



RENTON  
TECHNICAL  
COLLEGE®

# 2023-2024 STRATEGIC PLAN MONITORING REPORT

Year Two of the 2022-2024 Bridge Strategic Plan

## Strategic Plan Monitoring Report – 2023-24

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## **EXECUTIVE SUMMARY**

Renton Technical College's (RTC) mission is to engage a diverse student population through educational opportunities for career readiness and advancement, serving the needs of individuals, the community, businesses, and industry.

For achieving the mission, RTC developed its 2017-2022 Strategic Plan based on the foundation of past success and through a comprehensive and inclusive planning process. Although this plan was set to conclude in spring 2022, with the transition of executive leadership, the Board of Trustees approved a two-year extension Bridge Plan for 2022-2024. It includes the same four goals and 16 strategic objectives, with 23 priority activities designated by the Executive Cabinet.

The Strategic Plan Monitoring Report is an annual report distributed campus-wide and shared with the Executive Cabinet and the Board of Trustees to give them an overview of RTC's progress toward mission fulfillment. This report covers data from Year 2 (2023-2024 academic year) of the Bridge Plan.

Last year, RTC approved the Be The Place Strategic Equity Plan, the new strategic plan spanning 2024 to 2029.

The four goals outlined in the 2022-2024 Strategic Bridge Plan are as follows:

- **GOAL 1 Learning:** RTC will be a learning community in which students, faculty, and staff all strive for excellence and growth
- **GOAL 2 Equity & Inclusion:** RTC will foster an academic and work environment of equity, inclusion, and collaboration
- **GOAL 3 Community:** RTC will engage the greater community through intentional partnerships and responsive programming
- **GOAL 4 Institutional Strength & Resilience:** RTC will enhance institutional strength and resilience

15 strategic indicators have been established to monitor success toward strategic plan implementation by Resource and Planning Council. The strategic indicators are outlined in the scorecard on page 8.

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### Key Findings

Key findings from the 2023-2024 Year Two Bridge Plan assessment are as follows:

#### Overall

- 11 out of 15 indicators "met the goal" or were "in progress of meeting the goal." Two were not scored due to a lack of data.

#### Student Enrollment

- The **percentage of students of color** in professional technical programs continued to increase this past year. For the 2023-2024 academic year, **64.2%** of students enrolled in professional technical programs were students of color.
- The **transition rates** from CCP programming to professional-technical or transfer programming has declined overall, but the gap between students of color and white students has narrowed to a **2.6% gap** with students of color at 9.2% and white students at 11.8%.

#### Student Progression and Completion

- The **1<sup>st</sup> to 2<sup>nd</sup> quarter retention rate** overall has decreased this year but is still on par with previous years. The gap between students of color and white students has decreased, with a rate of **70.0% for students of color and 70.1% for white students**. While progress has been made with gaps in **persistence rates** in recent years, this year saw the **gap widen to 11.0%** with persistence rates of 54.0% for students of color and 65.0% for white students.
- The **3-year completion rate** saw improvement this past year, with the gap between students of color and white students narrowing to a **6.0% difference** compared to a 9.9% gap the previous year.

#### Program Effectiveness

- **Overall, placement rates** for completers have remained consistent for the past four years. Interestingly, the placement rate for non-completers has steadily increased, closing the gap between those who have completed a program (78%) and those who did not (78%). We now see that completers and non-completers have the same placement rate outcomes overall. Likewise, wages have also seen a narrowing gap in the past two years, with completers earning \$55,515 compared to non-completers earning \$58,240 this past year. This indicates that **students are experiencing similar post-college success, regardless of program completion. However, these results vary by program and data should be looked at with more specificity when making decisions.** This may correlate with falling completion rates overall.

## Strategic Plan Monitoring Report – 2023-24

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- The College continues to make progress on implementing **annual program reviews** and **student learning outcomes assessment** work. Continued effort and persistence will be needed to see the success of this work.

### Employees

The percentage of **employees of color** at RTC has increased from 49% in 2022-2023 to **53%** in 2023-2024. Although broader SBCTC data is unavailable for a system comparison, this trend highlights HR's continued efforts to reflect the diversity of our student population.

### Financials

- Career Training, General Education, and College & Career Pathways intent areas all saw modest **growth in FTE** this past year. Career Training and General Education has increased its share of total FTE to 44.7% and 21.6% respectively.
- The College had under-estimated revenue by 9.4% and under-estimated expenditures by 13.9%, with an overall **budget-to-actual variance of –4.5%**. This is considered acceptable from an auditing perspective.
- The **percentage of high demand programs** for RTC continued to be **18%**. High demand programs receive enhanced FTE and may be an opportunity for growth.

