RENTON TECHNICAL COLLEGE®

# 2025-26 Strategic Equity Plan Annual Report – Year 2

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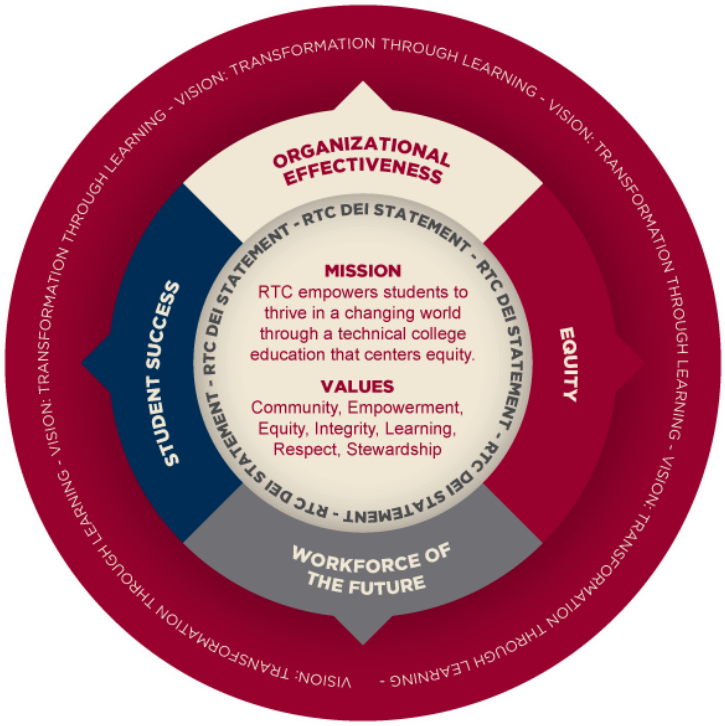
# Be The Place Strategic Equity Plan




## Mission

RTC empowers students to thrive in a changing world through a technical college education that centers equity.

## Vision

Transformation through learning.

## Values

- **Community** – We collaborate to build trust-based relationships for a welcoming culture reflective of our values.
- **Empowerment** – We promote strength and confidence to embrace challenge, creativity, and intellectual risk.
- **Equity** – We engage one another with shared accountability by removing systemic and institutional barriers.
- **Integrity** – We foster an ethical environment of trust and honesty.
- **Learning** – We pursue excellence by engaging in critical thinking, problem-solving, and technical expertise.
- **Respect** – We value humanity and the diversity of people, perspectives, and ideas.
- **Stewardship** – We build a stronger, accountable institution for future generations.

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# Mission Fulfillment Definition

Mission fulfillment is achieved when RTC demonstrates progress toward equitable student success, workforce readiness, and institutional sustainability, as measured through the Strategic Equity Plan indicators. The College defines mission fulfillment as meeting or exceeding the majority of indicators and showing improvement in key outcomes. An annual score of 70% or higher reflects satisfactory mission fulfillment.

# Scorecard

| Strategic Indicator | Score |
|---|---|
| 1.1 Completion Rate | 0 – Not Met |
| 1.2 Employment Rate | 3 – Exceeded |
| 1.3 Student Learning Outcomes | 1 – Partially Met |
| 2.1 Campus Climate | 3 – Exceeded |
| 2.2 Guided Pathways Equity | 3 – Exceeded |
| 3.1 Advisory Committee Health | 1 – Partially Met |
| 3.2 Partnership Strength | 1 – Partially Met |
| 4.1 FTE Targets | 3 – Exceeded |
| 4.2 Unit Outcomes | 3 – Exceeded |
| 4.3 Budget Alignment | 1 – Partially Met |
| **Total** | **19/ 20 (95%)** |

# Summary

In Year 2, the College met its mission fulfillment goal, achieving an **overall score of 95%,** well above the established threshold of 70%. The indicator results highlight both areas of significant achievement and opportunities for continued improvement.

The College performed particularly well in areas related to equity, with both the Campus Climate and Guided Pathways indicators exceeding target expectations. In addition, FTE targets, unit outcomes, and student employment measures all exceeded expectations.

While overall performance remains strong, several areas warrant continued attention. Under Goal 3, the College continues to invest effort in strengthening advisory committee effectiveness and community partnerships. The College must also remain attentive to the state budget environment and continue efforts to improve financial sustainability.

Continued focus is also needed for Indicator 1.3 Student Learning Outcomes, where progress remains important to achieving long-term institutional goals.

The most significant opportunity for improvement is the College's completion rate. While peer institutions have experienced gains in recent years, the College's completion rate has declined. Improving student completion outcomes will require sustained attention, targeted strategies, and the allocation of appropriate resources.

