# Shoreline Community College

## Shoreline
### COMMUNITY COLLEGE

## YEAR ONE SELF-EVALUATION REPORT

to the
Northwest Commission on Colleges and Universities

## September 15, 2011

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*YEAR ONE*

*SELF-EVALUATION REPORT*

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**TABLE OF CONTENTS**

# Abbreviations

AOC       Accreditation Oversight Committee

AA-IP       Associate in Arts - Individualized Plan

AA-DTA       Associate in Arts-Direct Transfer Agreement

AFA       Associate in Fine Arts

AM       Associate in Music

AS-T       Associate in Science -Transfer

AAAS       Associate of Applied Arts and Sciences

BOT       Board of Trustees

CBCE       Center for Business and Continuing Education

CASAS       Comprehensive Adult Student Assessment Systems

CIS       Computer Information Systems

CMMS       Computerized Maintenance Management System

DTA       Direct Transfer Agreement

FTE       Full-time equivalent

GED       General Educational Development

HECB       Higher Education Coordinating Board

IBEST       Integrated Basic Education Skills Training

ICRC       Intercollegiate Regulatory Commission

LCN       Learning Center North

LFP       Lake Forest Park

MRP       Major Related Program

NAM       National Association of Manufacturers

NC3       National Coalition of Certification Centers

NWCCU       Northwest Commission on Colleges and Universities

OAR       Ongoing Articulation Review

Op Com       Operations Committee

PUB       Pagoda Union Building

PSET       President's Senior Executive Team

RIF       Reduction in force

SAI       Student Achievement Initiative

SBCTC       State Board for Community and Technical Colleges

SCC       Shoreline Community College

SET       Senior Executive Team

SLPA       Speech Language Pathology Assistant

SPBC       Strategic Planning and Budget Committee

VCIT       Virtual College Implementation Team

WABERS       Washington Adult Basic education Reporting System

# INSTITUTIONAL OVERVIEW

Shoreline Community College (SCC) is a dynamic and vibrant campus offering excellent academic, professional-technical, adult basic education and continuing education to meet the lifelong learning needs of its community. Located 10 miles north of downtown Seattle, Washington, Shoreline Community College is a scenic campus with 26 buildings nestled among native evergreens over 83 acres. The College is surrounded by an elementary school and middle to affluent community neighborhoods. SCC was established in 1964 and operates under the regulations of the Higher Education Coordinating Board (HECB) and the State Board for Community and Technical Colleges (SBCTC) and is governed by the Board of Trustees (BOT) of Shoreline Community College, District Number Seven. President Lee Lambert serves as the seventh president for SCC (effective July 1, 2006) and is dedicated to the College vision of becoming a world-class leader in student success and community engagement.

SCC's mission focuses on three primary purposes that make up the essential focal areas. It reads, "We are dedicated to serving the educational, workforce and cultural needs of our diverse community." The core themes outline how the College manifests essential elements of its mission including 1) educational attainment and student success, 2) program excellence, 3) community engagement, 4) access and diversity, and 5) college stewardship.

## College Profile

Keeping to its mission of open access, SCC serves approximately 13,000 students annually and generates about 5,200 state supported full-time equivalent (FTE) students. Students' purposes for attending include 45% transfer, 39% workforce education, 8% basic skills, and 8% other. The majority of students (72%) take classes during the day and on the campus, 15% take classes online, and 13% take classes during the evening or at other locations. Over half, (54%) attend full-time and 46% attend part-time. SCC serves a diverse student population with 38% students of color. Asian/Pacific Islander students represent the largest enrollments of students of color (17%), followed by African American (9%), Hispanic (8%), Native American (2%), and other (3%). White students represent 61% of the total enrolled students. Female students represent 56% and male students represent 44%. Students with disabilities represent 5% of total enrollment and the median age is 25. The College also serves a large number of international students (approximately 600) from over 35 counties, predominately from Asia.

The College awards General Educational Development (GED), high school diplomas, continuing education, adult basic education, 61 certificate programs, and 55 academic transfer and professional technical programs that lead to recognized associate degrees. SCC offers the following primary degrees as authorized by the HECB and the SBCTC 1) Associate in Arts-Direct Transfer Agreement (AA-DTA) 2) Associate in Science-Transfer (AS-T), 3) Associate in Arts - Individualized Plan (AA-IP), 4) Major Related Program (MRP), 5) Associate in Fine Arts (AFA), 6) Associate in Music (AM), and 7) 36 professional-technical Associate of Applied Arts and Sciences (AAAS) degrees.

## Accreditation History

Shoreline Community College was granted initial accreditation in 1966. Over its 45-year history, SCC has had successful compliance with its accrediting agency, the Northwest Commission on Colleges and Universities (NWCCU). The last Full-Scale Evaluation was conducted in October 2002, followed by a Focused Interim visit conducted in 2004, and a Five-Year Interim Report in 2007 with a follow-up Progress Report on one recommendation in October 2009. The College has taken action on all recommendations resulting in the Commission's approval of progress for all previous recommendations. The last full-scale evaluation prior to October 2002 took place in 1992

with a regular interim visit occurring in 1997. The College submitted requests for minor changes and filed progress reports that were followed by focused interim visits regarding these changes. All issues are currently resolved.

With the implementation of the new accreditation standards, the Commission is receiving Shoreline Community College's Year One Self-Evaluation Report Fall 2011 to be followed by a year seven report and a comprehensive self-evaluation and visit in fall 2012. With the shortened timeframe for completing all standards in fall 2012, SCC has actively engaged the campus to address the revised NWCCU standards for accreditation. The College very much appreciates this opportunity to improve our institution and measure its performance against the new standards.

**Budget Reductions**

For the past six years, the College has been restructuring to adapt to the budget deficit in Washington State. With a loss of about one third of its state support, currently the college faces another major reorganization for 2012-2013. Significantly, we have aimed for stable leadership and systems in place during these times of constant motion. In spite of much reduction, there has been development in efficiency, sustainability, service learning and curriculum. The College has begun using core themes in its policies to reinforce a positive approach to students who are themselves struggling during the economic downturn in the state and in the nation. For our upcoming comprehensive report on all standards next year, we are aim to integrate fully the core theme objectives in our planning and assessment policies.

SCC has addressed the challenges of our students and our institution and aims to keep our focus on student success and educational attainment, increasing access and diversity, engaging with our community, maintaining program excellence and effective college stewardship of resources. Foremost, while the college has demonstrated fiscal restraint, there has not been major disruption in the classroom. As we maintain continuity in our comprehensive mission, we are a college in transition still focused on student learning and engaging our community.

At the same time as the new standards were being introduced to the college in 2009, Board members were adapting to a new policy governance model. This confluence of initiatives provided an excellent opportunity for the Board, the president, and the College to revise and update college governance to the new model concurrently with identifying and adopting core themes and core theme objectives. Keeping a focus on our mission, this time became a major opportunity for the college to reaffirm its mission, values, core themes and strategic goals. The *Board of Trustees Policy Manual* was formally adopted in an open campus meeting June 24, 2009; it is organized around our five core themes, identifies objectives related to each them and requests monitoring reports for each theme.

We at Shoreline Community College are very proud of the comprehensive nature of the program and course offerings in support of our communities and students. The College is also proud of our continuing efforts to promote program excellence and student success in these times of economic stress. Engaging with our communities, we have fostered innovation; engaged in ongoing, systematic and thoughtful planning regarding future directions; and sustained educational excellence. Under the leadership of President Lee Lambert, and with a dedicated and skilled administration, faculty and staff, the College is striving to redesign its governance structures, to accommodate essential efficiencies, to remove barriers to educational attainment while providing innovation and direction for a transformed institution. The College's five core themes and core theme objectives are useful barometers of how the institution operates and goes forward. See Attachment #1 on page 25 for a summary page of core themes, core theme objectives and indicators.

**PREFACE**

**Update on Institutional Changes Since Last Report**

In the 10 years since its last full-scale evaluation in October 2002, Shoreline Community College has experienced dramatic campus-wide changes in budget reductions, infrastructure changes, academic program eliminations, and personnel reductions and several reorganizations. Despite these challenges, the College is poised to move forward on several significant initiatives including collaboration with regional colleges, increasing international students, veteran students, students of color, and online students. These changes and new initiatives are important to contextualize the College's current position with respect to the Year One Report in addressing Standard One.

Since our Five-Year Interim Report to the Commission in 2007, the College has experienced significant operating budget reductions. The State of Washington has reduced SCC's operating budget in each of the past seven (7) years. Since 2005-2006, the College has weathered an accumulative $8,701,691 reduction from its operating budget. In this past year alone, 2010-2011, the College sustained a $2.48 million reduction to its operating budget, plus an additional $445,000 state-mandated reduction to its student aid reserves. About 49% of the College revenue is tied to state supported FTEs, 40% tuition collections, 8% local fees, and 3% grants and contracts. As a result, the College has worked through several reorganizations and a rebasing (loss of FTE targets and equivalent state resource allocations). We are also seeing increases in student populations needing more resources.

