



Ad Hoc Self-Study

**SUBMITTED TO THE
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
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Introduction and Summary

This document provides a self-assessment of Shoreline Community College's (Shoreline's*) progress towards addressing two standing recommendations provided by the Northwest Commission on Colleges and Universities (NWCCU) in a Comprehensive Peer-Evaluation Report in fall of 2012. The report was requested by NWCCU following an ad hoc self-study with visit in fall of 2018; at that time, the Commission noted that Shoreline had addressed two of its four standing recommendations.

This report will address Shoreline's work related to each of the two rerecommendations in turn. Below is a brief summary of progress related to each recommendation since the fall 2018 ad hoc self-study and visit.

Recommendation #2

Full implementation of assessment process

- Continued plans described in the fall 2015 Mid-Cycle Self-Study to assess course, program, and general education learning outcomes, concluding a fourth year of continued assessment work
- Developed an introductory training to be delivered in 2019-2020 to all full-time faculty on assessing learning outcomes and identifying acceptable thresholds
- Implemented a program planning and review process in student service areas
- Conducted an inventory of assessment data and methods within student service areas
- Developed a campus-wide review process to implement in all academic and non-academic areas in 2019-2020

Recommendation #6

Revision of core theme indicators

- Revised core theme indicators to include specific thresholds; substantive change request approved in April 2019
- Continued conversations with faculty about appropriate thresholds for student learning related to the assessment of general education outcomes

* Asterisks denote terms, acronyms, or abbreviations that are defined in the Glossary of this document.

Recommendation #2

[From the 2012 Year Seven Comprehensive Evaluation] While Shoreline Community College has developed new planning and assessment processes for academic programs and for non-academic programs and services, the evaluation committee could not find evidence that these have been fully implemented. The committee recommends that the College fully implement the assessment process by using student performance as key measures of learning to revise courses, programs, and the general education outcomes and non-academic programs and services. These processes should be integrated meaningfully into College's decision-making processes, including resource allocation (Standard 4.A.2).

[From the 2018 ad hoc report] The Ad Hoc evaluator found that student learning outcomes assessment is conducted by faculty at SCC—although not universally across the campus, but there is no plan in place at the current time for non-academic assessment. The evaluator also found that two pieces were missing from academic assessment: (1) thresholds of achievement to show when the learning outcomes have been met and (2) a direct link—under the Student Learning Core Theme Indicator—showing that learning outcomes have contributed to mission fulfillment.

Below is a description of progress made to address this recommendation based on the plan laid out in the Mid-Cycle Self-Study, as well as work accomplished in response to feedback from the peer evaluator during the ad hoc report. Shoreline has made significant strides to (a) continue student learning outcomes assessment work at the course, program, and college-wide levels, and ensure a broad-based understanding of learning outcomes assessment (Section I); (b) document and conduct assessment work in student service areas (Section II); and (c) develop a campus-wide assessment tool for use in an upcoming comprehensive budget planning process (Section III).

I. LEARNING OUTCOMES ASSESSMENT

As mentioned in the fall 2018 [ad hoc report](#)¹, Shoreline formed the Learning Outcomes Assessment Steering Committee (LOASC)* to address the following strategy in the 2016-2021 strategic plan:

- *Goal 1: We attract students and community learners and ensure successful attainment of their goals through our programs, services, and teaching and learning environments*
 - *Strategy B. Develop a robust method for ongoing student learning outcomes assessment at the College.*

Since fall of 2016, this committee has worked closely with the Office of Institutional Assessment and Data Management (IADM)* to support assessment projects focusing on course, program, and general education learning outcomes. The committee is sponsored by the Vice President for Student Learning (VP-SL).* Below is an update on work completed since the fall 2018 evaluator visit.

A. Course-level outcomes

The focus of all of Shoreline's learning outcomes assessment work has been genuine faculty engagement centered on the question of how we know students are learning. The Office of Institutional Assessment and Data Management (IADM) has funded 17 different mini-grants since 2015 for faculty to complete course-level assessment projects. To date, over 60 faculty have participated in these projects that involve reviewing direct evidence of student learning related to course learning outcomes.

The 2018 ad hoc report includes descriptions of 15 projects and since then, two additional projects are underway, described below:

Business 120

Two faculty in the business department (one full-time and one part-time) reviewed the outcomes for Business 120: Principles of Marketing and determined there was a significant opportunity to improve the course and student success rates. Not only had it been years since the outcomes had been updated (in a rapidly evolving area of business), there were also only three learning outcomes identified. The pair began by researching outcomes described by the American Marketing Association and conferring with the Marketing Chair at Bellevue College (the primary 4-year school where Shoreline Business Administration professional-technical students transfer) and faculty from similar programs at other 4-year universities. The team was successful in changing the outcomes in Shoreline’s Master Course Outline system with approval from the division and the College’s curriculum committee*, and [presented their project](#)² to colleagues in spring of 2018.

Table 1. Original and revised learning outcome for Business 120

Original Outcomes	Revised Outcomes
<ul style="list-style-type: none"> • Identify and explain marketing principles. • Apply marketing principles to a variety of business situations. • Identify how ethics are used to resolve legal issues and how ethics can influence business policy. 	<ul style="list-style-type: none"> • Define marketing and explain its impact on stakeholders and society. • Explain the marketing mix variables and how to manage them. • Recognize environmental force and their impact on strategic marketing decisions. • Explain the relationship between market segmentation, targeting, and positioning. • Explain the importance of building and managing profitable customer relationships and creating value. • Identify social and ethical issues and their impact on marketing decisions. • Apply marketing strategy by developing a marketing plan.

History 136 and 137

This two-course sequence in U.S. History meets an essential requirement for Running Start students and is the result of a recent revision from a three-quarter sequence. The project has begun with an analysis of the learning outcomes in the courses (see Table 2), focusing on Bloom’s taxonomy level for the outcomes. Even after only the initial analysis, the faculty involved have realized that the outcomes are not assessable and may be written at too high a level, according to Bloom’s taxonomy, to be reasonably attained during these introductory courses.

Table 2. Learning outcomes for History 136 and 137

History 136	History 137
Identify, analyze, and describe primary and secondary print and non-print sources in the history of the United States from Early America to 1877; critically evaluate these sources and their credibility and importance.	Identify, analyze, and describe primary and secondary print and non-print sources in the history of the United States from 1877 to the present; critically evaluate these sources and their credibility and importance.
Identify, analyze, and describe the ways in which historical, cultural, and social context affect the meaning of historical events, the meaning of texts (including the students' own), and the meaning of diverse Americans' experiences from pre-colonial	Identify, analyze, and describe the ways in which historical, cultural, and social context affect the meaning of historical events, the meaning of texts (including the students' own), and the meaning of diverse Americans' experiences from 1877 to the present
Identify, analyze, and describe historical developments in the United States from pre-colonial times to 1877 from the perspectives of Americans from various racial, ethnic, religious, gendered and socioeconomic groups (including experiences of discrimination and empowerment).	Identify, analyze, and describe historical developments in the United States from 1877 to the present from the perspectives of Americans from various racial, ethnic, religious, gendered and socioeconomic groups (including experiences of discrimination and empowerment).
Analyze maps related to the history of the United States from Early America to 1877; identify and explain where historical events took place and how physical geography affected political, social, economic, and cultural developments in U.S. regions.	Analyze maps related to the history of the United States from 1877 to the present; identify and explain where historical events took place and how physical geography affected political, social, economic, and cultural developments in U.S. regions.
Identify, analyze, and describe how notions of race, class, gender, sexual orientation, and disability are constructed for diverse groups of Americans, how they change over time, and how they continue to affect contemporary perceptions of these constructed categories.	Identify, analyze, and describe how notions of race, class, gender, sexual orientation, and disability are constructed for diverse groups of Americans, how they change over time, and how they continue to affect contemporary perceptions of these constructed categories.
Create, define, and refine historical questions about cultural, diplomatic, economic, political, and social developments in what is now the United States from pre-colonial times to 1877, and about the experiences and perspectives of diverse groups of Americans who lived in what is now the United States during those years.	Create, define, and refine historical questions about cultural, diplomatic, economic, political, and social developments in the United States from 1877 to the present, and about the experiences and perspectives of diverse groups of Americans who lived in the United States during those years; apply historical methodology to analyze and formulate answers to these questions.
Examine the relationship to contemporary issues of: a) cultural, diplomatic, economic, political, and social developments in what is now the United States from pre-colonial times to 1877; and, b) the experiences and perspectives of diverse groups of Americans who lived in the United States during those years.	Examine the relationship to contemporary issues of: a) cultural, diplomatic, economic, political, and social developments in the United States from 1877 to the present; and, b) the experiences and perspectives of diverse groups of Americans who lived in the United States during those years.
Apply interdisciplinary perspectives to interpret the history of the United States from Early America to 1877 through written sources and cultural artifacts (e.g., art, music, prose, poetry, photographs) produced by and about Americans and their experiences during these years.	Apply interdisciplinary perspectives to interpret the history of the United States from 1877 to the present through written sources and cultural artifacts (e.g., art, music, prose, poetry, photographs) produced by and about Americans and their experiences during these years.

These two projects are still in process, with data collection occurring during the 2019-20 academic year.

Overall, the 17 projects completed since 2015 have not only informed the extent to which students are attaining learning outcomes, they have also led to changes in faculty practice and curriculum. As detailed in

the 2018 ad hoc report, examples of these changes include (a) introduction of high-engagement practices to support student learning of particular topics (Psychology 100 and Biology 211); (b) elimination of a course, as well as the development of a course challenge exam, in a sequence of keyboarding courses (Business Technology 101/2/3); and (c) “norming” of full-time and part-time faculty in assessment of student writing (English 101, English 099, ESL 099) through exploration of grading rubrics and introductory algebra (Math 098) through the development of sample exam questions. More importantly, the projects have resulted in a cadre of Shoreline faculty with hands-on assessment experience and a clear understanding of what it means to assess course-level outcomes.

Based in part on feedback received from the ad hoc visit, the focus for course-level outcomes assessment will be shifting in 2019-20 to developing a broad-based understanding of outcomes assessment among all faculty, with the long-term goal of documenting outcomes assessment from all Shoreline courses.

