



Shoreline

COMMUNITY COLLEGE

2024 EQUITY-CENTERED
STRATEGIC PLAN



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LETTER FROM THE PRESIDENT

Welcome to the Shoreline Community College Equity-Centered Strategic Plan, a purposeful integration of guidance from the State Board for Community and Technical Colleges (SBCTC), requirements of House Bills 5227 and 5194, and accreditation standards from the Northwest Commission on Colleges and Universities (NWCCU). This plan provides the overall collective vision of the Shoreline College community (both internal and external) to elevate our practices to better serve our community.

In recent years, Shoreline Community College (SCC), like other community colleges, has witnessed an overall decline in enrollment. Contrary to the assumption of reduced demand, we assert that demand exists more than ever and that we need to better connect with and serve a more diverse population that has been underserved in the past.

Through this data-informed, equity-focused strategic plan, we intend to remove access, retention, & completion opportunity gaps for all community members. Enhanced representation will contribute to increased enrollment in all areas across the College including domestic students, Running Start, Center for Education and Career Opportunities (CECO), &

International Education populations. Our strategic focus must also expand support for adult learners receiving high-demand workforce training to receive a living wage.

Creating new strategic partnerships with industry, community agencies, international partners, and educational facilities is crucial. We need to align our Missions and remove the gaps between our systems through mechanisms like credit for prior learning, noncredit/credit alignment, community college to four-year partnerships, etc. The goal is to increase enrollment by shifting from traditional referral-based approaches to systematic designs where multiple systems function as one.

We must also take this proactive and structured approach for enrollment and apply it towards retention and completion. We need to serve our students using a Guided Pathways model that provides clear educational pathways, structured support, and predictability for students. We also need to be proactive and thorough in communicating and checking-in with students to ensure they have what they need in a timely manner.

We need an overall paradigm shift in serving students, moving from a traditional “friendly individual behind the desk” model to increasing proactive community outreach and follow through. While maintaining helpful on-campus

services, our priority is to go to communities, engage them as groups, involve family and community members as appropriate, and complete tasks collaboratively.

A final priority concerns our campus climate. To best serve students, we must improve our practices to streamline them and make them easier for staff and faculty. We must also stay focused on our diversity, equity, inclusion, and accessibility (DEIA) goals and overall retention of employees. This includes all measures that can be taken at the legislative and local level to provide opportunities to create feelings of belonging and purposefulness in pursuing our work together.

We remain committed to full implementation of the Strategic Plan over the next several years. . . and as a result we see a bright future for Shoreline Community College!

— Jack S. Kahn Ph.D.

GLOSSARY

KEY STRATEGIC PLANNING TERMS

MISSION STATEMENT: Our purpose and reason for being.

VISION: Our aspiration...where we want to be in the future.

VALUES: Key concepts that guide our behavior and decision making.

EQUITY STATEMENT: Our operating principle that expresses our values around accessibility, justice, equity, diversity, and inclusion for all.

GOAL STATEMENTS: Broad statements that define what the college is working towards.

OBJECTIVES: Clearly defined, desirable outcomes that move us toward our goals...they are specific, measurable, achievable, realistic, and time-based.

ACTIONS: Activities, projects and initiatives that achieve our objectives.

PERFORMANCE MEASURES: Metrics that track the college's progress toward achieving its goals and objectives...they may be quantitative or qualitative.

KEY EQUITY-ORIENTED TERMS

COMMUNITY-BASED ORGANIZATION: A nonprofit organization (which may include faith-based), that is representative of a community or a significant segment of a community focused on the organizational development of locally based social welfare through the coordination of public and private agencies

COMMUNITIES OF COLOR: Communities whose affinity is based on a primary racial identity and/or shared racial characteristics among members, most often used to describe communities of people who do not identify as white/Caucasian.

CULTURAL APPROPRIATION: The non-consensual act of adopting or portraying elements of a systemically non-dominant culture or identity by members of the dominant culture for commodification or profit without acknowledgment of source or respect for its value in the original context.

CULTURAL COMPETENCE: An ongoing developmental process to advance individual or group ability to understand, appreciate, and effectively interact with people from cultures or belief systems different from one's own.

DIVERSITY: Typically refers to the wide range of identities within the broad categories of race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, veteran status, physical appearance, etc.

EQUITY: The act of developing, strengthening, and supporting outcome fairness in resource systems and procedures with a focus on eliminating barriers that have impacted historically marginalized and/or underserved groups.

HISTORICALLY MARGINALIZED COMMUNITIES: Groups who have historically faced barriers to civic engagement and resource access, and/or have been historically side-lined from power, because of factors such as race, wealth, immigration status, sexual orientation, etc.

INCLUSION: The ongoing and adaptable action of providing equitable access, opportunities, and resources for systemically non-dominant groups or individuals in a way that acknowledges and shares power.

LOW-INCOME COMMUNITIES: U.S. Census tract where 51 percent of the residents are low-income families with an annual income that does not exceed 80 percent of the median income for the area or that does not exceed 80 percent of the median income for the State, whichever is higher, as most recently determined by the U.S. Department of Housing and Urban Development.





1

INTRODUCTION

1 INTRODUCTION

In the winter of 2023 Shoreline Community College (SCC) began the visioning and planning process of preparing a 5-year Equity-Centered Strategic Plan. The intention of a Strategic Plan is to define and layout the vision, mission, and values that will guide the College for the years to come.

This Strategic Plan specifically deals with challenges experienced by the College over the past few years. It highlights the opportunities and elevates the strengths of the College to ensure it remains an example of academic excellence while proactively addressing the many inequities in higher education for historically underrepresented communities and those who have communicative, cognitive and accessibility needs that have been underserved. Its goal is to close the achievement gap and see students succeed whether they are continuing school, returning, or looking for a career change.

The Strategic Plan was developed over the course of the 2022-2023 and 2023-2024 academic school years and involved a robust community engagement process, soliciting feedback from students, employees, community members, partners and stakeholders. Out of these engagement efforts and the larger strategic planning process, a clear vision, mission, and set of values have been developed to anchor and propel the College through the next five years and beyond.



ABOUT SHORELINE COMMUNITY COLLEGE

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

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

WHAT SETS SHORELINE COMMUNITY COLLEGE APART?

Forward Looking Transfer programs: We offer several degree pathways that meet all of the requirements for university transfer

The Honors College: A program for motivated students to excel as transfer students with opportunities to stand shoulder-to-shoulder with university students in competitive research projects and other scholarly pursuits

Bold and Innovative Workforce Training: Clean Energy, Tesla, Biotech/manufacturing, Mopar

Strong Institutional Relationships: Model, co-located Dental Hygiene program with the University of Washington Dental School, sharing costs, equipment, and facilities

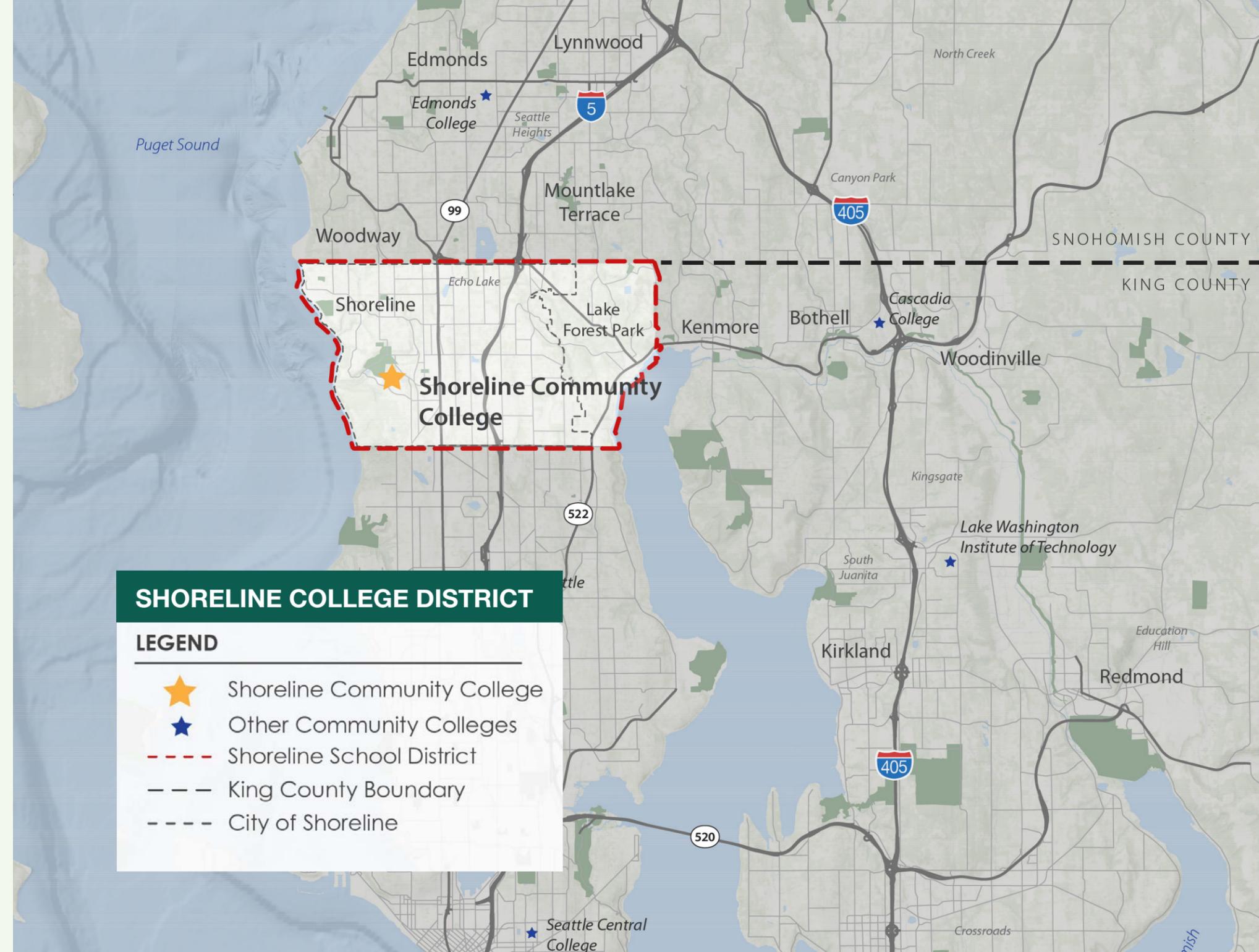
Continuous Learning Opportunities: Post Baccalaureate retraining in Health careers and new bachelor's degrees in dental and computer science

