Shoreline

COMMUNITY COLLEGE

Equity-Centered Strategic Plan
ENVIRONMENTAL SCAN
2023

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EXECUTIVE SUMMARY

Shoreline Community College is embarking on a process to develop a new Strategic Plan for the college. This plan will lay out a vision, mission and set of values which will define the work and future pathways for the college toward building a stronger and more equitable learning community. This Environmental Scan provides a review of external and internal trends, as well as key points of interest and suggestions from Shoreline Community College and community stakeholders, which will help guide the creation of Shoreline's Strategic Plan.

KEY FINDINGS AND IMPLICATIONS

The Shoreline service area and broader region are experiencing growth and growing more diverse.

- Over the next several decades, Shoreline's population is projected to grow by 62%, to 94,000 residents.

- This may be due in part to the community's affordability—housing costs are lower in Shoreline than in Seattle and the rest of the county, though nearly half of Shoreline renters are severely burdened by housing costs, paying more than 35% of their income on rent.

- King County's population is expected to grow by more than 600,000 people by 2050, with much of that growth among seniors and older adults.

- There will also be 25,000 more college-age students in King County in 2050 than in 2020.

- Eight in ten new residents in the Puget Sound Region since 2000 are people of color.

- Like the region, Shoreline service area is becoming more diverse, with recent growth among residents who identify as Asian, Black or African American, multiracial, or as part of some other race.

- Half of students at Shoreline K-12 schools are students of color.

- One in four residents who live in the Shoreline service area was born outside of the U.S. Half of those who are immigrants hail from countries in Asia; one in five are from African countries.

- One-fourth of Shoreline service area residents speaks a language other than English at home, and nearly one in ten in the service area speaks English less than very well.

Shoreline Community College Equity-Centered Strategic Plan Environmental Scan 2023

EXECUTIVE SUMMARY AND KEY FINDINGS

- While the college community agrees that Shoreline is committed to diversity, equity, and inclusion for all, a key finding of the engagement is that DEIA values are not fully actualized in the College culture, systems, and processes throughout the College.

Shoreline Community College serves as an important conduit to the middle class for local high school graduates, and for older working adults.

- One in four Shoreline high school graduates chooses to go to Shoreline Community College.

- Nearly 40 percent of Shoreline residents and 25 percent of Lake Forest Park residents have earned their high school diploma but have not completed college-level studies. The difference in median wages between HS diploma and community college degree earners in the service area is $10/hour.

- The poverty rate in Shoreline is especially high for residents who identify as Native Hawaiian or Pacific Islander, Black, Latino or some other race. Black and multiracial residents have among the lowest median incomes in the service area; median income among all residents in the city of Shoreline is $10,000 lower than for all of King County.

Shoreline could do more to promote its services and programs to the community.

- Approximately 60 percent of Shoreline high school graduates choose to enroll at a 4-year university over Shoreline or another community college.

- Only one-third of Black and Latino residents in Shoreline's service area, and 15 percent of residents who identify as Native Hawaiian or Pacific Islander have a bachelor's degree.

- Survey respondents and focus groups participants stated that there appears to be a stigma associated with attending community college among high school students.

- Outreach revealed both first and secondhand accounts that persons with limited mobility have trouble navigating the physical campus and the absence of lighting and fencing can make a person feel unsafe.

Shoreline provides education in important regional industry sectors and occupations that are projected to grow in the coming years.

- Shoreline offers programs in key and growing occupations in health, information and technology, life sciences and education, some of which provide students access to jobs with the highest median wages available to job-seekers with an associate degree or certificate.

- More data is needed from the college to determine program gaps and potential expansion opportunities.

Shoreline, like most community colleges, has been experiencing declines among student counts and enrollments in recent years, which was made worse by the COVID-19 pandemic.

- As one of the largest community colleges in the region, Shoreline has not experienced headcount declines at the rates of its peers.

- This is especially true among historically underserved students of color, where student counts only declined by 4% between 2017-18 and 2020-21, though Shoreline enrolls fewer students of color from historically underserved backgrounds than other community colleges in the region.

- Shoreline experienced largest headcount declines among students older than 50 (-32%), continuing and returning students (each -29%), international students (-28%) and students 18 to 24 years of age (-18%).

- Course enrollments have declined 25% among students of color from historically undeserved groups and 21% among international students between 2016-17 and 2020-21.

- COVID has also impacted Shoreline's amenities and culture. Students report that the campus lacks basic amenities (e.g. hot food) and opportunities for social gatherings.

Much of Shoreline's student population requires extra support to make it through college.

- Approximately one-third of Shoreline students, and in some recent years as many as 40 percent, enroll at Shoreline but are not yet ready or prepared to take college-level classes.

- At least 25 percent of the student population was eligible to receive Pell grants, which are awarded to state-supported students who demonstrate financial need.

- About 20 percent of Shoreline students have taken some college courses before enrolling but have not finished a degree.

- Nearly one in five students have identified themselves as first-generation students to the college, though this data is incomplete.

Shoreline needs more information about its students to understand their needs and what they need to succeed.

- Demographic data, such as household income, first generation status, and race/ethnicity information for international students is not fully available or not known.

- Connections are needed between student services program data

and student outcomes data, to follow students from first visit to enrollment to degree.

- Faculty and staff report difficulties in assessing the needs of the historically underrepresented groups due to the lack of data on student progress.

International students enroll at Shoreline to take advantage of its well-known transfer and career education programs.

- International students represent one in ten students at Shoreline.

- Ten Shoreline programs have 40 percent or more enrollments from international students, including ESL programs, Nursing (10 quarter program), Drama, Physics, Economics and Japanese.

- About 65% of associate transfer degrees are international students.

- Conversations with students revealed a desire from both domestic and international students to have more programs and social opportunities to support and learn from each other.

Shoreline has a robust online course program which helped the college pivot to more online instruction during the height of the pandemic.

- Rates of online instruction have been growing in the last few academic years, even before the pandemic led to courses to be transferred online.

- Course success rates among online courses lag behind other modalities and overall rates by three to seven percentage points, though more students are persisting through the end of their online classes.

- Students of color from historically underserved backgrounds who enroll in online classes have lower rates of course success than those in hybrid or in-person classes.

- Shoreline's overall course persistence and success rates have been improving in recent years, though differences appear when looking at these outcomes by modality.

The number of awards earned by Shoreline students has declined by one-third in recent years.

- The greatest decline has been among certificate awards, down -53%, by half, during this period.

- Associate degrees awarded to students has declined by -24%.

- During this time, the rate of awards earned by students from historically underserved racial or ethnic backgrounds (URM) grew from 15 to 19 percent of all awards.

- Associate degrees for transfer, short-term certificate awards and professional or technical associate degrees remain the most common award earned by students.

Shoreline's faculty and staff are student-focused and dedicated, however, there is a feeling that the organizational systems, processes, and procedures could better support a cohesive, coordinated, and supportive culture.

- Faculty and staff perceive that decisions are made without due consideration of their input and feedback.

- Faculty and staff report that:

  - College systems and processes do not always support the needs of all students.

  - There is a need to expand professional development opportunities.

  - Employee groups most impacted by leadership decisions should have a say in those decisions.

- Exiting employees take a substantial amount of institutional knowledge with them when they leave; better documentation of systems and processes is needed.

- Lack of trust and unresolved traumas have been left unattended for too long, leading to resentment and a lack of participation and collaboration.

- They are stretched thin with little direction on how or where to prioritize efforts.

- Almost 63% of the total number of faculty are adjunct. While the majority, adjunct faculty do not share the same benefits as tenure faculty.

Following the collection and synthesis of publicly available and information provided for review, there remains data gaps that are necessary to comprehensively understand student progress and outcomes.

- The following are recommended data points that the College should consider making available for deeper analysis of student progress and outcomes:

  Shoreline Student Demographics

  - Residence of Shoreline students by zip code and/or community

  - Foreign born domestic student counts, languages of preference among students

  - International student data by home country, race/ethnicity data for international students

  - High School dual enrolled student counts by current school

  - Expand datasets for underserved student groups (Pell grant eligibility, first-generation students) to include all students, to fully capture need among Shoreline student population

College Readiness Indicators and Outcomes

- Placement into Shoreline English and Math Courses

- College-Level English and Math Course Completions

Course and Program Outcomes

- Outcome and Awards data by program

- Award outcomes by race/ethnicity and by underserved/ disadvantaged student groups

Shoreline Programs and Labor Market Analysis

- List of Shoreline Programs and Credentials available to provide a labor market analysis of current and potential program needs in the local economy

1 INTRODUCTION

The purpose of this Strategic Plan is to lay out a vision, mission and set of values which define the work and future pathways for the Community College toward a more equitable community. This plan will outline the goals, objectives, strategies, and performance measures that college leadership can use to guide its work and decision-making for the future.

This Environmental Scan Report is part of the initial portion of the planning process, serving as an important reflection point for the College and community. This report allows key stakeholders to review trends, college activities, and performance in recent years that have shaped where Shoreline Community College is today. Collectively Environmental Scan's findings and information will provide a baseline for considering Shoreline's future.

The Environmental Scan includes both qualitative and quantitative information to ensure the plan and process is both community-informed and data-driven. The qualitative information presented in this report was informed by the engagement and outreach conducted during the Winter and Spring 2023 quarters. While the quantitative data was collected across multiple sources and are the most up to date at the time that the Environmental Scan was being developed. These dates are cited where appropriate for the College to update, if it chooses to do so.

ABOUT THE PLANNING PROCESS

The Shoreline Community College Equity-Centered Strategic Planning process is designed to be inclusive of all voices that contribute to the College's success and future. Throughout the process, a variety of activities have been conducted to ensure that all student, staff, and community voices are heard, including key stakeholder interviews; college and community focus groups; and a survey that elicited feedback from College students and employees. Central to the process was an Equity Visioning and Strategic Planning Charrette to further discuss and develop the Strategic Plan Framework. Finally, to ensure transparency and provide commenting on the public draft plan, anticipated to take place in December of 2023 as an online forum.

The process consists of three phases:

Phase 1: Understanding the Content (4 months)

Phase 1 largely consisted of understanding the current trends, future opportunities, existing and past barriers, and partnerships. This was completed through a quantitative analysis of demographics, enrollment trends, success outcomes, and other relevant information that could possibly be indicators of success or issues.

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Phase 2: Shaping the Vision for the Future (4 months)

Phase 2 consists of compiling all data into this Environmental Scan report, holding a college-wide Equity Visioning and Strategic Planning Charrette that resulted in provisional goal areas. Following confirmation of these goals by the Task Force, representatives that would form goal area working groups that discussed strategies that would achieve the goal.

Phase 3: Developing the Strategic Plan (4 months)

At the time of this writing, Phase 3 has not occurred. It would consist of refining the mission, values, goals, and objectives of the Equity-Centered Strategic Plan through the Task Force and Working Groups. A draft plan is then released for the college community to provide comments on. The goals and objectives are then revised according to the feedback received through the commenting period. Finally, the final plan will go to the Board of Trustees to consider for adoption.

The process is guided by a Strategic Plan Task Force that is intended to be representative of the departments, groups, and student representatives that make up college operations, administration, and leadership.

SUMMARY OF COMMUNITY INPUT

During the initial phase of the process, four essential questions were asked of all participants to ensure that input could be correlated and used to synthesize major themes for discussion at the Equity Visioning and Strategic Planning Charrette:

- How would you define and measure success for this planning effort and the plan itself?

- What do you see as the major opportunities, challenges, and issues facing Shoreline in the years ahead?

- What can Shoreline do to better meet the needs of students and prepare them for jobs available now and jobs of the future?

- How can Shoreline actively promote programs that bolster the success of historically underrepresented/underserved students and communities?

Input Sources Included in Summary:

- **Equity-Centered Strategic Plan Task Force** with feedback from the committee applied throughout the engagement process

- **Board of Trustees** Meeting

- **Key Stakeholders Focus Groups** with students; adjunct faculty; faculty program coordinators, strategic enrollment task force, faculty union president, international education, DEIA Advisory Committee, administrators and classified staff, city of shoreline, adjunct faculty (day of learning, shoreline school district interview, local businesses and community-based organizations.

- **College-Wide Survey** with respondents that included students (30%), faculty (25%), staff/administrator (43%), and community member (2%)

- **Equity Visioning and Strategic Planning Charrette** with almost 100 participants from across all employee groups.

KEY FINDINGS

- There is a **perception, although factually untrue**, that domestic, first generation, historically underrepresented groups, and students with unique needs are less well served than the international students.

- There appears to be a **stigma** associated with attending community college among high school students.

- All groups report that **DEIA values are not fully actualized** in the College culture, systems, and processes throughout the College.

- Students report that the campus **lacks basic amenities** (e.g. hot food) and opportunities for social gatherings.

- Persons with **limited mobility** have trouble navigating the physical campus and the absence of lighting and fencing makes one feel **unsafe.**

- Faculty and staff report difficulties in assessing the **needs of the historically underrepresented groups** due to the **lack of data** on student progress.

- Faculty and staff **perceive** that **decisions are made without due consideration of their input and feedback.**

- Faculty and staff report that:

  - **College systems and processes** do not always support the needs of all students.

  - There is a need to expand **professional development** opportunities.

  - Employee groups most impacted by **leadership decisions** should have a say in those decisions.

- Exiting employees take a substantial amount of **institutional knowledge** with them when they leave; better **documentation of systems** and processes is needed.

- **Lack of trust and unresolved traumas** have been left unattended for too long, leading to resentment and a lack of participation and collaboration.

- They are **stretched thin** with little direction on how or where to prioritize efforts.

PLANNING PROCESS INDICATORS OF SUCCESS

- Be focused on equity-based definable outcomes through measurable goals and objectives to hold everyone accountable.

- Strive to identify the barriers to achievement and aims to close the opportunity gap for Black, Indigenous, People of Color, LGTBQ+ students, and those with limited mobility, cognitive, and communications abilities and challenge how inequity and inequality are perpetuated.

- Define and establish an identity for Shoreline Community College while being inspirational and forward thinking.

- Support an organizational structure, processes, and systems that collaborate, engage, and support employees.

- Build trust, is inclusive in both representation and perspective, and is built from the bottom-up rather than top-down.

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SHORELINE COMMUNITY COLLEGE SERVICE AREA

Located north of Downtown Seattle, Shoreline Community College occupies 80 acres of ancestral land of the Coastal Salish Peoples. The College was founded by the Shoreline School District Superintendent who believed that higher education should be affordable and accessible to everyone.

Today, Shoreline serves nearly 9,000 full- and part-time headcount students annually. Shoreline offers robust programming in university transfer, career and technical education, basic education for adults, and community enrichment as a comprehensive community college. The majority of students are enrolled in credit programs that leads to an associate degree with planned pathways to transfer to four-year universities to complete bachelor's and postgraduate degrees.

Current Vision, Mission, and Values

VISION
We are recognized for inclusive excellence in teaching and learning, student success, and community engagement.

MISSION
We serve the educational, workforce, and cultural needs of our diverse students and communities.

VALUES
- Respect
- Inclusion
- Student Engagement

Serving a more diverse student body than its community, Shoreline is designated as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), and its highly regarded International Program draws students from over 60 countries.

During Phase 1's initial engagement and outreach, participants were asked what they felt Shoreline's **strengths and distinct competencies** are. Respondents said:

- Shoreline's **International Education** is an established and well-known program (#13 in the U.S. among Community Colleges) that actively recruits students in-country and attracts students from all over the world with a successful transfer and acceptance rate into top ranked universities.

- Shoreline has a **student-focused and dedicated staff** that really cares about supporting the whole student and are committed to finding efficient and effective frameworks to support achievement or strengthen existing models.

- Shoreline Community College has **diverse programming** with the most attractive programs being the auto, biotech, robotics, and nursing and dental hygiene programs seeing a high admissions rate into medical schools.

- Recent surveys have shown that **students are generally happy** with Shoreline programs, support, and services.

Points of Pride

- The Honors College, which enables motivated students to excel as transfer students and provides them with opportunities to stand shoulder-to-shoulder with university students in competitive research projects and other scholarly pursuits

- Tesla START, an exemplary manufacturer-college partnership in electric cars, providing students with the skills necessary for a successful career at Tesla and beyond

- A model, co-located Dental Hygiene program with the University of Washington Dental School, sharing costs, equipment, and facilities

- A tranquil and beautiful campus in the scenic Pacific Northwest

- A TreeCampus USA college designation by the Arbor Day Foundation for effective campus forest management and conservation goals

- Financial Aid-directed Coronavirus Aid, Relief, and Economic Security Act (CARES) funding for immediate student support, allotting so far $3 million more into student aid

- A long-standing reputation for excellence as a four-year transfer college

- A cosmopolitan college environment with students from over 60 nations

- Designation as one of the Top 20 Community Colleges nationally for international education

- Recognition as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI)

- Long-standing advocacy for social justice, diversity, equity, and inclusion with a diversity degree requirement adopted over 20 years ago

Figure 2-1: Map of Shoreline Community College Service Area and Region
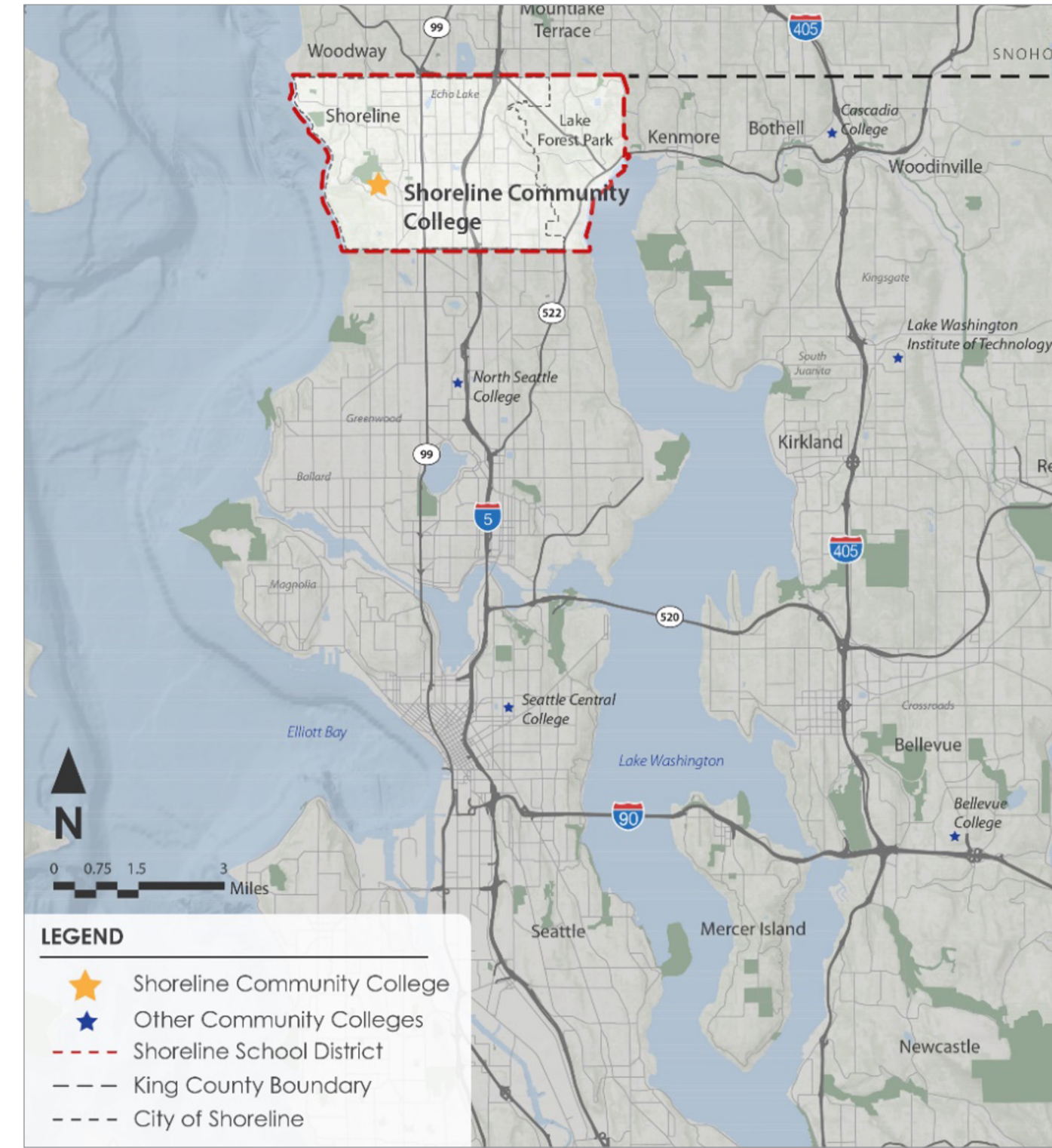
Most students enroll from the two communities which make up Shoreline's service area, the cities of Shoreline and Lake Forest Park. **Nearly one in four students who graduate from high school in the Shoreline K-12 School District enrolls in Shoreline Community College.**

Source: King County GIS Data Hub. King County, Washington, 2023. Washington Geospatial Open Data Portal. Washington State Department of Natural Resources, 2023.

- 2020-21, International Students, 10%
- 2016-17, 12%
- 2016-17, 88%
- 2020-21, Domestic Students, 90%

■ International Students ■ Domestic Students
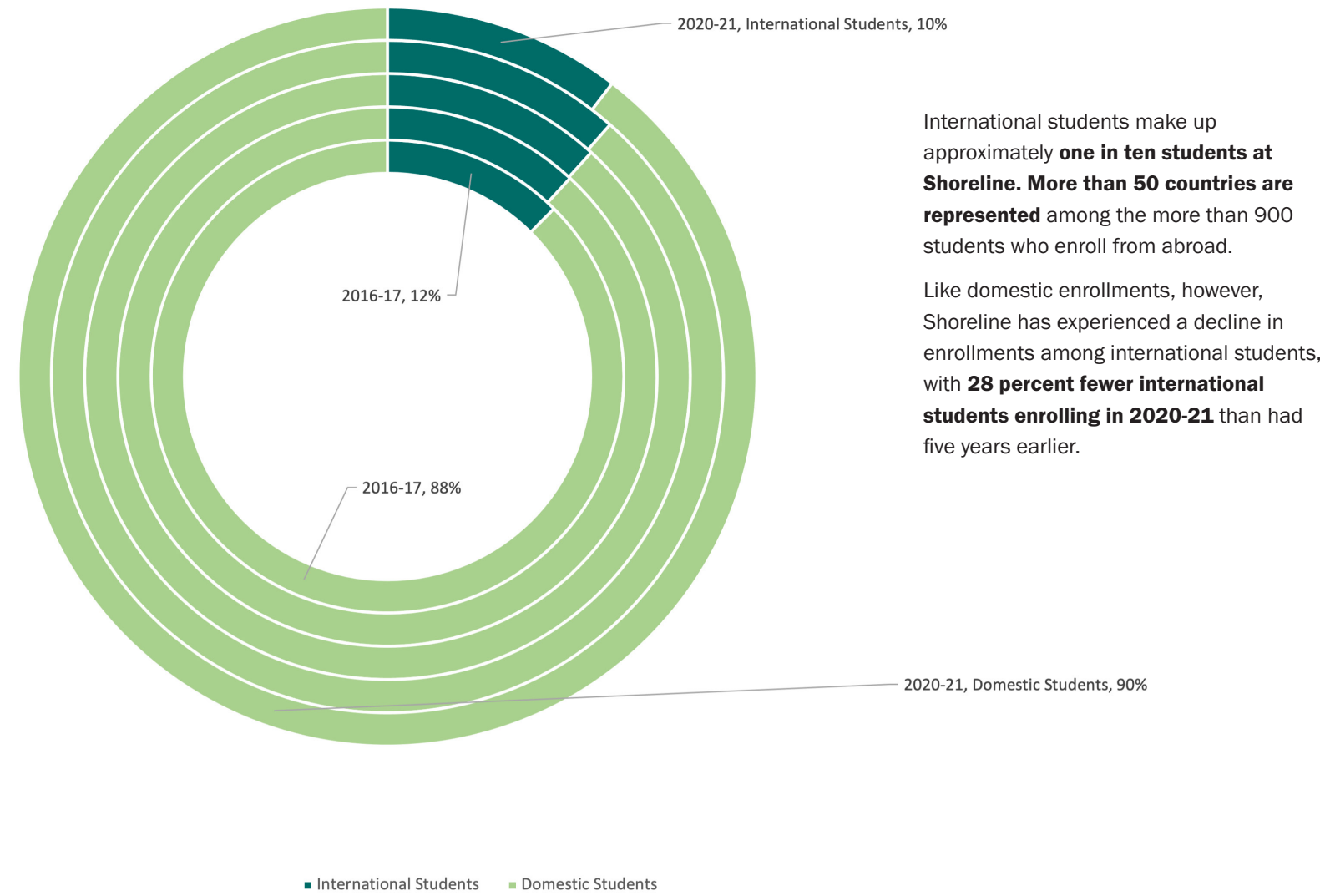
International students make up approximately **one in ten students at Shoreline. More than 50 countries are represented** among the more than 900 students who enroll from abroad.

Like domestic enrollments, however, Shoreline has experienced a decline in enrollments among international students, with **28 percent fewer international students enrolling in 2020-21** than had five years earlier.

