

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

**A Full-Scale  
Evaluation Committee Report**

**Shoreline Community College  
Shoreline, Washington**

**October 16–19, 2002**

*A Confidential Report Prepared for the Commission on Colleges and Universities that  
Represents the Views of the Evaluation Committee*

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INTRODUCTION

An evaluation team of 12 members from the Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities visited Shoreline Community College from October 16-18, 2002. Dr. Sandra Elman, Executive Director, and Dr. Al Johnson, Associate Director, from the staff of the Commission on Colleges and University assisted the team.

Shoreline Community College was granted initial accreditation in 1966. Prior to the current visit, the last full-scale evaluation took place in 1992, and a regular interim visit occurred in

1997. The college has submitted several requests for substantive change and filed two progress reports that were followed by focused interim visits.

The team acknowledges the considerable amount of work that went into the preparation of the *Self Study*. It was thoughtfully organized; clearly followed the standards; made it easy for readers to understand what the college sees as its strengths, areas of improvement, and weaknesses; and reflected honestly what is happening on the campus. The team agrees that the report is unusually frank in its discussion of perceived weaknesses. As SCC considers how it can improve its next *Self Study*, the team recommends that the college clearly addresses how assessment activities lead to improvements; how the college uses information about student outcomes to improve its instructional, student service, and administrative departments; and includes a substantive section on each educational program. The committee believes that the current *Self Study* is adequate to meet the requirements of the Commission.

Team members wish to thank the entire college community for our warm reception and the many kindnesses shown to us as we visited the campus, its departments and their faculty and students. We were impressed with the "team room" and its exhibits. The team is impressed with the importance that the college gives to the Commission's standards, policies, and eligibility requirements.

*The visiting team commends the entire campus community for its dedication to the mission of the college and to the students of Shoreline Community College. The team is impressed by the friendliness of the campus and the palpable desire of employees to do all that they can to foster student success.*

## 1. Institutional Mission and Goals, Planning and Effectiveness

### Mission and Goals

Shoreline Community College (SCC) has statements of mission and goals that are understood by the campus community and are expressions of widely held beliefs about what is important to the future of the college. The statements have been created through a participatory process and are adopted by the Board of Trustees. They are reviewed periodically, and they are included in many college publications, including the college catalog.

Progress toward meeting the goals, called "Strategic Directions," is documented annually in a publication called "Annual Report Implementation of the Strategic Plan". This document is distributed widely. The mission and goals give direction to the educational activities, admission policies, and the selection of faculty; they form the core of the strategic planning process. They are also consistent with SCC's mission and seem to be consistent with its human, physical, and financial resources. The tie to resource allocation is not absolutely clear in the minds of the visiting team members, nor in the minds of most campus constituents.

The college has eight strategic directions, and each has from four to eleven strategies for implementation. In order to prioritize effort, the Strategic Planning Committee recommends

to the President and the Board, several Focus Areas for a biennial period. In the last year, the Board asked the Committee to add a sixth focus area on recruitment and retention to the previously selected five areas of focus.

Shoreline's mission and goals give direction to its educational activities, its policies, and its planning process. The college recognizes in the Self Study and the team learned from many people who were interviewed, SCC should make an explicit connection between planning and resource allocation.

The college does review with the Commission any contemplated changes that would alter its mission, autonomy, ownership or locus of control. It has made known its intention to make substantive changes in line with Commission requirements.

### Planning and Effectiveness

Shoreline Community College is engaged in ongoing planning, both as a college and in many of its departments and units. There is a great deal of evaluation and many different assessment activities happening at the campus. *We commend the college for its efforts to undertake planning and evaluation, its work to improve these processes and products and its goal of undertaking assessment activities which will lead to a more effective institution.*

As discussed under "Mission and Goals" on the previous page, the institution defines its planning processes, and it is making efforts to implement procedures to evaluate the extent to which it meets its goals. The planning process is participatory and it includes members of all employee groups, the Board, and the student body. However, it is not clear how the institution uses the results of its many assessment activities to improve its programs, activities, and student learning. Therefore, *the visiting committee recommends that the college uses the results of its evaluation activities and ongoing planning processes to influence resource allocation and to improve instructional programs, institutional services, and activities; further, the committee recommends that the college administration convey to the campus community the impact of planning on budgeting and the uses of the results of assessment on program and service improvement. (1.B.4)*

In at least one two-year period, SCC engaged in a process of selecting the most significant goals (called focus areas) and attempted with some success to direct resources toward them. The college plans to create a process where this connection among planning, assessment, and resource allocation becomes very clear.

The institution provides resources necessary for effective evaluation and planning. The Institutional Research office is the main location of campus-wide activity in this arena, although many individuals, departments, and committees are involved in the process. Through the *Annual Report*, the college attempts to share its evidence of goal attainment with the public.

## 2. Educational Program and Its Effectiveness

## General Requirements

The team found evidence that instructional programs on and off campus have adequate resources in terms of faculty and staff, facilities, equipment and income to support instruction whenever and however it is offered. Faculty, administrators and staff have appropriate credentials and experience for the educational levels offered and include full time representation in disciplines and programs that students identify as majors. Several programs have excellent facilities and state of the art equipment; however, the team noted some programs in which facilities and equipment are not optimal. As the college master facilities planning, strategic planning, and program assessment efforts continue, the visiting team recommends a careful examination of program facility and equipment needs to identify those few programs with minimally sufficient equipment and facilities, including attention to classrooms, labs and office space, to ensure safety and ADA compliance.

The college has a mission and vision statement, established through its strategic planning process. Goals and strategies are compatible with the stated mission of the college. The mission, goals and strategies for achieving them are regularly evaluated and updated through the planning process, and this process is clearly defined. Most faculty and staff, but not all, are aware of the strategic planning processes and the resulting plans. The team did not find evidence of a process or procedures for linking planning with budgeting and resource allocation decisions.

Degree and certificate programs have a coherent design. Almost all certificate and degree programs have developed appropriate learner outcomes for their students. Some programs, such as those in Health Occupations, also have developed and implemented outcomes assessment measures and procedures, but most have not. Most programs include information literacy instruction in their core courses.

The college uses degree designators consistent with program content with clearly defined objectives for each non-credit, transfer, and professional technical program. The college catalog, program brochures, and program guides provide a clear description of degree and certificate programs, their content, methods of inquiry, and the competencies students acquire from their course of study. Professional technical programs develop curricula using tools such as the DACUM, National Career Standards, and SCANS to establish outcomes and program content that meet employer needs. Courses in the direct transfer degree closely reflect those of their related baccalaureate programs in Washington public colleges and universities. The team notes the high number of students who transfer to Washington baccalaureate programs and these students' exceptional success at their transfer institutions and believes that this success attests to the quality of Shoreline transfer programs. Programs offered in concentrated or abbreviated timeframes, such as those in the five-week Jump Start format, conform to course outlines and provide mastery of skills and knowledge stated therein.

The college offers courses in quarter term formats and credit hour arrangements that are typical of Washington State colleges and universities. All certificate and degree programs of

study have appropriate length and cost. In instances where a course has an unusually high number of credits associated with it, such as Auto-250 (20 credits), the program has justified the exception, and the Washington State Board of Community and Technical Colleges has approved the course.

The evaluation team finds abundant evidence that faculty is in charge of developing curricula and significantly engaged in the approval process; however, it failed to find evidence that Board policy requiring board approval of programs is followed. Clear channels exist for reviewing and approving courses and programs. These established processes that include approval by the Division Planning Council, the Curriculum Committee and the Vice President for Academic Affairs, are well understood by faculty and consistently followed. The college requires that all courses have an approved master course outline on file with courses reviewed every three years. All divisions are represented on the Curriculum Committee. Some faculty expressed concerns to the team regarding Curriculum Committee procedures, especially regarding the time it takes to acquire approval. The college might profit from a stakeholder satisfaction survey or focus groups to identify whether the process can be improved.

Integration of the library and information resources into the learning process is uneven. Many courses require use of the library and many programs have established information literacy outcomes. The team noted that the main library building was closed for remodeling last year and library services were delivered in alternative ways; this situation may have slowed progress toward integrating library and information resources in the curriculum. The newly remodeled library has the potential to facilitate this integration. The team recommends that programs continue through the curriculum development and approval process to ensure that all programs integrate information literacy objectives into their curricula.

The college has policies and procedures in place for adding and deleting courses and programs, but the team did not find evidence that these policies are reviewed and updated on a regular basis or consistently followed (2.A.11). Board Policy 6250, policy for approving new courses, was last revised in 1979; Board Policy 6251, policy for approving new programs, was last revised in 1971. Both refer to governmental structures, the President's Cabinet, that no longer exist. Policy 6251 calls for programs to be approved by the Board, but the team found evidence that this policy is not followed. The visiting team recommends that the college review its policies regarding addition and deletion of courses and programs, develop a schedule of periodic review, revise and follow adopted policies.

In event of program elimination or significant changes in requirements, institutional policies are in place to ensure that appropriate arrangements are made for enrolled students to complete their programs with minimum disruptions and in a timely manner.

It is evident that faculty are genuinely engaged in developing and revising curriculum and class schedules for the purpose of achieving optimal student learning. Class schedules include day, evening, and weekend offerings to meet student needs. Furthermore, the college is building a

schedule of courses that are offered off-campus to further accommodate student needs. Shoreline does not offer credit for prior experiential learning.

### Educational Program Planning and Assessment

The Commission requires that processes for assessing educational programs be clearly defined, encompass all offerings, be conducted on a regular basis, and be integrated into overall planning and evaluation. The college has conducted an educational program assessment process for the past five years. This process, Program Planning and Assessment (PPA), now results in an assessment every other year. This assessment is conducted by the faculty and usually includes part-time faculty. This assessment is linked to the college's strategic planning process. The team found in reviewing PPA reports from division discussions that they do not include standardized indicators of program effectiveness. The PPA would be strengthened considerably by adding a mandatory component of student outcomes assessment with common, measurable indicators of program effectiveness related to student outcomes, and clear techniques for assessing student achievement of the outcomes. This assessment component should be data driven. It should be noted that some programs, particularly in the professional technical arena, assess student outcomes and use outcomes data to make improvements in curriculum. Faculty in these programs could assist other faculty in learning to do effective assessment. An important positive aspect of the PPA process is the administrative response to the individual PPA reports. It is laudable that this dialogue between program faculty and administrators exists. For faculty, this administrative response has the potential to be the vehicle that closes the loop between program evaluation and resource allocation. It should also be noted that in their current responses, administrators are encouraging faculty to use more measurable data in program assessment.

The Commission requires the institution to identify and publish expected learning outcomes for each degree & certificate program and to demonstrate that students who complete their programs have achieved outcomes. Most programs have identified learning outcomes. The team noted that in many instances these outcomes are not stated in terms that allow for assessing whether students achieve them. Professional technical programs have published learner outcomes in the catalog, program guides and other documents. Some instructional programs thoroughly assess learning outcomes and document student achievement of those outcomes; however, most programs do not. In other words, they are not measurable. The visiting team recommends that instructional programs continue its work on clarifying and specifying measurable learning outcomes for every certificate and degree program and include those outcomes in college publications.

Significant funding has been available for at least five years for faculty to develop assessment projects. Many of the faculty members have taken advantage of these opportunities, and teams of faculty have often carried out the projects. There is evidence that these assessment activities, although not part of an overall institutional assessment plan, have lead to the improvement of teaching and learning (2.B.3). These projects have resulted in some excellent



data driven, outcomes oriented assessments that lead to the improvement of teaching and learning. However, there is no evidence that a systematic process for student assessment exists. *The visiting team recommends that the college integrate assessment of its educational programs into an overall planning and evaluation plan (2.B.1), demonstrate that students who complete their programs have achieved their outcomes (2.B.2), and provide evidence that assessment activities lead to the improvement of teaching and learning. (2.B.3, 2.2)*

### Undergraduate Program

All degree programs have a component of general education or related instruction published in the Shoreline Community College Catalog in clear and complete terms. General education competencies are required in humanities and fine arts, natural sciences, mathematics, and social sciences. Through its review of exhibits and interviews with faculty and administrators, the team determined that the college community is confused about the program of general education for transfer. The team found many instances in which faculty, advisors and administrators have different understandings of how general education outcomes are related to courses, how they are to be measured, and when the new general education program is or was to be implemented.