To this end, the Associate Dean of Teaching, Learning, and Assessment* and the Executive Director of IADM have worked with the Learning Outcomes Assessment Steering Committee to develop a basic workshop for all faculty to be held at regularly-scheduled division meetings in fall quarter, which require attendance for all full-time faculty. The committee conducted a “backwards design” exercise using the following outcomes for the workshop:

- Identify and describe the assessments you are already using (using language such as “informal/formal”, “low stakes/high stakes”, “formative/summative”)
- Describe the evidence and/or artifacts that your assessments produce
- Identify outcomes and describe how you know whether and how many students are meeting these outcomes
- Describe the difference between a course grade and assessment of learning
- Identify meaningful and acceptable thresholds for assessment of learning outcomes

The result was a preliminary [workshop sketch](#)³, using high-engagement strategies that will elicit existing expertise and ongoing assessment practices among faculty. The session itself will be facilitated by faculty members who are part of the steering committee. In addition, all faculty participants will complete a summary worksheet, which will provide data about how faculty across campus assess course learning outcomes and how they identify meaningful thresholds. Faculty will be invited to a second workshop in which they will bring evidence and/or artifacts from their classes and conduct a small-scale assessment project.

B. Program-level Outcomes

Since fall of 2015, Shoreline has revitalized its external review of professional-technical programs. By spring of 2019, all programs that do not have a specialized accreditation or certification process had undergone this external review conducted by an independent consultant, Ed Phippen.

Table 3. Schedule of program reviews conducted, with links to final reports

2015-2016	2016-2017	2017-2018	2018-2019
Music Technology⁴	Clean Energy Technology⁶	Purchasing & Supply	Automotive Service Technician¹²
Business Technology⁵	Visual Communications Technology⁷	Chain Management⁹	Education¹³
	Business Administration⁸	Film¹⁰	Accounting¹⁴
		Manufacturing¹¹	Criminal Justice¹⁵
			Biotechnology¹⁶

Part of this process has been to raise awareness among faculty about the role of advisory committees in guiding program-level outcomes and the importance of assessing those outcomes using direct evidence of student learning (e.g., portfolio, capstone project).

1. Program Assessment Status Inventory

The Director of Employer Engagement*, a position newly created in summer of 2018, will support these professional-technical programs in ensuring their learning outcomes are aligned with industry needs and moving the programs forward in implementing outcomes assessment. In fall of 2018, recognizing that all of these programs vary in the extent to which they engage in ongoing program-level outcomes assessment, the Director of Employer Engagement, in collaboration with the Associate Dean of Teaching, Learning, and Assessment and the Executive Director of IADM, reviewed information she had gathered from the faculty and advisory committees and assessed the status of each of Shoreline’s professional-technical programs in terms of their progress with assessing program learning outcomes.

Table 4. Summary of status of each of Shoreline professional-technical programs in terms of implementation of program-level outcomes assessment, as of December 2018

Program	Assessment Status 2018-2019
Automotive General Service Technician	Undergoing program review in 2018-19, follow up with outcomes assessment work in 2019-20
Automotive Manufacturer Programs	Ongoing assessment related to certification process
Accounting	Undergoing program review in 2018-19, follow up with outcomes assessment work in 2019-20
Biotechnology	Student posters assessment by advisory committee in 2017-2018 and 2018-2019 (see below)
Business	<ul style="list-style-type: none"> Based on input from advisory committee, offerings were reduced Faculty have proposed significant changes to curriculum¹⁷, based on shared learning outcomes across program options; follow up with assessment work in 2019-20
Business Technology	Undergoing significant curriculum changes based on recommendations from the program review in 2015 and a preliminary program outcomes assessment conducted in 2016-17
Clean Energy Technology	<ul style="list-style-type: none"> Introductory (gateway) course assessed based on key program outcome Program curriculum under significant revision, funded by a National Science Foundation Advanced Technological Education (ATE) grant. Revision may lead to changes in program outcomes based on industry and employment changes, follow up with additional assessment work in 2019-20

Program	Assessment Status 2018-2019
Criminal Justice	Undergoing program review in 2018-19; follow up with outcomes assessment work in 2019-20
Dental Hygiene	<ul style="list-style-type: none"> Ongoing assessment conducted as part of specialized accreditation Undergoing significant curriculum revision in preparation for changing to a Bachelor of Applied Science program, which will incorporate assessment
Education	Undergoing program review in 2018-19, follow up with outcomes assessment work in 2019-20
Film	Assessment conducted in 2018-2019 (see below)
Health Informatics and Information Management	Ongoing assessment conducted as part of specialized accreditation
Medical Laboratory Technology	Ongoing assessment conducted as part of specialized accreditation
Manufacturing	Program review in 2017-2018 revealed ongoing assessment of student learning outcomes; review of course learning outcomes conducted by advisory board in 2017.
Music Technology	Conducted a preliminary assessment of program outcomes based on student portfolios in 2016-17; expand to broader assessment in 2019-20
Nursing	Ongoing assessment conducted as part of specialized accreditation
Purchasing & Supply Chain Management	Undergoing curriculum change while increasing participation by advisory committee; follow up with assessment work in 2019-2020.
Visual Comm. Technology	Conducted a preliminary assessment of program outcomes based on key assignment in 2017-18 (see 2018 ad hoc report); expand to broader assessment based on portfolios in 2019-20

Below are two samples of program-level assessment conducted in 2018-2019.

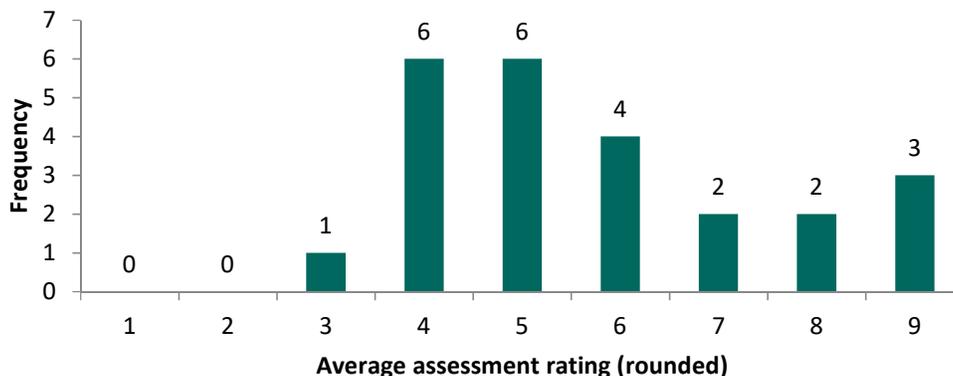
1. Film

Four film faculty and three staff members assessed 24, 15-second video clips based on an essential outcome of the Digital Film Production, using the following rubric:

Outcome	Below Expectations			Meets Expectations			Exceeds Expectations		
	1	2	3	4	5	6	7	8	9
Use non-linear editing systems and other post-production software [effectively] to create digital programs									

Results were as follows:

Figure 1. Number of student videos by assessment rating



In total, 23 (96%) videos were evaluated as at least “meeting expectations,” and 7 of 24 (29%) exceeded expectations. As part of the session, faculty clarified their understanding of this learning outcome and developed a “normed” definition of meeting expectations for this program outcome. A [brief report](#)¹⁸ about the session was provided to the faculty for dissemination and further discussion.

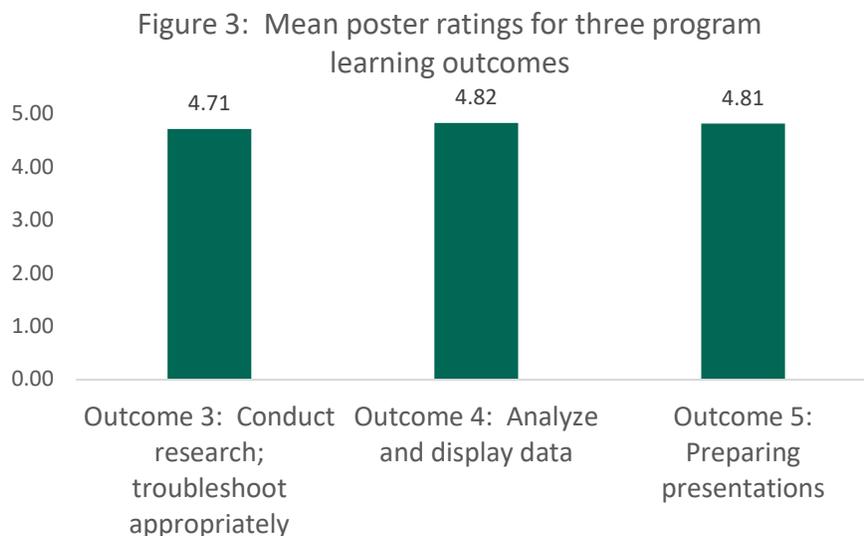
2. Biotechnology

In June of 2018, graduating students from Shoreline’s Biotechnology program presented posters about their capstone project for the program’s Advisory Committee. The program director tasked the advisory board with using an evaluation rubric on at least six of the nine posters (as shown in the excerpt in Figure 2).

Figure 2. Evaluation sheet used by a member of the Shoreline biotechnology program’s advisory committee to evaluate student posters

Biotech Poster Review						
Poster Number <u> 1 </u> TOPIC <u>H1N1 Pandemics</u>						
NAME(S) <u>[REDACTED]</u>						
	Below Expectations		Circle One		Exceeds Expectations	Notes
	1	2	3	4	5	
Introduction: Background or <u>rationale</u> for the study was explained, as well as the <u>goals or objectives</u> .	1	2	3	4	5	
Methods: An explanation of the techniques used and the <u>rationale for their use</u> was provided.	1	2	3	4	5	
Results: A summary of the <u>most pertinent data</u> was provided.	1	2	3	4	5	
Discussion: A summary of <u>what the data means</u> was provided.	1	2	3	4	5	
Outcome 3: <u>Conduct research</u> experiments following operating and safety protocols and apply knowledge of theory and techniques to <u>troubleshoot appropriately</u> .	1	2	3	4	5	
Outcome 4: <u>Analyze and display data</u> using computer technology including the Internet and software designed for maintaining a database, preparing spreadsheets, conducting statistical analysis, bioinformatics and graphical display.	1	2	3	4	5	
Outcome 5: Manage laboratory activities including record keeping, ordering supplies and <u>preparing reports and presentations</u> .	1	2	3	4	5	

A [brief report](#)¹⁹ of the results were provided to the program faculty. Figure 2 below demonstrates that students were, overall, “Exceeding expectations” with regard to all three program outcomes assessed. All posters (100%) received an average rating, across all outcomes, higher than 3.5; and 8 out of 9 (89%) received ratings of 4.0 or higher. Overall, the data suggest universal attainment of the program learning outcomes.



