



Spring 2024 Mid-Cycle Self-Evaluation Report

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to the Northwest Commission on Colleges and Universities

Dr. Jack Kahn
President
and

Dr. Ann Garnsey-Harter
Associate Vice President - Planning, Institutional Effectiveness, & Project Management
Accreditation Liaison Officer

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Accreditation & Institutional Effectiveness Committee

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Name	Title
Cheryl Allendoerfer	Director – Grant Development and Management
LJ Bothell	Associate Faculty – Business, Communication Studies, and Social Sciences
Jason Brandon	Executive Director – Technology Support Services
Nicole Buyagawan	Faculty – American Ethnic Studies Program
Genevieve Duong	Student Representative
Ann Garnsey-Harter	Associate Vice President – Planning, Institutional Effectiveness, & Project Management
Derek Levy	Acting Vice President – Student Success
Dawn Lowe-Wincentsen	Executive Director – Learning Resources and Continuing Education
Joe Mazur	Vice President – Business and Administrative Services
Sundi Musnicki	Director – Student Life
Dalila Paredes	Acting Dean – STEM
Romina Plozza	Acting Director – Outcomes Assessment
Lucas Rucks	Acting Vice President – Instruction
Veronica Zura	Executive Director – Human Resources

Former Committee Members:

Name	Title
Mary Burroughs	Dean – Health Occupations
Becca Chen	Budget Consultant
Melanie Dixon	Vice President – Diversity, Equity, and Inclusion
Aimee Henson	Program Specialist – Facilities
Crystal Hess	Former Faculty Senate Chair
Mari Kosin	Director – Advising, Running Start, and First Year Experience
James Josleyn	Associate Director – Technology Support Services
Jessica Strickland	Faculty Senate Chair

Additional Contributors to the Report:

Name	Title
Mia Bradshaw	Senior Graphic Designer
Cat Chiappa	Executive Director - Communications & Marketing
Jesse Lowe	Administrative Assistant – Planning & Institutional Effectiveness

Bayta Maring	Research Analyst & Learning Outcomes Assessment Consultant
Samira Pardanani	Associate VP - International Education & Global Engagement
Vivian Yu	Research Analyst – Planning & Institutional Effectiveness



Introduction

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INSTITUTIONAL OVERVIEW

Shoreline Community College (Shoreline) was established in 1964 and is an open-access comprehensive community college in Washington state. Shoreline serves around 8,000 unique students each year and currently employs 131 full-time faculty, 301 part-time faculty, and 271 staff. The College offers transfer degrees, professional-technical degrees and certificates, pre-college and adult basic education preparation, and continuing education courses. The College is in the city of Shoreline at the northern edge of the state's major metropolitan region, which is ten miles north of the city of Seattle. For sixty years, the College has drawn students from the cities of Shoreline and Lake Forest Park, from King County and surrounding counties, and now has students from over 62 countries. In addition, it has a well-established online student population.

Most students and faculty are based at the main campus in Shoreline. The Dental Hygiene program, however, is offered exclusively at an additional location at the University of Washington-Seattle, through a partnership with the UW School of Dentistry. In addition, the Manufacturing program was recently offered at another instructional site, South Seattle College-Georgetown Campus, during the construction of a new building on the Shoreline main campus to house that program.

As of November 2023, the Manufacturing program has moved back to Shoreline to be offered exclusively from the main campus in the new 6000 building called [Cedar ʕəpəʔac](#), honoring Pacific Northwest Indigenous Peoples.



Shoreline is governed by a five-member Board of Trustees (BOT) appointed by Washington State's governor and is one of 34 community and technical colleges (see Figure 1. [#24 pictured below](#))



directed by the Washington State Board for Community and Technical Colleges ([SBCTC](#)).

Shoreline enrolls a [racially diverse](#) student body. In terms of gender, 55% are female-identified, 39% male-identified, and 6% unknown or not exclusively male or female. The average age is 28.6 years old.

Figure 1. Map of Washington State Community and Technical Colleges

Shoreline prepares graduates for life and careers through more than 120 [academic or professional/technical programs](#) linked to growing occupations such as automotive, health, information technology, and life sciences, some of which provide students access to jobs with the highest median wages available to job-seekers with an associate degree or certificate.

Shoreline also offers transfer pathways to 4-year degrees in several majors; transfer associate degree programs represent approximately half of the degrees or certificates awarded in 2022-23, and the remainder of degrees and certificates were awarded across professional-technical and non-transfer programs. As of February 2024, one baccalaureate level degree has been approved, the Bachelor of Applied Science (BAS) in Dental Hygiene, with a target start date of Fall 2024. Finally, the College also offers English as a second language (ESL), Adult Basic Education, high school completion programs, and continuing education classes. The College operates on an [open-admission policy](#) and welcomes all students to enroll.

INSTITUTIONAL CHANGES

Since submitting its [Fall 2022 Ad Hoc report](#) on September 7, 2022, Shoreline has undergone the following institutional changes or events:

Leadership Changes

Shoreline's new President (inaugurated July 1, 2022), Dr. Jack Kahn, focused substantial effort on building trust with the campus (see [Trust Memos #1-5](#)); communicating openly, honestly, and frequently; and increasing participatory governance and collaboration. In addition, Dr. Kahn has worked with the community to intentionally build infrastructure in support of the College's Mission and strategic goals.

In November 2022, a VP-Diversity, Equity, & Inclusion was hired and left six months later. Since then, there have been interim positions in the role and the College currently is recruiting for the permanent position. In July 2023, the College's Vice President-Students, Equity & Success left, and the position was divided into two roles as it had been previously: Vice President (VP)-Instruction and VP-Student Services. These roles currently are filled with acting appointments while recruitments for permanent hires are in process. After multiple Acting VP-Business & Administrative Services (BAS) or consultants in similar roles, the College successfully hired a permanent Vice President-Business and Administrative Services (VP-BAS) on September 18, 2023, who has begun stabilizing operations in the budget and finance area of the College.

Shortly after arriving to Shoreline, President Kahn re-envisioned the structure and leadership position that focused on institutional assessment, data management, and accreditation. He created a new unit called [Planning and Institutional Effectiveness](#) (PIE), reporting directly to the President. This unit includes all areas dedicated to assessment of continuous improvement including research, planning, and learning outcomes leadership. The lead position was adjusted to focus more on establishing and communicating the ongoing cycle of institutional planning and assessment, as well as engaging the entire campus in that process, with an emphasis on the cycle of continuous improvement for the entire College. A new permanent Associate VP-Planning, Institutional Effectiveness, & Project Management was hired into this reformulated position on December 1, 2022.

Ransomware Incident

On March 20, 2023, the College discovered a ransomware incident that affected the College's computer systems, IT network, and data servers. As a result, these systems and data were inaccessible. The College took immediate action to secure the network and began evaluation and containment efforts. Multiple third parties were engaged for assistance with investigations, negotiations, legal counsel, and remediation. In April 2023, wireless internet access was restored to campus to support ongoing operations, prioritizing student-facing functions including the on-time launch of Spring quarter classes. Additional third parties were brought on board to attempt recovery of compromised backup systems and to evaluate solutions for file recovery. Unfortunately, these efforts were unsuccessful, and all network backup data were unrecoverable.

From April through December 2023, Shoreline's IT infrastructure was completely rebuilt, with a focus on security and industry best practices. During this time, the PIE area had very

limited access to institutional data. Current-day data about enrollment, finances, and human resources were available only in a limited fashion. Detailed historical data from Legacy data systems and the current ctcLink data system (PeopleSoft) were not available. Most reports that had been created locally at the College and curated for the College—including Tableau dashboards and queries—were lost, forcing the College to rely on SBCTC-created reports that include data on all 34 colleges.

In November 2023, a secure connection with the SBCTC data warehouse was re-established, and the rebuilding of local databases and automated processes that rely on the SBCTC PeopleSoft ([ctcLink](#)) data began in December. PIE received access to local databases in mid-December 2023 and began rebuilding lost reports, dashboards, and queries of current-day data from ctcLink. This work will be ongoing for several months.



Mission Fulfillment

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MISSION

As part of the process of assessing and improving institutional effectiveness, the College conducted an [environmental scan](#) in 2023, which monitored the internal and external environment (per [NWCCU Standard 1.B.4](#)). This was the first step toward creating an [Equity-Centered Strategic Plan](#) for 2024-2029. During the environmental scan process, it became evident that the College's prior mission, vision, and values did not fully reflect the College's current situation and the broader community's needs. As a result, the College worked to update them as part of the comprehensive strategic planning process which involved extensive community engagement.

The draft updated Mission, Vision, and Values statements were reviewed and workshopped by one of the strategic plan workgroups and an extensive branding workshop was done with the Executive Team. Feedback from the President and the Executive Team, as well as from the Strategic Plan Taskforce, was then compiled into multiple drafts and reviewed by College Council—a participatory governance body with broad representation from all constituencies, including students, faculty, classified staff, and administrators—as well as the DEIA Advisory Committee before being sent out to the entire campus for feedback in the form of a survey. The BOT approved the final plan on February 28, 2024 with the following [updated Mission, Vision, and Values statements, as well as an Equity statement](#) that is an operating principle that informs all the College's work.

Mission Statement

“Shoreline Community College offers accessible, high-quality education and workforce training that empowers students for success. Rooted in our commitment to diversity, equity, and community engagement, we foster a dynamic educational environment that contributes to the enrichment of both our local and global communities.”

As a function of adopting this updated Mission statement, the College now measures mission fulfillment not only through indicators of student achievement and learning (as described in the “Student Achievement” section below), but also diversity and equity; community engagement; and regional and global impact.

Diversity & Equity

Given the College's overall Diversity, Equity, Inclusion, and Accessibility focus, Shoreline will measure its “commitment to diversity, equity,” as stated in its Mission, by the number of students and employees who express feeling included. Employees and students were surveyed in Summer 2022 (303 respondents) and Fall 2023 (278 respondents) with the following percentages of respondents agreeing with various inclusion statements (Table 1):

Table 1. Diversity, Equity, Inclusion & Accessibility Survey Responses

College Membership	Feel Welcome	Feel Respected	Feel Like I Belong	Feel Valued	Feel Sense of Community	Feel Connected to Peers
Student	86%	87%	81%	82%	75%	69%
Classified Staff	60%	58%	49%	51%	49%	64%
Faculty	62%	53%	59%	52%	47%	54%
Admin	77%	70%	68%	78%	58%	63%

The target is to see improvement year-over-year. Responses are in the process of being disaggregated in order to determine if any equity gaps exist within College membership groups; all equity gaps identified will be addressed and actions taken to improve climate as it relates to feelings of inclusion.

Community Engagement

The College's Foundation offers Community events which are symbolic of the overall engagement of the community with the College. Table 2 (below) describes community engagement in terms of the number of people attending the Shoreline Community College Foundation's annual fundraising event and its end-of-year campaign and in the amounts raised for those events. As indicated in Table 2, progress has been made in the last year.

Table 2. Community Engagement with the Shoreline Community College Foundation

Event	2022	2023
Attendees at annual fundraising event	171	268
Dollars raised at annual fundraising event	\$41,000	\$114,000
Number of donations given during end-of-year campaign	14	2600
Dollars raised by end-of-year campaign	\$55	\$42,000

The target is to see increases year-over-year in each of the categories listed above.

Regional Impact

The metric for assessing regional impact is the multiplier effect of the economic activity generated by Shoreline Community College's payments to our employees, suppliers, and students each of whom in turn spend their money on additional goods and services in our region. Shoreline Community College generates an estimated \$100 million of annual economic activity impact in the community. Source: [M1 Velocity of Money Ratio Value of 1.546 as of Q4 2023](#), as published by the Federal Reserve of St. Louis.

The target is to increase impact over the course of the plan.

Global Impact

The College measures global impact by the number of Shoreline students participating in study abroad activities, those led by Shoreline faculty (typically shorter programs), as well as by the Washington Community College Consortium for Study Abroad ([WCCCSA](#)) that are typically a quarter in length (see Table 3). While there are many ways that the College may have a global impact, Study Abroad is widely seen as playing an important role in promoting cultural exchange, fostering global perspectives, enhancing diversity, facilitating cross-cultural collaboration, and promoting global citizenship.

Table 3. Students Participating in Study Abroad Activities 2014-2023

Year	Faculty-led	WCCCSA -led	Total
2014-15	43	6	49
2015-16	15	4	19
2016-17	27	3	30
2017-18	24	9	33
2018-19	36	6	42
2019-20	0	0	Due to COVID-19 Pandemic
2020-21	0	0	Due to COVID-19 Pandemic
2021-22	0	0	Due to COVID-19 Pandemic
2022-23	0	6	6

The target is to increase overall student participation in both faculty-led programs and those offered through the WCCCSA consortium. Given that student participation at the College has historically been much higher in the more affordable faculty-led programs, the College plans to grow back these programs. In addition, the College plans to disaggregate participation by race and increase the proportion of students of color who take part given our Equity goals.

ACCREDITATION CONTEXT & FRAMEWORK FOR ONGOING EFFORTS

Shoreline's [accreditation was reaffirmed in 2021](#) based on the Fall 2020 Year Seven Evaluation of Institutional Effectiveness. The most recent action by NWCCU on the College's accreditation status was a [sanction of warning](#) in February 2023, in response to the Fall 2022 Ad Hoc Report with Visit. The Mid-Cycle Review was originally scheduled for Fall 2023, but an extension to Spring 2024 was granted after the College experienced the ransomware incident in March 2023 (described above). The current timeline of the accreditation cycle at Shoreline can be found in Appendix A.

In response to changes in the NWCCU's [2020 Accreditation Standards](#), Shoreline has moved away from the Core Themes model for measuring mission fulfillment and now emphasizes continuous improvement in institutional effectiveness as measured through indicators of student achievement and learning (as described in the "Student Achievement" section below), as well as indicators of diversity and equity, community engagement, and regional and global impact. The College also will use these indicators to measure the success of the new 2024-2029 [Strategic Plan](#). The planning and assessment processes (described in the "Recommendation 1: Fall 2020 Mission Fulfillment and Sustainability" section below) provide an institutionalized structure for a regular and ongoing cycle of continuous improvement at the College.

In sum, this Mid-Cycle Report describes the institution's framework for its ongoing accreditation efforts; student achievement measures of persistence, completion, retention, and postgraduation success; assessment of three representative programs (which the College calls "areas"); how the College intends to move forward into Years 4-7 of its accreditation cycle; and finally, addresses each of the College's four recommendations (found in Appendix B) in turn, describing significant progress made on addressing each recommendation.



Student Achievement

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Faculty and staff at Shoreline are committed to student achievement. Student achievement measures include a combination of leading and lagging indicators. An indicator is something that predicts future student achievement at the institution. Indicators are “measurable, directly related to student outcomes, and useful at the group and individual levels” and our “goal in data use is to identify indicators to predict and also indicators that are predictors”.¹

Lagging Indicators

Lagging indicators are our “big goals” for student achievement (Phillips & Horowitz, 2017, p. 72). In alignment with the [NWCCU 2020 standard 1.D.2](#), the lagging indicators used in this report are student completion and postgraduation success.

Completion is defined as completing a credential within three years of entry. Postgraduation Success is defined as Post-College Employment or Post-College Transfer. Because lagging indicators are summative measures, coming at the end of a student’s experience, Phillips and Horowitz explain that they are “not actionable” and “do not provide information that allows for identification or research-based solutions to address” how to improve². The key is to look at leading indicators that affect the College’s lagging indicators of student completion and postgraduation success.

Leading Indicators

Leading indicators of students’ future achievement at Shoreline include persistence, retention, and student learning, in alignment with the [NWCCU Standard 1.D.2](#).