Infrastructure changes and academic program eliminations and some additions were the most significant changes to the institution since the last accreditation report. SCC made the difficult decision to close our Lake Forest Park (LFP) facility (6 miles away) and relocate the Center for Business and Continuing Education (CBCE) back to the main campus with narrowly focused initiatives. The College also eliminated our Cosmetology program and closed the off-site facility (a quarter mile away from main campus). Computer Information Systems (CIS) program and the Speech Language Pathology Assistant (SLPA) program were also eliminated. All of the eliminated programs stopped enrolling new students and taught out existing students prior to fully closing the programs. An additional significant change included integrating Learning Center North (LCN), a youth re-engagement program, onto the main campus and housed in the former Cosmetology facility.

Several positive infrastructure initiatives and the development of new academic programs also occurred since the last accreditation report. We expanded our Automotive Center and completed the second phase of a full-scale renovation as well as added Hyundai, Volvo and KIA to our auto manufacturers. The College was honored with the top award for Toyota instruction in the nation for the third time in a row. The College also received the national Bellwether Award for Clean Technology in 2009 and for our Automotive program in 2011. We are now a Snap-on Innovation Center, and a leadership college in establishing the National Coalition of Certification Centers (NC3). We were one of four pilot colleges for the National Association of Manufacturers (NAM) skills endorsed certification system. SCC also opened a new student union building, the Pagoda Union Building (PUB), now a hub for students and the community and renovated several classroom buildings and student services functions. Additionally, the College's Master Plan was approved by the Board of Trustees and subsequently by the City of Shoreline.

New academic programs have been developed including the Clean Technology Program: Energy Audit, Zero Energy Building Practice certificates, and new applied degrees such as Digital Film Production, Music Business, Sports and Event Marketing, a 10- Quarter Nursing program in the evenings, and several nationally recognized IBEST programs. Most academic program areas have embraced some form of online learning to provide wider access, and we have a

few fully online certificate programs now available to students including Supply Chain Management (formerly Purchasing) and Health Informatics and Information Management (HIIM).

Personnel reductions and several reorganizations have also significantly impacted the College. Administrative, faculty and staff positions have been reduced or lost through restructuring, retirements and reduction in force (RIF). Administrative positions ranging from middle to upper leadership have been reduced or eliminated. Specific examples include the position of Vice President for Student Success was restructured into the Dean of Students, now reporting to the Vice President for Academic and Student Affairs (formerly the Vice President for Academic Affairs), two Dean positions (Library/Media/eLearning and Business) have been eliminated, and several director and middle management positions have also been eliminated. As a result of the reductions and elimination of administrative positions, the College has faced reorganizational changes each year. Faculty reductions and eliminations have impacted course and program offerings, and staff reductions and eliminations have impacted service to students, employees, and the community. Due to the continuous personnel reductions and reorganizations, campus morale is low. Despite the budget reductions, however, the College has made strategic decisions to add several administrative positions including the establishment of an Office of Advancement and hiring a Chief Advancement Officer to increase fundraising efforts of the Foundation and increase grants and contracts for the College. The College has also hired three administrative positions in an effort to increase international student enrollment.

In response to the budget challenges and in an effort to seek efficiencies, the College was instrumental in forming the Five Star Consortium, an alliance with four nearby community and technical colleges: Edmonds, Everett, Cascadia, and Lake Washington Technical College (now Lake Washington Technical Institute). The Consortium's purpose centers around achieving efficiencies among regional colleges and improving student access and completion rates. The Five Star Consortium formalized its work through a Memorandum of Understanding (See Attachment #2, page 28). The work of the Consortium has been used as a model for efficiency and is recognized now as part of statewide and legislatively mandated efficiency initiatives. Four goals were identified and approved by the presidents of the Five Star Consortium to move forward on development and implementation including 1) create seamless admissions processes, 2) utilize common assessment placement test information with common cutoff scores, 3) develop common, consistent application of Washington residency requirements for tuition regulation, and 4) develop common, consistent application of military veterans' waivers, regulations and eligibility.

An example of the collaborative nature of the Consortium includes an aerospace initiative involving four of the five colleges, which resulted in the alignment of manufacturing curricula with the needs of Boeing/Aerospace and the development of common strategies toward tightening the partnerships with industry. The scope of this effort has broadened to include priorities of the Aerospace Council in the state, the National Association of Manufacturers (NAM) and plans for the next stage which include incorporating K-12 Skill Centers in the overall undertaking.

The College has also implemented several major initiatives critical to its mission and mission fulfillment. The Board of Trustees has reaffirmed the College vision and mission, developed and approved the core themes, and adopted the Carver Policy Governance Model. The College Strategic Plan has guided the development of the core themes and the College has defined an acceptable threshold for mission fulfillment. The College has also finalized its Strategic Enrollment Management Plan with major initiatives including international students, veteran students, students of color, and online students. Several of these initiatives have been solidified in documents such as the development of an International Programs Business Plan, Federal Veterans Grant, and a Virtual College Blueprint. Despite these difficult economic challenges, the College has seen much growth and development in the fulfillment of its mission of serving the educational, workforce and cultural needs of our diverse community.

**Response to Topics Requested by the Commission**

Based on our 2007 five-year interim report, the College submitted a report to the Commission on October 16, 2009 on recommendation one relating to Standard 1.B.4. This recommendation expressed concerns regarding aligning budget with planning efforts, a recommendation the college took very seriously. On February 12, 2010, we received a reply from the Commission stating that it was satisfied that progress had been made. The College has continued to integrate systematic evaluation activities for its decisions regarding resource allocations and reductions by uniting the now Strategic Planning and Budget Committee (SPBC) into one entity, conducting in-house and external program reviews, completing the Master Plan, and engaging in other statewide efficiency measures.

In March of 2011, the College received a request for information to address a complaint by a past employee whose position was eliminated in the College's closure of our Center for Business and Continuing Education (CBCE) at our Lake Forest Park facility. Subsequently, the College provided a detailed report and evidence to successfully address concerns. In accordance with Commission Policy A-2, in March 2011, the College submitted a successful request for approval of minor changes for the August 2010 closure of the CBCE in Lake Forest Park and its move to the main campus, the modification of our continuing education offerings to focus on individuals over age 50, and the termination of our Speech Language Pathology Assistant (SLPA) program that had been taught through interactive videoconferencing at the CBCE site. A May 3, 2011 response letter from NWCCU noted that the Commission was satisfied that accommodations were made for continuing education students and that the College minimized disruption of completion of program requirements for students in the now defunct SLPA program. The College has addressed all areas of concern to the Commission's satisfaction. There are no pending recommendations.

## EXECUTIVE SUMMARY OF NWCCU ELIGIBILITY REQUIREMENTS 2 AND 3

**Eligibility Requirement 2: Authority**

Since its inception in 1964, Shoreline Community College has been a mission-driven institution. Our mission is codified by the Washington State Legislature in Chapter 28B.50, Section 28B.50.020 of the Revised Code of Washington which reads in part "that each college district shall offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served" in the areas of "academic transfer courses;" "occupational education;" "community services;" and "adult education." Under the authority of its Board of Trustees, the Washington State Board for Community and Technical Colleges (SBCTC) and the High Education Coordinating Board (HECB), Shoreline is authorized to award a variety of associate degrees and certificates for its academic transfer and professional-technical programs.

**Eligibility Requirement 3: Mission and Core Themes**

Shoreline Community College's mission and core themes are clearly defined and were adopted by its governing Board of Trustees consistent with its legal authorization. In 2009, the BOT reaffirmed the College's mission statement, approved institution's five core themes, and incorporated them into the Board's *Policy Manual*. Collectively, the five core themes focus directly on the College's educational mission and are duly appropriate to a degree-granting institution of higher education. Our mission and core themes serve the educational needs and interests of our students and diverse community. SCC devotes substantially all of its resources to support its comprehensive educational mission and core themes. Core themes and core theme objectives shape how the college is dedicated to meeting the post-secondary educational needs of its community.

# CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

## STANDARD 1.A MISSION

**Mission (1.A.1)**

In June 2007, and subsequently in September 2009, Shoreline Community College's Board of Trustees (BOT) officially adopted and reaffirmed the College's Strategic Plan and the following vision and mission statements:

> **Vision:** *We will be a world-class leader in student success and community engagement.*
> **Mission***: We are dedicated to serving the educational, workforce, and cultural needs of our diverse community.*

Shoreline is a comprehensive, public, two-year community college. The mission statement is a reflection of the college's comprehensive nature and its institutional purpose and intent to serve the educational, workforce, and cultural needs of its diverse community. The mission statement is in alignment with Washington State Legislature authority directing community colleges to provide comprehensive educational, training, and service programs in the areas of academic transfer courses, occupational education, community service, and adult education. Each of the mission areas is intertwined and linked to one another. The educational mission is generally interpreted to mean a focus on academic transfer education but also linked to other areas such as adult education. The workforce mission area generally refers to professional-technical education and state programming associated with worker retraining. The third area of the mission area is serving the cultural needs of our diverse community and generally refers to broad-based areas such as continuing education, access and diversity, cultural programming, and community engagement.

