

The Shoreline Community College Executive Team held a special meeting with the Director of Institutional Assessment and Data Management on August 10, 2015 to review the College's Core Theme Indicators, as developed during a 2013 self-assessment. The discussion focused on the summary data presented in Table 1, and was intended as a first step in a longer-term, campus wide conversation about how the College's Core Theme Objectives and Indicators can be brought into alignment with five-year strategic plan currently being developed. Below is a summary of the Executive Team's comments organized around the Core Theme Objectives.

Core Theme 1: Educational Attainment/Student Success

Objective 1.1: Students successfully achieve their academic goals.

The decline in IPEDS completion-plus-transfer-out rate since 2012 (Indicator 1.1.1) indicated the need for intensive intervention, and over the past year, a great deal of progress has been made to ensure that resources have been allocated to support students through orientation, advising, and coaching. There was also some discussion about the limitations of the cohort used in IPEDS metrics (i.e., first-time, full-time, degree-seeking students). Overall, more information is needed to understand this decline in completion/transfer rate, such as comparisons by program and/or type of student, in order to address the decline with appropriate actions. Further investigation might also indicate a change to the indicator itself to provide a more meaningful gauge of the college's effectiveness in supporting student success.

The data about employment (Indicator 1.1.2) suggest that when students do complete their professional/technical programs, they are generally able to secure employment. Several caveats about these data were raised, including the fact that the indicator does not provide information about whether employment was in a particular sector, or whether students had increased their salary after completing their Shoreline degree. However, the indicator is comparative, and it does appear Shoreline has performed better than the state-wide system with respect to employment outcomes for Professional/Technical students.

Related to the previous two indicators, it appears that when students do transfer from Shoreline, they do well (Indicator 1.1.3). Shoreline graduates have consistently outperformed other transfer students at the University of Washington at both the Bothell and Seattle campuses. In the discussion of this indicator, a question was raised about the appropriate comparison group—whether it might make more sense to compare incoming Shoreline students to incoming UW freshmen or third-year, non-transfer students.

Objective 1.2: Students display high rates of success in their programs of study.

Additional data from the State Board ([Measuring Up](#)) have suggested that Shoreline's basic skills program outperforms other colleges in transitioning students into college-level courses, so the decline in the number of students making gains in standardized basic skills testing (Indicator 1.2.1) is somewhat confusing. Additional information would be needed to understand the decline in Basic Skills gains.

Despite the increase in the percent of transfer students earning their first credit for college-level quantitative courses (1.2.2), [additional analysis](#) from the Office of Institutional Assessment and Data Management indicate that completion of college level math remains a barrier for many of our students.

Concerns were raised about measuring success through increased utilization of student services (Indicator 1.2.4); instead, this indicator seems to more appropriate as a means to measure the short-term outcomes of an

intervention designed to increase student success. It was proposed that additional measures related to student success should be introduced related to student progress and/or retention.

Core Theme 2: Program Excellence

Objective 2.1: Students perceive that the college prepared them adequately.

The data from these indicators show no changes, since 2011, in students' assessment of how hard they had to work to meet instructors' standards (2.1.1) or how much the college helped them develop critical analysis skills (2.1.2). Some concern was raised about using a single survey item as an indicator, and whether using combined constructs from CCSSE might be appropriate. Additional data were requested about students' perceptions of how well the college prepared them for their job or current study – specifically breaking this data point out by type of program (professional/technical vs. transfer).

Objective 2.2: Students express satisfaction that the college delivered a quality education.

Overall, the data here suggest the college is on-track in providing quality instruction.

Core Theme 3: Community Engagement

Objective 3.1: The College engages with appropriate communities

The conversation related to these indicators moved towards fundamental questions of what it would take to ensure a thriving community. Specifically, the College's ongoing efforts to curb the decline in domestic enrollment were mentioned, with one suggestion being maintaining an enrollment indicator in line with a "glide path" recently developed by the Executive Director for Budget and Capital in response to the new state-wide funding allocation model.

Core Theme 4: Access and Diversity

Objective 4.1: Increase access for diverse populations

For almost all of the indicators, Shoreline had either decreased from baseline or failed to meet the targets. Other suggestions were that (a) basing the indicators on raw number was not useful in the context of declining enrollment and (b) the targets were unreasonable. More importantly, it was suggested that success for increasing access for diverse populations should focus not on the number of students enrolling, but in their success (e.g., progression, retention, and completion) while they are at Shoreline.

Objective 4.2: The College workforce reflects the diversity of the communities it serves

Several questions were raised about how the particular sub-groups were selected as core themes, and concerns were raised that the Shoreline workforce had become less diverse as defined by the selected indicators.

Core Theme 5: College Stewardship

The discussion of these indicators focused on the extent to which college stewardship is an essential aspect to mission fulfillment or supports the other core themes. To that extent, these indicators measure the success of activities that are one step removed from activities directly related to, for example, Student Success and Educational Attainment.

