Shoreline Community College

SELF-STUDY 2002

Shoreline
COMMUNITY COLLEGE

Self–Study Volume I

For Reaffirmation of Accreditation

Submitted

Fall, 2002

to the

**Commission on Colleges and Universities
of the Northwest Association
of Schools and Colleges**

by

Shoreline
COMMUNITY COLLEGE

SHORELINE COMMUNITY COLLEGE
16101 Greenwood Avenue North • Seattle, WA 98133
(206) 546-4101

Accreditation Liaison Officer:
Dr. Carol G. Henderson
Vice President for Academic Affairs
(206) 546-4651 • Fax: (206) 533-5106 • chenders@ctc.edu

Editor: Dr. Janice Ellis
Resource Person: Libby Fiene

Steering Committee:
Venus Deming, Faculty; Jim James, Institutional Effectiveness;
Jim Jory, Faculty; Sarah Phillips, Board of Trustees;
Jeanne Skaare, Classified Staff; Timothy Turner, Student

Thank You

The true measure of an exceptional institution is the collegial attitude exhibited in its approach to significant challenges like those raised by the accreditation process. This document represents that spirit of collaboration and Shoreline Community College's dedication to excellence.

I want to personally thank and acknowledge everyone who participated in the development of this document. This was an extraordinary adventure in which nearly two hundred individuals joined together to make significant contributions to our evaluative process. As in the past, Shoreline continues to exemplify a community unified by its values and inspired by its mission.

I consider it a tremendous privilege to serve as President of this institution, and I look forward to working together as we pursue the dreams this accreditation process has brought to light.

Holly L. Moore
President
Shoreline Community

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OVERVIEW

Overall, Shoreline Community College is doing an excellent job of pursuing its mission, serving its students and connecting to its communities. In addition to the more specific concerns addressed under each of the nine standards, the following areas of strength, progress and improvement provide an overall analysis of the institution as a whole, based on the self-study process.

AREAS OF STRENGTH

People

Our greatest strength is our people. The College's faculty, classified staff and administrators are well qualified, talented, hard working and committed to the goals of the institution. Hiring processes are fair and equitable, and ensure that the College continues to hire new people with excellent qualifications, knowledge and abilities, always seeking the best fit for each position filled. Evaluation processes and professional development structures support individual growth and improvement, particularly for faculty and classified staff.

Mission and Values

The College's mission is broad, challenging and appropriate to the institution's values and nature as a comprehensive community college. It reflects the needs of our students and communities, and is clearly reflected in all of the College's major decisions and directions. The mission and values are widely known, understood and shared throughout the College, and serve as a sound structure for our everyday work.

Strategic Planning

The Strategic Plan includes all areas and dimensions of the College, and combines with the mission, vision and values to provide an excellent framework for understanding our institution's challenges and opportunities. The Program Planning and Assessment process allows for regular, ongoing assessment of every College program area, and taken as a whole, presents a full and accurate picture of the institution's plans, directions and progress.

Instructional Excellence

The College provides excellent instruction and quality learning opportunities to students across the full range of offerings appropriate to a comprehensive community college. The curriculum provides many points of entry, offering access and the opportunity to succeed for every student willing and able to learn. The commitment to excellence in instruction is widely shared throughout the institution, and is supported by ongoing assessment and performance evaluation processes for faculty, courses and programs.

Public Service

Through its programs, faculty and staff, the College provides many forms of public service to its communities. A wide variety of continuing education opportunities are available, including technical training, development of personal and professional skills, intellectual growth, social awareness and cultural enrichment.

Partnerships

Through development of effective collaborative partnerships, the College builds support, provides leadership, and offers an expanded range of opportunities for learning. Partners include industry, educational institutions, foundations, grant providers, and government agencies at the national, international, state and local levels.

AREAS OF SIGNIFICANT PROGRESS

Communication

The College has made substantial progress in improving communication, increasing trust and the availability of information across the institution. Examples of progress made include: monthly open comment sessions at Board meetings, regular open hours in the President's office, college-wide meetings to address matters of shared concern, and a new process for encouraging comments and suggestions. Work remains to be done in this area, including regular communication back to governance committees regarding actions based on their recommendations.

Facilities Master Planning

A full and complete process of master planning for College facilities is now underway, and is already proving its value as a tool for creating shared understanding of the College's future activities and locations. Following through on the completion of this planning process, and making effective use of the results for mid- and long-range planning, will be an essential resource for future College success. The College is committed to this process, and has provided adequate resources for its completion.

Outcomes Assessment

The College has developed a strong framework for outcomes assessment in each program area through the Program Planning and Assessment process. The addition of an administrative position devoted to development and analysis of institutional effectiveness data has contributed substantially to widespread use of relevant data. Course-level outcomes have been developed for each course taught, and are codified through the curriculum review process. The College will continue developing this area, using regular review of outcomes data at all levels and in all areas of the institution to ensure that data and assessment are widely understood and that analysis of data supports College decision-making, particularly in the recommendations developed by governance and advisory committees.

Technology

The College has made major improvements in the availability and use of technology in almost all areas of the institution. Online instruction and services have expanded dramatically; regular user support is being provided through a new help desk system; and provision of the SCC intranet, web pages and listservs has substantially increased access to information for faculty, classified staff and students. The College acknowledges that maintaining appropriate levels of both instructional and administrative technology creates a moving target, which will require continued attention and resources to sustain current services and provide new ones.

Fiscal Resources

The College has made substantial progress toward its goal of becoming a state-supported, rather than a state-funded, institution. Major grants have been secured, applications for state and local funds have been consistently successful, and programs designed to generate financial resources have made significant contributions to the College's fiscal health.

Policy Review and Revision

Substantial change and improvement in College policies and procedures has been achieved, including new policies on academic dishonesty, children on campus, degree approval, grade changes, and syllabus requirements. Many of the College's older policies have been reviewed and found to be still effective. Policy areas in need of revision have been identified, and review and updating will continue in these areas.

AREAS FOR GROWTH/IMPROVEMENT

Budgeting

The College needs to establish a consistent, fair approach to budget development, ensuring that budgets accurately reflect available resources, and that expenditure patterns clearly show a linkage with the Strategic Plan and the current Focus Areas. Under the leadership of the Board and the President, the College has set a goal of building and maintaining appropriate levels of reserves, and plans to follow through on attaining that goal. Internal communication of budget information should make financial data readily available, providing accurate, current information to those who need it for planning and budget management.

Governance

The College plans to review and revise its current administrative and committee structures, to achieve simpler and more effective systems for solving problems, addressing issues and allowing appropriate participation in the College's decision-making process. Another governance-related goal is to reduce or remove "silo" structures throughout the institution, allowing for readily shared information and interaction across traditional internal boundaries wherever appropriate.

Facilities

Although the College has made significant progress in improving facilities, including the new Visual Communications Technology building, adding elevator access to the key resources housed in the 5000 building, and remodeling the Library/Media Center, much work remains to be done in this area. Building on the new Facilities Master Plan, the College plans to continue updating and upgrading the campus building inventory, and to ensure that students, faculty and staff have access to high-quality, up-to-date technology and equipment.

As documented in this Self-Study Report, Shoreline Community College continues its proud traditions of excellence, innovation and student success. Shoreline has long been known for its high-quality programs and innovative approaches, and has repeatedly earned recognition for its innovation, leadership and responsiveness to emergent needs.

Although the College continues to emphasize growth, improvement and change, its resources, processes and structures are essentially sound, and provide for the effective pursuit of the institution's mission and goals.

Institutional Mission and Goals, Planning and Effectiveness

INTRODUCTION

GOVERNANCE

Shoreline Community College is a comprehensive, state-funded, community college with a variety of professional/technical and college transfer programs. Shoreline also conducts contracted classes for business and industry, operates an extensive international program, and offers enrichment courses and cultural events to the community. The College was founded in 1964 as part of the Shoreline School District. All community colleges in Washington State were transferred to a common State Board of Community and Technical Colleges in 1966. In that same year the college moved from temporary quarters to its present site.

Shoreline Community College is governed by a Board of Trustees, appointed by the Governor of the State of Washington. Shoreline has a very active and supportive Board of Trustees as well as a dynamic administrative staff and 148 full-time faculty. Since the last full scale accreditation in 1992, the College has had three presidents. Dr. Ron Bell was President from 1981 to 1995 and Gary Oertli from 1995 to 2000. During the 2000-2001 academic year, a presidential search was conducted. During that time Dr. Holly Moore served as interim president. In May 2001, Dr. Moore was appointed as President of the College.

LOCATION AND SITES

Situated on an 83-acre site overlooking Puget Sound in the suburban community of Shoreline just north of the Seattle city limits, Shoreline is a part of the greater Seattle metropolitan area. The central campus environment is a source of great pride to the community, beautifully landscaped in a Northwest and Asian Pacific design. There are large areas of the campus reserved as natural areas with walking trails. Adjacent to the campus on the north is Boeing Creek, which flows to Puget Sound. The length of this creek is a natural park. To the west is another Shoreline park that has athletic fields and tennis courts. Through arrangements with the City of Shoreline, these tennis courts are used by the College and shared with the community.

Thirty-one buildings house the various College programs. The Ray W. Howard Library Technology Center is currently undergoing a seven million dollar renovation scheduled for completion Fall Quarter, 2002. Funded by the state, this renovation provides updated library, media, and computer facilities for the entire campus. During this renovation, the College has provided a variety of ways for enrolled students to access the collection. There are no residential facilities for the College; therefore, all students commute to the campus.

Both day and evening classes are offered, and some classes are offered at extended campus sites at the Northshore Center located in the Lake Forest Park Towne Centre, at the Learning Center North, and other occasional off-site locations. No differentiation is made between credit courses offered in the day and evening programs or those offered at off-site centers. Distance learning courses are a growing component of instruction. Some are offered independently by Shoreline, and others are offered as part of statewide community college collaborative project called "Washington Online (WAOL)."

YEAR OF CHALLENGES

This year has been one of many challenges for the College. Shoreline Community College sits in the middle of a highly competitive core of public and private two and four-year colleges along either side of Interstate 5. Within a 25-mile radius are 13 colleges vying for the same population of freshman and sophomores: Cascadia, North Seattle, Seattle Central, South Seattle Bellevue, Highline, and Edmonds Community Colleges, Renton and Lake Washington Technical Colleges, University of Washington-Seattle and Bothell, Seattle Pacific University Seattle University, and some specialty colleges.

During the 1990s the legislature funded the establishment of a University of Washington Bothell branch campus in a business park in the northeast section of the Shoreline Community College district. Shoreline also operated an off-site location in that same business park.

The legislature then authorized the development of a new community college to serve that rapidly growing population center. In so doing, the geographic area of the Shoreline Community College District was reduced by almost 30 percent. A new campus was funded that co-located the University

been involved in the Self Study process for regional accreditation. Due to this process, and being guided by its strategic plan, the College is asking deep questions about how well we meet our mission and how we address solutions to the challenges we face.

ASSESSMENT IN ACTION

ONGOING CYCLE OF COLLEGE'S STRATEGIC PLAN

The college's Strategic Plan is ongoing with an assessment cycle of review and analysis. In 2000, during the public review process of the Strategic Plan on the intranet and in open meetings, faculty saw a lack of emphasis on the connection between teaching and learning in the plan. These concerns were communicated to the Strategic Planning Committee. Based on this feedback, the Strategic Planning Committee consolidated teaching and learning into Strategic Direction Two in 2001 Strategic Direction Two: Teaching, Learning and Academic Excellence: Shoreline Community College will be known for the quality of its faculty and its commitment to rigorous academic standards. Numerous specific strategies were revised or added as ways of achieving this new strategic direction.

of Washington Bothell and the new Cascadia Community College on a common campus. This new college with all new physical facilities opened in the Fall of 2000 offering the associate in arts or associate in science degree for college transfer and professional/technical programs in technology disciplines. Upon opening, this new college exceeded its expected target enrollment. At the same time, Shoreline had to close its extended campus in that area and open a new extended site in Lake Forest Park, due to the change in college district boundaries.

After the opening of Cascadia, Shoreline experienced a sudden drop in its college transfer enrollment. Professional-technical program enrollment took a slight downturn. Because state budget support is based on enrollment over the biennium, this drop in enrollment had a potential adverse affect on the overall budget of the College. Addressing the issue of recruitment and retention is a major focus of the entire campus at this time. Through college-wide cooperative efforts, this enrollment trend was reversed in the 2001-02 academic year, resulting in enrollment exceeding 100% of Shoreline's state enrollment target. Initial figures for 2002-03 indicate continued enrollment success.

For the past two years, in addition to growing and developing with its new president, the College has

COLLEGE MISSION AND GOALS

Through its systematic strategic planning processes, Shoreline Community College's mission and goals are formally reviewed and approved, and give direction to all college activities. Over the last 10 years, the College has revised its mission statement three times, added a Vision statement and Core Values, and developed a comprehensive strategic planning process. An essential component to the strategic
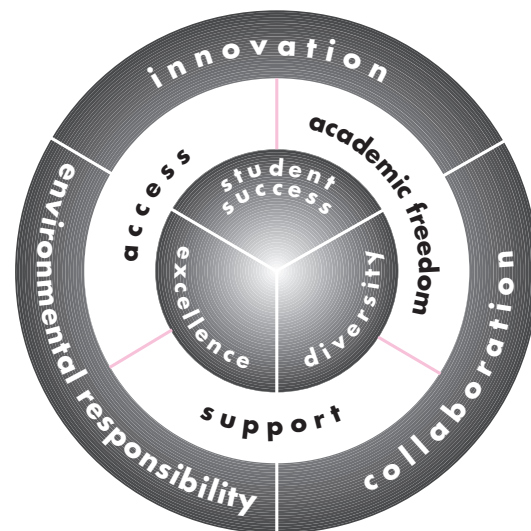
CORE VALUES

Fig. 1.1 Core Values

planning process has been the development of Strategic Directions and Focus Areas that are annually published and addressed throughout the institution. The Strategic Planning Process is one of shared governance with a continuous cycle of improvement.

The College has widened its vision statement to include the Puget Sound region, the national environment and global issues. Its current mission recognizes the growing diversity of its community and the need to work closely with its constituents to provide support structures for the educational and cultural enrichment of this diverse population. Thus, Shoreline Community College's commitment to student success is more clearly articulated in its current mission statement.

The College's mission statement is broadly distributed on posters throughout the institution, particularly those open to the public such as the administration building, faculty offices and student services

STRATEGIC PLANNING PROCESS

Mission and Vision Statement

CoreValues

Strategic Directions

Focus Areas

Program Planning and Assessment

Budget Planning

Fig. 1.2 Strategic Process

(FOSS) building, and student union building where students congregate. It is published in the college catalog, quarterly class schedule, marketing materials, in special accreditation reports, on the intranet

and college website, in the student handbook and in other essential print and online communications. With focus on its diverse community and cultural enrichment, the college's mission is generally widely understood. The campus may not know the Vision and Mission statement and Core Values verbatim, but we do know that we address our mission and vision through our Strategic Plan (Exhibit 1.3) and attempt to integrate the values into all we do. The Strategic Plan document (pp. 19-22) describes the evolution of the Mission and Vision statements from their origin in 1992 to the current statement. Shoreline Community College's strategic planning process is ongoing and dynamic and involves regular assessment of our plan and adjustment to reflect the ever-changing environment in which the college operates. It is updated biannually.

Most importantly, Shoreline's Strategic Plan stands as the blueprint for building our future. It recognizes and values what the College has stood for during the last 38 years. It addresses what the College really must do to remain viable and vital. The planning process at Shoreline is participatory, involving constituencies appropriate to the institution such as board members, administrators, faculty, staff, students and other interested parties.

The College's strategic planning process is structured so that Core Values (Figure 1.1) are first established and reviewed annually. From here, the college biannually derives Strategic Directions for the institution that guide decision-making processes. Figure 1.2 provides an overview of the strategic planning process. Annually, a broad-based representative committee--the Strategic Planning Committee--recommends a series of Focus Areas reflecting the college's most immediate institutional priorities within the Strategic Directions (Figure 1.3). The Board of Trustees and all constituent groups review these processes. The minutes for the Strategic Planning Committee are posted on the college intranet, available for faculty and staff review. (See Exhibit 1.3, The Strategic Plan 2000)

These archived resources are available easily and openly. The Strategic Plan is accessible to the campus in a variety of ways and is ingrained in the College's consciousness. When decisions are made or about to be made, they are more often than not, based on the Strategic Plan. The Plan becomes the backbone of new developments and decision-making issues. Multiple opportunities for collaboration and inclusive involvement of all constituencies of

FOCUS AREAS FOR IMPLEMENTING THE STRATEGIC PLAN

FOCUS AREA #1: (same priority as #2)	SAFETY AND FACILITIES

"Provide a learning environment and a physical climate that support excellence. Learning environments should be safe; meet state, federal and professional standards; and have appropriate seating, lighting, equipment, etc." (Strategic Direction 2; Strategy 3)

"Provide a safe and secure campus environment that is responsive to diverse populations and perspectives." (Strategic Direction 4; Strategy 8)

FOCUS AREA #2: (same priority as #1)	TEACHING, LEARNING ACADEMIC EXCELLENCE

"Shoreline Community College will be known for the quality of its faculty and its commitment to rigorous academic standards." (Strategic Direction 2)

FOCUS AREA #3:	POSITIVE INTERACTION

"Foster positive interaction among faculty, staff, students and administrators." (Strategic Direction 4; Strategy 3)

FOCUS AREA #4:	TECHNOLOGY

"Shoreline Community College will evaluate and adopt appropriate technologies for student learning and for supporting college operations." (Strategic Direction 6)

FOCUS AREA #5:	ACCREDITATION

"Vigorously pursue campus wide activities to secure Shoreline's re-accreditation in 2002 by conducting a comprehensive institutional self-study of all college programs, based on the accreditation standards of the Commission on Colleges of the Northwest Association of Schools and Colleges." (Strategic Direction 1; Strategy 1)

FOCUS AREA #6:	RECRUITMENT & RETENTION

"Aggressively and effectively recruit, support and retain a diverse resident, non-resident and international student population." (Strategic Direction 3, Strategy 2)

Fig. 1.3 Focus Areas

the campus and members of the surrounding community are hallmarks of Shoreline Community College's strategic planning process.

BUDGET PRIORITIES

It is the intent of the ongoing strategic planning process that the Strategic Plan be integrated into the College's budgeting process so that the budget reflects the priorities of the plan, the plan is dynam-ic and updated on a regular basis, and an annual report is prepared regarding the College's progress in implementing the plan.

The Strategic Plan 2000 is reviewed periodically by college governance structures including the Board of Trustees, and is available in its entirety to the campus on the intranet. In a real sense, the Strategic Plan is an organic document that informs most of

what we do on this campus; it guides our efforts. In addition, review of the recorded work of the Strategic Planning Committee by the Board, the community and college personnel each year reveals

2. Processes that enable the college to make sound decisions effectively and in a timely manner in order to be responsive to the community.
3. An effective communication system that enables

ASSESSMENT IN ACTION

ADJUSTING FOCUS AREAS

Focus Areas were developed from our mission out of the strategic planning process. While reviewing the Strategic Plan at a retreat in the summer of 2001, the Board of Trustees noted that there was not a focus area related to one of the College's main issues – low enrollment.

The Board's concern was brought to the Strategic Planning Committee. This omission, plus the concern about our core value of Diversity, prompted the Committee to add a sixth focus area for 2000-2002. Focus Areas were amended and approved by the committee in November 2001.

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a high level of thought given to planning the directions for the College in a multitude of arenas. These strategic plans are then adjusted each year to reflect the changing nature of Shoreline Community College's campus and district needs. These documents have received regional and national attention as models for planning. For example, the Special Assistant to the President has presented Shoreline's strategic planning process at state and national conferences.

Budget enhancement items for 2001-03 were identified and partially funded for the improvement of campus programs and operations. The SCC Board of Trustees Meeting of November 28, 2001, reported on the status of those requests. It should be noted that the requests brought forward were to be tied to one or more of the six focus areas developed and supported by the college. In spring quarter 2002, the President reviewed with the Strategic Planning Committee the progress made on these recommendations.

SHARED GOVERNANCE

Shoreline Community College actively practices shared governance with administrators, staff, faculty and students all participating in the various committees. (See Governance Structure at http://intranet.shore.ctc.edu or Exhibit 6.1.2)

The College governance policy adopted by the SCC Board of Trustees in June 1997 is characterized by three traits:

1. Collaboration of faculty, students, classified staff, administrators and trustees in decision-making.

interested parties to know how decisions are made, what issues are under consideration, and how to participate.

Many structures have been established to assure that the College follows its Strategic Plan, and that major functions are accomplished. The structures to support decision making include the College's Governance Committees that include representation from all campus constituencies, recommending committees that have important areas of recommendation to the Vice Presidents, and advisory committees that also provide guidance and recommendations regarding other areas of campus life. These committees, their reporting relationships, and purposes are provided in Standard Six, Figure 6.1.

Each committee has its descriptions and its own meeting minutes available in both hard copy and on-line formats for review by the campus community and other interested parties.

ADMISSION POLICIES

Shoreline Community College's mission and goals give direction to all of its educational activities. An excellent example of this is our open-door admissions policy, which is guided and informed by the Core Value of Access, as listed in the Strategic Plan. Admission eligibility is extended to any student who meets one of the following criteria: 1) is a graduate of an accredited high school; 2) holds a General Education Development (GED) certificate; or 3) is at least 18 years of age. Even students who do not meet these criteria may be granted access by qualifying for special admission programs such as Running Start and the Career Education Options (CEO) Program.

INSTRUCTIONAL SERVICES COUNCIL

Many of the College's instructional efforts are guided by the Instructional Services Council (ISC), which is led by the Vice President for Academic Affairs and has as members all of the instructional deans as well as administrative representatives from other areas of the College (library, continuing education, Workforce & Economic Development, Institutional Effectiveness, CEO, etc.). The mission and goals give direction to the deliberations of the ISC, and much of its work is based on the Strategic Plan, particularly on the Focus Areas currently being emphasized for strategic plan implementation.

For example, ISC makes recommendations on faculty hiring and instructional equipment purchasing by determining which of the proposed positions and purchases best match the focus areas currently being implemented. Before beginning resource allocation discussions related to the new faculty hiring, the ISC

partnership between strategic planning and resource allocation. For example, to address our first focus area of safety, the college hired a new Safety Officer who is revitalizing services in that area. The College attempts to maintain a feedback loop for budget priorities throughout our planning processes.

STUDENT ROLE AND PARTICIPATION

Students have a very strong presence and many avenues to voice their views within the college governance structure. Not only do they have an active student government, but student leaders also serve on the college's Strategic Planning Committee. Students are active on tenure committees and accreditation committees, and they have significant support through a dynamic Student Programs system that includes many clubs and leadership training opportunities. The student leadership provided this statement:

ASSESSMENT IN ACTION

RESOURCE ALLOCATION

In Fall 2001, the Strategic Planning Committee identified a problem with feedback about resource allocation tied to our Focus Areas and requested information about decisions and actions taken on these items. The Vice President of Administrative Services presented this information to the Committee in April 2002. Ensuring that this happens on a regular basis is a concern of the Strategic Planning Committee. The Strategic Planning Committee has requested that budget information and reports be supplied to the Committee on a quarterly basis to inform our decision-making regarding allocating resources.

reviews the Strategic Directions and the internal and external factors from the strategic planning document, to make sure that the allocations are made within the framework of the plan. (See Exhibit 1.7.)

RESOURCE ALLOCATION

Goals are determined consistent with the institution's mission and its resources--human, physical, and financial.

At the start of the budget cycle each year, the Vice President for Administrative Services sends out communications regarding budget requests. In Spring 2001, for example, two memos (see Exhibits 1.8 and 1.9) detailing the development of the 2001-03 college budget were distributed to the Operations Committee and the Strategic Planning Committee. The memos outline the need for budget requests to be based on the focus areas of the Strategic Plan. The focus areas are defined within the memo packet. It shows a clear

"Shoreline Community College administrators, faculty, and staff work hard to maintain an environment that allows student opinions and ideas to be heard. Student Government, as an extension of the student body, is both supported and nurtured in making positive contributions to SCC's strategic plan and core values. The decision-making bodies are accessible to any interested student. Also, students' ideas are rarely dismissed as being irrelevant. While the above statements are true, it is unfortunate that occasionally students' voices go unheeded. However, one thing to remember is that SCC employees on the average allow for student participation and ideas."

ANALYSIS

Shoreline Community College is a complex, comprehensive institution. As with most complex institutions, some of its processes need improvement. For one, with participatory governance, there is often a lack of ownership for a policy or procedure, and pro-

FALL 2001 CLASS SCHEDULE and the 2000/2002 COLLEGE CATALOG ITEMS SUPPORTING STRATEGIC DIRECTIONS

STRATEGIC DIRECTIONS	SCC CATALOG/CLASS SCHEDULE
DIRECTION #1: **Striving for Excellence**	Schedule page 3 (Message from President) Schedule page 8 (Career Training)
DIRECTION #2: **Teaching, Learning and Academic Excellence**	Schedule page 3 (Message from President) Schedule page 8 (Career Training) Schedule page 12 (Transfer Program) Catalog page 1 (Accreditation) Catalog page 13 (Learning assistance) Catalog page 12, 13 (Advising, Counseling) Catalog page 17,18 (Career/employment Services) Catalog page 19 (Women's programs) Catalog page 19 (Educational Opportunity) Catalog pages 157-162 (Faculty credentials)
DIRECTION #3: **Diversity and Multiculturalism**	Schedule page 3 (Message from President) Schedule page 5 (Faces of our Community FIPSE Grant) Schedule page 6 (Happening on Campus) Schedule page 9 (Career Training Nursing) Schedule page 12 (Essential Skills, Intl, Study Abroad) Schedule page 13 (ESL, GED Technology, Multicultural and Women's Centers) Schedule page 14 (International Program) Schedule page 12, 34 (Intl, Study Abroad) Schedule page 18 (Senior Citizen program) Schedule page 25 (Nondiscrimination statement) Catalog page 2, 3 (Workforce, Workfirst, Worker Retraining, CEO, Running Start) Catalog page 20 (Multicultural Center, Veterans, Disabled)
DIRECTION #4: **Learning and Work Environment**	Schedule page 3 (Message from President) Schedule page 8 (Career Training)
DIRECTION #5: **Partnerships**	Schedule page 5 (Faces of our Community) Schedule page 6 (Happening on Campus) Schedule page 7 (College gallery) Schedule page 8 (Career Training) Schedule page 9 (Career Training Nursing) Schedule page 12 (Transfer Program) Schedule page 12, 34 (International, Study Abroad) Schedule page 13, 36 (Workfirst, Retraining) Schedule page 14 (International Program) Schedule page 35 (Washington Online) Catalog page 17 (Career/employment Services)
DIRECTION #6: **Technology**	Schedule page 5 (Registration for students) Schedule page 28-36 (Distance learning) Schedule page 29-36 (Video/telecourses) Schedule back cover (Virtual Bookstore) Catalog page 3 (Washington Online, Distance ed) Catalog page 4 (Northshore Center, Media Center) Catalog page 8 (Registration technology)

Fig. 1.4 Catalog/Class Schedule

Fig. 1.4 Catalog/Class Schedule (continued)

FALL 2001 CLASS SCHEDULE and the 2000/2002 COLLEGE CATALOG ITEMS SUPPORTING STRATEGIC DIRECTIONS	
STRATEGIC DIRECTIONS	**SCC CATALOG/CLASS SCHEDULE**
DIRECTION #7: **Promotion**	Schedule page 6 (Happening on Campus) Schedule page 38, 39 (Fast Track/Weekend College) Schedule page 88 (Northshore Center) Schedule page 91-111 (Continuing Ed)
DIRECTION #8: **Non-Traditional Funding**	Schedule page 20 (Financial Aid & Veterans) Schedule page 13 (Workfirst, Retraining) Schedule page 30 (Ticket to Career) Catalog page 14, 15 (Student funding) Catalog page 2 (Workforce, Workfirst, Worker Retraining) Catalog page 19 (Educational Opportunity)
DIRECTION #9: **Retention**	Schedule page 5 (Faces of our Community) Schedule page 38, 39 (Fast Track/Weekend College)

cedures are often unnecessarily complicated. Also, our communication processes can be fragmented. For example, the College is struggling with moving from paper-based to electronic communications. Much is posted to our intranet. Our website is in need of streamlining and revision; its complexity can make it difficult to use. While minutes of governance committees are posted to the web, they are sometimes not current, and often faculty and staff simply do not have the time to access the web or take on the necessary training to pull reports off the X drive or retrieve data from the HP 3000 student management system. Students are often unaware of resources on the web and are unable to access the X drive. It's easy to get lost in our highly textured website and intranet.

With the hire of more than 50 new faculty and staff during the 2001-02 year, the College is currently attempting to provide the needed training to help these newcomers connect with our internal information resources.

Plans are underway in our Public Information Office to redesign the intranet and college website, and an instructional technology specialist with considerable expertise in effective website design was hired in February 2002.

COLLEGE ACTIVITIES THAT SUPPORT STRATEGIC DIRECTIONS

Figure 1.4 shows how the Strategic Directions have been integrated into the life and processes of the College, exemplified by their appearance in the Fall 2002 Time Schedule and the college catalog. In addition, an annual report is issued to document implementation of the College's Strategic Plan (See Exhibit 1.2.1.1).

PUBLIC SERVICE

Figure 1.5 lists the many forms of public service provided by the College.

College Foundation and the Community

The College Foundation also supports the college's Vision and Mission by actively participating in our community and providing many public service activities. Particularly through its administrative, staff and faculty leadership, the College has maintained a high profile public image in the community. Shoreline Salutes is an annual event hosted by the Foundation and the College President to kick off the new school year. This "homecoming" event includes invitations to more than 400 leaders and community members who have worked with the College throughout the prior year. The purpose of the event is to encourage the community around us to get to know us better and enjoy our beautiful

COMMUNITY SERVICE AT SHORELINE COMMUNITY COLLEGE

SERVICE	COMMENTS
RUNNING START	High school juniors and seniors ready for college level work can attend college classes tuition free. These credits can be applied toward high school graduation as well as toward a college degree.
COUNSELING CENTER	Students and community members can take advantage of free support group offerings such as "The Women of Color Support Group" "The Parent Support Group" and "The Support Group for Latino Students". In addition, a wide variety of daytime and evening credit courses are available such as "Career Exploration" and "Stress Management.".
CEO PROGRAM	Young people 16 to 21 can get free basic and life skills instruction and then job training in one of 50 professional or technical fields ranging from music to cosmetology to precision metal fabrication
LEARNING CENTER NORTH	Students 16 to 21 without a high school diploma can earn a GED, take computer classes and get assistance with job search and employment. Support services are included including learning incentives of up to $80/month. Students can receive tuition assistance.
FACES OF OUR COMMUNITY	This central focus of this grant-based program is to design new associate degree avenues and educational opportunities for immigrant and first-generation students and prepare them for professional/technical degrees and certificates and for transfer to 4-year institutions.
MULTICULTURAL DIVERSITY EDUCATION CENTER	The goal of the center is to bring students, staff and the community to promote understanding, respect and appreciation of diversity. The center offers both educational and cultural resources.
ARTIST & LECTURE SERIES	This series highlights popular speakers, Shoreline produced plays and an eclectic variety of music. This series is widely advertised throughout the community. Tickets are available at reasonable prices.
CAMPUS SALON	The salon offers quality services to the public and the campus at very reasonable prices. $1 haircuts are offered at various times yearly.
DENTAL HYGIENE CLINIC	The clinic provides comprehensive dental hygiene services to the campus/off campus community at moderate prices or for free. Every June the dental clinic offers free teeth cleanings for those who qualify.
PARENT-CHILD CENTER	The Parent-Child Center offers students, staff, state employees and community members high quality childcare for children aged 3 months through kindergarten.
PHYSICAL EDUCATION CENTER	The community can use the weight room, racquetball courts, sauna, tennis courts, outdoor track and gymnasium at no cost when they are not in use for classes.
WOMEN'S CENTER	The Women's Center offers students, staff and community members an array of services in a supportive environment such as parent support groups, clothing and food drives, and abuse awareness activities.
WORKER RETRAINING	This program is designed for students and community members who are currently unemployed and need to develop new skills or gain additional training. Workers are also assisted in gaining employment.

Fig. 1.5 Community Service at Shoreline Community College

COMMUNITY SERVICE AT SHORELINE COMMUNITY COLLEGE

SERVICE	COMMENTS
PRE-EMPLOYMENT TRAINING	Pre-Employment Training offers free short-term job training in office occupations and bookkeeping, and job search assistance.
CAREER/EMPLOYMENT SERVICES	The Career/Employment Service Center assists professional/technical students, transfer students and the community in their employment needs. Services include workshops on job search and resume writing, career placement assistance and special population programs
SUMMER COLLEGE FOR SENIORS	Seniors are welcomed to campus to partake in one week of specially designed courses that cover curriculum from environmental issues to psychology. Summer College for Seniors has been offered for the last 14 years and has created a faithful, enthusiastic group of older learners. An average of 200 seniors each summer participate in a wide range of personal development, technical and recreational offerings historically held in the last week in July. More recently, the program has been extended to form winter offerings in February.
SUMMER CAMP	Youth age 8 and up are offered one week experiential summer camp activities in a variety of disciplines from science to music camp.
INTERNATIONAL NIGHT	An annual event whereby the Shoreline college community joins together and welcomes the outside community to an evening of great food and entertainment for a small cost.
INTERNATIONAL EDUCATION WEEK	Make people aware of the international student program, study abroad programs, and to increase overall global awareness.
EXPANDING YOUR HORIZONS	This one-day conference provides high school girls with opportunities to explore career options in math, science and technology. Approximately 900 high school girls attend and participate in hands-on workshops and panels led by professional women.
CHOIR OF THE SOUND & THE SCC CONCERT BAND	This long-standing sophisticated choir and the talented band are composed primarily (90%) of community members. Efforts of both groups are coordinated on campus by music faculty.
COMMUNITY INTEGRATION PROGRAM (CIP)	This grant-funded program provides educational support to students with Cerebral Palsy and other developmental disabilities. CIP offers assistance and services beyond what students would normally receive.

Fig. 1.5 Community Service at Shoreline Community College (continued)

campus. The event is held outdoors in the courtyard, allowing college friends celebrate the start of another great year at SCC. In 2002 we will host the eighth annual Shoreline Salutes and anticipate 300-400 in attendance for this community event.

Shoreline Community College is an active member of the Shoreline Chamber of Commerce. Several members of the senior management team represent the college at the board level, and in committee and general membership areas of the Chamber. The Chamber

auction is generally held on our campus each year. A portion of the funds raised benefit SCC students in the form of business scholarships provided through the Chamber scholarship committee. Two senior members of the management team are past presidents of the Shoreline Chamber.

Several members of the SCC management team are members of one of the two Rotary Clubs in Shoreline and one in Lake Forest Park. These SCC administrators serve in the capacity of committee chairs, district

EVALUATION AND PLANNING PROCESSES AT SHORELINE COMMUNITY COLLEGE

EVALUATION ACTIVITY	GOVERNANCE	INDICATORS	CLOSING LOOP
INSTITUTIONAL EFFECTIVENESS	Board of Trustees President's Staff Instructional Services Council Workforce & Economic Development (WED) Other governance bodies (See Intranet for full listing of advisory/governance committees.)	Noel-Levitz Staff and Student Satisfaction Inventories National, State and other grants Enrollment, Retention, Job Placement, Transfer rates	Review and Analysis by Governance structures including Student Government and Institutional Effectiveness Committee, Student Newspaper, "Work Ready" Report, "Net News" daily publications, etc.
COLLEGE GOALS	President's Staff Instructional Services Council Board of Trustees	Strategic Plan: Strategic Directions Focus Areas	Strategic Planning Committee: biannual planning
PROGRAM GOALS	Biannual Program Planning and Assessment Triennial External Reviews	Program Planning & Assessment Reports every two years External Review Reports	Administrative Response Letters External Review Reports every 3 years
WORKFORCE GOALS	Workforce & Economic Development (WED)	External Reviews Job Placement rates	"Work Ready" Report State Board Program Advisory Committees
CURRICULUM	Divisional Planning Councils Program Advisory Committees for Professional-Technical Programs	Master Course Outlines Specialized Accreditation Reports Course syllabi collected and filed for each division	Curriculum Committee Advisory Committee Minutes Triennial External Reviews
TEACHING	Tenure Process (Administrative, Peer, Self and Student Evaluations included) Post-Tenure Triennial Reviews Student Evaluation Associate Faculty Evaluation Individual Improvement Plans: Prof-Tech faculty	Academic Review Committee Reports Triennial Evaluations by Divisional Deans Quarterly student evaluations Associate/Affiliate Faculty Evaluation Summary Reports	Board of Trustees Tenure Reviews Board of Trustee Triennial Reviews Administrative Reviews by Dean and Assistant Division Chairs; awarding annual contracts and affiliate status
LEARNING	Strong grading process Institutional Effectiveness Committee and Annual Outcomes Assessment projects	Outcomes Assessment project reports Retention, Completion, Transfer rates	Transfer rates Job Placements External Reviews of Professional--Technical Programs

Fig. 1.6 Evaluation Processes

organization and as past presidents of the clubs. Local Rotary Clubs are active in raising money for SCC student scholarships. Annually an event called "Bowling for Brains" raises several thousand dollars that are awarded to area high school students coming to SCC. In 2001 a group of Rotarians worked in partnership with the College to arrange a service learning trip to Costa Rica, where the Rotarians and several of the SCC students studying there through SCC's international program renovated a school kitchen.

The Shoreline Foundation engages in a variety of other activities to raise funds for scholarships and other projects at the College. The Annual Breakfast attracts 200-250 persons and typically receives 500-600 donations. The Foundation coordinates fund raising efforts within the community for several student groups, including Nursing, Music, and Dental Hygiene. When the library renovation project was dropped from the list of approved state projects, the Foundation helped to coordinate efforts to re-introduce the plan. More than 700 community members wrote letters, called legislators and visited Olympia to make their case. In one instance, senior citizens and Shoreline students rode to Olympia together to plead their case before their legislators.

SUBSTANTIVE CHANGE OF MISSION

The College reviews with the Commission on Colleges changes that would alter its mission, autonomy, ownership or locus of control, its intention to offer a degree at a higher level than is included in its present accreditation, or other changes in accordance with Policy A-2-Substantive Change.

Shoreline Community College has a strong record of compliance with the Commission's policy. The most recent substantive change filings on Electronic Delivery of Courses/Programs at a Distance and the contractual partnership with Cascadia Community College, initially a non-regionally accredited institution, exemplify this compliance. The College was commended by the Commission for the quality of its work with the Cascadia substantive change. Supporting documentation for both of these substantive changes clearly demonstrate the College's careful attention and high level of integrity and performance on substantive change. Additional detail on recent substantive changes is presented as Exhibits 1.5 and 1.6.

PLANNING AND EFFECTIVENESS

Shoreline engages in systematic planning for, and evaluation of, its activities, including teaching, learning, research, and public service consistent with institutional mission and goals. Its assessment activities are extensive and relate directly to the college's Strategic Plan, Core Values and Strategic Directions.

Through the program planning and assessment component of the strategic planning process, the College evaluates in what ways and how well it accomplishes its mission and goals. The College uses the results of its institutional effectiveness and assessment efforts for continuous planning and evaluation. Through its planning processes and several governance committees, the institution analyzes itself to be able to revise its goals, policies, procedures, and resource allocation. The institution uses the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services and activities. (See Figure 1.6 Evaluation and Planning Processes.)

PROGRAM PLANNING & ASSESSMENT

All programs complete a stringent assessment and evaluation process every other year. These Program Planning and Assessment reports (PPAs) all follow the same general format and provide information on:
- Program Mission/Purpose. A description of reasons the program exists, program outcomes and indication of how they are consistent with the vision, mission, strategic directions and strategies developed for the total College.
- Students/Clients served by the program.
- Criteria and methods for measuring program effectiveness.
- Enrollment/staffing trends.
- Significant anticipated changes.
- Program self-assessment.
- What the program is doing to help achieve the college's goals related to diversity and multiculturalism.
- Achievement of previous goals/objectives.
- Program goals/objectives for the next two year period.

As part of the College's Strategic Planning Process, program faculty are required to prepare Program Planning and Assessment Reports (PPAs) every two

FIRST TRIENNIAL-FALL 1997 THROUGH SPRING 2000		
FALL QTR 1997	**WINTER QTR 1997**	**SPRING QTR 1997**
Visual Communications Technology: November 1997	Business Administration February 25, 1998	Chemical Tech/Haz. Mat. April 14, 1998
Cosmetology November 24, 1997	Engineering Technologies February 27, 1998	Business Technology May 21, 1998
Fashion Design/Merchandising December 5, 1997		Environmental Technology June 3, 1998
Music Technology December 11, 1997		Marine and Ocean Tech. June 9, 1998
FALL QTR 1998	**WINTER QTR 1998**	**SPRING QTR 1998**
Precision Metal Fabrication December 3, 1998	Physical Education February 25, 1999	Developmental English April 29, 1999
Medical Laboratory Technology December 8, 1998	Human Services & Chemical Dependency March 4, 1999	Developmental Mathematics May 3, 1999
Parent Education December 10, 1998	Dietetic Technology March 9, 1999	Criminal Justice Program May 28, 1999
	Dental Hygiene March 8, 1999	SUMMER QUARTER 1999 CNC Precision Machine August 9, 1999
FALL QTR 1999	**WINTER QTR 1999**	**SPRING QTR 1999**
Automotive/Toyota December 2, 1999	Automotive/Chrysler February17, 2000	Human Development May 17, 2000
Automotive/Honda December 1, 1999	Automotive/General Motors February 16, 2000	Accounting May 24, 2000
	Purchasing Management March 2, 2000	Computer Applications -CIS May 31, 2000

SECOND TRIENNIAL-FALL 2000 THROUGH SPRING 2003		
FALL QTR 2000	**WINTER QTR 2001**	**SPRING QTR 2001**
Manufacturing – CNC November 28, 2000	Dietetic Technology January 15, 2001	Biotechnology Lab Specialists April 9, 2001
Music Technology November 28, 2000	Engineering Technology January 22, 2001	Biotechnology Lab Specialists April 9, 2001
Visual Communications Tech December 4, 2000	Environmental Technology February 15, 2001	
FALL QTR 2001	**WINTER QTR 2002**	**SPRING QTR 2003**
	Business Administration March 6, 2002	Medical Lab Technology April 10, 2002
		Cosmetology May 20, 2002
		Education May, 2002
		Business Technology/CIS May 31, 2002

Fig. 1.7 Schedule of External Reviews Professional/Technical Education

years. These extensive documents provide information and analysis regarding program philosophies, enrollment trends, faculty productivity statistics, student/ faculty ratios, activities and results related to previous program goals, identified problems and an outline of new goals related to the focus areas of the current strategic plan.

PPAs are reviewed by the College President and by appropriate Vice Presidents, who then respond in terms of suggestions and approval of goals. Response letters provide information and recommendations for programs to consider such as staffing and use of resources.

Response letters are done prior to the budget planning process. This mechanism assures that college officials are "kept in the loop" regarding activities related to the program itself, that they in turn can help faculty and staff understand their roles in the overall goals of the college, and informs decision-making processes regarding resource allocation. A full set of Program Planning and Assessment Reports and administrative response letters is available as Exhibit 1.4.1.

EVALUATION OF TEACHING

Evaluation of teaching is accomplished through the Appointment Review process for new tenure-track faculty, the triennial evaluation process for tenured faculty, and quarterly faculty evaluations for all associate faculty. These processes are discussed in greater detail in Standard 4.

EVALUATION OF RESEARCH

Research opportunities for the evaluation of Shoreline programs are available through the Instructional Effectiveness Committee. Faculty apply for internal grant monies for assessment projects that will support their decision making. Each project funded is required to prepare a final report detailing the research process and evaluating accomplishment of project goals.

EVALUATION OF CLINICAL PRACTICAL SITES

Methods used by Shoreline to determine quality of clinical practice sites are very thorough and helpful. Most Professional Technical programs that use practice sites in the community evaluate the sites at the end of each year before making plans for the subsequent year. When concerns are identified, the pro-

gram director addresses those concerns before new students are sent to the site. The vast majority of sites are excellent and provide an environment conducive to training. For those internships in which a site proctor is assigned to do the teaching, when problems are identified, the college instructor requires the student to meet with the site proctor or site supervisor to discuss the situation.

Often that meeting will resolve the issue. If that is unsuccessful, the college program director will discuss the situation by phone or by visit and usually that is effective. When ongoing discussions with a site supervisor do not improve the situation, that site is no longer used until the problems are resolved. Clinical practice site contracts for all continuing sites are prepared by the program directors for review and approval annually by the Vice President for Academic Affairs.

EVALUATION OF CURRICULUM AND PROGRAM

New courses or revisions to existing courses must have Master Course Outlines (MCOs), which are submitted to the Curriculum Committee for review. Committee members give recommendations regarding wording or content to strengthen the courses. Evaluation of student outcomes for each course is part of the process.

Extensive reviews have been and will continue to be done related to the individual program curricula and individual course content. Input from advisory committees, external reviewers, and specialized accrediting agencies is reviewed, and changes are made as appropriate

National certification examination scores are reviewed for those programs that have graduates sit for these credentialing examinations. When exam scores are low in specific areas, related topics in the curriculum are reviewed and changes are made as appropriate.

Graduate and employer surveys have been conducted by the college and also by specific programs. The results have led to changes in curricula or additional new programs at the college. For specific examples, see the Work Ready Report (Exhibit 2.2.4) and individual program PPAs (Exhibit 1.4.1).

EXTERNAL REVIEWS

For professional-technical programs, external program reviews have been conducted for the past six years with the goal of examining the effectiveness of the college's professional and technical programs and recommending areas needing improvement. These reports are listed under Exhibit 2.2.5. A complete listing of the college's external review schedule is provided in Fig. 1.7.

USE OF EVALUATION/ASSESSMENT RESULTS

The college has many systematic evaluation and institutional research processes. It uses the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services, and activities.

Exhibits 1.8 and 1.9 are memos detailing the development of the 2001-03 college budget. The memos outline the need for budget requests to be based on the Focus areas of the Strategic Plan. The Focus Areas are defined within the memo packet. This shows a clear partnership between strategic planning and resource allocation.

INSTITUTIONAL PRIORITIES

The institution integrates its evaluation and planning processes to identify institutional priorities for improvement. Program Planning and Assessment documents are prepared every other year, and budget priorities are developed in alternate years. This prepared information is blended into a process developed to identify priorities for improvement. Program Planning and Assessment priorities are identified by program faculty, staff, and students, and are then reviewed by appropriate administrators who prioritize the items within their respective areas. Budget priorities are prioritized by individual units, and by the Strategic Planning Committee. This committee has responsibility for "reviewing college budget priorities for congruence with the plan (strategic), and reviewing the college's progress toward achieving the goals of the plan." Oversight of the prioritization process is accomplished by the appropriate vice president, President's Staff, the President and, if appropriate, the Board of Trustees. The institution provides the necessary resources for effective evaluation and planning processes. The College is committed to implementing a strategic planning and evaluation process that involves the entire institution. Each year a significant portion of

the College's human resources are devoted to the tasks of preparing either the Program Planning and Assessment reports or the budget requests. In addition, the College has provided salary and office space for an administrator specifically responsible for coordinating the strategic planning and evaluation efforts.

REVIEWING INSTITUTIONAL RESEARCH EFFORTS

Shoreline systematically reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness. On an annual basis and through regular meetings, campus organizations including the SCC Board of Trustees systematically review the research, evaluation and planning activities to document their effectiveness in decision-making. A wide range of college approved governance and committee structures are in place to advise the college's president on important issues. In addition, the college's professional and technical education programs are evaluated by an external and independent source to ensure the integrity of the programs and their effectiveness.

The SCC Board of Trustees annually meets with its executive staff to help determine the directions for programs and services within always-changing resource parameters. In this two-day retreat setting, individual and small group presentations are made on program topics, including range of services, resource development, enrollment trends and future challenges.

CONTINUOUS IMPROVEMENT MODEL

Results of the recent Student Satisfaction Inventory (Exhibit 2.2.2.1) conducted this fall indicated that Safety and Security (satisfaction rating of 3.89 out of a possible 7 points) was the primary concern of our students, and that much of the low rating on that item was due to the perceived inadequacy of parking facilities. This information has been shared with persons and groups currently involved in developing Shoreline's Master Plan and will be considered in the planning process. Further results on the Student Satisfaction Survey show that students rated their satisfaction with Instructional Effectiveness the highest out of 11 indicators (5.04) and Student Centeredness (4.94) the second highest. Such ratings are indicative of our Strategic Plan Core Values of Academic Excellence and Support and our Strategic Directions of Teaching, Learning and Academic Excellence.

Such data are presented throughout the College at various governance committees, including meetings of the Board of Trustees, Strategic Planning, Instructional Services Council (ISC), Institutional Effectiveness Committee, and Student Government as well as academic, divisional meetings. It informs us of areas to examine such as Academic Services (4.28) and Campus Support Services (4.55). We believe the low rating regarding Academic Services

vides analysis and data about professional-technical graduates and industry certification completers.

In addition to the distribution of printed copies of the strategic plan, the plans and the minutes of the committee meetings are placed on the College's intranet for review by the campus and district communities.

NET CHANGE IN STUDENTS FROM OTHER COLLEGES, 2000-2001		
COLLEGE	FALL 2000 NET	FALL 2001 NET
Bellevue Community College	24	19
Cascadia Community College	-86	-19
Edmonds Community College	-3	24
Everett Community College	8	12
Highline Community College	3	15
North Seattle Community College	-3	23
Seattle Central Community College	-8	16

Fig. 1.8 Net Change in Students From Other Colleges from 2000 to 2001

is due primarily to the renovation of our library over the past two years. The data also show that students are generally satisfied with the college. Each segment of the governance structure will review these data and make recommendations to develop strategies to address the issues as part of our continuous improvement model.

COMMUNICATING EVIDENCE OF EFFECTIVENESS

The College uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its publics. Each year an Annual Report: Implementation of the Strategic Plan is published and distributed throughout the college and community; it is a comprehensive analysis that itemizes the actual outcomes of the plan to assess how well we have implemented our goals. (See Exhibit 1.2.1, 2001 Annual Report.) In addition, the college publishes an annual "Work Ready" Report (Exhibit 2.2.4) for our professional-technical programs. Also distributed widely to the campus and business communities, this document pro-

The institutional research office provides comprehensive data on class and program enrollment, grade distributions, distance learning trends, demographic and degree/certificate data by program, employee data, FTEF and FTES ratios on the campus-wide network drive, and is available to faculty and staff for analysis of their courses and programs. Because not everyone has the time and technical expertise to be able to access the information, and to analyze it correctly and effectively, we need better communication of the resources and how to access them.

RESEARCH

Research at Shoreline Community College is aligned closely to the College's Strategic Plan. Both our institutional and academic research efforts are founded on the College's Core Values. Adequate resources have been allocated for the gathering of the appropriate data; however, designated time and personnel to analyze the information for potential impact should be increased.

Institutional Reseach

The College has a full-time Director of Institutional Research on President's Staff who provides a wide array of helpful information on classes, divisions, enrollment studies, and transfer rates, among other data. The IR Director divides time between assisting faculty and staff with individual and group research and assessment efforts, and developing larger scale data analysis sets for campus-wide use. The latter material is maintained on a network drive which is accessible by all faculty and staff. Available data and access procedures are described in Exhibit 1.2. Examples include:

- Four-year degrees and performance levels attained by SCC transfer students (currently limited to the University of Washington, but soon to include additional four-year institutions)

- Employment and wage data for former SCC professional-technical students

- Enrollment histories and projections

- Student and employee survey results

The IR Director has presented several data access and analysis workshops both for campus-wide professional development and for individual academic divisions. While substantial progress has been made, additional effort is in order to involve more employees in data-based decision making and to improve the quality and usability of available data.

Recent data compared the net differences in student transfers from other local two-year colleges in the state. (See Figure1.8.) The figure demonstrates that last year's loss of 86 students to Cascadia has lessened over 60%. From last fall to this fall, we have been gaining students or transfers from schools from which we had previously gained fewer or to which we had lost students. Such data provides signs of enrollment recovery for the College and is a quality indicator of the overall excellence of the College.

Institutional research, such as our Noel-Levitz Institutional Priority Survey for staff and the Student Satisfaction Survey, focus on diversity, excellence, student success and support. The data collected from the survey indicate our supportive environment for students and employees and the academic excellence they find in the classroom. (See Exhibits 2.2.1.1 Institutional Priority Survey, 2.2.2.1 Student Satisfaction Survey, and 2.2.2.2 Additional Campus Survey Questions.)

Academic Research

Major academic research efforts for the College are related to our federal grants, such as the FIPSE grant Faces of Our Community, Connecting Through Story. This particular grant effort ties directly to the College's vision of being a dynamic center for lifelong learning and cultural enrichment, and addresses its mission of collaboration with its diverse community.

In October of 2000, the College received a three-year $427,361 project award from the Fund for the Improvement of Post-secondary Education (FIPSE) from the U.S. Department of Education. The central focus of this grant is to design new associate degree avenues and educational opportunities for immigrant and first-generation students. By using story to learn about our culturally rich community, we hope to deepen our knowledge of our community, broaden the curriculum and reposition these potential students as providers of cultural information that all of us need for full engagement as citizens. Core Values such as Access, Collaboration, Diversity, and Innovation are inherent in this three-year project.

A faculty member involved in the project sponsored several sessions on and off campus for immigrant community members to tell their stories. In addition to annual reports assessing this project, a community advisory group and an advisory group comprised of faculty and staff throughout the college will advise as an ongoing part of the project. Additional details on this project are available under Exhibit 2.38.

Other Research Efforts

In continuing support of the Core Value of Diversity, the President has requested a series of presentations from key staff. These included the Director of the Woman's Center, the Dean of Humanities, Director of the FIPSE grant, Dean of Intra American Studies and Social Science, Coordinator of Disabilities, Director of International Programs, Director of Essential Skills, and the Director of the Multicultural Education and Diversity Center. Information presented is being used to develop a set of recommendations that will assure that the Strategic Direction of Diversity in the College's Strategic Plan has an ongoing dialogue for continuous improvement.

In January 2001, through a grant from the Office of Refugee and Immigrant Affairs (ORIA), the college hired a Director of Essential Skills and Academic ESL. This grant project honors Core Values such Access, Diversity, and Student Success. ORIA also provides funds for the college to provide comprehensive assessment and placement for our non-resident immigrant speakers of English. Funds are used to support a full-time support faculty advisor who assesses and places students appropriately into English as a Second Language courses or other ESL courses.

This fall the College received a $100,000 Skill Standards grant from the statewide Professional-Technical Instructor Skill Standards Project to develop state-of-the-art professional development coursework and support for its professional-technical college instructors and others. These courses will assist faculty in achieving their required certification and address the Core Values of Innovation and Academic Excellence

Other projects include the Biotech/Biomedical Skill Standards in Standard Two, Section A.3.and the Transportation Technology Skill Standards Project (in Standard Two, Section A3.)

STANDARD ONE ANALYSIS

AREAS OF STRENGTH

The College feels it has achieved its goals in relationship to its commitment to institutional planning and shared governance, the quality of the faculty and staff and their commitment to students, the infrastructure for information, its public service and commitment to partnerships.

Commitment to Institutional Planning, Shared Governance

Shoreline Community College has a strong commitment to its strategic and institutional planning processes. A shared, inclusive governance system is evidenced by faculty, student and staff representation on most governance groups/committees and their inclusion in major College efforts. The College has maintained a definite commitment to student involvement in campus governance. Students are voting members of the Strategic Planning Committee and other governance committees. There is a participatory environment that

extends into the community, and a feeling of acceptance of the College by the community.

Hard working dedicated staff who are student and excellence centered

The College's primary strength is its faculty and staff. Emphasis is placed on hiring the best people to fill positions at all levels, and on using evaluation results for continuous improvement.

Excellent infrastructure for making information available Selected data is available in prominent areas of the campus, and information is readily available on the Web as a resource. Several campus listservs are available and actively used. We are a leading networked campus, and essential support personnel are linked/wired to the resources. In addition to the resources on the campus-wide network drive and our daily online Day-at-a-Glance and weekly Net News, the campus can access institutional data on the College intranet, including information about instruction, the Business Office, Human Resources, and Governance.

Strong public service commitment and community partnerships

With its strong internal sense of institutional history, the College has consistently been responsive to the needs of the local culture and community. Our extensive public service efforts clearly show that we are a college that cares about its community and takes action to work within the community.

This is demonstrated through our commitment to working with at risk and academically gifted students, the care and beauty of the campus, and the institutional commitment to the diversity program. SCC has developed community and industry partnerships that benefit the college and the community including those with the Puget Sound Center, our strong and growing International Program, the automotive program, the CEO program and other state and county collaborations.

Strong curriculum with a solid commitment to multicultural education

Shoreline's curriculum addresses all part of our strategic plan. It is broad and deep, providing for many choices within certificates and degrees. It provides access to at-risk populations, supports innovative learning programs and strategies, and rigorously assesses for academic excellence and student

success. The College has excellent academic programs and a diversity of excellent professional technical programs. The College sustains rigorous requirements for approving courses through the Curriculum Committee. Our commitment to multicultural education is evidenced by degree requirements, a curriculum master course outline template delineating multicultural outcomes, and curriculum transformation efforts toward diversity.

Strong Planning and Assessment Processes
The College has well developed, multi-faceted assessment processes such as triennial evaluations, the Curriculum Committee, the Program Planning and Assessment process, and external reviews.

Commitment to Student Success
The College has excellent instructional programs as well as excellent student services, advising/counseling, and administrative support. Student Government is viable and active on the campus. The Student Success Committee serves as an essential part of the governance structure, continuously reviewing student success and making recommendations for change and improvement.

AREAS OF SIGNIFICANT PROGRESS

Improving Communication/Information Gathering Processes
While the college recognizes its leadership as a networked campus with a rich cache of information, we also recognize that sometimes it is difficult to get to the information we want because of the complexity of our intranet and the website. While we have systematically allowed for more data to be available to the campus, navigating to it is often found to be cumbersome. Our website is textured and layered. Efforts are currently underway to redesign our website and streamline access to information.

Community and Industry Partnerships and Marketing
While the college has a rich history of partnerships with its community, fluctuating economic conditions and the college's goal to be more self-sustaining require more industry and community partnerships to help sustain our current levels of service. More partnerships that are mutually beneficial need to be established to meet our strategic goals of access and excellence. We are getting better at our marketing efforts and plan to sustain or increase our current enrollment and service levels.

AREAS FOR GROWTH/IMPROVEMENT
The College is aware that the following areas need improvement to meet all of its strategic goals.

Better analysis of data is needed. Our twenty-year old computer-based data system inhibits full access to data elements, and does not provide a useful relational database. The College has concern about maintaining and staffing the CIS system.

Not only do we have a more diverse population of students with different needs, we also have had a great deal of faculty and staff turnover. Each year we have to invest our resources in development and training, and in reinventing the strategic planning process. There is a perceived change in the culture of the institution and some sense of loss related to that change.

More effective patterns are needed for communicating decisions. Some students and staff are not aware of how certain decisions are made. Communication modes already in place are not always effective; not everyone is able to access web information, and our online communication modes are not readily available to all components of the campus, particularly students and part-time faculty. Lag time between recommendation and implementation make it difficult to track progress. The College would like an online global listserv and bulletin board, for example, as well as improved communication with part-time faculty and students

The governance structure not as effective as it might be. Faculty and staff respond to governance assessment questionnaires with complaints of too many meetings, too many forms, and duplication of efforts. Our processes can be cumbersome and convoluted, such as our time schedule production process. Some faculty, especially in the professional technical areas, have stated in various forums on governance that they have limited opportunities to participate in the governance process, because meeting times often conflict with teaching schedules and professional technical faculty have different workload demands than academic faculty.

Faculty and staff express feelings of stress related to enrollment decreases and the resultant budget pressures affect many aspects of College function. Budget restraints dominate College services and activities and personnel. Clearly resources are not

sufficient to meet all of our strategic goals and focus areas. The fluctuating regional economy has impacted the College's ability to find the necessary resources to sustain all of our efforts.

The process of budget resource allocation has changed over each of the past five years. This process needs to be stabilized, and to be communicated clearly and consistently to all elements of the institution.

Educational Program and Its Effectiveness

INTRODUCTION

Widely recognized for its academic quality, Shoreline Community College offers a rich complement of transfer, professional/technical, basic skills and continuing education programs to over 15,000 full-and part-time students each year. The Associate in Arts and Sciences Academic Transfer Degree allows students to move seamlessly to most colleges and universities within the State of Washington, including the University of Washington. The college also administers more than 50 associate degree and certificate professional/technical education programs, and provides continuing education opportunities in many different subject areas.

GENERAL REQUIREMENTS

The majority of SCC's educational program is offered on the main campus, which supports almost all of the professional-technical programs and the academic transfer offerings. Shoreline's Lake Forest Park satellite campus, The Northshore Center, provides computer certificate programs and selected academic transfer courses, as well as customized training to address the demands of the information technology industry and other regional employers.

Figure 2.1 provides a list of additional instructional programs found in the Workforce and Economic Development area of the College. Figure 2.2 provides a list of instructional program areas organized by instructional unit. Figure 2.9 (located on pg. 30-32) lists all current professional technical programs offered at Shoreline; asterisks indicate programs added during the last five years.

Figure 2.3 is a listing of all programs that are currently on inactive status. It displays these programs in two categories: Intermittent Inactive Status and Inactive Status. The intermittent status is a listing of programs that are inactive

for a short period of time and can be activated when the need arises. The inactive status is a listing of programs that may be permanently removed from the college's offerings. The Washington State Board for Community-Technical Colleges (WSBCTC) allows the community and technical colleges to hold programs in this status for a designated period before the program is permanently removed.

RESOURCES FOR TEACHING AND LEARNING (2.A.1)

Scheduling for Student Needs

The majority of instructional offerings are provided at traditionally high-demand times, with peak hours between 7:00 a.m. and 1:30 p.m. on weekdays. Divisional deans and faculty responsible for schedule development in each program area plan an instructional schedule to meet projected student needs, then monitor course-by-course enrollment throughout the registration periods, adjusting the schedule via additions and cancellations to match student demand. Special attention is given to program sequencing, ensuring that courses are offered in the quarter needed for students to make progress toward degree and certificate completion. Guidelines for course cancellation ensure that even low-enrolled sections are retained if they are essential to timely student progress.

