC was 19%. High demand programs receive enhanced FTE and may be an opportunity for growth.

# STRATEGIC INDICATORS SCORECARD

## Overview

The strategic indicators scorecard represents RTC’s progress towards implementation of the 2017-2022 strategic plan. Each strategic goal has associated strategic objectives and strategic indicators used to measure the progress of its Strategic Plan toward RTC Mission.

The data is collected and reviewed by the Institutional Research & Effectiveness 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 overall	Learning	1.1	2
1-year persistence rate disaggregated by race/ethnicity	Learning	1.1	0
3-year completion rates	Learning	1.1	0
3-year completion rates disaggregated by race/ethnicity	Learning	1.1	0
Transition rates (College & Career Pathways students)	Learning	1.1	2
Transition rates disaggregated by race/ethnicity	Learning	1.1	0
Student satisfaction with programs and services	Learning	1.2	2
Resources allocated to professional development activities	Learning	1.3	1
Course and program outcomes	Learning	1.4	2
Systematic assessment plan and timeline	Learning	1.4	0
Program review implementation	Learning	1.4	0
Course success rates	Equity	2.1	2
Course success rates disaggregated by race/ethnicity	Equity	2.1	2
1 <sup>st</sup> to 3 <sup>rd</sup> quarter retention rate overall	Equity	2.1	2
1 <sup>st</sup> to 3 <sup>rd</sup> quarter retention rate disaggregated by race/ethnicity	Equity	2.1	0
1 <sup>st</sup> to 2 <sup>nd</sup> quarter retention rate overall	Equity	2.1	0

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Strategic Indicator	Strategic Goal	Strategic Objective	Annual Score
1 <sup>st</sup> to 2 <sup>nd</sup> quarter retention rate disaggregated by race/ethnicity	Equity	2.1	0
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
Employee retention rates	Equity	2.2	0
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	0
Placement rates – Completers	Community	3.1	0
Placement rates – Non-completers	Community	3.1	0
Wages of graduates – Completers	Community	3.1	0
Wages of graduates – Non-completers	Community	3.1	2
Percentage of programs that qualify as high-demand	Community	3.1	2
Fill rates	Inst. Strength	4.2	0
Budget-to-actual variance	Inst. Strength	4.2	2
FTE allocation vs. FTE actuals	Inst. Strength	4.2	0
FTE enrollment by institutional intent	Inst. Strength	4.2	0
Number and dollar value of donor gifts	Inst. Strength	4.2	0
Number and dollar amount of grants funded	Inst. Strength	4.2	0
NWCCU recommendations cleared	Inst. Strength	4.3	N/A
		<b>Total Score</b>	<b>25/64 (39%)</b>

## 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 eleven strategic indicators for measuring success. Objectives and indicators are as follows:

### Objective 1.1: Increase student progress and completion

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

Benchmarks:

1. Persistence rates are at least 2% higher than the previous year.
2. The persistence 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: 1-year persistence rate overall

	2016-17	2017-18	2018-19	2019-20	2020-21
1-year persistence	74.1%	70.2%	59.4%	52.4%	60.6%
Benchmark met	Baseline	No	No	No	Yes
SI score and rationale	Score = 2				

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

	2016-17	2017-18	2018-19	2019-20	2020-21
Students of Color	75.6%	69.7%	56.3%	47.5%	59.6%
White	73.8%	69.7%	64.4%	59.7%	67.1%
Gap	-1.8%	0.0%	-8.1%	-12.2%	-7.5%
Benchmark met	Baseline	Yes	No	No	No
SI score and rationale	Score = 0				

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

**Strategic Plan Monitoring Report – 2021-22**

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

Benchmarks:

1. Completion rates are at least 2% higher than the previous year. RTC has exceptionally high completion rates, making substantial increases over time difficult to attain.
2. 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 overall**

	2015-16	2016-17	2017-18	2018-19
<b>3-year completion</b>	66.0%	66.6%	61.6%	50.7%
<b>Benchmark met</b>	<b>Baseline</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>SI score and rationale</b>	<b>Score = 0</b>			

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

	2015-16	2016-17	2017-18	2018-19
<b>Student of Color</b>	66.0%	68.9%	60.2%	47.8%
<b>White</b>	67.0%	65.8%	62.3%	56.2%
<b>Gap</b>	<b>-1.0%</b>	<b>3.1%</b>	<b>-2.1%</b>	<b>-8.4%</b>
<b>Benchmark met</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>
<b>SI score and rationale</b>	<b>Score = 0</b>			