The College has spent the last two years preparing for its accreditation reports and visit using the Commission's new standards. Starting with an all-campus meeting during Opening Week in September 2009, College President Lee Lambert set the stage for the campus by introducing the new Commission standards and the BOT desire to adopt policy governance—a process which instigated a review of the College's vision and mission statements. The BOT formally adopted the Carver Model of Policy Governance in October 2009. Guided by the mission, vision, and the College's Strategic Plan, the BOT identified and adopted five core themes, 1) educational attainment and student success, 2) program excellence, 3) community engagement, 4) access and diversity, and 5) college stewardship. The College's mission statement as well as the five core themes were then reviewed by the campus at an all-campus working lunch during Opening Week 2009 and then reworked in several training sessions by the entire Operations group (Op Com—all directors, deans, administrators) during 2009-2010. College teams then identified each theme's indicators and objectives. At the same time, the Board was putting the final touches on its Policy Governance manual. During this same time period, the BOT revised and finalized its Board *Policy Manual*, began implementation of the new Carver Model of Policy Governance, and the Board's goals were formally adopted and approved in October 2009. This congruent focus on changes in policy governance and preparing for new Commission standards has allowed for strong alignment of vision, mission, core themes, and policy governance.

**Mission Fulfillment (1.A.2)**

Shoreline Community College continuously strives to become a world-class leader in student success and community engagement. The College has aligned the vision, mission, core themes, and objectives to ensure the College is striving to fulfill its mission of serving the educational, workforce, and cultural needs of its diverse community. Mission fulfillment is defined in how the College meets its three mission areas of 1) education, 2)

workforce, and 3) cultural needs of its diverse community through an acceptable threshold of the five core themes and core theme objectives (as described below).  This is further accomplished through the alignment of governance, institutional planning, regular assessment and review of programs and resources, and continuous improvement to ensure the College maintains its integrity and effectiveness in being a comprehensive, public two-year community college.

Mission fulfillment is also the extent to which the College clearly articulates its purpose and intentions through its vision, mission, core themes, and can provide substantive evidence towards accomplishing its identified objectives and indicators.   The chart below shows how the College has aligned its vision, mission, core themes and objectives to define mission fulfillment.

## MISSION FULFILLMENT

### Alignment of Vision, Mission, Core Themes, and Objectives

| VISION | MISSION | CORE THEMES | OBJECTIVES |
|---|---|---|---|
| Student Success | Educational | 1. Educational Attainment & Student Success | 1.1 Persistence Rates<br>1.2 Completion Rates |
| | Workforce | 2. Program Excellence | 2.1 Academic Standards<br>2.2 Support Services |
| | Cultural | 3. Access & Diversity | 3.1 Diverse Student Population<br>3.2 Diverse Workforce |
| Community Engagement | Community | 4. Community Engagement | 4.1 Outreach & Services<br>4.2 Student & Employee Advocacy |
| | | 5. College Stewardship | 5.1 Financial Resources<br>5.2 Technology & Infrastructure |

**Acceptable Threshold of Mission Fulfillment**
The College determines its acceptable threshold of mission fulfillment through a systemic assessment of its core theme objectives and indicators.  In determining an acceptable threshold for mission fulfillment, the Accreditation Oversight Committee (AOC) reviewed the College's approved academic regulations and grading systems for students, criteria for honors and scholarships, and graduation and transfer requirements.  Using academic rubric criteria and models from other colleges, the AOC developed assessment criteria for mission fulfillment using a four-point Likert scale (See scale below.).   The assessment criteria include the following ratings 1) not addressed or minimal progress, 2) limited progress towards success, 3) approaching success, and 4) significant success.  The ratings developed by the Accreditation Oversight Committee will be assessed and applied to each core theme objective (See below.).   The President's Senior Executive Team (PSET) has determined an overall acceptable threshold of 80% of objectives scoring a 3 rating or above is an acceptable threshold of mission fulfillment, defined by the criteria as a rating of 3 - approaching success or a rating of 4 - significant success on the aggregated ratings for the entire college.  Section II of Chapter 1 provides specific explanation of each core theme objective and indicators.

Annual review of and planning for each core theme objective and indicator will help to maintain the focus of the College, groups, and individuals assigned to monitor revision, progress, and continuous improvement towards mission fulfillment.   The full accreditation report demonstrates in evidence-based data the ways in which the College fulfills its mission by using available resources, planning, implementing and assessing its programs, working toward continuous improvement and sustaining these efforts. The College is continuously refining its assessment criteria for

mission fulfillment (See below.) with the goal of applying the new accreditation process to address the core theme objectives, as well as to apply to the planning and decision-making processes for continuous improvement.

## ASSESSMENT CRITERIA FOR MISSION FULFILLMENT

4 Rating: **Significant Success:** Made substantial progress, completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable; and refinements are ongoing.

3 Rating: **Approaching Success:** Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively.

2 Rating: **Limited Progress toward Success:** While efforts were made, progress has been delayed or limited. Assessments indicate progress, but there has been limited movement toward success. Resource allocation, planning and implementation have not been a priority at this time, and the need for improvement is recognized.

1 Rating: **Not Addressed or Minimal Progress:** The College has not focused on this objective. No significant planning or action has yet occurred; resources have not yet been allocated.

## ACCEPTABLE THRESHOLD FOR MISSION FULFILLMENT

| CORE THEMES | CORE THEME OBJECTIVES | MISSION | ACCEPTABLE THRESHOLD |
|---|---|---|---|
| Educational Attainment & Student Success | Objective 1.1: The College increases persistence rates of all students while focusing on specific student populations. | Educational | 3 or 4 Rating |
| | Objective 1.2: Students display high rates of completion and success in their programs of study. | Educational | 3 or 4 Rating |
| Program Excellence | Objective 2.1: The College develops and maintains standards-based, academically rigorous educational programs in response to data-driven assessments. | Educational | 3 or 4 Rating |
| | Objective 2.2: The College provides a rich variety of effective student support services to enhance excellence in student learning. | Educational, Workforce | 3 or 4 Rating |
| Community Engagement | Objective 3.1: The College engages the community through partnerships, programs, and events to meet the educational and cultural needs of its diverse community. | Educational, Workforce Cultural | 3 or 4 Rating |
| | Objective 3.2: The College provides opportunities for employees and students to actively participate and serve within the community. | Workforce and Cultural needs | 3 or 4 Rating |
| Access and Diversity | Objective 4.1: The College increases access and diversity of all students while focusing on specific student populations. | Diverse community | 3 or 4 Rating |
| | Objective 4.2: The College recruits, employs, and develops a diverse college workforce. | Diverse community | 3 or 4 Rating |
| College Stewardship | Objective 5.1: The college assesses, manages, and monitors its financial viability to maximize financial resources available for student learning and success. | Diverse community | 3 or 4 Rating |
| | Objective 5.2: The college assesses, manages, and monitors its facilities, technologies, and infrastructure to create an environment that maximizes the potential for student learning and success. | Diverse community | 3 or 4 rating |

**Standard 1.B.1:  Core Themes**

How we got to our core themes: The *Strategic Plan* contained eight strategic themes and directions by which the College functioned: Program Excellence; Student Success; Diversity, Equity and Access; Infrastructure and Technology; Environmental Stewardship and Sustainability; Multicultural and Global Competence; Community Engagement; and Campus Culture.  With input from the whole campus, both the BOT and Strategic Planning and Budget Committee subsequently reaffirmed these themes and directions which ultimately were the basis upon which our new *Policy Governance Manual*, core themes and core theme objectives were built.  Reaffirmed time and time again by the College's constituencies, our core themes are represented in BOT policy, in our values, in our goals, in the president's goals, and in our *Strategic Plan*.  All major initiatives and planning documents are now to be aligned with our core themes and core theme objectives.

With the College's vision and mission statements in mind, in its move to policy governance, the Board of Trustees identified five core themes as key aspects of institutional mission:

[] **Educational Attainment/Student Success**      [] **Program Excellence**      [] **Community Engagement**

[] **Access and Diversity**      and      [] **College Stewardship.**

These themes have their roots in SCC's Strategic Plan, the College's statutory mission as a public community college, and represent the college's commitment to serving the needs of its diverse community.  Shoreline Community College continues to be widely recognized for its students' educational attainment of their academic goals and for academic quality, offering excellent academic, workforce training programs and continuing education to meet the lifelong learning needs of its community.  As a comprehensive community college, SCC offers a rich complement of transfer, professional- technical, basic skills and continuing education programs to over 13,000 full- and part-time students each year in spite of enrollment issues for the past few years for many of the state's two-year institutions.  Shoreline's core values, core themes and objectives permeate throughout the instructional programs and guide the college in this changing environment.  These values include academic freedom, access to all students, collaboration, diversity, academic excellence, environmental responsibility, innovation, student success, and a supportive environment for students and employees and the community.