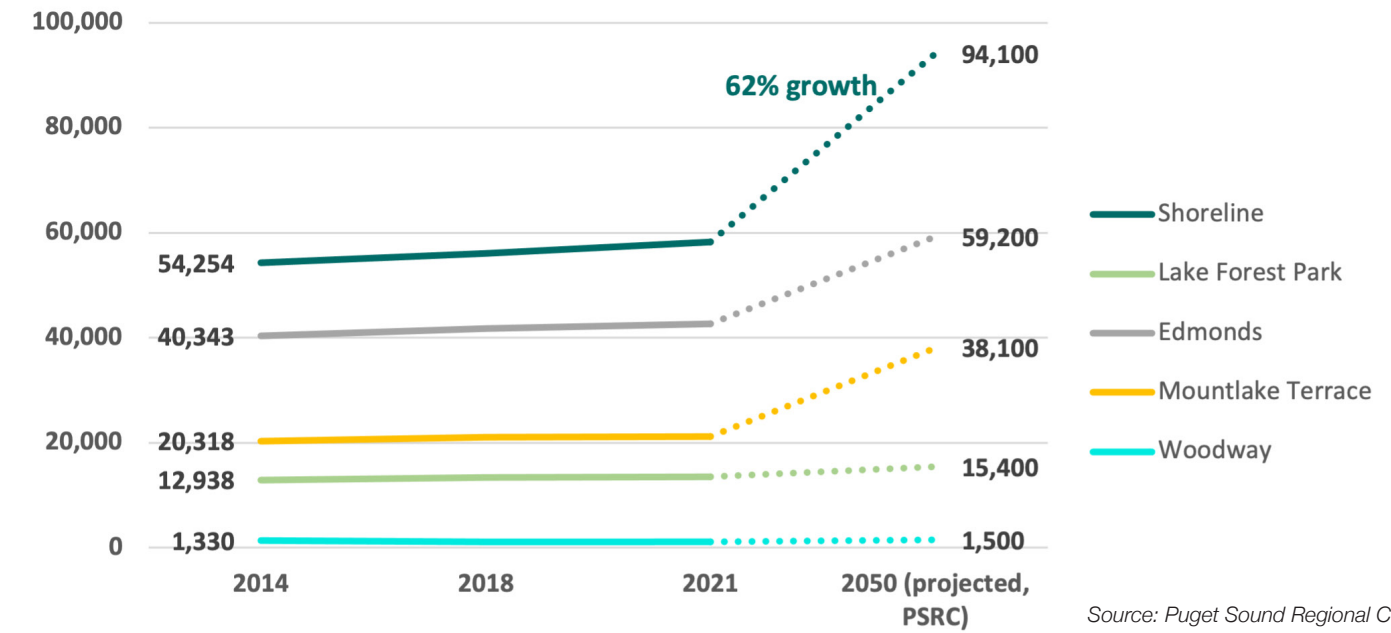## SERVICE AREA AND REGIONAL POPULATION TRENDS

Shoreline Community College's service area, King County, and the broader Puget Sound Region populations are expanding and growing more diverse. The sections which follow document the current and estimated populations for the Shoreline service area, surrounding communities and King County in the coming decades.

CURRENT AND PROJECTED POPULATION GROWTH IN THE SHORELINE SERVICE AREA

According to preliminary projection estimates by the Puget Sound Regional Council, **the city of Shoreline is projected to grow substantially in the coming decades, with 40,000 more people expected to call the city home by 2050.** Lake Forest Park will have more modest growth; **the service area in total is projected to grow by 53 percent between now and 2050.**

The City of Seattle's population is projected to grow by nearly 300,000 people (40 percent growth) by 2050, while King County is expected to grow by approximately 640,000 more people, experiencing 28 percent growth, by 2050.

Figure 2-3: Shoreline Service Area and Neighboring Communities Population and Projected Growth

62% growth

- Shoreline — 54,254 → 94,100
- Lake Forest Park — 12,938 → 15,400
- Edmonds — 40,343 → 59,200
- Mountlake Terrace — 20,318 → 38,100
- Woodway — 1,330 → 1,500

2014   2018   2021   2050 (projected, PSRC)
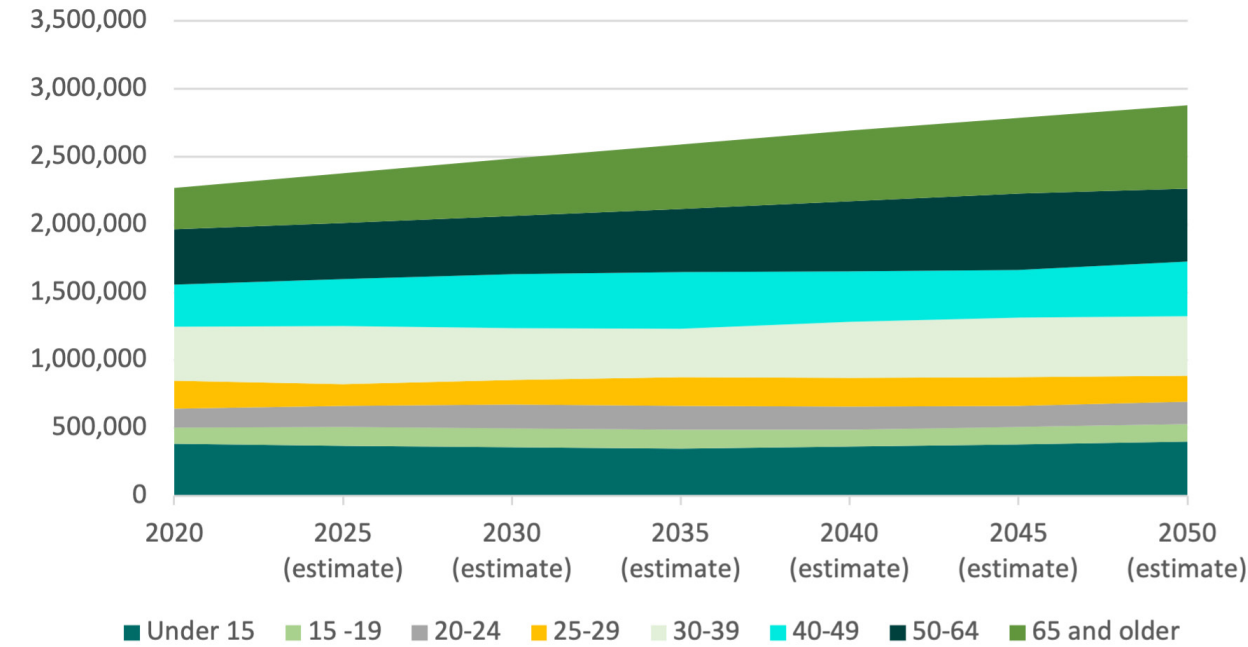
Source: Puget Sound Regional Council

REGIONAL ACTUAL AND PROJECTED POPULATION BY AGE GROUP

The population of King County is estimated to grow by more than 600,000 people by 2050, and much of this change will be driven by growth in older adult populations. The region is expected to hold more than double the number of seniors (those age 65 and older) by 2050, and older working adult age groups (40 to 49 and 50 to 59 years of age) are projected to grow by nearly one-third.

Residents of college age (those 20 to 24 years of age) **will also grow significantly during this period (18%)**, with 25,000 more young adults in this age group in 2050 than in 2020. There will also be slight growth in the youngest populations, those under 15 years of age, and 15 to 19 years of age.

The figure below shows these changes and the cumulative estimated growth over time of the population in King County, with ages grouped to resemble those used by the college and the Washington State Board of Community and Technical Colleges.

Figure 2-4: Current and Projected Population by Age Group, King County, 2020 to 2050

Figure 2-5: Change by Age Group, 2020 to 2050

102%
32%
30%
9%
-7%
18%
7%
4%

Legend: Under 15, 15-19, 20-24, 25-29, 30-39, 40-49, 50-64, 65 and older

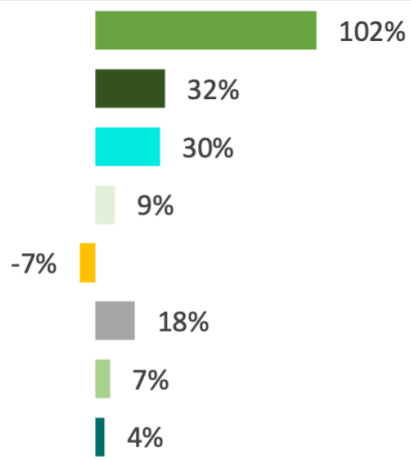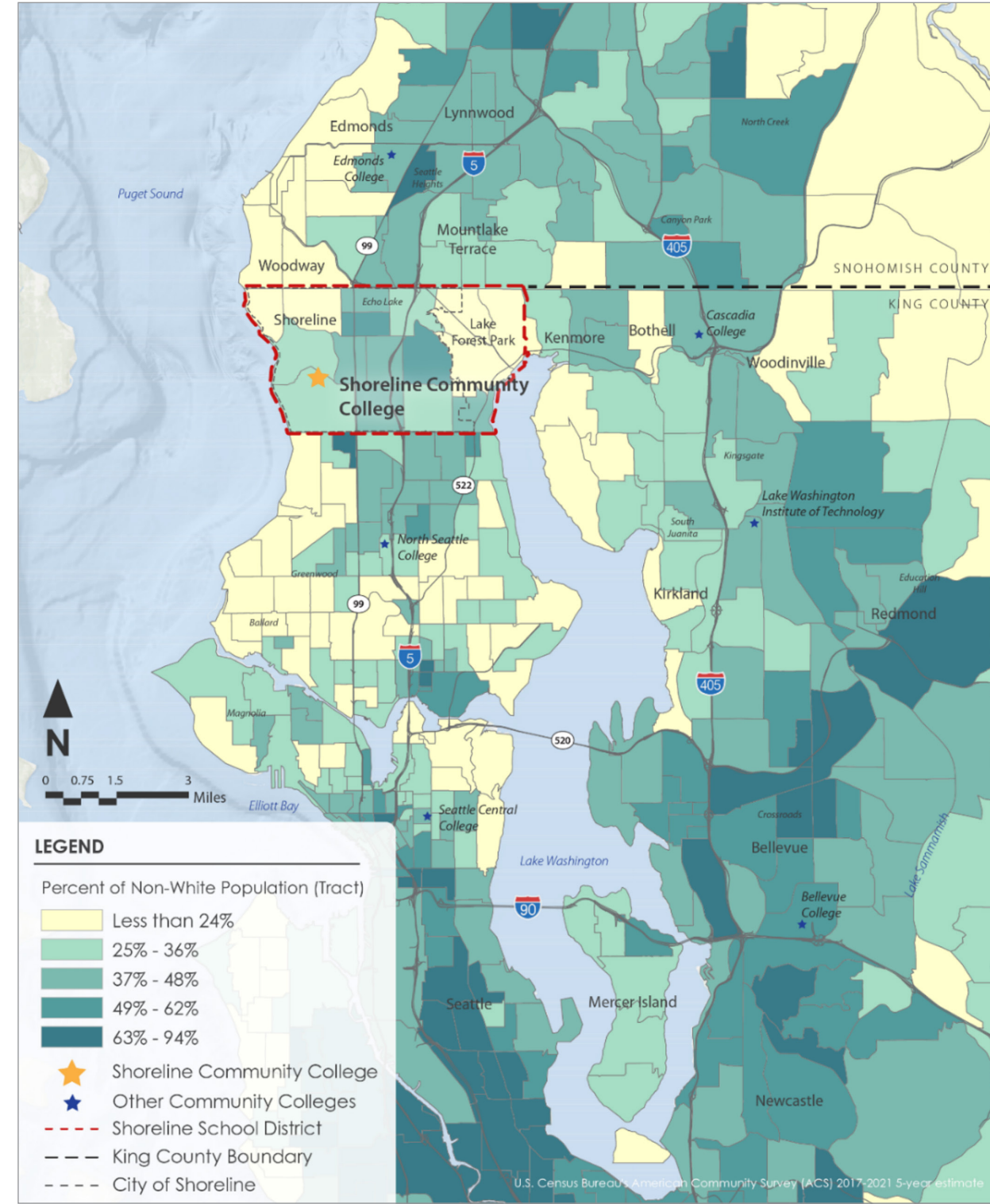*Source: Washington State Office of Financial Management*

Figure 2-6: Breakdown of Race and Ethnicity in Shoreline Community College Service Area and Region

RACE AND ETHNICITY POPULATION TRENDS

Figure 2-6 provides a race and ethnicity snapshot of the College service area and broader Puget Sound region. **Shoreline's service area includes a mix of communities that vary by race and ethnicity—several communities close to and south of the campus include populations which are majority residents of color**, while most of Lake Forest Park and neighborhoods to the north and along the coast have more white residents.

Source: U.S. Census Bureau. American Community Survey 2017-2021 (5-Year Estimates); King County GIS Data Hub. King County, Washington, 2023.

Washington Geospatial Open Data Portal. Washington State Department of Natural Resources, 2023.

LEGEND

Percent of Non-White Population (Tract)
- Less than 24%
- 25% - 36%
- 37% - 48%
- 49% - 62%
- 63% - 94%

★ Shoreline Community College
★ Other Community Colleges
- - - Shoreline School District
- - - King County Boundary
- - - City of Shoreline

The City of Shoreline's current racial and ethnic diversity largely mirrors that of the City of Seattle. There are far fewer non-white residents in Lake Forest Park. Two-thirds of residents in Shoreline and Seattle identify as white, and 16 percent as Asian. Black and Latino residents make up approximately six to seven percent of residents in both cities.

Figure 2-8 compares the Shoreline service area and student populations by race and ethnicity. While there is a data gap among students (22 percent of Shoreline students have not identified race or ethnicity), the percentages of students of color are largely comparable to that of the service area. However, **more Latino and multiracial students, and fewer Asian students enroll at the college than their representation in the service area population.**

Figure 2-7: Race and Ethnicity in Shoreline Service Area and Neighboring Communities, and King County, 2021
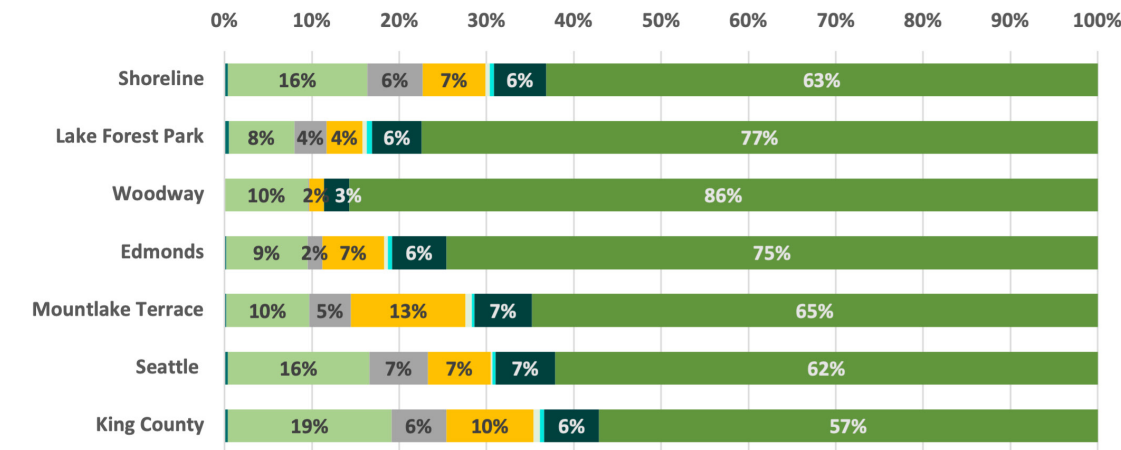
Figure 2-8: Race and Ethnicity in the Shoreline Service Area and Among Shoreline Students, 2021
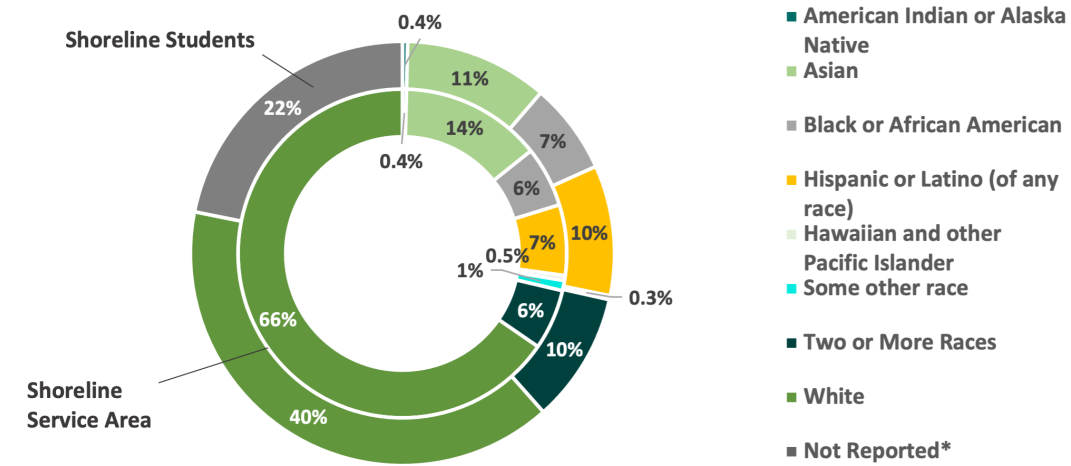
Source: U.S. Census American Community Survey, 5-year data, 2021; Shoreline Tableau Dashboard
*Note: Not reported includes 12% No Answer/Unknown and 10% International Students

The Puget Sound Regional Council estimates that people of color represent 81 percent of population growth in the region since 2000.[1] Figure 3-9 display the changes in population by race and ethnicity, and growth among residents of color in the Shoreline service area, the City of Seattle, and King County, in the last decade. All of these geographies have experienced growth among residents who identify as Asian or as multiracial. In Shoreline's service area, there has also been growth among residents who identify as Black or African American, and those who identify as some other race.

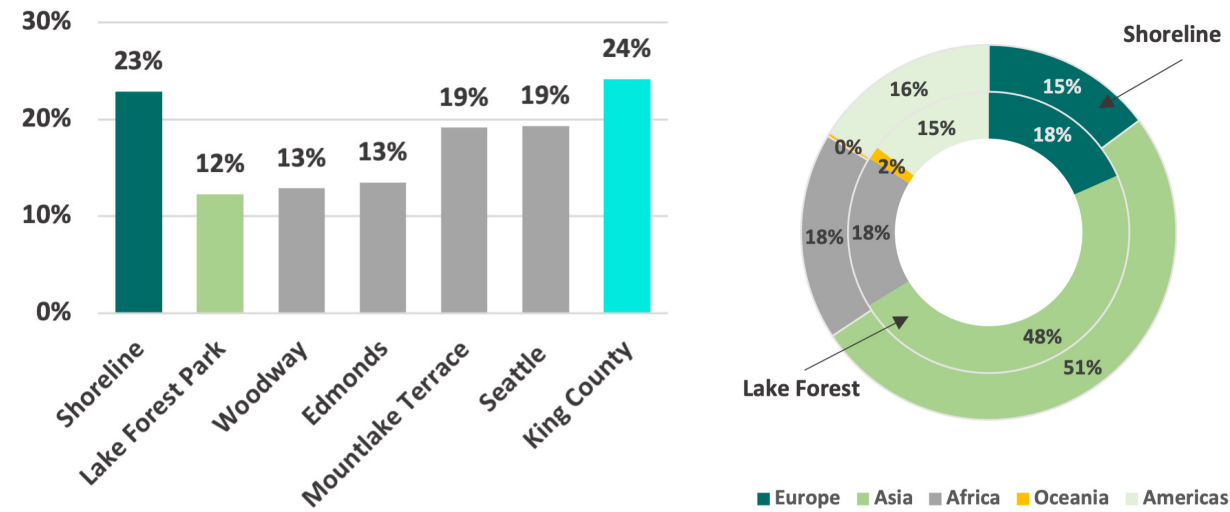### Figure 2-9: Recent Changes Among Residents by Race and Ethnicity in Shoreline Service Area, City of Seattle and King County, 2014, 2018 and 2021
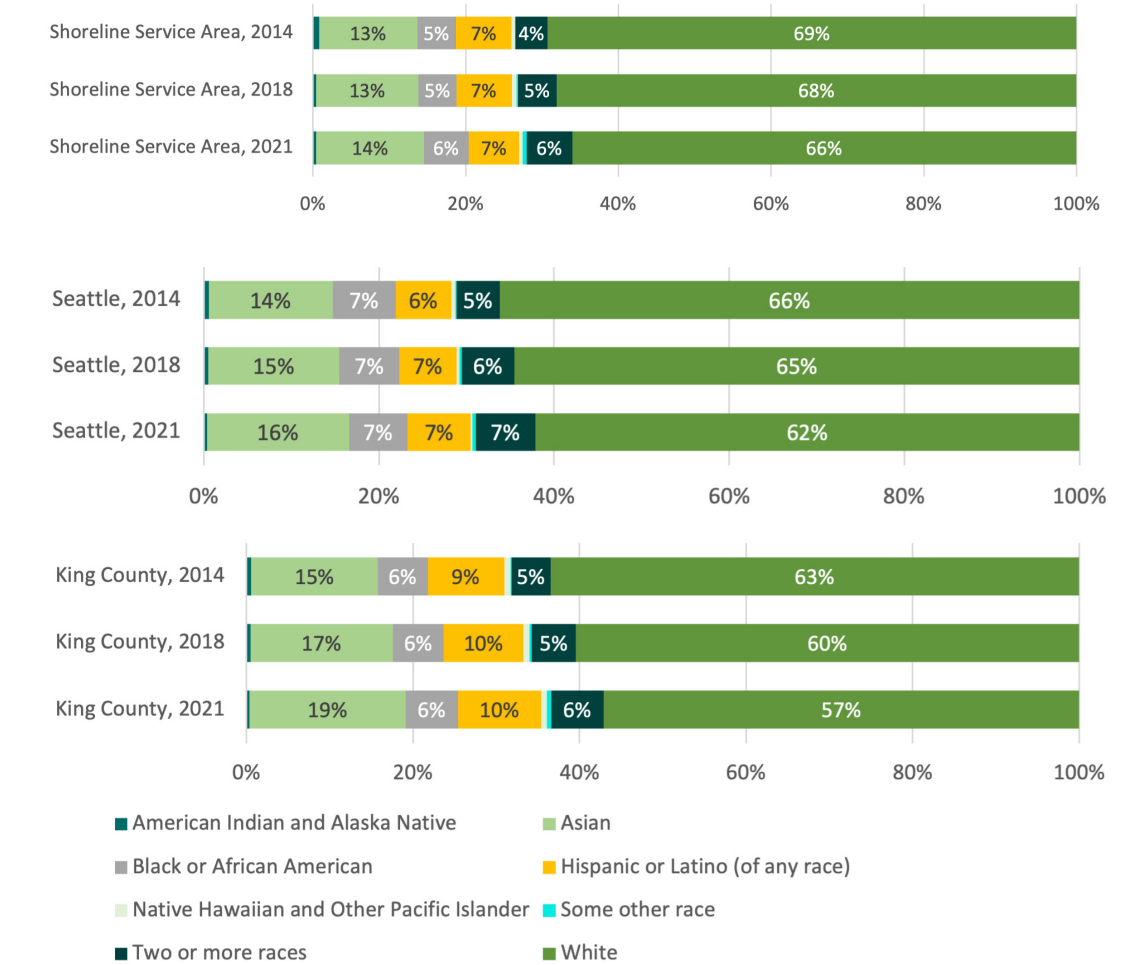
Source: U.S. Census American Community Survey, 5-year data, 2021

Figure 2-10: Figure: Percent of Foreign-Born Residents in Service Area and Neighboring Communities, and Place of Birth for Service Area Foreign-Born Residents, 2021
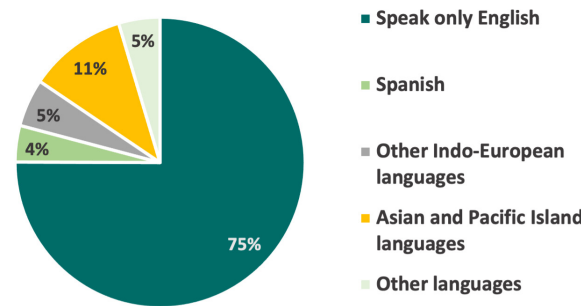

Figure 2-11: Figure: Languages Spoken at Home in Shoreline Service Area, 2021

Figure 2-12: Language Spoken at Home Among Those Who Speak English Less Than Very Well, 2021

Nearly one in four residents in Shoreline was born outside of the United States, a rate nearly in line with King County (see Figure 2-10). Approximately half of all foreign-born residents come from countries in Asia, and 18 percent from African countries.
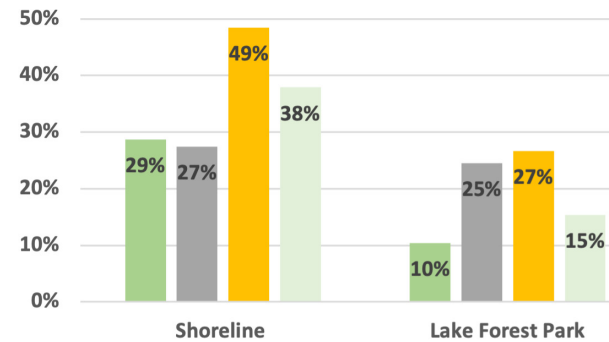
One-fourth of service area residents (25%) speak a language other than English at home (see Figure 2-11). **About one in ten residents in the service area (9.1%) speaks English less than very well.** This includes about half of those who speak Asian and Pacific Island languages (48%) or Spanish (29%) at home in the city of Shoreline, (see Figure 2-12), and one-third of Asian and Pacific Island language speakers in Lake Forest. One in four speakers of other Indo-European languages (other than Spanish) in both service area communities do not speak English very well.

