

**PEER-EVALUATION REPORT
MISSION FULFILLMENT AND SUSTAINABILITY**

Shoreline Community College
Shoreline, Washington

November 2-4, 2020

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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Roster of Evaluators

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Introduction

Shoreline Community College (Shoreline) is an open-access, comprehensive, two-year institution of higher education authorized by the State of Washington. Shoreline serves 5,086 full-time equivalent students (9,767 headcount) from its campus in Shoreline, Washington (ten miles from Seattle). The college employs 137 full-time and 257 part-time faculty, and 241 classified staff. The college offers associate level transfer programs with multiple majors, professional and technical degree and certificate programs, as well as post baccalaureate preparation, pre-college English and mathematics courses, adult basic education/GED preparation, English as a second-language and non-credit continuing education courses.

Shoreline Community College operates as a stand-alone institution authorized by state statute and governed by a single Board of Trustees. Trustees are appointed by the governor of the state of Washington.

The Self-Evaluation Report was delivered electronically in a timely manner in September of 2020, about 6 weeks prior to the visit. The self-evaluation report comprised 220 pages of mostly textual material. In addition to the self-evaluation document, the evaluators received electronic access to numerous support materials, to the current catalog and to the class schedule. No serious difficulties were encountered accessing the correct information and the Accreditation Liaison Officer (ALO) was extremely helpful in securing additional resources when requested.

Due to Covid-19 an onsite visit was not conducted. Instead, a virtual visit was conducted on November 2-4, 2020 and included multiple interviews and campus forums. The final Exit Meeting occurred in November 12, 2020 via Zoom. This report summarizes the findings and conclusions of the virtual seven-year peer evaluation to determine mission fulfillment.

Recommendations from Past Reports

Shoreline has two outstanding recommendations from the last seven-year mission fulfillment evaluation and per an ad-hoc report submitted in 2019.

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).

In 2015, under President Roberts, Shoreline elected to begin a new strategic plan which was adopted in 2016. In 2017, the Executive Team determined that the college needed a new way

to determine mission fulfillment. Thus, the Core Themes were revised, and the new themes were adopted in spring of 2019. Under the new model 17 course learning outcome projects and five program reviews have been completed. This is a strong start, but none have been reviewed twice in order to demonstrate improvement towards mission fulfillment. Faculty involved in the assessment projects reported that they were very valuable but noted that they often did not include part-time faculty. Once completed, the projects were not used for improvement or if improvement had been made, faculty were not aware of it. A new training program for faculty has also been developed, but of the 137 full time and 257 part-time faculty, only a small percentage have completed the first module and only 12 had completed all five (at the time of the report writing). Service areas are not yet engaging in service area program reviews or using data to plan and advance student success goals.

This committee remains concerned that the assessment processes for academic and non-academic programs and services have not yet been fully developed or fully implemented. The committee also remains concerned that student performance as *key measures* of learning are not used to revise courses, course learning outcomes, programs, general education outcomes and non-academic programs and services. The existing assessment processes have not yet been integrated meaningfully, and consistently, into the College's decision-making processes.

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 and 4.A.1).

New Core Themes and a mission fulfillment framework have been developed. The new Core Themes (transfer education, professional technical education, community education and adult basic education) represent the college's primary service areas. Indicators and thresholds have been developed underneath these Core Themes. However, concerns remain. It is unclear how mission fulfillment is defined. Is it when all indicators are at target or just a subset? Are all indicators weighted the same? If so, then access with ten indicators, carries more weight than student learning (4 indicators) and student assessment (5 indicators). It is also not entirely clear how the new Core Themes, and their indicators, inform strategic planning and operations in a meaningful transparent way.

The committee recognizes that the college has made progress on these standards, but inadequate evidence was presented to the team to confirm that the standards are met.

Response to Student Achievement Data

NWCCU requests that the committee members discuss, with institutional representatives, and respond, within the report, to the questions below relative to the data provided.

1. What are the key challenges of the institution related to the institution's graduation rate and other data provided?
2. What is the institution doing to improve graduation rates?
3. What initiatives appear to be effective in improving graduation rates?
4. What might accreditors do to assist institutions to improve graduation rates?

In response to the above questions, the college indicated that they have been focusing on the access funnel and getting students in and the FTE up. They have not yet started work to improve graduation and retention rates. In response to question four, the college indicated that the following will be helpful; Guided Pathways, faculty work on learning outcomes, faculty implementing best practices for retention in the classroom, and service areas implementing best practices. Faculty also expressed an interest in revising general education learning outcomes, which have not been reviewed in almost 20 years. This would be great work for the college to come together around in order to build a culture of improving student learning, retention and completion.

Eligibility Requirements

Shoreline Community College provided narrative and links to supporting documentation to demonstrate it meets Eligibility Requirements 1-24. Additional supporting information is contained throughout the report. Of note is that from fiscal year 2016 to 2019, Shoreline Community College did not issue annual fiscal reports nor have them audited in a reasonable time frame. While the past year's reports are now available, the evaluation committee has concerns about plans and resources in place to ensure a lapse does not occur in the future.

Concern: The committee is concerned that the college does not have plans or resources in place to ensure a lapse of financial reporting does not occur in the future.

Standard One- Mission and Core Themes

Shoreline Community College has developed a mission statement that is approved by the Board of Trustees and widely published on the Shoreline web pages. The mission, "We serve the educational, workforce, and cultural needs of our diverse students and communities," provides general direction for the college and was developed with input from various stakeholders. The mission statement is reflected in printed materials and is understood by the campus community. When asked to state their mission, stakeholders across campus report that it is, "ensuring student success."

Compliment: The college should be complimented on its commitment to student success across all constituents.

Shoreline has identified four Core Themes that support its mission: Transfer Education, Professional-Technical Education, Basic Education for Adults and Community Education. Each of the Core Themes connects in a logical and recognizable way to the mission statement. Under the Core Themes are indicators and under these are measures. The indicators include access for learners (10 measures), equity in access (9 measures), student learning (5 measures), student progress (4 measures), equity in student progress (4 measures), completion and transfer (5 measures), equity in completion (5 measures) and transfer and contribution to the workforce (2 measures). All indicators and measures are equally weighted, with no area given priority aside from the fact that of the 44 indicators, 19 address access alone.

Each measure is subsequently rated as “promising”, “monitor”, or “of concern”. The results of these measures may impact strategic planning, but it is not clear how or if this has actually occurred. It is also not clear how “mission fulfillment” is defined. Is it when all measures are rated as promising or a subset? Defining this and linking performance to the strategic plan via aspirational goals would be beneficial. Additionally, focusing on student learning, retention and completion is an important part of the new NWCCU standards.

Concern: The committee is concerned that the college has not fully defined how mission fulfillment is met. It is also concerned that the indicators and measures are equally weighted, and as such, focus on access to a greater degree than student learning and success.

Core Theme 1 Transfer Education:

Under Transfer Education there is one objective, “Shoreline Community College provides access to education and supports success for learners seeking to transfer to four-year-programs of study.” Under this objective are seven indicators including access for learners, equity in access, student learning, student progress, equity in student progress, completion and equity in completion. The measures that correspond with these indicators include; total FTE, percentages of students who are enrolled from historically under-represented and under-served groups, percent of students who complete 15 credits, persistence rates across academic years, comparative assessment of student learning related to general education outcomes, percentage of students from historically under-represented populations who meet progress milestones, percentage of students who complete within three years or transfer to a four-year program in four years, and percentage of students who graduate or transfer within defined timelines and are from historically under-represented groups.

Core Theme 2 Professional-Technical Education:

The objective underneath the Core Theme of Professional-Technical Education reads, “Shoreline Community College provides access to education and supports success for learners seeking to expand their employment opportunities.” The indicators under this measure include; access for learners, equity in access, student learning, completion, equity in completion and

contribution to workforce. The measures aligned with these indicators include: FTE enrolled in professional-technical programs, percentage of students who re-enroll at Shoreline after not meeting admission requirements for selected professional-technical programs, percentages of students who are enrolled from historically under-represented and under-served groups, proportion of students meeting program-learning outcomes as demonstrated in capstone, portfolio or other key assignments, percentage of students who succeed in industry level exams, percentage of students who complete a certificate or degree within three years, percentage of students employed one year post completion (or enrolled in higher education), and difference between median wage between those who complete a certificate or degree and those who do not.

Core Theme 3 Basic Education for Adults:

The Core Theme of Basic Education for Adults is met by the 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.” The indicators underneath this objective include access for learners, student learning, student progress, student transition and equity in transition. The aligned measures include, total FTE in basic skills courses, percentage of student gains within one year on CASAS testing, percentage of under-represented basic skills students completing high school/GED within one year, percentage of students from historically under-represented groups who complete six college level credits and who complete college level English and math within two years. The report indicates that the measures for student transition and equity in transition are identical.

Core Theme 4 Community Education:

The Community Education Core Theme is measured by the objective that states, “Shoreline Community College provides access to educational services to serve the cultural needs of its diverse communities.” This objective has two indicators including access for learners and student learning. These objectives have associated measures that look at headcount in community education offerings and proportion of students who self-report attainment of learning outcomes (indirect assessment).

Concern: The college lacks evidence of meaningful assessment of student learning within the community education courses.

Standard Two- Resources and Capacity

Shoreline employs a multi-layered system of governance that is not always understood by all constituents. There are multiple committees (e.g. College Council) and available information (e.g. Day At A Glance), but decision-making is not always seen as transparent or timely by staff, faculty and the federations. The college has a long history, predating the current administration, of tension between administration and staff and faculty. Administration does monitor and discuss NWCCU standards. This has not trickled down to all levels of staff and

faculty. Collective bargaining agreements do not prohibit the college from compliance with NWCCU standards and work toward improving upon the standards. (2.A.1 to 2.A.3)

Concern: This committee is concerned that the level of tension, and distrust, between administration, staff, faculty and the federations impact campus operations in a negative way. This is unfortunate because all are engaged in the same goal, and all are passionate about student success.

Shoreline Community College is struggling with statewide budget cuts and declining enrollment. Under President Roberts the college engaged in purposeful spending to encourage growth and innovation. Unfortunately, this spending has not resulted in additional FTE, as international student populations have been declining nationally and the COVID19 pandemic has further impacted enrollment and stretched resources. Shoreline does currently meet its reserve policy, but the college is facing additional budget cuts and staff reductions in the coming year.

