

## Seattle Colleges Strategic Plan Scorecard 2017-18

		MEASURE	TARGET AY1718	ACTUAL AY1718	STATUS	TARGET AY2223	BASELINE
GOAL	1: S1	IUDENT SUCCESS					
	1a.	Student Engagement	N/A	3.2	$\checkmark$	3.2	3.2
	2a.	<b>Retention Rate</b> Fall to winter	62%	59%	×	72%	61%
	3a.	<b>Completion Rate</b> Four-year cohort	43%	43%	$\checkmark$	53%	42%
	4.	<b>Job Placement Rate</b> Nine months from program completion (prof-tech students only)	83%	Available 10/2019		86%	81%
	5.	Wage Progression	25%	Available 12/2019		30%	24%
	6a.	<b>Math Progression</b> From developmental to college within one year	24%	25%	✓	29%	23%
GOAL	2: E(	QUITY, DIVERSITY, INCLUSION, AND COMMU	NITY				
	1b.	<b>Student Engagement by Subgroups</b> (SOC = students of color)	N/A	White: 3.5 SOC: 3.1 <b>Gap: 0.4</b>		Gap: 0%	White: 3.5 SOC: 3.1 <b>Gap: 0.4</b>
	2b.	<b>Retention Rate</b> Fall to winter, by subgroups (HU = historically underserved)	White: 66% HU: 60% <b>Gap: 6%</b>	White: 61% HU: 59% <b>Gap: 2%</b>	~	Gap: 0%	White: 65% HU: 59% <b>Gap: 6%</b>
	3b.	<b>Completion Rate</b> 4-year cohort, by subgroups (HU = historically underserved)	White: 46% HU: 37% <b>Gap: 9%</b>	White: 46% HU: 34% <b>Gap: 12%</b>	×	Gap: 0%	White: 45% HU: 35% <b>Gap: 10%</b>
	6b.	Math Progression From development math to college level within one year, by subgroups (HU = historically underserved)	White: 28% HU: 18% <b>Gap: 10%</b>	White: 28% HU: 16% <b>Gap: 12%</b>	×	Gap: 0%	White: 27% HU: 17% <b>Gap: 10%</b>
	7.	Ethnic and Racial Diversity of Faculty and Staff	Maintain	32%	✓	35%	32%
	11b	<b>. Staff Growth and Engagement</b> By subgroups	N/A	White: 3.6 SOC: 3.5 <b>Gap: 0.1</b>		Gap: 0.0	N/A
GOAL	<b>3: O</b>	RGANIZATIONAL EXCELLENCE					
	8.	Cost Per Completions, Cost per SA Points, Cost per FTEs	N/A	Available 9/2019		TBD	\$38,588/comp, \$3,737/ SA pts, \$9,073/FTEs
	9.	Stars Points	123	145	$\checkmark$	178	105
	10.	<b>Conversion Rates</b> Applicants to enrollments	33%	34%	$\checkmark$	38%	32%
	11a	. Staff Growth and Engagement	N/A	3.6		TBD	N/A
GOAL	4: P/	ARTERNSHIPS					
	12.	<b>Partnerships</b> Quantity and quality	N/A	TBD	TBD	TBD	TBD

years. CCSSE item: "How would you evaluate your overall educational experience at this college?" (1=poor, 2=fair, 3=good, 4=excellent) Colleges' student surveys items (non-CCSSE years): "What is your overall satisfaction with your experience at North/Central/South Seattle College?"       2a     Retention rate     Fall to winter, all cohorts       3a     Completion rate     Four-year Student Achievement (SA) cohort, inclusive short-certs, long-certs, degre and transfers w/o degrees; prof/tech and transfer cohorts only. ABE and ESL cohorts excluded       4     Job placement rate     Nine months from program completion, professional/technical students only       5     Wage progression     From PRE-enrollment at Seattle Colleges to POST-enrollment, of professional/ technical program       6a     Math Progression from developmental to college-level and more than one level below college     Cohorts starting just below college-level and more than one level below college       2: EQUITY, DIVERSITY, INCLUSION, AND COMMUNITY     Community College Survey of Student Engagement (CCSSE), approximately every thr years. CCSSE item: "How would you evaluate your overall educational experience at this college?" (1=poor, 2=fair, 3=good, 4=excellent). Gap between white students of color (SOC).       2b, 3b, 5b     Student performance     By Yyaar six, reduce and eliminate performance gaps between white and undresservef of the varian Ansian American, Hispanic or Latinx, Native American, American Indian or other Native American, Asian American, Marcian Indian or other Native American, Merican Indian or other Native American, Sain American,	Number	Measure	Description	
Series     Systems       25     EQUITY     Diversion     Consumption       25.     Student engagement     Community college student surveys items (non-CCSSE years): "What is your overall satisfaction with your experience at North/Central/South Seattle College?       