*The visiting team recommends that the college identify an implementation process for the General Education component of the curriculum and provide criteria by which the relevance of each course to the general education component is evaluated. (2.C.2,2.1)*

The team found evidence that transfer policies are clearly articulated and that through its transcript evaluation process the institution ensures credits accepted for transfer are comparable to its own. The institution has made exemplary efforts to formulate articulation agreements when patterns of transfer occur. The high number of students who successfully transfer to baccalaureate programs, particularly the University of Washington, illustrates the effectiveness of these agreements.

Effective academic advising programs exist, and teaching and advising faculty are adequately prepared for these advising roles. The University of Washington and SCC jointly employ one transfer advisor. Transfer advisors work directly with faculty and students in the disciplines. Students who declare a major are assigned to advisors in their program or discipline.

When developmental work is required for admission to programs or courses, the policies and procedures that govern admission or course enrollment are clearly articulated. When such courses are granted credit, students are informed of the institution's policy regarding whether the credits apply toward a degree or are transferable to Washington State colleges and universities.

The team found evidence that professional technical programs that require licensing track exam pass rates and job placement rates. These data are published in the Work Ready Report (2000-2001).

### Continuing Education and Special Learning Activities

Shoreline Community College states in its Continuing Education mission statement that it "will provide programs and services which appropriately respond to the community's need for high quality skills training, workforce development, continuing professional education and personal enrichment opportunities" (2.G.1). Although the continuing education operations of SCC are administered from the Northshore Center located in Lake Forest Park, it is clear that the operations are district-wide and that the institution places a high priority on its continuing education role in the community. Communication among all key parties (i.e., classified staff, directors, vice presidents and academic divisions) is strong, and the team found evidence that non-credit customized training and community enrichment opportunities are functioning at a high level.

The Continuing Education Department offers a wide variety of non-credit personal enrichment and business/industry courses. Although a distinct separation from academic programs is evident in some of its marketing publications, it is clear that the department plays a key role in fulfilling the overall mission of the college. The institution is solely responsible for the academic and fiscal elements of all instructional programs it offers at off-campus sites. The department relies on part-time faculty for non-credit offerings and has in place consistent and reliable employment and evaluation processes.

The Puget Sound Center for Teaching, Learning and Technology (PSC) is a Washington non-profit corporation that collaborates with SCC in the development and delivery of information and communication technology education and training. The center provides a vital link between SCC and workforce development needs of the surrounding area. This collaborative agreement is more than simply the addition of another instructional center for the college. Through its systematic marketing plan, it opens the avenue to providing customized training for industries throughout the Seattle area utilizing the Shoreline Campus, the Northshore Center, PSC facilities, and industry on-site locations.

The Northshore Center is approximately six miles from the main Shoreline Campus and provides an excellent facility and location for additional academic courses for credit, non-credit personal enrichment courses, and training for business and industry. The Northshore Center also houses the current Grants and Contracts Department of the college, and the team found evidence that the department has become a valued element of the college.

SCC has entered into a collaborative agreement with the Puget Sound Center for Teaching, Learning, and Technology. The PSC is a Washington non-profit corporation that has as its mission "to establish an innovative training center to meet our region's long-term market demand for future-ready information and communication technology professionals." SCC has developed this collaborative agreement with PSC to offer courses that will fulfill both the

mission statement of PSC and achieve the Continuing Education and Workforce Development mission and purpose of the college. The President of SCC is a member of the Board of Directors of PSC. All SCC courses and programs associated with this agreement are administered by duly designated officers of SCC and are consistent with the institution's mission and goals. All credit courses are reviewed and approved by division faculty and meet all requirements as established by the institution. In short, this agreement meets all requirements as set forth by the Commission in regards to contractual relationships with organizations not regionally accredited.

Other community facilities are utilized to provide college classes throughout the SCC district. These facilities include school district facilities and special use areas that are suited for their particular use.

The college also conducts other programs at off campus locations to better meet community needs. The "Career Education Options" (CEO) program helps high school dropouts towards their GED completion and occupational training. The "Learn at Home" program provides students with a home computer for work and educational opportunities. Both programs are made possible through collaborative efforts with state and federal partners.

The operations of the Continuing Education Department are consistent with the mission and goals of the institution. All credit courses at off campus locations maintain the same academic standards and follow the same approval processes as those regularly offered at the Shoreline Campus. The Northshore Center is managed and supervised by employees of SCC; therefore, the institution maintains direct and sole responsibility for the academic quality of all aspects of the programs and courses. All credit courses at these off campus locations are taught by full time SCC faculty or part-time faculty approved by specific college division personnel. Therefore, full time faculty are involved with planning and evaluation of the institution's credit programs offered at off campus locations.

The responsibility for the administration of the Continuing Education Department is clearly delegated to the Vice President of Workforce and Economic Development and her staff. It is clearly indicated that these centers have excellent full and part-time staff that balance operations between the policies and procedures required by the institution and the needs and interests of the citizenry and industries within the community.

Students who enroll in classes at off campus locations, interactive television or web-based instruction have access to extensive electronically delivered library tutorials, and an on-line reference desk. In addition, enrolled students participate in the on-line patron authentication program that gives them the ability to visit the SCC campus library in person.

*The visiting team commends the college on its successful efforts to serve its community by providing educational programs and courses for specific populations at times, locations and in formats that meet their needs. Further, it commends the college's workforce development efforts and its*

*willingness to partner and collaborate with other private and public entities for the betterment of the community.*

International Programs at SCC include the recruitment of international students to study at SCC and the offering of courses abroad for SCC students and faculty. The program has been carefully planned, is clearly related to the mission of the college, and meets all standards set forth by the Commission.

The program is administered by the Executive Director of International Programs under the direction of the Vice President for Workforce and Economic Development. International students must meet the same admissions requirements as other students, are provided extensive advisement and tutoring assistance, and are provided extensive orientation with respect to degree programs and other college elements.

The Study Abroad Program at SCC is part of the Washington State community colleges' "Centers for Academic Programs Abroad Consortium." The program courses meet the same academic standards, award similar credit, and are subject to the same institutional controls as other courses and programs offered on campus by the institution.

*The visiting team commends the college on its excellent international studies program. It is impressed by the exemplary and creative efforts to recruit and accommodate international students and to use resources from the success of that program to encourage faculty and students to travel and study abroad.*

#### Noncredit Programs and Courses

SCC has made an unusual effort to provide consistency and quality in its Continuing Education credit and non-credit programs. Some special learning activities/courses are awarded credit below the 100 level. Although not transferable or required for a degree, these credits give the student and employer an official record of participation. When this occurs, courses are approved by the appropriate division and monitored through established procedures.

#### Instructional Division Reports

##### Business Administration Division Programs:

Shoreline Community College offers Applied Associate in Arts and Science degrees, Certificates of Proficiency, Certificates of Completion, and an Associate in Arts and Sciences degrees. Students earn certificates or degrees in: Accounting with Career Ladder Short-Term Programs in Accounting Clerk, Accounts Receivable Clerk/Accounts Payable Clerk, and Payroll Clerk, Business Administration, Automotive Business Operations, General Business, Small Business Management Marketing, Marketing VCT, Retail Management, Purchasing Management with a Career Ladder Short-Term Program in Web Development with emphasis in Web E-commerce Introduction to Business; Business Technology, Business Technology-

Business Software Applications, Business Technology-Microsoft Software Applications, and Business Technology Word Processing; and Computer Information Systems, Database Management/Design, Networks, P.C. Service Tech, P.C. Service Support, Programming, Web Developer, Web Development-Web E-commerce, Web Developer-Web Programming and Web Developer-Web Writer; Cosmetology and Beauty Salon Management.

Instructional facilities and equipment are shared between the Accounting, Business Administration, Business Technology, and Computer Information Systems Programs. The team found that computer lab facilities and classrooms are well equipped and maintained. It noted state of the art equipment in five instructional labs and over 120 new state of the art computers in the newly renovated library. In addition to these labs, there are many more instructional computer labs and open computer labs in other locations on campus. It is evident that there has been thoughtful planning prior to equipment purchases as it pertains to technology. Faculty have expressed that it would be helpful to have a dedicated classroom/lab and server hardware for teaching hardware courses (such as A+ and other network classes) so students can experiment freely and problem solve without bringing the college administrative system down. According to students and faculty, the Cosmetology facility is cramped and air circulation seems to be an issue in the tight quarters.

The team interviewed all faculty of the Accounting, Business Administration, Business Technology, Computer Information Systems, and Cosmetology Programs. These instructors expressed high satisfaction with their facility and state of the art computer classroom equipment. The team found that faculty have a major role and responsibility in the design, integrity, and implementation of the curriculum. The department faculty works closely with their advisory committees and in some instances works closely with industry to offer training for special industry certifications such as A+, and other software certifications.

Master Course Outlines (MCO) with the general education outcomes are being used by the faculty, but some faculty feel that it is sometimes hard to relate applied courses specifically to this model. It would be helpful if the institution had a document that could guide professional technical programs to more effectively use the MCO or develop a separate MCO to be used with courses that are applied in nature.

The departments have developed course outlines and syllabi to reflect a student centered approach that focuses on student learning. These outlines and syllabi reflect the use of library materials, in particular, the use of the Internet for research. For several years it was difficult for faculty to incorporate the use of library services into their programs due to renovation of the library. Now that the renovation is complete instructors are beginning to integrate the use of library resources into their courses.

To build linkages with local employers, each program within the department utilizes advisory committees for continuous curricular updating. These committees help faculty determine where programs should be heading. The advisory committees appear to have active members participating in curriculum decisions and sharing their insight as to where business and

industry is heading. The advisory committees have active members and meet at least twice per year and more when curriculum is being revised.

The team noted that part-time faculty are valued within the departments. The faculty are involved in selection, mentoring and evaluating adjunct faculty. Part-time faculty are included in department meetings and have some shared office space. Faculty appear to appreciate the diversity and experience that adjunct faculty bring to their programs. Many of these individuals have been teaching at SCC for many years.

Full time faculty carry full workloads and are to be commended on the positive manner in which they work with their students. Faculty advise students in their program areas. There seems to be no limit to the number of advisees a faculty member is required to advise; therefore, the numbers widely vary (up to 125) and could be overwhelming.

Students from all the departments were interviewed and consistently felt that the faculty were very supportive and "bend over backwards" to help them. Many students indicated they looked at other community colleges when making their selection of which college to attend. They stated that SCC has a reputation in the community for integrity in its programs and that the faculty and staff have a reputation for being student centered.

Faculty teach a number of business related distance education courses. Students commented about the quality and support they receive with these online courses. It should be noted that the faculty within these departments take time to develop relationships with their local high schools. These relationships facilitate the development of articulation 2+2 agreements and other arrangements between the high schools and SCC.

#### Health Occupations and Physical Education Division Programs:

The Health Occupations and Physical Education Division (HOPE) offers multiple programs including associate level degrees in Dental Hygiene, Dietetic Technology, Health Information Technology, Medical Laboratory Technology and Nursing; one year Certificate of Proficiency Programs in Medical Coding Specialist, Medical Reimbursement Specialist and a short Certificate of Completion Program in Phlebotomy. These programs train students for entry-level positions in nursing and other allied health areas. The Physical Education Department supports programs both within and outside the HOPE Division by offering courses that meet requirements in a variety of college programs.

The Physical Education program offers a variety of courses in the areas of First Aid, CPR, wellness, fitness and physical education activities. These courses fulfill degree and program requirements in both transfer and professional technical programs. Physical Education does not at this time provide a degree or certificate program but fulfills a support role to other programs. Facilities and equipment, although adequate for current offerings, are not optimal to support further development of the curriculum and certificate programs that are being discussed. Program assessment of the Physical Education Program needs further development

to demonstrate that student learning outcomes and program outcomes are being achieved and used to direct program improvement.