Top Notch International Education Program: A nationally recognized international education program that is consistently a Top 15 program with students from over 60 nations

Interactive and Inclusive Community Spaces: Affordable meeting spaces, and connections to diverse community partners

Diverse Representation and Equitable Support for Students: Long-standing advocacy for social justice, diversity, equity, and inclusion wraparound services, including Workforce Funding & Title III/ANNAPIS funding; emerging Ethnic Studies programming

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



SHORELINE COLLEGE DISTRICT

LEGEND

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

Why Now?



There are many reasons why a community college decides to initiate and complete a strategic plan and undergo the planning process. This may include new state legislation or requirements from the accreditation organization that provides the overarching regulatory framework. In the State of Washington, for community colleges these include:

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES (NWCCU)

The NWCCU is a Washington State nonprofit corporation recognized by the United States Department of Education (USDE) as an accreditor of higher educational institutions. NWCCU provides institutional accreditation for public and private institutions of higher education throughout the United States and internationally.

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement

gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. Programs are systematically assessed using meaningful standards and indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

The overriding purpose of NWCCU accreditation is to assure stakeholders that an NWCCU-accredited institution has been rigorously evaluated and that it meets or exceeds the criteria required to maintain accreditation. In addition, NWCCU promotes a culture of data- and evidence-informed continuous institutional improvement, validates institutional integrity, and provides opportunities for feedback that improves the accreditation process.

SENATE BILL 5227: HIGHER EDUCATION, - DIVERSITY, EQUITY, INCLUSION, AND ANTIRACISM TRAINING, AND ASSESSMENT

In 2021, the Washington State Legislature approved Senate Bill 5227, which requires all public institutions of higher education to provide a professional development program for faculty and staff with the purpose of eliminating structural racism and promoting diversity, equity, inclusion, and belonging (DEI&B), beginning with the 2022-23 academic year.

The program must also work to improve academic, social, and health and wellness outcomes for students from historically marginalized communities. Additional elements include student training to begin the 2024-25 academic year, a Campus Climate Assessment every five years, listening and feedback sessions, and evaluation and reporting requirements.

SENATE BILL 5194: PROVIDING FOR EQUITY AND ACCESS IN THE COMMUNITY AND TECHNICAL COLLEGES

In July 2021, a new law (SB 5194) replaced 2003's HB 1079, making it easier for all Washingtonians, including undocumented people, to get resident tuition and state financial aid. This law makes college more affordable, and many people who did not qualify before are now eligible.

STRATEGIC PLANNING PROCESS

The Shoreline Community College Equity-Centered Strategic Planning process was designed to be inclusive of all voices that contribute to the College's success and future. Throughout the process, a variety of activities have been conducted to ensure that all student, staff, and community voices are heard. The planning process included interviews with faculty, staff, and students, college and community focus groups, and a college-wide survey that elicited feedback from College students, faculty, classified, and administrative staff. Central to the process was an Equity Visioning and Strategic Planning Charrette, an intensive half day workshop, to further discuss and develop the Strategic Plan Framework. Finally, to ensure transparency and provide additional opportunities to comment on the draft Strategic Plan, a College-wide survey was distributed during January of 2024.

The entire process was guided by a Strategic Plan Task Force with representation from faculty, classified and administrative staff, and students.

The planning process consisted of three phases:

- **PHASE 1: UNDERSTANDING THE CONTEXT (4 MONTHS)**

Phase 1 involved an analysis of current trends, future opportunities, existing and past barriers to educational success, and community partnerships. This was completed through a quantitative analysis of demographics, enrollment trends, success outcomes, and other relevant information.

- **PHASE 2: SHAPING THE VISION FOR THE FUTURE (4 MONTHS)**

During Phase 2 all the information collected from Phase 1 was compiled into an Environmental Scan report. This report provided input to the College-wide Equity Visioning and Strategic Planning Charrette, resulting in a set of provisional goals and objectives. Following further analysis and discussion of results from the Charrette, the Strategic Plan Task Force was organized into a set of working groups to further develop the goals and objectives that would become the body of the Strategic Plan.

- **PHASE 3: DEVELOPING THE STRATEGIC PLAN (4 MONTHS)**

The Strategic Plan Task Force and Working Groups continued to refine the goals and objectives that emerged from Phase 2. In addition, one of the working groups and the executive team developed the equity, mission, and vision statements, and a set of value statements to form the overarching structure of the Strategic Plan. The draft Strategic Plan was then presented to the Board of Trustees for their initial comments and feedback. After further revisions to the draft Plan by the Task Force, a College-wide survey requesting feedback on the draft Strategic Plan was launched. Based on feedback from the survey, another round of changes and refinements were made to the draft Plan, which was then sent to the Board of Trustees for final review and adoption at their meeting in February 2024.





2

ENVIRONMENTAL SCAN SUMMARY

2 ENVIRONMENTAL SCAN SUMMARY

To understand where Shoreline is currently and the trends that may impact future decisions, a scan of the existing conditions and a trends analysis were conducted. The Environmental Scan Report (under a separate cover) also serves as an important reflection point for the College and community. This report provides insight into the key issues, challenges, and opportunities facing Shoreline Community College.

The analysis included both qualitative and quantitative information to ensure that the plan and process are both community-informed and data-driven. The qualitative information presented in this report was derived from the community engagement and outreach activities conducted during the Winter and Spring 2023 quarters. The quantitative data was compiled from multiple sources using the most up-to-date available information at that time.

Sources for the qualitative analysis included the following:

- **Strategic Plan Task Force and Board of Trustees** provided oversight and guidance during the entire planning process.
- **College Community Focus Groups** with students, adjunct faculty, faculty program coordinators, strategic enrollment task force, faculty union president, international education, DEIA Advisory Committee, administrators and classified staff, City of Shoreline, adjunct faculty at the Day Of Learning, Shoreline School District, local businesses and community-based organizations.
- **All College-Wide Survey** with respondents that included students (30%), faculty (25%), staff/administrator (43%), and community member (2%).
- **Equity Visioning and Strategic Planning Charrette** with almost 100 participants from across all employee groups.

KEY FINDINGS

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

- Over the next several decades, Shoreline’s population is projected to grow by 62%, to 94,000 residents, with an estimated 25,000 more college-age students in King County in 2050 than in 2020. This may be due in part to the community’s affordability—housing costs are lower in Shoreline than in Seattle and the rest of the county, though nearly half of Shoreline renters are severely burdened by housing costs, paying more than 35% of their income on rent.
- Half of students at Shoreline K-12 schools are students of color. Like the region, the Shoreline service area is becoming more diverse, with recent growth among residents who identify as Asian, Black or African American, multiracial, or as part of some other race.
- One-fourth of Shoreline service area residents speak a language other than English at home, and nearly one in ten in the service area speaks English less than very well.

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

Figure 1: Race and Ethnicity in Shoreline Service Area and Neighboring Communities, and King County, 2021

