RENTON TECHNICAL COLLEGE

Year One Self-Evaluation Report

September 2, 2014

Prepared for the
Northwest Commission on Colleges and Universities
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Institutional Overview

Renton Technical College (RTC) was established in 1941 as a war production school, with classes commencing in 1942. During World War II, the College provided customized pre-employment training for electricians, welders, machinists and mechanics. After the war, the College became a state-funded vocational school with the mission of assisting local industry in converting from a war-time to a peace-time economy.

In 1965, the College moved to a central campus comprised of three new buildings. For the next five years, the basis of the specialized College was laid with its emphasis on open-entry, open-exit, and continuous progress instruction based on achievement of measurable competencies.

Since 1971, the College has grown to nearly 400,000 square feet and the student body has increased 500 percent. The original three buildings have been remodeled and expanded, 10 new structures have been built, and the College has acquired several off-campus facilities.

Beginning in 1991, the state began its conversion from vocational-technical institutes to technical colleges. As part of this change, governance shifted to the State Board for Community and Technical Colleges and authorization was given to grant two year, sub-baccalaureate degrees and certificates of completion. RTC offers certificates in 75 programs, associate degrees in 37 programs, 11 associate transferable degrees, and 29 distinguished apprenticeship awards. The College continues to provide customized training and services to Puget Sound-area businesses.

In 2013, 9,596 students attended RTC. Of these students, 70% (based on full-time equivalents) enrolled in a professional technical career training program or to enhance their current job skills. As of fall 2013, RTC employed 140 part-time faculty, 82, full-time faculty, 107 classified and technical staff, 35 administrative professional/technical and 27 administrators.

The College’s student body is diverse. The median age is 32 years, 40% of students are female, 60% are male and, of those reporting their race, 53% are persons of color or interracial background:

2013 Ethnic Breakdown (of those reporting - based on headcount)

- African/African American 15%
- Asian/Pacific islander/Hawaiian 19%
- Hispanic/Latino 18%
- Native American 1%
- White 41%
- Other Race 6%
In 2012, the College recorded a placement rate of 77%. Full-time tuition (15 credits) was $1,423.35 per quarter. Financial aid, or other assistance, received by students for the 2013-2014 award year totaled $9,434,651. The total College operating budget for the same fiscal year was $43,236,080.

The College is located in the city of Renton, Washington, which is part of the Seattle metropolitan area, and serves a population that resides primarily in south King County and north Pierce County. It is governed by a five member Board of Trustees, each of whom is appointed by the governor to fill a five year term.

Preface

Brief Update on Institutional Changes since Last Report

RTC’s Title III Strengthening Institutions grant; a project focused on improving the student entry and success pathway, has paved the way for several critical enhancements to the College’s infrastructure and student experience. During the 2013-2014 academic year, RTC aimed to clarify the brand and identity of the College through a redesign of the College website, which is prepared to launch in the upcoming fall quarter. The website will serve as a modern and information-rich platform by which the College can better serve the community and help students navigate the entry process. This year, student retention and engagement efforts were demonstrated through mandatory entry advising, new student orientations, the launch of 20 newly sanctioned student clubs/organizations, and the chartering of RTC’s Phi Theta Kappa chapter as the College’s inaugural honor society. Tutoring services were expanded and the Learning Resource Center experienced a 78% increase in use over the previous year. Facility enhancements were made to create community space for students, and increased privacy for counseling and financial aid services was provided through the remodeling of Financial Aid, Advising, and Veteran and Access Services departments.

