Fall 2022 Ad Hoc Report

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Introduction

Shoreline Community College ("Shoreline") is providing this ad hoc report in response to a request from the Northwest Commission on Colleges and Universities (NWCCU) following the College's Fall 2020 Mission Fulfillment and Sustainability self-study and evaluation visit. Specifically, the Commission identified two areas in which the Shoreline is out of compliance and required the College to "take appropriate actions to ensure these Recommendations are addressed and resolved in the prescribed two-year period."

> *Recommendation 1:* *Fall 2020 Mission Fulfillment and Sustainability - Provide evidence of a systematic method for collecting, storing, accessing, using and sharing data for the purposes of on-going and systematic evaluation, planning, resource allocation and informing decision-making toward improving institutional effectiveness and achieving mission fulfillment. (2020 Standard(s) 1.B.1;1.B.2)*

> *Recommendation 2:* *Fall 2020 Mission Fulfillment and Sustainability - Engage in assessment practices that focus on systematic and on-going assessment of course learning outcomes that lead to program learning outcomes in general education, all instructional and student support areas. Assessments must be used to improve student learning outcomes and inform academic and learning support-planning and practices. (2020 Standard(s) 1.C.5;1.C.6;1.C.7)*

It should be noted that Shoreline conducted the Fall 2020 self-study based on the 2010 Mission Fulfillment and Sustainability standards, and the recommendations are based on the 2020 Institutional Effectiveness Standards. The change in standards has affected the way the College has reviewed practices related to planning and assessment, which will be addressed more thoroughly in response to Recommendation #1.

This report will address each recommendation in turn, describing Shoreline's approach in addressing the recommendation, progress made to date, and plans for continuing to improve related to the cited standards. Direct links provided within the report are included as embedded hyper-links and are accessible from any computer. Supporting evidence documents are named with a consistent numbering system ["RX.XX"] corresponding to the file name provided in the online NWCCU shared folder.

COLLEGE UPDATES

In the last two years, Shoreline has undergone the following significant changes, all of which are relevant to the recommendations under consideration.

Change in leadership: President Cheryl Roberts separated from Shoreline Community College on June 30, 2021, at which point the current Vice President for Student Learning, Equity, and Success, Dr. Phillip King, assumed the role of Acting President through November 15, 2021. After an abbreviated search, Mr. Steve Hanson, former President of Renton Community College, served in an interim role from November 15, 2021 through June 30, 2022, while Shoreline partnered with an

external search agency, [Academic Search](#), to recruit and hire a new president. On July 1, 2022, Shoreline welcomed Dr. Jack Kahn as President of Shoreline Community College. Relevant to Recommendation #1, the change in leadership provides an opportunity to undergo significant changes in the way Shoreline uses data for planning, evaluation, assessment, and continuous improvement.

New strategic plan: Shoreline's current strategic plan is an extension of the goals and strategies identified for 2016-2021. Dr. Kahn has begun the process of developing a new strategic plan. A request for proposals from potential consultants has been published, with the new planning process to launch in Fall of 2022. Shoreline will develop a DEI-based strategic plan, meaning that every strategic goal will address diversity, equity, and inclusion. There will also be a strong emphasis on the use of data to identify goals and objectives and identification of specific metrics to assess the effectiveness of strategic initiatives. As will be described in addressing Recommendation #1, Shoreline has several ongoing strategic initiatives that will continue as part of the new strategic plan.

ctcLink: The Washington State Board of Community and Technical Colleges (SBCTC) ctcLink project is a state-wide, near decade-long project to transition the data systems of 34 colleges in Washington State from an antiquated HP Legacy system to Oracle PeopleSoft products. Shoreline was part of the final deployment group, with preparation and business process mapping beginning in Summer of 2019, intensive training from September 2020 through October 2021, and final preparation through the go-live date of February 28, 2022. As will be described in addressing Recommendation #1, this intensive college-wide project has provided an opportunity for significant, multi-faceted process improvement which will continue as a strategic initiative for the next 1 – 2 years.

Title III grants: Based on several years of decline in retention and success rates, Shoreline applied for two significant grants funded through the Department of Education's Programs for Minority-Serving Institutions (Title III): the Strengthening Institutions Program (SIP), and the program for Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI). Both projects were designed to support and supplement Shoreline's work towards converting to a Guided Pathways model to support student success. Shoreline submitted these proposals in July 2021, and in September 2021 received notice that both proposals were funded. Combined, these two grants provide a total of $3.8 Million over five years. Both grants have strongly influenced the refinement and clarification of key indicators related to student success, described in detail under Recommendation #1.

Recommendation 1: *Fall 2020 Mission Fulfillment and Sustainability - Provide evidence of a systematic method for collecting, storing, accessing, using and sharing data for the purposes of on-going and systematic evaluation, planning, resource allocation and informing decision-making toward improving institutional effectiveness and achieving mission fulfillment. (2020 Standard(s) 1.B.1;1.B.2)*

Standard 1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

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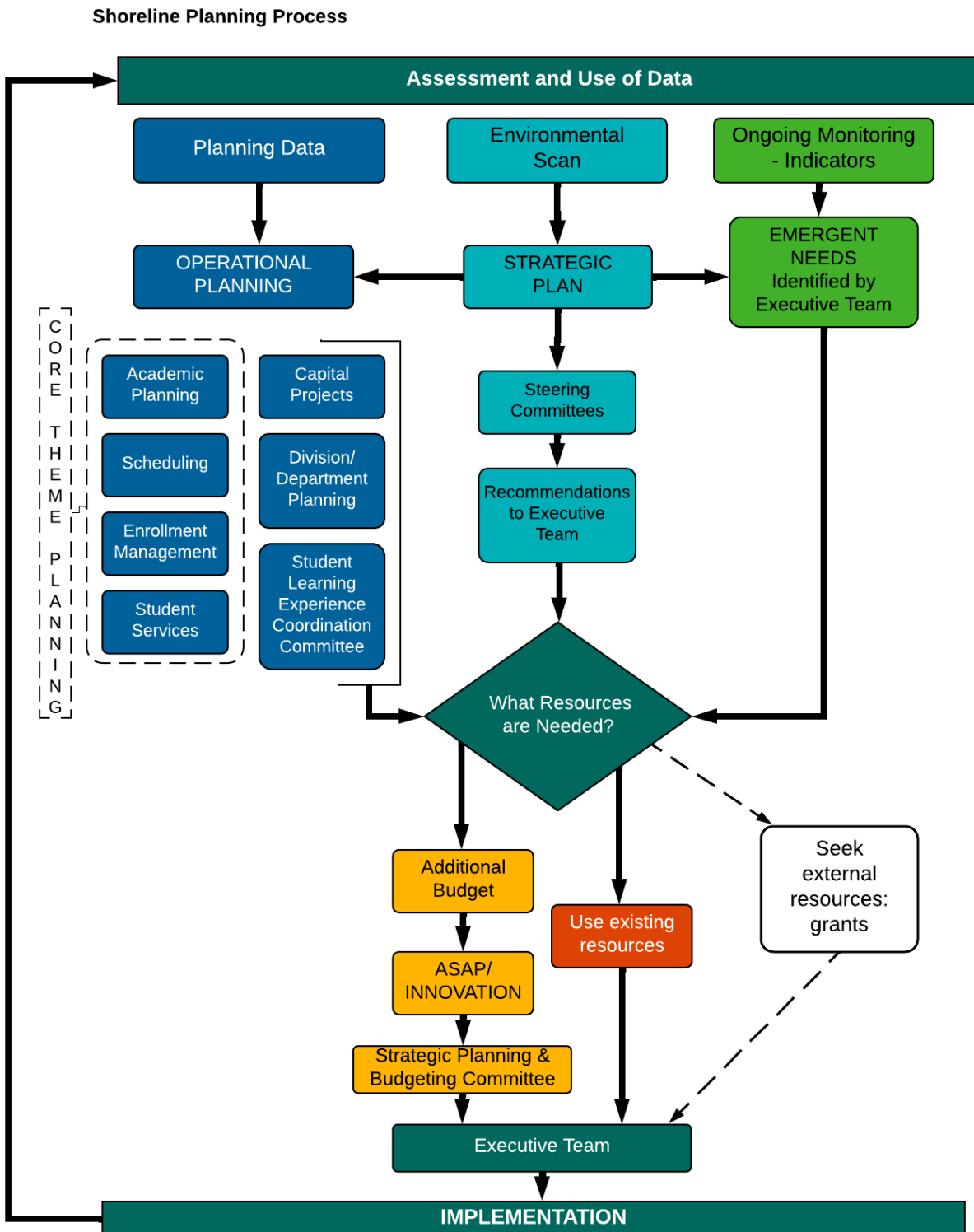
PLANNING & ASSESSMENT INFRASTRUCTURE

Shoreline's approach to addressing this recommendation has been to put into place the fundamental infrastructure needed for the College to use data in a meaningful, ongoing cycle of planning and assessment.

Framework

The Fall 2020 self-study revealed that the process of planning needed to be streamlined, clarified, and communicated campus-wide. Figure 1.1 was the planning framework provided in the 2020 comprehensive self-study, and Figure 1.2 is a revised planning framework put into place to address this recommendation. The revised framework improves upon the previous framework in the following ways:

- Clarifies the relationship between the strategic plan and implementation of that plan through campus-wide strategic initiatives

- Defines how and when data are used both in developing the plan and assessing success

- Highlights comprehensive, cyclical operational planning as another means of identifying key projects for implementation

- Translates both strategic and operational planning into budget and departmental work in an annual cycle

- Establishes an ongoing cycle of assessment on a short timescale for implementation and a longer timescale for strategic planning

Shoreline Planning Process

Assessment and Use of Data

Planning Data → OPERATIONAL PLANNING

Environmental Scan → STRATEGIC PLAN

Ongoing Monitoring - Indicators → EMERGENT NEEDS Identified by Executive Team

CORE THEME PLANNING

- Academic Planning
- Scheduling
- Enrollment Management
- Student Services
- Capital Projects
- Division/ Department Planning
- Student Learning Experience Coordination Committee

STRATEGIC PLAN → Steering Committees → Recommendations to Executive Team

What Resources are Needed?

Additional Budget → ASAP/ INNOVATION → Strategic Planning & Budgeting Committee

Use existing resources

Seek external resources: grants

Executive Team

IMPLEMENTATION

Figure 1.1. Institutional planning framework provided in
Shoreline's Fall 2020 comprehensive self-study

Mission, Vision, Values

College Wide Internal and External Environmental Scan [A]

Strategic Initiatives [C]

| Goal 1: Access & Success | Goal 2: Disc. Excellence | Goal 3: 3 E's |

Guided Pathways [C1]

ctcLink/Process Improvement [C3]

DEI Strategic Plan [C5]

Strategic Enrollment Mgmt [C2]

Outcomes Assessment [C4]

Key Indicators [B]

Accreditation, Laws & Reg's

[E]

[D]

Area Review, Program Review, Internal & External Scan [F]

Comprehensive Operational Planning: Academic, Services, Facilities, Technology, Community Eng. [G]

Project Goals and Objectives [H]

Indicators of Success [I]

Translate Goals and Objectives into Budget

Resource & Budget Planning

Communicate Plan and Budget

Annual Workplans [J]

Workplan Objectives [K]

Figure 1.2. Shoreline's revised planning framework, annotated

As of the submission of this report, this planning framework is preliminary. The framework components and their inter-relationship need additional definition and clarification as Shoreline

engages in developing a new DEI-based strategic plan and refines operational planning practices, as described below.

Since the Fall 2020 self-study, the revised planning framework has provided a means to identify which specific aspects of planning and assessment need improvement and to make progress in improving them. The revised planning framework was introduced to the Student Learning, Equity, and Success Leadership Team (SLES Leadership) during their retreat in Summer of 2021 [R1.01] and has been part of regular meetings of all Faculty Program Coordinators (FPC's) in 2021-2022 [Video Link, R1.02] as well as the college-wide Day of Learning in Spring of 2022 [R1.03].

The subsequent three sections include details about the three primary components of the framework (I) Strategic Planning; (II) Operational Planning; and (III) Implementation & Cycle of Assessment. Each section will describe improvements that need to be made, progress made toward those improvements, and specific plans for the future. Throughout these sections, references to specific points on the framework (Figure 1.2) are provided, using highlighted, alphabetical icons (e.g., [A]).

President and Board Goals

At the time of submission of this report, Shoreline's new cycle of planning has begun with the development of draft 2022-2023 goals for the President [R1.04] and the Board of Trustees [R1.05]. These goals are still under revision and will be voted on at the October 2022 Board of Trustees session. Both sets of goals establish priorities for Shoreline's planning activities and are strongly aligned with ongoing strategic initiatives (e.g., DEI-based planning) as well as operational planning (e.g., community engagement). These goals represent a fundamental component of planning that has been put into place and will be referenced as part of Shoreline's response to this recommendation.

Resources

Another fundamental piece of infrastructure needed for Shoreline to engage in meaningful planning and assessment is the appropriate level of human resources dedicated to those activities.

To meet that need, the role of the Executive Director of the Office of Institutional Assessment and Data Management (IADM) has been reconfigured to dedicate more time toward establishing, monitoring, and communicating the ongoing cycle of planning and assessment. The current Executive Director of IADM has led college efforts related to not only planning and assessment, but also outcomes assessment, process improvement (including ctcLink work), and curriculum management. Recruitment for the new position, Executive Director of Institutional Effectiveness, will begin in September 2022, with a targeted hire date of January 1, 2023. New administrative roles have been added to allow for the change in focus, including a Director of Outcomes Assessment (see Recommendation #2) and several Business Process Analysts.

Shoreline has also contracted Hanover Research to allow for more comprehensive reviews to support both strategic and operational planning and to consult on the development, use, and sharing of indicators for the purpose of continuous improvement.

PART I: STRATEGIC PLANNING

As mentioned in the introduction, Shoreline is currently operating under an extended strategic plan originally intended to guide five years from 2016 to 2021. The plan itself included three goals and five strategies. Since 2016, several major strategic initiatives have emerged that align with these goals and strategies as shown in the Planning Framework [C]. This section will address the status in the 2020 need for improvement, progress made, and plans for implementation related to the [A] Environmental Scan; [B] Key Indicators; and [C] Strategic Initiatives.

A. Environmental Scan

According to the planning framework, use of data for planning begins with an environmental scan [A]. For the 2016-2021 strategic plan, Shoreline engaged in an environmental scan using internal data related to enrollment (demographics, changes over time), student success (retention, credit milestones, completion), and post-completion outcomes (employment rate), as well as external data related to regional demographics, school district enrollment and graduation, and workforce demand. Data were compiled by Shoreline's Office of Institutional Assessment and Data Management and reviewed by the Strategic Planning Task Force, with an external consultant facilitating a series of conversations that informed the development of strategic goals and strategies.