All Health Occupations Degree and Certificate of Proficiency Programs have current program accreditation through appropriate professional accreditation bodies. Program graduates take both regional and national licensure examinations. The pass rates and domain scores received by program graduates consistently compare favorably with national averages. A strong majority of program graduates secure employment in the technical field within six months of graduation. Admission rates and Mean GPA Reports demonstrate that Nursing Program graduates successfully compete for admission to the UW-Bothell Bachelor of Science in Nursing Program and are successful within that program.

The Health Occupations programs all have strong and active advisory committees composed of professionals who are active in their technical field. There is representation on advisory committees from health care facilities that provide clinical placements for students. Programs are responsive to input from advisory committees and have instituted curriculum changes and developed new courses and programs in response to this input. A new Certificate of Completion in Phlebotomy and changes in the admission process for Dental Hygiene are both positive outcomes of advisory committee recommendations.

Clinical experiences are an integral part of each student's learning experience. The Commission Review Team notes both the number and variety of health care facilities that provide clinical experience and the evidence of strong positive relationships with clinical placement facilities. Information literacy skills are an integral part of both course work and clinical requirements at multiple levels in the curriculum, ensuring that students develop the skills to research information and facilitate their own learning.

Health Occupations Programs within the HOPE Division demonstrate a strong understanding and use of outcomes based assessment to evaluate and improve program effectiveness and student achievement. Program outcomes are defined and published. Linkage of course level student learning outcomes to program outcomes is documented and evaluation of student learning is clearly demonstrated. There is clear evidence documenting that student learning and other measures of program effectiveness are analyzed and used to promote program improvement.

Program career planning guides, application materials and student handbooks provide a wealth of information for both prospective and enrolled students. Students report academic advising to be both accessible and of high quality. Students report a high level of satisfaction with the Health Occupations Programs, the skills they are developing and their career opportunities. They feel supported in their efforts to learn and successfully enter careers in technical health care fields. Processes have been developed to support the substantial number of ESL and minority students enrolled in these programs. Clinical supervisors, advisory committee members and employers all report students in clinical placements and graduates to be well prepared in technical skills and team functioning abilities.

On campus laboratories and facilities for some HOPE programs show a need for additional space and equipment upgrades. Both crowding and dated equipment detract from the programs' ability to optimally prepare students for jobs in the health care industry.

The team recommends that the college evaluate the equipment and facilities needs of HOPE Division programs and develop strategies to achieve parity across programs campus wide.

### Humanities Division Programs:

An academically strong, creative, and dedicated faculty characterizes the Humanities Division of Shoreline Community College. Their commitment to continuous improvement in materials, pedagogy, and programs provides excellent, on-going service to the college's students. A spirit of excitement and involvement, apparent to even the most casual observer, is characteristic of both students and faculty of the division.

Of special note are the marriages of the aesthetic and the technological in Art and Visual Communication Technology, Music and Music Technology, and Drama and Cinema. The planning and organization that formed these links speaks of an innovative and dedicated faculty. Student response to the resulting course offerings testifies to their success. Likewise, the blending of subject matter created by faculty in Interdisciplinary Studies provides a model for their peers in other community colleges. IDS offerings provide students with alternatives that are at once imaginative, interesting, and challenging interdisciplinary studies.

The entire division has made a great effort to embody in its offerings the college's stated general education outcomes. Though certainly not alone, the English Program serves as a model for assessing student learning as measured by these criteria and making curricular changes accordingly.

Developmental reading and writing are integrated into one sequence of courses with the course designator of English. The team found evidence, both in curriculum guidelines and student outcomes data, that this integration provides students with effective instruction to transition into college level courses. The college placement testing policies, however, do not prevent students from enrolling in courses for which they are not prepared to succeed.

The Humanities Division's Academic Skills Center provides essential core academic support to the entire college. It is an indispensable resource in assuring the success of SCC's students.

The Academic ESL and Essential Skills programs, including Adult Basic Skills, GED preparatory, English as a Second Language, are part of the Humanities Division. In addition, the college has a High School Completion Program, reporting to the Workforce Education Division. ABE/GED, ESL courses are offered on-campus and at off campus sites in facilities and with teaching and learning equipment and materials that are up to date and adequate. These programs support Shoreline Community College's mission to "provide rich opportunities to learn... in close collaboration with its diverse community ... and serve the



community's lifelong educational and cultural needs." The programs' published purposes and goals support Washington State's mandate that community colleges offer accessible, affordable education that includes basic skills and literacy education. Faculty have primary responsibility for design and implementation of curriculum and work through an established system to design and secure institutional approval of curriculum. With leadership from the humanities' dean, the programs' director, and the full time faculty, the ESL Program has recently reviewed, revised and renumbered courses. The ESL Program has combined instruction for international and immigrant students, and offers both noncredit and credit level transfer courses. The team found evidence in curriculum guides and student outcomes data that the delivery of academic and survival English instruction has been successfully blended.

The team noted that ESL technology learning center is a model for integrating computer-assisted instruction and web-based learning into an ESL instructional program.

All basic skills programs have identified and published expected learning outcomes and systematically assess students' progress in achieving these learning outcomes. The team found evidence that the programs employ "professionally qualified faculty." Most full time and part-time faculty hold a Master's degree and relevant teaching experience. Based on a review of resumes, it is clear that all faculty are qualified by academic background, degree, and professional experience for their teaching assignments. Full time faculty members are evaluated regularly in accordance with the college's evaluation processes. Part-time faculty are evaluated each term with student evaluations and colleague or supervisor observations serving as the primary methodologies.

The State Office of Adult Literacy regularly reviews the programs using multiple measures of program effectiveness for which data are collected and evaluated annually. The state process regularly focuses program attention on student learning outcomes, and the programs have assessment methods that are consistently used to assess students at entry and periodically thereafter. The team noted the involvement of ESL faculty members periodically reviewing and improving these assessment instruments. The programs participate in the college's PPA process, and faculty have a central role in this evaluation. There is evidence that improvements have been made to the ESL educational program based on assessment and evaluation—for example, ESL course revisions were informed by assessment results and a technology learning center and new full time faculty positions have been added as a result of requests made through the PPA process.

The team did not find evidence the ABE/GED Program had achieved parity with the ESL Program in terms of marketing, curriculum development, faculty staffing or support such as the learning technology center. The relatively low number of students attending ABE/GED classes may reflect this lack of attention. Given the number of district residents who have not completed high school, the college may not be meeting the needs of the adult population in need of adult basic skills for native English speakers. The team recommends the college review the resources dedicated to ABE/GED to determine how parity can be achieved.

Courses generally are scheduled to meet the access needs of students and are offered on campus in the mornings, afternoons, and evenings although not all courses are offered at all days and times of day. There is a demonstrated need for adult basic skills education in the north part of the college's district. To partially meet this need a well-established program serves out of school youth at the Learning Center North, ESL courses are offered at low-income public housing complexes and ABE/GED and ESL courses have been initiated at the Northshore Center. The college has shown a willingness to waive minimum course enrollment guidelines for a time in order to allow classes at Northshore Center to become established.

*We commend the college for the integration of college preparatory courses into the humanities and the science division in such a way that developmental math, English, and ESL students receive seamless instruction as they progress through their academic programs; faculty within the divisions value the teaching of these preparatory courses.*

#### Intra-American Studies and Social Science Division Programs:

The Division of Intra-American Studies and Social Sciences consists of faculty who are enthusiastic about their disciplines and committed to their students and Shoreline Community College. Many faculty members commented on the collegiality of their peers and the intellectual stimulation they receive when interacting with colleagues.

This Division has utilized the creativity of faculty to develop innovative courses. One of the exceptional courses in the Division of Intra-American Studies and Social Sciences is the Global Issues course. This interdisciplinary course focuses on one issue during the term. Fifteen faculty members each lecture on topics in their area. Both students and faculty attend these lectures and noted the success of this course.

There was general concern about the Master Course Outlines. Many of the faculty in this division thought the MCO process and framework are cumbersome and time-consuming. Comments included the need for the MCOs to include an assessment component, and that the Curriculum Committee review focused on grammar and spelling rather than course content and outcomes.

Assessment of programs and courses is conducted sporadically. Not all programs or faculty participate in the assessment process. Few faculty members are able to demonstrate that students who complete their programs have achieved outcomes. Some exceptions, such as an Economics mini-grant, provided faculty the opportunity to collaboratively identify program/course outcomes and measures, and then use these results to make program changes.

There was some confusion about the newly adopted general education outcomes. There was little knowledge of how these outcomes were to be implemented and how they tied into requirements for each of the programs.

Although faculty commented on the turnover in administration, they were supportive of the new administration and hopeful that positive changes would continue to occur.

The Faculty in this division are highly engaged with students both in class and in many of the student organizations. The dedication to students is outstanding.

#### Science Division Programs:

Full-time and part-time faculty possessing appropriate academic credentials are hired by the science, math and related technical programs. There have been recent retirements and/or resignations resulting in a fairly new faculty and fewer tenured senior faculty. The math department has recently added several new full time positions thereby reducing the reliance on part-time faculty. Part-time faculty teach about 54% of the math curriculum, down from several years ago.

While the division can boast of dedicated, highly capable and competent faculty, the maintenance and upkeep of the physical facilities for science and related technical programs has fallen behind that of other programs at the college. Laboratories are extremely crowded, equipment is outdated and in need of repair and/or replacement. It is recognized that science and technical equipment is costly; however, no matter how highly qualified the faculty, the quality of programs may begin to suffer without the equipment essential for the teaching of scientific and technical skills. Administration is also encouraged to evaluate the science and engineering technology laboratory conditions for adequacy of space. An area of weakness in both science and math is the lack of technology for classroom instruction. LED projectors for incorporating current technology into instruction should be a high priority for disciplines that use technology as a tool. When local high schools have laboratory space and equipment superior to the local community college, recruiting students may become more difficult. The safety concerns about chemical storage and disposal have been addressed, although the biology prep area is still extremely crowded, but adequate. Storage for the physics area is small, and demonstration materials are stored on overhead shelving, making it difficult to easily store and retrieve for teaching demonstrations.

Students are enthusiastic and complimentary of their science, technical, and math faculty commenting on their availability, the generous individual attention given, their student-centered attitudes, subject knowledge, and the ability to motivate, stimulate and encourage student success. It appears that a number of students choose Shoreline based on the reputation of the science, technical and nursing programs. Students are enthusiastic about the science tutorial center and the Math Learning Center. The Math Learning Center, in particular, has been recognized as one of the strengths of Shoreline's mathematical program and contributes significantly to student success.

Although the budget is well known by the dean and readily shared with all faculty, knowledge of the rationale for budget decisions outside the division is not well understood by faculty.

The goals of the math, science and related technical programs are compatible with the institutional policies and mission.

Programs are periodically reviewed, and revised in response to recommendations from advisory committees, DACUM panels, and feedback from transfer institutions. Course or program changes come from faculty to the division planning council for discussion and review. Once approved by the division planning council the course or program is sent to the Curriculum Committee for consideration and review.

The programs demonstrate a coherent design with appropriate breadth, depth, and sequencing with degree objectives defined, and with appropriate credit hours. The programs are designed for optimal learning and classes are scheduled in response to student demand.

Because library services were limited during the construction of the new library, integration of library resources has been less than desired, but faculty and students are encouraged with the restoration of library and information resources. Both math and science faculty have integrated electronic resources and media into their instructional pedagogy, and students are learning to visually display their lab assignments and findings. Faculty is making research assignments that require students to use the library and information resources.

While the institution and departments have listed student outcomes, there are no guidelines, department plans, or division plans for systematic assessment and documentation of student outcomes. Faculty have anecdotal information, feedback from students, colleagues, transfer institutions, and they conduct follow up studies of students.

The visiting team commends the division on: (1) its very well qualified faculty in math and science and related technical programs, strongly committed to student success; (2) a very well organized and structured Math Learning Center that shows increasing use and usefulness in assisting students in gaining math skills necessary for their educational progress and goal attainment; and (3) its excellent reputation among the students for high quality faculty and programs.