26     Retention rate     Fall to winter, all cohorts       3a     Completion rate     Four-year Student Achievement (SA) cohort, inclusive short-certs, long-certs, degree and transfers w/o degrees; prof/tech and transfer cohorts only. ABE and ESL cohort: excluded       4     Job placement rate     Nine months from program completion, professional/technical students only from PRE-enrollment at Seattle Colleges to POST-enrollment, of professional/ technical program       6a     Math Progression from developmental to college-level in one year     Cohorts starting just below college-level and more than one level below college developmental to college-level in one year       2b EQUITY_DIVERSITY_INCLUSION_AND COMMUNITY     To wars. CCSSE item: "How would you evaluate your overall educational experience at this college?" ("honor, 2-fair, 3-good, 4-excellent). Gap between white students ar students of color (SOC).       2b, 3b, 6b     Student performance     By Yyear six, reduce and eliminate performance gaps between white and underserve develocity on starting categories)       7     Ethnic and racial diversity of faculty and staff. Color SUEA and African American, American Indian or other Native American, Hispanic or Lainx, Native America	1: STUDE	NT SUCCESS		
3a     Completion rate     Four-year Student Achievement (SA) cohort, inclusive short-certs, long-certs, degreand transfers w/o degrees; profrech and transfer cohorts only, ABE and ESL cohorts excluded       4     Job placement rate     Nine months from program completion, professional/technical students only       5     Wage progression     From PRE-enrollment at Seattle Colleges to POST-enrollment, of professional/technical program       6a     Math Progression from developmental to college-level in one year     Cohorts starting just below college-level and more than one level below college       2: EQUITY, DIVERSITY, INCLUSION, AND COMMUNITY     To student engagement     Construction of Student Engagement (CCSSE), approximately every thr years, CCSSE it em: "Thow would you evaluate your overall educational experience at this college? (1-poor, 2-fair, 3-good, 4-excellent). Gap between white students ar students of color (SOC).       2b, 3b, 6b     Student performance     By Year six, reduce and eliminate performance gaps between white and underserves students. Collog: District specification of 'underserved' students.       7     Ethnic and racial diversity spanic and Artican American, American students as taffing categories)     What is your overall statisfaction with being an employee? (5-very satisfied, 4-esatisfied, 3-eneither satisfied nor dissatisfied, 2-dissatisfied, 1= very dissatisfied, 0-Prefer not to answer); SOC=staff of color       7     Ethnic and racial diversity cour overall satisfaction with being an employee? (5-very satisfied, 4-esatisfied, 3-eneither satisfied nor dissat	1a	Student engagement	this college?" (1=poor, 2=fair, 3=good, 4=excellent) Colleges' student surveys items (non-CCSSE years): "What is your overall satisfaction with your	
and transfers w/o degrees; prof/tech and transfer cohorts only. ABE and ESL cohorts excluded   4 Job placement rate Nine months from program completion, professional/technical students only   5 Wage progression From PRE-enrollment at Seattle Colleges to POST-enrollment, of professional/ technical program   6a Math Progression from developmental to college-level in one year Cohorts starting just below college-level and more than one level below college   2: EQUITY, DVERSITY, INCLUSION, ADD COMMUNITY Tommunity College Survey of Student Engagement (CCSSE), approximately every thr years. CCSSE item: "How would you evaluate your overall educational experience at this college?" (Prop. 2–fair, 3–good, 4–excellent). Gap between white students ar students of color (SOC).   2b, 3b, 6b Student performance By Year six, reduce and eliminate performance gaps between white and underserve students. Acial and ethnic groupings to establish "opportunity gap" follow Seattle Public Schools District specification of "underserved" students. Historically Underserved (HU): Black and African American Anerican Indian or other Native American, Hispanic or Latim, Native American students currently excluded from these analyses in an effort to remain consistent with the Se Public Schools reporting. Going forward, Asian American Indian or other Native American, Sian American, Hispanic or Latim, and Pacific Islander (Asian American students currently excluded from these analyses in an effort to remain consistent with the Se Public Schools reporting. Going forward, Asian American Indian or other Native American students currently excluded from these analyses in an effort to remain consistent with the Se Public Schools reporting. Going forward, Asian American Indian or other Native Amer	2a	Retention rate	Fall to winter, all cohorts	