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

**Strategic Plan Monitoring Report – 2021-22**

**Strategic Indicator: Transition rates overall & disaggregated by race/ethnicity**

Benchmarks:

1. Transition rates are equal to or higher than the previous year.
2. 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 overall (College & Career Pathways students)**

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Transition rate</b>	6.0%	6.7%	7.1%	4.2%	5.5%	7.3%
<b>Benchmark met</b>	Baseline	Yes	Yes	No	Yes	Yes
<b>SI score and rationale</b>	Score = 2					

**Measure: Transition rate disaggregated by race/ethnicity**

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Students of Color</b>	7.6%	7.4%	8.4%	4.7%	5.3%	9.5%
<b>White</b>	8.4%	8.8%	7.7%	7.3%	10.0%	16.0%
<b>Gap</b>	-0.8%	-1.4%	0.7%	-2.6%	-4.7%	-6.5%
<b>Benchmark met</b>	Yes	Yes	Yes	Yes	Yes	No
<b>SI score and rationale</b>	Score = 0					

*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.*

## Objective 1.2: Provide comprehensive student support services

### Strategic Indicator: Student satisfaction with programs and services (CCSSE, SENSE, annual student survey)

Benchmarks:

1. RTC Student Learning Engagement Survey benchmark rating scores are higher than 80%.

Measure: Student satisfaction with programs and services (RTC Student Learning Engagement Survey 2022)

Program and Service Area	n (number of respondents)	2021-2022 % Satisfaction Score
<b>Student Support Services</b>		
Academic Advising/Planning	60	88%
Career Counseling	26	100%
Job Placement Assistance	8	100%
Peer or Other Tutoring	12	83%
CANVAS Support	45	91%
Financial Aid Advising	55	93%
Using Computers at LRCC/Library	23	100%
Technology Support Services	28	96%
Student Organizations	7	86%
Transfer Advising/Planning	17	100%
Library Services	42	100%
Services for Students with Disabilities	19	95%
Services for Active Military and Veterans	3	100%
LRCC	39	95%
<b>Instruction Program</b>		
Academic Reading	12	75%
English 100/101/Bridge to Composition	64	83%
Adult Basic Skills (HSE, Transition ECA)	17	88%
Program Orientation/College Success Course	69	77%

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<b>Program and Service Area</b>	<b>n (number of respondents)</b>	<b>2021-2022 % Satisfaction Score</b>
<b>Practicum/Internship</b>	17	88%
<b>Fieldwork</b>	10	70%
<b>Co-op</b>	6	67%
<b>Clinical Assignment</b>	11	91%
<b>Benchmark Met</b>	<b>Yes</b>	
<b>SI score and rationale</b>	<b>Score = 2</b>	

*Data Source: RTC Student Learning Engagement Survey 2022 from July 2022.*

*NOTE: Student Support Services Satisfaction Scores include those who responded either “Very helpful” or “Helpful.” Instruction Program Satisfaction Scores include those who responded either “Strongly Agree” or “Agree.” Satisfaction Scores do not include “I prefer not to answer.”*

**Strategic Plan Monitoring Report – 2021-22**
**Objective 1.3: Foster continuous growth and professional development of faculty and staff**
**Strategic Indicator: Resources allocated to professional development activities**

Benchmarks:

1. Amount of resources allocated to professional development activities is higher than the previous year.

**Measure: Dollar amount of resources allocated to professional development activities**

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Dollar amount of resources allocated to professional development activities</b>	\$337,800	\$336,360	\$296,350	\$296,660	\$296,700	\$272,979
<b>Benchmark met</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>
<b>SI score and rationale</b>	<b>Score = 1</b>					

*Data Source: Business Office provided*

**NOTES:**

- Although unbudgeted professional development, learning was necessary during COVID and implementation of ctcLink and EAB Navigate.
- No travel available during COVID.

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

**Strategic Indicator: Student learning outcomes assessment**

Benchmarks:

1. All course and program learning outcomes are published on the applicable program page on the website, as well as in the syllabi.
2. The College has developed a systematic assessment plan and timeline for using assessment data to drive changes in the classroom.
3. The program review process is implemented in all programs according to the published timeline/cycle.

