

CHAPTER TWO: RESOURCES AND CAPACITY

Executive summaries for Eligibility Requirements 4-21

Eligibility Requirement 4 - Operational Focus and Independence: Shoreline Community College operates under the statutory authority of the Community and Technical Colleges Act of 1991, codified in RCW 28B.50. The College is guided by policy governance from the Board of Trustees, appointed by the Governor and confirmed by the State Senate. Under this authority, SCC independently establishes and manages its program and services and operates as a public institution of higher education with primary emphasis on transfer programs, workforce programs, and basic skills and developmental education. SCC also provides student support services and college outreach programs to support the preparation and future success of prospective students.

Eligibility Requirement 5 - Non-Discrimination: SCC is an Equal Opportunity Employer and operates under an Affirmative Action Plan in accord with applicable federal and state laws. SCC reaffirms its policy of equal opportunity and does not discriminate on basis of race, color, creed, religion, national origin, sex, sexual orientation and/or gender identity, age, marital status, disability (including the use of a trained guide dog or other service animal), honorably discharged veteran or military status, status as a disabled veteran, Vietnam era veteran, or the right of a mother to breastfeed her child. This policy applies to all programs, services and facilities, including, but not limited to, admissions, educational programs and employment. Coordination of institutional compliance efforts for equal opportunity and non-discrimination policies is assigned to the Vice President for Human Resources and Legal Affairs.

Eligibility Requirement 6 - Institutional Integrity: SCC complies with the highest ethical standards for all operations and services and with the regulations administered by the Washington State Ethics Board. As new standards of ethical compliance are established, they are critically reviewed and incorporated when appropriate into SCC policies and procedures for personnel, students, and administrative responsibilities. The college publishes its policies and procedures and provides regular training on compliance responsibilities. SCC works cooperatively with external agencies and organizations to proactively promote ethical behavior and highest standards of professional conduct.

Eligibility Requirement 7 - Governing Board: SCC has a five-person Board of Trustees appointed by the Governor and approved by the Washington State Senate for staggered terms of five years each. Trustees may serve up to two terms subject to approval of the Governor and the Senate. The Board of Trustees carries out its governance authority and duties as described in College Policy 2300 (Policy Governance), Washington State law and its Constitution and by-laws. The Board functions as a body of the whole and represents the entire district. All board actions are executed in public meetings.

Eligibility Requirement 8 - Chief Executive Officer: The Chief Executive Officer is Lee Lambert, J.D. who has served since 2005, when he was initially appointed as interim president. Dr. Lambert was ultimately selected as the permanent president in 2006 after an extensive national search which involved the Board of Trustees, faculty, staff, students, and community members. The college president reports to the Board of Trustees which evaluates his performance annually.

Eligibility Requirement 9 - Administration: In addition to the President, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions, and who work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes. There are three Vice Presidents who report to the President and who oversee most activities at the

College: the Vice President for Academic and Student Affairs (VPASA), Vice President for Administrative Services (VPAS), and the Vice President for Human Resources and Legal Affairs (VPHR). As of July 1, 2011, the Director of International Education also reports to the President.

Reporting to the VPASA are five instructional deans and one student services dean: Dean of Health Occupations, Physical Education, Athletics & Business Administration; Dean of Humanities, Academic Standards, Accreditation, Articulation and Transfer, Transitional Programs and K-12 Relations; Dean of Social Sciences, Equity/Social Justice, Library/ Media/eLearning and Parent Child Center; Dean of Science, Mathematics, Auto/Manufacturing, Engineering, Energy; Dean of Workforce and Continuing Education; and the Dean of Students. Reporting to the VPAS are: Director of Financial Services; Director of Facilities; Director of Budget and Internal Controls (designated as "Special Assistant to the President"); Director of Safety and Security; Director of Auxiliary Services; Director of Technology and Support Services; and Director of Enrollment Services and Financial Aid. Reporting to the VPHR s are: Manager of Payroll and Employee Benefits and Human Resources Manager. Each Director has administrative and exempt staff to manage various departments within their area of responsibility. All administrators are hired through an open, competitive process, meet the specific requirements for their positions and are evaluated annually by their respective supervisors. (See *Administration and Organizational Charts* Exhibit #11 binder.)

Eligibility Requirement 10 - Faculty: SCC employs qualified faculty members in each instructional area sufficient in number and quality to maintain and ensure the continuity of the academic programs, providing faculty expertise in curriculum development and assessment of teaching and learning. The college has successfully raised its student/faculty ratio to more closely approximate the average for the Washington State community and technical college system. In 2010-2011 the college was just below the SBCTC average (SBCTC 20.45; SCC 19.63). In fall quarter of 2011 the college employed 125 full-time faculty members and 231 part-time faculty members.

Curriculum development and oversight of academic policies are maintained through two faculty groups: the Curriculum Committee and the Faculty Senate Council. Curriculum is developed, revised and maintained first at the department level, then to the Division Planning Council level, then to the Curriculum Committee whose recommendations are forwarded for final approval by the Vice President for Academic and Student Affairs. Academic policy matters are addressed through the Faculty Senate Council which performs an advisory role to the VPASA. Class capacities vary and are addressed in course outlines and reviewed by the Curriculum Committee prior to submittal to the VPASA office for a final determination.

The qualifications for hiring faculty members are discussed with departmental faculty and the division Dean. An appropriate position development form is submitted to the Office of Human Resources and Legal Affairs for review prior to submittal to the Senior Executive Team (SET) which makes a final recommendation to the President for his review and final determination. Departmental faculty members and instructional administrators review the credentials of full-time and part-time faculty members. After initial evaluation and review, the performance of faculty members is evaluated on a five-year cycle. Full-time faculty hired into tenure-track positions follow a tenure evaluation process delineated in Article 8 of the SCCFT contract. It is a three-year process that includes self, peer, and administrative evaluation with quarterly reports submitted to the office of the VPASA. An annual report for each tenure track faculty is submitted to the Board of Trustees. If tenure is awarded, faculty members are placed on a five-year evaluation cycle. (See *Contracts* Exhibit #12 binder.)

Eligibility Requirement 11 - Educational Programs: The mission and core themes of the college are expressed in the degrees and certificates provided in four areas: transfer, professional-technical, basic skills and non-credit education. Transfer program degrees which prepare students to transfer to baccalaureate institutions or to fulfill prerequisites to enter professional/technical programs at the college include: Associate of Arts-Direct Transfer Agreement; Associate of Science Track 1(biology, biochemistry, chemistry, geology) and Track 2 (engineering, computer science, and physics); Associate of Arts-Individualized Plan; Associate of Fine Arts-Direct Transfer Agreement; Associate in Music (used for transfer to music conservatories) and an Associate in Applied Science-Transfer (used when an articulation agreement exists between community college and a university). In addition, the college has developed Major Ready Pathway (MRP) tracks for students in Business; Bioengineering; Chemical Engineering; Computer and Electrical Engineering, Mechanical/Civil/Aeronautical/Industrial/Materials Science Engineering; Chemistry Education; Biology Education; Physics Education and General Science Education. All of these transfer degrees, with the exception AAS-T, are accepted by all baccalaureate member institutions of the Inter-College Relations Commission (ICRC).

Professional-technical programs prepare students to enter the workforce with appropriate knowledge, skills and abilities tied to specific business and industry outcomes and competencies. There are one degree and three certificates offered: Associate in Applied Arts and Sciences (90 or more credits); Certificate of Proficiency (45-89 credits); Certificate of Completion (20-44 credits) and a Short Term Certificate of Completion (19 credits or less). The Dean of Workforce Education provides support for twenty (20) major programs which offer thirty (30) AAAS degrees and fifty-seven (57) certificates including an Associate Degree in Nursing and AAS -T degrees in Dental Hygiene, Digital Film Production, and Animation Video for Multimedia, Graphic Design and Production Art and Visual Communication Technology Marketing. Supervision and support are provided by the division Deans who administer both academic, professional-technical and basic skills programs. All professional-technical programs are provided with a program advisory committee whose membership consists of appropriate business and industry professionals and labor representatives to assist in curriculum development and revision, internships, job placement and current industry practice.

The Basic Skills or Transitional Programs (ESL/ABE/GED/IBEST) addresses pre-college learning needs and is focused on the attainment of a GED, attainment of communication and quantitative skills for entrance into developmental or college-level training programs.

Eligibility Requirement 12- General Education and Related Instruction:

The transfer degrees of the college require courses that develop competence in written and oral communication, quantitative reasoning, and multicultural understanding necessary for college-level studies. Transfer degrees also require a breadth of related study in the distribution areas of Humanities (Communication skills), Social Sciences, and Natural Sciences introducing students to the content and methodology of the major areas of knowledge. All applied degrees and certifications requiring at least 45 credits include required courses fulfilling general education requirements in the areas of computation, human relations and communication.

Eligibility Requirement 13: Library and Information Services: The Ray W. Howard Library Technology Center offers resources and services to Shoreline Community College students, faculty and community in order to meet the diverse needs of the college's degrees and certificates. Librarians share in the responsibility for material selection for all disciplines, working with discipline faculty to purchase appropriate materials for research assignments and in support of the curriculum. The materials are

available in a wide variety of formats including print and digital book collections, print and digital periodicals and journals, videos, DVDs, CDs, digital and print map collections and regalia. Access to the collections is provided at 24 high end public access computers in the reference area and 100 computers in the building's open lab. The building is also a Wi-Fi hotspot. Media Services provides students and faculty multimedia computers loaded with editing software, digital cameras, tripods, light umbrellas, and audio equipment for the production of DVDs related to the curriculum.

Reference and instructional services for faculty, staff, and students are available seven days a week on site. The virtual library is available 24/7 via its website providing remote access to its digital collections including a digital reference collection, books, journals, music and peer-reviewed, course-related websites. The virtual library also provides 24/7 online reference services through *Question Point/Ask Washington*, subject and course specific research guides and information related to the library's operations and policies. Librarians regularly teach classes customized to the research needs of specific courses ranging across the curriculum or cohorts of students such as the Honors Program.

Eligibility Requirement 14: Physical and Technological Infrastructure: The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes. The college maintains a Master Plan (See copy, Exhibit #13) for the main campus, as well as a two-year rolling maintenance and repair project list. The college's overall short and long-range capital program is guided by a combination of these two documents. During the period of this study, the capital program focused primarily on the renovation of inadequate classroom buildings and repair of college facility infrastructure. The Master Plan provides clear goals for the future enhancement of college facilities.

The college has consistently updated administrative, instructional and student computing hardware and software. These investments enable college personnel to deliver services to students and faculty, regardless of mode of delivery or location. This includes computer labs and learning centers for students, digital delivery of instructional materials to multimedia-equipped classrooms, and a secure wireless network for use by students, faculty and staff on both campuses.

Eligibility Requirement 15: Academic Freedom: The College's Policy 5271 provides a clear statement with procedures that supports and encourages an atmosphere of intellectual freedom and freedom of expression. Article Six of the faculty contract entitled *Academic Freedom* also provides a definition of purpose, and an implementation statement. (See *Contracts*, Exhibit #12 binder.)

Eligibility Requirement 16 - Admissions: The admission process is established by the State of Washington (RCW 28B.50.020) and is governed by the State Board for Community and Technical Colleges (RCW 28B.50.050). As a comprehensive community college, SCC admits any age eligible person who can benefit from the instructional programs of the college. This policy is published in the college catalog and on the [college website](#). Specific programs such as Workforce, Continuing Education, Career Educational Opportunity (CEO), Learning Center North (LCN) and Transitional Programs (ESL/ABE/GED) each have specific admissions procedures, but overall all programs in the College adhere to the RCW cited above.

Eligibility Requirement 17 - Public Information: In its annual catalog and/or on its website, SCC publishes current and accurate information regarding its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ;

rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Eligibility Requirement 18 – Financial Resources: The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability. Maintaining adequate reserve balances is critical to the sustainability of operations of any organization. SCC maintains adequate reserves to ensure the continued operations of the college. The State of Washington’s long-term economic crisis has resulted in mandated reductions to the College’s state-supported operating budget in each of the past six years. Nevertheless, the college has allocated resources to serve its students and has been able to generate a small surplus each year to contribute to financial reserves.

Eligibility Requirement 19- Financial Accountability: SCC is committed to excellence in reporting of its financial information. The college undergoes a biannual accountability audit by the Washington State Auditor’s Office (SAO), by professionally qualified personnel in accordance with generally accepted auditing standards. Audit entrance and exit conferences are attended by at least one member of the board, the college executive team and the Director of Financial Services. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board. On an annual basis, the SBCTC conducts an on-site “Operations Review” to ensure consistency in record keeping and reporting; adherence to SBCTC policies and guidelines; and compliance with state and federal laws, regulations, and grant provisions. Recommendations received from SBCTC or the SAO as a result of an audit are reviewed and incorporated into the College’s operating procedures to ensure compliance with program requirements and are the used to demonstrate SCC’s commitment to excellence

Eligibility Requirement 20- Disclosure: The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Eligibility Requirement 21 – Relationship with the Accreditation Commission: The institution accepts the standards and related policies of the Northwest Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information. The College publishes copies of its official annual reports and required accreditation self-evaluation and progress reports to the NWCCU on its public website.

2.A. Governance

Governance:

Shoreline Community College has established an effective and widely understood system of policy governance. The evolution of this system began in 2004 with the final adoption of [Policy 2301 College Governance](#) by the Board of Trustees on March 21st, 2007. This policy calls for “a shared participatory system in which every member of the college community can influence decisions regarding operational policies and priorities and provide direction for the college.”

In addition to defining the system of governance for College operations, the Board of Trustees set out strategic directions through adoption of a Carver-like model of [Policy Governance](#) adopted on June 24, 2009, to guide the College's future decisions. This document defines the authority, role and responsibilities of the BOT and College President. Section 2 of the BOT Governance Manual outlines the executive limitations for the president. Over the past few years, the Board and president as well as the College community itself have been developing into a learning institution implementing policy governance thinking and practices and restructuring itself to become a policy governance model of a learning-centered institution. While maintaining its shared governance procedures, SCC has established an effective and widely understood system of governance for the college. **(2.A.1)**

Decision-making in the college:

The decision-making process in the college follows a shared governance model for administration and a modified parliamentary model for student leadership. The Senior Executive Team (SET) makes all routine fiscal and operational decisions in administration of the college. While the President's Senior Executive Team (P/SET) holds final authority and responsibility for administrative decisions, input and discussion from all recognized campus constituency groups (students and employees) is formally obtained through the semi-monthly forum of the College Council and other resources. Decision-making input from the unions representing faculty and classified employees is also routinely discussed in labor-management meetings. Student leadership determines how student funds will be used through parliamentary process and makes recommendations to administration. Student leadership directly manages approximately \$2.65 million in student funds annually (1.1m+ in Student Services and Activities, \$350K+ Technology, \$700K+ for PUB, and \$500K+ SCOF Sustainable Commuter Option Fee, student transportation funding).

The College has decision-making structures and processes that allow for campus wide involvement and consideration of viewpoints of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. In 2008, the College adopted a revised committee structure to reinforce the importance of campus-wide involvement in decision-making. Committee clarification related to Governance, Contractual, Task Force, Administrative and Advisory Groups was outlined. This structure provides the College a framework in which decisions are being made across the campus. This has been evident as the College works through difficult budgetary times as well as starting up new initiatives. Input on key issues is solicited frequently from the campus community via drop boxes distributed across campus, emails, and periodic surveys and with short and long-term task forces.

Based on prior commission recommendations, the College integrated its planning efforts with budget decisions, resulting in combining Strategic Planning with the Advisory Group of Budget into a single governance group called Strategic Planning and Budget (SPBC). This group is responsible for thinking about the overall direction of the College, while establishing a budget process for the allocation of resources consistent with the directions. This committee has played a critical role in overseeing recent decisions related to budget reduction and the initiation of a Virtual College plan. In both cases, the committee ensures that campus wide engagement is part of the overall decision-making process. Information is provided on our college intranet, Day-At-A-Glance (DAAG). Meeting minutes of various groups are posted on the intranet. **(2.A.1)**

Division of authority and responsibility

Governed by the State Board for Community and Technical Colleges (SBCTC), Shoreline Community College is [authorized by law](#) as a single campus district. We had but closed last year a branch campus at

Lake Forest Park, just six miles away from the 83-acre main campus. To deal with severe budget cuts and a costly lease, the College made the decision to close its off-site Cosmetology program; this closure became fully effective on March 31, 2010. While technically part of main campus programmatically, it had been housed in leased property on 160th Street, less than a quarter mile from main campus. Although the graduates of that program participated in our graduation exercises, students needing to complete that program were directed to nearby colleges with cosmetology programs. In light of many budgets cuts and program reductions and eliminations over the past five years, the College has implemented system policies, regulations and procedures as defined by the [College's Policy Governance Manual](#), the SBCTC, and state and federal regulations. **(2.A.2)**

System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered. Every attempt is made to implement procedures appropriately and equitably. State Board (SBCTC) policies are easily accessible to the college via the [SBCTC website](#) which includes sections on educational services, finance, administration, communications, student services, research, and news. [College policies and procedures](#) are easily accessible on our intranet, as are [forms](#) and other procedural documents. (Administrative offices used to keep a *SCC Policy and Procedures Manual* updated by HR.) Shoreline students also receive a student guide which includes major college policies pertaining to student conduct and rights and responsibilities. As policy changes are made, college personnel are notified via Day-at-a-Glance announcements as well as through administrative, staff and faculty list serves. Supervisory personnel are responsible for notifying/training employees and implementing new policies as they develop. **(2.A.2)**

SCC established compliance with Northwest Commission on Colleges' standards of accreditation by aligning its policy governance model with that of the "new" accreditation standards. Beginning Fall 2010, the Board required the President to present [monthly monitoring reports](#) demonstrating compliance with Board Policy, collective bargaining agreements, legislative actions and external mandates. Each monitoring report requires a statement of compliance or progress towards compliance and is closely aligned with accreditation core themes, core theme objectives and indicators. (See *Board Monitoring Reports* Exhibit #14 binder.) Compliance with collective bargaining agreements, legislative actions and external mandates is thoroughly considered within the Executive Limitations section of the Board's Governance Manual. The College's Accreditation Liaison Officer (ALO) is an academic dean and works closely with the President's Senior Executive Team regarding Commission standards. **(2.A.3)**

Governing Board

Legal power and responsibility for the operation of the College rests with the Board of Trustees (BOT). The Board establishes and reviews college policies and oversees the general management of funds and properties. The Board is composed of [five trustees](#) who are appointed by the governor of Washington State with the consent of the Senate. The Board of Trustees acts as a unit. As such, it represents the public interest and functions to ensure the basic fiscal integrity of the college. **(2.A.4)**

Shoreline Community College was established by the Washington State Legislature as community college district seven (#7). Through its revised code of Washington (RCW), the state legislature requires each district to have a five-member board. RCW 28B.10.528 outlines the authority of the five-member board. The BOT members do not have any contractual, employment or financial interest in the College, and the BOT acts only as a committee of the whole and speaks with one voice. **(2.A.4 and 2.A.5)**

Shoreline's Board established Section 3: Board Governance Policy (BRP) agenda planning as one avenue to review, revise as necessary, and exercise broad oversight of institutional policies, including its own policies and operation. Governance Policy 8, reads as follows, "The Board, in order to carry out its responsibilities with a governance style consistent with Board policies, will follow an annual agenda that will include: completing a re-examination of Goals policies annually; and continually improving its performance through Board education, through enriched input and deliberation." **(2.A.6)**

The Board has also established Section 4: Board-President Relationship Policy (BRP) for the evaluation, hiring and firing of Shoreline Community College's President/CEO. BRP-5 calls for the monitoring of Presidential performance. BRP-6.3 reads as follows, "The Board will, upon the resignation, termination, incapacity or death of the current President, appoint an acting, interim or permanent President." See Section 4 of the [Board's Governance Manual](#) which is also Exhibit #1 binder. **(2.A.7)** The Shoreline Community College Board regularly evaluates its performance to ensure its duties are fulfilled in an effective manner by establishing Section 3: Governance Process Policy, GP-7, requiring the Board, to "conduct an annual self-evaluation prior to the annual planning retreat." The Board last did its Self-Evaluation during Day Two (August 5, 2012) of the Board's August 2011 Retreat. The agenda and the minutes tied to the Board Retreat can be found on the [Board of Trustees web pages](#). **(A.8)**

Leadership and Management

Despite severe budget cuts, SCC maintains an effective system of leadership staffed by qualified administrators with appropriate levels of responsibility and accountability. The College has an established three-vice president model with institution-wide responsibilities for planning, organizing, managing and assessing the college's achievements and effectiveness. Each of the position descriptions of the three vice presidents: Academic Affairs (VPASA), Administrative Services (VPAS), Human Resources and Legal Affairs (VPHR), outline their specific responsibilities. (See *Administration* exhibit binder.) The vice presidents were selected through a campus-wide hiring process that vetted each person's qualifications. Evaluated annually by the president, the president requires that each vice president be accountable to the same standards as the president outlined in Board Policy Section 1: Goals and Section 2: Executive Limitations.

In 2011, the College implemented a new evaluation process for all administrative/exempt staff. This process provides clear supervisory assessment, summarizing observed strengths and developmental needs and establishing annual performance objectives. Evaluations will be conducted annually for each administrator and exempt staff member. In August 2011, at an Operations meeting of all college administrators, leadership criteria for evaluations were reviewed and discussed. Position descriptions are revised as part of the annual evaluation process. As the college restructures its administrative staff to meet budget reduction goals, job descriptions for administrative/exempt and classified staff positions are reviewed to ensure that necessary work is being accomplished to meet the College's mission. **(2.A.9)**

Chief executive officer

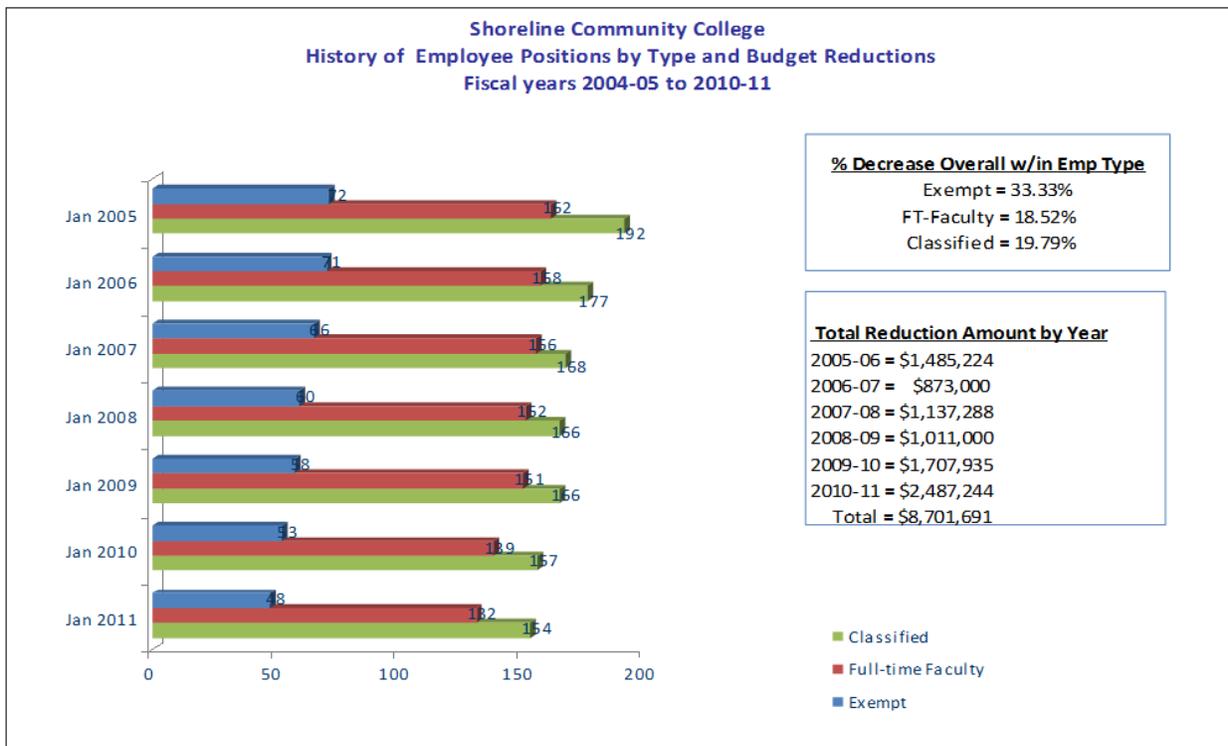
Shoreline Community College employs a president/CEO who has full-time responsibility to the college. The current president/CEO served as vice-president for two different community colleges prior to becoming Shoreline's president. He also served as an interim president, an interim dean for enrollment services, as well as a special assistant to the president. He taught eight years as an adjunct faculty member at a regional four-year college in Washington State. (See *Administration* Exhibit #11 binder). In 2009, President Lee Lambert, J.D. was recognized nationally by the Association of Community College

Trustees as the [2009 Pacific Regional Chief Executive Officer](#); the award is given in recognition of chief executive officers who demonstrate commitment to excellence in advancing the community college movement. The president/CEO serves as the Board’s secretary, a duty delegated by the president to the executive assistant to the president. (2.A.10)

Sufficient number of qualified administrators

In addition to the three vice presidents, the College employs deans, directors and managers to oversee the day-to-day operations of their respective areas of responsibilities. The [organizational charts](#) are posted on our Human Resources website. (See also *Administration & Organizational Charts* Exhibit #11 binder.) In 2009, due to severe budget cuts, the College reduced dean positions from six deans to five and restructured programs areas for consolidation (The Dean of Library, Media Services was eliminated but the head librarian position now reports to the Dean of Social Sciences. The Business program now reports to the Dean of Health Occupations. Various consolidations and reductions have also occurred at the director level. Please refer to the *Employee Positions by Type and Budget Reduction* below. These mid-level managers are evaluated annually by their respective vice presidents as part of the college’s exempt employee evaluation process. (2.A.11)

FIGURE 2.A.11: History of Employee Positions by Type and Budget Reduction



As January 2012, the College employed a sufficient number of qualified administrators to manage and lead for the institution. While there are no definitive standards for direct comparison, our Human Resources office has reviewed “snapshots” by briefly polling selected comparator colleges in the last year. Available information has lacked depth beyond a cursory headcount of the number of administrators at each institution. The SBCTC maintains an annual [Administrative Salary Report](#) does provide a basis for reaching the conclusion stated.