### Diversity, Equity, and Inclusion

In Winter 2024, **Student Leadership and Programs** transitioned to report through the Office of Diversity, Equity, and Inclusion (DEI), aligning with the ongoing DEI initiatives within the department. Additionally, the **Accessibility Advisory Committee** now reports through the Diversity, Equity, and Inclusion Council (DEIC). These changes strengthen the integration of the College's DEI efforts into its core structure. DEI work is evident in the number of events and programs available to the campus community throughout the year. Meanwhile, construction of the **Unity Center** (formerly referred to as the Multicultural Center) continues to make progress, with plans for its opening in Spring 2025.

### Community Partnerships

During the 2023-2024 academic year, a **Strategic Partnership Task Force (SPTF)**, led by Executive Director Carrie Shaw, was established to develop a comprehensive Partnership Outreach Plan. This plan outlines key partnership opportunities and includes a framework and timeline for outreach efforts throughout the 2024 calendar year. The SPTF recommended **prioritizing healthcare partnerships** as the top tier, followed by trades and manufacturing as the second tier.

RTC also continued to strengthen its collaboration with Rep. Steve Bergquist and the Renton community to support the **Renton Promise program** throughout the 2023-2024 academic year. Renton Promise enables students from the Renton School District to pursue career and technical training with financial support, regardless of GPA, income, ability, or country of origin.

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Additionally, RTC maintained and expanded partnerships with various departments across campus, including the King County Promise and the United Way Benefits Hub, continuing to serve both RTC students and the broader surrounding community.

### Technology

In fiscal year 2024, College Technology Services (CTS) has made substantial investments totaling over **\$185,000 in software and hardware**, more than **\$358,000 in ongoing maintenance**, and **over \$91,000 in subscriptions**. These investments are vital to maintaining RTC's status as an innovative and cutting-edge workplace. At the same time, there have been deliberate efforts to reduce costs and streamline services wherever feasible.

### Budget Requests

Via the College's budget request process, RTC approved to fund the following budget requests for Fiscal year 2025.

Goal		
Goal 1: Learning	\$0	0
Goal 2: Equity & Inclusion	\$0	0
Goal 3: Community	\$0	2
Goal 4: Institutional Strength & Resilience	\$0	1
<b>Total</b>	<b>\$0</b>	<b>3</b>

The decision was to permanently fund two temporary positions—Apprenticeship Coordinator and Credentials Evaluator—to ensure continuity and consistency of current services, along with the creation of a new position, Continuing Education Program Manager, to support the growth of enrollments in Continuing Education.

# STRATEGIC INDICATORS SCORECARD

## Overview

The strategic indicators scorecard represents RTC’s progress towards implementation of the 2022-2023 Year One of the Bridge Plan. Each strategic goal has associated strategic objectives and strategic indicators used to measure the progress of its Bridge Plan toward mission fulfillment.

The data are collected and reviewed by the Institutional Research & Effectiveness (IR&E) office, discussed at [Resource and Planning Council](#) (RPC) and Executive Cabinet, and shared with the Board of Trustees and campus constituents.

Each strategic indicator receives a score based on objective, quantifiable measures. RPC is responsible for scoring the indicators.

## Scoring Key

Progress Toward Goal	Score
<b>Met</b> (100% for Each Indicator Benchmark)	<b>2</b>
<b>In Progress</b> (85% or higher for Each Indicator Benchmark)	<b>1</b>
<b>Not Met</b>	<b>0</b>

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### Definitions

**STRATEGIC INDICATORS (SI)** – measures used to determine success toward meeting strategic objectives.

### Total Implementation Success Score by Strategic Indicators

Strategic Indicator	Strategic Goal	Strategic Objective	Annual Score
Transition rates disaggregated by race/ethnicity	Learning	1.1	2
1-year persistence rate disaggregated by race/ethnicity	Learning	1.1	0
3-year completion rates disaggregated by race/ethnicity	Learning	1.1	0
Course success rates disaggregated by race/ethnicity	Equity	2.1	2
1 <sup>st</sup> to 2 <sup>nd</sup> quarter retention rate disaggregated by race/ethnicity	Equity	2.1	2
1 <sup>st</sup> to 3 <sup>rd</sup> quarter retention rate disaggregated by race/ethnicity	Equity	2.1	2
Enrollment percentage of students of color in prof-tech programs	Equity	2.1	2
Employee demographics Race/ethnicity breakdown for faculty/staff	Equity	2.2	N/A
Status of compliance with WA state OCIO Policy 188 pertaining to accessibility	Equity	2.4	N/A
Percentage of programs that qualify as high-demand	Community	3.1	2
Licensure and certification pass rates	Community	3.1	0
Placement rates – Completers	Community	3.1	0
Placement rates – Non-completers	Community	3.1	2
Wages of graduates – Completers	Community	3.1	2
Wages of graduates – Non-completers	Community	3.1	2
FTE enrollment by institutional intent	Inst. Strength	4.2	2
Budget-to-actual variance	Inst. Strength	4.2	2
		Total Score	22/30 (73.3%)