The visiting team recommends that space and equipment needs for science and associate technical programs be reviewed by administration to insure that quality faculty have quality space and equipment for the delivery of the program. Building 2900 is being remodeled and should meet this expectation (see page 45).

Please see General Commendation number six which applies to math as well as English and ESL; it is contained in the section of this report with the humanities division, but it applies to this division as well.

Automotive and Manufacturing Technology Division Programs:

The comments in this section pertain to Shoreline Community College's Automotive Factory-Sponsored Training Program (General Motors Automotive Service Educational Program [ASEP], Chrysler Apprenticeship Program [CAP], Honda's Professional Automotive Career Training [PACT], and Toyota's Toyota Technical Education Network program [T-TEN]). This section also covers the College's CNC Machinist Training and Industrial Technology Program (General Industrial Technology Option and Manufacturing Engineering Option).

Shoreline Community College has enjoyed a close partnership with the Puget Sound Automobile Dealers Association since the 1980's. During this time, the Association has raised funds to construct building 1000, which houses the automotive programs. This building is designed like a modern automobile dealership complete with showroom, offices, and service bays. It includes several classrooms, storerooms, and a tool room. Each of the factory sponsors provides new automobiles (over 100 total) so that students can apply classroom lessons to the types of vehicles that they will be servicing and repairing in their employing dealerships. Factory sponsors also provide specialized equipment and materials as needed. In addition, General Motors Corporation has been working with high schools throughout the State to implement A-YES (Automotive Youth Educational System), a program that links automotive dealers with high school automotive programs. Of the most current group of General Motors ASEP, nearly 60% formerly participated in the A-YES program.

The Puget Sound Automobile Dealers Association recognizes the importance and significance of SCC's Automotive Factory-Sponsored Training Program as a source of highly qualified, excellent factory-trained service technicians. The regional need for technicians is currently greater than the supply. The Association hopes to double the size of the program and to add additional manufactures (e.g., Ford). They have begun a campaign to raise funds to double the size of the current facility.

In recent years, SCC has received the following recognition for its Automotive Factory sponsored Training Program: Most Outstanding Factory Affiliated Automotive Program in the Nation presented by the American Automobile Manufacturer's Association at the American Vocational Association Convention in Denver, Colorado, in 1995; the Most Outstanding Example of a Business-Industry Partnership presented by IBM in 1996; National Model for Partnership presented by Toyota in 1998.

SCC also has provided excellent support for its Manufacturing Technology programs. Several modern CNC (Computerized Numerical Control) manufacturing machines, representing several hundred thousand dollars of investment, are housed in campus facilities. While enrollment is currently lower than desired, the college is nevertheless committed to supporting and building student enrollment in this program.

The SCC Library supports the Automotive and Manufacturing Technology programs. Many of the required manufacturer technical manuals are kept in the classrooms and shops. In some cases, the information resources are best accessed through the Internet to the factory site. The

Library supports the programs by providing current trade-related magazines and ASE (Automotive Service Excellence) test manuals and practice tests. The Dean of Library/Media Center has visited classes and faculty throughout the Automotive and Manufacturing Technology division and understands student needs for information resources. He suggests that these students could benefit from a 1-3 hour orientation to use of the Internet and information management. This is matter that merits careful consideration by the division's faculty.

Assessment activities are apparent throughout the division. The National Automotive Technicians Education Foundation (NATEF) accredits the automotive programs. NATEF has rigorous standards governing quality of instruction, student and program outcomes, facilities and equipment, faculty qualifications, and the like. Most of the students successfully complete one or more Automotive Service Excellence (ASE) certifications with most students typically completing 4 of 8 certification examinations. The college publishes program outcomes in its catalog and on student academic guide sheets. While these outcomes are addressed in general terms in the triennial program review process, there was little evidence that there is a formal data-driven review of program outcomes. Furthermore, there was little evidence that ties educational outcome data to fiscal resource allocation, strategic planning, or program improvement. This matter, too, warrants careful attention.

SCC has employed a core of highly qualified faculty in the automotive and manufacturing programs. All have recent industry experience and all have a strong commitment to ongoing professional development. These faculties enjoy the respect of their students and it is evident that these students recognize that they are learning from master automotive technicians. The highly qualified, student-directed faculties are noteworthy.

The Automotive and Manufacturing programs are models for private/public, industry/education collaborative partnerships. These strong relationships have enabled SCC to offer state-of-the-art, nationally recognized educational programs at a fraction of the cost of similar programs without these relationships. The faculty, staff, administration, Trustees, and Shoreline community can be very proud of these college assets.

*The visiting team commends the college for developing and fostering nationally recognized, award-winning partnerships with the automotive manufacturing industry and the Puget Sound Automobile Dealers Association. Through the collaboration, the industry has provided the college with a modern training facility and a continuous source of up-to-date automobiles, equipment, and training aids. This unique partnership is truly a national model.*

## POLICIES

### Policy on General Education/Related Instruction Requirements

Shoreline Community College offers a substantial core of general education instruction as an essential and required component of all transfer degree programs. In like manner, a core of related instruction is required and integral to all the applied associate degree programs. The general education component of the transfer degree programs is of a collegiate level and taught by faculty who are clearly qualified with appropriate credentials.

The general education required in the transfer programs exposes students to the content and methodology of the major areas of knowledge - the humanities and fine arts, the natural sciences, mathematics and the social sciences - and promotes the development of the mental skills that make them more effective learners. The rational and plan for the general education requirements have been developed by the faculty and endorsed by the college's mission and goals. However, the assessment and documentation of student outcomes related to the general education component are not uniformly practiced throughout the institution.

The applied and certificate programs contain a recognizable body of instruction of communication, computation, and human relations taught in stand alone courses by discipline faculty who are well qualified, i.e. the computational component is taught in a math class by a math faculty, and the communications component is taught as an English class by English faculty.

### Policy on Educational Assessment

The institution has an educational program assessment process, the PPA, and has used the process for the past five years. The team noted, however, that the PPA lacks an effective student outcomes assessment component. Although the institution has areas in which outcomes assessment is occurring, there is no evidence of an institutional outcomes assessment plan. The use of mini-grants awarded through the Institutional Effectiveness Committee was a first step in achieving institution-wide assessment. All program areas, however, should be involved in the full assessment process and should ensure the use of data to improve program effectiveness. The team recommends that SCC develop an assessment process that includes ongoing academic planning with assessment of measurable student outcomes that are used to measure the effectiveness of educational programs and to influence the academic planning process.

### Policy on Credit for Prior Experiential Learning

*(SCC does not award credit for prior experiential learning)*

### Policy on Study Abroad Programs

SCC is a member with other community colleges of the Washington Consortium for Study Abroad. The program is administered by duly designated officers of the institution and is consistent with the institution's mission and goals. All courses are reviewed and approved by division faculty and meet all requirements as established by the institution. The Study Abroad program meets all requirements as set forth by the commission in regards to contractual relationships with organizations not regionally accredited.

#### Policy on Transfer and Award of Academic Credit

As indicated in SCC's *Self Study*, a policy on transfer and award of credit exists between Shoreline Community College and Washington Public Colleges and Universities. This policy created the Direct Transfer Associate Degree agreement (DTA). The college maintains the responsibility in determining its own policies and practices regarding the transfer and awarding of credit and reviews these policies on a regular basis. In addition to the DTA degree, SCC has many articulation agreements with colleges and universities in Washington State. After reviewing the documents on file, it is evident that the college is in compliance with the criteria of Policy 2.5.

#### Policy on Distance Delivery of Courses, Certificates, and Degree Programs

The Shoreline Community College Strategic Plan document addresses distance learning in Strategy 6, Technology, items 6.6, 6.7, and 6.9. The mission of the Distance Learning unit is clear in addressing institutional mission and purposes by providing a flexible, comprehensive selection of college credit classes and other educational programming that eliminates barriers of time, distance, work or home-bound status. Documents on file indicate that the program itself received appropriate program approval from the Commission related to substantive change (2000).

Course development originates either from an individual faculty or department expressing a desire to develop a DL course or from efforts by the DL staff to encourage course development in a particular subject. DL courses are expected to meet the same course requirements as traditional courses and to have the same quality indicators. The Curriculum Committee must approve all courses. The college Master Course Outline process is followed. Faculty assumes responsibility for course rigor, quality and currency in the appropriate department/division. The faculty recently completed development of *Quality Guidelines for Online Teaching and Learning for Shoreline Community College*; this document addresses course design, online learning program support and evaluation and assessment that will receive fuller implementation in the future. The divisions, departments and faculty also ensure the integrity of student work and align course content and program development with institutional policy related to degrees and credits.

The college is a member of Washington Online (WAOL), a statewide distance learning consortium, and a partner with University of Washington, and provides expanded distance learning curriculum to Shoreline students by utilizing courses from these sources. The college



grants resident credit to students enrolling in these "hosted" courses. Faculty have the opportunity to review course content and pedagogy in such courses and can recommend acceptance or rejection of their use at both the divisional and Curriculum Committee level.

Faculty oversight of DL courses ensures timely and appropriate interaction between students and faculty and among students. The *Quality Guidelines* referenced above, call for course design that produces opportunities for interaction in a manner that creates the best learning environment for students. The guidelines incorporate several strategies for flexible opportunities for interaction through a variety of methods, including chat rooms, list serves, e-mail and collaborative learning activities. Sample course outlines demonstrate evidence of interactivity built into course syllabi. The upgrade to Blackboard 5.5, the college's primary online development and delivery software tool, enhances the opportunity for interaction in an easy-to-use manner for both faculty and students. Telecourse students generally meet with their instructor at least three times per term and also incorporate the use of Blackboard as a site for further interaction. It was noted that there is an increasing use of Blackboard by other faculty to enhance interaction in face-to-face courses.

The college provides excellent support specifically related to faculty development and delivery of distance learning courses. Issues related to release time and pay are addressed in the faculty contract (Article XIX) along with agreements related to intellectual property ownership. (Appendix III, Sec. G, 9). Other areas are clarified in the course development contract signed by developing faculty. The faculty and management recognize that rapid change in distance learning technologies, pedagogy and intellectual property rights impact contractual agreements, and these areas of the faculty contract will be addressed in the next round of contract negotiations.

Support for development involves an instructional technology specialist who assists faculty with technical and pedagogical aspects of course development, including appropriate use of technology, a technical support specialist who deals with hardware and software issues (a staff member of Technology Support Services) and an additional TSS staff member responsible for more generalized technology user training. Training is both one-on-one and small group. The new staff training room in the Library Media Center will allow more effective use of training resources. Additional support is available from staff members responsible for telecourse coordination and instructional television. The flexible, positive, cross-functional "team" approach to DL development and delivery also ensures a very positive level of support for the growth in "hybrid" courses, which utilize a variety of delivery methods. The state plans to develop a process for increasing trunk line and bandwidth capacity to all of its hubs; this will provide expanded infrastructure capacity, support to course development and delivery and enhance options for inclusion of various media into course content.

Joint management by the Vice President for Technology and the Instructional Dean of Library Media Center brings a notable amount of talent, expertise and enthusiasm to the Distance Learning program. The managers collaborate on planning, budget, personnel and

program and curriculum development matters, annually reviewing their roles. They convene the Distance Learning Management Group, consisting of staff from Distance Learning, Media, Library and Technology Support Services twice a month. The team approach has served the institution and program well in the cost-effective development of the DL program.

Students can gather information about the availability of distance learning courses and programs via the college's term schedule of classes, the catalog and from the distance learning web site. Shoreline distance learning students can take advantage of multiple student services. Students can complete the admission and registration process, interact with Financial Aid, order textbooks and receive advising services online. They can access many library resources and services electronically. The Library and the Distance Learning programs have quality online web sites to assist students with their learning needs. The library also provides an online tutorial to help students with resource usage. Distance learning students are mailed a "how to get started" postcard to assist them in effectively accessing their courses.