Improvements needed

While the data reviewed were appropriate for the purpose of an environmental scan, additional resources could have been used in interpreting those data in a systematic way to identify essential themes and translating those into strategic initiatives.

Progress Made

As mentioned above, Shoreline has engaged Hanover Research to support a set of projects related to conducting internal and external scans in anticipation of the upcoming strategic planning process. In addition, several new tools and resources have become available that will significantly enhance the process of reviewing data in support of planning:

- Shoreline has re-established a subscription to Lightcast, which provides extensive labor market analysis.
- The State Board for Community and Technical Colleges (SBCTC) has developed a FirstTime Entering Cohort Dashboard (FTEC) which allows for extensive review of a number of different indicators along with benchmarks with other community colleges in Washington.
- Shoreline has begun using Starfish, a retention-oriented student success software, which, when fully implemented, provides a comprehensive suite of student support tools as well as systematic data collection and reporting on participation in student services and predictors of student success.

To support data exploration and indicator development, Shoreline has developed a user-friendly version of the SBCTC First-time Entering Cohort dashboard (Shoreline Special Populations FTEC Dashboard), allowing for disaggregation for factors not included in the state-wide version, including

special populations such as international students, students with disabilities, and veteran status (see screenshot in Figure 1.3).
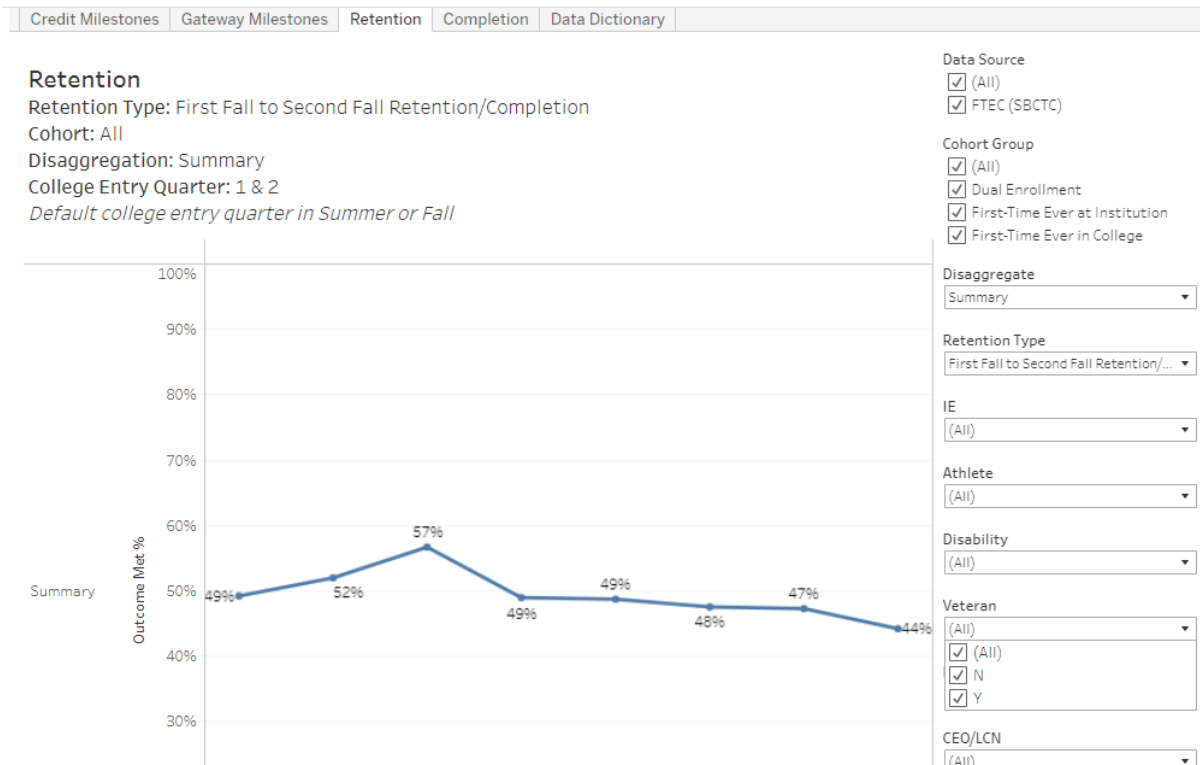
Figure 1.3. Screenshot of Shoreline's Special Populations FTEC dashboard

Looking Ahead

Shoreline has posted a request for proposals for an external organization to conduct a comprehensive DEI-based strategic planning process. The environmental scan will take advantage of newly developed tools and the resources dedicated to gathering and analyzing data. The goal for the scan will be to identify themes that will inform the development of strategic goals, strategies, and initiatives.

B. Indicators

From 2016 through 2018, Shoreline went through the process of revising the College's Core Themes and identifying a set of Core Theme Indicators. The indicators have provided guidance for several consecutive years of reporting to the Board of Trustees about the College's mission fulfillment. This section describes work related to developing indicators that align with the new planning framework [B].

Improvements needed

The tools for reporting on the Core Theme indicators were not shared regularly with the campus community; in addition, these indicators did not align clearly with the goals of the strategic plan. Broadening awareness of how key indicators assess mission fulfillment and clarifying how the

indicators measure success of the strategic plan are essential to moving Shoreline toward meeting the standards cited in this recommendation.
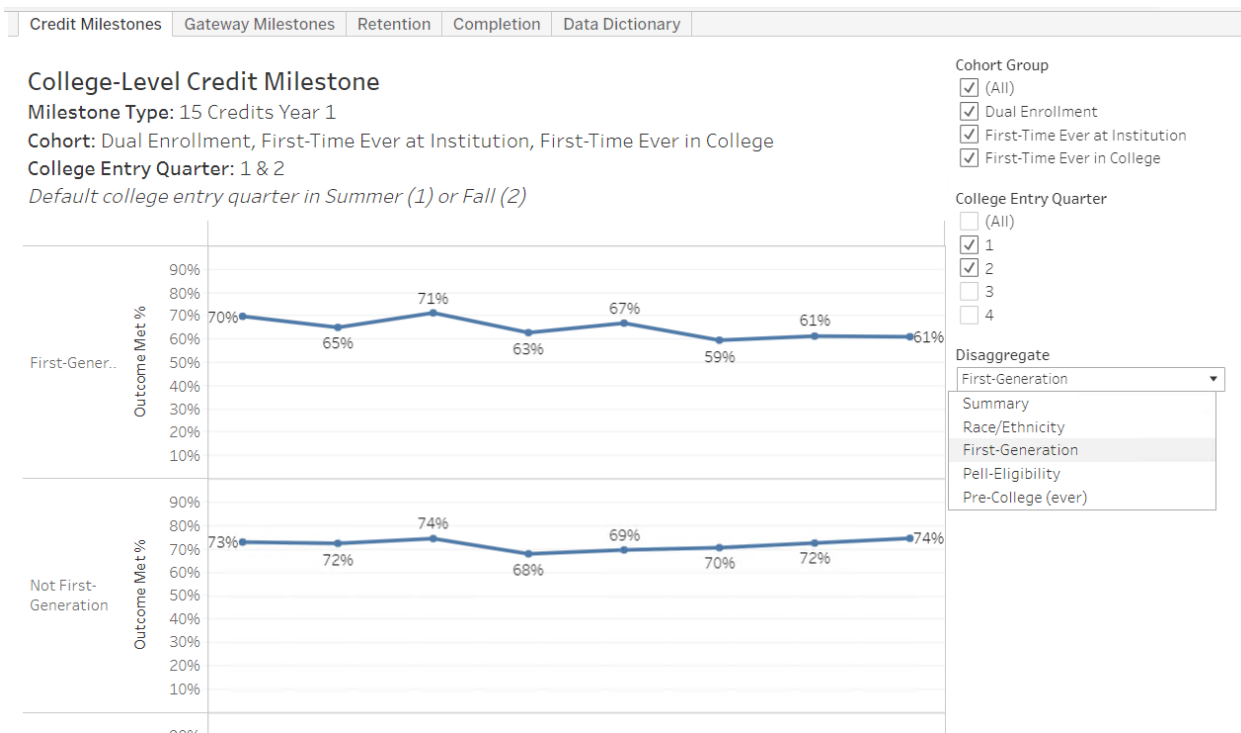
Progress Made

As mentioned above, the Washington State Board for Community and Technical Colleges (SBCTC) has developed a tool designed to standardize the cohort and definitions used to assess student success. In the past two years, Shoreline has developed two versions of this First-Time Entering Cohort (FTEC) Dashboard. The first is designed for environmental scanning, as described above, as well as identifying success metrics for student service areas.

Shoreline's Key Indicator FTEC Dashboard adaptation is designed to be:

- Publicly available

- Provide a mechanism for the entire campus community to track success year-over-year

- Capture key indicators of student success

With this purpose in mind, the number of indicators has been reduced and the disaggregation factors have been customized to include four key factors identified in research from California State University and replicated at Shoreline in 2018 [R1.06] (see Figure 1.4 for screenshot).

Figure 1.4. Screenshot of Shoreline's Key Indicator FTEC Dashboard

The progress made addressing Recommendation #2 in revising Shoreline Student Learning Outcomes is significant in supporting the development of key indicators. College-wide learning outcomes that are assessable and relevant to all programs will ensure that student learning is part of Shoreline's key indicators of success.

Looking Ahead

As Shoreline enters a new phase of strategic planning and enhanced operational planning, it will be essential that key indicators of success align clearly with the strategic plan and support a cycle of continuous improvement. To that end, Shoreline leadership has begun a re-examination of indicators, moving away from the Core Theme Indicators and toward something more focused and publishable, similar to the FTEC key indicator dashboard.

More specifically, while Shoreline's Core Themes were focused on the primary academic areas (Transfer, Professional-Technical, Basic Education for Adults, and Community Education), the Core Theme indicators were in the following categories:

- Access for Learners
- Equity in Access
- Student Learning
- Student Progress
- Equity in Student Progress
- Completion/Transition
- Equity in Completion/Transition
- Contribution to Workforce

These indicator *categories* drive the cycle of continuous improvement for the College, so they will be emphasized more strongly than the Core Themes themselves moving forward.

C. Strategic Initiatives

Shoreline's 2016-2021 strategic plan included goals and strategies, and a set of steering committees assessed Shoreline's past work related to these goals and identified possible paths moving forward toward implementation. During that time, three major state-wide, legislatively mandated projects - Guided Pathways, ctcLink, and Diversity, Equity, and Inclusion Assessment and Planning - emerged to provide a framework for implementation related to the goals established in the plan. In addition, from 2016 to 2021, Shoreline engaged in ongoing work related to Strategic Enrollment Management (SEM) and Outcomes Assessment.

These initiatives [C] are major, long-term projects, involving all areas of campus that are designed to further strategic goals, and are assessed through specific measure of success [B] as well as meeting workplan objectives [D] (described in Section III). The initiatives are also tightly connected [E] to operational planning within key areas, particularly academic and student services planning, as well as project-based indicators of success in implementation (described in Section III). Below is a description of how building this foundational definition of strategic initiatives has clarified how Shoreline uses data for planning and continuous improvement.

Progress Made

Below is a brief summary of each strategic initiative and how it contributes to improvement in key indicators.

Strategic Enrollment Management (SEM) [C2] is a strategic initiative to address Access for Learners and Equity in Access. As described in the 2020 self-study, Shoreline saw an increase in enrollment from summer 2015-2016 (5467 FTEs) through summer of 2017-2018 (5606 FTEs). In 2018, Shoreline began experiencing the declines in enrollment that most other colleges in the region and nationally had seen steadily since 2015, declining to 5263 FTEs in 2018-2019. In 2019, the Strategic Enrollment Management team identified key project objectives and related indicators, described in Section III below.

Guided Pathways [C1] addresses almost every category of key indicators, focusing primarily on the success of students once already enrolled (Student Progress, Equity in Student Progress, Completion, Equity in Completion). As part of the planning process for Guided Pathways, the core team engaged in a two-part data summit in Spring 2021 [R1.07, R1.08], identifying both significant declines over time and sizable equity gaps in fall-to-winter retention (as captured in Shoreline's FTEC dashboard – see example slide in Figure 1.5). These data points prompted the specific projects included in Guided Pathways (see Section III) and were used in Shoreline's eventually funded applications for two US Department of Education Title III grants, as described above.
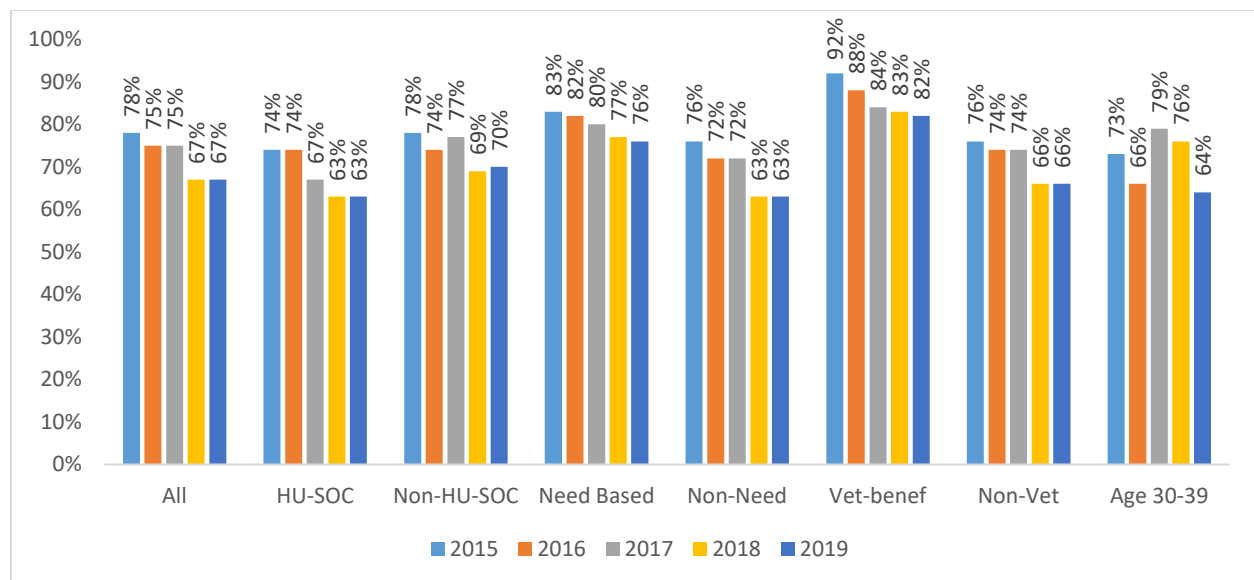
Figure 1.5. Example graph provided during Guided Pathways data summit, showing fall-to-winter retention rates by population

ctcLink [C3] is the term used to describe the project of moving all Washington State's community and technical colleges from an antiquated "legacy" data system to PeopleSoft. Shoreline moved to PeopleSoft after almost two years of preparation on February 28, 2022. As Shoreline enters a phase of stabilization, there is a strong focus on improving and training on processes that are barriers to Access for Learners and Equity in Access.