HIGH SCHOOL ENROLLMENTS AND GRADUATION TRENDS

Enrollments in high school in Shoreline School district have been stable in recent years (see Figure 2-13). There were 450 less students between 2019-20 and 2020-21 enrolled in the school district, but most of this decline was experienced among K-8 student enrollments. In the coming years, **high school enrollments in the school district may experience a similar decline as these students grow older.**

Nearly half of all students in public schools in Washington state and **approximately one in three of students in Shoreline School District are considered low-income** (Figure 2-13), which means they qualify for free or reduced cost lunch at school, according to the Washington State Office of Superintendent of Public Instruction.

The current race and ethnicity makeup of the **Shoreline K-12 student body is more diverse than that of the service area.** Half of all students are non-white, whereas only one-third of residents in the City of Shoreline and one-fourth of residents in Lake Forest are non-white (see Figure 2-14). Fifteen percent of students identify as Hispanic or Latino, and twelve percent of students identify as having a background of two or more races, which is about **twice the rate of both of these groups among all residents.**

Figure 2-13: Shoreline School District Total High School Enrollments and Percent of Low-Income Students, 2014-15 to 2021-22
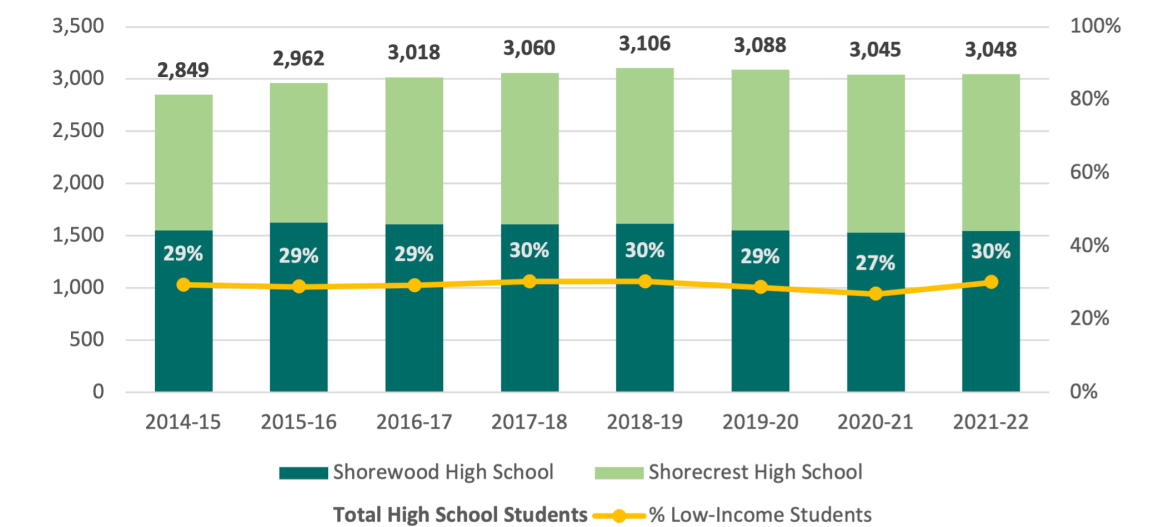
Figure 2-14: Race/Ethnicity of Shoreline School District Students, 2021

Shoreline School district's **graduation rate reached 91 percent in 2019-20**, and experienced a slight decline the following year, when eight percent of students dropped out. Of Shoreline High School students who graduate, approximately 80 percent go on to college (Figure 2-16), and **one in four enroll at Shoreline**

Community College (Figure 2-17). More than sixty percent of graduates who go on to college enroll at a four-year institution, such as University of Washington (25% of enrollments) or choose an out of state university (22%). More students in recent years are choosing four-year institutions.

Figure 2-15: Shoreline High School District Graduation, Dropout and Continuing Rates, 2012-13 to 2020-21
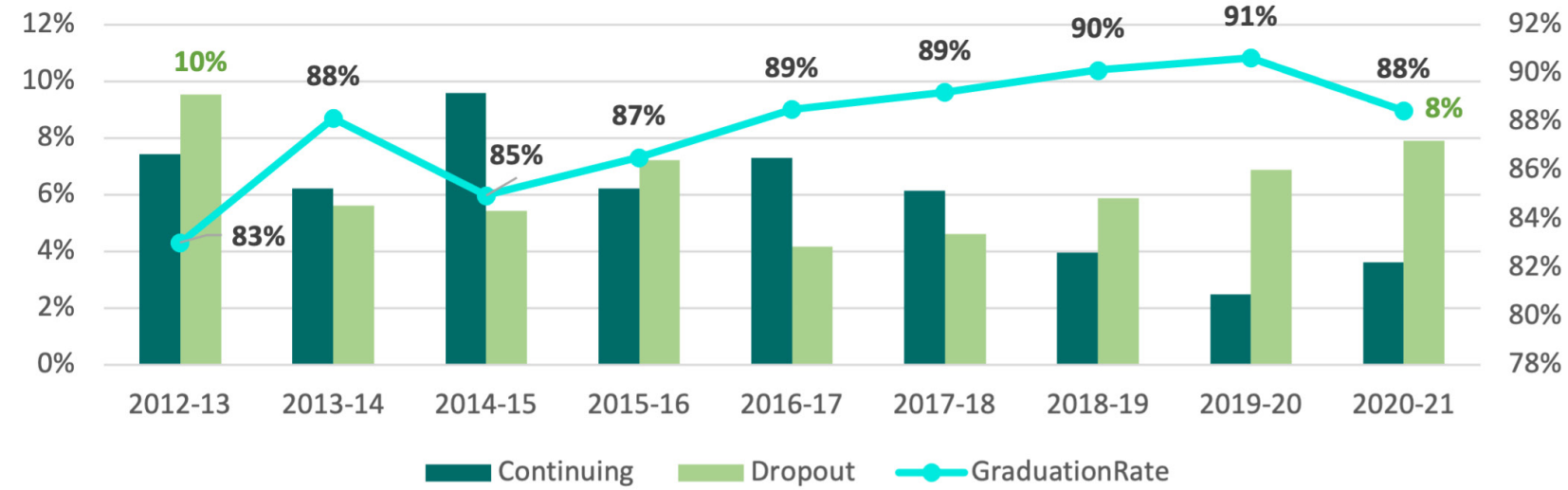
Sources: Washington Office of Superintendent of Public Instruction; Washington State Board for Community and Technical Colleges

Figure 2-16: Percent of Shoreline School District High School Graduates Enrolled in College, 2005 to 2019
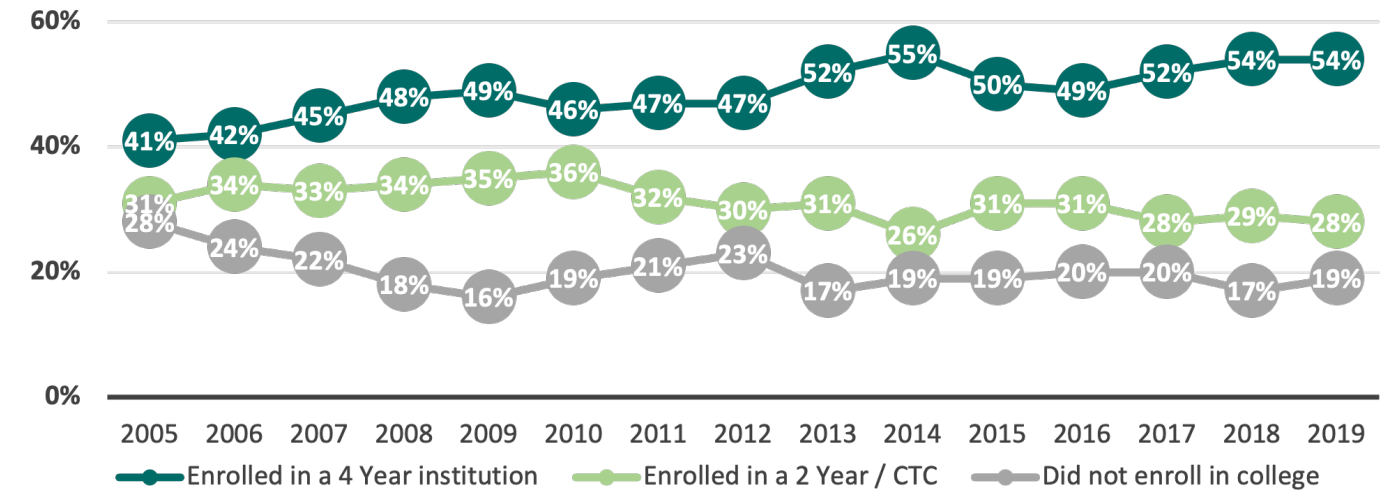
Figure 2-17: Postsecondary Enrollment After High School Graduation, Shoreline School District
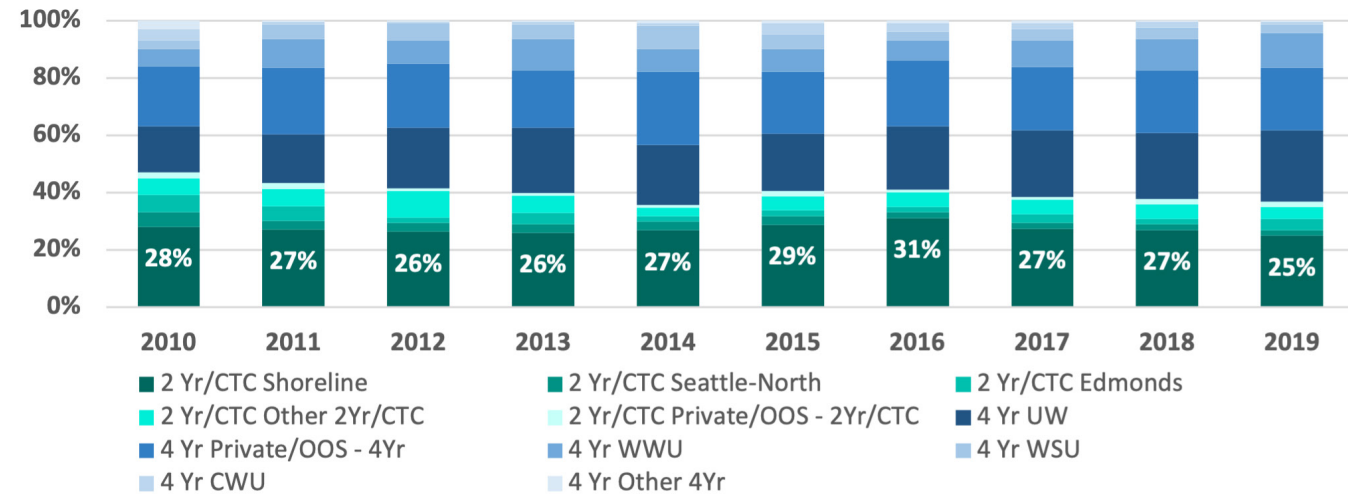
Sources: Washington Office of Superintendent of Public Instruction; Washington State Board for Community and Technical Colleges

EDUCATIONAL ATTAINMENT AND HOUSEHOLD EARNINGS

Two in ten Shoreline residents have taken college classes but have not earned a degree or certificate. Another 15 percent have graduated high school but have not enrolled in any post-secondary education. The wages in the first figure show **a $9 per hour median wage differential in King County for residents who have earned an associate degree, relative to those who only have a high school diploma.** The median wage for those with a bachelor's degree is $20 more.

Approximately half of Shoreline residents, and nearly two-thirds of those who live in Lake Forest Park have earned a bachelor's degree and/or an advanced degree. But the second figure shows that this varies by race and ethnicity, with far fewer Black, Latino, multiracial and Native Hawaiian or Pacific Islander residents earning 4-year degrees.

Figure 2-18: Highest Level of Educational Attainment Among Residents 25 Years and Older, Service Area and King County, 2021, and Median Wage by Education, King County, July 2022
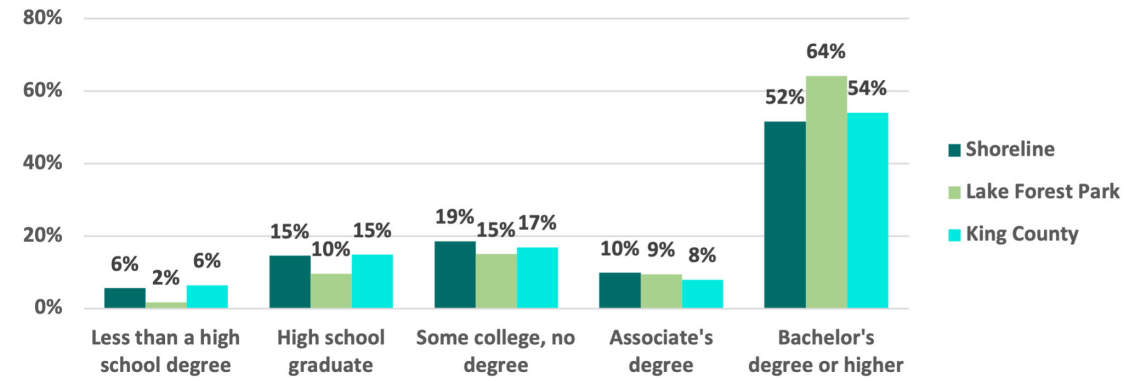
Figure 2-19: Percent Bachelor's Degree or Higher Among Shoreline Service Area Residents by Race/Ethnicity, 2021
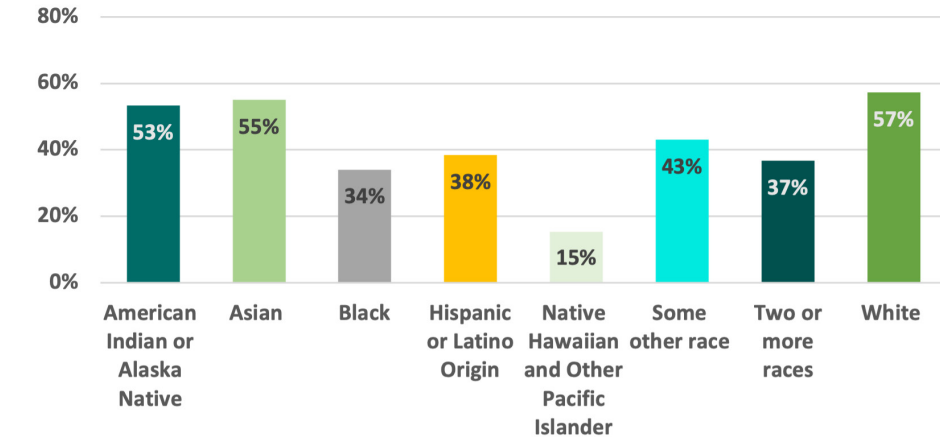
Table 2-1: Median Wage by Education

| LESS THAN HIGH SCHOOL DIPLOMA	HIGH SCHOOL DIPLOMA OR EQUIVALENT	SOME COLLEGE, NO DEGREE	ASSOCIATE DEGREE	BACHELOR'S DEGREE	MASTER'S DEGREE	DOCTORAL OR PROFESSIONAL DEGREE
$27.57	$30.40	$36.17	$39.15	$50.60	$53.83	$62.59

Source: U.S. Census American Community Survey, 5-year data, 2021, and Bureau of Labor Statistics (wage data), 2022

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This map shows median household income by census tract in the Shoreline service area, surrounding communities, and the region. **The median income in the City of Shoreline is $95,623, which puts it below the median of King County.** Several communities to the south of the service area have median incomes that are at or below the county median.

Source: U.S. Census American Community Survey, 5-year data, 2021

LEGEND

Median Household Income (Tract)
- Less than $43,397
- $43,398 – $65,793
- $65,794 – $110,586*
- $110,587 – $180,293
- $180,294 or More
- ★ Shoreline Community College
- ★ Other Community Colleges
- Shoreline School District
- King County Boundary
- City of Shoreline
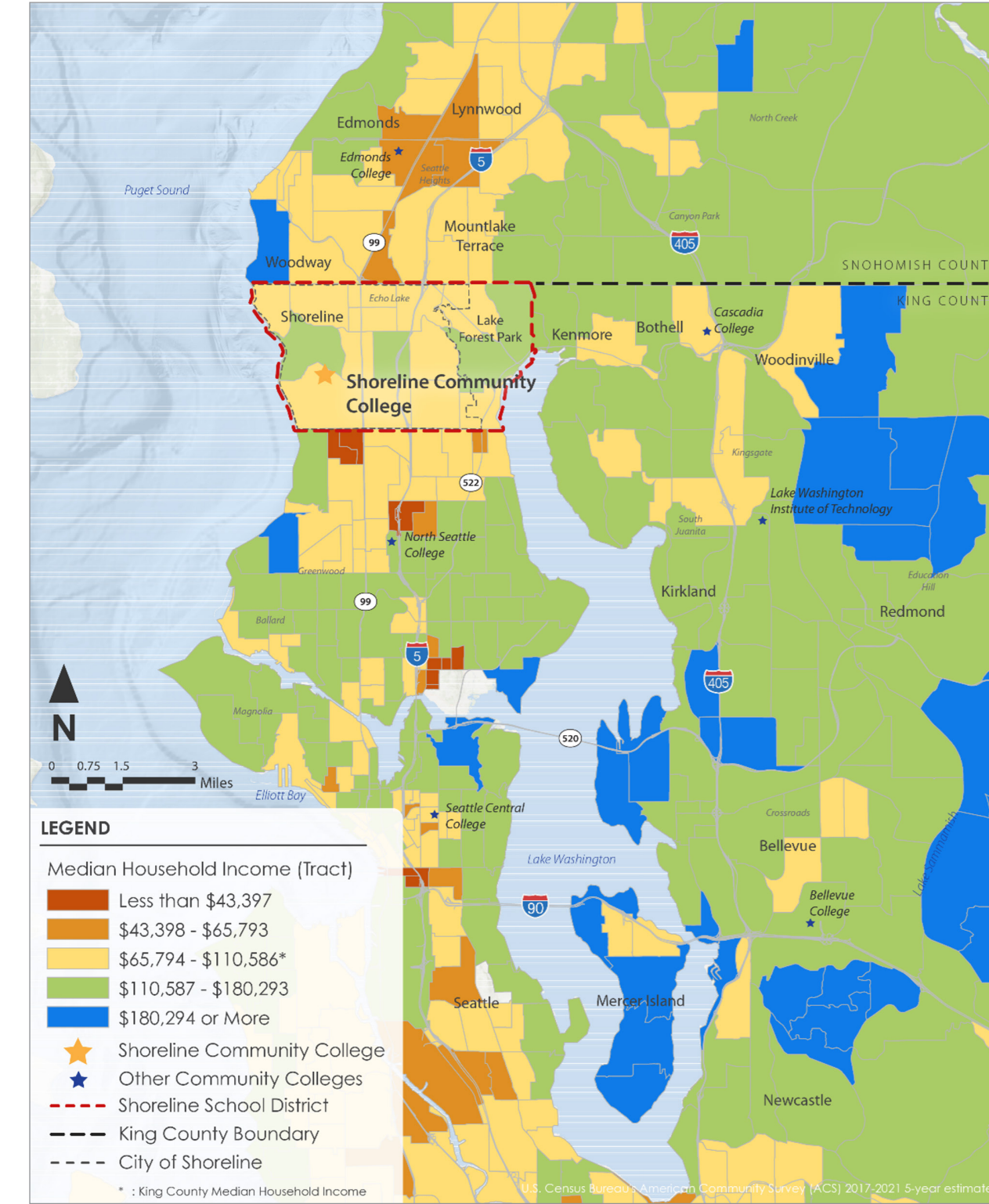
* : King County Median Household Income

Household median income in the city of Shoreline is approximately $10,000 less than that of the median income of all households in King County. Multiracial and Black families in Shoreline have some of the lowest median incomes in the Shoreline service area (see Figure 2-21). While only about eight percent of residents in Shoreline (and three percent of residents of Lake Forest) experience living in poverty, 85 percent of Native Hawaiian and Pacific Islander descended residents in Shoreline and more than 30 percent in Lake Forest Park have incomes below the poverty line. Poverty rates among residents who identify as "other" race, as well as among Black and Latino residents, are much higher than rates for others.

Figure 2-21: Median Household Income in Service Area Communities and King County, Total and by Race/Ethnicity, 2021
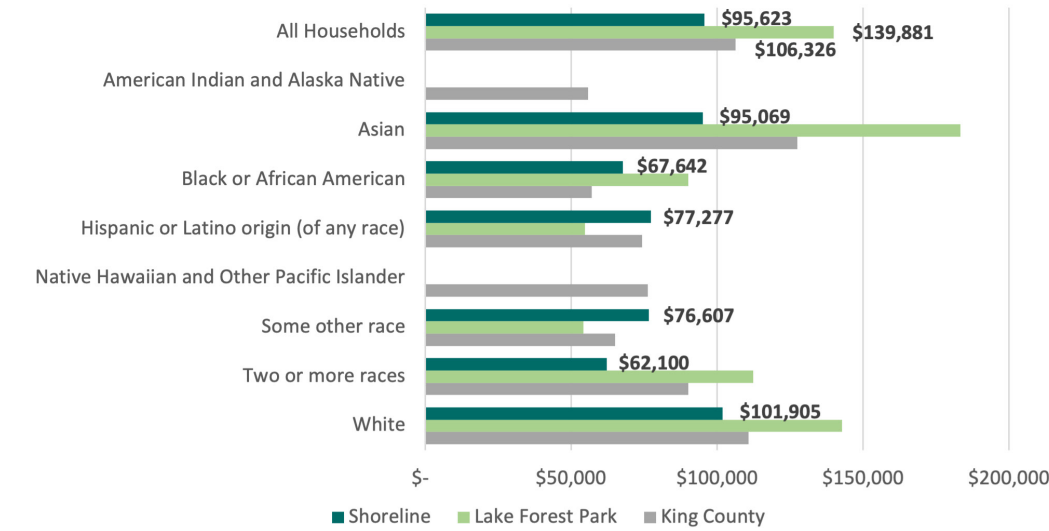
Figure 2-22: Poverty Rate of Residents in Service Area Communities and King County, Total and by Race/Ethnicity, 2021
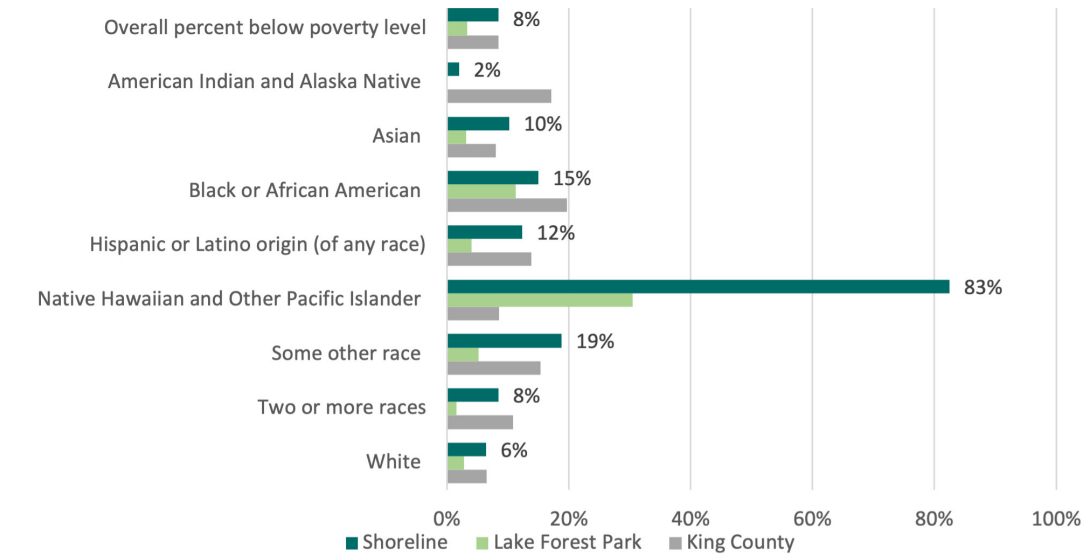
HOUSING COSTS AND INTERNET ACCESS

Median rental costs in the City of Shoreline were $1,730 per month in 2021, making it slightly more affordable than nearby communities like Lake Forest ($1,839 per month) and King County as a whole, where median rent was $1,801 per month. However nearly half of residents (48%) spend more than one-third of their wages on housing costs. Approximately eight percent of residents in Shoreline either do not have a computer or do not have access to broadband internet (U.S. Census, ACS, 2021).