## 2025-26 SEP Priority Activities

During 2025-26, the College **advanced five Strategic Equity Plan (SEP) priorities**:

1. Guided Pathways Communication
2. New Program Development
3. New Student Orientation and Advising
4. Digital Literacy
5. Data Culture

Efforts focused primarily on building infrastructure, piloting new approaches, and establishing processes to support long-term implementation.

Key accomplishments included increasing campus awareness of Guided Pathways and improving student access to program information through new pathway exploration tools. The College also identified potential areas for future program development and strengthened its data culture through recurring learning and discussion opportunities that support data-informed decision-making. In addition, the College piloted mandatory new student orientation and advising processes and explored new strategies for building student digital literacy skills.

While several initiatives remain in development, the year provided important lessons about implementation, assessment, and student engagement, creating a strong foundation for continued improvement and broader institutional impact in 2026-27.

# Detailed Results

## Goal 1: Be The Place to Transform Student Success

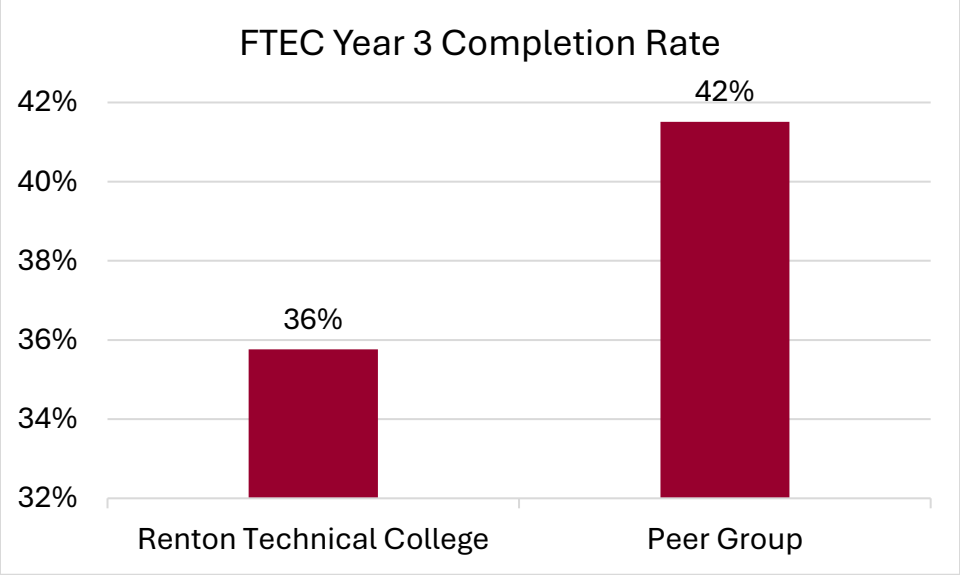
Align and equip the college to strengthen collaboration with students to reach their goals in the workforce and the community.

### *1.1 Completion Rate*

**Target:** Our goal is to continue increasing our completion rate to **48-50%** positioning us as a top 3 college of our regional peer group. This is a 2-4 point improvement on our year 1 results. We also want to maintain completion rate pace with our national peer group by staying within 5% or higher of the highest completion rate.

