

Mission Fulfillment and Sustainability Report

Submitted to the Northwest Commission
on Colleges and Universities



Shoreline Community College

Shoreline, WA 98133

September 14, 2020

Institutional Overview

COLLEGE PROFILE

Founded in 1964, Shoreline Community College offers more than 100 rigorous academic and professional/technical degrees and certificates to meet the lifelong learning needs of its diverse students and communities. Dedicated faculty, staff, and administrators are committed to the educational success of its 10,000+ students who hail from across the United States and over 50 countries.

Located 10 miles north of downtown Seattle, Shoreline is one of the most strikingly beautiful college campuses in Washington. The grounds once served as a special place to the Duwamish people for gathering traditional foods in ways that increased the bounty of the land.

Sustainability and stewardship are priorities for the College, and Shoreline is designated as a [TreeCampusUSA](#) college. The scenic surrounding area is nationally known for its recreational and cultural opportunities, which richly complement academic life. Twenty-six buildings constitute the 83-acre campus.

These include an award-winning automotive training center, a visual arts building, computer centers, laboratories, a student center, a theater, a well-equipped gymnasium, a child care center, a new residence hall to facilitate a living/learning environment, and a sophisticated multimedia center and the Ray W. Howard Library/Technology Center.



STATEWIDE CONTEXT

One of 34 community and technical colleges in Washington state, Shoreline operates under the regulations of the State Board for Community and Technical Colleges (SBCTC) and is governed by the Board of Trustees of Shoreline Community College, District Number Seven.

STUDENT DEMOGRAPHICS AND GRADUATION DATA

About 10,000 students attend Shoreline each year, and about 6,000 students are enrolled any given quarter. The average student is 23 years of age. Shoreline supports a flexible student experience in which 50% of students are part time and 50% full time. The college employs 137 full time, 257 part time faculty, and 241 staff.

Shoreline students by program type

Transfer	45%
Professional/Technical	42%
Adult Basic Education	8%
Other	6%

Shoreline is a diverse college and the U.S. Department of Education recognizes it as a Title III Asian American Native-Pacific Islander Serving Institution (AANAPISI). The college's student body is comprised of: 15% Asian/Pacific Islander; 8% Black/African American; 9% Hispanic/Latino/a; 1% American-Indian/Native American; 42% white; 13% international; and 12% other or unknown.

COLLEGE PROGRAMS

Shoreline offers a variety of programs in many fields including transfer to four-year university, professional/technical, Adult Basic Education and English as Second Language courses, continuing and community education courses, as well as dual credit and high school completion options.

Shoreline is recognized for preparing students to transfer to four-year colleges and universities, and the Honors College provides opportunities for students to hone the skills needed in academically intense programs. Through the Direct Transfer Agreement (DTA), Shoreline's transfer programs offer seamless transition and credit transfer to Washington state's public universities.



Students seeking a professional-technical pathway choose from 19 different professional-technical programs, including nationally recognized Automotive programs, such as the Toyota Technician Training and Education Network (T-TEN) program, GM Automotive Technician program, and most recently, in partnership with Tesla, the Tesla Electric Vehicle Technician program. Shoreline is also home to a nationally renowned Nursing (RN) program in which 90% of graduates find employment as registered nurses within six months of graduation.

CURRENT INITIATIVES

In the next year, Shoreline will break ground on the Health Sciences & Advance Manufacturing Classroom Complex. This building will represent a significant step forward for Shoreline's STEM programs, including Shoreline's biotech program, which has received several nationally competitive federal grants to address workforce gaps in the burgeoning biotechnology industry.

Shoreline, along with all community and technical colleges in Washington state, is poised to adopt a new data system, shifting from a legacy MS-DOS-based system to PeopleSoft. The data transition project, called [ctcLink](#), will bring new capabilities for students and employees and represents an important step in modernizing antiquated data tools.

In the past two years, Shoreline has begun a multi-year, college-wide Guided Pathways Initiative, a new model for community college education. With funding allocated from SBCTC, Shoreline has completed a comprehensive workplan to make appropriate changes to curriculum, advising, and learning outcomes.

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution

Mailing Address: 16101 Greenwood Avenue North

Address 2: _____

City: Shoreline

State/Province: WA

Zip/Postal Code: 98133

Main Phone Number: 206-546-4101

Country: USA

President

Title (Dr., Mr., Ms., etc.): Dr.

First Name: Cheryl

Last Name: Roberts

Position (President, etc.): President

Phone: 206.546.4552

Fax: _____

Email: clroberts@shoreline.edu

Accreditation Liaison

Title (Dr., Mr., Ms., etc.): Dr.

First Name: Bayta

Last Name: Maring

Position (President, etc.): Executive Director of Institutional Assessment and Data Management

Phone: 206.546.6949

Fax: _____

Email: bmaring@shoreline.edu

Finance VP

Title (Dr., Mr., Ms., etc.): Ms.

First Name: Dawn

Last Name: Beck

Position (President, etc.): VP for Business and Administrative Services

Phone: 206.546.4672

Fax: _____

Email: dbeck@shoreline.edu

Institutional Demographics

Institutional Type (*Choose all that apply*)

- Comprehensive
 Specialized
 Health-Centered

- Religious-Based
 Native/Tribal
 Other (specify): _____

Degree Levels (*Choose all that apply*)

- Associate
 Baccalaureate
 Master

- Doctorate
 If part of a multi-institution system,
name of system: _____

Calendar Plan (*Choose one that applies*)

- Semester
 Quarter
 4-1-4

- Trimester
 Other (specify): _____

Institutional Control

- City County State Federal Tribal

- Public OR Private/Independent
 Non-Profit OR For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 4,677 FTE for 2018-19 academic year (most recent year) FTE Student Enrollments

Classification	Current Year: <u>2018-2019</u>	One Year Prior: <u>2017-2018</u>	Two Years Prior: <u>2016-2017</u>
Undergraduate	4,677	5,009	4,836
Graduate			
Professional			
Unclassified			
Total all levels	4,677	5,009	4,836

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 8,899 headcount for 2018-19 academic year (most recent year) Student Headcount Enrollments

Classification	Current Year: <u>2018-2019</u>	One Year Prior: <u>2017-2018</u>	Two Years Prior: <u>2016-2017</u>
Undergraduate	8,899	9,429	9,160
Graduate			
Professional			
Unclassified			
Total all levels	8,899	9,429	9,160

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 129 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank	129	220		3	13	81	3	29

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank	73,745	15.89

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

Please see Appendix A for these documents.

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2019 - 2020 approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

* This listing does not substitute for a formal substantive change submission to NWCCU

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
New program (curriculum partially approved)	AAAS degree	Business Intelligence and Data Analysis	
Removal of hiatus status	AAS-T degree	Dental Hygiene	

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. *If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.*

* This listing does not substitute for a formal substantive change submission to NWCCU

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Shoreline Community College	16101 Greenwood Avenue North	Degree & Certificate	Accounting	34	Yes	
- -	- -	Degree/Certificate	Business Administration	46	Yes	
- -	- -	Degree	Business Technology	1	Yes	
- -	- -	Degree	Criminal Justice	41	Yes	
- -	- -	Degree & Certificate	Early Childhood and Paraeducator	42	Yes	
- -	- -	Degree & Certificate	Health Informatics & Information Management	89	Yes	
- -	- -	Degree & Certificate	Purchasing & Supply Chain Management	17	Yes	
- -	- -	Certificate	Clean Energy Technology	1	Yes	
- -	- -	Degree	DTA	1778	Yes	

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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INSTITUTIONAL CHANGES

Shoreline Community College has undergone significant transformation in the past eight years. While implementing an ambitious five-year strategic plan, Shoreline has reframed critical operational work through the lens of four new core themes and recontextualized day-to-day work with a new set of values. The College has undergone significant improvements in clarifying and revising policies, procedures, and processes; the use of data has become pervasive in planning; and the College has adopted a new mindset about assessment.

Leadership, Personnel, and Organizational Changes

President Cheryl Roberts joined Shoreline Community College in July of 2014 and has been a consistent and persistent leader during Shoreline's evolution during the current accreditation cycle. At the time of the prior self-study in 2012, Shoreline had a single Vice President for Academic and Student Affairs. This position, as well as all relevant units, have been reorganized into two operational divisions: Student Learning and Students, Equity & Success, each with a Vice President. Personnel at the executive level has changed considerably as well: no member of the current Executive Team was employed at Shoreline in 2012.

There have been significant changes in the Students, Equity & Success area (formerly student affairs). Previously led by a Dean of Students, the division has been reorganized to include a Vice President as well as two dean positions: Dean of Access and Advising and Dean of Student Support and Success. Staffing in this area has also increased since 2012, particularly in the realm of academic advising.

Impact of External Factors

Since 2015, a number of external factors have had a significant impact on Shoreline's strategic and operational work, and Shoreline has addressed each with unwavering attention to mission fulfillment.

First was a change at the state level in how funding would be allocated. The State Board for Community and Technical Colleges (SBCTC) uses a number of different factors in determining what portion of funding each college receives from the amount designated for CTC's by the Washington State Legislature, but the primary factor is enrollment. Prior to 2016, colleges chose whether to include their international enrollment in the calculation for the state allocation, and Shoreline chose to do so. In 2016, the allocation model changed such that international enrollment would not be included for any college, so Shoreline made intentional plans to increase domestic enrollment as described in Standard 3.A, with successful increases in enrollment for nine consecutive quarters.

Second, starting in 2017, federal policies and practices related to granting visas to international students changed dramatically. Over the last decade, Shoreline has been a leader in the U.S. international education community and one of the top community colleges in the country in

international student recruitment. There has not been a decrease in interest in Shoreline since that time, but students are struggling to receive appropriate visas. Through tireless efforts to recruit and retain international students, Shoreline has avoided the significant declines in enrollment (up to 20% decreases) experienced by other colleges within the state since 2017.

Third has been the economic growth seen from 2012 to 2019, which resulted in record-low unemployment that has affected enrollment in some professional-technical programs, most notably manufacturing. Shoreline continues to innovate and identify new ways to meet workforce needs by strengthening industry partnerships and expanding curriculum, most notably in biotechnology.

Last has been the onset of COVID-19 in March of 2020, which has had impact on Shoreline's enrollment and potential funding from the state. Shoreline has adapted well to fully-remote instruction, with an extremely strong eLearning support team and existing infrastructure and training to ensure students continue on their paths to success. Data-informed enrollment management efforts, including new marketing materials, just-in-time schedule adjustments, and key student support resources have resulted in Shoreline reducing the gap in overall fall 2020 enrollment compared to last year from -17% in May 2020 to -8% in early September.

Strategic Plan 2016-2021

In January of 2015, Shoreline began an 18-month process to engage students, employees, and the community in developing a comprehensive strategic plan. Over 300 individuals contributed to the plan, and many provided feedback multiple times, with over 1,000 "touches" on the plan itself. In June of 2016, Shoreline adopted the 2016-2021 Strategic Plan (see Appendix B), which has led to a number of significant changes, such as:

- A new visual identity and tagline ("Engage. Achieve.")
- An overhauled web site with new design, content structure, and sustainable architecture
- New methods and tools for assessing learning outcomes
- Cutting-edge models for placement and acceleration in pre-college pathways
- A revised hiring policy, incorporating enhanced equity training
- Robust mechanisms for ongoing training on diversity, equity, and inclusion
- Increased engagement with the community and industry advisory committees

Prior to the adoption of this plan, Shoreline began implementing the Abbreviated Strategic Action Plan (aSAP) process which provides a mechanism for participatory proposal and review of new expenditures so as to align the College's budget with the strategic plan and mission. See Standard 3.A for details.

Revised Values and Core Themes

The introduction of the new strategic plan prompted a great deal of reflection about the goals in this plan, how they express the College's values, and the alignment between strategic goals, values, and core themes. Campus-wide conversations led to the adoption of three new values: Respect,

Inclusion, and Student Engagement, as well as a set of self-assessment questions ([2A28A](#)) about how these values affect day-to-day work.

While these conversations were underway, the Executive Team had reviewed data associated with the existing core themes, objectives, and indicators and determined that the College needed a new way to frame and assess mission fulfillment. Campus-wide conversation about revising Shoreline's core themes began in spring of 2017 and continued through the following academic year, culminating in the adoption of new core themes in spring 2019.

Policies, Procedures, and Processes

Since 2015, Shoreline has made a concerted effort to ensure that the College's policies and procedures are updated and reflect current practices. Before that time, the majority of Shoreline policies had not been updated since the mid-1990's or earlier. In addition, efforts have been made to ensure appropriate alignment and minimum redundancy between college policies and state and federal laws and regulations. A number of policies have been added or significantly revised to meet NWCCU standards.

Use of Data and Assessment

Shoreline's infrastructure for sharing and reporting data has strengthened and expanded significantly. The Office of Institutional Assessment and Data Management (IADM) has undergone personnel changes with new staff trained to utilize Structured Query Language (SQL) to utilize and analyze data in new ways. Using SQL-Server Reporting Services (SSRS), this team has developed easily-accessed reports that are used regularly in operational work, planning, and decision-making. In addition, Shoreline has made extensive use of a system-wide Tableau server, funded by SBCTC, which has led to the development of interactive data tools that have informed planning across all instructional departments.

Since 2012, Shoreline's approach to assessment has changed dramatically, most notably in the domain of learning outcomes assessment. The College had a robust mechanism for maintaining and storing learning outcomes for each course and program, but assessment of these outcomes had occurred in an ad hoc fashion, and assessment of general education outcomes was essentially dormant for over a decade.

Through ongoing support from IADM, Shoreline now has a cadre of instructors who are well-prepared to conduct assessment, lead assessment projects, and train other faculty on learning outcomes assessment. A five-module learning outcomes assessment training is available to walk any faculty member through the process of assessing a course outcome (see Recommendation #2 below); program faculty are regularly engaging their advisory committees in outcomes revision and assessment; and, now that four of six general education outcomes have been assessed, the Faculty Senate Council has agreed to revise these outcomes to become more assessable and accessible to students.

RESPONSE TO RECOMMENDATIONS

As per NWCCU's request following Shoreline's 2019 ad hoc report, below is an update on how Shoreline has addressed the remaining two active recommendations from the last Year 7 evaluation.

Recommendation #2

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).

Shoreline continues to make progress in assessing course, program, and general education outcomes. In addition, Shoreline has introduced a method for comprehensive assessment of services.

Course Learning Outcomes Assessment

After supporting 17 course-level outcomes assessment projects, IADM worked with the Learning Outcomes Assessment Steering Committee (LOASC) to conduct a survey with faculty about what type of training related to learning outcomes assessment would be most useful ([R2A](#)).

As a foundation for discussing outcomes assessment work, the survey asked faculty "At what point would you be concerned enough to take action to ensure more students are learning?" Results are presented in Figure P1.

4. At what point would you be concerned enough to take action to ensure more students are learning.

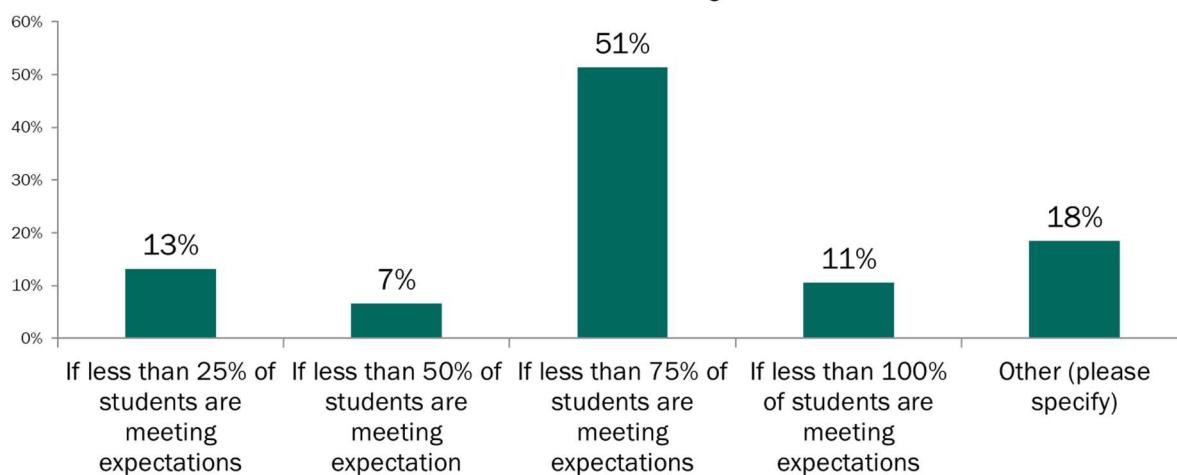


Figure P1. Results from faculty survey on learning outcomes assessment about the threshold for meeting expectations that would prompt faculty to take action

The highest-rated type of training, in terms of faculty interest, was “How to easily & quickly assess whether students are meeting course outcomes.” In response, IADM and LOASC developed a five-module, asynchronous training on learning outcomes assessment. The first, standalone module provides an introduction to outcomes assessment, and Modules 2 – 5 provided step-by-step instructions for how to assess a course or program learning outcome (see Table P1 for details).

Table P1. Content of Learning Outcomes Assessment Training Modules

Module	Content with links to Powerpoint presentations/selected resources
1: Introduction to Learning Outcomes Assessment	Part 1: What is learning outcomes assessment and why do it? (R2B) Part 2: Class vs. outcomes assessment; formative vs. summative assessment (R2C) Part 3: Why aren't grades enough? Indirect vs. Direct assessment (R2D) Part 4: Why aren't grades enough? Part 2 (R2E)
2: The Outcome to Assess	Part 1: Learning Outcomes at Shoreline (R2F) Part 2: Assessable Learning Outcomes (R2G)
3: Assessment & Alignment	Part 1: Alignment (R2H) Part 2: Assessment Rubric (R2I) Part 3: Equity and Assessment (R2J)
4: Conducting the Assessment	A pragmatic how-to (R2K) Calculation template & sample (R2L & R2M)
5: Reflection	Final Reflection Assignment (R2N)

Videos accompanied each PowerPoint presentation (links available upon request) and ungraded assignments were included on Canvas as part of these modules.

All faculty were invited to take part in the training starting in spring 2020, either the first module alone or the entire five-module project-based training, with compensation offered at the hourly rate included in the Collective Bargaining Agreement (CBA) between the College and the Shoreline Community College Federation of Teachers (SCCFT). To date, 27 faculty have completed Module 1, and 12 have completed all five modules. Results from the assessments conducted through this training are summarized in Standard 4.A.3 and Appendix F.

Program Level Outcomes Assessment

Shoreline continues to strengthen and expand learning outcomes assessment at the program level for the 13 professional-technical programs that do not have specialized accreditation or certification. Over the past year, an additional five programs have been introduced to this work, with another three slated to conduct assessment projects in 2020-21. For a summary of these results, please see Standard 4.A.3.

Below is a summary of results from the five programs that completed some kind of program-level learning outcomes assessment during the past year.

Table P2. Summary of program level assessment work from 2019-2020

Program	Year	Assessment Description	Sample	% meeting expectations
Business	2019-2020	Industry advisory committee rated a capstone project for the Retail Management degree for one outcome	20	85%
Manufacturing	2019-2020	Observation of students throughout the quarter based on a critical safety outcome	9	100%
Purchasing & Supply Chain Management	2019-2020	Department faculty and industry advisory committee rated student projects related to sourcing and negotiations	10	90%
Clean Energy Technology	2019-2020	Industry advisory committee reviewed capstone project-based assessment related to program outcome to create an energy analysis.	5	80%
Automotive GST	2019-2020	Review of compiled exams on brakes	16	86%

There are plans to take advantage of the momentum of this work to expand program assessment considerably. The Director of Employer Engagement and Executive Director of IADM will work together to plan for a regular cycle of assessment, devoting at least one meeting per year of each industry advisory committee to learning outcomes: either reviewing and revising outcomes, conducting an in-person assessment with the committee, or reviewing results of an assessment conducted by faculty alone.

General Education Outcomes Assessment

During 2019-2020, faculty librarians worked with IADM to assess two of the information literacy general education outcomes.

- *Identify existing and emerging information resources (IL2.1)*
- *Use information to accomplish a specific purpose (IL2.3)*

The methodology for assessing the outcome was similar to previous projects. Faculty were asked to submit all samples of student work from an assignment they felt provided students the best opportunity to demonstrate their learning in the domains described in the outcomes. Faculty assessed the samples using a rubric and the results were analyzed to compare groups of students based on their coursework at Shoreline. Although prior studies of other outcomes revealed moderate effect sizes based on relevant course work, there was virtually no difference between students who had taken three or more “information literacy intensive” classes and those who had not. See Standard 4.A.3 for additional details.

After conducting four such studies since 2015, results were somewhat promising in terms of demonstrating the impact of the Shoreline experience. However, incorporating assessment of these outcomes into the assessment mission fulfillment has been challenging and part of the reason is

that the outcomes themselves need revision to be effectively assessed in the context of mission fulfillment. In addition, as Shoreline moves towards Guided Pathways, the rationale for reconsidering these outcomes becomes stronger.

In winter 2020, IADM presented results from general education outcome assessment projects ([4A4B](#)) to the Faculty Senate Council and then worked with a small group from the Council to develop a two-year plan for revising the outcomes ([4B2A](#)). The first phase of this work will involve ensuring that faculty are aware of the rationale and need to change the outcomes, and that the workgroup involved in revising the outcomes is fully prepared with the skills and knowledge needed to lead the work. See Standard 4.A.3 for additional details.

Assessment of Services

Since receiving additional guidance from NWCCU after the ad hoc report and visit in fall 2018, Shoreline has made considerable effort to expand assessment of services. Within the past year, Shoreline has begun the processes of identifying clear outcomes for student services, with IADM providing training and guidance towards a comprehensive assessment plan. An initial brainstorming activity ([4A2B](#)) supported a model whereby several outcomes apply across all areas of student services, with additional specific outcomes for each department or area.

In addition, in fall 2019, Shoreline engaged in a comprehensive departmental review process in anticipation of potential budget reductions. Ninety-six departments completed the data-informed self-assessment focusing on the expenses and size of the department relative to the activities and services of that department, including benchmarking with similarly-sized colleges. The results informed subsequent decisions and provided a starting point for ongoing department review (see Standard 4.A.2 for details).

RECOMMENDATION #6

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).

As described above, Shoreline made a significant possible change in response to this recommendation, which was to completely change core themes, objectives, and indicators through a multi-year process with final approval by NWCCU in spring 2019.

The newly established core theme indicators have been reported to the Board of Trustees twice, most recently in winter 2020 as part of the Board retreat ([5A1A](#)), with a follow-up in summer 2020, which included a mission fulfillment dashboard, as in Figure P3. Please see Standard 5.A.1 for how this dashboard represents a compilation of all measures included in core theme indicators.

Mission Fulfillment Dashboard

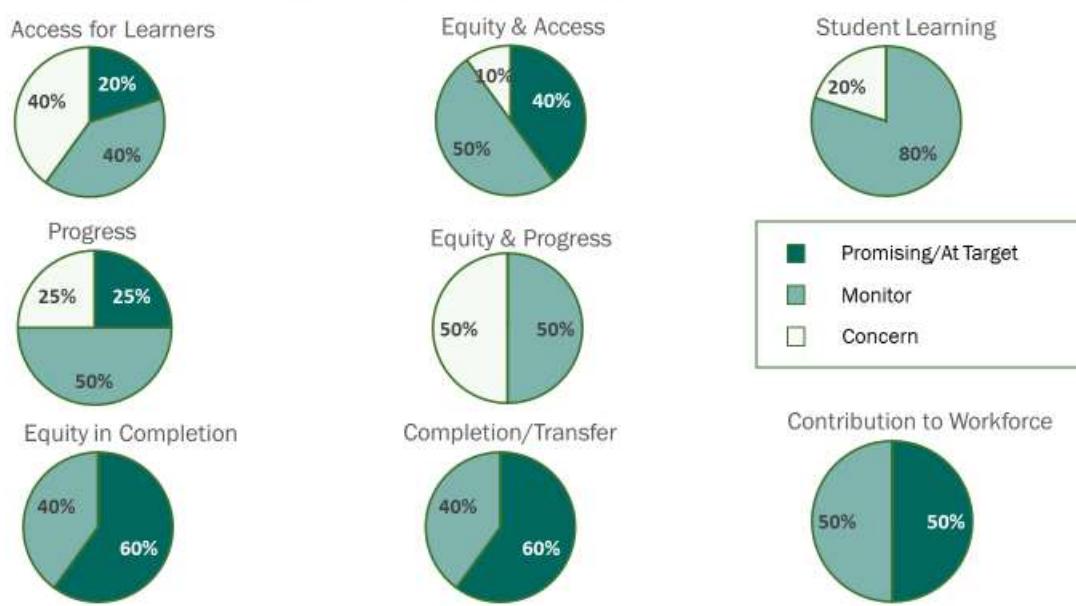


Figure P2. Mission fulfillment dashboard from the most recent data (2018-2019) presented to the Board of Trustees in summer 2020

Standard 1: Mission, Core Themes, and Expectations



Standard 1: Eligibility Requirements

1. OPERATIONAL STATUS

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

Shoreline Community College has been continually accredited since 1963.

2. AUTHORITY

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The Revised Code of Washington (RCW) [Chapter 28.50](#) established a system of community colleges in the state of Washington and authorized the establishment of the seventh college district to "encompass the present boundary of the common school district of Shoreline in King county."

3. MISSION AND CORE THEMES

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Shoreline's Mission Statement

We serve the educational, workforce, and cultural needs of our diverse students and communities.

Shoreline's Core Themes:

- Transfer Education
- Professional-Technical Education
- Basic Education for Adults
- Community Education

Shoreline's mission statement and core themes align with the purpose of community colleges as described in the Washington state law that led to the founding of community colleges ([RCW 28B.50.20](#)) and encompasses the primary educational and community engagement activities of the College.

The mission and core themes encompass all operational and strategic activities of the College; hence, all financial resources are devoted to mission fulfillment.

All of Shoreline's primary professional-technical and transfer programs lead to recognizable associate degrees: Associate in Arts – Direct Transfer Agreement (AA-DTA), Associate in Science – Transfer (AS-T), Associate in Applied Arts and Sciences (AAAS), Associate in Fine Arts (AFA), and Associate in Music (AM).

1.A: Mission

STANDARD 1.A.1

The institution has a widely published mission statement, approved by its governing board, that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Shoreline's Mission Statement

We serve the educational, workforce, and cultural needs of our diverse students and communities.

Shoreline's mission statement is posted on the College web site and in every classroom and meeting space on Shoreline's campus; it is also posted prominently in Shoreline's board room.

The statement itself aligns with the purpose of community colleges as described in Washington state law that led to the founding of community colleges ([RCW 28B.50.20](#)) and encompasses the primary educational and community engagement activities of the College.

In Winter of 2016, members of the college community were invited to take part in discussions about revising the vision and mission statements. In a series of open-invite and division meetings, employees discussed the wording of these statements, leading to the minor changes described in Table 1.1 below. At the Board of Trustees meeting in March of 2016 ([1A1B](#)), the Board approved the changed mission statement.

Table 1.1. Previous and current wording of Shoreline's mission statement

Previous Version		Current Version
Vision	We will be a world-class leader in student success and community engagement.	We are recognized for inclusive excellence in teaching and learning, student success, and community engagement.
Mission	We serve the educational, workforce, and cultural needs of our diverse community.	We serve the educational, workforce, and cultural needs of our diverse students and communities.

STANDARD 1.A.2

The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The core theme indicators Shoreline adopted in spring 2019 encompass the college's mission statement, with access, equity in access, progress, equity in progress, learning, completion, and workforce contribution providing a definition for meeting the educational, workforce, and cultural needs of our diverse students and communities. Each indicator consists of a set of measures, many of which are based primarily on datasets provided by the State Board for Community and Technical Colleges (SBCTC) allowing for benchmarking with other colleges. The measures within each indicator address the four core themes, as appropriate.

The thresholds for each measure are based on an improvement trajectory, with the targets being set by benchmarking with the best-performing community and technical colleges in the state. The acceptable threshold for each measure is set as stability or improvement from baseline established the year preceding the current strategic plan, as shown in Table 1.2.

Table 1.2. Thresholds for individual measures of mission fulfillment

At target	Current data at or above target threshold or convincing evidence of mission fulfillment
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), and concern of not meeting mission fulfillment

Each indicator is comprised of a number of measures as presented in Table 1.3.

Table 1.3. The number of measures included in each indicator

Indicator	Total Measures
Access for Learners	10
Equity in Access	9
Student Learning	5
Student Progress	4
Equity in Student Progress	4
Completion & Transfer	5
Equity in Completion & Transfer	5
Contribution to Workforce	2

As a holistic assessment of mission fulfillment for the Board of Trustees, the measures are taken together and reported according to the % of measures at target or promising, as shown in Table 1.4.

Table 1.4. Holistic assessment of mission fulfillment based on each indicator

<input type="radio"/>	0 - 35% of measures at target or promising
<input checked="" type="radio"/>	35 - 75% of measures at target or promising
<input checked="" type="radio"/>	75 - 100% of measures at target or promising

Indicators with 0 – 35% of measure at target or promising warrant further attention and potentially specific actions to ensure mission fulfillment. Additional details about these thresholds can be found in the core theme indicator report and summary presentation to the Board of Trustees in January 2020 (see Core Theme Annual Indicator Report 2020 - [1A1A](#)).

1.B: Core Themes

STANDARD 1.B.1

The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

As of spring 2019, Shoreline's core themes are:

- Transfer Education
- Professional-Technical Education
- Basic Education for Adults
- Community Education

From spring of 2017 through spring of 2019, Shoreline engaged in a comprehensive process to adopt these new core themes. The process of this change is described in the substantive change report submitted to the Commission in June of 2018 ([1B1A](#)), with a follow-up report submitted based on commission panel feedback in March of 2019 ([1B1B](#)).

Essential to the rationale for changing the core themes was that the new core themes manifest essential elements of the mission statement and align with the Washington state law founding community colleges in the state. Figure 1.1, as presented to Shoreline's campus in December 2017, summarizes how the new core themes manifest elements of the mission and collectively encompass the mission.

RCW 28B.50.020	Shoreline's Mission	Proposed Core Themes & Indicators
Ensure that each college district ...shall offer ... academic transfer courses ; realistic and practical courses in occupational education , both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education , including basic skills and general, family, and workforce literacy programs and services;	We serve → Indicator: Access	
	the educational , → Core Themes (all)	
	workforce , and → Core Theme (professional-technical)	
	cultural → Core Theme (community education)	
	needs → Indicator: Progress & completion	
	of our diverse students and communities → Indicators: Equity in access, progress, and completion	

Figure 1.1. Demonstration of how proposed core themes map to the original stated purpose of Washington's system of community and technical colleges (RCW 28B.50.020) and Shoreline's mission statement

STANDARD 1.B.2

The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Details about each core theme, associated objective, indicators and measures are presented below. For more information about the definition of terms used, please see the 2020 core theme indicator report.

Core Theme: Transfer Education

Objective: Shoreline Community College provides access to education and supports success for learners seeking to transfer to four-year programs of study.

Table 1.5. Indicators and measures used to assess the transfer education core theme objective

Indicator	Measures
Access for learners	Total annual full-time equivalent from students <u>enrolled in transfer programs</u>
Equity in access	% of students <u>from historically under-represented and under-served groups</u> enrolled in transfer programs
Student learning	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."
Student progress	% of transfer students who complete quantitative and symbolic reasoning requirement complete 15 college-level credits persist across academic years (i.e., SAI retention point)
Equity in student progress	% of transfer students from historically <u>under-represented and under-served groups</u> who meet progress milestones
Completion	% of first-time cohort who complete an associate degree within three years (150% time) % of first-time cohort who transfer to a four-year program of study within four years
Equity in completion	% of students from <u>historically under-represented and under-served groups</u> who complete an associate degree within three years -OR- Transfer within four years

Access as measured by enrollment is based on verifiable data from the Student Management System (SMS), a state-wide database used to capture and report on data related to students, courses, and programs. Enrollment is meaningful as it relates to access for learners as well as its correlation to revenue and allocation from the State Board for Community and Technical Colleges (SBCTC), which is based primarily on enrollment.

As part of a campus-wide Day of Learning (spring 2018), Shoreline identified four factors identifying historically underserved populations that alone, or in combination, are associated with opportunity gaps, based on [The California State University study entitled “Redefining Historically Underserved Students in the CSU.”](#) Shoreline replicated findings from this study, and core theme indicators related to equity are based on three of those four factors: membership in a historically under-represented minority group (Black/African-American, Hispanic/Latinx, Native American/American Indian/Alaska Native, Pacific Islander), first-generation status, and low socioeconomic status (see Standard 3.A for details).

The measure of student learning is based on intensive work conducted over the last four years, trying to understand the impact of the Shoreline experience on student learning related to the general education outcomes. Using a cross-sectional approach, student work was assessed using a holistic rubric related to a general education outcome. The ratings of student work were then compared, separating students into two groups based on course-taking and using an effect size as a non-parametric measure of the difference between these groups. See Standard 4.A.3 for details.

The measures of progress and completion align with the State Board for Community and Technical College’s First-time Entering Cohort dashboard, which is available for use by all colleges within the system. The measures in this dashboard are based on research indicating the key predictors of success for students in two-year programs. The measures also align with the metrics used to assess effectiveness of the state-wide [Guided Pathways](#) movement, and with the [Student Achievement Initiative \(SAI\)](#), a performance-based funding model that accounts for 5% of the total funding allocated to the 34 colleges in the system.

Core Theme: Professional-Technical Education

Objective: Shoreline Community College provides access to education and supports success for learners seeking to expand their employment opportunities.

Table 1.6. Indicators and measures used to assess the professional-technical education core theme objective

Indicator	Measures
Access for learners	<ul style="list-style-type: none">Total annual full-time equivalent from students enrolled in professional-technical programs% of Shoreline students, self-identified as applicants for programs with additional criteria for admission, who are accepted OR persist at Shoreline in other programs
Equity in access	% of students from <u>historically under-represented and under-served groups</u> enrolled in professional-technical programs
Student learning	<ul style="list-style-type: none">Proportion of students meeting program-level outcomes as demonstrated in capstone, portfolio, or other key assignmentsPercent of students who succeed in industry-recognized exams (as applicable)
Completion	% of students who complete a certificate or degree within three years

Indicator	Measures
Equity in Completion	% of students from <u>historically under-represented and under-served groups who complete a certificate or degree within three years</u>
Contribution to workforce	<ul style="list-style-type: none"> • % of students employed one year post-completion (or enrolled in higher education) • Difference in median hourly wage between those who complete a certificate or degree and those who do not.

The rationale for selection of measures for access, completion, and equity are the same as for the transfer education core theme.

One additional measure for access is the percent of applicants to Shoreline's programs with additional criteria for admission who re-enroll at Shoreline in different programs. This measure was chosen based on [research](#) from SBCTC indicating that many students who are not accepted into programs with additional criteria for admission, such as nursing, end up leaving higher education completely.

The measure of student learning is based on results of program-level outcomes assessment projects, in which teams of faculty and/or industry advisory committee members assess student work using a holistic rubric designed to assess a program outcome. This method is employed for programs that are not associated with any standardized testing for certification; hence, the second measure of student learning includes success rates for industry-recognized exams.

The professional-technical education core theme does not include a measure of progress; the rationale is that most of Shoreline's professional-technical programs include short stackable certificates leading up to degree completion. Completion of certificates is included in the completion measure.

This core theme is the only one that is assessed with the indicator of contribution to workforce. These measures are also available from data gathered by SBCTC based on a once-per-year query of data from the Employment Security Department, including students' employment one year post-completion and wages pre- and post-completion.

Core Theme: Basic Education for Adults

Objective: Shoreline Community College provides access to education and supports success for learners seeking to gain basic skills, including English language acquisition, to transition to college and/or career.

Indicator	Measures
Access for learners	Total annual full-time equivalent from basic skills courses
Student learning	% of students who made any federal level gains, based on CASAS testing, within one year
Student progress	% of under-represented basic skills students completing high school/GED within the 1 st year

Indicator	Measures
Student transition	<ul style="list-style-type: none"> % of students from historically under-represented groups who complete six college-level credits % of students from historically under-represented groups who complete college-level English & math within 2 years
Equity in transition	<ul style="list-style-type: none"> % of students from historically under-represented groups who complete six college-level credits % of students from historically under-represented groups who complete college-level English & math within 2 years

The rationale for measures of access and equity is the same as for the first two core themes.

The measure of student learning used as an indicator is a standardized test, the Comprehensive Adult Student Assessment Systems (CASAS), which is required of programs in Washington State so as to remain in compliance with stipulations associated with federal funding, including the Workforce Innovation and Opportunity Act (WIOA) Title II. Students take these assessments at the beginning of their studies and every 45 hours of attendance (approximately every 5 – 9 weeks). Shoreline faculty use additional assessments of learning outcomes to track student progress (see Standard 4.A), all of which are aligned with the CASAS test.

Measures of progress and transition are also based on metrics emphasized by federal funders. SBCTC provides a dashboard of data from all colleges in the state to allow for ongoing tracking of these measures. Shoreline's measures of progress and transition for this core theme are based on this dashboard.

Core Theme: Community Education

Objective: Shoreline Community College provides access to educational services to serve the cultural needs of its diverse communities.

Indicator	Measures
Access for learners	Headcount in Shoreline's <u>community education</u> offerings
Student learning	Proportion of students who self-report attainment of learning outcomes (indirect assessment)

The Shoreline school district is a relatively small community with a strong focus on supporting the arts and enrichment for city residents. Shoreline serves as a strong partner for leaders in the district to support of community education, art, and culture.

Access to these educational offerings is key to assessing achievement; hence, this metric is focused primarily on headcount of attendees, with the key definition being what classes and events are included within the definition of community education.

In assessing student learning, the focus was to ensure consistency in administering a post-survey at all events with an indirect measure of student learning. Most of the assessment surveys also included satisfaction ratings and questions to support formative evaluation of the events, but these are not included in the core theme indicator.

Standard 2

Resources and Capacity



Standard 2: Eligibility Requirements

4. OPERATIONAL FOCUS AND INDEPENDENCE

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's Standards and Eligibility Requirements.

Shoreline's programs and services are aligned with state law ([RCW 28B.50.20](#)) establishing institutions of higher education that also serve needs in the community.

Shoreline is an independent college held accountable and responsible for meeting the Commission's Standards and Eligibility Requirements. As part of the [State Board for Community and Technical Colleges](#) (SBCTC), Shoreline may meet some standards by adhering to [SBCTC policies](#) and guidelines, such that SBCTC also holds Shoreline independently accountable and responsible for meeting those standards and requirement. These instances are cited throughout the report.

5. NONDISCRIMINATION

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

Shoreline adheres to all state and federal laws related to non-discrimination. In addition, the College has a well-published community standard and a policy and process related to violation of the standard (see [Policy 1002](#)).

6. INSTITUTIONAL INTEGRITY

The institution establishes and adheres to ethical standards in all of its operations and relationships.

The College's policy on Standards for Ethical Conduct ([Policy 4125](#)) and associated procedures provide specific documentation about how Shoreline implements and maintains ethical conduct described in state law ([RCW 42.52](#)). Shoreline's Board Policy Manual also includes guidance for the Board to comply with state regulations related to ethical conduct specific to the Board of Trustees.

7. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Shoreline's five-member Board of Trustees adheres to state regulations ([RCW 28B.50.100 – 28B.50.140](#)) related to community college Boards of Trustees, which require that no member is

employed by the College. The recently-updated Board Policy Manual provides specific information about the role of the Board at Shoreline.

8. CHIEF EXECUTIVE OFFICER

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

Dr. Cheryl Roberts has served as the President of Shoreline Community College since 2014 and, in accordance with state regulations, does not serve on the Board of Trustees.

9. ADMINISTRATION

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The President's Executive Team represents operational leadership for key divisions of the College: Administrative Services, Student Learning, and Students, Equity & Success. These individuals are highly qualified for their positions, with extensive experience relevant to higher education. The Vice Presidents for Student Learning and Students, Equity & Success work with leadership teams that also support ongoing fulfillments of the mission and core themes. These teams work collaboratively with each other and ensure consistent collaboration and communication with faculty and staff in their departments and divisions. Please see Shoreline's [organizational chart](#) for more information.

10. FACULTY

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

As of May 2020, Shoreline Community College employed 137 full-time faculty, and 273 part-time faculty positions. As described in Standard 3B, Shoreline uses a data-informed planning process to drive decisions around faculty tenure-line hires and the need for release time for program management. Minimum qualifications of faculty are included in state regulations ([WAC Chapter 131-16-091](#)). Shoreline's Faculty Senate Council is part of the policy development and review process for all academic policies.

11. EDUCATIONAL PROGRAM

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Shoreline has a core set of 19 professional-technical programs, with a total of 34 degrees, 20 certificates of 45 quarter credits or more, and 56 short-term certificate options within these programs. Shoreline's has 15 transfer degrees, nine of which are recognized in Direct Transfer Agreements. All programs have associated learning outcomes which are included in each program option page (see the [Browse all Programs](#) for a comprehensive list of these options, including a filtered search). All degree options lead to collegiate-level degrees as described above.

12. GENERAL EDUCATION AND RELATED INSTRUCTION

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of General Education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or General Education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Shoreline's transfer associated degree programs are designed based on the direct transfer agreements between two- and four-year schools in Washington, as described in the [Intercollege Relations Commission \(ICRC\) handbook](#). These require a core set of general education courses in communication, quantitative and symbolic reasoning, and multicultural understanding, as well as distribution of courses across humanities, social sciences, and natural sciences.

All of Shoreline's applied degrees in professional-technical fields include requirements in communication, human relations, multicultural understanding, and quantitative and symbolic reasoning. Certificates of Proficiency (between 45 and 89 quarter credits) include a selection of these courses as aligned with the learning outcomes that prepare students for entry into employment.

13. LIBRARY AND INFORMATION RESOURCES

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Information resources available at Shoreline's Ray Howard Library are appropriate to support the institution's mission, core themes, and programs, as follows:

- Physical book collection: 44,000 titles available to students.

- Electronic collections: 400,000 book titles, 12,000 peer reviewed journals, and national newspapers
- Database of open educational resources, access through OneSearch
- Discipline-specific databases for nursing, automotive, and psychology
- Film and other media: online access to 66,000 educational and theater-run films
- Physical periodicals: recent focus on popular magazines to support literacy

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

The comprehensive facilities plan for Shoreline's 83-acre campus was developed in 2010 and is regularly revised based on changes in long-term planning. In fall 2019, the College's first residence hall, 7000 Campus Living, welcomed its first residents. Shoreline looks forward to two new significant capital projects in the coming years:

- The Health Sciences & Advanced Manufacturing Classroom Complex (HSAMCC), scheduled to break ground during the 2020-2021 academic year
- The STE(A)M (Science, Technology, Engineering, (Arts), and Mathematics) Educational Center, which is in the top ten priorities in SBCTC's ranked list of major capital projects and will enter the design phase once capital funding is allocated

Shoreline engages in ongoing planning to ensure adequate technological infrastructure to achieve its mission and core themes. The Student Learning Leadership Team (SLLT) maintains a robust yearly process for consideration and purchase of instructional equipment and the College maintains a five-year comprehensive classroom improvement plan. Computers for instructional and operational use are generally on a 5 – 6 year replacement schedule.

15. ACADEMIC FREEDOM

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Academic freedom is defined and supported within Article VI of the [Collective Bargaining Agreement with SCCFT](#). As described on the College's web site, "Shoreline's Community Standard is a strong affirmation that the campus is a place where all people can come to learn and work in a supportive environment." The Community Standard policy ([Policy 1002](#)) provides a process for enforcing this standard.

16. ADMISSIONS

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Shoreline's admissions policy and procedures are posted on the web site ([Policy 5002](#) and associated [procedures](#)), and summarized for students on the [Apply and Aid](#) section of the web site.

17. PUBLIC INFORMATION

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Shoreline's [online catalog](#) includes most of the above information. Some information is available only in the [print version of the catalog](#). Each piece of information is also summarized on the College's web site.

18. FINANCIAL RESOURCES

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short term solvency and long-term financial sustainability.

Shoreline's Board policy manual stipulates a minimum amount of reserves to include a general operating reserve, capital fund reserve, tuition reserve, Board of Trustees' reserve, and innovation reserve. From 2014 through 2020, fiscal year end cash reserves have totaled between \$22.9M in FY2020 to \$31M in FY2015. These amounts exceed the total required by Board policy. The College engages in ongoing enrollment management and forecasting to understand short- and long-term implications of possible internal and external factors affecting revenue.

19. FINANCIAL ACCOUNTABILITY

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Shoreline has conducted external financial audits for every fiscal year since the last comprehensive self-study except for the fiscal years 14 and 15. Audits of fiscal year 16 through 19 were completed recently. For the 2018 audit, the College had a finding in the form of a material weakness, due to inadequate internal controls over the preparation of financial statements.

20. DISCLOSURE

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Disclosure of information to the Commission has been accurate, and Shoreline agrees to provide any information the Commission may require to carry out its evaluation and accreditation functions.

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION

The institution accepts the Standards and related policies of the Commission and agrees to comply with these Standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Shoreline Community College agrees to comply with the Commission's standards and policies, and agrees the Commission may make known the nature of any action regarding the institution's status, as described in this requirement.

2.A: Governance

STANDARD 2.A.1

The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

In accordance with state law ([RCW 28B.50.100](#)), Shoreline has a Board of Trustees that “may adopt such bylaws, rules, and regulations as it deems necessary for its own government.” Shoreline’s Board overhauled and collated their governance documentation into the Shoreline Board of Trustees Policies Manual 2020 ([2A1A](#)), which they adopted in April of 2020. According to this document (Section 100.C20: Delegation of the President),

All Board authority delegated to staff is delegated through the President. All authority and accountability of staff is considered to be the authority and accountability of the President; and the President is authorized to develop and implement all administrative policies, decisions, actions, practices, and activities.

The Board of Trustees Policy Manual also delineates the specific responsibilities of the Board of Trustees (Section 100.B60) as well as the role of the President (Section 100.C30): “The President of the District shall be the executive officer through which the Board implements its policies.”

Governance structure

The President’s Executive Team includes the senior executive leadership of the College, all of whom report directly to the President. This team is the primary body through which the President executes the authority described in the Board of Trustees governance manual.

Shoreline’s Governance Policy ([Policy 2301](#) and [associated procedures](#)) provides additional information about the roles of the Board and the President, an overview of two representative councils (the College Council and the Strategic Planning and Budget Council), and college committees in general. These councils and committees include members of the College’s core constituencies as described below:

- **Classified staff:** These employees are represented by the Washington Federation of State Employees - Higher Education Community College Coalition (WFSE HE CCC), and Shoreline adheres to the union’s [Collective Bargaining Agreement \(CBA\) with the State of Washington](#) (hereafter referred to as the CBA with WFSE HE).
- **Faculty:** Part-time and full-time faculty are represented by the Shoreline Community College Federation of Teachers (SCCFT), Local No. 1950 AFT Washington/AFT/AFL-CIO, and Shoreline maintains its own [Collective Bargaining Agreement with SCCFT](#) (hereafter referred to as the CBA with SCCFT). In addition, [Shoreline’s Faculty Senate](#) “promote[s] 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.”

- **Administrative-exempt staff:** These employees are classified as exempt from overtime and meet regularly as the “Admin Team.” Administrative-exempt staff receive annual contracts that outline their terms of employment.
- **Students:** Students are represented by the [Associated Student Government \(ASG\)](#), which includes a group of representatives elected by a student body. ASG maintains a [Constitution of the Associated Students of Shoreline Community College](#), last revised in 2017.

For representative councils and committees, membership includes a prescribed number of representatives from each constituent group and the governance bodies listed above are consulted about membership. Additional information about these councils is included in the respective charters of those committees, including the number of individuals from each constituency serving on each council, see SPBC Charter ([2A1C](#)) and College Council Charter ([2A1D](#)) for details.

In addition to Executive Team, the Vice President for Student Learning (VPSL) and the Vice President for Students, Equity & Success (VPSES) work with leadership teams: the Student Learning Leadership Team (SLLT) and the Students, Equity & Success Leadership (SESL). These key administrative groups are charged with managing operational work related to instruction and student support, and implementation recommendations supporting the College’s strategic plan.

The leadership teams are also essential to ongoing internal communication by providing ongoing updates to their respective divisions and departments about key decisions and actions of the Executive Team. They also gather feedback and input from their divisions and departments to convey to the Executive Team via their respective VPs.

As will be detailed in Standard 3.A, the implementation of Shoreline’s 2016-2021 strategic plan was guided by five steering committees, and three operational groups (see Appendix B). The steering committees are as follows:

- Communications and Marketing/Community Engagement ([2A1G](#))
- Disciplined Excellence ([2A1E](#))
- Ecological Integrity ([3A1AH](#))
- Inclusive Excellence ([3A1AG](#))
- Learning Outcomes Assessment ([2A1F](#))

The steering committees included representation from all constituencies, as demonstrated below.

Table 2.1. Membership in Shoreline’s strategic planning steering committees by constituency, based on most recent active year

	Admin	Classified	Faculty	Student	Total
Ecological Integrity	2	2	8	2	14
Inclusive Excellence	7	1	5	1	14
Learning Outcomes Assessment	4		9	1	14
Communications, Marketing & Community Engagement	10	3	2		15
Disciplined Excellence	8	3	2	2	15

Prompted by conversations with faculty and classified staff (see “Conversations with ET” below) in spring 2019, the Executive Team engaged in an extensive process to review all existing college-wide committees to ensure that committees had clear charters. This work was performed through fall of 2019 in anticipation of a campus-wide review and revision of Shoreline’s governance policy. The work to revise this policy was put on hiatus due to implications of COVID-19 restrictions and will continue in summer of 2020.

Policy Process

The Board of Trustees is charged with reviewing Shoreline’s policies and procedures on a regular basis. In 2015, the process for developing, revising, and eliminating policies was revised to utilize existing governance structures as part of the review (see Shoreline’s [policy process](#) for details). As indicated in this document, once Executive Team has conducted a first read of the policy, it is forwarded to the representative council relevant to the content, as follows:

- Policies related to budget and finance (in the 3000 series) are reviewed by the Strategic Planning and Budget Council
- Policies related to students and instruction are reviewed by the Faculty Senate Council
- All other policies are reviewed by the College Council

Once reviewed, these representative councils forward comments to Executive Team for second reading until the final recommendation to the Board of Trustees for adoption, revision, or elimination.

Feedback from constituencies

As described above, the governance structure and policy process include built-in mechanisms for feedback and communication from classified staff, faculty, students, and administrative-exempt staff. There are also regular and substantive mechanisms for constituencies to provide input, as follows:

Development of the Strategic Plan: As will be described in Standard 3.A, the development of Shoreline’s 2016-2021 strategic plan was highly participatory, with over 300 participants engaging in SWOT (Strengths, Weaknesses, Opportunities, Threats) exercises over eight in-person sessions and/or an online survey. In addition, all employees provided feedback about the draft strategic plan at convocation in fall of 2015.

Campus-wide events: Shoreline’s convocation and Day of Learning are two days when all employees are required to attend sessions focused on professional development and/or gathering feedback. The Day of Learning in spring of 2018 provided an opportunity, during high-engagement sessions, for all employees to provide feedback to three strategic planning steering committees (see Standard 3.A for details).

Campus updates: The Executive Team schedules monthly meetings for all members of the campus community, which are an important method for communication and campus-wide conversations, such as ongoing implementation of the strategic plan, the College’s change in core themes, and budget planning, including reductions. These sessions provide time for in-person questions and answers (Q & A), high-engagement feedback activities, and/or evaluative feedback about the

sessions themselves. All sessions are live-streamed and videotaped. It is worth noting that any questions about budget or budget reductions submitted by notecard during the session or in anonymized suggestion boxes throughout campus were answered thoroughly and posted on a SharePoint site accessible to all employees.

Conversations with ET: Prompted by feedback suggesting the need for more in-person communication between employees and the Executive Team, quarterly conversations were held with each employee constituency from fall 2018 through fall 2019. Individuals could provide live comments or write anonymous comments or questions on notecards, either during the sessions or in anonymous suggestion boxes throughout campus. These conversations led to operational changes, including a review of all committees, additional support for maintaining a hygienic and healthy work environment, and the development of a more comprehensive personnel review process for administrative-exempt employees. See the Courageous Conversations summary report for details ([2A1B](#)).

Campus-wide surveys: A number of surveys have been conducted to gather feedback about particular aspects of the strategic plan or significant decisions; some of these are noted in Standards 3 and 4 (See Appendix C: Planning and Assessment Overview).

- **Student housing survey (January 2016):** This survey for students about their interest in and feedback about student housing, and demonstrated strong enough interest to move forward with the project.
- **Core theme survey (March 2017):** The survey solicited input about the proposed change to Core Themes, resulting in changing from three to four core themes (separating Basic Education for Adults from Community Education).
- **Internal communication survey (April 2018):** As part of the strategic plan, the Communications, Marketing & Community Engagement steering committee conducted a survey to identify how to implement *Strategy 1E: Clearly communicate to internal and external communities the educational experience that they can expect from Shoreline Community College.*
- **Ecological Integrity survey (March 2019):** The Ecological Integrity Steering Committee gathered feedback to develop recommendations about the highest priority actions related to *Strategy 3B: Develop and maintain a framework to ensure that ecological integrity guides our practices.*
- **Workflow solutions survey (February 2020):** The purpose of the survey was to inform a plan to support Shoreline employees seeking to balance the intensity of demands of meeting business and student needs while also engaged in significant new projects such as ctcLink.
- **Budget reduction survey (May 2020):** In 2019-2020, Shoreline engaged in a process for each area to self-assess the relationship between expenses and revenue/activity. The process was nearly complete when the Washington State Office of Financial Management directed all state agencies to project for ~15% cuts, at which time all employees were invited to provide concrete suggestions for budget adjustments based, in part, on the review process that had already occurred. The results of the survey were shared with the campus community

in a virtual campus update meeting and posted on the Budget SharePoint site (accessible to all employees).

STANDARD 2.A.2

In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Shoreline Community College is part of a system of 34 colleges directed and coordinated by the Washington State Board for Community and Technical Colleges (SBCTC). The role of the State Board in relation to the colleges within the system is clearly delineated in [RCW 28B.50.090](#). SBCTC maintains its own set [policy manual](#) that guides common practices among the independent districts and colleges within the system, mostly providing common definitions for key operational aspects of college governance (e.g., instructional programs, course credit hours, employee classification, enrollment reporting).

STANDARD 2.A.3

The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Shoreline's Accreditation Liaison works closely with the Executive Team to ensure compliance with the Commission's Standards for Accreditation, and provides ongoing consultation to the administrative bargaining team, or serves as a member, to ensure compliance. SBCTC provides advocacy for legislative actions and serves as a safeguard against conflicts between legislative actions or external mandates and Commission standards.

STANDARD 2.A.4

The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board, as they relate to the institution, are clearly defined, widely communicated, and broadly understood.*

Table 2.2. Shoreline Community College Board of Trustees, 2019-2020

Name	Term
Tom Lux, Chair	Appointed: November 2013/Reappointed: October 2018
Catherine D'Ambrosio, Ph.D., R.N.	Appointed: November 2013/Reappointed: October 2016
Douglass Jackson, D.D.S.	Appointed: February 2015/Reappointed: October 2017
Eben Pobee	Appointed: October 2019
Fifth position currently vacant	

For more information about each of the Trustees, please see [Shoreline's web site](#).

According to state law ([RCW 28B.50.100](#)), no trustee can be an employee of any community or technical college, and none of Shoreline's current trustees has any contractual or financial connection to the College. State law ([RCW Chapter 42.52](#)) and Shoreline Community College's Board Governance Manual (Section 100.B40) provide clear ethical guidelines about conflicts of interest.

STANDARD 2.A.5

The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

State law ([RCW 28B.50.130](#)) and Shoreline's Board of Trustees Governance Manual (Section 100.D17) indicate that no actions will be taken by the Board without a majority of members of the Board. In addition, the Governance Manual (Section 100.B50) provides a code of conduct for the Board that includes "speaking with one voice."

STANDARD 2.A.6

The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

As stipulated in the Board Governance Manual (Section 100.B60), one of the Board's responsibilities is to "Determine the broad general policies that guide the operation of the College, and review them annually."

Shoreline Community College policies and procedures provide the campus community with a written expression of the College's perspective on governance and context for decision making. The College has implemented a [prescribed policy review process](#) which provides a consistent multi-step analysis and evaluation process involving review by programs and divisions and an assigned governance council before Executive Team presents a final recommendation to the Board of Trustees to approve, revise, or eliminate a policy. Changes to procedures go through the same process, but Executive Team renders final decisions related to procedures.

The purpose of this multi-step process for review is to both involve the stakeholder(s) impacted by the policy content and to ensure a robust and consistent review process by College governance councils and the Executive Team for alignment with the mission and core themes. An example can be found in [Policy 1005 Use of College Facilities for Expressive Activities](#), which not only affects all categories of College employees, but also sets legal guidelines for public visitors to campus around the use of facilities for expressive activities protected under first amendment rights within time, manner, and place restrictions. Noting the broad impact of this policy, the content was vetted by the Associated Student Government, the Faculty Senate Council, College Council and through a public hearing process before final review and recommendation to the Board of Trustees by the College's Executive Team. In the case of policies such as Policy 1005 that affect the general public, or could potentially prevent access to Shoreline, the College adheres to processes for adding or revising state rules in the Washington Administrative Code (WAC).

During the last four years (as of July 2020), the Board of Trustees has approved updates to a total 96 policies or rules as follows:

- 43 policies and 2 rules have been identified as no longer needed and eliminated
- 48 policies and 3 rules have been created or revised to meet current standards and legal requirements

In addition, four rules have been revised and are ready for public hearing and comment before final presentation for Board approval in fall 2020, along with 32 policies moving through the final analysis and feedback process within the Executive Team or assigned governance council.

During 2020-21 the College will shift from a focus on updating all policies in place to begin the ongoing three-year cycle of policy review to ensure Shoreline remains current with state and federal law as well as best practices within higher education.

As noted in [Shoreline's 2018 ad hoc report](#), College policies are now public-facing on the www.shoreline.edu website and policy content is easily discovered by search term from the main College webpage. In addition, the move to a public facing location means the College's policy webpage appears as the first option when a search for the term "policy" is entered in the College webpage search engine. The College policy page has also been updated to accessibility standards as identified in [Policy 3811 Accessible Information Technology](#), and to be responsive for ease of use on computer or personal devices (such as phones, etc.) to better support access by Shoreline students. Finally, the College is utilizing a standardized naming convention for linked policy files so that when updates are made, the online link does not change, thereby eliminating impact to other College pages that connect to our online policy documents.

The Board Policies Manual ([2A1A](#)) was developed over the course of several years and the newly revised manual was adopted by the Board in April of 2020. The manual encompasses and supersedes existing Board policies and bylaws, and addresses all state laws applicable to Boards of Trustees for Community and Technical Colleges.

STANDARD 2.A.7

The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Shoreline's Board Governance Manual (Section 100.B60) includes selection and regular evaluation of the President in the Board's duties and responsibilities. The process for evaluating the President ([2A7A](#)) occurs on an academic-year cycle, with goals set in the fall, a mid-year review, and concluding with an annual evaluation in May or June.

The Board Governance Manual (Section 100.C20) describes how authority is delegated to the President. The first statement of this delegation of authority is as follows: "The President is authorized to develop and implement all administrative policies, decisions, actions, practices, and activities."

STANDARD 2.A.8

The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Section 100.B60 of Shoreline's Board Governance Manual includes in the Board's list of duties and responsibilities to "Conduct an annual self-evaluation and determine a corrective course of action as necessary." Section 100.B30 provides additional details, including the statement that the "The Board will ... monitor and discuss the Board's process and performance regularly. Self-monitoring will be conducted bi-annually, including comparison of Board activity to policies in the Governance Process and Board-President Relationship categories." The Board of Trustees holds two retreats per year and reviews annually their performance in September with a mid-year review occurring in January.

STANDARD 2.A.9

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Shoreline's effective system of leadership is manifest in the authorization the Board of Trustees delegates to the President "to develop and implement all administrative policies, decisions, actions, practices, and activities." The College's Executive Team includes senior leadership that works collaboratively to implement the Presidents' authority, provide counsel for key decisions, and Shoreline's Executive Team includes the following positions:

- Vice President for Business and Administrative Services
- Vice President for Student Learning
- Vice President for Students, Equity & Success
- Executive Director of Human Resources
- Executive Director of Communications & Marketing
- Acting Director of Technical Support Services

Members of the Executive Team are qualified administrators (see Executive Resumes/Vitae - ([2A9A](#))) and serve as sponsors for each college-wide committee, including the strategic planning steering committees. As such, they take responsibility for ensuring effective planning and implementation to achieve strategic goals and assessing effectiveness for needed improvements. Each Executive Team member is also responsible for managing and planning major operational areas of the colleges, as demonstrated in the [organizational chart](#).

The Executive Team meets weekly to render key strategic and operational decisions, address urgent and emergent issues, and develop means for communicating progress to the greater college community. They work together to develop the content of monthly campus update meetings and quarterly messages for the campus to provide ongoing communication related to the strategic plan.

To support implementation of operational and strategic work in three major areas, Student Learning, Students, Equity & Success, and Administrative Services are led by teams that include, deans, executive directors, and directors of divisions and departments within those areas.

Students, Equity & Success Leadership (SESL): This group includes leaders of each department within SES, as well as the two deans in this division (Dean of Access & Advising; Dean of Student Support and Success). The entire team meets with the Vice President for Students, Equity & Success, and the Deans meet with the VP weekly. In addition to being responsible for day-to-day management of the staff and operations for their respective areas, this team is responsible for planning, budget management, and assessment of operational activities in their areas. Members of this group are involved in a number of different strategic initiatives, most notably Strategic Enrollment Management, and provide essential leadership in moving these projects forward.

Starting in fall of 2018, each lead provides weekly written updates to the VP and provides annual summary of progress. These reports are then used to develop plans for the division at the annual retreat.