## STRATEGIC GOAL 1: LEARNING

Renton Technical College will be a learning community in which students, faculty, and staff all strive for excellence and growth. There are four strategic objectives that fall within this goal, as well as three strategic indicators for measuring success. Objectives and indicators are as follows:

### Objective 1.1: Increase student progress and completion

**Priority Activity: Increase student transition from College & Career Pathways to professional-technical and transfer programming.**

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

Benchmarks:

1. Transition rates for students of color will be equal to or within +/-5% of the rate for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

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

	2019-20 (17-18 cohort)	2020-21 (18-19 cohort)	2021-22 (19-20 cohort)	2022-23 (20-21 cohort)	2023-24 (21-22 cohort)
Students of Color	7.4%	8.8%	24.5%	13.7%	9.2%
White	9.2%	9.7%	27.2%	17.6%	11.8%
Gap	-1.8%	-0.9%	-2.7%	-3.9%	-2.6%
Benchmark met	Yes	Yes	Yes	Yes	Yes
SI score and rationale	Score = 2				

Data Source: Database: ctclink\_CDS; Tables: PS\_STDNT\_ENRL, PS\_CLASS\_TBL, PS\_CRSE\_OFFER, does not count 'Not Reported' or 'Unspecified', Transition = First time students enrolled in CIP code like 32% (excluding 32.0501 for IBEST), who enrolled in college level coursework in subsequent quarters within two years. NOTE: Discrepancy may be noted from previous years' reporting of these metrics. Previous reporting pulled from the SBCTC Student Achievement Database using momentum points and WABERS reporting to calculate transition rates.

\*Transition rate data has been revised. A calculation error was found and was resolved. The table above reflects the updated rates for all academic years.

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

Benchmarks:

1. The persistence rates for students of color will be equal to or within +/-5% of the persistence rates for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

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

Cohort:	2018-19	2019-20	2020-21	2021-22	2022-23
Students of Color	56.3%	47.5%	59.6%	60.7%	54.0%
White	64.4%	59.7%	67.1%	61.6%	65.0%
Gap	-8.1%	-12.2%	-7.5%	-0.9%	-11.0%
Benchmark met	No	No	No	Yes	No
SI score and rationale	Score = 0				

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

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

Benchmarks:

1. The completion rates for students of color will be equal to or within +/-5% of the completion rates for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

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

Cohort:	2016-17	2017-18	2018-19	2019-20	2020-21
Students of Color	68.9%	60.2%	47.8%	39.9%	48.0%
White	65.8%	62.3%	56.2%	49.8%	54.0%
Gap	3.1%	-2.1%	-8.4%	-9.9%	-6.0%
Benchmark met	Yes	Yes	No	No	No
SI score and rationale	Score = 0				

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

### Priority Activity: Fully implement Guided Pathways.

All goals outlined in the Strategic Bridge plan for Guided Pathways were successfully achieved. This includes the revision and updating of COL 101 curriculum, the development of program maps, the creation of bridge classes, and the implementation of Inclusive Pedagogy Instructional Designer (IPID) sessions.

In addition, the Guided Pathways Committee, established under the Student Success Council, is focused on advancing Guided Pathways initiatives. The Committee has set a regular meeting schedule and clear goals to guide its work. Although defining roles for the Guided Pathways Navigators presented initial challenges, the positions have been reorganized to streamline their reporting structure and program assignments, ensuring comprehensive coverage across all areas. The EAB Navigate student success software, while facing some implementation hurdles, is seeing growing usage and is expected to have care units fully operational by the end of the 2024-2025 academic year.

## **Objective 1.2: Provide comprehensive student support services**

### **Priority Activity: Utilize a student-centered approach in the development and implementation of policies, procedures, and technologies.**

In the 2023-2024 academic year, RTC achieved several major accomplishments across various areas. Notably, the campus upgraded its aging video management system, deploying 27 new cloud cameras to improve safety, along with launching a new health and safety website offering accident reporting tools and training resources. The Enrollment Services Office and Testing Center made notable strides in efficiency, with the Testing Center adding 28 new computers and maintaining national certification, while Enrollment Services streamlined processes and improved communication with students. Additionally, significant progress was made in the intake and onboarding process for new students, including the creation of a new checklist, enhanced orientation, and the automation of international student applications. The college has implemented a Direct Self-Placement (DSP) for general education mathematics classes to remove unnecessary prerequisite barriers for students.