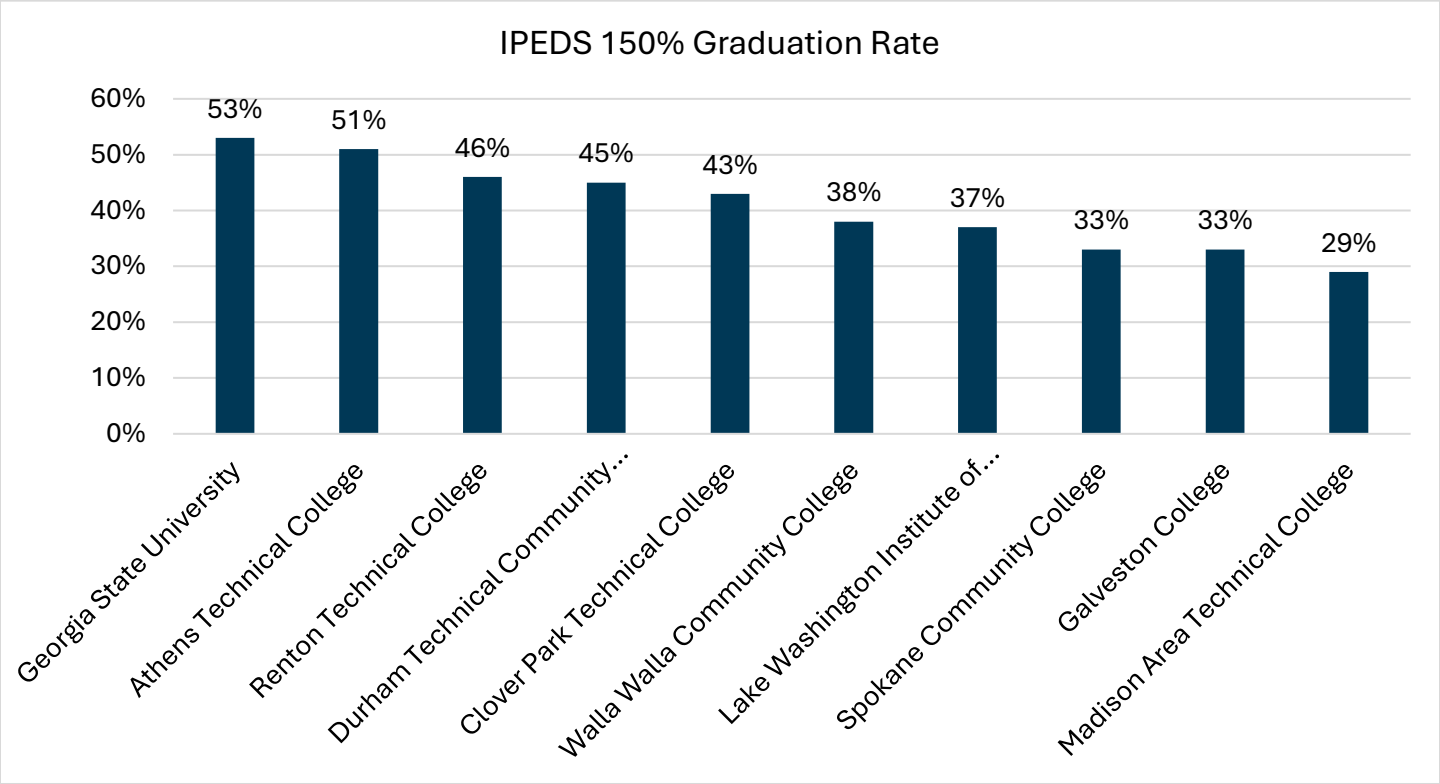
**Result:** RTC's Year 3 completion rate using state FTEC data was **36%**, which fell below the target range of 48-50%, and our peer comparative group. Using IPEDS data, RTC's 150% graduation rate was **46%**, below the top national peer. **(Score: 0 – Not Met)**

