

Mission Fulfillment Plan – Proposed Metrics August 2022

Summary

Fifteen metrics are proposed for tracking mission fulfillment. Mission fulfillment for LWTech is defined by the college’s Institutional Planning and Effectiveness Council (IPEC) as showing 75% or more metrics trending positively (yellow and green arrows).¹ Mission Fulfillment Plan (otherwise known as a strategic plan) metrics are shown in Tables 1-3 (page 2) and Core Theme metrics are shown in Tables 4-7 (page 4 and 5). *Citations for all data are in Appendix A beginning on Page 6.*

IPEC considered the following accreditation standards in developing mission fulfillment metrics:

- **1.B.2** The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

The Mission Fulfillment Plan goals are:

- Goal 1: Address and dismantle structural racism (*Core Themes: Student Achievement, College Community*)
- Goal 2: Continue implementation of Guided Pathways (*Core Themes: Pathways, Student Achievement*)
- Goal 3: Position the college as a leader in workforce training for the state’s short-term and long-term economic recovery (*Core Themes: Pathways, College Community, External Engagement*)

Key for all Mission Fulfillment and Core Theme tables:

<p>Meet target: </p> <p>Trending toward target: </p> <p>Below target: </p>	<ul style="list-style-type: none"> • HU is short for historically underrepresented students of color (American Indian, Black/African American, Hispanic, and Pacific Islander) • Gap: Percent difference between HU individuals and Non-HU individuals when Non-HU values are greater than HU values. If HU values are greater than Non-HU values, then Gap = 0%. • <i>Note:</i> For the green, yellow and red arrows, the color and direction of the arrow indicate progress toward mission fulfillment targets regardless of whether the target is aiming to grow a metric or close a gap.
--	---

¹ Please see Appendix A for information on how targets were set when there are ranges.

Appendix B: Mission Fulfillment Metrics

Table 1: Assessment of Goal 1 – Address and dismantle structural racism.								
	Baseline: Fall 2018 to Fall 2019	3-Year Target	Year 1: Fall 2019 - Fall 2020		Year 2: Fall 2020 - Fall 2021		Year 3: Fall 2021 -Fall 2022	
a) Racial Equity Gap in Student Retention <ul style="list-style-type: none"> Fall-to-Fall retention rate* 	HU: 51% Non-HU: 56% Gap: 5%	Gap: 0-5%	HU: 58% Non-HU: 57% Gap: 0%	↑	HU: 55% Non-HU: 54% Gap: 0%	↑	Gap: TBD (April 2023)	---
	Baseline: Started 2014-2019	3-Year Target	Year 1: Started 2015-2020		Year 2: Started 2016-2021		Year 3: Started 2017-2022	
b) Racial Equity Gap in Employee Retention <ul style="list-style-type: none"> 2-year retention rate of employees that started during a 5-year period. 	HU: 53% Non-HU: 68% Gap: 15%	Gap: 0-7%	HU: 53% Non-HU: 65% Gap: 12%	→	HU: 61% Non-HU: 64% Gap: 3%	↑	Gap: TBD (July 2023)	---

Table 2: Assessment of Goal 2 – Continue implementation of Guided Pathways.								
	Baseline: Fall 2018 to Winter 2019	3-Year Target	Year 1: Fall 2019-Winter 2020		Year 2: Fall 2020-Winter 2021		Year 3: Fall 2021-Winter 2022	
a) Persistence Rate <ul style="list-style-type: none"> 1st to 2nd Quarter Persistence** 	All: 83%	All: 80-85%	All: 82%	↑	All: 85%	↑	All: 81%	↑
b) Racial Equity Gap in Persistence Rate	HU: 83% Non-HU: 83% Gap: 0%	Gap: 0-3%	HU: 80% Non-HU: 82% Gap: 2%	↑	HU: 83% Non-HU: 85% Gap: 2%	↑	HU: 76% Non-HU: 83% Gap: 7%	↓

