SELF-STUDY APPENDICES
VOLUME II

For
Reaffirmation of Accreditation

Submitted
Fall, 2002
to the
Commission on Colleges and Universities
of the
Northwest Association of Schools and Colleges

by

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STANDARD ONE

INSTITUTIONAL MISSION
AND
GOALS, PLANNING
AND
EFFECTIVENESS

APPENDICES

The Strategic Plan and Annual Report are provided separately in packet.

Instructional Program Planning and Assessment Executive Summaries
Presented as Appendix 2.H.
(Full reports presented as Exhibit 1.4.1)

STANDARD TWO

EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

APPENDICES

2.A. Available Analysis Sets (Exhibit 2.1.1**)**

2.B Program Planning and Assessment Instructions (Exhibit 2.1.3)

2.C External Review Process (Exhibit 2.1.4)

2.D Sample Noel-Levitz Surveys, Students and Faculty (Exhibit 2.1.5)

2.E. Enrollment Plan for 2001-2003 (Exhibit 2.2.3)

2.F. Degrees and Certificates by Program 1998-2002 (Exhibit 2.4)

2.G. Organizational charts which show relationship of CE to academic units (Presented as Appendix 6.C (Exhibit 6.2.1))

2.H. Instructional Program Planning and Assessment Executive Summaries (Full reports presented as Exhibit 1.4.1)

APPENDIX 2.A
(Exhibit 2.1.1)

Shoreline Community College Self Study 2001-02

DOCUMENT CODE: 1.2

DOCUMENT DESCRIPTION:

Available Analysis Sets provides documentation for data developed to address a variety of institutional outcomes identified by SCC faculty and staff. All data are available campus-wide on a shared network drive. This document describes locations and descriptions of the analysis sets. It is included as an electronic file called "READ_ME_FIRST.doc" in the folder containing the data.

Shoreline Community College
Available Analysis Sets

This document provides brief descriptions of data analysis sets available to Shoreline faculty and staff for examination and analysis pursuant to program planning, Self Study and other college related efforts. The data analysis sets are in the form of Excel Workbooks, containing tables, charts, or combinations thereof. They were created in Excel 2000. While many of them are usable with Excel 97, the user is likely to have a more pleasant experience with Excel 2000. If you do not have 2000 installed on you PC, you may request it from TSS at no charge under the campus licensing agreement. It is also available on all campus lab computers.

The data analysis sets are available at any PC logged on to the Shoreline network. There location is on the "X" drive at X:\Institutional Effectiveness\SelfStudyData

Also available in a separate folder and with separate documentation is a summary of the results of the Noel-Levitz Student Satisfaction Inventory (X:\Institutional Effectiveness\SelfStudyData\Student Survey)

Please note that all of the Workbooks are **read only.** No attempt should be made to alter them in any way. You are, of course, welcome to copy them to your own PC for further manipulation and analysis

The following list is current as of late May 2002. It will be updated as new material is posted.

GradeDistributions.xls contains a grade distribution analysis originally produced for the Faculty Senate. It shows distributions campus wide, by instructional division, and in comparison with distributions for UW undergraduate courses. Where letter grades are used in charts, they are based on decimal equivalences in the current Catalog.

CourseEnrTrendsxQuarter.xls contains course-level headcount and FTE enrollments, number of sections, average-minimum-and maximum section size for Fall quarter 1997-2000 and Winter and Spring Quarter 1997-99.

CourseEnrTrendsxStartHour.xls is similar to the above, but breaks data down a step further to show trends by the time at which the course begins.

DistanceLearningTrends.xls shows headcount and FTE trends in distance learning courses by instructional division.

PPAB_ProgramDemos.xls contains customizable tables of demographic and degree/certificate data by Educational Program Code; and types of post-grad employment and average wages by Shoreline program completion. It also contains a non-customizable table showing transfer patterns between Shoreline and other state institutions.

If you are using Excel 2000, you may select the program(s), years and quarters viewed by clicking the dropdown arrows, and checking/unchecking boxes. In Excel 97, there are no dropdown arrows. In this case you click the title bar of the field you wish to select from (e.g., PROGRAM); then on the Tool Box which opens when you open the workbook, click the Pivot Table dropdown arrow, then click Fields...

This will produce a list where you select/deselect by highlighting/unhighlighting items.

NB: Over the years, program titles and degree titles have been entered using varying abbreviations, e.g., "BUS ADMIN " some years and "BUSINESS ADMIN" other years. When looking at trends for particular programs or degrees, be sure to scan the lists and include all appropriate titles.

In the case of employment/wages data you choose one Shoreline Program at a time, to examine employment and wage patterns. Data in this table includes graduates, leavers and early leavers from 95-96, 96-97, 97-98, and 98-99 with their employment status 7 to 9 months after college (that is up through January to March 2000).

PPAB_CourseClasDemos.xls contains customizable tables of demographic data by Course Classification. "Course Classification" is an attempt to address the needs of those who conceptualize "programs" in terms of curriculum areas (English [ENG], Accounting [ACCTG], etc). Students are counted once for each area in which they enroll in a given academic year. Therefore, counts are unduplicated ***within*** a given area and year, but ***not*** across areas or years. Ie., if a student takes both music course and math courses during 1999-2000 s/he is counted once in both music and math demographics for the year. With this approach, you can only observe the demographics for one area (CourseClass) at a time.

EmployeesDemos.xls contains customizable tables of employee demographics by Department and Employee Type (Fall, 2000-01 only) and 5 year demographic trends by Employee Type for 1996-97 to 2000-01.

EnrollmentTrendCharts_OA.xls contains Quarterly enrollment trend charts for factors identified by the Intake Services Task Force. These charts are customizable using the procedure described above. However, they will only operate properly under Excel 2000. **TrendCharts_Documentation.doc** contains a detailed dictionary of data items used in the charts.

UW_FollowUp1.xls contains customizable tables which allow the user to: (1) Select an "SCC Course" (2) Select a "UW Course" (3) display the Count of students who took both courses and their average grade for the UW course. UW courses include ***all*** of those taken by students taking ***any*** of the SCC courses on the list, so it is possible to indicate combinations where no students appear. SCC data is from Fall 1990 to present; UW data is from Fall 1992 to present. SCC Courses are arranged in separate tables by Division

For your reference, the UW Course Catalog is available at
http://www.washington.edu/students/crscat/

NB: In cases where Deans and others have identified courses for tracking transfers, SCC courses have been selected from their lists. In other cases, I have made some guesses regarding appropriate inclusions. If there are other SCC courses you would like to have included, I can add them on a limited basis--please let me know.

UW_FollowUp2_degrees.xls contains a customizable table which shows degrees and graduation mean GPAs attained by former Shoreline students over about the last 10 years. Parallel information for "native" UW students will be added as soon as possible.

NB: in a few instances (BUS, CON, EDUC, NURS, ACCT, C) degrees completed at the Tacoma and Bothell campuses have separate degree designators. E.g., to get a complete picture of Nursing degrees, it is necessary to combine the UW_Majors: B NURS, NURS, AND T NURS

FTEF_FTES_Ratios.xls contains a customizable table with 5 years of IFTEF, FTES and S/F Ratio data arranged by discipline within ***current*** administrative unit.
You may choose which administrative units, disciplines, years, and measures are displayed by clicking their respective drop-down arrows and checking/unchecking the check-boxes.

All data are ***annualized*** using the standard procedure of summing FTE's over 4 quarters and dividing the sum by 3. The Student/Faculty Ratio is based on these annualized FTEs.

It was decided to use ***discipline*** as the primary unit of analysis, because it seems to be the most stable over time. Please note that disciplines and administrative units have been added, deleted, and moved over the years, and take these changes into account when looking at trends. A current coding crosswalk
AU Chart-NEW.xls, prepared by Phyllis Harris, has been added to the folder to assist you in this endeavor.

CourseGrades_990_A01.xls contains customizable tables of student grades, by quarter, for all courses taught during 1999-2000 and 2000-01. To view grades for all courses combined in a given discipline, check the discipline under the Dept. list (e.g., PSYCH) and "All" under the Course list. To view courses one at a time, check the appropriate number in the course list (e.g., 100).

In order to accomodate both decimal and "student option" grading, decimal grades have been converted to letter grades using a condensed version of the conversion table on page 33 of the current SCC Catalog.

Employment_Wages.xls contains a customizable table of post-SCC employment and wage data by SCC program. Note: SIC=Standard Industrial Code.

EnrProjection.xls contains trended and projected Annualized FTES for state, contract and student (continuing ed) funding categories. Originally prepared for master planning.

DocMaster.doc is a complete data dictionary for student and personnel databases.

APPENDIX 2.B
(Exhibit 2.1.3)

Shoreline Community College
October 31, 2000

Instructions for Completion of 2000-01 Program Planning and Assessment Reports

(For Development of 2001-03 Goals)

NOTE:

The upcoming program planning and assessment process has been modified for two reasons:

1. The college decided to change the process from an annual activity to one that occurs every other year so that the process can be more comprehensive.
2. The college will incorporate the ongoing program planning and assessment process into the overall accreditation self-study that will be carried out during 2000-02, culminating in the campus visitation by the accreditation team October 16-18, 2002.

For these reasons, the following timeline will be apply:

- Instructions and forms for the planning and assessment process will be distributed to all college programs by **October 31, 2000**.
- Each program is to submit its planning and assessment report by **December 10, 2001**.

- -

General Instructions

1. The completion of this report should have collaborative involvement of all faculty and staff in the program.
2. Reports are to be completed by all programs, not just those supported by state general funds.
3. Program planning and assessment forms, instructions, the official list of college programs and the overall timeline are available (a.) electronically or (b.) on hard copy:

   a. To access these materials electronically, go to Shoreline Community College's Governance Website (*http://intranet.shore.ctc.edu/intranetgovern*) and in the left column click on *PPA 2000-01* (Program Planning and Assessment for 2000-01).

b. To obtain these materials on hard copy, contact Chuck Fields at extension 4659.

4. By December 10, 2001, instructional programs are to submit these reports to division chairs and non-instructional programs are to submit these reports to vice presidents.
5. Programs are to submit reports on hard copy or electronically, as specified by the vice president for your area. If on hard copy, instructional programs should please submit four (4) copies to your division chair and non-instructional programs please submit three (3) copies to your vice president, all on blue paper and three-hole punched.
6. Whether vice presidents choose to have programs submit reports to them on hard copy or electronically, all vice presidents should submit two (2) hard copies, on blue paper and three-hole punched, to the Office of the President by January 11, 2002. One of these two copies will be maintained in the President's Office, the other in the Library.
7. When completing this report, start by reviewing your program report that was submitted during Fall Quarter1999 and the administrative response to that report that was provided back to your program during Winter Quarter 2000.

Program Planning and Assessment Form

1. Program Mission/Purpose: Succinctly describe the specific reasons this program exists. Describe the expected outcomes for the program and indicate how they are consistent with the vision, mission, strategic directions and strategies of the 2000 Strategic Plan (*http://intranet.shore.ctc.edu/intranetgovern*). Describe the knowledge, skills and abilities students will gain by completing work in this field of study.
2. Students/Clients Served by Program: To the extent possible, describe the demographics and characteristics of the students/clients served by this program. Are there noticeable changes and trends that you have seen over the years and/or that you predict in the future?
3. Criteria and Methods for Measuring Program Effectiveness: Indicate the criteria and methods used to determine the program's effectiveness. What methods are used to measure if the program's expected outcomes are being achieved? If this is an instructional program, how does the program determine whether students are achieving the outcomes in this field of study? Examples of criteria might include such things as:

a. Student learning outcomes.
b. Student/client satisfaction with program.
c. State Performance Reporting Criteria:

- Basic Skills Rate (SBCTC definition: The basic skills rate describes the extent to which basic skills students complete at least one subject area during the year. Basic skills students are all English as a Second Language (ESL), Adult Basic Education (ABE) or High School Equivalency (GED) students (excluding

sheltered workshops) included in the official enrollment counts. Subject areas include reading, math, writing and listening within ESL or ABE classes or GED completion.)

- Prepared for Work (SBCTC definition: Students leaving college vocational preparatory programs (excluding international students) with the following level of training completed:
  Students who have left college after completion of a vocational degree or certificate, apprentice program (including Exit Code 4) or unique program completion as identified by Exit Code 9.
  Majors in vocational programs who have left college after completion of 45 vocational college-level credits with a GPA of 2.0.)
- Transfer Prepared (SBCTC definition: Earned 45 or more college-level credits with a GPA of 2.0 or higher and coded as a transfer student (Kind of Student code of T) in last quarter of enrollment for the year. This group includes students (about 55 percent of the group) who will continue on at the college for another year or more.)

d. Student success in obtaining employment.

e. Student success on-the-job following enrollment at Shoreline.

f. Student success in transferring to four-year colleges and universities.

g. Student academic success at four-year colleges and universities to which they transfer.

h. Number of students served by program.

i. Degree of community involvement, outreach to community, etc.

j. Ways in which the program contributes to student success.

k. Ways in which the program contributes to the mission of the college.

l. Other reasonable criteria that you can identify.

Note: This section (3.) is not for indicating evaluation results, but rather to list the criteria and methods that are used to measure program effectiveness.

4. Enrollment/Staffing Trends: (Non-instructional programs do not need to complete this section of the report.) Instructional programs will receive through their division chairs a comprehensive set of historical enrollment and staffing trend data identified by the instructional divisions to facilitate program planning.
5. Significant Anticipated Changes: Indicate any anticipated internal or external factors that will significantly affect the operation of this program in the future. Examples might include new state or federal changes or mandates, changes in the environment in which the program operates, etc.
6. Program Self-Assessment: Using the descriptive information in items 1-5 immediately above, plus any other program evaluation data you have, provide an analysis/assessment of how well the program is accomplishing its expected outcomes. A portion of this analysis/assessment should be a description of program strengths and weaknesses. Of particular importance in academic programs is attention to student outcomes assessment, which is an accreditation requirement for all course offerings. Please see**:** http://www.cocnasc.org/**.**
Programs that have undergone recent external reviews should incorporate the results of those reviews into this program self-assessment. Should external review of a program be desired, it can be requested here.
7. Diversity/Multiculturalism: Succinctly indicate what your program is doing to help achieve the college's goals related to diversity and multiculturalism, as shown in the 2000 Strategic Plan. How will you measure your accomplishments?
8. Achievement of 1999-2000 and 2000-01 Program Goals/Objectives: Report on the achievement of the program's 1999-2000 and 2000-01 goals/objectives that were developed by the program. Indicate the extent to which goals/objectives were achieved and what factors led to any goals not being achieved or partially being achieved. Highlight any improvements that resulted from program assessment activities. What changes were made in the program as a result of student feedback, outcomes assessment, performance measures, or feedback from other sources (transfer institutions, employers or clients)?
9. 2001-03 Program Goals/Objectives: Now that the college is conducting program planning and assessment every two years rather than annually, program are asked to set goals/objectives for the two-year period of 2001-03. Based on your program analysis/assessment and a review of the college's Strategic Plan, provide a list of specific, measurable goals/objectives that the program intends to accomplish during the 2001-2003 period. Identify goals/objectives that were developed in response to program assessment activities. Longer-term goals/objectives (three-five years) can also be addressed. In developing program goals/objectives, carefully consider the vision, mission, strategic directions and strategies contained in Shoreline's 2000 Strategic Plan. Identify specific strategic directions and strategies from the Strategic Plan that the program will help to implement. Also, review pertinent standards of the Accreditation Handbook, available at: http://www.cocnasc.org/**.**
Economic development is increasingly important to Shoreline's success. Consider including in your goals ways in which you can expand

partnerships, outreach or community visibility for your program. This could include increasing collaboration both inside and outside the college, developing alternative instructional or service models to serve new student populations, connecting with the community, and potential grants and contracts. Please use the college's Workforce and Economic Development Office as a resource if you would like assistance with this.

10. Preparers of Report: Please indicate the lead person and all other program faculty and staff who participated in the preparation of this report.

APPENDIX 2.C
(Exhibit 2.1.4)

SHORELINE COMMUNITY COLLEGE
COSMETOLOGY PROGRAM REVIEW
May 20, 2002

TABLE OF CONTENTS

Preceding Tab 1
1. Cover Page
2. Table of Contents
3. Team Review: Conclusions, Recommendations & Summary

Tab 1: Review Process
1. Letter to Team Members (example)
2. Review Visit Agenda
3. Review Team Members
4. Shoreline Staff & Faculty related to program

Tab 2: Curriculum
1. Program curriculum outline (white)
2. Career Planning Guides (grey)
3. Course Descriptions (ivory)
4. Log Card for Student "Daily Record of Hours" (white)

Tab 3: Other Program Information
1. Client Satisfaction Survey (white)
2. Program Enrollment Data (white–back side of first page)
3. Program Planning & Assessment Report 2000-2001 (buff)
4. Program Planning & Assessment Report 2001-2003 (buff)
5. Faculty Backgrounds (orchid)
6. Summary & Compiled Comments: Advisory Committee Survey (salmon)
7. Excerpts from Cosmetology Student Handbook (ivory)
8. 1998 Review Team Conclusions & Recommendations (white)

Tab 4: Other Colleges
1. Comparable Program Information from Lake Washington Technical College, Everett Community College, Seattle Vocational Institute & So. Seattle Community College

Tab 5: State/National Data
1. Washington State Longterm Occupational Projections
2. Bureau of Labor Statistics Occupational Employment Projections
3. Job Demand in Cosmetology Industry--Survey by NACCAS

Example

SHORELINE COMMUNITY COLLEGE
COSMETOLOGY PROGRAM REVIEW
May 20, 2002

Kay Hirai
Studio 904
401 First Ave. So
Seattle WA 98104

Dear Kay:

Thank you very much for your willingness to be part of the review team for the Cosmetology program. The periodic review of the program by an external team of professionals provides very important feedback to the college, allowing it to check its curriculum and practices against the needs of employers.

We are meeting on Monday morning May 20, from 8:15 am to 12:15 pm. The college address is 16101 Greenwood Avenue North, Seattle, WA 98133. A map and a parking permit are enclosed, along with a list of review team members and of program faculty and staff. Morning coffee and lunch will be served during our meeting.
Cosmetology Program. As we review the background materials and meet with students and faculty, we will be focusing on four questions:

1. Is the program providing a curriculum that prepares students for jobs in the cosmetology field?
2. In its planning and self-evaluation processes, is the program asking itself the right questions and moving in the best directions?
3. Is the program appropriately positioned to meet the needs of current and future salons in the region?
4. Is the college providing appropriate support in terms of facilities, equipment and staff?

We have provided you the following background materials to assist in the review:

- An overview of the curriculum and faculty resources
- Planning and evaluation materials, enrollment data, client satisfaction data
- Information about four other area college programs
- State and National Occupational forecast data

I am the outside consultant coordinating the review process. You can contact me at 206/ 329-5232. I look forward to meeting and working with you on Wednesday.

Cordially,

Kae R. Hutchison

SHORELINE COMMUNITY COLLEGE
COSMETOLOGY PROGRAM REVIEW
Monday, May 20, 8:15 AM – 12:15 PM
Central Conference Room, Building 1000

AGENDA

8:15 AM	INTRODUCTIONS & REVIEW TEAM PLANNING Review Team/ Administrators/ Consultant Review process & background materials; finalize questions for faculty and students
8:45 AM	STUDENT FOCUS GROUP (Current Program Students) Review Team, Consultant
9:45 AM	PROGRAM FACULTY Review Team, Consultant, Full-time & Associate Faculty
10:45 AM	TOUR FACILITIES Program Faculty, Administrators, Review Team, Consultant
11:15 AM	REVIEW TEAM DISCUSSION Review Team Members and Consultant Review notes from students & faculty meetings Develop recommendations (Lunch provided)
12:00 PM	ORAL REVIEW OF TEAM CONCLUSIONS Review Team, Consultant, Faculty, Administrators
12:15 PM	PROGRAM REVIEW CONCLUDES

APPENDIX 2.D
(Exhibit 2.1.5)

Noel-Levitz®

STUDENT SATISFACTION INVENTORY™

Community, Junior and Technical College Version

Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D.
Copyright 1994, Noel/Levitz Centers, Inc. All rights reserved.

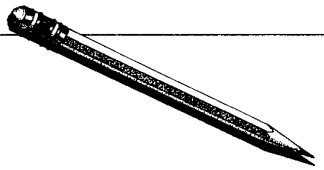
Dear Student,

Your institution is interested in systematically listening to its students. Therefore, your thoughtful and honest responses to this inventory are very important.

You are part of a sample of students carefully selected to share feedback about your college experiences thus far. Your responses will give your campus leadership insights about the aspects of college that are important to you as well as how satisfied you are with them.

To preserve confidentiality, your name is not requested.

— Thank you for your participation.



Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Erase changes completely and cleanly.
- Completely darken the oval that corresponds to your response.

Each item below describes an expectation about your experiences on this campus. On the *left*, tell us how <u>important</u> it is for your institution to meet this expectation. On the *right* tell us how <u>satisfied</u> you are that your institution has met this expectation.

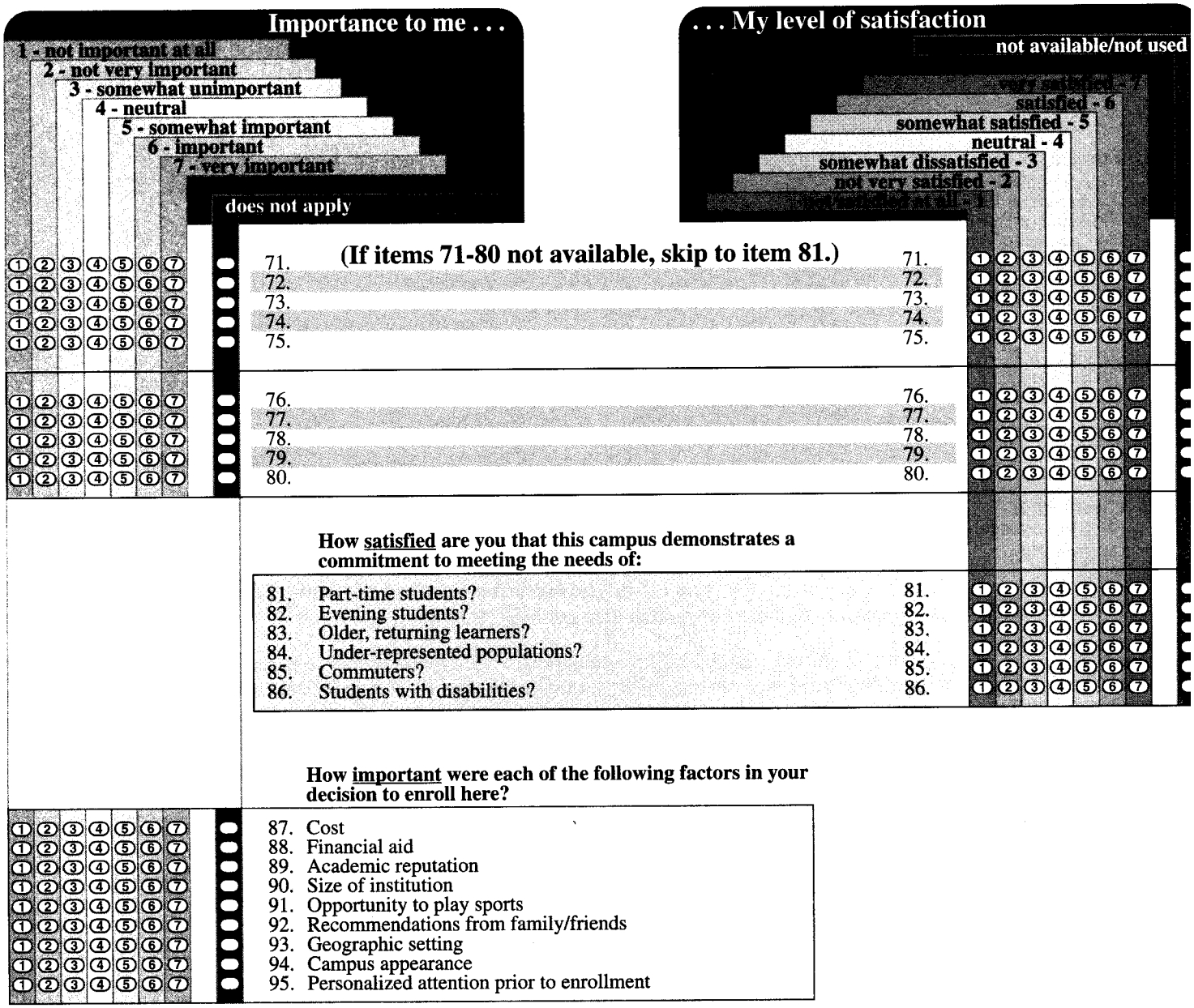
Importance to me . . .		. . . My level of satisfaction
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important does not apply		not available/not used satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 not very satisfied - 2
① ② ③ ④ ⑤ ⑥ ⑦	1. Most students feel a sense of belonging here.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	2. Faculty care about me as an individual.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	3. The quality of instruction in the vocational/technical programs is excellent.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	4. Security staff are helpful.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	5. The personnel involved in registration are helpful.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	6. My academic advisor is approachable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	7. Adequate financial aid is available for most students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	8. Classes are scheduled at times that are convenient for me.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	9. Internships or practical experiences are provided in my degree/certificate program.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	10. Child care facilities are available on campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	11. Security staff respond quickly in emergencies.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	12. My academic advisor helps me set goals to work toward.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	13. Financial aid awards are announced to students in time to be helpful in college planning.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	14. Library resources and services are adequate.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	15. I am able to register for classes I need with few conflicts.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	16. The college shows concern for students as individuals.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	17. Personnel in the Veterans' Services program are helpful.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	18. The quality of instruction I receive in most of my classes is excellent.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	19. This campus provides effective support services for displaced homemakers.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	20. Financial aid counselors are helpful.	① ② ③ ④ ⑤ ⑥ ⑦

PLEASE DO NOT MARK IN THIS AREA

948951

Importance to me . . . 1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important does not apply		. . . My level of satisfaction not available/not used very satisfied - 7 satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 not very satisfied - 2 not satisfied - 1
① ② ③ ④ ⑤ ⑥ ⑦	21. There are a sufficient number of study areas on campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	22. People on this campus respect and are supportive of each other.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	23. Faculty are understanding of students' unique life circumstances.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	24. Parking lots are well-lighted and secure.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	25. My academic advisor is concerned about my success as an individual.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	26. Library staff are helpful and approachable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	27. The campus staff are caring and helpful.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	28. It is an enjoyable experience to be a student on this campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	29. Faculty are fair and unbiased in their treatment of individual students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	30. The career services office provides students with the help they need to get a job.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	31. The campus is safe and secure for all students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	32. My academic advisor is knowledgeable about my program requirements.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	33. Admissions counselors accurately portray the campus in their recruiting practices.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	34. Computer labs are adequate and accessible.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	35. Policies and procedures regarding registration and course selection are clear and well-publicized.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	36. Students are made to feel welcome on this campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	37. Faculty take into consideration student differences as they teach a course.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	38. The student center is a comfortable place for students to spend their leisure time.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	39. The amount of student parking space on campus is adequate.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	40. My academic advisor is knowledgeable about the transfer requirements of other schools.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	41. Admissions staff are knowledgeable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	42. The equipment in the lab facilities is kept up to date.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	43. Class change (drop/add) policies are reasonable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	44. I generally know what's happening on campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	45. This institution has a good reputation within the community.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	46. Faculty provide timely feedback about student progress in a course.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	47. There are adequate services to help me decide upon a career.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	48. Counseling staff care about students as individuals.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	49. Admissions counselors respond to prospective students' unique needs and requests.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	50. Tutoring services are readily available.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	51. There are convenient ways of paying my school bill.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	52. This school does whatever it can to help me reach my educational goals.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	53. The assessment and course placement procedures are reasonable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	54. Faculty are interested in my academic problems.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	55. Academic support services adequately meet the needs of students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	56. The business office is open during hours which are convenient for most students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	57. Administrators are approachable to students.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	58. Nearly all of the faculty are knowledgeable in their fields.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	59. New student orientation services help students adjust to college.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	60. Billing policies are reasonable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	61. Faculty are usually available after class and during office hours.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	62. Bookstore staff are helpful.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	63. I seldom get the "run-around" when seeking information on this campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	64. Nearly all classes deal with practical experiences and applications.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	65. Students are notified early in the term if they are doing poorly in a class.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	66. Program requirements are clear and reasonable.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	67. Channels for expressing student complaints are readily available.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	68. On the whole, the campus is well-maintained.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	69. There is a good variety of courses provided on this campus.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	70. I am able to experience intellectual growth here.	① ② ③ ④ ⑤ ⑥ ⑦

Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 71 - 80 is provided as a response area for those additional questions. Continue on to item 81 when you have completed this section.



Choose the one response that best applies to you and darken the corresponding oval for each of the questions below.

96. So far, how has your college experience met your expectations?

① Much worse than I expected
② Quite a bit worse than I expected
③ Worse than I expected
④ About what I expected
⑤ Better than I expected
⑥ Quite a bit better than I expected
⑦ Much better than I expected

97. Rate your overall satisfaction with your experience here thus far.

① Not satisfied at all
② Not very satisfied
③ Somewhat dissatisfied
④ Neutral
⑤ Somewhat satisfied
⑥ Satisfied
⑦ Very satisfied

98. All in all, if you had it to do over again, would you enroll here?

① Definitely not
② Probably not
③ Maybe not
④ I don't know
⑤ Maybe yes
⑥ Probably yes
⑦ Definitely yes

CONTINUE TO THE NEXT PAGE

Choose the one response that best describes you and darken the corresponding oval for each of the items below.

99. Gender:
① Female
② Male

100. Age:
① 18 and under
② 19 to 24
③ 25 to 34
④ 35 to 44
⑤ 45 and over

101. Ethnicity/Race:
① African-American
② American Indian or Alaskan Native
③ Asian or Pacific Islander
④ Caucasian/White
⑤ Hispanic
⑥ Other
⑦ Prefer not to respond

102. Current Enrollment Status:
① Day
② Evening
③ Weekend

103. Current Class Load:
① Full-time
② Part-time

104. Class Level:
(Years in attendance at this college)
① 1 or less
② 2
③ 3
④ 4 or more

105. Current GPA:
① No credits earned
② 1.99 or below
③ 2.0 - 2.49
④ 2.5 - 2.99
⑤ 3.0 - 3.49
⑥ 3.5 or above

106. Educational Goal:
① Associate degree
② Vocational/technical program
③ Transfer to another institution
④ Certification (initial or renewal)
⑤ Self-improvement/pleasure
⑥ Job-related training
⑦ Other

107. Employment:
① Full-time off campus
② Part-time off campus
③ Full-time on campus
④ Part-time on campus
⑤ Not employed

108. Current Residence:
① Residence hall
② Own house
③ Rent room or apartment off campus
④ Parent's home
⑤ Other

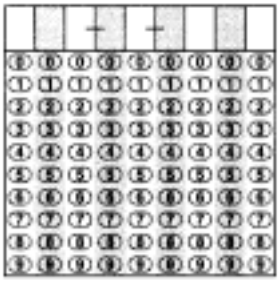
109. Residence Classification:
① In-state
② Out-of-state
③ International (not U.S. citizen)

110. Disabilities:
Physical disability or a diagnosed learning disability?
① Yes
② No

111. When I entered this institution, it was my:
① 1st choice
② 2nd choice
③ 3rd choice or lower

Your Social Security Number is requested for research purposes and will not appear on any report.

Social Security Number:
Write your Social Security number in the nine spaces of the box provided. Completely darken the corresponding oval.



112. Major:
Fill in major code from list provided by your institution.

113. Item requested by your institution:
①
②
③
④
⑤
⑥

Thank you for taking the time to complete this inventory.
Please do not fold.

PLEASE DO NOT MARK IN THIS AREA

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Student Satisfaction Inventory
Shoreline Community College
November, 2001

Please indicate your responses to the following statements for *Items 71-80* on the survey instrument.

71. Student Government represents my interests.
72. The quarterly class schedule is a helpful tool in choosing my classes.
73. The college welcomes and supports students from diverse cultures.
74. Campus publications keep me informed about important events, deadlines, etc.
75. The college catalog and student handbook provide clear and accurate information.
76. Academic requirements and policies are fair and reasonable.
77. I am sufficiently challenged by the academic program offered by the college.
78. Financial aid information is readily available.
79. Student activities and programs match my needs and interests.
80. Food services are adequate to meet the needs of students.

Please indicate your response to *Item 112* on the survey instrument using the codes below. Here we are asking for the area (Academic Division) in which you consider you major to be.

Code for Survey	Major Area of Concentration
0001	Automotive & Manufacturing Technologies
0002	Business Administration
0003	Health Occupations
0004	Humanities
0005	Physical Education
0006	Intra-American Studies & Social Sciences
0007	Science/Math
0008	Undecided

Please use *Item 113* on the survey instrument to respond to the following question:

How many Distance Education courses have you taken at Shoreline?

Code for Survey	Number of Distance Education Courses
1	None
2	1
3	2
4	3
5	4
6	5 or more

Thank you for your participation!

Noel-Levitz
a USA Group company

INSTITUTIONAL PRIORITIES SURVEY™

Community, Junior and Technical College Version

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Dear Colleague,

Your views of student experiences on your campus are valuable. The information you provide on this survey will be used to balance, verify and support your students' perceptions gathered on a separate survey. Taken together, the results will help your institution identify opportunities and set priorities for improving campus programs and services.

Your candid responses are important. To preserve confidentiality, your name is not requested.

— Thank you for your participation.

Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Erase changes completely and cleanly.
- Completely darken the oval that corresponds to your response.

Each item below describes an expectation students have for their campus experiences.

On the *left*, indicate how important you believe it is that your institution meets this student expectation.

On the *right*, indicate your level of agreement that your institution is meeting this expectation.

Level of importance . . .		. . . Level of agreement
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important do not know		strongly agree - 7 agree - 6 somewhat agree - 5 neutral - 4 somewhat disagree - 3 disagree - 2 strongly disagree - 1 do not know
1 2 3 4 5 6 7	1. Faculty care about students as individuals.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	2. The personnel involved in registration are helpful.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	3. Academic advisors are approachable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	4. Adequate financial aid is available for most students.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	5. Classes are scheduled at times that are convenient for students.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	6. Internships or practical experiences are provided in each degree/certificate program.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	7. Security staff respond quickly in emergencies.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	8. Academic advisors help students set goals to work toward.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	9. Financial aid awards are announced to students in time to be helpful in college planning.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	10. Library resources and services are adequate.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	11. Students are able to register for classes they need with few conflicts.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	12. The college shows concern for students as individuals.	1 2 3 4 5 6 7

PLEASE DO NOT MARK IN THIS AREA

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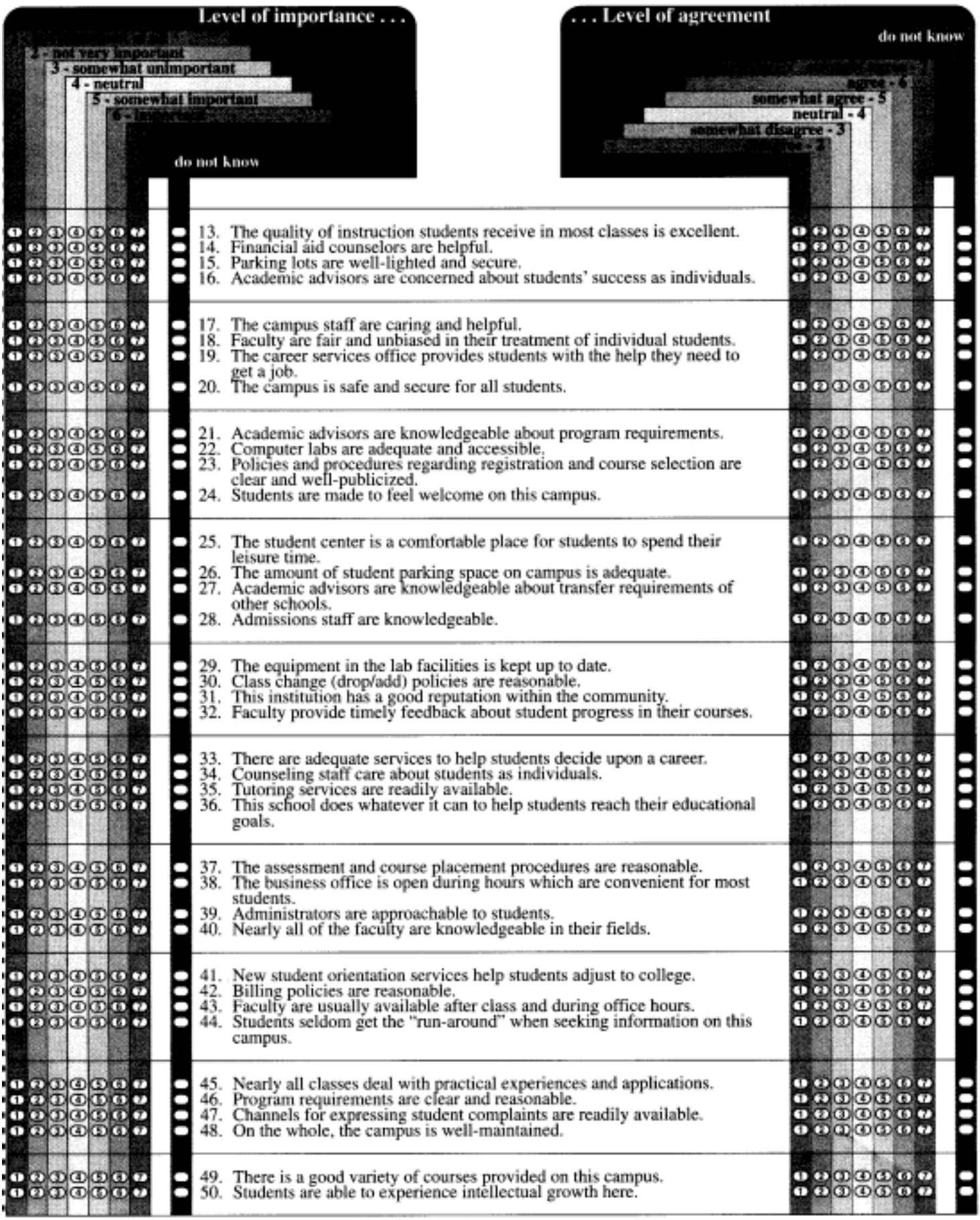
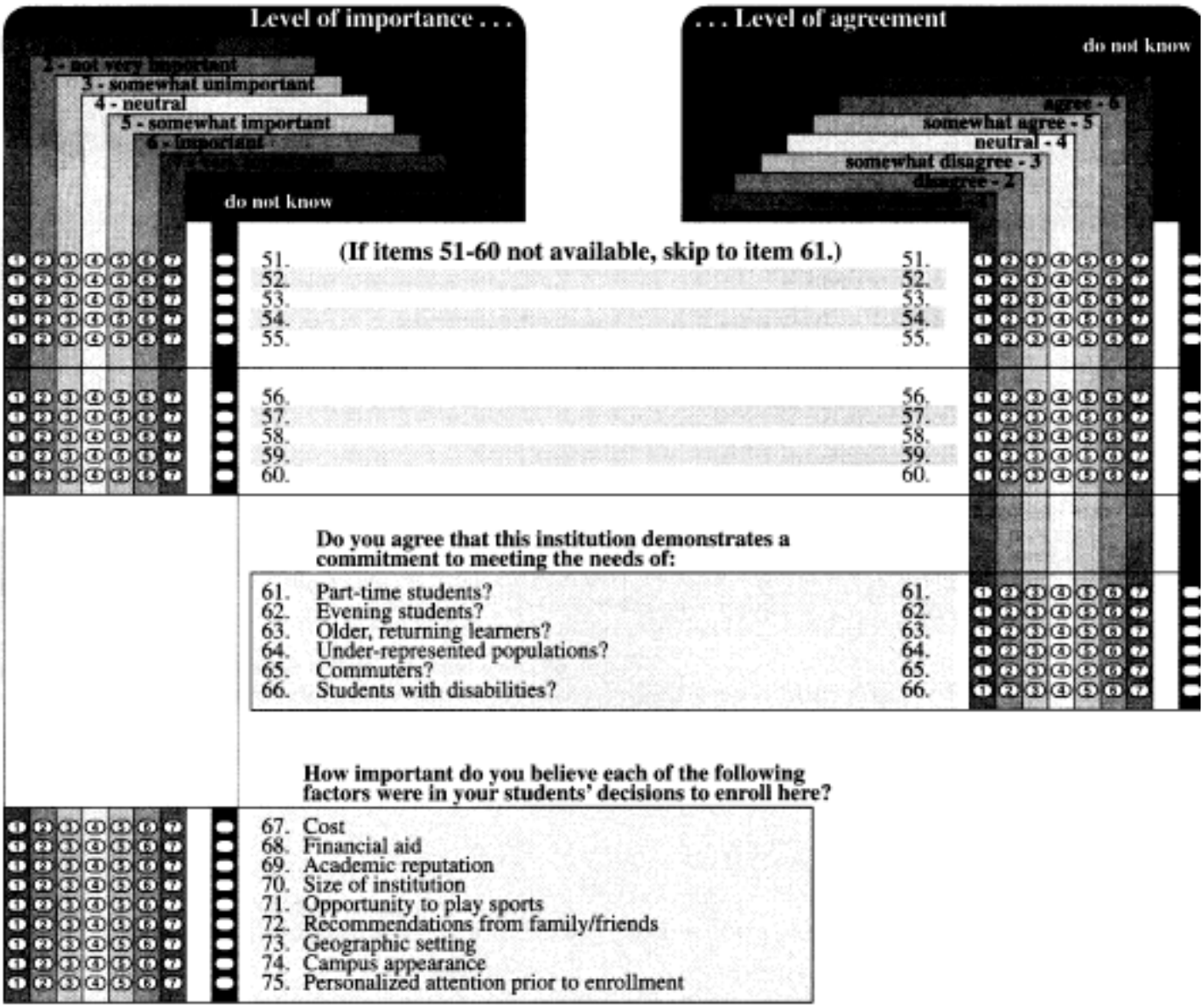

Level of importance . . .
2 - not very important
3 - somewhat unimportant
4 - neutral
5 - somewhat important
do not know
. . . Level of agreement
do not know
agree - 6
somewhat agree - 5
neutral - 4
somewhat disagree - 3
13. The quality of instruction students receive in most classes is excellent.
14. Financial aid counselors are helpful.
15. Parking lots are well-lighted and secure.
16. Academic advisors are concerned about students' success as individuals.
17. The campus staff are caring and helpful.
18. Faculty are fair and unbiased in their treatment of individual students.
19. The career services office provides students with the help they need to get a job.
20. The campus is safe and secure for all students.
21. Academic advisors are knowledgeable about program requirements.
22. Computer labs are adequate and accessible.
23. Policies and procedures regarding registration and course selection are clear and well-publicized.
24. Students are made to feel welcome on this campus.
25. The student center is a comfortable place for students to spend their leisure time.
26. The amount of student parking space on campus is adequate.
27. Academic advisors are knowledgeable about transfer requirements of other schools.
28. Admissions staff are knowledgeable.
29. The equipment in the lab facilities is kept up to date.
30. Class change (drop/add) policies are reasonable.
31. This institution has a good reputation within the community.
32. Faculty provide timely feedback about student progress in their courses.
33. There are adequate services to help students decide upon a career.
34. Counseling staff care about students as individuals.
35. Tutoring services are readily available.
36. This school does whatever it can to help students reach their educational goals.
37. The assessment and course placement procedures are reasonable.
38. The business office is open during hours which are convenient for most students.
39. Administrators are approachable to students.
40. Nearly all of the faculty are knowledgeable in their fields.
41. New student orientation services help students adjust to college.
42. Billing policies are reasonable.
43. Faculty are usually available after class and during office hours.
44. Students seldom get the "run-around" when seeking information on this campus.
45. Nearly all classes deal with practical experiences and applications.
46. Program requirements are clear and reasonable.
47. Channels for expressing student complaints are readily available.
48. On the whole, the campus is well-maintained.
49. There is a good variety of courses provided on this campus.
50. Students are able to experience intellectual growth here.

The section below (numbered 51 - 60) is provided as a response area for any additional questions provided by your institution. Continue on to item 61 when you have completed this section.



Indicate how you believe <u>students at this institution would respond</u> to the following questions:

76. So far, how has your college experience met your expectations?

① Much worse than expected
② Quite a bit worse than expected
③ Worse than expected
④ About what was expected
⑤ Better than expected
⑥ Quite a bit better than expected
⑦ Much better than expected

77. Rate your overall satisfaction with your experience here thus far.

① Not satisfied at all
② Not very satisfied
③ Somewhat dissatisfied
④ Neutral
⑤ Somewhat satisfied
⑥ Satisfied
⑦ Very satisfied

78. All in all, if you had it to do over again, would you enroll here?

① Definitely not
② Probably not
③ Maybe not
④ I don't know
⑤ Maybe yes
⑥ Probably yes
⑦ Definitely yes

CONTINUE TO THE NEXT PAGE

Choose the **one** response that best describes you and darken the corresponding oval for each of the items below:

79. Position:
① Faculty
② Administration (president, vice president, dean, director, etc.)
③ Staff (support, clerical, security, etc.)
④ Board member/trustee

80. Gender:
① Female
② Male
③ Prefer not to respond

81. Ethnicity/race:
① African-American
② American Indian or Alaskan Native
③ Asian or Pacific Islander
④ Caucasian/White
⑤ Hispanic
⑥ Other
⑦ Prefer not to respond

82. Years employed by this institution:
① Less than 1 year
② 1-5 years
③ 6-10 years
④ 11-20 years
⑤ More than 20 years

83. Employment status:
① Full-time
② Part-time
③ Temporary

84. Tenure status (for faculty):
① Tenured
② Tenure-track
③ Non-tenure track
④ Other

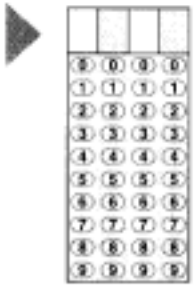
85. Teaching assignment (for faculty):
① Credit courses
② Non-credit courses
③ Both credit and non-credit courses
④ Other

86. Rank (for faculty):
① Professor
② Associate professor
③ Assistant professor
④ Instructor/lecturer
⑤ Adjunct

87. Item requested by this institution:
①
②
③
④
⑤
⑥

88. Item requested by this institution:
①
②
③
④
⑤
⑥

89. With which department or office do you most closely identify (use the list provided by your institution):



Thank you for your participation.

Please do not fold.

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INSTITUTIONAL PRIORITIES SURVEY
Shoreline Community College, Fall 2001

Please indicate your responses to the following statements for *Items 51-60* on the survey instrument.

51. Job satisfaction is a priority of the Shoreline Community College administration.
52. Shoreline welcomes and supports students from diverse cultures
53. Distance learning course offerings at Shoreline are adequate for most students' needs.
54. The college governance structure provides an opportunity for campus-wide participation and collaboration in decision-making..
55. My immediate work environment enhances my ability to perform my job well.
56. New ideas for improving the quality of my work environment are encouraged.
57. Current methods for communicating policies, information and ideas adequately support my needs as a Shoreline employee.
58. There is a positive working relationship between the faculty and the administration at Shoreline.
59. Shoreline welcomes and supports employees from diverse cultures
60. Job performance expectations have been clearly communicated to me.

Please indicate your responses to the following statements for *Items 87-88* on the survey instrument.

87. Primary work location (50% or more of time):

1. On the main campus of Shoreline Community College.
2. Away from the main campus of Shoreline Community College.
3. Equal amounts of time both on the main campus and away from the main campus
4. Do not use for response
5. Do not use for response
6. Do not use for response

88. Years employed in the Washington community and technical college system:

1. Less than 1 year
2. 1-5 years
3. 6-10 years
4. 11-20 years
5. 21-30 years
6. More than 30 years

Please identify your department as it relates to one of the organizational areas listed below. Indicate your response for *Item 89* with the corresponding "Code for Survey" on the survey instrument.

Code for Survey	Department Description
0001	President's Office
0002	Vice President for Administrative Services
0003	Vice President for Student Services
0004	Vice President for Human Resources and Employee Relations
0005	Vice President for Workforce and Economic Development
0006	Vice President for Technology Support Services
0007	Vice President for Academic Affairs
0008	Automotive and Manufacturing Technologies Division
0009	Health Occupations and Physical Education Division
0010	Humanities Division
0011	Intra-American Studies and Social Science Division
0012	Library and Media Center
0013	Science Division

Thank you for your participation.

Please return your completed survey to your Vice President or Division Dean.

9/25/01

APPENDIX 2.E
(Exhibit 2.2.3)

ENROLLMENT PLAN FOR 2001-2003
19-Jul-02

	State Supported		STATE	Excess		Int'l	Running	***	Com. Serv.&	Employees,	
QTR/YR	Regular	WFT/Boeing	TOTAL	Enrollmt	SUBTOTAL	Students	Start	SUBTOTAL	Self Support	Srs., etc.	TOTAL
@SU 2001	1429.24	89.53	1518.77	0	1518.77	206.87	0.00	1725.64	132.38	13.81	1871.83
@F 2001	4635.10	157.60	4792.70	0	4792.70	407.13	179.30	5379.13	187.73	44.62	5611.48
@WTR 2002	4387.99	195.64	4583.63	0	4583.63	416.63	181.37	5181.63	205.89	25.33	5412.85
@SPR 2002	4283.53	234.47	4518.00	142.19	4660.19	432.53	189.30	5282.02	134.58	37.83	5454.43
2001-2002 Average	4912	226	5138	47	5185	488	183	5856	220	41	6117
2001-2002 TARGETS	4977	161	5138	0	5138	380	190	5708	168	63	5939
SU 2002	1450.00	100.00	1550.00	349.5	1899.50	251.20	0.00	2150.70	130.00	37.83	2318.53
F 2002	4903.00	200.00	5103.00	0	5103.00	380.00	190.00	5673.00	195.00	75.00	5943.00
WTR 2003	4353.00	175.00	4528.00	0	4528.00	375.00	190.00	5093.00	195.00	60.00	5348.00
SPR 2003	4225.00	144.00	4369.00	0	4369.00	345.00	190.00	4904.00	140.00	35.00	5079.00
2002-2003 Average	4977	206	5183	117	5300	450	190	5940	220	69	6230
2002-2003 TARGETS#	4977	206	5183	0	5183	450	190	5823	220	63	6106
2001-2003 AVERAGE	4944	216	5160.5	82	5242	469	187	5898	220	55	6173

2001-2002 SBCTC
REQUIREMENT ****(4924 + 53* + 161 = 5138)

@ Quarterly figures are from final enrollment report

2002-2003 SBCTC
REQUIREMENT *****(4924 + 53* + 161 + 45 = 5183)

BIENNIAL AVERAGE BEFORE WORKER RETRAINING = 4977

BIENNIAL AVERAGE AFTER WORKER RETRAINING = 5160.5

*** Time schedules are to be built to accommodate the figures in this column.

*Hi tech pathways FTE added 8/15/00 added 53 FTES

**** This sum must be met, of which at least 161 must be Worker Retraining, to permit "any" excess enrollment.

*****This sum must be met, of which at least 206 (161 + 45 fluid FTES) must be Worker Retraining to permit "any" excess enrollment.

Revised June 26, 2002

new2123target.xls

APPENDIX 2.F
(Exhibit 2.4)

DEGREES AND CERTIFICATES BY PROGRAM 1998 TO 2002

Students.		Year				
Degree_Cert	Program_Major	1998-99	1999-00	2000-01	2001-02	Grand Total
AA Degree	ACCOUNTING - AAAS	15	11	9	11	46
	ASSOC ARTS/SCIENCES OPT A-DTA#	454	407	351	357	1569
	ASSOC ARTS/SCIENCES OPT B	247	252	232	209	940
	AUTO TRAINING - CHRYSLER -AAAS		6	2	3	11
	AUTO TRAINING -HONDA PACT-AAAS	2	10	3	5	20
	AUTO TRAINING PRG-GM ASEP-AAAS	6		6	3	15
	AUTO TRAIN-TOYOTA T-TEN - AAAS		2	2	1	5
	BEAUTY SALON MANAGEMENT - AAAS	1	3	1	3	8
	BIOTECH LAB SPECIALIST - AAAS	1	7	2	6	16
	BUS ADMIN - GENERAL BUS - AAAS	5	3	2		10
	BUS ADMIN - MARKETING - AAAS	4	1	1	6	12
	BUS ADMIN- RETAIL MGMT - AAAS		2		3	5
	BUS ADMIN-INTEGRATED TECH-AAAS		1			1
	BUS ADMIN-INT'L BUSINESS -AAAS	1		1		2
	BUS ADMIN-SMALL BUS MGMT- AAAS				1	1
	BUSINESS ADMINISTRATION - AAAS		1		7	8
	BUSINESS TECHNOLOGY - AAAS	14	14	5	6	39
	CAD-DRAFTING - AAAS	6	3	4	2	15
	CHEMICAL TECHNOLOGY - AAAS		1			1
	CIVIL ENGINEERING TECH - AAAS	3		2	2	7
	CNC PRECISION METAL FAB - AAAS	3				3
	COMPUTER INFORMATION SYS -AAAS	13	14	12	12	51
	COSMETOLOGY - AAAS				4	4
	CRIMINAL JUSTICE - AAAS	9	10	6	6	31
	DENTAL HYGIENE - AAAS	23	23	23	23	92
	DIETETIC TECHNOLOGY - AAAS	11	12	4	7	34
	DIGITAL AUDIO ENGINEERING-AAAS	13	18	9	9	49
	DIGITAL PHOTOGRAPHY/VIDEO-AAAS		8	6	1	15
	EDU-CHILDHOOD EDUCATION -AAAS	8	5	2	1	16
	EDU-HUMAN DEVELOPMENT- AAAS	1		1		2
	EDU-SPECIAL EDUCATION - AAAS				1	1
	EDU-SPECIAL EDUCATION-AAAS	1		2		3
	ENVIRONMENTAL TECHNOLOGY -AAAS	4	3	1		8
	HEALTH INFORMATION TECH - AAAS	23	10	25	13	71
	INDUST TECH/MANUFAC ENGR -AAAS			1		1
	INDUSTRIAL TECHNOLOGY - AAAS				2	2
	MACHINIST TRAINING - AAAS	1		2	2	5
	MARINE BIOLOGY TECHNOLOGY-AAAS			1		1
	MECHANICAL ENGINEER TECH -AAAS		3	3	5	11
	MEDICAL LAB TECHNOLOGY - AAAS	11	11	7	7	36

*Data for 2001-2002 is not final

DEGREES AND CERTIFICATES BY PROGRAM 1998 TO 2002

Students.		Year				
Degree_Cert	Program_Major	1998-99	1999-00	2000-01	2001-02	Grand Total
AA Degree	MUSIC TECH -MERCHANDISING-AAAS		1	3	1	5
	MUSIC TECH.-M.I.D.I.PROD -AAAS	4	9	4	5	22
	MUSIC TECH-DIGITAL AUDIO- AAAS	2	10			12
	MUSIC TECHNOLOGY - AAAS			1	1	2
	MUSIC TECH-PERFORMANCE - AAAS	2	2	2	2	8
	NURSING - AAAS	52	71	79	74	276
	OFFSET PRINTING - AAAS	2		1	1	4
	PURCHASING MANAGEMENT - AAAS	4	3	3	7	17
	VCT/MARKETING - AAAS	1				1
	VCT: GRAPHIC DESIGN - AAAS				12	12
	VCT: MARKETING - AAAS				2	2
	VCT:DIGITAL PHOTO/VIDEO - AAAS				5	5
	VCT-DIG INTERACTIVE MEDIA-AAAS	3	7	10	11	31
	VCT-GRAPHIC DESIGN - AAAS	19	13	9		41
AA Degree Total		969	957	840	839	3605
AS Degree Track 1	ASSOCIATE IN SCIENCE - TRACK 1			1	9	10
AS Degree Track 1 Total				1	9	10
AS Degree Track 2	ASSOCIATE IN SCIENCE - TRACK 2			3	20	23
AS Degree Track 2 Total				3	20	23
Certificate, < 45 credits or 900	CNC OPERATORS TRAINING - CERT				4	4
Certificate, < 45 credits or 900 Total					4	4
Certificate, 45-89 credits or 900-1799 hours	BUS ADMIN-SMALL BUS MGMT -CERT	1			2	3
	BUSINESS TECHNOLOGY CERT	17	9	8	16	50
	CAD-DRAFTING - CERT	5	1	3		9
	CERTIFICATE OF GENERAL STUDIES				1	1
	CIS: PC TECHNICAL SUPPORT -CRT				9	9
	CIS: WEBMASTER DEVELOPER - CRT				3	3
	CIS--WEB DEVELOPER CERTIFICATE			8	3	11
	CNC OPERATOR TRAINING CERTIF	5	7	6	4	22
	CNC PRECISION METAL FAB. I-CRT	2				2
	COMPUTER INFORMATION SYS -CERT	3	14	9	3	29
	COSMETOLOGY - CERTIFICATE		8	15	15	38
	EDU-CHILDCARE MANAGEMENT CERT	1				1
	EDU-IN-HOME CARE PROVIDER-CRT		1			1
	FASHION DESIGN & MDSG CERT	4	7			11
	HLTH CARE INFO-MED TRNSCPT-CRT	4	6	6	6	22
	MED CODING-PHYSICIAN'S OFC-CRT				20	20
	MEDICAL CODING-HOSPITAL CERT				19	19
	MEDICAL REIMB SPECIALIST CERT	2	2	6	8	18
	PARAEDUCATOR/INSTR AIDE CERTIF	2				2

*Data for 2001-2002 is not final

DEGREES AND CERTIFICATES BY PROGRAM 1998 TO 2002

Students.		Year				
Degree_Cert	Program_Major	1998-99	1999-00	2000-01	2001-02	Grand Total
Certificate, 45-89 credits or 900-1799 hours	PRACTICAL ACCOUNTING CERTIF		3	4	2	9
	PURCHASING MANAGEMENT CERTIF	1		3	1	5
	VCT-GRAPHIC/PRINT PROD - CERT	6	1	1	1	9
	WEB DES/INTERNET GRAPHICS-CERT				3	3
	WEB PROGRAMMING--CERT			1		1
	WEB TECHNICAL WRITING--CERT				2	2
Certificate, 45-89 credits or 900-1799 hours Total		53	59	70	118	300
High School Completion	HIGH SCHOOL COMPLETION	80	61	65		206
	HIGH SCHOOL COMPLETION DIPLOMA				69	69
High School Completion Total		80	61	65	69	275
Grand Total		1102	1077	979	1059	4217

*Data for 2001-2002 is not final

APPENDIX 2.H
(Full reports presented as Exhibit 1.4.1)

Executive Summaries of Program Planning and Assessment Reports 2001-2003
Academic and Professional Technical Programs

Automotive and Manufacturing Division

Automotive

Program Description

Shoreline Community College's Professional Automotive Training Center is committed to providing high quality, well-trained, factory-specific automotive technicians to area General Motors, Honda, DaimlerChrysler, and Toyota dealers in the Puget Sound Region.

These students leave the program with a large number of the factory-specific training courses credited to their training history and their dealers' franchises. All students are employed (sponsored) when they enter the different programs, and work alternating quarters in their respective new car dealerships. These students are provided with an opportunity to "earn while they learn."

The General Motors ASEP, Honda PACT, Chrysler CAP and Toyota T-TEN programs all have direct ties to industry, not only at the local level with the area dealers, but also nationally with the auto manufacturers. These direct ties provide a high level of accountability for the programs: Shoreline Community College must turn out a high quality product that meets the customers' needs. All of the factories involved with the programs assess the student quality and dealer satisfaction.

All programs are also NATEF (National Automotive Technicians Educational Foundation) certified. This process requires re-certification every five years, and progress reviews every two and one-half years.

The process for developing the Programming Planning and Assessment Report was followed, and the faculty in the automotive programs developed the Report. There was also discussion with the automotive advisory committees and with the auto manufacturers.

Program Analysis

The Professional Automotive Training Center has received positive recognition from automakers, auto dealers, dealers associations and other automotive related groups. The Center has a reputation for delivering a high-quality product, namely students. The Center is also recognized as a model training program for the nation. This success comes from close ties with the industry, and a high level of administrative support at the College level. The staff at the Center has been encouraged to "think outside the box."

The program strengths are strong ties to the industry, a rich history of working with area high schools, ability to attract good student from a wide area, and a talented, committed, and hardworking faculty.

Staffing remains the chief challenge facing the auto program. The Automotive and Manufacturing Division still has a three-quarter-time secretary, and an unstaffed tool-room. The Center is constantly being asked to provide more training and training space. Storage for tools and components is a problem.

In 2001 a new Program Assistant was hired. Starting Fall 2001, another section of the GM-ASEP Program was added. Some new equipment was acquired this past year, including a new air conditioning machine, a new on-car brake lathe, a brake-bleeding machine and an off-car brake lathe. Hunter Engineering provided the Center with a new alignment machine.

Trends/ Future Directions

Discussions have begun with Ford Motor Company, and a new Ford Light Maintenance and Repair program is being planned. This program will provide trained technicians for Ford, Lincoln and Mercury dealerships.

There is still discussion of launching a capital campaign and enlarging the Center. The climate for fund raising is not the best at this time, and it appears that we will need to wait for the economy to improve before this activity begins.

Manufacturing

Program Description

The purpose of the Manufacturing Program at Shoreline Community College is to provide well-trained manufacturing specialists to the local area manufacturing industry. These positions might include: CNC operator, machinist, tool and die maker, quality control specialist, inspector, CNC programmer, punch press operator or metal fabricator.

The Manufacturing Program utilizes a strong advisory committee that has supported the program for more than twenty-five years. The College has modified the program to meet the needs of local industry, from compressing the program from two years to ninety days, to tailoring the curriculum to meet industries' needs.

The College administration has supported the program in times of low student enrollment. The program received a National Science Foundation Grant in 2001; this infusion of resources should strengthen the program.

The process for developing the Program Planning and Assessment Report was followed, and the faculty in the program developed the Report. There was also discussion with the program advisory committee members.

Program Analysis

The Manufacturing Program faculty believes the program has accomplished its original mission. The program is unique in that it incorporates production into instruction, which provides an excellent learning opportunity for the student, but also creates challenges for the instructors.

The program strengths are ability and desire to change with industry's needs, support staff and faculty, proactive advisory committee, and strong functional industry partners. The program's challenges are lab support staff, lack of sufficient tooling in support of our state-of-the-art machines, lack of marketing resources, and the question of production vs. instruction.

The program has achieved a number of its 2000-2001 program goals and objectives. These include creation of new courses to add depth to the present level of training, setup of manual machining lab, creation of new courses to add depth to the present level of training, and updating of present courses to reflect present industry needs.

Changes/Future Directions

The National Science Foundation Grant received by the College will focus on four major points:

- Adapting and organizing already-developed instructional models to form a manufacturing technology curriculum that is responsive to regional and national industry skill requirements;

- Developing a Teaching Factory model that develops skills by having students apply classroom instruction to real problems in a work-like setting;
- Training of more than 30 high school instructors, college faculty, and other instructors on how to utilize the modular curriculum system and replicate the Teaching Factory model; and
- Improving curriculum articulation between high schools, community and technical colleges, and four-year colleges and universities.

The staff in the program are focusing on developing new partnerships with area high schools to provide a ready stream of students into the program. Their hope is that this will address the low enrollment issue. They invited a number of area high schools to their advisory committee meeting in October in hopes that it would develop new interest in manufacturing.

There are also plans to start a student chapter of the Society of Manufacturing Engineers and to integrate outcomes of the NSF grant into the existing manufacturing program.

While the program has undergone major changes in the past few years, both in curriculum and in staffing, the future looks bright. The addition of the NSF grant should infuse new dollars and involvement into the program. The instructors are very optimistic about the future of manufacturing at Shoreline Community College.