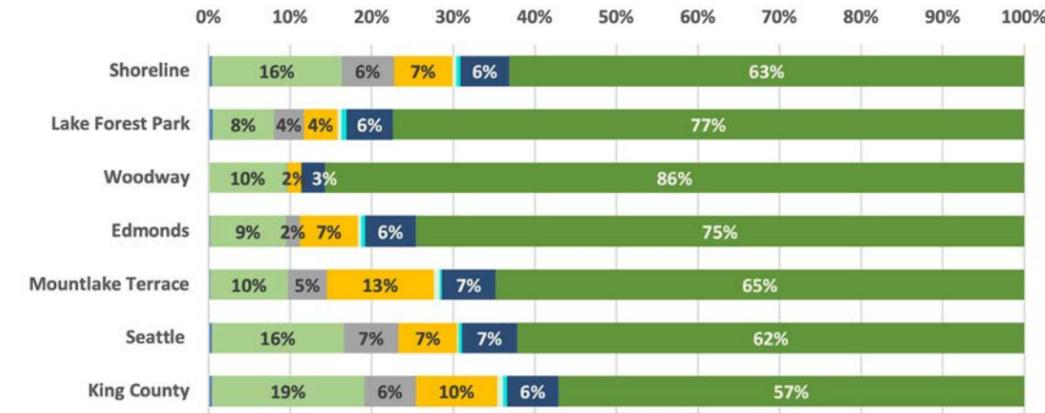
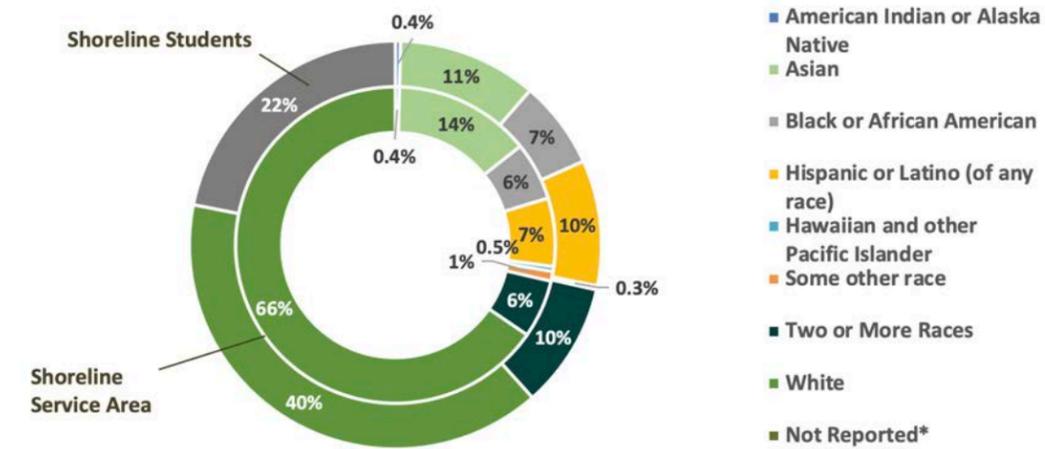


Figure 2: Race and Ethnicity in the Shoreline Service Area and Among Shoreline Students, 2021



Source: U.S. Census American Community Survey, 5-year data, 2021; Shoreline Tableau Dashboard
 *Note: Not reported includes 12% No Answer/Unknown and 10% International Students

Household median income in the City of Shoreline is approximately \$10,000 less than that of the median income of all households in King County. Multiracial and Black families in Shoreline have some of the lowest median incomes in the Shoreline service area (see Figure 3). While only about 8 percent of residents in Shoreline (and 3 percent of residents of Lake Forest) experience living in poverty, **85 percent of Native Hawaiian and Pacific Islander descended residents in Shoreline and more than 30 percent in Lake Forest Park have incomes below the poverty line.** Poverty rates among residents who identify as “other” race, as well as among Black and Latino residents, are much higher than rates for others.

Figure 3: Median Household Income in Service Area Communities and King County, Total and by Race/Ethnicity, 2021

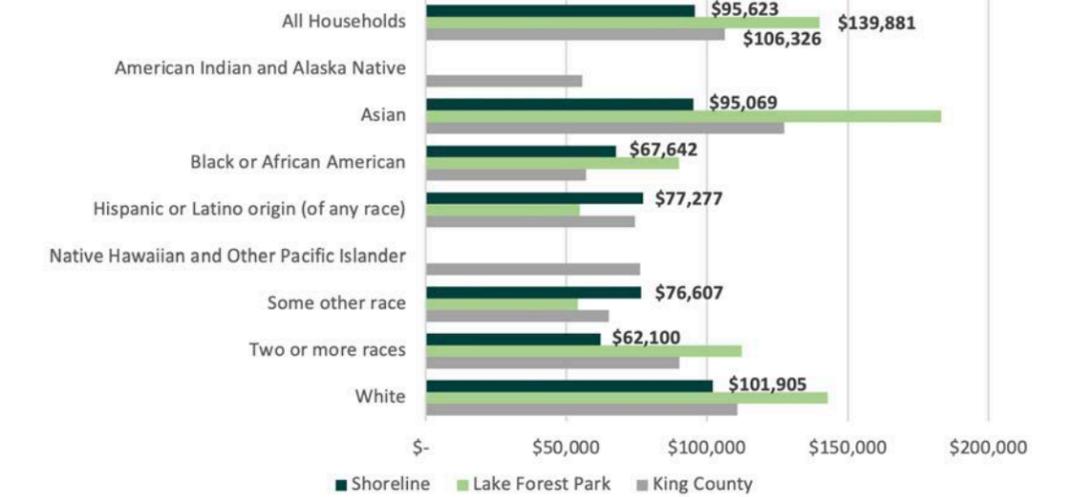
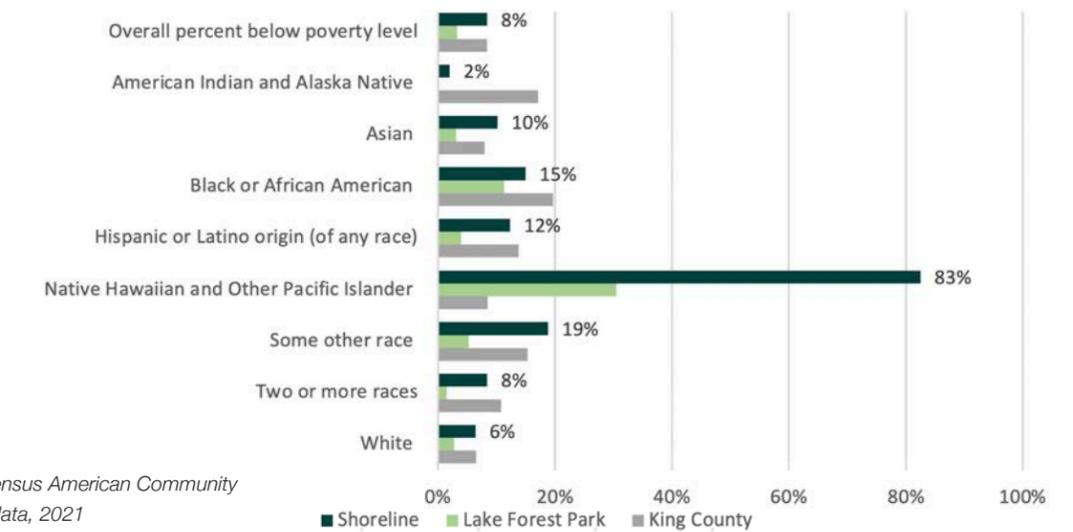


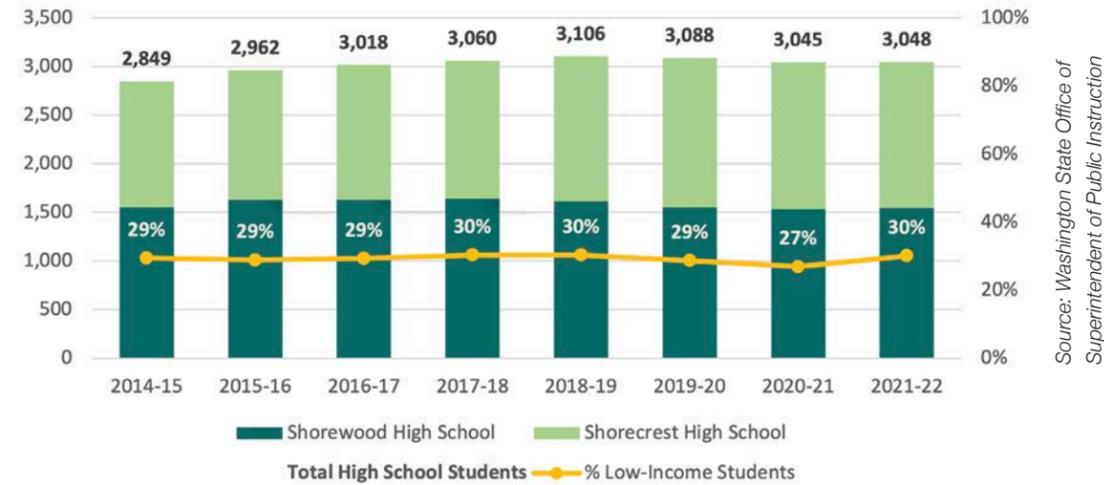
Figure 4: Poverty Rate of Residents in Service Area Communities and King County, Total and by Race/Ethnicity, 2021



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

High school enrollment in Shoreline School District has been stable in recent years. However, a decline experienced among K-8 student enrollments between 2019-20 and 2020-21 could mean, high school enrollments in the school district may experience a similar decline as these students grow older. Nearly half of all students in public schools in Washington state and approximately one in three of students in Shoreline School District are considered low-income, which means they qualify for free or reduced-cost lunch at school, according to the Washington State Office of Superintendent of Public Instruction.