Table 3: Assessment of Goal 3 – Position LWTech as the integral leader in workforce retraining as Washington State prepares for short and long-term economic recovery.								
	Baseline: 2018 to 2019	3-Year Target	Year 1: 2019- 2020		Year 2: 2020-2021		Year 3: 2021-2022	
a) Enrollment <ul style="list-style-type: none"> LWTech enrollment post-COVID (FTE) 	2,926	Meet state FTE target (3,106 FTE)	2,654	↓	2,501	↓	1,698	↓
b) Sufficient operating reserves <ul style="list-style-type: none"> % operating reserves relative to the college’s operating budget 	13%	10 -15 %	15%	↑	15%	↑	21.9%	---

Core Theme Assessment – Proposed Metrics August 2022

Core Theme Assessment

Nine metrics are proposed for tracking assessment of core themes. In conjunction with the metrics described in Tables 1-3, core theme metrics are combined to assess mission fulfillment.

The Core Themes at LWTech are:

- **Pathways:** LWTech is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.
 - This is assessed in Table 4 (Enrollment)
- **Student Achievement:** At LWTech, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.
 - This is assessed in Table 5 (Completion)
- **External Engagement:** LWTech forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to effectively support the Institution's mission.
 - This is assessed in Table 6 (LWTech Assessment of External Engagement – a modified Carnegie assessment)
- **College Community:** LWTech provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.
 - This is assessed in Table 7 (Key Performance Indicator from the Employee Satisfaction survey)

Appendix B: Mission Fulfillment Metrics

Table 4: Assessment of Core Theme - Pathways								
	Baseline 2018-2019	3-Year Target	Year 1: 2019- 2020		Year 2: 2020- 2021		Year 3: 2021- 2022	
a) Racial Equity Gap in College-Level Enrollment <ul style="list-style-type: none"> % HU enrollment at LWTech (LW) and our service district (SD) K-12 schools 	LW: 16% SD: 12% Gap: 0%	Gap: 0-3%	LW: 17% SD: 12% Gap: 0%	↑	LW: 18% SD: 13% Gap: 0%	↑	TBD (Late Fall 2022)	---
b) Racial Equity Gap in Transition Rate to College-Level Enrollment from Basic Education for Adults <ul style="list-style-type: none"> % of students that transitioned to college-level (completed 6 college-level credits) 	HU: 10% Non-HU: 5% Gap: 0%	Gap: 0-3%	HU: 8% Non-HU: 7% Gap: 0%	↑	HU: 13% Non-HU: 13% Gap: 0%	↑	TBD (Winter 2023)	---

Table 5: Assessment of Core Theme - Student Achievement								
	Baseline 2016-17 Cohort	3-Year Target	Year 1: 2017-18 Cohort		Year 2: 2018-19 Cohort		Year 3: 2019-20 Cohort	
a) Racial Equity Gap in Three-year Completion Rate for AAS Students <ul style="list-style-type: none"> % of students who completed AAS degree in 3 years or less 	HU: 39% Non-HU: 42% Gap: 3%	Gap: 0-3%	HU: 30% Non-HU: 39% Gap: 9%	↓	HU: 31% Non-HU: 43% Gap: 12%	↓	TBD (Spring 2023)	---
b) Racial Equity Gap in Three-year Completion Rate for BAS Students <ul style="list-style-type: none"> % of students who completed BAS degree in 3 years or less 	HU: 100% Non-HU: 83% Gap: 0%	Gap: 0-3%	HU: 100% Non-HU: 76% Gap: 0%	↑	HU: 100% Non-HU: 100% Gap: 0%	↑	TBD (Spring 2023)	---