Business Administration Division

Business Administration/Accounting/Purchasing

Program Description

The Business Administration/Accounting/Purchasing (BAAP) Program provides timely, relevant and superior quality business education for both academic transfer and professional/technical students, especially for those seeking immediate employment.

The BAAP serves a broad spectrum of students in different life and learning situations from academic transfer to remedial.

Each planning sheet and degree program sets forth clearly the expected learning outcomes. However, BAAP has not developed any structural approach to the systematic determination of whether students are actually achieving those outcomes. There is some indirect and fragmentary data in the latest Work Ready Report (1999-2000) about job placement rates, but it is inconclusive as to outcomes assessment. There has been a steady but incremental decrease in all of the significant ratios. In the last six years, the FTE ratio has gone from 288.17 to 249.30, the FTEF ratio has decreased from 12.23 to 11.47, while the S/F ratio has dipped from 23.56 to 21.73.

The rapid changes in technology and the business world in the last decade have created new challenges for BAAP at the same time that state funding is increasingly inadequate to keep pace. Students and prospective employers have consistently rising expectations that our offerings will reflect these changes. The increasingly competitive nature of community college education in the Puget Sound corridor, the impact of the Internet, globalization, challenging demographic trends, increased workloads for full-time faculty with a full retirement cycle in effect, and the almost two year shutdown of the campus library are all significant challenges for BAAP enrollments.

Program Analysis

While there are many strengths in BAAP, which are centered in a highly motivated and professional faculty, the challenges that BAAP faces can be summed up in one word: capital, or the lack thereof. The chronic lack of adequate funds to keep pace with the latest developments in technology, knowledge, and innovation are at the core of the problems. BAAP faculty is current with vocational certification and engages in ongoing professional development as well as outreach efforts

BAAP clearly and fully addresses the College's core value of diversity in several ways. Faculty use a wide variety of teaching methodologies, take part in cultural activities, and foster an atmosphere of respect for each individual student. Tutoring efforts and evening group advising sessions are used to aid students in their learning and career planning as well as the expansion of more BAAP courses on to the Internet.

BAAP achieved the greater preponderance of its 1999-2000 goals and objectives. The goals that were not attained were due to a lack of capital.

Changes/Future Directions
BAAP will develop a long-range technology plan for the consistent integration of technology into teaching. BAAP faculty will systematically review and revise both courses and degree programs in order to be responsive to the dynamic and changing world of business. Faculty will maintain an aggressive professional development schedule, foster greater diversity in both course offerings and teaching approaches, and seek a stronger relationship with the Economics Department of the College.

Computer Information Systems/Business Technology

Program Description
The Computer Information Systems (CIS) and Business Technology (BusTc) Program provides current technology education and training for all students, especially for those seeking immediate employment.

Demographic data for students in this program mirror the overall results for the college. About 76% of the students are full-time, 14% are ESL students, 54% are female, 19% are over 40 years of age, about 30% have training beyond high school, and about 53% are white.

The Student Learning Outcomes for BusTc/CIS reflect industry skill standards. Business Technology tends to emphasize applications while CIS emphasizes the concepts and back-end skills. The *Work Ready Report* developed by the Professional Technical Education office surveyed graduates of the programs and measured program effectiveness. It is recommended that this survey be completed regularly.

Statistics gathered by the Office of Institutional Effectiveness show that BusTc/CIS have a consistently strong enrollment pattern. FTES in CIS have risen while those in BusTc have remained about the same, both dropping slightly in Fall 2001. Student/Faculty Ratios have been at about 27 for BusTc and about 24 for CIS. The percent of full-time faculty in CIS is now at about 70%, while BusTc is at about 39% since BusTc full-time faculty teach in other disciplines.

The rapid changes in technology create a need for the college to have a more aggressive replacement schedule than has been implemented in the past. Collaboration with Technical Support Services in planning computer classrooms is essential. The classroom equipment directly affects the curriculum. Competition for students is fierce. Programs at other nearby institutions such as Cascadia have drawn students from Shoreline. Within Shoreline, there is competition for students seeking to develop the same skill sets but who are in separately funded programs. We face constantly increasing expectations from our students and their prospective employers. With the addition of internship requirements and the goal of employability, the program will depend on support from the Internship Coordinator and Career Employment Services Office in placing students.

Program Analysis

Program faculty use the information compiled by the Offices of Institutional Effectiveness and the Professional Technical Education. The totals of BusTc/CIS FTES have risen each year since 1993-94. The number of students enrolled in classes is high; the number of graduates is much smaller. Although some of the programming classes transfer to the University of Washington, most of the students in CIS/BusTc are pursuing careers directly as a result of their education at Shoreline. With a 47% return rate, the *Work Ready Report* listed graduates as working in a variety of job classifications with yearly salaries ranging from below $20,000 up to $49,999. Graduates felt technically prepared for reaching their career goals, although CIS graduates felt they might have benefited from more activities aimed at developing teamwork and communication skills. The *Washington State Occupational Outlook 1995-2010* reported that the job demand continues to be strong for the computer services industry.

Approximately one-third to one-half of our students represent diverse backgrounds. The Business Computer Study Center directly helps a large number of students who find that additional study assistance helps them to be more successful in their classes. Program faculty attempt to recruit a diverse pool of associate faculty. Special efforts have been made in developing CEO classes and additional work is planned for a new IT Bridge program for ABE/ESL students. Ways to infuse diversity/multiculturalism within the curriculum are being explored.

The faculty updated program requirements and MCOs, developed online classes or components for existing classes, worked on certifications/training, recommended upgrades or new equipment for classrooms/offices, developed programs and class schedules collaboratively with other divisions, continued to build industry contacts and partnerships, continued to expand marketing efforts, wrote grants. CIS started its quarterly TGIF events for their students and BusTc held its annual graduates function.

Faculty actively participate in program planning on an on-going basis, not just during reporting years. Faculty advise students and serve on a number of college committees. They serve as guest lecturers and panel members for seminars. They are textbook authors and reviewers. Faculty are active members of professional organizations and K-12 efforts. They update and broaden their professional skills and knowledge.

Changes/ Future Directions

Faculty will continue to revise courses to reflect changes in industry, build a stronger online presence, advocate for more and better equipped classrooms and associate faculty offices, map a one- and two-year schedule of offerings, seek grants and other opportunities to partner, develop a cohesive plan for outreach and marketing, and foster collegiality among our students.

Cosmetology

Program Description

The Cosmetology Program provides comprehensive training in the basic application and theory of Cosmetology. We help students develop the necessary industry-based job skill

standards (technical and non-technical) to become licensed and employed as a cosmetologist in the state of Washington. The students demonstrate their ability to serve clients in a safe and sanitary environment utilizing time management and retention strategies, while they accurately and competently perform cosmetology services. In addition they demonstrate their ability to perform a variety of business operations to include: retail sales, maintaining client records, inventory control and handling money transactions.

We function non-traditionally by running four 12-week quarters year round. Students graduate in 4 quarters if enrolled full-time. To enroll, students must place at Eng 100 and Math 70 or higher on an ASSET or equivalent test. Establishing this bar helped create fewer failures for ESL students as well as the academically weak. Enrollees are from diverse backgrounds and varying demographics. Statistics show the students as predominantly female, 65% Caucasian, and 21% Asian. 50-60% are ages 17-20 with a growing segment, ages 29-45. We are also funneled students through local high schools, CEO programs, DVR, Work-First and Boeing Work Force Re-training.

Another vital component to our program is the business we run on site, "The Campus Salon". It hosts clients for students to practice their work skills. Because students are mandated by the state licensing structure to perform 75% of their service requirements on live clientele we are always watchful of the client base numbers. We saw a 50% increase in clients 99/00 to 00/01. Despite our efforts we still fall short of providing the 75% live client base. Our client base is maintained from 50% referrals, which speaks to the students' effort to stay on purpose, address their standards and maintain their client base.

Out of 41 graduates over the past 2 years all but 1 passed the state exam on the first try. All are working in salons. Through graduate surveys we learned that students feel the course of study provided is valuable and mirrors the expectations of the workforce. Student suggestions showed their desire for us to increase the live vs. manikin ratio of services, and increase information and services for African-American ethnicities. Of the total Cosmetology student body, 50% of them maintain a grade point average of 3.0 or better, only 4% fail and a dropout rate of 7-10%. Salons are hiring our students not 1 at a time but many have 4 and 5. Student evaluations rated instructors above average, a mean of 4.27 over the past 2 years.

Enrollment trends are not consistent each quarter, although Fall quarters always see maximum capacity. During Fall 01 and Winter 02 we were delighted to see maximum enrollment with a wait list. Staffing trends for the past 5 years show an average annual S/F ratio of 12.92, an average annual FTEF% of 4.92 and an annual FTES of 78.80.

Program Analysis

We are one of the few programs in the State with a program in OSHA chemical hazard training, complete with certification for students as well as faculty and staff. Our program has exemplary advisory board participation from industry. They hire our students, provide technical and non-technical skill input and review our curriculum to help maintain current industry standards. The new text we added addresses the college's

strategic direction for improving student foundations in critical thinking, writing and problem solving systems. We have passed the Department of Licensure program audits since implementation, and have a 100% pass rate on annual Department of Licensure Safety and Sanitation inspections. We have also received a grant to work with the Cosmetology State Apprenticeship program to improve the transition to work sites.

We consistently research and implement new teaching material that infuses diversity into the Cosmetology courses as well as the purchase of ethnic materials, equipment and products. In the Campus Salon as well, you will find styling books, magazines and wall pictures all depicting a wide range of ethnic backgrounds. Culturally diverse client populations are also targeted to improve exposure for cosmetology students to their own culture and hair types.

Changes/ Future Directions

What concerns us the most is our ventilation and electrical system, which is sorely out of date and obsolete. We were 1st on the list to have this remedied but with the turn of the economy, funds are currently unavailable. Next is to market for additional clientele to comply with state mandates that 75% of the services performed by students come from live clientele. With enrollments turning around and the growing esthetics faction in the Northwest we need to expand in size and in additional programs. The need to address the viability of advanced training and esthetics is paramount to Shoreline Community College's success as well as to the industry if we are to continue providing state of the art students.

Health Occupations/Physical Education

Dental Hygiene Program

Program Description

The Shoreline Community College Dental Hygiene Program is a selective admission program that began in 1968. Approximately 800 students have graduated from the program since then. The program is accredited by the Commission on Dental Accreditation, a specialized accrediting body recognized by the United States Department of Education. Students earn an Associate of Applied Arts and Sciences degree that prepares them for the written national board examination and the regional and state board examinations required for licensure as a registered dental hygienist (R.D.H.). Dental hygiene graduates from Shoreline Community College are respected and in high demand by dentist employers with job placement typically at 100%.

The dental hygiene curriculum emphasizes current dental hygiene practice as it relates to disease prevention, periodontics and restorative dentistry. Students are expected to develop a comprehensive knowledge base and strong clinical proficiency. Students are expected to have familiarity with computers as some courses taught in the program may be via distance learning. During the program, students will be both clinicians and patients while developing the clinical skills necessary to provide comprehensive patient care. The dental hygiene faculty are experienced educators and practitioners who take pride in offering high quality instruction that focuses on the individual needs of students in a supportive learning climate.

The program is seven quarters and applicants are accepted once a year for classes beginning in September. Due to the size of the dental hygiene clinic, only 24 students can be admitted. Approximately 150 applicants compete for these 24 spots every year. The profile of students selected into the program usually includes a grade point of 3.5 or higher and many have previously worked as dental assistants. Prior to selection into the dental hygiene program, the students will have received a comprehensive background in biologic and social sciences, humanities, and communication.

Program Analysis

The dental hygiene program at Shoreline Community College continues to be a respected professional technical program. Graduates of the program are employed at 100% within 6 months of graduation. Students successfully pass the written national board examination on their first attempt and approximately 90% pass the three clinical sections (anesthesia, restorative and the regional dental hygiene examination). There have been more males and persons of color selected for the program since 1996, when changes in the selection process were implemented.

It is becoming more difficult to attract faculty to the program, due to the lower pay of faculty compared to dental hygienists practicing in the community. Experienced dental hygienists in the community receive at least ten dollars more an hour than associate faculty at Shoreline. There is also a shortage of dental hygienists with either bachelors'

or masters' degrees that are prepared to begin teaching in the program. This is a nationwide problem as evidenced by the increasing number of teaching openings in professional journals. Four of the full-time dental hygiene faculty at Shoreline have been teaching in the program for more than twenty years and retirement is imminent for at least two of these individuals.

It is becoming increasingly difficult to attract patients who meet the clinical requirements that the students have for a particular type of patient. This concern is also shared by the other dental hygiene programs in the state.

Faculty are becoming increasingly frustrated by many internal factors that relate to the overall program such as the difficult accessibility to the clinic in the 2500 building, an aging facility (built in 1970 with less space than originally designed due to remodels to allow for faculty offices), crowded clinical space resulting in lack of patient confidentiality, inadequate rest room accommodations for patients, faculty, staff and students, and inadequate technological equipment for clinic and classroom use.

The above factors do have an impact on the program. Although faculty are dedicated to providing the best educational opportunities to the students that they can, the internal and external factors identified above make this more difficult. Additionally, if the facility is not improved soon, there could be an impact in the number of applicants. All other dental hygiene programs in the state have facilities that have either been remodeled or are new. However, we do feel that the program is outstanding and the goal of both faculty and students is for it to continue to be a highly respected program.

Changes/Future Directions

Changes would be a new facility, either on the Shoreline campus or located in a nearby shopping mall. This would obviously be a large capital project request. Options for gaining more funding could include an agreement with the state dental association for a certain amount of money matched by the legislature and additional funds raised by the Shoreline Community College Foundation. In order for this to be an option, it would necessitate increasing the class size and the college would have to agree to this change.

Future directions will depend upon changes in dentistry and the standard of care in the community. One of these changes will be the increased teaching of composite restorations versus amalgam restorations. The students will also be tested on composite restorations on their licensing examination in 2004. An affiliation agreement with Eastern Washington University was initiated the fall of 2001. Students may earn a bachelors degree by attending class at Shoreline in the evening and weekends. Shoreline dental hygiene graduates will be encouraged to enroll in this program in order to increase the number of potential dental hygiene faculty. Increased outreach to community programs and rural areas will also be emphasized as this is where there is the need for more preventive care, particularly for children. The retirement of several full-time faculty will also be a potential future change dependent upon the hiring of younger, less experienced teaching personnel. The direction of the program could change with the addition of many new faculty.

Health Care Information Programs

Program Description

The Health Care Information Programs at Shoreline Community College offer Certificates of Proficiency for: Medical Transcriptionists (until 2002), Medical Coding Specialists (Physicians' Office and Hospital), and Medical Reimbursement Specialists, as well as an Associate of Applied Arts and Sciences degree for Health Information Technicians. Graduates are educated in the ethical, professional and technical collection, classification, application, analysis and control of health information.

HCI students continue to be individuals primarily in the 25-55 age range, who wish to obtain certificates or degrees that offer immediate employment opportunities upon graduation in office-based positions with reasonable salaries. Administrative reports show that 28 % of students enrolled in the HCI programs 2000-2001 are either of culturally diverse backgrounds or are international students. Upon separate review of our currently enrolled second year HIT students (unduplicated count) based on HCI Program records, we find that approximately 55% are of culturally diverse backgrounds, or non-native English speaking students.

The complete PPA document outlines 5 ½ pages of outcomes, criteria for measuring program effectiveness, and evaluation methods. These are quite detailed and very measurable, and were presented to the full HCI Advisory Committee for their review. These will become part of the HIT Program progress report that will be sent to the American Health Information Management Association (AHIMA) and Commission on Accreditation of Allied Health Education (CAAHEP) March 2002. These include measurements related to demonstration of graduate competencies, student learning environment, demonstration of professionalism by students, location of appropriate employment by graduates, demonstration of current professional knowledge and teaching skills by faculty, assurance that HCI student composition reflects a diverse student population and meets target for enrollments, and continuation of ties with the health information management community practitioners.

The 2000-2001 student/faculty ratios by program (combined HCI and HE prefixed classes) show the annual FTES at 52.31, annual FTEF of 2.73, and the annual student/faculty ratio of 19.16. This may rise this year because of the new medical coding certificate program, but the numbers may be offset by the discontinuation of the medical transcription program.

Program Analysis

There are detailed, anticipated changes in the program and profession. These include:

- Need for additional HCI dedicated computers
- Medical Transcription Program low enrollment
- Changes in the health care industry
- Balancing distance learning educational methods with on-campus offerings
- Continuing need for Health Information Technicians and Coding Specialists

- Continuing need for Medical Reimbursement Specialists
- Government mandates related to fraud and abuse in medical coding and billing
- Need to provide continuing education for advanced medical coding
- Need for cancer registry training
- Transfer of HIT graduates to the UW's Health Information Administration Program

An extensive self-study was done during the 2000-2001 academic year for the Health Information Technology and sent to AHIMA/CAAHEP for its specialized accreditation. The college received the results of the this review this October, which showed that the following were satisfactory: faculty professional backgrounds and current knowledge, classes, laboratory simulations, clinical practice, competencies, syllabi, examinations and other student assessment activities, library holdings, general and HIT specific software, pass rates on the national certifying examinations, advisory committee activities, faculty reference materials, student handbook, and student support services. The following were the citations (partially met):

- Sequencing of several classes is not in accordance with sound academic principles.
- Additional full-time or pro-rata HCI faculty members are needed.
- Additional dedicated computers for the HIT program are needed.
- Additional secretarial help for the HIT program is needed.

Results of very detailed graduate and employer surveys provided data which helped the program redesign its curriculum in several areas. Approximately 90% of graduates have found employment directly in the HIM profession or related fields. Faculty continue to retain their credentials through attendance at HIM conferences and graduate work. Review of student evaluations for tenure and triennial evaluations this academic year show continuing strengths of HCI faculty in teaching. Major work has been ongoing in converting some of the on-campus classes to a distance learning or hybrid basis (part web lessons and part on-campus sessions). Maintaining or increasing the number of HCI students is an ongoing endeavor. The HCI Programs web site is quite extensive and is now linked through the AHIMA and WSHIMA. The Medical Transcription Program was discontinued due to low enrollments but a new Medical Coding Specialist Certificate program was begun in response to community need.

Changes/Future Directions

All 1999-2000 and 2000-2001 goals and objectives were accomplished. The list of 2001-2003 goals and objectives is extensive and includes activities related to resolving the citations received from the HIT Accreditation Survey, reviewing reimbursement software, making recommendations regarding the final disposition of the medical transcription program, development of more hybrid classes, completion of a new detailed graduate and employer survey, performing an in-depth review of the Medical Reimbursement Specialist program, review of HCI program policies, searching for additional outside funding for the HCI programs, and recommending whether the college should offer advanced HIM courses.

Medical Laboratory Technology Program

Program Description

MLT Program graduates obtain an Associate of Applied Arts and Science Degree in Medical Laboratory Technology. Curriculum includes didactic education, student laboratory practice and practicum experience in real clinical laboratory settings. In the second or "professional year," professional attitudes and behaviors are modeled and expected. MLT program graduates possess entry-level career competencies for employment in a variety of clinical laboratory settings (goals and career-entry competencies are listed in the 2000-01 Program Planning and Assessment Report). Employment opportunities include these laboratory settings: hospital and outpatient clinics, independent, public health, research, biotechnology, physician office and blood banks.

Upon graduation, our students find employment and fill a community need for MLTs. According to the Bureau of Labor Statistics, clinical laboratory science job growth rate will increase between 1998-08. Data projected for this time include: 1) 53,000 new jobs in clinical laboratories 2) 40,000 vacancies due to retirement, 3) the average age of practitioners as mid 40s and 4) 93,000 incremental workers needed (9,300 per year). In 1999 there were 4,990 graduates from approved educational programs with a shortage of 4-5,000 workers per year. With severe shortages of trained laboratory personnel, and fewer training programs, wages have stated to increase. Entry-level salaries range from $27- $37,000/yr plus benefits, as reported from the WA Personnel Shortages Workgroup Survey of 2000. Shoreline Community College's MLT Program is one of three state training programs. The other MLT-AD program in Washington is Wenatchee Valley College, and Clover Park Technical College has a certificate program

We offer our curriculum to people currently working in the field and needing updating or cross training. Some students are foreign trained in laboratory studies, but need current US laboratory curriculum to be certified. Spring 2000, we started a very successful Phlebotomy class that prepares entry-level phlebotomists. Students receive theory, student laboratory practice and an opportunity for practicum experience in health care settings.

The current second year class will graduate 13 students in August 2002. This year, 46% of the sophomore class is the "traditional MLT student" who will earn an AD. The remaining 54% include those with a Bachelor's degree, foreign trained, or technologists updating their skills. Many of the non-traditional students already work in the laboratory field. We estimate first year student numbers from pre-MLT Advising lists, and those who have contacted faculty and will be starting winter or spring quarter 2002. The first MLT freshman classes spring term are counted in our FTE's. Our Phlebotomy class started the spring of 2000, and we have trained 58 students. Forty of these 58 students have taken the Phlebotomy practicum class. Our 00-01 S/F ratio is 11.14 (additional S/F data can be reviewed on page 5 of the PPA Report).

Program Analysis

The program has student outcomes in both lecture and laboratory classes. The Affective Domain objectives are modeled on campus and expected during clinical practicum, and help graduates prepare for the job market. Clinical affiliates are eager to provide our MLT and Phlebotomy students practicum experiences. Program academics focus on current laboratory medicine practice and theory. Faculty set up realistic practice labs using real specimens. Graduates pass national certification exams and are employed soon after graduation showing employers are satisfied with Shoreline graduates.

Two full-time faculty in the MLT program teach a wide range of disciplines including: phlebotomy, basic medical lab procedures, parasitology and mycology, hematology, immunology, clinical microbiology and clinical chemistry. In addition, faculty do lab set-up and clean up, and visit and coordinate student practicums. Both faculty are involved in local, state and regional professional activities.

Up to date equipment, properly serviced microscopes and equipment, and efficient and safe laboratory workspace are essential to maintain the high standards of the profession.

An Academic Advisor would be helpful, since much faculty time is spent meeting with students who have questions about the program. The Program Director has created a Home page that addresses common questions, program sequencing, the application process and upcoming information meeting dates.

Multicultural students who excel in math and science, or have taken coursework in other countries, are choosing the MLT pathway. Our classes continue to represent many cultures, and this enhances class discussions on disease states and epidemiology. Science related vocabulary continues to be a challenge for some ESL students.

Changes and Future Directions

With the laboratory personnel shortages, the college needs to continue recruiting both traditional and non-traditional students for the MLT program. The Phlebotomy classes offer excellent entry-level training in the healthcare field. We can use a career ladder approach for those students wishing a MLT-AD degree, if we develop additional classes for these students. Offering Saturday classes and possibly some summer or jump-start classes, we can also help with the severe shortages in phlebotomy-lab aid positions.

Developing on-line MLT classes will help our program to offer some theory classes more than once a year. Students will still need to practice and develop skills in laboratory settings with “real” specimens.

Strategies need to be implemented to help retain students in the rigorous second year. The MLT curriculum spans the end of the first year and the entire second year. Part-time enrollment in the second year has been implemented. Developing a “Success Strategies” class or a Seminar class could help recruitment.

With the cost of supplies and equipment continually rising, we could involve our clinical affiliates in partnerships to help share the cost of educating laboratory students. Completion of the NAACLS Self Study Report by two faculty members during winter and spring quarters 2002, and a Site visit Fall 2002, will be time-consuming tasks. In addition, an external review process through the Professional Technical Department this year may find some additional strategies to increase student numbers.

Executive Summary: Nursing Program

Program Description

The Nursing Program at Shoreline Community College demonstrates dedication to student success by providing rich opportunities to learn in nursing, excellence in the teaching of nursing, and a wide variety of support services for nursing students. Working in close collaboration with the health care community, Shoreline serves the community's needs for well-prepared nurses and students needs through supporting life-long learning.

Comprising six consecutive quarters of nursing courses, the program admits 30 beginning and 6 advanced placement LPN students each quarter. With 173 students enrolled in nursing classes and 354 enrolled on campus as pre-nursing, the program serves a total of 530 students. To meet these needs there are 11 full time faculty members (including the Director of Nursing Education and one full time faculty member on leave) and 14 part time faculty members.

The Nursing Program serves students with a wide variety of backgrounds and characteristics in terms of ethnic and racial background and gender. Data from the HP 3000 student records computer shows an increasing percentage from ethnic minority backgrounds. Faculty have identified a high number with limited English proficiency, but exact data is not available from our records. The percentage of men at 15-20% remains above the percent of male practicing nurses, which is approximately 6%.

The Nursing Program engages in regular self-evaluation through a comprehensive written Program Evaluation Plan. Outcomes are measured in relationship to critical thinking, therapeutic nursing intervention, graduation rates, graduate satisfaction, passing the licensure examination, employment, and wage rates. External evaluations are conducted by the Washington State Nursing Quality Assurance Commission, the National League for Nursing Accrediting Commission, and the Professional Technical External Review process.

Program Analysis

Overall the data on attrition/graduation indicate that our attrition is primarily in the first three quarters and most of it is academic in nature. The nursing faculty have instituted multiple strategies including support courses, free tutoring, note-takers, and individualized help to support academic success and decrease attrition. These strategies are showing success in that the overall numbers in the program have risen from 146 to 173 through increased retention.

Outcomes measures have demonstrated that the Program is meeting its outcome targets. The California Critical Thinking Dispositions Inventory used with graduating students

shows a positive score for critical thinking disposition. NCLEX RN (licensure examination) pass rates have remained above both the state and the national average. The Program Reports breakdown on the NCLEX RN results have shown ratings above the 50th percentile (the target outcome) in the areas the faculty identified as critical thinking, communication, and therapeutic nursing intervention. Graduate surveys show high levels of satisfaction with the program. All graduates are employed in jobs meeting the living wage standards for the state. All this is happening as we admit and graduate approximately one-third minority students. The Nursing Program contributes to the goals of diversity and multiculturalism in the college in multiple ways. The Program has a strong cultural diversity thread throughout outcomes in every course. All faculty have engaged in continuing education to increase their own expertise in working in a diverse community. The nursing faculty are currently working with the FIPSE *Faces of our Community* project staff to develop a model for highlighting cultural competence in individual student pathways.

This fall the external reviews from both the Nursing Commission and the National League for Nursing Accrediting Commission identified that our nursing practice laboratory was too small and inadequate for the number of students in the program. This was also noted in the results of the Northwest Accrediting Commission visit ten years ago. This lack will be remedied by remodeling adjacent space recently vacated by the photography program.

The NCLEX-RN pass score has been increased periodically and is expected to continue to increase based on the job demands of the registered nurse. Based on this the Nursing Program must continually re-evaluate content and standards within the program in order that the graduates will be well-prepared for their future.

Changes/Future Directions

The nursing workforce is aging and this is increasing the demand for numbers of nurses. The nursing shortage is being addressed as a major concern for the state. This combined with the current recession is greatly increasing the demand for nursing education. This is apparent in the number of individuals coming to information meetings and the numbers of well-qualified applicants. At the current time the Nursing Program is constrained from expanding by a cluster of interacting factors. One is the difficulty in recruiting qualified faculty into part time positions and the college not creating new full time positions. Another is the challenge of finding clinical sites especially in the obstetrical area. A third concern is the room availability. Currently our classrooms are full and adding students would be problematic. The practice laboratory is already too small for the number of students and adding students would further exacerbate the problems.

The Nursing Commission has announced that the Nursing Technician role will be eliminated from the WAC regulating Nursing. The faculty may need to set up opportunities for students to be enrolled in internships for pay in order to meet the student's need for employment and the employers needs for qualified care givers.

There is increased interest by LPNs seeking career mobility into the RN role. Many of these individuals must continue to work and are interested in part time educational options. We have applied for various grant opportunities to provide curriculum planning and start-up funds for such a program. We are waiting for results of this effort.

Physical Education

Program Description
The Physical Education Program dedicates itself to student learning by providing diverse programs that assist in the acquisition of the knowledge and skills that promote wellness and a healthy lifestyle.

Physical Education serves the entire student community, including academic transfer, Professional/Technical Programs, Running Start and high school completion, special populations, Certification/special interest groups, and those seeking personal enrichment. During the past two years the Physical Education program has served 5226 students accounting for a total of 796.25 FTES.

Physical Education uses several different criteria to measure program effectiveness including its contribution to student success. Classes enhance the student's education related to maintaining health related fitness by encouraging him/her to learn and apply skills for healthier living. The college has recognized the importance of PE course content by making it an essential component of the Option A degree requiring three credits of PE for graduation. PE courses are offered at a variety of levels.

Enrollment trends over the past several years have remained consistently in excess of 150 FTEs and a very high 25+:1 student/faculty ratio. This is attributed largely to the skills and talents of the faculty, their willingness to overload classes, and their collective desire to meet the student needs. A slight drop in FTEs and total students served during the 2000-01 school year is attributed to three factors:

1. There were two full time faculty members who were on sabbatical leave
2. Offering a variety of new classes that did not fill and were dropped
3. A former Division Dean limited the number of sections offered of some classes.

We look toward the 2002-2003 year when all full-time faculty and a new Division Dean can continue to work towards creating a collaborative working environment.

Program Analysis
Since the 1999 Program external review and self study, the Program has taken the opportunity to look towards the expansion of course offerings, expanding partnerships, and to improve the quality of our fitness center. The Program offers a wide range of health promotion, fitness assessment and improvement and disease prevention opportunities, and works with the Athletic Program to offer programs in intramural and intercollegiate athletics.

The biggest strength of the Program is the individuals who teach in the Program. The faculty consists of approximately twenty-three instructors: three full-time tenured staff and twenty part-time faculty who also serve as coaches. The full-time faculty alone has a total of nearly 85 years of experience at the College, while the part-time faculty are specialists in their areas of instruction.

Although this number of full-time and part-time faculty members gives the Program a more diverse offering of classes, it hinders the development of a collaborative Program development, interferes with effective communication, and makes maintaining consistent collegiate level course requirements very difficult.

Improvements are necessary within the field of Physical Education. The staff continues to make the most of a facility that needs improvement to keep pace with advances made in the field of wellness, fitness and exercise, and club quality fitness equipment. Our facilities are our greatest weakness in the Program, lagging far behind what can be found at other community colleges and in the private health club setting.

The 1999 external review committee recommended the Program explore the possibility of establishing more community partnerships and possibly establish some career Programs for students who may desire to work in the fitness/sports field, and consider some focused planning, to complement our current broad based curriculum.

Diversity is one of the Program's strengths, including diversity in offerings, time of classes, methods of presentation, and population. The Program also prides itself on the fact that it provides something for everyone and, in some cases, goes beyond and reaches out to specific populations in an effort to provide an atmosphere in which people of all cultures and backgrounds feel comfortable

Over the past two years the College's Sabbatical Leave process has allowed the full time faculty members opportunities to enhance their knowledge, identify ways to add to the diversity within the program and renew their spirit. Despite limited person power the Program has accomplished the following over the past two years: new Archery Instructor course, new equipment in fitness center, improvements in the archery room and the addition of several new classes including Mountain Biking, Step Aerobics, Tai Chi, Principles of Fitness, Indoor Soccer, Body Conditioning and Resistance Training, and Healthy Lifestyles/Total Fitness.

Changes/Future Directions

Looking towards the future the Program's highest priorities are the addition of another instructor, improvement and remodel/renovation of the 3000 Building and outdoor athletic fields, and the development of a market research survey. We also want to develop methods for tracking the number of first aid and CPR students who earn certification, part-time/full-time faculty-student loads, and student completion rates in PE classes. We are working towards expanding course offerings at the Northshore Center, and seeking additional funds to equip the Fitness Center.

Social Sciences and IntraAmerican Studies Division

Criminal Justice Program

Program Description

The Criminal Justice Program provides an AAAS track for students interested in immediate employment, which satisfies the two-year degree requirement set by an increasing number of police agencies. It also offers an AAS degree that transfers to five universities in the state of Washington with related baccalaureate programs. It also provides in-service professionals the chance to satisfy career advancement education requirements. The curriculum exposes students to all facets of the criminal justice field and prepares them for careers in local, state, and federal law enforcement, courts, corrections, private and corporate security and related fields. The program has a strong *academic* emphasis unlike most community college criminal justice programs statewide where the emphasis is on *training*.

Program Analysis

Ours is the state's oldest community college criminal justice program and is highly regarded by university baccalaureate programs and criminal justice professionals alike. Graduates who transfered to UW's Society and Justice program over the past ten years maintained an average 3.48 GPA in eleven upper level courses and graduated with a mean GPA of 3.23. Exit interviews with graduates reflect a high degree of satisfaction with the program and follow-up surveys conducted by the Office of Professional Technical Education show the same result. Testimonial documentation consistently reveals a high level of satisfaction with the program and the quality of instruction. Our full-time and part-time faculty represent a total of over 200 years of professional experience. The 1999 External Program Review characterized ours as "one of the strongest programs in the state."

We serve a varied student population: 41% are below age 20; 89% are below age 30; 41% are female (reflecting an increasing interest by women in a traditionally male dominated profession); 85% are full-time students; 72% are Caucasian, reflecting the traditional hiring patterns of criminal justice agencies.

Declining enrollment is a concern, but available data reveals contradictions. One data set shows a 25% decline in FTES from 1995 to 1996, and a further 24% drop the following year. FTES have been consistent for the past three years, however. Enrollments on a course basis by quarter are also consistent, as are the Office of Professional/Technical Education's Occupational Preparatory Enrollment figures, which show a consistent headcount of approximately 80 students for each of the past three years.

Criminal Justice education in Washington is unique compared to states where police academies are held in the state's community college, and where tracking graduation and job-placement rates is easier. There was an unsuccessful effort for several years to duplicate this model in Washington. However, many – if not most – Washington police agencies still don't have *any* college requirements. This is changing, however. While

even the state's largest police employer doesn't require a degree, the competition for jobs is so intense that college graduates inevitably prevail in the selection process. Most agencies require a threshold written and physical exam, followed by a strenuous psychological assessment test, polygraph examination, oral board interview, medical exam, and exhaustive background review, which can take as long as six months. From the largest to the smallest agencies the process is the same and successful applicants then attend a 740-hour police academy conducted by the Washington Criminal Justice Training Commission (WCJTC).

There is currently no method to recover complete data on which of our graduates have been hired and successfully completed the academy. This makes it difficult to obtain employment data on graduates since police employers do not routinely contact employees' alma maters when they have hired someone. We are discussing with our Advisory Board the possibility of asking WCJTC to assist in collecting data on incoming student officers and academy graduates. This would give us feedback on hiring and success at the academy level at least, the threshold entry point for all of Washington state's police officers.

Changes/Future Directions

In light of declining enrollments, we recognize the need for more active marketing and community outreach efforts. Faculty has increased its involvement at local high schools. The program director has embarked on an effort to recruit a more diverse faculty. We have strengthened and refreshed the Advisory Committee and are exploring new program possibilities. We are beginning to explore the development of on-line classes as a way to increase enrollments by making courses available to working police officers trying to complete degree requirements. While the healthy state of the economy in recent years has attracted many graduating high school seniors directly into the workforce, we anticipate that the current economic decline coupled with the aforementioned efforts will generate enrollment increases. Also, the tragedy of September 11, 2001 has created a new awareness of, interest in, and respect for the criminal justice career field. We have observed increased inquiries about our program and we know from professional colleagues in the police and firefighter communities that applications for employment have increased substantially. Anticipated efforts in these areas will include:

- Increased marketing efforts and community involvement to stimulate increased enrollment
- Examination of feasibility of working with WCJTC to collect reliable program success assessment data
- Continuing efforts to have a representatively diverse faculty
- Creation of online courses in response to advisory committee recommendations
- Funding of dedicated Criminal Justice Program computer lab
- Creation of a new Police Communications Dispatcher program in response to advisory committee recommendations
- Examination of feasibility of a Private Security training program
- Restructuring of course sequence for AAAS track students
- Strengthening of internship screening process
- Institution of a criminal justice career advisory screening instrument

Education Program

Program Description

The Education Program provides students with knowledge and core competencies for developing effective instructional strategies. Students learn best practices that can be applied in our diverse, multicultural society. One-year certificate, Associate of Applied Arts and Sciences degree, and Associate of Arts and Sciences academic transfer degree options are available. We offer AAAS degree tracks in Early Childhood Education, Special Education and Bilingual/Bicultural Education. The program offers three Certificate Programs: Childcare Management, Paraeducator/Instructional Aide, and In-Home Care Provider.

The Education Program receives an annual $180,000 Professional Development Grant through the City of Seattle to provide degree options and training to day care workers. Education, leadership development, and technical assistance are provided to directors. The goal is to increase the quality of childcare and out-of-school time programs in Seattle/King County. This partnership with the City is a part of Project Lift-Off, an initiative sponsored by government entities and private corporations such as the Boeing Company and others. They are contributing funds to increase the number of accredited childcare facilities in the Puget Sound Region. Shoreline provides training and increased access to college level classes both on-campus and at neighborhood sites to childcare personnel. Currently we have over ten professionals providing training and technical assistance to over 40 community-based childcare facilities. We are currently offering college courses at several sites. Participation in this project is rapidly establishing Shoreline Community College as a leader in the area of community partnerships to make college courses accessible to the early childhood community.

Program Analysis

In 1998 an External Program Review Process was conducted on the Education program. Recommendations from the team of professionals were that we recruit students to address enrollment problems in some of the tracks, revise and update the curriculum, increase our course offerings to include mornings, afternoons and evenings so as to better serve students. It was also recommended that we add a wet station and adequate workspace in the classroom for student projects, and that we discontinue the practice of canceling second year classes for low enrollment to address time-to-degree issues for students. All of these recommendations have been addressed. They also recommended that the second full-time instructor position be filled so course offerings could be provided to accommodate students in the certificate, AAAS, and AAS degree tracks. We were allowed to fill the second position.

We conducted a Developing A Curriculum (DACUM) process in November 1999 to receive feedback from professionals on the competencies needed by students who entered the education profession. Based on this feedback, we revised the curriculum to ensure that we are providing marketable skills to our students to either enter the field of

education or transfer directly into a four-year teacher education program. We provide opportunities for internships for experiential learning under the guidance of a supervising teacher. We require students to conduct observations in educational settings and to conduct interviews with teachers and program directors to foster their understanding of the profession. Students will design portfolios to document their academic performance, and curriculum development skills to be used as a culminating project and an assessment tool. This project is similar to the portfolio that a teacher uses to document their work for certification. We have encouraged students to start an education club on campus and have received over 30 signatures of interest.

As a direct result of the grant project with the City of Seattle, enrollment of part-time students has increased by nearly 200%. There has been a steady increase in FTEs since implementation of this grant program in Spring 2001. Our program currently has approximately 315 students. Over 70% are full time students. The majority of our students are Caucasian women; however, we have increased the number of students of color. A large number of our students are recent high school graduates and young adults in their 20s. However, incorporating the neighborhood classes into the program has increased the number of students in the 30-40+ age groups. We now offer more then 30 education classes each year to accommodate students. We have fostered renewed relationships with the community, and doubled our part-time paraprofessional enrollment. The program has become more diverse, with increased enrollment of students who are linguistically and culturally diverse. These students are enrolled in the Early Childhood Education and Bilingual/Bicultural Education program options. Our program has reached out to underrepresented populations, who typically are deprived of an opportunity for higher learning. All of these factors underscore the success of our partnership with the City to increase access to college classes.

Changes/Future Directions

We will revise and update the Certification Programs. We are developing assessment tools as the second phase of a Student Outcome Assessment grant. Our team will continue to evaluate our program to discover opportunities for improvement and to ensure that we are providing the best educational services to all student populations. Our team will continue to provide the best culturally relevant, anti-bias curriculum available. We will continue to explore innovative opportunities to expand our program especially by offering hybrid, online, telecommunications and other Distance Learning courses.

Anticipated changes in the program include refining the neighborhood grant program, seeking additional trainers to support citywide childcare sites, and increased enrollment in on-campus and satellite classes. We also anticipate a heightened need for student support services, increased enrollment of ESL students, and greater focus on outcomes assessment.

Interdisciplinary Team: H.E.P.I.G. (History, Economics, Political Science, International Studies, Geography)

Program Description

The HEPIG program strives to maintain high standards of excellence in offering and teaching some of the essential courses for liberal arts education and academic transfer. While all students have access to this program, the majority (approximately 80%) of students are in the transfer program. We offer courses in History, Economics, Political Science, International Studies and Geography. The program enrollment reflects the diversity of the Shoreline student body in terms of ethnicity and age.

Program Analysis

While we do not have a specific degree in our program, students can, and do, major within the disciplines of our program. However, most students take our courses as part of their general distribution requirements in Social Sciences (although not all students earning a degree take a course from our program). For those students majoring in one of our disciplines and transferring to the University of Washington the data shows that they seem to be doing well (3.0 GPA or higher) sustaining an upward trend over the past five years. At this time we do not have data showing how they do at other colleges and universities. We are seeking data that would show us how Shoreline students are doing compared to students who completed their lower division work at the transfer institution. We also lack a generally agreed on set of outcomes for those students taking one or more class within the program, making it difficult to assess student success.

FTES are below the five-year high set in the school year 98-99 but we are encouraged by last year's slight increase. This reflects the enrollment trend for the college. However, one of the consequences is a positive impact on student faculty ratios.

The program will lose its full-time professor in Geography due to retirement. This, along with the need for part-time instructors in Political Science and Economics, means that significant program resources will have to be devoted to finding, hiring and evaluating new part-time instructors. Given that the Economics program has not been successful in finding and hiring a new part-time instructor this year, this task seems particularly daunting.

The program sees itself as having three main strengths. First, its members are well versed in current issues and have strong working relationships founded on mutual respect. This means that the program can react quickly to provide students with relevant information and background in order to better understand the contemporary world. We recently put together a series of presentations on the tragedy of September 11 with very short notice. Shoreline, unlike other colleges in the area, was able to quickly organize several presentations for the campus and the larger community. These sessions helped those people attending develop perspective and analyze these events. We provided academic context from all the disciplines represented in our program. As has been the case for the past ten years, our program was in the forefront of the college's efforts to address contemporary issues. Second, the faculty of the program are devoted to innovative teaching, such as collaborative learning, team teaching, interdisciplinary teaching and classroom assessment. Finally, the faculty of the program remain on the cutting edge of teaching technology.

The area of greatest concern is the increasing demand on faculty time that seemingly has little to do with teaching. In part, this is due to the members of the program desiring to be actively involved in campus issues. However, there has also been a trend over the past ten years of ratcheting up non-instructional duties. Because of the lack of time for adequate preparation and professional development, the program is beginning to be concerned about the academic integrity of its offerings. Short of refusing to participate in new non-instructional duties, we see no remedy on the program level.

Changes/ Future Directions

As you can see in the above analysis we have attempted to respond to feedback offered on our last report in February of 2000. We have developed a profile of those students enrolled in our program. We have begun to obtain data on how our students are doing at the institution to which they are transferring. We have begun to develop outcomes and assessments and, as you will see below, continue in this direction.

We are very interested in developing program specific outcomes and assessing them, and have just received a grant for doing this. Using the just-completed economics outcomes project as a model, the program aims to develop both outcomes and assessments simultaneously as they pertain to the new Global Awareness general education outcome.

The program would like to seek new faculty, both full- and part-time, in order to maintain its ability to teach those classes traditional to its disciplines. This means working more closely with surrounding community colleges in an effort to recruit potential candidates.

While the faculty is proud of its ability to effectively use pedagogical technology, we still fall significantly short of the ideal of invisible integration. We will continue to seek support for instructional technology and strive to make it less cumbersome for students and instructors. Finally, we continue to dedicate ourselves to innovative and effective teaching. This means continuing to: develop and incorporate assessment, expand the use of collaborative learning techniques, create opportunities for team teaching, and offer new courses that are interdisciplinary in nature and expand our offerings to address the evolving contemporary world.

Interdisciplinary Team: Intra-American /Women's Studies/Multicultural Studies

Program Description

The Intra-American Studies / Women's Studies / Multicultural Studies program's primary role is to help create a culturally relevant campus environment where individuals value multicultural understanding, divergent critical thinking, and high academic standards. We offer complementary forms of learning (personal, societal, participatory, and dialogical) that constitute an appropriate college curriculum for effective citizenship in a diverse democracy.

We offer a wide range of courses including Multicultural Studies, Native American Studies, Women's Studies, Asian Studies, African Studies and Ethnomusicology. The primary general education outcome for these courses is Multicultural Understanding,

giving students an "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."

Program Analysis

Enrollment in Intra American Studies classes has decreased slightly over the past few years, consistent with decreases in overall college enrollment. However, these data are difficult to verify in our program because of issues related to dual listing, primarily between Intra-American Studies and History. The student retention rate for all of the disciplines in the Intra-American Studies Program is very high. Our graduates often indicate that they were inspired to select majors related to Intra-American Studies by taking courses offered in the program.

Faculty in the program assess whether or not students are acquiring knowledge through use of writing assignments designed to demonstrate acquisition of Intra-American Studies concepts, problem solving and critical thinking skills. Assessment methods used by our faculty include classroom research, position papers, college research papers, reading response journals, writing across the curriculum, and service learning projects as well as essay and short answer exams.

Our division has a high rate of participation in conferences, on college governance and advisory committees, student clubs, and in the wider community of these areas. Between us, we participated in 26 conferences and on 29 committees in the past 6 years. We are involved in 10 student clubs and in 17 community groups or activities. We pride ourselves on our involvement in the community, and our commitment to supporting our colleagues, administration and students outside the classroom.

Faculty in Intra American Studies were involved in the early research conducted by Shoreline Community College when we first implemented a multicultural requirement as part of our general education core. Although there is still much controversy associated with this research, we determined that IF the goal of our multicultural course requirement is prejudice reduction and social justice, then the research recommendations become more specific. The research on Best Practice in prejudice reduction and social justice suggests that combining the "Multicultural Education" and "Education that is multicultural and social reconstructionist" approaches (see Sleeter and Grant, 1993) with the "Transformative" and "Social Action" approaches (see Banks) is the most effective of the models evaluated. These approaches are reflected in the Multicultural Understanding outcome of Shoreline's general education requirements, and in the Master Course Outlines of our program.

Our faculty have a high level of expertise in diversity and multiculturalism. Several program faculty have developed new courses and revised current courses to address the changing needs of vocational and academic divisions. Course offerings have been expanded to include Learning Communities, although the high level of interest in our program in developing additional such packages is limited by our instructional demands

and by the small size of our staff. Our faculty are also highly respected as trainers in the community in multicultural issues.

One of our major difficulties is protecting our right to define who we are as a discipline. We find that we spend a great deal of time and energy defending our academic expertise and our disciplinary integrity. Until the faculty and administration of Shoreline Community College grant to Intra-American Studies faculty the same respect they grant to all other disciplines of the campus - the right to define the content and process of our discipline - we will continue to expend valuable energy negotiating these obstacles.

Changes /Future Directions
In response to the feedback given to our program after our 1999-2000 PPA, we have made some changes and continued work in other areas. Feedback was primarily positive. We have therefore continued our work in the areas of mentoring new faculty and increasing multicultural understanding on our campus. We began the Curriculum Revision Project with the goals of examining and extensively revising the existing curriculum in Intra-American Studies. In previous reports, we discussed the need to commit to a core curriculum and to verify that all the faculty teaching multicultural courses are following the core curriculum. We have made good progress in this area. Substantial work has been done on increasing access to technology through the offering of several distance learning and hybrid classes in Intra-American Studies.

Parent Education

Program Description
The Parent Education Program consists of nine off-campus programs offering 39 classes each quarter. The program includes adult-centered lecture/discussion groups and a child-centered preschool laboratory. In the preschool laboratory, parents practice skills with their children, broaden their understanding of child development, and become active partners in their child's education.

In 2000-01, the average **unduplicated** head count was 461 with an average quarterly FTE of 84.35. The majority of students were mothers; 20 fathers and two grandparents were enrolled. Twelve percent of the students indicate an ethnicity other than Caucasian. Thirteen part-time instructors teach in the program. A part-time Coordinator oversees the program and serves as the liaison between SCC and the off-campus programs.

Program Analysis
Qualitative and quantitative data indicate that the program is successfully accomplishing its mission of supporting student-parents as they learn new information and strengthen their skills as parents. The qualitative data is based on instructor observations, student comments and questions, student self-assessments, and annual student questionnaires. The quantitative data is taken from statistics of student enrollment in more than one class during a quarter, and longevity in the program. The greatest asset to the program is the experience and commitment of the faculty. Of the 14 faculty members, including the Coordinator, eight have an advanced degree in a field related to children and/or families;

11 have been in the SCC parent education program for three years or more; seven for more than 10 years. The program also prides itself on the manner in which each individual program responds to the needs of its student-parents.

All programs have forged ties with other community organizations concerned with children's positive development and parenting. The faculty's desire to expand these collaborations, however, to include offering parent education in formats other than the co-op preschool model has not been successful thus far. Without the state-mandated college tuition waiver, which is available only to those enrolled in the co-op preschool format, other college-sponsored, parent education options become too expensive for participants.

The SCC model that enables one instructor to teach both the lecture and laboratory portions of the program is a long-standing, effective, well-accepted format for offering parent education. Unfortunately, it also limits the number of qualified applicants to fill a parent educator position when there is an opening.

Enrollment in programs is often related to the number of parents with young children in neighborhoods adjoining the co-op preschools. Fluctuations in the demographics of the surrounding neighborhoods, as well as any decline in the economy, make it difficult for parents, particularly mothers, to participate in a parent education/co-op preschool program, affecting enrollment. Maintaining enrollment is a source of concern for several of the programs.

Another concern for the program is that the population of enrolled students is still primarily middle class Caucasian. Partly this is due to the demographics of the neighborhoods served by the various programs and partly it is due to the design of the program itself. Individual instructors and programs have worked to recruit a diverse student population, but the percentage of enrolled Eastern European immigrants and people of color still remains lower than desired.

The current Parent Education Program Coordinator has been part of the program for five years. Her sole responsibility is to oversee, represent, and advocate for the Parent Education Program. She is directly involved with the faculty through regular visits to each program location. Enrolled student-parents, SCC faculty in other disciplines, and Parent Education faculty from other colleges now recognize her as the person who represents the SCC off-campus Parent Education Program. The Coordinator is presently funded for 15 hours/week, which is insufficient for the increasing complexity and scope of the position. An increase in the hours allocated to this position was requested in the 1998-99-college budget, but was not funded.

All of the parent educators are part-time faculty. This fact presents difficulties when: (1) faculty are not paid to attend regularly scheduled faculty meetings; or (2) when they are not paid for contributing to documents such as the Program Planning and Assessment Report. The faculty values collaboration and believes it is necessary for everyone to provide input to shape the direction of the program. In 2000-01, SCC's Office of

Professional Technical Education provided funds for all faculty members to be paid for their work on revising the program MCOs. Faculty appreciated this recognition of their professional efforts and expertise.

Changes/Future Directions

In order to continue the effectiveness of the program, Parent Education will:

- Continue efforts to increase enrollment in under-enrolled programs
- Examine the pros and cons of the long-standing SCC model of having one individual who is responsible for the lecture and laboratory programs at each site. Determine if this model should be altered in some way.
- Formulate additional strategies for hiring and transitioning new instructors into a program
- Examine parent education needs of people of color and Eastern European immigrants and begin to design a program to meet those needs
- Identify ways to fund part-time faculty for duties they are asked to participate in that are outside their assigned responsibilities.

Interdisciplinary Team: S.A.P.P. (Sociology, Anthropology, Psychology, Philosophy)

Program Description

The program mission/purpose provides an overview of the role that the disciplines play in the college's overall plan as it relates to what the program views as essential learning for students. Members of the program faculty primarily prepare students for the rigor of upper division social science courses at transfer institutions.

The program's goal is to make available a broad array of courses from four academic points of view. Each of our disciplines assists students in understanding social and cultural differences, gives them fundamental knowledge and an experiential foundation, and prepares them for both the workplace and upper division courses.

Program Analysis

Students served in the program primarily transfer to four-year institutions, although we also serve the needs of the professional/technical students. Of the 2,557 students served by the program in 2000-2001, 1,893 indicated that they planned to transfer to a four-year academic institution. We do not have more specific data concerning gender, age, ethnicity, etc. at this time. However, the average GPA of transfer students to the U of W is 2.90 for Sociology and 3.41 for Anthropology, indicating a high level of preparedness for college level work.

Data are available for U of W transfer students, but not for those who choose to attend other institutions. There is a need for uniform statewide reporting to allow for analysis by all institutions. Individual faculty conduct student self-assessment through informal surveys and student journals, demonstrating to faculty specific changes to make in curriculum and pedagogy.

The changes in staffing trends reflect additional on-line courses, and our weekend and other non-traditional course offerings. In addition, the program has interdisciplinary offerings, new course development, online, and hybrid course offerings.

Our program is committed to addressing diversity issues. The individual faculty plans for participation in the FIPSE-funded *Faces* project, development of new courses, and research publications, all contribute to the infusion of multicultural issues across the curriculum. We are expanding our participation in infusion of multiculturalism in our current and new course offerings. A new course, *Contemporary Moral Problems,* will address gender and race issues. Course offerings in religion will include religious diversity.

We have begun to address how faculty should be involved in institution-wide assessment, and think that the faculty role in institutional assessment should be analysis and interpretation. At the program level, we assess essential learning by daily journals, triennial student reviews of courses, and informal student surveys.

We have achieved many of our 1999-2000 and 2000-2001 program goals/objectives. We continue to seek funding for an academic advisor. Individual faculty have utilized student evaluations with open-ended questions; these questions included requests for student perceptions of general education outcomes and competencies. Based on the results, changes are made in course curricula.

Changes and Future Direction

- Faculty will be involved in a funded, institution-wide, student-outcomes assessment project, the "Interdisciplinary Gen Ed Assessment Team Project," Winter and Spring quarters, 2002.
- Faculty gathered more specific information on students/clients served, such as level of preparedness for transfer students and number of students intending to transfer to four-year academic institutions.
- Faculty made observations on staffing trends based on data collected.
- Faculty addressed student self-assessment needs by indicating activities of both individual faculty and the triennial evaluations done by anthropology students.
- Information was gathered on students' essential learning in relation to course outcomes on an individual faculty basis.

The program's 2001-2003 goals/objectives are as follows:

- For institution-wide outcomes based assessment, we would like emphasis to be placed on tracking our graduates, who are primarily transfer students.
- Improved access to institution-wide data in order to better assess outcomes.
- Recommend that the division request funding for an academic advisor.
- Continued improvement of classroom space configurations and updated technology as needed.

Speech-Language Pathology Assistant Program

Program Description

The Speech-Language Pathology Assistant Program provides graduates with knowledge, skills and abilities for successful employment in either private or public agencies that provide speech-language pathology services. They work under the supervision of a Speech-Language Pathologist. SLPAs work with individuals from birth through adulthood, conducting screenings and assisting with assessment for language, voice, fluency, articulation, and hearing impairment disorders. As support personnel, they follow document treatment plans or protocols under the supervision of the SLP, and perform checks and maintenance of equipment, and participate in research projects. They help youth and adults develop the communication skills needed for self-expression, social interaction, academic success and employment.

Program Analysis

The Speech-Language Pathology Assistant Program is a new professional-technical program at Shoreline Community College. The Curriculum Committee officially

approved this program on January 24, 2002. Master Course Outlines have been developed for all of the SLP courses that are required for the degree and certificate. All fifteen of these courses along with the Speech-Language Pathology Assistant AAAS Degree program planning sheet have gone through the College's approval process. The curriculum is based on the national and statewide skill standards and core competencies that were recommended by The American Speech-Language Hearing Association (ASHA).

The College was encouraged by speech-language pathologists in the Greater Seattle area to create a two-year Associate of Applied Arts and Sciences (AAAS) Degree Program and a one-year certificate program. They informed us that there was an urgent need to create these programs because SLPAs who were currently employed in the school districts statewide had only received on-the-job training from the Speech-Language Pathologists who supervised them. There were no colleges offering instructional programs for these paraeducators in the State of Washington.

An advisory committee was created for the proposed new program. The committee was made up of SLPs in the profession, professors in Speech and Hearing Sciences and Rehabilitation Medicine from University of Washington, a field representative for Washington State Public School Employees, and the Paraeducator Project Coordinator from Washington Education Association/Office of the Superintendent of Public Instruction. Three SLPs were selected by this committee and the College to develop the curricula and the Career Planning Guide for the program.

Employment Security data on labor market projections indicate that the industry is experiencing rapid growth. There is a severe shortage of speech-language pathologists. By the year 2005 the projected employment rate for SLPs is 2224 with the majority of openings in the Puget Sound region. According to Lesley Olswang, Associate Chairperson of the University of Washington Speech Hearing Sciences Department, it will be next to impossible supply the needed number of SLP graduates to fulfill this demand. In addition, caseloads are significantly increasing, requiring that the SLPs be provided with trained paraeducators to support and assist them. Salary levels in the public school system are approximately $13,000 to $27,000 depending on level of education and training and years of experience. SLPAs that work in the schools work a calendar year of approximately 200 days, with the potential for additional work during the summer.

Trends/Future Directions

- To hire a program director-instructor for the program
- To add new members to the program advisory committee based on guidelines for membership
- To request allocation of funds for program
- To request fund allocation for needed equipment
- To develop the SLP courses for the program
- To request funding for full time and associate faculty to teach the courses
- To develop a two-year schedule for offering the courses

- To develop a plan for program marketing, promotion and recruitment
- To review the skills standards and core competencies to insure that the graduates are leaving with the necessary skills to be effective in the workplace
- To undergo the External Program Review process in three years
- To undergo the program planning and assessment process in two years
- To make changes and revisions in the program based on feedback from alumni, employers, and instructors

Humanities Division

ASL/World Languages

Program Description

Through the study of ASL (American Sign Language), Chinese, French, German, Japanese and Spanish, students acquire the linguistic skills and cultural information that permit them to communicate in the target language.

Students are mainly from the transfer student population. Faculty are making special efforts to accommodate "special needs" students, especially those who are less well-prepared for college study and those who experience anxiety about language study.

Criteria for measuring effectiveness include faculty performance, student evaluations, course completion rates, student-centered instruction and enrollment trends.

Enrollment in part reflects the lower enrollment the entire college is experiencing. French, German, Japanese, and Spanish have experienced increases in enrollment. World Languages has lost three full-time faculty members in the last five years. Currently (Fall 2001), World Languages and ASL courses are taught by two full-time faculty members and thirteen associate or pro rata faculty. (These numbers reflect the fact that one full-time faculty member is currently on sabbatical.)

Program changes include the increasing number of study abroad programs, effects of budget constraints (lack of French/Spanish position and loss of previously allocated funds for tutors), and the potential addition of ASL to the World Languages program.

Program Analysis

Strengths include contributions to the college's strategic directions, generally upward or stable enrollment trends, student evaluations, student transfer rates, expertise of faculty, student-centered instruction and faculty participation in professional development activities. Faculty are creating/implementing new formats for language courses (hybrid/ITV courses) and developing extra-curricular activities for our students. World Languages faculty received an Outcomes Assessment grant and created an assessment rubric for student written work in order to standardize grading procedures. Faculty share their knowledge and experiences with the campus community by giving presentations, and they actively participate in a variety of campus committees. Partnerships include those institutions with which we have offered ITV courses and also potentially an international business based in Seattle and China. Use of technology has increased:

courses are offered in telecourse, hybrid and ITV formats. Areas needing improvement include too much reliance on associate faculty, lack of up-to-date language learning technology (e.g. language lab with interactive stations or a CD burner in the Media Center), lack of systematized placement tools for language programs, classroom spaces unsuited for language learning, and limited tutoring resources. While enrollment is generally stable, faculty recognize the need to continue work to generate more FTEs. Superficially, it makes sense to transfer ASL to the Humanities Division. More research will be done concerning whether such a move would truly benefit the program.

Diversity is at the core of language learning. Program faculty exemplify their commitment to diversity in many ways: emphasizing cultural understanding, skills and knowledge, participating in the campus and community activities and more.

Faculty have obtained an Outcomes Assessment grant and developed a writing rubric. Faculty have continued their associations with professional organizations. To increase student retention, faculty have requested a French/Spanish full-time position, have revised curriculum to address the difficulties of first-time language learners, have discussed offering language instruction in longer blocks of time, have provided the opportunity for students to take at least the first two quarters of a language with the same instructor, and have acquired language software for student use. To increase the variety and flexibility of our offerings, faculty have requested "smart podiums" for our classrooms, have offered courses in alternative formats (telecourses, hybrid [part on-line/part in-classroom] and ITV courses), and for special populations (Spanish for Health Care Professionals). To more properly reflect current trends, the program title Foreign Languages was changed to World Languages.

Changes and Future Directions

World Languages faculty hope to expand the program by creating a brochure to promote language courses, offering additional languages (such as Italian or Russian), expanding offerings in alternative formats and continuing to request a full-time French/Spanish position. To increase language learning technology, faculty will offer more ITV courses, arrange for faculty training in useful programs (e.g. Powerpoint), increase use of computer programs/on-line resources/textbook supported technology in courses and develop individual language websites linked to the Humanities website. Faculty will continue professional development activities and program assessment efforts (e.g. another assessment grant for creating an oral rubric and revision of MCOs). Faculty will attempt to regain previous funding as well as investigate new funding sources for tutoring. ASL faculty will advocate for an ASL lab and state-of-the-art equipment for this lab. Faculty will collaborate with instructors at other institutions to achieve parity in the ASL curriculum and facilitate a good relationship between the ASL programs of SCC and Gallaudet University.

Art-VCT Program

Program Description

The Visual Arts Program, through its foundation-level and second year courses in studio art, photography, art history and art appreciation, provides understanding and skills in visual awareness, conceptualizing and creative problem solving. Courses meet needs for transfer, for personal enrichment, and for employment preparation. The Visual Communications Technology Program provides a learning environment for students to develop as creative problem solvers, to become technologically adept and to develop job skills. Its focus is to provide an environment focused on student success and to develop competencies necessary for entry and advancement in this career path.

Foundation Studio Art / Photography and Visual Communications Technology courses have as their purpose and goal the development of perceptual awareness through visual representations. The courses also provide cognitive understanding of the elements and principles of art. The course content develops critical thinking, problem solving, and creative abilities. Visual Communications is the convergence of numerous media: video, film, audio, graphics, and text. The objective of a Visual Communications Technology program is to develop and train Visual Communications professionals to develop concepts, work as a team member and provide customer service and interaction
Art History develops an awareness of the manner in which diverse historical, technological, and cultural forces shape the creation and role of art and design.
Courses in Art and Art History are transfer level courses that are considered separate from VCT but also form an integral part of the foundation for the professional/technical program.

For Fall 2001 the number of students with VCT intent codes is 214, taking an average of 10.17 credits; the low credit average is skewed by available statistics. This number is not truly representative of the students with vocational goals in our program. Part-time VCT students are “occupational supplemental” and not identified in our intent code system. We offer over 500 enrollment seats (per quarter) in the Art and Art History side of the program. Overall, FTES for Art/Art History/VCT have increased to 229 in year 2000-01. Art History has maintained consistency in enrollment paralleling humanities enrollments in general.

Student Intent:

Matriculating Academic transfers - 40%

Matriculating Vocational students (AAAS) - 53%Other populations - 5%

Full vs Part-time

Full-time students - 71% - Part-time students - 29%

Education

High School - 30% - Some education past High School - 17% - BA or above - 8%

Gender Breakdown

Males - 38% - Females - 58%

Demographics

Under 20 years old - 20% -20-29 years - 44% - 30-39 years - 12% - 40 years - 14%

Ethnicity Breakdown

Caucasian - 65% - this ratio has remained relatively unchanged in the last 5 years.

All other ethnic designations have incrementally increased with the overall student increase.