Figure 5: Shoreline School District Total High School Enrollments and Percent of Low-Income Students, 2014-15 to 2021-22



Source: Washington State Office of Superintendent of Public Instruction

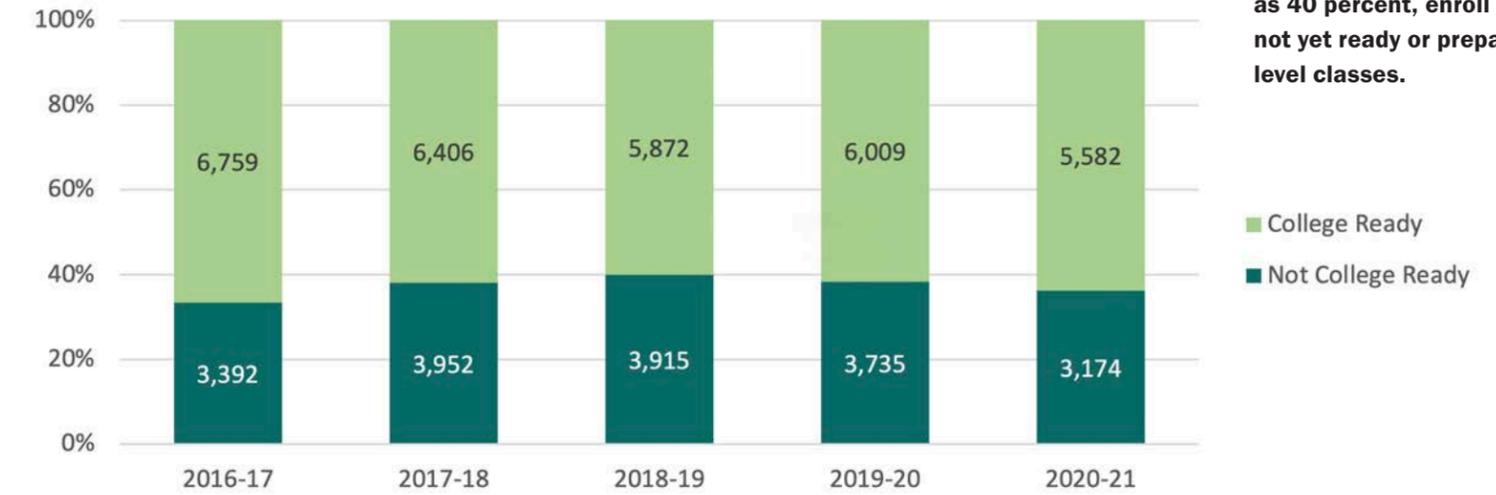
Shoreline could do more to promote its services and programs to the community and integrate DEIA values and accessibility into the physical and operating structures of the College.

- Approximately 60 percent of Shoreline high school graduates choose to enroll at a 4-year university over Shoreline or another community college. Survey respondents and focus group participants stated that there appears to be a stigma associated with attending community college among high school students.
- Only one-third of Black and Latino residents in Shoreline's service area, and 15 percent of residents who identify as Native Hawaiian or Pacific Islander, have a bachelor's degree.
- Outreach revealed both first and secondhand accounts that persons with limited mobility have trouble navigating the physical campus and the absence of lighting and fencing can make a person feel unsafe.

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

- Shoreline has not experienced headcount declines at the rates of its peers. This is especially true among historically underserved students of color, where student counts only declined by 4 percent between 2017-18 and 2020-21, though Shoreline enrolls fewer students of color from historically underserved backgrounds than other community colleges in the region. While enrollments have increased for four quarters in a row in 2023-2024, there is an overall concern that this trend will continue.
- Shoreline experienced largest headcount declines among students older than 50 (-32%), continuing and returning students (each -29%), international students (-28%) and students 18 to 24 years of age (-18%).

Figure 6: Shoreline Student Readiness for College, 2016-17 to 2020-21



Source: Shoreline Tableau Dashboard

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

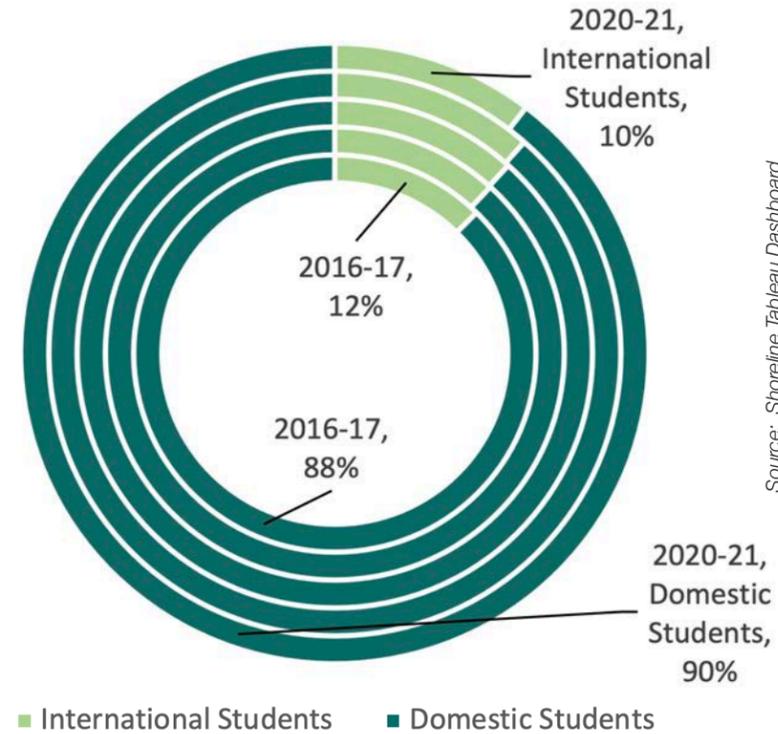
- Course enrollments have declined by 25 percent among students of color from historically underserved groups and 21 percent among international students between 2016-17 and 2020-21.
- COVID has also impacted Shoreline's amenities and culture. Students report that the campus lacks basic amenities (e.g. hot food) and opportunities for social gatherings.

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

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

- At least 25 percent of the student population was eligible to receive Pell grants, which are awarded to state-supported students who demonstrate financial need.
- About 20 percent of Shoreline students have taken some college courses before enrolling but have not finished a degree.
- Nearly one in five students have identified themselves as first-generation students to the college, though this data is incomplete.

Figure 7: Percentage of Domestic and International Students at Shoreline, 2016-17 to 2020-21



International students make up **approximately one in ten students at Shoreline. More than 60 countries are represented** among the more than 900 students who enroll from abroad.

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

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

- Demographic data, such as household income, first generation status, and race/ethnicity information for international students is not fully available or known.
- Connections are needed between student services program data and student outcomes data, to follow students from first visit to enrollment to degree.
- Faculty and staff report difficulties in assessing the needs of the historically underrepresented groups due to the lack of data on student progress.

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

- Ten Shoreline programs have 40 percent or more enrollments from international students, including ESL programs, Nursing (10 quarter program), Drama, Physics, Economics, and Japanese.
- About 65% of associate transfer degrees are international students.
- Conversations with students revealed a desire from both domestic and international students to have more programs and social opportunities to support and learn from each other.

Shoreline gave out 33 percent fewer awards in 2021-22 than in 2017-18, with the greatest decline among certificate awards, down 53 percent during this period. Associate degrees awarded declined by 24 percent. Between 15 and 19 percent of awards were earned by students from historically underserved racial or ethnic backgrounds (URM).

Source: Washington State Board for Community and Technical Colleges

Figure 8: Shoreline Award Outcomes, 2017-18 to 2021-22



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

- Rates of online instruction have been growing in the last few academic years, even before the pandemic led to courses to be transferred online.
- Shoreline's overall course persistence and success rates have been improving in recent years, though differences appear when looking at these outcomes by modality.
- Course success rates among online courses lag behind other modalities and overall rates by three to seven percentage points, though more students are persisting through the end of their online classes.
- Students of color from historically underserved backgrounds who enroll in online classes have lower rates of course success than those in hybrid or in-person classes.

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

- Associate degrees for transfer, short-term certificate awards and professional or technical associate degrees remain the most common award earned by students.
- Overall, Associate degrees awarded to students have declined by 24 percent, while the rate of awards earned by students from historically underserved racial or ethnic backgrounds (URM) grew from 15 to 19 percent of all awards.
- The greatest decline has been among certificate awards, down 53 percent during this period.



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

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

Shoreline Student Demographics

- Residence of Shoreline students by zip code and/or community
- Foreign-born domestic student counts, languages of preference among students
- International student data by home country, race/ethnicity data for international students
- High School dual enrolled student counts by current school

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

College Readiness Indicators and Outcomes

- Placement into Shoreline English and math courses
- College-level English and math course completions

Course and Program Outcomes

- Outcome and awards data by program
- Award outcomes by race/ethnicity and by underserved/disadvantaged student groups