Table 1. Summary of core theme indicator baseline, target, and current status

Core Theme 1: Educational Attainment/Student Success			
Objective 1.1 Students successfully achieve their academic goals.	Baseline	Target	Current
Indicator 1.1.1: Graduation and Transfer Out Rate (IPEDS)	59%	65%	47%
Indicator 1.1.2: Employment Rate of Professional/Technical Program Completers (DLOA)	+3%	≥ 0%	+4%
Indicator 1.1.3: GPA for SCC Transfers to UW compared to All Transfers to UW (UW)	± .03	≥ - .02	+ .09
Objective 1.2 Students display high rates of success in their programs of study.	Baseline	Target	Current
Indicator 1.2.1: Basic Skills Gains (SCC Student Achievement Initiative Data*)	47%	--	42%
Indicator 1.2.2: Transfer Quantitative Points (SCC Student Achievement Initiative Data*)	18%	--	21%
Indicator 1.2.3: Workforce 30 Credits (SCC Student Achievement Initiative Data*)	31%	--	28%
Indicator 1.2.4: Use of Student Support Services (CCSSE)	1.52	1.75	1.56
Core Theme 2: Program Excellence			
Objective 2.1 Students perceive that the college prepared them adequately.	Baseline	Target	Current
Indicator 2.1.1: How Often Student Worked Harder than Expected to Meet an Instructor's Standards (CCSSE)	2.68	3.00	2.64
Indicator 2.1.2: How Much the College Helped the Student Develop Critical and Analytical Thinking Skills (CCSSE)	3.03	3.30	2.98
Indicator 2.1.3: Perceived Preparation that the College Provided for Present Job or Study (SCC Graduate Survey**)	36%	42%	69%
Objective 2.2 Students express satisfaction that college delivered a quality education.	Baseline	Target	Current
Indicator 2.2.1: "The faculty at SCC were excellent." (SCC Graduate Survey)	51%	55%	59%
Indicator 2.2.2: "My program kept pace with recent trends and developments in the industry." (SCC Grad. Survey)	43%	47%	44%
Indicator 2.2.3: "The overall quality of my program was excellent." (SCC Graduate Survey)	44%	48%	49%
Core Theme 3: Community Engagement			
Objective 3.1 The College engages with appropriate communities.	Baseline	Target	Current
Indicator 3.1.1: Number of General Community Engagements Annually (SCC Public Information Office)	17	21	41
Indicator 3.1.2: Number of Business-Related Community Engagements Annually (SCC Public Information Office)	30	33	30
Indicator 3.1.3: Government-related Engagement: Grant Dollars Annually (SCC Public Information Office)	\$3.5M	\$5.5M	Pending
Indicator 3.1.4: International Community Engagement: Facebook Recognition (SCC Facebook)	13K	40K	66K
Indicator 3.1.5: Local School District Community Engagement: Number of enrollments at SCC (SCC Enrollment Data)	261	270	234

* These indicators required revision due to unavailability of data sources

** Answer options changed in 2014 SCC Graduate Survey, making comparability difficult. Prior to change, progress towards target was strong.

Core Theme 4: Access and Diversity			
Objective 4.1 Increase access for diverse student populations.	Baseline	Target	Current
Indicator 4.1.1: Number of students receiving Pell Grants (IPEDS)	1936	2000	2117
Indicator 4.1.2: Number of students identifying as persons of color (SCC Enrollment Data)	1961	3400	1934
Indicator 4.1.3: Number of International students (SCC)	716	1500	996
Indicator 4.1.4: Number of FTEs enrolled in fully online classes (FTEs) (SCC Enrollment Data)	856	2000	880
Indicator 4.1.5: Number of students identifying as disabled seeking accommodation (SCC Enrollment Data)	409	600	369
Indicator 4.1.6: Number of students enrolled as Veteran status (SCC Enrollment Data)	212	500	182
Objective 4.2 The College workforce reflects the diversity of the communities it serves.	Baseline	Target	Current
Indicator 4.2.1: Racial and ethnic minority groups (SCC Human Resources)	27%	30%	23%
Indicator 4.2.2: Gender (women) (SCC Human Resources)	60%	50%	61%
Indicator 4.2.3: Age (40+) (SCC Human Resources)	86%	55%	63%
Indicator 4.2.4: Disability (SCC Human Resources)	2.0%	3.6%	0.9%
Indicator 4.2.5: Veteran Status (SCC)	2.7%	4.9%	1.2%
Core Theme 5: College Stewardship			
Objective 5.1 The college manages and monitors its financial resources in support of its mission.	Baseline	Target	Current
Indicator 5.1.1: Maximum budget-to-actual variance (SCC Financial Services)	-4.6%	±5.0%	-6.5%
Indicator 5.1.2: Compliance audits completed within each year (SCC Financial Services)	0	2	0
Indicator 5.1.3: Number of initiatives or programs funded by a strategic action plan (SCC aSAPs)	3	5	3
Objective 5.2 The college manages its employees in an effective, transparent and ethical manner.	Baseline	Target	Current
Indicator 5.2.1: Regularly Occurring Employee Evaluations (SCC Human Resources)	30%	95%	Improving
Indicator 5.2.2: Employee Climate (SCC Employee Climate Survey) †	3.15	3.50	†
Objective 5.3 The College assesses, manages, and monitors its facilities/infrastructure, technologies, and policies and procedures to create an environment that supports student learning and success.	Baseline	Target	Current
Indicator 5.3.1: Maintained Technical Systems and Infrastructure (SCC Technology Support Services)	83%	100%	97%
Indicator 5.3.2: Regular Review of Policies and Procedures (SCC College Council)	5/year	70/year	14/year
Indicator 5.3.3: Maintained Facilities and Infrastructure (SCBCTC Facilities Condition Survey)‡	313	275	‡

† The SCC Employee Climate Survey has not been administered again since 2012.

‡ SBCTC will administer an updated Facilities Condition Survey in August 2015