Effectiveness Measures

The program has determined these measures of effectiveness:

- •Maintenance of enrollment numbers (Art/VCT).
- •Retention rates (Art/VCT).
- •Breadth of course offerings (Art/VCT).
- •Relationship to college mission statement (Art/VCT).
- •Student success in transferring to 4 year institutions and in VCT programs (Art/VCT).
- •Student success in placement in jobs
- •Student transfer from VCT graduation / completion to 4 year colleges and universities
- •Faculty member's activity and reputation (Art/VCT).
- •Student internships
- •Student competitions (VCT).
- •Program awards and accreditation (VCT).
- •Industry recognition and support in the form of partnerships, donations, accreditation,
- •Professional organization affiliations for program, faculty and staff (Art/VCT).
- •Awards, advisory committee membership, and other involvement (VCT).
- •Community involvement in program (VCT).
- •Articulation with other institutions
- •Grant, equipment and scholarship support from industry and community. (VCT)
- •Active student clubs. (Art/VCT)
- •Completion statistics for students in both VCT and Art.

Program Analysis

Enrollment in the program has grown overall and continues to serve a diverse range of student groups. There is some difficulty in obtaining true statistics for each discipline within the Art/VCT program due to the clustering of like courses and dual listing of classes within Art and VCT, and because of shared intent codes with other divisions. The VCT program especially has grown at a rapid rate. While these figures reflect program growth and success, we are concerned that in most areas the facility is at or will be at maximum capacity.

Retention rates are high in both the ART and the VCT programs (85 % course completion rate for courses in the program overall). These quite substantial retention numbers are in part due to the excellent tutors that come from our advanced student ranks. To continue to provide this "just in time" intervention and help to struggling students, the VCT program needs to have an in-house tutorial coordinator (Instructional Assistant) whose charge it is to provide scheduling, tutoring and tutor training that will assist students with the complexities of the technological tasks that occur routinely.

The program will:

- •Continue positive dialogue with administration
- •Expand articulation and recruitment
- •Develop new curriculum for Digital Photography and Multimedia
- •Develop new curriculum in Photograpy

- •Incorporate technology in Fine arts/Art history courses
- •Maximize use of facility
- •Work to realize plans to cover studio courtyard
- •Add floor space to print area
- •Expand list of courses offered summers and evenings.
- •Hire instructional technicians to support tutoring and student use of both the photography lab and print shop.
- •Acquire and upgrade needed equipment and software
- •Upgrade basic photographic equipment
- •Upgrade print shop equipment
- •Upgrade ceramics equipment and tools
- •Upgrade current computer lab equipment and software. Grants and partnerships need to be explored as ways to acquire access to needed technology. Baseline support from the college needs to be established as well for long-term strategic planning
- •Include release time for faculty for training as part of the Puget Sound Center formula
- •Develop program and curriculum information sheets to assist general advising and Workforce programs
- •Refocus and rewrite the mission statement for new directions
- •Maintain current positive dialogue with part-time faculty

Changes/Future Directions

- •Concerns regarding some communication about inter-college responsibilities. While innovative teaching strategies and programming and dialogue with industry are at the heart of teaching, statistical research and such responsibilities as maintaining a consistent plan for tracking graduates to get more than anecdotal information is beyond our resources of time and skill.
- •Continued articulation process with college faculty participating in critiques for high school graduates and providing articulation pathways for college entry.
- •College-wide articulation with Business Administration and Web Development Certificate.
- •Continued participation in NEVAC association
- •Continue development of "certificates of completion" that articulate as ladders to certificates in our program and in other programs
- •Develop and maintain a broad based and integrated foundation of courses.
- •Dialogue with Industry
- •Continue to research and develop economic partnerships with industry
- •Improve advising by assisting general advising and Workforce programs and to help students self-advise.
- •Expanded the list of VCT courses offered summer and evenings.
- •Acquire and upgrade needed equipment and software

- •Faculty continue to pursue options for professional improvement such as: self-paced tutorials, courses at private instructional facilities, courses on-line, courses at 2 and 4 year colleges and universities
- •Continue to develop/integrate industry-based standards
- •Write new MCO outlines and revise old ones in the areas of multimedia, computer graphics, and photography.
- •Integrate standards into strategies for instruction and assessment
- •Develop assessment strategies for the program
- •Promote the Art program
- •Maintain a balance of instructional needs with production needs in the print shop
- •Continue weekly meetings with instruction and staff to identify instructional needs in the facility
- •Develop a structured plan to increase enrollment, facilities utilization, and to develop curriculum that addresses the changing technologies in the printing industry

Music and Music Technology

Program Description
The Music and Music Technology programs provide a broad range of music courses to prepare students for the two-year Music Technology degree and for transfer to 4-year institutions.

Our Music Program, the largest and most comprehensive of the Washington community colleges, currently serves over 50 academic transfer music majors, more than 100 Music Technology majors, over 100 general students, and 200 community members.

The Music Program is effective in these areas:
- Growth of program through expanded offerings. In the past two years we have taught many new courses and have gained up to 100 new students each quarter.
- Evaluation of student work and observation of musical performances to assess learning outcomes.
- Student/client satisfaction with the program assessed with student surveys, teacher evaluations and well as oral and written responses by clients.
- Student success in obtaining employment.
- Student success in transferring to four-year schools.

Enrollment in the music department has increased significantly since the 93/94 school years (168.60 annual FTES in 93/94 to 216 in 98/99 and 237 FTES in 2000/2001). Staffing trends reflect the enrollment patterns of growth (7.31 FTEF in 93/94 to 10.81 FTEF in 97/98 to 12.13 currently).

Changes projected in the program are:

- Low-cost recording equipment has shifted the use of music technology, as well as in the Music Technology education marketplace, creating a demand for professional-quality equipment that we do not provide.
- Rapid changes in high-technology areas, including computers and recording studio technologies, more competition from other institutions, and a currently inadequate physical plant and infrastructure system continue to severely press the college to maintain and upgrade equipment. Upgraded hardware and software, and improved facilities are necessary to showcase the Music Technology program.
- Projected advances in Internet technology and delivery speed continue to severely impact our program.

Program Analysis

The strengths of the Music program are:

- breadth of our offerings, the high quality of instruction, and our ability to meet the needs of our students at all levels.
- thriving private instruction program, unique to a community college, with more than 60 students studying voice, piano and other instruments.
- curriculum serves academic, vocational and community needs.
- we respect and integrate classical, jazz, ethnic and popular styles of music in our curriculum and performance opportunities, which is atypical in academia.
- Each Winter quarter we offer a main stage opera workshop production that includes operatic scenes and a one-act opera with chamber orchestra.
- Each Spring quarter a full Broadway musical with orchestra is presented.
- Our faculty are active in professional music organizations and bring recognition to Shoreline Community College and our Music department.
- Department promotes all genres of music and supports diversity in music students
- New World Music course proposed for 2002/2003

Areas Needing Improvement

- We need a full-time instrumental music teacher, an additional Instructional Technician and a Program Manager**.**
- We need more space: classroom space, performance space, computer lab space, MIDI studio space, office space, an additional class piano lab and teaching studios. The space in the basement of the 800 building currently built for classrooms (858 and 860), as well as the half of the basement currently being used as a storeroom, could much more effectively be used to teach students and house the Music Technology program than the existing performance-related classroom space in the top of the 800 building. The top portion of the building needs to be re-modeled to accommodate contemporary class-piano, acoustics, and performance considerations.
- We need more equipment, more up-to-date equipment, and a larger repair budget for our equipment, especially in the Music Technology program.

Changes/Future Directions

- Hire a full-time tenure-track Instrumental Music faculty member or assign a pro-rata contract to instrumental music faculty member Doug Reid.

- Hire a full-time Program Manager for the combined Music and Music Technology department (similar to the current position in VCT).
- Gain new classroom space for the music program by fully utilizing the entire music (800) building:
- Acquire an additional 17 piano lab classroom.
- Replace 14 pianos (one per year) for 14 consecutive years, and stop the "rental" program with the Kawai Piano Corporation.
- Replace/add necessary instruments (4 timpani, 2 tubas, bassoon, Euphonium, concert snare drum) for the instrumental program.
- Add and replace needed computer hardware/software and related Music Technologies for the Music Technology program.
- Acquire additional electric bass and guitar amplifiers, a drum set and related equipment for the Rock Ensemble and other music classes.
- Purchase 80 Wenger music chairs for Room 818.

Drama and Cinema Program

Program Description

The Program's focus is twofold: to provide students with a strong analytical foundation in both theater and film history and their practice, as well as to promote aesthetic experiences that give students opportunities to construct relevant meanings, and find enjoyment through the arts. This is done by providing courses in all aspects of theater and cinema to prepare students for transfer to 4-year institutions; teaching experiential courses in acting, writing, directing and producing for the stage and camera to enable students to find and keep jobs; and offering faculty-directed stage and film productions that showcase student achievement, making the vital connection between training and performance that is central to the discipline.

The Drama/Cinema program serves over 40 academic transfer Drama/Cinema majors, 32 professional/technical students, 40 ESL students, 10 Running Start students, and over 170 general students. Our clients also include the audiences who attend plays, musicals and student film/video festivals. We estimate audiences for stage productions to number over 2500 a year. Audience members for regional and national screenings of SCC videos and films will number in the thousands.

Criteria include: the growth of student enrollment; the steady expansion of course offerings; the level of retention; the number of students who successfully transfer to 4-year institutions; the number of students who receive internships or get jobs in the fields of drama/film/video; the number of annual stage, video and film productions; the verbal and written reviews of our productions; evaluations completed each quarter by students.

The enrollment in the Drama/Cinema department has increased significantly. From 1997-98 to 2000-2001, the annual FTE rose from 171.18 to 246.14. The Cinema courses are consistently overloaded, and there is an unmet demand for additional courses. There has been a significant decline in the full-time-faculty to student ratio. In 2000-01, 44% of the courses in Drama/Cinema were taught by full-time faculty. The new Technical

Theater Director has wide experience and training; his energy and high standards are matched by a commitment to teaching that has enlivened our technical theater department. He is on a 10-month contract, and if he were full-time he could maintain and upgrade the theater, facilitate summer rentals and more fully develop technical theater curriculum.

The cost of equipment is going down, but the pace of changes and the expectations of students are going up. We are extensively reworking curriculum. New courses will include a 200 level series of acting courses, as well as classes in editing and screenwriting. Three one-year certificates have been developed toward a Professional Certificate Program, but implementing these will put more pressure on an inadequate number of full-time faculty, and a facility that is ill-equipped to handle even the students currently enrolled.

Program Analysis

The program offers a broad range of courses in all aspects of theater and film and has a faculty committed to student-centered learning that imparts high standards. The human capital of the department is its greatest strength and the source of its increased reputation and enrollment. However, the department has insufficient full-time faculty. This results in excessive course loads and fewer opportunities to seek non-traditional funding, and deprives the students of the instructors' ability to stay contemporary with their disciplines. The expansion in students served and courses offered has been done, in part, with the help and unusually strong commitment of our associate faculty. However, such a reliance does not make for a stable future for the department.

Our equipment and facilities are inadequate. Students in all the video production courses have access to one digital camera and one editing station. That our enrollment has grown as much as it has given these limitations is remarkable--and cannot last. In fact, we are analyzing whether a viable training program in video production can be offered if no additional equipment is obtained. The increased enrollment has already stressed available equipment, staff and space. Also, the lack of current technology on which the students can work brings into question the credibility of the program as a professional/technical training ground. Finding the resources to respond to these problems must happen.

Plays and video productions on multicultural and diversity issues are a focus of the department: The Skin of Our Teeth (war, class, racial bias), Rain (religious tolerance and persons with disabilities), and a video project with the King County Prosecutor's office (gender, privilege, race, class, sexual orientation). Additionally, our work in acting, writing, and directing for the stage and camera demands students examine their own and their community's assumptions and biases about those who are different from themselves. About 20% or more of the Cinema 201 classes are regularly international students.

The program achieved a number of important goals: increased links with UW School of Drama; enrollment of women in the video technology courses has almost doubled; there is an increase in the number of minority and international students throughout the

department; one-year certificates have been designed and now need state approval; and student enrollment has increased significantly.

Changes/Future Directions
The digital revolution in video/film will require continual upgrading of equipment and software to keep students tooled for the marketplace. Meeting these demands will require innovative partnerships with business and other schools and tapping non-traditional funding sources.

We hope to:
- replace a full-time, tenure track position in Drama/Cinema
- seek grants and other non-traditional funding to purchase 5 digital cameras with light kits and sound equipment, and 5 non-linear editing stations;
- hire the stage manager/technical theater director for 12 months;
- set/staff non-linear editing lab available to trained students for class projects days and evenings, 7 days a week;
- develop two-year certificates in theater/video/film production proficiency;
- develop courses in stage management and technical theater;
- update the theater facilities and equipment;
- develop new courses in acting, video/film editing and production;
- maintain and build student enrollment, diversity, and success.

English and Communications Program

Program Description
As the full Program Planning and Assessment report notes, the Shoreline Community College English and Communications Programs offer a wide array of courses in Developmental English, Transfer English, Literature and Creative Writing, and Communications. Additionally, students from across the campus can receive individualized instruction in reading, writing and study skills in the Academic Skills Center. The report states that "Courses offered by the program become a part of almost every degree and professional certification awarded on campus."

English and Communications are among the largest programs on campus, both in terms of sheer numbers of students and of FTEs generated. The report states that "The English and Communications Program serves students of all ages and backgrounds, full-time, part-time, day students, night students, academic transfer, vocational, distance learners, native and non-native speakers, as well as Running Start and Career Education Options (CEO) students." Demographic trends in English and Communication generally mirror those of the campus at large.

Criteria include: Contributions to Student Learning, Contributions to Campus Goals and Contributions to the Community**.** The report emphasizes the importance of measuring faculty contributions to the community of the college.

The report notes that while Shoreline has experienced a slight drop in enrollment over the past two years, campus data indicate that retention in English and Communications continues to be strong. Regarding staffing, English and Communications continue to rely heavily on part-time instruction. For Fall 2001, the ratio of part-time to full-time instructors was 64:36.

The report cites seven anticipated changes, including:

- An increase in enrollment due to the economic downturn and Baby Boom echo
- Curriculum development in literature
- Enhancements in the use of media-rich instructional
- Greater social and institutional emphasis on measurable outcomes

Program Analysis

The program offers innovative and dynamic learning opportunities for the entire Shoreline community. From comprehensive, integrated courses and leadership in multicultural education and learning outcomes, to locally recognized poetry events and community service, English faculty provide significant contributions in virtually all areas. At the same time, opportunities for improvement exist. The program insists on continual self-assessment and improvement and recognizes that challenges exist in areas such as diversity, retention, and technology.

The English and Communications Programs faculty are among the most diverse on campus. However, the English and Communications Programs measure their contributions to multiculturalism in many other ways as well. Faculty infuse diversity through the structure of the programs, quarterly class offerings, participation in campus committees, programs and activities that focus on multiculturalism and diversity, specific classroom activities, and by considering multiple perspectives in on-going dialogues with colleagues.

The program achieved a number of important goals and objectives during the past two years. Outcomes assessment improvements in Developmental English and transfer composition and the development and promotion of literature offerings were crucial achievements during the past two years.

Changes/Future Directions

The English and Communications Programs' goals and objectives for the current academic year include continuing ongoing projects and beginning new revisions of current curriculum. The programs will continue to improve their innovative instructional approaches to Developmental English, Study Skills, composition, and literature. In addition, the English and Communications Programs will work toward applying the new campus wide General Education outcomes and assist in the assessment of reading and writing skills and abilities. The program will also begin the difficult but necessary task of updating and revising the literature curriculum to better match current best practices in literature instruction and offerings.

Speech Communication

Program Description

The Speech Communication Department's program provides students with attitudes, skills, and knowledge that will allow them to communicate effectively, clearly, persuasively, and vividly. Specific skills students will demonstrate are critical thinking, listening, problem solving as a group member, speech composition and presentation, conflict management, relationship maintenance and enhancement, and dramatic interpretation. The speech program also provides multicultural education that will allow students to communicate effectively across linguistic, cultural, racial, gender, and class differences.

This program provides service to a variety of programs and constituents across campus including academic transfer and professional/technical students alike. Some of the courses offered by the department are prerequisites for dental hygiene and law enforcement students. However, all students need effective communication skills in order to be successful in both their academic endeavors and their career aspirations. The demographics of those who enroll in classes in the speech program are highly diverse in terms of age, ethnicity, native language and goals, with an increasing number of non-native English speakers. This trend reflects the demographics of the surrounding community. Because the basic speech course emphasizes a cultural approach to the study of language, students gain invaluable skills for interacting in an increasingly multicultural society.

As evidenced by high retention rates and student satisfaction, the offerings of the speech program are a vibrant and popular portion of the curriculum of Shoreline Community College. The program also provides a cornerstone to the college mission of multicultural education by offering classes that satisfy the multicultural graduation requirement. By examining student learning outcomes, professional development of the faculty, and service to the campus community, we learn that the speech program meets the needs of a variety groups, programs and individuals on campus.

We saw a steady increase in FTEs in the years 1996-1999, with a decline in FTE's that coincided with the opening of Cascadia Community College. This decline in enrollment is consistent with campus wide trends.

In a six-year period, the department lost five full-time members to retirements, resignations and disability leave. The practice of not replacing senior faculty as they retired had a demoralizing effect on the remaining faculty. Currently, there are two full-time faculty members.

The University of Washington's Department of Speech Communication and the School of Communications will soon merge, creating a new Department of Communication. Many of our students transfer to the University of Washington, so we are investigating a name change from Speech Communication to Communication Studies, in keeping with national trends.

The second change that will have a significant impact on the program is the dropping of the dual listing of Speech Communication 103 with Intra-American Studies. To compensate, we will develop a new course: *Communicating Across Differences*.

Program Analysis
The strengths of this program are the innovative curriculum, service to the campus community, student satisfaction, excellence in teaching and advising, professional development activities, community involvement of faculty, and impressive student retention rates.

The lack of full-time faculty replacement affects the amount of time current faculty members can spend in course design, resurrecting dormant courses, governance and advising.

The Speech Communication program is a leader in the multicultural movement on campus.

Changes/Future Directions
All program goals and objectives of the Speech Communication program are intended to rebuild and strengthen the speech communication program to remain competitive in the thirty-three college system in the state.

Humanities Program

Program Description

These courses help students analyze values, ethics and behaviors in the context of culture, and encourage students to ask their own questions about how humans operate in the world. Humanities courses use multiple media, and tend to be interdisciplinary, integrative in approach, student-centered, focused on issues and discussion, and theme-based.

Students served in this program are primarily in academic transfer programs, although these courses are also attracting students enrolled in the Career Education Options program, Running Start, and professional/technical programs. One of the direct purposes of Humanities 285/English 285 is to recruit to the campus students from traditional marginalized groups, including immigrants and refugees.

The following are criteria for measuring program effectiveness

* Retention rates
* Faculty expertise
* Enrollment
* Grant proposals and renewal
* Multicultural course content and offerings
* Student evaluations
* Transferability
* Integrated content
* Student-centered learning
* Contributions to Strategic Plan

1) Because of limited FT faculty in this program, course offerings are restricted. We would like to see growth in this program particularly to meet the needs created by new general education outcomes.

2) The FIPSE grant has been helpful to the Humanities program since it has supported the development of a new Humanities course that generates interest and understanding in human cultures and issues.

3) These are the kinds of innovative approaches to texts, stories, cultures, classrooms, and students that we want to continue doing in the Humanities program, but we are limited by the lack of time for our one FT faculty and our lack of PT faculty as well.

* In conjunction with the FIPSE grant, there is potential for creating new Humanities courses. There will be a rise in FTEs because of the undual-listing of the Humanities survey sequence. Also, the development of the two new Humanities 285 courses will increase FTEs.

* The content of Humanities courses lends itself to collaboration. More of this should occur when there is administrative support for the creation of innovative teaching and learning environments in the form of learning communities, linked courses, etc.

Program Analysis
The program is particularly strong in the areas of faculty expertise, interdisciplinary content, student-centered learning, student evaluations, and contributions to the college's Strategic Plan.

- Faculty expertise: The FT faculty has taken a leadership role in the FIPSE project, and has finished her sabbatical leave to improve her expertise in early matriarchal cultures and women in art and literature throughout the development of Western civilization.

- Interdisciplinary content and multimedia: Kathie Hunt teaches literature, multicultural education and humanities courses which integrate art, music, literature, philosophy, religion, diversity issues and global studies, and focus on connection/relationship and critical thinking.

- Student-centered learning: Students do projects, extensive interviewing, and group work and multimedia presentations. Service learning projects are being incorporated into the Spring 2002 learning community that includes the Humanities 285 *Telling Our Stories* course.

- Student evaluations: Students who take these courses rate them and the instructor very highly. Overall students consistently rate the courses and instructor between 4 and 5 on a five-point scale.

The FT Humanities faculty is working hard to keep courses updated and in the quarterly class schedule. We clearly need to bring more faculty into this program to sustain courses already developed, to create new ones and to create relationships with other faculty in learning communities. Also, there are only two classrooms on campus that are equipped to handle the instructional media needs of Humanities classes, and we need a budget to replace old materials and to acquire more relevant videos.

One of the major goals of the FT faculty in Humanities has been to revise the Humanities courses to be more inclusive and multicultural. For example, one of the goals of the Humanities 285 *Telling Our Stories* course, aside from the Humanities student outcomes, is to make contact with and recruit students from traditionally marginalized groups, in particular immigrants and refugees.

Because of the turnover of faculty teaching Humanities courses in the past 2-3 years and the retirement of the Humanities Dean, the course offerings and direction/goals of this program have changed. Focus has been shifted toward revising current courses and creating two new ones that are more student-centered, multi-media oriented and multicultural in focus. Some movement has been made to review older courses and revive useful ones. The program has become more vibrant.

Changes/Future Directions

- Build an annual schedule for currently taught Humanities courses and expand the offerings into summer quarter and evening time slots.

- Resurrect viable courses, update/revise their MCOs and teach them more regularly.

- Bring more faculty into creating and teaching Humanities courses, update slides and films used in all Humanities courses, and explore connections with International Programs to develop study abroad courses.

Academic ESL, Essential Skills (ABE/ESL/GED)

Program Description

The Academic ESL and Essential Skills program is a dynamic, diverse and lively component of the college community. It attracts local ESL and GED students from Federal Way to north Everett. In addition to on-campus classes, it serves students directly in low income housing units, a King County Jail and elementary schools. Internationally, students come here from the four corners of the world. Where neighboring colleges have seen a drop in enrollment in local and/or international students, Shoreline's program continues to grow. From 1997, the program has increased from 469 annualized FTE's to its current 625 FTE's. It is one of the largest, and arguably the most diverse program on campus. No other program on campus works with students from literacy to college level; no other teaches not only ESL, but also the basic skills of reading, writing, math, language arts, science and social science. In fact, this is the only program whose students are all "at risk." Although as the Program Planning and Assessment Report indicates, there are areas needing attention, both full-time and associate faculty are extremely proud of this program and totally committed to the students they teach.

The core of any program needs to encompass excellent faculty and comprehensive support services. With the vast majority of faculty in this program having graduate degrees in Teaching English to Speakers of Other Languages, and sharing years of experience, Shoreline's ESL and GED faculty are known for their excellence. This is evidenced by consistently high scoring student evaluations and surveys. The close link between faculty and student support services provided by the Essential Skills program, Career Educational Opportunities (CEO), the Humanities Division, and the International Programs Office improves student success by understanding that success only happens when all student needs are met in an integrated way. Faculty and support services staff, for example, have worked hard together on improving placement to ensure students begin at the appropriate level, and on retention to enable students to meet their goals. As a result, the ESL program has one of the highest completion rates statewide (64.5% compared to a state average of 48%). The collaborative approach toward GED is also a major factor explaining why Shoreline has the highest graduation rate statewide.

Integration within the program happens not only between faculty and support services, but also at many other levels. Within curriculum, in the lower ESL and ABE/GED

courses, life-skills are blended with pre-academic skills, and assessments are designed to measure student mastery. Faculty meet to discuss results of assessment, and to review the curriculum and make indicated changes. The night ESL program is currently undertaking this process. As far as possible, full-time faculty work alongside associate faculty in this work, as they are doing with the night revision, and associate faculty have commented on the good rapport between the full and part-timers.

In Academic ESL, pre-college level language skills are integrated with authentic materials drawn from a variety of disciplines. Professors from other divisions often give guest lectures to ESL classes. The fact that this program sits within the Humanities Division is another way in which this integrated model works for the students. Faculty from ESL work very closely with those from other areas in Humanities to ensure that college level expectations are met. Finally, and many faculty believe, most importantly, the student population is integrated. Refugees work alongside international students with both learning from each other. With young Japanese students sitting next to elderly Cambodian or Bosnian refugees, heads bent together as they puzzle through a problem, the world becomes smaller and more understandable.

Program Analysis

Of course there are areas in which improvement is needed. Faculty members are very concerned about the ratio of full-time to part-time faculty. Currently 79% of classes are taught by associate faculty, which places an enormous strain on the program. Likewise, more support staff are needed within the Essential Skills student services program. Another area of concern is recent re-organization and communication in general. This is perhaps the result of Shoreline being in a transitional period and with this program growing so rapidly. However, with new and improved leadership coming from the Dean of Humanities and the Director of Essential Skills, there has already been improvement within this area.

Changes/Future Directions

Every indication is for more growth in the future. The International Programs Office has done a fine job in marketing, and will continue to do so expanding, perhaps, into adding short-term intensive courses. The Essential Skills Office is marketing the program to the most in need – the non-literate ESL and native speakers. They are also focusing on the currently under-represented Hispanic population. The move toward providing alternative times and locations for courses will continue as faculty develop distance learning courses and explore more weekend and evening opportunities. The attention to constantly reviewing curriculum and assessment will continue as a cornerstone of this program. Reorganization will happen as the program expands, but it will happen in a collaborative, positive environment. Finally, more funding opportunities will be sought as the Director of Essential Skills continues to increase the funding base of the program.

The Academic ESL and Essential Skills program is strong because it represents all the core values of the college. Faculty are mindful of **academic freedom** and the responsibilities and opportunities this provides. It is a **collaborative** program at every level, and continues to find ways to expand relationships. **Diversity** is at its very heart as

are **excellence** and **innovation**. The success of the new ESL and GED Technology Center reflects these values. The success of the program is measured through **student success** and the hard work that is involved in measuring that success against clearly stated outcomes. Finally, faculty, classified staff and administrators **support** each other and all support the ESL, ABE and GED students.

Media Services

Program Description

The Media Center at Shoreline Community College is a service organization. The media staff is dedicated to leadership roles as consultants, resource persons, designers, installers, producers and maintainers of media approaches and systems. With an emphasis on learning, the Media Center staff assists faculty, students, staff, and the college administration in meeting their needs to improve the effectiveness, efficiency and quality of the teaching/learning experience (Strategic Direction 5.7, 5.8). Media Services coordinates and facilitates effective use of available resources while striving to implement new technologies and methodologies based on budget, pedagogical and environmental decisions (Strategic Direction 1.2f).

Students served are increasingly diverse. Media Center staff has observed that students using media services are, compared with students a few years ago, generally older. Also, a larger percentage of clients come from minority groups. Number of students served, collection size, collection currency and usage are used as criteria measuring effectiveness. Specific surveys of media services clients will also be done annually to gauge client satisfaction. The mission of Media Services is to support the College's enrollment endeavor by directly serving students and faculty with special collections, equipment and media production services. The Media Services Coordinator also teaches at least one television production class annually. Significant anticipated changes include the completion of LMC building renovation, which will provide new facilities and equipment for students, faculty and staff. Services will be more centralized and seamless.

Program Analysis

Program strengths include strong faculty and staff participation in division and college goals and strategic planning, active participation in the renovation of the LMC building, support of all ITV classes and the CMU-260 series of communications classes, support for distance learning students with duplication of audio and video tape sets, and in general, support of all faculty and students in other classes with appropriate media equipment and content materials for instruction. To accomplish this last goal, the Media Center houses more than 5,000 titles of VHS videos, films, CD-ROMs, DVDs, CDs, audiocassettes and slide programs, and fulfilled an estimated 11,500 classroom equipment requests. Many of the more than 18,000 media material transactions were video programs shown in classes, when each video is viewed by many students. During this period, media services duplicated more than 3,500 audiocassettes for world language students and almost 4,000 videocassettes for telecourses. Weaknesses include absence of a media equipment booking system, lack of permanent staff in the Media Production area with only 17 hours/week allocated for all of instruction, an unrealistic base budget in

light of the College's Strategic Plan, and out of date equipment, both in the Library Media Center and in the classrooms.

Media Services is proud to "Walk the talk" of the College's multicultural diversity policy. More than a third (2 of 6) of permanent media staff are people of color (Strategic Direction 3. 1). More than half (4 of 7) of student assistants are minorities (Strategic Direction 3.2). Media staff also takes active role in assisting the Multicultural Diversity Education Center and student clubs, in campus events such as Black History Month, Native American Heritage Month, Women's History Month, Multicultural Week, MLK Day, EYH (Expand Your Horizon) conference, and others (For example, media staff supported the Multicultural Canada Lecture Series and a subsequent field trip to Vancouver, British Columbia).

Changes/Future Directions
A list of achievements of 1999-2001 program goals and objectives includes: participate in LMC open house to promote services to the college community, refine telecourse videotape duplication and rental service for DL students, start copier service for students in the temporary Media Center, plan and implement various multicultural/diversity events such as the Multicultural Canada lecture series and the subsequent field trip to Vancouver BC, support eight ITV classes during this period, finish hiring replacement for Media Assistant III, and expand video collection by more than 385 titles.

2001-03 program goals and objectives are: to actively participate in the College's self study and accreditation endeavor, to continue revision of the Media Center web page to reflect current services, to provide adequate media support for all divisions during renovation, to support at least two ITV classes each quarter during LMC renovation, to develop a plan to facilitate the installation of permanent media presentation equipment in the classrooms, to complete the development and start to teach a five credit media literacy course in Fall quarter 2002, and to acquire CD and DVD writers for student and staff use.

Science/Math Division

Biology Program

Program Description
The Biology Program offers a wide range of classes to support transfer, allied health, professional technical and non-science-major students. These classes stress critical thinking, an understanding of the scientific method, the environment, evolution, diversity, human health and the development of technical skills.

Program Analysis
One of the principal concerns of the Biology Program is to maintain high standards for our classes in order to maintain long term success of our graduates. We maintain rigor in

the classes while focusing on providing the support for students that allow them to further develop a love of learning and be successful in our classes.

In order to provide support for students, we maintain a Biology Learning Center that provides tutoring, access to learning materials and the internet. We have incorporated a variety of teaching and assessment techniques in our classrooms. In recent years, there has been an increased focus on collaborative learning and follow-up on our students in other programs.

We strive to provide a safe learning environment and current technology to give students every opportunity for success.

It is our goal to respond to changing needs and modify our offerings as appropriate. We have added an on-line class in Anatomy and Physiology, and have put new emphasis on our non-majors classes: Biology 100, and Epidemics and Culture. We are planning a new Overview of Biotechnology class. We recently added a Short Course Program that provides on-going training for our Biotechnology graduates and for lab technicians currently working in the local industry. We have responded to increased demand for our core classes by adding additional sections whenever possible.

The Biology Program has also placed emphasis on maintaining a strong pool of associate faculty. After advertising for applicants, we interview in the fall to develop a pool for the year. Associate faculty are assigned a member of the tenured faculty for mentoring purposes. Classroom visits by tenured faculty provide feedback to associate faculty. We maintain an exam file to provide examples for associate faculty as well as review the exams that they administer. In maintaining a supportive and positive effort in the development of our associate faculty, we have been able to help associate faculty be more integrated into the department and identify potential problems at an early stage when they can be rectified.

Our monthly Program meetings have been very useful in supporting and maintaining all of the efforts discussed above.

Changes/Future Directions

The most pressing need of our Program is a computer lab for science classes. Availability of computer labs on campus is severely limited and will be even with the addition of a computer lab in the new library. In addition, the labs are far removed from other instructional material, and so are of limited usefulness in supporting science courses. In the remodel of the 2900 Building, strong consideration should be given to at least one and preferably two computer labs dedicated to Science and Math classes.

There is also concern for the provision of current technology in our classrooms. This includes computers for projection purposes and projection capability as well as equipment specifically used to teach applications in the labs such as physiology, anatomy and biotechnology.

In the future, it is our goal to continue to maintain high standards in our classes, provide student support and maintain a strong associate faculty, so that we can continue to be proud of the quality of the learning that takes place at Shoreline.

Chemistry, Chemical Technology, Hazardous Materials Handling

Program Description

The Chemistry/Chemical Technology programs are still dedicated to the mission and purpose that has been the standard for many years. We strive for student success in transfer and technical training programs by providing excellent education, skills for life long learning such as critical thinking, content mastery, and technical expertise to an increasingly diverse student population. We provide hands-on opportunities for students to acquire and use technical skills consistent with their learning and career goals. Our courses incorporate more exposure to modern instrumentation, data processing with computers, rigorous record-keeping in lab settings, and projects requiring demonstrated communication skills. With the help of our Science Advisor, we insure that our transfer students become more and more competitive in the areas which are most in demand: chemical engineering, pharmacy, dentistry, medicine, medical lab technology, chiropractic and physical therapy. Our faculty promote an awareness of the importance of chemistry in our fast-paced world as it relates to health concerns, new products and the well-being of our environment, as well as our responsibility as scientists to work for the common good. Most importantly, we strive to instill in our students a love of learning and an awareness of their role as future leaders in the scientific world.

Program Analysis

Chemistry faculty continues to serve a large number of students in the classroom and as advisors. For example, the average number of advisees assigned to our faculty members ranges from 50 to 100 students. In most of our chemistry courses, enrollment continues to be high, considering the opening of Cascadia CC and the renovation of the library. However, in Chemical Technology, enrollment has been declining. The continuing success of our offerings in chemistry is reflected by the large numbers of students who come to Shoreline Community College every year to take one or more of our chemistry classes. Many of these students stay at Shoreline to take Physics, Biology and Math, thus providing FTEs for our other science courses. In conversations with advisors from the University of Washington, faculty members have been told that Shoreline's chemistry program is well known and respected.

Our chemistry program has this excellent reputation in the Puget Sound area mostly due to the quality of our faculty and the support provided by equally demanding math and science courses. However, the quality of our facilities and lab equipment falls short of many standards in chemical education in the 21st century.

The number of full time faculty has not changed in the past two years, but is smaller as compared to five years ago, and we are still dependent on associate faculty to teach some of our majors' sequences. The full time faculty are relatively new with the most senior member having tenure for only 3 years. The excellence of our newest member, Linda Kuehnert, has made the transition of Clarita Bhat's organic series to a new instructor

seamless. Unfortunately, changes in assignments have actually decreased the full time faculty numbers: Karen Kreutzer will have 2/3 release time for this year due to her position as President of the Union. David Phippen has release time as ADC for Chemistry. Matt Loper continues to teach Environmental Science courses as well as coordinate the Environmental Technology program, and does not have the time to also teach large Chemistry 101 classes. We still do not have a faculty member completely in charge of our "orphan" class, Chemistry 101. The curriculum in this course is starting to be revised and the lab manual will have to be updated. Fortunately, Emeritus Professor Clarita Bhat has continued to stay involved as an associate faculty member, offsetting the release time our program has incurred. The ratio of part-time to full time is still too high to provide adequate instruction to students who traditionally need more office hours and extra help.

The new Associate in Science degree has made the process of advising and transfer much more efficient. Students are able to see the standards of typical science curriculum in the first two years of study, and we should see an increase in the number of students opting to stay to finish the degree.

Program Changes/ Future Direction

The chemistry faculty would like to create a separate preparatory course for students who intend to take the Chem 140-160 series. These students need much more quantitative analysis training as well as computer application in the sciences. The current Chem 101 is taken by all who need an introductory chemistry class. By splitting the current Chem 101 into a Chem 110: Preparatory Chemistry and a Chem 101: Intro Chemistry, better student retention and success in the Chem 140-160 could be achieved. This would also allow us to stress in the Chem 101 some organic chemistry that nursing students do not currently experience, as Chem 220 (organic chemistry) is not required for their program.

There may be a need to start a trailing organic series (Wint, Spr, Summ) to meet the needs of many students who get off-sequence.

The offering of the Chemical Technology courses (ChemT 190,191,192) may need to be evaluated to balance the needs of the Biotech and Environmental Tech programs with the needs of faculty loads in the chemistry programs.

No other significant changes are expected for the coming year, unless sources of funding for classroom technology can be found.

Engineering Transfer/Engineering Technology/ CAD Drafting Technology

Program Description

The Engineering Transfer/Engineering Technology/ CAD Drafting Technology program offers courses for both transfer and tech students. On the transfer side, we offer a full complement of both freshman and sophomore engineering courses. The majority of our students transfer to the University of Washington, with the balance made up by Seattle University, Seattle Pacific, and Washington State. The Engineering Technology component offers courses for both Civil and Mechanical Engineering Technology two year degrees. The CAD Drafting Technology aspect includes course offerings for the two year CAD degrees, and the one year certificate program. Students in the two year programs and certificate typically go to work after graduation, although some switch and continue their education in the transfer program.

Program Analysis

The five engineering, engineering technology, and CAD programs, originally staffed with five full time engineering faculty, have been operating with only two full time faculty. This results in a large reliance on part time faculty which hampers continuity and vitality of the programs. Only two of our associate faculty have stayed with the college and have gotten a feel for how our curriculum flows. In addition, administrative tasks that were once spread among five faculty now fall on only two. This has the remaining faculty feeling over-worked, and results in less time for teaching and helping students.

Engineering Transfer continues to have an upward trend in enrollment. Enrollment in some of the engineering technology specialty classes continues to be a challenge. The transfer program does help support some of the lower level technology classes, as some classes are taken by both types of students. In the CAD program, enrollments have also been a challenge. A factor for the CAD program is the current state of the software used in the classes, which is addressed below. To help stabilize the tech area, we have been looking into the feasibility of combining some of the technology programs and the possibility of going to a one year certificate.

To have viable engineering programs it is essential that the software in the CAD lab be maintained. AutoCAD software, which is used by all the engineering transfer and tech programs, needs to be upgraded. We have lost several prospective professional and high school students who were planning on enrolling, but were disappointed when they learned our software was not as current as they expected. Several high school students have noted that the college's software lags behind their own high school's. (Our software is three releases and over four years behind what is being used in the workplace and at local high schools and surrounding colleges.) We have recently been able to receive special pricing for the AutoCAD software that will save the college almost $10,000 if we upgrade by July 31, 2002. SolidWorks software, which the college received last year through a generous donation from Steve Mydynski (past graduate of Shoreline CAD program, and CAD advisory board member), and forms the basis of our new class, Engr 284, needs annual maintenance, $1200 By May 25, 2002. The Solid Works class serves

both technology students and transfer students (as it meets the new transfer requirement at the University of Washington).

Changes/Future Directions
The Engineering Transfer/Engineering Technology/ CAD Drafting Technology program will continue to focus its efforts on stabilizing the tech portions, and enhancing the transfer program. This includes: refining course offerings, keeping pace with technology, coordinating class sequences, exploring non-traditional avenues for funding and support, and pursing innovative curriculum development.

In addition, we plan to launch an aggressive recruiting program for engineering and engineering technology. This program will include working with local high schools and engineering firms to target prospective students. Contact between the college and the major transfer universities will also be implemented.

Environmental Science/Environmental Technology

Program Description
The Environmental Science Program serves a diverse group of students, mostly those seeking four-year Baccalaureate degrees. The majority of students enroll in environmental science classes to fulfill the associate degree distribution requirement for a lab science, but a significant portion transfer to 4-year schools, majoring in environmental, or related natural sciences.

The Environmental Technology Program also serves a diverse group of students interested in obtaining jobs or promotions in the environmental field. Environmental consulting firms, government agencies and non-profit organizations employ graduates of the program. Areas of focus include water quality assessment and monitoring, habitat monitoring, fisheries, wildlife management, environmental planning. Students may enter the program for a second career, as part of a re-training program, or may choose this path soon after graduating from high school. The Program is responsive to the different needs and backgrounds of the student, using a flexible curriculum with evening offerings and distance learning. It incorporates a strong core in basic science and provides the students with opportunities to take advantage of their own experiences and specialize in specific areas.

Both the Environmental Technology and Environmental Science Programs strive to promote the principles and strategies of environmental science to help foster environmental responsibility. In addition, both programs work to forge cooperative partnerships and internships with industry, agencies and the community, enhancing the student experience, contributing to the community, and opening up alternative sources of funding.

Program Analysis

The Environmental Science Program has seen significant increases in Annual FTES and S/F ratios over the past 5 years. The college offers between 6 and 7 sections of ENVSC 201 each year. The telecourse ENVSC 101 – Race To Save The Planet has been offered the last three years after a 3-year hiatus. This has helped with enrollment, since it clearly attracts the "non-traditional student". The new course ENVSC 202 – Ecology of Natural Landscapes has met with mixed success, being first taught in Winter 2000, but cancelled in Winter 2001 due to low enrollment, and is being offered again this winter.

FTES have steadily declined for Environmental Technology over the past five years, with the exception of a slight increase in 1997-98. Those decreases can be attributed mainly to cancellations of ENVT 202 and ENVT 200, due to low enrollment, and generally low recruitment of new students into the program. Enrollment has strongly been affected by external factors such as the needs of local industry employers, state and federal funding decreases in the environmental field, and the availability of alternative re-training programs. Another factor is the competitiveness of the environmental job market, which may discourage some students from entering this field.

The strengths of the Environmental Science Program include its interdisciplinary curriculum, which appeals to students majoring in other fields, and its strong community involvement. The core course, ENVSC 201, can satisfy requirements as a lab science as well as a writing intensive class. It also emphasizes appreciation of diversity and innovative approaches to problem solving. It encourages involvement in the community through its Service Learning component, and the program in general contributes to the community through its Salmon Education Program, and through partnerships with the City of Shoreline and other agencies.

The strengths of the Environmental Technology Program include a flexible curriculum, an active technical advisory committee (TAC), its emphasis on technology and writing skills, and a strong internship program. The Program's flexible curriculum makes a two-year technical degree possible, but others may enroll in classes only to augment their job skills, or as a track to transfer to 4-year schools. Most of the courses have evening offerings, making them accessible to the non-traditional student. The Program's active TAC, emphasis on technology and writing skills, and internships increase the success of graduates in the workplace. The Program also provides a focus on natural resource assessment with an urban/suburban emphasis - the only one of its kind in the Seattle area. The recent purchases of a state-of-the-art Geographic Positioning System (GPS), and stream gauge have made great strides in keeping the Program technologically current.

The Environmental Science & Technology programs both need dedicated laboratory space. Space was temporarily lost during the Library Relocation. The current laboratory space behind the classrooms in 2953 and 2956 has poor

ventilation, no proper lab sinks, and lacks the equipment required of a true "wet lab." Lab equipment also needs to be repaired and updated.

Enrollment in the Environmental Technology Program and job placement are serious concerns. Only part of this can be solved through increased visibility produced by advertising. The changing job market has had a large impact on the Program. Strong consideration should be given to whether a two year Associates of Applied Arts & Sciences (A.A.A.S.) in this field of work is still a viable degree.

In Spring 2001, the Environmental Technology Program underwent an External Review and a DACUM (Developing A Curriculum) process. These two studies provided a focus on the Program's status, including the strengths and areas for improvement discussed above. These studies concluded that the Program was in need of revision, possibly with more of a transfer focus, or as a device for augmenting skills of professionals already in the workplace. The DACUM provided some suggested course curricula, which apply to possible two-year technical degrees, transfer degrees, and professional enhancement courses or certifications, with an emphasis on the latter two. The External Review also emphasized the need for more advertising, job market analysis, updated equipment and reassigned time for the program coordinator.

Changes/Future Directions:
Based on the recommendations of the DACUM and External Review Team the curricula for the Environmental Technology Program need to be revised to curricula that emphasize more transfer-oriented tracks and possible certification programs for post-baccalaureates and other professionals. The Environmental Science and Environmental Technology Programs would become more closely allied towards this end. Advertising and marketing schemes could be developed for both programs, utilizing flyers, a web page and other resources. There is a need to continue to cultivate cooperative partnerships and internships with industry, agencies and the community.

We are very excited about the renovation of the 2900 Building. It could provide an excellent opportunity for creating a plan for dedicated environmental science & technology classroom and laboratory spaces that incorporate environmental concepts into their basic design. This would provide the student with working examples of those concepts (energy efficient lighting, heating, storm water management, etc.), and at the same time act as a showcase to the community. Partnerships could be developed with industries involved in such cutting-edge technologies, perhaps reducing costs to the college.

The Environmental Science & Technology programs still need a lab coordinator, who could be shared with other science programs using the 2900 building (biotechnology, geology, oceanography, etc.) to maintain & supervise the laboratories to increase efficiency and ensure safety for students, staff & faculty.

Geology

Program Description

The geology program predominantly serves transfer students seeking laboratory science courses that satisfy distribution requirements. These students are predominantly non-geology majors and non-science majors. 10-20 % of the students taking geology courses are from professional/technical programs, with the most common source being the environmental technology program.

The geology program currently offers 4-5 sections of face-to-face geology courses per quarter and 1 on-line geology section per quarter. Our offerings include Geology courses that meet our students' educational goals and fulfill their degree requirements. They also provide students with a basic understanding of the way the Earth works, and the complex interactions between natural processes and human activities, as well as a fundamental understanding of science and scientific inquiry.

Program Analysis

The geology program is going through a major transitional time as a result of the retirement of the only full-time faculty member after Fall 2000, and his replacement with a new tenure-track faculty member in Fall 2001.

The new full-time faculty member is committed to continue the excellent work done by her predecessor but is also enthusiastically committed to re-energizing and re-vitalizing the program by renovating and diversifying the curriculum, integrating emerging technologies into the geology curriculum, and improving the level of involvement of geology on campus and in the community.

The former full-time geology instructor is continuing his excellent work with the distance learning geology program. In addition, an excellent and very committed associate faculty member is also teaching one or two courses per quarter, contributing to the continuing success and renewal of the program.

One of the greatest strengths of the geology program is the implementation of a multimedia geology classroom. This had begun under the lead of the former geology professor and it is continuing to put geology on the cutting edge of instructional technology.

The new instructor has just completed the creation of PowerPoint presentations for all the Physical Geology lectures. These presentations integrate all visual aids (a fundamental component of any geology course) into a multi-media carrier, which has greatly improved the quality of the visuals and made the delivery of the information much smoother and more effective. In addition to the PowerPoint presentations, a course website has been implemented for each of the courses taught by the new instructors.

The on-line physical geology course is also a great asset for the geology program. This course is consistently filled and successfully targets and serves the needs of a diverse population of students that otherwise would not have the opportunity to learn about Earth Science.

Changes/Future Directions

One of the most significant anticipated changes planned is a diversification of the geology offerings at the 100 level. Currently the only introductory level geology course is Physical Geology, an introductory course for non-majors. While we are not anticipating eliminating any sections of Physical Geology (currently 2/3 per quarter), we are planning to concurrently offer new geology courses at the introductory level that will serve a similar student population, providing students interested in Earth Science with a greater variety of choices. We are in the process of introducing a new course, Geologic Hazards, an introductory geology course on the geologic hazards of the Pacific Northwest, and next year we will explore the possibility of introducing another new course, Environmental Geology.

Apart from curriculum changes the most substantial anticipated change will be in the mode of delivery of instruction in geology courses. In the near future, we are planning to continue to create and deliver PowerPoint presentations for all the geology courses we offer and to improve their effectiveness by integrating emerging technological features such as video-clips and animations, and by keeping the content up-to date with the findings of scientific research. We are also planning to continue to develop and maintain course websites for all the geology courses offered.

We are also striving to involve the geology program in outreach activities on campus and in the community by offering talks, classes and seminars on campus and in the community in order to improve the level of knowledge and discourse of Earth Science and environmental issues and provide a source of information on local geology and geologic hazards.

Finally, in the next year we are planning to get involved in the remodeling plans for the 2900 building, where the geology lab is located. We see this as an excellent opportunity to improve the lab facilities and the classroom setting that very much need re-design and update, especially as concerns the use of technology in the classroom.

Mathematics/Computer Science Program

Program Description

The Mathematics/Computer Science Program offers a full complement of mathematics courses and computer science courses for both the transfer and the non-transfer student. In mathematics, we offer introductory (non-transfer) courses to prepare students for college level courses in mathematics and math-related fields; service courses to prepare students for vocational and technical programs; courses to satisfy the Quantitative Reasoning requirement; and transfer courses designed to prepare students for both advanced work in mathematics and science at Shoreline and at transfer receiving

colleges. In computer science, we offer programming courses for students working to upgrade their job-related skills, courses for students hoping to fulfill associate degree requirements, and courses for students just interested in learning Visual Basic and C++ along with modern programming concepts. Each of our courses provides students with an opportunity to learn skills in critical thinking, problem-solving, and quantitative reasoning, all of which are essential to success in an increasingly technological workplace.

Program Analysis

The biggest issue impacting the Mathematics/Computer Science Program has been the significant number of staffing changes that have occurred over the past few years. Several of our faculty have retired or gone on to other jobs in industry. Because of this, we began the 2000-2001 academic year with only five tenured mathematics faculty and no full-time faculty teaching our computer science courses. This has been taking a toll on both old and new faculty alike. New faculty are being asked to participate in department or division duties and committees before they normally should be, and tenured faculty are being asked to work on more of these duties and committees than they normally should be. This gives all of our faculty less time for teaching and helping their students, and makes everyone feel over-worked. To help alleviate this feeling, we are in the process of hiring a full-time instructor for our computer science courses, and are deeply devoted to making our non-tenured faculty feel welcome and supported within this program and at Shoreline.

In addition to strengthening the connections among our full-time members, we are also continuing efforts to solidify links with our part-time instructors. Since so many of our courses are taught by part-time faculty (48% during Fall 2001), it is in our best interest to make sure that our associate faculty have input into departmental issues and are involved in curriculum decisions. We are also continuing our efforts to improve evaluation of these part-time faculty, by requiring student evaluations and a quarterly visit from a tenured faculty member. Our efforts have been paying off, as we have seen a decrease in the number of new associate-faculty hires we need each quarter In Fall 2001, all of our associate faculty had taught at SCC for one quarter or more.

In general, the mathematics faculty have made a point of teaching a wide range of classes and not specializing. Instructors vary the courses they teach from quarter to quarter, which provides them with a good feel for where their students come from and where they may be going mathematically. This also gives students a variety of instructors to choose from at every level of our program. To best serve our students, we have also been offering classes at non-traditional times such as evenings and weekends, and at the Northshore Center in Lake Forest Towne Centre. We also offer several intensive format courses like Jump Start and Credit Express, which allow students to cover topics in two to four weeks rather than the standard ten weeks.

The Mathematics/Computer Science Program is attempting to improve retention rates in our courses. We have done this by trying to better place students from the start, facilitate their transfer to more appropriate courses if necessary, and standardize course outcomes.

We have introduced a *Math Placement Guide* to help new students more accurately determine the appropriate math course to begin with at SCC. We have begun experimenting with entrance and exit exams to better advise students as well.

Another issue affecting the Mathematics/Computer Science Program is the lack of technology in our classrooms. Graphing calculators and overhead displays are consistently used in most math classrooms, but access to the Internet and mathematical programs such as Theorist, Mathematica and Maple is limited to two laptops (purchased last year) that rotate among the faculty. And we have only one classroom that has a LCD projector to use with these laptops. The addition of a computer lab dedicated to science courses is greatly needed on this campus. We fear that without it, students will look elsewhere to fulfill their technology needs.

Changes/Future Directions

The Mathematics/Computer Science Program will continue to focus its efforts on improving the full-time to part-time faculty ratio; refining procedures for placing students in appropriate courses, assessing their placement in current classes, and transferring students to more appropriate courses if necessary; guiding and encouraging the newest members of our department in their professional development; introducing more technology into our classrooms; and exploring non-traditional times and places for teaching to better serve our students' needs. We will also focus on revitalizing our Computer Science Program once a full-time instructor has been hired to aid us in this effort. And finally, we will continue to seek ways of maintaining faculty outstanding in our dedication to student success, innovation in curriculum development, and use of technology.

Math Learning Center

Program Description

The Math Learning Center is a drop-in center which supports the classroom instruction of students enrolled in the following courses: Math 60, Math 70, Math 80, Math 99, Math 107, Math 110, Math 111, Math 112, Math 124, Math 125, Math 126, Math 191, Math 192, and Busad 175. This learning assistance includes maintaining a comfortable space where students can work individually or collaboratively and providing 1:1 and small group instruction, handouts, sample tests, solution guides, books, computers, calculators and videotapes. The individual instruction is generally available within three minutes of student arrival. Typically students are assisted for only a few minutes at a time so that they have opportunity to work with their classmates and to develop their own problem-solving skills. This level of help seems to be appropriate for most math students.

The MLC is an integral part of the Mathematics Program and serves as a supplement to instructors' office hours. The Center is open 48.5 hours a week and is directed by a tenured member of the math faculty, and staffed by approximately 20 hourly employees who represent considerable diversity. Fifteen of these employees are learning assistants and the remaining five serve as greeters or office assistants.

Program Analysis

The Math Learning Center has a large and varied clientele. The Center serves over 700 students each term, which represents about 57% of the eligible students. These students average between 8 and 9 visits during the term.

A recent study showed that the MLC serves a cross-section of the math student population in most every respect with one major exception: those who used the MLC more than two times during a particular term had a direct correlation between the grade they received in their math course and the number of times they visited the Center.

The vast majority of MLC users who complete the annual surveys claim to be very satisfied with the offerings of the Center and the assistance they receive from the Learning Assistants. They also believe that coming to the MLC improves both their grade and their skills in mathematics. The comparatively few complaints included learning assistants who explain too quickly or whose English is difficult to understand. Students also noted that the MLC is often too noisy, too crowded, and that there should be more learning assistants.

To better understand why some students do not use the Math Learning Center, a survey was conducted in four math classes during the seventh week of the term. The students found the hours convenient and almost all students who came to the MLC had a good experience or did not think much about it either way. (In other words, it was not an unpleasant experience that kept students from making more use of the Center.) The results indicate that the MLC has a significant positive impact on the students who avail themselves of its services. Almost all students recognize the value of the MLC and view it as an important "safety net," even though they may not take advantage of it.

Changes / Future Directions

The number of work-study study students with sufficient math and language skills to serve as learning assistants has plummeted. As a result, the MLC must rely almost entirely on hourly employees. Unfortunately the $7.18 starting salary makes it difficult to recruit good learning assistants. As a result of the shortage of capable work-study employees, the MLC is faced with rising costs and the danger of falling quality.

Since hourly employees are generally SCC students, there is a lack of continuity for lab staffing. Employees leave to attend class and so the MLC is understaffed for 10 minutes each hour. Approximately half of the staff leave at the end of each year, and so an inordinate amount of time is spent recruiting and training new employees. To relieve some of this difficulty, the Director has requested that the five hourly employees who serve as greeters / office assistants be replaced by a full-time office assistant. As of January 2002, this request has not been granted.

The Math Learning Center tends to attract the more motivated students in transfer-level courses. Although considerable headway has been made in expanding Center use, lower-level students continue to be underrepresented. Likely the completion of the new library will relieve some of the congestion in the MLC, and then it would be appropriate to renew efforts

to encourage these students to use the Center. In particular, the Director is taking a sabbatical leave to study ways the MLC could assist math students with learning disabilities.

Oceanography

Preface:*This report has been prepared by Arthur K. West, the Assistant Division Dean responsible for the oceanography program. Professor Robert Harman, who retired at the end of the Fall 2001 quarter as our full-time oceanography teacher, declined to participate in its preparation. The "program" refers here to the oceanography transfer curriculum, which continues to be small but vigorous and effective, and not to the Oceanography Technology program, which is in a state of inactivity, and whose resuscitation or resurrection in the near term seems quite unlikely.*

Program Description

The mission of the oceanography program continues to be essentially as stated in the previous report:

1) To expose students to the ways in which scientists ask and answer questions, and to expand the students' understanding of how scientific reasoning is used to explain the origins of earth and oceanographic features.

2) To provide the students with classroom models and laboratory experiences that excite the students and arouse a lifetime of curiosity.

3) To provide students with the knowledge needed to assess opportunities in the field of oceanography.

4) To show students that oceanography is closely related to a variety of issues in their lives, such as global warming, changes in the distribution of life, and pollution of the biosphere.

5) To make it obvious to the students that all the fields of science, mathematics and technology are in some way related to the science of oceanography.

This mission is clearly consistent with, and supportive of, the College's Strategic Plan, and especially with these Strategic Directions: Striving for Excellence; Teaching, Learning, and Academic Excellence; Diversity and Multiculturalism; and Technology.

The program serves students from a large variety of transfer areas. A few have an interest in the further study of oceanography or other earth sciences; some come from other science or technology programs; many, probably most, come from unrelated fields but choose to study oceanography because of either personal interest or the desire to take an interesting lab science course to satisfy distribution requirements. We believe that the students served by this program are typical in variety and diversity of Shoreline students in general. The discipline is truly multicultural in its scope and concerns – the oceans are, after all, world-wide in the literal sense, and understanding the oceans is an important concern of many cultures.

The honest answer, at the moment, is that we have in place no real criteria or methods for assessing the effectiveness of this program and its contributions to the College. Our primary goal in the immediate future will be to ensure the stability and enhance the effectiveness of the program. This effort will include participation of full-time faculty in

related programs, and, to the extent possible, of the excellent Associate faculty who now teach in the program.

Enrollment in OCEAN 101 has been relatively steady over the past year or two, during which time we have typically offered two sections each quarter, with each section being full or nearly so. In the near term (the remainder of this academic year, at least) we plan to continue with this level of offerings, and even to consider adding a section if and when demand dictates. In the longer term we hope to be able to expand both the quantity and variety of course offerings.

As regards staffing, the situation is in flux and is likely to remain so for some time. We mentioned above that our full-time Professor of Oceanography is retiring as this report is submitted. The College's budget considerations have dictated that the position will not be immediately filled. Indeed, program needs across the campus make it impossible to assume that we will retain a full-time oceanography position. For the time being, we plan to staff our oceanography offerings with two outstanding Associate faculty, both of whom have already rendered the College fine service in closely related fields (biology/marine science and geology), and both of whom are very excited to have the opportunity to participate in sustaining, and even improving, our oceanography program.

We know that we face – and in fact, are already in the thick of – significant changes. To the extent currently possible, we have addressed them in the previous sections. The important things to note at this time are: we are quite aware of the current state of affairs, including both its hazards and its opportunities. The issues involved cannot be resolved in the immediate future, but will require intensive involvement of the new division Dean. For the time being, we have a small but surprisingly stable and very proud program, which makes a valuable contribution to the College's transfer program; and, we are committed to restoring the program to a state of strength, effectiveness and significance.

Program Analysis

We can only reiterate here what has been said above. We are in a state of intense flux, influenced by many factors that are beyond our control, including, for example, the state's budget crisis and the broader needs of the college. What we can control is to maintain, and even enhance, the value of our program to our students and the College, and to undertake a vigorous, realistic and imaginative reevaluation of the program and its future, all in the light of ever-changing circumstances. We are proceeding with great hope and commitment.

The oceans, as we have said, are truly global, and thus tie the peoples and cultures of the earth together in a unique way. The concerns are global, the science is global, and our curriculum and teaching reflect this in ways large and small. That being said, however, we must admit that the program is not, at this moment, in a position to document what we are doing to help achieve the College's goals related to diversity and multiculturalism. We simply have not made any attempt to collect data, or devise teaching strategies, or to approach the question in any other way. Clearly, this is a task we must take seriously over the next two years (and beyond).

Changes and Future Directions

The program's goals for the next two years are simple to state but potentially daunting. Nonetheless, we believe that with the participation of the Assistant Division Dean, oceanography Associate faculty, and full-time faculty from closely related programs, they can be achieved. Anything more ambitious would, we believe, be inappropriate (not to say foolhardy) at this time.

1) To continue to serve the College's students and transfer programs by offering OCEAN 101 classes of high quality on a regular basis.

2) To develop and implement simple but valid criteria and means to evaluate the program's effectiveness, and its contributions to diversity and multiculturalism.

3) To work closely with the new division Dean to thoroughly review the program's current state, its potential, and its role in the College's future, and to develop plans and strategies for the program's future.

When we plan and assess our program two years hence, we expect to be able to present a more thorough, cogent and responsive report.

Physics/Astronomy

Program Description:

Our program exists to conduct courses of excellent quality serving the needs of all the College's students and programs. Our program exists to provide excellent advising to students, especially to advisees who are studying engineering, architecture, the physical sciences, related areas, and certain technical programs. Our program exists to introduce science and the College to the community through various outreach programs, and to be a strong and vibrant link in the Science Division's overall program and activities.

Students who complete work within our program will fall somewhere on a continuum that describes the breadth of our program well. This continuum flows from critical thinking skills and application of the scientific method to a highly technical preparation for upper-division engineering and physical science courses. We seek to challenge our students, and to motivate them to be accountable for their own learning, as well as for their actions as informed citizens of an information-based society.

Program Analysis:

We are continuing with the mechanism initiated in 1999 for providing qualitative and quantitative data about student performance, retention, transfer, and progression. We have continued to ask our students to complete brief questionnaires at the start and end of the quarter. These questionnaires are designed to acquire student input about the course they are enrolled in, as well as to keep track of student intent for retention analysis purposes. Our results from the past few years continue to show a high level of student satisfaction with our courses. Students overwhelmingly feel that their problem-solving skills have increased after taking one of our courses. In these surveys students often criticize the college's lack of laboratory equipment, but at the same time point out that they value the hands-on learning and synthesis of ideas that takes place in the lab.

Our enrollments this fall in the two main physics sequences continue to be strong, and again we have experienced overloaded lectures, laboratories and seminars. Our "service" courses, PHYS 110 and ASTRN 101, are quite popular and tend to fill whenever they are offered. The frequency with which we can offer these courses continues to be restricted by the demands of the two large-enrollment sequences.

The elevation of Professor Emeritus Bob Petersen to the Interim Deanship of the Science Division will have a significant short-term effect on our program. Bob has continued to be an active and valuable member of the department since his retirement, normally teaching about 2/3 load each quarter. Qualified associate physics faculty are currently in short supply in the Seattle area. The full-time faculty will probably have to teach overloads in Winter and Spring 2002, and we may even be forced to cancel sections or courses if we cannot find qualified associate faculty.

Our faculty (associate, tenured and emeritus) are dedicated and effective. Students who complete our courses are well prepared for their further studies, and achieve a record of success. Our advising activities continue to be very effective. Joyce Fagel, the Science Advisor, is an invaluable resource to faculty advisors in our program, supporting us with current and accurate information to pass on to our students. Program faculty continue to be unusually active in Division and College governance and affairs.

We must continue to be aggressive and inventive in finding ways to improve on the still-inadequate state of our laboratory facilities and equipment. Many students have used much more technically advanced and appropriate equipment at their high schools, and are dismayed to see the quality of equipment they must use at the college level. Our students also often mention the fact that Edmonds Community College has up-to-date physics laboratories, and they do not understand why Shoreline should be different. Their confidence in our program is definitely threatened by what they see and experience in our laboratories. We are concerned that although two of the Strategic Focus Areas (*Strategic Direction 2; Strategy 3* and *Strategic Direction 6*) speak to providing appropriate equipment and technologies for student learning, we have had very little support in those areas for our own program.

In 2000, we lost our dedicated space for the PHYS 100 tutorial. Whereas in recent years it had been a place for physics and engineering students to study and receive tutoring (often referred to as the "Physics Learning Center"), now the space serves as a media storage room. This was a blow to PHYS 100 enrollments, since enrollment in that tutorial no longer gave the students the ability to use the space when it was convenient for them. Our former space was both dedicated and secure, so students could come and go as they pleased. We hope to grow PHYS 100 again when we can acquire a secure and dedicated space for it again. We will keep this in mind as we move toward the remodeling of the 2900 building.