Student needs related to ADA are handled using the same process as is used for face-to-face classes. Additionally, ADA requirements are addressed during the DL course design phase, and evaluative software is used to assess course construction compliance. Blackboard 5.5 is ADA compliant. Telecourses use several closed-caption technology resources. There is an online student-self assessment instrument that helps the student determine whether or not distance learning is an effective learning environment for him/her.

Student concerns or complaints are addressed through a Distance Learning Help Line and e-mail access to the instructional technology specialist. The specialist either resolves the problem or forwards it to someone who can. Student Services may also be involved with problem resolution. Recent revision of the DL web page assists students with common DL questions and problems.

The college possesses adequate budget, equipment, technical expertise and technical infrastructure required for distance education. However, increased faculty/institutional interest in developing distance learning courses/programs, and the rapid growth in enrollment have placed a strain on personnel and budget resources. Enrollment in DL classes between 1997 and 2001 has tripled, but student services and DL support and budgets have not kept pace. This makes quality student and technical support and course development difficult. Even though management of DL is shared, the fact that the managers have an extensive load of other responsibilities means that DL growth also stretches their effectiveness. Distance Learning is funded largely from student DL course fees. These fees have not met program budget needs, and the program requires additional as-needed support from the college operational budget. Though the college is committed to ongoing support--both financial and technical--as evidenced by the Strategic Plan, and has directed considerable resources to the program, the lack of a predictable line-item budget for DL makes planning for growth and effective use of resources very difficult.

Placement testing requirements for DL students are the same as for the traditional student. These policies are outlined in the college catalog. If a DL student is unable to come to campus for placement testing, he/she can go to the nearest educational institution and complete testing at that site. Scores are then forwarded to Shoreline, which accepts a variety of testing instruments. The scores would be used to advise the student as appropriate. Placement testing is not yet available online due to test security and licensing issues.

Some use of data to assess and improve effectiveness is evident at the unit level. Each term the college receives institutional and comparative data from the State Board of Community and Technical colleges related to completion rates (retention) at the course level. Data from 1999--2001 indicate that Shoreline completion rates compare favorably to state community colleges and that overall completion rates improved during representative winter terms during that time period. Other data show that the completion rates for students enrolled in math and English in all forms of DL vary only a few percentage points from students enrolled in non-distance learning classes. It is not clear if or how these data are used institutionally to improve course development, student outcomes or assessment processes.

Data from internal student surveys was used to point decision-making towards upgrading Blackboard, developing introductory student workshops for Blackboard and addressing a problem with a WAOL-provided course, and the Distance Learning PPA document evidences a goal of developing evaluation instruments at program and classroom levels. These are good examples of ad hoc uses of data for program improvement and change.

However, there is no clearly articulated institutional plan for measuring DL program effectiveness. Such a plan would include student outcomes, assessment methods, and a mechanism for using results for program improvements.

### 3. Students

#### Purpose and Organization

The Shoreline Community College Student Services area has developed programs and services that support the missions and goals. Departments include Enrollment Services, Financial Aid, International Programs, Women's Programs, Student Programs, Athletics and Intramurals, Multicultural/Diversity Education, and Advising/Counseling. A Student Government Survey conducted in 2001 indicates that the current structure meets the needs of the students.

The Student Services staff is made up of well-qualified individuals, whose job responsibilities are well defined. Of the professional staff, 20 have degrees at the master's level or higher, 9 have a bachelor's degree and one has an associate degree. Student Services employees are encouraged to take advantage of professional and personal development opportunities. Staff resources are allocated to different areas based on annual evaluations. Staff shifts or organizational realignments are made, if evaluations show that they are necessary. For example the Parent/Child Center recently became part of Student Services. It is not clear if

the evaluations and subsequent decisions are based on data collected which shows a need for the change.

Adequate policies are in place, which govern student development programs and services, and the objectives of each office are compatible with the goals of the college.

### General Responsibilities

Shoreline Community College has an extensive program to identify the characteristics of its students, identify their learning and special needs, and provide services which meet those needs. Most students are required to take the ASSET/COMPASS tests to help place them in appropriate math and English courses. Math and English faculty establish the scores for appropriate placement in these disciplines. There are other programs which address special needs including an Essential Skills Program which offers the GED; Services for Students with Disabilities which provides support in the form of note taking assistance and testing accommodation; Academic Skills Center which provides tutoring and other services; Math Learning Center for those who need extra support in that area; a Special Populations Program aimed at students enrolled in Professional/Technical Programs who have unusual needs; Counseling and Advising Services to help students clarify their educational goals; and a Student Success Committee which considers, among other things, such issues as incoming student assessment, outcomes assessment, course placement, and admissions practices.

Both students and faculty are involved in establishing policy and in general governance of the institution. For example, both groups are represented on tenure committees, hiring committees, and budget committees. Student Body Association officers are given authority to manage the funds collected from student fees, including a sizeable technology fee. Thus they are accountable for a sizeable budget that is used for both academic and nonacademic purposes. *The visiting team commends the college for granting student body officers significant responsibility in managing a budget which includes money collected as student technology fees, thus allowing them to be very involved in providing computers and other services to students.* As with other schools, it is sometimes difficult to get the students, who already have many demands on their time to take advantage of the opportunity to participate on governance committees. Student government has been instrumental in developing the Multicultural/Diversity Education Center and staff positions to encourage co-curricular and extra-curricular offerings to engage students in college life.

Student Policies on rights and conduct are clearly defined but are not published in detail in the college catalog, student handbook and class schedule. It is recommended that the "Student Rights and Responsibilities" including academic honesty and the policy on student grievances be published in the catalog, class schedule and student handbook *The visiting team believes that the "Students Rights and Responsibilities" including academic honesty and the grievance policy are well defined, but we recommend that they be included in publications readily available to students.*  
(3.B.3)

The campus is a safe and secure place for students as the crime statistics show. However, students have raised concerns about general safety. Of particular concern is poor lighting in many places on campus. According to students, after dark, there are many places on campus which are so poorly lit that there is concern about being able to see well enough to keep from getting injured. In the winter this is a special concern when there is the chance of ice and danger of falling is increased. The students praise the safety office personnel who are willing to escort students to their cars after dark, or help in other ways as requested. *The team recommends that the college should make adequate provision for the safety of students and others by improving the lighting of walkways around the campus, particularly on paths leading to the parking lot and in the lots themselves. (3. B.4)*

There is also a concern about emergency phones working and being highlighted enough for students to see where they are. The school needs to give these important areas serious consideration.

The college publishes a catalog biannually and a student handbook annually. They appear to be accurate and contain the required information. Students can find degree requirements, course details, schedule of classes, and important policies in these books. The most important policies are listed in all three publications; sometimes there are multiple listing of the same policy in a single book.

Programs are reviewed biennially to determine if they are meeting the needs of the students. From these evaluations, goals for the coming year are established. If needs are identified, task forces are created to address them. In 2000-01 a task force was created to identify barriers to student access. The task force recommended many changes that resulted in an increase in the number of applications received and the number who actually enrolled.

### Academic Credit and Records

Evaluation of student performance and the awarding of credit are based upon clearly defined criteria. Each course has a syllabus that outlines the purpose and content of the course. Master Course Outlines (MCOs) are developed for all credit courses. They include course outcomes, an overview of the course content, and an overview of the mechanisms that are used for student evaluation. There seems to be some confusion concerning the status of some classes designed to fill proposed new general education requirements. This confusion needs to be addressed and eliminated. The college has established relationships with professional accreditation and evaluation bodies and with other colleges to monitor the appropriateness of criteria established for evaluating student performance. Credit is clearly defined in the catalog and awarded consonant with generally accepted definitions. Policies clearly state that all courses numbered 100 and above apply toward academic degrees. Credit numbered below 100 is either developmental or continuing education credit. Grades are defined in detail in the catalog. Shoreline Community College accepts transfer credit earned at colleges or universities that are regionally accredited. The Admissions Office evaluates transfer credit to determine if it is equivalent to credit offered at Shoreline Community College, except in the case of

students who are transferring into technical programs. The faculty evaluates credit for these students. There appears to be a problem with the way the transcripts for these students are stored and when the credit evaluation actually is reflected on their Shoreline transcript. The committee recommends that as transfer credit is evaluated by the professional/technical departments, the results of the evaluation and the original transcripts be returned in a timely manner to the Records Office where they can be used to update computer records, and stored in a safe place.

Academic records are in secure, fireproof vaults. A duplicate copy of records is maintained, but it is kept in the same room as the originals. The committee recommends that the duplicate copy be stored in a different location that is fireproof, secure, and easily accessed by school officials.

Access to files is limited to employees who have signed a confidentiality agreement and have been trained to comply with FERPA policy. All access to academic records is by security code. Effective April 2002, no social security numbers are used to identify students or applicants.

#### Student Services

Admission policies accommodate any student who desires a college education. The application can be submitted in paper form or electronically. There is no application fee. Representatives of the college strive to maintain high visibility in local high schools, in the community in general, and at college fairs. One program worthy of mention is the SOAR program at Shorewood High School which makes it possible for college representatives to visit the high school during normal school hours to conduct admission activities, assessment testing, new student orientation, advising, and registration.

The college puts a great deal of energy into programs that encourage and recognize diversity. A list of programs includes a Community Integration Program which supports the needs of students who have cerebral palsy; the Multicultural/Diversity Center which provides a safe environment for students of all cultures to meet and explore their cultural and ethnic origins (culture includes race, ethnicity, gender, age, religion, sexual orientation, and physical ability); a Women's Program that provides lectures, support groups, workshops, conferences designed to educate, enlighten, and empower participants; the "Faces of Our Community" program that make immigrants and refugees aware of educational and professional opportunities available to them.

Adult Basic Education, Worker Retraining, and WorkFirst programs are also available to the community.

Policies dealing with suspension, termination, and readmission are well defined and reasonable. Students who struggle academically are given opportunity to receive assistance and improve their grades before they are suspended. Graduation requirements are also clearly

stated and consistently applied.

Shoreline Community College has an effective Financial Aid Office that provides financial assistance through federal, state, and private funds and is well staffed. Student satisfaction surveys show that a significant number of students do not perceive that there is adequate financial aid available. There is also an indication that the staff in the Financial Aid office is not as helpful as students might expect and that written statements of financial aid are not sent to students as quickly as desired. These issues are being addressed at this time. The office is audited regularly to determine if it is in compliance with federal regulations. The last time it was audited there were some minor findings that were immediately corrected. Student loan repayment is constantly being monitored. The most recent default rate was 7.2%. At the same time the average default rate for community colleges in Washington was 8.6%, and the national average was 5.6%. The default rate is well below the limits set by the US Department of Education.

New students are encouraged, but not mandated, to attend an orientation program offered at the beginning of each quarter. The fall orientation consists of a large group session that includes power point presentations on services available on campus, degree requirements, guidance on course selection and registration. In the Fall there are also small group sessions where students can ask questions, tour student service facilities, and receive general guidance aimed at helping them succeed. Since it is not mandatory, many of the new students do not attend orientation, but those who participate give it high marks. It is possible that many of those who don't participate are familiar enough with the college that they don't need orientation. *The visiting team commends the college for developing an exemplary new student orientation program that has been the model for programs used at other schools.*

Full-time tenured instructional faculty advise most students at SCC. Undecided students are assigned to advising and faculty. Students with less than 15 credits are generally required to have their adviser's signature before they can register for classes. Advising handbooks are available and are updated annually by the Coordinator of Advising. Training workshops are offered to advising faculty several times a year. The school has begun a program of periodic student satisfaction surveys that include specific questions about advising. At this point there is no publication outlining the duties of advisers. As at other schools that assign faculty to advise, there is concern among faculty advisers about their overall work load and then having advising added to it. The school is examining advising loads to see if some adjustments can be made to lessen the burden on faculty and improve the quality of advising. The addition of two advisers with faculty rank assigned to two academic divisions seems to have helped alleviate some of the problem.

Career counseling and job search services are provided to students of Shoreline in keeping with the requirements set forth in the standard.