The Instructional Services Council reviews enrollment and application data on a continuous basis, and coordinates overall instructional offerings to meet projected student needs. For example, during

WORKFORCE AND ECONOMIC DEVELOPMENT INSTRUCTIONAL PROGRAMS	
WED	Career Education Options (high school drop-out program)
	Continuing Education/Community Service
	High School Completion (adult basic education)
	Running Start (high school students taking college courses)
	Worker Retraining (support for laid off workers)
	Workfirst (support for parents on welfare or who are low income)

Fig. 2.1 WED Programs

ACTIVE PROGRAMS BY INSTRUCTIONAL UNIT

Business Administration	Accounting Business Administration Business Technology Computer Information Systems Cosmetology Purchasing
Health Occupations and Physical Education	Dental Hygiene Dietetic Technology Health Care Information Medical Lab Technology Nursing Physical Education
Humanities	Academic Skills Center ABE, ESL, GED Art, VCT Drama, Cinema English, Communications (Journalism/Mass Media) World Languages Humanities Music, MIDI Speech Communications

Intra-American Studies and Social Science	Education Women's Studies
	History Multicultural Studies
	Geography Sociology
	Political Science Anthropology
	Economics Psychology
	International Studies Philosophy
	Intra-American Studies Criminal Justice
	American Sign Language Parent Education
	(Clustered with World
	    Languages)
	Speech-Language Pathology Assistant (New
	    program approved in February 2002)

Library/Media Center	Distance Learning (also listed under Technology Support Services) Library Media Center
Science	Biology and Biological Technology Chemistry and Chemical Technology. Computer Science and Mathematics Engineering, Engineering Technology and CAD/Drafting Environmental Science and Environmental Technology Geology Mathematics Learning Center Oceanography Physics and Astronomy
Automotive and Manufacturing Technology	Automotive CNC Machinist Training, Industrial Technology, Manufacturing Engineering CNC Precision Metal Fabrication

Fig. 2.2 Active Program by Unit

the 2001-02 academic year, the ISC noted that low enrollments in afternoon sections were resulting in a high cancellation rate; lack of a full program of offerings in this time period was identified as the most likely cause of low enrollment, and a subgroup of the ISC met to plan a new afternoon schedule. This scheduling pattern is designed to enhance our late day offerings to enable a student to complete a degree program entirely in the afternoon/early evening time span. This allows us to further maximize the use of classrooms that were historically not used during those times, and to meet the needs of a different group of potential students. The Council will continue to monitor enrollments and cancellations for afternoon sections to determine whether this change better matches student needs.

Shoreline Community College is dedicated to providing quality education at times most convenient to students. For Fall Quarter 2001, there were 27 courses held at non-traditional times. These included weekend, fast-track or credit express, and JumpStart courses. The fast-track courses are completed during the quarter in approximately half the timespan of a traditional ten-week class. JumpStart courses are held prior to the start of the quarter. Figure 2.4 shows the number of students enrolled and number of FTEs generated in these courses.

These data show that we are averaging our desired student:faculty ratio of 22:1 in our non-traditional offerings, with the exception of the JumpStart courses. JumpStart courses are valuable since they provide opportunity to complete prerequisites before the

INACTIVE PROFESSIONAL/TECHNICAL PROGRAMS			
	INTERMITTENT INACTIVE	INACTIVE STATUS	TYPE OF PGM
Chemical Dependency Counselor		X	AAAS
Chemical Technology		X	AAAS
Child Care Management		X	Certificate
CIS: Web-master Dev.	X		AAAS
CNC Manufacturer	X		Certificate
CNC Prec. Metal. Fab. II	X		Certificate
CNC Prec. Metal Fab.	X		AAAS
CNC Prec. Metal Fab. I	X		Certificate
Corrections	X		Certificate
Dietetic Assistant	X		Certificate
Fashion Design & Manufact		X	AAAS
Human Devel. Senior Cit.		X	Certificate
Human Development		X	AAAS
Integrated Technology		X	Certificate
Marine Biology Tech		X	AAAS
Marine Sci Technology		X	AAAS
Medical Transcription		X	AAAS
Oceanography Tech		X	AAAS
Private Security	X		Certificate

Fig. 2.3 Inactive Professional/Technical Programs

quarter begins, allowing students who are lacking only one or two prerequisites to begin their course of study on time. Figure 2.5 shows the number of students enrolled and number of FTEs generated in evening courses on the main campus. Figure 2.6 shows our Northshore offerings. Course cancellation guidelines allow evening and Northshore offerings to run at lower student:faculty ratios, so that students in these alternative offerings will be able to make progress toward their goals without excessive disruption due to cancellations.

The College is also responding to student needs by expanding its offerings in distance learning and hybrid instructional formats. Strategic directions of the College include upgrading technology and increasing educational opportunities for students via distance learning courses. Shoreline's instructional technology coordinator provides assistance to faculty wishing to develop online instruction. Approximately 50 courses are currently offered online with more planned for the next academic year. In accordance with the faculty collective bargaining agreement, the College supports the development of five new online courses per year, if funds are available. Most distance learning students at Shoreline are also enrolled in traditional on-campus courses; the College has set a goal of offering all courses needed to complete a direct transfer associate degree in the online format, and is working toward providing professional technical degrees and certificates online as well. See the section addressing Policy 2.6 later in this document for additional information on online offerings.

Physical Resources
Physical resources available to support the educational programs are described in Standard 8. Currently available physical resources meet basic standards of adequacy for the College's educational programs, and are being used effectively to support instruction. Given the current enrollment growth and changes in both technology and pedagogy, the College will need to continue developing its physical resources. The College is now engaged in a major facilities master planning effort, identifying both current and future needs and establishing priorities for improvement. The instructional program is a center of focus for physical resource planning, and it is anticipated that the master planning process will result in substantial improvements in quality and quantity of instructional space.

The main campus houses the majority of the College's programs and activities. The Northshore Center, located in the Lake Forest Park Towne Center, with eight computer classrooms and administrative space in 9,200 square feet, houses many contract and continuing education classes, as well as providing classroom space for regular credit courses. The Center's instructional space was recently renovated, and provides an attractive, up-to-date learning environment, a valuable adjunct to classroom space on the main campus.

STUDENTS IN NON-TRADITIONAL SCHEDULES					
SCALE	# SECTIONS	# FACULTY	# ENROLLED	# FTE'S	STUDENT TO FACULTY
Credit Express	14	14	318	40.54	22.71
JumpStart	8	8	152	44.12	19.00
Weekend College	5	5	114	30.60	22.80

Fig. 2.4 Students in Non-traditional Schedules

Human Resources

Shoreline Community College employs approximately 148 full-time faculty. Of these, 42 or 28% are on tenure track and are considered probationary faculty, with the remaining 106 or 72% being tenured faculty. The College employs approximately 319 part-time faculty, making the ratio of part-time to full-time faculty 2.16:1. In addition, nine faculty are on temporary contracts, such as pro-rata (2/3) contracts, and those replacing faculty on sabbaticals. Considering there are over twice as many part-time as full-time faculty, there is an increased workload for many full-time tenured faculty. In addition to advising students and serving on governance committees, tenured faculty sit on each Appointment Review (tenure) Committee.

The degrees and experience of faculty are appropriate for the areas in which they teach. The College requires a master's degree in the area of instruction for all academic transfer programs and equivalent education and experience for those who teach in Professional Technical programs. Faculty degrees and experience are addressed more completely in Standard Four.

The college employs approximately 197 classified staff and 28 administrative executive managerial staff. The Program Planning and Assessment reports completed on a biennial basis for each instructional program include evaluation of staffing and requests

MAIN CAMPUS FALL QTR 2001 EVENING CLASSES	
ALL CLASSES	NO.
No. Sections	162
No. Faculty	126
No. Enrolled	2,791
No. FTE's	630
Student:Faculty	22.15

Fig. 2.5 Main Campus Fall Qtr 2001 Evening Classes

for changes in staffing. Staffing changes for instructional units are considered for the campus as a whole by the Vice President for Academic Affairs, with the advice of the Instructional Services Council. Recommendations to create new positions and fill vacancies are reviewed by President's Staff and the President, with final approval of hiring of administrators authorized by the Board of Trustees. Final approval for faculty and classified hiring is delegated to the President.

Financial Resources

Funding for Shoreline Community College is primarily from the State of Washington. Legislative funding is dependent on enrollment and does not meet most identified needs of the College. After evaluating its needs and determining that outside support was essential, the College inaugurated the Workforce and Economic Development Department. This department coordinates the College's efforts to seek external funding sources for a variety of its programs and activities. Recent efforts have focused on responding to Requests for Proposals (RFPs) from the State of Washington, seeking grants for program development and capital needs, and developing partnerships with businesses in the community. State grant funds have been received to support high demand program areas, and the College has received major federal grants from the National Science Foundation and the Fund for the Improvement of Post-Secondary Education. The College will continue to seek support from alternative funding sources, as it shifts from a state-funded to a state-supported institution. Financial resources are addressed more fully in Standard Seven.

GOALS AND MISSION (2.A.2)

Shoreline Community College operates in a changing environment, and strives to be responsive to regional and community needs. These efforts are guided by the comprehensive strategic planning process, as described in Standard One. Annual reports are published to show the College's progress in accomplishing its strategic plan.

NORTHSHORE CENTER FALL QUARTER 2001 OFFERINGS	
# ENROLLED	# FTE's
958	133.13

Fig. 2.6 Northshore Center

The Program Planning and Assessment (PPA) Report is an internal procedure, completed by all programs on a biennial basis. A significant aspect of the PPA process for instructional units is identifying their role within the College mission. During this process, programs are charged with:

1) critically reviewing and analyzing various parameters,
2) ensuring that their mission is consistent with the Strategic Plan,
3) looking at changes and trends in students served,
4) devising criteria and methods for measuring the effectiveness of their program, and
5) examining program strengths and weaknesses.

The programs also set goals and objectives for the next biennium. A standard set of program performance data is available on the shared network drive for program use in this assessment process, and the Director of Institutional Effectiveness is available to assist with data gathering and data interpretation. Over time, this program evaluation process is showing significant improvement as faculty and staff learn to use available assessment data for effective program evaluation and planning.

In addition to the PPA process, Professional/ Technical programs also participate at least once every three years in an External Review process in which an independent external team reviews the program. Approximately one-third of the programs are reviewed yearly. SCC began this external process in 1997. Between 1997 and 2000 twenty-seven professional-technical programs were reviewed. The College began the second complete round of program reviews in Fall 2000 and is now into the second year of this three-year cycle.

During the 2000-01 academic year, assessment feedback from division deans and program faculty indicated a need for revision to the external review process. Therefore, in January 2002, the College hired a new consultant to provide a revised approach. The Review Consultant, who meets with the program faculty, the appropriate division dean, and the Dean of Professional Technical Education, explains the procedure and identifies potential team members. The team normally consists of an advisory committee representative, a former graduate, and industry representatives. The team is provided with an overview of the curriculum, planning and evaluation materials, information about other area college programs, and the State and National Occupational forecast data. From this information, and from meeting with faculty, students, and visiting classes (if possible), they address whether the program is relevant, if it successfully prepares students for viable employment, and whether the college provides appropriate support. The committee reviews the mission of each program. They look at qualifications and experience of faculty to ensure they are current in their field. Lastly, the committee suggests changes that would strengthen the program. Supporting documents for the process can be found in the Office of Professional-Technical Education and are available as exhibits. Preliminary reports from the programs reviewed indicate that this revised process is providing more useful feedback for program improvement.

In addition to the aforementioned procedures, some Professional/Technical programs have a specialized accreditation, which requires them to meet standards set by an outside accrediting agency. The Dental Hygiene Program, Dietetic Technology Program, Health Information Technology Program, Medical Laboratory Technology Program, Nursing Program, and the Automotive Program all have external specialized accreditation. The College takes the challenge of meeting these national standards very seriously. For example, when the Dietetic Technology Program was placed on warning during its most recent external review, the College responded by providing support to the program director to assist her in correcting the identified concerns. This improvement process has been completed, and the College expects that this program will move from warning to full accreditation status by Fall Quarter 2002.

Both of these professional-technical assessment processes, external review and specialized accreditation, regularly result in program change and improvement, based on assessment and analysis.

PROGRAM DESIGN (2.A.3)
To support excellence, a core value at Shoreline Community College, all programs, whether professional-technical or academic transfer, demonstrate a coherent design and sequencing of courses with each

subsequent course providing the foundation laid by the preceding course. This supports learning success in the core academic and professional technical programs for all students.

Design Processes

In the professional technical programs, the College uses the DACUM (Developing a Curriculum) process to better define new and emerging programs, and to identify skill standards for curriculum development. In the past four years, eleven programs have engaged in the DACUM process: Education, Manufacturing, Computer Information Systems/Business Technology, Web Developer-Design, Web Developer-Programming, Machine Maintenance, Clinical Assistant, Music Technology-Midi & Performance, Music Technology-Audio/Digital, Automotive Maintenance, and Environmental Technology. Reports are available in the Office of Professional-Technical Education.

In the college transfer programs, many recent changes in curriculum design have been related to the College's new general education requirements. During Fall Quarter 1999, the Vice President for Academic Affairs appointed a General Education Review Committee to review the general education core outcomes. In Spring 2001, the committee recommended changes in the core to ensure breath and depth in the learning process, and to help all students synthesize and integrate knowledge and skills for learning. All students, whether in a professional-technical or transfer track, are held to rigorous academic standards in the core requirements of their programs or degrees. The general education core of oral and written communication, quantitative analysis, information literacy, multicultural understanding, and global awareness is available to all degree-seeking students at Shoreline. In addition to their work in multicultural education, communication and quantitative reasoning, professional/technical students are required to complete a course that meets the human relations requirement, as well as the specialized coursework for their program area. Graduates from professional/technical programs complete fifteen to thirty-three credits in general education and related instruction.

The new and revised general education outcomes are currently in the process of being implemented. Master course outlines and course syllabi are being revised to reflect the new student learning outcomes. During the 2001-02 academic year, faculty working groups have studied various means of assessing stu-

dent performance on the new outcomes. Based on their work, the 2002-03 Curriculum Committee will review Shoreline's program, degree and certificate requirements, bringing them into alignment with the new general education outcomes. Figure 2.7 lists the former general education outcomes and Figure 2.8 lists the new general education outcomes for comparison.

The Curriculum Committee, which meets on a bi-monthly basis, is composed of faculty from all instructional divisions of the College, including both academic transfer and professional-technical program areas. This committee reviews all new programs, new or revised courses, and new or revised career planning guides for content, coherence of design, depth, breadth, and sequencing of courses. Courses are reviewed for specific course outcomes, course content, assessment processes, and applicability to general education outcomes. Other course details, such as credits, pre-requisites, new library or media needs related costs, are also reviewed. When a course is developed, it is assigned a CIP Code (Classification of Instructional Programs) from the approved state coding system. Each CIP Code for professional/technical program courses has a corresponding Educational Program Code (EPC) that also is consistent with program content. Content to be covered, intellectual skills, the creative capabilities and the methods of inquiry to be acquired; and if applicable, the specific career preparation competencies to be mastered are a part of the CIP Code descriptions, as provided by the State Board for Community and Technical Colleges.

College Transfer Program

The transfer program at Shoreline Community College has earned a long-standing reputation of academic excellence. Maintaining high standards for student performance across the curriculum, the rigorous course of study required by SCC transfer degrees provides excellent preparation for students. The main purpose of the program is to prepare students for transfer to a baccalaureate degree program at another college or university. These may be transfer students, planning to complete an associate-level degree in preparation for transfer, or taking only a few courses at SCC in preparation for entry into a baccalaureate-granting institution. They may also be reverse transfer students, who have already attended a four-year college or university, but are returning to the community college before resuming studies at the baccalaureate level.

FORMER GENERAL EDUCATION OUTCOMES

SKILLS	Competence in communication, quantitative reasoning, critical thinking and social functioning skills.
Communication	1) Read, listen and interpret, and communicate through spoken or written forms of Standard English. 2) Recognize and critically examine attitudes and values expressed by others in oral and written form. 3) Interpret and/or create appropriate visual and auditory representations complementary to the ideas expressed in language.
Quantitative Reasoning	1) Apply principles of mathematics and logic to understanding and interpreting quantitative information and problems.
Critical Thinking	1) Acquire and understand information using observation, interpretation, and speculation. 2) Process and draw conclusions from information using observation, analysis, interpretation, speculation and evaluation. 3) Identify problems and engage in problem solving using alternative answers. 4) Learn new skills, new technologies and develop new ideas. 5) Use basic research methods and apply current technologies to retrieve, evaluate and use information.
Social Functioning	1) Understand and be open to different viewpoints and behaviors. 2) Understand gender and cultural differences and adapt to multicultural settings. 3) Demonstrate cooperation and teamwork in relating to and working with others. 4) Apply knowledge of leadership skills and examine awareness of personal strengths and weaknesses as a leader. 5) Demonstrate civic, social and environmental responsibility appropriate
KNOWLEDGE	Competence in the principles inherent in the general education curriculum and awareness of the natural, social and cultural environment.
Natural Environment	1) Understand the methods and principles of scientific inquiry, and its technological contributions and impact on humans and their environment.
Social and Cultural Environment	1) Understand human responses to historical issues, ideologies, and events. 2) Understand the philosophies of organized societies. 3) Understand and demonstrate an awareness of the implications of the growing global interdependence of diverse societies and cultures. 4) Describe the value in the aesthetics of the arts across time and cultures.
Wellness	1) Demonstrate an awareness of the implications of sound health practices.
ATTITUDES AND VALUES	Competence in the capability for self-direction.
Attitudes	1) Function effectively under conditions of ambiguity, uncertainty and conflict.
Values	1) Identify personal values and cultural mores and employ these in ethical decision making.

Fig. 2.7 Former General Education Outcomes

2001-2002 GENERAL EDUCATION OUTCOMES	
QUANTITATIVE REASONING	Students will demonstrate college-level skills and knowledge in applying the principles of mathematics and logic.
COMMUNICATION	Students will read, write, speak in, and listen to college-level English. Effective communication incorporates awareness of the social nature of communication and the effects of ethnicity, age, culture, gender, sexual orientation and ability on sending and receiving oral, non-verbal, and written messages.
MULTICULTURAL UNDERSTANDING	Students will demonstrate understanding of issues related to race, social class, gender, sexual orientation, disabilities and culture and the role these issues play in the distribution of power and privilege in the United States.
INFORMATIONAL LITERACY	Students will access, use and evaluate information in a variety of formats, keeping in mind social, legal and ethical issues surrounding information access in today's society.
GENERAL INTELLECTUAL ABILITIES	Students will think critically within a discipline, identify connections and relationships among disciplines, and use an integrated approach to analyze new situations.
GLOBAL AWARENESS	Students will demonstrate understanding and awareness of issues related to, and consequences of, the growing global interdependence of diverse societies by integrating knowledge from multiple disciplines. Students will describe how social, cultural, political, and economic values and norms interact. Note: A more detailed version of this is in the MCO template.

Fig. 2.8 2001–2002 General Education Outcomes

The transfer curriculum is designed around a general intellectual framework that adheres to agreements between Washington State community colleges and participating transfer receiving institutions, in compliance with Intercollege Relations Commission (ICRC) guidelines. In addition to core coursework in communication and quantitative reasoning, these students must complete distribution requirements in the humanities, sciences and social sciences. Because diversity is a core value of Shoreline Community College, SCC also requires a multicultural education course for all transfer degrees, and an additional Intra-American Studies course for its Associate in Arts - Option A degree.

Although the College no longer requires completion of interdisciplinary coursework for its transfer degrees, study across traditional academic subject areas is still a strong, vibrant element of the SCC curriculum, with many Interdisciplinary Studies

Program courses (ISPs) offered each academic year. Faculty from various disciplines are encouraged to work together on ISPs in team-teaching or guest-instructor formats; the College supports these courses by compensating faculty for the additional workload and by setting more flexible enrollment guidelines to protect these sections from cancellation.

Shoreline serves approximately 4500 students each year with the declared intent of transfer to a baccalaureate-granting institution. The University of Washington has been SCC's traditional transfer receiving partner, and that institution continues to receive the majority of our students who go on to pursue baccalaureate degrees. For this reason, the SCC transfer curriculum often mirrors the lower-division curriculum at the University of Washington, in order to facilitate a smooth transfer between the two institutions. Data on completion rates and grade point averages indicate that SCC students do as well

at the University of Washington as do students originally admitted there for the freshman year. Although this performance is certainly more than adequate, Shoreline's historical data show that our transfer students used to perform significantly better than those who began their studies at the University; regaining that performance standard is currently a goal for SCC's transfer program.

Each program within the college transfer areas participates in continuous assessment and improvement through the College's strategic planning process. Each program's faculty works with the division dean to prepare a biennial Program Planning and Assessment (PPA) report, including analysis of key performance measurement data, assessment of meeting prior goals, and goal setting for the next planning period. Budget development occurs in the alternate years, based on the assessment and planning contained in the PPA.

Professional/Technical Programs

The College provides more than 50 associate degree and certificate programs in professional/technical education programs. Many internship opportunities are available to enhance learning and provide students with employment opportunities. Shoreline Community College is recognized nationally for the quality of its automotive, nursing, biotechnology, and dental hygiene programs. The workforce development programs have repeatedly received national and international attention. The U. S. Department of Labor and the American Association of Community Colleges recognized Shoreline as having the best Welfare-to-Work training program in the country and Washington's governor gave a financial award to the College's Welfare-to-Work program as the best in the state. In addition, many of the professional/technical programs work with local colleges and universities to develop transfer opportunities for students desiring a baccalaureate degree.

A federal inventory of occupations provides the College with a degree designator that is consistent with program content. For some professional technical programs SCANS Skills, as well as Cooperative Education are included with the previously mentioned CIP codes information in course planning. An inventory of all training programs, which is continually updated, is kept on campus with the deans, academic advisors and at the SBCTC. Current professional-technical program descriptions are included

in the college catalog. In addition, professional-technical career planning guides for all programs can be found in the Professional-Technical Handbook. Figure 2.9 is a listing of Shoreline's professional technical degrees and certificates, with asterisks marking those added during the past five years.

TYPES OF DEGREES AND CERTIFICATES (2.A.3)

Associate in Arts and Sciences (AAS) Degree

The AAS Option A, the traditional transfer degree, requires 93 credits and fulfills all or most General University Requirements for Washington colleges and universities (except University of Puget Sound and Whitman College). Program Planning Sheets for the transfer degree outline the required coursework, including the general education core Curriculum and distribution requirements. The degree allows opportunity for selecting electives according to student interests, and can be tailored toward a specific major at the student's intended transfer receiving institution. The AAS Option B requires 90 credits, and is designed to meet the specific general education and major requirements of a specific transfer college or university. It allows the student to customize a program for a specific intended major, but does not guarantee meeting the General University Requirements of the receiving institution. Students must meet the General Education Core Requirements for Shoreline to complete the AAS Option B degree.

Associate in Science (AS) Degree

The AS degree is designed to allow the student to combine General University Requirements with the basic courses for a science major. The student who completes an AS degree will not have completed all the General University Requirements of the receiving transfer institution, but a statewide agreement provides that the distribution requirements completed as part of the AS degree will count toward the degree at the participating institution.

There are two tracks within this degree: AS Track One and AS Track Two. Each is designed to meet the needs of transfer students within a particular area of science Planning sheets guide the students in their choice of Track One or Track Two, and assure that they have the necessary requirements for this specialized transfer degree. The AS degree was added to the College's degree inventory within the last five years.

PROFESSIONAL/TECHNICAL PROGRAM DEGREE/CERTIFICATES			
PROGRAM OFFERINGS (* new programs since 1997-98)	AAAS	CERTIFICATE B	CAREER LADDER SHORT TERM CERTIFICATES (A)
Accounting	X	X	
Accounting Clerk *			X
Accounts Receivable/Accounts Payable Clerk *			X
Automotive Business Operations *		X	
Auto Service Technology	X		
Chrysler CAP	X		
General Motors ASEP	X		
American Honda PACT	X		
Toyota T-TEN	X		
Beauty Salon Management	X		
Biotechnology	X		
Business Administration	X		
General Business	X		
International Trade & Business *			X
Marketing *	X	X	
Purchasing Management	X	X	
Retail Management *	X		X
Small Business Management	X	X	
Web e-Commerce *			X
Business Technology	X	X	
Business Software Applications *			X
Microsoft software Applications *			X
Word Processing *			X
Computer Information Systems	X		
Database Management & Design *	X		
Networks *	X		X
Programming *	X		X
PC Tech Support *		X	X
Web Developer *	X	X	
Web Writer *			X
Cosmetology *		X	
Criminal Justice	X		
Dietetic Technology	X		
Dental Hygiene	X		
Education	X		
Bilingual Education *	X		
Early Childhood Education	X		
In-Home Care Provider		X	
Instructional Aide/Paraeducator *		X	
Special Education	X		
Environmental Technology	X		

Fig. 2.9 Professional/Technical Program Degree/Certificates

PROFESSIONAL/TECHNICAL PROGRAM DEGREE/CERTIFICATES			
PROGRAM OFFERINGS (* new programs since 1997-98)	**AAAS**	**CERTIFICATE B**	**CAREER LADDER SHORT TERM CERTIFICATES (A)**
Engineering	X		
CAD/Drafting		X	
Civil Engineering Technology			
Mechanical Engineering Technology			
Health Information Technology	X		
Medical Coding Physician's Office *	X	X	
Medical Coding Hospital *	X	X	
Medical Reimbursement Specialist *	X	X	
Medical Laboratory Technology	X		
Industrial Technology	X		
Manufacturing Engineering	X		
Machinist Training	X	X	
Conventional & CNC Operator *	X		X
Music Technology			
Digital/Audio Engineering *	X		
Merchandising	X		
MIDI Production	X		
Performance	X		
Nursing			
Payroll Clerk *	X		X
Phlebotomy *			X
Speech Language Pathology Assistant *	X		
Visual Communications Technology			
Art & Design Foundations *	X		X
Computer Foundations *	X		X
Computer Graphics Foundations *	X		X
Digital Interactive Media *	X		
Digital Photo & Video *			
Graphic Design	X		
Graphic/Print Production		X	
Offset Printing *			X
Marketing	X		
Web Design Introduction *	X		X
Web Development (Design) *	X		X

Fig. 2.9 Professional/Technical Program Degree/Certificates (continued)

Associate of Applied Arts & Sciences (AAAS) Degree

The AAAS is a 90- to 120-credit program of study that requires approximately two full-time academic years of study. Some highly technical programs have more than 120 credits but must have state Workforce Training and Education Coordinating Board approval for requiring exceptionally high numbers of credits. These programs prepare students for employment in specific professional-technical fields. All students must meet specific degree requirements in communications, multicultural education, and mathematics. In addition, they must fulfill the three-credit requirement in human relations in the workplace. Most AAAS degrees are considered terminal degrees, leading directly to the workplace. Some,

PROFESSIONAL/TECHNICAL PROGRAM DEGREE/CERTIFICATES			
INDUSTRY CERTIFICATION NON-CREDIT (* new programs since 1997-98)	AAAS	CERTIFICATE B	CAREER LADDER SHORT TERM CERTIFICATES (A)
A+PC Service Technician *			X
Certified Internet Webmaster (CIW) *			X
Cisco Networking Academy *			X
Microsoft Certified Systems Engineer or Database Administrator MCSE/MCDBA) *			X
Network+Network Technician *			X
Oracle Certified Professional (OCP)			X
Oracle Database Administration (DBA) track *			X
Oracle Database Business Analyst (DBBA) track *			X
Software Testing Program *			X

Fig. 2.9 Professional/Technical Program Degree/Certificates (continued)

such as nursing and dental hygiene, have articulation agreements in place that facilitate the student's progression to the baccalaureate degree.

Certificates of Proficiency
Students who complete competencies and requirements for short-term programs of less than one academic year, or less than 45 credit hours (900 clock hours) in length, are awarded Certificate A. Students who complete these certificates are assigned Exit Code 4.

Certificate B is awarded to students who complete an occupational program between 45-89 credits or between (900 to 1799 clock hours). Students who complete these certificates are assigned Exit Code 3 upon completion, in accordance with state guidelines.

Certificate of Completion
This certificate recognizes short-term preparation for work, and encompasses non-credit-industry certification, continuing education, and pre-employment training, as well as Worker Retraining and Work-Based Learning individualized learning plan students. Students who complete these certificates are assigned Exit Code 9.

CLASS HOURS AND CREDIT ASSIGNMENT (2.A.6)
Shoreline Community College operates on a quarter system, offering three quarters of approximately fifty instructional days and a summer quarter with thirty-two instructional days. During the summer quarter, individual class session minutes are expanded to

meet the same standard number of instructional minutes as other academic quarters. Figure 2.10 shows the relationship of credit to contact hours, and the number of minutes required for both summer quarter and fall, winter and spring quarters to meet established standards.

Shoreline's guidelines for awarding credit follow rules established by the State Board for Community and Technical Colleges, as listed in Figure 2.11.

High tech training is also provided at the Northshore site. Participants in this training receive non-transferable credits below the college level, which are not designed to be applied to either a degree or a one-year certificate program at SCC. They receive a certificate of completion and a transcript showing the number of credits earned and

CREDIT/CONTACT HOUR STANDARDS		
CREDIT CONTACT HOURS	MIN NUMBER OF INSTRUCTIONAL MINUTES SUMMER	STD NUMBER OF INSTRUCTIONAL MINUTES FALL, WINTER, SPRING
1	480	500
2	960	1000
3	1440	1500
4	1920	2000
5	2400	2500

Fig. 2.10 Credit/Contact Hour Standards

STATE BOARD GUIDELINES FOR CREDIT	
Lecture/Discussion (1:1)	Contact hours in which the predominant instructional mode is lecturing from prepared materials and/or discussion. Conduct of instruction is continually under the direction of the instructor. This mode requires approximately two additional hours of out-of-class assignments per classroom contact hour. In this mode, one credit is generated by each weekly contact hour of instruction. (Ten to twelve classroom contact hours, including final examinations generate one credit hour.)
Applied Learning/ Laboratory (2:1)	Contact hours in which the predominant instructional mode is individual study in a classroom, laboratory, shop, or studio. Conduct of the instruction is continually under the direct supervision of the instructor. This mode includes learning activities in laboratories, clinics, or workplaces where students receive hands-on learning experience continually supervised by the instructor. Work is normally completed in the learning environment, but may include out-of-class assignments. In this mode, one credit is generated by two weekly contact hours of instruction and approximately one additional hour of out-of-class assignments. (Twenty to twenty-four contact hours generate one credit hour.)
Work Site/ Clinical (3:1)	Contact hours in which the predominant instructional mode is autonomous study or related work activity under the intermittent supervision of the instructor. This mode includes working with or under the direction of professional practitioners. One credit is generated by three weekly contact hours of instruction. In the case of work site educational experiences, the learning activity must be based on a written agreement with the participating training provider. A one-hour per week seminar or discussion group activity is required. (Thirty to thirty-six instructional hours generate one credit hour.)
Other (5:1)	Contact hours in which minimal supervision is provided or required for work-related activities. This mode includes internships and community involvement projects. One credit is generated by five weekly contact hours of instruction. In this case, work site experiences have no related seminar or discussion activity. (Fifty to sixty contact hours generate one credit hour.)

Fig. 2.11 State Board Guidelines for Credit

pass/fail grades for each course. Credits are based on clock hours of training, and passing grades are based on both attendance and performance on course outcomes. The college issues these transcripts to meet the requirements of employers who provide financial support to employees receiving this training.

CURRICULUM APPROVAL PROCESS (2.A.7)

The process for design and approval of curriculum and channels of communication are well established and widely understood. All new course proposals, proposed changes, and additions are developed on the College's Master Course Outline (MCO) template. This document is the College's official record of a course, and was revised in 2001 to reflect the new General Education Outcomes. The approved common and cumulative learning outcomes of general education desired of all students receiving a degree from Shoreline Community College are identified in the revised MCO document. Instructors are expected to develop a curricular design that includes relevant general education outcomes that will enable students to either transfer to a baccalaureate institution or complete a professional/technical (AAAS) degree.

The process for developing new programs, making revisions and updates to existing programs, developing new courses and course revisions is initiated at the discipline or program level by faculty. Proposals are reviewed by the appropriate division's planning council, requiring first and second review at that level before going to the college-wide Curriculum Committee for consideration. Professional/technical program faculty also present all course/program proposals and course/program revisions to the program advisory committee for feedback and approval. The next phase of the approval process is the presentation of the program or course to the Curriculum Committee. The master course outline is submitted to the committee along with a Curriculum Change Form, a two-page electronic form used to follow through on recommendations made by the Curriculum Committee. These forms can be accessed by all secretaries on the College's network "P" drive or by the faculty at the Intranet website of the Curriculum Committee. The website has additional information such as the Temporary Course Approval Process, Dual Listing Policy and Procedures, Washington Online Course Approval Process and a resource entitled "Writing Learning Outcomes." A Course Coding and Approval Form is also submitted. This form is on the network "X" drive of the College and is designed to provide all course information required by the State Board for Community and Technical Colleges.

Action items submitted to the Curriculum Committee for consideration have readings at two separate meetings. The Curriculum Committee, which is advisory to the Vice President for Academic Affairs, has representation of faculty from all instructional units of the College, including Counseling and Advising and the Library/Media Center. Three instructional administrators including the Assistant Vice President for Academic Affairs serve as members of this committee. Two students, one from the Professional/Technical Program area and one from a baccalaureate transfer degree area, may serve as voting members of the committee. The Vice President for Academic Affairs and the Dean of Professional/Technical Education, attend all meetings in a non-voting ex-officio capacity.

The responsibilities of the Curriculum Committee are to review all proposed curriculum changes and make recommendations regarding the disposition of all items submitted for consideration. Individual members are required to report to their instructional units on actions of the committee and to seek from

their areas information and opinions about pending actions. Minutes and other official documents are posted on the web site for the committee and are also posted within the instructional units by members of the committee. Copies of the minutes and agenda are distributed to the Federation President, Faculty Senate President, Instructional Services Council members, the College President, Vice Presidents, and the Student Body President.

The Vice President for Academic Affairs may approve a course on a temporary basis. This process is used primarily for courses developed in response to a time-critical employer need, or to allow immediate inclusion of new curriculum in course schedules when the committee process timeline does not allow publication deadlines to be met by any other means. The course must be developed on a master course outline prior to review by the VPAA for temporary approval.

The College has a Special Topics option, which gives temporary status to a new, developing course or a course that will be offered for only a short time. The process is used primarily in academic transfer areas but is an option for professional-technical programs as well. If the discipline faculty wants to add the course to their regular ongoing curriculum beyond the two-quarter limit for special topics offerings, a complete MCO must be developed and brought through the entire course approval process.

The master course outline for each approved course and a copy of the course syllabus are submitted to selected baccalaureate transfer receiving institutions for notification of the changes or additions and to seek clarification on the transfer equivalency status of the course.

All new professional-technical programs, over 20 credits or over 900 clock hours in length, must go through an additional state-level SBCTC program approval process. The College must submit to the State Board for Community and Technical Colleges a notice of intent including the following elements: summary of program need; assessment of work-based learning/clinical sites; regional impact; development of an advisory committee; develop a program career planning guide, identification of funding resources, and approval by the advisory committee, the Dean of Professional/Technical Education, and the Vice President for Academic Affairs.

Program additions, revisions, and changes recom-

mended by the Curriculum Committee and approved by the VPAA are effective in the subsequent academic year and do not impact degree requirements of students who were enrolled in the program prior to the changes or additions.

Feedback from faculty members during the self-study process has indicated a number of areas for improvement in the curriculum review process. Not all instructional units receive regular information from their representatives, or viable opportunities to discuss proposed changes in areas outside their immediate programs; this can be particularly difficult to achieve in the larger academic divisions. Faculty have also expressed concern that proposed changes are not posted on the Curriculum website until after committee review and approval; this provides all faculty and staff with information about new curricular developments, but does not encourage their participation in the review process. In addition, Curriculum Committee members have expressed concern that not all faculty presenting MCOs are skilled in writing student learning outcomes; proposals often come before the committee in need of extensive revision to meet SCC standards for measurable outcomes, rather than undergoing this revision at the program or division level.

A number of the faculty members see the master course outline as a document that is required by the College as an official record, rather than as a useful tool to guide the instructor of a course. They find the MCO form difficult to use in creating or revising a course, and awkward to use in teaching, and tend to use the course syllabus to guide their instructional planning, rather than the MCO. Some disciplines have developed an alternative course information sheet for faculty to use as a guide in determining the important elements to include in the course and where the emphasis should be placed. The College has recently revised its syllabus policy to ensure that all essential elements are included; with the role and purpose of the syllabus having been clarified, the next step in addressing these concerns is a review of the course approval forms and process, scheduled for Curriculum Committee review in the fall of 2002. In response to faculty concerns about writing measurable learning outcomes, a resource document has been distributed to all faculty, to assist them in effectively performing this key curriculum development task. Training sessions on producing the new MCOs and writing effective learning outcomes have also been scheduled.

Dual-Listed Courses

Dual-listed courses have historically been offered at the College. These courses are taught from a single MCO, but are listed under two different discipline headings in the curriculum inventory. They were originally created primarily for the benefit of students, providing them with the option of taking a course under either discipline heading in order to meet a general education requirement or to facilitate a smooth transfer of credits to a specific receiving institution. Traditionally the dual-listed course was initially created in one instructional unit and was approved for dual-listing under the other discipline heading by the discipline faculty and planning council of that instructional unit.

Recently, some dual-listed courses have become quite controversial and problematic, with faculty in different instructional units disagreeing over content, method and approach for teaching these courses. The Curriculum Committee appointed a task force to review the issues and recommendation parameters to be used when evaluating changes to existing dual-listed courses, overseeing the maintenance of approved courses, removing dual-listings, and approving new dual-listed courses. Based on the work of this task force, new procedural guidelines have been adopted by the Curriculum Committee, allowing them effectively to address curricular issues related to dual-listed courses.

USE OF INFORMATION RESOURCES (2.A.8)

Information literacy is one of the College's new General Education Outcomes, recognizing the importance of this competency for the graduate. Implementation strategies are being developed for integration of this competency into the degree path.

Faculty require students to use the library and other information resources as appropriate throughout the curriculum. A librarian serves on the Curriculum Committee, ensuring that information resource is considered in every modification of the College's curriculum. Writing courses required for the AA degree necessitate extensive library research. In addition, many other courses have significant components requiring use of a variety of information resources. Faculty are regularly evaluated on whether their courses require use of the Library/Media Center, or other information resources. This aspect of faculty performance is measured by an item on the Classroom Academic Employee Peer Evaluation Questionnaire, which is

completed by peers of tenured instructors who are undergoing the Triennial Evaluation Process.

Many courses across campus require students to use the Library/Media Center. The number can be partially quantified by looking at library instruction workshop statistics. Not all courses requiring library/media center use incorporate formal instruction by librarians, but these statistics do provide some indication of how widespread library/media center use is across disciplines at the college.

In 1999-2000, 3377 students received classroom instruction from Library faculty. The total number of separate course sessions covered was 144, representing 38 unique courses. Many of these were English courses, but others represented students in Health Occupations and Physical Education, Social Sciences, Science, Business Administration, CEO, and Humanities courses. (See the Exhibits for Standard 5 for more detailed information.)

In 2000-2001, the first year of the Library/Media Center remodel project, 2578 students received classroom instruction from Library faculty. Courses represented 41 unique courses in the areas of Humanities, Social Sciences, Intra-American Studies, Science, Business Administration, CEO and International Students. English 101 and 102 are required for most of our degrees, and provide a foundation for basic information literacy skills. Library 150 (Research in the Information Age) and Library 190 (Introduction to Digital Media) provide a comprehensive introduction to information and media literacy concepts and skills. Human Development 101 (College Orientation and Success) also provides students with a short series of research and information literacy learning units. Additional information on the curriculum is provided in Standard 5.2.

Library/media faculty are each assigned an instructional division as part of their position description. They meet with their assigned divisions a minimum of two times per quarter to integrate library and media curriculum, collections and services into all curricula and classrooms (both physical and virtual). Each division has at least one faculty member who is designated as a liaison to library media services to assist with acquisitions, curriculum, policy and planning issues. All new and significantly revised courses must be reviewed and signed off on by the Library Media Services Division and, where appropriate, by Technology Support Services, to ensure availability

of appropriate library and technology support for new curriculum. Technology Support Services works with the Technology Committee on instructional issues, including technology standards in physical and virtual classrooms, development and support of hybrid courses, and direct assistance to students and faculty in support of their technology problems. Media Services provides both faculty and students with classroom services support, ITV support, and media production support, including audio, video, image editing and management, scanning, and graphics production.

Usage statistics and survey instruments provide additional information for library media services analysis and planning (see Exhibits under 5.3 for Standard 5). Both local and national surveys have been used to evaluate student and faculty satisfaction with library and information resources. Use of library media services has declined over the two-year renovation process; while the LMC building is closed for renovation, services have been relocated to various areas of the campus, and have been difficult for students and faculty to access. Prior to the year 2000, student and faculty use of library media services and collections were at consistently high levels. The establishment of a technology fee provided students with an open lab of sixty-five computers, a scanner and printing services. Housed in the Library Media Center, the open lab was immediately popular, and encouraged faculty and students to make more frequent use of the LMC facilities.

Usage and understanding of library and information resources should rise dramatically when the newly renovated Library Technology Center (LTC) opens in Fall Quarter of 2002. The renovation will provide a one hundred and twenty-seat computer open lab, an employee training center, a research and media literacy classroom, a digital media production office and a combined studio television production/ITV services. All of the College's over 66,000 items of print, digital and non-print resources will be housed on the main floor of the LTC. Over 400 study spaces will be available including carrels, group study tables, mediated group study rooms, reading areas and a thirty seat public research area near the reference collections. These new or expanded spaces in the renovation design acknowledge the increase in active learning and group project learning strategies across the curriculum.

PLANNING FOR LEARNING AND ACCESSIBILITY (2.A.9)

Shoreline instructors have an educational philosophy that places primary emphasis on student learning in the design, delivery, and evaluation of courses. They utilize a variety of modes of instruction to address the various learning styles and learning environment preferences found in a typical community college classroom. Instructors have a record of using innovations that facilitate student learning. Learning outcomes or skills standards are developed in every course for assessment of student's knowledge, skills and abilities. Experiential learning opportunities are provided through cooperative and collaborative learning, service learning projects, and internships in agencies, businesses and corporate settings. Other instructional innovations are provided through learning communities, interdisciplinary studies curricular offerings, and other team-teaching environments.

As part of the strategic plan and in response to time constraints and the changing life styles of our students, quarterly schedules provide students with course offerings in the mornings, afternoons, evenings, and weekends at all campus sites. Currently, it is difficult for students attending classes in the afternoon, evening and weekend to complete a degree. All courses needed to fulfill degree requirements are not offered on a regular basis and are often cancelled for low enrollment. Courses that are offered are often listed at times that conflict with other scheduled courses, making it difficult for students to take more than one of these courses. The College is developing an annual schedule of blocked classes in the afternoon and evening through the coordinated effort of all of the divisions to alleviate schedule conflicts and to assist students in successfully completing the degree in a reasonable amount of time. This information will available on Shoreline's web site as well as in the printed class schedule. The divisions will also work collaboratively to create weekend and evening schedules to ensure timely degree completion.

Distance education classes, including online, hybrid, and interactive television course offerings have increased. The College has addressed time-to-degree demands for both professional-technical and academic transfer students by providing essential and required courses in a timely manner and on a regular cycle. Impending budget cuts will impact course offerings in the near future; however, every effort will be made to continue this practice.

PRIOR EXPERIENTIAL LEARNING ASSESSMENT (2.A.10)

In the past it has not been the practice of Shoreline Community College to award credit for prior experiential learning. As student demographics and educational practices across the country have changed, Shoreline has received requests to grant credit for prior experiential learning, from students and from transfer receiving partners. In order to address this question, a taskforce was appointed to review policy and procedures used by other institutions, and to modify those approaches as appropriate to Shoreline. Committee members include two instructional deans, a faculty representative, the Dean of Professional/Technical Education, and two faculty representatives from the Advising and Counseling Center. The committee has examined the approved Guidelines for Prior Learning Assessment developed by the Washington Association of Community and Technical Colleges, and Policy 2.3 from the Commission on College's self-study handbook. This committee in Fall Quarter 2002 will complete a draft of the new policy and process. They will also recommend a portfolio assessment process to document prior learning, and it is likely that a class will be created to guide students through the portfolio development process.

Course Substitution or Waiver

This process is currently in place for students who want to request substitution or waiver of a required course. The Request for Substitution or Waiver Form must be submitted with documentation regarding the content of the course, such as a course description, syllabus and course outline. Faculty from the relevant discipline or professional-technical program review the requests and assess equivalency with existing courses in the department. Faculty recommend awarding of credit consistent with the course content, skill standards, and/or student learning outcomes, and contact hour requirement for college courses. The form specifying the recommendation of the faculty is signed by the division dean and returned to the student. If the substitution/waiver is approved, a copy of the form is sent to the transcript evaluator in Enrollment Services.

Special Project Credits (1-3cr)

These credits are awarded to students who work under the supervision of an instructor to gain research experience in the field, conduct literature reviews, tutor or coordinate study groups in a course, or work on a service/experiential learning project related to a specific field of study. A written

contractual agreement is developed between the student and the instructor to specify the details of the project and to document the number of hours required for the amount of credit to be earned. The start and end date of the project is also specified. Normally, the project time frame is consistent with the quarter. To receive three credits, students are required to complete a minimum of 99 hours of independent study in the project. Two credits require 66 hours and one credit requires 33 hours. These credit hour ratios are consistent with the state's guidelines for credit-contact hour equivalencies.

Credit by Examination

Students who successfully pass a challenge exam may be awarded credit for a specific course. The policy and procedures for the Shoreline Community College Credit by Examination (Challenge) process were developed through Enrollment Services. According to the existing policy, students are assessed an exam fee of $10.00 per credit hour for the challenge exam. Challenge exams are graded on a P/NC basis, and the grade is recorded on the student's transcript. Students are instructed to review the description for "P" grades prior to taking a challenge exam if they are intending to transfer to another college or university. Arrangements for challenge exams are made in the appropriate instructional unit office. Exams are limited and are not available in every discipline. The division dean, in consultation with the faculty members from the discipline, determines whether or not a course is open for challenge. A faculty member from the discipline is appointed to develop, administer, and grade the challenge exam.

College Level Examination Program (CLEP)

Credit is generally not allowed for CLEP general exams or subject exams. Exceptions can be made by the division dean in consultation with the faculty.

Advanced Placement Program (AP)

Students receive college credit earned through the AP program with a recorded grade of "P." Students must either have the AP Testing Service send an official score report to the College, or submit the AP exam scores via the high school transcript with notice to Enrollment Services that AP credit is part of the high school record. The AP practices of the College are published in the current catalog. Disciplines and approved scores are listed for each area of study in which AP credit is accepted. The faculty in the respective discipline determines the passing AP score for their particular area of study.

EdLearn Consortium

In accordance with the institution's Values and Strategic Directions, the College is currently working to develop partnerships through the EdLearn Consortium, a group of regional community colleges and universities gathered together to develop and promote distance learning and prior learning options, particularly for students employed in the Puget Sound area. The intent is to recognize the training that Boeing employees receive and use valid methods of prior learning assessment to grant credit toward completion of degrees.

American Council on Education (ACE)

Military credit documented on an official transcript from a military college is accepted on the same basis as credit transferred from other colleges or universities, in accordance with standard ACE guidelines. Other credit is accepted from students who can provide official military records describing the educational training or experience that they would like reviewed for credit. The College follows the recommendations set forth in the current "Guide to the Evaluation of Educational Experiences in The Armed Services" published by the ACE center for Adult Learning and Educational Credentials. This document provides the records supervisor for Veteran Affairs in Enrollment Services with a guide for matching courses taken in the Armed Services with equivalent college courses.

POLICIES AND PROCEDURES FOR ADDITIONS/DELETIONS (2.A.11)

The Curriculum Committee is responsible for periodically reviewing the document: Curriculum Committee's Policies and Operating Procedures. These procedures include regulations and processes for adding or revising new courses and for adding or revising new programs and certificates. The Curriculum Committee also has a written policy for temporary course or program approval. These documents were last revised in October 1998. They are available for review on the Curriculum Committee's web site and as Exhibit 2.7.1.

The following committees and processes are mechanisms that are currently in place to determine when course additions/revisions and program deletions or additions are necessary and to develop the proposal for these changes.

Program Planning and Assessment Process
A campus wide Program Planning and Assessment process is conducted biennially, including consideration of program additions or deletions. External Review Process: An external independent consultant reviews approximately one third of the professional technical programs each year. Results from this process are shared with the program faculty, administration and advisory committees, and are used to add, modify or delete programs as necessary.

Program Advisory Committees
Professional-technical programs are required to have an advisory committee that meets at least two times each year. Shoreline has 27 active advisory committees that reflect an employer membership of 400. Employer recommendations are used to assist with program design and approval, and program addition or deletion.

Developing a Curriculum (DACUM) Process
The DACUM process uses an employer focus group to assist faculty in developing or revising a training program or curriculum.

Program Planning Councils
These bodies, one in each instructional division, reviews and approves all new courses, course/ program changes and deletions at the division level before they are submitted to the Curriculum Committee.

The Curriculum Committee
The Curriculum Committee reviews all new courses, course changes, and program additions and deletions. This committee is comprised of instructional administrators, and faculty representation from library/media, advising and counseling, professional-technical, and academic transfer programs. Meetings are held twice a month during the academic year.

PROGRAM ELIMINATION OR CHANGE (2.A.12)
In the event of professional-technical program elimination or significant change, the Dean of Professional-Technical Education confers with the Vice President for Academic Affairs, the Vice President for Workforce and Economic Development, the division dean, and faculty in the program. The program advisory committee is involved in the process to review and approve program changes and eliminations. In an effort to assist all students with a positive outcome and to minimize disruption, students are immediately mailed

information on program changes and are invited to meet with the Professional/Technical Dean and program faculty to devise a curriculum plan for program completion in a timely manner. In addition, information is published in the quarterly class schedule, the College's web site and on the career planning guide alerting students and others of the changes or deletions. In some instances, course substitutions may be approved in order to expedite the process or program completion. Classes are offered, even with low enrollment, so that the students can complete the degree. Efforts are also made to work with neighboring institutions that offer similar degrees or programs, to accommodate students who are unable to complete their degrees at Shoreline.

Pertinent accrediting bodies are notified of significant changes and program eliminations. Notice of significant changes in requirements, program inactive status or program deletion must also be filed with the Washington State Board for Community and Technical Colleges. The College periodically reviews the process for program changes or eliminations. Efforts are made to improve the process for communicating with students who are impacted by these decisions based on feedback from students and faculty in these programs. Figure 2.3 on page 23 lists programs that have been put on inactive status in the past three years.

Revisions and/or additions and deletions in general education requirements for the transfer degrees are made upon the recommendation of the Curriculum Committee and approved by the Vice President for Academic Affairs. Changes are not in effect until the academic year following formal approval. Students who enroll in the College may complete their degrees under the requirements in place when they first enroll. They are not required to adhere to any later program changes, but may do so voluntarily. All transfer institutions are notified of relevant program changes, additions and deletions.

EDUCATIONAL ASSESSMENT (2.B.1)
As an institution, Shoreline Community College believes in regular ongoing assessment of its educational programs. Many of the evaluative processes are established on an ad hoc basis to review specific components of the educational process. For example, the College has recently completed and extensive review of General Education Outcomes, culminating in a significant alteration of the Outcomes developed some ten years ago. The General Education Review Committee that did the analysis and developed the recommendation has now dis-

banded, transferring the implementation phase to the Curriculum Committee. Other examples of ad hoc assessment are found in the work authorized by the Instructional Effectiveness Committee, which provides internal grant assistance to faculty wishing to develop specific assessment activities for their programs.

Several programs, including those found in the Health Occupations Division and in the Automotive/Manufacturing Division, are required to complete extensive program reviews and assessments as a part of ongoing external accreditation of programs. These reviews generally require an extensive evaluation of the program and an on-site visit from outside professionals.

underway to address general education outcomes assessment. Reports from four sample faculty projects are available as Exhibit 2.18.1.

End of Program Assessment

The college's degree/certificate/program completion analyses are maintained on the campus-wide network drive. This analysis is inclusive of professional-technical programs and academic transfer students. Currently, the University of Washington is the only baccalaureate institution that consistently provides us with current data on our transfer students. Uniform mechanisms are being put into place to allow these data to be provided by all other public colleges and universities in the state of Washington, allowing us to track transfer student

ASSESSMENT IN ACTION

HEALTH CARE INFORMATION TECHNOLOGY

Healthcare Information Technology (HCI) Programs use assessment information gathered directly from students for continuous review and revision. Two advisory committee representatives meet with the second year students the week prior to graduation without faculty present and obtain student evaluations of the program. Students feel "safer" in terms of providing feedback because instructors are not present. The process asks students to provide information regarding program/instructor strengths and areas of improvement. The written results of the evaluations are provided to the Program Director and are presented to the HCI Advisory Committee at their first meeting the following academic year. Changes have been made regarding class content and policies based on assessment information gained from these student focus groups.

Two activities, Program Planning and Assessment and Vocational/Technical Program Review, clearly fit the stipulation that the assessments be "conducted on a regular basis and are integrated into the overall planning and evaluation plan."

Mid-Program Assessments

In the transfer program area, there has been some effort to determine whether students' skills improved after taking a required course. Assessment processes are being conducted in some of our required courses, and there is considerable evidence of progress in some areas. These are documented in the faculty assessment development projects administered through the Institutional Effectiveness Committee, and in the Program Planning and Assessment Reports. Assessment projects in writing have been under way for a number of years, and have the most comprehensive data in evaluating the effectiveness of developmental education reading and writing courses and all of the college's required transfer English courses. Considerable developmental effort is also

success as we do now with University of Washington students.

Alumni Satisfaction and Loyalty

The college attempts to elicit alumni satisfaction information by sending questionnaires to program graduates when an External Review process is conducted on professional-technical programs, but there is a low return rate on these surveys. It is hard to keep track of the graduates and those who we are able to track are not diligent in responding to mailed survey forms. The Criminal Justice and Education programs distribute an exit interview survey instrument to students who are graduating. Currently, this gathered information is available only as raw data and has not been developed into data analysis reports.

The other major effort to attempt to solicit feedback from our professional-technical program graduates is done through the College's Professional/Technical Program office. The results of their efforts are published in the Work Ready Report, which is available
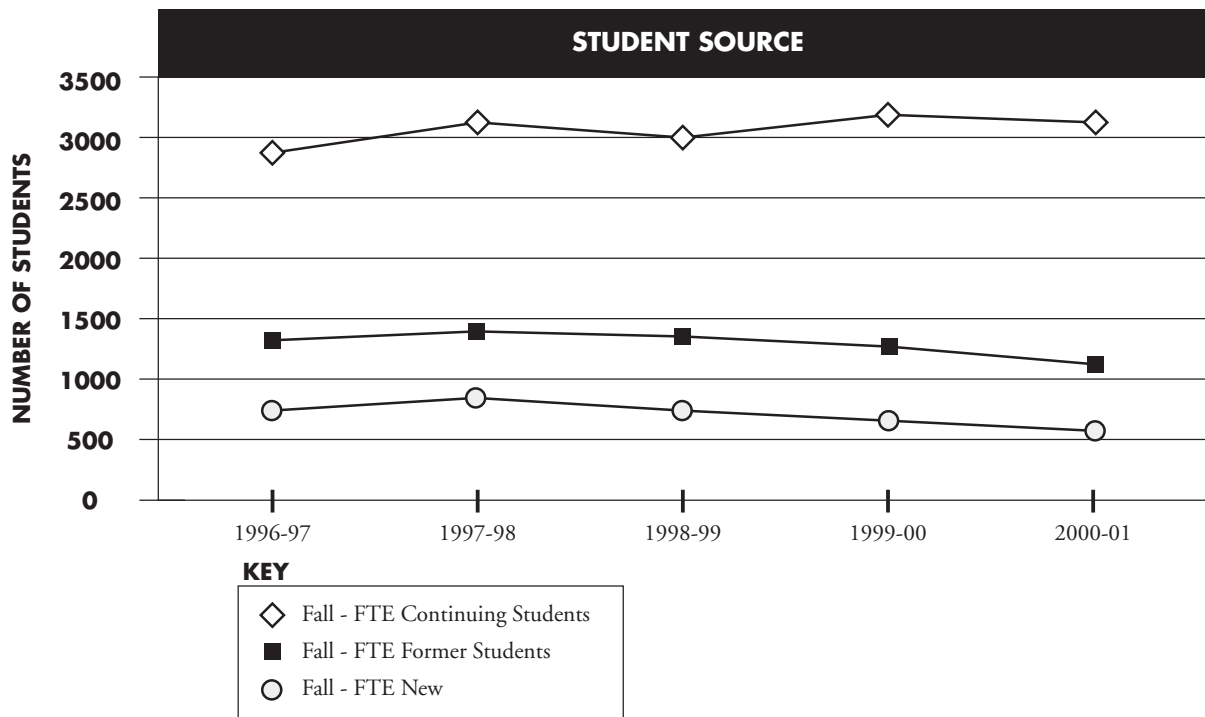
STUDENT SOURCE

Fig. 2.12 Student Sources

as an Exhibit. The figures in this report indicate that they also had a quite modest return rate. This is an area in which the College could improve.

Dropouts/Non-completers

Due to the great variety and complexity of enrollment types and patterns in community colleges, singular definitions of concepts like "dropout" and "non-completer" are not considered useful. We do, however, monitor enrollment trends by source, tracking students who are (returning from the previous spring, transferring from another college or university, returning from former SCC enrollment before the previous spring, and enrolled for the first time in higher education.). Trends are published on campus-wide network drive. Figure 2.12 provides an example of the kind of information available to support program planning and assessment.

Employment Measures

Post-Shoreline employment status is monitored through analysis of data maintained by the State Board for Community-Technical Colleges in cooperation with the state's Employment Security unit. Analysis figures are published on the campus-wide network drive, as listed in the exhibits for Standard One.

Learning Outcomes

Course requirements for Shoreline degrees and certificates are described in the College Catalogue (see

Exhibit 2.21). Expected learning outcomes and associated assessment activities are developed for each course by faculty members, documented in Master Course Outlines (see Exhibit 2.7.5) maintained by the Department of Academic Affairs, and distributed through syllabi in writing to all enrolled students by course instructors.

Faculty in all divisions maintain their own assessment data on a continuing basis. Every other year the entire campus engages in a formal Program Planning and Assessment process using standard formats and instructions (see Standard One for a complete description of this process).

New Assessment Directions

In an ongoing effort to encourage and assist in the improvement of quality and comprehensiveness of assessment instruments and practices, the Institutional Effectiveness Committee (IEC) conducts an annual grant process that allocates earmarked state funds to faculty outcomes assessment development projects. The annual request for proposals for this internal grant process stresses faculty collaboration, use of results for program improvement, and adherence to Shoreline's Strategic Plan. In its four years of operation, the IEC has funded 42 faculty projects, summarized in Figure 2.13.

In one multi-year project, the English 101 Composition Study, faculty teaching English 101 collaboratively developed and field-tested a scoring

OUTCOMES ASSESSMENT PROJECT SUMMARY, 1998-2002		
YEAR	**ASSESSMENT PROJECT TITLE**	**PROJECT COORDINATOR(S)**
1998-99	English Composition Study	Gary Parks
	Developmental ESL Assessment	Vince Barnes
	Developmental English Outcomes Project	Pam Dusenberry
	Classroom Assessment	Steve Goetz
	Outlook Assessment Newsletter	Steve Goetz
	Interdisciplinary Studies Assessment	Kathleen Lynch
	Reading Outcomes & Assessment in Developmental English	Dutch Henry
1999-00	Developmental ESL Assessment	Vince Barnes
	English Composition Study	Gary Parks
	Classroom Assessment	Steve Goetz
	Outlook Assessment Newsletter	Steve Goetz
	Critical Thinking Assessment of Nursing Students	Janice Ellis
	Reading Outcomes and Assessment in Developmental English	Dutch Henry
	English 100 Master Course Outline Revision	Dutch Henry
	Quantitative Reasoning Outcomes & Assessment in Microeconomics	Timothy Payne
	Analytical Reasoning Outcomes and Assessment in Macroeconomics	Timothy Payne
	English 100 Rubric Development	Sean Rody
	Math Learning Center Evaluation	Margaret Rogers
	ABE/ESL Assessment	Jo McEntire
2000-01	World Languages Assessment	Amelia Acosta
	Portfolio Assessment of Outcomes in Visual Arts	Bruce Amstutz
	Student Retention/Completion and Student Interest (in Automotive & Manufacturing)	Ken Campbell & Mark Hankins
	College Literature Retreat	Du-Valle Daniel & Neal Vasishth
	Reading Outcomes and Assessment-II	Dutch Henry
	Pre-English 101 Writing Portfolio Standards	Pearl Klein
	Developmental ESL Assessment	Bruce McCutcheon
	English 101 Composition Study	Gary Parks
	Outcomes and Assessment in Microeconomics	Timothy Payne
	Outcomes and Assessment in Macroeconomics	Timothy Payne
	Math Learning Center Evaluation	Margaret Rogers
	College Readiness Conference	Pam Dusenberry
	CNC Technologies Workplace Assessment Review	Jody Black
	Assessment of Social Functioning as a Learning Outcome in Education Courses	Tasleem Qaasim

Fig. 2.13 Outcomes Assessment

OUTCOMES ASSESSMENT PROJECT SUMMARY, 1998-2002		
YEAR	**ASSESSMENT PROJECT TITLE**	**PROJECT COORDINATOR(S)**
2001-02	Portfolio Assessment of Outcomes in the Visual Arts	Bruce Amstutz & Michael Larson
	Quality Guidelines for Online Teaching & Learning	Diana Knauf
	Information Literacy Assessment	Gary Parks & Joanna Tillson
	Assessment and Coordination of the Interdisciplinary Studies Program	Neal Vasishth
	English Offerings General Education Integration and Assessment Project	Paul Cerda
	Follow-up Performance of Students who have Completed Developmental English & ESL Courses	Aura Erickson & Sally Rollman
	Global Awareness General Education Outcomes Assessment Team Project	Tim Payne & Adam Sowards
	Interdisciplinary General Education Outcomes Assessment Team Project	Pam Dusenberry
	Revision and Development of Outcomes and Student Assessment Tools for Individual VCT Courses	Dick Davis

Fig. 2.13 Outcomes Assessment (continued)

rubric for student writing. Annual analyses of student writing samples scored on this rubric provide a guide for continuous improvements in English curriculum and instruction. Both the instrument and the process by which it was developed have served as models for outcomes assessment at Shoreline.