**Measure: Course and program outcomes**

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Outcomes created and on syllabi</b>	In progress, not 100% completed	93% Completed	100% Completed	100% Completed	100% Completed	100% Completed
<b>Benchmark met</b>	No	No	Yes	Yes	Yes	Yes
<b>SI score and rationale</b>	Score = 2					

**Measure: Systematic assessment plan and timeline**

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Assessment plan created</b>	Not completed	Completed	Completed	Completed	Not completed	Not completed
<b>Benchmark met</b>	No	Yes	Yes	Yes	No	No
<b>SI score and rationale</b>	Score = 0					

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### Measure: Program review implementation and timeline

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Program review on schedule</b>	Year One: Pilot Year 1 in 15 programs started summer 2016 and completed; cohort A (15 programs) started in winter 2017 and completed; and cohort B (14 programs) started in spring 2017 and completed for the final Program Review Report.	Program review not fully implemented	Finalized program viability data	Evaluate current program review process for revision during winter and spring 2021	Program review not implemented	Program review not implemented
<b>Benchmark met</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>SI score and rationale</b>	<b>Score = 0</b>					

#### NOTES:

- Program learning outcomes have been published and updated annually in the RTC program website pages. All syllabi are now required to include course learning outcomes in Canvas. The Curriculum Committee reviews and tracks to ensure all programs meet this expectation through regular meeting.
- Template and timelines were created for annual student learning assessment reporting. However, this was not covered in fall 2021 or fall 2022 faculty professional development days, as was previously recommended. Only a few programs completed the assessment report this past year.
- A program review process and timeline has yet to be established or implemented.

## 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 ten 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

#### Strategic Indicator: Course success rates overall & disaggregated by race/ethnicity

Benchmarks:

1. Course success rates are 80% or higher.
2. 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)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Course success rate	86%	86%	85%	84%	83%	84%	87%
Benchmark met	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SI score and rationale	Score = 2						

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Students of color	86%	86%	85%	83%	82%	83%	86%
White	89%	88%	88%	88%	87%	87%	89%
Gap	-3%	-2%	-3%	-5%	-5%	-4%	-3%
Benchmark met	Yes	Yes	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 3rd quarter retention rates overall & disaggregated by race/ethnicity**

Benchmarks:

1. Retention rates are at least 2% higher than the previous year.
2. 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: 1<sup>st</sup> to 3<sup>rd</sup> quarter retention rate overall**

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>1st to 3rd quarter retention</b>	50.2%	50.1%	47.1%	47.7%	56.6%	68.1%
<b>Benchmark met</b>	Baseline	No	No	No	Yes	Yes
<b>SI score and rationale</b>	Score = 2					

**Measure: 1<sup>st</sup> to 3<sup>rd</sup> quarter retention rate disaggregated by race/ethnicity**

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Students of Color</b>	46.3%	49.1%	43.3%	42.2%	56.4%	66.4%
<b>White</b>	55.4%	48.1%	52.3%	54.6%	60.1%	73.0%
<b>Gap</b>	-9.1%	1.0%	-9.0%	-12.4%	-3.7%	-6.6%
<b>Benchmark met</b>	No	Yes	No	No	Yes	No
<b>SI score and rationale</b>	Score = 0					

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

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

Benchmarks:

1. Retention rates are at least 2% higher than the previous year. RTC has exceptionally high retention rates, making substantial increases over time difficult to attain.
2. 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: 1<sup>st</sup> to 2<sup>nd</sup> quarter retention rate overall

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>1st to 2nd quarter retention</b>	64.7%	64.6%	62.6%	60.8%	72.6%	70.7%
<b>Benchmark met</b>	<b>Baseline</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>SI score and rationale</b>	<b>Score = 0</b>					

#### Measure: 1<sup>st</sup> to 2<sup>nd</sup> quarter retention rate disaggregated by race/ethnicity

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Students of color</b>	62.1%	64.3%	58.8%	54.4%	72.3%	66.4%
<b>White</b>	66.9%	62.6%	67.5%	69.8%	77.4%	80.3%
<b>Gap</b>	<b>-4.8%</b>	<b>1.7%</b>	<b>-8.7%</b>	<b>-15.4%</b>	<b>-5.1%</b>	<b>-13.9%</b>
<b>Benchmark Met</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>SI score and rationale</b>	<b>Score = 0</b>					