In December 2013, the College contracted with Noel Levitz to conduct a comprehensive data analysis and provide the framework for the College’s Academic Plan. This plan included the development of a strategic enrollment growth strategy which analyzed market penetration, market development, program development and diversification for certificate and associate degree programs. An analysis of enrollment funnel data, program capacity and space utilization was conducted to highlight opportunities in which the College can leverage its existing resources and capitalize on new areas of program enhancement and expansion. Additional prospective student and employer surveys were administered to provide more qualitative context to the initial data analysis. This in-depth process further strengthened the College’s commitment to using data to inform decision making for short and long-term planning. The results of the Academic Plan will be used to shape the College’s future instructional offerings and guide the Facilities Master Plan under development for the 2014-2015 academic year.
In January 2014, Renton Technical College was recognized by The Aspen Institute as one of the top 150 community colleges nationwide eligible to apply for the Aspen Prize for Community College Excellence. The College’s nomination was a result of an assessment of the institution’s performance, improvement and equity on student retention and completion measures. The College is extremely honored and proud of this significant accomplishment. RTC eagerly awaits The Aspen Institute’s announcement in fall to determine whether the College will proceed to the Top 10 finalists’ round.

In July 2014, a Substantive Change Proposal was submitted to NWCCU for consideration of the College’s inaugural Bachelor degree offering – Bachelor of Applied Science in Application Development. RTC was selected by the Washington State Board for Community and Technical Colleges (SBCTC) as one of five colleges in the Washington State Community and Technical College system to develop a STEM based Bachelor of Applied Science degree in a high demand field. RTC’s BAS in Application Development degree will prepare graduates for employment in the field of information technology. Application Development is a high demand occupation that encompasses various aspects of data analysis, application and software development, programming, and project management. Students with associate technical degrees in information technology, database management, programming, and related areas will be ideal candidates for this BAS degree offering. This is an important milestone in the College’s history and a significant step toward achieving its vision of offering baccalaureate degrees. With Commission approval, the College anticipates enrolling the inaugural BAS cohort in winter quarter 2015.

The College has experienced notable changes in several key administrative positions. President Steve Hanson has announced his retirement and will be stepping down in June 2015. Under the leadership of Lesley Hogan, Director of Human Resources, the Board of Trustees and Presidential Search Committee has started the process of preparing materials for the candidacy search and identifying dates for campus and community search feedback forums. The former Vice President of Student Services (Dave Pelkey) has been replaced by Interim Vice President for Student Services, June Stacey-Clemons. The former Vice President of Instruction (Rebecca Kenney) has been replaced by Interim Vice President of Instruction, Jodi Novotny. The former Dean of Trades and Industry has retired and was replaced by Executive Dean of Workforce, Trades and Economic Development, Heather Winfrey. The former Dean of Allied Health has been replaced by Zefire Skoczen (current Dean of Allied Health). The reorganization of departments and staffing changes has created a new foundation to enable the College to operate in more nimble, innovative and collaborative ways.
Response to Recommendations Requested by the Commission
Renton Technical College received four recommendations following its Year Seven Peer Evaluation in October 2013.

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 Requirement 19 and Standard 2.F.7).

Renton Technical College is working with the Washington State Board of Community and Technical Colleges (SBCTC) and the Washington State Auditor’s Office (SAO) to resolve this recommendation as part of a Washington State system wide effort. The College is currently working with the SBCTC on developing Generally Accepted Accounting Principles (GAAP) compliant audited financial statements at an institutional level.

As this is a Washington system-wide effort, the current projected audit schedule is prioritized by the accreditation schedules of the other Washington State Community and Technical Colleges. Renton Technical College is scheduled to be audited in early 2015 with completion expected by spring 2015. This recommendation will be completely addressed in an ad hoc report that will be submitted to the NWCCU on September 2, 2014.

Recommendation 2: 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).

The College has begun addressing Recommendation 2 with a review and revision of the College Core Themes followed by streamlining of strategic priorities. Full implementation of the five College Councils has brought wide representation from the College community into the planning and governance process. The College expects that this will be a dynamic process and that further revisions will be made as changing situations dictate.

Recommendation 3: 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).

Recommendation 3 spurred the College to review and revise our Core Themes and craft 21 performance indicators that are both meaningful and measurable. The College has also created a new Program Enhancement Plan to systemize a collaborative review and improvement process at the program level. The College will continue to refine the use of data to better measure how activities are impacting the achievement of goals.
**Recommendation 4:** 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 academic programs and services (Standards 2.C.10, 4.A.6., and 4.B.2).