Governing Board and Leadership and Management (Standards 2.A.4 to 2.A.11)

Shoreline is governed by a 5-member Board of Trustees appointed by the Washington State Governor and approved by the State Senate for sequential 5-year terms. Maintaining five members has been difficult. Over the past several years the college has varied with three, four, and five trustees. Currently, there is one vacancy that remains unfilled. The Board of Trustees meets monthly. A quorum, defined in district policy as three (3) members of the board, must be present for any business to be conducted. Agenda and minutes are posted to the college website. (2.A.4 to 2.A.5)

The Board of Trustees represent the public interest, ensure financial sustainability of college and approve college policies. The Board of Trustees also hires and annually evaluates the President who is responsible for college operations. The Board of Trustees conducts a self-evaluation annually and discusses the results, and how to address concerns, at their bi-annual retreat. (2.A.6 to 2.A.8)

The Board of Trustees appoints the president who is charged with and accountable for operations of the institution. The President does not serve on the Board of Trustees. Shoreline has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability in the areas of instruction, student services, administrative services, equity, diversity and inclusion, institutional effectiveness, international education, communications and marketing, and human resources. Administrators at all levels are assessed annually based on robust performance evaluation measures. (2.A.9 to 2.A.11)

Policies and Procedures

Academics (Standards 2.A.12 to 2.A.14)

At Shoreline Community College, academic policies – including those related to teaching, service, scholarship, research, and artistic creation – are published on the college’s website, course catalog and the college Policies and Procedures webpage. Many of these policies are also published on the government website of the Washington Administrative Code. (2.A.12)

Shoreline has policies regarding access to and use of the library and information related to resources for research, citations, using the library, and computer technology on the Ray Howard Library website. (2.A.13)

Shoreline is a member of the Inter-College Relations Commission (ICRC), and the AA-DTA, AS-T, and MRP degrees comply with ICRC recommendations for transfer degrees within Washington. Colleges and Universities participating in ICRC use common course numbering. Courses that include an ampersand ‘&’ are considered equivalent and transferable between these schools. An agreement has been developed between Washington State Community and Technical Colleges and participating baccalaureate institutions called the direct transfer agreement (DTA). The DTA Associate degrees are recognized as fulfilling most, if not all, of the general education requirements at the baccalaureate institution.

International students wishing to use credit earned outside the United States may request an evaluation of their transcripts. This information is available to students in the college catalog on its *International Student Admission* website, and through academic counselors and advisors. (2.A.14)

Concern: There is no evidence of a written policy related to transfer of credit.

Students (Standards 2.A.15 to 2.A.17)

The “Policies for Students” section in the online catalog provides clearly stated summaries of student policies and related procedures including appeal processes. Most of these policy summaries also include a link to the corresponding detailed college policy. Additionally, the “Policies and Procedures” website contains all college policies (i.e. administrative, personnel, etc.) and is easily accessible from the “Policies for Students” landing page. (2.A.15)

Shoreline Community College maintains an open-door admission policy for students who are high school graduates, have earned a General Education Development certificate or are at least 18 years of age. Programs designed for students who do not meet the above criteria have program specific admission guidelines. Approximately seven career and technical education programs have competitive admissions or require additional criteria for entry. This information is described in the online catalog and individual program web pages.

Students have a variety of options to guide enrollment into the appropriate level course. Multiple measures placement options include the use of high school or college transcripts and various standardized tests. Students without transcript or test scores, use a self-placement tool

for English. For Math, students can take practice exams using the ALEKS placement system before taking a proctored exam.

Students are expected to maintain a quarterly GPA of 2.0 or higher and earn at least half of the credits attempted each quarter. For students who do not meet this academic standard, the college has established procedures with actions depending on how many quarters the academic standard has not been met. For students who are suspended, a Petition for Reinstatement may be submitted for consideration.

The academic standard policy and associated procedures including those for appeals and readmission, are available on the college website. (2.A.16)

College policy designates the Associated Student Government (ASG) as the recognized representative of Shoreline Community College students and that guidelines be determined by the group's constitution and bylines. The ASG, comprised of thirteen student leaders, establishes the rules for the approval of new student clubs and organizations and manages the Student Services and Activities Fee and Student Technology Fee budgets.

Shoreline's student newspaper, The Ebbtide is funded by the ASG and is ". . .independently run and student funded, with no prior restraint on publication of any story" per the publication's "About" web page. College policy states that the responsibility for student publications be delegated to a Board of Publications comprised of students and faculty. (2.A.17)

Human Resource Policies (Standards 2.A.18 to 2.A.20)

Human Resources policies and procedures are published and easily accessible on the college website. The college has a robust multi-stage policy review process for the consideration of new policies as well as revisions to existing policies. All but two of fourteen personnel policies have been reviewed (or are currently under review) within the prior three years. (2.A.18)

Employees are informed of the conditions of their employment, work assignments, rights and responsibilities, evaluation, promotion and termination criteria and processes. Newly hired classified employees are provided a copy of their job description and new faculty review assigned instructional and non-instructional duties corresponding to their division or program. Administrative employees receive a new contract each year which outlines terms and conditions of employment for the following year. All employees have a new-hire check-in with Human Resources which includes additional information relevant to their respective employment.

Faculty are employed following the Shoreline Community College Federation of Teachers collective bargaining agreement and classified employees are employed under the Washington Federation for State Employees collective bargaining agreement. Conditions of employment, work assignments, rights and responsibilities, and procedures for evaluation are included in the comprehensive agreements. (2.A.19)

Electronic human resource records are stored on a secure shared drive with access limited to HR staff members only. Confidentiality is further supported by the use of college generated IDs rather than social security numbers whenever possible. Paper-based human resource records are securely maintained within filing cabinets in Human Resource's locked offices. (2.A.20)

Institutional Integrity (Standards 2.A.21 to 2.A.26)

The college represents itself clearly, accurately and consistently in its announcements, statements and publications, both web and print based. Policies and procedures that guide complaint processes (both internal and external) are clearly stated on the web site and in Board of Trustee policy. (2.A.21 to 2.A.22)

Shoreline operates within the framework of policies on ethical standards and expectations for board members, administrators, faculty, staff, and students. Conflict of interest criteria align with state policies and prioritize education as the college's main focus. Likewise, intellectual property, academic freedom, and academic ownership are defined in posted policy. (2.A.23 to 2.A.24)

The college maintains a website for regional accreditation that accurately represents the current and historical accreditation status of its programs. The college represents itself accurately in Memorandums Of Understanding and college contracts, and these agreements accurately reflect policies and accreditation status. (2.A.25 to 2.A.26)

Academic Freedom (Standards 2.A.27 to 2.A.29)

The evaluation committee found evidence of Academic Freedom policies in Article VI of the Collective Bargaining Agreement with Shoreline Community College Federation of Teachers. Shoreline recognizes the right and responsibility to ensure that students are free to learn and academic employees are free to teach broad areas of knowledge. This policy include freedom of discussion, method of instruction, testing, and grading. Shoreline's Community Standard (Policy 1002), found on the Shoreline webpage, illustrates Shoreline's commitment to ensure students, employees, and community have the opportunity to pursue excellence in education in an environment dedicated to equity, inclusiveness, and self-reflection. Policy 1002 also provides a process for enforcing these standards. (2.A.27)

Policy 5271 Intellectual Freedom affirms that faculty, staff, administrators, and students have the freedom to read and study without censorship. The Academic Freedom policy also states that no restrictions shall be placed on Shoreline faculty to teach what they deem to be educationally important and the students' rights to free expression will be protected and respected. The Faculty concurred that they were free to exercise these rights. (2.A.28)

The collective bargaining agreement defines faculty responsibility to present scholarship fairly, accurately, and objectively. The Ray Howard Library provides training and resources regarding copyright, fair use, and plagiarism for faculty and students. (2.A.29)

Finance (Standard 2.A.30)

Shoreline Community College Board has written policies regarding oversight and management of financial resources. All policies are that of the Board, and while authority is delegated to the President, the policies are not of the college. The evaluation committee did not find evidence of a clear policy regarding fundraising, or transfers and borrowing between funds.

Concern: The college should develop a clear policy regarding fundraising, or transfers and borrowing between funds.

Human Resources Department (Standards 2.B.1 to 2.B.6)

The college follows the Washington Administrative Code regarding qualifications for faculty positions and also the state's general qualification requirements for community college personnel. The job summary, qualifications, conditions of employment and materials required for the application process are included with each position announcement on the college's Job Opportunities web page. Job descriptions, created with expertise from Human Resources, the position supervisor and additional input as needed, are reviewed each year as part of the annual review process.

As of May 2020, the college employed 81 administrators, 168 classified staff members, 137 full-time faculty, and 273 part-time faculty. The committee was notified that the week prior to the visit, that the budget passed by the Board of Trustees included over five million dollars in reductions, among which included a Reduction in Force for faculty and classified staff and the elimination of an instructional program. Feedback from the classified staff forum, faculty forum, and committee member interactions with others at the college indicated varying levels of concern about the future impact of additional staff reductions. The Friday prior to the virtual visit, a Vice President resigned and gave a one day notice. (2.B.1)

Concern: Limited evidence was provided to indicate that the college employs sufficient numbers of qualified personnel in all areas of the college to strategically support and maintain operations. Several staff reported working long hours due to understaffed areas. This concern applies, but it not limited to, advising and the business offices.

Administrators and classified staff are evaluated on an annual basis after their initial date of hire. Evaluations include a discussion between the employee and supervisor of work performance and outcomes from the prior year relative to the expectations of the duties and responsibilities assigned to the position. For classified staff, the performance evaluation objective and the process itself are defined in the collective bargaining agreement. Feedback from staff in the Classified Staff Forum was that evaluations were done in a timely manner and every year.

After considerable work, the performance assessment procedure for Administrative staff was revised to incorporate a two-way conversation for future goal setting. The assessment form

itself was also updated to include equity and inclusion focused questions among the revisions. The procedure and form differ slightly by position, with different tools for the Executive Team, Deans and Directors, and individual contributors. The fall 2020 implementation of the new evaluation process is well underway with completed forms due in December. (2.B.2)

Shoreline provides employees numerous professional growth and development opportunities at the college as well as financial support to engage in offerings outside of the institution. For example, college-wide trainings occur over the four days leading up to the first day of fall instruction. In the spring, a Day of Learning, enables full-time faculty, staff and administrators to participate in a shared learning experience. Employees also have access to online training provided by LinkedIn Learning and the college's eLearning services.

Classified staff and faculty may apply for professional development support through funds dedicated to their respective employee group. Employees also have access to department funds to support job required trainings, essential training or certifications.

Administrative and exempt employees meet regularly to engage in professional development as a team and in organized small group "learning pods." Examples of group development opportunities include reading and discussing a common book and training on topics such as change management and project management. (2.B.3)

Qualifications for faculty, listed in corresponding position postings, are established in Washington Administrative Code. The scheduling of classes informs the hiring of additional part-time faculty while the academic planning process guides full-time faculty position decisions.