Outcomes Assessment [C4] is included as a strategic initiative because of the scope of the project. The overarching goal for this project is to reach the point at which student learning is an indicator both for the college as a whole, as well as part of the process of operational planning in instructional and services areas. This strategic initiative also addresses Recommendation #2 as summarized in the subsequent section.

The Diversity, Equity, and Inclusion Strategic Plan [C5] has been mandated by the Washington State legislature (Revised Code of Washington (RCW) 28B.50.920). Shoreline has been engaging in DEI-related professional development for several years as part of all-campus days of learning at opening week in fall and an in-service day each spring. Shoreline will be moving forward with making the new strategic plan and the DEI strategic plan one and the same plan, with all strategic goals supporting diversity, equity, and inclusion. This work applies to indicators related to Equity in Access, Equity in Student Progress, and Equity in Completion/Transfer.

Shoreline has contracted Hanover research to conduct climate surveys for both students and employees. Both surveys were conducted in Spring 2022, and the student survey will be administered again in Fall 2022 due to a low response rate.

Looking Ahead

These strategic initiatives will continue for at least the next three years as a framework for making progress towards key indicators related to enrollment, student success, and equity, as described above. In the next phase of strategic planning, the initiatives will serve as the central mechanisms by which the college implements the plan in a cycle of improvement.

PART II. OPERATIONAL PLANNING

While the strategic plan and related strategic initiatives address college-wide goals related to improving key indicators, they do not fully encompass the work of the College to engage in an ongoing cycle of planning and assessment. Most critically, how do individual programs, departments, and service areas assess themselves, develop a plan for improvement, and evaluate the effectiveness of those plans on an ongoing basis? How does the College compile these specific plans into a comprehensive plan that can be translated into resource allocation and implementation?

This type of planning, which is referred to in Shoreline's planning framework as Operational Planning [G], was one of most significant gaps identified when reviewing Shoreline's assessment and planning processes to address this recommendation. The most progress in comprehensive operational planning has been made related to planning for instructional areas (Academic Planning), with some foundational pieces put into place for Student Services Planning. Each of these will be reviewed in turn below, with a description of the state of planning as of the comprehensive self-study, the need for improvement, progress made, and next steps.

A. Academic Planning

As described in the Fall 2020 comprehensive self-study, Shoreline's Student Learning, Equity, and Success Leadership Team has engaged in multiple years of reviewing a comprehensive set of data points which have informed annual decisions about tenure-line decisions. The first two years of this

process (2017-2018 and 2018-2019) involved a review of each department and program including quantitative data related to the following:

- Enrollment growth
- Class fill rate
- Student: Faculty ratios
- Class success rates
- Success rates disaggregated by race/ethnicity

In addition, faculty from those departments provided qualitative feedback, using a standardized survey [R1.09], to provide context and insight that would not be apparent from the quantitative dashboards. The SLES leadership team reviewed each department and program, assessing the needs of each department and program with an eye toward assigning available tenure-track lines. The review also revealed department-specific needs such as outreach and recruitment, curriculum revision, and professional development for faculty.

From 2019 to 2022, these reviews have been less comprehensive, using the existing data and focusing on the departments and programs that are requesting new or replacement tenure lines. In addition to the tenure review process, all departments, instructional units, and services areas engaged in comprehensive reviews in Fall of 2019, in anticipation of budget cuts planned and implemented in Spring 2020.

In terms of ongoing cyclical reviews, professional-technical programs at Shoreline engage in comprehensive reviews, conducted by an external evaluator every 4 – 5 years. These reports provide specific recommendations for the program. One cycle was completed in Spring of 2019 and another cycle began in Spring 2022 (delayed primarily due to COVID). These reports are posted on Shoreline's [Institutional Assessment intranet site](#).

Improvements Needed

Shoreline's activities related to academic planning have involved a considerable amount of relevant data and have informed important decisions regarding which faculty tenure lines to fill. However, the process has not yielded a comprehensive plan that guides implementation and continuous improvement. In assessing previous reviews, the following aspects were identified as components of planning that need to be included or improved.

Planning out of context: The review processes that have occurred in the past were conducted for a specific purpose (tenure line decisions, budget cut decisions, specific program improvement), but were not connected to other components of planning and assessment. The effort required to review and interpret data should contribute to planning beyond those specific decisions. For example, if review of data reveals that a program shows equity gaps in course success, there are implications for potential improvement other than hiring tenure-track faculty or budget reduction, but there is no planning context for this type of data-informed insight to be applied in a plan for action and then a cycle of assessment.

Need for collaboration: As part of these processes, the SLES leadership team engaged in thoughtful consideration and interpretation of a large amount of data, including input from faculty. However, that work could have been strengthened by including additional voices. If the review of data is going to lead to implementable projects, the faculty and staff responsible for carrying out that work should be part of those conversations in a more meaningful way than merely providing input via survey.

Product and documentation: Perhaps the most significant missing component of past review processes is that they did not result in sharable output to document the extensive work of the SLES leadership team in reviewing and interpreting the quantitative data and input provided by faculty and staff. Those providing that input also engaged in a thoughtful review of data in responding to their surveys, and the only evidence that their insights were included in the review by decision makers was the ultimate decisions about tenure lines or budget reductions.

Implementation & cycle of improvement: As mentioned above, the reviews for tenure lines and budget reductions were completed without the intention to identify specific projects to implement for the purpose of improvement. The professional-technical program reviews did have specific recommendations for improvement, but because they were conducted outside of any comprehensive planning framework, they did not lead directly to specific projects for implementation or expectation of tracking specific metrics.

Progress made

Planning context: As described previously, one important step forward for this work has been establishing a planning framework to clarify how ongoing reviews and department- or program-specific improvement projects fit with broader planning as well as resource allocation and implementation.

Collaboration: In Fall 2021, Shoreline was poised to not only identify how to replace or reassign 12 vacated tenure lines, but also add seven tenure lines based on a new allocation from the Washington state legislature. Building upon the existing process used since 2017, Faculty Program Coordinators (i.e., department chairs or FPCs) from all departments were invited to review the data, be part of the proposal presentations, and provide their own ratings about each position along with members of the SLES leadership team. Establishing a forum for shared interpretation of data was a positive step toward making the process more collaborative and transparent.

In the 2021-2022 academic year, the instructional deans held biweekly meetings with the Faculty Program Coordinators to lay the foundation for ongoing collaborative review of data for the purpose of broader planning. At two of these meetings [Video Link, R1.02], the groups discussed the planning framework and how to engage in a more interactive review of data that does not involve faculty completing lengthy surveys and then not receiving adequate feedback to understand how their input was incorporated into planning. There was general hesitation about engaging in a new process, leading to a different approach for the coming year (see Looking Ahead below).

Product and documentation: The SLES Leadership Team has prioritized setting expectations for the planning documentation; specifically, the team has clarified two types of documents that will summarize the use of data to inform operational planning [F].

First is a program review template for individual departments and programs, with the primary goal of continuous improvement within that program or department. These program reviews will build upon the reviews already in place for professional-technical programs, applied to departments (e.g., English, math) that do not correspond to any one specific Shoreline degree. It is anticipated that these reviews will occur on a cyclical basis (every 3 – 4 years), staggered across departments with a regular and predictable schedule. The process will also involve a review of student learning outcomes assessment work within the program or department. The outcome or product of this process will be concrete recommendations for improvement, which will lead to implementable and assessable projects.

Second is to conduct an overall review of all instructional programs and departments, allowing for identifying common themes among those recommendations and to prioritize potential larger-scale implementable projects. This comprehensive review also clarifies how operational areas contribute to strategic goals and initiatives. The product of this review is a comprehensive academic plan, using a template developed using models from other community colleges [R1.10].

Looking ahead

Responding to the feedback, FPCs, departments and programs have already provided input in various forms, through surveys in 2017 and 2018, the budget review process in 2019, and annual reviews for tenure line requests. Given this previous work, the focus for the coming year will be a review of this previous work, with updated data points and in discussion with department faculty, with the goal of a comprehensive academic plan. The plan will emerge in tandem with the College's revised strategic plan and identify major projects and priorities for the next 4 – 5 years.

Once the plan has been produced, the next step will be to formalize consistent templates for both professional-technical programs and transfer departments, along with a schedule for individual department and program reviews. The process will be developed in collaboration with faculty from instructional departments. Below is a timeline for implementing this work in the coming year.

Table 1.1. Academic planning process development timeline for 2022-2023

Timeline	Activity
August 1 – September 29, 2022	IADM compiles updated data points, curates previous qualitative comments, and makes full data review broadly accessible
September 21, 28 2022	SLES conducts preliminary review of comprehensive data, identifying immediate and long-term needs, potential improvements
October 2022	Kick-off to the process, develop shared understanding of product and process at division meetings
October 1 – November 2, 2022	Conduct a series of discussions within departments about data review and to identify immediate and long-term needs

Timeline	Activity
November 9, 16, 2022	Use data reviewed to conduct regular tenure-line conversations with SLES and faculty from selected areas AND Use data reviewed to develop and submit instructional equipment requests using existing process [R1.11]
November 30, 2022	Preliminary list of recommended tenure lines to be recruited reviewed by SLES, forwarded to Executive Team
December 6, 2022	Final decision by Executive Team on tenure line recruitment; communication to departments and campus community
January 9, 2023	Instructional equipment decisions made; communication to relevant departments.
November 5, 2022 – January 20, 2023	SLES plus representative group of faculty develop draft, informal, comprehensive academic plan, including a regular program/department review schedule
January 23 – February 3, 2023	Comprehensive Academic plan available for comment and for incorporation into the College strategic plan.
February 6 – March 3, 2023	Finalize department/program review process and product template
Spring 2023	First cohort of department/program reviews conducted using template

As of the submission of this report, the Student Learning, Equity, and Success (SLES) leadership team has begun the process of reviewing existing data in a summary spreadsheet, to develop a preliminary assessment of immediate and long-term needs within each department.

B. Student Services Planning

At the time of Shoreline's comprehensive self-study, the College had begun the process of identifying college-wide indicators most critical to understanding the effectiveness of Shoreline services in support of student success. In addition, all service areas had undergone a review in Fall 2019 in anticipation of budget reductions. At that time, the college-wide indicators revealed several years of decline in student progress, including completion of college-level math for transfer students and fall-to-fall retention rates.

Improvements needed

As described in the 2020 comprehensive self-study, Shoreline has responded to ongoing assessment of key indicators related to student success by adopting a Guided Pathways framework to improve and enhance services to students. At that time, there was a need to conduct a broader needs assessment to identify resources to support the fundamental structural changes needed for college-wide reform.

The most notable gap in student services assessment and planning, as of Fall 2020, was the need for cyclical review of individual departments allowing for an ongoing cycle of improvement. Part of

this process would be indicators that could be assessed consistently, across multiple services, that include not only counts of students served but also outcomes that describe the skills and knowledge students gain from these services (i.e., learning outcomes).

Progress Made

Since the 2020 self-study, Shoreline has engaged in a data-informed scan of student services in several specific contexts, including:

ctcLink: In the context of ctcLink work, student service areas developed maps of all current business processes, such as admissions [R1.12], followed by a process to identify, during training, how the current process would change with the transition to ctcLink [R1.13]. This work took place over a two-year period, leading up to Shoreline's go-live date with PeopleSoft in Winter 2022.

Guided Pathways: A strong Guided Pathways lens was used for the mandated scale of adoption instrument. The results of this assessment were incorporated into an implementation plan with clearly identified projects, workplans, and objectives (see Implementation below).

Grant Proposals: A data-informed scan was also part of the development of proposals for the College's recently awarded Title III grants (AANAPISI and SIP), which also used a Guided Pathways framework. As shown in Table 1.2, the process yielded long-term measures of success for these grants that correspond to college-wide indicators related to student progress: (1) attainment of 15 college-level credits; (2) completion of gateway English and math; (3) fall-to-fall retention; and (4) completion and/or transfer.

Another significant development in the last two years related to student services assessment and planning emerged from learning outcomes assessment work (see Recommendation #2). Specifically, the data collected from students and advisory committees for the purpose of revising the College's general education requirements indicated a set of outcomes relevant to student services. This set of outcomes, identified as "Shoreline Learning Support Outcomes," includes (1) educational and career planning, and (2) self-management (e.g., time management, professionalism, emotion regulation). Identifying these as key learning outcomes from Shoreline's support services guides assessment of college-wide work (note the measures of educational planning included in the College's Title III grants) as well as consistent measurement of success across individual department reviews. These learning support outcomes will be assessed in areas focused on student development, including accessibility support services, advising, athletics, career planning services, counseling services, student life and leadership, and other student support programs.

Table 1.2. Summary of outcome measures AANAPISI and SIP grant proposals (logic models)

	AANAPISI	SIP
Short-term outcomes	• By Y2, 95% of SAGE students meet with Navigator or Advisor each year [measured with Advising software] • By Y2, 95% of students meet success course learning outcomes [measured with course data] • Each year, increase SAGE students' sense of belonging and community [measured with annual survey] • Each year, increase students' knowledge of career paths and educational planning [measured with annual survey] • Each year, increase by 2% students who pass gateway math and English classes [measured with course data] • Each year, increase understanding among faculty and staff of AAPI and lowering equity gaps [measured using annual survey data]	• Beginning Y2, 90% of new students attend orientation programming • Beginning Y2, 85% of students meet college success course learning outcomes • By Y2, 100% of students enrolled in student success course complete an educational plan • Beginning Y3, 95% of new first time, degree-seeking students enroll in success course • Each year, increase rate of students who meet with an advisor for underserved students by 5 percentage points over baseline, and for non-underserved students by 2 percentage points over baseline • Each year, increase pass rates of gateway math and English courses by 2 percentage points over baseline for underserved students, and for non-underserved students by 1 percentage point over baseline
Long-Term Outcomes	• Increase students who earn 15 college credits in their 1st year by 10% over baseline [Goal 1] • Increase fall to fall retention by 10% over baseline [Goal 2] • Increase completion and transfer by 10% over baseline [Goal 2] • Increase faculty, staff, and overall college awareness and understanding of AAPI and low-income student equity gaps and develop meaningful interventions [Goal 3]	• Increase students who earn 15 college level credits in 1st year for underserved student by 10 percentage points over baseline, and for non-underserved students by 10 percentage points over baseline • Increase fall to fall retention for underserved students by 10 percentage points over baseline, and for non-underserved students by 5 percentage points over baseline • Increase completion and transfer rates for underserved student by 10 percentage points over baseline, and for non-underserved students by 5 percentage points over baseline, over baseline

Looking ahead

The focus for the coming year will be developing a process for department-specific reviews to achieve consistency in collecting and reviewing data across student services departments for the purposes of continuous improvement. The goals are to build mechanisms for each service area to conduct reviews of their business processes and to conduct data-informed holistic program review.