Figure 2-23: Median Monthly Rent Payments, Service Area Communities and King County, 2021
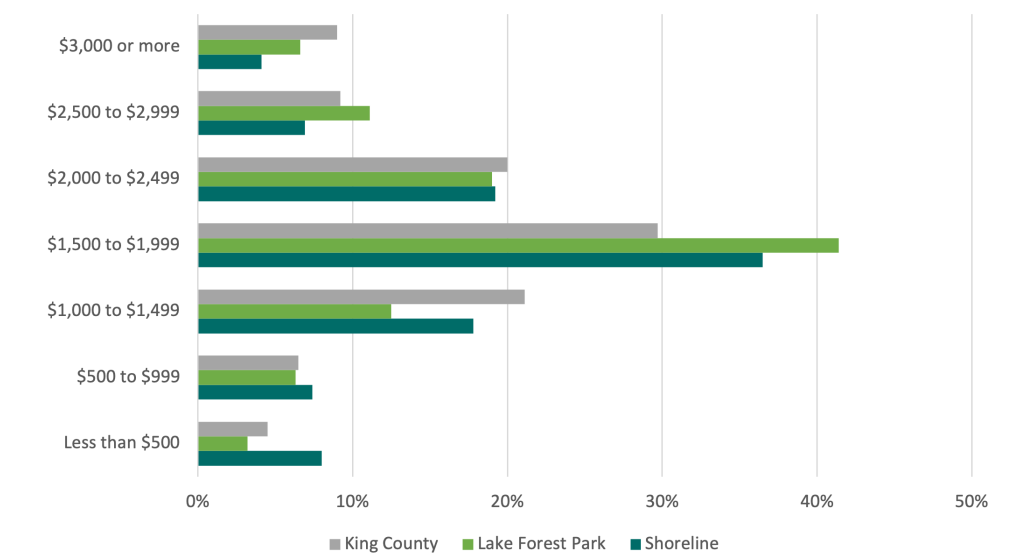
Figure 2-24: Rent as a Percent of Household Income, Service Area Communities and King County, 2021
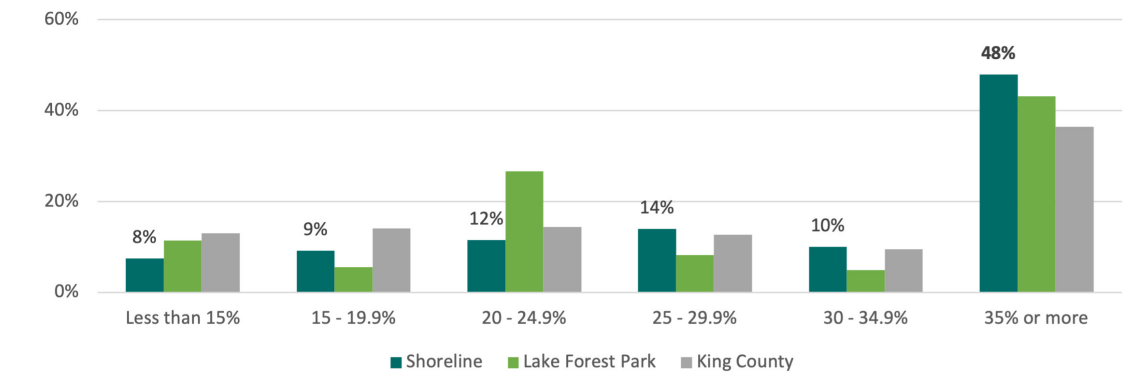
3 LABOR MARKET TRENDS AND SHORELINE PROGRAM CONNECTIONS, OPPORTUNITIES, AND CAREER PATHWAYS

EMPLOYMENT, INDUSTRY AND OCCUPATIONAL TRENDS

KEY INDUSTRY SECTORS AND EMPLOYMENT BY SECTOR IN THE PUGET SOUND REGION

Information Technology, Clean Tech, Life Sciences and Transportation and Logistics are key industry sectors in the Puget Sound Region that have experienced the most growth in recent years.[2] Projections about industry and related occupation growth in the coming decade include these same sectors, especially in Clean Technology, Life Sciences, Transportation and Logistics and several subsectors of Information & Communication Technology.

Figure 3-1: Annual Job Growth in Key Export Industries in the Puget Sound Region, 2015 to 2020
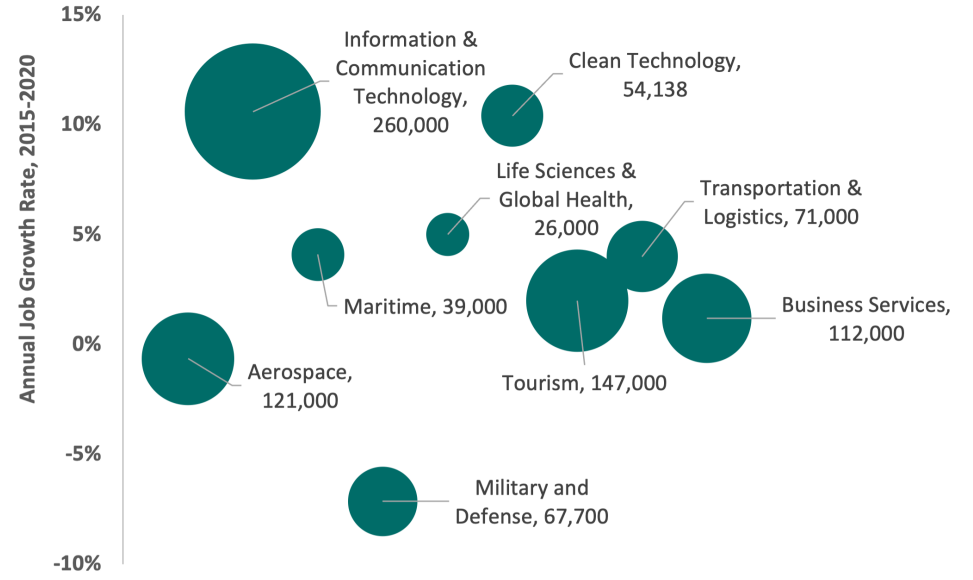
Sources: Puget Sound Regional Council and E2

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[2] Puget Sound Regional Council, Regional Economic Strategy, December 2021, 1688 (psrc.org)

While Figure 3-1 looks at growth by industry, Figure 3-2 shows estimated growth by occupation group in the next few years in King County. Between 2024 and 2029, several types of jobs will make up substantial portions of the openings that will be available to workers in King County, including computer and mathematical occupations, business and financial operations occupations, and office and administrative support positions. Overall, according to the Washington Employment Security Department, **the workforce in King County is projected to grow by 122,350 jobs between 2024 and 2029.**

Figure 3-2: Average Annual Growth Rate and Percent of Openings by Occupation Group, King County, 2024-2029

Occupation	Percent of Openings	Average Annual Growth Rate
Computer and Mathematical	12%	3%
Business and Financial Operations	12%	3%
Office and Administrative Support	10%	1%
Sales and Related	9%	1%
Management	8%	3%
Food Preparation and Serving Related	7%	1%
Transportation and Material Moving	6%	1%
Healthcare Support	4%	2%
Construction and Extraction	4%	1%
Arts, Design, Entertainment, Sports, and Media	4%	3%
Education, Training, and Library	4%	1%
Personal Care and Service	3%	2%
Production	3%	0%
Building and Grounds Cleaning and Maintenance	3%	2%
Healthcare Practitioners and Technical	2%	1%
Installation, Maintenance, and Repair	2%	1%
Community and Social Service	3%	2%
Protective Service	2%	1%
Architecture and Engineering	1%	1%
Life, Physical, and Social Science	1%	1%
Legal	1%	1%
Farming, Fishing, and Forestry	0%	0%

■ Percent of Openings by Occupation, 2024 to 2029 ■ Average Annual Growth Rate, 2024 to 2029

Source: Washington Employment Security Department

EMPLOYMENT CHANGE DUE TO COVID

Figure 3-3, from King County Department of Health, shows how much the pandemic affected the local economy in King County. While public-facing industry sectors such as hospitality, construction, and arts and leisure experienced some of the greatest declines in the rates of employment during the pandemic (68% to 76% declines) due to closures meant to slow the spread of COVID-19, other industry sectors including health care and social assistance, manufacturing, educational services, and transportation 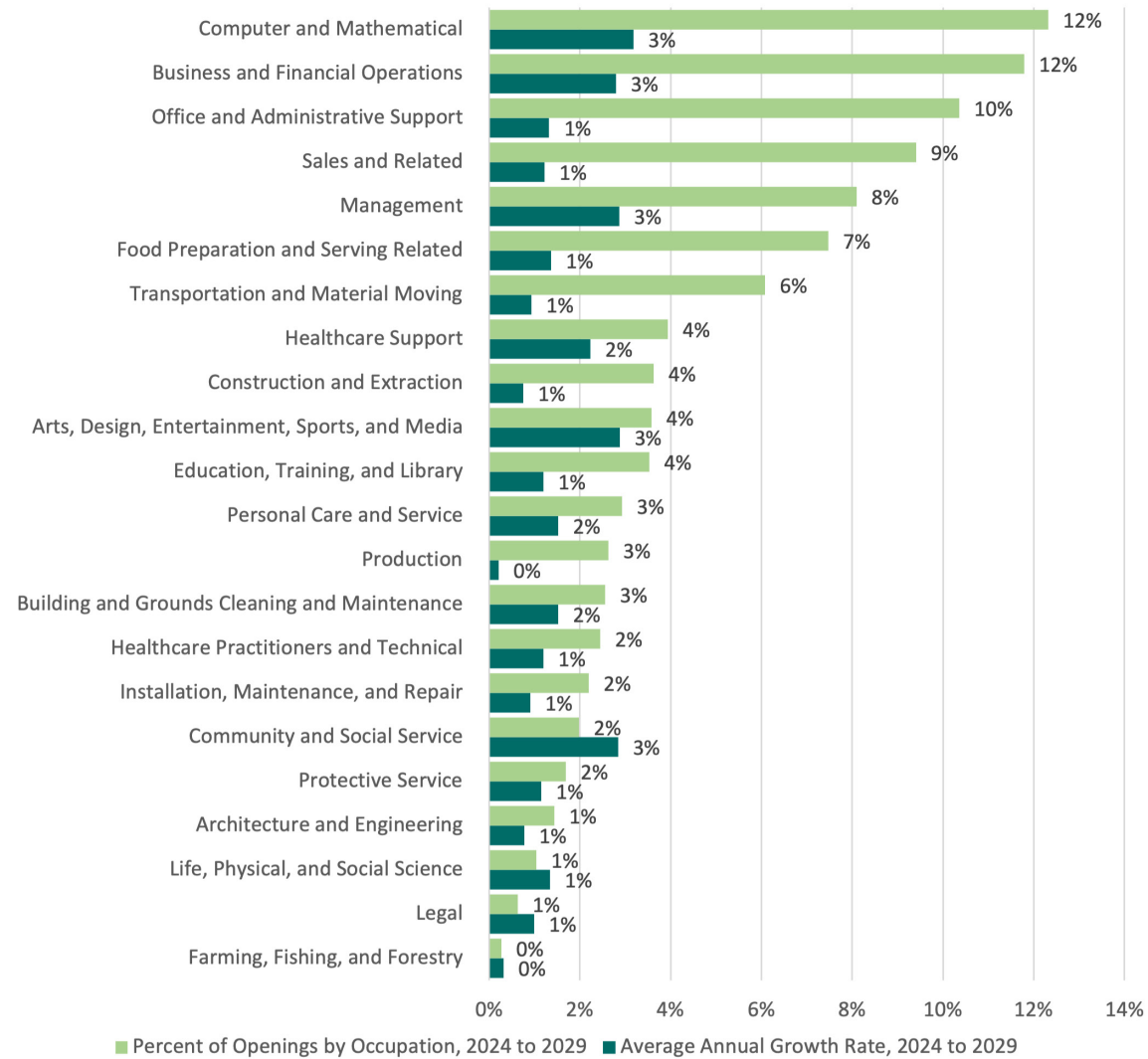and logistics lost significant numbers of positions during this period. Looking three years on, many industries have recovered; **total employment in King County in January 2023 has exceeded totals from January 2020, prior to COVID-19** (King County Office of Economic and Financial Analysis).

Figure 3-3: Total Number 0f New Unemployment Claims Compared to Number of Workers, and Total New Claims Filed Per 100 Workers by Industry Sector, King County, March 2020 to January 2022

Total # of New Claims vs. # of Workers   Total New Claims per 100 Workers (%)

Industry Sector	Total New Claims per 100 Workers (%)
Accommodation and food services	76.3%
Health care and social assistance	38.7%
Retail trade	42.4%
Construction	70.5%
Manufacturing	49.9%
Administrative and waste services	48.2%
Educational services	32.7%
Professional and technical services	23.9%
Transportation and warehousing	42.5%
Other services, except public administration	53.7%
Arts, entertainment, and recreation	68.2%
Wholesale trade	30.6%
Information	14.3%
Real estate and rental and leasing	34.5%
Finance and insurance	18.1%
Government	21.1%
Agriculture, forestry, fishing and hunting	46.6%
Management of companies and enterprises	2.5%
Mining	0.0%
Utilities	0.0%

Source: King County Department of Public Health

FASTEST GROWING OCCUPATIONS IN KING COUNTY

Figure 3-4: Occupations with Greatest Annual Average Job Openings through 2030, King County, by Education

MIDDLE SKILL JOBS MOST IN DEMAND

Figure 3-4 includes occupations expected to have the greatest annual openings which require a bachelor's degree (in yellow) or advanced degrees (blue). This view provides a look at the possible pathways for Shoreline 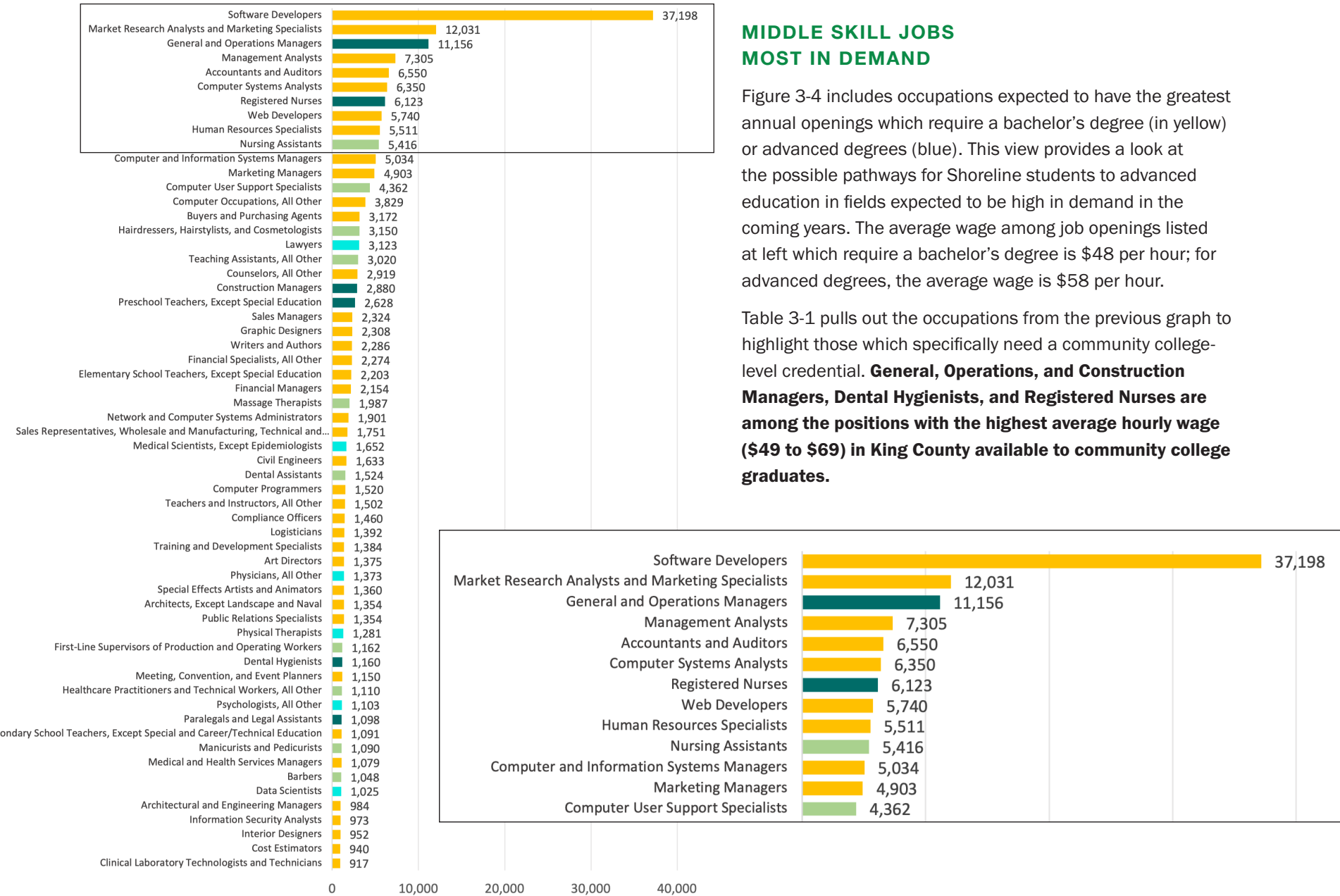students to advanced education in fields expected to be high in demand in the coming years. The average wage among job openings listed at left which require a bachelor's degree is $48 per hour; for advanced degrees, the average wage is $58 per hour.

Table 3-1 pulls out the occupations from the previous graph to highlight those which specifically need a community college-level credential. **General, Operations, and Construction Managers, Dental Hygienists, and Registered Nurses are among the positions with the highest average hourly wage ($49 to $69) in King County available to community college graduates.**

Table 3-1: Middle Skill Jobs Most in Demand, King County, through 2030

OCCUPATION	GROWTH, 2020 TO 2030	ANNUAL AVERAGE OPENINGS THROUGH 2030	AVERAGE HOURLY WAGE	EDUCATION NEEDED
General and Operations Managers	2.5%	11,156	$69	Associate degree
Registered Nurses	1.4%	6,123	$49	Associate degree
Nursing Assistants	1.5%	5,416	$20	Postsecondary non-degree award
Computer User Support Specialists	2.9%	4,362	$32	Some college, no degree
Hairdressers, Hairstylists, and Cosmetologists	1.0%	3,150	$29	Postsecondary non-degree award
Teaching Assistants, All Other	2.0%	3,020	NA	Some college, no degree
Construction Managers	2.3%	2,880	$60	Associate degree
Preschool Teachers, Except Special Education	3.1%	2,628	$20	Associate degree
Massage Therapists	4.4%	1,987	$34	Postsecondary non-degree award
Dental Assistants	2.9%	1,524	$26	Postsecondary non-degree award
First-Line Supervisors of Production and Operating Workers	-0.1%	1,162	$36	Postsecondary non-degree award
Dental Hygienists	3.1%	1,160	$55	Associate degree
Healthcare Practitioners and Technical Workers, All Other	1.6%	1,110	$33	Postsecondary nondegree award
Paralegals and Legal Assistants	1.4%	1,098	$36	Associate degree
Manicurists and Pedicurists	1.9%	1,090	$18	Postsecondary non-degree award

Source: Washington State Employment Security Department

KEY SKILLS IN DEMAND

Table 3-2 shows an aggregation of skills posted in recent online job advertisements in King County. In addition to customer service, sales and office technology and administrative skills, employers are looking for workers **who can lead projects and manage people; provide financial and business strategic analysis; understand key information technology systems, software and design; and can support key health care services**, including basic and emergency patient care.

Source: Employment Security Department/LMEA; The Conference Board® Burning Glass® Help Wanted OnLine™

Table 3-2: Top 25 skill clusters from online ads, King County, October 2021 to January 2022

SKILL CLUSTERS	TOTAL POSTED ADS
Customer and Client Support: Basic Customer Service	33,368
Administration: Scheduling	24,330
Information Technology: Microsoft Office and Productivity Tools	22,660
Sales: General Sales	18,697
Business: Project Management	15,730
Health Care: Infectious Diseases	15,317
Administration: General Administrative and Clerical Tasks	13,641
Information Technology: Software Development Principles	12,690
Finance: Budget Management	12,380
Business: Business Process and Analysis	11,457
Business: People Management	10,525
Supply Chain and Logistics: Material Handling	10,080
Health Care: Basic Patient Care	8,687
Business: Business Strategy	8,591
Administration: Administrative Support	8,310
Health Care: Emergency and Intensive Care	7,700
Industry Knowledge: Retail Industry Knowledge	7,604
Information Technology: Cloud Solutions	7,176
Information Technology: System Design and Implementation	7,036
Sales: General Sales Practices	6,967
Human Resources: Occupational Health and Safety	6,858
Marketing and Public Relations: Customer Relationship Management (CRM)	6,776
Information Technology: SQL Databases and Programming	6,774
Business: Business Management	6,761
Business: Quality Assurance and Control	6,549

SHORELINE PROGRAM CONNECTIONS TO PRIORITY AND EMERGING INDUSTRIES, AND OPPORTUNITIES FOR EXPANSION*

*Note: Program level data not provided by the college for analysis of labor market needs related to current and potential future programs.

4 SHORELINE COMMUNITY COLLEGE STUDENT HEADCOUNT, ENROLLMENT AND FACULTY TRENDS

STUDENT HEADCOUNT

Shoreline has one of the region's **largest student populations among area community colleges. While headcount has declined by nearly one-fourth** in the last five years, it is less than the decline statewide and less than the decline experienced by other nearby colleges.

Figure 4-1: Student Headcount, Shoreline and Regional Competitors, 2017-18 to 2020-21
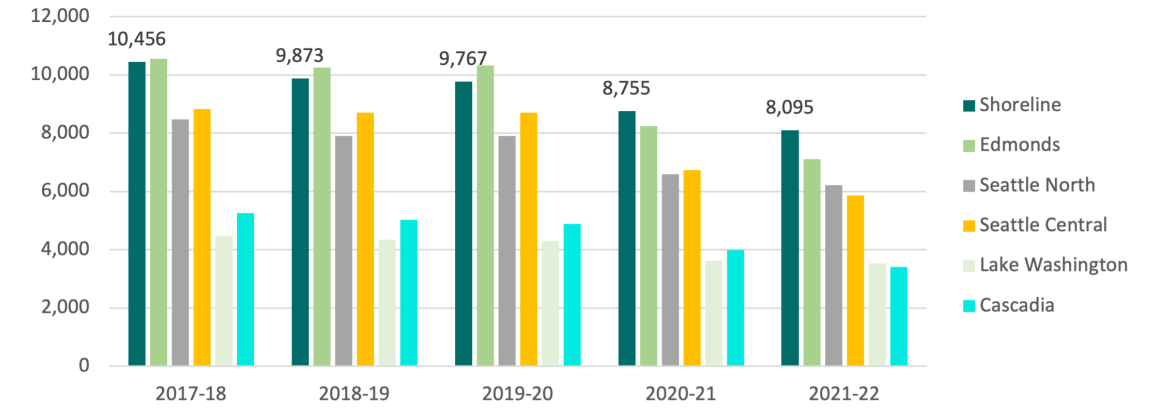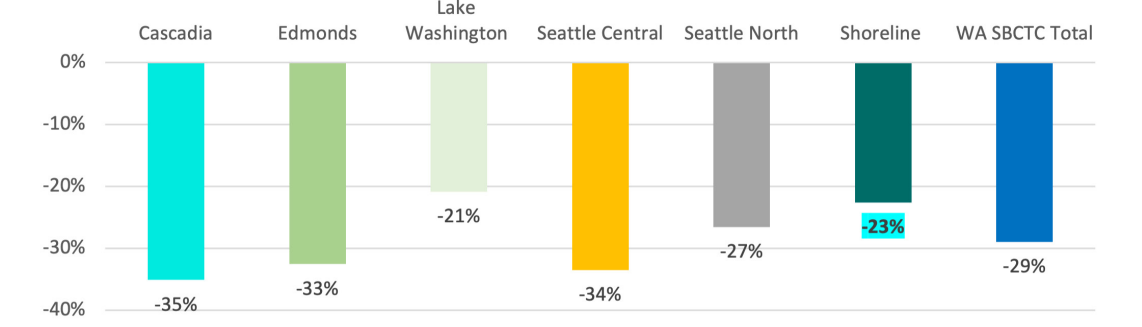

Figure 4-2: Change in Student Headcount at Shoreline, Regional Competitors and Statewide, between 2017-18 and 2020-21
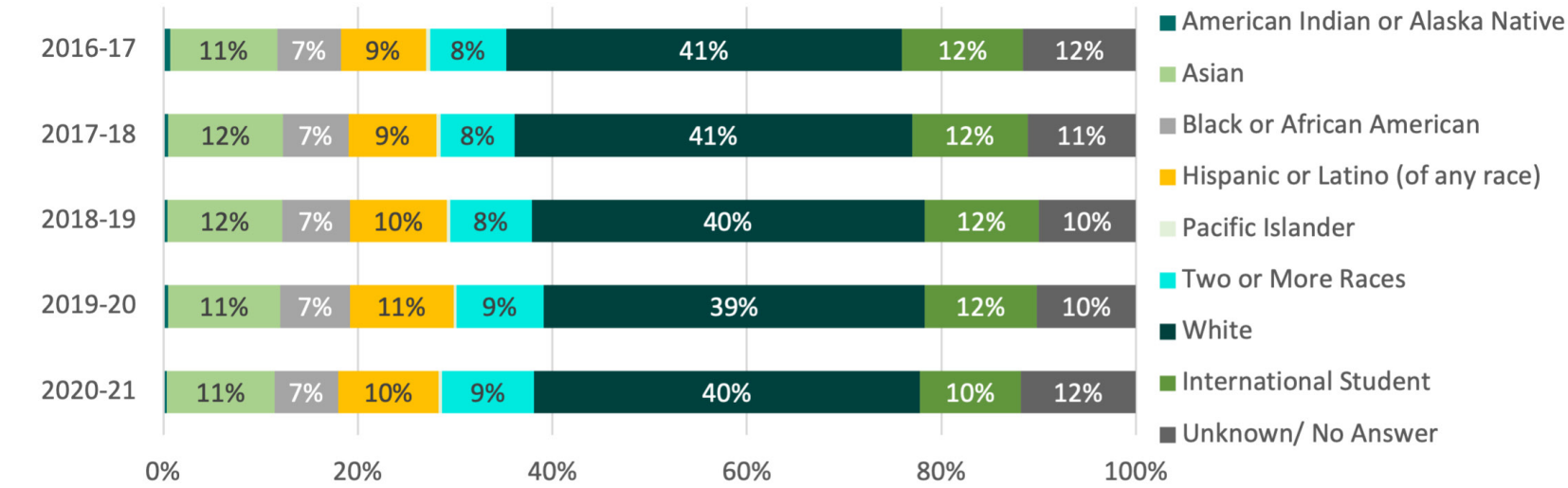