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

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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**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Enrollment percentage of students of color</b>	49.7%	50.7%	54.7%	57.7%	57.2%	58.3%	59.9%
<b>Benchmark met</b>	Baseline	Yes	Yes	Yes	No	Yes	Yes
<b>SI score and rationale</b>	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)

**Strategic Plan Monitoring Report – 2021-22**
**Objective 2.2: Attract, hire, and retain diverse faculty and staff**
**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**

		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Percent people of color</b>	RTC	28%	31%	34%	37%	38%	40%
	System	18%	19%	20%	21%	22%	24%
	Gap	+10%	+12%	+14%	+16%	+16%	+16%
<b>Benchmark met</b>							
<b>SI score and rationale</b>	<b>Score = 2</b>						

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

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

**Strategic Indicator: Employee retention rates**

Benchmarks:

1. Full-time employee retention rates are higher than the previous year.

**Measure: Employee retention rates**

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Retention rate</b>	82%	78%	78%	95%	91%	80%
<b>Benchmark met</b>	Baseline	No	No	Yes	No	No
<b>SI score and rationale</b>	<b>Score = 0</b>					

Data Source: HR provided

## Strategic Plan Monitoring Report – 2021-22

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### **Objective 2.3: Increase cultural competency**

Year 5 Priority Activity 2.3.3: Provide ongoing education for faculty, staff, and students.

The following activities were conducted college-wide:

- Annual Professional Development Plan equity goal
- Erin Jones, Three Phases of Equity all college sessions
- *So You Want to Talk About Race* common read and book clubs

**Strategic Plan Monitoring Report – 2021-22**
**Objective 2.4: Improve policies, procedures, and infrastructure to ensure equity among all campus constituents**
**Strategic Indicator: Status of compliance with WA state OCIO Policy 188 pertaining to accessibility**

Benchmarks:

1. Meet the compliance with WA state OCIO Policy 188 pertaining to accessibility.

**Measure: WA state OCIO Policy 188 compliance**

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>WA Accessibility Compliance</b>	2/7	7/7	7/7	7/7	7/7
<b>Benchmark met</b>	No	Yes	Yes	Yes	Yes
<b>SI score and rationale</b>	Score = N/A				

*NOTE: There is no benchmark for 2021-2022 due to no rubric being found for this measure.*

**Notes from the Accessibility Advisory Committee:**

- RTC is not in full compliance with Policy 188.
- Full accessibility is extremely hard to achieve, because we do not control what software and hardware makers will fix when it comes to making their products fully accessible.
- Great efforts and intentions were made in the past.
- Access for All Canvas course completed by many RTC staff.

## 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 six 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

#### 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

	2015-16	2016-17	2018-19	2019-20	2020-21	2021-22
Pass rate	88%	91%	94%	85%	76%	76%
Benchmark met	Yes	Yes	Yes	Yes	No	No*
SI score and rationale	Score = 0					

*Note: \*2 out of 8 exams had pass rates below 67%. 3 out of 8 exams had pass rates above 85%. Programs do not have a consistent timeframe for reporting pass rate data. The numbers above are a best estimate based on available data. Eight exam pass rates were reported for 2021-2022 academic year. For 2020-21 and 2021-22, overall college averages were calculated based on number of students who passed an exam divided by total number of students who attempted an exam.*

**Strategic Plan Monitoring Report – 2021-22**

**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**

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Placement Rate</b>	79%	79%	78%	78%	84%	77%
<b>Benchmark met</b>	Baseline	Yes	No	Yes	Yes	No
<b>SI score and rationale</b>	Score = 0					

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Placement Rate</b>	63%	62%	63%	60%	64%	61%
<b>Benchmark met</b>	Baseline	No	Yes	No	Yes	No
<b>SI score and rationale</b>	Score = 0					

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

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

**Strategic Plan Monitoring Report – 2021-22**

**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**

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Median annual wages</b>	\$39,957	\$40,643	\$42,432	\$42,578	\$45,947	\$44,949
<b>Benchmark met</b>	Yes	Yes	Yes	Yes	Yes	No
<b>SI score and rationale</b>	Score = 0					

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Median annual wages</b>	\$30,950	\$32,282	\$37,482	\$38,355	\$38,147	\$39,853
<b>Benchmark met</b>	Yes	Yes	Yes	Yes	No	Yes
<b>SI score and rationale</b>	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.