**Core Theme I: Educational Attainment and Student Success**

Shoreline Community College is dedicated to serving the educational, workforce and cultural needs of our diverse community. Educational attainment and student success are essential elements in fulfilling the College mission. This core theme focuses on enabling students to make progress toward educational attainment including persistence rates, completion and success rates in critical mission areas of academic transfer, professional technical, and adult basic education and developmental education. SCC is committed to facilitating the success of each student's stated educational goals and supporting students in the attainment of course, certificate or degree completion. There are two objectives and 15 associated indicators that are meaningful and assessable for this core theme and core theme objectives. Rationale and assessment /data elements and sources are also provided for each of the indicators.

**Objective 1.1 The College increases persistence rates of all students while focusing on specific student populations.**

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| 1.1A<br>Improve persistence rates of students of color. | The College provides opportunities for its students of color to persist and achieve their educational goals. Students that enroll and persist in a college program; work toward and/or gain a GED, high school diploma; transition or transfer to college or baccalaureate level program demonstrate persistence in their studies, which can lead to completion and student success. Improved persistence rates of students of color indicate educational attainment, the first step to student success for this specific student population. | • Student Achievement Initiative (SAI)<br>• Persistence/completion reports<br>• GISS |
| 1.1B<br>Improve persistence of veteran students. | As part of its federal veterans grant, the College has focused on attracting and retaining veterans to its educational programs. A major goal is to engage in proactive, intentional approaches to help veterans bridge the transitions into and out of education and community. Helping military veteran students remain in college, persist in their studies, and transition to community is core to educational attainment for this specific student population. | • Veterans grant evaluation plan |
| 1.1C<br>Improve persistence of international students. | Retaining international students is important to student educational success and demonstrates educational attainment for this specific student population. International students are a major focal area for the College and international student persistence is critical to students and to the College. | • Strategic Enrollment Management Plan<br>• IP students retained from fall to fall quarter<br>• International Programs Retention data |
| 1.1D<br>Improve persistence of all students. | All students must persist in their studies to achieve mastery of student learning outcomes and achieve their educational goals. The College provides opportunities and support for students to gain success in completing their studies and learning goals. | • Student Achievement Initiative (SAI)<br>• Persistence/completion reports |

**Objective 1.2:  Students display high rates of completion and success in their programs of study.**

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| **Academic Transfer** | | |
| 1.2A Improve transfer rates to baccalaureate institutions. | SCC degree students receive high quality instruction that prepares them with the necessary skills for successful transfer to baccalaureate institutions.  Shoreline students who successfully transfer indicate that our students are academically prepared to attain their bachelor degree goals. | • SBCTC Transfer reports<br>• SMIS Completion reports<br>• Data Linked Outcomes Assessment Database |
| 1.2B Improve transfer numbers for those who do not graduate. | The number of students who do not officially graduate with a degree from SCC, but who successfully transfer, is an indicator of student success.  Even without a degree, SCC students receive high quality instruction that prepares them for successful transfer to four-year colleges. | • In-state baccalaureates reports on SCC students<br>• Data Warehouse Report<br>• GISS |
| 1.2C Ensure comparative SCC transfer student GPA versus native baccalaureate students. | SCC strives to ensure transfer students perform well academically at baccalaureate institutions. SCC transfer student performance (GPA) at baccalaureate institutions reflects the level of preparation received at the college and is an indicator of success for transfer students. | ▪ Annual transfer data reports from baccalaureate institutions<br>▪ GPA Comparisons<br>▪ National Student Clearinghouse |
| 1.2D Improve rates of attainment of Student Achievement Initiative points. | Student Achievement Initiative (SAI) data provides evidence that students are making progress or momentum points at varying key transition points: from basic skills to developmental or college-level courses, through an initial college-level math course, from developmental to college level, eventually to completion, transfer and the tipping point. | • Data Warehouse reports<br>• SAI state reports and levels of achievement at each transition point |
| **Professional-Technical** | | |
| 1.2E Improve degree and certificate completion rates of professional-technical students. | The percentage of professional-technical students who earn a degree or a certificate is a strong indicator of student progress, completion and success. SCC students with professional-technical degrees and certificates are appropriately prepared for employment in their field of study. | • SBCTC prof-tech program completion reports<br>• GISS<br>• External Program Reviews |
| 1.2F Improve employment rates of professional-technical students who complete their applied degree or certificate programs. | SCC professional-technical programs produce students and graduates who are job ready.   Employment rates for students who complete applied degree/certificates are indicators of student success and of students meeting their educational goals. | • Student Employment prior to and post grad<br>• Data Linked Outcomes Assessment Database<br>• External Program Reviews<br>• Prof-Technical Advisory Committee Reports |
| 1.2G Improve pass rates and percentage of licensure or certifi-cation exams scored at or above regional/ national averages. | Passing a licensure or certification exam is a strong indication of SCC professional-technical programs producing students and graduates who are appropriately trained. Pass rates scored at or above regional and national averages indicate the quality of preparation students receive at the college. | • Pass rates from NAC, Nursing, MLT, Dental Hygiene, HIIM<br>• Comparative regional and national pass rate data reports |

**Objective 1.2:  Students display high rates of completion and success in their programs of study.**
(Continued)

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| **Adult Basic Education and Developmental Education** | | |
| 1.2H Increase percent of students completing basic skills levels. | The fundamental measurement of student success in basic skills is the percent of students who complete one or more federal Adult Basic Education levels during the year. Completion of levels is measured by performance on the Comprehensive Adult Student Assessment Systems (CASAS) test. Data on student performance is reported on the Washington Adult Basic education Reporting System (WABERS). | • Annual WABERS Report<br>• Student Achievement Initiative (SAI) report<br>• CASAS testing results |
| 1.2I Increase percent of students who demonstrate significant gains on the CASAS test. | All CASAS pre and post-testing results are reported through the WABERS.  The number of students who demonstrate a significant CASAS gain (i.e., three or five point gain depending upon level) are reported to the Washington State Student Achievement Initiative and are assigned one point per gain. Gains on the CASAS test is an indicator of student success for pre-college basic skills students. | • Student Achievement Initiative (SAI)<br>• CASAS Testing results<br>• WABERS annual report |
| 1.2J Improve GED pass rates and college-level pass rates for GED completers. | The GED is recognized as a high school equivalency exam by employers and the military and is also accepted as proof of ability to benefit for financial aid awards.  Improved GED pass rates are indicators for completion and success.  Transition to college-level courses is a major objective of the Washington State ABE/GED program and college-level pass rates for GED completers is a strong indicator for student success in college. | • GED pass rate report<br>• GED transition report<br>• Follow-up report on success of former GED students<br>• SAI data |
| 1.2K Improve developmental English and math student transition to and pass rates in college-level courses. | Getting developmental students to successfully transition to and perform successfully in college-level courses is a major goal of developmental programs.  The rate of developmental students transitioning to college level and their subsequent pass rates at college level are strong indicators of student progress and success. | • Internal transition report tracking developmental students.<br>• SAI data reports |

**Core Theme 2: Program Excellence**

Shoreline Community College fosters excellence in its educational programs. The College offers excellent programs, services and resources to meet the needs of students, employers, and the community. Excellence is indicated by the careful processes and attention to updating curriculum, program compliance with current state guidelines, achievements of our graduates in baccalaureate programs, and a variety of student learning and program assessments, certifications and awards. Program quality is also determined by the quality of the services that support excellence in student learning. There are two objectives and 13 associated indicators that are meaningful and assessable for this core theme. Rationale and assessment/data elements are provided for each of the indicators.

**Objective 2.1: The College develops and maintains standards-based, academically rigorous educational programs in response to data-driven assessments.**

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| **Educational Programs** | | |
| 2.1A<br>Increase number of new or revised courses, degrees or certificate programs approved by the Curriculum Committee. | The number of new or revised courses, degrees and programs that are approved through Curriculum Committee serves as an indicator of program innovation and excellence. Staying current with industry standards and technology and student learning needs means revising courses, degrees, certificates and programs. New curriculum shows the degree to which program and course offerings have grown and/or adapted throughout the years to changing standards. Changes to the curriculum reflect a response to demands, academic requirements and interests of baccalaureate institutions, the community, industry partners, and students. Approval by our Curriculum Committee means that a rigorous academic review process has been maintained for all changes. | • Curriculum Committee minutes and annual report<br>• SBCTC Report on new courses, revisions, new degrees, new certificates and other instructional changes<br>• Report on cancelled programs<br>• Advisory committee minutes and recommendations<br>• Recommendations in program reviews |
| 2.1B<br>Ensure SCC DTA degrees are in alignment with all current state and ICRC guidelines. | To sustain our standards-based, academically rigorous educational programs to ensure program excellence, all SCC Direct Transfer Agreement (DTA) degrees must be in compliance with current state and Intercollegiate Regulatory Commission (ICRC) guidelines. State guidelines require compliance to reciprocity agreements, uniform application of common course numbers and consistent application of requirements for general education, electives and distribution requirements. The ICRC reviews college compliance through a rigorous Ongoing Articulation Review (OAR) process which examines in detail a college's degree programs. | • Annual degree reviews and updates and approvals by Curriculum Committee<br>• ICRC OAR Review<br>• Common course numbering system report |
| **Academic Transfer** | | |
| 2.1C<br>Increase number and type of articulation agreements developed in response to baccalaureate and other educational institutions' needs. | Articulation occurs when educational institutions intentionally agree that participating programs mutually offer quality educational programs. An increase in the number and variety of articulation agreements also reflects the excellent reputation of our programs. Maintenance of and/or increasing the number of articulation agreements indicate that transfer programs are recognized for their rigor and quality by baccalaureate and other educational institutions. | • SBCTC articulation report<br>• SCC articulation reports |