**Figure 1: The First-Time Entering College (FTEC) Year 3 Completion Rates Comparison for Regional Peers**




*Data Source: First-Time Entering Student Outcomes Dashboard*

**Figure 2: The IPEDS 150% Graduation Rates Comparison for National Peers**



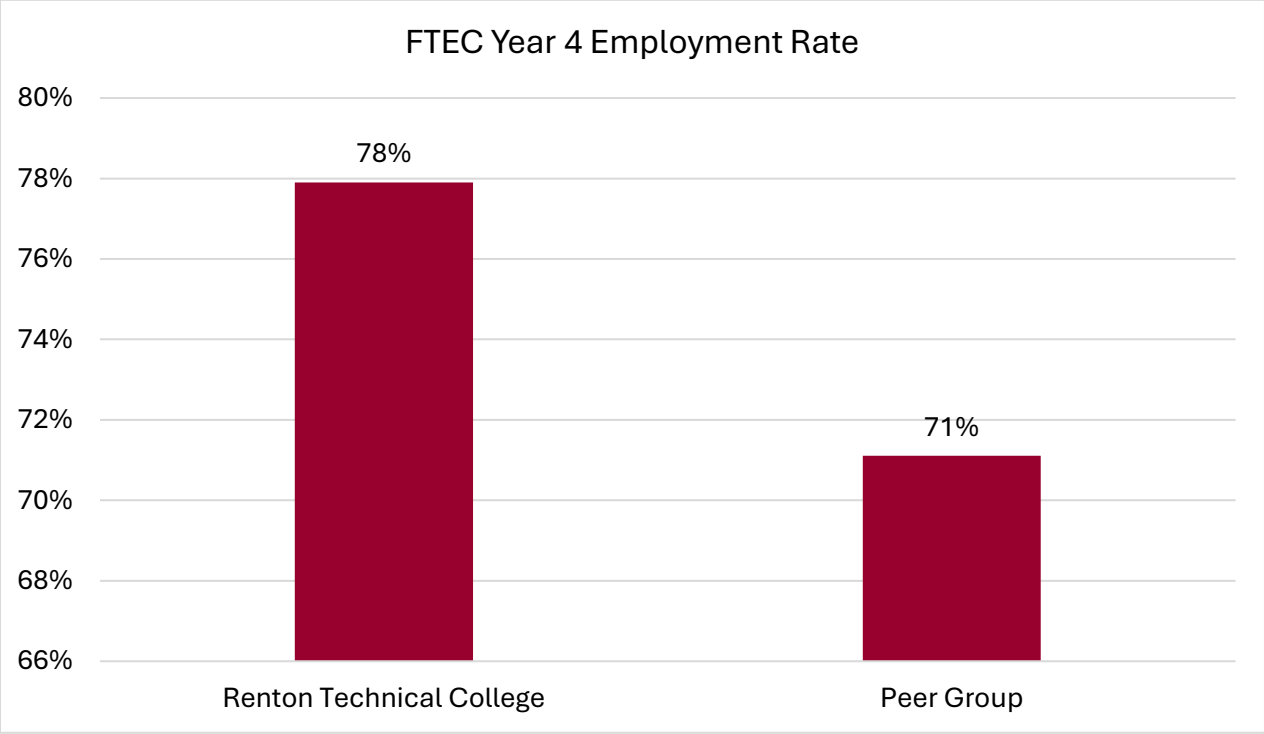

*Data Source:* *Integrated Postsecondary Education Data System (IPEDS)*

## *1.2 Employment Rate*

**Target:** Keeping in line with the Year 1 target we want to sustain our gains and have a goal of **75%** of our students employed within 4 years of starting.

**Result:** RTC's Year 4 employment rate was **78%**, placing the College above the established target of 75%. This result reflects continued strength in post-completion employment outcomes for RTC students. **(Score: 3 – Exceeded)**

**Figure 3: The First-Time Entering College (FTEC) Year 4 Employment Rates Comparison for Regional Peers**



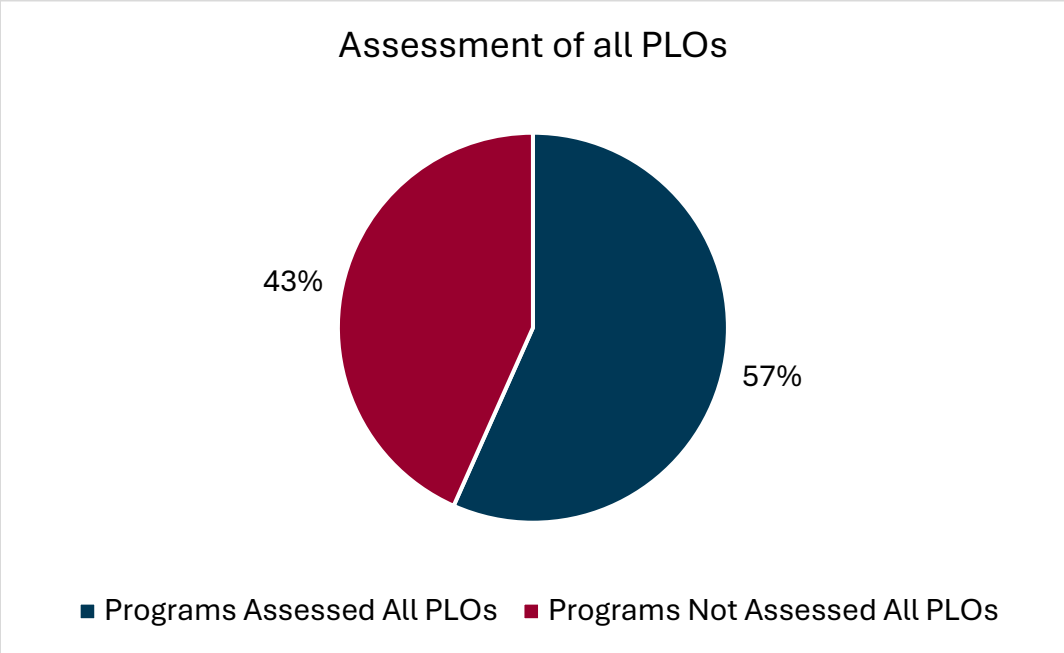

*Data Source: First-Time Entering Student Outcomes Dashboard*

## *1.3 Student Learning Outcomes*

**Target: 100%** of programs (non-teach out status) **complete assessment** of all program learning outcomes within the established two-year cycle and document reflections on assessment results. The college reviews institutional learning outcomes (ILO) results to identify patterns and areas for improvement.

**Result**: Over the two-year assessment cycle, 17 of 30 active programs (excluding those in teach-out status), or **57%**, assessed all planned Program Learning Outcomes (PLOs). During this period, the Learning Council also reviewed Institutional Learning Outcomes (ILOs), identified emerging patterns, and began revising the outcomes to better align with the College's current educational environment and priorities. While progress has been made, not all programs completed their planned assessments, indicating the need for continued focus on assessment practices and outcomes evaluation. **(Score: 1 – Partially Met)**

**Figure 4: Percentage of Programs that Assessed All PLOs in 2 Years**




*Data Source: Canvas Outcome Results Report*



## Goal 2: Be The Place for Transformative Equity

Align and equip the college to center racial equity and operationalize DEI across the functions of the institution.