Our attempts at acquiring new laboratory equipment through the budget process have had very limited success. We have, however, instituted new laboratory fees for all program courses beginning Winter 2002. We felt that the collection of lab fees was appropriate for a lab course, and would allow us to better meet the needs of students. Student lab fees are intended to fund in-lab consumables, which we have not had much flexibility to purchase and/or use freely in the past. We chose the initial lab fees to be quite modest and therefore more affordable for students. We will raise lab fees if and when it is appropriate to do so.

Stephanie Diemel met with Berta Lloyd, Dean of Professional Technical Education, and college grant specialist Joe Renouard last year (along with a few other members of the science division), in order to learn more about sources of grant monies that may help to fund the physics laboratory. However, she was advised that there are no state grant monies available for basic equipment for transfer courses. Apparently, the State is expected to fulfill those basic needs through the general fund. This continues to be a source of disappointment and discontent (and worry, with respect to safety) for us as well as for our students.

Changes/Future Directions:

We will continue to work to improve lab facilities and equipment.

Though the preliminary proposal was produced with absolutely no faculty input (as well as no physics lab), we are optimistic about the planned remodel of the 2900 building, which houses our program's labs, supply room, work room, main lecture hall, and the Physics Learning Center. We will involve ourselves in the remodeling planning process as much as is humanly possible. We see this an opportunity to greatly improve our physical lab space, as well as to designate a well-thought-out, student-centered space for the Physics Learning Center.

STANDARD THREE

STUDENTS

APPENDICES

3.A Organizational Chart for Student Services
(Presented as Appendix 6.C (Exhibit 6.2.1))

3.B. Summaries of Student Characteristics (Exhibit 3.3)

3.C. Student Retention and Rate of Graduation (Exhibit 3.4)

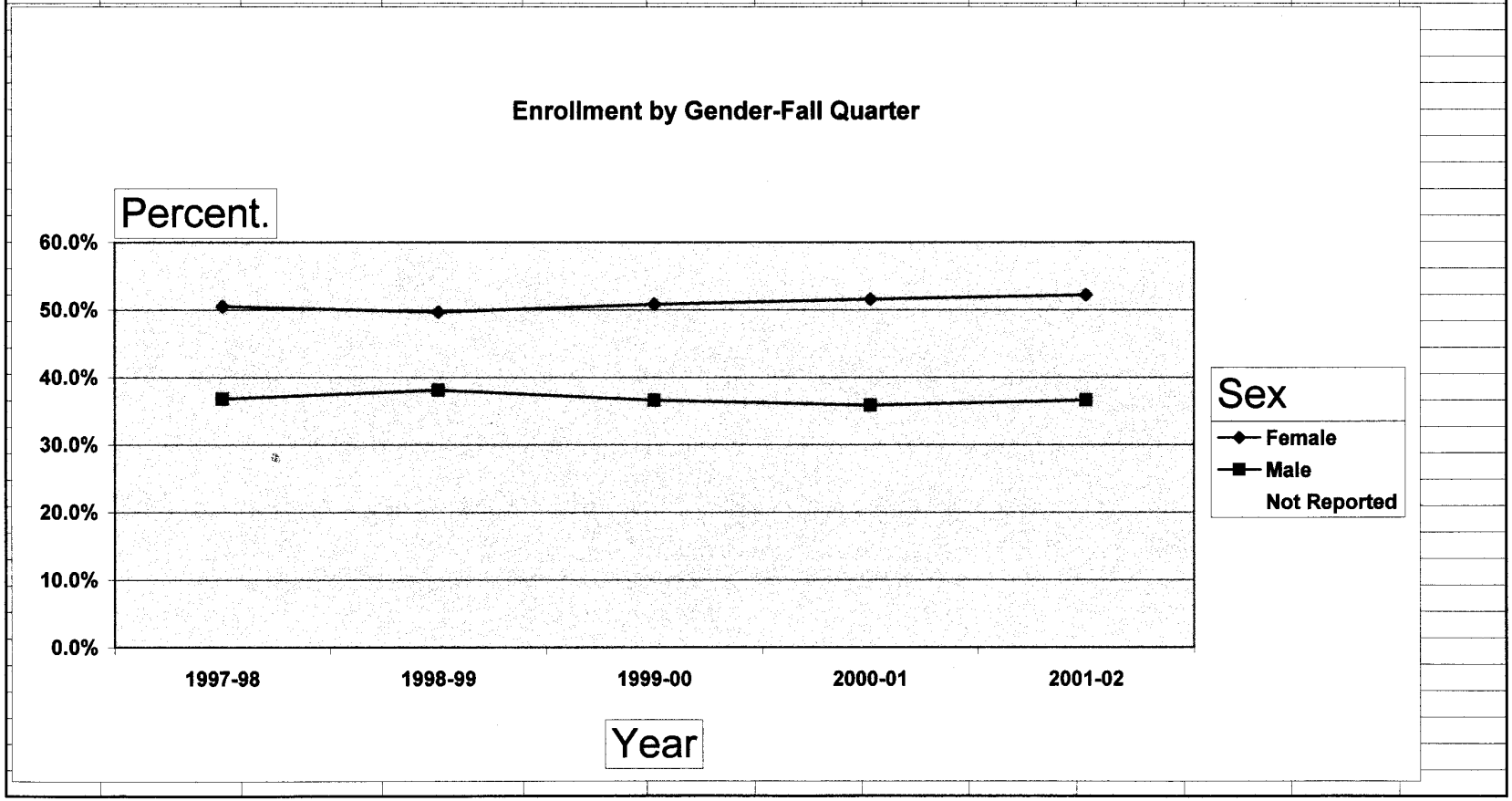
3. D. Completed Table #1, Admissions Report (Exhibit 3.5)

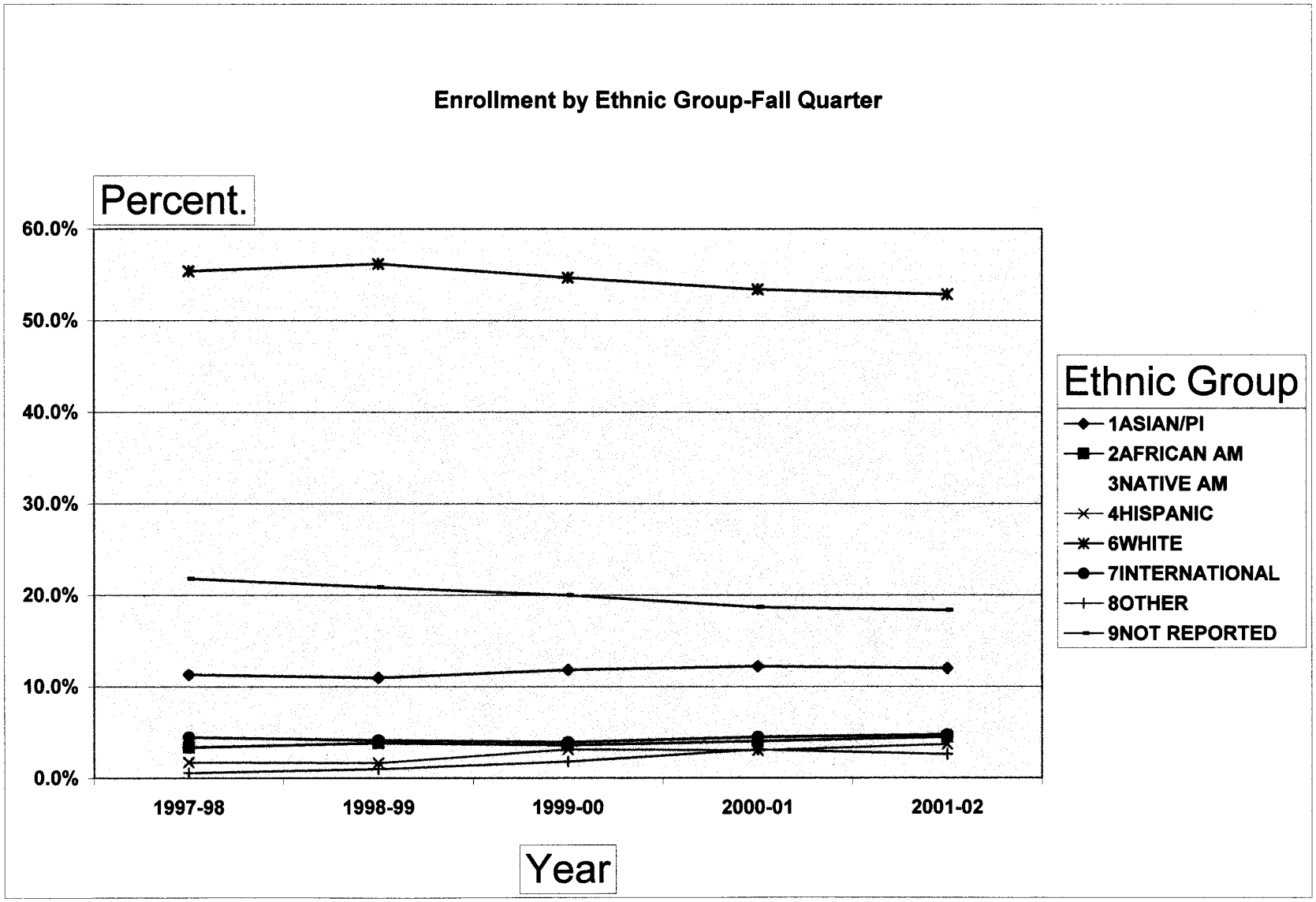
3.E. Completed Table #2, Student Affairs Staff Profile (Exhibit 3.6)

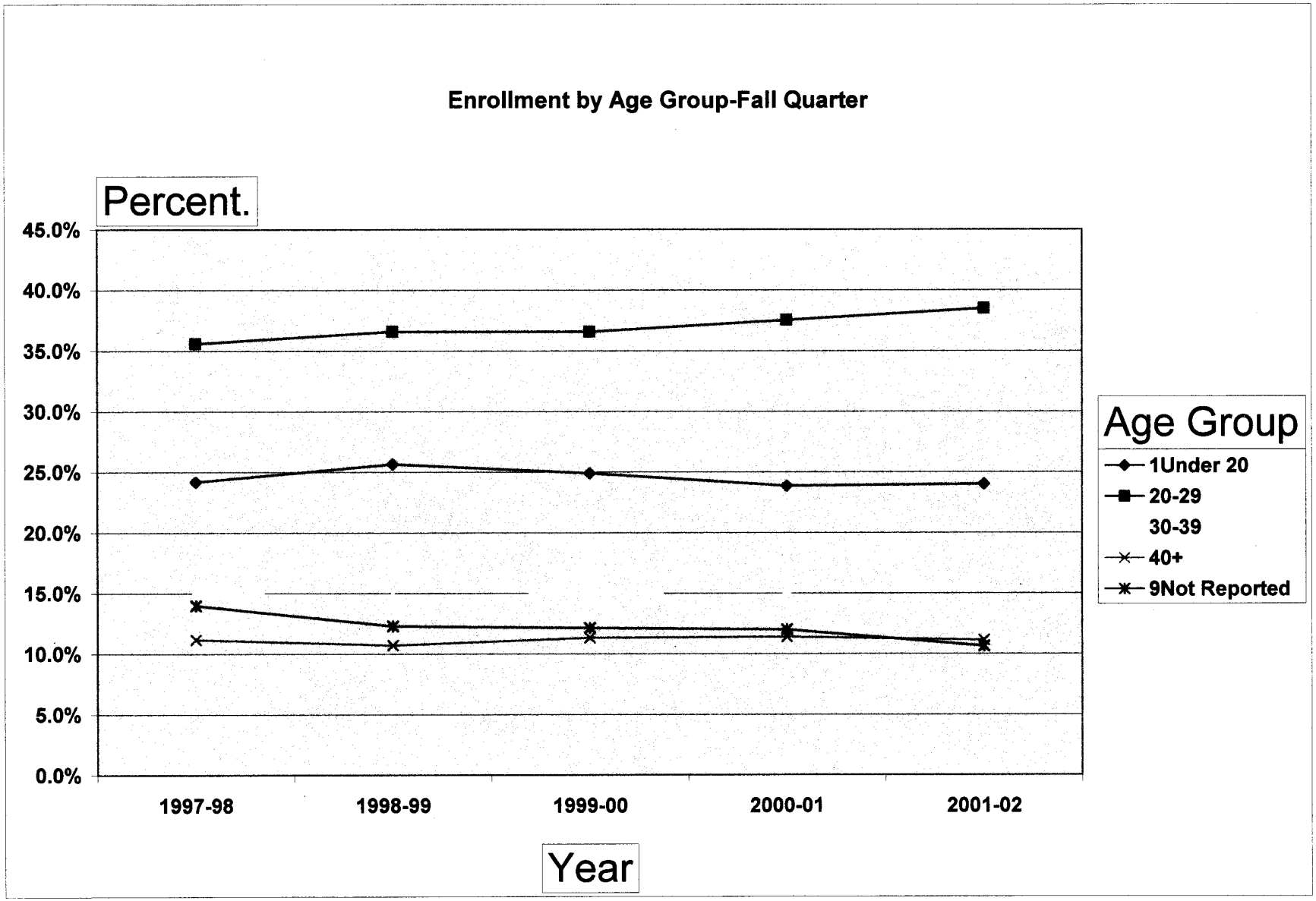
3.F. Procedures for Policy Development (Exhibit 3.7)

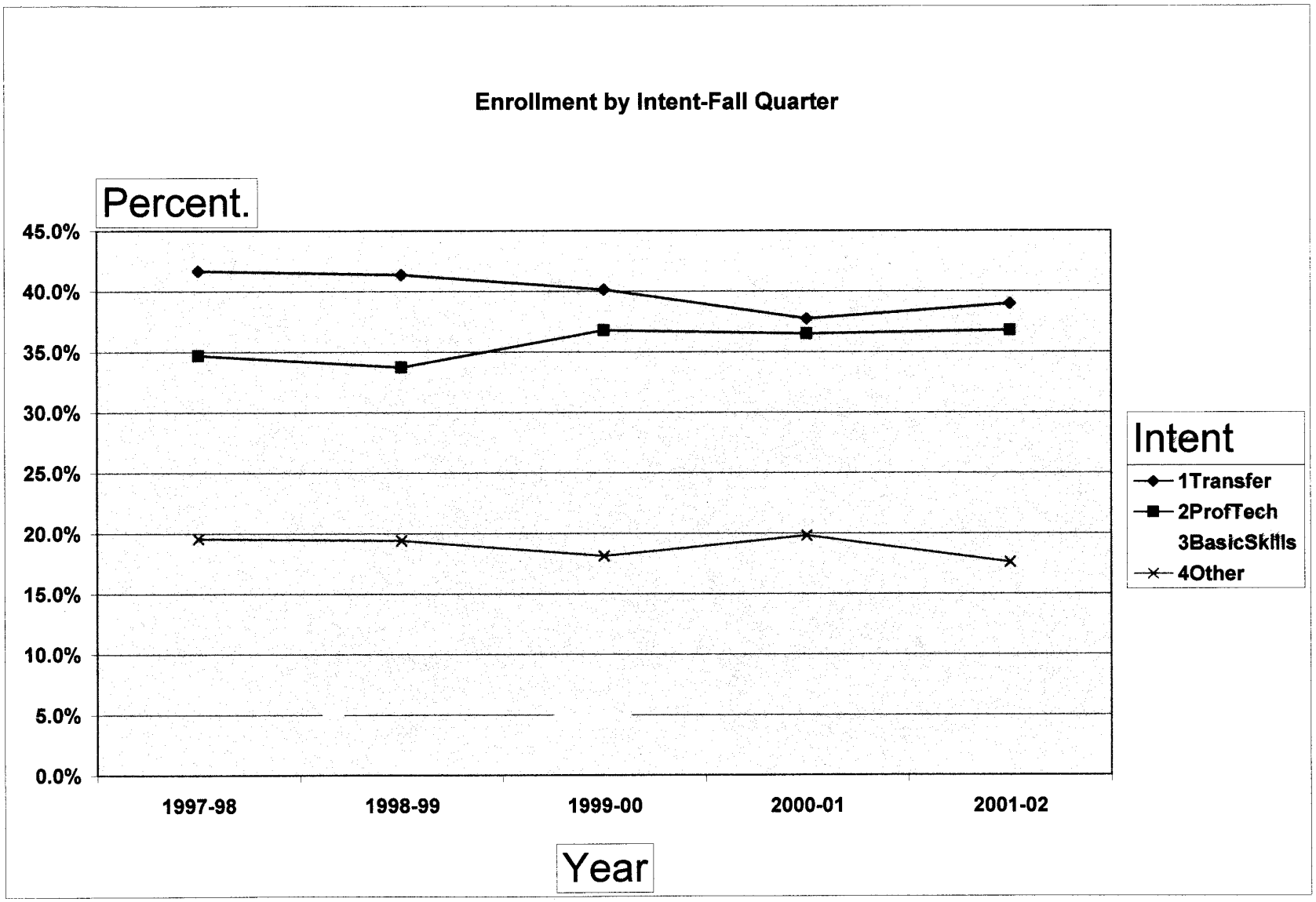
APPENDIX 3.B
(Exhibit 3.3)

Percent.	Sex			
Year	Female	Male	Not Reported	Grand Total
1997-98	50.5%	36.8%	12.7%	100.0%
1998-99	49.7%	38.1%	12.2%	100.0%
1999-00	50.8%	36.6%	12.6%	100.0%
2000-01	51.6%	35.9%	12.6%	100.0%
2001-02	52.2%	36.6%	11.2%	100.0%

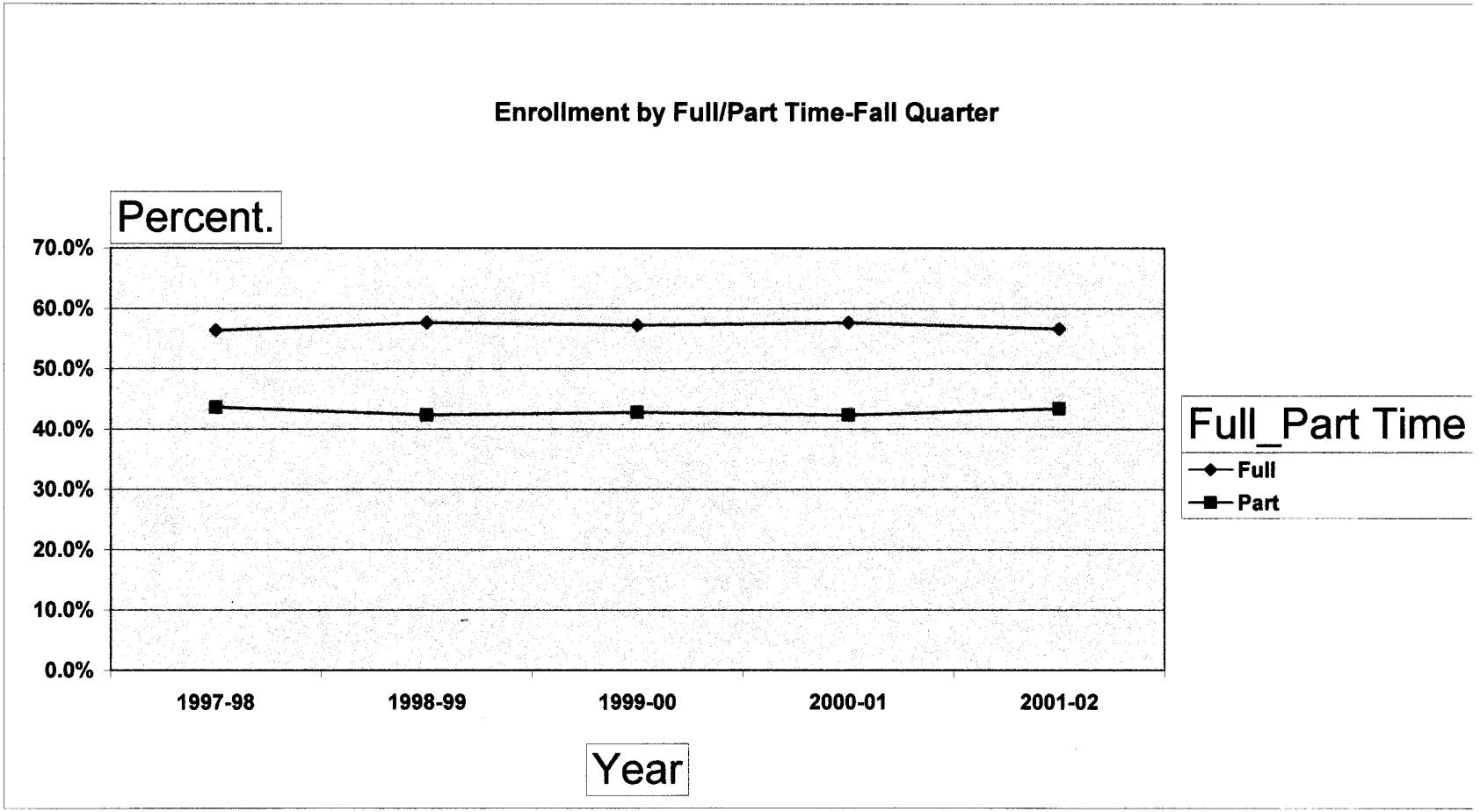


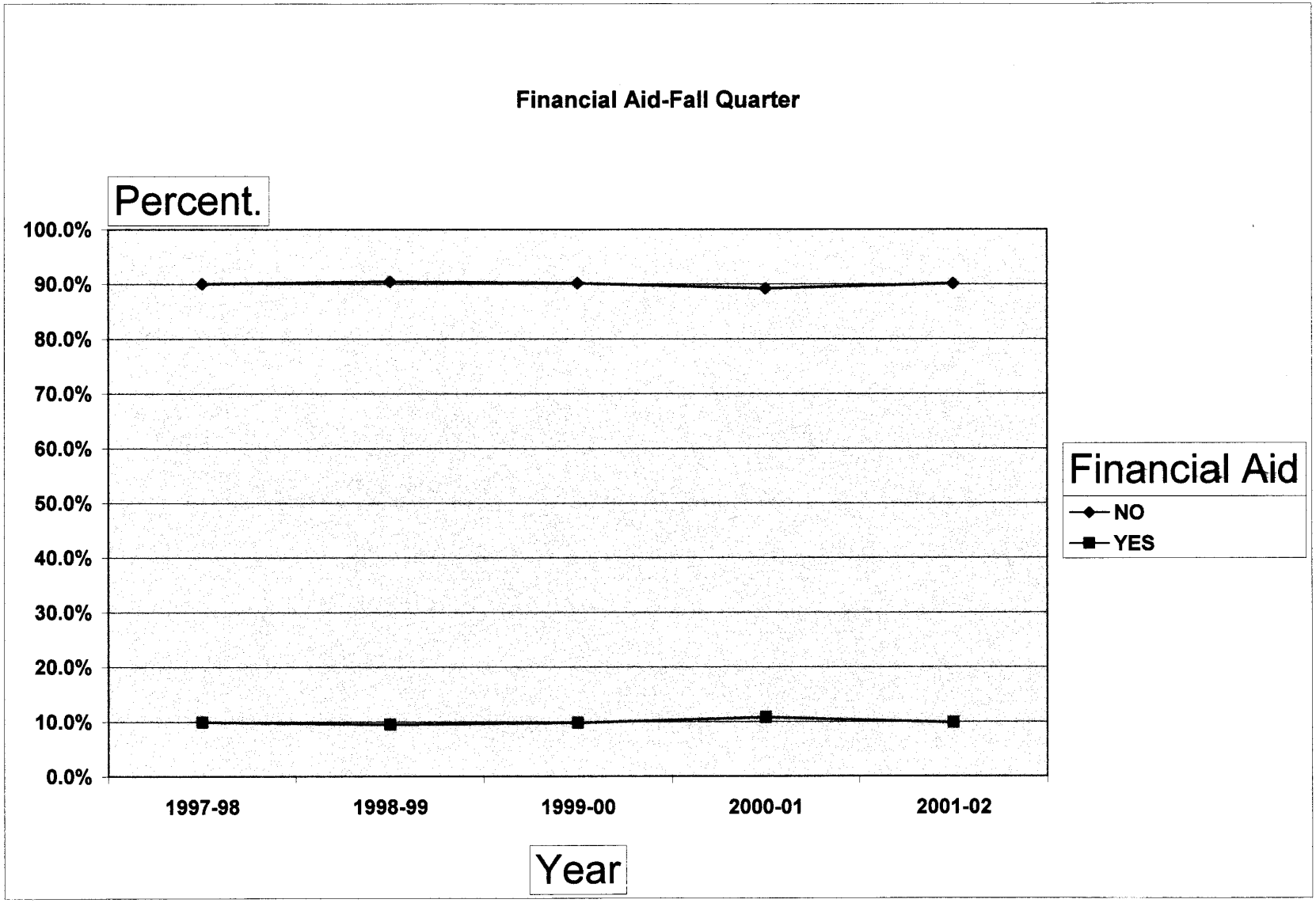

Enrollment by Ethnic Group-Fall Quarter
Percent.
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
1997-98
1998-99
1999-00
2000-01
2001-02
Year
Ethnic Group
1ASIAN/PI
2AFRICAN AM
3NATIVE AM
4HISPANIC
6WHITE
7INTERNATIONAL
8OTHER
9NOT REPORTED


Enrollment by Age Group-Fall Quarter
Percent.
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
1997-98
1998-99
1999-00
2000-01
2001-02
Year
Age Group
1Under 20
20-29
30-39
40+
9Not Reported


Enrollment by Intent-Fall Quarter
Percent.
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
1997-98
1998-99
1999-00
2000-01
2001-02
Year
Intent
1Transfer
2ProfTech
3BasicSkills
4Other

Percent.	Full_Part Time		
Year	Full	Part	Grand Total
1997-98	56.4%	43.6%	100.0%
1998-99	57.7%	42.3%	100.0%
1999-00	57.2%	42.8%	100.0%
2000-01	57.7%	42.3%	100.0%
2001-02	56.6%	43.4%	100.0%




Financial Aid-Fall Quarter
Percent.
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
1997-98
1998-99
1999-00
2000-01
2001-02
Year
Financial Aid
NO
YES

APPENDIX 3.C
(Exhibit 3.4)

Required Exhibit 3.4

Student Retention and Rate of Graduate Data For the Last Three Years

Su 1998-Sp 1999	Su 1999-Sp 2000	Su 2000-Sp 2001
1254	1775	1518

Information taken from data on Shoreline Community College's Completion Table, provided by Jim James, Institutional Research.

APPENDIX 3.D
(Exhibit 3.5)

STANDARD THREE - STUDENTS TABLE 1 ADMISSIONS REPORT

(Data requested may be provided in computer format compatible with the institution's data information system. *Not all data requested may be applicable to all institutions.*)

	Evaluation Year (F2001)	1 Year Prior (F2000)	2 Years Prior (F1999)	3 Years Prior (F1998)
First Time Freshmen Applications Received	4457	3172	3137	3056
Admitted	4457	3172	3137	3056
Denied	0	0	0	0
Enrolled	Approx 2588	Approx 2335	Approx 2398	Approx 2328
Transfer Applications Received				
Admitted				
Denied				
Enrolled				
Readmission Applications Received	874	653	624	619
Admitted	874	653	624	619
Denied	0	0	0	0
Enrolled	Approx 577	Approx 467	Approx 439	Approx 452
Graduate Applications Received				
Admitted				
Denied				
Enrolled				
Professional Applications Received				
Admitted				
Denied				
Enrolled				
Non Degree Applications Received				
Admitted				
Denied				
Enrolled				

APPENDIX 3.E
(Exhibit 3.6)

STANDARD THREE - STUDENTS TABLE 2 STUDENT AFFAIRS STAFF PROFILE

(Data requested may be provided in computer format compatible to the institution's data information system.)

		Professional	Support	Student	Other
Female		14	30		2
Male		9	4		11
Degrees:	PhD, EdD	2			
	MD, JD, MSW	5	1		
	MA, MS, M.Ed.	15 (1 candidate)	4		3 (2 candidates)
	BA, BS	9	10		6
	AA, AAS, Certificate, etc.	1	3		4
Years Experience in field:	none				
	less than 5	2	16		4
	5 - 10	4	10		4
	11 - 15	3	1		2
	16 - 20	7	2		
	more than 20	8	4		3
Full-time:	9/10 months	7	2		
	12 months	14	28		
Part-time:	9/10 months	2	2		2
	12 months		1		

APPENDIX 3.F
(Exhibit 3.7)

PROCESS FOR NEW/REVISED POLICIES

- A request for a new policy or a change to a current policy (revision or deletion) might come from any number of sources: individuals or campus constituencies (students, faculty or classified employees, administrative employees, committees, Board members, or the Assistant Attorney General).

- The appropriate Vice President leads in the development and/or revision of the policy and serves as the point person to coordinate the process.

- The appropriate Vice President serves as the point person and initiates the process by by notifying President's Staff of the necessity or interest in developing a new policy, making revisions to a current policy or deleting an existing policy.

- An information item about the pending policy activity is normally placed on the agenda for the Board of Trustees' meeting, with a tentative date as to when the policy might be brought forward for the Board's review and action.

- The appropriate Vice President, in consultation with the Vice President for HR/ER, ensures all appropriate individuals, constituency groups, i.e., union groups and governance committees (which typically have student members), as well as the College's Assistant Attorney General, have an opportunity for input and feedback to each draft.

- When policy is completed the appropriate Vice President requests review by President's Staff and a recommendation that the policy should be presented to the Board of Trustees for review and action.

- The Board of Trustees is the authority for adopting new and revised policies. Final approval for new or revised procedures occurs in President's Staff. The exception is Policy 6260; the Faculty Senate approves all revisions of procedures for this policy.

- After adoption, the appropriate Vice President announces approval of the new/revised policies and procedures at the Operations Committee meeting and in NetNews.

- The Confidential Assistant/Secretary for HR/ER posts the new or revised policy in the Intranet Policy Manual as well as in the 40+ hard copy manuals located at various locations across campus, including in the Student Programs and Student Government Offices.

STANDARD FOUR

FACULTY

APPENDICES

4.A. Institutional Faculty Profile (Exhibit 4.1.2)

4.B. Part-time Faculty, Fall 2001 (Exhibit 4.1.3)

4.C. Administrative/Exempt Employees, 2001-2002 (Exhibit 4.1.4)

4.D. Affirmative Action Statistics on Full-time Faculty (Exhibit 4.1.5)

4.E Number and Source of Terminal Degrees of Faculty (Exhibit 4.2.2)

4.F Appendix A of Agreement (Exhibit 4.3.1)

4.G Tenure – Article VII (Exhibit 4.18.1)

4.H Appendix B: Post-Tenure Evaluation (Exhibit 4.18.2)
and Tentative Agreement on Section III Evaluation

4.I. Associate Faculty Evaluation and Affiliate Status Program (Exhibit 4.18.4)

4.J. Faculty Professional Development Reports 1997-2001 Summary (Exhibit 4.4.1)

4.K. Fall 2001 Faculty Professional Development Survey –
Summary Data (Exhibit 4.4.2)

4.L. Faculty Professional Development Categories Checklist (Exhibit 4.4.4)

APPENDIX 4.A
(Exhibit 4.1.2)

STANDARD FOUR – FACULTY TABLE #1. INSTITUTIONAL FACULTY PROFILE																			
Rank or Class	Number		Full-Time Faculty																
			Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution			Total Years of Teaching Experience*			Previous Fall Term Credit Hour Load**		
	Full Time	Part Time	Dr	M	B	Prof. Li-cense	Less than Bach	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
Professor	106		17	78 ***	10	13	4	46330	49846	52316	3	12	34	3	19	36	2	12	25
Instructor	42	214	9	27 ***	6	1	0	39298	49846	49846	<1	2	14	<1	5	19	9	15	21
Other:																			
Advisor	2			3 ***				42814	--	52316	0	--	8	0	--	0	0	--	0

* Because of the current structure of Table #1, the broad range and depth of non-teaching, program-related experience professional-technical faculty bring to the College cannot be reflected in the data. Sixty-three faculty teach in one of 50 professional/technical programs at the College. Ten hold doctorate degrees, 35 master's and 14 bachelor's.

** Data includes only teaching faculty credit hour loads. Each rank or class of faculty has at least one non-teaching faculty member (counselor or librarian); the workloads of these faculty members are not included. Credit Hour Load represents full-time teaching activity only; excludes moonlight overload, reassigned time, administrative load (Assistant Division Chair, Program Director, etc.)

*** includes two faculty with two master's degrees and one faculty with three master's degrees.

APPENDIX 4.B
(Exhibit 4.1.3)

Part-Time Faculty Fall 2001

EMPLOYEE NAME	DEGREE	RACE-ET	SEX	EMPLOYMENT DAT	YR	YR SRV FALL 02
ABEL, ANDREW S	Master's	5	M	September 24, 2001	2001	1
BARTLOW, TWILA L	Master's	5	F	September 17, 2001	2001	1
BAUMAN, ANNETTE L	Bachelor's	5	F	September 24, 2001	2001	1
BENNETT, ANDREA E	Bachelor's	5	F	January 2, 2001	2001	1
BINNIAN, ELIZABETH S	Master's	5	F	March 28, 2001	2001	1
BURNHAM, JAN L	Master's	5	F	September 17, 2001	2001	1
CHRISTENSEN, DONALD S	Master's	5	M	March 26, 2001	2001	1
CONNELLY, MARGARET E	Master's	5	F	September 24, 2001	2001	1
DALTON, RICHARD C	Bachelor's	3	M	February 8, 2001	2001	1
ENNIS, SUSAN L	Master's	5	F	September 24, 2001	2001	1
GARZON, RICHARD J	Bachelor's	5	M	March 26, 2001	2001	1
GIURGEVICH, PATRICIA L	Master's	5	F	March 26, 2001	2001	1
GROSS, BETHANY J	Master's	5	F	September 24, 2001	2001	1
GUTIERREZ, DANIEL	Master's	4	M	September 24, 2001	2001	1
HANSEN, TINIA M	Master's	5	F	January 2, 2001	2001	1
HONEY, PULMU EEVA ANNIK	Master's	5	F	September 24, 2001	2001	1
JAHN, CHARLOTTE F	Master's	2	F	September 24, 2001	2001	1
JURICK, SANDRA S	Bachelor's	5	F	September 17, 2001	2001	1
KING, SUSAN R	Master's	5	F	September 24, 2001	2001	1
LAKE, MICHAEL H	Master's	5	M	September 24, 2001	2001	1
LAMARCHE, LENA	Bachelor's	5	F	September 24, 2001	2001	1
LI, YONGQIAN	Bachelor's	1	M	January 2, 2001	2001	1
LOCKWOOD, GENNELL	Bachelor's	5	F	September 24, 2001	2001	1
MACLEAN, JESSICA D	Bachelor's	5	F	January 2, 2001	2001	1
MADSEN, SUSAN E	Master's	5	F	September 20, 2001	2001	1
MCKELVEY, BETH F	Bachelor's	5	F	June 18, 2001	2001	1
MILLER, TRACEY S.T.	Master's	1	F	September 24, 2001	2001	1
MURPHY, SUSAN	Master's	5	F	September 24, 2001	2001	1
NEWALL,KIMBERLY L	Bachelor's	5	F	September 24, 2001	2001	1
NOLLAN, FRED D	Master's	5	M	September 24, 2001	2001	1
PENDLETON, JAMES E	Master's	3	M	September 24, 2001	2001	1
POWERS, JESSICA L	Master's	5	F	September 24, 2001	2001	1
RATHE, KAREN M	Master's	5	F	September 24, 2001	2001	1
REYNOLDS, ANJANETTE M.S.	Master's	5	F	September 24, 2001	2001	1
ROBERTSON, REBECCA	Master's	5	F	January 2, 2001	2001	1
SANTI, CATHERINE D	Bachelor's	5	F	April 30, 2001	2001	1
SAWYER, ANNETTE	Master's	5	F	June 18, 2001	2001	1
SHERRY, REBECCA A	Master's	5	F	September 24, 2001	2001	1
SILVER, STEVEN G	Master's	5	M	September 13, 2001	2001	1
SLUSHER, JAN	Master's	5	F	January 2, 2001	2001	1
SOLLER, BENJAMIN W	Master's	5	M	September 24, 2001	2001	1
SONDE, SHARAD J	Master's	1	M	September 24, 2001	2001	1
SOSSONG, NORMAN D	Master's	5	M	March 26, 2001	2001	1
STERN, ELLIOT S	Master's	5	M	September 24, 2001	2001	1
SWANBERG, SARAH E	Master's	5	F	September 24, 2001	2001	1
TODEVA, ELKA B	Master's	5	F	September 24, 2001	2001	1
TURNIDGE, STEVEN P	Bachelor's	5	M	September 24, 2001	2001	1
TUTTLE, ELAINE C	Master's	5	F	June 18, 2001	2001	1
TVETEN, TERI MICHELE	Master's	5	F	March 26, 2001	2001	1
TWOHEY, SHEILA M	Bachelor's	5	F	March 26, 2001	2001	1

Part-Time Faculty Fall 2001

VANDERMERWE, MICHELLE	Master's	5	F	September 20, 2001	2001	1
VOTENDAHL, ANDREA J	Bachelor's	5	F	January 2, 2001	2001	1
WALLEY, SHERRI L	Bachelor's	5	F	September 24, 2001	2001	1
WARD, ELLEN S	Bachelor's	5	F	September 24, 2001	2001	1
WELTY, LIANA M	Master's	5	F	September 24, 2001	2001	1
WHEELER, LESLEY J	Master's	5	F	March 26, 2001	2001	1
WILLIAMS, DAVID B	Master's	5	M	January 2, 2001	2001	1
WILLS, MARY C	Master's	5	F	September 24, 2001	2001	1
WOODS-POLLARD,SANDRIA	Master's	2	F	September 24, 2001	2001	1
YAMAGUCHI, ATSUKO	Master's	1	F	September 24, 2001	2001	1
BAKER, DANA M	Bachelor's	5	F	January 3, 2000	2000	2
BEAUDRY, DIANE N	Bachelor's	5	F	September 25, 2000	2000	2
BERNTSEN, CHRISTINE	Bachelor's	5	F	September 22, 2000	2000	2
BETHEL, WILLIAM M	Master's	5	M	September 25, 2000	2000	2
BINGHAM, DAVID L	Bachelor's	2	M	September 25, 2000	2000	2
BITTENBENDER, JAN	Master's	5	F	January 3, 2000	2000	2
CHAMBERS, DALE A	Bachelor's	5	M	March 28, 2000	2000	2
CHAMBERS, TROY M	Bachelor's	5	M	June 11, 2000	2000	2
CHIANCOLA-GLADE, MARIA T	Master's	5	F	September 25, 2000	2000	2
CLEMENS-MITCHELL, LISA K	Bachelor's	5	F	October 16, 2000	2000	2
CONNER, EDWARD J	Master's	5	M	January 3, 2000	2000	2
DAMSTROM, ELIZABETH A	Master's	5	F	January 3, 2000	2000	2
DERPACK, JUDY K	Bachelor's	5	F	September 11, 2000	2000	2
EBERHARDT, DAVID R	Master's	5	M	September 25, 2000	2000	2
ESTERBERG, ASHA	Master's	1	F	September 25, 2000	2000	2
GIETZ, MERRILEE R	Bachelor's	5	F	March 27, 2000	2000	2
GOUDARZI, VALERIE L	Master's	5	F	January 3, 2000	2000	2
GRESHAM, WILLIAM R	Master's	5	M	September 25, 2000	2000	2
GROSS, ANNE S	Master's	5	F	March 27, 2000	2000	2
HANDRICH, DEBORAH A	Master's	5	F	September 25, 2000	2000	2
HARBAUGH, ALLEN G	Master's	5	M	January 3, 2000	2000	2
HOTTINGER, SUSAN M	Master's	5	F	October 23, 2000	2000	2
JAMES, KAREN E	Master's	5	F	September 25, 2000	2000	2
KASPER-PLACK, ANIQUE	Master's	2	F	October 10, 2000	2000	2
LANDON, CHRISTINE R	Master's	3	F	September 25, 2000	2000	2
LINN, DONNA L	Master's	5	F	April 17, 2000	2000	2
MURPHY, EILEEN M	Master's	5	F	September 25, 2000	2000	2
NAKAGAWA, DEEAN S	Master's	1	F	April 1, 2000	2000	2
PIWEN, TAMARA I	Bachelor's	5	F	September 11, 2000	2000	2
POWELL, TERRY A	Bachelor's	5	M	March 27, 2000	2000	2
QUINLAN, DOUGLAS H	Master's	5	M	January 3, 2000	2000	2
REKER, MARSHA J	Master's	5	F	September 25, 2000	2000	2
ROSEMAN, CONSTANCE J	Master's	5	F	September 25, 2000	2000	2
SHANDER, DINA B	Master's	5	F	March 27, 2000	2000	2
STOVERUD-MYERS, KRISTIN	Bachelor's	5	F	September 25, 2000	2000	2
THIELE, DAVID S	Master's	5	M	September 25, 2000	2000	2
TRIPPEL, STUART A T	Bachelor's	5	M	September 25, 2000	2000	2
TULL, FERN A	Bachelor's	5	F	September 5, 2000	2000	2
VAN DUZER, THOMAS E	Master's	5	M	January 3, 2000	2000	2
WACKER, ELISABETH C	Bachelor's	5	F	January 3, 2000	2000	2
YAHIAOUI, AMAR	Master's	5	M	June 19, 2000	2000	2

Part-Time Faculty Fall 2001

ADVANI, VIJAY M	Master's	1	M	June 21, 1999	1999	3
ATKINS, LYDIA	Master's	2	F	October 5, 1999	1999	3
BOYLE, DAVID R	Bachelor's	5	M	January 4, 1999	1999	3
BRADEN, JAMES M	Master's	5	M	January 4, 1999	1999	3
CONNELL, PETER K	Bachelor's	5	M	March 29, 1999	1999	3
CONWAY, SARA D	Master's	5	F	March 29, 1999	1999	3
DAWSON, GARY L	Bachelor's	5	M	January 8, 1999	1999	3
GARCIA, FRANK F	Bachelor's	4	M	September 27, 1999	1999	3
GERBER, CARO J	Master's	5	F	March 29, 1999	1999	3
HARKNESS, LINDA A	Bachelor's	5	F	September 13, 1999	1999	3
HAVNAER, HOLLY A	Master's	5	F	September 27, 1999	1999	3
KENNEDY, NANCY N	Bachelor's	5	F	March 29, 1999	1999	3
LEVENHAGEN, KATHRYN A	Bachelor's	5	F	September 27, 1999	1999	3
LIPPERT, PAMELA A	Master's	5	F	September 27, 1999	1999	3
MA, DIANA	Master's	1	F	September 27, 1999	1999	3
MIKULICH, ROBERT H	Master's	5	M	September 17, 1999	1999	3
PEREYRA, ELENA	Master's	4	F	March 29, 1999	1999	3
SARGIZI, MOVAKEL	Master's	5	M	June 21, 1999	1999	3
SCHUBERT, ARLINE F	Master's	5	F	September 27, 1999	1999	3
SCOTT, SAMUEL J	Bachelor's	5	M	September 27, 1999	1999	3
SHIGLEY, AMY O	Master's	5	F	September 27, 1999	1999	3
WASHBURN, STEPHEN B	Master's	5	M	March 29, 1999	1999	3
AZEVEDO, MARIA HELENA	Master's	4	F	January 5, 1998	1998	4
BECKLEY, GLORIA T	Master's	5	F	July 6, 1998	1998	4
BYINGTON, JENSINA O	Master's	5	F	September 28, 1998	1998	4
CLARK, JUDI M	Master's	5	F	September 8, 1998	1998	4
DODD, CHARLES K	Master's	5	M	September 28, 1998	1998	4
EICHNER, NANCY H	Master's	5	F	September 28, 1998	1998	4
FIGUEROA, MICHAEL W	Master's	4	M	March 30, 1998	1998	4
GENEROUS, CHRISTINE L	Master's	5	F	September 8, 1998	1998	4
HAYDEN, ROBERT E	Master's	5	M	September 28, 1998	1998	4
KAJLICH, PATRICIA G	Master's	5	F	September 28, 1998	1998	4
KIRALY, SUSAN A	Master's	5	F	March 30, 1998	1998	4
KOON, KELLI K	Master's	5	F	December 1, 1998	1998	4
LILLY, KATHRYN	Bachelor's	5	F	September 28, 1998	1998	4
MAYO, ROSEMARY D	Master's	5	F	September 28, 1998	1998	4
MINAI, BARRY	Master's	4	M	September 28, 1998	1998	4
MORAN, MICHAEL D	Master's	5	M	September 28, 1998	1998	4
NEWMAN, JAMES S	Master's	5	M	September 28, 1998	1998	4
RAGSDALE, BEVERLY J	Bachelor's	3	F	September 8, 1998	1998	4
ROSE, DOREEN P	Master's	5	F	September 28, 1998	1998	4
TILLSON, JOANNA S	Master's	5	F	September 28, 1998	1998	4
WEST, NANCY P	Master's	5	F	January 5, 1998	1998	4
WRIGHT, GERARD P	Bachelor's	5	M	August 31, 1998	1998	4
CARLSTROM, NORMAN R	Bachelor's	5	M	September 29, 1997	1997	5
DOUPE, TONY	Master's	5	M	September 29, 1997	1997	5
FRUNZ, BONNIE N	Master's	5	F	September 29, 1997	1997	5
FU, BO	Master's	1	M	September 29, 1997	1997	5
HUGG, GENNIFER M	Master's	5	F	September 29, 1997	1997	5
LERMA, JESS	Master's	4	M	September 2, 1997	1997	5
LIENAU, COLLEEN S	Master's	5	F	September 29, 1997	1997	5

Part-Time Faculty Fall 2001

MICHAELS, TRACY L	Master's	5	F	September 29, 1997	1997	5
NACHIEM, LARA L	Master's	5	F	September 29, 1997	1997	5
NIBLACK, NATALIE R	Master's	5	F	March 31, 1997	1997	5
PRYOR, JOHN C	Master's	5	M	September 29, 1997	1997	5
SHELLEY, REGINA R	Master's	5	F	September 29, 1997	1997	5
SIDENQUIST, DEBRA L	Bachelor's	5	F	March 31, 1997	1997	5
SLAGLE, DAVID A	Master's	5	M	February 1, 1997	1997	5
SMITH, DONALD B	Master's	5	M	April 9, 1997	1997	5
SOLEY, ISABEL A	Bachelor's	4	F	September 29, 1997	1997	5
CATHERMAN, LARELLE V	Master's	5	F	April 1, 1996	1996	6
DALTON, GAIL	Bachelor's	5	F	October 2, 1996	1996	6
FOX, JOHN W	Bachelor's	5	M	September 30, 1996	1996	6
MCENTYRE, ANITA M	Master's	5	F	January 2, 1996	1996	6
O'CONNELL, ROBERT A	Master's	5	M	September 16, 1996	1996	6
ROZEMA, MARK A	Master's	5	M	October 1, 1996	1996	6
SALDIN, JOSEFINA A	Master's	4	F	January 2, 1996	1996	6
SAUNDERS, BRIAN K	Master's	5	M	January 2, 1996	1996	6
SPILLUM, JOYCE A	Bachelor's	5	F	September 30, 1996	1996	6
WIRKALA, RITA G	Master's	4	F	September 15, 1996	1996	6
CLIFFORD, DIANE L	Master's	5	F	September 25, 1995	1995	7
HALFACRE, ELIZABETH R	Master's	5	F	April 3, 1995	1995	7
HENRICHSEN, PHYLLIS A	Master's	5	F	January 2, 1995	1995	7
HUTCHINSON, ROBERT E	Master's	5	M	May 8, 1995	1995	7
MASSO, CARMEN L	Master's	4	F	April 3, 1995	1995	7
VON SCHLIEDER, LYNN A	Master's	5	F	September 25, 1995	1995	7
YAMAGUCHI, KEIKO	Bachelor's	1	F	June 26, 1995	1995	7
CUIZON, DAPHNE D	Master's	1	F	September 26, 1994	1994	8
JENKINS, MARY-COLLEEN	Master's	5	F	September 26, 1994	1994	8
KIRBY, JENAE K	Master's	5	F	September 26, 1994	1994	8
METKE, DONALD R	Master's	5	M	September 26, 1994	1994	8
NAZARIAN, HAJI	Master's	5	M	January 3, 1994	1994	8
NOREEN, KENNETH V	Master's	5	M	September 26, 1994	1994	8
ROSS, MARIA E	Bachelor's	5	F	March 28, 1994	1994	8
SCHULTZ, CHARLES W	Bachelor's	5	M	September 26, 1994	1994	8
COLE, S ALLIS	Master's	5	F	April 28, 1993	1993	9
FELLER, EILEEN A	Master's	5	F	September 27, 1993	1993	9
GOODISMAN, NANCY L	Master's	5	F	September 27, 1993	1993	9
WHITTEMORE, MARGARET C	Master's	5	F	September 27, 1993	1993	9
ZWINGLI, ROBERT G	Master's	5	M	April 28, 1993	1993	9
JOHNSON, SUZANNA	Master's	5	F	January 6, 1992	1992	10
MACGILVRA, GLENN	Master's	5	M	January 6, 1992	1992	10
YEASTING, JEANNE	Master's	5	F	September 28, 1992	1992	10
CANTRELL, LORI A	Bachelor's	5	F	April 1, 1991	1991	11
DUNCAN, STEVEN M	Master's	5	M	September 23, 1991	1991	11
GHIGHI, JEANINE M	Bachelor's	5	F	January 1, 1991	1991	11
HARRIS, GLEN	Bachelor's	5	M	December 1, 1991	1991	11
KIM, STEVE	Bachelor's	1	M	January 16, 1991	1991	11
REEVE, JOANNA	Master's	5	F	September 23, 1991	1991	11
ZANGAR, DOUGLAS A	Bachelor's	5	M	February 1, 1991	1991	11
BEELER, NOLA	Master's	5	F	September 4, 1990	1990	12
DYKSTERHUIS, CAROL L E	Bachelor's	5	F	November 15, 1990	1990	12

Part-Time Faculty Fall 2001

OLSEN, THOMAS K	Master's	5	M	January 2, 1990	1990	12
PAINTER, LUKE E	Bachelor's	5	M	April 23, 1990	1990	12
RUEF, DARRELL L	Master's	5	M	February 16, 1990	1990	12
TODD, CHRISTOPHER D	Master's	5	M	September 25, 1989	1989	13
JOHNSTON, DAVID	Master's	5	M	April 1, 1988	1988	14
LANE, MELINDA	Bachelor's	5	F	October 1, 1988	1988	14
ORLOCK, CAROL	Master's	5	F	September 15, 1988	1988	14
PICKENS, LEONARD E	Bachelor's	5	M	September 26, 1988	1988	14
REID, DOUGLAS	Master's	5	M	October 1, 1988	1988	14
CANNON, SIGRID	Bachelor's	5	F	January 5, 1987	1987	15
CHENG, MARY PATRICIA	Bachelor's	5	F	September 4, 1986	1986	16
DRUXMAN, PATRICIA	Master's	5	F	September 6, 1983	1983	19
WARBINGTON, DORIS OLSO	Master's	5	F	November 10, 1983	1983	19
KERNS, JOAN	Master's	4	F	September 27, 1982	1982	20
MIELENZ, CECILE C.	Master's	5	F	March 1, 1982	1982	20
JANISON, DR JEFFREY	Master's	5	M	June 22, 1981	1981	21
LUKE, LARRY	Bachelor's	1	M	March 1, 1981	1981	21
COOK, MARVIN LEE	Master's	5	M	January 7, 1980	1980	22
MARTIN, DAVID L	Master's	5	M	September 24, 1979	1979	23
BHAT, CLARITA C.	Master's	5	F	September 4, 1973	1973	29
NOREEN, PEARL S.	Master's	5	F	September 15, 1973	1973	29
CONWAY, RICHARD D.	Master's	5	M	September 15, 1971	1971	31
GREVSTAD, MARILYN	Master's	5	F	September 15, 1971	1971	31
METZGER, ROBERT L.	Master's	5	M	September 15, 1969	1969	33
DOUGLAS, LOUISE A.	Master's	5	F	September 15, 1968	1968	34
RUNYAN, LAWRENCE P.	Master's	5	M	September 15, 1968	1968	34
PETERS, DENNIS K.	Master's	5	M	September 15, 1967	1967	35

Part-Time Faculty Fall 2001

Summary:
64 Bachelor's
166 Master's

13 Asian
5 African American
4 Native American
12 Hispanic
196 Caucasian

146 Female
84 Male

Year's of Service as of Fall '02

60	I year
41	2 years
22	3 years
22	4 years
16	5 years
10	6 years
7	7 years
8	8 years
5	9 years
3	10 years
7	11 years
5	12 years
1	13 years
5	14 years
1	15 years
1	16 years
2	19 years
2	20 years
2	21 years
1	22 years
1	23 years
2	29 years
2	31 years
2	34 years
1	35 years

APPENDIX 4.C
Exhibit 4.1.4

Administrative/Exempt Employees 2001-02

Name	Title	Gender	Race/ Ethnicity	Degree	Years SCC	Years Outside Exp
Backes, John	Dean, Library/Media Center	M	5	MLS	18	12
Burrus, Kenneth	Director, Athletics/Intramural Programs	M	5	M Ed	16	0
Chun, Catherine	Director, Women's Center	F	1	M Ed	2	11
Cirelli, Dorothy	Director, Technology User Services	F	5	BA	15	20
Curtis, E. Thomas	Asst VP-Academic Affairs	M	5	Ed D	34	1
DeGooyer, Matt	Asst Director, International Programs	M	5	MA	5	9
Ellis, Charlene	Manager, Family Support Services	F	5	MS	3	22
Fleming, Paulette	VP for Human Resources & Employee Relations	F	5	MSW	4	23
Foley, Michele	Executive Asst to President	F	5	BA	4	20
Fondren, Kerry	Confidential Asst/Secy to VP Academic Affairs	F	5	N/A	10	18
Garcia, Jone	Controller	M	1	BA	6	10
Goldstein, Norma	Dean, Humanities	F	5	Ph D	1	28
Graham, Paulette	Director, Parent Child Center	F	2	MA	1	8
Haase, Theodore	Director, Financial Aid	M	5	M Ed	5	13
Hancock, Debbie	Manager, Student Placement	F	5	MA	2	10
Hanson, Jack	VP for Technology	M	5	MS	5	28
Henderson, Carol	VP for Academic Affairs	F	5	Ph D	2	19
James, Jim	Director, Inst Eff., Assess & Research	M	5	MA	3	30
Kakiuchi, Mariko	Director, Educational Outreach (50% F.T.)	F	1	BA	12	9
Kalbfleisch, Gary	Director, Systems & Networking	M	5	N/A	11	0.5
Kelemen, Mary	Manager, Bookstore	F	5	BA	2	25
LaBelle, Keith	Interim VP, Administrative Services	M	5	BA	32	6
Lamus, Nancy	Confidential Asst to VP, Administrative Services	F	5	N/A	1	17
Lloyd, Alberta	Asst VP-WED/Dir, Prof/Tech Educ	F	5	M Ed	12	12
Miller, Darlene	VP for Workforce & Economic Development	F	5	Ed D	0.5	12
Miller-Parker, Donna	Director, Essential Skills	F	5	MA	2	23
Moore, Holly	President	F	5	Ed D	23	10
Norminton, Nora	Manager, Workfirst Opns/Recruitment Svcs	F	5	BA	3	10
Omalanz-Hood, Jeff	HS Student Relations/Recruitment Mgr	M	5	AAS	14	1
Orr, Sylvia	Dean, Business Administration	F	5	Ph D	5	25
Orr, Sylvia	Interim Dean, HO/PE	F	5			

Race/Ethnic Code Legend: Asian Pacific Island:1 African: 2 Native American: 3 Hispanic: 4 Caucasian: 5

Penley, Diana	Confidential Asst/Secretary to VP HR & ER	F	5	N/A	6	14
Perez, S. James	VP for Student Services	M	4	Ph D	7	15
Peters, Lynette	Interim Conf. Asst/Secretary to VP WED	F	5	BA	4	0
Name	**Title**	**Gender**	**Race/ Ethnicity**	**Degree**	**Years SCC**	**Years Outside Exp**
Petersen, Robert	Interim Dean, Science	M	5	MS	34	6
Peterson, Kae	Director, Development/Foundation	F	5	BA	5	11
Plummer, Lillie	Director, Running Start/HS Completion	F	2	BA	19	4
Renouard, C. Joe	Exec Dir, Worker Retrain/Workfirst Opns	M	5	M Ed	6	13
Reyes, Guadalupe	Executive Director, Extended Learning	M	4	MS Ed	4	27
Roberts, Karin	Instructional Technology Specialist	F	5	MA	0.5	3
Rose, Pamela J.	Director, Facilities Planning & Operations	F	5	MA	1	23
Rucker, Paul	Executive Dir., International Programs	M	5	BA	4	5
Rye, Andrea	Dean, IAS/Social Sciences	F	2	Ed D	33	2
Saplad, Thalia	Director, Career Education Options	F	1	BA	10	11
Saunders, Scott	Interim Director, Student Programs	M	5	BA	27	0
Schoenhals, Sandra	Confidential Asst/Secy to VP for Student Svcs	F	5	BA	19	5
Schultz, Donald	Dean, Auto/Mfg Technology	M	5	BS	34	4
Spearman, Carwin	Manager, Campus Safety & Security	M	2	BS	1	22
Springer, Sara	International Programs Manager	F	5	MPA	0.5	3
Terrell-Powell, Y	Dir., Multicult. Diversity Ed Ctr & Stu Dev	F	2	Ph D	8	8
Warner, Joanne	Director, Personnel Operations	F	5	AA	19	4
Young, Robin	Director, Enrollment Services	F	1	M Ed	6	9
Yu, Judy	Director, College Communications/Public Info	F	1	MBA	2	20

Race/Ethnic Code Legend: Asian Pacific Island:1 African: 2 Native American: 3 Hispanic: 4 Caucasian: 5

APPENDIX 4.D
(Exhibit 4.1.5)

Affirmative Action Statistics on Full-Time Faculty

96-97		
Total Faculty	140	
Female	78	55.71%
Male	62	
Average Age	49	
Mode Age	53	
Median Age	51	
Over 40	117	83.57%
Low/High	26/72	

97-98		
Total Faculty	145	
Female	77	53.10%
Male	68	
Average Age	49	
Mode Age	54	
Median Age	50	
Over 40	121	83.45%
Low/High	27/66	

98-99		
Total Faculty	145	
Female	77	53.10%
Male	68	
Average Age	49	
Mode Age	55	
Median Age	51	
Over 40	118	81.38%
Low/High	28/67	

99-00		
Total Faculty	130	
Female	73	56.15%
Male	57	
Average Age	49	
Mode Age	56	
Median Age	51	
Over 40	106	81.54%
Low/High	26/65	

00-01		
Total Faculty	147	
Female	81	55.10%
Male	66	
Average Age	48	
Mode Age	53	
Median Age	50	
Over 40	117	79.59%
Low/High	24/66	

APPENDIX 4.E
(Exhibit 4.2.2)

STANDARD FOUR – FACULTY TABLE #2. NUMBER AND SOURCE OF TERMINAL DEGREES OF FACULTY			
Institution Granting Terminal Degree	Number of Degrees		
	Doctorate	Masters	Bachelors
Antioch University – Ohio		1	
Arizona State University	1	1	
Baylor University – Texas		1	
Boise State University – Idaho		1	
California State University – Hayward		1	
California State University – San Jose		1	
Central Washington University		1	
College of William and Mary – Virginia		1	
Colorado Women's College			1
Columbia University – New York		2	
Cornell University – New York	1		
Eastern Washington University		2	
Eastman School of Music – New York		1	
Evergreen State College, The – Washington			1
Florida Atlantic University	1		
Fordham University – New York	1		
Georgia Institute of Technology		1	
Gonzaga University – Washington		1	
Governors State University – Illinois		1	
Lewis and Clark College – Oregon		1	
Louisiana State University – Baton Rouge		1	
Manchester University – England		1	
Miami University – Ohio		1	
Michigan Technological University			1
Naval Postgraduate School – California		1	
New York University		1	
Northeastern University – Massachusetts			1
Oregon State University		2	
Pacific Lutheran University – Washington		1	
Perugia University – Italy	1		
Rutgers University – New Jersey		1	
San Diego State University – California		1	
San Jose State University – California		2	
School for International Training – Vermont		2	
Seattle Pacific University		1	
Seattle University		2	1
State University of New York at Binghamton	1		
Temple University – Tokyo, Japan Branch		1	
University of Arizona		1	
University of Arkansas – Fayetteville		1	
University of California – Los Angeles	1	1	
University of California – Santa Barbara		1	
University of Colorado – Boulder		1	
University of Florida		1	
University of Illinois at Urbana-Champaign		1	
University of Iowa	1		
University of Maryland	1		
University of Michigan		2	
University of Minnesota	1		
University of Montana		2	
University of Nevada – Reno		1	
University of New Mexico		1	
University of North Carolina – Chapel Hill		1	
University of Oregon		4	
University of Pennsylvania	1		
University of Pittsburgh		1	
University of South Carolina			1
University of Southern California		2	
University of Tennessee – Knoxville		1	
University of Texas at Austin	1		
University of Toledo		1	
University of Utah		1	
University of Washington	12	43	7
University of Wisconsin – La Crosse		1	
Washington State University	1	2	
Wayne State University – Michigan	1	1	
Western Carolina University		1	
Western Washington University		1	2

APPENDIX 4.F
(Exhibit 4.3.1)

SHORELINE COMMUNITY COLLEGE

DISTRICT NUMBER SEVEN

APPENDIX A: COMPENSATION

* * * *

APPENDIX A: COMPENSATION

ARTICLE I: SALARY SCHEDULES (Revised November 2001)

SECTION A. Annually Contracted Academic Employees

Level	Effective 9/18/00 Salary	Effective 9/17/01 Salary
1	$ 36,158	$ 37,540
2	$ 37,863	$ 39,298
3	$ 39,567	$ 41,056
4	$ 41,272	$ 42,814
5	$ 42,977	$ 44,572
6	$ 44,681	$ 46,330
7	$ 46,386	$ 48,088
8	$ 48,086	$ 49,846
9*	$ 50,486	$ 52,316

Annually contracted academic employees will be placed on the grid according to the control list of Article II, Section C below. The Federation agrees to indemnify the Employer and hold it harmless against any claims alleging that the implementation of this section is contrary to applicable statute.

* Effective September 2001, faculty who have been placed on Level 8 for a minimum of five (5) years shall be eligible to move to Level 9 in accordance with Appendix A, Article II, Section C.1.

SECTION B. Associate Academic Employees

The quarterly base salary for associate academic employees is found on this grid. (Rev 11/01)

Step		Effective date 7/1/2000 (A)	Effective date 7/1/2000 (B)	Effective date 7/1/2001 (A)	Effective date 7/1/2001 (B)
(1)	1-3 qtrs/SCC	$ 7,612	$ 8,152	$ 8,151	$ 8,711
(2)	4-6 qtrs/SCC	$ 7,818	$ 8,359	$ 8,364	$ 8,925
(3)	7-9 qtrs/SCC	$ 8,137	$ 8,693	$ 8,695	$ 9,272
(4)	10 or more qtrs/SCC	$ 8,673	$ 9,265	$ 9,251	$ 9,865

Columns A and B are for different educational qualifications. Column A is for less than a Master's degree and Column B is for Master's degree or equivalent and above.

SECTION C. Substitutes

Employment of substitutes is an administrative responsibility. The rate of pay for substitutes who work less than 5 days is $ 25.00 per hour. The rate of pay for substitutes who work 5 days or more in the same assignment shall be the appropriate associate faculty rate of pay.

SECTION D. General Hourly Rate of Pay

Except as provided elsewhere in this agreement the hourly rate of pay for full-time academic employee assignments that are beyond their normal duties shall be $35.00 an hour.