C. General Education Outcomes

The 2018 ad hoc report summarized three projects assessing Shoreline’s [general education outcomes](#)²⁰, using the same general methodological framework. Below is an update on one of these projects, a description of a new project that began in the last year, and a description of the next planned phase of this work.

1. Multicultural Understanding (2017 – 2019)

One project that was underway at the time of the 2018 ad hoc report was assessing Shoreline’s multicultural understanding outcome, specifically the following sub-outcome:

- *Using awareness and knowledge about multiculturalism and various groups in the United States, identify issues of power and privilege that exist in all interactions.*
 - *Students will describe personal and institutional biases, emotional responses, behaviors, practices and language that impact individuals and groups.*
 - *Students will describe specific benefits and costs to individuals and groups directly related to race, social class, gender, sexual orientation, disability and culture.*

The following standardized prompt was administered in eight different classes as an assessment of this outcome:

1. *Provide an example of how an institution/organization privileges some people at the expense of others.*
2. *Describe how this example relates to you.*

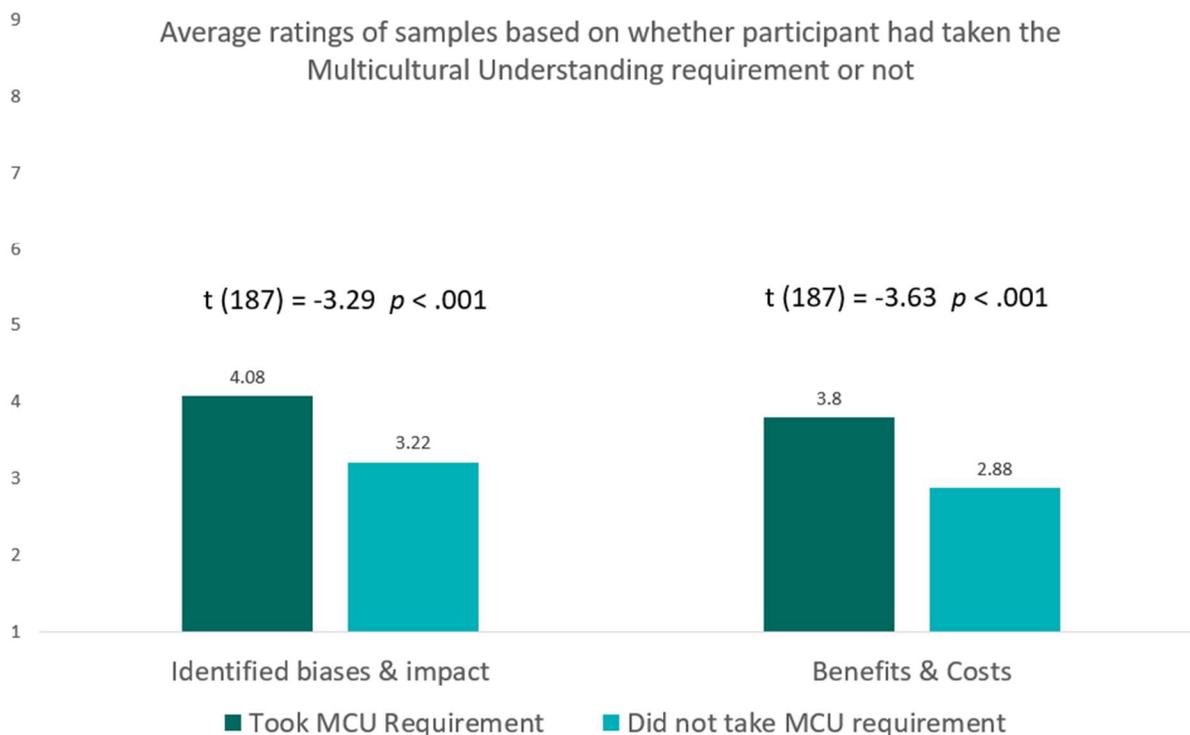
A group of four faculty and two IADM staff assessed 198 written student responses using the rubric in Table 5.

Table 5. Rubric used to evaluate student responses to standardized prompt about the second multicultural understanding sub-outcome.

	Developing 1 1 2 3	Meeting 2 4 5 6	Exceeding 3 7 8 9
1. Describes personal and institutional biases, emotional responses, behaviors, practices and language that impact individuals and groups	Does not identify biases, responses, behaviors, practices, or language, or describes them only minimally. Does not relate these to issues of power & privilege.	Identifies and describes biases, responses, behaviors, practices or language, and relates those to issues of power & privilege	Identifies and describes biases, responses, behaviors, practices or language, and demonstrates a clear and nuanced understanding of how they relate to issues of power & privilege
2. Describes benefits and costs to individuals and groups	Describes benefits and costs (or only one of these) without relationship to issues of power and privilege	Describes both benefits and costs, and relates them to issues of power and privilege	Describes both benefits and costs, describing a clear and nuanced relationship to issues of power and privilege

Since the report, the results have been analyzed and revealed that there is a significant difference between students who have taken the required course in multicultural understanding and those who have not.

Figure 4.



In October of 2018, preliminary results from the assessment were presented to faculty who teach courses that meet the multicultural understanding (MCU)* requirement, and the results were refined to be [presented](#)²¹ in November of 2018 to the Learning Outcomes Assessment Steering Committee. As part of this presentation, the question was raised whether the student learning captured in this analysis is sufficient. For example, 35% of students who had not taken the MCU course received a rating of 4 “Meets expectations” or higher. A significantly higher proportion of students who had taken the class (50%) met expectations, so the

question is whether that is too small a number for faculty to be satisfied that students are learning what they need to learn.

The discussion among faculty suggested that the prompt itself may need to be revised to truly assess the outcome; in addition, there were some questions raised about the outcome itself and whether all of the courses that meet the requirement provide adequate opportunity for students to meet the outcome. As a follow-up, this faculty group invited IADM staff to their standing meeting in June of 2019. Partly based on the results of the assessment, these faculty agreed that they wished to (a) review and possibly revise the multicultural understanding outcome and (b) consider how to evaluate whether courses could be counted toward the multicultural understanding degree requirement.

2. Information Literacy (2018 – 2020)

The next general education outcome to be assessed will be information literacy; specifically the following sub-outcome:

- *Locate, access and use information from a variety of sources.*
 - *Identify existing and emerging information resources.*
 - *Use information to accomplish a specific purpose.*

This project will use existing assignments as opposed to a specific prompt to assess this outcome. In spring of 2018, a general request was sent to faculty to provide all student submissions from an assignment that provided an opportunity for students to demonstrate their learning related to the information literacy outcome above.

On September 4th and 5th of 2019, a group of two faculty librarians, the Acting Associate Dean of the Library, and two IADM staff evaluated 90 samples of student work from five different classes using the rubric in Table 6.

Table 6. Rubric used to evaluate student assignments based on the second information literacy sub-outcome.

	Emerging 1 2 3	Meeting 4 5 6	Exceeding 7 8 9
2.1: Identify existing and emerging information resources	Student utilizes minimal information resources, or multiple citations from one source; exclusive use of free sources on the internet	Students uses multiple citations, but was limited to some extent in the scope or breadth of sources; using open access sources for specific requirements, evidence of use of gated tools	Student uses extensive citations from a broad range of sources
2.3: Use information to accomplish a specific purpose	Student does not utilize information resources to achieve the purpose of the assignment	Student utilizes information resources to achieve the purpose laid out in the assignment	Student utilizes information resources in a complex and nuanced way to achieve the purpose

Results have yet to be analyzed, but the process was illuminating for the faculty librarians as they learned how different assignments include or do not include specific instructions around identifying, citing, and using information resources. There were differences across courses that affected the assessment and will affect the analysis and results.

III. SERVICE AREA ASSESSMENT

Since the 2018 ad hoc report and visit, Shoreline has launched a great deal of work related to assessing services, particularly those within the Students, Equity & Success (SES)* areas (i.e., those working directly with students to support their success).

Area Planning Review

Starting in fall of 2018, the Vice President for Students, Equity & Success (VP-SES)* worked with the SES Leadership Team* to develop an annual review for each service area, including a budget review, a review of activities and accomplishments within the area, and preliminary goal-setting. The reviews were designed to prepare each area for an intensive planning activity at the division retreat in September of the following year.

The VP-SES describes the process as follows:

It was my goal to create a process that was consistent and would help us reflect and plan for each academic school year. It was also a chance for each area to share what their students experienced that year and reflect on all that was accomplished. I meet with each unit lead in June, July and August to discuss this report and provide feedback. In September, we hold our annual SES retreat, where each member of the Students Equity and Success Leadership Team receives a draft of the final report.

All of this collective work has really enabled more voices, ideas, and experiences to address barriers to college access and completion. Each leader and their staff were able to tell their own story about the impact of their work and how they made a difference in the lives of our students. It was also amazing to bring together an expanded SESL to work together on collaboration from an equity frame dedicated to Inclusive Excellence and closing the Opportunity Gap for our students.*

The annual reviews were completed by all areas; for the purpose of this report, the reviews from [Advising](#)²², [Running Start](#)²³, and [The Honors College at Shoreline](#)²⁴ are provided as examples.

Assessment Inventory

In parallel with this process, IADM worked with the Dean of Student Support & Success* to develop further understanding of ongoing data collection and assessment within all SES areas. Two staff members conducted interviews about assessment work, taking [brief notes](#),²⁵ with the goal of developing an inventory of assessment work and identifying how data have been informing planning and service development.

Table 7 summarizes the results of these interviews, noting the availability of data and work completed to date (with links to reports as available). Many of these reports were presented as part of “Shoreline 101”* study sessions for the Board of Trustees, in which the Board reviews all Shoreline programs and services. In 2017-2019, each SES area presented during at least one such session.

In 2019-2020, the SES division will work collaboratively with IADM to identify an appropriate cycle of assessment to incorporate regularly collected and analyzed data into the planning process.