Shoreline defines persistence as:

- 15 Credits Milestone: completing the first 15 college-level credits in Year 1

The College defines retention as:

- First Fall to Second Fall: enrolling for the first time in Fall quarter or the Summer preceding, and returning to enroll again in the 2nd year Fall quarter (or completing in the interim)

Finally, student learning is defined as 75% of students meeting expectations related to a Shoreline Student Learning Outcome (SSLO), which is the new name for a General Education Outcome.

¹ Phillips, Brad C. & Horowitz, Jordan E. (2017). *Creating a data-informed culture in community colleges: A new model for educators*. Cambridge, MA: Harvard Education Press.

² Phillips, Brad C. & Horowitz, Jordan E. (2017). *Creating a data-informed culture in community colleges: A new model for educators*. Cambridge, MA: Harvard Education Press

Disaggregated Data

Shoreline is committed to promoting student achievement and closing barriers to academic excellence and success amongst students from underserved communities. Student achievement indicators are disaggregated by race/ethnicity, age, gender, first-generation college student, and whether a student received need-based aid (in alignment with the [NWCCU Standard 1.D.2](#)) to identify and close equity gaps and are used to measure progress toward equitable continuous improvement of student success. This practice of disaggregating data, using that data to inform decision making, and increasing campus and public access to and understanding of student achievement data will help Shoreline operationalize an Anti-Racist Framework ([NADOHE - A Framework for Advancing Anti-Racism Strategy on Campus PDF](#)), which was adopted in 2023.

Benchmarking with Comparison Colleges

Per the NWCCU's [Peer Institutions and Benchmarking Purpose and Frequently Asked Questions](#) guidance, Shoreline benchmarks student achievement efforts by comparing Shoreline's student achievement data to five regional and national peer institutions. The College chose the following three regional peer institutions:

- [North Seattle College](#) (NSC) is a comprehensive community college 5 miles south of Shoreline; it was chosen as a peer, in part, because it is the nearest community college south of Shoreline. It differs from Shoreline, however, in that it is part of a college district with three colleges: North Seattle, Seattle Central College, and South Seattle College, and benefits from a district office and services.
- [Skagit Valley College](#) (SVC) is a comprehensive community college 57 miles north of Shoreline, in Mount Vernon. SVC also has a campus on Whidbey Island and three additional locations for specific programs. Across the sites, SVC serves Skagit and Island Counties by providing a mix of instructional programs that are like Shoreline: transfer, workforce, and applied bachelor's degree programs.
- [South Puget Sound Community College](#) (SPSCC) is a comprehensive community college 74 miles south of Shoreline, in the capitol city of Olympia. SPSCC serves students in the South Puget Sound region by providing postsecondary academic transfer and workforce education programs.



Figure 2. Map of Comparison Colleges

These institutions were selected based on comparable size (FTEs), comparable mix of instructional program offerings (mix of transfer and professional/technical programs), and comparable student demographics (see Table 4).

Table 4. Enrollment and Student Demographics of Shoreline Compared to Regional Peer Institutions:

2022-23	Shoreline Community College	North Seattle College	Skagit Valley College	South Puget Sound Community College
FTEs	4,012	3,554	3,266	3,793
Headcount	8,527	11,394	6,961	7,598
% students of color	48.26%	48.28%	43.02%	40.42%
% Female	52.02%	54.81%	52.45%	56.45%
% Full-Time	63.38%	45.84%	61.64%	64.09%
Low income	3.49%	3.26%	30.28%	14.03%
% Dual Enrollment High School Students	6.08%	7.96%	14.67%	27.5%

Data source: SBCTC Enrollment Data Dashboard and SBCTC Strategic Enrollment Dashboard

The College uses data from the SBCTC-developed First-Time Entering Student Outcomes (FTESO) dashboard to compare with the identified regional peers. FTESO was designed to standardize the student cohort group and definitions used to assess student achievement. It allows for extensive review of different indicators along with benchmarks with other community colleges in Washington state (see Figure 3). Therefore, this data source provides relevant, meaningful, and high-quality comparable data.

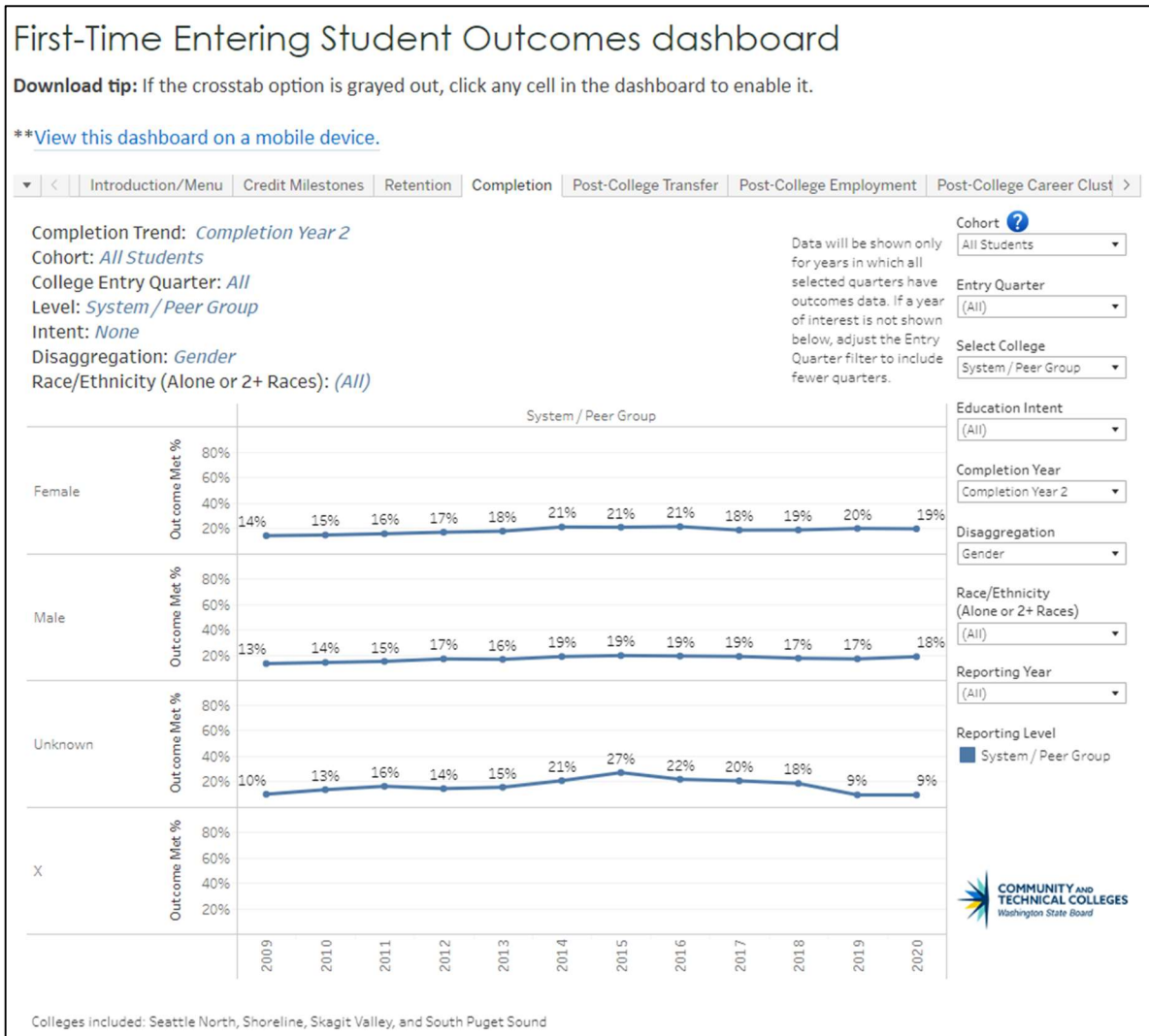


Figure 3. Screenshot of SBCTC's FTES0 Dashboard

The regional peer colleges were referenced in the College's operational planning Area Review process during the 2022-23 and 2023-24 cycles. As described in the "Recommendation 1: Fall 2020 Mission Fulfillment and Sustainability" section in the Addenda below, each area of the College reviews itself annually, but every 3-4 years each area of the College completes a comprehensive review of itself, which includes benchmarking against 2-3 comparison areas at peer colleges. For instance, the English Department will benchmark itself against comparable English Departments at peer colleges. The Area Review instructions encourage areas to compare themselves to the institutionally chosen regional comparison colleges of NSC, SVC, and SPSCC (see Figure 4 below):

6. PEER COLLEGE COMPARISON – FOR COMPREHENSIVE REVIEW ONLY

Resource: SBCTC data on colleges in CTC system: [Enrollment](#) and [Faculty & Staff](#).

Resource: [PIE site](#) > [College Data](#).

Identify at least 2 peer colleges. You are encouraged to use [North Seattle College](#), [Skagit Valley College](#), and/or [South Puget Sound College](#). Compare their area activity and staffing levels as compared to your area's. You might consider adding an aspirational college comparison—a college you want to aspire to be and emulate (optional).

Figure 4. Screenshot from Area Review Template

That process will be improved in the 2024-2025 Area Review cycle in that areas will be *required* to choose from the institutionally chosen peer colleges. The College will support this process by linking to disaggregated data from peer colleges directly in a revised Area Review template.

The state FTESO dashboard is not as useful to the College as it could be in that the dataset currently excludes international students. Shoreline has a significant international student population and per the new [Strategic Plan](#), it is a strategic priority to increase international student enrollments to pre-pandemic levels. For that reason, two national peer colleges were selected because of their international student programs: [Diablo Valley College](#) (DVC) in Pleasant Hill, CA and [Orange Coast College](#) (OCC) in Costa Mesa, CA.

As seen in Table 5 below, DVC has a similar-sized international student population to Shoreline, while OCC is considered an aspirational college in that it has a much larger-sized international student population but is a size that Shoreline's international program once was, pre-pandemic, and that the College aspires to get back to. Additionally, the College has an existing professional relationship with OCC and is considering exploring a data sharing agreement with them.

Table 5: International Students at Shoreline Compared to National Peer Institutions:

2022-23	Shoreline Community College	Diablo Valley College	Orange Coast College
International students	609	570	1060

Data source: 2023 [Open Doors Report](#)

For context, Table 6 below shows how Shoreline compares in terms of overall size and student demographics to the national peer institutions. These peer colleges are much larger overall. Most colleges with a comparable overall size of student body, but also with a similar-sized international student population, are located within our own state of Washington. Washington state is unique in terms of serving international students. So, to use national

peer comparators, the College must look at institutions that are larger than Shoreline overall.

Table 6: Enrollment and Demographics for Shoreline Compared to National Peer Institutions:

	Shoreline Community College	Diablo Valley College	Orange Coast College
FTE (12 month 2021-22)	3578	11,125	10,507
Full-Time (12 month 2021-22)	2904	6890	6974
% students of color (Fall 2022)	40%	64%	65%
% Female (Fall 2022)	59%	51%	50%
Pell grants (1 st time, FT, degree seeking, 2021-22)	29%	23%	37%
Campus setting	Suburb: Large	Suburb: Large	City: Midsize

Data source: [National Center for Education Statistics \(NCES\)](#); [Shoreline](#); [DVC](#); [OCC](#).

Shoreline benchmarks student achievement results against national peers using the [College Scorecard](#) data, aggregated by the federal government from sources including the National Center of Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), the National Students Loan Data Systems (NSLDS), Federal Student Aid (FSA), and the Office of Postsecondary Education (OPE). The College will explore pursuing data sharing agreements with the selected national peer institutions to get more nuanced data. Finally, the College has asked the SBCTC to add international student data into their FTESO datasets, a request on which they are now working.

Benchmarking Process

Shoreline sets benchmarks based on the following criteria:

- If Shoreline's cumulative three-year percentage for a particular benchmark is less than the cumulative three-year percentage of the regional peer group, then the

average of the peer group becomes the new target for Shoreline for the duration of the five-year [Strategic Plan](#).

- Progress toward the target will be evaluated in the Fall and the Spring. Years will be scored as either met target (the target has been met), adequate progress (within 5% of target), or needs improvement (more than 5% below target).
- Equity gaps will be evaluated every Fall and Spring to assess, improve, or implement new interventions to meet target goals.
- If Shoreline's cumulative three-year percentage is greater than or equal to the average of the regional peer group, then equity gaps are evaluated. Shoreline evaluates equity gaps both in terms of peer group performance and Shoreline's overall performance. Interventions are targeted to disaggregated student populations with a gap exceeding 5% of the college average, or a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group.
- If Shoreline's cumulative three-year percentage is greater than or equal to the regional peer group average and no equity gap is greater than 5% of the college cumulative three-year percentage or peer group cumulative three-year percentage for the corresponding student population, then the goal is to maintain or exceed the measure.

Benchmarks will be evaluated each Fall and Spring by Shoreline's Strategic Planning and Budget Council (SPBC) and the Executive Team. Benchmarks will remain fixed until the Year Seven accreditation site visit, at which point benchmarks will be reassessed using a potentially new peer group average. Data are published and shared with the campus through the college website.

Please see the section "Recommendation 3: Fall 2020 Mission Fulfillment and Sustainability" below in the Addenda for additional discussion on how the College uses student achievement measures for continuous improvement and to inform planning, decision making, and allocation of resources. Performance on these indicators is continually used to promote student achievement, improve student learning, and close equity gaps.

Leading Indicators: Persistence and Retention

Persistence: 15 Credits Milestone: completing the first 15 college-level credits in Year 1, see Appendix C for data table. *Analysis of data:* Shoreline's persistence rate as seen through first-time entering students completing the first 15 college-level credits in Year 1 is + 4.7% from the cumulative three-year percentage of the College's regional peer group. Since Shoreline is above the benchmark, the goal is to maintain or exceed that measure. Equity gaps, in which disaggregated student populations with a gap exceeding 5% of the college

average, are identified for: Black or African American and Native Hawaiian or Other Pacific Islander.

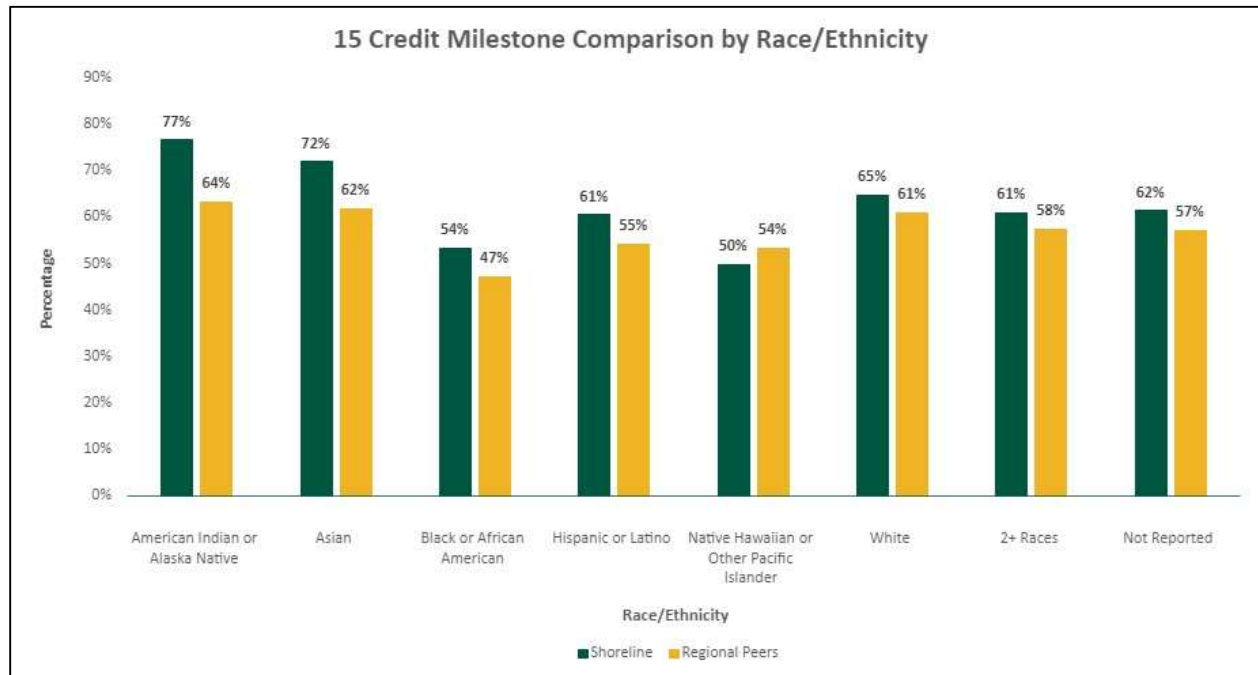


Figure 5. 15 Credit Milestone Comparison by Race/Ethnicity

Retention: First Fall to Second Fall: enrolling for the first time in Fall quarter or the Summer preceding and returning to enroll again in the second-year Fall quarter (or completing in the interim), see Appendix D for data table. **Analysis of data:** Shoreline's retention rate as seen through first-time students' retention from first Fall to second Fall is -0.4% from the cumulative three-year percentage of the College's regional peer group, which essentially is equal to the benchmark so the goal will be to maintain or exceed (Figures 6 and 7). Equity gaps, in which disaggregated student populations with 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, are identified for: Black or African American; students ages 20-24; and ages 40+.

