



Appendices

Spring 2024 Mid-Cycle Self-Evaluation Report

APPENDIX A

NWCCU 7 Year Accreditation Cycle

Fall 2012: Recommendations first made

Year 7: 2020-21: Evaluation of Institutional Effectiveness (EIE)

Fall 2020 visit. Virtual.

February 12, 2021: NWCCU notification of continued non-compliance on 2 recommendations: 2-year deadline to come back into compliance by February 2023. Plus, 3 recommendations that are in compliance but in need of improvement.

Year 1: 2021-22

Year 2: 2022-23: Ad Hoc Visit and Report

October 14, 2022 visit to address 2 non-compliant recommendations (outside of the normal evaluation cycle).

February 27, 2023: NWCCU response: Sanction of Warning due to continued non-compliance on 2 recommendations. 2-year deadline to come back into compliance by February 2025.

Year 3: 2023-24: Mid-Cycle Evaluation ← We are here

Report is due March 7, 2024. Visit is April 18-19, 2024 (originally planned for Fall 2023, postponed due to ransomware incident).

Year 4: 2024-25: Continue institutional planning & assessment

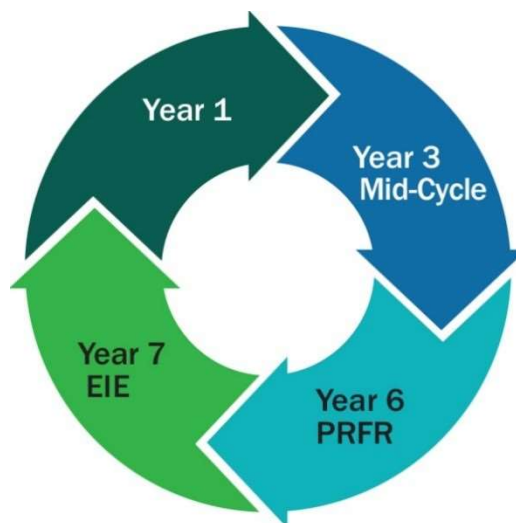
February 2025: Deadline to bring 2 out-of-compliance recommendations back into compliance.

Year 5: 2025-26: Prepare for Year 6

Year 6: 2026-27: Policies, Regulations, & Financial Review (PRFR)

Year 7: 2027-28: Evaluation of Institutional Effectiveness (EIE)

Comprehensive review of Standards 1 and 2.



APPENDIX B

Accreditation Recommendations

PLANNING & USE OF DATA

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.

Non-Compliant with [NWCCU 2020 Standard\(s\)](#) 1.B.1;1.B.2

STUDENT LEARNING OUTCOMES & USE OF ASSESSMENT DATA

Engage in a systematic assessment process for all college programs, including transfer degree programs, through the use of programmatic and institutional outcomes to gather data that will be used for academic and learning support program planning and resource allocation.

Non-Compliant with [NWCCU 2020 Standard\(s\)](#) 1.C.5;1.C.6;1.C.7

STUDENT ACHIEVEMENT & USE OF DISAGGREGATED DATA

Use disaggregated student achievement data including persistence, completion, retention, and post-graduate success for continuous improvement to inform planning, decision making and allocation of resources. Performance on these indicators should be widely published and continually used to promote student achievement, improve student learning, and close equity gaps.

In compliance with [NWCCU 2020 Standard\(s\)](#) 1.D.2, 1.D.3, 1.D.4 but in need of improvement

FINANCIAL RESOURCES & BUDGET PROCESSES

Manage financial resources transparently by defining, developing and sharing financial processes, policies, and budget development decisions, including ongoing budget management and annual financial statements. Stakeholders should have opportunities for meaningful participation in the budget development process.

In compliance with [NWCCU 2020 Standard\(s\)](#) 2.E.2, 2.E.3 but in need of improvement

APPENDIX C

Table 7. Persistence: 15 Credits Milestone (Completing the first 15 college-level credits in year 1), cumulative three-year percentage (2020-2022 entering year) for Shoreline and Regional Peer Group, Including Percentage Point Difference

	Shoreline	Regional Peers	Difference
Total	63.6%	58.8%	4.7%

Race/Ethnicity			
American Indian or Alaska Native	76.9%	63.6%	13.3%
Asian	72.2%	62.1%	10.1%
Black or African American	53.6%	47.4%	6.2%
Hispanic or Latino	60.8%	54.5%	6.3%
Native Hawaiian or Other Pacific Islander	50.0%	53.6%	-3.6%
White	65.0%	61.1%	3.9%
2+ Races	61.1%	57.6%	3.5%
Not Reported	61.6%	57.4%	4.2%
Age Group			
0-19	70.5%	62.9%	7.7%
20-24	59.8%	54.8%	5.0%
25-29	61.3%	56.2%	5.2%
30-39	59.6%	58.8%	0.8%
40+	58.4%	58.5%	-0.1%
Not Reported	--	--	
Gender			
Female	61.7%	59.1%	2.6%
Male	66.6%	58.5%	8.1%
X	N/A	N/A	
Unknown	60.6%	56.1%	4.5%
First Generation Status			
First Generation	58.3%	56.0%	2.3%
Not First Generation		56.2%	
Unknown	64.2%	59.3%	5.0%
Received Need-Based Aid			
Received Need-Based Aid	69.1%	63.5%	5.7%
Did Not Receive Need-Based Aid	61.3%	56.3%	5.0%

APPENDIX D

Table 8. Retention: First Fall to Second Fall, Cumulative Three-Year Percentage (2019-2021 Entering Year) for Shoreline and Regional Peer Group, Including Percentage Point Difference

	Shoreline	Regional Peers	Difference
Total	47.4%	47.8%	-0.4%
Race/Ethnicity			
American Indian or Alaska Native	76.9%	36.4%	40.6%
Asian	54.6%	54.4%	0.2%
Black or African American	38.2%	43.1%	-4.9%
Hispanic or Latino	49.6%	48.8%	0.8%
Native Hawaiian or Other Pacific Islander	50.0%	35.7%	14.3%
White	46.9%	47.8%	-0.9%
2+ Races	48.0%	47.2%	0.8%
Not Reported	45.3%	47.0%	-1.6%
Age Group			
0-19	54.4%	53.7%	0.7%
20-24	40.5%	41.4%	-0.9%
25-29	45.2%	43.0%	2.2%
30-39	47.4%	47.1%	0.3%
40+	45.0%	50.6%	-5.5%
Not Reported	**	**	
Gender			
Female	46.9%	49.2%	-2.3%
Male	48.9%	46.2%	2.7%
X	N/A	N/A	N/A
Unknown	43.2%	44.5%	-1.3%
First Generation Status			
First Generation	45.7%	48.3%	-2.6%
Not First Generation	**	44.6%	**

Unknown	47.7%	47.9%	-0.3%
Received Need-Based Aid			
Received Need-Based Aid	53.6%	51.9%	1.7%
Did Not Receive Need-Based Aid	44.9%	45.6%	-0.7%

NA – Data not tracked

**insufficient number of students in the cohort to meet SBCTC minimum threshold of 10 for reporting

APPENDIX E

Table 9. Percent of Student Artifacts Rated as Meeting Expectations (=75%) Related to Shoreline Student Learning Outcomes, Disaggregated by Student Demographics

	Critical Thinking	Equity & Social Justice
Total	89.8%	75.4%
Race/Ethnicity		
American Indian or Alaska Native	**	**
Asian	89.7%	69.2%
Black or African American	89.5%	85.7%
Hispanic or Latino	**	45.5%
Native Hawaiian or Other Pacific Islander	**	**
White	88.6%	81.8%
2+ Races	91.7%	81.0%
Not Reported	88.9%	68.0%
Age Group		
0-19	84.7%	71.2%
201 -24	92.6%	76.1%
25-29	97.4%	85.7%
30-39	88.4%	75.0%
40+	93.3%	83.3%
Not Reported	N/A	N/A

Gender		
Female	89.0%	83.1%
Male	91.1%	66.1%
X	**	**
Unknown	90.0%	**
First Generation Status		
First Generation	91.0%	78.0%
Not First Generation	87.3%	84.6%
Unknown	90.3%	66.0%
Pell Eligibility		
Pell Eligible	96.6%	84.4%
Not Pell Eligible or Unknown	88.3%	72.4%

APPENDIX F

Table 10. Completion: Three-year Cumulative Percentage (2018-2020 entry year) of Students who Complete a Credential within Three Years of Entry, for Shoreline and Regional Peer Group

	Shoreline	Regional Peers	Difference
Total	25.4%	27.2%	-1.9%
Race/Ethnicity			
American Indian or Alaska Native	9.1%	16.0%	-6.9%
Asian	30.9%	28.6%	2.2%
Black or African American	16.2%	18.0%	-1.8%
Hispanic or Latino	24.4%	27.8%	-3.4%
Native Hawaiian or Other Pacific Islander	**	14.8%	**
White	27.1%	28.8%	-1.7%
2+ Races	22.1%	24.5%	-2.4%
Not Reported	26.2%	29.0%	-2.8%

Age Group			
0-19	24.5%	27.7%	-3.2%
20-24	21.8%	23.3%	-1.5%
25-29	25.6%	24.2%	1.5%
30-39	30.2%	29.5%	0.7%
40+	30.3%	34.3%	-4.0%
Not Reported	**	**	
Gender			
Female	25.3%	28.2%	-3.0%
Male	25.3%	26.1%	-0.8%
X	N/A	N/A	N/A
Unknown	26.7%	21.9%	4.8%
First Generation Status			
[Data on First Generation Status not available prior to 2021]			
Received Need-Based Aid			
Received Need-Based Aid	28.0%	29.4%	-1.4%
Did Not Receive Need-Based Aid	24.2%	26.2%	-2.0%