Since Shoreline is a commuter campus there are no health care services available on campus. Students who were interviewed were not overly concerned with health care services, but they

indicated that they would not know where to go to get immediate help if they experienced a health problem. There are mental-health counseling services available. The majority of Shoreline's counselors are licensed in mental health counseling. Information on these services can be found in the catalog and other college publications.

Student housing is not available, but the college does provide food services. Food services have undergone revisions recently and according to the Self Study needs further improvement. Students feel that prices are too high but are satisfied with service and food quality. The Food Services Committee is currently studying the issue to see what can be done. New equipment is being purchased which will allow food services to provide more variety in the food available to students.

A rich offering of clubs and activities is available to students. Currently there are 67 clubs, organizations, and sports. Twenty- three of these programs are related to academic areas. Included in the offering are such things as performing arts groups, athletics and intramurals, publications, and student clubs. The student government funds these groups. Faculty advisers work with each organization. Advisers are compensated with stipends for their service. Policies governing activities and organizations are well defined and made available in the Club Adviser Manual, and the College's Policies and Procedures Manual. Students hold five of the seven positions on the budget committee that sets budgets for all student clubs and activities.

The bookstore is owned and operated by the college. It provides the option for students to purchase their textbooks online. Student surveys indicate satisfaction with the services provided, although there is frustration at the high cost of textbooks.

#### Intercollegiate Athletics

Shoreline Community College is a member of the Northwest Athletic Association of Community Colleges (NWAACC). The college complies with all policies and procedures required by the organization. The Athletic Director, the Athletic Department, and each of the individual sports is evaluated regularly to ensure that they are in keeping with the mission of the college. Various outside agencies periodically evaluate these programs. Student athletes have the same services available as the general student body. Scholarships are awarded based on guidelines established by NWAACC. The institution is committed to fair and equitable treatment of all athletes. It currently offers six varsity sports for women and five varsity sports for men. With the exception of the square footage in the men's and women's locker rooms, it appears that they are meeting both the letter and the spirit of gender equity laws. One of their challenges is getting enough women to participate on all of their teams. Scheduling of practices and games is in compliance with requirement that they do not conflict with the instructional calendar.

#### 4. Faculty



## Faculty Selection, Evaluation, Roles, Welfare, and Development

Shoreline Community College employs professionally qualified faculty whose primary commitment is to the institution, the discipline and program. Some vacancies created by recent retirements and resignations have resulted in heavy institutional and advising responsibility for tenured and non-tenured faculty. Faculty participate in academic planning, curriculum development and review, and academic advising. Although the faculty role in institutional governance is articulated through committee and organizational structure, some faculty report that the rationale for decisions is sometimes unclear.

Faculty workloads reflect the mission and goals of the institution and utilize the talents and competencies of faculty. Faculty is heavily involved in committee work and in the advising of students. Faculty salaries and benefits are adequate to attract and retain a competent faculty and are consistent with the mission and goals of the institution. Policies on salaries and benefits are clearly stated, widely available, and equitably administered. The salary schedule for Shoreline is considered one of the better schedules for the local area, and part-time faculty teaching over 50% receive benefits, a distinct advantage of working at Shoreline.

The College has an orderly process for the recruitment and appointment of full time faculty. Institutional personnel policies and procedures are published and made available to faculty. The college fosters and protects academic freedom for faculty.

Part-time faculty is qualified with appropriate academic credentials, background, and or professional experience to fulfill their teaching assignments and other prescribed duties and responsibilities. Employment practices for part-time and adjunct faculty include dissemination of information regarding the institution, the work assignment, rights and responsibilities, and conditions of employment.

The institution demonstrates that it periodically assesses institutional policies concerning the use of part-time and adjunct faculty in light of the mission and goals of the college.

*The visiting team commends both the full time and part-time faculty for their enthusiasm, dedication, and commitment to the students, the programs, and the college.*

## Scholarship, Research and Artistic Creation

While research is not a requirement of employment and tenure at Shoreline, the faculty regularly engages in scholarly, artistic and academic research activities, which include conference participation or presentations, course development, grant writing, and membership in professional organizations. Faculty scholarship demonstrates the personal and institutional commitment to promoting professional growth and acquisition of knowledge and the development of skills to enhance the delivery of instruction.

Commitment from the institution to support of these activities is evident in sponsored research, professional development, study abroad program, sabbaticals, funding for adjunct

and full time faculty in-service seminars, speakers, and workshops.

### Policy on Faculty Evaluation

Shoreline Community College has established policies and procedures detailing the process, timelines and content of faculty evaluations. Procedures for full-time tenure track positions are defined contractually with the faculty bargaining unit. Collegial participation is evident in both the process description and sampling of actual evaluations. Faculty members are probationary for three years before a tenure evaluation is made.

Peer, student and administrative assessments contribute to the evaluation. Tenured faculty participate in tri-annual reviews that mirror the components of the probationary evaluation, however without the multiple peer observations and continuity of student evaluations across all quarters. Tri-annual reviews focus on a two-quarter interval as opposed to a cumulative three-year review.

Faculty and administration report the system to be cumbersome and express varying levels of confidence in the effectiveness of the system. Both note areas in need of revision and have identified the process as a subject for negotiations in the next contract renewal.

Procedures for part-time, adjunct faculty are in place and implemented at the department and division level. The department or division administrator observes adjunct faculty members during the first quarter they teach and every seventh quarter thereafter. Student evaluations are conducted for the first six quarters and every seventh thereafter. Procedures for sharing evaluation results with the adjunct faculty member are in place. Sampling in multiple departments provided evidence that implementation of adjunct evaluation process is uneven.

The visiting team recommends that SCC resolve the barriers to full and consistent implementation of the institutional policy related to evaluation of adjunct faculty. SCC should also review the tenure and post tenure evaluation process to address issues related to effectiveness, accountability, and equity.

## 5. Library and Information Resources

The college has recognized the importance of library and information resources in achieving its institutional mission and goals. The *Strategic Plan* addresses this specifically in "Strategic Direction Six, Technology" and also incorporates information resources goals in several other strategies of the plan.

### Purpose and Scope

The recent completion of a newly remodeled Library Media Center provides a physical structure that allows and encourages a student-centered focus for providing library and education technologies access, services and support and for efficient use of staff and resources. A new 100-station student computer lab, adjacent technology support services (TSS), a new technology supported bibliographic instruction classroom, a staff training room, combined library/ media circulation functions and increased student and staff access to media technologies and training, coupled with an expanded use of the web to allow access to library, media and technology policies, resources and training for off-site users have improved the capacity of library/ media and technology services to meet the needs of the educational program.

Staff indicate that they see a need to improve services and connections to staff and students at off-site locations. Some services do exist for the Northshore Center, and electronic access is available to all off-campus users. Insufficient staff and budget resources are factors in improvement of service efforts to off site programs.

#### Information Resources and Services

Internal library surveys and a collection inventory and analysis indicate that there is room for improvement in the print collection in meeting the needs of new and changing curricula as well as existing programs, though resources and budget are generally adequate to support curricula and student needs. The last accreditation visit noted that the collection was an area of concern, but a delay of five years before additional monies were added to the budget, followed by a subsequent reduction of the budget seem to indicate a record of mixed accountability by the institution in this area. Particular attention to the needs of the professional/technical programs, whose needs may not be met by traditional print resources, is important. Though a comprehensive, documented collection development and acquisition plan for library materials and information resources has not been developed, the library is working to improve the currency, consistency, and depth of the collection through a combination of collection assessment and weeding as budget resources are available. A physical inventory to assist in collection analysis is done periodically.

Software analyzes the collection by copyright date. Budget constraints have impacted the ability to do more frequent inventory, but recent advances in library software may result in the ability to complete a more in-depth analysis at a lower cost. Approximately 18% of the collection was removed in a recent weeding effort; coupled with new acquisitions the percentage of holdings with copyright dates within the last ten years has increased to 35.4 %. This still leaves a significant percentage of the collection (64%) with older copyright dates. While some of the items would be considered classic holdings where dates are not necessarily significant, this figure indicates that additional resources and an aggressive collection development plan should be a high priority. Although analysis by copyright date is one good assessment method, the college should use additional assessment tools to measure the effectiveness of the collection.

Faculty are involved in collection development on several levels. Library liaisons work with each department to facilitate two-way communication about library resources and instructional needs. Each area is allocated a specific amount of money to use for their materials requests. Department faculty determine their program needs and request materials for the support of their curriculum. Library faculty meet to consider requests against available budget and overall needs of the collection. Library staff also monitor student research and reference questions and results of campus surveys as they relate to information resources needs. The Library is represented on the Curriculum Committee, and library resources are considered when new curriculum is approved. (A librarian must sign off on all MCO's, but it is often noted that sufficient resources to support the new curriculum are not available.) These collection development patterns allow for a flexible approach to meeting curricular needs and the number of items in the collection has increased between 1999 and 2001, but the practices may not satisfy the need for a systematic development of resources.

Because of the importance of the collection in supporting student learning outcomes, the implications for the library in Strategy 6 of the Strategic Plan and the information literacy requirement in the new General Education requirements, it is recommended that the library develop and implement a systematic, documented plan for collection development and acquisition that is reviewed regularly. There are obvious budget implications that must be addressed institutionally.

The print collection is enhanced by Internet access at all workstations and a variety of electronic media as well as the availability of resources from other libraries. These documented agreements with other libraries and consortia both expand student access and make effective use of library budget resources through consortia licensing. Efforts by the staff to make items quickly available to students through the inter-library loan process are notable.

#### Access

Policies regarding access to and use of library, media and technology resources are widely available in print and online formats. Many policies and procedures have been revised to reflect changes in the Center's organization and resources. Faculty and staff were involved in revision processes. Changes in TSS policies and procedures, in particular, were made in collaboration with other campus constituencies.

Technology infrastructure and support has grown rapidly to meet expanding technology needs to include 1100 desktop computers and seventeen different labs. The goal of placing a PC on the desks of all full-time staff has been achieved. The Help Desk is now staffed full time. This position can resolve about 20% of the support issues immediately, referring the rest to TSS staff.

Response time to service calls has been improved, although due to the high computer to technician ratio, delays in service can result in frustration and work delays for end users. Standards have been set for acquisition of technology; standards have been drafted for

classroom technology, and policies and procedures have been clarified and are available on the intranet. Much of the old equipment has been replaced with new technology. *The visiting team commends the college for its strong support for student learning offered in its many high quality learning assistance, tutoring, and technology centers.*

The focus on and availability of training for faculty and staff in the use of computer resources is an important and valuable resource for the college. The Technology Support Services staff displays a notable awareness of the importance of their technology support as it relates to student outcomes and student success. They maintain a very positive end-user and student focus.

### Personnel and Management

A dedicated, well-trained, student-centered staff is a real strength of the unit. Staffing levels for library and media meet national standards and staff have a variety of educational and work experience backgrounds that creates a talented, diverse team. Cross training between circulation and media staff and within the TSS department create effective teams that enhance service provision. Documentation indicates that staff participate in a variety of relevant staff development activities. However, TSS staff face particular staff development challenges. Because technology changes so rapidly the need for frequent access to training is high. TSS staff have identified a need for regular release time on an on-going basis in order to stay current in their field.

The Dean of Library Media Services considers all of the staff "teachers" through activities directly related to the use of library and media resources, in developing and modeling workplace skills and information technology use for student assistants and student patrons and in planning for change to better meet user needs. The staff itself immediately identify "the people" when asked about the best aspect of the department. A 2001 student satisfaction survey shows a high level of satisfaction by students with library staff.

The high PC to technician ratio discussed above challenges the limits of TSS staff to provide the level of service they would like, but cross-training within the team, with each staff member still retaining a particular area of expertise, has helped address service levels.

Staff provides an extensive array of training opportunities in library and media resource usage and educational technology use. Face-to-face instruction in resource utilization for particular subject matter, workshops, credit classes and an online tutorial assist users in developing information resource utilization skills. Further credit and non-credit offerings in information media are planned. Student surveys indicate that a very high number of students find the instruction sessions helpful and relevant. Within TSS, workshops and one-on-one training develop skills in using current technology for individual work-related and classroom purposes.