The number of full-time faculty (137, May 2020) is higher than the prior four years while the number of part-time faculty (273, May 2020) is lower than all but one of the four previous years. Shoreline's student to faculty ratio is lower than the state-wide ratio. Faculty expressed frustration with recently announced reductions in force affiliated with program elimination(s) and other reductions impacting advising, counseling and library staffing. (2.B.4)

Faculty responsibilities and workloads are specified in the agreement between the Board of Trustees and the Shoreline Community College Federation of Teachers. In addition to teaching and maintaining office hours, other full-time faculty responsibilities include such activities as providing academic advising, attending department and division meetings, serving on committees, participating in college governance and completing trainings mandatory per federal, state and local mandates. Part-time faculty workload is generally considered to be 80% of the full-time load and primarily comprised of teaching and related (i.e. maintaining office hours) responsibilities. (2.B.5)

Faculty are evaluated in a regular, systematic and comprehensive manner using processes and measures specified in the collective bargaining agreement. Full-time tenured and priority

associate faculty are evaluated every five years through an evaluation process that includes classroom observations, student evaluations, an optional peer classroom observation and a meeting between the faculty member and the evaluator to review the assessment information after all has been completed. Part-time and full-time annual contract faculty undergo the same process although the timing of the classroom observations differs and student evaluations are reviewed more frequently and over a longer period of time.

The collective bargaining agreement includes provisions for faculty to improve their practices based on the evaluation process as well as actions the Unit Administrator can pursue if performance improvement is needed between evaluations. Unit Administrators, the President and Vice President for Student Learning may access personnel files, including primary evaluation data as stated in the collective bargaining agreement. (2.B.6)

Educational Resources (Standards 2.C.1 to 2.C.8)

Shoreline Community College offers Basic Adult Education, Community Education, Transfer and Professional and Technical programs which lead to certificates and degrees; these programs align and support the college mission. In total the college offers 34 degrees, 20 certificate, and 56 short-term certificates in professional technical education. Additionally, Shoreline has 15 transfer degrees, nine of which are Direct Transfer degrees. (2.C.1)

Degrees and certificates adhere to the content and rigor requirements of the Inter-College Relations Commission and the State Board for Community and Technical Colleges. All programs have been reviewed by an external reviewer and the Professional and Technical programs are regularly reviewed by industry advisory committees. Transfer programs ensure alignment with four-year Washington colleges by use of a state-wide common course numbering system. Articulation agreements between two and four-year programs are reviewed by Intercollege Relations Commission. (2.C.2)

Program outcomes are accessible in the college catalog for all programs. Professional Technical Education programs are program specific and measurable. Transfer programs utilize the general education outcomes, without identifying specific outcomes for the specific associated degree (e.g. Associate of Biology). (2.C.3)

Concern: Transfer degree program outcomes appear incomplete or limited to a general education degree. Students don't have access to learning outcomes related specific to the degree. Based on the currently published learning outcomes, the 15 transfer degrees appear to be general education specific.

Shoreline Community College degree programs are appropriate in breadth and depth, and synthesis of learning. It was difficult to assess sequencing of courses as the program information offered degree completion requirements without specific sequencing.

New programs and changes to program requirements go through a systematic review by subject-matter expert faculty, division planning council, the Dean of Workforce, advisory committee (as applicable), and the curriculum council (representing all academic division, advising and the library); the final approval given by the Vice President for Student Learning. Program proposals with 45 or more required credits go through the State Board for Community and Technical Colleges' for approval. (2.C.4)

The Admissions policy (5002) and procedures prescribe the admissions requirement and the admissions process. Information regarding admission is publicly accessible in the online catalog. Graduation requirements are also defined in policy and associated procedure (5004). Students and others have access to graduation requirements through the catalog found on the website. Conversations with the faculty confirmed that the faculty have the authority and responsibility to design, approve, implement and revise curriculum. Faculty spoke to a collegial process of course and program proposal, which often begins with a conversation among colleagues. The formal process of course or program approval as briefly described above, is standardly and consistently employed.

Faculty have an active role in hiring of new faculty as provided by policy (4111) and associated procedure. Faculty from the field (of the vacant position) serve on the screening committee, also position recruitment announcements are reviewed by discipline faculty for review prior to posting the position.

Shoreline's grading policy (Policy 6250) provides the basis for documenting student achievement and awarding grades in a consistent manner. Review of course syllabi provides evidence of consistent presentation of course learning objectives, criteria for grading, and criteria for successful completion of the course. Procedural Guidelines for the assignment of grades, and the grading system (including point value used for grade point average calculation) are available in the catalog. (2.C.5)

The college library works very well with faculty, staff and students. Library staff members communicate with faculty about requests for the course reserves collection. Faculty utilize the library and other information resources in the teaching and learning process. 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. Librarians stay informed on instruction and material needs by taking part in the activities of academic divisions and the college. Faculty and students reported extreme high satisfaction with the library and their services. The evaluation committee found evidence that library and teaching faculty partner to integrate library and information resources into the learning process. (2.C.6)

Compliment: Each academic division has a "resident" librarian who attends monthly division meetings and stays up-to-date with the needs in that division.

Transfer programs are developed in accordance with the direct transfer agreements between two- and four-year colleges described in the Intercollege Relations Commission (ICRC) handbook. The College does not have a policy for transferring academic credit that clearly defines and maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Shoreline's policy on academic credit for prior experiential learning (PEL) adheres to institutional policy and guidelines from the Washington State Board for Community and Technical Colleges' Guidelines for Prior Learning Assessment. Prior learning is clearly defined within the policy and identifies that students must be enrolled at Shoreline and limited to 25% of credits needed for a degree. The credits are for courses offered within Shoreline's regular curricular offerings and are granted by appropriately qualified teaching faculty.

Shoreline demonstrates prior learning by compiling portfolios that demonstrate prior experiential learning; submitting third-party certifications and/or industry-recognized testing/training to demonstrate extra-institutional learning (EIL), such as military and/or work-based training; taking standardized tests (i.e. credit by testing); and/or taking course challenge examinations.

Credits awarded for prior experiential learning are noted on students' transcripts in a footnote under the relevant quarter with clarifications that PEL credit does not replace a pre-existing grade for a course. The process for petitioning credit by prior experiential learning is clearly outlined and explained on the petition form. (2.C.7)

Shoreline evaluates and accepts transfer credits according to approved procedures which are overviewed in the college catalog. As previously noted, there is no formal policy on transfer credit. Students receive directions in how to request official transcripts from their previous schools and an explanation of the required process to have those credits evaluated and applied to Shoreline programs and certificates. To assist in the transcript evaluation and to maintain consistency, Shoreline utilizes the Transfer Evaluation System (TES), a national database of college-level courses and associated outcomes to determine course acceptance. For transfer from Washington institutions, Shoreline accepts state adopted common course numbering to assist in transcript evaluation. If courses are not included in TES, Shoreline requests course syllabi from students' previous institutions. Shoreline content faculty determine whether the course is comparable with Shoreline's courses. (2.C.8)

Concern: The College must develop a policy for transferring academic credit and this should be widely published.

Undergraduate Programs (Standards 2.C.9 to 2.C.11)

The programs at Shoreline Community College include a core set of general education courses, which together ensure an appropriate breadth, and depth and synthesis of learning through the sequencing of courses. Professional-technical (PT) programs also include general education courses; each program requires human relations, communication, and quantitative and symbolic reasoning and multicultural understanding courses. Industry specific core classes are developed, reviewed and revised by industry professionals who participate in advisory committees; the advisory committees attend to ensuring the depth, breadth and synthesis of learning.

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 (IRC). Shoreline adheres to the IRC general education program guidelines for Direct Transfer Agreements (DTA) for associate degrees. Shoreline's catalog states that its general education curriculum, "is built on a unique set of outcomes, designed to provide our students with the skills, knowledge and awareness they will need to make informed decisions, lead healthy and productive lives, and contribute to the global community as lifelong learners."

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. The DTA transfer agreements ensure that a student who completes a DTA associate degree at Shoreline will have satisfied the lower division general education (or core) requirements at the various Washington baccalaureate institutions. (2.C.9)

Concern: There is very little evidence of consistent assessment of achievement of clearly identified learning outcomes in Shoreline's educational programs. It does not appear that all faculty are engaged in on-going, systematic review of student learning outcomes in a meaningful way that leads to course, and program, improvement.

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." Shoreline's catalog introduces its general education outcomes with links to detailed student learning outcomes for the following six general education core requirements: quantitative reasoning, communication, multicultural understanding, information literacy, general intellectual abilities, and global awareness.

Each of the general education core requirements has its own set of three to six distinct, measurable, and assessable student learning outcomes. Many of the general education outcomes also include subsets of outcomes that define, elaborate, and expand the broader student learning outcome.

Shoreline's general education outcomes are clearly listed within the college catalog and on its website. Courses that help satisfy general education outcomes map the course outcomes to the general education outlines within the Master Course Outline. The self-study indicates and information was confirmed during interviews with faculty that the Learning Outcomes Assessment Steering Committee (LOASC) has faculty as the majority of the members. There was agreement among faculty, that there has been active work on LOASC which has involved faculty. It was difficult to determine the extent to which **all** faculty are involve in assessing student achievement of clearly identified learning outcomes.

The Faculty Senate Council is responsible for reviewing and making recommendation on any changes to the general education outcomes, however, it was noted that general education outcomes have not changed since the mid-nineties. The recent assessment activities of general education outcomes, as described by faculty, were educational and interesting processes that produced meaningful data. It is not clear how the results of those exercises have been used, if at all. Professional Technical program faculty, in collaboration with industry advisory committees, have established and assessed the achievement of student learning outcomes. (2.C.10)

Concern: Shoreline does not systematically review general education outcomes, and the college admits that outcomes and their subsets may be dated and need revision. The college currently has plans and initial committees to review and revise general education outcomes as part of a Guided Pathways implementation.

Shoreline's related instruction components of communication and quantitative and symbolic reasoning have identifiable and assessable learning outcomes that align with the corresponding general education student learning outcomes. However, the related instruction components of human relations and multicultural understanding do not have identifiable and assessable learning outcomes. The college catalog does not include a section on related instruction nor does the catalog list the student learning outcomes for related instruction. (2.C.11)

Concern: The guidelines for the related instruction are long overdue for review and perhaps revision (based on evidence of student learning). Human Relations was last reviewed in 2004, Communication in 2007, Multicultural Understanding in 2008, and Quantitative/Symbolic Reasoning in 2014.

Concern: Shoreline has not directly assessed related instruction outcomes within professional technical programs.

