

CHAPTER FOUR: CORE THEME PLANNING (STANDARD 3.B), ASSESSMENT (STANDARD 4.A) & IMPROVEMENT (STANDARD 4.B)

Executive Summary of Eligibility Requirements 22 and 23

Eligibility Requirement 22 - Student Achievement: Shoreline Community College identifies and publishes expected student learning outcomes (SLOs) for each of its degree and certificate programs in its college catalog, degree and certificate planning sheets, on Master Course Outlines (MCOs) and on course syllabi. Programs are scheduled to review and update their MCOs at least every three years to ensure that learning outcomes and course topics reflect current practices and expectations of the respective disciplines and programs of study.

SCC engages in regular and ongoing assessment to validate student achievement of these learning outcomes. All MCOs are reviewed, updated and entered into an online MCO system. At the academic department level, a variety of methods are used to validate student achievement of learning outcomes for the courses under their jurisdiction. These methods are identified on each MCO as well as on course syllabi. Examples of this include English faculty members meeting to review a standard rubric for successful completion of course objectives and Art, Visual Communications, and Humanities faculty assessing student portfolios collaboratively to ensure successful completion of learning outcomes. Learning outcomes are published to students in course syllabi, imbedded in course assignments, and met by successful completion of program and/or degree requirements.

Eligibility Requirement 23 - Institutional Effectiveness: On several levels, SCC systematically conducts evaluation, planning and assessments, the results of which effect institutional improvements.

- At the student level, we periodically survey students via the triennial Community College Survey of Student Engagement (CCSSE), graduate surveys, and through course evaluations; changes in curriculum, learning outcomes, and college procedures result. (See Exhibit binders #21 and #22.) Students complete evaluations of our learning labs, the library, and other learning activities, results which impact changes.
- At the course level, assessment entails MCOs approved via scrutiny by the Curriculum Committee and through student course evaluations as well as in some cases for Common Courses at the discipline level across the state.
- At the program level, Health Occupations programs conduct annual reports and periodical national reviews and accreditation visits from their respective accrediting bodies. Professional-technical programs have reviews on a five-year cycle, and all programs complete annual program reviews (Dashboards) with administrative (dean and VPASA reviews). (See Dashboards, Exhibit #6 binder.) To assess our ability to maintain programs of value, community feedback is also solicited through advisory boards, through feedback on student performance in internships and cooperative learning activities, and strategic planning surveys and focus groups.
- At the institutional level, the College conducts assessments such as CCSSE, Campus Climate surveys, and Noel Levitz surveys on a three-year cycle. The SBCTC also assesses the College through state reports of FTE allocation, Student Achievement Initiative, and other quarterly and annual reports. Throughout the year, the Board of Trustees receives updates on various aspects of the core theme activities and progress toward meeting objectives through monthly Board Monitoring Reports that provide evidence and progress on achievement of core themes.

As specified in detail in Standard 3.A, planning and evaluation processes are based on the use of appropriate data to inform decision making. A wide variety of data is collected such as enrollment reports; faculty, staff and student demographics, and student success measures, and are utilized to assess whether the College is meeting its objectives. These efforts include ongoing activities such as biweekly Senior Executive Team (SET) meetings, Dean Team meetings and periodic activities such as monitoring of enrollment on a quarterly basis, and cyclical activities such as strategic planning every five years. In current efforts to update and revise its Strategic Plan, the SPBC has also incorporated Core

Assessment Activities for Student Learning

- [Graduate Survey](#) each year provides some evidence of effectiveness and an assessment tool needed for analysis by the college. (See *Graduate Survey Assessment*, Exhibit #21 binder.)
- [External Program Reviews](#) every 5 years for professional-technical programs. (See Exhibit #7.)
- [CCSSE](#) every three years for assessment of student engagement, effectiveness, student satisfaction, and attainment of our General Education Outcomes. CCSSE provides some evidence, among other tools, for [assessment of Core Theme Indicators through the CCSSE to Core Them Crosswalk](#). (See Exhibit #22 binder.)
- [Student Achievement Initiative](#) (SAI) points which assess student progress and attainment of Momentum Points through educational milestones to a degree or the tipping point. (Exhibit #23)
- [Board Monitoring Reports](#) directly relate to Standard 4 on Assessment and contribute to the development of a culture of evidence required by the new standards. (See BMRs Exhibit #14.)
- [Assessing our learning outcomes](#) and [curriculum](#)—our Master Course Outlines and the Student Learning Objectives (SLOs) in them—and how our curriculum directly related to the General Education Outcomes is key to the accreditation process and to assessing if students learn what we say they learn when they complete a course, program, certificate or degree.
- [Program Dashboards](#) provide an in-depth and data driven assessment tool of academic programs for faculty and administration and which include a feedback loop. (See Exhibit #6.)
- Student Surveys of effectiveness for The Writing Learning Studio (TWLS). (See Exhibit #16.)

Theme assessments.

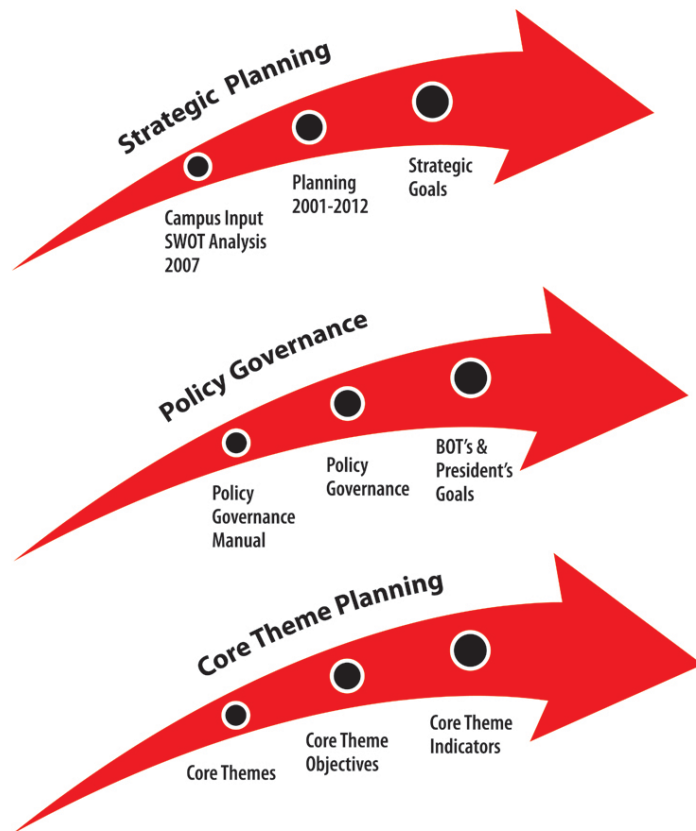
Each spring quarter, now through Dashboards whose data is aligned with Core Themes, the departments and programs provide an analysis of their progress towards meeting their annual goals and Core Themes. Distilled in Board Monitoring Reports and assessment results of CCSSE, Graduate Survey, etc., this information is utilized by the Board of Trustees and administration through their annual summer retreat to determine the extent to which the college is meeting its Core Theme objectives and fulfilling its mission and to propose college priorities for the next year. The Board of Trustees then develops their annual goals and the President’s annual goals in the context of the core themes. **(3.B)**

3.B. Core Theme Planning

Core Theme Planning is consistent with Strategic Planning and contributes to accomplishing our core theme objectives. Planning for each Core Theme is consistent with the College’s Strategic Plan. As conveyed in Standard one, the Core Themes and the *Board’s Policy Governance Manual* were derived from the College’s Strategic Plan. This alignment has encouraged the campus to be intentional regarding core theme planning, and to contextualize current and ongoing planning efforts around the

Core Themes. Refer to Table 3.A.1 COLLEGE PLANNING and CORE THEME PLANNING INFRASTRUCTURE above. **(3.B.1)**

Core Themes are found in major college planning documents. The College adopted the Core Themes in



2009; they were aligned with the Board of Trustees' *Governance Manual* which was aligned with the 2007-2012 College's Strategic Plan. Core Themes, objectives and indicators originally emanated from both of these planning documents in a variety of workshops across campus. They were then presented for review and input to the campus in two all-campus meetings and during our Opening Week sessions. In 2010 and 2011, the Strategic Planning and Budget Committee as well as the Accreditation Oversight Committee (AOC) revised the objectives and indicators for our *Year One Self-Evaluation Report*. The College then used the existing themes, objectives and indicators in its planning processes and goals. SPBC and deans used them to develop program Dashboards and data aligned with the themes and objectives. In 2011, for their [annual goals, the Board of Trustees, President](#) vice presidents and deans contextualized their goals around the core themes. See Figures 2.B, No. 1 (left) and 3.B, No. 2 & 3 below.

FIGURE 3.B, NO. 1 CORE THEME PLANNING ALIGNED WITH POLICY GOVERNANCE & STRATEGIC PLANNING.

Accreditation Coordinating Team:

In fall 2011, the AOC morphed into the Accreditation Coordinating Team Task Force (ACT) who led the charge to gather more campus input to revise the core theme indicators as suggested by the NWCCU *Year One Self-Evaluation Report* received November 2011. Two-person teams were assigned leadership for each objective. Each team worked with the Institutional Effectiveness office and other campus personnel to retrieve and analyze data related to each core theme. Revision of the indicators began first by the newly formed ACT and then from review by the entire campus in open campus sessions on core themes. More changes were made as ACT members worked with the data.

In early 2012, indicators were reviewed by P/SET, Dean Team, Faculty Senate, and Curriculum Committee. This assured us that additional input came from as many constituencies of the campus as possible. Throughout the year, the BOT received updates on progress toward in a series of [Board Monitoring Reports](#) (BMRs). (See Exhibit #14.) The multitude of indicators and the level of detail in each demonstrate a high level of campus interactions from a wide variety of departments, programs and personnel across the institution. We obviously struggled here to develop our culture of evidence.

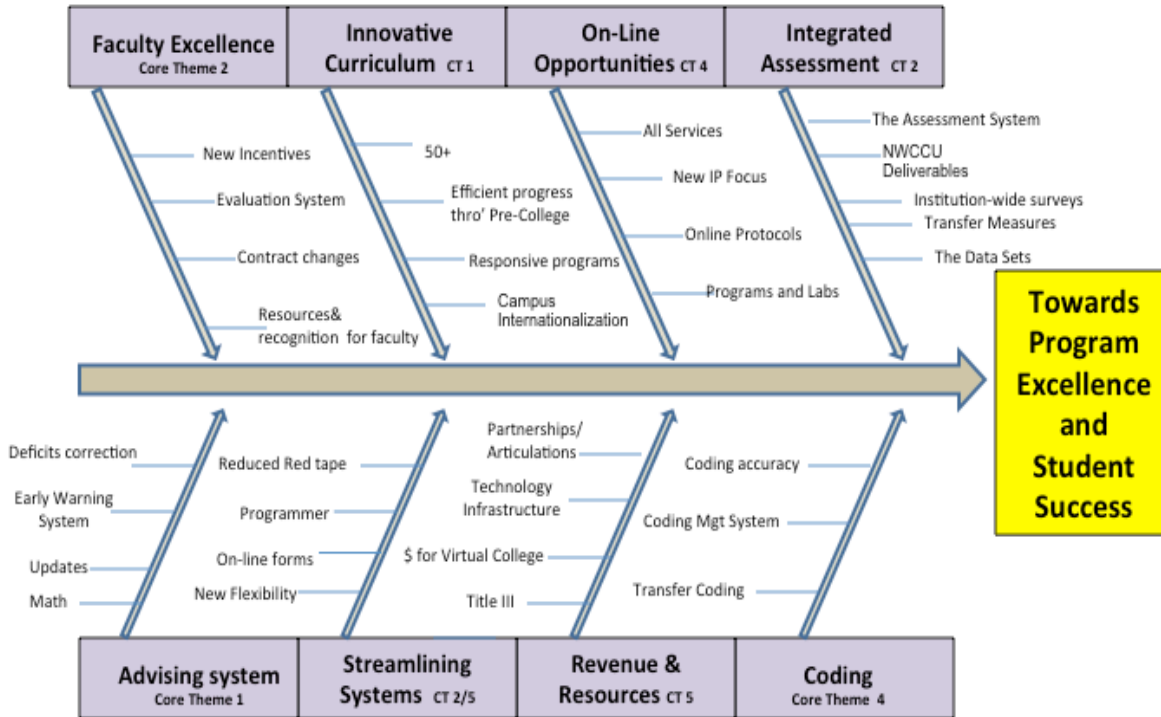
Members of ACT all followed similar protocols:

- Reviewing existing data related to objectives and indicators. (January 2011-Spring 2012)

- Clarifying and re-defining the core theme indicators to be meaningful, assessable and verifiable.
- Identifying relevant data to be used to analyze performance and proposing targets for quantitative measures. (Fall 2011 - Winter 2012)
- When available, using straight data or a 3-year rolling average to establish a baseline. (Fall 2011, Winter 2012)
- Proposing targets on a case by case basis for quantitative measures based on three-year trends or using a modest 1-2% improvement to establish a target if sufficient long-range data were not readily available. (Fall 2011 - Winter 2012)
- Providing rationales for the indicators and the targets. (Spring 2011-Spring 2012)
- Providing initial input about the objectives and indicators for review at several all-campus sessions. (Winter-Spring 2012)
- Assessing the performance of the College related to the core theme indicators and objectives (Winter-Spring 2012) **(3.B)**

In addition to Core Theme Planning in the Board of Trustees' and the President's annual goals, Core Theme planning is evident, for example, in the development of six instructional task forces for 2010-2011 (See Figure 3B, below), in program reviews and in strategic planning and budget processes. The figure below outlines the instructional Task Forces for 2010-2011 and identifies in short the College's instructional plan.

Instructional Priorities for 2010-15



These task forces originated in the Office of Instruction with the VPASA (now retired) and were fleshed out by deans who identified key goals and took leadership roles in the work of these groups. Charging documents were reviewed and approved by SET. Deans then populated these task forces with faculty, staff and administration who had the skills, knowledge and abilities to help the task force accomplish its goals in a very short amount of time. Most deans put out several calls to the campus for volunteers to participate, and thus in most cases, participation was often by open solicitation.

Budget and Core Themes: The budget planning process takes into account the costs of various strategies as well as any data verifying that these efforts are actually contributing to the accomplishment of core theme objectives. For examples, when the College reviewed data about the effectiveness of the GED Advisor, funds from the Student Achievement Initiative (SAI) were allocated to support that position one more year. Likewise, when the College was awarded a Campus Compact grant, retention data for immigrant ESL students were reviewed, and resources sought to retain the Retention Project Coordinator another year. These efforts directly relate to Core Theme #1, Educational Attainment and Student Success, Objective 1. Similarly, the Retention Project aligned with increasing both access and diversity of our students, Core Theme #4, and also Core Theme #3 Community Engagement, Objective 2. **(3.B.2 AND 3.B.3)**

Virtualization and Internationalization: From Strategic Planning environmental scans and to meet Core Theme #4, Access and Diversity and Core Theme #5, College Stewardship, two primary College planning priorities developed: virtualization and internationalization of the college. Major efforts have been made in these two areas. (See *Planning* Exhibit #3 binder.)

Virtualization: Guided by the College's Core Theme #2 *Program Excellence* and Core Theme 4 *Access and Diversity*, the Virtual College Initiative connects with the institution's vision for SCC to be a world-class educational leader, not only through its physical campus but also through a virtual delivery model. President Lambert charged the [Virtual College Leadership Team](#) (VCLT) to deliver a set of recommendations, in the form of a "blueprint" document, for a Virtual College for SCC by March 1, 2011. He created a [Virtual College Implementation Team](#) (VCIT) in April 2011 to begin implementing [blueprint](#) priorities. VCLT recommended the VCIT task force which created workgroups to seek greater input from the campus. In fall 2011, the President held 12 separate meetings with faculty and staff and students from across all programs in the college to share this vision and to get input from the campus.