Shoreline Programs and Labor Market Analysis

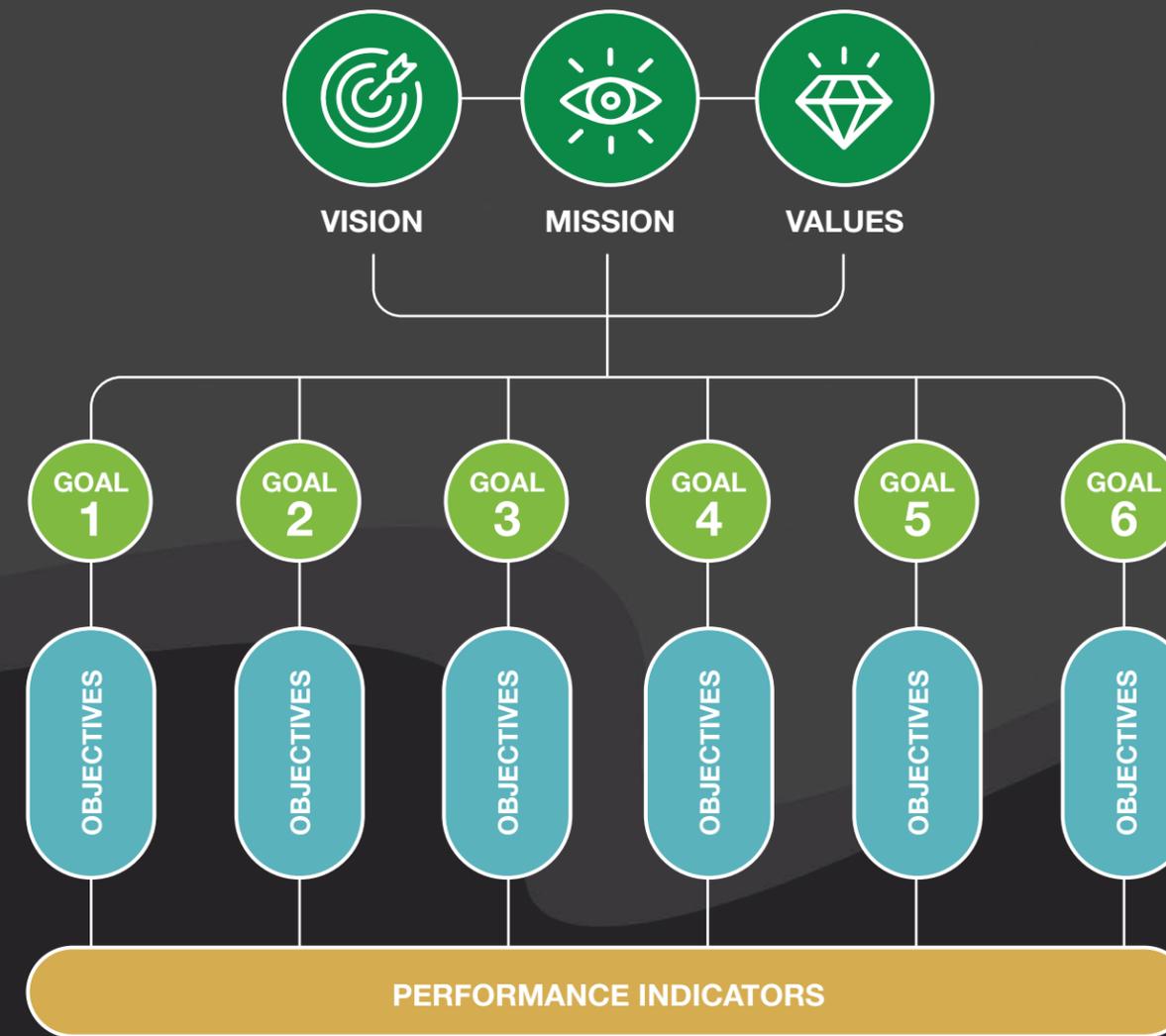
- List of Shoreline programs and credentials available to provide a labor market analysis of current and potential program needs in the local economy



3

STRATEGIC PLAN FRAMEWORK

EQUITY STATEMENT



EQUITY STATEMENT

Shoreline Community College is committed to establishing a truly inclusive community, and we recognize the profound significance of striving toward equity in education. Equity work compels us to lead from an anti-racist framework, fostering a more supportive and fairer environment. This approach in centering anti-racism benefits all members of the community regardless of their background, as doing so seeks to remove barriers for everyone.

Shoreline Community College recognizes that historical and current structural barriers, deeply rooted in racism and inequality, have long hindered the success of students from underserved backgrounds. We are also dedicated to continuously acknowledging the diversity of our community and the intersections of our physical and mental abilities and our identities which include but are not limited to racial, economic, sexual, and linguistic backgrounds. Our dedication extends to breaking down any barriers that may adversely affect our community members because of any marginalized intersectionality.

We acknowledge that our journey toward equity is ongoing. We embrace the challenge of supporting each other toward becoming an equity-intentional institution by leveraging measurable outcomes from the Equity Centered Strategic Plan to create a culture that fosters retention and reduces opportunity gaps in student success. This approach intentionally aligns our vision with that of the State Board of Community and Technical Colleges.

Our approach towards equity is dynamic, evolving with the needs of our diverse campus, including students, faculty, and staff. We understand that to truly embrace anti-racist principles, our actions must be bold and transformative. We commit to not just speaking about diversity, equity, inclusion, and accessibility, but to living these values through decisive and impactful actions. Our dedication goes beyond mere acknowledgment of inequities in our current structure; we are committed to being a catalyst for radical change and holding ourselves accountable.

VISION STATEMENT

We envision a future:

- Where every student has equitable access to an affordable, transformative education
- Where lived experiences do not predict success and
- Where the diversity of student experiences enriches us all

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 an educational environment that contributes to the enrichment of both our local and global communities.

VALUE STATEMENTS



Diversity and Inclusion: Creating an inclusive environment for students and staff that values every individual's unique perspective and contribution.



Student-Centered: Placing students at the heart of our actions, prioritizing their needs, aspirations, and well-being in all aspects of the college experience.



Community Engagement: Fostering collaboration within our wider community to collectively address needs and enhance the overall well-being of our region.



Quality Education: Providing an equitable learning environment and a commitment to teaching excellence that ensures that our students acquire the knowledge and skills needed for success in their careers and as global citizens.



Accessibility and Affordability: Removing obstacles and providing essential resources to support students along their educational journey.



4

EQUITY-BASED PERFORMANCE INDICATORS

4 EQUITY-BASED PERFORMANCE INDICATORS

The Mission fulfillment indicators for Shoreline Community College are presented in the following tables: Student Achievement and Student Learning (Table One); Inclusion (Table Two); Community Engagement (Table Three); Regional Impact (Table Four); and Global Impact (Table Five).

TABLE ONE: STUDENT ACHIEVEMENT AND STUDENT LEARNING METRICS

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

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

STRATEGIC PLAN GOAL AREAS	INDICATOR	DEFINITION	DATA DISAGGREGATION CATEGORIES	TARGETS
STUDENT ACHIEVEMENT INDICATORS:				
A, B, D	Persistence: Equity gap 2	Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average	Native Hawaiian or Other Pacific	Increase from 50.0% to 63.6%
A, C, E	Postgraduation Success A	Post-College Employment	Race/Ethnicity, Age, Gender, First Generation Status, Received Need-Based Aid	Increase from 62.9% to 68.1%
A, C, E	Postgraduation Success A Equity gap 1	Post-College Employment Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	Black or African American	Increase from 45.6% to 62.9%
A, C, E	Postgraduation Success A Equity gap 2	Post-College Employment Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	White	Increase from 62.5% to 68.5%
A, C, E	Postgraduation Success A Equity gap 3	Post-College Employment Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	ages 25-29	Increase from 59.9% to 69.2%
A, C, E	Postgraduation Success A Equity gap 4	Post-College Employment Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	ages 30-39	Increase from 62.0% to 69.4%

STRATEGIC PLAN GOAL AREAS	INDICATOR	DEFINITION	DATA DISAGGREGATION CATEGORIES	TARGETS
STUDENT ACHIEVEMENT INDICATORS:				
A, C, E	Postgraduation Success A Equity gap 5	Post-College Employment Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	ages 40+	Increase from 50.0% to 57.8%
A, C, E	Postgraduation Success A Equity gap 6	Post-College Employment Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	females	Increase from 61.8% to 68.9%
A, C, E	Postgraduation Success A Equity gap 7	Post-College Employment Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	Did Not Receive Need-Based Aid	Increase from 52.6% to 62.9%
A, C, E	Postgraduation Success B	Post-College Transfer	Race/Ethnicity, Age, Gender, First Generation Status, Received Need-Based Aid	Maintain or exceed 33.9%
A, C, E	Postgraduation Success B Equity gap 1	Post-College Transfer Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	Black or African American	Increase from 20.6% to 33.9%
A, C, E	Postgraduation Success B Equity gap 2	Post-College Transfer Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	Hispanic or Latino	Increase from 21.8% to 28.3%

STRATEGIC PLAN GOAL AREAS	INDICATOR	DEFINITION	DATA DISAGGREGATION CATEGORIES	TARGETS
STUDENT ACHIEVEMENT INDICATORS:				
A, C, E	Postgraduation Success B Equity gap 3	Post-College Transfer Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	ages 25-29	Increase from 29.1% to 36.2%
A, C, E	Postgraduation Success B Equity gap 4	Post-College Transfer Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	ages 40+	Increase from 26.5% to 33.9%
A, C, E	Postgraduation Success B Equity gap 5	Post-College Transfer Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	Received Need- Based Aid	Increase from 24.3% to 33.9%
A, B, F	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 2nd year Fall quarter (or completing in the interim)	Race/Ethnicity, Age, Gender, First Generation Status, Received Need-Based Aid	Maintain or exceed 47.4%
A, B, F	Retention Equity gap 1	Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	Black or African American	Increase from 38.2% to 43.1%

STRATEGIC PLAN GOAL AREAS	INDICATOR	DEFINITION	DATA DISAGGREGATION CATEGORIES	TARGETS
STUDENT ACHIEVEMENT INDICATORS:				
A, B, F	Retention Equity gap 2	Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	Age 20-24	Increase from 40.5% to 47.4%
A, B, F	Retention Equity gap 3	Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average or with a 5% gap between a Shoreline disaggregated population and the corresponding average for the same population for the regional peer group	Age 40+	Increase from 45.0% to 50.6%
A, B	Student Learning Indicator: Critical Thinking	75% percent of students meeting expectations related to Critical Thinking Shoreline Student Learning Outcome	Race/Ethnicity, Age, Gender, First Generation status, Pell Eligibility	Maintain or exceed 89.8%
A, B	Student Learning Indicator: Equity & Social Justice Equity gap 1	75% percent of students meeting expectations related to Equity & Social Justice Shoreline Student Learning Outcome	Race/Ethnicity, Age, Gender, First Generation status, Pell Eligibility	Maintain or exceed 75.4%
A, B	Student Learning Indicator: Equity & Social Justice Equity gap 2	Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average	Asian	Increase from 69.2% to 75%
A, B	Student Learning Indicator: Equity & Social Justice Equity gap 3	Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average	Hispanic or Latino	Increase from 45.5% to 75%
A, B	Student Learning Indicator: Equity & Social Justice Equity gap 4	Equity gap, in which disaggregated student population shows a gap exceeding 5% of the college average	Males	Increase from 66.1% to 75%

TABLE TWO: INCLUSION

Data was taken from a survey in 2022 from Hanover Research which included 303 Summer 2022 respondents and 278 Fall 2023 Respondents (Faculty 36%, Classified 30%, Admin 34%). The numbers below represent the percentage of respondents that agree with the inclusion statements provided in the survey.