Table 7. Summary of available data and assessment practices within each SES service area

Area	Participation tracking	Participant surveys/feedback	Ongoing analysis	Recent reporting
Advising Workshops	Formstack* for RSVP Paper sign-in sheets	Previously used half-sheet evaluation	Not ongoing	Shoreline 101, October 2017 ²⁶
Advising (General)	Accutrack*	Nothing systematic yet	Not ongoing	Shoreline 101 October 2017 (see above) Advising Dashboard ^{27*}
Assessment & Testing Center	Internal tracking Student database	Nothing systematic yet	Not ongoing	Shoreline 101 Fact Sheet ²⁸ , January 2018
Athletics	Student database	Exit survey for NWAC* compliance	Ongoing reporting to Associated Student Government (funding request) Regular reporting to NWAC*	2019 presentation ²⁹ to the Associated Student Government (ASG)*
Career Education Options (High School Re-engagement)	Student Database King County database Internal tracking	Nothing systematic yet	Assessment of retention metrics in 2018-2019 Not ongoing	CEO dashboard DRAFT (Screenshot) ³⁰
Community Employment Program	Student database, Educational Program Code*	Yes, paper and online	Triennial accreditation by CARF* Annual review of survey data	CARF Accreditation Report ³¹ 2019 Participant Survey ³²
Counseling	Anonymously Currently reviewing software	Yes; Informed remodel of the area No continued systematic survey	Not ongoing	Shoreline 101 Fact Sheet ³³ CCSSE Counseling Dashboard ³⁴
Honors College	Student database	Nothing systematic yet	For enrollment management	Shoreline 101 Fact Sheet ³⁵ , December 2018
Multicultural Center	Accutrack (limited); loan recipient data	Nothing systematic yet	Not ongoing	Shoreline 101 Fact Sheet ³⁶ , December 2017
Running Start	Student database	Nothing systematic yet	For enrollment management	Shoreline 101, October 2017 (same link as Advising, above)
Student Accessibility Services (SAS)	Accutrack data Implementing AIM software package	No continued systematic survey; case management data	Not ongoing	Shoreline 101 Fact Sheet ³⁷ , January 2018

Area	Participation tracking	Participant surveys/feedback	Ongoing analysis	Recent reporting
Tutoring Services	Internal tracking Accutrack in centers	Nothing systematic yet	Annual reporting to Associated Student Government (Funding request)	2019 report ³⁸ to the Associated Student Government (ASG)
Veterans Services	Accutrack for Resource Center Student database	Survey drafted, under review by student advisory group	Annual review for “Best for Vets” survey Required reporting to VA quarterly & annually	Best for Vets Survey submission 2019 ³⁹ Shoreline 101 fact sheet ⁴⁰
Student Life: New Student Orientation	Sign-in sheets	Yes: Evaluation surveys after each session	In-depth formative & summative evaluation (2016 – 2018) Ongoing analysis of feedback survey	New Student Orientation (NSO) Survey Results ⁴¹ Winter 2018
Student Life: Associated Student Government (ASG)	Employee database Formstack data re: clubs	Nothing systematic yet	Annual budget presentation to Shoreline Board of Trustees	Board of Trustees SS&A budget presentation 2019 ⁴²

IV. BUDGET PLANNING

In the upcoming academic year (2019-20), Shoreline will be engaging in a data-informed planning process across all areas of the College related to budgeting for 2020-21. Each budget area will review expenses and staffing in their area in relation to metrics that assess workload, output, and/or revenue (see Table 8). The primary assessment question is whether the level of staffing and overall expense is commensurate with activities and workload within that area, and will inform the decision-making process for budget reductions.

Table 8. Metrics to be used by different types of budget areas.

Organizational Area	COST	STAFFING & ACTIVITY	Students Served/ Activity/ Workload	RATIOS
Student Learning	Total Expenses	FTEF (Faculty Load) Total Staff	Student FTE FTE Revenue (calculated)	Student : Faculty Revenue – Cost Cost per FTE
Students, Equity & Success	Total Expenses	Total Staff	# of students served FTE of population served Custom metrics (# of visits, # of applications)	Students served: Staff Students served: Cost
Business & Administrative Services	Total Expenses	Total Staff	Custom metrics	Custom metric: staff

Note that for instructional areas, much of this work will build upon the Academic Planning* process, described in the 2018 ad hoc self-study, in which faculty and staff used interactive data tools to review data about [FTE/fill rate](#)⁴³, [student/faculty ratios](#)⁴⁴, [course success rate](#)⁴⁵, and [enrollment demographics](#)⁴⁶. All of this information will provide additional context for each instruction program or department.

The purpose of this process is to ready the College for a data-informed budget reduction. One guiding principle for the work aligns with Shoreline’s value of “Inclusion” by inviting different areas to respond to the data and provide additional context. Appendix A contains three samples of metrics reports to be used in this process, and Appendix B includes the current version of the review document that will be completed by each area, then reviewed by the Strategic Planning & Budgeting Council and Executive Team.

At the time of this writing (see timeline below), metrics related to expenses have been provided to each budget area, and those areas are identifying and filling in (a) custom metrics and (b) possible benchmarking data sources.

Process and Timeline

Table 9 provides an overview of this process, which was presented initially at a Campus Update in [May 2016](#)⁴⁷, with feedback gathered to inform a revised process as presented at a Campus Update in [June 2016](#)⁴⁸. As the process has continued to be refined, leadership from the Faculty Senate*, Shoreline Community College Federation of Teachers, Local No. 1950 (SSCFT)*, and Shoreline’s chapter of the Washington Federation of State Employees Higher Education Community College Coalition (WFSE HE CCC)* were consulted in an effort to ensure the process was understood and vetted with campus constituencies.

The Strategic Planning & Budgeting Council (SPBC)* will play an essential role in providing a representative voice to evaluate the budget review documents and identify those areas that warrant follow-up and additional review for budget reductions. Note that this process is still subject to revision.

Table 9. Overview, description and timeline of budget planning & reduction process to be used in 2019-20 to plan the 2020-21 budget (still subject to revision)

Timeline	Activity
June 2019	Budget areas defined, refined budget process, discussion of guiding questions, preliminary data available
July – August 2019	<ul style="list-style-type: none"> • Metrics refined, additional data gathered • Finalize SPBC Membership • Budget managers begin reviewing data and gathering information about staffing levels and possible benchmarks
Sept. 3, 2019	Metrics documents available: IADM has provided all possible data, additional information to be added by individual areas.
Sept. 19, 2019	<ul style="list-style-type: none"> • Metrics documents refined and reviewed in division meetings • Preliminary responses to guiding questions developed
Early October	Additional data/context from SBCTC and state economist; campus update
September 3 – October 31	Budget review documents completed by individual areas

Timeline	Activity
November 1 – December 13	SPBC sub-groups rate and evaluate budget review documents
December 14 – Mid-January 2020	Executive Team evaluates budget review documents and SPBC ratings and develops budget reduction proposals
Mid-January 2020	<ul style="list-style-type: none"> • Initiate contractual processes with unions (as applicable) • Initiate conversations with potentially affected areas
February 2020	First reading of proposed budget adjustments at Board of Trustees meeting
March 2020	Second reading of proposed budget adjustments at Board of Trustees meeting

V. ASSESSMENT BASED ON STANDARDS CITED

Standard 4.A.2. The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

In the domain of student learning outcomes, Shoreline continues to follow the assessment plan laid out in the Mid-Cycle Self-Study, conducting ongoing assessment at the course, program, and general education level. Looking ahead, the goal will be to “scale up” these efforts to ensure the standard is met.

In the assessment of service areas, Shoreline has made considerable strides in strengthening planning efforts and inventorying assessment work in student support areas. Looking ahead, the College will work towards (a) connecting assessment in student support areas more closely with service outcomes; and (b) ensuring that the work occurs on a continued, cyclical basis.

College-wide, the upcoming budget reduction process can serve as a model for an ongoing assessment and planning cycle.

Recommendation #6

[From the 2012 Year Seven Comprehensive Evaluation] *The committee recommends revision of indicators to ensure they are meaningful and are connected with aspirational thresholds. Institutional assessment via effective indicators can verify that objectives are met or not met, and such data can inform and improve upon institutional planning, initiatives, and operations that consistently occur in a framework that support core themes (Standards 3.A.1 and 4.A.1).*

I. SUMMARY OF WORK ACCOMPLISHED

At the time of the 2018 ad hoc report, Shoreline was in the process of submitting a substantive change request for new core themes, core theme objectives, and core theme indicators. Since that time, the change in core themes has been approved. During the process, Shoreline received verbal feedback received from the review panel that was, to some extent, shared by the ad hoc evaluator. The [core theme change follow-up report](#)⁴⁹ responded to the panel's concerns and provided additional details about the new core theme indicators (see Appendix C for a core them indicator report). Below is an update about Shoreline's work related to indicators since the receipt of the acceptance of the new core themes in April of 2019.

Indicator Revision

Many of the measures were based on the State Board for Community and Technical College's (SBCTC)* dashboards related to the [Student Achievement Initiative](#)*.⁵⁰ Of key importance to the new core theme indicator report was the inclusion of specific thresholds for determining if the indicators suggest that area is "promising," or warrants "monitoring" or "concern." These indicators will be further revised and presented to the Board of Trustees in December of 2019 and January 2020, as part of annual monitoring of these indicators.

Student Learning Indicator

One piece of feedback from Shoreline's substantive change request for new core themes and from the 2018 ad hoc evaluator's visit involved the indicator that assessed student learning. The response from NWCCU about the substantive change noted:

However, as the institution continues to engage in planning and assessment activities, the panelists and NWCCU remain concerned about methods and thresholds related to student learning. The target correlations set for measuring learning within your model (for example, $r=0.21$) do not appear to possess an aspirational target that fosters continuous improvement, the panel strongly recommends that the institution establish higher levels of predictability and significance for these critical measures of student success.

It should be noted that the revised indicator (as presented in the substantive change follow-up report and Appendix C) was converted from a correlation to an effect size, which succinctly describes the difference between two groups relative to the variation within groups. In the case of these indicators, the groups (Group A and Group B) are separated based on the learning experiences they have had related to the outcome. For the communication outcome, Group A had taken fewer than 3 writing-intensive classes, Group B had taken three or more; for the multicultural understanding outcome, Group A had not taken the College's required multicultural understanding course, and Group B had.