Internationalization The second initiative, internationalization of the college, resulted from many planning priorities on the campus including revenue generation for Core Theme #5 College Stewardship, assessment (assessing our general education outcome of Global Awareness) for Core Theme #2 Program Excellence, and to promote Core Theme #4, Access and Diversity for the campus. The VPASA appointed a Campus Internationalization Leadership Team (CILT) to create work teams to make recommendations for internationalizing the curriculum, to integrate domestic and international student communities, to recommend global competence learning opportunities and professional development for campus employees and to promote outreach and engagement in our local communities to foster global awareness. The CILT charging document identifies how each of these objectives is linked to College Core Themes. The CILT Report, [Advancing Campus Internationalization](#) was published in spring 2012. **(3.B.1)**

Planning for core theme programs and services

Our entire Transitional Programs/Basic Skills (ESL/ABE/GED) programs addresses several Core Themes and demonstrate contributing components of those programs and services to ensure they are aligned

with and contribute to achievement of the goals or intended outcomes of the respective programs and services. Basic Skills students come to us based on Core Theme #3: Community Engagement. We serve disaffected high school dropouts aged 16 to 21 in our [Learning Center North](#) (LCN) program housed on campus as well as our [Career Education Options](#) (CEO) program for 16 to 20 years old for whom graduation from their high school is highly unlikely. Basic Skills provides access and diversity, Core Theme #4, for immigrants; nontraditional learners; and diverse people of color, ages, nationalities and ethnic origins to enter the college. Such a population adds to the diversity of students on campus, adding to the diversity brought by other non-native limited English speakers such as our international students. No matter the type of student, however, Basic Skills programs aim for Core Theme #1: Educational and Student Success, and the college has aligned resources to support the programs.

Workforce Programs: Another example of planning for core theme programs would be our [Workforce Education Programs](#). Contributing components of Workforce Education programs include:

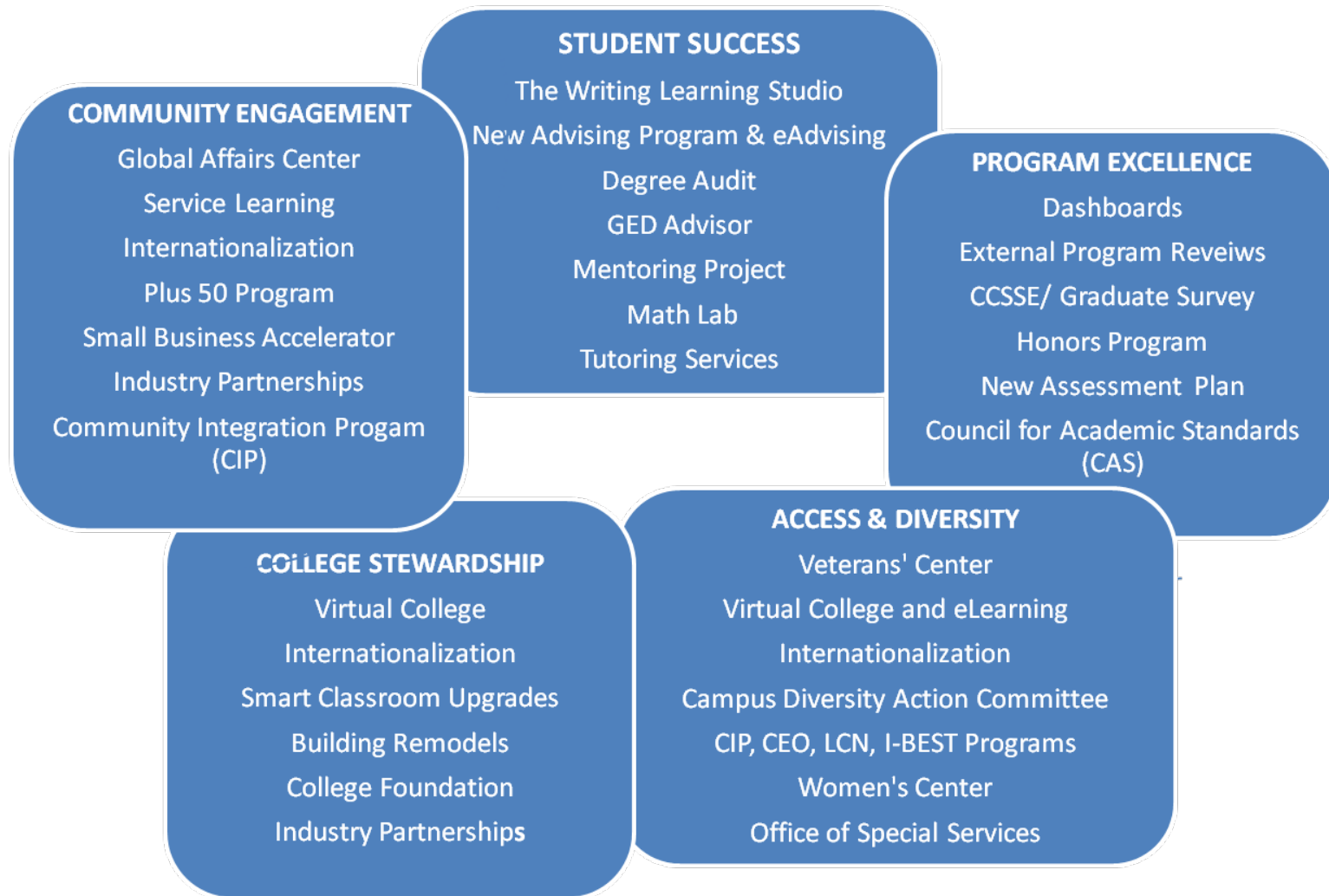
- Supporting Tutoring Services for Core Theme #1: Educational Attainment and Student Success;
- Implementing External Program Reviews for Core Theme #2: Program Excellence;
- Supporting our Small Business Accelerator program, Job Connections Center and engaging dislocated workers in the community who need to upgrade their skills to qualify for current work opportunities through our Worker Retraining program for Core Theme #3 Community Engagement;
- Implementing a Plus 50 Career Builder program and providing support to low income students through implementing the Opportunity Grant program for Core Theme #4: Access and Diversity
- And managing a variety of federal and state resources to provide a wide range of programs and services to help make Shoreline Community College workforce and economic development mission a reality for Core Theme #5: College Stewardship.

SCC has been highlighted throughout the United States for Integrated Basic Education and Skills Training programs (I-BEST) programs. Statewide our college has the largest number of successful IBEST programs which include Automotive General Service Technician (GST), Manufacturing /CNC Machinist (CNC), Technology for Professional Careers, and Nursing Assistant Certified (NAC). Recently we were approached by the U.S. Dept. of Health & Human Services to participate in an Innovative Strategies for Increasing Self-Sufficiency (ISIS) Project to study the efficacy of I-Best programs, one which promised strong financial support to the college. Specifically because the random selection protocols inherent in the study excluded support services to students, the College declined to participate. This was a situation in which our core values and Core Themes of Educational Attainment and Student Success and Access and Diversity would have been compromised. It also demonstrates that the College will not participate in programs and services if they do not align with and contribute to the intended outcomes of our programs and services to students.

Basic Skills and Workforce Education are but two samples of the various components of programs supported by the extensive Core Theme planning efforts of the college.

SAMPLE CORE THEME PROGRAMS AND SERVICES AND CONTRIBUTING COMPONENTS, Figure 3B, No. 5 below, also demonstrates that planning and support of various College programs align with our Core Themes.

Figure 3B, No. 5: SAMPLE CORE THEME PROGRAMS AND SERVICES AND CONTRIBUTING COMPONENTS



Core theme planning informed by the collection of appropriately-defined data

Instructional Planning/Core Theme Planning/Data Resources:

Core Theme planning is evident in most of our instructional planning for the past two years. The Office of Instruction sets plans in a variety of ways: by establishing goals based on the Strategic Plan and Core Themes, by utilizing data and Core Themes to develop instructional priorities, by identifying five-year instructional imperatives, and through planning done in academic divisions, workforce, and instructional and student services programs and departments.

Two of the College’s primary initiatives—the Virtualization and Internationalization of the campus noted in the table above—are deeply integrated with and heavily impact instructional and student services plans. The Office of Instruction also established several taskforces to implement its plans: Accreditation, Advising, Articulation & Transfer, Internationalization, and Assessment. (See Figure 3B, *Instructional Taskforces 2011-12* above). Table 3.A.3.a above summarizes institutional planning, assessments, timelines and data. *SCC INSTRUCTIONAL and STUDENT SERVICES PLANNING*, Table 3.A.3b below, summarizes instructional/student services planning, assessments, timelines, and data resources:

Table 3.A.3.b: SCC INSTRUCTIONAL and STUDENT SERVICES PLANNING			
INSTRUCTIONAL PLANNING	ASSESSMENTS	TIMELINE	DATA RESOURCES
International Education Business Plan (See Planning Exhibit #3.)	Review and approval by P/SET; International Student Surveys ; meeting financial targets	Annual; ongoing	Quarterly surveys of IE students; enrollment data
Division Goals	Review by Division Planning Councils, VPASA and Dean Team	Annually	Program data, IR website , SAI data
All Instructional Programs/ Departments	Program Dashboards..... FTE targets..... Graduate Survey..... CCSSE.....	Annually Quarterly/Annual Every 3 years Every 3 years	IR website for data: enrollments, FTEs, Instruction , SBCTC Reports incl. SAI
Professional Technical Programs	External Program Reviews..... Advisory Committee Reviews...	Every 5 years Annually	External consultant Advisory Co. Minutes
Advising Plan	Review by VPASA and Dean Team; Student/campus surveys	Annually	CCSSE, Student/ Campus Surveys
Student Services	Council for Advancement of Standards (CAS)	Bi-annually	CCSSE, Student Surveys
Workforce (Perkins) Planning	Review by Deans, Office of Instruction, Workforce Board, SBCTC	Annually Annually	SBCTC data, Perkins Report of Accomplishments

Planning Informed by Appropriately-defined Data

Shoreline Community College uses a variety of data to plan for programs and services, some of which has been provided above in Standards 3.B.1 and 3.B.2 and the Tables 3.A.1a and b. In Standard One, the College detailed the rationale behind various indicators and the data that would be used to determine success in these efforts and provide an overview of how this data would be used to determine mission fulfillment. To determine “appropriately defined data,” the College conducted multiple literature

reviews and comparison to other institutions to compare its performance to other peer institutions. The Washington State Board of Community and Technical College's (SBCTC) Student Achievement Initiative (SAI) and Governance Institute for Student Success (GISS) databases provided opportunities for the College to compare performance with other Washington State comprehensive community colleges. Accrediting and certifying agencies for some of our health occupations and automotive programs also provide useful comparative data. Funding sources such as Perkins and the SBCTC provide comparison data and or set benchmarks for performance for their target populations, and SCC has considered these comparisons for appropriate groups.

The process of using data to plan for Core Theme programs and services is new to the institution, but the same data will inform core theme planning. As the past six years of budget reductions has demonstrated, the College conscientiously attempts to make decisions with a backdrop of a variety of data, including campus inputs, comparative data from other peer institutions, and institutional data over time. Specifically, as the College reviews programs and services to be maintained, consolidated, redistributed or cut. The institutional data such as available on our [Institutional Research](#) website informed those decisions.

The stated mission of our institutional research office is *to support the constituents of Shoreline Community College through provision of credible, decision-relevant information which facilitates excellence in the teaching/learning process, and the overall effectiveness of the institution.* Used in some decision making processes, information on the site includes:

- [SCC Factbook](#) (institutional as well as by program for information about students in programs, retention, age groups by gender, and ethnicity);
- [Completions](#) (Student program/degree and certificate completions over time since 2004-2005);
- [Institutional Annualized FTEs](#) (from 2004-05) and [Institutional Annualized Headcounts](#) since 2006-07;
- [Outcomes Assessment Reports](#) from 1999 to 2007 about specific institutional assessment projects;
- [Efficiency Model reports](#) by discipline which is an efficiency tool that provides data on the number of sections, enrollments, total FTEs, number of full-time equivalent faculty, part-time faculty, student: faculty ratios, faculty costs, and costs per FTE.
- [Dashboards](#) of program review data for Basic Skills, ESL, Transfer and Professional Technical programs and [Pilot Dashboard Data](#) (See also Exhibit #6 binder.)
- Community College Survey of Student Engagement ([CCSSE](#)) which includes detailed data on [Key Findings](#),
 - a [CCSSE-to-Core Theme Crosswalk](#) that assesses student satisfaction with their coursework and instruction and many student support services,
 - [Benchmark Summary](#),
 - [Benchmark Summary by Enrollment Status](#),
 - [Frequency Distributions](#),
 - [Frequency Distributions by Enrollment Status](#),
 - [Means Summary](#),
 - [Means Summary by Enrollment Status](#),
 - [Results of Special Focus Questions](#). (See CCSSE Exhibit #22 binder.)
- [Student Achievement Initiative \(SAI\)](#) which details the College's student achievement of various momentum or progress points from basic skills levels to developmental to college-level coursework, including math, to the tipping point of receiving a degree. (See Exhibit #23 binder.)

- IPEDS College Reports 2008-2010 --useful to help institutions with comparative data of thousands of postsecondary institutions across the United States.
- [Washington State Data Book](#) which provides information about state budgets, higher education, degrees, tuition, workforce education and topics relevant to a state community college system.

Other relevant data sources include our [Board Monitoring Reports](#) which specifically deal with our Core Theme objectives and indicators as well as enrollment data, program performance (as indicated in external program reviews and dashboards and other data), industry partnerships, community need and potential for community engagement, program excellence and reputation, labor market trends, program mix, required support, impacts of legislative mandates and initiatives whether funded or unfunded, and state, regional and national data related to assessing programs for comparative data. Resource allocation decisions are integral to any program decisions, and cost analyses include, support costs, sustainability, and potential for revenue generation.

While the College President is ultimately responsible for the college's performance and the integrity of the data used to analyze that performance in all arenas, direct supervision of individuals who gather and manage data is divided among several positions:

- The President directly oversees data related to International Education. The Director of international Education reports directly to the college president.
- The Vice President for Academic and Student Affairs is responsible for enrollment, educational attainment and student success data. This vice president oversees enrollment management; compliance with state and federal reporting requirements; compliance with grant and initiative objectives related to instruction, workforce and student services. Deans, directors of academic and student services and the Assistant Director of the Office of Institutional Effectiveness provide a variety of reports from enrollment data to program analyses, including Dashboards. (See *Dashboards* Exhibit #6.)
- The Vice President of Human Resources and Legal Affairs manages data on employee demographics, professional development, training and legal issues.
- The Chief Advancement Officer oversees the College Foundation and data such as community use of facilities and the Public Information Office.
- The Vice President for Administrative Services oversees college finances, including monitoring budgets, capital projects, facilities; operations, and security. Directors of accounting and purchasing services, budget, facilities operations, and security oversee data collection and dissemination for their respective areas. This VP also oversees directors for Enrollment and Financial Aid Services. **(3.B.3)** (See *Administration and Organizational Charts* Exhibit #11 binder.)

Core Theme One: Educational Attainment and Student Success

Helping our diverse student body attain their educational goals and achieve academic success is primary to Shoreline Community College. It is the heart of our mission.