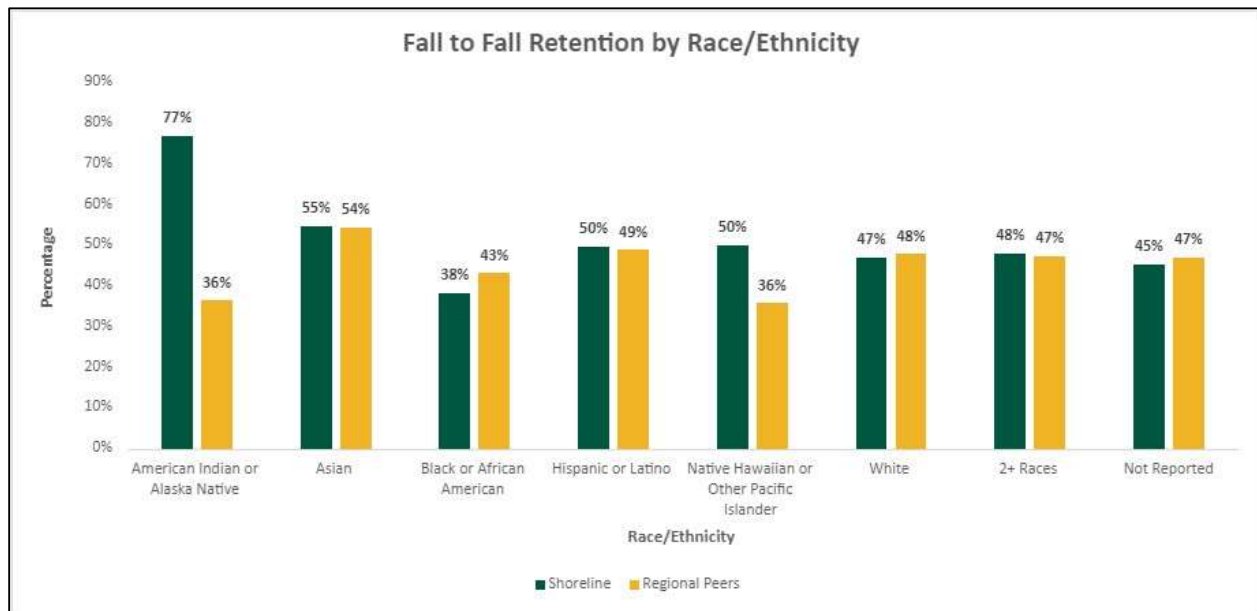


Figure 6. Fall to Fall Retention by Race/Ethnicity

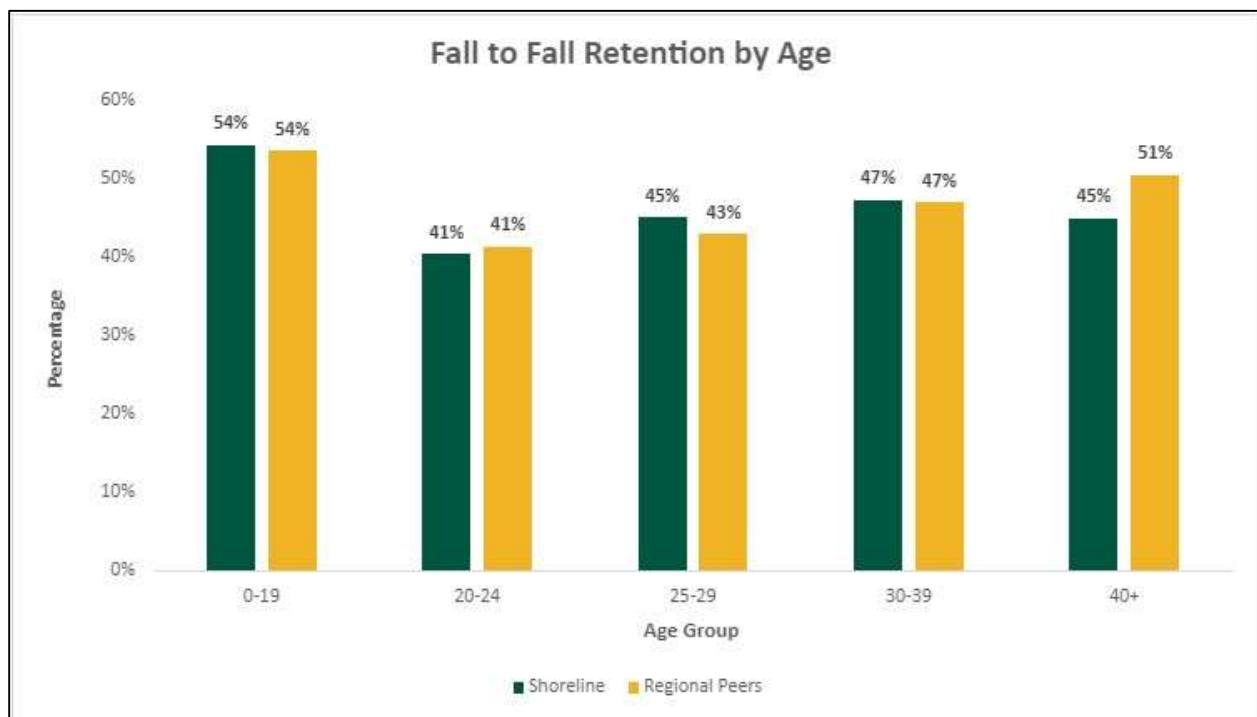


Figure 7. Fall to Fall Retention by Age

Student Learning: 75% of students meeting expectations related to SSLOs, see Appendix E for data table. **Analysis of data:** the Learning Outcomes Assessment (LOA) team analyzed assessment data for two institution-wide outcomes (Shoreline Student Learning Outcomes or SSLOs) using four factors: Race/Ethnicity, Pell Eligibility, First Generation status, and College Readiness. **Analysis of data:** no equity gaps are identified for Critical Thinking. For Equity & Social Justice: equity gaps, in which disaggregated student populations with a gap

exceeding 5% of the college average, are identified for: Asian, Hispanic or Latino; males. A team of faculty who teach courses that meet the multicultural understanding requirement recently engaged in further disaggregation of these data, revealing that some groups (most notably, international students) do not meet the 75% threshold for meeting expectations. See “Recommendation 1: Fall 2022 Ad Hoc Report with Visit” in the Addenda for a more comprehensive discussion of the student learning indicator, as well as additional information about how college-wide data-informed efforts address this aspect of student learning.

Lagging Indicators: Completion and Postgraduation Success

Completion: defined as completing a credential within three years of entry, see Appendix F for data table. *Analysis of data:* Shoreline’s student completion rate as seen through completing a credential within three years of entry is –1.9% from the cumulative three-year percentage of the College’s regional peer group, which is 27.2%. Because Shoreline is below the benchmark, the 27.2% average of the peer group is the new target for Shoreline for the duration of the five-year [Strategic Plan](#). Equity gaps, in which disaggregated student populations with 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, are identified for: American Indian or Alaska Native and Black or African American (Figure 8).

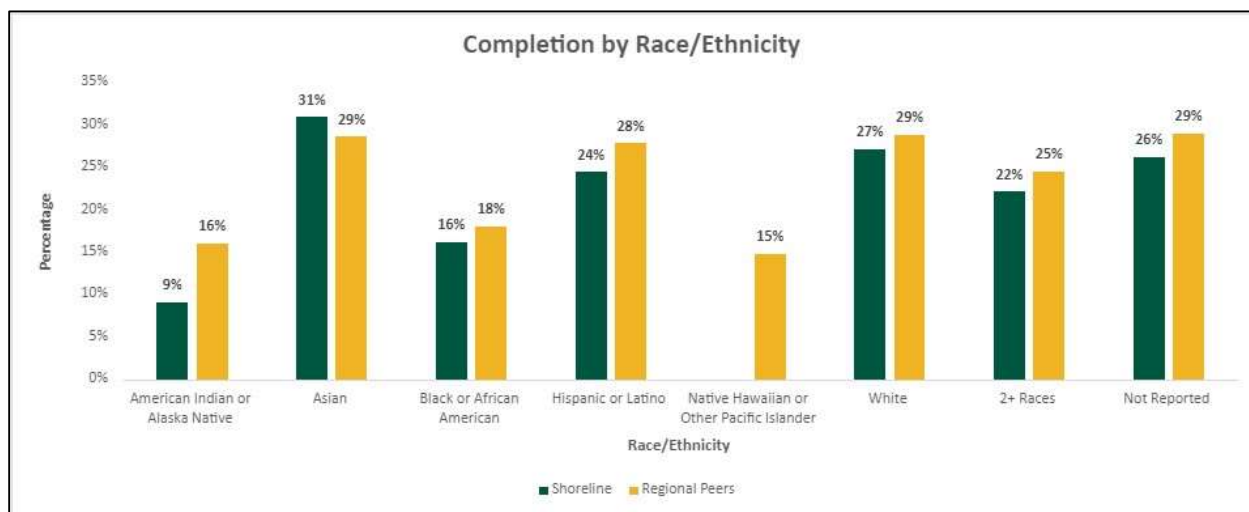


Figure 8. Completion by Race/Ethnicity

Student postgraduation success: defined as Post-College Transfer rate, see Appendix G for data table. *Analysis of data:* Shoreline’s post-college employment rate is +0.7% from the three-year average of the College’s regional peer group. Since Shoreline is above the benchmark, the goal is to maintain or exceed that measure. Equity gaps, in which disaggregated student populations with 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, are identified for: Black or African American, Hispanic or Latino; ages 25-29; ages 40+; and those who Received Need-Based

Aid. Because the lagging indicator of postgraduation success as seen through post-college employment is a summative measure, coming at the end of a student's experience, Phillips and Horowitz explain that it is "not actionable" and "does not provide information that allows for identification or research-based solutions to address" how to improve.³ The key is to look at leading indicators of persistence and retention that affect the College's lagging indicators of student completion and postgraduation success and, thus, analysis of the data around leading indicators was provided above.

The College also defines postgraduation success as Post-College Employment rate, see Appendix H for data table. *Analysis of data:* Shoreline's post-college employment rate is - 5.2% from the three-year average of the College's peer group, which is 68.1%. Because Shoreline is below the benchmark, the 68.1% average of the peer group is the new target for Shoreline for the duration of the five-year [Strategic Plan](#). Equity gaps, in which disaggregated student populations with 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, are identified for: Black or African American; White; ages 25-29; ages 30-39; ages 40+; females; and those who Did Not Receive Need-Based Aid. Because the lagging indicator of postgraduation success as seen through post-college employment is a summative measure, coming at the end of a student's experience, Phillips and Horowitz explain that it is "not actionable" and "does not provide information that allows for identification or research-based solutions to address" how to improve.⁴ The key is to look at leading indicators of persistence and retention that affect the College's lagging indicators of student completion and postgraduation success and, thus, analysis of the data around leading indicators was provided above.

Finally, the College defines postgraduation success also as 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, see Appendix I for data table. *Analysis of data:* Shoreline's median earnings rate is \$1,947 higher than its national peers. Since Shoreline is above the benchmark, the goal is to maintain or exceed that measure (Figure 9).

³ Phillips, Brad C. & Horowitz, Jordan E. (2017). *Creating a data-informed culture in community colleges: A new model for educators*. Cambridge, MA: Harvard Education Press

⁴ Phillips, Brad C. & Horowitz, Jordan E. (2017). *Creating a data-informed culture in community colleges: A new model for educators*. Cambridge, MA: Harvard Education Press.

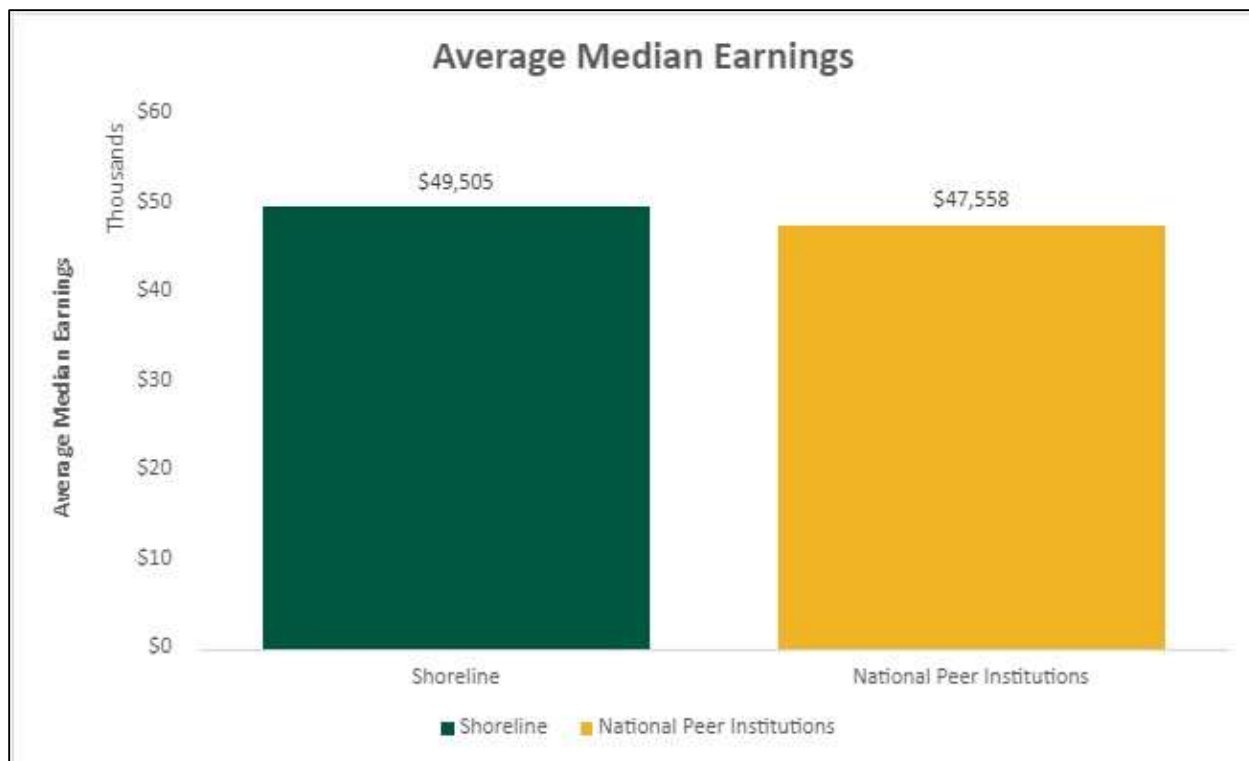


Figure 9. Average Median Earnings

Actions Based on the Data:

The College has engaged in several intentional initiatives to improve student achievement, such as:

Addressing Persistence & Retention

The College implemented [Starfish](#), a retention-oriented student success software, which has begun to provide more data that will predict student success. Pilot implementation has begun (particularly with advisors); broadened Implementation was stalled due to the ransomware incident in March 2023 but is now back on track. The College also received a Title III Strengthening Institutions Program (SIP) grant and a Title III Asian American, Native American, Pacific Islander Serving Institution (AANAPISI) grant which funded the [WAVES \(Worthy of Achievement, Validation, Empowerment & Success\) Center](#) serving domestic Asian American, Native Hawaiian, and Pacific Islander students.