Student Learning Leadership Team (SLLT): This team consists of the executive deans and deans of academic divisions as well as three executive directors from eLearning; International Education; and Institutional Assessment and Data Management. In addition to being responsible for day-to-day management of staff and operations within their respective divisions and departments, this team is responsible for planning and assessment for instructional programs and areas, including academic planning (see Standard 3.B), budget management, class scheduling, curriculum development and revision, development and sunsetting of academic programs, learning outcomes assessment, professional development for faculty, streamlining processes, and other strategic work relevant to instructional programs.

Administrative Services Team: Leaders from areas of within Administrative Services meet regularly to troubleshoot issues arising in their areas, keep each other updated on important changes, and support ongoing strategic and operational work of the College.

All three of these play a crucial role in continuing internal communication about important decisions and plans from Executive Team as conveyed by their respective VPs.

STANDARD 2.A.10

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

As per their governance manual, the Board of Trustees is charged with selecting and appointing the President and evaluating the President annually. In doing so, the Board follows rules outlined in the Washington Administrative Code ([WAC 131-16-080](#)) about qualifications for community and technical college personnel. The current president ([2A10A](#)) is appropriately qualified with full-time responsibility to Shoreline; the President provides regular reports at public board meetings of engagement with internal constituencies, as well as outreach, development, legislative, and professional activities external to the College. As stated in the Board governance manual ([2A1A](#))

Section 100.B10, and in accordance with state Law ([RCW 28B.50.100](#)), the President does not serve as a member of the Board of Trustees.

STANDARD 2.A.11

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The number of administrative-exempt staff has increased since 2012, primarily due to individual external grants or to additions through the Abbreviated Strategic Action Plan (aSAP) process. Table 2.3 provides a summary of the position changes conducted as part of the budget review process in fall 2019 in anticipation of budget reductions.

Table 2.3. Total administrative positions by academic year

	1213	1314	1415	1516	1617	1718	1819
Total	55	58	66	76	79	77	74
Total Added		4	10	11	8	6	4
Total Vacated		1	2	1	5	8	7

Of the total of 43 positions added since 2012-2013, 10 were added from external or internal grants, eight were added via the aSAP process, and seven were added to address specific strategic initiatives. Fifteen positions were reconfigurations of existing administrative roles or conversion of faculty or classified staff positions to administrative-exempt. The remaining three were temporary appointments.

Some of these individuals are responsible for day-to-day operations and management within their respective areas; the list of these current administrators with their credentials are included in the current college [catalog print version](#). Additional administrative-exempt staff are individual contributors in operational work or provide direct service to students.

Administrators play key roles in managing college-wide projects as part of the strategic plan. They foster collaboration among representatives from all areas involved in the strategic work, develop work plans for these projects, and assess the progress and impact of the projects. For more details about these projects, please see Standard 3.A.

The entire team of administrative-exempt employees meets regularly to ensure ongoing communication between different areas in the college and to engage in essential professional development activities. The group was organized into “learning pods” of 3 – 4 people designed to foster interaction across organizational divisions and departments. Below are examples of the professional development and collaborative work assigned to these learning pods.

- Group reading of [Good to Great for the Social Sectors](#) with weekly discussion questions

- Collaborative identification of key competencies for executive team, deans & directors, and individual contributors to inform administrative evaluation
- Self-assessment using [ProfileXT](#); each member of admin team received a personalized assessment report, reviewed in small groups, and then engaged in ongoing coaching in self-selected pairs.

In summer of 2017, Admin Team members took part in a needs assessment survey ([2A11A](#)) to identify what type of professional development would be most useful in team members' day-to-day work. The highest priority was "Multicultural Fluency Topics: Developing cultural literacy Understanding such concepts as biases, cognitive errors, and microaggression," which led to a series of sessions related to diversity, equity, and inclusion.

Subsequently, a follow-up survey in fall 2019 led to the following activities:

- Quick tech tools and tips, provided as "flash talks" at rotating stations
- Change management training in preparation for ctcLink
- Project management training delivered from Shoreline Purchasing and Supply Chain faculty
- Group reading of [Humble Inquiry](#)

STANDARD 2.A.12

Academic policies, including those related to teaching, service, scholarship, research, and artistic creation, are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Shoreline has up-to-date policies related to teaching posted on the College's [Policies and Procedures page](#):

- 5020: Attendance Requirements, [Policy](#) and [Procedures](#)
- 5032: Academic Standards, [Policy](#) and [Procedures](#)
- 5035: Student Grievances - Academic Evaluation, [Policy](#) and [Procedures](#)
- 5040: Student Records [Policy](#)
- 5114: Reasonable Accommodations for Students with Disabilities, [Policy](#) and [Procedures](#)
- 6100: Required Syllabi for Credit Courses [Policy](#) and [Procedures](#)
- 6260: Grades [Policy and Procedures](#)

The [Collective Bargaining Agreement \(CBA\)](#) between Shoreline Community College and the Shoreline Community College Federation of Teachers (SCCFT) Local No. 1950 includes contractual agreements about expectations for service (Article VII, Section C) and intellectual property, copyright, and patents (Article VII, Section D). The CBA is posted on Shoreline's [intranet site](#).

Information about policies related to teaching, service, scholarship, research, and artistic creation are collected and summarized for faculty on Shoreline's faculty handbook Canvas classroom, and articulated for students in Shoreline's [online catalog](#).

STANDARD 2.A.13

Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method, are documented, published, and enforced.

Library policies governing access to and use of library resources are codified as part of the Washington Administrative Code ([WAC Chapter 132G-168](#)). In addition, the library maintains a published set of internal rules of conduct.

Students, faculty, and staff are informed of library policies via library instruction sessions, new faculty and student orientations, library signage, and social media. The Associate Dean of the Library, working with library staff and appropriate college offices, (International Education, Student Services, Safety and Security, etc.) is responsible for enforcement of policies.

The WAC rules related to Shoreline's library are currently under review for potential revision and conversion to policies (i.e., any aspect of the rules that do not affect the general public or have implications for access to educational experiences for students do not need to be in the Washington Administrative Code). Rules codified in WAC, policies, and internally enforced library rules are reviewed by library management, faculty, staff, and, as necessary, other college offices, and align with the [American Library Association's Library Bill of Rights](#). Library staff continually work on internal procedures and best practices related to efficient access to library and information resources.

STANDARD 2.A.14

The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Shoreline students seeking to use college-level credits from institutions attended previously can work with academic advisors to review unofficial transcripts and identify how courses can be applied to Shoreline programs and certificates. The process to apply for transcript evaluation is detailed on the College's [web site](#) as well as the college catalog.

For credits to be applied toward completion of a transfer degree, students submit official transcripts to Enrollment and Financial Aid Services (EFAS), who evaluate how incoming credits can be applied towards the Associate of Arts and Associate of Science degrees. Students who are working towards professional-technical programs also submit official transcripts, which can be evaluated for acceptable credits meeting general education requirements. These students work closely with their subject-matter expert faculty advisors, who review their transcripts and make the final determination of course equivalencies for specialized technical courses.

As part of the Washington state system of community and technical colleges, Shoreline students' process of transferring credits is made more efficient through common course numbering, which provides an assurance of similarity of learning outcomes for transferrable courses and use a particular numbering system indicating a course is transferrable (course identifiers of commonly numbered courses include ampersands '&').

STANDARD 2.A.15

Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities, are clearly stated, readily available, and administered in a fair and consistent manner.

A section of Shoreline's online catalog provides brief, clearly stated summaries of [policies for students](#):

- [Student Conduct](#) (including academic dishonesty): Academic Dishonesty: Summary of [Policy 5030, WAC Chapter 132G-121](#).
- [Academic Grievance](#) (including appeals): Summary of [Policy 5035](#) and [associated procedures](#)
- [Reasonable Accommodations for Students with Disabilities](#): Summary of [Policy 5114](#) and [associated procedures](#)

Each of these policies include appeal procedures to ensure they are administered in a fair and consistent manner.

STANDARD 2.A.16

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs, including its appeals process and readmission policy, are clearly defined, widely published, and administered in a fair and timely manner.

As a comprehensive community college, Shoreline allows for open enrollment, with all exceptions described in [Policy 5002](#) and [associated procedures](#). Programs with additional admissions criteria provide guidance about the prerequisites for entrance, which are described in detail in Shoreline's online catalog, indicated on the individual web pages for these programs, and in supplemental program-specific web materials - see Table 2.4 for examples.

Table 2.4. Examples of guidance provided to students enrolling in selective programs at Shoreline

Program	Catalog	Web	Supplemental Materials
Nursing	Planning Guide	Program option page	Application process
Dental Hygiene	Planning Guide	Program option page	Application process
Automotive – Toyota T-Ten	Planning Guide	Program option page	Application process

As part of their enrollment process, all students identify their appropriate placement into both math and English, and automatic prerequisite-checking is applied to all classes in these disciplines.

Shoreline has implemented a systematic change in placement methods (see Standard 3.A for details), employing multiple measures and student- and equity-centered methods for placement. Students can use a variety of standardized test scores, as well as high school or college transcripts

for placement in English or math. Most notably, students who have received an overall high school GPA of 2.5 or higher can enter directly into college-level English.

Alternately, students without transcript or test scores can use a [Direct Self-Placement](#) tool for English placement. and for math, Shoreline uses [ALEKS](#), a placement system that allows students to take practice exams and brush up on key skills before taking a proctored placement exam for placement. In addition, Shoreline's math department has launched a co-requisite model for math in which students placed 1 – 2 levels below college-level can immediately enter college-level math classes alongside additional support classes.

A preliminary analysis of results from these placement techniques indicate that they increase the number of students entering college-level classes and are not associated with significantly lower pass rates in those college-level courses. Students who use ALEKS for placement have significantly higher pass rates than with the standardized test used previously.

Shoreline's Academic Standards ([Policy 5032](#)) and [associated procedures](#) emphasize intervention for students not meeting an overall 2.0 GPA or passing 50% of their classes. Those who do not meet standards for two consecutive quarters are required to meet with an advisor before registering for classes.

The [student conduct policy](#), which is also part of the Washington Administrative Code ([WAC Chapter 132G-121](#)), and associated [student hearing procedures](#), describe the process by which a student could be prevented from continuing in their programs of study, including an appeals process which may lead to readmission. The policy provides guidelines for timely implementation; it is posted on Shoreline's web site and summarized in Shoreline's [online catalog](#).

Some Shoreline programs that receive specialized accreditation, such as nursing and dental hygiene, also maintain a code of conduct and associated procedures (e.g., SCCDH Student Handbook 2019-2020 - [2A16A](#); Nursing Student Handbook Winter 2020 -- [2A16B](#)) that may lead to students being prevented from pursuing the program.

STANDARD 2.A.17

The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

One of the functions of Shoreline's Associated Student Government (ASG), as per that body's [constitution](#) and [bylaws](#) is "Establishment of rules for the approval and maintenance of Recognized Student Organizations (RSOs) and Programs." The process for establishing and maintaining clubs, as well as allocating funds from the Service and Activity (S&A) fee, is monitored by ASG and is documented on that body's [web site](#).

The Ebbtide, Shoreline's student newspaper, is funded by the Associated Student Government (ASG) and receives guidance from a faculty advisor. Ebbtide reporters have an option to receive credit in communication studies courses by participating in Ebbtide work. The relationship between this student publication and the College is codified in the Board of Publications Policy ([Policy 5241](#)) and

[associated procedures](#), which stipulates a board of publications, including students and faculty, that maintains responsibility for student publications. The procedures also state the following:

Whenever possible the student newspaper should be an independent corporation financially and legally separate from the college or university. Where financial and legal autonomy is not possible, the institution, as the publisher of student publications, may have to bear the legal responsibility for the contents of the publications.

STANDARD 2.A.18

The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

As described under Standard 2.A.6, Shoreline has significantly [enhanced the process of policy review](#) in the past four years. The process intentionally includes review by a representative council, and all policies related to human resources are reviewed by College Council which includes equal representation from classified staff, faculty, administrative employees, and students.

The 4000-series of policies are related to personnel, as listed below with the most recent date of review:

Table 2.5. Human resources policies with most recent review or revision date

#	Policy	Last reviewed
4010	<u>Suspended Operations Policy</u>	4/25/18
4111	<u>Equal Opportunity in Recruitment & Hiring Policy</u>	4/25/18
4113	<u>Discrimination, Harassment & Title IX Compliance Policy</u>	9/22/14
4114	<u>Reasonable Accommodations Policy</u>	7/17/19
4120	<u>Drug & Alcohol Free Campus Policy</u>	5/23/18
4123	<u>Employee Email Communications Policy</u>	4/25/18
4124	<u>IT Security Policy</u>	3/20/19
4125	<u>Standards for Ethical Conduct Policy</u>	7/17/19
4126	<u>Faculty & Staff Acceptable IT Use Policy</u>	7/17/19
4127	<u>Unattended Children On Campus Policy</u>	Currently under review
4170	<u>Relocation Compensation - Lump Sum Reimbursement Policy</u>	7/18/18
4510	<u>Absentee Instructor Policy</u>	Currently under review
4600	<u>Teleworking Policy</u>	5/23/18
4722	<u>Advancement in Rank Policy</u>	7/24/17

#	Policy	Last reviewed
4726	Retirement Medical Expense Plan (VEBA) Policy	10/25/17
4727	Shared Leave Policy	3/18/20
4728	Annual Leave for Admin/Exempt Policy	7/18/18
4729	Employee Holidays for Reasons of Faith or Conscience Policy	10/29/14

STANDARD 2.A.19

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The Office of Human Resources (HR) maintains up-to-date position descriptions outlining assigned duties and/or essential tasks as well as the education, experience, knowledge and skills required for all positions including administrative, classified, faculty, student-hourly, and temporary-hourly positions. Employees hired into classified and exempt positions are provided with a copy of their job description upon hire and remain directly involved in subsequent regular review and revision as needed. Employees hired into temporary-hourly or student-hourly positions review the work assignments posted for their position with the assigned supervisor. Employees hired into faculty positions review assigned instructional and non-instructional duties within the appropriate division or program.

Administrative employees are employed on an annual contract basis; the College provides these employees with a new contract at the end of each fiscal year, which outlines the terms and conditions of their employment for the following year. Administrative employees receive a new-hire check-in with HR upon the start of employment, which includes an overview of their position, a document outlining the terms and conditions of their employment, their employment contract, direction on exempt time and leave reporting, a healthcare/benefits orientation of options available, and an overview of other administrative entitlements. Administrative-exempt employees review their job description annually as part of their evaluation process.

Classified employees are employed under the terms of the [Washington Federation for State Employees – Higher Education \(WFSE-HE\)](#) collective bargaining agreement. Classified employees receive a new-hire check-in with HR upon the start of employment which includes an overview of their position and the [Classified Staff Handbook](#), outlining key responsibilities and entitlements for all classified staff, such as time and leave reporting and overtime eligibility. Classified staff also receive a healthcare and benefits orientation of options available and complete a new-hire orientation from a WFSE-HE shop steward at the same time as their check-in with HR, receiving a copy of the current collective bargaining agreement at that time.

Faculty are employed under the terms and conditions of [Shoreline Community College Federation of Teachers \(SCCFT\) Local 1950](#) collective bargaining agreement (CBA with SCCFT). Full-time faculty receive a new-hire check-in with HR upon the start of employment, which includes an overview of their position, a formal salary placement, their employment contract, direction on leave reporting, healthcare and benefits orientation of options available, and other faculty entitlements. Full-time

faculty employees also receive a new-hire orientation from an SCCFT representative at the same time as their check-in with HR along with a copy of the current collective bargaining agreement. The full-time faculty orientation at Shoreline provides essential information about instructional resources and support, the structure of the College, and their role as faculty members.

Part-time faculty complete the new-hire check-in within their division, typically through a combined effort between division administrative support staff and the faculty coordinator for their division, and are then assigned to attend a quarterly new-hire part-time faculty orientation organized by Office of Student Learning staff within the Five-Star consortium of Shoreline, Edmonds, Everett, and Cascadia Colleges as well as Lake Washington Institute of Technology.

Student- and temporary-hourly employees sign an employment certification statement as part of the hiring process, which outlines the terms and conditions of the less than full-time and as-needed positions. The certification statement includes notice that the position is anticipated to require less than 69.5 hours per months and is therefore not healthcare benefit eligible. Temporary-hourly employees are also provided with the opportunity to meet with a WFSE-HE shop steward within the first quarter of their employment.

Within the first two weeks of work, administrative, classified, and full-time faculty employees are assigned to review Shoreline policies related to compliance with state and federal laws, such as those for equal employment opportunity, reasonable accommodations, Title IX, and standards of ethical conduct. Part-time faculty receive policy training on compliance topics at the assigned quarterly new-hire orientation coordinated through the Five-Star consortium.

Additionally, all administrative and classified employees are assigned to complete Washington State Purchasing & Procurement Ethics training as appropriate to their level of purchasing authority. Within the first quarter of employment, administrative, classified, and faculty employees also participate in a day-long New Employee Orientation (NEO) training which includes topics of understanding their role with moving forward the College's vision, mission, and values led by the College president, as well as lunch with the ET to discuss the strategic initiatives of the College. Diversity, equity, and inclusion are central to this orientation with a cohort model to support ongoing discussion and training.

Evaluation procedures for classified and faculty positions are outlined in the applicable CBA with the Office of HR providing annual reminders to permanent employees of evaluation dates. Full-time faculty are evaluated on a five-year, post-tenure cycle with notification sent by the Office of Human Resources in the preceding spring/summer quarter (see Standard 2.B.6 for details). The evaluation process for administrative employees occurs annually and has recently been revised significantly based on a series of structured conversations within Admin Team to identify core competencies (see Standard 2.B.2 for details).

The promotional process for classified staff members, resulting from application to a position or higher-level duty assignment, is found in the College's CBA with WFSE-HE. Likewise, the promotional process for faculty, resulting from qualification for priority associate status or application to a full-time faculty position, is found in the College's CBA with SCCFT. Promotional opportunities for administrative-exempt staff, outside of applying for an open position, comply with administrative salary adjustment guidelines which require Executive Team approval.

Termination process depends upon employee type. Collective bargaining agreement language outlines the dismissal process for classified and faculty employees, while administrators receive notice of the dismissal terms with each annual contract. Student-hourly and temporary-hourly employees are hired with notice that the position is temporary with continued assignment based on ongoing need only.

STANDARD 2.A.20

The institution ensures the security and appropriate confidentiality of human resources records.

The Office of Human Resources maintains compliance with the Secretary of the State Records Retention Schedule for [Community and Technical Colleges](#). Hardcopy HR records are maintained within locked office locations and filing cabinets, which are secured each night and continuously attended by at least one staff member throughout the open office service hours each day. Electronic HR records are stored on a secure shared drive with access limited to HR staff members only. Wherever possible, the use of a College generated system ID is used in place of social security numbers. Responses to outside requests for employment verification adhere to legal guidelines after a signed release of information has been received from the employee.

STANDARD 2.A.21

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Shoreline's Communications and Marketing department monitors and reviews announcements, statements, and publications to ensure clarity and accuracy.

Consistency of communication is included in Goal 1, Strategy E of Shoreline's 2016-2021 strategic plan, "Clearly communicate to internal and external communities the educational experience that they can expect from Shoreline Community College." This strategy was addressed through a year-long process to clarify Shoreline's identity in the form of a tagline ("Engage. Achieve.") and electronic and print publication identity guidelines. See Standard 3.A.1 for details about the implementation of this aspect of the strategic plan.

The Communications and Marketing department is also in the process of finalizing a set of writing style guidelines to ensure more clarity and consistency in voice, tone, vocabulary, and style across all College written materials.

The department has also undertaken a significant overhaul of the College's web site, not just to adhere to those identity and style guidelines, but to examine and codify the structure and content on the public-facing web site. Until 2015, the web site served many purposes, with lack of distinction between content intended for prospective students, current students, community, and employees. In multiple phases of significant projects, the goal has been to enhance the functionality and efficiency of the web site, particularly in its role as the primary marketing tool for the College.

The first major project was to develop a taxonomy of program offerings, providing each program option with its own page that includes key information for prospective students informed by user-testing. These pages are organized under collective “program” and “department” pages as well as the broadest category of “Areas of Study.” The taxonomy allowed for the development of a filtered search tool for programs to assist student in finding the program that will help them meet their goals. In the process of undertaking this work, the College also refreshed the style of the entire website to meet more accessibility standards, built several new landing pages to provide clearer starting points for students to navigate the site, and made minor updates to the main menu layout. For additional details about this “Program Navigation” project, please see Standard 3.A.1.

The second project, which launched in August 2020, is a similar overhaul of the “[Apply and Aid](#)” pages of the website and began with an extensive information-gathering process with employees and user-testing with students. The purpose of the Apply & Aid project was to clarify the enrollment process instructions on the web site so prospective students can seamlessly move from exploring academic programs to applying, finding funding, registering, navigating placement, accessing advising, and preparing for the first day of classes.

The project addressed significant structural and layout enhancements to the How to Apply page, the New Student Checklist, the Funding & Aid page, the Financial Aid page, the Registration page, the Tuition & Payment page, the Placement page instructions, and a new Transcripts Request page.

In addition, the project involved considerable content changes, implemented in collaboration with many subject-matter experts across the College, to consolidate inconsistent sets of instructions; reorganize and rewrite content to be task-based, clearly sequenced when applicable, and easier to scan quickly; clarify when and where divergent instructions needed to be provided for certain student populations; eliminate inaccessible .pdf attachments where possible; and integrate additional Planning Guide content into academic program pages. These widespread content changes are now being rolled out across all printed materials and email communications to ensure consistency and alignment with the web site.

The third project, also launched in August 2020, is a complete revision of the College’s home page and main menu. The goal of this project was to make it easier for prospective and current students to navigate the entire College website, meet WCAG (Web Content Accessibility Guidelines) 2.1 requirements, and gain a better understanding of Shoreline’s brand and offerings. The process began by analyzing website analytics, collecting feedback from students and employees, undertaking an audience alignment workshop with College leaders, a faculty and staff survey, card sorting tests, tree testing, contextual user interviews, and finally, usability testing with students and the public. Over 200 participants were involved in the research for this project.

Using all of these data, the home page and main menu were redesigned to provide more intuitive navigation; ensure adaptability and agility so future changes may be made more easily; and align with Shoreline’s brand identity.

The result is an entirely new home page with a content structure designed to meet the needs of prospective and current students, as well as a fresh page design with new features, news feeds, and graphics. The header and footer were redeveloped, and the main menu was expanded, refined, and

reordered to improve students' ability to locate other sections of the web site. Additionally, the search bar was expanded to include a shortcut list of the most searched/used tools on the site.

The Communications and Marketing department will perform a three-month post-launch review of these deliverables to determine how the changes are impacting user experience on the web site and to determine if additional adjustments need to be made.

Together, these three web site projects demonstrate significant attention to providing accurate, clear, and useful information to students about the College, with an understanding that the website is often the first place students look for information, is where many enrollment-related transactions take place, and is typically the source of content for all other print and electronic materials at the College.

STANDARD 2.A.22

The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

College policies provide legal guidelines and compliance requirements, along with complaint procedures, timelines for response, and consideration of accommodation or protections needed for reporting individuals. The College has assigned the following positions to serve as the point-of-contact responsible for the following complaint categories:

Ethics in Public Service

The Vice President for Business & Administrative Services serves as the Ethics Officer for the College, and is responsible for the investigation of complaints regarding alleged behavior in violation of [Policy 4125 Standards for Ethic Conduct](#).

Shoreline Community College ensures compliance with the 1994 Ethics in Public Service Law, [Revised Code of Washington Chapter 42.52](#) which applies to all officers and state employees. Monitoring compliance occurs through employee training, ongoing audits of financial information and procedures, as well as through the annual completion of financial statements reviewed by the State Auditor's Office and external audits.

Title IX / Equal Employment Opportunity

The College employs a full-time permanent administrator who serves as the Title IX/EEO Coordinator for Shoreline in compliance with federal law and is responsible for the investigation of complaints regarding alleged behavior in violation of [Policy 4113 Discrimination, Harassment, and Title IX Compliance](#).

Student Conduct

The Dean of Student Support and Success serves as the Student Conduct Officer for the College, and is responsible for the investigation of complaints and discipline process in response to allegations of behavior which violates [Policy 5030 Student Conduct](#).

Academic Evaluation

[Policy 5035 Student Grievances – Academic Evaluation Procedure](#) outlines the process and timeline for student grade grievances, including the use of the Committee for the Resolution of Academic Grievances (CRAG) as needed. Administration of this process is the responsibility of the Vice President for Student Learning.

Bias Incident

The College also provides a mechanism for [reporting bias incidents](#) which is defined as conduct, speech, or behavior motivated by prejudice or bias that does not rise to the level of a crime but which may require a responsive action by the College to ensure the continuation of a welcoming and supportive campus environment. All incidents reported are reviewed by the Title IX/EEO Coordinator before being routed to appropriate executive leadership, depending on the area of concern.

CBA Grievances

The faculty and classified staff collective bargaining agreements outline the procedural steps for the submission a grievance alleging failure to follow contractual guidelines or obligations. The Vice President for Student Learning is the administrative lead for faculty bargaining (completed at the College) and contractual implementation management. The Executive Director for Human Resources is the administrative lead for classified staff contractual implementation management, noting the classified contract is bargained at the state (rather than local) level.

Other complaints or concerns not rising to a category or level with a formal procedural process are coordinated at the division or program level with the intent to identify and resolve issues at the lowest level.

STANDARD 2.A.23

The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

As a state agency, Shoreline is governed by state laws related to ethics, as described in [RCW 42.52](#), which describes general activities incompatible with public duties ([RCW 42.52.20](#)), defines financial interest in a transaction ([RCW 42.52.30](#)), and delineates potential conflict of interest in assisting a transaction ([RCW 42.52.40](#)). All employees receive training based on materials provided by the [Washington State Executive Ethics Board](#).

STANDARD 2.A.24

The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The College maintains compliance with federal [copyright law](#) through resources and training disseminated by the Ray Howard Library such as [Copyright 101](#), along with other [tools and documents](#). In addition, the [College's CBA with SCCFT](#) (Article VII, Section E) contains contractual requirements regarding copyright and patents for work developed by faculty during their employment with the College.

STANDARD 2.A.25

The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Shoreline includes a description of its current accreditation status on its [public-facing website](#) using required language from the NWCCU Accreditation Handbook.

STANDARD 2.A.26

If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services, with clearly defined roles and responsibilities, is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Shoreline has a standardized procedure for all contracts with external entities for products or services, with either the Vice President for Business and Administrative Services or the Budget Director reviewing and signing all contracts, unless there is a requirement for the President to sign the contract.

The signator reviews the contracts to ensure they include a scope of work, roles, and responsibilities. In addition, all contracts are reviewed to ensure they are compliant with college policies, policies of the State Board for Community and Technical Colleges, as well as guidance from the Washington State Department of Enterprise Services and the Washington State Office of Financial Management. Shoreline consults with the Washington State Office of the Attorney General for any questions about compliance with state or federal law.

STANDARD 2.A.27

The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Academic freedom is defined and supported within Article VI of the Collective Bargaining Agreement with SCCFT. Section A of this article reads as follows:

The Employer recognizes the right and responsibility of the academic employee to insist that students be free to learn and academic employees be free to teach broad areas of knowledge, including those which may be considered controversial. Academic freedom implies not only the freedom of discussion in the classroom but also the absence of unusual restriction upon the academic employee's method of instruction, testing, and grading, provided that these are consistent with the academic employee's assignment.

As described on the College's web site, "[Shoreline's Community Standard](#)" is a strong affirmation that the campus is a place where all people can come to learn and work in a supportive environment." The Community Standard policy ([Policy 1002](#)) provides a process for enforcing this standard. Shoreline has also developed an online form and tracking mechanism for [bias incident reporting](#).

Shoreline Community College Community Standard Statement

Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly...

—Rev. Dr. Martin Luther King, Jr.

Shoreline Community College is a place for students, employees, and the community to pursue excellence in education in an environment dedicated to equity, inclusiveness, and self-reflection. We value respectful, dynamic interactions and lively discussion. We strive to create an environment where everyone is supported and valued. Shoreline Community College does not tolerate hateful, violent, or discriminatory actions that target any person or group based on their beliefs, customs, identity, or affiliations. When one of us is diminished, all of us are diminished.

STANDARD 2.A.28

Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

In addition to the Community Standard and statement about academic freedom from the College's CBA with SCCFT, which promote an environment that supports independent thought, Shoreline has an intellectual freedom policy ([Policy 5271](#) and [associated procedures](#)) that includes a commitment to preserving "the freedoms to read what one chooses, to teach without fear of intimidation or coercion, [and] to access information without restrictions."

Shoreline's policy on Use of College Facilities for Expressive Activities is included in the Washington Administrative Code ([WAC 132G-142](#)) also provides regulations for free expression. As stated in the policy, "It is intended to balance the college's responsibility to fulfill its mission as a state educational institution of Washington with the interests of college groups and noncollege groups who are seeking to use the campus for purposes of expressive activity."

One of Shoreline's three values ([2A28A](#)) is "Respect," with an associate mindset statement and self-assessment question as follows:

RESPECT

Mindset: I approach interactions with the mindset that you are valuable and valued.

- *Am I communicating with others in the way they prefer, or the way I prefer?*
- *Am I responding to what others need, or what I think they need?*
- *Do I assume my point of view is correct or that there might be nuance or alternatives I had not considered?*
- *Do I trust that every individual has something to contribute, or do I make assumptions about what they do and do not know?*

STANDARD 2.A.29

Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively.

Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The Ray Howard Library provides [resources and training](#) for faculty to adhere to copyright law, including the fair use doctrine as well as specific guidelines for use of different media (books, articles, music, audio, file, etc.) in educational settings. The library also provides [resources about plagiarism](#) for both students and faculty.

STANDARD 2.A.30

The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources, including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Section 100.E50 of Shoreline's Board of Trustees' Policy Manual ([2A1A](#)) addresses most of Shoreline's policies related to administration and management of financial resources, as follows:

Debt management is addressed in the first section of the policy, noting that "It is the policy of the College to effectively manage the appropriate level of debt to ensure adequate resources are available to meet debt service requirements to spread the cost of high cost fixed assets and equipment over the useful life of the assets."

Financial planning and board approval and monitoring of operating and capital budgets is included under the heading of Financial Planning & Budgeting, delegating the authority to the President to develop operational policies and procedures to "develop a budget with credible projection of revenues and expenses that separates capital and operating items and that discloses planning assumptions and budget principles." The policy also includes language about understanding meeting the priorities of campus constituencies as well as those of the Board of Trustees.

Reserves and cash management are addressed in the section entitled "Financial Planning and Activities," which includes provision for several different types of reserves, including general operating reserves, capital project reserves, tuition contingency reserves, a reserve under the control of the Board of Trustees. Management of cash flow is also addressed in this section, with quarterly and annual reports presented to the Board of the financial condition of the College.

Section 100.F00 of the policy manual recognizes the Shoreline Community College Foundation as a "separate, nonprofit corporation," with the "primary mission of the Foundation is to obtain financial and other direct support and benefit for the College." The Foundation maintains its own policies and procedures on fundraising activities.

Budgeted transfers are part of the annual operating budget process.

2.B: Human Resources

STANDARD 2.B.1

The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

As of May 2020, Shoreline Community College employed 659 employees represented by 81 administrators, 168 classified staff members, 137 full-time faculty, and 273 part-time faculty positions for the purpose of carrying out the College's vision, mission and strategic plan. Qualifications for each position at the College are built upon the experience and/or educational attainment, knowledge base, and skillsets required to be successful in the completion of tasks assigned to the position. The descriptions of these qualifications are included in job announcement and position definitions are developed as a collaboration between Shoreline's Office of Human Resources, the position supervisor, and other identified subject matter experts.

Criteria, qualifications, and procedures for selection of personnel are clearly stated on the position announcements available on the College's [Job Opportunities web page](#) and in print upon request. The Office of Human Resources is responsible for and consistently manages the recruitment and hiring processes in compliance with the [Policy 4111 Hiring Procedure](#). The College employs the use of screening committees, comprised of position supervisors and subject matter experts relative to the position assignments, for the review and evaluation of applicants for vacant classified, administrative, and full-time faculty positions. Screening committees receive training on selection criteria as posted in the position announcement, how to identify and avoid conflicts of interest, and confidentiality in recruitment activities. Screening committees also receive training on understanding and mitigating cognitive errors in the recruitment process. During winter and spring 2020, the College piloted the use of a [Search Advocate](#) to "promote equity, validity and diversity" in screening committee activities, and will be implementing the use of Search Advocates for all screening committees beginning fall 2020 forward.

The College complies with [Chapter 131-16-091](#) of the Washington Administrative Code regarding qualifications for faculty positions, which typically require academic transfer faculty hold a minimum of a master's degree in their discipline, with a bachelor's degree and/or industry experience required for professional-technical programs. Administrative position descriptions predominantly require a minimum of a bachelor's degree and cite a specific number of years of directly related experience relevant to the level of responsibility held. For all positions, Shoreline adheres to the general qualification requirements for employees of community and technical colleges as described in [Section 132T-05-020](#) of the WAC.

Descriptions for administrative and classified positions are reviewed in conjunction with the annual evaluation process for the position. Position description forms contain a job summary, specific duty statements and essential functions, budgetary and supervisory responsibilities, reporting structures,

and position requirements for educational attainment, experience, licensing, knowledge and skillsets required for successful completion of the tasks assigned. Consideration is given to including only minimum standards needed to prevent artificial barriers which could limit the potential applicant pool for a position.

Descriptions of duties assigned to faculty are described in the “Terms and Conditions of Employment” Article VII of the CBA between the College and SCCFT and outline contractual terms, workload expectations, and employment benefits based on faculty type and position.

STANDARD 2.B.2

Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Administrative and classified staff members are scheduled for evaluation on an annual basis after their initial date of hire. The Office of Human Resources supports individual supervisors in the completion of the annual evaluation process and goal-setting for the upcoming 12-month period. Evaluations are completed in an interactive two-way process involving both the employee and supervisor in the review and discussion of work performance and outcomes in the preceding 12-month period. Performance expectations and work outcomes are determined through review of the duties/responsibilities assigned to the position. Classified staff evaluations are completed in compliance with the WFSE-HE collective bargaining agreement language.

Over the past year, the Executive Team, in collaboration with members of the administrative team, refined the tool with which administrative staff are evaluated annually, with a newly developed Administrative Performance Assessment Procedure ([2B2A](#)) and Administrative Performance Assessment Form ([2B2B](#)). The procedure and form differ slightly by position, with different tools for Executive Team ([2B2C](#)), deans and directors ([2B2D](#)), and individual contributors ([2B2E](#)). The format of the evaluation was shared with supervisors in summer of 2020 for implementation in summer/fall 2020, and represented the culmination of multiple years of work within the administrative team, as described in Standard 2.A.1 and 2.A.11.

STANDARD 2.B.3

The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

The 2016-21 Strategic Plan, Strategy 2.C identifies the College’s commitment to “professional learning for faculty and staff to support continuous improvement,” which is evidenced in the opportunities for professional growth and development provided to classified staff, administrators, and faculty in their positions at Shoreline. The College regularly reviews internal opportunities for administrative and classified staff advancement before moving to a public recruitment process to build career pathways for existing staff members wherever possible. Similar efforts are made within the context of the SCCFT collective bargaining agreement for faculty positions.

Classified employees have access to professional development funds through the Classified Pro-D committee as well as through department funds specific to job required trainings or certifications. Classified staff may apply for a maximum of \$250 per year (\$300 per year for conferences) for job skills training and personal development opportunities through the Classified Pro-D committee, with unused funds typically distributed at fiscal year-end to cover professional development costs exceeding the annual limits above. In addition, the College regularly reviews opportunities for classified staff advancement before opening a public recruitment process to build career pathways for existing staff wherever possible with WFSE-HE collective bargaining agreement language regarding the assignment of higher-level duties on a temporary or permanent basis. In addition, the College coordinates quarterly classified-supervisor meetings to share College updates and provide training and professional development for classified supervisor positions at the College.

Administrative employees have access to professional development funds through their division or department to participate in essential training or certification. Other professional development opportunities, such as attendance at the annual Faculty and Staff of Color Conference, are promoted campus-wide for application by interested employees (including administrators). In addition, during monthly Admin Team meetings to share College information and provide training and professional development, as described in Standard 2.A.11.

Faculty have access to professional development funds through the process outlined in the SCCFT collective bargaining agreement as well as through department funds. Full-time faculty may apply for up to \$600 per year for expenses related to professional improvement. Part-time faculty may also apply for reimbursement for expenses related to professional improvement, with a total pool of \$39,000 in part-time faculty funds available each year.

Shoreline offers annual all-campus trainings two times per year. During Opening Week (the four days preceding the first day of instruction), professional learning sessions are part of convocation and attended by all employees. In addition, concurrent sessions are offered on a variety of topics during the Opening Week period. The Day of Learning was introduced in April of 2018, during which regular college operations close to allow all employees to take part in professional learning together. Additional details about these events, as well as other investment in Strategy 2.C of the College's 2016-2021 Strategic Plan, can be found under Standard 3.A.

STANDARD 2.B.4

Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Qualifications of faculty meet requirements described in the Washington Administrative Code ([WAC 131-16-091](#)) for Community and Technical Colleges.

Full-time faculty are listed within their respective departments in Shoreline's [organizational chart](#). Hiring of additional part-time faculty is guided through data-informed scheduling of classes on a

quarterly and annual basis. Hiring of full-time faculty within specific disciplines is determined through the academic planning process (see Standard 3.A).

Table 2.6. Counts of full-time and part-time faculty and student-faculty ratios for 2015-2016 through 2018-2019, with state-wide ratio comparisons

	2015-2016	2016-2017	2017-2018	2018-2019
Full-time faculty	114	120	135	132
Part-time faculty	249	333	339	304
Student: Faculty ratio (Shoreline)	17.8	17.3	17.6	17.0
Student: Faculty ratio (SBCTC)	20.3	20.0	19.5	19.3

As Table 2.6 indicates, Shoreline's student-faculty ratios are comparable or lower than state-wide ratios

The Faculty Senate Council includes full-time faculty representing instructional divisions and is charged with reviewing policies relevant to faculty work, as part of the College's governance structure.

Article XXIII of the College's [CBA with SCCFT](#) provides for assignment of faculty as Faculty Program Coordinators (FPCs) to assure the integrity and continuity of its academic programs. As detailed in Appendix A, Article X, the duties of FPCs include program planning and development, program management, and program outreach and promotion.

STANDARD 2.B.5

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

The CBA further stipulates that part-time faculty are not responsible for any of the duties above. Based on a calculation of salary differential in Appendix A, Article IV, the additional duties for full-time faculty listed in Article VII comprise 20% of total workload.

STANDARD 2.B.6

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The Collective Bargaining Agreement between Shoreline and the Shoreline Federation of Teachers (SCCFT, Local no. 1950) Article XIX details a regular, systematic, substantive, and collegial method for evaluating faculty.

According to the CBA, faculty evaluations consist of the following components:

1. *A meeting between evaluatee and evaluator prior to the classroom observation to discuss expectations and answer preliminary questions;*
2. *Classroom observation by Unit Administrator for two (2) quarters;*
3. *Student evaluations for all classes for two (2) quarters;*
4. *Optional faculty peer observation of either classroom or other professional contributions to the college. Observer shall be selected by the faculty being evaluated or by the Unit Administrator at the discretion of the faculty member;*
5. *A meeting between evaluatee and evaluator to review evaluations and observations after all classroom observations, peer evaluations and student evaluations are completed. This meeting should occur no later than the quarter following the end of the two quarter evaluation period, not to include summers; and,*
6. *An additional quarter of classroom and student evaluations may be requested by either the Unit Administrator or the faculty being evaluated.*

All full-time tenured and Priority Associate faculty are evaluated in this manner every five years. Part-time and full-time annual contract faculty receive additional evaluations as follows (from the CBA):

- *a classroom observation by an administrator or designee during the first quarter,*
- *student evaluations every quarter for the first seven (7) quarters,*
- *one (1) classroom observation during each of the fifth and sixth quarters,*
- *and an evaluation every five (5) years thereafter, commencing five (5) years after the start of the first evaluation*

Evaluation of candidates for tenure is described in the CBA, Article VIII, Section F; and evaluation of candidates for Priority Associate status is described in the Article XXII, Section A.

Division staff track the timing and completion of associate faculty evaluations as required under the CBA. Full-time (tenured, tenure-track, annual and pro-rata) faculty evaluation timing and completion is tracked by the Office of Human Resources. Documentation of the completion of the evaluation process ([2B6A](#)) becomes part of the faculty member's personnel file, with evaluation data maintained within the Office of Student Learning.

Professional-technical faculty are required by [WAC section 131-16-094](#) to engage in ongoing professional development to maintain certification to teach in professional-technical programs within the Washington state community and technical college system. Those faculty teaching at least two-thirds (67%) of a full-time load for three consecutive quarters must complete a professional development plan that includes the following elements:

- Focus on reaching professional goals as a facilitator of learning
- Customize plan to meet development as a professional teacher
- Determine measurable outcomes and link outcomes to skill standards
- Determine timeline for successful achievement of outcomes.

Completion of this ongoing professional development is tracked through an online portal maintained by the Washington State Board for Community and Technical Colleges.

The CBA with SCCFT includes provisions for faculty to improve their practices based on evaluations. During the tenure process or following a faculty evaluation, the unit administrator may work with the faculty to develop an improvement plan, defined as follows:

[An improvement plan] is a document written for the purpose of support and professional development of the faculty in specifically identified areas needing improvement.

Plans must include the following elements:

1. *Description of area or areas needing improvement.*
2. *Outcomes that are reasonable, objective, measurable and mutually understood.*
3. *A mutually agreed upon time to demonstrate and evaluate improvement in areas identified.*
4. *Signature of all parties involved confirming their receipt and understanding of the improvement plan.*

Between evaluations, a unit administrator can initiate corrective action, which, as stated in the CBA is “progressive, non-disciplinary action by a Unit Administrator to notify and provide a faculty member an opportunity to respond to a documented need to change or improve the performance of contracted responsibilities.”

Article XX of the CBA includes provisions for access to personnel files, including primary evaluation data, for unit administrators, as well as the President and Vice President for Student Learning.

2.C: Education Resources

STANDARD 2.C.1

The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Shoreline offers an appropriate range of programs in line with the College's mission and core themes; specifically, programs leading to credentials are all within the category of transfer or professional-technical. The recently revised web site includes a [full listing](#) of these programs including a filtered search tool, and the [electronic catalog](#) includes full details about courses required to complete these program options.

Shoreline has a core set of 19 professional-technical programs, with a total of 34 degrees, 20 certificates of 45 quarter credits or more, and 56 short-term certificate options within these programs. Shoreline's has 15 transfer degrees, nine of which are recognized in Direct Transfer Agreements. The catalog includes planning guides for 53 pre-majors, but these do not represent individual degrees. Rather, they describe a set of recommended courses to prepare for particular four-year majors.

The level of rigor of professional-technical programs is reviewed by industry advisory committees as well as in regular external program reviews. Transfer programs are articulated to four-year programs in the state, with common course numbering across community colleges providing some assurance of alignment of outcomes. The [Intercollege Relations Commission \(ICRC\)](#), a unit of the Washington Council on High School College Relations, conducts ongoing review of the state-wide articulation from two- to four-year programs.

All new program offerings, as well as any changes to program requirements, go through a review process that includes an advisory committee (if applicable), subject-matter expert faculty, division planning council, the Dean of Workforce, the curriculum committee (representing all academic divisions, advising, and the library), and with final approval by the Vice President for Student Learning (See new program approval process ([2C1A](#)) and new program checklist ([2C1B](#)) for details). New program offerings of 45 credits or more also go through the State Board for Community and Technical Colleges' (SBCTC) [program approval process](#).

Each professional-technical program has clearly identified learning outcomes, which are presented on each respective web page under the heading "What you'll learn." Transfer degrees culminate in the College's general education outcomes, which are also included on each program and pre-major planning page under the "What you'll learn" heading.

Shoreline adheres to guidelines from State Board for Community and Technical Colleges (SBCTC) to assign recognizable designators for [transfer degree](#) and [professional-technical degree and certificate programs](#).

STANDARD 2.C.2

The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Shoreline's Master Course Outline (MCO) system stores learning outcomes for all courses offered at Shoreline. All proposed courses must include learning outcomes, which are reviewed as part of the curriculum committee process ([2C2A](#)). The College maintains a policy ([Policy 6100](#), and [associated procedures](#)) which states that "each syllabus shall include ... Major student learning objectives for the course in compliance with appropriate learning outcomes."

Each of Shoreline's professional-technical programs maintains specific learning outcomes that are published on the web page of each program. Learning outcomes for transfer programs are the College's [general education outcomes](#) and are included in the web pages of each transfer program and pre-major web page.

STANDARD 2.C.3

Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Credit for individual classes is awarded based on Shoreline's grading policy ([Policy 6250](#)), and follows a 0.0 to 4.0 grading scale, which is a common method for colleges and universities in Washington state. Some classes can be taken as "pass/fail," as indicated in the [catalog](#).

According to the policy,

A grade of 0.7 or above earns credits. Grades of 1.0 and above qualify for transfer credits in the state of Washington. However, a minimum grade is required for some programs for a number of purposes including technical courses, general education requirements, progression in a sequence of classes, and to satisfy a prerequisite. Students should consult the applicable course descriptions and program requirements if they have questions.

The catalog includes information within each program planning guide about the minimum GPA requirements for each certificate and degree. Most degrees require either a 2.0 overall GPA or a minimum 2.0 in each course and/or a subset of courses. In addition, some degrees require a minimum number of classes to be taken as graded as opposed to pass/fail.

STANDARD 2.C.4

Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Shoreline's transfer programs are designed based on the direct transfer agreements between two- and four-year schools in Washington, as described in the [Intercollege Relations Commission \(ICRC\)](#)

[handbook](#). These require a core set of general education courses and distribution of courses across humanities, social sciences, and natural sciences. As a whole, these courses provide appropriate breadth, depth, and synthesis of learning to prepare students for most four-year programs in the state.

Professional-technical degree programs all include general education requirements in human relations, communication, quantitative and symbolic reasoning, and multicultural understanding. The core curriculum is developed and revised through review by an advisory committee of industry professionals to ensure breadth, depth, and synthesis of learning. Professional-technical degree planning guides include a suggested or required sequencing of courses.

Admissions information is included in Shoreline policy ([Policy 5002](#) and [associated procedures](#)) and described on the College's web site, either in the general [new student check-list](#) or in program-specific information pages.

Graduation requirements are published in the catalog within individual planning guides for each certificate and degree program. The graduation policy ([Policy 5004](#) and [associated procedures](#)) includes the institutional requirements and process for students to apply for graduation, which are also summarized in the [catalog](#).

STANDARD 2.C.5

Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Shoreline's curriculum is designed by faculty in consultation with advisory committees and, where applicable, college administrators. The review process for curriculum (either new or revisions) is initiated by faculty who first consult with faculty discipline colleagues. The division planning council, which consists of Faculty Program Coordinators and the division dean, then reviews, and, if they approve, the proposal is forwarded to the curriculum committee for review. The [curriculum committee](#) is a majority-faculty body that represents each instructional division, workforce education, advising, and the library.

Shoreline's Equal Opportunity in Recruitment & Hiring policy ([Policy 4111](#) and [associate procedures](#) – last revised April 2018) requires that “the screening committee for faculty positions shall have a full-time faculty member from the field of the vacant position,” and that “for faculty recruitments, the draft vacancy announcement will be shared with the discipline faculty for feedback prior to posting.”

The Learning Outcomes Assessment Steering Committee (LOASC) is a majority-faculty committee responsible for guiding ongoing assessment work at the course, program, and general education levels. Changes to course or program learning outcomes are reviewed using the same process as changes to curriculum. The [Faculty Senate Council](#) is responsible for reviewing and making recommendation on any changes to the general education outcomes.

STANDARD 2.C.6

Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The library works with faculty and staff to support student engagement with the library and information resources through library instruction, collection development, and inclusion of information literacy and library resources within the curriculum.

All classes are invited into the library for instruction, although there is greater emphasis on working with classes that have a strong research component, such as English 102 and Chemistry 171. Typically, faculty approach the library to request a workshop for their students on a discipline-relevant aspect of use of the library, information literacy, or research skills. In spring of 2019, for example, a total of 30 classes included a workshop from a librarian ([2C6A](#)).

Librarians work with faculty to purchase items that support the curricula. Librarians stay informed on instruction and material needs by taking part in the activities of academic divisions and the College. For example, each academic division has a “resident” librarian who attends monthly division meetings and stays up-to-date with the needs in that division. In addition, librarians take part in many campus-wide committees, most notably the curriculum committee. Library staff members communicate regularly with faculty about requests for the course reserves collection. The [faculty FAQ page](#) on the library website allows faculty to reach out to library faculty and staff for purchase requests, placing items on reserve, obtaining an item through interlibrary loan, or to book a workshop. Librarians also create internet research guides based on disciplines and information literacy modules in Canvas.

There is college-wide recognition of information literacy in the curriculum. There is an information literacy general education outcome and each master course outline must be reviewed by a faculty librarian before being approved by the Curriculum Committee.

STANDARD 2.C.7

Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

Shoreline’s policy on academic credit for prior learning ([Policy 5164](#) and [associated procedures](#)) adheres to guidelines from the Washington State Board for Community and Technical Colleges’ [Guidelines for Prior Learning Assessment](#). The policy defines “prior learning” as “the college-level knowledge and skills gained through work and life experience,” and the procedures stipulate that

“students must be enrolled at Shoreline Community College during the current quarter in which they would like consideration for credit for prior learning.”

Prior experiential learning is one of four types of academic credit for prior learning awarded according to this policy. As stated in the specific procedures for awarding credit for Prior Experiential Learning (PEL), “Credit awarded for PEL shall not exceed 25% of the credits required for the certificate or degree,” and “Only courses that are active, pre-existing, documented in the current catalog, in current master course outlines (MCOs), and in recent syllabi may be used for the awarding of credit.”

All assessment of Prior Experiential Learning is conducted by faculty subject-matter experts. The procedures describe the possible sources of documentation for credit awarded by Prior Experiential Learning, noting “students will have to demonstrate current theoretical, applied, and content knowledge of the course(s) in which they are attempting to earn credit by PEL. Specific portfolio content is up to the faculty subject matter expert completing the assessment.”

Credits awarded via Prior Experiential Learning are noted on students’ transcripts in a footnote under the relevant quarter indicating, “Credits for [name of course] awarded through Prior Experiential Learning.” Shoreline’s procedures for all types of Prior Learning Assessment (PLA) credit state that “A PLA grade shall not replace a pre-existing grade for a course. No credit by PLA will be granted if the student has already received such credit from another accredited college or university.”

The procedures for credit awarded for Prior Experiential Learning as well as the [Petition for Credit by Prior Experiential Learning](#) clearly indicate that credit will not be awarded until after the assessment is completed.

STANDARD 2.C.8

The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students’ programs, and integrity of the receiving institution’s degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Shoreline students seeking to use college-level credits from institutions attended previously can work with academic advisors to review unofficial transcripts and identify how courses can be applied to Shoreline programs and certificates. For credits to be applied toward degree completion in an application for graduation, students submit official transcripts to Enrollment and Financial Aid Services (EFAS). The process to apply for transcript evaluation is detailed on the College’s [web site](#) as well as the college catalog.

To evaluate students’ official transcripts, EFAS utilizes the [Transfer Evaluation System \(TES\)](#), a national database of college-level courses and associated learning outcomes, which ensures that incoming credits are of high academic quality, relevant to students’ programs, and that accepting those credits will maintain integrity of Shoreline’s degrees. For classes not included in TES, primarily

in professional-technical programs, EFAS requests syllabi from courses students wish to apply toward their degree and consult with Shoreline faculty to determine whether the course is comparable in nature, content, academic quality, and level to award credit.

In 2008, Washington adopted [common course numbering](#) for courses that meet requirements for the state-adopted transfer degrees; all in-state transcripts are evaluated based on common course numbering.

STANDARD 2.C.9

The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Shoreline's transfer degree programs are based on state-wide articulation agreements between two- and four-year schools, which are managed and monitored by the [Intercollege Relations Commission \(ICRC\)](#). The [ICRC Handbook](#) provides colleges with guidelines for designing, offering, and publishing information about degree programs that meet the requirements of these articulation agreements.

[The Associate in Arts – Direct Transfer Agreement \(AA-DTA\)](#) includes core requirements in communication, quantitative and symbolic reasoning, and multicultural understanding, as well as distribution requirements in humanities, social sciences, and natural sciences.

The Associate in Science – Transfer, [Track 1](#) and [Track 2](#) (AS-T1, AS-T2) prepare students for four-year programs in sciences by requiring core science classes (biology, chemistry, physics), math, communication, and multicultural understanding, with three courses in humanities and social sciences.

All of Shoreline's applied degrees in professional-technical fields include requirements in communication, human relations, multicultural understanding, and quantitative and symbolic reasoning. Certificates of Proficiency (between 45 and 89 quarter credits) include a selection of these courses as aligned with the learning outcomes that prepare students for entry into employment.

STANDARD 2.C.10

The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Shoreline's transfer programs have identifiable [general education learning outcomes](#), which fit with the College's mission by "meeting the educational ... needs of our diverse students and communities." As mentioned above, each variation of the transfer degree, described as pre-majors, include these general education outcomes for students as "What You'll Learn." For more information about how these have been assessed, see Standard 4.A.2.

STANDARD 2.C.11

The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The related instruction components of applied degree and certificate programs are offered as individual courses with outcomes that meet requirements for core components of a general education curriculum. Shoreline's Curriculum Committee reviews classes that are proposed to meet these components based on sets of criteria, as follows:

- [Human Relations](#)
- [Communication](#)
- [Quantitative and Symbolic Reasoning](#)
- [Multicultural Understanding](#)

As indicated on each individual program planning guide, students can typically meet these requirements either through a context-relevant course (e.g., "BTWRT 215: Business Writing") or through equivalent courses from transfer programs (e.g., "ENGL&101: English Composition"). The transfer program classes are taught by faculty from the relevant discipline; context-relevant classes are taught by qualified faculty in the business department.

STANDARD 2.C.12 – 2.C.15

Not applicable: Shoreline does not offer graduate programs

STANDARD 2.C.16

Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

The College's Continuing Education department supports the institution's mission to "serve the educational, workforce, and cultural needs of our diverse students and communities," as well as the

core theme of community education. Prior to 2018, Continuing Education was housed in the Workforce Education area and focused on “Plus-50” programming, meeting the cultural and workforce needs of seniors in the community. Seniors learned, for example, Computer and Internet Basics, as well as how to use Microsoft Word and Excel.

In 2018, the Continuing Education department was moved out of Workforce Education and time was taken to do a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the program. The program was rebranded away from “Plus-50” to “Continuing Education” so that it would appeal to all audiences, not just seniors. Classes offered included personal enrichment courses (concert band, individual musical instruction, and boating), online professional development courses (through a partnership with Ed2Go), and summer camps for teens. Professional development clock hours were also offered to educators.

Table 2.7. Number of Continuing Education (CE) enrollments and class sections by year.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	# Sections
	# Enrolled	# Sections	# Enrolled	# Sections	# Enrolled	# Enrolled	# Enrolled	# Sections
Camp	200	22	76	6	117	12	188	10
Music	96	3	111	3	102	13	119	31
Other CE	210	33	404	48	307	40	375	58
Ed2Go	98	82	35	47	18	19	35	88

The Continuing Education department initially offered 23 face-to-face personal enrichment classes for spring quarter 2020. The College moved to fully remote/online operations beginning in March 2020 due to COVID-19, so the department moved ten classes to an online modality and cancelled the remaining thirteen classes that could not be converted online. For summer 2020, summer camps were canceled and twelve personal enrichment classes were offered online.

For fall 2020, over 35 Continuing Education classes will be offered, most online. Classes will include many offerings that highlight programs and subject matter expertise unique to Shoreline Community College – for example, Getting to Know Your Car, Cinema Appreciation, and Project Management for Non-Project Managers – as well as classes taught by local small business owners, including Digital SLR Photography for Beginners, A Sensory Introduction to Wine, and How to Protect Your Business by Preventing Cyberattacks and Managing Breaches. In addition to personal enrichment opportunities, Continuing Education will offer professional development classes including Flagger Certification Training, several introductory computer classes (such as Computer Technology Essentials, Microsoft Excel Essentials, and Dive into Google Applications), and a Co-Responder Professional Development Training Workshop. Continuing Education will continue to partner with Ed2Go to offer online professional development certificate programs and 6-week classes.

When the College resumes normal operations after the pandemic, Continuing Education will resume offering face-to-face classes, and will continue offering many online classes.

STANDARD 2.C.17

The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

The Continuing Education program manages the instructional quality and curriculum of all non-academic, non-credit offerings. Learning outcomes are defined for each course and submitted as a master course outline (MCO) with approval by the Executive Director for Learning Resources & Continuing Education. Continuing Education presents new MCOs to the Curriculum Committee, but this presentation is informational and not part of the Curriculum Committee's review process.

Continuing Education courses are taught by industry-certified professionals, subject matter experts, or other qualified personnel. Instructors are interviewed and hired by Continuing Education staff and course proposals undergo the MCO process as described above. The ongoing quality of instruction is assessed by [student course evaluations](#) and [instructor course evaluation feedback](#) processed after each class. The Continuing Education program will deploy an annual student survey in 2020 and will review annual enrollment to gauge the quality of the student experience and inform future course changes.

The college maintains a [formal, written contract](#) for classes offered through our partnership with Ed2Go. All instructors in Ed2Go are regularly assessed using [these questions and these criteria](#) and course evaluation results are maintained in an administrative database.

Although the Continuing Education department does not offer for-credit programming, it does partner with the academic Music Department to offer Shoreline Concert Band as a co-enrolled class in which for-credit students and non-credit Continuing Education students take the same class but have different assignments and assessment options. This class has been reviewed and approved by Shoreline's music faculty, and faculty teaching this class are evaluated per the College's CBA with SCCFT. Shoreline's music department maintains responsibility for instruction of that portion of the co-enrolled class.

STANDARD 2.C.18

The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Shoreline Community College does not offer CEUs for Continuing Education courses, but the college is an approved provider of clock hours. Clock hours are units of credit issued to Washington state educators for professional development classes or training events. Not all classes or training events are eligible for clock hour credit; classes must be approved by committee prior to student registration to ensure that all classes meet clock hour provider qualifications. The clock hour committee ensures that all recordkeeping remains in compliance, as outlined by the Office of Superintendent of Public Instruction (OSPI), including retaining records of course approval by the committee, summaries of course evaluations, lists of participants, and other required documents.

Continuing Education will apply to the Washington state chapter of the National Association for Social Workers to offer CEUs to licensed social workers for a Co-Responder Professional Development Workshop during the fall 2020 quarter.

STANDARD 2.C.19

The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

All Continuing Education course records (including student information, class registrations, and course details) can be found in the College's Student Management System (SMS). The Master Course Outlines (MCO) for these courses, which include learning outcomes, course agenda, as well as individual section details, are maintained in the College's MCO database. Starting in summer 2020, Continuing Education course and student records also will be housed in CampusCE, an online registration platform, which uploads all relevant enrollment and course data to SMS.

All course records for the online classes offered through Shoreline's partnership with Ed2Go are maintained in the Ed2Go administrative database, to which Shoreline's Continuing Education department maintains system administration access.

2.D: Student Support Resources

STANDARD 2.D.1

Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Shoreline supports student learning needs with a variety of programs and services in line with the College's mission and core themes. Below is a list of these services, with links to web pages with summaries of what specific services are available. These services are also summarized for students in the [electronic catalog](#).

Instructional Support

- [Assessment & Testing Center](#)
- [Biology/Chemistry Learning Center](#)
- [Engineering Learning Center](#)
- [Computer Science Learning Center](#)
- [Classroom Support Services](#)
- [eLearning Services](#)
- [English as a Second Language \(ESL/GED\) Computer Lab](#)
- [International Education: Advising](#)
- [International Education: Study Abroad](#)
- [Library and Learning Commons](#)
- [Math Learning Center](#)
- [Multicultural Center](#)
- [The Writing and Learning Studio](#)
- [Technology Support Services](#)
- [Tutoring](#)
- [Public Speaking learning center](#)
- [Physics Learning Center](#)

Student Support

- [Advising](#)
- [Athletics](#)
- [Counseling](#)
- [Career Education Options \(CEO\)](#)
- [Gender Equity Center](#)
- [International Education: Advising, Orientation, Student Services](#)
- [Learning Center North](#)
- [Student Accessibility Services](#)
- [Veteran & Military Student Services](#)
- [Workforce Education](#)
- [United Way Benefits Hub](#)

Other Services

- [Community Employment Program](#)
- [Parent Child Center](#)
- [Parenting Education Program](#)

Since the last comprehensive self-study, Shoreline has made significant investments in supporting student learning needs.

Through the College's Abbreviated Strategic Action Plan (aSAP) process, academic advising has grown significantly, as follows:

- In 2013-2014 an aSAP was approved to add a full-time tenure-track advisor for Adult Basic Education. This position was vacated in 2015-2016 and re-allocated, and a new student

support position, ABE navigator, was created to support student needs. See Standard 3.B (core theme planning) for additional details.

- In 2014-2015, a full-time advisor dedicated to serving veteran and military-affiliated students was added through the aSAP process.
- In 2015-2016, two additional advisors were added to support the needs of undecided transfer students, allowing for one general advisor to be dedicated to each academic division. See Standard 3.B (core theme planning) for additional details.

For more information about Shoreline's advising team and practices, see Standard 2.D.10.

Shoreline's Veteran & Military Student Services (VMSS) has been expanded since the last comprehensive self-study. Shoreline was awarded a multi-year Fund for the Improvement of Postsecondary Education (FIPSE) grant through the Department of Education to support veteran and military students. The grant funded the renovation of the Veterans Resource Center (VRC), which has proven essential in supporting Shoreline's student veterans. The grant also funded the veterans' advisor, who, as described above, was eventually added to Shoreline's budget as a permanent position.

The structure of the International Education Department has been adjusted since 2012, and a total of six net new positions were added to meet the need of increasing international student enrollment from 752 to 958 from 2012 to 2018, as reported in [Open Doors](#) (a comprehensive information resource on international students studying at higher education institutions in the United States).