THE RESULTS OF TABLE TWO APPLY TO STRATEGIC PLAN GOALS A, B, AND E

COLLEGE MEMBERSHIP	FEEL WELCOME	RESPECTED	LIKE I BELONG	VALUED	SENSE OF COMMUNITY	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 for Shoreline Community College is a measurable improvement to the year-over-year percentages displayed in this table. The evaluation data will be disaggregated to determine if there are any equity gaps, and to determine what will be needed to address those gaps.

TABLE THREE: COMMUNITY ENGAGEMENT

Community Engagement is measured by tracking the results of the Shoreline Community College Foundation fundraising activities, specifically the results of the Annual Fundraising event and the end of year campaign.

THE RESULTS OF TABLE THREE APPLY TO STRATEGIC PLAN GOALS E AND F

EVENT	2022	2023
Annual Fundraising event participation	171	268
Annual Fundraising event amount raised	41,000	114,000
End of year campaign number of gifts	14	2600
End of year campaign amount raised	55	42,000

The target for Shoreline Community College is to obtain increases in year-over-year attendance at Fundraising events and the number of major gifts and the dollar values of the gifts in all categories.

TABLE FOUR: 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.

Source: M1 Velocity of Money ratio value of 1.546 as of Q4 2023, as published by the Federal Reserve of St. Louis.

THE RESULTS OF TABLE FOUR APPLY TO STRATEGIC PLAN GOAL E

SHORELINE COMMUNITY COLLEGE GENERATES AN ESTIMATED \$100 MILLION OF ANNUAL ECONOMIC ACTIVITY IMPACT IN THE COMMUNITY.



The target for Shoreline Community College is to achieve an increase in regional impact over the next five year period.

TABLE FIVE: GLOBAL IMPACT

The metric for assessing global impact is the number of students who participate in Study Abroad activities. This is represented below by the programs led by Shoreline Community College faculty and the Washington Community College Consortium for Study Abroad (WCCCSA).

THE RESULTS OF TABLE FIVE APPLY TO STRATEGIC PLAN GOALS A, B, C, AND F

YEAR	FACULTY-LED	WCCCSA	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	Low results due to Pandemic
2020-21	0	0	Low results due to Pandemic
2021-22	0	0	Low results due to Pandemic
2022-23	0	6	6

The target for Shoreline Community College is to increase overall student participation and increase the proportion of students of color who are enrolled in these programs.



5

STRATEGIC PLAN GOALS AND OBJECTIVES

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.



GOAL B: STUDENT SUPPORT SERVICES

Provide comprehensive student support services.

A5. Support strategies to achieve robust international student enrollment based on best practices for successful IEM (International Enrollment Management) at a community college.

Timeframe: On-Going. Lead: Associate Vice President of International Education and GLocal Engagement.

A6. Assess enrollment and retention patterns in all degree programs and identify those programs that merit additional investment and potential expansion based on economic and enrollment trends.

Timeframe: Years 3 - 5. Vice President of Instruction and Vice President of Student Services.

A7. Evaluate opportunities to increase College offerings in the high-demand disciplines (e.g., Biotech, STEM, Auto-tech, Nursing, etc.), to boost overall College enrollment and employment prospects for Shoreline graduates with a particular focus on historically underrepresented communities; explore possibilities for establishing baccalaureate degree programs in these areas.

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

A8. Establish a dynamic class schedule model, based on student needs, and adopt an overarching approach that implements a systematic mechanism for timely collection of valuable feedback

from individuals involved in student support roles (e.g., academic advisors), allowing for a comprehensive assessment rather than program-specific evaluation.

Timeframe: Year 3. Lead: Vice President of Instruction.

A9. Ensure that academic programs and services are provided through a Guided Pathways lens at times and in all modalities that meet the needs of the growing adult population by evaluating career technical program offerings and student support services annually and developing new or adjusting existing modalities and services (evening/part-time, etc.) to support adult learners as they pursue and complete training in high-demand programs in the region.

Timeframe: Years 1 - 2. Lead: Vice President of Instruction and Vice President of Student Services.

A10. Develop and implement a data-informed Academic Plan outlining current and potential future program offerings.

Timeframe: Years 1 - 2: Vice President of Instruction and Vice President of Student Services, and Vice President of Business and Administrative Services

Note: The Academic Plan informs future faculty and staffing needs, facility and technology requirements, etc.

B1. Assess student needs on an ongoing basis so all students receive an equitable and consistent level of support, attention, and guidance (e.g., financial aid, advising, counseling, childcare, mentorship, transportation, bookstore, etc.) throughout their time at Shoreline.

Context: NWCCU Standard 2.G.1.

Timeframe: Years 1 - 2. Lead: Associate Vice President - International Education & Global Engagement and Vice President of Student Services

B2. Define the ideal level of student support and evaluate, on an annual basis, student support services and programs using data on student demand (e.g., food insecurity, transportation, childcare, etc.) to identify opportunities for improvement, implement necessary changes, and clearly communicate the process and procedures for students to seek and obtain the support they need.

Context: NWCCU Standards 1.B.1; 2.G.1; SB 5194.

Timeframe: Years 1-2. Lead/Support Roles: Vice President of Diversity, Equity, Inclusion, and Accessibility, Vice President of Student Services.

B3. Prioritize student support services programs for First Generation, Historically Underrepresented Groups, and Students with Disabilities (e.g., develop a tiered model of advising and navigation services to achieve an equitable distribution of College resources).

Context: NWCCU Standard 2.G.1.

Timeframe: Year 1. Lead: Vice President of Diversity, Equity, Inclusion, and Accessibility, Vice President of Student Services.

B4. Expand opportunities for student-run network events and social gatherings, including culturally appropriate student outreach programs to strengthen a sense of belonging, and peer-to-peer mentoring and support among all students to mentor and assist each other in navigating the educational system, with a focus on historically underrepresented groups (e.g. communities of color, students with disabilities, and low-income communities).

Context: NWCCU Standard 2.G.1.; SB 5194.

Timeframe: Year 1. Lead: Director of Guided Pathways.

GOAL C: ORGANIZATIONAL DEVELOPMENT, SYSTEMS, AND PROCESSES

Strengthen Shoreline's organizational culture and create an inclusive and equitable work environment.



C1. Evaluate, clarify, and restructure Shoreline's operational infrastructure where necessary (e.g., hiring, onboarding, job descriptions, ctcLink, employee and faculty evaluations, interdepartmental knowledge, collaboration inter-departmentally/departmentally/unions, employee & faculty accountability, etc.) and ensure that new processes are well-documented.

Context: NWCCU Standard 2.F.3.

Timeframe: Year 2. Lead: Executive Director of Human Resources.

C2. Implement the new 360-degree administrative performance review system with clearly written and published criteria for all positions; ensure that all faculty, staff, and administrators are evaluated regularly and are held accountable for making changes to their processes, procedures, or pedagogy, where necessary.

Context: NWCCU Standard 2.F.4.

Timeframe: Year 1. Lead: Executive Director of Human Resources.

C3. Implement a participatory governance system that includes ongoing training, coaching, and support that centers on collaborative decision-making and transformative leadership to engage the executive team, faculty, staff, administrators, unions, and students in decision-making processes; ensure that the results of these decision-making processes are communicated to the Shoreline College campus community.

Context: NWCCU Standards 2.A.2; 2.A.4.

Timeframe: Years 1 - 2. Lead: President.

C4. Align the Strategic Plan goals and objectives and College mission statement with State directives and best practices.

Context: NWCCU Standard 1.A.1.

Timeframe: Year 1. Lead: Vice President of Diversity, Equity, Inclusion, and Accessibility, Executive Director of Human Resources, and President.

C5. Instill a culture and practice of cultural humility, inclusion and equity through continuous growth and improvement at the individual and department level through ongoing professional development (e.g., DEI/anti-racism training) for faculty, staff, the Board of Trustees

and students related to and aligned with one's role at the College.

Context: NWCCU Standard 2.F.2; SB 5227.

Timeframe: Years 2 - 3. Lead: Vice President of Diversity, Equity, Inclusion, and Accessibility, and Executive Director of Human Resources.

C6. Create inclusive physical, emotional, and mental spaces including but not limited to annual listening and feedback sessions to build trust among all affinity groups including faculty, administrators, classified staff, and students and conduct a College-wide DEIA climate assessment every five years.

Context: SB 5227.