**Strategic Plan Monitoring Report – 2021-22**

**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**

	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Percentage of high-demand programs</b>	20%	20%	19%	18%	19%
<b>Benchmark met</b>	<b>Baseline</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>Yes</b>
<b>SI score and rationale</b>	<b>Score = 2</b>				

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

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

## Strategic Plan Monitoring Report – 2021-22

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### **Objective 3.2: Provide comprehensive student support services**

Year 5 Priority Activity 3.2.5: Improve engagement of families and communities of color toward equity goals

RTC has engaged in the following activities:

- There was a restructure in student services to differentiate entry services and outreach in order to focus efforts and better serve communities of color. Hiring efforts were made to place additional staff in communities of color.
- Zoom Lobby and Bookings appointments have expanded student services reach in order to access more students and improve accessibility.
- EAB Navigate software has been utilized to send targeted messages to specific student populations to promote DEI programming, such as Men of Merit and Women of Merit.

The Associated Student Government (ASG) has supported, promoted, or hosted the following events:

- Fall 2021 Gentle Yoga Series: Designed to provide virtual community gatherings, exercise, and well-being during the lockdown.
- Fall 2021 ASG participation in Renton City Council Forum: Sponsored and advertised in collaboration with the RTC Foundation.
- Fall 2021 Halloween Scary Movie Trivia: Open to RTC students, staff, and faculty as a virtual event.
- Fall 2021 Native American Heritage Speaker: Fern Renville
- Winter 2022 Black History Month Events: Hosted by the City of Renton and promoted by ASG. These were open to the public and promoted by ASG.
  - City of Renton Black History Month Celebration: Co-hosted by members of the Renton African American community and the City of Renton
  - Northwest African American Museum's The Past, Present and Future of Black History Forum moderated by Dr. Quintard Taylor of UW

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

Year 5 Priority Activity: 3.3.2: Strengthen partnerships with area school districts, faith-based organizations, community-based organizations, labor organizations, and city and county agencies.

RTC has engaged in partnerships with the below agencies:

- **King County Promise (KCP)**
  - RTC is partnering with King County Promise, Northwest Education Access, Congolese Integration Network, and Centro Rendu (of St. Vincent de Paul) in the Promise to Community (PtC) partnership to develop a comprehensive student support model, supporting historically underserved young people to obtain postsecondary credentials.
- **United Way King County Benefits Hub**
  - The Learning Resource & Career Center (LRCC) and United Way of King County are partnering via the Benefits Hub, which includes assistance in financial coaching, paying for college, housing support, benefits access, food access, and emergency funds.
- **Food Lifeline**
  - The Learning Resource & Career Center (LRCC) has partnered with Food Lifeline to expand the food pantry at RTC.
- **Renton Chamber of Commerce**
  - RTC continues to partner with the Renton Chamber of Commerce to advertise RTC events on their website and collaborate in meetings.

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

No priority activities were dedicated to this objective in Year 5.

- The [Legislative Advocacy webpage](#) dedicated to legislative advocacy was created as a resource guide for those meeting with legislators.

## 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 seven 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**

Year 5 Priority Activity 4.1.1: Improve transparency of resource allocation and decision-making processes. Increase fiscal health of the institution.

Efforts made in support of this priority activity:

- **Budget Planning Sheets**
  - Budget managers must align all budget requests with a strategic priority activity.
- **Budget Townhall Forums**
  - VP of Administration and Finance holds regular budget forums with the campus community.
- **College Governance**
  - College Council has been rebranded as the Resource and Planning Council to manage the planning and resource allocation process.