**Objective 2.1: The College develops and maintains standards-based, academically rigorous educational programs in response to data-driven assessments.**
(Continued)

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| **Academic Transfer (Continued)** | | |
| 2.1D<br>Ensure program and course student learning outcomes are assessed by college processes. | Through division planning committees and Curriculum Committee, college faculty and administration apply standards for assessment of student learning outcomes. Annual program review processes assess course and program outcomes regarding their viability and relevance to student learning needs. Developed learning outcomes in each of the major distribution areas allows for assessment of student learning and insures that particular courses deliver appropriate course content to prepare students successfully for transfer. | • Planning committee minutes<br>• Curriculum committee minutes<br>• Annual transfer program review reports<br>• Dashboard document for each program |
| 2.1E<br>Ensure annual program reviews and administrative assessments. | Annual program reviews (which include administrative assessments) allow the college to assess programs that are in demand by students and have a healthy student/faculty ratio that allows for high quality education as well as careful management of available resources. The college applies standards for assessment of program effectiveness including enrollment trends, cost per FTE, criticality to mission, FT/PT ratios, and outside accreditation, etc. | • Annual program reviews<br>• Dashboard<br>• Criteria for budget reductions |
| **Professional-Technical Programs** | | |
| 2.1F<br>Ensure professional-technical programs reflect current market demand based on research data and input from industry advisory committees. | Professional -Technical programs are tied to current demand occupations and labor market data validated by national and regional labor statistics. Program curricula are reviewed and approved each year by program advisory committees for currency and rigor per industry standards. These advisory committees review curriculum, identify resources, hire graduates, and provide internships. Our industry advisory committee members participate in our external program review processes for professional-technical education and make recommendations about the program to assure that it reflects current market demand. | • High demand reports<br>• US DOL Occupational Outlook Handbook<br>• WOIS<br>• Advisory Committee minutes<br>• External Program Reviews |
| 2.1G<br>Meet program accreditation requirements for specific academic programs. | External accrediting bodies evaluate programs using national standards and criteria. The standard for licensure and certification are specified by the different professions/industries. Professional technical programs must meet industry standards by obtaining appropriate accreditation. | • Program accreditation reports |
| 2.1H<br>Increase number and type of awards and recognitions of professional -technical programs. | Some of our programs receive international, national, regional and local awards and recognition as the result of competitive processes. These recognitions and awards are based on data-driven assessments in competitive processes based on industry standards and are an indicator of program excellence. | • Listing of awards and recognitions |

**Objective 2.1:  The College develops and maintains standards-based, academically rigorous educational programs in response to data-driven assessments.**
(Continued)

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| **Adult Basic Skills and Developmental Education** | | |
| 2.1I<br>Improve number and percent of basic and developmental education students earning SAI points. | Basic education students earn Student Achievement Initiative (SAI) points as they progress successfully through their programs.  The total number of SAI points awarded and the average number of points per student are important measures of program excellence | • Annual SAI Report from SBCTC<br>• SBCTC and college reports on developmental education students |
| 2.1J<br>Improve number and percent of basic skills students who transition to college-level programs and classes. | A primary goal of Shoreline's ESL/ABE/GED Transitional Programs is preparing students to transition to college level classes or programs.  Shoreline tracks and reports basic education student transition on an annual basis. The excellence of our transitional programs can be measured by the rate of student transitions to developmental and college-level programs and courses. | • SAI<br>• Local transitions data on basic skills, ESL, ABE, GED, and developmental education |

**Objective 2.2:  The College provides a rich variety of effective student support services to enhance excellence in student  learning.**

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| 2.2A<br>Improve number, type and participation levels of students in support services. | The College offers a variety of high quality student support services to help students excel in their learning. Excellence can be determined by the availability and level of use of these programs and services that support student excellence in student learning. | • Department Reports from the Women's Center, Multicultural Center, Special Services, Career Center, Advising and Counseling, etc.<br>• CCSSE Report |
| 2.2B<br>Improve academic performance for students using student learning labs and tutoring services. | The college provides excellent learning assistance to students through its learning laboratories. The excellence and efficacy of the college's student learning labs and tutoring services is demonstrated in the improved academic performance of students who utilize these services. | • Department Reports from the Math Learning Center, the Teaching and Learning Studio, the ESL Lab, etc.<br>• eTutoring Report<br>• Tutoring Services report |
| 2.2C<br>Increase numbers of opportunities and levels of participation in student programs. | Experiential learning promotes excellence in student leaning. Many excellent student programs are available to students to apply learning in co-curricular programs and activities and to achieve a deeper understanding through hands-on experience and performance.  Student programs such as clubs and organizations, student newspaper and literary magazine, Student Government, service learning, and honors programs contribute to the excellence of our academic programs. Many of these student programs receive local, regional and national awards of excellence. | • CCSSE<br>• Department Reports from *Spindrift, Ebbtide,* SBA awards and roles on campus, DECA, athletic teams, etc.<br>• Reports on musical and theatrical performances<br>• College list of awards and recognitions |

**Core Theme 3: Community Engagement**

Shoreline Community College is dedicated to being a world-class leader in student success and community engagement.  College and community members are involved in a variety of educational, social, and cultural activities and events at the college and in the community.  The College's commitment to community engagement is critical in mission fulfillment to service the educational, workforce, and cultural needs of its diverse community.  The identified objectives and indicators are meaningful, assessable, and verifiable and form the basis for evaluating the accomplishments for meeting this community engagement core theme.  The first objective focuses on engagement through partnerships, programs and events.  The second objective focuses on opportunities for employees and students to actively participate and serve within the community.  There are seven (7) indicators for this core theme.

**Objective 3.1:  The College engages the community through partnerships, programs, events, and services to meet the educational and cultural needs of its diverse community.**

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| 3.1A Increase number of community partnerships with area high schools, businesses, government agencies, and organizations. | Maintaining community partnerships, particularly in a time of declining resources, indicates the College's commitment to community engagement with regional high schools, business, government agencies, and organizations.  Partnerships are critical to ensuring the College is meeting the educational and cultural needs of its diverse community and they help support the College's mission. | • Institutional data on number of partnerships <br>• Enrollment reports for CEO, LCN, HS, and CIP programs <br>• College in the High School report |
| 3.1B Increase number of events and programs available for cultural enrichment for the community. | SCC offers a wide variety of activities for cultural enrichment for its community. The number of events and programs available on and off campus for community attendance indicates the level of opportunities available for the community to engage in educational and cultural enrichment at the College.  Examples of events and programs include: arts (instrumental, vocal, and theatrical events, community band, and art gallery), Global Affairs Center series, veteran's roundtables, and career fairs. | • List of cultural activities available to the community <br>• Annual calendars of cultural events on and off campus that are open to the community <br>• Solicited/unsolicited community feedback |
| 3.1C Increase number of college services available to community members. | The College exemplifies service and good community citizenship by being a resource for the community and by providing low-cost services for the broader community. Examples of services available to community members include the Childcare Center, Dental Hygiene services, Automotive services, and facility rentals. The number of services available to community members indicates a level of community engagement and shows a level of commitment to providing viable services within the community. | • Institutional data on number of services to community members <br>• Institutional data on facilities rentals <br>• Solicited/unsolicited community feedback |
| 3.1D Increase number of and enrollment in non-credit or contract training courses offered for business or professional development. | In response to demand, the College offers cultural enrichment, industry specific, and customized training to meet community needs for training and professional development.  The number of non-credit and contract trainings and professional development courses indicate how the college meets its core theme of community engagement. Regional employers are requesting that the College sponsor specific professional development courses. Enrollments and regular offerings indicate employer satisfaction, i.e. meeting their needs. | • SMIS Report <br>• CE course offerings <br>• Student and employer satisfaction with classes and trainings <br>• Enrollment reports of non-credit courses and contract trainings |

**Objective 3.1:  The College engages the community through partnerships, programs, events, and services to meet the educational and cultural needs of its diverse community.**
Continued