The College also added several positions to assist with retention including two new revised Pathways Navigator positions supporting STEM and Industrial Technology students. These positions were designed to support underserved students with wraparound services for students where success gaps were identified. The College added a Basic Needs Specialist to provide support for housing and food insecurity, management of our Supporting Students Experiencing Homelessness (SSEH) grant, and case management, including a dedicated role to support foster care youth and students experiencing unaccompanied homelessness. The College added a tenure-track faculty counselor position and additional graduate interns

(2022-23) to increase the capacity to serve students. Finally, an Internship Coordinator was added in 2022-23 to provide direct student programming and career/employment services and outreach/collaboration with instructional programs.

Addressing Post-Graduation Success

This past year, the College added articulation agreements with the University of Washington, Washington State University, Olympic College, and Bellevue College. The College also opened a Career Center to provide direct support for career placement. The College is involved with a Pilot Universal Transfer Explorer grant initiative with the [Washington Student Achievement Council](#), Washington State University-Everett, and the [Ithaka](#) educational platform to make transfer pathways clearer.

The College is in process of determining how these activities align with the new [Strategic Plan](#) objectives. Strategic Action Work Teams are being created to determine what is needed to support these efforts. The College will be able to provide more information at the time of the April 18-19, 2024 site visit.

Addressing Equity Gaps

Based on [employee DEI climate survey data](#) and the student achievement performance measures described in this section of this report, the College has taken several intentional steps to begin to address equity gaps. To set the tone for the seriousness of the work ahead, President Kahn created a VP-DEIA position to report directly to the President shortly after he arrived at the College.

In examining data from the public school district, climate survey data, and literature on the importance of Ethnic Studies programs in improving feelings of belonging and inclusion, the College prioritized a new faculty hire in Ethnic Studies in 2024 which has resulted in new American Ethnic Studies curriculum, a speaker series, and professional development for faculty on anti-racism. The College also has expanded partnerships with local tribes and agencies that advocate for populations the College strives to better serve, such as LatinX, Hispanic, Black and African American, Immigrant Refugee, and diverse Asian communities.

The new [Strategic Plan](#) grew out of a thorough data-informed [environmental scan](#) and specific targets for student achievement improvements are listed in the plan (see [Table One pages 26-30](#)). With this plan and intentional interventions (as described above), the College has the basic infrastructure and direction to address equity gaps, measure progress on interventions, and demonstrate continuous improvement in student achievement.

Finally, the student achievement data and college peer comparison data are now published more clearly on the public-facing [Planning & Institutional Effectiveness site](#) > [College Data](#); that site had to be rebuilt after the ransomware incident. The College has begun to share the data widely throughout the College. The data will be used to measure progress on the new [Strategic Plan](#), as well as inform future Area Review planning, as described in the

“Recommendation 1: Fall 2020 Mission Fulfillment and Sustainability” section in the Addenda.



Programmatic Assessment

Spring 2024 Mid-Cycle Self-Evaluation Report

Shoreline's assessment framework is a continuous cycle of planning, acting, and assessing as shown in Figure 10:

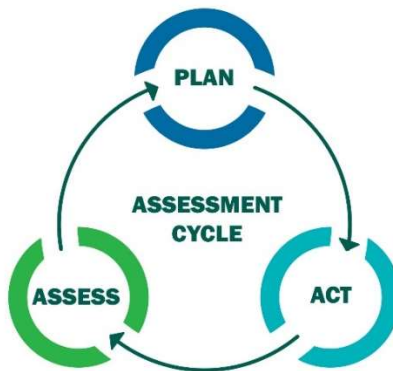


Figure 10. Shoreline's Assessment Framework

The steps of the assessment cycle include:

Plan

- Collect data: qualitative data (through focus groups, etc.) or quantitative data (in the form of data collected from the PIE office).
- Analyze the data: review and interpret the data. What does the data say about something that needs to be improved?
- Plan: identify a change or intervention that needs to be made based on the data analysis; express that as a goal to improve.

Act

- Implement the change / intervention to improve.

Assess

- Close the loop by assessing the impact of the change / intervention made.
- What was learned? Did the intervention make an improvement? If so, what worked?
- What evidence demonstrates that?
- If there is no evidence of improvement, what will you try next to improve? Then, repeat the assessment cycle: plan, act, assess.

Below are assessments of three programs—the Math Department, International Education, and Human Resources—which demonstrate evidence of a continuous process of improvement. Shoreline calls instructional and service units across campus “areas.” Instructional areas are defined as “programs” if a degree is attached to that area or “departments” if no degree is attached. Service areas are divided into student service areas and college service areas. Each year, each area completes a review of itself: either an

annual review, in which the most recent year's data are reviewed, or a comprehensive review, in which 3-4 years' worth of data are reflected upon to identify trends (Figure 11).

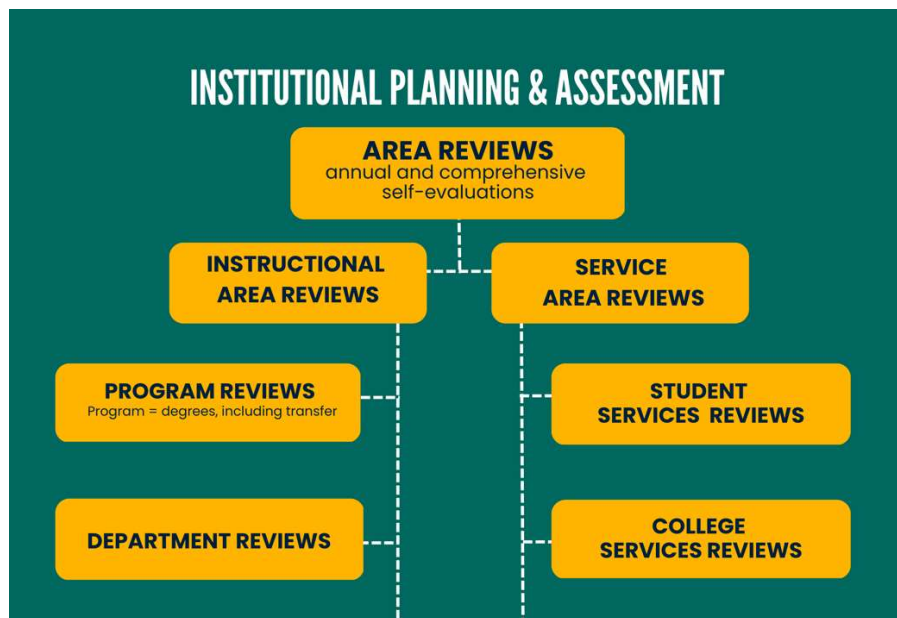


Figure 11. Shoreline's Area Review Structure

The areas highlighted below are broadly representative of institutional efforts and represent both the instructional and service sides of the College. None of the highlighted areas are CHEA-recognized; therefore, they are appropriate to include in this report.

PROGRAM #1: MATH DEPARTMENT

The Math Department launched with the beginning of the College in 1964 and falls within the Science, Technology, Engineering, and Mathematics (STEM) Division, under the Office of Instruction. Math assessed itself in an annual 2022-23 Area Review (see supplemental document “1 Math Area Review 2022-23”) and is working on a comprehensive 2023-24 Area Review, which is not due until March 15, 2024. While Math’s Area Reviews list many examples of planning, acting and assessing, for simplicity’s sake, one concrete example of the full assessment cycle is provided below.

Plan: Collect and Analyze Data:

The Math Department analyzed completion data for prerequisite Math courses of students who placed or self-placed into below college level Math classes (Math 99 Intermediate Algebra or below). The data indicated that Black or African American and Hispanic LatinX students were significantly less likely to complete Math course requirements in their first year. Data from 2016-2017 through 2020-2021 indicated that 23% of students overall completed a college level Math course (over a three quarter period). For Black students and for LatinX Hispanic students, the rate was 13%, per the 2022 Spark Grant final report (see supplemental document “2 Math Spark Grant”).

Plan: Make a Goal to Improve:

The Math department wanted to see if alternate ways of supporting students to complete college-level Math courses in their first year could help improve Math attainment for these specific student groups and for students overall.

Act:

The Math Department created a new support model in which students take a college-level Math class along with a new co-requisite course i.e. taking the developmental-level Math course during the same quarter as the college-level Math course. This model was based on past research (and now more recent [research](#)) that has demonstrated its efficacy at other institutions.

Assess:

The strategy to allow students to take college-level Math with a new support-model had significant results. Analyzing data from 2022-2023 revealed that college-level Math success for students needing developmental Math increased overall from 23% to 63%. Further review of data showed that this strategy helped success rates of college-level Math courses for Black and Hispanic LatinX students, increasing from 13% to 48% and from 13% to 56%, respectively. This assessment is encouraging.

Building on this model, the Math faculty are partnering with nearby K-12 partners in two high schools in the Shoreline Schools district. In Spring 2024, the high schools will offer a “support course” for all high school students as they concurrently enroll in a college-level Math class (Math& 107 Math in Society) through the dual enrollment program at the College called Running Start. Given the success of the co-requisite course model as an intervention, based on data analyzed in the last two years, it is hoped this similar co-requisite model and support will lead to higher Math success for Running Start K12 students and lead to shorter time-to-completion of college certificates and degrees. This pilot project will include 40-60 students and future data from this project will be compared against the current co-requisite data considered in the last two years. By keeping the high school students on their home campuses, it is hoped this partnership will appeal to underserved students of color and data reviewed in the next annual Area Review cycle we hope will demonstrate increased success in these categories.

PROGRAM #2: INTERNATIONAL EDUCATION

The [International Education](#) area represents a broad service area which is self-supporting and the Associate VP-International Education and Global Engagement reports directly to the President. International Education’s 2022-23 Area Review was a comprehensive review (see supplemental document “3 IE Area Review 2022-23”), while the 2023-24 Area Review is an annual review still in process as it is not due until March 15, 2024. Because International Education is such a broad service area, they chose to do an “Overall/Big Picture” Area

Review, as well as separate Area Reviews for each sub-area within International Education, including:

- Outreach, Marketing, and Admissions: 2022-23 Area Review-comprehensive; 2023-24 Area Review-annual.
- Advising and Student Services: 2022-23 Area Review-comprehensive; 2023-24 Area Review-annual.
- Study Abroad and Global Engagement: 2022-23 Area Review-annual; 2023-24 Area Review-comprehensive.

While International Education's Area Reviews list many examples of planning, acting and assessing, for simplicity's sake, one concrete example of the full assessment cycle is provided below.

Plan: Collect and Analyze the Data:

From July to December 2022, International Education received approximately forty complaints from international agents and vendors related to delayed commission and vendor payments. Careful analysis of the underlying causes of the complaints indicated several factors, including the College's conversion to the statewide [ctcLink PeopleSoft system](#), staffing transitions, and the significant increase in international recruitment travel and activities post-pandemic. Because Shoreline, like many other higher education institutions, is not set up for fast and streamlined overseas wire transfers, these conditions made the situation more acute.

International Education staff reached out to colleagues at seven peer institutions to learn about solutions that they had implemented at their institutions to combat similar issues. This process identified several best practices.

Plan: Make a Goal to Improve:

Based on the qualitative data on best practices, International Education made a plan to improve by 1) adopting recommended software/platforms to better manage payments and 2) increasing staffing for critical roles and tasks.

Act:

Software: in early 2023, International Education worked in conjunction with the College's Technology Support Services and Financial Services departments to implement [Trolley](#), a payouts platform that allows businesses and institutions to automate payment approval flows, wire transfer funds, and payments around the world while allowing the institution to monitor live payments in real time with accurate foreign exchange rates.

Staffing: International Education hired two student workers specifically to assist with data recovery, and introduced a new agent invoice process.

Assess:

After implementing the above actions – the new software and the improved staffing model – International Education assessed the international payments process and found evidence of improvement.

The use of the Trolley platform has been very effective in streamlining payment entry and compliance checks, reducing manual efforts for both International Education and Financial Services. The first Trolley payments went out in February 2023, recovering delayed payments from previous quarters. The department had its first agent commission payments go out in March 2023, successfully transmitting Winter quarter payments to 48 partners.

In addition, International Education established new procedures with Financial Services, ensuring sustainable efficiency through staffing changes and establishing a base anticipated timeline for processing. Outgoing international payments that previously were taking a variable 2-4 weeks are now being completed in 3-5 business days. Between commissions and other payments, approximately 100 payments per quarter are now being issued through Trolley with reliable and predictable timelines.

The College's overseas agent partners have expressed appreciation for the Trolley system, in that it makes the entire payment process secure, swift, and transparent for them. In summary, these changes resulted in improved processing times for outgoing international payments and increased agent satisfaction expressed by multiple partners both verbally and in written communication.

Ongoing optimization aligns with the College's Mission by fostering positive relationships and delivering excellent service to agents and students. The observed reduction in workload and cessation of partner complaints directly align with the College's planned outcomes for streamlined processes and improved stakeholder satisfaction. Direct communication with vendors through Trolley also has significantly reduced the need for International Education staff intervention. In line with programmatic and institutional outcomes, the department's ongoing commitment to monitor and optimize procedures serves as a basis for stronger planning and thoughtful resource allocation. International Education's Area Review lists the goal of regular assessment of procedures to ensure ongoing efficiency, contributing to mission fulfillment of fostering positive relationships with partners and providing excellent service to agents and students alike. As a next step, the department's goal is to formalize timelines for all partner processes by Spring 2024 to increase accountability and transparency.

PROGRAM #3: HUMAN RESOURCES

The Human Resources (HR) Office serves as a critical component of the College's service areas, tasked with the administration of recruitment/selection, compensation/benefits, performance management, employee/labor relations, training and development, and employment law compliance. The HR unit is led by an Executive Director who reports directly to the President and serves as a member of the College's Executive Team. HR assessed itself in an annual 2022-23 Area Review (see supplemental document "4 HR Area Review

2022-23”) and is working on a comprehensive Area Review for 2023-24, which is not due until March 15, 2024. While HR’s Area Reviews list multiple areas of data analysis, planning, acting and assessing, for simplicity’s sake, one concrete example of a full cycle assessment loop is provided below.

Plan: Collect and Analyze Data:

During Summer and Fall 2022, the College’s classified union leadership made requests to both the President and HR to add the ability for classified staff direct reports to contribute to the evaluation of their administrative supervisors. The existing process, at that time, relied on just the administrator and their supervisor’s input for the administrator’s annual evaluation.

HR reached out to peer colleges to identify their processes and outcomes for administrative employee evaluations. Several colleges reported success with the implementation of a “360 evaluation” of administrative employees, noting it was a superior process because it incorporated input from multiple perspectives and thus provided more comprehensive feedback to help administrators improve professionally.