5     Wage progression     From PRE-enrollment at Seattle Colleges to POST-enrollment, of professional/ technical program       6a     Math Progression from developmental to college-level in one year     Cohorts starting just below college-level and more than one level below college       2: EQUITY, DIVERSITY, INCLUSION, AND COMMUNITY     Community College Survey of Student Engagement (CCSSE), approximately every thr years. CCSSE item: "How would you evaluate your overall educational experience at this college?" (1-poor, 2-fair, 3-good, 4-excellent). Gap between white students ar students of color (SOC). Students of color (SOC).       2b, 3b, 6b     Student performance     By Year six, reduce and eliminate performance gaps between white and underserve students. Racial and ethnic groupings to establish "opportunity gap" follow Seattle Public Schools reporting. Ging forward, Asian American Indian or other Native American, Hispanic and Latinx, and Pacific Islander (Asian American students currently excluded from these analyses in an effort to remain consistent with the 5e Public Schools reporting. Ging forward, Asian American Subgroups will be analyze determine inclusion in the underserved (ategory.)       7     Ethnic and racial diversity of faculty and staff (all staffing categories)     Staff of color: Black and African American, American Indian or other Native America Asian American, Hispanic or Latinx, and Pacific Islander.       8     Cost per completions; cost per Sp points; cost per Sp points; cost per Sp points; cost per FFES     Sot data includes all non-capital fund sources.       9     STARS ratings     The Sustainably Tracking Assessmen	3a	Completion rate	and transfers w/o degrees; prof/tech and transfer cohorts only. ABE and ESL coho	
technical program       6a     Math Progression from college-level in one year     Cohorts starting just below college-level and more than one level below college college-level in one year       2: EQUITY, DIVERSITY, INCLUSION, AND COMMUNITY     Community College Survey of Student Engagement (CCSSE), approximately every thr students of color (SOC).       1b     Student engagement     Community College Survey of Student Engagement (CCSSE), approximately every thr students of color (SOC).       2b, 3b, 6b     Student performance     By Yyear six, reduce and eliminate performance gaps between white and underserve students. Asian American, Hispanic or Latinx, Native American, American Indian or other Native American, Asian American, Hispanic and Latinx, and Pacific Islander (Asian American students currently excluded from these analyses in an effort to remain consistent with the Se Public Schools District specification of "underserved" students. Historically Underserved (HU): Black and African American American Indian or other Native American, Hispanic or Latinx, and Pacific Islander (Asian American students currently excluded from these analyses in an effort to remain consistent with the Se Public Schools Poporting. Going forward, Asian American subgroups will be analyze determine inclusion in the underserved category.)       7     Ethnic and racial diversity of faculty and staff (all staffing categories)     Staff growth and engagement     What is your overall satisfaction with being an employee? (5=very satisfied, -=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, 1= very dissatisfied, 0=Prefer not to answer); SOC=staff of color       9     Staff growth and	4	Job placement rate	Nine months from program completion, professional/technical students only	
developmental to college-level in one year       2: EQUITY, DIVERSITY, INCLUSION, AND COMMUNITY       1b     Student engagement vears. CCSSE item: "How would you evaluate your overall educational experience at this college?" (1=poor, 2=fair, 3=good, 4=excellent). Gap between white students ar students of color (SOC). Students of color (SOC). Black or African American, American Indian or other Native American, Asian American, Hispanic or Latinx, Native American, and Pacific Islander.       2b, 3b, 6b     Student performance     By Years ix, reduce and eliminate performance gaps between white and underserv students. Acial and ethnic groupings to establish "opportunity gap" follow Seattle Public Schools' District specification of "underserved" students. Historically Underserved (HU): Black and African American, American Indian or other Native American, Hispanic and Latinx, and Pacific Islander. (Asian American, Hispanic and Latinx, and Pacific Islander. Asian American, Hispanic and Latinx, and Pacific Islander.       