### *2.1 Campus Climate*

**Target:** Conduct a campus climate survey and **complete** at least **two recommendations** from the 2024 report.

**Result**: The College exceeded its annual target by completing tasks associated with **four of the eight** recommendations. Additionally, the institution pivoted from a campus climate survey to campus listening sessions to remain compliant with state law, while continuing to gather stakeholder feedback and inform improvement efforts. **(Score: 3 – Exceeded)**

**Table 1: List of Recommendations and Progress Statuses**

| Rec. Number | Recommendation Description | Progress |
|---|---|---|
| 1 | Continuously audit spaces to ensure the environment is welcoming and comfortable for students and employees. | In Progress |
| 2 | Facilitate professional development for faculty to equip them with the skills and knowledge necessary to foster a culturally responsive sense of belonging in the classroom. | Completed |
| 3 | Create clear, differentiated processes for handling interpersonal conflict vs. conduct vs. complaints at RTC that are easy-to-follow. | In Progress |
| 4 | Review policies and standard operating procedures (SOPs) with an equity lens to clarify expectations. | In Progress |
| 5 | "Relaunch" RTC's internal SharePoint site as a hub for communications, documents, and information. | Completed |
| 6 | Conduct events or workshops to promote cross-collaboration and relationship building to break down siloes and communication barriers at work. | Completed |
| 7 | Support adjunct faculty with the recognition, resources, and respect they need to thrive. | Completed |
| 8 | Promote leadership development and accountability. | In Progress |

*Data Source: Campus Climate Webpage*

## *2.1 Guided Pathways Equity*

**Target:** GPEI score of **.5 to .6** out of 1

**Result**: New this year, the College implemented the Guided Pathways Equity Index (GPEI), a composite measure designed to assess equity outcomes associated with Guided Pathways implementation. The College achieved a score of **0.64**, exceeding the target range of 0.50 to 0.60. **(Score: 3 – Exceeded)**

The GPEI questions can be found in the appendix. This measure was scored by the Guided Pathways Leadership Team.

## Goal 3: Be The Place to Transform the Workforce of the Future

Align and equip the college to deepen industry and community partnerships through collaboration between employers and students, resource development, workforce diversification, and relevant instruction.

### *3.1 Advisory Committee Health*

**Target:** Each advisory committee will meet at least twice during the academic year and aim for a stretch target of **90%** of committee membership, with **50%** documenting evidence of improvements in employment outcomes in the meeting minutes.

**Result**: The percentage of programs that met with their advisory committees declined to **35%** this year. However, **96%** maintained updated committee membership, and **58%** provided evidence that advisory committee input supported improved student employment outcomes. Although strengths remain in committee membership and workforce alignment, overall performance only partially met expectations due to the decline in advisory committee meetings. **(Score: 1 – Partially Met)**