Annual project reports (Exhibits 2.18a-c) are published on the Shoreline Intranet, and project participants serve as assessment resources to colleagues throughout the campus. As evidenced in the reports, the grant process has stimulated considerable creative effort and output from faculty in an increasing variety of disciplines and programs. Plans are to continue and enhance this process as resources permit.

Campus-Wide Examination of Assessment Practices
During the 2001-02 academic year the Institutional Effectiveness Committee conducted a study of course-level assessment practices in which instructors of sampled courses were interviewed to determine the types of assessment used, the extent to which there was faculty collaboration and consistency in assessment, and the extent to which assessment results were used in initiating program improvements. Results are currently being analyzed and will

be included as Exhibit 2.13 for this report
As described above, the biennial Program Planning and Assessment Reports produced beginning in 1997-98, also provide detailed evidence of assessment processes and the ways in which assessment results are used in program improvement planning. Executive Summaries of the reports are in the Appendices to the Self Study.

All individuals who assist with the preparation of the Program Planning and Assessment report affix their signatures to the final product. Reports are given to the appropriate Vice President for review. Each report receives a response letter from the Vice President and the College President, and from other administrators as appropriate. The 2001 Program Planning and Assessment Reports and administrative responses will be available in the Exhibit Room for review.

GENERAL EDUCATION (2.C.1-3)
Shoreline has recently completed a two-year process of review and revision for its general education outcomes, resulting in specific outcomes for six general areas of skill and knowledge: Quantitative Reasoning, Communication, Multicultural Understanding, Information Literacy, General

Intellectual Abilities, and Global Awareness. These outcomes are based on a rationale provided to students through the General Education Outcomes section of the college catalog. Specific measurable outcomes for each of the six general areas are provided in the Appendix volume of this report. During the 2001-02 academic year, faculty task groups were formed to develop portfolios of assessment practices and approaches for each of these general areas. Based on this work, the 2002-03 Curriculum Committee will undertake the review and revision of all general education requirements for Shoreline's degree programs, bringing them into alignment with the new outcomes.

While the Curriculum Committee completes its revision of the general education course requirements, the academic transfer degrees will retain their existing general education structures. Specific core curriculum and distribution requirements for each of the academic transfer degrees are clearly outlined in the college catalog, and are also made available to students via program planning sheets developed and distributed through the Student Development Center. General education or related training requirements for each of the applied professional technical degrees and certificates are listed in the college catalog and in the program planning sheets.

All transfer degrees include general requirements in Communication Skills, Quantitative Reasoning, and Multicultural Understanding. Distribution requirements vary in accordance with the purpose of the degree. The Associate in Arts and Sciences Option A degree includes distribution requirements in Humanities, Intra-American Studies, Natural Sciences and Social Sciences. The Associate in Science degree is structured for students intending to major in science, and has general requirements in Humanities and Social Sciences, in addition to specific program requirements in Science and Mathematics. Students may meet these requirements by completing the individual approved courses as listed in the catalog, or by completing combinations of those courses offered through the interdisciplinary studies program.

The new general education outcomes clearly reflect Shoreline's institutional values and strategic goals as outlined in the current strategic plan. Existing general education and related training degree requirements are appropriate to the purposes of each degree, and serve students well in providing both breadth and depth in their academic experience at Shoreline. The 2002-03 Curriculum Committee

revision of degree requirements will bring the general education and related training requirements of each degree and certificate into better alignment with the new general education outcomes, and thus with the College's strategic plan.

TRANSFER AND ACCEPTANCE OF CREDIT (2.C.4)

Credit Acceptance

Shoreline's catalog clearly states the standards used for acceptance of credits from other institutions. Courses must be from a regionally accredited institution, or in the case of a foreign university, an institution approved by the appropriate governmental body. To be accepted to meet specific degree or certificate requirements, courses must be demonstrated to be equivalent in credits and content.

Articulation

Articulation with high schools and baccalaureate institutions is accomplished in several ways. First, Tech Prep 2+2+2 articulation agreements for students interested in technical degrees were negotiated between high schools and community-technical colleges and a small number of baccalaureate institutions in the mid 1990s. Second, the Shoreline Articulation Council was created in 1996 to promote seamless movement from Shoreline District high schools to Shoreline Community College, and on to a university or career employment. The Council was designed to facilitate communication, reduce barriers, and develop innovative shared curriculum. The Council is made up of school district administrators, Shoreline's President and Vice President for Academic Affairs, faculty from Shoreline Community College, and staff members from University of Washington's admissions and undergraduate advising programs. Currently, Shoreline students may transfer with relative ease to the University of Washington, and to other public baccalaureate institutions in Washington State, with the completion of an approved associate's degree under the statewide Direct Transfer Agreement.

ACADEMIC ADVISING (2.C.5)

Academic advising at Shoreline is treated as a developmental process whereby students with diverse backgrounds, values, interests, and abilities seek guidance and information regarding their educational experience. Students seek advising for multiple reasons: to have transcripts evaluated, check course equivalencies, review graduation requirements, investigate majors and careers, or to gain support as they adjust to college life.

Shoreline Community College has a departmental faculty advising model, in which each student is assigned an advisor on the basis of a declared area of interest. Most students are advised by full-time tenured instructional faculty in their chosen subject area or professional/technical program. Undecided students are assigned to the counseling faculty, all of whom are housed in the Student Development Center. International students and immigrant students each have their own specialized advisors, on temporary full-time faculty appointments. Advising is also provided by academic advisors assigned to the Science Division and the Humanities Division; their primary responsibility is to advise transfer students intending to major in subject areas related to the humanities or the sciences. The College continues its efforts to create additional positions like these in other instructional divisions. Although creation of new positions is difficult in the College's current fiscal environment, provision of additional advising positions to serve students in specific programs and subject areas has been identified as a priority through the strategic planning process, and will continue to be an institutional goal. Most students are required to see their advisor at the beginning of their studies at Shoreline Community College. This is enforced by a requirement to present their advisor's signature on the registration sheet used to register for the next quarter. Exceptions are made for students who have already completed a Bachelors degree, and for students who are continuing their education by taking one class per quarter for up to 15 credits. Once a student has completed 15 credits at SCC, advising is recommended but optional.

There are a number of programs that serve special populations and have separate program and advising offices. The programs are:

1. Career Educational Opportunities (CEO) for students age 16 to 21 who have not completed high school (case management and advising by staff).
2. High School Completion and Running Start Program (HS liaison and advising by staff)
3. Essential Skills Program (the faculty advising position serving immigrant students)
4. International Programs (the faculty advising position serving international students as well as a staff person who advises as part of her responsibilities).
5. Northshore Center (counseling faculty schedule on-site advising times once a month and during registration periods, otherwise questions are handled by staff)
6. Worker Retraining and WorkFirst (program management and advising by staff)
7. Pre-Employment Training (program management and advising by staff)

These students are also encouraged to seek advising from departmental faculty or counseling faculty.

Advising Materials and Training

Overall advising materials and training are primarily the responsibility of the Coordinator of Advising and other staff and faculty in the Student Development Center. However, materials for professional/technical degrees are the responsibility of the Office for Workforce and Economic Development-Professional/Technical Education. The academic and professional/technical planning guides are uniformly designed and color coded for use by both students and advisors, and are updated annually. The two Academic Advising Handbooks, one for Transfer Information and one for Professional/Technical Programs, are also updated annually and distributed campus wide. These Handbooks include academic planning guides as well as other information regarding transfer equivalencies. Approximately five advisor training workshops are offered each year to the advising faculty. The Advising & Counseling web site is well developed, and is actively used, as evidenced by the fact that it has over 3000 hits.

Advisor Training and Support

Faculty advisors have identified that they need more support to fulfill their responsibilities. The feedback received by the Coordinator of Advising is that they have difficulty keeping up with the information regarding general advising as well the specifics for their own fields. A study on advising conducted in 1993 concluded that the advising system at Shoreline needed more support. A survey of the Humanities Division faculty in January 1999 shows a variety of concerns that faculty have, including several areas in advising for which a substantial number of faculty report significant lack of knowledge. When faculty are asked to advise at New Student Orientation, many say they do not have enough knowledge to be able to advise for all the programs in their division. The Noel-Levitz survey results also points out that advisors' knowledge of program requirements does not meet student expectations (items # 32 and 40).

DEVELOPMENT/REMEDIAL POLICIES (2.C.6)

Essential Skills programs provide two series of classes that assist students in skill building for admission to the institution: English as a Second Language and Adult Basic Education/GED. These classes are a complement to the institution's developmental education program, which also provides remediation and skill building, though with a different instructional design and focus.

The Developmental English and Essential Skills program worked in the past academic year to identify scores on the ASSET/COMPASS that would place students in ABE classes or Developmental Education classes. This scoring chart was provided to advisors for their use in working with students.

A small study group convened at the beginning of the 2001/02 academic year to discuss confirming and enforcing prerequisite requirements. Additionally, the science department is studying the process for and effects of strictly enforcing prerequisites for classes that are entry points to a program. The premise of both of these groups is that student success will be enhanced if students are required to have strong foundation skills before beginning their college-level work. The Science Division, during the 2001-02 academic year, reviewed and revised its prerequisites in preparation for a test of automated prerequisite checking.

Participation in the Adult Basic Education/GED and English as a Second Language program is primarily based on referrals to and initial placement assessment by the Essential Skills Program office. This initial process allows us to ascertain students' ability to benefit and ensure that they are registered appropriately. There are, however, some identified areas for improvement:

Provide advisors and counselors with better and more complete information about the availability of no-cost remedial classes and their relationship to developmental education classes.

Continue to work with the Developmental Math and Developmental English departments to clarify the relationship between these programs and the decision-making process for appropriate student placement.

Continue to work with college-level programs to solidify entrance requirements and procedures.

Create written materials to outline the Essential Skills program, including policies regarding credits, cost, procedures, outcomes, and relationship to other college courses and programs.

Recent work done in the area of mathematics provides an excellent example of review and revision of programs to provide better service to students. The Mathematics and Computer Science program offers a wide range of courses including both developmental and transfer level math courses. Many different types of students, with very different goals, take these math courses. All students generally follow either the college catalog or planning sheets designed for the general transfer degree, a specific intended major at a transfer receiving institution, or a professional/ technical degree. In all cases, math courses required and appropriate for the specific degree are clearly listed on the planning sheet itself. In particular, most students need five credits of a quantitative/symbolic reasoning (QSR) course, as part of their general education requirements. One hundred level math courses (and above) make up the majority of these QSR courses. These QSR designated courses are clearly indicated in both the college catalog and on the various planning sheets, with Math 099 (Intermediate Algebra) serving as the prerequisite.

Finding mechanism(s) to appropriately place students into our courses has been a significant focus of the program over the past few years. We feel that if students are to succeed in our courses, and at Shoreline, they must have a solid foundation before beginning their college level work. Because of this, our placement practice is three-fold: standardized tests, self-placement tests and instructor assessments.

Most students take one of two standardized tests, either an ASSET or COMPASS test, upon admission into Shoreline Community College. Ranges of scores from both these exams have been identified for placement into our developmental math courses or 100 level transfer math courses. If students do sufficiently well on these standardized tests, thus placing themselves above the 100 level math courses, they are encouraged to see a math advisor who can better place the student on an individual basis.

In addition to these standardized tests, the Mathematics/Computer Science program, together with the Math Learning Center, have put together a "Self Placement Guide" to allow students to determine for themselves which course they feel is most appropriate. These guides are readily available to

college advisors and students during registration sessions for new students, and to math advisors throughout the year. They consist of a collection of problems and answers indicative of the content and complexity of material covered in each course. Students work the problems individually and can check their answers along the way. They can then go over their work and discuss placement options with a math advisor.

The Mathematics faculty has also been developing various "entrance exams" or "placement exams" to give students during the first week of class to make sure that all of their students have been properly placed. Different instructors administer these "exams" in different ways, with the main goal of identifying students that have been improperly placed. Students are also encouraged by their instructors and the Math Learning Center assistants to pay attention, particularly during the first week, to how they feel in their math course. If a student is identified as being in the wrong course early enough in the quarter, accommodations are made to get that student into a more appropriate course. The College has recently begun offering some sections of mathematics starting one or two weeks after the beginning of the regular quarter, to allow a student to move to a more appropriate section without missing the first few days of classes.

Recently, the Mathematics/Computer Science program discovered that the same mathematical concepts in our Math 060 course are essentially covered in the math segments of the ABE/GED program. Although we have had no particular problems serving students in our Math 060 classes, our math courses have several limitations that the ABE/GED courses do not have. For instance, a math instructor typically has 30 - 35 students in the classroom at a time and generally uses a lecture format to get the information across. ABE/GED instructors generally have 20 - 25 students and generally give individual attention to students as they work through a self-paced curriculum tailored to their individual needs. Students must pay tuition for Math 060 and must receive a grade at the end of the quarter, while students in the ABE/GED program do not pay tuition and receive only a pass (P) or no credit (NC) grade. A typical math class only lasts for 10 weeks and if a student repeats the course, they have to repeat the entire course. students can "repeat" an ABE/GED course as many times as necessary and can continue working on only those skills he/she needs to master.

It is clear that although some students are served adequately by our more traditional Math 060 course, most students would be better served by the ABE/GED approach to learning mathematics. We're looking into having all students with placement scores indicating Math 060 take the equivalent ABE/GED course before moving on to the rest of our developmental mathematics courses.

Another issue that the Mathematics/Computer Science program has been struggling with over the past few years has been the issue of maintaining standards in our classes. Since math is such a sequential subject, it is essential to the success of our students that we consistently maintain high standards in each and every section of our courses. With so many people teaching so many different ways, a consensus must be reached as to the minimum amount covered in every course. We have been working hard on developing "course information sheets" to give to new associate and full time faculty that clearly spell out what topics must be covered and what topics are optional. This issue, however, will continue to be something we work on as a department, because the faculty members, and their content expectations, are constantly changing.

GRADUATE ACHIEVEMENT (2.C.8)

Licensing and Credentialing

Licensure or credentialing is the goal of the majority of students graduating from dental hygiene, health information technology, medical laboratory technology, nursing, cosmetology, and dietetic technology. As part of their assessment processes those programs for which the information is readily available track licensure or credentialing data and use it for program planning and improvement. This is true for dental hygiene, health information technology, medical laboratory technology, and nursing (see Figures 2.14-2.18 for examination pass rates). For some programs, such as cosmetology and dietetic technology, the information is more difficult to track. The school does not receive aggregate data and must track results by contacting individual students. This results in missing data. The information available appears in the Program Planning and Assessment document for each of those programs.

Employment

Students graduating from Professional/Technical Programs do so in order to find employment in their chosen field. Employment is tracked by the

DENTAL HYGIENE PROGRAM OUTCOMES ASSESSMENT (BY GRADUATING CLASS)						
MEASURES/CRITERIA	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**
National Board Exam						
100% pass on first attempt	100%	100%	100%	100%	100%	100%
Class average above national average (norm = 85)	89.74	92.83 (1st)	91.0 (2nd)	93.2 (3rd)	94.5 (1st)	93.3 (4th)
State Board Examination						
Minimum 90% licensed as RDH 6 mo. post-graduation	100%	96%	100%	100%	100%	100%
Minimum 80% pass on each exam section		100% (3 sect.)	100% (2 sect.)	100% (anesth)	100% (anesth)	100% (anesth)
completed		83% (1 sect.)	83% (1 sect.)	96% (rest)	100% (rest)	100% (rest)
within 3 mo. post-graduation		91% (1 sect.)	96% (1 sect.)	83% (prophy)	100% (prophy)	100% (prophy)
ALUMNI (licensed as RDH for one year)						
Employment						
Minimum 90% licensed as RDH 6 mo. post-graduation	100%	100%	100%	100%	100%	100%
Employer Satisfaction						
Min. 75% evaluate graduates clinic skills adequate	99% (8 of 16)	97%	100%	100%	100%	100% (sm. sample)
Min. 75% evaluate that graduates adequately meet program objectives	99%	96%	99%	99%	99%	99% (sm. sample)

Fig. 2.14 Dental Hygiene Program Outcomes Assessment

Professional/Technical Director and reported in the Work Ready Report (available as Exhibit 2.2.4). Because returns on these surveys are small, some programs do further tracking in relationship to their own graduates. When this is done it is reflected in the Program Planning and Assessment Report.

CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES (2G)

Shoreline has multiple continuing education and special learning activities. These special learning activities include essential skills programs for adults, English as a Second Language programs, Worker Retraining programs and others.

Essential Skills Program

The Essential Skills Program at Shoreline sponsors four off-campus programs:
* North Rehabilitation Facility, a branch of the King County Jail
* Learning Center North, at the WorkSource North Seattle
* Lake Ballinger Homes, a public housing project
* Meridian Park Elementary School

These sites allow the college to reach into the community and to serve a diverse population. The Meridian Park and Lake Ballinger classes serve immigrants and refugees from many countries. The Learning Center North site serves a diverse group of at-risk youth. The North Rehabilitation facility serves incarcerated adults from a wide range of cultures and groups. Initial discussions have occurred about other off-campus sites for basic skills programs but as yet, no additional sites have been created.

At the North Rehabilitation Facility site, we provide GED and ESL instruction. In the 2000-2001 academic year, sixty-nine students completed their GED certificates while in residence. Eighty-three others began GED testing and were provided with information about completing testing after their release. Students in this program receive placement testing and advising prior to class enrollment. During their

NCLEX-RN FIRST TIME TESTING PASS RATES			
ACADEMIC YEAR	NO. OF GRADS	SCC PASS RATE	STATE/NAT'L PASS RATE
2001-2002 (1 qtr only)	26	96.2%	89.8%/Not avail.
2000-2001	79	94.9%	89.9%/75.4%
1999-2000	71	87.3%	87.2%/83.84%
1998-1999	55	94.5%	88.1%/85.3%
1997-1998	68	92.6%	88.3%/87.9%**
1996-1997	78	94%	92.3%/87.8%
1995-1996	73	100%	91.5%/88.1%**
1994-1995	83	100%	92.%/90.4%
1993-1994	93	94%	92.9%/91.1%

** Did not include any taking the exam out-of-state.
Fig. 2.15 NCLEX-RN First Time Testing

enrollment, they receive customized instruction and additional tutoring when needed. The program has current materials and access to computer-based instruction. These services are provided in close collaboration with the facility staff, who support students through recruitment, attendance monitoring, and monthly graduation ceremonies to recognize student achievements.

At the Learning Center North site, Adult Basic Education and GED instruction is provided to youth ages 16-21 who left high school without earning a diploma. Through its partnership with the King County Out-of-School Youth Consortium, LCN also provides on-going case management, basic computer skills training and employment assistance services to eligible low-income Workforce Investment Act (WIA) students. Between the center's opening in March 2001 and the end of fall quarter in December of 2001, services were provided to 121 students. Approximately 54% of the youth served were 18 years or older, 53 were female, 68 male, 37% identified as students of color and a total of 39 students completed their GED certificate. Prior to enrolling at the learning center, each student meets one-on-one with a case manager to develop an Individual Education Plan (IEP). Major goals of Learning Center North are to prepare students to earn their GED, better prepare them for the world

of work, and to encourage their enrollment in the campus-based Career Education Options (CEO) program.

In fall 2001 we began special programs at Lake Ballinger Homes and Meridian Park Elementary. These English as a Second Language classes are particularly focused on helping low-level English speakers to participate in their community. As such, they follow a customized curriculum to meet the particular needs of the students enrolled. The staff at the facilities supports the courses. These staff members assist with student recruitment, provide instructional space, and help to determine the context and content of instruction.

All of these programs match their campus counterparts in content and outcomes. All of these off-site Essential Skills courses are based on the college-approved curriculum. The Director of Essential Skills Programs oversees the programs, including observing instruction, evaluating faculty, and collecting student demographic and progress data. These programs are an important means for the college to accomplish its mission of providing excellence in teaching and comprehensive support services in close collaboration with our diverse community.

MEDICAL LAB TECHNOLOGY OUTCOMES: ASCP - AMERICAN SOCIETY FOR CLINICAL PATHOLOGY, MLT CATEGORY			
ACADEMIC YEAR	**NO. OF GRADS**	**SCC PASS RATE**	**STATE/NAT'L PASS RATE**
2000-2001			
Jan – March	1*	0	NA
April - June	1*	0	NA
July – Sept	7**	86%	74%
Oct - Dec	1 (graduated '96)	0	
1999-2000	6	83%	76%
July – Sept	1	100%	57%
Oct - Dec	12	100%	73%

Fig. 2.16 ASCP, MLT Category

Continuing Education

The mission of Shoreline Community College's Continuing Education Department is to provide programs and services which appropriately respond to the community's need for high-quality skills training, workforce development, continuing professional education and personal enrichment opportunities. This area of the College reports through the Vice President for Workforce and Economic Development (See Exhibit 2.20 for an organizational chart).

The department's purpose is to fulfill the lifelong continuing education and workforce training needs of its diverse communities both on and off the main campus by providing high quality instruction within a diverse, comprehensive, self-supporting framework of classes, workshops and programs and to work collaboratively with other college divisions and departments to provide flexible, responsive, results-oriented offerings.

As a result of these mission and purpose statements, the department's goals include the following:
* Providing instructional innovation that encourages flexibility and responsiveness,
* Increasing the College's continuing education offerings to meet the appropriate needs of business, labor, industry, government, and the community it serves,
* Providing technology training for faculty and staff on a regular basis that will enable them to use current technology effectively,

* Developing innovative courses and promoting the College's programs and offerings, and
* Expanding the number and depth of grants and contracts available to the College to support some of these programs and services.

Additionally, the College's satellite facility, the Northshore Center, is dedicated to student success through its college credit, continuing education and high tech program offerings. This learning environment located in Lake Forest Park is a comfortable and modern setting where highly qualified faculty and staff deliver excellent customer service for a diverse and changing community population. Historically, these programs have served 6,000-8,000 persons annually and are designed, approved, administered, and evaluated under institutional procedures.

Along with Continuing Education and the Northshore Center, other programs organized under the Workforce and Economic Development (WED) Division have well defined mission and purpose statements that are compatible with the institution's mission and goals and follow appropriate college operational procedures. These programs include the following: Professional-Technical Education, Worker Retraining, WorkFirst: Pre-Employment and Work Based Learning Tuition Assistance, Career Education Options, Career/Employment Services-One Stop Center, Running Start, and High School Completion Programs. All of these areas of the College participate in the institution-wide strategic

MEDICAL LAB TECHNOLOGY OUTCOMES: NCA - NATIONAL CREDENTIALING AGENCY, CLT CATEGORY			
ACADEMIC YEAR	NO. OF GRADS	SCC PASS RATE	STATE/NAT'L PASS RATE
2000 – 2001	3*	67	80.0%
1999 - 2000	3	100	79.8%
1998 - 1999	5	100	79.8%

Fig. 2.17 NCA Credentialing

planning process, including the preparation of biennial Program Planning and Assessment reports.

CONTINUING EDUCATION AND SPECIAL LEARNING (2.G.3)

Scores of additional continuing education programs and learning activities are sponsored by a multitude of offices across campus. Such events include a wide range of personal and academic development and community outreach activities. Many of these activities are either locally supported or funded in whole or part by state and federal agency grants.

A good example of a very successful locally supported activity is the Expanding Your Horizons Conference. This event each year attracts more than 900 young high school women to our campus who are eager to explore careers in professional and technical fields.

Examples of continuing education and special learning activities that are grant-funded include Worker Retraining, FIPSE/Faces of Our Community, and the Center for Manufacturing Excellence. Like the programs above, these projects also involve college full-time faculty in their planning and evaluation.

The Faces of Our Community project is funded by the Fund for the Improvement of Post Secondary Education (FIPSE). Over the past year and for the next two years this grant will continue to gather research as well as community input to develop curricula that will serve to infuse and include the assets and contributions of persistently marginalized immigrant/refugee populations in north King County, Washington. By working with teams of faculty from a broad interdisciplinary background, the Faces project will continue to educate our community, and to revise and broaden curriculum at Shoreline Community College.

Public service is deeply integrated into the academic fabric of the curriculum as well as into the cultural fabric of student and community life at Shoreline. Additional public service activities are highlighted in Figure 1.7.

HEALTH INFORMATION TECHNOLOGY PROGRAM PASS RATES FOR THE REGISTERED HEALTH INFORMATION TECHNICIAN EXAMINATION AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION					
YEAR	# FIRST TIME SCC GRADS TAKING EXAM	# SCC GRADS PASSING EXAM	SCC PASS RATE	NAT'L PASS RATE	SCC % OF NAT'L MEAN
2001	15	15	100%	78%	108%
2000	14	8	57%	73%	96%
1999	19	17	90%	72%	109%
1998	25	21	84%	74%	102%
1997	13	10	77%	76%	98%

Fig. 2.18 HIT Program Pass Rates

ADMINISTRATION OF OFF-CAMPUS LEARNING ACTIVITIES (2.G.4)

The responsibility of administering the non-credit continuing education programs and special learning activities of the college resides within the Office of Continuing Education and is headed by the Director of Extended Learning. This office reports to the Vice President of Workforce and Economic Development, and works closely with the Office of Instruction, including its Vice President, Assistant Vice President, Division Deans, and academic faculty.

This office has typically been responsible for 6,000-8,000 non-credit enrollments each year. Three thousand of those enrollments have been hosted at the college's main campus, while the other five thousand enrollments have been tied to the Northshore Center currently located at Lake Forest Park.

The Director of Extended Learning serves as a member of key college committees including the Operations Committee and the Strategic Planning Committee, and often participates in meetings of the Instructional Services Council. Working with these key committees promotes integration of continuing education with other areas of the College, and maintains awareness of extended learning activities as part of the institution's overall programs and planning.

ACADEMIC CREDIT FOR CE AND SPECIAL LEARNING ACTIVITIES (2.G.8)

Continuing education and special learning activities, programs and courses are not generally offered for traditional academic credit. Some courses are offered for credit below the 100 level. These credits are not intended as college-level study, do not apply to Shoreline Community College degrees and certificates, and are intended only to provide students and their employers with a formal record of participation. All continuing education courses offered for credit are approved by the appropriate institutional body through established procedures.

TRAVEL/STUDY COURSES (2.G.12)

Over the past four years, Shoreline Community College has deepened its commitment to prepare students to live, work and communicate in a global environment. This growth is in accordance with the College's strategic plan, with its institutional vision, and with its new general education outcomes, which emphasize the importance of global awareness. The Strategic Plan lists as one of its strategies the recruit-

ment, support and retention of a diverse resident, non-resident and international student population; this item was selected during the 2001-02 academic year as a Focus Area for this biennium of the strategic planning cycle. International study opportunities for students and faculty are developed and sponsored by the International Programs department in collaboration with participating instructional divisions; approximately 50 students and 5 faculty study and teach abroad annually.

Shoreline offers a variety of short- and long-term credit-bearing international study programs, including developed and developing countries in Europe, Latin America and Africa. These programs are proposed and led by qualified faculty and supported by the respective instructional unit with approval from the Office of Instruction. Credit is not awarded for travel alone, and the academic work performed by students is supervised and evaluated by Shoreline Community College faculty in the same ways as academic work performed on campus. The College is also an active member of the Washington State Community College Consortium for Study Abroad (WCCCSA), a statewide association dedicated to developing and managing study abroad programs for Washington State community college students and faculty.

Shoreline Community College sponsored international study programs are consistent with Policy 2.4 - Study Abroad Programs and Policy A-6 Contractual Relationships with Organizations Not Regionally Accredited.

Students may notify Shoreline Community College of their intention to study abroad in a non-Shoreline sponsored international opportunity. Students are advised by International Program advisors of the specific guidelines for determining whether they can be awarded transfer credit at Shoreline for the proposed study abroad experience.

DISTANCE DELIVERY OF COURSES, CERTIFICATE, AND DEGREE PROGRAMS (2.6)

The Shoreline Community College Strategic Plan recognizes and addresses distance learning. Strategic Direction Six: Technology supports the college Vision and Mission statement with three strategies that specifically address distance learning:

Strategy 6.6
Encourage students outside Shoreline's district to access Shoreline's programs and expertise through distance learning technologies.

Strategy 6.7
Encourage Shoreline students to become aware of and use distance learning opportunities that fit their goals and programs.

Strategy 6.9
Develop policies, resources and experiences that encourage and support faculty and staff initiatives in distance learning activities. Develop methods to ensure appropriate support services for distance learning students.

The College provides instruction, resources and services to distance learning students and faculty that are analogous to those provided to on-campus students and instructors. Access to SCC library and media collections include over four thousand full text online periodical and reference resources, a call-slip service whereby students can request any item in the collections and have it sent to them, interlibrary loan services, and an agreement among Washington State community and technical colleges to provide full services and access to any currently enrolled student throughout the community and technical college system. Library skills instruction is delivered through an online tutorial, by integrating information literacy and research skills into specific online course curriculum, and by providing direct reference assistance to students via telephone and email.

The distance learning program has evolved progessively since our first offerings in 1996. Figure 2.19 is a timeline for the development of Distance Learning at Shoreline Community College. The program has demonstrated success in attracting enrollment and improving completion rates. Enrollment in distance learning has increased from about 40 FTES in 1997 to about 220 in 2001, as illustrated in Figures 2.19 and 2.20. Distance learning students' completion rates have increased from 62% in 1997 to 75% in 2001, with online distance learning courses increasing from 65% to 74% in the same period.

Faculty and students are given the resources and training needed to interact effectively online. Online students can attend 10-12 training sessions per quarter on how to use the communications resources available online via BlackBoard, the College's primary platform for online instruction.

These trainings are well attended with an enrollment of fifteen or more students per session. Faculty can also acquire training in online interaction and communications resources. Two to three sessions for faculty are offered each quarter. One-on-one training sessions with the Technology Support Staff trainers are also available for faculty. Additional training for faculty in online technology is available over the summer quarter, as well as during the academic year, at the Puget Sound Center (PSC). The PSC is a collaborative effort, with Shoreline as one of its partners, supported by $10 million in grant funding; one of their goals is to train teachers at all levels in effective use of instructional technology.

All online classes make use of interactive communication resources. Blackboard, the College's main system for online course delivery, has e-mail, threaded discussion, and office hour chat/interactive sessions built into the software. Students can also arrange to meet in person with the instructor for additional help. Some distance learning courses are hybrid courses, combining online instruction and face-to-face classes for a designated number of days during the quarter. Telecourses also have face-to-face sessions in addition to instruction delivered via videotapes. Combining in-person meetings with online instruction limits the availability of some courses to students who live far from the Shoreline campus, but provides a level of personal interaction consistent with the College's emphasis on student success and student support.

Course Approval
Distance learning courses are approved through the same processes as all other courses developed at Shoreline. Courses offered at a distance have the same course content, learning objectives and as those offered on campus. The Curriculum Committee must approve all courses. For new courses, a Master Course Outline is required and is outcomes based. For those courses that are develop elsewhere through Washington Online, the appropriate discipline reviews the course information and recommends either acceptance of the courses for our schedule or a rejection of the course to the Division Planning Committee and then to the Curriculum Committee. An example of this process occurred with the Washington Online Chemistry 101 courses. After reviewing the course with particular attention to the laboratory requirements, the chemistry faculty recommended that Shoreline not offer this course because it does not meet our academic standards for
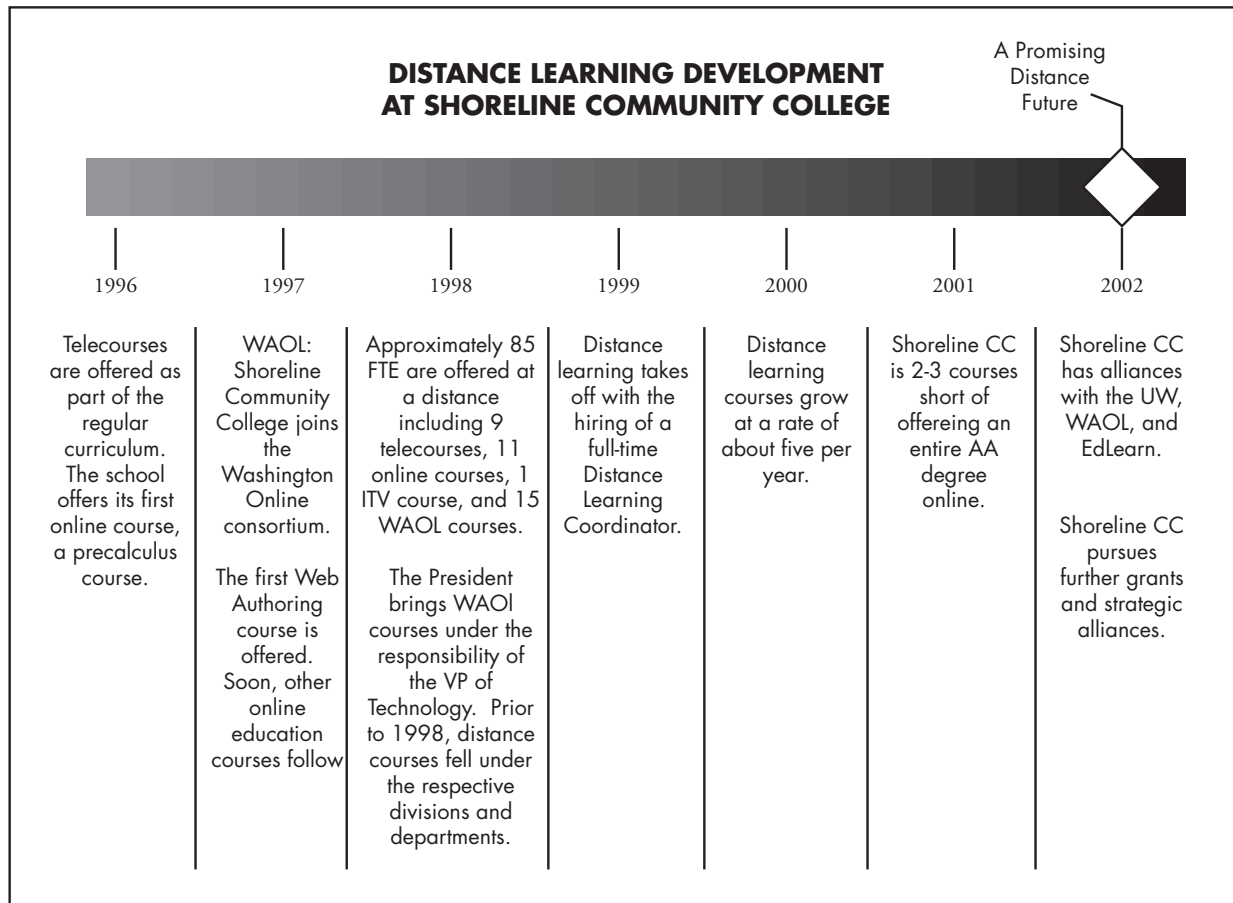
**DISTANCE LEARNING DEVELOPMENT
AT SHORELINE COMMUNITY COLLEGE**

A Promising
Distance
Future

1996	1997	1998	1999	2000	2001	2002
Telecourses are offered as part of the regular curriculum. The school offers its first online course, a precalculus course.	WAOL: Shoreline Community College joins the Washington Online consortium.

The first Web Authoring course is offered. Soon, other online education courses follow | Approximately 85 FTE are offered at a distance including 9 telecourses, 11 online courses, 1 ITV course, and 15 WAOL courses.

The President brings WAOl courses under the responsibility of the VP of Technology. Prior to 1998, distance courses fell under the respective divisions and departments. | Distance learning takes off with the hiring of a full-time Distance Learning Coordinator. | Distance learning courses grow at a rate of about five per year. | Shoreline CC is 2-3 courses short of offering an entire AA degree online. | Shoreline CC has alliances with the UW, WAOL, and EdLearn.

Shoreline CC pursues further grants and strategic alliances. |

Fig. 2.19 Distance Learning Development

a college level laboratory science course. The Planning Committee and then the Curriculum Committee accepted that recommendation and forwarded it to the Vice President. That particular course is no longer part of our distance learning offerings.

Curriculum and Instruction

Distance learning courses are developed with the intent of creating coherent programs, certificates, and degrees online in response to student needs and interests. Resources, release time and stipends are provided to faculty for distance learning course development in accordance with the faculty collective bargaining agreement, which allows for one-third release time for one quarter to develop a typical one-quarter, five-credit online course. Technical support is supplied as needed and appropriate, by TSS staff generally, and by the Instructional Technology Coordinator in particular. Faculty workshops on web technology and other uses of software are also provided to help faculty members place their course online.

All full-time and part-time faculty who teach distance learning courses come from the College's existing faculty pool. Faculty are selected to teach distance learning sections on the basis of their desire to teach online courses, computer knowledge and congruency of their subject areas with the distance learning plan. All online faculty must meet the same criteria for teaching as do faculty on site courses. In addition, distance learning faculty undergo training in the appropriate use of technology and teaching methodologies required for distance learning teaching.

Since the degree of interaction between student and faculty and among students is one of the key indicators as to the success of student in distance learning, everything from technology standards, faculty training, to the language of distance learning contracts has been selected to increase interaction. For example, the Instructional Technologist supports faculty with pedagogical issues and course development. One of the key characteristics of hiring this individual was her understanding of the importance of interaction in distance learning and ability to support and foster interaction as faculty develop dis-

DISTANCE LEARNING ENROLLMENT TRENDS	
YEAR	**ENROLLMENT**
1997	827
1998	1112
1999	1681
2000	2181
2001	49% ahead of last year

Fig. 2.20 Distance Learning Enrollment Trends

tance learning courses. Faculty committees helped to selected technology that supports and encourages interaction. Surveys and annual reviews by governance committees evaluate the effectiveness of systems and technology to support and encourage interaction.

Course Development and Support

When Shoreline faculty develop distance learning courses with the support of the College, individual agreements are signed which define compensation and incentives for faculty developers. Ownership issues have been negotiated and defined through the faculty collective bargaining agreement. Due to rapid change in distance learning intellectual property practices, this section of the contract is listed as an area for review and possible revision in the next round of collective bargaining, with interest teams scheduled to begin their work in the fall quarter of 2002. Ownership, copyright, and other distance learning issues are also defined in the distance learning course development contract, which is signed when a faculty member receives SCC compensation for moving a course to an online format.

Faculty interest and involvement in distance learning have increased from a handful of offerings in 1997 to over 160 online and hybrid courses in 2002.

Student Support

For all students, SCC provides a large computer lab that is open to students for extended hours. This lab improves access to online courses for students who might not have the correct equipment at home. The college has created a series of web pages specifically for support of our DL students including advising,

technical requirements and support, course requirements and registration options. SCC has excellent ITV (interactive television) facilities. Connectivity is coordinated via a state-wide higher education network.

Students receive information about our distance learning courses via the College's quarterly schedule, and our Distance Learning Web site. To help students determine if they are ready to be successful in distance learning courses, there is a self-assessment instrument available online. There is also a description and syllabus for each course on the Web site. If students have questions they can email or call the Distance Learning Office. The advising and counseling center provides online support services for distance learning students. Potential students can also reach an instructor directly via email or phone to obtain specific information about a course.

The entire admission and registration process can take place online, following the directions on the distance learning Web site or in the College's quarterly schedule. Based on student focus groups, the college built new integrated, seamless, admission, registration, bookstore, and waitlist services for students. During the project development extensive faculty and student input (over 128 suggestions) was interactively collected and used to redesign this new college system.

The registration process is fully online eincluding payment by credit card. The registration web site is integrated so that all instructional and business processes that impact a student registering in person are also available to the online student. The process is seamless and integrated. A satisfaction survey indicates that students like the service and will continue to use it.

Since the online bookstore is integrated with registration, books (used and new) and other materials including faculty-generated packets can be ordered and mailed to the student. Students wanted to be able to track their orders online. That has been provided through UPS.

To resolve student complaints, SCC has a process that provides immediate contact with the instructor and DL support staff for students when they are having trouble with access, technology or learning issues. If the DL instructor or support contact person can not fix the problem, other, specific DL contacts have been established in Student Services, and Technology Support Services. The process for

obtaining help is clearly listed on the "one stop shop" distance learning web page.

Technology Support Services provides essential technology training to distance learning students. For those that have problems there is a telephone helpline and email to help them resolve their problems.

Students are not limited to the web to obtain services at a distance. Registration can also be accomplished by mail or by touchtone phone. Students can pay for the classes by credit card through mail or touchtone or by mailing a check. The successes reported from student focus groups, online student surveys and increasing admissions and enrollment data was used to justify making the development of web services a high priority in our Campus IT Strategic plan.

Program Resources
Technology Support Services supports an IT governance committee that annually reviews technology standards related to distance learning. This establishes a closed loop for annual evaluation of all related technologies and services.

As an example of this evaluation process, faculty indicated that they needed new Blackboard capability to utilize new materials becoming available as companion resources for their textbooks. At the same time, data from distance learning enrollments indicated a jump from 146 FTE during fall quarter 2000 to 201 FTE in fall quarter of 2001. This information was used to justify upgrading the Blackboard server hardware to deal with the increased load and upgrading the Blackboard software to enable faculty to mount new distance learning course materials from publishers.

Currently distance learning budgets are supported by distance learning program budgets, Academic Affairs budgets, and grants and contracts. The five-year distance learning plan, including budget, has been in place since July 1, 1999. A significant portion of the funding comes from a $30 distance learning fee assessed to each student for each course. The complete Distance Learning Plan is available as Exhibit 2.36.3.

Additional staffing has been added to Technology Support Services to support network and server technology. These resources are in addition to DL support resources already in place in the Library Media Center and Technology Support Services.

As DL enrollments increase, there will be a need to provide for additional financial support to Distance Learning in order to accommodate this change and to continue expected operations.

Evaluation and Assessment
Each quarter the State Board of Community and Technical Colleges provides SCC with an analysis of the completion rates of students in regular courses compared with distance learning courses. We can break this data down by type of distance learning media and by subject area. In 2000 it was this data that pointed to problems with a distance learning course. We determined that students were having problems with the web site. We suggested to the division that the course be converted to Blackboard to reduce some of the problems students were having. In late 1997 we got help from the Puget Sound Center to conduct a telephone survey of students in WAOL online courses. We found that students were having problems with a particular science course. Concurrently, faculty through the Curriculum Committee voiced concerns about online lab courses. As a result we removed this course from our distance learning offerings. This data based decision making and other distance learning improvements resulted in Shoreline's major improvements in distance learning retention rates, moving from 12% in fall 1999 to 72% in fall of 2001.

Partnership Development
In accordance with the strategic plan's emphasis on partnerships, Shoreline Community College has created a strategic alliance (2002) with the University of Washington that allows the school to offer courses created at the university. The College also joined Washington Online (WAOL) in 1997 to offer courses through a statewide consortium.

For over a year now, Shoreline Community College has been a part of EdLearn, a collaborative effort among Washington state community colleges and universities. The presidents of these institutions believe that the colleges together can be more effective in marketing and providing distance learning than they can alone. Each of the members has skills and resources that permit the group to market and provide contract/professional technical training via distance learning to industry and international markets.

The College is also pursuing a possible partnership with eArmyU in the provision of online courses for

the country's military personnel. If this comes to fruition, it would provide substantial funds, which could be used to bolster the school's distance learning course offerings, infrastructure and student support.

Learn at Home
This program identifies competitive students who are low-income working parents (annual income at 175% of the poverty level or below). These students apply for the program by identifying ways that a distance learning course may enhance their work and education. The 30 selected students are given a computer and go through workshops on how to care for their computers, use the Internet and study online. A case manager works with each of them. Once the students successfully complete 55 distance learning hours or 5 credits, they may keep the computer. This is funded by a grant from the Puget Sound Center as well as WorkFirst (Department of Social and Health Services). Learn at Home has been widely recognized as a means to reduce the "digital divide" by making distance learning accessible to those whose economic means might not allow them to participate otherwise.

Distance Learning Analysis
In response to the Commission on Colleges guidelines for distance learning, the school gathered information, asked questions and completed a "Substantive Change Report for Distance Learning" in June of 1999 and followed up with a comprehensive "Interim Report on Distance Learning" and an Interim distance learning accreditation visit by the Northwest Association of Schools and Colleges in April of 2000. Those reports have helped shape Shoreline Community College's ambitious and pragmatic vision for distance learning.

Customer service surveys have been given to online students to find out how they were faring in online courses. Their responses led to the development of introductory Blackboard (course management software) student workshops starting in fall 2000. Other instructors would hold face-to-face supplemental presentations before an online course started for students on the methods to study online, how to submit work, courseware studies, and other relevant issues.

Making sure Courses Fit Student Needs
Shoreline CC also conducted a phone survey of this school's students who took online courses through

Washington Online (WAOL). The courses that students had problems with were eliminated from this school's course offerings. The school rigorously evaluates the educational effectiveness of its Distance Learning program to ensure comparability to campus-based programs.

Faculty forums and user group meetings have been held to find out what faculty need to adjust to distance learning. From Spring Quarter 2000, courses have been held to train faculty on the course management software. In Summer 2001, a Puget Sound Center training addressed online instructional design-in response to faculty requests. These are offered in addition to regular offerings for orientation to the Interactive Television classroom; design and production of DL teaching materials; the acquisition of media materials used by faculty, and other supports.

Blackboard Upgrade
To stay up with the latest offerings for student online learning, the school has upgraded the courseware to Blackboard 5.0. Training has been made available starting Spring 2002 for all interested faculty.

Distance Learning Staff Support
An instructional technology coordinator position has been filled to offer instructors one-on-one support for teaching online. This position had started as a full-time position initially, but tight funding reduced this to a half-time one. We were able to hire into this position full-time by collaborating with the Puget Sound Center to share the services of the instructional technology coordinator.

Grant Pursuits
Shoreline Community College staff members are looking towards grant and other funding opportunities to develop distance learning: the development of new courses, the delivery of online courses to fulfill an entire associates degree, the training and continued professional development of instructors who teach online, high technology enhancements, and other initiatives.

Suggestions for Change/Improvement
Online Instructor Assessments: Objective evaluations of online instructors need to be created and carried out by Shoreline Community College. These evaluations must not only meet high standards of objectivity but must also be contractual and

approved through the faculty union. While online courses themselves are evaluated currently, faculty who teach online aren't separately evaluated for their online work. While some faculty members have incorporated course evaluations as a tool for improving the online classroom, instructional assessment instruments are needed.

24/7 Technical Support
The campus aims to build towards round-the-clock support for online students and faculty-to troubleshoot problems, to send fixes via remote locations, and to "hand hold" for beginning online learners.

Further Integrated Student Services and Support
Student services-advising, counseling, registration, and other factors-will be further integrated with the needs of the distance learner. Online advising (in combination with telephone and other communications methods) has been explored by the campus as a viable way to deliver services to distance students. Informational resources from the library will be delivered in part through a Web portal for student access.

Other Tools for Distance Education
Hardware equipment and software programs must be gathered, maybe under the auspices of a center, for the delivery of distance learning. These could include capabilities such as the delivery of education via CD-ROM, digital video, and other features.

Budget and Funding: The College will continue to seek grant and other funding to support its distance learning programs, given the challenging state-funding situation.

Faculty Training
TSS in the past has offered training on Office products, while the Puget Sound Center offered Summer 2001 the instructional design and usability class. Such trainings need to grow in terms of breadth of topics (Microsoft Office Suite, digital photos, interactive television training, Web site building, HTML, online instructional design, usability issues, Americans with Disabilities Act accessibility issues, adult learning styles). Additional faculty need to be brought on board and trained in the new pedagogy.

Creative solution—such as online delivery of teaching strategies—need to be brought into play.

Online Student Community
The ability to socialize with other students is a critical part of academic success. This need may be fulfilled with online forums, study clubs, one-on-one tutoring, and other provisions. Support may also come out in the form of regular trainings on various aspects of distance education that provide a way for students to meet and mingle as well as learn from their instructors.

Overall Planning
Technology planning on campus should take into account the infrastructure, training, support, curriculum, faculty and student needs for distance learning. The "best practices" suggested by the American Federation of Teachers in "Distance Education: Guidelines for Good Practice" (May 2000 at http://www.aft.org) provide a helpful framework for this discussion.

STANDARD TWO ANALYSIS

Shoreline has strong instructional programs in transfer preparation, professional/technical, developmental education, and continuing education. The College has continued its tradition of excellence in the arts and sciences, providing high quality general education and a broad selection of electives, including many interdisciplinary offerings. The professional/technical programs are predominantly high wage and high demand and are developed in close collaboration with multiple industry partners. The College is considered a state leader in the development and implementation of Skills Standards for assessment and evaluation of students and faculty expertise in professional/technical program areas. We have received funds from alternative funding sources to support curriculum in multiple programs, and the community and industry have demonstrated strong support through their participation in partnerships and advisory groups.

The English as a Second Language (both academic ESL and Essential Skills) program of Shoreline Community College is a very strong, exemplary and culturally diverse element of the college community.

It attracts local ESL and GED students from Federal Way to north Everett. Recently Shoreline's ESL programs have experienced significant growth. Since 1997, the program has increased from 469 annualized FTEs to its current 625 FTEs. It is one of the largest, and arguably the most diverse program on campus. Both full-time and associate faculty are totally committed to the students they teach. These programs support underprepared students, and Academic ESL faculty focus their energies to providing access to college-level opportunities for these students.

The College's International Programs involve many faculty and students and provide many learning opportunities. The strength of our International Programs goes far beyond integrating foreign students into academic and ESL programs; it encourages curricular and faculty development and Study and Teach Abroad opportunities. Students and faculty have been able to develop and participate in a wide range of innovative short and long-term overseas learning experiences such as China, Bali, Kenya, Europe and Latin America. Shoreline Community College is committed to building comprehensive international education programs and services, in accordance with its strategic plan.

Shoreline's creative and performing arts provide student opportunity while creating a valuable community resource. Music and Music Technology programs, as well as Drama and Cinema classes and Art and Visual Communication programs, provide ample opportunities for our students to develop their skills and to participate in professional-level productions, art shows, and other public performances. The College has a strong Student Programs and Student Body Association that actively support these creative academic programs through clubs and organizations such as Film Club, Drama Club, Opera and Musicals, Spindrift literary magazine and many others.

Shoreline has a growing emphasis on outcomes assessment, as seen by our master course outlines (MCOs), Program Planning and Assessment Reports, and increased numbers of outcomes assessment projects funded through the Institutional Effectiveness, Assessment and Research Office. Faculty conduct various outcomes assessment projects each year, including review and assessment of program outcomes, distance learning, and General Education outcomes. The College also maintains academic and programmatic rigor and quality through its Curriculum Committee review and

approval processes. Each MCO receives thorough program, divisional planning committee and administrative reviews. Associate faculty members are encouraged to participate at all stages, and many write or support MCOs and new course development.

There is a strong commitment by the main campus, the Northshore facility, and our other learning sites to provide innovative curricula for both traditional and non-traditional students. Our ESL programs, for example, have outreach to elementary schools, housing projects, the local WorkSource Centers (Employment Security), drug rehabilitation facilities and a nearby shopping mall.

Shoreline has made significant progress in many areas, including student assessment and placement, distance learning, and inter-divisional collaboration. Shoreline has gained an awareness of and facility with assessment tools such as the ASSET test and the advantages and enhanced capabilities of the COMPASS test. The College is currently evaluating the circumstances in which each placement exam is most effective in the assessment and placement of students.

The College has made significant progress in using instructional technology and offering a wide range of online and other distance learning opportunities for students. We have a significant number of full-time and part-time faculty involved in the development of online courses. Many instructors have developed hybrid classes that combine both online and in-class instruction and many have posted assignments and learning materials on the web. Telecourses and teleconferencing courses are also offered to accommodate students for whom time and distance are barriers to educational advancement. As more faculty create hybrid courses and incorporate online elements into their instruction, we need to set guidelines to ensure quality in hybrid offerings, and to provide the resources necessary for quality implementation of online supplements to instruction.

There are various areas in which we want to grow our curriculum. During the 2000 - 2001 academic year, the college identified new General Education Outcomes. During the 2001 - 2002 academic year, we included them in our Master Course Outline template. Next year we will examine how the new outcomes fit with our degree structures, and hold a college-wide discussion on ways to ensure that our students are encouraged and supported in meeting these outcomes.

Shoreline wants to perform an overall examination and rationalize our suite of degrees that we offer, and to bring these into alignment with statewide degree structures. We know that identifying and building effective programs that are offered at alternative times and at our Northshore location will best serve our students. This includes the examination of both the courses and programs offered at this location during the day, as well as in evenings and on weekends, to ensure that a student may obtain a degree in a specified amount of time.

There is increased cooperation both within and between instructional programs and divisions. Our interdisciplinary studies (IDS) course offerings have increased, and more are currently in development. We have a strong new IDS committee comprised of faculty from several divisions and an instructional administrator that is currently implementing annual planning. In addition, we are seeing successful projects between programs that are housed in different divisions. Broader membership on the Instructional Services Council has encouraged collaboration among divisional deans and leaders from other areas of the College, including CEO, International Programs and Student Development. One goal is for increased collaboration and communication among divisions, thus decreasing the tendency to create "silos."

The College has identified goals and areas for growth concerning assessment, data collection and analysis, curriculum and degree development, and development of the curricular offerings at our Northshore Center. Although the assessment program at Shoreline is a strong one, with a strong link to the strategic plan through the Program Planning and Assessment process, more remains to be done in this area. Data collected to evaluate instructional programs and services needs to be more widely disseminated and understood, to allow for more informed, data-based discussion and problem solving. We want to review and revise our data and its use, and our coding systems to improve institutional reporting that will better guide us in our instructional effort. Assessment data and analysis should more closely guide the development of curriculum and degrees, including instruction offered at Northshore. Effective use of assessment is not consistent across the programs and requires continued development before it is fully implemented at the curricular and course levels for all Shoreline students.

Students

INTRODUCTION

Student Services has developed and implemented comprehensive services and programs designed to support the College's vision and mission to students. Students Services focuses on the core values of access, support, diversity, and excellence in order to facilitate student success. Each of its departments works collaboratively within the local, national and international community to serve and meet the unique needs of Shoreline's diverse student body. The institution provides essential support services for students, including those enrolled in off-campus sites and learning via distance learning.

PURPOSE AND ORGANIZATION

Student programs and services support the achievement of the Shoreline's mission and goals by contributing to the educational development of its students. Student programs and services are consistent with the educational philosophy of the institution.

ORGANIZATION OF STUDENT SERVICES (3.A.1)

Student Services is organized into eight distinct service departments, each supervised by a director-level administrative manager and containing multiple faculty, administrative, and classified staff. These departments include: Enrollment Services, Financial Aid, International Programs, Women's Programs, Student Programs, Athletics and Intramurals, Multicultural/Diversity Education, and Advising/Counseling. An ever-changing demographic landscape combined with increases in non-traditional and at-risk student populations have resulted in the necessary and appropriate expansion of both senior Student Services managerial staff and associated support personnel. (See Exhibit 3.1, Organizational Chart for Student Services, in the Appendix to this report.)

Information provided by students, staff and faculty in the Noel Levitz Student Satisfaction Inventory 2001, and the Student Government Survey 2001, indicate that the current Student Services organizational structure successfully meets the needs of Shoreline Community College's diverse student population. (See Exhibit 3.13 Noel-Levitz Student Satisfaction Inventory 2001 Institutional Summary, and Exhibit 3.36 Student Government Survey, 2001).

STAFF QUALIFICATIONS (3.A.2)

Credentials for applicants for Student Services positions are carefully screened for relevance to the particular position. Careful hiring practices have resulted in a full complement of personnel who are experienced and appropriately educated to successfully exercise the duties and responsibilities of their positions. (See Exhibit 3.6 Student Affairs Staff Profile). Administrator, staff and faculty duties and responsibilities are clearly defined per established constituent contractual agreements, regularly updated and kept on file in the Human Resources/Employee Relations office. (See Exhibit 6.9 Collective Bargaining Agreements.)

The College effectively and efficiently responds to the changing needs of its student, community and industry constituents by reviewing and adjusting existing positions or adding new ones; modifying workload distribution, service delivery, and/or time scheduling. For example, the individual originally hired to lead the Multicultural Diversity Education Center has extensive counseling credentials. Her position was enlarged to include directing the Advising and Counseling Department. This consolidated leadership for two important aspects of Student Services. As the number of immigrant and refugee students needing ESL services increased, a specialized advisor was hired to facilitate their entry into and accurate placement in the English language learning program. This process of constant review and revision seeks to achieve necessary and appropriate personnel management.

Classified staff are evaluated on an annual cycle using an approved and established performance evaluation process. Based on evaluation of the process, in 2001, the College adopted a new and improved performance evaluation instrument that more effectively promotes interactive communica-

tion between supervisor and employee. (See Exhibit 3.37 Employee Development and Performance Plan.)

Full and part-time faculty serving in Student Services are evaluated per the established contractual agreement between the College and the Faculty Federation. This includes a formal Appointment Review Committee during the three year tenure process and triennial evaluations thereafter. Administrative and Professional Exempt staff are evaluated by unit subordinates; student, staff and faculty representatives; and all members of the institution's administrative team. Evaluations for these personnel are conducted annually during the first two years and biennially in following years. (See Exhibit 3.35 Administrative/Exempt Evaluation Questionnaire.)

The Human Resources/Employee Relations office, in collaboration with respective employee constituencies, encourages participation in available professional and personal development resources and opportunities.

POLICIES AND PROCEDURES (3.A.3)

Section 5000 of the Shoreline Community College Standard Policy and Procedures Manual is dedicated to student-related concerns. Student Services units also establish procedures for the operation of specific student development programs and services. Emerging needs for changes in college-wide and program-specific policies and procedures are discussed and addressed in bi-weekly meetings of the Vice President and administrators of Student Services. (See Exhibit 3.7 Procedures for Policy Development.)

Annual objectives are developed in each operating component and reviewed by the Vice President for Student Services with consideration of their relationship to overall goals for Student Services. Biennially, each unit evaluates its goal achievement using the College's Program Planning and Assessment process (Exhibit 3.12 Program Planning and Assessment.) Feedback from the Vice President of Student Services and the President guides further alignment of objectives in the delivery of Student Services. Student Services administrators developed a Student Services purpose statement in 2001 to strengthen this process (Exhibit 3.38, Mission and Purpose, Student Services at Shoreline Community College).

A major thrust is underway to update all student-related policies. Most recently, Policy 5030, Student Conduct and Discipline, and Policy 5035, Student Grievance Procedures-Academic Evaluation, were updated. A new Policy 5033, Dishonesty in Academics, was created to address concerns such as cheating and plagiarism. Clearer language was incorporated into these policies so that students more clearly understand the expectations and the consequences of their behaviors.

RESOURCES (3.A.4)

Student Services participates in established campus-wide processes designed to annually allocate appropriate human, physical and financial resources to meet identified student and program needs. Student Services resources are funded from three (3) institutional sources: general fund allocation (i.e. State and Federal Funding), Student Services and activities fees, and self-support program revenue (i.e. International Student Fees; Contract Fees). (See Exhibit 3.59 2000-2001 Operating Expenditures and Grants by Program Areas and Exhibit 3.60 Distribution of International Revenue: 2001-02.)

Student Services currently receives approximately 8% of the institution's general fund resources and 18% of the self-support international student fee revenue. Student Government, under the direction of the Student Programs department, appropriates relevant student program and activities fees.

Additional human, physical and financial needs for Student Services have been identified; however, institutional resources are not available at this time to fulfill all of these requests. Institutional advocacy for expanded funding for Student Services has increased as the College's student population becomes increasingly diverse, creating a greater need for student service and support.

GENERAL RESPONSIBILITIES

IDENTIFYING THE STUDENT POPULATION (3.B.1)

The College has an "open door" admissions policy, which allows for the creation and development of a diverse student population. As the student population continues to increase and diversify, the College continues to strive to meet the learning and special needs of its students. We provide a variety of educa-

tional programs and support systems that emphasize students' achievement of their educational goals.

Assessment and Testing

Assessment and Testing seeks to promote student success by providing each student with the opportunity to gather information about his/her academic skills, complete a GED, complete the ASSET/COMPASS test, identify career interests and assess abilities. The majority of incoming students' reading and writing abilities are assessed using the ASSET/COMPASS test, which allows for students to be placed in the appropriate English and math courses. In concert with quality advising, students may select the best course of study, leading toward successful academic achievement, career development and satisfaction. Assessment exists to provide students and advisors with the information needed to make sound educational decisions. Assessment and testing staff collaborate with faculty from the various College divisions to determine appropriate placement scores for math, writing and reading. Entering students who complete the placement testing are given a guide that contains information on appropriate placement to take with them to their faculty advisor. In 2001, 2280 students took the ASSET/COMPASS placement test.

Essential Skills Programs: GED/General Educational Development

The tests of General Educational Development (GED) offer individuals who did not finish high school an opportunity to earn the equivalent of a high school diploma. To earn a GED Certificate, a student must pass five separate tests and exceed a specified average score for the entire battery of tests. GED certificates represent nearly 15 percent of all high school credentials issued in the United States each year. In 2001, approximately 473 individuals took the GED test through Shoreline Community College, and 66% of them passed all 5 tests.

Services for Students with Disabilities

The purpose of the Services for Students with Disabilities Program (SSD) is to insure that all students have access to educational programs, campus services and activities. SSD provides service, information and accommodation for students who qualify as disabled under state and federal law. Specific accommodations for students who qualify are determined individually, in consultation with the Coordinator of Services for Students with Disabilities. The number of students served by the SSD program has increased from 192 during the

1995-96 academic year to 427 during the 1999-2000 academic year and 413 for 2000-2001.

Examples of services provided to students include, but are not limited to: priority registration, testing accommodation, note-taking assistance, access to adaptive equipment, assistance in making classroom accommodation or modification, and referral.