Deeper cuts by the state to our allocation always hampers our best efforts, but the current president, vice presidents, deans, directors and managers are committed to working across institutional functions to foster fulfillment of the institution's mission and accomplishment of its core theme objectives. The President has taken a leadership role in internationalizing the campus; the International Education program now reports to him. The VPASA took on Student Services and the VPAS areas such as Financial Aid, Registration, and Technology Services. Deans and directors have added or repurposed functional areas in the various restructures the college has undergone. Some of these include closing down our Lake Forest Park Campus and refocusing Continuing Education offerings on workforce areas; the Dean of HO/PE taking Advising and the Business Division; the Dean of Humanities taking on The Writing Learning Studio as well as becoming the Accreditation Liaison Officer for the college. The Vice President of Student Affairs was restructured into a Dean of Students with the following areas of responsibility: Student Leadership; Office of Special Services; Counseling; the Center for Equity, Engagement, and Service; High School programs, Commencement, and Student Code of Conduct. These are just a few of the structural changes to the college, and more will occur as college funding from the state diminishes. Fewer managers mean more work for those who remain, and that is always challenging.

With a focus on students and our core themes, the College is attempting to streamline student intake processes through technological improvements to our website and through the efforts of our [Virtual College Initiative](#). The [Virtual College Implementation Team](#) (VCIT) is a prime example of qualified administrators providing leadership and working collaboratively across institutional units to accomplish core theme objectives. The VCIT implemented the following to improve online services to students: mandatory college email student accounts; online orientation to the college; increased eAdvising capacity to meet student demand; web-based degree audit system that is used by faculty when advising students and when students self-advise; web-based student financial aid portal for students to check their financial aid status; [Connect Ed](#) a text, voice message, and email-based communication system used for emergency and other important college messages, as well as classroom messages; and the [MySCC app](#), an application for mobile devices that allows users to look up faculty and staff contact information in a college directory, courses on the class schedule, and to contact emergency personnel in case of an emergency. (Refer also to the [many presentations on the Virtual College](#) given to all campus personnel.) More information about the Virtual College initiative is discussed in Standard 3 as part of the College's planning efforts. (See *Planning* Exhibit #3 binder.)

Academics: Academic policies

[The Faculty contract](#) specifies sections on these topics: (See *Contracts* Exhibit #12 binder.)

FACULTY: Faculty, administrators, and staff are aware of academic policies related to teaching, service, scholarship, research, and artistic creation through several sources including websites and the faculty contract. This document is available to all full and part-time faculty members as a hardbound copy and on the SCC Intranet under [Human Resources & Employee Relations](#) where one could find copies of all memorandums relating to the contract. Relevant sections of the contract for academic policies include:

- [Article VI: Academic Freedom](#): Section VI Academic Freedom outlines the rights and responsibilities of the faculty as it pertains to pedagogy and students
- [Article VII: Terms and Conditions of Employment](#): Section VII, Terms and Conditions of Employment, covers the academic calendar, workload, and advising. In Section VII. E.10, Copyrights, Patents, and eLearning, intellectual property issues regarding copyrights, patents, and eLearning are addressed. This topic is further defined in Section C. Article XX allowing faculty understanding of their rights regarding college-sponsored scholarship and research.

- Article VII: Professional Growth, and
- Article VIII: Exceptional Faculty Award Program:

In Appendix A, Article III gives the process for selecting faculty mentors who help the newly hired teachers. Article IV details Student and Instructional Related Activities. Article VII delineates the principles of Professional Growth, and Article XIII. Section A encompasses sabbaticals. It is clear that the College President must make the recommendation for sabbaticals, and recently the process has been asked to be re-evaluated. The BOT noted (Minutes of February 24, 2010) a concern that deans and program chairs are not included in the sabbatical process, and this makes yearly planning very difficult. The Board would like the process to be reviewed.

The College provides additional information to faculty via the [Full-time Faculty Handbook](#) the [Part-time Faculty Handbook](#), and the [Implementation Procedures for Appointment Review Committees](#) (tenure handbook) , all on the college intranet under Policies, Procedures, and Guidelines. These online handbooks give guidance about Getting Organized, Completing the Quarter, Knowing Instructional Related Policies, Finding Support for You and Your Students, and Teaching Tips.

Students are made aware of academic policies primarily through the catalog which is in hard copy and online. The section on Academic Regulations includes Grading, Scholastic Requirements, High Scholarship, Advanced Placement, Credit Information, Attendance, Student Classification, Final Examinations, Official Transcripts, and Graduation Requirements. Course syllabi are provided by each instructor for each course and specify not only class information but also college information as it pertains to areas such as disability accommodations and cheating. The Quarterly Schedule informs students of prerequisite checking, eLearning, Waitlists, Important Dates, and all offered classes. The [Student Policies page](#) contains Policy 5030 Student Conduct and Discipline, and a Summary of Student Rights and Responsibilities. The SCC Catalog lists the Policies for Students including a summary of their rights, responsibilities, records, and privacy. (Quarterly schedules are available as exhibits.)

SCC publishes [Student Advising](#) and [Faculty Advising](#) web pages to provide support for students obtaining transfer information. Many faculty members maintain their own websites which they list on their syllabi along with their email and phone number to make themselves available for any advising a student needs. Students are also provided with transfer information during the New Student Orientation and Registration. **(2.A.12)**

Policies regarding access to and use of library and information resources

The Roy E. Howard Library is an educational hub of the College, centrally located on main campus. Policies relating to access and use of the Library and information resources are documented, published and enforced. Over 350,000 visits by patrons are tallied each year. [Library policies](#) and [FAQs](#) related to borrowing materials, use of study rooms, patron behavior, interlibrary loans, fines, renewals, account management, etc., are posted on the library's [website](#). Information about [copyright](#) policies, ID cards, citation guides, course reserves and [subject guides](#) are posted there as well. Printed handouts for many of these policies and signage throughout the library further reinforce these guidelines, as does verbal communication t all levels of service. Policies related to circulation of materials (Interlibrary Loan, fines, renewals, etc.,) are automatically enforced by the library's computerized circulation system.

Other policies (behavior, room rules, etc.,) are communicated verbally by librarians and other library staff when appropriate. New policies may be proposed by any department but must first be reviewed and approved by the Division Planning Council, a group comprised of representatives from each library unit

(Technical Services, Circulation, Reference, Media and Information Literacy) that meets bi-weekly throughout the academic year. Librarians are assigned to the various academic divisions and attend division meetings both to promote library use and to present various library policies and information resources. Major policy updates and information are also announced on the College's daily intranet newsletter, [Day at a Glance](#) (DAAG). **(2.A.13)**

Transfer-of-credit policy

SCC is committed to effectively and efficiently assisting students with meeting their transfer goals and endorses the [Inter-College Transfer Policy](#) between Washington State community and technical colleges and baccalaureate institutions approved by the [Higher Education Coordinating Board](#). College-level courses offered by regionally accredited colleges and universities in the State of Washington shall normally be accepted in transfer by the receiving institution. For in-state universities and colleges, specific transfer information and course equivalencies are published in equivalency tables which are periodically reviewed by college advisors for relevancy and currency but which are maintained by each transfer institution. All relevant transfer policies are published widely on throughout SCC's website. SCC maintains specific Student Rights and Responsibilities for transferring students and endorses the [Transfer Bill of Rights](#) developed by the Student Services Commission of the SBCTC. The [Reciprocity Agreement](#) ensures that students moving between colleges are not penalized by the healthy differences in the specific general education requirements imposed by individual campuses within the general guidelines of the transfer degrees (DTA and AS-T). This information is also available through [student advising](#). These online tools provide students with access to a wide range of advising and educational program information as well as specific information that enhances their knowledge regarding transferring credits. **(2.A.14)**

[Common Course Numbering](#) (CCN) has also been effective to ensure that courses easily transfer among Washington's 34 community and technical colleges. CCN courses are delivered by a number of colleges and have official descriptions similar enough to be accepted as equivalent at a receiving college for transfer purposes. Discipline faculty across the state determines applicability of common courses numbers which are then vetted and approved by state councils. In turn, these common courses are published in all college catalogs, our online and print schedules, and all relevant online and print media. Students are encouraged to meet regularly with their academic advisors who provide them with additional transfer information. **(2.A.14)**

Students: Policies and procedures regarding students' rights and responsibilities

Shoreline Community College's policies and procedures regarding student rights and responsibilities are clearly stated, disseminated in hard copy in advising offices and available online:

Policies: These policies are listed in the College Catalog along with a summary of student rights and can be found on the College website through the following links:

- Student Conduct ([Policy 5030](#)) outlines expected behaviors, disciplinary procedures, sanctions, appeals and records retention.
- Dishonesty in Academics ([Policy 5033](#)) defines academic integrity and the procedures that will be followed if academic dishonesty is detected.
- The Student Grievance policy ([Policy 5035](#)) outlines steps that students may take if they feel an instructor has been arbitrary or capricious in assigning a grade and the steps the college must take each year to establish a committee to hear grievances of academic evaluation.
- Rights and Responsibilities Regarding Accommodations for Students with Disabilities (Policy

5114) is available at the [Office of Special Services](#) students are informed of the right to disability accommodation and academic adjustment throughout their time at Shoreline. Admission packets contain a postage paid information sheet that students can use to self- identify and receive more information. Registration sheets have an information box that students can use to self-identify and request more information. Information on services for students with disabilities is also highlighted at student orientations. Policy 5114 is available on the campus website and at the Office of Special Services. In all campus mailings and publications, an ADA statement and contact information are included. **(2.A.15)**

Admission and Placement policies

Admission Policies: SCC maintains an open door admission policy and admits applicants who are at least 18 years of age and/or have graduated from high schools accredited by a regional accrediting association or who have a GED certificate. Students under the age of 16 must meet additional requirements and may be eligible for enrollment into one of our high school completion programs.

The SCC Catalog and website provide procedural information on admission to specialized programs within the College: High School Completion, Running Start, College in the High School, Career Education Options (CEO), International Education, English as a Second Language (ESL), General Education Development (GED), [Dental Hygiene](#), Health Information Technology, Medical Laboratory Technology, [Nursing](#) and [Automotive Technology](#).

Placement: All degree- and certificate- seeking students are required to provide evidence of placement level prior to registration in English composition or mathematics courses. Students may submit ASSET (paper and pencil) or COMPASS (computerized) test scores for English placement. Students may submit COMPASS or ASSET test scores taken within three years for mathematics placement. Cut-off scores are determined by the faculty of the pertinent departments. COMPASS and ASSET are available at SCC's newly designed [Testing Center](#). Upon admission students are sent instructions on how to make a test appointment and an orientation/registration appointment.

Prerequisites: Shoreline Community College is dedicated student success and recognizes the importance of appropriate preparation for classes. Since March 2006, the college registration system checks prerequisites for the following courses at the time that students register for them:

- Economics &201 (was 200)
- Chemistry 121 and 171
- English 080, 090, 100, &101, &102
- Mathematics 070, 080, 098, 099, &107, 111, &141 (was 110), &142 (was 120), &146 (was 108), &148 (was 112), &151 (was 124), &152 (was 125), &163 (was 126), &171 (was 170), 211
- Philosophy &106 (was 120)
- Physics 110.

Prerequisite Checking Information and course entry codes may be obtained by contacting the English/Humanities Division at (206) 546-4770 in Room 5326/27 or the Math/Science Division (206) 546-4567 in the 2800 building. As of Summer 2008 many course numbers have changed; in those cases the old course numbers are noted in parentheses above. Courses with an ampersand (&) are Common Course Numbers and will be consistent across WA Community Colleges. Prerequisites are posted as part of the course descriptions in the catalog and course schedule. If a student is blocked from registration for any of these courses and believes to have the prerequisites, the Math and English faculty is available to talk with him or her to ensure ability to register for the appropriate level class.

Continuation: Requirements for continued enrollment as well as policies and procedures regarding possible dismissal from the College are outlined in the college catalog and website and are reviewed with students during Orientation/Registration sessions. Admission, continuation, and termination from specialized academic programs that include, but are not limited to, the health sciences and workforce programs, are published in student materials pertaining to these academic programs and are reviewed with students during specialized orientations provided by programs such as WorkFirst, Running Start, Career Education Options, and Worker Retraining.

Policies and procedures regarding grades are administered in a fair and consistent manner within designated timeframes. A student who earns a quarterly grade-point average of less than 1.75 is placed on academic warning. A student whose quarterly grade point average is less than 1.75 for a second consecutive quarter is placed on academic probation notice. A student who earns a quarterly grade-point average of less than 1.75 for a third consecutive quarter receives academic suspension. Students who have been academically suspended by the college may petition for reinstatement by completing the “Petition for Reinstatement after Academic Suspension” and meeting with the Registrar. Transfer students who enter the college after having been on probation at or having been dropped from another academic institution must maintain a minimum cumulative grade-point average of 1.75 after attempting 24 credit hours at Shoreline Community College.

Students who have not been in attendance at SCC or any institution of higher education for a period of 18 months may request the elimination of their previous SCC credits and GPA. The student’s academic record and transcript will continue to show the previous courses taken and grades received, but the grades will not be used in the calculation the student’s SCC GPA, and credits earned may not be used to satisfy graduation requirements. If a student transfers to another college the receiving institution may accept credits and recalculate the GPA according to its own policies. Policies and procedures related to student admission, placement, course prerequisites, grading and continuation are available in the catalog in both print and electronic versions. [Enrollment Services](#) office has a clear website with relevant information regarding enrollment processes. **(2.A. 16)**

Policies for co-curricular activities and student roles and responsibilities

The College has a rich history of co-curricular activities and maintains and publishes a variety of policies that clarify these activities and student publications. As a cultural hub of the community, one of the strategic directions in our Strategic Plan and essential to our core theme of Community Engagement and our core theme indicator to increase the number of events and programs available for cultural enrichment for the community, the College hosts a variety of events, speakers, sports and cultural activities such as tournaments, films, lectures, art gallery shows, opera and musical performances, and a variety of dramatic and theatrical events that enrich the entire community. Administrative policies and procedures have been established that clearly state the roles and responsibilities of students and the College with regard to co-curricular activities. These are all located on the College Policies and Procedures web pages:

- [POLICY 5001](#): *Student Government* recognizes the Student Body Association and their procedural guidelines to be the Constitution and Bylaws;
- [POLICY 5200](#): *Procedures for Administration of Student Activities at Shoreline Community College* identifies the Procedures for Administration of Student Activities;

- [POLICY 5221](#): *Paid Positions and Temporary Hourly Positions Funded by the Student Services and Activities Budget* defines the authority and procedures for paid positions and temporary hourly positions funded by the Student Services and Activities Budget;
- [POLICY 5222](#): *Student Club Advisors* determines the level or kind of advisor needed for various levels of clubs and the responsibilities of student club advisors;
- [POLICY 5226](#): *Revenue Generating Events and Activities* states the procedural guidelines for co-curricular revenue generating events and activities;
- [POLICY 5240](#): *Presentation of Media, Distribution of Materials and Posting of Signs* identifies media presentation, distribution of materials and posting of signs to further the exchange of free and open ideas.
- [POLICY 5241](#): *Board of Publications* outlines the composition and procedures for the Board of Publications which provides guidance and feedback and officially hires student editors; (Both SCC publications—*The Ebbtide* student newspaper and *Spindrift* literary magazine have received state, regional and national recognition, *Spindrift* having received the highest honors in the nation for a student literary magazine in 2009. Samples are available in exhibits.)
- [POLICY 5255](#): *Off Campus Student-Invited Speakers* specifies policies for student invited speakers;
- [POLICY 5280](#): *Inter collegiate Athletics and Performing Arts—Financial* indicates that co-curricular Athletics and Performing Arts organizations may raise money for related scholarships.

A hard copy of “Procedures for Administration of Student Activities at Shoreline Community College” is also located the Pagoda Union Building (the PUB) in Room 9301b for easy access for students and the Student Body Association officers, staff, and Student Leadership Center advisor. The Student Body Association (SBA) Constitution and Bylaws outline the [procedural guidelines for the Student Body Association](#). SBA Guides inform co-curricular organizations of policies and procedural guidelines for each respective area: [SBA Activities Guide](#), [SBA Finance Guide](#), [SBA Membership Guide](#), [SBA Travel Guide](#). These are located on the Student Leadership Center (SLC) pages of the [Student Body Association website](#). For some Category II activities, there are supplementary stipends outlined in Article IV: *Student and Instructional Related Activities* in the [Agreement between the College and the faculty union](#). **(2.A.17)**

Co-Curricular Activities

For the most part, student co-curricular activities are managed by the Student Leadership Center (SLC) which is supervised by the Dean of Students. Faculty advisors and coaches, the latter supervised by the Director of Athletics, receive stipends for their work with students on these activities. Funding of these various co-curricular activities is determined by the Student Body Association (SBA); for some category II activities, there are supplementary stipends outlined in Article IV: Student and Instructional Related Activities in the Agreement between the College and the SCC Federation of Teachers (pages 5A & 6A). Co-curricular activities range from Category I student-initiated clubs, as well as, what we call Category II organizations that are aligned with specific curriculum areas. The SBA is self-governing but is supervised by the Program Manager for Student Government and reports to the Board of Trustees.

SCC is a member of the Northwest Athletic Association of Community Colleges (NWAACC) and adheres to the conference’s rules, regulations, and guidelines. SCC supports five intercollegiate teams for women (basketball, tennis, softball, soccer, volleyball) and four men’s teams (baseball, basketball, tennis and soccer). Student athletes meet the same admission requirements and follow the same procedures as the general student body. They are expected to meet the same academic standards and follow the same degree requirements as all Shoreline CC students. Financial aid awards made available to student

athletes adhere to the same institutional policies and procedures that apply to other students. Athletic-related financial aid, as mandated by the NWAACC, is limited in the number of grants-in-aid allowed per sport. All forms of athletic-related aid are subject to an end-of-the-year audit. No individual or team may exceed allowable limits as determined by the Conference. **(2.A.17 & 2.D.11)**

Human Resources: Human resources policies and procedures

Approved personnel policies and operational procedures, including employment procedures, are drafted, reviewed, adopted, and administered to ensure consistent, fair, and equitable treatment of employees and students. The master copy of all policies and procedures are maintained in paper and digital format in Human Resources. The current version of all policies is also published electronically and accessible for all College employees through the College's [intranet home page](#). Any changes or updates are announced through DAAG notices and notice to e-mail list-servers for employee groups. Policies are developed and vetted through both formal and informal discussion with the bargaining units for union-represented employees and through the College Council that is the major venue for shared governance at the College. The VPHR holds primary responsibility for ensuring regular review and updates of policies to reflect changes in laws or rules. **(2.A.18)**

Employee conditions of employment

At hire, employees are provided information from Human Resources and their supervisor about their work conditions, benefits, assignments, rights and responsibilities, and criteria for retention, evaluation, promotion and termination. Documentation received includes their job description, benefits, applicable collective bargaining agreement, and performance evaluation materials. Tenure-track faculty is given a written copy of the tenure handbook, *Implementation Procedures for Appointment Review Committees*, and attends a meeting on the probation process during the first quarter of employment during their three-year evaluation process. For classified staff, the applicable supervisor meets with the employee to review the duties and responsibilities of the position description, along with the performance expectations, for the six-month probationary process required to attain permanent status. **(2.A.19)**

Both [faculty](#) and [classified](#) staff collective bargaining agreements address evaluation criteria and the procedural requirements to discipline or terminate employment for cause. The classified employees' agreement is for two-year periods, and the faculty contract is for three years duration. After a successor agreement is bargained, staff and faculty are provided information about changes that affect their respective collective bargaining agreement during informational sessions provided by the College and the unions. (See Exhibit #12 binder.)

Administrative/Exempt staff are "at-will" employees and may be terminated after ten (10) days' written notice. The bases for termination for cause are generally stated in the written employment contract for these employees and distinguished from termination for convenience that requires no justification but provides severance compensation. College policies, forms, procedures, resource contacts and collective bargaining agreements are accessible to all employees via the Intranet. **(2.A.19)**

Confidentiality of human resources records

The College ensures the security and appropriate confidentiality of personnel records by keeping them in a secured area controlled by Human Resources (HR) staff that only specific college personnel are authorized to access. Beyond a staffed reception area, HR staff and managers are located in cubicles

and offices respectively. Because this area is where confidential information is discussed and stored, any customer employee or visitor is escorted or observed by HR staff. Confidential medical files are further secured in a vault that can only be accessed by HR staff. Management who must maintain files in their offices containing sensitive and confidential information such as lawsuits, disciplinary files, and attorney/client privilege materials have doors that restrict keyed access only to specific individuals authorized to access that information.

Personnel, payroll, leave, and benefits files are stored in locked file cabinets. All confidential digital information is stored using password-protected computer systems. Careful attention is paid by staff to ensure that confidentiality of records is maintained as a top priority. Access is restricted to personnel who need the information to perform a duty or responsibility. Staff members are regularly reminded of their duty to maintain the confidentiality of all matters within the Human Resources office. **(2.A. 20)**

Institutional Integrity: Representation in publications

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

The [Public Information Office](#) (PIO) serves the College as both source and clearinghouse for the campus and external community communications. PIO works closely with College leadership, including administration, faculty and other staff, to assess communication needs and then provides the necessary support to meet those needs. PIO serves as the official voice of the College, both internally and externally, to assure consistency and accuracy. To advise and assist on-campus constituencies, PIO maintains communication guidelines in further support of clear communications. PIO also ensures that College communications reflect and forward the priorities set forth through the appropriate governance structure. These communications include announcements, statements, news releases, marketing campaigns and publications, both in print and online. PIO oversees the design and publication of official College communications, including the print and online versions of the catalog and class schedules, to ensure the timeliness, accuracy and veracity of the information. Class schedules are published quarterly in print and online with the online version updated as necessary. The catalog is published annually in print and online with the online version updated if necessary. This approach allows the College to maintain currency of information while college restructure, program growth and consolidations and further policy actions and budget cuts at the legislative and SBCTC levels impact college operations.

To provide students the most updated information about degrees, certificates and academic programs, college publications such as academic or professional-technical program planning sheets and the website are updated at least annually. As needed, planning sheets are updated during the year to be as current as possible. These materials provide detailed information about academic programs, length of time and amount of coursework required for each. The college catalog contains information on many planning sheets which detail all coursework and credits required for a degree or certificate and in most cases the suggested quarters in which to take the coursework. All planning guides for publication are initially reviewed by their respective program faculty and deans as well as their division planning councils and then to the Curriculum Committee and finally to the Vice President for Academic and Student Affairs in the Office of Instruction. **(2.A.21)**

High ethical standards in managing and operating the institution

SCC maintains high ethical standards in its policies and procedures and reflects these standards through its actions in managing and operating the institution and in its dealings with the public, the Commission, and external organizations. Its treatment of students, faculty, administrators, staff and others is fair and equitable. The college responds promptly and completely to inquiries and information requests from the media, legislators, and the general public. [College Policy 4125](#), *Standards of Ethical Conduct*, which applies to trustees and employees, and the [Board of Trustees Policies](#) GP-9 and GP-10, *Board Members Code of Ethics*, and EL-2, *Treatment of People*, emphasize these values. Executive Limitation EL-2 states that, “With respect to treatment of students, employees, volunteers, community members and visitors, the President will promote conditions that are humane, fair, dignified, and non-discriminatory.” Processes for resolving grievances and complaints are defined and accessible to all employees and students through the EEO/AA [Human Rights Universal Complaint Procedure](#), Policy 4111. In addition to college policies, the respective collective bargaining agreements with the classified staff and faculty unions address the grievance process and specify timelines for each step in the process.

In addition to college policies, student issues are addressed by the Dean of Students and governed by the [Code of Student Conduct](#). Each year the College publishes online a student guide that contains the following policies and procedures: *Students Rights and Responsibilities*, *Student Conduct and Discipline* (Policy 5030), *Dishonesty in Academics* (Policy 5033), *Student Grievance Procedures – Academic Evaluation* (Policy 5035), *Student Records and Rights to Privacy*, and the *Student Bill of Rights*. The Student Body Association also includes a Student Advocate position on its leadership.