Planning for the Core Theme of Educational Attainment and Student Success

Members of the Accreditation Coordinating Team (ACT) were assigned to refine objectives and develop measurable, verifiable indicators to assess educational attainment and student success with data support from the Office of Institutional Effectiveness. Input from the Board of Trustees, the earlier Accreditation Oversight Committee and the Strategic Planning and Budget Committee also provided input as well as personnel from the respective programs and services identified as essential to this Core Theme objective and indicator. The ACT identified the programs and services that related to the objectives of this core theme, finding and reviewing existing data to ascertain the level of progress in that area, and determining additional information or data (or lack thereof) needed to evaluate performance. **(3.B)**

4.A. Analysis for Effectiveness of Core Theme #1: Educational Attainment and Student Success

SCC determined that both Core Theme Objectives were met. Using our four point scale, the ACT and SET rated each of the indicators and determined that we had done fairly well in most indicators, though the data do show our areas of greatest challenge—Basic Skills and math, two of the most persistent challenges in community colleges across the nation. Even with modest targets, the College has struggled helping students attain academic achievement at the rate of progress both they and the state require to maintain consistent funding. As state resources dwindle, programs are impacted, and students may not have the resources to sustain their educational pursuits. Nevertheless, the College has fared well in comparison to peer colleges and to other colleges in the Washington State Board system with some, not all, of these indicators.

Core Theme One was expressed by two objectives and 13 indicators. Some of the indicators are even further detailed to demonstrate the component programs, services and data from which targets were established. There are 3 indicators and 4 sub-indicators or measures for Objective 1.1 and 11 indicators and 26 sub-indicators for Objective 1.2. **(4.A)**

4.B. Suggestions for Improvement for Core Theme #1: Educational Attainment and Student Success

The College expects that the October 2012 Comprehensive review and visit by the NWCCU will prescribe specific suggestions regarding objectives and indicators for our Core Themes, given that this was SCC's first experience with all the new standards condensed into one comprehensive report. For Core Theme One, it was evident to all concerned that the data collected and presented was new to the campus, and in some cases information about the student performance was not available for all programs and for all students. While the objective was to increase persistence of *all* students, we found data on various subgroups to make our judgments. Subgroup data as such may not have provided what was needed for such a broad objective. Further analysis may be required beyond first-time students, first-time students of color, veterans, international, and fully online students. Objective 1.1 may well need to be refined. **(4.B)**

Objective 1.2 posed further questions as the SAI initiative at the state level is being recalibrated. In addition, as SAI is a performance funding strategy as well as a student assessment strategy, when our enrollment dips, so do our achievement of momentum points, thus skewing students' rates of success and progress. As the SBCTC system adopts its new Student Management System (CTC LINK project), improved data about transfer and student success at baccalaureate institutions should be forthcoming.

College efforts to track students' employment once they leave the institution are underway. More emphasis is on keeping those connections to our students in an electronic way through our virtualization of the campus is underway. More emphasis is on keeping those connections to our students through the electronic virtualization of the campus.

Objective 1.1 has 3 indicators and 4 sub-indicators: Students of Color, veterans, international, and online students.

Objective 1.1: The College increases persistence rates of all students.			
Indicator	Baseline	Target	Outcome
<p>1.1a Retention rate as compared to peer institutions Using IPEDS Data Feedback Reports (DFR), and their 'automatic' comparison group: FT Retention counts</p> <p>DFR college: 2007 2008 2009 2010 2011 SCC: 60% 61% 65% 72% 65% Comparison Group: 67% 58% 60% 57% 60% (Retention rates are measured from fall of first enrollment to following fall.)</p>	61% or 3% higher than comparison group	>3% points difference	65% or 5% higher MET
<p>1.1b Three-year average persistence rates of all first-time students with transfer intent measured fall to fall (65%, 61%, 62%)</p> <ul style="list-style-type: none"> students of color (African American 53%, Asian 70%, Hispanic 56%) all first-time veteran students (33%, 50%, 64%) all first-time international students (65%, 76%, 76%) students in exclusively online programs. (Accounting 46%, HIIM 71%, Purchasing 33%) 	62% 63% 49% 72% 50%	60% 63% 55% 74% 52%	60% MET 57% NOT MET 57% MET 75% MET 52% MET
<p>1.1c Persistence rate of all students intending to be here long enough to complete a degree (from initial fall quarter to winter quarter) 2007-08: 93%; 2008-09: 94%; 2009-10: 95%</p>	93%	≥86% (3 year Avg.)	88% NOT MET
<p>OVERALL ANALYSIS: (4.A.): 5 of 7 Targets: MET SCC has maintained a strong history of student persistence from their initial fall quarter to their winter quarter. We dropped below 90% for the first time in 5 years in 2007. Our belief is that the ongoing budget cuts in recent years as well as reduced financial aid have affected students' ability to continue to attend/afford college. We have also lost several front-line staff in student services.</p> <p>The College monitors persistence through 4 quarters including fall-to-fall using first-time student cohorts for fall 2007, 2008, and 2009. We used the 3-year rolling average in some cases to establish the baseline</p>			

and to make target projections based on trends. As well as students overall, these indicators help us assess persistence of our students of color, veteran, international, and online students in their transfer studies as they pursue their educational goals. Data on these subgroups inform our main objective to increase persistence for all students. Targets were determined by current college efforts to either maintain or improve persistence through enhanced advising, coding, degree audit implementation, and a new Veterans' Center and new programming. Maintaining our current percentages is reasonable as the current fluctuating job market keeps many students in school as reduced financial aid and resources for students in a dire economy force them to leave.

The data show our persistence fall to fall for all transfer intent students (not those indicating to stay long enough to get a degree) last year is about 60%, and our overall retention rate about 65% or 5% higher than peer colleges. Our [IPEDS Report](#) shows that our persistence rate dropped between this year and last, but that our retention rate is *still ahead* of our comparison group. In truth, we would like to improve in persistence for some cohorts per the targets we set for ourselves, knowing that maintaining percentages is not the same as increasing persistence rates. Our targets were deliberately modest. Compared to our IPEDS comparison group, we are doing quite well (though the gap has closed).

RESULTING ACTIONS (4.B):

- The College redesigned the Student Services area on the second floor of FOSS to be more open and student friendly.
- Cross training for Student Services staff has been implemented, including training in Financial Aid, a huge block to many students to persist in their studies. These staffers are typically the frontline contacts for most students and now can offer more services to all student cohorts.
- The College is implementing Degree Audit software and providing training for faculty.
- Our Veterans Grant (new Veterans Center) added a temporary FT veterans' counselor/advisor, a Campus Veterans Education Team (CVET), a Student Veterans Organization (club), new processes in reviewing military transcriptions prior to entry, and participation on the PLA work group.
- The College is instituting new advising strategies and encouraging more faculty to provide more advising for students during their office hours.
- eAdvising is growing. A small team of faculty regular assists with responses to students.
- The College has an active Students of Color caucus that provides forums for Courageous Conversations. Such promotion helps other faculty and staff help students persist in their studies.
- Math and English faculty have calibrated their COMPASS placement test scores with surrounding colleges in the Five Star Consortium. This provides consistency to students and encourages persistence rather than "shopping around" to different colleges.
- Enrollment and Financial Aid services now report to Administrative Services.

SUGGESTIONS FOR IMPROVEMENT (4.B):

- Secure more staff to fully implement Degree Audit.
- Measure student success in all college online courses.
- Develop targeted cohorts such as developmental online progress to analyze specific student progress through online coursework.
- Compare and contrast online and face-to-face coursework and student progress.
- Increase mandated Prior Learning credits
- Create a permanent Veterans Counselor position
- Develop priority registration procedures for veterans to retain their college eligibility.

Objective 1.2: There are ten (10) indicators and 26 sub-indicators for this significant indicator.

Objective 1.2: Students display high rates of success and completion in their programs of study.			
ALL STUDENTS			
Indicator	Baseline	Target	Outcome
1.2a Student performance on SAI measures			
<ul style="list-style-type: none"> • <u>Average annual number of Student Achievement Initiative (SAI) points/ student over a 3-year period</u> (2007-09: 0.77,0.86,0.84) 	0.79	0.81	0.82 MET
<ul style="list-style-type: none"> • <u>Average SAI momentum points per student per year</u> <ul style="list-style-type: none"> ○ Based on program level completions and/or significant gains on the CASAS test over 3 years (2009-2011). ○ Percent of Basic Skills students who earn SAI points averaged over three years (2009-2011). 	3.6	3.8	3.46 NOT MET
<ul style="list-style-type: none"> • <u>SCC average percentage of students earning SAI points as compared to the SBCTC system average over three years</u> <ul style="list-style-type: none"> • 2008-2009: 60% system average 47% • 2009-2010: 59% system average 52% • 2010-2011: 58% system average 51% 	59.25%	60%	58% NOT MET
	60% SCC 47% SBCTC	SCC higher than system	58% SCC 51% SBCTC MET NOT MET
TRANSFER STUDENTS			
1.2b Transfer degrees, transfer rates, and student transfer performance measures (GPA)			
<ul style="list-style-type: none"> • <u>Degrees and Certificates awarded</u> 2009-2010: 1,667 awards 2010-2011: 1,783 awards (Per SBCTC Academic Year Reports) 	1,667	1,700	1,783 MET
<ul style="list-style-type: none"> • <u>Number of transfer degrees awarded</u> 2009-2010: 32 AS; 350 DTA; 88 Other 2010-2011: 44 AS; 413 DTA; 60 Other 	470	+/- 2%	517 MET
<ul style="list-style-type: none"> • <u>Comparative GPA of SCC transfer students with GPA of UW students over a two-year period (2008-2009)</u> SCC Fall 08: 3.22 Fall 09: 3.19 Fall 10: 3.3 UW Fall 08: 3.19 Fall 09: 3.24 Fall 10: 3.2 	Range of .03 points	>Range of .04 points	Range of .1 points higher MET
<ul style="list-style-type: none"> • <u>Transfer rates: (with or without getting a degree)</u> <ul style="list-style-type: none"> ○ Transfer rate of students to accredited baccalaureates within 1 year of graduating from the college with a transfer degree ○ Transfer rate to public baccalaureates of students who do not graduate with transfer degree within 1 year of leaving SCC 	58%	62%	66% MET
	18%	21%	27% MET
Year	Xfer with No Degree	Xfer with Degree	
2006-7:	18.16%	58.39%	
2007-8:	25.87%	68.05%	
2008-9:	28.71%	71.26%	
2009-10:	26.53%	65.65%	

OVERALL Academic Transfer ANALYSIS: 7 of 9 TARGETS MET

Students are earning more credits and more SAI points, and more certificates and degrees are being awarded over time. Transfer rates have increased whether or not a student actually gets a transfer DTA or AS-T degree from the college. Data show that rates have been erratic, we think based on the volatile economy and students not having the funds to complete their programs. SAI data show that individual students are making more progress and thus earning more points.

How well SCC students compare academically (as indicated by their GPA) with other UW students indicates student success and good preparation for baccalaureate work. Our DTA transfer rate with our baccalaureate institutions has been fluctuating up to 10 percentage points, and we know, in particular, that many Science students are leaving before they get 90 credits (not degrees). Tuition is rising at the colleges and universities and students are transferring sooner if they can. The economy is still volatile.

Course success rates in online math may not be indicative of general trends. With the exception of Math& 146, each percentage quoted for math was based on only ne section of 25 or fewer students.

RESULTING ACTIONS:

- SCC dropped its Inter American Studies requirement in Fall 2010 which lowered the number of credits for our DTA and subsequently fostered more transfer as it made our DTA more affordable; students reached the tipping point which increased our SAI momentum points per student.
- We created more transfer planning sheets which makes it easier for students to monitor how close they are to completing their degree requirements.
- In addition, even though UW changed entrance requirements, our students who do transfer earn a GPA on par with students who start their baccalaureate at the university. Despite severe budget cuts, SCC maintains high standards so our students do as well as UW students.
- We also established a college-wide Articulation and Transfer Task Force and website as well as an Advising Task Force and website to highlight to students their transfer options.
- The College is aiming for more agreements, including online agreements through our Virtual College Implementation Instructional Task Force.
- The Mathematics Department ahs revised their online curriculum for Math 099 and begun offering an online version of Math 080. At least one additional online math class is being developed.

SUGGESTIONS FOR IMPROVEMENT:

- To measure transfer and completion more effectively, SCC has encouraged our SBCTC to require the four- year universities to provide more transfer data to the community colleges.
- We also will be implementing Degree Audit more fully.
- Expanding advising training for more faculty: With budget cuts and resignations, the College is revamping advising, reviewing more commercial products, and planning to improve its advising strategies across the entire college.
- More professional development with both full and part-time faculty is planned.
- In addition, our Virtual College will develop more online articulations which we hope will urge more students to complete and get their degree and transfer.

PROFESSIONAL-TECHNICAL

Indicator	Baseline	Target	Outcome
1.2c Number of degree and certificate completions of professional-technical students over a three-year period (2007-2009)	Avg 834	+ 2% 850	1006 MET

1.2d Employment rate of professional-technical students who complete their applied degree/ certificate programs over a three-year period (2007-09) (Target based on economy)	82.5%	77%	79% MET
1.2e Average pass rate of licensure/certification exams scored at or above regional and national averages over a three-year period			
• <u>Dental Hygiene</u> - 2007-2009, for only those taking the certification exam: 24, 24, 23 graduates, respectively.	100%	95%	100% MET
• <u>Nursing</u> - % First pass NCLEX-RN tests taken 2X annually April 2007-2009	98%	98%	98% MET
• <u>NAC</u> – 2009- 2011 for only those taking the cert exam post graduation	75.9%	77%	78% MET

OVERALL Professional Technical ANALYSIS: 3 of 3 TARGETS MET

Data above suggest that our professional-technical programs are basically strong, and an increasing number of students are completing their programs. Our targets reflect the market influence. More students stayed in school and completed their degrees and certificates as the unemployment rate in the region and the nation remained extremely weak.

Typically, professional-technical programs are often cohort-based and are more stable than transfer students as a whole. The economy has been disastrous to students seeking employment, and our flexible target reflected this downturn. That 79% of our students were employed in a dire economy is a strong indicator of the effectiveness of our programs and our partnerships with industry. Perkins funds to support workforce students were cut at the state and federal levels.

Please note: The 2010-2011 Annual Report for the SBCTC states that the system estimated employment rate for students completing a professional technical program in 2009-2010 is 72% and that *any decrease is reflective of the sustained high unemployment rate during the largest recession in history (p. 44)*. This will impact our employment rate in future reports.

RESULTING ACTIONS:

- Several programs in the college added more certificates laddered to degrees. Examples include VCT and Business.
- Students see success in steps to our degrees and we found increased progression as more laddering was strategically done with certificates.
- The College also emphasized new advising strategies to maintain and increase student progress with focused advising sessions done by departments and over the summer, more Career Fairs, and the use of small advising sessions in addition to larger more traditional ones.
- The College added more certificates which increased the completion rate.

SUGGESTIONS FOR IMPROVEMENT:

The College needs to do more intentional tracking of certificates for assessing their effectiveness. The College needs to focus on building closer ties to industry and tracking student employment more deliberately. More intentional tracking of the effectiveness of our small advising sessions all summer long should be done as well as hosting more career fairs for students and employers.

Colleges need more reliable employment tools. For student employment, the tools we use are:

1. A graduate survey, conducted annually

2. [WTB](#) database on student placement by program and by college.
3. Instructor information in certain programs where COOP or Internships are strong. E.g., Nursing, Dental Hygiene, HIIM, NAC; Automotive.

Perkins funds need to be restored and even increased so that we would have budget to develop and administer more effective tracking of students to the workforce.

BASIC SKILLS			
Indicator	Baseline	Target	Outcome
1.2f Average GED completion rate over 2 years for students who have taken SCC GED/ABE coursework and passed all 5 tests 215 GED 2009-2010: 52 passed all 5 tests or 24% 264 GED 2010-2011: 60 of them passed all 5 tests or 23%	114 students 24% 52 of 114 students	>100 students + or - .02% -2% Impacted by loss of CEO & LCN	107 students 23% 60 of 107 students MET
Indicator	Baseline	Target	Outcome
1.2g SCC average for student level completions of the federal basic education program compared to SBCTC system average	38.2% SCC 36.4% SBCTC	> 2% difference	SCC 0.43% SBCTC 34.69% MET

OVERALL Basic Skills ANALYSIS: 2 of 2 TARGETS MET

From FY 2010 to 2011, the Shoreline basic education program had a reduction of 158 annualized FTES due to changes in the way the College's enrollments of at-risk youth were reported to the state. The 158 FTEs were equal to about 279 unduplicated heads. Almost all of these students were in the ABE/GED program. Since these students were no longer being reported as ABE/GED students, the Student Achievement Initiative (SAI) points were also lost. The College estimates that 679 SAI points were lost as a direct result of this change in reporting.