**Figure 5: Percentage of Programs that Met with their Advisory Committees Twice**

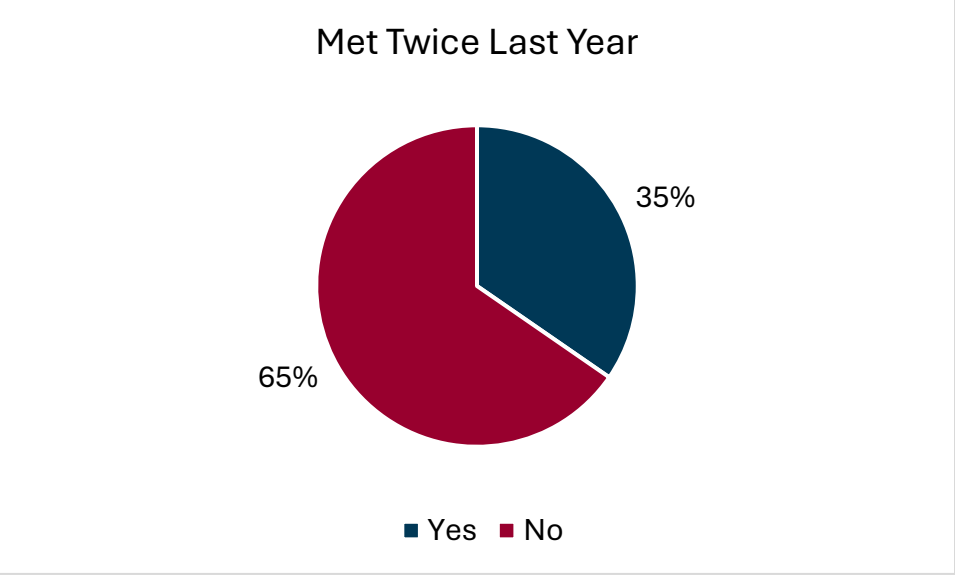


**Figure 6: Percentage of Programs that had Updated Membership Lists**

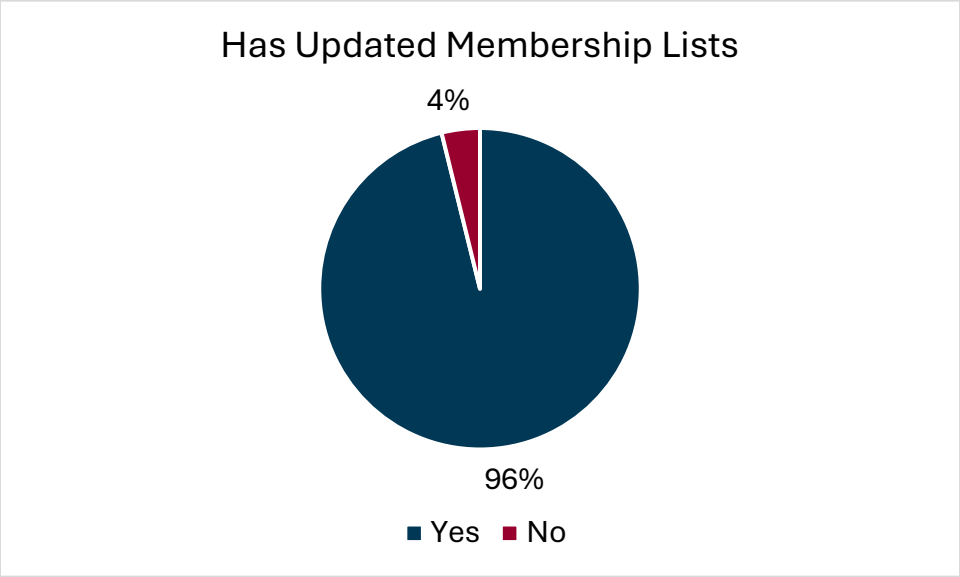
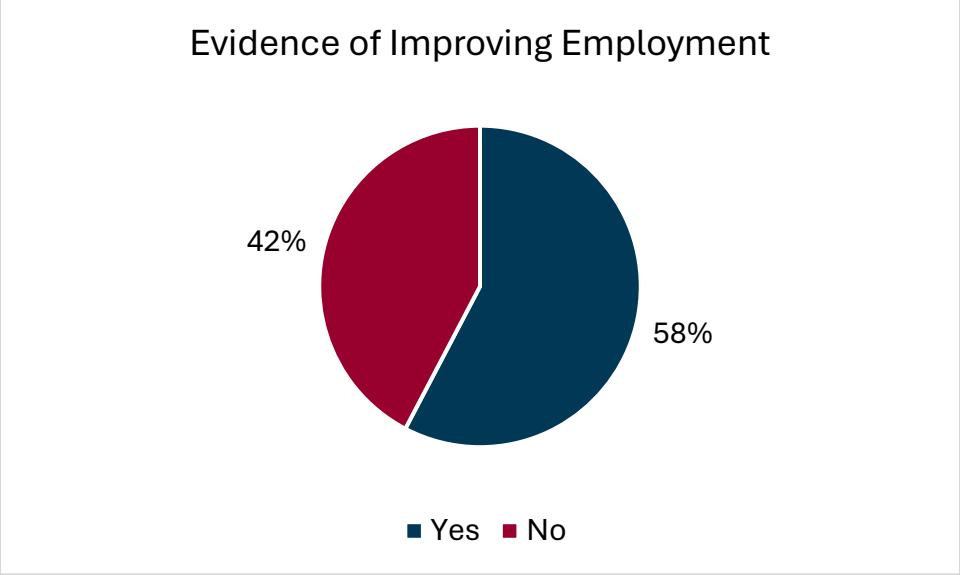



**Figure 7: Percentage of Programs with Evidence of Improving Employment Outcomes**



### *3.2 Partnership Strength*

**Target:** Establish a priority partnership framework for high-impact initiatives, documenting roles and outcomes for approximately **75% of prioritized partnerships**. Formalize **MOUs** and data agreements for at least **50%** of these partnerships. Additionally, design a process through the Office of Innovation and Strategic Partnerships to initiate new partnerships and feature existing ones.

**Result:** The College established key components of a priority partnership framework, including a centralized partnership inventory, partnership prioritization criteria, and a formal process for developing and managing institutional partnerships. The Office of Innovation and Strategic Partnerships also began reviewing existing MOUs and data-sharing agreements and integrating partnership information into an institutional dashboard to improve tracking and oversight.

Although publication of the updated framework, validation of partnership agreements, and documentation of partnership outcomes are still in progress, the College completed substantial foundational work that will support future assessment of partnership effectiveness and progress toward established targets. **(Score: 1 – Partially Met)**

This measure was scored by the Office of Innovation & Strategic Partnerships.