Source: Washington State Board for Community and Technical Colleges

Shoreline Community College Equity-Centered Strategic Plan Environmental Scan 2023

STUDENT HEADCOUNT BY RACE AND ETHNICITY AND RECENT TRENDS

Shoreline's headcount among students who identify as part of a race or ethnicity considered historically underserved (Native American or Alaska Native, Black or African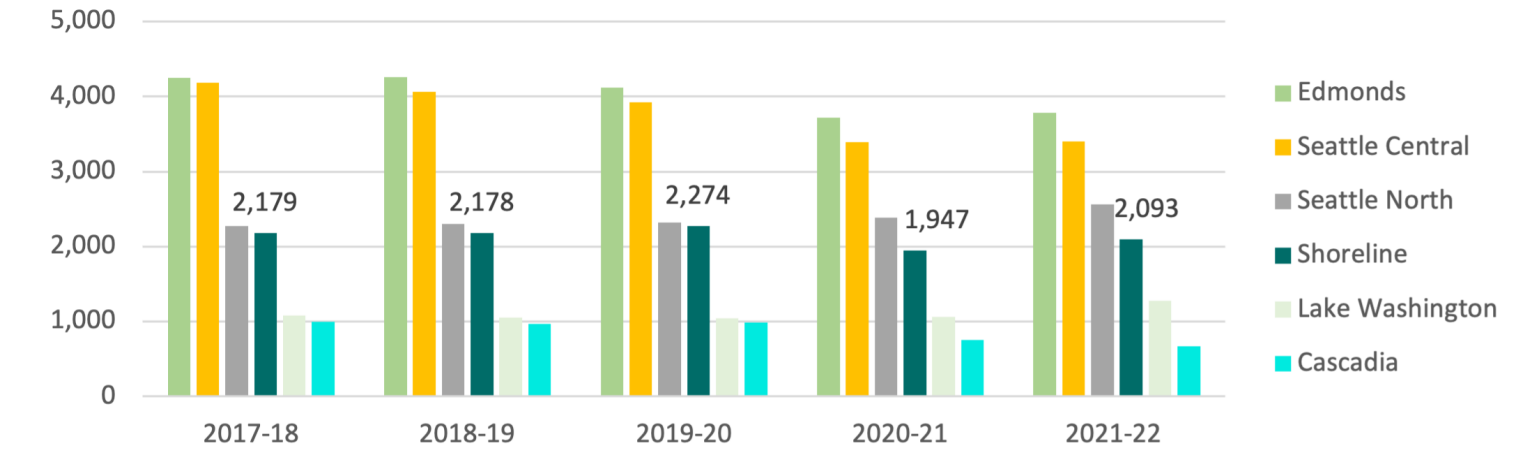 American, Latino or Hispanic, Pacific Islander) has remained **relatively stable** over the last five years, while other schools have seen large declines or even growth. **Students who identify as being from underserved racial or ethnic groups represented 26% of students at Shoreline in 2020-21, up from 21% in 2017-18.**

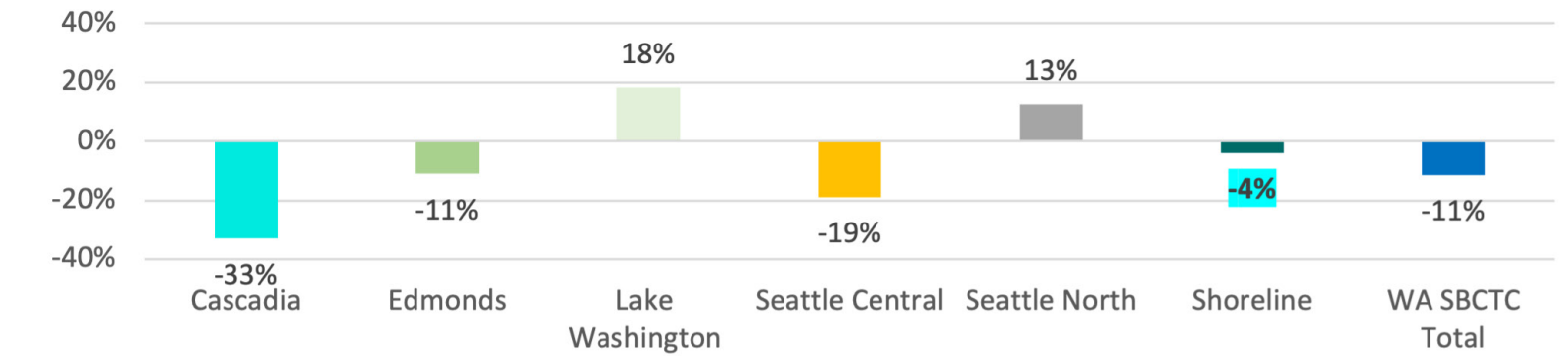### Figure 4-3: Race and Ethnicity of Shoreline Students, 2016-17 to 2020-21

Legend:
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino (of any race)
- Pacific Islander
- Two or More Races
- White
- International Student
- Unknown/ No Answer

Year	Asian	Black or African American	Hispanic or Latino	Two or More Races	White	International Student	Unknown/No Answer
2016-17	11%	7%	9%	8%	41%	12%	12%
2017-18	12%	7%	9%	8%	41%	12%	11%
2018-19	12%	7%	10%	8%	40%	12%	10%
2019-20	11%	7%	11%	9%	39%	12%	10%
2020-21	11%	7%	10%	9%	40%	10%	12%

Source: Shoreline Tableau Dashboard; Note: International Student is not a race or ethnicity category but separated out by the college.

Figure 4-4: Historically Underserved Student Headcount, Shoreline and Regional Competitors, 2017-18 to 2020-21

Legend:
- Edmonds
- Seattle Central
- Seattle North
- Shoreline
- Lake Washington
- Cascadia

Shoreline values: 2,179 (2017-18), 2,178 (2018-19), 2,274 (2019-20), 1,947 (2020-21), 2,093 (2021-22)

Source: Washington State Board for Community and Technical Colleges

Figure 4-5: Change in Historically Underserved Student Headcount at Shoreline, Regional Competitors and Statewide, between 2017-18 and 2020-21

	Cascadia	Edmonds	Lake Washington	Seattle Central	Seattle North	Shoreline	WA SBCTC Total
Change	-33%	-11%	18%	-19%	13%	-4%	-11%

Source: Washington State Board for Community and Technical Colleges

STUDENT HEADCOUNT BY AGE GROUP AND GENDER AND RECENT TRENDS

The **majority of Shoreline's students are college age and/or in their 20s**, however like the trend seen at community colleges across the country in recent years, fewer students in these age groups are enrolling. Shoreline has held relatively consistent numbers of working and older adult student populations, until the pandemic affected enrollments among all age groups, most notably the oldest and youngest students as shown in Figure 4-6.

Figure 4-6: Student Headcount by Age Group at Shoreline, 2016-17 to 2020-21

Representation among students who identify as female is growing—**in 2021-22, 57% of students identified as female; fewer male students are enrolling at the college**, which also mirrors larger trends.

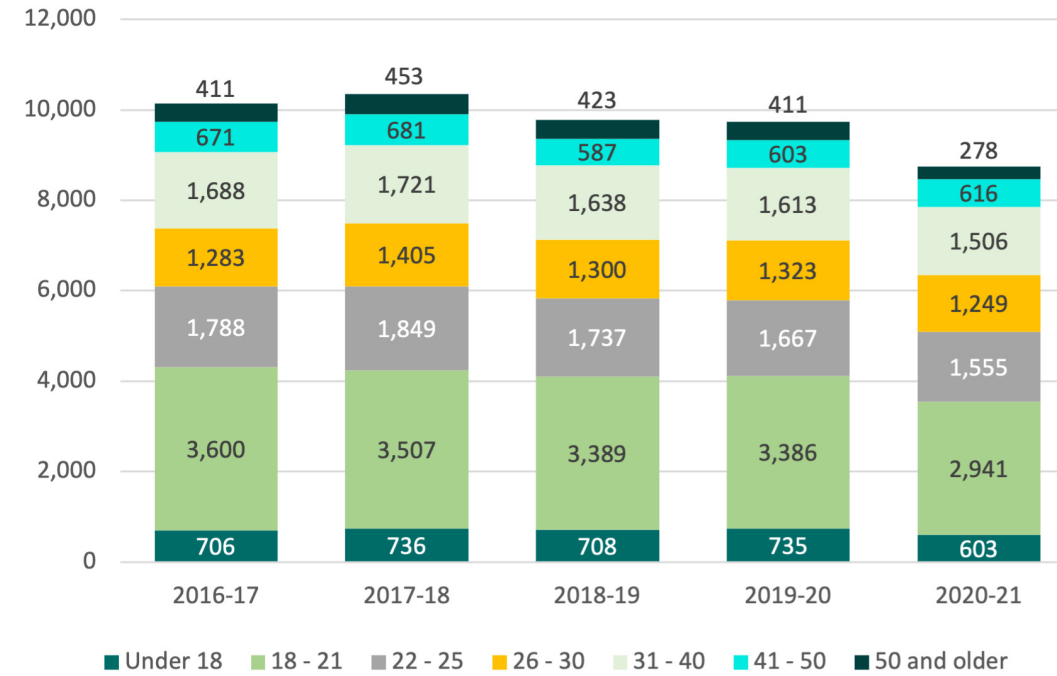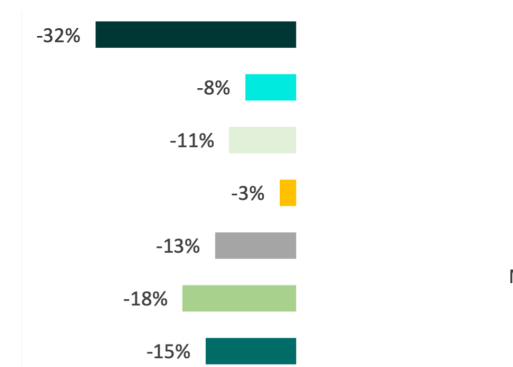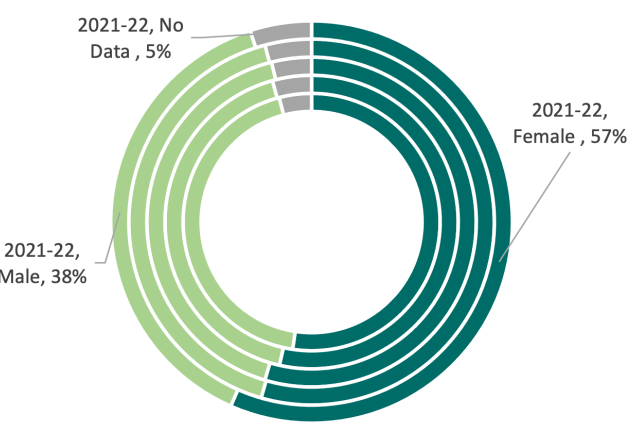**Figure 4-7: Student Headcount by Age Group at Shoreline, 2016-17 to 2020-21**

Figure 4-8: Student Gender at Shoreline, 2016-17 to 2020-21


Source: Shoreline Tableau Dashboard

STUDENT ENROLLMENT STATUS AND INTERNATIONAL STUDENTS

New and continuing students represent the largest cohorts of students at Shoreline. Between the 2020-21 and 2021-22 academic years, the college experienced a **loss of nearly 800 continuing students**—some of this was made up among recovered growth in first-time students, which had declined by 600 students in between 2019-20 and 2020-21.

Figure 4-9: Shoreline Student Enrollment Status, 2017-18 to 2021-22
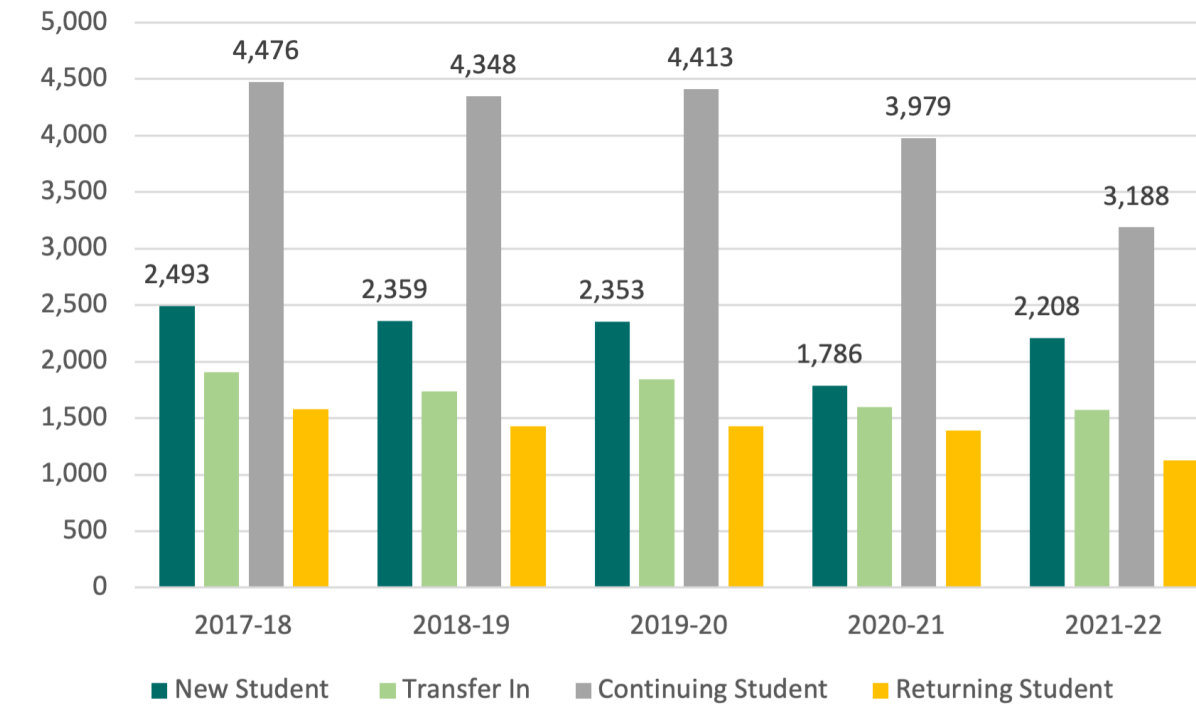
Change by Student Enrollment Status, 2017-18 to 2021-22

Source: Washington State Board for Community and Technical Colleges
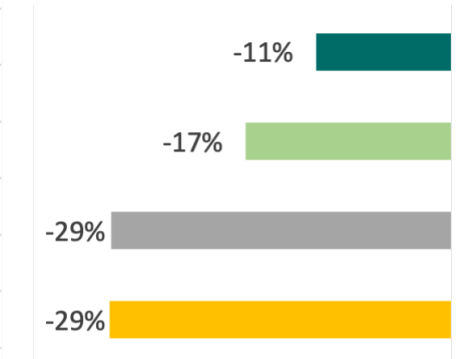
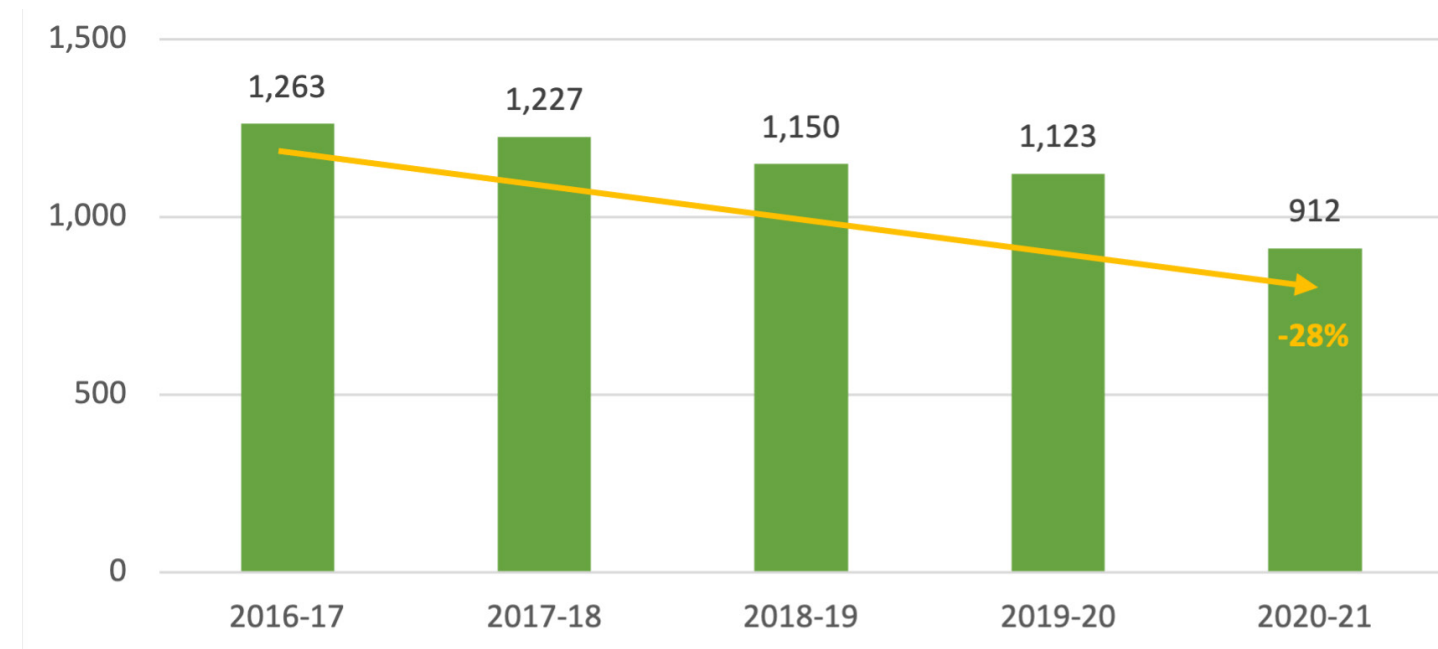International students represent approximately **ten percent of the student body** at Shoreline. In 2020-21, the college experienced a decline of more than 200 students; this last year we have data, **350 fewer international students** enrolled at Shoreline than in 2016-17.

Figure 4-10: International Student Headcount at Shoreline, 2016-17 to 2020-21
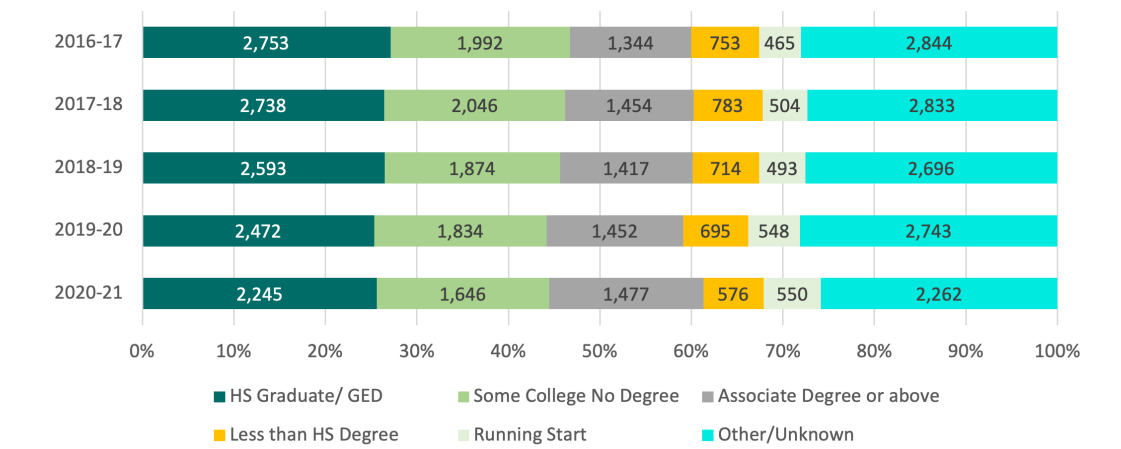

Source: Shoreline Tableau Dashboard

PRIOR EDUCATION AND EDUCATIONAL GOALS

Approximately **one in four students at Shoreline enroll with high school graduation or GED as their highest previous educational achievement. About 20 percent have taken some college courses but have not finished a degree.** And another 20 percent have an associate degree or higher already but have enrolled to earn another credential. Approximately five percent of students are dual enrolled high school students (Running Start) taking college classes in 11th and/or 12th grade.[3] Looking at the incoming educational goals of students, far fewer are saying they are seeking Professional Technical degrees in 2020-21 and 2021-22 than in prior years.
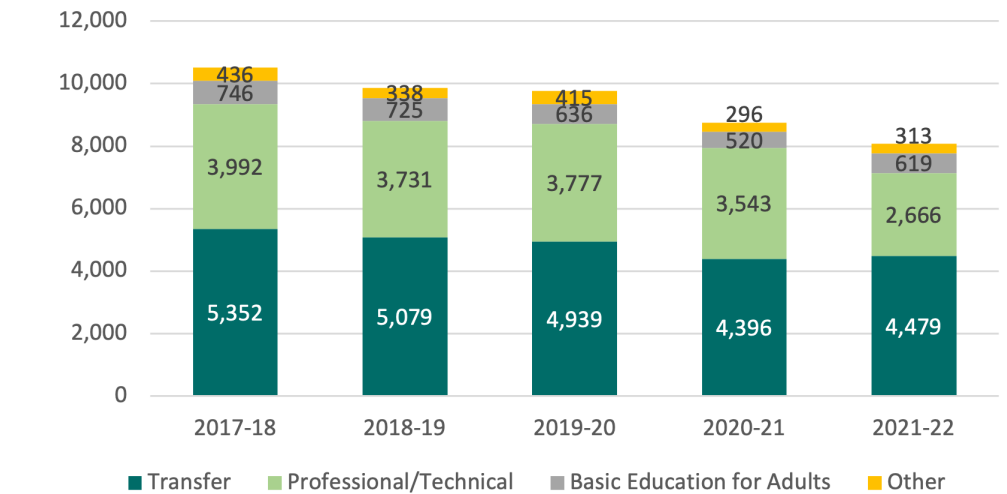
[3] note: it is not clear from the dataset whether this refers to present or past running start enrollment.

