

Seattle Colleges Strategic Plan Scorecard

| Measure | Baseline | Actual AY1718 | Actual AY1819 | Actual AY1920 | Target AY2223 | Status |
|--|--|--|---|---|--|----------|
| Goal 1 Student Success | | | | | | |
| 1a. Student engagement | 3.2 | 3.2 | N/A | N/A | 3.2 | Complete |
| 2a. Retention Rate Fall to winter | 74% | 70% | 72% | 73% | 85% | At Risk |
| 3a. Completion Rate 4-year cohort | 45% | 47% | 48% | 47% | 55% | At Risk |
| 4. Job-Placement Rate Nine months from program completion (professional/technical students only) | 81% | 79% | 79% | Pending | 85% | At Risk |
| 5. Wage progression | 24% | 28% | Pending | Pending | 30% | On Track |
| 6a. Math Progression From developmental to college within 1 year | 25% | 26% | 28% | 26% | 31% | At Risk |
| Goal 2 Equity, Diversity, Inclusion, and Community | | | | | | |
| 1b. Student Engagement by subgroups (HUSOC=historically underserved, students of color) | Gap: 0.4 NonHU: 3.5% HUSOC: 3.1 | Gap: 0.4 NonHU: 3.5% HUSOC: 3.1 | N/A | N/A | Gap: 0% | On Track |
| 2b. Retention Rate Fall to winter, by subgroups | Gap: 5% NonHU: 77% HUSOC: 72% | Gap: 2% NonHU: 71% HUSOC: 69% | Gap: 1% NonHU: 73% HUSOC: 72% | Gap: (2%) NonHU: 72% HUSOC: 74% | Gap: 0% NonHU: 85% HUSOC: 85% | On Track |
| 3b. Completion Rate 4-year cohort, by subgroups | Gap: 13% NonHU: 49% HUSOC: 36% | Gap: 10% NonHU: 50% HUSOC: 40% | Gap: 11% NonHU: 51% HUSOC: 40% | Gap: 12% NonHU: 51% HUSOC: 39% | Gap: 0% NonHU: 55% HUSOC: 55% | At Risk` |
| 6b. Math progression From development math to college level within one year, by subgroups | Gap: 10% NonHU: 29% HUSOC: 18% | Gap: 8% NonHU: 28% HUSOC: 20% | Gap: 3% NonHU: 29% HUSOC: 26% | Gap: 8% NonHU: 29% HUSOC: 21% | Gap: 0% NonHU: 31% HUSOC: 31% | At Risk |
| 7. Ethnic and Racial Diversity of Faculty and Staff | 30% | 33% | 33% | 31% | 33% | On Track |
| 11b. Staff Growth and Engagement By subgroups (31.8% of respondents did not specify race/ethnicity) | N/A | N/A | Gap: 0.1 NonHU: 3.6 HUSOC: 3.5 | Gap: (0.08) NonHU: 4.0 HUSOC: 4.08 | Gap: 0.0 | On Track |

| Measure | Baseline | Actual AY1718 | Actual AY1819 | Actual AY1920 | Target AY2223 | Status |
|--|----------|---------------|---------------|---------------|------------------------------|----------|
| Goal 3 Organizational Excellence | | | | | | |
| 8. % over / (under) state average | | | | | | |
| Cost per completions | 15% | (1%) | 6% | | Be at or below state average | At Risk |
| Cost per SAI points | (5%) | 5% | 8% | | | |
| Cost per FTES | 2% | (2%) | (2%) | | | |
| 9. Star Points | 105 | N/A | 145 | N/A | 178 | On Track |
| 10. Conversion Rates | 32% | 35% | 32% | 37% | 38% | On Track |
| Applicants to enrollments | | | | | | |
| 11a. Staff Growth and Engagement | N/A | N/A | TBD | 3.96 | 4.0 | On Track |

| | Measure | Status <i>On Track, At Risk, or Complete</i> | Update |
|----------------------------|---|---|---|
| Goal 4 Partnerships | | | |
| Operational | Implement shared partnership database | On Track | Working with IT to increase efficiency of System. |
| External Relations | Reset Chancellor's Advisory Council | On Track | Developed and implemented a new format for the CAC meeting. |
| External Relations | Implement Districtwide TACs | On Track | The assembly of districtwide TAC's are underway starting with Information Technology, two meetings have been held so far. |
| External Relations | Engage with governmental entities and local leaders | On Track | The Seattle Colleges Board Chair, Chancellor, College Presidents, student leaders and the Director of Government Relations have been actively engaged in the 2021 state and federal legislative sessions. Seattle Colleges, the City of Seattle and Seattle Public Schools have collaborated to secure 2,100 Seattle Promise applications for Fall 2021. |
| Advancement | Implement "Equity Can't Wait" campaign | On Track | Have raised more than \$14 million towards \$50 million goal as of April 2021. Donors of \$500k+ currently include: Anonymous, BECU, Bill & Melinda Gates Foundation, Estate of Eva C. Gordon, & JP Morgan Chase & Co. |
| Programming | Engage with 3-5 influential local employers | On Track | Launched a new Google certificate; working with SPS WABS and T-Mobile to launch new full stack web dev certificate; Amazon AWS Certificate in process; & Amazon B.S. in Computer Science authority bill passed by the Legislature. |
| Programming | Offer a regional economic symposium | On Track | Economic Symposium in partnership with King County WDC and SJI was well attended (Over 100 participants) and a blueprint for moving forward has been developed. |

