Accreditation Year 1 Draft

**Shoreline Community College**

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**This is a draft offering for our Year 1 accreditation report due on September 16, 2013. The contents include proposed Strategic Plan alignments.**

Please note that Recommendations have still to be considered in depth.

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# Chapter One; Mission, Core Themes, Expectations

## 1.A Mission

1.A.1 The college mission statement: “We are dedicated to serving the educational, workforce, and cultural needs of our diverse community” was approved by our governing board in September 2009. The mission statement is displayed on key [webpages](http://new.shoreline.edu/about-shoreline/strategic-plan.aspx), [publications](http://new.shoreline.edu/about-shoreline/documents/catalog-2012.pdf), and in each college building.

The wording in our mission statement is widely interpreted as follows:

1. ‘educational’ refers to ‘Academic transfer courses’ as well as ‘adult education’.
2. ‘workforce’ refers to ‘courses in occupational education’
3. ‘Cultural needs’ refers to ‘community services of an educational, cultural, and recreational nature’.

The mission statement has been derived from [RCW 28B.50.020](http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.020): The act requires that colleges “*offer an open door to every citizen, regardless of his or her academic background or experiences, at a cost normally within his or her economic means*”. And to “*offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining high standards of excellence in* ***academic transfer courses****; realistic and practical* ***courses in occupational education****, both graded and ungraded; c****ommunity services of an educational, cultural, and recreational nature****; and* ***adult education***.”

1.A.2 Mission fulfillment is defined as satisfying each the objectives within each core theme. As shown in 1.B.1., each of the core themes has been selected as appropriate to the above mission statement (which in turn has been aligned with [RCW 28B.050.020](http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.020)). To ‘satisfy an objective’ a simple majority of the indicator targets for the objective must be met.

**An acceptable threshold of mission fulfillment has been determined to be:**

Meeting 100% of our Core Theme Objectives

Where ‘meeting a Core Theme Objective’ is defined as:

 Meeting a majority of the indicators associated with the Core Theme Objective.

**By way of an example:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CT | Obj | Indicator | Outcome passed | Obj Passed | CT Passed | Mission Fulfilled | CT1 Obj2 is not passed as *majority* of indicators were not passed. This in turn meant the objective was not passed…which would mean mission was not fulfilled, despite passing all but one indicator.**We could tweak difficulty by**:1. Increase % of indicators that need to be passed in an objective.2. Set indicator targets higher to make the indicator harder to achieve.3. A combination of the above tweaks. |
| CT1 | 1 | Ind1 | Y | Y | N | N |
|  |  | Ind2 | Y |
|  |  | Ind3 | Y |
|  | 2 | Ind1 | Y | N |
|  |  | Ind2 | N |
| CT2 | 1 | Ind1 | Y | Y | Y |
|  |  | Ind2 | Y |
|  |  | Ind3 | Y |
|  |  | Ind4 | Y |
|  |  | Ind5 | Y |
|  | 2 | Ind1 | Y | Y |
| CT3 | 1 | Ind1 | Y | Y | Y |
|  |  | Ind2 | Y |
|  |  | Ind3 | Y |

## 1.B Core Themes

1.B.1 Our core themes, and their mapping to our essential mission elements are:

**Essential mission elements**

1 – Educational

2- Workforce

3- Adult Education

4- Cultural needs

While recognizing that there is some overlap between each Core Theme and the missions elements addressed, the broad mapping is as follows:

**Core Theme Mission**

Educational Attainment and Student Success 1, 2, 3

Program Excellence 1, 2, 3

Community Engagement 4

Access and Diversity 1,2,3,4

College Stewardship 1,2,3,4

## 1.B.2 Established Objectives

### CT1 Educational Attainment/Student Success

*Shoreline Community College students will have the opportunity to complete their program and/or graduate with the academic preparation and skills necessary to continue their education, meet the demands of the workplace or improve their quality of life, consistent with the State of Washington’s Community and Technical College system.*

|  |
| --- |
| **Objective 1 Maintain or improve the Completion/Transfer rates of all students** |
|  | ***SP Initiative 1c- Increase enrollment, retention and completion*** | ***Baseline*** | ***Target1*** |
| **Indicators** | **1.1** IPEDS Graduation Rate + Transfer out Rate | 59% | 65% |
|  | **1.2** DLOA Estimated emp. rate of completer (SCC - System) | 80 -77 =3% | >0% |
| **Rationale** | * 1. Completing an award, or transferring to a 4 year institution in order to continue their education are clear measures of the extent to which we are enabling our students to attain an education in order to succeed. (Compare Rate to peers/system?)
	2. Not all students transfer, and employment rates are our best measure for no transfer students, when compared with the WA state colleges as a whole.