7     Ethnic and racial diversity of faculty and staff (all engagement     What is your overall satisfaction with being an employee? (5=very satisfied, 4=satisfied, 3=neither satisfied or closatisfied, 2=dissatisfied, 1= very dissatisfied, 4=satisfied, 3=neither satisfied roclor       9     Staff growth and engagement     Cost data includes all non-capital fund sources. Cost per SA points; cost per FTES     Cost data includes all non-capital fund sources. Cost per SA points; cost per FTES     The Sustainably Tracking Assessment & Rating System <sup>™</sup> (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainabilit performance. Association for the Advancement of Sustainabilit	5	Wage progression	- · · ·	
1b   Student engagement   Community College Survey of Student Engagement (CCSSE), approximately every thr years. CCSSE item: "How would you evaluate your overall educational experience at this college?" (1=poor, 2=fair, 3=good, 4=excellent). Gap between white students ar students of color (SOC).     2b, 3b, 6b   Student performance   By Yyear six, reduce and eliminate performance gaps between white and underserv students. An erical, Asian American, Hispanic or Latinx, Native American, and Pacific Islander.     2b, 3b, 6b   Student performance   By Yyear six, reduce and eliminate performance gaps between white and underserv students. Racial and ethnic groupings to establish "opportunity gap" follow Seattle Public Schools' District specification of "underserved" students. Historically Underserved (HU): Black and African American American students currently excluded from these analyses in an effort to remain consistent with the Se Public Schools reporting. Going forward, Asian American studgroups will be analyze determine inclusion in the underserved category.)     7   Ethnic and racial diversity of faculty and staff (all staffing categories)   Staff of color: Black and African American, American Indian or other Native America fasian American, Hispanic or Latinx, and Pacific Islander.     3: ORGANIZATIONAL EXCELLENCE   Sost per Spoints; cost per Spoints; cost per Spoints; cost per FTES     9   STARS ratings   The Sustainably Tracking Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. Association for the Advancement of Sustainability in Higher Education (AASHE): https://stars.asahe.org/institutio	ба	developmental to	Cohorts starting just below college-level and more than one level below college	
years. CCSSE item."How would you evaluate your overall educational experience at this college?" (1=poor, 2=fair, 3=good, 4=excellent). Gap between white students ar students of color (SOC). Students of color (SOC). Students of color (SOC). Students of color (SOC). Students of color (SOC): Black or African American, American, and Pacific Islander. American, Aisian American, Hispanic or Latinx, Native American, and Pacific Islander. By Yyear six, reduce and eliminate performance gaps between white and underserv students. Racial and ethnic groupings to establish "opportunity gap" follow Seattle Public Schools' District specification of "underserved" students. Historically Underserved (HU): Black and African American, American Indian or other Native American, Hispanic and Latinx, and Pacific Islander.7Ethnic and racial diversity of faculty and staff (all staffing categories)Staff of color: Black and African American, American Indian or other Native American American, Hispanic or Latinx, and Pacific Islander.11bStaff growth and engagementWhat is your overall satisfaction with being an employee? (5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, 1= very dissatisfied, 0=Prefer not to answer); SOC=staff of color32Ors per completions; cost per SA points; cost per FTESCost data includes all non-capital fund sources. cost per STARS ratings9STARS ratingsThe Sustainably Tracking Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. Association for the Advancement of Sustainability in Higher Education (AASHE): https://tstrs.asahe.org/institutions/participants-and-reports/10Conversion rateConversion per	2: EQUIT	, DIVERSITY, INCLUSION,	AND COMMUNITY	
Image: constraint of the second sec	1b	Student engagement	this college?" (1=poor, 2=fair, 3=good, 4=excellent). Gap between white students ar	