NA – Data not tracked

**insufficient number of students in the cohort to meet SBCTC minimum threshold of 10 for reporting

APPENDIX G

Table 11. Post-College Success: Transfer
Cumulative Percentage (2017-2019 Entry Year) of Transfer Students Who Transfer to a
Four-Year Institution Within Four Years of Entry, for Shoreline and Regional Peer Group

	Shoreline	Regional Peers	Difference
Total	33.9%	33.2%	0.7%
Race/Ethnicity			
American Indian or Alaska Native	**	9.1%	**

Asian	41.0%	43.6%	-2.6%
Black or African American	20.6%	38.0%	-17.4%
Hispanic or Latino	21.8%	28.3%	-6.5%
Native Hawaiian or Other Pacific Islander	**	**	**
White	36.5%	33.0%	3.5%
2+ Races	35.0%	29.6%	5.4%
Not Reported	30.0%	36.7%	-6.7%
Age Group			
0-19	36.9%	32.0%	4.9%
20-24	34.3%	37.5%	-3.2%
25-29	29.1%	36.2%	-7.2%
30-39	30.1%	29.8%	0.3%
40+	26.5%	22.9%	3.7%
Not Reported	**	**	
Gender			
Female	36.4%	34.1%	2.3%
Male	31.6%	32.0%	-0.4%
X	N/A	N/A	N/A
Unknown	32.6%	36.8%	-4.3%
First Generation Status			
[Data on First Generation Status not available prior to 2021]			
Received Need-Based Aid			
Received Need-Based Aid	24.3%	26.6%	-2.3%
Did Not Receive Need-Based Aid	38.4%	36.3%	2.1%

NA – Data not tracked

**insufficient number of students in the cohort to meet SBCTC minimum threshold of 10 for reporting

APPENDIX H

Table 12. Post-College Success: Employment

Cumulative Percentage (2017-2019 Entry Year) of Professional-Technical Students Who Are Employed Within Four Years of Entry, for Shoreline and Regional Peer Group

	Shoreline	Regional Peers	Difference
Total	62.9%	68.1%	-5.2%
Race/Ethnicity			
American Indian or Alaska Native	**	**	**
Asian	75.4%	69.0%	6.4%
Black or African American	45.6%	70.7%	-25.0%
Hispanic or Latino	76.6%	69.6%	6.9%
Native Hawaiian or Other Pacific Islander	**	**	**
White	62.5%	68.5%	-5.9%
2+ Races	61.6%	66.2%	-4.6%
Not Reported	61.5%	66.2%	-4.7%
Age Group			
0-19	74.5%	76.2%	-1.7%
20-24	64.7%	69.0%	-4.3%
25-29	59.9%	69.2%	-9.2%
30-39	62.0%	69.4%	-7.4%
40+	50.0%	57.8%	-7.8%
Not Reported	**	**	
Gender			
Female	61.8%	68.9%	-7.1%
Male	64.9%	67.4%	-2.5%
X	N/A	N/A	N/A
Unknown	57.7%	56.0%	1.7%
First Generation Status			
[Data on First Generation Status not available prior to 2021]			

Received Need-Based Aid			
Received Need-Based Aid	69.3%	68.3%	1.0%
Did Not Receive Need-Based Aid	52.6%	67.6%	-15.0%

NA – Data not tracked

**insufficient number of students in the cohort to meet SBCTC minimum threshold of 10 for reporting

APPENDIX I

Table 13. Median Earnings: the Median Annual Earnings of Individuals Who Received Federal Student Aid and Began College at Shoreline 10 Years Ago, Regardless of Their Completion Status

Median Earnings	Shoreline	National Peers Average Median	Difference
	\$49,505	\$47,558	+\$1,947

APPENDIX J


2023 Administrator Performance Evaluation Process


Administrators were tasked with completing evaluations by December 2023. In February – March 2024, a survey was distributed to those administrators to elicit feedback on the updated 360-degree evaluation process (see screenshots of the survey below).

Feedback Requested - 2023 Admin Eval Process

Hi, Ann. When you submit this form, the owner will see your name and email address.


* Required

1. What is your name? * 

2. Has a 2023 evaluation for your admin position been completed? * 

☒ Yes

☐ No

3. A new aspect included in the 2023 Admin evaluation process included the solicitation of "360 feedback" described as feedback collected from your peers/colleagues relative to the role you hold at Shoreline. On a scale of 1-5, please rate how useful the 360 feedback was to your evaluation process. * 


☐ Extremely useful (5)

☐ Somewhat useful (4)


☐ Neutral (3)

☐ Somewhat not useful (2)


☐ Extremely not useful (1)

4. With regards to your "360 feedback" ranking above, please describe the reason(s) for your ranking. * 


Enter your answer

5. What aspects of the admin evaluation process used for 2023 do you think worked well, and why? * 

Enter your answer

6. What aspects of the admin evaluation process used for 2023 do you think did not work well, and why? * 

Enter your answer

7. Any additional information you'd like to share at this time? 

Enter your answer

Submit

APPENDIX K

2023 Administrator Performance Evaluation Process

In March 2024, a survey was distributed to direct reports of administrators, to elicit feedback on the updated 360-degree evaluation process (see screenshots of the survey below).

Feedback Requested – Classified & Administrative Reports to Administrators

Soliciting input from those reporting to administrators, with regards to the newly implemented 360 evaluation process.

* Required

1. What is your name? *

Enter your answer

2. Did you provide input into your administrative supervisor's 2023 evaluation? *

☐ Yes

☐ No

3. A new aspect included in the 2023 Admin evaluation process included the solicitation of "360 feedback" described as feedback collected from an administrators direct reports, peers, and colleagues. On a scale of 1-5, please rate how useful you found the inclusion of your feedback to the administrative evaluation process. *

☐ Extremely useful

☐ Somewhat useful

☐ Neutral

☐ Somewhat not useful

☐ Extremely not useful

4. With regards to your “360 feedback” rating above, please describe the reasons for your ranking.

*

Enter your answer

5. Any other additional information you’d like to share at this time?

Enter your answer

Submit

Never give out your password. [Report abuse](#)

APPENDIX L

Based on the revised recommendation received in Winter 2023, work on learning outcomes assessment has focused on the objectives in Table 14 below.

Table 14: Progress on Recommendation

Recommendation Component	Objectives
Engage in a systematic assessment process for all college programs	<p>1. All programs and departments (a) establish & (b) follow annual assessment plans (see supplemental documents “17 Chemistry Department Plan,” “18 Communication Studies Department Plan,” “19 Nursing Program Assessment Plan,” and “20 Marketing Program Assessment Plan”)</p> <p>2. Engage the Learning Outcomes Assessment Committee (LOAC) & instructional leadership in ongoing review & improvement of assessment processes</p>

... including transfer programs, through the use of programmatic and institutional outcomes ...	<p>3. Establish Transfer Program Outcomes (TPOs) for Shoreline's general transfer degrees</p> <p>4. Assess TPOs following annual plans (see TPOs Assessment Plan.pdf)</p> <p>5. Assess Program Learning Outcomes (PLOs), learning outcomes for professional technical degree programs, following annual plans</p> <p>6. Assess SSLOs following annual plans (see supplemental document "21 SSLO Assessment Plan")</p> <p>7. Align PLOs, TPOs, and SSLOs with curriculum</p>
... to gather data that will be used for academic and learning support program planning and resource allocation.	<p>8. Incorporate outcomes assessment data into planning & resource allocation</p> <p>9. Engage faculty in meaningful, continuous improvement efforts based on assessment data</p>

The next section will address the three separate components of the recommendation mentioned above. For each component, progress has been documented for Fall 2020 (Year 7), Fall 2022 (Ad Hoc visit), and Winter 2024 (Mid-Cycle visit) in the form of a table with a brief summary under each table.

Engage in a systematic assessment process for all college programs

Table 15: Systematic Assessment Process

Objective	Status in Fall 2020	Status in Fall 2022	Status in Winter 2024
1a. All programs & departments establish assessment plans	Assessment conducted ad hoc, faculty "opted in"	Faculty "opted in" to course assessment. Annual assessment plans for 12 prof-tech programs	100% of programs and departments have multi-year assessment plans.
1b. All programs & departments follow annual	29 courses assessed (2015-2019)	18 courses assessed (2020-2022)	38 courses assessed (2022-2023)

assessment plans	12 prof-tech degree programs assessed (2015-2019)	8 prof-tech degree programs (assessed annually)	26/29 professional technical degree programs and 7/7 transfer degree programs assessed (including general transfer degrees) (2022-2023)
2. Engage LOAC & instructional leadership in ongoing review & improvement of assessment processes	No standardized template for outcomes assessment reflection	Developed standardized Course Outcomes Assessment Reflection (COAR) and Program Outcomes Assessment Reflection (POAR) Reports	Implemented changes based on review: Refined COAR and POAR, created online forms Moved to distributed model for SSLO & TPO assessment

Objectives 1A and 1B. All Programs and Departments Develop and Follow Annual Assessment Plans

At the time of the Fall 2022 Ad Hoc visit, professional-technical programs had begun assessment planning and implementation, with the expectation that each program (without external accreditation or certification) assess at least one outcome for one degree option within the program. This resulted in the assessment of eight professional-technical degrees assessed during the 2021-2022 academic year. Since then, assessment of professional-technical programs has been enhanced considerably.

Shoreline established ongoing assessment plans for all professional-technical degrees, including those with external accreditation/certification, to assess all Program Level Outcomes on a 3- 4-year cycle. See examples in Nursing (see supplemental document “19 Nursing Program Assessment Plan”) and Marketing (see supplemental document “20 Nursing Program Assessment Plan”). In 2022-2023, 26 out of 29 degrees engaged in program learning outcomes assessment.