In addition to advising, new student services have been added since the last comprehensive self-study, as follows:

- In 2017, Shoreline partnered with the United Way of King County to offer a Benefits Hub, which provides a food pantry, emergency aid grants, housing support, and a variety of other services for students.
- In 2018, the Student-Athlete Academic Study Hall was implemented to improve academics, eligibility, retention, and completion rates. Utilizing a dedicated space within the College's gym, student-athletes are required to log a minimum number of hours in study hall each week.
- In 2019, Shoreline added a drop-in learning center for computer science and engineering to support students in these classes.
- In January 2020, the Women's Center was reimagined as the Gender Equity Center.

For more information about assessing the level of staffing in these areas as well as assessment of the impact of adding advisors, please see Standard 4.A.2.

Over the past five years, Shoreline has also developed new cross-functional methods to intervene with students who are struggling in a variety of ways. Shoreline Early Alert (SEA) is a mechanism for faculty to alert advisors and other support personnel in International Education and Workforce Education about students who are struggling academically or who have not been attending classes or have been inactive on Canvas.

In addition, Shoreline has implemented [Maxient](#) software for tracking interventions. Any member of the Shoreline community can report a concern about a student or anything concerning from the [Care Team web page](#). The Care Team itself includes staff and faculty from Counseling, Safety & Security, Student Learning, International Education, and Student, Equity & Success (including the Dean of Student Support and Success, who manages all conduct cases). Reports from the online tool are directed to the appropriate department or office, and the Care Team works collaboratively on more complex situations. Maxient provides the capacity to ensure timely follow-up and adherence to college policies and procedures.

STANDARD 2.D.2

The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Shoreline's Safety & Security department makes adequate provision for safety and security of students and their property through planning, training, tools, and partnerships.

Planning

Shoreline's [Emergency Management Plan](#) provides procedures for handling a variety of emergencies, based primarily on FEMA's Incident Command System (ICS).

The department posts additional guidance on its web page for responses to the following situations:

- [Evacuation Plan](#)
- [Armed Intruder & Active Shooter Response](#)
- [Infectious & Pandemic Diseases Procedures](#)

Training

Shoreline's Executive Team and the College's Safety & Security team take part in regular ICS training, and Shoreline's Admin Team engages in regular scenario-based exercises on handling minor and major emergencies. Training on active shooter response is provided for all new employees and is always available on the department's [web page](#).

A general All Hazards Training is also required of all new employees and provided for all employees via Canvas for ongoing, regular training. The department web page also includes guidance on general [safety and crime prevention](#).

Tools

The physical layout of Shoreline's campus presents a challenge for rapid communication and response to emergency situations. In addition to regularly spaced emergency phone kiosks throughout campus, Shoreline added the [LYNX emergency system](#) in 2016. This technology utilizes Shoreline's system of classroom computers to both report emergency situations to Safety & Security

using keystrokes on classroom computers and to send out instant notifications of a major emergency to all classrooms on campus.

RAVE alert is another instant notification system utilizing text messaging. Shoreline utilizes this tool to notify all students and employees about inclement weather closures and emergency events occurring on campus. The College maintains pre-written template messages prepared for a variety of situations, which can be implemented through RAVE at a moment's notice.

Partnerships

Shoreline's Safety & Security team benefits from ongoing open communication with the Shoreline Police Department. The unique layout of the campus presents some potential challenges for emergency responders coming to campus, and Shoreline welcomes Shoreline PD and the Shoreline Fire Department to use facilities on campus for training exercises such as police tactical and mass casualty training. In 2016, sergeants from Shoreline PD led a campus walk-through along with King County Sheriff's Office Tactical Team members to become familiar with the campus.

Shoreline also maintains an inter-agency agreement with the Shoreline Police Department and Shoreline Fire Department for disaster response.

Crime Statistics

In compliance with the Clery Act, the Safety and Security Office posts [annual crime statistics and ongoing crime and fire updates](#) on the department web site. The web page also provides a list of [Level-III Registered Sex Offenders](#) attending Shoreline, updated quarterly, in compliance with state law ([RCW 4.24.550](#)). The Director of Safety and Security presents these statistics annually to the Board of Trustees.

STANDARD 2.D.3

Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Shoreline engages in ongoing recruitment activities consistent with the College's mission and core themes. One full-time recruiter maintains relationships and presence in the high schools within the Shoreline district, as well as nearby high schools that enroll students in Running Start at Shoreline. This individual recruits students for transfer and professional-technical programs through high school connections and at community events. Shoreline recently added a recruiter focusing on adult learners with potential to benefit from professional-technical, transfer, or basic skills offerings.

Since 2016, Shoreline has used Customer Relations Management (CRM) software to support data-informed recruitment via targeted email and messaging. A full-time staff member manages this tool, tracking potential students from a variety of sources:

- Students who have applied to Shoreline through the common state-wide application tool but not yet enrolled at the College
- Inquiries about Shoreline through the online web form
- Responses to promotional emails

This individual also schedules high-volume recruitment emails for prospective students as well as reminder emails for students who have been enrolled but not registered for the upcoming quarter. This staff member also serves as a critical triage point to refer prospective students to the appropriate programs and services.

As a community college, Shoreline maintains an open enrollment admissions policy (see [Policy 5002](#)). As such, the College engages in ongoing review and revision of placement processes to ensure that students can assess their skills and find their own best entry-level classes, particularly in math and English classes. Shoreline uses multiple measures for placement in these classes, as well as Directed Self-Placement (DSP) for English. For details about Shoreline's work to improve placement processes, see Standard 3.A.

The process of orienting students to the requirements of their programs of study occurs in a sequence of optional events for prospective and enrolled students.

- Experience Shoreline: an information session for prospective students
- Shoreline Orientation and Registration (SOAR): a session that connects students from the two high schools within Shoreline's district and introduces them to the College
- Student Advising and Registration Time (START): a session that teaches students about registration and then gets them registered for the next quarter
- New Student Orientation (NSO): interactive session teaching students what they need to know to be a successful student, with a focus on the first quarter
- Educational Plans: in appointments, advisors map out the course plan for the student's desired degree or certificate program

Information about admission into programs with additional requirements is provided on individual web pages for those programs. Program and graduation requirements are detailed accurately and thoroughly within Shoreline's [electronic catalog](#).

STANDARD 2.D.4

In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

In Fall of 2019, Shoreline put the Associate in Applied Arts and Sciences and Certificate of Proficiency in Business Technology on hiatus. The teach-out plan ([2D4A](#)) and communication plan ([2D4B](#)) included an agreement with Edmonds Community College for two course equivalents and a final offering of one class at Shoreline for which a comparable class external to Shoreline could not be identified. Students currently enrolled who had declared they were pursuing either of these

credentials were notified according to the communication plan in the teach-out plan document. Communication also went out to students not currently enrolled but who had been enrolled in the past two years with the declared intent of pursuing the Business Technology Certificate of Proficiency or degree.

STANDARD 2.D.5

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- *Institutional mission and core themes;*
- *Entrance requirements and procedures;*
- *Grading policy;*
- *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*
- *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
- *Rules, regulations for conduct, rights, and responsibilities;*
- *Tuition, fees, and other program costs;*
- *Refund policies and procedures for students who withdraw from enrollment;*
- *Opportunities and requirements for financial aid; and*
- *Academic calendar.*

In Fall of 2018, Shoreline transitioned to an electronic catalog using Acalog by Digarc; Below is a table of links to where the specified information is posted in Shoreline's catalog or website or both.

Content	Catalog Link	Website link
Mission & Core Themes	Catalog	Website
Entrance Requirements	Catalog	Website
Academic programs	Catalog	Website
Names, titles	Print Catalog	Website - Board Website - Faculty Web Pages
Rights & Responsibilities	Catalog - Academic Regulations Catalog - Policies for Students	Website – Policies & Procedures
Tuition, Fees, Costs	Catalog - Tuition Chart Catalog - Student Fees	Website – Tuition & Fees
Refund Policies	Catalog - Refund Policies	Website
Opportunities & Requirements for Financial Aid	Catalog	Website - Financial Aid Website - Funding & Aid

A cross-functional team of advisors, subject-matter faculty, and staff from Enrollment Services, Communications & Marketing, academic divisions, Veteran & Military Student Services, and IADM are in the process of reviewing content presented in the catalog, and whether it needs to be contained within the catalog or can be posted solely on the web site.

STANDARD 2.D.6

Publications describing educational programs include accurate information on:

- *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
- *Descriptions of unique requirements for employment and advancement in the occupation or profession.*

Programs that lead to careers with eligibility requirements for licensure or any other unique requirements for employment provide information in the catalog and/or program web page to indicate these requirements; for example:

- The automotive program page about [how to apply](#) indicates notes that “some dealerships also require a drug screening.”
- The planning guide for the [AAAS in Criminal Justice](#) includes the following statement, “Successful employment in many positions - particularly law enforcement positions - is dependent upon passing ... entrance examinations, meeting various medical requirements and passing background investigations.”
- The nursing program provides extensive information about [requirements for application](#) that align with the experience needed to enter the workforce, including national and state background checks.

STANDARD 2.D.7

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Shoreline adheres to all aspects of the Federal Educational Rights and Protection Act (FERPA) of 1974. The College's Student Records Policy ([Policy 5040](#)) summarizes how Shoreline maintains students' confidentiality and includes the College's definition of directory information that can be released to external entities. Regular trainings on FERPA regulations, both in-person and online, are available each quarter.

Shoreline's primary student database (the Student Management System, SMS) stores key components of students' biographical record, enrollment, transcript, and other aspects of students' educational experience. In 2017, Shoreline adopted the [Quillix](#) document capture system, which provides workflow technology for scanning and storing electronic documents associated with student records, including official transcripts from other colleges, completed forms for course substitution

and credit for prior learning, graduation applications, and other similar documents. The system allows for reliable storage and retrieval of student records.

Archives of paper files from before the adoption of Quillix are stored in a secure location in the Office of Enrollment and Financial Aid Services (EFAS). Retention and destruction of records at Shoreline meet guidelines from the Washington state Office of the Secretary of State's [Records Retention Schedule for Community and Technical Colleges](#).

STANDARD 2.D.8

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Shoreline's program of financial aid is effective in meeting the College's mission. In addition to federal grants and loans, Shoreline students can access need-based grants from Washington state, as well as a [range of funding programs](#) that support vocational training throughout the state's system of community and technical colleges.

Students can also apply to over 140 different scholarships through the Shoreline Community College Foundation using a centralized application. Using AwardSpring scholarship management software, the Foundation ensures that students apply for any scholarship relevant to them.

Shoreline provides several other types of aid for students, including tuition waivers as codified in [RCW Chapter 28B.15](#) and institutional grants.

Students can also apply for emergency aid and loans from a variety of sources from a variety of sources, including the Shoreline Community College Foundation and the Multicultural Center. Since 2018, Shoreline has partnered with the United Way to host a Benefits Hub on campus, where students can apply for aid to cover unexpected costs. In the past two years, Shoreline has received additional funding through the United Way (\$75,000 in 2018-2019 and \$125,000 in 2019-2020) and, 2019-2020, a Student Emergency Aid Grant (SEAG), a Washington State grant program, providing \$50,000 per year to provide emergency aid for Shoreline students. Beginning fall 2020, Shoreline is implementing a new, centralized emergency aid application to manage allocations from United Way of King County, Student Emergency Aid Grant, and from the CARES act for [emergency grants](#) for students related to impact of COVID-19. The Gender Equity Center plays a coordinating role in connecting students with appropriate and available emergency aid, including follow-up support for students.

The [sources](#) and [types](#) of financial aid are published and made available to prospective and current students on Shoreline's web site.

STANDARD 2.D.9

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

The Office of Enrollment Services and Financial Aid (EFAS) sends all students receiving financial assistance an award notification letter ([2D9A](#)) which includes specific information, as applicable for each student, about any repayment obligations, including conditions of the award and any potential obligations for not meeting those conditions.

Students who receive loans are required to complete an [online entrance counseling session](#) before receiving their first loan. When their loan is ready to be disbursed and whenever there is any update to their loan award, a loan debt letter ([2D9B](#)) is sent to students. This letter informs students of their current estimated loan debt, an estimated monthly payment, and the Federal Direct Loan borrowing limits. The letter also contains information about loan repayment options and other state and federal loan resources.

Once a student is ready to graduate, stops attending, or fails to meet conditions of satisfactory academic progress, they are required to complete an [online exit counseling session](#) that will inform them of their loan repayment obligations. They are notified of this requirement twice by email. Those that have a federal Direct Student Loan are directed to go to the program website at www.studentaid.gov and complete an exit counseling session. Those that receive a Nursing Loan are required to do an in-person exit counseling performed by EFAS. The borrower is informed of the terms of loan repayment as agreed to with the school, is reminded of the borrower's rights and responsibilities, and personal information is updated. If the borrower fails to appear for an exit interview, Shoreline attempts to conduct the interview by mail.

STANDARD 2.D.10

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Shoreline's effective system of advising includes a phased series of introductory events to support students' initial decisions around pathways and placement. Advising is tailored to type of program as expressed in the College's first three core themes (Transfer Education, Professional-Technical Education, and Basic Education for Adults). In addition, specific populations of students receive enhanced advising to support their needs. These include international students, Running Start students, and veteran and military students.

Entry Advising

Experience Shoreline is an introduction to the College's offerings for prospective students. Topics during the one-hour sessions include:

- Variety of pathways to meet students' goals

- Academic and personal support available
- Active campus community
- The value of a college education and cost-benefit ratio of a community college option
- Five ways to pay for tuition
- How to get started

Student Advising and Registration Time (START) is designed for students who have applied and intend to enroll. During the session, students learn how to:

- Match programs to educational/career goals
- Use placement scores to identify classes required for degree
- Register for classes
- Access campus resources
- Identify next steps before the start of the quarter

Transfer Advising

Transfer students who have applied but not enrolled are strongly encouraged to meet with an advisor. The initial meeting focuses on educational planning, with students identifying their interests and long-term educational and career goals, then identifying the steps they need to take to attain those goals.

Shoreline's educational planning tools, including planning guides in the College's electronic catalog and the online Degree Audit tool, provide guidance about what classes are recommended for preparing for a variety of majors. Students with plans to attend specific four-year institutions are encouraged to research the requirements of those schools. Advisors coordinate with transfer institutions of higher education and Student Life to provide opportunities to engage in such research.

With the long-term goal in mind, students plan their first-quarter classes, including a discussion about placement and transfer credits, as well as how to pay tuition, and how to register for classes. This initial session also includes an introduction to support services and financial aid available.

Because transfer planning is highly dependent on understanding the requirements of four-year programs, Shoreline students benefit from having dedicated advisors to specific pathways, including STEM, social sciences, business, humanities, and health occupations. Instructional faculty also provide advising for transfer students and help them research four-year program options and requirements as part of educational planning.

Professional-Technical Advising

Students pursuing professional-technical pathways may experience entry advising through Shoreline's [workforce education department](#). Specialists in this area support students who are eligible for a variety of need-based funding streams that almost exclusively support students seeking training to enhance their employment prospects. The specialists, in collaboration with an academic advisor embedded within the department, not only help students identify an appropriate program of study but ensure they remain in compliance with stipulations of the funding they receive.

Advising in professional-technical programs fall primarily to the instructional faculty in those programs. Educational planning for these programs is more prescribed than in transfer, and degree planning guides include a suggested quarter-by-quarter sequence of classes leading to completion. General advising supports students in identifying transfer-in credit for general education courses and connecting with program faculty for further planning and advice. Program faculty and staff within professional-technical departments also assist students with career navigation, helping them identify potential employment pathways and, in some cases, specific employers.

Basic Education for Adults: ABE & ESL Advising

In ESL advising, the support students receive varies depending on their level of ESL. Currently this sequence of classes includes seven different levels.

Students begin with an interview with the ESL advisor who helps them through the application process and determines whether the student would best be served by starting at the entry levels of ESL or should engage in the placement using Shoreline's internally-developed placement methodology.

As students progress through the first three levels of ESL, the advisor collaborates with ESL faculty to introduce students to services available on campus, and to support them in creating a Shoreline email account and help them learn how to communicate with both instructors and advisors electronically.

At level four of ESL, the advisor begins working on understanding the potential educational and employment pathways and educational planning. This process become more intensive, occurring on a quarterly basis, and includes financial planning with connections to workforce education as applicable.

ABE students receive support from the ABE Navigator throughout their enrollment in ABE programs and their transition to college-level courses, beginning with their required 1-credit orientation class. In this class, the navigator works with students to identify their academic pathway, identify any life barriers that might make it difficult to be successful in school, and help them learn utilize student email, learning management systems, and college expectations.

Students continue to meet with the navigator at least once per quarter to revisit their academic plans and receive support with financial aid applications. They also have the option to work with the navigator more frequently, as needed, for connections to on- and off-campus resources and support with organization, time management, and other executive functioning skills.

International Education: Advising

International Education (IE) provides a quarterly week-long orientation program that includes testing, advising, and workshops on academic planning, cultural transitions, and student engagement. IE advisors, who specialize in providing targeted academic, university transfer, and F-1 regulatory information to international students, offer both one-on-one and group advising sessions throughout the quarter. Students can access advising with or without appointments.

Certain groups of students are required to see advisors in order to register for courses, including those enrolled in the High School Completion program, those on academic probation, and those needing individualized academic plans. All new international students are also given new student appointments during their first quarter, and all international students receive information about advising requirements, sessions, and more through direct email and social media. Information is also provided face-to-face during the International Student Orientation Program (ISOP), workshops or special sessions, or when referred by other IE staff. Students can view additional advising information through handbooks received at ISOP, the college catalog, and department websites.

Running Start

One part-time advisor is dedicated to supporting Running Start students as well as another general advisor trained in supporting these students receiving both high school and college credit for classes they take at Shoreline. These two advisors and one full-time program coordinator assist students with the unique entry process, which includes meeting with both their high school counselor and their Shoreline advisor to ensure they are eligible to take part in the program.

Running Start students are required to meet with their Shoreline advisor to register each quarter. The advisors work with high school counselors to ensure students are meeting high school graduation requirements with the courses they are taking at the college. Advisors are available for the students throughout each quarter to talk about available campus resources, assist with adding and dropping classes, and following up to Shoreline Early Alerts and CARE reports.

Veteran & Military Student Services

One academic advisor works with veteran and military students, providing one-on-one advising sessions to address not only general educational planning, but also reviewing how degree requirements and VA Education benefits work together. The advisor also supports students seeking academic credit for prior learning, including reviewing students' military transcripts. The advisor also guides students through creation of the required VA degree plan.

Evaluation and Preparation

Most academic advisors are tenure-track faculty and receive mentorship, guidance, and training about Shoreline's degree and program requirements, as well as other professional development through the tenure process outlined in the Collective Bargaining Agreement (CBA) between Shoreline and SCCFT. As faculty, all advisors are included in the regular cycle of evaluation including student ratings and observation included in the CBA, as described in Standard 2.B.6.

As will be summarized in Standard 4.A.2, Shoreline has conducted the Community College Survey of Student Engagement (CCSSE) three times since 2011, which has informed improvements in advising and overall support for students during the current accreditation cycle.

STANDARD 2.D.11

Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Associated Student Government (ASG)

Shoreline's Associated Student Government (ASG) provides opportunities for students to participate in significant governance activities, most notably allocation of funds generated by the Services and Activities Fee, the Student Technology Fee, and the Student Commuter Options Fee. Thirteen paid representatives are elected (9) or hired (4) each spring quarter and fulfill the functions of ASG described in the [bylaws](#) while providing student voice on representative councils and committees. ASG supports the College's mission by serving the educational and cultural needs of diverse students through allocation of funds, as described above, to support a range of services and programs including tutoring, athletics, the Parent Child Center, and a variety of student clubs (see below).

ASG also hosts several events throughout the year, including civic engagement workshops, social justice-themed Conversation Café's, voter registration drives, Tech Expo featuring local STEM companies, Phin Hacks hackathon, and open forums to solicit student feedback on a variety of topics such as parking and transportation and food service.

Athletics

The athletics department includes six sports that are part of the Northwest Athletics Conference (NWAC): Volleyball, Women's Soccer, Men's Basketball, Women's Basketball, Baseball and Softball. Shoreline maintains compliance with [NWAC rules and regulations](#). The athletics department also supports intramural sports and wellness classes open to students, faculty, and staff. The department's activities are funded through Shoreline's operational local funds, Services and Activities (S&A) fees as allocated by the Associated Student Government, and athletics department fundraising. The Director of Athletics reports to the Vice President for Students, Equity & Success and supervises all coaching personnel. Until fall of 2017, athletic coaches were considered instructional personnel represented by SCCFT. Based on the unique nature of their work, bridging instruction and student support, the classification of these positions was changed to be administrative-exempt as of the 2017-2019 CBA with SCCFT (see presentation on 2017-2019 CBA updates ([2D11A](#))).

Athletics serves the educational, and cultural needs of Shoreline's diverse students and communities by developing student-athletes through academics and athletic programs. Athletics provides the college with a mechanism that develops diverse underserved student-athletes through academic offerings, daily athletic skills development individually and through a team concept while fostering an environment that is culturally diverse.

Clubs

Students wishing to form a club can apply using a [process](#) developed and governed by the Associated Student Government (ASG) with support from the Student Life Program Manager. The

ASG Board makes the final determination about whether the club will be established, and clubs must renew their applications every year. Clubs require ten members to be formed and are required to submit quarterly reports on activities to maintain active status. The Associated Student Government includes a Club Affairs Officer who serves as a liaison between ASG and current clubs, as well as students who are seeking to form clubs.

Table 2.8. Shoreline's 48 current students clubs

Academic	Activity/Sport	Identity
Art Club	African Style Dance Club	Black Student Union
CEO Community Club	Adventure Builders Club	Cambodian Student Club
Clay Club	Anime Club	Chinese Culture Club
Computer Science Club	Badminton Club	Hong Kong
Creators On Tour	Bowling Club	Indonesian Shoreline Community
Dental Hygiene Club	Calisthenics Club	International Card Gaming Club
Engineering and Technology Society	Dolphin Ping Pong Club	International Club
f/stop Photography Club	Fencing Club	Japanese Culture Club
Honors Student council	Game Audio Club	Korean Student Association
Math Club	Hiking club	Project Pride
Model United Nation Club	Just Dance Club	Taiwanese Club
Pre Health Sciences Club	Mahjong Club	Thai Student Association
Shoreline Community College Association of Nursing Students (SCCANS)	Salsa Club	VCT Club
Shoreline Community College Economics Research Group (SCCERG)	Swimming Club	Veterans Engaged for Tomorrow
Social Entrepreneurship Club	Youtoo Club	Vietnamese Student Association
Student Theatrical Society		
VCT Club		
Vocal Association		

The breadth of these clubs demonstrates how these co-curricular activities meet the educational and cultural needs of Shoreline's diverse students.

Arts and Entertainment Board (A&E)

The Arts and Entertainment Board (A&E) develops, promotes, and coordinates a variety of events for students, including Welcome Week at the beginning of each quarter, an annual talent show, a social justice themed set of events called "Margin-to-Center," end-of-quarter de-stress events in support of Counseling's BREATHE week, Pack the Stands in partnership with Athletics, make and take craft events, and "SunFest," a celebration of the return of warmer weather.

The A&E Board also provides free graphic design and promotion of any event hosted by a student club or a program funded by the Services and Activities Fee. In addition, the A&E Board supports events with a media tech available for any such event.

International Education: Study Abroad

Study Abroad programs provide students with rich experiences to broaden and deepen their understanding of today's global community. Shoreline offers programs that vary in length from two to ten weeks.

Shoreline is an active member of the Washington State Community College Consortium for Study Abroad (WCCCSA). WCCCSA programs are developed and approved by the WCCCSA Board, which consists of one representative from each WCCCSA member college. WCCCSA works in partnership with various partners, such as the American Institute for Foreign Study, Barcelona Study Abroad Experience, and the Centre d'Études Franco-Américain de Management. These partners have offices or institutions in the Consortium's study abroad destinations and help WCCCSA in supporting students before, during, and after their study abroad experiences. Courses for these programs are approved by the appropriate deans at Shoreline.

Shoreline also offers internally-developed short-term study abroad programs led by Shoreline faculty. These programs are reviewed and approved by the international programs advisory committee, which consists of Shoreline faculty representing different divisions, classified staff, and administrative exempt staff. Courses for these programs are approved by the appropriate dean.

International Education: Student Success

International Education provides activities throughout each quarter for all students to join. Activities generally focus on cross-cultural experiences and engagement to meet the educational and cultural needs of our diverse students and communities. Students are given opportunities to learn about other cultures and values, including American culture and our local community, and increase their overall global awareness. Some activities that have been offered in the past include but are not limited to:

- International Education Week (in alignment with the national International Education Week, which is joint initiative of the U.S. Department of State and the U.S. Department of Education)
- Global Showcase
- International Student Leaders program (hourly student employees trained to provide direct support and mentorship to international students by connecting them to resources, helping with campus navigation, and holding activities that promote cross-cultural experiences)
- Graduation Celebrations
- Other educational opportunities, such as lectures or workshops

STANDARD 2.D.12

If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Shoreline's residence hall, 7000 Campus Living, accepted residents for the first time in fall 2019 and supports the College's mission in multiple ways, most notably in supporting access for learners. The residence hall provides services and programming for students that enhance the learning environment for students living within the Residence Hall as well as all Shoreline students. Currently,

these include learning communities, such as the Leadership, Innovation, Gender Inclusive Theme Community. The residence hall includes a large gathering space that students can use for informal and formal events, as well as a reflection room (for prayer, meditation, similar activities) located near a foot-washing station. Student and professional live-in staff provide 24-hour support to students, including responding to emergency situations, promoting community and open dialogue, and facilitating activities. These activities, held throughout the year, include trips to Seattle Sounders games and Leavenworth, shuttles to local grocery stores, game nights, hikes in the surrounding area, Grocery Bingo, and money management and study skills workshops.

Prior to the opening of the residence hall, a survey was completed by 593 students about their interest in living on campus as well as the format and structure of housing options ([2D12A](#)).

Bookstore and food services are not operated by the College. Shoreline transitioned to a new food vendor in fall of 2019, with staff and students providing input into selection of the new vendor. Until winter of 2020, Shoreline operated the bookstore; the review of the income-to-cost ratio revealed the need to find an outside vendor to operate this service.

The Parent Child Center provides childcare services for students, employees, and community members. The Center aligns with Shoreline's mission to meet educational needs of our diverse students and communities by supporting students with families to meet their educational goals. The Center accepts Washington state subsidies for low-income families.

STANDARD 2.D.13

Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

As described in Standard 2.D.12, the Associated Student Government (ASG) supports a variety of co-curricular activities through the Services and Activities (S&A) fee. The ASG maintains processes for approving budgets for co-curricular activities, as well as funding for certain college services.

Shoreline's six NWAC sports are funded through three sources: the College's general operational fund, Services and Activities Fee allocated by ASG, and fundraising activities. As part of the budget review process in fall 2019, the Executive Team proposed the elimination of men's soccer, with the rationale that men's soccer has historically had low academic retention, GPAs, and persistence. In addition, there were increased costs of insurance premiums, and field maintenance, coupled with a smaller athletic budget (related to lower college enrollment) which made it difficult to sustain the soccer team.

Students who are part of Shoreline's athletic team can receive a partial tuition waiver as per Shoreline [Policy 5353](#) and associated [Procedures](#). Shoreline does not have unique admissions or academic standards policies for these students, except those provided by the [NWAC rules and regulations](#).

STANDARD 2.D.14

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

When a student applies to the College in person or online, they are assigned a unique student identification number (SID) and a Shoreline email address. The student signs their application below the statement, “I certify that all statements are true to the best of my knowledge.”

Students enrolled in distance education/eLearning courses and programs work online in a password-protected learning management system (LMS). Each Shoreline student is given a unique LMS account that is created behind the scenes using a unique student information system identity (SIS ID), which is the same as the student’s College SID. The student then uses their college-generated student email address as their LMS username and their email account password as their LMS password. The student will have already created their own email password by entering their SID and personal identification number (PIN), which is set as their birthdate during the enrollment process but can be changed. In summary, students log into the LMS through our college-secured Microsoft portal with their College email account username and password. Instructions for the LMS login are available on the Shoreline website. This LMS authentication process is the current national standard for verifying that the student enrolled in the distance education/eLearning course is the same person whose achievements are evaluated and credentialed. Currently, there are no charges or fees associated with identity verification into distance education/eLearning courses.

Some online and hybrid classes use proctoring on campus or arrange for face-to-face proctors for remote students. Following college procedures, students are required to show photo ID before beginning their exams. In addition, Shoreline offers remote proctoring software for exams in fully online classes. Identity verification is integrated into the remote proctoring software which includes students clearly showing a photo ID, as well as having photos taken of their faces to confirm that these match their IDs. In addition, students will need the correct credentials to log into Canvas to access their proctored exam.

2.E: Library and Information Resources

STANDARD 2.E.1

Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Information resources available at Shoreline's Ray Howard Library are appropriate to support the institution's mission, core themes, and programs.

In 2016-2017, the book collection was reviewed and reduced, and the library is currently in the process of rebuilding, renewing the 44,000 titles available to students. One focus for this work has been increasing reading literacy by adding to the Graphic Novels and Good Read collections. Another focus has been updating and renewing the basic volumes of the disciplines taught at Shoreline.

The electronic collections allow students access to over four hundred thousand book titles and 12,000 peer reviewed journals through subscriptions to full-text databases such as Jstor, Ebsco Complete, and Proquest. Students have electronic access to national newspapers (e.g., New York Times, Wall Street Journal, Washington Post, Los Angeles Times). The library subscribes to Ovid Nursing Journals and CINALH for nursing students; AllData and ShopKey for Automotive students; and PyschArticles for psychology students.

Through film services such as Avon and Kanopy, students and faculty access over 66,000 educational and theater-run films. These films can be streamed through Canvas or students can locate and stream through the library's discovery tool.

The library also offers databases of open educational resources, which offer research-heavy, peer-reviewed articles. OneSearch, the library's discovery tool offers students a Google-like search results that displays book holdings, streaming video, magazine, and journal articles. Most databases are available for staff, faculty, and all students on and off campus.

The print periodicals collection has changed to further the goal of increasing literacy and reading retention of our students. To that end, the library has reduced the number of journals and subscribed to more popular magazines, such as People, Latin People, Outside, and Time. Research shows that this type of collection supports reading literacy and retention. Magazines are located near a comfortable seating area and can be checked out for a week.

As demonstrated by the library's [Collection Development Guidelines](#), "the goal of collection development is to meet the information needs of our students, faculty, and staff by providing access to a variety of relevant print, media, and electronic resources." Overall, as the guidelines state, "library collection development activities will correspond to developing and maintaining a basic information level collection." The guidelines also include clear criteria for collection development decisions.

A librarian serves on Shoreline's curriculum committee. All for-credit college course proposals must be reviewed by a librarian, and all full-time librarians participate in discussions about the

implications of proposed curriculum. All librarians work with faculty to select new materials for the reference and main collections; as mentioned related to Standard 2.C.6, each academic division is assigned a librarian who stays informed about potential collection needs within that division.

Materials are selected based on their relevance to college program needs. Our collection includes print books, media, print periodicals, and databases with access to newspapers, magazines, journals, open education resources, and books.

Budget support for acquisitions has remained stable with an annual budget of \$100,000 dedicated to collection development. As rising costs necessitated canceling journal subscription, the library focused on creating a periodicals collection to support literacy.

To manage these information resources and ensure student, faculty, staff, and the community can access these resources, Shoreline adopted Alma Primo in 2017. This powerful online search tool provides a single search for the entire physical and online collection, including individual journal articles. For electronic collections, current students, faculty, and staff can sign in to gain immediate access to the materials.

STANDARD 2.E.2

Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Planning for the library is based on ongoing informal conversation with various departments across the College, usage statistics, as well as periodic surveys of stakeholders.

As mentioned under Standard 2.E.1, each academic and professional technical discipline is assigned a librarian, who, under the management of the collection development librarians, seeks to purchase appropriate new works that support student mastery of skills and the basic concepts of each discipline.

In addition to weekly meetings with faculty librarians to support planning, the Associate Dean holds twice monthly staff meetings. During this time, representatives from a variety of other departments are included in the meetings to support planning and professional learning. For example, because the library is open to the general public, the Director of Safety and Security spoke with the staff and heard about ongoing safety concerns and provided input into actions and training to enhance safety for librarians and patrons.

Students, staff, and the public can submit questions, purchase requests, kudos, and complaints to library@shoreline.edu. Library staff respond to the email interactions within 72 hours.

The library conducts periodic surveys of users, as below:

- Spring 2013 faculty library use survey ([2E2A](#))
- Winter 2019 faculty and staff survey ([2E2B](#))
- Winter 2019 student survey ([2E2C](#))

The Ray Howard Library uses Gimlet, an electronic tool that allows tracking of reference interactions and general questions. Analysis of data from Gimlet can reveal trends in library use, which classes

are using library services, and what professors are requesting of their students. This tool informs purchases that support the curricula, information literacy, and general literacy. The librarians review these statistics twice a year or whenever there is a usage question requiring an answer.

STANDARD 2.E.3

Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Consistent with the College's mission and core themes, the library provides instruction and support by providing individual assistance, instructional sessions, self-guided online instruction, and faculty support

Individual Assistance: The library is open 63 hours a week. Every hour the library is open there is a librarian available to help students through the research process. Users may send a question by email or may choose to interact with a staff librarian through AskWa. Students and faculty also have access to an online 24/7 reference library chat services. Students, faculty, and staff can also interact with reference librarians on Zoom.

Instruction Sessions: At the end of every quarter library faculty email targeted English faculty to schedule an information literacy session for their classes. Librarians tailor each class to the topics of the disciplines, and the skills that need to be acquired after discussion with faculty. A bi-monthly library newsletter also shares guidelines for how to schedule information literacy sessions in classes. As described in Standard 2.C.6, there were a total of 30 such sessions in spring of 2019.

Self-guided instruction and support: The library [website](#) provides users with a variety of tools and guides, which may be accessed on an as-needed basis. The guides link to YouTube videos and simple how-to-guides on citations and searching databases, which also introduce higher-level thinking research concepts. Links to the library and instruction resources are embedded in the Canvas Learning Management System, such that any instructor has the option of embedding those resources in the Canvas classroom to support students and course content.

Faculty support: The library works closely with discipline faculty. Faculty are alerted to purchases by individual email, the faculty listserv, and the library newsletter. Librarians meet regularly individually with faculty to provide assistance and consultation.

STANDARD 2.E.4

The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Shoreline is committed to ongoing assessment that ensures the quality, adequacy, utilization and security of library and information resources. Special collections have a three-year assessment plan. Assessments are created based on the goals and audience of the collection. Winter quarter 2020

the library concluded the assessment for the Graphic Novel collection. All of the data sources used in planning are also used in assessment.

As mentioned under Standard 2.E.2, the Ray Howard Library uses a variety of methods and data sources to ensure the quality and adequacy of the collection. These include regular and ongoing feedback from faculty, as well as periodic surveys of faculty and students.

In the 2019 surveys of faculty and students:

- 78% of faculty agreed or strongly agreed (only 3% disagreed) that “The Library provides print and electronic materials for my students to complete assignments.”
- 95% of faculty agreed or strongly agreed with the statement that “The Library is a place where students can get resources to achieve educational goals
- Of the 76% of student respondents who indicated they had written a research paper for a class at Shoreline, 85% of students indicated they had utilized electronic resources and 38% indicated they had used print materials at the Ray Howard Library.

The collection development plan also includes a methodology for removing items from the collection based on utilization data, as a step in developing a quality collection. Data from Gimlet is used to note when a student makes a request for an item and thus can reveal holes in the collection.

Circulation statistics and browse statistics are used to determine if an item needs replacement.

Standardized COUNTER database usage reports are harvested from vendors and analyzed to determine if we continue subscribing to databases.

2.F: Financial Resources

STANDARD 2.F.1

The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

As described in Standard 2.A.30, Shoreline's Board of Trustees Policy Manual includes a description of different types of reserves maintained by the college, as follows:

- a general operating reserve of 10 – 12% of operating expenditures;
- local capital fund reserves “to manage facilities needs that are not funded, or are underfunded, by the state;”
- a tuition contingency reserve of up to 15% of the previous year’s tuition collection;
- an innovation fund reserve of up to 2% of the operation budget to “facilitate College investment in initiatives that demonstrate the potential for substantial return on investment;” and
- an amount of up to 5 – 8% of the general operating fund held as a Board of Trustees reserve fund.

Shoreline maintains adequate cash reserves based on the guidelines above. From 2014 through 2020, fiscal year-end cash reserves have totaled between \$22.9M in FY2020 to \$31M in FY2015.

The cash balance was used to address a change in the state allocation model that affected the level of funding coming from the state based on the ability to count international students as state FTE. A four-year strategy of backfilling the gap between revenue and expenditures along with enhancing Strategic Enrollment Management (SEM) initiatives was deployed with the goal of being budget neutral by 2019-20. The funds were also used to address student success infrastructure and SEM work to increase enrollment and help students finish what they start at Shoreline.

Unfortunately, in 2018-19, both international and domestic enrollments softened because of federal rulings affecting the issuance of visas and high employment in the region. This was followed by the impact of the COVID-19 pandemic, lower enrollments, and loss of permanent state revenue putting further pressure on the College’s financial resources. Budget reductions addressed the revenue and budget gap identified in 2019-20. For 2020-21, another budget reduction is needed to address the loss in permanent state funding associated with the COVID-19 pandemic.

In spring of 2019, a tool was developed to support monitoring of cash flow, providing up-to-the-moment updates about actual revenue and expenses based on a live query of the Financial Management system. Figure 2.1 below provides a snapshot of this “Board of Trustees Expenses and Revenue Report.”

Actual Revenue and Expenditure - As of 6/10/2019

BOT Expenses and Revenues Report (BOT_EXP_REV)

Row Type	SO	State	Local Fees	Local Tuition	Contracts	S & A	TOTAL
Revenue							
TOTAL Revenue		23,343,146.00	3,497,840.21	9,856,208.55	8,158,300.63	1,699,410.14	46,554,905.53
Expense							
Salaries & Wages	A	14,405,621.62	1,559,245.40	11,669,229.19	419,785.51	559,847.74	28,613,729.46
Benefits	B	4,729,175.10	597,375.21	4,089,477.74	180,592.34	75,508.52	9,672,128.91
Personal Services Contracts	C	0.00	58,525.91	148,280.40	0.00	12,710.00	219,516.31
Goods & Services	E	1,195,901.37	683,618.23	2,844,382.05	11,933.10	307,702.73	5,043,537.48
Cost of Goods Sold	F	0.00	0.00	205.40	0.00	0.00	205.40
Travel	G	1,763.83	13,586.47	226,556.27	451.34	83,381.85	325,739.76
Capital Outlays	J	63,096.65	12,026.04	97,520.80	0.00	148.18	172,791.67
Software	K	9,379.64	361,006.55	194,757.49	0.00	2,659.91	567,803.59
Grants Benefits & Client Svcs	N	43,922.82	54,206.72	0.00	161,571.12	0.00	259,700.66
Debt Services	P	0.00	0.00	392,152.55	0.00	700,000.00	1,092,152.55
Interagency Reimbursements	S	(245,335.30)	(21,427.54)	0.00	0.00	0.00	(266,762.84)
Intra-agency Reimbursements	T	769,433.39	(129,745.56)	(8,873,879.13)	6,487,365.50	105,000.00	(1,641,825.80)
TOTAL Expense		20,972,959.12	3,188,417.43	10,788,682.76	7,261,698.91	1,846,958.93	44,058,717.15
NET RESOURCES		2,370,186.88	309,422.78	(932,474.21)	896,601.72	(147,548.79)	2,496,188.38

Explanation for S & T SubObject (SO):

Interagency Reimbursements (S) – Reimbursement from SBCTC for certain programs

Intra-agency Reimbursements (T) – Transfer from CEO, R.S., Int'l Ed, Overheads and others

Figure 2.1. Excerpt from June 2019 presentation showing a snapshot of the Board of Trustees Expenses and Revenue report.

Typically, financial planning at Shoreline is based on the previous year's budget and expenses, as well as the availability of reserves not designated as described above. Variations from the previous year are projected based on several key factors:

- (1) An increase or decrease of the allocation from the State Board for Community and Technical Colleges: The allocation is dependent on a three-year rolling average of past enrollment, SBCTC provides biennial projections of allocations for each college, which are in "pending" status until state budgets are approved each year.
- (2) Fluctuations in enrollment, which predict tuition revenue: Typically, enrollment patterns differ by populations with different funding models; hence, enrollment is analyzed and projected separately for:
 - a. International students, who pay higher tuition rates, but are not included in the three-year rolling average used in allocation
 - b. Domestic students, who are included in the three-year rolling average and also pay tuition
 - c. Running Start and other students who are enrolled based on a school district or agency contract, whose tuition is reimbursed through these contracts

- (3) Known fiscal liabilities that will affect the reserves above: For example, as part of the College's Comprehensive Facilities Plan, Shoreline is required to absorb the cost of traffic mitigation and pedestrian access improvement on the intersection and street that provide the primary access point for the College, the expense of which is accounted for in short-term budgeting.

The development of the 2019-2020 budget provides an example of how financial planning takes these three factors into account, while also recognizing an unanticipated drop in enrollment during the 2018-2019 academic year. Figures 2.2 and 2.3 are excerpts from the budget proposal presentation from the Board of Trustees meeting in June 2019 ([2F1A](#)).

Draft Initial Operating Budget for FY2019-2020

Revenue Source	No Change	Scenario 1 Minus 3%	Scenario 2 Minus 5%	Scenario 3 Minus 7%	Scenario 4 Plus 3%
State Allocation	27,499,624	27,499,624	27,499,624	27,499,624	27,499,624
Other State Reimbursement	165,000	165,000	165,000	165,000	165,000
Tuition	11,099,439	10,774,260	10,557,474	10,340,688	11,424,618
From Int'l	5,426,903	5,177,345	5,010,974	4,844,602	5,676,461
From Running Start (RS)	1,430,413	1,430,413	1,358,892	1,330,284	1,473,325
From Career Education Options (CEO)	718,589	718,589	682,660	668,288	740,147
Minor Repair Reimbursement	368,200	368,200	368,200	368,200	368,200
Total	46,708,168	46,133,431	45,642,824	45,216,686	47,347,375

Numbers has been updated from the first reading at May BOT meetings

**Figure 2.2. Excerpt from budget proposal presentation, June 2019,
demonstrating financial planning based on realistic development of financial resources**

As this slide demonstrates, planning for the fiscal year budget includes approximate projections of enrollment for different enrollment categories as described above, and the state allocation, which was known with some certainty at the time of this presentation.

Balancing Budgets FY2019-2020

Items	Amount
Estimated Expenditure	\$47,362,876
Revenues:	
State Allocation	27,499,624
Domestic Tuition*	10,774,260
International Education*	5,010,974
Running Start	1,430,413
Career Education Options	718,589
Total Revenues	\$45,433,860
Budgeted Over-expenditure	(1,929,016)
Cash Balance	1,929,016
Balance Budget	- 0 -

* 3% reduction for Domestic and 5% reduction for International are applied.

Figure 2.3. Excerpt from budget presentation to the Board of Trustees, demonstrating planning base on availability of funds

At the point of developing this plan, cash reserves exceeded \$23M, and the College anticipated budget cuts to occur during 2019-2020. The plan to use reserves to absorb the shortfall was made in acknowledgement that it would be a temporary deficit pending substantial budget reductions. The slide below provides an analysis of reserves at the conclusion of Fiscal Year 2020, planning for budget year 2020-2021 ([2F1B](#)), demonstrating how financial planning includes calculation of future liabilities as described previously.

Cash Uses for FY 2019-2020

Using the US Bank Balance on 5/11/2020 (Slide)

Present Cash and Reserve Balance	\$22,851,651
- Current Budget Shortfall	(\$1,929,016)
- Tuition Shortfall	(\$1,386,044)
- City of Shoreline Traffic Mitigation* est.	(\$1,850,000)
	\$17,686,591
Subtotal	
Less: Board Reserves to be set aside	\$10,014,253
Cash Available Balance for Operation	<u>\$7,672,338</u>

* Traffic Mitigation could be as high as \$2,000,000

Figure 2.4. Excerpt from budget update presentation to the campus community demonstrating how future liabilities are included in understanding available funds and planning

STANDARD 2.F.2

Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Shoreline engages in ongoing strategic enrollment management, focusing on (a) identifying target populations to recruit; (b) alleviating potential burdens in the process of enrollment and onboarding; and (c) supporting students' ongoing progress and success. See Standards 3.A and 3.B for details. For recruitment, planning is influenced by tracking and understanding patterns of enrollment based upon type of funding as described in Standard 2.F.1 above. Enrollment data is translated into revenue projections based on these key populations, and used in planning for upcoming budgets (as in Figure 2.4 above).

The College receives funding from multiple federal and state grants that are managed centrally by the State Board for Community and Technical Colleges (SBCTC), such as those available through the Carl D. Perkins Career and Technical Education Act, the Basic Food, Employment and Training (BFET) program, and the [Worker Retraining program](#). Programs that support students directly are budgeted based on information from SBCTC about the funding available and allocation model. Other grants are budgeted in the same way, with somewhat more flexibility in how the funds will be used. Planning for these grants is incorporated into operational and core theme planning (see standard 3.B for details), particularly for the professional-technical education core theme.

Shoreline also regularly applies for competitive grants through a variety of federal and state agencies, as well as private foundations. Table 2.8 shows the total amount of funding obtained from these sources over the past five years. Funds for these grants are typically not budgeted into financial planning but are used to strengthen and supplement existing programs and services. As will be explored in Standard 3A, searching for external funding is typically a result of operational and/or strategic planning.

Table 2.8. Funding from competitive awards from 2015-2016 to 2019-2020

Fiscal year	2015-16	2016-17	2017-18	2018-19	2019-20
Grant award totals	\$833,322.00	\$658,062.00	\$168,242.00	\$290,055.00	\$768,516.00

Planning based on other revenue sources, such as student fees are managed within individual departments and are not included in the overall operational budget of the College. Fees are used only for the purpose for which they were charged to students.

- The Services and Activities (S&A), Student Commuter Options, and Student Technology fees are managed and governed by the Associated Student Government (ASG). Students present a budget, including projected revenue developed by working with the College's budget office, to the Board of Trustees annually (see ([2F2A](#)) for the ASG's most recent presentation).
- The eLearning department is funded almost exclusively by per-credit course fees charged to students for online and hybrid classes. Budgeting in this department is based on predictions of enrollment, and is checked monthly against actual revenue.

- Course fee budgeting is based primarily on revenue from the previous year. Budget managers track actual as well as budgeted revenue when making decisions about expenses, which are almost exclusively goods & services.

STANDARD 2.F.3

The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

In developing Shoreline's budget, the College adheres to the policies outlined in the Board of Trustees Policy Manual as described above.

Individual budget managers can request necessary operational changes in their budget using the College's Budget Planning System (BPS). This interactive online tool allows budget managers to make requests or alter the distribution of budget across different primary categories along with a justification for the change. Executive Team members then receive an automatically generated report of the requests made, by budget, that they can review and discuss with the budget managers while working with the Executive Team to develop the College's overall operational budget.

In 2013, Shoreline also established the Abbreviated Strategic Action Plan (aSAP) process, described in detail under Standard 3.A, as a mechanism to introduce any new, significant, strategic expenditures into the budget development process. Individual departments develop proposals and must demonstrate how the project furthers the College's strategic plan as well as how they will assess the proposed outcomes. The proposals are then reviewed by the Strategic Planning and Budget Council (SPBC), a representative council including faculty, classified staff, administrative staff, and students. They provide extensive feedback and ratings to the Executive Team, who render final recommendations about which of these proposed expenditures should be included in the College's board-approved budget. It should be noted that not all aSAP's have resulted in budget increases, as some are funded through existing allocated funds.

The role of the Strategic Planning and Budget Council in budget development is codified in Shoreline's current [Governance Policy](#) and in the Council's Charter ([2A1C](#)).

STANDARD 2.F.4

The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The College, an agency of the state of Washington is required to follow generally accepted accounting principles (GAAP) under state law [RCW 43.88.037](#). In addition, the Government Accounting Standards Board ([GASB](#)), is the recognized standard-setting body for accounting and financial reporting standards followed by the state of Washington, and each fiscal year-end (June 30th) state agencies adjust their financial records to report on a GAAP basis.

Individual budget managers serve as signing authority on expenditures and use the state's standard financial reporting tool (Financial Management System Query, or FMS Query) to track their ongoing

expenditures and remaining budget before submitting requests for additional expenditures. The budget manager is the primary internal control over budget and expenditures.

All expenditures over \$3,000 require review and approval by a Vice President and any expenditure over \$50,000 requires the review by the President. The process for hiring positions involves a review of the projected salary by the budget office to ensure there is adequate budget to support the position.

STANDARD 2.F.5

Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The capital budget is allocated and managed by the State Board for Community and Technical Colleges (SBCTC). For major capital projects, such as new, replacement, or significant renovation of a building, colleges within the Washington state community and technical colleges system submit applications. These proposals are scored by SBCTC in consultation with The Washington Association of Community and Technical Colleges (WACTC), the organization of community and technical college presidents. A [comprehensive set of criteria](#) is applied to each proposal, resulting in a prioritized list presented to the Washington state legislature.

As part of Shoreline's application for the Health, Science & Advanced Manufacturing Classroom Complex (HSAMCC) and the Science, Technology, Engineering, Arts, and Mathematics (STE(A)M) Education Center, the College demonstrated how the projects aligned with the Comprehensive Facilities Plan ([2G3B](#)) and the College's vision, mission, and core themes. The applications require information about total cost of ownership, equipment, furnishing, and operation, and are evaluated accordingly. Figure 2.5 is an excerpt from SBCTC's Project Request Report outline.

5. Project Budget Analysis of Preferred Alternative

- 5.1. Prediction of overall project cost
- 5.2. Comparisons of \$/FTE to similar Washington community and technical college projects
- 5.3. Anticipated annual impact on the college's operating and maintenance budget in both Program 090 FTES and M&O cost, including but not limited to:
 - 5.3.1. Janitorial costs
 - 5.3.2. Utility costs
 - 5.3.3. Technology – infrastructure and technician support; voice, data and video communication
 - 5.3.4. Capital maintenance, general repair and furniture/equipment replacement
 - 5.3.5. Roads, walks, landscaping and grounds maintenance
 - 5.3.6. Security
 - 5.3.7. Administration
 - 5.3.8. Justification for desired method of construction – Design-Bid-Build, GC/CM, or Design Build

Figure 2.5. Section 5 of the State Board of Community and Technical College's project request report

Shoreline incurs debt for capital outlays in the form of Certificates of Participation (COP) from the Office of the State Treasurer. The College is currently making payments on a COP for the residence hall, 7000 Campus Living, and has established an occupancy rate of 92% as the “break-even” point for covering regular payments. The College met or exceeded that rate in fall 2019 and winter 2020, but occupancy rates declined significantly with the onset of restrictions associated with COVID-19.

STANDARD 2.F.6

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Shoreline’s current auxiliary services are, for the most part, self-sustaining, either covering their own costs or generating revenue that contributes to the College’s general fund.

The [Parent Child Center](#) provides childcare for Shoreline students, employees, and community members. The Center funds ongoing expenses through childcare tuition, Washington state childcare subsidies for eligible families, and support from the Associated Student Government (ASG) via the Services and Activities (S&A) fee. The Center typically does not generate revenue beyond their cost to operate, and does not receive funding from the College other than what is allocated by ASG.

Shoreline’s attractive campus and functional facilities generate revenue through rentals. Rental services supports one staff member who manages this revenue stream and provides coordination for event rentals. Revenue from this source has ranged from \$104,326 in 2015-2016 to \$122,735 in 2018-2019 ([2F6A](#)), which has exceeded the cost of the coordinator role. The additional revenue funded college services including two custodial staff and one media tech, which would have otherwise been costs to the general fund.

Until fall 2019, the Shoreline bookstore was run as a college auxiliary service. Due to declining revenue and increasing costs of textbooks, the College established a contract with the UW bookstore for textbook sales starting in fiscal year 2016. Before that time, the bookstore generated enough revenue to transfer funds to the general fund. After fiscal year 2016, revenue continued to decrease, with costs exceeding revenue through fiscal year 2019. In fall of 2019, Shoreline contracted the Follett corporation for all bookstore services, and the bookstore was no longer included as an auxiliary enterprise of the College.

In fall 2019, Shoreline’s residence hall (7000 Campus Living) accepted residents for the first time. Currently, income from the residence hall is used for payment on the Certificate of Participation (COP) the College obtained from the Office of the State Treasurer to fund construction, as well the costs of management and maintenance (i.e., additional custodial and security staff). With these costs, no excess revenue is generated from the residence hall at a 92% occupancy. Funding from the federal CARES (Coronavirus Aid, Relief, and Economic Security) Act will be used to cover the net revenue loss from the decline in occupancy in the residence hall.

STANDARD 2.F.7

For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Below are links to the four audited financial statements the College has undergone the past 12 months by the Washington State Auditors' Office (SAO). For the 2018 audit, the College had a finding in the form of a material weakness, due to inadequate internal controls over the preparation of financial statements.

[Fiscal year 2016 Audit Report](#)

[Fiscal year 2017 Audit Report](#)

[Fiscal year 2018 Audit Report](#)

[Fiscal year 2019 Audit Report](#)

The only other finding in the four audits concerned the portion of receivable calculated as current vs. non-current in applying for the Certificate of Participation in the fiscal year 2018 report.

STANDARD 2.F.8

All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The Shoreline Community College Foundation ("The Foundation") is a non-profit entity engaged in fundraising for Shoreline Community College, as described in the Shoreline Board of Trustees Policy Manual Section 100.F00:

The Board understands that the primary mission of the Foundation is to obtain financial and other direct support and benefit for the College. The use of funds and other resources will be for physical and capital improvements, student financial assistance, Foundation operations, and other purposes as designated by donors and accepted by the College.

Additional details about the relationship between the College and the Foundation can be found in the Agreement between Shoreline Community College and Shoreline Community College Foundation ([2F8A](#)).

2.G: Physical and Technological Infrastructure

STANDARD 2.G.1

Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Shoreline works strategically to develop significant state-funded capital projects as well as strategic locally-funded projects to maintain sufficient quantity and quality of physical facilities. The College has processes for maintaining accessibility, safety, and security of facilities. The implementation of these plans and processes is described below.

Significant capital projects

In alignment with the College's mission, core themes, and characteristics, Shoreline has embarked on three significant state-funded capital projects since 2013.

Responding to increased demand for on-campus housing, Shoreline requested a Certificate of Participation (COP) from the Office of the State Treasurer to build Shoreline's first residence hall, 7000 Campus Living. In fall 2019, students took residency, and by winter 2020, 7000 Campus Living reached a 94.8% occupancy rate, though this rate dropped to 46.6%, an effect of students' and families' responses to COVID-19.

The Health Sciences & Advanced Manufacturing Classroom Complex (HSAMCC) represents a significant step in supporting quality education in essential STEM transfer courses such as biology, chemistry, engineering, and computer science, as well as state-of the art equipment and instruction in high-demand professional-technical fields such as bio-engineering, clean energy technology, and medical laboratory technology. This major capital project will be the first new academic building at Shoreline in 30 years. Final architectural planning has been completed and the project is the highest priority for the State Board of Community and Technical College's collective request for capital funding in the 2021-23 biennium.

In January of 2019, the plans for the HSAMCC building changed significantly due to unforeseeable regional increases in construction costs and newly discovered limitations in the physical infrastructure and geology of Shoreline's campus. The design was reduced from four floors to three floors, and administrators, faculty, and staff worked diligently to identify possible options for displaced academic programs, most notably the dental hygiene program. A long-term, permanent solution is currently in development, including a potential partnership with the University of Washington's Dental program.

The Science Technology Engineering (Arts) and Math (STE(A)M) Education Center will replace three buildings on campus (2300 – Nursing; 2200 – Math classrooms; and 800 – Music), creating a unique inter-disciplinary center to foster students' ability to think critically and collaborate. All three of the buildings to be replaced are aging, limited in size, in a condition that makes renovation cost-

prohibitive. The 49,961 square foot building will house programs that address all of the College's core themes: math and music are significant components of transfer education; nursing is an essential and nationally-recognized professional-technical education program; Nursing Assistant Certified (NAC) is an I-BEST (Integrated Basic Skills in Training) program in which students gain basic English skills while also learning technical skills; and the music department serves as a hub for community education (e.g., community band). Funding for design of this building is within the top ten on the State Board for Community and Technical College's ranked, collective request for capital funding.

Strategic improvements

In addition to state-funded projects, Shoreline has implemented a number of significant physical improvement projects through local funds, supporting the mission and core themes via key strategies from the strategic plan.

- In 2015, Shoreline brought together academic student support services into the library, moving the Math Learning Center and the Writing and Learning Studio from classroom spaces in two different buildings on campus to the Ray Howard Library, creating a learning commons environment where students can seek academic support for any discipline without moving to different locations (Strategy 1.C.).
- Recognizing a need for casual environments for students to engage in learning and with each other, the College used local funds for a significant renovation of the library in 2016, focusing on adding gathering areas on the main floor including collaborative technology, such as shared screens and plentiful outlets (Strategy 1.C.).
- The Pagoda Union Building (PUB) is a central location for students to gain a sense of welcome and belongingness, and to ask key questions about the College as they seek assistance with registration and finding resources. The entryway of this building was remodeled in 2016 to include a welcome desk and casual learning space (Strategy 1.B.).
- Shoreline's theater is a critical forum for cultural events and social gatherings; in 2016, local funds were allocated to improve the lobby and restrooms of this building to ensure a welcoming space for community members (Strategy 1.D.).
- As the College increased staffing in student services areas, the need arose for additional space to accommodate both advising and counselors. In 2018, the Counseling Center was redesigned and remodeled to provide a separate reception area and additional sound-proof spaces to protect the privacy of students seeking mental health counseling (Strategy 1.B.).

Inclusive design

In line with the College's mission, Shoreline continues to make choices in construction and design that meet the needs of our diverse students and communities.

- In 2017, Shoreline's Associated Student Government (ASG) collaborated with college administrators, staff, and faculty to designate and reconstruct three restrooms on campus to become [multi-stall, all-gender facilities](#).

- The redesigned and remodeled Counseling Center (opened in Fall 2018) includes a comfortable and private lactation room.
- In 2018, a prominent space in the Pagoda Union Building (PUB), referred to as “the fishbowl” for its visibility, became dedicated space for the United Way’s Benefits Hub providing a variety of support services for students in need.
- The College’s new residence hall (opened in fall 2019) includes a quiet reflection room for students to engage in prayer, meditation, or quiet reflection, including a foot bath for Muslim students who engage in daily prayer.

Quality Improvements

Aligned with the College’s first strategic goal, Shoreline has implemented changes to enhance and improve students’ learning environments, including:

- A multi-year plan for classroom improvement based on a comprehensive review by classroom media services and the faculty senate council;
- Interior improvements and color scheme to increase the vibrancy of classroom and office spaces, while reflecting the natural beauty of Shoreline’s campus; and
- A comprehensive set of custodial standards developed in 2019 ([2G1A](#))

The SBCTC’s capital budget includes funds for improvement projects. Colleges apply for potential projects which are tracked at the state level; Shoreline has utilized these funds for essential projects such as HVAC improvement and, in 2016, a new roof on Shoreline’s theater.

Accessibility, Safety, and Security

Shoreline’s facilities department works collaboratively with Student Accessibility Services to evaluate the physical accessibility of Shoreline’s physical facilities. Starting in the 2018-19 academic year, the Director of Facilities, Dean of Student Support & Success, staff from student accessibility services, and students from the accessibility committee conducted in-person safety and accessibility audits ([2G1B](#)).

Since November 2015, Shoreline has used [Megamation](#) software as means for employees to report potential facilities improvements or safety hazards throughout campus. The software allows for tracking of reports and their resolution.

The Director of Safety and Security leads a team of staff and security officers who maintain the security of the physical environment, with a regular schedule of securing buildings and 24-hour in-person monitoring of campus facilities.

The Director of Safety and Security leads a [safety committee](#), the existence and membership of which is detailed in the state-wide collective bargaining agreement between the State of Washington and the Washington Federation of State Employees Higher Education Community College Coalition (WFSE HE CCC) and in the Washington Administrative Code ([WAC 296-800-13020](#)). The committee meets monthly to discuss emergent safety issues around campus, and minutes are

published on the College's intranet. The committee's activities have been curtailed in the past year, in part due to a transition to a COVID-19 task force.

STANDARD 2.G.2

The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

As indicated in Shoreline's Sustainability and Equity Policy ([Policy 3800](#) and associated procedures), the College "meets or exceed the standards set by federal, state, and local laws pertaining to hazardous materials." These standards include:

- Relevant standards from the U.S. Department of Labor, Occupational Health and Safety Administration (OSHA), such as [1910.1450 - Occupational exposure to hazardous chemicals in laboratories](#).
- Rules from the Washington Administrative Code relevant Chemical Hazard Introduction ([WAC Chapter 296-800](#)).
- Regulations and procedures from the [Washington State Department of Ecology](#).

College-wide training on safe use, storage, and disposal of hazardous materials from the Washington State Department of Ecology is available to new and ongoing employees on a regular basis. This training was most recently conducted in fall of 2019 ([2G2A](#)), and was video-recorded for any employee to access at any time.

Monitoring of safe use and storage occurs within specific departments that use hazardous materials. All departments store these materials in containers that meet standards for storage and are labeled appropriately, including spill procedures. Safe use of these materials by employees is covered in the employee training, and each department provides training for students about safe use and storage, as follows:

Art: Students who handle hazardous materials receive hands-on safety training from faculty before engaging with them, with faculty conducting brief, as-needed assessments to ensure students' understanding.

Automotive: All the automotive students who use hazardous material review proper use procedures with the instructor during the initial days of each class. They also receive a hard copy of shop policies and procedures related to hazardous materials.

Biology & Chemistry: All lab classes start with safety training and students sign a statement that they understand and will use safety procedures in the laboratory. In chemistry classes, students take a short quiz about safety procedures as a required assignment.