## Goal 4: Be The Place for Organizational Effectiveness

Strengthen the college's processes, procedures, and resources to enhance accountability, increase consistency, and ensure sustainability.

### *4.1 FTE Targets*

**Target:** Increase tuition-paying FTE by **1-4%** over Year 1.

**Result**: Tuition-paying FTE enrollment increased from 1,875.26 in Year 1 to 2,036.04 in Year 2, representing **8.57%** growth. This result exceeded the target growth range of 1% to 4% and surpassed annual expectations. **(Score: 3 – Exceeded)**

**Table 2: Tuition-Paying FTE Totals**

| AY2024-25 Base Year | AY2025-26 | % Change |
|---|---|---|
| 1,875.26 | 2,036.04 | 8.57% |

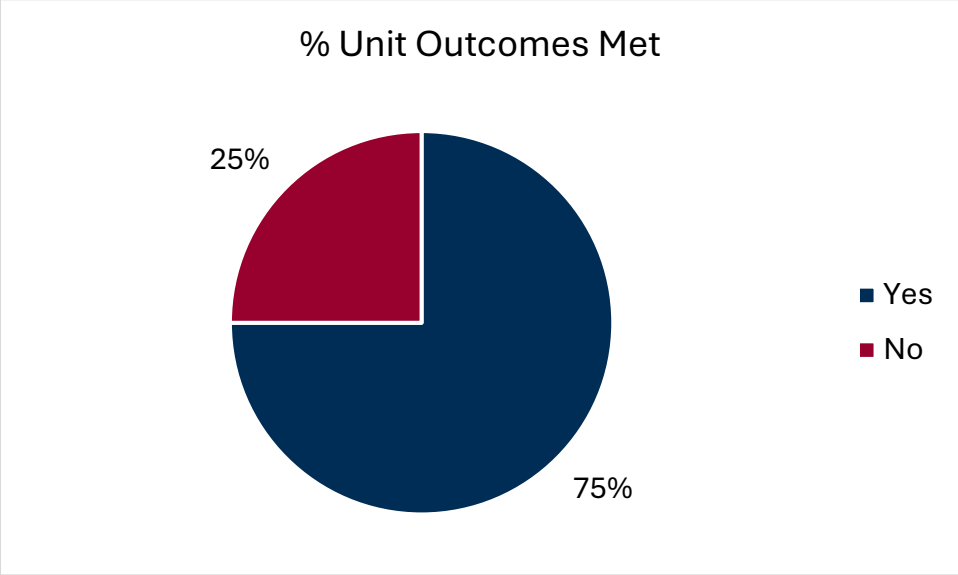
*Data Source: dataLink*

## *4.2 Unit Outcomes*

**Target:** Of the outcomes assessed in Summer/Fall 2026, **60-70%** will have met their defined targets. 90% of units will review and update their unit outcomes.

**Result:** Of the unit outcomes assessed during Year 2, **75%** met their defined targets. This result exceeds the established benchmark of 60-70%. **(Score: 3 – Exceeded)**

**Figure 8: Percentage of Successful Unit Outcomes Assessed**



### *4.3 Budget Alignment*

**Target:** BASI score of **.5 to .6** out of 1. Additionally, we will implement a procedure to prioritize spending down fee funds and special allocations before drawing from local funds.

**Result**: Using the Budget Alignment & Sustainability Index (BASI) rubric, the College achieved a score of **0.50**, meeting the target range of 0.50 to 0.60 by satisfying three of six rubric measures. However, the planned procedure to prioritize spending fee funds and special allocations before drawing on local funds was not implemented during Year 2. Consequently, the indicator partially met expectations. **(Score: 1 – Partially Met)**

The BASI questions can be found in the appendix. This measure was scored by the Vice President of Administration & Finance.

# Appendix

## Guided Pathways Equity Index (GPEI) Rubric Questions

**Part 1: Equitable Access to Advising & Career Exploration**

- 1A: Student Understanding of Student Support Services
  - Description: Students have access to clear information about support services and understand how to use them.
  - Scale:
    - 1 – Emerging
    - 2 – Accelerating
    - 3 – Sustaining
    - 4 – Leading
- 1B: Academic Plan Development
  - Description: Certificate/Degree-seeking students develop their educational plan for their education at RTC.
  - Scale:
    - 1 – Emerging
    - 2 – Accelerating
    - 3 – Sustaining
    - 4 – Leading
- 1C: Ongoing Progress Monitoring
  - Description: RTC provides students with ongoing advising and adjustments to their educational plans.
  - Scale:
    - 1 – Emerging
    - 2 – Accelerating
    - 3 – Sustaining
    - 4 – Leading
- 1D: Early-Alert Follow Through
  - Description: Early alerts are utilized and followed through with proactive action to help students stay on the path.
  - Scale:
    - 1 – Emerging
    - 2 – Accelerating
    - 3 – Sustaining
    - 4 – Leading
- 1E: Academic Exploration, Student Funding, & Career Services Usage