Figure 4-11: Students' Prior Education before coming to Shoreline, 2016-17 to 2020-21

Source: Shoreline Tableau Dashboard

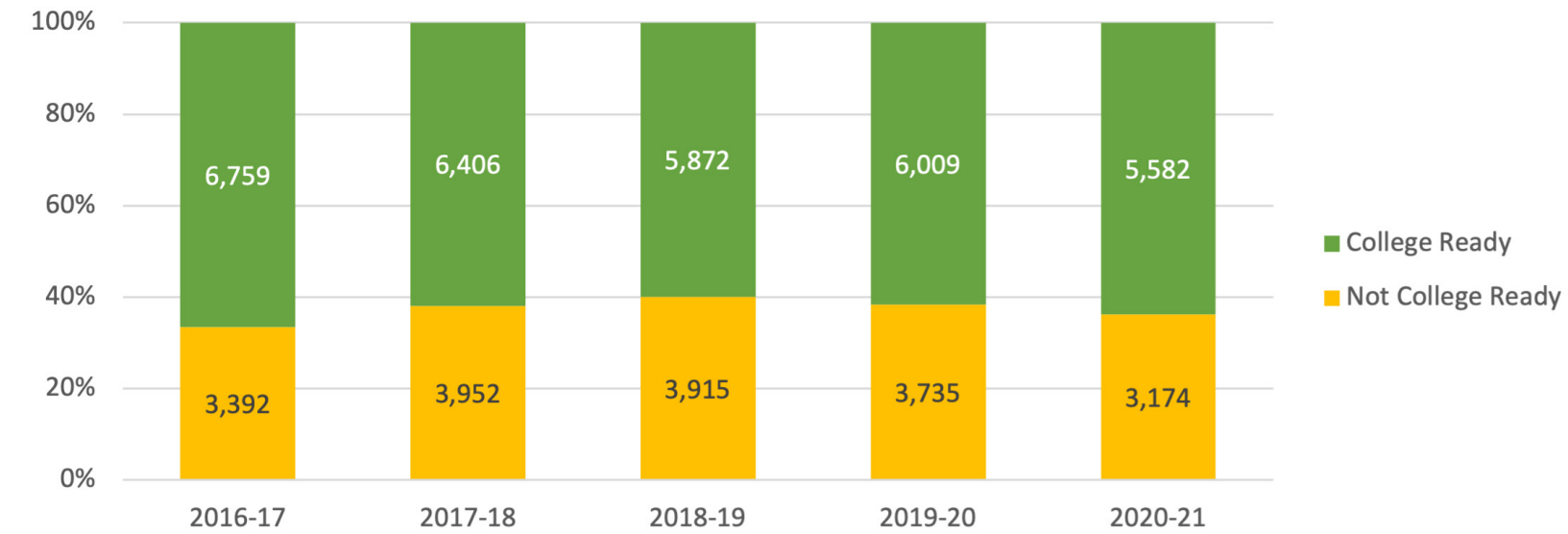**Figure 4-12: Shoreline Student Educational Goals, 2017-18 to 2021-22**

Source: Washington State Board for Community and Technical Colleges

READINESS FOR COLLEGE, STUDENT FUNDING SOURCE AND FINANCIAL NEED

Approximately one-third of Shoreline students, and in some recent years as many **as 40 percent, enroll at Shoreline but are not yet ready or prepared to take college-level classes.**

Eighty percent of students are state supported students, while approximately 19 percent are part of contract funded programs, such as the program for international students, and Running Start, for high school students.
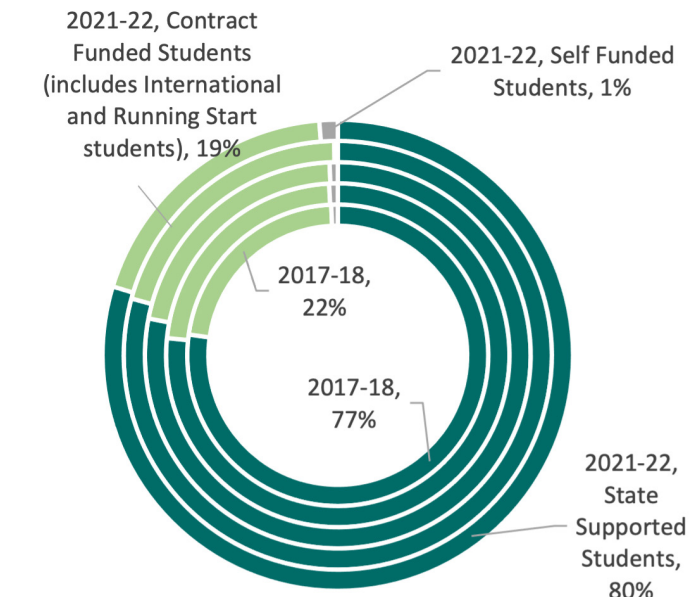
In 2021-22, 19 percent of Shoreline students received need based financial aid to attend the college; according to Shoreline's tableau datasets, **at least 25 percent of the student population was eligible to receive Pell grants, which are awarded to state supported students who demonstrate financial need.** Contract funded students are not eligible for federal financial aid.

Figure 4-13: Shoreline Student Readiness for College, 2016-17 to 2020-21

Year	College Ready	Not College Ready
2016-17	6,759	3,392
2017-18	6,406	3,952
2018-19	5,872	3,915
2019-20	6,009	3,735
2020-21	5,582	3,174

Source: Shoreline Tableau Dashboard

Figure 4-14: Students by Funding Source at Shoreline, 2017-18 to 2021-22

2021-22, Contract Funded Students (includes International and Running Start students), 19%

2021-22, Self Funded Students, 1%

2017-18, 22%

2017-18, 77%

2021-22, State Supported Students, 80%

Figure 4-15: Percentage of Students Receiving Need Based Aid at Shoreline, 2017-18 to 2021-22

2021-22, Received need based aid, 19%

2017-18, 20%

2017-18, 80%

2021-22, Did not receive need based aid , 81%
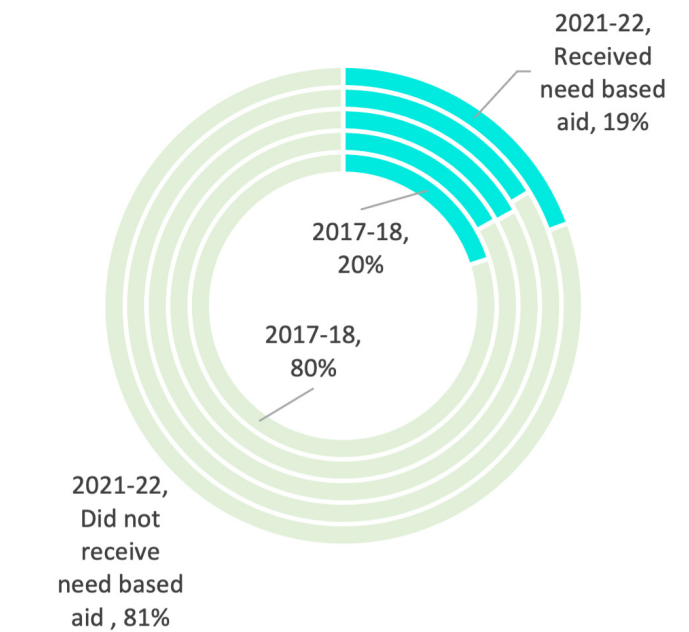
Source: Washington State Board for Community and Technical Colleges

ENROLLMENT DATA

Overall, course enrollments at Shoreline have **declined 14 percent** between 2016-17 and 2020-21. Among students from historically underrepresented racial and ethnic groups, enrollments have declined by 25%. And there were **21% fewer enrollments by international students** in 2020-21, than in 2016-17.

Figure 4-16: Change in Course Enrollments Among All Shoreline Students, 2016-17 to 2020-21
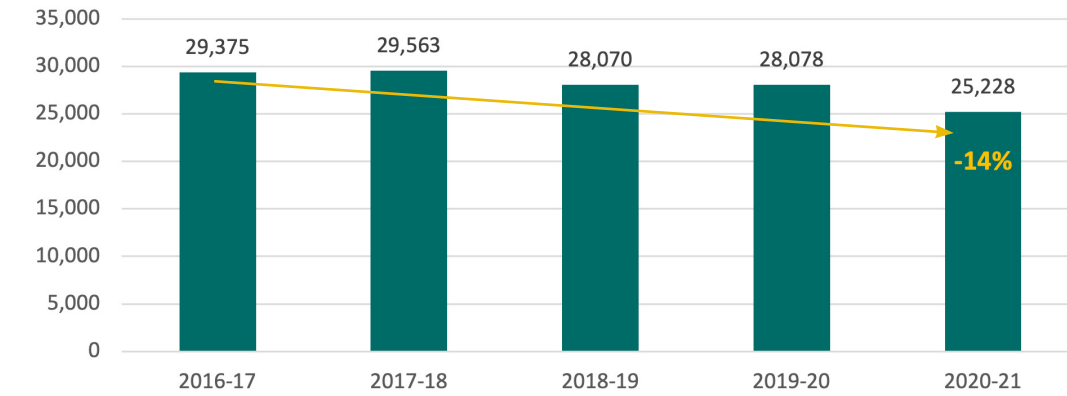
Source: Shoreline Tableau Dashboard

ENROLLMENTS AMONG HISTORICALLY UNDERSERVED STUDENTS AND INTERNATIONAL STUDENTS

Figure 4-17: Change in Enrollments Among Historically Underserved (URM) Students and International Students, 2016-17 to 2020-21
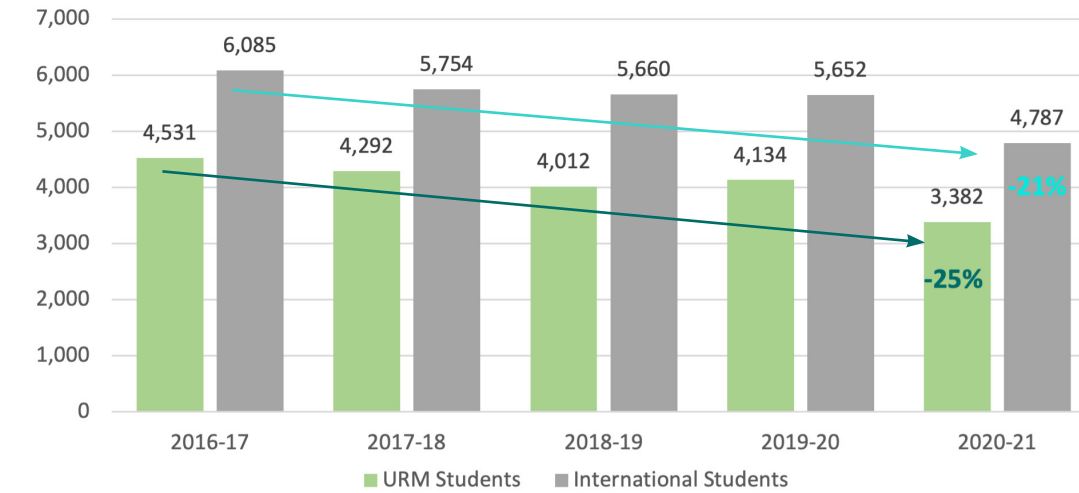
Source: Shoreline Tableau Dashboard

ENROLLMENTS BY DEPARTMENT

Figure 4-19 display total enrollments by program at Shoreline between 2016-17 and 2020-21 (five color bars), average enrollments over this time period (green number) and the percent of enrollments by students who identify as part of racial/ethnic groups considered historically underrepresented at the college (green bars at right).

Figure 4-18: Shoreline Average Total Enrollments by Department, and Percent Enrollments by Historically Underserved Racial/Ethnic Student Groups (URM Students), 2016-17 to 2020-21 (continues next page)
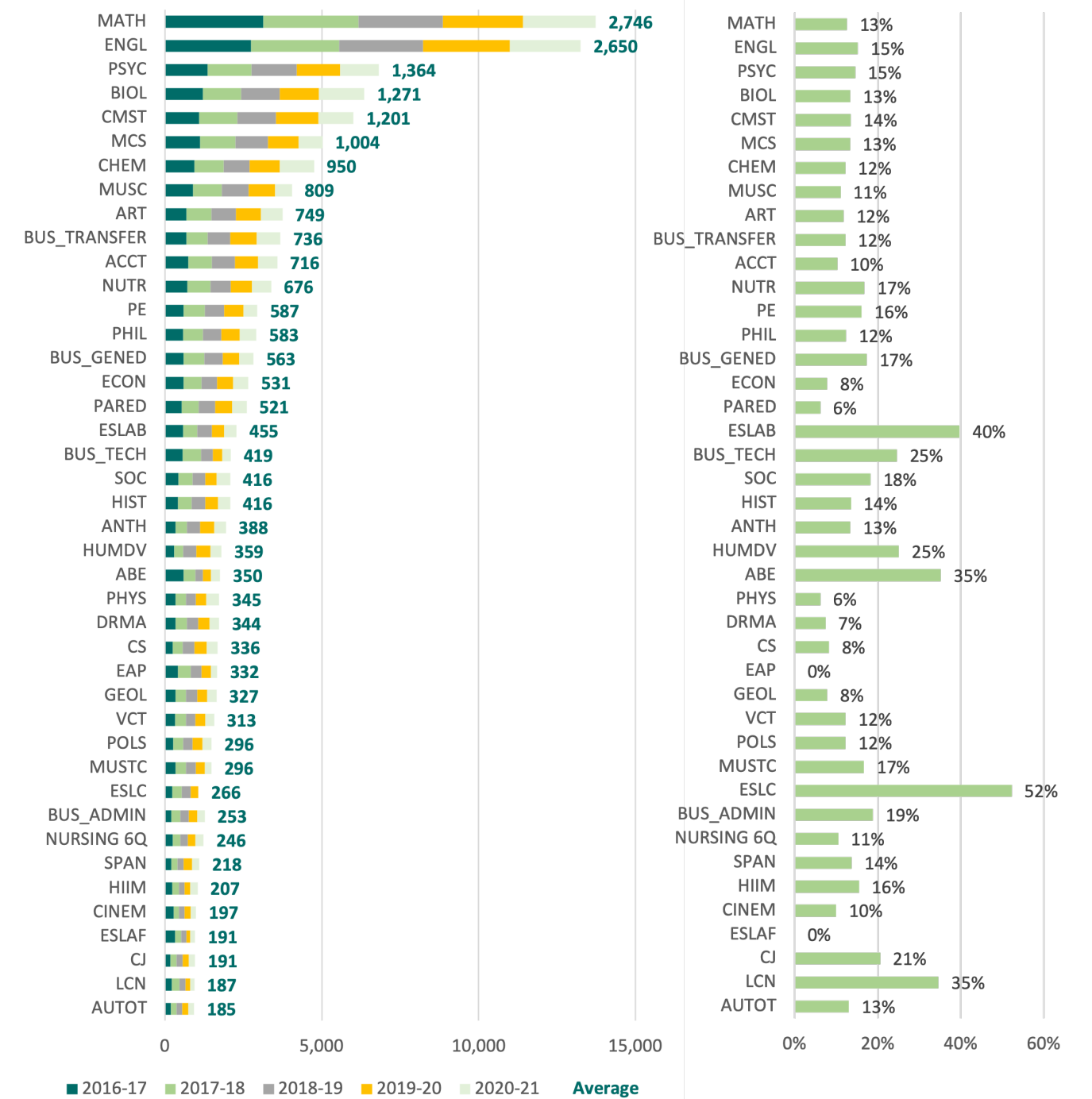
Figure 5-19: (continued) Shoreline Average Total Enrollments by Department, and Percent Enrollments by Historically Underserved Racial/Ethnic Student Groups (URM Students), 2016-17 to 2020-21

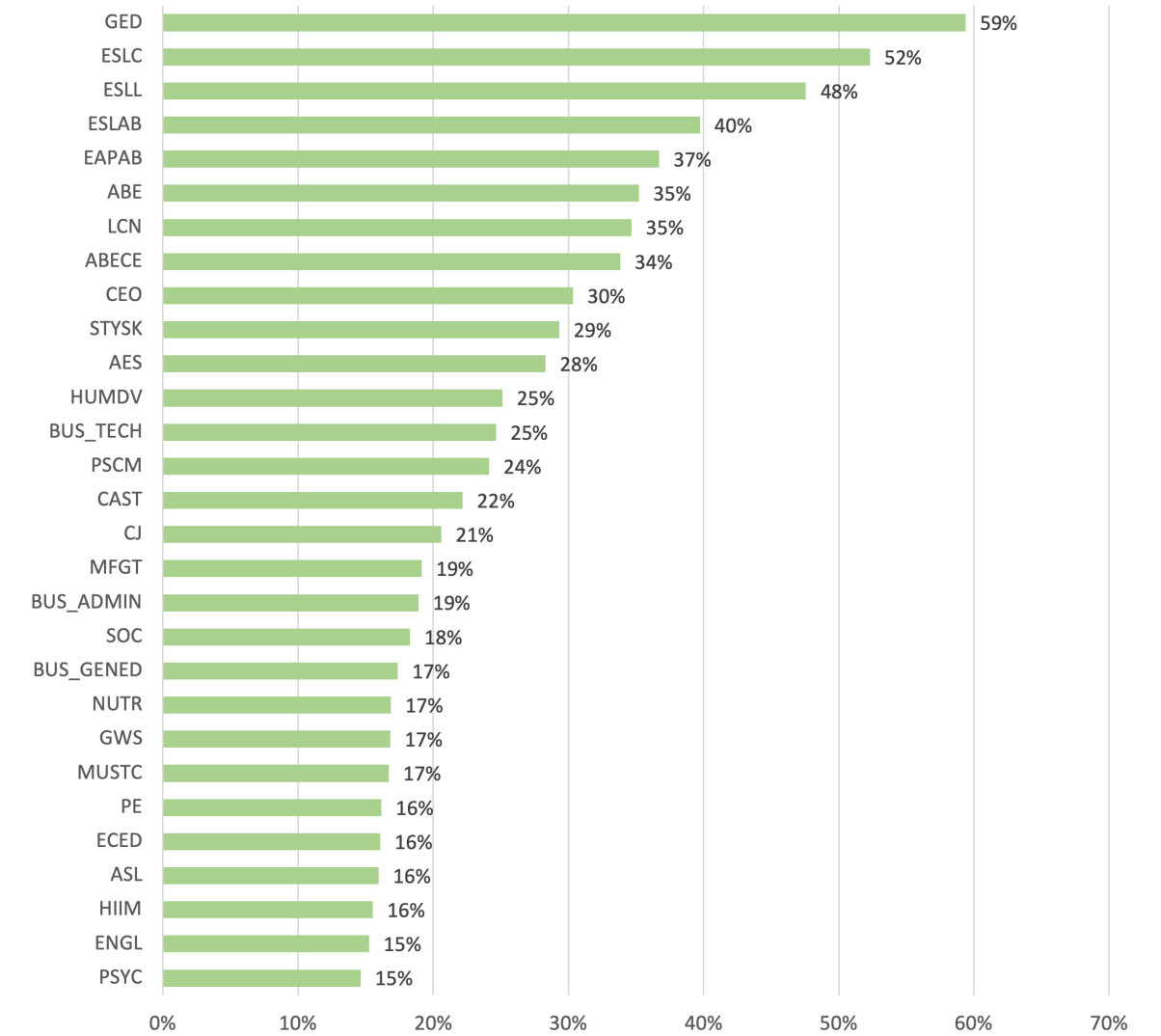| Department	Average Total Enrollment	Percent URM Enrollment
GWS	182	17%
GEOG	174	11%
CEO	167	30%
ENGR	164	10%
ENVS	150	14%
EDUC	149	13%
STYSK	149	29%
JAPN	144	9%
ESLL	124	48%
ARTH	120	8%
MFGT	119	19%
AES	114	28%
MLT	106	9%
ECED	104	16%
HUM	99	10%
ASTR	95	8%
ESL	95	0%
FILM	83	11%
CAST	74	22%
FRCH	72	13%
ASL	68	16%
NRG	61	9%
PSCM	53	24%
EAPAB	51	37%
OCEA	50	0%
ABECE	49	34%
SCI	46	10%
DENHY	37	0%
HNRS	32	0%
GED	32	59%
INTST	32	0%
EASIA	28	0%
BIO_TECH	26	0%
NURSING 10Q	24	0%
NAC	23	10%
CHIN	20	0%
CEP	16	0%
HST	13	0%

■ 2016-17　■ 2017-18　■ 2018-19　■ 2019-20　■ 2020-21　**Average**
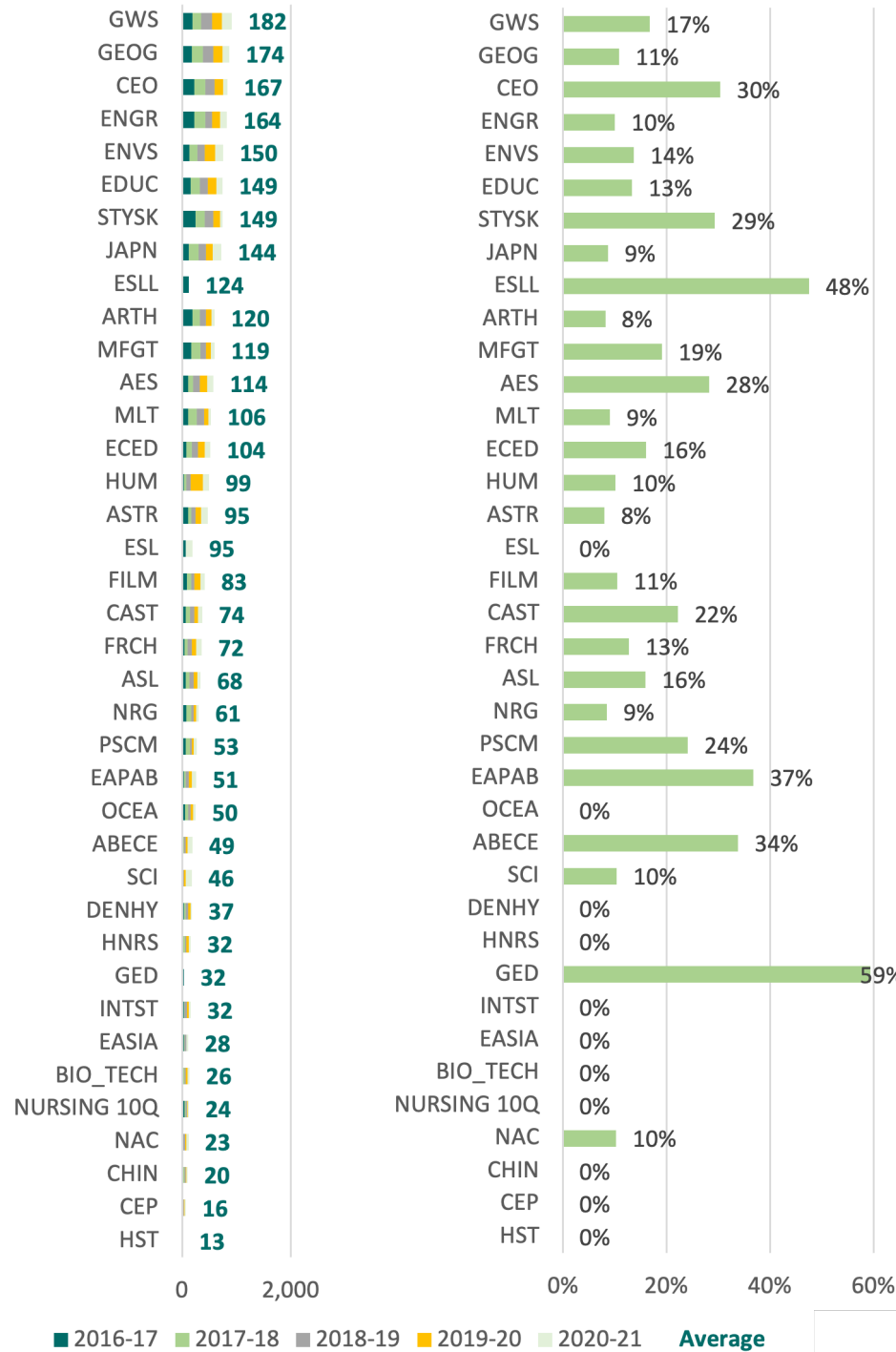
Source: Shoreline Tableau Data Dashboard

Over the last five academic years (2016-17 to 2020-21), **Shoreline programs have averaged 15 percent enrollments among students from historically underserved racial and ethnic backgrounds** (students who identify as Native American/Alaska Native, Black or African American, Hispanic or Latino and Pacific Islander). Those in Figure 5-20 meet the average or above in enrollments among those from historically underserved student groups.
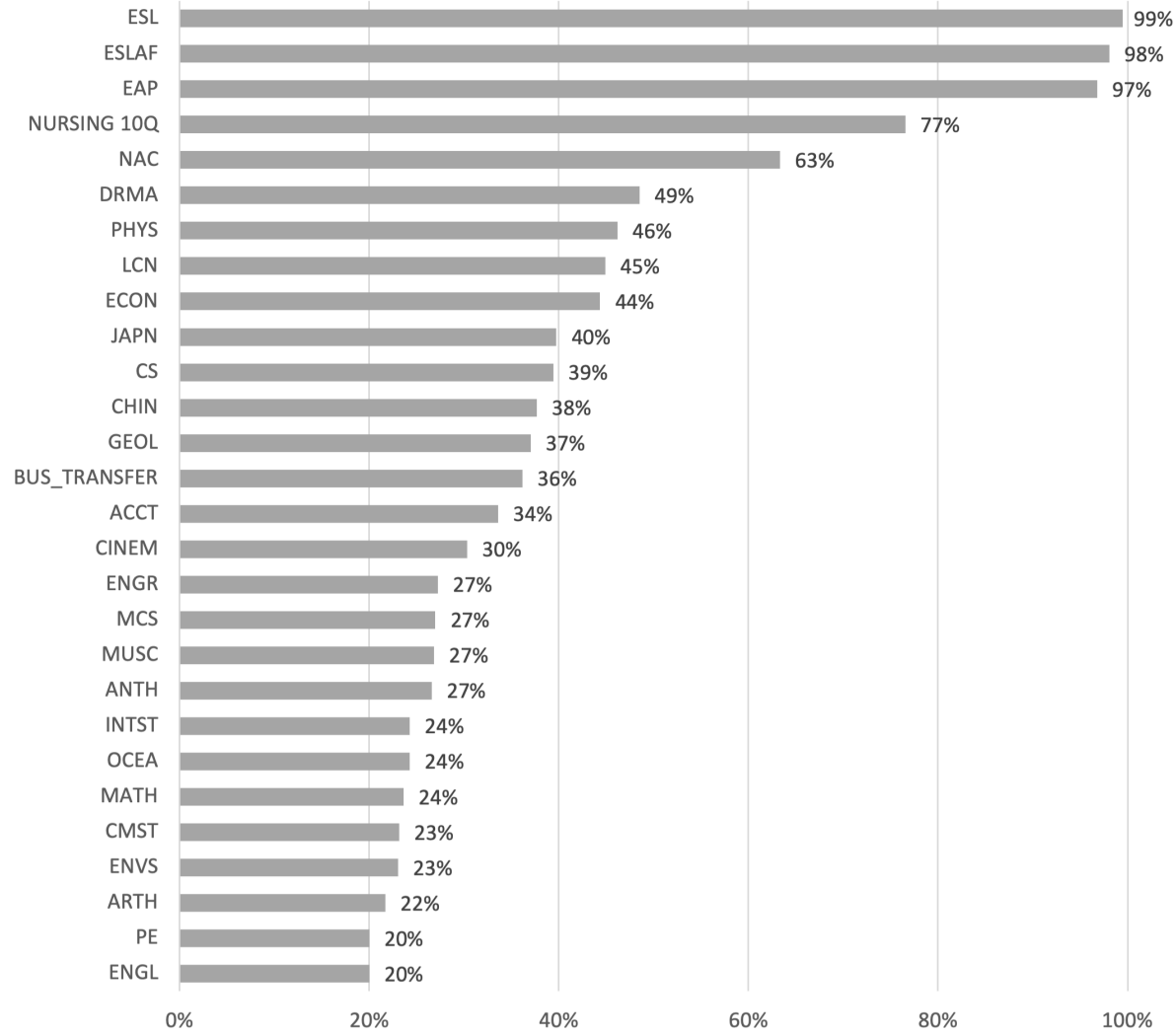
Figure 4-19: Shoreline Programs with Greatest Percentage of Enrollments Among Historically Underserved Students, Average of 2016-17 to 2020-21 Academic Years

Program	Percent
GED	59%
ESLC	52%
ESLL	48%
ESLAB	40%
EAPAB	37%
ABE	35%
LCN	35%
ABECE	34%
CEO	30%
STYSK	29%
AES	28%
HUMDV	25%
BUS_TECH	25%
PSCM	24%
CAST	22%
CJ	21%
MFGT	19%
BUS_ADMIN	19%
SOC	18%
BUS_GENED	17%
NUTR	17%
GWS	17%
MUSTC	17%
PE	16%
ECED	16%
ASL	16%
HIIM	16%
ENGL	15%
PSYC	15%

Source: Shoreline Tableau Dashboard

The top five Shoreline Programs that see the greatest percentage of international students enrolled are ESL, ESLAF, EAP, Nursing 10Q, and NAC over the last five academic years. Among all programs, the average enrollment among international students was 20 percent.