Graduate Programs (Standards 2.C.12 to 2.C.15)- Not applicable

Continuing Education and Non-Credit Programs (Standards 2.C.16 to 2.C.19)

Shoreline Community College Continuing Education division provides two types of courses: non-credit courses and Ed2Go courses. The team found the continuing education programs align with the college's mission and goals. Continuing Education has a variety of topics taught by qualified individuals in the areas of Arts & Culture; Career & Technology; Food & Wine; Home, Health & Hearth; and Music. Continuing Education collaborates with Ed2Go to offer online professional development certificate programs and 6-week classes. (2.C.16)

The institution maintains direct responsibility for the instructional quality and curriculum of all non-academic, non-credit offerings. Continuing Education staff interview and hire instructors and course proposals undergo the Master Course Outline process. The Executive Director for Learning Resources & Continuing Education approves all master course outlines. Continuing Education informs the Curriculum Committee but they are not part of the review process. Courses are taught by industry-certified professionals, subject matter experts, and other qualified personnel. (2.C.17)

Compliment: The college should be complimented for its innovative non-credit instruction, and in particular its course for co-responders which brings together police and mental health professionals in coordinated training which is extremely relevant in the Seattle (and national) landscape.

Shoreline Community College does not offer CEUs for Continuing Education courses, but the college is a Washington state approved provider of clock hours. The clock hour committee ensures that all recordkeeping remains in compliance as outlined by the Office of Superintendent of Public Instructions. The clock hours committee retain the records of course approval, as are summaries of course evaluations, and other required documents. (2.C.18)

The institution maintains records related to Continuing Education courses. These records include student information, class registrations, and course details. Records are located in the College's Student Management system. Ed2Go course records are housed in the Ed2Go administrative database, to which Shoreline's Continuing Education department maintains system administration access. (2.C.19)

Student Support Resources (Standards 2.D.1 to 2.D.14)

More than thirty instructional and student support programs and services are available to address student needs and contribute to an effective learning environment. Instructional support includes tutoring (i.e. one-on-one, E-Tutoring), testing and numerous subject-specific dedicated study areas and tutoring services, to name a few. Student services such as advising, counseling, job and career services and others tailored for specific populations (i.e. veterans, international students, etc.) are among the many support services. Students may access information about these resources through program and service web pages and the online catalog.

Since the college moved to remote operations due to the COVID-19 pandemic, instructional and student support services found creative ways to deliver previously campus-based services, to students at a distance. For example, one-on-one tutoring sessions, where a student meets with the same tutor for the entire quarter, now occurs over Zoom. Student orientation was a predominantly “in person” experience with online delivery as a fallback, and is now fully online with improved and expanded content. (2.D.1)

Compliment: The college is complimented on its ability to quickly move support services, academic and non-academic, quickly online. Staff worked extremely hard to make this happen and it was done so successfully.

Through planning, technology, partnerships and training, the Safety and Security Department supports the safety and security of the campus community. The committee found crime statistics, campus security policies and other disclosures required under federal and state regulations available on the Safety and Security webpages.

When asked if they felt safe on campus, students and classified staff responded “yes” in the corresponding forums. In general, faculty also felt safe but expressed concern with being unable to lock classroom doors and low lighting in some areas of the campus. The committee learned that lighting had been improved since the college moved to remote operations and also that campus vegetation contributes to lighting challenges.

Safety and Security personnel expression appreciation for college leadership’s commitment to safety and the consistent level of financial support even during challenging budgetary times. (2.D.2)

Recruitment efforts target potential students through relationships with area high schools and all other potential students through community outreach and marketing efforts. New student orientations, such as Shoreline Orientation and Registration (SOAR), Student Advising and Registration Time (START) and New Student Orientation (NSO) introduce students to enrollment processes and student services. In addition to the online college catalog and program web pages, students are strongly encouraged to regularly meet with their assigned academic advisor for timely and useful information relevant to their specific program of interest. (2.D.3)

The teach-out plan and communication plan reviewed by the evaluator demonstrated that appropriate arrangements were made for students in progress to complete the Associate in Applied Arts and Sciences in Business Technology and Certificate of Proficiency that were put on “hiatus,” could do so with minimal disruption.

The college also shared that recently the Sports & Event Marketing (AAAS) and Fashion Merchandising (AAAS) degree options had been removed from the catalog. Individual teaching plans were developed through faculty advising sessions for the small number of impacted

enrolled students. The college is in the process of contacting former students with Fashion Merchandising and Sports & Event Marketing as their degree intention to provide options for completing the degree as intended. (2.D.4)

The committee found that all elements of 2.D.5 are made available to students and other stakeholders via a combination of the print catalog, online catalog, and various college web pages. (2.D.5)

Programs with specific application materials or that have legal eligibility requirements for licensure or entry into an occupation were found to be detailed with the corresponding information in the college catalog, program websites and in some cases, program brochures. The evaluator reviewed the individual professional technical programs and confirmed this information was readily available, when applicable, on the corresponding program web pages in the “Courses and Requirements” section. (2.D.6)

Shoreline follows the Washington State Community and Technical College System general records retention schedule. Documents associated with students records such as official transcripts from other colleges and course substitution forms, are scanned into the college’s document capture system which allows for reliable storage and retrieval of students’ records. The college catalog and Policies & Procedures website publish student rights provided by the Family Educational Rights and Privacy Act and the process through which records can be requested or held confidential. The institution follows the rules for releasing student records set by the state and maintains a college defined directory of information that can be released to external parties. (2.D.7)

Consistent with its mission, the college provides students access to a comprehensive program of financial aid including federal grants and loans, Washington state grants, Shoreline Community College Foundation scholarships and numerous other programs and resources. Information about the sources and types of aid is readily available to prospective and enrolled students on the college website. The Financial Aid Office responds to inquires within 24 hours and works closely with students to help inform them of all possible funding options. In response to the COVID-19 pandemic, the Financial Aid Office;

- converted processes to remote work conditions,
- partnered with the Shoreline Foundation and the Gender & Equity Center to create a single application so that students could apply for CARES funding, Washington State Student Emergency Assistance Grant funds, the United Way Emergency Fund and the Foundation Student Success Fund,
- began redesigning the College-Work Study from a paper process with job board listings to an online application and job search and
- continued to meet all compliance and reporting deadlines. (2.D.8)

Students are informed of financial aid repayment obligations by completing the required online entrance counseling session before receiving their first loan. Students then receive a loan debt letter at the time of disbursement and when a loan update occurs informing them of estimated debt, monthly payment and additional repayment options and loan resources. When students are ready to graduate or stop attending or fail to meet satisfactory academic progress conditions, they are notified twice by mail to complete a required online exit counseling session.

The college aid award practice is to first award grant and scholarship dollars. If additional funds are needed, students apply for loans separately and are encouraged to take no more debt than needed. The college 2017 cohort loan default rate is 11.8%, with the three prior years ranging from 9.1% (2016) to 13.2% (2014). (2.D.9)

Compliment: The evaluation committee was impressed with the Financial Aid offices, their transition to online services, their cooperation with the college foundation, and their consistently low loan-default rates.

The college provides a systematic and effective program of academic advising tailored to meet student transfer, professional education and adult basic education educational pursuits. All students are automatically assigned an advisor at the time of registration and strongly encouraged to see that advisor.

Students with transfer intentions are assigned to advisors dedicated to specific areas of study who are knowledgeable about the requirements of the associated four-year programs. Students in professional-technical programs are generally advised by instructional faculty in those areas. International students, Running Start students, and veteran and military students receive enhanced advising support from advising staff dedicated and able to address their unique needs.

Comprehensive advising information, contacts, and scheduling assistance is available on the college website and in the college catalog. In faculty and classified staff forums and when meeting with Instructional and Student Services representatives, concerns were expressed about the reduced number of advisors at the college, the impact on students and added workload to remaining staff. (2.D.10)

The college provides a broad spectrum of co-curricular services, activities and student engagement opportunities. The Associated Student Government, over fifty clubs and organizations, athletics and intermural sports, student newspaper, and on-campus student housing demonstrate the institution's commitment to student development and programs that align with the mission and core themes.

Student forum participants spoke favorably of the co-curricular offerings and provided numerous examples, including those now virtual due to the COVID-19 pandemic, of positive engaging experiences. (2.D.11)

New student housing, called 7000 Campus Living, opened in fall 2019. The residence hall supports student access to the college and provides activities both on and off campus to enhance student engagement with each other and the college community. Almost 600 students completed a survey asking things such as interest in living on campus and various format and structure options.

The Parent Child Center, a licensed child care center, supports student parents by providing affordable child care on campus. Parents have frequent opportunities to provide feedback to the Center through weekly and monthly check ins with care providers.

Due to budgetary considerations, the college no longer provides staffing to operate the campus book store which is now fully run by an outside vendor. Not only is service better for students, but the store also carries items of interest to students living on campus.

Food service also transitioned to a new vendor who provides healthy “grab and go” options to better meet students’ busy schedules. The new food service provided food samplings and collected feedback from students to inform product offerings. (2.D.12)

The college has six intercollegiate athletic sport teams that compete in the Northwest Athletic Conference (NWAC). Students participating in these sports follow the same admissions and academic policies as other Shoreline students and also additional NWAC rules and regulations. Funding for NWAC sports teams is from the college’s general operational budget, Services and Activity fees disbursed by the Associated Student Government and fundraising activities. Oversight is provided by the Director of Athletics who reports to the Vice President of Students, Equity & Success. (2.D.13)

The college identity verification process for distance education students builds on the unique identifier and Shoreline email account assigned to each student through the admission application process. More specifically, at the time of application, potential students are assigned a unique student systems identification number and a Shoreline email address. Distance education/eLearning students then access and work in a password-protected learning management system by logging in through the college-secured portal with their college email account and username. No fees are charged for identity verification into distance education/eLearning courses.

For online and hybrid classes with proctored on-campus or remote testing, students are required to show a photo identification before beginning their exams. Fully online classes may utilize a remote proctoring software which requires that a student photo taken at the time of testing match a photo identification presented by the student. (2.D.14)

Library and Information Resources (Standards 2.E.1 to 2.E.4)

The Ray Howard Library holds and provides access to an appropriate level of information resources, both physically and digitally, with an appropriate level of currency, depth, and breadth wherever offered and however delivered. (2.E.1)

Compliment: The evaluation committee compliments the library on their ability to adapt swiftly to provide online resources for remote learning during Covid-19.