Business process review

Building on business process mapping and change impact work conducted as part of ctcLink, each area will review and revise their business process map, adapting it for the new system. This review process will reveal student barriers and process issues that can be included in the project-based workplans of the business process analyst team, as described in Section III below.

Service area review and continuous improvement

Service area reviews will begin in 2022-2023, with each area first identifying 5 – 6 service data points (e.g., time in task, numbers of students served) and implementing mechanisms for ongoing data collection. The criteria for identifying those data points will be those most related to key indicators such as enrollment and student retention, as well as those that will help stabilize Shoreline's systems using an equity-centered approach. Each area lead will report on these data points at monthly student services directors' meetings.

Each service team will use the data to engage in reflection about and assess the types of service offered, the extent to which current services are meeting students' needs, and how learning support outcomes are addressed in relevant areas.

To guide the work, each team will complete a review document, using a template (currently in a draft form) [R1.14], including three-year budget comparisons, anecdotal feedback from staff, comparisons to other colleges for benchmarking, and a SWOT analysis for future needs. During the 2022-2023 academic year, all student services review plans will be analyzed in the context of Guided Pathways, DEI recommendations, and outcomes emerging from both the AANAPISI and Strengthening Institutions (SIP) grants. These analyses will inform a multi-year comprehensive student services plan.

C. Other Operational Planning

There are three additional operational areas that are entering a phase of comprehensive planning in the next year.

Facilities

As described in the Fall 2020 comprehensive self-study, Shoreline's facilities master plan covers the period of 2010-2020.

Due to interruptions caused by COVID-19, the need to refocus Facilities Services staff time and resources on pandemic response, and ongoing turnover in departmental leadership (four directors in the span of two years), updating the College's Facilities Master Plan will be initiated after the new biennium begins on July 1, 2023. This timeline will coincide with the College's development of its new Strategic Plan, which is set to begin in Fall 2022. Both plans will benefit from shared data collection and analysis, common strategic priorities, and coordinated efforts in gathering input from the full college community.

The anticipated completion date for the new Facilities Master Plan is December 31, 2023.

Technology

As described in the Fall 2020 comprehensive self-study, Shoreline has a history of robust hardware replacement cycles for employees, classrooms, and student computer labs. In addition, the College manages updates for software applications, including major overhauls to new versions of MS Windows.

For the past two years, Technology Support Services (TSS) has been focused on ctcLink, providing support for web integration and integration with secondary data systems (e.g., Starfish, AIM), and expanding the TSS support center to include ticketing for ctcLink support. The TSS team has developed a four-year plan (2021-2024) to identify major projects related to continuous improvement (e.g., server maintenance, hardware replacement) and those involving significant changes for the campus community (e.g., implementing two-factor authentication for Office 365) [R1.15].

As Shoreline enters the next phase of college-wide strategic planning, the TSS team will move towards a model involving an Information Technology Governance group including more college constituents to review relevant data and develop a comprehensive technology plan that addresses college-wide strategic goals.

Community outreach

At the time of the Fall 2020 self-study, three strategies in the 2016-2021 Strategic Plan focused on community engagement as follows:

- 1D. Cultivate intellectual and cultural vitality to invigorate and engage our College and communities.

- 1E. Clearly communicate to internal and external communities the educational experience that they can expect from Shoreline Community College.

- 2E. Implement consistent, effective engagement and communications practices.

The Communication, Marketing, and Community Engagement (CMCE) Steering Committee guided the work encompassed by these strategies, including development of a new brand and tagline for the college as well significant web site work.

In alignment with the soon-to-be developed strategic plan, Shoreline's communications and marketing department is working to streamline the college website as an outward marketing tool for new and prospective students. In brand research conducted earlier in 2022, it was evident that community outreach tactics and strategies were needed to reintroduce Shoreline CC to its service area after the pandemic. Enrollment audiences specified in the strategic enrollment marketing targets (see Section III below) will inform the focus and mechanism for communications.

The groundwork has been laid to reintroduce Shoreline Community College in a united and collaborative way using projects, cultural celebrations, and events while maximizing the relational leverage of co-located partners and community partners. Building a community of support both internally and externally is crucial to improving brand awareness, loyalty, and support of the College.

As a starting point for a comprehensive plan for community engagement, two of the President's (currently draft) goals for 2022-2023 focus on community engagement both internally and externally:

- Improve communication and relationship building on campus

- Increase Shoreline's presence in the broader community

As mentioned above, the President's goals will inform the strategic planning process as well as comprehensive operational planning for community engagement. Shoreline's community engagement plan will parallel that of the Shoreline Community College Foundation, which is currently in development.

Other Services Areas

During the next year, the Vice President for Administrative Services and Executive Director of Human Resources will adapt the cyclical department review process from student services to ensure ongoing continuous improvement among administrative service areas within the college, such as payroll and benefits, safety and security, and budget/finance.

PART III. IMPLEMENTATION & CYCLE OF ASSESSMENT

One significant area for improvement has been not only translating goals into specific plans, but also building on and translating those plans into implementation, including resource allocation and annual workplans for cross-functional teams [J]. The implementation then also needs to be associated with objectives (i.e., what needs to get done) [K] and measures of success.

The planning framework includes a project-based model for implementation in which either the strategic or operational planning leads to the identification and prioritization of key projects [H]. Each project has its own objectives and measures of success [I], which are connected to key indicators of success.

Since the Fall 2020 comprehensive self-study, Shoreline's adoption of Guided Pathways has evolved into a project-based approach to implementation which will serve as a model for future implementation of strategic and operational plans. The next section will summarize the elements of this project-based implementation for Guided Pathways, and the subsequent section briefly summarizes how Shoreline has implemented the other strategic initiatives.

A. Guided Pathways

As described above, the Guided Pathways core team engaged in a data summit in Spring 2021 to discuss the leading and lagging student indicators most in need of improvement with regard to equity gaps. The results of the discussion informed the development of measures used to assess the success of Shoreline's recently-awarded Title III grants as summarized in Table 1.2 above and in identifying the key indicators to track in Shoreline's First Time Entering Cohort Dashboard.

Prior to that review, the team had conducted a qualitative review as part of the Center for Community College Research's Scale-of-Adoption Assessment (SOAA) [R1.16] and began some project-based work during the 2020-2021 academic year [R1.17]. The projects in Table 1.3 below represent the

impact of the review of key indicators and the projects implemented in 2021-2022, as well as how the projects can potentially lead to changes in the key indicators.

Each project was assigned to two co-leads (one administrator and one faculty member) who managed the project tasks and recruited team members. As part of this project management, each team developed a workplan and reported on progress at the end of the year [R1.18]. The designation of projects and workplans also correspond to how the Guided Pathways budget was developed for 2021-2022.

Table 1.3 summarizes each of Shoreline's Guided Pathways projects, including project objectives, project status as of Spring 2022, and anticipated impact on key indicators. No single effort is expected to have overwhelming direct impact on these key indicators. However, it is expected that these efforts will, in concerted additive fashion, have positive impacts on retention and completion, and close equity gaps. The table provides an overview of which indicators each project will most likely affect, essentially mapping the projects to indicators. It is too early to determine the effect of the concerted Guided Pathways work, particularly in the context of the immeasurable impact of the pandemic.

This management process, translating goals into workplan and budget, will continue as the suite of Guided Pathways projects continue. It will also be adopted for additional projects emerging out of strategic and operational planning [H].

Table 1.3. Summary of 2021-2022 Guided Pathways projects and anticipated impact on key student success indicators

Project	Project Objectives	Status Spring 2022	Anticipated indicators to be affected
Revise Areas of Study (Meta-major organization)	Finalize a new structure, new terminology for Areas of Study	Completed, and new structure approved by VP. *Next steps: build into our web architecture during 2022-23*	• # of students who have a documented, approved Educational Plan
Course sequencing	Create "sample" quarter-by-quarter course sequences for degrees	Initial first "proof of concept" samples created, set of design principles developed, priority degrees identified *Next steps: build course sequences for FT students, for 50-60 degrees during 2022-23*	• % of students passing gateway courses in English and math within the first year, disaggregated • % of students attaining 15 college-level credits within one year, disaggregated • Fall-to-winter retention rates
Advising	Implement a life-cycle model of team-based, proactive advising	Developed prototype of life-cycle touch points (tiered model) Adopted Starfish software; phase 1 implementation focused on using the software for appointments and Academic Advisors' notes *Next steps: engage all Academic Advisors in collective learning, refinement of baseline touchpoints, and implementation of baseline touchpoints with new students; develop Academic Advising handbook*	• # of students who have an initial "intake" appointment with an Academic Advisor; disaggregated • # of students who have a documented, approved Educational Plan • Fall-to-winter retention rates
Intake/ Onboarding	Redesign our processes to create a more streamlined and transparent onboarding experience for students	Subcontracted intake support for curated subset of students Identified business processes that need to be built, refined, or improved as a consequence of our shift to ctcLink (e.g. processing transcripts) *Next steps: build and implement a baseline process for students, identifying key touchpoints and alerts from the college*	• Conversion rates – from application to day 10 of first quarter; disaggregated to examine SEM targets • Increased new student enrollment, particularly among populations targeted by the SEM team

| Project	Project Objectives	Status Spring 2022	Anticipated indicators to be affected
New Student Orientation	Create a "post-COVID" New Student Orientation model	Identified key NSO lead and data to collect *Next steps: Launch new NSO (v1.0) in August and September 2022; collect data on participation and outcomes*	• % of students demonstrating understanding of Shoreline resources • Sense of belonging (qualitative, self-report), disaggregated • Fall-to-winter retention rates • % of students attaining 15 college-level credits within one year, disaggregated
Placement	Improved communication to students	Produced a set of recommendations for webpage updates; identified new questions and concerns to address *Next steps: Update the webpage*	• % of students passing gateway courses in English and math, disaggregated
COL 101: College and Career Success	Develop a common first quarter course to support student success	Pilot version of the course ran in Fall and Winter – informed final course design. Course is proceeding through Curriculum Committee Developed common summative assessment for all course sections, onboarding process for all instructors; extensive library of assignments and resources for instructors *Next steps: Enrollment campaign, run Fall sections, collect data*	• # of students enrolling in the course • % of students meeting course learning outcomes, disaggregated • Sense of belonging (qualitative, self-report), disaggregated • # of students who have a documented, approved Educational Plan • % of students attaining 15 college-level credits within one year, disaggregated • Fall-to-winter retention rates
Career and Transfer Center	Develop recommendations for building a Career and Transfer Center	Collected stakeholder input on ultimate vision for such a center Identified first year/phase 1 activities Selected and purchased career exploration software Identified initial staffing *Next steps: Soft launch of a Career Center (minus transfer services for now), hire dedicated FT lead*	• # of students utilizing the center • # of students who have a documented, approved Educational Plan

Project	Project Objectives	Status Spring 2022	Anticipated indicators to be affected
English 101 efforts	Make ENGL& 101 accessible to more students, improve completion rates, mitigate inequities,	Piloted a couple sections of a 7cr English 101 (i.e., 101 + a 2cr co-requisite) that provides students more time with their instructor and peers Some ENGL&101 instructors participating in a project funded by the Washington State Legislature to develop anti-racist curriculum, including the adoption labor-based grading practices	• Co-req project: Early qualitative data suggests positive impact • Successful completion of English 101 within first year; disaggregated
Math gateway courses	No specific efforts this year *Shoreline has already engaged in a three-year project to build a co-requisite model for gateway math classes*	Examining how best to follow up on co-requisite project	• Successful completion of 100-level Math within first year; disaggregated *Previous co-requisite project appeared to have some impact: % of students completing college math within one year increased from 17% 2018 to 21% in 2019 and 2020.*
ESL efforts	Increase adoption of inclusive, equitable teaching practices Differentiate ESL/EAP 090 and ESL/EAP 099 Improve Placement practices to ensure better match	Significant participation in professional development during the year, embedded into departmental meetings Significant progress on differentiating learning outcomes, course design Iteratively improving self-placement tool and (optional) consultation-interviews with faculty	• Progress through ESL sequences, to degree path • Successful completion of English 101 within first year; disaggregated
"Other" Gateway courses (non-English, non-Math, non-ESL)	Engage faculty in recognizing inequities in student success rates Motivate action	Multiple interactive workshops held, during Division meetings to engage faculty Multiple faculty signed up for the Inclusive Pedagogy Institute *Next steps: Work with Deans and departmental leads (FPCs) to build course review, course learning outcomes assessment, and iterative improvement of curriculum and instruction into annual work*	• Course success rates in gateway courses, disaggregated • % of students attaining 15 college-level credits within one year, disaggregated • Fall-to-winter retention rates

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Other Strategic Initiative Implementation

Below is a brief summary of how Shoreline is using a project-based approach to implementing the remaining strategic initiatives [C] and using data to assess their effectiveness.