Timeframe: Year 3. Lead: Vice President of Diversity, Equity, Inclusion, and Accessibility, Executive Director of Human Resources.

C7. Implement a set of guiding principles for budgeting and resource allocation that reflect faculty, staff, administrator, and student feedback in an open and transparent manner.

Context: NWCCU Standards 2.E.2; 2.E.3.

Timeframe: Year 1. Lead: Vice President of Business and Administrative Services.

C8. Implement a College-wide communication strategy that uses the most current data and demonstrates the College's commitment to transparency and participatory decision-making.

Context: NWCCU Standard 2.A.4.

Timeframe: Year 1. Lead: President, Executive Director of Strategic Communications, and Associate Vice President of International Education

C9. Identify opportunities for the Board of Trustees and College leadership to advocate for increased compensation within our State system.

Timeframe: On-going. Lead: Executive Director of Human Resources, Executive Director of Strategic Communications and Marketing.

C10. Track and evaluate progress on Strategic Plan implementation in a publicly accessible format, identifying how all College-wide projects related to the Strategic Plan.

Timeframe: Year 1. Lead: Associate Vice President of International Education, Executive Director of Strategic Communications, and Strategic Plan and Budget Council.

GOAL D: FACILITIES AND TECHNOLOGY

Provide a welcoming environment with campus-wide accessibility for all students and employees.

D1. Ensure that all students and employees have adequate access to the technology they need, at home and on-campus, consistent with accessibility standards for all students to participate and succeed in online instruction based on student needs data (see Accessible Information Technology Policy 3811).

Context: NWCCU Standard 2.I.1.

Timeframe: Years 2 - 3: Vice President of Instruction, Vice President of Student Services and Vice President of Business and Administrative Services

D2. Implement an ADA Access Plan based on a comprehensive accessibility audit of all physical structures and facilities, including but not limited to, ramps, push buttons, and sidewalks.

Context: NWCCU Standard 2.I.1.

Timeframe: Years 2 - 3. Lead: Vice President of Student Services and Vice President of Business and Administrative Services.

Support: Director of Facilities

D3. Assess all aspects of the campus environment and update the College's Capital Facilities and Maintenance Plan to ensure that current and projected academic program facility needs are met and that all physical and digital facilities are ADA-compliant, well-maintained, secure, replaced or upgraded, and provide a welcoming, inclusive, and sustainable environment for all.

Context: NWCCU Standard 2.I.1.

Timeframe: Years 2 - 3. Lead: Vice President of Business and Administrative Services | Support: Director of Facilities

D4. Create meaningful opportunities for learning that tie into Shoreline's new capital projects, while connecting the leadership from tribal communities to the history of the City and College of Shoreline.

Timeframe: Year 5. Lead: Vice President of Instruction.

D5. Create and launch an intranet platform for internal communications and resource sharing (e.g., SharePoint)

Timeframe: Years 1 - 3.

Lead: Executive Director of Strategic Communications and Marketing.

D6. Ensure that all information technology and electronic content provide comparable functionality, experience, and information access to students, employees, and community members with disabilities, including those who use assistive technology; update educational technology to current industry standards.

Timeframe: Years 1 - 2.

Lead: Executive Director of Strategic Communications and Marketing and Associate Vice President - Planning, Institutional Effectiveness, and Project Management.

GOAL E: COMMUNITY CONNECTIONS, PARTNERSHIPS, AND COLLABORATION

Build and sustain community and business partnerships.

E1. Collaborate with Shoreline and neighboring cities, King and Snohomish Counties, and Washington State to maintain the most up-to-date socio-economic demographic data that is also based on the most recent available census numbers for Shoreline Community College's service area to ensure that academic and support programs are reflective of current trends and needs.

Timeframe: Years 1 - 2. Lead: Associate Vice President - Planning, Institutional Effectiveness, and Project Management.

E2. Strengthen ongoing relationships with external local, regional, national, and global partners including, but not limited to, business, community-based organizations, institutions of higher education, and career placement agencies in order to increase enrollment and expand opportunities for students.

Timeframe: Years 1 - 2. Lead: President, Executive Director of Strategic Communications and Marketing.

E3. Strengthen Shoreline Community College's identity and brand and cultivate Shoreline as a hub for global learning and experiences through traditional written and multi-media methods.

Timeframe: Years 1 - 2. Lead: Executive Director of Strategic Communications and Marketing.

E4. Expand Shoreline's promotions and marketing of all educational programs through targeted advertising campaigns and promotions (e.g., the International Education, Transitional Studies, post-baccalaureate programs,

transfer and technical education programs, continuing education services, facilities, and other beneficial community programs offered by the College).

Timeframe: Years 1 - 2. Lead: Executive Director of Strategic Communications and Marketing, and Associate Vice President of International Education and Global Engagement.

E5. Promote the value of a community college education as a viable path to further higher education and professional careers by celebrating the educational accomplishments of our students with prospective students and their families through traditional written and multi-media platforms.

Timeframe: On-going. Lead: Executive Director of Strategic Communications and Marketing

E6. Strengthen connections with the two local high schools and establish new connections with surrounding area high schools, middle schools, and community-based organizations; make it easier for students to enroll at Shoreline Community College ("on-the-spot").

Timeframe: Years 1 - 2. Lead: Vice President of Student Services.

E7. Maintain a strong presence at local community events, host more community-facing events on campus, and provide more opportunities for local community organizations and nonprofits to rent campus facilities.

Timeframe: On-going. Lead: President.

E8. Strengthen and leverage the College's alumni network.

Timeframe: Year 1. Lead: Foundation Executive Director.

GOAL F: ENROLLMENT MANAGEMENT AND FISCAL STABILITY

Foster the conditions for long-term financial stability and resilience through forecasting, effective enrollment management, revenue-enhancement, and revenue diversification opportunities.

F1. Design and implement user-friendly reporting tools, training programs, and a regular calendar for sharing budget and financial data with the College Community to ensure transparency and accountability.

Context: NWCCU Standards 2.E.1; 2.E.2; 2.E.3.

Timeframe: Years 1 - 2. Lead: Vice President of Business and Administrative Services.

F2. Develop and implement Strategic Enrollment Management Plans to increase student enrollment using the latest demographic, economic, and student mobility data.

Timeframe: Years 1 - 2. Lead: Vice President of Instruction; Associate Vice President of International Education & Global Engagement; Vice President of Student Services

F3. Identify potential cost reduction opportunities and implement a plan for streamlining processes and procedures and eliminating redundancies.

Timeframe: Years 1-5. Lead: Vice President of Business and Administrative Services.

F4. Create and implement a grant funding opportunities plan based on the College's strategic priorities with set annual funding targets.

Timeframe: Years 1-5. Lead: AVP-PIE | Support: PIE/Grants Coordinator

F5. Create and implement a plan for expanding contract education programs and partnership opportunities with local, regional, and global area businesses.

Timeframe: Years 2 - 4. Lead: Vice President of Instruction | Support: Advancement Office and the Strategic Plan and Budget Council





6

IMPLEMENTING ACTIONS

6 IMPLEMENTING ACTIONS

The following pages highlight the specific objectives that are anticipated to be completed within the first two years following adoption of the Strategic Plan. The President will assign responsibility for implementation of the Strategic Plan to a series of goal area teams headed by members of the College's Executive Team. Progress on the implementation of the goals and objectives will be tracked on the Shoreline Community College Website.

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; align counseling, advisory, and navigation services and activities 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.

Related Performance Indicator(s): Completion: Increase with focus on American Indian / Alaska Native, Black / African American; **Persistence:** Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+; **Transfer:** Increase with focus on Black / African-American, Hispanic / Latino, ages 25-29 and 40+, and those that did not receive need-based aid

A9. Ensure that academic programs and services are provided through a Guided Pathways lens at times and in all modalities that meet the needs of the growing adult population by evaluating career technical program offerings and student support services annually and developing new or adjusting existing modalities and services (evening/part-time, etc.) to support adult learners as they pursue and complete training in high-demand programs in the region.

Timeframe: Years 1 - 2. Lead: Vice President of Instruction and Vice President of Student Services.

Related Performance Indicator(s): Post Graduation Success: Increase with focus on Black / African American, White, ages 25-29, 30-39, and 40+, Women, and those that did not receive need-based aid; **Completion:** Increase with focus on American Indian / Alaska Native, Black / African American; **Persistence:** Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+; **Transfer:** Increase with focus on Black / African-American, Hispanic / Latino, ages 25-29 and 40+, and those that did not receive need-based aid

A10. Develop and implement a data-informed Academic Plan outlining current and potential future program offerings.

Timeframe: Years 1 - 2. Lead: Vice President of Instruction and Vice President of Student Services, and Vice President of Business and Administrative Services

Related Performance Indicator(s): Maintain or increase; 75% percent of students meeting expectations related to Critical Thinking Shoreline Student Learning Outcome; 75% percent of students meeting expectations related to Equity & Social Justice Shoreline Student Learning Outcome; Focusing on Asian, Hispanic / Latino, Males;

Completion: Increase with focus on American Indian / Alaska Native, Black / African American; **Persistence:** Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+; **Transfer:** Increase with focus on Black / African-American, Hispanic / Latino, ages 25-29 and 40+, and those that did not receive need-based aid

GOAL B: STUDENT SUPPORT SERVICES

PROVIDE COMPREHENSIVE STUDENT SUPPORT SERVICES.