Responding to Recommendation 4, the College is following the Ruth Stiehl process to map curriculum and identify learning outcomes for all programs. Significant progress was made during 2014 winter and spring quarters resulting in identifying learning outcomes for 60% of the programs. This work will continue and all programs will have outcomes identified. To facilitate this process, to extend it down course level, and to ensure appropriate linkages between outcomes and assessments, the College will allocate additional resources including hiring staff dedicated to this effort. The College has also implemented structures within our online learning management system that facilitates recording course learning outcomes and aligning them with college outcomes. The new Program Enhancement Plan process includes review of the implementation of Core Themes and a discussion of resource allocation for each program.

**Mission, Core Themes, and Expectations**

**Executive Summary of Eligibility Requirements 2 and 3**

**ER 2. Authority**
The State of Washington authorizes Renton Technical College to grant certificates and degrees, with additional administrative oversight provided by the State Board for Community and Technical Colleges. The authority is granted under the Washington Community College Act of 1967, amended as the Community and Technical College Act of 1991. The principal programs at the College lead to Associate of Applied Science, Associate of Applied Science-Transfer, Associate of Arts and Associate of Science degrees, and/or certificates of completion. This past year the State Board authorized the College to offer one Applied Bachelor’s degree.

**ER 3. Mission and Core Themes**
Renton Technical College’s mission and core themes are defined in detail in the current Year One Report on Standard One – Mission, Core Themes, and Expectations. The four core themes presented in this report were revised and approved, and the institution’s mission reaffirmed, by its governing Board of Trustees at its annual retreat in August 2014.

**Standard 1.A Mission**

**Mission Statement:** Renton Technical College prepares a diverse population for work, fulfilling the employment needs of individuals, students, and industry.

**Vision:** Renton Technical College will be the premier Technical College in Washington State preparing students for certificates and associate and baccalaureate degrees.
Values: Renton Technical College is committed to the following values as we fulfill our mission and move towards our vision:

Student Focused .......................................................... their success is our success
Quality............................................................................. without compromise
Integrity............................................................................. to say and do what is right
Teamwork ......................................................................... together, we will accomplish more
Respect.............................................................. for the diversity of people and feelings, ideas and resources
Service................................................................................. to our customers and our community

These values provide context and focus for the work of the College.

Interpretation of Mission Fulfillment

In January 2014, Renton Technical College aligned its 2013-2018 strategic priorities to more precisely reflect the College’s newly adopted Core Themes. RTC’s strategic plan alignment resulted in the adoption of four Core Themes: Student Success, Workforce Education, Basic Skills Education, and Institutional Sustainability. Each theme’s interpretation of mission fulfillment is detailed accordingly:

Student Success - Renton Technical College provides student access that reflects the diverse demographic makeup of its community. Equity is achieved by high success and completion rates of all students, data-informed decision making and student-centered policies and practices throughout the institution.

Workforce Education - Renton Technical College delivers workforce education programs that fulfill student and industry needs through preparation for viable career pathways. Industry needs are met through competency and outcomes-based teaching, learning, and hands-on training facilities that reflect workplace best practices. Students become resilient workers by completing innovative educational programs that incorporate current industry trends.

Basic Skills Education - Renton Technical College offers basic skills courses that support the transition of students to college level study and career pathways. Student progression is supported through ESL instruction, high-school completion options, college-readiness instruction, and integration of basic skills instruction into workforce programs.

Institutional Sustainability - Renton Technical College cultivates, manages and prioritizes its financial, human and physical resources to advance the mission of the college. An optimal learning environment is created through a diverse and innovative faculty and staff, deployment of technologies that enhance teaching and student engagement, and financial planning that supports the college’s strategic priorities.

