

SLCC GOALS

College Performance Update – Spring 2018



For the full Strategic Plan, visit slcc.edu/plan.



Increase Student Completion

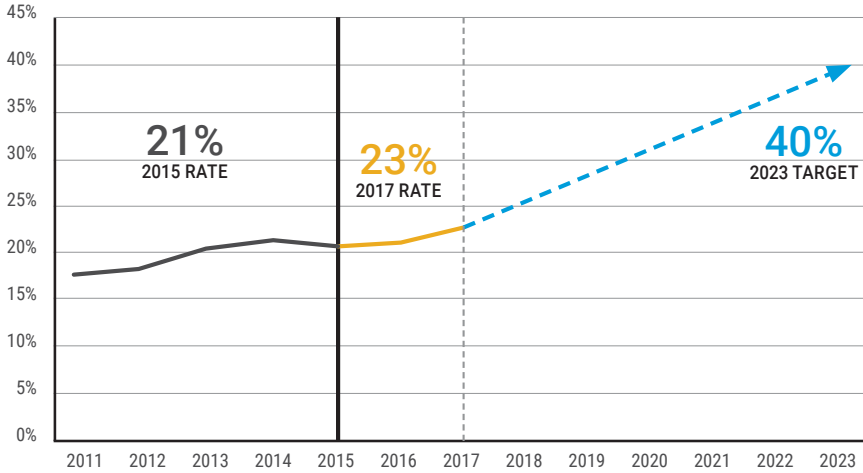
Measure: Six-year Completion Rate

Trend since 2015:  Up

Distance to Target: 17% Points

Challenges and Opportunities:

- Over half of all students leave SLCC during the first year of enrollment. These students tell us they leave largely because “they didn’t know what to do.” They didn’t have a clear plan for college.
- About 20% of students transfer without an award.
- A single break in enrollment, “taking a semester off,” significantly decreases likelihood of completion.
- Less than 10% of students take more than 15 credits a semester.
- Revised math sequence increased QL attainment by 25% in a single semester.



Note: The college follows the American Associate of Community Colleges (AACC) completion rate methodology. The rate represents the percentage of students who earn any board-approved education credential (degree or certificate) within six years of enrollment. The rate year represents the year the rate is calculated (e.g., the 2017 rate is based on the fall 2011 cohort). Transfer without an award is not included.



2018 Update

Improve Transfer Preparation Pathways

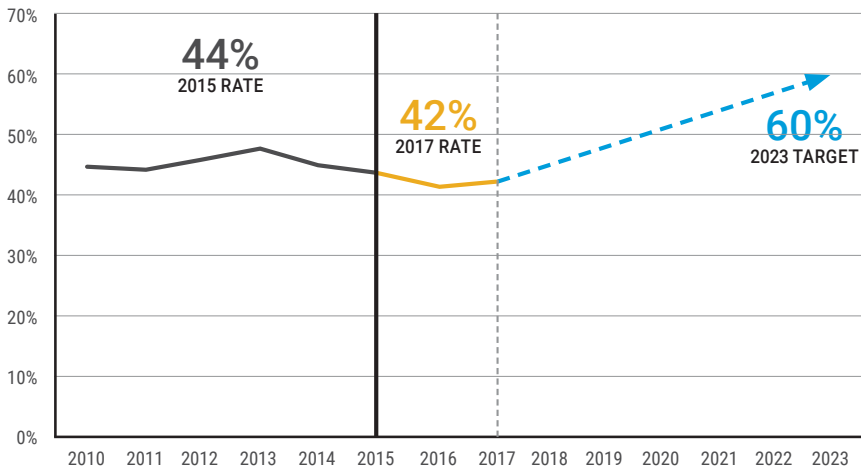
Measure: Transfer Conversion Rate

Trend since 2015:  Flat

Distance to Target: 18% Points

Challenges and Opportunities:

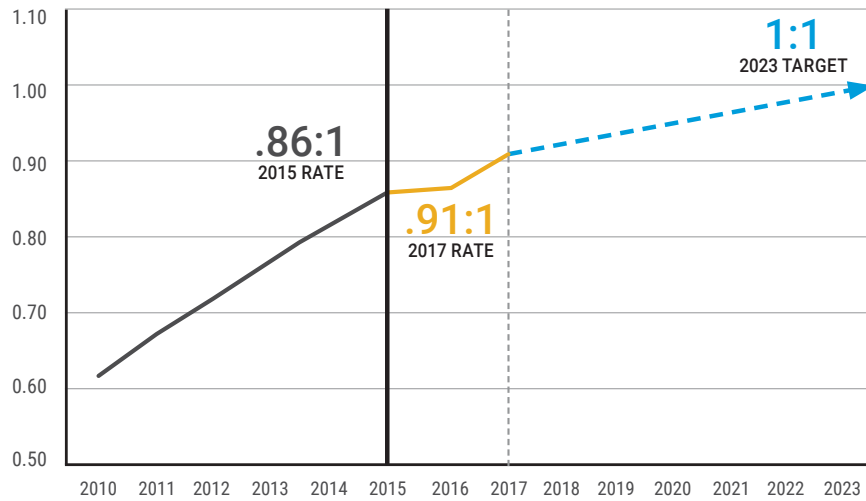
- SLCC requires, on average, four more lower division courses than comparable programs at the University of Utah.
- Over 70% of AA/AS students enroll in the General Studies program which has a lower conversion rate.
- The number of AA/AS graduates transferring within one year has declined from 62% to 54% since 2009.