Dental Hygiene: In their first quarter, students learn about infection/exposure control and bloodborne pathogens and must pass an assessment before engaging in clinical work. First-quarter content also addresses state regulations related to hazardous materials and clean-up of hazardous/biohazardous materials. In the second quarter, students learn about hazardous materials

used in restorative dentistry, such as dental amalgam, and are assessed on hazardous waste disposal procedures.

Manufacturing: All students are trained on how to identify hazardous materials and the proper handling methods for use and disposal of those materials with faculty. As-needed assessments occur to ensure students' understanding.

Nursing: Students receive training through modules on the Clinical Placement Northwest website on bloodborne pathogens, workplace safety, infectious medical waste, chemical hazard communication, and magnetic resonance safety upon admission to the program and annually thereafter. This information is reinforced in theory, skills, and clinical courses as needed.

Disposal of hazardous waste is handled by [Recology Cleanscapes](#), who follow all regulations and procedures from the Department of Ecology. Each department has a point-person who notifies Shoreline's facilities department of the need for disposal, and the facilities department coordinates pick-up with Recology Cleanscapes.

A recent review of the procedures for documenting the College's adherence to rules and regulations led to the development of common document storage system ([2G2B](#)).

STANDARD 2.G.3

The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Shoreline's Comprehensive Facilities and Capital Plan was drafted in 2010, revised in 2011 ([2G3A](#)), and guides plans and decisions about major capital projects. Shoreline updated the plan in 2013 to include plans for the residence hall, and shared the plan with the City of Shoreline ([2G3B](#)). The residence hall is included in Phase 1 of the long-term development plan. The original plan was for construction to occur on the site of Shoreline's athletic field, but after a comprehensive review during the design phase of this building, an alternate site, formerly a parking lot, was selected as the final location.

As part of Phase 2, the comprehensive facilities plan identified a replacement project for five buildings (Building #2400, 2500, 2600, 2700, and 2800) housing the dental hygiene and manufacturing programs as well as classrooms for STEM classes such as biology, chemistry, and engineering, as the highest priority to provide students with the educational environments needed for these occupations and fields that have the highest demand for a skilled and prepared workforce. The Health Sciences & Advanced Manufacturing Classroom Complex (HSAMCC) will fulfill this aspect of the comprehensive plan.

The second priority in Phase 2 of the comprehensive plan includes demolition and replacement of the 2300 (nursing) and 2200 (math) buildings. The STE(A)M Education Center will replace these buildings as well as the 800 (music) building, which was identified for replacement due to its overall poor condition.

SBCTC requires that colleges review their comprehensive physical plan when applying for a major capital project, and indicate how the project aligns with mission, core themes, and long-range educational and financial plans. As part of this process, Shoreline reviewed the comprehensive plan in 2016 when submitting the capital project request for the first design phase of the Health Sciences & Advanced Manufacturing Classroom Complex (HSAMCC) and in fall of 2018 when submitting an application for the first design phase of the STE(A)M Education Center.

Please see Standards 2.G.4, 2.G.5, and 2.G.7 for information about technology planning.

STANDARD 2.G.4

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Shoreline funds instructional equipment from several different sources:

- Professional-technical programs that are in high-demand according to labor market data are eligible for funding for specialized equipment through the Carl D. Perkins Career and Technical Education Act, as distributed by the SBCTC.
- A portion of general local funds is allocated annually to instructional equipment, including specialized equipment and classroom media not funded by the above sources, as well as any other equipment, including classroom furniture and equipment (e.g., whiteboards).
- Classroom media and student computers labs are funded partially through the Student Technology fee.

Each year, faculty who identify a need for updated or new instructional equipment submit applications via an electronic form ([2G4A](#)). These requests are gathered and discussed in the Student Learning Leadership team, with the Dean of Workforce Education and Vice President for Student Learning making decisions about prioritization and identifying which funding source is most appropriate.

Based on the age of existing media, a classroom audit, and feedback from the Faculty Senate Council, a multi-year plan Classroom Revitalization Plan was developed for 2018-2019 through 2022-2023 ([2G4B](#)). One aspect of this plan is to identify one classroom per year as a “major overhaul” with the goal of re-designing the classroom for high engagement. The plan is funded partially through the Student Technology fee, and partially through local funds allocated to instructional equipment not distributed through the process described above.

Additional information about technological equipment is included under Standard 2G5.

STANDARD 2.G.5

Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Shoreline engages in ongoing review, planning, and improvement in technological systems and infrastructure for management and operational functions, academic programs, and support services.

Management & Operational Functions

Hardware

Shoreline maintains a robust computer network. Fiber-optic backbone cables, a combination of multimode and single mode, link buildings to each other. A dual gigabit internet connection links the campus to external resources while providing redundancy in the event of an outage. Reliable, high-bandwidth Wi-Fi is available in every interior space. Servers and software are implemented using mostly Microsoft technologies and most servers are virtualized to allow for flexible scaling and rapid recovery. Shoreline has begun moving some services to cloud providers, including hosted Office 365 Email, SharePoint, OneDrive, and other services, as well as a hosted primary website.

High-capacity shared Ricoh printers/scanners are available in most offices, and where necessary, local desktop printers are available.

The phone system is a classic copper-line-based system with PBX, backed up by a robust service contract providing sub-one day emergency service. In a few circumstances, service requiring hardware replacement may require more than one day to resolve.

TSS provides all full-time faculty and staff with a desktop or laptop computer and ongoing support for their college-owned machines. Individual departments can also request computers to be shared or dedicated to part-time or hourly staff.

Individual departments can allocate funds to be used for purchasing supplemental laptops and other auxiliary devices (e.g., webcams, speakers, etc.), and TSS provides ongoing support for these tools, except in the case of highly specialized equipment. All conference rooms regularly scheduled for meetings are equipped for video projection.

Software

TSS provides access to and supports use of all Microsoft products through campus-wide deployment, and provides self-service access to additional products (e.g., Adobe Acrobat Pro, VLC Media Player) through the “[software center](#).”

Some notable campus-wide adoption of software in the current accreditation cycle include:

- Cloud-based computing: Shoreline adopted the use of Azure and Cloud-based computing and email services in early 2015 improving collaboration and access to data, email, and other services.

- Windows 10: All Shoreline-supported Windows PCs were updated to this operating system by early 2015
- Zoom software: Adoption of this tool began in 2017, and it is used almost ubiquitously for video conferencing. Many employees also use Microsoft Teams for intra-employee communication and videoconferences.
- Office 365 tools (e.g., OneDrive, SharePoint): These online applications not only facilitate collaboration, but serve as important means for internal communication. A number of departments and areas have established SharePoint sites for improved collaboration.

Additional specialized software is requested by departments through TSS who assess the extent to which support is needed for maintenance, training, and upkeep.

Academic Programs

Hardware

Ninety of Shoreline's 91 classrooms are equipped with standard "Smart Classroom" technology, including:

- desktop computer;
- laptop connection;
- audio and visual projection; and
- DVD/Blu-Ray player;
- document projector.

These tools are maintained and supported by Classroom Support Services. This department also maintains and supports desktop computers and audio-visual projection equipment in the Honors College lounge, 4 meeting rooms in the Pagoda Union Building, and the Great Room in the residence hall.

Shoreline has 27 computer labs with 193 computers (laptop or desktop) for use by a variety of programs requiring ongoing simultaneous instruction using computers. Eleven student support centers are furnished with 173 computers, and two open computer labs in the library house 121 computers for ongoing student use. In addition, there are 197 laptops available for students to check out from the library. All of the student computers listed above are maintained by TSS.

When Shoreline transitioned to fully online classes in Spring of 2020 due to COVID-19, an additional 120 laptops were purchased for student use; 40 laptops from a student support center and 30 laptops were repurposed for students to check out for online learning, nearly doubling the number of laptop computers available for students to use from home.

Software

Desktop computers in classrooms are equipped with Microsoft operating systems and software applications.

Canvas is the Learning Management System (LMS) adopted state-wide through a license maintained by SBCTC. This tool has been the SBCTC standard since 2013, and the license was recently renewed at the state level for five more years.

Support Services

Since 2013, Shoreline has made several significant enhancements to hardware and software related to student support services, funded through Abbreviated Strategic Action Plans or as emergent strategic needs.

- AccuSQL: In this participation tracking system, students “swipe” in and out at different locations offering support services, such as the Math Learning Center, Tutoring Center, and multi-cultural center.
- Quillix: This document scanning system provides an efficient way to scan, store, and retrieve documents relevant to student records, such as official transcripts from other institutions,
- Q-nomy: This electronic queuing system provides kiosks for students to check in and identify the service(s) needed; they are then assigned a number and can receive a text when their number is called.

In addition, the College has provided funding from the [Innovation Grant reserves](#) to purchase [Acalog software by Digarc](#) to support the online catalog launched in summer of 2018.

Looking ahead, Shoreline will be implementing *ctcLink*, the state-wide conversion of all data systems to PeopleSoft technology, which will dramatically enhance the College’s support service technology.

STANDARD 2.G.6

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Instruction/Training

Staff, faculty, and students have access to ongoing instruction and support in the effective use of technology. All employees have access to online training through [linkedin.com/learning](#) (formerly Lynda.com), which offers training in a wide variety of software. Classified staff can engage in this training to earn compensatory time to apply towards time off during the College’s winter closure.

During the 2018-2019 academic year, Shoreline implemented an online training on security awareness required of all employees, to address a standard from the Office of Chief Information Officer for the State of Washington ([Standard 141.10](#)). The 50-minute training included self-paced modules cover topics such as how to identify potential “phishing” emails, guidelines for handling protected information and files, and what to do if your computer might have been infected with malware. In 2018-2019 this security awareness training was included in the 10 hours of training described in the CBA between the College and SCCFT, and 42% of faculty, and 63% of all employees completed the training during that year. The training was repeated in 2019-2020, with 52% of all employees completing the training.

Shoreline also provides ongoing training on accessibility and technology, particularly for faculty in developing materials for students. During the 2017-18 and 2018-19 academic years, accessibility training was mandatory for faculty as part of the 10 hours of training included in the 2017-2019 Collective Bargaining Agreement between the College and SCCFT. The training provided instruction on a variety of topics, including how to make Microsoft Word documents and MS PowerPoint presentations accessible; how to add captions to videos using Panopto (the video capture software used at Shoreline), and how to test for accessibility of materials in Canvas. In 2017-2018, 86% of all faculty participated in this training; in 2018-2019, 93% participated.

Shoreline's eLearning services provides ongoing training for both faculty and students in the use of Canvas. For students, training is available at the beginning of every quarter. In addition, Shoreline supports the use of [SmarterMeasure](#), a self-assessment tool for students to support effective online learning. In fall of 2018, the Office of Institutional Assessment and Data Management collaborated with eLearning services to conduct assessment of the impact of SmarterMeasure ([2G6A](#)). The results indicated that from fall of 2015 through fall of 2018, 2055 students participated in SmarterMeasure. Although there were not sizable differences in overall GPA between students who had taken the assessment and those who had not, there were differences once disaggregated by race and ethnicity, as represented in Figure 2.6.

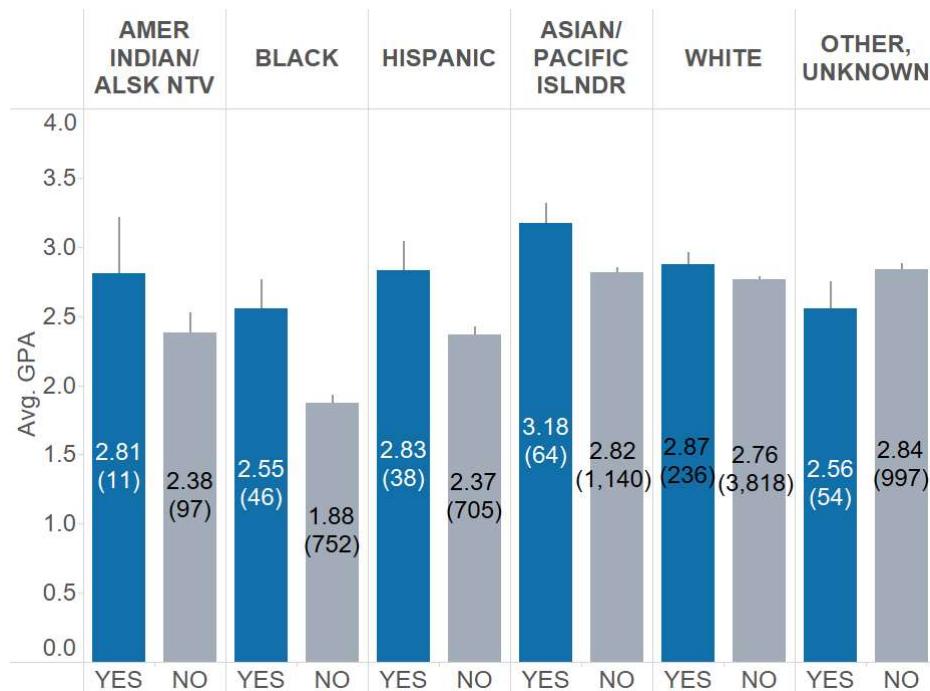


Figure 2.6. GPA of students in online classes who had ("Yes") and had not ("No") taken the SmarterMeasure assessment from fall 2015 through fall 2018

Shoreline made Smarter Measure mandatory for all students when Shoreline moved to a fully online quarter in spring of 2020. During the week between the scheduled start of the quarter and the first day of instruction (which was delayed), students were asked to complete the training as part of their assigned instruction. By the second week of the quarter, 4197 students completed the training, which represents 96% of the total students enrolled.

Training for faculty in using Canvas and in designing online training is provided on an ongoing basis. As mentioned in Standard 4, between summer of 2012 and 2017 Shoreline supported 14 faculty in certifying their courses through [Quality Matters](#) training, a comprehensive method for designing online courses. Shoreline designed its own version of the training to provide a less intensive method for designing or redesigning either online or hybrid courses called The Hybrid and Online Quality Course Development Institute. A total of 31 faculty completed this training and successfully developed or redesigned 33 Shoreline courses, which were then reviewed by eLearning staff using a rubric similar to the one used in Quality Matters certification ([2G6B](#)).

When Shoreline moved to a completely online quarter in spring of 2020, eLearning Services prepared two versions of a self-paced online training for faculty to launch their classes online. Designed to walk an instructor through all the steps of moving a class online, the training was mandatory for faculty who had never taught a fully online class before. The first day of instruction of spring quarter was delayed by one week to provide faculty additional time to prepare for the quarter, and a total of 162 faculty participated in at least one of the online trainings.

Support

Technology Support Services (TSS) provides ongoing broad support for faculty and staff including desktop and laptop computer maintenance, software installation and license maintenance, network services and maintenance, phone and voicemail system, student computer lab maintenance, technology inventory and purchasing, and technology training. TSS adopted Zendesk technology in 2014 to track and address technology requests more efficiently and effectively.

Classroom Support Services provides support for instructional technology used in classrooms as well as hardware and software used by staff for presentations and meetings, both in-person and virtual. Staff in this area are available on call during business hours to support classroom and presentations.

Shoreline's eLearning services provides ongoing support during business hours for faculty and staff in using Canvas. Support is also available at any time through [instructure.com](#) via phone or live chat.

STANDARD 2.G.7

Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Technology Support Services leads most technological infrastructure planning, and works closely with individual departments to identify current and emerging needs. In planning for student laboratory improvements, TSS gathers in-person feedback from the Associated Student Government (ASG) as these classrooms are funded by the Student Technology Fee.

Classroom Support Services, in collaboration with staff in the Office of Student Learning and Student Accessibility Services, conducted a complete audit of all classrooms for technology needs as well as overall usability and conditions. The Faculty Senate Council provided input into this process via a survey completed by faculty. Both the classroom audit and faculty survey informed the development of the five-year Classroom Revitalization Plan ([2G4B](#)).

Part of this plan, guided by the Strategic Plan (Strategy 1C), is to focus on one room per year to implement a more significant change conducive to active learning. A small team of faculty, students, and staff from facilities and classroom support services will collaborate in this planning (note the first implementation of this classroom overhaul was curtailed when Shoreline started remote operations in response to COVID-19).

STANDARD 2.G.8

The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Technology Support Services (TSS) tracks all desktop computers and keeps them on a 5-6 year replacement schedule (see [\(2G8A\)](#) for a December 2019 snapshot of the replacement schedule). The tracking sheet is reviewed on an annual basis and TSS recommends replacement for those who have exceeded six years since set-up, depending on available funds. Departments fund the initial purchase of desktop computers, at which point they are entered into a replacement cycle. TSS has a dedicated budget to support replacement for faculty and staff on the 5-6 year cycle; any early replacements are covered by the department budget.

Laptop computers and ancillary tools are funded only through departmental budgets. The computers are tracked by TSS but are not on a regular replacement cycle.

In classroom and open student computer labs, TSS tracks desktop computers to replace on a 5-year schedule [\(2G8B\)](#). Laptops available to check out from the library are replaced every 5-6 years. Classroom presentation computers are also on a replacement schedule as indicated in the Classroom Revitalization plan.

Standard 3:

Planning



Standard 3: Eligibility Requirements

22. STUDENT ACHIEVEMENT

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Shoreline maintains a database of all course learning outcomes (the Master Course Outline or MCO system), and requires, by policy ([Policy 6100](#) and associated [procedure](#)) be included in the course syllabus. Professional-technical program outcomes are published on the web pages for each program. The general education outcomes, which serve as program outcomes for the transfer degrees, are published on program planning page for each transfer program pathway.

Shoreline has a long history of learning outcome assessment and engages in ongoing, annual assessment of course, program, and general education outcomes.

23. INSTITUTIONAL EFFECTIVENESS

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Shoreline's planning is systematic, with strategic planning aligning with operational planning encompassed by the College's new core themes adopted in spring 2019. The core theme indicators serve as a means to evaluate institutional improvement, and are presented holistically (e.g., enrollment, retention) to Shoreline's constituencies. The College responds quickly to external and internal circumstances, most notably by ongoing and data-informed strategic enrollment management to ensure viability and sustainability.

3.A: Institutional Planning

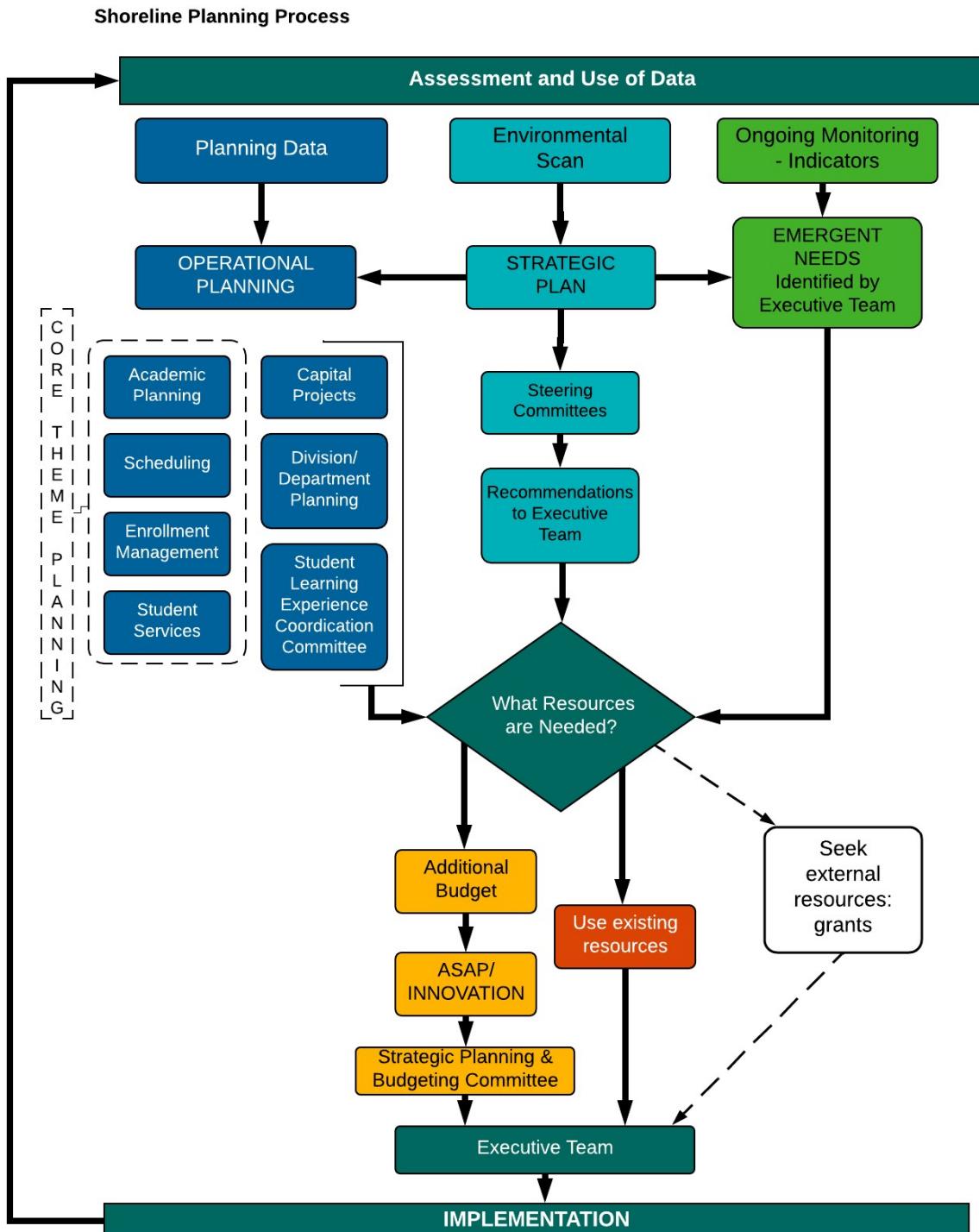


Figure 3.1. Shoreline's planning and implementation process

Shoreline has evolved considerably since 2012 in using systematic assessments to inform ongoing, purposeful, systematic, integrated, and comprehensive planning. Additional technological resources have afforded more capacity for all programs and services to engage in ongoing assessment, thereby strengthening the planning process.

In addition to developing a new comprehensive strategic plan for 2016-2021, Shoreline has continued to strengthen the processes by which resources are invested based on systematic planning. As described in the Planning and Assessment overview (see Appendix C), operational planning and activities occur in parallel with strategic planning and implementation.

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.

2016-2021 Strategic Plan

Table 3.1 includes the three goals and 16 strategies included in Shoreline's current strategic plan. Each of these strategies are connected to a steering committee or operational team (denoted with an asterisk*), responsible for ongoing planning and guidance of implementation. The connection between strategies and responsible committees was [presented](#) at a campus update in Spring of 2016.

Table 3.1. Shoreline's 2016-2021 strategic plan and associated committees

#	Strategy	Responsible Committee
Goal 1: We attract students and community learners and ensure successful attainment of their goals through our programs, services, and teaching and learning environments.		
1A	Develop a robust method for ongoing student learning outcomes assessment at the College.	Learning Outcomes Assessment Steering Committee (LOASC)
1B	Engage in comprehensive strategic enrollment management, encompassing the entire student experience, from the moment students aspire to attend college to the moment they attain their educational goals.	Student Learning Experience Coordinating Committee (SLECC)*
1C	Create physical spaces and employ technologies that enhance student learning.	[Operational Work in Office of Student Learning, Facilities, and Technical Support Services]*
1D	Cultivate intellectual and cultural vitality to invigorate and engage our College and communities.	Communication, Marketing, and Community Engagement Steering Committee (CMCE)

1E	Clearly communicate to internal and external communities the educational experience that they can expect from Shoreline Community College.	Communication, Marketing, and Community Engagement Steering Committee (CMCE)
Goal 2: We continually strive for disciplined excellence and focused improvement in all that we do.		
2A	Engage in an ongoing, data-informed cycle of academic program review that allows for agile changes in program offerings with a focused, creative mindset.	[Operational work in Office of Student Learning]*
2B	Streamline all processes throughout the College with a focus on standardizing routine processes and innovating around processes that add value to the student experience.	Disciplined Excellence Steering Committee
2C	Invest in professional learning for faculty and staff to support continuous improvement and implementation of this strategic plan.	Disciplined Excellence Steering Committee [Shifted to operational work within Office of Student Learning]*
2D	Invest in high-impact teaching practices for student learning.	[Operational work in Office of Student Learning]*
2E	Implement consistent, effective engagement and communications practices.	Communication, Marketing, and Community Engagement Steering Committee (CMCE)
2F	Develop and support innovation that serves our students and communities.	Strategic Planning & Budget Council*
Goal 3: We ensure that a climate of intentional inclusion permeates our decisions and practices, which demonstrate principles of ecological integrity, social equity, and economic viability.		
3A	Engage in ongoing, deliberate conversation and mindful discovery about our shared purpose and differences as we conduct our daily work.	Inclusive Excellence Steering Committee
3B	Develop and maintain a framework to ensure that ecological integrity guides our practices.	Ecological Integrity Steering Committee
3C	Develop multicultural and global competencies to help us live the principles of social equity in an increasingly interdependent world.	Inclusive Excellence Steering Committee
3D	Pursue and obtain sufficient resources to fulfill the College's mission, and allocate those resources effectively in order to ensure economic viability in the implementation of this strategic plan.	Strategic Planning & Budget Council*

Below is a description of how these committees engaged in ongoing, purposeful, systematic, and comprehensive planning, as well as how work related to each strategy was implemented. In addition to the initial presentation of the plan in Spring of 2016, updates were provided at campus update meetings in 2017 ([video link](#)) and 2018 ([video link](#)) as well as communication and feedback

gathered at the 2018 Day of Learning (described in detail below). Shoreline's Board of Trustees also receives an annual update about the strategic plan in public meetings and as part of the evaluation of the President. Updates about work related to each strategic goal were also included in quarterly email updates from the President. Table 3.2 provides links to these communications and presentations.

Table 3.2. Quarterly communications from the President, including updates framed around Shoreline's strategic goals

Communication	2016-2017	2017-2018	2018-2019	2019-2020
	Fall	Fall	Fall	Fall
Presidential Updates	Winter	Winter	Winter	Winter
	Spring	Spring	Spring	Spring
	End of Year			

Learning Outcomes Assessment Steering Committee

Strategy 1A: Develop a robust method for ongoing student learning outcomes assessment at the College.

The committee provided guidance and support for implementing ongoing, purposeful, systematic and comprehensive planning for Shoreline to engage in learning outcomes assessment at the course, program, and general education levels. This learning outcomes assessment work is described in detail in addressing Standard 4.A.3, and is summarized in the Planning and Assessment Overview (see Appendix C). The plan for developing a robust mechanism for outcomes assessment was included in Shoreline's Mid-Cycle Self-Assessment ([3A1A](#)).

In summary, the committee's work led to the development of a robust mechanism of assessment for all three of these levels:

- **Course learning outcomes assessment:** After funding 17 course-level assessment projects, the Learning Outcomes Assessment Steering Committee supported the development of an online, asynchronous training that walks faculty through the process of assessing a learning outcome. Using this training, an additional 12 courses were assessed.
- **Program learning outcomes assessment:** For Shoreline's 13 programs without external accreditation or standardized exams, a mechanism was developed to engage faculty and, in some cases, the industry advisory committee, in directly assessing capstone student work based on program learning outcomes. A total of 10 programs have been assessed in this way.
- **General education outcomes assessment:** Each year for four years, the committee reviewed the assessment of one general education outcome. While the methodology was robust, the

results of the assessment indicated the need for revising the outcomes to be more assessable and more closely aligned with curriculum. This revision work is underway.

This assessment work is included in Shoreline's assessment of mission fulfillment. For the transfer education core theme, assessment of the general education outcomes is an indicator of student learning, and program-level assessment provides an indicator of student learning in professional-technical education (see Standard 5.A.1 for details).

Communication, Marketing, and Community Education (CMCE) Steering Committee

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

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

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

The first significant project based on these strategies was clarifying an identity statement and tagline so as to "clearly communicate ... the educational experience that they can expect from Shoreline Community College." An external consultant, the Clarus corporation, worked collaboratively with the Communications, Marketing, and Community Engagement (CMCE) Steering Committee to conduct extensive research about the unique identity of Shoreline Community College.

The process began in winter 2016 with [focus groups](#) with college constituencies, including the local community, followed by a survey for employees, students, and community members. Based on this feedback, two possible taglines and associated statements were developed, and a final survey was administered in winter 2017 to gather feedback about these possible messages. The final result was revealed at a campus update meeting in March 2017, with a follow-up, [detailed communication](#) from the President. The extensive qualitative and quantitative data were synthesized into recommendations that reflect a single college promise that people can expect Shoreline to deliver:

"Shoreline Community College helps people discover personal direction by providing educational opportunities that enable students to reach their full potential. Graduates leave prepared to connect with and contribute to the world around them."

This statement is expressed in Shoreline's tagline: **Engage. Achieve.**

This tagline is now included in Shoreline's logo, and shortly after the introduction of the statements above, Shoreline's Communications & Marketing department developed [identity guidelines](#) for all web and print materials officially attributed to Shoreline Community College.

The second significant project, related to Strategy 2E, addressed effective internal communication processes. During the College's fall 2017 convocation, all employees took part in small group discussions about how to improve internal communication, responding to the following questions:

- What type of information about the College do you need to stay up-to-date?

- What actions have you taken in your department, division, or area to communicate and connect with others?
- How could some of these actions apply to campus-wide communication and connectedness?
- What does “feeling connected” and a sense of belonging at Shoreline look like for you?

In spring of 2018, the CMCE Steering Committee, in collaboration with the Communications & Marketing department, launched an employee communication survey ([3A1B](#)), touching on some of the themes that emerged during the group conversations as well as more specific preferences regarding communication.

Based on results from the group sessions and survey, the CMCE Steering Committee developed a set of recommendations ([3A1C](#)) in winter 2019 about how to improve internal communications. Among the most immediately implemented changes were:

- Improvement of the layout and delivery of the campus-wide news delivery platforms: Day-at-a-Glance, a daily update for Shoreline employees, and Shoreline Today, an external facing new update page.
- Increased opportunities for all employees to communicate with Executive Team began in fall of 2018 in the form of “Courageous Conversations.”
- Use of Office 365 tools for communication, such as SharePoint and MS Teams, has increased dramatically, notably with the Budget SharePoint, accessible to all employees. Training on these communication tools has increased as well, particularly in the transition to remote operations prompted by COVID-19.
- A “Quick Guide to Employee Communications” was developed and is now included in employee new-hire packets and is distributed at New Employee Orientation, where the Communications & Marketing department also delivers a presentation about Shoreline’s various communication platforms.
- The employee intranet has been restyled to be mobile responsive, more accessible, and match the style of the main College website. A plan has been developed to transition committees’ and groups’ meeting minutes and materials to SharePoint, so they are stored in a secure document management tool. Additional work is planned to refine the remaining Intranet content to ensure employees access the most up-to-date information housed there.

More recently, the Communications & Marketing department developed a communication survey for students to assess satisfaction levels with current modes of communication and understand which modes students prefer to receive information from the College ([3A1AT](#)). The survey was launched in Spring of 2020 and will inform the next significant project related to Strategy 2E to implement effective communication practices.

In terms of community engagement, Shoreline continues to offer a variety of artistic and cultural events in connection to the drama, cinema, and film departments. A significant project resulting from Strategy 1D was that Shoreline Community College became the northernmost venue of the Seattle International Film Festival (SIFF) in spring of 2016. SIFF came to Shoreline in part because of a

strategic investment proposed in an Abbreviated Strategic Action Plan (aSAP) to upgrade the audio-visual system in Shoreline's theater during the 2015-16 academic year. Data from the festival indicate that between 2,970 and 4,287 individuals came to Shoreline each year to attend SIFF films.

Addressing Strategy 1E included changing the website strategy to improve user experience for prospective and current students, and increasing coordination among all campus recruiters.

Between 2017-2019, the College took on a significant program navigation project for the website, led by the Communications & Marketing Department, in collaboration with the Office of Student Learning, academic divisions, the Web Workgroup, and CMCE. The project scope included developing consistent taxonomy, architecture, and page templates for all academic programs, as well as meeting the College's WACG 2.0 AA accessibility compliance. In the process, the website's visual design, coding language, and tracking capacity in Google Analytics were also updated and improved. Descriptive information about Shoreline's programs and departments were clarified and restructured, corresponding content in the electronic Course Catalog was updated and linked to the new web pages, a new filtered search of all degrees and certificates was built, and highly visible key landing pages (such as Explore Programs, University Transfer Programs, Professional-Technical Programs, and Online Learning) were developed to ensure students could more easily find additional ways to navigate to program-related content on the site. This project was far-reaching and spanned multiple goals within the strategic plan (see Student Learning Experience Coordinating Committee below).

In 2019-2020, significant website work continued with improvements to the Academic Calendar, the Apply pages, the Funding and Financial Aid pages, the Current Students page, the main website navigation, and the home page information and design. The home page and menu changes launched in mid-August 2020 and are intended to support students' needs as they journey through the entire enrollment process, from applying, finding funding, and registering, to locating support services that can help them reach their completion goals.

Finally, CMCE's focus on Strategy 1E also helped to initiate greater coordination among various student recruiters and navigators across the campus. These employees now meet monthly at Recruiters Roundtable gatherings and use a shared calendar to schedule and coordinate all recruitment events. Additionally, the group developed a standard recruitment toolkit and ensured that all recruiters had access to common printed materials for distribution at recruitment events.

Disciplined Excellence Steering Committee

Strategy 2B: Streamline all processes throughout the College with a focus on standardizing routine processes and innovating around processes that add value to the student experience.

Strategy 2C: Invest in professional learning for faculty and staff to support continuous improvement and implementation of this strategic plan.

The committee began by conducting baseline work, generating ideas for streamlining processes and conducting interviews with individuals and teams at Shoreline already working to improve processes. The committee developed a process to gather suggestions from the campus more broadly during the spring 2018 Day of Learning.

During this session, all employees participated in an exercise using a worksheet asking them to identify processes for improvement ([3A1D](#)). In total, this exercise yielded over 400 suggestions for processes that needed improvement. The 2018 Day of Learning Summary report ([3A1E](#)) provided a high-level analysis of these suggestions, highlighting processes related to enrollment and registration, as well as those related to students identifying, understanding, and planning their educational pathways.

The Disciplined Excellence Steering Committee analyzed the raw data from this exercise to develop a set of recommendations ([3A1F](#)) for the first processes to address, as follows:

- Refine waitlist/late enrollment processes
- Refine withdrawal from class processes including drops for non-payment
- Map out funding options and payment timelines
- Exploratory support option for undecided students
- Clear entry plan for all incoming students
- Proactive, timely outreach to all advisees- planning, support, graduation
- End-to-end design of employee onboarding/off-boarding process
- Campus-wide audit of unnecessary paper forms and signature requirements

In summer of 2019, Shoreline began efforts to prepare to adopt PeopleSoft as the primary database system for the entire Washington State Community and Technical College system, a conversion process referred to as *ctcLink*. As a first step in preparing for this change, Shoreline has mapped a set of 279 current business processes using visual flowcharts, such as student financial aid award packaging ([3A1G](#)), long-term disability processing ([3A1H](#)), and travel requisitions ([3A1L](#)).

The next phase of work for *ctcLink* is to identify how processes will need to change when moving to a new data system. Several of the priority recommendations from the Disciplined Excellence Steering Committee can be addressed as part of this change-impact analysis; hence, this committee has been sunsetted, with all of the recommendations shared with the *ctcLink* project.

The *ctcLink* project involves a large number of subject matter experts from almost every functional division and department on campus. By implementing recommendations around streamlining processes via the *ctcLink* project, changes will be implemented with active involvement from all appropriate constituencies.

Inclusive Excellence Steering Committee

Strategy 3A. Engage in ongoing, deliberate conversation and mindful discovery about our shared purpose and differences as we conduct our daily work.

Strategy 3C. Develop multicultural and global competencies to help us live the principles of social equity in an increasingly interdependent world.

The Inclusive Excellence Steering Committee (see ([3A1AG](#)) for charter) began their work by engaging in ongoing, deliberative conversation about Shoreline's hiring process, by reviewing and revising

[Policy 4111, Equal Opportunity in Recruitment and Hiring](#), and [associated procedures](#). The revised version was approved by the Board of Trustees in spring of 2018. Some of the notable changes included enhanced training for screening committees about how to avoid implicit biases and a process for screening committees to agree upon specific tools to evaluate candidates.

Following this work, the committee turned towards developing a comprehensive professional development program for all employees. During the 2016-2017 academic year, the committee worked with an external consultant to review and discuss data on student and employee demographics, and to identify what professional learning framework aligned best with Strategies 3A and 3C and this work was summarized in a [video](#) presented by the committee.

A first step to implement Strategy 3A was developing a common understanding and definitions around equity. At the 2018 Day of Learning, all employees discussed in small groups the results from a study conducted by Shoreline's Office of Institutional Assessment and Data Management (IADM) that replicated findings from the [California State University study entitled “Redefining Historically Underserved Students in the CSU”](#) that identified four demographic factors associated with equity gaps, as follows (1) first generation status; (2) membership in historically under-represented minority groups; (3) entering at pre-college level of math and English; and (4) low socioeconomic status (see [video link](#) and PowerPoint ([3A1J](#))). This definition laid groundwork for a number of different Shoreline projects including future professional learning work (below), an opportunity gap work group within the Student Learning Experience Coordinating Committee (see information about SLECC below), disaggregation of data for academic planning, and the revised core theme indicators.

The Day of Learning included groups sessions to develop a common understanding of the key terms “diversity,” “inclusion,” “equity,” and “equity-mindedness.” Groups provided their definition of these terms while also addressing the question “What do you need in order to feel more confident for your work at Shoreline to be more inclusive?” Results are summarized in the Day of Learning overview report, which highlighted the need for ongoing, repeated, integrated training related to equity, not just “one-offs” (see Day of Learning Report ([3A1E](#)) for results).

In spring of 2018, immediately prior to the Day of Learning, Shoreline hired an Executive Director of Employee Engagement, Equity, and Organizational Development (ED-EEEOD) who developed a comprehensive plan for professional learning ([3A1K](#)), beginning with a redesigned New Employee Orientation (NEO) that focused on “deliberate conversation and mindful discovery about our shared purpose and differences.”

Building on the conversations in New Employee Orientation, all employees shared professional learning experiences throughout the 2018-2019 academic year. Beginning with a keynote address during convocation 2018, attended by all employees, to provide a baseline understanding of key concepts related to equity as well as a shared definition of equity.

Campus Update meetings during fall 2018 and winter 2019 focused on shared professional learning for all employees about equity, including a session in which employees discussed in groups specific quotes related to equity gaps in different aspects of higher education. The work progressed with Day

of Learning 2019, which focused entirely on equity (see [3A1L](#) for agenda), including discussion of preassigned materials and affinity group discussions based on gender and race/ethnicity.

In spring of 2019, the departure of the Executive Director of EEEOD and imminent budget reductions due to declining enrollment provided an opportunity to engage existing expertise and talent among Shoreline's faculty as well as the Vice President of Students, Equity & Success (VPSES) to shape the next phase of Shoreline's professional learning related to equity. In summer of 2019, a small team of faculty and employees, with guidance from the Inclusive Excellence Steering Committee, developed an implementation plan as well as a job description and compensation model for faculty to lead the campus' professional development related to equity. These activities were planned for winter and spring of 2020, but were curtailed by the onset of the COVID-19 pandemic (see DEI Task force report 2020 ([3A1AR](#)) for details).

The Inclusive Equity Steering Committee continued to make progress, however, building upon the work of the EEEOD and developing a set of strong recommendations for Executive Team in June of 2020 (see Inclusive Excellence Recommendations 2020 ([3A1AS](#)) for details).

Ecological Integrity Steering Committee

Strategy 3B. Develop and maintain a framework to ensure that ecological integrity guides our practices.

Shoreline has a decades-long history of championing ecological sustainability, so the first task of the steering committee (see [3A1AH for charter](#)) was gathering and building upon previous work. The Associated Student Government (ASG) played an important role in the committee, as they govern a fund generated by the Sustainable Commuter Options Fee (SCOF) for students, initiated to support alternate transportation options for students.

Following a comprehensive baseline report, the committee supported a dedicated position to coordinate sustainability efforts. The ASG and the Office of the President shared the cost of this position at a .75 FTE, and the sustainability coordinator was hired in spring of 2018. The committee also did an in-depth review of the American Association for Sustainability in Higher Education's (AASHE) Sustainability Tracking Assessment and Rating System (STARS) to identify areas that Shoreline could implement to address Strategy 3B.

At the spring 2018 Day of Learning all employees engaged in a brief survey ([3A1M](#)) to gather feedback about three essential aspects of their work: (a) training; (b) how to encourage recycling and composting; and (c) interest in different STARS categories. Results from the survey are summarized in the Day of Learning Report ([3A1E](#)). This preliminary work informed a more in-depth assessment survey conducted in winter of 2019, to inform specific practical changes to food service and parking as well as topics of interest for campus learning events (see Ecological Integrity Survey Results 2019 ([3A1N](#)) for details).

Data from this survey informed a proposal for an innovation grant, utilizing Shoreline's Board of Trustees Innovation Fund reserve, to support a faculty sustainability curriculum coordinator who would not only develop on-campus events, but also work with faculty seeking to incorporate topics of

ecological integrity within their courses or programs. These activities were slated to begin in spring of 2020 but were curtailed by remote operations due to the COVID-19 pandemic.

Student Learning Experience Coordinating Committee

Strategy 1B. Engage in comprehensive strategic enrollment management, encompassing the entire student experience, from the moment students aspire to attend college to the moment they attain their educational goals.

The Student Learning Experience Coordinating Committee (SLECC) emerged from work that had already been undertaken to further efforts related to Strategic Enrollment Management (SEM). With the adoption of the strategic plan in 2016, these efforts were consolidated into Strategy 1B and a number of individual somewhat ad hoc projects were brought together to align with the “enrollment funnel,” as in Figure 3.2.

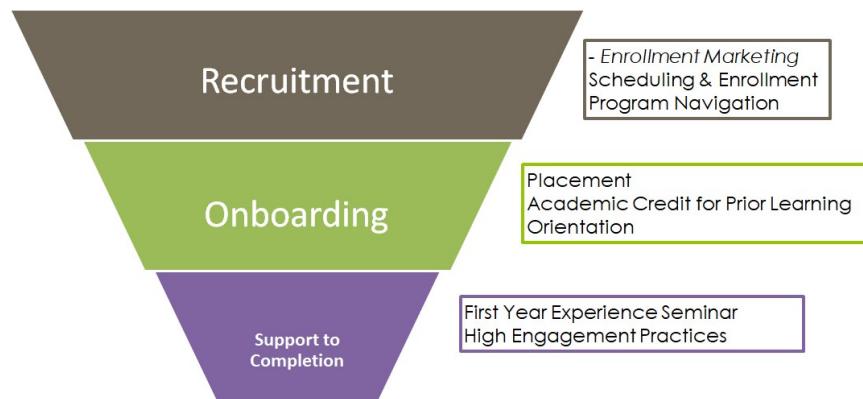


Figure 3.2. Phases of the Strategic Enrollment Management Funnel and associated work groups in the Student Learning Experience Coordinating Committee

This coordinating committee included a set of eight work groups that, as a whole, comprised a large committee. Each work group developed a two-year work plan ([3A10](#)) starting in fall of 2016, and the leads of each work group met monthly to review the workplans, identify issues to troubleshoot, and define next steps for each project. The coordinating committee as a whole served an important function to provide ongoing communication and coordination between groups, as well as communication with the broader campus community. Although the work groups met multiple times per quarter, the entire committee met only at the end of each quarter. The final meeting of the year was a poster session about progress over the year with the entire campus community invited to attend.

Below is a description of how each work group implemented their workplan, assessed the results, and was then either sunsetted or incorporated into operational work.

Enrollment & Marketing

This small workgroup originally involved leadership in student learning in collaboration with the Communications & Marketing department to identify possible targeted marketing by academic offerings. This process eventually became part of academic planning (see Standard 3: Core Theme Planning), with regular review of substantial comprehensive data to identify program offerings with

high capacity for growth and strong potential external and internal demand. Hence, this workgroup was sunsetted in spring of 2017.

Scheduling & Enrollment

The goal of this workgroup was to increase enrollment capacity and ensure adequate offerings for student pathways. The group was formed as an ad hoc work group in spring of 2016 and conducted a brief survey for prospective students (i.e., those who had applied to Shoreline but not yet enrolled). See Shoreline Scheduling Survey Fall 2016 ([3A1P](#)) for details.

The results indicated that although students preferred a typical course schedule from 9:30am – 12:30pm (40% indicated they were “definitely interested” in this schedule), the second most preferred time block was 12:30 – 3:30pm (25% indicated they were “definitely interested”). The open-ended comments also clearly indicated that students wanted to be able to create a block schedule without long breaks in the day. Hence, the Scheduling & Enrollment work group focused primarily on classes that began at 12:30pm. After reviewing data, the group noted there were inconsistencies in when courses starting at 12:30pm ended, making it difficult to build an afternoon schedule with combinations of classes on transfer pathways. Starting in winter 2017, all 12:30pm classes were converted to “block” classes, meaning students met two days per week from 12:30 – 2:50pm. The impact of this change was an overall increase in enrollment at the 12:30pm block as shown in Table 3.3 below.

Table 3.3. Total enrollments in classes with 12:30pm start time from 2016-2017 to 2017-2018

	Fall	Winter	Spring
2016-2017	1774	1683	1460
2017-2018	2035	2006	1670
% change	13%	19%	14%

Once this conversion took place, the group conducted an analysis to understand what possible class combinations could be constructed at the 12:30pm block to fulfill typical first-year transfer class combinations. The initial draft document was designed to guide students in selecting block schedules, and represented very preliminary work on potential student pathways ([3A10](#)).

In spring of 2018, the Scheduling & Enrollment workgroup was sunsetted, having completed work to meet the goal of expanding capacity at 12:30pm and furthering an understanding of offerings needed for typical first year pathways. After spring 2018, the work continued as a large group of faculty and administrators considering how to improve annual scheduling to meet students’ needs. The first meetings of this group, held in winter and spring of 2019, represented a concerted effort towards understanding the nature of the Guided Pathways framework and how Shoreline might address Guided Pathways principles.

Program Navigation

This cross-functional work group was led by Communications & Marketing with the goal of clarifying the presentation of Shoreline's academic offerings on the web site. Note that this work was also part of the Communications, Marketing, and Community Engagement (CMCE) steering committee's work.

The first step in this project was understanding what key pieces of information students need on a landing page for students to click for more information or apply. After conducting in-depth interviews with students, the Communications & Marketing department, in collaboration with an external consultant, developed a student "journey map" ([3A1R](#)), which begins with students identifying programs that fit their interests, or "Which programs at Shoreline will allow me to study in my subject area of interest?" As shown in this journey map, students ask themselves a number of questions while exploring the pages of relevant programs, including questions about career prospects, what the courses will be like, how long the program will take, how much it will cost, and how feasible the program will be in terms of scheduling and academic challenge.

For students to find the programs that fit best with their subject matter interests, it was necessary to develop a taxonomy of academic offerings to allow for consistency in presentation and, eventually, an online search tool. At that time, the college had maintained over 150 individual planning guide pdf's that contained both marketing information about each program offering as well as specific advising information about what courses to take and all requirements for the degree or certificate. Figure 3.3 provides a visual diagram of this taxonomy, developed in collaboration with an external consultant.

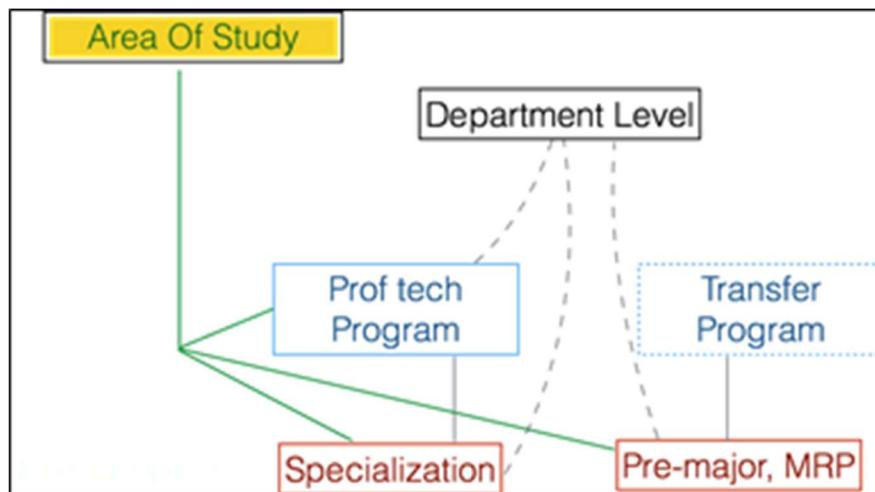


Figure 3.3. Taxonomy of program offerings as presented on [shoreline.edu](#) as of 2018

From fall 2016 through fall 2018, this group worked collaboratively to engage faculty and staff in understanding the taxonomy and the implications for this significant change to the web site. Each program option would have its own page, with program pages for the degree programs associated with those options (see Program Navigation Taxonomy Definitions 2018 ([3A1S](#)) for details).

Department pages provide an organizational landing page including all faculty, courses, and facilities. For example, the Music Technology program includes multiple degree & certificate options, such as the [Audio Engineering Production degree](#), the [Electronic Music Production degree](#), and the

[Foundations of Electronic Music certificate](#); and the program as a whole is part of the music department. Each program option page was designed to include the essential information identified in the journey map.

In order to maintain detailed information within the planning guides about required and recommended courses, Shoreline also launched an online catalog, so that detailed information about individual program options not included in the web pages could still be readily accessible to students. Funded through a Shoreline innovation grant, the online catalog was launched in summer of 2018. In February of 2019, the new program options, program, and department web pages and architecture of the web site were launched along with a [filtered search](#) to support prospective students in finding the programs they need.

The impact of this work was revealed in overall web site activity. From May to December 2018, the average time spent on the website during each user visit was 1.5 seconds, and the percent of visits resulting in a “bounce” (i.e., leaving the site after visiting one page) was 40.8%. During the same period of time in 2019, after the program navigation redesign, the average time spent increased to 3.3 seconds per user visit and the bounce rate decreased to 33.8%.

The work to refine these web pages and the catalog content continues as operational work and aligns with the Guided Pathways framework. A cross-functional team of faculty and staff worked together in spring 2020 to identify content that overlaps between the catalog planning guides and the program option pages, and both were adjusted to minimize redundancies.

Placement

Identifying the right level of placement in math and English is a critical step in students’ pathway to enrollment and success and, as part of Strategy 1B, Shoreline has strived to ensure students have accurate, clear, and equitable ways to find and succeed in their first classes in English and math.

Shoreline had used the COMPAS placement exam for both math and English through fall of 2016 when the exam became no longer available. At that time, Shoreline faculty in math and English made recommendations for implementing multiple measures assessment for both math and English, ALEKS for math, and Directed Self-Placement for English. These preferred placement methods required a two-year implementation timeline, so Shoreline adopted Accuplacer for math and English temporarily from fall 2016 through fall 2018, with a group of faculty, staff and administrators working deliberately and collaboratively to implement the faculty’s original recommendations.

The most immediate change was to gather existing Shoreline practices of placement by multiple measures, including high school transcript crosswalks, national standardized test scores (e.g., ACT, SAT), and the state-wide “Smarter Balanced” assessment, into a [cohesive web site](#) that students, staff, and advisors could use to explore all sources of information about the appropriate level of math and English for them.

The project work was further supported by an SBCTC project called “Placement 360,” including an intensive, facilitated planning session for teams at a retreat in summer of 2017. During this time together, the Shoreline team developed a workplan ([3A1T](#)) that guided the implementation. Both ALEKS for math and [Directed Self-Placement for English](#) were fully implemented by spring 2018. In

addition, the plan included the development of a process for tracking placement method in the existing student data system, which facilitated assessment.

Both the English and math departments continued to innovate in placement. In spring 2018, the English department approved a plan to accept students into college-level English if they had an overall high school GPA of 2.5 or above within the last 10 years. The math department moved toward a co-requisite model for math, described in detail under Standard 4B.

Below is a summary of placement data analysis conducted to inform the progress of this project. Both the math and English departments have discussed this information, and the data will be revisited in winter of 2021 so as to continue to refine the placement process.

Table 3.4. Percent of first-time math and English students placed by each method

Department	Placement Method	2016	2017	2018	2019
English	Accuplacer	5%	25%	3%	-
	Compass	33%	3%	1%	-
	Directed Self-Placement	-	0%	16%	20%
	High School Transcript/Test Scores	2%	6%	16%	38%
	Instructional Faculty	3%	1%	5%	6%
	Override (Instructor Permission)	47%	53%	51%	28%
Math	Accuplacer	14%	55%	10%	2%
	ALEKS	-	2%	39%	45%
	Compass	50%	7%	2%	1%
	High School Transcript/Test Scores	-	1%	13%	17%
	Instructional Faculty	-	-	7%	11%
	Override (Instructor Permission)	29%	28%	23%	20%

Table 3.5. Pass rates (2.0 or higher GPA) for first-time math and English students placed by each method

Department	Placement Method	2016	2017	2018	2019
English	Accuplacer	64%	78%	63%	-
	Compass	75%	82%	-	-
	Directed Self-Placement	-	-	70%	69%

	High School Transcript/Test Scores	64%	78%	74%	77%
	Instructional Faculty	76%	79%	66%	74%
	Override (Instructor Permission)	51%	58%	58%	45%
Math	Accuplacer	66%	70%	61%	57%
	ALEKS	-	79%	79%	83%
	Compass	68%	67%	55%	-
	High School Transcript/Test Scores	-	61%	55%	62%
	Instructional Faculty	-	-	53%	58%
	Override (Instructor Permission)	68%	63%	65%	68%

In both math and English, students are increasingly using multiple new placement pathways, including Directed Self-Placement, ALEKS, and placement according to High School Transcript. Students placed by the newly adopted ALEKS math assessment have higher overall pass rates than those previously placed by Compass or Accuplacer.

Work continues within the cross-functional placement team to ensure that placement is not a barrier for students as they seek to enroll and succeed. Placement work is also essential to Shoreline's Guided Pathways work, which will continue in the 2020-2021 academic year. Students' level of English and math placement will be translated into first-year pathways based on students' subject-matter and career interests.

Academic Credit for Prior Learning (ACPL)

In 2014, a cross-functional team including faculty from relevant departments, advising, enrollment services, and student learning began working on developing a more robust policy around Academic Credit for Prior Learning (ACPL). Building on guidance from the State Board for Community and Technical Colleges (SBCTC) as well as the Washington State Achievement Council (WSAC), this team combined four separate policies related to different types of credit for prior learning into one policy ([Policy 5164](#)) and extensive [associated procedures](#).

These procedures clarified four types of academic credit for prior learning:

- 1) credit by testing (e.g., credit from AP/IB);
- 2) extra-institutional learning (i.e., crosswalks from recognized industry training);
- 3) course challenge (i.e., faculty developing tests by which students can earn credit by passing); and
- 4) prior learning assessment (i.e., review of a portfolio based on work experience)

The policy and procedures were approved by Shoreline's Board of Trustees in winter of 2017. Table 3.6 provides an overview of the number of credits awarded by prior learning by year from 2015-2016 through the present.

Table 3.6. Academic credits for prior learning as reported to the Washington Student Achievement Council (WSAC) by number of distinct students and total credits per year.

ACPL Category	2018-2019*		2017-2018		2016-2017		2015-2016	
	Students	Credits	Students	Credits	Students	Credits	Students	Credits
Testing	0	0	44	425	47	495	33	280
Prior Experiential Learning	3	16	1	10	4	40	3	23
Extra-institutional Learning	3	51	14	184	9	105	11	113.5
Course Challenges	0	0	1	5	0	0	1	5

*As of Fall 2019, International Baccalaureate (IB) and Advanced Placement (AP) are no longer considered ACPL (they are now Dual Credit).

This group continues to meet regularly to identify additional ways to increase students' opportunities to earn academic credit by prior learning.

Orientation

The goal of this work group was to bring consistency to all students' orientation. Prior to 2015, international students received a multi-day orientation, while domestic students only had access to a brief, online orientation experience.

Starting in 2016, a cross-functional team guided the development of a revised in-person orientation for all domestic students. The updated New Student Orientation (NSO) was launched in fall of 2016, and continued to be refined, with the following specific learning objectives and outcomes identified leading up to the fall 2017 orientation:

Objective 1: Relevant faculty & staff will explain class scheduling, registration processes, and payment options.

- *Outcome 1 – students will be able to access their quarter schedule*
- *Outcome 2 – students will be able to identify when current students can register for each quarter*
- *Outcome 3 – students can identify at least one payment option*

Objective 2: Students will be informed about technology resources used to conduct institutional business and scholarly work including information about student information systems, library resources, electronic databases, email, and online course software.

- *Outcome 1 - Students will be able to list at least 2 ways technology can be used to navigate Shoreline Community College.*
- *Outcome 2 Students will be able to use various forms of technology (canvas, email, etc.) to communicate with faculty, staff and students.*

Objective 3: Students, as well as their parents/guardians and families, will be informed about the availability of institutional services and programs, including information about personal health, disability resources, safety, and security.

- *Outcome 1 – Students will identify 3-5 campus resources/services they learned*
- *Outcome 2 – Students will be able to explain the steps to get your student ID*
- *Outcome 3 – Students will identify one person or place that can connect them to campus resources.*

To achieve these objectives, the format of New Student Orientation was changed to include additional hand-on and interactive experiences, including greetings from both the President and the Vice President of Student Equity and Success, an introduction to Safety & Security and Student Life staff, a panel presentation on the student experience, breakout sessions (topics include ways to pay for college, Academic Advising, Library/Tutoring , and online services like Canvas and email), and a resource fair with several campus offices (Multicultural Center, Athletics/Wellness, Foundation, etc.). See the winter 2020 NSO Schedule ([3A1AF](#)) for details.

Sample of Orientation Hand-outs:

- 5 Ways to Pay for College ([3A1AB](#))
- Benefits Hub Flyer ([3A1AC](#))
- Tutoring Services General Info Form 2020 ([3A1AD](#))
- NSO Tips ([3A1AE](#))

Another innovation implemented as part of this work group was to have overlapping activities with International Student Orientation Program (ISOP). ISOP is an extensive onboarding experience for international students introducing them not only to Shoreline, but to cultural and logistical aspects of being a college student in the United States. Prior to fall of 2016, there had been no overlap between general student orientation and ISOP; in the new format, an introduction and welcome session was developed for all students.

In addition, in fall 2016, an evening iteration of orientation was offered for the first time in an effort to include students who might not be able to attend daytime session due to work and/or family obligations.

Below is a brief summary of attendance data from 2016 through 2020 based on time-of-day the sessions were held.

Table 3.7. Number of NSO attendees winter 2016 through winter 2020, by time

		2016-2017**	2018-2019	2019-2020
Fall	Daytime	131	300	145
	Evening	159	100	155
TOTAL		290	400	300
Winter	Daytime	83	40	79
	Evening	46	38	32
TOTAL		129	78	111

		2016-2017**	2018-2019	2019-2020
Spring	Daytime	30	42	**
	Evening	28	34	**
	TOTAL	58	76	**
TOTAL	Daytime	244	382	224
	Evening	233	172	187
	TOTAL	477	554	411**

** Data unavailable for 2017-2018 and spring 2020

First-Year Experience Seminar

Prior to implementing strategic work on the First-Year Experience, Shoreline had been offering a college success seminar, Human Development 101: College Orientation and Success, since 1999.

In Fall of 2015, Shoreline introduced Get-in-Gear, which provides cohorts of students with a combined set of first-quarter classes including introductory English, a college-level content course and a study skills support course. The intent of this integrated learning was to support students in acquiring and applying essential college success skills while taking their first college-level courses. In 2015-2016, 182 students took part in Get-in-Gear over six sections. A preliminary evaluation of Get-in-Gear had inconclusive results ([3A1U](#)), as it was difficult to identify an appropriate matched cohort to understand the impact on students.

The First Year Experience (FYE) SLECC work group built upon the GIGs, as well as the work of a small team that attended the AVID for Higher Education (AHE) institute in summer of 2016. In 2016-2017, the FYE work group, which included faculty who had taught GIG and HUMDV 101, developed a set of common learning outcomes for a first-year experience seminar, which could apply to all iterations and variations.

1. Identify how, when, and where to get help or advice using college resources and policies
2. Identify, develop, and apply effective self-management strategies such as self-reflection, motivation, organization, time management, and self-care. Assess effectiveness of self-management strategies in relation to college success
3. Identify and practice college success strategies related to preparing for class, meeting course requirements, study strategies, and diversity & multicultural understanding
4. Construct (or revise) an Educational Portfolio using personal and career goals and college resources needed to execute the plan

In spring and fall of 2017, Shoreline piloted three models of a First Year Experience seminar:

- a) The standalone Human Development class, revised to address the common learning outcomes;

- b) The study skills support incorporated into Get in Gear, revised to address the common learning outcomes; and
- c) An introductory subject-matter class (Engineering 100), in which the common learning outcomes were embedded into the course

The assessment of these efforts involved a pre- and post-survey addressing each of the learning outcomes, with students self-reporting their own skill levels. Results from a brief assessment ([3A1V](#)) indicated the greatest gains in Learning Outcome 4 in the sections held in fall quarter, as shown in Figure 3.4. Additional items did not show similarly large pre- to post- increases.