RTC also made strides in community outreach, securing the Renton Promise partnership, deepening relationships with local organizations, and representing the college at numerous events. Disability Resource Services (DRS) expanded its outreach and training efforts through the hiring of an Accommodation & Retention Specialist. Financial Aid played a key role in implementing FAFSA simplification, managing related ctclink updates, and hosting financial aid workshops for students.

Over the past year, the Renton Technical College Library has made significant developments in enhancing its services. Key achievements include extending its hours, increasing staffing to support growing demand, and collaborating with IT to upgrade public computers. The library also introduced specialized programming, improved its collection through weeding, and curated special collections to support academic programs.

Building on these successes, there are exciting opportunities for continued growth and advancement. RTC should focus on reviewing and updating student-related policies, while making further strides in fully implementing and leveraging key software systems, including EAB Navigate, the new customer relationship management platform (CRM), and Accessible Information Management (AIM) platform.

## **Objective 1.3: Foster continuous growth and professional development of faculty and staff**

### **Priority Activity: Broaden the array of implemented effective classroom learning practices.**

The RTC community has made significant strides in advancing teaching and learning through various initiatives. A team of Inclusive Pedagogy Instructional Designers (IPIDs) continued to support faculty with professional development during weekly PD Fridays, one-on-one assistance with course design, Canvas and technology support, and curriculum materials aimed at enhancing student learning. This work aligns with the Guided Pathways practice of "Ensuring that students are learning" through inclusive pedagogy. Additionally, OER revisions and new course development, led by the Center of Innovative Teaching and Learning (CITL) and the library, supported approximately 10 faculty projects annually, helping to improve access to educational resources.

The library further contributed to faculty and student success by offering professional development opportunities and collaborating across departments to create LibGuides. Meanwhile, the hiring of an Accommodation & Retention Specialist in DRS expanded outreach efforts, including staff training on DRS services, Disability Justice Week programming, and classroom visits with student services. These efforts collectively improved the ability to serve the RTC community and fostered a more inclusive and supportive learning environment.

As the college revises programs and curricula, it will be essential to maintain these professional development opportunities to ensure that effective classroom practices are consistently implemented for the benefit of our students across all programs.

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

### **Priority Activity: Provide faculty with the tools needed to effectively assess student learning.**

The Assessment Committee has successfully established a systematic process for assessing student learning outcomes. A new approach utilizing Canvas has been implemented, allowing faculty to assess student outcomes each quarter. The committee also developed a consistent mastery scale across all programs and provided training and templates to help faculty integrate assessment directly into their classes. Faculty can select which program learning outcomes to assess within their curriculum, with the goal of completing three program outcomes per year.

In addition, the committee has gathered qualitative feedback from faculty, capturing “wins” and successes in their programs based on classroom observations and experiences. Following the Spring 2024 Mid-cycle accreditation visit, it was recommended that the college better document faculty achievements. This new assessment process continues to collect valuable data each quarter, with plans for ongoing improvement as the college gains more experience with the system.

### **Priority Activity: Use the program review process to drive instructional improvement.**

In its second year of program review, the Program Review Committee made notable progress, with improvements from Fall 2023 contributing to a smoother process. This year’s review placed a greater emphasis on following up and closing the loop on faculty responses. Key enhancements included broader sharing of results, scheduled meetings between deans and faculty to ensure clear communication, and targeted follow-up on technology needs by CTS. These efforts will continue into the next academic year.

Additionally, the college conducted a comprehensive program viability study in early 2024, examining key data such as enrollment trends, student success metrics, and cost-revenue information. Faculty evaluated programs using a rubric with 18 different metrics, and the results were reviewed by deans and Cabinet members. To further drive improvements, the Vice President of Instruction met individually with each program to discuss necessary changes and opportunities for growth.

## STRATEGIC GOAL 2: EQUITY & INCLUSION

Renton Technical College will foster an academic and work environment of equity, inclusion, and collaboration. There are four strategic objectives that fall within this goal, as well as five strategic indicators for measuring success. Objectives and indicators are as follows:

### Objective 2.1: Close equity gaps for underrepresented, low-income, and first-generation college students

**Priority Activity: Develop and infuse diversity, equity, and inclusion in curriculum and instructional practices.**

**Strategic Indicator: Course success rates disaggregated by race/ethnicity**

Benchmarks:

1. The course success rates for students of color will be equal to or within +/-5% of the course success rates for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

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

Cohort:	2019-20	2020-21	2021-22	2022-23	2023-24
Students of color	82%	83%	86%	83%	73%
White	87%	87%	89%	87%	78%
Gap	-5%	-4%	-3%	-4%	-5%
Benchmark met	Yes	Yes	Yes	Yes	Yes
SI score and rationale	Score = 2				

Data Source: SBCTC Data Warehouse Transcript Database

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

Benchmarks:

1. The retention rates for student of color will be equal to or within +/-5% of the retention rates for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

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

Cohort:	2019-20	2020-21	2021-22	2022-23	2023-24
Students of color	54.4%	72.3%	66.4%	80.6%	70.0%
White	69.8%	77.4%	80.3%	78.4%	70.1%
Gap	-15.4%	-5.1%	-13.9%	2.2%	0.1%
Benchmark Met	No	No	No	Yes	Yes
SI score and rationale	Score = 2				

Data Source: SBCTC Data Warehouse Student Achievement Database, PEP Cohorts; 2022-23 data collected from dataLink.