Following a reduction in the book collection in 2016-2017, the library is in the process of rebuilding the physical resources available to students. Students have electronic access to full-text databases such as JSTOR, EBSCO Complete, ProQuest and several national newspapers. Nursing students have access to Ovid Nursing Journals and CINALH, while automotive students have access to AllData and Shopkey, and psychology students have access to PsycArticles. The library also provides online access to film services and open educational resources. (2.E.1)

Planning for library and information resources is based on ongoing informal conversations with various departments, usage statistics, and periodic surveys of stakeholders. Surveys of faculty and students were completed in Spring 2013 and Winter 2019. The extended length of time between surveys does not provide timely appropriate information to impact planning for resources. Assigned to each academic and professional technical discipline is a librarian who plans for the purchase of resources that support student mastery of skills and basic concepts of each discipline. The library uses Gimlet, an electronic tool that allows tracking of reference interactions and general questions to reveal trends in library use. Gimlet informs purchases that support the curricula, information literacy, and general literacy. (2.E.2)

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. A librarian is available every hour the library is open for in-person assistance, and online access to librarians is available thru AskWA, 24/7 library chat services. Reference librarians are also able to interact with students, staff, and faculty via ZOOM. Information literacy sessions are available for scheduling by faculty for their courses. The practice of embedding a subject specialist librarian into courses is effective in providing information literacy skills to students either face-to-face or remotely via Canvas. (2.E.3)

Compliment: The evaluation committee compliments the Shoreline Library faculty and staff for creating collaborative, welcoming, and program-supportive services. They have forged productive and engaging relationships with faculty and students in support of student success.

To ensure the quality and adequacy of the collection a variety of methods and data sources are analyzed and utilized for improvement of their services. These methods include feedback from faculty and sporadic surveys of faculty and students. The security of library and information resources and services include the use of security strips with security gates to prevent the theft

of physical materials at the campus. Electronic resource access is controlled and restricted to authorized users by utilizing Shoreline faculty, staff and student logins. (2.E.4)

Financial Resources (Standards 2.F.1 to 2.F.8)

Shoreline has demonstrated ongoing financial stability with sufficient cash flow and reserves to support its programs and services. Throughout the review period, financial planning did not always seem to reflect available funds, realistic development of financial resources, or appropriate risk management. However, since 2019 the institution has worked to have expenditures more closely match revenue. Shoreline College Board policy requires a 10-12% operating reserve of the annual expenditure budget. While current reserves are well within this guideline at the end of FY20, the committee is concerned about continued uses of reserves to balance annual operations budgets. Budget reductions began in FY19 and have been amplified by the COVID-19 pandemic's impact on enrollment and state funding.

Board of Trustees have access to real time revenue and expense reports through FMS Query and debt management oversight exists within the State Board of Community and Technical Colleges (SBCTC) system. (2.F.1)

Shoreline receives annual funding from a variety of sources, including student tuition and fees, an allocation from the State of Washington based on FTE, contract payments from area K-12 districts for Running Start students, state and federal grants. Funding levels for all sources other than tuition are known at the time the annual budget is finalized. (2.F.2)

Concern: The evaluation committee could not find evidence of policies on financial planning and budget development. According to written charter, the Strategic Planning and Budget Council advises the executive team on alignment of resources to college mission and provides transparency in the budget process. However, based on conversations with faculty and staff, the committee believes that in practice, this is in need of improvement. Participation by constituents in the budgetary process primarily consists of campus wide presentations and a general survey. (2.F.3)

The college has demonstrated the use of an appropriate accounting system that ensures timely and accurate financial information and compliance with generally accepted accounting principles through its reliance on an effective system of internal controls. The college has a thorough system of internal controls that is intended to both prevent unauthorized orders and purchases of goods and services as well as to prevent the potential for misappropriation of financial resources. The current financial management system (FMS) was developed for Washington community and technical colleges and is common across all State Board of Community and Technical College institutions. Shoreline utilizes FMS Query to build reports for directors and to provide a dashboard with on-demand financial information. (2.F.4)

Capital expenditures are managed at the system level by SBCTC. Deferred maintenance and new building proposals are submitted by the campus, then reviewed and ranked by SBCTC.

Biennial capital improvement submissions are developed through a partnership of SBCTC staff, and the Director of Facilities. The submitted proposal thoroughly projects total cost of ownership, equipment and operation of new space, and ties the request to the institution's mission and core themes. (2.F.5)

Shoreline defines the financial relationship between auxiliary services and general operations. Auxiliary services consist of a childcare center, event services and residence halls. Throughout the evaluation period, auxiliary services appear to be self-sustaining. The committee is concerned that continued occupancy limitations due to the COVID-19 pandemic will strain general operating funds. \$1.5 million in general operating funds were required in FY20 and an estimated \$1 million will be required in FY21 to pay on the bond debt. (2.F.6)

Concern: Within the evaluation timeline, the institution did not prepare financial statements annually. From fiscal year 2016 to 2019, Shoreline Community College did not issue annual fiscal reports, nor have them audited in a reasonable time frame. While past year's reports are now available, the evaluation committee has concerns about plans in place and inadequate staffing to ensure a lapse does not occur in the future. (2.F.7).

Shoreline has a relationship with a fundraising organization, the Shoreline Community College Foundation. The Foundation's major purpose is to raise funds to support the mission of Shoreline Community College, however the committee is concerned that the institution was not able to provide a signed, written agreement clearly outlines this relationship. (2.F.8)

Concern: The college should create and be guided by an agreement that clearly outlines the relationship between the Shoreline Community College Foundation and the college itself.

Physical and Technological Infrastructure (Standards 2.G.1 to 2.G.8)

The institution has created 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.

Over the last 5 years, Shoreline has remodeled a number of student learning and gathering spaces, including the library, academic support services and advising. The committee compliments Shoreline for making improvements with students' diverse needs in mind, including all gender restrooms, a lactation room, a reflection/prayer/foot washing space in the new dorm building, and dedicated space for community support services.

Shoreline has a multi-year plan for classroom improvements based on feedback from media services and the faculty senate council. The plan identifies one classroom each year for a major overhaul, as well as minor improvements to other classrooms. Shoreline has a safety committee, co-chaired by the Director of Safety and Security and the Director of Facilities, which meets to discuss safety issues around campus. (2.G.1)

The institution does not have institution-wide policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. However, individual departments have procedures for their specific areas and needs. The college follows procedures established by OSHA and the state of Washington for the identification, procurement, use, handling, storage and disposal of hazardous materials. (2.G.2)

The institution has developed, implemented, and continues to review and update a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans. The current Facilities Master Plan mirrors Institutional Core Themes in its goals and describes a comprehensive plan for growth and improvement of campus facilities. The Master Plan establishes a rational and flexible development framework aligning curricular goals with physical planning. (2.G.3)

The institution has sufficient equipment in quantity and quality to support institutional functions and fulfillment of the institution's mission. A variety of processes for managing equipment needs are utilized across the institution depending on the equipment needed. The primary mechanisms for purchasing equipment are state Perkins Grants funds and annual applications submitted to the Student Learning Leadership Team. (2.G.4)

Concern: The committee is concerned that there appears to be inadequate planning for ongoing repair and replacement of large equipment.

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. Aging technology infrastructure is replaced as needed and adequate funding has been provided by the institution for replacements. (2.G.5)

The institution has provided 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. The institution provides technology training based on requests from faculty, students, staff, or administration. Large scale training is provided when new services or technology are implemented. Both web-based services and in-person training are utilized on campus. (2.G.6)

Compliment: The committee compliments the staff of the Technology Service Center and eLearning on their stepped-up support during the pivot to virtual learning due to the pandemic. In conversations with students, faculty and staff, all felt supported and felt they had the technology resources needed to be successful in their work.

While Technology Support Services leads most infrastructure planning, they do work closely with individual departments and the Associated Student Government when making decisions. All purchases of software must go through the TSS department, who work with faculty to

ensure requests are not duplicative and any software purchase meets the security and privacy requirements of the institution. (2.G.7)

Technology Support Services maintains a 5-6 year replacement schedule for all desktop and lab computers. Replacements are recommended based on age and available funds. Unfortunately, insufficient funding has pushed the replacement cycle to 7-8 years instead of the recommended 5 years. Initial hardware purchases are made by individual departments but are replaced as part of the schedule. Laptops or other ancillary hardware must be purchased by departments and are not included on the replacement schedule. Student use computers are on a 5-6 year replacement plan. Student technology fees support the plan and allow for appropriate replacements. (2.G.8)

Standard Three- Planning and Implementation

Institutional Planning (Standards 3.A.1 to 3.A.5)

The current Core Themes at Shoreline Community College were adopted following the development of the 2016-2021 Strategic Plan (January 2015 - May 2016) and review of the college's mission and values statements (September 2014 - September 2017). Through the work on strategic planning, and the mission and values, it became evident the previous core themes were complex and focused on strategic approaches to planning rather than on mission fulfillment. Further assessment revealed the previous core themes assessment did not adequately measure mission fulfillment and had not been consistently used to inform the planning. The current core themes (Transfer Education, Professional-Technical Education, Community Education and Basic Education for Adults) were adopted from the original legislation establishing Washington State's system of community and technical colleges. These four core themes are the primary educational responsibilities of community and technical colleges. Again, the planning for the core themes began in May 2017 and the core themes were adopted early 2019. They closely align with the strategic plan and process.

Planning for core themes in the past occurred in parallel with strategic planning. In the development of the current core themes, examples of planning processes were identified that would support the proposed core themes. The following are a description of a sampling of those processes:

- Enrollment Management and Scheduling: Since 2017, the Student Learning Leadership Team (SLLT) has been meeting to engage in collaborative and informed decision-making processes using day-to-day enrollment data during enrollment periods. This data is used to assess and adjust course offerings to meet the enrollment demand of students.
- Academic planning: Prior to 2017 the SLLT used a systematic process to review requests for position replacements; the processes used did not lead to the outcomes the college desired. In the winter of 2017, a new process using comprehensive data from across all departments was developed by the Student Learning and Students, Equity and Success

team. The new process is considered by campus leaders as much more effective in meeting the needs of the college.

- **Budget Review Process:** A variety of methods have been employed to gather data from individual budget units and are then used for budget preparation. The college implemented a comprehensive process to prepare the 2019-2020 budget due to the identified budget reduction related to decreased enrollment. Departments participated in the process by conducting an analysis and review of their respective budgets. The information was then forwarded to the executive committee for decision making.

The institution's comprehensive planning process is well distributed and offers opportunities for input by constituencies. Institutional planning is informed by data (e.g. FTE, budget) that is used to look at mission fulfillment objectives, indicators and measures. This data does appear to be used for making budget decisions. That said, there is still widespread confusion about how constituents can express their voice in the process and how that voice, if expressed, is *used* in decision-making.