The VPHR serves as the College’s Affirmative Action and Human Rights Officer. Training on sexual harassment (Policy 4113) and ethics is provided to faculty and staff regularly, at least every other year, either through Human Resources or their administrative units. Students receive pamphlets on sexual harassment each year at orientations, and resources are available in the PUB building in the Women’s Center, Student Leadership Center and the Center for Equity and Justice. **(2.A.22)**

Conflict of Interest

SCC adheres to clearly defined policies that prohibit conflict of interest on the part of all employees, including trustees. [Board policies](#), and the College’s Standards of Ethical Conduct [Policy 4125](#), state that the college is governed by the provisions of Chapter [42.52 RCW](#), the Washington State Ethics in Public Service Act. [Policy 5271](#), Intellectual Freedom, affirms SCC’s commitment to the principles of free speech and expression, and affirms the right of faculty to practice academic freedom. Article 28 in the Classified Bargaining Agreement (CBA) also prohibits conflict of interest by staff. As a publicly funded institution, SCC does not offer any programs with intent to instill specific beliefs or world views. The College maintains its educational mission as its primary purpose and operates as an academic institution with appropriate autonomy. **(2.A. 23)**

Intellectual Property

SCC’s Executive Limitation EL-6.8 provides that the president will “Protect information, files, and intellectual property from loss, damage, and misuse.” All College employees must comply with the [Ethics in Public Service Act](#) that provides, in part, that official positions and state resources may not be used for private benefit, including personal gain. The [faculty collective bargaining agreement](#), at Article VII, Section E (10) *Copyrights, Patents and eLearning*, provides that any faculty who produces

intellectual property with no or minimal use of college resources retains full intellectual property rights. However, if the faculty member creates intellectual property as part of their scope of work or by using state resources, the intellectual property will remain the property of the College. **(2.A.24)**

Current accreditation status:

SCC accurately and appropriately represents its current accreditation status with the Northwest Commission on Colleges and Universities. Full accreditation history is available to the public on the College website and intranet. Shoreline Community College has been accredited by the NWCCU since 1966. A full accreditation history is available at the [accreditation intranet site](#). **(2.A.25)**

Contractual agreements with external entities

Integrity in Contracts and Grants: The College engages in ethical behavior in relation to all contracts that are established with outside entities. These entities include individuals involved in personal service contracts and companies with whom purchasing contracts have been established for goods and services as part of the total program costs. These purchasing agreements follow the terms and conditions set by the State of Washington. <http://www.ga.wa.gov/pca/manual.htm> Personal services contracts are reviewed by the Vice President for Administrative Services for standard format and terms.

The College has received various state and federal grants, all of which conform to administrative and financial controls established by the College. The Office of Financial Services and Office of the Director of Budget and Internal Controls handles all financial transactions and maintains monthly revenue and expenditure reports generated by the Financial Management software system standardized throughout the State. Grant Directors must approve all expenditures prior to payment by the Business Office to ensure the expenditures comply with institutional and grantor policies and requirements. **(2.A.26)**

Academic Freedom

SCC adheres to Board-approved policies regarding academic freedom and protects its constituencies from inappropriate internal and external influences and harassment. Article VI Academic Freedom in the [Faculty Agreement](#) recognizes *the right and responsibility of the academic employee to insist that students be free to learn and academic employees be free to teach broad areas of knowledge, including those that may be considered controversial*. The article states: *Academic freedom implies not only the freedom of discussion in the classroom but also the absence of unusual restriction upon the academic employee's method of instruction, testing and grading, provided that these are consistent with the academic employee's assignment*. Furthermore, Section B of the article notes that *academic employees are guaranteed the following freedoms: ... to exercise all rights of citizenship without institutional censorship, discipline, or other Interference, ...to select the content and methodologies for their courses within constraints established by their discipline peers, specialized accrediting agencies and State or Federal licensing departments, ...free to select textbooks, resource persons, and other educational materials, which do not place unreasonable financial burden on either the student or district*.

Environment that supports independent thought

SCC's Executive Limitation EL-2.8 in the [Board of Trustees policy manual](#) provides that the president will: "Protect the academic freedom of the institution, its faculty and its students." More specifically, the faculty contract with the Shoreline Community College Federation of Teachers includes detailed

provisions regarding academic freedom, at Article VI. This article provides that academic freedom is “the right and responsibility of the academic employee to insist that students be free to learn and academic employees be free to teach broad areas of knowledge, including those, which may be considered controversial.” The same article includes detailed provisions for the implementation of academic freedom.

SCC endeavors to be a learning-centered institution where students take charge of their education, have opportunities to display their learning, and the institution encourages learning and development throughout every department and in its processes. Our core themes of educational attainment and program excellence encompass our values of independent thought in the pursuit and dissemination of knowledge. In that pursuit, there have been several activities that have encouraged staff, faculty and students to share their scholarship and reasoned conclusions with others:

- Annual PRISM concerts, an Opera, a Musical, several Funkngroove, Jazz Band and Choral and music recitals and concerts throughout the school year.
- Children’s Theater and dramatic plays and Student Flash Fiction presentation, May 2010.
- Student publications like *The Ebbtide*, the student newspaper, and *The Webtide*, the online student newspaper, demonstrate student scholarship and ability to share their reasoned conclusions with others. The College does not practice censorship. Student editors are taught about censorship, but are encouraged not to censor others.
- Shoreline Shorts: Student written, directed and produced plays in the Little Theatre, June 2010.
- Student showing of original films, June 2010.
- Student Panel discussing what they learned in their multicultural classes, one of the college’s general education requirements April 2010, May 2011, 2012.
- Honors students presenting research to the campus in the Pub, June 2010, 2011, 2012.
- College Learning Fair June 2010 in the PUB where students postered their learning June, 2010.
- Poetry Slam readings in the library and the student union building PUB- winter 2010
- Celebration of Learning – to make learning visible, Center for Service Learning, June 2010.
- SCC Association of Nursing Students (SCCANS) regularly present Brown Bag seminars on topics related to nursing practice and career opportunities throughout the academic year.
- The 45 student clubs with faculty and staff advisors allow students frequent opportunities to engage in activities designed to enhance their learning related to specific disciplines or careers.
- Courageous Conversations on topics of diversity and color, African Student Club, May 2012.

These are a few of the many events open to the campus that demonstrate how SCC *actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge*. In addition, faculty have opportunities for independent research (sabbaticals) and through their own publications such as the *Soundings* newsletter, DAAG, and various public faculty list serves available to them on the college intranet. All constituencies are intellectually free to examine thought, reason, and perspectives of truth. Faculty, in particular, is protected with the academic freedom clause specifically cited in the Faculty Agreement with the College. **(2.A.28)**

Present scholarship fairly, accurately, and objectively

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators and students to share their scholarship and reasoned

conclusions with others. Instructors are free to select content and methodologies within their disciplines. The only constraints on these choices are those established by discipline peers or by specialized accrediting agencies, state or federal licensing departments or professional organizations responsible for certification. SCC faculty members present scholarship accurately and objectively and acknowledge the source of intellectual property, personal views and beliefs. Opinions are identified as such. Faculty is encouraged to actively engage in this pursuit of knowledge and scholarship. Many part-time and full-time faculty are published authors of books and scholarly articles as well as recording artists and acknowledged artists whose works have been shown in various public venues.

The tenure process and post-tenure evaluation process both provide opportunity for peers and administrators to evaluate the fair, accurate and objective nature of the material presented by a faculty person. Student evaluations frequently reveal evidence of biased opinions contrary to discipline accepted theory or philosophy. Associate faculty members are evaluated initially by an administrator or their designee and student evaluations for their first seven quarters of instruction. Review of student evaluations, or direct student complaints usually reveal evidence of biased, inaccurate or subjective presentation of subject matter. Review of master course outlines (MCO) with new faculty provides guidance as to the expected outcomes for any course and provides a basis for discussion of discipline accepted theory or philosophy. **(2.A. 29)**

Finance: Policies regarding oversight and management of financial resources

SCC has clearly-defined policies, approved by the Board of Trustees, regarding oversight and management of financial resources which include financial planning, board approval and monitoring of operating and capital budgets, reserves, [investments](#), fundraising, cash management, debt management, and transfers and borrowings between funds.

Financial Integrity: SCC’s Board has adopted clear policies regarding oversight and management of financial resources. [Executive Limitations EL-3 and EL-4](#) provide, respectively, that *“The President will promote and allow financial planning and budgeting for general, capital, student body, and other funds in any fiscal year or the remaining part of any fiscal year to be in accordance with the Board’s policies, to protect fiscal integrity, to be derived from a multi-year [strategic plan](#), and to be realistic in projections of income and expenses”* and that *“With respect to the actual, ongoing financial condition and activities, the President will promote fiscal integrity and avoid material deviation from Board-approved priorities.”* Each of these two executive limitations includes detailed provisions regarding financial planning and financial operations. All college financial functions are [organized under and report to](#) the Vice President of Administrative Services (VPAS) who has a [direct reporting line](#) to the College President. Functions reporting to the VPAS include cashiering, budget, accounts payable, accounting, internal audit, grants, contracts, risk management, purchasing, payroll, Financial Aid and Enrollment Services. **(2.A.30)**

2.B. Human Resources

<u>Employee Headcount for Fall 2011</u>	
Full-time employees (of any Type):	308
Faculty (both Part- and Full-Time):	376 <i>there are 124 Full-Time and 252 Part-Time Faculty</i>
Classified (both Full- and Part-Time):	144 <i>there are 137 Full-Time and 7 Part-Time Classifieds</i>
Exempt (both Full- and Part-Time):	49 <i>there are 47 Full-Time and 2 Part-Time Exempts</i>

Sufficient number of qualified personnel

To carry out its mission, SCC currently employs approximately 308 full-time employees: 124 faculty, 137 classified staff, and 47 exempt staff as of September 2011. Employees' qualifications are reviewed and verified during the selection and hiring process. Beginning in 2006, the College experienced a series of annual reductions in the funding allocation it received from the state. These budget cuts have required incremental reductions in the college workforce in each consecutive year following. In addition we have complied with recent annual state mandates to implement hiring "freezes." The College continues to provide programs and services that fulfill its mission and core themes.

EMPLOYEE COUNTS 2007 - 2012					
TYPE	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Admin/Exempt	66	57	51	51	49*
Classified, Full Time	190	186	158	156	137*
Classified, Part Time	14	19	18	13	7*
Faculty, Full Time	148	146	132	136	124*
Faculty, Part Time	311	338	268	233	252*
Total Employees	729	746	627	589	569*
Permanent Employees	418	408	359	356	308*

*1Q12 only

Criteria, qualifications and procedures are clearly stated on position announcements available in printed form and digitally on the college website. Procedures for hiring all position types are specified in SCC [Policy 4111](#). Typically, academic transfer faculty holds a minimum of a master's degree in their respective fields, and an increasing number of faculty members hold doctoral degrees. A baccalaureate degree and industry experience is generally the minimum credentials for faculty in professional-technical programs, and they must also maintain vocational certification. See [WAC 131-16-091](#). SCC administrative/exempt and classified positions have written job descriptions that accurately reflect duties, responsibilities and authority. Most administrative/exempt positions require a minimum of a bachelor's degree and three to five years of experience, but individuals often exceed the minimum.

SCC [classified employees' union contract](#) requires that accurate position descriptions are maintained, with support and training provided by the Human Resources office. These job descriptions are reviewed periodically by HR personnel and supervisors for accuracy in meeting the current requirements and needs for each position. Classified staff is represented through a statewide collective bargaining agreement. The state Department of Personnel provides the framework for the College to maintain consistency across [classified staff job classifications](#). Any new position opening is carefully reviewed by the appropriate supervisor and HR specialists to confirm accurate classification prior to posting. **(2.B.1)**

Administrators and staff evaluations

Supervisors of non-faculty personnel have the responsibility of evaluating their employees' performance of work, work duties and responsibilities on an annual basis. Annual reminders and responses from supervisors are received by Human Resources and reported to the Senior Executive Team.

SCC uses a standardized evaluation process to conduct regular performance evaluations for classified employees. The process and associated forms were created and maintained by the Washington State Department of Personnel. The [Performance Development Plan](#) (PDP) includes step-by-step procedures for providing comprehensive feedback to employees during each review session, as well as projecting performance expectations in the upcoming performance period. New employees receive two written evaluations during their probationary period, which is typically six months, identifying position goals and providing an opportunity to discuss performance. After permanent status is achieved, formal reviews occur annually.

The College implemented a new evaluation process for all administrative/exempt staff in September 2011. This process provides clear supervisory assessment, summarizing observed strengths and developmental needs and establishing annual performance objectives. Evaluations are scheduled to be conducted annually for each administrator and exempt staff member. In August 2011 at an Operations management meeting of all college administrators, leadership criteria for evaluations were reviewed and discussed.

Position descriptions are revised as part of the annual evaluation process. As the college restructures its administrative staff to meet budget reduction goals, job descriptions for administrative/exempt and classified staff positions are reviewed to ensure that necessary work is being accomplished to meet the College's mission. Personnel assignments are changed if necessary and cross-training is used to ensure the College has multiple layers of expertise available in key positions such as admissions, registration, and the coding of courses and students. Classified employees also have the ability to request a review of their work by completing a Position Review Request to ensure their current duties are classified appropriately. The review provides valuable information about the need to either reclassify the position to address the expanded work required or to identify a need for change in staffing levels. **(2.B.2)**

Professional growth and development

Shoreline provides all employees a variety of regular and ongoing professional development opportunities to advance skill level and maintain proficiency in the technical and methodological elements in their respective work assignments, roles, and responsibilities. These opportunities include day-to-day interaction with supervisors and co-workers, and individual training from technical and other staff with the expertise needed for a particular subject area. In the past year, HR has directly provided staff training on state ethics law compliance, the recently updated classified employees' union contract, and a review of significant policies related to employee rights including non-discrimination, Reasonable Accommodations, and Whistleblower Protection. Through the College's eLearning program, faculty and staff are provided regular opportunities to update technology knowledge and skills through both online and classroom training, such as the use of Blackboard (the learning management system), Blackboard Collaborate (the web conferencing system), and Tegrity (the lecture capture system). The Media Technology Center offers trainings on classroom technologies, and learning software training. Deans facilitate trainings at division meetings for faculty and staff with both internal and external trainers.

Faculty Professional Development: Article VII: Professional Growth of the faculty contract documents recognition of the need to strive for academic and program excellence (Core Theme 2), including professional growth for its academic employees. Faculty is able to take sabbatical or professional development leave and is supported in professional development activities by funds made available from a variety of sources. Three or four faculty has taken sabbatical leave each year for the past decade

to pursue additional degrees or certifications, write books, or conduct other research or development activities. [Article XVIII Leaves of faculty contract, p. 35) Each full-time faculty member is also provided with \$450 annually that can be used to support his/her individual professional development needs. Beyond these funds, faculty members may request additional funds from division budgets if additional trainings are needed for them to do their jobs. Additionally, professional-technical faculty is awarded up to \$180 for activities to maintain their vocational certification. A large part of the College's Carl Perkins Workforce grants stipulate funds for professional-technical faculty to upgrade their skills through Back-to-Industry grants. Several faculty members have taken advantage of such resources.

Pool funds: Full-time and part-time faculty has additional resources in pool funds to accommodate the costs of both in-state and out-of-state conferences, many of which exceed amounts stipulated in the contract. In accord with applicable state regulations, joint committees composed of representatives selected by the College and academic employees chosen by the Federation develop and widely communicate guidelines surrounding the use and distribution of professional development pool funds, hear appeals when professional development limitations become an issue, and receive an annual report of pool fund expenditures. Allocation of these annual pool funds--\$5,000 for professional technical certification activities, \$8,000 for full-time faculty, and \$19,500 for associate faculty is approved by various professional development committees—Full-time Faculty Pool Committee, Part-time Faculty Pool Committee, and Professional-Technical comprised of both College and Federation representation. Details are on the College's [professional development website](#).

Opening Week: Additional professional development training for all college constituencies is typically offered Opening Week of each school year. Over the past few years, these offerings include training sessions on strategic planning, accreditation, new campus initiatives, technology, etc. Opening Week is usually designed to give the College's staff and faculty opportunities to gather over college-wide issues and to provide [in-service training for all personnel](#).

Staff: Off-campus training is provided if required for certifications or operation of college equipment. Instead, SBCTC councils and commissions incorporate training and professional development into their meetings and increasingly use Instructional Television (ITV) and web conferencing formats to provide training information and resources. Other public and private training providers using Internet-based technologies are also creating a variety of cost-effective training options that are more easily accessed by College employees. All college personnel have received several accreditation trainings, offered in workshops, all campus meetings, and via email communications and on DAAG over the last three years. Topics included new accreditation standards, substantive changes, core themes, core theme objectives and indicators, assessment, and alignment of strategic goals with core theme objectives.

Administrative/exempt staff members receive funding for professional development on an as-needed basis to fulfill the requirements of the position and overall College mission. Each department or college division generally budgets funds and time to allow staff to attend professional organization meetings relevant to their areas of responsibility. Throughout the year the staff and faculty participate in webinars and other interactive television trainings to maximize opportunities while minimizing cost. Training on Microsoft Office software upgrades and use of the Financial Management System (FMS) software, for example, is available for all staff. ELearning hosts [quarterly training opportunities for faculty and staff](#) on using Blackboard learning management system for classes as well as sessions on how to use Blackboard Collaborate (web conferencing), Tegrity (lecture capture), and SoftChalk (web authoring). With membership in the Sloan-C Consortium, [online workshops](#), covering topics such as "Online Education Retention Strategies" and "Building Effective Presentations" are offered free to faculty and staff.

Classified and support staff are also provided with opportunities for professional and skill development. Aside from training provided at the department level by individual supervisors, the College has a classified training and staff development committee responsible for identifying and organizing trainings throughout the year. Many classified staff members take advantage of a state employee tuition waiver program by enrolling in college courses to improve skills or pursue degrees. This waiver program allows staff to take courses for nominal costs. Several staff and faculty take advantage of this opportunity.

To expand the College's Core Theme of Access and Diversity, the College has advertised and offered free multicultural courses for all college personnel to increase the multicultural competence of each employee. Notably in the summer, full-time faculty engage about 20-plus college employees into an online course Multicultural Studies 105: *Multicultural Understanding*, one of our key General Education Outcomes. In winter 2012 Communication Studies 285: *Intercultural Communication* was offered gratis to all college personnel, and several staff took the class. Such focused learning opportunities stimulate the College's stated goal of becoming a learning-centered institution and exemplifies Core Theme 2, Program Excellence as well as Core Theme 3, Access and Diversity. In general, the College actively supports ongoing professional development for all its constituents, students, staff, faculty and administrators, including the Board of Trustees. [See online Campus Training Resources.](#) **(2.B.3)**

Appropriately-qualified faculty sufficient in number

The College employs qualified faculty consistent with its mission, educational philosophy, programs, and services. Required qualifications for community college faculty are established in Chapter 131-16 of the Washington Administrative Code (WAC) and are reflected in SCC hiring procedures ([Policy 4111](#)). For full-time faculty teaching academic transfer courses, a master's degree with emphasis in the primary assigned teaching area is required. Faculty in professional- technical programs must hold or qualify for a vocational-educational teaching certificate (WAC131-16-091) and hold a minimum of a Bachelor's degree if normally available in the field. Part-time associate faculty requires the same qualifications as full-time.

Faculty Certification: In order to meet Washington Administrative Code (WAC) requirements for Professional-Technical Certification in the community and technical college system, a file documenting each faculty's certification is to be maintained in the Professional-Technical Education Office. More information about faculty skill standards and certification is available in [The Process! Professional Technical Certification for Faculty at Shoreline Community College.](#)

Continuity, quality, and integrity in classes and academic programs

Continuity, quality, and integrity in academic programs are ensured through several processes:

- A campus-wide Curriculum Committee of representatives from each division and student services approves and recommends to the Office of Instruction all new classes and programs of study including new degrees and certificates before they are offered.
- All professional-technical programs have Advisory Committees comprised of industry professionals who provide guidance and oversight to the program and annually review, recommend and approve curriculum changes. Each professional-technical program strives to host quarterly meetings
- Each new professional-technical program also goes through an approval process at the SBCTC.
- Health Sciences programs, where appropriate, maintain external accreditations.

- Many of the professional-technical programs in the divisions are certified by the appropriate trade association. Recently the college was awarded NIMS certification. Examples of nationally certified programs are:
 - Manufacturing (NIMS: National Institute for Metalworking Skills);
 - Automotive (Manufacturer Specific: Honda, Toyota, GM, Chrysler, Hyundai, Volvo)
 - Snap-On Industrial Tools Torque Certification
 - Hunter Engineering Wheel Alignment/Service and Brake Certifications

Instructional policies are in place and are used as a framework to ensure that educational practices are sound, demonstrate integrity, and provide consistency where needed. Instructional policies are published on the College website. Academic policies regarding students are published in the College Catalog and on the website. Academic and instructional policies are consistent for all programs and classes regardless of delivery site or modality.

Under the authority of the Vice President of Academic and Student Affairs,, instructional faculty has a primary role in ensuring the integrity and continuity of academic programs. In 2011, SCC's faculty was organized into several divisions: 1) Humanities and Transitional Programs (ESL/ABE/GED Programs); 2) Health Occupations, Business and Physical Education; 3) Science, Math, Automotive, Manufacturing and Engineering, and 4) Social Science and Library/Media. There are also non-instructional faculty in Advising and in Counseling, the International Education, and the Library, Media Services, and E-Learning. Upon recommendation from the divisional planning councils for these divisions, the Curriculum Committee reviews and recommends to the VPASA who finally approves all curricular changes, including new or revised courses and programs. Each year a master list of curriculum changes is posted on the [Curriculum Committee website](#) pages, including the [Course/Program changes](#) page. (See also *Curriculum Changes 2007-2012 Exhibit #15 binder.*)

Since the College embraces a shared governance model which promotes faculty and staff involvement in decision-making at appropriate levels of the organization, faculty is encouraged to be actively involved

Annual Full -Time to Part-Time Faculty Workloads expressed by Class, FTEF and FTES				
Year	Cluster	Class	FTEF	FTES
A90	1135	3082	818.05	16784.59
Full-Time	334	1100	328.41	7507.38
Moonlight	51	129	36.26	815.53
Part-Time	750	1853	453.38	8461.68
1853/1100=1.68				

in the various committees and professional organizations that help ensure the quality of instructional programs through curriculum, faculty, and program development. Faculty chair or co-chair governance committees and organizations such as Curriculum Committee, Strategic Planning, Center for Service Learning, College Council, Camus Diversity Action

Committee, Faculty Senate, etc. whose primary focus is the overall integrity of our academic degrees, certificates and programs. **(2.B.4)**

Budget reductions have altered the College's full-time to part-time faculty ratio. There are 121 full-time faculty members and 260 part-time adjunct faculty members, which is a 1 to 2.15 ratio, but when the overall instructional effort is broken down by classes and credit hours, the majority of classes are taught by part-time faculty since 2005-2006. In terms of classes, it's 1:1.68 for 2009-2010. The information is skewed, however, as all faculty is part-time in summer. It is worth noting that despite the cuts, the college has raised its expectations over the past five years, requiring a master's degree or licensure and certifications as a minimum hiring requirement, along with experience as an instructor, counselor or

librarian. These minimum qualifications also include proof of the ability to relate to students of varied ethnicity, ages, backgrounds and to cooperate with colleagues and students. **(2.B.4)**

Number of staff by primary function/occupational activity: Fall 2009

	Full time	Part time	Total
Primarily instruction	121	260	381
Executive/administrative/managerial	23	0	23
Other professional (support/service)	59	2	61
Technical and paraprofessionals	52	4	56
Clerical and secretarial	54	11	65
Skilled crafts	3	0	3
Service/maintenance	27	0	27

Alternatively, the SBCTC shows "Headcount of Community and Technical Colleges, State Supported: Fall 2009" as:

	<u>Teaching faculty</u>	<u>Non-teaching Faculty</u>
FT	125	8
PT	223	5

Additionally, the College's full-time to part-time faculty ratio helps to ensure that full-time faculty members deliver the bulk of instruction. There are 126 full-time faculty members and 171 part-time adjunct faculty members, which is a 1 to 1.35 ratio, but when the overall instructional effort is broken down by classes and credit hours, the majority of classes are taught by full-time faculty. [is this true?] The College has also raised its expectations over the past five years, requiring a master's degree or licensure and certifications as a minimum hiring requirement, along with experience as an instructor, counselor or librarian. These minimum qualifications also include proof of the ability to relate to students of varied ethnicity, ages, backgrounds and to cooperate with colleagues and students. **(2.B.4)**

Faculty responsibilities and workloads

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and artistic creation. Faculty general workload expectations are specified in the negotiated [Agreement between SCC and the SCCFT](#) (Article VII: Terms and Conditions of Employment). Consistent with SCC's mission as a community college, teaching faculty responsibilities are defined to include teaching, advising, committee service, and division activities (e.g., division meetings, program meetings, screening and tenure review committees, division planning councils, etc.). Librarian, advising and counseling faculty have responsibilities specific to their position and also include committee service and division activities.

The faculty contract specifies the number of annually contract days and weekly workload for all academic employees. The standard for academic transfer faculty is 15 contact hours per week; however, in professional-technical programs the loads vary up to 25 contact hours dependent on the discipline. Variations within or beyond these parameters are based on prior practice or expectations of specific accrediting agencies such as those accrediting programs in Health Occupations and Automotive Technology. Other responsibilities such as maintaining office hours, advising, developing curriculum and actively participating in committee work are identified as expectations. Processes for faculty to appeal excessive loads or for administrators to assign alternative work in case of reduced contact hours or

special assignment needs are included in the contract. A process for averaging workload across the three primary quarters of the academic year is also in place. **(2.B.5)**

Faculty evaluations

Post-Tenure Faculty Evaluation: Tenured faculty is evaluated every five years using the [Faculty Evaluation Plan](#) (FEP). Observations by team members are done during two consecutive quarters, but FEP teams convene for three quarters to review all portfolio evaluative materials required—student administrative, and peer evaluations. The FEP reflects the diverse faculty roles and the uniqueness of different teaching styles and teaching in different disciplines. It gives faculty members the opportunity to obtain useful and applicable information while assessing their performance with the purpose of improving instruction, supporting student learning, and enhancing their professional roles. The plan is developed in accordance with the College's Core Themes, college vision and mission and core values.