### *Strategic Indicator: 1st to 3rd quarter retention rates disaggregated by race/ethnicity*

Benchmarks:

1. The retention rates for students of color will be equal to or within +/-5% of the retention rates for students identifying as white. A 5% difference is the minimum achievement gap that is considered acceptable and accounts for natural fluctuations over time.

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

Cohort:	2019-20	2020-21	2021-22	2022-23	2023-24
Students of Color	42.2%	56.4%	66.4%	59.4%	57.4%
White	54.6%	60.1%	73.0%	62.7%	62.2%
Gap	-12.4%	-3.7%	-6.6%	-3.3%	-4.9%
Benchmark met	No	Yes	No	Yes	Yes
SI score and rationale	Score = 2				



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Data Source: SBCTC Data Warehouse Student Achievement Database, PEP Cohort s; 2022-23 data collected from dataLink.

### **Strategic Indicator: Enrollment percentage of students of color in prof-tech programs**

Benchmarks:

1. Enrollment percentage of students of color in prof-tech programs is equal to or higher than the previous year.

### **Measure: Enrollment percentage of students of color in prof-tech programs**

Cohort:	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment percentage of students of color	57.2%	58.3%	59.9%	62.9%	64.2%
Benchmark met	No	Yes	Yes	Yes	Yes
SI score and rationale	Score = 2				

Data Source: [SBCTC Strategic Enrollment Dashboard](#)

- Enrollment by College Tab – Parameters:
  - Period: Annual
  - Intent: Professional-Technical
  - Students of Color: Students of Color / Students of Color + non-Students of Color (removed non-reported)

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### Objective 2.2: Attract, hire, and retain diverse faculty and staff

**No priority activities for 2022-2024.**

**Strategic Indicator: Employee demographics**

Benchmarks:

1. The percentage of RTC's faculty and staff who are people of color is within 5% (+/-) of the Washington System.

**Measure: Race/ethnicity breakdown for faculty/staff and local area**

Year:		2019-20	2020-21	2021-22	2022-23	2023-24
Percent people of color	RTC	38%	40%	49%	49%	53%
	System	22%	24%	27%	27%	2023-24 SBCTC Staff / Faculty data not available.
	Gap	+16%	+16%	+22%	+22%	
Benchmark met						
SI score and rationale	Score = N/A					

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

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

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

### **Priority Activities:**

- **Provide ongoing education for faculty, staff, and students.**
- **Expand opportunities for ongoing dialogue.**

The 2023-2024 academic year saw a continuation of impactful events and initiatives led by the Office of Diversity, Equity, and Inclusion (DEI) in collaboration with Associated Student Government (ASG), the RTC Library, and faculty and staff across the campus. These events featured a range of guest speakers, trainings, and professional development opportunities designed to engage and inspire the RTC community. Notable events included Dante King's presentation, Indigenous Peoples' Day, Disability Awareness Month, and the MLK celebration. Other significant events supported by the Office of DEI included the Faculty and Staff of Color Conference, QUEER and TRANS People of Color Conference, and the National Conference on Race & Ethnicity in Higher Education (NCORE), among others.

In addition to these events, the campus continued to foster affinity groups, providing spaces for dialogue and networking, such as Men of Merit, Women of Merit, the Asian American Pacific Islander Network, the Latinx Affinity Group, the Lavender Network, and Whites for Accountability. The college also held Campus Climate Listening Sessions in early 2024 to gather feedback and make recommendations for improving campus climate in accordance with state requirements. Efforts to establish a Unity Center (multicultural center) at RTC, which began in 2019-2020, continued through the DEIC Multicultural Center Action Team (MCAT). This team has been working collaboratively with campus stakeholders to create plans for this important space, which continues today. Additionally, ASG organized a variety of events, Trunk-or-Treat and Unity Fest, among other annual cultural celebrations, fostering community engagement throughout the academic year.

## **Objective 2.4: Improve policies, procedures, and infrastructure to ensure equity among all campus constituents**

### **Priority Activity: Revise policies to close opportunity gaps and remove barriers for students.**

RTC has updated its Health and Safety Committee and Human Participant Research policies to enhance safety and protect individuals involved in research. Efforts have also begun to review policies 6.10 (Articulation-Credit Reciprocity), 6.11 (Cooperative-Internship Vocational Education), and 8.24, although the review process is still ongoing. RTC needs to do more work to update policies and must do so with an equity and inclusive lens.