SAI points for basic education students are earned, in part, by the number of students who complete federally established proficiency levels measured by the CASAS test. In order to regain some of the lost points, it is essential that the remaining students increase their level completions. Currently Shoreline's basic education students achieve completions at a rate that is above the state average in 8 of the 11 proficiency levels being measured (See FY 2011 Level Completion chart below.).

The two program levels that are below the statewide average are ESL Levels 5 and 6. An analysis of the causes for this suggest that Shoreline's emphasis on transitioning these upper level students has result on an over-emphasis on writing skills to the detriment of the reading and listening skills measured by CASAS.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Percentage Completing Level (H)	Statewide Average Comp level (H)	SCC Difference
ABE Beginning Literacy	26	57.692%	37.90%	19.792%
ABE Beginning Basic	82	39.024%	32.45%	6.574%
ABE Intermediate Low	76	38.158%	32.38%	5.778%

ABE Intermediate High	96	19.792%	20.55%	-0.758%
ASE Low	71	18.31%	15.10%	3.21%
ESL Beginning Literacy	37	56.757%	49.81%	6.947%
ESL Low Beginning	61	72.131%	52.22%	19.911%
ESL High Beginning	117	58.974%	49.12%	9.854%
ESL Intermediate Low	158	52.532%	43.06%	9.472%
ESL Intermediate High	135	35.556%	41.59%	-6.034%
ESL Advanced	132	25.00%	29.87%	-4.87%
TOTALS	1,014	40.039%	34.69%	5.349%

While the data shows a decrease in the GED completions from 2009-10 to 2010-11, there are a number of significant factors that need to be considered when analyzing this report. First, since this data-tracking just started in 2009-10, no trend line or target was previously established, so it is challenging to review the data and ascertain meaningful results for such a limited tracking period. Second, it should be noted that there was a 23% increase in the number of students served in 2010-2011 over the previous school year. This increase meant that instructors had larger class sizes with more underprepared students but no additional resources to assist them. Third, we had more ESL students taking the GED class, and typically this population takes longer to prepare for testing than native speakers.

Finally, it appears due to the economy, more people found themselves unemployable and seeking the GED, increasing the number of low-skilled students in the classroom. In addition, as of December 2011, the GED will be required to receive federal financial aid, and the "ability to benefit" exception will no longer apply – this means that more people, many with low academic skills, will be seeking the GED before taking college level community college classes. These students will require more "wrap-around" services to ensure retention. (See *SAI Assessment Exhibit #23 binder*.)

RESULTING ACTIONS:

About 186 GED students were listed as receiving their GED in our Spring 2012 graduation. !!!!

The FTE and headcount lost from the change in reporting will likely not be replaced (although it is important to note that the at-risk youth are still being served by the College). Therefore, it is essential that basic education student performance be improved. The three most critical measurements will be:

1. Student level completions as measured by CASAS
2. Student transitions as tracked by SBCTC
3. Percentage of ABE/GED students earning GEDs

Under a program improvement plan submitted to SBCTC recently, several strategies will be implemented to prepare ESL levels 5 and 6 to perform higher on the CASAS Test. The program is reviewing its placement policies.

Several strategic initiatives are under way to sustain or increase Shoreline's already high rate of basic education student transitions to college level programs.

The GED program advisor is essential in the intake, orientation, and support of our ABE/GED students. Funding for this position has been through a combination of King County and SAI funds. Both sources are not certain for FY 2013.

- The GED classroom has been remodeled and is now better equipped as a "smart" classroom that

provide instructors with technology to enhance their teaching strategies.

- An in-class math tutor has been provided by the campus tutoring center to assist students.
- The instructors and advisor are now able to refer students to the HEROES program, a new on-campus mentoring program that will provide tutors and mentors to GED students.
- A textbook review was done, and new textbooks are now being used.
- The Carnegie math program has been installed in the technology lab for students to access.

SUGGESTIONS FOR IMPROVEMENT:

- Ensure alignment of ESL curriculum with skills measured on CASAS Test.
- Maintain the full-time GED Advisor position with stable funding.
- Improve faculty advising efforts so that these students get more individualized attention.
- Participate in continuing statewide efforts to transform PreCollege education in WA State.
- Work with the SBCTC regarding revamping ABE and the new college readiness standards.
- Work with the Core to College partnership with our local high schools to develop better transitions from the high school to the college level.
- Add in-class writing tutors to assist students with writing skills.
- More in-class advising sessions and introduction to campus and community resources
- Regular meetings with instructors and advisor to collaborate and review students' needs.
- Instructors and advisors will need training in 2012/2013 to prepare for the new 2014 GED. This test will be quite different and more challenging than past versions.

DEVELOPMENTAL

Indicator	Baseline	Target	Outcome
1.2h Pass rates of students in Developmental English			MET
<ul style="list-style-type: none"> • Transfer-intended English 100 passing students who take and pass English 101 within 7 quarters: 2007-8: Pass: 137 % Pass: 68% 	68%	70%	61% NOT MET
<ul style="list-style-type: none"> • Pass rates of all students in Developmental English (English 080 and 090/Study Skills 100) : 2007-8: Eng 80 – 71%; Eng 090 – 74% ; English 100: 77% 	Eng 80 71%	Eng 80 70%	Eng 80 78% MET
	Eng 90 74%	Eng 90 70%	Eng 90 72% MET
	Eng100:77%	Eng100 70%	Eng100 71% MET
<ul style="list-style-type: none"> • Percentage of all transfer-intended English 080 and 090/Study Skills 100 students who pass their initial class and then pass English 101 within 7 quarters. 	64%	65%	59%* NOT MET
<ul style="list-style-type: none"> • Percentage of Developmental English students (starting in English 80 or 90) with transfer intent passing college-level English 101 courses within 7 quarters including summer, 2007-2010. 	37%	39% (3 year avg.)	39% MET

OVERALL Developmental ANALYSIS: 4 of 6 TARGETS MET

The rates of lowest (English 080) and middle (English 090/Study Skills 100) developmental English students passing English 101 at Shoreline are much better than the national average of 24%--at these two levels, student pass English 101 at a three-year average of 57%. This is 33% higher than the national rate. While a

much higher percentage of students pass developmental English classes at Shoreline than in the nation in general, we want to increase further the number of students who move from developmental into college level English. English 100 (highest level) students pass English 101 at a rate of 61%. This compares favorably with national rates 10-20 percentage points lower.

RESULTING ACTIONS:

The English department is working on initiatives to improve retention and pass rates of Developmental English students:

- Formalizing the process by which students can “jump” levels based on performance, from English 080 to English 100, or from English 090/Study Skills 100 to English 101.
- This involves developing department standards and conducting norming sessions to ensure consistent application of the standards.
- Study: Review the possibility of deleting English 080 from the developmental English program. In light of national data that the lower students start and the more developmental classes they are required to take, the less likely they are to persist and enter a college-level transfer program, having students start in a higher class is ideal.

SUGGESTIONS FOR IMPROVEMENT:

- Pilot: Teach English 100 and 101 in the same classroom where students earn credit for the class whose learning outcomes they meet.
- Over the 2012-13 academic year, the department will study the feasibility of deleting English 080 by reviewing English 080 student performance

1.2i Pass rates of students in Developmental Math				Baseline	Target	Outcome
<u>2008-9</u>	<u>2009-10</u>	<u>2010-11</u>				NOT MET
Math 060	73%	77%	59%	73%	60%	59% NOT MET
Math 070	70%	66%	62%	70%	60%	62% MET
Math 080	58%	67%	65%	58%	60%	65% MET
Math 099	56%	69%	55%	56%	60%	55% NOT MET
						NOT MET

Indicator				Baseline	Target	Outcome
1.2j Pass rates of transfer intent students that pass Math 99 and also earn QSR credit within a year. (Using fall cohorts for Math 099)				80%	76%	67% NOT MET
<u>Yr</u>	<u>A78</u>	<u>A89</u>	<u>A90</u>			
Pass 99:	66	82	98			
Pass QSR:	53	62	66			
%:	80%	76%	67%			

OVERALL ANALYSIS : 2 of 5 TARGETS MET; 3 NOT MET

SAI monitors student progress at varying strategic momentum points established by the SBCTC –gaining English proficiency levels, taking college-level English and math classes, etc. With or without SCC students attaining an associate’s degree, transfer rates indicate student success. How well SCC students compare academically (as indicated by their GPA) with other UW students indicates student success and good preparation for baccalaureate working their programs of study, but also in being accepted at a baccalaureate institution.

Math: Math faculty aim to improve these pass rates via collaboration, training, and participation in a Core To College training on new standards with high school math faculty. We met our goal of keeping pass rates above 60% in 2 of the 4 developmental math classes. Pass rates vary year to year, we may need more years of data to set a realistic goal. We may see the pass rates in Math 99 and 100-level Math classes decline starting spring 2012 because our placement test scores were lowered through an agreement with the Five-Star Consortium.

RESULTING ACTIONS:

The Department of Mathematics has been working for many years to improve outcomes of our students. Mathematics serves primarily as a prerequisite to other courses and programs. We have an obligation to other faculty, departments, and other colleges to produce well-prepared math students.

To improve pass rates in Developmental Mathematics, the Mathematics Department has started offering Math 085 and Math 095, which are self-paced individualized courses equivalent to Math 080 and Math 099. We hope these courses allow more students to succeed in Developmental Math. The Math Department also recently developed and updated online versions of Math 080 and 099 to meet the needs of more students.

In 2008, we reworked our entire developmental mathematics curriculum from Math 060 through Math 99. We eliminated some topics so we could focus on the few topics that are most important. We made a sequence of courses that step up in difficulty, so our students can gradually move from the gentle pace of the early developmental classes to the fast pace of the college-level courses they will need. We are happy right now with the division of topics among our developmental classes, with the accelerating pace and with how our students are being prepared for their next step.

SUGGESTIONS FOR IMPROVEMENT:

- In addition to the SBCTC developing a system that works for all the colleges so that student progress and data such as GPAs will be available to the colleges from the four year institutions to which they have transferred, SCC needs to develop its own data sharing relationships with the BIs. Students' progress in specified programs or majors could reveal important information. Possibly joint 2-year/4-year meetings could be developed within departments so that we can more closely align our programs and aid student transition.
- We are working on several projects to improve Mathematics pass rates, including modification of our computerized self-paced math courses and a liberal arts or social science pathway through Intermediate Algebra.
- We need to restore a full-time tenure-track math faculty position for the director of our Math Learning Center (currently the position is 80% pro-rata)
- Placement continues to be an issue. We need to work to resolve these issues.
- Full math report to the BOT April 25, 2012
- (See Department of Math Assessment Exhibit #134 binder.)

Core Theme Two: Program Excellence

Core Theme 2, Program Excellence is expressed by two objectives and eleven (11) indicators. Some of the indicators are even further detailed to demonstrate the component programs, services and data from which targets were established. Objective 2.1 is organized from general, transfer, professional-technical, basic skills and developmental, and the library.

Objective 2.1 has eleven (11) indicators and nine (9) sub-indicators.

2.1 The College develops and maintains standards-based, academically rigorous educational programs.																																			
Indicator	Baseline	Target	Outcome																																
2.1a Use of program and course student learning outcomes (SLOs) to determine effectiveness of programs in creating student success	About 72.61% of our courses underwent a rigorous review process resulting in new Master Course Outlines (MCOs) signed off by the Vice President of Academic and Student Affairs and put on the state inventory of new courses.	Maintain strict processes while completing outcomes work and MCOs. Target is 83% completion for 2012.	About 78% of courses were completed via formal college processes to keep SLOs updated and relevant for student success. NOT MET																																
2.1b New or revised courses, degrees and certificates approved by Curriculum Committee and transferred to the online MCO system to assess course relevance to student learning needs and preparation for transfer	<p>Courses:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>New</th> <th>Revised</th> <th>Deleted</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>49</td> <td>78</td> <td>101</td> </tr> <tr> <td>2009-10</td> <td>32</td> <td>84</td> <td>31</td> </tr> <tr> <td>2010-11</td> <td>33</td> <td>386</td> <td>17</td> </tr> </tbody> </table> <p>Degrees:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>New</th> <th>Revised</th> <th>Deleted</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>12</td> <td>22</td> <td>0</td> </tr> <tr> <td>2009-10</td> <td>4</td> <td>8</td> <td>0</td> </tr> <tr> <td>2010-11</td> <td>2</td> <td>28</td> <td>1</td> </tr> </tbody> </table>	Year	New	Revised	Deleted	2008-09	49	78	101	2009-10	32	84	31	2010-11	33	386	17	Year	New	Revised	Deleted	2008-09	12	22	0	2009-10	4	8	0	2010-11	2	28	1	Steady increase in revisions, deletions, and development of new courses	From 228 courses and 34 degree to 436 courses 31 degrees, an increase of 208 courses and decrease of 3 degrees MET
Year	New	Revised	Deleted																																
2008-09	49	78	101																																
2009-10	32	84	31																																
2010-11	33	386	17																																
Year	New	Revised	Deleted																																
2008-09	12	22	0																																
2009-10	4	8	0																																
2010-11	2	28	1																																
2.1c Timely compliance of Shoreline's DTA and AS-T degrees with all current WA State and ICRC guidelines, new mandates and specific accreditation requirements for selected programs.	<p>General compliance with all recent DTA regulations, including 2010-11 changes in the Communication requirements in the DTA.</p> <p>Program Accreditations <u>Nursing:</u> WA State Nursing Care Quality Assurance Commission, National League for Nursing Accreditation. <u>Dental Hygiene:</u> June 2005, American Dental Association Commission on Dental Accreditation</p>	<p>Fall 2011 compliance with new diversity reciprocity mandates and "D" grade requirement of SBCTC statewide Reciprocity Agreement.</p> <p>Sustain 100% compliance with current program</p>	<p>Implemented "D" grade requirement. Fall 2011; full diversity reciprocity compliance in winter 2012 (late 1 quarter) MET</p> <p>Accreditation sustained for: <ul style="list-style-type: none"> • Nursing </p>																																

	<p><u>Medical Laboratory Technology Program</u>: National Accrediting Agency for Clinical Lab Sciences.</p> <p><u>Health Informatics and Information</u>: Management, American Health Information Management Association</p> <p><u>Manufacturing/CNC Machinist</u>: National Institute for Metalworking Skills(NIMS) Certification-April 2010</p> <p><u>Automotive</u>- Honda, GM, Toyota and Chrysler</p> <p><u>Biotechnology</u> – NW BioLink Center</p>	<p>accreditation requirements for selected programs.</p>	<ul style="list-style-type: none"> • Dental Hygiene • Medical Lab Tech • HIIM • CNC • Automotive • Biotechnology <p style="text-align: center;">MET</p>
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ANALYSIS: 3 of 4 TARGETS MET

Generally SCC’s degrees have met all internal, ICRC and state updates mandated in a timely manner. Approvals by SCC’s Curriculum Committee mean compliance with standards and rigor set by ICRC Guidelines and industry. Approval by the VPASA means compliance with all SBCTC requirements and WA state-mandated changes. (ICRC is the statewide council that oversees the standards required in the DTA and AS degrees and by which all institutions of higher education in the state offers degrees.)