Primary goals of the FEP process are to promote Core Theme 1: Educational Attainment and Student Success, to maintain Core Theme 2: Program Excellence, and to provide for professional growth of the faculty. An oversight committee called the E-Team (Evaluation Team), comprised of an administrative-exempt employee appointed by the College and a faculty member appointed by the Federation and a third member selected by the first two, provides continuity and oversight to the faculty evaluation process. They address new issues related to the evaluation process and forms and recommend modifications. The E-Team acts as a Board of Appeals and consults with individual FEP teams as needed.

The FEP process for all faculty involves a team that includes the faculty member, the unit administrator or their designee, a peer, and if requested, a student. The plan calls for two quarters of observation and evaluations. The team meets each quarter to organize observations and select evaluation instruments to be used and then to review the previous quarter's evaluations and provide feedback as necessary. The purpose is to provide an opportunity to talk to improve all aspects of teaching and learning. At the beginning of the third quarter the team meets to review all documents including a portfolio compiled by the evaluatee. Faculty is provided with a list of documents to be included. A detailed list of required and optional documents and assessment is itemized in the faculty contract, Article XVIII, Section C.

If no significant deficiencies are noted, the team completes a [Faculty Evaluation Plan Endorsement Sheet](#) which is sent to HR for inclusion in the employee's official personnel file. Multiple indices of effectiveness—the various perspectives of an administrator, peers, and student as well as a portfolio consisting of various documents and evaluations-- are included. Teaching effectiveness, observations of teaching by the FEP team members, and learners' perceptions and ratings in each course taught by the faculty member allow for a wide array of assessments for discussion and analysis with the team to provide ample feedback and professional development opportunity for the faculty under review.

New part-time faculty: For new associate faculty, a first evaluation is an administrative observation /evaluation in their first quarter, followed by student evaluations for every class they teach for seven subsequent quarters. An FEP team is formed for their third and fourth quarters and the seventh and eighth quarters in which observations are made and a FEP portfolio is created. At the beginning of the fifth quarter, the FEP team meets to provide an opportunity for discussion of ideas and incentives for improving teaching and learning. If any team member has serious concerns about any observations, student evaluations or portfolio materials, the team creates a Faculty Evaluation Improvement plan with specific outcomes and timelines to complete. When all outcomes are satisfactorily met, the FEP team completes and submits the *FEP Endorsement Sheet* to the respective dean who then forwards it to

Human Resources. Thereafter, like full-time faculty, associate faculty is evaluated every five (5) years. Please note: as of July 2012, FEP teams will be formed only once every five years, but student evaluations will continue for the first seven quarters. (*See Contracts*, Exhibit #12 binder.)

Any performance concerns that arise between regularly scheduled evaluations are dealt with by the unit administrator or their designee by meeting with the faculty member for discussion or to propose an improvement plan with measurable outcomes and a timeline for completion. Disciplinary procedures for faculty are also communicated in the agreement with the SCCFT. These procedures can occur on an as-needed basis. Faculty representation is available for the faculty involved. Administrators have access to primary evaluation data for all categories of faculty. Article XVIII, Section E of the faculty contract delineates procedures if the evaluatee is not endorsed by the FEP team. **(2.B.6)**

2.C. Education Resources

Programs consistent with mission, student learning outcomes, and leading degrees or certificates Appropriate Content and Rigor

The College's instructional program is aligned with the college mission of serving the educational, workforce and cultural needs of our diverse community. Program curriculum design, the content of courses, and student learning outcomes are documented in the master course outlines (MCOs) and student planning guides. Planning guides and MCOs are approved under the close supervision of the college Curriculum Committee and the division planning committees. These committees involve faculty and the instructional deans. The MCOs for each course have clearly defined student learning outcomes and describe in some detail the means by which the outcomes are assessed.

Industry standards: For programs in Healthcare, Automotive, Biotechnology, and Manufacturing, course and program rigor are reinforced through industry standards set by outside specialized accrediting bodies. Shoreline's manufacturing program is the only National Institute of Metalworking Skills (NIMS) certified program in the states of Washington, Oregon, Idaho, and Alaska; [NIMS](#) sets the standards for the curriculum and learning outcomes. In Automotive programs, Shoreline teaches to specific manufacturing standards which help set the curriculum and outcomes and specify the criteria for the individual skill certificates. SCC's [Automotive Program](#) currently is a certified learning center for Honda, Toyota, GM, and Chrysler. Plans are to add several more manufacturers in the next few years. Our [Biotechnology Program](#) is the Northwest BioLink Center and the only biotechnology program in the Puget Sound Region which offers hands-on biotechnology laboratory technical certificates and degrees.

In the case of Shoreline's Healthcare programs, each is accredited by a different specialized national accrediting agency. Dental Hygiene is accredited by the Dental Hygiene branch of the [Commission On Dental Accreditation \(CODA\)](#). Health Informatics and Information Management is accredited by the [Commission on Accreditation for Health Informatics and Information Management \(CAHIIM\)](#). The Medical Lab Technology Program is accredited by the [National Accrediting Agency for Clinical Laboratory Sciences \(NAACLS\)](#) and the Nursing program by the [National League for Nursing Accreditation Commission \(NLNAC\)](#). Each one of these accrediting bodies has a set of standards and criteria by which the programs are evaluated. All programs have annual report requirements for their accrediting agency and Self Studies accompany Site Visits once every 7-10 years.

The Parent Child Center (PCC) is accredited by the [National Association of Education of Young Children](#) (NAEYC) and provides child care for children of our students and community members. Parents are required to enroll in a one-credit Parent Education Course once per year. In addition, the center provides child observation opportunities for students enrolled in our Education A.A.A.S. degree (Early Childhood Educator/Para-educator) and our Early Childhood Education (ECE) certificate programs (In-Home Care Provider and Child Care Professional). These observations of NAEYC-certified child care help students meet the learning outcomes in their program.

In other professional-technical programs that are not monitored by a specialized accrediting body, program advisory committees track progress and currency of offerings. The College's annual and five-year program review processes alert the administration and faculty to areas where improvements are necessary. The college offers close to 64 degree and certificate tracks associated with its professional-technical programs. The certificates are developed and modified as necessary with input from the advisory committee.

The College provides detailed information about degree and certificate requirements as well as expectations of Academic Progress and Performance standards in various sections (*Degrees and Certificates*, *Degrees and Certificate Programs*, Academic Regulations, and Scholastic Requirements) of the College Catalog and on the college website. The same is provided at institutional and departmental orientations that are offered each quarter. The college offers over 90 professional technical degrees and certificate programs that are served by technical advisory committees that meet twice each year. These industry committees and the college's MCO system for curriculum and course development serve to ensure the relevance and rigor of instruction. The college transfer curriculum is monitored and adjusted through the same MCO system and the work of the Curriculum Committee. The College monitors student progress and academic performance quarterly by electronic means to determine if academic progress expectations have not been met. Students are notified (by mail) of probation status after two (2) consecutive quarters or suspended status after three (3) consecutive quarters of quarterly GPA of less than 1.75. Degree completion students are able to directly transfer to any institution in the state subscribing to the guidelines of the [Inter-college Relations Handbook](#).

Early Warning systems: The College is developing new assessment processes to improve program outcomes, establish more criteria for general education outcomes assessment and further develop our automated early warning system to support students who are having academic difficulty. This latter system is being developed as part of the virtual college initiative currently underway. The VCIT is researching early alert models, and the advising software has a built-in early alert system. Early alert is also institutionalized or structured is through our Blackboard online classrooms. In Health Occupations (HO) each program has its own process of academic warning that is clearly identified in the student handbook for each program. The HO programs post academic warning documents on Blackboard as an integral part of the syllabus for each course. Student handbooks explain the expectations of each student as far as course grades and repercussions of poor performance and progress through the programs. The handbook is posted to Blackboard for the first course in each program to ensure that students are aware of these expectations. Students take courses in a predetermined sequence; therefore keeping track of student progression is a straightforward process.

International students' academic progress is monitored quarterly by the staff in International Programs. Students who do not meet the College's minimum academic standard of a 1.75 GPA are placed on "academic warning." They are sent a letter informing them of this, making them aware of campus resources that are available to them, and encouraging them to meet with an advisor for assistance.

Students whose quarterly GPA is below standards for a second consecutive quarter are placed on academic probation. They are again offered the assistance of an advisor and encouraged to access other College support services as well. Students who fall below the academic standard for a third consecutive quarter are placed on academic suspension and are dismissed from the College. Students in this category may petition for reinstatement through the Executive Director of International Programs within 14 days of their official suspension. The International Education advisors estimate about 5-7% (35-40 students of approximately 600 per quarter) in “warning status”; 2-3% (10-15 students) on probation, and less than 1% (3-5 students) in “suspension” status. Records are available in the International Education offices. **(2.C.1)**

Course, program, and degree learning outcomes

Shoreline publishes expected course, program, and degree learning outcomes. Expected student learning outcomes (SLOs) for courses, wherever offered and however delivered, are provided in written form to enrolled students in course syllabi, on program planning sheets, and in the college catalog.

Degree Learning Outcomes: The College has identified General Education outcomes in six areas of knowledge. These outcomes are published in the [College Catalog](#) (see General Education Outcomes, page 37, available both online and in hard copy). The Curriculum Committee has the [General Education Outcomes](#) available on their website. Additionally more detailed descriptions of these General Education outcomes have been printed as color posters and are posted in various public locations across the campus. (See also the General Education section of this report, page 85.)

Three General Education outcomes also require that students pass a core course. Curriculum Committee identified a clear process and criteria to determine if any particular course meets a core requirement in each of these three core areas: [Communications](#), [Quantitative Reasoning](#) and [Multicultural Understanding](#). A small team of faculty discipline experts appointed by the VPASA in each of these areas recommend to Curriculum Committee if a given course sufficiently meets the criteria. Courses that meet the requirements for the respective General Education Core Curriculum are published on the College’s planning guides and in the catalog. In addition to college-wide General Education outcomes, SLOs are clearly aligned in degrees, programs, and courses that are communicated to students in degree requirements, program descriptions, and course syllabi.

Program Learning Outcomes: In transfer education, distribution areas for the associate degree—Humanities, Social Sciences, and Natural Science have either identified or are currently working on updating learning outcomes. These learning outcomes help assess which courses are appropriate to count towards the required distribution credits necessary to earn a transfer degree and reflect the collective work of faculty within a division. The process for validating how courses meet specific distribution credits was developed by Curriculum Committee in 2009-2010: [General Education Outcomes](#), [Core Course Process](#), [Core Course Criteria: Quantitative Reasoning](#), [Core Course Criteria: Communication](#), [Core Course Criteria: Multicultural Understanding](#), [Curriculum Committee Minutes](#).

Learning outcomes for each professional-technical and degree and/or certificate are included on the planning sheets distributed to students during new student orientations, advising sessions and in various buildings. These planning sheets are also available on the College website. Specialized programs, such as the Center for Service-Learning, have also developed learning outcomes to guide instruction and student

learning in these areas, although the process is more *ad hoc* in the instances in which the programs are outside of the traditional disciplinary fields.

Course Level Learning Outcomes: Every course offered by the College has a MCO with identified learning outcomes and assessment methods. In addition to these specific learning outcomes, each course also identifies how each assessment method links to the College's six General Education Outcomes. Faculty is also required per [College policy](#) to identify learning outcomes on course syllabi which are distributed to students. A report of courses meeting and assessing specific General Education requirements is available on the Office of [Instruction's intranet site](#). **(2.C.2)**

Credit and degrees: Shoreline Community College has an established reputation as an academic leader among Washington's 34 community colleges. Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally-accepted learning outcomes, norms, or equivalencies in higher education. Our transfer students are accepted by and perform well at receiving institutions as noted on our intranet [at receiving institutions as noted on our intranet](#) and on the SBCTC transfer site); our professional-technical students are employable and perform well on the job as noted on [our intranet site for transfer data](#). The State Board tracks our successes at transfer in two ways: first in statewide transfer data reports on the SBCTC website and then again in the [Student Achievement Initiative Reports on College-level Momentum Points](#).

Degrees: The College offers several primary transfer degrees that adhere to the **degree** guidelines of the ICRC and the SBCTC: the Associate of Arts Direct Transfer Agreement ([AA-DTA](#)) and the Associate of Science degrees ([AS-T Track 1](#) and [AS-T Track 2](#)). By statewide agreement, these degrees confer junior status to students who transfer to public baccalaureate institutions as well as private institutions that have signed the agreement. Several statewide Major Ready Pathways (MRPs) that follow the degree structure of the AA-DTA and AS-T degrees are also offered. Additionally, we offer two fine arts degree options, an Associate of Fine Arts (AFA) option in [Foundation Art](#) and an [AFA in Photography](#). For students who wish to transfer to music conservatories, we also offer three options in music: an [Associate of Music in Classical Piano](#), [Classical Voice](#) or [Instrumental Music](#). For students who intend to transfer to baccalaureate institutions outside of the state, we offer an Associate of Arts—Individualized Plan ([AA-IP](#)). The college has a number of Articulation Agreements with baccalaureate institutions, list posted by the Office of Instruction and available on the [college intranet](#).

Shoreline Community College's [professional-technical programs](#) are designed in accordance with the [procedures and processes](#) set forth by the State Board. Students can earn an Applied Associate in Arts and Sciences (AAAS) degree, or a Certificate of Proficiency, or a Certificate of Completion in more than 50 career training programs.

SCC offers curriculum that is regularly accepted as documented course equivalencies. Each four-year institution maintains equivalency charts for colleges with whom it articulates. [Equivalencies charts](#) for about 13 local and regional four-year colleges can be found on our Advising website and on the [course equivalency page of the State Board website](#). **(2.C.3)**

Degree programs: Shoreline's degree programs, wherever offered and however delivered, demonstrate [coherent design](#). SCC offers two primary academic transfer degrees in the Associate of Arts-DTA (AA-DTA) and the Associate of Science (AS) degree. These direct transfer degrees meet the guidelines of the [ICRC](#). Typically these degrees are sequenced on planning guides to include a body of general education

as well as a coherent body of coursework so that students are able to transfer more easily to baccalaureate programs in and out of state. [Appropriate breadth, depth, sequencing of courses:](#) Professional and technical programs utilize advisory committees to promote strong alignment between graduation and program requirements to industry standards. Programs also utilize articulation agreements, skill standards, and external certification requirements to ensure students meet requirements for employment or further education. Prerequisite courses also contribute to the appropriate sequencing of courses. Our planning guides often provide sample schedules for students to follow so that they are made aware of scheduled offerings.

[Curriculum Committee minutes](#) record all approvals and decisions regarding degrees. In addition, degrees are reviewed carefully and approved by Faculty Senate as one of their key functions. [Faculty Senate minutes](#) provide evidence of such approvals. Once implemented, these programs are subject to a five-year program review cycle that involves processes for gaining feedback and acting on recommendations from an external reviewer, advisory committees (that meet no less than twice annually) for each program, as well as faculty, students and administrators.

Degree and certificate requirements are also maintained [on the website](#). Professional and technical programs utilize advisory committees to promote strong alignment between graduation and program requirements to industry standards. Programs also utilize articulation agreements, skill standards, and external certification requirements to ensure students meet requirements for employment or further education.

Synthesis of learning: Many degree programs synthesize the learning with portfolio development and assessment. Each degree program is ladder with steps for further development and skill building. In Health Occupations and Automotive, assessments are state and national guidelines and assessments. For academic transfer programs, the College offers an Honors pathway and Service Learning that help students synthesize their learning into a special project and presentation. Business students submit actual business plans and attend professional shows, competitions and seminars. Humanities programs require portfolio assessments, and often students present to industry advisory committee members who critique their work throughout the program. Final exams are required by college policy, and faculty have developed an array of assessments from juried performances, portfolios, papers, projects, and presentations to both assess and synthesize learning. **(2.C.4)**

[Admission Requirements](#) are clearly defined and readily available on the college website and in chapter 2 *Policies for Students* of [college catalog](#). The College maintains an open access model allowing all applicants to enroll at the college without meeting specific prerequisite courses or skills. Once admitted to the institution, a student will find that some programs do maintain selective entry requirements, especially high demand health sciences programs, including Nursing and Dental Hygiene and the Automotive Service Technology program. Information on the selective entry process, as well as application tools and materials, is made available through individual program web pages. Additionally, free information sessions are provided for most programs to allow additional information and advising to prospective students to successfully navigate the selective entry and graduation requirements.

Faculty, curriculum, new faculty

The major place for faculty to exercise a major role in curriculum decisions is on the [Curriculum Committee](#). The committee is a college-wide forum for the entire instructional program. It is advisory to the VPASA who makes the final decisions. The committee uses consensus rather than majority vote,

and members are faculty from each division (the number of faculty depending on the size of the division). The committee also includes three administrators appointed by the VPASA and one faculty from Advising/Counseling and one faculty from Library/Media. In addition, the Dean for Workforce serves as ex-officio. Students are encouraged to join.

The process for a new course begins with a faculty member who gathers input from the other discipline faculty. It then goes to the Division Planning Committee and then on to the Curriculum Committee for first reading. If the course impacts any other discipline, it must be approved by that faculty as well. The Curriculum Committee pays close attention to an accurate, concise description of the course, the number of credits and hours, the financial impact on the library/media services, the specific learning outcomes with the corresponding assessment methods. The information about transferability and equivalency and degree or certificate fulfillments is also scrutinized for accuracy and clarity. Some of the topics which come before the Curriculum Committee include: [Prior Learning Assessment](#), course proposal process for each division, core requirements criteria and membership, Master Course Outline online template and directions, deleting courses, general education outcomes, Guidelines for Individual Projects or Special Topics, temporary course approvals, dual Listing, W (Writing) courses and criteria. The above topics are all found on the same online site for the Curriculum Committee.

Faculty Role: Faculty has an active role in the selection of new faculty. When a new tenured faculty position opens, the selection committee must include faculty from the same discipline and faculty from outside the discipline. In addition, there will be classified staff, an administrator, and students, if possible. Faculty take an active role in the writing of the job description, the screening, the writing of interview questions, the interviewing, and the final decision of which names to send on to the VPASA. Faculty program leads or program chairs usually have a key role in identifying and selecting new associate faculty members as well as part of the process to maintain program excellence. Faculty's role in the curriculum is paramount. Division meetings cover topics such as student achievement and consistency in courses. Each division also has a Planning Council made up of lead faculty representatives from each program within a division who take responsibility for aligning outcomes, reviewing and approving Master Course Outlines, and approving curricular and other program changes in a division.

Shoreline has fostered professional development discussions in Faculty Learning Communities. These teachers come together to discuss Best Practices and share teaching techniques, strategies to help ensure student success, and classroom management ideas. Faculty shares topics such as Accessibility in the Online Classroom, Creating Blended (Hybrid) classes, Video/Audio Tools, Teaching and Learning with Online Labs, and general ELearning ideas. **(2.C.5)**

Use of library and information resources in the learning process

Use of [library](#) and information resources is deeply integrated into the learning process at SCC. Librarians engage our faculty in many ways. Each full-time librarian acts as liaison to the different divisions on campus and attends those division meetings on a regular basis. These liaisons provide a natural avenue for exchanges of information related to the library and also serve as the primary contact point for library resource requests from faculty. Librarians sit on the [Curriculum Committee](#) and must sign off on each master course outline (MCO) before it can be approved, giving them the chance to discuss information literacy issues with the instructor and colleagues. Teaching faculty work with librarians to determine what resources are required for successful classroom or online instruction. **(2.C.6)**

Information Literacy is one of the college's six General Education Outcomes and as such provides librarians with a natural and significant role to play in the learning process. That outcome reads: *Students will access, use and evaluate information in a variety of formats, keeping in mind social, legal and ethical issues surrounding information access in today's society.* It further defines the concept as including the ability to: •Define information needs, •Use diverse sources, •Understand information production, storage, organization, transmission and access, •Evaluate information, and •Understand economic, legal, ethical and social issues of information. As MCOs go through the division planning councils, a librarian's signature is required, and subsequently at Curriculum Committee the librarian on that committee as well as faculty colleagues ensure that the use of library and information resources is deeply integrated into the learning process.

In collaboration with the teaching faculty, faculty librarians frequently conduct [workshops](#) and orientations for classes across the spectrum of disciplines, including general introductions to research and resources as well as sessions tailored to a specific topic or field. These latter include Nursing, Health Care Information, Environmental Science, ESL, Art, etc. Health Occupations faculty and students are particularly heavy users of our services, frequently consulting librarians on curriculum issues and resources for assignments. The 2009-2010 academic year saw nearly 100 different requests from SCC faculty for class instruction, with about another 40-50 in subsequent quarters.

In addition, librarians work directly with numerous faculty from different divisions and programs (Social Sciences, Humanities, Music, etc.,) when creating digital research guides ([LibGuides](#)) for their classes. English faculty, in particular, often consults our librarians when assigning projects. For the past two years, one of our librarians is "imbedded" in some of our English 102: *Composition II: Reasoning, Research/Writing* courses. She is active in the design of the curriculum, insuring integration of information literacy outcomes, and provides ongoing support for the students in those classes. We plan to extend and enhance this service in the coming quarters, embedding more librarians into a variety of classes, both in online and face-to-face formats. A recent addition to this faculty/librarian partnership is the use of our "[Librarian Prescription](#)" form, which obliges students to consult with a librarian about the value and appropriateness of the resources they cite in their reports. The number of faculty requiring or strongly encouraging its use is increasing each quarter, and we hope to continue that trend as we progress through the year. **(2.C.6)**

Assessment and Awarding of credit for Prior Learning (PLA)

The College recognizes that students may learn college-level knowledge and skills in a variety of situations: employment, military experiences, internships, externships, independent research, volunteer work or civic work, certifications, licensure experiences and training, and college courses not previously transcribed. To minimize the loss of credit to students and repeated coursework, the College has created an assessment process for the awarding of credit for prior learning – [Prior Learning Assessment](#). High academic standards for the awarding of such credit will be applied. The PLA process is guided by these policies: awarded only to enrolled students, limited to a maximum of 25 percent of degree requirements, awarded only for documented student achievement equivalent to expected learning outcomes for courses within the college's regular offerings, and granted only up the recommendation of qualified teaching faculty. No assurances regarding the number of credits to be awarded prior to the completion of our review processes are made.

Credit for prior learning is awarded only for college-level learning and must be related to the theories, practices, and content of the relevant academic field. The learning assessed for PLA must have taken

place after high school. Faculty members in a particular discipline or program in consultation with the program chair and division dean will determine which courses are eligible for PLA. Only faculty members with content expertise will determine whether PLA is granted. The documentation of learning shall be comprehensive, independently verifiable, authentic and up-to-date. All assessment processes used to evaluate prior learning will be consistent with effective contemporary assessment methodologies in the respective fields. **(2.C.7)**

Transfer Credit and [Articulation Agreements](#)

Transfer of Credit: As an undergraduate two-year community college, SCC is both a receiving institution which accepts transfer credits for students transferring into our programs and degrees and a transfer institution for students seeking baccalaureate degrees or to further their higher education. The final judgment in accepting transfer credit is the responsibility of the receiving institution, and the college has procedures in place which provide safeguards to ensure academic quality, relevance to the students' programs, and integrity of our degrees.

Students who have attended other colleges are required to submit official transcripts from all colleges from which they wish to transfer credit toward their Shoreline degree. SCC accepts credits earned at colleges or universities that are recognized by the Northwest Association of Schools and Colleges as regionally accredited. Transcripts of course work from other colleges may also be required to provide evidence of placement level before registration in English composition, reading, math and other [courses requiring prerequisites](#). Students receiving federal financial aid or educational benefits from the Department of Veterans Affairs are required to submit official transcripts from all prior colleges including, in the case of veterans, those attended before, during, and after active duty. Degree-seeking students are encouraged to submit official high school transcripts to SCC's Admissions Office as well.

Within the SBCTC system, community and technical colleges accept transfer credits from other colleges for courses equivalent in content to their own. A common course numbering [\(CCN\) system](#) is used by the 34 state colleges to improve articulation between and among two-year colleges, and make it easier for students to transfer credits and efficiently complete degrees, The statewide [Articulation and Transfer Council](#) (ATC) provides oversight to the CCN process for the colleges and annually makes recommendations to the state's Instruction Commission to approve any additions, deletions or changes. As part of this system, SCC has updated its entire curriculum to meet all current CCN designations.

Acceptance of transfer credit is determined through use of the [College Source](#) and a review of college websites for course descriptions and credit equivalencies. When we are unable to determine equivalency, a course syllabus is reviewed by the appropriate department member. Information on transfer of credit is published in the catalog. Transferring to every public and some private baccalaureate institutions within Washington State is made easier by being a member of the ICRC, whose goal is to facilitate transfer to baccalaureates. ICRC has developed associate degree guidelines that ensure that AA degrees satisfy the lower-division general education requirements of baccalaureate institutions in the state. ICRC guidelines regarding AA degree requirements generally align with requirements at various baccalaureate institutions around the country and in the [ICRC Handbook](#).

Transfer of Credit: Inter-College Transfer Policy: SCC endorses the Inter-Collegiate Transfer Policy between Washington State colleges and baccalaureate institutions approved by the HECB. Copies of this policy are available through the Registrar's Office. College-level courses offered by regionally accredited colleges and universities in Washington are normally accepted in transfer by the receiving institution. In

general, only college-level courses numbered 100 or above are eligible for transfer. Courses whose title contains the word “technical” or “technology” or courses that are listed as restricted electives are generally not transferable. However, students can transfer up to 15 credits of professional-technical courses (or restricted transfer electives) as part of the DTA they complete the degree. Institutions may limit the number of credits earned with a P-Pass grade in the P/NC or P/O.0 grading system.