Academic Skills Center

The Academic Skills Center is used by students for a variety of purposes, including tutoring, workshops, instructional handouts, studying, and attending lab classes. Statistics for the 2000-2001 academic year show the average number of students per quarter earning credit in English 089 or English 099 was 75 students. Three students earned credit in Education 199 and worked in the Academic Skills Center. The average number of students per quarter using the ASC on a walk-in (non-credit) basis was 411. The total average number of students per quarter using the ASC on a for-credit or walk-in basis was 488. These are minimum numbers, since not all students document their visits to the lab.

Math Learning Center

The Math Learning Center helps students receive appropriate math support. Faculty and staff offer tutoring and other math resources and materials to students. Students can use the calculators, computers, videotapes, sample tests, worksheets, reference materials and textbooks.

Special Populations

The Special Populations program assists students currently enrolled in Professional/Technical Programs including those individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional training and employment, single parents (including pregnant women), displaced homemakers, and individuals with other barriers to educational achievement, including individuals with limited-English proficiency. The goals of this program are to help Professional/Technical students succeed in the campus environment, and to help them make a seamless transition from school to work. Program staff help students identify, evaluate and address a wide variety of needs. Students seeking academic support may be able to access free tutorial assistance. Students also receive assistance with family, social and practical issues, and with

accessing appropriate campus and community support services. When necessary, staff advocate on behalf of students with the Division of Vocational Rehabilitation, Department of Social and Health Services, Mental Health Professionals and Employment Security.

Counseling and Student Advising

The College recognizes the importance of providing students with counseling that helps them clarify their educational goals. Five counselors are available for individual appointments to help students identify strengths and limitations, develop time-management skills, assess academic concerns, identify appropriate resources and develop an academic and career plan. Counselors also teach classes directed at these personal development needs. Specialized advisers work with students with disabilities, immigrant and refugee students, science students, international students, and humanities students. In addition, both counselors and faculty advisors work with students to review their academic records, select courses, develop an academic plan, talk about a career, or engage in a process of research and consultation.

Student Success Committee

The Student Success Committee is a governance committee that works closely with the Curriculum and Academic Standards Committee, the Institutional Effectiveness Committee, and the

tical level, the committee considers such issues as incoming assessment of entering students, outcomes assessment, course placement of students and how placement is enforced, admissions and registration practices that may affect student success, retention and progression, use of math and English placement guidelines, advising—especially for underprepared students and campus-wide tutoring for all students

During the 2000-2001 academic year, the Student Success Committee conducted an informal survey of students who had enrolled in fall quarter courses but did not return for the winter quarter. Participating students completed a written survey form, many were contacted by phone, and several worked directly with committee members to facilitate their continued enrollment at Shoreline. Students listed many reasons for not returning to Shoreline after beginning their studies, but the top three reasons were: 1) transferring to another educational institution, 2) problems with parking, and 3) access to library services. In order to improve retention, the committee recommended that the steps listed in Figure 3.1 be taken to improve retention:

The College periodically conducts formal and informal surveys as well as encouraging College staff to share their ideas. If a pattern is identified in the results, the College works with appropriate staff to develop a next-step plan. For example, there was concern regarding students' study space during the

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STUDENT SUCCESS COMMITTEE RECOMMENDATIONS
FALL 2001

- Increased emphasis on courteous and professional service to all students
- Improved efforts to maintain a clean college environment
  (i.e. bathrooms, classrooms, etc.)
- Reexamination of campus smoking policies and second-hand smoke issues
- Continued discussion of parking issues and resolutions
- Improved relations between students and campus security staff
- Continued improvement of course offerings, evening schedules, and
  course/graduation planning
- Improved alternatives for students' needs for study space and materials access during
  library renovation
- Improved communications so that students understand why they are charged for
  improvements they are unlikely to use.

Fig. 3.1 Student Success Committee

Faculty Senate. The committee is responsible for discussing and recommending action on issues related to student success, especially when the issues cross lines of Instruction and Student Services. On a prac-

library renovation. The College identified more locations, provided information to faculty and staff regarding study space options, and provided fliers for the students to assist them in locating alternative study spaces.

STUDENT PARTICIPATION IN
GOVERNANCE (3.B.2)

A hallmark of the College's governance structure is its provision for campus-wide participation and collaboration in decisionmaking. The Student Body Association President participates in monthly Board of Trustees meetings, and the membership of other governance bodies includes a representative from the student constituency. Student representatives are on each Appointment Review Committee (tenure committee) and the majority of hiring committees. As part of their committee work, students interact with

committee members are needed to fully achieve the active participation intended in the governance structure.

The Student Body Association (SBA), the recognized representative of Shoreline's students, is another integral part of the overall College governance structure. Student Government representatives consider and deliberate operational and planning issues, and the College can point to numerous examples of institutional improvement resulting from Student Government led initiatives that involved students in

■ ASSESSMENT IN ACTION

INTAKE BARRIERS LESSENED

Over a four-month period, the Intake Task Force assessed the College's procedures and services to identify barriers to student access and retention, and developed recommendations to improve the College's entry/access process. The faculty, administrators and staff on the committee reviewed current systems and contacted local and out-of-state community colleges to inquire about best practices for intake services. They made follow-up phone calls to students who applied to SCC but did not register for classes; and they surveyed enrolled students for input about how services might be improved.

Through its work, the task force articulated 59 recommendations. One of the recommendations being implemented, the elimination of the admissions application fee, is realizing good results.

With enrollment levels falling short of the College's enrollment goals, efforts are being directed toward removing barriers or disincentives to prospective students in order to increase new student applications. The elimination of the admissions fee, effective June 1, 2001, appears to be an effective strategy towards achieving this end. In addition to removing the cost to prospective students, the absence of an application fee made it easier for the College to implement an internet-based admissions process. These measures have improved the accessibility of the entry process and resulted in a dramatic increase in admissions applications and a corresponding increase in the enrollment of new students.

faculty, classified staff, and administrative/exempt staff to identify and articulate views on issues concerning the College community.

While ample opportunities are provided for their involvement, student participation is not achieved in every case, often due to the time commitment that committee work requires. Students active in governance are challenged to quickly develop a working understanding of the context and specific details related to the committee to which they are assigned. Each committee, in turn, faces the ongoing need to orient students and members from other constituent groups to a common knowledge base from which to conduct the committee's business. More effective mechanisms for actively engaging students and other

decisionmaking and advocacy. For example, Student Government identified the need, developed and obtained approval for recommendations, and provided financial support for these developments:

- The creation of the Multicultural/Diversity Education Center,
- The creation of Student Programs staff positions to develop co-curricular and extra-curricular offerings to engage students in college life,
- The planned remodel of the Student Union Building,
- The designation of Safety and Security issues as a top priority in the College's 2001-02 Strategic Plan.

The six SBA Executive Board members and nine student Senators have frequent opportunities to address the College's Board of Trustees, staff members and governance committees on issues they deem important. Student contributions and opinions are taken seriously, and student participants in all of these areas of governance are treated with the same respect and acceptance as other committee members.

FACULTY INVOLVEMENT IN STUDENT POLICY DEVELOPMENT (3.B.2)

Faculty are involved in the development of policies for student programs and services in a number of ways. The College has an active cadre of faculty who serve as advisors to student clubs and on advisory committees for Student Services programs. Faculty members participate in each of the College's governance committees and thus address issues related to student programs and services in various contexts. In addition, several Student Services personnel are members of the faculty, and they regularly make recommendations on policies and procedures related to students as part of their professional duties. In all of these roles, faculty members are instrumental in identifying policy needs and formulating recommendations.

The perspectives of faculty members were invaluable in the recent creation of SCC Policy 5033 and the revisions of Policies 5030 and 5035. These policies regarding academic honesty and student conduct give clarity and definition to the integrity of the academic community. In another example of faculty involvement in policy development, faculty input led to changes in guidelines for students wishing to participate in student club-sponsored travel. The resulting modifications will provide added support and reinforcement for students, both in their academic and extracurricular endeavors.

The assessment conducted by the Intake Task Force in 2000-01 identified a need for a strengthened system of faculty advisement that is consistently accessible and responsive to the College's increasingly diverse student population. Faculty involvement in the ongoing development of policies and guidelines for providing advising services is extremely important.

STUDENT RIGHTS AND RESPONSIBILITIES (3.B.3)

Student Services policies and procedures are collaboratively developed to serve students and the institution in an efficient and effective manner while ensuring compliance with state and federal regulations, State Board policy and the policies of the Board of Trustees. Policies and procedures are communicated in print in the College Policy and Procedure Manual, Exhibit 3.8. These manuals are available throughout the College division offices. In addition, policies and procedures regarding student conduct, academic honesty and academic grievance are referenced in the College Catalog, student handbook (Exhibit 3.2) and quarterly class schedule. They are also available on the College intranet. The Student Government organization provides the Associated Student Body with a Student Advocate position to ensure appropriate support in facilitating student rights and procedural rights.

SAFETY AND SECURITY (3.B.4)

During 2000-01, students raised concerns that helped to pinpoint deficit areas in the operation of the College's Safety and Security office. In response, the College deemed "providing a safe learning environment and physical climate" a top priority in its 2001-02 Strategic Directions. Data from the Noel Levitz Student Satisfaction Inventory reinforced the need for this focus. Students attributed a high level

ASSESSMENT IN ACTION

FACULTY DEVELOPMENT AND DISRUPTIVE STUDENTS

An evaluative focus group session held with new faculty at the end of their first year substantiated the need for development of their skills in working effectively with disruptive students. Following a workshop on "Dealing with Disruptive Students in the Classroom," which was presented by a counselor, a Humanities faculty member and the Vice President for Student Services, a faculty member came to the Counseling Center to consult with a counselor regarding a disruptive student. The faculty member then referred the student to the Center. The student met several times with a counselor and subsequently managed classroom behavior more appropriately. The faculty member had learned to recognize severe disruptive behavior going beyond the reach of in-class techniques presented at the workshop, and had learned how and where to refer students needing assistance in changing their disruptive behavior patterns.

of importance to a safe and secure campus with a rating of 6.28 on a 7.0 scale. Students indicated their satisfaction with the safety and security of the campus with a rating of 4.95 on a 7.0 scale, a relatively high measure, but not congruent with expectation levels. Staff in the Safety and Security office are working to improve its effectiveness and close this gap, in a number of ways. Since fall 2001, a new system is being used for documenting and tracking safety and security-related incidents that occur on campus. With this in place, patterns are more readily identifiable, and this knowledge enables more proactive and effective campus security strategies, such as setting patrolling schedules based on incident patterns.

The Safety and Security staff is on duty 24 hours a day and can be reached in person, by pager, or from well-marked emergency phones at key locations on campus. College policies and procedures are in place for handling emergency situations. A Crisis Response Security Guide is currently under development. Elements of these procedures are now operational, and the anticipated completion date for the plan, overall, is summer 2002. In 2001-02, the College enhanced the safety and security of students with administrative coverage during evening hours. On a rotating basis, administrators are on duty to respond to routine and emergency situations as they arise.

Information concerning student safety is published in the Student Handbook and on the College website. This information is being incorporated into the 2002-04 College Catalog and quarterly course schedules. Campus crime statistics reports are accessible on the College's intranet, and available for public review in the offices of the President, the Vice President for Student Services, the Director of Public Information, the Vice President for Human

ADMISSIONS APPLICATIONS		
	as of 3/1/01	as of 3/1/02
Spr. '01	448	
Spr. '02		1,000
Fall '01	202	
Fall '02		755

Fig. 3.3 Admissions Applications

Resources, and the Safety and Security office. Notification of the location of these documents will be published in the 2002-03 Student Handbook which is widely distributed to students.

CATALOG AND HANDBOOK (3.B.5)

In order to inform students about the College mission, admission procedures, academic requirements, and related student policies, Shoreline Community College publishes a biennial Catalog, Exhibit 3.20. The Catalog is produced by a Catalog Committee, which is chaired by the Public Information Officer. Revisions to this publication are solicited biennially by the Catalog Committee, from the managers of appropriate departments. The Catalog provides, among other information, the College Mission; admission requirements and procedures; academic regulations; degree-completion requirements; credit courses and descriptions; tuition, fees and other charges; refund policies; and attendance and withdrawal policies. Reference to students' rights and responsibilities and where to locate them has been added to the 2002 edition of the Catalog. The Catalog is distributed to students at no charge during new student orientation, as well as being mailed to high school counselors in our district and made available for sale through the Bookstore.

Quarterly class schedules are printed and mailed to our district, as well as being widely available on campus (Exhibit 3.21 SCC Fall 2002 Class Schedule). The class schedule provides an additional avenue for informing the public about the College mission, admission policies, academic requirements, and related subjects.

The Shoreline CC Student Guide is published and distributed by the Student Programs office each year. Exhibit 3.2, the Student Guide, outlines the College

ENROLLMENT TRENDS 1998-2001	
FALL QTR	# STUDENTS
1998	2,328
1999	2,398
2000	2,335
2001	2,588

Fig. 3.2 Enrollment Trends

mission and vision, and details services and student activities available on campus. The Guide includes an annual calendar of activities and events, athletics, registration dates and other key student scheduling information. It also provides summaries of student rights and responsibilities, and a summary of the Student Services and Activities fee budget. The 2001-02 edition of the Guide did not include copies of the College's newly-adopted policies, including Student Academic Grievance Procedures policy, Student Conduct and Discipline policy, and Dishonesty in Academics policy. These will be included in the September 2002 publication.

EVALUATION PROCESSES (3.B.6)

On a biennial basis, the managers of Student Services departments review their programs as part of a College-wide Program Planning and Assessment process. The reports document each program's mission and purpose, as well as the relevance of its expected outcomes to the vision, mission, and strategic directions of the College. Program effectiveness is evaluated and goals and objectives for the coming year are developed. The Vice President for Student Services and the President review and provide feedback to each report. In alternating years, Student Services managers develop and submit goals for their areas to the Vice President for Student Services. In response to changing conditions, the College organizes task forces to assess the efficacy of programs or services. For example, during 2000-01, an Intake Services Task Force was convened with representation from Student Services and Instructional Services. Figures 3.2 and 3.3 illustrate the differences in enrollment after the recommendations of this task force were implemented.

The Intake Task Force's recommendations, combined with findings from the Student Satisfaction Inventory administered in fall 2001, provide the College with substantive and compelling data for use in reviewing processes and taking action to improve services. The Task Force was charged with identifying barriers to student access, and its research and recommendations resulted in many changes, including elimination of the application fee, a new online application and registration process, revising orientation requirements for students already holding a college degree, increased services at area high schools (including advising and placement testing), and adjustment of timelines and notification processes for dropping students with unpaid tuition.

ACADEMIC CREDIT AND RECORDS

AWARDING OF CREDIT (3.C.1)

The evaluation of student learning is based on clearly written course outcomes with grading standards published in each course syllabus. The campus syllabus policy has been studied for the past year by a Faculty Senate Council subcommittee. The subcommittee collected syllabus policies from other institutions, conducted campus-wide presentations, engaged in discussions around campus, collected school-wide faculty input, and recommended revisions to the syllabus procedures, which were approved by the Vice President for Academic Affairs, and presented to the Board of Trustees in June 2002. Syllabi are continually updated, and are kept in division offices, for use by both adjunct and full-time faculty, as well as students. Master Course Outlines (MCOs) are developed for all credit courses offered at Shoreline; they include course outcomes as well as an overview of course content and the mechanisms that will be used for student evaluation. Faculty use a variety of grading sheets, templates, and rubrics to standardize grading within their courses and across disciplines. Part of the evaluation of instructors includes their assessment methods.

CRITERIA FOR EVALUATING STUDENT PERFORMANCE (3.C.2)

The criteria set up for student performance are appropriate to degree level. The College maintains numerous relationships with professional accreditation and evaluation bodies, particularly for professional and technical programs. For college transfer degrees, proposed courses and their related documentation (syllabi, course MCOs) are routed to local colleges and universities for smooth articulation. Faculty members, as part of their professional development, attend various statewide and national meetings and conferences on learning assessments and share their findings with colleagues on this campus. Criteria for portfolios and other measures of student achievement are clearly stated and implemented. Various campus studies have looked into the evaluation of pre-college and college-level writing. For example, studies have included the collection of student writing samples representative of different levels of evaluation. College transcripts note that courses numbered below 100 are not accepted as meeting certificate or degree requirements.

DEGREE VS. NON-DEGREE CREDIT (3.C.3)

There are many publications in existence to distinguish between degree and non-degree credit. The printed, quarterly class schedule is the most widely used by students when choosing credit or non-credit courses. (See Exhibit 3.21 SCC Winter 2002 Class Schedule.) The quarterly class schedule contains the class and course descriptions offered for academic and Professional/Technical departments.

Degree credits are all at or above the level of 100. Credits below that level fall into primarily two categories: non-degree developmental credit and non-degree continuing education credit. These courses all have an appropriate department designator and a number consistent with their non-degree status such as Math 080 for developmental math that is pre-college level and CE 076 for continuing education credit. Although these courses are not intended as college level work, some receiving institutions may choose to grant credit for continuing education accomplishment. The 2000-2002 Shoreline Community College Catalog, (Exhibit 3.20 SCC 2000-2002 Catalog), contains the course descriptions of all credit requirements for degrees and certificates.

Faculty, the Advising/Counseling staff, and students utilize the class program planning worksheets to assist advisees with course selections for registration purposes and to fulfill incomplete credits required for certificate and degree evaluation. (See Exhibit 3.27 - Sample of a Program Planning Worksheet.)

Non-credit classes/Continuing Education courses are also printed in the quarterly class schedule. Non-credit courses are available to all students for professional or personal growth. These courses are not considered transferable to pursue a degree or certificate. Some academic and technical courses such as science require students to register for a laboratory class time that is listed as 0 credit because the credit is included in the overall credit designation of the course. Any student transcript containing the following grading symbols indicates that no credit has been awarded: H, I, N, NC, P/NC, PZ, W, Z. The description of each letter symbol is also found in the College Catalog.

The faculty and the Advising/Counseling Center advisors can authorize credit to students by utilizing the Special Projects course option, the College Level

Examination (CLEP), Credit by Examination, and Advance Placement options as listed in the College Catalog.

The translation of each grading symbol is printed on the back of the official Shoreline Community College transcript. (See Exhibit 3.28, Back Page of Official SCC Transcript). Students requesting changes to their transcripts are required to follow the formal procedures laid out in Policy 5033. Exceptions are made in cases of College and/or clerical error. Student records and official graduation evaluation would reflect the exception, including written confirmation/authorization by an administrator and/or Division Dean for graduation purposes.

TRANSFER CREDIT (3.C.4)

The Admissions and Records department within Enrollment Services serves in the capacity of documenting credit, and also has responsibility for housing and securing academic records. The Admissions department evaluates the transcripts of new transfer-intent students for transferable credits for degree purposes and financial aid eligibility. (See Exhibit 3.22, Request for Transcript Evaluation). Professional technical faculty evaluate the transcripts of new professional technical students for transferable credits for those degrees or certificates and financial aid eligibility. Shoreline Community College accepts credits earned at colleges or universities that are regionally accredited by the following accreditation bodies:

- Middle States Association of Colleges and Schools (MSA)
- The Northwest Association of Schools and Colleges (NASC)
- North Central Association of Colleges and Schools (NCA)
- New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education (NEASC-CIHE)
- New England Association of Schools and Colleges, Inc./Commission on Technical and Career Institutions (NESC-CTCI)
- Southern Association of Colleges and Schools/Commission on Colleges (SACS-CC)
- Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (WASC-Jr.)

- Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities (WASC-Sr.)
- International Colleges and Universities Resources to determine accreditation can be accessed by using the AACRAO (American Association of College Registrars and Admissions Officers) Word Series Directory and by contacting the Ministries of Education of the country in which the college or university is located.
- Military Colleges and Universities
- American Council on Education

Students wishing to transfer in college credits earned at another institution are directed to:

1) Submit a Transfer Degree Request for Transcript Evaluation to the Admissions Office if they are planning to earn an Associates of Arts and Sciences/Option A, Associate of Arts and Sciences/Option B, Associate of Science/Track 1, or an Associate of Science/Track 2.

Or

2) Contact the appropriate Division Office if they intend to earn a Certificate of Proficiency or an Associate of Applied Arts and Sciences to request that their transcripts be evaluated.

Students must submit an official transcript to the Admissions Office for each college from which transfer credit is to be applied to the Shoreline degree. Transfer credits are evaluated on a course-by-course basis to determine if they meet the requirements for the student's intended degree. In order to graduate students must meet a minimum 2.0 grade-point average for all Shoreline Community College course work, and all courses accepted in transfer from other colleges which are used to satisfy degree requirements. The grades from these transfer credits will not be averaged with the Shoreline Community College GPA; therefore, the student's transfer credit GPA must also be at or above 2.0.   In order for the College to award a degree, students must earn at least 25 of the credits being applied to their degree or certificate at Shoreline.

The Records Department credentials evaluator receives and examines all student requests for academic and professional technical credit evaluations for graduation purposes. If graduation requirements are fulfilled by meeting the required credits, the appro-

priate degree is confirmed by the evaluator. (See Exhibit 3.25 SCC Application for Graduation and Exhibit 3.23 Validated Official Copy of SCC Transcript.)

Collaboration of the two departments within Enrollment Services supports a one-stop service for evaluation purposes for academic transfer students. Professional/Technical students face a more complex process because they must make appointments for transcript evaluation with department faculty whose schedules often vary. Additionally, some Professional/Technical programs have no faculty on campus during the summer term or during the times between terms so transcript evaluation must wait until faculty return or be done by division deans.

RECORDS (3.C.5)

Academic record storage is accurate, secure and comprehensive, and is in compliance with the College and state requirements of safekeeping for student transcripts and records. Enrollment Services also complies with FERPA, which protects students' rights, and limits disclosure of student information. Archived paper student records are stored in locked campus warehousing, and microfilm archives are stored in a fireproof, combination-locked vault, which is locked at the conclusion of each business day. (See Exhibit 3.24 Microfilmed Student Records Copy.) Current student files are kept in locked metal filing closets, and also locked in the main bank of the mechanical Lektriever file cabinets. Archived inactive student records five years or older are purged from the main filing system. The Records staff performs the year-round purging and archiving of inactive student records. Access to files is limited to authorized campus staff, administrators, and student employees who have signed a confidentiality agreement and have been trained to honor and comply with the FERPA policy. Student records for those in Professional/Technical programs may also be stored in department offices in secure files. Interme-diate grades are maintained by the respective instructors in their offices. Shredders are available in various divisions for the disposal of private student records.

Each Enrollment Services department, including Admissions, Records, Registration and Registrar's Office, maintains security code access and log-on passwords to prevent any corruption or misuse of state equipment and computers containing confidential student records and enrollment information. Enrollment Services implemented back up procedures based on the Y2K computer systems failure

scenario. Technology Support Services (TSS) manages the archives of electronic student data for the HP3000 system used by the College. The state Center for Information Services (CIS) also supports vital retrieval of state-related student record data in event of a natural disaster, power outage or technical systems failure.

Effective April 27, 2002 in compliance with Washington State law designed to protect all student rights and privacy, no social security numbers will be used to identify any current or new student applicants. Any student who has applied to the College or has registered for classes will be assigned a unique student identification number. Social Security numbers will be required only for financial aid applications and specific campus employment purposes. Students may still provide their Social Security numbers on a voluntary basis; in this case, the numbers will be used only in conducting approved College institutional effectiveness research.

Enrollment Services has developed a procedure to confirm student identity and maintaining student privacy for enrollment and registration transactions. This is a reliable method for College staff to confirm identity of students who request transactions and their student record information, whether in-person, by phone or using e-mail to connect and request College transactions and access enrollment records or transcripts. (See Exhibit 3.40, Memo of 4/15/02 Release of Student ID# for Inquiring Over Phone or E-mail.)

ADMISSIONS

ADMISSION POLICIES (3.D.1)
Admissions policies accommodate any student who seeks opportunity to access education and life-long learning within a supportive, diverse campus community. The admissions procedures only require the completion of an application submitted by paper (Exhibit 3.29 SCC Admissions Application) or electronically (Exhibit 3.30 SCC Admissions Application-electronic) on the College website. Information on how to apply is listed in a flyer, (Exhibit 3.31 SCC "5 Easy Steps"), which provides clear directions for how to get started at Shoreline.

The implementation of web admissions offers our students an alternative to the traditional paper application. The submission of the required application is made instantly and is not subject to delay as are mailed admission applications. Immediate accep-

tance and acknowledgement response of the application is now possible to expedite students' next step to advising and registration.

In June 2001, President's Staff approved the recommendation to discontinue the required $10.00 application fee for each new student applicant. The free admissions application allows more opportunity for students with limited income or resources to access the College with one less barrier.

Student Services has expanded its visibility to the community and local high schools populations by teaming up the admission staff with the high school relations coordinator in the Advising/Counseling department. Student Services is now able to devote more time to connecting with high school students in school visits and college or career fairs.

Enrollment Services implemented the SOAR program at Shorewood High School in May 2002. Together, SCC and the high school have designed a one-stop program for high school seniors. Shorewood High School hosts SCC during regular school hours to conduct the process of admission, assessment testing, new student orientation, advising and registration. SCC is able to offer personal attention to each student and implement College resources for student success and retention purposes. With student consent, Shorewood High School is able to track data for its seniors as they progress on to higher education at Shoreline.

RESPECTING DIVERSITY (3.D.2)
The College is committed to diversity and has included diversity as part of the College's Mission Statement, Core Values and Strategic Plan. Faculty, staff, and students are encouraged to gain awareness and knowledge of the diverse individuals and perspectives of the campus. In addition, the College supports several programs that provide services and education to diverse groups.

Admissions policies accommodate any student who seeks opportunity to access education. These policies support the "open door" offered by many community colleges and encourage the development of a diverse educational community. As stated in the Strategic Plan, the College will continue to advocate awareness of, knowledge of, and appreciation for diversity. At Shoreline diversity is understood to include racial, ethnic, cultural, gender, age, sexual orientation, socio-economic status, ability and reli-

gious differences. As a way to show its commitment to diversity and student success, the College has established several programs and services that support student outreach and retention.

Community Integration Program

Shoreline Community College's Community Integration Program arose in 1983 to support the needs of individuals with significant cerebral palsy, who had chosen Shoreline as their educational resource.The program currently serves fourteen students. Emphasis is placed on academic goals and academic achievement. The program supports students in their exploration of areas such as Professional/Technical and academic transfer programs, life-long learning, GED completion and Adult Basic Education. Grant-funded by King County and Snohomish County, this program seeks to remove the physical and social barriers to integration into the College environment.

Multicultural/Diversity Education Center

The Multicultural/Diversity Education Center (MCDEC) provides a supportive and safe environment for students of all cultures to meet and explore their cultural and ethnic origins; work toward understanding, respect and appreciation of the diversity within our campus community; and develop outreach programs that strengthen our diverse communities. The term culture is used broadly to include race, ethnicity, gender, age, religion, sexual orientation, and physical ability.

MCDEC is dedicated to student academic success. It is a place for informal study groups, mentoring, peer tutoring, and sharing of academic issues and information within the campus community. MCDEC is a resource center that provides information on social services and ongoing student programs that emphasize the academic, social and personal success of all students. MCDEC is a resource and training center that provides information for faculty and staff who are interested in diversity training, multicultural/diversity materials and curriculum transformation materials that incorporate culturally diverse information and perspectives.

Women's Program

The Women's Center assists students and community members, women and men, in reaching their academic, vocational and personal goals. The staff aim is to reduce barriers and support success by linking people to appropriate college and community resources, providing leadership opportunities, educating the campus on issues impacting gender equity and providing a welcoming place for students to interact.

Lectures, support groups and workshops, conferences and special events are designed to educate, enlighten and empower participants. Special events offered each year include: Women's History Celebration; the Expanding Your Horizons Conference, which brings approximately 650-700 high school young women interested in math and science careers; and the fund-raiser for the Women's Center Emergency Fund.

CEO: Career Education Options

The Career Education Options (CEO) program was established to help improve employment opportunities for young adults who have left high school without earning a diploma. Many of the students come to the program with multiple and significant barriers to success. All students enrolling in Shoreline's CEO program participate in individual assessment and classroom activities that help them clarify their academic and career goals. In the academic year 2000-01, the program served 445 students.

Through Professional/Technical and pre-employment classes, students receive job training, develop life skills, and learn effective job search and interviewing strategies. In spring 2002, the CEO program launched Learning Center North (LCN), an off-site program that focuses on GED preparation, basic computer skills instruction and employment assistance. The major goals of LCN are to prepare students to earn their GED and enter the CEO program on the Shoreline CC campus. Since its inception, Learning Center North has served 105 students. This site has also attracted a more ethnically diverse population.

The CEO program also provides access to work experience and internships. Some students may also simultaneously earn a GED. As they advance through the program, students may access on-campus job placement assistance and other services designed to support students through the transition from school to the workplace.

FIPSE Project

The project entitled "Faces of Our Community" is a three-year grant project received from the Fund for Improvement of Postsecondary Education, U.S.

Department of Education (FIPSE). The central focus of this grant is to connect with and give voice to immigrants and refugees in and around Shoreline and Lake Forest Park, with the intent of expanding the educational and professional opportunities available to them. The project includes work in both curriculum and Student Services. The perspective of the project specifically emphasizes the strengths and contributions that immigrants and refugees bring to our campus and community, with the intent to build on what they already know about their cultures and languages in order to reposition them as resources and experts in the cultural information that all of us need to create a successfully diverse society.

In the area of curriculum, the project is currently conducting a curriculum seminar to lay a foundation for faculty who want to develop new courses or add portions to their existing curricula that will focus on immigrant experiences and perspectives. A new course in Immigration History is under development, for example. The goal is to create a Pathway through the General Education curriculum that emphasizes immigrant experiences and perspectives. In the Fall of 2002 the project will also be piloting a portfolio process in the Nursing program: entitled "Valuing Diversity in Health Care." This project will provide an opportunity for students (both immigrant and non-immigrant) to place special emphasis on working with diverse clients in their program. For the immigrant students, who will eventually participate in this process as part of a total Pathway that includes General Education courses, this will provide an opportunity to build on their existing cultural and linguistic knowledge and enter the field of nursing with a highly marketable asset. In an effort to promote student retention and success, we are also collaborating with other efforts on campus to create a series of Bridge Programs, designed to provide intermediate steps between basic ESL classes and professional programs, by teaching English skills within the context of particular professional fields such as health care and business/information technology.

One of the project's primary goals is to promote student success through coordinating campus efforts to increase access, recruitment, a welcoming atmosphere, retention, and support services. We are currently working with a Student Services team drawn from Enrollment Services, Advising and Counseling, The Multicultural/Diversity Education Center, the Women's Center, Student Programs, the Library, and Safety and Security.

Essential Skills Programs: Adult Basic Education

Adult Basic Education provides classes to help adults improve their language and math skills. Program staff assist students to clarify their educational and employment goals. Students participate in a personal assessment of the factors affecting their academic and occupational choice, family responsibilities, employment obligations, financial concerns, transportation, childcare, and other practical realties, which often appear to be barriers to success. Then students and program advisors work together to identify and access community and campus resources, overcome barriers and achieve personal success. Through this program students prepare for the GED, as well as for professional/technical and academic courses.

Worker Retraining

The Worker Retraining program is designed to assist people who are currently unemployed and need to develop new skills or gain additional training before they can effectively get back to work. This program primarily helps dislocated workers—people who have lost their jobs through downsizing, "right-sizing" and other corporate restructuring. Students in this program receive a variety of services including an orientation where they learn about campus resources, classes, registration and financial aid. Staff assist students with academic advising, assessment, placement and priority registration. Students also receive career counseling, interest testing, values clarification, and other vocational support services.

WorkFirst

WorkFirst is a partnership involving Shoreline Community College, the Department of Social and Health Services (DSHS), Employment Security, community-based organizations, business and labor. The long-term goal of the program is to help families become self-sufficient and move permanently off welfare by preparing students to move up in their career and increase their income.

Shoreline's WorkFirst Program provides job-related training and free tuition and books for working clients who are disadvantaged and of low income. Currently the program offers a variety of options and services including a Pre-Employment Training Program, which prepares participants for employment with a major employer. The College, through partnerships with local industry, develops short-term (11-week) training modules designed to give stu-

dents specific job skills. In addition, the Tuition Assistance Program allows individuals who are working 20 or more hours per week the opportunity to continue with training in more than 50 Professional/Technical areas.

Along with technical instruction, the Shoreline program offers tutoring, core workplace competency instruction, placement services and post-employment and retention support services.

Student Clubs

There are several diverse student clubs on campus. These clubs provide students with academic and social support. They strive to increase the campus multicultural understanding and knowledge by developing and sponsoring educational activities and projects(Exhibit 3.2 Shoreline Community College Student Guide 2001-02.)

Support for Washington Education Foundation (WEF) Scholars

The Washington Education Foundation manages the Achievers Scholarship program, which is funded by a grant from the Bill & Melinda Gates Foundation. This scholarship program assists over 500 Washington low-income, high achieving students from 16 Achievers High Schools to earn four-year college degrees. Most scholarship recipients are first generation college students and nearly 60% are students of color.

Students are required to attend eligible Washington colleges and universities for at least the first two years of their four-year programs. The students enrolled this year, 2001-02, are the first of ten cohorts to be funded. Shoreline Community College has 5 Washington State Achievers Scholars enrolled this year. The total amount of scholarship assistance they are scheduled to receive is $13,950. Shoreline has committed to providing mentoring assistance, advising and financial aid support that assists with the retention and graduation efforts of the program and the College.

PLACEMENT PROCESSES (3.D.3)

Student success relies on accurate and appropriate placement in courses and programs. Trained staff in the Advising/Counseling Center administer both the Assessment of Skills for Successful Entry Transfer (ASSET) and the Computer Adaptive Assessment System (COMPASS) to assess student skills and abil-

FINANCIAL AID AUDIT	
1997	AUDIT
1998	AUDIT
1999	
2000	AUDIT
2001	

Fig. 3.4 Financial Aid Audit

ities and maximize students' ability to benefit. Completion of the ASSET test is required for all full-time students seeking a degree or certificate program unless they have taken college-level English and math. Student Services staff have the ability to waive ASSET placement if exceptions are warranted, for example if a student has already completed another college degree. ASSET placement scores are used by academic advisors in helping students plan their schedules.

SUSPENSION, TERMINATION, READMISSION POLICIES (3.D.4)

The Registrar's Office is responsible for Scholastic Requirements of Academic Warning, Probation and Suspension of currently enrolled students. Probation and suspension notices inform the student of the College's concern for their academic status at the end of each quarter. A student whose quarterly grade point average falls below 1.75 for a single quarter is notified in writing by the Registrar's Office along with an offer of support and resources for the student's success. Students who have received a quarterly GPA of 1.75 or lower for two consecutive quarters receive a probationary notice. If a student receives a 1.75 GPA for three consecutive quarters, a suspension notice is mailed.   If a student has been notified of academic suspension status, a petition, Exhibit 3.32 Petition for Academic Reinstatement, must be submitted, and a meeting with the Registrar is required for re-admission consideration. This scholastic requirements information is made available to students in the College Catalog. Current students who have experienced extreme and/or unusual hardships, which have resulted in withdrawal from classes, may submit a written petition, Exhibit 3.33 Petition for Review of Circumstances, to the Registrar's Office for reinstatement and re-registration.

GRADUATION REQUIREMENTS (3.D.5)

The credentials evaluator of Enrollment Services performs evaluations for all certificate and degree-seeking students. Students request these evaluations by submitting appropriate forms, Exhibit 3.25 SCC Application for Graduation, and Exhibit 3.34 SCC Certificate of Proficiency Application for Graduation. These forms are available in the Student Services lobby, and are located in each academic division.

Complete graduation degree requirements for academic and Professional/Technical degrees are listed in the College Catalog, including academic degree requirements for Option A, AAS Degree, Option B, AAS Degree, and the Professional/Technical Degrees. The President's and Vice-President's Honors list criteria are also listed.

FINANCIAL AID PROGRAM (3.D.6)

To support the academic endeavors of students, the Financial Aid office at Shoreline assists students with financial aid to assist with their educational costs. The office is within Student Services, and serves students in close collaboration with other Student Service offices. Three primary goals for the Financial Aid office are: a) service to students; b) complying with federal and state regulationss; and c) meeting institutional goals. In the 2000-01 academic year, approximately 1,573 students were awarded some type of financial aid.

The mission of the Financial Aid office is multi-dimensional, including: helping students gain access to education by removing financial barriers; providing information and assistance for the application process; stewardship of financial aid funds and resources; collaboration with other offices on campus and full participation in Student Services at Shoreline; service to the campus community, continual improvement of office operations, and participation in the principles set forth by our national financial aid professional organization.

As indicated in Figure 3.4, the administration of financial aid is audited regularly by the state for compliance with federal and state regulations, usually on a two or three-year cycle. The audit of the Financial Aid office is generally part of the larger state audit for the whole college. The Financial Aid office audit has a broad scope, reviewing the overall operations of the office, coordination of office operations with federal and state agencies, and reconciliation of funds with the Budget and Accounting

office. The audit includes a review of a random sample of student financial aid files for the prior years, testing for consistency with established policies and procedures.

All changes and improvements have been informed by an assessment of student needs, usually by student input, staff observations, and discussions with other community colleges. Difficult situations with students are used as learning opportunities to review skills and procedures. Results from the Noel-Levitz survey data indicated that a significant number of students do not perceive that Shoreline has "adequate financial aid available for most students." It is true that the amount of financial aid funds allocated to Shoreline by federal and state programs is not within the control of the College. Students' eligibility for grant assistance is determined by federal and state regulations, and some students qualify for a larger amount of grant assistance than other students. All students who qualified for two Federal Title IV programs, the Federal Pell grant and the Federal Student Loan programs, received their maximum eligibility as determined by federal regulations. Most students who were eligible for the state and institutional grant programs received some assistance, in varying amounts as they were eligible and as funds were available. The Financial Aid Office annually adjusts the awarding procedures to distribute the grants to assist the maximum number of eligible students, funding tuition and book expenses as a base target amount.

Other results from the Noel-Levitz survey data indicated that some students do not perceive the staff in the Financial Aid Office to be as helpful as expected, and that the written statements of financial aid awards are not sent to students as quickly as desired. The office will use these survey results for future efforts to continue strengthening operations. Shoreline has made significant improvements in both of these areas during the past five years, especially in continued staff training in customer service skills and in streamlining the financial aid process for students. The office will also seek to provide more clear information to students about the amount of funds available and the expected timelines for receiving notification of financial aid awards. The Noel-Levitz survey data, results from audits, student feedback and any other evaluative information will all be used to set office goals and implement necessary changes.

The office sets annual goals approved by the Vice President for Student Services. Examples of changes made in the past four years to improve service to students include:

- hiring an additional staff member for direct service at the front desk, including telephone service;

to process all student loan funds electronically, with the loans first paying outstanding tuition and fees. Any remaining funds are combined with grant funds in a check available to students after the start of the quarter. The Direct Loan process is easier and faster for students, and provides a significantly improved service for all students, especially those attending

SOURCES OF FINANCIAL AID			
	FEDERAL TITLE IV & OTHER PROGRAMS	**WASHINGTON STATE PROGRAMS**	**INSTITUTIONAL PROGRAMS**
Grants	Pell Grant SEOG (Supplemental Educational Opportunity Grant)	State Need Grant Promise Scholarship Worker Retraining Work-based Learning Tuition Assistance	Shoreline Grant Tuition Waiver
Loans	Direct Subsidized Loan:Nursing Loan Direct Unsubsidized Loan (Federal, DHHS for students in nursing program) Parent PLUS loan		
Work Study	Federal Work Study	State Work Study	

Fig. 3.5 Sources of Financial Aid

- re-classifying some staff positions to provide a faster review of financial aid applications, which has significantly streamlined the process for students;
- simplifying the process for printing and mailing award notifications to students, which has shortened the time required; and
- production of financial aid checks twice a week instead of only once, which provides students their financial aid funds more quickly.

A recent change made in fall, 2001, is the Federal Direct Student Loan program. This allows Shoreline

classes in the evening, on weekends, through a study abroad program, or by distance learning.

SCHOLARSHIP AND GRANT INFORMATION (3.D.7)

Shoreline offers students a variety of federal and state financial aid as indicated in Figure 3.5. The Washington State Worker Retraining and Work-based Learning Tuition Assistance programs offer grants that can sometimes also pay for books, supplies and other expenses. The Financial Aid Office has a staff member whose primary responsibilities

DEFAULT RATE COMPARISON FOR FEDERAL TITLE IV STUDENT LOANS (%)			
	FY 1999	**FY 1998**	**FY 1997**
Shoreline Community College	7.20	6.40	13.00
WA State Community College Average	8.60	13.49	14.89
National Default Rate	5.60	6.90	8.80

Fig. 3.6 Default Rate

include assisting students with these aid programs. The Office of Career Employment Services, on the same floor of the 5000 Building, also offers staff to provide information and assistance for the Worker Retraining and Work-Based Learning Tuition Assistance programs.

Information about all of these aid programs is available through printed materials provided by the Financial Aid Office, in the College Catalog and on the internet through Shoreline's web site.

STUDENT LOAN MONITORING (3.D.8)

Shoreline has made diligent efforts to help prevent student loan defaults. The most recent default rate on the Federal Title IV loans is 7.2%. On federal nursing loans, the rate is 2.23%. To help prevent students from defaulting, the Financial Aid Office requires loan counseling, completed on the Internet, before students receive their first loan ("Entrance Counseling") and when they are ready to graduate ("Exit Counseling"). The office also requires all students to complete a "Budget Worksheet" to assist them in planning and encourage them to borrow only the amount of loan funds they need. Emphasis is on ensuring that students understand the importance of minimizing their loan indebtedness while attending a community college, as a four-year institution has much higher costs. The office has a full-time staff member, a Program Coordinator for Student Loans, available to assist students with their loans. The office mails repayment reminder notices to students as indicated by NELA (Northwest Educational Loan Association), the student loan guaranty agency. Most of the Federal loan guarantors and many of the repayment institutions have an increasing amount of loan information available on the internet. In recent years, the U.S. Department of Education has significantly improved public information for student loans, including loan counseling on the internet. This has given students a wider variety of ways to gain access to the information, which is especially useful for students attending at night, on weekends, or through distance learning.

A comparison of the default rates for the most recent three fiscal years of available data is provided below. The averages for Washington State community colleges do not include the technical colleges. Not all of the state community colleges participate in the federal student loan programs. Figure 3.6 indicates that fluctuations in Shoreline's default rate are similar to the changes in state and national default rates.

ORIENTATION OF STUDENTS (3.D.9)

There are three main purposes for new student orientation. They are:
1. To give new students vital information that they need in order to enroll, persist and succeed in Shoreline Community College;
2. To welcome new students and facilitate their integration into the campus community, in order to help them persist and succeed at Shoreline Community College; and
3. To provide an initial advising and registration opportunity for new students enrolling at Shoreline Community College.

During registration for fall quarter (when the majority of new students begin at Shoreline), Shoreline Community College utilizes a New Student Orientation Program. For most students, this program combines large group and small group formats, as outlined in Exhibit 3.41, SCC's New Student Orientation Program. During registration for winter and spring quarters, the small group portion is deleted in order to fit enough sessions into the shorter time period available. Following the program, faculty advisors from each division join the group to provide advising for the students, supplemented by the counselors and other advising personnel.

The large group portion of the orientation program consists of three parts: an automated, repeating PowerPoint presentation showing services available on campus (accompanied by music); a PowerPoint presentation welcoming students and explaining Shoreline's degrees; and a PowerPoint presentation explaining the factors that have to be considered when choosing classes each quarter, as well as explaining the mechanics of registration.

The small group portion, which is done for fall registration, includes introductions and discussion of individual student's goals, an opportunity to ask questions, a tour of important Student Services areas, success tips and hints, and more in-depth information not covered in the large groups.

Most incoming students who are not part of a special program (see below), who are degree seeking, and have not already earned a college degree are referred to the New Student Orientation Program. Students can opt out of the orientation and register without attending if they wish, as may be appropriate for students who come to Shoreline already holding one or more college degrees.

NEW STUDENT ORIENTATION AND REGISTRATION EVALUATION: FALL 2000							
	5 Excellent	4 Very Good	3 Satisfactory	2 Needs Work	1 Poor	NA	Average
Slide presentation of campus services	128	134	46	5	1	4	4.22
Welcome: Overview & Explanation	163	116	32	2	1	0	4.39
Small Group Experience	154	107	44	4	2	4	4.25
How to choose your courses & register	139	108	52	10	3	3	4.19
Availability of advisors	171	96	31	4	2	8	4.41
Knowledge and helpfulness of advising	195	83	18	4	1	6	4.55

Fig. 3.7 New Student Orientation Fall 2000

As part of a holistic process with advising, counseling and other student development programs, Shoreline's New Student Orientation Program succeeds in providing the information initially needed to enroll, persist and succeed for most new students. It also provides a welcoming, integrative introduction to the College for most new students. All participating students are also provided with the opportunity to enroll through the program, and are given the help they need by faculty and other advising personnel. One area needing to be addressed is the lower number of students participating in recent quarters.

Shoreline's New Student Orientation Program is widely recognized as a success by advising professionals. It has been selected twice for presentation at the National Academic Advising Associations national conference (1996 and 1998). Twelve colleges and universities across the country have purchased or been given our presentation as a model at their request. In Washington State we were asked to present our program to the Washington State Student Services Conference in April 1999.

Surveys of student satisfaction with our New Student Orientation Program have been positive. The average rating for each element of the program falls between very good (4) and excellent (5) on a five-point scale, and negative responses (1 or 2) are extremely rare. Figures 3.7 and 3.8 are the results from the Fall 2000 and Fall 2001 surveys. This data makes it clear that the majority of students who participate in the program are very satisfied.

Many students have commented that they needed the information presented, and lacked the needed knowledge to begin their college career without it. When asked, some students think the program could be shortened, but these students almost unanimously rate the program high at its present length. A number of students also respond that the length is just right or too short.

During the 2000-2001 academic year an Intake Task Force undertook a comprehensive look at our College's intake procedures, including orientation. The findings of the task force have led to a few changes in orientation. One change is the planned involvement of students in the orientation program. Student Services, Student Development and Enrollment Services are supporting a new Student Ambassador Program, which has been active throughout the 2001-2002 academic year. Seven student ambassadors have received training for recruiting and orientation roles and have participat-

NEW STUDENT ORIENTATION AND REGISTRATION EVALUATION: FALL 2001						
	5 Excellent	**4** Very Good	**3** Satisfactory	**2** Needs Work	**1** Poor	**NA**	**Average**
Slide presentation of campus services	152	155	44	2	0	25	4.29
Welcome: Overview & Explanation	193	131	34	1	0	5	4.43
Small Group Experience	181	135	60	12	1	9	4.34
How to choose your courses & register	204	119	55	9	0	4	4.34
Availability of advisors	205	125	42	3	2	7	4.34
Knowledge and helpfulness of advising	225	104	21	4	0	5	4.20

Fig. 3.8 New Student Orientation Fall 2001

ed in many recruiting activities already. These students will be incorporated into the New Student Orientation Program starting with the Fall 2002 sessions, and will provide informational and support tables during the advising phase.

Another concern of the Intake Task Force was the sorting of applicants to make sure that those who did not need or want to participate were not referred to the Program. Enrollment Services has clarified its materials to help direct students accurately.

Over the last five years, the program for fall quarter has served between 1429 and 1928 students annually. This number has declined each year, with the totals from 1997 to 2001 dropping as follows: 1928, 1812, 1765, 1433, 1429. Most of these drops seem to be tied to corresponding drops in new student enrollment, but the last one does not. In 2001 the College enrolled a much higher number of new students than in the preceding year. In this case, the drop in participants in the New Student Orientation Program seems to be caused by the growing number of options for circumventing orientation at the initial registration. Because this trend shows us that more students may enroll without attending our current orientation program, we have worked to provide

more orientation information on our web site. Experiments have been done in our advising area on providing a web-based orientation, and we have begun to examine this as an option. While the integrative component of orientation will be hard to duplicate in this format, the informational part can be delivered adequately.

The International Student Office, the CEO Program, the Worker Retraining Program and the PET Program have designed their orientations to meet the needs of their special populations, and each seems to be working well. (See Exhibit 3.42 for samples of specific program orientations.) All International Students new to the United States must take a one-credit orientation class (HUMDV 281) targeted to meet their specialized needs. This class is offered quarterly. The Worker Retraining orientation is mandatory, and is attended by all students enrolling through that program. Students meet individually with the Program Coordinator at the time of program entry. CEO also requires its students to take an orientation class. The class is usually taken during the first quarter, along with developmental English and study skills if needed.

ADVISEMENT (3.D.10) (STANDARDS TWO AND FOUR, SECTIONS 2.C.5 AND 4.A.2)

Academic advising is often described as a developmental process whereby students with diverse backgrounds, values, interests, and abilities seek guidance and information regarding their educational experience. Students seek advising for multiple reasons: to have transcripts evaluated, check course equivalencies, review graduation requirements, investigate majors and careers, as well as glean support to make adjustments to college life.

Shoreline Community College has a departmental, faculty-advising model in which each student is assigned an advisor on the basis of the student's areas of interest. Thus, full-time tenured instructional faculty in their content area advise most students. Undecided students are assigned to the counseling faculty, all of whom are housed in the Student Development Center. In addition there are a few administrative positions, which advise students as part of their responsibilities, as well as one full-time academic advisor administrative position, which is specialized for the Science Division and financially supported by the University of Washington and Shoreline Community College in a joint contract.

The Student Development Center includes an "Advising and Counseling" area and a "Career Information Center," and is intended to be a resource for both students and advisors. Appointments with the counseling faculty are scheduled there, and drop-in advising is available during the mornings and some afternoons, with extra drop-in hours during busy registration days.

The Coordinator of Advising is a counseling faculty member and is supervised by the Director of Multicultural/Diversity Education and Student Development.

A recent development is the creation of academic advising positions. Four such positions have been developed, one dedicated to serving international students, one for immigrant students, and one each dedicated to the Humanities Division and Science Division . The College's goals include adding more such advisor positions dedicated to division areas in the near future.

Most students are required to see their advisor at the beginning of their studies at Shoreline Community College. This is enforced by a requirement to pre-

sent their advisor's signature on the registration sheet used to register for the next quarter. Exceptions are made for students who have already completed a Bachelor's degree, and for students who are continuing their education by taking one class per quarter for up to 15 credits. Once a student has completed 15 credits at SCC, advising is recommended but optional.

There are a number of programs that serve special populations and have separate program and advising offices.(See Exhibit 3.43 Samples of Special Populations Programs.)

1. Career Educational Opportunities (CEO) for students age 16 to 21 who have not completed high school (case management and advising by staff)
2. High School Completion and Running Start Program (HS liaison and advising by staff)
3. Essential Skills Program (the faculty advising position serving immigrant students)
4. International Programs (the faculty advising position serving international students as well as a staff person that advises as part of her responsibilities)
5. Northshore Center (counseling faculty schedule on-site advising times once a month and during registration periods, otherwise questions are handled by staff
6. Worker Retraining and WorkFirst (program management and advising by staff)
7. Pre-Employment Training (program management and advising by staff

These students are served by staff or faculty designated to the students in that program and students are also encouraged to seek advising from the departmental faculty or counseling faculty.

Overall advising materials and training are primarily the responsibility of the Coordinator of Advising and other staff and faculty in the Student Development Center. However, materials for Professional/Technical degrees are the responsibility of the Office for Workforce and Economic Development-Professional/Technical Education. The academic and Professional/Technical planning guides are uniformly designed and color-coded for use by both students and advisors, and are updated annually. The two Academic Advising Handbooks, one for Transfer Information and one for Professional/Technical Programs, are also updated annually and distributed campus wide.   (See Exhibit 3.44, Academic Advising Handbooks.) These Handbooks include academic planning guides as

well as other information and handouts regarding transfer equivalencies or highlighting curriculum areas. Approximately five advisor-training workshops are offered each year to the advising faculty. The Advising/Counseling web site is useful to students, as evidenced by the fact that it has had over 3000 hits.

From a student's perspective, advising services may start with a meeting with one of the faculty or other advisors even before a decision to come to the College is made. The student may also have participated in one of our outreach programs to the high schools. For the majority of students the first acade-

advising at least twice (at New Student Orientation and during the first quarter), the student initiates that process, and advisors are dependent on the student making contact. Evaluation of advising services by the students is being done regularly as part of the New Student Orientation Program (see Standard 3.D.9), but with so many advisors dispersed throughout the campus, it is difficult to obtain evaluation information outside of the Orientation program. A Program Planning & Assessment document is written biennially for the Student Development Center and includes the advising program. It is written by the Student Development Center faculty and staff team, including the Coordinator of

ASSESSMENT IN ACTION

ADVISING TOWARD A CAREER PATHWAY IN SCIENCE

Recently a student participating in the CEO program became interested in studying science and biotechnology. He has worked with the CEO case manager and has now also talked to both the Faculty Advisor for the Biotechnology Lab Specialist Program to discuss how to prepare for the AAAS program, as well as the Academic Advisor for the Science Division to discuss longer term plans to transfer to a baccalaureate college for a Bachelors of Science. By working with this student to plan three levels of academic courses (college preparation, the two-year technical degree, extra science major preparation courses) in an integrated way, he will be able to follow his interests and educational goal in a practical, timely, step ladder approach, while utilizing grant funding from the CEO program.

mic advising takes place during the New Student Orientation & Registration Program, or at one of the orientations for specialized programs. At that time, the student is assigned to a specific advisor and is expected to meet with that advisor at least once during his/her first quarter at the College. While many students do follow up to meet with their advisor, some students never do. On their registration day students may stop in briefly "for a signature" at the professor's (advisors) office hours or at drop-in advising hours at the Student Development Center. At those meetings, advising is typically limited to "curriculum advising", focused on what courses should the student take the next quarter. During drop-in advising, as with all advising, our goal is to show students that these advising meetings are helpful to them and worth the time and effort. Subsequent advising meetings are in most cases optional and initiated by the student.

From a College perspective, advising is a campus-wide responsibility, and primarily done by faculty, as listed in Exhibit 3.59, Advisee Assignment Data. While College policies require the student to seek

Advising, and under direction of the Director of Multicultural/Diversity Education and Student Development. Evaluation criteria used include: number of student contacts by faculty and staff at the Student Development Center, numbers of students assigned to advisors, number of students served at Advising Workshops plus evaluations done at some of those workshops, student admission and retention data, student graduation data, transfer student success data, and informal campus feedback from faculty and students. In the fall of 2001, the Noel Levitz survey was started, and this includes a number of questions directly about advising. This information was not yet available for the most recent Program Planning & Assessment process, but has been used for the Self-Study analysis. The College anticipates using this survey on a regular schedule, and this will be helpful to the assessment of advising services.

A systematic program of academic and other educational program advisement is in place to provide advising services to all students at the College, as described in the "structure" section above.

Implementation of the system has many strong points and meets most areas of the standard. However, advisor responsibilities are carried out by a large number of advisors on campus, and the workload demands placed on the faculty are uneven. This, combined with differences in interpretation of what "advising" entails, leads to inconsistencies in the quality and type of advising services. The College falls short of meeting some aspects of the standard, namely publishing specific advisor responsibilities, and making them available to students.

Advising at Shoreline has several strengths. Our advising materials are extensive, well designed, and frequently updated. The Advising Handbooks are well organized and include much information useful to advising faculty and staff. Faculty have a demonstrated commitment to advising as a regular part of faculty professional responsibilities. Recent negotiations between the College and the SCC Faculty Federation have reaffirmed advising as primarily a faculty role. Although the number and category of advisees assigned varies considerably, all tenured faculty members are assigned advising responsibilities as part of their regular professional work.

The College engages in articulation and liaison with transfer receiving colleges and universities, especially the University of Washington. Faculty and staff at the Student Development Center participate regularly in advising conferences at Washington State colleges and universities. The Science Division Advisor is a unique position, which is hired and funded by the University of Washington and Shoreline through a joint contract. This advisor serves Shoreline CC students full-time and is also associated with the Undergraduate Advising Center at the UW, serving as a member of a number of UW committees relating to transfer students. Articulation of courses and degrees is actively pursued, and a number of transfer guides are included in the Advising Handbook and available at the Student Development Center.

A variety of workshops are available quarterly: engineering, medicine, business administration, "How to Choose a Major," and "Computer Studies and Career Options," as well as University of Washington transfer information sessions. A quarterly flyer of those workshops and other information meetings is published and distributed throughout campus to inform faculty and students of this resource. (See Exhibit 3.45, Information, Advising & Counseling Fall 2001 Workshops.) At some of the workshops student evaluations were collected

and those are overwhelmingly positive. Suggestions made by students in the evaluation process have been incorporated into the workshops.

Articulation of advisor responsibilities and student-advisor connection

While it is clear that advising is a responsibility of all tenured faculty, there is no document that clearly defines those advising responsibilities. Anecdotal information from front-line staff in Enrollment Services indicates potential problems worthy of additional investigation. These staff members report encountering students who do not know their advisors' names, and some students who do not realize that they have been assigned to an advisor. When students with fewer than 15 credits completed at SCC register for the next quarter, there is always a small percentage who do not realize they must see an advisor before doing so. In the Noel-Levitz survey results, a relatively high expectation gap showed on items # 12 (My academic advisor helps me set goals to work toward) and # 25 (My academic advisor is concerned about my success as an individual). The last survey item, #25 in particular shows a lack of connection between some of the students and their advisors. This survey data corroborates the anecdotal data, and indicates an area needing to be addressed.

Student-advisor ratio and advisor availability

Our data show that 86% of advisors have 50 or fewer students assigned to them for advising, and 53% have 25 or fewer assigned. Only some of those students are first-quarter students for whom advising is a requirement. Although this appears to be a reasonable number of advisees, many faculty express concerns about their workload in general and some speak specifically about advising. Most advisors are faculty teaching full-time who also must have a number of committee assignments, and some faculty teach regularly at off-campus practicum sites. Each faculty must have five office hours per week but those times are also intended for students in the professor's classes who have questions. As a result a number of students assigned to instructional faculty are coming to Advising/Counseling Center in the Student Development Center where faculty counselors are already busy with the undecided students and counseling responsibilities.

Both students and college employees in the Noel-Levitz survey report that advisor approachability is a

concern (item # 6). While the Student Development Center does track the number of student contacts, currently no numbers are being kept as to how many student advisees actually come to see their advisors elsewhere on campus. Of course, many informal advising conversations also take place before and after class. Still, both the Noel-Levitz survey and anecdotal reports by students indicate that availability of the assigned advisor is an issue.

The data also show that 14% or 17 individuals have a very high number of students assigned to them. Five of those faculty are counseling faculty whose role includes advising undecided students as well as providing career and personal counseling services to students at large. While they are expected to have more students, three of those positions have between 200 and 280 students assigned to them, which is too high a number for effective, quality services. In addition, 9 instructional faculty have 75 or more students assigned to them, with 3 faculty serving more than 100 students.

Changes Made

1. New program creating advising positions dedicated to an academic division or a student population.

Such advising positions started as staff positions for international and immigrant student populations and expanded into a Science Division position in 1998 and into the Humanities Division in 1999. These positions have been found to make a significant difference in the ability of all advisors to provide quality services. The full-time advising positions offer greater availability to students, can research and distribute updated information to all advisors, develop advising materials, provide back-up advising services when other faculty are not available, participate in each New Student Orientation Program, and provide advising training and consultation. The Humanities Division position is now funded at 75% and is expected to become 100%. Other divisions identified for future positions for which funding is not yet available are Health Occupations, Business Administration, and Intra-American Studies & Social Sciences.

Experience in recent years has also shown that increased support via a full-time advising position can address the problem of advisor-to-student ratio, at least for the departmental/instructional faculty advisors. In the Science Division the full-time advisor has coordinated and trained faculty to advise for

designated study areas, which resulted in a more equal number of advisee assignments for each faculty. Also, between 80 and 100 students are assigned directly to the Science Division Advisor.

2. Increased advisor training

Several modules of training have been identified with the object of establishing a Basic Advisor training level and a Master Advisor training level. The Advising and Counseling Units within the Student Development Center plan to continue development of the modules and present more of them, with the goal of reaching more faculty.

Goals for Future Change in Advising

More detailed articulation and communication is needed to define clearly what advising at SCC entails, and to ensure broad awareness of and access to training and materials for the advisors. On-going dialogues and discussions with administrators, faculty, and students will be held. This information will be used to make recommendations to the Vice President for Student Services, the Vice-President for Academic Affairs, and the President for the improvement of advising services.

The director will work with administration and faculty to review advisee loads and make appropriate recommendations and changes. This will be important for those divisions that do not yet have a faculty advisor position funded, as well as for the Student Development Center where the ratio of counseling faculty and the assignment of undecided students is a concern. In addition to evaluating advising as part of the post-tenure performance review, the College should provide recognition and incentives for advisor dedication and service.

CAREER COUNSELING AND PLACEMENT SERVICES (3.D.11)

SCC is committed to providing career counseling and placement services that will lead to the lifelong academic and personal success of our students. Career counseling and employment services are delivered through Advising/Counseling (Student Services), Career Employment Services (Workforce & Economic Development), and Professional/Technical programs. Advising/Counseling provides the following services and resources to students:

* A 2-credit course entitled "Career Exploration and Life Planning" offered in several sections each quarter;

* Strong Interest Inventory, Myers-Briggs Type Indicator, 16PF and California Occupational Preference Survey assessment interpretation;
* Career counseling appointments with counseling faculty;
* Career Information Center (library) - career planning and job search books, occupational reference books, college catalogs;
* Washington Occupational Information System (available on all campus computers);
* Career Information web destination on A & C website.

The Career and Employment Services office provides these services and resources to students:
* Cooperative Education Internship development and full job search assistance by staff;
* Job search assistance by employment security co-located job service specialist;
* Web site resources include information on career exploration (assessments, occupational exploration, career plan development) and job seeking (employment sites);
* Career coaching—resume writing and critique, interviewing, job search process guidance;
* Annual career expo job fair;
* Career Employment Resource room (employment boards, computer terminals for student use);
* Worker Retraining and Work Based Learning Programs (assessment, service coordination and placement assistance).

Professional/Technical programs, most notably the Automotive, Dental Hygiene and Nursing programs, provide internship and job placement assistance to their students.