Note: The Aspen Institute has pioneered the use of the transfer conversion measure as a community college performance metric. The majority of community college students (including SLCC) say their ultimate goal is a bachelors degree. High performing community colleges have well-designed curriculum to prepare students both academically and with transferable credits. The transfer conversion rate is a holistic measure of the college’s ability to do this. It measures the percent of AA/AS students who convert their associate degree into a bachelors degree within four years.

Achieve Equity in Student Participation

Measure: Minority Student Participation Ratio



Trend since 2015: Up

Distance to Target: 0.10 Points

Challenges and Opportunities:

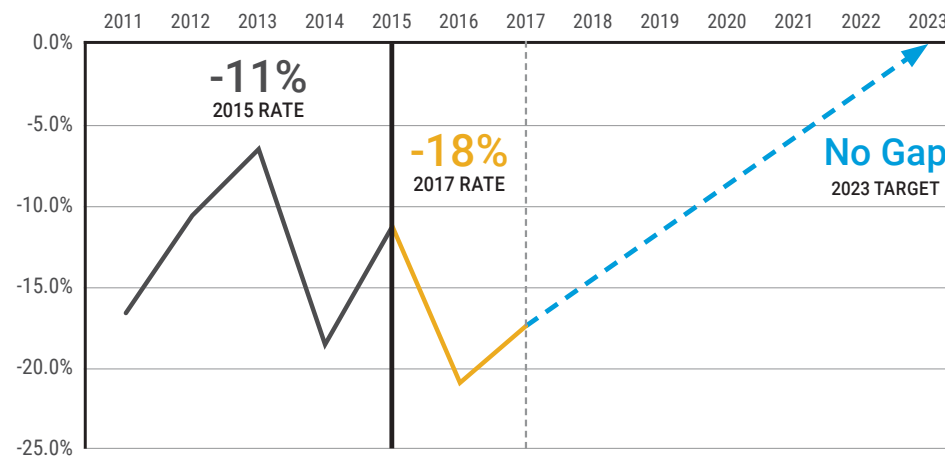
- Hispanic/Latino/a students have continued to increase enrollment, even as the college's overall enrollment has declined.
- SLCC Promise has removed financial barriers for underrepresented populations. Promise students are more diverse than the general student population.
- The growth in underrepresented groups is the vanguard of a larger, county-wide demographic transition to a more diverse culture and population.

Note: SLCC measures enrollment equity through a minority student participation ratio. If the college has an equal proportion of minority populations as the surrounding community, the ratio equals 1:1. If the college student body is more diverse, the ratio rises above one and if the student body is less diverse the ratio falls below one. This allows the college to accurately measure how accessible it is to underrepresented populations. Data includes Fall End of Term counts, School of Applied Technology and concurrent enrollment students.



Achieve Equity in Student Completion

Measure: Achievement Gap



Trend since 2015: Down

Distance to Target: 18% Points

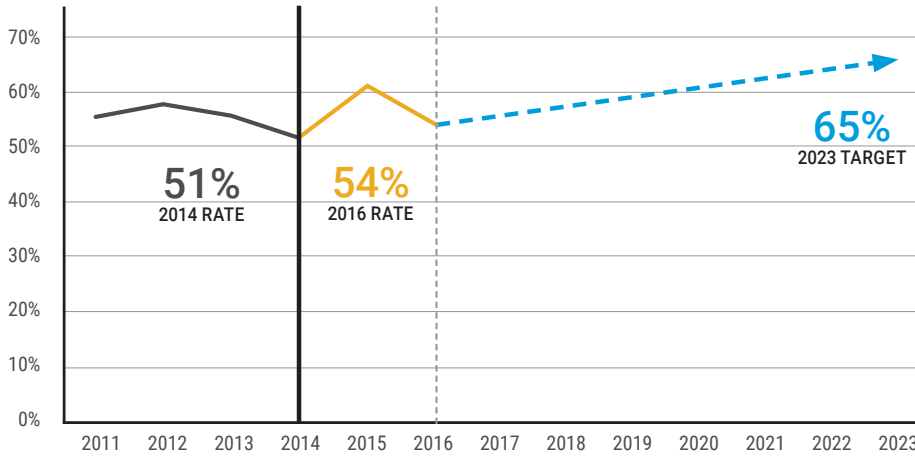
Challenges and Opportunities:

- Fall-to-fall retention of minority students is equal to their white peers. The achievement gap appears after the first year.
- Research has demonstrated that students are more likely to persist in education when the faculty and staff they interact with mirror the demographics of the student body itself. Currently, SLCC faculty and staff are 25% less diverse than the student body.