In general, improving our completion rates will indicate that we have created better retention, and with better retention, we will have increased enrollments. Further the expectation is that as we get better, word of mouth and marketing efforts based on our retention/completion data will enable us to increase enrollments in the long term. |
| **Source** | [1.1 IPEDS Data Feedback Report 2012](http://intranetnew.shoreline.edu/institutionalresearch/documents/data-feedback-report/ipedsdfr2012-236610.pdf). |
|  | 1.2 [SBCTC AYR 2011-12](http://www.sbctc.edu/college/_d-acad2011-12.aspx) |

|  |
| --- |
| **Objective 2 Students display high rates of success in their programs of study** |
|  | ***SP initiative 1f- Increase enrollment, retention and completion*** | ***Baseline*** | ***Target1*** |
| **Indicators** | **2.1** ATD – Basic Skills Gains (yr1) | 47.2% | 50% |
|  | **2.2** ATD – Transfer quantitative points (yr1) | 29.3% | 32% |
|  | **2.3** ATD – Workforce 30 credit points (yr1) | 20.1% | 25% |
| **Rationale** | The ATD (Which is derived from the SAI system) is geared towards measuring student momentum towards student goals of improving their education. Each of the above measures indicates the extent to which we are enabling students to make progress toward their goals. The above measures tie in closely with the AACC recommendation 1 in their ‘[Reclaiming the American Dream](http://www.aacc.nche.edu/aboutcc/21stcenturyreport/21stCenturyReport.pdf)’ report. USE SAI DIRECTLY? |
| **Source** | [SBCTC Achieving the Dream Measures 2012 (based on SAI data)](http://intranetnew.shoreline.edu/institutionalresearch/documents/student-achievement-initiative/atdmeasures2012.xlsx) |

Strategic Plan Alignment:

CT1.1 – Initiative 1: Goal 1.3, 1.6

CT1.2 – Initiative 1: Goal 1.3, 1.6 Initiative 2: Goal 2.1

CT2.1 – Initiative 1: Goal 1.3, 1.6

CT2.2 – Initiative 1: Goal 1.3, 1.6

CT2.3 – Initiative 1: Goal 1.3, 1.6

Reference

ATD – Achieving The Dream

SAI – Student Achievement Initiative

### CT2 Program Excellence

*Shoreline Community College strives for continuous improvement in its educational programs to meet the needs of students, employers, colleges and universities, and community partners. Shoreline Community College promotes the excellence of its programs locally, statewide, nationally and internationally.*

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| **Objective 1 Students perceive that the college prepared them adequately**  |
|  | ***See Reference below for details of indicator questions*** | ***Baseline*** | ***Target1*** |
| **Indicators** | **2.1** Mean response to CCSSE item 4p  | 2.68% | 2.70% |
|  | **2.2** Mean response to CCSSE item 12e | 3.03% | 3.2 |
| **Key** | **2.3** % responding Good/Excellent to item 9  | 81.1% | 85% |
| **Rationale** | 2.1Reflects the extent to which the students feel we are encouraging them to stretch themselves academically2.2 is a measure of whether students feel they are developing the thinking skills that will help them develop after college.2.3 Reflects the extent to which we prepared them for either their job or current course of study a good/excellent rating suggests that we prepared them well which is a reasonable proxy for arguing that we pushed the student to achieve  |
| **Source** | 1.1, 1.2[CCSSE 2011 deployment (Winter 2011)](http://intranetnew.shoreline.edu/institutionalresearch/documents/surveys/ccsse2011-cddb8509d1-allstu-means.pdf)1.3 [2012 Graduate Survey (in house with WSU)](http://intranetnew.shoreline.edu/institutionalresearch/documents/surveys/scca12datareport.doc) |