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| 3.1E<br>Increase number of active professional-technical advisory committees and involvement levels of program advisory committee members. | SCC maintains active advisory committees for each professional-technical program.  Professional-technical advisory committees promote collaboration between specified education programs and business industry and labor so that students enter and succeed in their chosen career. Advisory committee evaluations provide feedback on whether professional-technical programs meet student and employer/ employee needs.  The number of active professional-technical advisory committees assures that the college program faculty and administration are updated with current industry needs and standards and that the curriculum is relevant to students in professional-technical programs.  Active involvement of advisory committee members indicates community engagement by business and industry.  Advisory Committees are key to the responsiveness of professional-technical programs and provide valuable continuous feedback to programs to ensure the curriculum aligns with the particular needs of the profession or industry. | • Advisory committee minutes, including records of participation of members<br>• External program reviews-advisory committee surveys<br>• Professional-technical program advisory committee annual evaluations. |

**Objective 3.2:  The College provides opportunities for employees and students to actively participate and serve within the community.**

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| 3.2A<br>Increase number of employees who participate and serve within the community. | Community engagement is prevalent in the high number of college personnel serving/participating on local boards and community and professional organizations. The participation numbers demonstrate the degree of advocacy and engagement of college employees within the community. | • Community engagement report<br>• Faculty professional development reports<br>• Service Learning reports |
| 3.2B<br>Increase number of students who participate and serve within the community. | The college is committed to providing opportunities for students to engage within the community both inside and outside the classroom through clubs and organizations, experiential learning, and service learning.  The number of students who participate in service within the community is one indicator of how the college is achieving its core theme of community engagement. | • Institutional data on student participation and service within the community<br>• CCSSE<br>• Noel Levitz Survey<br>• Student Programs reports<br>• Service Learning reports<br>• Campus Compact grant reports |

**Core Theme 4: Access and Diversity**

Maximizing access and diversity are essential elements in meeting the college mission of serving the educational, workforce and cultural needs of SCC's diverse community. SCC enables access to educational opportunities for all members of the community by promoting diversity and equity in our working and learning environments, which is one of six strategic themes outlined in the college's *Strategic Plan*. Promoting student and employee diversity and multicultural understanding have been long standing values of the college and core to the institution's historical identity. The two (2) objectives and nine (9) indicators are meaningful, assessable, and verifiable and form the basis for evaluating the accomplishments for meeting our core theme. The first objective focuses on access and the diversity of specific student populations including international students, online students, students of color, and veteran students, also focal areas for the college's Strategic Enrollment Management Plan. The second objective focuses on college employees and our efforts to recruit, employ, and develop a diverse workforce.

**Objective 4.1: The College increases access and diversity for all students while focusing on specific student populations.**

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| 4.1A<br>Increase number of opportunities for accessing education in our service areas. | Through its programs, services, and schedules, SCC provides access to basic skills, workforce, transfer and continuing education. Access is enhanced through improved testing center procedures, distribution of Financial Aid resources, orientations, degree audits and transcript reviews; and by ensuring reasonable placement procedures and accommodations are made and communicated to students. | • Opportunity Grant<br>• Financial Aid report<br>• Testing Center reports<br>• Degree Audit report<br>• Special Services report<br>• Schedule reviews<br>• Prerequisite checking<br>• Transcript reviews |
| 4.1B<br>Increase online student enrollment. | SCC enables access to time-bound and place-bound students through online learning options. The College is developing a virtual college implementation plan focused on infrastructure needs to ensure students have online access to intake (admissions, registration), financial aid, and payment options. Providing access to online courses, degrees, and services enables students with mobility challenges and/or time restraints to gain a higher education at their convenience. | • SBCTC Annual Reports<br>• Annual Online FTE |
| 4.1C<br>Increase international student enrollment. | SCC is committed to contributing to a global citizenry and part of that means increasing international students on campus. Increasing the international student population enhances diversity of the campus community by bringing students of different races, ethnicities, national origins, and languages together. International students enhance cross-cultural communication and global awareness, which strengthens the learning environment for the entire campus. Increasing international student enrollment increases student access and diversity while supporting the College's Strategic Plan and our Enrollment Management Plan. | • SBCTC Annual Reports<br>• Annual International Programs FTE<br>• Open Doors Report |

**Objective 4.1: The College increases access for all students while focusing on the diversity of specific student populations.**
(Continued)

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| 4.1D<br>Maintain level or increase students of color enrollment. | SCC enables access to educational opportunities for all members of the community by promoting diversity and equity in our working and learning environment. The College has a shared commitment to ensure that students from underrepresented groups experience the same levels of access and success in reaching their educational goals as other students. Maintaining and/or increasing our students of color enrollment supports the core theme of access and diversity, the College's *Strategic Plan*, and our Enrollment Management Plan. | • SBCTC Annual Reports<br>• College enrollment data on students of color |
| 4.1E<br>Increase veteran student enrollment. | Increasing the number of veteran students both increases access to higher education for this special population and builds diversity through the breadth of life experiences these students bring to the campus. Students reach their educational goals through innovative programs of study, support services and a diverse campus life. Students who are military veterans have diverse life experiences that contribute to the campus learning environment. These students also have special needs to transition from combat, to campus, and to community. The College has developed intentional support services and has received a three-year grant from the U.S. Department of Education to support student veterans with transitional stages as students enter, persist and succeed in college. Increasing veteran student enrollment supports the core theme of Access and Diversity and is one of the focal areas of the Strategic Enrollment Management Plan. | • College enrollment reports<br>• Veteran grant reports<br>• Annual Veteran FTE Cohort Persistence<br>• Cohort Completion |

**Objective 4.2: The College recruits, employs and develops a diverse college workforce.**

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| 4.2 A<br>Improve recruitment efforts to attract diverse employee applicants. | SCC is committed to ensuring a diverse college workforce. The College's recruitment efforts are the initial phase to ensure sufficient outreach in order to attract employee applicants with diverse backgrounds. Recruitment efforts including tracking advertising sources including diversity outreach sources, number of applicants including a breakdown by employee group, race/ethnicity, age, gender, and disability, and number of hiring selection processes incorporating best practices to prevent improper bias will be used to ensure the college is meeting this indicator. Recruitment efforts to attract employee applicants supports the core theme of access and diversity by ensure access to employment as an equal opportunity employer and diversity through the recruitment of a diverse workforce. | • Human Resources Institutional Data on advertising and recruitment efforts including diversity outreach sources |

**Objective 4.2: The College recruits, employs and develops a diverse college workforce.**
(Continued)

| Indicators | Rationale | Assessment/Data |
|---|---|---|
| 4.2 B<br>Monitor employee staffing profiles regarding hiring and retaining a diverse staff. | Shoreline Community College is committed to retaining a diverse workforce and monitors employee staffing profiles to ensure the College is achieving and sustaining access and diversity of its employees. Monitoring staffing profiles including breakdown by employee group, race/ethnicity, age, gender, and disability, longevity of service years, and affirmative action reports will assist the College in its continuous improvement efforts to meet the core theme of access and diversity for the College's workforce. | • Human Resources Institutional Data<br>• SBCTC Annual Report<br>• Affirmative Action Report<br>• Annual IPEDS staffing report |
| 4.2 C<br>Increase/improve employee professional development opportunities and annual evaluations. | Shoreline Community College is committed to providing employee development opportunities to ensure employees have the knowledge, skills, and abilities needed to serve its diverse community. The College is committed to employee development in two focal areas including professional development activities and through providing annual evaluations. Monitoring the portion of employees participating in formal and informal professional development activities by employee group and portion of employees receiving annual evaluation and feedback will ensure the college is meeting its commitment to its core theme of access and diversity for the College's workforce. The College invests in staff training, monitors satisfaction of current employees through regular assessment of their needs, and by completing annual employee evaluations, which maximize the potential for the college's staff to meet standards of performance. | • Human Resources Institutional Data on professional development by employee group and portion of employees receiving annual evaluations and feedback<br>• Campus Climate Survey |
| 4.2 D<br>Increase use of and satisfaction with employee technology training. | Shoreline Community College is developing a virtual college implementation plan to increase access for online students. It is important that our employees actively engage with and are satisfied with the technology training provided by the College. Good employee technology training raises awareness of new technologies as well as teaches faculty and staff how to use them effectively in their jobs. Employee satisfaction with learning advanced technologies increases adoption rates and enables faculty and staff to meet the needs of students with diverse learning styles. Training on using Blackboard is available to staff, students and faculty in multiple modes (face-to-face, online, etc.) and a media lab is available to faculty and staff to explore new and emerging technologies. It is equipped with the latest equipment (computers, webcams, headsets, and scanners) and has software to create audio/podcasts, videos, graphics, interactive web tutorials, etc. Customized training to learn the software in the media lab is also available. | • eLearning training data<br>• Blackboard use survey data<br>• Media lab report<br>• College Climate Assessment Report |

**Core Theme 5: College Stewardship**

Shoreline Community College strives to serve as a model of effective stewardship to citizens of the State of Washington.   Effective stewardship means that the College is managing its resources—financial and physical—in ways that maximize the potential for funds, personnel and facilities to be directed to student learning.  Physical resources are directed to student learning in the form of buildings, technology infrastructure, classrooms, furniture, and equipment.  In order to demonstrate effective stewardship of these important resources, the College must maintain these resources in a condition that permits students to utilize them effectively within their learning environment. College stewardship includes the need for instructional technology to be replaced or upgraded as necessary.  The College fosters excellent learning environments including all facilities and infrastructure. There are two (2) objectives for this core theme and twelve (12) measureable indicators.