Based on these Core Themes, the College’s annual operational plan for 2013-2014 was organized to reflect 78 specific actions to be taken in fulfilling each of the Core Themes’ objectives. This year’s plan was most heavily weighted in Student Success and Institutional
Sustainability, making up 25% and 60% of the plan’s actions, respectively. Corresponding action measurements and responsible parties were listed and both mid-year and year-end updates were provided from the respective departments and service areas. The documented year-end results are used as an opportunity to reflect on work accomplished and to plan for the upcoming operational plan actions. The operational plan serves as a planning tool and accountability measure; a blueprint that is monitored at the department and Core Theme level throughout the year and broadly shared with the Executive Cabinet, Board of Trustees and members of the College Governance Councils.

Articulation of an Acceptable Threshold, Extent or Degree of Mission Fulfillment

In response to recommendations from the NWCCU’s evaluation of the 2013 Comprehensive Self-Evaluation Report, a plan has been developed to look at the alignment of the College’s current goals and strategic direction with regard to planning and mission fulfillment. As RTC strives to be data-informed in the analysis and action of allocating resources, the College has established a set of measures to guide our processes and serve as starting points for conversations. These measures, known as Key Indicators[1] of Institutional Effectiveness, support our everyday operations and assist us as we seek continuous improvement towards mission fulfillment. The goal is to further articulate the alignment of our college Core Themes through the development and use of Key Performance Indicators (KPIs) that will evaluate the effectiveness of our institutional outcomes and strategic priorities.

This process does not replace current tasks and plans with regard to program enhancement planning, institutional effectiveness, and academic planning. Instead, it will be used to simplify and align these institutional processes in a formal, consistent, and action-oriented manner. The plan is a working one, that is intended to guide institutional planning and college-wide decision making. It will need institutional buy-in and continuous revision and evaluation as demands of our students and community change. An on-going assessment of the effectiveness of the plan ensures that the institution is identifying and measuring the most appropriate indicators for successful fulfillment of the mission.

RTC is committed to continuous improvement, the evaluation of institutional effectiveness, and the assessment of student learning. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, and strategic plan.

Key Performance Indicators of Institutional Achievement

Core Theme: Student Success

Key Performance Indicator 1: Retention Rates
Key Performance Indicator 2: Course Success Rates
Key Performance Indicator 3: Student Satisfaction with Programs and Services
Key Performance Indicator 4: Student Learning Outcomes Assessment

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[1] A core or key indicator is "...a regularly produced measure that describes a specified condition or result that is central (or foundational) to the achievement of a college's mission and to meeting the needs and interests of key stakeholders" (Alfred, Shults, and Seybert, 2007, p. 12).
Core Theme: Workforce Education
Key Performance Indicator 5: Graduation Rates
Key Performance Indicator 6: Licensure and Certification Pass Rates
Key Performance Indicator 7: Advisory Committee Satisfaction with Programs
Key Performance Indicator 8: Placement Rates
Key Performance Indicator 9: Course and Program Learning Formats

Core Theme: Basic Skills Education
Key Performance Indicator 10: Gains Made
Key Performance Indicator 11: Employment Rates
Key Performance Indicator 12: Transition Rates

Core Theme: Institutional Sustainability
Key Performance Indicator 13: Employee Demographics
Key Performance Indicator 14: Professional Development
Key Performance Indicator 15: Budget-to-Actual Variance
Key Performance Indicator 16: Instructional Equipment Funding
Key Performance Indicator 17: IT Replacement Cycle
Key Performance Indicator 18: Physical Environment Meets Instructional Needs
Key Performance Indicator 19: FTE Enrollment
Key Performance Indicator 20: Donations and Partnerships
Key Performance Indicator 21: Grants and Contracts Funded

Standard 1.B Core Themes

Core Theme 1: Student Success
Renton Technical College provides student access that reflects the diverse demographic makeup of its community. Equity is achieved by high success and completion rates of all students, data-informed decision making and student-centered policies and practices throughout the institution.