The threshold established is a moderate effect size, which suggests a "value added" from the learning experience at Shoreline. There is discussion to be had as to whether such a change is aspirational enough, and

that theme emerged during presentation of results from these studies to faculty. Part of that conversation is whether the outcomes themselves are actually *too* aspirational relative to the learning opportunities students typically have while at Shoreline. When the current outcomes were originally developed, this aspirational level was acknowledged as the outcomes are framed with the following text:

These General Education outcomes are broad statements of what students should ideally be able to do after completing Shoreline's Associate in Arts and Sciences or Associate in Science degree. The College is committed to providing each student with the opportunity to attain these outcomes; however, individual attainment within and among the outcome areas will vary according to each student's ability, readiness and level of commitment. The outcomes are also integrated as appropriate within the degrees and certificates offered through each of the professional/technical programs.

The data provided in the studies of Shoreline's general education outcomes provide an opportunity to revisit these general education outcomes, and possibly to rethink this framing to identify what the threshold would be for students' attainment. Faculty who teach courses that meet the multicultural requirement have approached IADM to pursue the question of what the general education outcome should be and how to more closely align the required course in multicultural understanding to that curriculum.

It is very possible that all of the current general education outcomes will need to be revisited, in the context of a comprehensive assessment of mission fulfillment. Another reason to revisit them is that Washington State is moving to Guided Pathways,* which requires that students understand what they are learning. Of critical importance is considering how these outcomes can be conveyed to students as their own goals and connecting their experiences in particular classes to these general learning outcomes.

Shoreline has a more practical opportunity to revise the general education outcomes, which is that over the next two years, the College will be shifting from its current home-grown curriculum management system to an off-the-shelf software product. The new software will provide a more direct and clear mapping between individual courses and these general education outcomes than the current system.

II. ASSESSMENT BASED ON STANDARDS CITED

Standard 3.A.1: *The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

In the 2018 ad hoc report, Shoreline addressed the ways in which the strategic plan aligns with core themes, using a Lean Management tool referred to the A3-X. Since then, the indicators have not changed significantly and Shoreline remains on track to continue monitoring core theme indicators for the purpose of guiding college-wide planning.

Standard 4.A.1: *The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.*

The revision of core theme indicators represents strong progress in assessing the core theme objectives. Looking ahead, the critical aspect of this standard to achieve will be *ongoing* evaluation based on the revised indicators. In addition, as the region shifts to new accreditation standards, Shoreline will re-evaluate how to frame these indicators and make them even more central to assessing effectiveness.

Appendix A: Budget Metrics Samples

Below are three samples of metrics documents (Running Start, English, and Human Resources) that will be provided to each budget area for review in responding to the Budget Review Document (Appendix B). Note that budget areas will be filling in staffing numbers as well as any custom metrics.

RUNNING START

Costs

Costs	2016-17	2017-18	2018-19	Data Source
Expenses	\$654,261.18	\$659,900.67	\$657,163.54	Budget Review Report

Staffing

Staffing FT/PT	2016-17	2017-18	2018-19	Data Source
Total Staff	# FT/ # PT	# FT/ # PT	# FT/ # PT	Manually entered by budget manager
Admin Exempt	# FT/ # PT	# FT/ # PT	# FT/ # PT	Manually entered by budget manager
Classified Staff	# FT/ # PT	# FT/ # PT	# FT/ # PT	Manually entered by budget manager
Hourly (FTE)	#	#	#	Manually entered by budget manager

Students served/Area activity

People served	2016-17	2017-18	2018-19	Data Source
Headcount (visits)	377	434	434	IADM - Accutrack data
Total population served (service areas only) - Headcount	473	514	504	IADM
[Custom: Optional]				Manually entered by budget manager

Comparative summary (ratios)

Ratios	2016-17	2017-18	2018-19	Data Source
Cost per students/employee served	\$1,383.21	\$1,283.85	\$1,303.90	Budget Review Report

ENGLISH

Costs

Total Estimated Costs*	2016-17	2017-18	2018-19	Data Source
ENGL	\$2,582,342	\$2,893,509	\$2,620,360	Budget Review Report

* Includes both direct and indirect costs, see Budget Review Process for details

Staffing

Staffing FT/PT	2016-17	2017-18	2018-19	Data Source
Total Load – ENGL	18	18.6	16.3	Tableau Faculty Ratio - Total Load

Students served/Area activity

People served	2016-17	2017-18	2018-19	Data Source
ENGL FTEs	423.64	428.03	397.28	Budget Review Report
[Custom: Optional]				Manually entered by budget manager

Revenue

Total Estimated Revenue	2016-17	2017-18	2018-19	Data Source
ENGL	\$3,373,911	\$3,528,870	\$3,290,463	Budget Review Report

Comparative summary (ENGL)

ENGL	2016-17	2017-18	2018-19	Data Source
Student : Faculty	23.0	22.4	23.9	Tableau Faculty Ratio - Total Load
Revenue – Expenses	\$791,569	\$635,360	\$670,102	Budget Review Report
Cost per FTE	\$6,096	\$6,760	\$6,596	Budget Review Report

HUMAN RESOURCES OFFICE

Costs

Costs	2016-17	2017-18	2018-19	Data Source
Expenses	\$730,120.17	\$560,511.44	\$538,220.24	Budget Review Report

Staffing

Staffing FT/PT	2016-17	2017-18	2018-19	Data Source
Total Staff	# FT/ # PT	# FT/ # PT	# FT/ # PT	Manually entered by budget manager
Admin Exempt	# FT/ # PT	# FT/ # PT	# FT/ # PT	Manually entered by budget manager
Classified Staff	# FT/ # PT	# FT/ # PT	# FT/ # PT	Manually entered by budget manager
Hourly (FTE)	#	#	#	Manually entered by budget manager

Students served/Area activity

People served	2016-17	2017-18	2018-19	Data Source
[Custom: Optional]				Manually entered by budget manager

Comparative summary (ratios)

Ratios	2016-17	2017-18	2018-19	Data Source
Cost per students/employee served				Budget review report; manually entered by budget authority

Appendix B: Budget Review Document

The purpose of this document is for each budget area to provide context and self-assessment according to criteria used in identifying areas for budget reductions.

1. Metrics

Reviewing the metrics provided for your department, please provide additional context for any of the data above.

In other words, is there any additional information that would help explain patterns in the data such as:

- Increase or decrease in expenses over time
- Increase or decrease in staffing over time
- Changes in the cost-per-student or employee served
- A high cost-per-student or cost-per-FTE compared to other areas
- Any other pattern or anomaly in the data

This is also an opportunity to share any context around equity, such as percent of historically under-served students served by that area.

2. Assessment [Efficiency & Cost]

Overall, how would you assess the staffing level and overall cost of your area related to other similar departments or programs at other colleges, or related to national standards?

Staffing levels and other comparisons will be provided. However, please consult with the Shoreline office of Institutional Assessment and Data Management for more assistance.

3. Additional Context

Please address issues related to departments connection to the mission, equity, compliance, and program quality, as described in the budget principles.

Appendix C: Core Theme Indicator Report

Below is a revised indicator report as presented in Shoreline’s response to the panel reviewing the College’s substantive change request to adopt new core themes.

DEFINITIONS

Term	Notes
<i>Enrolled in transfer programs</i>	Students who indicate, at registration, that their purpose for attending is “Transferring to a four-year University” OR have no purpose listed and have an “Intent” listed as transfer. This definition may need to be refined based on course-taking.
<i>Enrolled in professional-technical programs</i>	Students who indicate, at registration, that their purpose for attending is either “taking courses related to current or future work” or “explore career direction” or have no purpose listed and have “Intent” as professional-technical. Enrollment in a competitive program is defined as taking the first course in the curriculum sequence of the program.
<i>Enrolled in basic skills courses</i>	Students who indicate, at registration, that their purpose for attending is to obtain a high school diploma or GED certificate OR who are enrolled in a basic skills course (CIP code starts with 32) and NOT in an academic or prof-tech course.
<i>Community-based offerings</i>	Classes or events that may or may not be credit-bearing that serve an educational or cultural need for a Shoreline community. To be included, sign-in sheets need to be used and all audience members need to be offered a survey to be returned at exit, including three questions that are common to all the surveys. Community education is a subset of Community Engagement, which is a broader term and not necessarily part of assessing our core theme, but part of our strategic plan and vision. (revised 2/20/18)

Term	Notes		
	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <u>Community Education</u> Parent Education courses Continuing education classes <ul style="list-style-type: none"> - Skill-builders - Hobby classes Senior waiver students Community music ensembles Global Affairs Center events Seattle International Film Festival Performances that include educational component (lecture, meet-the-artist) Solar Fest Music department events Camps </td> <td style="vertical-align: top; width: 50%;"> <u>Community Events</u> Party like its 1965, 1975 & 1985 Rotary club meetings Event rentals Athletic Events Performances without additional lecture </td> </tr> </table>	<u>Community Education</u> Parent Education courses Continuing education classes <ul style="list-style-type: none"> - Skill-builders - Hobby classes Senior waiver students Community music ensembles Global Affairs Center events Seattle International Film Festival Performances that include educational component (lecture, meet-the-artist) Solar Fest Music department events Camps	<u>Community Events</u> Party like its 1965, 1975 & 1985 Rotary club meetings Event rentals Athletic Events Performances without additional lecture
<u>Community Education</u> Parent Education courses Continuing education classes <ul style="list-style-type: none"> - Skill-builders - Hobby classes Senior waiver students Community music ensembles Global Affairs Center events Seattle International Film Festival Performances that include educational component (lecture, meet-the-artist) Solar Fest Music department events Camps	<u>Community Events</u> Party like its 1965, 1975 & 1985 Rotary club meetings Event rentals Athletic Events Performances without additional lecture		
<i>Historically under-represented and under-served groups</i>	<ul style="list-style-type: none"> • Gender in non-traditional professional-technical programs (access indicators only) • Socio-economic status, defined by Pell eligibility (access indicators only) • First generation status (access indicators only) • Race-ethnicity: Based on students' self-identification in response to any race or ethnicity questions, historically under-represented minority groups include Native American, Alaska Native, Hispanic/Latino/a, Black/African-American, Pacific Islander 		
<i>Shoreline educational experience</i>	<p>In the context of learning outcomes assessment, this term refers to the learning opportunities students have had related to the general education outcomes; for example, is students' ability to write effectively (as demonstrated in an assessment tool) correlated with the number of writing-intensive classes they have taken.</p>		
<i>Gender non-traditional programs</i>	<p>Programs that train students for fields that are historically dominated (75% or more) by one gender. For Shoreline, these programs include:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Automotive - Women • Nursing - Men • Nursing Assistant Certified - Men • Manufacturing- Women • Clean Energy Technology- Women </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Music Technology-Women • Digital Film Production-Women • Health Informatics and Information Management-Men • Dental Hygiene-Men • Education-Men </td> </tr> </table>	<ul style="list-style-type: none"> • Automotive - Women • Nursing - Men • Nursing Assistant Certified - Men • Manufacturing- Women • Clean Energy Technology- Women 	<ul style="list-style-type: none"> • Music Technology-Women • Digital Film Production-Women • Health Informatics and Information Management-Men • Dental Hygiene-Men • Education-Men
<ul style="list-style-type: none"> • Automotive - Women • Nursing - Men • Nursing Assistant Certified - Men • Manufacturing- Women • Clean Energy Technology- Women 	<ul style="list-style-type: none"> • Music Technology-Women • Digital Film Production-Women • Health Informatics and Information Management-Men • Dental Hygiene-Men • Education-Men 		
<i>Competitive programs</i>	<p>Shoreline programs that require, at least, completion of a set of prerequisites with a minimum GPA to be admitted to the program. These programs include Biotechnology, Dental Hygiene, Health Informatics and Information Management, Medical Laboratory Technology, and Nursing</p>		
<i>Status</i>	<p>The status of each measure is assessed as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #006666; color: white; padding: 5px;">At target</td> <td style="padding: 5px;">Current data a or above target threshold or convincing evidence of mission fulfillment</td> </tr> </table>	At target	Current data a or above target threshold or convincing evidence of mission fulfillment
At target	Current data a or above target threshold or convincing evidence of mission fulfillment		