Plan: Make a Goal to Improve:

Based on this data, HR identified the need to improve the administrator evaluation process at Shoreline. HR also saw this as an opportunity to better align with the [NWCCU Standard 2.F.4 on Human Resources](#), which requires that “personnel are assessed for effectiveness and are provided with feedback and encouragement for improvement” as the 360 process would provide more comprehensive feedback for improvement. HR took the data from peer colleges and made a plan to update the administrator evaluation process to include a “360” review. This plan was made to provide for more comprehensive input into the evaluation of administrator performances that was better aligned to a full-position effectiveness assessment process.

Act:

Across Winter and Spring 2023, HR updated the administrator evaluation process to include the use of “360 feedback” as a primary component. The updated evaluation process for administrators was implemented in Fall 2023 and included the opportunity for direct reports as well as internal and external work partners to provide confidential input on the strengths and weaknesses evidenced by the administrator being evaluated. Supervisors of administrators were tasked with completing evaluations no later than the end of December 2023.

Assess:

Anecdotally, the responses to the 360 evaluations have been very positive. Consistent positive feedback was shared at the [January 24, 2024 Board of Trustees meeting](#). Chemistry Professor and Faculty Union President, Kristine Petesch, reported “We asked for 360-degree evaluations for our Deans and for our higher level administrators. President Kahn took the first step by asking to be evaluated. Then last week, a form was sent to staff

and faculty asking for input from us to evaluate other administrators, including our deans.” Similarly, long-time Math Professor, Steve Bogart, commented:

“I’m here to thank the administration for giving full-time faculty the opportunity to provide feedback as part of administrator 360 evals. I’ve asked about 360 evals for years, and I thought about them a lot in the past year as I went through a post-tenure evaluation. In that evaluation, my supervisor focused on supporting me and my professional growth. We had interesting and productive conversations about teaching that would not have happened without the evaluation process. Providing 360 evals for administrators aids their professional growth and development. I’m glad the college launched these evaluations and hope they will continue to be refined and all faculty, not just full-timers, will have the opportunity to participate.”

Finally, Norah Peters, Chief Shop Steward of the Classified Staff Union, reported: “It’s also nice that we, as classified staff, will have the option of offering anonymous feedback about our supervisors’ performance. This is something we have been pushing for and we look forward to this opportunity.”

In addition, in February and March 2024, surveys were distributed to both administrators (see Appendix J) and their direct reports (see Appendix K), asking for feedback on the updated evaluation process to help determine if the updated process had helped administrators improve professionally.

Plan: Make a Goal to Improve:

Once the surveys close in mid-March, the final data will be used to review and revise the administrative evaluation process across Winter and Spring 2024, with a target implementation date of Fall 2024 for any additional process updates. Initial survey feedback received thus far (from both evaluators and administrators who were evaluated) show a majority ranking the inclusion of 360 feedback in administrative performance evaluations as somewhat useful (4) to extremely useful (5) on a scale of 1-5 (see supplemental document “5 Admin Feedback” and “6 Direct Reports Feedback.”)

The updated evaluation process which includes the 360 input component aligns with both the [2022-24 President’s Goal](#) for “assessing basic infrastructure” and “demonstrating progress throughout the year” as well as the newly-approved [2024-2029 Strategic Plan Goal C.2](#) to “implement the new 360-degree administrative performance assessment system.”



Moving Forward

Spring 2024 Mid-Cycle Self-Evaluation Report

Shoreline will be prepared for a successful Year Seven Evaluation of Institutional Effectiveness (EIE) by continuing to carry out student-centered activities that allow the College to be more successful in retaining students and supporting their learning and achievement.

As a recap of what is discussed throughout the report, including the Addenda below, the following are important areas of focus in preparation for the Year Seven Evaluation of Institutional Effectiveness (EIE) report and visit:

Student Learning Outcomes Assessment

- Follow through on the assessment plans for Program Learning Outcomes (PLOs), Transfer Program Outcomes (TPOs), and SSLOs. These plans were carefully designed to inform a cycle of planning and continuous improvement across 3-4 years.
- Establish a regular cycle, managed by the Curriculum Committee, for reviewing and revising course learning outcomes, ensuring all outcomes are assessable and systematically tracked.
- Map all non-elective courses to PLOs, TPOs, and/or SSLOs as below:
 - Distribution requirements mapped to AA-DTA (Associate of Arts-Direct Transfer Agreement) TPOs (in progress, to be completed by Spring 2025)
 - Science core classes mapped to AS-T (Associate of Science-Transfer degree) TPOs (in progress, to be completed by Spring 2025)
 - All courses mapped to SSLOs (in progress, to be completed by Spring 2025)
 - Tracking of the mapping between courses and SSLOs and distribution requirements with AA-DTA TPOs will be incorporated into Shoreline's curriculum management system (Curriculog) to aid in the ongoing assessment of these outcomes.
- Increase ease of using learning outcomes assessment results: the primary objective for using assessment results is to make results of SSLO assessment accessible in a dashboard format. Students' attainment of the SSLOs is a key indicator of student success, and the dashboard would allow for disaggregation. In addition, the Learning Outcomes Assessment Team (LOAT) is working with the PIE team to identify a means of incorporating results from course- and program-level outcomes assessment more seamlessly into instructional Area Reviews.

Planning

- Continue conducting Area Reviews (operational planning) across the entire college annually, with a quarter to one third of areas conducting a comprehensive Area Review so that comprehensive reviews are completed every 3-4 years by each area.
- Adjust the 2024-2025 Area Review template for comprehensive reviews so that areas will be *required* to choose from the institutionally chosen peer comparison colleges.
- Create a comprehensive academic plan that aligns with the [Strategic Plan](#) and reflects themes in the instructional department and program Area Reviews.
- Create a comprehensive student service plan that aligns with the [Strategic Plan](#) and reflects themes in the student service Area Reviews.

- Create action plans (Strategic Action Work Plans) for each [Strategic Plan](#) goal > objective in which project teams (Strategic Action Work Teams) made up of subject matter experts, led by the relevant Executive Team member, implement the action plans and document their progress annually.
- Continue engaging the campus community in the annual budget development process and transparently communicating budget decisions with rationales to demonstrate how planning impacts resource allocation.
- Decide if the College will benefit from purchasing an integrated planning and institutional effectiveness software package, which could help track progress on the [Strategic Plan](#) and operational plans, such as the forthcoming Academic Plan.

Data

- Stabilize IR staffing. Experienced IR staff with long institutional memory left the College after seeing years of IR work lost in the ransomware incident. It will take considerable effort to rebuild the reports, dashboards, etc. that were lost, and it will take time for new staff to learn local data systems.
- Explore pursuing data sharing agreements with the national peer institutions Diablo Valley College and Orange Coast College. In addition, the College has asked the SBCTC to add international student data into their FTESO datasets, a request they are now working on but that will not be ready until Fall 2024.
- Expand implementation of [Starfish](#), a retention-oriented student success software, and explore its possibilities for data collection and reporting on participation in student services and predictors of student success. Implementation of Starfish was stalled due to the ransomware incident but is now back on track.
- Continue to share widely the [student achievement data and college comparison data](#) and explain that the data will be used to measure progress on the new [Strategic Plan](#), as well as will inform future Area Review operational planning.

With these efforts, we are on track as an institution to fulfill our Mission and meet our continuous improvement goals.



Addenda

Spring 2024 Mid-Cycle Self-Evaluation Report

In response to Shoreline's [Fall 2022 Ad Hoc Report with Visit](#), the NWCCU found that the institution was Substantially in Compliance, but in Need of Improvement in two areas and Out of Compliance in two areas. The Addenda address the College's [four outstanding accreditation recommendations](#).

ADDENDUM I: RECOMMENDATION 1: FALL 2022 AD HOC REPORT WITH VISIT

Recommendation: “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.” ([2020 Standard\(s\)](#) 1.C.5;1.C.6;1.C.7)

Significant Progress on Recommendation:

Building on the [Fall 2022 Ad Hoc Report](#), Shoreline continues to engage in ongoing assessment of course, program, and institution-wide learning outcomes. Significant progress has been made in (1) systematizing assessment processes, particularly for programmatic and institutional outcomes, and (2) building on a long-developed culture of assessment to make student learning data meaningful for institutional planning.

The section below provides a summary of progress. For a comprehensive account of progress since Fall 2020, as well as the objectives set by the Learning Outcomes Assessment Team, please refer to Appendix L.

1. Systematized Assessment Processes

Shoreline has developed an assessment system that ensures ongoing review and evaluation of course, program, and institution-wide learning outcomes to inform planning and resource allocation. Each instructional department and program conduct assessment of learning outcomes on a 3–4 year cycle, with progress updates and results incorporated into annual Area Reviews. For a detailed overview of Shoreline's assessment system, see supplemental document “7 Understanding LOA.”

The integration of learning outcomes assessment into ongoing institutional planning allows for a single mechanism (Area Reviews) for tracking assessment-informed projects and resource allocation requests. The assessment cycle's length (3–4 years) aligns with the Area Review cycle and allows enough time for significant changes to instruction and student supports to affect student learning data. Additionally, to track more rapid and granular changes, departments and programs review assessment plans annually.

Implementation of this system occurred in three phases to cultivate and sustain high levels of faculty engagement:

Phase 1: 2021-2022

- Focused on professional-technical programs without specialized accreditation or certification, provided training and support, and required that each program assess one degree outcome and develop one degree curriculum matrix.
- Prepared for subsequent phases by finalizing revised SSLOs and with identification of need for Transfer Program Outcomes.

Phase 2: 2022-2023

- Expanded outcomes assessment to departments (i.e., those with offerings within general transfer programs with no discipline-specific degree), provided extensive training and support, and required that each department develop a department assessment plan and assess at least one core course within their department.
- Continued to expand program-level assessment by including those with specialized accreditation or certification and requiring assessment of outcomes from all degrees as well as requiring assessment of one outcome per program and curriculum matrices for all discipline-specific classes.
- Finalized TPOs and assessed four science-focused outcomes using an “institute” model in which faculty submitted student work and small teams assessed based on the outcome during a two-day “institute.”
- Finalized Shoreline Student Learning Outcomes and assessed two of them (Critical Thinking and Equity & Social Justice) using the institute model.
- Identified the need to move to a “distributed” model, in which faculty assess SSLOs and TPOs in their own classes, allowing for a larger and more representative data set.
- Incorporated course, program, and institutional outcomes assessment data into area reviews.

Phase 3: 2023-2024

- Continued with program outcomes assessment plans and expanded curriculum matrices to include degree required courses not specific to the relevant discipline.
- Shifted to a distributed model for assessing SSLOs and TPOs; in Spring 2024, faculty will use what they learned in course-level assessment to assess SSLOs and TPOs in their own courses.
- Continued with course level assessment for departments: required for departments not involved in SSLO and TPO assessment, encouraged for all.

At this point, the implementation of this system for learning outcomes assessment is fully realized. To reach the current state of full implementation, Shoreline’s Learning Outcomes Assessment Team has collaborated with over 100 faculty, with a remarkable set of accomplishments in the last 18 months (September 2022 through February 2024). As of March 2024, the Learning Outcomes Assessment Team is proud to report:

- Two revised SSLOs have been assessed; the data have been included in area reviews; the assessment method has been significantly enhanced; and two more SSLOs are slated to be assessed using a distributed model in Spring 2024.

- TPOs have been developed for the general Associate of Arts and Associate of Science Degrees. Four outcomes have been assessed using the institute model, and three more are slated to be assessed using a distributed model in Spring 2024.
- Outcomes from 26 of 29 professional-technical degree programs (90%) were assessed within the past year; 100% of degree programs now have a curriculum matrix; and 100% of degree programs have implemented a multi-year, cyclical assessment plan.
- 100% of instructional departments have implemented a multi-year, cyclical assessment plan and have assessed at least one course within their department.
- More than 150 faculty have participated in learning outcomes assessment within the past 18 months.

2. Meaningful Data Incorporated into Planning

As described above, Shoreline's system of outcomes assessment was intentionally developed to be integrated into college-wide planning. Each instructional Area Review includes a section in which relevant learning outcomes assessment data are addressed. For course and program learning outcomes, these sections are adapted from the Course Outcome Assessment Reflection (COAR) and Program Outcome Assessment Reflection (POAR) reports, which represent an initial phase of systematizing Shoreline's assessment system.

In parallel to the substantial work described above to fully implement an assessment system, the cumulative efforts leading up to this point have yielded concrete examples of the wide-ranging impact of learning outcomes assessment work, from broad institutional changes to course-specific effects on student learning. These examples are summarized below, with detailed descriptions included in Appendix L.

- Example #1: Health Informatics and Information Management (HIIM) now has a new perspective on their decades-long history of outcomes assessment with inclusion of the newly revised SSLOs in their program curriculum matrix.
- Example #2: Significant structural enhancements to American Ethnic Studies at Shoreline emerged in parallel with the new Equity and Social Justice SSLO focusing on students' understanding of racial oppression in the United States. Impact of this work will affect all aspects of student achievement including student learning as assessed using this new outcome.
- Example #3: Review of Program Level Outcomes played a significant role, in combination with many other measures of student achievement, in the decision to sunset Shoreline's Retail Management degree.
- Example #4: In 2021-2022, the Criminal Justice program found that 78% of student met expectations related to the outcome "Demonstrate basic theories of police

operations and management.” Faculty did not think this met an acceptable threshold. They discussed the results with their Industry Advisory Committee, who pointed out that this outcome was not critical to student success in industry. Based on this discussion, the program completely revised their learning outcomes and eliminated the assignment used in the 2021-2022 assessment.

- Example #5: Assessment of a Program Learning Outcome in Clean Energy in 2021-2022 pointed to a specific skill that was not adequately assessed. In Spring 2023, new final exam questions were added, and results indicated students were not meeting an adequate threshold (between 50 – 60% answering questions correctly) related to this skill. Faculty have made changes to the course and will reassess in Spring 2024.
- Example #6: Review of Course Level Outcomes continues to inspire incremental changes that support student learning. Faculty of Psychology 100 determined that assessment data for a course outcome was impacted by poor completion rates for the assessed assignment. The faculty revised the assignment and are continuing to track completion and success rates.
- Example #7: Faculty in the Physics and Astronomy Department assessed all six course learning outcomes in Physics 221 in 2022-2023 and found that less than 70% of students were meeting expectations on two of the outcomes. After changing their assessment process and implementing high-engagement pedagogical techniques, 81% of students in five sections of Physics 221 in Fall 2023 and Winter 2024 met expectations on these outcomes.