Career counseling and employment services are consistent with SCC's institutional mission, but may not be consistent with all students' needs. There is considerable data available indicating that Professional/Technical related career counseling and employment services are consistent with student needs. However, there is little data available indicating that career counseling and employment services are consistent with transfer students' needs. The transfer student services and resources have been designed based on our experience of working with students over the years, as well as input from staff.

Professional/Technical program staff gather many statistics, including numbers of students participating in Co-op Work Experiences, and numbers of

students and companies in the job database, as well as quantity of job referrals, hires/placements, and average wage earnings. In addition, Professional/Technical student surveys indicate high levels of satisfaction by students in meeting their career goals.

We have not engaged in an ongoing assessment of career counseling and employment services for transfer students. For transfer students, we should consider gathering more specific data indicating student needs (ex: needs analysis survey, as well as follow up outcome/placement survey). Once we have collected this data, we could analyze it and translate this into development of appropriate services/resources/programs. If we followed this course of action to better assist transfer students, we would need to allow staff the necessary time to do this non-direct service work (survey, analysis, services/program development) in order to achieve any new desired outcomes.

HEALTH CARE SERVICES (3.D.12)

Shoreline is not a residential setting, and thus we do not offer physical health care. We provide services to meet the standard for psychological health and relevant health education, but we do not provide long-term counseling, medication management, or psychiatric services. Psychological health and relevant health education maximizes the potential of students to benefit from the educational environment.

The structures in place at Shoreline for readily available psychological health and relevant health education are:
• Student Development Center, which includes Advising, Counseling, Services for Students with Disabilities, Veterans Services, Career Information Center, Human Development classes (Stress Management, Communication Skills), support groups and workshops (grief group, relaxation training, women's support group, Coping with 9/11 Workshop), crisis counseling coverage
• Women's Center
• Multicultural Diversity Education Center
• Wellness Committee
• Student Programs
• Student Clubs

Students access all services upon request. Committees are formed through representatives from campus constituencies. Credit courses in human development are accessed by enrollment.

The majority of Shoreline's counselors hold licensing in mental health counseling or social work certification. Licensing and certification require documentation of credentials, a specified number of hours of post-graduate supervision, state examination, as well as continuing education requirements that includes ethics coursework. The following services and factors indicate that we meet the standard:

* The Student Development Center is open for nine hours each day and one evening per week.
* The Student Development Center has a crisis coverage schedule with a primary and backup counselor.
* The Student Development Center, Multicultural/Diversity EducationCenter, and Women's Center provide referral services to community resources.
* Counselors meet regularly for peer consultation regarding student issues.
* Counselors meet with faculty to provide assistance regarding student issues.
* The Student Development Center has developed and is implementing a data collection system, which will provide us with information regarding services provided, students served and services needed.
* Counselors receive high marks on triennial evaluations from students, peers and administrators as part of the post-tenure review process for faculty.
* A comprehensive Program Planning and Assessment report is completed every two years.
* Wellness Committee meets regularly and coordinates a Wellness Fair each year, which brings in health care representatives from the community who provide written and verbal information regarding health issues for students in the Student Union Building.
* The Net News (our internal campus-wide "newspaper") has a wellness tip each week.
* Counseling faculty developed a substance abuse brochure for students as required by state law.
* Nursing students provide relevant health information presentations as part of their course work in Health Promotion.
* The Rainbow Club and the Feminist Majority Leadership Association (two student clubs) have staffed tables on issues such as HIV Day and safe sex education.
* The Women's Center provides numerous health education brochures and sponsors lectures on psychological and physical health.

* Information on services is available in multiple formats including the College Catalog, the counseling services brochure, the counseling handout, the Multicultural/Diversity Education Center handout, the Advising/Counseling Center web site, and the Services for Students with Disabilities brochure. All information is available in alternate formats.

We are discussing additional assessment tools that need to be in place. We are assessing results of a marketing survey to determine future directions for Advising and Counseling. We implemented a comprehensive data collection system as a result of our program assessment process in Advising and Counseling.

STUDENT HOUSING AND FOOD SERVICES (3.D.13.-14)

The College does not provide on-campus and/or college-sponsored student housing. However, the College does provide regular food service for students, faculty and staff. Shoreline Community College's goal is to provide wholesome foods during service hours that cater to the diversity of tastes and special nutritional requirements of our students and staff. Campus food services have undergone substantial revisions in the past 18 months, including hiring a new vendor to provide campus meals and catering, repairing and upgrading much of the kitchen equipment (maintained by the College), and rewriting the contract with the vendor. The food service contract specifies that raw foods used in the preparation of meals comply with USDA quality specifications, that pricing of items and hours of operation be approved by the College to ensure accessibility for our students and staff, and that a variety of food options be provided to meet the diverse tastes and needs of our students and staff. For additional details, see Exhibit 3.47, SCC Campus Food Services and Catering Management Operating Contract. Several menus are attached as Exhibit 3.48 Specialty Foods Menus, to indicate the typical menu. The current vendor, Specialty Foods, Inc., has met all government licensing and food handling requirements.

Campus food services still need improvement, as indicated by the Student Satisfaction Survey data showing a significant gap between "importance" and "satisfaction" when evaluating the statement that "food services are adequate to meet the needs of students." The Food Service Committee was reconvened during the winter of 2002 to assess adequacy

of food services. A survey conducted by this Committee indicated that students generally believe cafeteria prices are too high, while they are very satisfied with cafeteria service, facilities and portions, and generally neutral on the quality and nutritional value of the food. The Food Service Committee is currently studying this data, prepared as Exhibit 3.49, Food Service Survey Results, to determine how food service can be improved.

CO-CURRICULAR ACTIVITIES AND PROGRAMS (3.D.15)

Student Programs currently supports 67 clubs, organizations and sports. Twenty-three of these co-curricular programs are directly affiliated with an area of instruction. The variety of activities includes performing arts groups, athletics and intramurals, publications, student clubs, and services such as child care and the Women's Program. These activities contribute to the mission of the College by supporting student success, enriching opportunities to learn, and meeting the cultural needs of the community. Student Government maintains a contingency fund each year to provide funding for new clubs or organizations in response to student needs and interests. Faculty advisors work directly with each of the organizations to provide learning opportunities and experiences to supplement classroom instruction. Advisors are compensated with stipends for providing these experiences.

Student activities offerings are widely available and well publicized on campus. Listings of clubs, organizations, and activities offerings can be found in the student handbook, on the Student Programs Office web page, and in other campus publications such as the College Catalog. All activities are open to every enrolled student at the College, and are made accessible for students needing special accommodations. Services such as interpretation for deaf students and wheelchair access to those students with limited mobility are available to all students for all programs by advance arrangement. Students involved in the Community Integration Program (serving adults with cerebral palsy), and other students receiving services through the Services for Students with Disabilities Office, have often become involved in student activities, with support services well developed for accommodating their involvement. Student Government recently provided matching funds to complete construction of an elevator providing improved access for disabled students.

Shoreline Community College currently has 17 extra-curricular clubs representing cultural groups. These clubs have provided a rich contribution to College diversity through programs that attract non-traditional communities to the campus, and through supporting a variety of educational programs such as Asian Awareness Week, Black History Month, Cambodian New Year, Cinco de Mayo, Martin Luther King Day, Multicultural Week, the Pink Prom, and Women's History Month. A CAPS program (Campus Activities Programmers) was initiated in 2000, and has been successful in creating an invitational atmosphere for new students to become involved in campus activities.

POLICIES AND PROCEDURES FOR CO-CURRICULAR ACTIVITIES (3.D.16)

A strong framework exists for a collaborative approach to managing student activities among student leaders and professional staff, through College policies such as the Procedures for Administration of Student Activities (Policy 5200), the Board of Publications Policy (Policy 5241), the SCCSBA Constitution, the Club Advisor Manual, and individual club constitutions. The Shoreline Community College Student Body Association (SCCSBA) Constitution was rewritten in 2000 by Student Government officers and professional staff; the new Constitution was approved by the Board of Trustees and by a vote of students. The Club Advisor Manual was first published in August of 2001, to assist clubs in understanding and following College policies and procedures. The Student Senate reviews all club constitutions before clubs are granted recognition and a budget, to ensure compliance with existing policies and with the mission statement of the College and the SCCSBA. Student Programs staff and student leaders provide several well attended training workshops for club officers each quarter through a newly enacted SVELT program (Student Visioning, Empowering and Leading Team).

Student activities are evaluated through the annual budget processes, with clubs required to provide rosters of active participants, descriptions of their accomplishments for the previous year, and outlines of their planned activities and budget proposals for the next fiscal year. Students hold five of seven voting positions on the Budget Committee that evaluates activities programs and services (spring quarter), and all three voting seats on the Budget Committee that reviews club budget requests. The Board of Trustees ultimately reviews the annual Student Services and Activities Fee Budget, following the

budget allocation process and a review by the Student Senate. The Student Senate also evaluates requests for allocation of the PUB Renovation Fee Budget and the Student Technology Fee Budget, with college professional staff signing off on these expenditures following Senate approval. The Director of Student Programs, and the Budgeting and Accounting Office staff, review the expenditures

RECREATIONAL ACTIVITIES AVAILABLE	
	ACTIVITY LIST
Leagues	Soccer Basketball Volleyball
Tournaments	Badminton Racquetball Ping Pong
Fitness Activities	Aerobics Body Conditioning Yoga Circuit Training
Activity Clubs	Ski/Snowboard Mountain Biking Archery Fencing
Special Events	River Rafting Backpacking

Fig. 3.9 Recreational Activities Available

of student funds to ensure compliance with applicable policies and laws.

A Program Planning and Assessment form has been included with the SS&A Fee budget packet in recent years to provide a means for club participants to identify needs, to assess their learning outcomes, and to evaluate the support they received from advisors, Student Programs staff and Student Government officers. Students are free to invite new advisors to work with their groups. Student Government maintains a Student Advocate position as a means for students to express grievances or complaints about the institution, and the Student Advocate conducts an annual survey to gather information about student issues and concerns. Student Government officers use this feedback to prioritize the issues they present during the College Strategic Planning process.

A strength of the co-curricular program is the level of involvement and commitment by faculty advisors. All 23 co-curricular clubs have faculty advisors.

College Policy 5200 (Procedures for the Administration of Student Activities) was last updated in 1978, and several sections need revision due to the restructuring of the College governance system.

RECREATIONAL ACTIVITIES (3.D.17)
In keeping with the College mission of providing "comprehensive support services," the College offers a varied program of intramural activities that is designed to appeal to the general student population. The various program components are outlined in Figure 3.9.

New activities are introduced almost every quarter, and those activities that prove to be popular become part of the ongoing program. Individual activities are evaluated for adequacy based primarily on participation. The more popular programs will receive greater emphasis in future quarters. For more detailed information, see Exhibit 3.58, Student Recreational Activities.

Facilities for most of the activities serve multiple purposes; for example, both the Physical Education Department and the Athletic Department share the facilities with the recreational program. The three areas work well together to provide adequate facility time for all programs.

BOOKSTORE (3.D.18)
Owned and operated by the College as an auxiliary enterprise, the Bookstore has a mission grounded in providing quality customer service and a comprehensive selection of educational tools necessary to enhance the learning process for students and the general campus community. The Bookstore is located in the FOSS Building, one floor below the general Student Services arena, which includes advising, counseling and registration. This follows the "One-Stop Shop" concept of convenience for the student.

The SCC Bookstore is part of the Administrative Services Department of the College, and the Bookstore Director reports to the Vice President for Administrative Services. Furthermore, the Director is responsible for budgeting, planning, fiscal control, personnel and marketing. The facility is well designed, and currently accommodates a total of 10,500 square feet of space, producing a net sales volume of approximately $ 2,000,000 per year.

In 2000, the College, as part of a three-college partnership, developed and implemented a system that

allows students the option of purchasing their books online. They can do so at the time of registration, and have those books delivered to any address they select, or have the order bundled for pick-up at the Bookstore.

In the fall of 2001, the College conducted a Student Satisfaction Survey. This survey indicated an importance rating for the Bookstore of 5.77 out of 7.00. The satisfaction rating for these services was at 4.90 out of 7.00. A general comment included in the survey results noted that the Bookstore staff "are helpful."

The staff reviews suggestions received from such surveys, and improvements are made as feasible. Although there is currently no formal structure in place, other than the general college student satisfaction survey, to receive systematic evaluative input, faculty, staff and students do have the opportunity for informal input at any time.

STUDENT MEDIA (3.D.19)

The Ebbtide newspaper, The Webbtide on-line newspaper, and Spindrift, an art and literary magazine, comprise the student media. Policy 5241 in the Shoreline Community College Standard Policy and Procedures Manual describes institutional responsibility for student publications and procedural guidelines, including the formation and role of a Publications Board. The Publications Board was not convened between 1999 and Spring 2001, at which time Student Government representatives withheld publications operating funds pending compliance with guidelines for a functioning Publications Board. A full Board was organized in Fall 2001, and will meet at least twice a year. Student staff of The Ebbtide use an operations manual, provided as Exhibit 3.50, that describes the newspaper's relationship to the College, job responsibilities and journalism guidelines. In Spring 2002, the Publications Board will begin reviewing the manual for consistency with College policies and procedures.

INTERCOLLEGIATE ATHLETICS

Shoreline Community College is a member of the Northwest Athletic Association of Community Colleges (NWAACC). Administrative members of the Athletic Department are responsible for insuring that all policies and procedures outlined in the NWAACC codebook are followed. The Athletic Director has primary responsibility for the Department, and is assisted by the Assistant Athletic

Director, whose duties include promotional activities and fundraising. Both the Athletic Director and the Assistant Athletic Director have been assigned as Athletic Commissioners to the NWAACC, and are responsible to the league office for all duties outlined in the Athletic Commissioner job description. The Assistant Athletic Director is a tenured faculty member in the Physical Education Department. The College is unique in the NWAACC in that we offer archery as a varsity sport governed by The National Archery Association (NAA).

INSTITUTIONAL CONTROL (3.E.1)

The Athletic Department, the Athletic Director, and each of the individual sports are evaluated on a regular basis to ensure that the mission of the Athletic Department is in keeping with the educational mission of the College as stated in the College's Strategic Plan. Individual coaches and sports are evaluated by participants, and by the Athletic Director at the end of each season, as outlined in Exhibit 3.39, SCC Sports Program Assessment Form. The Athletic Director is evaluated every other year as part of the College's evaluation system for administrators. The Assistant Athletic Director is currently not evaluated in terms of her administrative duties to the Athletic Department. The College's Board of Trustees is responsible for approving the SBA budget each spring, and the SBA budget is the primary funding source for the Athletic Department. The goals and objectives of the Athletic Department are articulated and evaluated every other year as part of the College's Program Planning and Assessment process. The PPA report for Athletics is presented as Exhibit 3.11.1, Program Planning & Assessment—Athletics.

In the spring of 1997, the administrative structure of the Athletic Department was reorganized. The Athletic Director was hired and the positions of "Women's Sports Coordinator" and "Men's Sports Coordinator" were eliminated. Since 1997, the Department has been reviewed and evaluated on four different occasions by various outside agencies. These examinations have been an integral part of the Department's ongoing evaluation process.

GOALS AND OBJECTIVES OF THE INTERCOLLEGIATE ATHLETIC PROGRAM (3.E.2)

The goals and objectives of the Athletic Department are reviewed regularly by all members of the Athletic Department as part of the College's Program Planning and Assessment process. Candidates for coaching positions receive detailed job announce-

ments that list job requirements and expectations. All Athletic Department personnel meet at least once per quarter to discuss concerns and issues and to review policies and procedures. The Vice President for Student Services participates in some of these meetings and meets with the Athletic Director on an ongoing basis. The duties and authority of the Athletic Director are clearly stated in the position description. Policy making authority within the NWAACC is clearly articulated in the NWAACC codebook. The NWAACC codebook is distributed to new coaches when they are hired.

STANDARD FOR ATHLETES (3.E.3)
Student athletes have available the same student services, offices and agencies as all other students on campus, including Enrollment Services, Financial Aid, and the Scholarship Office. Partial tuition athletic scholarships are awarded based on recommendations by varsity coaches. Guidelines for distribution of athletic scholarships are outlined in the NWAACC codebook. These guidelines are followed by the Athletic Department. The College Scholarship Office distributes athletic scholarships.

ing on the amount of time that each coach is able to dedicate to the process. The SBA constitution (Exhibit 3.17) currently guarantees that the Athletic Department will receive between 22% and 26% of the overall SBA budget each year. This is a recent change in the SBA constitution that serves to guarantee that the annual fixed costs of running the athletic program will be met. Final approval of the SBA budget lies with the College's Board of Trustees. Funds that are raised by the teams or by the Department are deposited into Athletic Fundraising accounts. Funds in all budgets may be expended only with the approval of the Athletic Director and the College's chief financial officer. The Athletic Director is responsible for monitoring all budgets and retains copies of all purchase orders. The Business office provides the Athletic Director with monthly budget reports.

GENDER EQUITY (3.E.5)
The institution demonstrates a commitment to fair and equitable treatment of all athletes in all aspects of the athletic program. The institution currently offers six varsity sports for women and five varsity sports for men. Figure 3.10 demonstrates the

ATHLETIC TEAMS BY GENDER						
	Max # '00-'01		Team Size '00-'01		Expenses	
	Women	**Men**	**Women**	**Men**	**Women**	**Men**
Volleyball	12		10		$49,564	
Soccer	20	20	16	21	$18,026	$20,976
Basketball	12	12	14	11	$23,478	$37,144
Softball (W)/Baseball (M)	18	22	12	28	$22,656	$27,706
Tennis	6	6	4	12	$6,537	$7,137
Archery	6	6	3	4	$10,696	$10,296
Total	74	59	59	76	$130,957	$103,257

Fig. 3.10 Athletic Teams by Gender

ATHLETIC BUDGET (3.E.4)
The Athletic Director has the primary responsibility for preparing and presenting budget requests to the Student Body Association (SBA) budget committee each spring. Part-time coaches are involved in the budget building process to differing degrees, depend-

College's commitment to equal opportunity. In addition to the opportunity statistics and budget expenditure information listed above, the College also demonstrates a commitment to fair and equitable treatment for both genders by equitably distributing athletic scholarship funds. The distribu-

2000-01 SCHOLARSHIP DISTRIBUTION BY SPORT		
TEAM	**WOMEN**	**MEN**
Volleyball	$2,000	-
Soccer	$2,950	$3,400
Basketball	$4,700	$3,400
Softball	$4,400	-
Baseball	-	$1,900
Tennis	$700	$1,300
Archery	$1,800	$1,400
TOTALS	$16,550	$11,400

Fig. 3.11 Scholarship Distribution

tion of athletic scholarship funds is illustrated in Figure 3.11.

Each year, the Athletic Department files Equity in Athletics reports with the NWAACC and with the United States Department of Education (Exhibit 3.55). Up until 2000-01, we were also required to file Equity in Athletics reports with the State of Washington. These reports demonstrate that the College provides sufficient opportunity for both male and female athletes in terms of team membership and scholarships. These reports also demonstrate that the College is in compliance with "test three" of Title IX in that we are meeting the "interests and abilities" of our underrepresented gender (females).

Shoreline is similar to most community colleges in the conference in that we often have trouble fielding full teams for our existing women's sports. This is one indicator that we are meeting the "interests and abilities" of our female College population. Shoreline provides equitable opportunities for both genders in all of the program components listed in Title IX including: equipment and supplies, scheduling of games and practice times, coaching, publicity, medical and training, travel and per diem, and recruitment. The Athletic Department does not offer housing or tutoring opportunities for either gender. Facilities are equitable except for locker rooms. The Physical Education facility was completed in 1971, which was before Title IX was adopted (1972). The men's varsity locker room is considerably larger than the women's varsity locker room. This situation is being addressed as part of the College's facilities master planning process.

SCHEDULING OF INTERCOLLEGIATE PRACTICES AND COMPETITION (3.E.6)

The College's Athletic Department does not do the majority of competition scheduling. According to the NWAACC codebook, league schedules are developed by either the regional commission or by the sport committee. The NWAACC Executive Board develops conference tournament schedules. Neither the league, the region, nor the Executive Board publish written statements requiring events to be scheduled in a way that will avoid conflicts with the institution's instructional calendar. The Executive Director of the NWAACC has stated that he would be uncomfortable establishing such a policy at this time. However, as the documentation for this section demonstrates, such conflicts are avoided.(See Exhibit 3.56, League Schedules.) Individual colleges are able to schedule practices and a few preseason contests for some sports. Conflicts with the institution's instructional calendar are avoided (Exhibit 3.57, Practice Schedules).

STANDARD THREE ANALYSIS

AREAS OF STRENGTH

Significant, on-going efforts are extended in each program area to assess the effectiveness level of Student Services. In addition to measuring program

effectiveness, mission statements, goals, and anticipated changes are reviewed in order to remain current. Program-wide assessments such as the Student Satisfaction Survey and program specific self-assessments are conducted on a regular basis and reviewed by all staff. When needed, improvements are identified; change is implemented.

Student Services personnel are adequately experienced, appropriately educated, and diligently trained to effectively carry out their respective duties and responsibilities. The College insures that each employee has a clearly defined job description and is evaluated on a regular basis using established and approved guidelines. Here also, when needed, modifications are identified and change occurs.

The organizational structure in Student Services is consistent and effective. Each program's manager is part of a Student Services Managers' Team, which meets with the Vice President on a bi-weekly basis. In addition, each program holds its own staff meeting on a regular basis and an All Student Services

meeting is held quarterly. This allows for the free flow of communication.

Technology is infused throughout Student Services, with the intention of allowing students to engage in self-help whenever and however possible. Electronically, students can submit applications; access class schedules, financial aid status, and transcripts; and receive e-mail advising.

Student Services programs and services are congruent with student needs. In addition to the more traditional offerings, special programs include Services for Students with Disabilities, Cerebral Palsy-Community Integration Program, Student Leadership Training, and a Campus Activities Programmers (CAPS) effort. Services offered are also congruent with College priorities in the efforts of recruiting and retaining a diverse student population.

Advising materials are comprehensive and easily available both in print and online. Faculty have

ASSESSMENT IN ACTION

STUDENT ACTIVITIES DEVELOPMENT AND EXCELLENCE

Feedback from student surveys and from student government has long demonstrated the student connectedness and retention value of student activities at Shoreline, leading to development of a rich and varied program with extensive student participation. Clubs, sports and other activities are created and retained based on student demand as measured by participation, and have been in a continuous cycle of improvement leading to exceptionally high levels of performance. This is effectively demonstrated by recent external recognition of excellence in a number of student activities areas:

- The Model Arab League was recognized as "Best Student Delegation" for 11 of the past 12 years in regional competition that included four-year colleges and universities.
- The 2001-02 Women's Volleyball and Men's Basketball teams won Northwest Regional Championships.
- The Archery Team finished 10th nationally last year, ranks 4th this year (among all colleges and universities), and had its first National Archery Association Academic All American this year.
- The Spindrift art and literary magazine has been honored as Best Literary Magazine at Seattle's Bumbershoot Arts festival twice, and as Best Community College Literary/Art Magazine twice by the Washington Community and Technical College Association.
- The Music Department's Choral Groups were invited to perform at Carnegie Hall last spring, and the Opera Scenes have often been guest-conducted by the director of the Seattle Opera.
- Delta Epsilon Chi (DEC), the business club, has had qualified an average of 12 members for nationals in recent years, with half of those earning National Conference honors.
- Plays, Video and Film was paid to produce a documentary film on truancy for the King County Prosecutor's Office last summer. The film "Awareness, Options, Control—Take Control," is currently being shown in local middle and high schools, and won "Best Student Production" at the Shoreline Arts Council Film Festival.
- The Environmental Club was honored by the Mid Sound Fisheries Enhancement Group with a Special Achievement Award last spring for their environmental restoration projects in south King County.

■ **ASSESSMENT IN ACTION**

IMPROVING ADVISEMENT FOR COMPUTER CAREERS

Three years ago, the Science Division Academic Advisor together with several Mathematics/Computer Science faculty, several Computer Information Systems faculty, and the Director of the Northshore Center developed a workshop to help students understand the complex variety of computer studies programs and computer related careers. Students often take an interest in learning more about computers and pursuing a career in the field, but the rapid expansion of job opportunities has made it a difficult career area to understand; feedback from advisees in this area indicated that a broader understanding of the career field was needed for successful decision-making In addition, students have an array of study programs to choose from, including college certificates, technical associate degrees, industrial certifications, and transfer associate degrees in preparation for bachelors degree studies. Each faculty member had found it difficult and time consuming to explain all this to students in one-on-one advising meetings and the workshops are a great solution for both time efficiency and quality of information. Currently the workshop is offered about once a month and attracts between 5 and 15 students each time. Student comments about the workshop are extremely positive.

extensive resources to guide their advising and the new student orientation is a model program. Outreach by advisers to the high school campuses has created a welcoming environment for new high school graduates.

AREAS OF SIGNIFICANT PROGRESS

The updating of policies has begun with those most important to the faculty (Policies 5030, 5033, and 5035). Continuing this process will be essential because some of our policies have not been reviewed in many years.

The development of a new program, utilizing faculty advising positions dedicated to a specific academic division or student population, has made a positive impact on those areas. Such advising positions started as staff positions for international and immigrant student populations and expanded into a Science Division position in 1998 and in the Humanities Division in 1999. These positions have been found to make a significant difference in the ability of all advisors to provide quality services.

Several modules of advisor training have been identified with the object of establishing a Basic Advisor Training level and a Master Advisor Training Level. The Advising and Counseling Units within the Student Development Center plan to continue development of the modules and present more of them, with the goal of reaching more faculty. Also, modules will be adjusted to follow directives from action item #1 below.

Financial support remains sufficient to allow all essential services to be adequately provided. In some cases, however, we have had to be creative, as some positions remain vacant due to the current budget shortage. While current funding is adequate, additional equipment and staffing would result in additional services being provided for the students.

AREAS FOR GROWTH AND IMPROVEMENT

While, overall, Student Service programs and services remain strong, there are still some challenges to deal with.

Distance learning is the fastest growing segment of our student population. While some services do exist, such as Web admissions and e-mail advising, these must be expanded upon and other services need to be developed. Examples of services needing to be offered on-line include new student orientation, counseling, financial aid processing, and career and employment services.

Student demographics continues to be a dynamic element that must be constantly examined in order to properly ascertain needs and provide appropriate services. A recent trend indicated that more students were taking fewer credits, resulting in a decrease in FTEs and an increase in headcount. Through student surveys and program assessments, it was learned that part-time students require as much, if not more, service and care than full-time students. Yet, the funding formula is based on full-time equivalent (FTE) students and not on headcount. Student Services will be challenged to respond to these types of changes.

■ ASSESSMENT IN ACTION

CAPS

The College noted a consistent pattern of feedback and observations indicating that international students were often on campus much more than other students, but did not participate extensively in available activities during their on-campus hours. Campus Activity Programmers (CAPS) was initiated in the spring of 2000 to create a new means for involving the international student population in the many clubs and organizations on campus. Three student CAPS were hired and trained to do student-to-student outreach beginning fall quarter, with a focus on creating an invitational environment for international students and a heightened awareness of the opportunities provided by the 67 clubs and organization on campus.

CAPS began talking to students in ESL classes, at tables in the Pagoda Union Building, in the Gym, and in the International Student Office. New programs were created (i.e. Shoreline's Wicked Nightmare for Halloween, Club Cultural Day for International Education Week, International Peer Counselors, Club Connections) to introduce students to cultural traditions in this country and to establish links with domestic students. CAPS soon grew to four members, and its mission was expanded to include involving domestic students as well as international students. An Internship program was established by CAPS to involve students in planning activities such as International Night, with CAPS recruiting through innovative classroom presentations. Over 96 students signed up for volunteer positions, and 30 interviewed to fill 12 internship positions.

A SVELT (Students Visioning, Empowering and Leading Team) program was also created to provide training in the skills necessary to plan and present events for all student leaders. The SVELT "Leaders All Day" Retreat in December attracted 50 student participants, including international students, over 30 club officers and Student Government leaders. Two afternoon SVELT workshops during winter quarter averaged 25 participants. A three-credit option leadership class was offered spring quarter, with 10 students enrolling. Participation in campus clubs is booming, and more than 45 students are currently involved in planning International Night and the SVELT Retreat on "Leaving Your Legacy: Making Student Organizations Strong for Next Year Through Positive Recruitment, Leadership Development, and Strong Community," expected to attract more than 70 participants.

Starting from the initial assessment of need, and guided by a feedback cycle tracking interest via participation, CAPS has effectively reached out to the international student population, resulting in a revitalization of student activities and effectively serving the College's strategic direction on diversity and multiculturalism.

Advising continues to need improvement. More detailed articulation of what advising at SCC entails is needed, along with related training and materials for the advisors. On-going dialogues and discussions with administrators, faculty, and students will be held. This information will be used to make recommendations to the Vice President for Student Services, the Vice President for Academic Affairs, and the President of the College. Student Services needs to work with administration and faculty to review advisee loads and make appropriate recommendations and changes. This will be important for those division that do not yet have a faculty advisor position funded as well as for the Student Development Center where the ratio of counseling faculty and the assignment of undecided students is a concern. The College might consider recognition and incentives for advisor dedication and service, (e.g., monetary reward or certificate of appreciation).

Ensuring compliance with FERPA must be viewed as an ongoing educational need. New employees, changes in roles, and faculty turnover all require continuous orientation to these responsibilities. The faculty role in maintaining student privacy needs emphasis. Initiating an annual event, possibly as part of the Opening Week activities, may be an appropriate avenue to institutionalize this review.

Transcript evaluation services for professional technical students do not meet their needs for timely response. Additionally, many professional technical faculty find the task of evaluating transcripts difficult due to time demands, lack of training and limited resources, such as catalogs from other colleges. With limitations on budget it will be difficult to add personnel. Addressing this concern will require many departments to work cooperatively. A task force to address this problem may be needed.

Faculty

FACULTY SELECTION, EVALUATION, ROLES, WELFARE, AND DEVELOPMENT

In order to provide excellence in educational offerings, the College places high priority on employing qualified full-time faculty in each academic discipline. In order to have a diverse pool of candidates, the College has committed to paying for transportation for faculty applicants from out of the area. This has increased the diversity of our applicant pools. Full-time faculty are employed in each of our major fields of study. All major fields and programs of study currently have at least one full-time faculty member.

FACULTY QUALIFICATIONS (4.A.1)

As programmatic needs are identified through the Program Planning and Assessment process, proposed new full-time faculty positions are forwarded from the divisions to the Vice President for Academic Affairs. These recommendations are reviewed and, as deemed appropriate, forwarded to the College President for approval.

Once the President has approved the filling of a discipline-specific position, the division dean, with significant input from the planning council for the division/program, develops a draft vacancy announcement articulating the minimum as well as desired qualifications for all applicants.

For all transfer disciplines, the institution's current minimum qualification is a Master's degree.   For professional/technical programs, relevant work experience may be identified as more germane than degree attainment.

Initial review of submitted applications is completed through the Office of Human Resources, and those applicants who have fulfilled the minimum qualifications are forwarded on to the screening committee for consideration. The screening committee, made up of the dean, selected faculty, and other constituencies as appropriate, narrows down the applicant pool based on the desired qualifications and skills/abilities as articulated on the vacancy announcement, and then invites the best applicants to be interviewed in person. The professional references of the candidates are not called until after the screening committee has interviewed the candidates. Many who have sat on screening committees have suggested that the professional references be considered when narrowing down the applicant pool, prior to the interview process.

FACULTY ROLES (4.A.2)

Academic planning, curriculum development and review, academic advising and committee participation are all responsibilities of each full time faculty as described in the collective bargaining agreement.

Curriculum Development and Review

Shoreline Community College faculty participate in academic planning, and most full-time faculty actively engage in such activities far beyond their minimum contractual obligations. The faculty are expected by the institution to plan and present their courses, hold office hours and submit copies of their course syllabi to their divisions.   The syllabi are stored in the division offices and can be examined by administrators, fellow faculty, and students alike.

Academic planning begins with the individual faculty member planning for teaching. Effectiveness of planning on the part of newly hired faculty would be revealed through the appointment review process when the instructor's syllabi and teaching are observed by the members of his or her appointment review committee. In addition, effectiveness of planning would likely be revealed through student evaluations at the end of each quarter. Tenured faculty are re-evaluated every three years (Post Tenure Review Process) by the Division Dean, their peers and students. Faculty at SCC willingly fulfill their course planning responsibilities because it allows them the opportunity to stay current in their discipline, is an expression of creativity, and is a guarantee of academic freedom.

Curriculum development and review starts at the program level. In addition to the curricular plan-

■ ASSESSMENT IN ACTION

ESL PLANNING

ESL/Essential Skills, which is a program within the Humanities Division, has recently completed a cycle of evaluation and improvement, holding special meetings to work on program planning activities. Throughout one quarter the ESL faculty developed and then implemented a plan for writing an official program review. Faculty developed and administered surveys to all ESL faculty, including the many associate (part-time) faculty, and to previous students of the ESL program in order to generate the data needed to evaluate satisfaction with the direction of the program on the part of faculty as well as the effectiveness of the program from the viewpoint of the students. Additional planning meetings focused on the using evaluation data in the development of much more detailed course descriptions than is required in official college Master Course Outlines (MCOs). ESL faculty collaborated over many meetings to develop lists of suggested course topics, targeted language structures, vocabulary, and activities for each level of the state-funded ESL program. This project also involved anticipating issues and situations that might impact the ESL program in the future. This effort has resulted in a thoroughly reviewed and revised ESL curriculum.

ning done by the program faculty, all professional technical programs undergo periodic external curricular review and review by their advisory committees. These multiple reviews form the basis of curricular improvement done by the faculty. The English as a Second Language (ESL)/Essential Skills program highlighted in this section may be taken as an example of faculty involvement in extensive, faculty-driven academic planning.

When the need arises to create a new course or revise the content of a course, the program responds by developing a new Master Course Outline (MCO) or revising an existing one. In some smaller programs Assistant Division Chairs (ADCs) may take on more direct responsibility for preparing initial master course outlines. In other areas, individual faculty members may take on this responsibility. While the level of participation of faculty in projects such as MCO revision may vary from program to program, there is a standard process for all Divisions. All proposed curricular changes, including MCOs, must be approved in an appropriate Division Planning Council (DPC).

DPCs are made up of the dean, assistant division chairs and appropriate faculty representatives. The DPCs' agendas are set and minutes are collected and maintained in the division offices. The dean or a selected chair of the DCP presides over the meetings.

An MCO must be presented, to the DPC. Guests and interested parties, especially the writer of an MCO to be presented, are encouraged to attend.

The role of the DPC is to ensure that the MCOs submitted to the Curriculum Committee meet the standards of the discipline and are appropriate to thedivision's curriculum. The DPC also assures that no conflicts develop between content in courses of different programs within the division. At the reading of the MCO, feedback may be offered by any member of the division. The MCO will then be voted upon as approved or an informal consensus will be obtained from members of the division and, if all goes well, the MCO will be approved for submission to the Curriculum Committee. There are small variations in the process of reviewing an MCO because of variations in the sizes of the divisions.

In addition to approving MCOs, the DPCs disseminate information from the administration and give faculty a voice regarding policy changes within the division and within the College as a whole. Another role of the Division Planning Council is to work to resolve conflicts between divisions. For example, some contention had developed over courses which had traditionally been dual-listed, or taught from the same MCO under dual course numbers in two different divisions. A case-in-point was courses that were listed as both Humanities courses and Intra-American Studies courses. The Intra-American Studies Planning Council invited Humanities faculty to its meetings to air views and the Humanities Planning Council did likewise for Intra-American Studies faculty and their dean. In this way, communication between the two divisions was encouraged.

The final level of planning and review of all curriculum matters, including the MCOs, is the

Curriculum Committee, which reviews proposals and advises the Vice President for Academic Affairs on curriculum issues and new and revised courses and programs. Each Division elects faculty representatives for the Curriculum Committee. Administrative representatives are appointed by the President. There is an opportunity for two students, one transfer and one professional technical, to serve on this committee. This body is co-chaired with one faculty member and one administrative representative serving in this role. The classified staff member responsible for maintaining records for the state system attends in an advisory capacity.

The Committee has two readings of each MCO submitted by the DPCs and provides feedback to the Division for improvement and change. Through the policy of first and second readings, time is provided for feedback to all Divisions that might be affected by the change. The Committee gives final approval to new and revised MCOs. During its initial period as a candidate for accreditation Cascadia Community College has also submitted its MCOs to the Shoreline College Curriculum Committee. The Curriculum Committee is the final level at which conflicts between divisions concerning courses can be resolved before being referred to the Vice President for Academic Affairs.

The program assessment process provides an effective mechanism to require faculty and the institution to look at the functioning of the programs on a regular basis. However, there is no required timeline for review of MCOs at the division level, other than a general informal guideline of reviewing each course at least once every three years. In SCC's most current history, many MCO reviewers/revisers/developers were waiting until new General Education requirements were officially approved, so that any new or revised MCOs would clearly match the new or revised requirements. In a sense, the desire for integrity between the MCOs and the General Education requirements led to a slow-down in curriculum review. However, even in the long run the majority of MCOs are revised only when the program faculty see a need to revise them. If the deans do not put pressure on ADCs and faculty members to bring forth revised MCOs, many program faculty are too busy with other matters to put a high priority on MCO revision. When an accreditation team's arrival begins to seem imminent, a flurry of MCO activity may take place, but the mechanism is too infrequent to be an effective mechanism to assure constantly updated curriculum in all areas of the

College. A formal mechanism along with official responsibility on the part of the deans, the chair of the DPC, or the ADCs is needed to assure that this process occurs in a timely fashion.

Apart from their role in the development and approval of MCOs, Division Planning Councils (DPCs) also fulfill several other functions and roles. Their scope of activity varies from among divisions, depending on such factors as the size of the division, the types of programs involved, traditional practices within the division, and the individual leadership styles of the division deans. In addition, their modes of operation vary widely, reflecting these same factors. In some cases, the procedures are quite formal, while in others they are quite informal. Some operate by strict voting, others by consensus. All include Assistant Division Chairs (ADCs) as members, while additional members in some cases represent programs and in others are elected at-large. The division dean chairs some, while others have elected chairs. This range of structures and operating procedures allows each DPC to serve the needs of its division most effectively and efficiently. From time to time individual DPCs may not be as fully and effectively functional as this idealized statement implies. To cite extreme cases, one DPC was recently dormant for approximately two years because of inattention by the dean, while in other cases the DPC has been seen by the faculty, at least temporarily, as a rubber stamp under the control of the dean. Fortunately, these situations tend to be uncommon and self-correcting. The variety we see here is a strength of Shoreline's administrative structure because it embodies organic development in response to differing divisional needs.

Examples of other roles played by the DPCs (not all DPCs play every role) include generating ideas for new programs and helping to decide when to modify or terminate programs. DPCs may also facilitate communication within a division by bringing faculty ideas and concerns to the attention of the dean, disseminating information from the dean to the division faculty, serving as a sounding board for the dean's ideas and concerns and resolving internal conflicts within the division. DPCs provide a mechanism for developing new division operating procedures, coordinating the plans of various programs, negotiating resource allocation within the division, , developing long-range plans, developing budget proposals, and assisting with Program Planning and Assessment. Still other functions are identifying opportunities and constraints, assisting the dean

with the development of strategies, and formally ratifying certain division activities and guidelines.

Interdisciplinary Studies Programs (ISP) are currently defined as course offerings of more than five credits that involve at least two different instructors from two different areas teaching two different courses. All participating faculty attend all class sessions for the entire course, and count all involved courses toward their full-time load. Before Spring 1999, there was a degree requirement for integrated studies, but that requirement was removed in Spring 1999 and the ISP was continued as an optional offering. Such offerings have been shown to foster student thinking across disciplines, as well as to help students develop critical thinking skills. They can also be offered in non-traditional formats for students who have difficulty with the traditional five-day schedule. Currently, anywhere from one to three ISPs are listed each quarter in the class schedule, although some were cancelled in the 2000-01 academic year due to low enrollment.

Interdisciplinary class development is fostered through the Interdisciplinary Studies Program (ISP) Committee comprised of interested faculty and administrators who volunteer their time. The

and approved by division administrators before it is brought to the ISP committee. The committee offers guidance on format, creation and application, and promotion of these new non-traditional courses. The committee also ensures that offerings are spread throughout the academic year and the time schedule.

The committee was not active during 2000-2001 when release time for a coordinator was cut. In 2001-02, under the guidance of an enthusiastic coordinator (with release time) and the Professional Development Officer, the committee has returned to full strength. Two professional development workshops supporting ISP development were offered in Winter 2002. The first focused on what other colleges do to support learning communities, and another highlighted activities of Shoreline faculty relative to interdisciplinary learning.. The administration has created guidelines for ISP course enrollment requirements and the committee is currently revising the definition of Interdisciplinary Studies to be more inclusive of some of the innovations faculty have devised for this model. Additionally, the group is discussing possible changes in the presentation of ISPs in the quarterly class schedule, as well as other means of publicizing this lively and inventive form of learning.

STATISTICS ON FULL-TIME FACULTY RETENTION AND TURNOVER							
SCALE	TOTAL # FACULTY	# NEW FACULTY	% NEW FACULTY	# RETIRED FACULTY	% RETIRED FACULTY	# FACULTY RESIGNED	% FACULTY RESIGNED
'91-'92	149	6.0	6.0	1	.7	4	2.7
'92-'93	152	4.6	4.6	5	3.3	2	1.3
'93-'94	156	5.1	5.1	8	5.1	1	.6
'94-'95	154	6.5	6.5	7	4.5	3	1.9
'95-'96	152	4.6	4.6	8	5.3	6	3.9
'96-'97	147	4.1	4.1	8	5.4	1	.7
'97-'98	153	9.8	9.8	13	8.5	1	.7
'98-'99	152	9.9	9.9	3	2.0	5	3.3
'99-'00	153	7.8	7.8	8	5.2	7	4.6
'00-'01	155	6.5	6.5	7	4.5	5	3.2
Total	1523			68		35	
Avg.	152	6.5%	6.5%	6.8	4.5%	3.2	2.3%

Fig. 4.1 Statistics on Faculty Retention

Professional Development Officer and an ISP Coordinator facilitate the Interdisciplinary Studies Program (ISP) committee. Faculty wishing to offer ISPs must complete an application that is reviewed

Another example of faculty's engagement in academic planning and curriculum development can be found in our involvement in a Washington State Outcomes Retreat. A SCC faculty member, along

with a State Board for Community and Technical College employee and faculty member from Chemeketa Community College in Oregon, led the College Readiness Project. The College Readiness Project, sponsored by SBCTC, continues to sponsor workshops twice a year where faculty bring assignments and sample student work to see how developmental programs across the state are preparing students for successful college study. The project began in 1994 by writing student learning outcomes for developmental education; in other words, by defining the knowledge and abilities students should have to be ready for college. Two SCC faculty led the workshops, which also focused on good practices in developmental education.

The Developmental Education faculty have also been active in statewide curriculum enhancement efforts. A Shoreline faculty member served as President of Washington Association of Developmental Education (WADE) in 2000-01 and helped plan WADE's annual conference in collaboration with the Washington Center and Northwest College Reading and Learning Association. Other Shoreline faculty also attended this conference. In addition, WADE's president helped secure a $5000 seed grant for WADE from the PEW Charities' National Learning Communities Project. The grant allows WADE and the Washington Center to sponsor several workshops on integrative and interdisciplinary approaches to developmental education that have been supportive of Shoreline faculty in their efforts at maintaining a quality curriculum.

ACADEMIC ADVISING
Academic advising is a formal responsibility for advising and counseling faculty, specialty advisors, and general faculty. In order to facilitate the faculty's ability to be effective advisers, the Advising and Counseling faculty have developed two Advising Handbooks, one for professional technical programs and one for transfer programs (Exhibit 3.44 Academic Advising Handbook and Professional Technical Advising Handbook). The Advising and Counseling staff also hold periodic workshops to provide advisement training for faculty.

Each student is assigned an academic adviser when first registering. Counselors advise primarily transfer students. Other students are assigned to an individual within their academic area, if possible. Professional technical faculty advise all students who are preparing for or in their professional technical program. There are full-time advisors for the

International Students, ESL students, and Running Start (high school) students. One flaw in this system is the uneven assignment of advisement loads which range from 1 to 116 advisees for general faculty, an average of 200 for counselors and the three full-time advisers for special populations (International Students, ESL students, and Running Start students with 437, 725, and 391 respectively). Some areas, such as law enforcement, have numbers out of proportion to the number of faculty in the discipline.

The concern regarding providing effective advisement has been identified in the Program Planning and Assessment reports. One strategy for alleviating advisement concerns has been the hiring of individuals whose sole responsibility is academic advisement in support of a particular division. Currently, the college shares an academic advisor for the Science Division with the University of Washington. There is also a 75% of full-time academic advisor position for Humanities. Other divisions also hope to provide more effective advisement by expansion of this program.

Faculty counselors form an independent department within Student Services, called Student Development. Counselors provide educational programs and services designed to meet the needs of their diverse communities and support the College's mission of "demonstrating dedication to student success by providing rich opportunities to learn, excellence in teaching and comprehensive support services...serving the community's lifelong educational and cultural needs." Counselors have various responsibilities: assisting students with 1) personal; 2) crisis; 3) advising/educational; and 4) career counseling; 5) providing consultative services to faculty, staff and community members; 6) aiding in the development of health awareness programs and materials; 7) work in partnership with college staff to support student success; and 8) assisting in developing linkages with four-year colleges through transfer centers, K-12 schools, and local service agencies. The programs through which these are provided are discussed more fully in Standard Three. The counselors collectively bring a strong, broad base of professional expertise to the department, including extensive clinical, career guidance and advising experience. The appointment of a director in the Fall of 2001 to oversee the Student Development Center has provided leadership and organization to the counselors and staff in an attempt to facilitate positive internal and cross-campus communication.

STUDENT CLUB ADVISING

Shoreline Community College has 67 student clubs and organizations (see Exhibit 4.24, SCC Club/Advisor Roster). Sixty-two faculty members are involved at various levels. Compensation and level of involvement are outlined in Appendix A, Article IV of the negotiated faculty agreement. Four levels are described: Contact Advisor, Resource Advisor, Coordinating Advisor, and Managing Advisor. Club and organization activities range from artistic performance to political activism to cultural festivals. Students and staff involved feel that the faculty put in an extraordinary amount of time, effort, and commitment to enhance the extracurricular experiences of students at Shoreline Community College.

FACULTY PARTICIPATION IN GOVERNANCE

A contractual role of Shoreline faculty is serving on committees, participating in governance and divisional and program planning activities. (Agreement, Article III, Section B.1.c d, & e.) The faculty as a whole is formally represented in institutional governance by both of its independent organizations, the Federation and the Faculty Senate. The Federation selects the faculty members of the thirteen standing Governance Committees (see Exhibit 4.22 Faculty Membership - Governance Committee), including the Strategic Planning Committee. The Faculty Senate deals with broad academic issues such as general education requirements and grading standards and is generally advisory to the Vice President for Academic Affairs. Shoreline's faculty is unusual in having two independent and effective voices in matters of institutional governance.

The Faculty Senate is comprised of the full-time faculty. The Faculty Senate meets three times per year for general discussion and identification of issues. Some issues are submitted to the entire for Faculty Senate for review and recommendation to the Vice

President for Academic Affairs (VPAA). The Faculty Senate Council (the elected representative body which carries out the affairs of the Faculty Senate) meets twice a month to discuss and act on matters related to the academic concerns of the faculty. For example, the discussion which led to our on-going total re-evaluation of General Education Outcomes began in the Senate Council, and the Council has continued to work with and advise the VPAA throughout the process. The College's current effort to implement prerequisite checking as part of the registration process was also initiated by the Council, which identified and justified the need and has worked with the President's Staff to facilitate implementation. The Council (and the Senate Chair) provided a strong public voice for the faculty during a 2000-01 controversy about the College's involvement with e-Werkz.

The Strategic Planning Committee and the other governance committees, many advisory committees, and Appointment Review Committees include significant faculty membership. This representation guarantees, in principle, that the faculty has a strong voice in matters of College governance and operation. However, it also requires a substantial investment of time and effort by the faculty. As the governance structure has grown in size and complexity over the past five years, many faculty have come to feel that their role has become burdensome rather than satisfying, and diluted and ineffectual rather than meaningful and significant. As the existing governance structure grew and developed, it became increasingly unclear to the faculty exactly how, and to what degree, its voice was heard in the decision-making process, and many faculty members became discouraged or even cynical about the reality of "collaborative governance" at Shoreline. Some came to feel that collaboration was something that was being done to us rather than with us.

FACULTY DEVELOPMENT ACTIVITIES			
	APPOINTMENT REVIEW COMMITTEES	FACULTY SENATE COULCIL	GOVERNANCE COMMITTEES
Open-Ended PD Reporting	17	5	14
Fall 2001 PD Survey	65	14	29
Actual Members	126	17	44

Fig. 4.2 Faculty Development Actvities

Fortunately, the views of our new President seem to be much more sensitive to faculty concerns. She has invited, and truly listened to, input from the faculty about changes that would improve the efficiency and effectiveness of the governance structure. She is considering ways to streamline the governance structure and make it more transparent to all involved. This offers the potential of ensuring a strong and effective role for the faculty in College governance, while easing the burden of participation.

The Joint Union Management Committee (JUMC) was formed following the conclusion of the 1997 contract negotiations. This body meets on a "mutually agreed upon date and time once every month or on an as-needed basis for the purpose of:
* reviewing the administration of this Agreement,
* attempting to resolve problems that may arise,
* initiating discussion on areas of concern to bargaining unit employees,
* recommending academic calendar proposals."
This collegial meeting of labor and management has proven to be a useful venue allowing for an open discussion of issues, concerns, and ideas. JUMC has spent time completing the work described in a Memorandum of Understanding (MOU), work not finished during collective bargaining. The Agreement, Article III, Section K: Labor Management Committee provides additional information related to this body.

Since its inception, JUMC has spent considerable time completing work that was not finished during negotiations. Concepts had been explored during negotiations but limited time did not permit for the full discussion and formation of new language, if appropriate, on topics of mutual interest. The JUMC dedicated time and effort to bring these matters to closure.

This committee has effectively enabled the Administration and the Federation to meet and discuss issues before they became problems. Regularly meeting together facilitates conversation and collaboration between the parties.

FACULTY WORKLOADS (4.A.3)
The collective bargaining agreement addresses workload and supports the mission and goals of the institution, and academic excellence (see Exhibit 4.26, Agreement). The issue of workload was addressed in the most recent contract negotiations as a topic of interest to our faculty. The end result of these interest-based discussions is detailed in new contract language. A process for review of workload concerns was developed during most recent contract negotiations. This contract was ratified during Fall 2000.

One discipline, Health Care Information Systems (HCI), challenged its workload using this newly negotiated process during Fall 2000. The result of this review request was a reduction in the load factor for several courses within the program.

The collective bargaining agreement addresses the obligation of all faculty, except for newly hired probationers, to serve on committees. Newly hired academic employees are prohibited from working on campus-wide committees during their first year of probation. Second and third year probationers are not normally required to work on more than one campus committee during their second and third year of probation. The contractual limitation on participation in governance, when applied to a probationary faculty numbering nearly one-third of full-time faculty, places an enormous burden of participation on the tenured faculty. In addition to other campus committees, three tenured faculty serve on the Appointment Review Committee for each probationary faculty. This activity in addition to participating in many post-tenure evaluations (see below) of their peer faculty means that actively involved faculty may have less time available for teaching responsibilities As the probationary faculty reach tenure, the volume of work will diminish, but in the intervening time, the load is heavy.
Some faculty have expressed concerns about disparity between those individual faculty members who work very hard on committees and campus projects and others who do not participate at the same level.

FACULTY PROFESSIONAL DEVELOPMENT (4.A.3)
The College supports a wide array of professional development opportunities for faculty. These include on-campus resources and $400 for each faculty member to attend off-campus opportunities. An additional pool of funds is available for those who have a specific development need that will not be covered by the contractual amount. Associate faculty (part time) have professional development funds for which they can apply. Professional technical faculty are supported through additional funds administered through the Professional/Technical Office, utilizing Perkins grant funds and other resources targeted for professional development in applied programs. The amount of these professional development funds is seen as insufficient college-wide. A method established in the collective bargaining agreement to assist

ASSESSMENT IN ACTION

FOSS BUILDING ELEVATOR

For many years, accessing the FOSS building, home to the majority of student services as well as faculty offices, has been extremely difficult for persons with motor disabilities, including persons using wheelchairs. If persons were attempting to access the lower level of the building, they either needed to use the stairs or traverse a winding, non-level, gravel path.

The College ADA Committee, with members from Student Services, Services for students from Disabilities, the Community Integration Program, administration and facilities, had identified that access to this building was difficult, at best, for many students, potential students, employees, and visitors.

Students had served on the ADA committee and in their role, they went to Student Government and asked that some funds from student fees be set aside to assist with this expensive renovation. Presentations were made to the Student Senate and in Spring 2000, the students put aside $96,000 toward the project, knowing that a separate facilities allocation was received in the amount of $90,000.

Even though there was no specific allocation to the College for this major construction, the ADA committee thought it a very worthwhile endeavor to pursue. They dedicated time to requesting funds from the state as well as speaking before the Student Senate to plead for special consideration.

The coupling of funds from a special pool of state resources dedicated to accommodation issues along with student funds had not been done at this campus previously.

As a result of the ADA Committee's evaluative work, and collaborative work to generate funding for the project, on 6/-3/02 the FOSS building became accessible for all Shoreline students, staff, and visitors. This project supports the College's Strategic Planning Focus Area of safety, by making progress toward providing "a safe and secure campus environment that is responsive to diverse populations."

with this shortfall is the release of undeclared funds at the end of Winter Quarter for the use by other academic employees. This approach has allowed for some full-time academic employees to use much more than their individually allocated funds in a given year and provide the release of their funds to a peer in another year.

The College provides a one-third time faculty position as the College's Professional Development Officer. Guided by an advisory committee, the Professional Development Officer disseminates information regarding professional development activities both on- and off-campus, assists in the planning of professional development activities by members of the campus community, and guides the distribution of pool funds to individuals. The College emphasizes the importance of professional development by each June requiring faculty members to submit a list of professional development activities for the previous year.

Professional Development to support the College value surrounding diversity has been supported through a variety of specific endeavors. The *Faces of Our Community* FIPSE grant project has provided a variety of opportunities for faculty to better appreciate our immigrant population and its gifts, and to work more effectively with these individuals. The Multicultural/Diversity Education Center, with faculty and student participation, promotes events throughout the year that provide professional development regarding cultural diversity for faculty as well as diversity experiences for students. The faculty and staff of the Library and Media Center have played a very active role in the last decade, in the planning and implementation of numerous campus wide activities, fostering multicultural diversity awareness, personal and professional growth, and curriculum enhancement. The Library and Media Center, working closely with the Multicultural/ Diversity Education Center, provides presentation equipment and is directly involved in the acquisition of appropriate media materials such as video pro-

grams and print materials for college wide annual events.

An array of technology education is provided through the Technology Support Services (TSS), helping faculty develop online and Internet support-ed courses. Education regarding specific software is

In the most recent report to the Board of Trustees following completion of their leaves, three faculty detailed their leave activities and the importance of this renewal experience on their teaching, their scholarship, and their excitement (Exhibit 6.4, Board of Trustee Meeting Minutes, Minutes of 11/18/01).

ASSESSMENT IN ACTION

ACADEMIC FREEDOM FOR STUDENT NEWSPAPER ADVISOR

Another case involved what appeared to many faculty to be an attempt by the administration to censor the student newspaper and to threaten the paper's faculty advisor after the publication of a news story embarrassing to the college. In this situation, a passionate and continuous faculty outcry via the listserv encouraged the administration to see the issue in a different light: as an issue related to the need for academic freedom. The friction between the faculty advisor for the paper and the administration was resolved as faculty members gathered their support around the advisor of the paper.

available. Faculty may attend specific short courses. In addition, one individual in TSS serves as a resource for faculty and will provide one-on-one assistance to help them.

As detailed in the collective bargaining agreement, (see Exhibit 4.33 Agreement,), sabbatical leaves are available to full-time academic employees after they have completed at least nine consecutive, contracted quarters (excluding summer) at the College. The compensation level is variable, dependent upon the full-time academic employee's length of service to the institution.

Sabbatical leaves for professional growth and renewal have a tradition of being fully funded annually. For the past five years, the College has supported between 17 or 18 quarters of leave at either 86% or 100% of salary for nearly all recipients.

The Sabbatical Leave Selection Committee, com-posed of tenured faculty members, carefully considers all applications and submits their recommenda-tions for awarding sabbaticals to the College President and Vice President for Academic Affairs by February 1st each year. A state mandated formula determines the maximum number of quarters avail-able for leaves as well as the maximum expenditures associated with leaves and the corresponding faculty replacements. (See Exhibit 4.33 Sabbatical Cost Calculations 2002-03).

FACULTY SALARIES AND BENEFITS (4.A.4)

SCC has attempted to develop a salary plan that pays its faculty within the top quartile of community colleges in Washington State. SCC's salary schedule provides for differential initial placement, thereby giving persons with prior work and/or teaching experience credit for their previous experience (See Exhibit 4.3: Salary Schedule). For specific disci-plines such as health occupations and Computer Information Systems/Computer programming, obtaining adequate applicant pools as well as main-taining qualified faculty has been difficult. For hold-ers of these degrees/experiential skill sets, the appli-cant pools have been very small, indicative of the competition for qualified candidates between public education and other private employers. Policy 4111 details non-discrimination practices as well as clear procedures for the recruitment, screening and hiring of academic employees (See Exhibit 4.12.1, from the College Policy Manual). As a result of this policy and the associated procedural guidelines, the College has generally attracted a diverse applicant pool. In support of our core values, including diversity and multiculturalism, the demographics of the workforce have shifted over the past five years. (See Exhibit 4.1.1: Workforce Profiles for 1997, 1998, 1999 and 2001.) A significant shift in our demographic profile is the increase in full-time faculty of color, increasing from 16 faculty of color (10.45%) in 1993 increas-ing to 21 faculty of color (14.29%) in 2001. Additionally, since SCC's last self-study, the percent-age of female faculty has increased from 50.33% in 1993 to 62.18% in 2001.

During Fall 2001, JUMC concluded its development of an Associate Faculty Evaluation and Affiliate Status Program (see Exhibit 4.12.5). The goal of this program was to develop a systematic approach to evaluation of associate faculty, as well as to provide this same group with some job security. In the program's first quarter of existence, there were many discussions and some confusion about its implementation, and a refinement of the program language resulted. The Standard Four ad hoc committee has recommended that the JUMC review the program language so that such confusion is alleviated and a clearer understanding established and communicated.

The faculty's collective bargaining agreement clearly delineates faculty members' rights surrounding the use of leaves for personal, professional and other needs. The term "personal leave" was once entitled "sick" leave, but the needs of academic employees went beyond their own illnesses. In order to allow for our academic employees to have compensable leave for other uses, a more expansive definition of personal leave was negotiated. Such leave may be used for illness, injury, bereavement, disability, home demands because of recent maternity/paternity, adoption of a child, or emergencies defined as sudden, unforeseen situations temporarily interfering with the employee's ability to execute professional duties.

Leaves may be with or without pay, and planned leaves require prior approval while unplanned leaves must have review within two days of the academic employee's return. In the most recent re-negotiations of the agreement, the manner in which leave use is calculated and reported was amended (see Exhibit 4.28).

College Policy manuals are available across campus in multiple locations (see Exhibit 4.29, Geographical Locations of SCC Policy Manuals). As policies are reviewed and amended or new policies developed, they are posted to the college website for ease of access, as well as being placed in hard-copy manuals. In addition to being available in manuals, the College Ethics Policy and the Sexual Harassment Policy as well as the Whistleblower and Requirement to Report Child Abuse information are on the policy website, and are sent to employees annually. The goal is to eventually have all policies on the website.

Shoreline Community College provides copies of the newly negotiated collective bargaining agreement to all full-time faculty. Once the Board of Trustees ratifies the contract terms, the new collective bargaining agreement is printed and distributed across campus to academic employees as well as instructional administrators. A Full Time Faculty Handbook with basic information about the college, its services, getting acquainted, getting organized, getting paid, knowing important policies and procedures, finding support for students, and other teaching tips is distributed to new full time faculty members.

FACULTY EVALUATION (4.A.5)

The negotiated agreement between the Federation and the College defines the process by which newly-hired full-time instructors are monitored and mentored during their first eight quarters at the College in preparation for the Board of Trustees' decision for or against the award of tenure. An Appointment Review Committee (ARC) is formed for each probationer, comprised of three tenured faculty members (elected by the tenured faculty from candidates nominated by the probationer and the faculty of the probationer's division), an administrative representative (selected by the Vice President for Academic Affairs (VPAA); normally the head of the probationer's division), and a student (selected by the President of the student government; student members commonly serve only one year before being replaced). The ARC meets with the probationer at least twice each quarter, conducts regular classroom observations, secures student evaluations from each of the probationer's classes, solicits peer evaluations by tenured faculty, and receives the probationer's self-evaluation each year. The process is somewhat different for faculty who are librarians or advisor/counselors, reflecting the differences in their work assignments. The ARC evaluates the probationer's performance in several specific, contractually defined roles, and prepares formal reports to the Vice President for Academic Affairs, the President, and the Board of Trustees. Brief reports are submitted at the end of the probationer's first, fourth and seventh quarters, and Comprehensive Evaluation Reports (often 40-50 pages long, plus supporting documentation) are submitted at the end of the second, fifth and eighth quarters. As part of these Comprehensive Reports, the ARC makes a recommendation for or against renewal (in the first or second years), for or against the award of tenure (in the third year, although an earlier recommendation could, in principle, be submitted), or, in unusual cases, a recommendation to extend the probationary period for up to three additional quarters. Minority (dissenting or partially concurring) recommendations may also be presented.

The details and premises of the Appointment Review process are subject to discussion and revision by the JUMC and, in fact, a number of changes have been agreed to with the intention of clarifying/revising the process to make it more effective. In addition, the Vice President for Academic Affairs and the Federation President have been discussing both the philosophy and implementation of the process with the President and Board of Trustees. A general consensus has developed among probationers and ARC members over the past few years that the process should be less burdensome and time-consuming for all involved, and less intimidating and intrusive for the probationer. The Vice President for Academic Affairs shares these concerns, as does the President, and both have sought input from faculty and administrators about how the process could be improved.