Note: The achievement gap measures the difference between completion rates for minority students and their white peers. At SLCC, minority students complete at a significantly lower rate than white students. While completion rates for both populations have been increasing (the minority completion rate has climbed from 15% in 2011 to 20% in 2017 and the white student completion rate climbed from 19% to 24% over the same period), the gap between the two populations has varied. In 2013 the rate was only a -6.5% difference, but then fell to below -20% in 2016. This past year saw the model rebound to -18%. This means that on average, minority students are about 15% less likely than their white peers to complete an award at SLCC.

Align with and Respond to Workforce Needs

Measure: Percent of CTE Graduates Earning a Competitive Wage



Trend since 2015: Flat

Distance to Target: 11% Points

Challenges and Opportunities:

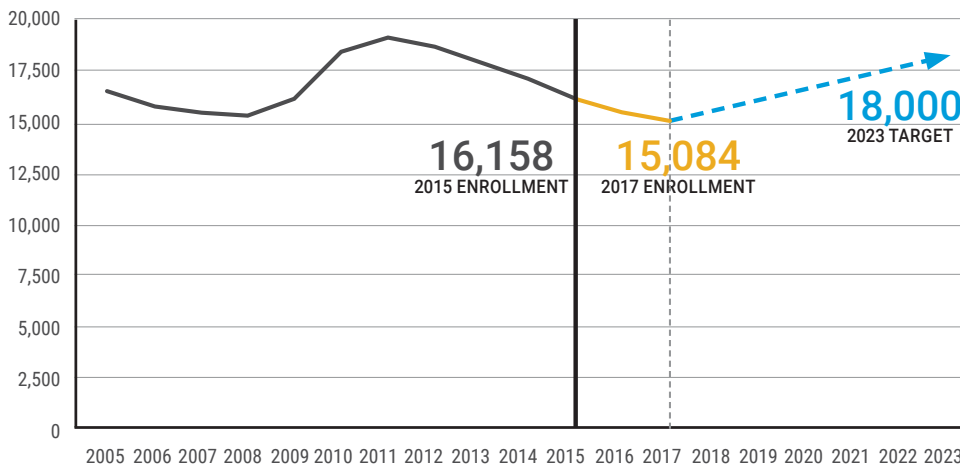
- Students who complete a CTE degree or certificate increase their quarterly earnings by an average of 63%, more than double that of those who leave without a degree or award.
- 35% increase in CTE-related graduates in the last three years. Most growth is in high-demand areas like computer and health sciences.
- New competency-based programs have supported over 500 students. Internal articulation processes will improve competency-to-credit transitions.

Note: The competitive wage rate measures the percentage of CTE graduates (both certificate and degree) who earn a wage above the Salt Lake County median wage for those with some college or an associates degree (approximately \$35,000 in 2015) one year after graduation. The rate year is the year the wage was earned (e.g., the 2016 rate is for the 2015 CTE graduating cohort). The benchmark of 65% is set as a standard that SLCC CTE graduates will need to be highly sought after. We will know we have achieved our goal when employers seek out SLCC students above other candidates and are willing to pay them slightly more. Students who transfer or continue at SLCC after the CTE award are excluded from the calculations. Wage data is provided from the Utah Department of Workforce Services and had roughly 90% coverage. The 2016 rate is still partial because the full two years have not yet passed for portions of the 2015 CTE cohort.



Secure Institutional Sustainability and Capacity

Measure: Annualized Budget Related FTE Enrollment



Trend since 2015: Down

Distance to Target: 3,000 FTE

Challenges and Opportunities:

- The number of new students has grown by 2% since 2015. This is primarily due to a modest increase in younger (19 to 21 years old) students enrolling at SLCC.
- 35% of SLCC concurrent enrollment students do not enroll in higher education the year after high school.
- The FTE decline is entirely among older (27+ year old) students. Analysis suggests this is due to a strong economy and the rising opportunity costs of forgoing employment to attend college.
- Online FTE has continued to grow throughout the decline, but with lower success rates.

Note: The annualized budget-related FTE count is a budgetary measure of college revenue from student enrollment. FTE is a credit hour measure, meaning "full-time equivalent." It is calculated by dividing the total number of credit hours by 15. Annualizing is the process of averaging the FTE across the academic year. This means that across fall and spring semesters in 2015, the college averaged an FTE enrollment of 16,158.