SECTION E. Future Modification

In the event funding is provided or authorized for salary increases and/or increments for full-time and/or associate academic employees during this Agreement, the parties agree to reopen this section to determine the distribution of the salary increase.

ARTICLE II: PLACEMENT, ADVANCEMENT, PROFESSIONAL DEVELOPMENT

SECTION A. Placement (Returning Academic Employees)

Annually contracted academic employees returning to the District for the academic years during the period of this Agreement shall be placed upon the salary schedule in accordance with a control list agreed to by the parties.

SECTION B. Initial Placement (Full-Time Academic Employees)

1. Newly hired academic employees shall be placed at Level 1 through Level 8, as follows (only degrees earned at accredited institutions are recognized):

   Hiring in Placement (revised 9/17/01)

Level	Salary	Education/Degrees Earned	Experience
1	$ 37,540	BA, Voc Certificate	0-1
2	$ 39,298	BA, Voc Certificate MA, MS, MBA or equiv.	2-3 0-3
3	$ 41,056	MA, MS, MBA or equiv. PhD or equiv.	4-5 0-1
4	$ 42,814	MA, MS, MBA or equiv. PhD or equiv.	6-7 2-3
5	$ 44,572	MA, MS, MBA or equiv. PhD or equiv	8-9 4-5
6	$ 46,330	MA, MS, MBA or equiv. PhD or equiv.	10-11 6-7
7	$ 48,088	MA, MS, MBA or equiv. PhD or equiv.	12-13 8-9
8	$ 49,846	MA, MS, MBA or equiv. PhD or equiv.	more than 13 more than 10
9*	$ 52,316		

(Revised November 2001)

* Effective September 2001, faculty who have been placed on Level 8 for a minimum of five (5) years shall be eligible to move to Level 9 in accordance with Appendix A, Article II, Section C.1.

2. Credit for past experience may be granted as follows:

    a. One year will be awarded for each year of full-time college teaching experience.

    b. One year will be awarded for each year of full-time non-college teaching experience which directly relates to the Shoreline Community College assignment.

    c. One year will be awarded for each year (12 months) of full-time vocational work experience which directly relates to the Shoreline Community College assignment.

    d. In evaluating part-time college teaching experience, including teaching assistant experience, thirty-five (35) quarter credit hours shall be used as the basis for determining annual full-time teaching equivalency.

3. Any academic employee may be placed at a higher level between Level 2 and Level 8 in instances where the College President determines such exceptions to be in the best interests of the District.

4. At the time a recommended appointee is invited to appear for determination of salary placement, the Federation President shall be notified in recognition of the right to accompany appointees who desire such representation at the salary placement interview. With agreement of the recommended appointee, the Federation representative shall be given access to the transcript and application materials.

SECTION C. Advancement

1. Salary Grid Movement. All advancement is contingent upon the submission of a professional development report and legislative funding and/or authorization (see Section D). Consistent with other provisions of this Agreement, full-time academic employees shall be eligible to advance one (1) level from Level 1 to Level 8, upon the completion of each full year of service. Full-time academic employees shall be eligible to advance to Level 9 upon the completion of five (5) years at Level 8.

2. Consistent with other provisions of this Agreement, full-time academic employees shall be eligible to advance one (1) additional level between Level 1 to Level 8 on the current salary schedule upon the completion of an additional Master's degree, a PhD degree and/or other professional degree such as a law degree and EdD. Such advancement shall take place the Fall Quarter following the awarding of such a degree and contingent upon legislative funding and/or authorization.

3. Promotion Upon Attaining Tenure. Effective the Fall Quarter following the award of tenure, such academic employees shall be raised one (1) level between Level 1 and Level 8, on the salary grid. Such movement shall be considered a promotion and costs thereof shall not be charged against any salary increase allocations.

SECTION D. Professional Development Report

By the last day of Spring Quarter each year, all academic employees desiring to advance one level between Level 1 and Level 8 shall provide to the appropriate Unit Administrator a

statement describing all professional development completed for the preceding 12 months. Employees desiring to advance to Level 9 shall provide a similar report at the end of Spring Quarter of the year prior to their eligibility for Level 9 advancement.

ARTICLE III: TERMS AND CONDITIONS OF EMPLOYMENT

SECTION A. Definitions of Employment Categories

All academic employee appointments shall be consistent with the following categories: tenured, probationary, temporary, partial, associate, and community service.

1. A "tenured appointment" means employment for an indefinite period of time which can be revoked only for cause and with due process (see Articles VIII and IX of the Agreement).

2. A "probationary appointment" means employment for a designated period of time during which the probationer is evaluated as a candidate to be awarded tenure. In the event an academic employee is employed full-time as a temporary academic employee and the next year with a probationary appointment as an academic employee, the consecutive college quarters in which the individual was so employed full-time shall be credited towards tenure consideration.

3. A "temporary academic employee appointment" means employment for a definite period of time and for a full assignment. No one shall be employed in this category for more than six (6) consecutive quarters, unless the position is funded by soft money. In the event an academic employee continues employment beyond a third (3rd) consecutive full-time quarter, a tenure review committee may be established for that individual in accordance with the provisions of Article VII, E-J of the Agreement. A temporary appointment can be revoked only for cause and with due process during its term (see Articles VIII and IX of the Agreement).

4. An "associate academic employee appointment" means assignment on a quarter by quarter basis, including quarter by quarter teaching assignments for academic employees otherwise employed full-time and coded moonlight in the State's Management Information System (MIS).

5. A "partial academic employee appointment" means an associate appointment for three (3) quarters at less than one hundred percent (100%) of a load as assigned by the Employer.

6. A "community service academic employee appointment" means employment for one (1) quarter to teach a class or classes coded as community service by the State Board for Community and Technical Colleges.

7. A “substitute academic employee” means employment for less than one (1) academic quarter as a replacement for an academic employee.

SECTION B. Full-time Instructional Academic Employees

Annually contracted academic employees shall put in a professional work week to satisfy their obligations to students, peers, the organizational unit, and the College. The actual hours per

day shall be determined by teaching schedules, office hours, individual student contacts (other than in class), and other professional responsibilities as assigned by the College President or his/her designee.

1. Full-time instructional academic employees shall be required to meet the following work load standards:

   a. Office Hours

      (1) Full-time instructional academic employees shall maintain a posted five-hour (5) minimum office schedule each week. The specific office hours and office hours location shall be determined by the academic employee's teaching schedule and shall receive the concurrence of the appropriate unit administrator.

      (2) Full-time academic employees whose teaching load is twenty (20) or more contact hours per week may, with the approval of the unit administrator, arrange an alternate schedule of office hours.

   b. Teaching Load - Contact Hours

      (1) The normal annual full-time teaching load shall be three (3) times the normal quarterly load for a discipline or subject area. The actual annual full-time load may be up to three (3) contact hours more or less than the normal annual full-time teaching load. For example, a teacher having a normal quarterly contact hour load of sixteen (16) contact hours per quarter might have an annual full-time load ranging from forty-five (45) to fifty-one (51) contact hours.

      (2) The normal full-time load per week per quarter shall be fifteen (15) contact hours with the exception of the following subject areas:

	Contact Hours per Week
Business Technology Lab	16
Art, Drama, Visual Communications Tech, Chem Tech, Music Ensembles	17
Industrial Tech (Option A), Medical Medical Lab Tech, Medical Record Tech, Physical Education	18
Productions (musical, opera, drama)	20
Automotive	24
Cosmetology, Industrial Tech (Option B), Welding, Parent Education (except for ParEd 190)	25

	Contact Hours per Week
Individualized Instruction Labs (Medical Lab Tech, Medical Record Tech, Nursing, et al)	30
Dental Hygiene, Nursing	Variable, as assigned by appropriate administrator

(3) The assigned hours in any quarter shall not exceed the normal full-time weekly load by more than three (3) contact hours, consistent with b.(1) above; provided assignments up to five (5) weekly contact hours in excess of the normal full-time weekly load may be made with a corresponding reduction in another quarter. Nothing herein shall modify the past practice regarding calculations of annual full-time teaching load or payment for moonlight assignments, or divisional practices regarding the assignment of full-time academic employees to moonlight courses for which they are qualified.

c. Committee and Governance Assignments

Campus-wide committee and governance positions as assigned by the College President and/or the Federation President.

d. Divisional Duties

Divisional duties and responsibilities as assigned by the unit administrator.

e. In addition to student contact and office hours, faculty are expected to serve on committees, participate in college governance, divisional, and program planning activities as well as other activities in accordance with Appendix A, Article III, Section B.3. If a faculty member believes his/her workload assignment is unreasonable and/or burdensome, s/he may ask for a review/assessment to be done by the unit administrator. If the review/assessment is unresolved at this level, the faculty member may request reconsideration by the Vice President of Academic Affairs who shall consult with the Federation President or Designee before issuing his/her final disposition.

f. If a unit administrator believes that a faculty member is not fulfilling his/her professional obligations in terms of workload expectations, the unit administrator shall propose an appropriate remedy which may include the denial of moonlight assignments. If the faculty member disagrees with the remedy proposed (by the unit administrator), the faculty member may request reconsideration by the Vice President of Academic Affairs who shall consult with the Federation President or Designee before issuing his/her final disposition.

2. Teaching work loads which exceed the standards outlined above may be voluntarily undertaken by academic employees. However, the assumption of excess work loads shall not require the Employer to pay the academic employee an extra salary amount

unless there shall have been a written agreement approved in advance to pay such an amount to the employee in accordance with Article I.B, C, D and Article III.F.2 of this Appendix.

3. A contractual work day for instructional academic employees shall be defined as the individual work load assignments made in accordance with the criteria set forth above; provided, that, when classes are not scheduled during the 172 days required by the contract, instructional academic employees shall attend all scheduled activities, perform all departmental duties assigned by the unit administrator, conduct all academic advisory functions requested by students, observe regular office hours, and be present on campus for at least the same number of hours per day as would be required on those days when classes are scheduled, unless prior arrangements have been made with the unit administrator.

4. It is agreed that each division or administrative unit through its planning committee shall be consulted with regard to the determination of individual assignments of its full-time academic employees. Unit administrators shall meet as appropriate with the planning committees before developing patterns of assignments, assignments of loads, and the formulation of class time schedules. Such deliberations shall be made within the fiscal and educational parameters established by the Vice President for Academic Affairs and shall require his/her final authorization before being adopted. In situations where an academic employee does not have class assignments per subsection b (above) to constitute a full load, the unit administrator, in consultation with the academic employee (and Federation representative upon the academic employee's request), shall specify academic employee duties and responsibilities that will constitute his/her reassigned time from teaching.

5. Telecourses

   The load for telecourses shall be based on credit hours. Fifteen (15) credit hours shall constitute one FTEF (a full load).

SECTION C. Full-time Non-Instructional Academic Employees

Full-time non-instructional academic employees shall be required to meet the following work load standards:

1. Non-instructional academic employees shall meet and perform all duties and responsibilities during each of the 172 contractual workdays.

2. The appropriate administrative officer, after consultation with his/her administrative unit or area, shall schedule 172 work days of eight (8) hours each, including lunch period.

3. A contractual work day shall mean the hours scheduled in accordance with 2 above. During such work days employees shall be available in their assigned areas and perform all duties and responsibilities required by their position or assignment.

4. Duties and responsibilities required of such non-instructional academic employees mean major function assignments, committee and/or advisory assignments, and department or area duties and responsibilities.

5. Major function assignments shall be determined by the appropriate administrative officer.

SECTION D. Reductions in Teaching Loads

Reductions of the above required contact hour loads shall be authorized by the Vice President for Academic Affairs upon written application and justification by the appropriate administrator.

SECTION E. All Academic Employee Categories

All academic employee employment shall be governed by the following considerations:

1. Professionalism, prudence, and legal considerations require that academic employees be responsible at all times for the supervision of classes when they are officially in session.

2. Academic employees shall not actively seek other professional engagements which conflict with Shoreline Community College responsibilities; and, academic employees, before accepting professional engagements which conflict with Shoreline Community College responsibilities shall obtain written approval from the appropriate administrator.

3. Not more than seven (7) hours time per day shall elapse between the beginning of the first class and the end of the last class taught by any academic employee unless an extension of this time span is necessary to provide this academic employee with a full assignment or unless the academic employee is being compensated for more than a one hundred percent (100%) assignment.

4. Academic employees shall meet classes as assigned and as published in the official class time schedule, shall be in attendance every day of the quarter, and shall meet all other obligations as described in this Article. Variations from the time schedule may be arranged by the academic employee with the approval of the unit administrator or other appropriate administrator. Failure to meet classes or other obligations as prescribed in this Article may result in a reduction in pay in accordance with Article XI.C of this Agreement.

5. Calculation of loads and earnings shall be done consistently for all academic employees. Loads will be calculated to the fourth decimal place and monetary amounts will be rounded to the nearest penny.

SECTION F. Specific Conditions

Each category of academic employee employment shall be governed by the following specifics:

1. Annually Contracted (tenured, probationary, partial, temporary)

   a. The length of contract shall be 172 days and shall be in accordance with the College calendar as approved or modified by the Board of Trustees.

      The 172 days shall be performed between the dates which are two weeks prior to the beginning day of fall quarter classes and the ending day of spring quarter

unless mutually agreed to between the academic employee and the appropriate administrator. These work days shall be utilized in the following manner:

Instructional Academic Employees

Instructional days at campus or authorized location, including every day of exam week, as specified by the college calendar, consecutive academic employee days at campus or authorized location immediately prior to the beginning of fall quarter classes, and other academic employee days authorized by the appropriate administrator after consultation with the academic employee(s).

Non-instructional Employees

The 172 days at campus or authorized location.

b. Compensation shall be at the rate determined by the salary schedule (Articles I and II of this Appendix), and by the percent of a full load assigned, except for summer school which is compensated according to Article V of this Appendix.

c. By mutual agreement of the academic employee and the appropriate vice president , professional duties may be assigned for any three of the four quarters out of the fiscal year. Summer quarter shall be deemed the first quarter of the fiscal year. When summer quarter is part of the annual teaching assignment, all duties normally performed during the normal year, including the number of contracted days being substituted, shall be performed.

d. Responsibilities for the coordination of academic or vocational programs may be assigned.

e. By mutual agreement of the academic employee, the Federation and the appropriate vice president, changes to the above academic calendar may be made.

2. Part-time (associate, partial)

a. An associate academic employee covered by this Appendix shall be sent a letter of intent by his/her unit administrator prior to the beginning of each quarter, specifying his/her responsibilities and benefits and stipulating that any course assigned him/her may be canceled if the number of registrants is judged by the College President or his/her designee to be insufficient or if such assignment is required to maintain a full- time academic employee's full-time load.

b. The salary for an associate academic employee whose responsibilities are primarily classroom instruction and regular office hours is computed by multiplying the appropriate quarterly salary from Article I, Section B times the percent of quarterly load assigned. Regular office hours shall mean five (5) hours times the percent of quarterly load assigned up to a maximum of five (5) office hours per week.

c. In the event the assignment of an associate academic employee is canceled or reassigned pursuant to 2.a. above subsequent to forty-eight (48) hours prior to the first meeting of the class, the academic employee shall be compensated one hundred dollars ($100) in addition to compensation for any class time actually performed. This provision shall not apply to part-time assignments performed by partially-contracted or full-time academic employees.

d. The salary for an associate academic employee who is requested by the employer to participate in extracurricular activities and, in general, is requested to be involved in campus activities shall be $25.00 an hour.

e. Associate academic employees whose major professional commitment is to Shoreline Community College and who can be assured of a teaching load of at least eight (8) credit hours per quarter for the regular three-quarter academic year may be offered a one-year, three-academic-quarter, partial academic employee assignment for any such year on the application of the unit administrator subject to final approval by the College President or his/her designee. The salary for such an assignment shall be calculated at the percentage of the regular annually contracted full-time salary rate.

The College shall provide a minimum of three (3) such pro-rata contracts each year. It is the intent of the College to consider the number of part-time FTEF in each discipline area in awarding these contracts.

f. Associate academic employees who teach in the Parent Education Cooperatives shall have calendars consistent with the school district where the cooperative is located, provided that the associate academic employee will not work more days than will be required of an on-campus associate academic employee in a normal quarter.

3. Community Service

a. Community service academic employees are required to be in attendance only on those days on which their classes are scheduled. They will meet those classes as assigned.

b. The minimum salary for community service academic employees shall be $8.91 per contact hour. The maximum salary shall not exceed the equivalent contact hour rate of Article I.B of this Article. The actual rate to be paid shall be set within this range by the Director of Continuing Education. Exceptions to this range may be made to insure that the self-supporting requirements are met. Such exceptions must be agreed to by the academic employee and approved in advance by the College President or his/her designee.

4. Pay Dates

Pay dates shall be in accord with such applicable regulations of the governor's budget agency as now exist or hereafter are amended in accordance with Article III.K of the Agreement. Such agreement shall be reduced to writing in a letter of understanding between the parties.

SECTION G. Conditions and Benefits for all Academic Employees

1. Parking shall be provided for all academic employees during the term of their assignments.

2. All academic employees shall contribute through payroll deduction to OASI (Social Security).

3. Reimbursement for travel, approved in advance by the appropriate administrator or required by the work assignment, shall be provided by the Employer. If college transportation is not available, the academic employee shall be reimbursed at the standard travel rate for the use of his/her personal vehicle or public transportation used.

4. The Employer shall contribute the maximum amount authorized and funded for allowable retirement plans for which the applicable eligibility standards are met.

5. The Employer shall contribute up to the maximum amount authorized and funded by law and the State Employees Benefits Board of the Healthcare Authority for allowable group insurance plans for each eligible academic employee. Academic employees shall have the opportunity to self-pay such contributions during leaves without pay. All premiums in excess of the amount funded by the state legislature shall be borne by the academic employee.

   It is the intent of this section to provide group insurance plans for domestic partners of eligible academic employees as soon as coverage is authorized by law or the PEBB.

6. All academic employees shall be granted personal leave as outlined in H.1.b. or 3.a. below.

   Sick leave buy-out provisions for all academic employees shall be in accordance with College policy.

7. Technology

   A. All academic employees should be provided the basic configuration, as follows: telephone, voice mail, computer, email, internet access, and printer access. Health and safety needs, such as work stations designed to minimize workplace injuries and in accordance with OSHA/WISHA standards, should be considered part of the basic configuration.

   B. All faculty shall be provided support in the use of the above technology.

8. Consistent with Executive Order 88-06 of the Governor of the State of Washington and formal action by the Shoreline Community College Board of Trustees on December 16, 1988, all academic employees are prohibited from smoking in Shoreline Community College buildings and State vehicles.

9. Copyrights, Patents and Telecourses

a. The ownership of any materials, processes or inventions developed solely by an academic employee's individual effort and expense shall vest in the academic employee and be copyrighted or patented, if at all, in the academic employee's name.

b. The ownership of materials, processes or inventions produced solely for the College and at College expense shall vest in the College and be copyrighted or patented, if at all, in its name.

c. In those instances where materials, processes or inventions are produced by an academic employee with college support by way of use of significant personnel, time, facilities, or other college resources, the ownership of the materials, processes or inventions shall vest in (and be copyrighted or patented by, if at all) the person designated by written agreement between the parties entered into prior to the production. In the event there is no such written agreement entered into, the ownership shall be apportioned between the parties utilizing the binding arbitration procedures.

SECTION H. Conditions and Benefits Applicable to Specific Categories of Academic Employees

1. Tenure, probationary, temporary, and partial assignments

a. Only tenured academic employees shall be eligible to apply for sabbatical leave.

b. All such employees shall be granted twelve (12) days of personal leave on the first day his/her assignment begins. After three (3) quarters of employment such leave shall accumulate at a rate of four (4) days per quarter for full-time employees to be credited on the first day of each quarter (pro rata for partially contracted academic employees). No combination of circumstances shall result in an employee earning more than twelve (12) compensable days per year. Additional leave shall be credited to a non-compensable account.

c. Retirement of academic employees normally shall occur at the completion of the college year. For the purpose of this section only, the college year shall begin on September first and end on the thirty-first day of August next following. By October first of each college year the Employee should make every effort to notify the College of intent to retire at the end of the college year.

d. Tenure Purchase: The tenure purchase option provides for the purchase of valuable tenure rights of employees in exchange for the employee's separation from service.

Where an employee's application for this option is approved by the Board of Trustees, he/she shall waive any and all tenure rights and shall receive payment in exchange for such waiver of tenure rights. The amount and method of such payment shall be as mutually agreed upon by the College and the employee. Payment under this option shall not be reported as income and shall be excluded in any calculation regarding schedule of payment(s). Upon the death of an employee participating in this option, the employee's estate shall be entitled to

receive death benefits based upon the same schedule as the one to have been received by the deceased employee. Other lawful options not covered above may be implemented at any time upon written mutual agreement between the academic employee and the Board of Trustees.

e. Academic employees may participate in Employer approved tax deferred annuity plans currently available to academic employees.

f. Annually contracted academic employees may currently elect to receive their pay by electronic fund transfer to an approved financial institution. This benefit will continue as long as the state community college payroll system makes it available as an option.

2. New full-time (probationary and full-time temporary) academic employees

Each new full-time probationary and full-time temporary academic employee shall be provided with office space with the basic configuration of technological support (appropriately equipped) no later than the first day of the first assignment. (See Appendix A, Article III, Section G.7)

3. Associate academic employee benefits:

a. Effective Summer Quarter 2000, commencing with the first hour his/her assignment begins, each associate academic employee shall accumulate compensable personal leave on the following basis: An associate faculty member teaching a 100% FTEF load shall accumulate four (4) days of personal leave per quarter to be credited on the first day of each quarter. An associate faculty member teaching less than 100% FTEF load shall accumulate a pro-rata proportion of 4 days of personal leave based on the percent of FTEF. No combination shall result in an associate faculty earning more than twelve (12) compensable days per year. Additional leave shall be credited to a non-compensable account.

Compensable leave accumulated by an associate academic employee who leaves employment at the College and is not employed by any state agency mentioned in RCW 28B.50.551(5), shall be retained when s/he is re-employed by the college if the period of unemployment is not more than eighteen (18) months.

Earned cumulative non-compensable leave accrued prior to Summer Quarter 2000 and leave earned in excess of the twelve (12) compensable days per year shall be preserved for up to six (6) quarters, excluding summer quarters, if employment is interrupted for any reason.

b. Associate academic employee eligibility for insurance benefits shall be in accordance with applicable State Employees Benefits Board of the Health Care Authority rules and regulations which will be periodically disseminated to associate academic employees.

ARTICLE IV: STUDENT AND INSTRUCTIONAL RELATED ACTIVITIES

Academic employees whose assignments include activity advising or coaching shall be paid a stipend for that activity in accordance with the following schedule. The Employer may, however, grant released time in lieu of the stipend payment consistent with the provisions of Article III of this Appendix.

Intercollegiate Coaching

Archery, Head	$ 3,000 - $ 3,800
Archery, Assistant	$ 1,300 - $ 1,600
Baseball, Head	$ 3,000 - $ 3,800
Baseball, Assistant	$ 1,300 - $ 1,600
Basketball, Head	$ 3,400 - $ 4,250
Basketball, Assistant	$ 1,300 - $ 1,600
Soccer, Head	$ 3,000 - $ 3,800
Soccer, Assistant	$ 1,300 - $ 1,600

Intercollegiate Coaching (cont'd)

Softball, Head	$ 3,000 - $ 3,800
Softball, Assistant	$ 1,300 - $ 1,600
Tennis, Head	$ 3,000 - $ 3,800
Tennis, Assistant	$ 1,300 - $ 1,600
Volleyball, Head	$ 3,000 - $ 3,800
Volleyball, Assistant	$ 1,300 - $ 1,600
Sports Coordinator (men's and women's)	$ 5,000

Coaches and assistants shall be awarded a $300 increment increase, not to exceed the maximum stipend limit, upon commencement of re-employment for their third consecutive season, and each consecutive third season thereafter.

Club Advising (See policy 5222)

Level 1 - Contact Advisor	$ 260
Level 2 - Resource Advisor	$ 515
Level 3 - Coordinating Advisor	$ 775
Level 4 - Managing Advisor	$ 1,030

Other Advising

Bands	$ 3,245
Choral Groups	$ 3,245
Jazz Groups	$ 3,245

Opera Workshop	$ 3,245
Plays & Musicals	$ 3,245
Theatre Groups	$ 3,245
Ebbtide	$ 3,245
Ebbtide Ad Advisor	$ 775
Spindrift	$ 3,245
Delta Epsilon Chi (DEC)	$ 3,245

It is agreed that the above extra duty activities are separate from an academic employee's normal duties and, therefore, exempt from tenure application. It is further agreed that nothing in this schedule shall be construed to require the Employer to maintain such programs. It is subject to modification by the Employer.

ARTICLE V: SUMMER QUARTER

SECTION A.

Pay for summer quarter academic employees whose work is limited to classroom instruction and office hours shall be based upon the following:

SALARY = Annual base salary in effect for the preceding quarter x .264 x (% of one-third of normal annual full-time teaching load).

Effective for Summer Quarter 1997 only, each summer quarter academic employee's salary shall be increased by 3% of the salary computed above for the quarterly instructional days from July 1, 1997.

SECTION B.

Pay for summer quarter associate academic employees shall be in accordance with Article III, Section F.2. of this Appendix.

SECTION C.

Pay for work other than classroom teaching shall be in accordance with Article VI of this Appendix.

SECTION D.

Nothing in this Article shall be construed to require the Employer to offer a summer quarter.

ARTICLE VI: EXTENDED CONTRACT DAYS

SECTION A.

An extended contract day shall be defined as a day beyond the basic 172-day commitment outlined in Article III, Section F.1.a. of this Appendix.

SECTION B.

Salary shall be computed at the rate of 1/172 of the academic employee's base 172-day contract amount for each day of the extended assignment. Extended contracts shall be calculated based upon the salary in effect for the fiscal year during which the extended days were worked.

SECTION C.

All extended assignments must be approved by the College President or his/her designee and shall be specified in a separate, written contract executed between the academic employee and the Employer at least one (1) week prior to the first extended day to be worked.

SECTION D.

Nothing in this Article shall be construed to require the Employer to offer extended contracts.

ARTICLE VII: PROFESSIONAL GROWTH

The Employer and the Federation recognize the need to strive for excellence in the field of education. To help defray the expense of professional improvement (including journals and professional membership dues) the Employer agrees to:

A. In each academic year during the duration of the contract, budget $400 per annually contracted full-time academic employee to a professional growth and travel fund that is administered divisionally in accordance with applicable state regulations. Every annually contracted full-time academic employee, including those on sabbatical, shall have the first option to use the Professional Growth Funds budgeted for him/her. Options not declared by the end of Winter Quarter shall result in release of the funds for the use of other academic employees.

B. In each academic year during the duration of the contract, budget $5,000 each year to be used solely for expenses incurred in obtaining and keeping valid vocational certification. This fund shall be coordinated by three (3) administrators and three (3) vocationally certified instructors selected by the Federation.

C. In each academic year during the duration of the contract, budget $7,500 for professional growth opportunities for associate academic employees not otherwise employed as full-time employees. These funds will be coordinated by a joint committee composed of three (3) representatives of the Employer and three (3) academic employees chosen by the Federation in accordance with applicable state regulations.

D. Effective Fall Quarter 1997 and annually thereafter the College will budget $50 per annually contracted full-time academic employee into a Professional Development pool. This pool will be coordinated by a joint committee composed of three (3) representatives of the employer and three (3) academic employees chosen by the Federation in accordance with applicable state regulations.

ARTICLE VIII: EXCEPTIONAL FACULTY AWARD PROGRAM

Following are the procedures for awarding the Exceptional Faculty Awards in accordance with RCW 28B.50.837-.844:

1. Recommendation Committee for Identifying Possible Recipients: Two faculty members and one administrative member shall be appointed by their respective representatives on the Joint Union Management Committee. In addition, the Vice President for Academic Affairs and the Shoreline Community College Foundation Director shall serve as permanent administrative members of the Committee. The appointed committee members shall serve a two-year term, except for the first year when one of the faculty members shall serve a one-year term. In case of a vacancy, the appropriate JUMC representatives will select an individual to serve out the term of the original appointment.

2. Duties of the Committee and Description of the Nominee Search: Committee members will be responsible for soliciting, ranking and recommending nominees and preparing the written documentation for presentation to the Board of Trustees. The nomination process will be conducted during Spring quarter each year. Nominations can be submitted by Shoreline Community College students, faculty, classified employees, administrators, alumni, Board members, and Foundation members. Faculty may also apply directly.

3. Criteria for Nominations: To be nominated for the award, the committee will consider an academic employee's or group of academic employees' service to the employee's particular program or discipline which includes at least one of the following: a) dedication, knowledge or expertise, or exceptional achievement in a discipline, program or academic or professional specialty; b) outstanding teaching, advising/counseling or librarianship skills; c) recognition of superior service in the classroom, library or advising/counseling duties.

   To be eligible, an individual faculty member being considered must have the equivalent of nine (9) quarters of full- or part-time work as a teacher, advisor/counselor, librarian, or assistant division chair. A recipient of an individual award will not be eligible to receive another individual award for a period of five (5) years.

   To be eligible for a group award, the members OF the group must have a combined equivalent of 18 quarters of full- or part-time work as a teacher, advisor/counselor, librarian, or assistant division chair. In addition, group awards shall be used to cover expenses related to activities undertaken by or for the group. No individual shall receive a monetary award. As a group, these award recipients will not be eligible to receive another group award for a period of five years.

4. Submission to the Board of Trustees: The Committee shall submit a written recommendation with supporting rationale to the Board of Trustees through the Secretary to the Board.

5. Selection of Recipient(s) and Amount of Award(s): The Board of Trustees shall select the recipient(s) from the committee's recommended nominees and determine the amount of the individual awards. The Board may choose not to make an award. If questions arise about the committee's recommendation, the Vice President for Academic Affairs shall act as spokesperson for the Committee.

6. Disbursement of Award(s): The Foundation will transfer to the College funds when approved and requested by the Board of Trustees.

   The awards are intended to be used by the recipients for in-service training, including travel, tuition and books, and/or attendance at professional development classes; replacement costs associated with professional development; publication and documentation of exemplary projects; to pay expenses associated with the holder's program area, as designated by the recipient; and travel that is related to the recipient's individual intellectual and/or professional development.

7. The Endowment Fund: The Board will be informed by the Foundation of the interest earned on the endowment fund and the amount available for use. The Foundation will manage the endowment consistent with the Foundation investment policy for endowments. Funds from this program shall not be used to supplant existing professional development funds.

APPENDIX 4.G
(Exhibit 4.18.1)

ARTICLE VII: TENURE

SECTION A.

The Federation agrees that the ultimate authority to grant or deny tenure is vested with the Employer subject to the terms of this Article. It is further agreed that any and all decisions relating to the awarding or withholding of tenure or the non-renewal or renewal of probationary academic employees shall not be subject to the grievance procedure of this Agreement.

SECTION B. Purpose

The Board of Trustees of Community College District Number Seven hereby establishes (in accordance with RCW 28B.50.850 through RCW 28B.50.869 as it now exists or hereinafter may be amended) the following rules on academic employees' tenure the purpose of which are twofold:

1. To protect academic employees' employment rights and academic employee involvement in the establishment and protection of these rights at Shoreline Community College and any other community college hereafter established within Community College District Number Seven; and

2. To define a reasonable and orderly process for the appointment of academic employees to tenure status, or for the non-renewal of probationary academic employees.

SECTION C. Definitions

As used in Articles VII through X the following terms and definitions shall mean:

1. "Appointing Authority" shall mean the Board of Trustees of Community College District Number Seven.

2. "Tenure" shall mean an academic employee appointment for an indefinite period of time which may be revoked only for sufficient cause and with due process. RCW 28B.50.851(1)

3. "Faculty Appointment" shall mean full-time employment as a teacher, counselor, librarian, or other position for which the training, experience, and responsibilities are comparable as determined by the appointing authority, except administrative appointments. Academic employee appointment shall also mean department heads, division heads and administrators to the extent that such department heads, division heads or administrators have had or do have status as a teacher, counselor, or librarian. RCW 28B.50.851(2) The term "academic

employee" as used elsewhere in this contract will imply that such academic employee has a "faculty appointment" per this definition.

4. "Probationary Academic Employee Appointment" shall mean an academic employee appointment for a designated period of time which may be terminated without cause upon expiration of the probationer's term of employment. RCW 28B.50.851(3)

5. "Probationer" shall mean any individual holding a probationary academic employee appointment. RCW 28B.50.851(4)

6. "Administrative Appointment" shall mean employment in a specific administrative position as determined by the appointing authority. RCW 28B.50.851(5)

7. "President" shall mean the President of Community College District Number Seven, or in the President's absence, the acting president.

8. "College" shall mean Shoreline Community College and any other community college hereafter established in Community College District Number Seven.

9. "Appointment Review Committee" shall mean a committee composed of the probationer's tenured academic employee peers, a student representative, and a member of the administrative staff of the College, provided that a majority of the committee shall consist of the probationer's academic employee peers. RCW 28B.50.850(7)

10. "Non-renewal" shall mean the decision of the Board of Trustees not to renew the appointment of a probationary academic employee for the succeeding three quarter appointment, excluding summer quarter and approved leaves of absence.

11. "Full-time" shall mean an individual assigned a full load for the entire academic year, or, as applicable, three successive quarters for probationary appointments.

12. An "Academic Employee Peer" shall mean an individual holding a tenured academic employee appointment.

SECTION D. Eligibility for Tenure

As stipulated by law, tenure shall be granted only to full-time academic employee appointments. The Board of Trustees, acting as the appointing authority, shall provide for the award of academic employee tenure upon one of the following conditions:

1. a probationary period not to exceed nine (9) consecutive regular college quarters, excluding summer quarters and approved leaves of absence;

2. upon formal recommendation of the review committee and with the written consent of the probationary faculty member, the appointing authority may extend its probationary period for one, two, or three quarters, excluding summer quarter, beyond the maximum probationary period established herein. No such extension shall be made, however, unless the review committee's recommendation is based on its belief that the probationary faculty member needs additional time to complete satisfactorily a written plan of action already in progress and in the committee's further belief that the probationary faculty member will complete the plan satisfactorily. At the conclusion of any such extension, the appointing authority may award tenure unless the probationary faculty member has, in the judgment of the committee, failed to complete the professional improvement plan satisfactorily;

3. any academic employee employed full-time in a temporary academic employee appointment, and subsequently full-time in a probationary appointment, both of whose terms total nine consecutive regular college quarters, excluding summer quarters and approved leaves of absence;

provided that tenure may be awarded at any time as may be determined by the appointing authority after it has given reasonable consideration to the recommendations of the Appointment Review Committee.

SECTION E. Appointment Review Committees: Purpose of the Committee and Selection of Membership

1. A separate five-member (5) Appointment Review Committee shall be established between October 31 and November 15 for:

a. each probationer in the first year of his/her appointment, or

b. for temporary academic employee appointees (Appendix A. Article III.A.3.) employed full time for three (3) consecutive regular college quarters who are subsequently contracted for fourth, fifth and sixth consecutive college quarters, or

c. in the case of probationers appointed at some time other than the beginning of fall quarter, within six (6) weeks of the date of the appointment. Appointment Review Committees shall serve as standing committees until such time as the probationer is either granted tenure or his/her employment in a probationary academic employee appointment is terminated.

2. Each Appointment Review Committee shall be composed of a member of the administrative staff, a student representative, and three (3) tenured academic employees.

a. The divisional or administrative unit tenured academic employees shall submit a list of three (3)

or more nominees who shall be tenured academic employees to serve on the Appointment Review Committee. Insofar as possible, at least one (1) nominee of the committee should be from the probationer's academic discipline or field of specialization and one (1) nominee from a related discipline or field of specialization. The academic employees acting in a body shall then vote to select two (2) such nominees as members of the Appointment Review Committee.

b. The probationer should submit to the divisional or administrative unit head a list of two (2) or more nominees who shall be tenured academic employees to serve on the Appointment Review Committee. The academic employees acting in a body shall then vote to select one (1) such nominee as a member of the Appointment Review Committee, provided that in the event the probationer does not submit nominations, the academic employees acting in a body shall then vote to select a third Appointment Review Committee member.

c. The administrative representative on the committee shall be appointed by the College President.

d. The full-time student member on each Appointment Review Committee and designated alternate(s) shall be appointed by the Student Body Association.

e. If a vacancy occurs during the term of the Appointment Review Committee, a designated alternate student shall be appointed by the Student Body Association, an administrative position shall be appointed by the College President, or in the case of an academic employee vacancy on the committee, the provisions of Article VII.E.2.a and b shall be followed.

3. Training shall be provided for the Appointment Review Committees jointly conducted by the Federation and the District.

SECTION F. Appointment Review Committees: Duties and Responsibilities

1. The general duties and responsibilities of the Appointment Review Committee shall be to:

a. Evaluate the probationer;

b. Advise him/her of his/her strengths and areas needing improvement;

c. Develop with him/her a plan to improve and strengthen performance.

The evaluation process shall place primary importance upon the probationer's effectiveness in his/her appointment. In accordance with the procedures in Section G, the Appointment Review Committee shall be responsible for making a recommendation as to whether the probationer shall be granted renewal or non-renewal of his/her probationary status.

2. The first meeting of the Appointment Review Committee shall be called and chaired by the Vice President for Academic Affairs of the College. A chairperson shall be elected by the committee at the first meeting.

3. All subsequent meetings of the Appointment Review Committee after the first meeting shall be called by the Appointment Review Committee chairperson. Appointment Review committees may meet with or without the probationer. The committee shall determine whether the probationer's presence is necessary or advisable; in any event, the committee shall meet with the probationer at least twice per quarter until the probationer is granted tenure, tenders resignation, or is notified of non-renewal.

4. Failure of the Appointment Review Committee to perform its responsibilities will not negate the review process of a probationer.

SECTION G. Evaluation of the Probationer

1. Each Appointment Review Committee shall evaluate only the probationer's effectiveness in his/her appointment.

2. Each committee shall consider the following criteria in the course of evaluating the effectiveness of each full-time probationer:

a. the probationer's teaching, advising, and/or counseling skills or skills as librarian;

b. the probationer's ability to work with students;

c. the probationer's ability to work with academic employees and staff (staff input to be provided through administrative representative on the committee);

d. the probationer's knowledge of or competence in subject/discipline area;

e. the probationer's adherence to established college policies and procedures;

f. the probationer's general college involvement;

g. the probationer's action toward professional development and improvement;

h. the probationer's participation in curriculum/program development and promotion, which may include up to one-third (1/3) release time for one or more quarters, as determined by the administrative head and appropriate Vice President.

3. Each Appointment Review Committee shall use a four-part evaluation process

which includes the probationer's annual self-evaluation, quarterly student evaluations by the probationer's students in all assigned classes, annual peer evaluations, and an annual administrative evaluation by the head of the probationer's administrative unit.

4. Observations of the probationer while he/she is performing his/her professional responsibilities also shall be part of the evaluation process. During the first quarter of the probationary appointment, student evaluations shall be conducted for all classes. At any point during the first quarter, there shall be at least 2 classroom observations, one administrative and one faculty. In all subsequent quarters, a minimum of one (1) observation per committee member shall be conducted each quarter and shall be scheduled in consultation with the probationer. Additional observations by peers other than committee members may be requested by the probationer or the committee. Such additional observations shall be limited to a specific concern.

5. A written evaluation noting the areas of strength and areas needing improvement shall be made for each observation. Within ten (10) working days after the observation, the observer shall meet with the probationer to discuss his/her performance and the observation report.

6. In those areas such as the library and the counseling center wherein teaching observations and/or student class evaluations may be inappropriate or limited, the Appointment Review Committee shall develop and employ alternative techniques and procedures to obtain evaluations by students and committee members of the probationer's performance of his/her professional responsibilities.

7. A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report.

8. During a probationer's employment, the appropriate Vice President and/or President may observe the probationer once in the performance of his/her professional duties after the end of the fifth (5th) consecutive quarter, provided that advance notification is given to the probationer and the probationer's committee of such visitation. A written report of such visitation shall be submitted to the committee and the probationer. Nothing shall preclude the committee and the appropriate Vice President or President from mutually agreeing to have additional classroom visits which shall also include reports to the committee and probationer.

9. 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. The probationer shall be limited to one divisional committee assignment per year

during the probationary period. These provisions may be waived upon the request of the appropriate review committee.

SECTION H. Communication of Evaluation Results

1. Each Appointment Review Committee, as part of its ongoing evaluation of the probationer, shall meet as a body and prepare report(s) that document the evaluation process of the probationer's strengths and recommendations for improvement as applicable. The committee will meet with the probationer to discuss the report(s) and furnish the probationer with a copy of the written report(s).

2. Copies of the written report(s) shall be submitted to the Vice President for Academic Affairs and appropriate vice president, who will forward them to the College President. The College President will submit the written report(s) to the Board of Trustees.

3. At a minimum, the following Appointment Review Committee reports will be submitted to the Vice President for Academic Affairs and appropriate vice president on or before the dates specified below:

a. On or before the last day of the first probationary quarter, a written progress report outlining the evaluation process, all evaluation results, areas of strength and those needing improvement, and specific steps that can be taken by the probationer to improve.

b. A comprehensive evaluation report that includes documentation of the process, all evaluative material collected during the college year, summary of progress, and recommendation for continued probationary status or tenure shall be issued in accordance with the following schedule:

(1) for probationers whose appointments begin in fall quarter, by February 15th for evaluation of the sixth, seventh and eighth quarters; by March 1st for evaluation of the third, fourth, and fifth quarters; and by March 1st for evaluation of the first and second quarters.

(2) for probationers whose appointments begin in winter quarter, by May 15th for evaluation of the sixth, seventh and eighth quarters; by May 20th for evaluation of the third, fourth and fifth quarters; and by May 20th for evaluation of the first and second quarters.

(3) for probationers whose appointments begin in a spring quarter, by November 15th for evaluation of the sixth, seventh and eighth quarters; by November 15th for evaluation of the third, fourth and fifth quarters; and by November 15th for evaluation of the first and second quarters.

4. When areas needing improvement in the performance of a probationer are noted by the Appointment Review Committee, the following steps will be taken by the committee:

a. Specific areas needing improvement will be outlined in writing and discussed with the probationer within five (5) days of the conclusion of each Appointment Review Committee meeting.

b. The Appointment Review Committee will develop with the probationer a written plan of action to improve these deficient areas.

c. Follow-up conferences (at least one a month) will be held and written progress reports will be prepared by the Appointment Review Committee to help the probationer improve and document progress.

5. The College President may require reports at any time. Such reports shall be submitted by the Appointment Review Committee within fifteen (15) working days of the written request.

SECTION I. Rights and Reasonable Expectations of the Probationer

1. Rapport should be established and maintained between the probationer and his/her Appointment Review Committee so that the purposes of the observations and evaluations are clear.

2. The classroom observations shall be arranged with the probationer so that he/she will be prepared for the visit.

3. The probationer shall be acquainted with all evaluative instruments prior to their use and at the end of the evaluation process all the gathered data and materials shall be returned to the successful probationer.

4. When a disagreement occurs between the probationer and his/her Appointment Review Committee over any area of evaluation, the probationer may submit a written statement of these disagreements, and shall be entitled to a written response from the committee.

5. If the probationer disagrees with the recommendation of his/her Appointment Review Committee to the Board of Trustees, he/she may request a meeting of the academic employees in a body, to review and approve or disapprove the committee's recommendation. This request shall be made in writing to the Federation President within five (5) days after the probationer's receipt of the committee's recommendation. The Federation President shall call the meeting within ten (10) days of receipt of such request. Within one (1) week of the meeting, the decision of the academic employees in a body, shall be sent, in writing, to the Board of Trustees for the Board's consideration. This report shall be advisory and shall not be construed to be contrary to or supersede any provisions of RCW 28B.50.850 through RCW 28B.50.869.

6. The probationer must be given the right to review all written material to be seen by the Board and have the opportunity to respond in writing.

SECTION J. Board Decisions Regarding Tenure

1. Upon receiving the President's or appropriate vice-president's recommendation regarding the award or non-award of tenure or the non-renewal of a contract of the evaluated probationer(s), the Board of Trustees may meet with the chair of the Appointment Review Committee, Vice President for Academic Affairs or appropriate vice president, and any representative of a minority report, if applicable, to examine the records of the probationer(s). The Board shall give reasonable consideration to the recommendation of the College President or appropriate vice-president as to the award or non-award of tenure or the non-renewal of a contract to said probationer or probationers. The Board shall receive recommendations from both the Appointment Review Committee and College President/Vice President for Academic Affairs or appropriate vice-president; provided, however, if the President or Vice President makes a recommendation that is contrary to the recommendation of the Appointment Review Committee, he/she shall discuss such differences with the committee prior to his/her recommendation to the Board.

2. All Board decisions regarding the award or non-award of tenure to probationers considered pursuant to this section shall be accomplished by no later than the end of the eighth (8th) probationary quarter. Written notice of such award or non-award shall be transmitted by the Board to the probationer no later than the end of the eighth (8th) probationary quarter.

SHORELINE COMMUNITY COLLEGE

DISTRICT NUMBER SEVEN

APPENDIX B: POST-TENURE EVALUATION

* * * *

ARTICLE I: PURPOSES FOR POST-TENURE REVIEW PROCESS

The primary goal of the Post-Tenure Evaluation Process is to improve the quality of education and promote student achievement. Specific purposes of this post-tenure review process include, but are not limited to:

1. Assisting academic employees in pursuing and maintaining excellence in their professional responsibilities and continuously improving job performance.

2. Assisting academic employees in achieving their professional goals.

3. Assisting the institution in evaluating and documenting job performance and in determining the strengths and areas for improvement of an academic employee's job performance.

4. Assisting academic employees who fail to meet minimum standards by developing and implementing an improvement plan which includes, when needed, making time and resources available to the academic employee as feasible.

5. Assuring compliance with applicable statutory and accreditation requirements.

ARTICLE II: POST-TENURE REVIEW

Normally, all tenured faculty shall participate in the post-tenure review process outlined below every three (3) years. Provided, however, an academic employee may defer this process for one or two academic years with the consent of the evaluation team in certain circumstances such as:

1. Using student evaluations or (SGID) in over 50% of assigned classes every year, or
2. Other annual substantive evaluations, or
3. Planned retirement, or
4. Other extraordinary circumstances

The evaluation team shall develop a method to review such requests from academic employees for deferral.

ARTICLE III: DEFINITIONS

1. Academic Employees include Classroom Academic Employees, Counselors, and Librarians/Media Coordinator.

2. Administrative Head is the College Administrator who supervises the academic employee, usually a division chairperson or administrative unit director.

3. Administrative Evaluator is the administrative employee designated by the Employer to evaluate an academic employee in the post-tenure evaluation process. Usually, the evaluator will be the administrative head.

4. Evaluation Team is a group of three people, trained in this process, one member who is appointed by the College President, one member who is appointed by the Federation President and one member who is selected by those two representatives. If those representatives cannot agree on a third party, the College President and Federation President shall agree on a third party.

5. Evaluation Year refers to the period of time from the Fall Quarter when the evaluation process begins, to Spring Quarter when the process ends. Each academic employee shall be evaluated once every three years except when this requirement is deferred according to the requirements of Article II of this Appendix. For those academic employees whose performance meets minimum standards, the evaluation year shall be repeated every three (3) years except when this requirement is deferred according to the requirements of Article II of this Appendix. For those academic employees whose performance does not meet the minimum standards for the Overall Composite Rating the process will continue in accordance with Article III, Section 10 of this Appendix.

   The 1997-98 academic year shall be the evaluation year for academic employees who have not had an evaluation since 1994-95. The 1998-99 academic year shall be the evaluation year for academic employees who were evaluated in 1995-96. The 1999-2000 academic year shall be the evaluation year for academic employees who were evaluated or granted tenure during 1996-97.

6. Evaluation Portfolio is the collection of those evaluation documents collected during the evaluation year, as well as any other evaluation documents from the preceding two years which the academic employee wishes to include, and submitted by the academic employee in the Spring Quarter of the evaluation year. This portfolio will contain a summary of student, administrator, and peer evaluations, and, if desired by the academic employee, any other associated documents (e.g. additional student evaluations, teaching portfolios, letters, self assessments, reports of research, documentation of professional development and recognition, etc.) The portfolio will be retained in administrative unit personnel files. Upon request, the administrative head will have access to primary or "raw" evaluation data.

ARTICLE IV: PROCESS AND PROCEDURAL GUIDELINES

1. Scope of Evaluation: All full-time tenured instructional academic employees in each administrative unit will be evaluated by students in all classes during Fall and Winter quarters of the evaluation year. For non-instructional academic employees a minimum of 20 student evaluations in Fall Quarter and 20 student evaluations in Winter Quarter will be given to students by a neutral party. Normally evaluations will occur between the third and tenth weeks of the quarter.

2. Components of Evaluation Process: Each Fall Quarter, each administrative head shall individually notify each academic employee to be evaluated that academic year and shall schedule a meeting with each academic employee by the third week of Fall Quarter to develop and mutually agree to an individual evaluation plan consistent with the terms of this appendix. Normally, a newly tenured academic employee's first post-tenure evaluation will be the third year following the tenure award. The evaluation process shall include student, peer, administrator, and, if desired by the academic employee, other associated items. Each academic employee will submit an Evaluation Portfolio containing the required evaluations and, if desired, the other associated documents, by the end of the third week of Spring Quarter. Evaluation instruments may be either quantitative or qualitative and must conform with Article V, Section B of this Appendix. For Classroom Academic Employees, at least two-thirds (2/3) of the classes evaluated each quarter must be evaluated using an approved quantitative evaluation instrument that meets the criteria contained in Article V. Section B. 2 of this Appendix. To make comparisons from one class

to another the quantitative instrument used in information collection will be continued for the duration of the evaluation. Evaluation documents will be available from which roles and weights shall be chosen and agreed upon by the academic evaluator and the academic employee. All evaluation instruments utilized must be approved by the administration after review with the Evaluation Team.

3. Such plan shall include:

   a. for the Counselors and Librarians/Media Coordinator, how and when student evaluations are to be gathered;
   b. identification of the Administrative Evaluator if different from the administrative head;
   c. the sources of information for the evaluation;
   d. relative weight of each role;
   e. the approved instruments to be used;
   f. schedule process for collecting and recording evaluative data and where data shall be held in trust; and,
   g. the names of peer reviewers, if known at the time of the meeting.

4. If agreement on the details of the individual plan is not reached by the fourth week of Fall Quarter, a member of the Evaluation Team (as defined in Article III, 4 of this Appendix) will meet with the academic employee and administrative head to assist in reaching agreement. Continued failure to reach agreement shall trigger a meeting of the evaluation team to choose a compromise plan to be implemented.

5. The deadline for the academic employee to collect, record and submit all evaluative material ("Evaluation Portfolio") to the administrative head shall be no later than the close of business on the third (3rd) Friday of Spring Quarter.

6. The administrative head will meet with the academic employee no later than the seventh (7th) Friday of Spring Quarter. The purpose of this meeting shall be to:

   a. review the evaluation results and discuss the applicable Overall Composite Summary Evaluation (see Forms 1-A, 1-B, 1-C) and the Administrator's Evaluation Summary (see Form 2);
   b. discuss the academic employee's strengths;
   c. discuss the academic employee's areas needing improvement, if any; and,
   d. indicate whether the results were found to meet minimum standards as defined in Appendix B, Article VI, or require an approved Performance Improvement Plan to be developed and to be implemented by the academic employee.

7. A copy of the Administrator's Evaluation Summary (Form 2) will be placed in the academic employee's personnel file.

8. Any academic employee not receiving a written notification by the above deadline shall be presumed to have achieved satisfactory performance and no required improvement plan is needed, provided that the academic employee has met the timelines established herein.

9. The decision that an academic employee's performance is not satisfactory and requires an improvement plan shall be based on the standard developed in Article VI of this Appendix.

10. If it is determined by the administrative head that a required improvement plan is to be developed and to be implemented by an academic employee, then:

a. By the ninth (9th) Friday of Spring Quarter the administrative head will have a meeting with the academic employee, and if either party requests, a member of the Evaluation Team, to develop a written Performance Improvement Plan to include:

(1) specific problems to be corrected;
(2) specific performance objectives to be achieved by the academic employee;
(3) a timeline for the achievement of these performance objectives not to exceed one academic year unless mutually agreed by the academic employee and the administrative head;
(4) a method to assess the achievement of these performance objectives;
(5) the possible consequences of not achieving the objectives of the approved Performance Improvement Plan; and,
(6) identification of the kinds and sources of assistance the academic employee needs and ways in which the Employer may assist.

b. A copy of the approved Performance Improvement Plan will be placed in the academic employee's personnel file.

c. The results of the improvement plan will be evaluated in a meeting between the academic employee, a member of the Evaluation Team if the academic employee requests, and the administrative head at the end of each quarter during which the improvement plan is in effect.

d. At the end of any quarter where the administrative head determines the improvement plan has been successful, the academic employee will be given a letter acknowledging successful completion of the improvement plan as well as successful completion of the evaluation process. A copy of the letter acknowledging successful completion of the evaluation will be placed in the academic employee's personnel file.

e. When the administrative head determines that an academic employee has not successfully achieved the objectives of the Performance Improvement Plan, the administrative head may initiate appropriate action consistent with State and Federal laws, policies and procedures, and with Article VII of this Agreement, "Formal Procedures Relating to the Dismissal of an Academic Employee."

11. At the conclusion of the evaluation process, all Evaluation Portfolio materials shall be returned as follows:

a. For academic employees meeting performance expectations so that no required improvement plan was assigned, all Evaluation Portfolio materials (except those described in Article IV, 6. c. of this Appendix) will be returned to the academic employee following the performance review meeting in Article IV, Section B. 6. of this Appendix.

b. For academic employees for whom a Performance Improvement Plan was required, once it is determined that the required Performance Improvement Plan has been satisfactorily met, all Evaluation Portfolio materials shall be returned to the academic employee (except those described in Article III, 6.c. of this Appendix).

ARTICLE V: DEFINITION OF INDIVIDUALIZED EVALUATION PLANS

SECTION A. Roles and Weights

Shoreline Community College academic employees engage in a variety of roles. The roles selected for post-tenure evaluation are from those identified as being most important as a result of a survey of the academic employees and found in the research addressing academic employee evaluation. A weighted range for each of the various roles has been established for Classroom Academic Employees, Counselors and Librarians/Media Coordinator, respectively. The source of evaluative information on each of these roles will come from among students, peers and the administration. While all roles normally are, to some degree, a part of an academic employee's job, it is not necessary to include all roles in the evaluation for every academic employee every time.

1. The roles, their individual weights, and sources for an academic employee evaluation will depend on the employee's assignment and will be agreed upon by the individual academic employee and his/her administrative evaluator or administrative head.

2. Roles of Classroom Academic Employees, Counselors, and Librarians/Media Coordinator may include the competencies as defined below:

   a. Instructional Delivery Skills (e.g. communication, ability to motivate students, generate enthusiasm, listen carefully, etc.)

   b. Instructional Design Skills (e.g. designing, sequencing, and presenting experiences which induce learning; developing and implementing tools and procedures for assessing student learning, etc.)

   c. Content Expertise (knowledge, skills, and abilities an academic employee possesses in a chosen field by virtue of advanced training, education or experience, etc.)

   d. Course Management and Development (e.g. preparing and distributing syllabus, ordering textbooks, keeping grade records, specifying requirements to remove an incomplete grade, determining final grades, providing timely return of graded examinations and assignments, course updating and revision, new course preparation, etc.)

   e. Service to Students (e.g. advising, information and support skills, being available for posted office hours, responding to student requests for assistance or information, orientation and assessment, assisting with academic planning, personal counseling within established limits, making referrals for further assistance, etc.)

   f. Service to College (e.g. interaction with colleagues, participation in division meetings, planning and projects; participation in curriculum planning; promotion of program or college; participation in appointment review committees, peer reviews, campus wide committees, college governance; public service, relations with college constituencies, etc.)

   g. Professional Development and Professional Recognition (e.g. pursuit of advanced or specialized study, officer of professional association, publications, presentations at conferences, to community organizations, or schools; community service, etc.)

h. Program Leadership and Performance of Administrative Reassigned Time Activities OR Management of Assigned Functions (e.g. program/area coordination, supervision of employees, accomplishment of special assignments, organization and execution of specialized activities or responsibilities assigned outside the general assignment of counselor or librarian, media coordinator, or classroom academic employee, etc.) For an academic employee on release time that administrative role will represent a proportional evaluation for the review period.

i. Client Consulting and Service Skills (Librarians/Media Coordinator) Those technical skills and abilities necessary for responding to inquiries from students, academic employees and administrative staff, to assist with bibliographical research and identification of resources in response to requests for information, applying the instructional skill to provide that information, and maintaining an attitude that is supportive of student learning.

SECTION B. Documents and Forms for Information Collection

1. Information collected may be through either quantitative combined with qualitative evaluation instruments, or only quantitative evaluation instruments. All evaluation instruments must specify the areas being assessed and the source (student, peer, administrative head) of information. Evaluation instruments, whether quantitative or qualitative, will be collected from each student present in classes evaluated.

   a. Quantitative instruments from a pre-approved set of forms which normally utilize a 5-point rating scale with 5 the highest and 1 the lowest. All quantitative forms will include space for at least one open-ended response.

   b. Qualitative instruments from an approved set of forms must be agreed upon by the administrative evaluator and the academic employee. Such forms shall be completed by each student and will be converted to a rating for each role evaluated by the administrative evaluator or his/her designee; provided, however that no academic employee shall serve as an administrative evaluator's designee.

2. Evaluation Instruments: Approved evaluation instruments for post-tenure evaluation may be used as is or with additions, provided there is agreement between the administrative head and the academic employee and they are consistent with the areas identified for the respective academic employee's assignment. If an academic employee wants to use a different evaluation instrument, it must be approved by the administrative head, specify the roles being evaluated, and use a five-point scale, consistent with the following:

   5 = excellent
   4 = above average
   3 = average
   2 = below average
   1 = poor

   OR, as in the University of Washington "Instructional Assessment System,"

   5 = E - Excellent
   4 = VG - Very Good
   3 = G - Good
   2 = F - Fair
   1 = P - Poor
   0 = VP - Very Poor

ARTICLE VI: MINIMUM STANDARDS

SECTION A. Minimum Standards for Individual Role Items

If an individual role item in the Overall Composite Evaluation Summary of an academic employee's post-tenure evaluation indicates a sum of the average weighted ratings core of:

1. less than 3.0 for a 5-point scale (or, if an approved instrument with a different scale was used, a rating below 60% of the highest rating possible), or

2. less than 60% of student respondents have scored the academic employee at an overall average of 2.5 or greater (applicable only to roles where student responses are required), this shall be deemed an area below minimum standards, and a written statement from the Administrative Evaluator acknowledging that it is below standard and indicating what specific and measurable steps the academic employee must take to improve performance shall be given to the academic employee.

SECTION B. Minimum Standards for Total Overall Composite Rating

If the sum of the weighted overall ratings on the Overall Composite Evaluation Summary form is less than 3.0, or 60% of the rating on the highest scale utilized, a formal, approved, written Performance Improvement Plan, as described in Article IV, 10. a. 1-6 of this Appendix is required.

ARTICLE VII: OTHER PROVISIONS

SECTION A.

Nothing herein shall preclude the College from utilizing student evaluation questionnaires during such times as student complaints may be received regarding an academic employee's performance, subject to reasonable notice to the academic employee.

SECTION B.

Although student's qualitative comments on an evaluation are not to be used by an administrator when assigning the numerical rating on the agreed upon administrative evaluation instrument in the areas of course management or content expertise, where there is a pattern or trend in those student comments, the administrator may independently confirm or deny the validity of the student comments using alternative methods. The methods shall be agreed to by the Evaluation Team. The administrator may only lower his/her rating in the role weight areas of course management or content expertise based upon his/her objective observations after independent confirmation that a problem exists.

SECTION C.

In the event that this Appendix does not meet standards established by the Northwest Association of Schools and Colleges, Commission on Colleges, it shall be suspended and renegotiated pursuant to RCW 28B.52.

FORM 1-A

SHORELINE COMMUNITY COLLEGE
ACADEMIC EMPLOYEE POST TENURE PERFORMANCE REVIEW

Classroom Academic Employee: OVERALL COMPOSITE EVALUATION SUMMARY

Academic Employee Name _____ Evaluation Year _____

The following is a composite tabulation of evaluations of this academic employee for the triennial post tenure evaluation and includes Counselors, Media Coordinator and Librarians who teach as part of assigned load during the review period.

ROLES	STUDENT (All classes Fall & Winter Quarters)	PEER RATING (2-4 Academic Employees as mutually agreed)	ADMINISTRATIVE EVALUATOR	SUM OF THE AVG. WEIGHTED RATINGS	ROLE WEIGHT	**WEIGHTED OVERALL RATING**	% OF STUDENTS 2.5 RATING
Instructional Delivery	(average rating) X 70%	(average rating) X 30%	NO RATING		15-40% (____)		
Instructional Design	(average rating) X 50%	(average rating) X 50%	NO RATING		10-35% (____)		
Content Expertise	NO RATING	(average rating) X 75%	(average rating) X 25%		15-30% (____)		
Course Management	NO RATING	(average rating) X 30%	(average rating) X 70%		5-10% (____)		
Service to Students	(average rating) X 25%	(average rating) X 25%	(average rating) X 50%		5-15% (____)		
Service to College	NO RATING	(average rating) X 30%	(average rating) X 70%		5-10% (____)		
Professional Development	NO RATING	(average rating) X 30%	(average rating) X 70%		5-10% (____)		
Program Leadership Admin. Assignments	NO RATING	(average rating) X 30%	(average rating) X 70%		0-40% (____)		

Ratings are rounded to one decimal place.

Total of Role Weights _____ (must = 100%)

OVERALL COMPOSITE RATING _____

Findings of Administrative Head

[ ] At least 60 % of students rated instructor at 2.5 or greater
Instructional Delivery [ ] yes [ ] no, Instructional Design [ ] yes [ ] no, Service to Students [ ] yes [ ] no

[ ] This academic employee's performance has been found to be satisfactory in all of the individual Role items and in the Overall Composite Rating.

[ ] This academic employee's performance is found to be below expected standards in one or more Role items and a written letter instructing the employee on necessary remedial action will be sent to the employee.

[ ] This academic employee's performance is found to be below expected standards in the Overall Composite Rating and a written improvement plan will need to be developed and approved.

Signature Administrative Evaluator (if appropriate) _____ Date _____

Signature Administrative Head _____ Date _____ Signature Academic Employee _____ Date _____

FORM 1-B
SHORELINE COMMUNITY COLLEGE
ACADEMIC EMPLOYEE POST TENURE PERFORMANCE REVIEW

Counselor: OVERALL COMPOSITE EVALUATION SUMMARY FORM

Academic Employee Name _____ Evaluation Year _____

The following is a composite tabulation of evaluations of this academic employee for the triennial post tenure evaluation.

ROLES	STUDENT (20 Inputs per Quarter)	PEER RATING (2-4 Academic Employees as mutually agreed)	ADMINISTRATIVE EVALUATOR	SUM OF THE AVG. WEIGHTED RATINGS	ROLE WEIGHT	**WEIGHTED OVERALL RATING**	% OF STUDENTS 2.5 RATING
Instructional Delivery Skills (1:1 and group)	(average rating) X 70%	(average rating) X 30%	NO RATING		0-15% (____)		
Service to Students	(average rating) X 100%	NO RATING	NO RATING		45-55% (____)		
Content Expertise	NO RATING	(average rating) X 75%	(average rating) X 25%		15-30% (____)		
Management of Assigned Functions/ Prog. Leadership. Admin. Reassigned time	NO RATING	(average rating) X 25%	(average rating) X 75%		0-40% (____)		
Service to College	NO RATING	(average rating) X 25%	(average rating) X 75%		5-10% (____)		
Professional Devel./Recognition	NO RATING	(average rating) X 25%	(average rating) X 75%		5-10% (____)		

Ratings are rounded to one decimal place.