At the same time, the Board of Trustees has expressed concern that some ARCs have not presented a realistic, honest appraisal and analysis of their probationers' performance and progress. The President and Vice President for Academic Affairs share these concerns. Some faculty have felt that even minor comments result in such scrutiny by the Board that they are reluctant to comment if they might be misconstrued and hurt the probationer's chance of being granted tenure. This year the VPAA consulted with the Board and then, based on their assurance that they understood that identifying areas for growth and development did not constitute unsatisfactory performance, asked the faculty on ARC committees to address areas for growth in the report. This is an evolutionary process, and all parties involved are working in good faith to achieve improvement.

Following the award of tenure, all tenured faculty are evaluated through a post-tenure evaluation process. The collective bargaining agreement details post tenure evaluation for full-time, tenured faculty. This thorough process, often referred to as triennial evaluation, evaluates teaching effectiveness, including instructional delivery, instructional design, content expertise, and course management. Fulfillment of instructional and faculty responsibilities is measured through review by peers, the unit administrator, and students. Self-evaluation is an option within the process. Issues of service to students, service to college, professional development, and program leadership/administrative assignments (as appropriate) are included in the evaluation.

Faculty have voiced a common concern over two issues concerning triennial evaluation of full-time tenured faculty. The first concern is over the frequency of the evaluations, and faculty can be heard to say: "One hardly completes the process and it is time to start it all over again." Faculty argue that our exhaustive and detailed three-year tenure process ensures the quality of our tenured faculty, and mitigates the need for intensive post-tenure review. Faculty have suggested that an evaluation every five to six years rather than every three years is adequate to identify any potential problems that might arise. The post-tenure review process is thoroughly explained in detail in Appendix B of the collective bargaining agreement (Exhibit 4.8.1).

The second issue of concern to some of our faculty about triennial faculty evaluation surrounds identification of problem areas. For example, some faculty do not shoulder their responsibility regarding committee work on campus, or reveal to their evaluation team any problems within the classroom. In such cases, there should be a way to more openly address the problems. It has been suggested that problems could be addressed by faculty peers, such as a Faculty Senate sub-committee, or by the administrative unit head or the Vice President for Academic Affairs.

During the recent period of collective bargaining of the faculty agreement, emphasis was placed on a systematic and consistent approach to associate faculty evaluation as well as the development of an affiliate faculty status. (See Exhibit 4.18 Associate Faculty Evaluation and Affiliate Status Program.)

The review of evaluation practices for associate faculty found that some divisions evaluated their faculty quarterly, while others engaged in this review less frequently. The new "affiliate faculty status program" was initiated during the 2001-2002 year, so the long-term results are still undetermined. The goal of this program is to provide a consistent form and timeline for evaluation of associate faculty, a clear communication of the results of evaluation, and some movement toward job security for those with positive evaluations.

THE RECRUITMENT AND APPOINTMENT OF FULL-TIME FACULTY (4.A.6)

Policy 4111, Appendix A-1, details an orderly process for the recruitment of full-time faculty. Clear and descriptive language about the college, the position and its duties is provided on the vacancy

announcement. Training for faculty serving on screening committees has been provided for the past three recruitment cycles. (See Exhibit 4.5 Policy 4111, and Exhibit 4.11 Agreement, Appendix A.)

SCC is approaching 40 years of existence, with many of our senior faculty having retired during the past five years. Filling vacancies after this high level of separation has been a challenge. Having faculty to serve on screening committees is essential to meeting policy requirements and hearing the voice of academic employees related to specific discipline expertise. It is essential to maintaining excellence in teaching as well. When more 15 searches are underway simultaneously with several faculty on each committee, the demands placed on the participating faculty are intense and time consuming. In 2002, the rate of retirements is waning with only four retirements scheduled.

Orientation of new faculty includes:

Mentor/Mentee Training Program
To help the many new faculty adjust to their new positions, SCC initiated a new program in the fall of 2000: the faculty mentor program. In the fall of 2001, five faculty mentors were chosen out of a pool of volunteers and each mentor was assigned four or five new faculty to personally guide through their first year here at SCC. Care was given that the mentee would not be in the same administrative unit as their mentor, and that the mentor was not on the ARC of their mentee. Currently mentors and their mentees meet individually or as a group to discuss concerns of the new faculty. This new program appears to have been of benefit to mentees, and has allowed tenured faculty mentors to become acquainted with the new faculty.

New Faculty Seminar
Each year training for new full-time faculty is offered at the state level through the New Faculty Seminar, a meeting lasting two days. Shoreline sends all new faculty to attend this meeting, which occurs prior to the start of the academic year. The New Faculty Seminar provides information specific to Washington State institutions and presentations on teaching techniques as well as opportunities to connect with other faculty in the same discipline and at the same institution before the regular school year begins.

Opening Week Opportunities
The first contracted week of each school year, before classes begin, provides many opportunities for training of new faculty. During this week, new faculty have the opportunity to meet their faculty mentors, to become familiar with campus services and those who provide them, and to attend professional development opportunities of their choosing.

Some policies and procedures affecting faculty are found in the negotiated contract. Every faculty member is provided with a copy of that contract. In addition, policies of importance to faculty such as the SCC Policy 4111-Affirmative Action Policy (Exhibit 4.12.1) and Human Rights Universal Complaint Procedure (Exhibit 4.11.2.3) are on the Intranet for ease of access. All policies are found in the Policy manuals available in each division office.

ACADEMIC FREEDOM (4.A.7)
Article VI of the collective bargaining agreement describes the rights and responsibilities afforded to each academic employee by virtue of their position. Academic freedom is ensured not only in terms of course content, but also in terms of methods of instruction, textbook and class materials selection, testing and grading as long as these are consistent with the instructor's discipline. In addition, the faculty are not required to release information about students other than grades and official class records.

Numerous examples could be cited of the Faculty Senate Council's recent activities in its advisory role as to the VPAA. The pattern is clear: Shoreline's faculty, acting through its Senate Council, is vigilant and assertive in supporting and defending academic freedom of the faculty and in fostering the College's concomitant responsibility for maintenance of academic integrity.

QUALIFICATIONS OF PART-TIME AND ADJUNCT FACULTY (4.A.8)
The procedures and standards for hiring associate academic employees are articulated in Policy 4111 and its accompanying procedures/appendices. After interviewing and considering input, the unit administrator determines which interviewees are qualified for placement in the part-time pool. Individual faculty members are selected from the part-time pool for classes within their areas of expertise. There is some anecdotal evidence that the procedure for selecting associate faculty has not been consistent from Division to Division. There may need to be education of those responsible for part time faculty

hiring to assure that they clearly understand and follow the College's policies and procedures.

DISSEMINATION OF EMPLOYMENT INFORMATION TO PART-TIME FACULTY (4.A.9)

Academic divisions send letters of intent to associate faculty as early as is feasible to inform them about teaching assignments. The letters include teaching load and salary information, as well as general details related to their employment for the quarter. To implement a Memorandum of Understanding, a quick and handy tool for primary contact information known as the Associate Faculty Info Sheet (Exhibit 4.12.11), was developed for implementation in academic year 2001-02. Division secretaries have electronic access to this quick reference tool, enabling them to customize it for unique divisional references and points of contact. As this tool has only recently been developed, its usefulness has not been fully assessed.

For many years, the College has prepared and disseminated a Handbook for Associate Faculty. This tool was developed to provide new associate faculty with basic information about the college, its services, getting acquainted, getting organized, getting paid, knowing important policies and procedures, finding support for students, and other teaching tips. This comprehensive reference tool is made available to part-time faculty for quick reference. (See Exhibit 4.5.1.2)

Although they are not required to do so, associate faculty are invited and encouraged to participate in the course and program planning process. It is not uncommon for associate faculty to propose and develop new courses (of course, with the involvement and support of the full-time faculty). Many associate faculty participate in regular departmental and program meetings, thereby making a valuable contribution for which they are generally not compensated. Associate faculty have been members of the Faculty Senate Council, and have served on screening committees for top administrators. They are also active in the Federation and in other ways.

Beginning in Spring Quarter 1998, associate faculty who have taught a course load of at least 50 percent of full-time for six consecutive quarters have had the opportunity to apply for an annual contract that guarantees a minimum of 50 percent of a full-time teaching load for one academic year. An average of 17 annual contracts have been awarded each year to associate faculty in the four years since the process was implemented.

The Associate Faculty Evaluation and Affiliate Status Program was implemented during the 2001-2002 academic year. This program provides for priority in assignment of part time loads for those ongoing associate faculty who have had positive student and administrative evaluations. Thirty associate faculty were granted affiliate status in Winter 2002 and another five were granted affiliate status during Spring 2002.

POLICIES CONCERNING THE USE OF PART-TIME AND ADJUNCT FACULTY (4.A.10)

In 1996, based upon concerns of the State Board for Community and Technical Colleges and direction from the Legislature, a Best Practices Taskforce was created to review the system's part-time faculty employment practices and develop a plan to address concerns. The statute also required the report to be periodically updated. In 1998, an Update was presented to community and technical college presidents. Shoreline made significant progress on many levels including:

1. Development of an Associate Faculty Mission Statement:
   Associate faculty will be employed to provide rich opportunities for learning and excellence in teaching in order to uphold the College's mission of dedication to student success. The College's mission will be achieved through the use of the skills and expertise of associate faculty when: a) specific expertise is required; or b) fluctuations in enrollment occur.
2. Implementation of a formal part-time faculty performance review process for all divisions.
3. Invitation of part-time faculty to orientations/discussion sessions.
4. Inclusion of part-time faculty help in the planning of faculty professional development activities.
5. Provision of mailboxes or shared mail delivery as well as e-mail accounts for most on-campus part-time faculty.

Throughout labor/management discussions, participation of part-time academic employees is sought. Their voice is welcomed, heard, and addressed as witnessed by the development of the following within the last three years:
   * Associate faculty annual contracts were first issued for academic year (AY) 1998-1999

* Associate faculty pro-rata contracts were issued for the first time in 1998-1999.
* Affiliate status for eligible associate faculty program was implemented during AY 2001-2002.

For the past three years, the faculty union's local has thought it helpful to elect a Vice President for Associate Faculty to serve on their Federation Executive Board. By having this position, the voice of associate faculty is regularly heard by their bargaining unit.

These activities cover a wide range of involvement and service to the College, the community, and the faculty members' professions. Shoreline's faculty has always prided itself on an unusual degree of such activity, which has contributed to the College's excellent reputation in the community. It grew naturally as the original cadre of faculty matured in their profession, and may have receded somewhat as we replaced a large fraction of these experienced faculty with new faculty over the past five years or so. The

ASSESSMENT IN ACTION

SERVICE TO OUR COMMUNITY

Expanding Your Horizons is an annual one-day conference, organized primarily by women from Shoreline's faculty and hosted by the College, which gives about one thousand 9th-12th grade girls an opportunity to explore math- and science-related careers. The girls participate in hands-on workshops led by, and personal interactions with, local women working in the scientific community. Science Olympiad is an annual competition for junior- and senior-high students from throughout the region, which is occasionally held on Shoreline's campus. Shoreline's faculty have served as organizers, officials, and judges.

SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION (4.B)

RELATING TO MISSION (4.B.1)

As with most, if not all community colleges, Shoreline Community College's mission does not place paraticular emphasis on research. This does not mean that our faculty do not engage in their own rigorous pursuit of knowledge throughout their professional lives.

In accordance with Shoreline's value of excellence, the faculty regularly engage in scholarly, instructional, and community service activities that go far beyond their contractual obligations. Some conduct scholarly research and publish the results in professional journals. Others publish textbooks and articles that are used by their colleagues and students here and at other institutions. Several have been at the forefront of developing new methods of instruction, such as distance learning. Most are active in professional organizations, and not a few of these hold leadership positions. Faculty are active in Expanding Your Horizons, Science Olympiad, and other similar activities for high school students. They frequently speak or organize workshops and panel discussions for professional meetings, local schools and community groups. At least one faculty member served in the state legislature, and a former faculty member is now a United States Senator.

senior faculty recognize their responsibility to mentor the junior faculty, inculcating the importance of this type of activity.

The Self Study process brought to light that significant publication, research, community service, and artistic work being done by Shoreline faculty is largely undocumented. A thorough review of the Professional Development Reports submitted between 1997 and 2001 by full-time faculty found only very limited references to this work.

Current contractual requirements for Professional Development (PD) Reports call for all full-time academic employees desiring to advance one level (between level 1 and level 8) to provide by the last day of Spring Quarter each year to their unit administrator "a statement describing all professional development completed for the preceding 12 months" (see Exhibit 4.14.1 Agreement, Appendix A, Article II, Section D).

During Fall 2001 and Winter 2002, a review by division was conducted of professional development reports. (See Exhibit 4.4, Professional Development Reports) This review found that the information contained in the professional development reports varied greatly. Some faculty only reported activities for which professional development funds were expended. Others reported conferences attended while many faculty copiously noted all activities they

deemed to be professional development by their own definition.In an attempt to get more consistent data, the Standard Four ad hoc committee developed a rough survey (see Exhibit 4.4.2 Faculty Professional Development Survey) that was circulated during Fall 2001.

The response of full-time faculty was good, with 67% of the 155 full time faculty responding. When faculty were provided with a detailed list of activities, and could indicate participation by merely checking items on the list, the reported levels of participation rose significantly as compared to those from the open-ended professional development reports.

It is clear that the current "system" for reporting professional development activities does not provide a full or balanced picture of the activities of Shoreline's faculty. The results of our data collection efforts should therefore be considered only as extremely rough indicators. The College should consider developing a more realistic, informative and reliable reporting method to recognize faculty professional development.

COLLEGE POLICIES REGARDING SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION (4.B. 2-4)

On January 15, 1999 the Board of Trustees in response to the 1994 Ethics in Public Service law, Revised Code of Washington, Chapter 42.52 adopted College Policy 4125: Standards of Ethical Conduct (see Exhibit 4.5.2.1). The basic rules surround issues of: gifts, confidential information, use of state resources for personal benefit, compensation for outside activities, honoraria, use of public resources for political campaigns, employment of former state employees, assisting persons in transactions involving the State, and financial interest in transactions involving the State.

The primary questions that have been asked since the adoption of Policy 4125 deal with honoraria, use of state resources for personal benefit, and gifts. The Executive Ethics Board provides guidance to the College when uncertainty exists.

Copyrights, patents and ownership of intellectual property are detailed in the collective bargaining agreement. When materials, processes or inventions are developed solely by an academic employee's individual effort and expense, then the ownership is in the employee's name.

Because research is not part of its mission Shoreline does not engage in research other than that which is related to its own goals. There has not been a need for multiple policies regarding research. The College has a single policy on research, Policy 5329: Use of Human Subjects. This policy focuses heavily on human subjects in classrooms. Provisions of Policy 5329 have not been consistently implemented and should be brought forward for discussion and review.

As stated in its Mission and Vision, the College and the faculty Federation have long recognized the need to strive for excellence. Professional Development funds are contractually made available to help defray the expense of professional improvement which might include efforts toward scholarship, research, or artistic creation.

FACULTY ASSIGNMENTS AND OPPORTUNITIES (4.B.5)

One major purpose of academic freedom is to provide protection from undue control and/or reprisals so as to allow for free intellectual inquiry. The other purpose is to encourage the pursuit of scholarship, research, and artistic creation. In fact, Shoreline Community College encourages the faculty to engage in these creative activities through two mechanisms. First of all, the Sabbatical Program provides faculty the opportunity to develop scholarship and research into topics in their field, important supplementary materials necessary for improvement of their courses and/or programs, and new methodologies for enhancing instruction. The Sabbatical Program also provides the renewal and time necessary for artistic creation. For example:

1. An English faculty member recently finished a book of poetry and had it published during his sabbatical,
2. An Anthropology faculty member joined a medical anthropology research team out of Copenhagen in Uganda, and
3. A science faculty member taught English and Physics in a Polish high school.

The institution also encourages artistic endeavors through its many venues for art, music, poetry, etc. The faculty's original plays, operas, and choral music have been performed at the Campus Theater; faculty artwork is sometimes featured in the Administration Building's Art Gallery; faculty's VCT projects are occasionally exhibited on campus; poetry readings featuring the work of both students and faculty are offered at a variety of on-campus locations. In addition, faculty writing is published, sometimes along

with student writing, in the Spindrift (literary/art magazine), the Ebbtide (student newspaper), and the SoundingS (Federation publication).

While the Sabbatical Program and the various outlets for creative endeavor suggest a dedication on the part of the institution to scholarship, research, and artistic creation, there seems to be a growing mood among the faculty that little time exists, on a day-to-day basis, to pursue these activities. What seems to many faculty to be a large governance structure requires much committee work and long and frequent meetings. As a result, most faculty are unable to do the research and artistic projects that call them, refresh them, and make them relevant to their fields and their students. Furthermore, with the burden of committee work some faculty are even hard pressed to meet the basic demands of consulting with struggling students or adequately developing their courses.

Faculty engage in work associated with many grant-funded projects. See Exhibit 4.34 for additional detail on faculty work in grant funded projects.

ACADEMIC FREEDOM (4.B.7)

The issue of academic freedom is a complex one. Faculty tend to see academic freedom as a broad protection of a wide range of endeavors and behaviors both inside and outside the class and campus. Administrators may have a slightly different view because at times they may be more concerned about the public face of the college and about the maintenance of protocol and high standards. Academic freedom is stated as one of the core values of Shoreline. The College's Mission, Vision, and Values (see Exhibit 4.20) contains a statement regarding academic freedom: "Shoreline Community College values vigorous intellectual inquiry rooted in academic freedom and built on an open exchange of ideas and the development of knowledge." It seems that at SCC there are various structures: the Strategic Plan, the Federation, the Faculty Senate, the good will of faculty and administrators, and the loud voice of concerned individual and united faculty, to ensure that instructors continue to have an environment in which to teach without fear of undue control or reprisal.

In the Agreement, there exists an entire article (Article VI) that protects the academic freedom of faculty at the college. The heart of that protective article states that "...academic employees are free to exercise all rights of citizenship without institutional censorship, discipline, or other interference," and that "...academic employees are free to select the content and methodologies for their courses within the constraints established by their discipline peers, specialized accrediting agencies and State or Federal licensing departments. Instructors shall be free to select textbooks, resource persons, and other educational materials..."

The Faculty Senate Council also supports faculty whose academic freedom has been threatened. This body with representatives from all the disciplines discusses matters related to academic affairs and is advisory to the Vice President of Academic Affairs. It also makes recommendations directly to the Board of Trustees on matters related to grading policy. Individual meetings between administrators and faculty may also serve to resolve problems that may relate to lack of academic freedom. Of course, not all disputes regarding academic freedom arise from conflicts between the administrators and the faculty. The community at large may wish to restrain inappropriately a teacher's intellectual inquiry or method of teaching, or the state may wish to curtail or control aspects of a teacher's practice. In cases such as these, the administration is bound by the Strategic Plan and by the union contract to support faculty academic freedom.

Another powerful tool for the defense of academic freedom is the faculty listserv on the email system. This is a forum by which faculty can express views on campus issues as well as notify colleagues of interesting upcoming cultural/educational events both on and off campus. The ability to tag onto previous comments and resend an entire discussion through the system can result in fascinating, eye-opening correspondences. Certainly, a violation of academic freedom would be an issue likely to bring on a firestorm of faculty opinion on the listserv that would be noted by administrators.

STANDARD FOUR ANALYSIS

AREAS OF STRENGTH

Shoreline has a well-qualified faculty who are committed to academic excellence. Their ongoing commitment is apparent in their active engagement in campus activities and events, and their continuous participation in professional development. Shoreline faculty have credentials and experience appropriate to the level and area of their teaching. There is evidence of high content expertise and skill-based course proficiency.

The recent retirements and new hires have created a faculty with a rich mix of ages, demographics, new enthusiasm, and experienced master teachers.

Transfer and professional/technical faculty are well integrated within divisions leading to quality cross-fertilization of ideas. Transfer and developmental education faculty work collaboratively and have created an effective transition for students.

Faculty's artistic creations and presentations are blossoming and well received across campus. More faculty feel encouraged and supported in this role.

The College financially supports travel for interviewing for faculty professor positions. Thus, we are able to attract nationally competitive candidates.

AREAS OF SIGNIFICANT PROGRESS

Although the College has made significant progress in providing more stability to associate faculty through annual contracts and affiliate status, the process is still not well understood by many who must use it. There is still much to be done to provide a more equitable status for part-time associate faculty.

With the recent high turnover in faculty, the majority of academic employees do not possess tenure. They are moving toward this goal with an increased level of mentoring and support through the College. However, as yet these probationary faculty are not able to participate fully in the governance process.

AREAS FOR GROWTH/IMPROVEMENT

In order for faculty workload to be perceived as less onerous, the College needs to study the ways in which governance responsibilities are distributed among faculty, and to plan for methods to assure that all participate. The College needs to study the governance system to ensure that a faculty voice is heard but that the processes do not interfere with other important faculty roles. A formal mechanism along with official responsibility on the part of the deans, the chairs of the DPCs, or the ADCs is needed to assure that this process occurs in a timely fashion.

Library and Information Resources

INTRODUCTION

Library, media and information resources are an integral part of the college's mission, core values and strategic directions. Evidence of the services, collections, and infrastructure of the library and technology support is in every building, classroom and office on campus. The library and campus technology are also available and regularly used by our community, other libraries and distance learning students. Since the last self-study, the library and information resources of the College have moved forward in addressing specific college-wide goals identified through the governance structure process. Specifically, the College's Strategic Plan includes library, media and technology in fifteen specific goals distributed throughout the document but especially found in Strategic Direction Six, Technology.

In responding to these strategic directions, these service areas have provided both innovation and excellence to our student's intellectual, cultural and technical development. The most prominent among these include the total renovation of the existing Library Media Center into the Library Technology Center, increased library media materials budget by fifty thousand dollars a year, a skilled and dedicated faculty and staff who work across all areas of instruction, the development of new information and media literacy curriculum, the identification of information literacy skills as part of the College's general education requirements, the creation of a student computer open lab and employee training center, establishment of written policies and procedures for all technology, library and media public service activities, authentication services for remote learning and research, public service points for library, media and computing open seven days a week during the academic year, and creating a collaborative support structure for the distance learning program.

PURPOSE AND SCOPE

The library is a reflection of the diversity of the both the curriculum and our faculty and students. Its primary focus is on teaching and learning and the support of all faculty and students across all instructional programs, degrees and certificates.

RESOURCES FOR LIBRARY AND INFORMATION ACCESS (5.A.1)

The collections are comprehensive, covering all areas of the curriculum independent of size or originating site. The depth of the collection is neither consistent nor adequate when measured against national standards or specific programs. Using OCLC/WLN Conspectus data analyzing the currency of Shoreline's collections in 1993-1994 and comparing it with other Washington community and technical colleges our summary states, "Shoreline's collection fell behind many other community college libraries in terms of currency and below the system averages in all time periods measured." Shoreline was eleventh out of fifteen comparable community colleges in its collection currency (see Exhibit 5.4.1). This is especially true with the introduction of new programs and the availability of appropriate materials for specific curricula or instructional programs whose focus includes business, science or technology. Continuous analysis is provided through faculty liaisons to instructional divisions, documenting students' reference and research questions, membership on the Curriculum Committee with signature approval for library and information resources, weeding analysis and participation on all major governance and advisory committees. Collaborative efforts with technology support have helped in re-structuring the library and media services programmatic links to instruction and student services. Expanded access for students both on site and at a distance is the primary driver in these collaborative projects.

Technology support and media services have each focused on enhancing both the quantity and the quality of the technology infrastructure, equipment and support services. Bandwidth, mediated classrooms, computer classrooms and instructional/interactive television services are now part of the overall technology plan for the college. ITV off site connectivity includes data, audio and video in real

time. The college connects to community college sites in Yakima, Seattle, Wenatchee and Centralia, Washington to share instruction in world languages curriculum. The high-speed network that provides these services is run through a fiber optic backbone that manages both administrative and instructional functions. The new Library/Technology Center has centralized all technology infrastructure and support for the campus and off site centers. Student access to both the highest network speeds and best equipment is located in the library and in the 100-seat open computer lab. Media Services has added a second ITV classroom at the college's Northshore Center and provides technical support for video production, satellite services and audio/video duplication.

The renovation of the Library Technology Center caused a temporary drop in the numbers of students and faculty who typically use library and information resources. Both employees and students identified access and ease of use of the library, media, study areas and computer open labs as less than adequate during the renovation. The collections, while available, were in closed stacks with a courier delivery system in place six times a day. The library and media lab were located in separate buildings, with the computer open lab in yet a third, more distant building. Study spaces were distributed in class and conference rooms across the campus on a quarterly basis. The new Library Technology Center has pulled all of these services and spaces back into one location. It is anticipated that the numbers of students who use these services and collections will dramatically increase. Concurrently, their satisfaction with these programs should also increase in level and intensity.

INFORMATION RESOURCES AND SERVICES (5.B.2)

An analysis of the College's information resources and services indicates substantial progress in supporting the curriculum. Although the amount of classroom presentation equipment has remained about the same (approximately 2,600 items) in the past five years, significant numbers of old equipment have been replaced with new technology. For example, of the forty-nine LCD projectors on campus, twenty nine (or sixty percent) were purchased and installed since 1999 (see Figure 5.1).

Standards for classroom presentation equipment are reviewed annually by the Media Coordinator. A faculty committee chaired by the Media Coordinator has established technical standards and criteria for access to mediated classrooms. Faculty assist in the evaluation of the equipment through demonstration sessions arranged by Media Services. Media Services has also added a suite of digital cameras and editing equipment for circulation and use by students. The college has added eight additional computer classrooms on the main campus and eight computer labs at our Northshore branch campus since 1997. With funds generated by a technology fee the college also opened a new 100-station open computer lab with state of the art processors and peripherals. All equipment is inventoried annually and maintenance is provided by skilled campus technicians.

In the past three years library and media services have increased the number and variety of learning opportunities for students. Research and information skills classroom sessions average forty-five to fifty per quarter reaching over 3, 300 students annually (see Figure 5.2).

DATA/VIDEO PROJECTORS PURCHASED AND INSTALLED (49 On Campus)		
BUDGET YEAR	QUANTITY	PCT of TOTAL
1992-1993	1	2%
1995-1996	6	12%
1997-1998	6	12%
1999-2000	15	31%
2000-2001	12	25%
Complete table available:	Exhibit 5.4	

Fig. 5.1 Projectors Purchased

INSTRUCTIONAL ACTIVITIES/SERVICES			
ACTIVITY/SERVICE	**'98-'99**	**'99-'00**	**'00-'01**
Classroom Instruction Sessions	125	120	117
Workshops/Seminars for Students/Community	24	24	23
Credit Classes	1	3	4
Reference Questions Answered	12,249	10,277	5,213
WEB page activity (Avg number hits/month)	N/A	3,849	3,387

Fig. 5.2 Instructional Activities

Credit classes formed around information literacy are offered quarterly. A media literacy class was developed in the 2001 academic year and is being introduced winter quarter of 2002. Information literacy is also formally integrated as a unit of level two life/employability skills of the college's pre-employment training program. When reference transactions declined as the renovation began, the library faculty developed drop-in workshops for students throughout the year. The library provides an online tutorial in its web pages.

Library faculty have reviewed standards and data from the Association of College & Research Libraries (ACRL) for instruction services and use them as benchmarks for instruction services and information literacy efforts. A comparison to ACRL national data for two-year college libraries shows Shoreline slightly above the mean in number of presentations to groups and total number of participants for the year 2000 (see Exhibit 5.3 or **http://www.virginia.edu/surveys/ACRL/2000/sdp1.html** for further data). A librarian is assigned to coordinate instruction activities. All library and media faculty participate in delivery of instruction. Library-academic division liaison relationships also have been helpful in relaying information about use of library/media services to faculty campus-wide. When compared to national data for computing resources in community colleges, SCC have access to 550 computers compared to the national average of 750 computers for colleges with a headcount of about 9,663 (See Exhibit 5.12) The college continues to work with students in managing the student technology fees to provide more access computing hardware, applications and lab support.

One exception to this general trend toward increasing our education efforts is in the area of faculty development. The library faculty offered a multi-session workshop to faculty each spring quarter in connecting library research to their course outcomes. Initially underwritten by grant funds starting in 1990 and then funded by the Office of Instruction, the workshop attracted a varying number of faculty per quarter, up to 20 faculty in 1999. According to written evaluations and informal feedback, the workshop had been well received by colleagues (See Exhibit 5.14). Continued funding for the workshop was cut in 2001. Because of the renovation and relocation, the library faculty decided to wait until they had some sense of their new quarters before addressing this issue. During the interim, they have offered faculty classes in advanced web searching strategies, plagiarism, teaching in an ITV environment, media equipment training, and using the library web page as a teaching tool. This interim model may be adapted as the alternative to the in-depth coverage provided by a workshop spread over four weeks.

Assessment efforts have sometimes been inconsistent, but are improving. Although statistics are tracked for the types of instruction that are offered, only a limited amount of assessment has been done in determining how well these services are meeting the needs of faculty, staff and students. For example, in 2000-01, three courses in the Humanities, Social Sciences and Science divisions were chosen to pilot and survey the usefulness of the Library/Media Center's online information literacy tutorial (**http://oscar.ctc.edu/library/tutorial.html**). The results (See Exhibit 5.14.6) of the survey are currently being used to

improve that tutorial. Library media faculty conducted a general survey of students in Spring 2001 to determine how much students were aware of Library/Media Services, especially during our current remodel. The survey was repeated in Spring 2002. Those results are in Exhibit 5.14.1.

of assessment projects are now under way to look at assessment of information literacy skills across campus, and librarians are active in those efforts.

Although Shoreline has an active and engaged information literacy effort, more could be done in reaching faculty, students and staff about Library/Media

STUDENT SATISFACTION SURVEY: SELECTED ITEMS DEC, 2001			
SCALE	IMPORTANCE	SATISFACTION /SD	PERFORMANCE GAP
Library resources and services are adequate	6.16	3.15/1.86	1.67
There are a sufficient number of study areas on campus	6.01	3.80/1.87	3.01
Library staff are helpful and approachable	5.79	4.70/1.61	1.09
Computer labs are adequate and accessible	6.07	4.46/1.68	1.61
Academic support services adequately meet the needs of students	5.80	4.66/1.31	1.14

Fig. 5.3 Student Satisfaction

The Student Satisfaction Inventory (Exhibit 2.2.2.1) was conducted in 2001, and questions 14, 21 and 26 included information about student satisfaction with Library/Media Services. The survey results indicated that students do not believe library resources and services are adequate. When compared against national data the performance gap should be close to 1.0 or below (see Figure 5.3). While this may reflect the fact that we are in the midst of a library/media center remodel with collections and services very dislocated, it also indicates that there is room for improvement. Figure 5.3, derived from the survey, illustrates students' rating of how important a service is compared to their satisfaction with it.

Library/Media faculty have also developed and tested a new survey instrument anticipating the move back into the renovated building. This survey will be administered annually during spring quarter of each year. The LIB 150 course has an assessment model of pre- and post-testing built into it, and that has been helpful in revising course structure and content. A short assessment tool was developed for distribution to every classroom orientation. This instrument should provide data useful in assessing student learning in specific disciplines or populations of students (See Exhibit 5.14.4). As a part of the new General Education Core Curriculum, a number

resources and how to use them independently and effectively. For example, the Library 150 course has suffered from low enrollment. The class has recently gone through a revision increasing it from a 2- to a 3-credit course and moving part of it to an online environment to assist students with difficult schedules. We also plan to revitalize our marketing efforts to instructors and students about the division's credit and non-credit classes. The faculty are engaged in a plan to participate in a campus-wide effort to revitalize and offer increased courses in the Interdisciplinary Studies Program. Assessing the orientations for English students is also a part of a project being collaborated on by a librarian and English 102 professor (see documentation provided as a subset of Exhibit 5.14).

The Technology Training and Web Technology Program provides up-to-date technological training for the faculty and staff of Shoreline Community College on a regular basis. Clients served by the program are all employees of Shoreline Community College, including faculty, administrative, classified and hourly staff. The Technology Training Program also serves the hourly and student employees of the college because they receive a more relevant education from faculty members who keep current with technological trends and techniques and who can

effectively incorporate that knowledge into a training curriculum. These same students can also be served by the Training Program by taking advantage of "Just-in Time" training that is offered on-line. The Training Program also serves students by offering classes on "Using the Internet and the World Wide Web", conducted by both the Training staff and SCC Librarians.

POLICIES AND PROCEDURES (5.B.3)

Since 1998 the library and media services faculty and staff have made exceptional progress in creating, documenting and publishing policies and procedures. Forty-one policies and procedures have been established and are available both in electronic and print notebooks. Faculty and staff work through a review process using the Library Media Planning Group. Moving into the renovated building will cause new challenges in policy and procedural development, especially in circulation services where both library and media staff will work together. (See Exhibits in category 5.2 for details on policies and procedures).

Since 1997 TSS has made significant progress in the collaborative development of policies and procedures, including the campus IT Acceptable Use Policy, Helpdesk procedures, Privacy Procedures, account creation procedures, software license procedures, and computer replacement procedures. Most importantly, these policies and procedures were developed with the cooperation of the appropriate campus constituencies, legal experts and/or governance groups, including the SCC Technology Committee, the Faculty Senate and the state Attorney General's office. These policies and procedures are published appropriately in digital and paper form. Policies are published in the policy manual. Procedures are published on the SCC Intranet, in paper forms, and on the TSS web site. Our online campus newspaper has also been used to further the message to the campus.

CAMPUS PARTICIPATION (5.B.4)

Opportunities for participation in the planning and development of library and information resources are provided at the division level and within the college governance structure. At the division level the Collection Development Policy and division faculty liaisons work to allow anyone to make a request for new acquisitions or challenge inclusion of any item in the collections. As liaisons library and media faculty also work on instructional issues and assessment issues. The Library Media Planning Group, which includes division faculty and elected staff representatives, meets twice a month to review progress on goals, create or change policy and procedures, and provide guidance to the Dean on division, instructional and college-wide issues. Meeting agendas and minutes are distributed throughout the division. The division faculty meet on alternate weeks to work on specific projects and discuss planning strategies or new initiatives. Their minutes are also made available.

Library and media faculty teach courses outside their own division, helping them to stay connected with faculty and programs in other areas of the College. Some have taught the Business Division's Internet class, one teaches in the Humanities Division performing arts curriculum, another teaches a communications television production class and another regularly teaches a jazz and popular culture class in the Senior Summer program. One of the library faculty was a primary trainer in a statewide information literacy project. Technology Support Services staff have taught various computer application classes including Business Computer Applications, Operating Systems, and Database Concepts. The faculty and staff are also active as advisors to student clubs (Black Student Union, First Nation Club), establishing a multicultural film program and employee field trips emphasizing diverse communities, and regularly providing displays (an average of 12/year) of library and media materials related to student activities. Student participation flows into the division through reference and class interaction, surveys, and various marketing efforts through the Ebbtide student newspaper.

Each year, the Library/Media Center strategic plan includes at least one outcome related to increasing campus-wide knowledge of division activities. For example, each Library/Media Center faculty member has contributed at least one item per year to publications on campus about our services. Articles have appeared in the student newspaper, the faculty newsletter and the college's online newsletter. Library/Media faculty are also visible participants in the college's faculty listserv and at least once a quarter inform faculty of services or resources that are available to them. In addition, a new Library/Media division marketing committee was established in 2000-01 to increase campus-wide marketing efforts. The committee consists of the Library Media division's faculty and staff focusing on a range of both promotional and informational activities and publications (see marketing examples listed under Exhibit 5.1).

The Technology Committee advises the Vice President of Technology on software standards and other technology issues that affect instructional and administrative computing across the campus. Students, faculty, staff and administration all have membership on this governance committee. It is part of the formal governance structure. As such, it has a well developed intranet web site with complete agendas, minutes, plans, standards and other documentation available for students, faculty, staff and community (http://intranet.shore.ctc.edu/intgovtechcom/). TSS actively researches new technologies in order to foster the implementation of appropriate new technologies as they emerge. TSS staff also regularly work on a project basis with specific campus groups for planning and implementation of outcome specific technology.

USE OF COMPUTING AND COMMUNICATION SERVICES (5.B.5)

Shoreline Community College is connected to the Internet via a statewide network of K-20 institutions. This connectivity provides high speed access to virtually limitless information and data resources from all over the world. Bandwidth usage is monitored and upgraded as necessary to maintain acceptable response times. We have extended access for our off-site users by providing an authenticating proxy server that grants the ability for authorized users to access subscription data resources from anywhere.

FACILITIES AND ACCESS

With over three years of planning, designing and building, the newly renovated Library Technology Center formally opened in September, 2002. Library and media services now share the top two floors while Technology Support Services and the student computer open lab inhabits most of the first level. The building is fully accessible to handicapped individuals. In any renovation there are problems that the building's original footprint creates for designing appropriate spaces for various functions or activities. The primary focus in the renovation was to add solid infrastructure to the building and open it up for easier access by faculty and students. This has been accomplished even though anomalies remain. Faculty and staff work areas have been reorganized and slightly compressed in order to maximize space for student use.

All library and media collections and primary services are available on the main level. The collections are now arranged in a simple and logical manner. They surround the reference and information services area, which is the first space students enter on the building's main level. Over sixty computers are available here for research, instruction and media use. Listening and viewing carrels and viewing rooms are located near public service points for easy assistance and instruction. The mezzanine level of the building is designated for study, as are seven group study rooms on the main level. A popular reading area, which includes periodicals, newspapers and paperbacks, takes advantage of large windows and natural light.

The first level of the building houses the student open computer lab with the capacity for up to one hundred networked workstations. The Employee Training and Development Center provides another teaching space and includes 9 Windows-based computers, one Macintosh computer, a laser printer, a color printer, a scanner, and a CD writable drive. Computers are available to be used by any faculty or staff member when training classes are not in session. The Center also includes a Development area where faculty and staff can work independently or with the Instructional Technologist on specific projects. Media Service's television studio was redesigned to incorporate space for a student video editing area and house the college's interactive television and satellite services. All TSS management, staff, equipment and infrastructure are also housed on this level, including repair services, server farm, distance learning offices and storage.

The renovation provides students and faculty with almost five hundred seats variously designed for study, research, relaxation, listening/viewing, and computer technology needs. Library and media collections and services comprise approximately 30,000

COLLECTION CURRENCY: PERCENTAGE OF HOLDINGS WITH COPYRIGHT ASSIGNED TO PAST 10 YEARS	
YEARS	PERCENTAGE OF TOTAL HOLDINGS
1980-1990	19.1%
1990-2000	35.4%

Fig. 5.4 Collection Currency

square feet of the building's 40,000 square feet. Technology Support Services occupies most of the remaining 10,000 square feet.

The building is open for public use seventy-five hours per week, seven days a week during fall, winter and spring quarters. The library's catalog is available twenty-four hours a day as are all of the digital collections through the use of an authentication server. Through the library web site students can request materials, seek reference assistance, find reviewed web sites for research, find classes and work shops, and get assistance through a specially designed distance learning site. These web-based resources are available on all campus computers and are available off campus to anyone with a browser and an Internet connection.

The 1992 accreditation report cited the age of the collection as a major concern. Using an evaluation tool developed by WLN, the library assessed the age of its collection using bibliographic records from 1993. While about half the collection had copyright imprints prior to 1970, the library showed improvement in titles published in the nineteen eighties and

Beginning in the fall of 1997, the College added an additional fifty thousand dollars to the acquisitions budget, over a seventy per cent increase. While there were increases across all programs and types of materials, digital collections allocations were more than doubled. Full text online periodicals tripled to almost four thousand titles. With slightly over seventy thousand items, the college meets the minimum ACRL (Association of College and Research Libraries) standards for community college collections with about five thousand FTE (69,250 volumes, periodical titles, audio, video and other materials such as maps, see: **http://www.ala.org/ acrl/guides/jrcoll.html**). In the same year, 1998, the library, through a consortial contract, installed new integrated library software providing better access to its collections and services.

Outdated server and network equipment is typically replaced as budget allows, depending on how these systems are prioritized in relation to other campus

ASSESSMENT IN ACTION

LIBRARY/TECHNOLOGY RENOVATION

In response to student demand, the college, in 1996, began the process of reviewing information resources and facilities for student use. After more than a year of study and review, a committee of faculty and staff produced a report entitled "The Phoenix Project." The primary recommendation in the report detailed the need to combine library, media and information technology services and collections into one physical space. It cited Strategy 1.2.G in the college's Strategic Plan, approved by the Board of Trustees in June of 1996 as a focus area in the following biennium. The strategy reads, "Revitalization of the Ray W. Howard Library/Media Center by providing essential funding to update its collection and modernize its information technology." The President and Board of Trustees approved this recommendation. The College then began seeking state approval and funding support. After a concerted informational and promotional effort on the part of faculty, staff and students, the project was approved, resulting in a 7.25 million dollar renovation of building 4000 into the Ray W. Howard Library Technology Center. In addition, the College permanently added $50,000 to the existing acquisitions budget of the Library allowing it to purchase current, relevant and accessible books, periodicals, and non-print materials including databases.

nineties (Figure 5.4). The library and media faculty have worked very hard to improve the collections by combining assessment and weeding criteria with an increase in the acquisitions budget. In the past four years, including the relocation and renovation processes, the collections were inventoried twice and continuously weeded. Over twelve thousand physical items were deleted from the collections (approximately eighteen percent) covering both print and non-print materials.

needs. This current allocation system does not keep pace with the rapid change rate of technology. Although Shoreline Community College technology resources are adequate and of sufficient numbers for our needs, it is clear that there needs to be a plan in order to assure a predictable and consistent replacement of outdated technology. Shoreline Community College is developing a Network and Systems Upgrade and Replacement Plan in order to establish these standards and a base budget for the

perpetual and appropriate migration to current technologies.

A Technology Support Services goal for the year 2001-2002 has been to replace all computer lab, faculty and staff computers that have a speed of 233 Mhz or slower and to upgrade the memory of all computers to a minimum of 128 megabytes of RAM. TSS has actively pursued non-traditional forms of funding to be able to achieve this goal. These additional funds have assisted us in achieving approximately 95 percent of the needed upgrades. Upgrading computers in various student-accessed labs has been a priority. We have been working closely with student government, division deans, department managers and department directors to assess the needed upgrades in each area.

The library has entered into agreements with other community/technical colleges in Washington State. The agreements complement and extend the reach of the library's collections. During the renovation, these arrangements played a vital role in helping to provide services to our patrons. Agreements included ORCA, a consortium of 14 schools that coordinated their efforts to contract with ENDEAVOR, an automated library software provider, and reciprocal borrowing agreements with all 34 community/technical schools in the state. The library also participates in the Statewide Database Licensing Project (SDL) (Exhibit 5.11 and following). The Statewide Database Licensing Project provides evaluation and licensing support for purchasing a variety of online databases at discounted prices. We now feature seven different general and subject-specific databases that provide satisfactory coverage of reference and periodical resources across the curriculum of the college.

In addition, we belong to OCLC, a nation-wide system of libraries organized to facilitate interlibrary loans and other shared services. Allied health sciences programs have access to Docline, a provider of interlibrary loan services through the National Library of Medicine. Other, less formal arrangements have been made with local K-12 schools and public libraries. Our clients, especially during the renovation, took advantage of our borrowing agreements with the nearby public libraries and community colleges. Library and media faculty are able to search the individual catalogs of each nearby school and library system, find the resources needed and pinpoint the most convenient location for pickup or interlibrary loan. Our librarians participate in panels, offer Information Literacy workshops and teach

research skills in these settings. Media Services has informal arrangements with Media Services of the University of Washington and a number of Washington State community colleges to share media resources, including satellite teleconferences, video recordings of seminars and rare films. We also use the state wide K-20 network to bring additional information resources to faculty, administration and students via interactive television.

PERSONNEL AND MANAGEMENT

The Library Media Services division meets ACRL national standards serving student populations of 5,000 FTE. Library and media services share administrative support with distance learning services. One secretary senior provides office support for the division. Academic and administrative computing also share administrative support with distance learning services. One half time Office Assistant III provides office support for Technology Support Services.

The library is staffed with four tenured faculty, three adjunct faculty and seven FTE paraprofessional staff. Media services is staffed with one tenured faculty and four and half paraprofessional staff. Services provided by this staffing configuration include: classroom teaching, reference, reader's advisory, circulation, acquisitions, cataloging, collection maintenance and evaluation, web publications and services, multimedia consulting, equipment acquisition, installation and maintenance, distance learning support and instruction, satellite teleconference services, television and interactive television support, video production, television production classes, instructional media production, equipment delivery and management services, media and print duplication, information and media literacy training for faculty and students and basic technology training and support. Library Media Services are open and available to students, faculty and community seventy-five hours per week, seven days a week during fall, winter and spring quarters. This is an increase of 16% from 1990 and an 8% increase from 1994 open hours.

Technology Support Services is staffed with two full-time directors, fourteen and one half full time technical staff, one half-time professional technical position supporting distance learning faculty and students, one and one half FTE hourly technical staff, and seventeen FTE student lab assistants. Off site

support includes three full time technical staff at the Northshore Center and contracted support at the college's Learning Center North. National standards for comparative colleges indicate that the college is below minimum standards for IT support. For example, when our support for students is compared to the National Campus Computing Survey, (**http://www.campuscomputing.net/**) the national average for community colleges for the year 2000 was 507 users for each support person whereas Shoreline has a ratio of 740 users per support person. Another way to compare our staffing level is to compare it to the staffing levels of surrounding community colleges with similar student populations. The average number of support staff at 5 similar community colleges is 17.5 FTE. The support staff dealing with students and users at Shoreline is 12.5 FTE, giving us 28.5% less support staff than the average community college. Shoreline has fewer IT administrators since a recent reorganization reduced the number of administrators by one.

Services provided by this staffing configuration include: faculty and staff training, distance learning pedagogy and training, distance learning support, computer lab support and staffing, technology requisitions, helpdesk, solving technology problems, network support, administrative servers and software, distance learning server, web servers, e-mail servers, application development, Intranet technology, e-commerce technology, online student services technology and campus IT planning. Technology Support Services provides 11 hours of support every working day with a pager system to call IT staff in for emergencies for all other hours.

Shoreline has eight general-purpose academic computer labs with 200 computers, used primarily for instruction. When classes are not scheduled, these labs are open approximately 100 hours, Monday through Saturday for students to use outside of class time. In addition, Shoreline also has a 100-seat computer open student lab in the Technology Center that offers 75 hours of open lab time seven days a week

The Library Media Services division's administrator and faculty all have appropriate degrees and professional experience to serve the college and community (see Exhibit 5.10). Among support staff, fifty per cent have a baccalaureate or higher degree. Faculty position descriptions are reviewed annually for accuracy. Staff positions have been completely reviewed in the past three years resulting in significant

changes in classification titles, task assignments and contract length (see Exhibit 5.7.4). All division employees' goals include clearly defined professional development activities with a minimum of two such activities per year. The College has recognized the division's personnel with outstanding faculty and staff awards.

The Technology Support Services administrator and staff are highly qualified by degree and experience in support of administrative and instructional computing. All full-time technicians have received, or are in the process of attaining, appropriate current certifications in computer repair, networking and systems. All computer support staff positions were reviewed in 2001 and major reclassifications were granted to each of the technology personnel effective in January 2002. The college provides administrative and faculty personnel with an annual minimum of four hundred dollars each for professional growth and development. Classified staff are provided with up to one hundred and fifty dollars each for professional growth and development. The College also provides additional funding for special learning opportunities through a competitive internal grant process.

The library and media services administration, faculty and staff have also supplemented their funding through continuing education grants administered by the Washington State Library. On average, over fifty professional development activities are completed by the division each year. Much of the training focus of the division in recent years has been on the new Voyager integrated library software, database management issues, web services development and distance learning issues. The division is also a provider of professional development classes for faculty and staff including short workshops on plagiarism issues, beginning and advanced web research/search engine issues and an introduction to using the library's digital collections. Up until the renovation, library faculty offered an eight hour short course to faculty on integrating research and information competencies into their curriculum.

Technology Support Services administration and staff are also both providers and users of the college's professional development programs and services. On average, over 30 professional development activities are completed by the department each year. Special attention has been focused on technical staff obtaining appropriate certifications in networking, systems and telephones in the past two years. All technology employees are encouraged to attend con-

ferences and seminars that will enhance skills related to their jobs, as the annual budget for training will allow.

The department regularly offers a quarterly schedule of technology training for college personnel in the Employee Training and Development Center. Individual training focusing on specific applications is regularly provided on request. For the past three years an average of 85 classes, 25 customized training sessions and 180 hours of individual consultation has been conducted each year by the Technology Training Department. The department also regularly partners with the Instructional Technology Specialist to offer sessions on applications and activities related specifically to distance learning and to integrating technology into the classroom.

The library leadership, staff and faculty recognize the need for information resources and services to be organized to support the accomplishments of the institution's mission and goals.

Faculty and staff meet regularly to assess progress on division goals, streamline processes and procedures, and discuss division and college issues. The Dean of Library Media Services and Vice President of Technology share the administration of Distance Learning Services and communicate regularly around campus technology issues such as the authentication services, student identification cards, and infrastructure issues. Library staff and faculty have worked to coordinate library and media policies. Both the Media Coordinator and the Information and Technology Services Librarian work regularly with Technology Support Services to improve both security and access for students and faculty.

Over the years, faculty and staff have been extremely involved in curriculum development efforts of the college. The Library/Media Center faculty members have a seat on the Curriculum Committee, and structures are in place for our faculty to review any new or substantially revised courses before they go to that committee. Librarians also have been very active in drafting the College's new Information Literacy general education outcomes. They are currently serving on a number of committees to review implementation and assessment of those outcomes. Faculty and administrators have been very supportive of information literacy as a part of the curriculum, and they have recognized the role that the

Library/Media Center must play in the development of curriculum. In addition, Library/Media faculty members serve on a number of key committees, as well as on the Faculty Senate Council. The Library/Media Center has not assessed its role and effectiveness on these committees, and that might be one area that could be worked on in the future.

Like most community colleges, Shoreline's financial support for library and information resources varies from year to year depending on FTE generation, grants and contracts. Until the fall of 1997, library media service's allocation had remained essentially stagnant for almost ten years. Even though fifty thousand dollars was permanently added to the acquisitions budget in that year, during the past two years the acquisitions budget has taken a ten thousand dollar cut to assist the college in managing state mandated cuts.. The division also lost one media production position in moving that individual to the public information office, assuming college web master duties. Operations budgets were reviewed three years ago and again this year with no substantive changes occurring. Internal reorganization and reclassification of staff has resulted in funds being shifted from hourly to permanent status. Seven staff positions were reclassified and two positions were increased from eleven to twelve month contracts. Consequently, service levels have improved because of better coordination between library and media public services staff.

An area for improvement is ensuring that the acquisitions budgets are maintained to continue supporting the curriculum. For example, in 2001-02, the acquisitions budget was cut by $10,000, while new programs and curriculum continue to be approved such as the new Speech/Language Pathology Assistant Program. Library/Media Services faculty have voiced their concerns around this issue at the Curriculum Committee. Regardless if the funding is restored, the approval process needs to close the loop with better cost analysis for collections and services. Technology Support Services and Library Media Services also have an impact analysis query attached to all new course recommendations to the Curriculum Committee. Although the network and server systems of the college are sufficient and adequately serve both the administrative and instructional needs of the college (system availability = 99%), the current budget request and allocation structure does not provide a predictable means of replacing outdated technology based equipment. If approved and implemented, the Network and

◼ ASSESSMENT IN ACTION

DISTANCE LEARNING SUPPORT

The Technology Committee solicited information from the campus on the efficacy of our distance learning efforts. Based on surveys, faculty listserv discussions, and committee meetings the Technology Committee identified that faculty felt the need for greater support in developing and delivering courses using technology. The Committee recommended a support position be created. This recommendation was forwarded during the planning process. The College created a position for distance learning support and hired a specialist for that role. Our new instructional technology specialist has been assisting faculty in developing their distance learning courses and integrating technology into the classroom as well. Both full-time and part-time faculty have received training and assistance through the addition of this position, and have increased our online or hybrid offerings in several program areas.

Systems Upgrade and Replacement Plan that is currently under development will assure that the college will always have the technologies resources that it requires.

PLANNING AND EVALUATION

The College's governance structure and planning process allow for participation from all campus personnel and students. The biennial Program Planning and Assessment process occurs across all departments and instructional divisions on campus. Through assessment of progress on the current focus areas, divisions are able to track progress both at the division and campus levels.

The College provides a series of linkages among library, media, technology support, and telecommunications services. The faculty and staff actively participate on most of the college governance committees and many of the advisory committees, over twenty-seven committees in all (see Exhibits 5.7.2 and 5.7.3). The Dean of Library Media Services represents division interests on various campus councils and committees, including the Instructional Services Council, Instructional Deans Group, Joint Union Management Committee and the Distance Learning Management Group. The Vice President of Technology also serves on various campus councils and committees, including President's Staff, Strategic Planning Committee, Student Success Committee, Technology Committee and the Instructional Services Council. Both the Dean and Vice President also are active in various state level

technology, distance learning and library committees (see Exhibit 5.7.6). Library media faculty and staff are in frequent contact with technology support both in reporting and resolving technology issues with over one hundred interactions documented last year (Exhibit 5.3.4).

Statistical data are used by the library and media services to measure a variety of areas, including use of resources, patron satisfaction, areas needing improvement, and suggestions for new services. The older standards for data collection do not work well in the current environment. Library Media assessment tools and processes are now aligned to provide more meaningful information from our primary users. An annual survey for measuring students' rating of both the importance of and satisfaction with the services and collections of the Library is now in place with the assistance of the institutional research department, as part of the college-wide Noel-Levitz survey. Shorter satisfaction-based tools are now in place for every orientation and workshop the faculty provide to students, faculty and staff. Data from these surveys is utilized to improve planning and services to our clients (see Exhibit 5.14). Library and media faculty are now examining evaluative instruments for faculty and staff use of the services and collections.

The analysis of this data could be improved by making it more consistent. A questionnaire was developed and implemented during the spring of 2000 and the results of that survey were used to pinpoint areas needing improvement. In addition, the results from the recently distributed Noel-Levitz campus-wide survey have revealed to us a measure of dissatis-

faction with the current level of our services. This is no surprise, given the relocation issues of a closed collections, distributed public service points, almost no study areas in the library or media areas and lack of available technology in any significant numbers (seven public access machines available in the library and two in the media center). However, it should be stressed that the division maintained what can be called a high level of service by accommodating a significant majority of the campus's information needs.

All requests for technology help and repairs are made through the help-desk. Help-desk requests are submitted by telephone, e-mail and in person requests to a full time person during 8 hours a day. A pager is used during nights and weekends. Requests for help are categorized and stored in a database, ticketed to a technician and checked off when completed. TSS uses this information to ensure that technology support goals are being met and to identify changes in technology use. Based on this data and analysis, TSS adjusts the number of TSS staff assigned to various technology needs. When adjustments are insufficient to meet needs and problems, the data becomes the basis for justifying proposals for additional resources in the campus budget prioritization process. Data from the help-desk is monitored to ensure that the adjustment of resources have the desired effect on technology support. Data from the help-desk is also provided to the Technology Committee to ensure that changes in support are reviewed as part of the campus governance process.

TSS routinely evaluates adequacy and monitors the performance of the network and server systems. Often the usable lifetime of a resource can be extended by using this analysis to fine tune the equipment. As it is determined that system will need to be upgraded or replaced, a budget proposal is created for the next budget request cycle. The Network and Systems Upgrade and Replacement Plan, currently being developed, will help to streamline this process for a liniar upgrade path.

The Western Library Network (WLN - now part of OCLC) completed a conspectus of our collection several years ago. Data from this was very helpful in planning for acquisitions and, most particularly, in helping to make a successful case for an increase ($50,000) in the annual budget. The result of a similar collection analysis done in the spring of 2002 shows significant improvement in the currency and balance of the collections (see Exhibit 5.4). The

library has a part as well in an ongoing assessment project getting underway on campus. Division faculty are partnering with an English instructor to test outcomes related to information literacy in English 102 classes. Related to this project, our librarians serve on a general education assessment project group that is developing strategies to measure outcomes associated with information literacy and multiculturalism from a campus-wide perspective.

STANDARD FIVE ANALYSIS

AREAS OF STRENGTH
With the renovated Library Technology building completed, the college has increased its commitment to student success in study, research, technology access and support. Study spaces, access to the collections, computer access, and technology support for faculty as well as students are all enhanced in this new information resources center.

The College's information literacy efforts are widely supported across the institution, as evidenced by the adoption of a new general education outcome in this area. Library/media faculty are actively providing instruction, and are engaged in assessment and planning for improving information literacy in the future.

Links to the college's Strategic Plan and accreditation standards have changed the way we assess quality and then plan for significant change. The library, media and technology faculty and staff's stability and dedication to changing our processes and support for students are fundamental to the College's success.

AREAS OF SIGNIFICANT PROGRESS
The library/media staff, with the support of the Library Media Planning Group, have revised many of the policies and procedures for the library. There are still those that need to be revised or created, but this is an ongoing effort. Policies and procedures that are created will continue to focus on providing students with a clear understanding of   library, media and technology roles in supporting their learning.

With the increased budget for library acquisition, there has been a significant increase in the collection and a move toward meeting national standards. This must be a continuing effort.

AREAS FOR GROWTH/IMPROVEMENT

It will take some time to evaluate the level of satisfaction students have with the renovation of the building and its core services and collections. A campus-wide survey taken in 2003 should show very significant improvement from our student's perspectives compared to the Noel-Levitz survey taken in December, 2001.

The college needs to complete strategies for incorporating information literacy standards across the curriculum including assessment tools implementing processes that will support faculty teaching within their discipline or program.

Partnerships and external funding need to grow significantly if new ways of teaching and new technologies are to be introduced. This area is especially critical as various media and data driven technologies continue to converge and create new opportunities for learning.

The planning processes in place need more consistent application of assessment tools based on learning outcomes established by our degrees and certificates including collection development, technology acquisition and maintenance and curriculum development. These challenges will provide the focus for our planning in the next three years.

We will continue to build on our areas of excellence that directly impact student access and support including: remote access to collections and college support services, increasing the size, diversity and use of the library media collections, providing additional access and innovative paths to instruction centered in information and technology competencies, maintaining a highly reliable system infrastructure for expanded technology efforts, and providing appropriate levels of technology with well designed spaces for study and learning.

Governance and Administration

INTRODUCTION

AUTHORITY AND RESPONSIBILITY (6.A.1)

State statute, the Board of Trustees, College administrative policies, and various collective bargaining agreements define the system of governance at Shoreline Community College. The structure of this system is displayed in the College Organizational Chart offered as an exhibit in the resource room or on-line at **http://intranet.shore.ctc.edu /intranetcharts/**.

College Governance Policy - Policy 2301 adopted by the Board of Trustees on March 19, 1999 describes the system of governance at Shoreline Community College: The Board of Trustees of Shoreline Community College is responsible for the operation of the College in accordance with the policies, rules and regulations of the State Board for Community and Technical Colleges and the laws of the State of Washington. The Board of Trustees has the responsibility and obligation to promulgate appropriate policies that it deems necessary to the administration of the College. The Board of Trustees may, in accordance with legal provisions, delegate to the President any of its legal powers and duties. (Delegation of Authority was reviewed and revised by the Board of Trustees during Spring Quarter, 2002.)

In order to implement Policy 2301 on College Governance, several Principles of Governance have been developed by the Board of Trustees:

The Board of Trustees believes that the College can best fulfill its educational responsibilities to students and to the larger community that it serves through a system of governance that:

1. Recognizes and is responsive to the basic constituencies of the campus, namely: students, faculty, classified staff, and administrative/exempt staff;
2. Provides for these constituencies to work together cooperatively with maximum opportunity for joint planning and decision-making; and

3. Recognizes the ultimate responsibility of the Board of Trustees for the operation of the College.

In order to provide opportunities for communication with the various college campus constituencies, representatives of the faculty, classified staff and students sit at the Board table at each meeting and have the opportunity to provide a constituency report to the Board at each regularly scheduled Board meeting. The College President also provides an administrative report at each Board meeting.

ROLES IN GOVERNANCE (6.A.2)

The Shoreline Community College Board of Trustees has developed the following statements of principle to guide the development of a governance structure for the college:

1. The structure should provide a means for each constituency (students, faculty, classified staff, and administrative/exempt staff) to identify and articulate its views on matters of mutual concern.
2. The structure should provide a process whereby joint effort and consideration by constituencies may be brought to bear on planning and operational problems. (Members of governance committees are appointed as recommended by constituency heads unless such appointments would result in a committee that lacks diversity and balance.)
3. The structure should recognize the responsibility and authority of the President's Office and provide for administrative review and consideration of operational and planning decisions and/or recommendations.
4. The structure should provide appropriate channels of communication so that the campus community will be aware of issues under discussion and recommendations being considered, and have opportunity to provide input on these.
5. Above all, the governance structure should be characterized by a spirit of cooperation and joint effort utilizing the concepts of shared responsibility and decision-making to the greatest extent possible.

With the adoption of Policy 2301 in March of 1999, a significant change occurred in the gover-

GOVERNANCE COMMITTEES		
GOVERNANCE COMMITTEES	ADVISORY TO	PURPOSE
ADA	VP Human Resources and Employee Relations	To explore, discuss and make recommendatinos regarding issues related to compliance ith the Americans with Disabilties Act, Section 504 of the Rehabilitations Act of 1973, State of Washington laws of 1994, Ch. 105
Affirmative Action	VP Human Resources and Employee Relations	To assist the Affirmative Action Office with his/her responsibilties as set forth in the College's Affirmative Action Plan: 1) provide a communications link to the college campus relative to the ongoing affirmative action program; 2) seek means of stregnthening the affirmative action program and broadening employment opportunities for underutilized groups; 3) review complaints of discrimination, and 4) assist in identifying problem areas impeding implementation of the affirmative action program.
Calendar	President	To prepare and propose the College Academic Calendar for the following school year.
Environmental	VP Administrative Services	To monitor and implement the standards of Shoreline Community College Environmental Policy 3800 (See policy manual)

Facilitites Use	VP Administrative Services	To review space and facility needs and changes for on- and off-campus, space specifically to review and recommend:
		  1. The biennial capital budget request to the State Board and the Legislature.
		  2. Use of the repair, maintenance, and minor improvement funding allocated by the legislature and any local capital funds.
		  3. Requests for remodels/renovation of facilities to ensure compliance with college mission, strategic focus areas, and campus master plan.
		Review requests to relocate and/or reassign use of space for office, classroom, meetings, labs, etc. This includes changing the use of office space but excludes faculty moving into different offices within their division.