Appendix B: Mission Fulfillment Metrics

Table 6: Assessment of Core Theme - External Engagement							
LWTech Assessment of External Engagement	Baseline 2021-22	3-Year Target	Year 1: 2021-22	Year 2: 2022-23		Year 3:	
k) Objective 1 Composite Score <ul style="list-style-type: none"> Partnerships are formed effectively. 	Indicator 1: 2.2	Indicator 1: ≥4	Planning.	Indicator 1: →	2.2	Indicator 1:	Fall 2022
l) Objective 2 Composite Score <ul style="list-style-type: none"> Partnerships meet needs of divisions/departments. 	Indicator 2: 2.7	Indicator 2: ≥4	Planning.	Indicator 2: →	2.7	Indicator 2:	Fall 2022
m) Objective 3 Composite Score <ul style="list-style-type: none"> Partnerships support student preparation for the workplace. 	Indicator 3: 2.2	Indicator 3: ≥4	Planning.	Indicator 3: →	2.2	Indicator 3:	Fall 2022

Table 7: Assessment of Core Theme - College Community								
	Baseline Fall 2018 to Fall 2019	3-Year Target	Year 1: Fall 2019-Fall 2020		Year 2: Fall 2020-Fall 2021		Year 3: Fall 2021-Fall 2022	
n) Employee Satisfaction Survey Key Performance Indicator (KPI) – LWTech is an “Employer of Choice”	All: 73%	All: 75%	All: 85%	↑	All: 78%	↑	All: 78%	↑
o) Racial Equity Gap in KPI from Employee Satisfaction Survey	HU: 70% Non-HU: 80% Gap: 10%	Gap: 0-3%	HU: 81% Non-HU: 86% Gap: 5%	→	HU: 82% Non-HU: 81% Gap: 1%	↑	HU: 82% Non-HU: 80% Gap: 2%	↑

Information and Notes

Information on targets in Mission Fulfillment Plan

Overall note: The actions by the college through this plan aim to close the racial equity gap(s) at LWTech.

- *Goal 1: Address and dismantle structural racism*
- *Goal 2: Continue implementation of Guided Pathways.*
 - For data looking at “All”, the targets aim to maintain the baseline within a likely non-statistically significant range.
- *Goal 3 – Position LWTech as the integral leader in workforce retraining as Washington State prepares for short and long-term economic recovery.*
 - The proposed target is to meet state goals for enrollment.
 - The proposed target range for reserves is a long-standing goal of the college and meets the board policy to maintain “sufficient” reserves.

Information on targets in Core Theme Assessment

- *Core Theme: Pathways*
 - No notes
- *Core Theme: Student Achievement*
 - No notes
- *Core Theme: External Engagement*
 - For additional information, please see: <https://public-purpose.org/initiatives/carnegie-elective-classifications/community-engagement-classification-u-s/>
- *Core Theme: College Community*
 - The target range for closing opportunity gaps within a likely non-statistically significant range.

Data Citations and Data Notes

General data note: Access to some of the links below may require being on the LWTech network or a login from LWTech. HU is short for historically underrepresented students of color (American Indian, Black/African American, Hispanic, and Pacific Islander).

Table 1

- a) Student Retention
 - i. Source: SBCTC FTEC Dashboard (modified version available at LWTech.edu/data; includes all intent codes, disaggregated by HU/Non-HU categories.
 - ii. *Notes:* Retention is defined as fall-to-fall
- b) Employee Retention
 - i. Source: Internal dashboard (“Employees – Retention”) using PPMS data
 - ii. *Notes:* Includes classified, exempt, and full-time faculty. 5-year periods are defined by academic years (e.g., “Started 2014-2019” includes employees that started between July 1, 2014 and June 30, 2019). 2-year retention is based on months of employment (≥24) from an employee’s start-date.

Table 2

- a) Persistence rate
 - i. Source: SBCTC FTEC Dashboard (modified version available at LWTech.edu/data). Fall-to-Winter persistence; includes all intent codes.
- b) Persistence racial equity gap
 - i. Source: SBCTC FTEC Dashboard (modified version available at LWTech.edu/data). Fall-to-Winter persistence; includes all intent codes, disaggregated by HU/Non-HU categories.
 - ii. *Notes:* Persistence is defined as 1st-to-2nd quarter enrollment.