To transfer successfully to a baccalaureate institution, students are encouraged to consult with an advisor to determine best transfer degree options for academic/career goals, determine admission and graduation requirements for the college or university, as well as admission and graduation requirements for the major or professional program, confer with an admissions officer or academic advisor at the baccalaureate institution for information regarding admissions requirements, graduation requirements and transfer policies and check with appropriate advising staff at least two quarters before graduation to ensure all requirements have been met before transferring.

Articulation: Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions. [Reciprocity Agreement](#): As mentioned previously, the College maintains reciprocity with our SBCTC system to assist students transferring between WA community colleges to continue working toward an AA or AS degree. Procedures are published in the catalog; forms are available on our intranet.

SCC also belongs to the [College Credit and Careers Network](#), formerly the [Northeast Tech Prep Consortium](#). Through our Tech Prep Office, we maintain articulation agreements between regional high schools and the College. Different clusters of faculty such as videography or marketing, for examples, meet two or three times annually to review curricula and establish these articulations. The Office of Instruction also maintains [articulation agreements with four-year institutions](#) to promote alignment of our curriculum with specific baccalaureate programs and/ or that our students who transfer on are appropriately prepared for the next educational level. **(2.C.8)**

General Education. Undergraduate General Education

General Education: Shoreline’s general education curriculum demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners, to prepare them to lead productive lives and to contribute to the global community as lifelong learners. General Education Core Course Requirements are required of all students seeking a degree from Shoreline. However, in some Professional-Technical programs, when a student already has a baccalaureate degree, these core requirements are assumed to have been satisfied by the prior degree and so can be waived. Instead of earning a degree, the student may earn a Certificate of Proficiency.

The curriculum emphasizes strong skills in communication and analytic thought, as well as broad knowledge in the major areas of human learning: math and science, social science, arts and humanities. Planning sheets for each transfer associate degree, (usually 90 credits or more) and each professional-technical degree, professional-technical certificate program (45 quarter credits or more) include coursework for students to meet the general education student learning outcomes (SLOs) listed below.

General Education: Identifiable, Assessable Learning Outcomes

GENERAL EDUCATION STUDENT LEARNING OUTCOME	ASSESSMENT PROCESS
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Quantitative reasoning: Students demonstrate college-level skills/ knowledge in applying principles of math and logic.	Earning a 2.0 or better in a Quantitative Symbolic Reasoning (QSR) course
Communication: Students read, write, speak in, and listen to college-level English. Effective communication incorporates awareness of the social nature of communication and effects of ethnicity, age, culture, gender, sexual orientation and ability on sending and receiving oral, non-verbal, and written messages.	Earning a 2.0 or better in English 101, <i>English Composition I</i>
Multicultural understanding: Students demonstrate understanding of issues related to race, social class, gender, sexual orientation, disabilities, culture and the role these issues play in the distribution of power and privilege in the United States.	Earning a 2.0 or better in a designated multicultural understanding course; participating in multicultural college-wide panel. In process of national assessment of MU core requirement.
Information literacy: Students access, use, evaluate information in a variety of formats, keeping in mind social, legal, and ethical issues surrounding information access in today's society.	Earning a passing grade in English 102, <i>Composition II: Reasoning/Research/Writing</i> . Also assessed <i>Library Prescriptions & other research activities</i>
General intellectual abilities: Students think critically within a discipline, identify connections, relationships among disciplines, and use an integrated approach to analyze new situations.	Earning passing grades in Distribution area requirements. Responses in Noel Levitz surveys.
Global awareness: Students demonstrate understanding, awareness of issues related to the growing global interdependence of diverse societies by integrating knowledge from multiple disciplines. Students describe how social, cultural, political, economic values and norms interact.	Process includes development of communities of judgment (faculty work groups) quantitative instruments, long-term application in longitudinal studies, college-wide discussion, etc. (See Global Awareness Assessor Report, Spring 2012 in <i>Advancing Campus Internationalization Exhibit #4 binder</i> .)

The College is committed to providing each student with the opportunity to attain these outcomes; however, individual attainment within and among the outcome areas will vary according to each student's ability, readiness and level of commitment.

Every Master Course Outline requires identification of assessment methods which are aligned under our general education student learning outcomes. The SLOs and the assessment strategies meeting general education outcomes are reviewed by academic programs, division planning councils, Curriculum Committee and the Office of Instruction prior to approval. To date, the college has completed campus-wide assessments for the Communications and Quantitative Reasoning General Education Outcomes and is in the process of assessing the Multicultural Understanding core requirement. This year the college launched an assessment project for the Global Awareness SLO. The Information Literacy assessments are embedded in our English 102 Composition course, required by many of our transfer degrees. The college has yet to address assessments for the General Intellectual Abilities outcomes; the plan is to address those outcomes during the 2012-2013 academic years. **(2.C.9)**

Associate in Arts (AA-DTA): Shoreline’s general education requirements for the general AA-DTA degree are shown in the *AA Degree General Education Requirements* table below with the minimum required credits according to SBCTC policy and the *ICRC Handbook*. Critical to Access and Diversity (Core Theme 4), multicultural understanding has been a general education requirement for all Shoreline degrees.

AA–DTA Degree General Education Requirements		
General Education	SCC AA-DTA & AS Credit	SBCTC Credit Requirements
Communication Skills	10 credits	10 or more credits
Math Proficiency	Must pass Intermediate Algebra or pass a math class with IA prerequisite	Pass Intermediate Algebra
Quantitative/Symbolic Reasoning	5 credits	5 or more credits
Multicultural Understanding	5 credits	Varies across colleges
Distribution Requirements:		
Humanities	15 credits	15 or more credits
Social Science	15 credits	15 or more credits
Natural Science	15 credits	15 or more credits

General Education of Transfer and Applied Degrees (2.C.10 and 2.C.11)

In transfer associate degree programs, SCC’s general education curriculum has identifiable, assessable student learning outcomes that relate to the College’s mission. The general education components of each transfer degree, including Associate of Arts (AA-DTA), Associate of Science – Transfer (AS), Associate in Arts-IP (Individualized Program) and Associate of Applied Science – Transfer (AAS-T), are comprised of courses that represent the College’s Student Learning Outcomes (SLOs). Each of the courses within the general education requirements has been approved by the Curriculum Committee and has course objectives linked to the SLOs. Learning outcomes were developed through broad-based faculty participation with some campus-wide rubrics created for common approaches to assessing general education outcomes.

Associate in Applied Arts and Sciences (AAAS):

Each applied undergraduate degree and certificate program 45 quarter credits or more contains a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. The AAAS degree program requirements throughout the College’s professional-technical programs utilize a core of general education requirements ranging from 18 to 20 credits. Some programs include additional classes to meet specific degree or external industry-related requirements. The most common requirements are included in Table 2-7 below.

Table 2-7: AAAS and Certificate General Education Credit Requirements	
Requirements	SCC AAAS & Certificate Credit Requirements
Human Relations (Psychology)	2-5 credits
Math	5 credits
English	5 credits
Communications	3-5 credits

In addition, all of our AAAS programs require three to five credits of multicultural understanding. A listing of professional-technical degrees and certificates can be found on page 51 of the [College catalog](#).

Assessable: At the classroom level, these outcomes are assessed, and there is clear evidence in our MCOs. A detailed review of the College Master Course Outline database shows that for every course, there are clearly identified student learning outcomes correlated to clearly identified assessments, each of which is linked to one or more of our campus's general education learning outcomes.

Core Themes and General Education

General education outcomes relate to the college's mission and core themes. Multicultural Understanding, for example, is core to Core Theme #4: Access and Diversity as well as Core Theme #3: Community Engagement. Our general education requirement for Communication relates in directly with Core Theme #1: Educational engagement. In addition, some assessments have been collaboratively developed. For example, in the English department, faculty created a notebook of anchor papers at various levels and with assessment rubrics attached that indicated how well outcomes are achieved. At the program level, a variety of assessments are done for program review—enrollment, retention, graduation rates, student faculty ratios, etc. Even though the college campus-wide includes the general education SLOs in curricula, currently a broad based college-wide assessment program monitoring student achievement of these SLOs is not yet formally established. **(2.C.10)**

Related Instruction: Applied Associates Degrees and Certificates

The general education components of each Applied Science degree, including Associate in Applied Arts and Sciences – 90 credits or more, Certificate of Proficiency (CP) – 45-89 credits, Certificate of Completion (CC) – 20-44 credits are comprised of courses in general education in the areas of communications, quantitative reasoning or computation, human relations and multicultural understanding. Each of the courses within the general education requirements have been approved and recommended to the Office of Instruction by the Curriculum Committee and have the course objectives linked to the student learning outcomes (SLOs). In some cases, general education core courses are embedded within program-specific courses. The learning outcomes were developed through broad base faculty participation with some campus-wide rubrics created for broad and common approaches to assessing general education outcomes. **(2.C.11)**

Continuing Education and Non-Credit Programs

Shoreline's continuing education (CE) program is compatible with the College's mission and core themes of Educational Attainment and Community Engagement. The program is comprised of technical continuing education directed at the auto industry in the Pacific Northwest; the local business community in Shoreline where a Business Accelerator program operates in conjunction with the City of Shoreline, the college and the local business community and a program of offerings that are directed at the over fifty demographic in the region. The continuing education program was reconfigured with a workforce emphasis in the face of a declining regional economy, the increasing plight of the older worker and severe cuts to the level of state support to the college. When our Center for Business and Continuing Education (CBCE) closed in 2010 along with our adjunct campus at Lake Forest Park six miles away, the College filed a minor change notification letter March 17, 2011 with the Commission. The Commission replied in a letter May 3, 2011 and recognized that the College moved its continuing education program to the main campus and that the College *"modified the scope, structure, and scale of*

its continuing education offerings to focus on individuals over the age of 50 years. The Commission approved these minor changes. (See Exhibit binder *NWCCU Correspondence*.)

As part of our total education program, Per Policy A-9, the College offers a variety of continuing

PLUS 50 CAREER BUILDER		
The Plus 50 Career Builder Program has four categories of classes. They are Business, Career, Computer and Skill. A total of 18 courses are offered through the program.		
Dept	Num	Title
P-BUS	109	Financial Management +50
P-CAR	100	Transitions Tool Kit +50
P-CAR	101	Job Search Strategy +50
P-CAR	115	Explore a New Career: Skills Transfer +50
P-CMP	100	Quick Keyboarding +50
P-CMP	101	E-Mail-Outlook Basics+50
P-CMP	102	Getting Started with Computers +50
P-CMP	103	Create a Website for Fun, Profit and Business! +50
P-CMP	104	Intro to QuickBooks +50
P-CMP	105	Internet Basics +50
P-CMP	110	Windows 7 +50
P-CMP	114	Integrated, Self-paced Computer Lab +50
P-CMP	129	Word 2010 Level 1 +50
P-CMP	131	Working with Word 2010 Level 2 +50
P-CMP	132	Excel 2010 Level 1 +50
P-CMP	150	Excel 2010 Level 2 +50
P-SKL	100	Writing Your Way to Business Success +50
P-SKL	116	Social Networking, the Internet and You! +50

education classes to fulfill our stated objectives and to meet our responsibilities to our community members. In fall quarter 2010, the college offered 22 community service classes for 48.78 FTEs. In winter quarter 2011, the college offered seven community service classes for 13.86 FTEs, and added five new senior ungraded classes as part of the Plus 50 Career Builder program. In spring 2011, the college added 19 senior ungraded classes and five community service classes. For FY 2011-12, the college served 29 FTEs as part of its [Plus 50 Career Builder](#) program. In February 2011, we began offering an ongoing [Hybrid/Electric Vehicle Safety for First Responders](#) course for professional development for fire service and police; renewal of the contract is under discussion. In 2011-2012, 43 classes were

offered, 219 students enrolled. Although the college has made significant changes to its continuing education program, we continue to meet our state mandate for continuing education.

Business Accelerator: To support the small business community in Shoreline, the City contracts with the Shoreline Community College (SCC) Small Business Accelerator which provides one-on-one business counseling, business mentoring and business plan development. The Accelerator tailors assistance to the business owner’s individual needs and makes referrals to the Small Business Administration (SBA), SCC classes, or other educational opportunities. The Small Business Accelerator also offers weekly workshops on various business-related topics as well as special training events which are either topic or industry specific. The Accelerator engages with the community to identify relevant topics and leaders for classes, workshops and special events. The program employs an [Entrepreneurship Program Framework](#) published by the [National Association of Community College Entrepreneurship](#) as a guide to ensure we are addressing the major aspects of business planning. Additionally, the accelerator has its own methods of business planning and marketing that are based on first-hand experience and success. The Director of the Small Business Accelerator reports its activities directly to the Dean of Workforce on a monthly and quarterly basis. The Business Accelerator serves to provide entrepreneurs of non-Western origins an in-depth understanding of American business cultural mores through its weekly seminars at City Hall. This helps immigrants and others who would start their own businesses with valuable insights into common business practices that must be adhered to if they are to be successful. The college’s

strong relationship with the City, the US Small Business Administration, the Chamber of Commerce and other community groups was reflected in a recent proposal from the local chamber of commerce to form an economic enterprise zone in Shoreline. The proposal cited the college's strong footprint in automotive, clean energy, manufacturing and local business development as central to its argument for funding. This example highlights how college programs and continuing education initiatives are addressing the ongoing and changing community needs.

Automotive: The continuing technical education for the auto industry in the Pacific Northwest represents an established partnership between the large automotive manufacturers, the Northwest Auto Dealers and the College. In most years this partnership delivers continuing education to over 6,000 students who are technical incumbent workers within the industry. **(2.C.16)** A further aspect of the college's continuing education program is offered to incumbent workers in the automotive industry in conjunction with our industry partners. The college works very closely with four automotive manufacturers through its award-winning automotive program: Chrysler, GM, Honda, and Toyota. These companies, in addition to Volvo, Hyundai, and Kia, send their incumbent workers to the SCC Automotive facility for advanced training. The instructors are provided by the manufacturing companies. Each year, approximately 9,000 incumbent workers are trained at Shoreline demonstrating its close partnership with industry.

The Fifty Plus (50+) program under continuing education seeks to provide short, non-credit but workforce-related instruction and support to the over 50 demographic. This demographic comprises a significant percentage of the registered unemployed in the Shoreline district and the average time that they are out of work is three years. The Fifty Plus program has its own advisory committee that is composed of representatives from local community organizations that serve the same demographic. This committee acts as an informed forum to guide the work and outcomes for the 50+ program. The College's 50+ program is connected to a larger national effort through the AACC which is attempting to influence community college programming and services towards the 50+ demographic. The ongoing Plus 50 Career Builder program serves as a continuing education outreach program to the 50+ demographic with an emphasis on upgrading workforce skills. During the academic year 2011-2012, the college offered on average ten short courses to this target population each quarter.

Academic Quality of Continuing Education

While continuing education remains a major focus for the Dean of Workforce, some noncredit offerings are dispersed among the deans now. Examples include a community band class (Music 140) which has been offered by the college for over a decade through the Humanities Division. This class has been reviewed and approved by the Music faculty, and faculty teaching this course is evaluated every 5 years as are all other long-term associate faculty.

In fall 2011, the Health Occupations division offered the first in a series of professional development seminars for Dentists and Dental Hygienists planned for this year. The seminar was titled Early Detection of Oral Cancer and Periodontitis. Five Continuing Education Units (CEUs) were available to those attending. The Faculty recruited the two volunteer expert presenters to provide an update on the latest research information. Feedback from full-time faculty felt it was a well-received program and a great opportunity to hear from the two researchers who also practice. Feedback it was a well-received program and a great opportunity to hear from the two researchers who also practice.

The Business Accelerator, the 50+ program and the specialized Auto Technology training are continuing education programs supervised and reviewed by the Dean of Workforce Programs and the Office of Instruction. Typically non-credit offerings do not go through the College's Curriculum Committee for review and approval. Dean Team comprised of Instructional Deans and the VPASA periodically review the Business Accelerator, 50+ and Automotive curriculum for quality and to avoid duplication of credit-bearing classes. (Two of the deans are on Curriculum Committee, one of whom is the co-chair of the committee.) The Director produces an annual enrollment report and detailed analyses of program offerings. As an additional review, periodically the Board of Trustees requires a monitoring report of the College's continuing education and other special learning programs. (See *Plus 50 Class Evaluations* Exhibit #9 binder for copies of classroom evaluations.)

Many continuing education courses are taught by industry certified professionals, subject matter experts or other qualified personnel. Instructors are interviewed and hired by the Dean of Workforce Education. The ongoing quality of instruction is assessed by student and instructor course evaluation feedback forms processed after each class as well as personal contact with enrolled students to gauge course quality and student experience. In fall 2010 the College formed an advisory committee comprised of community representatives, college faculty and industry representatives to provide oversight and guidance on program offerings and quality. **(2.C.17)**

Continuing Education Units (CEUs)

Certificates of Participation are presented to participants completing non-credit continuing education classes upon request. The college is an approved agency to offer continuing clock hour credits for K-12 educators. The Professional Educator Standards Boards at the WA State Superintendent of Public Instruction (OSPI) grants the agency approval. Each 60 minutes of approved in-service, including reasonable time for breaks, equals one clock hour of CE credit. The process of awarding CEUs is being updated by the advisory committee referenced in 2.C.17. The Student Learning Outcomes (SLOs) in the newly configured program will be built around development of workplace skills in computing, self-directed job search approaches, transfer of skill sets to other occupations, working in social media networks, career re-alignment, and internet sites for job search and small business start-up. **(2.C.18)**

Maintaining records for non-credit instruction

The College offers 45 to 50 non-credit classes annually through our Workforce division. Professional course topics address various learning genres including business, management, computers and technology, professional development, and are primarily focused on professional outcomes designed to enhance employment and job skill. Course records for non-credit courses are maintained by the Workforce office. Non-credit offerings also utilize its own registration system, which uploads all relevant enrollment and course data to the Student Management System (SMS) and HP3000 database. **(2.C.19)**

2.D. Student Support Resources

Programs and Services to Support Student Learning Needs

Consistent with our Core Themes of Educational Attainment and Access and Diversity, SCC provides a comprehensive range of services to support student learning. These services enhance student success and augment the student learning experience by considering the whole student and integrating student life and learning needs with academic progress. These services include:

- [Admissions](#) and registration, either in-person, online or by fax

- [Placement assessment](#) to determine readiness for college-level work in mathematics and English
- Comprehensive orientation for first-time students, including interpretation of placement test results, understanding program requirements, and registering students:
- [New Student Orientation](#)
- The [International Student Orientation Program \(ISOP\)](#) is very important for our Core Theme of Educational Attainment and Student Success. Every international student is required to attend.
- ESL/ABE/GED Orientation
- [Video Orientation to GED and test](#)
- [Financial Aid](#), including federal and state need-based aid and private scholarships
- [Counseling services](#) to address personal and emotional issues that are interfering with success in college
- [Parent-Child Center](#) used primarily to provide child care services to support staff, students and community members and is based on the premise of parent education.
- [Advising Services](#) for new and continuing students as well as career counseling
- [Disability support services](#) and reasonable accommodations through the Office of Special Services accessing campus resources.
- [Multicultural services](#) including personal support and leadership development opportunities through our Center for Equity, Engagement and Service
- [Women's Center](#) including personal and re-entry support
- [International Education](#) for students from abroad who are seeking an American collegiate experience and for domestic students interested in studying abroad
- [Global Affairs Center](#) which encourages critical thinking, engagement and collaboration on issues affecting global peace, prosperity and equity through symposiums, discussion groups, events, internships and other activities, soon to be located in Student Affairs.
- [Student Programs](#) including leadership opportunities through the Student Body Association (SBA) and student parliament and a broad range of clubs and organizations
- [Intercollegiate athletics](#) competition in men's soccer, basketball, baseball and tennis and women's soccer, basketball, softball, tennis, and volleyball
- [Tutoring Services](#) are provided to students as well as learning assistance through several [learning centers](#) on campus. These include the
 - Writing & Learning Studio (See Assessment of the Writing & Learning Studio Exhibit #16 binder.)
 - Math Learning Center
 - Business & Computer Software Center
 - ESL/ABE/GED Technology Center
- The college also belongs to the [Northwest eTutoring Consortium](#) (includes WA State University and almost all of the community/technical colleges in the state) which offers students a totally online platform for tutoring in a variety of subjects (Math, Accounting, Biology, Chemistry, Writing, etc.)
- The [eLearning department](#) supports a director and two full-time positions that are available during working hours to help students and faculty with any problems concerning online classes. The department contracts with [Blackboard Student Services](#), an online helpdesk, to offer assistance to e-learning students and instructors during the evening and weekend hours.
- The [library](#) supports the learning needs of all students by providing a variety of print and electronic resources for research, designated areas for individual and group study, a television/ITV studio for video production and editing, various media (laptops, cameras, etc.,) for checkout and knowledgeable staff for assistance in locating, evaluating and using information. The Library/Technology Center is open 7 days a week during fall, winter and spring quarters and 5 days a week during summer quarter. Faculty librarians are scheduled to be at the reference desk during

all open hours. About 24 computers are provided for research purposes, a teaching lab for library instruction is equipped with another 20 computers. A 100-seat student computer lab equipped with standardized and specialized software is located on the bottom floor of the building.

- The [Veterans program](#) serves veterans, active-duty military personnel and their dependents assisting with academic, social, family, personal and financial needs.
- The [Center for Service Learning](#) supports the development of meaningful service-learning opportunities that meet community-defined needs, enhance learning by integrating academic curriculum and service, and foster civic engagement, equity, and a sense of social purpose.

Information on student support services is published in the [catalog on the website](#) and on our [Student Success web pages](#). Support services are also explained at campus orientation for new students and listed in the quarterly time schedules. **(2.D.1)**

Safety and Security of Students: Student Support Resources

The College strives to provide for a safe and secure environment for its students, staff and faculty and visitors. Department of Safety and Security's mission is to provide campus security services which support the Strategic Plan of Shoreline Community College. Our goal is to promote a safe and welcoming environment that recognizes, and is respectful of diversity, and to improve the quality of campus life for students, faculty and staff, learning and working at the College. We do this by working in partnership with the campus community to provide the most professional, effective campus safety services possible.

[SCC Safety and Security Department](#) consists of onsite security officers and guards working to provide a safe campus 24 hours a day, seven days a week. Department members strive to be professional and service-oriented, engaging students and employees within our learning-centered environment. We also aspire to become a primary source for emergency preparedness, safety, and problem-solving within the SCC community. The College Security Department derives its authority from [Title 132G of the Washington Administrative Code](#). Further, the Revised Code of Washington [RCW 28B.50.140](#) grants the Board of Trustees the power and duty to make rules and regulations for pedestrian and vehicular traffic, which are administered by Security Department. [Parking guidelines](#), traffic fines, the appeal process, and [rules and regulations on campus](#), are well communicated to students and employees through a variety of sources.

The College complies with the regulations and rules of the federal reporting requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics, also known as the Clery Act. The incidence of crime is low at SCC, and the College provides annual [Campus Crime Statistics](#) on the College's website. A printed copy is also available. A letter to specified faculty and staff is sent by the Director of Security to investigate all possible crime incidents that may have occurred but were not disclosed during the former year. To meet Clery Act disclosure standards and keep the campus community aware, a daily crime [log of all incident reports](#) is available online. Crime information is also shared with the student newspaper, *The Ebttide*. Security provides a copy of the Daily Crime Log or additional information as required.

Consistent with Community Engagement, over the past three years, SCC has actively incorporated the National Incident Management System (NIMS) as well as the Incident Command System (ICS) into an updated [Emergency Response Plan](#). A new Evacuation Plan and Campus Evacuation Site Map are installed campus-wide. The updated campus map gives clear directions where to gather in an emergency. Administrative staff has been trained in NIMS and completed emergency table top exercises with City of Shoreline Emergency Coordinator and Homeland Security Representatives. The

Security Director's goal is to extend the training to additional key employees. Safety and emergency preparedness information is available to students on the College website, in [handout materials](#) at quarterly student presentations by the Director, and in safety preparedness posters around campus.

The Rapid Responder Mapping Program, a joint venture between Homeland Security and Washington Sheriffs and Police Chiefs Association, began in March 2010. Part of the mapping process was to develop a collaborative tactical plan with local emergency responders in the event of an incident at the College. A Mutual Aid Agreement has been established with the City of Shoreline and King County's emergency responders to provide a timely emergency response and recovery through cooperation and coordination of sharing resources in an emergency. The Rapid Responder Mapping Program and the Mutual Aid Agreement will further strengthen the College's preparedness for a disaster or emergency on campus.

A [Safety Committee](#) with approximately 10-12 members representing all stakeholders at SCC meets on a monthly basis. While this committee receives and addresses all campus health and safety concerns brought to its attention, the past year's primary project was a new Evacuation Plan to include large-scale campus maps placed in imperative locations on campus. The outdoor maps will display evacuation routes, including those routes that are ADA compliant. The Security Department created [new evacuation and exit maps](#) for buildings, and the last phase of this project will be a campus-wide evacuation exercise as we go into the 2012 school year.

A Behavior Intervention Team (BIT) is a multi-disciplinary group who meet regularly to support staff, students, and faculty via an established protocol. The Team receives behavior concerns in individuals or groups and tracks "red flags" when necessary. The team networks with outside professional agencies for appropriate assistance in resolving issues. BIT can address student conduct violations; mental health issues, patterns of aggression, and can also introduce students to a variety of appropriate services that can assist them beyond the campus environment. In December 2011, the BIT conducted several trainings with the College's Operations group of administrators and with staff; faculty workshops were available winter 2012. In addition, in December 2011, Safety and Security Department gave a four-hour FEMA training on the national Incident Management System for administrators and supervisors. Follow-up sessions were offered winter 2012 with staff and faculty.