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| --- |
| **Objective 2 Students express satisfaction that the college delivered a quality education** |
|  |  | ***Baseline*** | ***Target1*** |
| **Indicators** | **2.1** % strongly agreeing with Q11A -Excellent faculty | 50.5% | 55% |
|  | **2.2** % strongly agreeing with Q11B - Program kept pace | 43.3% | 45% |
|  | **2.3** Mean response to Grad Survey Q11H | 44% | 46% |
| **Rationale** | 2.1 – reflects student perception that our instruction is of quality.2.2 shows the extent to which we keep our programs current with industry/academic needs/trends. This requires, in part, building and maintaining industry partnerships.2.3 directly measures our students’ perception of our service. (Grad Survey 2012). |
| **Source** | [2012 Graduate Survey (in house with WSU)](http://intranetnew.shoreline.edu/institutionalresearch/documents/surveys/scca12datareport.doc) |

**Strategic Plan Alignment**

CT2.1 – Initiative 1: Goal 1.3, 1.6

CT2.2 – Initiative 1: Goal 1.3, 1.6

Initiative 2: Goal 2.2

CT2.3 – Initiative 1: Goal 1.3, 1.6

**Reference**

*CCSSE 4p – In your experience at this college during the current school year, about how often have you done each of the following? : P = ‘Worked harder than you thought you could to meet an instructor’s standards or expectations.’”*

*CCSE 12e – How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?: E = ‘Thinking critically and analytically’.*

*Grad Survey 9 – Overall, how would you rate the preparation SCC provided for your present job or study?*

*Grad Survey 11 – Please tell us how much you agree or disagree with each of the following statements:*

*11a - Faculty were Excellent.*

*11b – My program kept pace with recent trends and developments in the industry*

*11h – The overall quality of my program was excellent*

### CT3 Community Engagement

*Shoreline Community College initiates, cultivates and nurtures relationships with cities, including Shoreline and Lake Forest Park, local school systems, businesses, the Shoreline Community College Foundation, community based, state, national and international organizations.*

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| **Objective 1** **Meet needs of community** |
|  |  | ***Baseline*** | ***Target1*** |
| **Indicators** | 3.1 Overall Grad Drop Rate (Early Leavers) | 38% | 35% |
|  | 3.2 Average B4/Aft Salary increase of Assoc. Degree Earners | $11,480 | >$10,000 |
|  | 3.3 First to 3rd Quarter Retention of Transfer Students(q1-fall) | 79% |  |
| **Rationale** | We interpret ‘Community Engagement’ as the ability of our college to engage students towards influencing their ability to becoming a contributing member of society. For Prof tech students, this equates to 3.1 preventing the students from becoming Early Leavers. 3.2 As Transfer Students tend to move into more education (rather than the community ‘in general’) we chose to use Prof Tech students for our measure. 3.3 We chose to focus on Transfer students as the group most likely to need to be here from one fall to the other. |
| **Source** | * 1. [SBCTC DLOA 2010-11 Grad Drop by Wage Group and CIP](file:///F%3A%5CDaily%5CApr%5C12%5CAccreditation%5CMetrics_Alternate%5CCT3.1_OverallGradDropRate.xlsx)
	2. [SBCTC DLOA 2010-11 Database DLJP – PrePost JP table](file:///F%3A%5CDaily%5CApr%5C12%5CAccreditation%5CMetrics_Alternate%5CCT3.2_B4AfterSalaryB01.xlsx)
	3. [In-house RetentionKOS4](file:///F%3A%5CDaily%5CApr%5C12%5CAccreditation%5CMetrics_Alternate%5CCT3.3_RetentionKOS4.xlsx)
 |

**Strategic Plan Alignment**

CT3.1 – Initiative 2: Goal 2.1, 2.3

CT3.2 – Initiative 1: Goal 2.1

CT3.3 – Initiative 1: Goal 2.1, 2.3

**Reference**

DLOA = SBCTC Data Linked Outcomes Assessment database

DLJP = DLOA, Job Prep database

### CT4 Access Diversity

*Board: Shoreline Community College maximizes student access to all its transfer, professional/ technical and developmental programs. Shoreline Community College promotes a diverse student body and employees who reflect the local, state, regional and international communities that the college serves.*