Although the institutional strategic plan outlined objectives, indicators and measures for the four core themes, it did not contain specific goals or indicator thresholds that could be used to determine when the outcomes were achieved (i.e., "How do we know when we get there?"). The strategic plan did not prioritize the objectives or outcomes. Nor, unfortunately, did the institutional plan reveal any particular strategies for achieving the stated outcomes (3.A.4).

It is also unclear how emergency planning and contingency planning occurs, in conjunction with the strategic planning process. That said, when a catastrophe occurred (COVID-19) the institution adapted impressively. (3.A.5)

Concern: Though the planning process is more closely aligned with mission fulfillment than in the past, it still has not achieved integration based upon aspirational goals and a regular examination of data used to move the institution forward.

Core Theme Planning (Standards 3.B.1 to 3.B.3)

For some core themes (particularly core themes 1 and to a lesser degree 2), the use of institutional assessment data was clear. However, for others (particularly core themes 3 and 4) the evaluation committee did not find much evidence that the planning process was informed by meaningful direct institutional data. In many cases the assessment documents were limited to student report survey (indirect measurements).

Concern: Planning for each of the core themes should be informed by appropriately identified data that are analyzed to evaluate the accomplishment of institutional goals and objectives. Further, the core theme plans should be aligned with or integrated into a comprehensive institutional strategic plan that is tied to the core themes and assessment data. (Standards 3.B.1 and 3.B.3).

Core Theme: Transfer Education

The college relies on Abbreviated Strategic Action Plans (aSAPs) to inform decision makers about need for programs, resources and services throughout the college. Examples of results from the aSAP process include:

- Two additional advisors to support transfer student. These hires allowed for advising staff to assign one advisor for each of the four-academic divisions. The division advisor serves as a liaison between advising and division faculty. Evaluation of data related to replacement of faculty tenure lines after 2016-17 resulted in decisions that support a more comprehensive approach to academic planning. Decisions supported both short and long-term institutional needs.
- Other examples of Transfer Education planning related to course scheduling, which resulted in providing the right courses at the right time for students. This process improved efficiency and supported student in program progression.
- Another example used in the report describes how review of departmental needs led to the role of Faculty Program Coordinators. After reviewing the job description for the positions, some faculty received increased release time to support transfer pathways.

Though these are excellent examples of processes which align program and service needs with resources to support program goals and outcomes, it is difficult to assess how these practices are associated with core theme planning and core theme measures.

The evaluation committee did find evidence that data is consistently used to determine a need for, and decisions related to, hiring full-time and tenured faculty. Additionally, course enrollment data and course success rates were used to justify the need for full-time faculty.

Core Theme: Professional-Technical Education

Professional-Technical Education (PTE) is an essential element of the Shoreline Mission Statement. As stated on the Shoreline website; *We serve the educational, workforce, and cultural needs of our diverse students and communities.* While this core theme was not significantly documented in the report, evaluators found much evidence of the commitment to and implementation of the intent of PTE as a core theme. The PTE core theme reflects the mission of Shoreline and there is ample evidence demonstrating the ability to align planning activities that can inform program improvement and demonstrate mission fulfillment at the program level. Very active advisory committees contribute to the success of the PTE programs at Shoreline.

Data was used to justify the need for a full-time faculty in business. Demographics of students also added to justifying the need (e.g. the business program attracts larger numbers of international and transfer students).

The PTE programs at Shoreline went through a thorough program review process over the past four years. As a result of these reviews, the Director of Employment Engagement was hired, one business program was determined to be obsolete and is now in teach-out with a new program currently being designed, due to the result of the program review process.

Compliment: The PTE advisory committees are to be commended for their hard work, dedication and sacrifice in creating exceptional programs at Shoreline.

Core Theme: Basic Education for Adults

Basic Education for Adults includes two programs: Adult Basic Education (ABE) and English as a Second Language (ESL). ABE and ESL engage in ongoing informal planning to develop appropriate basic level courses in order to aid in the fulfillment of Shoreline's mission. Evidence of this planning is through ASAPs submitted from 2013-2018. Faculty tenure lines were the key elements in the planning for ABE and ESL programs and services.

The core theme objective for Basic Education for Adults does not align with the planning efforts that are occurring. For the last several years, the planning process for Basic Education for Adults revolved around staffing and faculty tenure lines. One example is during the 2016-2017 academic year a contributing component for these programs was planned through the Abbreviated Strategic Action Plan (ASAP). This contributing component was the creation of a new I-BEST coordinator.

The defined data used for Basic Education for Adults includes the changes in the GED exam rigor and increases in international enrollment. The Evaluation Committee did not find evidence that included the use of the Basic Education for Adults core theme objective, indicators, or student learning outcomes in planning for programs and services.

Compliment: The Basic Education for Adults faculty and staff are to be commended for moving all learning remote in two weeks, in response to the pandemic. It was reported that an online orientation for English language learners was translated into 16 languages in that brief time period. Also, the courses have maintained high fill rates and retention rates, during the pandemic period.

Core Theme: Community Education

Under the college's umbrella of planning, Community Education has intentionally transitioned from the previous model of community education, community events/outreach and community visibility/services/resources to the three components of Community Education: continuing education, seminars and events, and Shoreline Camps.

As part of Community Education's implementing guided planning, continuing education determined to move forward to generate revenue that exceeds expenses leading to the elimination of an administrative position. Additionally, with the direct involvement of staff and faculty involved with event planning, a temporary classified position was created and absorbed into the budget of innovation grants.

Shoreline's Community Education plans are informed by defined and analyzed data to evaluate and implement goals. Examples include using qualitative data and budget metrics sheets to shift from Plus-50 towards the broader set of personal enrichment and professional development courses, to plan for seminar and event offerings, and to reduce staffing in continuing education.

Concern: There is evidence of planning for college programs and services, however it is difficult to attribute that work to Core Theme planning relative to the recent adoption of core themes, objectives, indicators and measures.

Standard Four- Effectiveness and Improvement

Assessment (Standards 4.A.1 to 4.A.6)

Efforts tied to effectiveness and improvement were measured across the institution. While there is evidence of data collection and analysis in given areas, a cohesive effectiveness and improvement mechanism is not in place across the college. In some instances, indicators fail to provide results that inform conclusions about effectiveness and potential areas for adjustment or enhancement of college efforts. There is a great deal of excellent work being done at Shoreline, but overall the college's effectiveness and improvement work are neither connected nor systematically reviewed.

There is no evidence that 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 and services, wherever offered and however delivered. It was evident from discussions with administrators that such planning takes place, but since there remains many issues around the current process of assessment and program review, it cannot be said that Shoreline conforms to Standard 4. There is no evidence, from discussions with faculty and administrators or from the scorecard data, that Shoreline regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

There is also no evidence, from discussions with staff, faculty or administrators, that the institution evaluates holistically the alignment, correlation and integration of programs and services with respect to accomplishment of core theme objectives.

Concern: For all of the core themes, the evaluation team found that the institution has not aligned its data assessment for core theme achievement with the planning process for programs and services meant to help achieve those outcomes.

Compliment: Though Shoreline has much work to do on assessment, the on-going work of the Learning Outcome Assessment Committee is to be complimented as an important force for helping Shoreline continue to develop and implement an effective assessment process.

Concern: The data that is being collected is not housed in a central location for systematic evaluation, planning, resource allocation and informing decision-making toward improving institutional effectiveness and achieving mission fulfillment.

Core Theme 1: Transfer Education

Using the Student Achievement Initiative research data from the Community College Center, Shoreline established metrics to measure the objective for Transfer Education: *Shoreline Community College provides access to education and supports success for learners to transfer to four-year programs.*

The core theme indicators for Transfer Education included; Access for Learners, Equity in Access, Student Learning, Student Progress, Equity in Student Progress; Completion/Transfer, and Equity in Completion and Transfer. The college established a baseline using data for 2015-16 and provided a target achievement for 2021-2022. Data for two time points were reviewed 2017-18 (Report 1) and 2018-19 (Report2).

Using the status of measure system, the majority of the measures fell in the Monitor achievement level (20). There were two areas that were at target, six at promising and two areas at concern achievement levels. The self-study report did not provide narrative regarding if this data provided a basis for determining accomplishment of the core theme objective.

Transfer Core theme representatives shared during an interview that targets were established by evaluating state dashboards and success rates of best performing colleges, but it was unclear if these fluctuated annually or were based on aspirational goals.

Due to the recent adoption of the current core themes and the limited time to prepare reports based on the new core theme application of the information appeared to be limited. (4.A.1)

Compliment: The college's comparator data related to Equity in Access was impressive. Providing this data as a starting point identifies the value placed on under-represented students.

Concern: The committee remains uncertain of how successful achievement of the objective is defined and how that success (when achieved) contributes to mission fulfillment.

Shoreline's transfer programs use the general education program outcomes to assess and measure student learning. Outcome assessment projects have occurred for four of the general education outcomes, and of these, three met the acceptable threshold. The results of these projects do not appear to have impacted the curriculum for specific transfer programs.

Changes to core courses, based on course-level assessments, have been made as a part of academic planning. However, these are not systematic and are instead largely based on individual faculty or examples in English and math departments include:

- Revisions made to math curriculum, and the revised sequencing of math courses, has increased student success rates.
- The English department also worked to shorten the time from entry to completion of college-level writing. There has been a notable increase in the number of first-time students who enter Shoreline and complete college-level English in one year. (4.A.2)

Concern: There is not program level assessment of student learning being conducted. Assessment of general education outcomes has been initiated, but application of the results does not appear to be used to improve student learning at the programmatic level.

The faculty have established course level learning outcomes for all courses. These outcomes are collectively stored in the College's Master Course Outline (MCO) system. Course outcomes are also provided in course syllabi. Committee members requested and were provided a variety of course syllabi to validate the presentation of learning outcomes; course syllabi for all courses at the college are not accessible electronically. When asked how Shoreline knows that all faculty using the same course are using the same outcomes, faculty indicated they "just have to trust that it's happening". There does not appear to be an evaluation of syllabi or systematic course learning assessment.

Since 2015 the college has funded course-level assessment projects for faculty; 17 projects were completed over a four-year period. The report describes how English and math used course learning outcomes to redesign courses and English and math pathways. Tangible evidence of how measurement and analysis of learning outcomes are consistently used to understand student achievement was not provided in the report or during interviews.

Program learning outcomes have not been written for transfer programs, the general education outcomes established in 1999, are used as program outcomes for all transfer programs. (4.A.3)

Concern: Evidence of program learning outcomes for transfer programs was not found. Assessment of general education outcomes has occurred for some but not all outcomes. There does not appear to be an assessment process for transfer programs that includes an assessment of the general education outcomes; therefore, it is difficult to determine how achievement of learning is identified for Transfer Education.