Conclusion: A System Built on Cultural Change and Lessons Learned

The three-phase process to implement this integrated system has occurred in a culture focused on continuous improvement of learning outcomes assessment work. Prior to the Ad Hoc visit in 2022, administrators and faculty who were heavily involved with outcomes assessment have focused on continuous faculty engagement, culture-building, and program/process piloting. The current process of assessing SSLOs emerged from years of lessons learned about what makes assessable outcomes, how the institution-wide outcomes apply to all programs, and the importance of building faculty awareness and understanding of the importance of these outcomes. Incorporation of TPOs into the assessment system also resulted from this learning process. Below are three examples, from this multi-year history of significant lessons learned, culminating in Shoreline’s fully implemented assessment system:

- Having a point person to centralize the work is critical to success. This allows for strengthened integrative planning within the Office of Instruction, PIE, and with the College overall.
- Adding instructional leadership (i.e., all instructional deans) within the Learning Outcomes Assessment Committee has allowed for ongoing communication, sustained support for faculty, and pervasive awareness of assessment work.
- The Learning Outcomes Assessment Committee is a critical body for reviewing the system of assessment and recommending improvement, such as the introduction of

the Transfer Planning Committee as a forum for reviewing Transfer Program Outcomes assessment results and incorporating them into planning,

None of the progress made in the last 18 months would have been possible without improving overall communication tools and strategies. Two of these communication tools widely used by faculty are the 1) Learning Outcomes Assessment SharePoint site (see Figure 12) and the monthly LOAC newsletter (Figure 13):

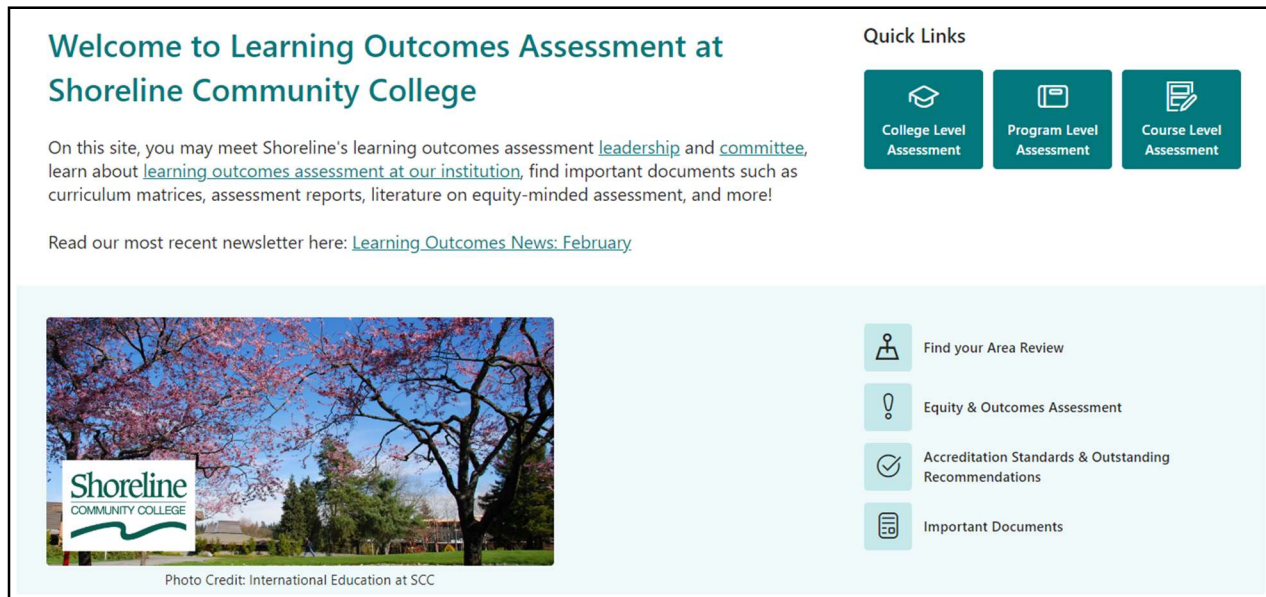


Figure 12. Screenshot of Learning Outcomes Assessment SharePoint Site

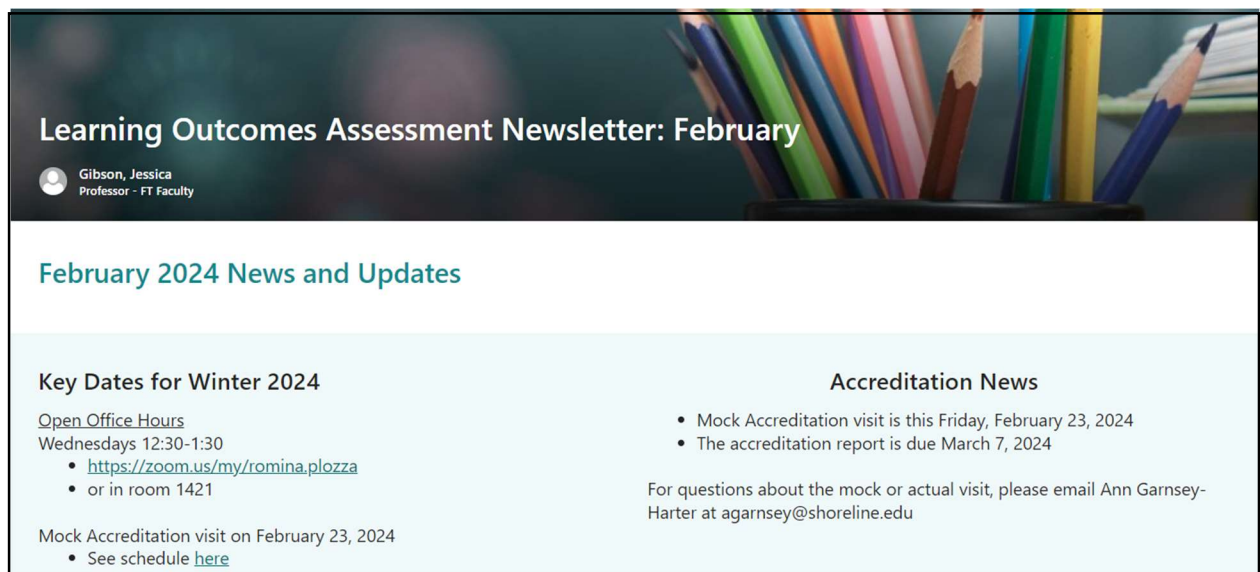


Figure 13. Screenshot of February 2024 Learning Outcomes Assessment Newsletter

The Learning Outcomes Assessment Team began building the comprehensive Learning Outcomes Assessment SharePoint site for publishing and maintaining outcomes assessment work in 2021. The LOA SharePoint site makes assessment data easily accessible to faculty, which helps build faculty engagement in assessment work. In addition to the LOA SharePoint site, the Learning Outcomes Assessment team builds quarterly communication plans and participates in Division meetings to reiterate important pieces of information including assessment result summaries, process changes, and upcoming deadlines.

In summary, the last 18 months of progress was a culmination of strong foundational work in improving data, assessment, and communication. We now have a system that is fully implemented and replicable as we continue to improve our assessment practices in support of Mission fulfillment.

ADDENDUM II: RECOMMENDATION 1: FALL 2020 MISSION FULFILLMENT AND SUSTAINABILITY

Recommendation:

“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)

Significant Progress on Recommendation:

Since Fall 2022, Shoreline has implemented robust 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 new [Strategic Plan](#) for 2024-2029,
- An updated institutional planning and assessment framework, and
- Implementation of operational planning and evaluation/assessment across each area of the College (in the form of Area Reviews) in a regular and on-going cycle of continuous improvement.

The subsequent three sections include details about the primary components of the framework (I) the [Strategic Plan](#), (II) Operational Planning, and (III) Implementation. It is through the annual implementation process that each area of the College authentically engages in the cycle of continuous improvement.

Equity-Centered Strategic Plan

President Kahn began his position at Shoreline on July 1, 2022, when the College was

following an extended Strategic Plan that was originally intended to guide the College for five years, from 2016 to 2021. He immediately began a new strategic planning phase and officially launched the development of a new strategic plan in Fall 2022. The College then engaged in an extensive, community-based strategic planning process with the help of an outside consulting firm (see Appendix M for a list of college community engagement activities).

In the interim, the College's strategic priorities were expressed in the form of President's Goals for 2022-23, as approved by the Board of Trustees at their [October 2022 meeting](#). The [President's Goals](#) were updated for the period of February 2023-February 2024 and specific outcomes were added. These strategic goals directed the College's operational planning efforts, as described below.

The first step in constructing the [Strategic Plan for 2024-2029](#) was an environmental scan that consisted of two data-informed components:

1. A quantitative analysis of the city of Shoreline's community demographics, analysis of student success data, and a college-wide survey; and
2. A qualitative analysis of results of a series of interviews with College faculty (both full- and part-time) and administrative staff, student and faculty focus groups, and a Campus-Wide Planning Charrette.

The qualitative and quantitative findings elevated themes which informed the development of the six strategic goals.

In adopting this new plan, the College also revised and expanded its [Equity statement](#) and revamped its [Mission, Values & Vision statements](#) to better represent the Mission of the institution. The updated Mission statement necessitates new performance indicators to measure mission fulfillment. As stated above, these include: student achievement and learning, diversity and equity, community engagement, and regional and global Impact.

The College also decided that the new [Strategic Plan](#) would have a DEIA focus and thus would meet the mandate by the Washington State legislature ([Revised Code of Washington \(RCW\) 28B.50.920](#)) for colleges to develop a Diversity, Equity, and Inclusion Strategic Plan. Shoreline contracted with [Hanover Research](#) to conduct DEI climate surveys for both students and employees, [the results](#) of which informed the development of the new [Strategic Plan](#).

The [Strategic Plan's](#) six goals are college-wide goals designed to improve the leading and lagging indicators of student achievement and learning described above in the "Student Achievement" section.

Each strategic goal has specific, measurable, achievable, realistic, time-based (SMART) objectives that identify in which year(s) of the plan the College will put resources toward working on that objective. Each objective also lists relevant NWCCU accreditation standards and/or state laws, as context. For example, see Goal A, Objectives A1, A2, A3, and A4 (Figure 14):

GOAL A: STUDENT SUCCESS AND ACADEMIC EXCELLENCE

Create the conditions for success for all students through high-quality, innovative, student-centered transfer and professional technical programs.

A1. Identify success gaps by focusing on performance measures and developing a systematic method to collect, track, and evaluate student performance over time; disaggregate data by race, ethnicity, age, gender, socioeconomic status, and whether a student is first-generation or has special needs; incorporate guided pathways, counseling, and other navigation services accordingly.

Context: NWCCU Standards 1.D.2, 1.D.3, 1.D.4, 2.G.6, and SB 5227.

Timeframe: Years 1 - 2. Lead: Associate Vice President - Planning, Institutional Effectiveness, and Project Management, Vice President of Diversity, Equity, Inclusion, and Accessibility.

A2. Assess institutional-level and program-level student learning outcomes on an annual basis using internal, up-to-date, disaggregated data to revise or modify existing programs and/or leverage current demographic and economic data to assess the viability of introducing new programs.

Context: NWCCU Standards 1.C.1, 1.C.2, 1.C.3, 1.C.6, 1.C.7.

Timeframe: Year 2. Lead: Associate Vice President - Planning, Institutional Effectiveness, and Project Management.

A3. Formulate comprehensive guidance to expand opportunities for Shoreline graduates to transfer to in-state and out-of-state colleges and universities. Establish new partnership agreements (e.g., TAG agreements, university visits, transfer fairs, and international 2+2 university transfer programs).

Context: NWCCU Standard 1.D.1, 2.C.1

Timeframe: Year 3. Lead: Vice President of Instruction and Associate Vice President - International Education & Global Engagement Vice President of Instruction.

A4. Create new and strengthen existing opportunities for students to acquire college credit for prior learning (e.g., micro-credentials and/or certificates), community-based service learning, contemporaneous industry learning, and training.

Context: NWCCU Standard 1.C.8.

Timeframe: Year 2. Lead: Vice President of Instruction.

Shoreline Community College 2024 Equity-Centered Strategic Plan

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Figure 14. Strategic Goal A

Finally, the strategic goals have been mapped to each metric of overall institutional performance (including student achievement data and new Mission-specific metrics within the plan), which will help the College measure progress on the [Strategic Plan](#) (see Appendix N). See Figure 15 below for the overall framework for the [Strategic Plan](#):

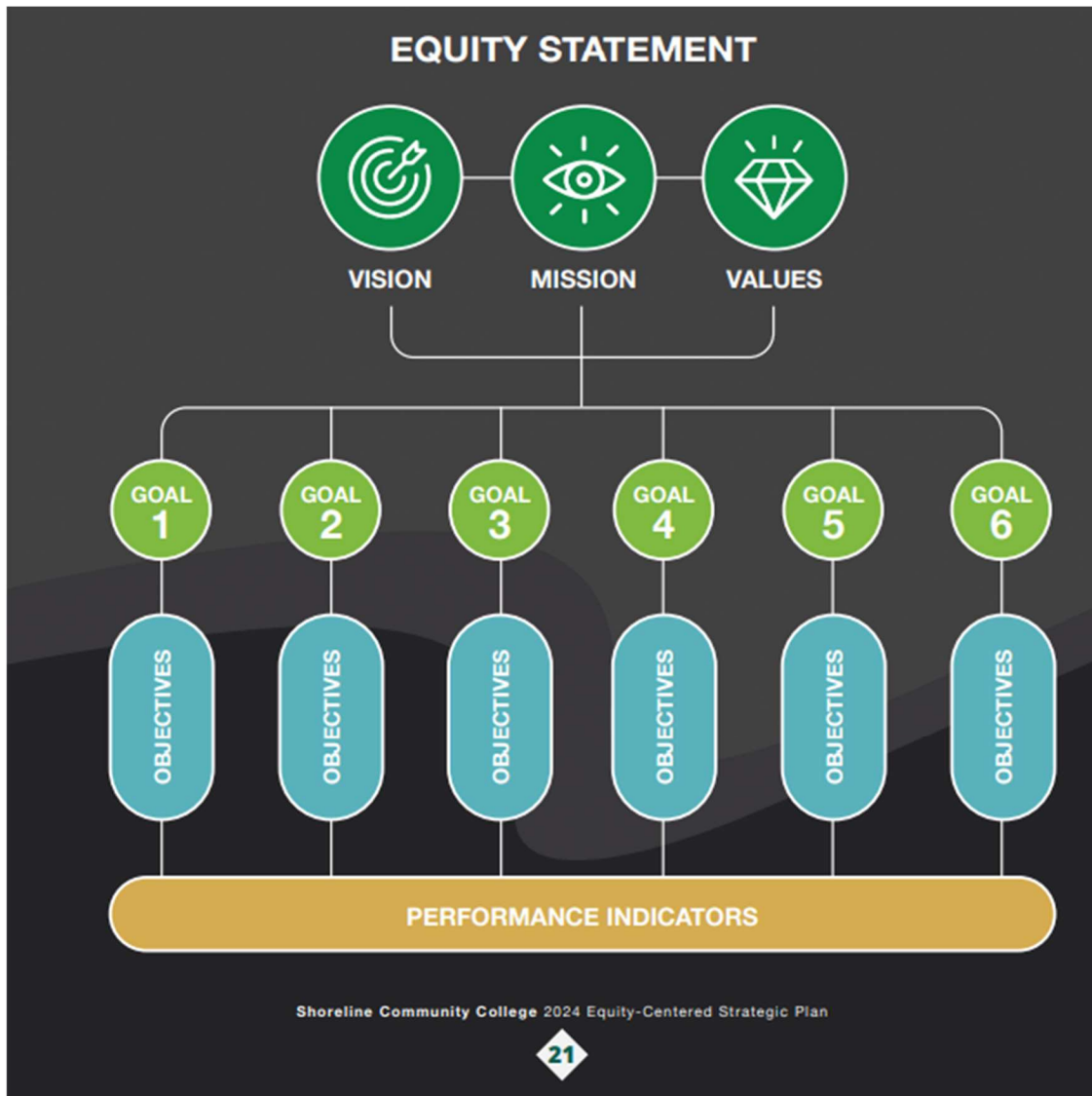


Figure 15. Strategic Plan Framework

The [Strategic Plan](#) for 2024-2029 was approved by the College's governing board—the Shoreline Board of Trustees—on February 28, 2024. See Appendix O for the process schedule used to create the [Strategic Plan](#) with extensive community engagement and get it approved.

Operationalizing the [Strategic Plan](#) will come in the form of workplans to implement each objective (see Strategic Action Work Plan DRAFT template in Appendix P). The Strategic Action Work Plans will be written by Strategic Action Work Teams, with subject matter experts and led by an Executive Team member or designee. The work plans will allow teams to request resources, as part of the College's annual budget development and resource allocation process, thereby directly affecting decision making.