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| **Objective 1 Provide access for diverse populations** |
|  | ***Difficult – ‘diversity’ does not lend itself to ‘Key’ indicator material.*** | ***Baseline*** | ***Target1*** |
| **Indicators** | 4 1 % of students receiving aid  | **43%** | **45%** |
|  | 4.2 By purpose for attendingW- Work relatedT – TransferH – High School Diploma/GEDSX - Explore career pathwaysP - Personal developmentO- OtherNR –Not Reported | W 27.8%T 34.6%H 0.9%X 2.8%P 1.2%O 12.9%NR 19.7% | **NR – 15%** |
|  | 4.3 International Students as % of campus (B232) | 687/6778 =10% | 15% |
|  | 4.4 Elearning Online FTES as % of all FTES | =764/5138 = 15% | 20% |
|  | 4.5 Student count from main feeder High Schools | 242 | 270 |
| **Rationale** | 4.1 Fin Aid distribution allows for a different (low income) population to be served4.2 This shows how we are serving our mandated mission areas. Our goal is to reduce the NR count in order to gain better insight on our students. 4.3 The presence of international students is one more level of diversity, beyond ‘local’ ethnic counts (which we keep an eye on). But our focus at present is on building an international student presence on campus.4.4 elearning is another mode of teaching that allows us to reach more students. 4.5 This is a preliminary measure, we hope in the future to adapt this to be a *percent* of main feeder HS graduates that enroll at SCC. Increase enrollments are an indicator of improved collaboration with local High schools. |
| **Source** | 4.1– [IPEDS Data Feedback Report 2012](http://intranetnew.shoreline.edu/institutionalresearch/documents/data-feedback-report/ipedsdfr2012-236610.pdf) (figure 6)4.2 [SBCTC Fall Quarter report 2011](http://www.sbctc.edu/college/_d-fallqtr2011.aspx) 4.3 [Factbook](http://intranetnew.shoreline.edu/institutionalresearch/factbook-menu.aspx) (Fall Quarter – [Institution](http://intranetnew.shoreline.edu/institutionalresearch/Factbook3.3Data/Institution/Quarter2/aagqsf2.pdf) and [International](http://intranetnew.shoreline.edu/institutionalresearch/Factbook3.3Data/International/Quarter2/aagqsf2.pdf)  At-a-Glance reports)4.4 <http://www.sbctc.edu/college/_d-fallqtr2011.aspx> (Student Characteristics & Enrollments sections)4.5 Factbook Based special report [HSInflux](file:///X%3A%5CAccreditation%5C2013%5CMetrics_Alternate%5CCT4.5_HS_Recuritment.xlsx) |

**Strategic Plan Alignment**

CT4.1 – Initiative 1: Goal 1.1, .1.3, 1.5

CT4.2 – Initiative 1: Goal 1.1

CT4.3 – Initiative 1: Goal 1.2

CT4.4 – Initiative 1: Goal 1.3

Ct4.5 – Initiative 1: Goal 1.4

### CT5 College Stewardship

*On behalf of the citizens of the State of Washington, Shoreline Community College serves as a model of effective, transparent and ethical stewardship with a focus on fiscal resources, college employees, compliance with laws and regulations, and facilities management.*

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| --- |
| **Objective 1 The College manages and monitors its financial resources available for student learning and success.** |
|  |  | ***Baseline*** | ***Target1*** |
| **Indicators** | 5.1.1 balancing budget | Yes | Yes |
|  | 5.1.2 # of audit findings | 0 | 0 |
| **Rationale** | In order to continue to serve students, the college needs to monitor its resources wisely, squandering resources without due regard to purpose would adversely affect the college. |
| **Source** | 5.1.1[SBCTC Annual Report 2011-12](http://www.sbctc.edu/college/_d-acad2011-12.aspx)5.1.2SBCTC State Audit |