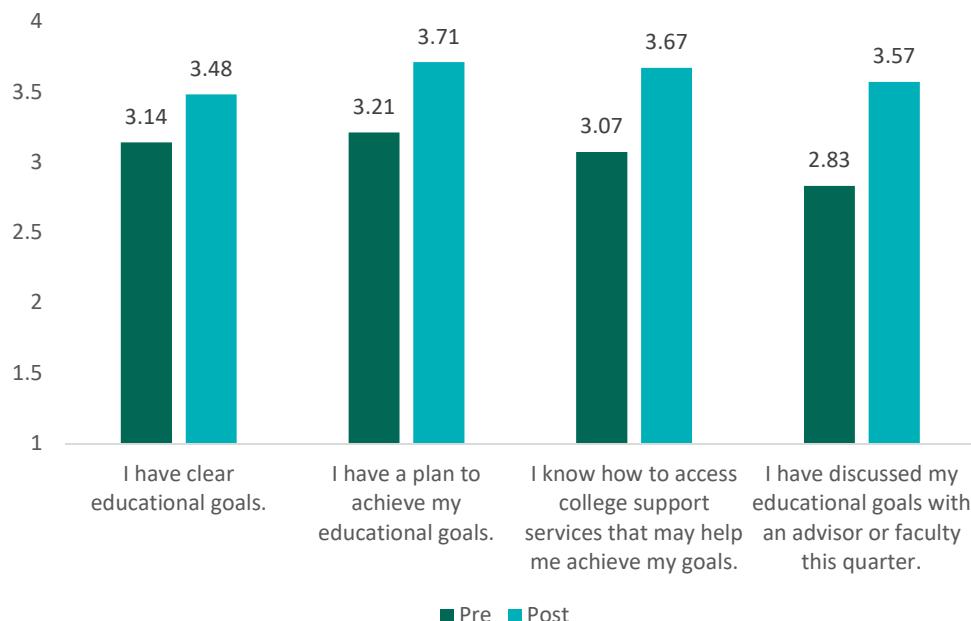


Figure 3.4. Pre- and post-ratings on items related to FYES Outcome #4 on a scale of 1–Strongly disagree to 4 – Strongly agree

In moving to scale up the efforts of this group, the Associate Dean of Teaching, Learning and Assessment developed a First Year Experience Institute, inviting faculty to embed college success skills into their introductory classes, utilizing the third model. The Institute was offered in spring 2018 (8 participants) and again in fall 2018 (5 participants). Faculty from a variety of disciplines examined the four outcomes above and explored specific ways they could be incorporated into their courses. Each participant was encouraged to implement at least one change to their teaching practices in service of these outcomes. Faculty were offered a stipend for completing the institute, and another for implementing changes, collecting student data, and sharing their knowledge with colleagues.

During the seminar, faculty indicated that including all four FYE learning outcomes in a substantive way was overly ambitious, so the plan to scale the embedded model was changed. Instead, professional development efforts shifted to focus on smaller pedagogical changes that most faculty could adopt, as well as individual student tasks faculty could introduce into their course.

Faculty who already incorporated college success content into their introductory courses continue to do so, and Shoreline continues to offer Human Development 101 (1 – 2 sections per quarter) as well at Get-in-Gear (3 – 5 sections per year).

High-Engagement Practices

This work group addressed Strategy 2D: *Invest in high-impact teaching practices for student learning*. The work group began by building on what a small team had learned at the [AVID for Higher Education \(AHE\) Summer Institute in summer 2016](#). During the first year of the strategic plan, this group provided guidance for how Shoreline would engage with AVID for Higher Education (AHE) to provide ongoing professional learning for faculty. After several in-person visits from an AHE coach, this work culminated in a conference-style event at Shoreline in April of 2017. Over the course of 2016-2017, over 50 faculty participated in at least one workshop related to high engagement practices.

Recognizing the need for additional ongoing work to implement Strategy 2D, the Executive Team approved an Abbreviated Strategic Action Plan (aSAP) to fund a new position: the Associate Dean for Teaching and Learning. At this point, the high-engagement practices SLECC work group was sunsetted and incorporated into operational work of the Office of Student Learning (then the Office of Student Learning and Success) - see the section on “operational teams” below for details.

Opportunity Gap

Building on work on equity from the Day of Learning in 2018, this work group was charged with continuing to understand data related to student success, including exploration of additional potential factors related to opportunity gaps. The work of this group was incorporated into the Inclusive Excellence Recommendations 2020 ([3A1AQ](#)) provided to Executive Team, and closing the opportunity gap is an essential part of the state’s Guided Pathways efforts, as described below.

Transition to Guided Pathways

In spring of 2018, Shoreline initiated conversations about Guided Pathways. By that time, the State Board for Community and Technical Colleges (SBCTC) had adopted [Guided Pathways](#) as a framework for understanding how to transform community college education with an eye towards equity. The work of SLECC translated into the work of Guided Pathways as follows; much of the SLECC work carried forward within ongoing operational teams, with a re-visioning of this type of work incorporated into the Guided Pathways framework and workplan.

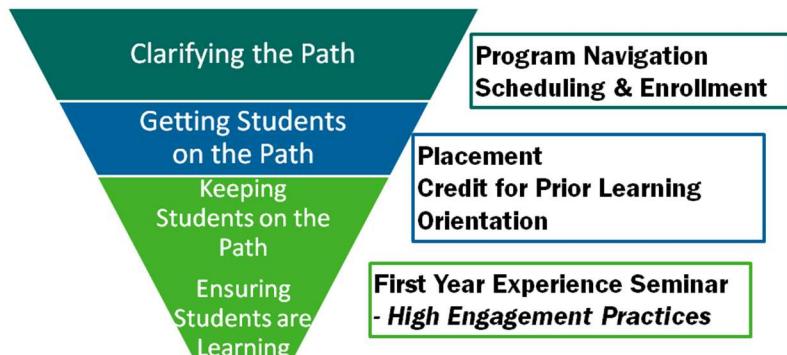


Figure 3.5. Alignment of SLECC work with Guided Pathways Principles

As shown in Figure 3.5 above, there is a strong correspondence between the work for SLECC and the principles of Guided Pathways. This alignment is further evidenced by the self-assessments Shoreline conducted in spring of 2018 ([3A1W](#)) and fall of 2019 ([3A1X](#)) as part of SBCTC's participation in a study of Washington state's transition to Guided Pathways, conducted by the [Community College Research Center](#).

Washington state's transition to the Guided Pathways is grounded in equity. Research indicates clarifying pathways for students and supporting them in the ways described in the four principles included in Figure 3.5 above are effective methods in closing equity gaps. Hence, the efforts described by the Opportunity Gap work group as well as some of the recommendations from the Inclusive Excellence Steering Committee will be incorporated into these systematic efforts.

In July of 2019, the Washington state legislature allocated funds to SBCTC to support Guided Pathways for the following biennium, and to ensure all colleges could be supported in making systematic changes. For colleges that were just beginning Guided Pathways work, such as Shoreline, the first year was intended to support collaborative planning, with additional, increased funding to be provided in the second year for implementation of the plan. A cross-functional group of faculty and administrators worked during the 2019-2020 year to develop a comprehensive workplan ([3A1Y](#)), which includes support for faculty (i.e., stipends and release time) to conduct this work.

Additional Strategies implemented by Operational Teams

As shown in Table 3.1 above, there were several strategies addressed by existing operational teams, as described below.

Strategy 1D: Create physical spaces and employ technologies that enhance student learning.

Shoreline had engaged in comprehensive planning related to classroom spaces based on a complete review or "audit" of classroom spaces as well as a survey conducted by the Faculty Senate Council for faculty to provide feedback about classrooms. These reviews focused not only on the physical condition of the room but the extent to which the physical equipment and layout of the room facilitated high engagement learning. See Standard 2.G for additional details about this plan.

Strategy 2A. Engage in an ongoing, data-informed cycle of academic program review that allows for agile changes in program offerings with a focused, creative mindset.

Shoreline's Student Learning Leadership team (at the time of the adoption of the strategic plan, this team, referred to as "Dean Team," included representation from both Student Learning and Students, Equity & Success), was responsible for managing implementation of these strategies.

To address strategy 2A, this team facilitated external program review for professional-technical programs as well as comprehensive academic planning which involved review of all academic departments and programs. Additional details about these activities can be found in Standard 3.B (Academic Planning) and Standard 4.A (Assessment).

Strategy 2C. Invest in professional learning for faculty and staff to support continuous improvement and implementation of this strategic plan.

Since February 2018 the Associate Dean of Teaching, Learning, and Assessment (AD TLA) has supported the professional learning of faculty and staff, complementing existing efforts by eLearning. The AD TLA has had a leadership role in planning Day of Learning and Opening Week, and offered workshops and hosted discussion groups to support faculty in applying inclusive teaching practices, and assessment of student learning. The eLearning Services Department has offered workshops on educational technology and accessibility. More information on the opportunities offered by the AD TLA can be found related to Strategy 2D.

Day of Learning

This has been an annual even since spring of 2018. The campus closes services so that all full-time employees (including faculty) can engage in collective professional learning. The 2018 event focused on Inclusive Excellence, Disciplined Excellence, and Ecological Integrity ([3A1Z](#)), and the 2019 event focused on power, privilege, and understanding our community ([3A1L](#)). The 2020 event was cancelled due to COVID-19. Over 300 employees participated in the 2018 and 2019 events, with feedback collected to inform subsequent planning ([3A1E](#)).

Opening Week

Each September starting in Fall of 2016, the first four days of faculty contracted days have included opportunities for all employees to participate in a variety of workshops on topics ranging from understanding equity to developing accessible materials, as shown in the following documents

- Opening Week Schedule 2016 ([3A1AI](#)), Concurrent Sessions ([3A1AJ](#))
- Opening Week Schedule 2017 ([3A1AK](#)), Concurrent Sessions ([3A1AL](#))
- Opening Week Schedule 2018 ([3A1AM](#)), Concurrent Sessions ([3A1AN](#))
- Opening Week Schedule 2019 ([3A1AO](#)), Concurrent Sessions ([3A1AP](#))]

Administrative Team Learning

During the 2019-20 academic year, the AD TLA coordinated professional learning opportunities specifically for the Administrators (n ~ 60) and for a smaller group of Classified Staff with supervisory responsibilities (n ~15). These workshops primarily served the Strategic Goal of Disciplined Excellence and included the following topics: Introduction to Change Management, Introduction to Project Management, and tutorials on software applications.

Strategy 2D. Invest in high-impact teaching practices for student learning.

As mentioned above, Strategy 2D was addressed through an aSAP to hire the Associate Dean of Teaching, Learning, and Assessment (AD TLA) who has supported the professional learning of faculty and staff, complementing existing efforts by eLearning. The AD TLA has had a leadership role in planning Day of Learning and Opening Week. In addition, the AD TLA has offered workshops and hosted discussion groups to support faculty in applying inclusive teaching practices, and assessment of student learning.

Workshops

A variety of workshops have been offered to faculty. Titles included the following: Backward Course Design (which included discussion of outcomes assessment), Designing Transparent Assignments,

Connecting with Students, Inclusive Teaching Practices, Faculty Peer Observation, Helping Students How-To-College, Designing Small Group Work, Introduction to Learning Theories, and Introduction to Psychosocial Factors that Affect Learning. The Associate Dean has also coordinated workshops led by other employees, (e.g., Understanding International Students) and advertised workshops offered by other institutions.

Faculty Learning Communities (FLC)

Two different FLCs have been offered in the last two years. One focused on implementing supportive strategies in first-year courses and 11 faculty participated split across two sessions. The second FLC focused on inclusive pedagogy; 12 faculty participated.

Mandatory 10-hours Training

During 2017-18 and 2018-19, all faculty were required by the CBA between the College and SCCFT to complete 10 hours of training per year. The training requirements were set by the college and included topics such as FERPA and Title IX, but also accessibility, high-engagement practices, and diversity and inclusion. The AD TLA, in collaboration with the office of Student Learning, was instrumental in managing communication about this requirement, ensuring diverse opportunities for completion, as well as reporting and tracking. In 2017-2018, 89% participated in at least one training on high engagement and 97% participated in such a training in 2018-2019.

Faculty onboarding

From 2018 – 2020, the AD TLA implemented a multi-pronged approach to faculty onboarding, complementing the efforts already in place with Deans and their division assistants. The AD TLA organized and led in-person campus orientation for new faculty, collaborated with leaders from the 5-Star College Consortium (five Washington community colleges located close together who collaborate and share resources) to offer a quarterly mini-institute on inclusive teaching practices (specifically for new Associate Faculty), and welcomed all new hires with a comprehensive informational email.

Online resources

An online Faculty Handbook was launched in fall 2019, and all faculty are automatically provided access. An opt-in teaching and learning resource site was also launched in fall 2019.

Strategy 2F. Develop and support innovation that serves our students and communities.

The Strategic Planning and Budget Council (see ([2A1CI](#)) for charter) manages and reviews proposals for Shoreline's innovation grants. [Innovation grants](#) are funded by a portion of the Board of Trustees' reserves dedicated to funding innovative projects that demonstrate a level of innovation as well as an overall benefit to the College. Feedback from SPBC is forwarded to Executive Team who renders a final recommendation to the Board of Trustees about funding.

These grants have been awarded regularly since spring of 2014; in spring of 2019, due to anticipated budget reductions, innovation grants were available on a limited basis, and applications were not accepted in 2019-20 as Shoreline implemented budget reductions.

Strategy 3E. Pursue and obtain sufficient resources to fulfill the College's mission, and allocate those resources effectively in order to ensure economic viability in the implementation of this strategic plan.

The Strategic Planning and Budget Council implemented this strategy primarily through its regular review of Abbreviated Strategic Action Plans (aSAPs), as described in Standard 3.A.4.

STANDARD 3.A.2

The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The broad-based nature of the strategic plan and opportunities for input can be seen in (a) the development of the strategic plan; (b) the role and composition of the steering committees; and (c) the all-employee Day of Learning event in 2018 designed to gather feedback about the work of the steering committees to date.

The process of developing the 2016-21 strategic plan was highly participatory. Starting in January of 2015, a strategic planning task force was formed, with 16 representatives including faculty, administrative, classified staff, and students. Working collaboratively with an external consultant, 151 employees participated in in-person SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis; an online version was also made available, with 131 responses.

The strategic planning task force reviewed responses to these exercises as well as an extensive internal and external scan of data (see Standard 3.A.3 below). These analyses were then shared with work groups who further discussed potential goals and strategies according to different themes: (1) Academics, Students, Scheduling, and Facilities; (2) Marketing & Communication; (3) People, Place, and Purpose; and (4) Triple Bottom Line.

Notes from workgroup meetings, results of the SWOT analyses, and the internal and external environmental scan data were incorporated into a first draft of goals and strategies for the 2016-2021 strategic plan, which was presented to all employees during the 2015 convocation ([3A2A](#)). Small groups discussed the draft, using several guiding questions:

1. What do you like best about these goals?
2. If you could change one thing about these goals, what would it be?
3. Which goal is most important to your group?
4. Is anything missing from these goals?

Results from the discussions were incorporated into a revised draft which was then discussed several times in the strategic planning task force. The Executive Team, working with the external consultant, developed a pre-final draft of the plan, with one more round of feedback from the strategic planning task force before the final version was presented, along with the steering committee structure, at a campus update meeting in June of 2016 (see Appendix B). All told, it is estimated that over 300 individuals provided feedback on the strategic plan, many at multiple timepoints, such that the plan was "touched" by the community at large approximately 1,000 times.

The steering committees themselves have been broad-based in representing all constituencies on campus: faculty, classified staff, administrative-exempt staff, and students. Committee activities offer opportunities for input from these groups. Membership in steering committees was open to anyone, and individuals could apply online to be part of any of the steering committees. Table 3.8 summarizes membership in Shoreline's five steering committees in the committee's most recent active year (2018-2019 or 2019-2020).

Table 3.8. Summary of membership of strategic planning steering committees

	Classified Staff	Faculty	Students	Administrative-Exempt
Communications, Marketing, and Community Engagement	3	2	1	10
Disciplined Excellence	3	2	2	8
Ecological Integrity	2	8	2	2
Inclusive Excellence	1	5	1	7
Learning Outcomes Assessment	0	9	1	4

During the 2018 Day of Learning, members of three strategic planning steering committees (Disciplined Excellence, Ecological Integrity, and Inclusive Excellence) led small group, high engagement activities for all Shoreline employees to provide input and insight into work of the committees. A total of 356 employees participated and provided comments, which were summarized in a report made available to the steering committees and to all employees who participated ([3A1E](#)). As described above, this input was incorporated into the recommendations and actions of these committees.

STANDARD 3.A.3

The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

During the development of Shoreline's strategic plan from January – October of 2015, the strategic planning task force reviewed an environmental scan of both internal and external data.

Environmental Scan: Institutional Data

Because planning occurred during the 2014-2015 academic year, institutional data was reported over the prior three-year period: 2011-2012 through 2013-2014.

- Overall student demographics
- Enrollment over time, disaggregated by funding source and demographics
- Fall-to-fall retention, disaggregated by different student populations
- Report on specific student success metrics

- Analysis of course waitlists
- Summary of [Student Achievement Initiative](#) data for Shoreline
- Annual reports from the State Board for Community and Technical Colleges
- IPEDS data from Shoreline
- Data Linked Outcomes Assessment (employment data from students who left or completed, provided by SBCTC on an annual basis)

Environmental Scan: External Data

The focus for external data was understanding the labor market, trends in local K-12 education, and planning and forecasting local government. Most of the data reviewed were a snapshot of 2013-2014.

- Labor Market reports for King and Snohomish Counties
- Workforce Advisor Council summary (February 2015)
- Employer Demand Reports (Top 25 Occupations & Top 25 employers by county)
- Puget Sound Regional Forecast (2015)
- Additional data about the hyper-local region (4 proximate zip codes), King County, and Snohomish County pulled using economic modeling tool [Emsi](#), including industry overview, staffing patterns, and highest ranked occupations

The strategic planning task force developed a summary of their analyses ([3A3A](#)) questions based on these data sources, which were incorporated into the initial strategic plan.

As mentioned above, there was a great deal of input from campus constituencies in the development of the strategic plan. Several committees (Ecological Integrity, Communications, Marketing, and Community Engagement) conducted additional internal surveys to guide their work.

Evaluating Mission Fulfillment

The revised core theme indicators align well with the original data used in the environmental scan. As demonstrated in the A3-X alignment document (Appendix D), each strategy contributes to the core theme indicators to varying degrees (see Figure 3.6, excerpted from the A3-X).

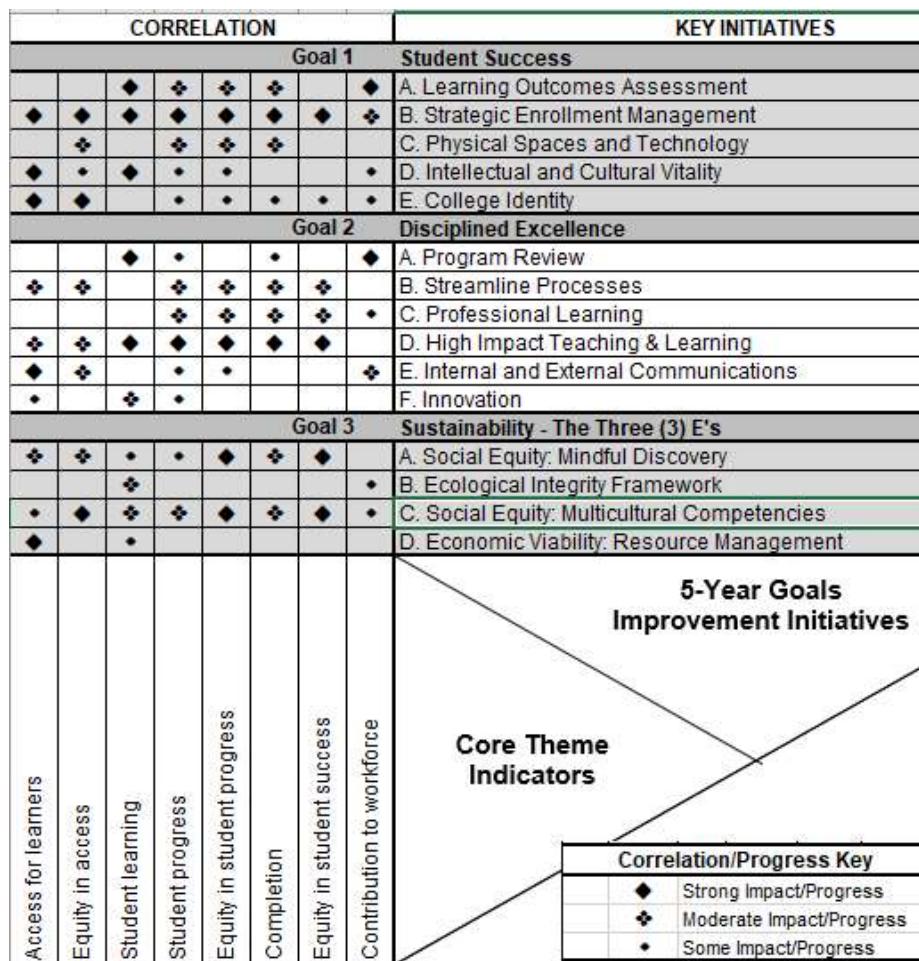


Figure 3.6. Excerpt from A3-X demonstrating the alignment between 2016-2021 strategies and the core theme indicators

STANDARD 3.A.4

The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

As demonstrated above, the strategic plan has guided the application of institutional capacity in many ways, with time invested not only in developing workplans for initiatives but also in providing opportunities for the work to be guided by college constituencies.

In 2013, Shoreline implemented a process for college constituencies to lend insight into the extent to which proposed resource allocation addresses the strategic plan. Below is a description of the aSAP process as it was implemented in spring of 2017 for proposals for the 2017-2018 fiscal year.

Step 1, Proposal: The process begins with a proposal from a department or division for additional resources to be invested in a project, tools, and/or personnel. This proposal includes the following components:

- [Proposal Objective/Summary & Rationale](#)

- [Action Steps & Timeline](#)
- [Alignment to Strategic Plan and evaluation plan](#)
- [Budget](#)

Step 2, SPBC questions: The Strategic Planning & Budget Council completes a first review of proposals within four representative sub-groups (one member from each constituency), with each group reviewing one-fourth of the proposals and asking the proposers follow-up questions.

Step 3, Responses to questions: Proposers have one week to respond to questions using the online system.

Step 4, SPBC review: The sub-groups reviewed the original one-fourth of proposals as well as another one-fourth of proposals, such that each proposal was reviewed by two groups within SPBC.

Step 4a, Internal review by divisions: Typically, over 75% of proposals came from either the Student Learning or Students, Equity & Success divisions, so the combined leadership team (then referred to as “Dean Team”) reviewed all of these proposals, providing ratings, strengths, and weaknesses. They complete these ratings “blind” to the comments of SPBC.

Step 5, Review by Executive Team and recommendations: As part of building the budget for the coming year, the Executive Team synthesized the reviews and comments from SPBC and divisions to develop final recommendations for allocating resources and budget for the proposed projects. Each aSAP is either “approved,” “approved with modifications,” or “not approved.” These recommendations are incorporated into the recommended budget for the following fiscal year.

Step 6, Review by Board of Trustees as part of the budget process.

Step 7, Notification to proposers: Once the final budget is approved, the Executive Team notifies the proposers and individual departments and divisions work with the budget office to establish a budget to begin their new work.

Table 3.9 below includes the total number of proposals request and approved by year. Appendix E includes a complete list of all aSAPs submitted, the total amount requested, and the resulting decision.

Table 3.9. Total number aSAPs submitted each year, by decision category

Row Labels	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Approved	8	14	30	7	3	1
Approved to use existing funds	2	6	7			
Approved with modifications/conditions	15	10		17	2	3
Not Approved	7	18	15	7	14	3
TOTAL PROPOSALS	32	48	52	31	19	7

The aSAP process itself has evolved, starting with providing a more standardized template and [guidance](#) for proposers in 2014. In 2015, the process was revised further to include time for the Strategic Planning and Budget Council to ask proposers questions and the proposers to respond. More significantly, the proposal system was moved online using an in-house database system, with the proposals, SPBC's questions, the proposers' responses, and SPBC's final review all capturing in the online system. Additional refinements came in 2016 and 2017, most notably the incorporation of the new strategic plan for assessing alignment.

Allocation of financial and human resources were guided by the strategic plan in other ways, as demonstrated in the planning overview graphic at the beginning of this section. First, recommendations from the steering committee guided activities and investment of capacity without going through the aSAP process. For example, based on recommendations from the Communications, Marketing, and Community Engagement Steering Committee, the Communications & Marketing department invested time and resources into redesigning the format of “Day-at-a-Glance,” an internal communication tool.

Additional actions were implemented directly by the Executive Team in rare circumstances, but guided by the strategic plan and informed by data. One key example was the addition of two positions in the Communications & Marketing department to manage the “top of the funnel” in strategic enrollment management by implementing a Customer Relations Management (CRM) tool. These were implemented as emergent needs based on multiple years of declining domestic enrollment and were informed by a comprehensive review of data by an external consultant.

STANDARD 3.A.5

The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

In accordance with state regulations ([WAC 11830-060](#)), Shoreline has an [Emergency Management Response Plan](#) that guides the College’s action in responses in response to minor and major emergencies, as well as catastrophic events (referred to as “disasters” in the plan). The plan provides for four phases of preparation: (1) Mitigation; (2) Preparation; (3) Response; and (4) Recovery.

There are a number of Shoreline policies and procedures that guide mitigation and preparation including:

- [Policy 4010, Suspended Operations](#) and [associated procedures](#)
- [Policy 4600, Teleworking](#) and [associated procedures](#)
- Shoreline Board of Trustees Policy Manual, Section 100.E50: College Debt
 - Stipulates the maintenance of a general fund balance reserve to provide for “such items as adequate cash flow, **emergencies**, budget contingencies, multi-year planning, revenue shortfalls, unplanned but necessary expenditures, or operating changes that occur outside of the planned annual budget.”

When there is anticipated disruption to operation, Shoreline engages the Federal Emergency Management Agency's Incident Command System (ICS) during response and recovery. Staff from Shoreline's Safety and Security Team as well the College's Executive Team and administrative leadership engage in regular ICS training.

Shoreline has infrastructure in place for responding to emergencies, such as RAVE, which can send simultaneous messages via email, land-line phones, and text. The College maintains pre-written template messages prepared for a variety of situations, which can be implemented through RAVE at a moment's notice.

3.B: Core Theme Planning

Because Shoreline has recently adopted new core themes, core theme planning (Standard 3B), assessment (Standard 4A), and improvement (Standard 4B) span across both previous and current core themes. Hence, this report will address each standard in turn, with examples from each current core theme. Reading through each standard using the headings for each core theme should provide a narrative based on each core theme as indicated in the report guidelines.

STANDARD 3.B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

As depicted in the Planning and Assessment Overview, Shoreline's transition to new Core Themes in 2019 also led to reframing of planning practices and more clear distinctions between strategic planning, as described in Standard 3A, and planning for core themes.

aSAPs

Until that time, planning for core themes occurred in parallel with strategic planning; when departments submitted Abbreviated Strategic Action Plans (aSAPs), they could indicate not only which components of the strategic plan their applications addressed but also which core theme objective (from the previous set of core themes) the project addressed (see Figure 3.7 below).

aSAP Information		Alignment & Evaluation	Budget Worksheets	Review	Progress
Read Alignment & Evaluation Instructions					
What Core Themes Does Your Plan Support? (See Strategic Plan)					
Supported Themes		Action			
Educational Attainment – Student Success		Change Remove			
Program Excellence		Change Remove			
Select one...		Save			
What Strategic Initiatives/Goals Does Your Plan Support? (See Strategic Plan)					
Supported Initiatives/Goals		Action			
2. Leverage Community - 2.1. Close skills gap		Change Remove			
Select one...		Save			

Figure 3.7. Screen shot from the 2016-2017 online aSAP application showing options for alignment

Several key examples of plans related to the *current* core themes emerged before their adoption in the form of aSAPs.

Enrollment Management & Scheduling

Shoreline has monitored enrollment for decades, with increased levels of sophistication in reporting to support and assess ongoing enrollment management efforts. Most notably, the College engages in ongoing warehousing of day-to-day enrollment during the registration period to allow for just-in-time adjustment to enrollment management. As of the writing of this report, Shoreline is using reporting for fall 2020 compared to fall 2019 ([3B10](#)), which reveals the impact of COVID-19 on enrollment for fall. This report is automatically generated daily based on a query developed by the Office of Institutional Assessment and Data Management. The format and definitions of this report have been continually refined since 2015 when it was first developed; before that time the report was generated manually from multiple existing reports.

In addition to just-in-time adjustments, ongoing enrollment reporting comparison quarter-over-quarter and year-over year allows for further investigation, support, and planning to recruit among particular populations or in particular programs. One analysis that has been particularly useful is reviewing the pattern of enrollment among students across the registration periods to time communications appropriately so they will have most impact – see Figure 3.8 for an example from fall 2019.

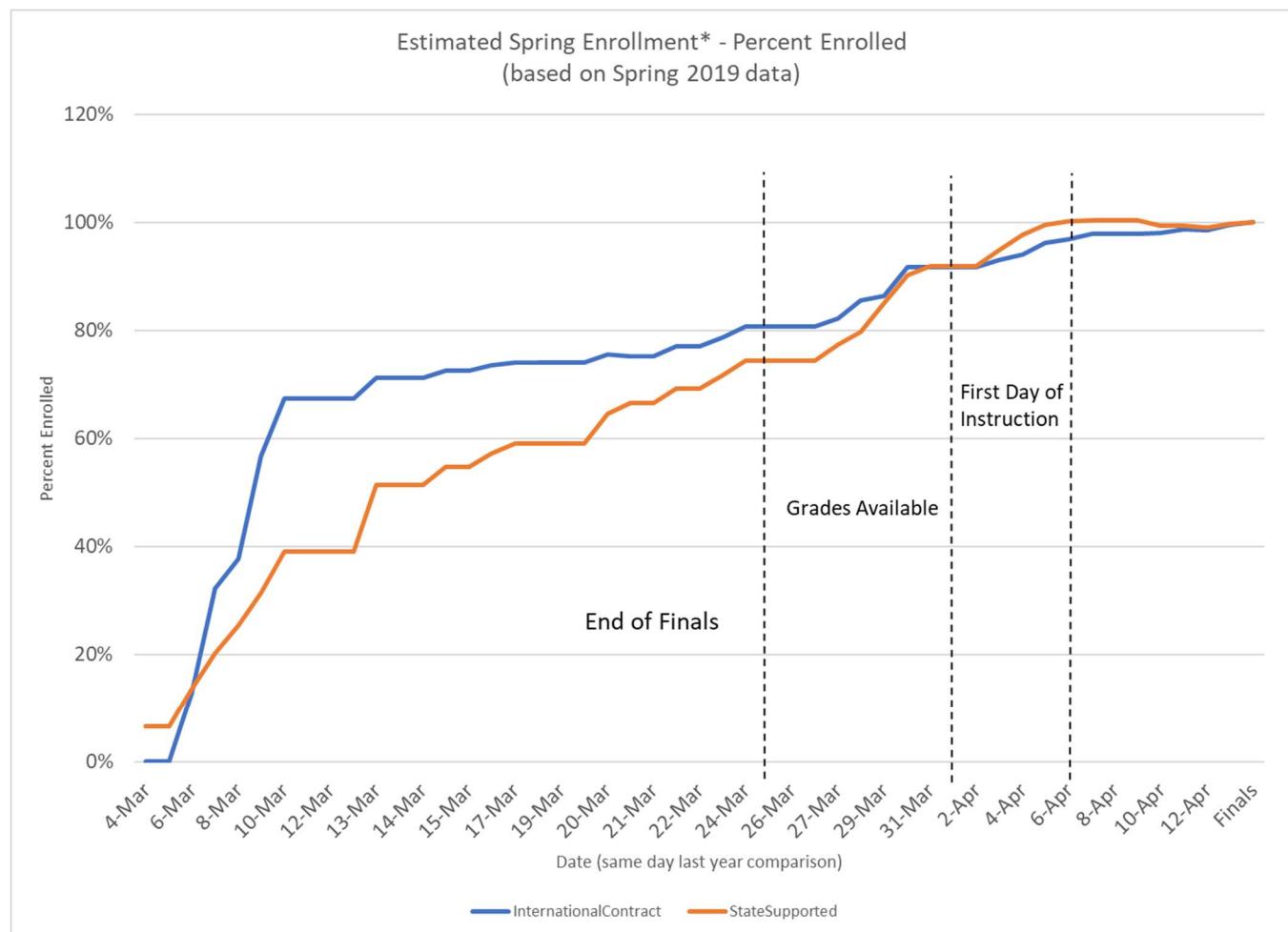


Figure 3.8. Example of data used in enrollment management planning

An essential aspect of ensuring mission fulfillment, particularly with the newly defined core themes, is planning the quarterly and annual schedule and monitoring enrollment to make operational decisions about whether to cancel or add sections during the registration period. This process has evolved considerably over the past six years, becoming more inclusive and relying on more sophisticated data analysis.

Prior to spring of 2014, decisions to make class cancellations were made with more strict criteria of a % fill rate: if that class did not fill to a certain percentage, the class was cancelled. After spring of 2014, the decision-making process became more complex, but still occurred primarily within divisions.

Starting in winter 2017, the Student Learning Leadership Team (SLLT - then referred to as Dean Team) began to work collaboratively and across divisions to ensure that decisions about cancellations were focused on student needs and considered across divisions. For example, the decision to cancel a particular math class, which would have occurred within the STEM division, would affect a wide range of students in many different programs, many of which are housed outside the STEM division. To add student perspective, Shoreline advisors were invited to be part of those leadership conversations.

In fall 2018, enrollment dropped over 9%, due to external factors including federal policies related to student visas and record-low unemployment, and additional information was introduced to this conversation about the extent to which the instructional budget had increased while student-faculty ratio had decreased. Criteria for cancelling and adding sections became more stringent and the need arose for additional information to help predict class fill rate as well as having more qualitative information from faculty in the area.

In planning for winter 2019, the Student Learning Leadership team hosted the first of what would be quarterly meetings with Faculty Program Coordinators from each department as well as multiple representatives from advising, international advising, and workforce education. The purpose of these meeting was to review the most complex decisions to be made around potential addition and cancellation of sections.

Academic planning

A critical aspect of the selection of programs and services for Shoreline's core themes, as they describe categories of instructional programs, is decisions about how to allocate and fill vacant tenure lines across disciplines and departments.

Starting in 2014, the Student Learning Leadership Team (formerly known as Dean Team), engaged in systematic review of all proposed faculty tenure lines, including those that had been vacated, to use data to identify how the lines should be allocated. While most vacated lines would remain within the originating department or discipline, this process allowed for lines to move to different areas so as to best fulfill Shoreline's mission.

Through spring of 2016, this faculty tenure-line review occurred while individual departments were also submitting aSAPs to apply for new tenure lines. However, the timing of these decisions did not coincide to additional decisions being made about tenure positions as part of the aSAP process. In

addition, reviewers from the Strategic Planning and Budgeting Council and the Executive Team had noted it was difficult to assess the merits of a particular faculty line proposal without the context of academic programs as a whole.

In winter of 2017, leadership in Student Learning and Students, Equity & Success (then referred to as “Dean Team”) developed a new process for using comprehensive data across all instructional departments and programs. Referred to as “academic planning,” the process including the following timeline:

Table 3.10. Timeline for how academic planning informs decisions on how to fill tenure lines

Timeline	Activity
Spring	Publish comprehensive data by department using Tableau visualization software (see details below)
Spring	Gather feedback from faculty using guiding questions based on the available data
Summer	Review data and faculty feedback, as well as other relevant information, such professional-technical program reviews
Fall	Identify list of vacant/available tenure lines: the Collective Bargaining Agreement with SCCFT indicates that full-time faculty will make every effort to notify the College of their intent to retire by October 1 every year
Fall	Gather feedback from faculty about what positions are critical to refill or where the lines might be reallocated: identify the list of requested position
Fall	Develop priorities: each division dean presents about the strengths and weaknesses of each proposed position and all members of the team provide prioritizations and comments about the positions
Fall	Based on these recommendations and available funding, the Vice President for Student Learning makes final recommendations to the President about which tenure lines to fill.
December - January	Tenure-track position announcements posted

Results from academic planning in 2019-2020 informed Shoreline’s Comprehensive Local Needs Assessment (CLNA) required by the federal Carl D. Perkins Strengthening Career and Technical Education (CTE) for the 21st Century Act of 2018 (Perkins V) grant. Results of the faculty tenure line decisions by year are shown in Table 3.11.

Table 3.11. Approved faculty tenure line hires by planned hiring year

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ABE ¹ Business Tech	Automotive (MOPAR) ³	Computer Science ¹	ABE Art	Music Technology ⁴	Anthropology ² Automotive ³
Communication Studies ²	Chemistry	Math ²	Art ²	English (The Writing and Learning Studio) ⁴	Business Administration
Drama ²	Dental Hygiene		Biotechnology		
Engineering	English as a Second Language		Chemistry	Nursing (1) ³	Nursing ³
Math	(ESL) ¹		Health Informatics and Information Management (HIIM)		
				Nursing (2) ³	

¹ Position approved through an aSAP

² New position introduced in tenure-line discussions/academic planning

³ Position(s) required for continued specialized accreditation or certification

⁴ Replacement approved as full-time temporary

Additional information about the data used in faculty tenure-line decisions and academic planning can be found under Standard 3.B.3.

Budget review process

While aSAPs allowed for implementation of college-wide planning for strategic initiatives and investments, operational budget planning had been occurring on a department-by-department basis using the online Budget Planning System (BPS). During the construction of the 2015-2016 budget, a definition of an operational budget request was provided to allow budget managers to request increases using the BPS tool, as opposed to submitted an aSAP, which would then be reviewed by their supervisor and brought to Executive Team for discussion.

In 2019-2020, prompted by the need to identify budget cuts due to declining enrollment, Shoreline piloted a comprehensive, data-informed, budget planning process. Each department reviewed a set of metrics that varied according to type of area (instructional, student service, administrative). All reviews included three years of data (2016-2017 through 2018-2019) in the following categories of metrics: expense, staffing, revenue or activity, and benchmarking. Additional information about data used in this review process can be found under Standard 3.B.3 below. Each department completed an analysis and review, using a template asking them to reflect on the metrics, assess efficiency based on a benchmark college (or multiple), and describe any mitigating factors that affect assessment of efficiency (e.g., serving historically under-served students). See [3B1A](#) for the template used in this process. The links in the table below provide sample metrics sheets and self-assessment reports; a file of budget metrics sheets and assessment reports can be found here: ([3B1B](#)).

Table 3.12. Sample budget metrics sheets and context and assessment reports from three different types of operational areas: instructional, student support, and administrative

	Instructional	Student Support	Administrative Areas
Sample Metrics Sheets Reports	Chemistry Budget Metrics Sheet (3B1C) English Budget Metrics Sheet (3B1E)	Student Accessibility Services Budget Metric Sheet (3B1G) VMSS Budget Metrics Sheet (3B1I)	Human Resources Budget Metrics Sheet (3B1K) IADM Budget Metrics Sheet (3B1M)
Sample Context and Assessment Reports	Chemistry Budget Context and Assessment (3B1D) English Context and Assessment (3B1F)	Student Accessibility Services Context and Assessment (3B1H) VMSS Context and Assessment (3B1J)	Human Resources Context and Assessment (3B1L) IADM Context and Assessment (3B1N)

A total of 96 different areas were identified. Table 3.13 provides a timeline of the originally planned budget review process. Training was available to support employees in completing their area reviews, in the form of sixteen instructional videos, as well as small-group meetings with the Executive Director of IADM. Each area reflected on quantitative metrics and provided qualitative background information to help the Executive Team understand the metrics in making decisions about budget reductions.

Table 3.13. Budget review process timeline

2019-20	Activity
September 19	Budget data available for review
Sept 19 – Oct. 31, 2019	Department budget review process: All areas work with budget managers to review metrics and complete the context and assessment document.
October 2, 2019	1st Orientation Meeting for SPBC
October 11, 2019	Additional data/context from SBCTC and State Economist; campus update
November 1- December 4, 2019	SPBC reviews context and assessment documents, provides feedback and comments to Executive Team*
December 4 - 31, 2019	ET develops proposals for budget reductions based on available data, context and assessment documents, and ratings from SPBC
Early January 2020	ET presents preliminary information and proposals to the Board of Trustees
Late January 2020	ET communicates with SCCFT and WFSE to initiate Reduction in Force (RIF) processes (if applicable)
Early February 2020	ET communicates proposals at 1st Board of Trustees Study Session
Feb 10 – March 9, 2020	ET develops final recommendations
March 2020	ET proposes final budget to Board of Trustees

* This step did not occur, as the council members were not in consensus about whether the review was feasible or appropriate.

Note that this process had to be revised and extended for additional budget planning due to implications of COVID-19 state-wide. The planning and review process were used to inform these additional necessary budget reductions.

Core Theme: Transfer Education

In reviewing data for potential faculty tenure lines either department-by-department, as occurred until 2016-2017, or in comprehensive academic planning, the primary question for transfer pathways is the extent to which a proposed faculty tenure line is essential to general transfer. For example, the decision to hire a math faculty in 2017 was based specifically on needs identified in pre-college math, so the job description included a focus on understanding the needs of pre-college pathways because of conversation around enrollment in these classes and qualitative information from faculty about the focus of the department's work in the coming years.

In addition, planning conversations also addressed pathways for students in the transfer area, recognized the needs of students seeking to transfer into health occupations, business, STEM fields, social sciences, or the arts. Even more detailed were need of particular populations of such as those seeking pre-requisites for Masters in Teaching (Shoreline's history department offers classes for these students), Running Start students (also served by the history department as well as communications studies and English), and international students who have strong interests in business, engineering, and arts paths. For example, the decision to sustain and refill the faculty tenure line in business for fall of 2020, in spite of budget contraction, was in recognition of the high demand among multiple populations for business pathways and the need to strengthen and revise the curriculum as part of a response to the program review (see Standard 4.B.1).

In the domain of scheduling, curriculum for the transfer pathways is distributed across departments and divisions, yet until spring of 2014, scheduling occurred almost exclusively within departments. The evolution of the scheduling process enhanced Shoreline's ability to fulfill mission by meeting needs of transfer students by considering the total offerings within a particular requirement as opposed to within a department. The addition of input from advisors provides on-the-ground qualitative, just-in-time information about how the needs of transfer students are being met or unmet.

For example, there are a set of classes that meet the science distribution requirement but are designed for students not on a STEM pathway, and they span across five different departments in two divisions. The inclusive, shared scheduling conversations have often involved the number of seats available in this class type of classes throughout the registration period, including by modality, to ensure that students enrolling late can find this type of class that is essential for progress and completion in transfer pathways.

Another example of planning for transfer pathways has been ongoing calculations of available seats in core communication requirements in transfer pathways: English 101 and English 102. As will be discussed in Standard 3.B.3, an important data analysis tool allows for prediction of final student counts by department based on the pattern of enrollment in past quarters. Doing so has ensured that sections are added or cancelled at the appropriate time such that students can find seats in these essential classes while the classes run as full and efficiently as possible.

Core Theme: Professional-Technical Education

A considerable amount of planning for programs and services for this core theme occurs during the comprehensive data review involved in academic planning.

One key example was the hiring of a full-time faculty for the biotechnology program in 2017. During the planning process, the Student Learning Leadership Team reviewed data related to program capacity and potential growth. Essential to the decision-making process was data around the labor market in biotechnology, which is extremely strong in the Puget Sound region, and continues to grow.

Core Theme: Basic Education for Adults

The programs associated with Basic Education for Adults --Adult Basic Education (ABE) and English as a Second Language (ESL) -- engage in ongoing planning to identify how best to develop offerings in this area to fulfill this component of Shoreline's mission.

This planning is evidenced both through aSAPs submitted from 2013 through 2018, as well as in planning for faculty tenure lines and comprehensive academic planning.

Adult Basic Education (ABE)

Until 2014, Shoreline's Adult Basic Education program included one full-time tenured instructional faculty member and one tenure-track faculty advisor. Based on increased need for program development and curriculum revision, as well as increase in enrollment in ABE courses, an aSAP was submitted and approved to hire an additional full-time faculty member for the 2014-2015 academic year, citing the enhanced rigor of the GED necessitating additional instructional hours and faculty.

When the academic advisor position was vacated, this faculty tenure line became part of the comprehensive review of faculty tenure lines in fall of 2015. The ABE instructional faculty, the Associate Dean of Transitional Studies, and the Dean of Humanities discussed the current and future needs of the program and proposed a different model for supporting students, developing an administrative-exempt ABE navigator position, with the following essential duties:

- Supporting students in identifying their educational and employment goals and their pathway at Shoreline to those goals
- Providing direct support to students in developing success skills and in referring them to both internal and external wraparound services such as tutoring, counseling, transportation, childcare, and other non-instructional support
- Working as a team with instructional faculty to support students in progressing toward their academic goals, ensuring ongoing communication about challenges individual students face within and outside the classroom

In 2017, one of the faculty tenure lines became open again and the line was included in comprehensive academic planning. The Dean of Humanities presented information during the presentation about the history of staff levels in the program, a rationale based on growing enrollment and class fill rates, as well as evidence from the 2015 study conducted by an external consultant, Clarus Inc., that there is a large population in the region that may need these offerings. In addition, by 2017, faculty in ABE had begun a transformation of the curriculum based on individual instruction

and attainment of learning outcomes (see Standard 4.A), allocating the ABE tenure line to another area would delay or put an end to these changes. The ABE position was moved forward for recruitment and hire, to begin fall of 2018.

English as a Second Language (ESL)

In 2013, the ESL department recognized the increased need for tenured faculty due to increased recruitment of international students and proposed hiring at least two and up to four additional tenure-track ESL faculty positions. An aSAP was submitted and approved to hire two additional faculty in fall 2013. During the systematic faculty tenure line review, an additional position was approved for recruitment and hire in fall of 2016, with a rationale based on increases in international enrollment and the ratio of sections taught by part-time and full-time faculty.

Integrated Basic Education Skills and Training (I-BEST)

In these program offerings, students engage in embedded basic skills classes (math, English, and/or English as a second language) while learning technical skills required for particular occupations.

Shoreline's [current I-BEST programs](#) include Nursing Assistant Certified, Manufacturing, and Automotive General Service Technician (GST). Planning for these programs occurs across instructional divisions and involves close monitoring of the labor market demand for students completing the program. In fall of 2016, Shoreline discontinued one I-BEST offering, the Office Technology I-BEST Certificate of Completion within the Business Technology department. The rationale was that it was too challenging for English language learners to find employment post-completion.

Core Theme: Community Education

Shoreline's transition to new core themes led to a considerable amount of discussion about the different components that comprise the core theme, as in the handout distributed at a campus update meeting ([3B1P](#)). The definition was refined and the resulting definition (also leading to core theme indicators) included four components of community education:

- Continuing Education: This category includes training and personal enrichment classes, including long-standing community classes such as community band and orchestra; Shoreline also provides online professional development through Ed2Go.
- Seminars and Events: Shoreline hosts a number of events and those considered to be meeting the cultural needs of our diverse students and communities are included in this category. In addition, the Associated Student Government offers events regularly throughout the academic year, open to the entire campus community, such as the "Margin-to-Center" series.
- Shoreline Camps: Begun as an innovation grant proposal in 2015, Shoreline has hosted a biotechnology camp for high school students in part to expose students to this career pathway and Shoreline's program. A forensics camp was added in summer of 2016.

The most significant planning and changes have occurred in the domains of continuing education and events.

Continuing Education Planning

As described under Standard 2.C.16, Shoreline's continuing education program went through a significant change in spring of 2018; the rationale stemmed from ongoing operational budget planning revealing repeated years of revenue deficit in a program designed to generate revenue. A SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis was completed with the goal of identifying strategies to achieve a state of revenue generation. In doing so, employment training for seniors, the "Plus-50 program," was put on hiatus and additional professional enrichment and professional development offerings were added in fall of 2019. These offerings continue, though fully online for fall 2020.

Seminars and Event Planning

Shoreline hosts a variety of on-campus events to "meet the cultural needs of our diverse students and communities." Until summer of 2018, the Global Affairs Center (GAC) hosted an average of 5 - 6 events per quarter open to all members of the community. The retirement of the Director prompted a re-evaluation of the resources available for such events, as described under Standard 3.B.2. Planning for community events was further bolstered by two innovation grant applications to begin in 2019-2020: one for an Arts & Equity lecture series and one to support events related to ecological integrity curriculum. These events were curtailed by the onset of restrictions associated with COVID-19.

STANDARD 3.B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

All three of the planning processes addressed above guided the selection of contributing components of the programs and services described by the new core themes:

(a) Planning involved in the aSAP process: Despite addressing the previous core themes, programs in transfer education, professional-technical education, and basic education for adults were addressed through aSAPs. As described above, aSAPs for faculty tenure lines were submitted through 2016; in addition, the aSAP process allowed for planning to fulfill mission by identifying contributing components to programs and services related to Shoreline's current core themes.

(b) The budget review process: These self-studies of each department provided a holistic view of resources distributed across programs within each core theme, and guided decisions about contributing components included specific services.

(c) The academic planning process: The comprehensive review of data also informed planning in other areas critical to meeting core theme objectives including marketing priorities, curriculum revision, program staffing needs (particularly Faculty Program Coordinators) and professional development.

Below are specific examples of how these types of planning guide the selection of contributing components of core theme programs and services, and how they contributed to the program goals and objectives.

Core Theme: Transfer Education

Planning for selection of contributing components of transfer programs and services occurred via aSAPs and academic planning.

One important development over the past four years has been the addition of general advisors. In 2015, an aSAP was submitted and approved to add two advisors to support transfer students. By doing so, the advising staff were able to assign one advisor per each of the four academic divisions, which are organized by groups of disciplines. Starting in 2015, one advisor is “embedded” within each division, attending division meetings and serving as a liaison with instructional faculty in that division.

In academic planning, one topic of discussion, other than faculty tenure lines, is a review of the support needs within department, particularly regarding Faculty Program Coordinators (FPC). The review of data supports a process of reviewing the FPC job descriptions annually required by the College’s CBA with SCCFT. As part of academic planning, FPC positions have been reconsidered and led to increasing the FPC release time in English and math, both essential for supporting transfer pathways, from 1 course (or 33%) release to a 2-course (or 67%) release time. FPCs have become an increasingly critical component for supporting mission fulfillment, particularly in the domain of recruiting and retaining a diverse group of associate faculty.

Core Theme: Professional-Technical Education

During the process of academic planning, professional-technical programs were each assessed for potential growth, with review of demand as demonstrated by growth or decline of enrollment, labor market data, and qualitative information about external demand for the program. Taken together, the process led the Student Learning Leadership team to identify priorities for recruitment and marketing for the Communications & Marketing department. For example, in 2018, the team identified the following programs for additional targeted marketing efforts, including ad word buys and geofencing: Clean Energy Technology, Manufacturing, and Nursing Assistant Certified.

Planning for contributing components of programs and services also occurred through Abbreviated Strategic Action Plans. Three examples of such aSAPs are as follows:

- In 2014, a workforce career navigator was proposed and approved. The role supports students seeking support from several workforce funding streams, all of which are restricted to students on professional-technical pathways. The navigator helps with career exploration and program selection, as well as the logistics of registration and connecting students with resources. The position was eventually redesigned to be a workforce recruiter (see Workforce Career Navigator aSAP 2014 ([3B2A](#)) for details).

- In 2017, a Director of Clean Energy and Biotechnology programs was proposed, which included a plan to use and seek external grant funding to support those programs and the position itself. See Clean Energy and Biotechnology aSAP 2017 ([3B2B](#)) for details,
- In 2018, the Director of Employer Engagement position was proposed and approved, a position which works with industry advisory committees to ensure connections with key employers and support ongoing curriculum revision and program learning outcomes assessment (see Director of Employer Engagement aSAP 2018 ([3B2C](#))).

Core Theme: Basic Education for Adults

An additional contributing component for programs within this core theme was planned through an ASAP for the 2016-2017 academic year, when a new I-BEST coordinator position ([3B2E](#)) was created. This individual was responsible for coordinating the programs themselves by working with faculty teaching in I-BEST programs and monitoring program outcomes, recruiting students into the program, serving as a navigator for those students while in the program, and compiling all ongoing reporting for I-BEST programs.

One outcome of the academic planning process in 2017-2018 and 2018-2019 was a review of the needs for Faculty Program Coordinators (or program chairs), which are faculty that receive stipends or release time to conduct a set of duties outlined in the College's CBA with SCCFT. Reviewing data across programs revealed the need to increase the release time for the ABE FPC from one-third (or one class, (33% load) to two-thirds (67% load) to support ongoing program development, scheduling, and tracking student learning and attendance data.

Core Theme: Community Education

Below are two examples of how the selection of contributing components of programs and services are guided by planning for the community education core theme.

Continuing Education: As mentioned above, the focus for continuing education from spring 2018 moving forward has been to generate revenue that exceeds expenses in the area. At the time of the fall 2019 budget review, continuing education staffing included one full-time classified staff member as well as an administrative position supervising continuing education and several other auxiliary services. Review of the relationship between revenue and expenses in the area as well as benchmarking with other schools ([3B2D](#)) led to the difficult decision to eliminate the administrative position as of July 2020.

Events and Seminars: Upon the retirement of the Director of the Global Affairs Center (GAC), an information-gathering meeting was held among staff and faculty who had been involved with event planning or who had proposed community events (two aSAPs for event series had been proposed within the last two years, but not approved or implemented). One purpose was to understand what support was needed for event series to occur. Based on the input received, a 10-month temporary classified position was created by repurposing funding for the GAC director. After a year, the need for the position was reassessed and an hourly support position was created, which was eventually absorbed into the budget of the two event-focused innovation grants described in Standard 2.B.2 above.

STANDARD 3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Abbreviated Strategic Action Plans (aSAPs)

In planning for aSAPs, individual departments and teams used program-specific data to justify the need for additional resources. Specific examples of data used to inform this phase of core theme planning are included in the description by core theme.

Scheduling

As described above, Shoreline's process for course scheduling has evolved considerably over the past several years. In addition to being more inclusive and participatory, two new data analysis tools were introduced to determine whether a particular section was needed. The first, called the "Scheduling and Enrollment report" (see [\(3B3A\)](#) for a sample) includes four years of previous quarterly enrollment, by department, course, AND time of day offered, which provides an overview of where each course ended up in terms of enrollment in the previous year. In addition, a prospective tool was built based on enrollment patterns like those shown in Figure 3.8 above except by academic department. For each week leading up to registration the percent of final enrollment per department was calculated, such that a user can input the current enrollment in a class and predict what the final enrollment would be, based on the previous year's enrollment pattern. Figure 3.9 provides a screenshot of this tool for Fall 2019.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	Division	DEPT	8/8	8/19	9/4	9/11	9/18	FinalFTE	Enter Class Enrollment	Projected Enrollment									
27	Social Sciences	ECED	105%	114%	109%	105%	114%	4.4	1	1									
28	Social Sciences	ECON	73%	79%	83%	83%	91%	53.666666	1	1									
29	Social Sciences	EDUC	51%	63%	79%	77%	87%	34.866666	1	1									
30	Humanities	ENGL	52%	59%	68%	75%	81%	483.786666	121	161									
31	STEM	ENGR	73%	77%	82%	80%	91%	27.666666	1	1									
32	STEM	ENVS	85%	85%	90%	92%	98%	15.6	1	1									
33	Transitional Studies	ESL	11%	11%	13%	63%	85%	387.426666	1	2									
34	Humanities	FILM	67%	80%	89%	89%	104%	15.406666	1	1									

Percent of final enrollment by department on this date

Enter to the total number of enrollments in an English course (e.g., total in ENGL&101)

Receive a projected number of final enrollment in that course

Figure 3.9. Annotated screenshot of enrollment-by-department projection tool

This improved process, with enhanced reporting tools, has continued to be part of the quarterly scheduling process. In addition, a work group including faculty, advisors, deans, and IADM staff have worked to use similar reporting tools to understand students' needs across an entire year, as opposed to one quarter. This group was successful in ensuring that posted information about [how](#)

[and when classes are offered](#) is accurate and putting a process into place for reviewing the schedule annually.

Academic Planning

The table below provides a summary of the results of faculty tenure line decisions each year, with a link to sample reports related to assessment and review.

Table 3.14. Data used for faculty tenure line decisions per year.

Hire year	Data used	Sample Reports
2015-2016	Fill rate, FTE by department, waitlists, part-time/full-time load ratios, for areas under consideration	Fill rate, waitlist, and PT/FT ratio for Chemistry (3B3B)
2016-2017	Fill rate, FTE by department, waitlists, part-time/full-time load ratios, by division	Presented as live queries, no reports available
2017-2018	Comprehensive review of data from all departments, including qualitative data from faculty	Excerpt of data summary (3B3C)
2018-2019	Comprehensive review of data from all departments, including qualitative data from faculty	Excerpt of data summary (3B3D)
2019-2020	Summary of data used for 2017-2018 and 2018-2019	Summary of previous data analysis (3B3E)

Academic planning involved a comprehensive review of data by department, including:

- Demographics of students enrolled in classes, including
 - Course Modality
 - College readiness at entry
 - First generation status
 - Pell eligibility
 - Prior education
 - Race/ethnicity
 - Residency status
 - Age
 - Sex
- Total Full-time Equivalent (FTE) student enrollment
- Overall fill rate of courses
- Course success rate (% passing with 2.0 or higher), disaggregated by the demographic variables above

- Student: Faculty ratio
- Ratio of load by part-time or full-time status

All the data above are included in an interactive, up-to-date data dashboard built with Tableau, a visualization software. The State Board for Community and Technical Colleges maintains a server license for use by all colleges in the system, making it possible for any college employee to access them using any browser from a computer on the network as demonstrated in Figures 3.10 through 3.13, which are screen shots of the tools.

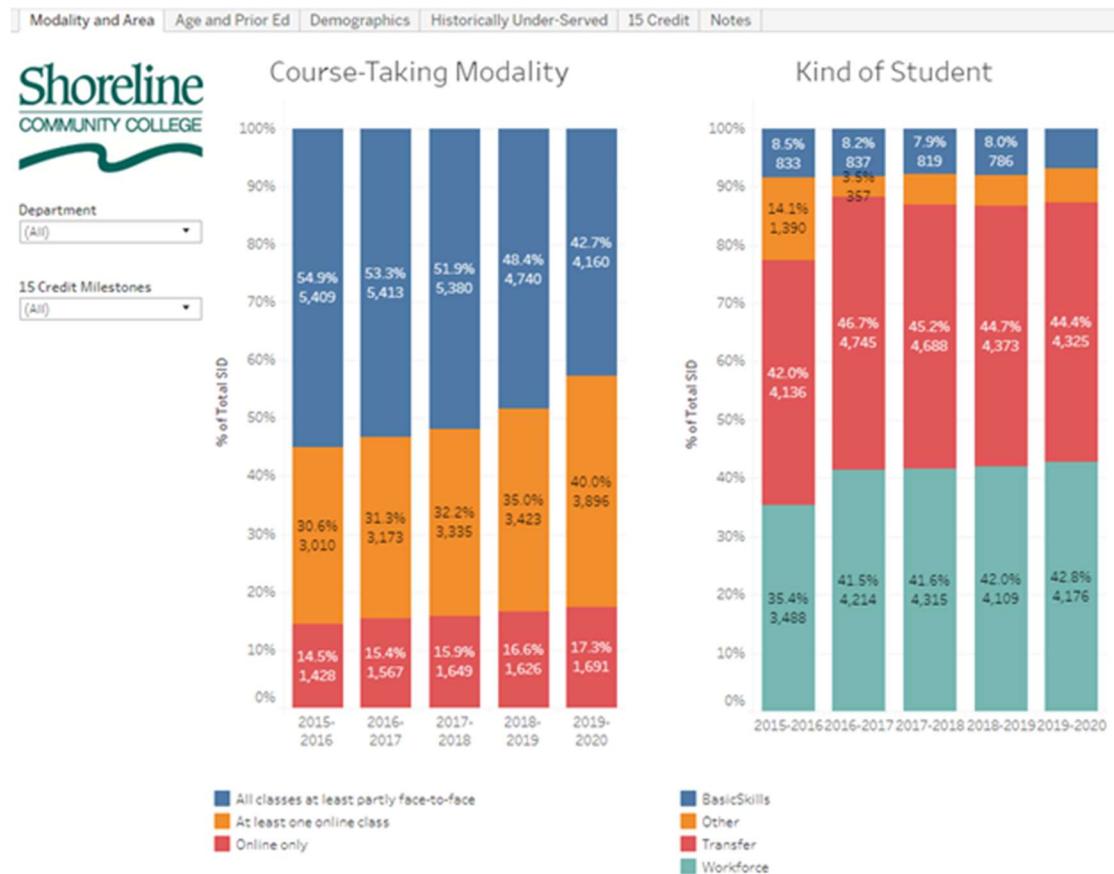


Figure 3.10. Enrollment demographics dashboard.

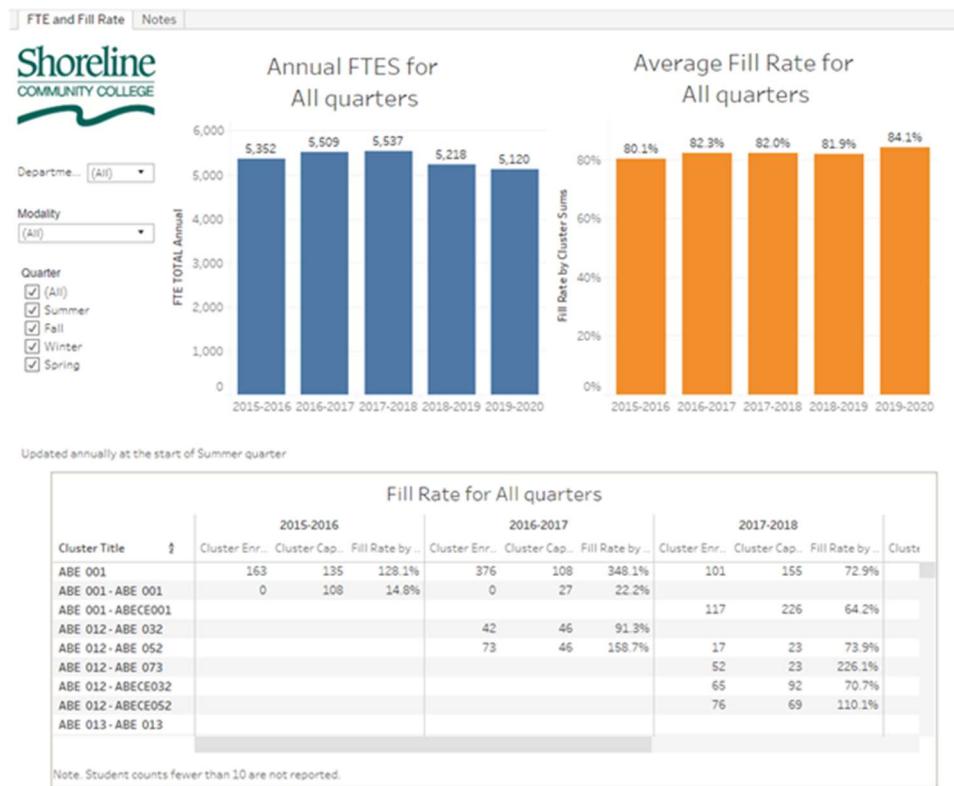


Figure 3.11. Full-time Equivalent (FTE) and fill rate dashboard.