**Objective 5.1: The College assesses, manages, and monitors its financial viability to maximize financial resources available for student learning and success.**

| Indicator | Rationale | Assessment/Data |
|---|---|---|
| 5.1A<br>Complete budget status annual financial performance report. | Financially, the College demonstrates effective stewardship by engaging in systematic strategic and budget planning, by maintaining strict financial controls geared to maximize compliance with laws, regulations and GAAP requirements, and by working to increase funding from alternative sources, including grants and partnerships.   Budget status annual financial performance reports provide management with a broad yet detailed overview of the College's financial health and stability.  Without this stability, the College jeopardizes its ability to provide resources for student learning and success.  The budget status annual financial performance compares strategic budgeting to actual expenditures and revenue. | • Budget to Actual Report (FMS Query including expenditures and revenue for all funds.)<br>• Quarterly budget reports to the Board of Trustees<br>• Monthly reports to senior executive team (SET) |
| 5.1B<br>Complete GAAP compliant financial statements.<br>. | GAAP-compliant financial statements communicate financial information to decision-makers, including the BOT,  managers, and   external   funders.   Financial   statements   allow   the evaluation of various ratios, including debt-to-income, return on assets, and others that indicate financial health and viability. Financial statements also show the existence of reserved or designated net assets, which allows the BOT and the College community to leverage financial resources. Success through compliance optimizes the allocation of resources to critical student learning and success. | • Financial Statements<br>• Financial Ratios (Debt-to-income; return on assets)<br>• Report indicating status of Board Reserves |
| 5.1C<br>Demonstrate efficiency in procurement. | Request-to-delivery time report indicates efficient purchasing processes cost less, and assures that needed products and services are received and implemented as quickly as possible. Accounts payable time report indicates efficient and timely payment of accounts reduces total staff time and mitigates late charges   and   interest.    Procurement   card   usage   report indicates that use of procurement cards over checks provides greater efficiency in payment and allows the college to earn a rebate on purchases.   Procurement efficiency facilitates the proper acquisition of instructional supplies and materials and keeps   administrative   costs   low,   thus   facilitating   greater available resources for student-centered learning needs. | • Request to delivery time report<br>• Accounts payable time report<br>• Procurement card usage report |

**Objective 5.1: The College assesses, manages, and monitors its financial viability to maximize financial resources available for student learning and success.**
(Continued)

| Indicator | Rationale | Assessment/Data |
|-----------|-----------|-----------------|
| 5.1D<br>Document compliance with federal laws, regulations, and practices. | Internal and external audits determine the extent to which the college complies with local, state, and federal laws, regulations, and practices. Compliance in these areas is a strong indicator that the college has in place effective financial controls, which by definition maximize operational and administrative cost efficiencies. | • Internal audits by the college<br>• SBCTC External Audit Reports<br>• Compliance reports and findings |
| 5.1E<br>Increase revenue from grants, contracts, special programs, partnerships, in-kind support and other resources. | In light of decreased state support, resources are needed to supplement state funding to support instructional and student support programs. Income from alternative financial resources is necessary to fund projects, activities and services that will enhance teaching and learning. These alternative sources include: grants, contracts, special programs, and public and private partnerships. Increased revenues demonstrate appropriate stewardship and oversight of the College. | • Number and amount of grants and contracts<br>• Percentage of funding compared to state allocation and tuition<br>• Dollar amounts from special programs, partnerships, etc.<br>• In-kind donations and support from community partnerships |
| 5.1F<br>Increase revenue from individuals, corporations, foundations, and other sources to the College Foundation. | Regular growth in fundraising by the College is a strong indicator of college stewardship. Monetary donations to the College Foundation and in-kind support from community partners made available to the College provide alternative financial resource to the College as well as engagement in the well being of the College—students, staff, administration, and programs. These financial support efforts and other additional resources help maintain program equipment, buildings, support services and personnel needed for student learning and represent effective fiscal stewardship of the College. | • Total dollars raised<br>• Percentage of alumni participation<br>• Number of major donors<br>• Number of community members who donate to the college and/or its Foundation<br>• Foundation financial report |

**Objective 5.2: The College assesses, manages, and monitors its facilities, technologies and infrastructure to create an environment that maximizes the potential for student learning and success.**

| Indicator | Rationale | Assessment/Data |
|-----------|-----------|-----------------|
| 5.2A<br>Improve availability and usage rate of technologies that enhance teaching and learning. | Availability and usage rate of technologies, such as Blackboard learning management system and Elluminate (a live web conferencing system) demonstrate the quality of educational programs which is improved through the use of appropriate technology. Excellent educational programs must meet student needs by providing schedule flexibility and opportunities for enhanced communication, collaboration, and efficiencies. Instruction should continue even in the event of an emergency or physical campus closure. Smart classrooms support 21st-century learning | • Infrastructure Reports of Technology Committee<br>• TSS and eLearning reports<br>• Replacement cycles<br>• Availability of wireless<br>• Options available to students via technology (VCIT) |

| | techniques, the use of Web sources in teaching, integration of Web 2.0 tools like social media, etc. | |
|---|---|---|
| 5.2B<br>Improve availability and instructional use of smart classrooms. | Most faculty have adapted to smart technologies in their instruction, accessing the internet and Blackboard and prepared class materials. When more smart classrooms are available on campus, more teachers can make use of them, to improve educational delivery. SCC faculty aims to provide excellent instruction as its technology and media staff aim to provide them with opportunities for instructional delivery through "smart" classroom technologies. Our media department records various levels of technology for a variety of instructional classrooms. | • Annual Media reports on smart classrooms across campus<br>• Replacement cycles |
| 5.2C<br>Improve rate and cycle of technology replacements or upgrades including hardware and software. | To maximize student learning, the technological foundation of educational programs should be reliable. The College provides appropriate upgrades/replacements of technologies to maintain excellence in its infrastructure. Such excellence requires regular purchases of new hardware, software, and computing infrastructure equipment. | • Equipment/computer purchases<br>• Annual media reports<br>• Numbers of smart classrooms |
| 5.2D<br>Complete facility repairs, identified and effected as noted in Facility Condition Survey. | Top notch facilities are critical to maximize the potential for student learning. The College must identify the condition of its learning environments that impact student learning and success. Every two years a Facility Condition Survey identifies facility deficiencies, a key resource for planning future capital projects. Funding is requested to address the most critical needs to improve areas for student learning and access. | • Facilities condition survey<br>• Campus Climate survey<br>• CCSSE |
| 5.2E<br>Shorten response time and increase rate of effectiveness and use of online work orders using a computerized maintenance system. | Currently, work orders are often hand written and delivered and are sometimes slow to get to the Facilities department. More college personnel are encouraged to use online work orders using a Computerized Maintenance Management System (CMMS). These work orders can be easily accessed, tracked, and customers notified of each projects' status, which increases efficiency and effectiveness in handling work orders around campus. | • Megamations online CMMS<br>• Reports on response time |

**CONCLUSION**

Shoreline Community College's Year One Self Evaluation Report Fall 2011 provides an overview of the alignment of the College's vision, mission, core themes, and objectives. The report addresses Standard One including mission, core themes, and expectations as outlined in the new accreditation standards set by the Northwest Commission on Colleges and Universities. The alignment of these key elements is essential as the College progresses through the remaining standards to evaluate mission fulfillment.