Integrated Planning & Assessment Framework

In addition to the new [Strategic Plan](#), the College has substantially built on the fundamental planning and assessment infrastructure that was in place during the last accreditation visit. See Appendix Q for the institutional planning framework that was in place in Fall 2022, based on the College's extended 2016-2021 Strategic Plan, as described in the [Fall 2022 Ad Hoc report](#). The College has simplified the framework components and their inter-relationships so that all planning at the College is integrated, as shown in Figure 16 below:

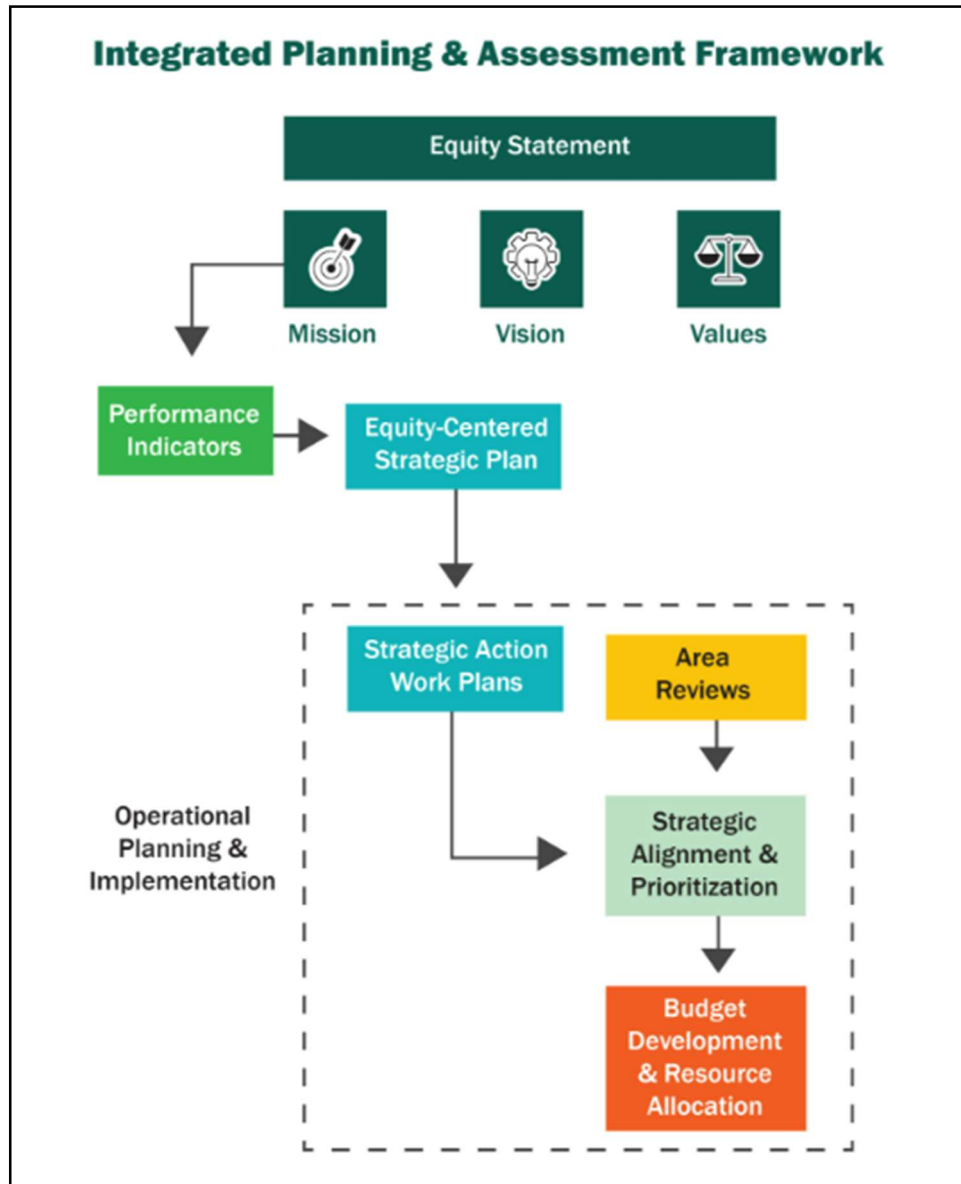


Figure 16: Integrated Planning & Assessment Framework

Analysis of data permeates the entire framework. The internal and external [environmental scan](#) that informed the creation of the [Strategic Plan](#) framework was data-informed, as described in detail below. In addition, institution-wide data, benchmarked with data from peer colleges, were analyzed to determine the overall institutional performance indicators,

which will help the College measure progress on the [Strategic Plan](#). Institution-wide, as well as area-level (department- and program-level) data are analyzed in the annual Area Reviews, in which the most recent year's data are reviewed, and the comprehensive Area Reviews, in which the last 3-4 years' worth of data are reviewed to identify trends (explained further below).

The framework:

- Is guided by the principles of the Equity, Mission, Vision & Values statements
- Uses data in the form of Performance Indicators to determine progress in Mission Fulfillment
- Shows the relationship between Strategic Planning and Operational Planning
- Demonstrates how budget development is driven by planning
- Emphasizes continuous improvement at both the Macro (Institutional/Strategic) and Micro (area) levels
- Indicates how institutional priorities affect the cycle of planning.

Implementation of Operational Planning and Assessment

The Strategic Action Work Plans will not fully encompass the work of the College to engage in a *systematic* cycle of operational planning and assessment / evaluation. They will exist in relation to the College's now established Area Review process whereby individual "areas"-including instructional degree programs (such as the [Biotechnology Lab Specialist Associate in Applied Arts and Sciences](#)), instructional departments (such as the Math Department), service areas (such as Human Resources), as well as large-scale projects (such as Guided Pathways and ctcLink/PeopleSoft implementation and stabilization) assess themselves—develop a plan for improvement and evaluate the effectiveness of those plans on an ongoing basis. This type of planning also is referred to in Shoreline's updated Integrated Planning and Assessment framework as Operational Planning (Figure 16).

Area Reviews are on-going and regular in that they are completed annually, prior to the development of the following year's budget, so that Area Reviews can inform resource allocation and be implemented the next fiscal year. During the annual review, areas analyze the most recent year's data relevant to that area. Every 3-4 years, areas conduct a longer, more in-depth, comprehensive review of itself, looking at 3-4 years of data and identifying trends. Additionally, in these comprehensive Area Reviews, areas benchmark themselves against similar areas at 2-3 comparison colleges. Areas are encouraged to benchmark themselves against the College-identified regional peer comparators (those described in the "Student Achievement" section above).

This multi-year Institutional Planning and Assessment 2011-2028 calendar (see Appendix R) documents which years each area is scheduled to do a comprehensive review vs. an annual review. There is a hyperlink to each Area Review so anyone at the College can see and learn from what another area is doing in terms of continuous improvement. This calendar is a key piece in addressing this accreditation recommendation, a piece that the College was

missing, as pointed out by evaluators during our Fall 2022 Ad Hoc visit. The bottom of the calendar shows the total numbers of annual reviews (in blue) and comprehensive reviews (in orange) as illustrated by Figure 17 below, demonstrating significant progress on operational planning since the Fall 2022 Ad Hoc report:

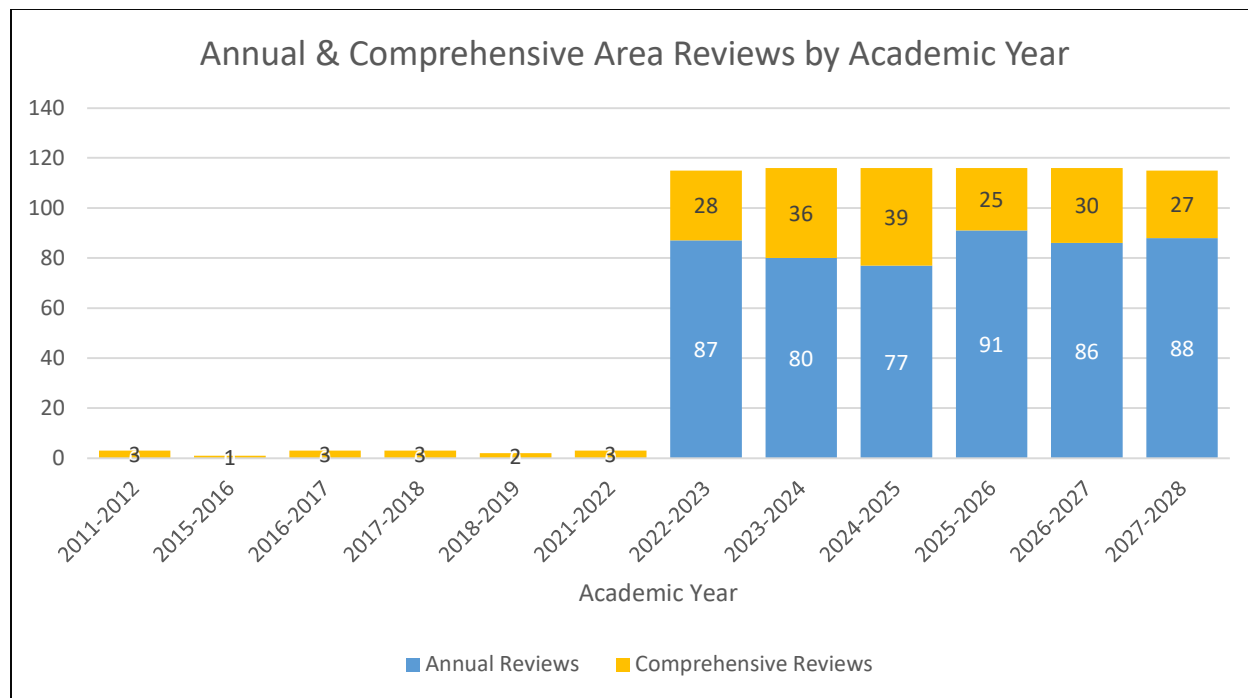


Figure 17. Number of Annual and Comprehensive Area Reviews by Academic Year

115 areas completed Area Reviews in the first cycle of 2022-23 and 116 areas completed the cycle in 2023-24.

The calendar also functions as documentation of the extensive planning and assessment work involved in filling out Area Reviews in that each completed Area Review is hyperlinked on the calendar. In addition to being transparent, it is important to note that the Area Review process is inclusive in that it engages every employee at the College. While the area's lead administrator is responsible for ensuring the Area Review is completed by the deadline, the administrator engages with area faculty and/or staff to collaborate on the Area Review planning and assessment activities. In that way, the faculty and staff responsible for carrying out the work identified in their Area Review action plans are part of operational planning conversations in a meaningful way. In addition, all Area Reviews are transparent in that they are available for all employees to see on the campus-wide Institutional Planning & Assessment Sharepoint site, which encourages collaboration, learning from each other, as well as accountability. See the "Programmatic Assessment" section above for three sample areas, their Area Reviews from last year, and a discussion of how the area review process helped them improve.

Ground-up ideas from individual areas around how to improve can come through the Area

Review process. Largely, however, the planning done in the Area Reviews (goal-setting and creation of action plans to realize those goals) is structured to support the institutional strategic goals of the College. In 2022-23, areas were asked to align the goals they stated in their Area Reviews with the [President's Goals](#), which represented the College's strategy at the time. With the adoption of the new [Strategic Plan](#), the College explicitly aligned which areas on-going will support each strategic goal and objective. See, for example, the alignment document for Strategic Plan Goal A: Student Success and Academic Excellence (Appendix S). In the first iteration of the Area Review process (2022-23), resource requests were prioritized at the local area level, then ultimately at the Executive Team level. The Area Reviews informed decision making and how resources were allocated in the 2023-24 budget (see Appendix T). Ultimately, budget decisions and priorities were communicated to campus by the President in transparent memos (see [2023 Planning Memo 2](#) – Budget and [2023 Planning Memo](#)).

In the next budget development cycle, ET will evaluate the planning and assessment documents coming from the individual areas (in the form of Area Reviews), as well as the Strategic Action teams (in the form of Strategic Action Plans). This process will ensure that planning is integrated so that resource requests can be prioritized and then allocated to move the institutional-level strategic goals forward, as well as the area-level continuous improvement goals forward.

The specific budget review process involved asking budget managers to review the current state of their expenditures and ask for support in the amounts needed for the next fiscal year. The rationale for the requests came from the Area Reviews, so the amounts with short descriptions were copied from the Area Reviews into a workbook that was provided to the budget managers. This workbook, known as the “BEROP” (Budget, Expenditure, Revenue, Operations) tool, is a report that was created using a query from ctcLink/PeopleSoft. After this report was pulled, it was formatted with headers taken directly from the Area Review questions. This was accompanied by a “How To” document that instructed budget managers on how to complete the workbook.

The purpose of the BEROP was to have a single place where all budget requests could be viewed together. This shared workbook was open to each budget manager, the SPBC, and ET. By providing access to all budget requests, this tool allowed more transparency and helped coordinate decision-making. Within it, budget managers and ET input notes. If additional information was requested to be shared, the workbook also allowed for hyperlinks.

Because the College now has robust planning happening at the strategic as well as operational levels, the College could benefit from planning and institutional effectiveness software that promises to streamline a now manual process of creating 116 individual Area Reviews, as well as help the College track progress on Area Reviews and Strategic Action Work Plans. The software also could help highlight ground-up themes in the Area Reviews, which could contribute to a future operational plans, such as an academic plan. To that end, the Accreditation and Institutional Effectiveness Committee has spent Fall 2023 and Winter 2024 quarters viewing demonstrations of the software from various vendors and getting

quotes so that a request to buy a software package can be made via an Area Review by March 15, 2024.

ADDENDUM III: RECOMMENDATION 3: FALL 2020 MISSION FULFILLMENT AND SUSTAINABILITY

Recommendation: “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.” ([2020 Standard\(s\)](#) 1.D.2, 1.D.3, 1.D.4)

Significant Progress on Recommendation:

The “Student Achievement” section above discusses disaggregated student achievement data—including persistence, completion, retention, and post-graduate success—that the College uses for continuous improvement. Analysis of the data is provided, including all equity gaps identified. The College’s new [Strategic Plan](#) also includes all these indicators within the document with a crosswalk to the six strategic goals in the plan. Interventions will be planned based on this analysis of data and will be added into future Strategic Action Work Plans and into future Area Reviews (operational plans) in relevant areas. Those Strategic Action Work Plans and Area Reviews will inform allocation of resources and decision making in the same manner that the 2022-23 and 2023-24 Area Reviews informed resource allocation and decision making, as discussed in the above “Addendum II: Recommendation 1: Fall 2020 Mission Fulfillment and Sustainability” section.

The College’s performance on the student achievement indicators, as compared to peer regional and national peers, is now published more clearly on the [Planning & Institutional Effectiveness site](#) > [College Data](#); that site had to be rebuilt after the ransomware incident. The College has begun to share the data widely as part of the strategic planning process and performance on these indicators will be used to promote student achievement, improve student learning, and close equity gaps as the [Strategic Plan](#) is implemented.

ADDENDUM IV: RECOMMENDATION 5: FALL 2020 MISSION FULFILLMENT AND SUSTAINABILITY

Recommendation: “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.” ([2020 Standard\(s\)](#) 2.E.2, 2.E.3)

Significant Progress on Recommendation:

When Dr. Kahn arrived at Shoreline as the new President, he conducted many listening sessions with various constituent groups around the college. Budget and financial information and transparency was a regular refrain that he heard in these meetings. Under Dr. Kahn's leadership, there is a renewed focus that the College defines, develops, shares, and manages financial resources transparently with meaningful participation from stakeholders in budget development.