Total of Role Weights ____ (must = 100%)
OVERALL COMPOSITE RATING _____

Findings of Administrative Head

[ ] At least 60 % of students rated instructor at 2.5 or greater
Service to Students [ ] yes [ ] no

[ ] This academic employee's performance has been found to be satisfactory in all of the individual Role items and in the Overall Composite Rating.

[ ] This academic employee's performance is found to be below expected standards in one or more Role items and a written letter instructing the employee on necessary remedial action will be sent to the employee.

[ ] This academic employee's performance is found to be below expected standards in the Total Overall Composite Rating and a written improvement plan will need to be developed and approved.

Signature Administrative Evaluator (if appropriate) _____ Date _____

Signature Administrative Head _____ Date _____ Signature Academic Employee _____ Date _____

FORM 1-C
SHORELINE COMMUNITY COLLEGE
ACADEMIC EMPLOYEE POST TENURE PERFORMANCE REVIEW

Librarian/Media Coordinator: OVERALL COMPOSITE EVALUATION SUMMARY FORM

Academic Employee Name _____ Evaluation Year _____

The following is a composite tabulation of evaluations of this academic employee for the triennial post tenure evaluation.

ROLES	STUDENT (20 Inputs per Quarter)	PEER RATING (2-4 Academic Employees as mutually agreed)	ADMINISTRATIVE EVALUATOR	SUM OF THE AVG. WEIGHTED RATINGS	ROLE WEIGHT	**WEIGHTED OVERALL RATING**	% OF STUDENTS 2.5 RATING
Instructional Delivery Skills (1:1 and group)	(average rating) X 70%	(average rating) X 30%	NO RATING		5-15% (____)		
Client Consulting & Service Skills	(average rating) X 20%	(average rating) X 60%	(average rating) X 20%		35-45% (____)		
Content Expertise	NO RATING	(average rating) X 75%	(average rating) X 25%		15-30% (____)		
Management of Assigned Functions	NO RATING	(average rating) X 25%	(average rating) X 75%		0-40% (____)		
Service to College	NO RATING	(average rating) X 25%	(average rating) X 75%		5-10% (____)		
Professional Development, Recognition	NO RATING	(average rating) X 25%	(average rating) X 75%		5-10% (____)		

Ratings are rounded to one decimal place.

Total of Role Weights ____ (must = 100%)

Findings of Administrative Head

OVERALL COMPOSITE RATING _____

[ ] At least 60 % of students rated instructor at 2.5 or greater
Instructional Delivery [ ] yes [ ] no, Client Consulting & Service Skills [ ] yes [ ] no

[ ] This academic employee's performance has been found to be satisfactory in all of the individual Role items and in the Overall Composite Rating.

[ ] This academic employee's performance is found to be below expected standards in one or more Role items and a written letter instructing the employee on necessary remedial action will be sent to the employee.

[ ] This academic employee's performance is found to be below expected standards in the Total Overall Composite Rating and a written improvement plan will need to be developed and approved.

Signature Administrative Evaluator (if appropriate) _____ Date _____

Signature Administrative Head _____ Date _____ Signature of Academic Employee _____ Date _____

Form 2

ADMINISTRATIVE EVALUATOR'S SUMMARY

Academic Employee Evaluated _____
Evaluation Year _____

Summary of Student Responses to Open-ended Questions:

Classes from Fall Quarter: _____, _____, _____

Classes from Winter Quarter: _____, _____, _____

Summary of Student Evaluations:

Summary of Peer Evaluator's Comments:

Administrative Evaluator/Head's Comments:
Strengths:

Areas needing improvement:

Is performance below minimum standards in one or more Role items?

[ ] Yes [ ] No

If yes, in what areas/for what specific problems?

Role	Problem(s)

APPENDIX B, Form 2

Is performance below minimum standards in the Overall Rating?

[ ] Yes [ ] No

If yes, in what areas/for what specific problems?

Role	Problem(s)

Do the results of the evaluation necessitate a letter to the academic employee delineating the necessary steps to improve the problems found in one or more specific roles?

[ ] Yes [ ] No
If yes, attach a copy of the letter.

Do the results of the evaluation necessitate an Improvement Plan?

[ ] Yes [ ] No

The deadline for placing an approved Performance Plan on record is _____.

The meeting time and date to develop a written Performance Improvement Plan will be _____.

If for some reason the date and time chosen is not acceptable, please notify me by _____ so that an alternate time and date can be arranged. The plan must be completed prior to the ninth Friday of this Quarter, or _____.

Administrative Evaluator/Head _____ Date: _____

Attachments:
Overall Evaluation Summary
Letter delineating Improvement Steps

c: Personnel file

TENTATIVE AGREEMENT ON SECTION III EVALUATION

Memo of Understanding Between Shoreline Community College and The Shoreline Community College Federation of Teachers Regarding Issues to Be Discussed and Implemented During the 1997-1998 Contract Year

The Triennial Evaluation Issues Task Force presented their report to the Joint Union/ Management Committee on May 20, 1998 with the presentation and discussion continued on June 3, 1998. The following tentative agreements were made by Federation and Administration representatives.

Recommendations from the Task Force:

Establish a Review Committee . . . Recommend Changes

Evaluation Team

1. Form the Evaluation Team during the spring quarter prior to the fall they will begin their work.

   Tentative agreement: Accepted

   Federation _____ Date 7/22/98

   Administration Paulette Fleming 7/22/98

2. Stagger terms for evaluation team members of one and two years to provide for new ideas and to provide for continuity.

   Denied recommendation:

   Federation _____ Date 7/22/98

   Administration Paulette Fleming 7/22/98

3. Appoint alternates to the evaluation ~~committee~~ Team to serve where possible conflicts of interest may exist.

T.A. (7/15/98) J.N. Jones

Tentative agreement: Add as last sentence to Appendix B, Article III, 4 of the contract:

Appoint alternate(s) to the evaluation ~~committee~~ Team to serve for 1) possible conflicts of interest, 2) continuity, and/or 3) training.

Federation	Date

Administration

Paulette Fleming 7/22/98

4. Notify faculty members who are to be evaluated during the spring quarter proceeding their evaluation year.

Tentative agreement: The team is finalizing the notification process so the notice can be sent by the end of spring quarter to faculty who are to be evaluated during next year.

Federation	Date
J.N. Jones	7/15/98

Administration

Paulette Fleming 7/22/98

5. *Set the deadline for requests for deferral as the end of the second week of fall quarter.

Tentative agreement: The deadline for requests for deferral will be 4:00 p.m. on the Monday of the second week of fall quarter

Federation — Date: 7/15/98

Administration — Date: 7/22/98

6. *Make the end of the third week of fall quarter the deadline for the evaluation team to answer requests for deferral.

Tentative agreement: If the team agrees to move the request deadline to the ~~end~~ Monday of the ~~first~~ 2nd week of fall quarter, the response deadline will move to the ~~end~~ Tuesday of the second week of fall quarter.

Federation — Date: 7/15/98

Administration — Date: 7/22/98

*Article II allows the evaluation team to develop a method to review requests from academic employees for deferral.

7. *Clarify the decision making process the evaluation team is to use relating to requests for deferral.

Tentative agreement: The evaluation team will develop ~~the process~~ written guidelines for deferrals and provide opportunity for JU/MC to have input before finalizing those guidelines.

Federation — Date

J.M. Jones — 7/15/98

Administration

Paulette Hemig — 7/22/98

*Article II allows the evaluation team to develop a method to review requests from academic employees for deferral.

Suggested Changes - Current Process

1. Article IV: Process and Procedural Guidelines, 2. components of the Evaluation Process: add development of a self-evaluation. It is suggested that a portfolio be developed by the person being evaluated that would include the self-evaluation as well as other pertinent evaluation materials.

   Tentative agreement: Due to the complexity of the issues, further discussion related to this topic will be tabled until the 2000 formal contract negotiations.

   Federation — Date

   _____ _____

   Administration

   _____ _____

2. Forms 1-A, 1-B, 1-C: Adjust rating and role weights - see attached examples. Decrease the percentages allotted to the administrative evaluation under Service To College and Professional Development and add a percentage (under administrative Evaluator) to the Instructional Delivery and Instructional Design categories.

   Tentative agreement: Due to the complexity of the issues, further discussion related to this topic will be tabled until the 2000 formal contract negotiations.

   Federation _____ Date _____

   Administration

   _____ _____

3. Incorporate more opportunities for student comments.

   Tentative agreement: Due to the complexity of the issues, further discussion related to this topic will be tabled until the 2000 formal contract negotiations.

   Federation _____ Date _____

   Administration

   _____ _____

4. Institute training sessions for administrators and peer evaluators. The goal is to provide fair and consistent evaluations.

   Tentative agreement: The Vice President of Human Resources/Employee Relations, or designee, and the Federation President, or designee, will conduct joint training for administrators and peer evaluators during Fall qtr.

   Federation James M Jay Date 7/22/98

   Administration Paulette Fleming Date 7/22/98

APPENDIX 4.I
(Exhibit 4.18.4)

Associate Faculty Evaluation and Affiliate Status Program

Evaluation: One measure of the excellence of an academic institution is the strength of its professional staff. In striving for continued academic excellence, the Employer will conduct periodic evaluation of its academic employees.

New Associate Faculty Evaluation

Timeframe:

Each new associate faculty shall have at a minimum:

- Unit administrator (or designee) evaluation during the first quarter of employment, the seventh quarter of employment and every seventh quarter thereafter. Additionally, unit administrator (or designee) evaluations may occur whenever the associate faculty is teaching a course for the first time.

- Student evaluations in all courses taught for the first six quarters of employment and every seventh quarter thereafter and whenever a course is taught for the first time.

Additional Evaluation:

- Either the associate faculty member or the appropriate unit administrator (or designee) may call for additional evaluations as needed, provided reasonable notification is provided in writing.

- Associate academic employees shall have the option of adding self evaluation(s) to this process.

Process And Tools:

- The process of evaluation, including general methodologies and timelines to be used, shall be communicated in writing to associate faculty upon employment. Changes in the evaluation process in subsequent quarters shall be communicated in writing to associate faculty in a timely manner.

- Associate faculty will use the student evaluation questionnaire and the classroom evaluation forms as listed in the *Implementation Procedures for Appointment Review*

Original agreed upon by JUMC 10/01 (rev 3/13/02)
Form revised 1/2/02
Revised and adopted at 4/10/02 JUMC Committee meeting

Committee and any other instructional evaluation instruments mutually agreed upon by the associate faculty member and the unit administrator (or designee) and reviewed and accepted by the Evaluation Team.

- Evaluation results (student and unit administrator [or designee]) will be shared with the associate academic employee in a timely manner. If the results of any evaluation are unsatisfactory, the unit administrator (or designee) will confer with the associate academic employee in writing no later than the Friday of the tenth week of the quarter following unsatisfactory evaluation. If evaluation results are unsatisfactory and the associate faculty member is rehired, evaluations may be conducted more frequently. All documents shall be placed in the administrative unit file and retained for a period of not less than two seven-quarter evaluation cycles.

Returning Associate Faculty Evaluation

This section and the section entitled **Eligibility for Returning Associate Faculty** apply to associate faculty employed by the College prior to Fall Quarter 2001. They describe processes to be used as the College transitions into the affiliate status and new evaluation procedures for associate faculty.

Timeframe:

To begin this process of evaluation, and to accommodate the associated workload, current associate faculty employed during academic year 2000-01 will be evaluated no later than Fall 2002.

Every reasonable effort will be made to evaluate returning associate faculty as soon as is feasible. Associate faculty who apply for affiliate status will be evaluated first. Next to be evaluated will be the associate faculty who have taught the greatest number of quarters at the College. Review of prior evaluations will be considered in the granting of affiliate status for current associate faculty.

Returning associate faculty shall have at a minimum:

- A unit administrator (or designee) evaluation during the seventh quarter of employment and every seventh quarter thereafter. Additional unit administrator (or designee) evaluations may occur whenever the associate faculty is teaching a course for the first time.

- Student evaluations in all courses taught for the first six quarters of employment and every seventh quarter thereafter and whenever a course is taught for the first time.

Additional Evaluation:

- Either the associate faculty member or the appropriate unit administrator (or designee) may call for additional evaluations as needed, provided reasonable notification is provided in writing.

- Associate academic employees shall have the option of adding self evaluation(s) to this process.

Process And Tools:

- The process of evaluation, including general methodologies and timelines to be used, shall be communicated in writing to associate faculty upon employment. Changes in the evaluation process in subsequent quarters shall be communicated in writing to associate faculty in a timely manner.

- Associate faculty will use the student evaluation questionnaire and the classroom evaluation forms as listed in the *Implementation Procedures for Appointment Review Committee* and any other instructional evaluation instruments mutually agreed upon by the associate faculty member and the unit administrator (or designee) and reviewed and accepted by the Evaluation Team.

- Evaluation results (student and unit administrator [or designee]) will be shared with the associate academic employee in a timely manner. If the results of any evaluation are unsatisfactory, the unit administrator (or designee) will confer with the associate academic employee in writing no later than the Friday of the tenth week of the quarter following unsatisfactory evaluation. If evaluation results are unsatisfactory and the associate faculty member is rehired, evaluations may be conducted more frequently. All documents shall be placed in the administrative unit file and retained for a period of not less than two seven-quarter evaluation cycles. Administrative evaluations will be in writing and will be retained in the administrative unit file.

Affiliate Status

Affiliate Status Eligibility Definition:

- An associate faculty employee who:

    1. Has been employed by the District for seven of the most recent nine academic quarters;
    2. Has taught a quarterly load of not less than .3333 time for each of the seven quarters; and
    3. Has had satisfactory evaluations (All evaluations will be deemed to be satisfactory unless the associate faculty member is notified in writing no later than Friday of the tenth week of the quarter following unsatisfactory evaluation.)

may apply for affiliate status.

- Affiliate faculty status is not available to tenured, probationary or retired academic employees.

Original agreed upon by JUMC 10/01 (rev 3/13/02)
Form revised 1/2/02
Revised and adopted at 4/10/02 JUMC Committee meeting

Eligibility for Returning Associate Faculty:

Any faculty member who has been employed at the College for seven or more quarters prior to Fall Quarter 2001 and can provide evidence of student and administrative evaluation may apply for affiliate status.

- If employed seven of the last nine quarters and has student and administrative evaluations, or

- If employed twelve of the last fifteen most recent quarters and cannot provide evidence of student and/or administrative unit evaluations, s/he must participate in three quarters of student evaluations and one quarter of administrative evaluation prior to applying for affiliate status.

Application For Affiliate Status:

- Eligible associate faculty may apply for affiliate status during the seventh quarter of employment or any quarter thereafter.

- Applications shall be made on the appropriate form no later than the fourth week of the quarter. Forms are available in the Office of Human Resources.

- If denied affiliate status, the academic employee may elect to re-apply for consideration in a subsequent quarter or appeal their denial. In either case, the prescribed deadlines for application or appeal must be met.

Acknowledgement Of Affiliate Status:

- The Office of Human Resources will determine numeric eligibility (based on length of service and percentage of load) by the beginning of the quarter following application and communicate that information to the appropriate unit administrator (or designee). The unit administrator (or designee) shall notify applicants for affiliate status of his/her decision (awarding or denial of affiliate status based on prior evaluation considerations) no later than the fourth week of that quarter.

- The rights and privileges of Affiliate Status shall begin immediately.

- When the unit administrator (or designee) is considering assignments for associate academic employees, affiliate faculty shall have first right of refusal for courses they have previously successfully taught for the College as demonstrated by evidence of evaluation, except when the College is: 1) attempting to meet its diversity goals, 2) honoring pro rata or associate faculty annual contracts, or 3) assigning moonlight classes to full-time faculty.

  When multiple affiliate faculty are eligible to teach the same classes under this clause, qualified affiliate faculty shall receive offers of assignment in seniority order.

- When the College makes course offering changes after initial assignments are made, reasonable efforts shall be made to offer added courses to qualified affiliate faculty except when the College is attempting to meet its diversity goals.

- Affiliate faculty shall be eligible, but not required, to teach in excess of the normally assigned part-time load for their program, as long as their total load at the College does not meet or exceed legal or contractual criteria for establishing tenure.

- An affiliate faculty may interrupt employment for any reason for three consecutive quarters, excluding summer quarter, without losing affiliate status.

- The College recognizes it is highly desirable to maintain health care benefits for affiliate academic employees. Maintenance of health care benefits will be considered when unit administrators make teaching assignments.

Appeal Process*

An associate faculty member may appeal for any of the following using the process below:

1. numeric ineligibility
2. denial of affiliate status
3. removal from affiliate status

- If an affiliate faculty member believes s/he has reason to appeal, s/he may ask for a review to be done by the unit administrator. Review must be requested in writing by the affiliate faculty member within twenty-one (21) days of notification being sent. The unit administrator must respond in writing within ten (10) days of receipt of written request.

- If the review is unresolved at this level, the faculty member may request reconsideration by the appropriate vice president. This request must be in writing within ten (10) days of receipt of unit administrator's response. The appropriate vice president (or designee) shall consult with the Federation President (or designee) before issuing final disposition and must respond in writing within ten (10) days of receipt of request.

- Removal from affiliate faculty status shall be communicated in writing to the affiliate faculty member and shall occur for just cause, or if there are two or more quarters of unsatisfactory student and/or administrative unit head (or designee) evaluations. Removal from affiliate faculty status is not subject to the grievance procedure.

* The section entitled, "Appeal Process" was agreed upon at the 3/13/02 JUMC meeting. Because this document is not contractual, if needed, it may be revised at a later date if further clarification is needed.

Affiliate Status Application Form

1. Name: _____
   First Middle Initial Last
2. SSN: _____/_____/_____
3. First Qtr of Employment at Shoreline: _____
   Quarter / Year
4. Department/Division: _____
5. Please list which seven of the last nine quarters you have been employed in the District. Include the percentage of load for each of the quarters:

   Sample: *Spring 2000* *33.33*

   _____ _____

   _____ _____

   _____ _____

   _____

6. Are you able to provide evidence of student and administrative evaluations? If yes, please attach a photocopy of the most recent student and administrative evaluations. Please have any additional evaluations available upon request. If unable to provide documentation of evaluations, please explain. (Use additional paper, if needed.)
   _____
   _____
   _____
7. Submission of the Affiliate Status Application Form must be made no later than the Friday of the fourth week of the quarter. Applications should be submitted to the Office of Human Resources.

****

Human Resources Use Only: Verification of quarters and percentage of load reported above will be authenticated or corrected by HR and initialed.

Received: _____ Eligibility Verified: _____
Date (Eligible / Ineligible)

Determination forwarded to _____ on _____
Unit administrator Date

Applicant _____ on _____
Date

Original agreed upon by JUMC 10/01 (rev 3/13/02)
Form revised 1/2/02
Revised and adopted at 4/10/02 JUMC Committee meeting

APPENDIX 4.J
(Exhibit 4.4.1)

SHORELINE COMMUNITY COLLEGE
FACULTY PROFESSIONAL DEVELOPMENT REPORTS 1997-2001 SUMMARY

Categories	1997-98	1998-99	1999-00	2000-01
Artistic creation/performance:	13	37	41	48
Awards:		4	1	1
Certifications:				
Additional.....	4		8	5
Renewal.....	6	7	7	5
Classes taken:				
Classes in own field.....	48	15	19	14
Classes in other fields.....	11	5	13	17
Self-study.....	21	8	24	23
Club Advising:	5	7	7	7
Committee work:				
ARCs.....	11	22	17	17
Division Planning.....	21	24	23	7
Faculty Senate.....	6	3	4	6
Governance.....	10	11	16	18
Outcomes assessment.....	7	3	12	13
Screening/interview.....	12	18	14	18
Other: EYH, SCCFT Exec Bd, JU/MC, etc.	43	42	39	14
Community participation/service:	21	22	39	31

Categories	1997-98	1998-99	1999-00	2000-01
Conferences/workshops/seminars:				
Participation.....	218	163	226	231
Presentation.....	35	29	39	41
Organizer.....	2	3	2	3
Consulting:	5	7	12	1
Course development:				
Traditional.....	8	20	34	29
Software.....	2	3	9	10
On-line.....	3	1	13	18
Website development.....	3	6	15	15
ISP.....	1	4	14	4
Degrees, additional: **(Specify)**_____				2
Diversity/Multicultural Activities&Development	19	25	26	45
Enrichment activities (museums, historic sites, lectures, concerts, sports, nature, etc.):				
Professional.....	106	123	96	67
Personal.....	3	9	10	3
Grants/Scholarships/Donations to College (equipment, etc.):		5	16	16
Papers, unpublished:		3	2	1
Partnerships:	2	3		

Categories	1997-98	1998-99	1999-2000	2000-01
Presentations (non-conference):				
Internal	18	14	18	15
External	20	26	10	15
Professional organizations:				
Membership	51	59	71	60
Officer	5	10	11	11
Promotion, of College:	4		21	14
Public forums, participation:				
Internal	2		3	4
External	6	16		11
Publications:				
Books (in field)	1	1		2
Journals		1	2	2
Papers				2
Reviews (textbooks, journals)	6		7	5
Textbooks	2	1	1	2
Other (Specify)_____	4	1	22	25
Technology equipment, update:				
Classroom	6	12	10	9
Office	5	5	4	5
Home	1		1	
Training in field, advanced:	23		9	14
Travel:				
Domestic	1	1	3	1
Foreign	1	6	4	5

Categories	1998-98	1998-99	1999-00	2000-01
Other (Specify): Mentor associate faculty, assorted field work, Program development, contact agencies to gather information regarding counseling/community resources for student referral	21	24	34	46

TOTAL RESPONDANTS:				
Auto/Manufacturing Technology	3	0	0	3
Business Administration	0	0	13	0
Counseling (Student Development)	5	5	5	0
Health Occupations/Physical Education	17	19	20	19
Humanities	39	38	36	35
Intra-American Studies/Social Sciences	20	24	15	22
Library/Media Center	5	5	5	5
Science	6	7	7	22

APPENDIX 4.K
(Exhibit 4.4.2)

SHORELINE COMMUNITY COLLEGE
FALL 2001 FACULTY PROFESSIONAL DEVELOPMENT SURVEY – SUMMARY DATA

Categories	2000-01		2001-02		Comments
	Full-time	Part-time	Full-time	Part-time	
Artistic creation/performance	18	7	55	5	
Awards	14	3	4		
Certifications:					
Additional	11	1	11		
Renewal	27	7	16	7	
Vocational Cert Renewal	3	1			
Classes taken:					
Classes in own field	39	3	18	3	
Classes in other fields	34	6	26	7	
Self-study	40	9	36	4	
Club Advising	21	5	18	5	
Committee work:					
ARCs	63		67		
Division Planning	40	3	42	1	
Faculty Senate	11	1	17		
Governance	30	1	29	2	
Outcomes assessment	19	1	14	1	
Screening/interview	54	2	26	1	
Other (e.g. Sabbatical, JUMC, Self-Study)	70	6	51	5	
Conferences/workshops/seminars:					
Participation	109	14	95	12	
Presentation	33	7	25	6	

APPENDIX 4.K
(Exhibit 4.4.2)

SHORELINE COMMUNITY COLLEGE
FALL 2001 FACULTY PROFESSIONAL DEVELOPMENT SURVEY – SUMMARY DATA

Categories	2000-01		2001-02		Comments
	Full-time	Part-time	Full-time	Part-time	
Artistic creation/performance	18	7	55	5	
Awards	14	3	4		
Certifications:					
Additional	11	1	11		
Renewal	27	7	16	7	
Vocational Cert Renewal	3	1			
Classes taken:					
Classes in own field	39	3	18	3	
Classes in other fields	34	6	26	7	
Self-study	40	9	36	4	
Club Advising	21	5	18	5	
Committee work:					
ARCs	63		67		
Division Planning	40	3	42	1	
Faculty Senate	11	1	17		
Governance	30	1	29	2	
Outcomes assessment	19	1	14	1	
Screening/interview	54	2	26	1	
Other (e.g. Sabbatical, JUMC, Self-Study)	70	6	51	5	
Conferences/workshops/seminars:					
Participation	109	14	95	12	
Presentation	33	7	25	6	

Consulting	9	6	14	4	
Course development: Traditional..... Software..... On-line..... Website development..... ISP.....	 62 6 22 17 5	 7 1 3 3	 56 6 17 25 5	 6 4	
Degrees, additional **(Specify) PhD (Sowards), PhD (Warren)**	2				
Diversity/Multicultural Activities &Development	56	6	33	5	
Categories	**2000-01**		**2001-02**		**Comments**
	Full-time	**Part-time**	**Full-time**	**Part-time**	
Enrichment activities (museums, historic sites, lectures, concerts, sports, nature, etc.) Professional..... Personal.....	 60 68	 7 11	 67 69	 7 10	
Grants/Scholarships/Donations to College (equipment, etc.)	26	4	21	1	
Papers, unpublished	7	5	7	1	
Partnerships	9	3	11	3	
Presentations (non-conference): Internal..... External.....	 32 12	 7 4	 20 10	 1 6	
Professional organizations: Membership..... Officer.....	 103 19	 25 7	 106 13	 30 6	
Promotion, of College	31	2	35	4	

Public forums, participation:					
Internal.....	4	3	6		
External.....	2	2	2	2	
Publications, author of:					
Books (in field).....	2		4		
Journals.....	2	1	3		
Papers.....	1		2	1	
Reviews (textbooks, journals).....	8	2	15		
Textbooks.....	1	1	1		
Other (Newsletter, book chapter).....	7	1	12		
Technology equipment, update:					
Classroom.....	28	2	22	3	
Office.....	14	2	19	1	
Training in field, advanced	14	2	7	2	
Travel:					
Domestic.....	44	15	33	7	
Foreign.....	31	11	29	8	

Categories	2000-01		2001-02		Comments
	Full-time	Part-time	Full-time	Part-time	
Other (Specify) M. Loper = Habitat Restoration Coord, Salmon Educ. Prog, Tree Plantings	5	2	3	4	

As of 2/11/02

Full-time faculty responses: 104 out of a possible 157 (66.24%)

Associate faculty responses: 23 out of a possible 214 (10.75%)

APPENDIX 4.L
Exhibit 4.4.4

SHORELINE COMMUNITY COLLEGE SELF-STUDY/ACCREDITATION

FACULTY PROFESSIONAL DEVELOPMENT CATEGORIES CHECKLIST

Categories	2000-01	2001-02	Comments
Artistic creation/performance			
Awards			
Certifications: Additional..... Renewal.....			
Classes taken: Classes in own field..... Classes in other fields..... Self-study.....			
Club Advising			
Committee work: ARCs..... Division Planning..... Faculty Senate..... Governance..... Outcomes assessment..... Screening/interview..... Other (Specify)_____			
Conferences/workshops/seminars: Participation..... Presentation.....			
Consulting			
Course development: Traditional..... Software..... On-line..... Website development..... ISP.....			
Degrees, additional (Specify)_____			
Diversity/Multicultural Activities &Development			
Enrichment activities (museums, historic sites, lectures, concerts, sports, nature, etc.) Professional..... Personal.....			

Categories	2000-01	2001-02	Comments
Grants/Scholarships/Donations to College (equipment, etc.)			
Papers, unpublished			
Partnerships			
Presentations (non-conference): Internal..... External.....			
Professional organizations: Membership..... Officer.....			
Promotion, of College			
Public forums, participation: Internal..... External.....			
Publications: Books (in field)..... Journals..... Papers..... Reviews (textbooks, journals)..... Textbooks..... Other (Specify)_____			
Technology equipment, update: Classroom..... Office.....			
Training in field, advanced			
Travel: Domestic..... Foreign.....			
Other (Specify) _____ _____ _____			

PLEASE FOLD COMPLETED FORM IN HALF, STAPLE & RETURN BY TUESDAY, NOVEMBER 6, 2001

TO: OFFICE OF HUMAN RESOURCES/EMPLOYEE RELATIONS

STANDARD FIVE

LIBRARY
AND
INFORMATION RESOURCES

APPENDICES

No appendices for this standard.

See exhibits provided on site or at http://intranet.shore.ctc.edu/selfstudy/default.htm

STANDARD SIX

GOVERNANCE
AND
ADMINISTRATION

APPENDICES

6.A. Board Membership and Backgrounds (Exhibit 6.1.1)

6.B. Governance Bodies at Shoreline (Exhibit 6.1.2)

6.C. Organizational Charts (Exhibit 6.2.1)

6.D. Office Holder Changes Since Last Accreditation Visit (Exhibit 6.2.2.1)

6.E. RCW 28B.50.020 Purpose (Exhibit 6.3.1.1)

6.F. RCW 28B.50.040 College districts enumerated (Exhibit 6.3.1.2)

6.G. RCW 28.B.50.100 Board of trustees – Generally (Exhibit 6.3.1.3)

6.H. Board of Trustees By-Laws (Exhibit 6.3.2)

APPENDIX 6.A
(Exhibit 6.1.1)

Board of Trustees

Shoreline Community College
March 2002

Members of Shoreline Community College's Board of Trustees are appointed by the Governor and confirmed by the Washington State Senate. They live within the district's borders and serve five-year terms. The following individuals currently serve on Shoreline's Board of Trustees:

PAUL D. BURTON Appointed November 1996. Past Board Chair, 2000. Retired. Consultant, Ratelco Properties Corp. Former President Ratelco Inc.; Former Chairman, Finance Committee and Former Treasurer, Board Member and present Life Board Member, YMCA of Greater Seattle. Former Board member, Shoreline Educational Foundation; Co-Chair, 1994 Shoreline Citizen's Capital Bond Review Comm.; Former Director Shoreline School District Board; Former Board member and Treasurer, Shoreline YMCA., M.B.A., Stanford University. UW Graduate School of Business; B.A., Whitman College. Lt. (retired) US Coast Guard.
Term of service: Appointed 11/20/96 for term expiring 9/30/99. Reappointed 8/99; term expires 2004.

KEVIN J. GROSSMAN Appointed February 1998. Board Chair ('01-'02). Current Board member. Past President ('99) Treasurer ('97-'99) and member ('94-'02), Center for Human Services Board. Chair (2000-'01), TACTC Legislative Steering Committee. Council member, City of Shoreline (2000-Present). M.B.A., University of Washington. Associate Broker and Asset Manager, Integrated Real Estate Services, L.L.C.
Term of service: Appointed 1/16/98 for term expiring 9/30/01. Reappointed 2/02; term expires 2006

EDITH LOYER NELSON Appointed June 1996. Supervisor, DSHS Native American Children's Services; former Employment Counselor, Washington State Employment Security; former K-12 teacher. B.A. Western Washington University. Member: Washington Federation of State Employees, American Humane Association, Children's Division. Duwamish Indian Tribe.
Term of service: Appointed 6/27/96 for term expiring 9/30/97. Reappointed 10/97; term expires 2002

SARAH C. PHILLIPS Appointed August 1994. Current Chair Board of Trustees, Appointed 2001. Board liaison to the Shoreline Community College Foundation. Representative from the Board to the college self study. Community and Governmental Affairs Manager, City of Lake Forest Park. Founding Board member of the Friends of Third Place Commons. Formerly at the Cascade Center for Public Service at the

University of Washington and Legislative Aide to King County Council member. B.A., University of Washington; M.A., Columbia University.
Term of service: Appointed 8/2/94 for term expiring 9/30/98. Reappointed 8/98; term expires 2003

ELSA WELCH Appointed January 2002. Vice President, Premier Banking at Bank of America; former Banking Center Manager; member of Hispanic Team; member of American Institute of Banking; registered Securities Rep; community volunteer. Attended the University of Washington.
Term of service: Appointed 1/02; term expires 2005

Board of Trustee members volunteer their time and are not compensated for their service.

APPENDIX 6.B
(Exhibit 6.1.2)

Governance Steering Committee
August 2002

Governance Bodies at Shoreline

Board of Trustees

Paul Burton
Kevin Grossman
Edith Loyer Nelson, Vice Chair
Sarah Phillips, Chair
Elsa Welch

Office of the President

Holly Moore

Governance Committees

Committee	Advisory To	Administrative Liaison to Committee*	Maintains Intranet	Chair, if other than Adm. Liaison
ADA	VPHRER	Paulette Fleming	D. Penley	
Affirmative Action	VPHRER	Paulette Fleming	D. Penley	
Calendar	President	Robin Young	S. Gibler	
Environmental	VPAS	Beverly Brandt	C. Buren	Pam Rose
Facilities Use Committee	VPAS	Beverly Brandt	C. Buren	Pam Rose
Governance Steering	President	Tom Curtis	N. Lamus	
Institutional Effectiveness	President	Jim James	J. James	
Legislative Contact	President	Judy Yu	D. Holmes	
Safety and Security	VPAS	Carwin Spearman	N. Lamus	
Strategic Planning	President	Tom Curtis	N. Lamus	
Student Success	VPAA/VPSS	Jim Perez	B. McCutcheon	Dutch Henry
Technology	VPT	Jack Hanson	J. Hanson	L. Potter-Henderson
Wellness	VPHRER	Paulette Fleming	D. Penley	

*This Administrator assures that:

- Committee meets regularly
- Membership on committee is maintained
- Agendas and Minutes are posted on Intranet
- Annual Report is produced and provided to the person to whom the committee is advisory

(Over)

Recommending Bodies	Advisory to:
Curriculum Committee	V.P. Academic Affairs
Faculty Senate	V.P. Academic Affairs
Instructional Services Council	V.P. Academic Affairs
Marketing Committee	President
Operations Committee	President
Student Services Managers	V.P Student Services

Advisory Committees	Advisory to:
Bookstore Advisory Committee	Bookstore Manager
Colbert Lecture Series Advisory Committee	V.P. Student Services
Commencement Committee	V.P. Student Services
Financial Aid Services Advisory Committee	Dir. Financial aid
Human Rights Advisory Council	President (for students: VPSS)
Food Service Advisory Committee	V.P. Student Services
International Student Academic Committee	Dir. International Programs
Parking Committee	V.P. Administrative Services
Student Discipline Committee	V.P Student Services
Opening Week Committee	President & Vice Presidents

Professional/Technical Program Advisory Committees

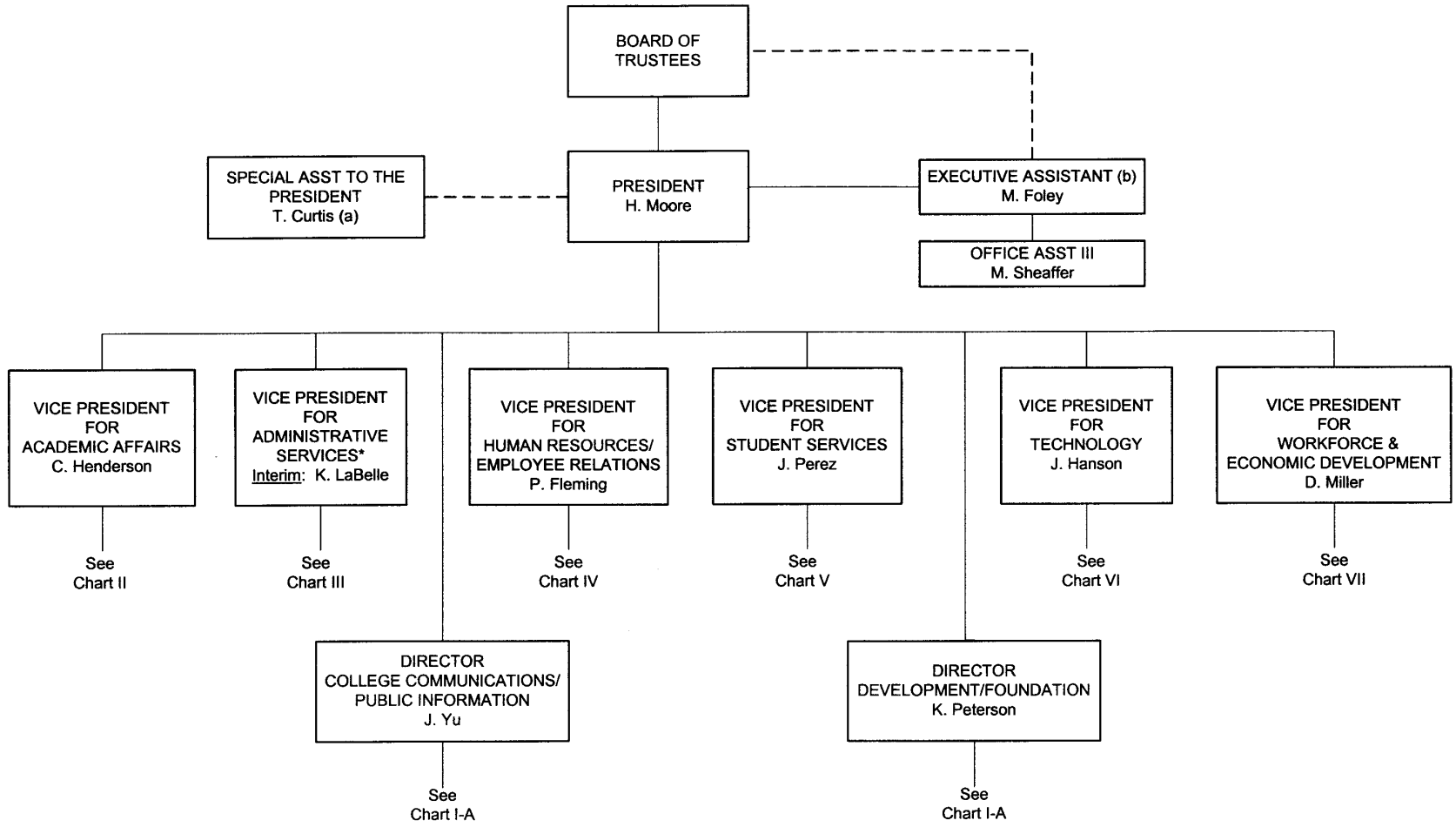
Each professional/technical instructional program has an advisory committee comprised of employers and employees in the field plus past and/or present students. For information about a particular advisory committee, contact the Dean of Professional/Technical education or the instructional program directly.

APPENDIX 6.C
(Exhibit 6.2.1)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART I

PRESIDENT'S AREA



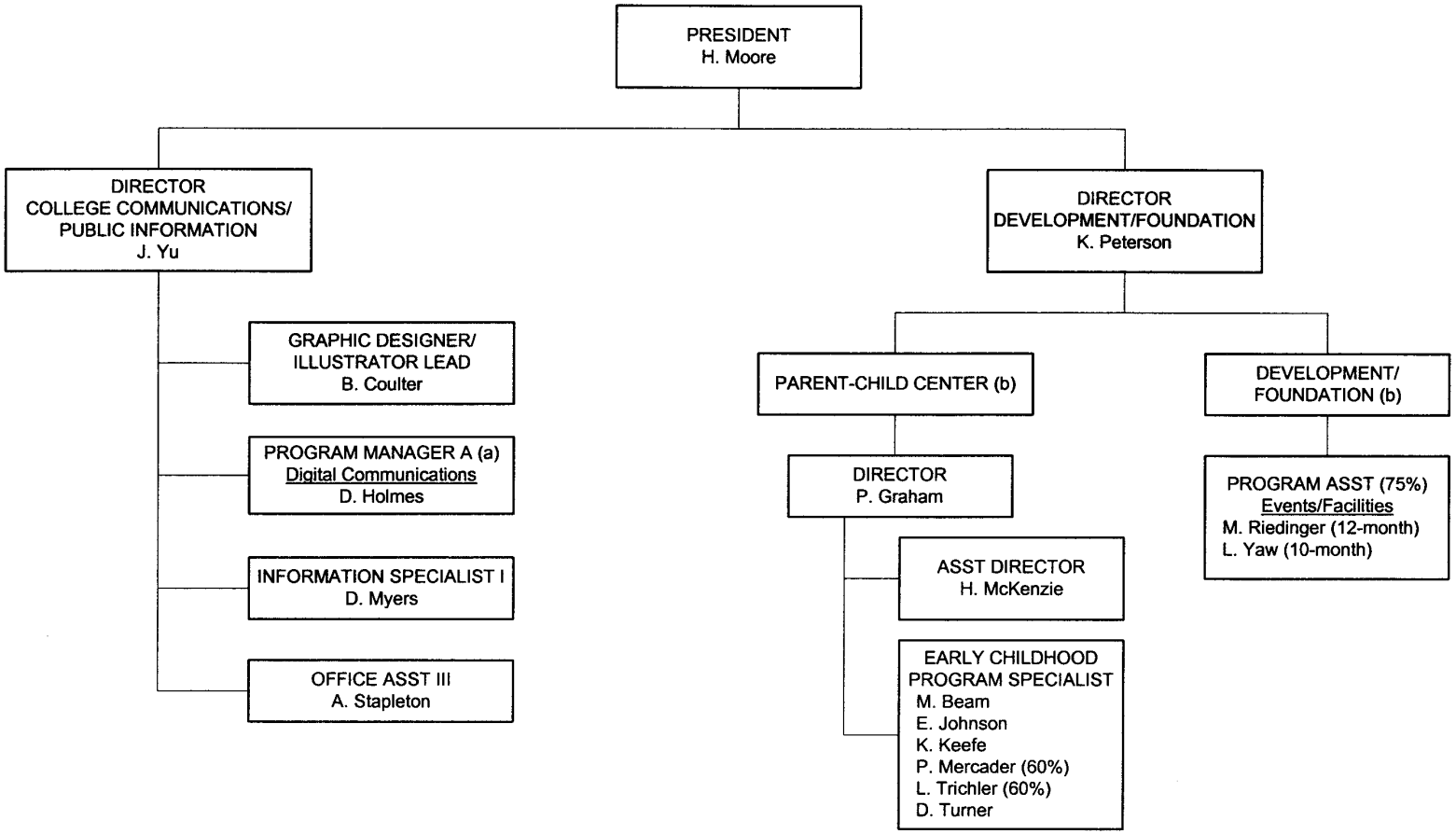
(a) Also serves as Asst. Vice President for Academic Affairs
(b) Also serves as Secretary to Board of Trustees
* Vacant

CHART I
(Rev effective 4/3/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART I-A

OFFICE OF THE PRESIDENT



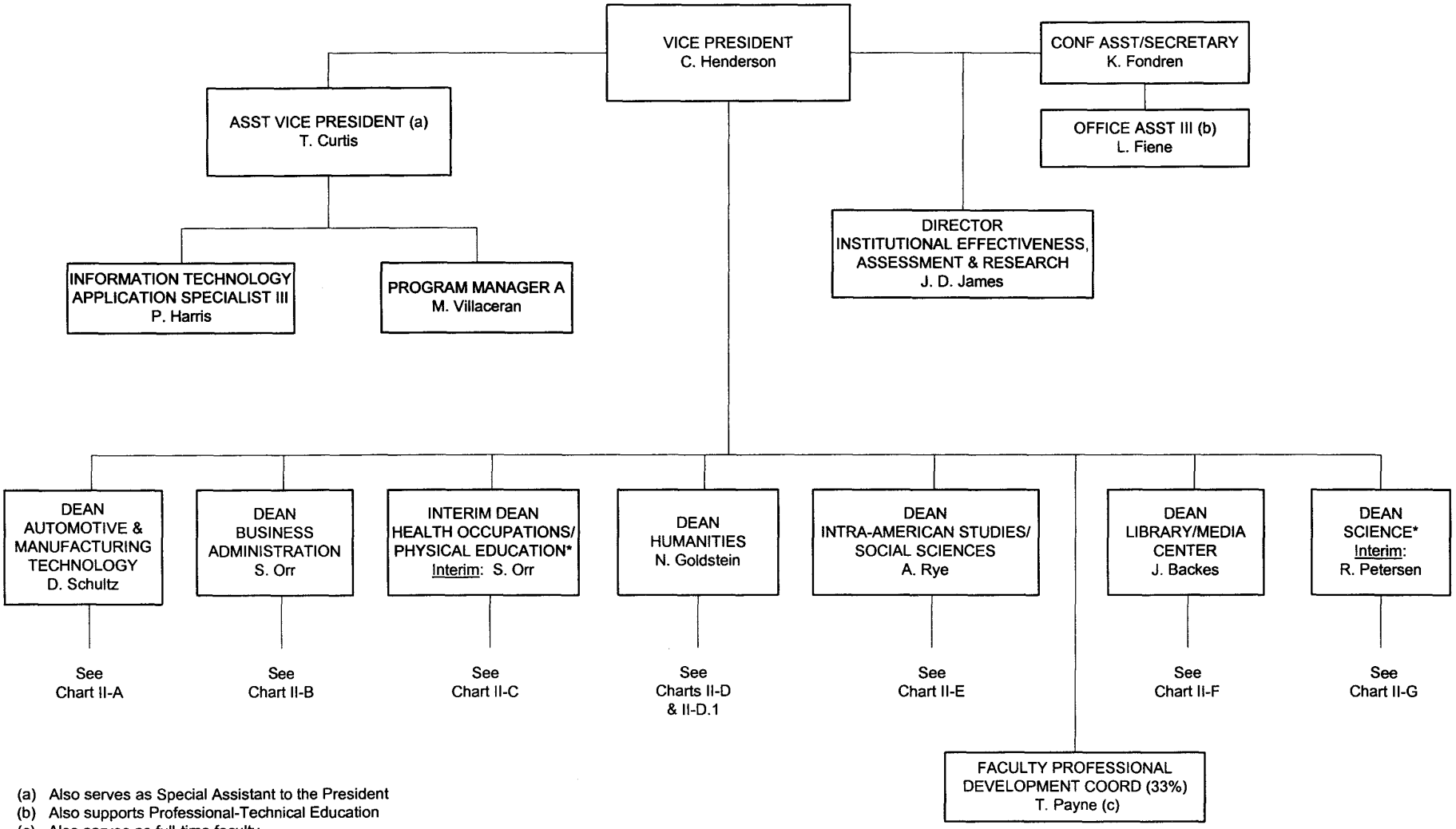
(a) Serves as link for partnership between PIO and TSS to develop and maintain communication and information systems for both internal and external customers.
(b) Full or partial self-support/local funding

CHART I-A
(Rev effective 1/7/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART II

OFFICE OF ACADEMIC AFFAIRS



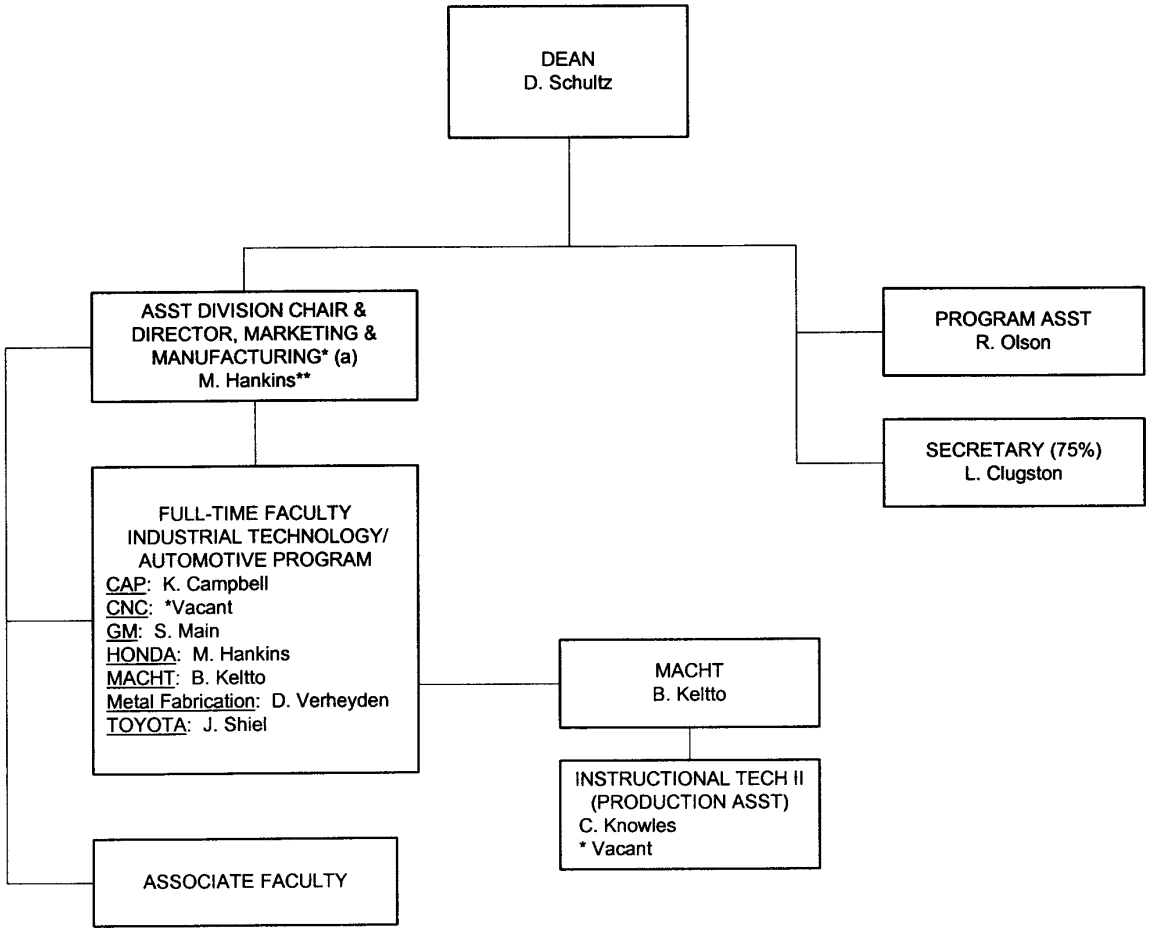
(a) Also serves as Special Assistant to the President
(b) Also supports Professional-Technical Education
(c) Also serves as full-time faculty
* Vacant

CHART II
(Rev effective 1/7/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART II-A

OFFICE OF ACADEMIC AFFAIRS
AUTOMOTIVE & MANUFACTURING TECHNOLOGY



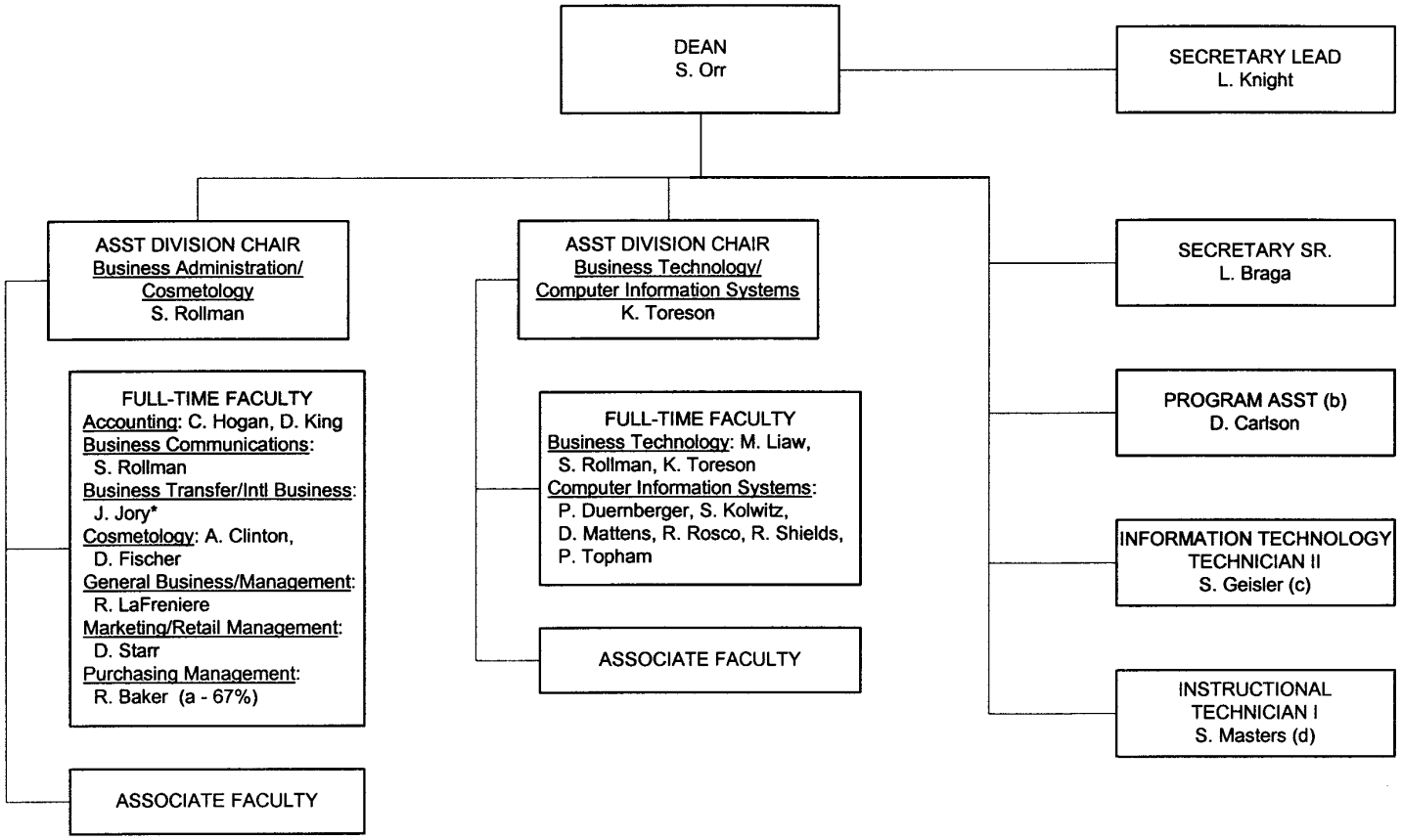
(a) Full or partial grant/contract funding (NSF)
* Vacant
** Asst Div Chair (W, S) & Interim Dir, Marketing & Manufacturing

CHART II-A
(Rev effective 4/3/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART II-B

OFFICE OF ACADEMIC AFFAIRS
BUSINESS ADMINISTRATION DIVISION

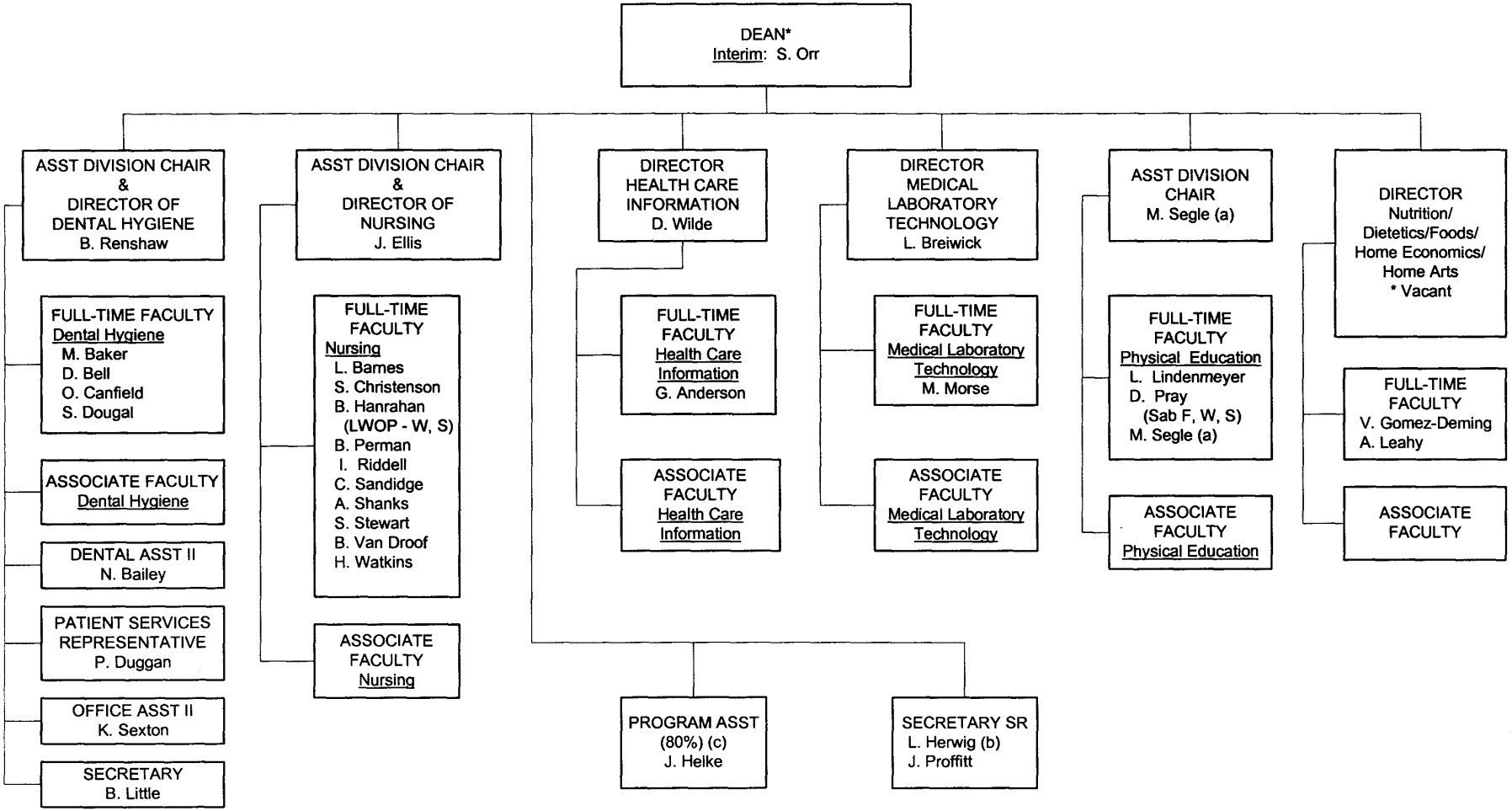


(a) One-year temporary position
(b) Primarily supports Cosmetology Program
(c) Primarily reports to Division Chair, Business Administration Division, with secondary responsibility to Technology Services Manager, TSS
(d) Primarily reports to M. Liaw and supports Business Technology Instructors
* 1/3 reassigned time to serve as Asst to the Dean (01-02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART II-C

OFFICE OF ACADEMIC AFFAIRS
HEALTH OCCUPATIONS AND PHYSICAL EDUCATION DIVISION



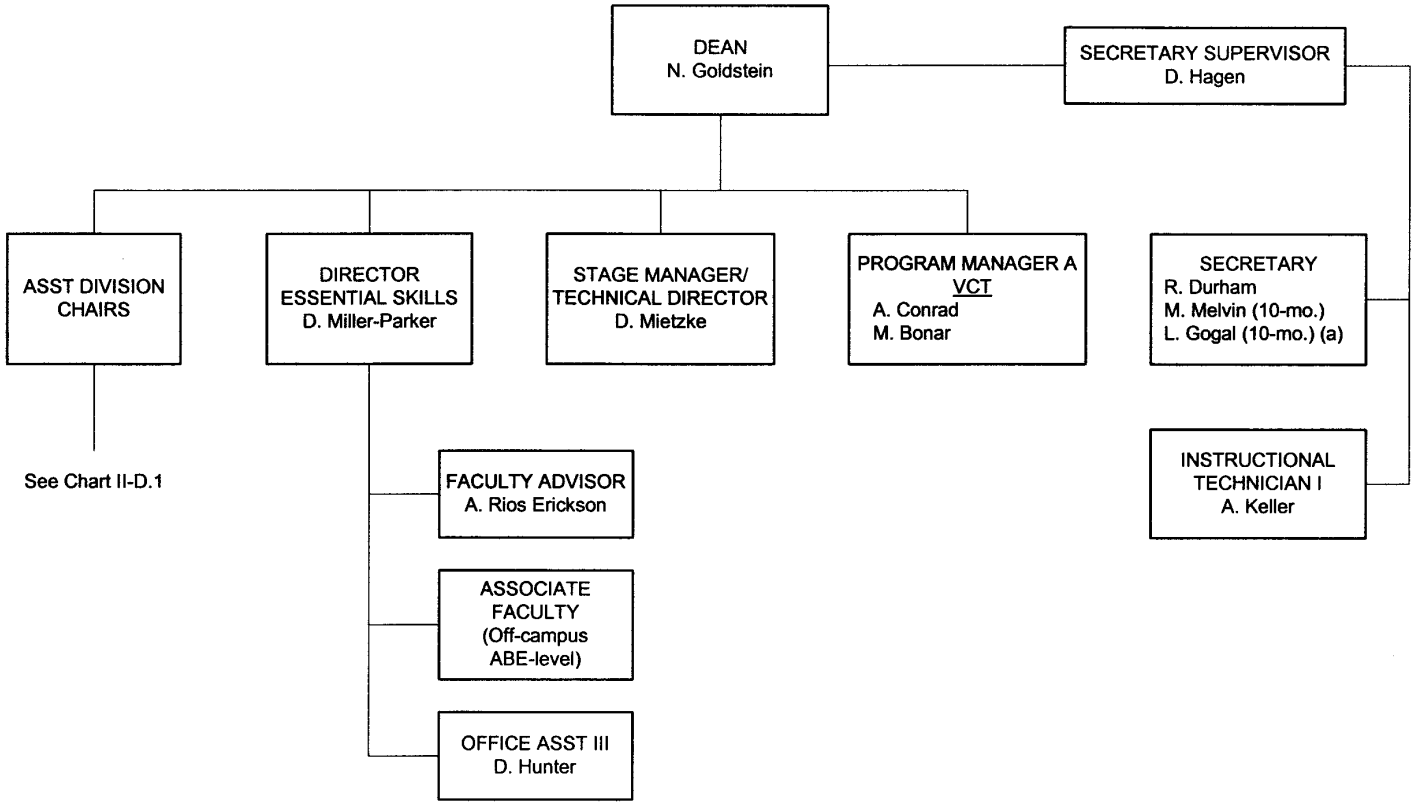
(a) Also serves as Asst Athletic Director
(b) Primarily supports Nursing Program
(c) Primarily supports Physical Education Program
* Vacant

CHART II-C
(Rev effective 1/7/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART II-D

OFFICE OF ACADEMIC AFFAIRS
HUMANITIES DIVISION



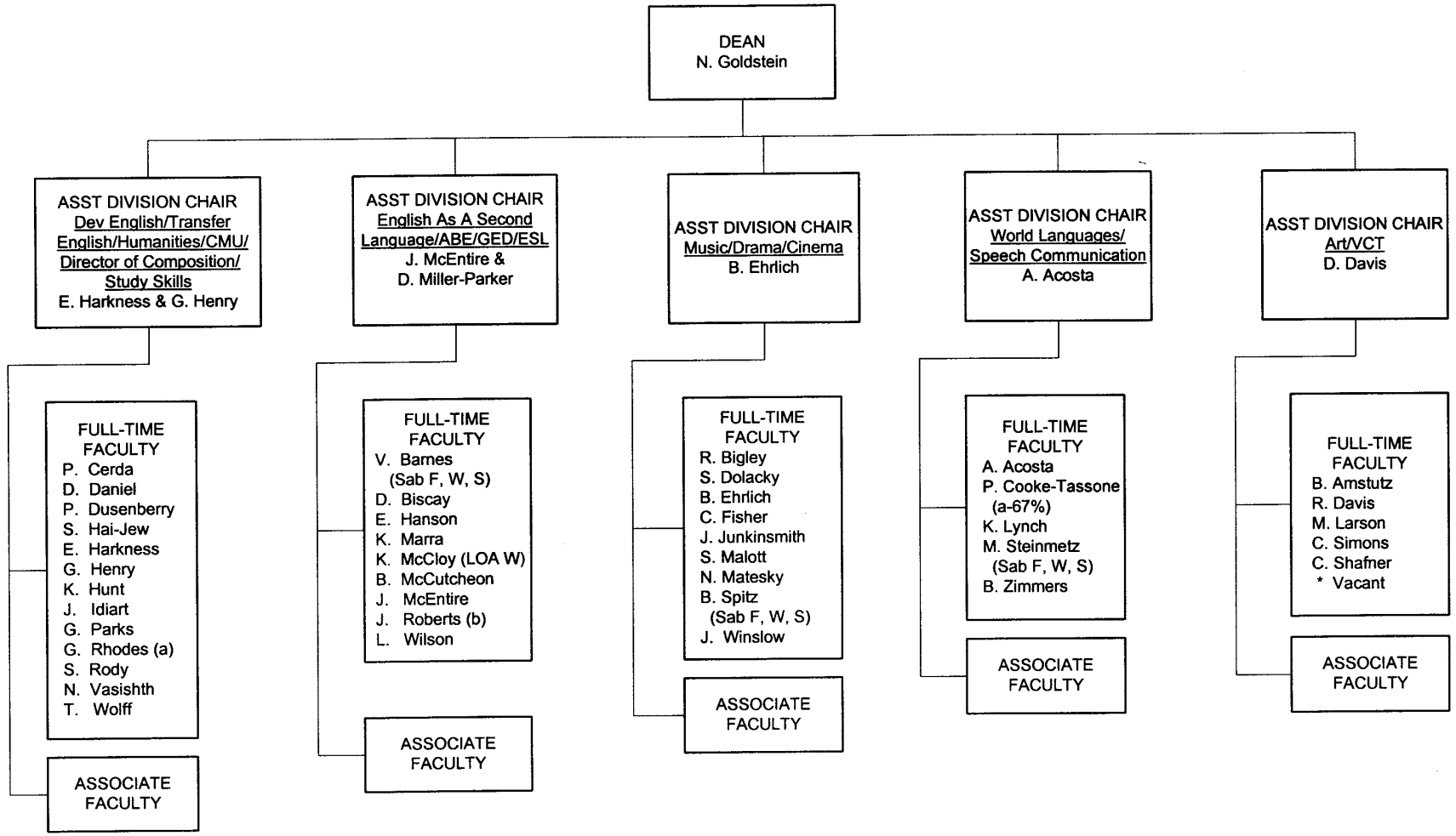
(a) Shared 50%/50% with IAS/SS

CHART II-D
(Rev effective 4/3/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART II-D.1