In Fall 2022, there were no program level outcomes for transfer programs beyond what was described in institution-wide outcomes. Shoreline’s general transfer programs, the Associate of Arts-Direct Transfer Agreement (AA-DTA) and Associate of Science-Transfer (AS-T) degrees, include curriculum within 26 different academic departments. Therefore, beyond voluntary course-level assessment, faculty in these departments were not meaningfully or consistently engaged in outcomes assessment work.

To address the gap in assessing transfer programs, the Learning Outcomes Assessment team, in collaboration with instructional leadership, identified 25 key courses within the transfer program to assess. Based on feedback from that Ad Hoc visit, this plan was enhanced to require every department to develop a plan to assess core courses on a 3-4-year cycle. Core courses include those that (a) students take most frequently; (b) show historical inequities in student success; (c) are included in pre-major planning guides for that discipline; and/or (d) feed into other programs (e.g., pre-requisites to health occupations). Each department assessed one core course and submitted a COAR report at the end of Spring 2023, resulting in 38 core courses assessed. In addition, Shoreline (1) developed Transfer Program Outcomes for the AA-DTA and AS-T during 2022-2023; (2) established a plan for assessing the programs on a cycle (see TPOs Assessment Plan.pdf; and (3) assessed 7 out of 7 transfer programs in Summer 2023. Additional details about transfer program outcomes assessment are provided in the next section.

Objective 2. Engage LOAC & Instructional Leadership in Ongoing Review & Improvement of Assessment Processes

The Learning Outcomes Assessment Committee (LOAC) is the primary body responsible for ongoing review of assessment processes. The committee is essential in ensuring that all faculty are aware of what assessment work needs to be completed related to program and institutional learning outcomes. One important change in this committee since Fall 2022 has been to include at least one faculty member and one member of the instructional leadership team (i.e., Executive Dean or Dean) from each division.

LOAC has worked diligently to gain an in-depth understanding of this recommendation and all standards related to learning outcomes assessment, and in Spring and Fall 2023, the Committee identified two significant improvements to Shoreline's assessment efforts.

First, the committee worked to streamline the COAR and POAR Reports. After reviewing faculty feedback and similar tools used by other colleges the documents were changed to (a) clarify the meaning of each question and (b) better fit into larger planning efforts (i.e., area reviews). In addition, these forms have been moved to an online format, to allow for easier compilation of the reports for review by instructional leadership. The assessment cycle was also reworked. All assessment reports are due at the end of Spring to allow time for the division deans to review the data over the Summer and be ready to support faculty with their implementation plans starting in the Fall (see supplemental document "22 Learning Outcomes Assessment Cycle").

Second, the Committee identified the need to enhance assessment of Shoreline Student Learning Outcomes (SSLOs) and Transfer Program Outcomes (TPOs). The model Shoreline used for assessing SSLOs was an "institute model," meaning that individual faculty submit student work from a representative set of classes, and small teams use holistic rubrics to assess whether students demonstrated the learning described in the outcome during a two-day Summer "assessment institute."

Shoreline used the institute model to assess Critical Thinking and Equity and Social Justice learning outcomes in Summer 2023. LOAC's review of the assessment results and feedback from participating faculty identified two significant challenges with the institute model. First,

the time-bound institute limits the number of student work samples that can be assessed, which yields sample sizes that make disaggregation difficult. Second, the small institute teams are not the faculty who submitted the student work and therefore may or may not have adequate context or subject-matter expertise to assess the artifacts based on the SSLOs and TPOs. As a result, on LOAC's recommendation, Shoreline has moved to a "distributed" model instead. This Spring, individual faculty will assess student work themselves using a common rubric indicating whether students meet expectations related to the Communication SSLOs. Subject-matter experts have developed in-depth guides for faculty to assess institutional outcomes (see supplemental document "23 Written Communication Step-by-Step Assessment Guide"). More details about SSLO assessment are provided under Objective #6 below. The same process will be utilized to assess the TPOs. More details about TPO assessment are provided under Objective #4 below.

... including transfer degree programs through the use of programmatic and institutional outcomes ...

Table 16: Programmatic and Institutional Learning Outcomes Assessment

Objective	Status in Fall 2020	Status in Fall 2022	Status in Winter 2024
3. Establish Transfer Program Outcomes (TPOs) for Shoreline's general transfer degrees	Transfer programs used college-wide outcomes, not distinct program outcomes	Identified for distinct transfer program outcomes & planned for development	Program outcomes established & published for both Associate of Arts and Associate of Science Track 1 and Track 2
4. Assess Transfer Program Outcomes (TPOs), following annual plans	Only conducted as part of assessing college-wide outcomes	Outcomes in development, college-wide outcomes (Shoreline Student Learning Outcomes) in revision	2 AA-DTA Outcomes assessed (Su 2023) 2 AST outcomes assessed (Summer 2023)
5. Assess professional technical degree outcomes (PLOs) following annual plans	12 prof-tech degree programs assessed (2015-2019)	8 degree programs assessed annually	26 of 29 degree programs assessed annually following plans
6. Assess Shoreline Student Learning	Assessment revealed need to	Name changed to Shoreline Student Learning Outcomes	New Shoreline Student Learning Outcomes written and adopted

Outcomes (SSLOs) following annual plans	revise college-wide outcomes 4 college-wide outcomes assessed (2015-2019)	& categories were identified SSLOs in revision (2020-2022)	officially on June 12, 2023 2 SSLOs (Critical Thinking and Equity and Social Justice) assessed (Summer 2023)
7. Align PLOs, TPOs, and SSLOs with curriculum	1 prof-tech degree mapped PLOs to discipline-specific curriculum	10 professional-technical degrees have mapped PLOs onto their discipline specific curriculum	All professional-technical degrees have mapped their PLOs onto their entire degree curriculum (see supplemental document “24 Business Intelligence and Data Analytics (BIDA) AAAs Curriculum Matrix”).

Objective 3. Establish Transfer Program Outcomes (TPOs) for Shoreline’s General Transfer Degrees

Shoreline’s three-year process to revise institutional outcomes revealed the difference between outcomes that are common to all Shoreline’s programs, and those that describe the knowledge and skills that are specific to Shoreline’s general transfer programs. Before that, the only stated outcomes for transfer programs were institutional outcomes (previously called General Education Outcomes).

At the time of the Fall 2022 Ad Hoc visit, the Shoreline Student Learning Outcomes Assessment Team had recommended the development of Transfer Program Outcomes, and a representative team of faculty (Transfer Program Outcomes Team, or TPOT) had been assembled for this purpose. The team was comprised of subject matter expert faculty from each distribution area, the Acting Director of Outcomes Assessment, and the Outcomes Assessment Consultant. TPOT’s goal was to capture the knowledge and skills students gain in Shoreline’s two general transfer degrees: Associate of Art– Direct Transfer Agreement (AA-DTA) and the Associate of Science–Transfer (AS-T). Note that Shoreline offers multiple transfer degrees representing variations of the same core curriculum within these degrees, but the outcomes statements summarize the curriculum common to all variations. See pages for the [AA-DTA](#), [AST-1](#), and [AST-2](#).

As a starting point, TPOT analyzed the curriculum within the two general transfer degrees to understand what the core curriculum is for these degrees beyond the core courses required for all degrees (see Figures 21 and 22). The team focused on the distribution requirements (three courses in each of these areas: Humanities, Social Sciences, and Natural Sciences) for the AA-DTA degree and the core science curriculum for the AS-T.