|  |
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| **Objective 2 The college manages its staff with a view to improving service/morale** |
|  | ***See Reference below for survey questions*** | ***Baseline*** | ***Target1*** |
| **Indicators** | **5.2.1** % of evaluations done in a year  | 8% | 80% |
|  | 5.2.2 Employee Climate Survey Q12 all employees | 3.15 | 4 |
|  | 5.2.3 Employee Climate Survey Q16 – clear communications | 3.4 | 4 |
| **Rationale** | 5.2.1 Research indicates that evaluations help improve morale which in turn will reduce staff turnover, enabling the college to retain experienced personnel. Further, staff evaluations reflect attention to performance and efficiency, and the process allows for refocusing of staff efforts.5.2.2 Doing evaluations is one thing as per 5.2.1, but they need to be perceived as meaningful to have an effect.5.2.3 Clear communication reduces conflict, misunderstandings and wasted effort. |
| **Source** | 5.2.1 SCC HR office[5.2.2 SCC Employee Climate Survey of March 2012](http://www.shoreline.edu/files/ClimateSurveyReportFinal_2012.docx)[5.2.3 SCC Employee Climate Survey of March 2012](http://www.shoreline.edu/files/ClimateSurveyReportFinal_2012.docx) |

|  |
| --- |
| **Objective 3 The College assesses, manages, and monitors its facilities, technologies and infrastructure to create an environment that maximizes the potential for student learning and success.**  |
|  |  | ***Baseline*** | ***Target*** |
| **Indicators** | 5.3.1 maintain availability and usage rate of technologies that enhance teaching and learning. (Bb tech avail) | 100% | 100% |
|  | **5.3.2** Improve availability of smart classrooms. | 81% | 85% |
| **Key?** | 5.3.3 Maintain rate and cycle of technology replacements or upgrades including hardware and software. | Kept to schedule | ?Keep to schedule |
| **Key?** | 5.3.4 Complete facility repairs, identified and effected as noted in Facility Condition Survey. | 100% | 100% |
| **Rationale** | 5.3.1 Technology is rapidly changing, and we need to ensure we keep pace in order to keep our instructional programs efficient and relevant.5.3.2 Having such technology in all our classrooms will improve our ability to teach students.5.3.3 Keeping the campus in working order and good condition is necessary for an environment conducive to learning. |
| **Source** | * + 1. SCC ELearning Dept.

5.3.2, 5.3.4 SCC Facilities department* + 1. SCC TSS department
 |

**Strategic Plan Alignment**

CT5.1.1 – Initiative 3: Goal 3.2

CT5.1.2 – Initiative 3

CT5.2.1 – Initiative 3: Goal 3.1

CT5.2.2 – Initiative 3: Goal 3.2

CT5.2.3 – Initiative 3: Goal 3.3

CT5.3.1 – Initiative 3: Goal 3.2

CT5.3.2 – Initiative 3: Goal 3.2

CT5.3.3 – Initiative 3: Goal 3.2

**Reference**

Employee Climate Survey

Question 12: My performance evaluation provides me with meaningful information about my performance.

Question 16: I receive clear information about changes being made within the college.

# Appendix A – Addressing Evaluator Recommendations (Oct 2012)

*Actions on Recommendations from last visit.*

Broadly speaking, the college instigated a number of OPCOM meetings to review the findings below over a period of 4 months (while awaiting official notification of our accreditation status).In the course of our review, we discovered two basic categories of misalignment:

1. Real misalignment (need example)
2. Misalignment due largely to the college failing to ‘tell its story’ appropriately (need example)

The evaluator comments on the appropriateness and (lack of ) aspirational targets was particularly noted and we have made an attempt to thoroughly rejig our measures to make them both relevant and something of a stretch to achieve.

Specific actions are listed under each recommendation below.