Term	Notes												
	<table border="1" data-bbox="512 201 1885 410"> <tr> <td data-bbox="512 201 667 269">Promising</td> <td data-bbox="667 201 1885 269">Substantial improvement from baseline OR close to target (e.g., w/in 2 percentage points) OR strong evidence of mission fulfillment</td> </tr> <tr> <td data-bbox="512 269 667 337">Monitor</td> <td data-bbox="667 269 1885 337">Minimal deviations above or below baseline (e.g., w/in 2 percentage points) OR fairly far from target (e.g., 3 – 6 percentage points) OR mixed evidence of mission fulfillment</td> </tr> <tr> <td data-bbox="512 337 667 410">Concern</td> <td data-bbox="667 337 1885 410">Substantial decline from baseline (more than 3 percentage points), large gap from target (more than 6 percentage points), or concern of not meeting mission fulfillment</td> </tr> </table> <p data-bbox="472 428 1759 456">Each category of indicator is combined as a holistic assessment within the Board Monitoring tool (A3-X), as follows:</p> <table border="1" data-bbox="512 493 1262 613"> <tr> <td data-bbox="512 493 562 532"><input type="radio"/></td> <td data-bbox="562 493 1262 532">0 - 35% of measures at target or promising</td> </tr> <tr> <td data-bbox="512 532 562 571"><input type="radio"/></td> <td data-bbox="562 532 1262 571">35 - 75% of measures at target or promising</td> </tr> <tr> <td data-bbox="512 571 562 613"><input type="radio"/></td> <td data-bbox="562 571 1262 613">75 - 100% of measures at target or promising</td> </tr> </table>	Promising	Substantial improvement from baseline OR close to target (e.g., w/in 2 percentage points) OR strong evidence of mission fulfillment	Monitor	Minimal deviations above or below baseline (e.g., w/in 2 percentage points) OR fairly far from target (e.g., 3 – 6 percentage points) OR mixed evidence of mission fulfillment	Concern	Substantial decline from baseline (more than 3 percentage points), large gap from target (more than 6 percentage points), or concern of not meeting mission fulfillment	<input type="radio"/>	0 - 35% of measures at target or promising	<input type="radio"/>	35 - 75% of measures at target or promising	<input type="radio"/>	75 - 100% of measures at target or promising
Promising	Substantial improvement from baseline OR close to target (e.g., w/in 2 percentage points) OR strong evidence of mission fulfillment												
Monitor	Minimal deviations above or below baseline (e.g., w/in 2 percentage points) OR fairly far from target (e.g., 3 – 6 percentage points) OR mixed evidence of mission fulfillment												
Concern	Substantial decline from baseline (more than 3 percentage points), large gap from target (more than 6 percentage points), or concern of not meeting mission fulfillment												
<input type="radio"/>	0 - 35% of measures at target or promising												
<input type="radio"/>	35 - 75% of measures at target or promising												
<input type="radio"/>	75 - 100% of measures at target or promising												

INDICATOR: ACCESS FOR LEARNERS

Core Theme	Measures	Baseline (2015-2016)	Current (2017-2018)	Target (2021-2022)	Status	Definitional Notes
Combined	Total annual full-time equivalent	5467	5606	5812	Promising	Source: Shoreline enrollment data Due to definition of cohorts, total FTE does not represent a sum of the total FTE from each core theme Numbers reported BEFORE conversion of spring quarter international contract to state FTEs in spring 2018 In 2015-2016 International was not reported as contract for state-wide allocation purposes, but is included in the contract FTE for that year.
	State-Supported	3735	3972	4172	Promising	
	International Contract	1173	1019	1025	Monitor	
	Other	559	615	615	At target	
Transfer	Total annual full-time equivalent from students <u>enrolled in transfer programs</u>	2530	2761	2854	Promising	Based on student intent; cohort definition still under discussion; includes all types of FTE
Professional-Technical	Total annual full-time equivalent from <u>students enrolled in professional-technical programs</u>	1839	2137	2230	Promising	Based on student intent; cohort definition still under discussion; includes all types of FTE
Professional-Technical	% of Shoreline students, self-identified as applicants for competitive programs, who are accepted or persist at Shoreline in other programs.	60% (52% - 84%)	60% (47 - 84%)	65%	Monitor	Status is assessed six quarters after first quarter with intended program. Ranges represent differences across programs. Target would mean an increase of 20 students
Basic Education for Adults	Total annual full-time equivalent from basic skills courses	476	431	452	Concern	Based on student intent; cohort definition still under discussion; includes all types of FTE Includes students taking ESL courses
Community Education	Number of participants in community education classes	582	622	702	Promising	Source: Shoreline enrollment data Headcount, not FTE (some not credit-bearing) Does NOT include Parent Education (in professional-technical), considering cohort definition
	Number of participants in community education events	**	**	**		Tracking data being collated, additional information collected starting fall 2018

INDICATOR: EQUITY IN ACCESS

Core Theme	Measures	Baseline (2015-2016)	Current (2017-2018)	Target (2021-2022)	Status	Definitional Notes
Transfer	% of students from <u>historically under-represented and under-served groups</u> enrolled in transfer programs	35%	36%	40%	Monitor	Based on headcount, not FTE Total % is any one of the factors for ALL students
	Historically Under-represented: Race/Ethnicity	19%	21%	23%	Promising	Target based on census data from King County
	Historically Under-represented: Pell Eligibility	26%	27%	30%	Promising	Due to availability of data, International and Running Start students are not included in this analysis. 61 – 62% of students have no data (did not complete FAFSA). Definition under review.
	Historically Under-represented: First Generation	15%	15%	18%	Monitor	
Professional-Technical	% of students from <u>historically under-represented and under-served groups</u> enrolled in professional-technical programs	38%	35%	40%	Concern	Total % represents students under-represented in any one of the categories
	Historically Under-represented: Race/Ethnicity	19%	20%	23%	Promising	
	Historically Under-represented: Pell Eligibility	22%	22%	25%	Monitor	Due to availability of data, Running Start and International students are not included in this analysis. 65% of students have no data (did not complete FAFSA). Definition under review
	Historically Under-represented: First Generation	14%	14%	17%	Monitor	
	% of gender non-traditional students in historically imbalanced programs	19%	19%	21%	Promising	SBCTC Perkins Outcomes dashboard Target based on best-performing schools with similar programs
Basic Education for Adults	% of students from <u>historically under-represented and under-served groups</u> enrolled in basic skills	38%	39%	39%	At target	

INDICATOR: STUDENT LEARNING

Core Theme	Measures	Baseline (2015-2016)	Current (2017-2018)	Target (2021-2022)	Status
Transfer	Effect of the <u>Shoreline educational experience</u> on general education learning outcomes, based on evaluation of student work using a rubric scaled 1- 9 with 4 or higher being “meeting expectations.”	<p>Global Awareness Group 1 (took < 3 GA classes) $\bar{M} = 4.72$ Group 2 (too 3 or more GA classes) $\bar{M} = 5.69$ Effect size (Cohen’s <i>d</i>) = 0.46 (moderate)</p> <p>Note: Scale was 1 – 12</p>	<p>Communication (2016-17) Group 1 (took < 60% writing classes): $\bar{M} = 3.76$ Group 2 (took 60% or more writing classes): $\bar{M} = 4.39$ Effect size (Cohen’s <i>d</i>) = 0.58 (moderate)</p> <p>Multicultural Understanding (2017-18) Group 1 (did not take MCU requirement): $\bar{M} = 3.22$ Group 2 (took MCU requirement): $\bar{M} = 4.08$ Effect size (Cohen’s <i>d</i>) = 0.49 (moderate)</p>	At least moderate effect size between comparison groups appropriate to each general education outcome.	Monitor
Professional-Technical	Proportion of students meeting program-level outcomes as demonstrated in capstone, portfolio, or other key assignments	No program-level outcomes assessed	<p>Nine program reviews completed; two full portfolio assessments completed.</p> <ul style="list-style-type: none"> • Business Technology (2015-16): 57% meeting expectations • Music Technology & Visual Communications Technology (2016-17): Norming process completed to ensure consistent assessment of general design principles across instructors, courses, and assignments • Biotechnology (2017-2018): 100% of students meeting expectations 	<p>80% of students completing each program meet expectations</p> <p>All programs engage in a program-level outcome assessment</p> <p>All programs develop curriculum maps and evaluate program feasibility</p>	Monitor
Professional-Technical	Percent of students who succeed in industry-recognized exams (as applicable), range across programs shown un parentheses	89% (2014-15) (89 – 91%)	90% (2016-17), range (86 – 91%) Program include Nursing, Nursing Assistant Certified, Dental Hygiene, Automotive, Medical Laboratory Technology, and Health Informatics and Information Management	All programs above 90%	Monitor
Basic Education for Adults	% of students who made any federal level gains, based on CASAS testing, within one year	57%	59% (2016-2017)	60%	Promising

Core Theme	Measures	Baseline (2015-2016)	Current (2017-2018)	Target (2021-2022)	Status
Community Education	Proportion of students who self-report attainment of learning outcomes	To date, data have been collected sporadically. Systematic collection to begin winter 2019.			