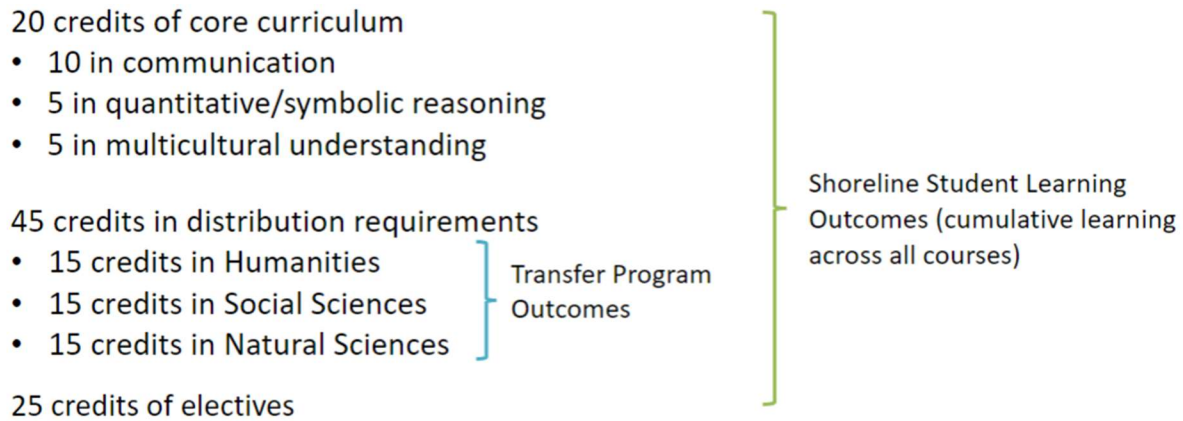


Figure 21: AA-DTA required curriculum

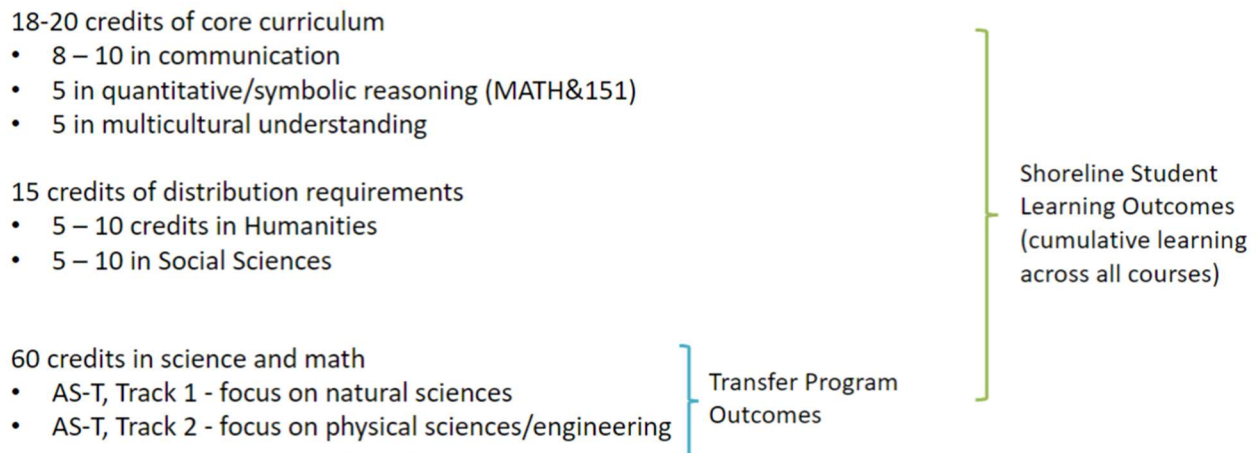


Figure 22: AST-1 and AST-2 required curriculum

To draft the AA-DTA outcomes, the team began with the existing criteria used by the Curriculum Committee to determine whether a course can be included in the list of courses within each distribution requirement. The team engaged in a qualitative analysis of the statements within those documents, including identifying which components describe knowledge and skills above and beyond the SSLOs.

The team collaboratively developed five outcomes that map to the distribution requirements as described in Table 18 below:

Table 17: AA-DTA Learning Outcomes Alignment with Distribution Requirements

Outcome Title	Outcome Text	Alignment with Distribution Requirements
Global Awareness	Describe differences and similarities in the ways people across the globe experience	Social Sciences and Humanities

	social, cultural, economic, or political systems.	
Societies and Individuals	Examine the interactions between societies and individuals.	Social Sciences
Interpreting the Human Experience	Apply discipline-specific methods to interpret an expression of the human experience.	Humanities
Scientific Explanation	Identify methods scientists use to explain aspects of the natural world.	Natural Sciences
Laboratory Science Practices	Use discipline-specific laboratory practices to investigate a scientific concept.	Natural Sciences Lab

A smaller team of faculty, representing core science disciplines (Biology, Chemistry, and Physics), developed Transfer Program Outcomes for the Associate of Science–Transfer degrees. All variations of the AS-T degrees require a substantial set of core Science courses within those disciplines. Hence, the focus for these outcomes were the two common aspects of skills and knowledge gained from core classes in all scientific disciplines: (1) in-depth lab-based learning and (2) application of scientific knowledge.

The Transfer Program Outcomes were adopted in Spring 2023 and are now included in the general transfer web pages under “What you will learn”: [AA-DTA](#), [AS-T Track 1](#), and [AS-T Track 2](#). They also are included under “What you will learn” on teach pre-major planning guide page. See [Anthropology \(AA-DTA pre-major\)](#) as an example.

Objective 4. Assess Transfer Program Outcomes, Following Annual Plans

As mentioned above, in Fall 2022, Shoreline focused on developing new Transfer Program Outcomes. Based on the revised recommendation following the Ad Hoc visit, LOAC accelerated plans and moved forward with an assessment of Transfer Program Outcomes in Summer 2023, with a three-year plan to assess all the outcomes (see supplemental document “25 TPOs Assessment Plan”).

The focus for Summer 2023 was on four outcomes: two natural science AA-DTA outcomes and two AS-T outcomes. Using the “Institute” model, faculty from a representative sample of science classes submitted assignments, summarized in Table 18 below:

Table 18: Number of Assignments Submitted per Outcome for TPO Assessment

Outcomes	# Assessed
AA-DTA Outcome 4: Identify methods scientists use to explain aspects of the natural world.	76

AA-DTA Outcome 5: Use discipline-specific laboratory practices to investigate a scientific concept.	63
AS-T Outcome 1: Use scientific observation and experimentation to explain aspects of the natural world.	83
AS-T Outcome 2: Apply fundamental concepts of a scientific discipline to make justifiable predictions about the natural world.	69

Two teams of two assessed submissions from individual assignments, rating each piece of student work according to whether it meets expectations for the outcome. The criteria for meeting expectations varied across the artifacts submitted, so each team was provided with information about the assignments and documented criteria for meeting expectations within assessment notes.

Results were presented during a concurrent session at Fall 2023 Opening Week (see supplemental document “26 TPOs Results Opening Week 23-24 Session”). Summaries of analysis results are presented in Tables 19 and 20 below. Please note that the college had limited availability of data due to the March 2023 ransomware incident.

Table 19. Percentage of Student Work Coded as Meeting Expectations Related to AA-DTA Natural Science Outcomes, Compared to % Pass Rate for Relevant Courses, Disaggregated according to Race-Ethnicity.

	Outcomes Assessment: % Met Expectations		Course Success (2021-2022): % Pass (2.0 or higher)
	AA-DTA Outcome 4	AA-DTA Outcome 5	ANTH/Biol/CHEM/GEOL/PHYS
Total	79%	86%	82%
Historically Under-Represented Minority (URM)*	94%	87%	74%
Non-URM	74%	85%	84%

Table 20. Percentage of Student Work Coded as Meeting Expectations Related to AS-T Program Outcomes, Compared to % Pass Rate for Relevant Courses, Disaggregated according to Race-Ethnicity.

Outcomes Assessment: % Met Expectations			Course Success (2021-2022): % Pass (2.0 or higher)
	AS-T Outcome 1	AS-T Outcome 2	BIOL/CHEM/PHYS
Total	84%	52%	82%
Historically Under-Represented Minority (URM)	87%	53%	74%
Non-URM	84%	52%	84%

* Includes Black/African American, Hispanic/Latinx, Native American, Pacific Islander, and Multiple selections including one of those categories

The percentage meeting expectations is substantially lower for AS-T Outcome 2 than for any other outcome assessed. In addition, the equity gaps seen in related courses are either essentially non-existent or, in the case of AA-DTA Outcome 4, reversed. More information about how these results are incorporated into planning can be found under Objective #8 below.

This academic year (2023-24), Shoreline will engage in assessing the remaining three AA-DTA outcomes using a distributed model as described above. Departments that teach classes that meet distribution requirements have included information in their department assessment plans about which courses within their departments assess the relevant TPOs. Based on this information, the departments have been provided with a target number of sections to assess for each course as part of this work.

To guide the distributed assessment of transfer program outcomes, the Learning Outcomes Assessment Team, in collaboration with members of the Transfer Planning Committee (more details about this committee under Objective #8), developed step-by-step assessment guides that define the outcomes, and walks faculty through each step of the assessment process.

Objective 5. Assess Outcomes from Professional Technical Programs, Following Annual Plans

As summarized under Objective #1b, assessment of program-level outcomes has become much more comprehensive since the Fall 2022 Ad Hoc visit. In 2021-2022, the Learning Outcomes Assessment Team had reached out to prof-tech programs without specialized accreditation or certification and engaged in assessment of 8 program-level learning outcomes, which represents 28% (8 of 29) of Shoreline's professional-technical degrees. In 2022-2023, the team expanded engagement to assess all degree programs, including those with specialized accreditation. This expansion resulted in assessment of outcomes from 26

degrees (90%) in 2022-2023 and multi-year assessment plans in place for 100% of Shoreline's professional-technical degrees. These assessment plans ensure that all Program-Level Outcomes are assessed on a 3–4 year cycle.

Objective 6. Assess SSLOs, Following Annual Plans

At the time of the Fall 2022 Ad Hoc visit, Shoreline had just completed a three-year project to revise institutional outcomes (previously called General Education Outcomes, now referred to as Shoreline Student Learning Outcomes or SSLOs). Since then, Shoreline has followed a plan to assess two SSLOs per year.

Using an Institute model, faculty submitted assignments in Spring 2023 to be included in assessment of the Critical Thinking and Equity & Social Justice SSLOs (see Table 21). The SSLO versions are designed to provide options depending on the curriculum within any program. For this cycle of assessment, faculty selected the version they thought was most appropriate for the curriculum they addressed within their program and/or courses.

Table 21: Number of Assignments Submitted per Outcome for SSLO Assessment

Outcomes	# Assessed
Critical Thinking (V1): Evaluate evidence from different viewpoints using proven methods in a particular field or discipline to draw justifiable conclusions.	132
Critical Thinking (V2): Apply proven methods of analysis from a particular field or discipline to examine a problem, concept, or argument.	183
Equity and Social Justice (V1) Analyze the impact of racial oppression in a given contemporary social problem in the United States.	130

One team of three assessed each outcome version, rating each piece of student work as either meeting or not meeting expectations for the outcome. Criteria for meeting expectations varied, so as with the Transfer Program Outcomes, the teams discussed and documented the criteria for meeting expectations on each assignment.

Tables 22 and 23 below summarize results from the SSLO assessment, using the same disaggregation as the Transfer Program Outcomes Assessment.

Table 22. Percent of Student Work Coded as Meeting Expectations Related to Equity & Social Justice SSLO, Compared to % Pass Rate for Relevant Courses, Disaggregated according to Race-Ethnicity.