The report did not adequately describe the alignment, correlation and integration of programs and services that led to the accomplishment of the core theme objectives. Conversations with representatives of each of the core themes helped the committee understand the change to the current core themes. The themes represent the main purpose of the college – learning, which occurs in four distinct areas, transfer, professional-technical, community education, and basic adult education. Staff and faculty described how the new core themes will potentially allow them to move into the Guided Pathways framework in a more cohesive manner by identifying areas of cross-over and capitalizing on the ability to move into and through pathways. (4.A.4)

The report indicates the adoption of integrated academic planning will provide a more holistic alignment, correlation and integration of planning resources. The only example provided in the report and in discussions with campus leaders was related to requesting new tenure positions. The new process requires an Abbreviated Strategic Action Plan (aSAP) to be submitted. The request is reviewed by the leadership in Student Learning and Students, Equity & Success, and this group provides a more global assessment of institutional needs. (4.A.5)

Concern: The aSAP plan sounds promising, however there has not been sufficient application of the process to evaluate effectiveness.

The report provides limited evidence of regular review or assessment process to ensure the college appraises achievements. For example, only four of the general education learning outcomes have been assessed in recent years. A low percentage of course learning outcomes have been assessed (17 in a four-year period). The results shared may have been meaningful to faculty but have not always been used to improve student learning. (4.A.6)

Core Theme 2: Professional-Technical Education

The core theme indicators for Professional-Technical Education included six objectives; access for learners, equity in access, student learning, completion, equity in completion, and contribution to workforce. Shoreline established a baseline using data gathered in 2015-2016 (Table 4.3).

Using the status of measures (Table 4.1), there were two areas at target, four at promising, five to be monitored and two at concern achievement levels. The committee is unsure if the data represented levels of accomplishment of the core themes objectives. PTE faculty interviews determined they did not know how the targets were established. (4.A.1)

Each of the PTE programs operate with industry and trade requirements, certification requirements, and/or educational outcome requirements defined by industry advisory groups. Nursing, Health Informatics and Information Management, Medical Laboratory Technology, Dental Hygiene and Automotive programs are accredited by an independent organization and are held to the high standard of meeting that independent organization's outcomes. Learning

outcomes in Shoreline's 18 PTE programs are directly assessed either through standardized, industry recognized assessment, or through assessments of students' work from a capstone project. (4.A.2 and 4.A.3)

There is some data being collected to inform program decisions, resource allocation, and service delivery and generally this data is kept in the office of Institutional Assessment and Data Management (IADM). Most, if not all, PTE advisory committees also play an important role at Shoreline with the direction of PTE programs. Through the work of the newly hired Employer Engagement Director, PTE programs are now listening to their advisory committees where before the meetings were more of a show and tell put on by the department. (4.A.4)

Compliment: Faculty expressed gratitude towards the Director of Employer Engagement for her leadership in developing active advisory boards.

The PTE advisory committees play an important role, independent of the college, in evaluating PTE programs in respect to student achievement of program outcomes. (4.A.5)

PTE faculty, in partnership with their advisory committees, review and assess their programs. (4.A.6)

Core Theme 3: Community Education

Shoreline has identified three measures and indicators associated with the Community Education theme: number of participants in community education classes; number of participants in community education events; and the percentage of participants who rate 3 or 4 on a 4-point scale of how they have increased their understanding based on content delivery.

Two years of reports reveal increases or decreases in participants and their perceived increased understanding. This framework seems appropriate; however, two years does not yet establish meaningful tracking of data. Challenges because of COVID-19 have also significantly impacted this current year's data. Although this assessment process seems promising, Continuing Education needs more time to collect and analyze data. (4.A.1)

Shoreline's Community Education's continuing education classes, events and seminars, science and technology camps are assessed through participant exit evaluations asking about students' overall satisfaction and feedback. Community Education confirm that continuing education courses, seminars and events, and camps do have student learning outcomes that part of the Master Course Outlines. The Executive Director for Learning Resources & Continuing Education approves all Community Education master course outlines.

The Global Affairs Center annual reports of seminars and events from 2014-2018 are solid examples of effective and thorough assessment. However, no reports are available after 2018.

Shoreline provides results of science and technology post-camp surveys for 2016, but there is no evidence of reports since 2016. (4.A.2)

Shoreline reports on some course, program, and general education-level student learning outcomes assessment process and results. Community Education relies on the indirect assessment by asking through the exit evaluation form, “Did you achieve your class goals and objectives?” Community Education states that continuing education classes, seminars and events, and camps have clear, identified student learning outcomes; however, there are not examples to support those outcomes. (4.A.3)

Shoreline has demonstrated that through holistic evaluation, they have reviewed and implemented meaningful changes in Community Education through a careful analysis of strengths, weaknesses, opportunities and threats (SWOT analysis). Based on that analysis, Shoreline community education established principal components of continuing education, seminars and events, and camps. (4.A.4)

Shoreline has integrated academic planning, budget review, and assessment processes in decision making, but Shoreline’s Community Education admits that it has yet to develop a cycle of assessment and planning. Community Education needs to develop a concrete plan on how it will review, develop, implement, and assess a cycle of assessment and planning. (4.A.5)

Shoreline’s Community Education admits that it does not yet formally assess the effectiveness of its offerings. Community Education has a start on this review with the work it has done in the last two years as it has implemented changes into community education with continuing education, seminars and events, and camps. (4.A.6)

Concern: The college must be able to present meaningful course and program outcomes and demonstrate successful measurement of said outcomes. This should be developed into a continuing process and cycle of effective evaluation, analysis, and improvement.

Core Theme 4: Basic Education for Adults

Shoreline has established one objective with seven indicators for the Basic Education for Adults Core Theme. The baseline established is the data from 2015-2016. The indicators focus on total enrollments in ABE and ESL, and the percentage of students of different groups and their level of achievement. Compiled data encompass the previous three years, the baseline plus two years of reporting. The student learning indicator utilizes CASAS test rates as a measure of assessment. Most of the Basic Education for Adults measures are in the “monitor” category. With only two time point measurements, the understanding of the trajectory of these measures is not yet clear. Even though Shoreline has compiled data related to the Basic Education for Adults core them objective, this data does not align with what is being practiced and used to evaluate their accomplishments. (4.A.1)

Faculty have a primary role in the evaluation of educational programs and services. Within ABE, students map their own progression through specific learning objectives as they progress through different levels of achievement. ESL faculty utilize a final writing and reading assignment to evaluate the achievement of intended outcomes. The collection and analysis of data for ABE is found through the examination of the students' completion level of the different hierarchical levels of instruction. ESL data is gathered informally through oral discussions between ESL faculty and college level faculty to determine if their students are mastering the skills to succeed in college level courses. In both of these areas, faculty are the primary role in this evaluation. This data is not collected, or documented and used to demonstrate improvement in student learning and performance. (4.A.2)

Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes. The completion of the eight hierarchical modules demonstrate the level at which ABE students have achieved learning outcomes. A final paper demonstrates the achievement level of ESL learning outcomes. The data folds into the measure of persistence of the total number of students and the percentage of under-served groups and their level of success. The student learning outcomes are stated in the Master Course Outline for ABE some courses. ESL student learning outcomes are listed in the Master Course Outline as Gen Ed Outcomes. The ABE and ESL student learning outcomes do not align with the core theme objective and indicators. (4.A.3)

ABE and ESL departments work informally with college level departments to evaluate the alignment, correlation, and integration of programs and services between Basic education and college level courses. As Shoreline Community College plans for Guided Pathways, Basic Education for Adults' programs and services were evaluated on their integration into pathways. The workplan (4A4A) for Guided Pathways illustrates the inclusion of basic skills classes. Holistic alignment of the core theme indicators with the informal evaluation practices is missing with respect to accomplishment of the core theme objective. (4.A.4)

The ABE and ESL departments engage in ongoing evaluation of how student learning outcomes assessment aligns with practice. Student learning outcomes were documented intermittently within the Master Course Outline. One example is the rewriting of curriculum to align with college-level work ABE. A second example is ESL faculty working to understand the connection between pre-college ESL and the English pathway. (4.A.5)

ABE and ESL faculty and staff have engaged in ongoing review of their assessment of learning outcomes to improve their programs. The data from the Core Theme Basic Education for Adults indicators does not align with the informal data used to improve courses. (4.A.6)

Improvement (Standards 4.B.1 to 4.B.2)

Shoreline Community College is beginning to establish a consistent assessment process under the leadership of the Learning Outcomes Assessment Steering Committee and the Office of Institutional Assessment and Data Management. Main assessment efforts have focused

primarily on Transfer Education general education student learning outcomes and with Professional Technical Education program outcomes. These assessments include some course-level assessment projects which have led to improvements (mostly in developmental education courses for math and English). However, there is little evidence to support that these assessments lead to improvement by informing planning, decision making, and allocation of resources and capacity.

Community Education has used assessment to restructure its organization to move from Plus-50 emphasis to continuing education, events and seminars, and Shoreline camps. Basic Education for Adults has not provided evidence of assessment leading to improvement in a systematic and on-going way.

Concern: Core theme assessment does not appear to have positively influenced programmatic change relative to improvements in institutional effectiveness. There is little evidence of a systematic method for collecting, storing, accessing, using and sharing data for the purposes of on-going and systematic evaluation, planning, resource allocation and informing decision-making toward improving institutional effectiveness.

Core Theme 1: Transfer Education

The report provides an example of how assessment of course learning outcomes have led to change in the program and services in math. College course level data and state-wide data helped inform decision-making and planning in the math curriculum and course sequencing. This initiative, which started in approximate 2015, was a state- and nation-wide initiative to improve student success in remedial course work and to improve college success for students who require developmental education.

The success achieved by Shoreline students in math and English as a result of the curricular changes is remarkable. It is also noted that these students have been able to enter and complete college-level course earlier in their course of study.

Overall, however, there is still little evidence that core theme assessments have been used for improvements by informing planning, decision making, and allocation of resources and capacity, or made available to appropriate constituencies in a timely manner. In part, this finding may be due to the recent adoption of the core themes and the inability to align assessment with planning. (4.B.1)

Compliment: Math and English faculty have used data to make meaningful changes to curriculum and course sequencing to improve student learning outcomes.

Concern: Core theme assessment does not appear to have positively influenced programmatic change with respect to Transfer Education. It is of additional concern that only math and English

have been consistently used throughout the report as evidence of an assessment, analysis, planning, and implementation cycle for Transfer Education.