The College vision of "We will be a world-class leader in student success and community engagement," is supported by the College mission of "We are dedicated to serving the educational, workforce and cultural needs of our diverse community." The core themes were designed to manifest essential elements of the College mission and include 1) educational attainment and student success, 2) program excellence, 3) community engagement, 4) access and diversity, and 5) college stewardship. Each core theme has objectives and indicators that are meaningful and assessable. The college has determined an acceptable threshold of 80% of the core theme objectives scoring 3 or higher on an Assessment Criteria Rubric Scale for each core theme objective and indicator as the extent of mission fulfillment. See illustration below.
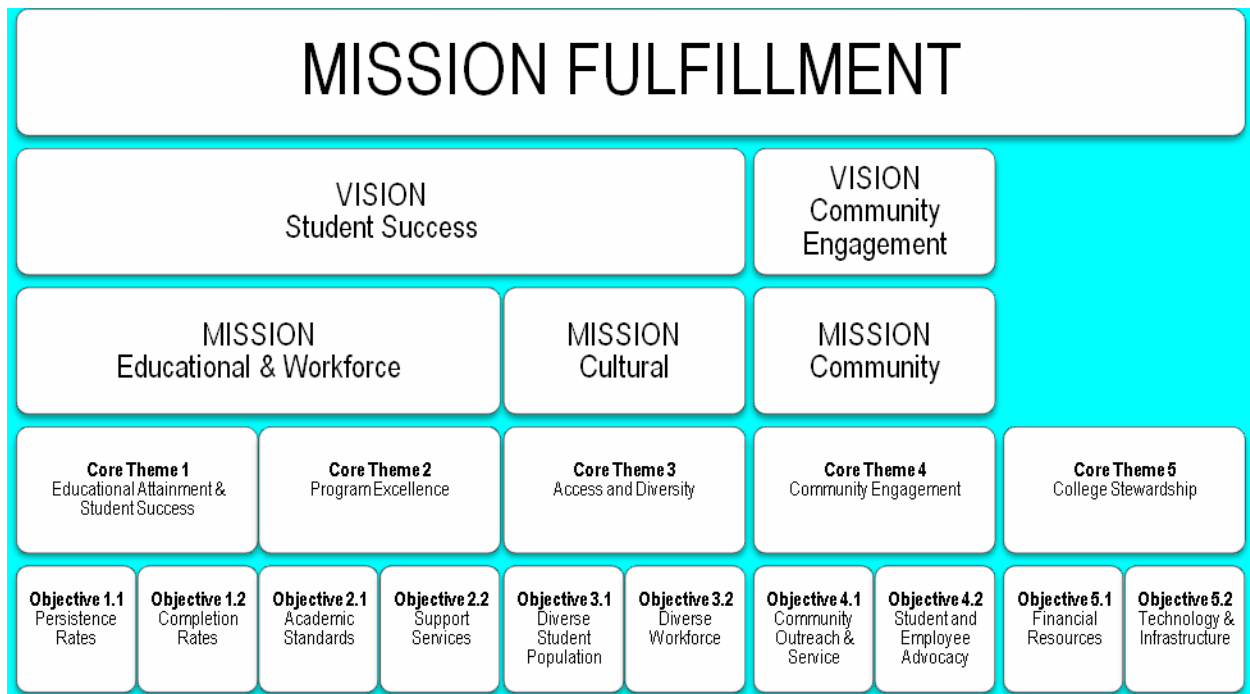


The College has faced significant changes and challenges due to budget reductions over the past seven years with continued changes anticipated for the upcoming years. Shoreline Community College strives towards mission fulfillment despite the diminishing financial, organizational, and physical infrastructure resources. With the completion of the Year One Self-Evaluation Report, the College will use the written feedback from the evaluator panel to strengthen Standard One. The College will then be positioned to complete the expedited accreditation process of the Year Seven Report as well as host the onsite visit of the committee of evaluators.

**Core Theme 1:  Educational Attainment and Student Success**

**Objective 1.1:    The College increases persistence rates of all students while focusing on specific student populations.**

a.   Improve persistence rates of students of color.
b.   Improve persistence rates of Veteran students.
c.   Improve persistence of international students.
d.   Improve persistence of all students.

**Objective 1. 2:    Students display high rates of completion and success in their programs of study.**

Transfer:
a.   Improve transfer rates to baccalaureate institutions.
b.   Improve transfer numbers for those who do not graduate.
c.   Ensure comparative SCC transfer student GPA versus native baccalaureate students.
d.   Improve rates of attainment of Student Achievement Initiative points

Professional Technical
e.   Improve degree and certificate completion rates of professional-technical students.
f.   Improve employment rates of professional-technical students who complete their applied degree or certificate programs
g.   Improve pass rates and percentage of licensure or certification exams scored at or above regional and national averages.

Adult Basic Education and Developmental Education
h.   Increase percent of students completing basic skills levels.
i.   Increase percent of students who demonstrate significant gains on the CASAS test.
j.   Improve GED pass rates and college-level pass rates for GED completers.
k.   Improve developmental English and math student transition to and pass rates in college-level courses.

**Core Theme 2: Program Excellence**

**Objective 2.1:    The College maintains and develops standards-based, academically rigorous educational programs in response to data-driven assessments.**

a.   Increase number of new or revised courses, degrees and certificate programs approved by the Curriculum Committee.
b.   Ensure SCC DTA degrees are in alignment with all current state and ICRC guidelines.
c.   Increase number & type of articulation agreements developed in response to baccalaureate institutions' needs.

Academic Transfer
d.   Ensure program and course student learning outcomes are assessed by college processes.
e.   Ensure annual program reviews and administrative assessments.

Professional-Technical
f.   Ensure professional-technical programs reflect current market demand based on input from industry advisory committees.
g.   Meet program accreditation requirements for specific academic programs.
h.   Increase number and type of awards and recognitions of professional technical programs.

Adult Basic Education and Developmental Education
- i.  Improve number and percent of basic and developmental education students earning SAI points.
- j.  Improve number and percent of basic skills students who transition to college level programs and classes.

**Objective 2.2:  The College provides a rich variety of effective student support services to enhance excellence in student  learning.**

- a.  Improve number, type and participation levels of students in support services.
- b.  Improve academic performance for students using student learning labs and tutoring services.
- c.  Increase numbers of opportunities and levels of participation in student programs.

## Core Theme 3:  Community Engagement

**Objective 3.1:  The College engages the community through partnerships, programs, events, and services to meet the educational and cultural needs of its diverse community.**

- a.  Increase number of community partnerships with businesses, government agencies, and organizations.
- b.  Increase number of events and programs available for cultural enrichment for the community.
- c.  Increase number of college services available to community members.
- d.  Increase number of and enrollment in non-credit or contract training courses offered for business or professional development.
- e.  Increase number of active professional technical advisory committees and involvement levels of program advisory committee members.

**Objective 3.2:  The College provides opportunities for employees and students to actively participate and serve within the community.**.

- a.  Increase number of employees who participate and serve within the community.
- b.  Increase number of students who participate and serve within the community.

## Core Theme 4:  Access and Diversity

**Objective 4.1:  The College increases access and diversity for all students while focusing on specific student populations.**

- a.  Increase number of opportunities for accessing education in our service areas.
- b.  Increase online student enrollment.
- c.  Increase international student enrollment.
- d.  Maintain level or increase students of color enrollment.
- e.  Increase veteran student enrollment.

**Objective 4.2:  The College recruits, employs and develops a diverse college workforce.**

- a.  Improve recruitment efforts to attract diverse employee applicants.
- b.  Monitor employee staffing profiles.
- c.  Increase employee professional development opportunities and annual evaluations.
- d.  Increase use of and satisfaction with employee technology training.

**Core Theme 5:  College Stewardship**


**Objective 5.1:  The College assesses, manages, and monitors its financial viability to maximize financial resources available for student learning and success.**

a.  Complete budget status annual financial performance report.
b.  Complete GAAP compliant financial statements.
c.  Demonstrate efficiency in procurement.
d.  Document compliance with federal laws, regulations, and practices.
e.  Increase revenue from grants, contracts, special programs, partnerships, in-kind support and other resources.
f.  Increase revenue from individuals, corporations, foundations, and other resources to the College Foundation.


**Objective 5.2:  The College assesses, manages, and monitors its facilities, technologies and infrastructure to create an environment that maximizes the potential for student learning and success.**

a.  Improve availability and usage rate of technologies that enhance teaching and learning.
b.  Improve availability and instructional use of smart classrooms.
c.  Improve rate and cycle of technology replacements or upgrades including hardware and software.
d.  Complete facility repairs identified and effected as noted in Facility Condition Survey.
e.  Shorten response time and increase rate of effectiveness and use of online work orders using a computerized maintenance system.

**ATTACHMENT #2: MEMORANDUM OF UNDERSTANDING FOR FIVE STAR CONSORTIUM**

W**e**, the leaders of **Cascadia Community College**, **Edmonds Community College**, **Everett Community College**, **Lake Washington Technical College** and **Shoreline Community College**, are committed to the mission of community and technical colleges in the State of Washington. We recognize that through collaboration and coordination, we can better serve our students and our communities as we fulfill that mission.

To that end, we hereby establish a consortium of our colleges, hereafter to be known as the "**Five Star Consortium**," with the goal of maximizing efficiencies and promoting institutional coordination and collaboration.

As such, the member colleges of the Five Star Consortium agree, where prudent and feasible, to the following principles:

- All students should be permitted to attend the member college of their choice.
- Bureaucratic barriers for students attending any of the member colleges should be reduced and/or eliminated.
- The strengths of the member colleges should be leveraged for resource development and community engagement.
- Each member college will accept and honor the courses, credits and degrees earned by students at any other member college.
- The member colleges will seek to align their programs, services and/or administrative functions with each other.

**We mutually commit and pledge** to seek specific coordination and collaboration projects that will be addressed through subsequent interagency agreements.

**This memorandum of understanding** is effective beginning July 1, 2010 and will remain in effect until one or more of the undersigned colleges withdraw, whether voluntarily or involuntarily, from the consortium.

President, Cascadia Community College    President, Edmonds Community College    President, Everett Community College
President, Lake Washington Technical College                President, Shoreline Community College