	Outcomes Assessment: % Met Expectations	Course Success (2021-2022): % Pass (2.0 or higher)	
	Equity & Social Justice SSLO	MCS/GWS/AES	BUS_GEN/CMST

Total	75%	76%	80%
Historically Under-Represented Minority (URM)*	74%	72%	73%
Non-URM	76%	77%	82%

Table 23. Percent of Student Work Coded as Meeting Expectations Related to Critical Thinking SSLO, Compared to % Pass Rate for Relevant Courses, Disaggregated according to Race-Ethnicity.

	Outcomes Assessment: % Met Expectations		Course Success (2021-2022): % Pass (2.0 or higher)
	Critical Thinking Version 1	Critical Thinking Version 2	All courses, excluding transitional studies
Total	96%	85%	82%
Historically Under-Represented Minority (URM)*	96%	90%	75%
Non-URM	96%	83%	84%

These results were included in campus-wide sessions during Fall 2023 Opening Week (see supplemental document “27 SSLOs Results Opening Week 23-24 session”). For more information about how results are incorporated into planning, see Objective #8 below.

This academic year (2023-2024), Shoreline will engage in assessing the Communication SSLO, which is separated into two distinct outcomes: one focused on written communication, and the other on communication and collaboration. In their assessment plans, all departments and programs indicated which courses included an assessment of these SSLOs. Based on this information and an analysis of number of sections taught over an academic year, each department and program were provided with guidelines about the number of class sections to include in the assessment process.

Based on the assessment cycle (see supplemental document “22 Learning Outcomes Assessment Cycle”), faculty will submit data in Spring 2024, and the Planning and Institutional Effectiveness (PIE) office will disaggregate the data so that it is ready to present and use for planning by Fall 2024.

Objective 7. Align PLOs, TPOs, and SSLOs with Curriculum

Since Fall 2022, Shoreline has made significant progress in understanding the alignment between program curriculum and PLOs, TPOs, and SSLOs. Currently, all professional-technical degrees have curriculum matrices, compared to only eight degrees in Fall 2022.

In addition, until Fall 2022, faculty had only mapped courses within their specific discipline. During the current academic year, the Learning Outcomes Assessment team facilitated cross-disciplinary conversations to understand how the required classes outside the specific discipline contribute to the Program Level Outcomes. In this example (see supplemental document “28 Criminal Justice Curriculum Matrix Program Outcomes”) the conversations allowed faculty in Psychology (PSYC), Communication Studies (CMST), Sociology (SOC), and Political Science (POLS) to discuss with Criminal Justice faculty how their courses contribute to the learning described in the Criminal Justice PLOs.

Based on faculty feedback during the process of developing curriculum matrices for all professional-technical degrees, the definition of “Introduce,” “Reinforce,” and “Assess” were clarified and an additional category was added (“Foundation”) to indicate if the class does not directly address the outcome but provides knowledge and/or skills necessary to begin attaining the learning described in the outcome. A definitions key (see supplemental document “29 Curriculum Matrix Key”) is provided at the top of each matrix.

Professional technical degrees have started mapping SSLOs onto the required courses for their degrees in Winter 2024. There also is a set of courses that can be used to fulfill core requirements common to all degrees (communication, quantitative and symbolic reasoning, multicultural education, and for professional-technical degrees only, human relations). These courses clearly align with the SSLOs, and a separate, stand-alone General Education Program curriculum matrix (see supplemental document “30 Gen Ed Program Curriculum Matrix”) has been developed as an addendum to the matrices for all degrees and is currently being filled out by relevant instructors.

... to gather data that will be used for academic and learning support program planning and resource allocation.

Table 24: Using Data for Planning

Objective	Status in Fall 2020	Status in Fall 2022	Status in Winter 2024
8. Incorporate learning outcomes assessment data into planning &	Improvement happened ad hoc at course or program level	Identified need to incorporate into newly established review and planning process	Learning outcomes assessment reports incorporated systematically into area reviews Developed a mechanism to review TPO (established

resource allocation			Transfer Planning Committee) and SSLO data.
9. Engage faculty in meaningful, continuous improvement efforts based on assessment data	Cumulative ~75 faculty participated Anecdotal examples of continuous improvement	Cumulatively over ~100 faculty participated	153 faculty participated within previous 18 months. Faculty engaged in robust planning efforts via COAR and POAR

Objective 8. Incorporate Outcomes Assessment Data into Planning & Resource Allocation

In Fall 2022, outcomes assessment data were used for continuous improvement on an ad hoc basis. As the college-wide Area Review and planning cycle has been refined over the last two years, outcomes assessment data have been incorporated into Area Reviews to allow for meaningful and integrated planning.

First, every instructional department and program Area Review includes a section on student learning. The section includes summaries of the relevant POAR and COAR reports from the previous year (see supplemental document “22 Learning Outcomes Assessment Cycle”).

Second, all instructional department and program Area Reviews include SSLO assessment results. The Equity and Social Justice SSLO was assessed within courses that fulfill the Multicultural Understanding Requirement. Data is currently (Winter 2024) being presented to faculty to allow for planning of next steps (see supplemental document “31 ESJ SSLO Analysis”). The Critical Thinking outcome was assessed across disciplines and race/ethnicity data is shared in every 2023-2024 instructional review for faculty to reflect on.

College-wide outcomes assessment is now part of the broader institutional planning process as a key indicator of student achievement. A broadly available dashboard of results will be developed for more meaningful analysis of the data. In Winter 2024, the LOAC developed a two-step SSLO data review process. In step 1, departments and programs will reflect on the assessment data within their Area Review. In step 2, the LOAC will write an SSLO Area Review (offset by a year) in which data from step 1 is reviewed, along with assessment data, to write recommendations in alignment with our strategic plan and connected to resource allocation.

Third, the newly developed and assessed TPOs provide data related to Shoreline’s general transfer programs (AA-DTA and AS-T). In 2022-2023, there was not an existing body responsible for planning and continuous improvement related to transfer in general. Instead, a small group including members of the Learning Outcomes Assessment Team and Instructional Leadership completed the area reviews (see supplemental documents “32

Transfer AST Instructional Area Review 2022-23" and "33 Transfer AA-DTA Instructional Area Review 2022-23"). The strongest recommendation emerging from the Area Review process was to establish a Transfer Planning Committee (TPC). This team was established in Fall 2022 and is conducting a full program review of the AA-DTA and AS-T (completed on March 15, 2024). As part of this process, the TPC conducted an in-depth review of assessment data from Transfer Program Outcomes and will provide recommendations to improve our transfer programs.

Finally, data from both SSLO and TPO assessments was also used to determine that we need a different approach to assessing Shoreline Student Learning Outcomes. Hence, Shoreline pivoted from an institute model to a distributed model (described in Objective #2).

Objective 9. Engage Faculty in Meaningful Continuous Improvement Based on Assessment Data

Between 2015 and September 2022, about 100 faculty participated in learning outcomes assessment. In February 2024, 153 faculty participated in learning outcomes assessment within the preceding year and half.

In addition, there is now a strong engagement of instructional leadership, with the inclusion of one administrator from each division on the LOAC. The role of LOAC itself has also been enhanced, taking on responsibilities related to communication of assessment planning, providing guidance to assessment processes, and mentoring other faculty within the division.

The LOAC reviewed COAR and POAR reports and found that faculty are engaged in various types of improvement as shown in Figures 23 and 24. One of those is the learning outcomes revision. 14% of departments identified the need to review and/or revise course learning outcomes for one or more courses, and 13% of programs identified the need to review and/or revise either course or program outcomes for their degrees.

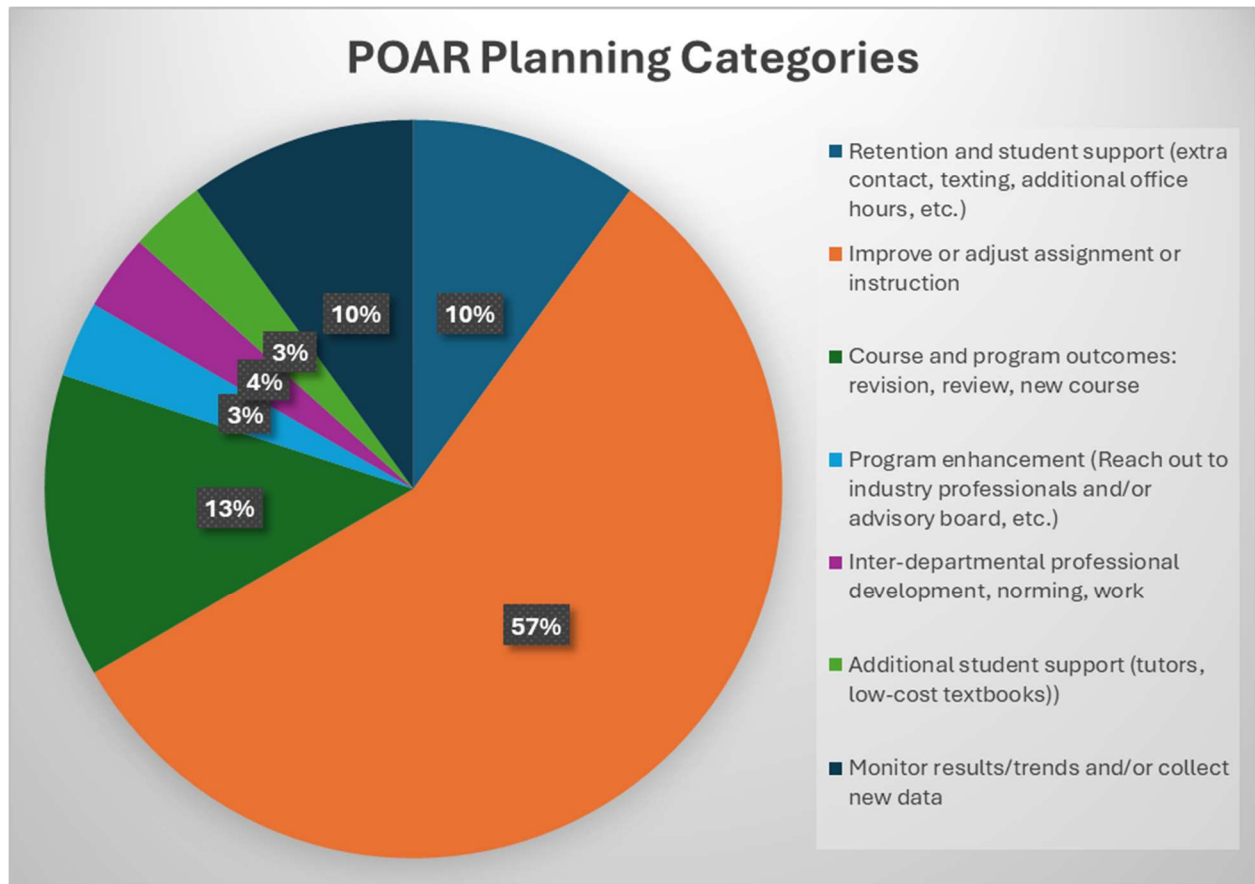


Figure 23: 2022-2023 Planning Categories for Program Learning Outcomes Assessment