**Strategic Plan Monitoring Report – 2021-22**
**Objective 4.2: Increase financial security by maximizing professional-technical programming and through the diversification of funding**
**Strategic Indicator: Fill rates**

Benchmarks:

1. Fill rate is higher than 50%.
2. Fill rate is equal to or higher than the previous year.

**Measure: Fill rates**

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Fill rate</b>	28%	31%	30%	49%	32%	30%
<b>Change from previous year</b>	Baseline	+3%	-1%	+19%	-17%	-2%
<b>Benchmark met</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>SI score and rationale</b>	<b>Score = 0</b>					

*Data Source: dataLink – PS Class Table*

- *Number enrolled / Class Capacity*

## Strategic Plan Monitoring Report – 2021-22

### 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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Revenue</b>	-2.7%	-2.1%	-2.8%	-3.8%	0.2%	2.6%	4.9%
<b>Expenditures</b>	5.1%	7.6%	-0.5%	-5.3%	-6.6%	-8.2%	1.2%
<b>Variance Result</b>	-7.8%	-9.7%	-2.3%	1.5%	6.8%	10.8%	3.7%
<b>Benchmark met</b>	No	No	Yes	Yes	No	No	Yes
<b>SI score and rationale</b>	Score = 2						

Data Source: Business Office provided; 4.9% (revenue variance) – 1.2% (expenditure variance) = 3.7%

### Strategic Indicator: FTE enrollment

Benchmarks:

1. The total FTE falls between the tolerance thresholds of 98-105% of the allocation.

#### Measure: FTE allocation vs. FTE actuals

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>% of allocation</b>	101%	98%	99%	88%	79%	72%	70%
<b>Benchmark met</b>	Yes	Yes	Yes	No	No	No	No
<b>SI score and rationale</b>	Score = 0						

Data Source: SBCTC Allocation Monitoring Reports

## Strategic Plan Monitoring Report – 2021-22

### 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

		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Career Training	#	1,587	1,569	1,655	1,532	1,369	1167	1125
	%	38.0	39.8	40.0	40.3	39.4	40.6	36.7
General Education	#	533	538	506	491	492	428	557
	%	12.8	13.6	12.2	12.9	14.1	14.9	18.2
College & Career Pathways	#	1,433	1,230	1,328	1,212	1,123	836	966
	%	34.3	31.2	32.1	31.8	32.3	29.1	31.5
Occupational Supplemental	#	623	609	650	571	494	443	417
	%	14.9	15.4	15.7	15.0	14.2	15.4	13.6
Benchmark met		No	No	Yes	No	No	No	No
SI score and rationale		Score = 0						

Data Source: Datalink database

### Strategic Indicator: Number and dollar value of donor gifts

Benchmarks:

1. The number of gifts and dollar values are equal to or higher than the previous year.

#### Measure: Number and dollar value of donor gifts

	2017-18	2018-19	2019-20	2020-21	2021-22
Number of Participants	404	381	288	358	431
Dollar value	\$621,193.46	\$603,362.38	\$1,072,599.89	\$659,978.00	\$642,224.00
Benchmark met	Yes	No	Yes	No	No
SI score and rationale	Score = 0				

Data Source: RTC Foundation provided

**Strategic Plan Monitoring Report – 2021-22**

**Strategic Indicator: Number and dollar amount of grants funded**

Benchmarks:

1. The dollar amount of grants funded is at least \$4,000,000 and indirect costs received are equal to or higher than the previous year.

**Measure: Number and dollar amount of grants funded**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Number funded</b>	36	26	26	16	14
<b>Dollar value</b>	\$3,139,335	\$2,579,810	\$2,810,269	\$2,363,677	\$2,900,844
<b>Indirect costs</b>	\$136,858	\$86,528	\$80,969	\$85,129	\$86,228
<b>Benchmark met</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>SI score and rationale</b>	<b>Score = 0</b>				

*Data Source: Business Office provided*

Strategic Plan Monitoring Report – 2021-22

**Objective 4.3: Implement intentional systems improvement**

**Strategic Indicator: Recommendations cleared during next Year Seven accreditation visit**

Benchmarks:

1. Total of four recommendations are cleared before Year Seven accreditation visit in 2021.

**Measure: Four recommendations cleared during Year Seven accreditation visit in 2021.**

	2017-18	2018-19	2019-20
Four recommendations cleared	1 cleared out of 4	2 cleared out of 4	4 cleared out of 4
Benchmark met	No	No	Yes
SI score and rationale	Score = N/A		

**NOTES:**

- Although RTC has cleared the 4 recommendations before the Year Seven accreditation visit in 2021, these recommendations are similar to those given during the 2021 visit.
- RTC needs to continue to work on effective planning and resource allocation as well as a systematic program review process and student learning outcome assessment process.

Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<i>Recommendation 1: The evaluation committee recommends that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate and comprehensive manner by the Board of Trustees (Eligibility</i>	<b>Recommendation 1:</b> The 2014-15 audit was completed, and the Board of Trustees approved the final audit report on October 20, 2015.	<b>Recommendation 1:</b> RTC has been cleared by the Commission with regard to this recommendation.

**Strategic Plan Monitoring Report – 2021-22**

Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<p><i>Requirement 19 and Standard 2.F.7).</i>            This recommendation was addressed in an Ad-Hoc Report dated December 15, 2015, as well as in a Special Report dated March 11, 2016. RTC received an acceptance letter on July 19, 2016, from NWCCU for the submission of the Special Report that addressed recommendation one.</p>		
<p><b>Recommendation 2:</b> <i>The evaluation committee found evidence of multiple planning processes that appear confusing, lack meaningful evidence, and are not broadly understood across the institution. The evaluation committee recommends that the College evaluate its planning cycle to ensure it is effective and systematic, allows for constituent input and broad communication, encourages self-reflection, and results in evidence-based assessment of its accomplishments (Standards 3.A.1., 3.A.2, 3.A.3., and 5.A.1.)</i></p>	<p><b>Recommendation 2:</b> RTC developed a systematic and consistent planning cycle/process including a specific budget and planning calendar. The systematic planning cycle is designed to allow constituent input and broad communication, self-reflection, and results in evidence-based assessment. RTC reviewed its budgeting process and aligned its planning efforts to the budgeting and resource allocation process in a process informed by relevant and timely indicators, as well as a rigorous program review process. As part of that, the college refined its Key Performance Indicators (KPI) to better measure institutional effectiveness. The College continues to enhance integrated planning,</p>	<p><b>Recommendation 2:</b> The President and VP of Administration and Finance provided educational sessions on budgeting to the College community and implemented the systematic planning cycle and alignment of planning and budget allocation. This cycle includes unit leaders submitted their unit plans in spring. The Office of Institutional Research then provides a GAP Analysis in the fall to see the alignments of unit plans with the Strategic Plan of RTC. Next, unit leaders reflect and report their unit plan activities in the winter based on their unit plans. They finalize the unit plan assessment in their closeout surveys at the end of the year.</p>

**Strategic Plan Monitoring Report – 2021-22**

Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
	budgeting and assessment process.	
<p><b>Recommendation 3:</b> <i>The evaluation committee recommends that the College ensure that planning is informed by meaningful and verifiable indicators which are evaluated and analyzed at the program, department, and direct service level, as well as within the context of the core themes, in order to determine areas of improvement, to inform decision making, and to prioritize the allocation of resources (Standards 1.B.2, 3.A.3., 3.B.3., 4.A.1., and 4.B.1.).</i></p>	<p><b>Recommendation 3:</b> The core themes and objectives established by the College in 2013 has continuously served as a systematic and consistent foundation for planning, assessment and progress toward the College’s mission fulfillment. The Board of Trustees also reaffirmed the College’s core themes during a board study session in fall 2017. Based on the foundation and support the College has used refined strategic indicators to monitor the success of strategic plan implementation. The College Council met used a strategic indicator scorecard to review and measure each strategic indicator result and to assess the overall success of its mission fulfillment.</p>	<p><b>Recommendation 3:</b> RTC was commended for its development of measurable, verifiable indicators during its Mid-Cycle Self-Evaluation visit in October 2016 and NWCCU accepted the Fall 2017 Ad Hoc Report in February 2018. The College continues to share meaningful and verifiable indicators in the four strategic goals (i.e. learning, equity, community, and institutional strength) with the campus community to understand the status and direction of the College’s mission fulfillment and to adjust as needed to meet the institutional goals. Additionally, the College improved its annual assessment report by requiring more direct measures.</p>
<p><b>Recommendation 4:</b> <i>The evaluation committee recommends that the College engage in an evidence-based evaluation of assessment processes to ensure that student learning outcomes are clearly identified, consistently provided to students and that the assessment results are used to enhance teaching and learning and to inform the planning process for</i></p>	<p><b>Recommendation 4:</b> All programs successfully developed program learning outcomes that are aligned to one or more of the college-wide outcomes in 2017 and updated some program learning outcomes in 2018. Course learning outcomes were also completed in 2017. The College has worked to</p>	<p><b>Recommendation 4:</b> All professional-technical programs at RTC have begun the three-year program review process. We have experienced positive results to date. The deans and faculty have met to discuss the results of the program review process and have engaged their advisory board members in the process as well. As a result, the deans</p>