Governance Steering	President	To advise the College President regarding the overall college governance structure and decision-making processes. The committee makes recommendations regarding such issues as 1) the constituency make-up of the various governance bodies, b) what types of issues should be directed to which governance bodies, c) whether new governance bodies need to be created or existing ones combined or discontinued, d) an effective campus communications plan for governance issues, and e) a periodic evaluation of the effectiveness of the governance structure

Fig. 6.1 Governance

GOVERNANCE COMMITTEES		
GOVERNANCE COMMITTEES	**ADVISORY TO**	**PURPOSE**
Institutional Effectiveness	President	To make recommendations regarding 1) the annual Work Plan for the Office of Institutional Effectiveness Assessment and Research, including priorities identification, resource allocations and project outlines; 2) the committee's critique and recommendations pursuant to all products identified in the Work Plan; 3) how the college can measure effectiveness in achieving its mission and use the results for improving institutional effectiveness, 4) assessment procedures that correspond to the "Core Indicators or Effectiveness: recommended by the Commission on Colleges of the NW Association of Schools and Colleges, and 5) the college's annual accountability plan. Outcome results will impact accreditation performance funding and institutional assessment funding.
Legislative Contact	President	To make recommendations for a plan to effectively communicate with local legislators about the College's programs, services and needs as it carries out its mission of serving the community. Assist in the implementation of this plan.
Safety and Security	VP Administrative Services	The college is required by W.A.C. 296-24-045 to maintain a safety committee. This committee is responsible for issues related to campus safety and security such as the following: reviewing safety and health inspection reports; evaluating accident and incident investigations; developing a college accident and incident prevention program; planning emergency preparedness procedures; coordinating health and safely training for employees; and discussing and making recommendations regarding overall campus health, safety and security issues.
Strategic Planning	President	To develop and up-date the college's Strategic Plan, to advise the president on processes for implementing the plan, to review college budget priorities for congruence with the plan, and to review the college's progress toward achieving the goals of the plan.
Student Success	VPs Student Services & Academic Affairs	To discuss and recommend action on issues related to student success, especially when the issues cross lines of instruction and student services. On a practical level, the committee considers such issues as: • Incoming assessment of entering students • Outcomes assessment • Course placement of students and how placement is enforced • Admissions and registration policies and practices that may affect student success, retention and progression • Use of math and English placement guidelines • Advising, especially for under prepared students, and Campus-wide tutoring for all students
Technology	VP Technology	To make recommendations regarding software standards and other technology issues that affect instructional and administrative computing across the campus.
Wellness	VP Human Resources and Employee Relations	To help all members of the campus community function better in their personal and work lives by providing comprehensive wellness programs, such as Wellness Fairs, that address issues related to physical, mental and emotional health. This committee also makes recommendations regarding the provision of necessary information to the campus community regarding substance abuse, sexually transmitted diseases and other self-destructive behaviors.

Fig. 6.1 Governance (continued)

nance structure of this college. The new governance structure was designed to serve three main purposes:

1. Provide campus-wide participation and collaboration in decision making in order to promote high quality decisions and to secure campus commitment to them.

2. Allow the college to make sound decisions effectively and efficiently in order to be responsive to the community we serve and react quickly to the changing environment in which the college operates.

3. Clarify how decisions are made, the areas of responsibility of the various governance bodies, and how members of the governance bodies are selected.

The Governance committees, characterized by their representation of all constituencies, are outlined in Figure 6.1. The College also has a variety of Recommending Committees that are formally structured in relationship to the specific constituencies that need to have a voice in regard to their spheres of interest (Figure 6.2). These committee members are often elected to membership, such as the Faculty Senate Council and the Curriculum Committee. Other Advisory Committees (Figure 6.3) do not have a formally structured membership, and simply

encourage those who have an interest in the specific responsibilities to volunteer.

One rather unique component of the Shoreline governance structure is the co-existence of both a strong and active Faculty Federation, that appoints members to governance committees, and a Faculty Senate. Each group has informally defined its appropriate locus of control and both groups currently work together effectively and cooperatively. The Federation is concerned with wages and conditions of work while the Senate is more concerned with academic/teaching issues. Periodically, an issue will be raised that does not have clear jurisdictional boundaries for example, approval of new degrees. Thus far issues of this nature have been solved collaboratively, and have not been disruptive to the educational process. Formal codification of these complementary roles, and procedures for use in case of jurisdictional disputes, is desirable to ensure continued effectiveness of this structure.

The Governance Steering Committee, as part of its governance responsibilities, conducted, during winter quarter 2000, a campus-wide survey to determine the effectiveness of the new governance structure. Of the ninety members of the campus community

RECOMMENDING BODIES		
RECOMMENDING BODIES	**ADVISORY TO**	**PURPOSE**
Curriculum Committee	VP Academic Affairs	To review course proposals and recommend approval or disapproval, review curriculum for couse duplication, and review vocational and academic curricula
Faculty Senate	VP Academic Affairs	To promote discussion related to academic and other faculty concerns that are not a province of any other recognized body on the Shoreline Community College campus
Instructional Services Council	VP Academic Affairs	To assist the VP Academic Affairs in the planning and operation of instructional programs
Marketing Committee	President	To make recommendations to the college regarding recruitment, outreach, public information, advertising and direct mail
Operations Committee	President	To assist the President in the planning of college operations
Student Services Managers	VP Student Services	To assist the VP Student Services in the planning and operations of Student Services

Fig. 6.2 Recommending Bodies

ADVISORY COMMITTEES		
COMMITTEE	**ADVISORY TO**	**PURPOSE**
Bookstore Advisory Committee (currently inactive)	Bookstore Manager	To provide campus wide feedback for bookstore operations
Colbert Lecture Series Advisory Committee	VP Student Services	To plan and organize the schedule of speakers for the Colbert Lecture Series
Commencement Committee	VP Student Services	To plan and organize the annual commencement ceremony
Financial Aid Services Advisory Committee	Dir. Financial Aid	
Human Rights Advisory Council	President (for students:VPSS)	To hear information regarding allegations of discrimination and submit recommendation the Human Rights Officer
Food Service Advisory Committee	VP Student Services	To identify and address any concerns relating to Food Services; such as food quality, price, or equipment purchases
International Program Advisory Committee	Dir. International Programs	To make recommendations to the college regarding the design, development, and implementation of international programs, services, and activities
Library Media Advisory Committee	Dean, Library/Media Services	To review policies and procedures and make recommendations to the library media staff regarding library and media needs and services.
Parking Committee	VP Student Services	
Student Discipline Committee	VP Student Services	To assume responsibility for making recommendations to the President in regards to course of student discipline
Opening Week Committee	President & Vice Presidents	To plan and organize the events occurring during the week preceding the first day of Fall Quarter

Fig. 6.3 Advisory Committees

who chose to complete the survey, more than half were very satisfied or somewhat satisfied that the governance goals of collaboration, responsiveness and communication were being achieved. At the same time, a substantial percentage of respondents were somewhat dissatisfied or very dissatisfied with the College's achievement of its governance goals (37% for collaboration and communication; 48% for responsiveness). Survey responses contained numerous comments and recommendations for improving the college governance structure. The survey results continue to be carefully considered by the Governance Steering Committee and the College

President as recommendations for improving college governance are under review. Of the forty-seven Governance Committee recommendations contained in the report, thirty-four or 72% were approved by the College President by the end of the academic year.

Roles of the governing board, administrators, faculty, staff, and students are clearly set forth in official documents that are readily available to members of each constituency. Policy manuals are available in the majority of administrative offices and information is readily available on the intranet. Evaluations of indi-

vidual faculty, administrators and staff give indication that the majority of members of each group both understand and fulfill their respective roles. Collectively there is some indication in the survey mentioned in the previous paragraph and the results of the Noel-Levitz survey that administration is not fulfilling its role as effectively as might be expected.

The Governance Steering Committee (composed of equal numbers of faculty, students, classified staff, and administrators) advises the College President regarding the overall governance structure and decision-making processes for the College. The President has asked this committee to undertake a comprehensive review of each of the currently established governance committees on campus to determine if there is need to alter the current governance committee structure. While the current governance system is working, some questions have been raised about its overall effectiveness.

Specific areas for review include the communication components of the current system. Responses to the recent faculty/staff survey indicate that communication on campus could be improved. A question for consideration relates to the processes by which classified staff receive information. Another question to consider is the placement of the President's Staff meetings in the overall governance structure. To assist with this analysis, each of the current governance committees has been asked to prepare a quarterly report related to committee activities as well as an annual report.

There is concern on campus regarding the perceived amount of committee work required for all segments of the campus community. The hope is that the Governance Steering Committee analysis of the current structure will lead to a more efficient and effective operation. College wide discussion on this topic is planned as part of Opening Week activities in September of 2002.

INPUT OF CAMPUS CONSTITUENCIES (6.A.3)

In order to assure that the views of the various constituent groups are represented in the process of governance, the Board of Trustees has provided information on the role of the various Governance Committees:

Various constituency-based governance bodies shall exist to address specific types of issues and decisions (i.e., curricular matters, academic issues, strategic

planning, college policies, etc.). Some governance bodies may be permanent, on-going committees and others may exist to make recommendations about a specific decision or policy and then disband once their work has been accomplished. Governance bodies will be advisory to the appropriate Vice President or directly to the College President.

1. Following consultation with the Governance Steering Committee, the College President will create new governance bodies and/or discontinue existing ones, based on the needs of the College.
2. Generally, representatives to the various governance bodies will be recommended to the College President by their constituency heads. The College President will appoint the individuals who are recommended unless such appointments would result in a committee that lacks diversity and balance, in which case the College President will hold discussions with the constituency heads to secure different recommendations in order to establish a diverse and balanced committee. On an exception basis, as determined by the College President, representatives to certain governance bodies may instead be elected by their constituencies.
3. The size of each governance body and the number of members from each constituency will be determined by the College President, based on the nature of the issues for which the committee is responsible. These decisions will be made after the President has received advice and recommendations from the Governance Steering Committee.

Communication about governance issues is of prime importance. Policy 2301 states: "The College shall establish and maintain a comprehensive communications system regarding college governance issues to ensure the timely and effective exchange of information regarding what issues are under consideration and what recommendations are being made to the President and Vice Presidents."

Campus leaders have recognized that there is a perception on campus that communication could be improved. In order to offset this perception a variety of communication tools have been implemented. Examples include:

Day At A Glance - a daily intranet listing of campus events and news worthy items, various listservs, drop-in time in the President's office - set on a weekly basis;

STUDENT SATISFACTION SURVEY DATA			
ITEMS	**IMPORT**	**AGREE**	**GAP**
51. Job satisfaction is a priority of the Shoreline CC Administration.	6.20	3.95	2.25
53. I am encouraged to participate in departmental decision making	5.75	4.58	1.17
54.The College governance structure provides an opportunity for campus-wide participation and collaboration in decision-making.	6.01	4.66	1.35
55. My immediate work environment enhances my ability to perform my job well.	6.30	4.42	1.88
56. New ideas for improving the quality of my work environment are encouraged.	6.21	4.45	1.76
57. Current methods for communicating policies, information and ideas adequately support my needs as a Shoreline employee.	6.28	4.52	1.78
58. There is a positive working relationship between the faculty and the administration at Shoreline.	6.42	3.98	2.44
60. Job performance expectations have been clearly communicated to me.	6.40	5.00	1.40

Fig. 6.4 Student Satisfaction Survey Data

Net News - the campus intranet newspaper. In addition, it is expected that personnel attending campus meetings will report back to their constituent groups on meeting content. It is also becoming more common to have meeting minutes posted on the intranet.

The current system of campus governance specifies that each committee identified as a "governance committee" must have representation from each of the constituent groups - students, classified, faculty and administration. It is expected that committee members will represent their constituency as well as the total college.

During fall quarter, 2001, campus faculty and staff were given the opportunity to complete an Institutional Priorities Survey prepared by the Noel-Levitz Group; three hundred seventy-seven individuals responded (188 faculty, 46 administration, 143 staff). As part of that survey, the College was given the opportunity to ask specific questions. Several of those questions relate to governance. Questions were answered by first indicating the degree of importance the item was to the respondent; then by indicating how closely the statement was currently being met. Scores on scales ranged from 1 (low importance/agreement) to 7 (high importance/agree-

ment). (See Figure 6.4.) From the response information, mean importance and agreement scores and the gap between the two were calculated.

Respondents indicated that each of the governance related items were important, and that there is a substantial gap between the degree of importance of the item and perception of performance at the time the survey was administered. The President's Staff has begun review of the survey results. While there is considerable concern about the gap indicated between item importance and degree to which the item goal is currently being met, there is consensus that a clearer picture is needed prior to attempting to bring about change.

GOVERNING BOARD

REPRESENTATION (6.B.1)

The five members of Shoreline Community College's Board of Trustees are individually appointed by the Governor and confirmed by the Washington State Senate to serve five-year terms (Fig. 6.5). Trustees are appointed based on criteria that emphasize diversity and interest in public affairs. Each Trustee signs an employment disclaimer at the time of appointment. It is the practice of the current State Government that Trustees serve no more than two consecutive terms.

BOARD OF TRUSTEES		
TRUSTEE	**APPOINTMENT DATE**	**OCCUPATION**
Paul D. Burton	November, 1996	Former President, Ratelco Properties
Kevin J. Grossman	February, 1998	Real Estate Asset Manager
Edith Loyer Nelson Vice Chair	June, 1996	Supervisor, DSHS Native American Children's Services
Sarah C. Phillips Chair	August, 1994	Community & Governmental Affairs Manager, City of lake Forest Park
Elsa Welch	February, 2002	Premier Banker, Bank of America

Fig. 6.5 Board of Trustees

The Board represents the community. Two members work for local government, one as paid staff the other as an elected council member. Three members are business people: one is retired, one works in a local branch of a bank, and the third is in commercial real estate. Another member works in social services. The Board offers diverse backgrounds, approaches and perspectives. The members of the Board make personal connections between the college and the community. It continues to be difficult to get information to the community to keep them informed about the College. However the community is much better informed about the College than it has been in the past.

The role of the Board is policy-oriented in nature, establishing broad institutional policies, and delegating to the Chief Executive Officer (College President) the responsibility to implement these policies. The Board Chair is elected by Board members to serve a one year term. Generally, the current Vice-Chair will replace the Chair in the following year. As specified by state law, the secretary of the Board shall be the College President or designee. The Board, in accordance with Board Bylaw 7518, unanimously approved the Executive Assistant to the President, to serve as Secretary to the Board, effective September 18, 1998.

POLICIES AND ROLE OF THE BOARD (6.B. 2-4, 9)

Board policy 7519 states: "Legal authority is vested in the Board of Trustees and may be exercised only by formal action of the Board, taken in a regular or special meeting. No individual member of the Board may act on behalf of the Board unless specifically instructed by action of the Board."

Shoreline Community College functions according to RCW 28B.50.40, the Bylaws of the Board of Trustees (published as section 7000 of the Shoreline Community College Policy Manual), College Governance Policy 2301, and Policy 4125, Standards of Ethical Conduct.

The Board is responsible for the recruitment, selection, and evaluation of the President. The Shoreline College Board of Trustees conducted a national search, which resulted in the hiring of the current President, Dr. Holly Moore, in May of 2001. The Board regularly evaluates the President, specifically requesting input from all major campus groups regarding the President's performance. In 1999, the year of the last full scale presidential performance review, evaluation forms were sent to all college employees asking them to respond to a series of questions related to the effectiveness of the president in performing Board delegated duties. During spring quarter of 2002, another evaluation of our current President was completed by the Board, supplementing the earlier survey information by hiring a consultant to conduct in-depth interviews with key employees and representatives of key groups.

The Board approves major substantive changes in institutional mission, policies and programs. With dialog and input from the College community, the Board approved the initial Strategic Plan for the College on June 21, 1996, and the Board continues to review the College mission and strategic plan on a

regular two year cycle. The Strategic Plan includes updated Mission and Vision statements, a listing of Core Values that guide the college and endure through the changing environment in which it operates, and a set of Strategic Directions that grew out of a review of both internal and external factors that the Strategic Planning Committee felt would exist during the period of 2000-2005 (See Exhibit 1.3.1). The 1998, 2000, and 2002 updates to the Strategic Plan were also approved by the Board.

The Board approves all major academic, vocational and technical programs of study, degrees, certificates and diplomas. The Shoreline Community College Board regularly holds study sessions and/or retreats on topics of relevance to the institution.

An example of Board review and approval of new degrees and of the communication process can be seen in the approval of our newest degree: the Associate in Science. Beginning in 1997, members of the statewide Community College Instructional Commission began work with provosts of the public baccalaureate institutions in an attempt to create a community college degree that would better suit the needs of students preparing for upper division work in science fields. Shoreline Community College was represented in these meetings by science division professors Ms. Karen Kreutzer, Dr. Eric Genz-Mould and Dr. Clarita Bhat.

The Associate in Science degree was approved by the Instruction Commission and the University Provosts in January of 2000 for implementation beginning Fall of 2000. WACTC approved the degree in February with each community college being required to consider offering the degree on an individual basis.

In March of 2000 an informational meeting was held with representative campus constituencies to discuss implications of this new degree proposal and to determine the most effective method of getting information about the degree to members of the college faculty and staff. Three science division faculty volunteered to present information to each campus division. Information was also shared with the Instructional Services Council, the Curriculum Committee, the Faculty Senate, and the Student Success Committee. After lively discussion and debate around the pros and cons of this new degree, it was endorsed by each of the groups mentioned. Information about the proposed new degree was presented to the Board, and the degree was approved at their June 16, 2000 meeting.

The Board Chair has served as a member of the Self-study Steering Committee throughout the self-study process. Board members have received updates on the self-study process at each of the regularly scheduled monthly Board meetings.

Shoreline Community College benefits from the interest and dedication of a Board of Trustees committed to the mission and values of the College. They donate countless hours each year in support of student success.

SELF EVALUATION OF THE BOARD (6.B.6)

Each year, prior to the start of fall quarter, the Board meets in a retreat setting to review processes and resultant actions from the prior year, and to chart goals for the coming year. For the past three years, the Board has focused on near term activities: the departure of the former President, the hiring of an interim president, the hiring process for a new president, declining enrollment and financial issues.

Faculty, staff and administration have opportunities to provide reports at each regularly scheduled Board meeting. Based on suggestions from these groups, the day and time of Board meetings has been changed from morning to late afternoon, an open comment period has been added to each regularly scheduled Board meeting, and the process followed by the Board to review tenure reports has been changed.

During the 2001 - 2002 academic year the Board reviewed and updated all policies related to Board activity.

As a part of an on-going evaluation process, the Board adopted an assessment tool that sought responses from members on eight separate Board related activities. Each member was asked to respond with their evaluation on the Board's effectiveness related to: College Mission, role of the Board during its meetings, ability to keep up to date and informed, relationships with campus groups, relationship with the CEO, financial oversight, relationships with the community, and a final "other" category. A copy of the evaluative instrument is presented as Exhibit 6.14.

In looking at the Board Meetings section of the evaluation, members did have a strong sense that they were clear about the difference between policy making and administrative roles, and that they focused on policy issues. In the area of being prepared for meetings, there was a sense that collectively the

Board was prepared, but at times individual members were not as well prepared as they might be. In examining the Keeps Informed section, the Board acknowledged that it regularly gets information on the key indicators, the enrollment and the budget. The administration does a good job in providing information to the Board. Members felt that there was opportunity for the Board to discuss and plan in relationship to current forces affecting the College. Relationships with some campus groups were strained during the executive transitions. The Board's need to keep material confidential and the campus community's desire for all information created some tensions. These were addressed through being open and available as possible within the limitations of confidentiality requirements. Some structural changes were made, and the Board intends to continue seeking ways to make more improvements. The Board intends to become more involved in the ongoing modification of the Strategic Plan.

One of the areas of strength for the board is the relationship with the CEO. During the period when the college had an acting president, the Board by necessity more closely supervised the acting CEO. The Board acted in this way because of its need to manage any transition in leadership. The naming of the acting president as permanent president in Spring of 2001, resulted in a shift away from tight control of the CEO to a structured delegational relationship. This includes having the president develop annual goals and holding her accountable to them.

The Board is responsible for the financial oversight of the college. The finances of the college are exceedingly complex. The monitoring of this complex system is a work in progress. A monthly financial report to the Board is distributed and reviewed with the Vice President for Administrative Services, the College's Chief Financial Officer. The report represents the financial situation in the broadest sense.

The Board is also involved in the legislative process. Members of the legislature representing constituents in the catchment area of SCC have been and continue to be on the state legislature's Higher Education Committee and on the Capital Budget and Ways and Means Committees. The members of the delegation are regular visitors to the College. They are aware of our needs and responsive to them.

The Board is encouraging the College's work on the facilities master plan. To meet the regional accredi-

tation standard on athletics, the Board needs to make sure that they receive an annual report on the athletics program. The Board also needs to create a standard ongoing process for program reviews.

The evaluation process led the Board to reaffirm its commitment to the future of the College. The Board wants to move away from a focus on history to embrace a focus on the future. The annual Board retreat is intended to determine the focus for the following year. In the meantime the Board is committed to making sure our Program Planning and Assessment process includes each program's positioning for the future.

BOARD OVERSIGHT OF THE COLLEGE (6.B.7)

The Board periodically reviews the academic and administrative structure of the institution to ensure that the organization is staffed to reflect its mission, size and complexity. The last full-scale evaluation of the college's structure occurred in spring of 1999 and culminated in adoption of Policy 2301: College Governance. This policy spells out principles of governance, the role of the Board of Trustees, the College President, and the Governance Steering Committee (a committee charged with advising the College President regarding the overall governance structure and decision making processes for the College.) It also outlines the roles of other governance bodies, as well as providing general guidelines related to development of a comprehensive college communication system. At the April 24, 2002 regular meeting of the Board of Trustees, the Board adopted Resolution 75, updating and formalizing its delegation of authority to the College President.

BUDGET APPROVAL (6.B.8)

The Board approves the annual budget and long range financial plans and reviews annual fiscal audit reports. It holds periodic study sessions on budget development and budget analysis. The Board Chair attends each exit session with the various auditors who visit campus. Audit reports are routinely shared with Board members, as are monthly budget analysis reports. Periodically Board members have requested and received training in better understanding the complex budgeting processes of the community college system and the State of Washington.

LEADERSHIP AND MANAGEMENT

CHIEF EXECUTIVE OFFICER (6.C.1-2)

The chief executive officer, Dr. Holly Moore, has full time responsibility to the institution. The duties, responsibilities, and ethical conduct requirements of the institution's administrators are outlined in the college policy manual. The 2000 series in the manual deals with Administrative and Supervisory Personnel. Procedural guidelines for this policy are in process of review and will be updated to better reflect the current administrative structure of the institution.

Policy 4125, Standards of Ethical Conduct, "governs the actions and working relationships of Shoreline Community College officers and employees with current or potential customers, fellow officers and employees, suppliers, government representatives, the media and anyone else with whom the College has contact." In each relationship "each officer and employee is expected to place the College's interest above his or her own self-interest in all education, business, and other matters and decisions where there is any action or potential conflict." All offices and employees have received a copy of the Ethics Policy. New employees receive a copy during employee orientation. All supervisors are responsible for reviewing the Ethics Policy with their office and departmental employees at least once yearly.

ADMINISTRATORS QUALIFICATIONS AND EVALUATION (6.C.3)

Before hiring an administrator, the job descriptions and qualifications are carefully identified and reviewed by appropriate constituencies across campus. This helps to assure that the pool of applicants contains individuals with the skills and abilities necessary to provide effective educational leadership and management.

Nationwide searches are conducted to have the broadest scope of potential candidates. Candidates undergo extensive review by hiring committees, and in many cases, the entire college community, prior to being offered a position. Qualifications of current administrative personnel confirm that the College has been successful in hiring individuals with appropriate educational and experiential background for their leadership positions.

Newly hired administrators are evaluated for each of the first two years of their employment, and on a two-year cycle thereafter. Evaluations of administrators are completed by all members of the Operations Committee, by selected individuals who report to the administrator being evaluated, and by others with whom the administrator has working relationships. Questions on the evaluation instruments relate to the individual's job description, and how he/she carries out duties, responsibilities and ethical conduct requirements. Evaluations are tabulated by a neutral party in Human Relations, and copies are shared with the administrator and his/her supervisor. Evaluations are reviewed with the administrator by his/her supervisor and an improvement plan is developed as needed. The evaluation process for administrative staff has, over the past several years, grown somewhat cumbersome and needs review and updating. This evaluation/review process is scheduled to occur during the 2002 - 2003 academic year at the same time as review of the faculty evaluation process occurs.

INSTITUTIONAL ADVANCEMENT ACTIVITIES (6.C.4)

The Shoreline Community College Foundation provides the focus for all development, fund raising, and alumni programs. Under its current leadership the Shoreline College Foundation has been responsible for forming effective partnerships between business and education and in engaging the Community in its relationships with the College. Through campus events, such as Shoreline Salutes, it has celebrated the College's community partners. The Foundation supports the College value of excellence through ventures such as the construction of the nationally award-winning automotive center and the current fundraising for furnishings for the renovated library. The goal of the Foundation is to make every effort to ensure that each student has the resources needed to be successful in achieving his or her educational goals. Therefore, the Foundation supports student success through numerous events and activities that provide scholarships. The Foundation is further discussed in Standard Seven.

TIMELY DECISION MAKING (6.C.5)

Shoreline Community College administrators attempt to ensure that decisions are made at the most appropriate level and that the decision-making process is timely. Depending upon the individuals being asked about the timeliness of the decision making process, a variety of answers will be heard. Whether the institutional decision-making process is considered timely depends on a number of factors. The complexity of an issue may appear to hold up a decision while various aspects of the concern are

reviewed. There may be competing values that need consideration as well as the need to consider the degree of communication and collaboration required to assure the best possible decision is made. While individual administrators work to ensure that institutional decision-making occurs in a timely manner, there is no established set of criteria against which one could definitively measure that a decision is made in a timely manner.

COMMUNICATION AND COORDINATION (6.C.6)

The President emphasizes the importance of effective communication within the College community. The President has encouraged administrators to facilitate open communication, cooperation, and coordination within and between all campus organizational units. In order to accomplish this, the President has instructed administrators to share appropriate information with faculty, staff and students. Focus groups have been held to provide opportunity for faculty, staff and students to share their views and to voice concerns. All-campus meetings have been scheduled to bring the campus community up to date on matters of all-college import. The College President has established "open hours" each week for the campus community to share views. Minutes of administrative meetings are posted for review by the entire campus community.

Although the college takes care to ensure that positive relations are promoted, results of the recent Institutional Priorities Survey (see Exhibits 2.2.1.1.and 2.2.1.2.) indicate that faculty and staff members who responded to the survey feel that there is a significant gap between the importance of several leadership related items and current college performance. For example, there is a gap of 1.35 between degree of importance and actual practice in the item related to participation and collaboration in decision-making. There is a gap of 2.44 for the item related to positive working relationships between faculty and administration at the college. For questions related to leadership and college governance there is a gap between importance and agreement ranging from a low of 1.17 to a high of 2.44. Even the low gap is significantly higher than the gap for many other areas surveyed. It is anticipated that these questions relating to satisfaction will be re-surveyed to determine degree of change that might have occurred due to college leadership changes in the past year.

USE OF INSTITUTIONAL RESEARCH (6.C.7)

Having a full-time administrator whose primary responsibility is institutional research is a new and welcome addition to the Shoreline Community College staff. The current administrator in charge of research and institutional development has provided much needed assistance to faculty and staff in developing comparative data pertinent to our educational offerings and success of our students. The researcher is available to answer specific questions from faculty and administration and to help establish procedures for gathering needed data. Research data that has college-wide significance is available on the shared "X" drive that is accessible to almost all faculty and staff. Most information that has college-wide significance is placed on a computer drive that can be accessed from all appropriately configured computer stations. In addition, the researcher has made himself available to speak with the various divisions and departments on campus about research that has been accomplished and data that is available for analysis.

POLICIES AND PROCEDURES FOR ADMINISTRATIVE AND STAFF APPOINTMENT (6.C.8)

Hiring practices for administrative/exempt personnel are outlined in Appendix A2 of Policy 4111. Performance Evaluation is outlined in Section VI of the Administrative/Exempt Staff Salary Program. A copy of the Salary Program is given to all newly hired administrative/exempt personnel. The Salary Program is reviewed annually in conjunction with the statewide salary survey.

For classified staff whose positions are regulated by collective bargaining agreements, there are developed policies, procedures, and criteria for appointment, evaluation, retention, promotion, and/or termination. Each group whose positions are regulated by collective bargaining agreements has established a labor/management team that functions to assist with implementation of the contract and, if necessary, to develop memoranda of agreement related to alterations of contract provisions. Each agreement is reviewed prior to renegotiation, often with the implementation of "issue teams," composed of both management and labor, used to assist with the negotiation process. Classified staff evaluations occur as specified by the Higher Education Personnel Board. The College is moving away from a system of evaluation that required rating personnel against a somewhat arbitrary standard. We are beginning to use a newer system, the "Employee Development and

Performance Plan," that is participative in nature and encourages communication, has a primary purpose of helping the employee be as successful as possible, is future oriented, and facilitates linkage of the employee's performance to the whole organization. The process involves developing specific performance feedback, writing future performance expectations, and writing future training and development plans. In addition, the employee is asked to provide suggestions as to how the supervisor, co-workers, and/or agency management can be more supportive.

Administrative/Exempt employees are also evaluated, using a primarily quantitative instrument during the first two years of their employment at the college. Each person is evaluated by all members of the Operations Committee and by other individuals selected by the individual and the supervisor. Qualitative and quantitative responses are shared with the employee by his/her supervisor. Currently there are no termination or promotion policies and procedures in place for administrators.

ADMINISTRATIVE AND STAFF COMPENSATION (6.C.9)

During the 2000 - 2001 academic year there were forty-nine individuals employed at Shoreline Community College who are classified as either Administrative/Exempt or Professional/Technical Exempt (twenty-five Professional/Technical Exempt, twenty-four Administrative/Exempt.) Review of the 2000 - 2001 Administrative Salary Survey prepared by the State Board for Community and Technical Colleges (available on-site as an exhibit) indicates that the majority of administrative salaries at Shoreline are above both the average and median reported by the state. Exceptions where both median and average salary at Shoreline are lower than reported on the survey are deans, Director of International Programs and Dean, Basic Skills Adult Basic Education. Note that titles used here are taken from the state salary survey, and duties may not be exactly the same as employees on this campus.

FACULTY ROLE IN GOVERNANCE

The role of faculty in institutional governance, planning, budgeting and policy development is made clear and public; faculty are supported in that role. The current collective bargaining agreement recognizes the importance of faculty participation in Article XIII, College Governance. Faculty serve on all designated governance and advisory committees (Exhibit 6.1). In addition, faculty are encouraged to

be involved in the Federation and the Faculty Senate. As the campus prepares for possible budget cuts, faculty have been invited to participate in committee meetings designed to discuss lessons learned in past cuts and how we might use those lessons to better prepare ourselves for any budget cuts that may occur. Recognizing that faculty who participated in the last round of budget cuts may have vital information, a special committee composed of faculty, staff and administrators present in 1982 has been convened (the 82/02 Committee). Some individuals participating in the 82/02 Committee will be invited to sit on a new budget advisory committee.

College Governance Policy - 2301 clearly spells out the intent of the Board of Trustees to involve all segments of the College in governance. As stated in Policy 2301:

The Board of Trustees believes that the College can best fulfill its educational responsibilities to students and to the larger community that it serves through a system of governance that
1. recognizes and is responsive to the basic constituencies of the campus, namely: students , faculty, classified staff, and administrative/exempt staff;
2. provides for these constituencies to work together cooperatively with maximum opportunity for joint planning and decision-making; and
3. recognizes the ultimate responsibility of the Board of Trustees for the operation of the College.

Consistent with these principles, faculty recommended by their constituency head serve on each of the college governance committees. The President of the Federation of Teachers is supported by having 33% release for each of the four academic quarters and sits by virtue of position on the Strategic Planning Committee. An additional 33% release time for one quarter is provided for discretionary Federation use. In addition the President of the Faculty Senate receives 33% release time each quarter. The Federation President also sits as a non-voting participant at each meeting of the Board of Trustees, and gives a report to the Board at regular meetings, providing faculty with a direct channel of communication to the Board of Trustees. The Agreement between the Federation and the College states that: "an officially designated Federation representative or agent shall have the right to appear at all open meetings of the employer and enter appropriate matters on the agenda in accordance with established bylaws."

While faculty appreciate having the opportunity for involvement in college governance, there is a constant struggle finding faculty to fill governance positions. Many newly hired faculty members who would be interested in working on all-campus committees are precluded from doing so by provisions in the collective bargaining agreement. As stated in the Agreement: "The probationer shall not be required to work on any campus-wide committees during the first year of probation, but shall concentrate on academic requirements and job skills. The probationer shall not normally be required to work on more than one campus-wide committee during the second and third years of probation."

STUDENT ROLE IN GOVERNANCE

The role of students in institutional governance, planning, budgeting, and policy development is made clear and public; students are supported in fulfilling that role. The College Mission Statement states, in part: "Shoreline Community College demonstrates dedication to student success by providing rich opportunities to learn, excellence in teaching and comprehensive support services." Consistent with this statement, the College provides opportunities for students to serve on each of the College's governance committees. Student input is especially appreciated on committees such as Strategic Planning, and is required on Governance Steering. In addition, students are invited to serve on hiring committees and Appointment Review Committees. The role of students in College governance is spelled out in Policy 2301. The president of the Student Body Association sits as a non-voting member at Board of Trustees meetings and provides a constituency report to the Board at each meeting.

Students participate in the budgeting process in several ways. The Student Senate, a representative body of nine individuals, controls student fees and decides, following established guidelines, how these fees will be spent. Specific student fees such as the PUB renovation fees, Technology fee, and General Student fees are under the control of the Student Senate.

Support of students working on governance committees comes from staff, faculty and administrators on campus. Members of these constituencies are available to answer questions for students. Openings on governance committees are advertised in the school newspaper, and on the Student Governance Website,

and are announced by faculty in classes. In addition, members of Student Government actively recruit students to serve on these student committees.

POLICY ON AFFIRMATIVE ACTION AND NONDISCRIMINATION (6.1)

Shoreline Community College complies with state and federal statutes that prohibit discrimination. Washington State's civil rights law (RCW 49.60) provides for "(1) The right to be free from discrimination because of race, creed, color, national origin, sex, or presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a disabled person is recognized as and declared to be a civil right. This right shall include, but not be limited to: (a) the right to obtain and hold employment without discrimination and (b) the right to the full enjoyment of any of the accommodations, advantages, facilities, or privileges or any place of public resort, accommodation, assemblage, or amusement." In addition to the state civil rights law, the College complies with federal statutory provisions that prohibit discrimination based on race, color, sex, religion, or national origin disability and age (over 40).

In addition, the College has established a variety of policies that deal directly with affirmative action and nondiscrimination:

* 4111   Human Rights: Equal Opportunity and Affirmative Action
* 4112   Affirmative Action Program for Vietnam Era and Disabled Veterans
* 4113   Sexual Harassment
* 4114   Reasonable Accommodation of Applicants for Employment and Employees with Disabilities.

The Vice President for Human Resources/Employee Relations serves as the Human Rights Officer. Shoreline has established an educational environment for students, staff and faculty in which the dignity of all individuals is respected. The College does not tolerate harassment or discrimination.

POLICY ON COLLECTIVE BARGAINING (6.2)

The College has negotiated collective bargaining agreements with members of the classified staff (Washington Federation of State Employees- two bargaining units), and the Federation of Teachers Local No. 1950, WFT/AFT/AFT-CIO. Copies of

the three agreements are available on the WEB and in hard copy for review.

Nothing in any of the bargaining agreements has impeded full participation in the self-study process by bargaining unit members, or has contravened any of the requirements of accreditation.

STANDARD SIX ANALYSIS

AREAS OF STRENGTH
Our current governance structure shows a commitment to communicate and involve everyone in decision-making processes. Because of the wide variety of committees and responsibilities, membership in a committee can become a professional development growth opportunity.

Shoreline has an involved and responsive Board of Trustees that reflects the diversity of the community. Through open forums at Board of Trustees meetings, the Board seeks wide input. Additionally, each constituency is represented at their meetings and has an opportunity to speak. We have a very dedicated Board as evidenced by their high attendance record. A member of the Board even attended accreditation training and is on the Self Study Steering Committee. The Board focuses on its role by handling policy issues, and appropriately delegates the day to day running of the college.

The administrators' job descriptions are up to date and filed in the Human Resources office. The current administration is composed of highly qualified individuals.

AREAS OF SIGNIFICANT PROGRESS
While posting information on the intranet has made more information accessible to the majority of faculty and staff, the limited access by part time individuals has hampered their ability to access information. Additionally, the intranet information is not always current. As we improve our systems we must continue efforts to provide current information, and to make it accessible to all members of the college community.

The College has determined that the committees need to be chaired by someone other than the person they advise. Some committees have moved in that direction but more need to be adapted to that change.

AREAS FOR GROWTH/IMPROVEMENT
Although the current system allows opportunity for many people to participate, the current system is complex and often unclear. Committees listed on the intranet as "Governance" are not accurate and complete. The dual list of "Recommending" and "Advisory" committees does not provide a clear distinction between these categories. The roles of all these individual committees need to be defined and the lists clearly established based on differences in roles.

While there are many opportunities to participate in committees, it seems that a relatively limited number of employees and students actually participate. Several serve on more than one committee, consuming a large amount of time and contributing to "burn out." There is not a clear mechanism for faculty to express their preferences for appointments to committees. When committees are better defined, the mechanisms for membership and scheduling can be adapted to maximize and diversify participation.

The recent high turnover of administrators means that many administrators are new to Shoreline. They are still learning the policies and procedures and adapting to the institutional culture. The evaluation system for administrators has not been updated in many years. As the governance system and the roles of administrators within that have changed, the administrative evaluation process has not always kept pace. Making this process more effective for those involved is an important goal.

Finance

FINANCIAL PLANNING

BUDGET AUTHORITY (7.A.1)

As one of thirty-four community and technical colleges in Washington State, Shoreline Community College receives state allocations for operating and capital expenses through the State Board for Community and Technical Colleges (SBCTC), which sets policy for all college districts and oversees the statewide budget allocation process and the FTES growth allotment for each college. In addition, during each state biennial budget development process, the SBCTC funds special programs and services through enhancements, which are funds granted in addition to a college's current funding base. Once allocations are made, the College has the authority to manage its funds within the state's policies, rules, and regulations. Although some portions of state allocations are restricted (e.g., for workforce training, salary increments, child care program), generally annual operating funds allocated to the College are without significant restrictions.

The Washington Administrative Code (WAC) 132G-104-030 for Shoreline Community College currently delegates broad authority to the college President for the day-to-day management and operations of the College. The Board of Trustees oversees budgeting and expenditures, receiving formal quarterly reports as well as monthly updates to the budget. The Board has also been involved in reviewing and adopting the annual budget once it has been developed through a collaborative process at the College. Overall, the institution has sufficient financial autonomy, although limited funding and limited resource expansion authority, to address its significant mandates and priorities through its planning and budgeting process.

In order to provide further checks and balances in the management of financial resources and general decision-making authority, the College has reviewed the delegation of authority granted to the President through the Washington Administrative Code. Revisions have been completed and approved by the SCC Board of Trustees.

BUDGET PLANNING (7.A.2)

Financial planning and budgeting at Shoreline Community College are guided by the Strategic Plan, most recently updated by the Strategic Planning Committee in 2000. In seeking to anticipate the future environment and needs of the College, the Strategic Planning Committee has researched and defined a number of internal and external factors that will affect the College's ability to progress towards its vision ("an outstanding community college" and a "dynamic center for the cultural enrichment of the community") and to fulfill its mission ("providing rich opportunities to learn, excellence in teaching and comprehensive support services"). These factors are detailed in the College's Strategic Plan, dated July 16, 2000 (Exhibit 1.3.1).

The College's Strategic Plan, in anticipation of a reduction in Washington State allocations, includes the pursuit of non-traditional funding as one of the eight broad strategic directions: "Shoreline Community College will expand nontraditional funding sources for its programs and offerings (Strategic Plan 2000, p. 18). The following strategies were developed to take the College in this direction:

1. Expand and strengthen communication, cooperation and coordination between Shoreline Community College Foundation and the entire college community.
2. Substantially expand the college's grants, contracts, gifts and endowments.
3. Continue to increase scholarships and alternative funds for students.
4. Encourage faculty and staff in all areas of the college to increase direct participation in projects involving nontraditional funding, including obtaining and utilizing resources in innovative ways.
5. Aggressively seek ways to increase nontraditional funding for critical-need areas such as technology, facilities, staffing and training.

Also in response to the state's budget difficulties, the President has established a Budget Taskforce, which will participate in a dialogue with the Office of

Administrative Services and the Strategic Planning Committee regarding cost savings measures as well as alternate funding sources. The objective of this dialogue is to design a long-term budgeting plan, including the development and conservation of resources within the changing state economic climate.

Capital budgeting is a separate process in the state of Washington. Capital requests for the community and technical colleges are submitted first to the State Board for Community and Technical Colleges. If accepted by the SBCTC, a capital project process takes three Legislative biennial budgeting processes to be fully funded: two years to reach a pre-design phase, two years for design, and two more years for construction. Shoreline Community College is currently completing renovation of its oldest building, the Library and Media Center, and has been approved for the planning phase of renovation to the 2900 building (biology labs, machine shop, and cosmetology facilities).

BUDGET PUBLICATION (7.A.3)

Shoreline Community College's annual budget, developed through a collaborative and inclusive process that includes planning and assessment, is annually presented in summary form to the Board of Trustees for review and approval. During the budget development process, managers of all budget units receive detailed department budgets for review and revision. Although monthly updates are published to budget managers, more up-to-date information is available online and may be accessed at any time.

In 1996, Shoreline Community College established a collaborative strategic planning process, which guides decisions about college activities and the allocation of resources. The current Strategic Plan (Exhibit 1.3.1) identifies eight major strategic directions as well as specific strategies toward the fulfillment of those broad concepts. The College's annual budget is directly related to the Strategic Plan and reflects the priorities of the College. An Annual Report (Exhibit 1.2.1) identifies progress toward the fulfillment of the directions and strategies as defined in the Strategic Plan.

Shoreline's strategic planning process integrates planning, budgeting, and assessment for all programs of the College, including instructional, non-instructional, state-supported, and self-supporting programs. The process begins in the Strategic Planning Committee, which receives and considers informa-

tion about the College's economic status as it holds discussions based on the College's vision, mission, and core values. The Committee also attempts to anticipate the internal and external factors that will impact the College's budget and planning during the next several years. From this discussion, the Committee formulates broad strategic directions and specific strategies for taking the College in those defined directions. In 2001, the Strategic Planning Committee also identified focus areas for the 2001-03 biennium, which guide expenditure for any new initiatives not planned for at the beginning of the budget cycle.

Once the strategic directions and strategies are defined, all College programs participate in formal planning and assessment activities during which each program receives a preliminary base budget allotment, assesses progress on the previously stated goals, defines new goals and strategies, and identifies staff, equipment, goods and services, travel, and facilities needs for the upcoming biennium. These plans and budget requests are then compiled and considered by the Deans and administrative budget managers to determine priorities for expenditures above base budget in each department. These priorities and plans are combined and prioritized by the Vice Presidents. Once priorities are established, the Office of Administrative Services performs a cost-analysis of each item for further discussion, consideration, and decision by the President's Staff and President. The outcome and rationale for the final recommendation is communicated back to the Strategic Planning Committee. The final step in the process is approval of budget and anticipated expenditures by the Board of Trustees. During the second year of the biennium, the Strategic Planning Committee, in its advisory capacity to the President, considers current college focus areas in evaluating and recommending the allocation of enhancement funds.

The Strategic Planning Committee, which includes faculty, administrators, classified staff, and students, have worked to open the budgeting process and provide the opportunity for campus-wide input beginning at the program level. In 2000, processes for developing the budget were collaboratively modified through the work of the Office of Administrative Services and the Strategic Planning Committee. The model defined for the 2001-03 budget includes processes for requesting A) capital improvements/remodels, B) facility safety issues, and C) equipment. It also defines how base budget

adjustments will be made and defines the process for requesting staff, goods and services, and travel. The budgeting model also includes a "current program review" process to identify areas for conservation and reallocation of funds, which is especially necessary in light of Washington State's current economic situation. In addition, the Strategic Planning Committee recommended that the College transition to a two-year budget development process. Budget requests are based on the following principles recommended by the committee and approved by the President's Staff and the President:

- The college's enhancement budget request development process will occur on a two-year cycle to tie into the state's biennial process.
- At mid-biennium, adjustments will be considered to accommodate critical needs.
- The budget requests will be based on the focus areas of the strategic plan thus changing the focus area of development to a two-year cycle.
- Any new initiatives funded (including equipment and capital) need to support and promote the focus areas.

DEBT OVERSIGHT (7.A.4)
The state of Washington has established a capital funding process that is separate from operational funding and the offering of educational programs.

Therefore, capital funding projects do not, for the most part, negatively impact resources for educational purposes. However, as the Strategic Plan of 2000 indicates in the list of "internal factors" that will affect the future environment, most of Shoreline's facilities are more than 30 years old and will require increasing levels of maintenance and repairs. The College therefore needs to seek funding outside of the state's capital allocation in order to repair and replace many of these aging facilities. Payments on the existing Automotive Training Center, a project which was originally funded through the college Foundation but has since been taken over and refinanced by the College, is currently being paid by the College and monitored as part of a debt repayment schedule (see Exhibit 7.7.) A complete capital allocation schedule for 2001-2003 is included in Standard 8 of this Self Study Report.

At this time, there is no Board policy on the use and limit of debt, although state statute guidelines are in place for all community and technical colleges. The Office of Administrative Services plans to review information and draft a recommended policy to guide the institution in this area in the near future.

ADEQUACY OF FINANCIAL RESOURCES

SOURCES AND COMMITMENT OF FUNDS (7.B.1)
As stated above, the College's major source of funding is the state of Washington with allocations made through a statewide process by the State Board for Community and Technical Colleges (SBCTC). These state appropriations are authorized by legislative action and include components mandated toward specific activities. The expenditure of tuition (the amount of which is determined by the State Legislature) and fees collected from students is governed by broad guidelines established by the SBCTC. This includes the Student Services and Activities (S&A) fees, which are managed by the Student Government, under the direction of the Student Services Office.

Other funding sources include interest income, special class fees (e.g., technology fee), grants and contracts (e.g., Running Start and Career Education Options funds from local school districts, and the International Student program), and self-supporting programs or professional technical programs that may also generate revenue beyond overhead expense (e.g., cosmetology lab, dental hygiene lab, automotive training lab, the machine shop, and childcare/parent education lab). Revenues are also generated from auxiliary/working capital services, including the bookstore, parking, printing, and food services. Some of these funds, such as grant revenues, are dedicated to defined expenses for programs and services. Others, such as Running Start and CEO, are a source of revenue to the College's general operating fund and have, in the case of Running Start monies, for example, been expended to pay College operating expenses.

In order to supplement state funding and to support programs and services as part of the institutional mission, the Workforce and Economic Development Office (WED) supports the overall development of the College by increasing resources and acquiring both state-funded and non-state funded financial support. WED oversees a mix of programs that are both revenue producing and resource enhancing. The programs and initiatives managed by WED operate under various funding parameters and contribute to College development in various ways as shown by Figures 7.1 and 7.2.

SOURCES OF FUNDING				
PROGRAM	**FUND SOURCE**	**REVENUE**	**GRANT FUNDS/ STATE ALLOCATION**	**CAMPUS-WIDE IMPLICATIONS**
Perkins	Federal	$210,349	Allocation	Professional Technical: Program and Student Support
Worker Retraining	State Board for Community and Technical Colleges (SBCTC)	$740,000	Allocation	Subsidize wages/equipment purchases
PET/WorkFirst	SBCTC	$840,045	Grant/cost reimbursement	Tuition payments
Running Start/ High School Completion	State Public Instruction	$493,630	Grant/cost reimbursement	Tuition payments
Career Education Options (CEO)	State Public Instruction	$969,824	Allocation	Tuition payments
FIPSE	Federal	$175,541	Grant/cost reimbursement	Increase Enrollment
Higher Ed Coordinating Board	State	$491,491	Grant/cost reimbursement	Course development/ equipment
Workforce Development	SBCTC	$30,000	Grant	Course development/ equipment
Transportation Skills Standards	SBCTC	$89,000	Allocation	Course development/ equipment
Biotechnology Skills Standards	SBCTC	$45,740	Allocation	Course development/ equipment
National Science Foundation	Federal	$329,743	Grant	Subsidize salaries/ update and maintain equipment
ABE/ESL	SBCTC	$216,000	Grant	Subsidize ABE/ESL salaries and activities
Oria Grant	Department of Social and Health Services	$195,000	Grant	To provide retention services for immigrants

Fig. 7.1 Sources of Funding

During the 2001-2002 program year, WED provided approximately $600,000 for faculty salaries, and it subsidized major equipment purchases and upgrades throughout the year. WED also provided the majority of funds for the Essential Skils Director and Women's Center Director positions and also made a substantial contribution ($70,000) to administrative overhead fees.

The method by which resources are committed to the College's programs and services is currently undergoing review. Until two years ago, the Workforce and Educational Development Office did not participate in the campus-wide program planning and assessment process required of all other programs as part of the strategic planning process. Monies generated within those revenue generating programs stayed with those programs. Under the leadership of the current President, these programs now undergo the same process of program planning and assessment, which includes developing a statement of philosophy/purpose, assessing past perfor-

FUNDING SUPPORT FOR INSTRUCTIONAL PROGRAMS 1999 THROUGH 2002 WORKFORCE & ECONOMIC DEVELOPMENT				
FUNDING SOURCE	**YEAR**	**EQUIPMENT**	**CURRICULUM DEVELOPMENT**	**TOTAL**
Worker Retraining	1999-2000	52,679		52,679
Worker Retraining	2000-2001	82,598		82,598
Worker Retraining	2001-2002	102,127		102,127
Carl Perkins	1999-2000	15,270	6,000	15,270
Carl Perkins	2000-2001	10,285	14,105	24,390
Carl Perkins	2001-2002	30,162	21,880	52,042
Workforce Development Grant	1999-2000		3,000	3,000
Workforce Development Grant	2000-2001	21,627	7,000	28,627
Workforce Development Grant	2001-2002	5,408	1,800	7,208
Biotechnology Skill Standards Grant	1999-2000		8,000	8,000
Biotechnology Skill Standards Grant	2000-2001		5,000	5,000
Biotechnology Skill Standards Grant	2001-2002		400	400
Prof-Tech Skill Standards Grant	2001-2002	6,509	13,696	20,205
High Demand Grant	2000-2001	88,700	40,000	128,700
High Tech Training Pathway Grant	1999-2000	213,578	16,000	229,578
High Tech Training Pathway Grant	2000-2001	10,619		10,619
GRAND TOTALS		**639,562**	**136,881**	**776,443**

Fig. 7.2 Funding Support

mance, setting goals, and developing budget related requests, which are then considered in the context of campus-wide activities and budgeting.

During the last year, the President's Staff has been in discussion regarding how revenues from these sources will be allocated and expended to meet College goals. It has been proposed, for example, that 50% of year-end fund balances (net profits after all expenses have been met) generated by self-support programs' enterprise projects will be con-tributed to the College reserve. It has also been proposed that such revenues be expended in concert with other allocations in support of the Focus Areas as identified by the Strategic Planning Committee. The Vice Presidents of Workforce and Economic Development and Administrative Services are in the process of developing policy to clarify the process by which such funds will be allocated and to more fully integrate WED activities into the budget process. (See Figure 7.1 Sources of Funding and Figure 7.2 Funding Support for Instructional Programs 1999 through 2002)

DEBT SERVICE AND REPAYMENT (7.B.2)

All funding for debt is provided for in the College's operating budget. Currently, Shoreline Community College anticipates sufficient funding to meet the demands of its debt repayment schedule (see Exhibit 7.7), which indicates a three-year history as well as projected payments over the next five years (2002-2007). (See 7.A.4 above for discussion of capital projects.)

FINANCIAL STABILITY (7.B.3-5)

Shoreline Community College adheres to the guidelines and regulations contained in the policies and procedures defined by the State Board for Community and Technical Colleges and by the Washington State Office of Financial Management. The College has consistently maintained financial stability and has not accumulated a deficit. When revenues do not meet expected levels, internal controls are used to assure that spending stays within budgetary limits. Transfers among major funds and interfund borrowing in state agencies are regulated by law and subject to review by the State Auditor, who conducts an annual audit of financial transactions. In a budget review presented to the President's Staff in June 2001, the (previous) Vice President of Administrative Services proposed that "similar programs with positive fund balances will be used to offset programs with negative balances prior to finalizing opening balances to the extent that terms and conditions allow." In addition, a set of budgeting principles was proposed to the President's Staff for further discussion, including guidelines for 1) spending authority, 2) categories of expenditures, 3) administrative overhead charges, and 4) fund balances. These principles are still under review and have not yet been agreed upon or formally adopted by the College.

Because there has been some misunderstanding among campus constituents, there have been efforts made to more clearly indicate how transfers and interfund borrowing are accomplished. The interim Vice President of Administrative Services has re-instituted transfer codes in the budget, clearly indicating both the source and destination of transfers from one account to another.

Shoreline's cyclical program planning and assessment process addresses these issues as each program is given the opportunity to provide a rationale for and make requests above base budget for program growth, including equipment, staffing, and other needs. The program planning and assessment process also serves to provide the College with a review of the status of programs, including an assessment of budgetary needs of each program in relation to all other college programs, whether self-supporting or state-supported.

FINANCIAL AID (7.B.6)

Information regarding the sources of financial aid is available on the College's financial aid website (http://elmo.shore.ctc.edu/financialaid/aidtypes.htm) and through publications available in the financial aid office. There are three types of financial aid available: grants (need-based financial aid that, when given to an eligible student, does not need to be repaid), loans (funds which must be repaid with interest), and employment (money which is earned from part-time work, on or off campus). Grant sources may be the federal government (the Pell Grant and the Supplemental Opportunity Grant), the state government (State Need Grant), and local (Shoreline Grant, Tuition Waiver). Loan sources may be the federal government (Subsidized Federal Direct Loan, Unsubsidized Federal Direct Loan, Federal Plus Loan) and local (Nursing Student Loan). Student employment fund sources are Federal Work-Study and Washington State Work-Study programs.

State financial aid allocations are based on enrollment and prior year allocations. Annual applications are submitted by the Financial Aid department to the Department of Education for federal funds and to the Higher Education Coordinating Board (HECB) for state funds (Exhibits 7.4). The Financial Aid Office may also apply, if there is a need, for excess funds from the state if they become available during a given year.

FINANCIAL RESERVES (7.B.7)

Due to a number of factors, including reduced enrollment and significant reduction in state allocations because of a downturn in the state's overall economy, Shoreline Community College finds itself in a situation of declining reserves. A number of actions have been taken to ensure the continued fiscal strength of the institution and to build up a reserve of three to five percent of the operating budget, an amount to be determined through the budget development process and the Board of Trustees. The College has been reviewing its current services and programs to determine if reprioritization is needed and to ensure that spending follows the College's Strategic Plan. A recently established

Budget Taskforce will assist in identifying cost savings measures and in recommending how revenue generating activities, grants, and contracts can further contribute to support basic operations of the College. In addition, Vice Presidents have been asked to review their department operations and propose efficiencies by reducing or eliminating services, staffing, or equipment and also to propose possible revenue generating activities (e.g., grants, contracts, fees) where possible.

AUXILIARY OPERATIONS (7.B.8)

By and large, the College does not depend on auxiliary enterprise to support the institution. In addition, most auxiliary enterprises are self-supporting and generate revenue to support their own programs. The bookstore, for example, generates such revenue. The vending machine enterprise revenues are expended according to Board policy 3810, being placed in a separate support fund for music, childcare, athletics, and the visual communications technology program. College printing services, also self-supporting, generates revenue as well. Currently, this enterprise is under review to identify greater efficiencies, perhaps by combining it with similar services provided through the visual communications technology instruction lab. Food services at Shoreline are contracted out, although the College does receive rental income from the contracted vendor.

The only auxiliary enterprise that is not totally self-supporting is parking services. The revenues from this enterprise are collected from students only (as the collective bargaining contracts do not allow for parking fees to be collected from faculty or staff), who make use of limited parking space on campus. Parking revenues are expended on College security, a service which currently is not funded through the College's general fund.

The Office of Administrative Services is currently working on policy to more clearly define the relationship of enterprise services to the College within parameters detailed in state policy guidelines for operating auxiliary enterprise that helps support service to the institution and/or students.

FINANCIAL MANAGEMENT

BUDGET ADMINISTRATIVE CONTROL (7.C.1-2)

The Board of Trustees receives formal monthly reports to the budget. The Board also reviews and adopts the annual budget once it has been developed through a collaborative process at the College. The President and Vice President of Administrative Services report to the Board regarding the state budget development process and any anticipated impact on College resources. The monthly Board reports are kept on file in the Office of Administrative Services.

The Office of Administrative Services, under the direction of the Vice President of Administrative Services, coordinates all institutional business functions. The current interim Vice President, who had previously served in the same position from 1986 through 1999, returned to the College after retirement in July 2002 when the new Vice President left the College after only two years of service. These transitions have no doubt created some unease among the College community, but the overall budget and accounting systems have continued to function despite the changes.

Currently, the Office of Administrative Services is adequately, although minimally, staffed to perform the services required in an increasingly complex organization. During the past several years, there have been long-term vacancies (i.e., budget area) and several turnovers (i.e., accounts payable area), which have caused some instability. The Office of Administrative Services will be requesting an additional professional accounting position to work in the controller's office to deal with systems, accounting reporting, internal controls, fiscal reconciliation, and financial reporting.

BUDGET CONTROL (7.C. 3-4)

The Office of Administration is currently working toward the goal of having all revenues, from whatever source, and all expenditures reported and brought through the institutional program planning, budgeting, and assessment system. Financial aid to students is coordinated through the Office of Administrative Services. Federal, state, and local grants, including matching monies for Workstudy programs are coordinated and tracked through the budget system. The accounting department follows up with reconciliation and cash management of these accounts. Financial aid that is granted through the College's Foundation is controlled by the Foundation, but information is disclosed to the Office of Administrative Services to coordinate for federal reporting. Further review of this reporting process from the Foundation is planned for the near future.

Shoreline Community College's Board Policy 3500 states that "all cash equivalent funds in excess of operational requirements should be invested in such a manner as to provide maximum protection of principal while at the same time providing a reasonable return on investment," and also cites RCW 39.60 regarding Washington State statutes regulating the investment of public funds.

ACCOUNTING/AUDITING (7.C. 5-13)

The College utilizes a standardized accounting system that is uniform throughout the entire community college system. The system was designed in accordance with generally accepted accounting principles (GAAP), and thereby, follows an accrual basis of accounting. The State Auditor's Office conducts an annual audit of the College accounting records to ensure that the system is operating in compliance with GAAP. During the past few years, there have been problems within the accounts payable department, and that vendors have not been paid in a timely manner. Significant progress has been made, however, in addressing this problem. The staff of the Office of Administrative Services has been meeting weekly to streamline and improve processes for accounts payable and purchasing, and to provide training for personnel in these new processes.

The College is audited annually by the Washington State Auditor's Office. An audit summary is issued by the auditors and along with recent audit reports is available to the public directly from the office of the Vice President of Administrative Services or electronically via the State Auditor's website. Audit reports are on file in the Office of Administrative Services, and the 2000-01 report is available as Exhibit 7.12 Audit Summary Report.

Because of the recent vacancy in the position of Vice President of Administrative Services as well as the transition to a new President, the Board of Trustees requested an additional financial audit by an independent agency (Exhibit 7.16 Independent Agency Audit). This was completed, and there were no major findings or defaults identified by the auditing agency.

The State Board for Community and Technical Colleges (SBCTC) also conducts a program review, which is an annual audit of institutional programs (Exhibit 7.17 SBCTC Annual Audit). On the most recent audit, the SBCTC made some recommendations regarding documentation of time and effort reports for salary changes in federally funded programs.

A detailed audit of major federally funded financial aid programs in which the College participates, including Pell grants, SEOG grants, Workstudy, and Direct Loans is conducted by the State Auditor's Office periodically. However, the Auditor's Office conducts an annual audit of federal programs administered by the state of Washington that results in a statewide single audit report.

The College conducts a periodic review of internal controls to assess risk and ensure that departments and divisions are in compliance with College policies and procedures. In addition, the Auditor's Office conducts an evaluation of established internal controls in conjunction with their annual audit. Audit recommendations and areas of weakness discovered during the risk assessment process are discussed with appropriate College personnel. Corrective measures are developed and implemented when warranted. These procedures along with other prior period recommendations to resolve identified weaknesses are reviewed and discussed with the State Auditor's Office prior to the commencement of the next annual audit. All audit reports are available for review and evaluation by the Commission on Colleges.

FUNDRAISING AND DEVELOPMENT

POLICIES (7.D.1)

The College has signed an agreement (Exhibit 7.18) with the Shoreline Community College Foundation, which operates as a separate 501c3 organization. The Foundation Board Secretary and the Office of Administrative Services review this agreement annually. As an independent, not for profit agency, the Foundation has its own policies that govern the incorporation and bylaws (Exhibit 7.19). The Foundation adheres to these policies and meets all IRS standards and requirements as a not for profit organization. The Foundation is managed by a Director, who has a degree in education and more than 10 years experience in the field of not for profit management and fundraising. The Board of Directors has 18 members, and the officers are elected consistent with the bylaws of the Foundation.

The Foundation activities include the monitoring of investments, the development of scholarship criteria, event planning, and resource development. Founded in 1984, the SCC Foundation has been responsible for forming partnerships between business and education through ventures such as construction of the nationally award-winning automo-

tive center. The Foundation has funded scholarships for students and supported numerous campus events and activities that celebrate the College's community partners.