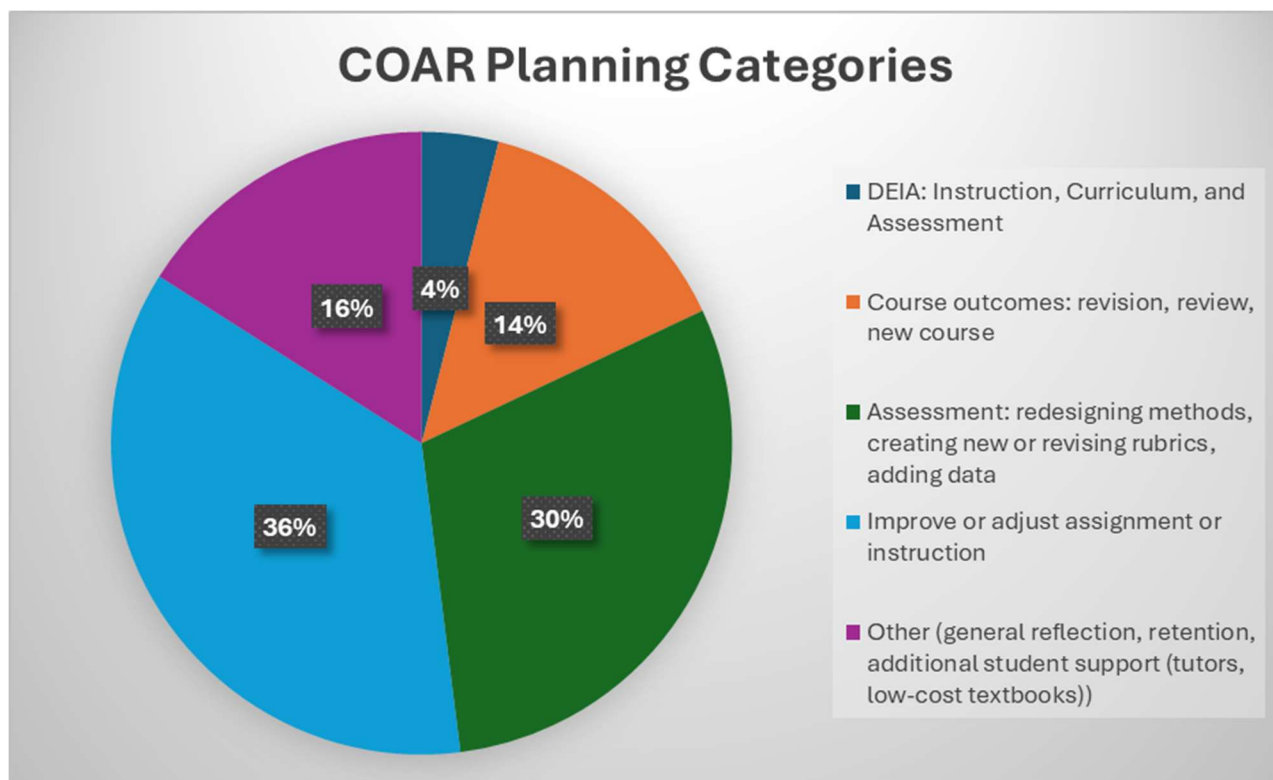


Figure 24: 2022-2023 Planning Categories for Course Learning Outcomes Assessment

In response to those findings, the Learning Outcomes Assessment Committee refined the course and program learning outcomes revision guide and the program learning outcomes revision guide (see supplemental documents “34 Course Learning Outcomes Revision Guide” and “35 Program Learning Outcomes Revision Guide”) and developed a two-hour training.

Representatives from across our departments attended the workshops in early November 2023, and individuals and teams from a variety of disciplines analyzed existing course learning outcomes and created plans for revising them. Course Learning Outcomes and Program Learning Outcomes have been reviewed as part of the annual assessment plans resulting in several updates. Since April 2022, 28 courses, 7 degrees, and 5 certificates have taken Learning Outcomes changes through the curriculum approval process.

Starting Summer 2023, faculty have been implementing changes to their courses and programs based on their 2022-2023 assessment results. Course and Program assessment are on a 3–4 year cycle; however, updates on the impact the changes have had on student learning are available in 2023-2024 area reviews (due March 15, 2024).

The increased engagement since Fall of 2022 has set the stage for significant and pervasive changes in the next 3–4 years. In addition, some departments and programs have been engaged in learning outcomes assessment prior to Fall of 2022. In parallel to the significant foundational, system-building work in the past 18 months, faculty have been acting on assessment data and analysis, yielding multiple concrete examples of how assessment work

has led to documentable change.

Below are descriptions of these examples, summarized in Addendum I.

Example #1: Health Informatics & Information Management Incorporating SSLOs

As with other health occupations programs, the Health Informatics and Information Management (HIIM) program has over a decade history of ongoing, cyclical learning outcomes assessment processes documented for their accreditation through the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). In the last 18 months, program faculty have taken a new perspective on their curriculum because of assessment work.

To meet CAHIIM standards, the HIIM program had a well-established curriculum matrix demonstrating how each discipline-specific learning outcome was represented in the required courses. However, there were some “soft skills” that were embedded within the program but not mapped in a specific way. Adoption of the revised Shoreline Student Learning Outcomes has enabled this program to understand exactly when and how students build those basic skills.

This expanded mapping of learning outcomes not only provides faculty with a new perspective on their program, but also strengthens their ability to report on “soft skills” in their own accreditation process.

Example #2: Strengthening American Ethnic Studies, Aligning with New SSLO

Beginning in the 2021/2022 academic year and continuing into 2022/23, institutional research and evaluation of community surveys and reports revealed multiple findings in need of analysis and action. For example, in almost all leading and lagging indicators of student achievement, gaps for BIPOC students (particularly for Black or African American, Native Hawaiian or Other Pacific Islander) are over five percentage points. The Diversity, Equity, and Inclusion Advisory Committee reviewed potential best practices and research-based interventions and proposed responding to these data by proposing a full-time faculty position to develop a program of American Ethnic Studies offerings, including permanent courses, support structures tailored to the specific needs of BIPOC students, and a standing speaker series.

In parallel with this work, the College had adopted a new Equity & Social Justice SSLO. In contrast to the previous institutional outcome, which focused on a variety of aspects of multiculturalism, the new ESJ outcome directly addresses students’ understanding of racial oppression (“Analyze the impact of racial oppression in a given contemporary social problem in the United States.”). Survey data from faculty gathered during the SSLO revision process indicated that most students at Shoreline will not experience direct instruction relevant to this SSLO beyond a single, required multicultural understanding course.

Assessment results from the ESJ SSLO in Summer 2023 indicated that 75% of students attain this outcome, and the percentage is lower for some populations (e.g., 62% of international students attain the outcome). The offerings provided through the American

Ethnic Studies program, most notably the speaker series and additional collaboration with faculty teaching the required multicultural understanding course, represent an important mechanism for improving this indicator of student learning when it is reassessed in three years.

Example #3: Sunsetting Retail Management

As programs developed multi-year assessment plans, faculty and administrators also engaged in in-depth review of program learning outcomes. For the Business Administration program, the process facilitated a review of the suite of degree options within business administration, each with a different specific focus. Many outcomes had not been revised in over a decade and others were difficult to assess.

The learning outcomes for one degree in particular, Retail Management, were significantly out of alignment with the skills students need for success. The program was designed in the 1980s and centered around the brick-and-mortar industry. A full review of enrollment and student success data also indicated the program is no longer relevant.

As part of the process, the program brought their analysis to their advisory committee in Fall 2023. Since 2015, Shoreline's professional-technical advisory committees have played an increasingly prominent role in reviewing program learning outcomes and suggesting curriculum revision. The business advisory board was able to engage in meaningful discussion about how the learning outcomes for the Retail Management program do not align with industry needs, to the extent that the program itself is no longer needed.

As a result of learning outcomes review, in combination with student data and advisory committee feedback, the business program has made the decision to move forward with sunsetting the AAAS in Retail Management.

Example #4: Criminal Justice Outcome Revision

In Fall 2022, the Criminal Justice program examined students' ability to research and reflect on three different police organizations (2 in-state and 1 outside WA) to assess the outcome "Demonstrate basic theories of police operations and management." The results indicated that 78% of students met expectations on this outcome, which faculty program agreed did not meet an acceptable threshold of performance (see supplemental document "36 Criminal Justice 2022 POAR report").