6bstudents. Racial and ethnic groupings to establish "opportunity gap" follow Seattle Public Schools' District specification of "underserved" students. Historically Underserved (HU): Black and African American, American Indian or othe Native American, Hispanic and Latinx, and Pacific Islander (Asian American students currently excluded from these analyses in an effort to remain consistent with the Se Public Schools' reporting. Going forward, Asian American subgroups will be analyze determine inclusion in the underserved category.)7Ethnic and racial diversity of faculty and staff (all staffing categories)Staff of color: Black and African American, American Indian or other Native America Asian American, Hispanic or Latinx, and Pacific Islander.11bStaff growth and engagementWhat is your overall satisfaction with being an employee? (5=very satisfied, 0=Prefer not to answer); SOC=staff of color3: ORGANIZATIONAL EXCELLENCECost per completions; cost per SA points; cost per FTESCost data includes all non-capital fund sources.9STARS ratingsThe Sustainably Tracking Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainabilit performance. Association for the Advancement of Sustainability in Higher Education (AASHE): https://stars.ashe.org/institutions/participants-and-reports/10Conversion rateConversion percentage of applicants to enrollments from Jan to Oct in a year11aStaff growth and engagementWhat is your overall satisfaction with being an employee of North/Central/South Seattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale (5=very satisfied, 1= very dissatisfied)				
Native American, Hispanic and Latinx, and Pacific Islander (Asian American students currently excluded from these analyses in an effort to remain consistent with the Se Public Schools reporting. Going forward, Asian American subgroups will be analyze determine inclusion in the underserved category.)7Ethnic and racial diversity of faculty and staff (all staffing categories)Staff of color: Black and African American, American Indian or other Native America Asian American, Hispanic or Latinx, and Pacific Islander.11bStaff growth and engagementWhat is your overall satisfaction with being an employee? (5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, 1= very dissatisfied, 0=Prefer not to answer); SOC=staff of color3: ORGANIZATIONAL EXCELLENCE8Cost per completions; cost per SA points; cost per FTESCost data includes all non-capital fund sources.9STARS ratingsThe Sustainably Tracking Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainabilit performance. Association for the Advancement of Sustainability in Higher Education (AASHE): https://stars.aashe.org/institutions/participants-and-reports/10Conversion rateConversion percentage of applicants to enrollments from Jan to Oct in a year11aStaff growth and engagementWhat is your overall satisfaction with being an employee of North/Central/South Seattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale (S=very satisfied, 1= very dissatisfied)		Student performance		
7   Ethnic and racial diversity of faculty and staff (all staffing categories)   Staff of color: Black and African American, American Indian or other Native America Asian American, Hispanic or Latinx, and Pacific Islander.     11b   Staff growth and engagement   What is your overall satisfaction with being an employee? (5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, 1= very dissatisfied, 0=Prefer not to answer); SOC=staff of color     3: ORGANIZATIONAL EXCELLENCE   8   Cost per completions; cost per SA points; cost per FTES   Cost data includes all non-capital fund sources.     9   STARS ratings   The Sustainably Tracking Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainabilit performance.     10   Conversion rate   Conversion percentage of applicants to enrollments from Jan to Oct in a year     11a   Staff growth and engagement   What is your overall satisfaction with being an employee of North/Central/South Seattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale (5=very satisfied, 1= very dissatisfied)			Historically Underserved (HU): Black and African American, American Indian or othe Native American, Hispanic and Latinx, and Pacific Islander (Asian American students currently excluded from these analyses in an effort to remain consistent with the Se Public Schools reporting. Going forward, Asian American subgroups will be analyze determine inclusion in the underserved category.)	