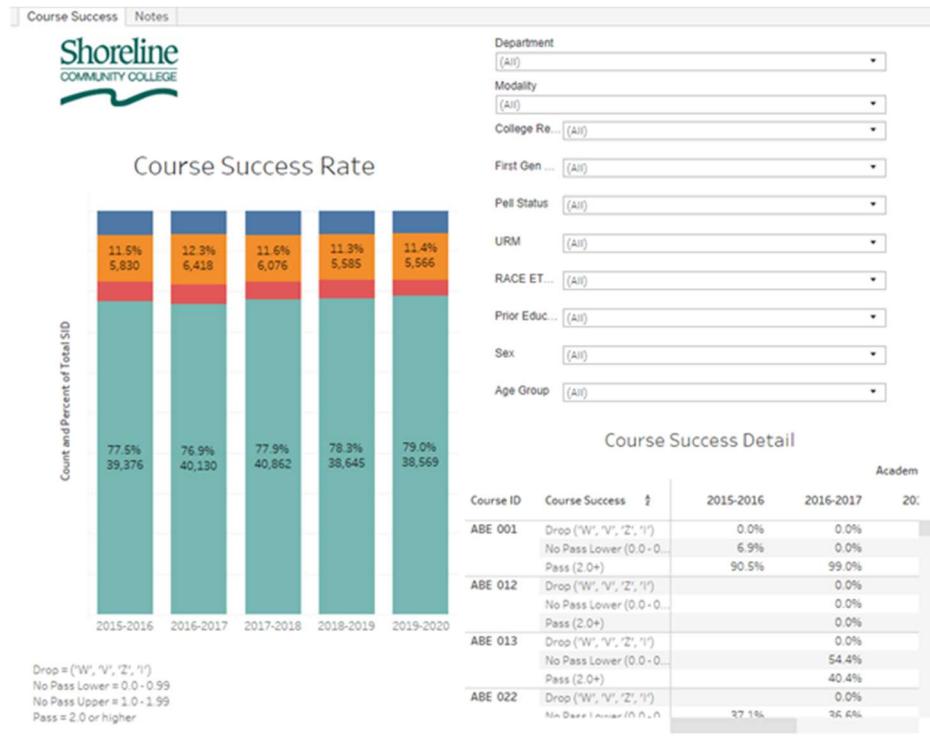


Figure 3.12. Course success rate dashboard screenshot

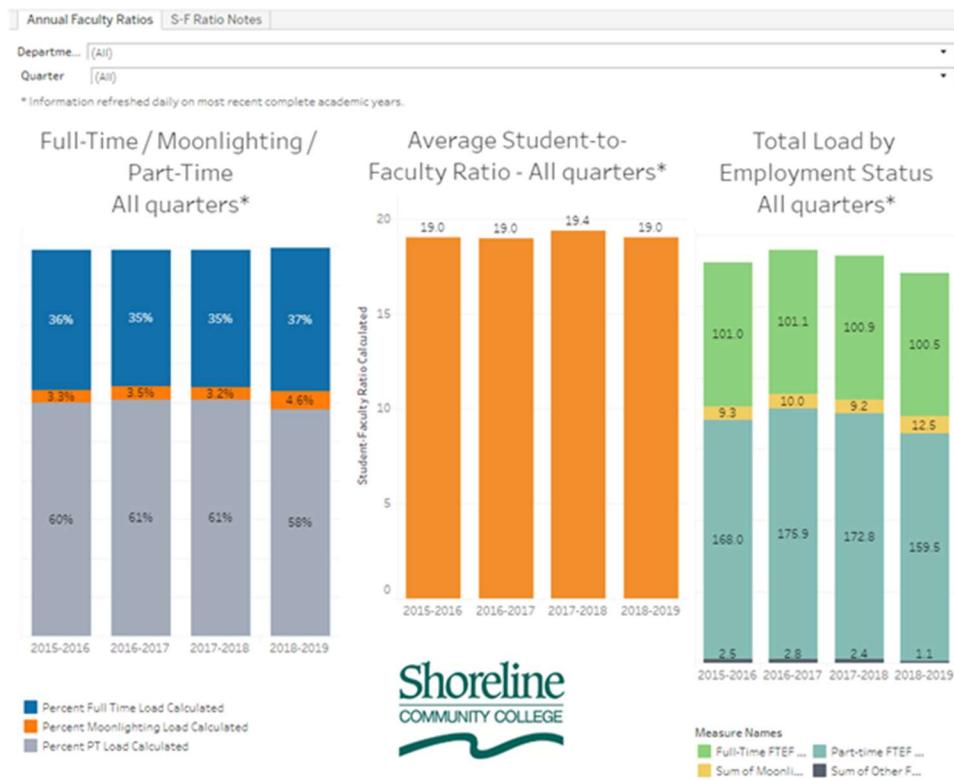


Figure 3.13. Student: Faculty ratio and load dashboard.

The academic planning process incorporated additional data in the form of:

- Recommendations from external program reviews
- Labor market data including workforce demand forecasting, the number of job advertisements by level of education, and average wages by occupation ([3B3F](#))
- Qualitative reflections from faculty and administrators from each department

These data taken together provide evaluation of core theme objectives and align with core theme indicators of access, equity in access, progress, and equity in progress.

Budget review process

For instructional areas, the data included in the budget review included:

- Expenses by budget area
- Revenue as approximate calculation by FTE
- Student: Faculty ratio
- Total staffing in the area

For non-instructional areas, the data included total expenses as well as custom metrics about the total activity in the area.

All areas were asked to benchmark their level of activity and staffing with comparable colleges. Instructional areas referred to a state-wide dashboard of student-faculty ratios; non-instructional

areas gathered information from other colleges in the region about staffing as well as national standards for student ratios for services.

The key evaluation question was the extent to which the expenses for each area are appropriate for the revenue or activity in that area. To that extent, it provided information about planning for programs and services associated with each core theme.

Table 3.15. Data used in fall 2019 budget review process by type of area

Instructional		Student Support		Administrative Areas	
Expense	Direct query from Financial Management System, provided for the Office of Institutional Assessment and Data Management				
Staffing	Faculty load, part-time and full-time, provided by IADM		Provided by the department	Provided by the department	
Revenue/ Activity	Student FTE converted to a dollar amount based on rough tuition and state allocation per FTE		Number of students served Number of activities Other custom metrics	Number of employees served Number of projects Other custom metrics	
Benchmarking	Student: Faculty ratio compared to other colleges in the state, provided by IADM		National standards Staffing comparison to similarly sized colleges	Staffing comparison to similarly sized colleges	

Core Theme: Transfer Education

Each of the examples of planning for the transfer education core theme used appropriately defined data as described below:

The hiring of the math faculty in 2017 involved review of enrollment and course success rates in math classes; the impact of the additional hire can be seen most clearly, not necessarily in these specific data points but in the implementation of the co-requisite model during the 2019-2020 academic year. Having an additional full-time faculty supported the department in pursuing an external grant for this work, which also funded release time for one full-time faculty.

The business faculty hire in 2020 was based on a comprehensive review, as described above, with one justification based on the demographics of students in the program, as follows. International students represent approximately 13% of all students in 2018-2019 and 17% of transfer students. In the same year, international students accounted for 31% of all enrollments in business classes; hence, to support this population of transfer students as well as all students pursuing business pathways, it was essential to maintain the full-time faculty line. In addition, the full-time faculty support curriculum improvement and refinement of business programs in the coming years.

The example of the schedule planning for transfer is based on the scheduling and enrollment report ([3B3A](#)). The report is generated with an interface that allows the user to query by transfer requirement of core transfer requirement, as in the screenshot in Figure 3.14.

Shoreline Community College Report Server

Favorites Browse

Home > Instruction > Class and Enrollment Reports > Scheduling and Enrollment Report (SCHEDR)

Department	ABE,ABECE,ACCT,AES,ANTH,ART,AR	Quarter	Fall
Current Scheduling Quarter	Fall 2019	12:30pm Start Time	Yes,No
CourseNumber:	001,002,003,004,005,006,007,009,0	General Education Req's (Transfer)	<input type="checkbox"/> (Select All) <input type="checkbox"/> Communication <input type="checkbox"/> Multicultural Understanding <input type="checkbox"/> Quantitative & Symbolic Reasoning <input type="checkbox"/> None
General Education Req's (Prof-Tech)			

Figure 3.14. Screenshot of the interface for accessing the Scheduling & Enrollment report, available to any employee upon request

The aSAP proposing two additional full-time advisors to support transfer students cited recommended student-advisor ratios from the National Academic Advising Association (NACADA). Before the advisors were added, the ratio was 658 : 1 for students attending drop-in sessions; the addition of two advisors reduces the ratio to 365 : 1, which is still twice the recommended ratio. It should be noted that as Shoreline moves to a Guided Pathways model, advisors will be deployed to support students regularly in a developmental model, with alternative metrics beyond student-advisor ratio.

Review of Faculty Program Coordinator support involves a review of total student FTE in the area, faculty count in the area, and number of part-time faculty hires needed annually. This assessment, reviewed across departments, is an ongoing process. In building the 2020-21 budget, review of FPCs occurred again with an eye toward budget reduction, and previous data gathered as part of academic planning was brought to bear to understand how to maintain effectiveness while reducing expenditures.

Core Theme: Professional-Technical Education

Each of the examples of core theme planning for professional-technical education described above used appropriately defined data in decision-making, as described below.

The biotechnology faculty hire was based primarily on labor market data. The King and Snohomish county Career Connect database, which compiles a variety of labor market indicators, had consistently indicated a high demand for trained graduates from 2017 through 2019. Internal analysis of labor market data using Emsi, indicated an 8% potential growth from 2016 through 2022 in the local region. The industry advisory committee is extremely strong for this program, and consistently indicates a dire need for training and additional trained employees.

The planning for additional targeted marketing of professional-technical programs was based on patterns of both qualitative and quantitative data used in academic planning. For example, the

rationale to focus marketing on Clean Energy in 2018 was based on the industry advisory committee's feedback about potential growth in the area and the capacity within the program to grow: fill rates ranged from 57% in 2015-2016 to 74% in 2018-2019.

Core Theme: Basic Education for Adults

Each of the steps taken to select programs and services related to this core theme were based on appropriately define data, as described below:

The addition of a full-time faculty in ABE was part of an aSAP, which primarily referenced details of the changes in the GED exam rigor. The subsequent re-filling of this position was based on data used in the academic planning process, as described above.

Two ESL faculty were added in 2013 based on an aSAP that cited a dramatic increase in international enrollment over the course of three years (from 388 FTE in 2010-2011 to 567 FTE in 2012-2013). One additional ESL faculty hire in 2016 was based on critical data included in the faculty tenure line review, which included enrollment and the ratio of classes taught by part-time faculty.

The reduction in contributing components described in 3.B.2 were based on the budget review data as described above.

Core Theme: Community Education

The examples presented about planning for community education and core themes were based on appropriately defined data as follows:

- Planning for shifting continuing education away from Plus-50 towards a broader set of personal enrichment and professional development courses was based on qualitative data gathered during a SWOT analysis as well as expense and revenue data from the Financial Management System, similar to the information provided in the budget metrics sheets that were part of the fall 2019 budget review process.
- Planning for seminar and event offerings was also based on qualitative data gathered from stakeholders during broad campus-based discussions.
- The decision to reduce staffing in continuing education was based on the expense, revenue, and benchmarking data included in the fall 2019 budget review process.

Standard 4:

Assessment and Improvement



4.A: Assessment

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.

Shoreline's 2012 comprehensive self-study included 137 measures associated with 8 indicators, assessing 44 objectives across the College's previous five indicators. Shoreline received a recommendation to revise these indicators "to ensure they are meaningful and are connected to aspirational thresholds." In response, the Year 1 report included a revised set of indicators/measures (n = 56).

In fall of 2015, Shoreline's Executive Team reviewed the core theme indicators and measures to both assess mission fulfillment and to evaluate the data used as to whether they were meaningful, assessable and verifiable, and to consider how to address the standing recommendation from the Commission.

The results, as presented in the August 2015 Core Theme Indicator Report ([4A1A](#)) revealed some significant room for improvement:

- **Verifiable:** Several of the data points, for example Indicator 3.1.2 ("Number of Business-Related Community Engagements Annually") were not clearly defined and the source of information was not systematic.
- **Meaningful:** In several instances, it was unclear how the indicator provided an assessment of mission fulfillment. For example, Indicator 5.3.2 ("Regular Review of Policies and Procedures"), while critical to operational functions of the College, does not provide an assessment of how well Shoreline is fulfilling its mission.

The conversation among the Executive Team also encompassed broader issues related to the core themes in general and whether they appropriately guided the College's mission or expressed values and selective assessment points of interest. This review of indicators was one of the initial conversations leading to the revision of Shoreline's core themes (see Standard 1B).

Development of new core themes occurred simultaneously with the identification of new indicators. The focus of these indicators was to utilize, to the extent possible, data sets used by the State Board for Community and Technical Colleges (SBCTC). Using this common dataset supports meeting this standard.

- **Verifiable:** All of these data points have clearly documented definitions, using the same state-wide data set and dashboard.
- **Meaningful:** The Student Achievement Initiative (SAI) utilized research from the Community College Research Center to identify key metrics that predict student completion and success.

These measures align closely with Shoreline's mission. In addition, the SAI is used as the basis for a small portion of each college's allocation of state-appropriated funds.

- **Assessable:** Using state-wide indicators allows Shoreline to benchmark with other colleges, with targets based on the highest-performing colleges in the system (i.e., what is possible).

The SAI metrics provide clear assessment of how Shoreline "meets the ... educational ... needs of our diverse students and communities," and additional internal and state-wide measures and indicators address how Shoreline meets the "cultural" and "workforce" needs of diverse students and communities.

A revised core theme indicator report (See [5A1C](#)) was developed as a way to monitor mission fulfillment. Note that these indicators are aggregated for purposes of Board monitoring as described in the "A3-X" alignment document (see Appendix D). A preliminary version of this aggregate dashboard was presented for the first time in fall of 2018, and again with updated data in winter of 2020 (see Standard 5A for details).

Results from these two time points are presented below along with information on how data have been collected related to these core themes prior to the adoption of the new indicators and current thoughts on the indicators themselves.

These measures are evaluated according to the following thresholds:

Table 4.1. Status of measures categorized based on progress from baseline as follows

At target (✓)	Current data at or above target threshold or convincing evidence of mission fulfillment
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), and concern of not meeting mission fulfillment

For the purpose of reporting relationship to baseline over multiple years, color-coding and symbol designators (*, □, ✓)

Core Theme: Transfer Education

Objective: Shoreline Community College provides access to education and supports success for learners seeking to transfer to four-year programs of study.

Table 4.2. Measures and indicators associated with the transfer education core theme

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Access for Learners	Total annual full-time equivalent from students <u>enrolled in transfer programs</u>	2530	2761 (✓)	2508 (□)	2854

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Equity in Access	% of students from historically under-represented and under-served groups enrolled in transfer programs	35%	36% (□)	36% (□)	40%
	Historically Under-represented: Race/Ethnicity	19%	21% (✓)	22% (✓)	23%
	Historically Under-represented: Pell Eligibility	26%	27% (✓)	25% (□)	30%
	Historically Under-represented: First Generation	15%	15% (□)	14% (□)	18%
Student Learning	Effect size (Cohen's <i>d</i>) comparing two populations based on course-taking based on direct assessment of general education outcomes	Global Awareness, <i>d</i> = .46	Communication <i>d</i> = .58 (□)	Multicultural Understanding <i>d</i> = 0.49 (□)	<i>d</i> >= .40 for all outcomes
Student Progress	% of transfer students who complete quantitative and symbolic reasoning requirement within one year	27%	28% (□)	22% (*)	42%
	% of transfer students who complete 15 college-level credits within one year	58%	57% (□)	58% (✓)	61%
	% of transfer students who persist across academic years (i.e., SAI retention point)	56%	53% (□)	53% (□)	54%
Equity in Student Progress	% of transfer students from historically under-represented and under-served groups who complete quantitative and symbolic reasoning requirement within one year	24%	20% (□)	18% (*)	32%
	% of transfer students from historically under-represented and under-served groups who complete 15 college-level credits within one year	56%	47% (*)	52% (□)	56%
	% of transfer students from historically under-represented and under-served groups who persist across academic years (i.e., SAI retention point)	57%	44% (*)	44% (*)	54%
Completion/Transfer	% of first-time cohort who complete an associate degree within three years (150% time)	23%	25% (□)	25% (□)	28%
	% of first-time students who transfer within four years	27%	32% (✓)	32% (✓)	32%
Equity in Completion/Transfer	% of students from historically under-represented and under-served groups who complete an associate degree within three years (150% time)	20%	22% (□)	22% (□)	29%
	% of students from historically under-represented and under-served groups who transfer within four years.	21%	23% (□)	23% (□)	29%

Most of these indicators are being monitored. With just two timepoints, it is difficult to understand whether there is a trajectory of concern. However, the equity in student progress indicators warrant

further attention and will be addressed directly by improvements Shoreline will make to the student experience with the adoption of Guided Pathways.

Core Theme: Professional-Technical Education

Objective: Shoreline Community College provides access to education and supports success for learners seeking to expand their employment opportunities.

Table 4.3. Measures and indicators associated with the professional-technical Education core theme

Core Theme	Measures	Baseline (2015- 2016)	Report 1 (2017- 2018)	Report 2 (2018- 2019)	Target (2021-2022)
Access for Learners	Total annual full-time equivalent from students enrolled in professional-technical programs	1839	2137 (✓)	2006 (✓)	2230
	% of Shoreline students, self-identified as applicants for competitive programs, who are accepted or persist at Shoreline in other programs.	60%	60% (□)	55% (*)	65%
Equity in Access	% of students from historically under-represented and underserved groups enrolled in professional-technical programs	38%	35% (*)	34% (*)	40%
	Historically Under-represented: Race/Ethnicity	19%	20% (✓)	20% (✓)	23%
	Historically Under-represented: Pell Eligibility	22%	22% (□)	20% (□)	25%
	Historically Under-represented: First Generation	14%	14% (□)	13% (□)	17%
	% of gender non-traditional students in historically imbalanced programs	19%	19% (✓)	19% (✓)	21%
Student Learning	Percent of students meeting expectations on direct assessments of program outcomes	None conducted	3 programs, 57% - 100% (□)	2 programs, 96 - 100% (□)	80% meeting expectations, all programs
	Percent of students who succeed in industry-recognized exams (as applicable), range across programs shown un parentheses	89%	90% (86 – 91%) (□)	91% (78 – 100%) (□)	All programs above 90%
Completions	% of students who complete a certificate or degree within three years	45%	48% (✓)	48% (✓)	48%
Equity in Completions	% of students from historically under-represented and underserved groups who complete a certificate or degree within 4 years	37%	44% (✓)	44% (✓)	44%

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Contribution to Workforce	% of students employed one-year post-completion (or enrolled in higher education)	79%	80% (✓)	80% (✓)	84%
	Difference in median hourly wage between those who complete a certificate or degree and those who do not.	+\$ 5.27	+\$3.44 (□)	+\$3.44 (□)	\$6.00 difference

Although it is somewhat challenging to identify trends with only two data points, additional attention is warranted in access to professional-technical programs for historically under-represented students. The potential for students who do not succeed in being admitted to programs with additional admission criteria to re-enter alternate programs has not yet been realized at Shoreline. Once students enter professional-technical programs, the success rate is high as measured by completion of credentials, including short-term certificates, as well as employment after completion.

Note that program-level assessment is still categorized as “monitoring” as additional programs go through the process of direct assessment of students work related to learning outcomes. In addition, it should be noted that due to the high volume of short-term certificate completions conferred to students automatically, the measures of progress, such as retention and credit milestones, are incorporated into completions.

Core Theme: Basic Education for Adults

Objective: Shoreline Community College provides access to education and supports success for learners seeking to gain basic skills, including English language acquisition, to transition to college and/or career.

Table 4.4. Measures & indicators associated with the Basic Education for Adults core theme

Indicator	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Access for learners	Total annual full-time equivalent from basic skills courses	476	431 (*)	435 (□)	452
Equity in Access	% of students from historically under-represented and under-served groups enrolled in basic skills	38%	39% (✓)	40% (✓)	39%
Student Learning	% of students who made any federal level gains, based on CASAS testing, within one year	57%	59% (✓)	53% (□)	60%
Student Progress	% of basic skills students completing high school/GED	5%	4% (□)	1% (□)	10%

Equity in Student Progress	% of under-represented basic skills students completing high school/GED	5%	2% (*)	1% (□)	10%
Completion	% who complete six college-level credits	41%	33% (*)	27% (*)	45%
	% who complete college-level English & math	8%/7%	9%/3% (□)	6%/3% (□)	10%/10%
Equity in Completion	% of students from historically under-represented groups who complete six college-level credits	23%	22% (□)	18% (□)	40%
	% of students from historically under-represented groups who complete college-level English & math	5% / 4%	5% / 4% (□)	4% / 2% (□)	10% / 10%

Most of these measures are in the “monitor” category because with only two timepoints, it is challenging to understand the trajectory of these measures. Conversations with faculty in this area have highlighted some inconsistencies in the SBCTC measure for Student Progress and Equity in Student Progress. Internal numbers on completion of high school diploma and GED are higher than reported in the state-wide dashboard, so despite the percent completion having decreased since baseline, they have been categorized as “monitor”, because the measures themselves are being reviewed with the possibility of selecting an alternative measure of student progress moving forward.

Prior to the adoption of these core themes, access has been monitored as part of enrollment management, with enrollment in basic skills classes included in daily enrollment reporting during the registration period. The equity in access indicator affirms that access to these programs for historically underserved students is at the same level as other similar colleges in the state.

ABE and ESL faculty have closely tracked student learning and progress through internally-determined skill levels (see Standard 4.A.2 and 4.A.3 below); these department-level assessment-related activities have been dramatically changed over the last three years, so that the impact on core theme indicators may not be detectable for another two or three years.

Core Theme: Community Education

Objective: Shoreline Community College provides access to educational services to serve the cultural needs of its diverse communities.

Table 4.5. Measures & indicators associated with the Community Education core theme

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Access for learners	Number of participants in community education classes	582*	622(✓)	462 (*)	702
	Number of participants in community education events	781	[no data]	790 (□)	855

Community Education	% of participants how rate 3 or 4 on a 4-point scale of how the event increased their understanding	No data available	No data available	95% (✓)	90%
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These straightforward indicators allow monitoring of Shoreline's fulfillment of the component of the mission focused on meeting the cultural needs of our diverse students and communities. In summary, to fulfill the mission, Shoreline should be a place where people take part in enriching experiences (access indicator) and learn something new (student learning indicator). Using an indirect assessment of student learning is appropriate because the subjective learning experience is an adequate measure for meeting cultural needs as described in the objective.

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.

Since 2015, Shoreline has increased the frequency, quantity and effectiveness of evaluation of programs and services, as described below, separated by instructional programs (addressing each core theme) and student services.

Instructional programs

Because of the nature of Shoreline's core themes, assessment of instructional programs is inclusive of core theme planning, with specific examples provided below.

Core Theme: Transfer

Shoreline's transfer programs are assessed based on results from general education outcomes assessment projects (see next section), as well as through the academic planning process (see Standard 3B).

Shoreline's general education outcomes are used to assess transfer programs. As will be discussed in detail under Standard 4.A.3, three out of four outcomes assessment projects have met an acceptable threshold indicating that students are gaining the knowledge and skills described in these outcomes. The results of these assessments did not have implications for transfer programs or curriculum; instead, they have prompted the Faculty Senate Council to engage in a two-year process to review and revise these outcomes and consider how they might more clearly and concisely articulate assessable skills and knowledge students will gain as they prepare to transfer to four-year programs. This process is incorporated into the College's move towards the Guided Pathways model.

Student success in transfer pathways is closely tied to achievement and learning in essential core courses, most notably in English and math. As part of academic planning, faculty within departments in those areas reviewed course success data (percent of students who pass courses), disaggregated by multiple factors including race/ethnicity, socio-economic status, and first-generation status.

Shoreline's math department has made several significant curricular changes to shorten the pathway for all students to college-level math, acknowledging there are several math pathways associated with potential transfer programs, as follows:

- Students who plan to transfer to STEM programs need to take intermediate algebra (MATH 099) and a pre-calculus (MATH&141 or MATH 111) to calculus (MATH&151 or MATH&148) pathway; a number of non-STEM four-year programs also require intermediate algebra
- Students planning to pursue four-year programs in either social sciences or health occupations need to take statistics (MATH&146)
- Students who look forward to a program in fields, possibly within humanities, in which statistics or calculus are not needed have the option of fulfilling their Quantitative and Symbolic Reasoning requirement with either MATH&107 ("Math in Society") or PHIL&120 ("Logic").

In 2014, the math department revised the curriculum to replace "Elementary Algebra" (MATH 080) with a new course, MATH 098, referred to as "Intermediate Algebra I" and redesigned MATH 099 as "Intermediate Algebra II."

In conjunction with a course-level learning outcomes assessment project in 2015-2016, faculty worked with the Office of Institutional Assessment and Data Management (IADM) to review cascading pass rates in math pathways, particularly for those students who start in pre-college math, as shown in Figure 4.1.

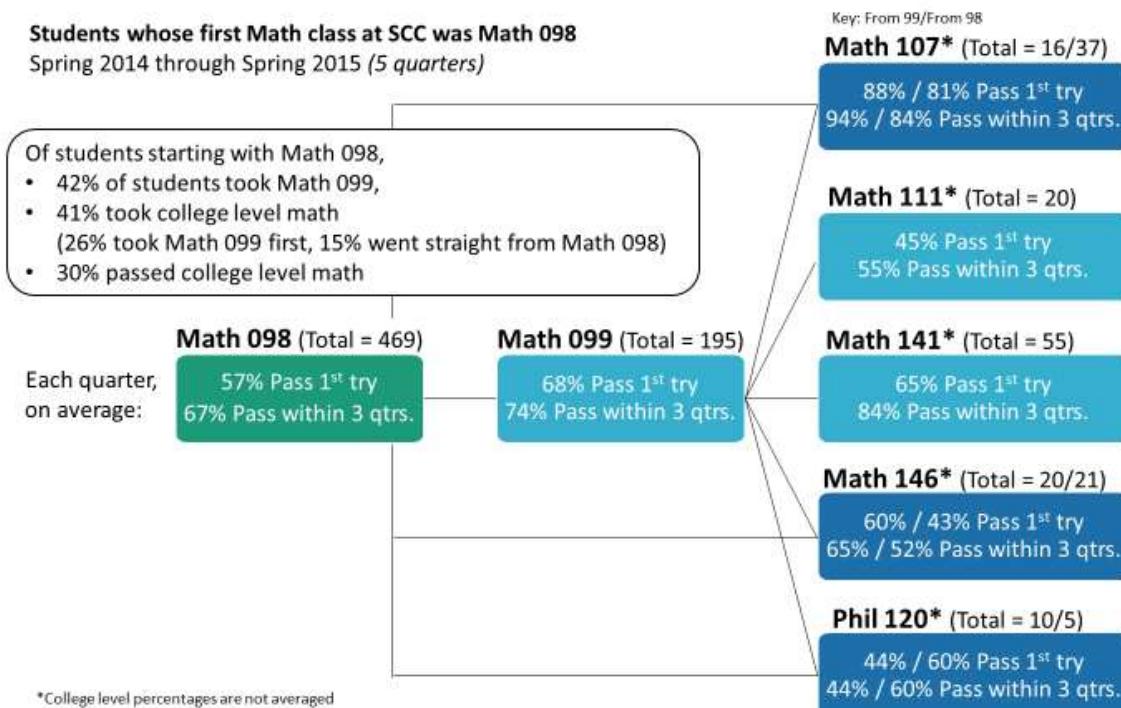


Figure 4.1. Pass rates among students starting in Math 098 or Math 099

In English, pass rates for English 101, the gateway college level writing course, have historically and consistently been higher than the state-wide average. Hence, the focus for the department has been accelerating the developmental pathway to college-level English. For example, Shoreline has moved toward providing “bucketed” classes for students one level below college-level English. Students can enroll in an English 099/English 101 “bucket” if they place at 099 or 101. A student who begins the quarter at the English 099 level can, if they achieve the learning outcomes of English 101, receive credit for English 101 on their transcript. This effort, in conjunction with efforts to introduce multiple placement measures and Direct Self-Placement (see Standard 3.A for details), was intended to help increase the number of students completing college-level English within their first year. Hence, the department has been tracking which English class students first enroll in when coming to Shoreline and the percent of students attaining college-level English completion (see Table 4.6 and Figure 4.2).

Table 4.6. First-time enrollments in pre-college and college-level English

	2016-2017		2017-2018		2018-2019		2019-2020	
ABE/EAP/ESL	446	21.2%	373	18.3%	361	18.3%	318	15.9%
ENGL 090	68	3.2%	50	2.4%	18	0.9%	17	0.9%
ENGL 099	172	8.2%	137	6.7%	110	5.6%	97	4.9%
ENGL&101	1205	57.4%	1203	58.9%	1272	64.4%	1335	66.8%
ENGL Upper-level (>101)	208	9.9%	278	13.6%	214	10.8%	233	11.7%
Total	2099		2041		1975		2000	

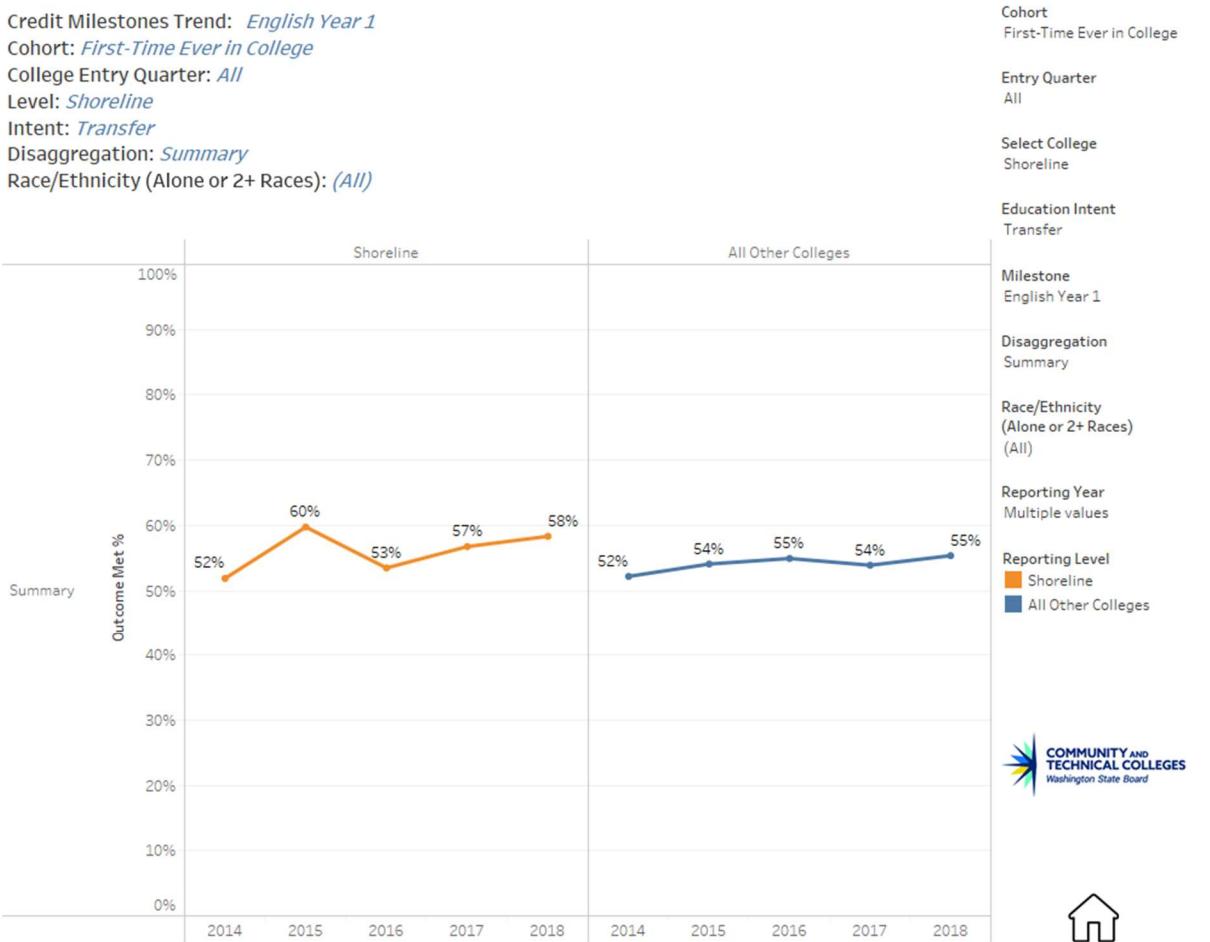


Figure 4.2. Percent of first-time college students intending to transfer who complete college-level English within one year of enrollment at Shoreline and system as a whole from 2014-2015 through 2019-2020 (SOURCE: State Board for Community and Technical Colleges First-time Entering Cohort)

Core Theme: Professional-Technical

Shoreline's professional-technical programs engage in direct assessment of program learning outcomes (described in the following section) as well as through regular external program review. These program reviews are conducted by an external consultant. The program review includes a comprehensive review of data, including:

- Survey of current students
 - Motivation for enrolling in program
 - Evaluation of program so far
 - Future employment/educational plans
- Survey of previous students
 - Current educational or occupational pursuits
 - Overall impact of the program
 - Evaluation of the program as a whole
 - Indirect, self-report assessment of program learning outcomes
- Focus group discussion with advisory committee

- Student demographic data
 - Gender
 - Race/Ethnicity
 - Age
 - Socioeconomic Status (Pell eligibility)
- Course data
 - Enrollment
 - Fill rates
 - Waitlist
 - Student-faculty ratios (compared to similar colleges in the state)
 - Part-time to full-time instruction ratios (compared to similar colleges in the state)
- Student success data
 - Student grade distribution
 - Completion ratios – also compared to state-wide data
 - Employment status 9 months post-completion or last enrollment
- Labor market data
 - Job openings data for state and local region (five zip codes), including percent of jobs listed specific educational requirements (e.g., high school, associate degree, bachelor's degree)
 - Average earnings for graduates
 - Current and projected demand for graduates in King and Snohomish counties
- Comprehensive review of curriculum and learning outcomes

Table 4.7. Schedule of program reviews conducted, with links to final reports

2015-2016	2016-2017	2017-2018	2018-2019
Music Technology	Clean Energy Technology	Purchasing & Supply Chain Management	Automotive Service Technician Education
Business Technology	Visual Communications Technology Business Administration	Film Manufacturing	Accounting Criminal Justice Biotechnology

Core Theme: Basic Education for Adults

The College's basic skills offerings, including Adult Basic Education (ABE) and English as a Second Language (ESL), engage in continuous, robust evaluation of student learning that informs leveled progression through these programs.

- In ABE, students map their own progression through specific learning objectives in both math and English, with ongoing direct assessment of learning outcomes that supports progress through progress levels of achievement.
- In ESL, faculty have engaged in a “normed” assessment process in which students submit a final writing and reading assignment and progress to the next level based on the extent to which these assignments demonstrate attainment of outcomes.

See Standard 4.A.3 for more information on assessment work in ABE and ESL.

Core Theme: Community Education

Students who take part in Shoreline's continuing education classes complete an evaluation form ([4A3A](#)) administered at the end of each class, asking about students' overall satisfaction with the

class and the facilitator (instructor) as well as suggestions for how to improve the class. This assessment tool was introduced in the most recent revitalization of continuing education offerings at Shoreline which began in winter and spring of 2020. The impact of COVID-19 led to cancellation of most of these offerings; hence there is minimal data available.

Starting in spring of 2018, attendees of educational events and seminars are invited to take part in a survey to evaluate the quality of their experience and provide feedback about how to improve the events. Starting in winter 2019, results from this survey were incorporated into a core theme indicator related to student learning in community events. Through spring of 2018, the Global Affairs Center held multiple events each quarter, and provided annual reports summarizing attendance and survey results from all of these events, as linked below:

- GAC Annual Report 2014-2015 ([4A2C](#))
- GAC Annual Report 2015-2016 ([4A2D](#))
- GAC Annual Report 2016-2017 ([4A2E](#))
- GAC Annual Report 2017-2018 ([4A2F](#))

Shoreline's science and technology camps for students include post-camp surveys to assess camp goals, which are primarily focused on increasing participants' interest in biotechnology fields. For example, after the camp in 2016:

- 90% of participants agreed, and 45% strongly agreed with the statement "I have a greater interest in taking a science or math classes."
- 100% of participants agreed and 55% strongly agreed that "I am aware of different types of careers that involve biotechnology."
- 100% of participants agreed and 65% strongly agreed that "I can see myself working in a career that involves understanding science."

In the survey, students also rate their enjoyment of each activity during camp and provide suggestions for improvement.

Student Support Services

Shoreline has administered the [Community College Survey of Student Engagement \(CCSSE\)](#) two times in the last eight years: in winter 2015, and again in winter 2017. This nationally recognized and comprehensively sampled survey allows for benchmarking with similar schools and high-performing schools around a number of different factors including use and evaluation of student support services. As shown in Figure 4.3, Shoreline has historically been slightly below average on the "Support for Learners" construct (a combination of a number of critical CCSSE questions), and notably lower than high-performing colleges. This construct was also consistently the lowest out of the five CCSSE normalized constructs in Shoreline's CCSSE results.

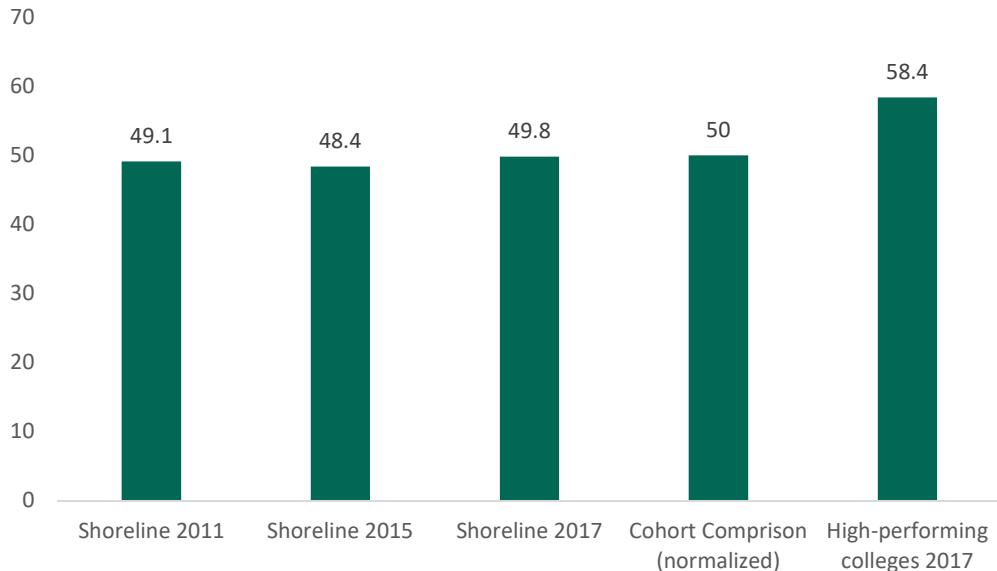


Figure 4.3. “Support for Learners” construct score from the Community College Survey of Student Engagement (CCSSE) administered in 2011, 2015, and 2017

These findings have informed, in part, significant strategic investments in student services staff from 2013 through 2017 (see Standard 3A for details).

One finding from the 2011 CCSSE at Shoreline was that overall, students’ ratings of the support they receive for learning was lower than ratings at the comparison cohort. This finding was one of the motivations for investing in student support as described in Standard 2.D.1, including the addition of three permanent full-time advisors. The impact of these additions was seen in CCSSE results about how frequently students visited academic advisors, as shown in Figure 4.4.

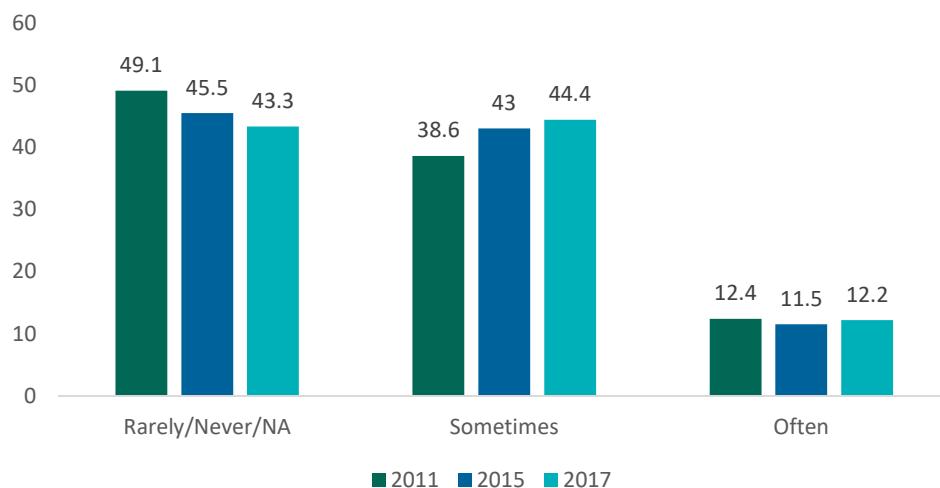


Figure 4.4. Students response to the CCSSE question “How often have you used the following services during the current academic year? Academic Advising” in 2011, 2015, and 2017

During the 2019-20 academic year, the College engaged in a comprehensive review of each department and service area within the College. The primary question for this evaluation was the extent to which staffing and expenses within the area were appropriate based on the scope of work in that area. Each area was provided with a budget metrics sheet, and the office of Institutional Assessment and Data Management (IADM) provided data that was available from college data sources. Data for instructional areas were standardized, but most service areas developed custom metrics to assess the scope of work in their areas. See Table 4.8 for a summary of the assessment of student support areas, including overall results.

Table 4.8. Students served, staffing, and benchmarking for student service area for 2018-2019

Area	Assessment of Activities	Staffing	Benchmarking notes
Advising – General	1050 students per advisor	9 FT	Comparable to other colleges in terms of staffing; slightly higher student:advisor ratio than other colleges; also different model (e.g., educational planners vs. faculty advisors)
Advising – Running Start	504 students served	1 FT faculty, 2.26 PT	Somewhat smaller staff than other colleges relative to population served
Community Education Program	21 students served	3.08 FT, 1.05 PT	Comparable staffing; this program is self-funded by a contract with King County
Counseling Center	332 students served	4 FT, 2 PT	Somewhat smaller staff, with different balance of administrators & faculty positions
Enrollment Services	4711 Base Enrollment FTE	7 FT, 2 PT	Somewhat smaller staff, with slightly different structure in relation to financial aid services
Financial Aid Services	4711 Base Enrollment FTE	8.5 FTE	Somewhat smaller staff, with slightly different structure in relation to financial aid services
Multicultural Center	Data unavailable for unique students served	1 FT	Smaller staff and qualitatively different programming and activities
Student Accessibility Services	1,019 students served	2 FT	Notably smaller staff, twice the number of students served as another college with equal staffing
Student Life	11,920 non-unique student interactions	3.5 FT	Comparable staffing
Testing Center	4,837 tests administered	1.75 FT, .75 PT (hourly)	Comparable staffing based on size
Tutoring	Approximately 1,100 unique students served	2 FT, 149 PT	Comparable staffing, but with a highly unique tutoring model (1 hour free tutoring in any subject)

Area	Assessment of Activities	Staffing	Benchmarking notes
Veteran and Military Student Services	380 unique students served	2.25	Smaller staff; comparable to student population

This process did provide an effective evaluation of many service areas, but for areas that directly serve students, the process fell short in assessing identifiable outcomes.

As a first step in developing a comprehensive, outcomes-based assessment of these student services areas, the Dean of Student Support and Success and a member of the IADM team conducted interviews with each of these areas as an “assessment inventory” to understand what assessment had been conducted and what additional steps need to be taken (see the [2019 ad hoc report](#) for details).

The result of the inventory suggested that although many areas had conducted somewhat ad hoc assessment and review of data, only a few had engaged in outcomes-based assessment. The entire division went through a brief training ([4A2A](#)) on service-area outcomes in Fall of 2019, focusing on the difference between program and learning outcomes (see Figure 4.5).

Outcomes for Student Services

<p>Program Goals (Outcomes)</p> <ul style="list-style-type: none"> • What will a program or process or process achieve? • To support institutional goals (e.g., Access, Progress, Completion, Equity) • Typically quantitative, based on numbers 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> • What will students know or be able to do? • Described in terms allowed for direct evidence • Bloom's taxonomy verbs (see handout)
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References:
Student Affairs Assessment Team, UW Milwaukee (<https://uwm.edu/saassessment/learning-outcomes/effective-learning-outcomes/>)
CampusLabs, How to write learning outcomes (see [sharepoint link](#))

Figure 4.5. Excerpt from preliminary training about assessment of student services

The entire group went through an exercise within small teams to brainstorm potential program and learning outcomes. The results of this exercises were compiled into a draft document ([4A2B](#)) identifying themes to serve as division-wide outcomes, as well as area-specific outcomes.

STANDARD 4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Shoreline maintains an effective, regular, and comprehensive system of assessment for course, program, and general education learning outcomes. The over-arching goal of the evolution of Shoreline's learning outcomes assessment work has been to engage faculty in meaningful conversations about how they know students are learning and ensuring that there is a strong cadre of faculty leaders who are well-versed in outcomes assessment and can therefore ensure continuation and expansion of assessment work.

The Learning Outcomes Assessment Steering Committee was formed in Fall of 2016, continuing the work of the Assessment Working Group as a majority-faculty group working on priorities for assessment work and providing feedback on ongoing work.

Course-level outcomes

Learning outcomes for every Shoreline course are stored in the College's Master Course Outline (MCO) system, a database system developed internally specifically for Shoreline.

Prior to 2015, learning outcomes assessment occurred in selective departments, most notably in ESL, where a critical pass-fail assessment was conducted for students to progress to subsequent levels.

Starting in fall of 2015, the College funded course-level assessment projects by teams of faculty, which resulted in 17 projects over the course of four years. These projects varied in nature and intent, with some involving quantitative data collection, others focused on understanding the definition of meeting expectations for a particular outcome, and others engaging in conversations about revising outcomes.

With a strong foundation of outcomes assessment examples, the Learning Outcomes Assessment Steering Committee, in collaboration with the Office of Institutional Assessment and Data Management, developed an asynchronous online training to engage more faculty in the process of learning outcomes assessment. The first module provides a standalone training about the meaning and importance of outcomes assessment. The more advanced training (Modules 2 – 5) was developed to walk faculty step-by-step through the process of identifying an outcome to assess, developing a rubric, and assessing student work. A template for data analysis ([R2L](#)) is provided as part of the training, with an option for disaggregating data, and faculty submit their results as well as a reflection on the implications of those results as part of the training.

Please consult Appendix F for a complete list of all courses assessed through individual projects or the advanced training from 2015 through the present, including details about outcomes assessed. Table 4.9 provides a summary of the number of courses assessed and the results.

Table 4.9. Number of courses assessed and results as expressed

Year	# of courses	Results
2015-2016	6	<ul style="list-style-type: none"> • 33% - 95% meeting expectations, depending on outcome • Normed understanding of passing for two courses • Pre-to-post improvement in two courses
2016-2017	4	<ul style="list-style-type: none"> • Standard sample exam questions for one course • Normed understanding of passing in one course
2017-2018	5	<ul style="list-style-type: none"> • 54% - 100% meeting expectations, depending on outcomes • Review and revision of outcomes for two classes
2018-2019	2	<ul style="list-style-type: none"> • Review and revision of outcomes
2019-2020	12	<ul style="list-style-type: none"> • 50 – 100% meeting expectations, depending on outcome

Program-level outcomes

All of Shoreline's professional-technical programs publish learning outcomes on Shoreline's web site.

In 2015, Shoreline started implementing direct assessment of student work related to program learning outcomes for professional-technical programs that were not already associated with specialized accreditation or testing for industry certification. As a follow-up to the external program review, the process begins with faculty identifying an outcome they wish to assess as well as a capstone or signature assignment in which students can demonstrate their learning related to that outcome (see Figure 4.6 for an example).

Biotech Poster Review						
Poster Number	1	TOPIC	H1N1 Pandemic			
NAME(S)	<input type="text"/>					
		Below Expectations	Circle One	Exceeds Expectations		
		1	2	3	4	5
Introduction: Background or rationale for the study was explained, as well as the goals or objectives		1	2	3	4	5
Methods: An explanation of the techniques used and the rationale for their use was provided.		1	2	3	4	5
Results: A summary of the most pertinent data was provided.		1	2	3	4	5
Discussion: A summary of what the data means was provided.		1	2	3	4	5
Outcome 3: Conduct research experiments following operating and safety protocols and apply knowledge of theory and techniques to troubleshoot appropriately.		1	2	3	4	5
Outcome 4: Analyze and display data 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 preparing reports and presentations.		1	2	3	4	5

Figure 4.6. Example of rubric used to assess biotechnology capstone projects based on program-level learning outcomes

The assessment of student work was conducted by groups of faculty and administrators; in several cases, the industry advisory committee was invited to take part in the assessment. Table 4.10 includes a summary of all program-level assessment results, with links to reports on the projects as available.

Table 4.10. Program learning outcomes assessment for Shoreline's eighteen primary professional-technical programs, along with percent meeting expectations

Program	Year	Assessment Description	Sample	% meeting expectations
Business Technology	2016-2017	Department faculty and steering committee members: reviewed portfolio assignment and all relevant outcomes (four total outcomes assessed)	7	57%
Visual Comm. Technology	2017-2018	Department faculty & steering committee members, reviewed a non-capstone design assignment related to two program outcomes related to design and audience	6	67%
Music Technology	2017-2018	Department faculty & steering committee members, reviewed student demo reels for two relevant program outcomes.	4	100%
Biotechnology	2018-2019	Industry advisory committee reviewed students' capstone posters	9	100%
Film	2018-2019	Department faculty & steering committee members, reviewed student capstone assignments for program outcome related to editing	24	96%
Business	2019-2020	Industry advisory committee rated a capstone project for the Retail Management degree for one outcome	20	85%
Manufacturing	2019-2020	Observation of students throughout the quarter based on a critical safety outcome	9	100%
Purchasing & Supply Chain Management	2019-2020	Department faculty and industry advisory committee rated student projects related to sourcing and negotiations	10	90%
Clean Energy Technology	2019-2020	Industry advisory committee reviewed capstone project-based assessment related to program outcome to create an energy analysis.	5	80%
Automotive GST	2019-2020	Review of compiled exams on brakes	16	86%
Criminal Justice	2020-2021	Scheduled for next year	--	--
Accounting	2020-2021	Scheduled for next year	--	--
Education	2020-2021	Scheduled for next year	--	--

Program	Year	Assessment Description	Sample	% meeting expectations
Automotive Manufacturer Programs	2018-2019	National Coalition of Certification Centers (NC3) certification exams for a variety of topics	1424 test scores	78%
Dental Hygiene	2017-2018	First-attempt pass rate of graduating cohort for the National Board Dental Hygiene Examination (NBDHE)	24	92%
Health Informatics & Information Management	2018-2019	First time attempt on Registered Health Information Technician (RHIT) exam pass rate	24	96%
Medical Laboratory Technology	2018-2019	American Society for Clinical Pathology (ASCP) Board of Certification (BOC) exam first-time pass rate	20	100%
Nursing	2018-2019	National Council Licensure Examination for Registered Nurses (NCLEX-RN) first-time pass rate	80	90%
Nursing Assistance Certified	2018-2019	Certified Nursing Assistant (CAN) exam first-time pass rate	30	86%

General education outcomes

Shoreline has had general education outcomes since 1999. They consist of six primary outcomes, with 27 total sub-outcomes. All these outcomes are intended to represent cumulative learning across students' entire learning experience at Shoreline, though some of these outcomes are associated with specific course requirements, as shown in Table 4.11.

Table 4.11. Shoreline's general education outcomes, number of sub-outcomes, and relationship to a required course within Shoreline degree programs

Outcome	Sub-outcomes	Required Course
Communication	6	Yes
Quantitative & Symbolic Reasoning	3	Yes
Multicultural Understanding	4	Yes
Information Literacy	5	No
General Intellectual Abilities	3	No
Global Awareness	6	No

In 2012, a faculty learning community was convened to explore the ways in which Shoreline faculty assess the Global Awareness outcome. In the next several years, this group conducted interviews with faculty about assessment (see Global Awareness Assessment Report 2012 – [4A3S](#)), gathered

sample assignments that assess the outcome (see Global Awareness Assessment Report 2014 – [4A3T](#)), and conducted a brief indirect assessment of the outcome based on student surveys (Global Awareness Summer Institute Report 2015 – [4A3U](#)).

In 2016, a majority-faculty working group developed a methodology for directly assessing the Global Awareness outcome, which involved the following steps:

- 1) identifying the specific sub-outcome to assess
- 2) developing an appropriate holistic rubric
- 3) gathering either existing student work or conducting a brief in-class or online assessment
- 4) assessing the student work with a core group of faculty members at a summer retreat
- 5) presenting reflecting on the results of the assessment

Global Awareness was assessed using Sub-Outcome 2 (GA2): *Articulate the values and beliefs that influence humans in seeking identity and meaning within their culture* (2016). A team of six faculty worked together to norm 12 responses, then individually scored a total of 193 student writing samples (out of 212). After controlling for student age and cumulative credits, analysis shows a slight positive relationship between the number of GA2 courses taken and average rating. The average score was 5.5 (SD = 2.1) out of 12, and no student received a score above 10.

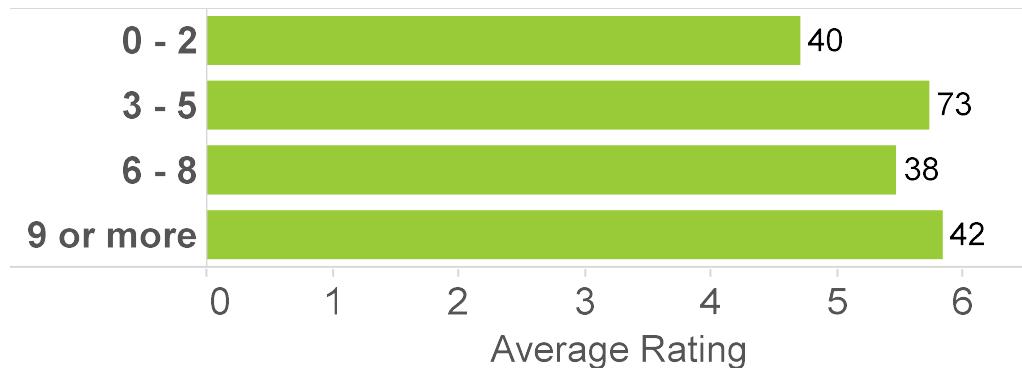


Figure 4.7. Average rating of students' performance on the Global Awareness assessment according to the number of high-intensity Global Awareness classes taken

As demonstrated in Figure 4.7, there was a substantial difference between students who had taken three or more classes that were “Global Awareness classes,” and those who had taken less than three. These classes were defined as those for which learning outcomes in the College’s Master Course Outline (MCO) system were linked to the GA2 outcomes. The overall effect size between the group of students who had taken less than three of these classes and more than three was moderate (*Cohen’s d* = 0.46). See Global Awareness Assessment Presentation ([4A3V](#)) for details.

In 2017, the communication outcome was assessed using sub-outcome 4 (CO4): *Formulate and express information, ideas and opinions in mechanically sound written forms that have a clear purpose, focus, thesis and organization; that are appropriate for their audience in content and style; and that support, clarify, and expand complex ideas with relevant details, examples and arguments* (2017). Communication outcomes are included in 98% of the 1,048 courses in Shoreline’s MCO

(master course outline) system. 84% of classes assess sub-outcome CO4 in at least one outcome, and 35% of classes assess CO4 in all outcomes. Using a selection of 141 non-fiction student writing samples (embedded in courses) faculty scored CO4 on a scale of 1 to 9. The average rating was 4.2, Meeting expectations (1-3 Developing; 4-6 Meeting; 6-9 Exceeding).

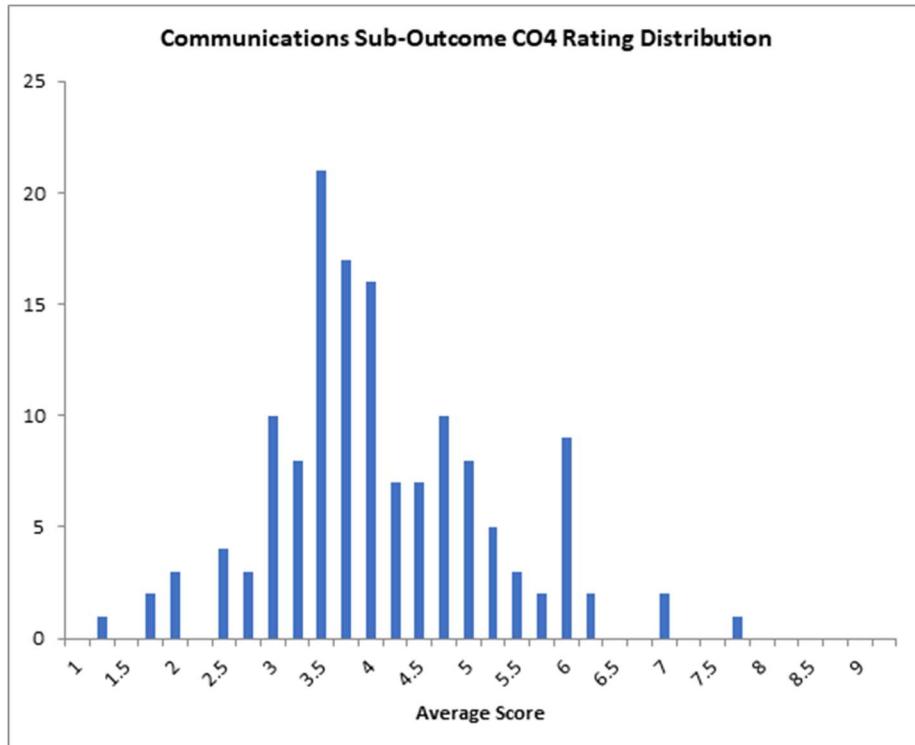


Figure 4.8. CO4 average ratings, excluding Nursing classes (Mean = 4.10, SD = 1.23)

Results also indicated that students who had taken three or more writing-intensive classes performed better ($M = 4.39$) on these assessments than those who had taken less than three ($M = 3.76$). These writing-intensive classes were defined based on the number of course learning outcomes connected to CO4 in Shoreline's Master Course Outline system. Again, the effect size was moderate ($d = 0.58$). See Communication Assessment Presentation 2018 for details ([4A3W](#)).

In 2018, the Office of Institutional Assessment (IADM) worked with faculty teaching courses that meet the multicultural understanding requirement to assess the following sub-outcome (MCU2) : *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

This multicultural understanding (MCU) outcome was assessed in 2018 using an essay prompt in two parts as follows:

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

Faculty scored 187 student samples on a 9-point scale, holistically based on two components of the outcome, as follows:

	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 <u>impact</u> individuals and groups	Does not identify biases, responses, behaviors, practices, or language, or describes them only minimally. Does not relate these to issues 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

Figure 4.9 summarizes results of the ratings, comparing students who had taken a required multicultural understanding class and those who had not. The difference for both ratings were statistically significant with moderate effect size ($d = 0.49$). See Multicultural Understanding Assessment Presentation 2019 ([4A3X](#)) for details.

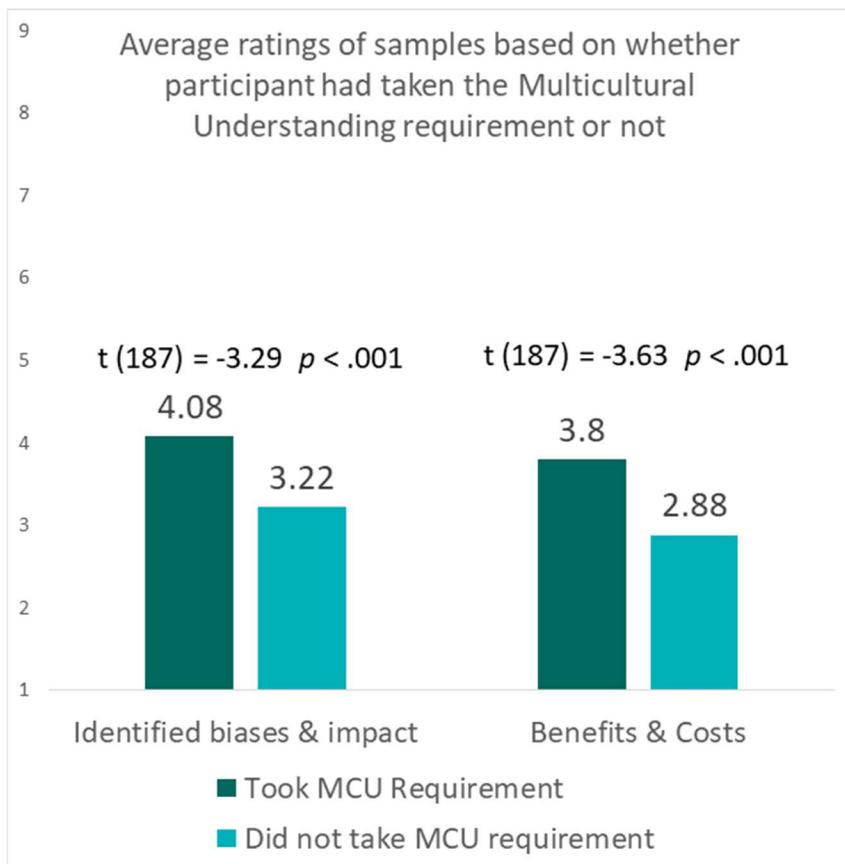


Figure 4.9. Significantly higher average ratings for students having taken MCU requirement.