In line with Core Theme Five: College Stewardship, the Safety and Security Department actively attempts to be a good steward of the College's constituents at main campus, and when it was needed, at our Lake Forest Park site. This contracted site is no longer in use. However, our Safety and Security Department handled safety and student issues on site, a security audit and survey of the building and trained LFP personnel for cash handling and security procedures. The Security Director continued to manage the security and alarm system after the building's closure to the public. **(2.D.2)**

Recruitment and Admission of Students

Recruitment: Consistent with its mission, core themes, and characteristics, Shoreline Community College recruits and admits students with the potential to benefit from its educational offerings. Departments across the College recruit prospective students utilizing numerous outreach methods. The Public Information Office (PIO) is primarily responsible for coordinating recruitment efforts for domestic students including disseminating information about the College's educational opportunities broadly throughout the region's catchment area, updating the college website, visiting high schools, attending community events and activities, and utilizing social media. The International Education Office is primarily responsible for coordinating recruitment efforts for international students (a focal area for the

College) including disseminating information to prospective students living abroad that have an interest in attending Shoreline Community College, updating the [International Education website](#), visiting countries abroad, attending outreach activities and events, and utilizing agents to recruit on behalf of the College.

Specialized academic and support programs also provide recruitment including faculty outreach to recruit students into specific programs (examples including Automotive, Nursing, Dental Hygiene, and transfer, etc.). The College also has recruitment efforts in specialized programs such as [Running Start](#), [Career Education Options](#) (CEO), [student athletes](#), [veteran students](#) and [online students](#). The Public Information Office also provides tours of the College campus.

Shoreline Community College is an open admission institution and admits all students who meet minimum age and education requirements. The College does have several programs that require competitive admission application processes including [Dental Hygiene](#), [Health Informatics & Information Management \(HIIM\)](#), [Medical Laboratory Technology \(MLT\)](#) and [nursing](#). International students must submit a separate admission application and meet immigration standards in order to be admitted and attend the College. All newly admitted students are required to take the COMPASS test for initial placement into English and mathematics courses. The test is administered in a variety of ways including on-campus or it can be proctored at another college or location. Students receive their assessment scores immediately following the test and are encouraged to take their scores to their [orientation/registration appointment](#).

Orientations: Newly admitted domestic students are strongly encouraged to attend a new student orientation held prior to the start of each quarter. During orientation students receive information on requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies. Orientations are developed and run by College faculty from [Advising and Counseling](#) as well as academic faculty from various discipline areas.

Orientations are provided in [a variety of formats](#) including in-person, online, and through small group and drop-in sessions. Newly admitted international students are required to attend the [International Student Orientation Program](#) which includes a week-long program to assess, register, meet with advisors, and provide strategies for student success. Specialized programs also provide separate orientation programs for students such as the Health Occupations programs (Dental Hygiene, HIIM, MLT, Nursing) and CEO. **(2.D.3)**

Program Elimination

In the current budget situation with the state and with the colleges, over the past five years, Shoreline has made difficult decisions in both eliminating and reducing program offerings. Our previous accreditation report included program reductions and faculty reductions-in-force (RIF) in the Computer Information Systems (CIS) with three faculty members, Engineering with one faculty, and Physical Education with two faculty, all part of our reduction in force (RIF) actions. However, the College has made arrangements to ensure that the students enrolled in the impacted programs have been given opportunities to complete their program in a timely manner and with a minimum of disruption.

Educational Attainment is central to the College's efforts in helping students in programs eliminated due to budget cuts and low enrollments to find opportunities to complete their program of studies. Programs eliminated for 2011 include:

- Cosmetology: two full-time faculty and one 80% pro rata faculty
- Speech Language Pathology Assistant (SLPA) with two full-time faculty members.
- Computer Information Systems (CIS) was eliminated as a program in 2007, but courses were offered until 2011. In 2011 the last full-time faculty in this area was RIFed; the CIS courses required by other degree programs continue to be offered.

Students in these programs were ensured an opportunity to complete their program in a timely manner. In both the Cosmetology and SLPA programs, students met individually with the program faculty advisors to map out the best, most efficient way for each to complete the certificate or degree. For Cosmetology, the actual closing date was determined by the final completion of all students. Even after the final quarter, the dean continued to advise students for their state paperwork and licensing. For students taking the SLPA program, faculty developed a schedule that would allow all students to complete the program by winter quarter 2011. Faculty remained available for advising and worked with students to ensure a minimum amount of disruption.

Programs reduced in 2009 included:

- Criminal Justice: One of the two full-time positions was reduced.
- Anthropology: One of the two full-time positions was reduced.

In both cases, in compliance with the faculty Agreement, no more than 50% of a full-time load has been offered to part-time faculty, one of who was formerly full-time.

Programs reduced for 2011 included:

- American Sign Language (ASL): The full-time faculty position was eliminated in 2011. Classes will be taught by part-time faculty, one of whom was the full-time faculty member previously.
- Psychology: One of the four full-time positions was reduced. Classes will be taught by remaining three full-time faculty members. In compliance with the contract, only three additional classes will be offered to part-time faculty, one of whom was formerly full-time. The College anticipates being able to offer students the full complement of psychology courses.
- Anthropology: In December 2010, the remaining full-time faculty retired. Classes continue to be taught by part-time faculty, one of whom was formerly full-time. Beginning in fall 2012, the limitations imposed by the faculty Agreement will be lifted. The College anticipates being able to offer the full complement of anthropology courses.

The college maintains the viability of Anthropology and American Sign Language programs under the Dean of Social Sciences who works closely with former full-time faculty in these areas to ensure the quality of instruction and breadth of offerings in order that students have the opportunity to take those classes necessary to pursue degrees in these areas of academic interest.

Significant change in requirements: In addition, the College has made several changes to our Associate of Arts degrees. Prior to fall of 2009, students were required to take a total of 95 credits, including a five-credit course in Intra-American Studies and a three-credit Physical Education course. These two course requirements have been dropped from the degree requirement, and another three credits in the electives category were added, making 90 total credits to earn a transfer degree. Students who enrolled before these changes to the degree were approved by SCC's Board of Trustees have the option of graduating based on the requirements when they enrolled, or they may elect to graduate according to the new degree requirements as noted on our website for [Transfer Planning](#). (2.D.4)

Published College Information

The Shoreline Community College website, [College Catalog](#), which is reprinted on a limited basis annually, and SCC [Quarterly Course Schedule](#) are the primary media used to communicate to students and stakeholders about the College mission, admissions procedures, academic requirements, and related student policies. Among other information, the catalog and website provide the institutional mission and [core themes](#). Our [vision and mission statements](#) also appear on a variety of college documents, including the [Board of Trustees Policy Manual](#), the catalog, and in [Shoreline's 2007-2012 Strategic Plan](#). Each department is encouraged to review its websites and publications annually to assure integrity in all representations.

The quarterly class schedule provides an additional avenue to accurately and consistently communicate, both to students and the community at large, about the College mission, entrance requirements and procedures, academic course offerings, tuition, fees, grading and [refund policies and procedures for students who withdraw from enrollment](#). The policies address pass/fail grades, withdrawal procedures, audit option, incomplete grades and repeating a course. The tuition and fee chart and other program costs are reflected on the website and in the quarterly class schedule and in the College Catalog.

[Information on academic degree and certificate programs and courses](#), including degree and course sequence, and projected timelines to completion based on normal student progress and the frequency of course offerings is published on the website and in the catalog. Academic Program Planning Guides are widely available on campus, located in every instructional division office and the Advising & Counseling Center. For Professional-Technical programs, a suggested quarterly schedule of classes to reach program completion within a typical timeframe is on the College website at <http://new.shoreline.edu/programs/prof-tech-planning-guides.aspx>. Students can also obtain information from each instructional division office and the Advising and Counseling Center.

Rules and regulations for conduct, rights and responsibilities for students are outlined in Policy 5030 Student Conduct and Discipline. This detailed policy is accessible through Shoreline's website and the college catalog. There is also a full list of student policies at this site. Specific calendars, such as the athletic calendar have now been merged with the [new campus calendar](#). Performing arts events can be found by filtering the calendar for only 'events.'

To support the academic endeavors of students, Shoreline offers a full range of financial-assistance programs: [Free Application for Federal Student Aid \(FAFSA\)](#), grants, tuition waivers, loans, [Worker Retraining](#), [WorkFirst](#), [Basic Food Employment and Training \(BFET\)](#) and the [Opportunity Grant](#). Detailed information on opportunities, application process and requirements for Financial Aid is on the website, and outlined in the college catalog. Printed information on the financial aid programs is available in the Financial Aid office, the [Women's Center](#), the [Multicultural Center](#) and the [SCC Foundation](#). Additional scholarships and emergency loans are available in collaboration with other Student Affairs programs (Women's Center, Multicultural Center, [SCCANS Nursing Club](#)) and the SCC Foundation.

Academic calendar: SCC's Academic Calendar is developed each biennium by a committee of a student, staff, faculty and administration. The calendar reflects registration dates, start and end dates of each instructional quarter, final examinations, holidays, registration deadlines, add/drop classes, withdrawal from classes, availability of grades and the application process and deadline for applying for graduation. [The Calendar](#) is published online, in the Catalog and Quarterly Class Schedule. Deans, faculty and

assistants spend a great deal of time on updating our annual schedule. The annual schedule is printed in the quarterly schedule; each quarter this schedule is updated twice a year. **(2.D.5)**

Publications describing educational programs

The College produces an annual catalog, hard copy and online, that describes our educational programs. More in-depth information on each program can be found on program planning sheets and on the college website. Programs in the healthcare field, in particular, include information about eligibility requirements for licensure into an occupation or profession. The most extensive information on each program is available on the individual program websites: [Nursing](#), [Dental Hygiene](#), [Health Informatics and Information Management](#). This website also includes information on the coding and reimbursement certificate the program offers. [Medical Lab Technology \(MLT\)](#) includes information on the Phlebotomy program supervised by MLT. To inform prospective students and respond to questions, programs offer face-to-face information sessions each month. The schedules are posted on the websites each quarter.

Each program is accredited by its respective professional organization accrediting agency. The programs are required to submit an annual report. Every seven years a self study and site visit are scheduled. Analysis of licensure exam results provide feedback on which area of the curriculum students have any difficulty with, and this information can be utilized to improve instruction to more appropriately meet the identified outcomes for any specific part of the curriculum. Accreditation websites provide information about accredited programs and industry standards: Nursing: The National League for Nursing Accreditation Commission ([NLNAC](#)); Dental Hygiene: The [Commission on Dental Accreditation \(CODA\)](#); Health Informatics & Information Management: Commission on Accreditation for Health Informatics and Information Management ([CAHIIM](#)) and Medical Laboratory Technology: National Accrediting Agency for Clinical Laboratory Sciences ([NAACLS](#)).

To provide further information to prospective students and respond to specific questions, programs offer face-to-face information sessions each month. Social Sciences houses a recommend set of courses for those students interested in Global Studies. The schedules are posted on the websites each quarter. It has both a brochure and [website](#) for these students. Humanities faculty posts flyers and colorful posters for [Service Learning](#) classes each quarter and even visit several classes. **(2.D.6)**

Retention of student records

Secure Retention of Student Records: The retention of student records, including provision for reliable and retrievable backup of those records, is a high priority at SCC. Shoreline follows the general retention schedule set by the state. Student records are retained per the [state records retention policy](#). Records are stored on microfiche, CD and paper files. Former student records are backed on microfiche or CD and stored in-house and in an off-site location. The Registrar currently is primarily responsible for administrative policies and procedures pertaining to all student records.

Statement on Instructor Briefcase: [Confidentiality](#): Student rights under the Family Educational Rights and Privacy Act (FERPA) are clearly articulated in the catalog and college website. The website includes all of the issues around privacy for students, including allowing release of information. To assure student rights are maintained, the College provides training of new faculty and staff as well as through periodic updates for all College personnel as new FERPA guidelines become available. Additional procedures to assure FERPA compliance include: 1) mandatory acceptance of confidentiality statement for some student employees (in Enrollment Services, for example) prior to hire, and 2) mandatory acceptance of

confidentiality of [student records functions within Instructor Briefcase](#) and the Student Management System (SMS). Also, the College uses a lock-down file system and complies with a procedure for issuance of access to SMS. Trainings are given on SMS screens, the release of Information procedures, and students' right to opt out of the release of directory information. Authorization to Release Information form is online under Current Students, Forms. **(2.D.7)**

Financial Aid

The [Financial Aid Office](#) vigorously supports educational access and student success by reducing financial barriers. SCC provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Categories of financial assistance such as scholarships, grants, and loans are published and made available to prospective and enrolled students. The Office ensures accountability in federal and state Financial Aid programs to meet regulatory requirements and effectively serve students. Audit reviews have confirmed consistent compliance in the Financial Aid operations. Shoreline meets the Federal and State reporting deadlines for Financial Aid program, monthly, quarterly and annually. To participate in Federal Title IV Financial Aid programs, as required by 34 CFR (Code of Federal Regulations) §668.16, SCC commits to maintaining Administrative Capability for "properly managing the FSA (Federal Student Aid) programs. Shoreline fulfills this Federal requirement by providing an aid administrator who meets the Federal standards for administrative capability with a "well-organized financial aid office staffed by qualified personnel" as directed by the Federal Student Aid Handbook. The Office is committed to the highest principles and standards of professionalism and to the Ethical Standards published by the [National Association of Student Financial Aid Administrators \(NASFAA\)](#).

Effectiveness: The Financial Aid Office focuses its limited resources to meet student needs by providing eligible students with available federal, state and institutional funds including grants, loans and work-study. The Office Mission Statement is committed to continual improvement and strives for innovation and efficiencies. Even though a staff position was lost due to campus budget reductions, in 2008-09 the office served over 2,300 students with over \$11 million in aid. Another office staff position was cut in July, 2009, yet at the start of winter quarter, 2010, the Office had produced 707 more student financial aid checks than in 2009 (88% increase) for an additional \$837,106 in funds to students (55% increase).

The Financial Aid Office collaborates with campus and community and participates in Workforce programs, Washington Foster Care Passport Scholarship, and other state programs. The office publishes information about all financial aid funding programs through the college website with written copies available in the Office. Information about Scholarships is offered on the web through the College Foundation, and through a resource binder which students are encouraged to review. Additional scholarship information is available through academic and athletic departments. Funds received from other agencies are disbursed to students including scholarships, Tribal funding, and other sources. Information is available in the office, the College catalog, or on the website. The Financial Aid office provides a variety of brochures from the U.S. Department of Education and other sources, such as the booklets *Funding Your Education Beyond High School*, and *Dollars & Sense: Financial Tools You Can Use*. The College offers a payment plan through NelNet, which allows students the option to pay tuition in three monthly payments.

Staff in Enrollment and Financial Aid Services is available to assist students and families by telephone and email. The office dedicates three computer workstations for students to use with close access to staff members for the various web processes related to Admissions, Registration and Financial Aid. The

office provides a staff member to assist students with funding assistance through Workforce programs, including the Worker Retraining, WorkFirst, Opportunity Grant and BFET. The [Financial Aid site](#) contains an [information handout](#), and items like *Money Management Strategies*, *Funding your Education*, *Federal Student Aid on the Web*, and *Access your Federal Loan records* at this site. **(2.D.8)**

Student loan programs

Students receiving financial assistance by borrowing through a Federal student loan program are informed of their repayment obligations at the time they apply. First time borrowers through the Federal Direct Loan program and the Federal Nursing Loan program are required to complete loan counseling before they receive loan funds. The Federal Direct Loan program borrowers complete the pre-loan “entrance” counseling on the web and must pass a test on the information at www.studentloans.gov before they receive the loan funds. The Federal Nursing loan borrowers meet individually with the loan coordinator. The Nursing Loan counseling includes information on the rights and responsibilities of a student loan borrower. The Financial Aid Office makes available additional written information to students including several federal websites and toll-free numbers to assist student borrowers. Students are also required to complete loan exit counseling at www.nslsds.ed.gov when they graduate or have a break in enrollment. Web-based counseling for the Federal Direct Loan borrowers includes a test on the information for repayment options and obligations.

Shoreline regularly monitors its student loan programs and the institution’s loan default rate. The college receives annual notices from the U.S. Department of Education for Direct Student Loan and, for nursing student loans, its third-party loan processor, regarding current default rates. Shoreline’s current default rate for the Federal Direct Loan program is 4.2% (2008), significantly lower than the national average of 9.9% for community colleges. For students enrolled in the Nursing Program, Shoreline offers Nursing Student loans through the U.S. Department of Health and Human Services (DHHS). The default rate for these loans is 3.3%. The recent history of default rates is available through the U.S. Department of Education website. **(2.D.9)**

Academic Advisement

Students’ first advising interaction may occur during a one-to-one prospective information session or New Student Orientation and Registration. Per College policy, all new certificate and degree seeking students without previous college transcripts must complete a placement assessment and then meet with a faculty advisor to review and discuss their results and receive academic advising on course selection and possible academic major. During [New Student Orientation](#) and [Registration](#), students have an opportunity to review [Planning Sheets](#) and obtain various program and major information and academic advising from divisional faculty.

Advising is noted as a faculty responsibility in the Faculty Agreement and in the [Faculty Advisement Policy 5165](#). Faculty Senate developed a workgroup to review aspects of the advising system and improve services. To improve advising services, it will be important for the College to implement an advising system that will allow for evaluation of programs, services and faculty. (Summer 2012, the College funded development of faculty advisor training.) Faculty responsible for advising students is knowledgeable of curriculum, program requirements, and graduates and is adequately prepared to successfully fulfill their responsibilities. Yearly faculty training is offered to provide advising updates and resources, but more training is needed. Updates are provided year-around through College electronic media such as email, news bulletins, listservs and campus closed circuit television network. Two

divisions have academic advisors located in the division who provide consultation, program updates, student advising and faculty training. Through a unique partnership with the University of Washington, advising services are provided directly on the SCC campus. This advisor spends equal time on both campuses to ensure the most accurate information for faculty and students.

Additionally, in 2010 the College developed advising liaison roles with expert Advising and Counseling faculty. Faculty advisors and counselors are assigned a division and provide informal and formal trainings, advising updates and other relevant advising and student success information. Information sessions for various academic programs are scheduled periodically. (See *Advising Task Force Plan* in Planning Exhibit #13 binder.)

To assist International students with effectively transitioning into the College, International Education provides a quarterly week-long orientation program that includes workshops on cultural transitions, student connections, student advising, and student success. IE advisors, specialists in student international issues, offer both one-to-one and group advising sessions.

Students receive additional advising information through advising packets, brochures, catalog, and the student advising website and detailed department websites. Advising requirements and responsibilities are defined, and made available online. For students who desire additional advising and student success support, counseling faculty teach an array of Human Development courses such as “Career Exploration and Life Planning” and “College Orientation and Success.” Faculty may request Advising and Counseling faculty to provide advising and student success workshops and classroom information sessions. Other useful advising tools include the following:

- [Advisor Rights and responsibilities](#)
- [Faculty advising website](#)
- [Program Planning Guides](#)
- [Program Descriptions](#)

The College’s eAdvising program began as a pilot program and has expanded each year. EAdvising is a drop-in advising service available to students whose goal is to obtain basic advising information and referral. eAdvising is available Sunday through Thursday evenings during the quarter, 5PM-8PM. All emails received will be answered. **(2.D.10)**

Co-curricular activities

Consistent with our Core Theme #3 Community Engagement, SCC’s co-curricular activities are consistent with our mission to address the “cultural needs of our community.” The College has established various co-curricular activities that provide for the intellectual, physical and emotional well-being of the college community through its diversity of offerings in lectures, art, music, drama and athletics. The Student Leadership Center, the Center for Equity, Engagement, and Services (including the Women’s Center and the Multicultural Diversity Center) and the International Education offices also function as educational, cultural and social support systems to the academic programs on campus.

The College complies with the *Revised Code of Washington (RCW)* sections pertaining to Student Services and activities (S&A) fees used to support student activities and programs ([RCW 28B.15.041](#)) and to management and distribution of S&A fees ([RCW 28B.15.045](#)). For the most part, student co-curricular activities are managed by the Student Leadership Center. Faculty advisors and coaches, the latter supervised by the Director of Athletics, receive stipends for their work with students on these activities. Funding of these various co-curricular activities is determined by the [Constitution and Bylaws](#)

of the [Student Body Association \(SBA\)](#). Co-curricular activities range from [Category I student-initiated clubs](#), as well as, [Category II organizations](#) that are aligned with specific curriculum areas. The SBA is self-governing but supervised by a Program Manager and reports to the Board of Trustees regularly.

All funded organizations are closely aligned with established college programs or services and are created through careful consideration of the President and the Board of Trustees. The co-curricular activities funded by students are assessed each year. Criteria are based upon their alignment with the College's mission, strategic directions, core themes and articulated with standards from the Council for the Advancement of Standards (CAS). These criteria are then utilized to allocate funding based on the information provided. A final recommendation is made from the SBA to the Board for official approval. (See *Planning Exhibit #3 binder*.)

SCC's co-curricular activities relate to our mission, core themes, strategic plan, and academic and athletic programs and are governed by federal, state, and college-wide policies. To be a cultural hub of the community, one of the strategic directions in our Strategic Plan, the College hosts a variety of events and speakers and sports and cultural activities such as tournaments, films, lectures, art gallery shows, opera and musical performances, and a variety of dramatic and theatrical events that enrich the entire community. Academic programs, Athletic Programs and other college departments provide a wide range of co-curricular offerings including cultural enrichment, performing arts, intercollegiate and intramural competition, and academic symposia covering a wide range of topics. These activities are both educational and entertaining in scope, typically open to all students, faculty, and staff and for public events to the community, free of charge or at minimal student and community rates.

In line with our Core Themes of Educational Attainment and Community Engagement, goals of these events and activities are to engage and retain students, to build a sense of community and out-of-classroom learning for interested students as well as to engage and include the surrounding communities of Shoreline and Seattle. Many co-curricular activities are developed to meet students' academic and vocational interests—the student newspaper for journalism majors, [the DECA club](#) for business students, and Clay Club, for examples. Many students develop career pathways and lifelong interests by actively participating in such activities. Of particular note are our fine arts activities—operas, musicals, concerts, plays, films, art gallery shows, and poetry readings: these activities support students' portfolios which are required for our AFA and Associate of Music degrees and acting and film certificates specifically tailored to students who wish to transfer or work in these fields.

Faculty advisors, supervised by their dean, and coaches, supervised by the Director of Athletics, receive stipends for their work with students on these activities. Funding of these various co-curricular activities is determined by the leadership of the Student Body Association (SBA); for some category II activities, there are supplementary stipends outlined in Article IV: *Student and Instructional Related Activities* in the [Agreement between the College and the SCC Federation of Teachers](#), pages 5A and 6A.

The SBA is self-governing but is advised by the Program Manager for Student Programs, and budgets are approved by the Board of Trustees. The Student Body President sits with the Board at all open Board of Trustees monthly meetings and provides updates on all student activities and budget issues. Refer to 2A.17 for additional information. **(2.D.11)**

Auxiliary services

SCC's Auxiliary Service functions include: operation of the College bookstore, contract management of campus food services, centralized shipping/receiving, campus mail, and rental of college facilities. The Auxiliary Services Department reports to the Vice President of Administrative Services. Auxiliary Services supports the institution's mission, contributes to the intellectual climate of the campus community, and enhances the quality of the learning environment.

The Bookstore is a self-supported operation which, though state-owned, receives no support from student fees, tax money or funding from the College, and is sustained solely by sales income. The Bookstore contributes to and supports the learning environment on campus serving more than 65,000 students, faculty, and staff during the academic year. The primary mission of the Bookstore is to provide all textbooks and supplies required for students to successfully complete their coursework. Profits from the Bookstore operation support the general fund of the College. While the ever increasing cost of textbooks is a continual concern, Bookstore staff routinely interacts with the College community suggesting and receiving ideas for increased customer service. The entire staff is open to ideas; [bookstore operations](#) are discussed regularly in the Administrative Services meetings.

The College has contracted with Chartwells to provide all food service on campus. The Director of Auxiliary Services is the liaison to Chartwells on-site staff. Each year approximately 205,000 customers are served at on-campus sites. A campus Food Service Committee meets regularly. The committee is comprised of faculty, staff and students that collect feedback and make recommendations. Revenue generated by the [Food Service operation](#) offsets utility, maintenance and repair costs associated with the operation. Periodically, a campus Food Service Committee comprised of faculty, staff and students meets regularly to collect feedback, review and makes recommendations. Revenue generated by the Food Service operation offsets utility, maintenance and repair costs associated with the operation. Revenue generated beyond the needs of the operation support the general fund.

While shipping/receiving and mail services are essential to the efficient operation of the campus, these functions do not generate revenue. The staff positions that are responsible for these functions are funded by the Bookstore operation. The College rents classrooms (including "smart" classrooms), the gymnasium, the theatre, the music building and the Pagoda Student Union Building (the PUB). The [rental of college facilities](#) generates revenue which supports the general fund. **(2.D.12)**

Intercollegiate athletic and other co-curricular programs

[The Shoreline Community College's Athletic Department](#) is closely monitored by the college's administrative staff to ensure the college's mission is adhered to and that oversight is on-going. The department is made up of nine varsity sports to include: men's soccer, women's soccer, women's volleyball, men's basketball, women's basketball, men's baseball, women's softball, men's tennis and women's tennis. The department is a member of the Northwest Athletic Association of Community Colleges (NWAACC), an association of 34 community colleges in the states of Washington and Oregon.