Change to the “D” grade as 1.0 (not the formerly accepted .07 or D-) was implemented on time in Fall 2011 so that all degrees awarded had the required student achievement level required in the *Umbrella Policy* of the ICRC Handbook that all WA State colleges are required to follow. Currently the college has implemented the diversity reciprocity agreement, but we implemented this change one quarter late. Time was needed to train all faculty advisors and develop resources for advising and credential evaluation. Most WA State two-year colleges reported similar timing. We waited until the Articulation and Transfer Council (ATC) prepared appropriate resources to be established on the SBCTC website.

RESULTING ACTIONS:

- Faculty Senate, Curriculum Committee, Transcript evaluators and the Office of Instruction implemented the “D” grade change immediately through deans, division meetings, faculty list serve announcements, and all campus sessions.
- A statewide list serve, notifications and trainings to deans, and preparation of handouts and applicable URLs on the SBCTC website helped clarify the diversity reciprocity agreement and new requirements.
- Many discussions about degree changes occurred on the campus and at statewide councils like the ATC and the Instruction Commission to clarify these changes.

SUGGESTIONS FOR IMPROVEMENT:

Such fundamental systemic changes to degrees and certificates require more formalized faculty, advisor and student services professional development processes. Training of both new and existing faculty requires new allocation of resources and point persons to disseminate all messages and oversee implementation as more changes are mandated statewide. Several faculty are concerned about internal processes that may slow up progress to get our MCOs, new degrees and certificates on the state inventory. Curriculum Committee should investigate more electronic processes to assure accuracy and updating of these documents.

Academic Transfer			
Indicator	Baseline 2007	Target	Outcome
2.1d Articulation agreements developed with baccalaureate institutions to ease transfer for students	<u>Effective 2007</u> In-state: 18 Out-of-state: 19	Maintain/review/revise existing agreements. Increase the number of schools with which we have agreements by 2 each year.	We have gained 27 new agreements over 4 years or about 7 each year. <u>Effective Spring 2011</u> In-state: 41 Out-of-state: 23 MET
2.1e Annual Dashboard program implementation with feedback loops for program planning and measuring program effectiveness in fostering student success.	Start year 2010-2011: Program Dashboards implemented and posted on the Institutional Effectiveness website.	60% of program Dashboards implemented, with feedback loops by administrators completed, and results used in future planning.	Over 63% of Dashboards are completed. MET (See <i>Dashboards Exhibit #6</i> . More have been completed since.)
TRANSFER ANALYSIS: 2 of 2 TARGETS MET			
To better assess our academic programs, a new system of program review tools called Dashboards were developed and implemented. Dashboards for each discipline or program are compiled based on a variety of data including FTEs by discipline, completions, ethnic diversity, grade distribution and retention, faculty and student ratios and student successes by modality or time to complete. Dashboards serve as program reviews as to the standards used to evaluate program effectiveness based on indicators such as enrollment, completions, ratios and retention.			
RESULTING ACTIONS:			
<ul style="list-style-type: none"> • An Articulation and Transfer Task Force has been formed to codify our articulation processes on campus. They developed definitions, a process, and plan for their ongoing work Spring 2012. • More colleges and universities are requesting articulation agreements with the college and with certain programs. • More articulation agreements are being sought by the College to address student requests. • The College articulated with WGU, Central Washington University, etc. • Program Dashboards were reviewed by division deans and Office of Instruction and by decision-making bodies regarding program cuts, revisions, etc. • Humanities completed all but one Dashboards or 92%. Health Occupations completed 73% and Social Sciences completed 60%. 			
SUGGESTIONS FOR IMPROVEMENT:			
<ul style="list-style-type: none"> • Feedback loops by administrators need to be completed, and results used in future planning. • At all levels Program Dashboards are to be reviewed in context with alignment to strategic planning and core themes. • <u>Dashboards need to be modified and updated for effectiveness of data on student learning based on faculty feedback.</u> • Administrative responses to dashboards need to be substantive and measureable. 			

Professional-Technical			
Indicator	Baseline	Target	Outcome
2.1f Professional-technical programs based on current market demand, input from industry partners and external reviews to maintain excellence, currency and relevance.	<u>Effective 2007: 24</u> Automotive: 5 Business: 4 Manufacturing: 1 Health Occupations: 4 Equity/Social Justice: 2 Humanities: 3 Science: 4 Gen Advis./ Workforce: 1 <u>Total: 24</u>	1 review scheduled for 2012-13. Target is to stay 100% on review schedule and maintain current industry partnerships to meet market demand and perform well in the external review	<u>Effective 2011: 22</u> Automotive : 5 Business: 3 Manufacturing: 1 Health Occupations: 4 Equity/Social Justice: 2 Humanities: 3 Science: 3 Gen Advis./ Workforce: 2 <u>Total: 23</u> <div style="text-align: right;">MET</div>
PROFESSIONAL TECHNICAL ANALYSIS: 1 of 1 TARGET MET SCC is doing well in maintaining its standards-based professional technical programs through close ties with industry, five-year (or less) External Program Reviews and sustaining program accreditations and certification processes. Each year with budget cuts, we analyze program sustainability through review processes which require current market data information and current input from industry advisory committees and industry partners who also monitor student learning outcomes to meet current industry standards.			
RESULTING ACTIONS: <ul style="list-style-type: none"> • A calendar for scheduling of 5-year External Program Reviews of professional technical programs was established. • Resources will be sustained to maintain the current five-year cycle of program reviews and program accreditations. • The Workforce department weeded out inactive advisory committee members and updated rosters. • Faculty and deans meet to address recommendations made in the External Program Review process, including recommendations. • The VPASA is tracking deans' and faculty progress on recommendations made in these reviews. • A DACUM/Symposium on Digital Media in the Humanities Division was scheduled spring 2012 to maintain close ties with creative arts industries. • President Lee Lambert spoke before a U.S. Congressional committee April 2012 on maintaining closer ties with industry as a key to meeting the skills gap for the American workforce. 			
SUGGESTIONS FOR IMPROVEMENT: <ul style="list-style-type: none"> • Tracking recommendations from External Program Reviews needs to be more systematic and tied to resource allocation, both of college and Workforce resources. • Developing new programs based on industry demand and analyses need to align more closely with labor market demand. More systematic labor market demand needs to be established. • Advisory Committee industry partners need more attention and numbers in some programs. • Budgets should include "minutes takers" for Program Advisory meetings. • More resources should be allocated to allow for program faculty certifications and professional development, including making industry contacts and developing industry partnerships. • Cost analyses and program effectiveness measures need to be tightened up to bolster support for strong professional programs. 			

- More resources need to go into keeping in touch with program graduates and with their employment prospects and job history.
- The College Foundation is making plans for an Alumni Association for tracking our graduates.

Adult Basic Education and Developmental Education

Indicator	Baseline	Target	Outcome
2.1g Number and percent of basic and developmental education students earning SAI points that demonstrate progress	AY 2009 710 - 60% AY 2010 759 – 59%	FY 2011 - 59.5%	AY 2011 592 – 58% NOT MET

ABE & DEVELOPMENTAL ANALYSIS: 1 of 1 TARGET NOT MET

SCC's ABE program complies with all state and federal standards, regulations and policies. In 2011, the Shoreline basic skills program was monitored by SBCTC staff who found that the College's procedures and practices were in full compliance. No changes were recommended or required.

SAI data reveals that the very small drop in the percent of basic skills students achieving SAI points is the result of initial student placement based on writing skills rather than reading and listening skills which are measured by CASAS and reported to SBCTC. At the end of spring quarter 2012, Basic Skills (ESL/ABE/GED) faculty have were asked to review the current placement system to develop a way that allows students to be placed closer to their instructional level in reading and listening which make up the performance measures used by the state. That review will take place during fall 2012. (See *SAI Assessment Exhibit #23 binder.*)

Curriculum utilized by ABE/GED/ESL programs substantially addresses the WA State Learning Standards and Indicators. A representative of the ABE faculty is currently participating in statewide hybrid course designed to train teachers in the use of the new writing standards.

Shoreline's basic skills student data is accurate and complete. SCC is consistently is among the top five schools in the state in percent of federally reportable basic skills students identified in WABERS and the percent of students who are post-tested by CASAS .

- Compliance with WA SBCTC Local ABE onsite Monitoring Report—passed
- Curriculum utilized by ABE/GED/ESL programs substantially addresses the WA State Learning Standards and Indicators.

RESULTING ACTION:

- Of the 12 basic skills program levels tracked by SBCTC for student completions, Shoreline is above the state average in ten of the areas. The program has undertaken a program improvement project this spring that is designed to boost CASAS scores and completions in the two areas that are below the statewide average.
- Members of the College, including the dean of this program, is participating in statewide task force in transforming pre-college education, including basic skills

SUGGESTIONS FOR IMPROVEMENT:

- Director be 100%, up from previous reduction of 80% to meet budget restrictions
- More funding for Program chair
- Stabilize funding GED Advisor position
- Apply for more grants to support the program and innovation
- Refocus on the curriculum and what the State uses to measure student success

Library and Information Literacy			
Indicator	Baseline	Target	Outcome
2.1h Number of programs collaborating with the library to strengthen our Information Literacy program	<ul style="list-style-type: none"> English Communication Studies CEO 	2 additional programs	<ul style="list-style-type: none"> Psychology Chemistry Nursing MET
<p>OVERALL ANALYSIS: 1 Target: MET</p> <p>In addition to those courses that have embedded a librarian, such as English 101 and Honors, three additional programs are collaborating with the library. Information resources are changing so quickly that an embedded librarian can help subject specialists keep their research skills fresh. Collaboration between librarians and instructional faculty results in up-to-date information literacy skills assignments and learning outcomes.</p>			
<p>RESULTING ACTIONS:</p> <ul style="list-style-type: none"> • SCC's Library has expanded their set of information literacy projects. Currently we have learning guides for: English 102 (10), Psychology (1), History (2), Marketing (1), the Honors Program (4) and Communications (1). We are exploring even more opportunities to collaborate on designing assignments and/or learning guides. • College librarians use WASSAIL, an open-source software platform for educational assessment, designed primarily for academic libraries, to do pre- and post-testing in the Honors program. We will run pre- and post- testing in all library-run workshops for 3 quarters in a row. • Conversations with English, Communication Studies, Chemistry and Psychology departments occurred regarding building information literacy skills into their assignments and their rubrics. • The Library promoted Noodletools, software that aids in teaching students appropriate reading and writing skills as they apply to incorporating citations, direct quotations, paraphrasing, etc. We monitor the number of instructors who are adopting Noodletools. • A goal is to increase the number of courses that run the Librarian Prescription assignment. 			
<p>SUGGESTIONS FOR IMPROVEMENT:</p> <ul style="list-style-type: none"> • Adding more programs is essential for students to develop these 21st century skills. • Further assignments in existing collaborations will be initiated as well as developing new guides. • Changing information requires more emphasis on finding, evaluating and using information. • All courses assigning research papers will offer the option of using Noodletools. This software teaches students the elements of citation, most especially identifying the source, while de-emphasizing proper placement of punctuation. • Expand the Library staff so that more courses will run the Librarian Prescription assignment, an assignment that requires students to consult with a librarian on a research project. • Most significantly, the Library will use more resources to advocate for teaching and learning of information literacy skills, including meaningful assessment of students' skills. • Being more proactive with new associate faculty for training on what the library has to offer students and faculty • More presentations by the library staff at division meetings 			

2.2 Objective 2.2 has three indicators and 26 sub-indicators, the largest number being participation levels in select student support services.

Objective 2.2: The College provides a rich variety of student support services to enhance excellence in student learning.				
Indicators		Baseline AY 2010	Target AY 2011	Outcomes AY 2011
2.2a Participation levels in select student learning labs and tutoring services				
Writing & Learning Studio (students)	NOT MET	990	900	872
Math Learning Center (visits)	MET	30,100	30,000	30,400
Tutoring Services	MET	559	525	540
2.2b Participation levels in select student programs				
Career Education Options (CEO)	MET	503	500	507
Center for Service Learning	MET	437	500	778
Co-curricular programs		6,553	6,500	6,406
Honors Program	MET	24	36	43
International Education				
International Student Orientation Program (ISOP)	MET	291	275	279
Study Abroad Program	MET	27	30	40
Learning Center North (LCN)	MET	308	325	350
Running Start	MET	328	325	345
2.2c Participation levels in select support services				
Advising	MET	6,363	6,000	6,085
Counseling	MET	928	500	662
Enrollment Services	MET	26,795	25,000	25,182
Financial Aid				
Grants, work-study, loans	MET	3,309	3,300	3,467
Workforce	MET	575	600	756
Basic Food Employment & Training (BFET)	MET	375	400	551
Opportunity Grant	MET	291	250	270
Work First	MET	141	200	283
Worker Retraining	MET	1,783	1,400	1,407
International Education				
International Peer Mentor Program	MET	436	410	483
International Academic Advising	MET	2,242	2,000	2,032
Immigration Services	MET	3,763	3,800	4,090
Multicultural Center and Women's Center	MET	3,574	3,500	4,938
Services for Students with Disabilities	MET	553	600	614
Veterans Services	MET	401	425	443
OVERALL ANALYSIS: 3 of 3 TARGETS MET and 23 sub-targets MET				
SCC provides a wide variety of comprehensive support services, programs, learning centers and tutoring services to enhance excellence in student learning. Student services play a vital role in student learning				

and success. The College provides excellent learning assistance to students through its learning labs in the areas of writing and mathematics. The College also provides tutoring services to assist students in numerous courses to enhance student learning. Targets were set using trend data over three years.

Community college students enter through an open door process providing access to higher learning to students who may not otherwise have access to certificate and degree programs. Many students enter require financial assistance, academic support, and access to support programs and services to succeed.

As state resources decreased, fewer staff and resources are available to provide support services at the College, which creates longer wait times, less financial assistance, and fewer programs and services to support students. The Writing & Learning Studio (TWLS), for example, is an exemplary resource and has to reduce hours. (See *Assessment of TWLS* Exhibit #16 binder.) Although resources have decreased, headcount and full-time equivalent (FTE) have remained strong. This places a strain on the College to serve the same number (in some years more) students with significantly fewer staff and resources. Despite these limitations, the indicators in this report show significant numbers of students serviced by dedicated staff and programs across the College.

The Math Learning Center is clearly a popular resource, with most quarters averaging over 150 visits per day by students seeking MLC services. Students often tell the MLC staff and the Director that they find the MLC to be an excellent resource, instrumental in helping them succeed in their math classes, which is one of the most important reasons they keep returning for help.

Experiential learning promotes excellence in student learning. Many excellent student programs are available to students to apply learning in co-curricular and select programs and activities to achieve a deeper understanding through hands-on experience and support programs. Targets were set using trend data over a three-year period.

While the outcomes for each department exceed the targets, it is important to note that the college's enrollment dipped from the severe financial crisis, and targets were set in retrospect after some outcomes were available due to the delayed planning process.

RESULTING ACTIONS:

- The College is deploying limited resources into two primary areas to increase international student enrollment and support services and enhance eLearning and online support services.
- Additional staff has been hired to enhance international education efforts.
- The College is implementing its virtual college initiatives to enhance online learning efforts.
- Both initiatives seek increased revenues to enhance support programs and services.
- The College will continue to review its organizational structure to determine possible changes that will enhance student learning and student success.
- The Math Learning Center (MLC) Director makes efforts to continually improve the level of service through providing support and training opportunities for learning assistants.
- Based on a Board of Trustees request, the Math Department faculty made a major presentation at a recent BOT meeting in June.

SUGGESTIONS FOR IMPROVEMENT:

- Since state resources are not likely to increase in the near future, the resulting actions will include further managing existing staff and resources as efficiently as possible and seeking technology solutions to enhance programs and services.

- Restore the Math LC Director position to full-time, tenure track (instead of the current 80% pro rata temporary position) to allow the director more time to work with tutors both individually and in group workshops to further raise their level of skill.
- Find ways of increasing funding that do not cost the students additional money to increase the MLC hours of operation and staffing levels.
- Collect and record data for other learning labs on campus, such as the Biology/Chemistry Learning Lab and Physics/Engineering Learning Center and sound studios in Music Technology.
- Focus on the efficacy of the student support services and programs.
- The college provides excellent learning assistance to students through its learning laboratories. The excellence and efficacy of the college’s student learning labs and tutoring services should be demonstrated in the improved academic performance of students who utilize these services.