11b   Staff growth and engagement   What is your overall satisfaction with being an employee? (5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, 1= very dissatisfied, 0=Prefer not to answer); SOC=staff of color     3: ORGANIZATIONAL EXCELLENCE   8   Cost per completions; cost per SA points; cost per FTES   Cost data includes all non-capital fund sources.     9   STARS ratings   The Sustainably Tracking Assessment & Rating System <sup>TM</sup> (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainabilit performance.     10   Conversion rate   Conversion percentage of applicants to enrollments from Jan to Oct in a year     11a   Staff growth and engagement   What is your overall satisfaction with being an employee of North/Central/South Seattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale (5=very satisfied, 1= very dissatisfied)	7	of faculty and staff (all	Staff of color: Black and African American, American Indian or other Native America Asian American, Hispanic or Latinx, and Pacific Islander.	
8Cost per completions; cost per SA points; cost per FTESCost data includes all non-capital fund sources.9STARS ratingsThe Sustainably Tracking Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.10Conversion rateConversion percentage of applicants to enrollments from Jan to Oct in a year11aStaff growth and engagementWhat is your overall satisfaction with being an employee of North/Central/South Seattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale (5=very satisfied, 1= very dissatisfied)	11b	Staff growth and	4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, 1= very dissatisfied,	
cost per SA points; cost per FTESThe Sustainably Tracking Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. Association for the Advancement of Sustainability in Higher Education (AASHE): https://stars.aashe.org/institutions/participants-and-reports/10Conversion rateConversion percentage of applicants to enrollments from Jan to Oct in a year11aStaff growth and engagementWhat is your overall satisfaction with being an employee of North/Central/South Seattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale (5=very satisfied, 1= very dissatisfied)	3: ORGAN	IZATIONAL EXCELLENCE		
self-reporting framework for colleges and universities to measure their sustainability performance.Association for the Advancement of Sustainability in Higher Education (AASHE): https://stars.aashe.org/institutions/participants-and-reports/10Conversion rateConversion percentage of applicants to enrollments from Jan to Oct in a year11aStaff growth and engagementUWhat is your overall satisfaction with being an employee of North/Central/South Seattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale (5=very satisfied, 1= very dissatisfied)	8	cost per SA points;	Cost data includes all non-capital fund sources.	
Image: https://stars.aashe.org/institutions/participants-and-reports/10Conversion rate11aStaff growth and engagementWhat is your overall satisfaction with being an employee of North/Central/South Seattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale (5=very satisfied, 1= very dissatisfied)	9	STARS ratings	self-reporting framework for colleges and universities to measure their sustainabilit	
11aStaff growth and engagementWhat is your overall satisfaction with being an employee of North/Central/South Seattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale (5=very satisfied, 1= very dissatisfied)			· · ·	
engagementSeattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale (5=very satisfied, 1= very dissatisfied)	10	Conversion rate	Conversion percentage of applicants to enrollments from Jan to Oct in a year	
4: PARTNERSHIPS	11a		Seattle College? (Spring 2018, new item in climate surveys) 5 point Likert scale	