INDICATOR: STUDENT PROGRESS

Core Theme	Measures	Baseline (2015-16)	Current (2017-18)	Target (2021-22)	Status	Definitional Notes
Transfer	% of transfer students who complete quantitative and symbolic reasoning requirement within one year	26%	31%	40%	Promising	Source: SBCTC SAI 3.0 Dashboard May need to re-evaluate to include students excluded from this dashboard (i.e., International Students) Data need to be updated Baseline is 2014-2015, Current is 2016-17 Targets based on best performing colleges in the state
	% of transfer students who complete 15 college-level credits within one year	60%	55%	69%	Concern	
	% of transfer students who persist across academic years (i.e., SAI retention point)	50%	53%	60%	Monitor	
Basic Education for Adults	% of basic skills students completing high school/GED	5%	4%	10%	Monitor	Source: SBCTC Basic Skills SAI dashboard. Data need to be updated for 2017-2018. Baseline here is 2014-2015; Current is 2016-2017 (from 2015-16 cohort) Need to check high school completion coding & data

INDICATOR: EQUITY IN STUDENT PROGRESS

Core Theme	Measures	Baseline (2015-16)	Current (2017-18)	Target (2021-22)	Status	Definitional Notes
Transfer	% of transfer students from historically <u>under-represented and under-served groups</u> who complete quantitative and symbolic reasoning requirement within one year	19%	26%	40%	Promising	Source: SBCTC SAI 3.0 Dashboard May need to re-evaluate to include students excluded from this dashboard (i.e., International Students)

	% of transfer students from historically <u>under-represented and under-served groups</u> who complete 15 college-level credits within one year	55%	54%	69%	Monitor	Data need to be updated Baseline is 2014-2015, Current is 2016-17 Targets based on best performing colleges in the state
	% of transfer students from historically <u>under-represented and under-served groups</u> who persist across academic years (i.e., SAI retention point)	44%	49%	60%	Promising	
Basic Education for Adults	% of under-represented basic skills students completing high school/GED	5%	2%	10%	Concern	Source: SBCTC Basic Skills SAI dashboard. Definition for under-represented is based on race/ethnicity, with students reporting Native American, Pacific Islander, Hispanic, or African-American, or two or more races. Need to check high school completion coding & data

INDICATOR: COMPLETION/TRANSITION

Core Theme	Measures	Baseline (2015-16)	Current (2017-18)	Target (2021-22)	Status	Definitional Notes
Transfer	% of first-time cohort who complete an associate degree within three years (150% time)	17%	19%	33%	Monitor	Source: SBCTC SAI 3.0 Dashboard May need to re-evaluate to include students excluded from this dashboard (i.e., International Students) Data need to be updated Baseline is 2014-2015, Current is 2016-17 Targets based on best performing colleges in the state.
	% of first-time students who transfer within <u>four</u> years	27%	29%	39%	Monitor	
Professional-Technical	% of students who complete a certificate or degree within three years	33%	37%	42%	Promising	
Basic Education for Adults	% who complete six college-level credits	41%	33%	45%	Concern	Source: SBCTC Basic Skills SAI dashboard. Data need to be updated for 2017-2018. Baseline here is 2014-2015; Current is 2016-2017 (from 2015-16 cohort), Target based on highest rate in the state.
	% who complete college-level English & math	8% English 7% Math	9% English 3% Math	10% English 10% Math	Monitor	

INDICATOR: EQUITY IN COMPLETION/TRANSITION

Core Theme	Measures	Baseline (2015-16)	Current (2017-18)	Target (2021-22)	Status	Definitional Notes
Transfer	% of students from <u>historically under-represented and under-served groups</u> who complete an associate's degree within three years (150% time)	13%	16%	31%	Monitor	Source: SBCTC SAI 3.0 Dashboard May need to re-evaluate to include students excluded from this dashboard (i.e., International Students) Data need to be updated Baseline is 2014-2015, Current is 2016-17 Definition for under-represented is based on race/ethnicity, with students reporting Native American, Pacific Islander, Hispanic, or African-American, or two or more races. Targets based on cutting equity gap in half and meeting top performing colleges
	% of students from <u>historically under-represented and under-served groups</u> who transfer within four years.	23%	21%	35%	Monitor	
Professional-Technical	% of students from <u>historically under-represented and under-served groups</u> who complete a certificate or degree within 4 years	26%	33%	40%	Promising	
Basic Education for Adults	% of students from historically under-represented groups who complete six college-level credits	23%	22%	40%	Monitor	Source: SBCTC Basic Skills SAI dashboard. Data need to be updated for 2017-2018. Baseline here is 2014-2015; Current is 2016-2017 (from 2015-16 cohort), Target based on highest rate in the state.
	% of students from historically under-represented groups who complete college-level English & math	5% English 4% Math	5% English 4% Math	8% English 8% Math	Monitor	

INDICATOR: CONTRIBUTION TO WORKFORCE

Core Theme	Measures	Baseline (2015-16)	Current (2017-18)	Target	Status	Definitional Notes
Professional-Technical	% of students employed one year post-completion (or enrolled in higher education)	79%	80%	84%	Promising	Source SBCTC After College Outcomes dashboard Shoreline is higher than the rest of the colleges as a whole; data are one year behind, baseline is from those departing 2014-2015, outcome at 2015-16; Current is those who departed 2016-2017, employed in 2017-2018
	Difference in median hourly wage between those who complete a certificate or degree and those who do not.	+\$5.27 (\$20.77 vs. \$15.50)	+\$3.44 (\$22.20 vs. \$18.76)	\$6.00 difference	Monitor	Dollar amount adjusted for inflation. Shoreline completers' wages are much higher than all WA colleges as a whole (\$18.02). Decrease in 2017-2018 was due to increase in non-completers' wage (from \$16.51 to \$18.76)

Academic Planning: A comprehensive planning process in which extensive data about each academic department are reviewed using standardized guiding questions; data have been used to inform decisions about filling faculty tenure positions, as well as marketing priorities and potential curriculum and scheduling changes.

Accutrack: Attendance tracking tool used by different student services areas; students “swipe-in” with their student ID or enter their student ID number when signing in for services such as advising and tutoring. Data from this tool is loaded onto a SQL server and can be linked to student and employee databases for reporting purposes.

Associate Dean of Teaching, Learning, and Assessment: This is a new position created in 2017-2018 and hired in February of 2018. The Associate Dean is part of the Institutional Assessment and Data Management (IADM) team and leads faculty professional development and ongoing assessment work.

Associated Student Government (ASG): Shoreline’s student body governance association; this group of elected students manages funds collected through the Student Services & Activities (SS&A) fee (over \$1M annually). Student organizations and student services (including tutoring and athletics) present to ASG to request funding through the SS&A fee.

Campus Update: A quarterly all-campus employee meeting including key updates for employees as well as professional learning opportunities

CARF: [From the CARF web site] *CARF International [formerly Commission on Accreditation of Rehabilitation Facilities] is an independent, nonprofit accreditor of health and human services... CARF assists service providers in improving the quality of their services, demonstrating value, and meeting internationally recognized organizational and program standards.*

Curriculum Committee: A committee of faculty and administrators representing all division of Student Learning as well as advising and library; sponsored by the Vice President for Student Learning, this committee reviews all changes to Shoreline’s courses and programs.

Dean of Student Support & Success: Supervises all student support services, including Counseling, Assessment and Testing, Students Accessibility Services, Veterans Services, Tutoring & Academic Support, the Community Employment Program, and Tutoring & Academic Support.

Director of Employer Engagement: A new position developed in 2017-2018 and hired in July of 2018, this individual is part of the Workforce Education team and serves as the primary liaison to Shoreline’s professional-technical advisory committees and coordinates ongoing review and assessment of program-level learning outcomes.

Executive Team: The primary decision-making body at Shoreline, including the following members, led by the President:

- Vice President for Student Learning
- Acting Vice President for Business and Administrative Services
- Vice President for Students, Equity & Success
- Vice President for Advancement

- Executive Director of Communications & Marketing

Faculty Senate: [from the Faculty Senate Bylaws] *The purpose of the Shoreline Community College Faculty Senate . . . is to promote discussion and deliberation related to academic and other faculty concerns that are not a province of any other recognized body on the Shoreline Community College campus. The Senate may act as an advisory body to other groups on campus when input from the entire faculty may be valuable.*

Formstack: Survey data collection tool used for various purposes at Shoreline, data can be loaded onto a SQL server so as to link with student and employee databases for reporting purposes.

Guided Pathways: [from SBCTC web site] *Guided Pathways is a research-based approach that simplifies choices for students ... Courses are grouped together to form clear paths through college and into careers, whether students enter those careers directly after graduation or transfer to a university for more study in their chosen fields. Students get intensive, targeted advising to choose a path, stay on the path, learn what they need to know and graduate. In Washington state, our Guided Pathways efforts are focused on helping more of our students – especially low-income, first-generation students and students of color – earn credentials to prepare them for entry into higher-paying, high-demand fields with value in the labor market.*

Institutional Assessment and Data Management (IADM): Office responsible for institutional research, learning outcomes assessment, and other special projects related to institutional effectiveness. The Executive Director of Institutional Assessment and Data Management serves as the Accreditation Liaison Officer.

Learning Outcomes Assessment Steering Committee: The purpose of the Steering Committee is to develop a robust method for ongoing learning outcomes assessment at the College, such that students will be able to name, claim, and demonstrate the learning outcomes for each of the course activities in which they engage. The focus of the committee will be guided by current accreditation standards and expectations. When formed, this committee was sponsored by the Executive Vice President for Student Learning & Success; it is now sponsored by the Vice President for Student Learning.

Master Course Outline (MCO) database: From 2006 to 2008, Shoreline developed its own online database of course information, including all learning outcomes for each course and a mapping of course outcomes to general education outcomes. All new courses are introduced using this database, which includes a paper-based routing and review process.