Core Theme Three: Community Engagement

Core Theme Three Community Engagement is expressed by two objectives and eight indicators. Some of the indicators are even further detailed to demonstrate the component programs, services and data from which targets were established.

Objective 3.1 has five (5) indicators and 25 sub-indicators.

Objective 3.1: The College engages the community through partnerships, programs and services to enhance the educational and cultural needs of its diverse community.			
Indicator	Baseline 2008-09	Target	Outcome 2010-11
3.1a Community partnerships integrated into college programs.	22	10% growth in these 4 categories	34 MET
▪ Businesses:	15		18 MET
▪ Government Agencies:	10		14 MET
▪ Select Organizations integrated into college programs:	20		25 MET
▪ Select Educational Organizations: major agreements with SCC and/or SCC programs	5 0		4 CTCs
<i>(See Attachment 5 at the end of this chapter for detailed lists of SCC Community partners.)</i>			MET
3.1b Variety of events and programs available for cultural enrichment for the community.			
• Number of Global Affairs Center programs	13.5	15	21 MET
• Number of SCC College Gallery shows	8	9	7
• Children’s Theater Productions (Drama 226) class			NOT MET
○ Number of schools participating	3	>3	4 MET
○ Number of performances given	5	6	6 MET
○ Estimated elementary school students participating	400	400	400 MET
• Average number of musical events and theatrical programs available to the community annually in the Little Theatre	21	30	34 MET
			MET

<p>3.1c Scope and variety of college services available to community members</p> <ul style="list-style-type: none"> ▪ Annual Dental Clinic services to community members <ul style="list-style-type: none"> ○ Students/patients treated many without health insurance ○ Value of treatments provided ▪ Average number of families including students and staff served at the Parent-Child Center • Estimated SCC Library “Community Patron” card holders • Estimated Service Learning hours by students as part of the Center for Service Learning at SCC (new program in 2008) • Athletics (2010-2011) <ul style="list-style-type: none"> ○ Number of camps and clinics ○ Number of youths served <p>*Lower number expected due to reduced athletic advising</p> <ul style="list-style-type: none"> ▪ 2008-09: 10 camps – 190 participants; ▪ 2009-10: 11 camps – 173 participants ▪ 2010-11: 11 camps – 169 participants <ul style="list-style-type: none"> • <i>Spindrift</i> magazine (2010 only) <ul style="list-style-type: none"> ▪ Number of student contributors (art and literature) ▪ Number of alumni ▪ Number of SCC employees ▪ Number of community contributors ▪ Number of organizations renting SCC facilities and number of SCC facility rental attendees. 	<p>2008</p> <p>5,973 \$117,389</p> <p>94</p> <p>80</p> <p>0 hours</p> <p>10 190</p> <p>22 9 3 47</p> <p>No data tracking</p>	<p>5,600* \$115,500 **</p> <p>96</p> <p>10% increase Get program started</p> <p>10 150*</p> <p>Maintain interest, diversity of artists, writers</p> <p>60 org./ 25,000</p>	<p>2010-11</p> <p>5,766 \$125,632</p> <p>98 100 4,500</p> <p>11 MET 169 MET</p> <p>MET</p> <p>20 2 1 43 MET</p> <p>96 org./ 30,490 MET</p>
<p>3.1d Non-credit or contract training courses offered for business or professional development</p> <ul style="list-style-type: none"> • Number SCC Small Business Accelerator workshops/participants • Number of 50+ Career Builder classes/students • Number of events/people for Dental Hygiene trainings • Ajou Automotive Training (2008 – 2011) (# of students) • Hospitality & Tourism Program (# of students participating) 	<p>81/767</p> <p>15</p> <p>N/A</p> <p>18</p> <p>45</p>	<p>90/800</p> <p>25</p> <p>30/150</p> <p>18+</p> <p>45</p>	<p>81/655 NOT MET</p> <p>38/201 MET</p> <p>5/650 MET</p> <p>20 MET</p> <p>45 MET</p>
<p>3.1e Active professional-technical advisory committees and involvement levels of program advisory committee members</p> <ul style="list-style-type: none"> • Number of professional/technical advisory committees • Number of industry program advisory committee members <p><i>*Appropriate since we dropped 2 programs: SLPA and Cosmetology</i></p>	<p>25 304</p>	<p>23 2% increase</p>	<p>23* 343 MET</p>

OVERALL ANALYSIS: 5 of 5 Targets: MET

Dental Services:

*From 2008-2011, data show variation in the number of patients served year to year by as many as 400 patients and as few as 200 patients. **The revenue from treatments is not directly proportional to the number of patients treated because revenue is dependent on a wide range of treatments, each with a different cost. Therefore the number of more expensive patient treatments is the controlling factor in revenue generation not the number of patients. The College's Dental Clinic provides low cost service to the elderly, those with low income, the unemployed and the uninsured. Health clinics are being closed or reduced in our area. Aligned with our Dental Hygiene program, the Dental Clinic services provide direct engagement with our community.

Year	Billed	Revenue	# patients treated
2008-2009	\$124,047	\$117,389	5,973
2009-2010	\$121,920	\$114,956	5,560
2010-2011	\$129,715	\$125,632	5,766

Athletic services:

Athletic camps provide community engagement for student athletes as well as specific training. They provide opportunities for students to bond and to develop skills and respect for teammates.

*Lower number expected due to reduced athletic advising

2008-09: 10 camps – 190 participants

2009-10: 11 camps – 173 participants

2010-11: 11 camps – 169 participants

Advisory Committee membership is strong. Members are active and engaged in the program, particularly in the last few years when we have had External Program Reviews, and they have participated in forums, surveys, and interviews by the external evaluator. A strong advisory committee is indicative of a strong program.

The data suggest that the college significantly engages its surrounding community in a wide variety of ways. The fact that it is continuing to do so despite recent economic stresses seems noteworthy. The College has maintained most of its low cost services for the community and has been actively engaged with the community to form more partnerships to withstand the serious economic difficulties of the state for the past few years. More collaboration has been forged with businesses in the community. More collaboration has ensued in spite of consolidations.

RESULTING ACTIONS:

- In spite of economic analyses suggesting the high expense, the College decided to maintain our childcare center to assist students and staff.
- Established 2011 as baseline year for several indicators including 50+ career builder classes and Dental Hygiene events and patients from the community, etc.
- The Workforce Office now tracks the number of active members who attend program meetings. Others have been weeded out after a request to identify their willingness to continue to participate. This office has been quite proactive in assuring that members attend, are engaged and participate often in assessment activities.
- The Small Business Accelerator offered free trainings a few years ago and worked with several local businesses; it now works more closely with the City of Shoreline and its Economic Development office.

<ul style="list-style-type: none"> The College advertises more now about rental of its facilities.
<p>SUGGESTIONS FOR IMPROVEMENT:</p> <ul style="list-style-type: none"> With some of the indicators, data collection was only recently begun. Collection of additional data in future years should help indicate whether the indicators and the data supporting them are in fact valid and reliable measures of our Community Engagement Core Theme. Specific functional/departmental areas of the college who are responsible for specific types of community engagement indicators need to be identified and it is recommended that these targeted areas be primarily responsible for continuing to collect this data. A standardized data collection form for the accreditation process would also be helpful. With regard to the future tracking of college events offered to the community, it would be beneficial to create some kind of tracking/categorization feature within the Day at a Glance (DAAG) event tracking system.

Objective 3.2 has three indicators and four sub-indicators.

Objective 3.2: The College provides opportunities for employees and students to participate actively and serve within the community.			
Indicator	Baseline 2008	Target	Outcome
<p>3.2a Percentage of employees and number of students engaged in community service</p> <ul style="list-style-type: none"> Percentage of college employees engaged in service to the community (self-reported) Curricular <ul style="list-style-type: none"> Number of students serving Estimated service hours completed Co-curricular <ul style="list-style-type: none"> Number of students serving Estimated service hours completed <p>Desired outcomes: Establish system to collect data on a regular basis of engaged students and college employees.</p>	<p>0%</p> <p>0%</p> <p>Sporadic; No system to collect data previously</p>	<p>50%</p> <p>100</p> <p>500</p> <p>100</p> <p>500</p> <p>System in place</p>	<p>78% MET</p> <p>467 MET</p> <p>6,622 MET</p> <p>255 MET</p> <p>729 MET</p> <p>Engagement surveys MET</p>
Indicator	Baseline	Target	Outcome
<p>3.2b Average number of Service Learning classes the College offers annually and impact on the community</p> <ul style="list-style-type: none"> 20011-2012: 22 (Sum – 1; Fall -7; Winter – 7; Spring -7) 2010-2011: 24 (Sum – 1; Fall – 11; Winter- 6; Spring – 6) 2009-2010: 30 (Sum – 0; Fall- 11; Winter- 9; Spring – 10) <p><i>*Classes now are fully engaged with larger projects and impact.</i></p>	<p>30</p>	<p>Sustain campus interest; promote growth.</p>	<p>22*</p> <p>MET</p>
<p>3.2c Number of student mentors and participants in the HEROES mentoring program and impact on the community</p>	<p>10 mentors</p> <p>3 students</p>	<p>Grow the program by 50%.</p>	<p>29 mentors</p> <p>116+ Students MET</p>

OVERALL ANALYSIS: 3 of 3 TARGETS MET

COMMUNITY SERVICE DATA: The College did not have a system established for tracking both employee and student engagement and service with the community. We knew programs such as Dental Hygiene and the music programs provided services and performed, and this chapter has provided out first opportunity to establish a baseline for coming years.

SERVICE LEARNING: [Service learning](#) has become a staple initiative on the campus, and more and more faculty are developing courses using a service learning component. Impact of Service Learning activities requires more documentation.

HEROES: Through support by Campus Compact, the College has developed a specialized student mentoring service learning program called HEROES that engages ESL and GED students in one-on-one and group mentoring activities and service learning. Through efforts of the alumna coordinator, this program is growing in depth and activity. Campus Compact even awarded us another grant to sustain activity level. The HEROES advisor won an award for Advisor of the Year and the HEROES CLUB, the Club of the Year award. A video of the program is on our UTUBE channel.

RESULTING ACTIONS:

- The College increased the release time for a faculty service learning coordinator.
- This year the College engaged in a one-theme approach to Service learning to engage the campus. The theme was food, and many faculty, students and staff participated.
- 44 current ESL and GED students participated in one or more HEROES club meetings this quarter, and 19 current ESL and GED students participated in multiple HEROES activities: Martin Luther King Food Drive with team total of 20 volunteers including 8 community members and 12 SCC students and an Emergency Food Bag service project with 9 HEROES student volunteers to sort food from the campus food drive into emergency food bags for students in need.
- HEROES program united with the campus theme to bring a united sense of college community.
- This year we have had 25 official mentors and 28 official participants in the HEROES program, using the AmeriCorps classification where students are "official students" if they have attended 3+ activities.
- All current/very recently transitioned ESL, GED, ABE, and CEO 101 students are classified as "participants," and all students in college courses are classified as "mentors."

SUGGESTIONS FOR IMPROVEMENT:

- Find a stable source of funding for the Ameri-Corps positions on campus. It is being funded on an annual award from Campus Compact and \$6,000 from the College from funds from the Humanities Division and the Office of Instruction.
- Find a stable source of funding for Service Learning on campus and develop detailed reports on impact to the community. Develop videos of student engagement in these activities.
- Develop a college-wide committee that supports and reinforces Service Learning beyond what we have now, including training and support for part-time faculty.

CORE THEME #4: Access and Diversity

Core Theme Four was expressed by two objectives and 14 indicators. Some indicators are even further detailed into 29 sub-indicators to demonstrate the component programs, services and data from which targets were established.

Objective 4.1 has seven indicators and 21 sub-indicators.

Objective 4.1: The College provides access for diverse populations.				
Indicators		Baseline	Target	Outcomes
4.1a FTEs and headcount represented by diverse populations		AY 2010	AY 2011	AY2011
<u>FTEs by Funding Source</u>				
State Supported	NOT MET	5,352	5,299	5,182
Contract Funded	MET	468	500	591
Student Funded	MET	76	50	37
<u>FTEs by Purpose for Attending</u>				
Transfer	MET	2,246	2,226	2,232
Workforce	NOT MET	2,318	2,294	2,099
Basic Skills/Other	MET	788	779	851
<u>FTEs in Selected Programs</u>				
I-BEST	MET	195	195	213
International Students	NOT MET	755	755	729
Worker Retraining	MET	367	367	446
Running Start	MET	151	151	156
eLearning (online, hybrid, other)	MET	1,296	1,296	1,482
Veterans	MET	297	356	443
4.1b Percentage of students receiving need-based Financial Aid		29.2%	30.0%	30.2% MET
4.1c Percentage of students of color (Fall Enrollment)		Fall 2009 39.2%	Maintain or Increase percentages to maintain college student diversity	Fall 2010 40% MET
<u>Supplemental data: Fall enrollment 2010</u>				
Asian/Pacific Island 919				
African American 507				
Latino/Hispanic 436				
Native American 134				
Other 87				
White 3,313				
Indicator	Baseline	Target		Outcome
4.1d Demonstrated engagement and learning opportunities for students, faculty and staff on multicultural/diversity issues	No certificates, just a 5-credit course requirement. SCC started with a 3 or 5-credit multicultural course requirement,	Develop at least 2 more courses that meet the multicultural requirement. Increase level of staff,		SCC now offers two certificates in Multicultural Understanding; open student panels each spring to discuss what the courses meant to them;

(See Multicultural Week DVD, Exhibit #26.)	modest levels of campus engagement except for strong curriculum transformation goals and mindset. We had a Multicultural Diversity Center and an Intra-American Studies department and various multicultural diversity activities on campus. No training was geared for staff.	faculty/student training for multicultural understanding. More strategic assessment of student learning for this general education requirement.	some courageous public conversations student clubs (African Student Club, Native American Club, Students of Color Caucus) offer the campus; increased campus trainings for faculty and staff; increased course offerings that meet the multicultural general education requirement; and more courses for multicultural understanding. See Exhibit DVD: <i>Multicultural Week: Shaping our World: One Struggle at a Time</i> MET
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OVERALL ANALYSIS:

The measure of multicultural understanding is multifold:

- In the assessment surveys
- In the multiple activities offered during the MLK holiday, Black History Month, and Multicultural Week, including open panel discussions, theater of the oppressed presentations, the Privilege Walk, LBGQT presentations, discussions of access and disabilities, and man other offerings throughout the year.
- In the courageous conversations hosted by the African Student Club and attended by students across the campus discussion topics on identify and other cross cultural conversations.
- In the support of attendance of a diverse group of students to attend the Students of Color Conference annually, a transformative experience.
- In the Center for Equity and Engagement and activities on campus

RESULTING ACTIONS:

- Multicultural course offerings and trainings for college personnel 2009-2011
- Development of two multicultural certificates
- Reorganization of Intra-American Studies into Equity & Social Justice department
- Hire of 2 new multicultural specialists, one in ESJ and one in Communication Studies.
- Growth in Drama department presentations around multicultural/diversity and social justice issues
- Growth in the number of courses that contain multicultural understanding student learning outcomes to 380 courses or 18.26% of all courses in our online master course outline system
- Elimination of the three-credit multicultural course
- Growth in number of courses that meet our multicultural understanding general education requirement
- Faculty Learning Community in Critical Multicultural Understanding; ESJ, Communication Studies, some History faculty, some deans attend meetings. Annual Retreat Rainbow Lodge, in April 2012.
- Multicultural Week events: *Shaping our World: One Struggle at a Time; Learning from Students about Multicultural Understanding, May 2, 2012* (DVD in Exhibits.) Students talk about multicultural classes.