For example, the College's Strategic Planning and Budget Council (SPBC) meaningfully participated in decision making in the budget development process for the 2023-24 fiscal year and continues to remain engaged in the current 2024-25 fiscal year budget development. The SPBC is a participatory governance group (see supplemental document "8 SPBC Charter," last revised November 2023) comprised of individuals representing stakeholders across the College including faculty, classified staff, exempt employees, and students as shown in the following figure with the names of current members (Figure 18):

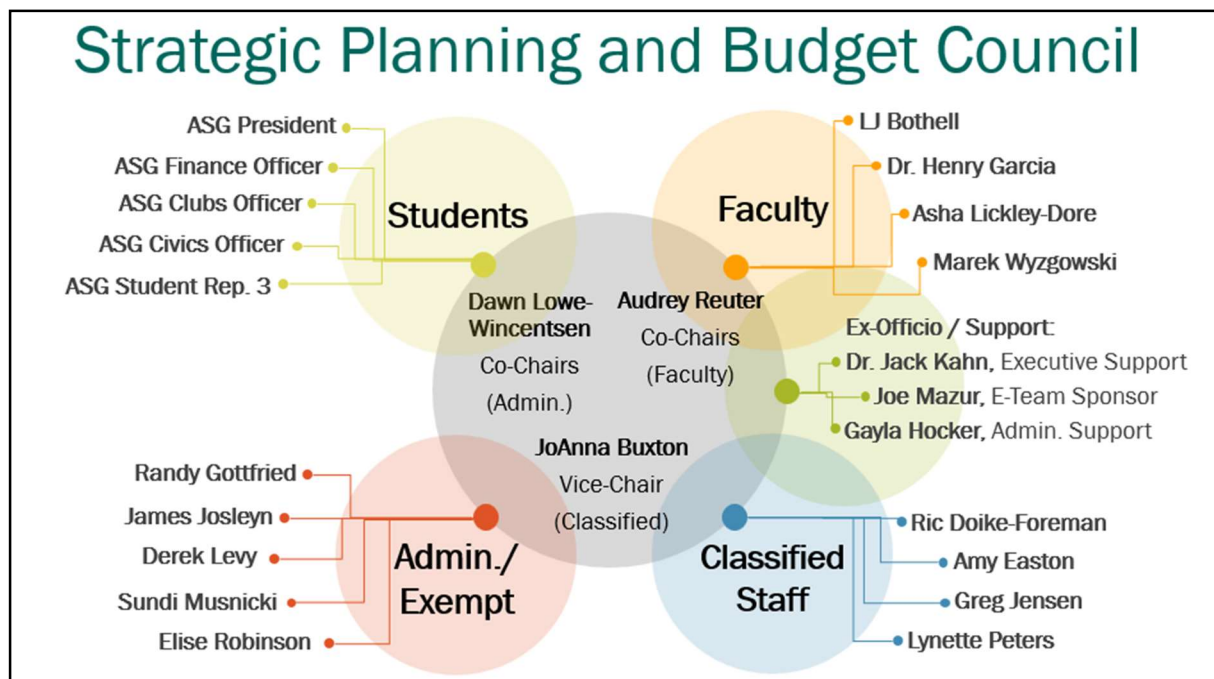


Figure 18. Strategic Planning and Budget Council Members

The SPBC developed a "Guiding Principles" rubric (see supplemental document "9 SPBC Guiding Principles") to guide budget decision-making that is based upon the College's [Mission](#) and [Strategic Plan](#). The SPBC Fiscal Subcommittee met (and continues to meet) monthly to go through the details of the budget development process, including budget assumptions, budget funds, revenue sources, and expenditures; see SPBC meeting minutes from June 7, 2023 and from November 1, 2023, as examples (see supplemental documents "10 SPBC Minutes 6-7-23" and "11 SPBC Minutes 11-1-23").

The Guiding Principles rubric (recently updated – see supplemental document "12 SPBC Guiding Principles 2024-25") is used in the budget development process also to promote

budget and financial transparency. This rubric guides decision making during the Department Area Reviews and guides budgetary decisions at the Executive Team meetings for recurring operations, new programs, new employees, and Innovation Grant new initiative requests. The “Guiding Principles” are reviewed and updated each year by the SPBC to ensure that this rubric remains relevant with the College’s Mission and the [Strategic Plan](#).

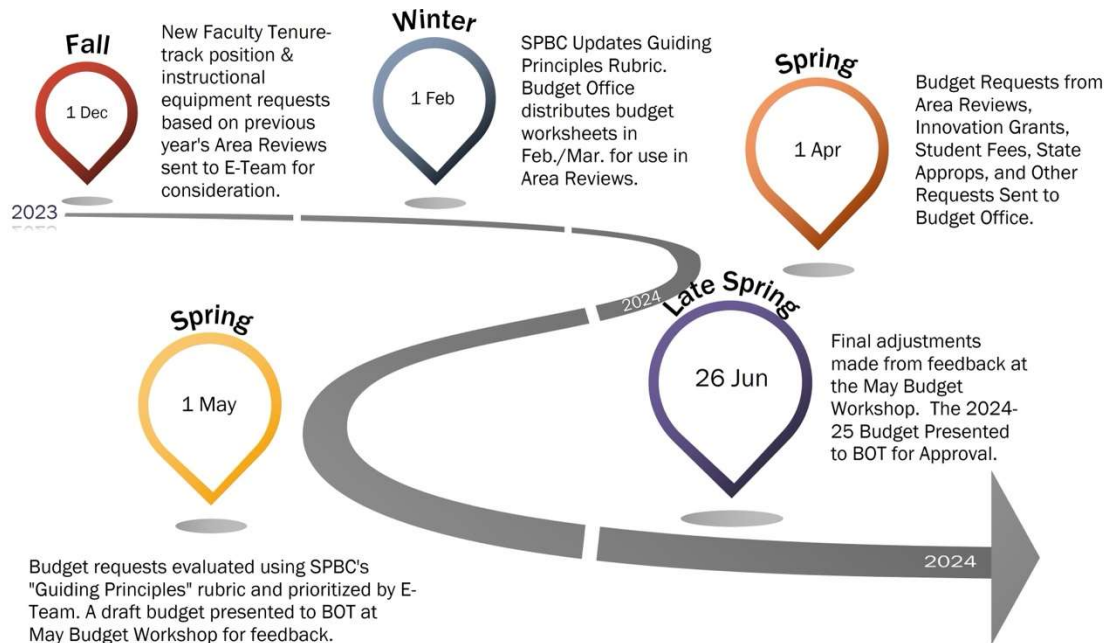


Figure 19. Timeline of Stakeholder Input in the Budget Development Cycle

As previously mentioned, President Kahn conducted many listening sessions with various constituent groups around the college. Open and transparent communication of budget and financial information was a regular refrain that he heard in these meetings. A [DEIA Employee Climate Survey](#) also indicated mistrust by faculty and staff with financial transparency of the College. Based upon this feedback, Dr. Kahn instituted additional ways to share budget and financial information and opportunities for individuals to engage and share feedback.

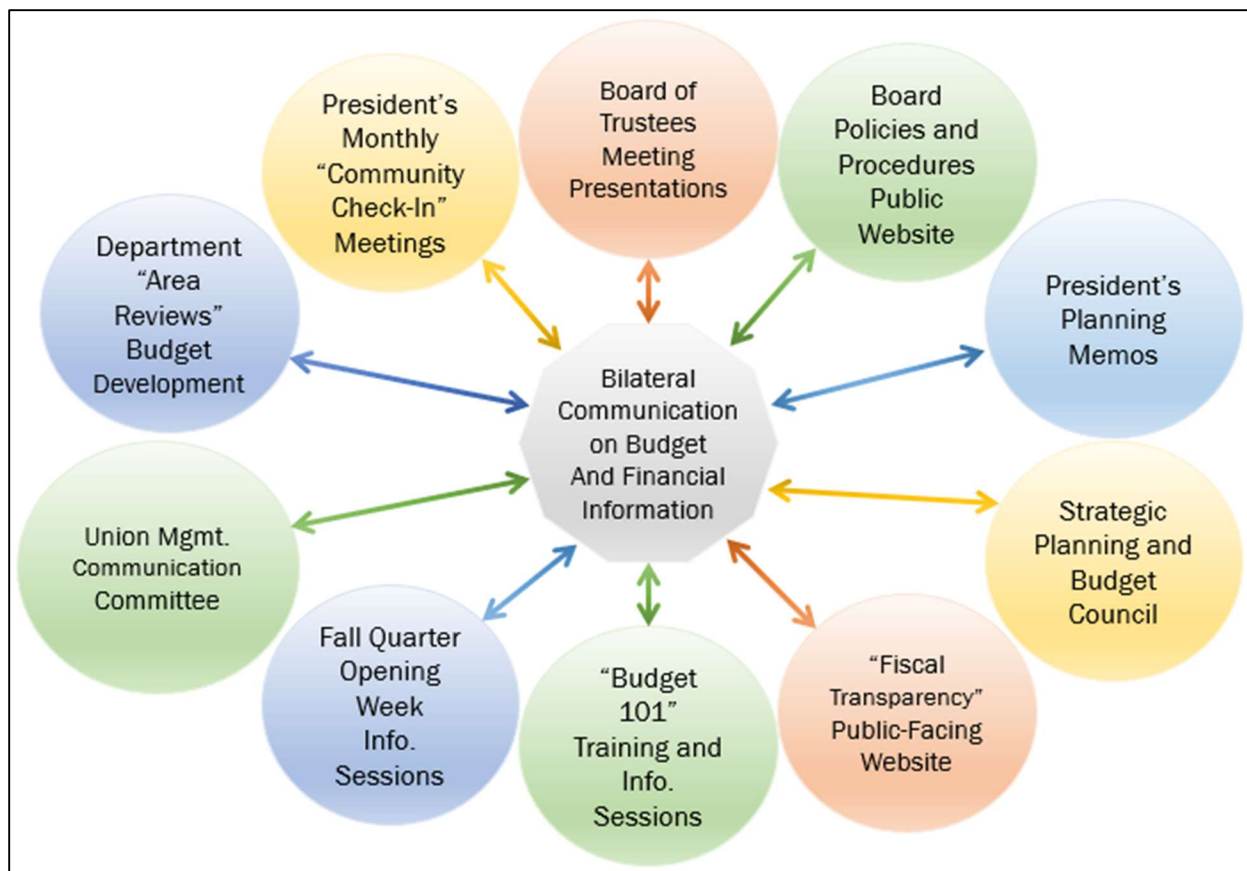


Figure 20. How Budget and Financial Information are Shared, and Feedback is Received

Progress on the 2023-24 budget development process was shared transparently in several settings, including during Opening Week 2023 (the week prior to the start of Fall Quarter) as evidenced by the September 21, 2023's Announcement and Schedule (see supplemental document "13 Opening Week 2023") and the ["Accreditation and Budget" session](#) offered during Opening Week). Additionally, this information was shared with the College's two union-managements groups which include the classified staff Union Management Communication Committee (UMCC) (see supplemental documents "14 UMCC Minutes 10-2023" and "15 UMCC Minutes 11-2023") and the faculty Joint Union management Committee (JUMC). These groups exist to provide communication between the College and unions for the purpose of promoting constructive union-management relations.

Each of these meetings was structured and timed to allow for feedback and questions from the various constituent communities. The presentation slides were shared ahead of the meetings and additional feedback sessions were held ad hoc, for individuals who wished to learn about the budget process in an in-depth manner. The Budget Office also provided "Budget 101" training sessions (see supplemental document "16 Budget 101"), for individuals to learn about the terminology for budget development and how funding is received by the College. The President's Planning Memos dated [September 29, 2023](#) and [November 16, 2023](#), were sent to the entire campus community and described the budget development process, budget modifications, as well as the decision-making process and

final resource allocation decisions with rationales. This transparent communication method will continue to be used annually during each budget development cycle.

The College transparently manages and shares reports on its financial policies, procedures, and resources to constituent groups, stakeholders, and the community in accordance with policies approved by the BOT, the SBCTC governance structure, and applicable state and federal laws. The College's Board-approved financial [policies and administrative procedures](#) (see Business & Operations 3000 section), including those outlined in the BOT Policy Manual [approved August 2023](#) (see page 22 “Financial Planning & Budgeting” and “Financial Planning & Activities” in the manual), ensure effective oversight and regulatory compliance. Furthermore, the BOT Policy Manual is posted on the [BOT’s public-facing webpage](#) to demonstrate transparent communication.

Regularly throughout the fiscal year, the VP-BAS provides financial analysis reports to the BOT to facilitate BOT oversight of the College’s operating budget. See, for example, BOT agendas October 15, 2023 ([item #12](#)) and December 6, 2023 ([item #13](#)). This same budget / financial reporting is shared with the entire college at monthly Campus Community Check-In meetings, which are delivered simultaneously in-person and on the Zoom video conferencing platform to increase attendance (see, for example, video recordings of the [November 16, 2023 meeting at 0:30”](#) and [December 11, 2023 at 0:35”](#)).

Additionally, the College shares budget, financial, and annual reporting information on its Fiscal Transparency public-facing website to enhance communication and transparency to external stakeholders or those that are unable to attend or chose not to watch the recordings of the BOT Meetings or the President’s Campus Community Check-Ins.



NON-DISCRIMINATION STATEMENT

Shoreline Community College is committed to providing equal opportunity in education and employment for all students, employees, and applicants, and does not allow discrimination or harassment on the basis of race or ethnicity, color, national origin, age, pregnancy, sex,

sexual orientation, gender, gender identity, marital status, creed, religion, status as an honorably discharged veteran or military status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability. In addition, Shoreline Community College is committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodations, contact Student Accessibility Services (206-546-4545, sas@shoreline.edu) or visit www.shoreline.edu/accessibility. Employees or applicants should contact Human Resources at hr@shoreline.edu. Further, Shoreline Community College is committed to fostering a work and educational environment of mutual respect and professionalism, free of “bullying” behaviors, including “cyber-bullying.”



Glossary of Acronyms / Terms

Spring 2024 Mid-Cycle Self-Evaluation Report

Acronym / Term	Full Text
AA-DTA	Associate of Arts–Direct Transfer Agreement, Shoreline’s general transfer degree
AS-T	Associate of Science-Transfer degree
BAS	Bachelor of Applied Science degree
BEROP	Budget, Expenditure, Revenue, Operation tool
BOT	Board of Trustees
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
DEIA	Diversity, Equity, Inclusion, and Accessibility
EIE	Evaluation of Institutional Effectiveness, also referred to as Year Seven
ESJ	Equity & Social Justice Department
FPC	Faculty Program Coordinator: Shoreline faculty who serve as instructional program or department leads (commonly known as Department Chair at other colleges)
FTESO	First-Time Entering Student Outcomes dashboard
HR	Human Resources
IE	International Education
IPEDS	Integrated Postsecondary Education Data System
JUMC	Joint Union Management Committee
LOAC	Learning Outcomes Assessment Committee
LOAT	Learning Outcomes Assessment Team
LOLT	Learning Outcomes Leadership Team

Opening Week	The week prior to the start of Fall Quarter, when faculty come back on contract and the entire institution comes together to prepare for the upcoming academic year
PIE	Planning and Institutional Effectiveness Office: includes Institutional Research, Grants, Outcomes Assessment, ctcLink/PeopleSoft (the data management system)
PLO	Program Learning Outcome
POAR	Program Outcome Assessment Reflection report
SBCTC	Washington State Board for Community and Technical Colleges
SEM	Strategic Enrollment Management
SMART	Specific, Measurable, Achievable, Realistic, Time-Based: a common framework for setting goals
SPBC	Strategic Planning and Budget Council
SSLO	Shoreline Student Learning Outcome (new name for General Education Outcome)
STEM	Science, Technology, Engineering and Math Division
TILT	Transparency in Learning and Teaching
TPO	Transfer Program Outcomes
TPOT	Transfer Program Outcomes Team
UMCC	Union Management Communication Committee
VP-BAS	Vice President - Business and Administrative Services

Appendices

See supplemental file “Appendix Shoreline CC Spring 2024 Mid-Cycle Report.”