Figure 4-20: Shoreline programs with greatest percentage of International Student Enrollments, Average of 2016-17 to 2020-21 Academic Years

Program	Percent
ESL	99%
ESLAF	98%
EAP	97%
NURSING 10Q	77%
NAC	63%
DRMA	49%
PHYS	46%
LCN	45%
ECON	44%
JAPN	40%
CS	39%
CHIN	38%
GEOL	37%
BUS_TRANSFER	36%
ACCT	34%
CINEM	30%
ENGR	27%
MCS	27%
MUSC	27%
ANTH	27%
INTST	24%
OCEA	24%
MATH	24%
CMST	23%
ENVS	23%
ARTH	22%
PE	20%
ENGL	20%

Source: Shoreline Tableau Dashboard

ENROLLMENTS BY INSTRUCTION METHOD

Shoreline has provided instruction online for several decades, but like most colleges was forced to pivot to all online instruction during 2020, when stay at home orders were in place thanks to the COVID-19 pandemic. Figure 5-22 shows the multiple types of instruction in place in 2019-20 and 2020-21. During this time, courses with hybrid and online instruction made up 94% of all courses offered by the college, a big change from 2016-17 and 2017-18, when more than half of classes were taught in person.

Figure 4-21: Percent of Enrollments by Instruction Method at Shoreline, 2016-17 to 2020-21

Legend:
- All Face-to-Face
- At Least One Face-to-Face Class
- **Mixture** (Hybrid)
- At Least One Online Class
- Online Only
- All Originally Online
- All Arranged Online (COVID-19)
- All Basic Skills
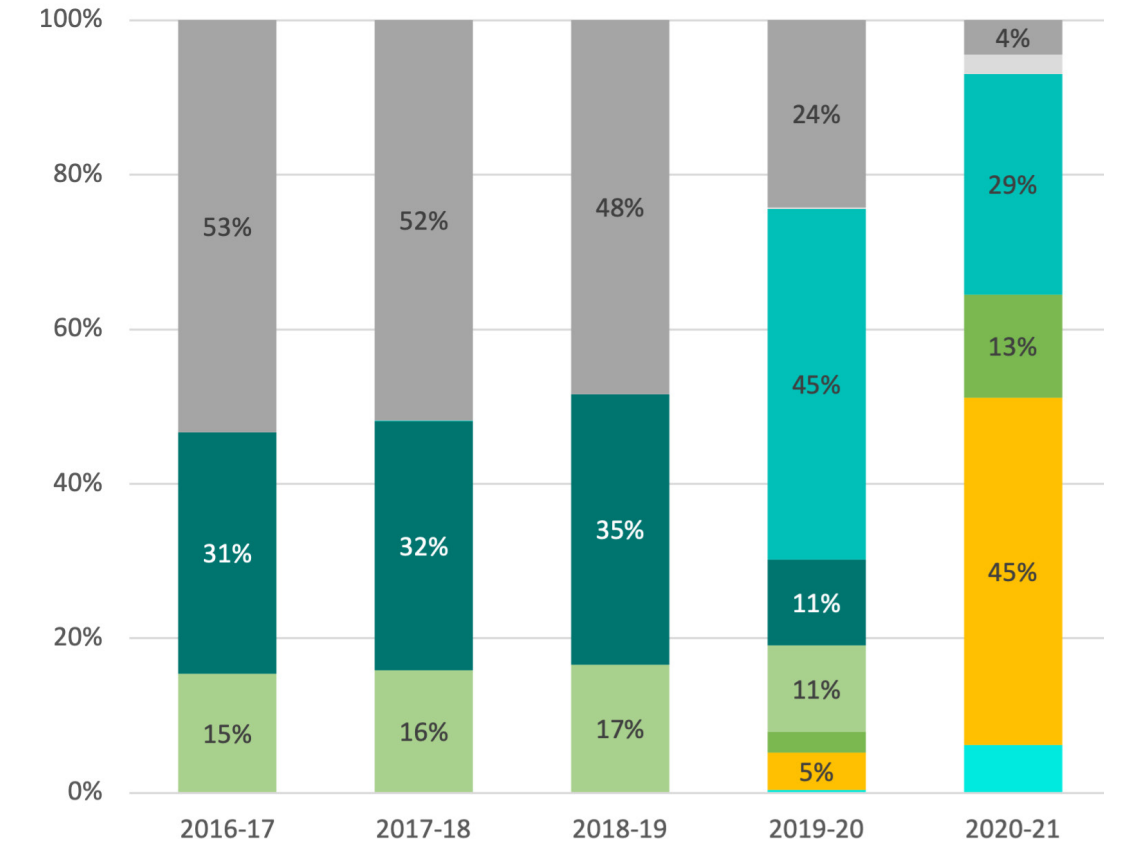
Source: Shoreline Tableau Dashboard

FACULTY TRENDS

While the number of students and faculty have declined between 2016-17 and 2020-21, the student-to-faculty ratio **has remained consistent at 19 students to 1 faculty member during this time. Between these years, Shoreline lost 14 percent of its employees, including 79 adjunct teaching faculty.** Approximately 55 percent of staff are teaching faculty (see Figure 5-23), though **there are three times as many part-time faculty than those who are full time employed by Shoreline.** At large, employees at Shoreline are far less likely to be nonwhite than Shoreline students (Figure 5-23), though some groups of employees, like classified staff, more closely resemble the diversity of the student body.

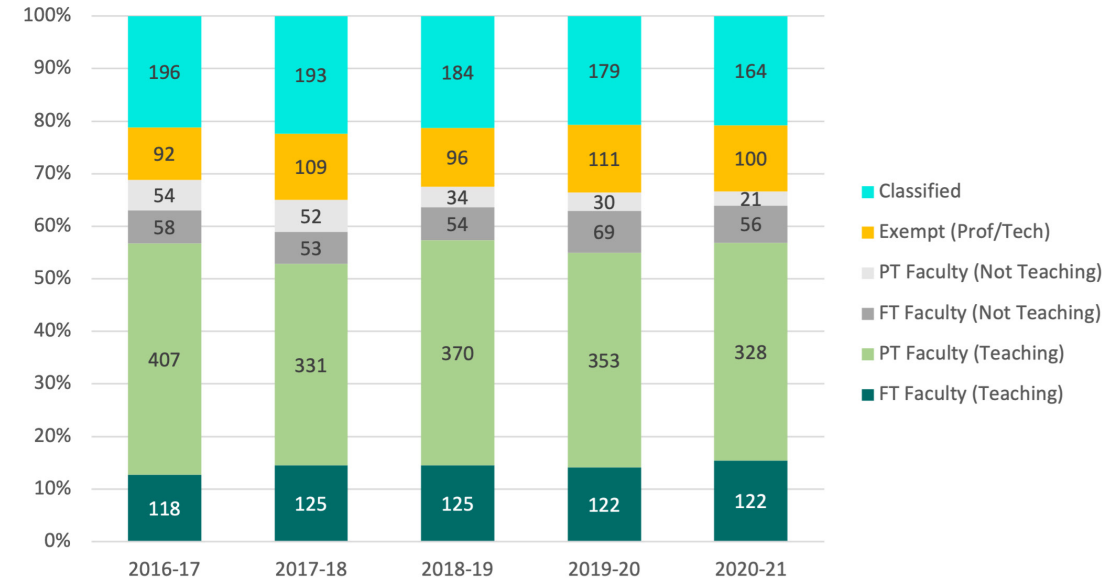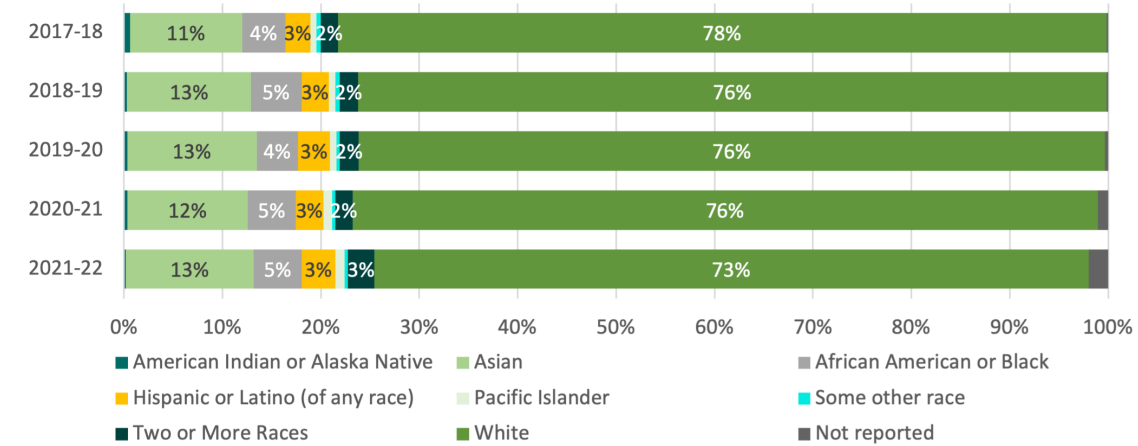**Figure 4-22: Headcounts by Employee Type at Shoreline, 2016-17 to 2020-21**

Legend:
- Classified
- Exempt (Prof/Tech)
- PT Faculty (Not Teaching)
- FT Faculty (Not Teaching)
- PT Faculty (Teaching)
- FT Faculty (Teaching)

	2016-17	2017-18	2018-19	2019-20	2020-21
Classified	196	193	184	179	164
Exempt (Prof/Tech)	92	109	96	111	100
PT Faculty (Not Teaching)	54	52	34	30	21
FT Faculty (Not Teaching)	58	53	54	69	56
PT Faculty (Teaching)	407	331	370	353	328
FT Faculty (Teaching)	118	125	125	122	122

Figure 4-23: Shoreline Faculty and Staff by Race/Ethnicity, 2017-18 to 2021-22

	Asian	African American or Black	Hispanic or Latino	Two or More Races	White
2017-18	11%	4%	3%	2%	78%
2018-19	13%	5%	3%	2%	76%
2019-20	13%	4%	3%	2%	76%
2020-21	12%	5%	3%	2%	76%
2021-22	13%	5%	3%	3%	73%

Legend:
- American Indian or Alaska Native
- Asian
- African American or Black
- Hispanic or Latino (of any race)
- Pacific Islander
- Some other race
- Two or More Races
- White
- Not reported

Source: Washington State Board for Community and Technical Colleges

5 STUDENT OUTCOMES

COURSE OUTCOMES

COURSE PERSISTENCE AND SUCCESS RATES BY MODALITY

The persistence rates of Shoreline students, which measures the percentage of students who remain in their class the whole term (regardless of whether they pass or fail) have been **steady and slightly improving in recent years from 94% of students in 2017-18 to 96% in 2021-22, though there is some differentiation when the rates are broken out by instruction mode** (see Figure 5-1). In-person classes have had the greatest persistence rates at Shoreline between 2017-18 and 2021-22, with 99 percent of students remaining through the end of their courses in 2021-22 (fewer in-person classes were offered in 2020-21 and 2021-22 than in previous years). **Online persistence rates have improved from 92% to 95%, even as more classes moved online during the height of the pandemic.**

Shoreline's stable and improving course success outcomes (the rate of students who receive a passing grade in a course), from **78% of students in 2017-18 to 80% of students in 2021-22**, have followed a similar pattern to persistence rates in recent years. However online courses have remained several percentage points below the overall Shoreline course success rates (see Figure 5-2).

Please note that student retention rates, which measure the rates of students who re-enroll from fall term to fall term were unavailable at time of analysis.

Figure 5-1: Student Headcount, Shoreline and Regional Competitors, 2017-18 to 2020-21
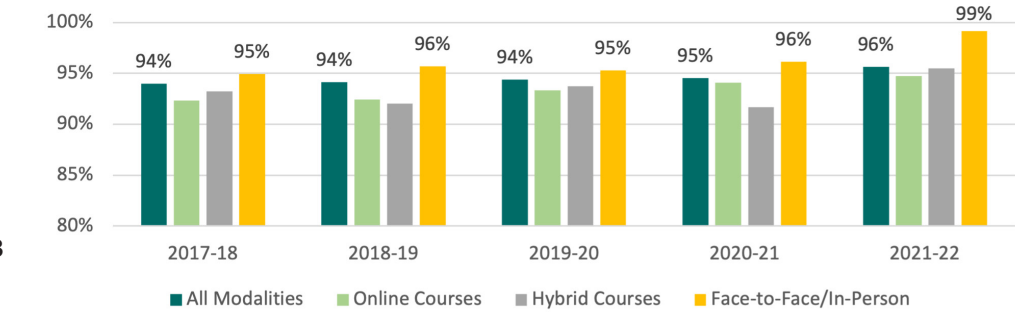
Figure 5-2: Average Course Success Rates by Modality, URM Students at Shoreline, 2017-18 to 2021-22
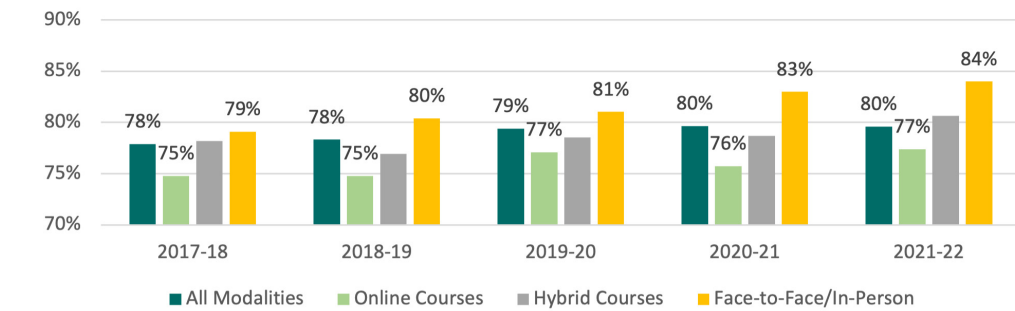
Source: Shoreline Tableau Dashboard

COURSE PERSISTENCE AND SUCCESS RATES AMONG UNDERSERVED STUDENT GROUPS*

The figures on this and the next page display course persistence and success rates of two categories of underserved students at Shoreline—students who identify as part of an underserved racial or ethnic group, and students identified as not ready to do college-level work upon first enrolling at Shoreline. Looking at persistence and success rates among historically underserved racial and ethnic (URM) student groups, **persistence rates among all instruction modes have improved between 2017-18 and 2021-22; highest rates continue among in-person courses, where 98% of students persisted to the end of their class regardless of their grade.** Online course persistence was five percentage points lower than the average in 2017-18, but nearly on par with the average rate in 2021-22 for URM students. **In 2021-22, persistence rates for URM students were nearly on par with the persistence rates for all Shoreline students in all course modality types (in-person, online, hybrid, and overall rates).**

Only 73 percent of URM students successfully completed their courses in 2021-22, but this is up from 65% in 2017-18. Success rates for historically underserved students in in-person courses has improved 12 percentage points during this time, from 68% to 80% successful course completions; and among online courses, success rates have improved by 13 percentage points, from 57% success in 2017-18 to 70% in 2020-21. **URM overall and online success rates remain seven percentage points lower than the success rates for all Shoreline students.**

> ### Recommendation
> Additional analysis would look at low-income, first-generation and other student groups with special needs; however, data available for these student groups is not complete—much of the student body is in an "unknown" status category.

Figure 5-3: Average Course Persistence Rates by Modality for Historically Underserved (URM) Students at Shoreline, 2017-18 to 2021-22
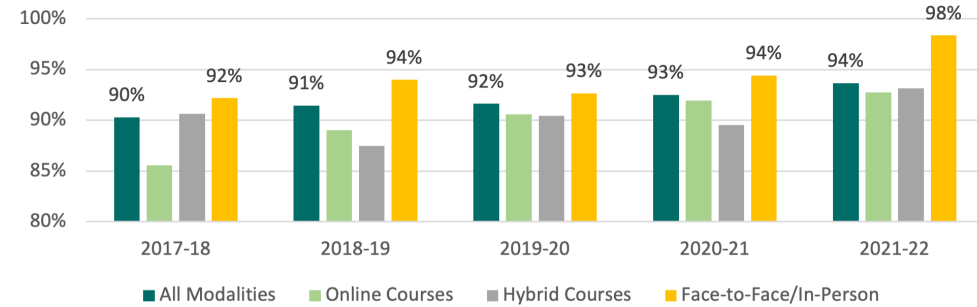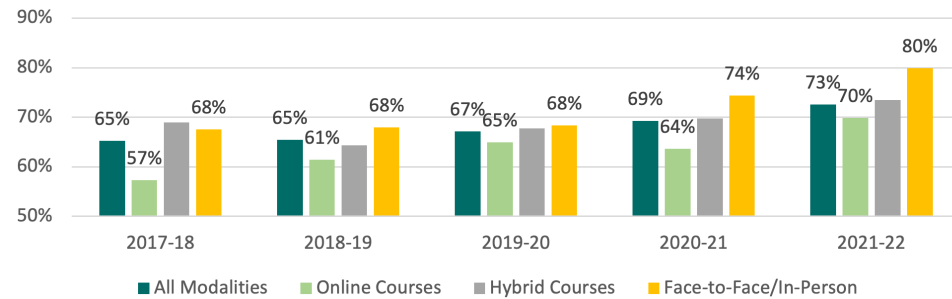

Legend: All Modalities, Online Courses, Hybrid Courses, Face-to-Face/In-Person

Figure 5-4: Average Course Success Rates by Modality, URM Students at Shoreline, 2017-18 to 2021-22

Legend: All Modalities, Online Courses, Hybrid Courses, Face-to-Face/In-Person

Source: Shoreline Tableau Dashboard

Among students identified by Shoreline upon initial enrollment as not prepared for college ("not college ready"), persistence rates are similar to that of all students, with in-person courses experiencing the highest rates of persistence among not college ready students. **Overall, persistence rates among "not college ready" students are improving, with 96% of identified students making it to the end of their class, regardless of outcome (pass or fail).** Persistence rates among "not college ready" students in online courses have improved three percentage points from a rate of 92% in 2017-18 to 95% in 2020-21, while hybrid rates have fluctuated around 93% during this period.

Course success rates for "not college ready" students declined for all modes of instruction in 2020-21, except for in-person courses, which has experienced a steady growth in course success outcomes between 2017-18 (71% student success rate) to 2021-22 (76% success rate). **In 2020-21, approximately three fourths of "not college ready" students in all modes of instruction earned a passing grade (76% course success rate).**

Figure 5-5: Average Course Persistence Rates by Modality, Not College Ready Students at Shoreline, 2017-18 to 2021-22
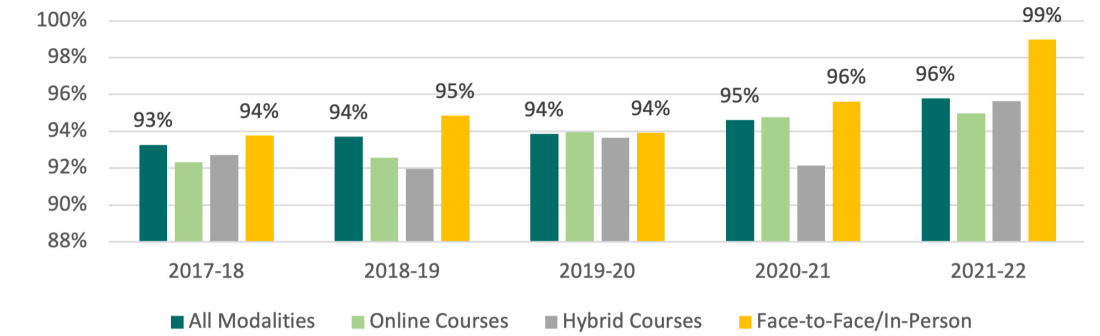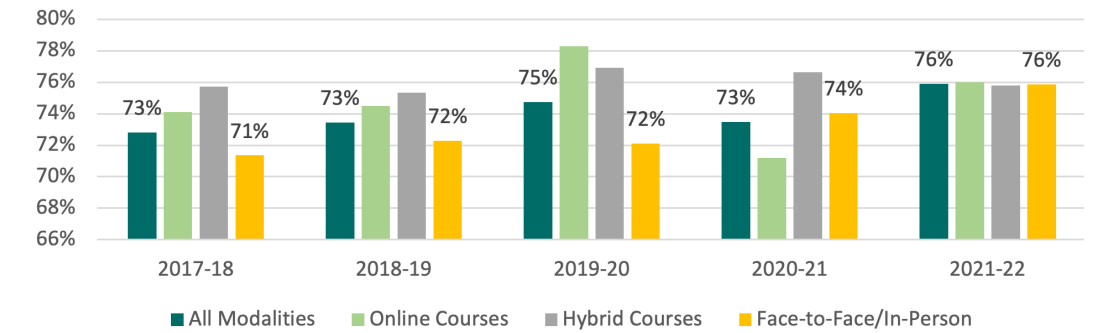

Legend: All Modalities, Online Courses, Hybrid Courses, Face-to-Face/In-Person

Figure 5-6: Average Course Success Rates by Modality, Not College Ready Students at Shoreline, 2017-18 to 2021-22

Legend: All Modalities, Online Courses, Hybrid Courses, Face-to-Face/In-Person

Source: Shoreline Tableau Dashboard

COURSE PERSISTENCE AND SUCCESS RATES AMONG INTERNATIONAL STUDENTS

Among international students, average online persistence rates have been slightly higher than most other modes of instruction, except for academic year 2020-21, when all students in in-person courses persisted to the end of their courses (100% persistence rate). **Overall persistence rates among international students between 2017-18 and 2021-22 have been at least two percentage points higher than rates for all Shoreline students, and this carries over to most persistence rates by instruction mode as well.**

Between 2017-18 and 2019-20, or the academic years shown here prior to COVID, online course success rates for international students were three percentage points higher than success rates for all courses taken by international students. In 2020-21 and 2021-22, students in hybrid courses had slightly better outcomes, and online course success decreased to slightly below that of the overall average course success rate for international students. **Except for 2020-21, average course success rates for international students were five percentage points higher than the success rates for all Shoreline students during the period between 2017-18 and 2021-22.**

Figure 5-7: Average Course Persistence Rates by Modality, International Students at Shoreline, 2017-18 to 2021-22
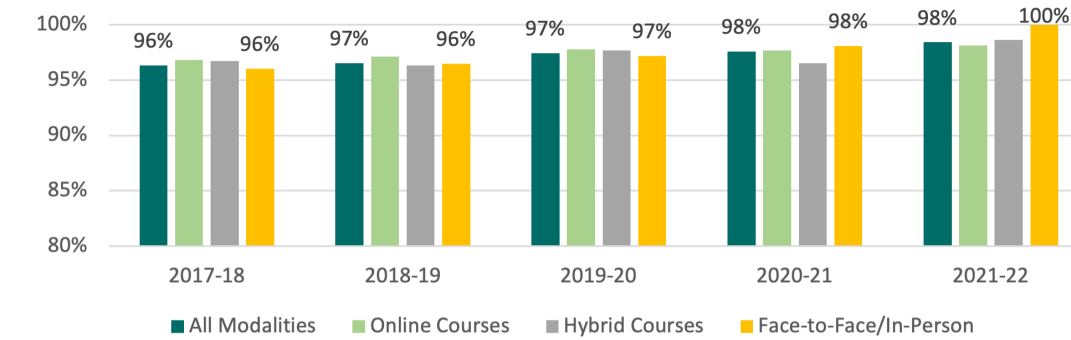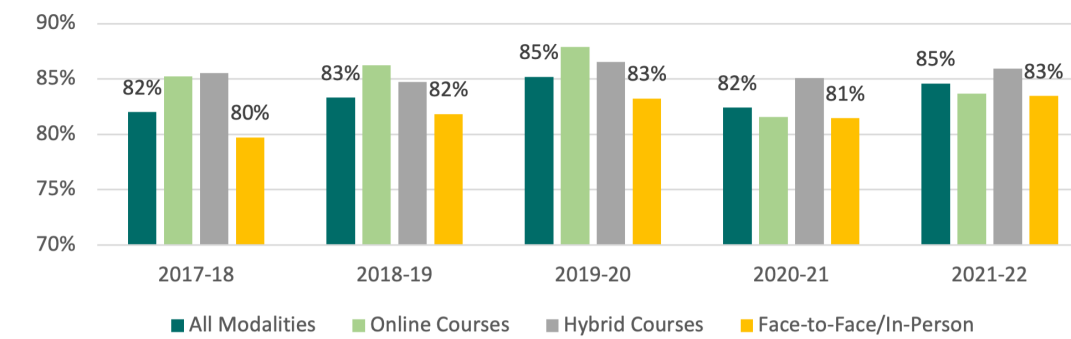

Figure 5-8: Average Course Success Rates by Modality, International Students at Shoreline, 2017-18 to 2021-22

Source: Shoreline Tableau Dashboard

COURSE OUTCOMES BY DEPARTMENT*

*Note: Data for course outcomes by department was not available in time for this analysis.