- Description: Students utilize academic, financial aid, and career services.
- Scale:
  - 1 – Emerging
  - 2 – Accelerating
  - 3 – Sustaining
  - 4 – Leading

**Part 2: Equity-Focused Instruction & Student-Centered Learning**

- 2A: Culturally Responsive & Anti-Bias Teaching Practices
  - Description: Faculty are engaged in culturally responsive teaching practices that address bias.
  - Scale:
    - 1 – Emerging
    - 2 – Accelerating
    - 3 – Sustaining
    - 4 – Leading
- 2B: Access to Equity-Focused Professional Development
  - Description: RTC provides faculty with equity-focused professional development.
  - Scale:
    - 1 – Emerging
    - 2 – Accelerating
    - 3 – Sustaining
    - 4 – Leading
- 2C: Use of Discipline-Appropriate Experiential / Applied Learning
  - Description: RTC integrates experiential/applied learning and other active/collaborative learning approaches to enhance instruction and student success.
  - Scale:
    - 1 – Emerging
    - 2 – Accelerating
    - 3 – Sustaining
    - 4 – Leading
- 2D: Instructional Use of Student Feedback to Improve Equity
  - Description: Faculty use surveys, check-ins, and student input to adjust instruction equitably.
  - Scale:
    - 1 – Emerging
    - 2 – Accelerating
    - 3 – Sustaining

        - 4 – Leading
- 2E: Inclusive Assessment & Course Design
    - Description: Faculty design assignments, assessments, and grading practices that reduce equity gaps.
    - Scale:
        - 1 – Emerging
        - 2 – Accelerating
        - 3 – Sustaining
        - 4 – Leading

**Part 3: Early Milestones Completion Rates**

- 3A: FAFSA / Financial Aid Completed
    - Description: Students apply for financial aid before term start.
    - Scale:
        - 1 – Emerging
        - 2 – Accelerating
        - 3 – Sustaining
        - 4 – Leading
- 3B: Mandatory Entry Advising Completed
    - Description: Students complete required entry advising prior to term start.
    - Scale:
        - 1 – Emerging
        - 2 – Accelerating
        - 3 – Sustaining
        - 4 – Leading
- 3C: First-Quarter Registration Completed
    - Description: Students register for first-quarter courses before term start.
    - Scale:
        - 1 – Emerging
        - 2 – Accelerating
        - 3 – Sustaining
        - 4 – Leading
- 3D: Mandatory Orientation Completed
    - Description: Students participate in mandatory orientation activities.
    - Scale:
        - 1 – Emerging
        - 2 – Accelerating
        - 3 – Sustaining

        - 4 – Leading
- 3E: First-Quarter Retention
    - Description: Students complete or remain enrolled at end of first quarter.
    - Scale:
        - 1 – Emerging
        - 2 – Accelerating
        - 3 – Sustaining
        - 4 – Leading

## Budget Alignment & Sustainability Index (BASI) Rubric Questions

**Part 1: Strategic Alignment**

- 1A: Strategic Alignment
    - Indicator: % of discretionary budget explicitly linked to strategic objectives
    - Description: The proportion of the college's discretionary operating budget that is formally mapped to one or more Strategic Equity Plan goals, strategic priorities, or equity initiative.
    - Scale:
        - 0 – Target Not Met
        - 1 – Target Met
- 1B: Budget Impact
    - Indicator: % of funded initiatives demonstrating progress toward strategic goals
    - Description: Measures whether programs or initiatives funded in the prior year are achieving intended outcomes.
    - Scale:
        - 0 – Target Not Met
        - 1 – Target Met
- 1C: Inclusive Budget Planning
    - Self-Assessment Question: Does the budget development process allow input from faculty, staff, and administrators that is well-documented?
    - Scale:
        - 0 – No
        - 1 – Yes

**Part 2: Financial Sustainability**

- 2A: Diversified Revenue Sources
    - Indicator: % of total revenue from diversified sources
    - Description: Revenue from contracts, grants, continuing ed, enterprise, Running Start/HS Completion.
    - Scale:

        - 0 – Target Not Met
        - 1 – Target Met
- 2B: Reserves
    - Indicator: Board operating reserves
    - Description: Number of days the college can operate using reserves
    - Scale:
        - 0 – Target Not Met
        - 1 – Target Met
- 2C: Program Fees
    - Self-Assessment Question: Does the college conduct a regular review of fees (lab, course, program) to reflect non-faculty instructional costs while maintaining equity and access?
    - Scale:
        - 0 – No
        - 1 – Yes