Students who had taken the MCU requirement scored higher average ratings for the two sub-outcomes; below is the percent of students who met expectations based on previous course-taking.

- Never took an MCU requirement: 35%
- Had taken an MCU requirement in the past: 50%
- Enrolled in MCU course when surveyed: 57%

The Information Literacy (IL) outcome, assessed in 2019, is *Students will access, use and evaluate information in a variety of formats, keeping in mind social, legal and ethical issues surrounding information access in today's society*. Two specific components related to locating, accessing, and using information from a variety of sources were the focus for the assessment:

- *Identify existing and emerging information resources* (IL2.1)
- *Use information to accomplish a specific purpose* (IL2.3)

A total of 87 samples of student essays, research proposals, bibliographies, and poster projects were collected and rated by a group of three faculty librarians and two administrative staff on a scale of 1 to 9. The mean scores for both sub-outcomes assessed fell into the “emerging” category, and most scores fell into the lower two thirds of the scale. The highest rating was 8, for sub-outcome IL2.1. Low scores may be due in part to the relatively few prior IL courses taken by the sampled students; 68% of those sampled had taken 0-4 prior IL2 courses. The effect size comparing students

who had taken three or more classes that focused on information literacy and those who had not was close to 0 ($d < .001$) – see Information Literacy Assessment Report 2020 for details ([4A3Y](#)).

Average Information Literacy Outcome 2.3 Scores

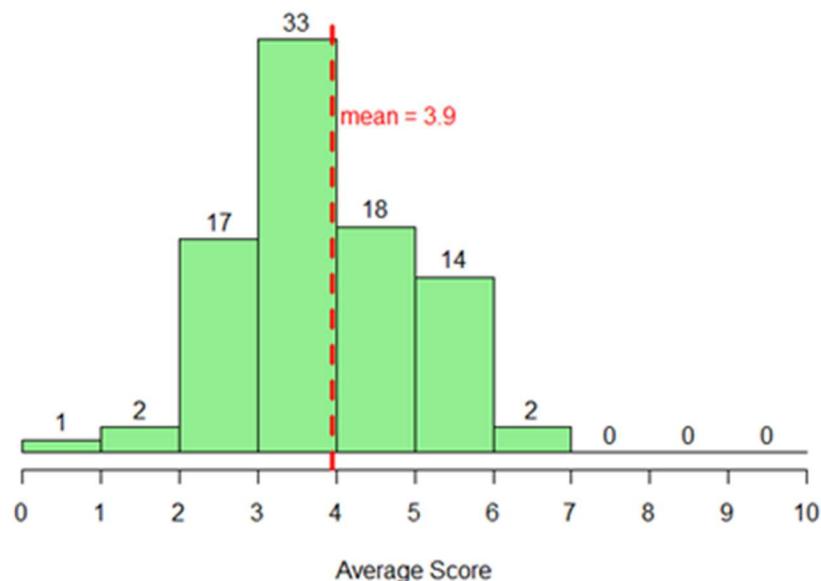


Figure 4.10. Both IL2.1 and IL2.3 scores were evenly distributed around the border between Emerging and Meeting Expectations

Core Theme: Transfer Education

Shoreline's transfer programs represent the general education components of four-year programs. Hence, the general education outcomes represent assessment of the program learning outcomes. As described above, there is evidence that in at least three domains described by these outcomes, students who take part in relevant learning experiences at Shoreline perform better on assessment of the general education outcomes.

For transfer programs, learning outcomes in core classes in English and math are also essential to assessing the supporting success of students in Shoreline's transfer programs. As mentioned in Standard 4.A.2, the respective departments track enrollment and course success in these classes. In addition, these faculty members have engaged in several important course learning outcomes projects that did not involve direct assessment of student learning but aimed to review, understand, and come to common agreement about the learning outcomes themselves and appropriate thresholds for student work to demonstrate the outcomes.

- In 2016-2017, math faculty reviewed outcomes for MATH 098, which serves as a “branching point” for math pathways, such that students need basic understanding of a number of fundamental concepts preparing them to study several different college-level math options. The faculty engaged in conversation about what the outcomes themselves and developed sample final exam questions for all faculty to use as samples.

- In 2017-2018, math faculty turned to a process to ensure that Math 098 and Math 099 included the correct and essential outcomes for the classes they led into. The primary data source was a survey of faculty in different disciplines requiring either Math 098 or 099 as a prerequisite, inquiring about what concepts were essential for students to understand before taking those classes.
- English faculty engaged in important conversations in 2016-2017 and 2017-2018 about defining “exit-ready” writing in both English 099 and 101, using samples of student work, which is an important aspect of effectively assessing student work in “bucket” classes and for students to shorten their achievement pathway to college-level English. In 2017-2018, the faculty also discussed assessment of first drafts and mid-quarter vs. end-of-quarter writing in English 099.

Core Theme: Professional-Technical

As described above, learning outcomes in Shoreline’s 18 professional-technical programs are directly assessed either through standardized, industry-recognized assessment, or through assessment of students’ work from capstone assignments by faculty. For some programs, the industry advisory committee joins into the assessment, lending these professionals unique insight into Shoreline’s programs and providing a meaningful context for the assessment as the committee reveals their expectations for program graduates. See Table 4.9 (above) for details.

As an indirect assessment of students learning, former students surveyed as part of the external program review reflected on the extent to which each learning outcome had been met on a 4-point scale from “Definitely not” to “Yes, Definitely.”

Table 4.12. Results from indirect assessment, with the range of percentage of students rating ‘3’ or ‘4’ on this scale.

Program	Year	Range
Business Technology	2016	85 -100%
Visual Comm. Technology	2017	57 -100%
Music Technology	2016	60 -100%
Biotechnology	2019	50 -92%
Film	2018	89 – 100%
Business	2017	100%
Manufacturing	2018	48 - 95%
Purchasing & Supply Chain Management	2018	63 – 75%
Clean Energy Technology	2017	48 -88%
Automotive GST	2019	70 – 93%
Criminal Justice	2019	88 -94%
Accounting	2019	80 – 100%
Education	2019	80 – 100%

Core Theme: Basic Education for Adults

Both the ABE and ESL departments have engaged in ongoing assessment of student learning, primarily at the course level, and focused on understanding the threshold of skills required to progress to each course level.

ABE

ABE faculty began a course-level project, as indicated in Appendix F, with the intention of gathering existing assessments in the language arts sequence to assess what portion of students were meeting various outcomes. The results were inconclusive due to sporadic student attendance. These results indicated a need to move towards a more individualized way to track skill attainment, a need which became more urgent with a significant revision of the General Educational Development (GED) exam. The results of this assessment work prompted significant changes in the ABE curriculum as described in Standard 4.B.1.

ESL

Shoreline's ESL department has historically engaged in quarterly exercises in which faculty review students' final writing assignments at various levels of ESL as a group to understand the threshold of student skills needed to pass to the subsequent course level. During the 2015-2016 year, the faculty engaged in a more systematic review of the ESL 099 course, the highest ESL level preceding English 101. They assessed writing samples from both the beginning of the quarter and the end of the quarter and the results (as shown in Appendix F) indicated that students did quite well in organization and content, but still struggled with mechanics. The process also served to bring together nine ESL faculty to understand the skills needed to progress to college-level English.

More recently, for the past two years, the department has been reviewing the sequence of ESL courses and evaluating (a) how the learning outcomes and level of skill attainment align with ABE and pre-college English classes and (b) whether there are opportunities to revise the sequencing of ESL classes to accelerate progress to college-level English. Part of this conversation is to incorporate some of the innovative methods of placement used in English into ESL placement, considering multiple measures for placement as well as, potentially, directed self-placement. Two faculty will be following through on this work during their upcoming sabbaticals in 2020-2021, and ESL faculty are collaborating with ABE and English faculty to apply for external funding to support these efforts.

In addition, the ESL department is moving forward with three assessment-related projects in the next two years. The first is a follow-up of the work started in 2015-2016 to gather additional information from ENGL&101 instructors about skills needed at entry, then translate that information into outcomes for ESL 099 (Now referred to as English for Academic Purposes – EAP 099), as well as a guide for EAP 099 instructors to support students in meeting those outcomes. The second project involves a similar process of clarifying outcomes of ESL 055/095, which focuses on preparing skills in listening and speaking (as opposed to writing) and what skill attainment is needed for other entry-level courses such as Business 101. Lastly, the ESL faculty will be exploring students' knowledge and understanding of academic honesty, reviewing course learning outcomes, college-wide work related to the outcome, and how the concept might be introduced and assessed within the ESL sequence.

Core Theme: Community Education

Assessment of student learning for community education is indirect and part of the course evaluation form ([4A3A](#)), in the form of the question “Did you achieve your class goals and objectives?”

For events and seminars, all evaluation surveys included the same questions providing a holistic self-report of how much participants had learned about the subject-matter of the event. Specifically, participants rate on a scale of 0 (“None”) to 4 (“A lot”), “How much did this event increase:”

- Your understanding of this issue?
- Your curiosity to learn more?

STANDARD 4.A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

The assessment involved in academic planning and the budget review process, as well as ongoing assessment work have provided an opportunity to evaluate holistically the alignment, correlation, and integration of programs and services. In addition, the College’s move toward Guided Pathways supports a holistic evaluation of programs and service within each core theme.

Core Theme: Transfer Education

The adoption of the new core themes in spring of 2019 was intended, in part, to allow for additional reflection on the College’s transfer program as a whole and to understand how the programs and associated support systems work together to support the core theme objective and indicators. As Shoreline entered into Guided Pathways work in 2019-2020, the question of how pathways align with the transfer program recurred among the planning team.

In particular, an essential aspect of designing Guided Pathways is to start with learning outcomes and design curriculum around them. The current general education outcomes were developed in 1999 and are only connected to curriculum on a course-by-course basis, as tracked in the Master Course Outline system, as described above. The projects to assess these outcomes yielded promising results, but surfaced challenges in relation to how assessable the outcomes are and their connection to curriculum (see General Education Assessment Presentation to FSC 2020 – [4A4B](#)).

Further reflection, using a Guided Pathways framework, revealed a lack of coherence in the transfer program. Shoreline provides planning guides to prepare for over 72 majors and post-graduate fields, with lists of recommended classes but no recommended first- or second-quarter schedules. In addition, although roughly half of Shoreline transfer students begin in pre-college classes in either math, English, or ESL, these planning guides list these as pre-requisites as opposed to integrated within program planning.

In summary, the holistic evaluation of the alignment of programs and services prompted by these assessment projects and the adoption of Guided Pathways indicated the need for additional coherence and alignment in Shoreline’s transfer programs.

Core Theme: Professional-Technical Education

As mentioned previously, the data used for academic planning also fueled a discussion within the Student Learning Leadership Team (SLLT) in fall 2019 about professional-technical program needs. At that point in time, the College had undergone a full cycle of external program reviews, and the Student Learning Leadership team had engaged in two consecutive years of academic planning reviewing systematic data about all departments and programs.

The group as a whole identified how program reviews had prompted changes, as described under Standard 4.B.1 below, as well as which programs were most likely to see growth and decline in the next several years and what high-demand segments of the workforce were not being served by Shoreline's programs. The SLLT was also involved in the process of developing the Comprehensive Local Needs Assessment (CLNA) required by the federal Carl D. Perkins Strengthening Career and Technical Education (CTE) for the 21st Century Act of 2018 (Perkins V) grant. The results of this conversation led to support for the development of a new program, Business Intelligence and Data Analysis (BIDA), which is currently in the process of internal approval by curriculum committee.

Core Theme: Basic Education for Adults

Shoreline's Guided Pathways work to date, planning for the implementation in the next 3 – 5 years, has been an opportunity to evaluate how programs and services in Basic Education for Adults are integrated into pathways for students. Building on the ongoing work in both ABE and ESL to clarify and align learning outcomes across progressive levels and in the context of transition to college-level work, Shoreline's approach to basic skills in Guided Pathways is somewhat unique. As evidenced in the workplan ([4A4A](#)), the development of the introductory course sequences and pathways plans will include basic skills classes, instead of creating a standalone "pre-pathway" to be completed before the "actual" pathway begins.

Core Theme: Community Education

In developing the definition of this core theme in 2019, there was an evaluation of how the components of community education and community engagement fit together, and led to focus on the three components of programming described in Standard 3.B: continuing education, events and seminars, and summer camps.

The SWOT analysis conducted by the continuing education department in 2018 provided an opportunity to examine the program offerings in this area in a holistic way and make decisions about the future of continuing education at Shoreline. The 2018 SWOT analysis of Continuing Education reviewed the major strengths, weaknesses, opportunities, and threats to the program. The analysis identified three major program strengths: affordability (classes were priced significantly lower than competitors), Concert Band (which received consistent community enrollment), and Ed2Go online courses. Weaknesses discussed included the inability to attract students, the current manual, high touch processes for registration and course creation, and the lack of staffing in Continuing Education. The analysis also touched on potential opportunities such as: collaboration with other CE programs for certificates, the potential for additional summer camps, and co-enrollment with credit

classes. Continuing Education programs at competing institutions were identified as the biggest threat to the program at Shoreline.

STANDARD 4.A.5

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

As captured in Standard 3.B, the academic planning and budget review processes are, in and of themselves, integrated assessment (i.e., review of data) leading to key planning decisions around resources and capacity, which are then assessed again (or will be assessed again) in a subsequent cycle of assessment and planning. Prior to the establishment of these processes, the alignment of planning, resources, and assessment was present primarily within individual aSAP projects. A holistic evaluation led to the development of these processes.

In addition, a holistic evaluation of the role of learning outcomes assessment in curriculum planning and ongoing practice occurs on a program-by-program basis, as will be described below.

Core Theme: Transfer Education

Prior to the adoption of integrated academic planning, individual departments requesting new tenure lines submitted an aSAP, and, six months later, decisions were made about whether to refill vacated tenure lines or move them to a different discipline. For example, a request for a new tenure line in biology was submitted for approval in February of 2018 out of the context of the transfer program as a whole, such that it was challenging to assess whether and how this new tenure line supports transfer programs more or less than other potential faculty lines. The timeline of aSAPs and notification of retirement of tenured faculty were in conflict, so part of the alignment evaluation was a practical one, so that the timing of assessment and planning allowed for reviewing data across all potential faculty tenure lines affecting transfer programs in time to post faculty positions on a regular faculty hiring cycle.

Core Theme: Professional-Technical Education

Professional-technical programs and faculty lines are also considered during academic planning. A holistic evaluation of how external program reviews serve as an assessment that informs planning, resources, and capacity led to incorporation of recommendations from program reviews as part of ongoing work of the Student Learning Leadership team, as demonstrated in Standard 4.B.1 below.

An evaluation of the integration of learning outcomes assessment into professional-technical program planning and practices led to involving the advisory committee in the process (for some programs) to provide a relationship between direct assessment of student work and the committee's guidance around curriculum and practices. However, additional work needs to be completed to bring the assessment of program learning outcomes more consistently to bear in conversations about program planning.

Core Theme: Basic Education for Adults

The ABE and ESL departments engage in ongoing evaluation of how learning outcomes assessment aligns with practice. A considerable amount of the learning outcomes assessment work conducted by faculty in both the ABE and ESL departments, as described under Standards 4.A.2 and 4.A.3, involved a holistic assessment of how the outcomes of these course sequences are related to each other and aligned to college-level work. For example, ABE faculty rewrote their curriculum to align outcomes to articulate to college-level work, and ESL faculty worked to understand the connection between pre-college ESL and the English pathway, including skill attainment needed to enter the entry-level college English class.

Core Theme: Community Education

For the most part, reviewing the programs and services within this core theme is a new activity for Shoreline. As the program offerings within this core theme continue to evolve and grow, more assessment data are gathered, and planning extends to a broader time frame than a single quarter or year, the staff and support team involved in the components of community education will conduct a holistic evaluation of this alignment.

STANDARD 4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Shoreline is continually reviewing and evolving in the use of assessment processes as demonstrated in the Planning and Assessment Overview (Appendix C). Shoreline is looking ahead to continuing to review and revise assessment processes, including those associated with core theme assessment and learning outcomes assessment.

Core Theme: Transfer Education

As previously mentioned and described in detail under Standard 4.B.2 below, assessment of the General Education outcomes as the means for assessing learning in Shoreline's transfer program has been evaluated, and Faculty Senate Council has agreed to begin the process of revising the General Education outcomes in fall 2019. The process should result in assessable outcomes for the transfer programs and a process of assessment that will inform improvement of these programs.

Basic Education for Adults

Faculty and staff in ESL and ABE have engaged in ongoing review of their assessment of learning outcomes. In addition, both areas are engaged in an exploration of the core theme indicators to evaluate whether they are meaningful in the context of their ongoing work.

Core Theme: Community Education

The process for assessing the effectiveness of the offerings included in this core theme are currently under review and may be expanded to support ongoing program improvement.

4.B: Improvement

STANDARD 4.B.1

Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Below are examples of how assessment data have been utilized to inform improvement, planning, and decision-making.

Core Theme: Transfer Education

Introductory courses in math represent significant milestones for transfer programs, as expressed in the measures that are part of the student progress and equity indicators for the transfer education core theme. Data used to assess students' progress in these courses strongly informed significant changes that affect Shoreline's transfer programs.

Data gathered for the course-level assessment project in math, summarized above, as well as state-wide data related to student pass rates in pre-college and introductory math classes, prompted the math faculty to propose a significant change in math curriculum. First submitted as a Shoreline innovation grant proposal, and subsequently as a successfully-awarded grant from College Spark Washington administered through the State Board for Community and Technical Colleges, math faculty proposed implementation of a co-requisite model for introductory math classes.

In this model, students who place one level below college level enroll in college-level math while also enrolling in a for-credit support class to support their success in the class. For Shoreline, the three classes selected for co-requisites, as described under Standard 4.A.2, were MATH 099 (Intermediate Algebra II), MATH&146 (Statistics), and MATH&107 (Math & Society). Students who placed into MATH 098 had the option of enrolling in the co-requisite class. These classes were piloted and developed during 2019-2020, with one co-requisite class per quarter: MATH&146 in fall, MATH 099 in winter, and MATH&107 in spring.

To date, 66% of students who started their math sequence with a co-requisite class passed college-level math within three quarters. This analysis includes students starting in winter and spring 2020, who have not yet reached the three-quarter threshold. Results indicate pass-rates far exceed the goal to reach 50% college-level pass rate within three quarters.

Table 4.13. Percent of students enrolled in co-requisite math in 2019-2020 who pass college-level math.

Co-Requisite Courses	#	% Pass College-Level Math in 3 Quarters
Math 046 / Math& 146	107	81%
Math 047 / Math& 107	34	74%*

*Students who took Math 047 in Winter and Spring 2020 still have several quarters to pass college-level within the 3-quarter timeframe. Despite this, initial pass rates for MATH&107 are promising.

Looking ahead, the English department will be implementing similar co-requisite classes for English, building on the work they have done to shorten the pathway from pre-college to college-level work. Preliminary results indicate that students in both math and English are now much more likely to enter at college-level than pre-college level classes (see Figure 4.11)

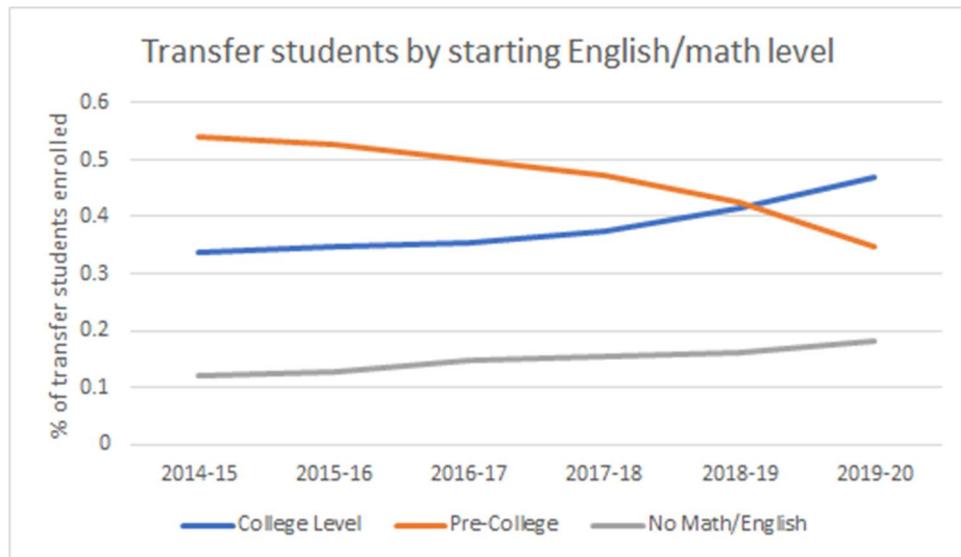


Figure 4.11. The fraction of transfer students starting in college-level math or English has been increasing since 2014

Core Theme: Professional-Technical Education

The external program reviews included specific recommendations and the Student Learning Leadership team facilitated improvements based on these recommendations, as described in Table 4.14 below.

Table 4.14. Recommendations from external program review to improve Shoreline's professional-technical programs and related actions taken

Program Name	Review Date	Recommendation	Actions Taken
Music Technology	January 2016	<ul style="list-style-type: none"> • Develop strategies to improve employment outcomes • Take steps to better meet the needs of working students • Consider adding sound design for gaming, post-production, and/or sound reinforcement programs to MT 	In part to support working students, the Music Technology program, in collaboration with the Advisory Committee, refined degree program learning outcomes in 2019-2020 and reduced the number of student credits required to complete the degrees.

Program Name	Review Date	Recommendation	Actions Taken
Business Technology	July 2016	<ul style="list-style-type: none"> • Too many overlapping certificates and program learning outcomes • Need pathways to specialties • Improve ability to test out of courses • Improve instruction and learning outcomes 	Based on the program review, two short-term certificates were eliminated, and the degree and long-term certificate were put on hiatus in summer 2019 to do an overhaul of the program.
Clean Energy Technology	March 2017	<ul style="list-style-type: none"> • Continue seeking opportunities to keep the program relevant in a rapidly changing industry • Recruiting younger students • Develop a technology plan 	Following the program review, Shoreline pursued and obtained a National Science Foundation Advanced Technological Education (ATE) grant to support curriculum development and pipelines for Clean Energy Technology education.
Visual Communications Technology	June 2017	<ul style="list-style-type: none"> • Improve portfolio development throughout the program • Improve computer support and instruction • Improve planning, advising, and course clustering 	Faculty in this area are currently working on curriculum revisions to ensure students are prepared for wide-ranging industry needs while reducing the number of credits required to complete degrees to support education planning for students.
Business Administration	June 2017	<ul style="list-style-type: none"> • Evaluate program niche in the Puget Sound and identify areas for improvement • Improve internship and job placement services • The Math Learning Center should support Business Math 	Part of identifying a niche was determining how to narrow down offerings; the program reduced their program offerings by eliminating the Sports & Event Marketing and Fashion Design Marketing program options
Purchasing & Supply Chain Management	March 2018	<ul style="list-style-type: none"> • Improve support for the lone faculty person • Improve internship and job placement services • Ensure balance between supply chain and purchasing 	The program has a new lead faculty who has engaged in significant revision of the course curriculum to support meeting program learning outcomes.
Manufacturing	June 2018	<ul style="list-style-type: none"> • Update program learning objectives • Update marketing materials for this program • Add an additional tenured faculty to this program 	Faculty will review program learning outcomes in the coming year and assess a program learning outcome.
Film	June 2018	<ul style="list-style-type: none"> • Increase/enhance resources for this program • Increase/enhance sensitivity training for faculty • Improve employability of students 	The film department has addressed all three recommendations: new essential equipment has been purchased, faculty have participated in sensitivity training, and the industry advisory committee has been expanded.

Program Name	Review Date	Recommendation	Actions Taken
Automotive GST	December 2018	<ul style="list-style-type: none"> • Develop academic/career maps • Conduct curriculum review and learning outcomes assessment • Update marketing materials for this program 	Faculty in this program have begun an initial program learning outcomes assessment and will continue this work in the coming year.
Criminal Justice	March 2019	<ul style="list-style-type: none"> • Change the CIP coding for this program • Ensure that CJ Classrooms contribute to student learning • Update program learning outcomes 	In part in response to a review of learning outcomes, a new short-term certificate was added to focus on collaboration between mental health workers and criminal justice professionals.
Accounting	March 2019	<ul style="list-style-type: none"> • Address employer demand for better interpersonal communication skills • Consider new strategies to meet the needs of students requesting more in-person classes • Align Master Course outcomes with program level outcomes 	Faculty in this program will begin reviewing course learning outcomes in relation to program-level outcomes and to assess their program-level outcomes.
Early Childhood Education	June 2019	<ul style="list-style-type: none"> • Continue evolving curriculum and program offerings to meet state regulations and student demands • Prepare for faculty transitions and engage in program planning • Ensure website is up to date 	This program is determining what resources are needed to ensure development of curriculum and program offerings and how to support sustainable growth for the program.
Biotechnology	June 2019	<ul style="list-style-type: none"> • Expand market share • Update learning outcomes and conduct curriculum review 	This program has received a National Science Foundation Advanced Technological Education (ATE) grant and established additional market share through strengthening industry partnerships.

Basic Education for Adults

Ongoing assessment work in the ABE and ESL departments, as well as this revision in curriculum, are directly tied to the new indicators for the Basic Education for Adults core theme. By shortening and clarifying this pre-college pathway, the proportion of students completing college credits should increase. For instance, the ESL, ABE, and English departments will be expanding Direct Self Placement and create clustered courses, which would shorten the pathways from ABE and ESL to college-level English courses. Because the changes have been implemented relatively recently or are on the horizon, the College continues to monitor the outcomes related to student progress, equity in progress, completion, and equity in completion for this core theme.

ABE

Based on the preliminary course-level assessment project described in Standard 4.A.3, and to prepare for the heightened GED exam requirements as well as new guidance related to the

Workforce Innovation and Opportunity Act (WIOA), ABE faculty re-wrote the entire curriculum and revised the learning outcomes so as to ensure the learning opportunities and outcomes were aligned with the knowledge and skills required for immediate transition to college-level coursework. By redesigning the basic skills curriculum in this way, the pathway from basic skills to college work is shortened, and the intended outcome and pathway are clearly communicated to students in these classes.

For example, learning outcomes in math were translated into specific assignments and assessments by which students could demonstrate their competence before advancement to the next course level. The instruction and assessment were individualized, as was grading. All ABE courses are graded as Pass/Fail, and students have an ongoing and clear understanding of what learning outcomes they need to attain to be prepared for the subsequent course level and how far they have come in gaining those skills.

ESL

For the ESL department, most of the improvement that has occurred due to assessment has involved bringing faculty together to build a common understanding of what skill attainment in writing is needed for students to progress across levels. The proposed assessment projects should also lead towards curriculum changes to shorten the ESL pre-college pathway.

Core Theme: Community Education

Assessment of individual offerings are used to improve classes, seminars, or camps. For example, a survey of attendees of on-campus events through the Global Affairs Center (GAC) in 2015 indicated that attendees strongly preferred email communication over social or print media communication, which helped the Center with future recruitment.

STANDARD 4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-supported planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Shoreline uses results from student learning outcomes assessment in a variety of ways to inform academic and learning-support planning and practices

Core Theme: Transfer Education Core Theme

The general education outcomes assessment projects revealed that these six outcomes, with 27 detailed sub-outcomes, represent aspirational as opposed to assessable learning outcomes for students who take part in Shoreline's transfer programs. After reviewing results from these assessments, the primary theme was that the general education outcomes, as they are, need to be revised.

In broaching the possibility of revising these outcomes, which are the purview of the Faculty Senate Council, a number of questions arose, including:

- Are we totally revising the general education outcomes? How significant a revision are we willing to embrace?
- What is the relationship between general education outcomes and distribution requirements?
- What are the constraints imposed by state guidelines and transfer agreements?
- In writing a learning outcome, how do we make it specific enough so it is assessable, but general enough so that disciplines/meta majors can craft variations that meet the outcomes?
- How will general education outcomes relate to potential transfer program outcomes?
- Should general education outcomes be for all students? Which certificates, degrees, programs should have general education outcomes?
- Do general education outcomes apply to all students, or only to students pursuing degrees? What do students need as outcomes to transfer successfully or enter a profession?
- Is there a place for non-academic outcomes (e.g. collaborative skills, emotional intelligence, self-reflection)? [Frame these outcomes as assessable skills, knowledge, and abilities.]

The Faculty Senate Council agreed to a plan (see General Education Outcomes Revision Draft Plan ([4B2A](#)) for details) to review and revise these outcomes to address the questions above.

Core Theme: Professional-Technical Education Core Theme

As mentioned above, there were multiple factors involved in the decision to put Shoreline's Business Technology degree and long-term certificate on hiatus in fall of 2019. Program enrollment, number of completions, data from the program review in 2015, as well as the learning outcomes assessment project pointed to the need to overhaul the program. A review of seven students completing the portfolio project of Office Procedures, the capstone class of the degree indicated that 57% met expectations on the outcome assessed. As demonstrated in Standard 4.A.3, the other professional-technical programs assessed meet the 80% threshold of students attaining outcomes.

Core Theme: Basic Education for Adults

ABE faculty review outcomes-oriented assessment data as a constant practice in evaluating students and their progress. Each student's work is assessed holistically in the context of progressive learning outcomes within each course and based on attainment of the skills described in these outcomes that each student progresses to the next course level.

In ESL, review of course success rates and needs assessment among students in the evening cohort led to shifts in curriculum and expansion in credits and scheduled courses starting in 2016. Students attending evening ESL classes are predominantly domestic (non-international), non-traditional students early in their ESL pathway. The change has almost doubled the headcount and nearly tripled the FTE in the program. Recently, a one-credit orientation (see ESL 001 syllabus for details – [4B2B](#)) was added in “week zero,” intended to provide ancillary skills such as usage of

technology, and to build familiarity with college resources and pathways, and begin conversations around goals and barriers, all in order for students to be successful in their courses.

The outcomes and outline for the orientation class are as follows:

- *Identify and locate the ESL, ABE and GED programs in terms of their levels and course offerings.*
- *Identify and locate campus services such as the library, tutoring services and the ESL/GED Technology Center.*
- *Identify personal goals, recognize barriers and develop strategies to overcome barriers.*

Core Theme: Community Education

Self-reported data on student learning has indicated that community education events have met a threshold for achievement. At this point, no significant changes have been made based on these measures.

Standard 5: Mission Fulfillment, Adaptation, Sustainability



Standard 5: Eligibility Requirement

24. SCALE AND SUSTAINABILITY

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Shoreline engages in ongoing monitoring of enrollment compared to previous years and overall enrollment trends to understand what scope of resources are appropriate to fulfill the College's mission and core themes. In fall 2019, Shoreline initiated a comprehensive budget review process that will serve as a model to ensure that expenses in each program and service area are commensurate with the revenue and activities in that area.

5.A: Mission Fulfillment

STANDARD 5.A.1

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Shoreline has gone through a significant transformation in adopting new core themes and identifying key indicators of achievements. The process of developing new core theme indicators was participatory and self-reflective, as described in the substantive change supplemental (see Core Theme Substantive Change Supplemental Report ([1B1A](#)) and follow-up report ([1B1B](#)) for details).

The indicators are systematic in addressing the core themes (see Table 5.1 for an overview of the alignment between indicators and core themes).

Table 5.1. Alignment of core themes and indicators

New Core Themes	Indicators				
	Access & Equity	Student Learning	Student Progress & Equity	Completion & Equity	Contribution to workforce
Transfer education	✓	✓	✓	✓	
Professional-technical education	✓	✓		✓	✓
Basic education for adults	✓	✓	✓		
Community education & training	✓	✓			

Shoreline began the process of shifting to new core themes and indicators in 2018; hence, the regular process of engaging in assessment of accomplishments has occurred at two annual time points, comparing a historical baseline in 2015-2016 to measures assessed in Fall of 2018 (based on data from 2017-2018) as summarized in the Core Theme Indicator Report Fall 2018 ([5A1C](#)), and Winter of 2020 (based on data from 2018-2019) as described in the Core Theme Indicator Report Winter 2020 ([5A1D](#)). The tables below provide a summary of data from these two timepoints as well as the overall assessment of the number of indicators. For details and additional notes on the numbers presented, please see the individual core theme indicator reports.

Table 5.2. Status of measures categorized based on progress from baseline as follows

At target (✓)	Current data at or above target threshold or convincing evidence of mission fulfillment
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), and concern of not meeting mission fulfillment

For the purpose of reporting relationship to baseline over multiple years, color-coding and symbol designators (*, □, ✓)

In addition, a holistic representation of progress for each indicator is reported to the Board of Trustees according to the A3-X alignment tool, as below:

<input type="radio"/>	0 - 35% of measures at target or promising
<input checked="" type="radio"/>	35 - 75% of measures at target or promising
<input checked="" type="radio"/>	75 - 100% of measures at target or promising

This holistic representation of progress is included the A3-X alignment tool (Appendix D). See Figure 5.1 for an excerpt.

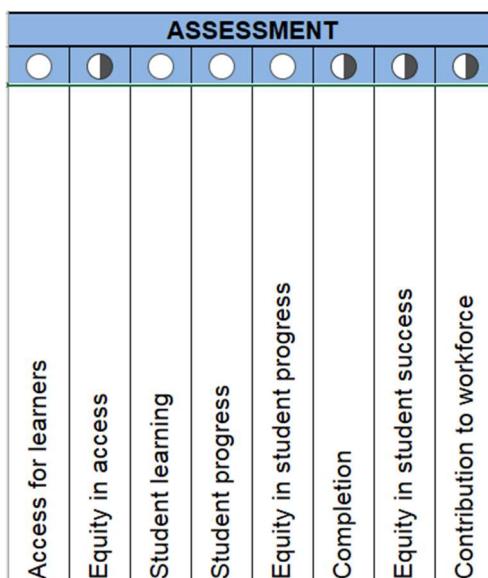


Figure 5.1. Excerpt from the A3-X alignment tool representing assessment of mission fulfillment progress

At the second presentation of the core theme indicator data (see Mission Fulfillment presentation winter 2020 - [5A1A](#)), These indicators of progress were presented in slightly more detail, as summary graphs of all the measures within an indicator. In summer 2020, these summary graphs

were compiled into a mission fulfillment dashboard (Figure 5.2), used to identify key areas of focus for strategic work.

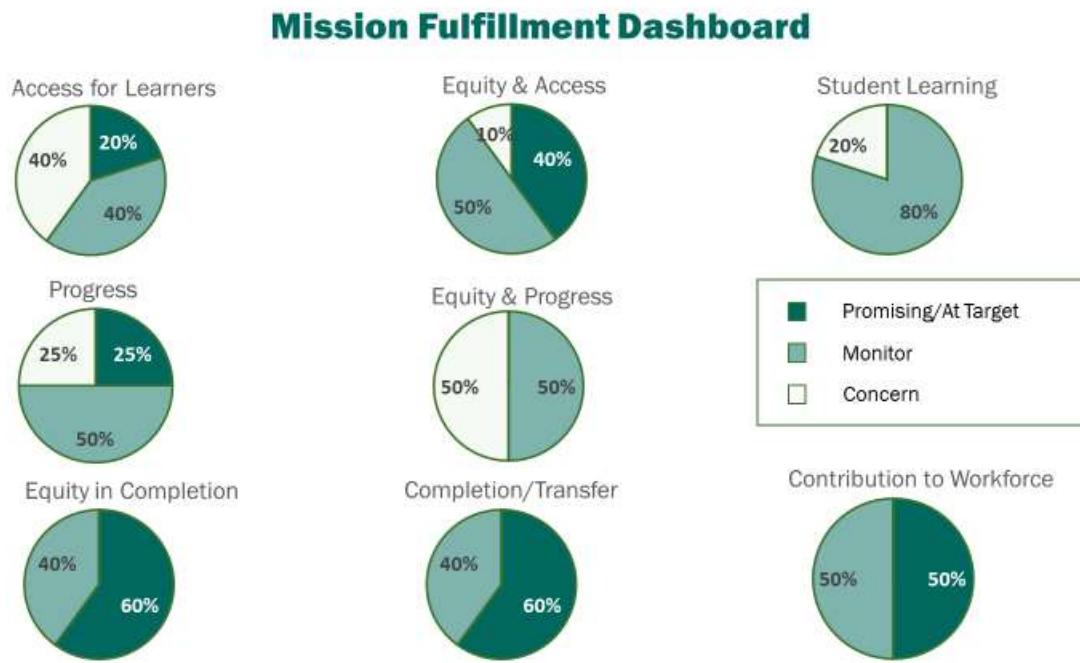


Figure 5.2. Mission fulfillment dashboard from the most recent data (2018-2019) presented to the Board of Trustees in summer 2020

Below are details of the core theme indicator data presented to the Board of Trustees at the two presentation timepoints.

Indicator: Access for Learners

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Combined	Total annual full-time equivalent	5467	5606 (✓)	5264 (*)	5812
	State-Supported	3735	3972 (✓)	3689 (*)	4172
	International Contract	1173	1019 (□)	984 (□)	1025
	Other	559	615 (✓)	591 (✓)	615
Transfer	Total annual full-time equivalent from students <u>enrolled in transfer programs</u>	2530	2761 (✓)	2508 (□)	2854
Professional-Technical	Total annual full-time equivalent from students <u>enrolled in professional-technical programs</u>	1839	2137 (✓)	2006 (✓)	2230

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Professional-Technical	% of Shoreline students, self-identified as applicants for competitive programs, who are accepted or persist at Shoreline in other programs.	60%	60% (□)	55% (*)	65%
Basic Education for Adults	Total annual full-time equivalent from basic skills courses	476	431 (*)	435 (□)	452
Community Education	Number of participants in community education classes	582*	622 (✓)	462 (*)	702
	Number of participants in community education events	781	[no data]	790 (□)	855

Indicator: Equity in Access

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Transfer	% of students <u>from historically under-represented and under-served groups</u> enrolled in transfer programs	35%	36% (□)	36% (□)	40%
	Historically Under-represented: Race/Ethnicity	19%	21% (✓)	22% (✓)	23%
	Historically Under-represented: Pell Eligibility	26%	27% (✓)	25% (□)	30%
	Historically Under-represented: First Generation	15%	15% (□)	14% (□)	18%
Professional-Technical	% of students <u>from historically under-represented and under-served groups</u> enrolled in professional-technical programs	38%	35% (*)	34% (*)	40%
	Historically Under-represented: Race/Ethnicity	19%	20% (✓)	20% (✓)	23%
	Historically Under-represented: Pell Eligibility	22%	22% (□)	20% (□)	25%
	Historically Under-represented: First Generation	14%	14% (□)	13% (□)	17%
	% of gender non-traditional students in historically imbalanced programs	19%	19% (✓)	19% (✓)	21%
Basic Education for Adults	% of students <u>from historically under-represented and under-served groups</u> enrolled in basic skills	38%	39% (✓)	40% (✓)	39%

As described in Standard 3.B, Shoreline has engaged in ongoing reporting and analysis of enrollment data throughout the previous accreditation cycle. As the new core themes and indicators were in

development, the focus was primarily on patterns of international and domestic, state-supported enrollment over time. Figure 5.3 shows a summary of enrollment data from 2012-2013 through 2019-2020.

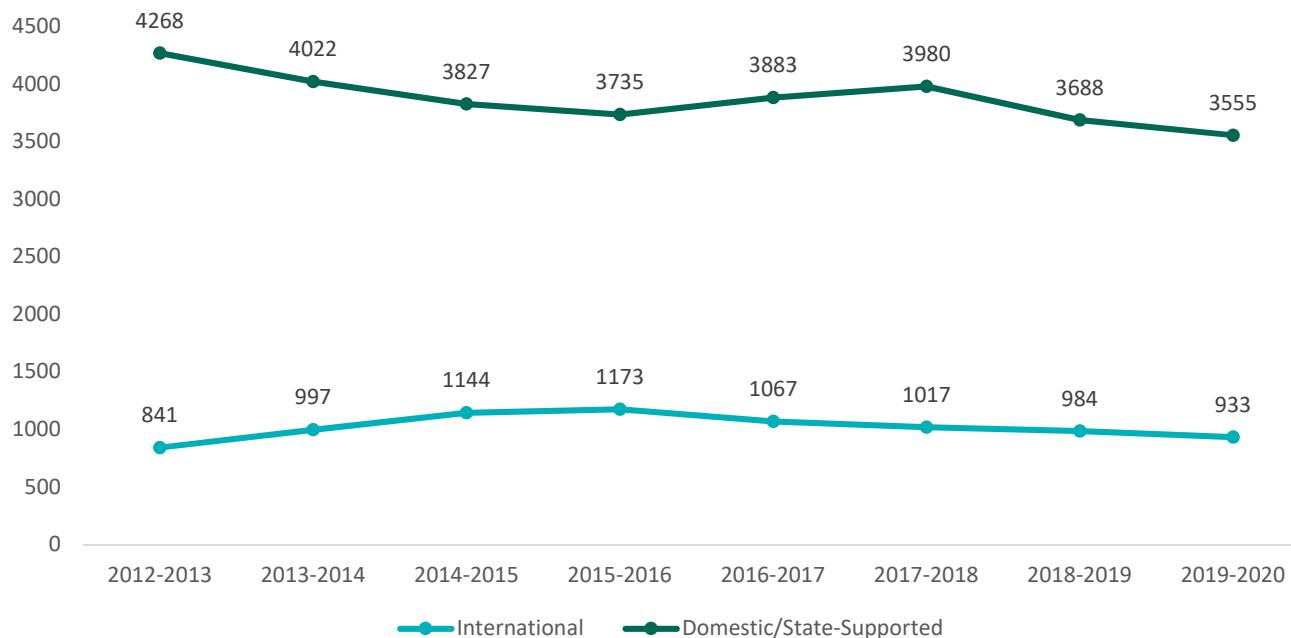


Figure 5.3. Annual international and domestic/state-supported FTE from 2012-2013 to 2019-2020

As Figure 5.1 indicates, Shoreline experienced a pattern of significant decline in domestic enrollment paired with a similarly dramatic increase in international enrollment from 2012-2013 through 2015-2016. Until 2015, this pattern mostly led to questions about how to create an optimal learning environment for this changing demographic of students, as well as consideration of how to increase domestic enrollment during a period of national and regional economic growth and decreasing unemployment rates. These conversations took place during the Board of Trustees meetings, as well as informally in administrative leadership and operational divisions.

The conversation about declining domestic enrollment became more urgent when the State Board for Community and Technical Colleges (SBCTC), based on collective guidance of the presidents of the 34 colleges in the state-wide system, changed the model for allocating state funds across colleges. Until 2016-2017, when the model changed, Shoreline had counted international FTE towards the primarily enrollment-based allocation model. The new allocation model would prohibit counting of these students in the three-year rolling average enrollment count upon which allocation to colleges was largely based. Hence, the need to increase domestic enrollment became more urgent.

Starting in 2015, under the leadership of the new president, Shoreline engaged in deliberate strategic enrollment management (SEM), as part of the strategic plan as well as in operational activities (now considered core theme planning) to increase enrollment. As described in Standards 3.A and 3.B, a variety of efforts were implemented toward this end, including:

- Hiring an enrollment management consultant and taking immediate action on the most pressing recommendation, which was to implement a Customer Relations Management tool, and hiring staff to manage this method of recruitment.
- Using comprehensive data analysis to identify programs to promote through targeted marketing.
- Strengthening and expanding in-person student onboarding, with structured events and support provided for students learning about Shoreline for the first time (Experience Shoreline), those ready to register for classes (Group advising sessions, drop-in advising), and an enhanced New Student Orientation for those already enrolled.
- Implementation of multiple work groups within the Student Learning Experience Coordinating Committee to address critical components of enrollment management, including recruitment, onboarding, and success to completion.

All of these efforts resulted in two consecutive years (nine consecutive quarters) of increased domestic enrollment, a significant accomplishment, particularly while 21 of the 34 community and technical colleges in Washington state saw declines in domestic enrollment in 2017-2018. The maintenance of international enrollment, with just slight declines from 2015-2016 to 2017-2018 was also a notable success compared to significantly more dramatic decreases seen by other colleges in the state as well as the impact of changes in federal policy and guidance related to granting visas for international students.

Starting in 2018-2019, Shoreline experienced a significant decrease in enrollment (down 9% year-over-year), despite no significant change in enrollment management practices. Multiple external factors account for the decline, including the impact on international enrollment because of the change in federal administration, and record-low unemployment rates in King County and Washington State.

Indicator: Student Learning

These indicators continue to evolve as Shoreline expands and enhances outcomes assessment across the college. For that reason, these indicators are categorized as “monitor” when they might be considered “promising” based strictly on the criteria above. For more details about outcomes assessment work, please refer to Standard 4.A.3.

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Transfer	Effect size (Cohen's d) comparing two populations based on course-taking based on direct assessment of general education outcomes	Global Awareness, $d = .46$	Communication $d = .58$ (\square)	Multicultural Understanding $d = 0.49$ (\square)	$d \geq .40$ for all outcomes

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Professional-Technical	Percent of students meeting expectations on direct assessments of program outcomes	None conducted	3 programs, 57% - 100% (□)	2 programs, 96 – 100% (□)	80% meeting expectations, all programs
Professional-Technical	Percent of students who succeed in industry-recognized exams (as applicable), range across programs shown un parentheses	89%	90% (86 – 91%) (□)	91% (78 – 100%) (□)	All programs above 90%
Basic Education for Adults	% of students who made any federal level gains, based on CASAS testing, within one year	57%	59% (✓)	53% (□)	60%
Community Education	% of participants how rate 3 or 4 on a 4-point scale of how the event increased their understanding	No data available	No data available	95% (✓)	90%

As described in Standard 4.A, Shoreline has engaged in a deliberate plan to build a robust mechanism for assessing student learning for the past five years. A key component of the 2016-2021 strategic plan, Shoreline's efforts related to outcomes assessment have met with success in meaningful engagement among faculty based on direct assessment of student learning. However, the College is still working towards a more concise and meaningful way to incorporate learning outcomes assessment into ongoing, self-reflective assessment of the College's accomplishments, as described below.

Program outcomes assessment

Program-level assessment of learning outcomes has been introduced to all professional-technical programs that do not complete this work as part of specialized accreditation or certification. This introduction has not expanded to the point of being part of the way programs regularly assess themselves, but these programs will continue to work towards regular, direct assessment of student learning, including an ongoing consideration of the outcomes themselves in collaboration with their industry advisory committees. In 2020-2021, it is anticipated that each professional-technical program will engage in some kind of outcomes assessment work.

General education assessment

Shoreline's innovative methods to engage in direct assessment of general education outcomes has yielded some promising results that indicate a relationship between the educational experiences students have at Shoreline and the skills described in the College's general education outcomes. At this point, as Shoreline moves into the next accreditation cycle and a new framework for academic

programs and services (Guided Pathways), the Faculty Senate has recognized the need for new, assessable outcomes that are more closely tied to the curriculum (particularly transfer pathways). The process of outcome revision will begin in Fall 2020.

Indicator: Student Progress

As described in Standard 1.B, metrics of progress and completion are evidence-based and used by the State Board for Community and Technical Colleges to assess the impact of a state-wide move to the Guided Pathways framework as a research-informed method for resource allocation.

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Transfer	% of transfer students who complete quantitative and symbolic reasoning requirement within one year	27%	28% (□)	22% (*)	42%
	% of transfer students who complete 15 college-level credits within one year	58%	57% (□)	58% (✓)	61%
	% of transfer students who persist across academic years (i.e., SAI retention point)	56%	53% (□)	53% (□)	54%
Basic Education for Adults	% of basic skills students completing high school/GED	5%	4% (□)	1% (□)	10%

Indicator: Equity in Student Progress

Core Theme	Measures	Baseline (2015-2016)	Report 1 (2017-2018)	Report 2 (2018-2019)	Target (2021-2022)
Transfer	% of transfer students from historically <u>under-represented and under-served groups</u> who complete quantitative and symbolic reasoning requirement within one year	24%	20% (□)	18% (*)	32%
	% of transfer students from historically <u>under-represented and under-served groups</u> who complete 15 college-level credits within one year	56%	47% (*)	52% (□)	56%
	% of transfer students from historically <u>under-represented and under-served groups</u> who persist across academic years (i.e., SAI retention point)	57%	44% (*)	44% (*)	54%
Basic Education for Adults	% of under-represented basic skills students completing high school/GED	5%	2% (*)	1% (□)	10%

Even before the adoption of the new Core Theme indicators, Shoreline continually monitored student retention rates as a way to understand effectiveness in supporting students. Figure 5.4 shows fall-to-fall retention of students new-to-Shoreline starting in Fall 2012 through Fall 2018.

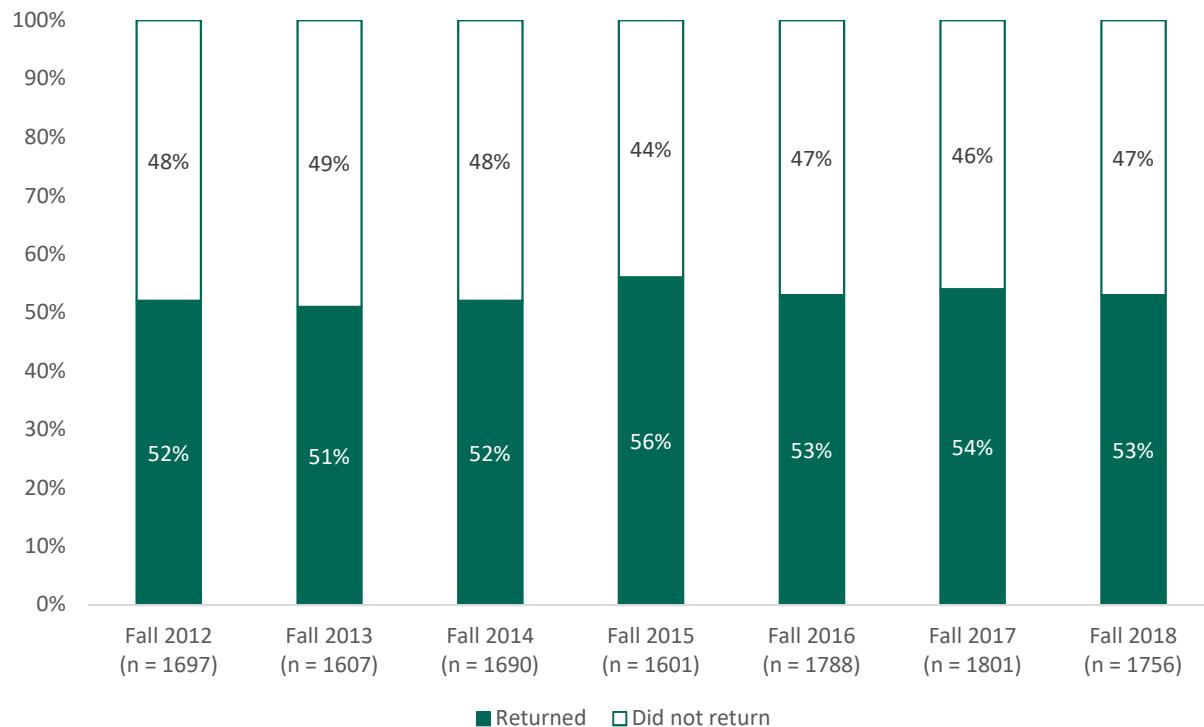


Figure 5.4. Fall-to-fall retention for all new Shoreline students in professional-technical or transfer programs

Shoreline experienced an increase of 4 percentage point in retention between the fall 2014 and fall 2015 cohorts; however, retention rate did not stay at this high a level as enrollment increased during the period from 2015–2016 to 2017–2018. The influx of new students (note the increased first-year cohort) were not retained at the same rate as the substantially smaller cohort that began in fall 2015. This pattern reflects the enrollment management strategy, which was to focus on recruitment strategies first, such as using a Customer Relations Management (CRM) tool, then to turn towards concerted retention efforts.

Throughout this period, Shoreline implemented some projects related to retention, and most of these focused on instructional components such as high-engagement practices and attempts to expand the first-year experience seminar. The Guided Pathways framework will help guide Shoreline towards more effective ways to support students and their progress, with a particular focus on clarifying their path to success and tracking progress.

Indicator: Completion/Transition

Core Theme	Measures	Baseline (2015- 2016)	Report 1 (2017- 2018)	Report 2 (2018- 2019)	Target (2021- 2022)
Transfer	% of first-time cohort who complete an associate degree within three years (150% time)	23%	25% (□)	25% (□)	28%
	% of first-time students who transfer within <u>four</u> years	27%	32% (✓)	32% (✓)	32%
Professional-Technical	% of students who complete a certificate or degree within three years	45%	48% (✓)	48% (✓)	48%
Basic Education for Adults	% who complete six college-level credits	41%	33% (*)	27% (*)	45%
	% who complete college-level English & math	8%/7%	9%/3% (□)	6%/3% (□)	10%/10%

Indicator: Equity in Completion/Transition

Core Theme	Measures	Baseline (2015- 2016)	Report 1 (2017- 2018)	Report 2 (2018- 2019)	Target (2021- 2022)
Transfer	% of students from <u>historically under-represented and under-served groups</u> who complete an associate degree within three years (150% time)	20%	22% (□)	22% (□)	29%
	% of students from <u>historically under-represented and under-served groups</u> who transfer within four years.	21%	23% (□)	23% (□)	29%
Professional-Technical	% of students from <u>historically under-represented and under-served groups</u> who complete a certificate or degree within 4 years	37%	44% (✓)	44% (✓)	44%
Basic Education for Adults	% of students from historically under-represented groups who complete six college-level credits	23%	22% (□)	18% (□)	40%
	% of students from historically under-represented groups who complete college-level English & math	5% / 4%	5% / 4% (□)	4% / 2% (□)	10% / 10%

Shoreline's completion rates for professional-technical programs are consistently among the highest within the state. One reason for this success is a process of auto-conferral of short-term certificates, which has been in place since 2009. For college transfer, completion and transfer-out rates are also fairly high.

As mentioned in Standard 4, the indicators of completion for Basic Education are under review, particularly understanding how the best-performing colleges are supporting students in this transition.

Indicator: Contribution to Workforce

The source of data for this indicator is provided by the State Board for Community and Technical Colleges based on an annual data request made to the Employment Security Department for all students in the Washington State Community and Technical College system, including salary prior to enrollment and nine months after completion or withdrawal, as well as employment status after exiting. Because of the timing of when the data become available, these two data points were repeated across both reporting years.

Core Theme	Measures	Baseline (2015- 2016)	Report 1 (2017- 2018)	Report 2 (2018- 2019)	Target (2021- 2022)
Professional- Technical	% of students employed one year post-completion (or enrolled in higher education)	79%	80% (✓)	80% (✓)	84%
	Difference in median hourly wage between those who complete a certificate or degree and those who do not.	+\$5.27	+\$3.44 (□)	+\$3.44 (□)	\$6.00 difference

Shoreline continues to review professional-technical offerings in collaboration with industry advisory committees to ensure that not only will training at Shoreline lead to employment, but also living-wage employment. The decision to put the Business Technology degree on hiatus as of Winter 2019 was partly based on the lack of alignment between the skills described in the program's outcomes and those needed for entry-level administrative positions with a living wage.

STANDARD 5.A.2

Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

At this point in the development and refinement of Shoreline's indicators, it is challenging to identify a trajectory for the data points, with most measures in the "monitoring" category. Most discussion has centered around how to address indicators for which measures are in the "concern" category. Below is a summary of how these "concerns" have been used to reflect on quality, effectiveness, and mission fulfillments, including communication to constituencies and the public.

Access for Learners and Equity in Access

Shoreline monitors enrollment closely as a critical way to assess effectiveness related to maintaining revenue both from the state allocation and tuition. The Office of Institutional Assessment and Data Management provides quarterly updates at Shoreline's Board of Trustees meetings, also providing this information at Campus Update meetings (see [video](#) for an example). In addition, Shoreline employees have access to the report server, which provides a number of different reports to monitor enrollment, including a daily enrollment report ([3B10](#)) and a quarterly and annual enrollment

monitoring report (see [5A1B](#) for an example). These reports are updated automatically as data become available and finalized.

Shoreline's increases in enrollment from 2015-2016 through 2017-2018 were presented quarterly as described below and celebrated as success with the campus and at public Board of Trustees meetings. As Shoreline experienced a significant downturn in enrollment during the 2018-2019 academic year, followed by an additional decrease in 2019-2020 (see Figure 5.1 above). This downturn, due to external factors described above, was the primary focus of campus conversations starting Winter of 2019 as the College entered a phase of budget reduction, which was extended and expanded by the onset of the COVID-19 pandemic.

Starting in March of 2019, Campus Updates became dedicated to sharing budget-related information, with budgeted revenue based on projections of enrollment in four primary enrollment categories, including state-supported and international contract, which are part of the access for learners core theme indicator. Figure 5.5 below is extracted from the 2019 budget presentation to Board of Trustees and demonstrates how enrollment data is connected to budget planning, as shared with the Board of Trustees and the campus at large. Projections are made for each different enrollment source, which serves as an estimate of tuition revenue.

Draft Initial Operating Budget for FY2019-2020

Revenue Source	No Change	Scenario 1 Minus 3%	Scenario 2 Minus 5%	Scenario 3 Minus 7%	Scenario 4 Plus 3%
State Allocation	27,499,624	27,499,624	27,499,624	27,499,624	27,499,624
Other State Reimbursement	165,000	165,000	165,000	165,000	165,000
Tuition	11,099,439	10,774,260	10,557,474	10,340,688	11,424,618
From Int'l	5,426,903	5,177,345	5,010,974	4,844,602	5,676,461
From Running Start (RS)	1,430,413	1,430,413	1,358,892	1,330,284	1,473,325
From Career Education Options (CEO)	718,589	718,589	682,660	668,288	740,147
Minor Repair Reimbursement	368,200	368,200	368,200	368,200	368,200
Total	46,708,168	46,133,431	45,642,824	45,216,686	47,347,375

Figure 5.5. Excerpt from a budget proposal presentation in May of 2019, demonstrating how enrollment data are part of ongoing budgeting shared with the campus community and Board of Trustees

Student Progress and Equity in Progress

The overall retention and completion rate has been presented to the Board of Trustees and the campus community roughly annually since 2015. The recent decline in retention and other key measures, such as transfer students' completion of college-level math, has been mentioned in context of the College's transition to Guided Pathways.

Starting in Summer of 2020, Shoreline publishes retention rate, disaggregated by race/ethnicity on the College's "[Shoreline at-a-glance](#)" page.

Completion and Equity in Completion

Shoreline celebrates its relatively high completion rate as an indicator of effectiveness and quality of academic programs and services. The College continues to explore how to share information about completion rate accurately and consistently to the public.

Starting in Summer of 2020, Shoreline publishes completion rate, disaggregated by race/ethnicity on the College's "[Shoreline at-a-glance](#)" page.

Contribution to Workforce

As described in Standards 3B, 4A, and 4B, Shoreline engages in ongoing evaluation of professional-technical program offerings, through external program review and academic planning. Part of the evaluation is examination of the labor market to ensure that programs are aligned with available positions, and that those positions offer livable wages.

The industry advisory committees for each program provide a critical forum for sharing outcome data related to employment rates and wage comparison data included in the core theme indicators. In addition, the Workforce Advisory Council for Shoreline engages in a high-level review of Shoreline's programs as a whole to assess the extent to which the College's offerings continue to contribute to the workforce needs of the local region and state.

5.B: Adaptation and Sustainability

STANDARD 5.B.1

Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Shoreline's aSAP process has been essential in identifying needs for additional or reallocated resources to implement the strategic plan, and thereby support the core theme objectives and mission. This process included proposals that addressed specific strategies within the strategic plan, as well as operational work eventually encompassed by the core themes adopted in 2019.

When Shoreline's enrollment declined significantly in 2018-2019, it was necessary to re-evaluate the allocation of resources across the whole college to identify potential redundancies and reductions. Hence, during fall 2019, the College engaged in a campus-wide budget review, with the key evaluative question being whether the level of investment in a particular department or budget area was aligned with the level of revenue or activity associated with that area. As described in detail in Standards 3 and 4, this assessment process was broad in scope, encompassing 96 different areas on campus, and was an evaluation of the adequacy of resource and capacity.

STANDARD 5.B.2

The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

One theme in this self-assessment is that Shoreline has engaged in ongoing improvement of processes throughout the last eight years.

The aSAP process itself has evolved significantly since adoption in 2013, in the format of the proposals, the addition of an online tracking system, and in an evaluation of whether all proposals for new resources and/or positions were appropriate for aSAPs.

This reflection led to the implementation of the broad, strongly data-informed academic planning process to support key operational decisions related to mission fulfillment such as the allocation of faculty tenure lines, as well as a process for proposing small-scale operational changes outside of the aSAP process.

In addition, when faced with the prospect of budget reductions, the College adapted the budgeting process, and temporarily suspended new aSAPs due to budget constraints. Further, Shoreline rose to the challenge of adopting a new process for a data-informed, systematic review of all budgets. Although implemented during a challenging time, the process will serve as a model for continued data-informed planning and budget review, with ongoing monitoring of its effectiveness.

STANDARD 5.B.3

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Since the last comprehensive self-study, Shoreline has undergone a significant transformation as a college based on monitoring internal and external environments to identify current and emerging patterns, trends, and expectations.

As described in Standard 3, the first most significant transformation was the adoption of the new strategic plan, which was highly participatory and utilized an extensive scan of internal and external data to define future direction. An expression of Shoreline's preferred future, this plan, through participatory steering committees, guided initiatives that launched and became operationalized over the past five years and generated recommendations for changes in the future. Looking ahead, Shoreline will continue this plan by adopting a Guided Pathways model, which defines the future of community college education in Washington state.