## STRATEGIC GOAL 3: COMMUNITY

Renton Technical College will engage the greater community through intentional partnerships and responsive programming. There are four strategic objectives that fall within this goal, as well as four strategic indicators for measuring success. Objectives and indicators are as follows:

### Objective 3.1: Prepare skilled workers and leaders for the businesses and industries that power our regional and global economy

#### Priority Activities:

- Invest in new program offerings based on labor market demand and student needs.
- Ensure current programming remains relevant and up-to-date with industry trends.

#### *Strategic Indicator: Percentage of programs that qualify as high-demand*

Benchmarks:

1. The percentage of high-demand programs using CIP code is equal to or higher than the previous year.

Measure: The percentage of high-demand programs

Year:	2019-20	2020-21	2021-22	2022-23	2023-24
Percentage of high-demand programs	19%	18%	19%	18%	18%
Benchmark met	No	No	Yes	No	Yes
SI score and rationale	Score = 2				

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

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

## Strategic Plan Monitoring Report – 2023-24

### *Strategic Indicator: Licensure and certification pass rates*

Benchmarks:

1. Average pass rates are 85% or higher, with no programs falling below 67%.
2. Overall scores are equal to or higher than the previous year.

### Measure: Licensure and certification pass rates

Year:	2019-20	2020-21	2021-22	2022-23	2023-24
Pass rate	85%	76%	76%	85%	73%
Benchmark met	Yes	No	No	No	No
SI score and rationale	Score = 0				

*Note: Overall college averages were calculated based on number of students who passed an exam divided by total number of students who attempted an exam.*

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### **Strategic Indicator: Placement rates**

Benchmarks:

1. Placement/employment rates are equal to or higher than the previous year.

#### **Measure: Professional/Technical estimated placement rates – Completers**

Cohort:	2018-19	2019-20	2020-21	2021-22	2022-23
Placement Rate	84%	77%	80%	80%	78%
Benchmark met	Yes	No	Yes	Yes	No
SI score and rationale	Score = 0				

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

Cohort:	2018-19	2019-20	2020-21	2021-22	2022-23
Placement Rate	64%	61%	71%	76%	78%
Benchmark met	Yes	No	Yes	Yes	Yes
SI score and rationale	Score = 2				

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

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

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### *Strategic Indicator: Wages of graduates*

Benchmarks:

1. Wages of graduates are equal to or higher than the previous year.

#### Measure: Estimated wages of graduates for Professional/Technical – Completers

Cohort:	2018-19	2019-20	2020-21	2021-22	2022-23
Median annual wages	\$45,947	\$44,949	\$42,541	\$46,885	\$55,515
Benchmark met	Yes	No	No	Yes	Yes
SI score and rationale	Score = 2				

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

Cohort:	2018-19	2019-20	2020-21	2021-22	2022-23
Median annual wages	\$38,147	\$39,853	\$32,632	\$45,814	\$58,240
Benchmark met	No	Yes	No	Yes	Yes
SI score and rationale	Score = 2				

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

- Prof./Tech. Median Wages Tab, Filter:
  - College: Renton
  - Hourly wage is annualized by multiplying by 40 hours per week and 52 weeks per year.
  - Database: DLOA; Table: JOB\_PREP\_POST\_COLLEGE; Field: INFLATION\_ADJ\_EARN\_EST\_ANN

## Strategic Plan Monitoring Report – 2023-24

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### **Priority Activity: Provide corporate and continuing education courses and programs that increase our responsiveness to the needs of business and industry.**

RTC has continued to use the CampusCE platform to help simplify the in-take process for continuing ed students. The Continuing Education area has seen an increase of class offerings from 21 to 33 in the 2023-2024 academic year, with the most popular course being Boiler Operator Refresher, serving 229 students.

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

**No priority activities for 2022-2024.**



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

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

In the 2023-2024 academic year, Executive Director Carrie Shaw spearheaded the formation of a Strategic Partnership Task Force (SPTF) tasked with creating a detailed Partnership Outreach Plan. This plan identifies key partnership opportunities and provides a framework and timeline for outreach efforts throughout 2024. The SPTF has recommended prioritizing healthcare partnerships as the top focus. Five partners have been identified: Kaiser Permanente, Providence Swedish, Children’s Hospital, Stoke/Blue Origin, and CBRE.

RTC deepened its collaboration with Rep. Steve Bergquist and the Renton community to further support the Renton Promise program. There were approximately 125 students served in its first year and 135 students registered for Fall 2024. Renton Promise staff has held support workshop events to help support these students. President Harden has continuously met with the Renton Promise design team to secure sustainable funding after the proviso ends. The City of Renton has recently approved \$130,000 to fund Renton Promise financial aid.