1. The Evaluation Committee found evidence that several difficult years of financial retrenchment and restructuring, coupled with new entrepreneurial initiatives, have resulted in incomplete integration and alignment among the mission, core themes and current institutional initiatives and financial emphases of the college. The Evaluation Committee recommends that the college review the integration of the mission, core themes and current institutional initiatives and financial emphases of the college to ensure that they are fully aligned. (Standards 3.A.1 and 4.A.1)

*The college, as referenced above, is taking the time to determine indicators that are* ***key*** *rather than either ‘nice to have’ or ‘at hand’. This effort is operating in tandem with our Strategic Planning process. This process was started last year, but too late to affect our accreditation efforts, but happily the SP process is coming to fruition and, coupled with the feedback and lessons learned from our most recent accreditation effort, is being used to inform our current efforts. Specifically, our strategic plan has many, detail measures and plans that will be used at the aggregate level for our accreditation evaluation. Of course, the detail information will be available in our exhibits. We were not very selective this first time around, and let our enthusiasm get ahead of our organization, and tried to report on anything and everything. Not this time.*

1. While SCC has developed new planning and assessment processes for academic programs and for non-academic programs and services, the Evaluation Committee could not find evidence that these have been fully implemented. The Evaluation Committee recommends the college fully implement the assessment process by using student performance on key measures of learning to revise courses, programs, and the general education outcomes and non-academic programs and services. These processes should be integrated meaningfully into college’s decision making processes, including resource allocation. (Standard 4.A.2).

*As referenced above, the new planning process is starting to take hold, and while it is not as yet fully implemented( we are targeting areas for Strategic Action Plans) it is implemented for the selected areas and we are in our first cycle of having set baselines and targets. We expect outcomes in Fall of 2014 (with most of our baselines being set as of Fall 2012, to avoid having to wait for 2013 figures to become available before ‘starting’ properly). A sampling of Strategic Action Plans are enclosed.*

1. The Evaluation Committee determined that many operational policies have not been approved by the Board of Trustees; some have not been reviewed or revised since originally written; and most have not been reviewed or revised in the past decade. The evaluation committee recommends that policies and procedures be created or revised and, where appropriate, reviewed and approved by the Board of Trustees, to be in line with current practices and to correspond with the college’s core themes. (Standards 2.A.13,2.A.15, 2.A.16, 2.A.17, 2.A.18, 2.D.3)

*The President, PSET, and the Board of trustees are currently reviewing operation policies, starting with the ‘oldest’ ones on the books. To date the following policies have been reviewed:*

1. The Evaluation Committee recommends the Board of Trustees adequately consider in a timely, appropriate, and comprehensive manner the results from college audits including findings and management letter recommendations. (Eligibility Requirement 19, Standard 2.F.7)

*This issue is a little complex, owing to changes in State practices regarding audits. We are looking into the situation and are attempting to have the issue addressed appropriately at what (at present) has to be the State system level. (See attached for description of issue and steps taken thus far).*

1. The Evaluation Committee found that severe budget cuts over the past seven years have resulted in cuts to student services staff, library and several student success strategies have been eliminated, reassigned or reduced significantly. This appears to be in marked contrast to the expressed commitment to be a world-class leader in student success and community engagement. The Evaluation Committee recommends that the institution document how institutional activities support the college mission and core themes and, where appropriate, develop or restore needed services, such as academic advising. (2.B.1, 2.D.1, 2.D.3, 2.D.10)

*The new Strategic Planning process ties actions and funding requests directly to Action Plans that are passed to PSET for approval/rejection. Each action plan request is tied to our strategic planning initiatives, with a rationale for the request. This allows PSET to make a determination, based on available resources, and the action plans, to decide where the college is likely to maximize return on its expenditures (either financially or academically). Attached are some Action Plans (approved and not approved) showing specific examples of the alignment of requests, and the resulting approval/non approval, all with rationales.*

1. The Evaluation Committee recommends revision of indicators to ensure they are meaningful and are connected with aspirational thresholds. Institutional assessment via effective indicators can verify that objectives are met or not met, and such data can inform and improve upon institutional planning, initiatives, and operations that consistently occur in a framework that supports core themes. (Standards 3.A.1, 4.A.1)

*We are struggling a little with the setting of aspirational thresholds; while we are confident that the actions we are taking will improve the measure, we are unsure (owing to a lack of ‘empirical history’) to what extent our efforts will ‘shift the needle’. We expect to get better as time goes on, but for this first year, we are, essentially, guessing. But when we obtain the outcomes, with the documentation process we now have in place, we will be able to assess our efforts for the previous year and identify what we believe worked/didn’t work, and to what extent, and tweak our measures, (re)actions and targets to more accurately reflect realistic expectations.*