The Criminal Justice Faculty Program Coordinator commented on these results as follows:

'It seemed that the students who were poised to enter the job market relatively quickly took the assignment seriously and used it to their advantage as they prepared to apply and interview for jobs. They excelled. The students who did not perform to expectations were young, new students who were merely doing the assignment as an academic exercise. The assessment was also done in a subsequent class – with added instructions and explanations about the importance of the assignment and the results were essentially the same. We then moved to 'What to do next?'

The Criminal Justice Advisory Committee has a strong record of providing valuable insight into the program curriculum. When the program faculty discussed the results of this assessment with the Committee, the consensus was that this program learning outcome did not represent skills and knowledge essential for graduates to be successful in this industry. This discussion prompted the Faculty Program Coordinator to review all the program learning outcomes and, in collaboration with the Learning Outcomes Assessment Team, develop new program learning outcomes. The number of outcomes was reduced from nine to four, which facilitates a sustainable cycle of assessment. In addition, the language in the outcomes was changed significantly, such that students understand what they will be learning in the program.

The advisory committee reviewed the outcomes and agreed that they capture the core skills and knowledge students need to succeed. All four revised outcomes provide the basis for the Criminal Justice program assessment plan.

Example #5: Clean Energy Technology - Continuous Improvement on a Specific Skill

In Spring of 2022, Shoreline's Clean Energy Technology program assessed the following Program Learning Outcome:

Read, visualize, and interpret building plans and models including mechanical and electrical components that affect building energy requirements.

To assess the outcome, the rubric included three separate components: (1) Read and interpret plans and schedules; (2) Visualize energy components; and (3) Understand and decipher energy components between floor plans and isometrics. Although results for the first revealed that 83% were meeting expectations, faculty commented that the artifact they used may not have adequately assessed students' ability to "Read, visualize, and interpret building plans and models including ...structural...components that affect building energy requirements" (see supplemental document "37 Clean Energy 2022 POAR report"). In Spring of 2023, faculty added four final exam questions that directly addressed this component of the outcome and the result indicated that between 50 and 60% of students answered each question correctly. Although the low enrollment of the class ($n = 6$) might have accounted for these correct response rates, the faculty have changed the course to include the same questions twice, once after a mid-quarter module and once in the final exams. The faculty will review and reflect on the data again at the end of Spring 2024.

Example #6: Psychology 100

As part of the Learning Outcomes Institute (Winter 2023), Psychology instructors decided on a common assignment in their department to assess one of their PSYCH 100 outcomes. In one of the sections, one of the most noticeable findings in the data was that a high number (31%) of students did not submit the assignment. Based on this, the instructor changed the format of the assignment to what her colleague had been utilizing, which was much more accessible and user-friendly (see supplemental document "38 Psychology 2023 COAR report").

Reassessment was performed in Fall 2023 and the percentage of students who did not submit the assignment dropped to 10%; a significant improvement. However, the percentage of submitted assignments that met the outcome also dropped.

This process highlighted the fact that going forward it will be important to make smaller, incremental changes so that it can be better determined what factors impacted student learning. The Psychology instructors are also looking at disaggregated data and using the annual area review to track relevant goals and actions that address equity gaps in the assignment data.

Example #7: Physics 221

In 2022-2023, the Physics & Astronomy department engaged in a comprehensive assessment of a core class (Physics 221) that feeds into multiple variations of the Associate of Science degree and is essential for many students moving on to four-year engineering degrees (see supplemental document “39 Physics 2023 COAR report”).

The assessment revealed that for two of the six course learning outcomes, less than 70% of students were meeting expectations (between 66.7% - 68%) on two of the outcomes:

- 5. Design or modify an experiment to meet a specific objective for introductory mechanics*
- 6. Develop physical relationships based on experimental observation and physical reasoning for introductory mechanics*

The department took two primary steps to improve results. The first was to strengthen the norming process around assessing the outcomes themselves and the second was to take an entirely different pedagogical approach to the relevant assignments, moving to an inquiry-based model to increase student engagement.

The percent meeting expectations on these two outcomes increased to 75.2% in Fall 2023 and 88.6% in Winter 2024, with an overall 80.8% meeting expectations on these outcomes across five sections.

Additional Benefits of the Process

Comments within the assessment reports indicate the benefits of the process itself, such as building foundational understanding of learning outcomes assessment, increasing motivation to revise outcomes for alignment with curriculum, and collaboration within and across departments and divisions.

- Foundational work: “I've always "heard" that final grades aren't a good assessment of whether our students have learned the skills in our outcomes, but now I've learned specific reasons WHY they're not a good indicator.”
- Motivation to revise outcomes: “Our outcomes do not always reflect the priorities of the class as we instruct it today and need to be rewritten for clarity and with an equity lens.”

- Collaboration within and across departments and divisions: “We had good conversations about the similar and different ways that we approach teaching and this specific outcome.”

APPENDIX M

List of Activities to Engage the Community in the Strategic Planning Process

College Community Engagement Activities

Focus Groups:

- Students (3/17)
- Adjunct Faculty (3/22)
- Faculty Program Coordinators (3/24)
- Strategic Enrollment Task Force (3/27)
- Faculty Union President (3/29)
- International Education (3/30)
- DEIA Advisory Committee (4/6)
- Administrators and Classified Staff (4/17)
- City of Shoreline Interview (4/17)
- Adjunct Faculty (Day of Learning 5/5)
- Shoreline School District Interview (5/4)
- MWBE and CBOs (5/15)

College Wide Survey

- Number of Respondents: 242
- Students: 30%
- Faculty: 25%
- Staff/Administrator: 43%
- Community Member: 2%

Strategic Planning Charrette

- April 24, 2023

Goal Area Working Groups

- May 2023
- October 2023 – January 2024

APPENDIX N

Strategic Plan Goals Mapped to Indicators and Targets

TABLE ONE: STUDENT ACHIEVEMENT AND STUDENT LEARNING METRICS

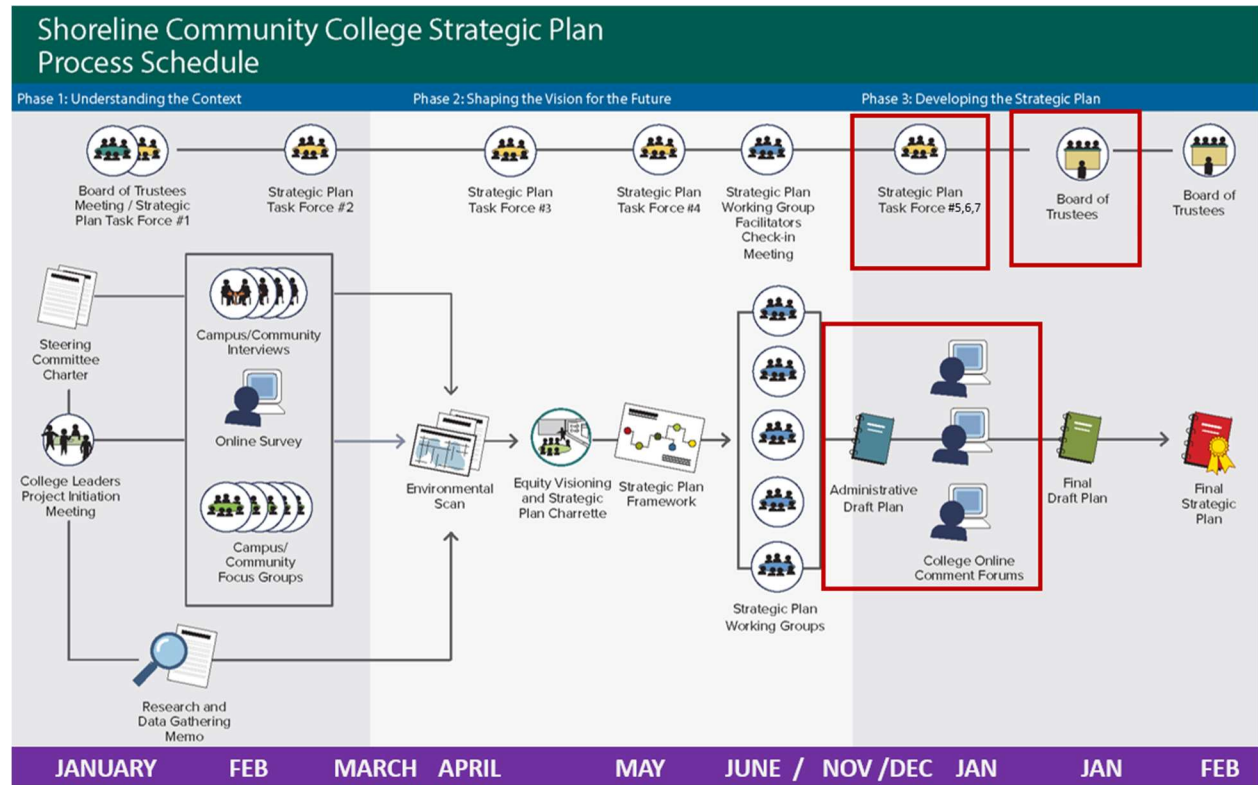
For Student Achievement data, Shoreline compares itself to three peer institutions using data that extends over a three-year period. The target goal for each indicator is to meet or exceed Shoreline's peer institutions and to reduce any equity gaps that are visible when comparing Shoreline to the other colleges. The three peer institutions that are used for the purpose of this analysis are South Puget Sound Community College, North Seattle, and Skagit Valley College.