OFFICE OF ACADEMIC AFFAIRS
HUMANITIES DIVISION
ASSISTANT DIVISION CHAIRS



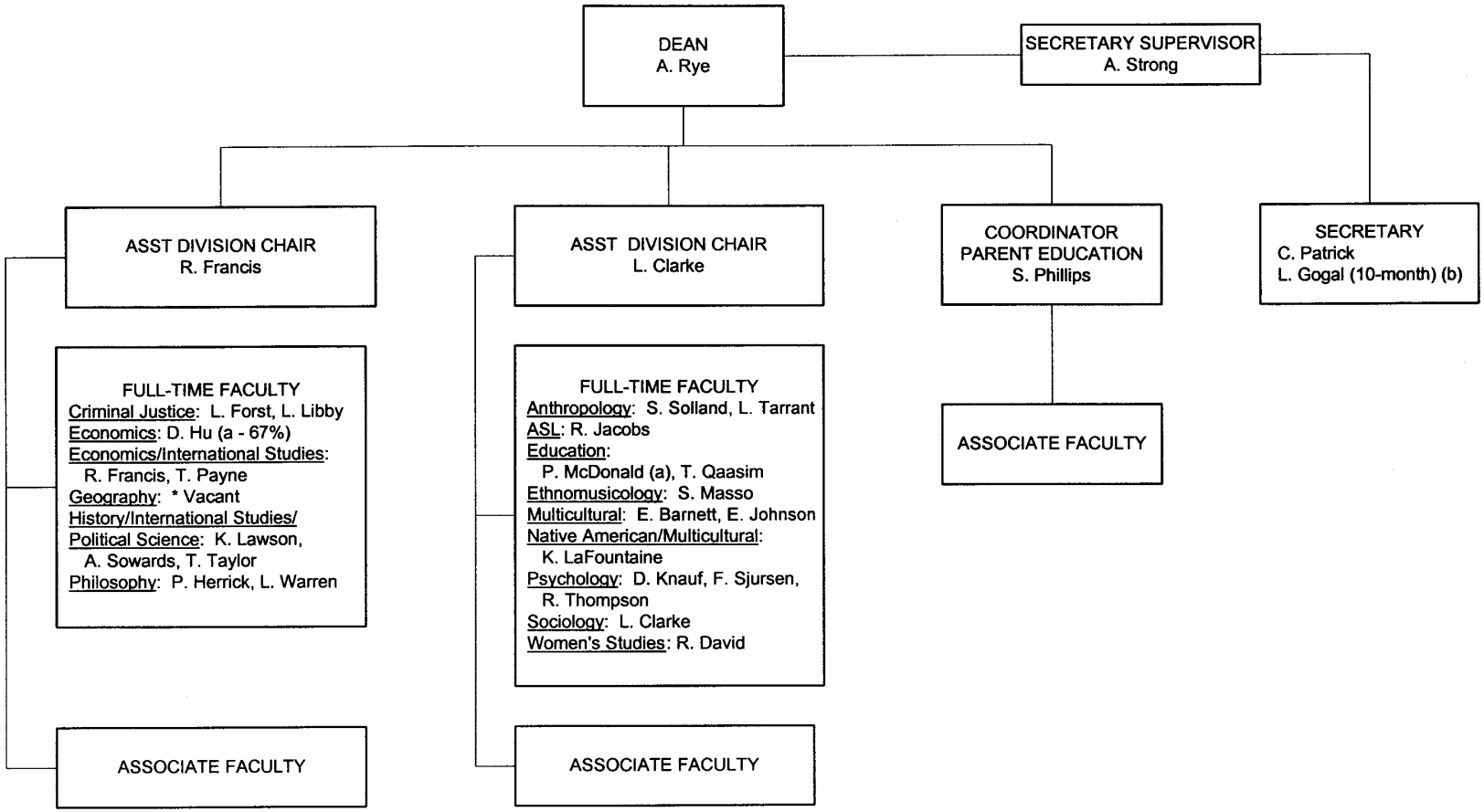
(a) Director, Reading/Writing Learning Center
(b) One-year temporary position
* Vacant

CHART II-D.1
(Rev 4/3/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART II-E

OFFICE OF ACADEMIC AFFAIRS
INTRA-AMERICAN STUDIES AND SOCIAL SCIENCES DIVISION



(a) One year temporary position
(b) Shared 50%/50% with Humanities
* Vacant

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART II-F

OFFICE OF ACADEMIC AFFAIRS
LIBRARY AND MEDIA CENTER

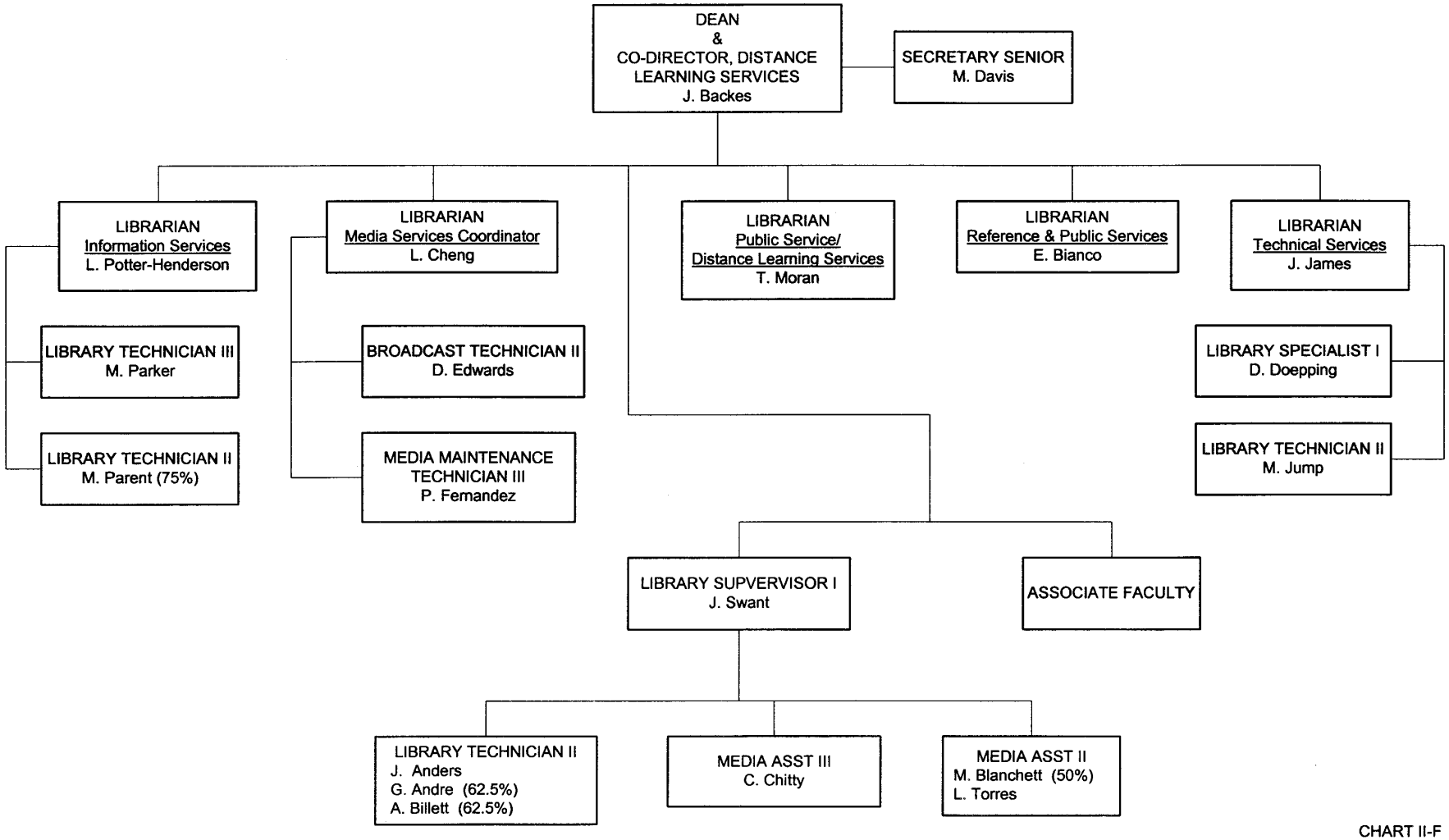
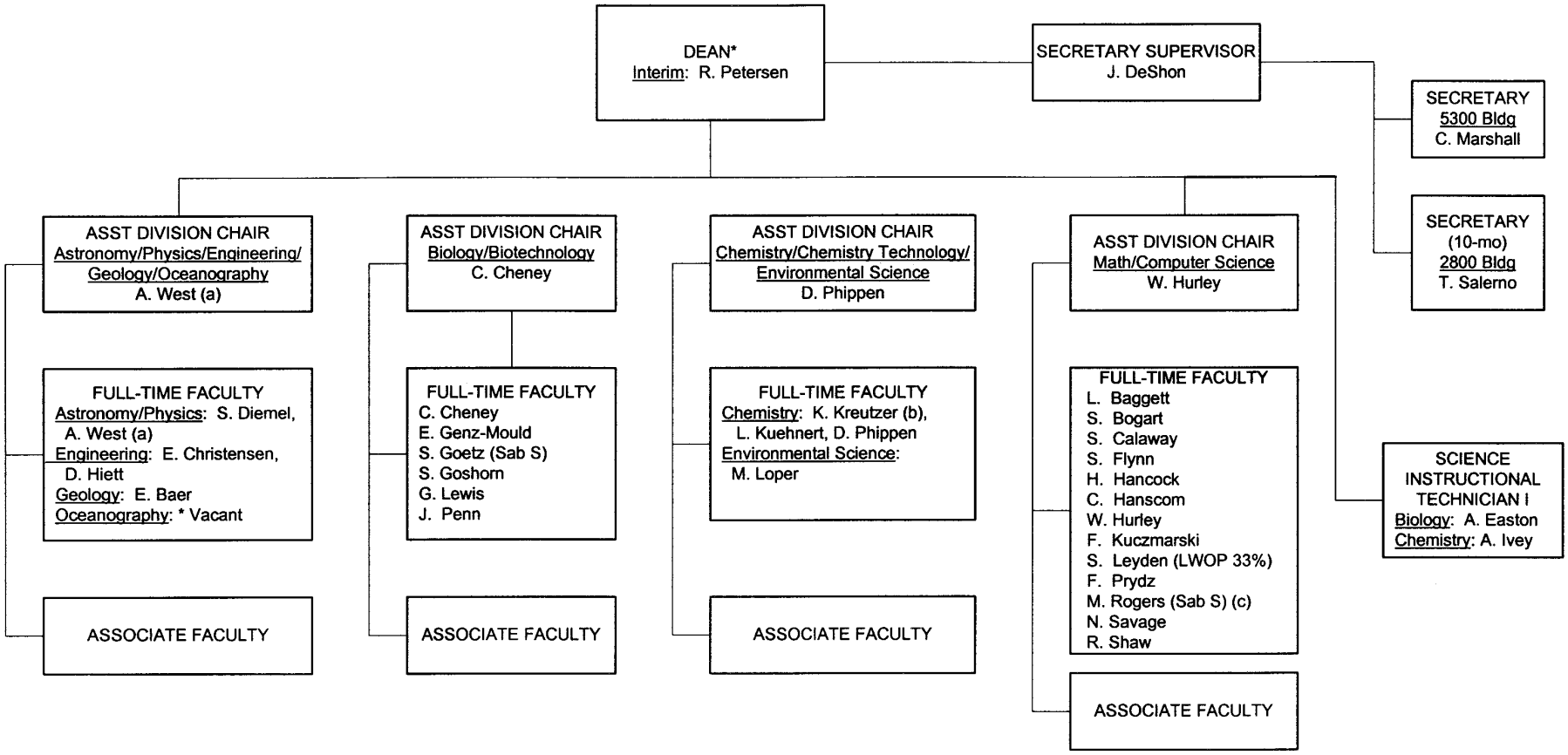


CHART II-F
(Rev effective 1/7/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART II-G

OFFICE OF ACADEMIC AFFAIRS
SCIENCE DIVISION

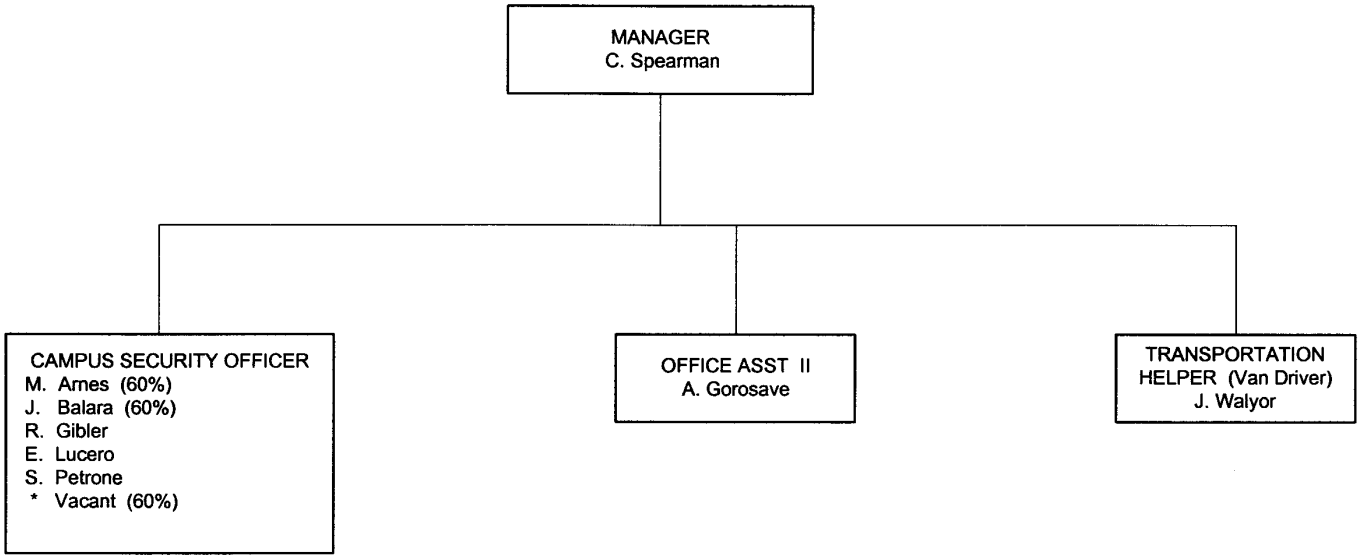


(a) 1/3 reassigned time to serve as Faculty Senate Chair
(b) Partial reassigned time as SCCFT president
(c) Director, Math Learning Center
* Vacant

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART III-A

OFFICE OF ADMINISTRATIVE SERVICES
CAMPUS SAFETY/SECURITY

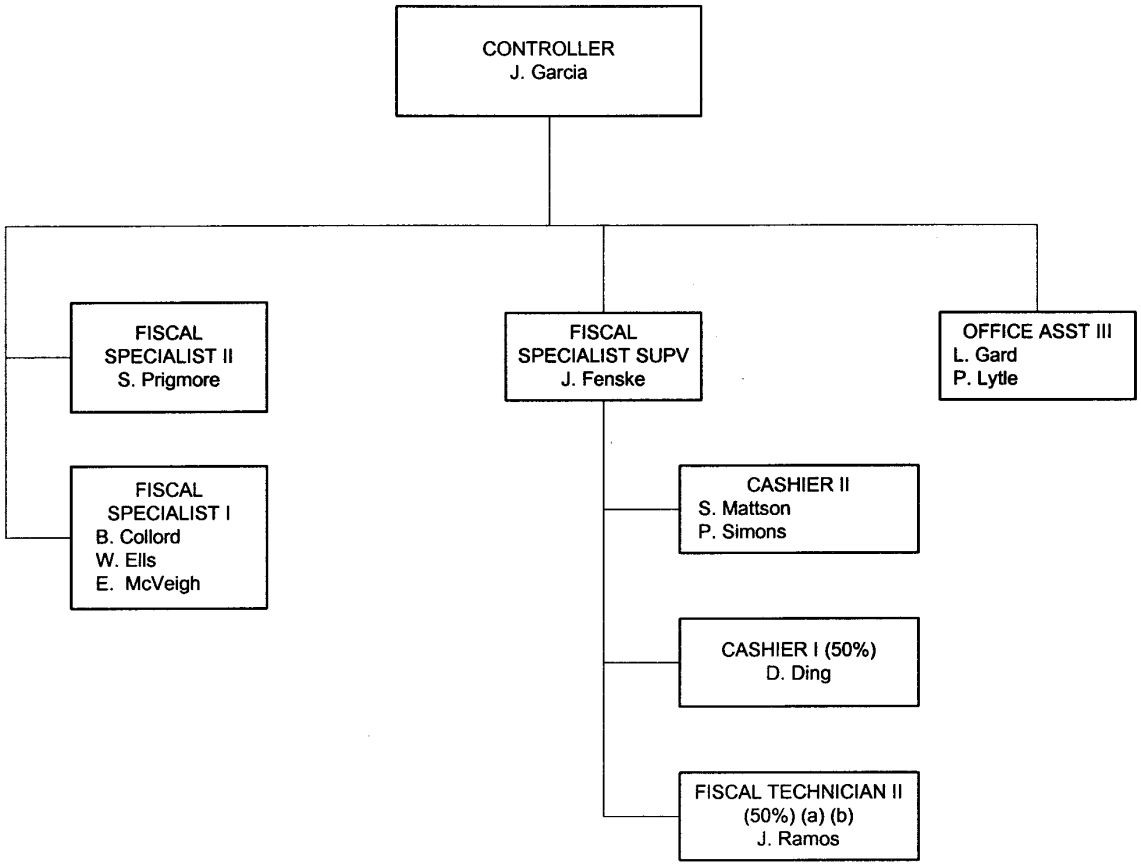


* Vacant

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART III-B

OFFICE OF ADMINISTRATIVE SERVICES
CONTROLLER

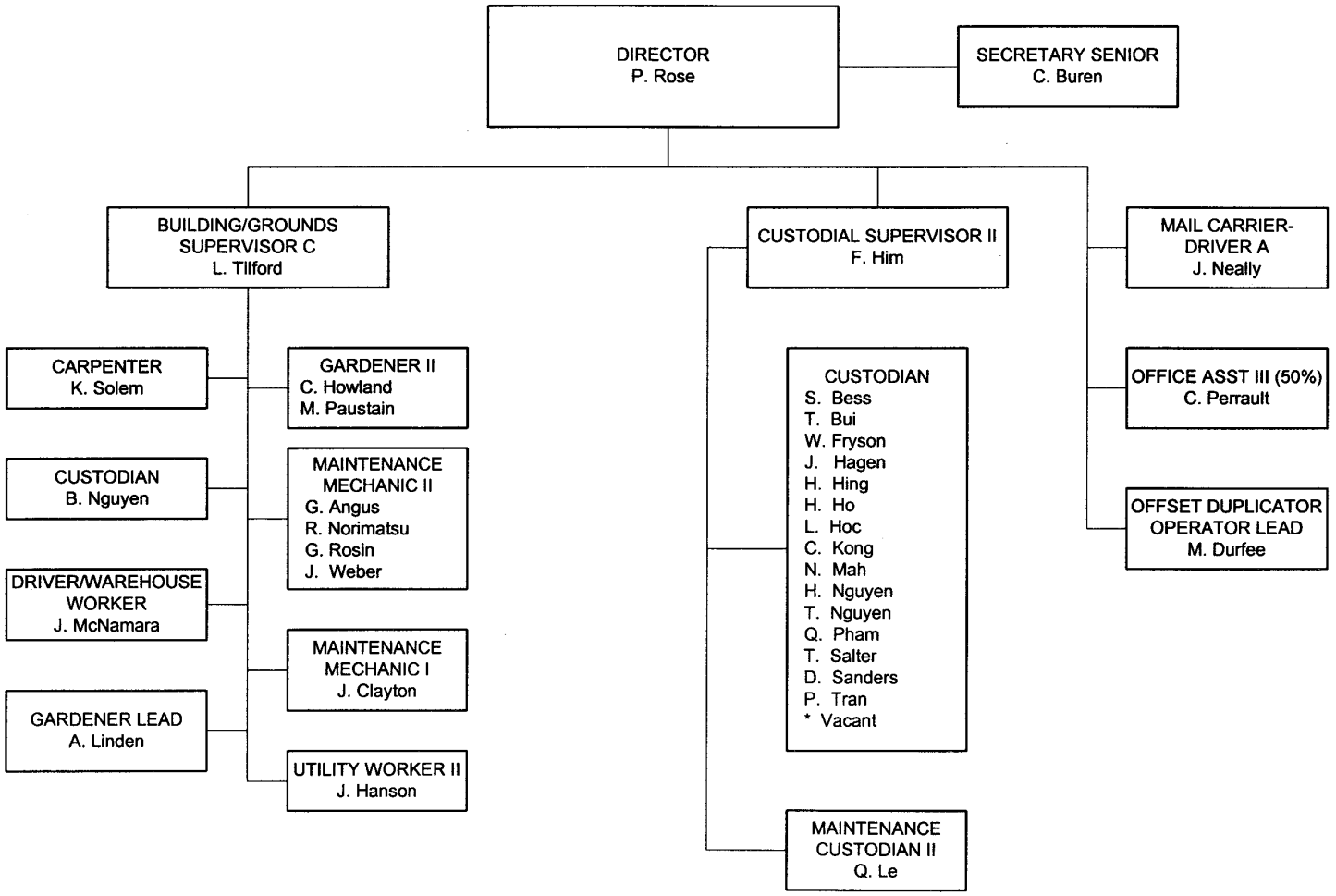


(a) Full or partial grant/contract funding
(b) Works primarily with Parent-Child Center and Office of Workforce & Economic Development

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART III-C

OFFICE OF ADMINISTRATIVE SERVICES
FACILITIES PLANNING & OPERATIONS

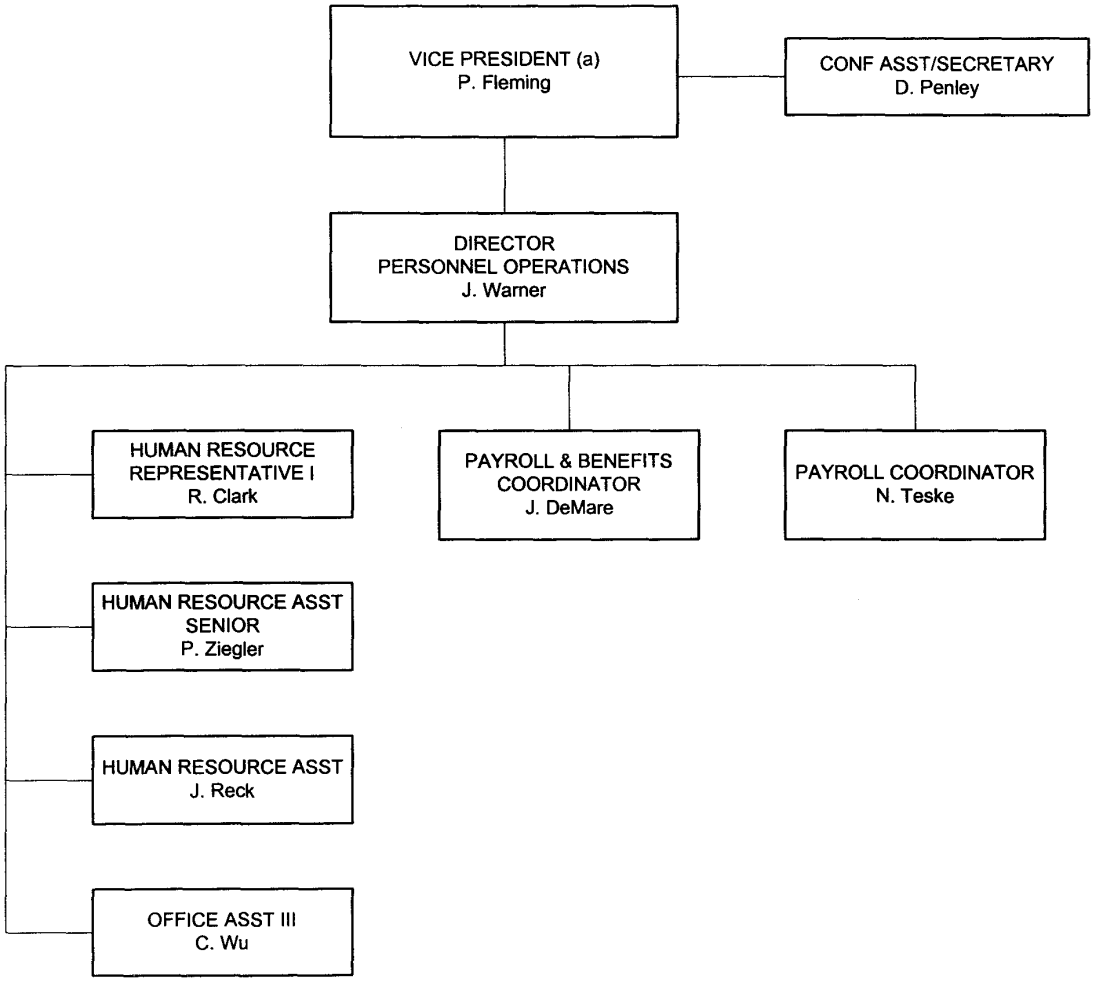


(a) Also supports Custodial Supervisor
* Vacant

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART IV

OFFICE OF HUMAN RESOURCES & EMPLOYEE RELATIONS

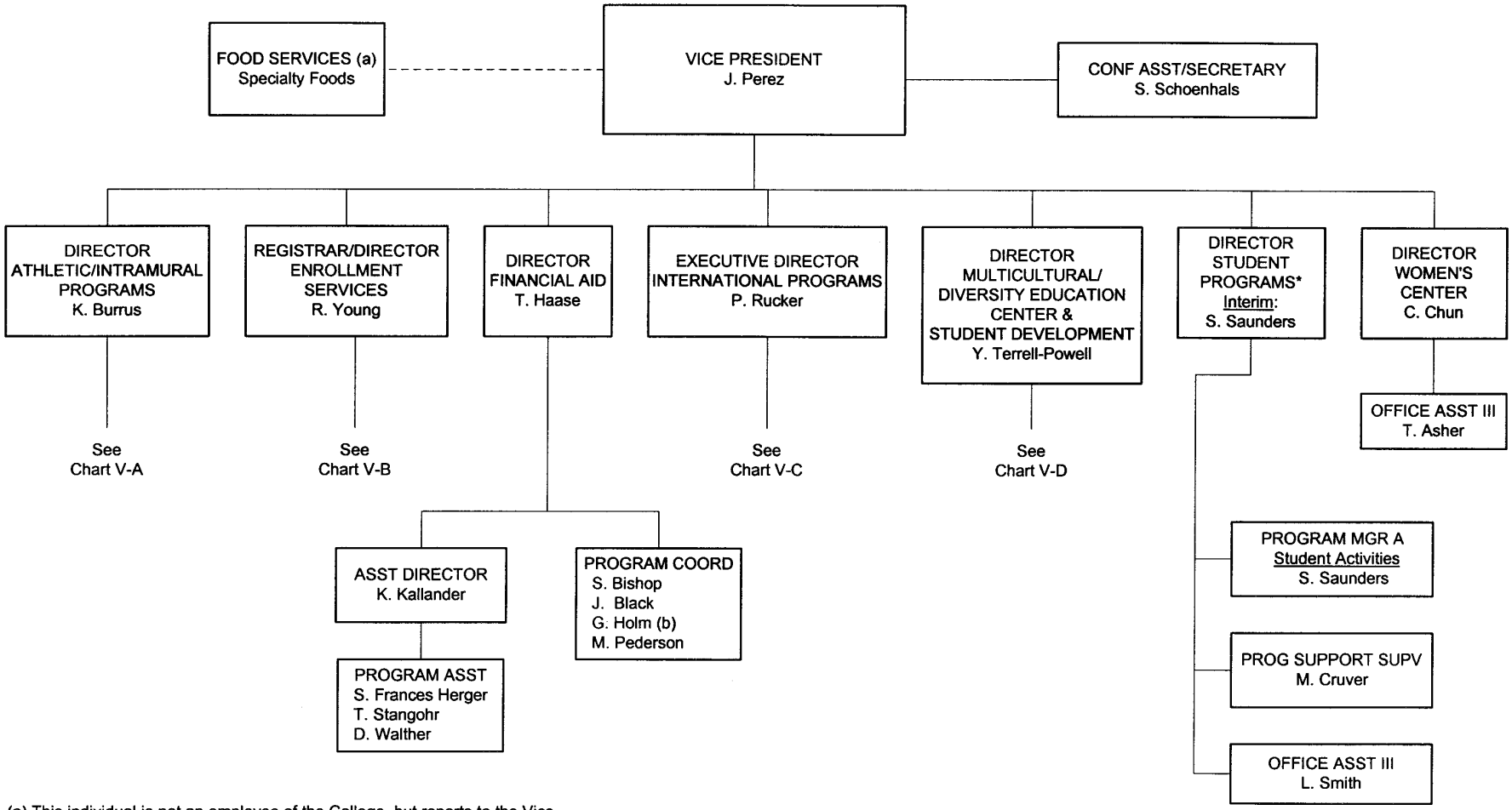


(a) Also serves as Affirmative Action Officer, Human Rights Officer, Employment/Employee ADA Officer, and 504 Compliance Officer

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART V

STUDENT SERVICES



(a) This individual is not an employee of the College, but reports to the Vice President in matters concerning the College's food service contract

(b) Full or partial grant/contract funding. Primarily reports to Financial Aid Director with secondary responsibility to Executive Director, Worker Retraining & Workfirst Operations

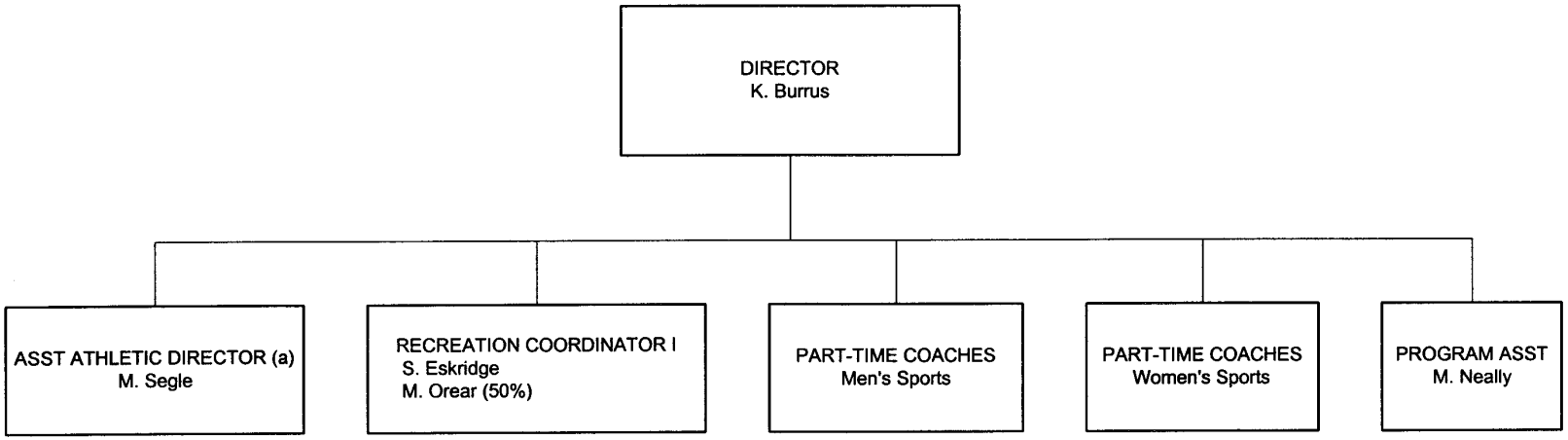
* Vacant

CHART V
(Rev effective 1/7/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART V-A

STUDENT SERVICES
ATHLETIC/INTRAMURAL PROGRAMS

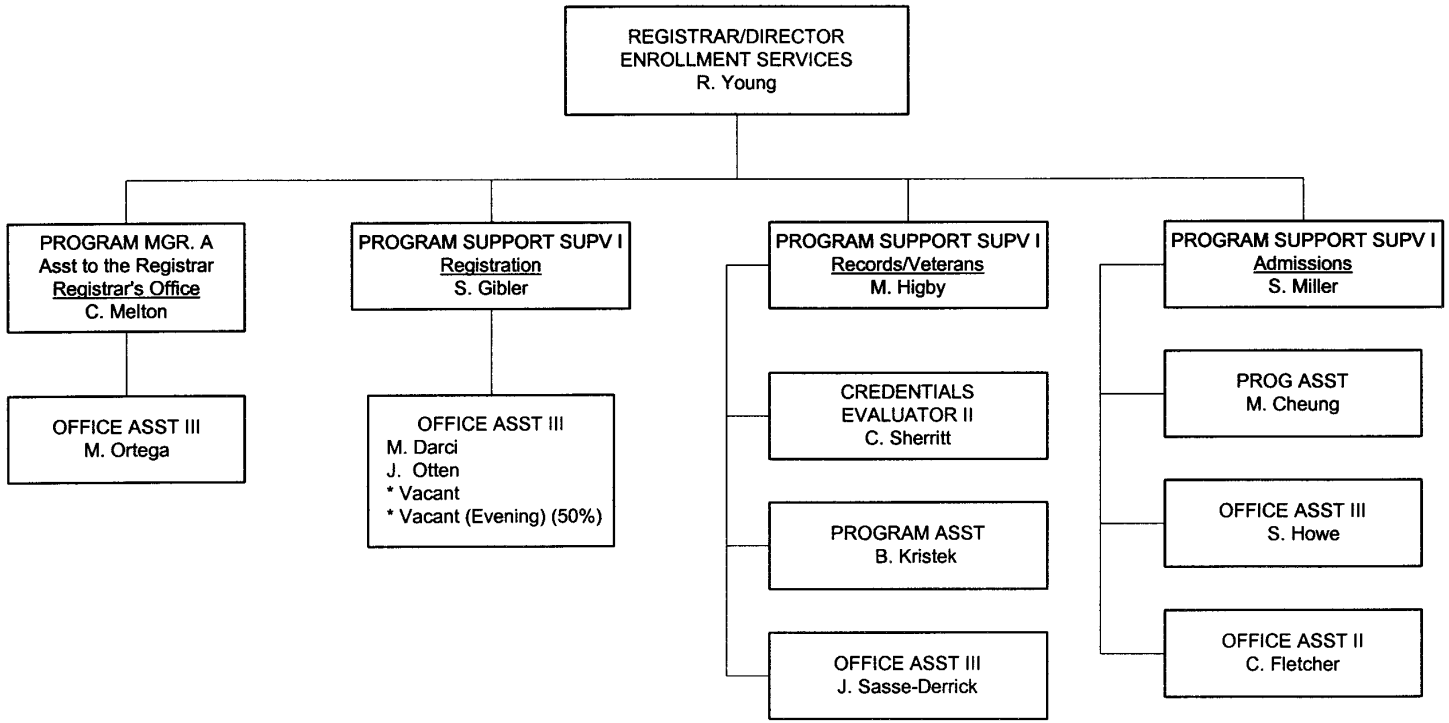


(a) Full-time instructor with 1/3 reassigned time as Asst Athletic Director

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART V-B

STUDENT SERVICES
ENROLLMENT SERVICES



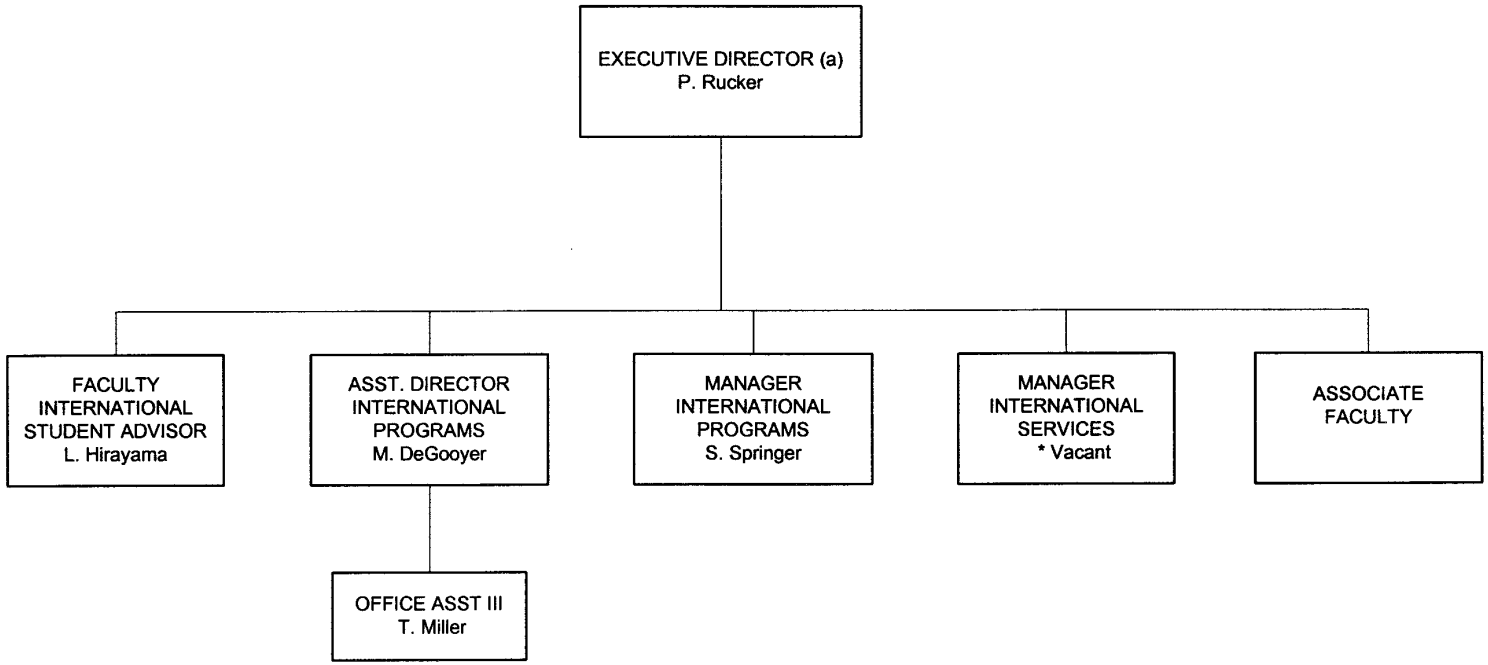
* Vacant

CHART V-B
(Rev effective 1/7/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART V-C

STUDENT SERVICES
INTERNATIONAL PROGRAMS

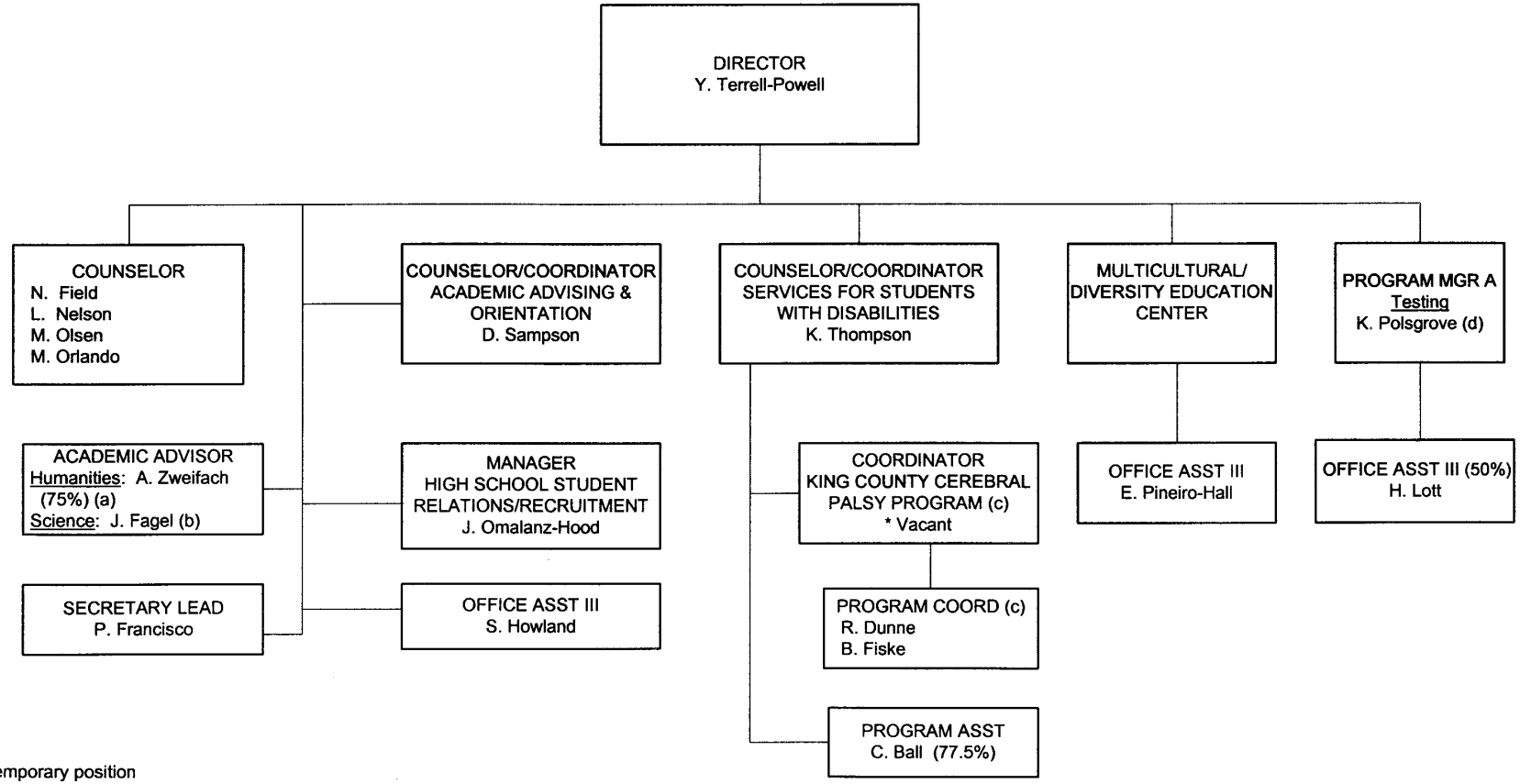


(a) Primary reporting to VP Student Services
w/secondary reporting to VP AA and VP WED
* Vacant

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART V-D

STUDENT SERVICES
MULTICULTURAL/DIVERSITY EDUCATION CENTER AND STUDENT DEVELOPMENT



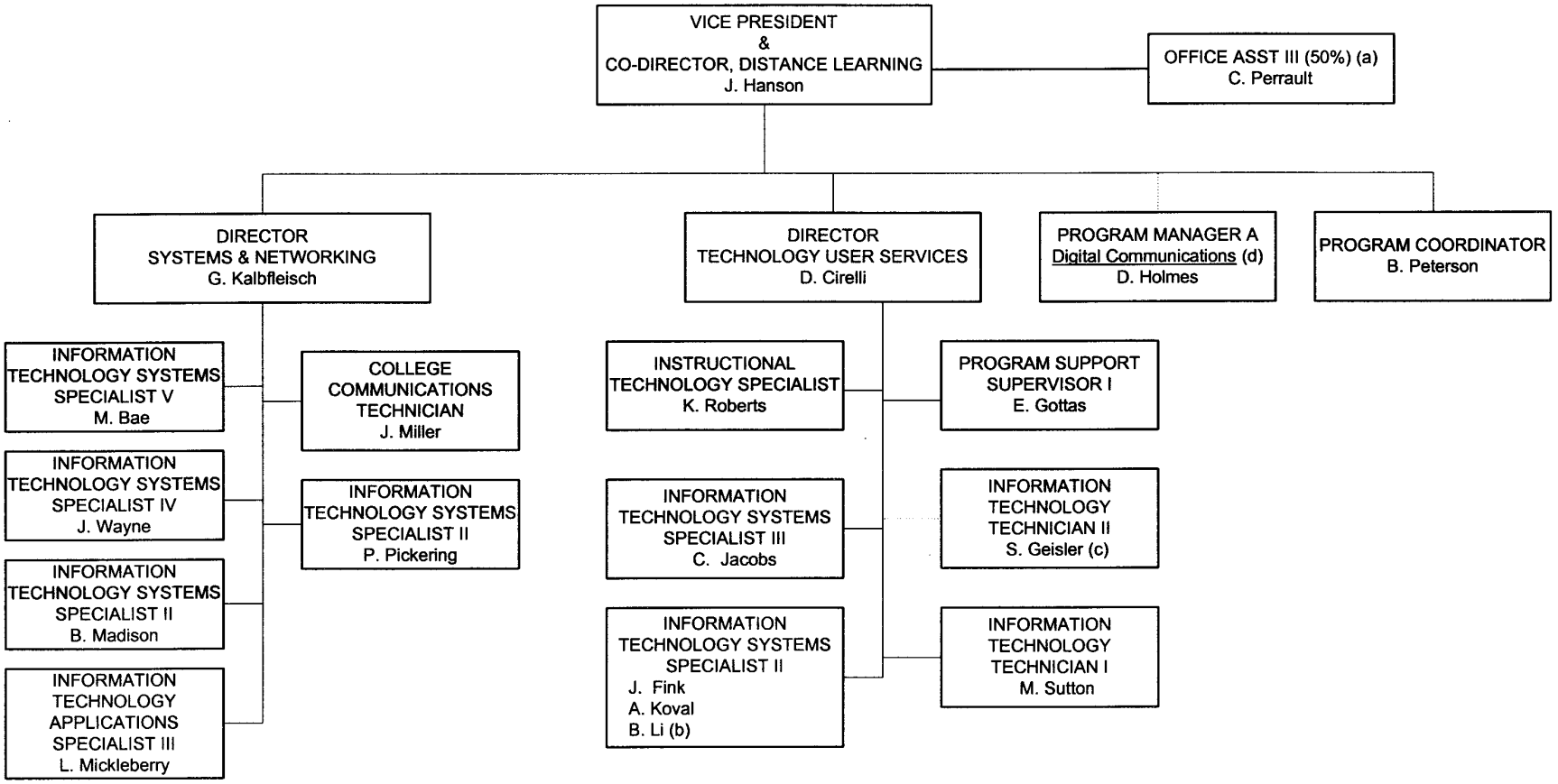
(a) Temporary position
(b) Joint UW/SCC position
(c) Funded by King and Snohomish Counties Community Access Contracts
(d) Full or partial grant/contract funding

CHART V-D
(Rev effective 4/3/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART VI

OFFICE OF TECHNOLOGY



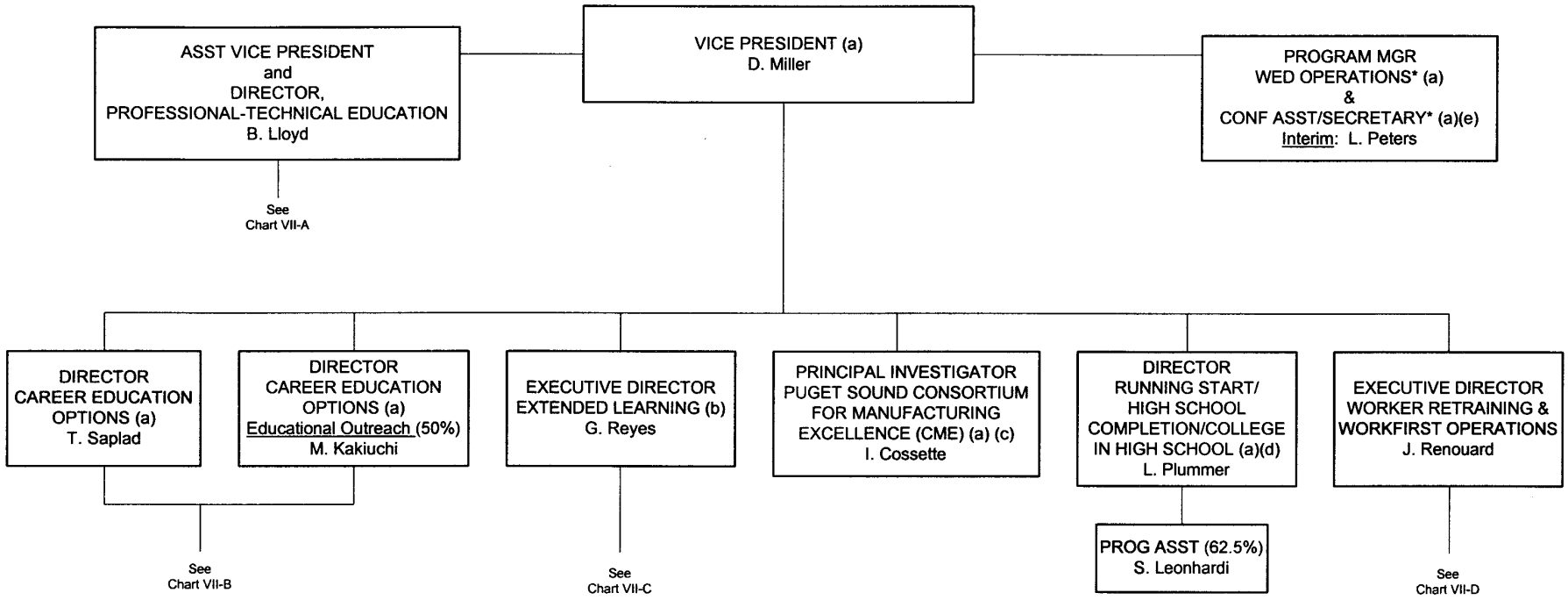
(a) Shared 50%/50% with Facilities Planning & Operations
(b) One year temporary grant/contract funded position
(c) Primarily reports to Division Dean, Business Administration Division w/secondary responsibility to Technology User Services Director, TSS
(d) Primarily reports to Director of PIO; serves as link for partnership between PIO and TSS to develop and maintain communication and information systems for both internal and external customers.

CHART VI
(Rev effective 1/23/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART VII

OFFICE OF WORKFORCE & ECONOMIC DEVELOPMENT



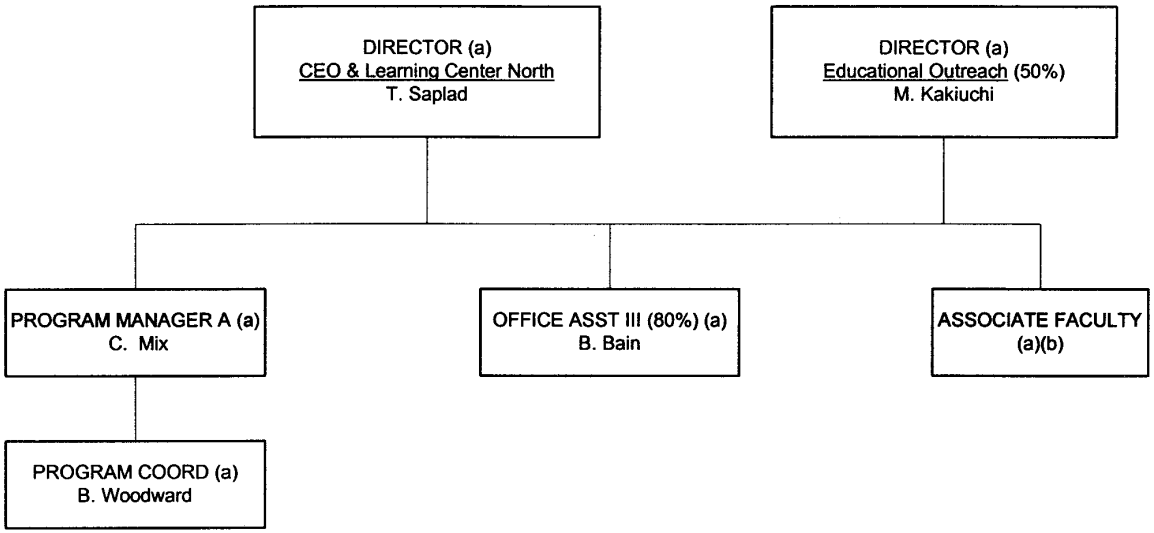
(a) Full or partial grant/contract funding
(b) Full or partial self support/local funding
(c) Funded by National Science Foundation
(d) Also reports to Assistant Vice President for Academic Affairs
(e) One Year Temporary Position
* Vacant

CHART VII
(Rev effective 4/3/02)

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART VII-B

OFFICE OF WORKFORCE & ECONOMIC DEVELOPMENT
CAREER EDUCATION OPTIONS & LEARNING CENTER NORTH

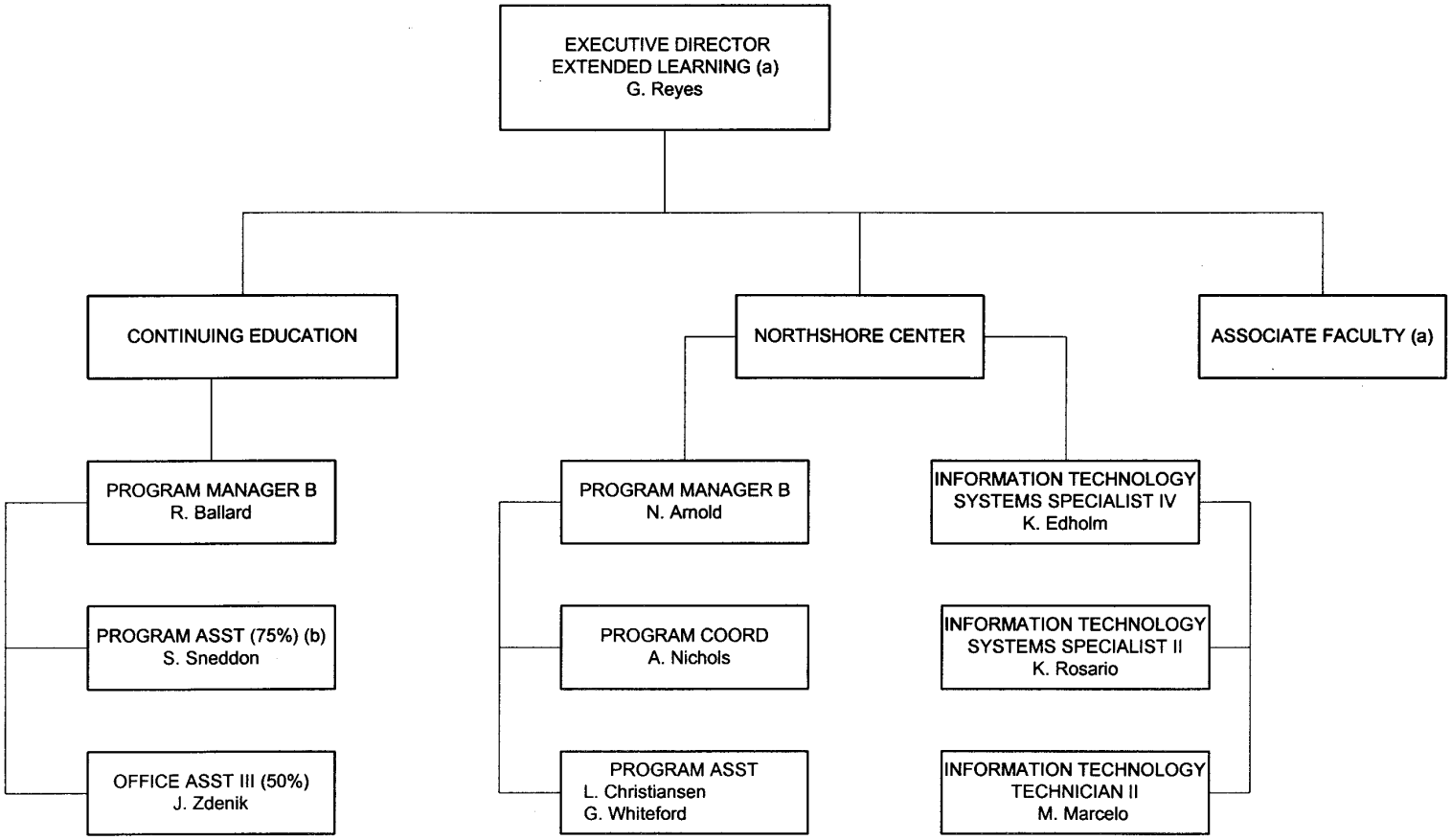


(a) Full or partial grant/contract funding
(b) Full or partial self support/local funding

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART VII-C

OFFICE OF WORKFORCE & ECONOMIC DEVELOPMENT
EXTENDED LEARNING

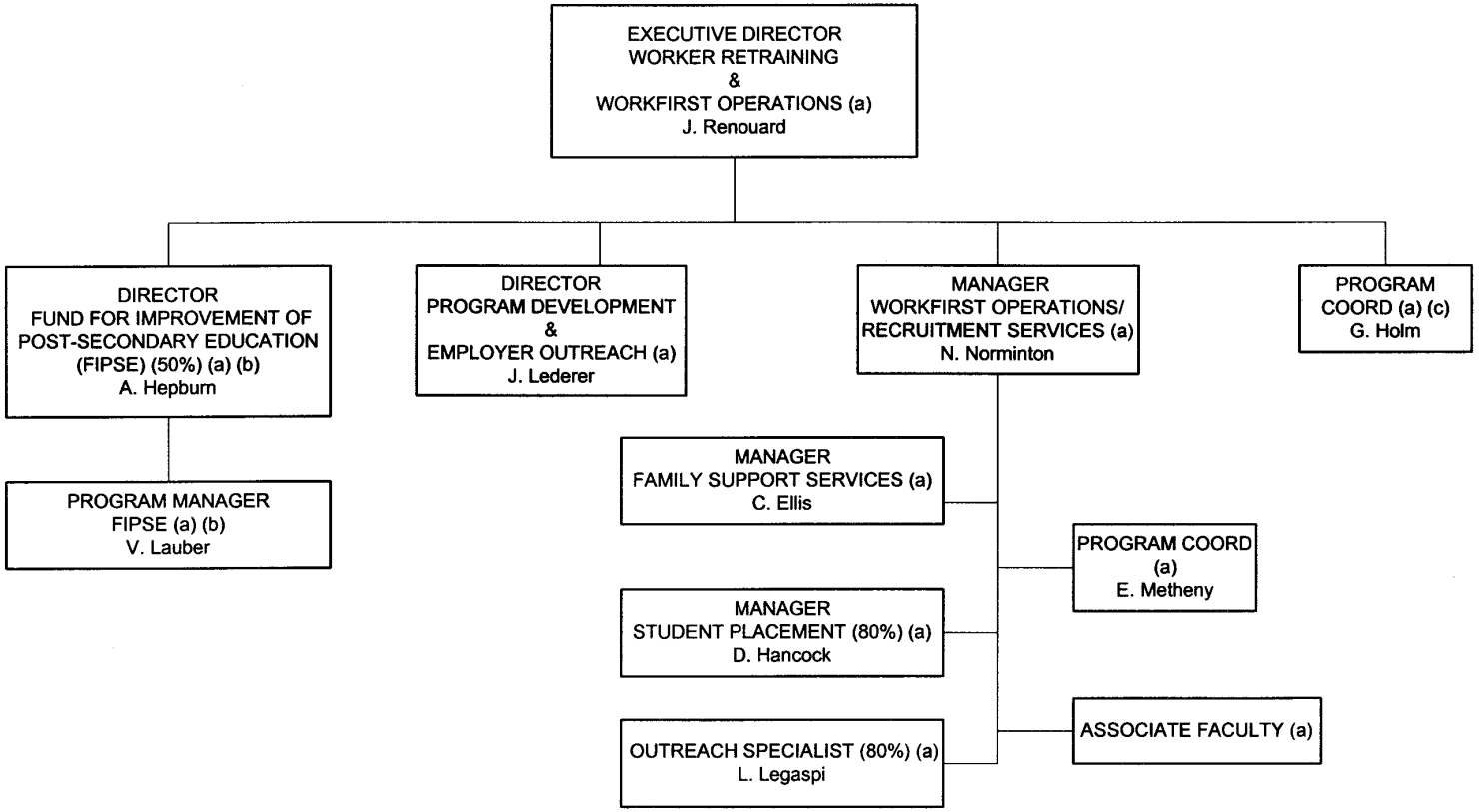


(a) Full or partial self support/local funding
(b) Serves as alternative GED Examiner

SHORELINE COMMUNITY COLLEGE

ORGANIZATIONAL CHART VII-D

OFFICE OF WORKFORCE & ECONOMIC DEVELOPMENT
WORKER RETRAINING & WORKFIRST OPERATIONS



(a) Full or partial grant/contract funding
(b) Funded by US Dept of Education
(c) Primarily reports to FinancialAid Directorwith secondaryresponsibility to Executive Director, Worker Retraining & Workfirst Operations

APPENDIX 6.D
(Exhibit 6.2.2.1)

OFFICE HOLDERS WITH NOTATION OF CHANGES SINCE LAST ACCREDITATION VISIT

Title	1992	2002
Board of Trustees	Cherry Banks	Paul Burton
	Cherry L. Jarvis	Kevin Grossman
	Linda S. Johnson	Edith Loyer Nelson
	Susan M. Johnson	Sarah Phillips
	James E. Massart	Elsa Welch
President	Dr. Ronald E. Bell	Dr. Holly Moore
Vice President for Academic Affairs	Dr. Marie Rosenwasser	Dr. Carol G. Henderson
Vice President for Administrative Services	Keith LaBelle	Beverly Brandt
Vice President for Human Resources & Employee Relations	(Director) Anna Sestrich	Paulette Fleming
Vice President for Student Services	Dr. Chuck Fields	Dr. Jim Perez
Vice President for Technology	(Director of Administrative Computing) Julian Andersen	Jack Hanson
Vice President for Workforce & Economic Development	No equivalent position	Dr. Darlene Miller

APPENDIX 6.E
(Exhibit 6.3.1.1)

RCW 28B.50.020
Purpose.
The purpose of this chapter is to provide for the dramatically increasing number of students requiring high standards of education either as a part of the continuing higher education program or for occupational education and training, or for adult basic skills and literacy education, by creating a new, independent system of community and technical colleges which will:

(1) Offer an open door to every citizen, regardless of his or her academic background or experience, at a cost normally within his or her economic means;

(2) Ensure that each college district shall offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and work force literacy programs and services. However, college districts containing only technical colleges shall maintain programs solely for occupational education, basic skills, and literacy purposes, and, for as long as a need exists, may continue those programs, activities, and services offered by the technical colleges during the twelve-month period preceding September 1, 1991;

(3) Provide for basic skills and literacy education, and occupational education and technical training at technical colleges in order to prepare students for careers in a competitive work force;

(4) Provide or coordinate related and supplemental instruction for apprentices at community and technical colleges;

(5) Provide administration by state and local boards which will avoid unnecessary duplication of facilities or programs; and which will encourage efficiency in operation and creativity and imagination in education, training and service to meet the needs of the community and students;

(6) Allow for the growth, improvement, flexibility and modification of the community colleges and their education, training and service programs as future needs occur; and

(7) Establish firmly that community colleges are, for purposes of academic training, two year institutions, and are an independent, unique, and vital section of our state's higher education system, separate from both the common school system and other institutions of higher learning, and never to be considered for conversion into four-year liberal arts colleges.