ADMINISTRATION AND RECORD-KEEPING OF FUNDS (7.D.2)

Endowment funds are managed by an independent organization that is contracted to manage such investments. The investment policy of the Foundation requires that such a group be selected by recommendation of the Finance Committee and approval of the Board of Directors. The management company is empowered to make all decisions concerning the investments using the guidelines stated in the Foundation investment policy. The Finance Committee reviews the performance of the management company on a quarterly basis and on an annual basis makes a recommendation to the Board of Directors regarding the continuance of the contract. As part of the agreement between the College and the Foundation, the College's Office of Administrative Services keeps the financial reports from the investment company. The investment company forwards reports to the College where they are reviewed by College staff assigned to work with the Foundation. The Foundation Finance Committee reviews the monthly financial reports, and the entire Board of Directors reviews and approves the quarterly financial reports. The Foundation files a 990 report to the IRS and also files the required paperwork with the Washington Secretary of State.

STANDARD SEVEN ANALYSIS

AREAS OF STRENGTH

The College's strategic planning process that ties assessment and budgeting to the College's vision, mission, core values has provided a strong basis for decision making. Additionally this process has created the foundation for setting priorities regarding expenditures. The planning processes are collaborative and inclusive and have offered opportunities for input and participation at many levels. The financial management of this large and complex system has generally functioned well; the College has not made expenditures in excess of its resources.

AREAS OF SIGNIFICANT PROGRESS

Departments are developing and conserving resources for the College by the identification of cost-savings measures and possible revenue enhancements. Modifying the schedule for strategic planning and budgeting to parallel the state's biennial budget development process has created a smoother continuity between the two processes. Overall master planning for facilities and programming, now in progress, will enhance long term financial planning for the College.

AREAS FOR GROWTH/IMPROVEMENT

The College community needs a greater understanding of the "big picture"-how the program planning and assessment process fits in the overall development of the budget and final allocation of resources. Clearly defined policies are needed to guide expenditure of self-support and auxiliary enterprise and increase accountability. Sharing of budget information to the entire College needs to be improved, to make the process transparent so that all constituents feel trustful of the process and empowered by their participation in it.

Physical Resources

INSTRUCTIONAL AND SUPPORT FACILITIES

The Shoreline Community College campus is located north of Seattle in the recently incorporated City of Shoreline. The 83-acre site is on the crown and eastern slope of a gentle hill. The terrain and height-restrictive covenants did not allow for construction of large, unified structures, and so the campus consists of 28 separate buildings with a total of 453,290 gross square feet (GSF.)

The oldest buildings are 38 years old and the newest one was completed during the summer of 2001. The original buildings were designed along a Pacific Rim theme, and the gently undulating landscape follows Japanese techniques for visually increasing space. There are no straight lines between buildings, and the park like plantings suggest an arboretum. The buildings are elevated on concrete beams to give a sense of traveling through a serene landscape.

There is a strong campus Northwest aesthetic that is casual, non-institutional, and very attractive to instructors and students. While the buildings are aesthetically appealing, they are difficult structures to maintain. The many individual buildings require separate maintenance schedules and replacement plans. The older ones are uninsulated. The low pitch roof design allows few roofing options beyond the standard built-up approach; consequently the bulk of the college's repairs budget is spent on roofs. The physical condition of the campus does meet local, state and federal standards for comfort and safety, and the buildings provide appropriate lighting, finishes and equipment.

Currently no new buildings are being developed, although several are indicated in the draft Master Plan. The College received a state appropriation of $6.2 million to renovate the 2900 Building, and planning is underway. Preliminary conversations with the City of Shoreline indicate that the City will support a relaxation of height limitations for future expansion as part of the master planning process. Though many facilities on the campus are not yet fully modernized, they do support the College's goal of a teaching/learning environment that encourages excellence and enable the College to carry out its mission to the community.

The College has a new satellite facility at Lake Forest Park Towne Centre, located about fifteen miles east of the main campus. Named the Northshore Center, it consists of seven computer lab/classroom spaces, a reception/registration area and four offices in 7,200 square feet. The center is equipped with state-of-the-art instructional and administrative technology.

The main campus buildings were recently renumbered to accommodate newer buildings and to provide a more intuitive and consistent numbering system. Exhibit 8.1 is a map of the current campus and building numbers. Figure 8.1 is a summary of on-campus building size, year constructed, and dates of any remodels.

INSTRUCTIONAL FACILITIES (8.A.1, 2.)

Shoreline Community College, like all the other campuses in the community college system, is struggling to narrow the gap between aging facilities with large repair and renovation needs and the requirements of new instructional programs, techniques and technologies to meet their goals of excellence in teaching and learning. While spaces originally designated for instructional functions were adequate at the time of constructon, changes in needs as well as the aging of the facilities has created some discrepancies between the needs for effective instruction and the facilities. The College has tried to prioritize the areas with the greatest discrepancies when seeking funding for renovation and construction. Outside forces that designate funding for specialized use have also affected the prioritization of projects. The result is a campus in which there are some excellent instructional spaces ready for 21st century instruction, some satisfactory instructional spaces that continue to support effective teaching and learning, and some facilities that are greatly in need of renovation and renewal. There will be limited areas for physical growth as enrollment grows,

BUILDING OVERVIEW		
BUILDING	**GROSS SQ. FT.**	**DATE CONSTRUCTED/REMODELED**
Building 800 Music Building Faculty offices, classrooms, practice spaces, midi lab	22,965	1975 1989
Building 900 Pagoda Union Building (PUB) Cafeteria, Multicultural Center, Women's Center, Safety and Security, Student Body Association Offices, Facilities, Plant Operations, Shipping & Receiving	39,519	1964
Building 1000 Administration Central switchboard/Information, College President, Vice President of Academic Affairs Offices, Vice President for Human Resources & H.R. Offices, Payroll, Art Gallery, Central Computer Switching Room, Administrative Computing Offices, Vice-President for Technology, Institutional Research, VPAS, PIO, W.E.D., Meeting rooms	13,956	1964
Building 1100 Instruction Tiered Lecture Halls	4,164	1965
Building 1200 Business & Finance VP for Administrative Services, Budgeting and Accounting, Purchasing,	2,653	1964
Building 1300 Business Administration Division Computer Labs	6,002	1965 2001
Building 1400 Business Administration Division Office, Faculty Offices, One classroom	6,176	1975
Building 1500 Faculty Offices, Reading/Writing Learning Center, Classrooms	10,275	1964
Building 1600 Little Theater Faculty Offices	10,357	1964
Building 1700 Instruction ESL-GED Tech Center, Classrooms	9,284	1964
Building 1800 Instruction Classrooms	6,552	1965
Building 1900 Parent Child Center Offices for Center, Children's classrooms	9,551	1994
Building 2000 Visual Communications Technology Photography, Printing, Art, Ceramics, Classrooms, Gallery, Offices for VCT program and faculty	21,107	1994 2001
Building 2100 Automotive Training Center Auto Shop, Classrooms, Faculty/Staff offices, Meeting rooms, Puget Sound Auto Dealers Assn., Showroom	27,143	1992

Fig. 8.1 Building Overview

BUILDING OVERVIEW		
BUILDING	**GROSS SQ. FT.**	**DATE CONSTRUCTED/REMODELED**
Building 2200 Instruction Math Learning Center, Classrooms	6,076	1965
Building 2300 Nursing Education Division Office for H.O.P.E, Classrooms, Nursing Practice Lab, HOPE computer lab, Faculty/Staff offices Nursing, MLT, HCI	16,032	1970
Building 2400 Greenhouse	2,008	1964
Building 2500 Dental Hygiene Offices, Dental Hygiene Clinic, Classrooms, Machinist Program Shop	5,744	1970
Building 2600 Laboratories Biology Labs, MLT lab	9,393	1964
Building 2700 Instruction Chemistry Labs, classrooms	9,464	1964
Building 2800 Science-Math Division Office, Faculty offices	4,434	1965
Building 2900 Instruction Classrooms, Physics labs; Cosmetology Salon; Automotive; On-Demand Printing, Instructional Shop	35,366	1964 1980
Building 3000 Physical Education Athletic Dept. Office, Faculty offices, Gymnasiums; Weight Rooms; Classrooms, Locker Rooms, Issue Room/Laundry Facility	44,916	1970
Building 4000 Library Technology Center Campus Library; Library Staff Offices; Technology Support Staff Offices and Workrooms; TV Media Center; Computer Lab, Study spaces,VP TSS	48,257	1964 2002
Building 5000 Faculty Offices/Student Services (FOSS) Information; Admissions & Records; Registration; Advising & Counseling; Vice President for Student Services; Humanities Division Office; Faculty/Staff offices; Social Sciences/Intra-American Studies Division Office; College Bookstore, Student Lounge	52,715	1970 1985

Fig. 8.1 Building Overview (continued)

requiring the College master plan to address using the facilities in an efficient manner.

Building 2100, the Automotive Training Center, is one of the newest buildings on campus. The facility is a 32,000 square foot model new car dealership. It was a project funded by local new car dealers, banks, insurance companies and automobile manufacturers in partnership with the Puget Sound Automobile Dealers Association and the Shoreline Community College Foundation. In keeping with the College strategic direction (Exhibit 1.2), this has become a model of partnership effectiveness in designing a facility for

today's automotive industry education needs within the fiscal constraints of the state system. In addition to automotive repair, training is also provided in automobile sales, service advisor, title clerk, finance and insurance, and parts. These courses are offered through the Continuing Education Department at Shoreline, in partnership with the Puget Sound Automobile Dealers Association.

Based on a $7 million state construction grant, the College undertook the remodel of Building 4000, the Library /Technology Center in 2001-2002. The

building was gutted, seismically reinforced, and re-roofed. The floor plan was opened up and modernized to increase program area and reduce circulation space. A new technology and media center was created on the lower level, and most of the building's power, fire alarm, communication and data transmission infrastructure was replaced. The project is completed and move-in will begin Summer, 2002. This essentially new Library/Technology Center will offer students, faculty and staff fully updated information services to support educational programs and to also serve as the educational hub of the campus community.

Building 2000, Visual Communications Technology, was remodeled and expanded with new space occupied in the fall of 2001. Completed in 1994, this addition to an almost new building included both a digital photography lab on the lower floor, and traditional photography and developing techniques on the upper floor. This building with ceramic labs, art facilities, state of the art classroom, and offices creates the setting for the College to provide an outstanding VCT and art program.

In addition to the open student computer lab in the Library Technology Center, there are smaller special purpose computer labs located in Business, Health Occupations, and Computer Assisted Drafting.. Business computer labs were renovated in 2001 and provide classroom use with specialized instructional capabilities. The Health Care Information Technology Programs have faced barriers to effective instruction as they have outgrown the space originally designated. In order to meet the programs' needs for student computer access, computers have been added in spaces originally designated for part time faculty. This has strained faculty office space but instruction was given the priority for space. Space for the various needs of the HCI programs is increasingly inadequate as this is a growing field. The Health Occupations computer lab contains three designated nursing computer stations with interactive videodisk technology. This number of specialized stations is inadequate for the demand created by 96 students in classes assigned to these programs, but there is no space to add additional videodisk stations. The Science Department has added some computers to their lab areas. Again these areas were built without computer stations so that the configuration of the lab computer stations is less than ideal.

The Physical Education Building (Building 5000) has excellent spaces for both activity oriented and classroom-oriented instruction. The 1999 renovation of the gym floor has made it a desirable athletic space that can house classes, practices, athletic competition, and public events. The building is used cooperatively by the physical education instructional department and the athletics and intramural programs. The building was built before Title IX and the men's locker room is larger and has better facilities than the women's locker room. The wiring of the building needs updating. This became apparent when new weight training equipment was purchased for the weight room and it was identified that there was not adequate wiring to plug in the electronics for the new equipment. The faculty and staff planning the purchase were unaware of the electrical requirements of the equipment or the building's electrical status. The Plant Operations staff who understood the wiring did not know the equipment was being purchased until it was on campus and ready to be hooked up. This has revealed a need for greater communication when planning for changes in educational equipment. Though delayed in use, the modifications were completed and the equipment is now functional.

The Music Building (Building 800) has practice spaces for performance music groups and individuals. Performances may occur on campus in the Theater or PUB, but many performances occur in rented space such as a local church or a Shoreline School District auditorium. An electronic classroom piano lab provides for class piano for those who are required to develop basic piano proficiency for a music major. Facilities for the music technology programs have enabled the development of specialized programs for the music industry. As this program has grown the space limitation in the building is increasingly evident.

The Theater (Building 1600) seats 387 people. Seats and carpeting in the auditorium were replaced in 1996. The active Drama Department effectively uses the theater for multiple productions throughout the year. There is a "green room" with make-up lighting and space for costume changes. The storage for sets and scenery is inadequate for some types of productions. The stage itself needs updated curtains and stage equipment for optimum function, but it meets basic needs for the drama program. The Drama Department is exploring the potential for grant funding to upgrade the theater.

The Parent Child Center (Building1900) provides childcare but also serves as a learning lab for the Parent Education Program and for students in early childhood education. This new (1994) building has facilities that meet all state regulations for childcare and provides for one-way viewing to observe child behavior and well as opportunities to work in age-appropriate classrooms with children.

The PCC has just received a $276,239 grant from the state DSHS to build a commercial kitchen to prepare hot meals for it children.

In 1994 the College undertook the fiber optic cabling of the majority of buildings on campus in order to allow access to technology in classrooms and offices. LCD projectors have been placed in many classrooms and in some buildings (such as 2300) placed on carts to be moved into rooms as needed. One difficulty is that these are all "add-ons"

and in some classrooms, such as the 2300 Building, they are somewhat inconvenient to operate.

Classrooms in the 1400 Building and some in 1700 and 2200 Buildings still lack fiber optics and do not have access to LCD projectors. This limits instructional options for those who are assigned to teach in those spaces.

Laboratory spaces have been a special challenge to the campus. Older physics laboratories do not have the infrastructure that supports present day instruction. This particular problem is expected to be addressed in the Building 2900 renovation. Chemistry labs, cosmetology salon, and dental hygiene clinic have air quality concerns and ventilation systems needing updating. The nursing practice laboratory was significantly undersized with only four practice stations for 96 first year students using the facility. It has some safety concerns in regard to

ASSESSMENT IN ACTION

DEALERSHIP TRAINING CENTER BECOMES MODEL FOR THE NATION

In 1985 the Puget Sound Automobile Dealers Association expressed their needs for a workforce trained to repair modern cars and meet other employee needs of the dealerships. The College did not have the space or the funds to build and equip a facility to expand to meet this community need. Working cooperatively, the Association, the automotive faculty, the College administration and the Shoreline College Foundation developed an innovative financing partnership that allowed the construction of the Shoreline Community College Automotive Training Center. Automobile manufacturers donated training equipment and the Automotive Center offers training specific to the manufacturer.

The result of this partnership was highlighted in a news article:

"The State of Washington, in America's Pacific Northwest, is noted for its moderate climate, its picturesque mountain ranges, and its world famous apples. And now, it is also noted for its innovative approach to retail automobile training.

Both dealers and auto manufacturers are praising the Automotive Dealership Training Center located on the campus of Shoreline Community College in Seattle WA.

The center, the only one of its kind in the nation, provides professional training for every level of dealership personnel - all in one facility.
A cooperative program between the college and the Puget Sound Automobile Dealers Association, the training center is designed to develop professionalism among retail dealership personnel, including salespeople and managers."

The center has been so successful; several major manufacturers have opted to fit their factory training around the Seattle program. These include Toyota, General Motors, AMC, Nissan, Volkswagen and Subaru" Stuker Newsletter, Sept/Oct. 1987, Vol.2, No. 5

The Program's success brought a visit by President Clinton, which highlighted the community college partnership. The Program has continued to expand its offerings and the next phase will be the development programs specific to Volvo and Ford.

exit in emergencies and also lacks storage. After the last accreditation visit, the deficiencies of the lighting for this lab were alleviated through the installation of glass block windows. After the Fall 2001 Washington Nursing Commission approval visit an expansion of space for the nursing lab was achieved through using an adjacent classroom space for a conference and demonstration area with storage available and adding an additional bed/learning station in the lab. The dental hygiene clinic and cosmetology salon, both located on the second floor of buildings 2500 and 2900 respectively, do not have effective public access, although they do have ramps. They lack parking for customer needs. This lack of customer access has contributed to the difficulty in recruiting clients for the programs.

The Career Center resources and space continue to deteriorate. For example, a recent move of the Essential Skills program into the Student Development (Advising and Counseling) Center resulted in a staff workstation being moved into the Career Center, thus eliminating space for the occupational/career video library and video equipment and other career exploration materials. Instructional programs receive priority for space but that comes at a sacrifice of other services to students.

The State of Washington has appropriated $6,021,100 for a total renovation of the 2900 building. This building currently houses science labs, the cosmetology program and salon, the engineering drafting lab, some automotive technology classes, metal fabrication, and central printing. The building is 38 years old, one of the oldest on campus. Its annex is 20 years old. Other than a minor remodel of the lecture hall and renovation of the printing facility, the structure is original. The building's HVAC (heating/ventilation/air conditioning) systems are outdated and do not operate efficiently; laboratory and cosmetology fumes sometimes invade neighboring classrooms. Rooms and teaching labs were not designed for current usage. There is no fire sprinkler system. The building is not ADA compliant and needs an elevator. A major challenge, and possible impact on the construction budget, will be the temporary relocation of programs currently housed in the building. The challenge to the planning process is to determine what institutional programs will be placed in that building and how the available funds for renovation can be most effectively used to maximize the effect on College instructional programs. Consistent with its goal of environmental responsibility, the college hopes to design the 2900

building to the highest possible LEED (Leadership in Energy Efficient Design) standard for "green" buildings. The building would serve as a working model of energy conservation and the use of recycled materials, supporting coursework in environmental management and attracting students and faculty with interest and expertise in environmental design.

Much instruction on campus is moving from traditional lecture format to more interactive instructional strategies. Learning communities with larger groups of students with more than one instructor are another innovative instructional approach that requires large, flexible spaces. The campus has some classrooms built with fixed seating in a tiered lecture hall style (Buildings 1400, 2200, 2300, 2900) that cannot be assigned to some types of classes. Some classes require the use of charts, maps, and other instructional tools. Storage for those items in the classrooms where used is sometimes problematic. Faculty must move across campus to teaching locations and therefore, must carry most of their materials.

In order to more effectively meet these various instructional needs, the College has adopted a variety of strategies. Scheduling is being done through a combination of Division level scheduling of designated spaces initially, followed by central scheduling using a software program, Schedule 25, to facilitate the maximum use of space. Schedule 25 assigns rooms to classes using an optimization algorithm. This algorithm maximizes the number of classes placed while considering room characteristics, class size, and department location preferences. While Schedule 25 and central scheduling are not without their own problems, the system is improving as all become accustomed to the new processes and the College is better able to maximize use of spaces. The College is also seeking to expand instruction out of the traditional morning time span to greater use of late afternoon, evening, and weekend times. In addition to maximizing use of facilities, this supports the recruitment of additional FTEs to meet enrollment goals.

To further the College's commitment to technology education, new instructional space at the Northshore Center at Lake Forest Park Towne Centre was leased, renovated, equipped, and occupied in September 2000. The Center operates seven days a week, offering college credit classes and degree programs, Running Start, high tech/computer certification training, and vendor certification programs, includ-

ing Microsoft AATP, Cisco Academy, Oracle, and National Instruments. The programs have been so successful that the Center leased an additional 2,000 sq.ft. for Spring Quarter, 2002.

INSTITUTIONAL FURNISHINGS (8.A.3)

Furnishings in administrative and clerical offices have been updated to meet ergonomic standards with adjustable chairs and keyboard trays. All faculty offices have a desk, desk chair, side chair, and file cabinet. Many desk chairs have been upgraded to provide ergonomically appropriate adjustability. Although new furniture has been purchased for some classrooms, the replacement cycle has been slowed by budget constraints. Furnishings are generally serviceable in all classroom and lab areas, although many areas have furnishings as old as the campus.

Challenges in regard to furnishings do exist. There is strong interest in replacing older tablet-arm desk chairs with more comfortable and flexible table/chair configurations. There are no left handed tablet arm chairs on campus. Rooms with fixed tablet arm chairs do not accommodate large students. Music rooms need new chairs that are appropriate for the use of musical instruments; the existing ones are not adequate and are beyond repair. In science labs much of the seating consists of furniture that has been discarded by other departments. Capital funds may only be used to purchase furnishings for new or previously unfurnished spaces; all other purchases must be made with operating funds.

The Shoreline Foundation has initiated a major campaign to raise the money needed to furnish the new library. Facilities management has obtained used and refurbished equipment for the campus that is available due to the economic downturn. The student body has assessed itself a special technology fee to update computer lab equipment; the first such use occurred during the 2000-01 academic year. (Students donated the old equipment to various clubs, the Community Integration program, and even part-time faculty who share computers.) The technology fee may also be used to upgrade student computers for specialized software and more specific departmental needs.

Students have purchased video equipment for the new media center in the Library Technology Center. This equipment will be available to any student during normal media Center hours. Student productions may then be broadcast over the college's new TV channel.

Much of the maintenance and grounds equipment is well past its replacement time. Landscape equipment failure will mean that grounds care will either be curtailed or ended in certain areas of the campus. Lawns in particular need regular irrigation, and water pressure on campus is critically low. The college must consider low-maintenance and drought-tolerant species for replacement plantings.

The Biology Learning Center is understaffed, poorly heated, and uncomfortably furnished. Standard Five describes the college's efforts to provide students, staff and faculty with upgraded computer hardware and computer labs.

MANAGEMENT, MAINTENANCE AND OPERATION OF FACILTIES (8.A.4)

The older buildings on the main campus are showing the effects of weathering in a moist marine climate. Ongoing areas of major concern include the normal issues of roof replacement, deteriorating wood fascias and damaged soffits. Infrastructure, meaning all the low-visibility systems that users take for granted, is aged and needs replacement. This includes boilers, circulation pumps, general plumbing, the main water line, old fixtures, and general code compliance. Trees planted when the college was built are now mature and in some cases grow too close to buildings, damaging walls, roofs, and underground pipes. Asbestos shingles covering the pagoda roof structures are gradually being replaced with a metal roofing system.

As is the case at the other community colleges, the operating budget at Shoreline is inadequate to maintain sufficient plant operations staff and pay reasonable salaries for faculty. Budget cuts are often directed at plant operations to protect educational programs needed to meet enrollment levels. Consequently, repairs are often deferred until they are severe enough to become construction projects and qualify for capital funding.

The built environment at Shoreline Community College continues to facilitate the delivery of a very high quality curriculum, despite the challenges of age and deferred maintenance. Facilities at the Northshore Center are much newer and beautifully finished, attracting a growing number of students.

Plant Operations takes pride in managing limited resources to maintain a high quality campus-learning environment. The full time staff is comprised of a supervisor, five maintenance technicians, one utility worker, one carpenter, a lead gardener, and two

ASSESSMENT IN ACTION

PUGET SOUND CENTER FOR TEACHING, LEARNING, AND TECHNOLOGY

The demand for high technology computer training in the greater Seattle area was increasing faster than any of the community colleges could adapt to that need. In response Shoreline and Edmonds Community College collaborated in the formation of the Puget Sound Consortium. The PSC is an independent, non-profit organization, a unique collaboration between Shoreline and Edmonds Community Colleges. Its initial funding comes from a challenge grant to the colleges from the Morgridge Family Foundation, headed by the board chairman and former CEO of Cisco Systems Inc. In a partnership that significantly expands the educational opportunities available in the Puget Sound area, the Puget Sound Center for Teaching, Learning and Technology (PSC) has joined with Shoreline Community College at its satellite location at Lake Forest Park Towne Center. Its purpose is to offer training solutions matching the region's dynamic technological development. Since it's founding, the center has:

- Become a Cisco Regional Academy working with 10 high schools and two community colleges to provide networking training to faculty and students;
- Offered "Essentials of Networking" and A-plus Certification preparation classes for teachers;
- Worked with the Boeing Company to deliver specialized training for their employees;
- Received nearly $3 million in federal grants for workforce training and faculty development;
- Raised nearly $4 million of the $10 million needed to match the challenge grant from the Morgridge Family Foundation.

groundskeepers. Due to budget reductions, one groundskeeper position has been left vacant for some time. There is a part time office assistant and a recycling support position. The department delivers excellent service and substantial savings on small to mid-size projects, despite inadequate staffing, funding and equipment.

Custodial services are an important division of Plant Operations, and also provide excellent support with limited funding and equipment. New space has been added and overall space utilization has increased without a corresponding increase in custodial resources. Staff consists of a supervisor, three daytime custodians, and thirteen nighttime custodians.

Plant Operations is developing a building-by-building assessment program utilizing FM1 Preventive Maintenance software. Shoreline has a significant backlog of deferred maintenance that is described in detail in the yearly Facilities Condition Survey (Exhibit 8.9) that we submit to the State Board for Community and Technical Colleges. The FCS helps the college to plan and prioritize its capital fund allocations from the State.

The Plant Operations staff is an important asset to Shoreline. Many of its staff members have been with the College for most of their working lives. Their knowledge of the facilities has enabled them to respond to bomb scares, earthquakes, broken water mains and major power failures, as well as day-to-day problems, with a high degree of competence. The Maintenance staff are very interested in learning new processes and systems, including energy management systems, state-of-the-art irrigation controls, AutoCAD, Web-based research, energy conservation measures, improved preventive maintenance, and indoor air quality. The Grounds staff continue to improve and enhance the campus environment with new landscaping, drought-resistant vegetation, and irrigation improvements. Many staff members have pursued additional training in such areas as backflow prevention, direct digital controls, variable speed drives and integrated pest management.

The college is participating in the Energy Smart Design Program offered by Seattle City Light. Our current project is an extensive lighting retrofit in the Music building (Bldg.800.) Seattle City Light offers cash rebates toward the installation of energy conserving light fixtures and ballast. The project is par-

tially funded by a State appropriation. The remainder of the campus was re-lamped in 1995 under the same program. Unfortunately, energy conservation will only partially offset rapidly rising utility rates.

HEALTH AND SAFETY AND ACCESS BY THE PHYSICALLY DISABLED (8.A.5, 6)

Shoreline Community College views accessibility as an institutional responsibility that goes beyond compliance to valuing access (see Exhibit 1.2) for a diverse population that includes those with disabilities. The college has an Americans with Disabilities (ADA) committee that meets monthly to discuss problems and policy, and recommend improvements.

Shoreline provides many special services to students with disabilities. Physical resources include adaptive equipment, such as expanded computer keyboards, a visual tech machine, Brailler and Kurzweil Reader, and assistance with classroom accommodations. Perhaps the most widespread difficulty disabled students face is deteriorating pathways and ramps. Cracks, potholes, and non-compliant inclines make negotiating the outdoor environment challenging. The many separate buildings and consequent outdoor exposure are much less comfortable than attending classes housed in a single, climate-controlled building.

The Community Integration Program serves students with cerebral palsy or conditions requiring similar support. All are in wheelchairs and depend on public transportation. Technology has improved access to learning materials for students whose disabilities do not allow them independent use of written materials. The program supports an Assistive Technology Computer Lab with ten workstations. These workstations are often placed in the campus instructional computer labs, to allow disabled students ready access to classes requiring computer use.

Student government has been very proactive in its efforts to improve campus facilities. In keeping with the College's goal of access for all, and working through the ADA Committee, students contributed $96,000 toward the construction of an accessible elevator for Building 5000. This much-needed improvement provides easier access to core services and faculty offices on campus, and was completed in Spring, 2002. Although federal and state law requires universal accessibility, there is little public money to address the deficiencies of older buildings, and accessibility improvements require supplemental local funds.

The entry doors of most of the major buildings on campus have been equipped with automatic door openers, and there are accessible toilet rooms in most buildings. The extensive system of concrete ramps and outdoor walkways is in need of renovation to current standards; many ramps are too steep or lack required level respite areas. The Facilities Master Plan will emphasize improved accessibility to all areas of the campus. The off-campus Northshore Center is fully accessible.

Shoreline offers a variety of off-campus physical education programs as well. Baseball, softball and tennis are taught at City fields and courts through various formal and informal shared use agreements. Downhill skiing is offered during winter quarter at the Stevens Pass Ski Area; students pay an additional fee to register for the class, and the ski area provides the instructors. The college has similar arrangements with Snoqualmie Summit Nordic Center to provide cross country ski instruction. Alpine hiking and mountain biking are taught using a combination of classroom and field instruction. Sea kayaking is taught each spring quarter through a contract with the Northwest Outdoor Center. SCUBA diving is offered at Helene Madison pool. The college awards credit for swimming instruction at off-campus pools. Next year, the college will begin contracting with Lynnwood Rollaway to provide inline skating classes.

The Nursing Program, the Medical Laboratory Technology Program, and the Dietetics Technology Program all utilize hospitals, nursing homes, clinics and school health departments throughout the Greater Seattle area as learning sites. These agencies are all government approved, have applicable accreditation, and comply with state laws regarding safety and accessibility (see Specialized Accreditation documents in the department).

The College operates G.E.D. classes in the North Rehabilitation Facility (NRF), a King County correctional facility for non-violent offenders that is located in Shoreline. This facility is in World War II wooden buildings. There is a very small classroom and a computer lab used for the GED program at that site. The facilities there are old and are not an ideal teaching/learning environment. However, the College is committed to providing this basic educational opportunity for the inmates there.

The Employment Security Department for the State of Washington operates a "Work Ready Center

North" located south of the College on Aurora Avenue. The College is contracted to provide educational services at that location to help individuals become employable. This building is ADA compliant. The educational facility there includes several standard classrooms and a computer lab.

The College provides ESL classes to individuals in the community at Meridian Park Elementary School. This school meets all ADA standards, is conveniently located on a bus line in the center of the City of Shoreline, and has a fully equipped classroom for instruction.

The Safety and Security department provides 24-hour coverage, seven days a week. Although the campus is reasonably safe and secure, several factors indicate a probable rise in criminal and non-criminal incidents. Changes have been observed in campus crime trends, possibly resulting from increased use of the facilities during the evenings and weekends by an increasingly diverse and non-traditional student population. Declining state revenues are expected to adversely affect service delivery. The Safety and Security department suffers from staffing and equipment shortages as well as inadequate training. To offset some of these deficiencies, the department has streamlined its record keeping, developed an incident tracking database, improved collection of outstanding fines, put up a Safety and Security web page, and designed a campus crisis response plan. It is working with the City of Shoreline to increase external support by the Police and Fire Departments, and meeting with neighborhood associations to address concerns about off-campus student parking. The department is also attempting to augment its staff by increasing student labor opportunities through the Work Study, Worker Retraining, Work First and Criminal Justice Interns programs.

EQUIPMENT AND MATERIALS

EQUIPMENT AVAILABILITY (8.B.1.)
Each biennium, after the completion of the Program Planning and Assessment document each program requests needed new and upgraded equipment as part of its budget planning process. (See Program Planning and Assessment documents in the Exhibit room.) These requests are related to Program goals and to the College Strategic Plan. These requests go through a series of prioritizations first at the Division or Department level, then to the Strategic Planning Committee, and finally to President's staff. For the last biennium, almost none of the general equipment requests could be funded due to budget constraints. Worker Retraining funds are included in the instructional budget to assist qualified students. Perkins funds are available to support equipment purchases for Professional-Technical programs. Other program budgets provide additional institutional dollars for goods, services and equipment not directly in support of instruction. About 6.3% of instructional expenditures are invested annually in equipment and supplies. Typically, equipment dollars fall short of need due to budget constraints, and the college must look to other funding sources.

All classrooms have overhead projectors and screens. Television monitors are mounted in the majority of rooms and, when not fixed in the room, are available for temporary placement in the room. Approximately one third of the classrooms on campus have LCD projectors mounted in the room. Some of these projectors have computers installed in the classroom for interactive teaching. In some classrooms, this equipment is available from a Division office to move to a classroom. Some classrooms do not have the availability of this type of equipment.

The Automotive program has the latest of auto repair equipment provided by dealerships. Science laboratories, with the exception of biotechnology, have old equipment that does not meet current standards. There are few facilities for multimedia presentation, and no computer stations in the science labs. The Chemistry program lacks adequate hazardous chemicals storage and safety equipment. In Biology, much of the equipment is old and outdated. A shortage of classroom computers limits the ability to incorporate many important and current skills into the science curriculum. The Dental Hygiene program has many outdated dental stations. Each year one to two stations have been replaced. This cycle does not meet the need. As a facility providing health care services, the clinic is often placed in the position of having equipment that is not up to community standards.

In addition to the central printing facility that provides large volume copying, each Division and Department has its own copier for small jobs. The campus telephone system provides for voice mail, direct dial to most locations. In 1998-1999 a new telephone system was installed to replace the aging system that was at its maximum capacity with many offices lacking the needed telephone lines.

2001-2003 CAPITAL ALLOCATION SCHEDULE

PROJECT DESCRIPTION	APPROPRIATION	PERCENT COMPLETE(%)	PROJECT STATUS
Minor Works: Preservation	$344,700	100	Complete
Site Repairs	$644,558	85	Underway
Roof Repairs	$218,704	100	Complete
Minor Works: Program	$551,090	10	In Progress
Building 2900 Renovation	$6,021,100	15	Programming, Pre-design
Repairs, Minor Improvements	$367,300	15	In Progress
Facility Repairs	$531,346	25	In Progress
Site Repairs	$182,578	33	In Progress
Minor Works: Program	$52,828	46	In Progress
Library/Technology Center	$7,250,000	99	Substantially Complete
Hazardous Materials Removal	$58,611	24	Continuing
ADA Projects: Elevator	$84,287	99	Substantially Complete
Repairs, Minor Improvements	$31,280	40	Continuing
Roof Repairs	$634,225	100	Complete
HVAC Repairs	$135,878	20	Continuing
Student Funds: Elevator	$96,000	100	Expended

Fig. 8.2 Capital Allocation Schedule

Each full time faculty member has an individual computer and most have printers as well. Computer resources are discussed in Standard 5.

EQUIPMENT MAINTENANCE (8.B.2)

The College has installed and used a facilities maintenance computer program which is linked to the state's Central Information System. FM-1 was recently upgraded and the improvements should increase utilization. The Facilities Condition Survey urges the College to use the system to track maintenance labor hours and materials costs expenditures more accurately. Long-term use of such a tracking system will make it possible to perform trend analyses on building systems components, equipment reliability and life-cycle costs, as well as develop defensible data to use in requesting additional maintenance funding. Approximately one-third of the community colleges are operating the program, with State-sponsored training and technical support. The goal is to create an integrated facilities management database which will enable the state and the colleges to explore phased funding for asset replacement, equip-

ment life cycle analysis, component renovation, and improved energy management and conservation strategies.

All the community colleges share facilities information through the Operations and Facilities Council, which hosts a listserv and quarterly meetings on member campuses.

Plant Operations personnel continue to coax extra years of useful life from aging equipment. The equipment obliges with extended performance because it has been well maintained. Budget constraints severely limit the acquisition of new equipment.

Annual maintenance contracts and industry partnerships support specific large equipment items, such as industrial technology and the Heidelberg press in the Visual Communications Technology program. Heidelberg leases a large offset press to the College. In return for maintenance and a very favorable rate, the instructor demonstrates the press to potential

buyers. If the press is sold, Heidelberg replaces it with a current model. Maintenance of other, smaller equipment is monitored by the affected department. To the extent possible, Plant Operations staff perform needed repairs.

Technology Support Services (TSS) provides routine maintenance of computer hardware in student labs during quarter breaks and on an as-needed basis throughout the quarter. Repairs and maintenance to office computers are performed by request.

The Business Office is responsible for maintaining the general inventory of campus equipment under the direction of the Vice President for Administrative Services, who is the inventory control officer. The State of Washington requires that agencies conduct a physical inventory at least every other year. All new equipment is tagged as it is received, and control numbers are given to the Business Office. Except for inventory purchases for resale, individual items costing less than $5,000 are coded and considered supplies, not subject to capitalization and mandatory inventory control requirements. However, college procedure is to tag and track "small and attractive assets" costing over $300 in the facilities and equipment system through the Business office. This includes computer hardware and software, and other items that can be easily stolen. Technology Support Services maintains location and service records and controls on all software and computer equipment.

HAZARDOUS MATERIALS MANAGEMENT (8.B.3)
Plant Operations is responsible for disposal of most hazardous materials. They are stored on site until picked up twice a year by a local hazardous waste disposal company. Plant Operations gathers materials manifests from the Dental Hygiene, Cosmetology, Chemistry, Art, Graphics and Biology programs and sends them to Ensco, which currently holds the State Contract for hazardous waste pick up and disposal. Materials range from photographic fixer/developers to silver, oil-based paints and epoxies, PCB ballasts, mercury, acids, test reagents and the like. The college has placed OSHA - approved hazardous materials storage cabinets in the instructional shops, biology labs, chemistry labs, art and ceramics studios, the print shops, and maintenance shops.

Hazardous material disposal documentation is maintained by Plant Operations, which also keeps an extensive file of Material Safety Data Sheets (MSDS) for use campus-wide. Waste oil from the Automotive Technology program is handled under separate contract with Safety Kleen.

Surplus and outdated items are disposed of according to State surplus property procedures. It is now unlawful to dump computer hardware into the waste stream, and surplus equipment has accumulated. This equipment is not saleable because it is outdated; recent surplus sales have not reduced the inventory. Efforts to recycle computer hardware have only been partially successful: even fairly new, functioning equipment can be costly to recycle. The college needs to factor these disposal costs into its equipment budget and develop a workable recycling plan.

PHYSICAL RESOURCES PLANNING

MASTER PLAN (8.C. 1)
The College has budgeted $300,000 in local monies for its first long range facilities master plan. The master plan is an important component of the college's strategic plan. Strategic Direction One: Striving for Excellence (Exhibit 1.2), calls for "the formation of a master plan, approved by appropriate constituency-based college governance bodies, for expansion, space utilization, and modifications that support institutional effectiveness." This is Shoreline's first opportunity since original construction to examine its mission and educational goals in a campus-wide physical context. The challenge will be to break out of the "make-do" approach necessitated by the chronic shortage of funds, defer some short-term goals, and envision the campus in its entirety, five and ten years hence.
In congruence with the value of environmental responsibility (Exhibit 1.2), the College has decided to embrace the theme of Sustainability in its planning approach, and to align itself with the State of Washington's nationally recognized efforts to promote resource conservation and the development of environmental technology. Shoreline recognizes the expanding opportunities in sustainability and plans to create a campus that attracts students and faculty with interest and expertise in these areas.

Preliminary meetings were held with the City of Shoreline to determine jurisdictional requirements and establish a working partnership. An architectural firm with experience in college master planning was selected, a planning group formed, and the College embarked on what was expected to be a fif-

teen to thirty-month process. Meetings with stake holders across campus, requests for written facilities evaluation and needs input, and verbal input have all contributed to the planning process. The architectural firm provided preliminary options for campus consideration. The campus community responded to the options presented. The Facilities Planning Committee used the input provided to make a final recommendation to the Board of Trustees. On June 26, 2002 the Board approved the conceptual plan. The model and plans will be on display in the Administration Building (1000) during the site visit.

The College continues to partner with the City of Shoreline Parks and Recreation Department with the goal of eventually developing more outdoor athletic facilities. The master plan will delineate property boundaries and serve as a guide for cooperative use of limited outdoor space. A new NCAA baseball field, soccer field, and 500-seat outdoor amphitheater have been identified as near-term goals.

Shoreline's facilities planning has been constrained by height restrictions contained in the covenants of the original land sale to the college by the Boeing family. The campus site is now "built out" in terms of impervious surface and any expansion will have to be primarily vertical. The City has indicated a willingness to discuss easing the height restrictions to allow additional floors to existing buildings, and possibly a parking structure to free up land for new instructional space. The completed master plan will identify future capital projects, both for new facilities and for renovations. The master plan will include new parking and landscape designs that are consistent with recent regulatory changes. The State Board for Community and Technical Colleges requires a completed master plan before it will consider future capital budget requests. The City of Shoreline will not issue new building permits until the college's master plan is in place.

FUNDING FOR CAPITAL NEEDS (8.C.2)

The major share of the college's facilities costs are funded by the state legislature through a biennial process used by the entire community and technical college system. After submittal of the required facilities assessment and planning documents, which include detailed estimates of probable construction costs, these funds are distributed to the colleges as new capital construction or remodeling appropriations. When new square footage is added using state funds, allocations for operating and maintenance are automatically adjusted.

To supplement scarce state dollars, Shoreline has developed new programs and funding sources, including instructional partnerships such as the Automotive Training Center, grants from other business partners, a facilities rental program, and the Shoreline Foundation. The highly successful International Students program, developed during the economic downturn of the early eighties, is completely self-supporting. It serves approximately 400 students who pay a contract fee equivalent to nonresident tuition. They are completely integrated into the college curriculum, but do not count as FTEs. The program has grown to the point that the master plan will look at the addition of dormitories to the campus.

Planning for capital budget requests requires careful coordination of educational strategic planning with facilities master planning, as well as the ability to anticipate and negotiate a complex political and regulatory process. The college submits a facility condition survey (Exhibit 8.9) report to the state each biennium. Based on this information, and the Capital Budget Request submitted in April, capital projects, renovations, repairs and minor improvements are ranked and prioritized by the State Board for Community and Technical Colleges (SBCTC.). The State Office of Financial Management (OFM) then allocates capital funds. Unspent appropriations may be carried over to a new biennium if projects have not been completed. Figure 8.2 illustrates Shoreline's current capital projects and funding.

Rental income may also contribute to funding of capital and operating budgets for facilities. Shoreline maintains close ties with the surrounding community through its facilities rental program. The college has three high-visibility rental venues that yield substantial revenues and bring large numbers of people to the campus: the Little Theater, the Gym, and the P.U.B. main dining room. The gym floor was recently resurfaced and is now in great demand through a shared use agreement with the City of Shoreline.

The P.U.B. is used for fundraising events for local non-profit organizations; county and state sponsored public information meetings; and political and religious gatherings. As new meeting rooms are planned and developed, the college could become a community resource on a daily basis, year round. The Little Theater is in great demand for rental space. Comfortable, attractive new seating accom-

modates 385 people. There is new sound and projection equipment, a grand piano, and a classroom/green room equipped with mirrors and makeup lighting close to backstage. The theater has hosted recitals, chamber music, movie premiers, children's theater, and corporate presentations. With a new stage floor, updated lighting and new stage curtains, the theater could also accept dance programs.

Classrooms and meeting rooms are also part of the rental mix. With the completion of the Library/Technology Center, computer labs will again be available for community use and generate additional revenue.

This extensive after-hours utilization, while making optimum use of college facilities and providing significant revenue, places additional demands on maintenance, security and custodial services, all of which are experiencing labor and equipment shortages.

PLANNING FOR ACCESSIBILITY (8.C.3.)

Planning for future improvements considers Universal Design a benefit to all campus users, not just the physically impaired. National trends predict an aging population that will benefit from improved way finding, better signage, wider clearances, convenient handrails and grab bars, visual alarm systems and gentler slopes. Universal Design creates buildings and landscapes that are safe and comfortable for users of any age and physical ability.

INVOLVEMENT IN PLANNING (8.C.4)

The Facilities Use Committee, a governance committee whose membership is drawn from faculty, administration, classified staff and students guides the planning process for the physical development of the campus. Its membership, while including the three constituencies, does not include individuals from all instructional divisions on campus. It is chaired by the Director of Facilities Planning and Operations and makes recommendations to the Vice President of Academic Services.

As part of preparing the Self Study it became apparent that the Program Planning and Assessment reports done by all campus programs do not include evaluation relative to the facilities assigned for their use.

Equipment and instructional furniture are requested in the budget process, but an evaluation of current equipment, furniture, and spaces are not a required part of the assessment document. There has been no

systematic, comprehensive evaluation of the physical plant in which the entire campus community participated. Some programs feel disadvantaged because the process of prioritization and planning for space needs has not historically been participatory. Until the formation of the Facilities Use Committee there was no avenue for routine faculty and student participation. This Committee has begun seeking input for the Master Plan.

Facilities plans for new and renovated construction must be reviewed and updated every two years as part of the state's capital improvement budgeting process, which requires proposals from each campus. The process begins with a facilities condition survey, conducted by a consulting architectural/engineering team in a state-approved format. Projects that are identified by the administration as high priority capital construction undergo preliminary design sufficient to generate a detailed cost estimate. This forms the basis for a state appropriation request. These proposals must be reviewed and approved by the Board of Trustees prior to submittal to the State. This is the process that resulted in funds for the VCT Building and its addition and the Library Technology Center.

Other sources of funding have enabled the construction of the Automotive Training Center and the FOSS (5000) Building elevator. The Student Body Government has been continuously involved in the discussions relative to the construction of the elevator and the PUB renovation. It the students who agreed to the use of their fees for construction purposes and who continue to be in control of the use of "their" funds.

Once capital funding is available, planning for facilities improvements includes those who will be using the building. Building committees are formed with user groups to work directly with architectural consultants. Every effort is made to keep the campus community fully informed of the planning and construction process, primarily utilizing the online newsletter.

Since construction has a huge impact on campus life, from temporary relocation of programs and functions to working around heavy equipment and materials stockpiles, it is important to anticipate disruptions and provide notification well in advance. Contractors are often asked to give guided tours of projects under construction to faculty, staff, administrators and community groups. Students and staff

who require special accommodations during construction receive them to the fullest extent possible. Regular planning and construction progress reports of facilities currently undergoing construction are presented weekly at President's Staff and monthly at Board of Trustees meetings. (See Board of Trustees minutes Exhibit 6.10.3.4.)

STANDARD EIGHT ANALYSIS

AREAS OF STRENGTH

Shoreline has areas of excellence in its physical facilities and equipment. The renovated Library Technology Center in particular will be a hub of excellence drawing students to the campus and supporting excellence in education. Some other areas such as automotive education, manufacturing technology, visual communications technology, business computing, and computer technology have excellent resources to support their programs. Off-campus outreach sites provide facilities that often outshine on-campus facilities. The environment of the College has been a high priority and this shows in the appearance of the grounds.

AREAS OF SIGNIFICANT PROGRESS

The most significant area of progress is the campus Master Plan. This endeavor has been long needed and is well underway. It will form the basis for further efforts to improve the facilities. The approval of funding to renovate the 2900 Building has moved us along the path toward correcting some of our most troublesome facilities.

AREAS FOR GROWTH/IMPROVEMENT

The historically academic programs are much further behind than the newer professional technical programs in terms of equipment and facilities needs. Many academic classrooms are still to be updated to state-of-the-art instructional facilities. Laboratory sciences in particular are in need of equipment, infrastructure, and furnishings. Outside of the high technology areas, professional technical programs such as nursing, health care information technology, dental hygiene and cosmetology have unmet space and equipment needs.

Parking continues to be a challenge. This is basically a commuter campus and parking for students is at a distance from buildings, has poor surfacing (ruts and puddles), poor lighting, and some is accessed by circuitous routes through other parking lots. Traffic management is also a concern with the roads approaching the campus leading through a residential neighborhood. Measures to encourage public transportation and carpooling need increased support.

Shoreline is facing a significant reduction to its operating budget for fiscal year 2002-03, and possibly beyond. Capital appropriations are also expected to shrink. The college must once again be willing to consider innovative approaches to the use of its physical resources to survive and flourish in this new environment. Greater competition for increasingly scarce dollars, program area, storage space, faculty offices, equipment and staff are impacting schedules, students, faculty and staff. The economic environment necessitates greater flexibility and resource conservation

The new facilities master plan has suggested strategies for achieving continued excellence that some may find uncomfortable. The physical appearance of the campus may have to change to accommodate taller buildings. A new parking plan, more efficient and consistent with state law, accessibility and revenue needs will emerge. Landscaping to control storm water runoff, conserve water, and replace old plantings with low maintenance, drought-tolerant species may look somewhat different from the campus of today

Although the college is very late in accomplishing its master plan, it could not come at a more opportune time. Budget reductions set the stage for new thinking. The master plan provides the context for a long look ahead, and identifies strategies to implement campus improvements in short, mid and long-term increments. It requires serious scrutiny of program offerings. Most of all, the master plan will emphasize flexibility, so that programs may adjust to demand, and facilities may readily support those adjustments.

Given these realities, there is a sense of hope that with the development of the campus Master Plan, there will be an attempt to assure that no effective programs are left behind as the College tries to position itself for education in the twenty first century.

Institutional Integrity

INTRODUCTION

Institutional integrity, at the heart of any college, is derived from a commitment to the principles and values of the institution. The institution and the state together develop statements, policies, and even laws to clarify and enhance ethical conduct and diminish the chance of unethical conduct within a public institution. A clear understanding of the policies and practices that govern the general behavior of the institution provide a structure for enacting its principles and values. As sometimes happens, however, new situations will emerge for which there is no developed policy and basic principles must be used to act appropriately. Often, many habits and practices evolve over time and are guided, consciously and unconsciously by the leadership of the institution. Ethical behavior is thus further supported by example. Therefore, the College continually evaluates its practices and revises them with regards to institutional integrity.

Every institution takes pride in its adherence to high standards of ethical conduct and attempts to do what is necessary to ensure that this is demonstrated in both policy and practice. Since its founding, Shoreline Community College has established clear communications regarding the behavior of its faculty and staff and the manner in which it conducts the business of educating students.

Education regarding the content of these policies is also presented to the campus on an ongoing basis. Systems are in place to monitor the adherence to some of the more critical policies. Financial management audits conducted by the state, periodic review of policies by the Board of Trustees, and program review conducted by third party consultants are some of the ways in which Shoreline Community College monitors its adherence to policies and procedures.

POLICIES REGARDING ETHICAL CONDUCT

The College's Policies and Procedures Manual is written confirmation of the ethical expectations of Board members, faculty and staff of the College. Very specifically, Policy 4125, Standards of Ethical Conduct, adopted by the Board of Trustees of the College in January of 1999, states very clearly the expectations of ethical conduct by each employee. This policy is reviewed annually by each employee, further emphasizing the importance of this issue to everyone at the College.

Shoreline Community College strives for institutional integrity by setting relevant and timely policies that provide the framework for a fair, safe, high-achieving place of learning. These policies inform all actions to follow. The policies represented by the Shoreline Community College Policy Manual have been developed to:
- Delegate and define responsibilities for all personnel: administrative and supervisory personnel, faculty and staff, and even the Board of Trustees;
- Set up infrastructures to address disagreements and grievances (for all members of the campus community) and to provide oversight, including off-campus remedies;
- Define ethical and legal issues for all employees (regarding gifts, use of state property and facilities, the naming of buildings, the authorizing of contracts, fair hiring practices, confidential information, honoraria, the use of public resources for political campaigns, and potential conflicts of interest);
- Encourage academic rigor (through "dishonesty in academics" policies, student testing and academic placement, syllabi requirements, new course creation procedures and oversight, academic freedom policies, and others);
- Demonstrate respect for the campus community, larger community and environment;
- Balance power and decision-making through power-sharing;
- Encourage a welcoming atmosphere for a diverse community regardless of an individual's race, gender, health status, age, veteran status, religious belief, or other factors;
- Promote human rights and equal opportunities for all in the workplace;

- Support a safe working environment (with ergonomic policies, blood borne pathogens standards, hazardous materials handling guidelines, smoking prohibitions in certain locations, and emergency plans in case of natural or human-made emergencies);

mined efforts to increase education and training on these topics.

Both full-time and part-time faculty handbooks are updated annually and made available to all incoming faculty members. These resources help faculty accli-

ASSESSMENT IN ACTION

EVALUATION AND REVISION OF POLICIES

As part of their regular assessment and improvement process, the Governance Committee and the Affirmative Action Committee reviewed the current language of the Affirmative Action Policy and determined that it was outdated. The Affirmative Action Committee then did research regarding similar policies and rewrote the policy. The chair of the committee, the VP of HR, took the revised policy to President's Staff and to the bargaining units for discussion. Following these conversations, suggestions for revisions were incorporated into the revised policy draft. Revised Policy 4111 Affirmative Action/Equal Opportunity was approved by the Board of Trustees on January 23, 2002.

- Promote an environmentally-friendly college through the conservation of natural resources and energy, recycling and strategic college purchases of equipment and other resources.

New policies are created to address needs and concerns expressed by lawmakers, students, faculty and staff. For example, the use of the internet as a communications tool has become widespread in just the last 5-10 years. An Acceptable Use Policy was developed by the College in July of 2001 in response to concerns by staff regarding whether the internet could be used for personal use, even on a *de minimus* use basis. The current Acceptable Use Policy clarifies the situation and the allowable use of not only the internet, but other electronic devices such as the phone or fax.

Complete printed copies of the Policy Manual are made available to the faculty and staff on a limited basis. Revised segments of the policies are posted to the College Intranet site and thus, become more widely available to all. The plan is that the entire Policy Manual will be on the Intranet as soon as possible in order to ensure a wider distribution and ease of updating.

Employees are provided training regarding various issues raised in the Policy Manual. These sessions are conducted by the College's Human Resources (HR) Division, by the State's Attorney General's Office or by the State Executive Ethics Board. During the past few years, because of the significant turnover of employees, the college has made deter-

mate to the institution and its high values. They cover instruction-related policies and practices, general college policies, operational procedures, and support services for faculty and students. New full-time faculty are also given special training at the beginning of the year by the State Board.

In its ongoing efforts to provide clear direction, the College will revise its policies on a continual basis. These changes are recommended and implemented through the efforts of the Vice President of Human Resources and her staff who have been charged with ensuring that policies related to institutional integrity are continually reviewed for accuracy and relevance, updated when necessary and disseminated across the institution.

No established criteria exist for policy change. Policies are created for the College based on need. Usually, the vice president dealing with the area of need drafts the policy with advice from the Assistant Attorney General's Office. Throughout the time that a draft is being developed, discussions take place across campus to create policies that accurately reflect the needs of students, faculty and staff within the given constraints of the law.

Implementation and enforcement of policy is the responsibility of the supervisor or supervisors in each area. Enforcement is generally reviewed and monitored at the point of reference but if corrective action to the employee is required, HR will become involved because the implementation of corrective action is a bargained or rule-driven process. The col-

lective bargain agreements and the rules are best known in HR.

PUBLIC DOCUMENTS AND STATEMENTS

Shoreline communicates with its public through the use of the College Catalog, quarterly time schedules, the College web site, promotional brochures and materials for the media. The responsibility for the development and review of critical communications with students lies with the Public Information Office (PIO) working in concert with the Office of

Instruction, Student Services, Financial Aid, Student Advising and each of the other departments on campus. PIO oversees the writing and production of all public documents. Materials are carefully reviewed to ensure accuracy and consistency of the information and that the College's key messages, including the Mission Statement and Core Values, are reflected within these communications.

During the course of this Self-Study, it has come to the attention of the Public Information Office that there needs to be a refinement of the production

ASSESSMENT IN ACTION

AN ETHICAL CRISIS

A recent ethical crisis at the College serves to illustrate the institution's ability to evaluate and adjust its systems in support of institutional integrity. During 1999, the College engaged a consultant to assist in the development of an idea that would facilitate registration and book-buying through the internet environment. A formal RFP was created with the oversight of the state's Assistant Attorney General, procurement procedures as defined by the Office of Financial Management were carried out, and in early 2000, a vendor (e-Werkz) was chosen to develop the software to accomplish the requested task. The value of the contract was $350,000 and was immediately paid in full to the vendor. The contract also included a 30-year commitment to the software company. In June of 2000, the president of the College resigned from his post at the College and accepted an executive position with the vendor.

Subsequent investigation by the State resulted in a decision in May, 2001 that the contract violated state policies regarding technology contracts and that Shoreline (and other colleges involved) had erred by entering into this contract. Additionally, the contract particulars in regard to the timelines for providing the software were not met. Negotiations regarding this contract have resulted in its cancellation, although monies already spent were not recovered.

A complaint was filed through the State Auditor's Office and subsequently referred to the State Executive Ethics Board regarding the former president's role in the contract. In March, 2002, the State Executive Ethics Board filed the complaint as representing unethical conduct and planned for a hearing. That hearing has not yet been held. This entire matter has caused distress to many of the College's constituencies. Strong feelings were expressed that this should have been blocked earlier. Faculty spoke out in many forums. The student newspaper, *The Ebbtide*, published a series of articles regarding the situation. The Board of Trustees and the Administration responded to this crisis by reviewing policies and procedures for delegating authority, awarding contracts and for monitoring the activities of College executives. The former WAC regarding delegation of authority was repealed in April, 2002, following a required six-month process for that action. The Board adopted a new delegation of authority resolution at the April, 2002 meeting to address this concern.

Although this process was difficult and stressful for the College, it accomplished a full investigation and examination of the relevant events, and adhered to its institutional values, standards and procedures while taking action to resolve the ethical issues raised. The institutional response was measured, resulting in a considered review and revision of the policies and procedures for delegation of authority, designed to prevent similar events from occurring in the future.

procedures in order to allow for adequate review of key messages. We recommend that clear guidelines be created regarding the development of materials for publications or for the internet and that the Public Information Office take the responsibility for monitoring the College's adherence to these guidelines.

CONFLICT OF INTEREST POLICIES

Shoreline Community College implements the state ethics law that defines appropriate use of resources and facilities and conflicts of interest. As an agency of the State of Washington, the Board of Trustees, administrators, faculty and staff are subject to the laws of the State regulating ethical behavior as set down in the Revised Code of Washington (RCW) 42.52: Ethics in Public Service. An official appointed by the governor of the State of Washington provides training to each newly elected member of the Board of Trustees regarding ethical behavior. Human Resources provides other training to College employees, both old and new. The State Executive Ethics Board has been charged with overseeing these issues and also provides education, advice and comment regarding interpretations of RCW 42.52.

In 1999, after the concerns about the former College President's relationship with e-Werkz were raised, the Board of Trustees adopted a revised Policy 4125 Standards of Ethical Conduct. One provision of this Policy relates to conflicts of interest. As a part of implementing those standards, an established process of notification and approval for any employee receiving an honorarium from an outside source was developed. This process both alerts the individual to potential conflicts of interest and provides the College with the opportunity to exercise oversight.

FREE PURSUIT AND DISSEMINATION OF KNOWLEDGE

Shoreline Community College demonstrates its commitment to academic freedom in its contract with the SCC AFT (Exhibit 9.1 Agreement). " The Employer recognizes the right and responsibility of the academic employee to insist that students be free to learn and academic employees be free to teach broad areas of knowledge, including those that may

be considered controversial. Academic freedom implies not only the freedom of discussion in the classroom, but also the absence of unusual restriction upon the academic employee's method of instruction, testing and grading, provided that these are consistent with the employee's academic assignment."

Students are protected from arbitrary and capricious action in relationships to academic evaluation by faculty through a grievance process. This process places responsibility for protecting both the academic freedom of the employee and the rights of student in the hands of a Committee for the Resolution of Academic Grievance (CRAG). This committee has both faculty and student representatives in order to assure a just process.

SUMMARY

AREAS OF STRENGTH

Policies of the institution are clear and there has been an ongoing process of orienting new faculty and staff to those policies. The institution as a whole strongly supports ethical conduct by all members of the campus community.

AREAS OF SIGNIFICANT PROGRESS

The responses of the campus to the ethical problems that occurred in relationship to the e-Werkz contract reflect a willingness to take action and a commitment to Shoreline as an ethical institution.

Published documents are much more clear and accurate than they were even one year ago. Those working with published documents (including the web site) have begun gathering assessment data upon which to base future changes.

AREAS FOR GROWTH/IMPROVEMENT

Ease of access to, and use of public information, both print and web-based, is an area that needs to be improved. The Public Information Office will use assessment data to develop procedures for web-published materials to assure that they meet the same standards as print materials.

Abbreviations, Acronyms and Initialisms

ADC: Assistant Division Chair

ARC: Appointment Review Committee

CEO: Career Education Options

CIP: Classification of Instructional Programs, a set of state codes

DACUM: Designing a Curriculum

DPC: Division Planning Council

DTA: Direct Transfer Agreement

GERC: General Education Review Committee

GUR: General University Requirement

IAS: Intra-American Studies

ICRC: Intercollege Relations Commission

IDEAS: Interdisciplinary Studies courses, also known as ISPs, for
           Interdisciplinary Studies Program

ISP: Interdisciplinary Studies Program, also known as IdeaS, for Interdisciplinary Studies

ITV: Interactive Television

LMC: Library Media Center, recently remodeled and renamed as the Library
           Technology Center (LTC)

LTC: Library Technology Center, known prior to remodel as the LMC, Library
           Media Center

MCO: Master Course Outline

MLT: Medical Laboratory Technology

P/NC: Pass/No Credit

PPA: Program Planning and Assessment

PSC: Puget Sound Center

QSR: Quantitative Symbolic Reasoning

RDH: Registered Dental Hygienist

SBCTC: State Board for Community and Technical Colleges

SLP: Speech Language Pathology

TSS: Technical Support Services

WAC: Washington Administrative Code (state regulations)

WAOL: Washington Online

WED: Workforce and Economic Development

Glossary

Appointment Review Committee – the tenure review committee formed for each new tenure-track faculty member

Associate faculty – part-time instructors

Career Education Options - a program to support at-risk youth

Designing A Curriculum - a process used to determine the skills and knowledge needed for a specific area of employment, serving as the basis for professional/technical curriculum development

Direct Transfer Agreement - allows students completing approved associate level transfer degrees to move to baccalaureate programs at participating institutions at the junior level

Ebbtide – Shoreline Community College's student newspaper

Exit codes – codes for tracking various forms of student completion, such as attainment of degrees or certificates

Federation – Shoreline Community College's faculty bargaining unit

General University Requirement - general education coursework for Washington state universities

Hybrids- courses offered via a combination of in-class meetings and online study

Intercollege Relations Commission – a body representing community colleges and transfer receiving institutions, which regulates the state Direct Transfer Agreement

Jump Start - courses offered in a compressed timeframe, prior to the start of a regular quarter

Pass/No Credit -Shoreline's term for pass/fail grading options

Pro ratas - faculty employed at a reduced percentage of load, with salary pro-rated based on the full-time faculty salary schedule

Probationer – full-time, tenure track faculty member who has not yet received tenure

Running Start – a program allowing high school juniors and seniors to take college classes tuition-free

SoundingS – faculty newsletter published by the SCC Federation of Teachers

Triennial – the post-tenure faculty performance review process

Washington Online – a statewide collaborative effort providing shared access to online instruction for students throughout the state's community and technical colleges

Webbtide – online version of Shoreline's student newspaper

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