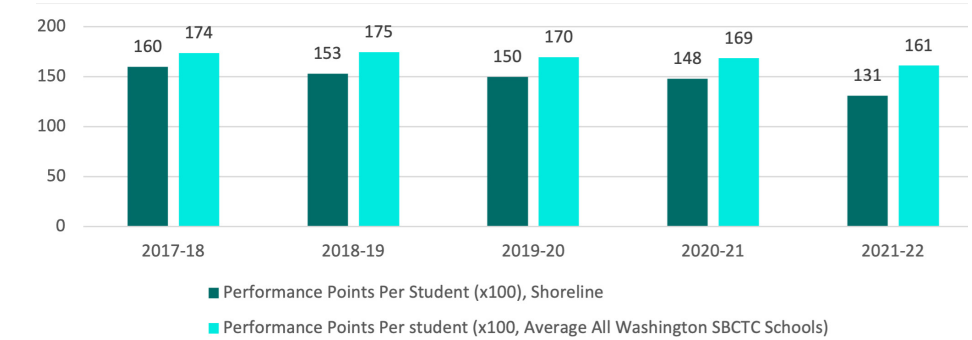## STUDENT ACHIEVEMENT INITIATIVE PERFORMANCE POINTS

Figure 5-9 through 5-11 looks at Shoreline's progress related to Student Achievement Initiative Measures. Washington state's system of community and technical colleges, in partnership with the Community College Research Center at Columbia University, devised the Student Achievement Initiative (SAI), to allocate five percent of state funding based upon student outcomes; state funding allocations to colleges are largely based upon student enrollments.[4]

The SAI is a performance funding system, where colleges receive points and related funding when state-funded students reach key academic milestones, such as finishing college-level English or math courses, completing their first or second years of college, or earning a certificate or degree. Additional points are given for students from disadvantaged backgrounds, and for those who complete basic skills classes in addition to key college-level academic milestones.[5]

Colleges receive funding based upon three metrics: total points earned minus completion points; completion points; and performance points per student, a measure of the outcomes of basic skills and award-seeking students. By focusing on student performance at key milestones, the SAI encourages colleges to focus on improving performance among underserved student groups, and it provides incentives for colleges to help students in need of basic skills education move faster to college and transfer-level coursework.

Shoreline Community College has ranked in the middle of colleges (15 to 17 out of 33) in Washington Community and Technical Colleges (CTCs) for total SAI points for all academic years from 2017-18 to 2021-22. Shoreline falls in the bottom third of Washington CTCs in Performance Points per Student (PPS). The highest performing schools ranged from 1.82 to 2.60 PPS, while Shoreline earned between 1.31 and 1.60 points per student over this period (see Figure 5-9 below).[6] **Which figure specifically?**

Figure 5-9: Performance Points per Student (x100), Shoreline and Washington State Average, 2017-18 to 2020-21

Source: Washington State Board for Community and Technical Colleges

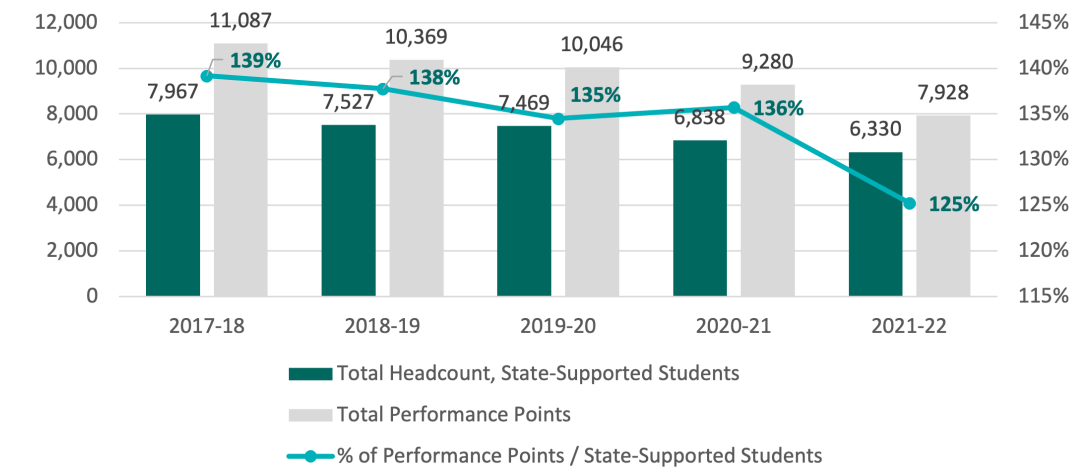[4] Student Achievement Initiative (SAI) | SBCTC

[5] Student Achievement Initiative (SAI) | SBCTC

[6] Student Achievement Initiative (SAI) 3.0 Points Summary Dashboard | SBCTC

Over the last five years, Shoreline's performance points per student were an **average of 134%** of state-supported student headcount. Total points awarded to Shoreline have largely mirrored headcount patterns, about 140% of headcount until 2019, when the number of points declined at a faster rate through 2021 to only 125% of headcount. Between 2017-18 to 2021-22, **headcount declined 21%, while total student achievement points to Shoreline declined 28%.**

Points earned by the college for state-supported students who re-enrolled for a second fall term (retention) or completed their coursework and earned a degree (completion) have declined between 2017-18 and 2021-22.

Figure 5-10: Shoreline State-Supported Student Headcount and Percent of Performance Points per State-Supported Student, 2017-18 to 2020-21

Figure 5-11: Total Student Achievement Initiative Points for Retention and Completion Among State-Supported Students at Shoreline, 2017-18 to 2021-22
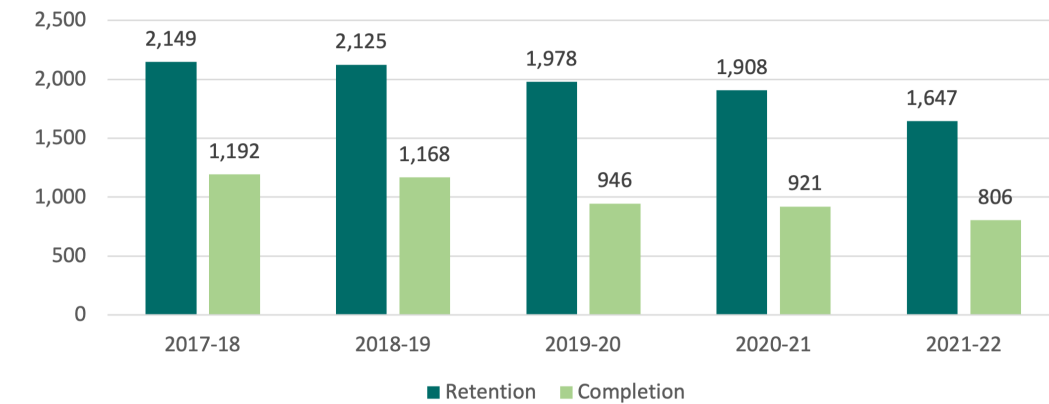
Source: Washington State Board for Community and Technical Colleges

AWARDS EARNED BY SHORELINE STUDENTS

Figure 5-12 shows Shoreline awards granted to students between 2017-18 and 2021-22, who finished associate degree, certificate, and basic skills programs. Shoreline gave out 33 percent fewer awards in 2021-22 than in 2017-18, with the greatest decline among **certificate awards, down 53%, by half**, during this period. Associate degrees awarded **declined by 24%. Between 15 and 19 percent of awards were earned by students from historically underserved racial or ethnic backgrounds (URM).**

Most students who earn associate degrees do so earning credentials to transfer to schools that Shoreline holds direct transfer agreements (DTAs). Combined with other types of transfer degrees available at Shoreline, associate degrees for transfer represent two-thirds of all **associate degrees awarded to students at Shoreline.** Professional and Technical awards represent approximately one-third of AA degrees awarded to Shoreline students.

Short certificate awards, which are often stackable awards as part of a series of certificates, represent 84 to 91 percent of all certificates earned by Shoreline students in recent years (see figure 5-14).

In 2020-21 and 2021-22, Shoreline awarded more basic skills awards to students than ever in recent years—in 2020-21, more than 100 students received their high school diploma after receiving an associate degree; in 2021-22, 112 students received high school diplomas, twice as many students than in any of the previous ten years. (see Figure 5-15)
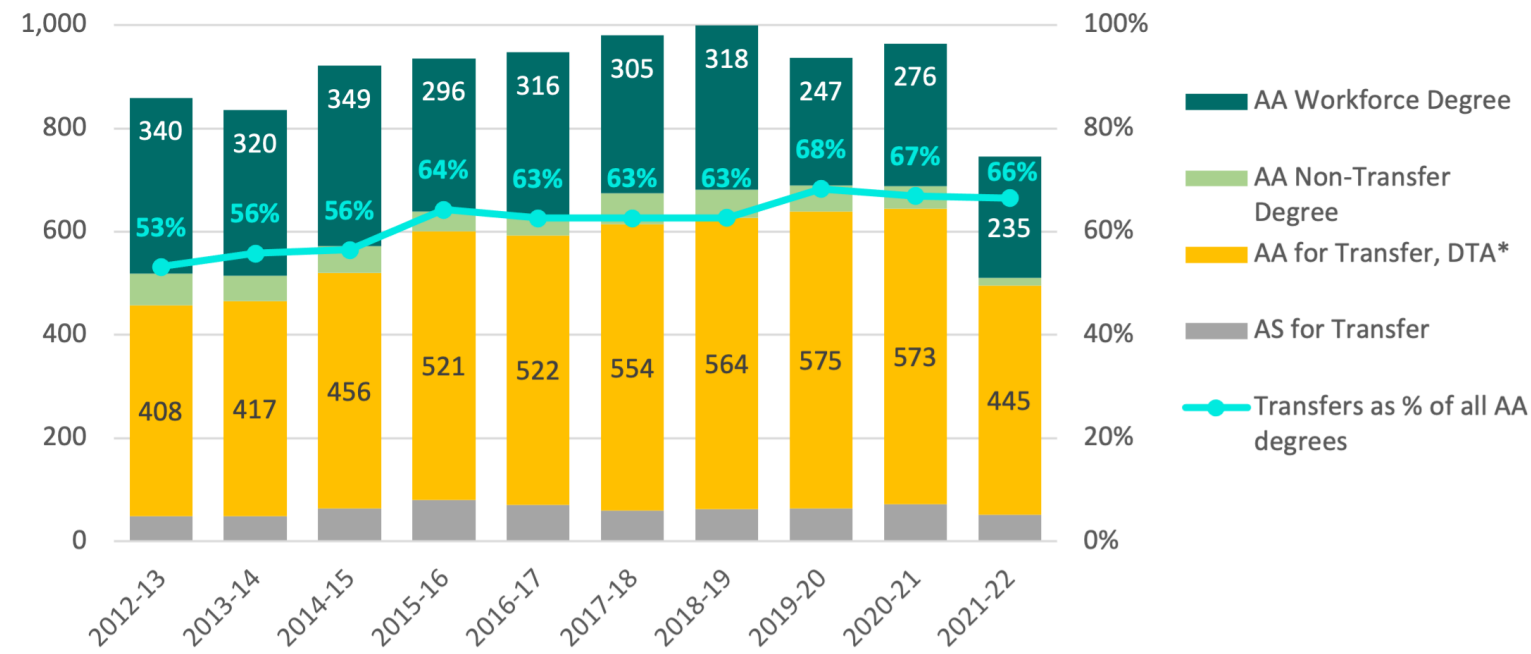
Figure 5-12: Shoreline Award Outcomes, 2017-18 to 2021-22
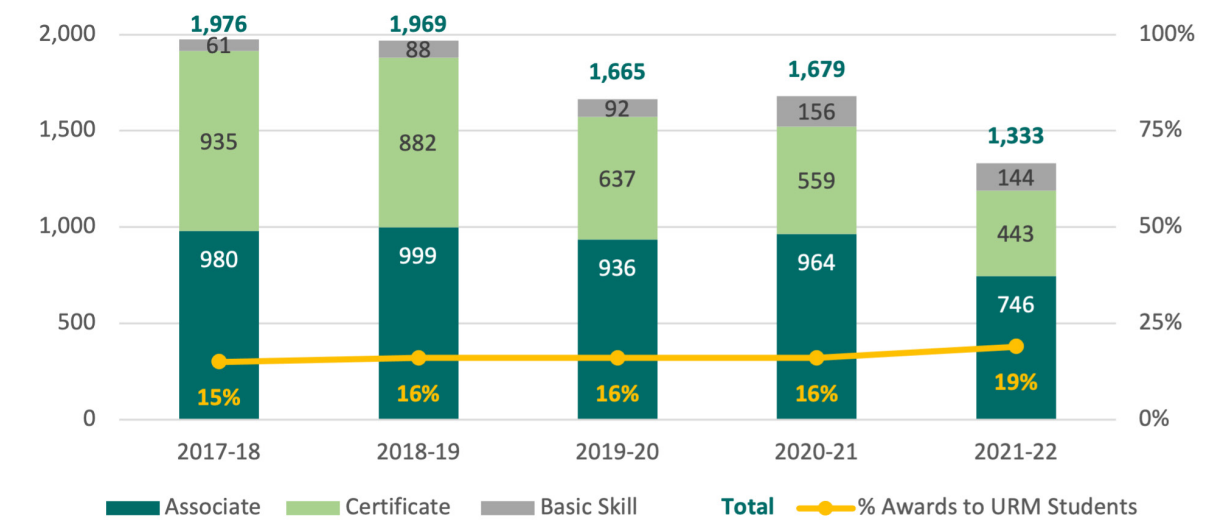
Source: Washington State Board for Community and Technical Colleges

Note: Additional data was not available to do further analysis of awards to students by race/ethnicity, disadvantaged student types, student enrollment status and educational goals, which might provide more detail into which students are succeeding to awards, and which need more support.
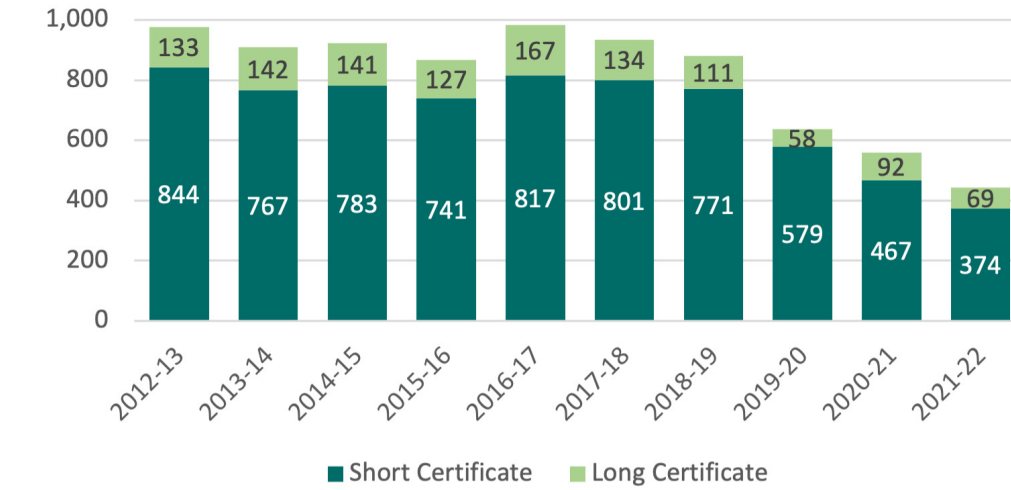
**Figure 5-13: Shoreline Awards to Students by Credential Type—Associate Degrees, 2012-13 to 2021-22**

Legend:
- AA Workforce Degree
- AA Non-Transfer Degree
- AA for Transfer, DTA*
- AS for Transfer
- Transfers as % of all AA degrees

Source: Washington State Board for Community and Technical Colleges

Note: Additional data was not available to do further analysis of awards to students by race/ethnicity, disadvantaged student types, student enrollment status and educational goals, which might provide more detail into which students are succeeding to awards, and which need more support.

Figure 5-14: Shoreline Awards to Students by Credential Type—Certificates, 2012-13 to 2021-22

Legend:
- Short Certificate
- Long Certificate

Figure 5-15: Figure: Shoreline Awards to Students by Credential Type—Basic Skills Awards, 2012-13 to 2021-22

Legend:
- GED
- High School
- High School After AA
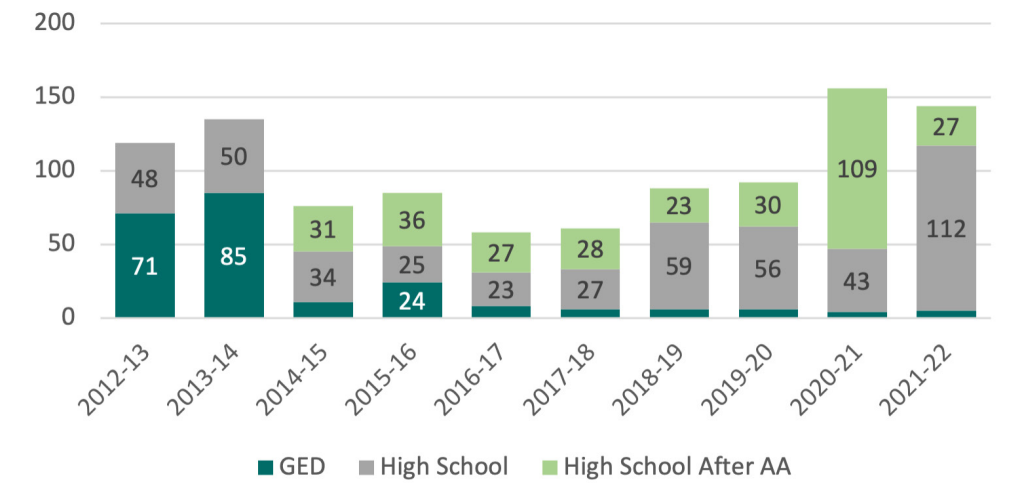
Source: Washington State Board for Community and Technical Colleges

AWARD OUTCOMES BY PROGRAM*

*Note: Data for award outcomes by program was not available in time for this analysis.

SHORELINE STUDENT TRANSFERS TO OTHER INSTITUTIONS*

*The Washington State Board for Community and Technical Colleges (SBCTC) has older data on student transfers to four year schools (reporting ended in 2016-17), including location (what school), and also community college transfer degree details. This data was not available in time for analysis.

AFTER COLLEGE OUTCOMES

Some data is available through SBCTC which looks at the rates of employment among professional technical students at Shoreline, both those who completed their course of study and earned degree or certificate, and those who got a job before completing their programs. The first figure shows the rate of Shoreline and all WA SBCTC students who finished their programs and either found work or continued their education. At Shoreline, approximately 79 percent of students in recent years (except for 2019-20) finished their programs and found work or additional education opportunities; among Shoreline URM students, this placement rate for completers peaked in 2019-20 against the pattern of other student groups and declined to 73 percent of students in 2020-21.

Among those who did not finish their programs (Figure 5-17), **only about half or fewer of Shoreline URM students found work or continued their education** elsewhere.

Figure 5-16: Percent of Student Completers Who Placed in UI-Covered Jobs or Continuing in Education, Shoreline and all Washington SBCTC Colleges, 2013-14 to 2020-21

Legend: Shoreline, All Students; Shoreline, URM Students; All WA SBCTC colleges, All Students; All WA SBCTC colleges, URM Students
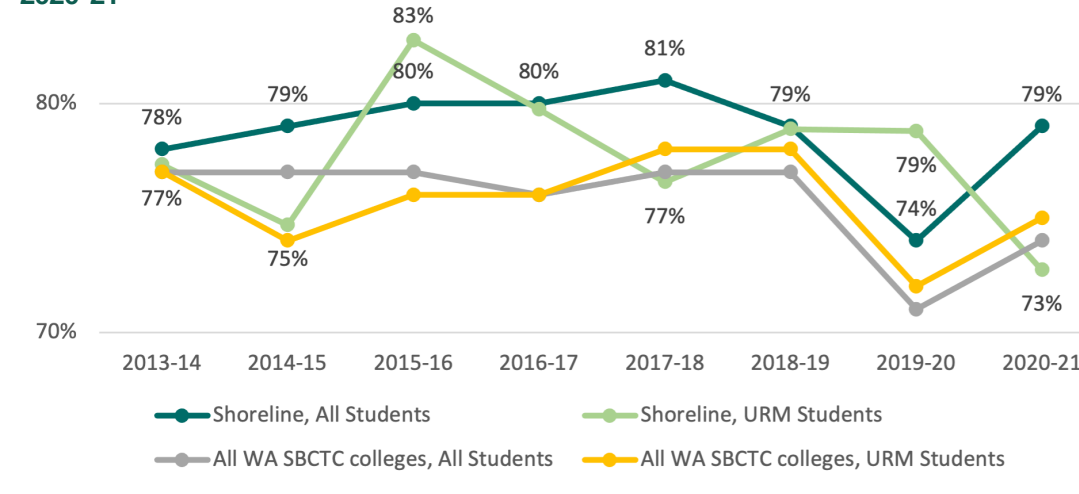
Figure 5-17: Percent of Students who Left Without Completing Program Who Placed in UI-Covered Jobs or Continuing in Education, Shoreline and all Washington SBCTC Colleges, 2013-14 to 2020-21

Legend: Shoreline, All Students; Shoreline, URM Students; All WA SBCTC colleges, All Students; All WA SBCTC colleges, URM Students
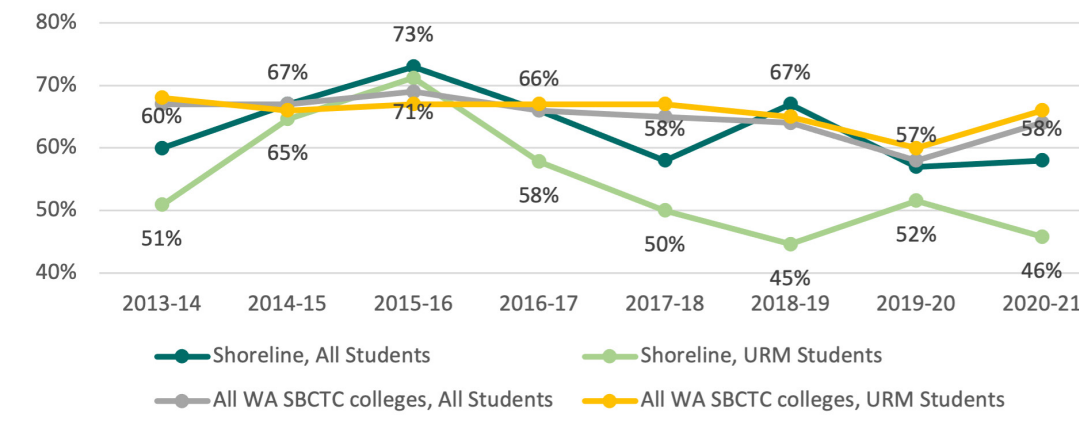
Source: Washington State Board for Community and Technical Colleges

RECOMMENDED ADDITIONAL DATA FOR ANALYSIS

This list includes data points the college should consider making available for deeper analysis of student progress and outcomes:

SHORELINE STUDENT DEMOGRAPHICS

- Residence of Shoreline students by zip code and/or community

- Foreign born domestic student counts, languages of preference among students

- International student data by home country, race/ethnicity data for international students

- High School dual enrolled student counts by current school

- Expand datasets for underserved student groups (Pell grant eligibility, first-generation students) to include all students, to fully capture need among Shoreline student population

COLLEGE READINESS INDICATORS AND OUTCOMES

- Placement into Shoreline English and Math Courses

- College-Level English and Math Course Completions

COURSE AND PROGRAM OUTCOMES

- Outcome and Awards data by program

- Award outcomes by race/ethnicity and by underserved/ disadvantaged student groups

SHORELINE PROGRAMS AND LABOR MARKET ANALYSIS

- List of Shoreline Programs and Credentials available to provide a labor market analysis of current and potential program needs in the local economy