Table 3

- a) Enrollment
 - i. Source: SBCTC Enrollment/FTE Reports and *state-funded FTES* (full-time equivalent students).
- b) Reserves
 - i. Sources: Annual Financial Summaries: <https://www.lwtech.edu/about/budget-services/budget>

Table 4

- a) College-Level Enrollment
 - i. Sources:
 - 1) Modified version of LWTech’s *Enrollment by Program* dashboard using Legacy institutional data. *Note:* excludes HS, BEDA and Apprenticeship, PAED based on program code (EPC)
 - 2) OSPI data for K-12 enrollment in LWTech’s service area (includes Bellevue, Issaquah, Lake Washington, Mercer Island, Northshore, Riverview, Skykomish, and Snoqualmie Valley school districts).
 - 1. More information available at: <https://www.k12.wa.us/data-reporting/data-portal>
 - 3) Data not yet available from OPSI to updated table.
- b) Transition Rate to College-Level Enrollment from Basic Education for Adults (BEa)
 - i. Source: SBCTC Student Achievement Initiative (SAI) data: <https://www.sbctc.edu/colleges-staff/research/data-public/sai3-points-summary-dashboard.aspx>
 - ii. *Note:* Looks at students that were federally reportable Basic Skills students in WABERS during the current or two previous academic years (CurrentOrPriorBS = “Y”) that have transitioned to college-level enrollment (BasicSkills_CollegeTransition = “1”). Transitioned to college-level means that the student has completed six college-level credits.
 - 1) Data not available until Winter 2023. This uses SAI data provided by SBCTC via dataLink, usually at the end of Fall quarter for the previous academic year.

Table 5

- a) AAS three-year completion rates
 - i. Source: Modified version of LWTech’s *Persistence and Completion* dashboard
 - ii. *Note:* Data reflects award-seeking students with “F” intent codes (Prof/Tech program). These rates, post-ctcLink, can be tracked with a merged data pull joining SIDs and EMPLIDs.
- b) BAS three-year completion rates
 - i. Source: Modified version of LWTech’s *Persistence and Completion* dashboard
 - ii. *Note:* Data reflects award-seeking students with “I” intent codes (Applied Baccalaureate program). Completion rates reflect data three years from the first quarter in the BAS program since an AAS degree is required for BAS program enrollment (e.g., values for the 2017-18 BAS cohort are completion rates as of the end of the 2020-21 academic year).

Table 6

Carnegie Assessment Notes: This assessment of external engagement was modeled after the Carnegie assessment process; questions were adapted for LWTech. [Questions for Fall administration.](#)

- k) Objective 1: The College effectively forms external engagement partnerships with a variety of community organizations.
- l) Objective 2: The college's external engagement partnerships meet the needs of departments and divisions across campus.
- m) Objective 3: The college's external engagement partnerships support students in being prepared for the workplace (today and tomorrow).

Table 7

- n) Employee Satisfaction Survey Key Performance Indicator (KPI)²: This metric includes the following questions and averages the responses over each question.
 - i. My supervisor treats me with respect
 - ii. My supervisor clearly communicates work responsibilities
 - iii. There is a spirit of camaraderie and teamwork at LWTech
 - iv. Employees are praised for outstanding performance
 - v. The work I do is valuable to the College
 - vi. LWTech has an inclusive culture
 - vii. LWTech has an innovative culture
 - viii. LWTech has a collaborative culture
 - ix. LWTech has a respectful culture
 - x. I have opportunities to participate in campus-wide decision making
 - xi. The input I provide helps shape the future of LWTech
 - xii. There is effective communication between my department and other departments.
 - xiii. I would recommend LWTech as a great place to work. *(added in 2021)*

² Minor revisions were made to the 2021 Employee Survey to reword several questions included in the KPI; however, the intent of the questions remains the same and the baseline data still captures the intended assessment.