The remodel of the library media center referred to above, has given the institution an opportunity to improve linkages in management, coordination and communication between

library, media and technical support services (TSS). The Library Media Planning Group, a steering committee to address operational, service and personnel issues, is a good example of this. A shared commitment to meeting user needs is very evident.

## Planning and Evaluation

Library and Media Services has been utilizing planning activities and evaluation processes to assess their programs' effectiveness in support of educational programs and student outcomes, but there is agreement that further development is needed.

The department's PPA reflects anticipated changes, assesses program strengths and areas needing improvement and sets annual goals. These plans will help direct departmental performance. But, there is not a consistent definition or application of criteria and methods for measuring program effectiveness as related to student outcomes.

The library has developed and conducted several internal surveys to measure awareness of library resources and has participated in the institutional Student Satisfaction Survey. Student satisfaction with library instruction is consistently measured. Data from these sources have been used to make improvements in library services and resources. However, the library needs a broad-based and consistent plan connected to instructional outcome goals.

Because the library resources and services and the library liaison program touch all instructional units in the institution, the library is in a unique position to assist instructional departments in incorporating the use of library into curricula. It was noted by the accreditation team that incorporation of library resources into curricula was inconsistent across the divisions. Thus, it is recommended that the library provide support to the process of integrating the use of library resources into the curriculum. Further, it is recommended that the library and Technology Support Services be closely involved in and provide support to the process of incorporating the information literacy requirement into curriculum planning.

Technology Support Services has captured a great deal of internal data that measures its services and network and telecommunications performance. This data has been effectively utilized to improve departmental services to end-users and in efficient maintenance of the college networks. The PPA's give evidence of staff understanding of TSS's role in institutional goals.

A TSS Systems and Network Infrastructure Replacement and Maintenance Plan has been developed, shared with divisions and made available on the intranet. Though the plan is available, it may not be widely utilized or understood. The *Self Study* (Standard Five) calls for a plan to assure a predictable and consistent replacement of outdated technology. The TSS plan actually addresses this, but a closer link with student outcomes is indicated.

The Standard Five authors have recognized the gap between internal planning and student outcomes and indicate in the *Self Study* Document (Standard Five), that " The planning processes in place need more consistent application of assessment tools based on learning outcomes established by our degrees and certificates including collection development, technology acquisition and maintenance and curriculum development ".

## 6. Governance and Administration

### Governance System

The authority, responsibilities, and relationships among and between the Board of trustees, administrators, faculty, staff, and students are described in pertinent documents and policies. For the most part, members of various constituencies understand and fulfill their respective roles as set forth in these documents. SCC does a good job of ensuring that the views of these constituent groups are considered in matters which pertain to them and in which they have an interest.

The governance system at SCC has not been static. Many people, including top administrators, recognize that the current system needs overhauling. Nevertheless, *the team commends the college leadership-members of the Board of Trustees, administrators, officers of the faculty and of the classified staff, and officers of the student body-for their belief in shared governance and their extraordinary hard work as they participate in its committees, processes, and the improvement of the system as a whole.* The *Self Study* and interviews on campus confirm that Shoreline has done extensive work on governance systems over the years. Several years ago, the college had one large committee, called the Cabinet, where many decisions of significance were brought up for discussion. Members of the different constituencies were represented on this group. The college community felt that one major committee was not sufficient to do all the work of the college, and so the president at that time created a complex group of committees; now there appear to be too many committees. Their roles and relationships to each other are unclear to people on campus; while there are opportunities for people to participate in these committees, some at SCC are concerned that only a few people wish to join. The roles of the Faculty Senate Council seem particularly undefined.

There is no question that strengthening the governance system is one of the goals for the current year. *The visiting team supports this plan and recommends that Shoreline examine its governance committee structure, number of committees, and their charges so that the governance structure better facilitates the successful achievement of the college's mission and goals. (6.A)*

## Governing Board

The governing board is made up of five trustees appointed by the Governor of the state. It selects and evaluates the chief executive officer, considers the mission of the college, is concerned with the provision of adequate funds, and exercises oversight to ensure compliance with policies. It establishes policies and delegates to the president the responsibility to implement and administer these policies.

The board acts as a committee of the whole. Its duties, responsibilities, ethical conduct, organizational structure, and operating procedures are defined in published documents. The board regularly reviews and approves SCC's mission, and it approves major substantive changes in mission, policies, and programs. The Board does not, however, approve new programs of study although it does approve new degrees (such as the Associate of Science degree), certificates, and diplomas. *We recommend that the Board of Trustees follow existing policy in approving all major academic, vocational, and technical programs of study. (6.B.5)*

The Board annually evaluates its own performance as well as its policies. It approves academic and administrative structures and organizations. The Board approves the annual budget and financial plan, and it reviews periodic fiscal audit reports. Please see General Recommendation number eight which will be covered in the section on finance. The Board is knowledgeable about the institution's accreditation status; members were all present for the initial meeting of the college and the team and for a lunch with the team chair and other members of the visiting team. One Board member was a participant on the *Self Study* Steering Committee.

## Leadership and Management

The President is the chief executive officer of Shoreline Community College. She is appointed and evaluated by the Board of Trustees. She provided leadership through the definition of institutional goals, the establishment of priorities and the development of plans. The duties, responsibilities and ethical conduct requirements of the college's administrators are clearly defined and published in the college *Policy Manual*. Administrators act in a manner consistent with them.

Administrators are selected in part because they are qualified to provide effective educational leadership and management. They are evaluated regularly through appropriate procedures. Institutional advancement activities are related to the mission and goals of the college. Those responsible for institutional research see that the results are widely distributed to inform planning, assessment, and subsequent decisions that contribute to the improvement of teaching and learning.



Administrators work to ensure that decisions are made in a timely manner. They facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment. Policies, procedures, and criteria for appointment, evaluation, retention, promotion and/or termination are published and accessible. Salaries and benefits are adequate to attract and retain competent personnel.

#### Faculty Role in Governance

The role of the faculty in institutional governance, planning, budgeting and policy development is made clear and public; faculty are supported in that role. (See Standard 4 - Faculty).

#### Student Role in Governance

The role of students in institutional governance, planning, budgeting, and policy development is made clear and public; students are supported in fulfilling that role. (See Standard 3 - Students).

#### Policy on Affirmative Action and Nondiscrimination

Shoreline Community College has clear policies on affirmative action and nondiscrimination. Many on campus are proud of its multicultural programs and its growing diversity.

#### Policy on Collective Bargaining

The college is organized for collective bargaining. The Faculty and Classified Federations are local affiliates of state and national organizations; members of the two federations and the college negotiate new contracts. The contracts do not contain provisions that are in conflict with the Standards and Policies of the Commission on Colleges and Universities. Roles of the bargaining units are clear, and members are included in the governance committees of the college.

## 7. Finance

#### Financial Planning

The Board of Trustees at Shoreline Community College (the College) has the budget oversight over the College, and it sets budget priorities for the College. The Board also maintains an overall perspective of the budget and allows the President and her staff to manage the operations. The dedication of the Board and the administration to improve budget processes and accountability is obvious to a visiting team. In addition, the Administrative Services staffs enthusiasm for continued improvement is commendable.

The visiting committee noted that the Strategic Planning Committee was set up for oversight of the Strategic Plan, published in June 2000. The charge of this committee was to identify

focused areas and prioritize resources accordingly. The Strategic Planning Committee developed a set of budgeting principles for FY 2001-02. The principles addressed the following areas: spending authority, categories of expenditures, administrative overhead charges, fund balance, interest income, application/testing fees, central services and personnel services. In May 2001, the then Vice President of Administrative Services issued a memo on updating the principles of budget development. All initiatives need to be supporting the focus areas approved by the Board. The visiting committee encourages SCC to continue to refine the budget allocation process so that it ties to the strategic planning process.

The Board approved a biennial budget process to line up with the biennial budget cycle of the State of Washington. There are merits in doing so. However, according to the current administration, the college will need to develop processes to address changes in the interim year. The visiting committee concurs with this direction.

The current budget process for the college appeared to be unclear and undefined, partly because of the changing of leadership in the Vice President's office over the last two years. In addition, it is unclear how the strategic plan drives the budget development process. The instability of leadership has led to some confusion in the past as to what the budget processes really were. There appears to be no centrally located budget policy manual. As such, the information provided is scattered. The current administration intends to streamline and improve the process and has the goal of making the budget available to anyone who would want to view it. The anticipated plan is being prepared to improve the following areas:

1. Accountability - making information available on a timely basis so that staff members can manage their budgets.
2. Information flow - feedback to the people who give input
3. Collaboration - The budget development process is intended to be more collaborative and tied to the strategic plan.
4. The process needs to be defined, simplified and made clear for the departments. The goal is to have a detail budget and a summary budget all ready to be approved by the Board of Trustee in May of each year for the following fiscal year, which starts in July 1.

An area needing improvement is the publishing and the distribution of the detail budget. A summary budget was published to the Board and the public. The detail budget for the departments is not published and updated in the system in a timely manner for the departments to start monitoring their budgets. There were times that departments did not know their budgets until March of the fiscal year, when it was almost three quarters over. In addition, the budget status reports for the departments are not available until 3-4 weeks after the month-end. When the Finance Department sends departments the paper report, a day or two more is added to the process. An online system is being tested as of this writing that will improve the availability of the budget information. The administration is planning on publishing a detail budget for the colleges for FY 2003-04, and the team strongly supports this.

The detailed published budget allows the departments to have a starting reference point for their operations. This will enhance the accountability and the budget control for the college.

The team supports the current administration's plan to improve the budget development process and increase the accountability for the department managers in the College. *The visiting team recommends that the college publish an annual budget, both in detail and in summary, to appropriate constituencies. The funding of strategic focuses and budget policies, principles and guidelines, and the processes for developing the budget should be clearly defined and followed.* (7.A.3). The process also will provide stakeholders with feedback so that they will know which decisions have been funded.

The college has relatively minor debts. Its only outstanding debts were originally incurred to fund the automotive training center, a joint venture with the College Foundation. The college's debt coverage is adequate.

#### Adequacy of Financial Resources and Financial Management

The State of Washington, through the State Board for Community and Technical Colleges, allocates operating funds to and sets tuition for all the 34 community and technical colleges in the State of Washington. The amounts of general operating resources at the college are determined by the State based on the number of student full-time equivalents (FTE). The faculty and classified staff contracts are negotiated and administered at the State level. The college has to follow the pay agreements prescribed by these State contracts. Because of the centralized nature of this funding model in the Washington system, it is highly unlikely that the State would stop providing the resources necessary to fund the mission critical programs of the college. However, the challenge for the college is to control the discretionary part of budget and to find other funding sources to supplement the budget. To the College's credit, it recognizes this challenge and has established "alternative funding sources" as Strategy 8 of the Strategic Plan. The Office of Workforce and Economic Development (WED) is primarily responsible for this strategy. Because of the focused effort by this office and other college staff, for the three-year period from FY 1999-2000 to FY 2001-02, the funding from grants and contracts increased by \$1.45 million, or 26.8%. This is significant considering the total budget for the College was \$44 million in FY 2001-02. Almost of all these programs are self-sufficient.

The WED has created a venture team to coordinate the effort of locating non-traditional funding for the college. The objective of this team is to work closely with the departments and the Budget Office to come up with ideas about resources and to work with the Strategic Planning Committee to ensure the proposals are in line with the strategic plan and the mission and goals of the college. The college has taken steps to align the budget resources with the strategies and goals of the college; the team believes this is a positive move in the right direction.

One important step that the team encourages the college to complete quickly is to submit its indirect cost reimbursement rate proposal for approval by the Federal Government. The lack of an approved rate currently is costing the college the ability to include indirect cost

reimbursement as a budget line item in some grant applications. The WED staff is aware of this, and they are working with the Finance Department to submit an indirect rate plan for approval.