B1. Assess student needs on an ongoing basis so all students receive an equitable and consistent level of support, attention, and guidance (e.g., financial aid, advising, counseling, childcare, mentorship, transportation, bookstore, etc.) throughout their time at Shoreline.

Context: NWCCU Standard 2.G.1.

Timeframe: Years 1 - 2. Lead: Associate Vice President - International Education & Global Engagement and Vice President of Student Services

Related Performance Indicator(s): Persistence: Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+

B2. Define the ideal level of student support and evaluate, on an annual basis, student support services and programs using data on student demand (e.g., food insecurity, transportation, childcare, etc.) to identify opportunities for improvement, implement necessary changes, and clearly communicate the process and procedures for students to seek and obtain the support they need.

Context: NWCCU Standards 1.B.1; 2.G.1; SB 5194.

Timeframe: Years 1-2. Lead/Support Roles: Vice President of Diversity, Equity, Inclusion, and Accessibility, Vice President of Student Services.

Related Performance Indicator(s): Persistence: Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+

B3. Prioritize student support services programs for First Generation, Historically Underrepresented Groups, and Students with Disabilities (e.g., develop a tiered model of advising and navigation services to achieve an equitable distribution of College resources).

Context: NWCCU Standard 2.G.1.

Timeframe: Year 1. Lead: Vice President of Diversity, Equity, Inclusion, and Accessibility, Vice President of Student Services.

Related Performance Indicator(s): Persistence: Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+

B4. Expand opportunities for student-run network events and social gatherings, including culturally appropriate student outreach programs to strengthen a sense of belonging, and peer-to-peer mentoring and support among all students to mentor and assist each other in navigating the educational system, with a focus on historically underrepresented groups (e.g. communities of color, students with disabilities, and low-income communities).

Context: NWCCU Standard 2.G.1.; SB 5194.

Timeframe: Year 1. Lead: Director of Guided Pathways.

Related Performance Indicator(s): Inclusion Target

GOAL C: ORGANIZATIONAL DEVELOPMENT, SYSTEMS, AND PROCESSES

STRENGTHEN SHORELINE'S ORGANIZATIONAL CULTURE AND CREATE AN INCLUSIVE AND EQUITABLE WORK ENVIRONMENT.

C2. Implement the new 360-degree administrative performance review system with clearly written and published criteria for all positions; ensure that all faculty, staff, and administrators are evaluated regularly and are held accountable for making changes to their processes, procedures, or pedagogy, where necessary.

Context: NWCCU Standard 2.F.4.

Timeframe: Year 1. Lead: Executive Director of Human Resources

Related Performance Indicator(s): Inclusion Target

C3. Implement a participatory governance system that includes ongoing training, coaching, and support that centers on collaborative decision-making and transformative leadership to engage the executive team, faculty, staff, administrators, unions, and students in decision-making processes; ensure that the results of these decision-making processes are communicated to the Shoreline College campus community.

Context: NWCCU Standard 2.A.4.

Timeframe: Years 1 - 2. Lead: President

Related Performance Indicator(s): Inclusion Target

C4. Align the Strategic Plan goals and objectives and College mission statement with State directives and best practices.

Context: NWCCU Standard 1.A.1.

Timeframe: Year 1. Lead: Vice President of Diversity, Equity, Inclusion, and Accessibility, Executive Director of Human Resources, and President.

Related Performance Indicator(s): Institutional

C7. Implement a set of guiding principles for budgeting and resource allocation that reflect faculty, staff, administrator, and student feedback in an open and transparent manner.

Context: NWCCU Standards 2.E.2; 2.E.3.

Timeframe: Year 1. Lead: Vice President of Business and Administrative Services

Related Performance Indicator(s): Inclusion and Regional Impact Targets

C8. Implement a College-wide communication strategy that uses the most current data and demonstrates the College's commitment to transparency and participatory decision-making.

Context: NWCCU Standard 2.A.4.

Timeframe: Year 1. Lead: President, Executive Director of Strategic Communications, and Associate Vice President of International Education

Related Performance Indicator(s): Inclusion Target

C10. Track and evaluate progress on Strategic Plan implementation in a publicly accessible format, identifying how all College-wide projects related to the Strategic Plan.

Timeframe: Year 1. Lead: Associate Vice President of International Education, Executive Director of Strategic Communications, and Strategic Plan and Budget Council

Related Performance Indicator(s): Institutional

GOAL D: FACILITIES AND TECHNOLOGY

PROVIDE A WELCOMING ENVIRONMENT WITH CAMPUS-WIDE ACCESSIBILITY FOR ALL STUDENTS AND EMPLOYEES.

D6. Ensure that all information technology and electronic content provide comparable functionality, experience, and information access to students, employees, and community members with disabilities, including those who use assistive technology; update educational technology to current industry standards.

Timeframe: Years 1 - 2.

Lead: Executive Director of Strategic Communications and Marketing and Associate Vice President - Planning, Institutional Effectiveness, and Project Management

Related Performance Indicator(s): Inclusion Target

GOAL E: COMMUNITY CONNECTIONS, PARTNERSHIPS, AND COLLABORATION

BUILD AND SUSTAIN COMMUNITY AND BUSINESS PARTNERSHIPS.

E1. Collaborate with Shoreline and neighboring cities, King and Snohomish County, and Washington State to maintain the most up-to-date socio-economic demographic data that is also based on the most recent available census numbers for Shoreline Community College's service area to ensure that academic and support programs are reflective of current trends and needs.

Timeframe: Years 1 - 2. Lead: Associate Vice President - Planning, Institutional Effectiveness, and Project Management.

Related Performance Indicator(s): Completion: Increase with focus on American Indian / Alaska Native, Black / African American; **Persistence:** Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+; **Transfer:** Increase with focus on Black / African-American, Hispanic / Latino, ages 25-29 and 40+, and those that did not receive need-based aid

E2. Strengthen ongoing relationships with external local, regional, national, and global partners including, but not limited to, business, community-based organizations, intuitions of higher education, and career placement agencies in order to increase enrollment and expand opportunities for students.

Timeframe: Years 1 - 2. Lead: President, Executive Director of Strategic Communications and Marketing

Related Performance Indicator(s): Completion: Increase with focus on American Indian / Alaska Native, Black / African American; **Persistence:** Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+; **Transfer:** Increase with focus on Black / African-American, Hispanic / Latino, ages 25-29 and 40+, and those that did not receive need-based aid.

E3. Strengthen Shoreline Community College's identity and brand and cultivate Shoreline as a hub for global learning and experiences through traditional written and multi-media methods.

Timeframe: Years 1 - 2. Lead: Executive Director of Strategic Communications and Marketing

Related Performance Indicator(s): Completion: Increase with focus on American Indian / Alaska Native, Black / African American; **Persistence:** Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+; **Transfer:** Increase with focus on Black / African-American, Hispanic / Latino, ages 25-29 and 40+, and those that did not receive need-based aid

E4. Expand Shoreline's promotions and marketing of all educational programs through targeted advertising campaigns and promotions (e.g., the International Education, Transitional Studies, post-baccalaureate programs, transfer and technical education programs, continuing education services, facilities, and other beneficial community programs offered by the College).

Timeframe: Years 1 - 2. Lead: Executive Director of Strategic Communications and Marketing, and Associate Vice President of International Education and Global Engagement

Related Performance Indicator(s): Completion: Increase with focus on American Indian / Alaska Native, Black / African American; **Persistence:** Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+; **Transfer:** Increase with focus on Black / African-American, Hispanic / Latino, ages 25-29 and 40+, and those that did not receive need-based aid

E6. Strengthen connections with the two local high schools and establish new connections with surrounding area high schools, middle schools, and community-based organizations; make it easier for students to enroll at Shoreline Community College ("on-the-spot").

Timeframe: Years 1 - 2. Lead: Vice President of Student Services

Related Performance Indicator(s): Completion: Increase with focus on American Indian / Alaska Native, Black / African American; **Persistence:** Increase with focus on Black / African American, Native Hawaiian; **Retention:** Increase with focus on Black / African American, ages 20-24, and 40+; **Transfer:** Increase with focus on Black / African-American, Hispanic / Latino, ages 25-29 and 40+, and those that did not receive need-based aid

E8. Strengthen and leverage the College's alumni network.

Timeframe: Year 1. Lead: Foundation Executive Director.

Related Performance Indicator(s): Inclusion Target

GOAL F: ENROLLMENT MANAGEMENT AND FISCAL STABILITY

FOSTER THE CONDITIONS FOR LONG-TERM FINANCIAL STABILITY AND RESILIENCE THROUGH FORECASTING, EFFECTIVE ENROLLMENT MANAGEMENT, REVENUE-ENHANCEMENT, AND REVENUE DIVERSIFICATION OPPORTUNITIES.

F1. Design and implement user-friendly reporting tools, training programs, and a regular calendar for sharing budget and financial data with the College Community to ensure transparency and accountability.

Context: NWCCU Standards 2.E.1; 2.E.2; 2.E.3.

Timeframe: Years 1 - 2. Lead: Vice President of Business and Administrative Services.

Related Performance Indicator(s): Institutional

F2. Develop and implement Strategic Enrollment Management Plans to increase student enrollment using the latest demographic, economic, and student mobility data.

Timeframe: Years 1 - 2. Lead: Vice President of Instruction; Associate Vice President of International Education & Global Engagement; Vice President of Student Services

Related Performance Indicator(s): Institutional

Shoreline

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