<table>
<thead>
<tr>
<th>Objective 1.1:</th>
<th>Recruit and retain a student population reflective of the diverse community we serve.</th>
</tr>
</thead>
</table>
| Indicator | 1.1.1 Fall-to-winter Retention Rates (disaggregated by race/ethnicity, SES)  
1.1.2 Fall-to-spring Retention Rates (disaggregated by race/ethnicity, SES) |
| Methodology/Source | Measured by students enrolled for the first time at the beginning of fall quarter and who were still enrolled for at least one credit at the beginning of winter quarter (retention rate) using the student achievement cohort data outlined for Achieving the Dream. |
| Benchmark/Threshold | Retention rates are benchmarked against the CTC system with an indicator of achievement at or higher than the CTC average (the SBCTC provides system data on retention only). |
| Rationale | This measure considers the retention of the general first-time, degree-or certificate-seeking cohort as well as certain sub-cohorts. To complete a credential that is meaningful in the workplace and for the most effective transfer, students must persist. By disaggregating the data, the College is better able to identify strategies for improvement. |

| Objective 1.2: | Achieve equitable success rates of all students. |
| Indicator | 1.2.1 Course Success Rates |
| Methodology/Source | Identify students and the sections in which they were enrolled for credit on the enrollment reporting census date during the academic year. Exclude students enrolled for audit, sections for which grades are not assigned (grade of NG) and sections that students have not yet completed (grade of I). Determine the total number of grades, drops and withdrawals. The success rate is the ratio of passing grades (2.0 or higher) to the total number of grades and drops/withdrawals. |
| Benchmark/Threshold | This indicator is benchmarked against previous academic years’ outcomes with an indicator of achievement when success rates are at or higher than 80%. Course success rates lower than 80% tend to be categorized as gatekeeper courses with low success rates. |
| Rationale | Course success and retention are necessary for students to be retained to goal or degree completion. |

| Objective 1.3: | Provide effective support services from enrollment to completion. |
| Indicator | 1.3.1 Student Satisfaction |
| Methodology/Source | Using data collected from the Community College Survey of Student Engagement (CCSSE), the college will measure "good" or "excellent" responses to the question: "How would you evaluate your entire educational experience at this college?" |
| Benchmark/Threshold | CCSSE results are benchmarked against data from previous years as well as identified peer-cohorts. 2012 was the first time CCSSE was administered on RTC’s campus. The results will be used as a baseline for continuous improvement. |
| Rationale | Student satisfaction continues to be a key component of academic success and institutional effectiveness, including but not limited to persistence and graduation rates. Empirical evidence on satisfaction points to a feeling of belonging, being engaged, and being a part of something much greater as being determiners of personal satisfaction. When students are disengaged, isolated, and possess little to no loyalty to an institution the lesser the personal satisfaction. These constituents’ |
Objective 1.4: Identify and communicate learning outcomes to students, and use the assessment of student learning outcomes to enhance teaching, learning, and continuous improvement.

Indicator 1.4.1 Student Learning Outcomes Assessment

Methodology/Source
From each dean and/or faculty member, collect the number courses with learning outcomes and assessment. Collect qualitative evidence that outcomes and assessment align and faculty engage in a process of utilizing outcomes assessment data to enhance and improve instruction.

Benchmark/Threshold
This indicator is benchmarked against previous years’ results. Course, program and college outcomes are developed and aligned; the Program Enhancement Plan (PEP), which captures the continuous improvement process, is implemented in all program areas according to the published cycle. The Canvas LMS includes a tool for communicating course and program learning outcomes to students.

Rationale
PEP places greater emphasis on learning outcomes and assessment, alignment with Core Themes, and institutional planning. It also allows faculty and administrators to engage in a reflective process and to use data for continuous program improvement. PEP was designed to enhance the RTC program review process and the Competency Based Education (CBE) database.

Core Theme 2: Workforce Education

Renton Technical College delivers workforce education programs that fulfill student and industry needs through preparation for viable career pathways. Industry needs are met through competency and outcomes based teaching, learning, and hands-on training facilities that reflect workplace best practices. Students become resilient workers by completing innovative education programs that incorporate current industry trends.