In the State of Washington, community colleges do not publish their own financial statements separately. The State publishes the statements on a roll-up basis. As such, the College does not have its own audited financial statements. The State of Washington Auditors perform annual audits for the college, focusing on operations and compliance issues. The State Auditor's report for the year ended June 30, 2001 did not include any findings or recommendations.

The Board of Trustees authorized an independent review of the internal control of the college in 2001. The Board hired Peterson Sullivan, PLLC, CPA, to perform the reviews of financial reporting for the fiscal year ended June 30, 2001. On September 20, 2001, Peterson Sullivan, PLLC presented to the Board a report with findings and recommendations. The auditors did not note any material weaknesses in the internal control of the college. However, they made recommendations, summarized into a few major categories below:

1. No budgets for the self-sustaining funds
2. No fixed methods of allocating overhead
3. Segregation of duties in the Accounts Receivable area
4. Follow-up on pending Accounts Payable needs to be improved.

The administration acknowledges these deficiencies and has started working to address them in the current fiscal year. *The visiting team recommends that the college address and respond to the external auditors' recommendations, dated September 20, 2001, regarding the internal controls of the college. (7.C. 12)*

The college administration presents a quarterly financial summary to the Board for its review. The current administration is in a process to streamline the report to present a broader and more comprehensive picture of the college's finance. Based on the information disclosed as part of the required exhibits by the Commission on Colleges and Universities, the cash reserve of the college was about \$10 million as of June 30, 2002, all funds included. Given the total \$44 million budget for the College, it appears to be adequate.

## Fundraising and Development

The Shoreline Community College Foundation is incorporated separately as a 501(c)3 non-profit organization. Its sole purpose is to raise funds for the college in the areas of scholarships and partnerships with the community. The relationship between the college and its Foundation was clearly defined in an agreement signed by both parties. The agreement specifies that the college provide up to \$250,000 of funding in the form of staff support and facilities. One major achievement in the past 10 years has been the cooperation between the college and local industry to construct the Automotive Training Center. The Foundation also has funded scholarships for students in the program.

## 8. Physical Resources

### Instructional and Support Facilities

The beautiful environment and the upkeep of the buildings and grounds at SCC have impressed the visiting committee. The campus is appealing to students and visitors. The grounds are well maintained. The trees and bushes are well groomed. The buildings, despite their age, appear to be well maintained. The campus gives students and visitors a good feel for the college life at Shoreline Community College. It presents students with a peaceful and tranquil environment conducive to learning in the middle of the Seattle metropolitan area. *The visiting committee commends the college for doing such an excellent job in maintaining the external environment of the campus.*

The State of Washington, through the State Board of Community and Technical Colleges, contracts with an architect to perform a capital needs analysis every other year for the college. The architect prepares a report outlining all the potential upgrades and repairs. The college in turn prepares prioritized capital improvement project requests for the State for capital funding allocation. Through such a process, the College is able to identify most of its capital needs. The college is currently in the process of doing this for the biennium of 2003-2005.

The Library and the Technology Center (Building 4000) is an example of a recent major capital improvement. The College received \$7 million in construction funds from the State. SCC started the renovation in 2001 and completed it in summer 2002. The visiting committee commends the college for bringing the Library into the 21<sup>st</sup> Century and for providing students with superior access to technology. This renovation enhances the student's ability to do research and access information to support the learning mission of the College.

There have been other renovations to enhance the College's ability to provide quality education for the community. Examples are the special computer laboratories located in the Business, Health Occupations and Computer Drafting departments. Business computer laboratories were renovated in 2001. The Health Occupations computer laboratory contains interactive videodisk technology to allow the nursing students to work on simulation interactively. These improvements have enhanced instructional capabilities in these special programs.

### Physical Resource Planning

The facilities are sufficient to support the college's mission and goals. However, given the age of the buildings, the college faces great challenges in doing all the maintenance and upgrades necessary to meet its changing needs in the years to come. As noted in the *Self Study*, the college is struggling to narrow the gap between aging facilities with large repair and renovation needs and the requirement of new instructional programs, techniques and technologies to support the goals of excellence in teaching and learning. To further add to the challenge, State resources are expected to stay flat or even be reduced during this upcoming

biennium. The funding for capital improvement is expected to become more limited. The fact that the college depends almost solely on the State to fund the capital improvements sometimes impacts the setting of priorities.

Instead of doing the most needed upgrade, the college might have to do the projects where the funding could be secured.

The Science Building (Building 2900) is a major challenge. Because of the age of this building, 38 years, the existing building, the science laboratories and the equipment inside are starting to reflect their age. The equipment inside these laboratories is becoming insufficient for the education needs in the science disciplines such as biology, chemistry and physics. The space availability is limited for the students in the building. There are other issues in this building that will need to be addressed soon. For example, there is no fire sprinkler system in the laboratories. This is a safety issue. In addition, there are some access issues for the disabled under the Americans with Disability Act (ADA), notably the need for an elevator. The college has completed the draft pre-design study of how to renovate this building. The State of Washington has already appropriated over \$6 million for a total renovation of this building. A preliminary timeline has been developed. As the Administration has found out in the renovation of the Library and Technology Center, the College might have gotten a bigger "bang" for its dollars had it completely replaced the building with a new one for about the same cost. The visiting committee recommends that the college reviews the option of replacing the building before finalizing the plan to renovate the Science Building.

As noted in the *Self Study*, there are many other buildings needing attention and analysis. Examples include the theatre, the Dental Hygiene Building and the Music Building

Another area for improvement identified by the college is the reasonable accommodation requirement under ADA. To the credit of the administration, the college is well aware of the needs and is doing every thing positive to provide accommodation. A good example is the recent addition of the elevator to Building 5000. This addition has really enhanced the accessibility for the disabled persons to this building. The visiting committee commends the college for the awareness and willingness to fund these projects to create better access for the disabled. The committee also encourages the college to continue the efforts to identify opportunities to fund such projects.

The infrastructure of the College is also aging. This creates another challenge. For example, the boilers, circulation pumps, general plumbing, the main water line and old fixtures may need replacement soon. Many trees were planted too close to the buildings. Now that the trees are grown, they create problems by damaging roofs and walls. Further, their root systems often impede upon the sewage line and underground cables. All these challenges require the college to be much more deliberate as to the path forward, balancing needs with funding.

Despite all these challenges, the college has been able to maintain the facilities and the

infrastructure relatively well.

The college, together with the Foundation, has started working on the *Master Plan for the College of the Future*. The draft concept plan has already been developed. In the draft concept plan, many of the existing buildings are to be replaced rather than renovated because this is considered to be more cost effective. The visiting committee commends the college for taking the forward-looking stance to provide high quality learning facilities for the community. The challenge for the College is that before the master plan becomes a reality, SCC may need to create and fund a capital plan to address the immediate renovation needs of the buildings and of its infrastructure.

## 9. Institutional Integrity

Shoreline Community College adheres to the highest ethical standards in its representation to its constituencies and the public; in its teaching, scholarship, and service; in its treatment of its students, faculty, and staff; and in its relationships with regulatory and accrediting agencies.

SCC represents itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements. Policies define and prohibit conflict of interest on the part of governing board members, administrators, faculty, and staff. Since the fifth year interim visit, two top administrators at Shoreline Community College have left in the wake of ethics violations. The campus community was profoundly impacted by this incident, and the college was the subject of a great deal of negative publicity because of it. However, in the few years since this has occurred, employees have regained faith that the institution is one of high integrity and strong ethical values. *The visiting team commends members of the Board of Trustees, the current administration, the faculty, the classified staff, and the students for their high ethical standards as demonstrated in their policies, practices, and behaviors.*

### Policy on Institutional Integrity

Shoreline Community College provides the freedom to examine data, to question assumptions, to be guided by evidence, to teach what one knows. There is freedom from unwanted harassment that might hinder or prevent the college and its members from getting on with essential work. The college adheres to the tenets of academic freedom.

### Commendations

1. The committee commends the entire campus community for its dedication to the mission of the college and to the students of Shoreline Community College. The team is impressed by the friendliness of the campus and the obvious desire of employees to do all they can to foster student success.
2. We commend the college for its efforts to undertake planning and evaluation, its work to improve these processes and products and its goal of undertaking assessment activities which will lead to a more effective institution.
3. We commend the college on its successful efforts to serve its community by providing educational programs and courses for specific populations at times, locations and in formats that meet their needs. Further, we commend the college's workforce development efforts and its willingness to partner and collaborate with other private and public entities for the betterment of the community.
4. We commend the college for its excellent international studies program. We believe that efforts to recruit and accommodate international students and to use resources from the success of that program to encourage faculty and students to travel abroad are exemplary and creative.
5. We commend the college for developing and fostering nationally recognized, award winning partnerships with the automotive manufacturing industry and the Puget Sound Automobile Dealers Association. Through the collaboration, the industry has provided the college with a modern training facility and a continuous source of up-to-date automobiles, equipment, and training aids. This unique partnership is truly a national model.
6. We commend the college for the integration of college preparatory courses into the humanities and the science division in such a way that developmental math, English, and ESL students receive seamless instruction as they progress through their academic programs; faculty within the divisions value the teaching of these preparatory courses.
7. We commend the college for granting student body officers significant responsibility in managing a budget which includes money collected as student technology fees, thus allowing them to be very involved in providing computers and other services to students.
8. We commend the college for developing an exemplary new student orientation program that has been the model for programs used at other schools.
9. We commend both the full-time and part-time faculty for their enthusiasm, dedication, and commitment to the students, the programs, and the college.
10. We commend the college for its strong support for student learning offered in its many high quality learning assistance, tutoring, and technology centers.



11. We commend the recent remodel of the Library Media Center. The building now accommodates enhanced student-centered integration of library, media and technology resources; increases student use of these resources; expands access to a variety of educational technologies; and supports greater efficiency in the use of personnel and the delivery of student services.

12. We commend the college leadership-members of the Board of Trustees, administrators, officers of the faculty and of the classified staff, and officers of the student body-for their belief in shared governance and their extraordinary hard work as they participate in its committees, processes, and the improvement of the system as a whole.

13. We commend the college for the excellent upkeep and attractiveness of the campus. The surroundings create a peaceful and tranquil environment conducive to student learning in the middle of a major metropolitan area.

14. The visiting team commends members of the Board of Trustees, the current administration, the faculty, the classified staff, and the students for their high ethical standards as demonstrated in their policies, practices, and behaviors.

## Recommendations

1. The visiting committee recommends that the college uses the results of its evaluation activities and ongoing planning processes to influence resource allocation and to improve instructional programs, institutional services, and activities; further, the committee recommends that the college administration convey to the campus community the impact of planning on budgeting and the uses of the results of assessment on program and service improvement. (1.B.4)

2. We recommend that the college integrate assessment of its educational programs into an overall planning and evaluation plan (2.B.1), demonstrate that students who complete their programs have achieved their outcomes (2.B.2), and provide evidence that assessment activities lead to the improvement of teaching and learning. (2.B.3, 2.2)

3. We recommend that the college identify an implementation process for the General Education component of the curriculum and provide criteria by which the relevance of each course to the general education component is evaluated. (2.C.2,2.1)

4. We believe that the "Students Rights and Responsibilities" including academic honesty and the grievance policy are well defined, but we recommend that they be included in publications readily available to students. (3.B.3)

5. We recommend that the college should make adequate provision for the safety of students and others by improving the lighting of walkways around the campus, particularly on paths leading to the parking lot and in the lots themselves. (3. B.4)
6. We recommend that Shoreline examine its governance committee structure, number of committees, and their charges so that the governance structure better facilitates the successful achievement of the college's mission and goals. (6.A)
7. We recommend that the Board of Trustees approves all major academic, vocational, and technical programs of study. (6.B.5)
8. We recommend that the college publish an annual budget, both in detail and in summary, to appropriate constituencies. The funding of strategic focuses and budget policies, principles and guidelines, and the processes for developing the budget should be clearly defined and followed. (7.A.3)
9. We recommend that the College address and respond to the external auditors' recommendations, dated September 20, 2001, regarding the internal controls of the college. (7.C.12)