**Priority Activity: Use data to improve outreach efforts in our communities.**

RTC has experienced challenges with the Fire Engine RED CRM system, as the vendor ceased operations at the end of 2024. This has led staff to switch to a new vendor, with the chosen vendor being EAB. The new platform needs to be implemented before it can be used. Despite this setback, the Outreach & Recruitment and Communications & Marketing teams have used high school and community organization data to inform its outreach activities.

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

**No priority activities for 2022-2024.**

## STRATEGIC GOAL 4: INSTITUTIONAL STRENGTH

Renton Technical College will enhance institutional strength and resilience. There are four strategic objectives that fall within this goal, as well as two strategic indicators for measuring success. Objectives and indicators are as follows:

### **Objective 4.1: Improve the integration of a planning, evaluation, and resource allocation system aligned to accreditation standards**

#### **Priority Activities:**

- **Improve transparency of resource allocation and decision-making processes.**
- **Actively use data to inform decision making.**

The Resource and Planning Council made significant strides in the 2023-2024 academic year, enhancing its role and improving the resource allocation process, particularly in terms of transparency. Key improvements included updated documents and materials to support budget managers in their requests, as well as open meetings for reviewing these requests. This process enabled voting members to make well-informed decisions based on clear standards, reducing bias. The Council also evaluated the 2022-2023 Strategic Plan Monitoring Report and recommended budget enhancements to the Cabinet. As a result, two temporary positions were made permanent, and a new position was added to the FY25 budget. The Council will continue refining the resource allocation process and institutional effectiveness cycle, with plans to review the Strategic Plan Monitoring Report earlier in the academic year, based on feedback from the Spring 2024 Mid-cycle Accreditation visit.

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### Objective 4.2: Increase financial security by maximizing professional-technical programming and through the diversification of funding

#### Priority Activities:

- Increase the number of tuition-generating students.
- Secure grant and contract funding to further develop the infrastructure and program and support service offerings at RTC.

#### *Strategic Indicator: FTE enrollment by institutional intent*

##### Benchmarks:

1. The percentage of career training FTE is equal to or higher than the previous year.

##### Measure: FTE by institutional intent area

Year:		2019-20	2020-21	2021-22	2022-23	2023-24
Career Training	#	1,369	1167	1125	1025	1175
	%	39.4%	40.6%	36.7%	43.2%	44.7%
General Education	#	492	428	557	473	567
	%	14.1%	14.9%	18.2%	19.9%	21.6%
College & Career Pathways	#	1,123	836	966	849*	860*
	%	32.3%	29.1%	31.5%	35.8%	32.7%
Occupational Supplemental	#	494	443	417	26**	25**
	%	14.2%	15.4%	13.6%	1.10%	1.0%
Benchmark met		No	Yes	No	Yes	Yes
SI score and rationale		Score = 2				

Data Source: datalink database table PS\_CTC\_STDNT\_FTE

\*Does not include YHSC FTE.

\*\* Does not include apprenticeship FTE.

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### **Strategic Indicator: Budget-to-actual variance**

Benchmarks:

1. The budget to actual variance for revenue and expenditure is within 5% (+/-) of the
2. budget. This margin is considered to be acceptable from an auditing perspective, with any variance greater than 10% (+/-) needing additional explanation.

#### **Measure: Budget to actual variance**

Year:	2019-20	2020-21	2021-22	2022-23	2023-24
Revenue	0.2%	2.6%	4.9%	-1.5%	9.4%
Expenditures	-6.6%	-8.2%	1.2%	4.2%	13.9%
Variance Result	6.8%	10.8%	3.7%	-5.7%	-4.5%
Benchmark met	No	No	Yes	No	Yes
SI score and rationale	Score = 2				

Data Source: Business Office provided; 9.4% (revenue variance) – 13.9% (expenditure variance) = -4.5%.  
This does not include grants or contracts.

## **Objective 4.3: Implement intentional systems improvement**

### **Priority Activities:**

- **Champion a culture of transparency and accountability.**
- **Expand participation in shared governance and inclusive decision making.**

Last year, the college reaffirmed its revitalized governance structure, which was further supported by a dedicated SharePoint site for documentation and promotion. This year, a focused recruitment effort was made to increase faculty involvement in shared governance, with meeting attendance being tracked for better engagement. Council leads now meet monthly to provide status updates and foster greater collaboration across the college, helping to break down silos. Moving forward, efforts to ensure broad campus participation, particularly from classified staff and students, will remain a priority.