[1991 c 238 § 21; 1969 ex.s. c 261 § 17; 1969 ex.s. c 223 § 28B.50.020. Prior: 1967 ex.s. c 8 § 2.]

NOTES:

Severability -- 1969 ex.s. c 261: "If any provision of this 1969 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1969 ex.s. c 261 § 37. Formerly RCW 28.85.911.]

APPENDIX 6.F
(Exhibit 6.3.1.2)

RCW 28B.50.040
College districts enumerated.
The state of Washington is hereby divided into thirty college districts as follows:

(1) The first district shall encompass the counties of Clallam and Jefferson;

(2) The second district shall encompass the counties of Grays Harbor and Pacific;

(3) The third district shall encompass the counties of Kitsap and Mason;

(4) The fourth district shall encompass the counties of San Juan, Skagit and Island;

(5) The fifth district shall encompass Snohomish county except for the Northshore common school district and that portion encompassed by the twenty-third district created in subsection (23) of this section: PROVIDED, That the fifth district shall encompass the Everett Community College;

(6) The sixth district shall encompass the present boundaries of the common school districts of Seattle and Vashon Island, King county;

(7) The seventh district shall encompass the present boundary of the common school district of Shoreline in King county;

(8) The eighth district shall encompass the present boundaries of the common school districts of Bellevue, Issaquah, Mercer Island, Skykomish and Snoqualmie, King county;

(9) The ninth district shall encompass the present boundaries of the common school districts of Federal Way, Highline and South Central, King county;

(10) The tenth district shall encompass the present boundaries of the common school districts of Auburn, Black Diamond, Renton, Enumclaw, Kent, Lester and Tahoma, King county, and the King county portion of Puyallup common school district No. 3;

(11) The eleventh district shall encompass all of Pierce county, except for the present boundaries of the common school districts of Tacoma and Peninsula;

(12) The twelfth district shall encompass Lewis county, the Rochester common school district No. 401, the Tenino common school district No. 402 of Thurston county, and the Thurston county portion of the Centralia common school district No. 401;

(13) The thirteenth district shall encompass the counties of Cowlitz, and Wahkiakum;

(14) The fourteenth district shall encompass the counties of Clark, Skamania and that portion of Klickitat county not included in the sixteenth district;

(15) The fifteenth district shall encompass the counties of Chelan, Douglas and Okanogan;

(16) The sixteenth district shall encompass the counties of Kittitas, Yakima, and that portion of Klickitat county included in United States census divisions 1 through 4;

(17) The seventeenth district shall encompass the counties of Ferry, Lincoln (except consolidated school district 105-157-166J and the Lincoln county portion of common school district 167-202), Pend Oreille, Spokane, Stevens and Whitman;

(18) The eighteenth district shall encompass the counties of Adams and Grant, and that portion of Lincoln county comprising consolidated school district 105-157-166J and common school district 167-202;

(19) The nineteenth district shall encompass the counties of Benton and Franklin;

(20) The twentieth district shall encompass the counties of Asotin, Columbia, Garfield and Walla Walla;

(21) The twenty-first district shall encompass Whatcom county;

(22) The twenty-second district shall encompass the present boundaries of the common school districts of Tacoma and Peninsula, Pierce county;

(23) The twenty-third district shall encompass that portion of Snohomish county within such boundaries as the state board for community and technical colleges shall determine: PROVIDED, That the twenty-third district shall encompass the Edmonds Community College;

(24) The twenty-fourth district shall encompass all of Thurston county except the Rochester common school district No. 401, the Tenino common school

district No. 402, and the Thurston county portion of the Centralia common school district No. 401;

(25) The twenty-fifth district shall encompass all of Whatcom county;

(26) The twenty-sixth district shall encompass the Northshore, Lake Washington, Bellevue, Mercer Island, Issaquah, Riverview, Snoqualmie Valley and Skykomish school districts;

(27) The twenty-seventh district shall encompass the Renton, Kent, Auburn, Tahoma, and Enumclaw school districts and a portion of the Seattle school district described as follows: Commencing at a point established by the intersection of the Duwamish river and the south boundary of the Seattle Community College District (number six) and thence north along the centerline of the Duwamish river to the west waterway; thence north along the centerline of the west waterway to Elliot Bay; thence along Elliot Bay to a line established by the intersection of the extension of Denny Way to Elliot Bay; thence east along the line established by the centerline of Denny Way to Lake Washington; thence south along the shoreline of Lake Washington to the south line of the Seattle Community College District; and thence west along the south line of the Seattle Community College District to the point of beginning;

(28) The twenty-eighth district shall encompass all of Pierce county;

(29) The twenty-ninth district shall encompass all of Pierce county; and

(30) The thirtieth district shall encompass the present boundaries of the common school districts of Lake Washington and Riverview in King county and Northshore in King and Snohomish counties.

[1994 c 217 § 2; 1991 c 238 § 23; 1988 c 77 § 1; 1981 c 72 § 1; 1973 1st ex.s. c 46 § 7; 1969 ex.s. c 223 § 28B.50.040. Prior: 1967 ex.s. c 8 § 4. Formerly RCW 28.85.040.]

NOTES:

Effective date -- 1994 c 217: See note following RCW 28B.45.0201.

Findings -- 1994 c 217: See RCW 28B.45.0201.

Effective date -- 1988 c 77: "Section 2 of this act is necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and shall take effect immediately. The remainder of this act shall take effect July 1, 1988." [1988 c 77 § 12.]

Severability -- 1988 c 77: "If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application

of the provision to other persons or circumstances is not affected." [1988 c 77 § 11.]

District No. 23 Interlocal cooperation agreements by school districts in Snohomish county authorized -- 1981 c 72: "Any school district within Snohomish county may enter into interlocal cooperation agreements with any community college located within Snohomish county pursuant to the provisions of chapter 39.34 RCW." [1981 c 72 § 8.]

Savings -- Provisions of existing collective bargaining agreement -- 1981 c 72: "Nothing contained in this amendatory act shall be construed to alter any provision of any existing collective bargaining agreement until any such agreement has expired or been modified pursuant to chapter 28B.52 RCW." [1981 c 72 § 9.]

Savings -- Generally -- 1981 c 72: "Nothing in this amendatory act shall be construed to affect any existing rights, nor as affecting any actions, activities, or proceedings validated prior to the effective date of this amendatory act, nor as affecting any civil or criminal proceedings, nor any rule, regulation, or order promulgated, nor any administrative action taken prior to the effective date of this amendatory act, and the validity of any act performed with respect to Edmonds Community College, or any officer or employee thereof prior to the effective date of this amendatory act, is hereby validated." [1981 c 72 § 10.]

Effective date of this amendatory act defined -- 1981 c 72: "The phrase "the effective date of this amendatory act" as used in sections 3, 4, 6 and 10 of this amendatory act shall mean July 1, 1981: PROVIDED, That nothing in this amendatory act shall prohibit any transfers mandated in section 4 hereof nor the action contemplated in section 11 hereof prior to such July 1, 1981." [1981 c 72 § 12.]

Severability -- 1981 c 72: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1981 c 72 § 13.]

Severability -- 1973 1st ex.s. c 46: See note following RCW 28B.10.704.

APPENDIX 6.G
(Exhibit 6.3.1.3)

RCW 28B.50.100
Boards of trustees -- Generally.
There is hereby created a board of trustees for each college district as set forth in this chapter. Each board of trustees shall be composed of five trustees, who shall be appointed by the governor for terms commencing October 1st of the year in which appointed. In making such appointments the governor shall give consideration to geographical diversity, and representing labor, business, women, and racial and ethnic minorities, in the membership of the boards of trustees. The boards of trustees for districts containing technical colleges shall include at least one member from business and one member from labor.

The successors of the trustees initially appointed shall be appointed by the governor to serve for a term of five years except that any person appointed to fill a vacancy occurring prior to the expiration of any term shall be appointed only for the remainder of the term. Each member shall serve until a successor is appointed and qualified.

Every trustee shall be a resident and qualified elector of the college district. No trustee may be an employee of the community and technical college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution.

Each board of trustees shall organize itself by electing a chairman from its members. The board shall adopt a seal and may adopt such bylaws, rules and regulations as it deems necessary for its own government. Three members of the board shall constitute a quorum, but a lesser number may adjourn from time to time and may compel the attendance of absent members in such manner as prescribed in its bylaws, rules, or regulations. The district president, or if there be none, the president of the college, shall serve as, or may designate another person to serve as, the secretary of the board, who shall not be deemed to be a member of the board.

Members of the boards of trustees may be removed for misconduct or malfeasance in office in the manner provided by RCW 28B.10.500.

[1991 c 238 § 37; 1987 c 330 § 1001; 1983 c 224 § 1; 1979 ex.s. c 103 § 1; 1977 ex.s. c 282 § 2; 1973 c 62 § 17; 1969 ex.s. c 261 § 22; 1969 ex.s. c 223 § 28B.50.100. Prior: 1967 ex.s. c 8 § 10.]

NOTES:

Construction -- Application of rules -- Severability -- 1987 c 330: See notes following RCW 28B.12.050.

Severability -- 1979 ex.s. c 103: See note following RCW 28B.20.100.

Severability -- 1977 ex.s. c 282: See note following RCW 28B.50.870.

Effective date -- 1977 ex.s. c 282 §§ 2, 3: "Sections 2 and 3 of this 1977 amendatory act shall not take effect until January 1, 1978." [1977 ex.s. c 282 § 9.]

Savings -- Severability -- 1973 c 62: See notes following RCW 28B.10.510.

Severability -- 1969 ex.s. c 261: See note following RCW 28B.50.020.

Chief executive officer as secretary of board: RCW 28B.50.130.

APPENDIX 6.H
(Exhibit 6.3.2)

ATTACHMENT B

Shoreline
COMMUNITY COLLEGE

POLICIES 7510-7523

SHORELINE COMMUNITY COLLEGE BOARD OF TRUSTEES

BYLAWS

POLICY 7510

OFFICE OF THE BOARD OF TRUSTEES

The Board of Trustees shall maintain an office at 16101 Greenwood Avenue North, Shoreline, Washington 98133, where all records, minutes and the official College Seal shall be kept. This office shall be open during normal business hours.

Correspondence or other business for the Board shall be sent to the Secretary of the Board at the above address.

POLICY 7511

MEETINGS OF THE BOARD OF TRUSTEES

The Board of Trustees shall hold one regular meeting on the fourth Wednesday of each month at 4:00 p.m. and such special meetings as may be requested by the Chair of the Board or by a majority of the members of the Board and announced in accordance with law.

All regular and special meetings of the Board of Trustees shall be held at 16101 Greenwood Avenue North, Shoreline, WA 98133, unless scheduled elsewhere, and shall be open to the general public, except for lawful executive sessions.

No official business shall be conducted by the Board of Trustees except during a regular or special meeting.

SHORELINE COMMUNITY COLLEGE BOARD OF TRUSTEES
BYLAWS

POLICY 7512

MEETINGS OF THE BOARD OF TRUSTEES: REQUEST FOR ITEMS TO BE PLACED ON THE AGENDA

Anyone, other than a Board member or a representative of the President's Office wishing an item placed on the agenda of a Board meeting, must have a written request in the office of the Board Secretary no later than twelve o'clock noon five business days before the next scheduled meeting of the Board. The Secretary will relate the request to the College President and the Chair of the Board as soon as feasible. The Chair will determine whether the item is to be placed on the agenda. The Chair or his/her designee will notify the individual initiating the request as to whether or not the item will be placed on the agenda.

POLICY 7513

MEETINGS OF THE BOARD OF TRUSTEES: EXECUTIVE SESSIONS

The Board of Trustees may convene in Executive Session. These meetings will be held in accordance with the rules and regulations set forth in the Open Public Meetings Act.

POLICY 7514

MEETINGS OF THE BOARD OF TRUSTEES: AGENDA ITEMS

The agenda of all reguIar meetings of the Board of Trustees shall include the following items, the order to be determined by the chair:

1. Approval of Previous Minutes
2. Correspondence
3. Reports to the Board
4. Recommendations for Action of the Board
5. Other Business
6. Adjournment

SHORELINE COMMUNITY COLLEGE BOARD OF TRUSTEES
BYLAWS

POLICY 7515

MEETINGS OF THE BOARD OF TRUSTEES: RECORDS OF BOARD ACTION

All official business transacted in regular or special Board meetings shall be recorded in minutes approved by the Board of Trustees and available for reference in its office.

POLICY 7516

MEETINGS OF THE BOARD OF TRUSTEES: PARLIAMENTARY PROCEDURE

Three members of the Board of Trustees shall constitute a quorum but no official action shall be taken by less than a majority of the total Board membership.

Normally, voting shall be by voice; however, any member of the Board may request that his/her vote or abstention be recorded.

In questions of parliamentary procedure, the actions of the Board shall be conducted according to Robert's Rules of Order unless specified otherwise by state law, regulation of the State Board, or a bylaw of this Board.

POLICY 7517

MEETINGS OF THE BOARD OF TRUSTEES: RELEASE OF INFORMATION TO NEWS MEDIA

Publicity regarding official activities of the Board of Trustees normally will be made available to news media through the Office of College Communications/Public Information. All inquiries by representatives of the news media regarding official activities of the Board of Trustees should be referred to the Director of College Communications/Public Information.

POLICY 7518

OFFICERS OF THE BOARD

The officers of the Board of Trustees shall be a chair, a vice-chair, and a secretary. At the meeting of the Board immediately following the first day of October each year, the Board shall elect from its membership the chair and vice-chair to serve for the ensuing year. As specified by

state law, the secretary shall be the President of Shoreline Community College or his/her designee.

The chair, in addition to any duties imposed by rules and regulations of the State Board, shall preside at all meetings of the Board, sign legal and official documents recording actions of the Board, and review the agenda prepared for each meeting of the Board. The chair shall, while presiding at official meetings, have full right of discussion and vote.

The vice-chair, in addition to any duties imposed by rules and regulations of the State Board, shall act as chair of the Board in the absence of the chair.

A Board member designated by the Board chair shall serve as chair, in any official meeting of the Board conducted in the absence of the chair and vice-chair.

In addition to any duties imposed by rules and regulations of the State Board or assigned by this Board, the secretary of the board or his/her designee shall keep the Seal and maintain all records of the meetings of the Board. He/she shall also be responsible for Board correspondence, compiling the agenda of meetings, and distributing the minutes of the meetings and related reports.

POLICY 7519

RESTRICTIONS OF INDIVIDUAL AUTHORITY

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.

POLICY 7520

FISCAL YEAR OF THE BOARD OF TRUSTEES

POLICY

The fiscal year of the Board shall conform to the fiscal year of the State of Washington and shall be from July 1 through June 30.

SHORELINE COMMUNITY COLLEGE BOARD OF TRUSTEES
BYLAWS

POLICY 7521

REIMBURSEMENT FOR EXPENSES

Reimbursement to members of the Board of Trustees for necessary travel expenses incurred in fulfilling their responsibilities shall be in accordance with provisions and limitation for other appointed officials of the State as specified in RCW 43.03.050 and RCW43.03.060.

POLICY 7522

SEAL AND NAME OF THE COLLEGE DISTRICT

The Board of Trustees shall maintain an official seal for use upon official documents. The seal shall be as follows:

(Seal to be inserted at a later date.)

POLICY 7523

AMENDMENTS OF BYLAWS OF THE BOARD OF TRUSTEES

Bylaws of the Board may be amended by a majority vote of the Board provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be amended by unanimous vote of the total Board membership at any regular or special meeting.

Revisions Approved by:
Board of Trustees . . . . April 24, 2002

The Board of Trustees hereby revises Policies 7510-7523.
Done in Open Meeting by the Board this 24th day of April, 2002.

Board of Trustees

Shoreline Community College

By: _____
Chair of the Board

STANDARD SEVEN

FINANCE

APPENDICES

7.A. Table #1: Current Funds Revenue – Public Institutions Only (Exhibit 7.1)

7.B. Table #2: Current Funds Expenditures and Transfers – Public Institutions Only (Exhibit 7.2)

7.C. Table #4: Sources of Financial Aid - Public and Private Institutions (Exhibit 7.4)

7.D. Table #10: Capital Investments – All Institutions (Exhibit 7.6)

7.E. Debt Service Schedule for Past Three Years and Projection for Next Five Years (Exhibit 7.7)

7.F. Balance Sheet – Annual Reports for past three years (Exhibit 7.8)

7.G. Budget Status and Investment Reports (Exhibit 7.10)

7.H. Table #9: Operating Gifts and Endowments (Exhibit 7.5)

APPENDIX 7.A
(Exhibit 7.1)

STANDARD SEVEN - FINANCE TABLE 1 Current Funds Revenues - Public Institutions Only												
Source (IPEDS Report)	ACTUAL						PROJECTED					
	FY 1999		FY 2000		FY 2001 **		FY2002 ***		FY 2003		FY 2004	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Tuition and Fees	10,120,490	25%	11,112,718	26%	10,819,886	25%	11,739,576	25%	12,033,066	25%	12,333,892	25%
Government Appropriations												
Federal												
State	17,352,554	43%	17,776,479	42%	18,982,448	43%	19,457,009	43%	19,943,434	43%	20,442,020	43%
Local												
Government Grants & Contracts												
Unrestricted	6,471	0%	1,210	0%	3,324	0%	3,407	0%	3,492	0%	3,580	0%
Federal Restricted	1,806,005	4%	1,692,827	4%	1,852,814	4%	1,899,134	4%	1,946,613	4%	1,995,278	4%
Unrestricted	27,195	0%	66,121	0%	63,810	0%	65,405	0%	67,040	0%	68,716	0%
State Restricted	2,291,710	6%	2,186,532	5%	2,585,080	6%	2,649,707	6%	2,715,950	6%	2,783,848	6%
Unrestricted	8,515	0	10,203	0	5,960	0	6,109	0	6,262	0	6,418	0
Local Restricted	1,612,129	4%	1,671,871	4%	1,633,194	4%	1,674,024	4%	1,715,874	4%	1,758,771	4%
Private Gifts, Unrestricted	4,092	0%	8,552	0%	11,787	0%	12,082	0%	12,384	0%	12,693	0%
Grants, Contracts Restricted	1,976,407	5%	2,000,173	5%	2,971,132	7%	3,045,410	7%	3,121,546	7%	3,199,584	7%
Unrestricted Endowment Income	147	0%	71	0%	0	0%	0	0%	0	0%	0	0%
Restricted												
Sales and Services of Educational Activities	1,044,815	3%	1,937,625	5%	1,511,794	3%	1,549,589	3%	1,588,329	3%	1,628,037	3%
Auxiliary Enterprises	3,429,411	9%	3,264,291	8%	3,706,760	8%	3,799,429	8%	3,894,415	8%	3,991,775	8%
Hospitals												
Other Sources	446,641	1%	486,669	1%	(131,206)	0%	(134,486)	0%	(137,848)	0%	(141,295)	0%
Independent Operations												
Total Current Funds Revenues	40,126,582	100%	42,215,342	100%	44,016,783	100%	45,766,396	100%	46,910,556	100%	48,083,320	100%

APPENDIX 7.B
(Exhibit 7.2)

STANDARD SEVEN - FINANCE TABLE 2 Current Funds Expenditures and Mandatory Transfers - Public Institutions Only

Functions (IPEDS Report)	ACTUAL						PROJECTED					
	FY 1999		FY 2000		FY 2001 **		FY 2002 ***		FY 2003		FY 2004	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Education and General Expenditures												
Instruction	19,673,471	48%	**20,723,827**	51%	22,208,022	51%	22,763,223	51%	23,332,303	51%	23,915,611	51%
Research	0		0		0		0		0		0	
Public Service	0		0		0							
Academic Support (Excluding Libraries)	1,805,730	4%	1,542,044	4%	1,662,378	4%	1,703,937	4%	1,746,536	4%	1,790,199	4%
Library Expenditures	1,247,739	3%	1,035,859	3%	1,062,362	2%	1,088,921	2%	1,116,144	2%	1,144,048	2%
Student Services	3,081,190	7%	2,720,550	7%	3,032,979	7%	3,108,803	7%	3,186,524	7%	3,266,187	7%
Institutional Support	5,059,801	12%	4,138,112	10%	4,319,702	10%	4,427,695	10%	4,538,387	10%	4,651,847	10%
Plant Operations & Maintenance	2,622,476	6%	2,355,440	6%	2,452,499	6%	2,513,811	6%	2,576,657	6%	2,641,073	6%

STANDARD SEVEN - FINANCE TABLE 2 Current Funds Expenditures and Mandatory Transfers - Public Institutions Only

Functions (IPEDS Report)	ACTUAL						PROJECTED					
	FY 1999		FY 2000		FY 2001 **		FY 2002 ***		FY 2003		FY 2004	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Scholarships and Fellowships	3,980,552	10%	3,598,427	9%	4,144,354	10%	4,247,963	10%	4,354,162	10%	4,463,016	10%
Awards from Unrestricted Funds												
Awards from Restricted Funds												
Educational and General Mandatory Transfer	417,564	1%	402,745	1%	385,854	1%	395,500	1%	405,388	1%	415,523	1%
Total Educational and General Expenditures /Mandatory Transfers	37,888,523		36,517,004		39,268,150		40,249,854		41,256,100		42,287,503	
Auxiliary Enterprises (Including Transfers)	3,749,769	9%	3,613,760	9%	4,061,200	9%	4,162,730	9%	4,266,798	9%	4,373,468	9%
Hospitals (Including Transfers)												

STANDARD SEVEN - FINANCE TABLE 2 Current Funds Expenditures and Mandatory Transfers - Public Institutions Only

Functions (IPEDS Report)	ACTUAL						PROJECTED					
	FY 1999		FY 2000		FY 2001 **		FY 2002 ***		FY 2003		FY 2004	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Independent Operations (Including Transfers)												
Total Current Funds Expenditures & Mandatory Transfers	41,638,292	100%	40,130,764	100%	43,329,350	100%	44,412,584	100%	45,522,898	100%	46,660,971	100%

* Percentage of Total Current Fund Revenues ** Most recent fiscal year for which audited financial statements are available *** Budget for Current Year

APPENDIX 7.C
(Exhibit 7.4)

STANDARD SEVEN - FINANCE TABLE 4 Sources of Financial Aid - Public and Private Institutions												
	ACTUAL						PROJECTED					
	Year 1 FY 1999		Year 2 FY 2000		Year 3** FY 2001		Year 4** FY 2002		Year 5 FY 2003		Year 6 FY 2004	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Annual Private Contributions	190966	6%	239522	9%	237440	8%	243376	8%	249460	8%	255697 0	8%
Governmental State Aid	1090942	35%	874728	31%	896596	30%	919011	30%	941986	30%	965536	30%
Federal Aid (PELL, SEOG, WS)	1812476	59%	1694037	60%	1856138	62%	1902541	62%	1950105	62%	1998858	62%
Endowment Earnings (Non-Foundation)	147	0%	71	0%	0	0%	0	0%	0	0%	0	0%
Institutional Unfunded Aid		0%		0%		0%		0%		0%		0%
Federal Student Loans (if applicable)		0%		0%		0%		0%		0%		0%
Nonfederal Workstudy Aid		0%		0%		0%		0%		0%		0%
Total Financial Aid	3094531	100%	2808358	100%	2990174	100%	3064929	100%	3141552	100%	3220091	100%

Percentage of Total Financial Aid
Most recent fiscal year for which audited financial statements are available
Budget for Current Year

APPENDIX 7.D
(Exhibit 7.6)

STANDARD SEVEN - FINANCE TABLE 10 Capital Investments - All Institutions						
Do not include depreciation expense	ACTUAL			PROJECTED		
	Year 1 (1999)	Year 2 (2000)	Year 3 * (2001)	Year 4 ** (2002)	Year 5 (2003)	Year 6 (2004)
	Amount	Amount	Amount	Amount	Amount	Amount
Land						
Beginning Cost	532,583	532,583	532,583	532,583	532,583	532,583
Additions						
Deductions						
Ending Cost	532,583	532,583	532,583	532,583	532,583	532,583
Buildings						
Beginning Cost	21,873,905	21,873,905	21,873,905	21,873,905	21,873,905	28,873,905
Additions					7,000,000	
Deductions						
Ending Cost	21,873,905	21,873,905	21,873,905	21,873,905	28,873,905	28,873,905
Furniture and Equipment						
Beginning Cost	3,366,798	3,693,405	3,852,561	4,066,614	4,286,018	4,510,908
Additions	326,607	159,156	214,053	219,404	224,889	230,512
Deductions						
Ending Cost	3,693,405	3,852,561	4,066,614	4,286,018	4,510,908	4,741,419
Construction in Progress T						
Beginning Cost			698,762	698,762		
Additions				6,551,238		
Deductions						
Ending Cost			698,762	7,250,000		
Debt Service						
Principal	276,327	261,902	246,169	256,020	268,317	182,357
Interest	156,975	153,011	139,685	81,103	67,006	56,803
Depreciation **(Private Institutions Only)**						

* Most recent fiscal year for which audited financial statements are available ** Budget for Current Year

T Briefly describe the nature of the projects under way and/or anticipated (e.g., dormitories, classroom facilities, auditorium). Also, inbdicate sources of funds for the project (I.e. fund raising programs, debt).

Library renovation is current construction in progress. Expected completion date is June 2002. Total cost is estimated to be approximately $7,000,000. Funding is through state allocated Capital Project funds.

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APPENDIX 7.E

SHORELINE COMMUNITY COLLEGE **(Exhibit 7.7)**

STATE OF WASHINGTON CERTIFICATE OF PARTICIPATION/DEPOSIT REPAYMENT SCHEDULE

FISCAL YEARS FROM 99-00 TO 06-07

		1998-1999		1999-2000		2000-2001		2001-2002		2002-2003	
Disbursement Number & Name	Due	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
672-003	10/1	75,000.00	61,515.00	75,000.00	59,152.50	80,000.00	56,752.50				
Automotive Training Center	4/1	0.00	59,152.50	0.00	56,752.50	0.00	54,152.50				
672-008	9/1	14,671.77	6,867.83	15,442.46	6,097.14	16,253.64	5,285.96	17,107.42	4,432.18	18,006.05	3,533.55
Energy Conservation Project	3/1	15,052.18	6,487.42	15,842.86	5,696.74	16,675.06	4,864.54	17,550.99	3,988.61	18,472.92	3,066.68
672-008B	9/1	5,984.28	2,672.40	6,286.23	2,370.45	6,603.42	2,053.26	6,936.61	1,720.07	7,286.62	1,370.06
Energy Conservation Project	3/1	6,133.39	2,523.28	6,442.87	2,213.81	6,767.97	1,888.71	7,109.46	1,547.22	7,468.19	1,188.49
672-0009	9/1	6,236.18	168.68								
Imagesetter/Autofilm Processor	3/1										
672-0010	9/1	18,498.28	928.24								
14 PC Laptops	3/1	18,956.73	469.80								
672-0011	9/1	5,415.72	879.98	5,694.45	601.25	5,987.54	308.16				
Machine Shop Turning Ctr	3/1	5,553.34	742.36	5,839.16	456.54	6,139.68	156.02				
672-0012	9/1	13,157.40	1,371.89	13,826.34	702.95						
30 Instructional Computers	3/1	13,487.72	1,041.57	14,173.46	355.83						
672-0014	12/1	27,073.44	3,041.13	26,984.79	4,945.11	28,144.18	3,785.72	29,353.39	2,576.51	30,614.55	1,315.35
CNC Industrial Machinery	6/1	26,423.13	5,506.77	27,558.39	4,371.51	28,742.43	3,187.47	29,977.34	1,952.56	31,265.31	664.59
672-0015	12/1			24,155.02	4,897.72	25,166.63	3,886.11	26,220.61	2,832.13	27,318.73	1,734.01
Siemens 300E Communication	6/1	24,683.37	3,606.20	24,655.63	4,397.11	25,688.21	3,364.53	26,764.04	2,287.70	27,884.92	1,167.82
672-0016 (PREVIOUSLY 672-003)	12/1							0.00	32,558.75	0.00	26,482.50
Automotive Training Center	6/1							95,000.00	27,907.50	100,000.00	26,482.50
Totals per Fiscal Years		**276,326.93**	**156,975.05**	**261,901.66**	**153,011.16**	**246,168.76**	**139,685.48**	**256,019.86**	**81,803.23**	**268,317.29**	**67,005.55**

APPENDIX 7.E
(Exhibit 7.7)

SHORELINE COMMUNITY COLLEGE
STATE OF WASHINGTON CERTIFICATE
FISCAL YEARS FROM 99-00 TO 06-07

		2003-2004		2004-2005		2005-2006		2006-2007		
Disbursement Number & Name	Due	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Totals per Disb. #'s
672-003	10/1									
Automotive Training Center	4/1									577,477.50
672-008	9/1	18,951.89	2,587.71	19,947.41	1,592.19	20,995.23	544.37			
Energy Conservation Project	3/1	19,443.28	2,096.32	20,464.62	1,074.98					323,094.00
672-008B	9/1	7,654.29	1,002.39	8,040.50	616.18	8,446.21	210.47			
Energy Conservation Project	3/1	7,845.02	811.66	8,240.86	415.82					129,850.19
672-0009	9/1									
Imagesetter/Autofilm Processor	3/1									6,404.86
672-0010	9/1									
14 PC Laptops	3/1									38,853.05
672-0011	9/1									
Machine Shop Turning Ctr	3/1									37,774.20
672-0012	9/1									
30 Instructional Computers	3/1									58,117.16
672-0014	12/1									
CNC Industrial Machinery	6/1									317,483.67
672-0015	12/1	28,462.84	589.90							
Siemens 300E Communication	6/1									289,763.23
672-0016 (PREVIOUSLY 672-003)	12/1	0.00	24,857.50	0.00	23,157.50	0.00	21,357.50	0.00	19,267.50	
Automotive Training Center	6/1	100,000.00	24,857.50	100,000.00	23,157.50	110,000.00	21,357.50	110,000.00	19,267.50	905,711.25
Totals per Fiscal Years		182,357.32	56,802.98	156,693.39	50,014.17	139,441.44	43,469.84	110,000.00	38,535.00	2,684,529.11

APPENDIX 7.F
(Exhibit 7.8)

SHORELINE COMMUNITY COLLEGE FOUNDATION
BALANCE SHEET - ANNUAL REPORT
JUNE 30, 2001

	JUNE 30 2001	JUNE 30 2000
ASSETS		
CURRENT ASSETS		
CASH:		
Checking	**21,051.35**	**37,617.50**
Money Market Savings	**361,903.48**	
Money Market Savings - Investment Account	**362,272.09**	**557,575.81**
Total Cash	745,226.92	595,193.31
RECEIVABLES:		
Accounts Receivable	**2,324.70**	**6,183.18**
Interest Receivable	**0.00**	**0.00**
Accrued Rent Receivable	**13,879.38**	**28,376.25**
Total Receivables	16,204.08	34,559.43
TOTAL CURRENT ASSETS	761,431.00	629,752.74
RESTRICTED ASSETS		
Investments & Cash Held with Trustees	**249,452.51**	**251,462.31**
Investments Reserved for Bond Debt Service	**1.26**	**1.34**
Deferred Issue Costs	**50,752.52**	**55,586.08**
TOTAL RESTRICTED ASSETS	300,206.29	307,049.73
FIXED ASSETS		
Membership equity	**1,200.00**	**1,200.00**
Donated Art	**4,800.00**	**4,800.00**
Equipment	**213,195.78**	**213,195.78**
Accumulated Depreciation-Equipment	**(116,625.00)**	**(101,075.00)**
Building	**2,715,914.86**	**2,715,914.86**
Accumulated Depreciation-Building	**(366,647.53)**	**(312,329.45)**
TOTAL FIXED ASSETS	2,451,838.11	2,521,706.19
TOTAL ASSETS	3,513,475.40	3,458,508.66
LIABILITIES AND EQUITY BALANCES		
CURRENT LIABILITIES		
Accounts Payable	**2,229.83**	**2,011.63**
Interest Payable-Certificates of Participation	**1.26**	**1.34**
Certificates of Participation-Current	**-**	**80,000.00**
Accrued Interest Payable-Certificate of Participation	**13,879.38**	**28,376.25**
TOTAL CURRENT LIABILITIES	16,110.47	110,389.22
LONG TERM LIABILITIES		
Certificates of Participation-Payable	**1,560,000.00**	**1,560,000.00**
Unamortized Bond Discount	**(18,284.81)**	**(20,026.25)**
TOTAL LONG TERM LIABILITY	1,541,715.19	1,539,973.75
TOTAL LIABILITIES	1,557,825.66	1,650,362.97
EQUITY BALANCES		
TOTAL CASH EQUITY	**745,321.79**	**599,364.86**
Plant Fund Asset Equity:		
Unrestricted/Unallocated	**1,200.00**	**1,200.00**
Science Division Programs	**45,907.24**	**45,907.24**
Humanities Division Programs	**15,388.54**	**15,388.54**
Business Admin. Div. Programs	**1,200.00**	**1,200.00**
* Professional Automotive Training Center fund	**1,146,632.17**	**1,145,085.05**
TOTAL PLANT FUND ASSET EQUITY	1,210,327.95	1,208,780.83
TOTAL EQUITY BALANCE	1,955,649.74	1,808,145.69
TOTAL LIABILITES AND EQUITY BALANCES	3,513,475.40	3,458,508.66

* ***THESE AMOUNTS INCLUDE RESIDUAL BALANCES IN "INVESTMENTS RESERVED FOR BOND DEBT SERVICE".***

SHORELINE COMMUNITY COLLEGE FOUNDATION
BALANCE SHEET - ANNUAL REPORT
JUNE 30, 2000

	JUNE 30 2000	JUNE 30 1999	DIFFERENCE
ASSETS			
CURRENT ASSETS			
CASH:			
Checking	**37,617.50**	**3,299.40**	34,318.10
Money Market Savings	**557,575.81**	**501,451.26**	56,124.55
Total Cash	595,193.31	504,750.66	90,442.65
RECEIVABLES:			
Accounts Receivable	**6,183.18**	**4,161.81**	2,021.37
Interest Receivable	**0.00**	**0.00**	0.00
Accrued Rent Receivable	**28,376.25**	**29,576.25**	(1,200.00)
Total Receivables	34,559.43	33,738.06	821.37
TOTAL CURRENT ASSETS	629,752.74	538,488.72	91,264.02
RESTRICTED ASSETS			
Investments & Cash Held with Trustees	**251,462.31**	**237,138.07**	14,324.24
Investments Reservced for Bond Debt Service	**1.34**	**6,547.43**	(6,546.09)
Deferred Issue Costs	**55,586.08**	**60,419.64**	(4,833.56)
TOTAL RESTRICTED ASSETS	307,049.73	304,105.14	2,944.59
FIXED ASSETS			
Membership equity	**1,200.00**	**1,200.00**	0.00
Donated Art	**4,800.00**	**4,800.00**	0.00
Equipment	**213,195.78**	**213,195.78**	0.00
Accumulated Depreciation-Equipment	**(101,075.00)**	**(85,525.00)**	(15,550.00)
Building	**2,715,914.86**	**2,715,914.86**	0.00
Accumulated Depreciation-Building	**(312,329.45)**	**(258,011.37)**	(54,318.08)
TOTAL FIXED ASSETS	2,521,706.19	2,591,574.27	(69,868.08)
TOTAL ASSETS	3,458,508.66	3,434,168.13	24,340.53
LIABILITIES AND EQUITY BALANCES			
CURRENT LIABILITIES			
Accounts Payable	**2,011.63**	**4,199.44**	(2,187.81)
Interest Payable-Certificates of Participation	**1.34**	**6,547.43**	(6,546.09)
Certificates of Participation-Current	**80,000.00**	**75,000.00**	5,000.00
Accrued Interest Payable-Certificate of Participation	**28,376.25**	**29,576.25**	(1,200.00)
TOTAL CURRENT LIABILITIES	110,389.22	115,323.12	(4,933.90)
LONG TERM LIABILITIES			
Certificates of Participation-Payable	**1,560,000.00**	**1,640,000.00**	(80,000.00)
Unamortized Bond Discount	**(20,026.25)**	**(21,767.69)**	1,741.44
TOTAL LONG TERM LIABILITY	1,539,973.75	1,618,232.31	(78,258.56)
TOTAL LIABILITIES	1,650,362.97	1,733,555.43	(83,192.46)
			0.00
EQUITY BALANCES			0.00
TOTAL CASH EQUITY	**599,364.86**	**504,713.03**	94,651.83
Plant Fund Asset Equity:			
Unrestricted/Unallocated	**1,200.00**	**1,200.00**	0.00
Science Division Programs	**45,907.24**	**45,907.24**	0.00
Humanities Division Programs	**15,388.54**	**15,388.54**	0.00
Business Admin. Div. Programs	**1,200.00**	**1,200.00**	0.00
* Professional Automotive Training Center fund	**1,145,085.05**	**1,132,203.89**	12,881.16
TOTAL PLANT FUND ASSET EQUITY	1,208,780.83	1,195,899.67	12,881.16
TOTAL EQUITY BALANCE	1,808,145.69	1,700,612.70	107,532.99
TOTAL LIABILITES AND EQUITY BALANCES	3,458,508.66	3,434,168.13	24,340.53

* ***THESE AMOUNTS INCLUDE RESIDUAL BALANCES IN "INVESTMENTS RESERVED FOR BOND DEBT SERVICE".***

SHORELINE COMMUNITY COLLEGE FOUNDATION
BALANCE SHEET (UNAUDITED)
JUNE 30, 1999

	ANNUAL COMPARISON	
	JUNE 30 1999	**JUNE 30 1998**
ASSETS		
CURRENT ASSETS		
CASH:		
Checking	3,299.40	2,681.35
Money Market Savings	501,451.26	277,422.94
Term Deposits	0.00	35,281.16
Total Cash	504,750.66	315,385.45
RECEIVABLES:		
Accounts Receivable	4,161.81	2,928.05
Interest Receivable	0.00	67.29
Accrued Rent Receivable	29,576.25	30,757.50
Total Receivables	33,738.06	33,752.84
TOTAL CURRENT ASSETS	538,488.72	349,138.29
RESTRICTED ASSETS		
Investments & Cash Held with Trustees	243,685.50	248,777.83
Deferred Issue Costs	60,419.64	65,253.20
TOTAL RESTRICTED ASSETS	304,105.14	314,031.03
FIXED ASSETS		
Membership equity	1,200.00	1,200.00
Donated Art	4,800.00	4,800.00
Equipment	213,195.78	213,195.78
Accumulated Depreciation-Equipment	(85,525.00)	(69,975.00)
Building	2,715,914.86	2,715,914.86
Accumulated Depreciation-Building	(258,011.37)	(203,693.29)
TOTAL FIXED ASSETS	2,591,574.27	2,661,442.35
TOTAL ASSETS	3,434,168.13	3,324,611.67
LIABILITIES AND EQUITY BALANCES		
CURRENT LIABILITIES		
Accounts Payable	4,199.44	2,215.44
Interest Payable-Certificates of Participation	6,547.43	9,069.38
Certificates of Participation-Current	75,000.00	75,000.00
Accrued Interest Payable-Certificate of Participation	29,576.25	30,757.50
TOTAL CURRENT LIABILITIES	115,323.12	117,042.32
LONG TERM LIABILITIES		
Certificates of Participation-Payable	1,640,000.00	1,715,000.00
Unamortized Bond Discount	(21,767.69)	(23,509.13)
TOTAL LONG TERM LIABILITY	1,618,232.31	1,691,490.87
TOTAL LIABILITIES	1,733,555.43	1,808,533.19
EQUITY BALANCES		
TOTAL CASH EQUITY	504,713.03	299,648.99
Plant Fund Asset Equity:		
Unrestricted/Unallocated	1,200.00	1,200.00
Science Division Programs	45,907.24	45,907.24
Humanities Division Programs	15,388.54	15,388.54
Business Admin. Div. Programs	1,200.00	1,200.00
* Professional Automotive Training Center fund	1,132,203.89	1,152,733.71
TOTAL PLANT FUND ASSET EQUITY	1,195,899.67	1,216,429.49
TOTAL EQUITY BALANCE	1,700,612.70	1,516,078.48
TOTAL LIABILITES AND EQUITY BALANCES	3,434,168.13	3,324,611.67

** THESE AMOUNTS INCLUDE RESIDUAL BALANCES IN "INVESTMENTS RESERVED FOR BOND DEBT SERVICE".*

APPENDIX 7.G
(Exhibit 7.10)

REPORT

Subject: **Budget Status and Investment Reports – March 31, 2002**

Attached for the Board's information and review are the following reports as of March 31, 2002.

Summary Financial Statement - Provides a financial summary of selected revenues and expenses compared with prior year data, as well as full time equivalent (FTE) staffing levels and student enrollment.

Securities Investment Report - Security investment holdings of all college short-term cash investments as of March 31, 2002

Background:

These reports are provided each quarter as a brief financial status report to keep the Board advised of the college's budgeted resources, spending rates, staffing level and student enrollment.

The Summary Financial Statement reflects that Total Revenue for the current fiscal year through March 31, 2002 is 7.5% over the prior year at this same date, primarily due to state funding sources and student tuition receipts. This would appear to be the expected result with state funding providing funding for current year salary increases and the tuition increase combined with increased enrollment. However, revenues from dedicated fees, and auxiliary enterprise activities are down from the prior year as noted in the footnotes on Summary Financial report. Total Expenditures for the current year through March 31 are approximately 10.2% higher than the prior year while salary and benefits are up 7.3% and 5.1%, respectively. The increase of 18.3% in All Other Expenses is attributable to activity in grants and contracts, and student financial aid awards.

At the bottom right of the report, general fund state (GFS) supported enrollment student FTEs total 5136.85, or 352 (7.4%) higher than last year's March 31 enrollment. Other student enrollments (non-state) also show an increase. The full time equivalent (FTE) staff count as of March 31 shows an increase of 13 FTEs or 2.5% over the prior year. A preliminary analysis of the details indicates this increase is related to additional faculty hires necessary to meet the increase class offerings through winter quarter.

The Securities Investment Report includes the description and amounts of temporary investments of cash not required meet current expenditure needs. Funds on hand and not immediately needed for operations are invested in short-term securities according to College policy and compatible with State Treasurer and Office of Financial Management guidelines.

Prepared by:
Keith LaBelle
Vice President for Administrative Services, Interim
Shoreline Community College
April 18, 2002

APPENDIX 7.G
(Exhibit 7.10)

Shoreline Community College
Summary Financial Statement
Fiscal Year 2001-02
As of March 31, 2002

	Fiscal Year Totals				Fiscal Years Comparison Through December				
	2000-01 Actuals	2001-02 Budgets	Difference Amount	Difference Percent	Actuals 2000-01	Actuals 2001-02	Difference Amount	Difference Percent	
Revenue Summary:									
State Support	$ 18,982,447	$ 20,014,239	$ 1,031,792	5.4%	$ 14,620,884	$ 15,678,723	1,057,839	7.2%	
Tuition(operating fee),Cash Bal.	6,248,404	6,732,992	484,588	7.8%	6,078,475	$ 6,604,789	526,314	8.7%	
Fees, Dedicated Revenues	3,979,242	2,053,500	(1,925,742)	-48.4%	1,723,938	$ 1,485,072	(238,866)	-13.9%	*
Grants, Gifts, etc.	9,193,309	8,652,108	(541,201)	-5.9%	8,128,496	$ 9,641,172	1,512,676	18.6%	
Auxiliary Enterprises	3,452,507	3,665,000	212,493	6.2%	2,915,178	$ 2,574,635	(340,543)	-11.7%	**
Total Revenue	41,855,909	41,117,839	(788,070)	-1.8%	33,466,971	35,984,391	2,517,420	7.5%	
Expenses Summary:									
Employee Costs:									
Salaries	22,547,757	24,953,895	2,406,138	10.7%	15,931,016	$ 17,092,386	1,161,370	7.3%	
Benefits - Taxes, Ins. Etc.	5,649,449	5,745,054	95,605	1.7%	4,059,368	$ 4,265,857	206,489	5.1%	
All Other Expenses	13,601,331	10,359,321	(3,242,010)	-23.8%	8,409,477	9,952,453	1,542,976	18.3%	
Total Expenses	41,798,537	41,058,270	(740,267)	-1.8%	28,399,861	$ 31,310,696	2,910,835	10.2%	
Surplus/(Deficit)	$ 57,372	$ 59,569	$ 2,197	3.8%	$ 5,067,110	$ 4,673,695	(393,415)	-7.8%	
Student Activities* **									
Revenues	$ 1,189,066	$ 1,741,167	$ 552,101	46.4%	$ 1,147,842	$ 1,171,222	23,380	2.0%	
Expenditures	786,535	1,727,894	941,359	119.7%	497,957	$ 377,452	(120,505)	-24.2%	
Surplus/(Deficit)	$ 402,531	$ 13,273	$ (389,258)	-96.7%	$ 649,885	$ 793,770	143,885	22.1%	
Annualized:									
GFS FTE Students					4,784.70	5,136.85	352	7.4%	
Other FTE Students					877.10	901.25	24	2.8%	
Total FTE Students					5,661.80	6,038.10	376	6.6%	
FTE Staff					540.42	553.77	13	2.5%	

* Dedicated fee collections through March 2002 are less than the prior year primarily due to lower revenues in the child center, continuing education/community services, rental income and elimination of the student application fee.

** Auxiliary Enterprises revenues through March 2002 are less than last year primarily due to late spring quarter text book sales not recorded until April 2002.

* * Student Activities budget for FY2001-02 includes funds for the SUB Building Reserve of $952,000 and thus appear higher than FY2000-01.

SHORELINE COMMUNITY C(¡E DISTRICT NUMBER SEVEN
SECURITIES INVESTMENT REPORT W¡ . . . PROJECTED INTEREST TO MATURITY
MARCH 31, 2002

SECURITY DESCRIPTION	Face or Par Value	Date of Purchase	Maturity Date	Cost or Book Value	Days to Maturity	Annualized Yield	Projected Interest to Maturity
FEDERAL HOME LOAN BANK (FHLB) CALLABLE BOND	$750,000	10/29/01	04/29/02	$750,000.00	182	3.300%	$12,512.50
CERTIFICATE OF DEPOSIT KEYBANK	$150,000	10/04/01	10/04/02	$150,000.00	365	2.000%	$3,041.67
CERTIFICATE OF DEPOSIT US BANK	$3,500,000	01/18/02	01/18/03	$3,500,000.00	365	3.500%	$124,201.39
FEDERAL HOME LOAN BANK (FHLB) CONSOLIDATED BOND	$750,000	01/28/02	01/28/03	$750,000.00	365	2.200%	$16,729.17
FINANCIAL CORP. COUPON CERTIFICATE	$1,000,000	05/23/01	04/06/03	$919,920.00	683	4.515%	$85,659.58
FEDERAL HOME LOAN BANK (FHLB) CALLABLE BOND	$750,000	01/30/02	04/30/03	$750,000.00	455	2.550%	$24,171.88
FEDERAL HOME LOAN BANK (FHLB) CALLABLE BOND	$750,000	12/18/01	06/18/03	$749,531.25	547	2.755%	$31,397.80
FEDERAL HOME LOAN BANK (FHLB) CALLABLE BOND	$1,000,000	01/29/02	07/29/03	$1,000,000.00	546	2.890%	$43,831.67
FEDERAL HOME LOAN BANK (FHLB) CALLABLE BOND	$500,000	01/29/02	07/29/03	$500,358.33	546	4.300%	$32,608.33
FEDERAL HOME LOAN BANK (FHLB) CALLABLE BOND	$700,000	04/03/02	06/04/04	$700,000.00	793	3.560%	$54,893.22
MUNICIPAL INVESTERS ACCOUNT (MIA) US BANK*	$2,554,980	CONTINUING	N/A	$2,554,980.00	180 *	1.350%	$17,246.12
Totals	$12,404,980			$ 12,324,789.58			$ 446,293.32

* Projected interest is calculated through June 30, 2002 only for illustrative purposes since the MIA Account is utilized as a daily short term investment medium. Actual Interest income will vary as the principal invested and interest rate may change daily.

ALL INTEREST IS CALCULATED BASED A 360 DAY YEAR.

APPENDIX 7.H
(Exhibit 7.5)

STANDARD SEVEN - FINANCE TABLE 9 Operating Gifts and Endowments - Public and Private Institutions (If Applicable)					
	ACTUAL			PROJECTED	
	Year 1 (1999)	Year 2 (2000)	Year 3* (2001)	Year 4** (2002)	Year 5 (2003)
	Amount	Amount	Amount	Amount	Amount
Annual Gifts Operations Restricted					
Operations Unrestricted	147	71			
Endowments Exclusive of Foundation Gifts					
Foundation Gifts					
Plant					
Total Ratio of Annual Gifts to E & G					
Endowment Fund Balance					
Permanent	$ 2,938.00	$ 3,009.00	$ 3,009.00	$ 3,009.00	$ 3,009.00
Term					
Quasi					
Total					

* Most recent fiscal year for which audited financial statements are available

** Budget for Current Year

Note: If applicable, Explain/describe Foundation relationship and prepare separate statement for Foundation gifts to the institution.

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

Phone: 425.558.4224 | Fax: 425.376.0596

STANDARD EIGHT

PHYSICAL RESOURCES

APPENDICES

8.A. Campus Map (Exhibit 8.1.1)

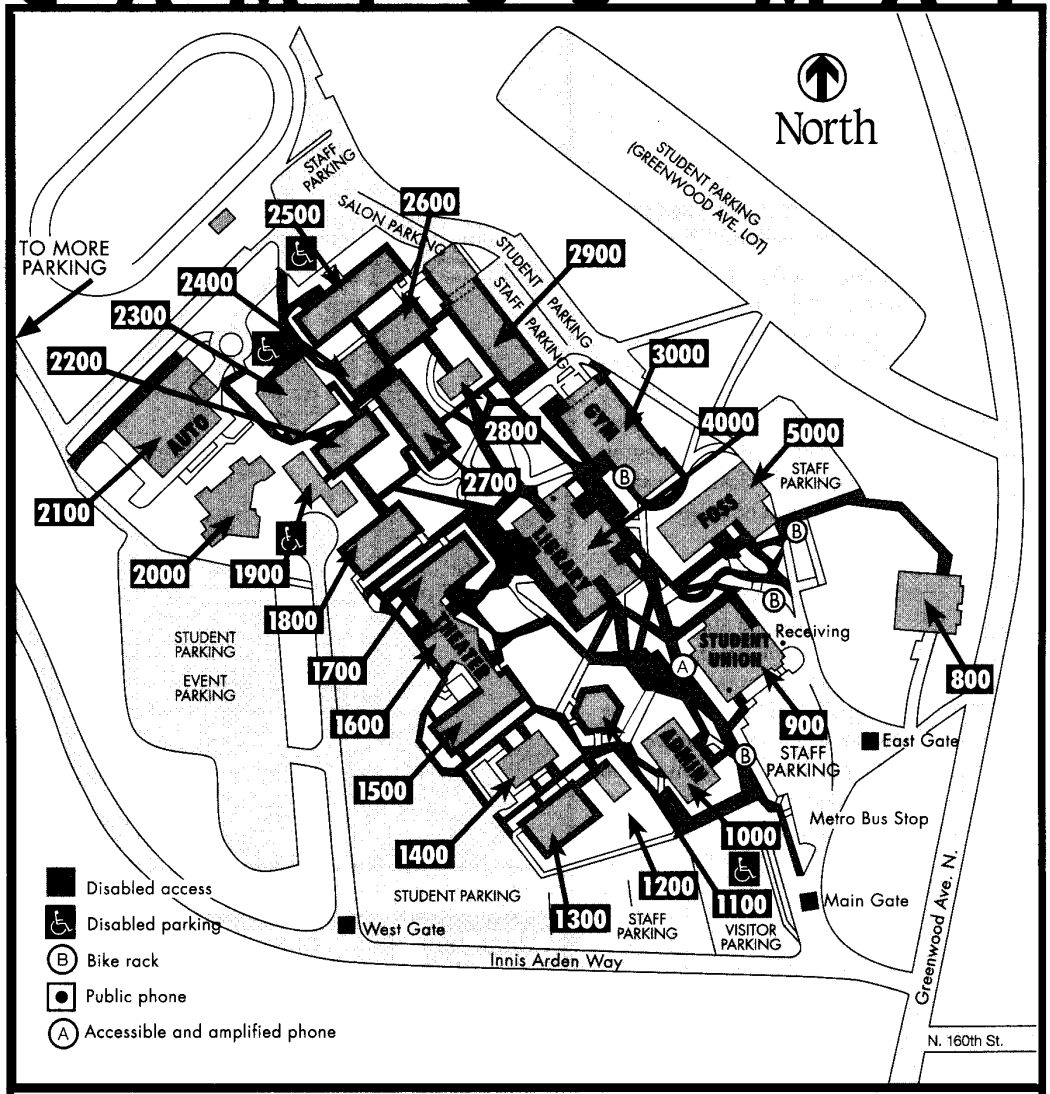
8.B. Northshore Center (Lake Forest Park) Map (Exhibit 8.1.2)

APPENDIX 8.A
(Exhibit 8.1.1)

CAMPUS MAP

Shoreline
COMMUNITY COLLEGE

SHOWING NEW
BUILDING NUMBERING
SYSTEM EFFECTIVE
SUMMER 2000



Information Desk 1000, 5000	English Lab 1300	Physical Education Division 3000
Administration 1000	ESL-GED Tech Center 1700	Physics Lab 2900
Admissions and Records 5000	Financial Aid 5000	Plant Operations 900
Advising and Counseling 5000	FOSS Building 5000	President of College 1000
Art Galleries 1000, 1600, 4000	Geology Lab 2900	PUB (Student Union Building) 900
Automotive Training Center 2100	Gymnasium 3000	Puget Snd Auto Dealers Assn . . . 2100
Biology Lab 2600	Health Occ/PE Division 2300	Purchasing 1200
Bookstore 5000	Humanities Division 5000	Reading/Writing Learning Ctr . . 1500
Bus Admin/Computer Labs 1300	Intra-American Studies &	Registration 5000
Business Admin Division 1400	Social Sciences Division 5000	Science Division 2800
Business Office, Budgeting 1200	Lecture Halls 1100	Safety and Security 900
Cafeteria 900	Library/Media Center 4000	Student Body Association 900
Cashier 5000	Machine Shop 2500	Student Lounge 5000
Chemistry Lab 2700	Math Learning Center 2200	TDD 5000
Community Involvement Prog . . . 5000	Media Center 4000	Theater 1600
Cosmetology/Salon 2900	Metal Fabrication Lab 2900	Transcripts/Records 5000
Counseling Center 5000	Multicultural/Diversity Ed Ctr 900	VP for Academic Affairs 1000
Dental Hygiene Clinic 2500	Music Building 800	VP for Business 1200
Educational Opportunity Prog . . 5000	Nursing 2300	VP for Student Services 5000
Electronics Lab 2900	Oceanography Lab 2900	Visual Communication Tech 2000
Employment Services 5000	Parent-Child Center 1900	Women's Programs 900
Engineering 2900	Personnel Office 1000	EMERGENCY . . . . . DIAL 4499

Shoreline Community College strives to offer programs and facilities that are accessible to persons with disabilities and is working to meet the goals of the Americans With Disabilities Act. For information about accommodations, please call (206) 546-4559.

EMERGENCY . . . . DIAL 4499

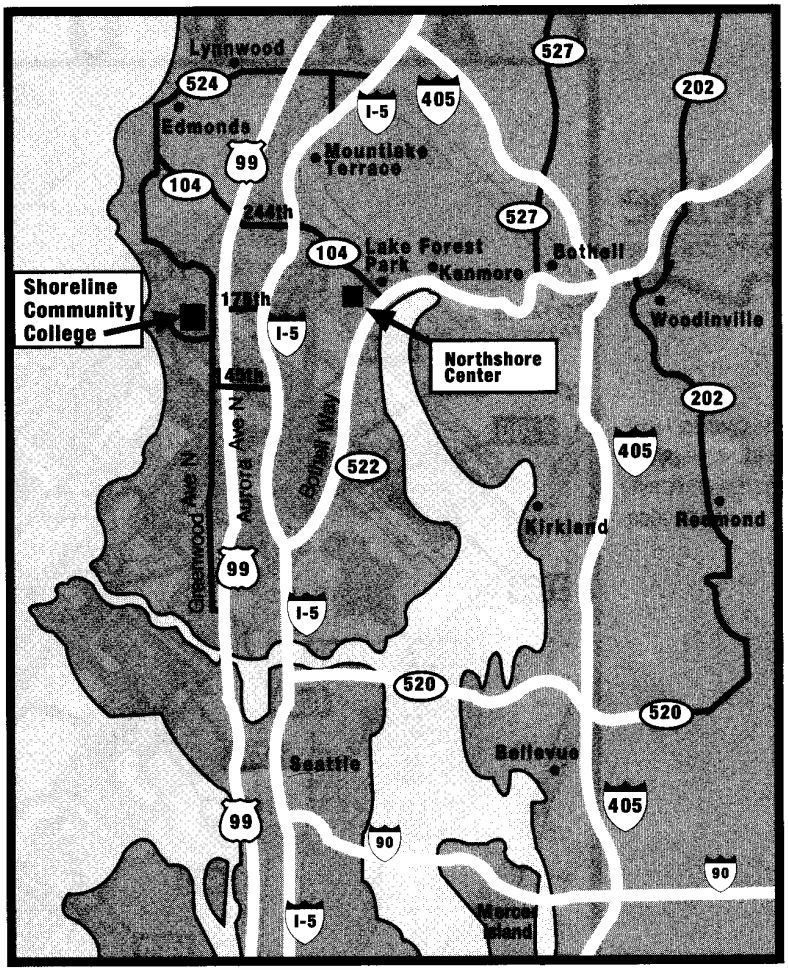
Shoreline Community College

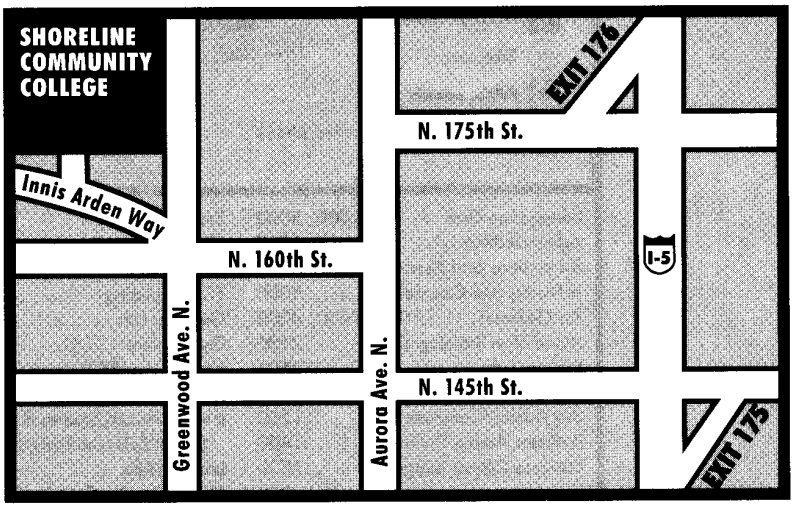
16101 Greenwood Avenue North
Seattle, Washington 98133
(206) 546-4101

DRIVING DIRECTIONS TO SHORELINE COMMUNITY COLLEGE

FROM THE NORTH: Take I-5 south. Exit at 175th Street. Go west on 175th Street to Aurora Ave. N. (Highway 99). Go south on Aurora to 160th. Go west on 160th to Greenwood Ave. N. Go north on Greenwood then immediately west on Innis Arden Way. The main gate to the college will be on your right.

FROM THE SOUTH: Take I-5 north. Exit at 145th Street. Go west on 145th Street to Aurora Ave. N. (Highway 99). Go north on Aurora to 160th. Go west on 160th to Greenwood Ave. N. Go north on Greenwood then immediately west on Innis Arden Way. The main gate to the college will be on your right.

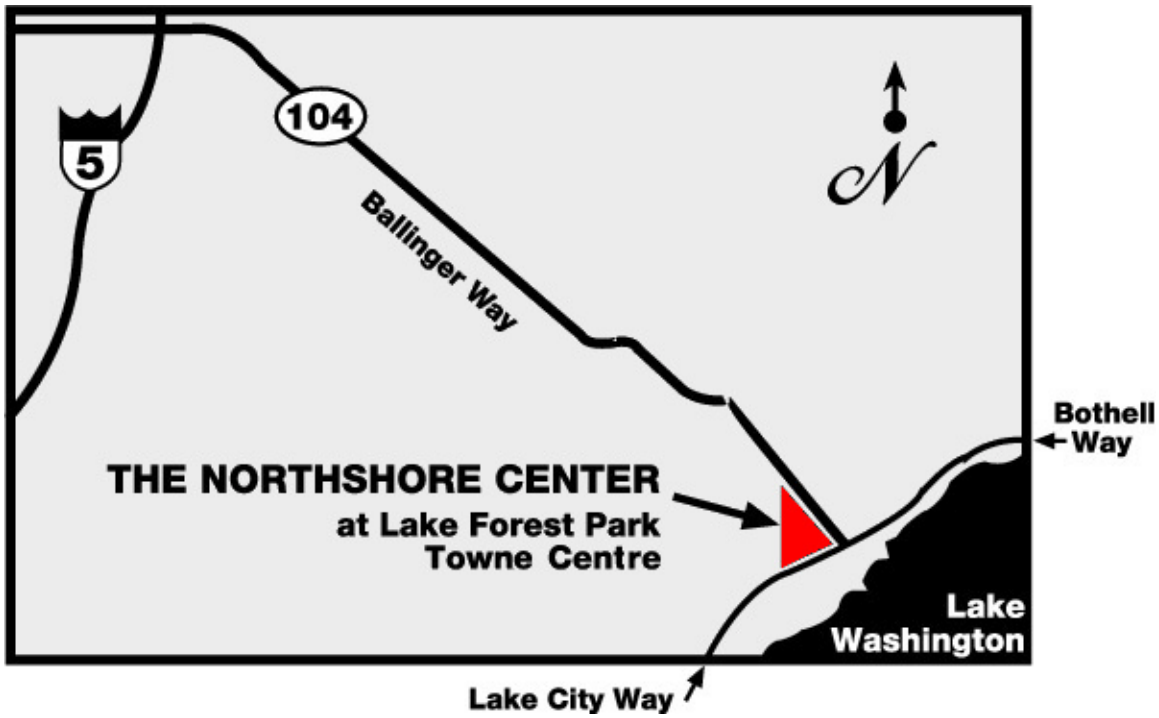




Shoreline Community College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, religion, national origin, age, marital status, gender, sexual preference or disability.

Printed as a training project by the Visual Communiucation Technology Program at Shoreline Community College

APPENDIX 8.B
(Exhibit 8.1.2)



STANDARD NINE

INSTITUTIONAL INTEGRITY

APPENDICES

No appendices for this standard