Strategic Enrollment Management (SEM)

Goal 1, Strategy B of Shoreline's strategic plan reads, "Engage in comprehensive strategic enrollment management, encompassing the entire student experience, from the moment students aspire to attend college to the moment they attain their educational goals." Shoreline has implemented this strategy using SEM approaches as described in the Fall 2020 comprehensive self-study, including the use of several indicators and targets for recruitment of specific populations [R1.19] identified as having unmet educational needs within Shoreline's local region: high school (dual enrollment) students, BIPOC students, and adult learners. Shoreline's Office of Institutional Assessment and Data Management (IADM) created a dashboard to track new student enrollment among those populations (see screenshot in Figure 1.6).
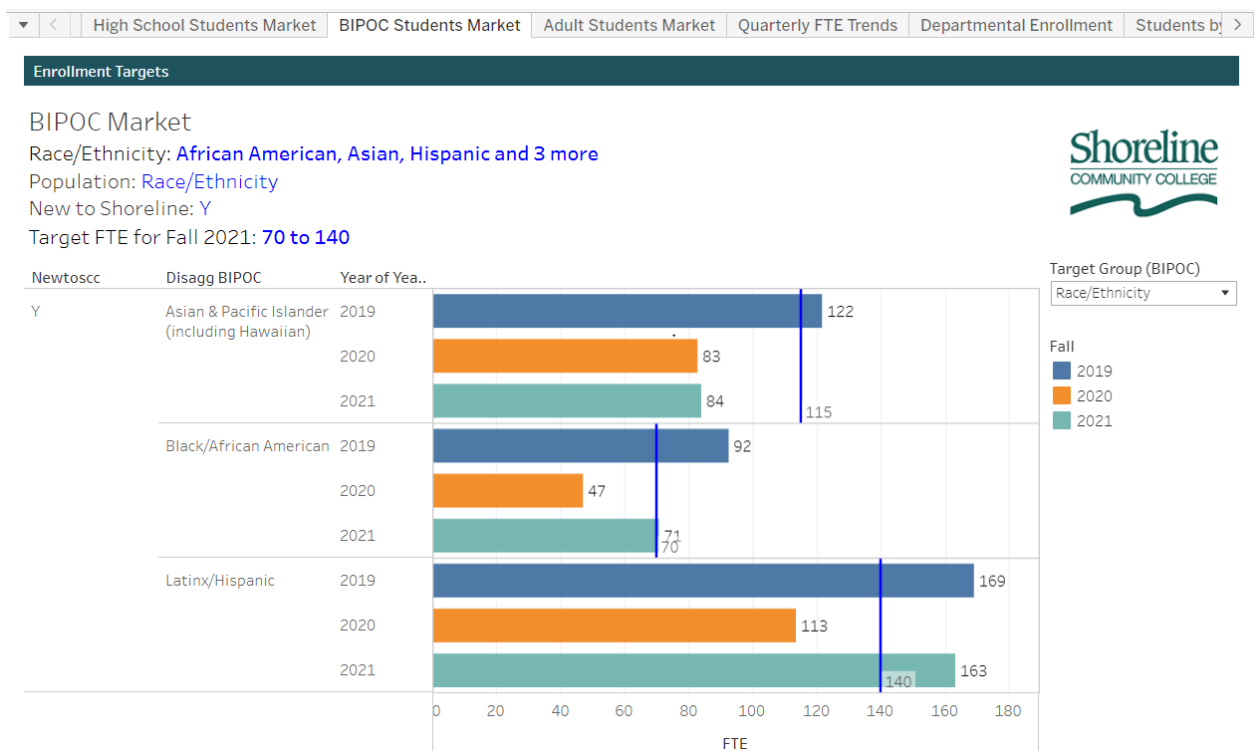
Figure 1.6. Screenshot of Strategic Enrollment Management targets dashboard

The College has reviewed the internal resources available for outreach and recruitment and identified the need for additional support in "middle-funnel" recruitment; meaning recruiting students who have already applied and indicated some interest in enrolling, but who have not yet registered for classes. Shoreline partnered with an external consultant, Inside Track, to engage in personalized recruitment and support for students to navigate each step of the enrollment process, connecting potential students to potential resources, and following up with potential students at each needed step. Shoreline's work with Inside Track began in Spring 2021, and the impact of

recruitment on new students, and particularly on the indicators described above, is currently unclear due to the transition to PeopleSoft.

Diversity, Equity, Inclusion (DEI)

As mentioned above, Shoreline has engaged Hanover research to conduct a climate survey for students and employees. Both surveys were administered in Spring 2022, and analyses of the employee survey are underway. The student survey yielded a low enough response rate (less than 5%) that Shoreline will re-deploy the survey and conduct student focus groups with students and employees in Fall 2022. Results from both surveys and focus groups will inform Shoreline's strategic plan, which will be focused almost entirely on diversity, equity, and inclusion, satisfying the state legislature's mandate for DEI strategic planning.

The President's and Board's goals for 2022-2023 exemplify this DEI-based approach, with one (currently draft) goal for the President being, "Demonstrate Shoreline's continuing dedication to diversity, equity and inclusion." The Board of Trustees engaged in a learning session at their Summer 2022 retreat about using a DEI lens in Board work in the coming year [R1.20], resulting in several (currently draft) Board goals incorporating DEI:

- Review relevant policy around student success and equity/anti-racism and create policy that reflects the board's commitment

- Integrate DEI focus into regular policy review

- Develop language re: pronouns as to why it is important and what it means at Shoreline

- Develop set of critical questions to assess reports that come to board from an equity perspective

- Participate in professional learning particularly regarding Equity. For example, read From Equity Talk to Equity Walk (McNair and Bensimon)

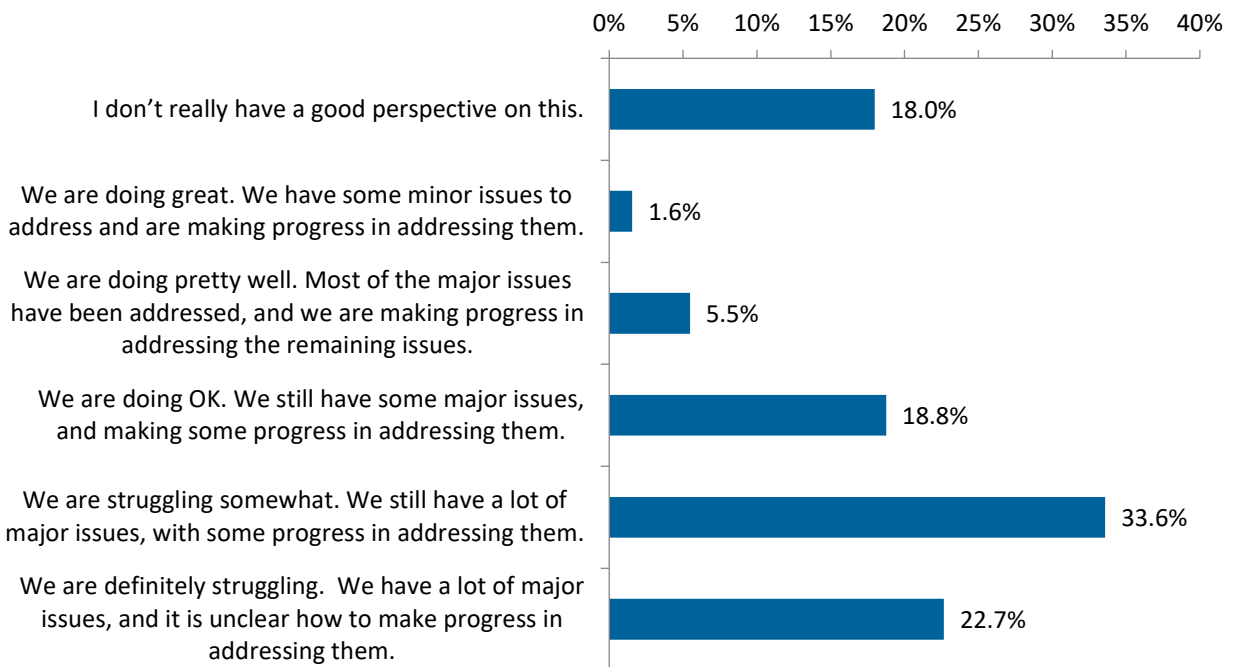## *ctcLink*

The State Board for Community and Technical Colleges (SBCTC) provided extensive support and specific tasks for colleges to prepare for transferring to PeopleSoft. As with the over 20 colleges that have already undergone this transition, Shoreline has found that the more intensive work has begun after "go live" when staff gain hands-on experience with how business processes need to be documented, refined, and significantly revised to meet students' needs. Using best practices from other colleges, Shoreline has identified the need for three additional business process analyst positions, serving each of the three primary "pillars" of data (student data, employee data, finance data), as well as a lead business process analyst to coordinate, facilitate, and prioritize analyst work. The lead position and one analyst position (supporting employee data) have been hired, and Shoreline is recruiting for the two additional positions.

To support the work of these analysts, and to assess the effectiveness of this strategic initiative, Shoreline conducted a survey for all employees, asking them to evaluate how well Shoreline has been doing with ctcLink (see Figures 1.7 and 1.8) and to identify specific issues that are highest priority for the analysts to address in the coming two years.
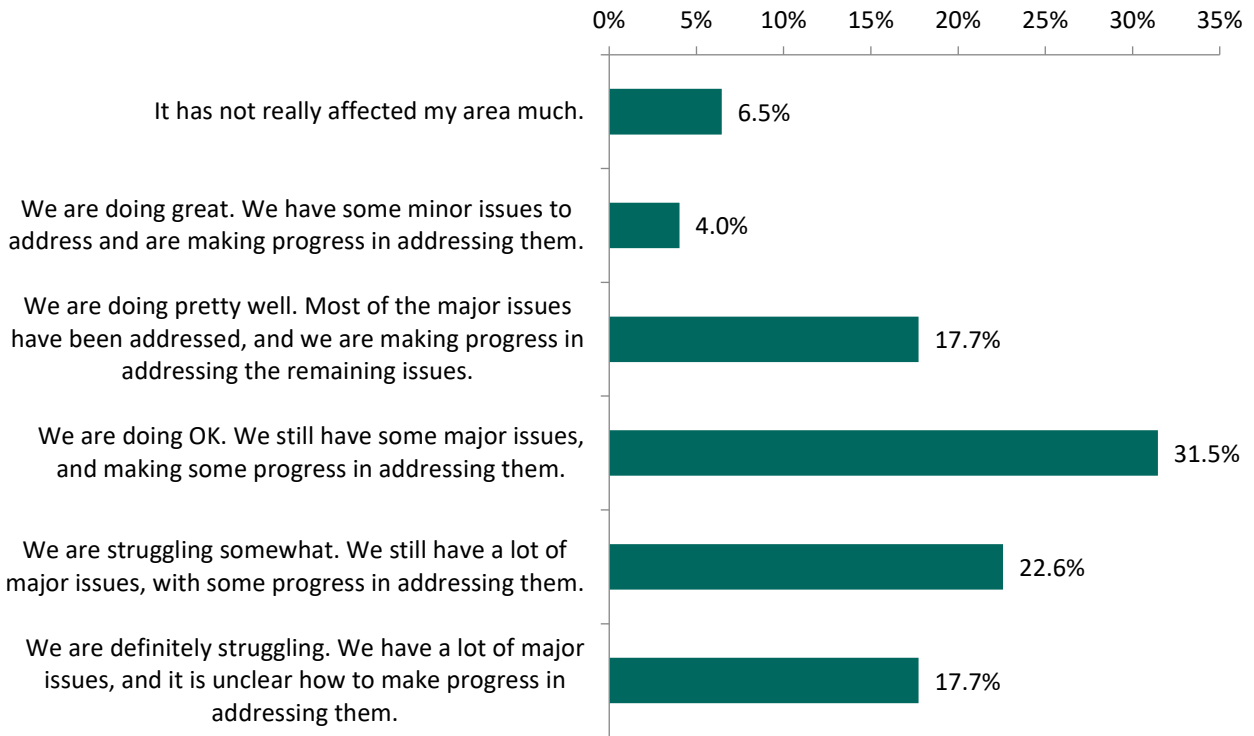
Figure 1.7. Summary of responses to the survey question, "Which of the following statements best describes how your area/department is doing with ctcLink?"

Figure 1.8. Summary of responses to the survey question, "Which of the following statements best describes your assessment of how Shoreline as a whole is doing with ctcLink?"

Since the go live date, Technology Support Services, the ctcLink transition team, and the Office of Institutional Assessment and Data Management (IADM) have been compiling a list of significant problems with PeopleSoft (i.e., processes that are not working) or processes that need significant improvement. Using a project management approach, this list of "Implementation Issues" [R1.21] has been converted into a set of program improvement projects, with each issue assigned a project lead. The lead business process analyst has developed (a) templates for tracking action items and documenting revised processes; (b) a structure for sharing and storing documents and notes in MS SharePoint; and (c) procedures for analysts for using the list and prioritizing projects. At the time of this writing, 49 issues have been identified, each of which could require several weeks to up to 10 – 12 months to address.

Learning Outcomes Assessment

Most of the progress related to ongoing assessment has been in supporting learning outcomes assessment, summarized below to address Recommendation #2.

Recommendation #2

Recommendation 2: *Fall 2020 Mission Fulfillment and Sustainability - Engage in assessment practices that focus on systematic and on-going assessment of course learning outcomes that lead to program learning outcomes in general education, all instructional and student support areas. Assessments must be used to improve student learning outcomes and inform academic and learning support-planning and practices. (2020 Standard(s) 1.C.5;1.C.6;1.C.7)*

1.C.5 *The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.*

1.C.6 *Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.*

1.C.7 *The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.*

LEARNING OUTCOMES ASSESSMENT WORK 2020-2022

Building on the work described in the Fall 2020 comprehensive self-study, Shoreline has made significant progress in engaging in systematic and on-going assessment of course, program, and college-wide (general education) learning outcomes. Based on the recommendation received at that time, work on outcomes assessment has focused on the following goals:

1. Expanding participation in assessment of course, program, and college-wide (student) learning outcomes

2. Systematizing documentation of course and program learning outcomes assessment

3. Understanding the alignment mapping between course, program, and college-wide outcomes

4. Developing a repository of resources for faculty to engage in learning outcomes assessment on an on-going basis, and to share and access ongoing learning outcomes assessment work

5. Revising Shoreline's General Education Outcomes to be assessable and clearly mapped to Shoreline's programs

Over the course of the past two years, it should be noted that Shoreline has gained insight into the human resources required to engage in systematic and ongoing learning outcomes assessment. In Fall 2020, a one-third release time was designated (via Guided Pathways funding) to support revision of Shoreline's General Education Outcomes. In 2021-2022, an additional one-third release time was designated as Faculty Learning Outcomes Assessment Coordinator to support learning

outcomes assessment work generally. Starting July 1, 2022, a new full-time administrative position, Director of Outcomes Assessment, was established to ensure that work continues and expands. The individual serving as the Faculty Learning Outcomes Assessment coordinator has agreed to serve in an acting role until the College has completed a search for a permanent Director of Outcomes Assessment.

This section will address each level of learning outcomes in turn (course, program, college-wide), followed by a description of the resources built and the development of a tool for sharing and tracking.

COURSE LEARNING OUTCOMES ASSESSMENT

Below is a description of how Shoreline has expanded participation in course-level learning outcomes assessment and developed new tools and resources to ensure faculty work in this area is documented and shared.

1. Expanding Participation

At the time of the Fall 2020 comprehensive self-study, the Learning Outcomes Assessment Steering Committee (LOASC) had developed an asynchronous training designed to support faculty members through each step of assessing a course learning outcome. Since that time, nine additional faculty completed the training.

During the 2021-2022 academic year, the co-chairs of the Learning Outcomes Assessment Steering Committee (i.e., the Faculty Learning Outcomes Assessment Coordinator and the Executive Director of IADM) reached out to faculty during Opening Week and at Division Meetings to recruit them to participate in learning outcomes assessment work. The feedback from faculty indicated the need for a great deal of support in taking the first steps towards getting involved in outcomes assessment. In other words, part of the challenge in getting outcomes assessment work completed was an initial barrier to entry of "What do I do first?" and "Who can help me with this work?" To address this challenge, the Associate Deans of instructional divisions were identified as the primary contacts within the divisions to champion learning outcomes assessment work and support faculty in getting started.

Another important change was to prioritize the courses to assess and then identify faculty to conduct the assessment. Working with the Guided Pathways Core Team and IADM, a set of 25 courses were identified as either critical to students early in their pathways at Shoreline or classes with the highest enrollment (see Table 2.1). The goal for 2022-2023 is for learning outcomes in each of these courses to be assessed.