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

### **Priority Activities:**

- **Ensure classroom equipment and technology is relevant and up-to-date.**
- **Automate manual processes and increase workflow efficiency.**

CTS continues to collaborate with instructional departments to upgrade their technology as needed. Departments across campus continue to build and improve upon processes around ctcLink, EAB Navigate, and Microsoft products.

## RECOMMENDATIONS

The RTC Strategic Plan Monitoring Report provides the campus community with comprehensive and systematic information on its progress toward mission fulfillment and prepares the institution for implementation of the coming year's strategic plan and priority activities. **This is the last monitoring report that covers the 2017-2022 Strategic Plan and the 2022-2024 Strategic Bridge Plan.** As of the publication of this report in early-2025, outlined below are recommendations for which the College and Executive Cabinet might consider in the coming year.

- Last year's report recommended the development of a more **systematic planning process** and **accountability framework** to help RTC leaders track and manage initiatives that support the college's strategic goals. In response, RTC has taken steps by launching a centralized unit planning process and project management system, which was participated in by deans and directors this past fall. Additionally, a new task force has been established to oversee the successful implementation of the Be The Place Strategic Equity Plan. This task force is responsible for tracking the progress of strategic projects that drive the college toward fulfilling its mission. Moreover, this past fall, there was a significant emphasis on encouraging faculty and staff to engage in shared governance, with shared governance groups being tasked with updating, documenting, and widely sharing their work. **It is recommended that this initial progress be sustained, and that the college remains committed to advancing these efforts.**
- Last year, it was recommended that the work of the Program Review Committee and Assessment Committee be carried out with urgency to fully implement and integrate a systematic framework for **program review** and **student learning outcome assessment**. This fall, the college entered its second year of academic program review and began efforts to collect data on student learning outcomes assessment. A plan has also been established for non-academic units to begin assessing their outcomes in Fall 2025. **It is recommended that the college continue to refine these processes and advance this work through our shared governance system.**
- While we have seen a rebound in **completion rates** this year compared to last, a gap still exists between students of color and white students. Additionally, similar to last year, the data continue to show that the difference in **placement and wages** between program completers and non-completers is minimal or non-existent, indicating reduced impact from program completion. **It is recommended that the college implement programmatic changes to reduce credit requirements and shorten program lengths**, informed by the data for each program. It is recommended that the college investigate systematic ways utilizing existing resources to encourage students to complete their credentials.

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- It is recommended that the college follow through with a comprehensive **strategic enrollment management plan** to recruit and retain students at RTC, particularly for Career Training programs. RTC should review areas that have **enhanced FTEs** to take advantage of that opportunity. In addition, the newly formed Strategic Equity Enrollment Management (SEEM) committee should research and plan out new programmatic options for the school based on labor demands and community needs.
- It is recommended that a dedicated team be formed to **review and prioritize updates to RTC's policies**. Team members responsible for these updates may benefit from training on how to assess and revise policies through an equity lens, ensuring RTC's core equity values are embedded in our policies. Given that past policy revisions have been slow, clear communication and training about the update process should be implemented to streamline efforts and improve efficiency.
- With the Partnership Outreach Plan established, it is recommended that a focused effort be made to **fully implement the plan** and allocate the necessary resources to ensure the continued success and sustainability of **strategic partnerships**. This would include staffing and resources from multiple areas across the college.

## CONCLUSION

Overall, it is evident that RTC has been working hard on continuously improving its programs and services for the betterment of the RTC community, particularly for students. During the span of 2022-2024 Bridge Plan, the college has overcome challenges brought on by a global pandemic, a new system implementation, decades in the making, and an unstable political climate at the national level. And yet, RTC has demonstrated success by placing its values at the forefront to help drive student success. There is still plenty of work to be done and it is essential for the RTC community to continue its momentum and persevere through external challenges. As the Bridge Plan concludes and the college embarks on the new Strategic Equity Plan, it's a fitting moment for reflection. As one dean aptly stated, "The campus as a whole looks and feels very different at the end of 2024 as opposed to the beginning of 2022. There is so much to celebrate as this bridge sunsets."

## **DATA SOURCES**

- dataLink, ctclink\_CDS Database, PS\_STDNT\_ENRL, PS\_CLASS\_TBL, PS\_CRSE\_OFFER Tables
- RTC Program Enhancement Plan (PEP) Cohorts
- SBCTC After College Outcomes Dashboard
- SBCTC Allocation Monitoring Reports
- SBCTC Data Warehouse, Class Table
- SBCTC Data Warehouse, Completion Table
- SBCTC Data Warehouse, Data Linking for Outcomes Assessment Database
- SBCTC Data Warehouse, Employee Database
- SBCTC Data Warehouse, Student Achievement Database
- SBCTC Data Warehouse, Transcript Database
- SBCTC Personnel Demographics Dashboard
- SBCTC Strategic Enrollment Dashboard