SUGGESTED IMPROVEMENTS:

Equity & Social Justice (ESJ) has been working on research progress to assess multicultural understanding for several years, with many stops and starts.

- We started with a long pre/post Survey in Multicultural Understanding and beginning in fall 2011, wrote a shorter pre/post survey, based on our experiences in previous years with this project.
- We developed a protocol and hired a statistician to analyze the quantitative results.
- At the same time, we added some qualitative questions to the survey.
- Winter 2012 will be our first batch of data using the new protocol for data from assessment of for most of the multicultural core courses offered.
- We worked through the data analysis, eliminated the confounding variables and wrote protocols for consistent data collection.
- Then we analyze for significant differences and produce a report for the college.

The Faculty Learning Community's work will now be to disseminate their findings even further statewide.

Indicator	Baseline	Target	Outcome
4.1e Number of I-BEST programs and student enrollments to increase basic skills student transition to college-level classes	AY 2010		AY 2011 & 2012
	Annualized FTE	292	Add at least 1
	General Service Technician	65	IBEST
	CNC Machining Cohort 1	58	program and
	CNC Machining Cohort 2	38	increase
	Office Technology	45	FTEs.
	Nursing Assistant	76	
			Annualized FTE = 213 NOT MET
			Initiated 2 new I-BEST-related programs to increase basic skill student transition. NOT MET
4.1f Online student enrollments	Baseline 2008-09 1,158 FTEs	Target 20% annual increase	Outcome 3,072 FTEs MET

ANALYSIS: 1 of 3 TARGETS MET; Objective NOT MET

SCC is providing access for online students from a variety of regions. It is part of our Virtual College initiative. Online enrollments will continue to rise with expanded course offerings and ease of technology use improves for both students and faculty. However, the "online" definition continues to be defined in terms for the student and faculty in respect to instruction at the campus and state level. In 2010-2011, we had 3,072 online FTEs. This is an increase of 1,156 FTEs over the baseline or approximately 60% increase in three years' time (averaging 20% increase each year). For next year our target may be a bit lower.

Target for 2011-12: 3109 online FTEs, which is an increase of 37 FTEs or a little more than 1% increase. The pattern of growth is slowing and has plateaued at the state level and SCC is mimicking that statewide trend. Growth for all of eLearning will be web-enhanced courses.

FTES	2008-09	2009-10	2010-11
Online	757	898	935
Hybrid	382	378	507
All other eLearning	19	20	40
Total eLearning	1158	1296	1482
Web-enhanced	Not counted statewide	Not counted statewide	1551

RESULTING ACTIONS:

- Increased activities to support technology and online learning for faculty and students as bandwidth is stretched.
- Financial and time resources have been increased across the campus to support activities for online courses, course development and expansion.

SUGGESTIONS FOR IMPROVEMENT:

To offset a counter balance towards a specialized online community, the College should continue to look at online enrollments for analysis to determine support for maintaining or expanding initiatives, and balance resources towards face-to-face instruction.

Indicator	Baseline 2008	Target	Outcome 2010
4.1g International student enrollment (unduplicated headcount) 2007-08: 737 2009-10: 749 2008-09: 739 2010-11: 762	737	+/- 15	762 MET

OVERALL ANALYSIS: 6 of 7 TARGETS MET

This objective demonstrates both strength and weaknesses of the College. We met only 7 of 12 specific enrollment targets, yet we are strong in alternative assessments and placement processes that we used as indicators. Some of our strategic approaches such as I-BEST, Tech Prep, online, and international are strong and show development and growth. Other areas do not. Three out of the 4 programs are consistently enrolled to capacity and have waiting lists. Completion rates are high. Job placements, particularly in our machining program IBEST are very high, particularly with Boeing in the region.

Veteran student enrollment is an indicator of potential increased access for veterans to the college. Veterans also provide diversity to our student population. It is expected that our new Veterans Center will increase this access and diversity to the college. Definitions: 1) The Centers of Excellence for Veteran Student Success (CEVSS) grant defines a student veteran as any person who has served in the military and not received a dishonorable discharge. 2) The Veterans Program Office serves student veterans by that definition and also serves active duty military students, dependents (as defined by the Veterans Administration) and spouses on military scholarships. 2007-10 is based on average of 4 years.

Data here suggests that the two primary college initiatives—globalization and virtualization are right on track. Online enrollments and the variety of how they are tabulated demonstrate that this is a stable and growing means of access for students.

RESULTING ACTIONS:

- To accommodate growing need for CASAS testing, we hired an Assessment Specialist who administers CASAS appraisal and pretests. She maintains the highest percentages of post-tested students in system.
- CASAS: Implemented Converted to online web- based test which should increase access. It shortened the process for students and combined the appraisal and the pretest together.
- It now allows us to administer test in any computer lab.
- Test has become adaptive and will also shorten time to placement.
- The program set up a new testing lab near the Transitional Programs Office.

SUGGESTIONS FOR IMPROVEMENT:

- With more computers, the Testing Center facility will be available for larger group testing.
- The goal for next year is to test all IBEST students (including the appraisal) and test using the web-based version of the test, reducing time to placement.
- This time allows for us to incorporate a broader orientation to students.
- The importance of the CASAS test will be reinforced with ESL faculty this year and next to hopefully align better with state learning standards and assessment measures.

Objective 4.2 has five indicators and eight sub-indicators.

Objective 4.2: The college recruits, employs and develops a diverse college workforce.										
Indicator				Baseline	Target	Outcome				
4.2a Staff FTE and numbers by category of employee				In 2008: 486 FTEs and 644 total headcount	With state budget cuts, our goal was to reduce expenses yet maintain stable functions.	491 FTEs and 702 total headcount. Maintained stable operations and met our fiduciary obligations. MET				
		<u>FTEs</u>						<u># of Employees</u>		
<u>Category</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2009-10</u>					<u>2010-11</u>		
Classified:	149	151	149					164		
Administrative:	25	26	31					29		
Exempt Professional:	18	18	24					20		
Teaching Faculty:	262	269	493					471		
Full-time Faculty:			(130)					(122)		
Part-time Faculty:			(363)					(349)		
Non-Teaching faculty:	28	27	19					18		
Total	482	491	741	702						
Source: <i>SBCTC Academic Year Reports 2008-09, 2009-10, 2010-11</i>						MET				
4.2b Employees of color profiles				13.2% or 0.6% system difference	13.2% or >1%	13.2% or 1.5% system difference MET				
Quarter	SCC	System	Difference/Measure							
Fall 2008	13.3%	12.7%	0.6%							
Fall 2009	13.0%	12.1%	0.9%							
Fall 2010	13.2%	11.7%	1.5%							
4.2c Gender proportion of all College employees				Baseline	Target	Outcome				
As of Fall 2012, per IPEDS, the College has 231 male employees and 353 female employees. Their respective race/genders are:				21%	16% or <5% difference from system average	19% MET				
Quarter	SCC		System		Gender Difference					
	Male	Female	Male	Female	SCC	System	Measure			
<u>Fall 2008</u>	39.5%	60.5%	42%	58.0%	21%	16%	5%			
<u>Fall 2009</u>	37.7%	62.3%	42.3%	57.3%	25%	15%	10%			
<u>Fall 2010</u>	40.7%	59.3%	42%	58.0%	19%	16%	3%			
OVERALL ANALYSIS:										
Demographic workforce data for employees of color is one significant indicator of our status in developing and sustaining a diverse workforce. The system average for employees of color is a relevant comparator because of the substantial similarity among all community and technical colleges in the region for qualified faculty, staff, and administrators. Our local work force profile data compared to the Washington State Board System average for these specific populations indicates that we are exceeding the system average.										
RESULTING ACTIONS:										
<ul style="list-style-type: none"> The College will continue to follow its established recruitment practices that promote diversity among qualified candidates for employment. With new Human Resources personnel coming expected (due to some retirements and resignations), the College may expect new and modified procedures to recruit more diverse 										

candidates in all areas.

- In some cases for critical positions, the College may engage in abbreviated position searches.
- We continue to monitor employee demographic profiles and other relevant workforce data to assess the development of our workforce diversity in relation to the communities we serve.
- Faculty and staff have been encouraged to take (free) multicultural understanding courses offered online.

SUGGESTIONS FOR IMPROVEMENT:

- Sustaining and developing a diverse workforce requires continuous process improvement, and we will proceed to refine and develop relevant indicators for analysis of this important objective.
- The College will also continue to develop improved procedures for collecting and analyzing relevant workforce data to analyze. This will be part of developing our Culture of Evidence for the campus.
- This will include determining specific and relevant statistical measures to evaluate our current workforce profile and determine substantive objectives for future recruitment and workforce development.

4.2d Financial resources for employee professional development (participation levels, and number of ongoing training activities)	Baseline 2009-2010	Target	Outcome 2010-2011
<u>Faculty:</u> Amount from <u>Faculty pools</u> on faculty trainings	\$8,000	≥\$8,000	NOT MET \$8,000 MET
<u>Full-time faculty:</u> 2009-10: \$1,970 of \$8,000 <u>6 served</u>	6 FT	8 FT	\$727 of \$14,000 <u>6 served</u> NOT MET
<u>Part-time faculty:</u> 2009-10: \$13,600 of \$19,500 <u>55 served</u>	46 PT (AVG.)	50 PT	\$5,945 of \$25,400 <u>38 served</u> NOT MET
<u>Staff:</u> 2009-10: \$4,546 of \$6,500 or 70% expended	64%	65%	\$3,756 of \$6,500 or 58% spent NOT MET
<u>Administrators:</u> Average number of annual college-sponsored training sessions: 2010-2011: 6 training sessions for Operations (admin.)	6	7	7 Operations and supervisor trainings
# of ongoing training sessions for faculty, staff & admin.	Varies by topic/dept.	Some consistency	MET Consistency MET
4.2e Number and percentage of staff performance evaluations completed annually			
Staff: # evaluations # classified employees % 2011: 13 154 8% 2010: 30 157 19% 2009: 20 166 13%	13%	80%	8% NOT MET
Administrators: # evaluations # admin/exempt % 2011: 7 48 15% 2010: 10 53 19% 2009: 8 58 14%	12%	80%	15% NOT MET

Faculty (tenured)	#evaluations	#faculty	#deferred*	%			
2010-2011:	10	16	6	63%	83%	60%	63%
2009-2010:	5	9	4	56%			MET
2008-2009:	20	24	4	83%			NOT MET
<p><i>*Faculty evaluation deferrals are made for resignation, medical and other leaves of absences, sabbatical, or assignment of administrative or special project duties.</i></p>							
<p>OVERALL ANALYSIS: 3 of 5 TARGETS MET</p> <p>Amounts spent may not be proportionate to professional development outcomes for all staff. Full-time faculty is granted a set amount of money regardless of additional funding available in pool. While financial resources are available, time is also critical. Sufficient time or the timing of applicable professional development is significant. Teaching loads, staffing and workload may dictate the amount of time for professional development for faculty.</p> <p>Annual classified and administrative employee evaluations require significant improvement. To achieve this, the President now requires that administrators will ensure that a minimum of 80% of those evaluations are current within two years, with substantial progress demonstrated in the interim. For administrative evaluations, a minimum of 90% must be current within two years.</p>							
<p>RESULTING ACTIONS:</p> <ul style="list-style-type: none"> • The College encourages professional development for all employees. • The College is increasing training opportunities using both emergent technology and traditional methods. • Training outcomes and employee satisfaction with training are routinely evaluated by assessment forms, observation, and surveys. (See Campus Climate Survey Exhibit #25 binder.) • Additional training is under development to support updated processes, new systems technology, and new applications such as Degree Audit. 							
<p>SUGGESTIONS FOR IMPROVEMENT:</p> <ul style="list-style-type: none"> • Sustain current professional development opportunities and funding appropriate for all employees. • Develop training to support emergent technological developments, the College Website and new applications and programs such as Degree Audit, etc. • Strategies for achieving evaluation objectives for all employees will be <ul style="list-style-type: none"> ○ (1) review of evaluation training with administrators, and ○ (2) formal performance expectations for all administrators regarding completing timely evaluations, with explicit consequences for noncompliance. ○ Revised evaluation procedures and priorities to allow time for completion of required administrative and staff performance evaluations 							

CORE THEME 5: College Stewardship

Core Theme Five was expressed by two (2) objectives and the (10) indicators. Some of the indicators are even further detailed to demonstrate the component programs, services and data from which targets were established.

Objective 5.1 has six (6) indicators and five (5) sub-indicators.

Objective 5.1: The College manages and monitors its financial resources available for student learning and success.								
Indicator				Baseline	Target	Outcome		
5.1a Balanced annual budgets Quarterly budget status reports to Board of Trustees				Annual balanced budgets	Revenue equal to or greater than expenditures each year	Revenue greater than expenditures 2008-2011 MET		
Indicator				Baseline	Target	Outcome		
5.1b Operating revenues and expenditures that meet annual budget projections				Operating revenues and expenditures meet annual budget projections with a variance of less than 4%.	Revenue equal to or greater than expenses	Targets met in each fiscal year MET		
	<u>Budget</u>	<u>Actual</u>	<u>Variance</u>					<u>%</u>
2007/08 Revenue	40,024,794	40,328,759	303,965					1.0%
Expenditures	40,024,794	38,744,052	(1,280,742)					3.0%
2008/09 Revenue	40,249,221	40,869,985	620,764					1.5%
Expenditures	40,249,221	39,607,516	(641,705)					2.0%
2009/10 Revenue	40,475,990	41,607,159	1,131,169					2.8%
Expenditures	40,475,990	40,069,657	(406,333)					1.0%
2010/11 Revenue	41,561,168	41,728,463	167,295	<1%				
Expenditures	41,561,168	39,224,828	(2,336,340)	6.0%				
Indicator				Baseline	Target	Outcome		
5.1c Annual FTE generation within 4% of FTE allocation				Variance of -4%	Actual is equal or greater than 96% of allocation.	Enrollment targets met MET		
	<u>Allocation</u>	<u>Actual</u>	<u>Variance</u>					<u>%</u>
2007/08	5019	4824	(195)					-4%
2008/09	5182	5168	(14)					<1%
2009/10	5139	5352	213					4%
2010/11	5299	5182	(117)					-2%
Indicator				Baseline	Target	Outcome		
5.1d Number of findings or recommendations in accountability audits performed by outside agencies				0 findings 2 rec.	0 findings 0 rec.	0 findings 0 rec. MET		
2007/08 to 2010/11 No audit findings, 2 recommendations								