Objective 2.1: Achieve high rates of student progress and degree or certificate completion

Indicator 2.1.1 Graduation Rates

Methodology/Source
Identify a cohort of first-time, degree or certificate-seeking students who were counted on the College’s official enrollment report for the fall quarter using the student achievement cohort database. Track the students over three years, through summer of the third year and identify students who were awarded degrees and/or certificates during the tracking period.

Benchmark/Threshold
This indicator is compared to 3 cohorts of previous academic years’ graduate rates. Graduation rates are also benchmarked against the CTC system an indicator
of achievement at or higher than the cohort average.

**Rationale**

Graduation rates are one of the measures most commonly used to evaluate postsecondary institutions. The attainment of an associate degree also facilitates a smooth transfer experience, and associate degrees and certificates are a meaningful credential in the workplace. Using the three year measure allows for a better understanding of the progress of part-time students, students in longer programs and students starting out in multiple developmental courses.

**Objective 2.2:** Deliver workforce programs that meet current industry demand and standards.

| Indicator | 2.2.1 Licensure and Certification Pass Rates  
| Source | 2.2.2 Advisory Committee Satisfaction with Programs |

| Methodology/ | 2.2.1 From each dean or lead instructor, collect the number of students who (1) attempted an industry licensure or certification exam during the previous year and (2) successfully complete the exam.  
| Source | 2.2.2 A survey is sent to all current advisory committee members in the late spring. Using data collected from this survey, the college will measure the instances of "agree" or "strongly agree" responses to the statement: "I am satisfied with the training students are receiving from their program" targeting an 85% or above positive response. |

| Benchmark/ | 2.2.1 This indicator is benchmarked against previous years’ results and against industry pass rates.  
| Threshold | 2.2.2 This indicator is benchmarked against previous years’ results. |

**Rationale**

2.2.1 Two rationales are provided for this measure. First, the success of graduates in many applied fields must be measured by more than just graduation rates. Many occupations, especially in healthcare, require licensure to practice or enter the workforce. Thus, measuring the success of students in passing licensure and certification exams is a critical indicator of success in developing a qualified workforce. Second, not all students who come to the College are seeking a degree. Some leave with the requisite skills and knowledge developed in key coursework. Often times, the coursework or activities that help develop these skills lead to industry-recognized certifications that provide added assurance to success in employment, professional advancement, or both. Thus, this indicator provides another mechanism for measuring student success in preparing to enter the workforce.

2.2.2 It is not sufficient to simply graduate students from applied programs, but similar to tracking job-placement, additional measures of workforce development
are critical to assessing the efficacy of the College in achieving this goal. Asking advisory committee members who represent employers and workers in the industry how well they believe the College’s programs perform in relation to that of their industry provides an additional perspective on the quality of the College’s programming.

<table>
<thead>
<tr>
<th>Objective 2.3: Achieve high rates of employment placement in training-specific industries for workforce completers.</th>
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<tbody>
<tr>
<td>Indicator</td>
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<tr>
<td>Methodology/Source</td>
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<tr>
<td>Benchmark/Threshold</td>
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<tr>
<td>Rationale</td>
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<table>
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<tr>
<th>Objective 2.4: Deliver instruction in a variety of suitable formats that expand opportunities for learning.</th>
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<tbody>
<tr>
<td>Indicator</td>
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<tr>
<td>Methodology/Source</td>
</tr>
<tr>
<td>Benchmark/Threshold</td>
</tr>
<tr>
<td>Rationale</td>
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</tbody>
</table>
Core Theme 3: Basic Skills Education

Renton Technical College offers basic skills courses that support the transition of students to college level study and career pathways. Student progression is supported through ESL instruction, high-school completion options, college-readiness, instruction, and integration of basic skills instruction into workforce programs.