In 2009-10, the Shoreline Athletic Department had 140 student-athletes on its eligibility rosters for all nine sports combined. The SCC men's basketball and women's softball teams won NWAACC Northern Region Championships in 2009-10 and both head coaches for those sports were named Coach of the Year in the region. SCC had 19 NWAACC All-Stars and 5 All-Academic student-athletes for the year. 42 student-athletes maintained a 3.00 GPA for the year as well, to include 15 with a 3.50 GPA for all three quarters. In 2010-11, the Shoreline Athletic Department had 154 student-athletes on its eligibility rosters for all nine sports combined. The SCC men's soccer program and women's volleyball teams won

NWAACC Northern Region Championships in fall quarter and our men's soccer coach was named Coach of the Year in the region. SCC had 12 NWAACC All-Stars, 12 All-Academic student-athletes and 3 Academic Leadership awards for the year. 40 student-athletes maintained a 3.00 GPA for the year as well, to include 18 with a 3.50 GPA for all three quarters.

In athletics, financial expenditures from student fees must be approved by the Athletic Director, the Dean of HOPE, Business and Athletics and then forwarded to the SCC Financial Services Office for final approval. Expenditures from non-student sources must be approved by the Athletic Director and forwarded to the Business Office for review before funds are used. All non-student funded expenditures over \$750 must be approved by the aforementioned dean. In the light of effective college stewardship, other co-curricular expenses are first approved by the Program Manager from the Student Leadership Center and then by the VPASA before being forwarded to the Business Office for review.

Admission requirements for student-athletes are the same as for all students at the College. The SCC Athletic Department is a member of and in [compliance with NWAACC](#) -- an organization that governs and sets standards for all community colleges in Washington and Oregon in regards to student-athlete eligibility, financial aid and admission to community colleges for participation in varsity athletics. Athletic admissions and eligibility is monitored by the Athletic Director and the college's Enrollment Services Director who forward all eligibility materials to the NWAACC office for review prior to each season, at the tenth day of each quarter and prior to NWAACC post-season competition in each sport.

As advertised on the Athletics website, [Athletic financial aid](#) is awarded by the college through the athletics office of the NWAACC for approval. NWAACC Letters of Intent are awarded by the conference office after being initiated by individual sport coaches, approved by the Athletic Director and forwarded to NWAACC offices for review prior to sending paperwork to student-athletes for signature. Students participating in intercollegiate athletics may receive financial assistance in the form of scholarships and tuition waivers. NWAACC requires that each sport have a financial assistance limit according to athletic participation. Financial assistance is monitored by SCC's Financial Aid and Athletic departments, which transmit annual athletic financial assistance reports to NWAACC to ensure compliance. An end-of-year financial aid audit is required by the NWAACC for student-athletes at each institution and is completed and signed by both athletic commissioners at each college. **(2.D.13)**

Identity verification process for students enrolled in distance education

Shoreline uses Blackboard as its learning management system for eLearning courses and programs. Blackboard is the market leader in learning management systems and is used by educational institutions worldwide. Blackboard is integrated with our student management system (SMS), which houses registration information. When a student registers for an online, hybrid, or face-to-face class that uses Blackboard, registration information automatically is pushed to Blackboard and populates the Blackboard course. Students must then [log in](#) to Blackboard with a username and password based on their legal first and last name and student identification number (SID).

This authentication process is the current national standard for verifying that the student enrolled in the eLearning course is the same person whose achievements are evaluated and credentialed. Because the username is a combination of name and SID (username is the first letter of the first name + the first four letters of the last name + the last four numbers of the SID and the password is the last five numbers of the SID), student privacy is protected. Students are told to change their password upon first logging in

to Blackboard, thereby ensuring their privacy and security in the eLearning system. Currently, there are no charges or fees associated with identity verification in eLearning courses.

- Students working online have unique accounts in a password-protected learning management system. This capability is available for every college in our system.
- Colleges might use proctors for high-stakes exams. In addition to face-to-face proctors, every college in our system has access to Tegrity, which can be used for remote proctoring.
- We also encourage use of active assessment. It's easier for students in any delivery mode—face-to-face or online—to cheat if the only means of evaluation is a multiple choice test. **(2.D.14)**

2.E. Library and Information Resources

The [mission](#) of the Ray W Howard Library to develop engaged users who are culturally literate, globally aware, and technologically sophisticated, a mission consistent with the College's strategic directions. As a user-centered department committed to equitable access and services, the library creates, organizes, and maintains collections for the academic study and research needs of SCC students, faculty, and staff. As such, we play a critical role in directly supporting the mission and core themes of the college. The library houses a collection of nearly 65,000 items that can be found in a variety of formats, including print, digital, audio-visual and microforms. We utilize various technologies to deliver these resources both on and off campus.

In 2009-2010, we were staffed with four full-time librarians but lost one position due to budget cuts and moved the Public Services/eLearning Librarian to an interim dean's position. In July 2010 this dean position was eliminated, and the library moved under the supervision of the Dean of Social Sciences and Parent Child Center. We now employ a staff of three librarians, with one of the three serving as an assistant dean. This position is granted release time for library administrative duties. Lack of a full-time administrator who directly oversees the operations of the library has resulted in some confusing reporting lines. Additional permanent staff in the media, circulation and technical services departments includes five full-time and two part-time classified staff members with hourly and work-study positions making up the rest of our personnel. We are open seven days a week for a total of 75 hours. With a recent retirement of a senior librarian who once served as a dean for the library, the College is currently screening for a full-time tenure-track faculty librarian hire for fall 2012. **(2.E)**

Access to library and information resources

The library holds or provides access to an extensive and current [collection of print and digital resources](#) in support of the institution's programs. Recent years have seen a shift away from print materials and towards digital resources. Our assortment of [databases](#), easily the most used feature of the collection, continues to increase and currently numbers more than two dozen, giving us access to more than 20,000 full text magazines, journals and newspapers, up from 17,000 the previous year. These databases are both general in nature (ProQuest, SIRS, EBSCO, CQ Researcher, etc.) and discipline specific (CINAHL, ARTSTOR, PsychArticles, VersusLaw, etc.), giving us breadth and depth throughout the collection. That shift in format has necessitated a change in budget appropriations for each area, a difficult balancing act to be sure, but one that we feel is appropriate for our purposes and mission. In order to keep a proper balance of resources, the library subscribes to [Ebrary](#), an electronic collection of 23,000 current titles (books) that cover a wide spectrum of subjects.

To keep current, we continue to supplement and add to our resources with our magazine/ journal print collection, CDs, DVDs, and the addition of several hundred circulating and reference books each year.

We offer [inter-library loan](#) and document delivery services from the Online Computer Library Center (OCLC), a huge library cooperative that most libraries in this country (and 170 others) belong to which provides shared cataloging, etc. and Loansome Doc (a service we use to order documents from medical libraries and which is offered through the National Library of Medicine) for those resources that we do not own and that are needed to support students, faculty and staff in their research efforts. We also have reciprocal borrowing agreements with all of the community/technical colleges in the state. Library patrons may access our [catalog](#) and most of our databases from campus, home or anywhere in the world through a proxy system that ensures licensing agreements are being honored. **(2.E.1)**

Planning for library and information resources

The library seeks out and solicits input from a variety of sources in making decisions regarding resources, teaching and policies. Each librarian is assigned to a division of the college and acts as a liaison to that area. Liaisons are expected to attend division meetings. The library is actively represented on the campus [Curriculum Committee](#) and actively contributes to the discussion involving approval of new and/or revised course offerings and to ensure inclusion of information literacy, one of our general education outcomes, in relevant curriculum offerings wherever possible. Each of these offerings must be signed off by a librarian, giving that person a chance to discuss the level and nature of the resources needed to support the class with the instructors.

Librarians publicize new products and trial subscriptions to students and faculty using listservs, Twitter, Facebook and posters, with feedback being gathered wherever and whenever possible. Faculty is consulted and when feasible, directly involved in our weeding process, joining us in the stacks and looking at each item for possible deletion or updating.

The faculty, in partnership with library and information resources personnel, ensures the use of library and information resources is integrated into the learning process. The assigned librarian liaisons to academic divisions make presentations, discuss issues and provide information, etc., about the library resources and activities in these meetings. Faculty is encouraged to work through their liaisons when making resource requests, arranging for workshops/orientations or seeking clarification about policies and procedures. Staff, students and community members may make requests for materials at any time. These requests will be judged against our collection development policies before a deciding whether an item should be purchased. **(2.E.2)**

Training using library and information resources

SCC provides ample training and support opportunities for the college community to enhance their effectiveness and efficiency in using library and information resources related to academic programs and services in a variety of formats.

Support for students: Bibliographic instruction takes place in many forms and areas. Students are frequent visitors at the reference desk, where one-on-one interactions involving search strategies, citing material, and locating materials are common. As mentioned previously, workshops and orientations, both general and subject-specific, are conducted throughout the year at the request of faculty. Librarians have been proactive in this area and have experimented with additional short 10 minute orientation/tour sessions at the beginning of the quarter that are open to anyone. We also offer an online [tutorial](#) that takes patrons through a whole range of step-by-step research activities, especially valuable to our distance learners. Our Information Literacy Librarian has been embedded in several

English classes and is experimenting with a variety of approaches. Although not scalable to the entire range of the college's offerings, the experiment has been successful in pointing the way toward how information literacy outcomes might be met in the future.

We give our patrons assistance in person, over the phone, via email and, by virtue of our association with the Washington State Library's [AskWA](#), through a 24/7 online chat reference service. We provide updated handouts related to [library policies](#), citations, resources, off-campus access, etc.

Support for Faculty, Staff and Administrators: The library solicits input from a variety of sources in making decisions regarding resources, teaching and policies. Each librarian is assigned to a division of the college and is a liaison to that area. Liaisons attend division meetings and to discuss issues, provide information, etc. about the library in these meetings. Information is communicated to faculty and staff through posters, listservs, PIO announcements and the library's Twitter and Facebook accounts. In the spring of 2010 we convened a group of faculty, administrators and students to discuss ways in which we might better serve these different constituencies. SCC provides ample training and support opportunities for the college community to enhance their effectiveness and efficiency in using library and information resources related to academic programs and services in a variety of formats. **(2.E.3)**

Evaluation of library and information resources and services.

Library staff regularly evaluates the quality, adequacy and utilization of our resources and services. Collection development responsibilities are divided into two areas, (1) electronic and (2) print resources. Each is primarily managed by one of the librarians, but all librarians contribute ideas and recommend materials. We gather usage statistics from various sources to help in collection evaluation and consult them when making decisions related to adding or deleting materials. These include statistics produced in-house (circulation of materials) and those supplied by our database vendors. Librarians monitor student research, reference questions and results of campus surveys as related to information resources needs. The library is represented on the Curriculum Committee, and library resources are considered (a librarian must sign off on all Master Course Outlines) when new or revised curriculum is approved.

A major effort at weeding the collection began during fall quarter of 2011 and is expected to continue for the next several quarters. In the spring of 2010, we revised and implemented our annual student survey. Responses to this survey indicate a need for more quiet study areas and more group study rooms. The survey was conducted again in the spring of 2012. Library staff is seeking new spaces.

In addition to independently negotiating prices and licenses for our databases, we work in collaboration with the [Orbis Cascade Alliance](#) and the [Washington State Library](#) when purchasing digital resources for our collection. Our catalog and databases are accessed through a proxy server that insures security measures are taken. Our last security policy audit was completed by the [Washington State Auditor's office](#) in October 2009, in which the college was found to be in full compliance. All new applications are evaluated prior to implementation to ensure all security issues have been identified and sufficiently mitigated. Partners and third party application service providers are held accountable for data security as per [College Policy 4124](#) and federal and state regulations. **(2.E.4)**

2.F. Financial Resources

Financial Stability

Administrative Services provides business services functions; financial services within that office provide accounting and treasury management functions. The cashiering office provides student financial services (excluding financial aid). Budget variance reports are prepared quarterly for the BOT. The College develops annual budgets using an online budget planning system that incorporates input from all departments. The budget planning system includes several levels of review by successive layers of the management structure. The balanced budget is adopted by the Board of Trustees. The College endeavors to be conservative in its projection of revenues. The Board maintains a reserve account to manage risk. As of June 30, 2011, this account had a balance of \$1,163,531.

Sufficient cash is kept in the college's checking account and/or municipal investors account to meet current obligations. The college invests cash in investments approved by the State Treasurer and/or in public depositories, pursuant to state law. While low interest rates over the past few years have made it difficult for the college to enjoy significant returns, investments are made as opportunities are available.

With the changing financial situation for community colleges, SCC continues to work hard to find ways to supplement state funding with other resources. These other financial resources are pursued and developed to fund projects, activities, and services that will help serve and develop the College's mission. The alternative sources include such items as grants, contracts, donations, special programs, and public/private partnerships. Table 1 below contains

TABLE 2.F.1 SCC FTE Allocations: FY 2005-2010			
ACAD_YEAR	State FTES	Contract FTES	Student Funded FTES
2004-05	4649.3	648.7	115.8
2005-06	4446.2	707.4	108.5
2006-07	4635.6	263.0	110.9
2007-08	4398.7	213.7	112.5
2008-09	4701.7	211.7	96.5
2009-10	4937.9	404.2	94.9
2010-11	5127.0	659.6	36.7
Grand Total	32,896.4	3108.3	675.8

data regarding annual full-time equivalent allocations. Table 2 below identifies different funding based on state allocation, local funds, and grants and contracts from fiscal year 2005 to 2010.

Table 2.F.2 Revenue Collection (in \$M)													
Revenue collection	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11
State Appropriated	19.89		21.38		22.69		24.03		23.93		22.86		22.3
Tuition (fund 149)	8.8		8.74		12.13		12.49		13.06		13.68	(1)	15.1
Local Funds-(Fund 148	2.68		2.06		2.85		2.63		2.33		3.71	&	3.06
Grants/Contracts-(fund 145)	8.72	*	10.76	*	5.56	*	3.04		5.97	#	4.23		4.21
Total	40.09		42.94		43.23		40.99		44.36		43.53		44.6
Percent State Assistance	0.50		0.50		0.52		0.57		0.53		0.51		0.50
* Incl. International	3.68		5.11		0.92		-		-		-		
** CEO/LCN AR collection									2.91				
& Includes Excess Enrollment											0.7		
(1) Corrected for distribution error													

The College has been reasonably successful in receiving grant funding, and is currently enhancing its grants and contracts program to facilitate growth in this critical area. Public/private partnerships have

resulted in helping support capital project costs (particularly the College's Automotive building addition) and also enhance teaching and learning. [Shoreline Community College --Grants and Contracts](#) provides a comprehensive summary of funding provided by various grants throughout the institution. (See also *Grants & Contracts* Exhibit #10 binder.)

These additional funding sources are typically revenue enhancers. The College is financially stable and has demonstrated that stability throughout its history. The College has had favorable audit reports since 1998. Following good business practices that suggest monthly reconciliations be done within a reasonable time period, the Business Office staff members perform numerous reconciliations each month monitoring revenues, bank balances and expenditures. Local cash balances have gradually grown to ensure that sufficient cash reserves are available for debt payments and unforeseen expenditures. As of June 30, 2011, the College had a total cash balance of \$20,724,695; as of June 30, 2012, the cash balance was \$21,898,672. To keep the Trustees informed, the Board receives quarterly updates on cash, budget balances, and revenue streams. They also receive quarterly updates on enrollment and FTEs. (See *Budget Report/Reports to the Board of Trustees* Exhibit #18 binder.)

Resource Planning and Development (2.F.2)

Each year the different areas of campus collect budget information and send requests and updates through the different supervisor levels until the information reaches the appropriate VP. The VP collects all of the budget requests and works with the other VPs, Strategic Planning and Budget Committee and the president to help develop the budget. The VP for Administrative Services supervises the budget development, recommends to the president the revenue levels to use for the year, and makes changes until the budget is balanced. Revenue figures are set at conservative levels so as to ensure the budget will cover the expenditures each year.

Tuition revenue is important to the budget process. To assist in setting tuition levels, a number of systems have been developed. Enrollment levels are predicted, tracked, and reported by the Office of Institutional Research. Deans keep a careful watch over enrollment levels, course availability, and whether classes have reached the level that tuition covers the cost of offering the course. Plans are to reinstate an Enrollment Management Committee consisting of representatives from Student Services and Instruction.

Other similar revenue sources are the student fees attached to lab courses and distance learning classes. Additional revenue is generated by the Running Start program, where junior and senior high school students with college level skills can enroll in college. Each quarter SCC bills the appropriate school district for the high school students attending SCC.

Grants are another important revenue source at SCC and provide the ability to offer extra services, equipment, and projects. During the grant writing process the grant writer works closely with the Business Office to ensure the initial budget is built appropriately, costs are contained to budget funds available, and that there are enough funds to deliver the grant. After the grant is funded the budget is built within the grant parameters and is reviewed by the grant manager, the Budget Director, and the VPAS. A listing of Grants and Contracts 2007 through 2011 can be found in Exhibit #10 binder.) **(2.F.2)**

Financial planning and budget development: Policies, Guidelines, and Processes

A budget development system has been designed by the Budget Office and Technology Services that allow four levels of users to input requests for budget development. The electronic system tracks and maintains user information and input. The system can be used for all budget sources such as general operating, auxiliary services, student government, etc. The College used this tool each year through 2007-2008, when the state's latest fiscal crisis began. Because operating budgets were routinely reduced each subsequent year, the college administration decided to use the budget development system exclusively as a senior administrative tool, and accomplish the objective of achieving campus wide input on the budget in multiple other ways.

In 2008-2009, the administration – working with the college's Budget Committee – adopted [Points of Consideration](#), created to guide the administration in how it prioritized budget reductions. Campus-wide input into budget priorities was solicited and collected in a number of ways, including electronic (email), and physical (suggestion boxes placed in various locations throughout campus). The Senior Executive Team, along with the President, reviewed all campus input, and strongly considered it – along with the Points of Consideration - when making final decisions on budget reductions for the 2009-2010 fiscal year.

In December 2009, a subcommittee of the Strategic Planning and Budget Committees, at the request of the President's Senior Executive Team, issued "[Criteria for Restructuring and Guidelines for a Transparent Process.](#)" Within the document the subcommittee provided four guidelines which it recommended PSET use to ensure a transparent budget process. Again, campus-wide input was gathered throughout the budget review and creation process. In March, 2010 the VPAS issued a memo to the budget committee, reporting in detail how the Senior Executive Team and President had met the criteria for a transparent process. An [all campus meeting was held in mid-March](#) to report the results of the budget process, including planned reductions.

Meanwhile, the budget crisis continued into and through 2010. In August 2010, the Governor announced that economic circumstances in the state had continued to deteriorate, and that further reductions to the current year's budget were likely to be required. The college was asked to submit two budget reduction decision packages that the Governor and Legislature would use as they make final budget decisions for current year and next biennium. Those two decision packages were to contemplate an additional 6% reduction in current year, and a 10% reduction in FY 2011-2012. The college completed the [survey](#) in accordance with these instructions, but there was little time to survey the campus for input beforehand. Eventually, the legislature decided to achieve supplemental budget reductions without impacting the college's operating funds.

Once again in 2011-2012, the state's fiscal crisis drove the need to drastically cut the college's operating budget. In preparation for the latest round of budget cutting/creation, the Senior Executive Team requested and received specific [budget process recommendations](#) from the college's Strategic Planning and Budget Committee. Campus-wide input was gathered by way of a [questionnaire designed to target input](#) in the ways most helpful to administration decision-makers. Reductions were made for 2011-2012. Within 90 days after the start of the fiscal year, dire state revenue forecasts signaled a need to cut upwards of 30% operating budgets, perhaps as soon as the current fiscal year. The College administration used existing data and recommendations to anticipate additional budget reductions, and the President formed a Budget Scenario Reduction Team to advise him on the impact of various budget-cutting scenarios. Ultimately the state legislature did not impose any additional reductions, either for the current fiscal year or into the 2012-2013 fiscal year. **(2.F.3)**

Accounting system - Timely and Accurate Financial Information

SCC ensures timely and accurate financial information through its use of the SBCTC's Financial Management System (FMS) used by all community and technical colleges in the state. Departments have access to electronic real time budget information as needed through FMS Query, a Microsoft Access database. These reports are drawn from the computerized accounting system each evening. Internal controls begin at each department on campus to ensure accurate information is provided, and departments track their expenditures and reconcile those with the campus accounting system for another level of internal control. There is a [signing and contract authorization procedure](#) in place that clearly defines responsibility and authority. **(2.F.4)**

Capital budgets

Shoreline Community College follows an established [statewide process for making capital budget requests](#) that support the College's mission. On a local level, decisions are made whether to pursue a capital request as identified through the [Master Plan](#). The Master Plan represents an ongoing planning process that accurately reflects the campus facility needs as informed by the College's mission and strategic planning process. Once a decision is made to pursue capital funding, the college continues through a well-defined process to prepare documents for State consideration. (See Exhibit #13 binder.)

Beginning with the request for a capital project, the budget is prepared locally and often includes consultants for an additional level of project review. A capital budget is developed considering the total cost of ownership, equipment, furnishings, and operation of new or renovated facilities. Debt for capital outlay purposes is reviewed and carefully controlled to keep from creating an unreasonable tax on resources. If a major capital project is funded, there is a six-year [statewide process](#) that has budget review each year. **(2.F.5)**

Auxiliary enterprises

Shoreline Community College auxiliary enterprises consist of the College bookstore, contract management of campus food services, centralized shipping/receiving, campus mail and rental of college facilities. The Bookstore is a self-supported operation which, though state-owned, receives no support from student fees, tax money or funding from the College, and is sustained by sales income only. The Bookstore routinely supports mail and centralized shipping/receiving functions by covering all of the salaries associated with these campus support services. Annually a portion of net revenue from the Bookstore is transferred to the operating budget to cover a portion of the debt service for PUB where the Bookstore is housed. Additional funds may be transferred to the General Fund in support of general College operations. The food service is run through a contract with an independent company, Chartwells. Chartwells was selected through an RFP process reviewed by a committee comprised of campus constituencies in conjunction with the Director of Auxiliary Services and the VPAS. The College receives a percentage of the monthly gross sales revenue as stipulated in the contract. The contract manager is the Director of Auxiliary Services. The rental of college facilities generates revenue which supports the general fund.

Central printing: The General Fund supports Central Printing account by purchasing both the lease and service contracts for a fleet of digital copiers. This fund also supports and includes the maintenance, paper and any overage charges which may occur outside of the contracts. In turn, departments and

budgets (both revenue generating and state supported) are charged back for the service usage, any overage clicks and paper to offset expenditures accrued in that account/budget. **(2.F.6)**

External financial audits

SCC undergoes periodic audits conducted by the WA State Auditor's office. Washington State has determined the biannual cycle is the standard beginning with the year 2002 but has not maintained a true biannual schedule. The last biannual audit was conducted during the 2008-2009 academic year and reviewed the audit period of July 1, 2006 through June 30, 2008. The regular procedure is that results from the audit are shared at an exit interview. People in attendance are the audit team, the College President, VPAS, available trustees, key Business Office staff, and other appropriate campus staff. The audit team shares their results and an official management letter of recommendations follows by mail. The results are then discussed with the President and other VPs and are shared with all Board members at the next full BOT meeting. The VPAS discusses the results with the Business Office staff and considers operational changes that might be indicated. From there a plan to implement those changes is developed. Any procedural changes made are shared with other VPs so as to update campus staff.

In addition to the biannual audit, the SBCTC also conducts an annual operations review. These on-site visits are conducted "to ensure consistency in record keeping and reporting and to assure adherence to SBCTC policies and guidelines as well as compliance with federal laws, regulations and grant provisions." The SBCTC develops an annual protocol of the audit areas, reviews reports prior to their arrival, makes appointments in advance, and usually spends three or more days in audit meetings on campus. As with the state auditor's review, entrance and exit interviews are conducted and a written report follows. The Business Office staff meets and reviews the report and considers actions as needed.

The 2008-2009 Annual College Operations Review audited the following areas:

- 1) Perkins Vocational Education Expenditures
- 2) Adult Basic Education
- 3) Opportunity Grants
- 4) Enrollments and FTE Reporting.

The Annual Operations Review also followed up its recommendations from 2007-2008. In each instance, the College had no major audit findings. SCC was in full compliance with items #2, 3 and 4. For Item #1, "expenditures in the program areas sampled were appropriate and adequately documented except as noted." The reviewer then made three specific recommendations. The SBCTC colleges are now audited on a system-wide basis on select topics. The first year of the new system was last year. We provided data and spoke to a staff auditor on the phone. No findings were indicated. **(2.F.7)**

Institutional fundraising activities

All institutional fundraising activities at Shoreline Community College are conducted in a professional and ethical manner and comply with governmental requirements. The College's fundraising in support of its mission is coordinated and conducted through the [Shoreline Community College Foundation](#). The Foundation was founded and incorporated in 1984 for the purpose of increasing student access and success at Shoreline Community College through raising funds, building partnerships, and advocating for students and the college. The SCC Foundation has been determined exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

The Shoreline Community College Board of Trustees and the Shoreline Community College Foundation Board have a signed [“Quid Pro Quo” Agreement](#) to guide the relationship between the Foundation and the College. The Attorney General of Washington State has defined that institutions of higher education have the authority to enter into contracts deemed essential to the institution and to accept and solicit gifts. If there is a consideration flowing to the institution, it has the authority to provide goods and services to a private nonprofit organization, including the use of institutional employees to solicit gifts, in exchange for fund-raising and other assistance from the organization.