<p>5.1e Revenue from grants and contracts</p> <ul style="list-style-type: none"> • 2007/08 \$3,043,304 • 2008/09 \$5,966,344* • 2009/10 \$4,228,287 • 2010/2011 \$4,206,428 <p>*Higher receipt indicates resolution of previous years.</p>	\$3,385,756	\$3,500,000	\$4,206,428 MET																																																			
<p>5.1f Revenue from individuals, corporations, foundations and other resources to the College Foundation.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>2007</u></th> <th style="text-align: center;"><u>2008</u></th> <th style="text-align: center;"><u>2009</u></th> <th style="text-align: center;"><u>2010</u></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Contributions</td> <td style="text-align: right;">\$275,464</td> <td style="text-align: right;">\$65,304</td> <td style="text-align: right;">\$49,456</td> <td style="text-align: right;">129,844</td> <td style="text-align: center;">\$130K</td> <td style="text-align: center;">\$150</td> <td rowspan="6" style="vertical-align: top;">There was one time contract revenue of \$226,023 NOT MET</td> </tr> <tr> <td>In-Kind contrib. ns</td> <td style="text-align: right;">144,699</td> <td style="text-align: right;">169,135</td> <td style="text-align: right;">173,221</td> <td style="text-align: right;">176,693</td> <td style="text-align: center;">\$166K</td> <td style="text-align: center;">\$166K</td> </tr> <tr> <td>Special Events Rev</td> <td style="text-align: right;">68,785</td> <td style="text-align: right;">67,946</td> <td style="text-align: right;">69,902</td> <td style="text-align: right;">32,758</td> <td style="text-align: center;">\$ 60K</td> <td style="text-align: center;">\$ 70K</td> </tr> <tr> <td>Miscellaneous</td> <td style="text-align: right;">36,946</td> <td style="text-align: right;">30,709</td> <td style="text-align: right;">4,540</td> <td style="text-align: right;">13,750</td> <td style="text-align: center;">\$ 22K</td> <td style="text-align: center;">\$ 25K</td> </tr> <tr> <td>Net gain/transfer</td> <td style="text-align: right;">171,878</td> <td style="text-align: right;">(164,925)</td> <td style="text-align: right;">(262,965)</td> <td style="text-align: right;">116,932</td> <td style="text-align: center;">(-\$24K)</td> <td style="text-align: center;">flat K</td> </tr> <tr> <td></td> <td style="text-align: right;">\$697,772</td> <td style="text-align: right;">\$168,169</td> <td style="text-align: right;">\$34,154</td> <td style="text-align: right;">\$469,997*</td> <td></td> <td></td> </tr> </tbody> </table>		<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>				Contributions	\$275,464	\$65,304	\$49,456	129,844	\$130K	\$150	There was one time contract revenue of \$226,023 NOT MET	In-Kind contrib. ns	144,699	169,135	173,221	176,693	\$166K	\$166K	Special Events Rev	68,785	67,946	69,902	32,758	\$ 60K	\$ 70K	Miscellaneous	36,946	30,709	4,540	13,750	\$ 22K	\$ 25K	Net gain/transfer	171,878	(164,925)	(262,965)	116,932	(-\$24K)	flat K		\$697,772	\$168,169	\$34,154	\$469,997*			Baseline	Target	Outcome
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<p>OVERALL ANALYSIS: 5 of 6 TARGETS MET</p>																																																						
<p>5.1a & 5.1b</p> <p>The Board of Trustees approves on an annual basis the College budget. The budget always reflects a balance of anticipated revenues and projected expenses. The Board then receives budget status reports and updates throughout the year. Meeting annual budget projections is an effective indicator of financial viability. The college has consistently performed within its targeted range with respect to operating budgets, despite the tenuous economic climate and annual reductions in state financial resources. The larger variance in expenditures in 2010/2011 is a product of prudent budget management demonstrated campus-wide. Conservative budget and fiscal policies, procedures and controls have worked to keep spending under control. In addition, budget and spending data are readily available to administrators, deans and directors, thus facilitating timely monitoring and rapid response when needed.</p>																																																						
<p>RESULTING ACTIONS:</p> <ul style="list-style-type: none"> • As budgets have diminished, the college has had to stretch existing resources and reduce services. Currently, SCC is devising future strategies to adapt to changing conditions. While the administration anticipates budget reductions to ebb at some point, it does not anticipate funding restoration to previous levels. • Given the current financial condition of the state, the college must seek alternative sources of funding in the coming years. • As its emphasis on fundraising has yielded inconsistent results, the college is currently investigating ways to build its capacity to secure grants and contracts (federal and other). • At the present time the administration is moving forward to hire a person dedicated to grant writing, in the hopes that this new addition will increase revenues from these sources over the next 2-3 years. • The college also recently introduced a mechanism by which faculty, directors and others across campus can introduce and then implement new ideas and revenue-generating strategies. • To date, several programs have been introduced and are under consideration. 																																																						

Objective 5.2 has three indicators and nine sub-indicators.

5.2: The College manages its facilities, technologies, and infrastructure to maximize student learning and success.			
Indicator	Baseline	Target	Outcome
<p>5.2a Availability and usage rates of technologies that enhance teaching and learning</p> <ul style="list-style-type: none"> • Number of classes (sections) with Blackboard LMS available <ul style="list-style-type: none"> ○ Percent of total sections • Number of classes (sections) using Tegrity lecture capture <ul style="list-style-type: none"> ○ Percent of total sections • Total number of rooms with mediated technology <ul style="list-style-type: none"> ○ Percent of total classrooms 	<p>2008-09</p> <p>1,777 90%</p> <p>0 0%</p> <p>71 52%</p>	<p>All 100%</p> <p>100 5%</p> <p>20 more 80%</p>	<p>2010-11</p> <p>1,969 100% MET</p> <p>129 7% MET</p> <p>111 81% MET</p>
<p>5.2b Rate and cycle of technology replacements or upgrades including hardware and software</p> <ul style="list-style-type: none"> • Computers in classrooms and faculty and staff offices: • LCD projectors in the classroom: • DLP projectors in the classroom: • Software used for instruction: 	<p>3 years 6 years 8 years Current</p>	<p>Keeping to current schedule 3 years 6 years 8 years Current</p>	<p>Kept to current schedule 3 years 6 years 8 years Current MET</p>
<p>5.2c: Completion rate of capital projects, facility repairs and improvements to support the strategic facilities plan that focuses on improvements to student spaces (with an emphasis on classrooms and student services).</p> <p>7 Capital Projects:</p> <ul style="list-style-type: none"> ▪ Renovate the 8-classroom 1800 building original as built in 1966. ▪ Expand the 2100 Automotive Training Center by 22,000 sf. ▪ Construct new spaces for Testing Center and Workforce/Job Connections Center in the 5000 building. ▪ Renovate the four classroom 1100 building original as built in 1967. ▪ Remodel the 5200 Student Services level of FOSS into a “One Stop” ▪ Renovate the 8-classroom 1700 building original as built in 1965. ▪ Improve the 7-classroom 1500 building original as built in 1965. <p>Facility Repairs/Improvements</p> <ul style="list-style-type: none"> • 2007-2009 biennium: 19 projects funded, 19 completed • 2009-2011 biennium: 9 projects funded, 9 completed • 2011-2013 biennium: 10 projects funded, in process to complete—only first year of the biennium <p><i>NOTE: The funding for two projects is being re-purposed to fully fund a roof and HVAC replacement project for a seven-classroom building.</i></p>	<p>Baseline 2008</p> <p>Original as built for all projects</p> <p>100%</p>	<p>Target</p> <p>Completion in a timely manner as scheduled</p> <p>>95%</p>	<p>Outcome 2012</p> <p><u>Completion Dates</u></p> <p>Sept. 2009 Nov. 2009 Nov. 2009</p> <p>Sept. 2010 Jan. 2011 Sept. 2011 Sept. 2012</p> <p>100% MET</p>

ANALYSIS: 3 of 3 TARGETS MET

The College aimed to be strategic in keeping up with technological advances and upgrades in facilities and capital projects, per its planning processes—the Strategic Technology plan and the Master Plan. Focus was on equipment, repairs and improvements for classroom and other instructional spaces.

While modest, the percentage of rooms with mediated technology improved from 80% over 2008 to 82% in 2012.

- Percentage of rooms with Tier 1 --from 43% to 44%
- Percentage of rooms with Tier 2 – from 34% to 35%
- Percentage of rooms with Tier 3 – from 3% to 3%

Technology upgrades such as instructional software and hardware were constant and on schedule. The technology on the campus in this time of innovation and change has maintained a schedule consistent with industry best practices for the useful life of the equipment.

Capital and Facilities

Facilities repairs and improvements were aligned with the College’ Facilities Condition Survey. The Facility Condition Survey, conducted every two years by a firm contracted through SBCTC, provides a key report that identifies facility deficiencies. The primary focus of these assessments is to identify Repair A deficiencies that can be funded by the State Legislature in the next biennium for “replace in kind” projects that are intended to keep the buildings/facilities properly maintained, especially where student services and student learning spaces are located. Repair A project examples include and are not limited to a new roof/ roof repairs, new HVAC system or new HVAC equipment, and addressing structural issues. The deficiencies and proposed improvements are presented to PSET and SET for input because funding is never fully adequate to meet the identified needs. As a result, first priority is given to improving spaces that serve students. The VP of Administrative Services and the Director of Facilities & Capital Projects, with the approval of the VP of Academic and Student Affairs, determine the scheduling of projects.

The College Master Plan was started in 2008 and is nearing completion. It became a new and important guide to identify buildings where specific projects should be assigned to them. For example, you don’t want to spend capital funds on a building you intend to replace in 10 years or less. Over the last four years, the college has placed a high importance on spending capital funds to improve student spaces (classrooms and student services), keep the facilities properly maintained, address ADA issues, and address safety and health issues related to the condition of our facilities.

All of these factors have sometimes made it necessary for the College to request the repurposing of some Repair A and Minor Works capital funding, which was approved by the Office of Financial Management (OFM). The key reasons to re-purpose capital funds have been to support the Master Plan, fully fund the highest priority projects, and to do everything possible to achieve the College’s longer range goal of constructing new Allied Health and Science replacement buildings. (See *Facilities Plans and Assessments* Exhibit #19 binder.)

RESULTING ACTIONS:

Technology Surveys were conducted Spring 2012. The Technical Support Services department is analyzing the results and developing a budget plan for implementation. Results are being shared with the campus communities.

Hard copies of the Facility Condition Survey Report are kept by the Director of Facilities & Capital Projects. The [Facilities/Capital Projects Website](#) is accessible to the college community and provides detailed

information concerning capital projects, building standards and other facilities-related information.

For our Technical Services (TSS) some actions have been:

- Completing a Technology Survey to the campus in April 2012.
- Replacement cycle tied to technology
- Implementing a new campus technology fee that assures the timely replacement of all instructional computers, equipment and student labs. A number of labs had not been funded by any dedicated resource fees. The math, ESL TWLS and biology labs are now funded with dedicated resource,
- Smart classrooms, which had never had a seen replacement budget, now have some budget based on the new technology fee.
- We virtualized our server room: Instead of 230 servers, we will have 8 “sliced” multi-purpose servers. Each server now runs multiple servers on the same computer to give us some “fail-over” to provide automatic restart in case of failures.

SUGGESTIONS FOR IMPROVEMENT:

- Implement the recommendations from the spring Technology 2012 survey.
- On April 16, 2012, the College sent their 2013–2015 Request for Capital Funding to the SBCTC for consideration. It includes nine Repair A projects related to roof replacements/repairs and HVAC improvements.
- Also, we requested a Minor Works project to improve the 3000 building, which has student spaces that could be far better utilized and made more inviting to students.
- Technology Support Services (TSS) made requests to hire more skilled technical personnel such as a senior level technician and an additional programmer
- Requests were made for additional funds to maintain a steady replacement cycle for faculty and staff computers.
- We are starting to provide laptops for faculty which are typically more expensive than desktop computers
- Develop and procure a budget for IPADS and other technologies used frequently by college personnel.

SUMMARY OF CHAPTER 4

Chapter 4 presents data, analysis and evaluation of many aspects of how Shoreline Community College plans, assesses and improves fulfillment of its mission and core themes. Chapter 4 also represents the difficulty of developing a limited number of appropriate indicators that tell our story and reveal insights to college members. We had a tendency to include many sub-indicators because the work was done as we sought out meaningful, assessable, and measureable indicators and the data sources behind the indicators.

Though lengthy, this chapter has helped the College to determine the many ways we assess our programs and our efforts. The process has helped us identify those assessments which are well developed and timely, those that are, as yet, not well linked to core themes, and those that will need further development and persistence over time. The College is building its culture of evidence slowly

but surely. The self-study process has been critical in this endeavor. There is a growing understanding of assessment on our campus as more and more faculty and staff participates in the self-study process.

In this transition phase to policy governance, the College is discovering that the traditional processes for aggregating, analyzing and acting on data related to student achievement and success are not as useful as in the past. Because of a broken funding model, a very damaged economy and rising community needs, we continue to use more and more external data for planning purposes. Our internal data sets tell us we are moving forward in meeting our mission and where to make budget adjustments. Our external data assists in forming our thinking related to strategic planning and policy governance.

The college is becoming acutely aware that if we are to preserve and advance our mission we will need to move farther faster. To do that we continue to focus on the future with its disruptive technologies, rapid globalization, increasing gaps in student achievement driven by a still struggling economy and addressing the rising skills gap in the American workforce. Our institutional priorities are now in sharper focus, and our administrative employees are beginning to form a language and culture of evidence based on those priorities.

ATTACHMENT #4 Community Partnerships with Shoreline Community College

Businesses:

- BlackBoard Inc. (with SCC)
- Puget Sound Auto Dealers Association
- Shoreline-Lake Forest Park Arts Council
- [Chrysler College Automotive Program](#) (CAP)
- [Toyota Technical Education Network](#) (T-TEN)
- [Honda Professional Automotive Career Training](#) (PACT)
- [General Motors Automotive Service Educational Program](#) (ASEP)
- Pacific Associates (with the Workforce & Continuing Ed. program)
- TRAC Associates (with the Workforce & Continuing Ed. program)
- Washington Interactive Network (WIN)
- Grammy University (with Music Technology program)
- Snap-On Tools
- [NC3= National Coalition Certification Centers](#)
- [NAM=National Assoc. of Manufacturers](#)
- [Trajal \(Hospitality & Tourism Program\)](#)
- [Firebird International Insurance](#)
- [ABODE Homestay](#)
- [USA International](#)

Government Agencies:

- The City of Shoreline (w/ [Small Business Accelerator](#) program)
- Opportunity, Employment, & Education Ctr., North Seattle Community College
- Depart. of Social and Health Services (w/ Workforce & Cont. Ed.)
- Office of Refugees & Immigration (w/Workforce & Continuing Ed.)
- Vehicle Maintenance Management Conference with WSU
- VISTA/Ameri-Corps (We have had several Ameri-Corps/Vista interns.)
- [Student and Exchange Visitor Program](#)
- [Customs and Border Protection \(Dept. of Homeland Security\)](#)
- [U.S. Customs and Immigration Services \(USCIS\)](#)
- [U.S. Department of State](#)
- [Taipei Cultural Office](#)
- [U.S. Commercial Service](#)
- [Intercollegiate Relations Commission \(ICRC\)](#)
- [Ministry of Education, China.](#)

Select Organizations integrated into college programs:

- iSpeak Theater, Seattle Repertory Theatre (with Drama Dept.)
- Seattle Special Care Dentistry (with the Dental Hygiene program)
- Northwest Kidney Center (with Dental Hygiene program)
- WA Interactive Network (w/ Music Tech., VCT & Film programs)
- Neighborhood House (w/ Workforce & Continuing Ed. Program)
- Employment Security: Job Connections Ctr. (w/ Workforce & CE)
- AFL-CIO-The Worker Center (w/ Workforce Development & CE)
- Audio Engineering Society

- PopCap Games with VTC programs
- Big Fish Games with VTC Programs
- Shoreline Solar Project (NW Solar Fest)
- [Zinch Consulting](#) in China,
- [PROforma](#) (promotional items vendor for educational fairs)
- [Washington State China Relations Council](#)
- [American Association of Community Colleges \(AACC\)](#)
- [Center for Global Advancement of Community Colleges \(CGACC\)](#)
- [Community College International Development \(CCID\)](#)
- [NAFSA: Association of International Educators](#)
- [Association of Washington International Student Affairs \(AWISA\)](#)
- [Study Washington](#)
- [Global Washington](#)
- [Washington Community College Consortium of Study Abroad \(WCCCSA\)](#),
- [Northwest International Education Association \(NIEA\)](#)
- [IIE \(Institute of International Education\)](#)
- various high school and college partnerships abroad.

Select Educational Organizations: major agreements with SCC

- Five-Star Consortium
 - (SCC, Edmonds CC, Everett CC, Lake WA Institute of Technology, Cascadia CC)
- Number of Learning Center North (LCN) students served
- Number of Career Education Options (CEO) students served
- Number of College in the High School agreements
- WA Tech Prep: Number of Tech Prep articulation agreements
- Campus Compact (Now 2 Service Learning/Mentoring agreements)
- Shoreline Public Schools High School Transitions Program
- Community Integration Program (CIP)