**Objective 3.1:** Achieve significant student progression toward achieving educational goals.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>3.1.1: Gains Made</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methodology/Source</strong></td>
<td>Measured by Student Achievement Initiative (SAI) cohort of students enrolled in basic studies who make any gain in their first year benchmarked against the CTC system.</td>
</tr>
<tr>
<td><strong>Benchmark/Threshold</strong></td>
<td>This indicator is benchmarked against previous years’ results and the CTC system average.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>The college offers instruction for Basic Studies level students to progress to college level studies and self-sustaining employment. A gain indicates the student has made significant improvement in their skills, moving them closer to achieving their college and career goals. Comparison with CTC system peer institutions allows the college to monitor its outcomes with respect to state performance.</td>
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**Objective 3.2:** Achieve significant student progression toward achieving employment and career goals.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>3.2.2: Employment Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methodology/Source</strong></td>
<td>Measured by data pulled from Wabers. The percentage of federally reportable Basic Skills students who gain or retain employment is determined by dividing the number of federally reportable students who gained or retained employment (based on a data match with unemployment records) by the total number of federally reportable students who indicated gaining or retaining employment as a goal in the same year.</td>
</tr>
<tr>
<td><strong>Benchmark/Threshold</strong></td>
<td>This indicator is benchmarked against previous years’ results and the CTC system average.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>The College offers instruction for Basic Studies level students to progress to self-sustaining employment. The percentage of students who gain or retain employment is recognized as a significant measure of program success in increasing students’ skills for employability. Comparison with CTC system peer institutions allows the college to monitor its outcomes with respect to state performance.</td>
</tr>
</tbody>
</table>
Objective 3.3: Transition students into college classes and programs.

Indicator 3.3.1 Transition Rates

Methodology/Source
Using SAI cohorts, we measure the proportion of students enrolled in Basic Studies who transition into college-level classes and/or programs the next year.

Benchmark/Threshold
This indicator is benchmarked against previous years’ results and the CTC system average.

Rationale
The College offers programs and services that assist Basic Studies level students to progress to college level studies. Comparison with CTC system peer institutions allows the College to monitor its outcomes with respect to state performance.

Core Theme 4: Institutional Sustainability

Renton Technical College cultivates, manages and prioritizes its financial, human and physical resources to advance the mission of the College. An optimal learning environment is created through a diverse and innovative faculty and staff, deployment of technologies that enhance teaching and student engagement, and financial planning that supports the college’s strategic priorities.

Objective 4.1: Attract and develop a diverse faculty and staff suited to prepare a diverse population for work.

Indicator 4.1.1 Employee Demographics 4.1.2 Professional Development

Methodology/Source
4.1.1 This indicator is measured by the ethnic diversity of our faculty and staff as it compares with the population of the local area.

4.1.2 This indicator is measured by the percentage of the college budget dedicated to employee professional development.

Benchmark/Threshold
4.1.1 This measure is benchmarked against ethnic diversity of the local population. Achievement of this indicator is earned if RTC’s faculty and staff is within 5% (+/-) of the local population.

4.1.2 This measure is benchmarked against an overall budget target of 0.60% for professional development.

Rationale
The RTC faculty and staff should reflect its service area to most effectively fulfill its mission of preparing a diverse student population for work. The College commitment to professional development is best demonstrated by devoting a stable percentage of the College budget to training for employees.
### Objective 4.2: Manage and prioritize financial, technological and physical resources to advance the mission of the college.