General education outcomes assessment has been conducted since 2012. Global Awareness was the first outcome assessed by a faculty learning community. Sample assignments and student surveys were used to assess student learning. Results of this assessment were reported out in the Assessment Institute 2015: Supplemental Report. Of note, this activity aligned with a previous Shoreline Core Theme, Programmatic Excellence. Following this report, in 2017, a faculty group developed a method for directly assessing Global Awareness using Sub-Outcome 2: Articulate the values and beliefs that influence humans in seeking identity and meaning within their culture. The results of this assessment were presented in a Global Awareness Presentation in 2016.

The Communication outcome was assessed in 2017, and results were presented in a Communication Assessment Presentation in 2018. Also, in 2018, the Office of Institutional Assessment (IADM) worked with faculty teaching the multicultural understanding requirement to assess 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, and, in 2019 they examined the Information Literacy outcome: Students will access and evaluate information in a variety of formats, keeping in mind social, legal and ethical issues surrounding information access in today's society, was assessed.

All of these assessments appeared to be well constructed and provided meaningful data; however, it was difficult to find how the data was used to enhance student learning achievement. Responses to questions related to the purpose of the assessment activities and their relationship to teaching and learning offered little evidence that the process was used in a constructive manner to improve student learning. (4.B.2)

Concern: Assessment practices are not employed across all Transfer Education programs. The results of the assessments are not used to improve student learning outcomes.

Core Theme 2: Professional and Technical Education

Shoreline is engaged in a number of assessment activities with their Professional Technical Education programs. Extensive program reviews have been completed on all of their PTE programs over the past four years. Based on these reviews, some actions have been documented. Program review was conducted for the Music Technology program in 2016 with recommendations to improve employment outcomes. This recommendation was acted on in 2019-2020 as documented in the Shoreline Mission Fulfillment and Sustainability report. Similar recommendations were acted upon in other PTE programs as well, but not all have documentation showing any of the recommendations have been acted on or resulted in change. According to the Core Theme Indicator Report for Winter, 2020, no program level

outcomes have been collected. Faculty and divisions are encouraged to turn in their course syllabi to instructional divisions but there is no written policy in place to ensure this happens. (4.B.1)

There is some data being collected to inform program decisions, resource allocation, and delivery and generally this data is kept in the office of Institutional Assessment and Data Management (IADM). Data obtained is not readily available for faculty and administration to make informed decisions. The committee found little to no evidence to suggest that a viable model is in place to holistically guide PTE improvement at the institutional level. Through faculty interviews, the committee found that faculty and advisory committees create a list of those items that they feel would enhance the program. When funds become available, all programs, through the offices of their deans, maneuver for these funds. Through faculty interviews the committee found disparity among some programs when it came to accepting donations of used equipment. Some programs were allowed to accept used equipment while others were not. (4.B.2)

Concern: Evidence of program learning outcomes data should be routinely collected and used to systematically improve student learning as well as provide information for making programmatic decisions.

Core Theme 3: Community Education

Shoreline Community Education has not provided sufficient evidence that assessment data is used to inform improvement, planning, or decision-making in continuing education, seminars and events, or camps. The only evidence they provide is a dated 2015 example that attendees prefer email communication. (4.B.1)

Under the college's umbrella of planning, Community Education has intentionally transitioned from the previous model of community education, community events/outreach and community visibility/services/resources to the three components of Community Education: continuing education, seminars and events, and Shoreline Camps. (4.B.2)

Concern: Shoreline Community Education has not provided evidence of student learning outcomes for continuing education classes, seminars and events, and science and technology camps. This is important, because Shoreline considers this a core theme that leads directly to mission fulfillment.

Core Theme 4: Basic Education for Adults

The results of the Core Theme Basic Education for Adults assessments are not found to align with the informal data that is collected and used for decision making, planning and resource allocation. (4.B.1)

Shoreline Basic Education for Adults division does not appear to derive findings or conclusions from the longitudinal data of the measures and indicators associated with the core theme objective. ABE and ESL faculty have tracked student learning and progress through internally determined skills accomplishments. (4.B.2)

Standard Five- Mission Fulfillment, Adaptation, and Sustainability

Mission Fulfillment

As noted in Standard 1, Shoreline Community College defines mission fulfillment as continual improvement on the Core Theme indicators (as scored by a compilation of the measures located underneath each indicator). There is not a threshold for mission fulfillment, it is viewed as a continual process that is never “met”. Instead, indicators are judged to be at target (at or above threshold), promising (substantial improvement from baseline or within 2 percentage points of target or strong evidence of mission completion), monitor (minimal deviations above baselines or fairly far from target or mixed evidence of mission fulfillment), and concern (substantial decline from baseline, large gap from target and concern of not meeting mission fulfillment).

This data is tracked over time (annually) and goals are set in each area for improvement based upon the performance of the previous few years and comparison school data. The college does not have an overall aspirational goal that establishes mission fulfillment. For example, total FTE was 5467 in 2015/16, 5606 in 2017/18, 5264 in 2018/19 and a target was set for 2021/2022 of 5812. Again, there is not a higher-level goal such as 6,000 FTE by the end of the seven-year review period, allowing for a firm definition of mission fulfillment for the self-evaluation period. That said, progress on the measures, and indicators, are on the web site and shows progress towards mission fulfillment. The college widely disseminates the results of the mission fulfillment with a mission fulfillment dashboard and discussing it with the Board of Trustees 1-2 times per year. (5.A.1)

Given the above, evaluators were unable to report on the achievement of the college mission for this self-evaluation visit. (5.A.2)

Concern: The college does not yet clearly define a threshold of mission fulfillment, so it is not able to measure progress in a consistent way that will move the college towards improvement in mission fulfillment and allow for clear strategic goals to be developed.

Adaptation and Sustainability

Shoreline demonstrates adaptability, creativity, and innovation while struggling with economic conditions, which pose a threat to sustainability. Since the last accreditation visit in 2012,

Shoreline has experienced changes in many key leadership positions. The College continues to be challenged by reductions in state support and declining enrollments. Because of these compounding issues, financial resources have significantly declined in recent years. Shoreline Community College has continued to maintain a reserve to deal with fluctuations in revenues or expenditures and is in compliance with its reserve policy, though this may be difficult to maintain in the upcoming years. The State of Washington sets tuition rates (within a range) and has instructed colleges to budget for a 10% state allocation reduction. Last year's cuts were made from vacant positions and areas where costs could be reduced. This year, the college is looking at a substantial reduction-in-force (approx. 43 positions), which will tax the current workloads. (5.B.1)

The institution does not yet comprehensively and systematically document and regularly evaluate regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. The institution does use resource allocation availability to promote change, but the college needs to document systematically the use of its evaluation process to make changes for improvement. (5.B.2)

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. This can be seen through the revisions of its mission, core themes, and strategic planning efforts. As the institution begins to incorporate assessment result in planning and decision-making it will put itself in a strong position for improvement. (5.B.3)

Summary

Shoreline Community College is serving the higher education needs of a diverse population of students within its service region and the greater community. Like many institutions, it has suffered from large cuts to its state-appropriated funding and enrollment declines, which have resulted in changes to leadership and strategic directions. Shoreline Community College's Core Themes align directly with its service areas, which also link to major budget areas.

That said, COVID-19 has actually been beneficial to the College in many ways. It has reduced paper processes. For example, it has forced payroll to move to an automated process from a paper one. It has also helped staff realize extremely innovative student supports and demonstrate creativity in student service delivery (e.g. Library, Adult Basic Education, Community Education, Instructional Technology Support and financial aid).

The college has worked hard to put processes in place for planning and decision-making. As Shoreline moves into the future, it is well postured to develop meaningful measures of student and institutional success, and to create and engage assessment processes leading to improvement. Shoreline has made strides in progress towards achievement of the NWCCU standards and has a very student success centered campus community.

The campus administration does ask for feedback from stakeholders. They also use this data and input to inform administrative decisions. However, the process by which they share how decisions are made is not entirely transparent and so the campus community cannot see that their input, or gathered data, is being used to make decisions. This fosters an environment of mistrust between staff, faculty, and administration. The administration does share decisions regularly and by multiple means. By sharing out the methodology for decision making (including how input and data were used) the administration may better build trust and move the campus together towards mission fulfillment. Shoreline Community College is motivated, tries hard, and works tirelessly towards student success. These are strengths that the college can capitalize on and use to move the college to achieve great things.

The Evaluation Committee is grateful to the ALO, Dr. Bayta Maring, and members of her team for a well-coordinated visit and the extensive collection of reference materials provided in advance of and during the visit.

Commendations and Recommendations

Commendations

The committee commends the college for:

1. Its staff in the Technology Service Center and eLearning on their stepped-up support during the pivot to virtual learning due to the pandemic. In conversations with students, faculty and staff, all feel continuing support and feel they have the technology resources needed to be successful in their work.
2. Providing a comprehensive, effective and student-focused financial aid program and for the collaboration between the Financial Aid Office and College Foundation to create a single application process for students seeking emergency funds.
3. Its Library faculty and staff for creating collaborative, welcoming, and program-supportive services. The library personnel have forged productive and engaging relationships with faculty and students in support of student success.
4. Its focused, deep, ongoing commitment and care to its international, remote, and campus students during the COVID-19 pandemic as evidenced by holistic, wrap-around student services such as the care team; the timely equitable distribution of CARE funds through quick and effective collaboration; innovative, flexible faculty instruction and engagement; and institution-wide concerned leadership, outreach, and action.

Recommendations

The committee recommends that the college:

1. Provide evidence of a systematic method for collecting, storing, accessing, using and sharing data for the purposes of on-going and systematic evaluation, planning, resource

allocation and informing decision-making toward improving institutional effectiveness and achieving mission fulfillment. (2020 Standard 1.B.1; 1.B.2).

2. Engage in assessment practices that focus on systematic and on-going assessment of course learning outcomes that lead to program learning outcomes in general education, all instructional and student support areas. Assessments must be used to improve student learning outcomes and inform academic and learning support-planning and practices. (2020 Standard 1.C.5; 1.C.6; 1.C.7).
3. Use disaggregated student achievement data including persistence, completion, retention, and post-graduate success for continuous improvement to inform planning, decision making and allocation of resources. Performance on these indicators should be widely published and continually used to promote student achievement, improve student learning and close equity gaps. (2020 Standard 1.D.2, 1.D.3 and 1.D.4).
4. Develop and publish a transfer credit policy that clearly defines and maintains the integrity of its programs. This policy should facilitate the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals. This policy should also be widely published and easily accessible. (2020 Standard 1.C.8).
5. Manage financial resources transparently by defining, developing and sharing financial processes, policies, and budget development decisions, including ongoing budget management and annual financial statements. Stakeholders should have opportunities for meaningful participation in the budget development process. (2020 Standards 2.E.2 and 2.E.3).