The second most significant change was the adoption of new core themes, which emerged after the new strategic plan had been adopted and the College had clarified new values. As described in Standards 1 and 3B, the new core themes provided a stronger manifestation of the College's mission and lent coherence to some ongoing systematic, data-informed, operational planning that had been occurring throughout the college, including enrollment management, scheduling, and academic planning.

Third, based partly on the strategic plan, but also rooted in the College's values, Shoreline has made strides in having meaningful conversations about equity and inequity in higher education. Through a series of professional learning sessions, data-informed reflection on opportunity gaps, and colleague-to-colleague events both formal and informal, Shoreline employees are engaged in ongoing conversations about what values of "respect" and "inclusion" actually mean in practice.

Finally, Shoreline has demonstrated an institutional ability to respond to extreme external environments with the significant and dramatic changes necessitated by the COVID-19 pandemic. The College provided clear and early communication for students, extensive support for faculty and staff moving to remote operations (see Standard 3.A.5), and as-needed adjustments for critical programs with need for in-person instruction.

Conclusion

As outlined in the preface, this comprehensive self-study has revealed the dramatic transformation Shoreline has undergone over the past eight years. Through persistent and intentional efforts, a passionate community of employees and students has succeeded in making changes to foster institutional effectiveness in the pursuit of supporting student success.

NOTEWORTHY ACCOMPLISHMENTS

Shoreline's progress has been transformational in completing fundamental and foundational work necessary for effecting true improvements in student success., such as the following:

- Adoption of the new core themes and indicators has evolved to the point of having a mission fulfillment dashboard for annual reporting to the Board.
- As part of the strategic plan, implementation of a new, strengthened infrastructure for communicating academic offerings, recruiting and onboarding students, engaging in high-engagement teaching practices, and creating an environment for students to thrive.
- Assessment of learning outcomes has become part of regular, ongoing practices at the College. The asynchronous online training for faculty is a particularly significant piece of infrastructure that will support faculty in conducting assessment work.
- The College has generally maintained enrollment, with successful efforts to increase domestic enrollment from 2015-2018 and remarkably minimized decline in international enrollment. Running Start enrollment has also continually increased from 2015-through the present.
- Shoreline now has a robust, ongoing process for regular review and revision of policies and procedures.

These accomplishments should also be evaluated in the context of multiple external factors with potentially negative effects on success, including the a change in the state's funding allocation model, changes in federal policies and procedures for issuing student visas, record-low unemployment rates, and, most notably, the significant disruption associated with the COVID-19 pandemic.

AREAS FOR GROWTH

The self-study has also revealed a number of areas for growth in the domains of assessment and planning, and plans are already in place for Shoreline to continue this important work, as described below.

Assessment of Mission Fulfillment

Because Shoreline underwent a change in core themes recently, Shoreline's is in the early stages of a college-wide assessment cycle. Assessment of mission fulfillment over the past two years has

focused on refining the measures that comprise the core theme indicators, as well as a reporting tool for the Board of Trustees.

Prior to the establishment of these core theme indicators, Shoreline engaged in ongoing assessment of key student success measures, most notably enrollment and retention. From 2015 through 2018, based on these data points, Shoreline engaged in extensive efforts related to enrollment management to increase domestic enrollments, which were successful for nine consecutive quarters.

With the mission fulfillment dashboard in place, the data suggest fairly clearly that the focus should now turn towards supporting student progress, as measured by key student milestones. In particular, none of the measures related to equity in student progress was promising or at-target as of 2018-2019. The Board will continue to review this dashboard on an annual basis as an overall assessment of Shoreline's success in meeting the College's mission.

In the coming years, Shoreline will continue strategic work in three primary domains to address the patterns revealed in the mission fulfillment dashboard.

First, adoption of a Guided Pathways framework provides a perfect opportunity to improve students' attainment of key milestones of progress. This research-based, systematic intervention of college practices is designed to provide clarity for students about the specific steps to accomplish toward completion of a degree and success in educational and career goals

Second, an Opportunity Gap work group will collaborate closely with the Guided Pathways team to consider specific projects to address equity gaps in students' attainment.

Third, Shoreline will continue with Strategic Enrollment Management (SEM), also in close collaboration with the Guided Pathways team to support students in navigating some of the earliest steps in navigating Shoreline's academic programs to increase the likelihood of progress attainment of milestones.

Assessment Reflecting Shoreline's Achievements

As Shoreline moves towards a new cycle of strategic planning and additional significant change with the three major categories of work described above, a stronger connection will be built between specific workplans and mission fulfillment via assessment of success. Specific measures will be identified to assess the success of Guided Pathways, Opportunity Gap, and SEM work; these will either be measures already included within core theme indicators, directly connected to these measures, or further disaggregated versions of these measures. Once the measures are established, reporting tools will be developed for both the Board of Trustees and the Shoreline community as a whole to monitor on a quarterly or annual basis, as appropriate, the progress of these activities.

In addition to assessing this strategic work, the priority for the coming years will be identifying similar specific measures to assess Shoreline's services. This process has begun, to some extent, with conversations to identify specific outcomes for student services. There is considerable work yet to be done to identify the outcomes as well as the measures to assess and report on them. These measures will also be related to the core theme indicators as described above.

Assessment of Learning

In the coming years, Shoreline will continue to build on learning outcomes work and expand the efforts to assess the course, program, and general education outcomes.

At the course level, the College will continue to support faculty who wish to take part in the five-module step-by-step guide for assessing a learning outcome. The Office of Institutional Assessment and Data Management (IADM) will identify any appropriate tool for tracking assessment results and disaggregating data to incorporate learning outcomes into opportunity gap work.

Program-level outcomes assessment work is most clearly in need of additional expansion, with the goal of each professional-technical program engaging in annual review or assessment of at least one outcome.

In the next two years, IADM and the Faculty Senate Council will collaborate on a two-year process of developing new general education outcomes. Of critical importance will be developing these with assessment in mind, including how these outcomes can help Shoreline assess mission fulfillment.

Acronym Glossary

Term	Definition
A&E	Arts & Entertainment Board
AASHE	American Association for Sustainability in Higher Education
AA-DTA	Associate in Arts – Direct Transfer Agreement
ABE	Adult Basic Education
AD TLA	Associate Dean of Teaching, Learning, and Assessment
AHE	AVID for Higher Education
ALEKS	A placement system that allows students to take practice exams and brush up on key skills before taking a proctored exam for placement.
AP	Advanced Placement
AS-T1	Associate in Science, Track 1
AS-T2	Associate in Science, Track 2
aSAP	Abbreviated Strategic Action Plan
ASG	Associated Student Government
BFET	Basic Food, Employment and Training
BIDA	Business Intelligence and Data Analysis program
BPS	Budget Planning System
CASAS	Comprehensive Adult Student Assessment Systems
CBA	Collective Bargaining Agreement
CBA with SCCFT	Refers to the Collective Bargaining Agreement between Shoreline Community College and the Shoreline Community College Federation of Teachers (SCCFT) Local No. 1950
CBA with WFSE HE	Refers to the Collective Bargaining Agreement between the State of Washington and the Washington Federation of State Employees - Higher Education Community College Coalition (WFSE HE CCC).
CCSSE	Community College Survey of Student Engagement
CLNA	Comprehensive Local Needs Assessment
CMCE	Communications, Marketing, and Community Engagement Steering Committee

COP	Certificate of Participation
CRAG	Committee for the Resolution of Academic Grievances
CRM	Customer Relations Management
ctcLink	A PeopleSoft database system for the entire Washington State Community and Technical College system
CTE	Career and Technical Education
DEI	Diversity, Equity, and Inclusion
DSP	Directed Self-Placement
ED EEEOD	Executive Director of Employee Engagement, Equity, and Organizational Development
EFAS	Enrollment and Financial Aid Services
EISC	Ecological Integrity Steering Committee
ESL	English as a Second Language
ET	Executive Team
FIPSE	Fund for the Improvement of Post-Secondary Education
FTE	Full-Time Equivalent (a measure of student enrollment)
FTF	Full-Time Faculty
FPC	Faculty Program Coordinator
GA2	Global Awareness Sub-Outcome 2
GAC	Global Affairs Center
GIG	Get-in-Gear (introductory cohort-based set of courses)
HR	Human Resources
HSAMCC	Health, Science, and Advanced Manufacturing Classroom Complex
IADM	Institutional Assessment and Data Management
IB	International Baccalaureate
I-BEST	Integrated Basic Skills in Training
ICRC	Intercollege Relations Commission
ICS	Incident Command System
IE	International Education
IESC	Inclusive Excellence Steering Committee

IL	Information Literacy, a general education outcome
ISOP	International Student Orientation Program
LMS	Learning Management System
LOASC	Learning Outcomes Assessment Steering Committee
MCIR	Multicultural Inventory Rubric
MCO	Master Course Outline
MCU	Multicultural Understanding, a general education outcome
NAC	Nursing Assistant Certified
NACADA	National Academic Advising Association
NEO	New Employee Orientation
NSO	New Student Orientation
NWAC	Northwest Athletics Conference
PEL	Prior Experiential Learning
PIN	Personal Identification Number
PLA	Prior Learning Assessment
PRO-D	Professional Development
PUB	Pagoda Union Building
RCW	Revised Code of Washington
RSO	Recognized Student Organization
SAI	Student Achievement Initiative
SBCTC	(Washington) State Board of Community and Technical Colleges
SCCDH	Shoreline Community College Dental Hygiene
SCCFT	Shoreline Community College Federation of Teachers
SCOF	Sustainable Commuter Options Fee
SEM	Strategic Enrollment Management
SESL	Students, Equity & Success Leadership
SID	Student Identification Number
SIFF	Seattle International Film Festival

SLECC	Student Learning Experience Coordinating Committee
SLLT	Student Learning Leadership Team, formerly Dean Team
SMS	Student Management System
SOAR	Shoreline Orientation and Registration
SPBC	Strategic Planning and Budgeting Council
S&A	Services & Activities (fee)
STARS	Sustainability Tracking Assessment and Rating System
START	Student Advising and Registration Time
STE(A)M	Science, Technology, Engineering, Arts, and Mathematics Education Center
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TES	Transfer Evaluation System
TSS	Technology Support Services
VMSS	Veterans and Military Student Services
VPBAS	Vice President for Business and Administrative Services
VPSES	Vice President for Students, Equity & Success
VPSL	Vice President for Student Learning
VRC	Veterans Resource Center
WAC	Washington Administrative Code
WACTC	Washington Association of Community and Technical Colleges
WCCCSA	Washington State Community College Consortium for Study Abroad
WFSE HE CCC	Washington Federation of State Employees – Higher Education Community College Coalition
WIOA	Workforce Innovation and Opportunity Act

Shoreline Community College Mission Fulfillment and Sustainability Report

Appendices

APPENDIX A: FINANCIAL INFORMATION FOR BASIC INSTITUTIONAL DATA FORM

APPENDIX B: VISION, MISSION, STRATEGIC PLAN, AND STEERING COMMITTEES

This 11" X 17" document was provided as a handout in the June 2016 Campus Update meeting as an introduction to the 2016-2021 Strategic Plan

APPENDIX C: PLANNING AND ASSESSMENT OVERVIEW

This 11" X 17" overview is intended to provide a timeline for all of the significant changes in planning and assessment that have occurred over the past eight years as a reference to use in reading Standards 3 and 4.

APPENDIX D: A3-X ALIGNMENT TOOL

This document provides a high-level analysis of the alignment between Shoreline's core themes, core theme indicators, and strategic plan. It also includes a summary assessment of core theme indicators (top left), as described in detail in Standard 5A.

APPENDIX E: aSAP'S 2013 – 2018

This is a comprehensive list of Abbreviated Strategic Action Plans (aSAP's) submitted, including the total dollar amount requested and results.

APPENDIX F: COURSE-LEVEL OUTCOMES ASSESSMENT WORK, 2015 – 2020

This table provides a description of Shoreline's course-level outcomes assessment projects, including the outcome(s) assessed and results.

Appendix A: Financial Information for Basic Institutional Data Form

Shoreline Community College

Statement of Cash Flows

For the Year Ended June 30, 2017

Cash flow from operating activities

Student tuition and fees	\$ 25,219,683
Grants and contracts	9,043,188
Payments to vendors	(10,609,453)
Payments for utilities	(2,307,508)
Payments to employees	(31,980,497)
Payments for benefits	(11,069,723)
Auxiliary enterprise sales	1,440,859
Payments for scholarships and fellowships	(7,848,975)
Other receipts (payments)	<u>407,252</u>
Net cash used by operating activities	<u>(27,705,174)</u>

Cash flow from noncapital financing activities

State appropriations	24,222,167
Pell grants	4,536,752
Building fee remittance	(1,354,210)
Innovation fund remittance	<u>(349,533)</u>
Net cash provided by noncapital financing activities	<u>27,055,176</u>

Cash flow from capital and related financing activities

Capital appropriations	3,054,499
Purchases of capital assets	(620,539)
Principal paid on debt	(590,916)
Interest paid	<u>(483,555)</u>
Net cash used by capital and related financing activities	<u>1,359,489</u>

Increase (decrease) in cash and cash equivalents

709,491

Cash and cash equivalents at the beginning of the year

30,820,160

Cash and cash equivalents at the end of the year

\$ 31,529,651

Reconciliation of Operating Loss to Net Cash used by Operating Activities

Operating Loss \$ (29,270,286)

Adjustments to reconcile net loss to net cash used by operating activities

Depreciation expense 1,606,158

Changes in assets and liabilities

Receivables , net	197,413
Student loans , net	1,769
Inventories	(22,192)
Other assets	(1,639)
Accounts payable	209,115
Accrued liabilities	(271,086)
Unearned revenue	(352,715)
Compensated absences	61,470
Pension liability adjustment expense	<u>136,819</u>

Net cash used by operating activities

\$ (27,705,174)

The footnote disclosures are an integral part of the financial statements.

Shoreline Community College
Statement of Cash Flows
For the Year Ended June 30, 2018

Cash flow from operating activities	
Student tuition and fees	\$ 25,165,334
Grants and contracts	8,648,911
Payments to vendors	(10,322,957)
Payments for utilities	(1,216,104)
Payments to employees	(34,445,290)
Payments for benefits	(11,566,779)
Auxiliary enterprise sales	1,255,759
Payments for scholarships and fellowships	(8,343,584)
Other receipts (payments)	272,602
Net cash used by operating activities	<u>(30,552,108)</u>
Cash flow from noncapital financing activities	
State appropriations	22,524,034
Pell grants	5,427,841
Building fee remittance	(1,419,767)
Innovation fund remittance	(362,274)
Other nonoperating	(148,294)
Net cash provided by noncapital financing activities	<u>26,021,540</u>
Cash flow from capital and related financing activities	
Capital appropriations	611,922
Purchases of capital assets	(802,508)
Proceeds from certificate of participation	59,888
Principal paid on debt	(731,319)
Interest paid	(373,547)
Net cash used by capital and related financing activities	<u>(1,235,564)</u>
Increase (decrease) in cash and cash equivalents	(5,766,132)
Cash and cash equivalents at the beginning of the year	<u>31,529,651</u>
Cash and cash equivalents at the end of the year	<u>\$ 25,763,519</u>
Reconciliation of Operating Loss to Net Cash used by Operating Activities	
Operating Loss	<u>\$ (33,302,292)</u>
Adjustments to reconcile net loss to net cash used by operating activities	
Depreciation expense	1,594,640
Changes in assets and liabilities	
Receivables , net	400,752
Student loans , net	5,245
Inventories	(12,411)
Other assets	3,139
Accounts payable	90,539
Accrued liabilities	(673,290)
Unearned revenue	(504,934)
Compensated absences	633,516
Pension and OPEB liability adjustment expense	1,212,988
Net cash used by operating activities	<u>\$ (30,552,108)</u>

The footnote disclosures are an integral part of the financial statements.

Shoreline Community College
Statement of Cash Flows
For the Year Ended June 30, 2019

Cash flows from operating activities	
Student tuition and fees	\$ 24,398,729
Grants and contracts	9,206,101
Payments to vendors	(7,543,819)
Payments for utilities	(1,334,513)
Payments to employees	(33,951,523)
Payments for benefits	(11,755,547)
Auxiliary enterprise sales	1,203,768
Payments for scholarships and fellowships	(6,572,016)
Other receipts	<u>100,073</u>
Net cash used by operating activities	<u>(26,248,747)</u>
Cash flows from noncapital financing activities	
State appropriations	20,810,795
Pell grants	4,503,867
Building fee remittance	(1,372,609)
Innovation fund remittance	<u>(348,498)</u>
Net cash provided by noncapital financing activities	<u>23,593,555</u>
Cash flows from capital and related financing activities	
Capital appropriations	5,158,466
Purchases of capital assets	(26,656,065)
Proceeds from certificate of participation	23,357,807
Principal paid on debt	(748,571)
Interest paid	<u>(339,848)</u>
Net cash used by capital and related financing activities	<u>771,789</u>
Cash flows from investing activities	<u>-</u>
Increase (decrease) in cash and cash equivalents	<u>(1,883,403)</u>
Cash and cash equivalents at the beginning of the year	<u>25,763,519</u>
Cash and cash equivalents at the end of the year	<u>\$ 23,880,116</u>

The footnote disclosures are an integral part of the financial statements.

Shoreline Community College
Statement of Cash Flows
For the Year Ended June 30, 2019

Reconciliation of Operating Loss to Net Cash used by Operating Activities	
Operating Loss	<u>\$ (31,487,352)</u>
Adjustments to reconcile net loss to net cash used by operating activities	
Depreciation expense	1,606,256
Changes in assets and liabilities	
Receivables, net	69,503
Student loans, net	(11,182)
Inventories	33,337
Other assets	225
Accounts payable	3,984,918
Accrued liabilities	33,432
Unearned revenue	(140,027)
Compensated absences	(355,674)
Pension and OPEB liability adjustment expense	<u>17,817</u>
Net cash used by operating activities	<u>\$ (26,248,747)</u>

Supplemental Non Cash Activities Information:

Due from State Treasurer (noncapital related)	\$ 3,076,109
Amortization of Bond Premium	180,362
Write off of fully depreciated capital assets	60,143

The footnote disclosures are an integral part of the financial statements.

Shoreline Community College

Statement of Net Position

June 30, 2017

Assets

Current assets

Cash and cash equivalents	\$ 31,529,651
Accounts receivable, net	3,845,691
Student loans receivable, net	28,618
Interest Receivable	6,676
Inventories	175,941
Prepaid expenses	6,564
Total current assets	35,593,141

Non-Current Assets

Student Loans Receivable	145,794
Non depreciable capital assets	532,583
Capital assets, net of depreciation	39,628,126
Total non-current assets	40,306,503
Total Assets	75,899,644

Deferred Outflows of Resources - Related to Pensions

Total Deferred Outflows of Resources	2,261,454
	2,261,454

Liabilities

Current Liabilities

Accounts payable	1,195,561
Accrued liabilities	2,275,750
Compensated absences	1,095,557
Unearned revenue	4,574,054
Current portion of long-term liabilities	731,319
Total current liabilities	9,872,241

Noncurrent Liabilities

Compensated absences	1,732,664
Net pension liability	8,634,421
Total pension liability	3,265,444
Long-term liabilities	6,972,637
Total non-current liabilities	20,605,166
Total Liabilities	30,477,407

Deferred Inflow of Resources - Related to Pensions

Total Deferred Inflows of Resources	1,080,089
	1,080,089

Net Position

Net investment in capital Assets	32,456,753
Restricted for:	
Nonexpendable	3,009
Expendable	
Student Loans	145,794
Unrestricted	13,998,046
Total Net Position	\$ 46,603,602

The footnote disclosures are an integral part of the financial statements.

Shoreline Community College

Statement of Net Position

June 30, 2018

Assets	
Current assets	
Cash and cash equivalents	\$ 25,763,519
Accounts receivable, net	27,466,180
Student loans receivable, net	23,373
Interest Receivable	6,676
Inventories	188,352
Prepaid expenses	3,425
Total current assets	<u>53,451,525</u>
Non-Current Assets	
Long-term Due from Other Agency	9,588,095
Student Loans Receivable	145,794
Non depreciable capital assets	1,154,614
Capital assets, net of depreciation	<u>38,322,697</u>
Total non-current assets	<u>49,211,200</u>
Total Assets	<u>102,662,725</u>
Deferred Outflows of Resources	
Deferred outflows of resources related to pensions	2,184,237
Deferred outflows of resources related to OPEB	<u>395,305</u>
Total Deferred Outflows of Resources	<u>2,579,542.00</u>
Liabilities	
Current Liabilities	
Accounts payable	600,578
Accrued liabilities	1,755,915
Compensated absences, short term	1,297,609
Unearned revenue	4,069,120
Certificates of participation payable, short term	748,571
Pension liability, short term	58,937
OPEB liability, short term	<u>2,452,002</u>
Total current liabilities	<u>10,982,732</u>
Noncurrent Liabilities	
Compensated absences	2,164,128
Long-term liabilities	35,389,066
Unamortized premium	4,494,043
Net pension liability	6,852,373
Total pension liability	3,158,815
OPEB liability	<u>22,526,804</u>
Total non-current liabilities	<u>74,585,229</u>
Total Liabilities	<u>85,567,961</u>
Deferred Inflow of Resources - Related to Pensions	
Deferred inflows of resources related to pensions	2,397,766
Deferred inflows of resources related to OPEB	<u>3,547,804</u>
Total Deferred Inflows of Resources	<u>5,945,570</u>
Net Position	
Net investment in capital Assets	32,429,756
Restricted for:	
Nonexpendable	3,009
Expendable	
Student Loans	145,794
Unrestricted	<u>(18,849,823)</u>
Total Net Position	<u>\$ 13,728,736</u>

The footnote disclosures are an integral part of the financial statements.

Shoreline Community College

Statement of Net Position

June 30, 2019

Assets

Current assets	
Cash and cash equivalents	\$ 23,880,116
Accounts receivable, net	16,703,073
Student loans receivable, net	18,196
Interest receivable	6,676
Inventories	155,015
Prepaid expenses	3,200
Total current assets	<u>40,766,276</u>
Non-Current Assets	
Student loans receivable	162,153
Non depreciable capital assets	26,955,164
Capital assets, net of depreciation	37,571,956
Total non-current assets	<u>64,689,273</u>
Total Assets	<u>105,455,549</u>
Deferred Outflows of Resources	
Deferred outflows of resources related to pensions	2,540,046
Deferred outflows of resources related to OPEB	1,142,314
Total Deferred Outflows of Resources	<u>3,682,360</u>

Liabilities

Current Liabilities	
Accounts payable	4,585,496
Accrued liabilities	1,789,347
Compensated absences, short term	1,480,062
Unearned revenue	3,929,093
Certificates of participation payable, current portion	1,441,266
Unamortized bond premium, current portion	180,363
Total pension liability, current portion	80,654
OPEB liability, current portion	393,977
Total current liabilities	<u>13,880,258</u>
Noncurrent Liabilities	
Compensated absences	1,626,001
Long-term liabilities	33,947,800
Unamortized premium	4,133,317
Net pension liability	5,017,514
Total pension liability	3,845,516
OPEB liability	21,063,191
Total non-current liabilities	<u>69,633,339</u>
Total Liabilities	<u>83,513,597</u>
Deferred Inflow of Resources - Related to Pensions	
Deferred inflows of resources related to pensions	3,069,661
Deferred inflows of resources related to OPEB	8,644,623
Total Deferred Inflows of Resources	<u>11,714,284</u>

Net Position

Net investment in capital assets	24,824,374
Restricted for:	
Nonexpendable	3,009
Expendable	
Student loans	162,153
Unrestricted	
Total Net Position	<u>\$ 13,910,028</u>

The footnote disclosures are an integral part of the financial statements.

Budgeted Operating Expenses

FY1920	FY1819	FY 1718
\$47,362,876	\$43,157,087	\$43,157,087

Budgeted Operating Non-Tuition Revenue

FY1920	FY1819	FY1718
\$34,659,600	\$32,265,964	\$31,382,510

Capital Allocation

FY1920 & FY2021 (biennial allocation)	FY1819 & FY1718 (biennial allocation)
\$34,659,600	\$38,777,666

Strategic Plan 2016–21

Goal 1. We attract students and community learners and ensure successful attainment of their goals through our programs, services, and teaching and learning environments.

Strategies

- A. Develop a robust method for ongoing student learning outcomes assessment at the College.
- B. Engage in comprehensive strategic enrollment management, encompassing the entire student experience, from the moment students aspire to attend college to the moment they attain their educational goals.
- C. Create physical spaces and employ technologies that enhance student learning.
- D. Cultivate intellectual and cultural vitality to invigorate and engage our College and communities.
- E. Clearly communicate to internal and external communities the educational experience that they can expect from Shoreline Community College.

Goal 2. We continually strive for disciplined excellence and focused improvement in all that we do.

Strategies

- A. Engage in an ongoing, data-informed cycle of academic program review that allows for agile changes in program offerings with a focused, creative mindset.
- B. Streamline all processes throughout the College with a focus on standardizing routine processes and innovating around processes that add value to the student experience.
- C. Invest in professional learning for faculty and staff to support continuous improvement and implementation of this strategic plan.
- D. Invest in high-impact teaching practices for student learning.
- E. Implement consistent, effective engagement and communications practices.
- F. Develop and support innovation that serves our students and communities.

Goal 3. We ensure that a climate of intentional inclusion permeates our decisions and practices, which demonstrate principles of ecological integrity, social equity, and economic viability.

Strategies

- A. Engage in ongoing, deliberate conversation and mindful discovery about our shared purpose and differences as we conduct our daily work.
- B. Develop and maintain a framework to ensure that ecological integrity guides our practices.
- C. Develop multicultural and global competencies to help us live the principles of social equity in an increasingly interdependent world.
- D. Pursue and obtain sufficient resources to fulfill the College's mission, and allocate those resources effectively in order to ensure economic viability in the implementation of this strategic plan.

Learning Outcomes Assessment Steering Committee*

SPONSOR: Alison Stevens, Executive Vice President for Academic and Student Affairs

Dean Team (operational work)

Student Learning Experience Coordinating Committee† (operational work)

SPONSOR: Alison Stevens, Executive Vice President for Academic and Student Affairs

Communication, Marketing, and Community Engagement Steering Committee

SPONSOR: Mary Brueggeman, Vice President for Advancement

Disciplined Excellence Steering Committee

SPONSOR: Stuart Trippel, Senior Executive Director and CFO

Inclusive Excellence Steering Committee

SPONSOR: Cheryl Roberts, President

Ecological Sustainability Steering Committee

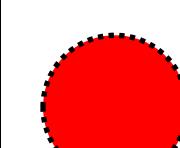
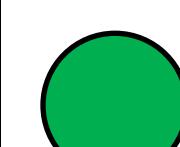
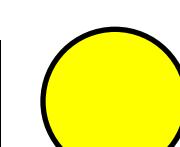
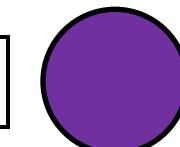
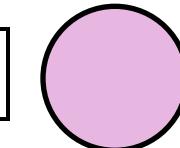
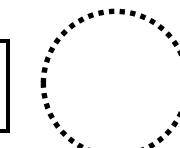
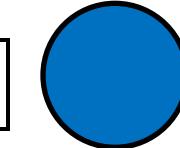
SPONSOR: Cheryl Roberts, President

Strategic Planning and Budget Council (advisory role to Executive Team)

SPONSOR: Stuart Trippel, Senior Executive Director and CFO

Operational work on physical space and technology

COORDINATOR: Stuart Trippel, Senior Executive Director and CFO



Coordination Across the Three Es

Steering committee
(membership open)

Information only

*Formerly Teaching, Learning, and Assessment Steering Committee

†Formerly Student Success Coordinating Committee

How to state your interest in serving on a steering committee . . .

1. Select the steering committee that interests you. (Please limit your choice to one steering committee initially.)

- Learning Outcomes Assessment Steering Committee
- Communication, Marketing, and Community Engagement Steering Committee
- Disciplined Excellence Steering Committee
- Inclusive Excellence Steering Committee
- Ecological Sustainability Steering Committee

The Student Learning Experience Coordinating Committee is already constituted. The Strategic Planning and Budget Council recruits members through a separate process in fall quarter.

2. Think about the following question:

As a member of a steering committee, you will be responsible for considering the best interests of Shoreline Community College as a whole, rather than one operational area or constituency. What knowledge, skills, and abilities will you bring to the work of the steering committee, and how will such knowledge, skills, and abilities benefit the College as a whole in the implementation of its strategic plan?

3. Steering committees will have staggered three-year terms. Consider whether you would be most interested in serving initially for one, two, or three years.

4. You do not need to check with your supervisor before applying; instead, a member of the Executive Team will consult with supervisors about employee availability and workload implications.

5. Between June 1 and September 30, visit www.shoreline.edu/spsteering and complete the online form.



Vision

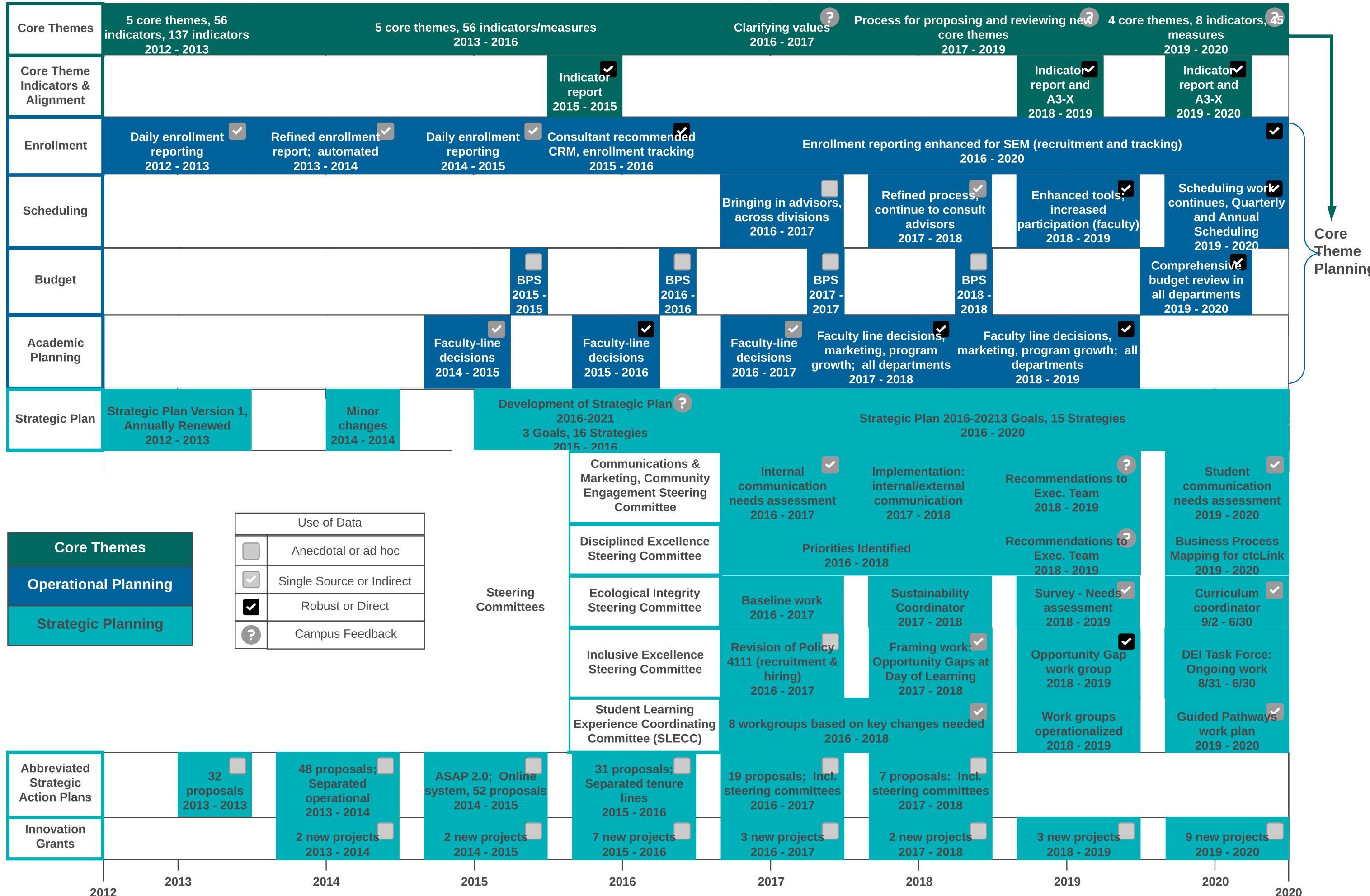
We are recognized for inclusive excellence in teaching and learning, student success, and community engagement.

Mission

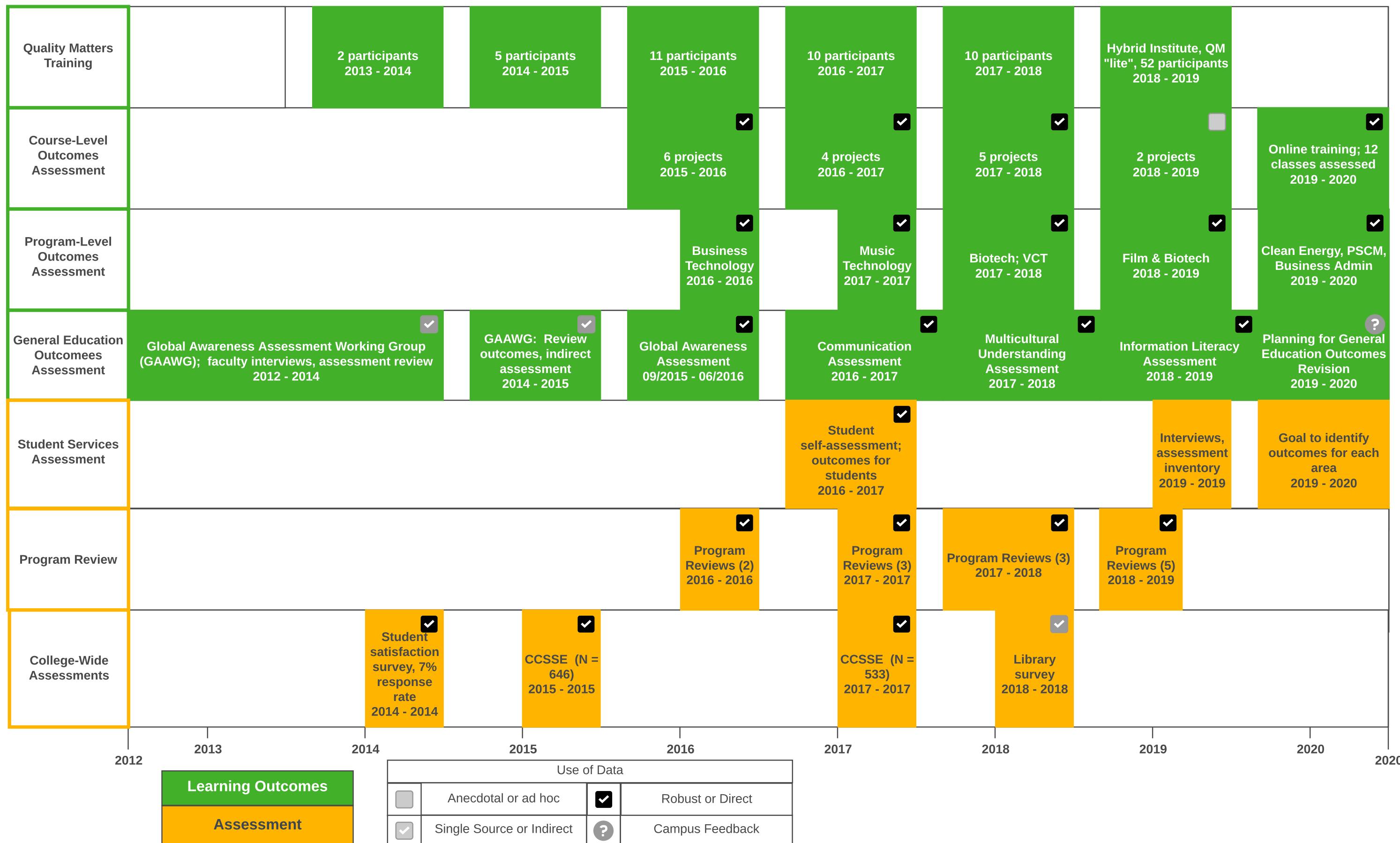
We serve the educational, workforce, and cultural needs of our diverse students and communities.

Standard 3: Planning (Overview)

Appendix C: Planning and Assessment Overview



Standard 4: Assessment (Overview)



Appendix D: A3-X Alignment Tool

Level 1 - Strategic Goal Matrix

Owner(s): Cheryl Roberts and the Executive Team

Sponsor: Board of Trustees

Vision - We are recognized for inclusive excellence in teaching and learning, student success and community engagement.												
Mission - We serve the educational, workforce, and cultural needs of our diverse students and communities.												
ASSESSMENT							ASSESSMENT		Assessment Key			
CORRELATION			KEY INITIATIVES			PROGRESS			SPONSOR			
Goal 1 Student Success												
◆	◆	◆	◆	◆	◆	◆	◆	◆	✓	✓		
◆	◆	◆	◆	◆	◆	◆	◆	◆	✓	✓		
◆	◆	◆	◆	◆	◆	◆	◆	◆	✓	✓		
◆	◆	◆	◆	◆	◆	◆	◆	◆	✓	✓		
◆	◆	◆	◆	◆	◆	◆	◆	◆	✓	✓		
Goal 2 Disciplined Excellence												
◆	◆	◆	◆	◆	◆	◆	◆	◆	✓			
◆	◆	◆	◆	◆	◆	◆	◆	◆		✓		
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◆	◆	◆	◆	◆	◆	◆	◆	◆		✓		
Goal 3 Sustainability - The Three (3) E's												
◆	◆	◆	◆	◆	◆	◆	◆	◆	✓			
◆	◆	◆	◆	◆	◆	◆	◆	◆		✓		
◆	◆	◆	◆	◆	◆	◆	◆	◆		✓		
◆	◆	◆	◆	◆	◆	◆	◆	◆		✓		
5-Year Goals Improvement Initiatives												
Core Theme Indicators						Strategic Indicators						
Core Themes						Strategic Indicators						
1. Basic Education for Adults						Gathered and analyzed baseline/scan data						
2. Transfer Education						Developed recommendations/initiatives						
3. Professional-Technical Education						Implemented key projects						
4. Community Education & Training						Assessed impact of projects						
CORRELATION						Revised initiatives based on assessment						
PROGRESS						President						
Values - Respect, Inclusion & Student Engagement						EVP for Student Learning & Success						
Correlation/Progress Key						VP of Advancement						
Correlation/Progress Key						Exec. Dir. of Employee Engagement, Equity, and Organizational Dev.						
Correlation/Progress Key						VP for Students, Equity & Success						
Correlation/Progress Key						Senior Executive Director & CFO						
Correlation/Progress Key						Correlation/Progress Key						
Correlation/Progress Key						Correlation/Progress Key						
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Correlation/Progress Key						Correlation/Progress Key						
Correlation/Progress Key												

Appendix E: aSAPs 2013-2018

Year	Title	Total Requested	Status
2013-2014	12-13 Veteran Action Plan	Grant Funded	Approved
2013-2014	1314 Veteran Action Plan	Grant Funded	Approved
2013-2014	AmeriCorps Grant Application Match	\$7,000.00	Approved with modifications/conditions
2013-2014	Biology Hybrid and Online Course Development	\$3,000.00	Approved with modifications/conditions
2013-2014	Clean Technology Equipment	\$7,000.00	Not Approved
2013-2014	Communication Training for Employees	\$8,000.00	Approved with modifications/conditions
2013-2014	Computer Sciences/CIS Curriculum Development	\$10,000.00	Approved with modifications/conditions
2013-2014	Credentials Evaluator (Enrollment Services)	\$49,578.00	Approved
2013-2014	Disability Program Assistant	\$30,000.00	Approved with modifications/conditions
2013-2014	Emergency Management	\$100,000.00	Approved with modifications/conditions
2013-2014	Engineering Equipment and Supplies	\$2,500.00	Not Approved
2013-2014	ESL Faculty: 2 new positions	\$340,000.00	Approved
2013-2014	Financial Aid Printers	\$4,000.00	Not Approved
2013-2014	Financial Aid Process Reduction Time	\$65,856.00	Approved
2013-2014	High School 21 Advisor/GED Advisor	\$31,000.00	Approved
2013-2014	International Education	\$762,235.00	Approved
2013-2014	Library - Primo	\$36,000.00	Approved with modifications/conditions
2013-2014	Library Director	\$100,000.00	Approved with modifications/conditions
2013-2014	Marketing	\$135,000.00	Approved with modifications/conditions
2013-2014	Math Course Developent	\$ 3,000.00	Not approved
2013-2014	Math Learning Center - Director	\$ 5,000.00	Approved

Year	Title	Total Requested	Status
2013-2014	Math Learning Center - Tutors	\$15,000.00	Approved
2013-2014	Oceanography Hybrid and Online Course Development	\$2,000.00	Approved with modifications/conditions
2013-2014	Paraprofessional	\$35,000.00	Not Approved
2013-2014	Remodel Financial Aid Area	\$30,000.00	Not Approved
2013-2014	SAFE College	\$9,000.00	Approved with modifications/conditions
2013-2014	Technology Training	\$15,000.00	Approved with modifications/conditions
2013-2014	Travel and Supplies Government Relations	\$5,000.00	Approved with modifications/conditions
2013-2014	Veterans' Interest Group - Bridge to Success	\$14,000.00	Not Approved
2013-2014	Veterans' Resource Center Upgrade	\$17,400.00	Approved with modifications/conditions
2013-2014	Virtual College	\$175,400.00	Approved
2013-2014	Writing Studio Hourly Staff	\$15,000.00	Approved with modifications/conditions
2014-2015	50th Anniversary Celebration	\$30,000.00	Approved with modifications/conditions
2014-2015	Accutrack	\$27,243.00	Approved with modifications/conditions
2014-2015	Additional Grounds Staff	\$42,461.00	Approved with modifications/conditions
2014-2015	Additional Handset Capacity	\$5,000.00	Not Approved
2014-2015	Additional phone numbers	\$600.00	Approved
2014-2015	Advising Director	\$225,685.00	Approved with modifications/conditions
2014-2015	Agent Commissions (International Education)	\$120,000.00	Approved to use existing funds
2014-2015	All-Hazard Trainig	\$23,651.00	Approved
2014-2015	Bandwidth	\$47,400.00	Approved
2014-2015	Cashier Operations	\$3,800.00	Approved
2014-2015	Center for Equity & Engagement program assistant	\$50,052.00	Not Approved

Year	Title	Total Requested	Status
2014-2015	Commencement Overtime	\$3,955.00	Approved
2014-2015	Community Relations and Development with City of Shoreline	\$20,617.00	Not Approved
2014-2015	Computer Equipment (International Education)	\$5,000.00	Approved to use existing funds
2014-2015	Computer Replacement	\$115,500.00	Approved with modifications/conditions
2014-2015	Continuing Education - Training / Networking	\$3,885.00	Not Approved
2014-2015	CPA and hourly staff to assist SCC Foundation	\$34,793.00	Approved to use existing funds
2014-2015	Criminal Justice Release Time	\$28,370.00	Not Approved
2014-2015	Employee Training Center	\$20,867.00	Approved
2014-2015	ESL Test Proctors	\$2,500.00	Approved to use existing funds
2014-2015	Extended Days (International Education)	\$35,636.00	Approved to use existing funds
2014-2015	Full-Time Clean Tech Director	\$74,523.00	Approved with modifications/conditions
2014-2015	Full-Time Drama Faculty	\$68,561.00	Not Approved
2014-2015	Full-Time Faculty ABE/GED	\$68,777.00	Approved
2014-2015	Full-Time Math Faculty	\$68,777.00	Not Approved
2014-2015	Gym Staffing	\$41,790.00	Approved with modifications/conditions
2014-2015	HEROES peer mentors	\$7,494.00	Approved
2014-2015	Honors Chair	\$30,044.00	Not approved
2014-2015	Hourly Staff for Welcome Desk	\$10,323.00	Approved
2014-2015	Hourly Workstations (International Education)	\$8,000.00	Approved to use existing funds
2014-2015	International English Language Testing System (IELTS) at Testing Center	\$36,806.00	Not Approved
2014-2015	Internet cable (CAT3) replacement	\$33,000.00	Approved
2014-2015	Market Study	\$120,000.00	Not Approved

Year	Title	Total Requested	Status
2014-2015	Microsoft Premier Support	\$68,000.00	Not Approved
2014-2015	Online Advertising	\$180,840.00	Approved with modifications/conditions
2014-2015	PT & FT Counselor Position	\$100,870.00	Not Approved
2014-2015	Release time for Physics, Astronomy, Geology, and Engineering	\$7,988.00	Not Approved
2014-2015	SCC Economics Research Team	\$5,553.00	Not Approved
2014-2015	Service Learning program coordinator	\$58,338.00	Not Approved
2014-2015	Sign language interpreter	\$50,000.00	Approved
2014-2015	Student Handbook	\$14,130.00	Not Approved
2014-2015	Supplemental Funding - Global Affairs Center	\$1,000.00	Approved
2014-2015	Testing Center Assistant	\$19,838.00	Not Approved
2014-2015	Testing Center Manager	\$42,174.00	Not Approved
2014-2015	Theater Arts Media Upgrade	\$273,894.00	Approved
2014-2015	Veterans' Advisor	\$74,441.00	Approved
2014-2015	Web Redesign	\$60,000.00	Approved with modifications/conditions
2014-2015	Workforce Career Navigator	\$56,400.00	Approved with modifications/conditions
2015-2016	Academic Services Program Coordinator: Tutoring and Library	\$54,857.00	Approved
2015-2016	Annual Faculty Staff of Color Conference (FSOCC) in Higher Education	\$12,000.00	Approved to use existing funds
2015-2016	All-Campus Community Book Read	\$20,252.00	Approved
2015-2016	AmeriCorp Volunteer Position	\$7,536.00	Approved
2015-2016	Apple platform management solution	\$9,565.00	Approved to use existing funds
2015-2016	Athletics - Program Assistant	\$43,400.00	Approved

Year	Title	Total Requested	Status
2015-2016	Athletics -Academic Center	\$254,550.00	Not Approved
2015-2016	Breathe, Relax, Energize, Art, Treats, Helpful Hints, & Exercise (BREATHE)	\$6,000.00	Approved to use existing funds
2015-2016	Bridge-to-College Math Collaboration	\$2,443.00	Approved
2015-2016	Budget staff: College-wide Improvements in Grant and Fiscal Compliance	\$35,291.00	Approved
2015-2016	Career Navigator for Manufacturing	\$80,734.00	Approved
2015-2016	Clean Energy Technology Industry Alignment through Course Development	\$7,807.00	Not Approved
2015-2016	Continuation of Compass Camp	\$29,204.00	Approved to use existing funds
2015-2016	Convert Temporary Full Time Dental Hygiene Position to Tenure Track Position	\$77,524.00	Approved
2015-2016	Effective Marketing: Training Parent Education Co-op Boards	\$3,000.00	Not Approved
2015-2016	Emergency Management Assistant Director Position	\$74,238.00	Not Approved
2015-2016	Emergency Management Program	\$13,384.00	Approved to use existing funds
2015-2016	Equity and Social Justice Program Coordinator	\$37,866.00	Approved
2015-2016	Faculty Professional Learning infrastructure and pilot program	\$8,384.00	Approved
2015-2016	FT Anthropology Instructor	\$78,704.00	Not Approved
2015-2016	Hire a Hourly Employee to Support the Global Affairs Center	\$10,020.00	Approved
2015-2016	HVAC Technician Staffing Addition	\$63,678.00	Approved to use existing funds
2015-2016	I-BEST Team Teaching Enhancement and Program Coordination	\$50,387.00	Approved
2015-2016	Improving Learning Spaces and Campus Events through Coordinated Media Services	\$85,503.00	Approved

Year	Title	Total Requested	Status
2015-2016	Instructional Tech: Physics and Engineering	\$67,907.00	Approved
2015-2016	Math Learning Center Hourly Staffing	\$6,194.00	Approved
2015-2016	Music Department Office Assistant	\$23,573.00	Approved
2015-2016	New Program Coordinator for Tutoring Services	\$53,728.00	Approved
2015-2016	On-going professional development funds for ESL associate faculty	\$19,523.00	Not Approved
2015-2016	Online advertising	\$165,000.00	Approved to use existing funds
2015-2016	Part-time Faculty Counselors (3 positions)	\$80,094.00	Not Approved
2015-2016	Permanent Full-Time Program Assistant for Testing and IBEST support* For all transitional studies	\$43,411.00	Approved
2015-2016	Purchase Maxient program to track conduct, plagiarism and other judicial cases	\$16,000.00	Not Approved
2015-2016	Research Analyst: Data-informed decision-making related to student success	\$67,004.00	Approved
2015-2016	Shoreline Summer History Lectures (Two-Year Pilot)	\$15,802.00	Approved
2015-2016	Strategies to Increase Student Success in Biology	\$71,686.00	Not Approved
2015-2016	Student/Peer Welcome Desk in Foss	\$13,770.00	Approved
2015-2016	Student/Peer Welcome Desk in PUB	\$13,770.00	Approved
2015-2016	Technical Services Manager (LAP 4)	\$57,200.00	Not Approved
2015-2016	Telephone system replacement consulting	\$50,000.00	Not Approved
2015-2016	The Return of Continuing Education at Shoreline Community College	\$113,950.00	Not Approved
2015-2016	The Writing & Learning Studio	\$19,486.00	Approved
2015-2016	Third Full Time Faculty for Health Informatics and Information Management Program	\$78,704.00	Not Approved
2015-2016	Training for Shoreline Threat Assessment Team	\$14,199.00	Approved

Year	Title	Total Requested	Status
2015-2016	Two Advisors: Increase Advising Availability For Transfer/Undecided Students	\$150,608.00	Approved
2015-2016	VISTA employee to support females in STEM	\$21,651.00	Approved
2015-2016	Welcome Week	\$20,000.00	Not Approved
2016-2017	Art Lab Tech Position	\$32,883.00	Not Approved
2016-2017	Associate Dean of Nursing	\$101,120.00	Approved with modifications/conditions
2016-2017	Building Infrastructure in the Public Information Office	\$49,969.00	Approved with modifications/conditions
2016-2017	Clean Tech/Biotech Industry Outreach and Marketing Director	\$153,600.00	Approved
2016-2017	Computer Science Faculty	\$76,723.00	Approved
2016-2017	Director of Workforce Education	\$89,040.00	Approved
2016-2017	ESL Faculty	\$76,723.00	Approved
2016-2017	Fiber Optic Cabling Upgrade - North Campus	\$80,000.00	Not approved
2016-2017	Financial Aid File Reviewer/Program Specialist 2	\$44,129.00	Approved
2016-2017	FT Anthropology Position	\$68,804.00	Not approved
2016-2017	Full-Time Substitute/Floater Parent Child Center	\$43,100.00	Approved
2016-2017	Hiring position for Full-time Stage Tech 2	\$45,174.00	Approved
2016-2017	Honda PACT Program Instructor	\$94,510.00	Not approved
2016-2017	I-BEST Team Teaching Enhancement	\$14,290.00	Approved with modifications/conditions
2016-2017	Increasing Coaching Services: Completion Coach	\$199,306.00	Approved with modifications/conditions
2016-2017	Increasing Coaching Services: Recruiting Coach	see above	Approved with modifications/conditions
2016-2017	Library Systems Administrator	\$76,800.00	Approved with modifications/conditions
2016-2017	Manufacturing 1 year full time temporary instructor	\$79,223.00	Approved with modifications/conditions
2016-2017	Mental Health First Aid Training and Implementation	\$3,600.00	Approved with modifications/conditions

Year	Title	Total Requested	Status
2016-2017	Music Program Office Assistant	\$27,581.00	Approved with modifications/conditions
2016-2017	New Grand Piano for SCC Campus Theater	\$6,800.00	Not approved
2016-2017	Physics and Engineering Support Technician	\$66,662.00	Approved with modifications/conditions
2016-2017	Physics Faculty	\$76,723.00	Not approved
2016-2017	Program Assistant for Health Informatics	\$50,826.00	Approved with modifications/conditions
2016-2017	Program Assistant to Coordinate the Clinical Sites	\$50,826.00	Approved with modifications/conditions
2016-2017	Public Speaking Center (PSC)	\$19,266.00	Approved with modifications/conditions
2016-2017	Reading Apprenticeship Projects	\$4,680.00	Approved with modifications/conditions
2016-2017	Reorganization of Humanities Division	\$260,902.00	Approved with modifications/conditions
2016-2017	Service-learning Coordinator	\$31,051.00	Not approved
2016-2017	S-Tech: Snap-on Mid-Level Automotive Technician Training	\$104,298.00	Approved with modifications/conditions
2016-2017	Teaching, Learning, and Assessment Lead	\$77,177.00	Approved with modifications/conditions
2017-2018	Athletics/ Recreation & Athletics Specialist I	\$43,135.00	Not Approved
2017-2018	Building Personnel Infrastructure for the Shoreline Grants Office	\$41,320.00	Not Approved
2017-2018	CMST Faculty full time tenure track	\$77,773.00	Not Approved
2017-2018	College-Wide Rebranding Rollout	\$135,600.00	Approved with modifications/conditions
2017-2018	Counselor: Career Counseling & Mental Health Support	\$66,163.00	Not Approved
2017-2018	Enhancing Student Learning by meeting Federal and State Requirements for Accessible IT	\$238,493.00	Approved
2017-2018	Full-time Anthropology Faculty Position	\$71,444.00	Not Approved
2017-2018	Full-Time Biology/Biotechnology Faculty	\$76,723.00	Not Approved
2017-2018	Full-Time History & Political Science Position	\$71,444.00	Not Approved
2017-2018	Full-Time Temporary Economics Position	\$71,444.00	Not Approved

Year	Title	Total Requested	Status
2017-2018	Hybrid Course Development Institute	\$6,460.00	Approved
2017-2018	Improve Communications & Marketing Infrastructure	\$55,390.00	Not Approved
2017-2018	Increasing Enrollment with Permanent Student Recruitment & Enrollment Coach	\$76,049.00	Approved
2017-2018	Library Security Gates	\$58,064.00	Not Approved
2017-2018	Manufacturing Student Support	\$166,531.00	Not Approved
2017-2018	Meeting Shoreline's current and future professional learning needs	\$192,320.00	Approved with modifications/conditions
2017-2018	New permanent full time Custodian 2 to meet increased service needs.	\$37,340.00	Not Approved
2017-2018	New permanent full time Grounds and Nursery Specialist to meet increased service needs.	\$38,170.00	Not Approved
2017-2018	Release time for English Department chair	\$14,062.00	Not Approved
2018-2019	Continuation of ABE Career and College Navigator	\$70,400.00	Approved with modifications/conditions
2018-2019	Director of Employer Engagement	\$108,000.00	Approved
2018-2019	Open Educational Resources	\$33,600.00	Not approved
2018-2019	QM Hybrid and Online Course Development Institute	\$15,000.00	Approved with modifications/conditions
2018-2019	Shoreline Arts for Justice	\$68,610.00	Not approved
2018-2019	Team Teaching Support	\$7,000.00	Not Approved
2018-2019	Theater Lighting system Upgrade and Replacement	\$117,477.00	Approved with modifications/conditions

Appendix F: Course-level Outcomes Assessment Work, 2015-2020

Year of Project	Course	Description	Data (if applicable)
2015-2016	Adult Basic Education 042 (4A3B)	Assess whether students are meeting course level outcomes/individual goals in language arts and math adult basic education courses.	Average scores (Science or Social Science, Language Arts) <ul style="list-style-type: none"> • Outcome 1: 60% (30), 33% (16) • Outcome 2: 69% (22), 68% (24)
2015-2016	Biology 211 (4A3C)	Pre- and post- assessments on key biological concepts such as membrane transport.	Percentage of students meeting expectations for the post- assessment test <ul style="list-style-type: none"> • Evolution: 87.5% • Membrane Transport: 62.0% • Gene/Protein Expression: 56.3%
2015-2016	Business Technology 101-103 (4A3D)	Assess keyboarding scores in three related classes as part of program redesign.	Post-test average scores <ul style="list-style-type: none"> • BUST 101: 39.1% • BUST 102: 47.7% • BUST 103: 47.9%
2015-2016	English for Academic Purposes 099 (4A3E)	Faculty groups evaluate student writing samples in order to assess student competency in key course outcomes related to written communication.	Percentage of students meeting expectations for the post-assessment essay <ul style="list-style-type: none"> • Content: 75% • Organization: 95% • Mechanics: 50%
2015-2016	Math &141, Math 098, and Math 099 (4A3F)	Pre- and post- assessments of four key math concepts in MATH& 141 and pass rates and progression in developmental math sequence leading up to MATH &141.	Math &141 students show median gain of 3 points out of 6 additional available in post-test over pre-test scores (pre-test scored 0-10; post-test scored 1-16)
2015-2016	Psychology 100 (4A3G)	Online pre- and post- assessment developed and validated by other researchers, that focuses on a suite of key concepts.	Average improvement of 10.9% in pre- to post- test scores
2016-2017	Business Writing 115 and 215 (4A3H)	Pre- and post- assessments to measure student improvement. The (ungraded) post-assessment results for both courses were also compared to final exams.	Average improvement in pre- to post- test scores <ul style="list-style-type: none"> • BTWRT 115: 19% • BTWRT 215: 0%
2016-2017	English 099 and English 101 (4A3J)	English faculty work together in norming student writing and discussing course outcomes for 099 and 101, to develop common agreement as to what quality of work is sufficient to move from 099 to 101.	Normed understanding of what to look for in student work as evidence of attaining outcomes for English 099 and 101.

Year of Project	Course	Description	Data (if applicable)
2016-2017	Math 098 (4A3K)	Math faculty worked to revise the course outcomes and align assessments (problem prompts) to the appropriate outcomes.	Sample final exam questions that directly assess Math 098 outcomes at an appropriate threshold.
2017-2018	Chemistry 121 (4A3L)	Pre- and post- assessment of student understanding of significant figures completed immediately after concept is introduced and later in quarter.	Percentage of students meeting expectations measured in week 4 and again in week 11 <ul style="list-style-type: none"> • Instructor 1: 87% to 54% • Instructor 2: 65% to 81% • Instructor 3: 67% to 100% Differences reflect timing of instruction about significant figures.
2017-2018	Clean Energy Technology 200 (4A3M)	Review student portfolios (using a simple rubric) to assess course learning outcome about how to benchmark buildings for energy efficiency.	<ul style="list-style-type: none"> • 78% (9) meet or exceed expectations initially • 100% (9) meet or exceed expectations after feedback/revisions
2017-2018	Communication Studies 203 (4A3N)	Assessing a single course outcome using a shared rubric across all involved faculty.	88% of assessed students meet or exceeded expectations
2017-2018	English 099 and English 101 (4A3P)	This builds on the 2016-2017 norming project, with additional focus on time (e.g. mid-quarter vs later in the quarter), style, and writing stage (e.g. draft vs final).	Reaffirmed, normed understanding of what student work evidence attainment of learning outcomes
2017-2018	Math 098 and Math 099 (4A3Q)	Math faculty collect input from colleagues in their own and other disciplines as to what outcomes from Math 098 and 099 are essential for students to be successful in their classes.	Review informed development of co-requisite classes.
2018-2019	Business 120	Review existing course outcomes (three) and update based on assessment of student learning and research into comparable Principle of Marketing courses at other Washington State colleges and programs.	Revised outcomes; prepared for follow-up project in 2019-2020
2018-2019	History 136 and History 137	Review of existing outcomes for revision.	Revised outcomes; prepared for follow-up project in 2019-2020
2019-2020	Anthropology 215*	Outcome: Identify at least two concrete practices to be an agent of one's health (Discussion 1 for Module 2 and Module 7).	89.3% of assessed students meet expectations
2019-2020	Business Writing 215*	Outcome: Conduct academic research in preparation for construction of a business report and presentation.	76.0% of assessed students meet expectations

Year of Project	Course	Description	Data (if applicable)
2019-2020	Business 102*	Outcome: Calculating markup on cost (Assignment #4, Chapters 8 & 9: Markup & Payroll).	77.8% of assessed students meet expectations
2019-2020	Business Technology 107*	Outcome: Keyboard on a Numeric Ten Key board by touch at a minimum speed of 15,000 kspf (keystrokes per hour) on a three-minute timing with 98% accuracy. Assessed in ongoing speed tests	87.5% of assessed students meet expectations
2019-2020	English 102*	Outcome: Support a thesis by integrating a variety of primary and secondary source material as well as the student's own reasoning and observations on the topic.	52.0% of assessed students meet expectations
2019-2020	English for Academic Purposes 099*	Outcome: Write essays or reports that synthesize information from different sources by paraphrasing, quoting, and summarizing Argumentative Paper (first draft).	77.3% of assessed students meet expectations
2019-2020	Economics 201*	Outcome: Model the behavior of firms by calculating and graphing costs, revenues, and profits.	80.8% of assessed students meet expectations
2019-2020	Japanese 223*	Outcome: Listen and respond to verbal questions. Formulate and verbally express coherent and organized information, ideas and opinions in a variety of communication contexts, such as one-on-one situations, small groups and classes. Assessed in Japanese culture presentation project.	100% of assessed students meet expectations
2019-2020	Math 146*	Outcome: Construct confidence intervals and perform hypothesis test Assessed in final exam questions	50% of assessed students meet expectations
2019-2020	Psychology 100*	Outcome: Explain the fundamental aspects of the following research methods utilized by psychologists to study behavior: surveys, case studies, naturalistic observations, correlational studies, and experiments. Give examples of the research methods listed; critique the relative strengths and weakness of these methods; differentiate between descriptive, correlational, and experimental studies; and be able to design your own study.	89.5% of assessed students meet expectations

Year of Project	Course	Description	Data (if applicable)
2019-2020	Sociology 101*	Outcome: Identify and compare the major perspectives (Discussion 1 Sociological Imagination).	85.2% of assessed students meet expectations
2020-2021	ESL sequence (4A3R)	Incorporate content and learning outcomes related to plagiarism for English language learners	Revision of ESL curriculum, addition of outcomes

* These projects were conducted as part of the 5-module assessment training.