| Indicator | 4.2.1 Budget-to-Actual Variance  
|           | 4.2.2 Instructional Equipment Funding as a % of Instructional Support  
|           | 4.2.3 IT Replacement Cycle  
|           | 4.2.4 Physical environment is well-maintained and meets instructional priorities and needs. |
| Methodology/Source | 4.2.1 This indicator is measured by the budget-to-actual variance per the monthly financial reports.  
|           | 4.2.2 This indicator is measured by the percentage of dollars spent on instructional equipment compared to overall dollars spent on instructional support.  
|           | 4.2.3 This indicator is measured by the rate and cycle of technology replacements or upgrades.  
|           | 4.2.4 Measured by the Washington State Facilities Condition Survey (FCS) rating. |
| Benchmark/Threshold | 4.2.1 This measure is benchmarked against a target of (+/-) 5% variance from budget.  
|           | 4.2.2 TBD  
|           | 4.2.3 This measure is benchmarked against the College internal replacement cycle.  
|           | 4.2.4 Benchmark is “Superior or Adequate” rating on physical premises at or above 60%. |
| Rationale | 4.2.1 A low budget-to-actual variance demonstrates that the College is effectively and efficiently utilizing its resources in support of the College mission.  
|           | 4.2.2 Many occupations require hands-on training on current technology and equipment. One of the ways to measure our student’s employability is to ensure that they are learning on the most up-to-date equipment.  
|           | 4.2.3 Ensuring technology infrastructure replacements are current and managed on regular cycles demonstrates appropriate monitoring of instructional technological resources to support teaching and student learning.  
|           | 4.3.4 Fostering effective stewardship of the physical environment shows the College is managing its physical resources in ways that maximize the facilities usage to support student learning. |
### Objective 4.3: Align enrollment with FTE projections and state allocations.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Methodology/Source</th>
<th>Benchmark/Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.1 FTE Enrollment</td>
<td>Measured by calculating the % difference between the state FTE allocation and actual FTE.</td>
<td>The actual FTE is benchmarked against the system allocation. Achievement of this measure is earned when the % difference falls between the tolerance thresholds of 98-105%.</td>
<td>Achieving our FTE targets demonstrates RTC’s ability to manage state-allocated resources. Failure to maintain 96% of allocated FTE enrollment can result in “rebasing” (a permanent reduction in state FTE allocation) by the State Board.</td>
</tr>
</tbody>
</table>

### Objective 4.4: Increase community partnerships to improve RTC’s effectiveness and positive impact in the region.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Methodology/Source</th>
<th>Benchmark/Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1 Donations and Partnerships</td>
<td>This indicator is measured by the number and dollar value of gifts from current and prospective donors.</td>
<td>This indicator is benchmarked against previous years’ results.</td>
<td>Increasing our donor giving through monetary and in-kind donations directly supports the mission of our College by providing scholarships and needed equipment to help train our students and put them to work.</td>
</tr>
</tbody>
</table>

### Objective 4.5: Pursue strategic funding opportunities to ensure fiscal sustainability.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Methodology/Source</th>
<th>Benchmark/Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.1 Grants and Contracts Funding</td>
<td>This indicator is measured by increased grant funding directly supporting students.</td>
<td>This indicator is benchmarked against previous years’ results.</td>
<td>As state support diminishes, it is important for RTC to diversify revenue streams for long-term sustainability.</td>
</tr>
</tbody>
</table>
Conclusion

This report reviews the steps Renton Technical College has taken reaffirming its mission, responding to comments of evaluators following the Year-Seven visit, and moving forward with preparing students for work and serving the employment needs of business and industry in this area.

Detailed responses to the recommendations of evaluators following our Year-Seven visit are found in the Ad Hoc Report submitted this month. This Year-One report outlines those actions. Those include, Recommendation 1: The College is participating in the revised SBCTC annual audit schedule including the use of Washington State Auditor’s staff. Recommendation 2: The College is consolidating planning processes and fully implementing a system with wide representation from the college community that includes assessment of activities. Recommendation 3: Core Themes and Performance Indicators were revised to be both more meaningful and measurable. Recommendation 4: The College has embraced the Ruth Stiel learning outcomes mapping process and has plans to extend outcomes and assessment linkages from college to program to course.

With the newly revised Core Themes and refined Key Indicators the College is striving to more closely focus on our mission and use appropriate evidence to measure institutional achievement. The College continues to seek out ways to expanding educational opportunities and better meeting employer needs in our service district. To this end, in 2015, the College will begin offering its first baccalaureate, Bachelor of Applied Science - Application Developer.

This is a time of change for Renton Technical College. The College is implementing a Title III grant that is making significant improvements in the areas of student entry and student success. Student learning outcomes are being articulated and will be aligned throughout the College. Two new deans have joined the College this past year and by the end of 2015 the college expects to have a two new vice presidents and a new president. The College sees itself poised to move forward in the years to come with dedicated staff, robust planning and assessment processes, and a refined focus on preparing students for work and serving the employment needs of business and industry in the area.