In Spring 2022, the Student Learning, Equity, and Success leadership team assessed the service commitments of full-time faculty, revealing that additional opportunities for fulfilling service requirements were needed. Conducting a course-level outcomes assessment will be provided as an opportunity for any full-time faculty to fulfill or supplement their service commitments, so that outcomes assessment becomes part of regularly assigned work for faculty. Nonetheless, Deans and Associate Deans will encourage associate faculty to engage in course-level outcomes assessment

projects as well, to involve part-time faculty (who teach the majority of Shoreline courses) in the process of creating a culture of systematic and on-going assessment at Shoreline.

Instructors will have two options to complete their course outcomes assessment project: a fully asynchronous training in Canvas for those who enjoy working independently, or a hybrid institute intended for groups (or teams) of faculty who would rather participate in this experience as a cohort and assess the same course learning outcome.

Table 2.1. List of the courses to be assessed according to instructional division

Instructional Division	Courses
Business, Community Studies, and Social Sciences	BUS& 101, ACCT& 201, BUS 105, PSYC& 100, CMST& 101, CMST& 220, MCS 105, ECON& 201, PSYC 202, SOC& 101
Health Occupations	NUTR& 101
Humanities	ART 131, ENGL& 101 (incl "bucket" sections, SIGs, GIGs, and co-requisites), MUSC 100, CINEM 201, DRMA 144, ENGL 90
Science, Technology, Engineering and Math	MATH& 107 (incl MATHS 107), MATH& 146 (incl MATHS 146), CHEM& 121, BIOL& 211, CS 121, GEOL& 101
Transitional Studies	EAP 90, EAP 99, ABE 42/52

2. Systematizing Documentation

Based on the recommendation and feedback received from the evaluation committee in Fall 2020, another important step in advancing the College's work in learning outcomes assessment has been to systematize the way that faculty report on course-level outcomes assessment. Faculty have been engaging in this work at Shoreline since 2015, but the reporting had been somewhat ad hoc and varied based on the course and outcome assessed. The online training, developed in Spring 2020, provided a final assignment that included essential elements of assessment, including a reflection on next steps, and those elements were used as a starting point to develop the Course Outcome Assessment Reflection (COAR) report [R2.01]. The COAR improved upon the existing report by:

- Adding more focused reflection questions

- Including a field for specifying next steps for improvement, along with suggestions for types of changes that could be made

- Adding a reflection one year after the completion of the assessment on the impact of the steps taken

With the revised COAR, responses from the previously completed reflection exercises were converted to the COAR format. In addition, those who had completed the assessment training within the previous two years were asked to add in the final reflection about the impact of the next steps. In total 20 COARs were created, 17 of these completed the follow-up reflection; links to all the COARs are included in Table 2.2 and Table 2.3.

Table 2.2. Course Outcomes Assessment Reflection (COAR) reports completed (with reflection)

Course	Quarter	Outcome Assessed	% meeting expectations	Follow-up
ANTH&215 [R2.02]	Spring 2020	Identify concrete practices to be an agent of one's health and to be an advocate for health.	89%	Spring 2021
BUSTC107 [R2.03]	Spring 2020	Keyboard on a Numeric Ten Keyboard by touch at a minimum speed of 15,000 keystrokes per hour on a three-minute timing with 98% accuracy.	88%	Spring 2021
CJ& 101 [R2.04]	Fall 2021	Describe the structure and function of the various U.S. court systems and the formal and informal works groups.	88%	Spring 2022
EAP 080 [R2.05]	Fall 2021	Apply level-appropriate reading strategies to comprehend low-intermediate texts.	80%	Winter 2022
EAP 090 [R2.06]	Spring 2021	Write a variety of 2 or more-page essays with an introduction and thesis, paragraphs with clear topic sentences, well-developed ideas, and a conclusion.	79%	Spring 2022
EAP 090+ [R2.07]	Fall 2021	Summarize short reading passages.	88%	Spring 2022
EAP 099 [R2.08]	Fall 2020	Write an argumentative essay	88%	Fall 2021
EAP 099 [R2.09]	Fall 2021	Write 2–4-page essays and reports with an introduction, thesis, topic sentences, well-developed ideas, and a conclusion, demonstrating increasing rhetorical and linguistic sophistication and complexity.	83%	Winter 2022
EAP 099 [R2.10]	Summer 2020	Write essays or reports that synthesize information from different sources by paraphrasing, quoting, and summarizing.	77%	Winter 2022
ECON&201 [R2.11]	Summer 2020	Identify trade-offs by using the model of production possibilities and the concept of comparative advantage	77%	Spring 2022
ENGL&102 [R2.12]	Summer 2020	Support a thesis by integrating a variety of primary and secondary source material as well as the student's own reasoning and observations on the topic.	13%	Spring 2021

Course	Quarter	Outcome Assessed	% meeting expectations	Follow-up
ESLAB050 [R2.13]	Summer 2021	Write single and connected paragraphs incorporating topic sentences and detailed support, using vocabulary that is appropriate for audience and use revision strategies and instructor feedback to edit for grammatical accuracy and general clarity.	82%	Winter 2022
ESLAB055 & EAP 095 [R2.14]	Summer 2021	Use effective discussion strategies such as turn taking, clarifying, summarizing, acknowledging, etc.	100%	Winter 2022
ESLAFAB 005 [R2.15]	Fall 2021	Identify and compare cross-cultural differences in verbal and non-verbal communication.	64%	Winter 2022
JAPN&223 [R2.16]	Summer 2020	Listen and respond to verbal questions. Formulate and verbally express coherent and organized information, ideas and opinions in a variety of communication contexts, such as one-on-one situations, small groups and classes.	100%	Summer 2022
MATH&146 [R2.17]	Spring 2020	Construct confidence intervals and perform hypothesis tests.	82%	Spring 2021
VCT 125 [R2.18]	Summer 2021	We will be able to identify the properties of digital images and type and adjust when necessary for our end-uses.	70%	Fall 2021

Table 2.3. Course Outcomes Assessment Reflection (COAR) reports completed (without reflection)

Course	Quarter	Outcome Assessed	% meeting expectations
CS& 121 [R2.19]	Fall 2021	Identify and use programming language constructs such as sequence, selection, iteration, and procedures.	67%
SOC&101 [R2.20]	Spring 2020	By the end of this course, students will be able to explain what sociological theories are and how they are used, and understand the similarities and differences between structural functionalism, conflict theory, and symbolic interactionism.	85%
PSYC&100 [R2.21]	Spring 2020	Explain the fundamental aspects of the following research methods utilized by psychologists to study behavior: surveys, case studies, naturalistic observations, correlational studies, and experiments; at a basic level, critique the relative strengths and weakness of these methods.	84%

After the implementation of the COAR template version above, the Learning Outcomes Assessment Committee (LOAC) engaged in a review of the responses in the reports submitted by Shoreline faculty as well as similar reflection reports at other colleges, and revised the COAR [R2.22] to add two key elements.

The first was to add a reflection about how the outcome was taught within the class, to prompt insight about potential changes in how students engage with the content described in the learning outcomes.

The second was to add a reflection about possible equity gaps. Although most of the sample sizes of these assessment projects are quite small, the reflection question prompts faculty to reflect on patterns they might see not only in who is meeting expectations with regards to the outcome but also in who completes the assignment used in the assessment. The reflection questions also prompt faculty to consider those patterns in the context of patterns of course success rates in the Course Success Rate Dashboard.

Due to feedback from those who completed the COARs, the Faculty Learning Outcomes Assessment Coordinator developed a user's guide [R2.23] to support faculty in completing course learning outcomes assessment work. The instructions include details about the process of assessing a course learning outcome, the importance of this work, and where the work will be shared.

3. Looking Ahead

Whereas this year's course learning outcomes assessment will focus on training faculty and on assessing courses that exhibit large equity gaps, the goal for the following academic year, 2023-2024, is to form a committee that is concerned with course learning outcomes assessment only. Responsibilities of the committee will include developing a cycle of review of Shoreline courses, mentoring faculty through course learning outcomes assessment projects, supporting course learning outcomes assessment training, reviewing course learning outcomes assessment reflection reports, and developing and co-teaching/presenting professional development opportunities for faculty.

PROGRAM LEARNING OUTCOMES ASSESSMENT

Assessing program-level outcomes was a significant area of improvement following the Fall 2020 comprehensive self-study. As an immediate action in Spring 2021, the Office of Institutional Assessment and Data Management (IADM) held a meeting with all the Faculty Program Coordinators (FPCs) from professional-technical programs that do not have specialized accreditation or certification. The goal of the meeting was to set clear objectives for the coming year which were for each of these programs to (a) develop a curriculum matrix (i.e., curriculum map) for at least one degree option within their program and (b) assess one program learning outcome. In addition, the expectation was set that each program would assess one outcome per year on an ongoing basis.

1. Systematizing Documentation

As with the course level assessment, program-level assessment work conducted prior to 2020 involves a non-standardized report generated by the Office of Institutional Assessment and Data

Management. In Fall 2021 the Learning Outcomes Assessment Steering Committee adopted elements from previous reports of program learning outcomes assessment to develop the Program Outcomes Assessment Reflection (POAR) report template [R2.24].

The POAR report template follows a format very similar to the COAR report. Providing a structured template for conducting the assessment supports faculty in completing the assessment themselves and documenting the important insight gained from the process. As with the COAR, the POAR includes a follow-up reflection after one year for faculty to describe the impact of actions described in "next steps."

At the time of writing this report, 8 out of 10 professional-technical programs had completed an assessment during the 2021-2022 academic year, shown in Table 2.4.

Table 2.4. Program outcomes assessment conducted in 2021-2022, with links to POAR reports

Program	Outcome Assessed	% meeting expectations
Accounting [R2.25]	Apply basic principles, theories, and procedures for recording and reporting financial data. 1. Introduction to Accounting, Financial Statements and Business Transactions 2. Analyzing and Recording Transactions 3. Accrual Accounting and Financial Statements	1. 100% 2. 100% 3. 90%
Clean Energy and Technology [R2.26]	Read, visualize, and interpret building plans and models including architectural, structural, mechanical and electrical components that affect building energy requirements.	100%
Criminal Justice [R2.27]	Demonstrate basic theories of police operations and management.	78%
Digital Film Production [R2.28]	Use non-linear editing systems and other post-production software to create digital programs	100%
Digital Marketing [R2.29]	Apply advertising strategies to plan, select and produce effective advertising media	100%
Graphic Design [R2.30]	Select and organize design elements including letter forms, illustrations, typography and other graphic images and effectively use art elements such as line, shape, color, value, texture and form in the development of visual images for a variety of media	88.5%

Program	Outcome Assessed	% meeting expectations
Manufacturing [R2.31]	Use current software for computer assisted machining 1. Uses positional register offsets 2. Uses macros to open and close grippers 3. Outcome Program is safe for both people and the robot 4. Creates a Material Handling program to instruct the robot to pick and place objects 5. Can use Roboguide to create a Materials Handling program	1. 100% 2. 86% 3. 100% 4. 86% 5. 68%
Purchasing & Supply Chain Management [R2.32]	Utilize supply chain concepts and vocabulary related to sourcing, production, quality, transportation, storage and negotiation to effectively procure, move and store goods and services.	History 85% Why it's important for Supply Chain 95% What are the strategic advantages 90%

2. Understanding Alignment

Of utmost importance in assessing program learning outcomes is understanding how and when students have opportunities to gain the skills and knowledge described in those outcomes. At the time of the Fall 2020 comprehensive self-study, none of Shoreline's professional-technical programs (other than those with specialized accreditation or certification) had documented the alignment between courses required for their programs and program learning outcomes.

As described above, the objective for 2021-2022 was for each of these programs to complete a curriculum matrix for one of their degree options. These matrices include the program outcomes on the left side, the required courses along the top, and a letter at the intersection of each indicating whether each outcome is "Introduced" (I), "Reinforced" (R), or "Assessed" (A) within a specific course.

All 10 professional-technical programs without specialized accreditation or certification completed a curriculum matrix during the 2021-2022 academic year, for the following degrees:

- Accounting AAAS [R2.33]

- Biotechnology AAAS [R2.34]

- Business AAAS (Digital Marketing, Retail management, Business Administration) [R2.35]

- Clean Energy Technology AAAS [R2.36]

- Criminal Justice AAAS [R2.37]

- Digital Film Production AAAS [R2.38]

- Manufacturing/Machinist AAAS [R2.39]

- Music Technology AAAS (Audio Engineering Production, Electronic Music Production, Music Business, Music Performance) [R2.40]

- Purchasing & Supply Chain Management AAAS [R2.41]

- Visual Communication Technology AAAS (Animation/Video for Multimedia, Creative Project Management, Game Art and Design, Graphic Design) [R2.42]

Another significant area for improvement revealed during the Fall 2020 self-study and evaluation was that Shoreline's transfer programs (as defined by the transfer degrees conferred to students) did not have program learning outcomes other than what was included in the General Education Outcomes.

The work to revise the General Education Outcomes (now Shoreline Student Learning Outcomes, as described below), revealed that at least one of the existing outcomes (Global Awareness) was clearly aligned with transfer program distribution requirements but not necessarily address in *all* of Shoreline's programs.

Furthermore, one of the most critical developments that emerged out of the process of revising the General Education Outcomes was to establish a model by which each program identifies the version of the outcome category that most clearly applies to their programs. In the coming year, a team will be assembled (Transfer Program Outcome team or TPO) to both identify the program learning outcomes for the College's largest transfer program (Associate of Arts – Direct Transfer Agreement), and which version of the newly-named Shoreline Student Learning Outcomes should apply to that program.

3. Looking Ahead

In addition to having a Transfer Program Outcomes (TPO) team, during the academic year 2022-2023, the professional-technical faculty program coordinators will form a team, the Program Learning Outcomes Team (PLOT), which will continue to assess program learning outcomes (one each year). Additional responsibilities of the team will include reviewing/creating program learning outcomes matrices, leading and mentoring faculty through the assessment of a program outcome, and working closely with industry advisory committees to explain, discuss, or update program learning outcomes.

In addition, as each program undergoes a cyclical program review as part of Academic Planning, PLOT members and administrators will reflect on the POARs completed, informing ongoing continuous improvement and necessary next steps.

SHORELINE STUDENT LEARNING OUTCOMES

Leading up to the Fall 2020 comprehensive self-study, Shoreline had made attempts to assess the General Education Outcomes [R2.43, R2.44, R2.45, R2.46] that were established in 2001 but never assessed in a comprehensive way. The process of assessment revealed several challenges with the current outcomes as they were, including:

- The six "outcomes" actually included 27 "sub-outcomes," which were at a level of specificity allowing for assessment.

- The language of the outcomes was not developed for students to understand, and the connection with their learning experiences was not clear.

- There are clear differences in the opportunities that students have to achieve the outcomes, depending on the program they pursue.

With these challenges in mind, Shoreline began a three-year process of revising the College's General Education Outcomes.

Timeline Overview

In Spring 2020, the Executive Director of IADM proposed a general timeline and process for the revision of Shoreline's General Education Outcomes, which were reviewed and approved by the faculty senate. In Fall 2021, a representative group of faculty and administrators was established as the General Education Outcomes Revisions Group (GEORG).