**Strategic Plan Monitoring Report – 2021-22**

Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<p><i>academic programs and services (Standards 2.C.10., 4.A.6., and 4.B.2.)</i></p>	<p>develop a systematic assessment plan and process for meaningful learning outcomes assessment. A cross-departmental assessment committee has been organized and it serves to facilitate the assessment process and to develop the culture of assessment. A student self-reflection assessment project has been implemented and used for improving student success. In September 2019, a faculty self-reflection assessment project was also implemented.</p>	<p>and faculty have developed a plan to move forward based on individual program reviews to ensure that programs are addressing any areas that need attention.</p> <p>Centering student success in the process has been important when reviewing program level data so that curriculum and pedagogy can be adjusted to better serve students.</p> <p>Learning outcomes data including student self-reflection have been used to improve teaching and learning as well as a resource data for overall program improvement. Because of the overall learning outcomes assessment efforts, the College is developing a culture of assessment by analyzing and discussing learning outcomes and documenting the assessment process and outcomes for continuous improvement.</p>

## Strategic Plan Monitoring Report – 2021-22

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### Objective 4.4: Invest in the College's infrastructure

Year 5 Priority Activity 4.4.5: Ensure ctclink preparation; urgent COVID adaptations

RTC hired new positions and made significant building upgrades to address the ctclink transition and COVID needs, as listed below.

- ctclink launched in February 2022
  - Positions to support ctclink launch:
    - 1 Project Manager
    - 2 Business Systems Analysts
    - 1 Data Analyst
    - 0.5 Junior Systems Administrator
    - 1 Payroll Coordinator
    - 1 Schedule & Curriculum Analyst
    - 1 Student Financials Analyst
    - Several backfill positions – Enrollment Services, Financial Aid, Business Office
- HEERF Funds
  - Positions to support urgent COVID adaptations:
    - 2.5 Enrollment Specialist
    - 0.5 Adviser
    - 1 IT TSA
    - 1 Web-content position
    - 1 CCP Navigator
- Upgraded all air filters to maximum MERV 11
- Increased air flow in all buildings

## 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. Currently, a total of 32 Strategic Indicators (SI) are used to measure success towards mission fulfillment. These indicators are directly aligned to Strategic Goals. Outlined below are recommendations for which the College and Executive Cabinet might consider in the coming year.

- The percentage of students of color is increasing over time, yet gaps between students of color and white students in terms of retention, persistence, and completion are widening. This should be investigated further. It is recommended that further disaggregation of data and primary and secondary research be conducted to inform new interventions that can support students of color on campus. Faculty and staff should go through equity training to better support students. Policies need to be reviewed and reexamined through an equity lens.
- RTC must find a way to ensure that a program review and student learning outcomes assessment consistently take place in a sustainable manner, regardless of turnover and changes in staffing. The effectiveness of our programs is hindered by not having a robust systematic way of evaluating program effectiveness. Programs should be evaluated holistically via the Guided Pathways framework.
- The slipping retention rate of employees may be a reflection of changes due to the pandemic and implementation of ctLink. It is recommended that employee surveys and/or focus groups/interviews be conducted to inform activities that can help retain employees. An exit interview process is also recommended.
- As in previous years, it is recommended that a comprehensive strategic equity enrollment management plan be implemented to recruit and retain students at RTC. RTC should review areas that have enhanced FTEs to take advantage of that opportunity.
- In order to sustain future tracking and data integrity, all staff who perform data entry should check and audit their work to ensure data cleanliness and completeness by state deadlines. It is recommended that these mechanisms be built into job descriptions, trainings, and business processes, if applicable. In addition, reporting of data should include data sources and calculations for transparency and sustainability.

## DATA SOURCES

- dataLink, ctclink\_CDS Database, PS\_STDNT\_ENRL, PS\_CLASS\_TBL, PS\_CRSE\_OFFER Tables
- RTC Program Enhancement Plan (PEP) Cohorts
- RTC Student Learning Engagement Survey 2022 from July 2022
- 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