STRATEGIC PLAN GOAL AREAS	INDICATOR	DEFINITION	DATA DISAGGREGATION CATEGORIES	TARGETS
STUDENT ACHIEVEMENT INDICATORS:				
A, B, F	Completion	Completing a credential within three years of entry	Race/Ethnicity, Age, Gender, First Generation Status, Received Need-Based Aid	Increase from 25.4% to 27.2%
A, B, F	Completion: Equity gap 1	Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	American Indian or Alaska Native	Increase from 9.1% to 16%
A, B, F	Completion: Equity gap 2	Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	Black or African American	Increase from 16.2% to 25.4%
A, B, D	Persistence	15 Credits Milestone: completing the first 15 college-level credits in year 1	Race/Ethnicity, Age, Gender, First Generation Status, Received Need-Based Aid	Maintain or exceed 63.6%
A, B, D	Persistence: Equity gap 1	Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average	Black or African American	Increase from 53.6% to 63.6%

See [pages 24-33 of the Strategic Plan](#) for a full list.

APPENDIX 0

Process Used to Create the Strategic Plan



APPENDIX P

Strategic Action Work Plan – DRAFT TEMPLATE

Strategic Action Work Team: _____

Year of the 2024-2029 Plan: Year One 2024-2025

Executive Team Lead: _____

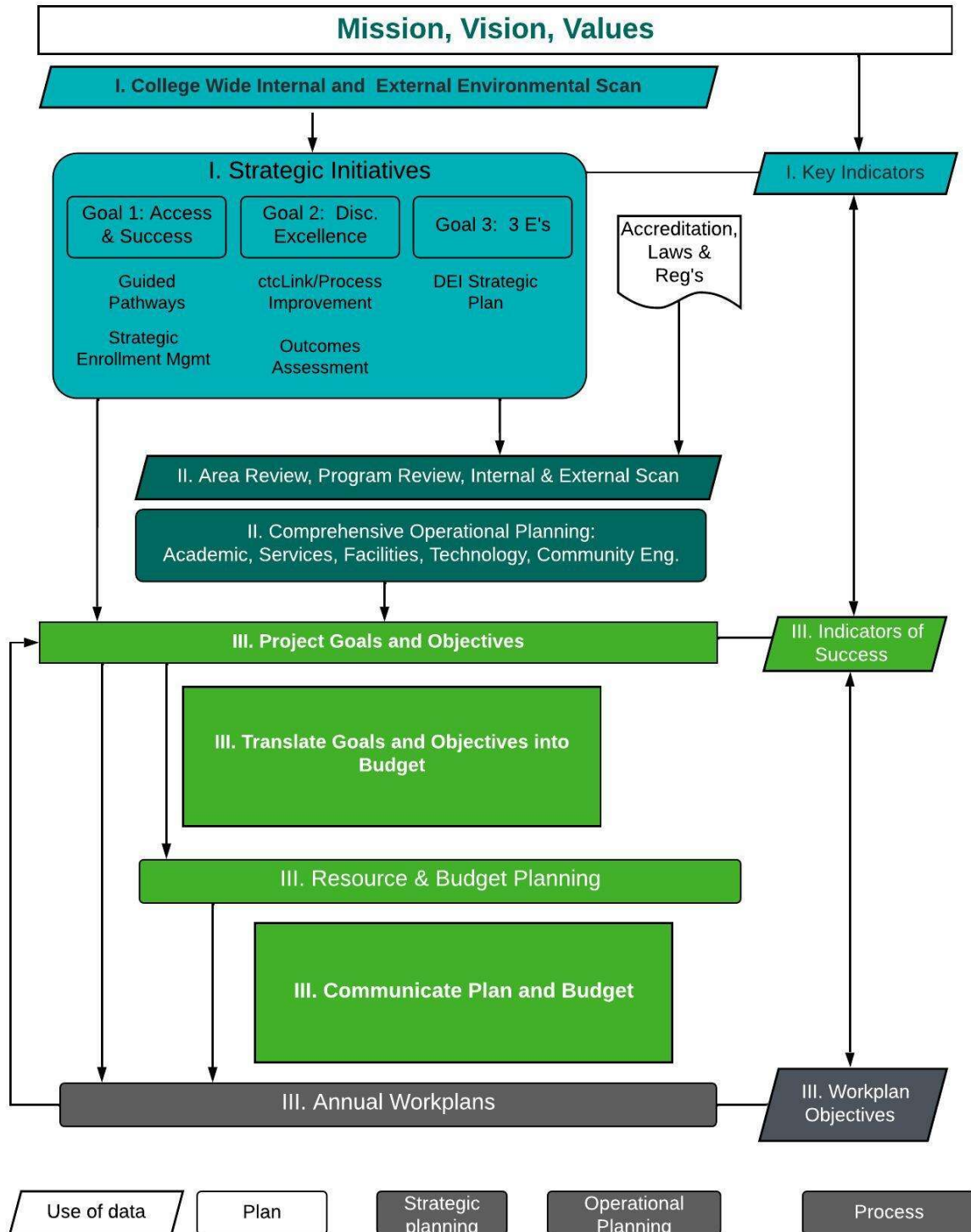
Strategic Goal: _____

Strategic Objective: _____

[illegible]

APPENDIX Q

Prior Planning Framework at the Time of the Fall 2022 Ad Hoc Visit



APPENDIX R


Screenshot of Part of the Multi-Year Institutional Planning and Assessment 2011-2028 Calendar Shows only Years 2022-2025):

Division	Types of Review	Area	2022-2023	2023-2024	2024-2025
Access & Advising	Service Area	Advising Center	SA - Comp	SA - Annual	SA - Annual
Access & Advising	Service Area	Dean's Office		SA - Annual	SA - Annual
Access & Advising	Service Area	Enrollment Services	SA - Comp	SA - Annual	SA - Annual
Access & Advising	Service Area	Financial Aid	SA - Annual	SA - Comp	SA - Annual
Access & Advising	Service Area	Outreach & Recruitment	SA - Annual	SA - Comp	SA - Annual
Access & Advising	Service Area	Running Start	SA - Comp	SA - Annual	SA - Annual
Admin Services	Service Area	Budget	SA - Annual	SA - Annual	SA - Comp
Admin Services	Service Area	Facilities (Custodial, Grounds, Mail Service, Maintenance)	SA - Annual	SA - Comp	SA - Annual
Admin Services	Service Area	Financial Services	SA - Annual	SA - Comp	SA - Annual
Admin Services	Service Area	Parent Child Center	SA - Annual	SA - Annual	SA - Comp
Admin Services	Service Area	TSS	SA - Annual	SA - Annual	SA - Comp
Admin Services	Service Area	VP-BAS Office	SA - Annual	SA - Annual	SA - Comp
Advancement	Service Area	Advancement	SA - Annual	SA - Annual	SA - Annual
Advancement	Service Area	Foundation	SA - Annual	SA - Annual	SA - Comp
BCS	Program	Accounting	IP - Annual	IP - Annual	IP - Annual
BCS	Department	Anthropology	ID - Annual	ID - Comp	ID - Annual
BCS	Service Area	BCS Dean's Office	SA - Annual	SA - Annual	SA - Comp
BCS	Department	Business - Transfer	ID - Annual	ID - Comp	ID - Annual
BCS	Program	Business Administration	IP - Comp	IP - Annual	IP - Annual
BCS	Program	Business Intelligence	IP - Annual	IP - Annual	IP - Comp
BCS	Department	Communication Studies	ID - Annual	ID - Annual	ID - Annual
BCS	Program	Criminal Justice	IP - Annual	IP - Annual	IP - Comp
BCS	Department	Economics	ID - Annual	ID - Annual	ID - Comp
BCS	Department	Equity & Social Justice	ID - Annual	ID - Annual	ID - Comp
BCS	Department	History & EASIA	ID - Annual	ID - Annual	ID - Comp
BCS	Department	Honors	ID - Annual	ID - Comp	ID - Annual

APPENDIX S

Alignment of Strategic Plan Goals and Objectives with Area Reviews

Alignment of Strategic Plan Goals and Objectives with Area Reviews

<div>  </div> Strategic Plan Goal A: Student Success and Academic Excellence		
Create the conditions for success for all students through high-quality, innovative, student-centered educational programs		
Objectives		Relevant Area Reviews that will support these SP Objectives
A1:	<p>Identify success gaps by developing a systematic method to collect, track, and evaluate student performance over time; disaggregate data by race, ethnicity, age, gender, socioeconomic status, and whether student is first-generation, or has special needs; align counseling, advisory programs, and navigation services accordingly.</p> <p>Context: NWCCU Standards 1.D.2, 1.D.3, 1.D.4, 2.G.6, and HB 5227.</p>	<ul style="list-style-type: none"> • PIE/Institutional Research (lead) • VP-DEIA Office (lead) • VP-Student Services Office
A2:	<p>Assess enrollment and retention patterns in all degree programs and identify those areas which merit additional investment and improvement and those which <u>do</u> not based on economic and enrollment trends.</p>	<ul style="list-style-type: none"> • VP-Student Services Office (lead) • VPI Office (lead) • Enrollment Services • Guided Pathways • PIE/Institutional Research • SEM
A3:	<p>Assess institutional-level and program-level student learning outcomes on an annual basis using <u>up to date, disaggregated data, and adjust existing programs and/or identify opportunities for new programs.</u></p> <p>Context: NWCCU Standards 1.C.1, 1.C.2, 1.C.3, 1.C.6, 1.C.7.</p>	<ul style="list-style-type: none"> • Learning Outcomes Assessment Office (lead) • PIE/Institutional Research • All instructional program area reviews
A4:	<p>Evaluate opportunities to increase College offerings in the high-demand disciplines (e.g., Biotech, STEM, Auto-tech, Nursing, etc.), to boost overall College enrollment and employment prospects for Shoreline</p>	<ul style="list-style-type: none"> • VPI Office (lead) • All high-demand disciplines: Biotech, Auto, Nursing

APPENDIX T