In Fall 2020 and Winter 2021, GEORG engaged in extensive training to understand the history of these outcomes, Shoreline's previous outcomes assessment efforts, and to build a common understanding of the goal for the revision work. The team utilized a consensus model for decision-making and reached consensus on the following statement of the purpose of revision.

> *The General Education Outcomes should be applicable to ALL degree seeking students, reflect today's values (what our faculty, staff, industry advisory committees and students believe is important for all Shoreline students to know and be able to do), be assessable, and be designed to close equity gaps (transparent and relevant to all students).*

Detailed timelines for the projects were maintained by the GEORG management team [R2.47, R2.48]. Below are some additional details about the work completed each year.

Year 1: Data Collection

The first year of this project focused on data collection, with a particular emphasis on the student voice. GEORG developed interview and focus group protocols, and in Spring 2021 members of GEORG gathered extensive qualitative data from students, industry advisory committees, staff/administrators, and faculty.

Student Focus Groups

Forty students participated in six separate focus groups (four of these were run as breakout groups during the same time). Participants were asked questions about what they thought they needed to be successful in their next step after Shoreline and reviewing the College's current General Education Outcomes, discussing whether they thought the outcome reflected their experience and whether they thought the outcomes could be revised.

Industry Advisory Committees

A total of 17 committees participated in these discussions, focusing on two questions:

1. What do you want students to know and be able to do outside of the technical skills they learn in the program?

2. Can you provide specific examples or scenarios in which employees live up to expectations related to that outcome and when they do not?

Staff Workshops

In Summer 2021, staff participated in a workshop [R2.49] to learn about the process of revising the General Education Outcomes and gather insights about the next steps in the project. Shoreline employees were introduced to feedback received from students and advisory committees, and were asked to reflect on 1) whether all students were provided with opportunities to learn the knowledge and skills in the outcomes and 2) whether all students need to achieve the outcomes in order to be successful in their next steps.

For details about the method of analysis and results from these, please see the 2021 data collection report [R2.50].

Faculty Institute, Summer 2021

The results of the data gathered in Spring and Summer 2021 were summarized in a series of three faculty institutes [R2.51]. The purpose of the institutes was to get in-depth feedback about possible models for aligning the General Education Outcomes to all of Shoreline's programs and to present the results of the data gathered in Spring 2021 to validate and expand GEORG's interpretation.

Results Summary, Fall 2021

During opening week of 2021, the GEORG co-chairs presented a summary of results [R2.52] to the campus community during a concurrent session at Opening Week. The summary below is extracted from this presentation:

The first set of questions for students, industry advisory committees, and faculty were "blank slate" questions meaning that without any prompting about the current outcomes, participants described what skills and knowledge students need (other than specific technical skill gained in professional-technical programs) to be successful in their next step.

Several strong themes emerged from these "blank slate" questions. The first two aligned closely with Shoreline's existing General Education Outcomes:

- **Communication:** This was the strongest theme, with a tremendous amount of variation in what type of communication described depending on students' programs.

- **Multicultural Understanding:** There was a very strong theme among students and industry advisory committees that it is essential to be able to understand how others' experiences are different than their own, and the implications for professional and day-to-day interactions.

Two additional strong themes did not closely align with existing outcomes:

- **Self-management:** This category includes a variety of skills, including emotion regulation, time management, and self-confidence.
- **Educational and career planning:** Students were particularly aware of the importance of knowing how the classes they are taking build toward further education or careers.

Students and faculty also reviewed the current outcomes and asked about the extent to which they align with students' learning experiences at Shoreline. There were three strong themes in students' comments, as follows:

- The language of the outcomes needs to be revised.
- Students do have the opportunity to learn these things, but less so with Global Awareness and Information Literacy.
- The extent to which students learn these things varies according to program, particularly for Quantitative Reasoning.

Year 2: Data Analysis

The second year of this project focused on further data collection from faculty as well as on analyzing all the data collected to date.

Department Feedback

As the General Education Outcomes Revision Group began moving toward recommending a model for how these outcomes apply to all Shoreline programs and what the outcome categories should be, additional in-depth data from faculty were needed to understand how the current General Education Outcomes are addressed in the curriculum and what other outcomes might need to be added.

In Fall 2021, each department was asked to complete a department feedback form [R2.53] which asked them to indicate the extent to which courses in their area address the current outcomes, as well as the extent to which some of the new themes emerging from Year 1 data are addressed in the curriculum. Departments also provided input into the model that will be used for applying outcomes to Shoreline's diverse programs. GEORG worked together [R2.54] with a focus on understanding the mapping between courses and outcomes, as shown in Figure 2.1.

Category	Department	QSR	COMM	MCU	INFO	GIA	GA	SELF	PLAN	FIN
BEdA	TOTAL	2.25	2.50	2.38	2.50	2.38	2.25	2.75	2.63	1.38
	ABE	2.50	2.50	2.00	2.50	2.75	2.00	3.00	2.50	1.75
	ESL	2.00	2.50	2.75	2.50	2.00	2.50	2.50	2.75	1.00
General	TOTAL	1.50	2.20	2.40	2.10	2.30	1.80	2.00	1.60	1.30
	English	1.00	3.00	3.00	3.00	2.75	2.50	2.50	1.75	1.00
	ESJ	1.00	2.33	3.00	2.00	3.00	1.67	1.33	1.00	1.00
	Math	2.67	1.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00
Prof-Tech	TOTAL	2.02	2.24	1.76	1.81	2.33	1.52	1.66	2.08	1.35
	Automotive	2.00	2.25	1.00	1.75	2.75	1.50	2.00	2.75	2.00
	Business	2.00	2.00	2.00	1.50	1.50	1.50	1.00	1.00	1.00
	Clean Energy	3.00	2.33	1.33	2.00	3.00	2.00	1.33	2.00	1.00
	Criminal Justice	1.00	2.25	2.50	1.25	2.50	1.00	1.50	2.50	1.00
	Dental Hygiene	1.75	2.00	1.75	2.00	2.25	2.00	1.75	2.00	1.75
	HIIM	2.33	2.00	2.33	2.67	2.67	2.00	1.67	2.00	1.00
	MLT	2.75	2.25	1.75	1.50	1.75	1.25	1.50	2.50	1.00
	Music Tech	2.25	1.75	1.50	1.50	2.00	1.00	1.00	1.75	1.00
	Nursing	2.25	2.75	2.00	2.75	3.00	1.00	2.50	1.50	1.00
	Theater & Film	1.00	2.00	1.50	1.00	2.00	2.00	1.50	1.75	1.75
	VCT	2.25	3.00	1.75	2.25	2.50	1.75	2.25	2.50	2.00
Service Are	TOTAL	1.67	2.33	2.00	1.82	1.94	1.28	1.78	1.78	1.22
	Advising (general)	2.00	2.33	2.33	1.67	1.33	1.00	1.00	1.00	1.00
	Classroom Support	1.00	2.25	1.75	1.75	1.75	1.00	1.50	1.00	1.00
	Counseling	1.67	2.67	2.33	1.67	2.67	1.33	2.67	2.33	2.00
	IE Advising	2.25	2.25	2.00	1.67	2.00	1.25	2.00	2.25	1.00
	Library & Learning C	1.50	2.25	1.75	2.25	2.00	1.75	1.75	2.25	1.25
Transfer: Humanities		1.38	2.46	2.23	1.62	2.23	2.00	1.54	1.54	1.00
	Communication Stu	1.33	2.67	2.67	2.00	2.00	2.00	2.00	1.00	1.00
	Music	2.00	2.00	1.67	1.00	2.00	1.00	1.33	1.33	1.00
	Studio Arts	1.33	3.00	3.00	2.67	3.00	2.67	1.00	1.67	1.00
	World Languages	1.00	2.25	1.75	1.00	2.00	2.25	1.75	2.00	1.00
Transfer: Science		2.85	2.31	1.69	2.08	2.77	1.54	1.15	1.15	1.08
	Biology	3.00	3.00	1.67	3.00	3.00	1.00	1.33	1.00	1.00
	Chemistry	2.67	2.00	1.67	2.00	2.67	1.33	1.00	1.33	1.33
	Earth Sciences	3.00	2.67	1.67	2.67	3.00	3.00	1.33	1.00	1.00
	Physics/Astronomy	2.75	1.75	1.75	1.00	2.50	1.00	1.00	1.25	1.00
Transfer: Social Sciences		1.92	2.58	2.67	2.25	2.75	2.50	1.83	1.08	1.08
	Anthropology	2.00	2.25	2.75	1.75	2.50	2.75	2.00	1.00	1.00
	HEPI	2.25	3.00	3.00	3.00	3.00	2.75	1.75	1.25	1.00
	Psychology	1.50	2.50	2.25	2.00	2.75	2.00	1.75	1.00	1.25
	Grand Total	1.95	2.34	2.03	1.94	2.36	1.72	1.73	1.75	1.23

Figure 2.1. Snapshot of analysis of department feedback forms conducted by GEORG with average ratings from 1 (minimal) to 3 (extensive) indicating the extent to which each department/program addresses each current General Education Outcome as well as new outcomes emerging from prior data analysis

MCO Analysis

In addition to reviewing department feedback forms, GEORG conducted a parallel analysis based on Shoreline's Master Course Outline (MCO) system [R2.55]. Within this curriculum system, course learning outcomes are mapped onto each sub-outcome of the current General Education Outcomes, allowing each course to be assessed as addressing the outcome "intensively" or "non-intensively." GEORG examined the percent of courses within each department addressing each outcome, which showed patterns similar to those in Figure 2.1.

Faculty Survey

Results from the department feedback forms, MCO analysis, and all data collected in 2019-2020 were compiled into a final survey for faculty requesting specific feedback about what the new outcome categories should be, as well as what to name the outcomes. These data were compiled [R2.56] and provided an additional data point for GEORG to make recommendations.

GEORG Recommendations

Following two years of data collection and analysis, the General Education Outcomes Revision Group built a set of recommendations, presented in their entirety below. These recommendations were reviewed in a forum for all faculty and one for staff and administrators, and then presented to Faculty Senate and the Vice President for Student Learning, Equity, and Success for approval. To convey the scope and how it was data-informed, the full text from the General Education Outcomes Revision Group (GEORG) recommendations are included in the Appendix. A brief summary of the adopted recommendations was included in a joint message from the Vice President for Student Learning, Equity, and Success and the Faculty Senate Chair (see below).

Summary of adopted recommendations

The newly named Shoreline Student Learning Outcomes (SSLO's) will include five major categories:

- *Multicultural Understanding*
- *Quantitative and Symbolic Reasoning*
- *Information Literacy*
- *Written Communication*
- *Critical Thinking*

Within each category, different versions of assessable outcome statements will be developed, and each Shoreline degree program will use and assess the outcome version that best aligns with what students learn in that program. In addition, a set of Shoreline Learning Support Outcomes will be developed to describe and guide assessment of learning that occurs predominantly in student service areas.

Implementation Teams

Given the change in the names of these outcomes, the General Education Outcomes Revision Group (GEORG) has been renamed the Shoreline Student Learning Outcomes Assessment Committee (SSLOAC). In Spring and Summer 2022, the SSLOAC co-chairs identified the need to build six teams of faculty to work on Shoreline Student Learning Outcomes (SSLOs) in 2022-2023. One team will be assigned to each of the new outcomes and a sixth group will be assigned the work of developing outcomes for Shoreline's general transfer program (Associate of Arts- Direct Transfer Agreement), which, as mentioned above, does not currently have any learning outcomes other than the SSLOs.

Each team will be led by a faculty member who receives a stipend and release time, with 2 – 3 additional faculty members serving as members but not leads. At the time of the report submission, the team leads and members have been identified, and a kick-off meeting for this work is scheduled for September 26, 2022.

3. Looking Ahead

All team members will engage in extensive training in Fall 2022, with the goal of learning how to write assessable outcomes with an equity lens and reviewing data gathered in Year 1 and Year 2 that informs the nature of the outcomes.

SSLO teams will work together to write all applicable versions of each outcome in Winter 2023, then work with program faculty in Spring 2023 to validate that every program is associated with an applicable version of each SSLO.

The Transfer Program Outcome (TPO) team will work in Winter 2023 to identify what additional outcomes are needed for Shoreline's Associate of Arts- Direct Transfer Agreement (AA-DTA) program, then develop the outcomes themselves in Spring 2023.

Table 2.5 Timeline of activities for revising Shoreline Student Learning Outcomes in 2022-2023

Date	Activity	Participants
Summer 2022		
July - September	- Identify team leads and members - Communicate with leads and team members - Develop Training for leads, members, and admins - Finalize plans for student involvement (student voices) - Develop draft templates for winter/spring work	Romina, Bayta
Fall 2022: Training for Team Leads and Team Members		
September 14 - 21	Send out "preview" communication for team leads & members	
September 26	Kick-off meeting for all team members	All team members, leads, SSLOC
Week of October 3	Begin weekly team leads meetings	

10/4	SSLOC meeting #1 (Team leads to join for the 1st hour)	SSLOC
10/21	TRAINING: General learning outcomes assessment	All team members & team leads
10/28	TRAINING: Equity in Learning Outcomes Assessment	All team members & team leads (NILOA)
11/4	TRAINING: Review the data, part 1	All team members & team leads
11/8	SSLOC meeting #2 (Team leads to join for the 1st hour)	SSLOC
11/18	TRAINING: Review the data, part 2	All team members & team leads
12/2	TRAINING: Writing assessable outcomes using anti-racist language Preview of winter quarter plan	All team members & team leads (NILOA)
12/6	SSLOC meeting #3 (Team leads to join for the 1st hour)	SSLOC
Winter 2023: Writing of the Outcomes		
SSLO Teams write 3-5 outcome versions per outcome category. Program faculty give feedback and choose a version that works for their students.		
Spring 2023: Mapping/Assessment of the Outcomes		
Outcomes are mapped onto programs and program faculty collaborates with SME teams to decide on appropriate assessment methods for the versions picked.		

RESOURCES

The Fall 2020 comprehensive self-study and evaluation revealed that faculty needed ready access to all assessment work, tools for guiding the work, and enough support that they can start engaging in learning outcomes assessment work without any prior knowledge of learning outcomes. Below is a summary of the significant work accomplished in the past two years to build resources to advance Shoreline's learning outcomes assessment work.

Revised Training

In Winter 2022, the Learning Outcomes Assessment Steering Committee compiled all suggestions [R2.57] for how the learning outcomes assessment training could be improved. Based on this feedback the Faculty Learning Outcomes Assessment Coordinator began the process of revising this training into two versions.

The asynchronous online training is being revised to incorporate additional information about how to rewrite existing learning outcomes and how to review the results of outcomes assessment in the context of additional course-related data [R2.58].

The committee is also developing a learning outcomes assessment institute, a quarter-long hybrid training designed for teams to work collaboratively to assess a single course taught by multiple instructors [R2.59].