| Number | Measure | Description | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Goal 1 Student Success | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1a | Student engagement | Community College Survey of Student Engagement (CCSSE), approximately every 3 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 | <i>SBCTC Entry Cohorts</i> . Fall to Winter, all cohorts, transfer and prof/tech, Summer and Fall cohorts only. The table below shows important trends when reviewing Dual Enrollment students only and when excluding them. | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th>COLLEGE</th> <th>ACTUAL AY 18-19 DE ONLY</th> <th>ACTUAL AY 18-19 DE EXCLUDED</th> <th>ACTUAL AY 19-20 DE ONLY</th> <th>ACTUAL AY 19-20 DE EXCLUDED</th> </tr> </thead> <tbody> <tr> <td>CENTRAL</td> <td>93%</td> <td>73%</td> <td>93%</td> <td>77%</td> </tr> <tr> <td>NORTH</td> <td>81%</td> <td>64%</td> <td>86%</td> <td>64%</td> </tr> <tr> <td>SOUTH</td> <td>95%</td> <td>61%</td> <td>96%</td> <td>58%</td> </tr> <tr> <td>ALL</td> <td>89%</td> <td>66%</td> <td>91%</td> <td>67%</td> </tr> </tbody> </table> | COLLEGE | ACTUAL AY 18-19 DE ONLY | ACTUAL AY 18-19 DE EXCLUDED | ACTUAL AY 19-20 DE ONLY | ACTUAL AY 19-20 DE EXCLUDED | CENTRAL | 93% | 73% | 93% | 77% | NORTH | 81% | 64% | 86% | 64% | SOUTH | 95% | 61% | 96% | 58% | ALL | 89% | 66% | 91% | 67% |
| COLLEGE | ACTUAL AY 18-19 DE ONLY | ACTUAL AY 18-19 DE EXCLUDED | ACTUAL AY 19-20 DE ONLY | ACTUAL AY 19-20 DE EXCLUDED | | | | | | | | | | | | | | | | | | | | | | | |
| CENTRAL | 93% | 73% | 93% | 77% | | | | | | | | | | | | | | | | | | | | | | | |
| NORTH | 81% | 64% | 86% | 64% | | | | | | | | | | | | | | | | | | | | | | | |
| SOUTH | 95% | 61% | 96% | 58% | | | | | | | | | | | | | | | | | | | | | | | |
| ALL | 89% | 66% | 91% | 67% | | | | | | | | | | | | | | | | | | | | | | | |
| 3a | Completion rate | 4-yr <i>SBCTC Entry Cohorts</i> . Includes completions (Completion) plus transfers who DID NOT complete (Post-College); prof/tech and transfer cohorts only. ABE and ESL cohorts excluded. Summer and Fall cohorts only. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 1 year. <i>SBCTC Entry Cohorts</i> . Credit milestones. All cohorts, Summer and Fall only, Math Year Met milestone. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal 2 Equity, Diversity, Inclusion, and, Community | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1b | Student engagement | Community College Survey of Student Engagement (CCSSE), approximately every 3 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 and historically underserved students of color (HUSOC). HUSOC: Black or African American, American Indian or other Native American, Asian American, Hispanic or Latin@, Native American, and Pacific Islander. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2b, 3b, 6b | Student performance | By Year 6, reduce and eliminate performance gaps between non-historically underserved students of color (White and Asian) and historically underserved students of color (Black, Hispanic, American Indian, and Native Hawaiian or Pacific Islander). 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 (Asian American students are currently excluded from these analyses in an effort to remain consistent with the Seattle Public Schools reporting. Going forward, Asian American subgroups will be analyzed to determine inclusion in the underserved category.) <i>In order to close the 4 year completion gap b/t HU and non-HU students and to have all students complete at a rate of 55%, we need to work to increase HU completions rates by 6% per year compared to 2% per year for non-HU students.</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Ethnic and racial diversity of faculty and staff | Staff of color: Black and African American, American Indian or other Native American, Asian American, Hispanic or Latin@, and Pacific Islander. Only includes full time faculty on 9-month contracts | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | |

Goal 3 Organizational Excellence

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|-----|-----------------------------|--|
| 8 | Cost | per completions (completions + post college transfer who did not complete); per total SA points; per State FTES. Cost data includes state funding and operating fees. |
| 9 | STARS ratings | <p>The Sustainably Tracking Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. This measure is updated every 3 years and is in process.</p> <p>Association for the Advancement of Sustainability in Higher Education (AASHE): https://stars.aashe.org/institutions/participants-and-reports/</p> |
| 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/Siegal Center? (Winter and Spring 2019) 5 point Likert scale (5=very satisfied, 1= very dissatisfied) |