In response to diminishing state resources, the Foundation helps the College accomplish its mission of creating access to educational opportunities that otherwise might not be financially possible. The Foundation provides scholarship and emergency assistance support to Shoreline Community College students and contributes funds to the college for special projects and events.

The Foundation publishes an annual [Report to the Community](#) which is available on the Foundation website. For the FY of 2010-2011, the Foundation provided named scholarships and student emergency assistance in the amount of \$69,045. **(2.F.8)**

2.G. Physical and Technological Infrastructure

Physical Infrastructure:

Shoreline Community College creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services. Since April 2008, Shoreline Community College has experienced some growth in the physical infrastructure of its campus. Although the institution has always been known for its well-maintained buildings and grounds with large expanses of green space, the expanded and renovated buildings have added space that has improved the campus facilities. Completed projects that required capital investment at SCC in the last two years represents capital funds that total ~\$5.7 million towards expansion, renovation, and improvement projects to campus facilities and grounds. There was also an additional \$2.2 million of private funds invested in the [Automotive Expansion Project](#), as the private matching funds portion of this project budget.

As SCC staff goes ahead with their master planning efforts, the College must also meet the needs of today’s students. Specific projects have been planned and completed to keep the college relevant and highly functional. Along with keeping the facilities maintained, these projects were designed to offer new and/or improved spaces for emerging and existing programs. Specific projects that support this strategy include

- The renovated [Pagoda Union Building](#). Students now enjoy a state-of-the art facility that houses the cafeteria, the bookstore, International Programs, Women’s Center and Multi-cultural/Diversity Center, student government, and student-friendly study environments.
- [Improve the Clean Energy Technology Center building](#). It now houses the main office for an emerging program.
- [Renovate the 1800 building](#). From an old and well-used building, this project transformed it into 8 new classrooms with modern technology and improved “smart classroom” design elements.
- [Expanded Automotive Training Center](#). This 22,000 sf expansion greatly improves its ability to support the needs of its students within this emerging program.
- Renovated spaces that have greatly improved the [Testing Center](#) and the emerging [Workforce/Job Connection Center](#).

- The 1100 building renovation project. This transformed into four nearly new classrooms with modern technology and improved “smart classroom” design elements.
- 5000 building remodel of the Student Services floor. All services/programs on the second floor were either fully remodeled or freshened to better serve students including Enrollment & Financial Aid Services, Cashiering, Advising & Counseling, Special Services, Tutoring, Career Education Options, and ABE/ESL/GED.
- The 1700 building renovation project transformed 9 old and worn classrooms into 8 modern, refreshed, and inviting spaces for students.

Several strategies have been employed to make significant progress on capital projects. SCC invested in a new position to focus solely on the facilities department and capital projects. Previously, the Facilities department, capital projects, and Safety & Security were all under one director. The new Director of Facilities position has the lead responsibility for recommending new capital requests, which are then reviewed and approved by the VP for Administrative Services with final approval by the P/SET. This improved process has led to greatly improved planning, prioritizing, management of capital funds, and the completion of the capital projects that are most needed by the college. (See *Facilities Plans and Assessments* Exhibit #19 binder)

Creative funding has been added to leverage the state capital funds. This funding includes:

- Students taxing themselves to pay for the new Pagoda Union Building (student union building).
- Partnering with the private sector to create a matching funds project. This allowed the state and private funds to equally pay for the expanded Automotive Training Center project.

There are several best practices at SCC related to planning and utilization of physical resources. In the effort to support the student services area, the college has remodeled the student services floor into a “student friendly” environment. “One Stop” concepts are being implemented to improve the student’s experience when registering, enrolling, seeking financial aid, and/or making payments to the cashier.

The campus grounds are equally inviting and provide open green areas with trees and outdoor spaces where the campus community can meet and study together. Steps have been taken to improve the sustainable landscaping design of the campus. Grass has been replaced with sustainable landscaping design as part of several renovation projects, including the Pagoda Union Building and [1800 Building renovation](#). Staff and faculty have worked together to create a [plants list for campus landscaping](#) that incorporates a landscaping design checklist used to select future sustainable plant choices.

While planning for new buildings or updated environments, changes in classroom size and layout are considered to support evolving curriculum needs. In the last several years, classroom design has been changing to support the diversity of student needs and the changing pedagogy, shifting from lecture to more interactive teaching styles. This includes having a more student/faculty friendly “smart classroom” design in the classrooms. As a member of the Washington SBCTC System, SCC will be upgrading to a state-wide maintenance management system. Also incorporated in facilities planning are the ongoing changes in building construction methods and higher education facilities best practices. Environmental consciousness at SCC has been practiced for many years. With each new building renovation project, [additional sustainability efforts](#) have been employed in the design process.

Special Services/Disabilities: The campus is compliant with Section 504 of the Americans with Disabilities Act (ADA) requirements and State of Washington’s RCW 70.92.100. “It is the intent of the legislature that, notwithstanding any law to the contrary, plans and specifications for the erection of

buildings through the use of public or private funds shall make special provisions for elderly or physically disabled persons” (WA Rev. Code. § 70 92-100, 2008). All Capital construction projects are reviewed by a special WA State Division of Engineering and Architectural Services Committee for ADA Accessibility Guidelines (ADAAG) and ADA compliance. The college complies with regular audits conducted by the Office of Civil Rights to maintain access to individuals with disabilities and special needs.

Increased awareness of safety and emergency preparedness resulted in facility changes. The width of hallways in the new buildings is increased for quick building evacuation, new locks on some classroom doors support building lockdown options, and emergency electronic notification systems are incorporated at the design level for new buildings constructed as part of the Master Plan. Other steps have been taken to keep the SCC campus as safe as possible including:

- A [Safety Committee](#) with members representing campus stakeholders meets on a regular basis.
- A campus emergency plan was developed and is in the process of being updated.
- A designated emergency representative is in each building as well as an emergency kit that includes such items as a flashlight, whistle, emergency vest, and bullhorn
- Evacuation maps (to come) and hand sanitizing stations are available in many buildings and emergency response pamphlets are available.
- Emergency training was offered during throughout the year and practice emergency scenarios have been run with local law enforcement cooperation (in planning stages to do this).
- National Incident Management Systems (NIMS) training was held for administration and staff.
- To keep students safe, areas such as science labs have appropriate discipline specific emergency systems available, including shower and eyewash stations and new student hood exhaust systems in the chemistry labs. Each quarter, science lab classes begin with lab specific safety training for each of the students. **(2.G.1)**

Safety and Security: Consistent with the core themes of program excellence and college stewardship, the [Safety and Security Department](#) effectively maintains an annual inspection program for all of its fire and burglar alarm systems throughout the campus for 26 buildings. The testing and annual inspections for the wet and dry fire sprinkler systems are in a red notebook in the Security Director’s office. Regular upgrades and service to burglar alarm systems helps to maintain safe and secure facilities.

Buildings 800 and 2100 were recently enhanced with new equipment; new sirens and/or strobes were added to buildings 800 and 5000; and video surveillance systems were installed for buildings 800 (Music Bldg.) and the Bookstore in building 9000. Security works cooperatively with the Shoreline Fire Department to ensure annual inspections and meet fire lockbox and signage requirements. SCC also provides an illuminated “fire locator map” at its main entrance to advise fire and aid responders to the location of an alarmed site. Security also provides for annual inspections/service of fire extinguisher equipment and automated external defibrillator or (AED) machines campus-wide.

Safety and Security is responsible for pedestrian and traffic safety under [RCW 28B.50.140](#). Campus parking lots, crosswalks, and roadways are professionally painted and newly signed. New pedestrian crosswalks, flashing caution lights and signs at crosswalks, and new reflective stop signs were added to increase pedestrian awareness. As noted Standard 2.D.2, last year’s major project for Security and the Safety Committee was creating a new Evacuation Plan, most importantly outlining ADA compliant routes to evacuation sites, and placing large-scale outdoor [evacuation maps](#) in imperative locations on campus.

Seven (7) hands-free telephones also known as “Emergency Blue Phones” are located in easily accessible locations around the campus. Information and locations of the Emergency Blue Phones can be found on

the SCC internet under [How To Report An Emergency](#). These large towers with noticeable blue lights provide an emergency call system that goes directly to the Safety and Security Department 24 hours a day, 7 days a week. The phones help to ensure a safe learning and working environment on campus.

Security has successfully maintained a sophisticated key control system to provide this service. The Director of Security is responsible for key control to include key issuance, records management, and auditing for all main campus buildings. The purpose of the key control policy is to limit keyed access to college facilities to only those individuals having a demonstrable need for such access. Approved personnel are [issued keys](#) to facilitate easy access to designated areas for conducting college business, and are responsible for the keys issued. Additional safety measures are utilized in many situations to promote safety of students, staff, and faculty. To keep students safe, areas such as science labs have appropriate discipline specific emergency systems available, including shower and eyewash stations and new student hood exhaust systems in the chemistry labs. Each quarter, science lab classes begin with lab specific safety training for each of the students **(2.G.1)**

Hazardous and Toxic Materials (2.G.2)

As part of Core Theme #5, College Stewardship, the institution adopts, publishes, reviews regularly, and adheres to [state and federal policies](#) and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. The campus maintains [Hazardous Materials Procedures, per the Department of Ecology rules and procedures](#). These procedures include requirements for warning labels, compliance, hazard communication program, Material Safety Data Sheets, and proper handling and storage. To streamline the communications and collection of hazardous waste, the campus has designated one person to coordinate, update, and monitor the campus hazardous and toxic materials collection and disposal efforts. This person is the Director of Facilities, who coordinates a [Hazardous Waste Team](#) with representatives from Automotive, Dental Hygiene, Chemistry, Biology, Safety & Security, and other sciences. Quarterly hazardous waste pickups are scheduled each year through an outside vendor who is licensed to properly dispose of hazardous materials. Reduction of hazardous waste is also a significant portion of SCC's sustainability goals. This has led to the college now being a [medium quantity generator of hazardous waste](#) versus previously being identified as a large quantity generator since 2007. The college is required to complete two hazardous waste reports each year, which have been submitted on time—the Dangerous Waste Report and the [Pollution Prevention Plan](#).

In the last year, the College upgraded its hazardous waste program by hiring an [outside consulting firm](#) to help the college manage hazardous waste. This was done partly in response to a Department of Ecology June 2011 unannounced visit that reported hazardous waste deficiencies at the college. Working closely with the Department of Ecology, the College addressed all deficiencies, and now the [college is back in full regulatory compliance](#). For staff and faculty who handle hazardous waste at the college, [classroom](#) and in-the-field training was delivered by the consulting firm's licensed industrial hygienist. Also, a [Dangerous Waste Contingency Plan](#) was developed to deal with hazardous waste. To ensure the college stays in full regulatory compliance, the consulting firm has been contracted to perform quarterly audits of the hazardous waste program, which will include checks that verify best practices procedures are being followed by all staff and faculty who handle hazardous waste. Also, the quarterly audits include refresher and in-the-field training for staff and faculty, which is designed to keep their knowledge and skills up-to-date in the management of the hazardous waste program.

Hazardous Waste from Health Programs: The College complies with Occupational Safety and Health Administration (OSHA) regulations that prescribe how hazardous waste is to be handled and disposed.

The college contracts with Stericycle a company specializing in packaging, pick up and incineration of medical waste. The allied health programs generate hazardous waste of three types: "Sharps," Microbiology media plates and "soft" items. "Sharps" include glass and plastic test tubes, capillary tubes, pipettes, pipette tips, needles, winged "butterfly" devices, syringes, vacutainer adapters and latex reaction cards which are all placed in "sharps" containers, closed at 75% full, packaged in a biohazard bag, and placed in a biohazard box for medical waste pickup by Stericycle. Microbiology media plates that are inoculated and demonstrate growth are packaged in Biohazard bags, inside a box and placed in a second outer biohazard bag for pick up and incineration by Stericycle. "Soft" items such as disposable lab coats, gloves, gauze and kimwipes are placed in a biohazard bag and autoclaved on campus; they can then be disposed of as regular garbage. We have a storage area on campus utilized by all science and allied health programs. Pick up is usually once a quarter.

Instructional Hazardous Waste: The Chemistry Department has a full-time Instructional Technician to oversee the College's chemistry labs. Students are informed by both the chemistry instructor and the technician whenever they will be exposed to hazardous chemicals in their assignments. Verbally and in writing, students are informed about the hazards and what protective measures they need to take; any personal protective equipment that is required is provided for them. Chemistry labs are set up for safety. All hazardous chemicals are in labeled containers with all appropriate warnings and hazard codes printed on them. The instructional technician maintains a computer labeling system to print up needed labels. Additionally, students are also given an MSDS and these are available and frequently posted.

Chemical waste generated by chemistry labs is supervised by the instructional technician who has been trained in handling hazardous waste. Waste is then either neutralized and disposed of or stored in appropriate labeled containers until picked up by our hazardous waste disposal company, Clean Harbors Inc. The program made progress in storing hazardous waste in spring 2010 and completed a big project installing new flammable and corrosive cabinets in Rooms 2710S and 2716. The instructional technician works in collaboration with the Director of Facilities and his staff to arrange to have accumulated waste picked up on a quarterly basis. In the interim, the waste is stored in designated hazardous waste area. The College follows guidelines as established by the Washington State Department of Ecology. Waste disposal activities in this area are overseen by the Chemistry faculty and the Dean for Science. **(2.G.2)**

Master Plan for Physical Development Consistent with Mission

In 2008, the College hired Schacht/Aslani Architects to facilitate an approved City of Shoreline Master Development Plan, along with a Long Range Development Plan with the SBCTC. The Master Development Plan (See Exhibit #13.) is currently in review with the City of Shoreline and the Long Range Development Plan (LRDP) has been delivered to the SBCTC. The [Master Plan Executive Summary](#) can be found on the Facilities/Capital Projects website. Hard copies of the Master Plan can be found in the offices of the VP of Administrative Services and the Director of Facilities and Capital Projects.

The Master Development Plan incorporates SCC's mission, values, strategic plan, and feedback from administration, staff, faculty, and students to help guide the vision for campus facilities. This Master Plan integrates College efforts to meet Core Theme 5: College Stewardship and our 5.1 objective to monitor and maximize resources for student learning and success and particularly Objective 5.2 for the College to manage and monitor its facilities and infrastructure to create an environment that maximizes the potential for student learning and success. The Master Plan helps the College maintain the highest quality in SCC facilities and to provide the space capacity to support and deliver the campus mission.

To support core themes of Program Excellence and Community Engagement, SCC strives to provide educational facilities in keeping with contemporary instructional technologies. Many existing campus facilities, particularly for our health programs, are not configured to support the contemporary instructional equipment and environments required to support the curriculum being offered. These buildings were designed 37 – 44 years ago. To fulfill the goals outlined in our strategic plan, SCC must replace a significant number of its existing buildings. Replacement buildings will be built to at least the State LEED Silver standard.

The SCC Master Plan works toward the following goals:

- Replace worn and obsolete buildings with new buildings that support SCC programs, particularly professional/technical programs such as allied health and the sciences
- Improve the campus environment in terms of orientation, way-finding, disabled access, and security
- Encourage interaction among all members of the SCC campus community by providing a variety of communal indoor and outdoor spaces
- Respect character of existing campus by preserving trees and other significant landscape elements
- Implement SCC's commitment to an environmentally sustainable campus
- Create a long range vision for the campus that is fundable through SBCTC capital funding program.

The Master Plan reflects input from administrators, faculty and staff, obtained during the master planning process. At the time when the LRDP was being developed, the college's strategic plan was comprised of [8 critical themes and directions, all of which are reflected in the long range planning document](#). Consistent with its strategic themes, the College also identified specific program trends, which are described in detail in the long range planning document. At the time, these program trends reflected what was thought to be the college's best opportunity to sustain and eventually grow its enrollment, and meet its mission critical objectives. Programs identified include: Nursing, Science and Technology transfer, Music and Music Technology, Green Technology and Energy Studies, CNC Machining and Manufacturing, and Early Childhood Education. While the campus master plan was contemplated with these trends in mind, it was also a priority to create a plan that was flexible and highly adaptable to programmatic trends that were yet to be fully identified. **(2.G.3)**

Equipment

SCC has several processes for managing and monitoring its equipment and space needs to support institutional functions and to achieve the intended outcomes of programs and services. Having sufficient equipment is a challenge. Equipment budgets have been protected as much as possible through varying state budget levels. The campus seeks creative ways to supplement the equipment budgets through donations, federal surplus opportunities, grants, special state funding, and public/private partnerships. This approach provides for thoughtful review of equipment needs and funding those needs to limit impact on current programs. With these combined efforts the equipment needs are addressed and managed to maintain levels required to support the mission. There are 2 basic kinds of equipment:

- Operational: for all college operations—Plant operations, furniture in buildings and offices, lighting and sound systems in shared spaces like the Theatre and then the PUB and other equipment for the staff to do their jobs.
- Instructional: equipment for learning—labs, classroom enhancements, etc.

Non-Technology Related Operational Equipment:

Each department, program and functional area of the college is responsible for ensuring that it has necessary and proper operating equipment and supplies. Planning for non-technology related equipment occurs annually, on the “local’ level; funding is secured through annual budget requests approved by the Senior Executive Team (SET) and incorporated into the college’s annual budget. Non-technology related equipment purchases are executed pursuant to [purchasing guidelines](#), managed with oversight by the Director of Financial Services. While each director is responsible for identifying and requesting specific non-technology related equipment to meet operational needs, final authority for managing purchasing procedures – and ensuring practices consistent with the college’s Core Theme #5, College Stewardship, rests with the VPAS. Through the aforementioned procedures, the College “ensures prudent management of fiscal resources” in the area of non-technology related equipment.

Instructional Equipment:

Equipment for instructional programs is the responsibility of the VPASA and deans who work with faculty to analyze equipment needs to send in detailed lists with justifications to the Office of Instruction. Decision dates related to equipment are part of Instruction’s master calendar with funds expended prior to the beginning of fall quarter. Funding sources include state, workforce and Perkins allocations. Instruction works closely with Administrative Services in the design and rebuild phases of all capital projects to insure that the highest quality learning environments are installed including audio, video and computer/infrastructure systems and appropriate furnishings. Special equipment funding such as through the Carl Perkins grant uses a request process that is group reviewed for funding recommendations. Program advisory committees make recommendations for essential equipment for the program, and many times industry partners donate equipment to the program. **(2.G.4)**

Technological Infrastructure

Consistent with its mission, core themes, and Strategic Plan, the College has established appropriate technology systems and infrastructure to support management and operational functions as well as its academic programs and student support services, wherever offered and however delivered. The college monitors the use of information resources and upgrades or replaces systems as necessary to support business and academic functions of the institution. Network bandwidth is carefully managed and allocated for specific applications to ensure maximum efficiency and minimum response times. Campus buildings are interconnected via fiber optic cabling, and almost all of the inner building copper cabling system supports gigabit speeds. The college’s server room is environmentally controlled and supplied with conditioned emergency backup power via a battery backup system and generator. The server room is linked to the campus network backbone via high density fiber optic cabling. The network core is divided into many virtual networks based on security, management, and functional needs. Wireless networking is available across most areas of the campus, and the service area continues to grow. An emphasis for wireless deployment has been given to student use areas, including outdoors student gathering places. Faculty and staff are able to access campus network resources from anywhere on the Internet and campus wireless network via a secure Virtual Private Network (VPN).

A 102-station open computer lab on the first floor of the Library building is maintained exclusively for student use. The lab is available to students into the evening during weekdays and six hours per day on weekends while classes are in session. The college maintains 180 computers in six (6) general purpose computer labs, and 318 computers distributed in 24 discipline-specific computer labs across campus. All lab computers are on a 3-year replacement cycle. [Technology Support Services](#) employs 17 full-time staff that provides a wide range of technical and related support services including, desktop support,

classroom support, data/tele-communications services, product research and purchasing services, project management, and application development services. In addition, a small number of hourly and student employees provide technical support in some of the college's specialized labs.

Faculty and staff email is currently locally hosted on the college's Microsoft Exchange system, but will be migrated to Microsoft's cloud-based Exchange system (Office 365) in 2013. Office 365 provides the same tight integration with the college's standard productivity suite, Microsoft Office, as the locally hosted solution. Senior technical staff will have more time to focus on technology innovations that directly serve students by eliminating the maintenance of a system that is effectively a utility. Student email accounts are hosted on Google Apps, a free Microsoft Office compatible productivity suite. **(2.G.5)**

Support for faculty, staff, students, and administrators in use of technology

Ample instruction in the effective use of technology is evidenced by regular professional development opportunities for faculty, staff, students, and administrators in eLearning, Library, Media, instructional, administrative and other technologies. Ongoing, regular professional development and [training](#) is available to faculty on how to teach using available eLearning technologies: Blackboard (the college's learning management system), Blackboard Collaborate (the web-based videoconferencing system), Tegrity (the lecture capture system) and associated support tools such as SoftChalk Lesson Builder (web lesson editor). An eLearning Instructional Designer hired in 2011 provides full-time support for eLearning faculty. The college supplements these efforts with grant-funded [faculty learning communities](#) on quality instructional design in online and hybrid classes, mobile learning, science learning and online science labs, eBooks, and learning analytics. eLearning also offers quarterly [student orientation sessions](#) to help students get started in their Blackboard classes. (Blackboard is used by 80% of students at the college in online, hybrid, and face-to-face classes.)

Students and faculty receive eLearning technical support during regular college business hours and, because of continued growth in eLearning classes, that support was expanded to 24/7 access as of April 2009. Student support in eLearning is informed by feedback solicited quarterly in an eLearning student satisfaction [survey](#). Positive responses about student satisfaction with online courses and their ability to navigate in the Blackboard software suggest that the support provided to students is appropriate and sufficient. [Technology Moments](#) has been an ongoing series of informal, short talks organized by the Library on technology topics that appeal to faculty, as well as staff, administrators, and students such as "Podcasting," "Copyright," "Internet Research Tools and Resources," and "Library Guides." Sessions were advertised to the campus community through print posters and email, as well as [Facebook](#) and the [Library website](#). The Library also offers in-person student orientations to the Library databases.

Media Services is integral to the Library Technology Center. Staff is dedicated to roles as consultants, resource persons, designers, installers, producers and maintainers of educational media approaches and classroom media/presentation systems. Emphasizing learning, Media Services staff assists faculty, students, staff, and administration to improve the effectiveness, efficiency and quality of the teaching/learning environment. Media Services provides training for smart classrooms for faculty, staff and students in group and individual sessions usually at the beginning of academic quarters. Weekend sessions are also held for part-time faculty unable to attend during the week. Students interested in creating digital projects for classes are trained to acquire images and video files using digital cameras and camcorders, readily available for checkout from the Library Technology Center. Non-linear video editing is also covered in workshops. Other training includes Camtasia (a screen capture program) for

faculty/staff, content creation and management of an IP based digital signage system, student graphics technician, and sound/video technicians working at various campus events.

Faculty and staff have access to a full suite of online training resources for standard computer desktop applications. Support for faculty's use of technology also comes in the form of professional development funds and workforce back-to-industry grants that can pay for upgrading faculty skills in high technology programs and keeping faculty abreast of new technologies in these fields. The Public Information Office also provides training for staff and faculty to update and maintain program and faculty websites. **(2.G.6)**

Technological infrastructure planning

The College's shared governance model allows for input from all college constituencies, at all levels. The College combined its two technology committees, (Technology Planning Committee and Technology Implementation Committee) into one [Technology Committee](#) charged to develop and implement a strategic technology plan for the college. It was comprised of three (3) representatives from students, faculty, classified staff, and administrative/exempt staff. The Technology Support Services (TSS) Director, the eLearning Director, the Student Prime Minister and the Student Minister of Records are standing members of the committee. Remaining members were appointed by the president based on individual expertise and/or technology leadership experience, at the recommendation of the head of each constituency group. The Committee gathered input from constituencies as well as technical staff to prioritize infrastructure upgrades to match program needs. The Committee conducted three campus-wide surveys targeting students, faculty, and staff to identify the technology needs of the campus.

The Technology Committee presented its [2012 Technology Strategic Plan](#) to SET, the Strategic Planning & Budget Committee, and College Council in spring 2012. The plan identifies three core initiatives; Infrastructure, Training, and Instructional Technology and includes a current summary of technology at the college and a 12- month implementation plan that identifies funding sources. A summary of the three technology surveys is in the appendix of the document. (See *Technology Survey Results and Strategic Plan for Technology* Exhibit #20 binder.) The plan identifies projects totaling \$411,020, with approximately 60% of the funding coming from the strategic initiatives allocation of the comprehensive technology fee implemented last year. About \$75,020 will go towards projects in support of the Virtual College Initiative. (See *Strategic Plan for Technology* Exhibit #20 binder.)

A Web Workgroup (WWG) formed in April 2008 to manage the College's web presence. The group consists of faculty, staff, and students under the leadership of the Director of TSS and the college's PIO Officer. The group utilizes data from multiple sources including web usage statics, surveys and focus groups for making decisions. An open house was held recently to gather feedback from the campus on a new web design. Input from the open house and results from the Technology Committee surveys was used to finalize the design, which was launched the beginning of summer quarter 2012. **(2.G.7)**

Technology update and replacement planning

[Technology Support Services](#) maintains a replacement schedule for all computer systems, including lab computers, desktop computers, server systems, and network devices. Systems are replaced every three years or as necessary. The Technology Committee reviews the replacement schedule annually, and infrastructure items are consolidated into the Strategic Technology Plan which summarizes the current state of technology across campus, identifies areas of focus, and allocates resources to ensure that that technological infrastructure supports the operations, programs, and services. **(2.G.8)**