Both training opportunities will go live in Winter 2023 and the resulting COAR reports will be uploaded to the SharePoint site by Spring 2023.

Learning Outcomes Assessment Handbook

In Spring 2022, the Learning Outcomes Assessment Committee gathered outcomes assessment resources and researched other institutions to create Shoreline's first Learning Outcomes Assessment Handbook [R2.60]. The handbook is designed as a resource not only for faculty members, but also administrators who will be involved in recruiting instructors to participate in learning outcomes assessment projects at the course, program, and college level.

The handbook begins with foundational explanation of the layers of learning outcomes and how they align with each other, as well as the importance of assessing learning outcomes. The focus then shifts to the process of developing learning outcomes and how to assess outcomes at each level (Course, Program, Shoreline Student Learning Outcomes). The handbook also provides tips to effectively analyze and interpret data. Finally, it provides a list of outcomes assessment teams and committee members and their responsibilities as well as their contact information.

The handbook will be one of the tools used during the Course Learning Outcomes Assessment training, and it will also be available to all faculty members through the SharePoint site.

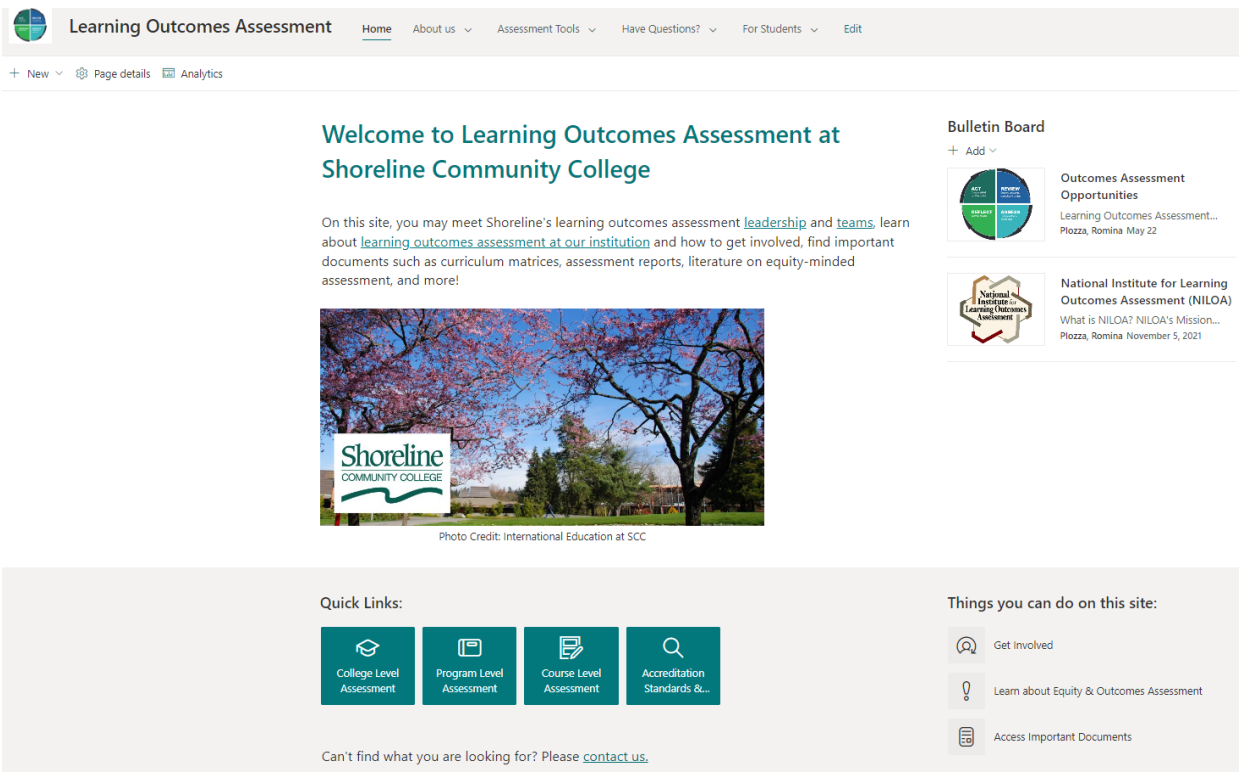## SharePoint Learning Outcomes Assessment Site

During Spring and Summer 2022, the Acting Director of Outcomes Assessment gathered past outcomes assessment data to add to the newly created Learning Outcomes Assessment SharePoint site in the form of reports. The LOA SharePoint is an internal site designed as a place to store, access, and share data for the purposes of engaging in ongoing, continuous planning and improvement.

In addition to accessing curriculum matrices and learning outcomes assessment reports, site visitors can:

- learn more about outcomes assessment leadership, teams, and assessment work at Shoreline;

- find assessment tools and forms;

- visit the frequently asked questions page;

- stay up to date with outcomes assessment efforts (local and national);

- familiarize themselves with equity-minded teaching and assessment practices; and

- learn how to get involved in this important work.

Below is a series of screen shots from the SharePoint site, which is only accessible to employees in Shoreline's network.

Figure 2.2. Learning Outcomes Assessment SharePoint site home page

Program Learning Outcomes Assessment Data - Internally Reviewed Programs

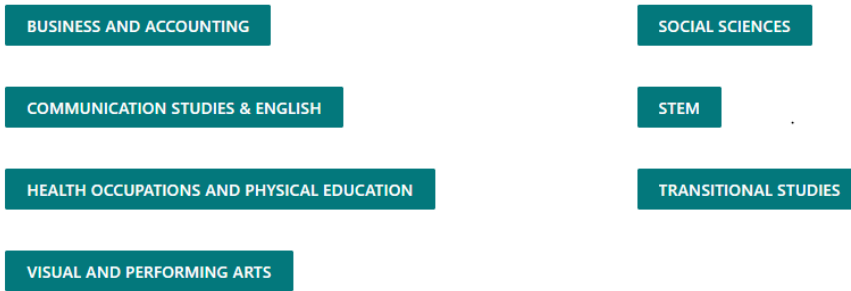| Program	Matrices	Current Program Learning Outcomes Assessment & Reflection Reports	Previous Program Learning Outcomes Assessment Reports	Next Steps: Reflection and Assessment
Accounting AAAS	Accounting AAAS Curriculum Matrix (2021)	Accounting AAAS POAR report (Fall 2021)		Fall 2022
Biotechnology AAAS	Biotechnology AAAS Curriculum Matrix (2021)	Biotechnology AAAS POAR report (Spring 2022)	Biotechnology AAAS POAR report (2019)	Spring 2023
Business AAAS (Digital Marketing, Retail man, Business Administration, etc.)	Digital Marketing AAAS Curriculum Matrix (2021)	Digital Marketing AAAS POAR report (Spring 2021)		Spring 2022
Clean Energy Technology AAAS	Clean Energy AAAS Curriculum Matrix (2021)	Clean Energy AAAS POAR report (Spring 2021)		Spring 2022
Criminal Justice AAAS	Criminal Justice AAAS Curriculum Matrix (2022)	Criminal Justice AAAS POAR report (Fall 2021)		Fall 2022
Digital Film Production AAAS	Digital Film Production AAAS Curriculum Matrix (2022)	Digital Film Production AAAS POAR report (Spring 2022)	Digital Film Production AAAS POAR report (2019)	Spring 2023

Figure 2.3. "Program Level Outcomes" landing page, providing access to outcome matrices and Program Learning Outcomes Assessment & Reflection Reports (POARs)

Course Learning Outcomes

Course Learning Outcomes (CLOs) are statements that describe the knowledge and skills that a student will be able to demonstrate by the end of a course.

These outcomes may need to adjust to meet changing needs of an industry, a college program, and/or the level of the learners. If you are interested in assessing a course learning outcome, Shoreline has training options for you. The final product of each training opportunity is a **C**ourse Learning **O**utcomes **A**ssessment and **R**eflection (COAR) report.

Click on the buttons below to access already submitted COAR reports.

BUSINESS AND ACCOUNTING

SOCIAL SCIENCES

COMMUNICATION STUDIES & ENGLISH

STEM

HEALTH OCCUPATIONS AND PHYSICAL EDUCATION

TRANSITIONAL STUDIES

VISUAL AND PERFORMING ARTS

Figure 2.4. "Course Level Outcomes Assessment" landing page, where visitors can select a particular division to explore course outcomes assessment work

Drama (DRMA)   ⌄

Film (FILM)   ⌄

Music (MUS)   ⌄

Music Technology (MUSTC)   ⌄

Visual Communication Technology (VCT)   ⌃

Click on the course name to access the **C**ourse Learning **O**utcomes **A**ssessment and **R**eflection (COAR) report.

Course Name	Term	Outcome Assessed
VCT 125	Summer 2021	We will be learning about the properties of digital images and type image properties: Color mode, resolution, dimension, file size, file format, and copyright.

Figure 2.5. Sample division page (Visual and Performing Arts), with a list of COARs completed by discipline

Learning Outcomes Assessment Opportunities

Plozza, Romina
Acting Director of Outcomes Assessment

Learning Outcomes Assessment Service Opportunities 2022-2023

Below are descriptions of the opportunities to engage in learning outcomes assessment at Shoreline, either as part of service to the College (for full-time faculty) or compensated at the hourly rate (associate faculty).

Assessing learning outcomes is an essential aspect of teaching and learning, and it is critical to maintaining key accreditation standards. For professional-technical faculty, the training and opportunities in this document can be incorporated into your Professional Development Plan (PDP).

If you are interested in any of these opportunities, please email Romina at rplozza@shoreline.edu

ACT
Change WHAT
or HOW or both

REVIEW
Develop outcomes,
curriculum & content

REFLECT
Interpret results

ASSESS
Design methods;
collect data

Angie Hurt - VCT student

TRAINING & COURSE ASSESSMENT

Below are options for any faculty to become trained and complete course level outcomes assessment. The first two are introductory training in two different formats (hybrid or online), and the last is for faculty who have already received training and can continue to contribute to outcomes assessment work at Shoreline.

Course Learning Outcomes Assessment Institute (Hybrid)

Estimated hours: 15 hours within one quarter

Description: During the institute, you will learn more about outcomes assessment at Shoreline and then gain hands-on experience assessing a course outcome. It is designed for groups (or teams) of faculty to participate and go through it as a cohort, assessing an outcome in a course taught by all members of the team.

Scope of work: This institute is a hybrid course with an asynchronous component in Canvas and a Zoom/in-person component. The course includes 4 in-person 1.5 hours meetings.

Figure 2.6. Learning Outcomes Assessment Opportunities Page

Conclusion

In the past two years, Shoreline has made significant progress in addressing each of these recommendations in the context of significant college transitions.

RECOMMENDATION #1

In the past two years, Shoreline has developed and strengthened foundational components for collecting, storing, accessing, using, and sharing data for the purposes of on-going and systematic evaluation, planning, resource allocation and informing decision-making, including:

- A preliminary framework for understanding the relationship between strategic planning, operational planning, budget allocation, and implementation

- The development of a key indicators dashboard to be shared publicly and clearly mapped to strategic initiatives such as Guided Pathways

- Refined definition of operational planning, including templates and cycle for ongoing program and department review for the purpose of continuous improvement

- Adoption of a project-based model for implementation for translating both strategic and operational plans into annual workplans within departments and divisions

- Development of measurable objectives for projects within one strategic initiative (Guided Pathways), as well as a map between projects and key indicators, to serve as a model for future implementation

Moving forward, resources have been allocated not only to develop a new DEI-based strategic plan, but to ensure that all aspects of planning and implementation occur in a cycle of continuous improvement that are aligned with the goals of the governing board, president, and other initiatives of the College.

Shoreline is engaging in strong practices in compliance with accreditation standards 1.B.1 and 1.B.2, with full implementation delayed by significant transitions within the last two years.

RECOMMENDATION #2

Within the last two years, Shoreline has moved from sporadic and ad hoc outcomes assessment work to a systematic process for conducting and sharing ongoing assessment of course, program and institution-wide outcomes. Significant accomplishments include:

- Expanded participation in course-level outcomes assessment projects

- Systematized reporting of course-level outcomes assessment, including a one-year follow-up to support a cycle of improvement

- Supplemented voluntary course-level outcomes assessment work with assigned assessment work for key gateway courses

- Developed outcome matrices for each professional-technical program without specialized accreditation

- Completed a one-year cycle with each professional-technical program engaging in assessment of a program-level outcome

- Systematized reporting of program-level outcomes assessment, including a one-year follow-up to support a cycle of assessment

- Completed second year of a three-year project to revise Shoreline Student Learning Outcomes (SSLOs), formerly General Education Outcomes

- Established a model to ensure that SSLOs are relevant and assessable for all of Shoreline's programs

- Identified a new set of outcomes, Learning Support Outcomes, to be assessed in student service areas

- Clarified the role of learning outcomes assessment work in fulfilling full-time faculty service requirements

- Developed and filled the Director of Outcomes Assessment position to support ongoing assessment work

Shoreline is in compliance with Standards 1.C.5 and 1.C.6, with significant improvements made in the past two years.

Glossary of Acronyms

Acronym	Full Text
AA-DTA	Associate of Arts – Direct Transfer Agreement, Shoreline's general transfer degree
AANAPISI	Asian American and Native American Pacific Islander-Serving Institutions, a grant funded through the Department of Education's Programs for Minority-Serving Institutions (Title III)
COAR	Course Outcome Assessment Reflection report
ctcLink	The name given to a state-wide project to transition the data systems of 34 colleges in Washington State from an antiquated HP Legacy system to Oracle PeopleSoft products
DEI	Diversity, Equity, and Inclusion
FPC	Faculty Program Coordinators: Shoreline faculty who serve as program or department leads
FTEC	First-time Entering Cohort Dashboard
GEORG	General Education Outcomes Revision Group
IADM	Shoreline's Office of Institutional Assessment and Data Management
LOAC	Learning Outcomes Assessment Committee
LOASC	Learning Outcomes Assessment Steering Committee
MCO	Master Course Outline
POAR	Program Outcome Assessment Reflection report
RX.XX	These bracketed annotations refer to the file name of supporting documents included in the shared online folder provided by NWCCU.
SBCTC	Washington State Board for Community and Technical Colleges
SEM	Strategic Enrollment Management
SIP	Strengthening Institutions Program, a grant funded through the Department of Education's Programs for Minority-Serving Institutions (Title III)
SLES	Student Learning, Equity, and Success leadership team includes Deans and Associate Deans from Shoreline's instructional and student services divisions.
SOAA	Scale of Adoption Assessment – a self-assessment tool provided by the Center for Community College Research to gather baseline and follow-up data about the impact of the Guided Pathways model.

Acronym	Full Text
SSLO	Shoreline Student Learning Outcome (new name for General Education Outcomes)
SSLOAC	Shoreline Student Learning Outcome Assessment Committee
TPO	Transfer Program Outcomes team