Multicultural Understanding requirement (MCU): All Shoreline degrees include a course requirement that addresses multicultural understanding. The faculty who teach the courses meeting this requirement meet regularly as a team (M-Core).

NWAC: [from the NWAC web site] *The Northwest Athletic Conference is the parent organization for thirty-six (36) community colleges located in Idaho, Oregon, Washington and British Columbia. The NWAC has a variety of administrative responsibilities including conference tournament management, eligibility, publications, rule enforcement and sports information.*

Shoreline: This is the abbreviated term used to refer to Shoreline Community College (i.e., not “SCC”).

Shoreline 101: Study sessions for the Board of Trustees to become familiar with all aspects of the College. Each year had a theme of presentations:

- 2015-2016: Instructional areas & divisions
- 2016-2017: Professional-technical programs and program review

- 2017-2018: SES areas
- 2018-2019: Administrative areas

Shoreline Community College Federation of Teachers (Local No. 1950, AFT Washington/AFT/AFL-CIO) (SCCFT): The bargaining unit for all academic employees at Shoreline Community College

Strategic Planning & Budget Council (SPBC): The Strategic Planning & Budget Council is charged with assessing the allocation of funding resources for relevance to and support of the strategic plan as well as development of and compliance with criteria for the use of college funds. The council provides feedback to the College leadership and communicates its findings, with respect to the evaluation of the College's progress and compliance with criteria, to the campus community.

Student Achievement Initiative (SAI): [from SBCTC web site] ... *the performance funding system for Washington state's system of community and technical colleges. Colleges receive points, with funding attached, when students reach key academic momentum points, such as finishing college-level math, completing the first year of college, and earning a certificate or degree. Rigorous data analysis shows that students who achieve these momentum points are much more likely to earn a certificate or degree.*

Student Learning: Previously referred to as Academic and Student Affairs, this division, led by the Vice President, includes all aspects of instruction for students.

Student Learning Leadership Team: The administrative leadership of the Student Learning Division, including the following members:

- Dean of Health Occupations, Physical Education, and Business (HOPE)
- Dean of Humanities and Basic Education for Adults
- Dean of Social Sciences
- Executive Dean of Workforce Education and Science, Technology, Engineering, and Math (STEM)
- Executive Director of Institutional Assessment and Data Management (IADM)
- Executive Director of International Education
- Executive Director of Virtual Campus, eLearning & Instructional Technology

Students, Equity & Success (SES): This division in the college includes all student support services such as advising, tutoring, veterans services, and student accessibility services, as well as enrollment and financial aid services. The division is equivalent to Student Affairs divisions at other similarly-sized colleges.

Students, Equity & Success Leadership Team (SESL): A team including the leads of all the areas included in Students, Equity & Success; this team meets regularly during the academic year and currently includes the following members:

- Dean of Access & Advising
- Dean of Student Support & Success
- Director of Athletics
- Director of Youth Re-Engagement
- Director of the Honors Program

Vice President for Student Learning: The primary academic officer for Shoreline; equivalent to the Vice President of Instruction at other similarly-sized colleges. Before January 2019, this position did not exist and was incorporated into a single Executive Vice President for Student Learning & Success position.

Vice President for Students, Equity & Success (VP-SES): The primary student services officer for Shoreline; equivalent to the Vice President of Student Services/Affairs at other similarly-sized colleges. When this position was originally filled in Fall of 2017, this position reported to the Executive Vice President for Student Learning & Success.

Washington Federation of State Employees Higher Education Community College Coalition (WFSE HE CCC): Bargaining unit representing Shoreline's classified employees.

Washington State Board of Community and Technical Colleges (SBCTC): [from the SBCTC web site] *The Washington State Board for Community and Technical Colleges – led by a nine-member governor-appointed board – advocates, coordinates and directs Washington state's system of 34 public community and technical colleges.* SBCTC also provides leadership and guidance in assessing key indicators of performance.

Supporting Links and Documents

- ¹ Shoreline Ad Hoc Self Study October 2018: <https://bit.ly/2IPxhCC>
- ² BUS120 Principle of Marketing: <https://bit.ly/2ITnN9k>
- ³ Introduction to Assessment Workshop Sketch: <https://bit.ly/2kLqHgb>
- ⁴ Final program review report for Music Technology: <https://bit.ly/2m9p24r>
- ⁵ Final program review report for Business Technology: <https://bit.ly/2kAohBh>
- ⁶ Final program review report for Clean Energy Technology: <https://bit.ly/2NzUWml>
- ⁷ Final program review report for Visual Communications Technology: <https://bit.ly/2INtMwE>
- ⁸ Final program review report for Business Administration: <https://bit.ly/2md00Qd>
- ⁹ Final program review report for Purchasing & Supply Chain Management: <https://bit.ly/2kgwQkt>
- ¹⁰ Final program review report for Film: <https://bit.ly/2kjEWZC>
- ¹¹ Final program review report for Manufacturing: <https://bit.ly/2zuPFUN>
- ¹² Final program review report for Automotive Service Technician: <https://bit.ly/2ZzqS0s>
- ¹³ Final program review report for Education: <https://bit.ly/30GBdFg>
- ¹⁴ Final program review report for Accounting: <https://bit.ly/2HwwRt0>
- ¹⁵ Final program review report for Criminal Justice: <https://bit.ly/329mYcA>
- ¹⁶ Final program review report for Biotechnology: <https://bit.ly/2Zpz7lw>
- ¹⁷ Draft of proposed changes to Business Administration offerings based on program review and ongoing assessment work: <https://bit.ly/2m9ueoX>
- ¹⁸ Film Program Assessment Project Summary: <https://bit.ly/2IVbeKH>
- ¹⁹ Biotech Program Assessment 2019 Results Summary: <https://bit.ly/2kLgwbs>
- ²⁰ Shoreline's general education outcomes as posted on the College web site: <https://www.shoreline.edu/about-shoreline/general-education-outcomes/>
- ²¹ Brief summary of the results of assessing Shoreline's multicultural understanding outcome: <https://bit.ly/2kLXAtI>
- ²² Initial SES program review, Advising: <https://bit.ly/2ILAiUx>
- ²³ Initial SES program review, Running Start: <https://bit.ly/2mgGjsF>
- ²⁴ Initial SES program review, The Honors College at Shoreline: <https://bit.ly/2IVbqcT>
- ²⁵ Notes taken during interviews to inventory assessment data and practices in SES: <https://bit.ly/2IMZb2i>
- ²⁶ Shoreline 101 presentation, October 2017, includes data about general advising, advising sessions, new student orientation, and running start: <https://bit.ly/2kLfEnf>
- ²⁷ Advising dashboard: this interactive data reporting tool was developed and made available to the advising team in spring of 2018 to provide information about advising usage based on Accutrack sign-in data.: <https://bit.ly/2m9sCf1>
- ²⁸ Fact sheet about the Assessment & Testing Center presented to Shoreline's Board of Trustees in January 2018 as part of a Shoreline 101 presentation: <https://bit.ly/2kLXQbN>
- ²⁹ Athletics presentation to the Associated Student Government, January 2019: <https://bit.ly/2mfMqNU>
- ³⁰ Screenshot of interactive data dashboard for CEO: <https://bit.ly/2IWEnWc>
- ³¹ Recent accreditation report for the Community Employment Program by CARF International: <https://bit.ly/2IUqZS5>

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- ³² Results from CEP participant survey, output generated by SurveyMonkey: <https://bit.ly/2kjl0U>
- ³³ Fact sheet about the Counseling Center presented to Shoreline's Board of Trustees in December 2017 as part of a Shoreline 101 presentation – note that the data came from internal, anonymous tracking: <https://bit.ly/2IO8v5U>
- ³⁴ CCSSE Advising & Counseling Dashboard: This interactive Tableau tool provides in-depth information about usage and satisfaction with advising and counseling as gathered through the Community College Survey of Student Engagement in Winter of 2017: <https://bit.ly/2mhuzWZ>
- ³⁵ Fact sheet about the Honors College at Shoreline presented to Shoreline's Board of Trustees in December 2018 as part of a Shoreline 101 presentation: <https://bit.ly/2meLd9n>
- ³⁶ Fact sheet about the Multicultural Center presented to Shoreline's Board of Trustees in December 2017 as part of a Shoreline 101 presentation: <https://bit.ly/2kiviGr>
- ³⁷ Fact sheet about Student Accessibility Services (formerly Services for Students with Disabilities) presented to Shoreline's Board of Trustees in January 2018 as part of a Shoreline 101 presentation: <https://bit.ly/2IUrbAN>
- ³⁸ Presentation by Tutoring & Academic Services to the Associate Student Government to request funding to support free tutoring for all students: <https://bit.ly/2kK8ShI>
- ³⁹ Full submission to the Best for Vets Survey, note retention and graduation rate reporting on p. 8 - 9: <https://bit.ly/2mhze1v>
- ⁴⁰ Fact sheet about the Veterans Services presented to Shoreline's Board of Trustees in January 2018 as part of a Shoreline 101 presentation: <https://bit.ly/2kjkv3>
- ⁴¹ New Student Orientation (NSO) – summary of survey results from an online survey conducted after the Winter 2018 orientation session: <https://bit.ly/2IMGewH>
- ⁴² Associated Student Government budget for using Student Services & Activities fee, presented to the Board of Trustees, June 2019: <https://bit.ly/2kyVME5>
- ⁴³ FTE/Fill Rate: <https://bit.ly/2Hs95hu>
- ⁴⁴ Student/Faculty ratios: <https://bit.ly/2zB4vJP>
- ⁴⁵ Course Success Rate – interactive Tableau dashboard: <https://bit.ly/2QC4M5J>
- ⁴⁶ Enrollment Demographics – interactive Tableau dashboard: <https://bit.ly/2llcUY2>
- ⁴⁷ Campus Update, May 16, First presentation of budget process: <https://bit.ly/2mgK0i0>
- ⁴⁸ Campus Update, June 11: Presentation of revised budget process: <https://bit.ly/2IO8A9I>
- ⁴⁹ Report submitted to the NWCCU panel reviewing Shoreline's substantive change request to adopt new core themes: <https://bit.ly/2kLrvld>
- ⁵⁰ Student Achievement Initiative (SAI) web page of the SBCTC site: <https://bit.ly/2MF7fOA>